

Consult 4 Kids Lesson Plans

Component	Character Education
Grade Level:	K-5
Lesson Title:	Chain of Pro-Activity
Focus:	Pro-Activity

Materials:

- Whiteboard or chart paper to record student responses
- Dry erase markers or markers
- Crayons, markers, colored pencils, etc for drawing
- 1 strip of construction paper for each student (should be pre-cut, same size for each student)
- List of words or phrases from Lesson A: What Is Pro-Activity?

Opening

State the objective

Today we will:

- Identify words and phrases that have to do with pro-activity.
- Create Chain of Pro-Activity.

Gain prior knowledge by asking students the following questions

What were you pro-active about today?
 What happened because you were pro-active?
 What could have happened if you were not pro-active?

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

1. Have students sit in a circle to best facilitate this discussion (Leader should be part of the circle as well) or have students discuss questions with a partner then ask for pairs to share out →
2. Ask students, “What are some good outcomes of being pro-active?” or “What is good about being pro-active?”
3. Ask students, “What might be bad about not being pro-active?”
4. Ask students, “What does it take to be proactive? What does that mean to you?” (Here, refer to the long list that you made in Lesson A. Add words and phrases if they aren’t on the list already. It should be as lengthy as you can make it.)

*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

Students Practice (“You do”)

1. Now, have each student come up with a word or phrase that has to do with being pro-active (students should refer to the list) that starts with the SAME letter as the first letter in their first name. Give an example like “Aware Adam,” “Stop, Look and Listen Samantha” or “Prepared Pricilla”
2. Give each student a strip of paper. On one side, students should write “I AM PRO-ACTIVE BECAUSE I AM...”

Consult 4 Kids Lesson Plans

<ol style="list-style-type: none"> 3. On the other side of the strip, students should write their word/phrase and name. Have students decorate their strip. 4. When all students are finished, have students create a chain of Pro-Activity by linking students' strips of paper together. 5. Hang the Chain of Pro-Activity in the class to remind students to be pro-active everyday! 	
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>Liked Best, Next Time (LBNT): In this simple debrief, students talk about the activity or the day and share what they enjoyed most and/or what else they would have liked to have done, or what they would have liked to have spent more time on. LBNT allows students to express an opinion about the day.</p>

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • Ask students to think about what they did today. • Ask them to comment on what they did today was something they already knew how to do. (Confirmation) • Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak) • Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)
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Consult 4 Kids Lesson Plans

Component	Character Education
Grade Level:	K-5
Lesson Title:	Act It Out #9
Focus:	Pro-Activity

Materials:

- Whiteboard or chart paper to record student responses
- Dry erase markers or markers

Opening

State the objective

Today we will:

- Work in small groups to prepare a performance.
- Theatrically portray what pro-activity looks like.

Gain prior knowledge by asking students the following questions

When we are working in small groups of 4 or 5 people, what is important to keep in mind? What role does pro-activity play when working with a team?

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

1. Have students sit in a circle to best facilitate this discussion (Leader should be part of the circle as well) or have students discuss questions with a partner then ask for pairs to share out →
2. Students should reflect on what pro-activity means.

*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

Students Practice (“You do”)

1. Students should be grouped in to teams of 4 or 5 per group.
2. Each team should plan a skit that portrays pro-activity. Give each team a chance to perform their skit.
3. After each skit, ask students,
 - a. “Who were all the characters?”
 - b. “How did each character show or not show pro-activity?”
 - c. “How did each character feel in the skit?”

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Liked Best, Next Time (LBNT): In this simple debrief, students talk about the activity or the day and share what they enjoyed most and/or what else they would have liked to have done, or what they would have liked to have spent more time on. LBNT allows students to express an opinion about the day.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

Component	Character Education
Grade Level:	K-5
Lesson Title:	Stop, Look, Listen and More!
Focus:	Pro-Activity

Materials:

- Whiteboard or chart paper to record student responses
- Dry erase markers or markers
- Crayons, markers, colored pencils, etc for drawing
- Paper for each student

Opening

State the objective

Today we will:

- Understand what is important about being aware of surroundings and situations.
- Practice strategies for gaining awareness.

