Instructional Design

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Portfolio Entry for Wisconsin Teacher Standards 7

EDUW 693 Instructional Design and Assessment

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Learning Step 1: Start from Developmental Standards

Targeted Descriptors from Wisconsin Standards for Teacher Development and Licensure

The descriptors listed for each Wisconsin Teacher Standard (WTS) on this page and the next are copied from the Wisconsin Department of Public Instruction website. Areas targeted for improvement during the course are preceded by a ♦ rather than a • symbol.

Wisconsin Teacher Standard (WTS) 7: Teachers are able to plan different kinds of lessons.
The teacher organizes and plans systematic instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Knowledge
• The teacher understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.
♦ The teacher knows how to take contextual considerations (instructional materials, individual student interests, needs and aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curriculum goals and students' experiences.
• The teacher knows when and how to adjust plans based on student responses and other contingencies.

Dispositions
♦ The teacher values both long-term and short-term planning.
• The teacher believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.
• The teacher values planning as a collegial activity.

Performances
♦ As an individual and a member of a team, the teacher selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e. g. that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired).
♦ The teacher plans for learning opportunities that recognize and address variation in learning styles, learning differences, and performance modes.
♦ The teacher creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.
• The teacher creates short-range and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation.
• The teacher responds to unanticipated sources of input, evaluates plans in relation to short- and long-range goals, and systematically adjusts plans to meet student needs and enhance learning.

Learning Step 2: Pre-assess Evidence Compared to Standards to Define Areas to Improve

Introduction

This entry for Wisconsin Teacher Standard 7 (WTS 7) documents completion of a professional learning process to improve instructional design. The ultimate goal is to achieve each student's developmental capabilities through confident and independently competent learning. My seven-step process will aim to improve instructional design for an elementary health lesson about self-worth/self/esteem. Wisconsin Common Core State Standards guided academic performance assessment for students. The Danielson model (2007), guided instructional and learning environment assessments, focusing on expectations coordinated to The Wisconsin Teacher Standards (WTS) 7.

Pre-assessment of Instructional Design Practices Related to WTS 7

Artifact A shows pre-assessment results as of this writing, and after Learning Step 6 the post-assessment results will also be included in each table for ease of direct comparisons. The pre-assessment starts with only an estimation of current student performance for the targeted subject, rather than an assessment based on reliable evidence of low, median, and high student samples. School has yet to start at the time of this writing, so past experiences, first impressions, and any available student evidence related to the targeted subject form the basis for other ratings.

Tables 1, 2, 3, and 4 address four areas related to assessing instructional design: (1) appropriate starting points based on current student performance compared to developmental standards, (2) appropriate outcomes, (3) optimal learning processes, and (4) engaged learning.

Essential Question to Guide Research and Assessment Conclusion

The overall inquiry question to guide my 693 learning process is "How do I improve planning in writing a health lesson on self-worth/self-esteem so my students achieve their

developmental capabilities through confident and independently competent learning?" The pre-assessments of student performance, instruction, and learning environment, guided by WTS 7, suggested a need to improve the (a) balance and clarity of the lessons as to enhance the understanding of cultural diverse learners by (b) designing activities and groupings that appeal to cultural differences that get the students 100% engaged.

Learning Step 3: Research to Find Answers/Insights

Introduction to Research Summary

To address growth related to Wisconsin Teacher Standard 7, teachers aim to "organize and plan systematic instruction based upon knowledge of subject matter, students, the community, and curriculum goals." Many planning elements and skills are necessary for achieving WTS 7 at a master teacher level. General practices investigated in EDUW 693 include coordinated PK-12 planning, backward design, a developmental understanding of individual and group needs based on reliably assessed evidence, and incorporating specific differentiation strategies and delivery methods to engage all students. This research summary highlights general areas that emerged as logical choices to improve instructional design and delivery, and an investigation of specific new strategies and methods for achieving my targeted lesson.

Discovery Education (2014) published a lesson plan for a sixth-grade unit on self-esteem. The plan outlined student objectives and offered clearly organized instructional steps. The topics included the students analyzing their personal strengths and weaknesses, while considering the importance of self-esteem in a healthy life. The lesson spanned one to two class periods. Activities that appeal to diverse learners included a "personal inventory" survey in which the students completed sentences about themselves. In addition, the students then took information and created posters of themselves. This created two separate ways for students to examine their

traits, likes and dislikes. One of the ways is in writing and another by using visual images.

