



Grade 6 Sample Lesson Plan: Unit 6 – Lifeskills

Description

Please see attached handout for a lesson submitted by a Virginia teacher

Handout

The next page includes a handout for the lesson.

Teacher:Heyden,Barnes	Date(s):11/5/2018-2/2/2018
Grade Level or Course:Health	Content or Unit: Lifeskills

STAGE 1: Desired Results ~ What will students be learning?	
<p>SOL/Learning Objective Specify the behaviors, conditions, and criteria. Indicate the verbs used in the Curriculum Framework.</p> <p>6 Create 5 Evaluate 4 Analyze 3 Apply 2 Understand 1 Remember</p>	<p>6.4 The student will analyze the consequences of personal choices on health and wellness. Key concepts/skills include a) the relationships among personal actions, self-image, and personal success; b) the importance of accepting responsibility for personal actions; c) the use of resistance skills avoid violence, gangs, weapons, and drugs; d) identification and avoidance of risk-taking behaviors.</p> <p>7.3 The student will investigate and analyze the various factors that guide individual's decisions about health and wellness. Key concepts/skills include a) the types of advertising techniques used to influence adolescents' decisions; b) the validity of information from different resources; c) family practices and customs.</p> <p>8.4 The student will interpret and evaluate how health information, products, services, and agencies target adolescents. Key concepts/skills include a) a personal system for reviewing appropriateness of print, audiovisual, and electronic media images; b) the influence of multiple media resources on personal choices; c) consumer rights related to health products and services.</p> <p>Students will be able to evaluate between positive and negative influences Analyzing media influences, and peer pressure that may encourage risky behaviors.</p>
<p>Key Concepts Refer to subject guide</p>	Communication and relationships
<p>Related Concepts Refer to subject guide</p>	Choice and Perspectives
<p>Global context and explorations Choose one of the six global contexts and an explorations. See <u>Principles into Practice</u>, pages 60-64.</p>	Identities and relationships
<p>Statement of Inquiry Start with a conceptual understanding and then embed language from key and related concepts and global context.</p>	Everyday students encounter many influences, and it is imperative they able to decipher positivity and negativity that surrounds them.
<p>Learner profile connections (optional) What characteristic from the learner profile may apply?</p>	Communicator and Open-Minded

<p>Inquiry Questions <i>How will you address Essential Questions and introduce Big Ideas? Look for Essential Questions that are overarching or topical and help guide the unit plan. These questions promote conceptual thinking and add coherence to a series of lessons.</i></p>	<p>Factual – There are various forms of media, and influences everyday we encounter them.</p> <p>Conceptual –The purpose of the advertisements are to encourage us to participate or purchase whatever it is they are selling.</p> <p>People around us can pressure us to do positive or negative things.</p> <p>Debatable -- Your family and friends are always good influences. Finding information on the internet, and through television are always reliable sources?</p>	
<p>Key Vocabulary <i>Look for in the Curriculum Framework and other adopted resources.</i></p>	<p>Media Influences Neutralizing Anxiety Cognitive Irrational Reframing</p>	
<p>STAGE 2: Assessment Evidence ~ What is evidence of mastery?</p>		
<p>IB Assessment Part 1 <i>Start with the end in mind! Consider a performance task students will need to do as evidence of mastery of this objective and that allows students to show off their understanding of the Statement of Inquiry.</i></p>	<p>Students will complete assignments in their workbook as it pertains to the topic.</p> <p>Students will also participate in group discussions</p>	<p>IB Objectives: What assessment object will you address? A B C and/or D? Which strands of the criteria will you address? How does the task relate to the Statement of Inquiry?</p> <p>Criterion C-D Students will be given the information, and be able to apply and demonstrate it in various activities.</p>
<p>Reflection prior to teaching the unit: Possible misconceptions or learning gaps <i>Complete the above task yourself; think about what might be hardest for students to grasp? How will you make the rubric task specific?</i></p>	<p>Students may have preconceived ideas of who they should always trust to influence I.E family and friends.</p> <p>Why they would advertise things knowing it is bad.</p> <p>Students will be given specific information that will aid in the facilitation of group discussions</p>	
<p>STAGE 3: Learning Plan ~ What are the strategies and activities you plan to use?</p>		

