

Grade 1

Sample Lesson Plan Elementary Youth Support Program (EYSP) Caring and Sharing Curriculum

Lesson #1: Establishing Group Rules and Team Building
Why are we in group?

Goals:

To understand what will happen in group
To understand the importance of group rules
To build group cohesiveness

Objectives: The students will be able to:

- get to know each other;
- recognize ways they are alike and different;
- name appropriate rules for group.

Materials Needed: Mirror, Mirror Mirror worksheet, trophy prizes, I AM worksheet, book *I Like Me* by Nancy Carlson

Question of the Day: Display the question of the day. Explain that after this group session the students will be able to answer this question: *Why are we in group?*

Activity I: Group Rules- 15min. Explain to the children that there are certain behaviors which make it difficult to run a group. Ask the children to brainstorm some things that we shouldn't do during a group meeting.

- Present a few simple rules as written onto a piece of poster board. Be sure to include: listening to others, no put downs (name calling), bothering other group members, confidentiality (what is said in group stays in group).
- Discuss what we will do in group.
- Ask the children- Who makes the rules at home? at school? Suggest that although we would like the group time to be different from regular school time, rules are necessary if we are to get anything done in group.
- Choose a name for the group. Brainstorm for any ideas, trying to keep it positive. Vote and let the majority rule.

Suggestion: At the end of each session, any child who has followed the rules earns a trophy prize. These could be taken home or kept in a folder. Facilitator may also want to let children who have earned a certain number of prizes get a special treat or reward.

Activity II: Ways We Are Alike/Different- 15min.

Pick one of the following activities:

- Book *I Like Me* (The book has a mirror inside.)
 - Have each child look into the mirror and say something nice about himself/herself.
 - Discuss whether each person said the same thing. Do we all look the same when we look in the mirror?



-Using the Mirror, Mirror worksheet, ask the children to draw themselves as they see themselves when they look into the mirror.

- I AM

- Hand out I AM worksheets.

- Ask the children to check the sentences that describe them (as you read them).

OR . . .

- Cut out the positive I AM strips and hand them out as a fortune in a cookie. Cut out two circles, insert fortune and glue sides together.

- If children select negative I AM strips, talk about why they see themselves that way and encourage them to rip up the strip and throw it away.

OR . . .

- Have each child make a handprint on a sheet of paper.

- Then glue "I AM" statements around the handprint that describe them. This could be used as the cover of an ongoing book through the sessions.

- Talk about ways the children's pictures are alike and different.

Closure: 5min.

- Refer back to the question of the day and have each student answer the following question: *Why are we in group?*
- Form a circle and pass a good wish around by gently squeezing the hand to your right.

Suggestion: As the children leave, give them a choice of the 3 H's: a handshake, a high-five, or a hug.



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