Although this plan addresses sixth-grade level, it is valuable for health education teachers in

primary or elementary settings. In order to design appropriate lessons on self-esteem for grades

3-5, it is important to think developmentally and coordinate learning topics and content within a

K-12 special education program. Some of the learning processes are also applicable to

elementary students. For example, one plan showed the steps for teaching the concept of self-

esteem by the teacher asking the students to define the term itself. Using this collaborative

brainstorming technique, the students will begin to see that self-esteem is simply how they

understand and value themselves.

Johns Hopkins School of Education published an article by Guild (2001) entitled

Diversity, Learning Style and Culture. The article touches on the students' learning styles,

cognitive styles, psychological type and/or multiple intelligences. It also deals with the affects of

the learner's family background and socioeconomic level in their learning. Guild finds that

"most schools still function as if all students were the same." However, she argues that "the

need to address the balance between uniformity and diversity is urgent because the current

imbalance is consistently damaging to(sic) many learners and teachers." This article makes

clear, however, that appealing to diverse learners does not mean an "anything goes" approach.

However, Guild is quick to point out that in education there are some absolutes and that teachers

should adhere to their values and beliefs. In a lesson that covers self-esteem/self-worth, it is

relevant in many ways to incorporate activities in the lesson that aid the students and the teacher

to become more aware of the student's diverse backgrounds. The effect is two-fold: The

students learn that diverse cultural backgrounds are what make us different. They then can come

to embrace those differences and understand they should be a source of pride, which leads to

higher self-esteem. Secondly, the teacher can learn more about their students' backgrounds to develop activities that will best aid their learning style.

Olinghouse (2008) wrote a journal piece on accommodating students and their needs. Olinghouse was clear to point out acceptable uses of differentiation:

> …. do not fundamentally alter or lower expectations or standards in instructional level (conceptual difficulty), content, or performance criteria. Instead, changes are made in the instructional delivery method, assessment method, or both to enable the student to have access to the same learning and equal opportunity to demonstrate learning. (p.1)

The journal piece outlined a nine-step plan to provide accommodations. Step 2 talked about how to gather information to find potential problems that will need to be addressed. The plan suggested observing and evaluating the students using "typical instructional materials." The piece pointed out that this step aids the teacher in identifying the adaptations that they possibly need to make to the materials. They can include: rewriting or reorganizing the materials, providing additional guidance or support to help the students connect to the materials and possibly search for alternative materials that more compatible to the needs of the certain students.

Culturally diverse students often require teachers to use a variety of activities and teaching techniques. In her article on teaching strategies for culturally diverse learners, Burnette (2009) made the point that culturally diverse students often have many different communication and cognitive styles along with different aptitudes. An understanding of this enables teachers to be creative in their instruction styles. Burnette also suggested the need for teachers to constantly be aware of the students' differences in "appearance, race, sex, disability, ethnicity, religion,

socioeconomic status, or ability." Creating learning opportunities for these students is the job of the teacher. For example, the teacher can pair students for an activity on cultural traditions with students from a different background. The students learn a little more about their own background, they also are given the opportunity to become familiar with the cultural traditions of others of others as well.

In an article published on scholastic.com, Ross (2014) made some very interesting points regarding teachers and their diverse students. Ross challenged teachers to "take a quick inventory. Do the pictures on your walls include a variety of cultures?" She points out that "little changes" can make a big difference. Having a classroom that reflects diversity can go a long way to ensure the students feel included. If the teacher makes efforts to recognize and explore the diversity of their students, then the students will most likely be aware and embrace their own culture and ethnicity. Ross reinforces this concept when she suggested that teachers familiarize themselves with all the holidays and traditions that their students celebrate (p. 2). Having a better understanding and awareness of the students they teach, teachers will create better activities and more beneficial lessons.

Research Conclusion

Confident and independently competent learning happens when the teachers knows their students well enough to create lessons that will embrace their diversity and get them 100% engaged. Teachers can use a number of methods to get a better understanding of the cultural differences of their students. Cultural diversity often means learning differences among the students. Learning differences often means adaptations and alterations to lessons. The students are better served when the teacher is able to make the connection from cultural/learning differences to creating lessons with adaptations.

