



*Doggie Bags*TM



*Gourmet Curriculum on a Fast Food Budget*TM

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Doggie Bags

Too busy to make up engaging Reading and/or Math activities and games that immediately capture students' interests while reinforcing each of the reading/mathematical skills? Order Reading or Math Doggie Bags with all of your games on cardstock, laminated, and packaged in sturdy, clear plastic bags.

These games specifically address Bloom's Taxonomy thinking skills of:

Application – game players will problem solve, use rules of procedure, generalize their thinking by applying the principals, ideas and results/outcome of one situation to another.

Analysis – game events are used to show how skills are organized and their relationships to each other.

Synthesis – game participants will use original and divergent thinking skills in order to rise to the challenge and achieve the success of winning.

Doggie Bags are a Parent Involvement piece that can be taken home to give parents the opportunity to help with their children's learning in a fun atmosphere.

Objective: Students will persuade classmates not to fire them in a reality-game format

“Please Don’t Fire Me”

Teacher note: In this activity, students will persuade a panel of their peers not to fire them in spite of the fact that their group projects have failed miserably. It is suggested that two days be allowed for this activity, because of the great amount of time involved. The first round of the activity will take all of the first day and some of the second. The second and third rounds should be finished on the second day. This activity uses Levels 4, 5, and 6 of Bloom’s Taxonomy, Analysis, Synthesis, and Evaluation.

Group size: three or four students (no more than eight groups)

Materials: cards, pages 38-41; rubric, page 42; rounds graphic organizer, page 43; small plastic bag

Before class: Make 2 copies of cards, pages 38-41. Cut one set of cards apart and place them in the bag. Keep an uncut copy of cards for a reference. Make copies of the rubric so that each group has 10 rubrics.

Directions:

Round 1:

See graphic organizer, page 43, for a way to keep track of which student advances to the next round.

- Divide class into groups and assign each student a number from 1 to 4.
- Have one student from each group draw a card from the bag.
- Group members will read the project on their card and the statement with their assigned number to see how their “mistake” caused the group’s project to “fail.”
- Each group member will then determine how to persuade his/her classmates not to “fire” him/her from the project. Groups will have five minutes to prepare their statements and one minute to speak.
- Give each group 10 rubrics so that students may see how they will be judged.
- Each group member will list at least three persuasive devices he/she plans to use in his/her presentation. The list will be handed to the teacher with the card number as well as the student number on it before each student presents.
- Once the five minutes for statement preparation are up, groups must place their notes face-down and may not write anything else on them.
- Each group will take a turn, with students pleading their case one-at-a-time to the class. Each speaker will first tell the class his/her card number and student number and then read the project and reason he/she failed. Then the speaker will begin stating his/her case.
- Once all four students have given their statements, the group will then be evaluated by other groups. These groups will use a prepared rubric to rate each speaker. See page 42 for instructions on how to use the rubric.
- After the evaluation of all groups, one member from each group (the most persuasive) will go on to the next round of play.

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“Please Don’t Fire Me”

Directions:

Round 2:

- The students who were selected will form two new groups. Assign each student in both groups a number from 1 to 4. Each group will draw a new card from the bag. Students will again have five minutes to prepare their statements and one minute to speak.
- Students will follow the same procedure by giving their list to the teacher.
- When each student has finished speaking, the teacher may ask each one a question about his/her part in the activity. The student will answer the question, remembering that the purpose is to persuade the teacher and his/her classmates not to fire him/her.
- The class will discuss which student’s arguments were the most persuasive according to the rubric and fire all but one student from each group.
- There should be only two students left at the end of this round.

Round 3:

- The last two students will each pick a number from 1 to 4 and read the last card in order to prepare their statements. Students will be given five minutes to prepare and two minutes to speak.
- Each student will step outside while the other presents his/her case.
- Once each student has presented his/her case to the class, the teacher or a class member will ask the student two questions.
- When both students are finished, they will again step outside while the classmates discuss the player’s statements and answers and complete the final rubric.
- The teacher will declare a winner, who is crowned the most persuasive student in the class.

