

LESSON PLAN

Activity Title: Module 4 – Lesson 5 Visioning Physical and Emotional Needs

Space Needed: Classroom space.

Time Required: 30-45 minutes

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

Materials Needed: Signs (“Emotional Needs” and “Physical Needs”); pieces of paper with needs written on them. White construction paper for each student, and markers/crayons/colored pencils.

Outcomes:

- | | | |
|--|---|---|
| <input type="checkbox"/> Safety and Structure | <input type="checkbox"/> Self-Worth | <input 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:

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

Subject Area :

- | | | | | |
|-------------------------------------|--|-------------------------------------|--|-------------------------------|
| <input type="checkbox"/> Literacy | <input checked="" type="checkbox"/> Social Studies | <input type="checkbox"/> Character | <input 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 reinforce the concept of physical and emotional needs.

Vocabulary Targeted:

Continue work on the vocabulary introduced in the previous lessons in this module.

Activity Description: Post the signs on the wall (Physical Needs and Emotional Needs). Hand out slips of paper to all of the students, with a need written on each paper. Ask the students to read their need, decide if it is a physical or an emotional need, and then stand under the sign that describes the type of need they have on their paper. Once the students have gone to the sign they think describes their need, ask each student to tell the group what their need was, and then to tell whether they think their need is emotional or physical and why. The group can challenge the students on their responses, and they can informally debate as a group, if needed. There may be some needs that may fall under both types of need, in which case a group discussion may occur about this. When all students have presented their need to the group, ask them to sit at their tables.

Give each student a piece of construction paper, and access to some markers or crayons. Instruct the students to divide the paper in half. On the left side of the paper, ask students to draw a large heart. On the right side of the paper, instruct students to draw an outline of a large dog. Ask students to draw or write as many emotional needs of a dog as they can in a given time period (3 minutes) inside the heart on the left side of the paper. Then ask students to draw or write as many physical needs of a dog as they can in a given time period (3 minutes) inside the outline of the dog on the right side of the paper. Post student products on the wall, and invite the students to take an “art walk” around the room to look at other students’ papers.

How will the impact on learning be measured?

Impact of learning will be measured by the finished student products displayed for the “art walk”. This activity will measure the students’ degree of learning the concepts in this module.