Gain prior knowledge by asking students the following questions

Where have you heard the phrase, “Stop, look and listen”?

What does it mean?

Why do people say it?

Where did you learn it? Who did you learn it from?

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

1. Have students sit in a circle to best facilitate this discussion (Leader should be part of the circle as well) or have students discuss questions with a partner then ask for pairs to share out →
2. Explain to students that being proactive means being aware of what is going on around you so that you can act in a way that is smart and safe.
3. Ask students, “What is important about being aware?”
4. Let students know that being aware of your surroundings means knowing what is going on in possible dangerous situations as well as safe situations, like right now.
5. Have students silently for about 15 seconds stop, look and listen right where you are
6. Now, have students share what they saw and heard. From what students saw and heard, how did they feel? From what students saw and heard, is there anything that they should be doing? Is there anything that they should not be doing?

*Activity → Teachable Moment(s) *throughout*

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

Consult 4 Kids Lesson Plans

<ol style="list-style-type: none"> 7. As a group, list other things that someone can do to gain awareness beside look and listen, including: <ol style="list-style-type: none"> a. Ask other people what is going on. b. Look at people and things – what are on the walls, what kinds of objects are in the room, are things neat and orderly or messy. c. Look at the expressions on people’s faces. d. What does it smell like? Taste? e. What time of day is it? 8. On the white board or chart paper, have students give you examples of other environments that they might find themselves in (at home, on the playground, at a grocery store, at a friend’s house, in classroom, at practice, at church, etc). 	<p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
<p>Students Practice (“You do”)</p> <ol style="list-style-type: none"> 1. Group students in pairs or triads. 2. Each pair or triad should pick one environment from the whiteboard. 3. As a group, have students list as many things as they would see, hear, feel, taste and smell that would tell them about a situation in that particular environment. 4. Have students share what they came up with and see if the class can add to each other’s lists. 	

Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>Three Whats Ask the following three “what” questions:</p> <ol style="list-style-type: none"> 1. What did you enjoy most about this activity? 2. What was the biggest challenge with this activity? 3. What did you learn from the group?

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • Ask students to think about what they did today. • Ask them to comment on what they did today was something they already knew how to do. (Confirmation) • Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak) • Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)
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Consult 4 Kids Lesson Plans

Component	Character Education
Grade Level:	K-5
Lesson Title:	Taking Initiative Today!
Focus:	Pro-Activity

Materials:

- Whiteboard or chart paper to record student responses
- Dry erase markers or markers
- Crayons, markers, colored pencils, etc for drawing
- Paper for each student

Opening

State the objective

Today we will:

- Understand how to be proactive with everyday activities.
- Create individual To Do lists for everyday activities.

Gain prior knowledge by asking students the following questions

- Is it possible to see in to the future, like a fortune teller reading from a crystal ball?
 What would be good about being able to see in to the future?
 What would not be good about being able to see in to the future?

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

1. Have students sit in a circle to best facilitate this discussion (Leader should be part of the circle as well) or have students discuss questions with a partner then ask for pairs to share out →
2. Explain to students that although we may not be able to see exactly in to the future, there are things that we can predict or expect to happen every day.
3. Ask students, “What are some of those things?” (ex: the sun will come up, my mom or dad will wake me up, I will go to school, I will see my friends, etc).
4. Explain to students that along with things that we know are going to happen, we can also predict or expect certain things that WE need to do or get done.
5. Ask students, “What are some of the things that YOU need to do every day?” (ex: brush my teeth, get ready for school, turn in my homework, clean up after myself after meals, etc)
6. Explain to students that when we think about all of these things that we need to get done in the day ahead of time, we are better prepared to actually do them. And when we DO these things, especially without being ASKED by anyone else to do them, we are being proactive. This is also called “taking initiative.”
7. Ask students, “Why would somebody say that they appreciate someone who is proactive?”

