



Rio Grande Educational Collaborative Before and After School Program Lesson Plan

TITLE OF LESSON: Perspective Thinking **_ DATE:** _____
SITE NAME: _____ **CLASS SIZE:** _____
NAME(S) OF INSTRUCTOR: _____
CREDIT: (ie: website, pinterest,) _____
NM COMMON CORE: (SEL Standard) Collaboration 5A. students treat others fairly and respectfully, is able to see multiple perspectives and is open minded

LEARNING OBJECTIVES:

Students will understand the following: (What students will be learning)

1. Students sense how other people might feel about something and try to view situations through the other students world view.

ACTIVITY:

Instructional Sequence: (Step by step instructions, should another instructor pick up and teach the lesson successfully)

1. Students quietly complete the worksheet. Ask them not to put their names on the worksheet (10-15 min)
 - Gather students in a community circle.
 - Ask students to crumple up their "What's Your Perspective?" papers.
 - Inform students that they will be participating in a "snowball fight." Instruct them to throw their crumpled papers around the room until time is up (1 - 2 min).
 - Bring students back into circle. Ask them to unrumpled and quietly read the paper they are currently holding in their hands. Tell them to be on the lookout for an opinion they don't necessarily agree with.
 - Go around the circle. Ask students to choose one response and present it as if it were their own, explaining the argument before them in their own words. Encourage them to choose an opinion they don't necessarily agree with.
 - Go around the circle again, this time asking students what it was like to pretend to hold an opinion that wasn't necessarily their own (model this for students using 2-3 examples). Explain that this skill is called "perspective taking."
 - Ask students to identify times when it might be helpful to consider someone else's perspective. Guide them to consider conflicts with peers, teachers, siblings or parents/guardians.
2. Show the short film Glued (Available at YouTube) _____
3. After showing the video ask students to complete an exit ticket describing both the mother's and sons perspectives about video games using the following format
4. "The mothers perspective was that video gams were..... She wanted the son to..... The son's perspective was that video games were.....
5. He wanted to.....
6. I believe video games are.....If I were the son I would.....

MATERIALS:

The following materials or equipment needed for this lesson: (Include special equipment request)

1. What's your perspective? Worksheet

SIGNATURE: _____ **DATE:** _____

SITE SUPERVISOR'S SIGNATURE: _____ **DATE:** _____

INSTRUCTOR'S REFLECTION:

Reflection on the lesson given:

1. How many students participated in the lesson given? _____
2. Name(s) of instructors participated. _____
3. How long did your lesson take? (Amount of time) _____
4. How did the students feel about the lesson? _____
5. Did the students like the lesson? _____
6. What part of the lesson did the students like? _____

7. What part of the lesson did the students not like? _____

8. Were the students interested in the topic of the lesson? _____
9. Was the content of the lesson difficult for the students? _____
10. What could you have changed to make the lesson interesting? _____

11. Did you have any trouble getting your lesson together? (Idea & Materials) _____

12. How do you rate your lesson? (1-10) Why? _____

SITE SUPERVISOR'S REFLECTION:

Reflection on the instructor's lesson:

1. How many students participated in lesson? _____
2. How many instructors participated in lesson? _____
3. Did the students enjoy the lesson? _____
4. What part did the students enjoy? _____

5. What part did the students NOT enjoy? _____

6. What could have been changed to make the lesson interesting? _____

7. Was the content of this lesson difficult for students to understand? Why? _____

8. What part of STEAM or literacy was used? (Science, Technology, Engineering, Art, Mathematics or Literacy)

9. Comments: _____
