



## Virtual Field Trip Companion Guide

### Objectives

Students will:

- Describe qualities that make them unique
- Explain the social and emotional concepts presented in the Wings for Kids Virtual Field trip
- Apply social and emotional concepts to their own daily lives.

### Overview

The Wings for Kids Virtual Field Trip will introduce students to the key pillars of emotional intelligence through the eyes of their peers. Student viewers will meet other real-life students who share a pledge called Words to Live By. Viewers will follow these students throughout their day as they explain and model how the Words to Live By teaches them important skills they can use to better understand themselves, control their actions, strengthen their relationships, and soar high with wings!

The pre-field trip activity in this companion guide is designed to help students begin to self-reflect and connect with their peers before the Virtual Field Trip. A quick activity is provided to focus students' attention during the Virtual Field trip, and the follow-up activity is designed to extend learning as students apply the social and emotional concepts in the Words to Live By to their lives at school and at home.

### Grade Band

3-5

### Pre-Activity

This activity prompts students to think about the unique qualities of themselves and their peers, before they partake in the Virtual Field Trip.

1. Guide students in sitting in two circles on the floor: One inner circle with students facing outwards and one outer circle with students facing inwards. Each student should sit cross-legged in their assigned circle and line up their knees with the person facing them. This "knees buddy" is their first partner.
2. Once students are situated, explain that they are going to play a game called "Did You Know...?" In this game, you will provide students with a category. The student partners will then use the sentence starter "Did You Know..." to share information about themselves related to this category.
3. Model these directions with a student volunteer:
  - Sit cross-legged across from each other.
  - Announce the category: Birthdays!



- Then say: “Did you know...that my birthday is \_\_\_\_\_?”
  - Guide your student partner in responding with the same phrase, inserting their birthday in the blank.
  - Explain and model that when pairs are done sharing, they should stop talking and give a thumbs up.
4. Instruct your volunteer to return to his/her position in the circle, and tell students that it’s time for everyone to participate! Announce a new category: Favorite and Least Favorite Colors. Then instruct students to use the “Did You Know...” sentence starter to share this information with their partner, and then give a silent thumbs up once they have shared.
  5. Once everyone is giving you a silent thumbs up say, “Scooch!” and instruct students in the outer circle to move clockwise to the next partner.
  6. Continue to repeat Steps 4 and 5 until all of the following “Did You Know...” categories have been discussed:
    - Favorite and least favorite animal
    - Least favorite kinds of food
    - Favorite kinds of food
    - Favorite parts of school
    - Least favorite parts of school
    - Dream vacation
    - What I want to be when I grow up
    - A favorite memory
    - Something I’m scared of
    - A goal I have
    - Something else you might not know about me

Wrap up by asking students: What did you learn from this activity? Why was this activity important? Conclude by summarizing that everyone is different and unique. By taking the time to think about ourselves and getting to know others, we have a better understanding of what makes you *you* and me *me*!

## Just-Before and During-Activity

This quick activity is designed to help focus students’ attention during the Virtual Field Trip and prepare them for the follow-up activity.

### Materials

Listening Strips, cut out in advance

1. Before participating in the Virtual Field Trip, divide the class into eight small groups.
2. Explain that students are about to learn about an important poem called “Words to Live By.” Before they learn about the entire poem, each group is going to take a look at just one or two of its lines! Tell students that when each group receives their line, they should discuss what they think it means and why it may be important.



3. Distribute a Listening Strip to each group.

Once students have discussed their line, announce that they are now going to go on a Virtual Field Trip that will help them understand what this line means! Explain that—while it is important for students to watch the entire field trip attentively—they should listen especially carefully to the part that mentions the line they just received. Once the Virtual Field Trip is complete, each group will brainstorm how they can apply this line to their own lives!

## Follow-Up Activity

In this activity, students will participate in a full-class discussion around the main messages of the Virtual Field Trip, followed by break-out groups that will focus on specific parts of the Words to Live By and analyze how each section can be applied to their own lives.

### Materials

- Soar with Wings Banner handout, one copy of each version
  - Words to Live By, one copy
  - Writing and coloring materials, for students to share
  - Tape
1. Position students in a seated circle and begin by facilitating a full-class discussion around the following questions:
    - What does Words to Live By teach us?
    - Why are these messages important?
    - What does it mean to soar with wings?
  2. Explain that in order for students to soar with wings, they must understand how to apply all parts of the Words to Live By to their own lives!
  3. Divide the students back into the listening groups that you created at the beginning of the Virtual Field Trip. Then hand out one corresponding Soar with Wings Banner handout to each group.
  4. Explain that groups will work together to brainstorm how they can apply their portion of the Words to Live By to a situation at home and a situation at school. Each group should draw a picture and explain in words how they can apply this part of the Words to Live By to their lives. All of the different Words to Live By sections will then be put together to make a classroom banner that students can use to help them soar with wings every day.

*\*Tip:* It may be helpful to briefly model how you would fill out one of the handouts!
  5. When students have finished their portion of the banner, read the Words to Live By again from the beginning, and stop to allow each group to present their work when their portion is read. As students share, use tape to assemble the student work into a long banner!
  6. Once every group has presented and the banner is complete, have students help you decide where to hang it in the classroom so they can always refer to the important words to live by that it displays!

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I love and accept who I am on the inside and know my emotions are nothing to hide.

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Life's full of surprises that make me feel different ways.

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If I can control myself, I'll have much better days.

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I understand the choices I make should be what's best for me to do, and what happens is on me and not any of you.

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I understand others are unique. I want to learn more about everyone I meet.

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I want to step into their shoes and see what they are going through.

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I am a friend. I support and trust. Working together is a must.

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Kind and caring I will be. I listen to you. You listen to me.

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**I love and accept who I am on the inside and know my emotions are nothing to hide.**

We can soar with wings by:





If I can control myself, I'll have much better days.

We can soar with wings by:





**I understand the choices I make should be what’s best for me to do, and what happens is on me and not any of you.**

We can soar with wings by:





I understand others are unique. I want to learn more about everyone I meet.

We can soar with wings by:







I want to step into their shoes and see what they are going through.

We can soar with wings by:





**I am a friend. I support and trust. Working together is a must.**

We can soar with wings by:





Kind and caring I will be. I listen to you. You listen to me.

We can soar with wings by:



I soar with wings. Let me tell you why.  
I learn lots of skills that help me reach the sky.

I love and accept who I am on the inside  
and know my emotions are nothing to hide

Life's full of surprises that make me feel different ways.  
If I can control myself, I'll have much better days.

I understand the choices I make should be what's best for me to do,  
and what happens is on me and not any of you.

I understand others are unique. I want to learn more about everyone I  
meet. I want to step into their shoes and see what they are going through.

I am a friend. I support and trust. Working together is a must.  
Kind and caring I will be. I listen to you. You listen to me.

I soar with wings. I just told you why.  
All of these things are why I fly high.

