

LESSON PLAN (REVISED 2020) Secondary Years

Candidate's name: Rae-Lee Tresierra

Grade/Subject:	Psychology	School	Correliou
Date	11.09.2021	Allotted Time	1 hour 6 minutes (1:42-2:48)
Topic: Psychology 11			
Cross-Curricular Connections: Career/ Biology/ Science/ English/ History			

PART 1: PLANNING

Rationale/Pre-Assessment:

Why these students at this time in this way? What is the background knowledge of students to support this learning?

Part 1: Presentations

Students have been working on their Presentations (Lab 1) every Friday. During these allotted Friday lab times, students had access to the computer lab and time to create surveys, conduct experiments and go through the scientific method of their research while conducting a psychological study of inquiry. Students had to relate this study to at least two theories (either ones we have covered in class or they were to explore the text or research further) and present their labs the week of Midterm. (See attached rubric for criteria)

Part 2: Introduction to Dying & Death

Students have been working through the cognitive developments of age from birth to early adulthood. We have just finished Levinson's 7 stages of Adult Development, and have dived deep into early/ mid adulthood. We are now taking a look at Levinson's last stage of development

Part 2: *NEW* Death & Dying Ch.5 Lecture & Activity

Big Ideas: <https://curriculum.gov.bc.ca/> (Curriculum)

What are students expected to understand? How is this lesson connected to the Big Ideas?

Presentations:

1. Introduction of various fields of study, which make up the science and the practice of psychology.
2. Introduction to major theories, research, terminology, concepts, and principles within these fields of psychology.

Death & Dying:

Death is inevitable. Most people face death by going through stages or an adjustment process

Core Competencies: <https://curriculum.gov.bc.ca/competencies> (refer to "profiles" for some ideas)

Which sub-core competencies will be the focus of this lesson? Briefly describe how and why:

 Communication <ul style="list-style-type: none"> ● Communicating 	 Thinking <ul style="list-style-type: none"> ● Creative Thinking 	 Personal and Social <ul style="list-style-type: none"> ● Personal Awareness & Responsibility
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● Collaborating	● Critical & Reflective Thinking	● Positive Personal & Cultural Identity ● Social Awareness & Responsibility
<p>Students collaborate with each other to perform lab presentations</p> <p>I ask thought-provoking questions</p> <p>I can integrate new information (Presenters & Audience Members)</p>	<p>Students use critical and reflective thinking throughout their research projects & when they share their learnings (presentations) with the class</p> <p>I can ask questions, make predictions, and use my senses to gather information.</p> <p>I can explore with a purpose in mind and use what I learn.</p> <p>I can tell or show others my thinking.</p> <p>I can find/ collect evidence and make judgments.</p> <p>I can reflect on my work and experiences and tell others about what I learned.</p>	

First Peoples Principles of Learning (FPPL):

How will Indigenous perspectives, knowledge & ways of knowing be acknowledged, honoured or integrated into this learning experience? (Jo Chrona's Blog: <https://firstpeoplesprinciplesoflearning.wordpress.com/>)

FPPL to be included in this lesson:	How will the FPPL be embedded in lesson:
<p>Learning Requires Exploration of One's Identity</p>	<p>Students are always relating the lessons to an identity piece, where they will look at their own experiences and identify/relate/ compare them to what they are learning. In order to understand what we are learning and to find relation to it, one must understand one's self/ experiences.</p>

Learning Standards: <https://curriculum.gov.bc.ca/> (Curriculum) – *What will be assessed and evaluated?*

Curricular Competencies: <i>What are students expected to do?</i>	Content: <i>What are students expected to learn?</i>
<p>Demonstrate Methods of psychological research, the bases of behavior, cognitive development and humanistic development</p> <p>Outline the steps of the scientific method.</p>	<p>Basic psychological concepts/theories</p> <p>Various psychological perspectives including behavioral, humanistic, cognitive, and biological schools of thought</p>

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Assessment Plan:

Opportunities for feedback, self-assessment, peer assessment and teacher assessment. What structures or rubrics will you use to evaluate student learning? Include the assessment tool used (e.g., Performance Standard Quick Scale).

FORMATIVE ASSESSMENT:

1. For presentations, students have been given formative feedback on previous presentations in class and have had the opportunity to practice improving their skills.

