



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

## SCALED LEARNING™ LESSON PLAN - SACC

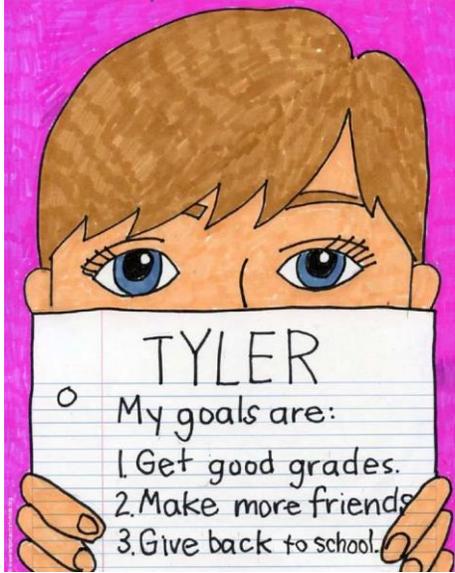
Review this lesson plan at least 3 days prior to leading.

<b>LESSON NAME:</b> (What is the name of the activity?) Me and My Goals Portrait	<b>TIME REQUIRED:</b> 30 – 60 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>• Art</li> </ul>		
<b>STANDARDS ADDRESSED:</b> (Common Core State Standards; National Core Art Standards)		
<b>Art:</b> <ol style="list-style-type: none"> <li>1. Generate and conceptualize artistic ideas and work.</li> <li>2. Organize and develop artistic ideas and work.</li> <li>3. Refine and complete artistic work.</li> </ol>		
<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>• Write three goals for the New Year.</li> <li>• Create a self-portrait featuring the goals.</li> </ul>		
<b>MATERIALS NEEDED:</b>	<b>PREPARE AHEAD OF TIME:</b>	
<ul style="list-style-type: none"> <li>• Me and My Goals Instructions (<b>ATTACHED</b>)</li> <li>• Drawing paper, cut to 8.5" x 11"</li> <li>• Black marker for tracing</li> <li>• Markers or crayons, anything with good skin color option</li> </ul>	<ul style="list-style-type: none"> <li>• Print Me and My Goals Instructions (page 2 of download) on letter-sized drawing paper.</li> </ul>	

<b>PART ONE:</b>	
<b>SAY:</b> Today we're think about our goals for the New Year and create beautiful art featuring these goals.	
<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>• Why do people make goals (resolutions) for the New Year? What is one New Year's resolution you have made AND been successful with?</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>1. Model the following steps, one at a time, with the youth. Distribute the template (page two). Have youth fold the paper in half lengthwise to make a guide. Draw the top of the head.</li> <li>2. Plan eyes by placing four dots indicating the sides of each eye.</li> </ol>	<ul style="list-style-type: none"> <li>•</li> </ul>

Draw the top and bottom of the eyes.

3. Draw the inside eye circles. Finish the eye details—pupils, lashes, etc.
4. Draw ears. Draw your own hairline.
5. Add eyebrows and the top of the hairline.
6. Draw fingers over the paper.
7. Instruct youth to write their name at the top of the paper followed by their goals for the New Year.
8. Trace the drawing and written words with a black marker.
9. Color in the picture.



**ASK DURING** (open-ended questions for during activity)

- What part(s) of your life are you going write your goals for? Why is this important to you?
- What is a goal you have while at the YMCA?

**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**

- Show off your portrait and share your goals!

**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