



## OWL Crew Lesson: Perseverance 1 of 5, Year 2 of 2

Lesson Title: Blind Polygons	Author: Tom Totushek (tom.totushek@spps.org)
Grade levels: 6-12	Lesson Timeframe: 1 Crew Period
Prep time required: 1 minute to write LT and share topic on board.	Materials required: Rope and blindfolds

### Overarching OWL Value & Learning Target

Perseverance: I can keep trying.

### Supporting Target

6-8: I can stay focused on my work even when things are difficult.

9-12: I continue to work through difficult tasks.

### 1. Greeting

Standing in a large circle have students number off 1, 2, 1, 2, ... Have the students who were 1's take a step in and turn around (if there are an odd number of students the teacher is a 2, if not the teacher will stay out of it) forming an inner circle. Each student in the inner circle will say "Good Morning \_\_\_\_\_ (name)" and bump elbows with them. Elbow bumps should cross over the body (my right elbow with your right elbow, then my left with your left). Now the inner circle turns one person to the right and repeats the greeting until students are back to their original pairs.

### 2. Share

Post on the board for students to address as they enter:

"Which of your five senses do you feel is most important? Be prepared to discuss."

Discuss after the greeting.

### 3. Activity

With each member blindfolded, hand them a long piece of rope. Ask them to form geometric shapes (square, rectangle, triangle). Encourage straight sides and exact corners. Each person must be using both hands on the rope. This is a great communication and leadership activity, but takes a lot of patience and can be quite frustrating.

<http://www.campedwards.org/images/COOPERATIVE%20GROUP%20GAMES.pdf>

### 4. Closing

Discuss the difficulties that arose during this task.

Did anyone quit? Did anyone cheat? What does quitting and cheating at this game tell you about a person's ability to work through difficult tasks in real-life?

Reflect on something that you're having a tough time with right now. How will perseverance help you get through this situation? Share out?

### Differentiation Ideas

Step it down (6-8)	Get two ropes and have smaller groups try this first before taking this on as a larger group (you can use the 1's and 2's from the greeting). Also, consider easier shapes and be more lenient on sides and corners.
Step it up (11-12)	Experiment with different disabilities. Have some students not blindfolded but mute. Try both blindfolded and mute (that may be impossible!).

### Ideas for improvement



## OWL Crew Lesson: Perseverance 2 of 5, Year 2 of 2

Lesson Title: Mel's Fish	Author: Tom Totushek (tom.totushek@spps.org) with help from Megan Hall (megan.hall@spps.org)
Grade levels: 6-12	Lesson Timeframe: 1 Crew Period
Prep time required: Write LT and share topic on board.	Materials required: A stuffed fish or equivalent and a large open space.

<b>Overarching OWL Value &amp; Learning Target</b>
Perseverance: I can keep trying.

<b>Supporting Target</b>
6-8: I can accept constructive feedback and use it to revise my work. 9-12: I accept feedback and revise my work and thinking.

1. Greeting	2. Share
<p>Have the group pick a favored greeting that they have done in the past, either in this Crew or another Crew and think of a way to change it. Do that greeting now!</p>	<p>Post on the board for students to address as they enter:</p> <p>“If you could be any age right now, what would that age be? Be prepared to discuss.”</p> <p>Discuss after the greeting. I’m particularly interested in if any want to be younger to redo a mistake in their life.</p>
3. Activity	4. Closing
<ol style="list-style-type: none"> <li>1) One person is “It” and the stuffed fish is behind them on the floor, desk, or table.</li> <li>2) The rest of the class is on the other side of the room. These students can only move when the person who is “It” has their back to the class. If they get caught moving by “It” they have to go back to the starting line.</li> <li>3) The goal of the students is to get the stuffed fish back to the starting line.</li> <li>4) Once the students have the fish, “It” may guess one person each time they turn around as to who has the fish. If “It” guesses correctly, the fish returns to the place it started and the holder of the fish goes back to the start. If not the game proceeds accordingly.</li> <li>5) Students must be facing the direction they are going at all times, and students heading toward “It” can hold the fish (presumably behind their back), but cannot turn around until they have reached “It”.</li> <li>6) The game ends when the fish returns to the starting line.</li> <li>7) Reflect on what went well and what didn’t go well. Everyone should contribute here, especially “It”.</li> <li>8) Play again!</li> </ol>	<p>How did strategy change as the game was played?</p> <p>How did feedback from “It” after the first game help those opposing the next “It”?</p> <p>How did feedback from the students help the next “It”?</p> <p>How do people in life revise their work and thinking?</p> <p>How do you feel about people who are rigid in their work and thinking, especially when a better way comes along? (Focus on technology and things that are not belief-based such as religion or politics [adults routinely struggle with rigidity in these areas!]).</p>

