

## EXAMPLE Cadet-Led Friday Lesson Plan

Please complete the Cadet-Led Friday Lesson Outline and submit it at least one week before your lesson date.

Cadet(s) Leading the Lesson

Sara Simpson and Chris Kiblen

Date of Lesson

8/30/19

Topic of Lesson

Painting rocks for SMS hide and seek rock game

List of Needed Supplies

\*Please highlight supplies your teacher will need to purchase.

30 3-4" smooth rocks, cleaned and primed prior to class

Can of spray acrylic, matte primer

Assorted acrylic paints

Assorted paint brushes (big and small handles)

Paper plates

Paper towels

Water cups for cleaning brushes

Dish soap (for brush cleanup)

1 can clear acrylic protectant spray

Butcher paper or newspaper for sitting down finished rocks to dry

Latex gloves

Explain why this lesson will help students' social interactions with peers, adults, and/or the community.

The painted rock hide and seek game is popular out in the community. By initiating the game here at South, students will have greater visibility with and contact with peers within the school. It's a chance to do something fun that involves other kids and teachers.

What do you want students to be able to do as a result of the lesson?

1. Follow directions to create a painted rock.
2. Use art supplies properly (small amount of paint at a time, holding the brush)
3. Clean up after doing an art project (washing out brushes, wiping tables).
4. Understand the hide and seek rock game and be able to explain it to others outside of PLS.

Describe how you will organize the class for the lesson. Whole class? Small groups? If using small groups, please list the groups.

1. Whole group introduction and modeling to explain the task.
2. Students will work within their color groups on the independent part of the lesson. Color group cadets will assist students and will also paint their own rocks.

Describe how you will introduce the lesson.

Explain the hide and seek rock game. Show images from this source:  
<https://paintedrocklife.com/>

Talking points:

- People paint rocks and hide them in public places for others to find.
- The goal is to spread kindness and positivity...and to be fun!
- We're going to start a hide-and-seek rock game here at SMS by painting rocks in class, then hiding them throughout the campus next week.

Outline your lesson structure. Describe what you will do at each step.

1. Introduce topic
  - a. See if anyone already knows what the hide and seek rock game is. If someone knows, ask them to explain it.
  - b. Explain the game, and that we will be doing a version here at SMS. Today is the first step: painting the rocks.
  - c. Show examples of rocks (pictures online projected onto AirPlay)
2. Demonstrate how to base-coat a rock
  - a. Explain that rocks have already been primed, why priming things before you paint them is important.
  - b. Choose a color
  - c. Place a small amount of acrylic paint on paper plate (size of a nickel...you can always get more)
  - d. Place rock on paper towel

- e. Dip brush into paint. Spread base coat onto rock with long, even strokes.
  - f. Allow base coat to dry for 5-10 minutes.
  - g. STUDENTS PAINT BASE COAT
3. Demonstrate how to add additional paint details
- a. Choose colors
  - b. Place a small amount of each color on paper plate (size of a dime... you can always get more)
  - c. Show how to use different brushes for different purposes
  - d. Show how to clean brushes between colors--swirl in water, remove, blot on a paper towel.
  - e. STUDENTS PAINT DETAILS
4. Cleanup
- a. Place rocks on designated paper on the counter
  - b. Clean brushes with warm water and dish soap. Place on towel to dry.
  - c. Throw away paper plates
  - d. Throw away other trash
  - e. Wipe down tables with damp paper towels and a little dish soap
  - f. Wash own hands
  - g. Put away paint in the storage container. Wipe down paint bottles. Make sure lids are closed tightly.

Describe how you will end the lesson.

Prepare students for next steps

1. Monday, we'll coat the rocks with protective paint
2. Tuesday, we'll share the game with the rest of SMS via social media
3. Encourage SMS students to tweet or Instagram pics of themselves with the rocks as they find them on campus

Describe at least three different modifications or accommodations to the lesson that will allow students with differing skills and abilities to be active participants.

\*Example: During a bocce lesson, Jane's limited arm mobility means she cannot pull back to roll the ball. Jane will use a length of guttering as a ball ramp to aim and roll the ball.

1. Towels or paint shirts for students with fine/gross motor issues to keep paint off clothes
2. Paint brushes with large handles for students who have difficulty gripping small handles
3. Cadet support as needed within color groups.

4. Latex gloves available for those with sensory issues with paint or the rock's texture.
5. Positive feedback on student work.
6. Model how to manage frustration with the project for students with SEL issues.