

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Hero vs. Role Model
Focus:	Heroes and Role Models

Materials:

- Chart paper or white board
- Charting marker

Opening

State the objective

Today we will:

- Be introduced to the theme of the month.
- Talk about the differences between heroes and role models.

Gain prior knowledge by asking students the following questions

- Heroes? When you hear that word, what/who do you think of?
- Role models? When you hear this word, what/who do you think of?

Content (the “Meat”)

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

- Draw a large Venn diagram on a white board or chart paper. (A Venn Diagram a diagram that uses circles to represent set theory; the position and overlap of the circles indicate the relations among the sets). Draw a large circle. Draw another large circle that overlaps the first so that there is a shared space in the middle of the two circles.
- Label one circle Heroes and the other Role Models.
- Ask students to use their own words to explain what the similarities and differences are between heroes and role models. They can use characteristics, descriptions, or definitions. Write the similarities in the shared circle space on the Venn Diagram. The differences will go into the respective circle space for either hero or role model. Some examples are written below.

Similarities:

- Both are inspirational
- Both are contributors to society
- Both are HELPERS (of people, animals, the environment, etc)

*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.

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<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 50%; padding: 5px;">Heroes</th> <th style="width: 50%; padding: 5px;">Role Models</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Are sometimes passed down through culture</td> <td style="padding: 5px;">Have a personal impact on one's life</td> </tr> <tr> <td style="padding: 5px;">Show up for times of crisis</td> <td style="padding: 5px;">Are chosen by an individual</td> </tr> <tr> <td style="padding: 5px;">Overcome human frailties to do what needs to be done in a moment in time- Spiderman, Hercules, Shaq</td> <td style="padding: 5px;">Make positive change through day to day work and efforts- MLK Jr, Ghandi, a father figure</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Fill in the diagram as students are answering and giving ideas. As students are commenting, ask them to give examples of people who would fit these descriptions. 	Heroes	Role Models	Are sometimes passed down through culture	Have a personal impact on one's life	Show up for times of crisis	Are chosen by an individual	Overcome human frailties to do what needs to be done in a moment in time- Spiderman, Hercules, Shaq	Make positive change through day to day work and efforts- MLK Jr, Ghandi, a father figure	
Heroes	Role Models								
Are sometimes passed down through culture	Have a personal impact on one's life								
Show up for times of crisis	Are chosen by an individual								
Overcome human frailties to do what needs to be done in a moment in time- Spiderman, Hercules, Shaq	Make positive change through day to day work and efforts- MLK Jr, Ghandi, a father figure								
<p style="text-align: center;">Students Practice ("You do")</p> <ul style="list-style-type: none"> When diagram is completed, allow students to work in partners or individually to choose both a personal hero and a role model based on the criteria established. Allow time for students to share with partners, a small group or the whole 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> <ul style="list-style-type: none"> ⤴ What did you enjoy most about this activity? ⤴ What was the biggest challenge with this activity? ⤴ 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 math. 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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Closing

Review

Say:

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

Debrief

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.

Step 1: Describe: Student(s) describe what they did during the activity.

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?

Step 3: Generalize: How can you use the skills or your key learnings in your life?

Step 4: Apply: How can you use the skills or your key learnings in your work?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- 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:

- ✦ K-1: Have students work in pairs or groups to create their super hero.

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Component:	Theme
Grade Level:	K-5
Lesson Title:	Role Model Web Brain Storm
Focus:	Heroes and Role Models

Materials:

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

Opening

State the objective

Today we will:

- Learn what a role model is.
- Learn who is a role model to our classmates and why.

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

- Role Models?
- Have you ever seen someone on T.V., in a magazine, or on the internet that you would call a role model?

Content (the “Meat”)

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

- Introduce what a role model is to the class by reading the definition and writing it on a piece of chart paper or white board.
- Definition of a Role Model: someone who another person admires and tries to be like.*
- Ask students if they have a well known role model and who their role models are?
 - Record all brainstorming ideas on a white board or chart paper.
 - Ask the students why these people are their role models.
 - Record all brainstorming ideas on a white board or chart paper.
 - Ask students which reasons for being a role models have in common. They try to make good choices and help people. Allow time for a short discussion.
 - Explain to students that you are going to do a “Role Model Web”
 - Model a “Role Model Web” by drawing a large square on the board/chart paper

*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.

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<p>with a circle in the center. Draw four or five lines coming out from the circle.</p> <ul style="list-style-type: none"> • Choose a role model from the class brainstorm list and write that name in the circle as the topic. • Ask the class to give you reasons why that person is a role model. Write those reasons at the ends of the lines coming from the circle. 	
<p style="text-align: center;">Students practice (“You do”)</p> <ul style="list-style-type: none"> • Give each student a piece of white construction paper, markers/crayons, and ruler. • Allow students time to draw their own word web and complete using their role model and adding the reasons why that person is a role model. • Once students have completed their webs, allow students to come to the front of the class to introduce their “Role Model Web” and explain the items they chose to draw. 	

Closing
Review
<ul style="list-style-type: none"> • Please recap what we did today. • Did we accomplish 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 important 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. • 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:	Who Is Your Hero Peer Interviews
Focus:	Heroes and Role Models

Materials: <ul style="list-style-type: none"> • Paper for note-taking • Writing utensils

Opening

State the objective
<p>Today we will:</p> <ul style="list-style-type: none"> • Practice our interviewing skills. • Interview our peers in the after school program to see who their community heroes or role model are.

