Rio Grande Educational Collaborative
Before and After School Program Lesson Plan

TITLE OF LESSON: What's it take to make a basket?_ **DATE:** _____

SITE NAME: _____ **CLASS SIZE:** _____

NAME(S) OF INSTRUCTOR: _____

CREDIT: (ie: website, pinterest,) _Adapted from *lifeontheflycounselor.blogspot.com*

NM COMMON CORE: (SEL Standard) Critical thinking 6C. Student analyzes, synthesizes and evaluates the thinking process _CASEL Standard: responsible Decision making

LEARNING OBJECTIVES:

Students will understand the following: (What students will be learning)

1. _Student will be able to describe an appropriate yet challenging personal and school goal.
2. Students will be able to write a WOOP (wish, outcome, obstacle, plan)

ACTIVITY:

Instructional Sequence: (Step by step instructions, should another instructor pick up and teach the lesson successfully)

_Hook: What makes a good goal?

3. What is a hope or wish you want to accomplish this semester (this semester, this 9-weeks, this week, etc.)? How do we know if this is too big of a goal or too easy of a goal? _

   _Invite students to participate for each round so you can get as many students as possible to participate in the activity. <u>First round:</u>

4. Place basket on one side of the gym (or large room) and the students are on the opposite side.
5. Give each student a small object to toss (stress ball/small ball).
6. Have them cover their eyes (or if you have a handkerchief -can tie around their eyes to cover them)and try to get the object in their basket. Students get 3 attempts.
   **Relate this action to going through the school year without an idea or vision for where you are going.

   <u>Second round:</u>
   Take three baskets and place them on the opposite side of the gym/large room, about 30 feet away from the students. [No blindfold].
   **Relate this basket "attempt" to choosing goals that are too hard.

7. Repeat-3 tosses.

   <u>Third round:</u>

8. Take the baskets and place right in front of students' feet. The students will immediately know that this round will be too easy.
   **Relate this action to when we make goals that are too easy.
   <u>Fourth round</u> Take the baskets and place about 10 feet away to signify an appropriate, yet challenging goal. Most of the students will be able to make the basket by their second attempt, yet some may take three or four tries.
   Encourage the rest of the class to encourage their peers-cheer them on.
   **Relate this goal to an appropriate, yet challenging goal.

   <u>Final Round:</u>
   As the facilitator-take one of the baskets and "assist" each student by moving the basket as each student makes their toss.
   **Relate this round to helping the group think about how teachers, parents, and school counselors can support them in reaching their goals. What supports do they need? What supports do these people provide?

Introduce WOOP [Link to WOOP Lesson from Characterlab. org]

        1. Following the basket toss activity, ask students to think about 1 personal goal/wish OR 1 academic goal/wish they have for the school year (you can narrow down the timeframe depending on your overall goals for this lesson). Remind students about what they just learned about realistic wishes/goals from the basket toss game. Allow a few minutes for students to reflect individually.

9. 2. Next, walk them through the WOOP process. WOOP is an evidence-based practice, so it is important to follow these steps as stated. You can even use the narrative as written below

        __ *SAMPLE SCRIPT (from Characterlab.org)*

    a. ***"WOOP*** is *a strategy that will help you gain insight into your daily life and fulfill your wishes. Relax while I guide you through WOOP. The next few minutes are just for you."*

    b. 'WISH: *Write a wish that* is *important to you. The wish should be difficult but achievable.State it briefly."*

10. "OuTCOME: *How will it feel when you accomplish this?Close your eyes and really imagine it."*

11. "OBSTACLE: *What is an internal obstacle?* This *must be something that you have control over. Close your eyes and imagine your obstacle."*

12. *"PLAN: What is your specific plan? What is the exact thing you will do? This plan should be easy to remember."*

13. *"We just completed WOOP. We'll check in on (date, time) again. WOOP is most helpful whenit becomes a habit, so we'll practice WOOP more and you'll find it easier each time."*

14. 3. In closing, students are encouraged to place their WOOP in a place where they will "see" it and visit_it often.

15. In closing invite students to share their reactions in completing the WOOP process end with students completing an exit ticket.

MATERIALS:

The following materials or equipment needed for this lesson: (Include special equipment request)

1. _2-3 laundry baskets or trash cans (clean)
2. Stress ball or small ball
3. Handkerchief (optional)
4. WOOP handout

SIGNATURE: _____ **DATE:** _____

SITE SUPERVISOR'S SIGNATURE: _____ **DATE:** _____

INSTRUCTOR'S REFLECTION:

Reflection on the lesson given:

1. How many students participated in the lesson given? _____
2. Name(s) of instructors participated. _____

3. How long did your lesson take? (Amount of time) _____

4. How did the students feel about the lesson? _____

5. Did the students like the lesson? _____

6. What part of the lesson did the students like? _____
_____
_____

7. What part of the lesson did the students not like? _____
_____
_____

8. Were the students interested in the topic of the lesson? _____

9. Was the content of the lesson difficult for the students? _____

10. What could you have changed to make the lesson interesting? _____
_____
_____

11. Did you have any trouble getting your lesson together? (Idea & Materials) _____
_____
_____

12. How do you rate your lesson? (1-10) Why? _____
_____

SITE SUPERVISOR'S REFLECTION:
Reflection on the instructor's lesson:

1. How many students participated in lesson? _____

2. How many instructors participated in lesson? _____

3. Did the students enjoy the lesson? _____

4. What part did the students enjoy? _____
_____

5. What part did the students NOT enjoy? _____
_____

6. What could have been changed to make the lesson interesting? _____
_____
_____

7. Was the content of this lesson difficult for students to understand? Why? _____
_____

8. What part of STEAM or literacy was used? (Science, Technology, Engineering, Art, Mathematics or Literacy)
_____
_____

9. Comments: _____
_____
_____