<b>Differentiation Ideas</b>	
Step it down (6-8)	Consider putting a time limit on the game. If the fish doesn't return to the starting line in 5 minutes, "It" wins.
Step it up (11-12)	Consider having two fish and two opposing teams. Teams can move only when "It" is facing the other team.

<b>Ideas for improvement</b>



## OWL Crew Lesson: Perseverance 3 of 5, Year 2 of 2

Lesson Title: Dragon Origami	Author: Tom Totushek (tom.totushek@spps.org)
Grade levels: 6-12	Lesson Timeframe: 1-2 Crew Periods
Prep time required: 20 minutes to gather materials and set up website and <b>practice yourself ahead of time</b> . Write LT and share topic on board.	Materials required: Square pieces of paper.

<b>Overarching OWL Value &amp; Learning Target</b>
Perseverance: I can keep trying.

<b>Supporting Target</b>
6-8: I can strive to produce high quality work. 9-12: I always strive to produce high quality work.

1. Greeting	2. Share
Have students go to someone they haven't yet talked to today and do a quick 30 second greeting. Then they should head to their seat with that person. No more than 2 people per table is advised if possible.	Post on the board for students to address as they enter:  "What has been your most creative act?"  Discuss after the greeting. Focus on what it took to get to high quality.
3. Activity	4. Closing
<ol style="list-style-type: none"> <li>1) Go to the website: <a href="http://origamidragonnow.com/2009/02/the-bird-base/">http://origamidragonnow.com/2009/02/the-bird-base/</a> and follow the directions.</li> <li>2) Next click on the dragon link at the bottom or go to site: <a href="http://origamidragonnow.com/2009/02/origami-dragon-for-a-complete-beginner/">http://origamidragonnow.com/2009/02/origami-dragon-for-a-complete-beginner/</a></li> <li>3) Students may want to try again.</li> <li>4) Also, look at the pictures of origami dragons that come up when you do a image search for Origami Dragons!</li> </ol>	<p>Reflect on the perseverance required to do a good job with origami.</p> <p>Talk about the personal characteristics of those whose dragons came out looking pretty nice.</p> <p>Are there people who gave up? Why? What does that tell you about people who give up when things get hard?</p> <p>Reflect on what in real life are you doing that you are settling for less at? Willing to share?</p>

Differentiation Ideas	
Step it down (6-8)	Have a student service worker prepare the bird base ahead of time so that they can just do the dragons. Have some images around the room to get them motivated.
Step it up (11-12)	Have them volunteer to look up some other beginning origami shapes and do those as well. Have a friendly competition to see who can make the most interesting and beautiful new origami.



## OWL Crew Lesson: Perseverance 4 of 5, Year 2 of 2

Lesson Title: Name that Kid	Author: Tom Totushek (tom.totushek@spps.org)
Grade levels: 6-12	Lesson Timeframe: 1 Crew period
Prep time required: Write LT and share topic on board.	Materials required: Blanket or tarp or the like

Overarching OWL Value & Learning Target
Perseverance: I can keep trying.

