Teacher: Lees/Rudd Date: 27 September 2012 Lesson: 1 # Students: 8-10 Grade Level: 9 # Class Minutes: 50

Unit: Family Social Health- Adjusting to Family Changes What happened in the last lesson? First Lesson

Rationale: Why teach this content? How does it fit into your Unit? : It is important to adjust to family changes because it can affect anyone.

Equipment/Supplies: Projector, Screen, Computer, Role Playing Scenarios Sheet, Notebook Paper, Study Guide Handout,

Location of class: Panther Room

1. **Learning Objectives**: *Behavior, (Condition), and [Criteria]*. Include state standard(s), number(s), and write out standard(s)
2. Cognitive: TSWBAT

Answer a “Real Life Application” question (from the back of the chapter using notebook paper and a writing utensil) [with correct information] HW 1.5 Formulate ways to prevent or reduce the risk of health problems

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1. Affective: TSWBAT

Formulate and write down goals on how to cope with family change based on ideas from the chapter (on notebook paper)[using ideas from three different sections]

H.W 8.6.2 Develop a goal to adopt, maintain or improve a personal health practice.

1. **Teacher Objectives: What are your goals for the lesson?**
2. Instructional: (1) TTWBAT

Split up the teaching time evenly (between the two teachers)[without one dominating the class discussion or lecture]

1. Management: (1) TTWBAT

Engage the students (in role-playing activity)[with 100% participation]

1. **Safety** Considerations: N/A
2. **Special Needs** Modifications: None Known of
3. **Alternative** Activities: Class discussion on “critical thinking” questions.
4. **Resources** (2+):

1) Meeks, Linda Brower., Philip Heit, and Randy Page. "Lesson 14: Adjusting to Family Changes." *MeeksHeit Health and Wellness*. Blacklick, OH: Meeks Heit Pub., 1998. 148-57. Print.

2) "A Change in Family Structure, Helping Kids Adjust to Divorce. :: PARENTGUIDE News." *A Change in Family Structure, Helping Kids Adjust to Divorce. :: PARENTGUIDE News*. N.p., n.d. Web. 24 Sept. 2012. <http://www.parentguidenews.com/Catalog/WomensInterest/AChangeinFamilyStructure/>

3) IMCMusicTV. "Macarena - Los Del Rio." *YouTube*. YouTube, 25 Nov. 2008. Web. 25 Sept. 2012. <http://www.youtube.com/watch?v=bmKhEGiNshA>

**The Instructional Plan**

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| **Planned Progression of Tasks built from Unit Plan & Block Plan** | **Time in minutes** | * **Communication:** How will you communicate the task to the learners? * Guided practice * Independent practice * Direct Instruction | **Organization Diagram** for people, space, time, and equipment | **Goal Orientation:** the **Purpose** of each task |
| **Set Induction:**  1) Introduce ourselves 2) Jam World Record- Macarena-YouTube  3) Introduce the chapter | 5 | 1) Direct Instruction | X X X  T X  X  T X  X X X | To participate in the Jam World Record to promote physical activity.  Introduce ourselves and the chapter. |
| **Task Progression:**  (I) Role Play (**Informal Assessment)**   * Divorce Parents * Stepfamilies * Military Duty * Parent goes to Jail * Parent loses a job   Explain Instructions- The first student will be the child of the affected family while the second student will be a peer. The first student will be giving an effect behavior of the divorce he/she might encounter while the second student needs to act out how he/she would react to the situation.  Students will work on their scenarios in groups.  Presentation of role-plays-5 groups.   * Discussion between each role-play   (E) PowerPoint presentation of chapter 14- Adjusting to Family Changes.   * Kyle-Slides 1-6 * Ariel-Slides 7-12 * Guided discussion study guide. Students will fill this out while listening to lecture (**Formal Assessment)**   (A) Journal Writing **(Formal Assessment)**   * Student will write three ways to cope with family change if it were to happen in your family. * Some students can share their examples if they wish. | 1  5  2 (x5)=10  1(x5)=5  7  7  5  2 | 1) Guided Practice  2) Direct Instruction  3) Independent Practice | X X X  T X  X  T X  X X X | Briefly describe  Link to learning objective C, A, or P  Affective- Students will write down three ways to cope with family change based on the PowerPoint presentation. |
| **Assessment:**  **Informal Assessment**- Participation in role-playing activity.  **Formal Assessment-**   * Guided study guide (The teacher who is not teaching their portion of the lecture will be checking to make sure students are filling in study guide) * Journal Writing- Check that the students completed the writing. Some students can share their writings to the class. * “Real-Life Application” Questions. |  | 1) Guided Practice  2) Independent Practice | X X X  T X  X  T X  X X X | Type? Link to learning objective C, A, or P  Informal- Role-play (C)  Formal- Guided Study Guide (C) and Journal Writing (A) “Real-Life Application” questions (C) |
| **Closure/Evaluation:**  1) (A) “Real-Life Application” questions- Students will choose one question located on the PowerPoint slide and will turn in. Exit Slip  **Student Work Collected/Distributed:**  Distributed-   * Guided Study Guide * Role Playing Slips   Collected-   * “Real-Life Application” question-exit slip   **Assignment/Prep for next class:** None | 3 | 1) Guided Practice  2) Independent Practice | X X X  T X  X  T X  X X X | Cognitive- The students will answer a “Real-Life Application” question based on what they learned in class. |