


Link for Lessons: [Nov. '22 MP 3 Overview for School Wide Falcon Way Lessons](#)

[MYP/IB Approaches to Learning \(ATL\) Link](#) **We are only doing FW for 4th period only**

Lessons for Monday, November 7, 2022, Period 4 ONLY School Wide Lesson Marking Period 3
IB Learner Profile skill for November is Inquiring.

<p>General Info</p>		<p>Goal: Discuss the concept(s) being covered Adjust the lessons to your classes as needed. The main purpose is to expose/teach students these concepts/expectations.</p> <p>Videos: If you click on this “gear” icon on the right side of the video (once you open the video) you can adjust the “playback speed” to slow down the speaking rate, and choose closed captions in various languages. –If you click on “Auto-translate” you can choose the different languages.</p> <p>Slides: Below each slide in the note section are directions for how to teach that particular slide. Once you “full screen” the presentation, you will not be able to see the notes. The notes and links in this document are the same as those in the slides.</p> <p>Brief Definition of IB: <i>International Baccalaureate: Instructional program offered globally and internationally recognized by government and universities as one of the best college programs available to students. Andrew Hill is one of the three public high schools in Santa Clara County offering the Diploma Program (DP) and one of two high schools offering the Middle Year Program (MYP). There are also two other private schools offering IB programs. For more information, check out ibo.org or speak with Mr. Winsatt.</i></p> <p>Brief Definition of ATL: <i>The five (5) critical learning skills that IB teachers (that’s ALL teachers at Andrew Hill) foster in our students. The areas of learning are: Communication, Social, Self-Management, Affective, and Reflective skills.</i></p>
<p>Front Loading Knowledge</p>		<p>Stress Pre-Reflections Worksheet – an “Into” reflection to prime students in learning about stress management.</p>

<p>Period 4</p>	<p>Slide 1</p>	<p>ELD/SpED/9th/10th/11/12th:</p> <p>IB Learner Profile skill for November is Inquiring</p> <p>Approaches to Learning (ATL's): Communication Skills–Negotiate ideas and knowledge with peers and teachers</p> <p>Social/Collaboration Skills–Listen actively to other perspectives and ideas.</p> <p>1) Share with students that the November IB Learner Profile skill is Inquiring, and that every month, we focus on a different IB Learner skill. Share the specific ATL skills students are learning with this activity, to help them be cognizant of the skills they are learning.</p> <ol style="list-style-type: none"> 1. Ask students to reflect on how they have been with their attendance, attitude and academics this last grading period. 2. Ask students to pair and share with a partner how they were open-minded, inquiring, communicating, or reflecting in the last few days. (The goal here is for them to reflect on their actions)
<p>Period 4</p> <p>Supplies Needed:</p> <p><u>Worksheet for What is Stress?</u></p> <p><i>Print out the worksheet (1 pg), or place on Canvas/Google Classroom as an online assignment</i></p> <p>–Space for 2 large posters/ white board</p> <p>–Small Post-Its</p>	<p>Slide 2</p>	<p>For ELD/SpED/9th Grades</p> <p>IB Learner Profile skill for November is Inquiring</p> <p>ATLs: Affective Skills: Emotional management–Practice strategies to reduce stress and anxiety</p> <ol style="list-style-type: none"> a. You may need to adjust the speed of the video and click on closed captions (CC). b. Stop at various times to check for comprehension. c. The option to listen in another language is under the gear symbol on the left hand corner of the video. <p><u>Video Link: What is Stress?</u></p> <p>This video is a good introduction to stress with questions to prompt discussion.</p> <ol style="list-style-type: none"> 1. After the video, help students to process the topic by having them verbally answer the questions. 2. After the discussion, have them answer the same questions by completing the worksheet about the video. 3. Using 2 large poster size Post-Its (or something similar) <ol style="list-style-type: none"> a. Write “What causes me stress” on 1 poster

