

Minneapolis Kids Curriculum Planning Sheet

Activity Planner: _____ Date of activity: _____

Activity Title:

Description:

Learning Goals:

Key Learning Areas: (Circle all that apply)

Social/Emotional Development: Identify and manage emotions * build positive relationships * feel and show empathy for others * self-concept

Language and Literacy Development: Listening * Speaking * Reading * Writing

Creativity and the Arts: Creating * Responding * Evaluating

Cognitive Development: Mathematical & Logical Thinking * Scientific Thinking & Problem Solving

Social Sciences: History * Geography * Government * People & Cultures * Service Learning

Age/Grade Span:

Prep for Activity:

Materials Needed to be purchased:

Materials available on-site:

Duration:

Procedure (describe what to do):

Critical Thinking Questions: Please list at least three (3) questions

(How can you engage children in deeper discussion?)

Creative and Cooperative Extensions:

(What else can you do to deepen the experience of this activity?)

Reflection: (What did children learn from this activity, and how did they feel about it?)

Would you do this activity again? (Are there any changes you would make?)

- Activity Title—How will you reference this activity?
- Description—A one to two sentence statement broadly describing the intent of the activity. Describe step by step instructions about what to do. How the activity will be carried out. What role will the staff play? What will the children do?
- Learning Goals—What do you hope children/youth will gain from participating in the activity?
- Key Learning Areas—

Subject	Areas	Resources and Extensions
Social/Emotional Development	Identify and manage emotions, build positive relationships, feel and show empathy for others, self—concept	Peace circle, restorative practices, character building
Language and Literacy Development	Listening, speaking, reading, writing	Poetry, storytelling, sign language
Creativity and the Arts	Creating, responding, evaluating	Dance, theatre/dramatic play/ visual arts, rhythm instruments, play stages and puppets, plays and skits.
Cognitive Development	Mathematical and logical thinking, scientific thinking and problem solving	Recipes, logic problems, puzzles, tanagrams, stats, money, calculators, cash registers, counting/sorting, engineering, microscopes, magnifying lens, magnets, scales
Social Sciences	History, geography, government, people and cultures, service learning	Maps and atlases, multi-cultural cooking, multi-cultural materials, student elections, student council

- Age/Grade span * Prep for activity * Materials needed * Duration—Indicate what ages are appropriate for activity, what preparation is needed for activity, what materials need to be purchased, what materials are on-site, how long activity should last.
- Procedure—Describe in detail steps needed to complete activity. Should be detailed enough that another person can lead activity if you are unavailable.
- Critical Thinking questions—Please list at least three questions that will generate discussion among the group in regards to the goal of your activity.
- Creative and cooperative extensions—How can you deepen the learning experience from one activity to extend the learning?
- Reflection—Describe what the children gained from the activity, as well as their feelings around the experience.