Gain prior knowledge by asking students, “What do you know about _____?”
<p>Interviewing people? What jobs are you aware of that interview people regularly? (<i>newspaper and TV reporters, authors, etc</i>)</p>

Content (the “Meat”)

<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <ul style="list-style-type: none"> • Introduce today’s activity by explaining that students will be interviewing other students or adults in the after school program to learn about who their community heroes and role models are. • Brainstorm a list of questions that students can ask while doing their interview. Write the questions on a board or chart paper. • Allow students to practice as a whole class by interviewing you, using the questions created from the brainstorm. Students should practice recording the answers you give on their note paper. • Allow time for students to rewrite the interview questions on a blank sheet of note paper. • Ask students to choose, or assign, the person that they will interview. 	<p style="text-align: center;">*Activity → Teachable Moment(s) throughout</p> <p>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.</p>
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<p style="text-align: center;">Students practice (“You do”)</p> <ul style="list-style-type: none"> • Allow students to meet with their peer or adult interviewee. 	
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<ul style="list-style-type: none"> Students will ask their questions and record the answers. When all students have completed their interviews and return back to the classroom, allow time for students to share their findings with the class. 	
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Closing

Review
<ul style="list-style-type: none"> Please recap what we did today. Did we accomplish 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. 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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<p>Modification of lesson:</p> <p>K-2: Choose a volunteer, older student or other adult to come into the classroom. Allow students to ask questions and record the answers for the group n the bard or chart paper. Students should copy answers as they are written on their note paper.</p>
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Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Heroes and Role Models in Our Community
Focus:	Heroes and Role Models

Materials:

- Blank paper (1 per student)
- Markers, crayons

Opening

State the objective

Today we will:

- Discover what a community hero or role model is
- Brainstorm people in our communities who are heroes or role models
- Choose a community hero or role model to share with our classmates

Gain prior knowledge by asking students the following questions

- Community? What does this mean? (*Your community is made up of the people and places directly around you. Sometimes your cit, or sometimes you neighborhood.*)
- The people in our community? What are some examples of people in our community?

Content (the “Meat”)

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

- Explain to students that community heroes often give and share their time or talent for the common good of the community and the people in it.
- Ask students to decide why people who act this way are considered heroes or role models. (*They do things to help them people near them, in their community.*)
- Ask the students to name some community heroes.

Firefighters, police people, musicians, doctors, religious leaders, volunteer parents, people you help the elderly, the mayor, first responders, teachers and club leaders, kids who help other kids, people who help their neighbors, coaches, etc

- Ask students to think of a person whom they know and consider to be a hero or role model.
- Draw a sample Profile on a white board or chart paper.

*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.

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<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td style="padding: 5px;">Name of Community Hero or Role Model</td></tr> <tr><td style="padding: 5px;">Background Information (Job, Hobbies, Family, etc)</td></tr> <tr><td style="padding: 5px;">Why This Person Is a Community Hero or Role Model</td></tr> <tr><td style="padding: 5px;">Why I Admire This Person...</td></tr> <tr><td style="padding: 5px;">My Community Hero/Role Model Picture</td></tr> </table>	Name of Community Hero or Role Model	Background Information (Job, Hobbies, Family, etc)	Why This Person Is a Community Hero or Role Model	Why I Admire This Person...	My Community Hero/Role Model Picture	
Name of Community Hero or Role Model						
Background Information (Job, Hobbies, Family, etc)						
Why This Person Is a Community Hero or Role Model						
Why I Admire This Person...						
My Community Hero/Role Model Picture						
<p style="text-align: center;">Students Practice (“You do”)</p> <ul style="list-style-type: none"> Ask students to divide their papers into five rows and label each row as show above. Allow students time to complete their individual tables. Allow time for students to share with partners, small groups or the whole 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>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 in your school work?</p>

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> Ask students to think about what they did today in math. 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:	Community Hero Fact Cards
Focus:	Heroes and Role Models

Materials:

- Index cards (1 per student)
- Markers, crayons, or pencils

Opening

State the objective

- Create Community Heroes Fact Cards using the information we have collected
- Learn about who other people consider Community Heroes

Gain prior knowledge by asking students the following questions

Trading cards? (baseball cards, Yugioh, etc) Why do people or characters get placed on trading cards? What are they used for?

Content (the “Meat”)

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

If you have done the previous activities “Heroes in Our Community” and/or “Who Is Your Hero? Peer Interviews”, begin by asking students to review who people choose as community heroes and why.

If you have not completed these lesson plans, begin by brainstorming with students the people in your community that can be called heroes or role models.

1. Using your review or brainstorm, choose one community hero, as a class; to create:
 - a sample Community Hero Fact Card.
 - Draw 2 large rectangles on the board or chart paper, representing the front and back of an index card.
2. Ask a volunteer to come forward and draw a picture of the Community Hero on the front of the card. Ask several volunteers to come forward, one at a time, to write facts about the Community Hero (name, job, why is this person a Community Hero, why they are inspiring, etc).

***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”)

- Once the sample is completed, give students an index card each.
- Students should choose a Community Hero from the brainstorm or review to create

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their own Community Hero Fact Card.

- If time allows, gather all Fact Cards and play a quick quiz game. Read the facts from the card and allow students to guess who the Community Hero is.

