




# Self-Identity Theme Elementary Unit Lessons



<b>Date</b>	<b>Duration: 90 min.</b>
<b>Lesson 4 – GENTs will learn about using the Earth's resources as a superpower in saving a community.</b>	
<b>Objective/Culminating Activity: GENTs will create a windmill generator.</b>	
<b>Materials:</b> <ol style="list-style-type: none"> <li>1) GENT Crown Check-In Chart</li> <li>2) GENT C.O.D.E. Rules and Creed Posted</li> <li>3) Read Aloud: <u>The Boy Who Harnessed The Wind</u> by William Kamkwamba and Bryan Mealer</li> <li>4) Cooperative Group Activity: Create a windmill generator</li> <li>5) GENT Notebooks</li> <li>6) GENT Folder</li> <li>7) GENT Pencil</li> <li>8) Crayons and/or Colored Pencils/Markers</li> <li>9) PowerPoint Slides</li> </ol> <b>*See page 6 in the GENT Resource Guide</b>	
<b>GENT Crown Check-in: (3 min.)</b> <b>(3) SUPER (Great)</b> <b>(2) Set/SATISFIED (Good)</b> <b>(1) SO SO (Glum)</b>	 <ol style="list-style-type: none"> <li>1) Mentor will display a GENT Crown Check-In Chart.</li> <li>2) Each GENT will look at the Crown Check-In Chart and state, using their fingers, on a scale of 1 (SO SO) to 3 (SUPER), how they are feeling today.</li> <li>3) If GENTs share a number that is "1", Mentor is suggested to ask a follow-up question and ask why they are feeling this way.</li> </ol>
<b>Recite GENT Creed: (2 min.)</b> <p style="text-align: center;"> <b>"I AM A GENT INNOVATOR!</b>  <b>I WILL CONTINUE TO DREAM AND IMAGINE NEW IDEAS.</b>  <b>I WILL INSPIRE OTHERS TO SUCCEED.</b>  <b>I WILL BE AN INFLUENTIAL LEADER IN MY COMMUNITY."</b> </p>	
<b>Roundtable Discussion/Motivational Message – Saving the Earth and Community. (10 min.)</b> <ol style="list-style-type: none"> <li>1) Mentor shares, "All Superheroes use their powers for the good of mankind and to help others. Many superheroes are regular people that are making a difference in their communities."</li> </ol>	

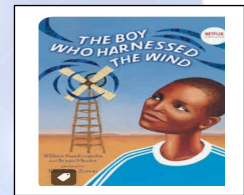


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- 2) Mentor asks, "In your notebooks, I want you to respond to the following question: if you could change something in your community for the better, what would it be? Explain.
- 3) Encourage GENTs to share their thoughts on this topic using examples.
- 4) Mentor shares his thoughts on this topic.

## Mini-Lesson: Read Aloud – "The Boy Who Harnessed The Wind" by William Kamkwamba and Bryan Mealer – (20 Min.)

Mentor will facilitate the following with the GENTs as they are seated in circle formation:



- 1) Mentor will say, "Today, we are going to read a story about a boy that used natural resources to help his community. The book is entitled, The Boy Who Harnessed The Wind by William Kamkwamba and Bryan Mealer."
- 2) Mentor adds, "As we read this story, I want you to think about how this young man used his ideas and imagination to help save his community."
- 3) Mentor will conduct the read aloud to the GENTs.
- 4) After reading the story aloud to the GENTs, Mentor will ask the following questions:
  - a) Describe William's life and compare it to an American teenager and even your own.
  - b) How did the villagers compensate for not having electricity, telephones, or enough food?
  - c) How did education play an important role in the story?
  - d) What did electricity and the creation of the windmill mean for William, his family, and his village?
  - e) What were people's reaction as they watched William build a Windmill from recycled parts?
  - f) What lessons did you take away from William's story?
- 5) Encourage GENTs to share their responses with explanations (popcorn share allowing the first two or three GENTs to share their own responses).
- 6) Mentor will share his thoughts with the GENTs.

## Cooperative Learning Activity– (50 Min.) Recycle and Reuse: GENTs will create a Windmill Generator

Mentor will facilitate the following with the GENTs as they are seated in their cooperative groups:

- 1) Mentor shares, "As we've just read, William used his superpower of knowledge to read and learn how to use solar power energy and recycled materials to save his community."
- 2) Mentor adds, "Today, we are going to practice using solar energy by creating our own windmill generator kit."
- 3) GENTs will work in cooperative groups of 5 to 6 members.
- 4) Mentor will distribute materials and provide each GENT group with one kit.
- 5) After completing the task, GENTs will complete the K-W-L worksheet and reflect on the activity.
- 6) Mentor will provide GENTs 50 minutes to complete this activity.



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- 7) Allow opportunities for GENTs to share their thoughts and feelings on the task presented.

### **Final Share Out – (5 min.) Exit Ticket - GENT Lesson Survey**

Mentor will facilitate the following with the GENTs as they are seated with a technology device (i.e., laptop, phone, etc.)

- 1) Mentor shares, “It is important that your voices are heard and that your opinion matters. At the end of each lesson, you will have an opportunity to complete a Google Form and give your feedback on the lesson (i.e., likes, dislikes, and your suggestions on how to make the lesson better).”
- 2) Mentor will assist GENTs to log on to the following link and will provide GENTs 5 minutes to complete the Exit Ticket survey on today’s lesson:

[https://docs.google.com/forms/d/1Wl\\_h-nmUqNEI8TODF-wCNUhVaHaBrkme7WTWQMlyJzY/prefill](https://docs.google.com/forms/d/1Wl_h-nmUqNEI8TODF-wCNUhVaHaBrkme7WTWQMlyJzY/prefill)

***Mentor will share pictures and feedback with Program Director, Yvette Padilla, using the GENT Google Classroom School Community platform.***

