

MYP Design Cycle: Design

(Time frame: One 85-minute block with additional time outside of class for group-work and conferencing)

Habit Lesson Plan Design Specifications

Your lesson plan must:

- clearly state the learning intentions and success criteria;
- teach your peers the main ideas of the assigned habit;
- make clear, real-life connections to you and your peers' lives;
- be 60 minutes in length;
- incorporate technology (document camera, computers, projectors, radio, web-based applications, etc.)
- engage all of your peers in multiple activities that promote the essential idea of your chapter and are geared towards all types of learners (i.e. visual, kinesthetic, auditory, etc.);
- assess you and your peer's understanding of the material.

Step one: You need to review your Cornell notes on all of the main points conveyed and that your group determined you want to share with your peers. Based on these, create a learning intention for your lesson and describe the success criteria that is easily understandable to you and your peers

Learning Intention (***)To be determined **BEFORE** designing possible activities.)

We are learning to:

- **develop habits that will help us to be more effective human beings**
- **understand the difference between proactive an reactive people and language**
- **use proactive language and make proactive choices to live a happier, more calm life**

Success Criteria (***)To be determined **DURING/AFTER** designing activities.)

We'll know we're successful when we can:

- **define proactive and reactive and participate in small and large group discussions**
- **analyze which characteristics describe a proactive and which ones describe a reactive person**
- **create a short skit based on a real-life situation that shows proactive language and choices in effect**
- **complete the exit slip**

You should know what you need and want to teach before you begin designing otherwise it is difficult to evaluate whether or not the activities you plan are worthwhile.

On the other hand, you can't say what the students will have to do to be successful until you know which activities you're for sure going to do!

Step Two: Your group will then need to discuss which activities you think are best to teach the concepts, to give your peers the opportunity to practice using the habit, and to assess whether or not they understand. Keep in mind, you have 60 minutes to utilize, and you'll want to provide several purposeful activities that are both clear *and fun*.

Step Three: Discuss and design at least six **DIFFERENT** activities recording the essential information in the graphic organizer below.

- at least two of the activities should be options for opening the lesson (i.e. engaging ways to introduce the topic and teach important concepts).
- at least two of the activities should be options for providing your peers the opportunity to practice (i.e. engaging ways to get people talking with one another, moving around, using the habit, etc.)
- at least two of the activities should be options for assessing whether or not your peers understand (i.e. a way to “test” whether or not everybody “got it”)

Examples

	Example of 1 Opening Activity	Example of 1 Practicing Activity	Example of 1 Assessing Activity
<i>Purpose</i>	To introduce the concepts of the first habit “Be Proactive” and to distinguish between proactive and reactive responses.	To discuss situations that students have used either proactive or reactive language.	To determine whether or not students understand how to make a proactive response to a situation that could cause a reactive one by using proactive language and actions.
<i>Type</i>	Questioning and Discussion	Reflecting and Evaluating	Creating Skits
<i>Learning Style</i>	Auditory and visual	Auditory and visual	Kinesthetic
<i>Step-by-step plan</i>	<p>1. Poll the audience with a show of hands and the following questions:</p> <p>- “How many of you feel in control of your lives? How many of you feel you’re not in control of your lives? How many people feel like there are some things they have control over and some things they don’t? What are some of the things you DO and DON’T feel in control of?”</p> <p>2. Read pages 48 and 49 of <i>The 7 Habits of Highly Effective Teens</i> to introduce the concepts of proactive vs. reactive.</p> <p>3. Project directions that instruct small table groups to read and analyze the example scenes provided by Covey for six minutes.</p>	<p>1. Instruct students to anonymously write a scenario in which they have been either reactive or proactive, but they can’t indicate which type of response in the description.</p> <p>2. Collect responses.</p> <p>3. Read responses to the class one-by-one.</p> <p>4. Instruct students to vote with a thumbs up to indicate a proactive response or a thumbs down for a reactive response.</p> <p>5. Discuss ways to make each reactive response into a proactive one.</p>	<p>1. Distribute reactive scenario sheets to students.</p> <p>2. Instruct students to read their assigned passage and to highlight the part of Jack or Jill’s response that was reactive.</p> <p>3. Explain to students they must rewrite the ending, creating one in which Jack or Jill’s behavior was proactive.</p> <p>4. Group students with like scenarios, and instruct students to discuss all of the possible new endings.</p> <p>5. Instruct students to select one of the endings – or to combine some of the ideas – to create the most proactive example to reenact for the class in a skit.</p>
<i>Materials</i>	7 Habits books, Power Point with directions, online timer	strips of white paper and pencils/pens	handouts with different scenarios and props
<i>Technology</i>	projector and computer	none	none
<i>Assessment</i>	Students needed to generate a list of additional proactive and reactive responses for scenes 1 and 2.	Students correctly identified proactive and reactive situations by showing the correct thumb signal.	Students highlighted the reactive portion and created a proactive skit.

