

UNCOVERING PASSION. EXPLORING POTENTIAL.



ADOPT
A CLASS

VIRTUAL CURRICULUM GUIDE

3RD - 5TH GRADE

**QUARTER 3: ESSENTIAL EMPLOYABILITY
SKILLS & COLLEGE AND CAREER**

Virtual Etiquette
Ice Breakers

Activities
Hyperlinks



TABLE OF CONTENTS

VIRTUAL ETIQUETTE

03 Virtual Etiquette

ICE BREAKERS

04 Guess That Feeling

07 It's Peanut Butter Jelly Time!

10 I am....

LESSONS/ ACTIVITIES

06 We're having spaghetti again for dinner tonight?!

08 Why You Should Try MY PB&J!: The Power of Persuasion

11 I am...Empathetic

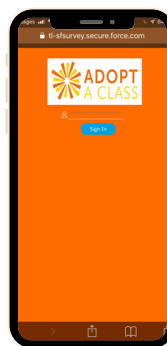
HYPERLINKS

12 Hyperlinks

A FRIENDLY REMINDER TO

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VIRTUAL PLATFORM ETIQUETTE



- Mute yourself so as not to bring any unnecessary disruption to the session
- Be on time - your session will go quickly! You'll want to be sure to have the entire time to connect with the students and teacher
- Turn on your video – it makes for a much more engaging session and the students will be so excited to see your faces!
- Consider instituting 'rules' similar to a classroom environment: raise your hand to speak, thumbs up if you can hear me, thumbs down if you cannot, do not talk when another friend is talking, etc.
- Do not private message students – you may private message the teacher
- Be sure that you have found a quiet space to mentor where you can focus and engage in the best way

** **IMPORTANT!** There will be **NO BREAKOUT SESSIONS PERMITTED** for safety reasons, **UNLESS** a school staff member is able to be included in each breakout session. For most activities that involve taking turns, it would be best to assign students a number – consider asking the teacher to do this prior to your session. You, or the classroom teacher, can also post the list in the chat feature of your virtual platform to remind students of their number. This way, students and mentors will always know who goes first when it comes to things like answering questions, etc. If you'd like to switch it up each month, count backwards, or allow even numbered students to go first before odd, etc. Alternatively, utilize the 'hand raise' or 'thumbs up' features made available on the virtual platforms. Just be sure to let the students know what the plan is and who will be going first before starting your session! **



Icebreaker: Guess That Feeling

Materials: None

Grade Range: 3-5

Time: 8-10 minutes ** Consider using the hand raise/thumbs up feature of your virtual platform to assist with determining who will answer **

Synopsis: Mentors will share with the students photos of humans exhibiting different feelings. Students will share out how they think the people in the photo are feeling. This ice breaker pairs with our: "We're having spaghetti again for dinner tonight?!" lesson.

Instructions:

1. Mentors will share the attached sheet on their screen.
2. Beginning with the first photo, mentors will ask: take a look...how do you think this person feels? You can look for a thumbs up/hand raise or answers to be placed in the chat. Do this for each subsequent picture.
3. After you have guessed the feeling for each picture (they are as follows, though it can obviously be up for interpretation: love, joy, sadness, frustration, happiness, and anger) ask students if they would like to demonstrate a 'feeling'
4. Mentors, consider demonstrating a feeling yourself and allowing students to guess what you are showing.
5. Remind students that words aren't necessary to convey a feeling. Much can be seen just by our body language and our facial features. Let them know that you will be discussing why this, along with tone of voice, can be both a good AND a bad thing in the following lesson.



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Activity: We're having spaghetti again for dinner tonight?!

Materials: Links to Assist: [Body Language](#) ; [Tone of Voice](#)

Grade Range: 6-8

Time: 20 minutes ** Consider using the hand raise/thumbs up feature of your virtual platform to assist with determining who will answer **

Synopsis: Mentors and students will discuss the how both body language and tone of voice can convey how you are feeling and why it's important to be aware of both.

