

## 3-5 IDEA Market Kit Unit 4

### Overview

After presentations and feedback, the incredible IDEAS of learners are ready to be enacted! With teamwork, vision, and grit, it is time to see how much reach, how much impact, and how much inspiration can be unleashed by one solution.

3-5: Elementary Block Learners
English Language Arts <ul style="list-style-type: none"> <li>• <b>Interactions</b> - Big Ideas: Expression, Exchanges, and Reception</li> <li>• <b>Reading</b> - Big Ideas: Vocabulary and Reading Comprehension</li> <li>• <b>Representations</b> - Big Idea: Composition</li> </ul>
Mathematics <ul style="list-style-type: none"> <li>• <b>Shape &amp; Space</b> – Big Idea: Measurement</li> </ul>
Personal Wellness <ul style="list-style-type: none"> <li>• <b>Mental Fitness</b> - Big Idea: Decision-Making</li> </ul>

### Cross-Curricular Learning Activities

Lesson	Materials Needed
1. <u>Take #237</u>	Movie Clip Board (optional), Story Sentence printable strips, Chart Paper, marker
2. <u>Full Steam Ahead!</u>	Cue Cards, clothesline, clothespins, pencils, red marker, red ribbon, scissors
3. <u>Making A Difference</u>	Who Am I? printable (new) from Unit 1, pencils
<b>Time Considerations: 3-4 classes + possible long-term planning</b>	

### Lesson 1: Take #237!

**Action!:** Using a chart paper or whiteboard, write the word **action** in the middle. Ask: *What does this word mean to you?* Write down learners' response.

**Bringing Paper to Life:** Using the Story Sentence printable, cut and give one story sentence to each learner to practice saying SILENTLY to themselves. Ask: Who here has an interesting story sentence? (Do NOT have learners share it yet.) Then, have learners find other classmates with the same story sentence to form a group. Allow time for groups to practice their story sentence and adding actions to share with the class. Let learners know that you will narrate the sentence

as they act it out. One by one, using a movie clipboard, signal an “ACTION!” for each group to present their Story Sentence. Then, discuss: *“When your story sentence was on your paper, and you were the only one practicing it, was it really captivating or interesting to those around you?”* Allow learners to share. *“But once in your groups, after you took your story sentence and put it into ACTION, was it captivating or interesting then? What was the difference?”* Again, allow learners to share. Inspire learners to imagine that their IDEA began on paper and then was shared with others, and now the last part to making a difference is bringing it to life – putting it into ACTION!

## Lesson 2: Full Steam Ahead

Clothesline Tasks: Return to the chart paper in the previous lesson and discuss: *What tasks are needed to put our IDEA into action?* Using cue cards, fill out as many tasks needed to put the IDEA in place, as well as how many people are needed for each task. Using string, create a clothesline in the room and attach the cue cards to it, within the reach of learners.

**\*Please note:** this step may now require specific materials and costs to complete. ***There may be grants available to help support you and your learners, through your school, districts, provincial partners, and/or outside organizations. Not sure where to start? Reach out to the Centres of Excellence for Entrepreneurship.***

Allow learners to grab a cue card to work on – use a randomizer tool, if too many learners are wanting to choose the same action. Once the task is complete, have learners checkmark it with RED marker and re-attach to the clothesline, so the class can view their progress.

RED RIBBON CUTTING DAY: Once your Idea/Solution is finally complete and ready to be in ACTION – celebrate with a red ribbon cutting day! (Even if the red ribbon is across your classroom doorway – have one for learners to cut and make it official!) Take a photograph and spread the word – through school-wide announcements, parent/guardian emails, and local news media. The world can always use more good news – especially of our young learners walking through the process of identifying an opportunity to solve a problem and make a difference in the world around them! Action inspires more action. Discuss: *How do we feel? What are our hopes for this IDEA?*

## Lesson 3: Making A Difference

Long-Term Planning: Using the Calendar printable from Unit 1, as a class, track the progress and positive impact of your IDEA as best as possible for 2-3 weeks after it has been ACTIONIZED. Discuss steps to take if tweaks or adjustments need to be made.

After 3 weeks, using the *Knowing Our Audience* printables from Unit 3, have learners take the time to revisit the people that they identified as being positively impacted by the IDEA and check-in to see the progress. Discuss: *Are there any changes that need to be made? How can we keep the impact going?* Develop a plan together, if necessary.

Self-Assessment: Much has transpired since Unit 1 – as a class and as individual learners. Have learners re-do the *Who Am I?* printable to see if they have grown in a passion, a strength, or in a skill. Have learners share their growth.

## Story Sentences

Cut and distribute 1 per small group or pair of learners.



Pigs jump in the mud and make mud angels.

The strong wind carried kids clear across the world on a tour.

Bears snore loudly during hibernation.

Scuba divers discover hidden treasure down in the depths of the Atlantic Ocean.

As the music started, the dancers made up a new dance.

With only 10 seconds left, the young hockey players scored to win the championship.

The lost people tried to find their way home through the mighty jungle.

Their sneakers seemed to have magical jumping powers!

After everyone ate the garlic pasta, no one wanted to say how bad each others' breath was!

A chocolate shortage in the world has brought much sadness.

# Who Am I?



Name: \_\_\_\_\_

Once you draw and label, or write, your favorite 1-2 passions, strengths, and skills, cut out your circles and add them to the matching charts around the classroom, using glue or tape.

Passions:

Strengths:

Skills: