

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	A Welcome Book
Focus:	Getting To Know You, Me and We

Materials:

- variety of colors of construction paper (12 x 18)
- pencils, crayons, markers, or colored pencils

Opening

State the objective

Today we will:

- create a “welcome book” to help new students feel at ease and to express personal views of their school and themselves.

Gain prior knowledge by asking students,

- What does the word welcome mean? (feeling like you belong and you know what to do).
- If you were going to be in a new place, what would you like for someone to share with you that would make you feel more comfortable (schedules, lunch, bathrooms, names of people, ...) Make a list.
- What might a Welcome Book look like?

Content (the “Meat”)

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

Discuss:

- What information you want to include in the class Welcome Book.
- Make a list on the board and assign a pair of students to complete the page (be sure that you have at least 10 pages in your book).
- Discuss the page layout—title, picture, content in words, other, draw that format on the white board or chart paper.
- Ask how the authors of this Welcome Book should be highlighted (list of names, group picture...).
- Ask how the book will be assembled (laminated? single ring? staple? other binding?).

***Activity → Teachable Moment(s) throughout**

When you are intentionally teaching youth something, take the time to point how the information is used during the day-to-day of life.

Take time to stop the class and ask them to share an insight with the class or a partner for a partner.

Check in often to see if they have ideas for making the lesson more fun and enjoyable. Listen for “how” and “what” questions.

Have students tell you what

Students practice (“You do”)

1. Explain to students that they are now ready to begin work on the book.
2. Ask them to pair up with the person on the chart that they will be working with.
3. Ask students to collect necessary supplies and work to complete the assigned

Consult 4 Kids Lesson Plans

page. 4. When complete, assemble the entire Welcome Book.	they are doing/thinking.
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Closing
Review
Say: <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
Three Whats Ask the following three “what” questions: <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?

Reflection (Confirm, Tweak, Aha!) <ul style="list-style-type: none"> • Ask students to think about what they did today in Theme 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:	Theme
Grade Level:	K-5
Lesson Title:	All About Me!
Focus:	Getting To Know You, Me and We

Materials:

- White construction paper (1 per student)
- Markers or crayons

Opening

State the objective

Today we will:

- Identify our likes and dislikes
- Share our favorite things with the group
- Learn about things we have in common with our peers

Gain prior knowledge by asking students, “What do you know about _____?”

- Celebrating your uniqueness? Have you ever had an opportunity to celebrate how wonderfully different and unique you are? Tell me about some of your experiences.

Content (the “Meat”)

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

- Introduce the All About Me posters to students.
- Tell students that they will each get to make a poster that represents both their likes and dislikes and shows how unique they are as an individual.
- Brainstorm with students the items that they can illustrate on their posters. Examples could include a self-portrait, first and last name, favorite foods, favorite hobbies, family members, favorite books, places they would like to travel, and foods and hobbies that they dislike.
- Record all brainstorming ideas on a white board or chart paper.

Activity → Teachable Moment(s) *throughout

When you are intentionally teaching youth something, take the time to point how the information is used during the day-to-day of life.

Take time to stop the class and ask them to share an insight with the class or a partner for a partner.

Check in often to see if they have ideas for making the lesson more fun and enjoyable.

Listen for “how” and “what” questions.

Students practice (“You do”)

- Give each student a piece of white construction paper.
- Allow students time to record or draw items from the brainstorm onto their All About Me posters. Posters should include at least a first name.
- Once students have completed their All About Me posters, allow students to come

Consult 4 Kids Lesson Plans

to the front of the class to introduce their posters and explain the items they chose to draw.	Have students tell you what they are doing/thinking.
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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 activity.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in Theme 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:	Theme
Grade Level:	K-5
Lesson Title:	A Box of Me
Focus:	Getting To Know You, Me and We

Materials:

- One shoe box or other small box per student (You may want to ask them to bring this in ahead of time. Instructions for how to make origami paper boxes can be found at <http://www.wikihow.com/Fold-a-Paper-Box>, but this method is only recommended for older youth. You will need the materials listed on this how-to.)
- Paper
- Various magazines
- Scissors
- Drawing materials (crayons, markers, etc)

Opening

State the objective

Today we will:

- Create a box that holds information that describes you
- Learn about other personalities, likes and interests

Gain prior knowledge by asking students, “What do you know about _____?”

- Building relationships?
- One of the ways you can build relationships with your peers is by getting to know about them.

Content (the “Meat”)

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

- Each person will create/fill a box with items that define them. If you can, send the boxes home with students the night before. Students can fill the boxes with items that are important to them (family photos, mementos, certificates, small toys, etc).
- If students are creating their boxes, use this time to walk them step-by-step through the process.

Students practice (“You do”)

- Option #1: If students did not bring items from home, allow them time to use magazine cut outs or small pieces of paper to draw items that represent them. For example, one may cut a soccer ball from a magazine and draw a picture of their

***Activity → Teachable Moment(s) throughout**

When you are intentionally teaching youth something, take the time to point how the information is used during the day-to-day of life.

Take time to stop the class and ask them to share an insight with the class or a partner for a partner. Check in often to see if they

Consult 4 Kids Lesson Plans

<p>family to add to their box. Move on to Option #2.</p> <ul style="list-style-type: none"> Option #2: Students should write their names largely on the side of their Box of Me. Add all collected, drawn, or cut out items to the box. As time allows, students will partner up to share their boxes with one another. 	<p>have ideas for making the lesson more fun and enjoyable.</p> <p>Listen for “how” and “what” questions.</p> <p>Have students tell you what they are doing/thinking.</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>Four Step Debrief: This strategy has four steps, each one designed to help the student “connect the dots” between the activity, the learning, and how that learning may be used in their everyday life both immediately and in the future.</p> <p>Step 1: Describe: Student(s) describe what they did during the activity.</p> <p>Step 2: Interpret: Students answer one, some or all of the following questions: What were your key learnings when you participated in this activity? What skills did you need to utilize to participate in this activity? How did you feel when participating in this activity?</p> <p>Step 3: Generalize: How can you use the skills or your key learnings in your life?</p> <p>Step 4: Apply: How can you use the skills or your key learnings at school?</p>

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> Ask students to think about what they did today in Theme 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!)

