**CONCEPT-BASED LESSON PLANNING PROCESS GUIDE**

***Note***: The shaded areas indicate the shifts from more traditional lesson planning to a concept-based instructional design and asks teachers to metacognitive reflect on their planning. The red cells and shading indicate the primary focus of our work at the Institute. **The process guide is to help make visible “the invisible thinking” in which teachers engage as they plan lessons**. The guide is not intended to suggest that templates in use by teachers or in districts should be replaced; in fact, the process guide may be a valuable tool when used “side-by-side” with other lesson planning templates or tools. The intention is to illustrate the type of questioning that should occur consistently with any planning process when considering the instructional shifts implicit in the Colorado Academic Standards.

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| ***Shift in***  ***Instructional Design*** | ***Lesson Elements and Design*** | ***Metacognitive Reflection*** |
| ***The Unit Generalization and Focusing Lens asks students to …*** | **Lesson Focus:**  Concentrate on active listening skills, using a respectful tone when responding to adults and peers, and practicing techniques and skills related to conflict and negotiation, refusal, and collaboration.  Hook Questions:   1. Think of a time when you tried to tell someone something and they didn’t listen.   How did it make you feel? | *How does this specific lesson advance the big idea or generalization of the unit? What connections might be made between other content areas?* |
| ***This lesson objective / learning target is critical to student understanding because…*** | **Objectives / Learning Targets:**  Teachers will demonstrate the components of active listening so that students can use a respectful tone when responding to adults and peers, practice techniques and skills related to conflict and negotiation, refusal, and collaboration.  Development of these skills is important when becoming an effective communicator. | *In what ways does the learning target support the generalization?* |
| ***Instructional strategies*** | **Instructional Strategy Menu (not exhaustive):**   * *Think pair share* * *Role Play* * *Role Modeling* * *Teacher-provided inquiry questions* * *Teacher modeling* * *Direct instruction* * *Collaborative groups* * Journal Reflection * Whole group discussion | *Which instructional strategies will foster learning the lesson’s skills, processes, or content?* |
| ***In the first 3-7 minutes of the lesson,*** | ***Opening (hook / anticipatory set / lesson launch)***  1. Think of a time when you tried to tell someone something and they didn’t listen.  How did it make you feel?    **Instructional Strategy chosen:**  Journal reflection  Teacher Modeling  Whole group discussion  **Why is this strategy impactful:**   * Journaling brings in personal relevance. * Teacher modeling demonstrates an exemplar for an active listener and prepares the students for the lesson. * Whole group discussion helps those students who may have struggled identify examples and provide an opportunity to make a connections or generate new ideas. It also helps build a classroom community through shared experiences. |  |
| ***The Learning Experience will*** | ***Learning Experience / Lesson***   1. ***The teachers will teach the five components of active listening with examples***  * ***Stop Everything you’re doing*** * ***Look at the person who is speaking*** * ***Stay quiet while the other person speaks*** * ***Ask clarifying questions or make comments about what you heard*** * ***Summarize what you heard the other person say***  1. ***Pass out and review check list for students to demonstrate understanding*** 2. ***Teachers model and/or show a video clip of a bad example of active listening while the students fill in the checklist to demonstrate what they saw.*** 3. ***The students will analyze with a partner and as a group the results of their checklist.*** 4. ***Teachers model and/or show a video clip of a good example of active listening while the students fill in the checklist to demonstrate what they saw.*** 5. ***The students will analyze with a partner and as a group the results of their checklist and discuss the differences between the two examples.*** 6. ***Teacher will assign partners and topics*** 7. ***Students will take turns communicating for 2 min while the other demonstrates good active listening skills. Topics for communication could integrate various subject areas (i.e. a recent math or social studies topic.)*** 8. ***Students will collaboratively fill in the checklist of the listener in the partner group after each turn.*** 9. ***Students will independently complete the reflection questions on the bottom of the worksheet.***   **Instructional Strategy chosen:**  Direct Instruction  Pair share  Group Discussion  Collaborative Partner Groups  Role Modeling  Role Playing  **Why is this strategy impactful:**   * Direct instruction introduces the effective strategies that demonstrate active listening. This strategy provides the information that is appropriate for their ability and grade level. * Pair share gives the students opportunity to make connections and generate ideas that relate to their own experiences. This strategy provides our lower level students with examples that will help them with a starting point for their own reflection. It also creates an opportunity to build relationships between students and develop a classroom community. * Group Discussion allows students to reflect and share ideas. This strategy helps students to identify ideas and skills to apply to their own personal learning. * Collaborative partner groups allows students to reflect upon and connect to their own personal experiences of being an active listener. * Role Modeling is a strategy that gives the students an opportunity to visually recognize good and bad examples of active listening. * Role-playing allows students to demonstrate what they have learned in a safe and effective way. |
| ***The closing activity reinforces the learning.*** | ***Closure***   1. ***Reflect as a group on the question “How does it make you feel when someone is actively listening to what you are saying”? Would you want to continue to be an active listener?*** 2. ***Prepare for tomorrows lesson: Interaction with others and interpersonal communication***   **Instructional Strategy chosen:**  Think aloud  **Why is this strategy impactful:**  Allows students to be reflective about:   * How to identify strategies to be a better listener and communicate more effectively * The importance of active listening * How active listening is an important piece of interpersonal communication |
| ***Technological resources that will support student learning and move students toward the learning target.*** | ***Technological Resource and application:***  [*https://www.youtube.com/watch?v=6TeOGJP5vGA*](https://www.youtube.com/watch?v=6TeOGJP5vGA)  [*http://www.uspresidentialelectionnews.com/2016/09/full-video-watch-the-trump-clinton-debate-from-sept-26/*](http://www.uspresidentialelectionnews.com/2016/09/full-video-watch-the-trump-clinton-debate-from-sept-26/)  *Google slide presentation*  [***http://lifehacker.com/5901468/use-this-body-language-cheat-sheet-to-decode-common-non-verbal-cues***](http://lifehacker.com/5901468/use-this-body-language-cheat-sheet-to-decode-common-non-verbal-cues)  [***http://www.wikihow.com/Read-Body-Language***](http://www.wikihow.com/Read-Body-Language)  [***http://www.shutterstock.com/cat.mhtml?searchterm=body+language&search\_group=&lang=en&search\_source=search\_form***](http://www.shutterstock.com/cat.mhtml?searchterm=body+language&search_group=&lang=en&search_source=search_form) | *How will my students and I strategically use technology resources to enhance the learning experience (and support “meeting the just-right challenge,” “building relationships,” “creating relevancy,” and/or “fostering disciplinary literacy”)?* |
| ***Formative assessment will be a quick Check for Understanding in which students will demonstrate they are or are not on track.*** | ***Formative Assessment***  Students will demonstrates good active listening skills by using all five components. Students will collaboratively fill in the checklist of the listener in the partner group after each turn. Student will independently complete the four reflection questions at the bottom of the worksheet.  **Formative Assessment tool/method:** demonstrating the components of active listening and written reflection.  **Learning indicators of success:**  Students will demonstrate knowledge of the components of active listening through their use in various situations throughout the school day. | *What “indicators of success” will show that the students are gaining mastery?*  *How will I use that evidence in a feedback loop?* |

