

Subject/Grade: 6 Health Education
Teacher: Riley and Paityn

Lesson Title: Tolerance

Stage 1: Identify Desired Results

Outcome(s)/Indicator(s): *(List all of the Outcomes and Indicators that will be addressed during the lesson; when you do this for real, just using the codes will work BUT for the purpose of this assignment, I need you to cut and paste the full words for the indicators – this will help me during the assessment process!)*

USC 6.1- Analyze the factors that influence the development of personal standards and identity, and determine the impact on healthy decision making (including cultural norms, societal norms, family values, peer pressures, mass media, traditional knowledge, white privilege, legacy of colonization, and heterosexual privilege).

(a) Describe values one appreciates in self and in others and explain why.

(k) Explore when personal standards may be reinforced or challenged.

USC 6.2-Appraise the importance of establishing/maintaining healthy relationships with people from diverse backgrounds who may or may not express differing values, beliefs, standards, and/or perspectives (i.e., people of various ages, cultures, socio-economic status, faiths, family structures, sexual orientations, and cognitive/physical abilities).

(a) Conclude the importance of respecting facts, evidence, and views of others when engaging in discussions.

(g) Explore stereotypes and beliefs (including but not limited to those related to age, culture, religion, family structures, and sexual orientations), both past and present, that might limit the number and kinds of healthy relationships.

(i) Examine the characteristics of healthy relationships.

Key Understandings: ('I Can' statements)

(Put the key learnings into student-friendly language that begin with 'I can...'. The students should know what these are at the beginning of the lesson. An example is: I can express conclusions about the success of two

Essential or Key Questions:

(What are three to four deeper learning questions that you want to make sure you ask during the lesson – write them out here – this will support you in asking purposeful questions during the lesson)

What are some ways you can teach tolerance to people in your community?

different health promotion strategies. Doing this helps student engage in the learning since they know what it is that they will/need to learn).

-Set aside my differences when speaking with someone who has different values than me

-Empathize with others whether they share my values or not

-Maintain healthy relationships with people from all different religions, cultures, ethnicities and places in the world

-willingly include others in group work, activities or games

How can you ensure that you are being tolerant, inclusive and accepting towards others?

Should we tolerate people who are intolerant to others? (ie. Extremist groups)

Prerequisite Learning:

(What are some concepts, facts, and/or skills that students must already know/understand/be able to do in order to 'learn' what you expect of them today? An example is: what health promotions strategies are.)

Students will need to understand:

-Biases

-Stereotypes

-How these influence people's view on the world and others.

-Prejudice

-Respect

-Acceptance

-Appreciation

Instructional Strategy(ies)

(What strategy(ies) will you use to support student learning? Have you considered multiple learning styles?)

Direct Instruction-Direct lecturing to introduce topics
Interactive Instruction -discussing and collaborating with others within activities

Stage 2: Determine Evidence for Assessing Learning

(Identify your plans as either Formative and/or Summative and provide a brief description of what you will do to gain some form of evidence towards the O's and I's above, towards the 'I can' statements, towards the Key Questions. ALL of these should all connect together and reflect each other!)

Formative assessment:

- Has the student shown evidence towards being inclusive and accepting towards others?
- Can the student have civilized discussion with others with differing views?
- Can the student discuss views that conflict their own objectively?
- Does the student show evidence towards being empathetic and kind to others regardless of race, gender, religion etc.?

Stage 3: Build Learning Plan

Set (Engagement): Similarities and Differences **Length of Time:** 7 min

(Get their attention! And then tell them what you are going to learn through this lesson)

- Have students put into small groups or partners, have them go through what makes them the same or different from each other.
- What students have in common with each and what is different, do difference change how you see your classmate?
- Then it would be time to introduce the topics of respect, tolerance, and acceptance to students.

Development: Tolerance Tool Box **Length of Time:** 20 min

(Remember, everything you do here needs to align with the identified O's and I's and support the students in answering the key questions as well as reaching the 'I can...' statements).

- It would now be time to go through and have students brainstorm within there group strategies to be more tolerant, and accepting.
- What things could they use if the ever got into a situation when tolerance is needed.
- Students could then create their own toolbox posters to hang on the wall with the classroom to show students about tolerance and how it is important to be accepting of all differences.

Learning Closure: **Length of Time:** 6 mins

(Do some form of 'check for understanding' and tell them or have them tell you what they learned today. This can be done using a variety of strategies).

- It would now be time to come together as a class and look at the findings of the class and what each of them put into their toolbox for the future, and how these items could be useful.

Instructional Strategies:

This is mostly group with students brainstorming and then instructions mixed in for guidance.

Materials/Resources:

1. Paper
2. Pencils
3. Pencil Caryons

**Possible Adaptations/
Differentiation:**

This could possibly be used in other contexts and adapted to a more racism-centered lesson.

Management Strategies:

The main strategies would be to monitor students and keep them on task within the class.

- This would also be time to ask class key questions.

Stage 4: Reflection

(This part of the lesson is completed after the lesson has been delivered; this is where you can record how it went, what you would keep, and what would you change for next time)

I think overall our lesson went really well, within the classroom it is always different that teaching to a bunch of university students. I think the activity part of the lesson was important to learning, I would have change how I did and only had them in partners so they can get a better picture than of how the lesson would have went with students. I liked the idea of the venn diagram so the stedents could really see and compare their similtaries and differences. Next time I think I might chage up the tool box activity and have people draw things out and really analyzing what skills could help them deal with situations that they need to be ttolerant. I also think another important step that we could have made more clear at the begining of the lesson was how tolerance was once not considered a great word to be using but the context around the world has been shifting to that of acceptance, repecting, and apperication.