

LESSON PLAN

Activity Title: Module 5 – Lesson 4 Imaging Activity

Space Needed: Tables and chairs for student work space.

Time Required: 30 minutes

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

Materials Needed: white construction paper; pencils; colored markers, pencils, and/or crayons.

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 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:

- | |
|--|
| <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 checked="" 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 understand the similarities and differences between quality of life of homeless animals and animals in good homes.

Vocabulary Targeted:

Homeless

Activity Description:

Ask students to decide if they are a cat or a dog. Hand out a piece of white construction paper to each student. Instruct the students to fold the paper in half (width-wise). On one half of the paper, tell the students to draw a picture of their animal if it was living in an excellent home, with food, shelter, warmth, and love. On the other half of the paper, instruct students to draw that animal as if it was homeless, living on the street. Pictures should demonstrate the quality of life of the animal, as well as the challenges faced by the animal in the particular environment. Students may share their finished pictures with the class, and tell them about their work. After students have shared their pictures, brainstorm with the students about the similarities and differences between the two lifestyles. Record student responses on the board or on chart paper. Ask which lifestyle is safer. Ask students what they would prefer if they were an animal...why?

How will the impact on learning be measured?

The impact on student learning will be measured by the quality of the drawings done by the students, as well as the quality of responses during the "similarities and differences" portion of the lesson.