



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?) Kid Reporter	TIME REQUIRED: 30 – 60 minutes (may repeat or extend several sessions)	AGES: 3 rd – 5 th +
SCALED LEARNING FRAMEWORK ELEMENTS: (STEM, Career Connected Learning, Arts, Literacy, Education, Diversity and Global Learning, etc.) <ul style="list-style-type: none"> Literacy Career Connected Learning 		
STANDARDS ADDRESSED: (Common Core State Standards; National Core Art Standards) <p>Speaking and Listening:</p> <ol style="list-style-type: none"> 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 2. 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. 3. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 		
LESSON OBJECTIVE: (What youth should get from this activity, what they should achieve?) Youth will be able to: <ul style="list-style-type: none"> Step into the role of a "reporter" with a focus on the Civil Rights Movement. 		
MATERIALS NEEDED: <ul style="list-style-type: none"> Tape recorder Digital camera List of interview questions Someone in the community to profile*** Access to a computer with Microsoft Word or PowerPoint Printer A local newspaper (optional) 	PREPARE AHEAD OF TIME: <ul style="list-style-type: none"> Identify someone to interview who is old enough to remember what it was like living in the United States prior to desegregation.*** 	

PART ONE: <p>SAY: Today we're going take on the role of a Reporter and focus on the Civil rights Movement.</p> <p>ASK & CONNECT (prepare opening ideas to connect lesson to youth's prior experience or prior session)</p> <ul style="list-style-type: none"> What do you know about Civil Rights?

- What do you think it'd be like to be a reporter? Is this a job that appeals to you? Why or why not?

PART TWO:

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

1. Help youth identify someone to interview who is old enough to remember what it was like living in the United States prior to desegregation. Possible resources are local black churches, social organizations, senior centers, or anyone in your neighborhood you many know. Contact your sources ahead of time and let them know what your intentions are and what you hope to learn from the project. ***
2. Help your child draft a list of questions. Potential questions might be:
 - a. Describe what life was like growing up black in America. Where did you grow up and were there many other blacks in your neighborhood?
 - b. What was school like? Were black and white students separated?
 - c. Were you ever made to feel different from mainstream society? How did you deal with racism?
 - d. Were there things that you are able to do now that you were not permitted to in decades past?
 - e. To what extent did race impact choices you made in your life, regarding education, career, your interpersonal relationships, or the way you raised your children?
 - f. Do you believe there is room for improvement in race relations in this country and if so, how do you think my generation can go about it?
3. Youth should come up with as many questions as they like. Your goal is to get a true sense of who your interviewee is and what their experience was like. It's also important to remember that you do not need to stick only to the questions you've come up with. Let the conversation flow and go wherever it takes you.
4. Have a tape recorder so they can concentrate on listening to the stories being told rather than trying to take notes. Be sure your interviewees know they are being recorded.
5. Once youth have finished their interview, ask youth to summarize the interview in their own newspaper article. Using Microsoft Word or PowerPoint, youth can incorporate important quotes and excerpts from their interview and use any photos they took.
6. Have youth make it as realistic as possible. Be sure it includes their byline (naming the author of the article) and gives photo credit to themselves. As mentioned before, if they need some inspiration, they can use a real newspaper as a guide. The article should be a complete story chronicling the interviewee and the things youth have learned. The most important thing is

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)

- How can we make sure we are being good listeners/reporters?
- How do we show respect for the person we are interviewing?

<p>that there needs to be a point to the story. Make sure that the story is complete.</p> <p>7. Once youth have finished their article, make a copy and give it to the interviewee along with a thank you note for participating in such a meaningful project.</p>	
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SITE SPECIFIC (complete prior to lesson delivery)

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

REFLECT

- What was most interesting about this experience to you?
- How did this activity impact you?
- After being involved in this activity, did your thoughts about being a reporter change? How?

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