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 in math.
- 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:

K-2: Create a class set of Community Hero Fact Posters using construction paper instead of index cards. Instead of students completing individual cards, allow students to volunteer to come to the front to add information or drawing to the cards, or you can write the facts for them.

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Component:	Theme
Grade Level:	K-5
Lesson Title:	Honoring Our Heroes and Role Models
Focus:	Heroes and Role Models

Materials: <ul style="list-style-type: none"> • Drawing paper • Crayons, markers, or other drawing utensils
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Opening
<p>State the objective</p> <p>Today we will:</p> <ul style="list-style-type: none"> • Discover the honors that our community heroes receive. • Create an imaginary honor for your own community hero.
<p>Gain prior knowledge by asking students, “What do you know about _____?”</p> <ul style="list-style-type: none"> • Landmarks? What are they? How do they get their names? • How buildings are named? Why some streets are named the way they are? • Being a role model? What are some characteristics?

Content (the “Meat”)	
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <ul style="list-style-type: none"> • Explain to students that communities, states, and nations often honor their heroes and role models by naming things after them. People are honored by naming buildings, streets, towns, schools, libraries and other public building, and special days after them. • Give students the following examples: <ul style="list-style-type: none"> - <i>Martin Luther King Jr Day- this is a federal holiday honoring Dr. King’s birthday. MLK Jr, was key in the nonviolent activism for racial discrimination. There are many buildings and streets named after him, as well.</i> -<i>The capitol of North Carolina is named after Sir Walter Raleigh. He was a hero because he was an explorer when the United States was still being developed.</i> -<i>Every year Major League Baseball honors Jackie Robinson, who is a role model because he broke the color barrier in the league. He was the first African-American man to play in the major leagues. He is honored each year when every player in the MLB wears number #42- Jackie’s number.</i> -<i>The Washington Monument is named after George Washington, the first president</i> 	<p>*Activity → Teachable Moment(s) throughout</p> <p>*Activity → Teachable Moment(s) throughout</p> <p>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.</p>

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<p><i>of the United States.</i></p> <ul style="list-style-type: none"> • IF YOU HAVE ACCESS TO THE INTERNET OR YOUR LOCAL CITY HALL, FIND BUILDINGS OR STREETS IN YOUR TOWN THAT ARE NAMED AFTER LOCAL HEROES OR ROLE MODELS. Share with students. • Lead a discussion with students about what attributes or characteristics would lead to people choosing to name places, days or items after a hero or role model. • Allow time for students to share with a partner, small group or the whole class. 	<p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
<p style="text-align: center;">Students practice (“You do”)</p> <ul style="list-style-type: none"> • Ask students to talk with a partner about the community heroes or role models they know. What would they name after them? Why? • Give students paper, and crayons or markers. • Ask students to draw building, street, day, etc, that they would choose for their community hero or role model. 	

Closing
Review
<ul style="list-style-type: none"> • Please recap what we did today. • Did we accomplish our objectives? <p style="text-align: center;">Debrief</p> <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 important 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. • 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:	Hero Dedication Ceremony
Focus:	Heroes and Role Models

Materials:	<ul style="list-style-type: none"> • 1 piece of poster board • Markers, crayons, paint
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Opening

State the objective
<p>Today we will:</p> <ul style="list-style-type: none"> • Learn about an honor that some heroes/role models receive. • Hold a dedication ceremony for our chosen class hero/role model.

Gain prior knowledge by asking students, “What do you know about _____?”
<ul style="list-style-type: none"> • Dedication ceremonies? What are they? Who gets to have one? • Honoring important people in our lives? What are some of the ways you honor people that are important to you?

Content (the “Meat”)

<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <ul style="list-style-type: none"> • Explain to students that often times a community hero/role model will receive a place or item such as a building, street, statue, special place, libraries, etc named after them in honor of what they mean to the community. These places generally have a plaque or other marker that tells about the person honored. These places often receive their names in a DEDICATION CEREMONY that celebrates the person’s life and achievements. • Today students will have the opportunity to nominate a community hero or role model for dedication. • Choose an area of your classroom or other common after school space. (You could dedicate a bulletin board, white board, reading area, special chair, etc). <p>Students will work individually, in partners, or small groups to create their nominations. Nominations should include the person’s name and why they deserve the honor of having something dedicated to them.</p>	<p style="text-align: center;">*Activity → Teachable Moment(s) throughout</p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>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.</p> <p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
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<p>Students practice (“You do”)</p> <ul style="list-style-type: none"> • Once nominations have been completed, invite students to the front of the room to 	
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<p>officially read their nomination. Write each nominee's name on the board.</p> <ul style="list-style-type: none"> • Ask students to vote with their eyes closed, as you read off each nominated name. Each student will get one vote. • The nominee with the most votes will be the given the dedication honor. • Once the honored community hero/role model is chosen, allow all students to participate in the design and creation of the official plaque. • Using a piece of poster board, clearly write the person's name, and factual information about why they are a community hero/role model. • Make sure each student has an opportunity to add something to the plaque. • Hang completed poster board over the dedicated area! 	
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Closing

Review

- Please recap what we did today.
- Did we accomplish 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!)

Modification of lesson:

K-2: Choose a volunteer, older student or other adult to come into the classroom. Allow students to ask questions and record the answers for the group on the board or chart paper. Students should copy answers as they are written on their note paper.

