


Link for Lessons: [Oct. '22 MP 2 Overview for School Wide Falcon Way Lessons](#)

[MYP/IB Approaches to Learning \(ATL\) Link](#)

Lessons for Monday, October 3, 2022, Periods 1-7 School Wide Lesson MP 2, 2022

IB Learner Profile characteristic for October is Communicators.

<p>General Info</p>		<p>For each period:</p> <ul style="list-style-type: none"> a) Discuss the concept(s) being covered b) Adjust the lessons to your classes as needed.. The main purpose is to expose to/teach students these concepts/expectations. <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 of 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: International Baccalaureate: Instructional program offered globally and internationally recognized by government and university 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 talk to Mr. Winsatt.</p> <p>Brief Definition of ATL: The 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.</p>
<p>Period 1 & Period 7</p>	<p>Slide 1</p>	<p>Slide 1 IB Learner Profile for October is Communicators</p> <p>Approaches to Learning (ATL’s): Communication Skills–Negotiate ideas and knowledge with peers and teachers Social/Collaboration Skills–Listen actively to other perspectives and ideas.</p> <p>1) Share with students that the October IB Learner Profile is Communicators, and that every month, we focus on a different IB Learner Profile. Share the specific ATL skills students are learning with this activity, to help them be cognizant of the skills they are learning.</p>

		<p>ELD/SpED/9th/10th/11/12th:</p> <ol style="list-style-type: none"> 1. Ask students to read the words and explain any words they don't quite understand yet. 2. Explain that we're going to self-reflect about the first grading period.
<p>Period 1 & Period 7</p>	<p>Slide 2</p>	<p>ATLs: Reflections Skills: Consider ethical, cultural and environmental implications</p> <p>Video: Self-Reflection Link (7:04)</p> <p>ELD/SpED/9th/10th</p> <p>This video discusses the importance of self-reflection. Explain to students why asking themselves these kinds of questions help them to stop to think about where they are and what they want to do. Explain how self-reflection is how we improve ourselves and how we grow.</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. <ol style="list-style-type: none"> 2. After the video, help students to process the video and answer the questions. Do 1 of the instructional strategies: <ol style="list-style-type: none"> a. Have students do a Think, Pair, Share the answers to the 2 questions b. Do a Zipline: <ol style="list-style-type: none"> i. Line students up into 2 lines facing each other. ii. Ask Question 1 and students share their answers with the partner they're facing. The shorter person goes first. iii. Have 1 line stand still while the other 1 move down 1 person. <ol style="list-style-type: none"> 1. Have the new students share their answer with their new partner. The person with the longer hair goes first 2. Repeat with the next partner, or move on to Question 2. 3. This is a great strategy for students to review concepts before a test, while also activating all parts of their brain. <p>11th/12th: Self-Reflection worksheet (it will ask you to make a copy. Adjust as you find fit.)</p> <ol style="list-style-type: none"> 1. After students watch the video, have them reflect on their own selves by completing the worksheet.
<p>Period 2</p> <p>Supplies needed:</p>	<p>Slide 3</p>	<p>1) Share with students that the October IB Learner Profile is Communicators, and that every month, we focus on a different IB Learner Profile. Share the specific ATL skills students are learning with this activity, to help them be cognizant of the skills they are learning.</p> <p>SMART Goals Worksheet Link (It will ask you to make a copy)</p>

		<p>Make a copy of the worksheets and have students fill out online, or print out hard copies (5 pages total, 3 pages front and back for each student if you're doing all 4 goals). Tackling 1 goal a day during this week would allow students more processing time.</p> <p>Midway through grading period 2, have students review their goals and reflect how they're doing. Have them reflect again at the end of the grading period to assess if they've achieved their goals.</p> <p>ELD/SpED/9th/10th</p> <ol style="list-style-type: none"> 1. We want students to reflect on their personal and academic progress thus far, for it is in reflection that we pause to assess where we are and where we need to go. <ol style="list-style-type: none"> a. Allow students to discuss with a partner or groups of 3 b. You can also ask students out loud and have them do thumbs up, down, and sideways to indicate how satisfied they were with their progress with regards to Attendance, Attitude, and Academics in Grading Period 1. c. Consider: A Success might be students learning to ask for help, or learning to be more organized, or making a friend, or speaking out in class. 2. The SMART Goals worksheet contains 4 Goals, 1 for Personal Improvement, 1 for Attendance, 1 for Attitude, and 1 for Academics. Ideally, students set a goal for at least the Falcon 3 A's for the 2nd Grading Period, but having them focus on 1 goal that is most important to them and having them assess themselves near the end of the grading period would be grand. <p>11th/12th</p> <ol style="list-style-type: none"> 1. The goals 11th and 12th graders have may be more "intensive," "complex", harder to "verbalize," and more "private" Help students to know that they're not alone in their struggles by providing them an opportunity to see their classmates' goals. Before filling out their SMART Goals: <ol style="list-style-type: none"> a. Give each student 4 Post It notes/stickers. b. Have them write a goal on each Post It: 1 for personal growth, 1 for Attendance, 1 for Attitude, 1 for Academics. They do not have to put their names on the stickers if they don't want to. c. Make 4 spaces in your classroom where students can post their stickers (4 corners of your room, 2 opposite spaces on the white board, or anywhere else). <ol style="list-style-type: none"> i. Be clear where students can post each goal. ii. After everyone is done, allow then a little time to do a gallery walk and see their classmates' goals. iii. Discuss what they noticed as a class: the similar and different goals that each person has. d. For Homework, they can fill out one of the SMART goals worksheet, or do this as part of classwork.
<p>Period 3</p>	<p>Slide 4-5</p>	<p>ATLs: Affective Skills—Mindful awareness</p> <p>ELD/SpED/9th/10th 11th/12th</p>