*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the

Consult 4 Kids Lesson Plans

<p>8. Ask students, "What would it be like if someone wasn't proactive at all?"</p>	<p>student become the teacher.</p>
Students Practice ("You do")	
<ol style="list-style-type: none"> 1. Have each student create a To Do list of things that they need to get done every day. First have students brainstorm all of the things they need to do, then have them put them in order as best they can. 2. The students' To Do lists should be clear and done to really help the student remember all of the things he or she needs to do in a day. 3. Have students share their To Do lists with each other. 4. Challenge the students to share their To List with their parents and families and to post their To Do list somewhere at home where they can see it every day. 	

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Three Whats

Ask the following three "what" questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

Component	Character Education
Grade Level:	K-5
Lesson Title:	What Does My Week Look Like?
Focus:	Pro-Activity

Materials:

- Whiteboard or chart paper to record student responses
- Dry erase markers or markers
- Weekly Activities Chart, recreated prior to lesson on the whiteboard or chart paper (should be large)

Opening

State the objective

Today we will:

- Understand how to be proactive with activities that happen weekly.
- Act out a typical week through creative movement.

Gain prior knowledge by asking students the following questions

Who is the busiest person you know? Why are they so busy?
 How do you think this person manages his or her time?
 How do you think this person doesn't forget anything?

Content (the "Meat")

Instruction/Demonstration ("I do" – "We do")

1. Have students sit in a circle to best facilitate this discussion (Leader should be part of the circle as well) or have students discuss questions with a partner then ask for pairs to share out →
2. Explain to students that people who are busy usually don't wait until the last minute to figure out what it is they are doing next. Busy people usually use any number of tools to help them stay organized.
3. Ask students, "What are some tools that people might use to stay organized?"
4. Share with students that all of these tools help someone to stay organized, but before someone can actually USE these tools, he or she needs to first THINK about all of the things that are going to happen – we can call it "getting organized to get organized."
5. Ask students, "What do you think that means?" and "What do you think this has to do with pro-activity?"
6. Explain that when we are aware and ready for all of the things that are going to happen not just for today, but for a longer period of time like a week, we can pro-actively expect challenges, know when things need to get done, and feel less stressed, even though we might be really busy.
7. Ask students, "What do you think would happen if we weren't pro-active in looking at our week?"
8. As a class, fill in a week's worth of activities in a chart like the example given (this should be big on the whiteboard or chart paper). Don't forget transitions!

*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

Consult 4 Kids Lesson Plans

<p>9. Take several examples from different students for each time “chunk.” There should be activities filled in for each time chunk for everyday.</p>	
<p style="text-align: center;">Students Practice (“You do”)</p> <ol style="list-style-type: none"> 1. Group students into triads or groups of 4. 2. Have each group choose a time “chunk” from the chart. 3. As a group, students are to act out what an entire week would look like during their time “chunk” only using their bodies. Students can make sound effects (for example, the sound of a car), but cannot use any words. Students can refer to the big chart for ideas. 4. Students should try to arrange a scene where the movements for each different activity are continuous, almost like a dance combination. 5. Have each group “act” out their scene for others. Have the audience guess which time “chunk” they are acting. 	

Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>WHI? Ask the following three question:</p> <ol style="list-style-type: none"> 1. What were some of the questions that came up in your group? 2. How did you go about including everyone? 3. If you were to try this again, what might you do differently?

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • Ask students to think about what they did today. • Ask them to comment on what they did today was something they already knew how to do. (Confirmation) • Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak) • Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)
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Consult 4 Kids Lesson Plans

Pro-Activity

Weekly Activities Chart - Example

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
6:00 am – 8:00 am or at home before school							
8:00 am – 3:00 pm or at school							
3:00 pm – 6:00 pm or at afterschool program							
6:00 pm – 8:00 pm or after afterschool program							
8:00 pm – 10:00 pm or before bed/bed							

Consult 4 Kids Lesson Plans

Component	Character Education
Grade Level:	K-5
Lesson Title:	What Does the Future Hold?
Focus:	Pro-Activity

Materials:

- Whiteboard or chart paper to record student responses
- Dry erase markers or markers
- Crayons, markers, colored pencils, etc for drawing
- Big piece of construction paper for each student
- Example timeline on the whiteboard (planned prior to lesson – see example attached)

Opening

State the objective

Today we will:

- Identify experience we can look forward to for the future.
- Create Pro-Active Timelines for how we will get there.