<p>Modification of lesson:</p> <p>If all boxes did not get shared during this time period, students can continue sharing when another lesson runs short or during some transitions.</p>
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Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Me Shirt
Focus:	Getting To Know You, Me and We

Materials:

- large piece of butcher paper for each child
- pencils, crayons, markers, or colored pencils
- scissors

Opening

State the objective

Today we will:

- Create Me-Shirts that express something important about themselves.
- learn more about each other as we share our “Me Shirts”.

Gain prior knowledge by asking students,

- If you were not at school today, what would you be doing?
- If you could choose something special to do today, what would that be?
- If you could wave a magic wand, what would you like to learn?

Content (the “Meat”)

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

Discuss:

- Each of us is special in our own way. What are some of the ways that you are special? Have students share information with a partner.
- If you were to see a poster about you, what would you want it to show about you?
- What are you interested in doing? Learning?
- Share that today each student is going to make a Me-Shirt that will share with others what is important to them.
- Ask for 2 volunteers to come up to the front.
- Explain that one child will lay down on the butcher paper and that the other student will trace around the torso—the space that a T-Shirt would cover.
- Demonstrate how this outline can be “straightened” into a T-Shirt putting in the sleeves and the neckline, and straightening the sides.
- Thank the volunteers and let them return to their seat.
- Ask students to share something they are interested in—as they name something, either create a quick drawing that represents the words or write the

***Activity → Teachable Moment(s) throughout**

When you are intentionally teaching youth something, take the time to point how the information is used during the day-to-day of life. Take time to stop the class and ask them to share an insight with the class or a partner for a partner. Check in often to see if they have ideas for making the lesson more fun and enjoyable. Listen for “how” and “what” questions.

Consult 4 Kids Lesson Plans

<p>words in a decorative way—do this with 3-5 student comments.</p> <ul style="list-style-type: none"> • Ask students if there are any questions about the task. 	<p>Have students tell you what they are doing/thinking.</p>
<p>Students practice (“You do”)</p>	
<ol style="list-style-type: none"> 1. Divide students into pairs—distribute butcher paper to each student. 2. Proceed with the process modeled and demonstrated above. 3. Have students complete the shirts and then cut them out. 4. Have students share the Me-Shirt with the class (remember that students should speak in complete sentences when sharing with the class. 	

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</p> <p>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 in Theme 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!)

<p>Modification of lesson:</p> <p>If you do not have butcher paper, create a T-Shirt outline on paper (the larger the better) and have students create the shirt on the smaller T-Shirt.</p>

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Personal Trading Cards
Focus:	Getting To Know You, Me and We

Materials:

- 3 x 5 cards (3 for each student)
- pencils, crayons, markers, or colored pencils

Opening

State the objective

Today we will:

- create individual trading cards (similar to baseball trading cards).
- learn more about each other as we trade cards.

Gain prior knowledge by asking students,

- What do you know about trading cards? (about people or characters, tell personal information, share about the person's successes).
- Have you ever collected a trading card? If yes, explain whose card you had. If no, share whose card you would like to collect?
- What specific information do you find on trading cards? (name, age, birthday, particular stats about the person—maybe hobby, interests or list of favorites).

Content (the "Meat")

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

Discuss:

- The importance of sharing information on the trading card.
- What do you find on one side of the card (picture of the person with his/her name). Demonstrate how that would be done on the 3 x 5 cards.
- Ask students what information they think should be included on the back of the card. Demonstrate how you are dividing the back of the card into three sections—the first for personal data—name, age, and birthday; section 2 will hold your special interests, section 3 will be personalized by the students in any way desired as long as it remains respectful.
- Share that students can replicate the card 2 times, or they can create 3 different cards, changing the back sections 2 and 3.

***Activity → Teachable Moment(s) throughout**

When you are intentionally teaching youth something, take the time to point how the information is used during the day-to-day of life.

Take time to stop the class and ask them to share an insight with the class or a partner for a partner.

Check in often to see if they have ideas for making the lesson more fun and enjoyable. Listen for "how" and "what"

Students practice ("You do")

Consult 4 Kids Lesson Plans

<ol style="list-style-type: none"> 1. Student work alone on his/her card. 2. When students are all finished with the trading cards, they are to mingle and trade cards with someone who interests them. 	<p>questions.</p> <p>Have students tell you what they are doing/thinking.</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>Three Whats</p> <p>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 in Theme 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:	Theme
Grade Level:	K-5
Lesson Title:	Personalized License Plates
Focus:	Getting To Know You, Me and We

Materials:

- Paper cut into the size of a license plate (1 per student)
- Crayons or markers

Opening

State the objective

Today we will:

- Create personalized license plates
- Learn more about our classmates

Gain prior knowledge by asking students, “What do you know about _____?”

- License plates on cars? How many letters do they have? (usually 7). What other things do you see on license plates? What are license plates used for?

Content (the “Meat”)

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

License plates generally have seven letters or numbers. License plates are put on the front and the back of the car and are used to identify the car.

