

## **Video Lesson Plan #1**

### **Hooray for Teamwork**

Exploring the idea that big jobs can be done when we work together, using our different skills and abilities.

**Learning Area:** Teamwork, Brainstorming, Analyzing, Sequencing, Organizing

**Episode: "All Around the Clock Tower" Synopsis:** The entire community is excited about its 100th year anniversary. Everyone works together to clean up town square. Regardless of size and age, each citizen must contribute to get the job done.

#### **Objectives:**

Children will:

- \* Watch and discuss a collaborative job-themed video clip from the George Shrinks episode, "All Around the Clock Tower."
- \* Listen to the story, "Little Red Hen" and discuss the difference between working together and alone.
- \* Compare how work-related problems were solved in the clip and story book.
- \* Identify a job that will make their school and/or community better.
- \* Work together to complete the task(s).

**Grades:** K-2

**McRel Standard(s):** Life Skills Standards

Thinking and Reasoning - 5.1, Identifies simple problems and possible solutions. Working With Others - 1.6, Helps the group establish goals.

**Core Curriculum Area(s):** Social Studies, Language Arts

**Vocabulary Words:** Cooperation, Volunteers, Citizen

**Time Needed:** 30 minutes a day for a minimum of 5 days.

**Materials Needed:** Outreach Videotape, VCR, TV set, "The Little Red Hen," note to parents/guardians, chart paper and markers, misc. tools, paper, pens, markers, crayons, camera, film

#### **Lesson Plan Overview:**

Children will watch a clip from "All Around the Clock Tower" and discuss how working together often makes difficult jobs seem a lot easier. They will listen to the story of "The Little Red Hen" and make comparisons between the book and video's "work" themes. Together, the class will select tasks to enhance and beautify their school – and to help out a local community agency. Finally, they will work together to complete the jobs.

#### **See, Think & Do Activity Preparation:**

1. Cue up the Outreach Videotape to Clip #1.
2. Draft a short note to parents/guardians explaining that children are working on a lesson about "cooperation and teamwork." Inform them of the task selected by the class (and the materials and tools that may be needed to complete it).

#### **See, Think & Do Activity Description:**

**"See" – a Video Clip**

1. Tell the class that they are about to see a video clip about a town that had a big job to do—and then listen to a story about a hen that also had an important job. While watching and listening, they should think about the different ways that the jobs get done.
2. Show the :28 video clip from "All Around the Clock Tower" where citizens gather together to help prepare town square for a special celebration. Show the clip twice for younger children – or if the class needs to see it again to identify the different tasks being done. Then talk with students about what they saw the townspeople working on.
3. Read "The Little Red Hen" and talk with children about how the task of baking bread got done.

**“Think” – about the clip and book themes**

1. After watching the clip and hearing the story, talk with children about the different ways solutions were found for problems. How did the townspeople work on town square? How did the Little Red Hen get her job done?
2. Questions that can be posed to children include:
  - \* What were some of the jobs needing to get done?
  - \* Were there volunteers? Was there a leader? Was there a boss?
  - \* Did people cooperate? How?
3. Have children generate a list of the tools used and the tasks that needed to be completed.

**“Do” – a hands-on Activity**

\*Note: one or both of the following activities may be used in this lesson plan depending on time available and children’s interest.

**Activity One – School Based Activity**

1. Explore the idea that the school (or Center) is our community. Tell children, “Let’s take a walk and see what things we can do to make our school better!”
2. Have children generate ideas and then discuss the feasibility of each one. (Some possibilities: clean up the yard, plant a garden or flower pots, paint a mural, organize the classroom.)
3. As a group, choose a job to do together.
4. Brainstorm the materials and tools needed to complete the job.
5. Break down the job into separate tasks and have children sequence them.
6. Allow students to volunteer for different aspects of the job.
7. Collect tools and equipment. Organize work crews. Recruit parents, if necessary.
8. Take time each day to complete the project. Photograph the process and participation.
9. Organize a class scrapbook. (Alternative activity: have children illustrate their specific job in the class project. Organize and bind their illustrations into a class scrapbook.)

