



## 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 own lives.

### Grade Band

K-2

### 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.

### Materials

- All-Star Card, one per student
  - Coloring and writing materials
1. Ask students if they have ever seen a card for a sports player or a character like Pokémon, and probe them to consider what they can learn from these cards. Be sure they understand that the purpose of these cards is to tell others special information about this person or character!
  2. Tell the class that every student will be making an All-Star card that features them as the star! This activity will help them learn more about themselves and their peers.
  3. Distribute one All-Star card to each student. Explain that students should draw a detailed picture of themselves in the center that shows them doing a favorite activity.



4. Instruct students to put their name and age in the appropriate spot and write at least one fun or unique fact about themselves. Explain that the only rule is that this fact must not be something that others can tell by looking at them or their picture.

For instance: *I have long hair would not work! Instead, I love to dance to songs on the radio or My brother is teaching me how to do a lay-up in basketball are fun and unique facts that their peers might not otherwise know.*

5. Once students have finished their cards, lead them in a Hand Up, Stand Up, Pair Up partner share. In this type of share:
  - Students will put one hand in the air and stand up (with their cards).
  - They should then walk around the classroom until you say, "Pair!"
  - When students hear this word, they should high-five someone close to them. They should then share their cards with this person, and ask their partner a question about the information on their card.
  - Once partners are done sharing, they should stop talking and put their hands back in the air.
6. Repeat Hand Up, Stand Up, Pair Up several times so students have an opportunity to share their cards with numerous peers.
7. Wrap up by having students join you in a seated circle and ask students to share some of the fun facts they learned about their classmates. Guide the class in making the observation that each student is an all-star in their own unique way!

## 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.
3. Pass out a Listening Strip to each group and read it aloud as you distribute it.
4. 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 Virtual Field Trip's main messages, followed by break-out groups that will focus on specific parts of the Words to Live By as they 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 asking the class: What are some of the lessons that you learned from the Virtual Field Trip?
  2. Next, tell students that you are going to read the entire Words to Live By aloud. Ask students to listen carefully to the *I soar with wings* section and think about what it means.
  3. Once you have read the Words to Live By aloud, ask students to share their ideas about what *I soar with wings* means. Ensure students understand that *I soar with wings* means that when you live by the words in the Wings pledge, you become the very best person that you can be! Explain that in order to soar with wings, students must understand how to apply all parts of the Words to Live By to their own lives.
  4. Divide the students back into the listening groups that you created at the beginning of the Virtual Field Trip. Then pass out one corresponding Soar with Wings Banner handout to each group.
  5. Explain that the groups will work together to brainstorm how they can apply their portion of the Words to Live By to their lives—at school, after school, or at home. 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 model how you would fill out one of the handouts!
  6. 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 one long banner!
  7. 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.