		<ul style="list-style-type: none"> b. Write “How I can manage or reduce stress” on the 2nd poster. c. Hang these up in different places in the classroom. d. Give students small Post-Its to write down their responses to the prompts on separate post-its. They can write as many stressors and solutions as they want. e. Have students stick the Post-Its on the appropriate poster. f. When everyone is done, read aloud some of what students posted up for each categories. Help them to reflect how others have similar stress, and that they are not alone. g. Emphasize the strategies they can use to help reduce and manage their stress.
<p>Period 4</p> <p><u>Stress Management Worksheet</u> <i>Print out the worksheet (1 pg), or place on Canvas/Google Classroom as an online assignment</i></p> <p>–Space for 2 large posters/ white board space –Small Post-Its</p>	<p>Slide 3</p>	<p>For 10th/11th Grades IB Learner Profile skill for November is Inquiring</p> <p>ATLs: Affective Skills: Emotional management–Practice strategies to reduce stress and anxiety</p> <p><u>Video Link: Stress Management</u></p> <p>This video goes a bit more in depth about stress management with questions to prompt discussion.</p> <ol style="list-style-type: none"> 1. After the video, help students to process the topic by having them verbally answer the questions. After that, have them answer the same questions by completing the worksheet about the video. 2. Using 2 large poster size Post-Its (or space on your white board or something similar) <ul style="list-style-type: none"> a. Write “What causes me stress” on 1 poster b. Write “How I manage or reduce stress” on the 2nd poster. c. Hang these up in different places in the classroom. d. Give students small Post-Its to write down their responses to the prompts on separate post-its. They can write as many stressors and solutions as they want. e. Have students stick the Post-Its on the appropriate poster. f. When everyone is done, read aloud some of what

		<p>students posted up for each categories. Help them to reflect how others have similar stress, and that they are not alone.</p> <p>g. Emphasize the strategies they can use to help reduce and manage their stress.</p>
Period 4	Slide 4	<p>11th/12th grade</p> <p>IB Learner Profile skill for November is Inquiring</p> <p>ATLs: Affective Skills: Emotional management–Practice strategies to reduce stress and anxiety</p> <p><u>Video Link: Overwhelmed by Stress?</u></p> <p>Do 1 of the instructional strategies: (alternatively, students can write their responses and share with a partner as an exit ticket)</p> <ol style="list-style-type: none"> 1. 2 and 4 Groups: <ol style="list-style-type: none"> a. Have students partner up with another student and discuss the questions. b. Have that group form a larger group with another set of students for a total of 4 people in a group. Discuss their responses 2. Zipline: <ol style="list-style-type: none"> a. Line students up into 2 lines facing each other. b. Ask Question 1 and students share their answers with the partner they’re facing. The shorter person goes first. c. Have 1 line stand still while the other 1 move down 1 person. <ol style="list-style-type: none"> i. Have the new students share their answer with their new partner. The person with the longer hair goes first ii. Repeat with the next partner, or move on to Question 2, until you finish all 3 questions. Each student should have spoken with 3 other students (at minimum) in the zipline. iii. This is a great strategy for students to review concepts before a test, while also activating all parts of their brain.
Period 4	Slide 5	12th grade

IB Learner Profile skill for November is Inquiring

ATLs: Affective Skills: Emotional management—Practice strategies to reduce stress and anxiety

[Video Link: How to Make Stress Your Friend](#)

Do 1 of the instructional strategies: (alternatively, students can write their responses and share with a partner as an exit ticket)

1. 2 and 4 Groups:

- a. Have students partner up with another student and discuss the questions.
- b. Have that group form a larger group with another set of students for a total of 4 people in a group. Discuss their responses

2. Zipline:

- a. Line students up into 2 lines facing each other.
- b. Ask Question 1 and students share their answers with the partner they're facing. The shorter person goes first.
- c. Have 1 line stand still while the other 1 move down 1 person.
 - i. Have the new students share their answers with their new partner. The person with the longer hair goes first
 - ii. Repeat with the next partner, or move on to Question 2, until you finish all 3 questions. Each student should have spoken with 3 other students (at minimum) in the zipline.
 - iii. This is a great strategy for students to review concepts before a test, while also activating all parts of their brain.