- Explain to students that in this activity they will be creating personalized license plates that identify them.
- Students should write their names on their license plate paper just like a car’s plate. You may want to draw a sample license plate on a white board or chart paper so students have a visual idea of what they look like.
- If a student’s name is larger than seven letters, they will need to take out some of the letters, generally vowels, to narrow it down to seven letters.
- Talk to students about the decorations that can be found on a license plate. Each state has a different license plate. The decoration on the license plate is representative of the features of that state. The license plate that they will create will have decorations that are representative of them.
- Give each student a piece of license plate paper. Students should use a black crayon or marker to create the letters representing their name on their license plate. Allow each student to decorate around their name on the rim of the license plates items that represent them. Once students have completed their license plates, allow each student to come to the front of the class and share their license

***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>plate with the rest of the group. If possible, hang up students license plates in an area that can be seen by everyone.</p>	
<p style="text-align: center;">Students practice (“You do”)</p> <ul style="list-style-type: none"> Allow each student to decorate around their name, on the rim of the license plates, items that represent them. Once students have completed their license plates, allow each student to come to the front of the class and share their license plate with the rest of the group. If possible, hang up students license plates in an area that can be seen by everyone. 	

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> <p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> Ask students to think about what they did today in Theme 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!)

<p>Modification of lesson:</p> <p>With younger students, you may choose to have the license plates created with their name on it already and allow students to decorate around it.</p>

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Uniquely Me
Focus:	Getting To Know You, Me and We

Materials:

- 8.5” x 11 “ white paper
- pencils

Opening

State the objective

Today we will:

- Discuss the things about us that help us be alike and those that help us to be totally unique to us
- Explore our own unique fingerprints

Gain prior knowledge by asking students, “What do you know about _____?”

- Attributes you share with others?
- Attributes unique to you? (hair color, eye color, height, weight, birthday, fingerprints, talents)
- Your fingerprints?

Content (the “Meat”)

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

Discuss:

- Individual physical likenesses and differences, such as hair and eye color, height, and right- and left-handedness.
- Explain that while some people may have certain characteristics in common, everyone has a unique set of fingerprints.
- Make fingerprints of some or all of your students, using a pencil and paper.
 - Have students shade in a large area on the white paper (2” square).
 - Have student press his/her finger into the pencil lead colored square.
 - Make a set of prints on the clean part of the white paper.
- Have the students examine the fingerprints closely to see how they are different.
- Provide magnifying glasses if possible.

*Activity → Teachable Moment(s) *throughout*

When you are intentionally teaching youth something, take the time to point how the information is used during the day-to-day of life. Take time to stop the class and ask them to share an insight with the class or a partner for a partner. Check in often to see if they have ideas for making the lesson more fun and enjoyable. Listen for “how” and “what” questions. Have students tell you what

Students practice (“You do”)

1. Now that the students know how to make their own fingerprints, explain that they

Consult 4 Kids Lesson Plans

<p>will need to make three fingerprint images on the paper</p> <ol style="list-style-type: none"> 2. Ask students to use the fingerprint as a basic shape and then create an animal of some sort out of the fingerprint. 3. Repeat for all three prints, creating a different animal each time. 4. Have students share their work with others. 	<p>they are doing/thinking.</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>Three Whats</p> <p>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 in Theme 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:	Theme
Grade Level:	K-5
Lesson Title:	Pleased to Meet You
Focus:	Getting To Know You, Me and We

Materials:

- 12" x 18" white drawing paper (1 sheet for each student).
- pencils, crayons, markers, or colored pencils.

Opening

State the objective

Today we will:

- Get to know our classmates and then write acrostic poems about their new friends.

Gain prior knowledge by asking students,

- What questions do you ask someone you don't know very well? (name, favorites, things they like to do, where they live, etc.)
- What do you know about acrostic poems (take each letter of the word and create a descriptive phrase or write a word that captures who the person is) Example: Ginny G = Good friend, I = independent, N = nice to everyone, N = neat and well-organized, Y = yodels to the polka parade music.
- How would you collect the information about a person? (interview)

Content (the "Meat")

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

Discuss:

- What interview questions might you ask someone to get to know them better? Create a list of questions.
- Discuss how you might respond to those interview questions (use full sentences, keep a smile on your face, telling the truth, etc.)
- Ask for two volunteers to come up to demonstrate the interview—take demonstration team through the process of interviewing another person.
- Ask students what important information they found out during the interview (be sure to get the person's full name and correct spelling).
- Thank the volunteers.
- Demonstrate crating an Acrostic Poem.
 - Write letters of the person's name vertically on the paper.
 - Select interesting information from the interview.

***Activity → Teachable Moment(s) throughout**

When you are intentionally teaching youth something, take the time to point how the information is used during the day-to-day of life. Take time to stop the class and ask them to share an insight with the class or a partner for a partner. Check in often to see if they have ideas for making the

Consult 4 Kids Lesson Plans

<ul style="list-style-type: none"> ○ Write one characteristic or describer by each letter. ● Explain to students that this is what they are going to do with a partner. 	<p>lesson more fun and enjoyable. Listen for “how” and “what” questions.</p> <p>Have students tell you what they are doing/thinking.</p>
<p style="text-align: center;">Students practice (“You do”)</p> <ol style="list-style-type: none"> 1. Divide students into partners. 2. Ask students to interview the other person taking notes about what has been said. 3. Ask students to create an acrostic poem about that person. 4. Prepare to share information about your partner with the remainder of the group. 5. Share by introducing your new friend and sharing your acrostic poem. 	

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</p> <p>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 in Theme 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:	Theme
Grade Level:	K-5
Lesson Title:	Game On! The Getting To Know You Challenge
Focus:	Getting To Know You, Me and We

Materials:

- One shoe box or other small box per student (You may want to ask them to bring this in ahead of time. Instructions for how to make origami paper boxes can be found at <http://www.wikihow.com/Fold-a-Paper-Box>, but this method is only recommended for older youth. You will need the materials listed on this how-to.)
- Paper
- Various magazine
- Scissors
- Drawing materials (crayons, markers, etc)

Opening

State the objective

Today we will:

- Continue to build relationships by getting to know one another through friendly competition
- Practice our listening and memory skills

Gain prior knowledge by asking students, “What do you know about _____?”

