



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?) Stars for Diversity	TIME REQUIRED: 20 minutes	AGES: 3 rd grade and up
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"> Speaking and Listening: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, 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"> Participate in a game and have a discussion on friendship, diversity, and inclusion. 		
MATERIALS NEEDED: <ul style="list-style-type: none"> Star Stickers in 6 colors (other stickers may be used) 	PREPARE AHEAD OF TIME: <ul style="list-style-type: none"> 	

PART ONE: SAY: Today we're think about friendship here at the Y as well as in school. ASK & CONNECT (prepare opening ideas to connect lesson to youth's prior experience or prior session) <ul style="list-style-type: none"> Have a discussion about friendship. What do you look for in a friend? What do you need to do to be a good friend? Discuss differences among kids. How might that keep them from making friends? Share: sometimes kids get left out because kids form "cliques." What is the trouble of belonging to a "clique" for yourself or for others? 	
PART TWO: (What are the steps for youth to complete this activity?) Highlight steps when youth have a choice. 1. Start out by telling the youth that they must use body language (nodding or using hand gestures) throughout the whole activity. They are to remain silent (no talking). If a person talks or does not follow the rules, he may be disqualified.	What key skills will I need to be prepared to model or teach? <ul style="list-style-type: none">

<ol style="list-style-type: none"> 2. Ask the kids to close their eyes and put a sticker on each one's forehead. Most of the kids should get one of four different colors. But two of the kids get stars from the remaining two colors. Each kid should have one star on her forehead. No child should be able to see his star. 3. Next group the kids heterogeneously (mixed). The kids are not able to see the color of their own star, but they can see everyone else's. They then move around the room and find the group to which they belong based on the color of the sticker on their foreheads. Give the kids five minutes to move around and find their groups. Once they find their groups, they sit down and begin talking about what they have in common. 4. After the four groups are formed, there are two kids who do not belong to a group. You may observe other kids motion for these solitary kids to join, but often you may see kids indicate that "you don't belong here because your star is not the same." 5. In a wrap-up session, challenge the youth to discuss how they found their groups without communicating verbally. Talk about how friendships are formed based on what happened in the room. Talk about the two kids who did not belong anywhere and how they felt. Ask the two kids who did not fit anywhere to share out about their experience. Try to what the youth observed and felt to real-life friendships, cliques and differences in others. Challenge the group to brainstorm ways to accept the differences in others and enrich friendships with those differences. 	<p>ASK DURING (open-ended questions for during activity)</p>
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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

- What is one thing you will try to do to be a better friend to others?

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