Practice extension:

Students will read **“Public Transportation: The American Way to Travel,”** Test 1, and complete the questions over persuasive devices. Teachers may use this as a teaching reinforcement of test-taking skills, or grades may be taken for evaluation purposes.

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“Please Don’t Fire Me” Cards

Card #1: Your project was to sell raffle tickets in order to raise money for a new track at the school.

Student #1: You were the Project Manager. This project did not succeed because you did not delegate responsibilities, and you took on too much of the project yourself.

Student #2: You were the Treasurer. This project did not succeed because you did not keep track of the money earned by the project.

Student #3: You were in charge of advertising. This project did not succeed because your advertisements were only printed in black ink on white paper and did not catch the attention of the students.

Student #4: You were in charge of supplies. This project did not succeed because you purchased prizes instead of having companies donate them.

Card #2: Your project was to manage a concession stand at a high school football game in order to raise money for band uniforms.

Student #1: You were the Project Manager. This project did not succeed because you did not make sure the others on your team did their jobs properly.

Student #2: You were the Treasurer. This project did not succeed because you did not charge enough for the concessions.

Student #3: You were in charge of advertising. This project did not succeed because there were not enough advertisements.

Student #4: You were in charge of supplies. This project did not succeed because you spent too much on the supplies.

Card #3: Your project was to sell school supplies in order to raise money for computers and other technology equipment.

Student #1: You were the Project Manager. This project did not succeed because you were too detached from the project, and you did not get involved enough.

Student #2: You were the Treasurer. This project did not succeed because you lost money on the project.

Student #3: You were in charge of advertising. This project did not succeed because you used false advertising.

Student #4: You were in charge of supplies. This project did not succeed because you did not buy enough school supplies.

Objective: Students will persuade classmates not to fire them in a reality-game format

“Please Don’t Fire Me” Cards

Card #4: Your project was to have a bake sale in order to raise money for disaster relief.

Student #1: You were the Project Manager. This project did not succeed because your team did not complete the project.

Student #2: You were the Treasurer. This project did not succeed because you did not charge enough for the baked goods.

Student #3: You were in charge of advertising. This project did not succeed because you used false advertising.

Student #4: You were in charge of supplies. This project did not succeed because there were not enough baked goods.

Card #5: Your project was to have students find others to sponsor them to walk a mile in order to raise money for sports equipment.

Student #1: You were the Project Manager. This project did not succeed because you did not make sure the others on the team had enough sponsors for the event.

Student #2: You were the Treasurer. This project did not succeed because you misplaced the money made on the project.

Student #3: You were in charge of advertising. This project did not succeed because your advertisements were not put in enough places in the school.

Student #4: You were in charge of supplies. This project did not succeed because you did not provide snacks and water for the walkers.

Card #6: Your project was to sell candy bars in order to raise money for a class field trip.

Student #1: You are the Project Manager. This project did not succeed because you were too detached from the project, and you did not get involved enough.

Student #2: You are the Treasurer. This project did not succeed because you charged too much for the candy bars.

Student #3: You were in charge of advertising. This project did not succeed because there were not enough advertisements.

Student #4: You were in charge of supplies. This project did not succeed because you did not purchase candy bars the students wanted to buy.

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“Please Don’t Fire Me” Cards

Card #7: Your project was to have a car wash in order to raise money for books for the school library.

Student #1: You are the Project Manager. This project did not succeed because you did not delegate responsibilities, and you took on too much of the project yourself.

Student #2: You are the Treasurer. This project did not succeed because you did not keep track of the money collected on the project.

Student #3: You were in charge of advertising. This project did not succeed because there were wrong dates on the advertisements.

Student #4: You were in charge of supplies. This project did not succeed because you purchased the wrong kind of soap and towels.