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Component:	Theme
Grade Level:	K-5
Lesson Title:	A Hero For Animals
Focus:	Heroes and Role Models

Materials:

- None

Opening

State the objective

Today we will:

- Learn about animals that are endangered
- Brainstorm ways that we can be heroes to animals

Gain prior knowledge by asking students the following questions

Endangered species?

Do you know what that means?

What are animals that you know of that are endangered species?

Content (the “Meat”)

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

- Introduce the term endangered species to students. An endangered species is a group of animals that are projected to live only in zoos or not exist at all within 20 years, if some action is not taken to save them. To kill or capture these animals is considered a criminal act.
- Split the class into 7 groups. Assign each group one of the following animals and give/read each group the description:

Elephant

- In 2003, Zoogoer estimated only 30,000 to 40,000 Asian Elephants in the World, Ivory poaching, territorial encroachment by humans, and hunting for meat accounts for the loss of hundreds of elephants in Asia. The African elephant experienced similar difficulties, being poached to near extinction by the 1980s. Environmentalists believe elephants improve overall forest composition by clearing out underbrush and moving seeds into different areas through digestion.

Rhinoceros

*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

- The Save the Rhino organization lists the rhino population at approximately 25,000. In the past, rhinos readily populated both Africa and Eurasia. In modern times, however, most rhinos live in park reserves or zoos. Two species of rhino come from Africa and three originate in Asia. Of these, the Sumatran and Javan rhino from Asia both appear on the International Union for Conservation of Nature's red list under "critically endangered." The northern white and several subspecies of black rhino in Africa also appear on this list.

Amur Leopard

- One of the most endangered animals, there are only about 40 Amur Leopards left. Amur Leopards come from far-east Russia and Northern China. They thrive in cold environments. Russia began conservation strategies for this animal in 1998 by creating the Barsovy Wildlife Refuge and creating laws that deter leopard trafficking.

Great Ape

- Great apes are part of the family Hominidae along with gorillas and humans. Humans share approximately 97 percent of our DNA with great apes. These magnificent creatures live primarily in Africa with a few, like orangutans, being native to Asia. All are on the endangered species list. Disease, poaching and gathering apes for pets caused much of the problem, leaving only around 7,500 wild apes.

Marine Turtle

- Mongabay reports a decrease in Caribbean sea turtle populations by 99 percent in 2006. Marine turtles, particularly leatherbacks and green turtles, face serious danger of extinction. The International Union for Conservation of Nature and Natural Resources (IUCN) classifies three of the seven species of marine turtles as critically endangered because of predators, human encroachment on nesting grounds and fishing nets.

Dolphin and Whale

- Science Daily reports that fishing activities stunt the dolphin population. Nearly half of all great whale species remain endangered even with ongoing efforts to protect them. Between sea-faring ships, fishing lines and oil development, the whale and dolphin face ever-increasing environmental hazards including toxins and poaching.

Tiger

- The tiger population globally has dwindled to about 3,000 members. In just 100 years about 95 percent of the wild tiger population has disappeared, and three species -- Javan, Caspian and Bali -- are extinct mostly due to illegal poaching and wildlife trade.

Consult 4 Kids Lesson Plans

<ul style="list-style-type: none"> • After students have had a chance to read their animal's description, write the following prompts on the board or chart paper. <ul style="list-style-type: none"> - Why is this animal endangered? -What has been done to stop the animals from being killed or going extinct? -What can you do to be a hero to your animal? -Why is it important for this animal to stay alive and not become extinct? 	
Students Practice ("You do")	
<ul style="list-style-type: none"> • In their groups, students will answer the prompts and prepare a short presentation for the class. 	

Closing

Review

Say:

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

Debrief

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.

Step 1: Describe: Student(s) describe what they did during the activity.

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?

Step 3: Generalize: How can you use the skills or your key learnings in your life?

Step 4: Apply: How can you use the skills or your key learnings in your school work?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- 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:

K-2: Instead of placing students in groups, introduce each animal by reading the description. Lead a whole class discussion by asking the prompt questions after each animal.

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Steve Irwin The Crocodile Hunter
Focus:	Heroes and Role Models

Materials:

- Paper (1 per student)
- Markers or crayons
- White board/chart paper

Opening

State the objective

Today we will:

- Learn what a role model is.
- Learn about why Steve Irwin, “The Crocodile Hunter” is a good Role Model.
- Learn about the likes and dislikes of our class mates.

Gain prior knowledge by asking students the following questions

- Role Models? (You can omit this question if you have already done the “Role Model Web” lesson plan)
- Steve Irwin, “The Crocodile Hunter”?

Content (the “Meat”)

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

- Ask students what they know about Steve Irwin, “The Crocodile Hunter”.
- Record all answers on a white board or chart paper.
- Read the following facts about Steve Irwin to students, and write them on the board/chart paper:
 - Had a TV Show called “The Crocodile Hunter”
 - Started a zoo in Australia with his father.
 - Was trained in the fighting style of gaidojutsu.
 - Discovered a turtle species, which was then named after him. It is called Elseva irwini, which means Irwin’s Turtle.
 - Rescued and rehabilitated animals, especially crocodiles and lizards

Ask: Why do you think some people would look up to Steve Irwin as a role model?