- Remembering facts about people? Do you have any memory tricks you use?

Content (the “Meat”)

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

- Challenge the students to a “Getting To Know You” Battle! Them against you!
- Ask each student to stand up in front of the class and tell 5 facts about themselves.
- Now, tell them 25-30 facts about yourself.
- After you’ve introduced yourself, ask students if they can remember any of the facts about you. Students score 1 point for each correct fact they remember.

Students practice (“You do”)

- Now it’s your turn! Go around the room and name all the facts about each student that you can. You receive 1 point for each correct fact you remember!
- Tally up and see who won! Them or you!

***Activity → Teachable Moment(s) throughout**

When you are intentionally teaching youth something, take the time to point how the information is used during the day-to-day of life. Take time to stop the class and ask them to share an insight with the class or a partner for a partner. Check in often to see if they have ideas for making the lesson more fun and

Consult 4 Kids Lesson Plans

	enjoyable. Listen for “how” and “what” questions. Have students tell you what they are doing/thinking.
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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>What’s Important About That?: This strategy allows for the debriefing to take a single student’s learning and thinking deeper. Unlike other strategies which encourage the facilitator to get the input of many students, this strategy focuses on one student’s opinion and thinking. Students are reminded of what they just participated in. The first question asking students generically, what is important about (that, use the words to describe the activity that was just completed. Ex. If you have just finished your homework time, the student is asked, “What is important about completing your homework?”) When one student responds, it is important to listen for what the student says is important about the activity that was just completed. Building on that statement, the question again is “What is important about that (whatever was stated by the student.) This process up to five times, each time taking the child’s understanding of what is important to a deeper level. At the end, the facilitator states, “Then what I heard you say is that the importance of (this activity that we just finished) is because (fill in with the last thing that the student said.)”</p>

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • Ask students to think about what they did today in Theme 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:	Theme
Grade Level:	K-5
Lesson Title:	Role Venn Diagrams
Focus:	Getting To Know You, Me and We

Materials:

- 8.5" x 11 " white paper
- pencils

Opening

State the objective

Today we will:

- Develop a better appreciation of the roles they fill in their families and community by showing some of the different aspects of their lives.
- Have the students draw a Venn Diagram to share with classmates.

Gain prior knowledge by asking students,

- What is meant by a role you play? (part you play in your life—similar to the role an actor plays, only real life)
- What are some of the different roles you play in your family? (Sister/brother, daughter/son, table setter, translator, etc.)
- What are some of the roles that your mother plays? Your father? Your siblings?

Content (the "Meat")

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

Discuss:

- The individual jobs that each student plays in his/her family—make a list.
- Ask two volunteers to come to the front of the room.
- Explain that you understand that all of the roles listed will not be roles that they play in their families, but that you are beginning with that list.
- Explain that you are going to help them create a Venn Diagram (check to be sure that the students understand that a Venn is made of overlapping circles—and where the circles overlap is the place you write the things that BOTH people do. The sections where they do not overlap, but are within the circle is the place to list characteristics that are individual. Outside of the Venn you list things that DO NOT pertain to you.
- Go through the list with the volunteers. If both share a characteristic, put a "B" by the item, if one student or the other, put the initial of the student; and if neither plays a role put "N" for neither.
- Transfer the items to the Venn Diagram.
- Ask students if they have questions.

Activity → Teachable Moment(s) *throughout

When you are intentionally teaching youth something, take the time to point how the information is used during the day-to-day of life.

Take time to stop the class and ask them to share an insight with the class or a partner for a partner.

Check in often to see if they have ideas for making the lesson more fun and enjoyable.

Listen for "how" and "what" questions.

Have students tell you what they are doing/thinking.

Students practice ("You do")

Consult 4 Kids Lesson Plans

1. Now that the students know how to make a Venn Diagram with another student, pair students in the class.
2. Ask students to follow the process outlined above.
3. When students are finished, have the pairs share with others.

Note: For Kindergarten and 1st graders you will want to help them create the Venn Diagrams together by pairing additional students and complete as a whole class. If you have a volunteer or an older student who can help, then you can complete the activity as outlined above. Or you could ask students to draw pictures of the roles they play.

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 in Theme 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:	Theme
Grade Level:	K-5
Lesson Title:	Similar and Different
Focus:	Getting To Know You, Me and We

Materials:

- variety of colors of construction paper (12 x 18)
- pencils, crayons, markers, or colored pencils

Opening

State the objective

Today we will:

- create a poster with a peer sharing how we are alike and how we are different.
- learn more about each other.

Gain prior knowledge by asking students,

- What does the word similar mean? In what ways are you similar to the person closest to you? If you are not sure, ask them about themselves.
- What does the word different mean? In what ways are you different from the person closest to you? If you are not sure, keep asking questions until you understand how you are different.
- Ask students how similarities and differences is similar to shared and unshared; alike and unique, compatible and incompatibl.

Content (the "Meat")

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

Discuss:

- In the poster you are going to create with a friend today, you are going to show likenesses and differences.
- Consider ways that you might do that, have a heads together with a partner and discuss that and then share with the group (poster with two colors, Venn Diagram, arrows, other).
- Ask for a pair of volunteers who talked about how they might create a poster.
- Ask students to share with the group the idea that they have.
- Have them sketch the idea on a piece of chart paper.
- Ask students if they have questions.
- Ask students to select a partner.