These five resources emphasized the importance for educators to constantly be aware of the culturally diversity of their students. This diversity illuminates the fact that all students learn differently. A "one size fits all" approach does not work for all. The initial planning of the lesson should begin with the teacher having a clear understanding of the differences in their students. The teacher will then look to find any alterations or accommodations that need to be provided for the learners. Culturally diverse sensitive lessons do not solely benefit students' enhancement in their learning, they also provide support and opportunity to for the students to better understand their own cultural differences and develop pride and positive self-worth.

Learning Step 4: Plan, Incorporating Answers and Insights from Research

Research Implications

My inquiry question: "How do I improve planning in writing a health lesson on self-worth/self-esteem so my students achieve their developmental capabilities through confident and independently competent learning?"

For my targeted lesson, I plan to try these new ideas from research and course learning:

1. Compare student performance from lessons that used traditional instructional methods and lessons that were altered for culturally diverse students.

2. Display culturally diverse images and themes in my classroom.

3. Have students do research and then present their findings in multiple formats on their own individual cultures.

4. Constantly be aware that all my students to not think and learn the same.

5. Spend time educating myself with customs, holidays. and traditions of multiple cultures.

Research-based Action Plan

See Artifact B, which is the lesson plan that resulted from research and in-class learning. Markings and color coding show evidence of understanding EDUW 693 terms and expectations for instruction planning. This plan is one lesson in a series of lessons forming a learning unit.

Learning Step 5: Implement Plan and Gather Evidence

Artifact C shows student work samples with comments that explain how new planning and delivery actions affected student learning.

Learning Step 6: Post Assess Evidence Compared to Pre-assessments and Standards

Artifact A uses italicized type to distinguish post-assessment information from the pre-assessment. Tables 2, 3, and 4 include subsequent explanations and evidence of significant improvements that proved beneficial to student learning.

Learning Step 7: Reflection of My Entire Learning Process

This WTS 7 learning process focused on improving standards-based instructional design and related delivery practices to achieve competent, confident, and independent learning at each student's developmental capabilities. Each area below summarizes the two most significant conclusions that emerged from a reflection of my entire learning process:

My Most Effective Actions/Attitudes in My Seven-Step Learning Process, with Evidence

1. I think I've always needed to get better at researching my lessons. The more I'm able to know about the subject and topics being taught the better equipped I'll be at answering questions and expanding the lessons. The research that I did for this lesson added to the idea of the student's connecting the dots from their cultural background and their health.

2. My lessons have always been centered around lectures and class discussions. I needed to expand my lesson procedures. This process has shown me the importance of changing up my instruction strategies so that the students that learn differently can have an equal chance to learn.

My Least Effective Actions/Attitudes in My Seven-Step Learning Process, with Evidence

1. I didn't implement much pre-assessment in this lesson. The effectiveness of any data was non-existent because there wasn't any pre-assessment information to go off of.

2. The essential question for the students to consider wasn't as clear and supportive as it should've been. This needs to be a direct guide based on the standards to head up the lesson direction.

My Next Steps for Improving My Learning Process (What to Learn and/or How I Learn

1. Going forward I want to make sure my lessons are in complete alignment with the State and National standards. I've always been aware of the standards but I didn't really look specifically at them to steer the lessons in the correct direction. It will also give me some evidence to show that I am teaching the students what they need to be learning.

2. I need to keep gathering data and compiling evidence as my lessons improve using this method. The more information I keep acquiring from year to year will give me a healthy sample of the evidence to see the effects of better lessons.

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Artifact A: Pre-assessment and Post-assessment Comparisons

Italicized type distinguishes post-assessment additions (Learning Step 6) from the earlier pre-assessment (Learning Step 2). Changes in assessment notes explain changed ratings or unchanged ratings. (Unchanged ratings generally represent improvements within the same developmental range as the pre-assessment.) Rating codes for Tables 2, 3, and 4: Unsat = Unsatisfactory, Basic, Prof = Proficient, Dist = Distinguished.

