Lesson Plan #2

**Name: Laneise Scharback Date: Tuesday March 13th, 2018**

**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): **How do we commit to relationships? How do I strengthen the relationships I already have in my life?** | |
| **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.  (b)- Describe the elements of a well-designed action plan. **“I can describe the elements of a well-designed action plan.”**  (c)- Examine the traits and skills of a support person who can/will support individual action plans. **“I can examine the traits and skills of a support person.”**  (d)- Use specific criteria to evaluate the design elements of the action plans. **“I can use criteria to evaluate the elements of my action plan.”**  (b)- Design action plans that feature personal commitment. **“I can design an action plan for a personal commitment of my choice.”**  (c)- Establish the kinds of supports needed to implement the action plan. **“I can establish the kinds of supports that I need for my action plan.”**  (d)- Determine specific criteria to evaluate the design elements of action plans. **“I can determine the specific criteria for evaluating my action plan.”** |
| **Assessment Strategies**: (formative-*before & during* & summative - *end*)  Before: Have a discussion on what an action plan is as a large group (Pre-assessment)  During: Provide the students with a track sheet and discuss the expectations of the action plan. Also ask students if there is anything they would like to change or add to the track sheet to make it better for them. (Formative) | |
| **Instructional Strategies:** (specific strategies)   * Providing an exemplar for students to reference * Group discussions | |
| **Adaptive Dimension: Differentiated Learning** (what adaptations in content, process, product and learning environment will be provided to meet diverse student needs?)  **Adaptive Dimension:** Provide an advance visual organizer when presenting academic content (Instruction)**,** Orally read handouts (track sheet (Process), Track sheets printed on coloured paper (Process), Self-assessment and goal setting strategies (Assessment) | |
| **Materials Needed:**  -Track sheet handout (exemplar and blank one)  -White board and marker  -Paper for students to take notes | |
| **Learning Experiences: 1hr lesson Set (25 min) Write Essential Question at the top of the board**   * Give the students 15 minutes to work on their graphic organizers that were not fully completed last class. Review the three types of relationships that we discussed first * Have the class brainstorm what a support person could be and the traits and skills that a support person needs in order to support the students with their individual action plans. The students can record this information in their folders. Example traits to ignite conversation are reliable, understanding, helpful, flexible, etc. The skills they need to have are willingness to help, observation skills, positive attitude, etc. (10 minutes) * These words can be recorded by the teacher and added to the word wall (bulletin board) the next day.   **Development (20 min)**   * Ask the students to create an overall goal including at least one or two of the word wall words. * Provide the students with a sample track sheet that has been completed to show them what kinds of things that they could be doing. I will go through this document completely with the students and answer any questions. Ask two students to distribute the handouts. * Provide the students with their personal track sheets and discuss the expectations of the action plan. Provide the students with time to fill out the parts of the track sheet that they can do before implementation (smaller goals) and determine their support person. They will want to reference their yellow graphic organizers for this. * Assign this section for homework.   **Closure (5 min)**   * To connect with the essential question, provide each student with loose-leaf and have the students answer the question “What did we learn about committing to relationships?” and then hand it in * Give the students homework and ask them to have the smaller goals on their track sheets finalized by Wednesday so that they can implement them on Wednesday evening at home. Write their homework on the board. | |