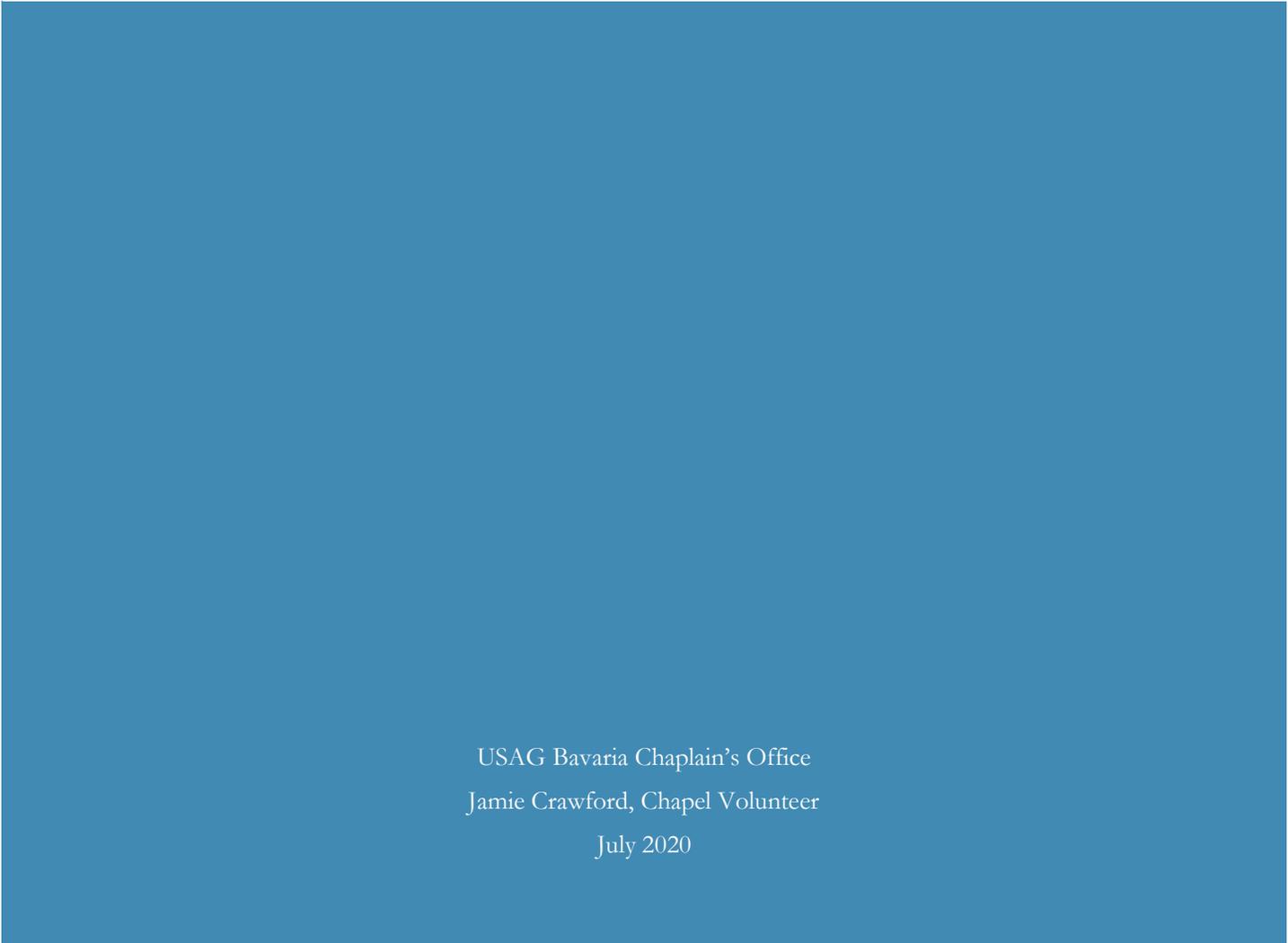




STRONG BONDS WATCHCARE LESSON PLANS



USAG Bavaria Chaplain's Office
Jamie Crawford, Chapel Volunteer
July 2020

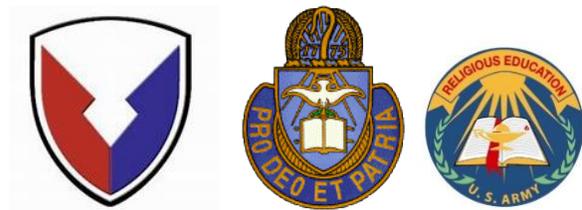
Lesson Plan

<i>Title</i>	Create Your Own Passport
<i>Subject</i>	Social Studies, Engineering, Art
<i>Grade level</i>	Pre-K-5
<i>Time duration</i>	30 minutes – 1 hour
<i>Overview</i>	Draw self-portraits in passport booklets and travel to a destination
<i>Objective</i>	Introduce child(ren) to geography, Earth, space, distance, art, and transportation
<i>Materials</i>	Passport booklet (1/child), crayons, colored pencils, washable markers, stamp, ink
<i>Activities and procedures</i>	Introduce children to passport booklet. Teacher highlights the importance of a passport to travel. Ask how humans can travel (car, train, airplane). Explain that there is a picture of themselves in a passport; that is what they will draw – themselves! When drawing is completed (with the assistance of leaders), pretend to get on a mode of transportation and travel to a destination. Upon arrival to the destination, pretend to go through customs and get a stamp (sticker/drawing you make) for that country. Have fun – be silly. Look at their picture and express how much it may look like them.
<i>Conclusions</i>	Children should be excited to travel to their next destination at home with their family or you can reuse the passport for additional destinations the following day(s)
<i>Extra credit</i>	For older children, teach one country of your choice – introduce the flag (blue, white, red French flag), national monuments (Eiffel Tower, Notre Dame), and how to say hello (bonjour)



Lesson Plan

<i>Title</i>	Puppet Story Time
<i>Subject</i>	Early Literacy
<i>Grade level</i>	Pre-K (2-5 years old)
<i>Time duration</i>	30 minutes – 1 hour
<i>Overview</i>	Tell a story to children and ask questions related to story
<i>Objective</i>	Introduce child(ren) to a new or old story that you're familiar with (use imagination or have puppet/stuffed friend read a book in the room), children practice listening to instructions, and encourage discussion
