**Classroom Counseling Lesson Plan**

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| **Lesson Title** | **Grade Range** | **Time Needed** |
| Animals “R” Us | 3-5 | 20-30 minutes |

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| **Domain** | **Mindset Standards** | **Behavior Standards** |
| Emotional/Social | 1, 4 | LS 2, 3 SMS 1, 8, 9, 11 SS 3, 6, 7, 9 |

**Learning Objectives:**

* Students will use communication and other inter-personal skills to accomplish a goal.
* Students will recognize the importance of their role within a group as well as allowing others to fulfill their roles within a group.

**Supplies/Materials:**

* A piece of paper and at least one pencil per group (papers may be prepared ahead of time)

**Outline:**

1. Explain to students how important it is to be able to successfully work as part of a group. Let them know that this activity will require them to make sure all members are allowed to participate fully and work together.
2. Divide students into teams (this can be done ahead of time or during class). It is recommended that groups be no more than 4 or 5 people. Students may select one person to serve as recorder or may take turns (you may assign a recorder if you wish).
3. Explain to students that they will work together to makes several lists. It is strongly recommended to use a visual aid in explaining the process (either written on the board or via electronic means). Tell students that every group will start with the same five letter word. Their job is to make lists that fit the category (which will be given after the explanation). They will score one point for each “correct” answer they give. Explain to students that you are the “judge” for this activity and that your word is final. Let each group know that they will score an additional two bonus points for ever correct answer that they gave that no other group supplied.

**Example:** The practice category is sports and games and the groups have the word ART  
  
A R T

Group One: Archery Racquetball Tennis

Racing Table Tennis

Group Two: Archery Racing Tennis

Rock-Paper-Scissors Tag

Racquetball

Group One has earned five points for their answers while Group Two has earned six. Since “table tennis” was only given by Group One, they earn two bonus points for a total of seven points (5+2=7). Group Two had unique answers in both Rock-Paper-Scissors and Tag, so they earn four bonus points, making their total ten (6+4=10).

1. Ensure that all students understand what to do. Once questions have been addressed, tell students how much time they have to work (it may vary based on your time, but it is suggested to give at least 5-7 minutes). Let students know that it is in their best interest to work quietly as other groups may overhear their discussion and use their answers. Groups should be reminded that their primary focus should be on filling in their own answers and NOT trying to eavesdrop on other teams. Give the students the category of animals and let them begin.
2. While students are working, circulate around the room ensuring that all group members are participating and that all groups understand what they are to do. Answer questions according and be sure to provide warranted feedback on how well they are working together, how quietly they are working, etc.
3. Give the students at least a one minute warning to the end of the activity and then at the end of time, have them turn their papers over. All team members should put their names on the back of the paper. Collect the papers and have students return to their own seats.
4. Ask students how it was working together. Be sure to point out groups where everyone was a willing and welcome participant. Ask if they had any challenges to overcome during the activity.
5. Take and score the sheets and reveal the scores at the start of the next session. You may want to utilize the internet to verify some answers.

**Note:** *You can decide what five letter word to use ahead of class time. It is recommended to use letters that don’t repeat within the word. Words you may consider using include KINGS, ABOVE, QUART. You may want to print out some sheets to save class time.*

**Variations:** *You can tailor fit your words or categories for any specific needs of your class, lesson themes, etc. For example, instead of animals list nations of the world or use a different example and let your students list sports and games. Your words can be used similarly. Depending on your grade-level distribution, you may want to vary categories between classrooms.*

***(Original concept from More Activities that Teach by Tom Jackson © 1995)***