

10/31 Matrix Day Lesson Plan
RESPONSIBILITY
Working Together and Using Available Resources

Wednesday, October 31, 2007 will be our next Matrix Day. For those of you who have ninth grade homerooms the Link Crew members will be coming in to teach the lesson. For 10-12th grade homerooms, the homeroom advisor will be teaching the lesson. Ninth grade teachers please be there to support the link leaders.

Objective: To guide students through several activities that will help them value working together successfully and teach them what resources are available and how to access them.

Attached you will find everything that you need to complete this lesson.

**Special Needs or notes- The Pundles activity is extremely English language dependent. Please group students who are English Language Learners with students who are English proficient.

Activity #1 Directions:

*Tell the students that you are going to discover some resources that will help them be more successful in school.

Ask each student to take out a writing utensil.

Pass Out Number Sheet face down to each student....have them keep it face down.

Give students 30 seconds to circle as many numbers as possible, starting with 1 and continue consecutively...say "Go", have them turn over the paper and give 30 seconds.

Determine who got the most circled by having them raise hands while you count up in order.

Now give them another chance since they are familiar with the process. Repeat the 30 second process, except this time have them put a slash through the numbers.

Again, determine who got the highest.

Give them one more chance but tell them you are going to give them a tip that will help them be more successful.

TIP: Fold paper into quarters and show them the pattern of 1 being in the first quadrant, 2 in the second, 3 in the third, 4 in the fourth, 5 in the first, etc.

Give them 30 seconds to slash in the other direction and then check to see how everyone improved their performance over the first two attempts.

Closure questions:

Did you notice how it got easier each round?

Why do you think that happened?

Is that true in life or school?

Transition statement: "So now that you've met a challenge by yourself, let's have you work with a partner and see what you can accomplish together."

Activity #2 Directions:

Have students partner up.

Hand out face down a Pundle sheet to each partnership.

Have them turn their sheets over and explain what Pundles are and give them one answer.

Give them 2 minutes to work with their partner to figure out each pundle, writing their answers next to the pundles themselves.

After two minutes, go through each pundle and ask for answers. Have them write down the answers that they didn't get and circle the ones they got.

Write down on the board how many the class got and how many you had to give to them. Also have them count up how many they got as a partnership. (You gain three pieces of information you will need for closure with these number you gather.)

Closure Questions:

Did you notice that you or your partner knew answers that others didn't?

Why is that?

Do you think that having a partner to work with in school can be helpful?

How? And how can partners sometimes be a hindrance?

What are some things you should and shouldn't do when working with partners in order to make it more effective?

Wrap-up Activity

Now let's brainstorm what other resources we have available to us at school so that we can be more successful (for example, counseling office, peer tutors, specific people around the building, career center, LRC, CSO's, etc.)

Homeroom Teacher: Please generate one list of resources and submit to Erin Bloch so that we can generate a list to post.