



Lesson Plan

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| Lesson Plan for | Teamwork: How Else Could We Use This? | (lesson title) |
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| School Counselor: | Ellie Wengert | | |
| Target Audience: | 5 th Grade Students | | |
| Mindsets & Behaviors: (limit of three) | B-LS 2. Demonstrate creativity B-SS 2. Create positive and supportive relationships with other students B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams | | |
| Lesson | 1 | Of | 1 |

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| Learning Objective(s)/Competency | |
| Students will: | Participate in a team-building experience to foster creativity, perspective-taking, and collaboration skills |
| Students will: | Consider how different perspectives help generate unique ideas |
| Materials: | |
| Loose leaf paper, pencils, students' individual notebooks, random classroom objects* | |
| <p>*Use any commonplace items in the classroom, giving each group of students one unique object to work with (i.e. a ruler, chair, lunchbox, pencil case, book). <i>Another option:</i> Facilitator can connect with the school custodian to gather items that have been thrown out, but could be reused. Then, after the activity, debrief with the students about how everyday things can be reused instead of thrown away.</p> | |
| Evidence Base: | |
| <input type="checkbox"/> Best Practice <input type="checkbox"/> Evidence-Based | |
| Procedure: Describe how you will: | |
| Introduce Activity: (2-3 minutes) | <p>When you look at a ruler, what do you see? You probably see a tool that helps you measure distances on a flat surface, and you hardly stop to consider how else you could use it. All around us, there are objects that we immediately recognize as serving a single purpose... but what if we could do more with it?</p> <p>Today, we are going to be re-thinking the purpose of everyday objects in our classroom. Working in groups, you will come up with as many different uses for an object as possible. You can start by describing its</p> |

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| | <p>intended use (like, the ruler is used for measuring distances on a flat surface), but then your group has to come up with at least five different uses for the object, and be able to explain them to the rest of the class. For example, if I gave you a book, you might say, “We could use this as a seat cushion if we were outside around a campfire,” or, “This is my new fashionable lunch tray in the cafeteria!”</p> <p>The goal: Come up with as many different uses as possible! Each group will get their own unique object from within this room (which I will give out after you are in your groups). Each person in your group must contribute at least one unique use for your group’s object. And keep this in mind: No idea is a “bad idea.” If someone says something about your object that you don’t think is possible, you can calmly explain why you might think that and have a discussion about how you might modify their idea. But since the goal is to think of as many uses as possible <i>beyond</i> what we’d usually use an object for, you should actively listen to all the ideas that your group shares, and consider <i>all</i> the perspectives in your group. The idea is that by working in groups, you will be able to come up with more ideas than you would have on your own.</p> |
| Implementation: (20-25 minutes) | <p>Divide students into groups of 4-5 by either having students number off around the room, or using another system to divide groups in a way that distributes friend groups into different working groups. (The goal is to encourage students to work with peers they might not talk to as often.)</p> <p>Designate tables where each number might work (i.e. Group 3, middle table...) and distribute a random classroom object to each group, along with a sheet of loose-leaf paper and a pencil. After all groups have their objects, tell students to brainstorm ideas without writing anything down 5 minutes.</p> <p>After 5 minutes, give students another quick instruction: Designate one person as the writer, and have that person record all of your group’s ideas on a piece of paper. Let this take about 2-3 minutes, until all groups appear to be wrapping up their final thoughts.</p> <p>Have each group take turns sharing their ideas for their object. Each group will:</p> <ul style="list-style-type: none">• Introduce their object (name and typical use)• Each group member will share out at least one of their group’s ideas (i.e. the idea they came up with, or an idea someone else came up with that they really liked) <p>After all the groups have shared their new ideas for what their objects could be used for, have each student go back to their seat and complete a reflection in their own notebook. Write these reflection prompts on the board, then give students 5 minutes to write independently:</p> |

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| | <ul style="list-style-type: none"> • How did this activity make you think differently/creatively? • Did anybody in your group come up with an idea that you would not have come up with yourself? How did that make you feel? • What are some of the strengths/benefits of working as a team? • Do you have any other takeaways from this activity? <p>After 5 minutes of independent writing, ask if anyone would like to share one of their personal reflections about the activity with the class. You can either ask this as a general question, or go through each of the reflection questions and ask if anyone would like to share on that topic. (Class reflections and wrap-up might take 5 minutes.)</p> |
| Summarize/Close: (2-3 minutes) | <p>Today, we got the chance to think about everyday objects in our classroom in new, creative ways. With the help of our team members, we really thought outside the box about things, and came up with a list of ideas that we might not have come up with if we were working by ourselves. You might have heard ideas that sounded really different than your own, and hopefully you were able to take their perspective and see how their idea might work.</p> <p>In every assignment or project you work on in class, try to give yourself the opportunity to think outside the box. Being creative is important— not just in art class, but in your everyday school work, and beyond school! Remember, your ideas are always valuable! And especially when you work in teams, always remember that other people’s ideas are valuable, too. Working in groups with different perspectives makes us stronger, because we can come up with more unique or complete ideas.</p> |
| Participation Data: | |
| Anticipated number of students: Classrooms of 25 students per session | |
| Planned length: | 30 minutes |
| Mindsets & Behaviors Data: | <p>B-LS 2. Demonstrate creativity</p> <p>B-SS 2. Create positive and supportive relationships with other students</p> <p>B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams</p> |
| Pre/Post Test of Student Perception Data: Importance of creativity and teamwork | |
| Achievement: Post-lesson, student perceptions of the value of creativity and teamwork in the classroom will increase. | |