

OH Model Curriculum (Hybrid) Summer Institute 2016 Lesson Plan – Due December 16, 2016

Lesson Plan Format

<b>Name</b>	Sean Hurley	<b>Date:</b> 10/12/2016	
<b>Grade Level</b>	6th Grade		
<b>Non-Arts Discipline</b>	School Climate		
<b>Strand / Process</b>	Student Lead Sharing		
<b>Content Statement</b>			
	<b>Enduring Understandings:</b> Part of being human is to communicate with other people.		
	<b>Level of Inquiry (confirmation/structured/guided/open) Highlight and describe.</b> Students will be given opportunities to ask questions specific to identity and belonging in our specific school.		
<b>Discipline</b>			
<b>Strand / Process</b>			
<b>Content Statement</b>			
	<b>Enduring Understandings</b>		
	<b>Progress Points</b>		
<b>Essential Question(s)</b>	Why are humans usually inclined to communicate with others? Why do humans seemingly have a need to congregate and socialize? What types of attributes help humans bond with true friendship?		
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies</b>	
<i>Students will learn ... how to make statements about their identity and how they can use that knowledge to help themselves become more connected with peers.</i>	<i>Students will demonstrate this learning by... writing short statements about what kinds of identifiers, which with they feel strongly associated.</i>	<i>Students will be engaged and supported in learning by... the teacher taking an active role in modeling and help guiding students to discover their identifiers which will help them make connections with other students in the school.</i>	
<b>Assessment (Pre and/or Post)</b>	<b>Materials &amp; Resources</b>	<b>Key Vocabulary</b>	
<i>Students will know how well they are learning by... being able to discover their identifiers, be able to write down a specific instance where they feel the identifier is valid, and be able to get into groups with peers with similar identifiers.</i>	<i>Materials list for teachers</i> <ul style="list-style-type: none"> <li>● Projector</li> </ul> <i>Materials list for Students</i> <ul style="list-style-type: none"> <li>● Paper</li> <li>● Writing Utensil</li> </ul>	<i>Key terms that need to be defined prior to or as part of instruction (arts, non-arts, and common) Identity</i>	
<b>Application</b>			
<b>Student Performance Tasks</b>	<b>Career Connections</b>	<b>Diverse Learners</b>	
<i>Describe in detail the activity of the lesson...</i>  <u>The goal is to have students discover the personal identifiers of what defines their identity. Once</u>	<i>arts, non-arts, and common</i>  Helping people understand what defines them as an individual will also help them understand their relationship to other	<i>How will instruction be differentiated according to learner needs?</i>  Diverse learners will be helped with more one on one guided	

<p><u>they find their identifiers, students will use the information to find common interests with other students.</u></p> <ol style="list-style-type: none"> <li>1. Teacher will describe the seeming human need of belonging in a culture or family type atmosphere.</li> <li>2. The teacher will demonstrate through their own experiences how to find their identifiers. <ol style="list-style-type: none"> <li>a. Father/Mother</li> <li>b. Teacher</li> <li>c. Musician</li> <li>d. Church Member</li> </ol> </li> <li>3. Students will be asked to write words that identify them.</li> <li>4. Students will be asked to share their three strongest identifiers with the class.</li> <li>5. The teacher will help students organize themselves into groups with commonality.</li> <li>6. Students will then write a few sentences in first-person and using present-tense verbs so the action feels it is currently taking place in the story. <u>ex. "I look across the street and see an elderly man who seems to be struggling to carry his groceries."</u> Students will write about a specific time when their identifiers have strong emotions in their life.</li> <li>7. Students will share in their groups and peer-edit to make sure the verbs are present-tense.</li> <li>8. If they feel safe to do so, students will share their stories with the entire class.</li> </ol>	<p>people. This is a valuable exercise to be able to repeat in any phase of life for important self-reflection and leadership.</p>	<p>discovery. Students will still share, as much as they are able, and will still participate in student groups.</p>
---	--	--

<p><b>Interdisciplinary Connections</b> <b>Summer Institute Connection</b></p>	<p><b>Technology Connections</b></p>	<p><b>Homework / At Home Connections</b></p>
<p><i>How can the lesson be integrated with activities from the SI 2016 to strengthen student learning? (Identity, belonging &amp; space)</i></p> <p>This lesson can be integrated with the SI 2016's: Name Origin, River</p>	<p><i>Ideas for using technology in conventional or novel ways to facilitate / assess /document learning</i> Free programs, like Google Forms technology, could be a good way to have students anonymously give information</p>	<p><i>Describe work that will be assigned to students outside the classroom.</i></p> <p>Students will be asked to apply their discoveries about their identity and how peers form</p>

Rocks, or Cross-Curricular Introduction, and Undesirable Elements.

The River Rocks exercise is particularly evident in this lesson. The River Rocks exercise had participants place “rocks”, symbolizing memories, in a river traveling from the past to the present. The rocks/memories are placed in the river chronologically. Each memory is a deeply impactful experience which shaped the flow of the “river”, symbolizing life. The exercise inspired me to translate the activity to students and get them to remember impactful memories.

The goal is to get them to open up about topics in their life they feel comfortable sharing. Eventually, students will do the same activity but the topic will change from “identifiers” to bullying. Students will write about a time they were bullied in the first person and in present-tense. Discussing bullying in this manner could have a profound impact on a level of compassion/empathy a student feels towards his or her peers. It is my feeling that Ping Chong’s Undesirable Elements Theater is a great way to get students to open up and share experiences they may not want to discuss through the writing of a script for a play or participating in this lesson. This lesson could be a great way to get dialogue started about how to change bullying culture.

about identity, the way they see peers interact, and other social norms of you school.

friend groups in their school. They will be challenged to find students who are not part of student groups and find common identifiers with those students.