

Unit #3 Title: Working Together

Lesson 2 Title: Going for the Gold! **Lesson 2 of 2**

Grade Level: 4

Length of Lesson: 30 minutes

Mississippi College and Career Readiness Standard:
L.4.2, W.4.2

American School Counselor Association (ASCA) Mindsets and Behaviors:
B-SS.2, B-SS.6, B-SS.9

Materials (include activity sheets and/ or supporting resources)

Large blankets (enough for 1 blanket per 5-7 students)
 Gold Medal for each blanket, and one for counselor
 List of words brainstormed in Lesson 1
 An area with floor space large enough for blankets to be spaced so as to allow groups room to “maneuver” blankets (e.g. gymnasium).
 Masking tape, paper and pencils
 Stop watch

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives

The student will write an essay describing what they learned while participating in a group activity, including two or more personal and ethical skills needed to work with a diverse group of people.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals and objectives.
Assessment can be question answer, performance activity, etc.
 Students will participate in a group activity with discussion afterwards concerning their successes and challenges.
 Students will also be expected to write a short essay on what they learned, citing two examples of personal and ethical skills needed to work with a diverse group of people.

Lesson Preparation

Essential Questions:

Why are appropriate communication skills and respect needed to achieve a common goal?

Engagement (Hook): NOTE: Prior to the lesson, prepare large blankets (enough for 1 blanket per 5-7 students) by taping or pinning a ‘gold medal’ to one side of each of the blankets. Spread them out on the floor with medal side “up” as lesson begins.

Counselor wears a gold medal, and holds it up while asking the class: “What does a gold medal mean to you? What might a team have to do to earn a gold medal?” (E.g., Working together by respecting individual differences, supporting each other, encouraging each other, etc.)

Say, “Raise your hand if you have ever been on an island. What surrounded that island?” Today you are going on an island adventure with a group of your friends.

Procedures

Instructional Procedures/Instructional Strategies:

1. Place prepared blankets on the floor, medal side up. Say, “Raise your hand if you have ever been on an island. What surrounded that island?” Today YOU are going on an island adventure with a group of your friends. Have groups turn blankets over so the gold medal is on the side to the floor. Have students sit on their blankets. Explain that this is their island, but their gold is on the other side of their island (blanket). They must work together, using helpful personal and ethical skills (e.g. acceptance, taking turns, sharing responsibility), to turn the entire blanket over to get to the gold without sacrificing anyone to the “shark infested water” (falling off the blanket). If anyone falls off, they must start over.
2. Tell students to begin. Use stopwatch to time groups. After 2 or 3 minutes of working, stop the process and ask: “What is working? What isn’t working?” What can you do differently to accomplish your goal? Plan as a group.” Tell students they have four minutes to accomplish their goal. On signal, restart process (stopwatch) and note when each group completes the task.

Student Involvement/Instructional Activities:

1. Students listen to directions.
2. When told to begin, students work together to turn the blanket over to get to the gold without anyone falling off into the water. Students talk within groups to determine what is working and what is not and how they will revise their plan of action to more readily reach the “gold.”

<p>3. Tell students how much total time it took each group. Have each student draw a “T-chart” on paper. Label one column: “This was effective”, and the other column “This wasn’t effective.” Give students two or three minutes to reflect and make notes on their “T-chart.” Discuss what was effective and what was not, and what they learned. Ask, “What kind of communicator were you? What was effective/not effective? What would you do differently? What personal and ethical skills were/were not used?” Facilitate the discussion.</p> <p>4. Ask students to review their individual brainstorming list from Lesson 1. Ask, “How has thinking changed since you made that list? What new personal and ethical skills would you add or take away?”</p> <p>5. Give students directions for their written essay: “Going for the Gold: What I Have Learned About Working In Diverse Groups”</p> <p>NOTE: There may not be time for students to write essays during this period. You may want to plan another session on this topic. Another option: Work with classroom teacher to use the essay as a writing assignment.</p>	<p>3. In their groups, students complete “T-charts” individually, and then discuss as a group using the questions counselor asks as prompts for group discussion.</p> <p>4. Students compare their individual ideas with their actual experiences in evaluating what personal and ethical skills are needed when working in a group.</p> <p>5. Students write essays: “Going for the Gold: What I Have Learned about Working in Diverse Groups.”</p>
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Teacher Follow-Up Activities

Prior to lesson, talk with classroom teacher about using the written essay as a classroom writing assignment. Encourage classroom teacher to talk about personal and ethical skills in relation to individual and group assignments.

Counselor reflection notes (completed after the lesson)