***Activity → Teachable Moment(s) throughout**

When you are intentionally teaching youth something, take the time to point how the information is used during the day-to-day of life. Take time to stop the class and ask them to share an insight with the class or a partner for a partner. Check in often to see if they have ideas for making the lesson more fun and enjoyable. Listen for "how" and "what"

Students practice ("You do")

1. Students work with a partner to create a Similarities and Differences poster.

Consult 4 Kids Lesson Plans

<ol style="list-style-type: none"> 2. Ask students to collect the supplies that they need. 3. When students have create the poster. 4. Invite students to share the poster with the rest of the class. 	<p>questions.</p> <p>Have students tell you what they are doing/thinking.</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>Three Whats</p> <p>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 in Theme 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:	Theme
Grade Level:	K-5
Lesson Title:	Candy Confessions
Focus:	Getting To Know You, Me and We

Materials:

- 1 bag Skittles or M&Ms

Opening

State the objective

Today we will:

- Test our knowledge of what we have learned about each other
- Work together

Gain prior knowledge by asking students, “What do you know about _____?”

- Being a good friend? What are qualities of a good friend?

Content (the “Meat”)

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

- Pour the candy into a bowl.
- Allow students to choose between 3-6 candies each, depending on the time.
- Each candy color is assigned a question. Below are some example questions:
 1. How many bothers do I have?
 2. What is my favorite color?
 3. What is my favorite sport?
 4. I do not like this food.
 5. What is my last name?
- Write the color of candy that corresponds to each question you chose on the board or on chart paper.

Students practice (“You do”)

- Allow students to come to the front of the room one at a time.
- For each candy they chose, they will ask the class the corresponding question.
- Continue until all students have gone.
- (If a student has more than one color of the candy, they only ask the question once!)

***Activity → Teachable Moment(s) throughout**

When you are intentionally teaching youth something, take the time to point how the information is used during the day-to-day of life.

Take time to stop the class and ask them to share an insight with the class or a partner for a partner.

Check in often to see if they have ideas for making the lesson more fun and enjoyable.

Listen for “how” and “what” questions.

Have students tell you what they are doing/thinking.

Consult 4 Kids Lesson Plans

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 in Theme 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!)

Modification of lesson:

You could play this a competitive game. Split the class into teams. When a student is in front the class asking questions, their team gets the first chance to answer. If they answer correctly the others teams can try to answer. Each correct answer is worth a point for the answering team.

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Creating Classroom Agreements and Name Games
Focus:	Getting To Know You, Me and We

Materials:

- Chart paper or white board with four columns labeled Respectful, Responsible, Safe and Fun
- Post-its (3-5 only)
- “Creating Classroom Agreements & Learning Names Supplement: Name Game Nursery Rhymes” handout – 1 per leader (K-1 only)
- Soft ball (if playing Ball Toss)

Opening

State the objective

Today we will:

- Create classroom agreements
- Introduce ourselves to each other
- Learn each other’s names

Gain prior knowledge by asking students, “What do you know about _____?”

- Meeting new people?
- Creating classroom rules?

Content (the “Meat”)

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

Ask:

- What is the difference between “Rules” and “Agreements?”
(Rules are TOLD to you; agreements are developed and agreed upon by the group. For more information, see the “Ownership and Agreements” Module in the Consult 4 Kids Online Instruction videos; <http://consultfourkids.com/>)
- Why is it important to have agreements in our classroom?
(Answers will vary)

Do:

- Divide the group into smaller groups with 5-6 participants (For K-2 students, see modifications). Distribute Post-its to each group, instruct them to write one answer per Post-it and then pose the following questions:
 - How can you be successful in this environment?
 - How can you be responsible for your own learning?
 - How can you feel safe in this environment?

***Activity → Teachable Moment(s) throughout**

When you are intentionally teaching youth something, take the time to point how the information is used during the day-to-day of life.

Take time to stop the class and ask them to share an insight with the class or a partner for a partner.

Check in often to see if they have ideas for making the

Consult 4 Kids Lesson Plans

<ul style="list-style-type: none"> ○ How will we have fun in this environment? ● Introduce the THINK Agreements (Be Safe, Be Responsible, Be Respectful, Have Fun) ● Ask groups, one at a time, to read one of their answers to the whole group and decide with Agreement their answer would fit under. (It is okay if a statement fits into multiple categories) ● Continue to categorize the brainstorm until all answers are placed. <p>Note: All possible actions fit into one of these four categories, even if students didn't say "walk in the classroom" in response to "How can we be safe?", it still fits under the umbrella of Be Safe. Rather than having 142 individual rules or agreements, they can all be nicely packaged in 4 all-consuming categories.</p>	<p>lesson more fun and enjoyable.</p> <p>Listen for "how" and "what" questions.</p> <p>Have students tell you what they are doing/thinking.</p>
<p style="text-align: center;">Students practice ("You do")</p> <p>Choose one game to play with students</p> <p>K-1</p> <p>Name Game Nursery Rhymes: If possible, have students sit in a group on the floor. Choose one student to volunteer to come to the front of the group. Introduce the student to the group and allow students to choose a nursery rhyme (see Lesson Plan Supplement: Nursery Rhymes for examples). Lead students in singing the nursery rhyme using the student's name. Repeat as time allows.</p> <p>Ball Toss: For this name game you will need some sort of ball, preferably a small beach volleyball that students can throw to each other. When a student catches the ball, she needs to say her name. After that, she needs to throw the ball to another student. If that student knows the name of the person he is throwing the ball to then he should call out the person's name before the toss. If he does not know the person's name that he is throwing the ball to, he will learn it when that person catches the ball and says her name. (Found on Ehow.com)</p> <p>2-5</p> <p>Name Pantomime Instruct your students to introduce themselves by pairing up their name with a verb that starts with the same letter that could be used to describe them. For example, they could say Jogging Jenny or Giggling Ginger. Then have them introduce themselves to the class by not only telling the class this combination, but by also acting out the verb the best they can. The combination of the visual and the verbal introduction should help the students remember each others' names. (Found on Ehow.com)</p> <p>Introductions Split the classroom up into pairs. Each pair is to interview and then introduce each other to the rest of the class. At the end of all of the introductions you can challenge the students to recite all of the students' names and at least one fact about them. After all of the students take a shot at reciting all the names and facts, they should all have most of the names memorized and maybe even some extra information about each student. (Found on Ehow.com)</p>	

Consult 4 Kids Lesson Plans

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 in Theme 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!)

