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| DIFFENTIATION INSTRUCTION LESSON PLAN: By.Karen Atwal |

### Subject/Grade: Grade 12: Individuals and Families in a Diverse Family

### Suggested Time: 75 mins

### Course/Type/Code: HHS4M

Lesson Title: Violence and Relationships

Lesson Description: This lesson will enable students to make healthy relationship choices as an individual within their own family and society.

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| **Planning Information** | |
| Strands  **Social Challenges and Social Structures** | |
| **Expectations**  *Overall:*   * demonstrate an understanding of the cycle of violence and the consequences of abuse and violence in interpersonal family relationships   *Specific:*   * demonstrate an understanding of the cycle of violence in intimate relationships and of strategies for avoiding and responding to violence in relationships | |
| **Prior Knowledge Required** *(knowledge/concepts and skills students must possess to be successful in this lesson)*  Students will be expected to know the intimate relationships which can be formed within the family. Furthermore, students will have already covered the first two chapters in the unit. These chapters lay the foundation for beginning to understand what some conflicts (i.e. infidelity) may be in relationships. Students will take this knowledge and apply it to the effect it has on the self and others in the family. | |
| **Resources** *(items in appendix are indicated \*)*  - list of items to create their piece of art  - sample surveys and data reports | **Agenda**  Bar Graph Data Review  Think Pair Share  Human Mind Map  Choice Board Activity  Homework |

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| **Teaching/Learning Strategies** | |
| **Stage 1 - MENTAL SET / SHARING EXPECTATIONS** *(The Hook)*  Prior to this class review sample abuse surveys and reports, hand out a short survey to students in the class with the following questions:  1. Have you ever witnessed violence in a relationship?  2.What do you think is the key reason for violence in a relationship?  Graph their responses using a computer program. At the beginning of this class post the graph for the class to see. Have a discussion about the results. | |
| **Stages 2 to 5 - INPUT / CHECK for UNDERSTANDING / MODELLING & PRACTICE** | |
| ***Time*** | **INPUT/MODELLING AND PRACTICE:**  **Think Pair Share:**  Think: How does the cycle of abuse occur?  Pair: Discuss how each of you thinks the cycle of abuse occurs?  Share: Share the various factors that led to abuse and as a class draw a cycle of abuse on the chalk board. Teacher guides this discussion to format a cycle that looks something like:    **MODELING/PRACTICE:**  **Human Cut Out Mind Map:**  -Using a life-size human shape, along with cut-outs from butcher paper and a variety or specific selection of materials (e.g. fabrics, yarns, papers, markers, clay, chalk, etc.), students will creatively and artistically create a visual representation of a person involved in a violent relationship (vs. a person involved in a healthy relationship.) The artists will write a description to display with their artwork.  **-**After the various human cut outs will be posted and students will do a gallery walk and look at the similarities and differences between their concept map humans. |

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| Stages 2 to 5 - INPUT / CHECK for UNDERSTANDING / MODELLING & PRACTICE, *cont’d* | |
| ***Time*** | **CHECK FOR UNDERSTANDING:**  **CHOICE BOARD:**  -Took check for understanding student will use the choice board to demonstrate their learning include choices that tap into multiple learning styles within the class. Example provided in this lesson package.  -Each student will be give 3-5 minutes to present what they learned to the class  -To help those few that are nervous we will practice within a cooperative learning group before moving in front of the class |

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| **Lesson Wrap-up** |
| **Stage 6 - CLOSURE** *(summarizes or extends key lesson knowledge/concepts/skills)*  We will be wrapping up the class with the presentations. |
| **Stage 7 – Preparation/Homework** *(completed outside of class; reinforce/extend learning; preparation for next class*  Inform students that we will be looking at the cultural perspectives of domestic violence. To think about this topic tonight. Find an article to share with the class about domestic violence. |

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| **Additional Considerations** | |
| Accommodations/Special Needs:  Accommodations/Special Needs:  decreased workload peer tutoring  increased time teacher assistance  scribing use of a timer  different mode of response   visual aid and manipulatives  technology other | Assessment and Evaluation Strategies:  Assessment and Evaluation Strategies:  **TYPE OF ASSESSMENT:**  Diagnostic Formative Summative  **ASSESSMENT TOOLS:**  Anecdotal Rating Checklist Rubric  Other- in class activity, teacher monitors groups  Sample assessment tool is attached |

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| **Teacher Reflection on Lesson** | |
| Aspects that worked: | Changes for next time: |

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**Strategies for dealing with some of the challenges with the implementation of DI:**

* Allow extra time, if required, for identified students to complete tasks (supply simplified chart/vocabulary if appropriate).
* Arrange peer helpers for in-class support/pair identified student with capable students to support learning experience.
* Show sensitivity to cultural concerns/differences, IEPS, ELL and ELD by using a variety of visual examples.
* Provide a variety of teaching strategies to meet the needs of all students.
* Keep the culminating tasks as very open approach projects that students have the opportunity to apply visual, kinaesthetic, etc forms of participation in these projects
* Allow time for conferencing with students who need extra help.
* Encourage peer mentoring in the classroom.
* Provide an alternative to written work to measure achievement of expectations.

##### CHOICE BOARD FOR MULTIPLE INTELLIGENCES

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| Verbal/Linguistic  • Write instructions  • Keep a personal journal  • Create a poem  • Create TV ads  • Read stories to others  • Retell in your own words  • Teach concept  mapping  • Create crossword | Logical/Mathematical  • Create a time line  • Compare/contrast  ideas  • Create an outline for a  story  • Design a map  • Decipher codes  • Create patterns  • Design a game to  show... | Visual/Spatial  • Create a poster  • Draw a map  • Create visual diagrams  • Draw from different  perspectives  • Create a comic strip  • Graph results of a  survey |
| Interpersonal  • Tell stories  • Teach a cooperative  game  • Role play a situation  • Discuss and come to a  conclusion  • Survey or interview  others | Free  Choice | Body Kinesthetic  • Make up a cooperative  game  • Practice physical  exercise  • Conduct hands-on  experiments  • Construct a model or  representation |
| Musical Rhythmic  • Create raps  • Play musical instruments  • Write to music  • Teach dance steps  • Make up sounds and  sound effects  • Write a jingle  • Create rhymes that... | Naturalist  • Collect and categorize  data, materials, or ideas  • Discover or experiment  • Take a field trip  • Study means of survival  • Adapt materials to a  new use  • Label and classify | Intrapersonal  • Keep a personal journal  • Write about personal  experiences  • Think about and plan…  • Review or visualize  • How would it feel to…  • Imagine and write  about the future |

Source: <http://www1.cbsd.org/sites/teachers/middle/csikora/DI%20Handouts/Choice%20Boards%20Packet.pdf>

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