Students will also give feedback to peers writing one star and a wish for each presentation on sticky note

2. This process of formative feedback has been done before in adolescent music presentations

SUMMATIVE ASSESSMENT: Presentation rubric completed by Teacher. Goes over rubric with students after presentation during work block to conference & negotiate final summative assessment. (Please see presentation rubric provided)

<p>The Learning Intention: What will students learn in this lesson? (i.e. Learning Standards)</p>	<p>In presentations:</p> <p>Students will synthesize their understandings of basic cognitive psychology concepts and theories exploring case studies</p>
<p>Evidence of Learning: How will students demonstrate their learning? What does it look like?</p>	<p>Presentations of labs</p> <p>Star and a wish & give feedback to presenters</p> <p>Follow-up discussion and questions (Death & Dying #thanatology)</p> <p>Students complete Dying & Death activity (maybe, if time)</p>
<p>Criteria: What do students need to do to meet or achieve the learning intention?</p>	<p>Scientific method is presented in logical order</p> <p>Summarize various psychological perspectives including behavioral, humanistic, cognitive, and biological schools of thought (psychology theories)</p> <p>Listen to Dying & Death lecture</p> <p>Dying & Death verbalize connections of study to various fields of psychology</p>

Planning for Diversity:

<p>What is the Learning Target? In what ways does the lesson meet the needs of diverse learners? How will you plan for students who have learning/behavior difficulties or require enrichment?</p>		
<p>Students need to/must do</p>	<p>Students can do</p>	<p>Students could do/try to</p>

<p>Listen respectfully to presentations</p> <p>Give one star & a wish for presenters</p> <p>Listen to Death & Dying lecture</p> <p>Begin on Death & Dying worksheet (maybe- time permitting)</p> <p>Access/All</p>	<p>Respectfully ask questions during/ after presentations</p> <p>Respectfully give verbal feedback or ideas to presenters</p> <p>Take notes</p> <p>Most</p>	<p>Present Today</p> <p>Receive Feedback</p> <p>Few/Challenge</p>
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Resources, Materials, and Technology Preparation: *What resources, materials and preparation are required?*

PART 2: TEACHING

Teacher Activities:	Student Activities:	Pacing
<p>Before Students Arrive:</p> <p>Write the learning intentions on the board</p> <p>Have Sticky notes ready to hand out (x3 each) for 3 presentations)</p> <p>Beginning of Class:</p> <p>Have students sit down & settle</p> <p>Post and/or explain agenda of class</p> <p>Go over Core Competencies & FPPL: Why are we doing this</p> <p>Introduce Presenters so they can get ready</p> <p>Go over "Concert Etiquette"</p> <p>Introduce Presentations</p> <p>Motivator/Start of Lesson: . How will you introduce this lesson in a manner that engages students and activates their thinking/connections to prior knowledge?</p> <p>"Death is Inevitable"</p> <p>Objective: Identify the stages of Dying</p> <p>Describe the services of Hospices</p>	<p>Students settle</p> <p>Students ask any questions prior to presentations</p> <p>Students hand out sticky notes (x3 for everyone)</p> <p>Students clap as the presenters are welcomed to the stage</p> <p>Students listen respectfully as students present (Concert Etiquette)</p> <p>Students ask questions throughout/ after the presentation</p> <p>Students clap when presenters are done</p> <p>Students write a star & a wish</p> <p>Peer tutor collects peer feedback and hands in with rubric</p> <p>Students take notes on powerpoint presentation</p>	<p>1:40</p> <p>1:42</p> <p>2:15</p>

<p>During Lesson: Dying & Death Page 144 Ch. 5 #thanatology: The study of dying and death Teacher goes through powerpoint with examples, pictures & checking for understanding of vocabulary throughout</p> <p>Teacher posts powerpoint to google classroom where students can access it to complete assignment 5 stages of psychological Adjustment: Denial, anger, bargaining, depression & acceptance</p> <p><i>CLOSURE: Ask Students to stack Chairs</i></p> <p><i>DISMISSAL</i></p> <p>Activities to apply learning: (If time)</p> <p>Teacher “we do” assignment: Venn Diagram of 5 stages of Grief vs. 5 Stages of Death</p> <p>Talk about comparison to 5 stages of grief & 5 stages of death - write on board</p> <p>Ask students go over information & come up with a conclusion</p> <p>Ask students to complete their own Venn Diagram & textbook questions 1-4 on Page 147 to check for understanding</p> <p>STACK THE CHAIRS!!!</p>	<p>Students verbalize 5 stages of grief</p> <p>Students discuss similarities & differences on 5 stages of grief vs. psychological adjustments to death & dying</p> <p>Students verbalize what is Thantonogy</p> <p>Students create Venn Diagram together in class</p> <p>Students take notes</p> <p>Students come up with conclusions together</p> <p>Students begin on worksheet where they apply the discussed learning</p>	<p>2:30</p> <p>2:45</p> <p>2:48</p> <p>Tomorrow/ If Time</p>
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PART 3: REFLECTION

How did the learning go? How do you know what to teach next? In what ways are the learners informing you about the next steps?