		<ol style="list-style-type: none"> 1. Ask students to read the slide. Discuss what they know about mindfulness practice and if they have ever practiced any kind of mindfulness before. 2. Continue on to next slide
Period 3	Slide 5	<p>ATLs: ATLs: Affective Skills—Emotional Management: Practise strategies to overcome impulsiveness and anger. Practise strategies to reduce stress and anxiety</p> <p>1) Although this is animated, the language, tone, and content is high school age appropriate.</p> <p>ELD/SpED/9th/10th/11th/12th</p> <ol style="list-style-type: none"> 1. Play both short videos and answer any questions students may have about mindfulness and how to practice it. 2. Discuss the questions as a pair-share and then call on 2-3 groups to share what they discussed. 3. Practice the mindfulness meditation discussed in the Beginner’s Guide video.
Period 4	Slide 6	<p>ATLs: Affective Skills—Emotional Management: Practise strategies to overcome impulsiveness and anger. Practise strategies to reduce stress and anxiety</p> <p>ELD/SpED/9th/10th/11th/12th:</p> <ol style="list-style-type: none"> 1. Ask students to rate themselves on a 1-10 with how they’re feeling, with 10 being the worse (like extremely stressed/worried/anxious/unhappy/very negative feelings). Ask them to write that number down. 2. Practice 1, 2, or all 3 of the different mindfulness techniques with the students. 3. After, ask them to rate themselves again. Hopefully, the mindfulness practice worked for them and students are feeling a bit better after the practice. <ol style="list-style-type: none"> a. Ask how many got a lower number than what they started with. 4. Help them to reflect how this simple pause in their busy life can help them manage their emotions and stress to make better decisions.
Period 5	Slide 7	<p>ATLs: Reflective Skills—Consider Content: What did I learn about today?</p> <p>Open-minded video link (10:45)</p> <p>Worksheet Link</p> <p>1) Tell students the specific ATL skills they are learning with this activity.</p> <p>ELD/SpED/9th/10th/11th/12th:</p> <ol style="list-style-type: none"> 1) Pass out the open-minded worksheet or have students open the document. <ol style="list-style-type: none"> a) Students will be taking notes and then ranking where they are on the traits. 2) Show the video. You can adjust the speed of the video and click on

		<p>closed captions (CC) so that students can read along.</p> <ol style="list-style-type: none"> a) Stop at various times to check for comprehension and for students to take notes. b) You can have students watch in another language if they want. <ol style="list-style-type: none"> 3) You may need to show the video a couple times or pause often so that students can take notes on the worksheet. 4) After the video is done, allow students to work with 1-2 partner(s) to fill in any missing information. 5) Have students rate themselves on the various traits to reflect on where they are.
<p>Period 6</p> <p>Supplies needed: Paper for each student</p>	<p>Slide 8</p>	<p>To Learning (ATL) Skills : Communication Skills: Write for different purposes</p> <p>Link to Student Video</p> <p>ELD/SpED/9th/10th/11th/12th</p> <ol style="list-style-type: none"> 1) Hand out a sheet of paper to each student. It can be anonymous or they can include their name. 2) Have them respond to the prompt, "If you really knew me, you would know..." 3) Tell students that to help build understanding and empathy in the classroom community, you'd like them to share what they wrote. <ol style="list-style-type: none"> a) If they don't want to read what they wrote, ask if it's ok for your to share them, sharing a few over the span of the week or so. b) Tell students that if they DO NOT want you to share their stories, then they need to write on their paper DNS for Do Not Share, and that you would be the only one who knows. 4) Rather than collect the paper from individual students, have them turn it in, faced down so that you won't know who wrote what, especially if they chose to remain anonymous.
<p>Period 7</p>	<p>Slide 1-2</p>	<p>Do the lessons for Slide 1-2</p>
		<p>ALL DONE! Thank you for taking the time to cover the concepts and have discussions with students!</p>