Modification of lesson:

For K-2 students, do this activity as a whole class without the Post-its. Leader will ask the questions and directly write the answers on the chart paper or board in the correct column.

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Safety Collages and Murals
Focus:	Getting To Know You, Me and We

Materials:

- Construction paper
- Markers or crayons
- Scissors (collage only)
- Magazines, newspapers, or other publications (collage only)
- Glue (collage only)

Opening

State the objective

Today we will:

- Create environmental agreements about safety
- Create a collage or mural showing safety in action

Gain prior knowledge by asking students, “What do you know about _____?”

- Ask students to give you examples of being safe in the classroom. Some examples may include walking in the classroom, putting backpacks on chairs or underneath desks, or keeping a tight hold on pencils, scissors or other objects.

Content (the “Meat”)

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

- Ask: What does safety look like in other areas of the after school program?
- Create a chart with several columns. At the top of each column, write the name of a place that students would find themselves while in the after school program. Examples might include the cafeteria, the library, bathrooms, or hallways.
- Ask students what being safe looks like, sounds like, and feels like in each of these areas.
- Record student answers under the appropriate column.
- Give students instructions for creating a safety collage or mural. For a safety collage, students can cut out pictures from magazines, newspapers, for other articles that show example of people being safe. These pictures can then be glued on a piece of construction paper to create a safety collage. For a safety mural, ask students to draw pictures or scenes in which people are being safe in a classroom

***Activity → Teachable Moment(s) throughout**

When you are intentionally teaching youth something, take the time to point how the information is used during the day-to-day of life. Take time to stop the class and ask them to share an insight with the class or a partner for a partner. Check in often to see if they have ideas for making the

Consult 4 Kids Lesson Plans

<p>or school environment.</p>	<p>lesson more fun and enjoyable. Listen for “how” and “what” questions. Have students tell you what they are doing/thinking.</p>
<p style="text-align: center;">Students practice (“You do”)</p> <ul style="list-style-type: none"> • Give each student the materials needed to create their collage or mural. • Students should work independently, in pairs, or in small groups to create their collages or murals. • Allow time for students to share their work with a partner, a small group, or the large group. • Display the Environmental Safety Agreements and student collages or murals, if possible. 	

Closing
<p style="text-align: center;">Review</p> <p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
<p style="text-align: center;">Debrief</p> <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 in Theme 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:	Theme
Grade Level:	K-5
Lesson Title:	Respect Songs and Raps
Focus:	Getting To Know You, Me and We

Materials:
None

Opening
State the objective
<p>Today we will:</p> <ul style="list-style-type: none"> • Create environmental agreements about being respectful • Create songs or raps about being respectful.
Gain prior knowledge by asking students, “What do you know about _____?”
<ul style="list-style-type: none"> • Ask students to give you examples of being respectful in the classroom. Some examples may include not talking while other people are talking, using appropriate language, and following the agreements.

Content (the “Meat”)	
Instruction / Demonstration (“I do” – “We do”)	<p>*Activity → Teachable Moment(s) <i>throughout</i></p> <p>When you are intentionally teaching youth something, take the time to point how the information is used during the day-to-day of life. Take time to stop the class and ask them to share an insight with the class or a partner for a partner. Check in often to see if they have ideas for making the lesson more fun and enjoyable. Listen for “how” and “what” questions. Have students tell you what</p>
Students practice (“You do”)	
<ul style="list-style-type: none"> • Ask: What does being respectful look like in other areas of the after school program? • Create a chart with several columns. At the top of each column, write the name of a place that students would find themselves while in the after school program. Examples might include the cafeteria, the library, bathrooms, or hallways. • Ask students what being respectful looks like, sounds like, and feels like in each of these areas. • Record student answers under the appropriate column. • Give students instructions for creating a song or rap about being respectful. 	
<ul style="list-style-type: none"> • Create small groups of 4 to 5 students. Each group should create a short song or rap about being respectful. • Allow time for friends to create and practice their song or rap. • Once they have had time to practice, each group should come to the front of the 	

Consult 4 Kids Lesson Plans

<p>class to perform their song for the group.</p> <ul style="list-style-type: none"> • If possible, post environmental agreements and allow students to perform their songs in front of another group. 	<p>they are doing/thinking.</p>
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Closing
<p style="text-align: center;">Review</p> <p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
<p style="text-align: center;">Debrief</p> <p>WHI? Ask the following three questions:</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 in Theme 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!)

<p>Modification of lesson:</p> <p>Younger students may benefit from having a song about respect taught to them, rather than creating it themselves. Teach the students the song and let them practice all together and in small groups.</p>
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Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Creating Agreement Contracts and Name Games
Focus:	Getting To Know You, Me and We

Materials:

- Washable paint
- Plastic or paper plates for paint holders
- Agreements Chart created Day 1 (copy chart onto chart paper if created on white board)
- After School Discipline/Behavior Guidance Plan
- “Creating Classroom Agreements & Learning Names Supplement: Name Game Nursery Rhymes” handout – 1 per leader (Grades K-1 only)
- Soft ball (if playing Ball Toss)

Opening

State the objective

Today we will:

- Make commitments to our classroom agreements
- Introduce ourselves to each other
- Learn each other’s names

Gain prior knowledge by asking students, “What do you know about _____?”

- Making commitments?
- Learning and remembering people’s names? Do you have any tricks you use to help you remember names?

Content (the “Meat”)

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

- With the group, review the classroom agreements created Day 1.
- Ask students to turn to a partner and talk about the things that they can do to help themselves and others follow the agreements.
- Introduce your after school program’s Discipline or behavior Guidance system to youth.
- Allow for any questions.
- Put out several different colors of paint on plates.
- Ask students to come up 2 at a time and choose a paint color.
- Students will smear hand with paint and place handprint on Agreements chart. Right before each student makes their handprint, the leader should ask: “Do you commit to following our agreements?” Leader will write the students name in marker underneath their handprint.
- Allow for students to wash hand immediately after imprinting.