- Explain to students that you are going to do a timed pair share, asking their partner questions about Steve Irwin and recording their responses. Allow students two minutes for each question, then switch partners asking and recording the next question. Write the following questions on the board/chart paper (the students will

*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

Consult 4 Kids Lesson Plans

respond to the <i>italicized</i> questions):	students in a “teach to learn” opportunity and have the student become the teacher.
<p style="text-align: center;">Students Practice (“You do”)</p> <ul style="list-style-type: none"> • Give each student a piece of paper & pencil. • Allow students time to complete pair share activity for each question. • Have students share interesting facts they found out from their partners with the class. 	

Closing
Review
Say: <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> <ul style="list-style-type: none"> ⤴ What did you enjoy most about this activity? ⤴ What was the biggest challenge with this activity? ⤴ 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 math. • 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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<p>Modification:</p> <ul style="list-style-type: none"> ⤴ K-1: Take time to discuss and explain the facts about Steve Irwin. Pair share activity may be done as a whole class group, rather than student pairs, or with only one partner rather than rotating partners for each question.

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	A Hero to Others
Focus:	Heroes and Role Models

Materials:

- One piece paper per students
- Markers, crayons, pencils

Opening

State the objective

Today we will:

- Brainstorm the ways we can be a hero to people.
- Create a brochure showing the ways that you act as a hero or role model for others.

Gain prior knowledge by asking students the following questions

- Helping people? What are some ways that you currently help people? What are some things that you would like to do?
- Being a role model? Do you have younger siblings or relatives who look up to you as a hero or role model? Why?

Content (the “Meat”)

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

- Create a brainstorm list on the board or chart paper. Title the list Heroes for Others.
- Ask students to help you create the list of all of the people that might consider them a hero or a role model and what they do to be considered in that light. They can also include the people that they COULD help and how. This list might look like:
 - my mom when I help her with my brother.
 - my sister- I help her with her homework.
 - the elderly- I could read them a book or sing them a song.
 - the little kids on the playground at recess. I taught them to jump rope.

Students Practice (“You do”)

- Once the brainstorm list is completed, give each student a sheet of paper. Help them to fold their paper tri-fold (brochure style).
- Students should write their names on the cover along with a self-portrait.

***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

<ul style="list-style-type: none"> • Students will choose items from the brainstorm list to complete the rest of their brochure pages. They should draw a picture of themselves doing the activity and write a brief description (unless K-2, picture only). • Allow time for students to share with a partner, small group or whole class. 	
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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 day.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- 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:	Oprah Winfrey
Focus:	Heroes and Role Models

Materials:

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

Opening

State the objective

Today we will:

- Learn what a role model is.
- Learn about why Oprah Winfrey is a good Role Model.

Gain prior knowledge by asking students the following questions

- Role Models? (You can omit this question if you have already done the “Role Model Web” lesson plan)
- Oprah Winfrey?

Content (the “Meat”)

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

- Ask students what they know about Oprah Winfrey.
- Record all answers on a white board or chart paper.
- Read the following facts about Oprah Winfrey to students, and write them on the board or chart paper
 - Oprah built a school for girls in Africa.
 - Oprah is an activist for kids.
 - Oprah has a book club that encourages people to read.
 - Oprah helped victims of Hurricane Katrina in New Orleans.
 - Oprah was nominated for an Academy Award for her movie “The Color Purple”.
- Explain to students that you are going to create a poster that shows some of the things that Oprah has done to help people, and why she is a good role model.

Discuss how you might show: “Oprah built a school for girls in Africa”. Draw an example on the board.

*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

Students Practice (“You do”)

- Give each student a piece of white construction paper and markers/crayons.
- Allow students time to draw their own Oprah poster, illustrating the reasons why she is a role model.
- Once students have completed their, allow students to come to the front of the class to introduce their Oprah posters and explain the items they chose to draw.

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 math.
- 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:

- ▲ K-1: Take time to discuss and explain the facts about Oprah Winfrey. Group or pair students to complete their posters.

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	A Hero To Earth
Focus:	Heroes and Role Models

Materials:

- None

Opening

State the objective

Today we will:

- Brainstorm the ways we can be a hero to the Earth
- Confirm our knowledge and understanding of recycling

Gain prior knowledge by asking students the following questions

The environment?

What are some challenges that the environment and Earth are facing?

Content (the "Meat")

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

- Create a brainstorm list on the board or chart paper. Title the list Heroes for Earth.
- Ask students to help you create the list by sharing all of the things that they do or CAN do to be a hero to the Earth. The list may look like:
 - Recycle.
 - Don't use aerosol products.
 - Limit use of paper and plastic products.
 - Limit vehicle use; walk or ride your bike.
 - Start a vegetable garden and compost pile.
 - Turn off water while brushing your teeth.
- After you have completed the brainstorm list, introduce the Recycle Game to students. Draw 6 large trash cans on the white board or chart paper. Label trash cans: Paper, Plastic, Aluminum, Green Waste, Glass, & Trash.
- Create 3 large groups of students. Introduce the Recycle Cycle- Reduce, Reuse, & Recycle. Name each group (Group Reduce, Group Reuse, Group Recycle). Create a score chart on the board or chart paper.
- One student from each group should come to the front of the room, far enough