Gain prior knowledge by asking students the following questions

Who do you look up to?
How do you think that person got to where they are now?
What were the steps that he or she took to be the person they are now?

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

1. Have students sit in a circle to best facilitate this discussion (Leader should be part of the circle as well) or have students discuss questions with a partner then ask for pairs to share out →
2. Explain to students that just like we can expect things to happen every day (the sun will come up, I will go to school, etc), there are some things that we know will happen in the more distant future – like in 5 years, 10 years and maybe even 25 years.
3. Ask students, “What would be some of those things that you can expect for yourself in 5 years?” (ex: age, grade level, siblings’ older, maybe different school, etc).
4. Ask students, “What would be some of those things that you can expect for yourself in 10 years?” (ex: age, grade level, siblings older, probably different school, maybe college, maybe career, etc).
5. Ask students, “What would be some of those things that you can expect for yourself in 25 years?” (ex: age, siblings older, family of your own, what else??)
6. Explain to students that along with these changes that we know are going to happen, there will be experiences that we might be excited about as well as experiences that we aren’t that excited about. We know that the good and bad are going to happen, but we can still do our best to be pro-active.
7. Show students your example of your Pro-Active Timeline and discuss each experience.

*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

Consult 4 Kids Lesson Plans

8. Have a student help you create another example timeline with the rest of the class, if needed.

Students Practice (“You do”)

1. Now, have students create their own Pro-Active Timelines.
2. Students should include 4 points: 1 year, 5 years, 10 years and 25 years from now
3. For each point, students should draw and write (for older students):
 - a. What they see themselves doing or where they see themselves at (age, grade level, etc.).
 - b. One thing they are excited about and what they are going to do to prepare for it.
 - c. One thing they are not so excited about and what they are going to do to prepare for it.
4. Give students time to share their Pro-Active Timeline’s with each other.

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Likes and Dislikes

Create a chart and list what students liked and what students didn’t like about the activity. You might probe by asking, “What about this activity ...”