<p>Snapshot / Warm-up <i>Activate prior knowledge and get students thinking about & motivated for today's lesson.</i></p>	<p>What is your favorite type of music? Your role model? Which celebrities do you follow?</p> <p>What are the types of media you use most often?</p> <p>How would you describe something that is superficial?</p>	
<p>Instructional Strategies <i>Think in term of high yield strategies, such as:</i></p> <ul style="list-style-type: none"> ● <i>Identifying similarities and differences</i> ● <i>Summarizing and note taking</i> ● <i>Reinforcing effort and providing recognition</i> ● <i>Homework and practice</i> ● <i>Nonlinguistic representations</i> ● <i>Cooperative learning</i> ● <i>Setting objectives and providing feedback</i> ● <i>Generating and testing hypothesis</i> ● <i>Questions, cues, and advance organizers</i> 	<p>Students will be working in groups discussing</p> <p>Students will complete graphic organizers in their workbooks</p>	<p>Approaches to Learning (ATL) skills: <i>What skills will you teach and/or directly reinforce?</i></p> <p><i>Communication skills</i> <i>Collaboration skills</i> <i>Self-management skills</i> <i>Organizational skills</i> <i>Affective skills</i> <i>Reflection skills</i> <i>Information/media literacy skills</i> <i>Critical thinking</i> <i>Creative thinking</i> <i>Transfer skills</i></p> <hr/> <p>What instructional strategies will you use to teach ATL skills?</p> <p>Cooperative learning</p> <p>Questions, cues, and graphic organizers</p>
<p>Resources <i>What materials do you need to teach this unit? Consider texts, supplies, websites, visual aids, etc.)</i></p>	<p>Lifeskills training books level 1-3 Lifeskills teaching manuals 1-3 Various advertisements</p>	
<p>Teaching and Learning Activities <i>Plan for modeling, small or whole group instruction, and work stations. Include your examples, guided practice, problems or questions to pose, independent activities. It may help to think in terms of:</i> "I do ..." "We do..." "Students do ..."</p>	<p><i>Include daily procedures, student activities, use of strategies, timeframe for activities, and daily student learning objective (SLO).</i></p> <hr/> <p><u>Day 1:</u></p> <ul style="list-style-type: none"> ● <u> </u> SLO (2 min.) ● Students will be able to evaluate between positive and negative influences. Analyzing media influences, and peer pressure that may encourage risky behaviors. ● <u> </u> Snapshot (5 min.) Topic: Social Skills ● <u> </u> Instruction (10__ min.) Teaching method: ● Guided Practice: (_10__ min.) ● Independent Practice (_10__ min.) ● students are to complete the exercise pages in their workbooks 	

	<ul style="list-style-type: none"> • Daily assessment (2__ min.) activity • Closing (5 min.) <p><u>Day 2:</u></p> <ul style="list-style-type: none"> • <u> </u> SLO (2 min.) • <u> </u> Snapshot (5 min.) Topic: Advertisements • <u> </u> Instruction (15__ min.) Teaching method:Group Discussion Video of various commercials • Guided Practice: (5_ min.) • Class will discuss the type of advertising that was displayed in the video and what were the tactics they were using to convince people to use their products • Independent Practice (15__ min.) • Complete workbook assignment pages • Daily assessment (2__ min.) activity • Closing (5 min.) 		
<p>Differentiation Include accommodations for individual learners and adaptations for groups of learners. Some ideas include:</p> <ul style="list-style-type: none"> • Flexible grouping • Tiered instruction • Interest-based activities • Varied products • Task cards • Personal agendas • Graphic Organizers <p>Graphic Organizers</p>	<p>Higher Level Thinking Plan for a challenging cognitive level, such as apply, analyze, evaluate, or create</p> <p>Students will be able to evaluate the differences and identify the purpose of media influences and peer influences</p>	<p>Technology Use How will you be incorporating technology?</p> <p>using audio visual components to show different ads to have the students interpret</p>	<p>Interdisciplinary Connections to other subject areas and/or authentic applications Reflect upon what people do in the real world with this content; and how it links to other disciplines.</p>
<p>Checking for Understanding Check throughout the lesson using:</p> <ul style="list-style-type: none"> • Question and Answer • Class discussions • Group Response • Demonstrations • Practice sheets • Quick Quizzes 	<p>Group responses Demonstrations</p>		<p>Reflection during teaching: What do you notice that is going well? What causes students to struggle? What surprised you about this lesson?</p>

STAGE 4: Closure ~ What did the students master & what are they missing?	
<p>Assessment Part 2 Revisit Assessment Part 1. Plan a formative assessment which shows concretely what students mastered today. This might be:</p> <ul style="list-style-type: none"> • Exit card • Short Quiz • Seatwork/Practice Sheet collected • Written response to a prompt <p>Oral responses/participation</p>	<p>Seatwork checked for completion and accuracy Exit Ticket</p>
<p>Lesson Closure & Student Summarizing of their Learning Review what students learned or should have learned. Recognize gaps and allow them to help you plan for the next lesson(s).</p>	<p>We know that media surrounds our everyday lives. Most of the time it is meant to be helpful, but it is up to us to decide which influences are appropriate for the choices we need to make. We know that our family and friends should look out for us and guide us to make wise decisions. Though they should does not mean that is always the case, we must analyze their actions, and decipher what is good and bad.</p>

Reflection After Teaching: *How effective was the learning? What needs to be adjusted before you teach this lesson again?*