

# LESSON PLAN

**Activity Title:** Module 4 – Lesson 4 Process the Simulation Activity

**Space Needed:** Classroom space.

**Time Required:** 20-30 minutes.

**Audience:** Indicate which grade levels : 3<sup>rd</sup>-8th

**Materials Needed :** Chart paper and markers; chart response sheets from the last lesson; bean plants from the last lesson.

**Outcomes:**

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|--|---|--|
| <input type="checkbox"/> Safety and Structure            | <input type="checkbox"/> Self-Worth                 | <input type="checkbox"/> Mastery and Future        |
| <input type="checkbox"/> Career                          | <input checked="" type="checkbox"/> Physical Health | <input checked="" type="checkbox"/> Mental Health  |
| <input type="checkbox"/> Intellectual                    | <input type="checkbox"/> Civic and Social           | <input checked="" type="checkbox"/> Responsibility |
| <input type="checkbox"/> Spirituality and Self-Awareness |   | <input type="checkbox"/> Cultural                  |
| <input type="checkbox"/> Belonging and Membership        |   |  |

**Opportunities:**

- Exploration, Practice, & Reflection
- Expression & Creativity
- Group Membership
- Contribution & Service

**Subject Area :**

- |                                     |   |   |  |                               |
|-------------------------------------|---|---|--|-------------------------------|
| <input type="checkbox"/> Literacy   | <input type="checkbox"/> Social Studies | <input checked="" type="checkbox"/> Character | <input checked="" type="checkbox"/> Science            | <input type="checkbox"/> Math |
| <input type="checkbox"/> Recreation | <input type="checkbox"/> Creative Arts  | <input type="checkbox"/> Technology           | <input checked="" type="checkbox"/> Health / Nutrition |                               |

**Skill / Concept Objective:**

**To identify the physical and emotional needs of humans and animals.**

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**Vocabulary Targeted:**

**Physical, emotional, thrive, other vocabulary from previous lessons.**

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**Activity Description:** Bring the plants from the last lesson to the group, and ask the students to describe the similarities and differences between the two plants. Ask the students to guess which plant was in the dark closet during the week, and which one was in the window. Ask students to look at the posted chart paper from last week, with the student predictions recorded on them about what will happen to the two plants during the week. Did the students correctly predict what would happen to the two plants? Ask the students what they think will happen to the two bean plants if you keep them in the conditions they were in last week. Discuss student responses. Ask students to think about the what the plants need to be healthy and to "thrive". (Discuss the meaning of "thrive"). Is merely "existing" the same as "thriving"? Why or why not?

**Discuss the meaning of physical and emotional needs. Ask students to brainstorm a list of human emotional and physical needs. Record student responses on chart paper.**

**Now ask students to brainstorm a list of physical and emotional needs of dogs and cats. Record student responses on chart paper. Ask students to compare the lists...ask, "Which needs apply to both humans and dogs/cats?"**

**Discuss what would happen if certain needs on the list were not met.**

**How will the impact on learning be measured?**

**Impact on learning will be determined by the quality of student responses during the discussion and the charting activities.**