Mentors and kids will demonstrate using the statement: 'We're having spaghetti again for dinner tonight?!'

Instructions:

1. Mentors will begin the lesson by explaining what non-verbal communication is (communicating with no words); this is most commonly done using facial expressions and body language as was demonstrated in the icebreaker. We can tell how people feel without words.
2. Share the 'Body Language' video linked above. After you have shared, ask a few students to demonstrate body language to exhibit anger and body language to exhibit happiness. (Mentors, you may not get volunteers for this, so be prepared to demonstrate yourselves!)
3. After you have talked about body language, view the 'Tone of Voice' video. When you have finished, ask students to demonstrate saying: 'We're having spaghetti for dinner again tonight?' Again, you may not get many volunteers, so be prepared to demonstrate for the students.
4. Now, ask for volunteers to use both body language and tone of voice to say the sentence above. For example, excitedly waving your hands while proclaiming how excited you are to have spaghetti AGAIN tonight conveys a very different message than balling up your hands into fists and growling, 'WE'RE HAVING SPAGHETTI AGAIN FOR DINNER TONIGHT!'
5. After you have completed the exercise, talk with students about why they feel it's important to make sure you are aware of both your tone of voice and your body language. How can how we say things, as well as what we look like while saying them/not saying them can impact how others see us/feel?
6. Remind students that the awareness of our body and tone can do a lot with respect to how others see us



Icebreaker: It's Peanut Butter Jelly Time!

Materials: Links to Assist: [Exact Instructions Challenge](#)

Grade Range: 3-5

Time: 8-10 minutes ** Consider using the hand raise/thumbs up feature of your virtual platform to assist with determining who will answer **

Synopsis: This funny video is an entertaining ice breaker to introduce our lesson 'Why You Should Try MY PB&J!' After watching, get students' input as to where it all went wrong...It's a good reminder, when writing instructions, to be as specific as possible. (This is a short icebreaker, but it's a-okay because you'll need the time for our accompanying lesson!)

Instructions:

1. Mentors will share the humorous linked video above with the students all about how to make a peanut butter and jelly sandwich.
2. When the video is over, ask students what they thought! Could they write instructions on how to make a PB&J? What did we learn? We certainly can't assume someone will know exactly what we mean unless we are very specific, right?
3. Take a quick vote on the following VERY important question as it relates to Peanut Butter and Jelly: Crunchy or Smooth Peanut Butter? (Use the chat feature if students aren't keen on sharing out loud!)
4. Tell the students that they will need all of that PB&J knowledge for our activity on persuasion: 'Why You Should Try MY PB&J!'



Activity: Why You Should Try MY PB&J!: The Power of Persuasion

Materials: sheet of paper, writing utensil (if they'd like...not entirely necessary) ; Links to Assist: [Woof!: A Persuasive Story](#); Books to Assist: [Persuading Miss Doover](#)

Grade Range: 3-5

Time: 20 minutes ** Consider using the hand raise/thumbs up feature of your virtual platform to assist with determining who will answer **

Synopsis: Mentors will talk with students about the word Persuade (causing someone to do something through successful reasoning or argument) and complete a lesson in persuasion. Mentors will share how they use persuasion in their current jobs...why should we buy your product over someone else's? Why should we try your way over another? This is a great life skill! In this lesson, students will convince us as to why we should try their PB&J over their classmates!

Instructions:

1. Mentors will begin the lesson by asking students if they know what the word 'persuade' means. After you have gotten a few answers., please define the word for students (see above).
2. Take a minute to explain to students how you use the power of persuasion in your current jobs. Why is it important?
3. Show the students the linked video above (alternatively, if you were able to purchase the book, conduct the read aloud). After viewing, ask students: Would you purchase a dog after hearing that story? Why or why not?
4. Next, introduce the lesson...today, students will take about 4-5 minutes and write/think about reasons why we should try their peanut butter and jelly sandwich over their classmates. Be sure to provide an example:

Dear Classmates and Mentors,

My peanut butter and jelly sandwich is THE best peanut butter and jelly sandwich. It has the best, softest bread, the creamiest smoothest peanut butter, and the BEST jelly...strawberry! My sandwich will taste better than anyone else's because I spread the peanut butter AND the jelly all the way to the corners of the bread before I put it together. That means that every single bite will have the perfect combination of peanut butter and jelly! In conclusion, that is why my sandwich is the best sandwich.