Supporting Target
6-8: I can complete long-term projects. 9-12: I continue in a long-term course of action until I complete my goal.

1. Greeting	2. Share
<p>A little known fact:</p> <p>Each person in the circle tells their name and announces a little known fact about them and the class says hi back. For example, “Hi, my name is Tom and a little known fact about me is that I played a grandmother in a play in high school.” “Hi Tom (whole class)”</p>	<p>Post on the board for students to address upon entering the following prompt: “Last names used to indicate a person’s job, where they lived, etc. If you could change your last name to describe yourself now, what would it be? Be prepared to discuss.”</p> <p>After the greeting, discuss.</p>
3. Activity	4. Closing
<ol style="list-style-type: none"> <li>1) Form two teams.</li> <li>2) Have two people who can name all the students in the room hold the blanket up by the ends so that it is vertical or perpendicular to the ground. These two will be the judges along with you to settle disputes.</li> <li>3) The teams gather on opposite sides of the blanket. One volunteer from each team crouches behind the blanket.</li> <li>4) When the blanket is dropped, each player tries to say the other person’s name first.</li> <li>5) Whoever loses joins the other team.</li> <li>6) Eventually no one will be left on the losing team.</li> </ol> <p><small>Rohnke, Karl. <i>The Bottomless Bag</i>. Beverly, Mass.:Wilkscraft Creative Printing, 1988.</small></p>	<p>Debrief the game.</p> <p>Talk about the importance of knowing everyone name and how knowing people’s name makes them feel like a part of the whole.</p> <p>Talk about what was difficult about the game and how the Crew needed to persevere to be successful.</p> <p>Close with reflection about what the students are experiencing in life that they need to persevere through. Do a think-pair-share or popcorn.</p>

Differentiation Ideas	
Step it down (6-8)	Rotate students through the holders, especially your recalcitrant students, but don’t let them stay there.
Step it up (11-12)	If you have a Crew where students really know each other, it may be appropriate to challenge another Crew to this game.

Ideas for improvement



## OWL Crew Lesson: Perseverance 5 of 5, Year 2 of 2

Lesson Title: Haiku	Author: Tom Totushek (tom.totushek@spps.org)
Grade levels: 6-12	Lesson Timeframe: 1 Crew Period
Prep time required: 5 minutes to make copies. Write LT and share topic on board. Post the Greeting Haiku.	Materials required: Copies of handout below. If you have time/interest, consider obtaining a book of limericks.

### Overarching OWL Value & Learning Target

Perseverance: I can keep trying.

### Supporting Target

6-8: I can rise to meet new challenges and try new things.

9-12: I try new things and take necessary risks.

#### 1. Greeting

Greeting Haiku – In a circle, each person says it to the group.

Hello my good friends,  
We are here again in Crew —  
Now let's have some fun!  
© The Math Prophet

#### 2. Share

Post on the board for students to address as they enter:

“If you were a poet what would you write about?”

Discuss after the greeting.

#### Reading

If you obtained a book of limericks, take turns reading some aloud.

#### 3. Activity

Students will write a limerick around the topic from their share or a different topic. If they cannot pick a topic, give them one from the list on the bottom of the handout.

With about 7 minutes left in class, have everyone whip share their limericks.

#### 4. Closing

How is writing and sharing poetry a risk taking activity?

What is gained by sharing poetry with people?

In what other ways could you branch out and take risks with other and try new things?

### Differentiation Ideas

Step it down (6-8)	Have students choose a Haiku (5-7-5) if they want to instead. Instead of sharing with the whole group, have them share in groups of 3-4.
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Step it up (11-12)	Have students try to think up Haikus for the greeting on the spot, or create deeper poems and take their poems through a few revisions. Consider publishing in the literary magazine or at <a href="http://www.teenink.com/poetry/limerick/">http://www.teenink.com/poetry/limerick/</a>
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### Ideas for improvement

## How to Write a Limerick

•Limerick: The limerick is a five-line poem that is usually humorous in nature. The poem is made up of a triplet and couplet, meaning that three of the lines rhyme in the same manner, and the remaining two rhymes in a different manner. Lines one, two and five make of the triplet, while lines three and four make up the couplet.

