



Lesson Delivery Date: ___/___/___
Lesson Delivered By: _____
Initial when complete: _____
Supplies Bought: _____
Materials Prepped: _____
Feedback Complete: _____

SCALED LEARNING™ LESSON PLAN - SACC

Review this lesson plan at least 3 days prior to leading.

LESSON NAME: (What is the name of the activity?) Go! A to Z	TIME REQUIRED: 20+ minutes	AGES: All
SCALED LEARNING FRAMEWORK ELEMENTS: (STEM, Career Connected Learning, Arts, Literacy, Education, Diversity and Global Learning, etc.) <ul style="list-style-type: none"> Diversity and Global Learning 		
STANDARDS ADDRESSED: (Common Core State Standards; National Core Art Standards) <ul style="list-style-type: none"> Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 		
LESSON OBJECTIVE: (What youth should get from this activity, what they should achieve?) Youth will be able to: <ul style="list-style-type: none"> Demonstrate knowledge and generate ideas of a group-selected global topic. 		
MATERIALS NEEDED: <ul style="list-style-type: none"> Markers Chart paper Encyclopedias and/or Internet Access 	PREPARE AHEAD OF TIME: <ul style="list-style-type: none"> Prepare options of global topics for inspiration in case the group needs prompting—ideas may include October Holidays around the Globe, a hot school topic, something in the news, etc. 	

PART ONE:

INTRO TO REFLECT

SAY: Today we're going to do an alphabetical brainstorm on a topic that WE come up with. It should be something a word or phrase with some sort of global connection.

ASK & CONNECT (prepare opening ideas to connect lesson to youth's prior experience or prior session)

- What is something important that has been on your mind that OTHER people may be thinking about? [Offer ideas if youth are quiet]
- Do you think we could come up with a list of words relating to that topic that address all the letters of the alphabet? For example: If the topic was Climate Change we could say "A is for Air Quality...B is for Biodiversity...C is for Carbon Dioxide...etc."

<p>PART TWO: (What are the steps for youth to complete this activity?) Highlight steps when youth have a choice.</p> <ol style="list-style-type: none"> 1. As a group, come up with a topic—a word or phrase—with a global connection. It can be something the kids have been talking about, something from the news, or an important topic in school. For example, “Latin American Food”, “global holidays”, or “world leaders.” Write this topic on a large piece of chart paper. 2. Under it, write the letters of the alphabet, A through Z. Leave enough space next to each letter to write word(s) or phrases. 3. Challenge the group to write one word, phrase, or name for each letter. Words must start with the letter and relate to the topic. Youth can access encyclopedias or the internet to help generate ideas. 4. If time allows, let kids come up with new starter topics and repeat the process. <p>Variation:</p> <ul style="list-style-type: none"> • Make it a race. Divide into teams of 3-4 and have a time keeper. Set a time limit and when time is up, see who has the most completed or score a point for every answer no other team has. 		<p>What key skills will I need to be prepared to model or teach?</p> <ul style="list-style-type: none"> •
<p>ASK DURING (open-ended questions for during activity)</p>		
<p>SITE SPECIFIC (complete prior to lesson delivery)</p>		
<p>Leadership (How can youth help lead?)</p>	<p>Choices (What content or process choices are there?)</p>	<p>How will I promote exploration?</p> <p>How will I nurture creativity?</p>
<p>PART THREE: REFLECT</p> <ul style="list-style-type: none"> • Gather to review the list and read together. Clarify any questionable additions. • Is there a word for every letter? Which ones were quick to fill in? Which were harder? 		

<p>FAMILY AND PARENT ENGAGEMENT (Select how activity will be shared)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Invitation: During activity, invite families to join as they are picking up their child <input type="checkbox"/> Conversation: Draw parent’s attention to their youth’s contribution at pick up and explain their child’s positive contributions to the final product or process <input type="checkbox"/> Communication (written): Photos or written Staff or Youth recap for upcoming newsletter or parent email
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