**Activity Two – Community Based Activity**

1. Guide children to consider ways they can contribute to their community.
2. Generate a list of possibilities. (Some possibilities: packaging old, but still usable art materials for a children’s hospital; make sandwiches for a shelter; collect non-perishable food for a food bank; draw pictures and make cards for the elderly; collect used books and or clothing for the needy.)
3. Help children select one project.
4. Contact the community agency to see if the project is welcomed. Be sure to learn about guidelines and restrictions.
5. Collect needed materials and organize children to work together on the project. Enlist parent participation, as needed.
6. Photograph and document the project for a bulletin board display or classroom scrapbook.

**Additional Activities**

1. Tape the full episode of “All Around the Clock Tower” (see How To Locate Episodes). Ask children what they think happened after the citizens worked together on “fixing up” town square—then show and discuss the actual outcome.
2. Other books that can be read to or explored by children to extend the theme of teamwork, include: “Miss Rumphius” by Barbara Cooney and “Feast for 10” by Cathryn Falwell.

***Home Connections***

Suggest that families extend this activity by deciding on a job that they can work on together to complete. Ideas: wash the car, plant a garden, prepare a family celebration, send notes and pictures to a family member who lives far away, prepare sandwiches for a homeless shelter.

***Teacher Tips***

Activities like this take time. Processing is an important part of the lesson. Jobs need to be chosen that are in keeping with the children's ages and abilities and that are within the range of your classroom's budget and resources. This lesson will take a minimum of 3-5 days.



## **Video Lesson Plan #2**

### **Going On a Treasure Hunt**

Exploring the ideas that maps are useful tools for finding things—and “treasures” can be anything that we value.

**Learning Area:** Problem-Solving, Analyzing Information

**Episode: “The More Things Change” Synopsis:** After George and Becky find a map, they are eager to find out what it means. Their neighbor explains that he created it when he was their age. It leads to treasure he buried as a child.

#### **Objectives:**

Children will:

- \* View and discuss a map-related clip from the George Shrinks episode, “The More Things Change”
- \* Listen to the story, “Out of the Ocean” and discuss different things that could be regarded as “nature’s treasures.”
- \* Take a walk to gather nature’s treasures and share about what was collected.
- \* Decorate, pack and bury a “treasure box.”
- \* Partner up to make treasure box maps.

**Grades:** K-2

**McRel Standard(s):** Life Skills - Thinking and Reasoning-Standard 5.1, Identifies simple problems and possible solutions.

**Learning & Curriculum Area(s):** Geography, Social Studies, Art

**Vocabulary Words:** Cooperation, Treasures, Map, and “Bird’s Eye View”

**Time Needed:** 30 minutes a day for approximately 3-4 days.

**Materials Needed:** Outreach Videotape, VCR, TV set, chart paper, markers, film, camera shoe box or coffee tin, parent/guardian note, paper, pens, markers, glue, crayons, buttons and other small collag  materials, shovel(s), plastic wrap

#### **Lesson Plan Overview:**

Children will watch a clip from “The More Things Change” and discuss its theme of buried treasure and map use. They will listen to the story, “Out of the Ocean,” then discuss the similarities and differences between “nature’s treasure” (described in the book) and treasures buried in a time capsule (in the video clip). Next, they will take a walk to collect some of nature’s treasures—and decorate a treasure box filled with these items. Finally, children will bury the boxes and create maps recording their location.

#### **See, Think & Do Activity Preparation:**

1. Cue up the Outreach Videotape to Clip #2.
2. Draft a note to parents/guardians explaining that students will be taking a short walk in the school neighborhood.

#### **See, Think & Do Activity Description:**

##### **“See” – a Video Clip**

1. Tell the children that they are about to watch a video clip about a map that leads to buried treasure. Ask them to begin thinking about why maps are useful and important.
2. After viewing the :34 clip, talk with children about the map:
  - \* Why do you think that the map was important to Mr. Copeland?
  - \* Why do you think it was exciting to George and Becky?
  - \* Who uses maps? Why are maps important? Are all maps the same?