Opening Lesson – Designs

	<i>Design #1</i>	<i>Design #2</i>	<i>Design #3</i>
<i>Purpose</i>			
	<div style="border: 1px solid black; background-color: #d9e1f2; padding: 5px; display: inline-block;"> Each possibility can have the same purpose, or learning intention. </div> <div style="display: inline-block; vertical-align: middle;"> ← → </div>		
<i>Type</i>	<div style="border: 1px solid black; background-color: yellow; padding: 5px; display: inline-block;"> But the type/style(s)/plans should all be different! </div>		
<i>Learning Style</i>			
<i>Step-by-step plan</i>			
<i>Materials</i>			
<i>Technology and visuals</i>			
<i>Assessment</i>			

Practicing Concept(s) – Designs

	<i>Design #1</i>	<i>Design #2</i>	<i>Design #3</i>
Purpose		.	
<div data-bbox="604 317 1161 411" style="border: 1px solid black; background-color: #d9e1f2; padding: 5px;"> Each possibility can have the same purpose, or learning intention. </div>			
Type			
<div data-bbox="615 522 1172 617" style="border: 1px solid black; background-color: #ffff00; padding: 5px;"> But the type/style(s)/plans should all be different! </div>			
Learning Style			
Step-by-step plan			
Materials			
Technology and visuals			
Assessment			

Assessing Understanding - Designs

	<i>Design #1</i>	<i>Design #2</i>	<i>Design #3</i>
Purpose			
	Each possibility can have the same purpose, or learning intention.		
Type			
	But the type/style(s)/plans should all be different!		
Learning Style			
Step-by-step plan			
Materials			
Technology and visuals			
Assessment			

Step Four: You will then evaluate which activities are the best options for you to solve your problem, i.e. how do you best create a lesson to teach your peers your habit.

Which one of the opening designs do you plan on moving forward with to the planning and creating phases? Why do you feel it's the best one for meeting the design specification, and most importantly, to address the problem?

Answer this question thoroughly! Don't forget how important it is to mention how the activity meets one or more of the design specifications listed for the lesson *better than* the other options your group came up with!

Which one of the practice designs do you plan on moving forward with to the planning and creating phases? Why do you feel it's the best one for meeting the design specification, and most importantly, to address the problem?

Which one of the assessment designs do you plan on moving forward with to the planning and creating phases? Why do you feel it's the best one for meeting the design specification, and most importantly, to address the problem?

Evaluation of Criterion B: Design

Achievement level	Level descriptor
0	The student does not design even one product before creating one.
Minimal	The student does not reach a standard described by any of the descriptors given below.
Basic	The student generates one design for each type of activity, and makes some attempt to justify this against the design specification.
Proficient	The student generates a two designs for each type of activity, justifying the choice of one design for each and fully evaluating this against the design specification.
Advanced	The student generates a range of feasible designs (i.e. 3 or more), each evaluated against the design specification. The student justifies the chosen design and evaluates it fully and critically against the design specification.