<i>Materials</i>	Puppets, stuffed animals, stuffed dolls
<i>Activities and procedures</i>	Using a book or your imagination, tell a story to the children. Ask them questions like who was the main character, what happened, what do they think is going to happen next, etc.
<i>Conclusions</i>	This will settle children down and a good transition into cleaning/packing up

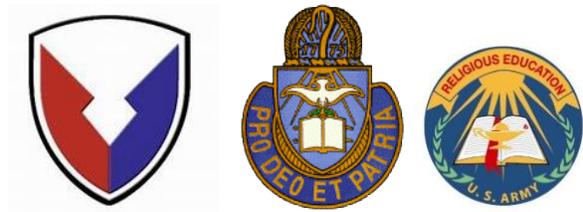


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Lesson Plan

<i>Title</i>	Design and Build Military Community
<i>Subject</i>	Engineering, Imaginative Play
<i>Grade level</i>	1-5 th (ages 6-11)
<i>Time duration</i>	30 minutes – 1 hour
<i>Overview</i>	Build a metropolis
<i>Objective</i>	Introduce child(ren) to engineering using various building objects made available to you.
<i>Materials</i>	Magna-Tiles, Playstix, stuffed animals, dolls, paper people, Block Play People
<i>Activities and procedures</i>	Split children in groups of two to play with building items. Leaders assist children in the creation of their metropolis' / military community
<i>Conclusions</i>	Children will learn teamwork, sharing, and engineering skills
<i>Extra credit</i>	Use stuffed animals, dolls, block play people to play pretend “military community” amongst built buildings



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Lesson Plan

<i>Title</i>	Scratch Art Exercise
<i>Subject</i>	Art, Imaginative Play, Fine Motor Skills
<i>Grade level</i>	Pre-K-6 (ages 2-11)
<i>Time duration</i>	30 minutes – 1 hour
<i>Overview</i>	Exploration of colors in art.
<i>Objective</i>	Children create stunning scratch art designs colors through using scratch tool pencil on scratch art paper
<i>Materials</i>	Scratch Art paper, scratch art paper animals, scratch art tools (optional)
<i>Activities and procedures</i>	Give children one Scratch Paper each with either scratching sticks or tools.
<i>Conclusions</i>	Children will practice fine motor skills through pencil holding and create beautiful artwork to give to parents.
<i>Extra credit</i>	Use miscellaneous items (if available) like stickers, googly eyes, glue, scissors, pipe cleaners to decorate and create something unique.