Lesson Planning Guide (adapted from Thompson Rivers University)

The lesson plan template is designed as a guide for students to use when planning lessons. The plan may be adapted to specific subject areas and modified as students gain experience or to suit their presentation style. The template is a basic outline that can be used directly as printed or expanded from the electronic version. It is important that the lesson plan be sufficiently clear and detailed so that another teacher could use the plan to teach the lesson.

Rationale: Why are you teaching this particular lesson at this time? One consideration is the context for the lesson (e.g. this introductory lesson determines what students know and want to know about the topic, this lesson relates to previous and future learning by). Another consideration is student motivation (e.g. what are some reasons the learner might care about the content/concepts/ skills for future learning, careers, or interests?).

Curricular Connections:

The curriculum asks you to plan what the students will DO, what they will KNOW, and then what they will UNDERSTAND. **Big ideas** capture the “big picture” or general area of learning (e.g. inter-dependence of living things with the environment, stories are a source of creativity and joy) and will be what students come to UNDERSTAND. **Curricular competencies** are what students will DO in their learning activities (e.g. using comprehension strategies, sorting and classifying data, making ethical judgments) that are related to each discipline. The **learning standards for content or concepts** are a more specific consideration of what students will come to KNOW. Many of the standards are written in broad, general terms to allow flexibility. You can, using the intention of the standard, make it clearer and more specific (e.g. learners will be able to describe the main idea in a paragraph or story, learners will be able to classify leaves based on properties they identify). The lesson should make a connection to both types of learning standards – curricular competencies as well as content. A reminder that the direction of new curriculum has identified core competencies of thinking, communication, and personal / social development as a foundation for all curricula.

Learning Intentions: How can you make clear and share with your learners what they are going to learn or have learned or accomplished? Statements like: “I can add two fractions” help frame their learning in positive student language.

Prerequisite Concepts and Skills: What concepts and skills are needed for students to be successful? This communication helps connect lessons together in a logical sequence by building/scaffolding new knowledge onto previous learning. For example, if students are going to be engaged in debate did you build or scaffold group work strategies, communication skills, expected etiquette, criteria beforehand?

Materials and Resources /References List all materials and resources that you and the students will need. What things do you need to do before the lesson begins? (e.g. prepare a word chart.) What things do the students need to do? (e.g. read a chapter in the novel.) Have you honoured the sources of ideas or resources? Disorganized materials can ruin a great lesson.

Differentiated Instruction (DI): (accommodations): How will you accommodate for diverse learners in your class? How will you allow for some variety in expression of learning? How can you modify the learning activities for success? How can you provide engaging extra challenges for those that are ready? How might you alter the learning environment if needed? Have you considered Aboriginal and cultural influences? IEP's?

Assessment and Evaluation: Did the students learn what you taught them? What tools might you use for assessment (e.g. check list, rubric, anecdotal record). How will you provide formative feedback to students about their learning? The results of the assessment should be directly connected to what your students were able to write say or do related to the learning intentions and or curriculum. Strive for accuracy and build assessment into teaching and learning and not as an “add on” at the end.

Organizational/Management Strategies: Have you thought-out organizational management strategies to facilitate a proactive positive classroom environment? Some examples are: organizing for movement, distributing and collecting materials, grouping strategies, blended grade classroom logistics.

Aboriginal Connections / First Peoples Principles of Learning: Are there any connections to Aboriginal or other cultural knowledge, worldviews, or principles of learning?

Lesson Activities/Structure:

Connect: How will you get students interested/motivated/ hooked into learning? How will you connect this lesson to past and future lessons? How can you share the learning intentions in student friendly language? How will you provide a lesson overview?

Process: What sequence of activities will the student's experience? What will you do? What will they do? Estimate how much time will each activity take (pacing)? What are grouping/materials strategies? There are many ways to describe the body (step by step, two columns dividing student and teacher activities, visual flow chart of activities and connections, others?)

Transform: How will students apply and personalize the learning? What will they do or create to show you that they have learned?

Closure: How will the lesson end? (e.g. connecting back to learning intentions, summarizing learning, sharing of accomplishments, connecting to next lessons). Google “40 ways to close a lesson.”

Reflections: Complete the reflections section as soon as possible after teaching the lesson. What went well? What revisions would you make to the lesson? Anything else?