

Faculty of Education

Lesson Plan Template

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| **Subject / Course:** English | **TC Name:** Mr. Tindale | |
| **Grade Level:** Grade 12 | **Date:** | |
| **Topic:** Mental Illness – Silver Lining Playbook – Novel Study | **Time of Class:** 75 minutes | |
| **AT Name:** | **Room # / Location:** | |
| **1. Curriculum Expectation(s) and Learning Goal(s) for the Lesson** | |  |
| 1. **Expectations**: (*list. 1-3 specific expectations from the Ontario curriculum} Be realistic about how much you can accomplish in one lesson.*  |  | | --- | | -**1.5** identify and analyse the perspective sand/or biases evident in texts, including complex challenging texts, commenting with understanding and increasing insight on any questions they may raise about beliefs, values, identity and power  **1.2** select and use the most appropriate active listening strategies when participating in a wide range of situations | | | |
| 1. **Learning Goal(s) for the lesson:** *(In your own words, what do you want the students to have learned by the end of the lesson? How will you know they have learned?)*  |  | | --- | | - I will be able to discuss and analyse sources of mental illness, identify types of mental illness - I will be able to share with others the importance of being aware of mental illness - I will discuss with a seat partner the types of mental illness that the characters of The Silver Lining Playbook have and how it impacts their interactions with one another | | | |
| **c) Assessment Strategies: (***List the assessment strategies you will use to determine if students have learned what you want them to learn.)*   |  | | --- | | - Think Pair Share  - Group discussion  - Completion of the Worksheet – lecture notes |   **2. Preassessment and Accommodations/Modifications** | | |
| *(What can you do to ensure the success of all students?)*   |  |  | | --- | --- | | **Preassessment: (***Describe the student(s))* | **Accommodation/Modification:** *(how will you adapt your lesson?)* | | **Academic Needs:** *(e.g. student finishes early or doesn’t finish.*  *e.g. Student has difficulty understanding*    **Behavioural/Social/Emotional Needs:**  e.g. student distracts others, gets out of his seat.  *e.g. student does not participate*  **Physical Needs**  *e.g. student difficulty seeing, hearing or moving*  **Diversity Needs:**  *e.g. student has difficulty communicating in English*  *e.g. accommodations due to different cultural background* | - The pace of the class is driven as a class, there is no independent work during class so students cannot finish early or get left behind because we move on through each activity as a completely class once the current activity or discussion is complete  - Students that have difficulty understanding mental illness – it will be defined multiples times, both from scholarly sources but eventually a working definition from the students will be created so they begin to personalize and internalize the information presented to them  - Breaks will be given during the class to ensure that the content does not become too intense and those with attention difficulties can have structured breaks during the class  - Students that do not participate are encouraged to jot down notes that will be looked at by myself – I am not solely relying on verbal participation, all the discussions questions will be on the worksheet so if students chose to answer these questions on their sheet that is fine  - The layout of the classroom will ensure that preferential seating is possible for students with any difficulties  - The slideshow will be put onto any SEA computers, so that students have their own personal copy for a closer look or reference with support staff if necessary  - Respecting culture and individual differences within my class, all the content and the book itself will be introduced ahead of time so that by the time this lesson is taught, all students are aware of what is going to be discussed. As well, if a students or student’s parents show viable concern, an alternate assignment will be given for the student outside of class (though during class time) if they cannot handle what is being discussed in class | | | |

**3. Learning Environment** (*describe the setup for your classroom. Will they work alone or in groups? Will it be the same for the whole lesson? If students are moving how will you make sure smooth transitions?*

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| * Class Discussion – will be lecturing for the first portion of the class * Group work will be done towards the end of the class * The physical layout will be groups of desks around the class – all positions so no student has their back to the front of the class |

**4. The Overview (Agenda) for your lesson:** *(In this area, write the agenda (outline) as you will write it on the board for your students)*

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| - Hook It Up: A small fun fact or visual mind puzzle to draw the students in  - Factual Fun Stuff: Series of statistics pertaining to mental health  - My Time: lecture - Let’s Figure This Out: Class Discussion - Do You See It???: Group Work Cast Study Activity - Before You Go: Your Personal Silver Lining Playbook |

**5. Resources and Materials for your class** *(what resource do you and the students need for class: markers, scissors; graph paper, extra pencils, beakers, etc. How many will you need? If they will be using a textbook, list it here. If you used websites or other resources to prepare this lesson, reference those here)*

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| - LCD Projector for the PowerPoint Presentation - Worksheet - Case Studies of the characters in the book  - Class set of the novel being discussed to be assigned to the class  - Their Silver Lining PlayBook |

**6. Content, Teaching Strategies, for Lesson (O***rganize the content for your lesson, as well as listing the teaching and assessment strategies. Include: an* ***Introduction*** *or Minds-on,* ***Instruction****,* ***Application*** *and* ***Consolidation*** *with approximate times for each portion with enough detail that another teacher could teach your lesson)*

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| ***Time*** | ***Teaching and***  ***Assessment Strategies/***  ***technology use*** | ***Detailed Description of your lesson including question*** |
| *10 minutes* | *LCD -* | *Introduction (Hook) What activity/questions will you use to introduce your lesson? –*  Disclaimer on the class: This is a heavy topic, if you feel that you need to step out, I respect that and will ensure that any information you miss will be addressed later.   * Hook It Up: 4 Pictures – 1 Word * Factual Fun Stuff: Slide on various statistics of Mental Health |
| *15 minutes*    *15 minutes*  *10 minutes*  *10 minutes* | *LCD*  *Worksheet*  *Worksheet Think Pair Share Class Discussion*  *Word Scramble/*  *Class Discussion*  *Video/* | *Instruction/Application – Detail what you will say, questions you will ask, and activities for the students.*   * This is an introductory lesson to Mental Health – understanding what the term Mental Health means but also seeing its relevance in today’s society * Look at Bipolar Disorder, Depression and OCD as they relate specifically to the book. – examine potential causes, signs and symptoms, identify triggers * Questions to Ask: - Is mental health obvious? How do we know?  - Where do we see it most in today’s society? Why? – allow students to share stories if there are any, give them a few minutes to examine their own lives and personalize this information – have students share if they are comfortable doing so - Why do we need to know this?  - How can one avoid mental illness? – Answer to discuss: Resiliency * Each group will be given 30 terms and asked to put them into one of four categories (OCD, Depression, Bipolar, N/A). Some of the words will overlap, and they will be given doubles of some.  Debrief: Example signs and symptoms of these three disorders, but big lesson to be discussed is many of these are not obvious, so the key to understanding mental illness is **listen**ing to their story, understand where they come from. * <https://www.youtube.com/watch?v=s46QDKd6_AI> – What did you notice? How do you think this impact your daily life, your friends? Anything shocking, surprising? |
| *15 minutes* | *Silver Lining Playbook* | *Consolidation- Referring back to the learning goals for the lesson, how will you know they have learned?*   * Explain this on-going activity – taking what they have learned about mental illness and how to prevent it through building resiliency in their own lives. Each student will individually create their own Silver Linings Playbook for this unit – each day – a minimum of twice they need to write 1 failure from the day that they bounced back from and learned from and 1 positive thing that happened |

Mental Illness

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Lecture Notes:

Define:   
  
O.C.D. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Depression \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Bipolar Disorder \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Discuss

Is mental health obvious? How do we know?

Where do we see it most in today’s society? Why?

Why do we need to know this?

How can one avoid mental illness?  
One Word Answer: