MUC Standard LESSON PLAN  
(Revised Summer 2003)

TEACHER  Schneller  
Date  October 6, 2003  

TOPIC/SUBJECT  RESPECT – Advisory Program/Lesson  

STUDENTS’ DESCRIPTIONS:  (What are the students’ ages and grade level(s)? Be sure to describe demographic descriptors (urban, rural, suburban), socioeconomic status, exceptionalities, gender, language skills (ESL), cultural diversity, and any other unique features of your class, e.g. learning styles or handiness.)  
This lesson is being taught to three delightful groups of brilliant college-age students – 19 – 22 yrs of age. There are 17, 24, and 25 teachers candidates in each of the classes respectively. Gender is evenly distributed with a few more women than men in each class. Probably all students are at-risk (because they have Schneller as a teacher). Socioeconomic status is not a factor. It’s obvious that there are some exceptionalities in the class a few G/T and some kinesthetic learners. There are no language barriers. Most of the teacher candidates are from rural or suburban settings; however, there are some truly urban teacher candidates in the class. The left-handers are not a problem, but it’s apparent that they’re trouble-makers.

CURRICULUM OUTCOME(s):  (What learning outcome(s) from the mandated curriculum does this lesson address? Please include age/grade level(s) and source(s).)  
The outcome utilizes the National Middle School Association’s commitment to programs and policies that foster health, wellness, and safety. The curricular outcome for this particular advisory program/lesson is that middle school students (grades 5-9) understand that respect is always relational and evident in behavior.

I.E.P. quotes and resulting modifications should be italicized or highlighted throughout the plan.  No modifications or IEPs. The professor has some symptoms of ADD/ADHD.

OBJECTIVE(s):  (What will students do by the end of the lesson to show they have learned what you intended them to learn?)  
The students will be able to identify five behaviors that demonstrate respect. Three will be teacher behaviors (toward students) and two will be student behaviors (toward teachers). Students will understand that these are reciprocals and respect is a factor of relationships.

EVALUATION:  (What tool(s) will you use to gather and record information to show your students learned the objective(s)?)  
Students will give their identified behaviors (three teacher behaviors/two student behaviors) to the teachers as an admit slip in order to get into the next class. In addition, a free-write at the end of the class will be evaluated to determine if the students understand the relational nature of respect. Obviously, this evaluation is on going.

METHODS AND PROCEDURES:  (How will you introduce the lesson? What is the sequence of the approach of the lesson you will use?! Describe the closing procedure to help students focus on the key points of the lesson.)  
1.  Attention-getter – The Schneller Pledge
2. Large group discussion about the pledge – How serious were you about this? Why/Why not? What is respect? - Smart Board definition… So, what does this mean for a student/teacher? Isn’t it different? Allow time for appropriate repartee.

3. Movie clip – Boston Public - Re-DISCUSs respect, especially focus on respect as an aspect of relationships. Does this clip show relational features of respect? Keep discussing…

4. Take off a shoe – Examine it… How do you show you shoe that you respect it? Find someone in the class whose shoe is most similar to yours and discuss two ways that a student can show respect to a teacher. Find someone in the class whose shoe is most dissimilar to yours and discuss two ways that a teacher can show respect to a student.

5. Introduce the idea of DOING TO vs. WORKING WITH on the Smart Board. Discuss briefly.

6. Discuss the concept in relation to Educating Esmè. How did Esmè show respect for her students? How did her students show respect for her? Is this a function of DOING TO vs. WORKING WITH?

7. Discuss at length the issue of WORKING WITH and respect.

8. ADMIT SLIP

9. Closure – Well, what’d you learn about respect today? Do any ideas need to be clarified? Etc…

COMMITMENT TO DIVERSITY: (In what ways does the lesson acknowledge and/or celebrate the diversity of your students? How have you adjusted the lesson to recognize and utilize cultural diversity and individual differences for instruction?)

This is not really an aspect of this lesson per se; however, it may be something that is dealt with during the discussions. Respect for

COMMITMENT TO TECHNOLOGY: (In what ways does this lesson utilize technology? How will you use technology as a tool for instruction? How will technology facilitate your students’ learning? In what ways will you have students use technology?)

Video clip and Smart Board are utilizations of technology. The video clip will definitely grab attention and offer a platform for discussion. The Smart Board is a way to record students’ definitions of respect (also DOING TO vs. WORKING WITH) and keep them for future reference as we build upon this concept and its relationship with teaching and learning.

MATERIALS / RESOURCES: (List those you and the students used for the lesson and their sources.)

Smart Board Technology, Video Tape, shoe…prepared definitions of Respect and DOING TO vs. WORKING WITH, students need paper pencil, Educating Esmè

REFLECTIONS ON THE LESSON: (What did you observe students doing? How did you impact student learning? How do you know that you made an impact? Reflect on your commitments to diversity and technology? How will you use this information in the planning of future lessons? What professional development questions do you have resulting from this lesson? What other notes, feelings, thoughts, and creative ideas do you want to remember related to this lesson and this experience? Other reflections…)

They did swell.