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| Title of Group Initiative: Popcorn and the Infernal Kernel Palomita | Group Size Needs: 8-25 |
| Approximate Time Needed: 10-15 minutes | Materials Needed: An inflated ball La llama callada with a Y taped to it (*p) Medium sized white board Dry erase marker |

Connections to Academic and/or SEL skills

Students begin to communicate about their identity (name) and seek out information in Spanish. They will use limited topics and simple structures. Connection to Social skills: solidarity with peers. Connect to Emotional skills: meaningful work practicing asking and telling names in Spanish, making mistakes are welcome and accepted as part of the learning process

Provide Step-by-Step Directions for Implementation:

1. Introduce group initiatives to students. Give them an overview of what we will be doing outside. Say, "This is an opportunity to have fun, laugh, and begin to learn each other's names." The plan is to play "Palomitas" outside. I will point to the group, and say, "we're the popper." Somos la máquina de hacer palomitas." I will hold up the "ball" and say, "this is popcorn." Ésta es la palomita." The task is to "please keep the popcorn in the air." Explain to the students we are going outside to play our first round of the group initiative. Ask for questions. Go around and share what strategies they have to keep the ball in the air. Discuss hallway procedures. Exit the room.

Provide at least 3 variations

1. Part 1: **Everyone pops (3-4 mins)** "The object is to count the number of hits. We will call them "pops" - and try to maximize this number before the ball hits the ground. If it does hit the ground, we just start over. Ask everyone to call out the numbers loudly, not just the person who hits it. If they ask if consecutive pops are permitted, say, "you decide." Set records.
2. Part 2: **When you pop, you say your name (4-5 mins)** Draw attention to the whiteboard. On it, "Me llamo" is written in black with "I call myself" written in blue. "Since we're going to be working with each other as a team, it's important for us to get to know each other, and that starts with learning everybody's names. I'm not particularly good with remembering names, so I like to use this game to help me. I hope it helps you too. We're going to put the "palomita" back up in the air only this time, when you hit it, (demonstrate by hitting the ball upwards) say "Me llamo _____" and your name. For example, "Me llamo Profe".
3. Part 3: **When you say your name, the group repeats it (4-5 mins)** Draw attention to the whiteboard again. On it, now, "se llama" is written in black with "S/he calls him/herself" written in blue. "It helps us remember stuff when we say it out loud." When a person pops the ball and says their name, everyone repeats it by saying, "se llama _____." Demonstrate "Me llamo Profe" and the whole group says, "se llama Profe." ¡Bravo!
4. Part 4: **We try to say your name before you say it yourself (3 mins)** "When it looks like Trina is about to pop the ball back into the air, everyone tries to say "se llama Trina" at the same time (or even before!) she says "me llamo Trina". Demonstrate by having a student toss the ball to me. Before s/he tosses the ball, ask a student to explain what we are doing and what should the group say. Students say "se llama Profe", as I am being thrown the ball. I say "Me llamo Profe"

Awareness of Process (AOP) Questions *(Provide at least 3; at least 1 must connect to cycle theme)*

One of the funnest places to eat popcorn is at a movie. Let's suppose that we've been watching ourselves play this game in a movie. What would we see? What would we hear? There is no wrong answer. Somebody please start us out... What about participation? Did everyone participate the same amount? Who got a lot of pops? Who got fewer? Do we need to do anything to change the game to make sure that everyone gets lots of chances to participate and no one gets left out? What could we do to make sure everyone's name gets shouted? Again, there are no wrong answers here. Any ideas?

Lastly, how does this group initiative connect to our first cycle theme, "Our world, my identity"? Is your name a part of your identity? How so, how not?