*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>from the white board that they will have to run to get to it.</p> <ul style="list-style-type: none"> Using the list below, call out one item. Students should run to the board and slap the trash can that they believe the item should belong in. First student to slap the correct trash can wins a point for their team. Student who won should write the item in the correct can. When time runs out or when all items have been placed, the team with the most points wins. <p>PA=Paper PL=Plastic AL=Aluminum GW=Green Waste TR= Trash GL=Glass</p> <table style="width: 100%; border: none;"> <tr> <td>Phone Book- PA</td> <td>Milk Jug- PL</td> <td>Soda Bottle- PL</td> </tr> <tr> <td>Tree Branches-GW</td> <td>Pickle Jar- GL</td> <td>Light Bulb- TR</td> </tr> <tr> <td>Dog Food Can- AL</td> <td>Magazine-PA</td> <td>Textbooks- PA</td> </tr> <tr> <td>Plastic bags- TR</td> <td>Big Mac Wrapper-TR</td> <td>Soda Can- AL</td> </tr> <tr> <td>Clay Flower Pot- TR</td> <td>Cat Droppings- TR</td> <td>Leaf Piles- GW</td> </tr> <tr> <td>Cereal Box-PA</td> <td>Baby Bottles- TR</td> <td>Foil- AL</td> </tr> <tr> <td>Junk Mail- PA</td> <td>Old Class Work-PA</td> <td>Pie Tins- AL</td> </tr> </table>	Phone Book- PA	Milk Jug- PL	Soda Bottle- PL	Tree Branches-GW	Pickle Jar- GL	Light Bulb- TR	Dog Food Can- AL	Magazine-PA	Textbooks- PA	Plastic bags- TR	Big Mac Wrapper-TR	Soda Can- AL	Clay Flower Pot- TR	Cat Droppings- TR	Leaf Piles- GW	Cereal Box-PA	Baby Bottles- TR	Foil- AL	Junk Mail- PA	Old Class Work-PA	Pie Tins- AL	
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<p>Students Practice (“You do”)</p> <ul style="list-style-type: none"> Students will play the Recycle Game. 																						

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 in your school work?</p>

Consult 4 Kids Lesson Plans

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- 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:	Barack Obama
Focus:	Heroes and Role Models

Materials:

- Paper (1 per student)
- Markers or crayons
- White board/chart paper

Opening

State the objective

Today we will:

- Learn what a role model is.
- Learn about why Barack Obama is a good Role Model.

Gain prior knowledge by asking students the following questions

- Role Models? (You can omit this question if you have already done the “Role Model Web” lesson plan)
- Barack Obama?

Content (the “Meat”)

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

- Ask students what they know about Barack Obama.
- Record all answers on a white board or chart paper.
- Read the following facts about Barack Obama to students, and write them on the board/chart paper:
 - Barack Obama is the 1st African-American President in the United States.
 - He excelled at basketball in college.
 - He graduated college with honors (earned good grades).
 - He helped to make child education programs for the poor.
 - He helped provide health care services for more people in the U.S.
 - He was given the Nobel Peace Prize for helping sick people in Africa.
- Explain to students that you are going to do a Q & A by writing down 3 questions for President Obama, getting into pairs, and partners will answer those questions based on what they know about President Obama.
- Brainstorm with class the types of questions you might ask President Obama, write these on the board.
- Model the Q & A using a few questions from the brainstorm.

*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

Students Practice (“You do”)

- Give each student a piece of white construction paper and markers/crayons.
- Allow students time to write their questions.
- Put students in pairs. Assign one student as President Obama and one as a reporter to ask the questions they have written down.
- Once the students have completed their Q & A, have them switch roles.

Closing

Review

Say:

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

Debrief

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.

Step 1: Describe: Student(s) describe what they did during the activity.

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?

Step 3: Generalize: How can you use the skills or your key learnings in your life?

Step 4: Apply: How can you use the skills or your key learnings in your work?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- 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:

- ✦ K-1: Take time to discuss and explain the facts about President Obama. Q & A activity may be done as a whole class group, rather than student pairs.

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	If I Were President
Focus:	Heroes and Role Models

<p>Materials:</p> <ul style="list-style-type: none"> • White (or light colored) construction paper • Markers, crayons, or paint
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Opening
State the objective
<p>Today we will:</p> <ul style="list-style-type: none"> • Have fun and decide what changes you would make if you were in charge!
Gain prior knowledge by asking students the following questions
<ul style="list-style-type: none"> • The president? Who is he? What does he do? What are some things that he is responsible for?

Content (the “Meat”)	
<p style="text-align: center;">Instruction/Demonstration (“I do” – “We do”)</p> <ul style="list-style-type: none"> • Explain to students that many people consider the President of the United States to be a role model, someone to look up to and aspire to be like. • Give students examples of what his job consists of: <i>The President travels often around the world to talk to other leaders.</i> <i>Many important people come to the White House where he greets them.</i> <i>He is the Commander In Chief for the Armed Forces. He makes decision that help keep us safe and keep other people in the world safe.</i> <i>He passes laws and bills that help us to be the best we can be</i> 	<p style="text-align: center;">*Activity → Teachable Moment(s) throughout</p> <p>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.</p>
<p style="text-align: center;">Students Practice (“You do”)</p> <ul style="list-style-type: none"> • Give students a piece of construction paper each, along with markers, crayons or paint. • Instruct students to write “President _____” (write their name in the blank) at the top of the page. • Students will draw a picture of themselves as president. • Students will draw or write the things that they would do/change if they were president. • Allow time for students to share with partners, a small group or the whole class. 	

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 activity.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- 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:	Famous Role Model Charades
Focus:	Heroes and Role Models

Materials:

White board/chart paper

Opening

State the objective

Today we will:

- Learn what a role model is.
- Learn how to transfer meaning through miming.