Table 1: Current Academic Student Performance Compared to PK-12 Vertical Standards		
Skill Level	Grade Level	Current Proficiency Level Based on K-12 Developmental Standards for Health, Section 1:2:A and B. (*proficiency* = performance meets ALL expectations at and below the rating) Quotes from subject standards at, above, or below rated level. See lesson plan.
Lowest	↓5 *to* *5*	"Describe basic concepts related to health promotion and disease prevention," (Grade 3-5). Lowest student *can* describe how to "prevent common childhood accidents in terms of the risks of getting involved, *can* then describe relationships among the environment, healthy behaviors, and personal health." They understand what a term is *and* how or why it happens. "Apply health knowledge to health-related situations" (Gr. 3-5). Lowest students *can* "describe personal and environmental barriers to practicing healthy behaviors" and *can* "compare dimensions of health, *and can* define them separately."
Median	5 *to* ↑*5*	Middle student have basic understandings of the two standards, such as alcohol in general affects a person in how they think and act, they *can* specify long term possible consequences. They *can* make the connection between alcohol use and other problems such as crime, unemployment, and lack of education. *Moderate* knowledge and understandings, some application, *with some* higher-level thinking to make connections.
Highest	↑*5* *to* ↓*6*	Can make connection to disease, how a person acts specifically, and consequences such as criminal activity. Understand short- and long-term consequences, and how a person can unintentionally get into trouble. Cannot "examine the impact of influences" independently, such as analyzing how external and internal factors can influence health behaviors" and "provide examples of how factors can interact to influence heath behaviors." (Grades 6-8)
Evidence source: Area to improve:		Teacher observations and previous assessment from last year. Need to work on making <u>realistic connections</u> between alcohol and other drug use and poor self-esteem.
Evidence source: Most improved area:		*Teacher observation of work and checks of assignment quality. Performance levels did increase from the lowest at the low end 5th grade to the high being the low level 6th grade. All students were able to make a basic connection from several factors to their own personal good health.*

Table 2: Pre- and Post-assessment of Instructional Design for Appropriate Outcomes		
Danielson *A Framework for Teaching*, Domain 1: Planning and Preparation Component 1c: Setting Instructional Outcomes (p. 51-53 and chart on page 54).		
Element	Rating	Assessment Based on Danielson *Framework* Criteria.
Value, sequence, and alignment	Proficient *to same*	Outcomes represent moderately high expectations and rigor. Most reflect important learning in the discipline. Most outcomes connect to a sequence of learning in the discipline. Most outcomes connect to a sequence of learning in related disciplines.
Clarity	Basic *to Proficient*	Outcomes are moderately clear, written in the form of student learning. Some outcomes permit viable methods of assessment. *Outcomes were highly clear written in the form of student learning. Most outcomes permit viable methods of assessment.*
Balance	Basic *to Proficient*	Outcomes reflect several different types of learning, but no attempt to coordinate or integrate disciplines. *Outcomes offer several types of learning activities with some applications.*
Suitability for diverse learners	Basic *to Proficient*	Most outcomes (*improved to almost all*) are suitable for most students in the class. Outcomes are based on global assessments of student learning.
Evidence source:		Written personal reflections of the lessons, former classroom observations, and student performance scores.
Area to improve:		Interdisciplinary balance in the lessons with more diversity in instructional techniques to achieve clear outcomes.
Evidence source:		*The sequence was much more in line which made for clearer transitions from one point to the next.*
Most improved area:		*Overall flow of the lesson apparent by the length it took to teach it.*

Most Significant Evidence of Improvements in Designing Appropriate Outcomes

1. I previously let the students pick their partners and small groups by themselves. When doing this they almost always picked a friend or another student of equal learning type. Setting up the pairs and groups myself went along way in getting the students out of their comfort zone and forcing them to learn from each other.

2. By creating multiple checkpoints of assessment in this lesson, it helped me to become better aware of the wide range of proficiency levels in my students. I can do a better job of this

but before I gave little attention to discovering the levels of individuals that I am working with

within the group.

　　　3. My old lessons used to have some flow to them but connecting the steps with a much

better flow creates for better transitions throughout the lesson. I don't think that my previous

lessons were scattered but they certainly are more structured now with the standards as a guide.

