



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.

<b>LESSON NAME:</b> (What is the name of the activity?) Flying Birds	<b>TIME REQUIRED:</b> 20 minutes	<b>AGES:</b> All
<b>SCALED LEARNING FRAMEWORK ELEMENTS:</b> (STEM, Career Connected Learning, Arts, Literacy, Education, Diversity and Global Learning, etc.)		
<ul style="list-style-type: none"> <li>STEM</li> </ul>		
<b>STANDARDS ADDRESSED:</b> (Common Core State Standards; National Core Art Standards)		
<ul style="list-style-type: none"> <li><b>Science:</b> As a result of the activities in grades K-4, all students should develop an understanding of properties of objects and materials; Position and motion of objects; Light, heat, electricity, and magnetism.</li> </ul>		
<b>LESSON OBJECTIVE:</b> (What youth should get from this activity, what they should achieve?) Youth will be able to:		
<ul style="list-style-type: none"> <li>Explore static electricity and use its power to make a "bird" move.</li> </ul>		
<b>MATERIALS NEEDED:</b>	<b>PREPARE AHEAD OF TIME:</b>	
<ul style="list-style-type: none"> <li>Tissue paper</li> <li>Cardstock</li> <li>Markers</li> <li>Scissors</li> <li>Party Balloons</li> <li>Wool Cloth (or sweater, or similar)</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	

<b>PART ONE:</b>	
<b>SAY:</b> Today we're going to explore static electricity.	
<b>ASK &amp; CONNECT</b> (prepare opening ideas to connect lesson to youth's prior experience or prior session)	
<ul style="list-style-type: none"> <li>When is a time you have observed static electricity? What was it like?</li> </ul>	
<b>PART TWO:</b> (What are the steps for youth to complete this activity?) Highlight steps when youth have a choice.	What key skills will I need to be prepared to model or teach?
<ol style="list-style-type: none"> <li>Using markers, have youth draw a few birds on tissue paper and cut them out with scissors.</li> <li>Lay the birds on a flat surface.</li> </ol>	<ul style="list-style-type: none"> <li></li> </ul>

<p>3. Have youth inflate a balloon and tie the end. Help as needed.</p> <p>4. Next, have the youth rub the balloon on a wool cloth (or hair) for 10-20 seconds.</p> <p>5. Hold the balloon a few inches above the paper birds. See if you can make them fly without touching them.</p> <p>6. Now have youth draw more birds on heavier paper (like cardstock) and try to pick them up with a statically charged balloon. Do they fly?</p>	<p><b>ASK DURING</b> (open-ended questions for during activity)</p> <p>What happens when the balloon gets close to the paper birds?</p> <p>What happens if you point the other side of the balloon toward the paper birds?</p>
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**SITE SPECIFIC** (complete prior to lesson delivery)

<p><b>Leadership</b> (How can youth help lead?)</p>	<p><b>Choices</b> (What content or process choices are there?)</p>	<p>How will I promote exploration?</p> <p>How will I nurture creativity?</p>
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**PART THREE:**

**REFLECT**

- What did you observe today?
- Share: When a balloon is rubbed on wool cloth electrons are transferred from the cloth to the balloon. This gives the balloon an overall negative charge. Even though the paper has a neutral charge, the charges within it can rearrange so that a positively charged area is attracted by the negatively charged balloon.

**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