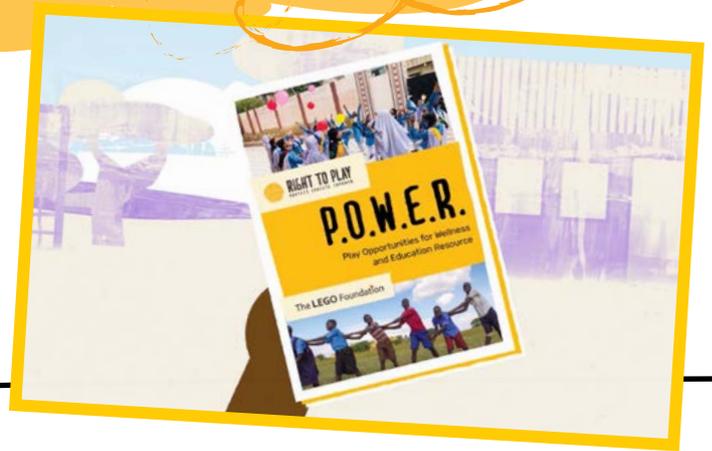


HOW TO USE A P.O.W.E.R. ACTIVITY TO TEACH YOUR LEARNING OBJECTIVE

YOU CAN MODIFY P.O.W.E.R. AND OTHER PLAY ACTIVITIES TO TEACH CURRICULUM LEARNING OBJECTIVES.

Note: You do not always need to do the steps in this order.



1.

IDENTIFY A CLEAR LEARNING OBJECTIVE.

Example: To use adverbs to enhance descriptive writing.

2.

THINK ABOUT WHAT STUDENTS NEED TO DO TO MEET THE LEARNING OBJECTIVE. DO STUDENTS NEED TO **KNOW** SOMETHING, USE A **SKILL**, OR FORM AN **ATTITUDE**?



KNOW



SKILL



ATTITUDE

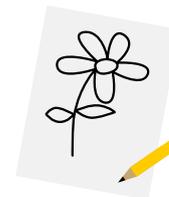
Example: This learning objective requires students to do something. They need to form adverbs and write sentences with adverbs.

3.

ONCE YOU KNOW WHAT STUDENTS NEED TO DO TO MEET THE LEARNING OBJECTIVE, THINK OF THE TYPES OF ACTIVITIES THAT HELP THEM DO THIS.

Example: Activities that help develop the skills in this learning objective are:

- Activities where they have actions to describe.
- Activities where they practice describing actions in writing.



4.

THINK OF PLAYFUL ACTIVITIES OR GAMES THAT DEVELOP THE LEARNING OBJECTIVE.

Ask yourself: What are your students' interests? What activities do they enjoy or find engaging?

You can look at P.O.W.E.R., think of other games your students enjoy, or make up your own! **Remember you can CHANGE the activity/game for the learning objective.**

Note: Games can be a great way to learn, but remember that there are many types of play that you can use. It's also okay to combine play with direct teaching when you need. Sometimes you might even decide not to use play, but you can still think of ways to make the lesson engaging. Remember, balancing the use of play and direct teaching is the best way to support your students' learning.



Example:

One way we can use play-based learning is to review and practice forming adverbs. We can start by exploring students' previous knowledge, asking them what an adverb is and how it is formed, and then invite them to identify some example adverbs. After, the class can play a game where students form adverbs, followed by a writing activity where they write adverbs in descriptive sentences.

Who's Your Hero (P.O.W.E.R. pp. 42-43) is an activity where students act or draw jobs for others to guess. Then they think of a hero in their community and create a special message about hope for their hero.



To change it for the learning objective, you can add adverbs to the guessing game. Players act out an action with an adverb (e.g., digging slowly) and the team guesses both the action and the adverb. When it's time to create their special message, students can choose to write a story, letter, news article, song lyrics, poem etc. about their hero.



5.

PLAN HOW TO FACILITATE THE ACTIVITY.

Some things to think about are:

A)

What decisions can students make in the activity?

Example:

- **Materials:** Students can decide what (if any) materials to use in acting.
- **How to play:** Students can set the number of guesses, a time limit for guessing, or other rules. When writing, students can choose the type of message to create and who to write to.
- **Problem solving:** If students get stuck in the guessing game, they can find their own solutions.

Some ideas are:

- **Flexible materials:** Students can decide what to use, how to use them, or even make their own.
- **How to play:** Students can lead their play and set game rules. As they play, they can choose to do the task in different ways. (E.g., in a creative play activity, they can decide to draw, create a song, or build a model). They can also use their own ideas to solve problems, to make the activity easier or more challenging, or to play differently in the next round.

You can read more about these strategies on pages 16-18 of the P.O.W.E.R. manual.



As you work with students to change the activity, make sure it still meets the learning objective, and that they don't focus more on the new rules than the learning objective.

B)

How will you help your students meet the learning objective?

Example: You can move around and observe them form adverbs. This lets you know how to best offer support, make sure the learning objective is being met, and make sure everyone is ready for the writing activity. As they play, make sure there is enough time for the guessing game and writing activity.



6.

THINK OF QUESTIONS THAT HELP STUDENTS MEET THE LEARNING OBJECTIVE. You can change the Opening and Closing Reflections in P.O.W.E.R. and ask questions during the activity. You could ask:

QUESTIONS THAT BRING OUT THEIR PREVIOUS KNOWLEDGE ON THE TOPIC.

Example:

What's the difference between an adjective and an adverb?

QUESTIONS ABOUT HOW THEY EXPERIENCED THE LEARNING OBJECTIVE DURING THE ACTIVITY.

Example:

What were some adverbs you used in the game? What activities did you use them to describe?

QUESTIONS THAT BUILD THEIR KNOWLEDGE OR SKILLS BY GETTING THEM TO THINK MORE DEEPLY.

Example:

How do adverbs help us express our thoughts and ideas better?

QUESTIONS THAT CHALLENGE THEM TO APPLY THE NEW LEARNING.

Example:

Think of someone in your family. How can you use adverbs to describe their daily activities?

