



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.

<p>LESSON NAME: (What is the name of the activity?) How Far Have We Come?</p>	<p>TIME REQUIRED: 5 minutes or more for fill-ins and guesses (keep posted for ongoing adds)</p>	<p>AGES: All</p>
<p>SCALED LEARNING FRAMEWORK ELEMENTS: (STEM, College and Career Readiness, Arts, Literacy, Enrichment, Diversity, etc.)</p> <ul style="list-style-type: none"> Diversity and Global Learning STEM Integrated 		
<p>STANDARDS ADDRESSED: (Common Core State Standards; National Core Art Standards)</p> <ul style="list-style-type: none"> Reading: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words Math: Model with mathematics. Math: Use appropriate tools strategically 		
<p>LESSON OBJECTIVE: (What youth should get from this activity, what they should achieve?)</p> <p>Youth will be able to:</p> <ul style="list-style-type: none"> Develop a rich understanding of where their peers originate from and reflect up the diversity amongst them. Understand Family Histories and Genealogy Practice map skills and geography 		
<p>MATERIALS NEEDED:</p> <ul style="list-style-type: none"> <i>How Far Have We Come?</i> Worksheet (attachment) Area for large grid Markers World Map Sticky Dots Ruler/Tape Measure 	<p>PREPARE AHEAD OF TIME:</p> <ul style="list-style-type: none"> In advance, provide <i>How Far Have We Come?</i> Worksheet for youth to take home and discuss with their families to help generate this information as needed. Obtain/Order a World Map Poster: https://www.amazon.com/Swiftmaps-World-Premier-Poster-Mural/dp/B016X2TQZ8/ref=sxin_2_ac_d_pm?ac_md=1-0-VW5kZXIqJDEw-ac_d_pm&keywords=world+map&pd_rd_i=B016X2TQZ8&pd_rd_r=ac3b0e5b-3ff2-442d-852c-65941230dd3f&pd_rd_w=KinIi&pd_rd_wg=LjXMI&pf_rd_p=be5d8dec-444e-4770-91df-1e16a8c46da8&pf_rd_r=KNBYGERKP 	

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PART ONE:

INTRO TO REFLECT

SAY: Today we're going to find out more about where our families come from, from all around the world.

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

- Do you know where you were born? What do you know about your family history and their origins?

PART TWO:

(What are the steps for youth to complete this activity?) Highlight steps when youth have a choice.

1. Post a world map. Place a red dot on where your program is located.
2. Ask: "Where do your grandparents come from?"—invite youth to put blue dots on the map for their families.
3. Without measuring, have everyone guess which blue dot is the furthest from the red.
4. Measure the distances. Which dot is the furthest away?
5. Ask for volunteers to talk about how they came to live where they live now.

Variations:

- Use different relatives: great-grandparents, aunts and uncles, step parents, etc.
- Use string to trace how families moved. Youth begin with themselves, and then connect to their parents, and then their grandparents...and so on.

What key skills will I need to be prepared to model or teach?

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ASK DURING (open-ended questions for during activity)

SITE SPECIFIC (complete prior to lesson delivery)

Leadership (How can youth help lead?)

Choices (What content or process choices are there?)

How will I promote exploration?

How will I nurture creativity?

PART THREE:

REFLECT

- Would you like to visit the place your grandparents are from? Why or why not?
- What else would you like to share about your family's origins?

FAMILY AND PARENT ENGAGEMENT (Select how activity will be shared)

- Invitation: During activity, invite families to join as they are picking up their child
- 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
- Communication (written): Photos or written Staff or Youth recap for upcoming newsletter or parent email