



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?) Give Back Coupons	TIME REQUIRED: 30 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"> Literacy 		
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"> Create coupon books for families with ways they plan to “give back” to their family. 		
MATERIALS NEEDED:	PREPARE AHEAD OF TIME:	
<ul style="list-style-type: none"> Coupon Template (print on card stock) OR Index Cards Binder Rings Pen Hole Punch 	<ul style="list-style-type: none"> 	

PART ONE:	
SAY: Today we will focus on our families and ways we can give back to them.	
ASK & CONNECT (prepare opening ideas to connect lesson to youth’s prior experience or prior session)	
<ul style="list-style-type: none"> What are ways you contribute in your home already? What are ways you could do better? 	
PART TWO: (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"> This week we are going to create coupon books which we can provide to our families. These coupons will be created by you and you will write ideas on there of things you can do to help around the house to support your family. When your family member needs, they can “cash in” on the coupon and you 	<ul style="list-style-type: none">

<p>provide the help they requested. Who has ideas for coupons you could create? [Ideas: help with laundry, unload the dishwasher, feed the dog, prepare dinner, etc.]</p> <ol style="list-style-type: none"> Distribute materials for the coupon books and/or index cards. Provide youth ample time to write down ideas they have. Encourage illustrations. Give youth a goal of 10-15 cards total—suggest repeating cards if they are stuck on ideas. Punch a hole on the corner and loop with a binder ring. 	<p>ASK DURING (open-ended questions for during activity)</p> <ul style="list-style-type: none"> What are ways you can help with family members inside the house? Outside the house?
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SITE SPECIFIC (complete prior to lesson delivery)

<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>
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PART THREE:

REFLECT

- Who will you give your coupon book to? How is this coupon book a way of “giving back”?
- What is your favorite coupon you created?

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