

Lesson Plan: Volunteering

<p>Warm-up: Conversation circle Time: 10 minutes Focus points: Build schema for lesson, cross-cultural sharing Materials: Conversation Card: <i>Heroes</i></p>	<ul style="list-style-type: none"> • Show students Conversation Card: <i>Heroes</i>. Talk about the pictures. • Questions for discussion could include: <ul style="list-style-type: none"> ○ Do you recognize any of the people/characters in these pictures? ○ What is special about them? ○ What super-power would you like to have? Would you like to be super-strong or super-fast? ○ Would you like to be able to fly? ○ Do you know any heroes? ○ Who is a hero in your country?
<p>Activity: What's so super about Superman? Time: 30 min. Focus points: Comparatives and superlatives Materials: Superman video clip (link is also on the first PowerPoint slide of the project activity.) Dress-up cape, <i>strong, stronger, strongest, & fast, faster, fastest</i> large labels, card set: comparatives</p>	<ul style="list-style-type: none"> • Show Superman video clip: https://www.youtube.com/watch?v=78N2SP6JFaI • Brainstorm words to describe Superman. (Try to elicit fast, strong, & helps people). • Have three students come to the front. One will be Superman or Superwoman –this student will put on the cape. Have some fun to determine which of the other two will be <i>strong</i> and who will be <i>stronger</i> (they could pretend to arm or thumb wrestle, for example). Give the Superman student the <i>strongest</i> label. Say, _____ is strong, _____ is stronger, and Superman is the strongest. Have them hold up their labels. Have students say is several times. Point out the <i>-er</i> and <i>-est</i> endings. • Choose three different students and follow the same steps with <i>fast</i>. • Next, pass out a set of three animal cards with their labels to groups with three students in each. Make sure they can name their animals and know the base comparative word (<i>big, small, tall, strong, fast, slow</i>). • Each group of students put their animals in order with the correct label underneath. • They practice saying the sequence in their group, i.e., <i>The rabbit is fast, the zebra is faster, and the cheetah is the fastest</i>. • Have each group stand up and share their sequence. • Trade cards and continue until students have had a chance to order and label each set, or as time allows.
<p>Activity: You're my hero! Time: 20 min. Focus points: What is a hero? How can we be heroes? Materials: Real-life hero video clips from you-tube, white board</p>	<ul style="list-style-type: none"> • Write <i>hero</i> on the white board. • Discuss why Superman is a hero. How about the other figures on the conversation card? Elicit that they are brave, or strong, or help people. Start a list on the white board. • Show a few Real-life hero video clips. Why are these people heroes? Add any new words to the list. • Ask <i>Who can be a hero? Can you?</i> Go through the list you just made. Ask the class <i>Are you brave?</i> Yes! Put a check mark

	<p>after that one. <i>Can you help people?</i> Yes! Check mark, etc. Show that they can be heroes. In fact, today they are going to do a project that will let them be heroes for some children.</p>
	<p>The following activity is one example of a project students can do. The blankets will be donated to World Relief, an organization our group is familiar with. Choose a volunteering or service project that is meaningful for your particular group if you can. The blanket making instructions and PowerPoint are included here if you choose to do this one.</p>
<p>Activity: Making blankets Time: 45 min. Focus points: Following two and three-part instructions, and working together to help others Materials: PowerPoint: Making blankets, prepared fleece (Do steps one through 5 in advance). http://www.instructables.com/id/How-to-Make-a-Tied-Fleece-Blanket/</p>	<p>Warm-up listening Activity – Following directions</p> <ul style="list-style-type: none"> • Do a short Total Physical Response (TPR) activity with 4-5 different actions. (Choose ones from previous lessons if you like). • After the students are confident with each language chunk and action, have them listen to two instructions, and then say and perform both in order, i.e., <i>stand up, clap your hands</i>. • Do this several times, using two actions each time. • Next, see if they can listen to and remember three chunks and their actions, i.e., <i>stand up, shake hands, say hello</i>. Again, do this several different times, saying all three before they begin. <p>Making blankets</p> <ul style="list-style-type: none"> • Explain that today they all get the chance to be someone's hero! They will need to listen to and follow directions for this project. • Use the PowerPoint to show the pictures of the shivering children. • Talk together about what these children need to stay warm. Try to elicit <i>blankets</i> along with any other suggestions they have. • Tell students that they will be making warm blankets for children who need them. The blankets will be given to World Relief. • Introduce the blanket tying. • If you can, have one blanket for every four students so they can each tie one side. However, be aware that some students may have difficulty with the tying, and one side might be too much for them. • Go through the steps on the PowerPoint so that all the blankets are tied the same way. Model as you go along. • Students complete their blankets. Encourage them to help each other.
<p>Wrap-up: Make a card Time: 10 minutes Focus Points: Materials: A large card to go with each blanket for the students</p>	<ul style="list-style-type: none"> • Show the students the cards to go with each blanket. • Either have a sentence already written or have the students brainstorm ideas for the front or inside of the card. • Have each student sign their names

Extension Activities	<ul style="list-style-type: none">• Take a few students with you when you deliver the blankets.• Other volunteer or service activities
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