***Activity → Teachable Moment(s) throughout**

When you are intentionally teaching youth something, take the time to point how the information is used during the day-to-day of life. Take time to stop the class and ask them to share an insight with the class or a partner for a partner. Check in often to see if they

Consult 4 Kids Lesson Plans

Students practice (“You do”)

Choose one game to play with students.

K-1

Name Game Nursery Rhymes: If possible, have students sit in a group on the floor. Choose one student to volunteer to come to the front of the group. Introduce the student to the group and allow students to choose a nursery rhyme (see Lesson Plan Supplement: Nursery Rhymes for examples). Lead students in singing the nursery rhyme using the student’s name. Repeat as time allows.

Ball Toss: For this name game you will need some sort of ball, preferably a small beach volleyball that students can throw to each other. When a student catches the ball, she needs to say her name. After that, she needs to throw the ball to another student. If that student knows the name of the person he is throwing the ball to then he should call out the person's name before the toss. If he does not know the person's name that he is throwing the ball to, he will learn it when that person catches the ball and says her name. (Found on Ehow.com)

2-5

Name Pantomime Instruct your students to introduce themselves by pairing up their name with a verb that starts with the same letter that could be used to describe them. For example, they could say Jogging Jenny or Giggling Ginger. Then have them introduce themselves to the class by not only telling the class this combination, but by also acting out the verb the best they can. The combination of the visual and the verbal introduction should help the students remember each others' names. (Found on Ehow.com)

Introductions Split the classroom up into pairs. Each pair is to interview and then introduce each other to the rest of the class. At the end of all of the introductions you can challenge the students to recite all of the students' names and at least one fact about them. After all of the students take a shot at reciting all the names and facts, they should all have most of the names memorized and maybe even some extra information about each student. (Found on Ehow.com)

have ideas for making the lesson more fun and enjoyable.

Listen for “how” and “what” questions.

Have students tell you what they are doing/thinking.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

What's Important About That?: This strategy allows for the debriefing to take a single student's learning and thinking deeper. Unlike other strategies which encourage the facilitator to get the input of many students, this strategy focuses on one student's opinion and thinking. Students are reminded of what they just participated in. The first question asking students generically, what is important about (that, use the words to describe the activity that was just completed. Ex. If you have just finished your homework time, the student is asked, "What is important about completing your homework?") When one student responds, it is important to listen for what the student says is important about the activity that was just completed. Building on that statement, the question again is "What is important about that (whatever was stated by the student.) This process up to five times, each time taking the child's understanding of what is important to a deeper level. At the end, the facilitator states, "Then what I heard you say is that the importance of (this activity that we just finished) is important because (fill in with the last thing that the student said).

Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. 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)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!)

Modification of lesson:

If using paint in your space is not an option, you might consider the following modification:

- Allow students to come forward 1-2 at a time to sign the agreements chart. They may choose to include a small, appropriate symbol that describes them, as well.
- Right before each student signs, the leader should ask: "Do you commit to following our agreements?"

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Team Builder: Cooperative Clay Creatures 1
Focus:	Getting To Know You, Me and We

Materials:

- Air-Dry modeling clay (enough for each student to have a fist sized lump)
- Scratch paper (1 per student)
- Sentence strips (1 per student)
- Markers or crayons

Opening

State the objective

Today we will:

- Work together to build clay creatures
- Use our teamwork and creativity skills

Gain prior knowledge by asking students, “What do you know about _____?”

- Working cooperatively? What are some ways that you behaved to that that experience successful?
- Working with clay? What are some techniques that you used to make that experience successful and clean?

Content (the “Meat”)

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

- Create a group of 5-6 students.
- Each group should be placed around a table or group of desks so that they are able to rotate within their small group.
- Place a sheet of scratch paper in front of each student, along with a lump of clay.
- Give instructions:
 1. This is a silent activity; there is no talking or discussion is allowed!

Students practice (“You do”)

- When you say “go”, students will begin sculpting their clay lumps into whatever shapes or creatures they choose. They will have 45 seconds for the 1st rotation only.
- At 45 seconds, cal “time”. Students will rotate to the next sculpture in their group. This time they will only have 30 seconds to continue the work that the previous person did. Remember, there is no talking, so if they don’t know what it is, they will have to create their own vision.

***Activity → Teachable Moment(s) throughout**

When you are intentionally teaching youth something, take the time to point how the information is used during the day-to-day of life. Take time to stop the class and ask them to share an insight with the class or a partner for a partner. Check in often to see if they have ideas for making the lesson more fun and enjoyable. Listen for “how” and “what” questions.

Consult 4 Kids Lesson Plans

<ul style="list-style-type: none"> • Continue with 30 second rotations, until the original sculptor returns to their now completed sculpture! • Lift the No Talking rule and give students several minutes to discuss the outcomes of their clay creatures with their small groups. • Hand out 1 sentence strip to each student. Instruct students to place it in front of their sculpture. • Students will rotate just like they did with the clay sculptures, except this time they are armed with a marker or crayon. Instead of sculpting clay, they will add one word to each sentence strip to create a title for the sculpture in front of them. Once the rotations are completed, and the sculptor returns to their original position, they should have a title created one word at a time, with each member of the group contributing one word. (Example: Big Old Scary Lion Boy) • Allow clay creatures to dry overnight. 	<p>Have students tell you what they are doing/thinking.</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>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 in Theme 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!)

