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| **21st Century Lesson Cycle Template** | | |
| **Grade: 6-9 Subject: Resource**    **Unit: Social Thinking** | | |
| **Driving Question:** How can I introduce myself to my teachers and staff? | | |
| **Curriculum Outcomes: Social Thinking**  **- This lesson is designed to help newer student(s) introduce themselves to their teacher, principals and any staff at the school. This lesson is best suited for students who may exhibit behavior challenges throughout the year and may need to establish a strong connection with their teacher(s) early on in September.**  Choose an item.  Choose an item. | | |
| **Expected Time:**   * **40-50 min** | | |
| **Resources:**   * **iPad** * **Tellagami app** | | |
| **Lesson Procedure** | | **21st century skills** |
|  | Teacher does (I Do):  - As the resource teacher I would either show this video to an entire grade 6 or 7 class or take one or two individual students out of class and start with them individually.  - First the teacher will show their Tellagami screencast that introduces them (my version is hyperlinked on the website below this lesson)  - Then I will further the screencast introduction with a personal introduction and ask the student a few questions about their interests, hobbies, life etc. | find, validate  remember, understand  **collaborate, communicate**  analyze, synthesize  **critical thinking**  evaluate, leverage  **create**, publish  **citizenship** |
| Individual student work (You Do):  - The student is then required to make their own Tellagami introduction to be presented to myself (the resource teacher) and perhaps their teachers and principals.  - The Tellagami should include who they are, where they live, two thiings about their interest / hobbies and one or two things they would like to do or experience at Hebbville.  - The student will need at least 30 min to “tinker” with the Tellagami APP if they have never used it and give them additional time to create a 1 min video to introduce themselves (may take total of 45 min – 1 hour) | find, validate  remember, understand  **collaborate, communicate**  analyze, synthesize  **critical thinking**  evaluate, leverage  **create**, publish  **citizenship** |
| Group work (We Do):  - Make the video together and take any pictures around the school that student may or may not want | find, validate  remember, understand  **collaborate, communicate**  analyze, synthesize  **critical thinking**  evaluate, leverage  **create**, publish  **citizenship** |
| Class share (We Share):  - Share video with resource teacher  - Share video with classroom teachers and principals when appropriate | find, validate  remember, understand  **collaborate, communicate**  analyze, synthesize  **critical thinking**  evaluate, leverage  **create**, publish  **citizenship** |
| **Lesson Wrap Up:**  **-** I always discuss with the studentthat no matterhow much they disliked their previous teachersor principals, their new school is a “clean slate” and I emphasize how important it is to communicate with me when they need help, feel overwhelmed  - This lesson is almost the icebreaker for the year and is a nice transition to have the student(s) in the office for something on a positive note | | |
| **Differentiation/Modification/Enrichment:**  - If the student is nervous about their voice I often tell them to make an accent. Or I speak for them a little bit and have them speak a little. | | |
| **Assessment:**  Informal – Could be used as a mark with classroom teacher if they do similar presentations in their class | | |
| **Teacher Reflection:** | | |