Table 3: Pre- and Post-assessment of Instructional Design for Optimal Learning Processes		
Danielson *A Framework for Teaching*, Domain 1: Planning and Preparation Component 1e: Designing Coherent Instruction (p. 55-59 and chart on page 60).		
Element	Rating	Assessment Based on Danielson *Framework* Criteria. Improve
Learning activities	Proficient *to* *same*	All learning activities are suitable to students or to the instructional outcomes. Most represent significant cognitive challenge. Some differentiated for groups of students. Activities are appropriately differentiated for individual learners. *The "Commercials of me" were adjusted with good results. The students that were able to choose the presentation style that they felt most comfortable with.*
Instructional materials and resources	Proficient *to* *same*	All of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning. There is some evidence of appropriate use of technology and of student participation in selecting or adapting materials.
Instructional groups	Basic *to* *Proficient*	Instructional groups partially support the instructional outcomes with some variety in grouping students. Instructional groups are appropriately varied for students and the different instructional outcomes. Some evidence of student choice in selecting the different patterns of instructional groups. *Groups were made specifically to encourage diverse conversation*
Lesson and unit structure	Proficient *to* *same*	The lesson or unit has a clearly defined structure that organizes activities. Even coherent progression of activities and reasonable time allocations for each activity. Allows for different pathways according to diverse student needs.
Evidence source: Area to improve:		Teacher observations and practices. Varied instructional grouping to match outcomes: I usually let the students collaborate in groups of their choice. This created a gap in the activity outcomes.
Evidence source:		*The increase in the understanding of the connection between certain factors (including cultural) and one's natural instinct to practice good health.*
Most improved area:		*The Instructional groups were determined by the teacher. Students were intentionally grouped with those of a different background.*

Most Significant Evidence of Improvements in Designing Optimal Learning Processes

1. Developing a variety of activities that appealed to a more diverse group of learners significantly improved the lesson. Some students chose the "commercials of me" activity while others were able to display their understanding more traditionally (Body Image assignment).

2. The length of the lesson which is one class period (30 mins.) was able to be accomplished for the first time since I've taught the lesson. I attribute this to have better transitions in the steps of the lesson.

3. Test (yet to be given) scores on the learning targets are expected to be higher than those in previous years. Averages will be analyzed once the data is in.

Table 4: Pre- and Post-assessment Instructional Design for Engaged Learning		
Danielson *A Framework for Teaching*, Domain 3: Instruction. Component 3b: Using Questioning and Discussion Techniques and Component 3c: Engaging Students in Learning (combining rows in the charts on pages 82 and 85).		
Element	Rating	Assessment Based on Danielson *Framework* Criteria.
Quality of questions	Proficient *to* *same*	Teacher's questions are a uniformly high quality in cognitive challenge. Students generally respond with thoughtful responses formulating some questions of their own. Questions are asked in adequate time to respond.
Discussion techniques	Proficient *to* *same*	Teacher-student interaction is predominantly recitation style creating genuine discussion. Teacher steps aside when appropriate.
Student participation	Proficient *to* *same*	Teacher successfully engages all students in the discussion. *The participation has not changed but there was much more depth to the discussions*
Activities and assignments	Basic *to* *Proficient*	Activities and assignments are appropriate to some age or background. *All* students are mentally/cognitively engaged in the activities and assignments in exploring content. Students do *most of the time* initiate or adapt activities and projects to enhance their understanding.
Evidence source: Area to improve: *Evidence source:* *improved area:*		Observation of the student enthusiasm and effort in the assignments and activities, and student participation in discussions in the past. Activities and assignments that get 100% engaged in learning. *By the observation of the teacher the student engagement in the "Body Image" assignment increased to 95%* *Activities and assignments*

Most Significant Evidence of Improvement in Designing Engaged Learning

1. The use of technology allowed me to show the students some real life examples of people that have stories to tell about certain factors that negatively affected their health. I've shown videos before but none that had the affect that these did.

2. More than 50% of the students in both fifth-grade classes combined were able to range in the above median range for the "Body Image" assignment. I attribute this increase (from 40%) to the fact that I chose the student they were to be paired with during the activity.

3. The number of students that fell into the low level for the "Body Image" assignment was significantly lower than that in previous times teaching the lesson. This proves a higher level of engagement in the activity.

Artifact B: Improved Lesson Planning

The two plans below show previous planning practices compared to a plan created during

the EDUW 693 course.

Previous Lesson Plan Example

This first lesson plan excerpt demonstrates the ideas that typically guided me for

instructing students how to understand the relationship between having a positive perception of

oneself and having good self-esteem. The main point of the lesson (in correlation with part 1 of

the lesson), is that if you like yourself you will more than likely make choices to take care of

yourself. This plan addresses the elements of outcomes/objectives, tasks and process, but does

not address elements of content and assessment.