<p>Modification of lesson: Younger students will have difficulty with the title creation portion for this lesson. Once collaborative sculptures are completed, go to each child and have them dictate the title of their sculpture to you to write on the sentence strips.</p>

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Team Cheers
Focus:	Getting To Know You, Me and We

Materials:
None

Opening
State the objective
<p>Today we will:</p> <ul style="list-style-type: none"> • Create a team cheer
Gain prior knowledge by asking students, “What do you know about _____?”
<ul style="list-style-type: none"> • Team cheers? Have you been on a team that has a special cheer? What was the team? What was the cheer?

Content (the “Meat”)	
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>In this activity, students will be creating a team cheer.</p> <ul style="list-style-type: none"> • Ask students to get in groups of five or six. • Each group will have an opportunity to create a team cheer or chant. • If at all possible, the cheer or chant should include the team name, as voted on yesterday. 	<p style="text-align: center;">*Activity → Teachable Moment(s) throughout</p> <p>When you are intentionally teaching youth something, take the time to point how the information is used during the day-to-day of life.</p>
<p style="text-align: center;">Students practice (“You do”)</p> <ul style="list-style-type: none"> • Allow time for each group to create and practice their cheer or chant. • Each group should perform the cheer or chant for the large group. • After all groups have completed their cheers or chants, they should perform them in front of the large group. • The entire class will vote on which team cheer or chant they would like to adopt. • Allow the entire large group to practice the cheer or chant they chose. • If possible, find another class or group of students that you can perform your cheer or chant for. 	<p>Take time to stop the class and ask them to share an insight with the class or a partner for a partner.</p> <p>Check in often to see if they have ideas for making the lesson more fun and enjoyable.</p> <p>Listen for “how” and “what” questions.</p> <p>Have students tell you what they are doing/thinking.</p>

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

WHI?

Ask the following three questions:

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?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in Theme 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!)

Modification of lesson:

With younger students, you may choose to have a cheer or chant already created. Introduce the cheer to students by writing it on a white board or chart paper and practice until they can complete it without reading it!

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Team Names/Team Crests
Focus:	Getting To Know You, Me and We

Materials:

- Construction paper
- Markers or crayons

Opening

State the objective

Today we will:

- Create a team name
- Create and choose a team crest

Gain prior knowledge by asking students, “What do you know about _____?”

- Team crests?
- Team names? Have they ever been in a group with a name? What was it? How was it chosen?

Content (the “Meat”)

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

In this activity, students will be creating a classroom name or a team name. They will also be creating a team crest.

- Lead students in a brainstorm for possible team names.
- Record each name on a white board or chart paper.
- Ask students to do a silent vote, by show of hands, for the team named they would like to represent them.
- Once a team name has been chosen, explain to students about the team crest.
- A team crest will be a picture or a symbol or a coat of arms, of sorts, that will describe the team name.

Students practice (“You do”)

- Allow students to work in groups of five or six.
- Each team of five or six should create a team crest.
- When all team crests have been completed, hold a silent vote to see which team crest will represent the group.

***Activity → Teachable Moment(s) throughout**

When you are intentionally teaching youth something, take the time to point how the information is used during the day-to-day of life.

Take time to stop the class and ask them to share an insight with the class or a partner for a partner.

Check in often to see if they have ideas for making the lesson more fun and enjoyable.

Listen for “how” and “what” questions.

Have students tell you what they are doing/thinking.

Consult 4 Kids Lesson Plans

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 in Theme 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!)

Modification of lesson:

With younger students, you may choose to have examples of a team crest that they can vote on. Once a crest has been chosen, allow younger students to color the crest individually (if copies are available) or as a group.

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Our Quilt
Focus:	Getting To Know You, Me and We

Materials:

- 6" x 6" squares on light-colored construction paper (enough for 2-3 squares per student)
- pencils, crayons, markers, or colored pencils
- butcher paper quilt backing
- glue sticks

Opening

State the objective

Today we will:

- create a class quilt that will share things about each of us
- learn more about each other as we create this Quilt

Gain prior knowledge by asking students,

- What do you know about quilts? (They are patchworks of small pieces of fabric that are sown together to create wall hanging or a blanket)
- In what ways could a quilt tell a story? (Share with them that there are many quilts to celebrate people who are considered heroes, or people who have suffered a great deal, or the various parts of a person's life)
- If you could contribute to a quilt, what would you want your squares to share?

Content (the "Meat")

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

Discuss:

- The importance of capturing the things about each person in the class to celebrate how we are different and to also see how much we are alike.
- Ask 6 students to volunteer to come forward and demonstrate the process of making quilt squares.
- Ask each student to write his/her name on the square and then turn the square over.
- Ask students to share something special about themselves that they want to capture on the quilt square.
- Ask students to quickly illustrate what they just shared.
- Give students a chance to create the square as you distribute the colored squares to the other students.

***Activity → Teachable Moment(s) throughout**

When you are intentionally teaching youth something, take the time to point how the information is used during the day-to-day of life. Take time to stop the class and ask them to share an insight with the class or a partner for a partner. Check in often to see if they have ideas for making the

Consult 4 Kids Lesson Plans

<ul style="list-style-type: none"> Have each student quickly share his/her square with the class. Tape the square on a piece of chart paper. Continue until you have all squares on the chart paper and show the quilt to the class. Ask students if they have questions about the process. 	<p>lesson more fun and enjoyable. Listen for “how” and “what” questions. Have students tell you what they are doing/thinking.</p>
<p>Students practice (“You do”)</p> <ol style="list-style-type: none"> 1. Students may work alone or with others as they create the 3 squares that they will contribute to the quilt. 2. Lay out the butcher paper quilt backing. 3. Ask students to place the squares that they complete on the quilt backing. 4. Ask students if they would like to arrange the squares into any sort of pattern—arrange the squares. 5. Once you have the quilt laid out, ask student to glue stick the squares into place (start at one corner and work in linear lows or columns). 6. Share the quilt with other classes. 	

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 in Theme 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!)