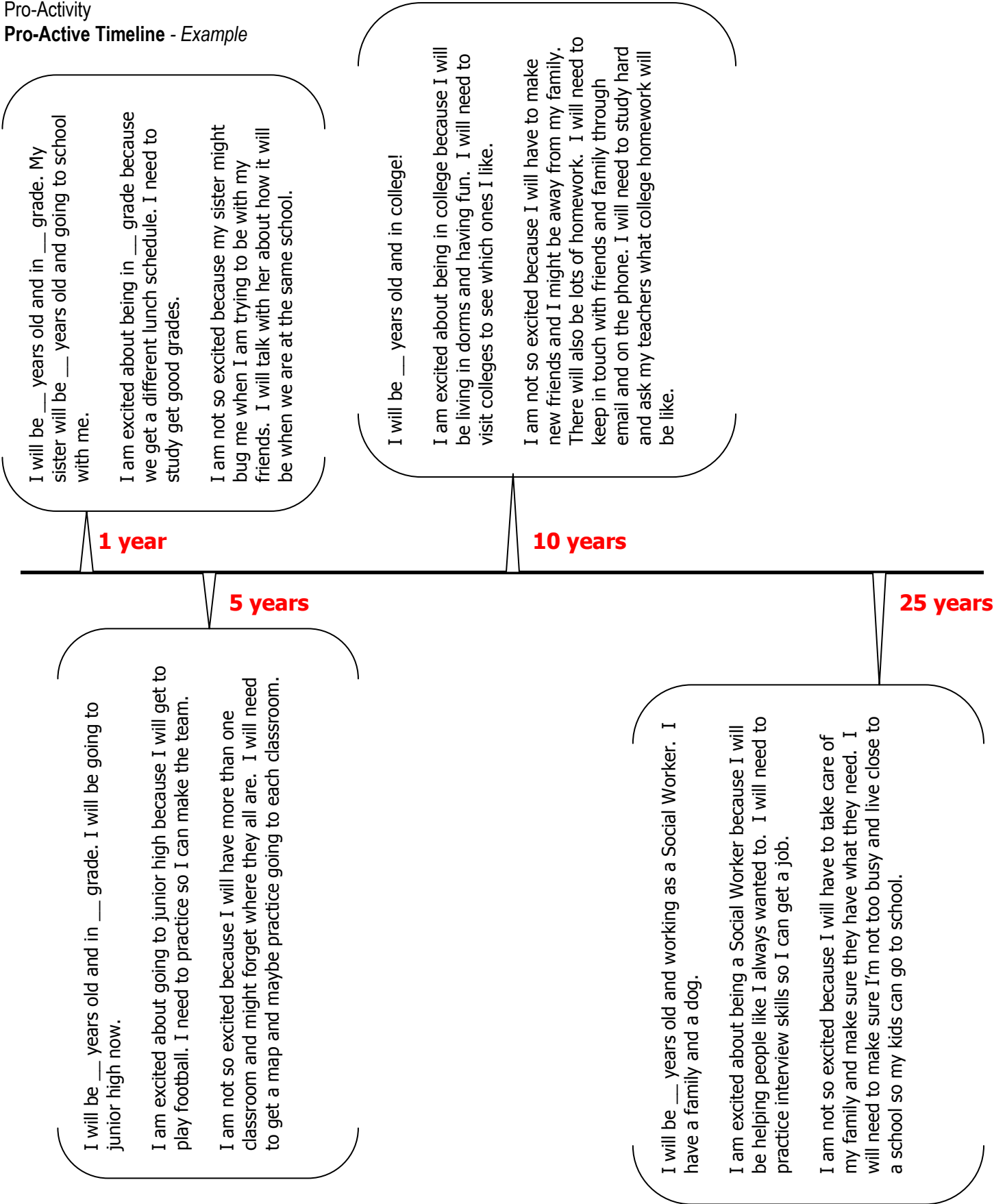
Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

Pro-Activity

Pro-Active Timeline - Example



Consult 4 Kids Lesson Plans

Component	Character Education
Grade Level:	K-5
Lesson Title:	What Is Pro-Activity
Focus:	Pro-Activity

Materials:

- Whiteboard or chart paper to record student responses
- Dry erase markers or markers
- Crayons, markers, colored pencils, etc for drawing
- Paper for each student

Opening

State the objective

Today we will:

- Create a class understanding of pro-activity.
- Identify examples of being pro-active...

Gain prior knowledge by asking students the following questions

What is a “prediction”?

What is the difference between a “guess” and a “prediction”?

What is needed to make a solid prediction (or educated, informed guess)?

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

1. Have students sit in a circle to best facilitate this discussion (Leader should be part of the circle as well) or have students discuss questions with a partner then ask for pairs to share out →
2. Ask students,
 - a. “What is important about gathering information to make a prediction about something?” (can also use *educated guess*, *informed guess* or *thinking ahead*)
 - b. “When would you make a prediction about something?”
 - c. “What could you do with the information you gathered about your prediction of something?”
 - d. When asking this question, chart student responses on a piece of chart paper or large space that can be saved and referred to in later lessons (Lesson F: Chain of Pro-Activity). Try to chart one or two word responses, phrases and as many synonyms as possible). “Based off of the responses to these questions, what do you think the word ‘pro-activity’ means?” (ex: Being able to identify or think ahead about certain situations; to anticipate challenges or problems that might arise in a situation; to act in response to something before it happens)

*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

Consult 4 Kids Lesson Plans

<p>rather than react after it happens, doing something you know you are supposed to do without being told or asked, or if no one is watching or around, etc.).</p> <p style="margin-left: 20px;">i. Some words that also have to do with Pro-Activity include: preventative, independent thinking, anticipate, expect, respond, think ahead, plan ahead, planned, well thought out, not waiting, gung-ho, initiate, prepared, aware of, foresee, Stop Look and Listen, good idea, ready, organized, take action.</p>	
Students Practice (“You do”)	
<ol style="list-style-type: none"> 1. Next, have students think of a time when they were pro-active in a situation. 2. Have students draw their experience. Older students should also write about the experience – what did they do? What were the outcomes? What could have happened if they weren’t proactive? 3. After students have finished drawing, have students share their drawings with others. 	

Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>Liked Best, Next Time (LBNT): In this simple debrief, students talk about the activity or the day and share what they enjoyed most and/or what else they would have liked to have done, or what they would have liked to have spent more time on. LBNT allows students to express an opinion about the day.</p>

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • Ask students to think about what they did today. • Ask them to comment on what they did today was something they already knew how to do. (Confirmation) • Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak) • Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)
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Consult 4 Kids Lesson Plans

Component	Character Education
Grade Level:	K-5
Lesson Title:	What's Next?
Focus:	Pro-Activity

Materials:

- Whiteboard or chart paper to record student responses
- Dry erase markers or markers
- What's next? Scenario cards (attached)

Opening

State the objective

Today we will:

- Discuss different scenarios and how to act pro-actively in each.
- Practice pro-activity through acting.

Gain prior knowledge by asking students the following questions

- What were you pro-active about today?
 What happened because you were pro-active?
 What could have happened if you were not pro-active?

Content (the "Meat")

Instruction/Demonstration ("I do" – "We do")

1. Explain to students that today we are going to practice pro-activity by imaging ourselves in situations and deciding what is going to happen next and how we are going to act
2. Share with students that we are going to practice one together. Say, "Here is the scenario: you are in the kitchen at home after practice. You just finished your homework for the next day. Your dishes from breakfast are still in the sink and you are waiting for dinner."
3. Have students think about this situation. Stop, look and listen. What do they see, hear, think, smell and taste? What do they feel?
4. What will happen next? What will the person do next? How can he or she be proactive in this situation?
5. After discussing this situation as a group, have one student volunteer to act out a quick scene showing how they would be pro-active in this instance.

*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

Students Practice ("You do")

1. Now, group students in to 6 teams. Give each team a scenario flashcard.
2. Give teams time to figure out what happens next in their situation. Prompt students with the questions:
 - a. What do they see, hear, think, smell and taste? What do they feel?
 - b. Is there anyone else involved?
 - c. What will happen next?

When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

Consult 4 Kids Lesson Plans

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| <p>d. What will the person do next?</p> <p>e. How can he or she be proactive in this situation?</p> <p>6. Have each team perform their skit for the rest of the class and explain their reasoning.</p> | |
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>Liked Best, Next Time (LBNT): In this simple debrief, students talk about the activity or the day and share what they enjoyed most and/or what else they would have liked to have done, or what they would have liked to have spent more time on. LBNT allows students to express an opinion about the day.</p>

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • Ask students to think about what they did today. • Ask them to comment on what they did today was something they already knew how to do. (Confirmation) • Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak) • Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)
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Consult 4 Kids Lesson Plans

Pro-Activity

What's next? Scenario flashcards

<p>You are at school. Your teacher just said you don't have homework for tonight, but you do have a quiz at the end of the week. You also have practice for a game on Saturday. You feel busy. What happens next?</p>	<p>It is the weekend. You are planning to go with friends to the park by your house. You were given permission to walk there and back. You were told to be back by 3:00 pm. What happens next?</p>
<p>You are in a new class in the afterschool program and you don't know that many people. You are a little bit scared that they won't like you. What happens next?</p>	<p>At home, your room is pretty messy and you realize that you may have lost some toys. As you are walking past the kitchen, you notice your little brother playing. What happens next?</p>
<p>In the afterschool program, you have the job of Snack Leader – you pass out the snacks. One day, your school day teacher asks you if you can stay after class so that you can help another student with his math. What happens next?</p>	<p>You are going to miss a couple days of school because you will be attending a family event. What happens next?</p>