



Rio Grande Educational Collaborative Before and After School Program Lesson Plan

TITLE OF LESSON: Working Together **DATE:** _____
SITE NAME: _____ **CLASS SIZE:** _____
NAME(S) OF INSTRUCTOR: _____
CREDIT: (ie: website, pinterest,) Internet link _____
NM COMMON CORE :(SEL Standard) Collaboration 4A Students demonstrate communication skills "I will develop positive and healthy relationships with others"
CASEL Standard: Relationship skills

LEARNING OBJECTIVES:

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

1. Students will be able to begin to recognize nonverbal communication signals from others.
2. Students will develop relationships with peers.

ACTIVITY:

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

1. Remind students of the Circle Agreement.
2. Explain that this game is similar to the Pass the Pulse, except this time, students will be turning to their neighbor and passing a facial expression-a feeling face.
3. Ask students if they know what a "feeling face" looks like?
 - a. How does your face show a feeling? -no words, just your face
4. Get a few volunteers to share how they respond to this question.
5. Next, start the Pass the Face game by selecting a feeling card (can use the feeling from the handout below). Model the first round by tapping a player in the circle and making a facial expression that mirrors a feeling for that player to pass on.
6. Once the face has been "passed" around the circle, see what it looks like when it finishes the circle.
7. Show the group what the 'original' facial expression was that you sent around the circle and ask the students if they know what feeling they think it is you are showing?
8. Share the correct feeling and then discuss what might have happened that changed the facial expression and brainstorm ways that the group may improve their strategies for this second round.
9. Continue to play a few rounds.
10. Debrief with process questions.

End Activity/Lesson with an exit ticket

MATERIALS:

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

1. Pass the face handout (*See Below*)

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: _____

HAPPY	SAD	ANGRY
JEALOUS	SURPRISED	TIRED
SCARED	WORRIED	CALM
CONFUSED	THANKFUL	SHY
SILLY	EMBARRASSED	MAD
TERRIFIC	CURIOUS	GRUMPY