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| **Reflection**: (What are the *strengths in the lesson plan? What changes would I make in the lesson plan for next time*?)  **Strengths:**  **Various instructional strategies, multiple opportunities for practice, chance for reflection, easily integrated with different subjects**  **Changes:**  **More opportunity for movement, greater differentiation for ability levels** |
| **Connection to Performance Goal**: (*What did I do in this lesson that gives evidence or may be used as an artifact for my professional growth plan?)*  **This particular lesson most closely aligns with Teacher Quality Standard II – Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students. As an artifact for my professional growth plan, I would include a video clip of students participating in active listening.** |
| **Student Feedback**: (*What did students say about the lesson? Did they find it engaging, interesting, appropriately challenging? Did their feedback confirm my own perception of the the lesson?)*  **Positive feedback was received as far as the lesson being engaging. Students enjoyed and were focused on both video clips, as well as the teacher modeling of active listening, and the peer practice opportunity. Independent reflection questions revealed high engagement with the lesson.** |

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| ***Time Suggested*** | 45 minutes |
| ***Materials Needed*** | Technology (ability to show video clips, share Google slideshow), and copies of worksheets. |
| ***Co-teaching Opportunity*** | The nature of this lesson (modeling communication) provides a perfect opportunity for co-teaching. |
| ***Cross-Content Connections*** | This lesson could be used with topics from any content area. (A video clip of the 9/2016 presidential debate has be referenced as an example of a connection to social studies.) |