*Thank you,
Student*



5. You may not get each student to complete this, and that's okay. If they prefer, instead, to just come up with a few reasons as to why their sandwich should win, that will work. The goal is to talk with them about the 'power of persuasion' and how it can work in our favor...do you want to stay up a little later to finish watching your favorite movie? Do you want a bedtime that is a little later now that you are older? How can we use good reasoning to convince our caregivers that we should be allowed?



Icebreaker: I am....

Materials: Links to Assist: [I Am Human](#)

Grade Range: 3-5

Time: 8-10 minutes ** Consider using the hand raise/thumbs up feature of your virtual platform to assist with determining who will answer **

Synopsis: Mentors and students will complete the sentence starter 'I am...' with a statement about themselves. This ice breaker will lead into our lesson 'I Am...Empathetic'.

Instructions:

1. Mentors will begin by sharing with the students that they will be given the following sentence starter: 'I am...'
2. Mentors will explain that students are to share something about themselves...it can be anything. 'I am 10', 'I am happy', 'I am the youngest in my family', etc. Mentors, you will share, as well. They may not want to share out, so the chat feature will be helpful here.
3. The goal is for each mentor and student to share something about themselves so that the others listening can feel a level of connection with that person.
4. When you have finished sharing, show students the above linked read aloud: I Am Human (it is short – only two and a half minutes!)
5. Let students know that they will be learning about that big word – Empathy – in the lesson you will transition to next.



Activity: I am...Empathetic

Materials: Links to Assist: [The Invisible Boy](#) ; Books to Assist: [The Invisible Boy](#).

Grade Range: 3-5

Time: 20 minutes ** Consider using the hand raise/thumbs up feature of your virtual platform to assist with determining who will answer **

Synopsis: Mentors and students will discuss what it means to be 'Empathetic'. They will share examples, listen to a story about empathy, and discuss ways in which exhibiting empathy can help us in life.

Instructions:

1. Mentors will begin the lesson by asking students if they have ever heard of the word 'Empathy'. What do they think that it means? After you receive some answers, go ahead and define it for the students: the ability to understand and share the feelings of another
2. Ask students if they have any examples of a time in which they were empathetic. How did it feel? How does it feel when someone shows you empathy? Mentors, please share as well.
3. Share the above link - The Invisible Boy - with the students (or read the book out loud if you prefer!)
4. When the story is finished, talk with the students about it. Could they connect with Brian? Could they feel what he was feeling? What made them sad about the story? What made them happy?
5. Explain to students how important it is that we exhibit empathy with others. Being empathetic helps us to respond better to situations, it helps us to connect with others, it helps with our school and our work relationships and can help us to be successful.



HYPERLINKS

<https://www.youtube.com/watch?v=1sfM-xx7tHI>

<https://www.youtube.com/watch?v=B6OSel5naA0>

<https://www.youtube.com/watch?v=FN2RM-CHkul>

<https://www.youtube.com/watch?v=R0uqws39hKA>

https://www.amazon.com/Persuading-Miss-Doover-Robin-Pulver/dp/0823446727/ref=sr_1_12?dchild=1&keywords=a+book+about+persuasion+for+kids&qid=1612099780&sr=8-12

<https://www.youtube.com/watch?v=X9RxO3HG9bM>

<https://www.youtube.com/watch?v=cNHc2XCultQ>

https://www.amazon.com/Invisible-Boy-Trudy-Ludwig/dp/1582464502/ref=sr_1_1?crid=2MVKCT7Z1XEYD&dchild=1&keywords=the+invisible+boy&qid=1612196420&sprefix=the+invisible+boy%2Caps%2C168&sr=8-1