Examples:

A - A canner exceedingly **canny**,

A - One morning remarked to his **granny**:

B - "A canner can *can*,

B - Any thing that he *can*,

A - But a canner can't can a can, **can he?**"

- Carolyn Wells

A - There was an Old Man with a **beard**,

A - Who said, 'It is just as I **feared!**

B - Two Owls and a *Hen*,

B - Four Larks and a *Wren*,

A - Have all built their nests in my **beard!**

by Edward Lear

Now try your own:

Line 1 A - \_\_\_\_\_

Line 2 A - \_\_\_\_\_

Line 3 B - \_\_\_\_\_

Line 4 B - \_\_\_\_\_

Line 5 A - \_\_\_\_\_

For a revision or a new poem:

Line 1 A - \_\_\_\_\_

Line 2 A - \_\_\_\_\_

Line 3 B - \_\_\_\_\_

Line 4 B - \_\_\_\_\_

Line 5 A - \_\_\_\_\_

### Some topic ideas

Parents

Love

Past Relationships

Friends

Friend Betrayals

Interests

Hobbies

Celebrities

Nature

Politics

Astronomy

School

Past event

Sports

Feelings

Favorite Song

Ghosts

Children

Night

Death

Life

Dreams

Difficult Questions

Aliens

Math

Fear

Food



## OWL Crew Lesson: Organization (1 of 3, Year 1)

Lesson Title: Recipe Riddle	Author: Megan Olivia Hall ( <a href="mailto:megan.hall@spps.org">megan.hall@spps.org</a> )
Grade levels: 6-12	Lesson Timeframe: 1 Crew period
Prep time required: Time to visit the grocery store & gather materials	<p>Materials required: Lined paper Writing utensils Rice Krispie Treats recipe (available online: <a href="http://www.ricekrispies.com/Treats">www.ricekrispies.com/Treats</a>) For every 16 students:</p> <ul style="list-style-type: none"> <li>• 6 cups (1 box or ½ big box) Rice Krispies cereal</li> <li>• 1 10-oz. bag marshmallows</li> <li>• 3 tablespoons butter</li> <li>• Cooking spray</li> <li>• 1 13x 9 pan or 4 mini pans</li> </ul> <p>1 cup measuring cup Microwave-safe bowl Wax paper Butter knife Microwave</p>

### Overarching OWL Value & Learning Target

**Organization:** I keep my affairs tidy.

### Supporting Target

I can maintain a dynamic list of things I need to do.

#### 1. Greeting

##### Sticky Greeting

Going around the circle, each student says “Hey, \_\_\_\_\_” to their neighbor and goes in for a high-five. When neighbors do the high-five, their hands stick. Continue around the circle until everyone’s hands are stuck together.

#### 2. Share

**What is your favorite food to make?**

#### 3. Activity

##### Dynamic Recipe

First, students gather in pairs. Their mission: to make a detailed list of everything they need to do to make a ¼ recipe of Rice Krispie treats. Second, pairs merge to form teams of 4 students each. The new team must agree on a single, unified to-do list.

Third, teams begin making the treats. They must follow their lists to the letter, crossing off completed steps and adding any steps they may have forgotten. Treats are not completed until everything is checked off the list.

#### 4. Closing

Compare to-do lists and final results. Then, **eat the treats!** (And have a conversation about how a to-do list keeps track of details that might otherwise be forgotten.)

### Ideas for improvement

Marshmallows are not vegan and some brands are not Kosher. Discuss ideas for recipe substitutions with any vegan members of class.

Rice Krispies Treat Nutrition Facts (below) assume that the recipe is separated into 24 bars and each student eats two. In our recipe, each student eats 1/16 of the whole instead of 1/12. So all of the values are  $\frac{3}{4}$  of what is listed below.