3. Show the clip twice for younger children – or if the class needs to see it again to answer the above questions.
2. Talk with the class about different “treasures” that maps can lead to.

**“Think” – about the clip in relation to a similarly-themed book**

1. Introduce and read the book “Out of the Ocean” by Debra Frasier.
2. Talk with children about “treasures:”
  - \* What are “treasures?”
  - \* What kinds of special treasures were in the ocean?
  - \* What kinds of treasures did Mr. Copeland talk about burying (in the clip)?
  - \* Do you have things that you think of as treasures?
3. Explain that in the George Shrinks clip, a map lead to childhood treasures buried long ago by Mr. Copeland and his friends. The book described different kinds of treasures: those that can be found in nature. Ask: “Are there other places besides the ocean that we can find nature’s treasures? Can maps be used to find these treasures, as well?”

**“Do” – a hands-on Activity**

**Activity – Finding, Burying and Mapping Treasures**

1. Discuss treasures that can be found in nature (seed pods, leaves, interesting pebbles, feathers, small twigs, etc.).
2. Pass out the parent/guardian note so that care providers will be aware that their child(ren) will be going on a “nature’s treasures” walk around the neighborhood.
3. Plan and take this walk in search of nature’s treasures. Be sure to watch what children pick up as “treasures” to make sure that they are safe.
4. Bring along a camera to collect images of things in nature that you do not want to disturb (such as flowers, trees, bird nests, small animals, etc.).
5. Back in the classroom, allow children to share their collections. Then place them on display.
6. Decorate a treasure box using collag  materials. (A shoebox or coffee tin will work as a treasure box.)
7. Have children decide which treasures should be placed in the box. Seal the container and wrap it in plastic.
8. Choose an appropriate location to bury the container on school grounds.
9. Introduce a few simple maps (classroom map, school map, treasure map picture, neighborhood map, etc.) An easy way for children to understand the perspective of a map is to explain that it represents a “bird’s eye” view of an area. What is represented on the map is how the area would look from above.
10. Talk about how important a map might be to find their buried treasure one day.
11. Have children work as partners to create maps depicting the location of the classroom treasure box.

**Additional Activities**

1. Set up a Center for children to create individual treasure boxes. They may use markers, crayons, and an assortment of collag  materials to do this. Invite children to use this box at home to keep their special treasures in.
2. Tape the full episode of “The More Things Change” (see pg. -- of guide for how to find show date and time). Ask children what they think happened after George and Becky talk with Mr. Copeland about his childhood map -- then show and discuss the actual outcome.
3. Other books that can be read to or explored by children to extend the theme of maps are: “Mapping Penny’s World” by Loreen Leedy, “Me On the Map” by Annette Cable, and “There’s A Map In My Lap!: All About Maps (Cat In the Hat’s Learning Library)” by Tish Rabe.

***Home Connections***

Parents may extend this activity by: 1) On a city map, showing their child the location of their home. 2) Sharing with their children, treasures that they may still have from childhood (pictures, toys, books, awards, etc.). 3) Encouraging children to create maps of their bedrooms.



## **Video Lesson Plan #3**

### **Let's Go Camping**

Exploring how to plan, prepare for and feel good about going on a trip or sleepover.

**Learning Area:** Planning, Preparation, New Experiences: Sleeping Away From Home

**Episode: "On the Bayou," Synopsis:** The Shrinks family is preparing for a camping trip. Each family member is an active participant, responsible for different aspects of the planning and packing.

#### **Objectives:**

Children will:

- \* View a clip from the George Shrinks episode, "On the Bayou" and identify things that the family members pack for a camping trip.
- \* Listen to the story, "Ira Sleeps Over" and discuss sleepovers.
- \* Discuss the similarities and differences between camping and overnights.
- \* Plan and prepare a campground in the dramatic play area.
- \* Generate a list of items that children might pack for an overnight.

**Grades:** K-2

**McRel Standard(s):** Life Skills - Thinking and Reasoning-Standard 5.1, Identifies simple problems and possible solutions.

