

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
- teach your p
- make clear,
- be 60 minute
- incorporate
- based applic
- engage all of
- your chapter
- auditory, etc
- assess you ar

Awesome
Learning intentions!
They start w/ strong
verbs & are written
in a way your
peers will
understand!

ives;

projectors, radio, web-

e the essential idea of
(i.e. visual, kinesthetic,

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:

- build up relationships with people by understanding the RBA
- how to impliment the RBA in our lives
- understand the importance of relationships

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

We will know we're successful when:

- we are able to know the importance and understand the RBA
- talk about how it affects our lives

Opening Lesson – Designs

	Design #1	Design #2	Design #3
Purpose		To help them understand what the RBA is and how important it is	
Type		Questioning and Discussion	
Learning Style		Visual and Auditory	
Step-by-step plan		<ol style="list-style-type: none"> 1. Ask them questions about what they think they have to do to have a good relationship with someone. 2. Read the pages 130-143 3. At the end talk about the examples given in the story and what they think about it. 	
Materials		The 7 habits book	
Technology and visuals		None	
Assessment		To be able to participate in what they think a relationship needs.	

Practicing Concept(s) – Designs

	Design #1	Design #2	Design #3
Purpose		If students understand that one can't have a good relationship with people without having a good one with yourself.	They are to do what they want to do.
Type		Reflecting and Evaluating	
Learning Style		Visual and Auditory	
Step by		<ol style="list-style-type: none"> 1. Tell everyone to write down a relationship they have on a piece of paper but with different names for privacy. 2. Crumble them up and throw them to the other side as a snow ball fight and then pick one up and some volunteers will read them. 3. We will talk about them and how we can make them better by restating the FBA. 	
		Paper and Pencil	
		None	
		Able to write about a relationship they have that is not so good so then people can contribute to what they think about it.	

Love the idea but I wonder why you'd want them to write @ a fake relationship.

In order for them to connect what @ a real relationship but anonymously changing names of people in the reflection if necessary.

Assessing Understanding - Designs

	Design #1	Design #2	Design #3
Purpose		How well we know what to do to have a good relationship.	
Type		Creating skits	
Learning Style		Kinesthetic, Auditory and Visual	
Step-by-step plan		<ol style="list-style-type: none"> 1. Get people into groups of four for a little skit about relationships with someone. 2. Talk about them as a whole class about what we thought was good and what needs to improve. 3. Talk about how important relationships are in life. 	
Materials		Timer and 7 habits book	
Technology and visuals		Computer and Projector	
Assessment		Make a little skit about having a good relationship with people.	

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 *to* address the problem?

Design #2 because it goes

See Sam's paper
 ↓
 "hitting all the points" isn't enough reasoning. Articulate which particular design specs

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 *to* address the problem?

Design #3

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 *to* address the problem?

Design #1

are being met + now.

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.