<b>Nutrition Facts</b>			
Serving Size 2 Squares (37g)			
Servings Per Container 12			
<b>Amount Per Serving</b>			
<b>Calories 140</b>	<b>Calories from Fat 25</b>		
<b>% Daily Value*</b>			
<b>Total Fat 3g</b>	<b>4%</b>		
Saturated Fat 2g	<b>9%</b>		
Trans Fat 0g			
<b>Cholesterol 10mg</b>	<b>3%</b>		
<b>Sodium 105mg</b>	<b>4%</b>		
<b>Total Carbohydrate 28g</b>	<b>9%</b>		
Dietary Fiber 0g	<b>0%</b>		
Sugars 14g			
<b>Protein 1g</b>			
Vitamin A 10%	• Vitamin C 10%		
Calcium 0%	• Iron 20%		
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:			
	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Saturated Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g
Calories per gram:			
Fat 9 • Carbohydrate 4 • Protein 4			



## 9-12 OWL Crew Lesson: Organization (2 of 3, Year 1)

Lesson Title: The Messy Backpack	Author: Megan Olivia Hall ( <a href="mailto:megan.hall@spps.org">megan.hall@spps.org</a> )
Grade levels: 6-12	Lesson Timeframe: 1 Crew period
Prep time required: 15-20 minutes to make the messy backpack	Materials required: 1 backpack with materials for 6 different classes, randomly (dis)organized, with crumpled papers, unlabeled notebooks, textbooks, and a planner. Be sure to have 6 folders and 6 notebooks.

### Overarching OWL Value & Learning Target

**Organization:** I keep my affairs tidy.

### Supporting Target

I can maintain separate school materials for each of my classes.

#### 1. Greeting

##### Backpacker Greeting

Going around the circle, students stand on their chairs and look into the distance as if enjoying a view from a mountaintop. They call out, “Hello!” and the rest of the group echoes, “Hello! Hello! Hello!”

#### 2. Share

**What is the strangest thing you have ever carried in a backpack?**

#### 3. Activity

##### The Messy Backpack

Show the students the contents of the backpack, either by passing it around or dumping the contents in the middle of the group’s circle. Have a 2-5 minute discussion of strategy: How can we get this messy backpack organized? Revisit the supporting target as needed. Then step back and let the students get to work.

#### 4. Closing

Discuss the benefits of an organized bag with separate folders and notebooks for each class. How does staying neat help you succeed academically? How is this an essential academic skill?

### Ideas for improvement



## OWL Crew Lesson: Organization (3 of 3, Year 1)

Lesson Title: Merging Worlds	Author: Megan Olivia Hall ( <a href="mailto:megan.hall@spps.org">megan.hall@spps.org</a> )
Grade levels: 6-12	Lesson Timeframe: 1½ Crew periods
Prep time required: Copy form	Materials required: Scavenger hunt form (below) 1 stamp or sticker for each student

### Overarching OWL Value & Learning Target

**Organization:** I keep my affairs tidy.

### Supporting Target

I can bring learning materials home, use them, and bring them back to school.

#### 1. Greeting

##### Leave It To Beaver Greeting

Call-and-response, going around the circle – each student calls out, “Hi, Honey! I’m home!” and the group responds, “Welcome home!”

#### 3. Activity

##### Merging Worlds

Students are responsible for getting the scavenger hunt form filled out according to its directions. Note that there is a specific sequence required. Go over the form together. If there’s time, role-play how one would complete the form.

#### 2. Share

**On a scale of 1 to 10, how likely are you to lose something you are supposed to bring home and then bring back to school?**

#### 4. Closing

The next time Crew meets, compare forms – who met the learning target? Celebrate any successful completions.

### Ideas for improvement

WARNING: Do not write in this box unless that box  has a stamp or sticker in it AND the other two boxes are empty.

## Merging Worlds Scavenger Hunt Form

This activity will help you build a bridge between your school life & your home life. Be sure to follow the directions IN ORDER.

