



# Rio Grande Educational Collaborative

## Before and After School Program Lesson Plan

**TITLE OF LESSON:** The Traveling Game

**DATE:**

**SITE NAME:**

**CLASS SIZE:**

**NAME(S) OF INSTRUCTOR:**

**DURATION OF LESSON:**

**CREDIT (website used/name of author):** Kevin Saavedra

**COMMON CORE STANDARDS:** CCSS.ELA-LITERACY.SL.1.1.A, CCSS.ELA-LITERACY.SL.3.1.B, CCSS.ELA-LITERACY.SL.5.6

### LEARNING OBJECTIVES:

**Students will understand the following:**

- Utilize nonverbal communication skills in the context of a collaborative game.

### ACTIVITY:

#### Instructional Sequence:

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

Explain to students that the rules of the game are simple and consistent, but their goal is to try and figure out exactly what the rules are.

The traveling game goes like this:

-Arrange the group in a circle so that everyone can see each other.

-Say that we are going to be taking a trip somewhere, and brainstorm ideas of where the group would like to go on this imaginary trip (it can literally be anywhere—Colorado, Japan, the moon, whatever).

-Now explain that you are going to be in charge of the trip and that you get to make the final decision about what people will bring along with them. Everyone will take turns saying one thing that they will bring along with them (again, it can be anything), and you will say “yes” or “no” in regards to whether or not they can bring it.

Now, here’s where the rules come into play:

-At the start of each round (1 round=going around the circle until it comes back to you), you will name one thing that you are going to bring. While you do this, perform one motion with your body that is subtle, but still noticeable, and is likely to be accidentally copied (crossing your legs, stretching your arms behind your head, scratching your chin, rubbing your eyes, etc.).

-As you ask each student what they are going to bring on the trip, say “yes” to the students that copy the action (if you crossed your legs and they crossed their legs, then approve the item) and “no” to the students that don’t.

-It might be worth it to explain the rules to one student, or to play the game with them beforehand.

-After two or three rounds, give hints (e.g. “There is one rule, and it’s the same every time, I’m not just making things up” or “It’s not about what you say, it’s about what you do”).

-On the fourth round or so, if people are still struggling, start performing more exaggerated movements (spinning your arms around, standing up and sitting back down, etc.).

-Once everyone understands, play again, but with the rule swapped for something else (you can't repeat the same motion, you have to use the same first letter for each word, and so on).

**MATERIALS:**

**The following materials or equipment needed for this lesson:**

(Include special equipment request)

- \_\_\_\_\_
- \_\_\_\_\_

**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: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_