

Practicum II – St. Mary’s Importance of Understanding Others “Formative” Lesson Plan – Career Management

<p>Grade: 9th</p> <p>Materials: Entry/Exit Slips, 16 personalities test, “What is normal?” YouTube video, PowerPoint</p> <p>Instructional Strategies:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling </td> </tr> </table>	<input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)	<input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	<p>Subject: Career Management</p> <p>Technology Needed: Student’s computers, 16 Personality website, YouTube video</p> <p>Guided Practices and Concrete Application:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic </td> </tr> </table> <p>Explain: Independent Activity: Students complete two formative assessments on their own, complete an additional entry activity on their own, and take the 16 personality tests without any help from classmates. Pair/Collaboration: Students are paired to discuss the five questions listed below with three different classmates they do not know as well. Technology Integration: Students are asked to complete a 16 Personality Test online, and then analyze results before sharing them later.</p>	<input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list)	<input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
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<p>Standard(s): ND CTE Business Education Career Development 3.1.10 Identify personal strengths and assets 3.1.15 Recognize, accept, respect, and appreciate individual differences</p>	<p>Differentiation</p> <p>Below Proficiency:</p> <ul style="list-style-type: none"> - Students are told what pages to focus on which will help them in the activity - Students are frontloaded information on their personality types and what other classmates share similar traits so they can ask questions if needed <p>Above Proficiency:</p> <ul style="list-style-type: none"> - Students are offered the ability to search through all of the information of the 16-personality page if they have time - Students are given a large amount of questions with depth to go through in 2 minutes - Students are challenged to speak with someone new in the discussion <p>Approaching/Emerging Proficiency:</p> <ul style="list-style-type: none"> - Students are challenged to speak with someone new in the discussion - Students are given a background of sympathy and empathy to expand on the activity and post-activity thoughts further <p>Modalities/Learning Preferences:</p> <p>Verbal: Students participate in a verbal discussion with one of their classmates to share their results and answer questions. Visual: Students can visually analyze their “personality” given to them and are also offered visual instructions. Intrapersonal: Students complete the 16-personality test on their own, analyze results on their own, and complete entry/exit slip on their own Kinesthetic: Students move around the room and are standing to talk to different classmates during the discussion activity</p>				
<p>Objective(s):</p> <ol style="list-style-type: none"> 1. Identify several personality traits for oneself and others 2. Explain the difference between sympathy and empathy 3. Apply concepts of empathy to form more genuine relationships with classmates <p>Bloom’s Taxonomy Cognitive Level: Knowledge/Remembering, Comprehension/Understanding, Analyzing/Analysis</p>					

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Classroom Management- (grouping(s), movement/transitions, etc.)		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)	
<ul style="list-style-type: none"> - Students stay at their desks to complete entry slip, entry activity, and 16-personality test (some conversation occurs after test as expected) - Students are given 2-minute and 30-second reminders before we transition to the next activity - Students stay at their desk during YouTube video and further instruction - Students transition to discussion by moving around the room and discussing with one classmate for 2-3 minutes (30 second reminders are given) - After one conversation is over, students transition to another classmate around the room to discuss (no exact format) - After 3 discussions, students move back to their desks to wrap up with an exit slip 		<ul style="list-style-type: none"> - Students are given 2-3 minutes to fill out entry slip and participate in intro activity - Students complete 16-personality quiz on their own <ul style="list-style-type: none"> o Visual instructions are given for what students should specifically analyze for activity - Socratic seminar during explanation of personalities and roles - During YouTube video students should listen, but are not expected to take notes - Students participate in Socratic seminar during sympathy/empathy notes - During “practicing empathy” activity students will be told to focus directly on their partner for 2 minutes, given a 30-second warning, and told when to switch 	
Minutes	Procedures		
2 hours	Set-up/Prep: <ul style="list-style-type: none"> - Create PowerPoint - Create lesson plan - Create intro activity - Create entry/exit slips - Create empathy discussion activity - Find 16 personality test & YouTube video 		
5-7 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> - Explain objectives as listed above - Students fill out entry question (If you had to describe yourself in three words, what would they be?) - Students complete dominant/non-dominant hand signature activity <ul style="list-style-type: none"> o Explain that we want classmates to communicate and listen to one another like we are writing with our dominant hand (comfortable rather than forced) 		
	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> - Four career roles (explorers, sentinels, analysts, diplomats) <ul style="list-style-type: none"> o Why 4 of the 16 traits were each placed in one role (4 roles total) o What shared tendencies do the roles have with each other - The difference between empathy and sympathy <ul style="list-style-type: none"> o Should feel sympathetic for a person when something tragic happens o Should feel empathetic for others all the time 		
	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) <ul style="list-style-type: none"> - Students take 16 personality tests on their own and analyze the following categories once complete & should be prepared to discuss <ul style="list-style-type: none"> o Introduction, strengths/weaknesses, friendships, career paths - Students take part in “Practicing Empathy” activity <ul style="list-style-type: none"> o Spend 2-3 minutes with three different classmates you do not know as well these 5 questions (What was your personality type according to the 16 personalities test? Did you agree with the strengths/weaknesses listed? When do you feel confident in school? When you do feel unconfident in school? What is the greatest piece of advice you have ever received?) 		
5 minutes	Review (wrap up and transition to next activity): <ul style="list-style-type: none"> - Explanation of personality tests to help you learn about some weaknesses, create more thoughtful relationships, and develop empathy <ul style="list-style-type: none"> o Not to put you in a box determining what you can or cannot accomplish - Students fill out two questions on exit slip (How would you describe empathy to another person? What is one way you can be empathetic to those around you?) 		
Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.		Summative Assessment (linked back to objectives) End of lesson:	

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- Entry slip (If you had to describe yourself in three words, what would they be?)
- Exit slip (How would you describe empathy to another person? What is one way you can be empathetic to those around you?)
- Listening to group discussions

Consideration for Back-up Plan:

- If students are not able access the 16-personality test on the computer, then I would have their access on the computers around the room or on their phones
- If the YouTube video did not work, it is not necessary for the activity

- Exit Slip (How would you describe empathy to another person? What is one way you can be empathetic to those around you?)

If applicable- overall unit, chapter, concept, etc.:

- Creating a presentation on another culture or creating a presentation or product from another classmate’s culture (idea open for suggestions)

~~Reflection (What went well? What did the students learn? How do you know? What changes would you make?):~~