

## **Lesson Plan**

By Carie Crevier

### **Agenda**

- 1. The students will settle into self selected groups of 4 at the 5 tables**
- 2. Warm up activity- Scavenger hunt around the college**
- 3. Group discussion about communication strategies, questioning using open-ended questioning and problem solving**
- 4. Students will discuss in their groups past experience with baking or mixing ingredients and successes or challenges**
- 5. Students will follow a recipe to create coloured and or scented play-dough with the parameter that everyone must work together to make play-dough in 15 minutes**
- 6. Clean up**
- 7. Reflection: How did the play dough work out? Was there any challenges? How did you ensure everyone was communicating and participating?**

**(Scavenger hunt and tip sheet will be attached on the web site)**

## **Play-dough**

**Domain:** Affective Domain (feelings, attitudes)

**Learning outcome:**

The learner will develop skills and see the value of cooperation and team work within a community of learner and in turn be able to use similar experiences to encourage team work and cooperation with the children while on placement.

**Goal of activity:**

The learner will engage in an activity that requires communication, cooperation and collaboration

**Set-up**

4 students will sit at each of the 5 divided areas

Materials and recipe will be laid out on a covered table

A garbage bag, bin and water have been placed beside each table

The kettle will sit on the window ledge sectioned off by chairs

---

## **Lesson outline/ Facilitation Guide**

### **Introduction/Activation**

Students will be asked to recall a time that they had a hard time communicating with someone. We will explore how we can modify the way we speak using “I” statements and open ended questions to open conversation and possibly develop skills that could have contributed to more success in the past.

We will discuss team work and what it means and again, draw on experiences that allowed students to either engage in effective team work or barriers that arose. We will then explore possible solutions and how we could use hands on activities and team builders or warm ups to encourage relationship building, team work, communication and collaboration.

We will then engage first in the Scavenger Hunt. Teams have 10 to 15 minutes to find all items around the college and must find a way to work together to gather the materials quickly

Teams will complete the activity and then we will reconvene and discuss success and or difficulties during the activity.

## **Demonstration**

Students will sit at their tables and observe as I make play-dough. I will call on two other students to demonstrate how to cooperatively make play-dough and the important process of mixing. (colour and scent must go into the hot water or else the colour will not mix evenly when poured onto the dry flour).

We will go over the recipe and as we go through it we will discuss the importance of each ingredient and I will demonstrate how I can communicate with my colleagues to decide who will mix and add which ingredients.

Questions may include:

“How are we going to divide up the roles?”

“Who is going to get the boiling water?”

“How are we going to ensure we are on time”

As we complete it, I will introduce barriers or scenarios that arise and how I may handle the situation. We will make the play-dough and see if it turns out.

Comments may include “I” statements such as:

“I feel like you didn’t listen when I said there was too much water in the mixture, how can we solve that?”

“I feel like I have no role in this activity. We divided up the roles but I feel like I have not had an opportunity to do my part.”

**By using “I” statements you focus on the problem and how you feel. This takes the pressure off of the person you are addressing as it is problem based not person based. (George Brown, 2003)**

---

## **Apply**

Next the students will engage in the activity at their tables and follow the process as well as practice asking open ended questioning to problem solve, divide duties and roles and complete the task.

As the students are engaged in the activity the facilitator will go around and actively listen to conversations and when directives are heard, model and present open ended questions and mentor to the learners a more positive conversation.

For example if a learner said: “hurry up, we have 5 more minutes.” I may go over and ask “how do you think you are going to be able to finish the play-dough in five minutes?” Or rephrase the comment the learner made:

I can see that we have 5 minutes left, I am feeling a little nervous. How are we going to do this?

The learners will have ten minutes to make the play dough.

As the activity draws to an end, the facilitator will ask how each group plans to clean up as this is part of the activity process.

---

### **Integrate**

The students will have all tidied up and we will reconvene as a large group. Each group will present their play dough to the class and explain how they managed to make the play dough and or explain the difficulties they encountered while making it. The facilitator will ask how they communicated. How did they divide the roles? And if there are any changes they would make next time?

While the students are reflecting and thinking about next time, I will also ask them what the benefit of the two activities was that they just engaged in and how they could use this in the future for placement? Would they modify it in anyway and or was it an effective team building and communication building activity.

The facilitator will also ask them how the use of resources can be so valuable in building team work?

Students will be able to take the concepts learned and apply it to other activities in the future.

---

### **Added notes:**

Coaching may take place but the activity mainly revolves around team building. Mentoring and modeling communication skills is key for this activity.

To guide the learners through the process it will involve open-ended questioning and probing.

The group process will involve the students self selecting into 5 groups of 4 and they will have to assign roles to each other.

Throughout the process it is important to model appropriate behaviours as the learners are going to be taking the skills learned into their field placement as each student must complete two team building activities while on placement.

### **Modeling will include**

Professionalism

Calm tone

Neutral body language

Open-ended questioning

The use of "I statements"

Observation and supervision of the whole room and all learners  
Problem solving and collaboration techniques