

Lesson Plan Template for Scenario 2: Build Your Own

Scenario Description: 8 homeschooled students (4)7th and (4)8th grades. It's a 3 day event. Each event will last 45 minutes to an hour. The event will meet at a Homeschool Center designated by Homeschool Lead determined by homeschool parents.

Purpose: Understand their unique design: Personality Traits, Interests, Skills/Abilities, Priorities

Activity	Day and/or Time	Number / Breakdown of students	Materials needed	Modification / Adaption
How the students will take the YES! Assessment	Assign assessments as homework prior to first meeting.	Students to complete assessments independently away from other students, not in a class environment.	Assessment, Computer, iPad, Crown Book, Smart Phone	Homeschool parents need to choose a Lead to help coordinate parents involvement and assistance
	Completion deadline to be 72 hours prior to scheduled group activities			Make parents aware that students need to watch associated videos prior to Activity sessions.
	Assessments will be printed out in sections; only sections will be given out during each activity. Full reports will be given out at end of activities event			

<p>Activity One:</p> <p>Pre-Personality Activity Questionnaire</p>	<p>Day 1: 5 - 10 minutes</p>	<p>Combine 7th & 8th grades into one group</p>	<p>Questionnaire. Parents to fill out questionnaire and deliver to activity facilitator at homeschool central location 72 hours prior to group activities</p>	
<p>Activity Two:</p> <p>Personality Introduction Activity</p>	<p>Day 1: 5 - 10 minutes</p>	<p>Combine 7th & 8th grades into one group</p>	<p>Continuum for each student, Continuum definitions, pens/pencils, erasers</p>	<p>Give each student a copy of the personality Continuum. (See handouts.) Give a brief description of each trait and allow each student to mark on their paper where they think there are on the Continuum. Use this to create anticipation for Activity #1. Plan to share the Detailed Report results (section) at the end of this activity or as part of Activity #1.</p>
<p>Activity Three:</p> <p>Personality Activity #1: You're What?</p>	<p>Day 1: 20 - 25 minutes</p>	<p>Separate into 2 groups, 7th in one group, 8th in another group</p>	<p>Pre-cut cards for each group, Group Analysis Chart, Detail Report (section)</p>	<p>Have each student identify and define their strongest Personality trait.</p> <p>Have them tell about at least one other strength that associates with their chosen strongest strength</p>
<p>Activity Four:</p> <p>Final Q & A</p>	<p>Day 1: 15 minutes</p>	<p>Combine 7th & 8th grades into one group</p>		

<p>Activity Five:</p> <p>Interest Activity #1 That Looks Interesting</p>	<p>Day 2: 10 minutes</p>	<p>Combine 7th & 8th grades into one group</p>	<p>One long table 8' or two tables 6' long, Pictures, Cards with Interests names, Pens/Pencils, Paper, notebooks or audio device</p>	<ol style="list-style-type: none"> 1. Have individuals quickly pick a picture 2. Allow students to sit with their choice about two minutes 3. Give individuals options to exchange or keep their pictures 4. Have each student record (audio or written) what interested them
<p>Activity Six:</p> <p>Interest Activiry #3 My Focus Preferences</p>	<p>Day 2: 30-40 minutes</p>	<p>Combine 7th & 8th grades into one group</p>	<p>Holland Code graph, Interest Pathways, Detailed Report (section)</p>	<ol style="list-style-type: none"> 1. Rank preference working with People, Ideas, Things, Data 2. Define the 6 Interest areas. 3. Have student identify their strongest Interest area (s) in the Detailed Report. 4. Have them evaluate what information and knowledge was personally gained during the activity.

<p>Activity Seven:</p> <p>Skills Activity #1 You Can Do What?</p>	<p>Day 3: 15 minutes</p>	<p>Separate into 2 groups, 7th in one group, 8th in another group</p>	<p>Skills/Abilities cards, Detailed Report (section)</p>	<p>Have a list of Skills and Abilities and a list of descriptions in random order. Have students match Skills/Abilities with descriptions.</p>
<p>Activity Eight:</p> <p>Priorities Activity #1 Stacking It Up</p>	<p>Day 3: 20 - 25 minutes</p>	<p>Separate into 2 groups, 7th in one group, 8th in another group</p>	<p>Priorities cards, Detailed Report results</p>	<ol style="list-style-type: none"> 1. Rank Priorities in three categories: Surroundings, Results, Life Purpose 2. Compare rankings with Detailed Report results 3. Have them share reasonings behind chosen Priorities 4. Evaluate Priorities with another person based on the prior discussion
<p>Activity Nine:</p> <p>Synthesis Activity #1 Intro Activity Some Body Special</p>	<p>Day 3: 10 - 15 minutes</p>	<p>Combine 7th & 8th grades into one group</p>	<p>Puzzle pieces, Some Body Special Charts</p>	<p>Identify how each puzzle piece of their unique design is a vital component. Use the Some Body Special chart to further illustrate the interconnectedness and how all their unique parts work together. Allow the whole group to discuss and ask questions.</p>
<p>Activity Ten:</p> <p>Wrap up Q & A</p>	<p>Day 3: 5 - 10 minutes</p>	<p>Combine 7th & 8th grades into one group</p>	<p>Snacks</p>	<p>Only if time allows within 1 hour allotted for total activities</p>

hour. Students and parents

**Parent / Support Help -
number and how to use**

Get permission from parents
prior to classes activities

Facilitator to meet with
parents 1 week prior to
activities event to go over
their involvement and what
the program will consist of

Any technology problems,
notify Facilitator 72 hours
before activity event

Parents need to be on hand to
answer questions that
students may have in
understanding terminology.

If parent is proficient in
technology, they can help the
student get started with the
assessment

Parents handout Continuum and assist in explaining Continuum as instructed by Facilitator and providing definitions if needed
Parent support in helping with Detailed Report (section), handouts
Let students ask questions first then parents

Parents to set out pictures
and cards and provide
pens/pencils, paper,
notebooks.

Parents to ask student prior
to activity if using paper,
notebook or audio devise

Parent support in helping with
Detailed Report (section),
handouts

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Detailed Report (section),
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Parent support in helping with
handouts

Parents to take notes of
questions asked