

Lesson Plan



Lesson Objective

The goal of this lesson is to give the learner new cognitive skills. The students will learn to define the skill as a pattern of behaviors. Through knowledge, goal setting, practice, and reflection, the learner will gain a new life skill which will impact their life and the lives of those around them. The total time needed for this lesson will vary based on the length and/or depth of the class discussions.

Resources

You may print out pages 3-10 or just the selected few below if printing costs are an issue. Have the first discussion before handing out the rest of the material. A powerpoint presentation is included for teaching this lesson and can reduce the amount of printing needed.

Preparing To Learn - 15-30 min

Page 4 contains the first “Let’s Talk” discussion exercise. This first discussion is designed to get the students thinking about the topic and exposing some of their experiences, feelings, beliefs, and biases about the skill. This is a warm up exercise before going into the content pages.

Core Instruction - 15-30 min

The skill is defined using a behavior model on page 5 and a descriptive narrative on page 6. The goal is for the student to explore the skill in relation to behaviors

rather than a philosophical approach. Review the model and allow the students to independently read the narrative and then discuss their views.

Exploring Growth - 15-30 min



The second “Let’s Talk” discussion exercise is on page 7. Now the student has some structure for the character skill and is transitioned to the applicational side of the concept. They begin to discuss what the skill looks like in practice. The bottom half of page 7 is the transition to creating a personal application/goal and can either be done orally or as a worksheet.

Setting Goals - 10-30 min



Page 8 is used for goal setting. A very important part of this is the box asking who this change will impact. This teaches social responsibility through personal actions. If this is used for students under the 9th grade, you may have to help them more with goal setting. Help the students to think about future consequences in relation to present actions.

Skill Practice - Homework



The students will spend a few days, preferably a week, working on their goals and behavior changes. The journal on page 9 is a very important tool in behavioral change and growth. For the journal, have the students make a comment about their progress, or lack thereof, each day. The goal is for them to work on the skill each day.

Reflection - 15-30 min



Page 10 is designed to help the student grow in seeing how their actions can change and impact others. This is called self-monitoring. We do not want people to be consumed with their interactions with others, nor complacent. Strive for a healthy balance of good citizenship and being true to self. This can be used as a class discussion or written assignment.

Leading A Discussion That Makes A Difference



"Let's Talk"

1

PROVIDE

**an opportunity for students to talk about
the important issues in their lives.**

2

PROTECT

**each person by creating an environment
free from criticism, anger, or shaming.**

3

PROMOTE

**personal change and growth in the
students' lives.**



Skill Assessment Rubric

Learner Name _____				Skill _____		Date _____
	5 Points	10 Points	15 Points	20 Points	25 Points	
Plan and Goals Creation	No clear purpose. Assignment not addressed. No evidence of critical thinking.	Content addressed inconsistently. Deviates from the topic. Work does not completely address the assignment. Strays from the assignment.	Maintains clear purpose. Usually demonstrates topic comprehension. Addresses assignment. Little critical thinking.	Clear purpose consistently that addresses all aspects of the assignment. Work demonstrates effective comprehension. Ideas logical.	Maintains strong purpose and strong sense of topic. Addresses assignment thoughtfully and insightfully. All parts of the work clearly and accurately supports the objective.	SCORING Score _____
Situation Choice	Situations chosen did not present a clear way they would help the Learner grow in the skill.	Situation was acceptable but did not explain how this situation would actually work for the growth desired.	Situations chosen were important ones for work. They were not the most challenging, but enough to make one think about the issues.	Chose some situations that sufficiently challenged Learner in applying the skill.	Learner took on the biggest issues he/she is facing right now to demonstrate the skill. Faced fears and went for it. Overcame great obstacle.	Score _____
Discussion and participation	Learner did not participate in the discussion or contribute to it in any way.	Made a few comments and did not try to further the discussion. Mostly only spoke when asked to by someone else.	Contributed some to the discussion and initiated a few remarks without being asked. Comments did relate to the topic.	Interacted well in the discussion. Comments and insights were relevant to other's comments. Did not really further the discussion.	Good interaction and very relevant comments. Interaction with others furthered the discussion to a deeper and more challenging level.	Score _____
Final Personal Assessment	No clear purpose. Assignment not addressed. No evidence of critical thinking.	Content addressed inconsistently. Shows little ability or interest in personal growth. No helpful self critiques or ongoing goals.	Maintains clear purpose. Shows some insights into personal growth and mentions at least one area for continued self improvement.	Clearly understood the objective of the exercise and attempted to find definite areas of continued improvement and growth in this skill	Addresses assignment thoughtfully and insightfully. Showed very good personal insights and a clear plan for continued growth.	Score _____
Total						_____

Meeting Common Core Standards



Core Instruction

English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Reading

Key Ideas and Details:

CCSS.ELA-Literacy.CCR.A.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-Literacy.CCR.A.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-Literacy.CCR.A.R.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.CCR.A.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-Literacy.CCR.A.R.8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

English Language Arts Standards » Reading: Informational Text

Key Ideas and Details:

CCSS.ELA-Literacy.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-Literacy.RI.11-12.2

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.11-12.3

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure:

CCSS.ELA-Literacy.RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-Literacy.RI.11-12.5

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-Literacy.RI.11-12.6

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Discussion Exercises

English Language Arts Standards » Speaking & Listening

Comprehension and Collaboration:

CCSS.ELA-Literacy.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.1.a

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.SL.11-12.1.b

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-Literacy.SL.11-12.1.c

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-Literacy.SL.11-12.1.d

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions

"The Common Core focuses on developing the critical-thinking, problem-solving, and analytical skills students will need to be successful."

<http://www.corestandards.org/what-parents-should-know/>

when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-Literacy.SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-Literacy.SL.11-12.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Goal Setting, Journaling and Reflection

English Language Arts Standards » Writing

CCSS.ELA-Literacy.W.11-12.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-Literacy.W.11-12.3.a

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

CCSS.ELA-Literacy.W.11-12.3.b

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-Literacy.W.11-12.3.c

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

CCSS.ELA-Literacy.W.11-12.3.d

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.ELA-Literacy.W.11-12.3.e

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing:

CCSS.ELA-Literacy.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

(Grade-specific expectations for writing types are defined in standards.)

<http://www.corestandards.org/Authors/>
National Governors Association Center for Best Practices, Council of Chief State School Officers Title: Common Core State Standards
Publisher: National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington D.C.
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