Lesson Plan #1

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**Subject: Health Education Grade: 6/7**

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| **Essential Question** (guiding overall unit of study): **Why are Relationships Important?**  **Guiding Questions** (specific to this lesson): What different types of relationships are there? | |
| **Outcomes**: (What should students know, understand and be able to do as a result of this lesson?)  **AP6.10**- Design and implement (with guidance) two six-day action plans that reflect affirmation of personal standards related to decision making, relationships, non-curable infections, stress management, body image, safety, and health promotions.  **AP7.10-** Design, implement, and evaluate three six-day action plans that demonstrate personal commitment to responsible health action related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality. | **Indicators** (Assessment Evidence): (What will students do to show what they have learned?) Use I can statements.  (a)- Develop, with guidance, criteria to assess action plans that affirm personal standards  **“I can develop, with guidance, goals to meet my personal standards.”**  (a)- Determine, with support, the elements of a well-designed action plan  **“I can determine a goal, with support, for my action plan which is an important element.”** |
| **Assessment Strategies**: (formative-*before & during* & summative - *end*)  Before: Creating a word wall with students using words to describe relationships (Pre-Assessment)  During: Class discussion on types of relationships in our lives, Handout(s) of various graphic organizers for students to categorize their thinking (Formative)  End: Have students create goals using two of the word wall words (Summative) | |
| **Instructional Strategies:** (specific strategies)  -Classroom discussion rather than lecture  -Collaboration (Word Wall)  -Independent Learning (Graphic organizers) – all answers are accepted and valid | |
| **Adaptive Dimension: Differentiated Learning** (what adaptations in content, process, product and learning environment will be provided to meet diverse student needs?)  **Adaptive Dimension:** Teaching students organizational skills (learning environment), Activate and build on background knowledge (Instruction)**,** Class discussion for auditory learners (Product), graphic organizers for visual learners (Product), various organizers to choose from (Process), Graphic Organizers printed on coloured paper (Process), Provide for student choice (Product), Assist students in short term goals (Process), Timelines/checkpoints for assignments (Process) | |
| **Materials Needed:**  **-** Graphic organizer handouts, white board and marker | |
| **Learning Experiences: (45 minute lesson)  Set (10 min)**  **Pre-Assessment:**   * Build a word wall based on what they already know about relationships. Have the students write down at least three words on a piece of paper. * While the students are in their desks, I will ask each student which words they wrote down. * I will write these words on the board at the time and then take a picture. They will be typed out and printed off at home for the following day to set up the word wall bulletin board in the morning). * The words on the word wall can begin with any letter. Some answers students may provide are strong, healthy, unhealthy, personal, public, dedication, marriage, love, friendship, dating, challenging, communication, difficult, happiness, family, cousins, parents, siblings, teacher, coach, etc.   **Development (25 min)**  **Formative Assessment:**   * Have a discussion in the classroom as one big group on what types of personal relationships we have in our lives. Have the students do a pair-share with the class. They will choose a partner to discuss with and then share their ideas with the class. * Ask the students the following questions:   -Describe an example of a home-life relationship?  -What is an example of a community relationship?  -What is an example of a school relationship? What does it look like?   * Have the students use a graphic organizer to determine ways that they could improve relationships in their lives (ex. Home life, school life, extra-curricular/sports, community, etc.) * The students can work on their graphic organizers in a quiet place of their choice. They are not limited to their desks. * There are three different types of organizers available for student preference/choice.   **Closure (10 min)**  **Summative Assessment:**   * Have the students individually create an overarching goal using at least one or two of the words on the word wall that will help them to create a plan on how to work on one of the relationships in their lives. * The goal that they create will be oriented around one of the types of relationships that they want to work on. The category is their choice. * They will write this goal down on their graphic organizer and come back to it next class. * Provide an example such as “My goal is to strengthen my personal relationship with my brother.” This is an example of a home-life goal. | |