Card #8: Your project was to hold a dance and charge admission to raise money for picnic tables and trees on campus.

Student #1: You are the Project Manager. This project did not succeed because you did not complete the project.

Student #2: You are the Treasurer. This project did not succeed because you did not charge enough for admission.

Student #3: You were in charge of advertising. This project did not succeed because your advertisements were not put up in time to let enough students know about the dance.

Student #4: You were in charge of supplies. This project did not succeed because you bought too many decorations.

Card #9: Your project was to have a rummage sale in order to raise money for the eighth grade dance.

Student #1: You are the Project Manager. This project did not succeed because you were too detached from the project, and you did not get involved enough.

Student #2: You are the Treasurer. This project did not succeed because you did not keep adequate records of the money earned by the project.

Student #3: You were in charge of advertising. This project did not succeed because you used inaccurate dates on the signs posted at school.

Student #4: You were in charge of supplies. This project did not succeed because you did not have enough donations.

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“Please Don’t Fire Me” Cards

Card #10: Your project was to have a barbecue chicken dinner in order to raise money for computers and technology equipment.

Student #1: You are the Project Manager. This project did not succeed because you did not delegate responsibilities, and you took on too much of the project yourself.

Student #2: You are the Treasurer. This project did not succeed because you did not charge enough for the tickets.

Student #3: You were in charge of advertising. This project did not succeed because you failed to advertise to the community and only advertised on campus.

Student #4: You were in charge of supplies. This project did not succeed because you did not buy enough food to feed everyone who bought tickets.

Card #11: Your project was to sell carnival tickets in order to raise money for books for your school library.

Student #1: You are the Project Manager. This project did not succeed because you did not complete the project.

Student #2: You are the Treasurer. This project did not succeed because you lost money on the project.

Student #3: You were in charge of advertising. This project did not succeed because there were not enough advertisements.

Student #4: You were in charge of supplies. This project did not succeed because the prizes and food you ordered for the carnival did not come in on time.



Lesson 2

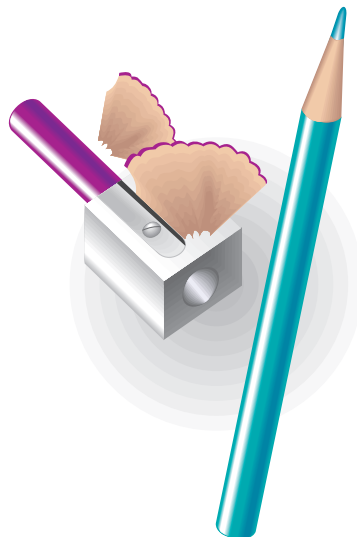
Persuasive Devices

Objective: Students will persuade classmates not to fire them in a reality-game format

“Please Don’t Fire Me” Rubric

Teacher note: Groups will be evaluating each speaker in other groups on three criteria: whether at least three persuasive devices were used, if the devices lent themselves to the situation or purpose of persuasion, and whether or not the listener was motivated to agree with the speaker. A score of 1-3 will be given for each criteria, and each speaker’s scores will be totaled at the end of the group’s turn. The speaker with the highest combined score from all the groups will be the student voted to go on to the next round. If a tie should occur in the score totals, groups will justify their votes with examples from the statements, and the teacher will make a final determination as to who advances.

Card # _____	Student #1	Student #2	Student #3	Student #4
• At least 3 devices were clearly used.	1 2 3	1 2 3	1 2 3	1 2 3
• The devices lent themselves to the situation and aided the purpose of persuasion.	1 2 3	1 2 3	1 2 3	1 2 3
• The listener was motivated to agree or side with the speaker.	1 2 3	1 2 3	1 2 3	1 2 3
Total:	=====	=====	=====	=====



Lesson 2

Persuasive Devices

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"Please Don't Fire Me" Graphic Organizer