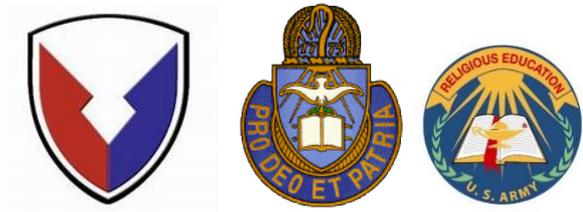


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Lesson Plan

<i>Title</i>	Costume Role Play
<i>Subject</i>	Imaginative Play, Gross Motor Skills, Self-development
<i>Grade level</i>	1-5 (ages 6-11)
<i>Time duration</i>	30 minutes – 1 hour
<i>Overview</i>	Exploration of careers and pretend play
<i>Objective</i>	Children learn about careers, what it takes to get there, what that job involves, etc.
<i>Materials</i>	Career Costume Set
<i>Activities and procedures</i>	Talk to the children about different occupations. Find out what they do and do not know about the occupations in the “Career Costume Set.” Ask for X number of volunteers (based off costumes available) to put on the outfits. Describe the careers each child wears what engage with students about what that job does and what it is called. Then, separate those in costumes on one side of the room and the rest of the children on the other side. Game 1: On the count of three have those not in customs run to the career they would want to be when they get older. Game 2: Match the child in costume with the career description. States a career description, have one chosen child then walk across the room and point to the appropriate career.
<i>Conclusions</i>	Children will learn about careers, gain confidence they can become anyone they want to be, and use gross motor skills while moving around classroom
<i>Extra credit</i>	With older children, you can go more in-depth on a few careers

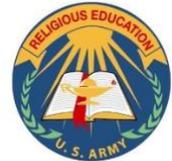


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Lesson Plan

<i>Title</i>	Family Building Exercise
<i>Subject</i>	Imaginative Play, Fine Motor Skills, Anthropology, Math.
<i>Grade level</i>	Pre-K-Elem.
<i>Time duration</i>	30 minutes – 1 hour
<i>Overview</i>	Exploration families and diversity
<i>Objective</i>	Children learn from Families Theme Box and lesson plans included with it
<i>Materials</i>	Families Theme Box, Multicultural CD Library, Soft & Safe Families, Multi-Ethnic Doll Set, 'My, My Friends, & Family Paperback books, People Shapes
<i>Activities and procedures</i>	Learn about the diversity of families using hands-on lessons in the Families Theme Box. Use materials in the book with their guides to teach children love, compassion, and an introduction to anthropology (study of human societies, cultures, and their development). Listen to the Multicultural CD Library. Create their own family with the People Shapes.
<i>Conclusions</i>	Children should be able to discuss their own family dynamics
<i>Extra credit</i>	Draw pictures of their own family or use crafts to create their family on paper

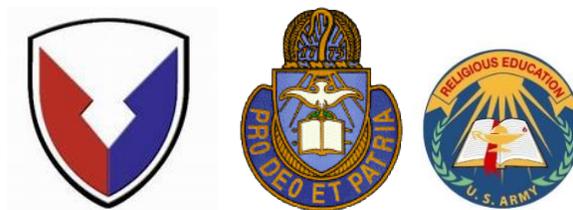


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July 2020

Lesson Plan

<i>Title</i>	Social-Emotional Development Exercise (ages 2-5)
<i>Subject</i>	Psychology, Art, Literacy, Social Skills
<i>Grade level</i>	Pre-K-K (ages 2-5)
<i>Time duration</i>	30 minutes – 1 hour
<i>Overview</i>	Through art and literacy children learn about dealing with emotions
<i>Objective</i>	Child learns how to identify, feel, sympathize, and control emotions
<i>Materials</i>	Dealing with Feelings Board & Paperback Books, Social-Emotional Development Kit (Pre-K-K), Social-Emotional CD Library, various craft items (googly eyes, glitter, foam cut outs, etc.), Peel and Stick Moody Monsters
<i>Activities and procedures</i>	Learn about various emotions through using the kit and it's complete curriculum! If it is not available to you, read aloud books to children and ask them questions along the way like "have you felt these emotions?" or "sometimes we have BIG emotions. When did you have a BIG emotion?". When finished, children can either create a 'Moody Monster' (if available) or provide a blank paper for children to illustrate emotions in their own way. May use craft items for this.
<i>Conclusions</i>	Children should walk away with a greater understanding of one new emotion
<i>Extra credit</i>	



