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| DIFFERENTIATED INSTRUCTION LESSON PLAN By. Karen Atwal |

### Subject/Grade: Grade 12 Human Growth &Development Suggested Time: 75 Mins

### Course/Type/Code: HHG4M

Lesson Title: Parenting Styles

Lesson Description: This lesson can be modified to be used in the HPC or HPW grade 11 Parenting centered courses. The lesson examines the three key parenting styles and how they are applied or can be applied in our everyday lives. The three Parenting styles identified by Baumrind that students will be introduced to in this lesson are authoritarian, authoritative, and Uninvolved.

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| **Planning Information** | |
| Strands  Socialization and Human Development | |
| **Expectations**  *Overall:*  By the end of this course, students will:   * demonstrate an understanding of the critical role that a family plays in the socialization of its members; * describe different theories of parenting (e.g., Baumrind’s) and compare children’s responses to different parenting styles in one or more real-life settings. | |
| **Prior Knowledge Required** *(knowledge/concepts and skills students must possess to be successful in this lesson)*  Students will have an understanding of what agents of socialization are. This class we will examine the family as an agent of socialization specifically. For this lesson the focus will be the role of parents as members of the family which is an agent of socialization | |
| **Resources** *(items in appendix are indicated \*)*  Handouts for Students  (Jigsaw graphic organizer)  Textbooks-Today’s Parent or Computer  Access to allow for research time. | **Agenda**  **Thumbs Up-Down**  **Think Pair Share**  **Jigsaw-Textbook or Computer Lab Time (1/2 class or full class in Lab)**  **RAFT Activity**  **Exit Cards** |

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| **Teaching/Learning Strategies** | |
| **Stage 1 - MENTAL SET / SHARING EXPECTATIONS** *(The Hook)*  ***Thumbs Up/Down***   * Thus far in your life, how many of you would say that your parents have played an influential part in shaping who you are? * How many of you would say your parents are very strict? Strict with reason? Very laid back? | |
| **Stages 2 to 5 - INPUT / CHECK for UNDERSTANDING / MODELLING & PRACTICE** | |
| ***Time***  ***10***  ***25***  ***30*** | **DIAGNOSITIC:**  **Think, Pair, Share**  **Think:** For a moment think about a personal story where your parent/guardian played an influential role in shaping you or your decision about something?  **In Pairs:** Discuss your story.  **Share**: How do some of these examples show that Parenting is an agent of socialization given what we know about agents of socialization?  **INPUT:**  **Jigsaw**   * Number the class 1-3 and have students spilt up into groups, tell them to remember who was in their group and their number. Have all the one’s look at parenting style 1…and so on   **MODELLING/DEMONSTRATING:**   * In their expert groups students will fill out their portion of the graphic organizer. * They will return to their previous groups to complete the missing blocks of their organizer. * Upon completing their graphic organizer each group is to write and submit a short scenario involving a child and parent interaction. The scenario should remain open ended, no resolution should be written for the situation. Then students will submit these scenarios to the teacher   **CHECK FOR UNDERSTANDING/PRACTICE:**  **RAFT**   * The teacher will read a scenario to the class who are playing the role of parents. * The scenario is of a child and the class must say what they would do if they were in the role of the authoritative, authoritarian and uninvolved parent. They are being interviewed by a Today’s Parent magazine representative.  |  |  |  |  | | --- | --- | --- | --- | | **Role** | **Audience** | **Format** | **Topic** | | **Uninvolved Parent** | **Readers of Today’s Parent** | **Interview Response** | **Parenting Style** | | **Authoritarian Parent** | **Readers of Today’s Parent** | **Interview Response** | **Parenting Style** | | **Authoritative Parent** | **Readers of Today’s Parent** | **Interview Response** | **Parenting Style** | |

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| **Lesson Wrap-up** |
| **Stage 6 - CLOSURE** *(summarizes or extends key lesson knowledge/concepts/skills)*  **EXIT CARD+RAFT**  **Depending on their chosen role each student will write a response for each scenario the teacher reads on their Exit cards. To be submitted on the way out of class.** |
| **Stage 7 – Preparation/Homework**  Venn Diagram: Boys vs. Girls-How are they socialized differently and similarly by parents?  Tomorrow’s Class: We will be watching Pinks Versus Blues. |

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| **Additional Considerations** | |
| 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:  **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: |

**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.

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##### Parenting Styles Graphic Organizer:



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| --- | --- | --- | --- |
| Parenting Style | What it looks like? | What it sounds like? | Impact on socialization of Child: |
| Authoritative |  |  |  |
| Authoritarian |  |  |  |
| Uninvolved |  |  |  |

Notes:

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**Exit Card**

Prior to leaving class complete the following exit card. This will be reviewed by your teacher.

**Pinks Vs. Blues Venn Diagram**

Scenario1:”\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”

Scenario2:”\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”

Scenario3:”\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”

Scenario4:”\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”

Scenario5:”\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”

**EXIT CARD**

**Parenting Styles-Scenarios**

**Role:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Prior to watching the film complete the following Venn diagram with:

How are children socialized differently and similarly by parents?

