



Choice Board Lesson Plans



Week6: Moving Forward: Community Action

Division: PJI

Category:

Comm & Team Building --- Physical Activation --- Social Emotional Skill Development

Lesson Title:

Imagining Possibilities

Learning Goal:

Students will learn to value divergent thinking when problem-solving and to collaborate.

Student Pre-Reflection:

Before you begin, think about...

- What are some skills we might need for working together?
- Why might it be important to consider multiple “right” answers to a problem?

Learning Task/Activity:

Creativity Inc.

Students work in pairs or in small groups to complete this creative-thinking activity. Invite them to imagine that they work for a company called Creativity Inc. Their job at the company is to develop lists of ideas to help others think creatively. Ask them to brainstorm solutions to one of the following problems within a time limit of three minutes. Groups can compare lists to discover which ideas are original.

- List things that are soft.
- List things that we read.
- Name things that have holes.
- How many ways can you use a rope?
- How many ways can you use a paper clip?
- How many words can you make from the word disappearance?
- What are some ways to recycle a cardboard cup?
- Make up some new ice-cream flavors.
- Why does the world need numbers?

Extensions

- Repeat the activity, assigning a new topic for the students to brainstorm. Students first work individually, then in pairs, then with a group of four to compare lists.
- In groups of four or five, students work to solve a different task. Each group is given the same task. Challenge each group to brainstorm the longest list of items for their company.

All Imaginable Uses

Challenge students to identify as many ways as possible how the items listed below can be used. As an example, a button could be used as an earring, the eye of a teddy bear, a surfboard for a tadpole, and a placemat for wet spoons. Be sure to remind students that in brainstorming, all responses are accepted, and tell them to be prepared to explain their answers. To prepare for brainstorming, the students might work

together as a whole group to record ways that a box may be used. Each pair or small group could then be assigned the same item or a different item from the list.

- an umbrella
- a candle
- a chair
- a roll of masking tape
- a sock
- an empty plastic bottle

Whatchyamacallit

1. Students become expert inventors and create a whatchyamacallit out of any material or materials they wish. The whatchyamacallit they create will be the one item they think is missing from this world. The poem that follows should prompt some ideas.

A Whatchyamacallit

Is there a whatchyamacallit inside your head?

Is it small and blue or big and red?

Can you use it on Tuesdays to brush your hair?

Can you use it to sit on instead of a chair?

Did you see someone use one while painting a wall?

Was it made from an eraser or a rubber ball?

Is the whatchyamacallit something heavy or light?

Is it used to make our world turn bright?

Is it a contraption to catch a wee mouse?

Or an elephant scrubber as big as a house?

Make your invention from any junk that you find.

A whatchyamacallit grows and grows in your mind.

L. S.

2. Students then work in small groups where they imagine that they are all expert inventors. They are going to meet other inventors at an Invention Convention, where they will share creations with one another. Each person could explain how the whatchyamacallit works and why it would be useful to the world. The inventors could also describe how they decided upon this invention. They should be prepared to answer any questions that their peers as expert inventors might have about their products.

Extensions

Museum Exhibits: Students could create a *whatchyamacallit* museum in the classroom, displaying all their inventions. Descriptions and instructions should accompany each invention.

Ideas for Follow up / Discussion:

- What strategies did you use to work together with your partner/group?
- Why might it be important to consider multiple “right” answers to a problem?

The books *Not a Box* and *Not a Stick*, both by Antoinette Portis, serve as excellent examples of stories that demonstrate the world of imagination and play.

Further Resources:

This activity has been taken from the free preview of [Dramathemes: Classroom literacy that will excite, surprise, and stimulate learning, 4th Edition](#) by Larry Swartz.

Learning Connections

We develop social-emotional learning skills throughout our lives. SEL has been shown to support student emotional wellness, when offered in the context of a caring, inclusive, equity-minded classroom setting. When student identity is affirmed, and skills are introduced in a developmentally appropriate and sequenced manner, students can select and adopt social-emotional strategies that build on their strengths. Both

elementary and secondary curriculum contain expectations for social-emotional learning. Here is an outline of the six skill categories of social-emotional learning. The two highlighted skills will be the focus of this lesson series. Integrating opportunities for students to practice and discuss stress management and coping strategies will benefit learning in all subject areas.

Students will learn skills to:

- identify and manage emotions
- recognize sources of stress and cope with challenges
- maintain positive motivation and perseverance
- **build relationships and communicate effectively**
- **develop self-awareness and sense of identity**
- think critically and creatively

So they can:

- express their feelings and understand the feelings of others
- develop personal resilience
- foster a sense of optimism and hope
- **support healthy relationships and respect diversity**
- **develop a sense of identity and belonging**
- make informed decisions and solve problems

The resources in this series contain links to sources external to HWDSB such as YouTube and TedTalk. The written content also relies on information gathered from external sources such as School Mental Health-ASSIST, Ophea and others.

Your feedback is appreciated, please follow the link: <https://ca.research.net/r/educatorfeedback>



@HWDSB_WeHelp
Share with us!

We Help.