Unit/Theme – Developing Good Character
Lesson # 1 part 2 (5^{td} grade) – Self Concept
Objective: To understand the relationship between self worth/respect and good health.
Teacher Goals:
- To reinforce the concepts of Self-worth and Self-Esteem
- To explain why it's important to have a positive perception of yourself

Student Goals:
- To continue to develop an awareness of their own talents and skills
- To continue to develop an awareness of their strength and weaknesses
- To develop pride in themselves

Materials used: Power Point display, last weeks handout to reference, 9x12 piece of
drawing paper, colored pencils, markers

Lesson Procedure:
The teacher review key points of from last week.
- Teacher will pass out materials for the Posters/Billboards
- Teacher explain the requirements for the "Posters of Me"
- Teacher make available the materials for the posters
- Teacher will give time to the students to work on their posters
- Students will then present their posters in small groups to the class
- Teacher will explain why we did this…reinforcing the concepts of the lesson

Trial Lesson Plan Example

This plan demonstrates understanding of 693 expectations for lesson design processes

and elements, guided by expectations in WTS 7. Highlighting represents understanding of

lesson planning terminology and practices aimed at aligning expectations, content, process,

product, and assessment elements.

- 5 planning elements: objectives, content, process, product, assessment (3 types: diagnostic, formative, summative). One example in CAPITALS/YELLOW HIGHLIGHT
- 5 assessment tools/methods: five formative or summative methods
- 6 levels of Bloom's Taxonomy (explain missing or eventual levels)
- 5 thinking patterns (place term next to synonym: Introduce/Define by group
- 5 instructional strategies/techniques: see 693 term sheet for ideas
- 3 different differentiation strategies (LL, ML, HL; multiple intelligences MUS, VIS, VER, LOG, BOD, INTER, INTRA, NAT, EXIST; learning styles SEE, HEAR, TOUCH, SMELL, TASTE, DO, EMOtion, SETTING; explained specific differentiation needs and coded in the lesson.
- 1 use of technology incorporated into entire unit (green type)
- 1 example of making purposeful connections: widening perspectives to realities, interests, student's past/present/future, cultural/racial/ethnic awareness, gender sensitivity, etc.

FORMATIVE PLAN (TARGETED LESSON DETAILS FOR ONLY LESSON IN UNIT)

9.TARGETED LESSON'S Formative Learning Steps Leading to UNIT Expectations:

Formative Step 1	TIME LENGTH: 1 class period (30 mins.)
9a. Lesson EQ & EA	

| 9b. Lesson's Standard(s)/Expectation(s): Describe personal and environmental barriers to understanding student's cultural influences and ultimately practicing healthy behaviors. ||

PURPOSE for/to AUDIENCE **What** to learn? 9c. Clear Learning Objectives	VOICE (delivery role), EMPHASIS, SUPPORT, ORGANIZATION **How** to learn? (patterns/process to think→do) 9d. Methods to Motivate/Connect/Sustain Learning	VALIDATE, EDIT/REVISE 9e. **How Assess→ Correct→Confirm** to *Proficiency*?
OBJECTIVES 1. Students will define self-concept and self-esteem 2. Students will be able to compare a person with low self-esteem and high self-esteem. 3. Students will evaluate their personal values, strengths and differences. 4. Student will understand	PROCESS 1. The teacher will ask the students if they can recall the meanings of the concepts of self-worthCONTENT 2. The teacher will lead a discussion where students analyze factors that enable their talents, strengths, weaknesses, values and personal dreams power point 3. Students will watch short YouTube video on dream killers. Technology assisted learning 4. Teacher will place students to work with a partner of a different learning style and apply knowledge gained to answer writing questions 1 & 2 from the handout on media influences	1. Teacher will lead and observe the group on a discussion review of self-esteem. Checking for understanding 2. Students will check each others' answers on the handout on media influences. FORMATIVE 3.Teacher will lead a

| the ==relationship== between self-worth and having good health.

5. Students will be able to speak intelligently to make the ==circumstantial== case that links positive self-esteem and good health decisions throughout their lives…ie positive self esteem=choosing not to use tobacco | Cooperative Learning

5. ==Student pairs will connect with anther group and begin to create== "commercials of me." ==PRODUCT== Commercial must be ==real and truthful accounts== complete with ==evidence== of each student's personality, culture, strengths, weaknesses, talents and/or values in relationship to probabilities for long-term health based on science.

