GEMS & GRASP: Week 7

Deliverable:

Created By: Zach, Kennedy, Rae, Madee

Stage of Development: Late Adolescence

Grade: 9-12

Teacher Goals:

GEMS

- Goal: Teacher candidates will be able to successfully identify factors influencing sense of self.
- Evidence of Learning : Teacher Candidates will work in groups to identify the factors that influence different age groups' sense of self. Teacher candidates will also use a research based strategy to address those factors/needs.
- Measures: Teacher candidates will be able to successfully list three factors influencing their sense of self.
- Stakes: Teacher candidates will understand that their students are human and need to be understood by their teachers.

Student Goals:

GRASP

- Goal: Teacher candidates will be able to successfully identify factors influencing sense of self.

- Real World Role: Future educators who want to help their students gain a positive sense of self.
- Audience: Teacher candidates (peers)
- Story/Situation: As a future educator, you have a student that is struggling with their sense of self. The student is coming from a home background where they are being emotionally and physically abused. How are you going to address and nurture this student's sense of self?
- Product/Performance: Teacher Candidates will work in groups to identify the factors that influence different age groups' sense of self.

Essential Question: What influences a student's sense of self? How can we improve this sense of self in our future classrooms?

Enduring Understanding: Teachers need to understand that each child is human just trying to understand themselves. If you treat them as a human they will treat you as a human as well, not just a teacher and student.

Deliverable Lesson Plan: Week 8	
60 minute lesson	
Topic	**Sense of Self - Factors Influencing Sense of Self**
Developmental Stage Characteristic	**Late Adolescence: "Some risky behavior (e.g. drinking alcohol, taking drugs, having unprotected sex, driving while impaired, revealing personal information on internet)**
Standard/Skill	ELA Standard: 11/12-ODC.OC-1. Engage in collaborative discussions about grade-level topics and texts with peers by

	promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
Research-based Strategy or Concept For Memory and Transfer Facilitation	
Frontload	Kahoot (with prepared questions) - from note catcher
Vocabulary Instruction	What is a sense of self?
Lesson Sequencing and Scaffolding	(5 min) **Opening Song and Prayer** **Learning Intentions: Teacher candidates will be able to identify a student's sense of self as well as factors affecting this. Teacher candidates will also be able to provide insight into how to boost student sense of self in their future classrooms.** (6 min) **Frontload & Opening Write: Opening write could be the questions that they came up with and their proposed answers. Frontload with the Kahoot in order to answer questions** (5 min) **Introduce the formative assessment** **The formative assessment will include teacher candidates being split into groups in order to read through scenarios about student sense of self. The students will be presenting their findings to the class after they have finished discussing with their groups.**

	(30 min) **Scaffolded Instruction & Vocabulary** a. Vocabulary: Sense of self, Social Learning Theory (Learning by observing the people around you) b. I Do: Teachers will model the formative assessment by using infants to show how to identify and boost their sense of self. c. We Do: Teacher candidates can look over the proposed formative assessment and ask questions about this in a class discussion. d. You Do Together: Teacher candidates will split into groups to prepare the formative assessment based on other age groups and following the model presented by teachers. e. We Do: Teacher candidates will present their scenarios and their findings which will be written on the board for the rest of the class to take note of in their "What I've Learned" section of the Notecatcher. (5 min) **Summary** Learning intention: Teacher candidates will identify the factors of Sense of Self and be able to respond and nurture these needs. **Success Criteria:** *Identify the factors of Sense of Self and its effects on learning* *Use backward design to create authentic, relevant instruction* *Create a development-enhancing lesson for students at each stage of development.* **Next Steps: Revise the portfolio deliverable:** Invite students to do a See, Think, Wonder for the brainstorming and share what they noticed. (5 min). **Next Steps:** (5 min) **Closing Write:** Exit Ticket, "I Used to Think, Now I Know, Next I want to…"
Formative Assessment Model	Exit Ticket, "I Used to Think, Now I Know, Next I want to…"