1. Your Crew leader will place a unique stamp or sticker in the upper right corner.
2. Bring the form home. Have a family member sign in the upper left box.
3. Have a friend draw a picture in the lower left corner.
4. Put your name in the blank in the lower right corner.
5. Have 3 teachers write 3 nice things about you in the lower right corner.
6. Return this form to your Crew leader.

WARNING: Do not draw in this box unless there is a stamp or sticker in the upper right box and a signature in the upper left box AND that box  is empty.

WARNING: Do not write in this box until the other 3 corners are full.

What I like about \_\_\_\_\_:

1.

2.

3.



## OWL Crew Lesson: Thinking for Myself (1 of 3, Year 1)

Lesson Title: Ownership of Ideas	Author: Megan Olivia Hall ( <a href="mailto:megan.hall@spps.org">megan.hall@spps.org</a> )
Grade levels: 6-12	Lesson Timeframe: 1 Crew period
Prep time required: None	Materials required: Laptop cart or computer lab

### Overarching OWL Value & Learning Target

**Thinking for Myself** means *I create my own ideas.*

### Supporting Target

I do my own schoolwork.

1. Greeting	2. Share
<b>Original Greeting</b> Going around the circle, each student must come up with an original greeting that has not been used yet today.	<b>What is your favorite original idea?</b>
3. Activity	4. Closing
<b>Ownership of Ideas</b> Direct students to the website, <a href="http://next.cc/">http://next.cc/</a> . Once the website is loaded, they should click on the word "NEXT" in the upper left corner of the screen. Ask the students to explore 3 different scenarios on this green design website. Many of the scenarios have activities that will challenge the students to come up with their own original design ideas.	Discuss the idea-formation phase of design. How important is ownership of these ideas? Why do we have patent laws? Would it matter to you if someone saw your design idea and took it without acknowledging you? How does this relate to schoolwork? How would you feel if another student took your idea for a project without acknowledging your input to the teacher? How can we ensure that as a community, we honor origins of ideas and do our own work?

### Ideas for improvement



## OWL Crew Lesson: Gratitude

Lesson Title: Gratitude	Author: Megan Hall ( <a href="mailto:megan.hall@spps.org">megan.hall@spps.org</a> ) with Learning to Give “Character Education: Caring (Grade 7)”, available: <a href="http://learningtogive.org/lessons/unit496/">http://learningtogive.org/lessons/unit496/</a>
Grade levels: 6-12	Lesson Timeframe: 1 Crew period (before Thanksgiving)
Prep time required: 5 minutes to make copies	Materials required: Celebrity match - copies

### Long Term Learning Target

Stewardship means *I can make a difference.*

### Supporting Target

I can leave my community and the world a better place than when I arrived.

#### 1. Greeting

##### Caring Greeting

Students pair off and ask each other how they are doing – and actually listen to an answer.

#### 2. Share

**What are you grateful for?**

#### 3. Reading

*"Give thanks. Appreciate what you DO have...the more we give thanks, the more we receive to be thankful for. **Gratitude** is the gift that always gives back."* --Matthew McConaughey

Discussion prompts: <http://learningtogive.org/lessons/unit496/lesson2.html>

"Be kind; it is hardly ever the wrong thing to do." Anonymous

Or the starfish story: <http://learningtogive.org/lessons/unit496/lesson4.html>

#### 4. Activity

**Part 1: How Do They Care? (Celebrity Match)**

<http://learningtogive.org/lessons/unit496/lesson1.html>

#### 5. Closing

**Ask the students: If you had a lot of money to give away, who would you give it to? What could you do show your gratitude and care for others now, without money?**

### Differentiation Ideas

Step it down (6-8)	Have younger students write out their plans for giving back on construction paper feathers and make a class turkey display.
Step it up (11-12)	Have older students plan a service project the Crew can do together.

### Ideas for improvement

### Notes for Implementation: