

## Lesson Plan Template

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**Subject:** Health ED.

**Grade:** 7/8

<p><b>Content: (Topic)</b> Students will discuss conflict and how different situations and stimuli (i.e.: Media, Peers, Family, Society, School, etc.)</p>	<p><b>Teaching Instructional Strategies:</b></p> <ul style="list-style-type: none"><li>• Use an organizer to organize student's thoughts.</li></ul>
<p><b>Outcomes:</b> USC7.4 Demonstrate a personalized and coherent understanding of the importance of nurturing harmony in relationships (with self, others, and the environment), and apply effective strategies to re/establish harmony when conflict arises. USC8.5 Assess how body image satisfaction/dissatisfaction and over-reliance on appearance as a source of identity and self-esteem affects the quality of life of self and family.</p>	<p><b>Indicators:</b> USC7.4 (c) Create an informed personal definition of conflict. (d) Analyze potential sources of conflict. (k) Assess the impact of conflict on the health (i.e., physical, mental, emotional, spiritual) of self and others. USC8.5 (e) Discuss body image to include one's feelings, attitudes, and perceptions towards his/her body and physical appearance. (f) Investigate the motivations for and the consequences of being satisfied or dissatisfied with how we look.</p>
<p><b>Prerequisite Learning:</b></p> <ul style="list-style-type: none"><li>• Students should have an idea/know what identity means.</li><li>• Students should know of different sources that could shape how people view and interact with the world. They can refer to different sources that effect how they view and interpret the world. (Their favourite shows, movies, music, celebrities/influences, and books. Their family's beliefs. Society's expectations. Peer expectations. Gender roles.)</li><li>• Students should understand what body image is.</li></ul>	
<p><b>Adaptive Dimension:</b></p> <ul style="list-style-type: none"><li>• Have definitions prepared with personal examples.</li><li>• For both songs, use an animatic version to help students create visuals of the lyrics and events of the songs.</li><li>• Or, use a lyric version of the songs to focus on the words.</li></ul>	

### **Materials Needed/Preparation**

- The song *Upgrade* from the musical *Be More Chill*. (Animatic version: <https://www.youtube.com/watch?v=nIVuAZwHOgc> ) [Lyric version: <https://www.youtube.com/watch?v=1fD5bAqKsAM> ]
- The song *The Pitiful Children* from the musical *Be More Chill*. (Animatic version: <https://www.youtube.com/watch?v=VqFESryR5eQ> ) [Lyric version: <https://www.youtube.com/watch?v=pQY0FUNBWxw> ]
- Students need a paper and pencil to write down the definitions.
- Whiteboards and markers.

**Presentation:****Set: 10 minutes**

- Explain to students that today's lesson will discuss what **body image, conflict, and relationship(s)** are. For this lesson we are specifically looking at the individual's perception of body image, conflict with self, and an individual's relationship with themselves.
  - **Body Image:** the mental picture/image of one's own body.
  - **Conflict:** a condition in which a person experiences a clash of opposing wishes or needs.
  - **Relationship:** the way in which people regard and behave toward themselves and others.
- Take the students through the lesson's agenda so they know what to expect in the lesson. (Agenda will be at the end of the document.) The agenda will also help me with my time management.
- Ask students what **body image, conflict, and relationship(s)** are. Come up with definitions for body image, conflict, and relationship(s) are **in relation to self**.
- Have students write down these definitions to refer to when we discuss the conflict found in both *Be More Chill* musical numbers.
- Based on these definitions, students will discuss how the songs show negative body image, conflict, and relationship(s)

**Development: 30 minutes**

- Briefly give students an explanation on the themes in the musical *Be More Chill*, and who **Jeremy** and the **S.Q.U.I.P.** are.
- (**Jeremy:** A high school student who is dissatisfied with his popularity. He likes a girl named Christine, but he thinks he can't be with her because he is socially awkward and a loser. His best friend is Michael)
- (The **S.Q.U.I.P.:** A super computer that influences Jeremy's decisions. He can partially control his movements and bodily functions to help him become popular and, by extension, acquire

**Teaching Notes:**

- 45-minute lesson,
- Use a checklist/agenda to make sure I stay on track.
- Time management.

**Closure: 5 minutes**

- Have students go into their math coloured groups. Give each group a whiteboard and a marker to answer questions.
- Ask students if they think a situation or statement is a healthy or unhealthy example of conflict, body image, and relationship(s).

**Extension:**

If we finish faster than I anticipated, students can write a short reflection on how body image and choice should be made by themselves. People should be genuine and true.

- The song *Voices in my Head*  
<https://www.youtube.com/watch?v=AP8GjaOWadk>
- Start song at 0:35secs and end it at 3mins:30secs.

Christine's interest. He has hidden motives. Keanu Reeves is his default mode.)

- Ask students to look for conflicts and unsatisfied body image examples in the first song *Upgrade*, (approx. 8 minutes)
- **Play the first song.** (Animatic version: <https://www.youtube.com/watch?v=VqFESryR5eQ> )
- Using prompting questions, lead the students into a class discussion on how conflict, dissatisfied body image, and relationship(s) are represented in the song. Use the definitions we came up with at the beginning to drive students' answers.
- Prompting Questions (**Conflict**): What conflict does Jeremy face in the song? Who does he face it with? Is it healthy? How is it/is it not? What is his solution to the conflict? Was it a good solution?
- Prompting Questions (**Body Image**): Is Jeremy dissatisfied with his image? How do we know? How does he describe himself? Why does he describe himself like that? Does the SQUIP reinforce body positivity or negativity? What context clues lead you to believe that?
- Prompting Questions (**Relationship**): Does Jeremy think of himself in a positive or negative manner? Why? How does Jeremy's relationship with himself affect his actions?
- **Make a prediction.** Do students think he will make better choices in the next song or will the situation become worse? Play the next song *The Pitiful Children*. (4approx. 5 minutes)
- **Play the next song.** (Animatic version: <https://www.youtube.com/watch?v=VqFESryR5eQ> )
- Based on the previous discussion and both videos, how do students' answers differ from before?
- Prompting Questions (**Conflict**): What conflict does Jeremy face in the song? Who does he face it with? Is it healthy? How is it/is it not? What is his solution to the conflict? Was it a good solution?
- Prompting Questions (**Body Image**): Is Jeremy still dissatisfied with his image? How do we know? How does he describe himself? Why does he describe himself like that? Does the SQUIP reinforce body

positivity or negativity? What context clues lead you to believe that?

- Prompting Questions (**Relationship**): Does Jeremy think of himself in a positive or negative manner, after accepting the SQUIP's help? Why? How does Jeremy's relationship with himself affect his actions?
- Find solutions. What, do you think, caused his negative perception of himself? How could Jeremy have addressed his dissatisfaction with himself? What causes you to feel dissatisfied with yourselves? How do you address it?

List of situations and statements for closure:

- Being genuine and true to yourself. (Healthy)
- Changing your look and attitude for others to notice you. (Unhealthy)
- When I'm alone I say/think things to myself that can influence my mood. (Healthy & Unhealthy)
- I discuss my problems with others and find solutions for them, with or without their help. (Healthy)
- I fight for my opinion. I don't think of anyone's perspective. (Unhealthy)

Agenda:

1. Explain the lesson.
2. Go over the Agenda.
3. Definitions for Body Image, Conflict, and Relationship(s)
4. *Be More Chill* song 1 + Discussion
5. Song 2 + Discussion
6. Solutions
7. Healthy or Unhealthy