

Lesson Plan Template for Scenario 2: Build Your Own

Scenario 2: Build Your Own

Scenario Description: A private school in Walvis Bay has invited me to present the YES! Process to their Year 7 students. They have 2 classes with a total number of 38 kids. They have given me 5 x 45 minute periods over two weeks. They want to help their students know themselves better before they choose subjects at the end of Year 8 in order to avoid the current situation where students choose subjects for all the wrong reasons and not have any ability or interest in the subjects they choose.

Purpose:
Define the
purpose of doing
YES!

Purpose: To understand all four dimensions of design, with a specific focus on how this impacts subject choice.

Activity (add or delete rows as needed for your scenario)	Day and/or Time	Number/Break-down of students	Materials needed	Modification/Adaptation	Parent/Support Help - number & how to use
Administering the YES! assessment	Give the assessment for homework. Provide a completion deadline of 72 hours to have ample time to	Completed independently	Assessment link. Access to a device with internet access.	If some of the students do not have access to devices at home, they will be able to be given access to the computers in the computer lab at the school to complete their assessments. Reports can also be printed at the school before the start of the activities. Remind students to watch the videos for each section before answering the question in the assesement.	Parents or teachers can assist students with help to explain the meaning of words. This might not be necessary, since the school is pretry strong academically.
Activity One: Introduction Activity	Week One. Day 1 - 15 minutes	All students together in on big group	The questionnaire and pens. Have the detailed report ready to distribute at the start of the next activity.	Have the students guess where they fall in the different personality traits. Have the descriptions of each trait ready to be explained to them.	Since this is a big group, classroom management might be a challenge. Should have access to at least 4 teachers/assistants to help.
Activity Two:You're What?!	Week One. Day 1 - 30 minutes	All students in one big group to be divided into groups according to their strongest personality trait	Detailed reports to be handed out. Students to compare their guesses with the report. Then move to the group of their strongest personality trait. Descriptive cards of the Detailed Report, PowerPoint with the instructions to the activity.	Should there be too many students for one trait, we can use the second strongest traits of some in order to make sure that there are a spread of students around all 6 groups. Students to make sure they appoint someone to be their spokesperson to report back on the investigation into the trait they made.	Teachers to help with the distribution of reports and help keep the calm as students get access to their detailed reports for the first time.
Activity Three: Getting to Know Me	Week One: Day two - 25 minutes	This exercise will be done independently and then share in groups of 3. I think there will be good value in putting students in groups with		If the students do not know one another well, then we can perhaps ask the teachers to rotate amongst the groups to get the most out of the part of the activity to share where the student shines in his/her strengths.	Teachers to help with the distribution of reports and to help with pointing out/confirming the strengths of each student.

Activity Four: Blend It!	Week one - Day 2 - 20 minutes	Students will do this exercise on their own. Each one will decorate their own blender/milkshake	Detailed reports. Various copies of the blender/milkshake template. Coloured markers, affirmation stickers, copies of various life quotes as it relates to our design and specifically personality.	Perhaps the boys will not want to prepare a milkshake. I will strongly encourage them to do it. If someone is opposed to it, I will encourage them to go through their detailed report and highlight/decorate their favourite strengths.	Teachers could help with providing support to get students to buy into the activity.
Activity Five: That looks interesting!	Week 2 - Day one - 15 minutes	All students in the big group. Each will choose a picture and then answer questions in pairs.	About 50 pictures depicting various interest areas/occupations.	Pictures are easier to come by than objects for such a big group.	Teachers can help maintain order while to students roam around the tables to choose a picture that interests them.
Activity Six: Who Does What?	Week 2 - Day one - 30 minutes	Group of students divided into 6 groups based on their highest interest groups.	For each group, have a set of 6 cards with a different General Interest Area on each. A set of 18 cards depicting 18 different occupations - three for each General interest area. Have them compare their lists to other groups.	If time allows we can go into how if any personality traits came out while the students were busy with this activity.	Teachers could help with dividing students into groups as well as being present to maintain an orderly classroom environment.
Activity Seven: You Can Do What?!	Week 2 - Day two - 15 minutes	Students will do this exercise on their own.	Document with a list of Skills/Abilities and a list of the descriptions in random order. Have students match the skills with the descriptions	Since this is a big group, there might be some challenges with focus and discipline. If this doesn't work with them doing it independently, then they might be more eager to do it in pairs.	Teachers to help with distributing documents and providing support for an orderly environment.
Activity Eight - My Can-Do's (and not-so-much's)	Week 2 - Day two - 30 minutes	Another activity to be done independently and then share the results in pairs.	A list of the Skills/Abilities with their descriptions for each student.	Since both activities for this day is for independent study, they would probably do well to share the results of their findings with someone else.	Support from the teachers to distribute the documents with the descriptors. Move around the class and provide support where needed.

Activity Nine - Stacking Up!	Week 2 - Day three - 25 minutes	Each student will get a document with the description of each priority and they will work on their own.	Each student will get a document on which the priority cards are printed. They should rate them in order of importance to them.	Since the group is so big, we will use hand-outs with the cards printed on instead of printing a set of cards for each student.	Help to distribute hand-outs and provide support to students who need it.
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Activity Ten - Wrapping It Up	Week 2 - Day three - 20 minutes	Divide the group into pairs.	Document with the list of questions to consider about their priorities.	Can also have the questions ready on PowerPoint to save on having to print it.	Teachers could help to facilitate the discussion about how priorities can change and give examples of what could have an impact on priorities.
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