**Learning & Curriculum Area(s):** Language Arts, Social Studies, Art

**Vocabulary Words:** Camping Trip, Essential Items, Non-essential Items, Necessities, Nervous

**Time Needed:** 30 minutes a day for a minimum of 5 days.

**Materials Needed:** Outreach Videotape, VCR, TV set, note to parents/guardians, chart paper, markers, camera, film, crayons or colored pencils, paste or glue, scissors, art materials to create a make-believe campground, camping props (if possible, i.e., sleeping bags)

#### **Lesson Plan Overview:**

Children will watch a clip from "On the Bayou." They will discuss how the Shrinks family works together to prepare for a camping trip and what things, in general, are needed for a camp outing. After listening to a story about a sleepover, students will talk about feelings associated with sleeping away from home. Then a comparison will be made between campouts and sleepovers. Next, the class will plan and prepare an overnight campground in their dramatic play area.

#### **See, Think & Do Activity Preparation:**

1. Cue up the Outreach Videotape to Clip #3.
2. Draft a short note telling parents and guardians that the children will be constructing a campground in the dramatic play area. List the things that parents might loan to enhance the campground: i.e., a small tent, ice chest, sleeping bags, etc.

#### **See, Think & Do Activities:**

##### **Activity One**

##### **"See" — A Video Clip**

1. Tell the class that they are about to view a video clip which shows a family preparing for a camping trip. Ask that they pay attention to the things each family member packs.
2. Show the :47 clip of the Shrinks family packing and preparing to go camping. Show the clip twice for younger children – or if the class needs to see it again to identify packed items.



***See, Think & Do Activities: Cont'd***

3. Have children discuss what they saw and heard about the things needed for the campout.
4. Discuss special preparations needed for a camping trip (versus other kinds of outings). How do you prepare food? Where do you get water? Where do you sleep? What are essentials for a camping trip? What types of things do you do on a camping trip?

***“Think” – about the clip in relation to a similarly-themed book***

1. Introduce the book, “Ira Sleeps Over” to the children.
2. Prepare them to listen for words that are helpful and hurtful to Ira and his new sleepover experience.
3. Read the story -- then discuss why Ira was nervous about the sleepover:
  - \* Who was helpful to Ira? Who was hurtful to Ira?
  - \* What was Ira afraid of? How did he take care of his worries?
  - \* Have you ever been afraid or nervous about something new? What are some ways you take care of yourself?
4. Now compare the clip and book by discussing the differences between a camping trip and sleepover. How are they the same? How are they different?

***“Do” – a hands-on Activity***

**Activity One – Building a Camp Site**

1. Plan a make believe camping ground with the children. What items will be needed? How can we get the essentials? Can we make them? How? Can we borrow them?
2. Establish perimeters and limits for the activity based on the materials that can be collected and the space that is available.
3. Allow the children to work in small groups over the course of a few days to create the campground environment (painting a pond, constructing logs for the campfire, painting a grassy area, etc.).
4. Once complete, allow them to keep the camp site up until play interest has waned.

**Additional Activities**

1. Ask children to draw and write a story about “Camping In Our Campground” or “My Overnight.” These stories can be bound into a class book.
2. Tape the full episode of “On the Bayou” (see pg. — of guide for how to find show date and time). Ask children what they think happened after the Shrinks family packed for their camping trip -- then show and discuss the actual outcome.
3. Other books that can be read to or explored by children to extend the theme of camping, are: “Bailey Goes Camping” by Kevin Henkes and “Monk Camps out” by Emily Arnold McCully.

***Home Connections***

Parents may extend this activity by: 1) Encouraging children to display greater independence and responsibility for their own belongings. 2) Setting out a designated place at home for important notes from school. 3) Having children clean out their backpacks daily and plan what they will need to put into them for school.

***Teacher Tips***

Activities like this address both the physical and emotional needs of children. They support children to become more aware and analytical by being active problem solvers. This lesson will take a minimum of 5 days. Remember to allow the campground to remain in the dramatic play area as long as interest remains.