Gain prior knowledge by asking students the following questions

- Role Models? (You can omit this question if you have already done the “Role Model Web” lesson plan)
- Have you ever played charades?

Content (the “Meat”)

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

- Ask students to brainstorm different role models. Examples could be: Dora The Explorer, Sponge Bob Square Pants, President Obama, Steve Irwin “The Crocodile Hunter”, asking why they think the person/character they chose acts like a role model or hero. (Dora wants to help her friends or Steve Irwin dedicated his life to helping animals, for example.)
- Record all answers on a white board or chart paper.
- Explain to students that you will be playing “Charades” using the role models the class brainstormed together. Explain that they will be acting out this person using gestures, without words, and the other team will be guessing which role model they are acting out. Each correct answer will earn that team a point, and the team with the most points will win.
- Model “Charades” using a student volunteer.

***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”)

- Split class into two teams, and begin game!

Consult 4 Kids Lesson Plans

<ul style="list-style-type: none"> Allow teams time to discuss the character traits of the role model they will be acting out. 	
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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 day.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- 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:

K-1: You may need to provide assistance to teams by giving them ideas on how to act out each role model.

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Celebrating Me!
Focus:	Heroes and Role Models

Materials:

- 1 large piece of construction paper, poster board or science board per student
- Markers, crayons, paint, etc
- Magazines (optional)
- Glue (if using magazines)
- Individual photos of students (optional)

Opening

State the objective

Today we will:

- Celebrate the things that you do to be a hero to other, the Earth, and animals.
- Determine your super hero names.
- Make display boards to share with our peers and other after school people.

Gain prior knowledge by asking students the following questions

Celebrations?

After you have accomplished something or done a good deed, you deserve to celebrate!!

What are some ways that you celebrate yourself?

Content (the "Meat")

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

- Draw a sample piece of construction paper, poster board or science board on the white board or chart paper.
- Using yourself as the example, show students how to use the center of the paper to attach their individual photo (if available) or draw a self-portrait and write their first and last name above the picture. Underneath their picture they will make up a super hero name based on the things that they do to be heroes for other, the earth or animals. (i.e. Captain Helpful).
- Use the area around the picture to draw, write, or cut out examples from magazines (if available) of things that they do that make them heroes.

Students Practice ("You do")

- When students have completed their boards, hang them up in a common place.
- Invite other students and after school members to come look through your Hall of Heroes.

***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

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 in math.
- 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:

K-1: Take time to explain difficult terms and use age-appropriate language.
Safety steps may be drawn using pictures rather than words.

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Creating My Own Super Hero
Focus:	Heroes and Role Models

Materials:

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

Opening

State the objective

Today we will:

- Learn about characteristics super heroes have that help people.
- Create our own super heroes that have characteristics that help people.

Gain prior knowledge by asking students the following questions

- Super heroes? Tell me about some of your favorite super heroes. What super powers do they have?
- How do super heroes help people?

If you have already completed the lesson from day one of the Heroes and Role Models themed unit, you can refer to the brainstorm activity of that unit.

Content (the “Meat”)

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

- Tell students that they will each get to make their own super hero that has the super powers that they would like to have to help others.
- Brainstorm with students the items that they can illustrate in their super hero drawings. Examples could include how they would depict the attributes, or super powers, of their hero. For example, drawing muscles for strength, a flower for friendship, large ears to sense danger, etc.
- Record all brainstorming ideas on a white board or chart paper.
- Create a class super hero on the white board or chart paper using ideas from the brainstorm.

Students Practice (“You do”)

- Give each student a piece of white construction paper, markers or crayons.

*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

Modification of lesson:

- ✦ K-1: Model the "Role Model Web" using words and pictures for the reasons why those individuals are role models. Allow students to use pictures to complete their "Role Model Web".

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Super Hero Web Brain Storm
Focus:	Heroes and Role Models

Materials:

- 4 or 5 pieces of chart paper, arranged around corners of room
- Markers or crayons
- (Optional) Story Web Template at <http://classroom.jc-schools.net/read/web.html>

Opening

State the objective

Today we will:

- Identify various super heroes and their super powers.
- Identify super powers that are used to help people.

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

- Super Heroes? Tell me about some of your favorite super heroes. What super powers do they have?

Content (the “Meat”)

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

- Introduce the story web concept to students. Draw a center circle, which is the topic. Connect 5 or 6 smaller circles to the center topic circle.
- Tell students that they will be choosing their favorite super heroes and deciding which super powers they use to help people.
- Brainstorm with students 4 or 5 different super heroes, writing these in the center of the story web as the topic. Write one super hero in the center circle, 1 per piece of chart paper
- Brainstorm with students the super powers that belong to each specific super hero that is used to help people. Write those ideas in the smaller circles of the story webs, connecting the ideas. Leave some circles blank to be filled in by students later on.

***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”)

- Invite students to visit the corners of the room where the story webs are posted and add their own ideas of characteristics used by that particular super hero to help

Consult 4 Kids Lesson Plans

<p>people.</p> <ul style="list-style-type: none"> • Allow students time to travel around room and add their own contribution to the story webs. 	
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Closing

Review

- Please recap what we did today.
- Did we accomplish 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!)

- 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!)

Modification of lesson:

- △ Grades K-2: Do the brainstorm as a class rather than letting students travel the room to complete.