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Lesson Plan

<i>Title</i>	Social-Emotional Development Exercise (ages 6-11)
<i>Subject</i>	Psychology, Art, Literacy, Social Skills
<i>Grade level</i>	1-5 (ages 6-11)
<i>Time duration</i>	30 minutes – 1 hour
<i>Overview</i>	Through art and literacy children learn about dealing with emotions
<i>Objective</i>	Child learns how to identify, feel, sympathize, and control emotions
<i>Materials</i>	Dealing with Feelings Board & Paperback Books, Social-Emotional Development Kit (K-2), Social-Emotional CD Library, various craft items (googly eyes, glitter, foam cut outs, etc.), Peel and Stick Moody Monsters
<i>Activities and procedures</i>	Learn about various emotions through using the kit and its complete curriculum! If it is not available to you, read aloud books to children and ask them questions along the way like “have you felt these emotions?” or “sometimes we have BIG emotions. When did you have a BIG emotion?”. When finished children can either create a ‘Moody Monster’ (if available) or provide a blank paper for children to illustrate emotions in their own way. May use craft items for this.
<i>Conclusions</i>	Children should walk away with a greater understanding of one new emotion
<i>Extra credit</i>	With the older children, they can break up into small groups and read books with a worker to have more intimate discussion / socializing time

Lesson Plan

<i>Title</i>	Expressing Feelings Exercise (ages 2-5)
<i>Subject</i>	Psychology, Art, Literacy, Social Skills, Self-Discipline
<i>Grade level</i>	Pre-K-K (ages 2-5)
<i>Time duration</i>	30 minutes – 1 hour
<i>Overview</i>	Child expresses feelings appropriately.
<i>Objective</i>	Through art and literacy children learn about expressing emotions in a healthy and safe way
<i>Materials</i>	Dealing with Feelings Board & Paperback Books, various craft items (googly eyes, glitter, foam cut outs, etc.), Peel and Stick Moody Monsters, coloring tools, paper, Mini Book
<i>Activities and procedures</i>	Help young readers identify and work with their emotions through reading the books made available and discussing it with the children. Use the board books to teach children how to cope with their large feelings. Use artwork to illustrate their emotions or help them keep a ‘journal’ of sorts of their emotions through illustrations.
<i>Conclusions</i>	Children will return home with a greater understanding of how to express feelings
<i>Extra credit</i>	

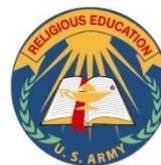


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Lesson Plan

<i>Title</i>	Expressing Feelings Exercise (ages 6-11)
<i>Subject</i>	Psychology, Art, Literacy, Social Skills, Self-Discipline
<i>Grade level</i>	1-5 (ages 6-11)
<i>Time duration</i>	30 minutes – 1 hour
<i>Overview</i>	Child expresses feelings appropriately
<i>Objective</i>	Through art and literacy children learn about expressing emotions in a healthy and safe way
<i>Materials</i>	Dealing with Feelings Board & Paperback Books, various craft items (googly eyes, glitter, foam cut outs, etc.), Peel and Stick Moody Monsters, coloring tools, paper, Mini Book
<i>Activities and procedures</i>	Help young readers identify and work with their emotions through reading the books made available and discussing it with the children. Use the board books to teach children how to cope with their large feelings. Use artwork to illustrate their emotions or help them keep a ‘journal’ of sorts of their emotions through illustrations.
<i>Conclusions</i>	Children will return home with a greater understanding of how to express feelings
<i>Extra credit</i>	



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Lesson Plan

<i>Title</i>	All About Me
<i>Subject</i>	Self-Actualization, Art, English, Early Literacy
<i>Grade level</i>	Pre-K-5 (ages 2-11)
<i>Time duration</i>	30 minutes – 1 hour
<i>Overview</i>	Child learns to make “I” statements and how to describe themselves/others
<i>Objective</i>	Child will be able to learn about themselves, understand pronouns, and exercise art skills. They will explore concepts of feelings, emotions, and how to celebrate their beauty
<i>Materials</i>	All About Me Theme Book Library, Blank Hardcover Book, coloring tools, stickers or misc. craft items
<i>Activities and procedures</i>	Assist early readers in strengthening their understanding of themselves by reading the books. If possible, break into small groups with workers. Have children create an “About Me” book using the blank books. In this task, children can draw themselves on the front and, with the help of a leader, write their name on the book cover. Each page may act a journal for the children where they state one thing they like (I like ice cream) and then draw a picture of them liking ice cream.
<i>Conclusions</i>	Children will learn how unique God made them and that his creation is awesome
<i>Extra credit</i>	Read the Creation story from Genesis 1 and Psalm 139:14