6. Students rehearse their commercial using the format that fits them best. (Song, act it out, interview style or visual poster-art) The commercial must contain a connection of each student's personal traits and their likely long-term health. | review complete with a study guide review handout

4. Exam questions on self-worth ==SUMMATIVE==

5. rubric with 3 known criteria for the students' "commercials of me" |

Formative Step 2	TIME LENGTH: 1 class period (30 mins.)
9b. Lesson's Standard(s)/Expectation(s): Describe personal and environmental barriers to practicing healthy behaviors.	

Artifact C: Student Performance Outcomes

Overall participation in the Body Image assignment increased to 95% using assigned peer-pairing and other activities that linked health choices to personal attributes such as cultural norms.

Low Performance: Student A was paired up with another student and they were to talk and each answer questions 1 and 2. The answers are on the right track but do not really go into much depth and are vague.

Body Image

Body image means how you see, think and feel about your body. This usually has very little to do with how you actually look!

Many people worry about how they look and what others think about how they look. Having a poor body image can lead to abnormal behaviors, such as excessive dieting and exercising or binge eating.

There are two main reasons why we look the way we do.

The most important reason is **genetics**. This means that we inherit characteristics from our parents, grandparents, aunts and uncles and other members of our family. There is very little we can do about this except make the best of what we have been given.

The second reason is **how well you look after yourself**. You will look and feel better about yourself if you:
- eat healthy food
- drink plenty of water
- exercise to keep your body looking the best it can
- get enough sleep or rest
- find time to relax and have fun
- work and keep active
- share with and care about other people
- keep away from unhealthy environments such as those where there is cigarette smoke

With so many other positive things to do and think about, there won't be time to worry about your body image!

1. In pairs, discuss and list some other abnormal behaviors which may be caused by having a poor body image.

> feel Sad
> Get in a lot of trouble
> cry
> feel bad

2. Write some ways you could "make the best of what you have been given."

> feel good
> try hard
> feel Happy

HEALTH CHALLENGE

With a friend, write a list of things you like about yourselves. You are not allowed to include anything you don't like!

Median Performance: Student B wrote answers that were more in line with what the lesson aims to teach. They show more of the student having an understanding of the direct connection between having a positive perception of himself and the natural instinct to take care of himself and make good decisions.

Body Image

Body image means how you see, think and feel about your body. This usually has very little to do with how you actually look!

Many people worry about how they look and what others think about how they look. Having a poor body image can lead to abnormal behaviors, such as excessive dieting and exercising or binge eating.

There are two main reasons why we look the way we do.

*The most important reason is **genetics**. This means that we inherit characteristics from our parents, grandparents, aunts and uncles and other members of our family. There is very little we can do about this except make the best of what we have been given.*

*The second reason is **how well you look after yourself**. You will look and feel better about yourself if you:*

- *eat healthy food*
- *drink plenty of water*
- *exercise to keep your body looking the best it can*
- *get enough sleep or rest*
- *find time to relax and have fun*
- *work and keep active*
- *share with and care about other people*
- *keep away from unhealthy environments such as those where there is cigarette smoke*

With so many other positive things to do and think about, there won't be time to worry about your body image!

1. In pairs, discuss and list some other abnormal behaviors which may be caused by having a poor body image.

> Do bad things to your body
> Don't try your best
> Use Drugs

2. Write some ways you could "make the best of what you have been given."

> God gave you talents
> Do what God wants
> Stay healthy

HEALTH CHALLENGE

With a friend, write a list of things you like about yourselves. You are not allowed to include anything you don't like!

High performance: Student C answered the questions and showed a clear understanding of the goals for the assignment. They are thought out and expand even greater than those any other student in the class.

Body Image

Body image means how you see, think and feel about your body. This usually has very little to do with how you actually look!

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There are two main reasons why we look the way we do.

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With so many other positive things to do and think about, there won't be time to worry about your body image!

1. In pairs, discuss and list some other abnormal behaviors which may be caused by having a poor body image.

> Drinking Alcohol   Eating Bad Food
> Tobacco   No Sleeping
> Using Drugs   Breaking the law
> No Exercise

2. Write some ways you could "make the best of what you have been given."

> Try the best you can at everything
> Find out your talents
> be happy about your family
> be happy about yourself

HEALTH CHALLENGE

With a friend, write a list of things you like about yourselves. You are not allowed to include anything you don't like!