

LESSON PLAN

Activity Title: Module 3 – Lesson 5 Imaging Activity

Space Needed: Classroom space with tables or desks and chairs.

Time Required: 45 minutes.

Audience: Indicate which grade levels : 3rd-8th

Materials Needed – White construction paper for all students, and markers.

Outcomes:

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

Opportunities:

- | |
|--|
| <input type="checkbox"/> Exploration, Practice, & Reflection |
| <input checked="" type="checkbox"/> Expression & Creativity |
| <input type="checkbox"/> Group Membership |
| <input type="checkbox"/> Contribution & Service |

Subject Area :

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

Skill / Concept Objective:

To develop an understanding of training strategies for animals, and to form opinions about which strategies are preferable.

Vocabulary Targeted:

Same vocabulary that has been targeted throughout the previous lessons in this module.

Activity Description:

Give each student a piece of white drawing paper/construction paper, and access to markers. Ask students to be creative and think of one outcome of having a dog with some basic training. Draw a picture demonstrating that outcome (for example, a dog runs out into the street, a car is approaching, and the owner commands the dog to come to him or her, saving the dog's life). Then ask the students to be creative and think of what their outcome would be if the dog was untrained. Draw that outcome on the other side of the paper. Now put students into small groups and have them share their scenarios with each other. Reconvene the group and ask them to share how their outcomes for their scenarios were different when the dog was trained, as compared to the dog that had no training.

Ask the group... "Do you think Midnight will be more or less adoptable if she is trained? Why?"

How will the impact on learning be measured?

The learning will be measured by the quality of the student products and discussion. The teacher will look for the following:

- Did the student follow the instructions for the activity?
- Did the student's discussion reflect an understanding of the concepts?
- Did the student's contribution to the group activity enhance the group's understanding of the concepts?