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Super Hero Comic Strips
Focus:	Heroes and Role Models

Materials:

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

Opening

State the objective

Today we will:

- Identify the characteristics that make a super hero.
- Create a comic strip showing a super hero helping people.
- Share our comic strip with the class.

Gain prior knowledge by asking students the following questions

- Super Heroes? Tell me about some of your favorite super heroes. What super powers do they have?

(If you have already completed the lesson plan for day two of the Heroes and Role Models themed unit, you can refer to the super heroes created during that lesson)

Content (the “Meat”)

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

- Introduce the super hero comic strip idea to students.
- Tell students that they will each get to make their own super hero comic strip that represents the super powers that they would like to have; using those powers to help people.
- Brainstorm with students the items that they can illustrate in their comic strips. Examples could include how they would depict the attributes, or super powers, of their hero. For example, flying to the top of a tree to rescue a cat.
- Record all brainstorming ideas on a white board or chart paper.
- Demonstrate for the students how to draw an outline for a comic strip using the basic structure found in newspaper comic strips.
- Create a class super hero comic strip on the white board or chart paper using ideas

*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

<p>from the brainstorm.</p>	
<p style="text-align: center;">Students Practice (“You do”)</p> <ul style="list-style-type: none"> • Give each student a piece of white construction paper, markers/crayons, and ruler. • Allow students time to draw the outline of their comic strip, and create a story that demonstrates their super hero’s powers. • Once students have completed their comic strips, allow students to come to the front of the class to introduce their super heroes and explain the items they chose to draw. 	

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 activity.</p>

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • Ask students to think about what they did today in math. • 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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<p>Modification of lesson:</p> <ul style="list-style-type: none"> ⚡ K-1: Omit the creation of a comic strip and have students simply create a drawing of their super heroes and share with class.

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Super Hero Costumes
Focus:	Heroes and Role Models

Materials:

- Newspaper/butcher paper
- Tape/Glue
- Markers/Crayons

Opening

State the objective

Today we will:

- Create a super hero costume of newspaper.
- Share our costumes with the class.

Gain prior knowledge by asking students the following questions

- Super Heroes? Tell me about some of your favorite super heroes. What kind of costumes do they have? How do those costumes tell us about their super powers?

If you have already completed the lesson plan for day two of the Heroes and Role Models themed unit, you can refer to the superheroes created during that lesson.

Content (the "Meat")

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

- Introduce the super hero costumes to students. Having a previously made example will help students to understand the concept.
- Tell students that they will each get to make their own super hero costume that represents the super powers that they would like to have; using those powers to help people.
- Brainstorm with students the items that they can create their costumes. Examples could include how they would depict the attributes, or super powers, of their hero. For example, a shield would show protection.
- Record all brainstorming ideas on a white board or chart paper.
- Create a class super hero costume piece using ideas from the brainstorm.

*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")

Consult 4 Kids Lesson Plans

<ul style="list-style-type: none"> Give each student a newspaper/butcher paper, markers/crayons, and tape. Allow students time to create their costume pieces. Once students have completed their costumes, allow students to come to the front of the class to introduce their super hero costumes and explain the items they chose to make. 	
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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 math.
- 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:

- △ K-1: Omit the creation of a comic strip and have students simply create a drawing of their super heroes and share with class.

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Super Hero Parade
Focus:	Heroes and Role Models

Materials:

- ▲ Newspaper/butcher paper
- ▲ Tape/Glue
- Markers/Crayons

Opening

State the objective

Today we will:

- Create a super hero costume of newspaper/butcher paper.
- Explain our costume choices to our class., including why we chose to make certain items and how they will be used to help people.
- Parade our costumes using a designated parade route throughout campus.

Gain prior knowledge by asking students the following questions

- Super Heroes? Tell me about some of your favorite super heroes. What kind of costumes do they have? What do those costumes tell us about their super powers?

If you have already completed the lesson plan for day four of the Heroes and Role Models themed unit, you can add to the super hero costumes created during that lesson.

Content (the “Meat”)

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

IF YOU HAVE COMPLETED THE LESSON PLAN FOR CREATING SUPER HERO COSTUMES, YOU WILL SKIP TO THE LAST 2 STEPS.

- Introduce the super hero costumes to students. Having a previously made example will help students to understand the concept.
- Tell students that they will each get to make their own super hero costume that represents the super powers that they would like to have; using those powers to help people.
- Brainstorm with students the items that they can create their costumes. Examples could include how they would depict the attributes, or super powers, of their hero. For example; a shield would show protection.

*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

Consult 4 Kids Lesson Plans

<ul style="list-style-type: none"> Record all brainstorming ideas on a white board or chart paper. Create a class super hero costume piece using ideas from the brainstorm. 	<p>the group is thinking.</p>
<p style="text-align: center;">Students Practice (“You do”)</p> <ul style="list-style-type: none"> Give each student a newspaper/butcher paper, markers/crayons, and tape. Allow students time to create their costume pieces. Once students have completed their costumes, allow students to come to the front of the class to introduce their super hero costumes and explain the items they chose to make. Take students on a guided tour throughout the campus to display their costumes. 	

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> <ul style="list-style-type: none"> What did you enjoy most about this activity? What was the biggest challenge with this activity? 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 math. 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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<p>Modification of lesson:</p> <ul style="list-style-type: none"> ⚡ K-1: Omit the creation of a comic strip and have students simply create a drawing of their super heroes and share with class.
