

Lesson Plan Template

Lesson plans involving the Turn it Around cards can supplement curriculum across a variety of subject areas and can take place in or outside the classroom. We encourage you to share your creativity in this subject!

1. Personal Information	
Name	Elisa Busby and Rebecca Carreon
Email	elisa.busby@tusd1.org rebecca.carreon@tusd1.org
School	Drachman Montessori K-8 Magnet School
District	Tucson Unified School District 1
Grade Level/Audience	Elementary
Number of Students	Small groups of 3-5 students

2. Lesson

Title	What Speaks to You?
Brief Description (<150 words)	Students take time to react and empathize with issues others have considered are needful and that can "Turn Around" to a positive.
Subject(s)	Language Arts, Social Studies, Environmental Studies, Human Resources
Length of Lesson	30 minutes approx. may have more than one session
Lesson Objective (Optional)	Students will identify with an issue and solution from a card and make a plan to assist with the solution on the card or plan another solution and share with peers.

3. Vocabulary *(Please add spaces for more terms as needed)*

Term	Definition

4. Materials/Resources Required *(Please add spaces for more materials/resources as needed)*

Turn Around Cards

5. Background

What do the students know already about the topic? What knowledge might you need to scaffold in order for your students to understand the lesson?

Some general knowledge/discussion of issues around them and what they see as needs in their own experiences, observations and/or environment.

6. Activity/Lesson

Please describe the steps of your lesson or activity. Be sure to include any pedagogical tools (i.e. teaching resources, questions to ask students, additional information, etc.) that will assist others in adapting your activity or lesson for their own classrooms.

Students spread the cards around inside the group circle. Students move the cards around picture side up and select 3-5 cards that 'speak to them.' They then take time to closely examine the picture and read the text (depending on age group) to become familiar with the artists description and work. Students may return a card to the pile if upon further study of the card, it is not what speaks to them. Students should end up with 1-2 cards that 'speak to them' they then share with the art side, what the artist/author said and add their own additional connection to the issue. After all have shared, students share and plan how they can go forward to help 'Turn Around' any of the issues from the selected cards.

7. Assessment

Please describe how and what will be assessed from this activity or lesson and any rubrics or tools you might use to assess student learning.

Observation of student discussion, 1) are students able to articulate the information on the card to share their thinking with peers; 2) do students have a plan or will they implement the plan from the card; 3) in the following week, is there evidence that the student/s are putting the plan into action.

Student self-reflection – After 2-3 weeks, students will self-reflect in writing or discussion, 1) what was the issue selected; 2) what was the plan; 3) what were their results, what would they change/adjust for further success, is this sustainable?