

# ESL LESSON: LEVEL3 (INTERMEDIATE)

## HIF10/20 Lesson Plan 3

Course:	Unit:	Topic:	Approx. Time Frame
HIF10/20	Daily Living Skills	Decision Making	75 minutes
<b>Lesson Title:</b>			
Decision Making			
<b>Learning Goals/ Big Ideas</b>		<b>Success Criteria of Lesson</b>	
<ul style="list-style-type: none"> <li>- I will learn about how decisions are made</li> <li>- I will learn the difference between major and minor decisions</li> <li>- I will learn about different types of decisions</li> <li>- I will learn about when it is appropriate to use certain decision-making strategies</li> <li>- I will learn about the decision-making process</li> </ul>		<ul style="list-style-type: none"> <li>- I can describe how decisions are made</li> <li>- I can identify major decisions versus minor decisions</li> <li>- I can explain the difference between major decisions and minor decisions</li> <li>- I can demonstrate when it is appropriate to use a certain decision-making style</li> <li>- I can explain the decision-making process</li> <li>- I can demonstrate how to apply the decision-making process to events in my life</li> </ul>	
<b>OVERALL Learning Expectation(s) for this lesson:</b>			
<p><b>A4. Communicating and Reflecting:</b> communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills</p> <p><b>C1. Decision Making and Problem Solving:</b> demonstrate the ability to apply decision-making and problem-solving strategies and skills, particularly within a family context;</p>			
<b>SPECIFIC Expectations for this lesson</b>			
<p>A4.2 use terms relating to individual and family needs and resources correctly (<i>e.g., abstract thinking, identity development, support, boundaries, empathy, division of labour, needs, wants, rights, resources, budget, credit card, line of credit</i>)</p> <p>C1.1 identify and use effective decision-making strategies (<i>e.g., identify effective decision-making models, reflect on the results of past decisions</i>) to make sound decisions related to their own well-being and that of their family</p>			
<b>ASSESSMENT OF EXPECTATIONS</b>		<b>PRIOR LEARNING AND SKILLS</b>	
<p>Assessment <b>for</b> learning:</p> <ul style="list-style-type: none"> <li>● The “Remote Island” Minds-on activity forces students to make a decision in a limited amount of time. The teacher can use this as an opportunity to check whether students are already familiar with some decision-making strategies</li> </ul> <p>Assessment <b>as</b> learning:</p> <ul style="list-style-type: none"> <li>● “Thumbs Up-Thumbs Down” checks throughout the PowerPoint lesson (to check for understanding of the content)</li> <li>● Marshmallow Challenge (the teacher can observe to see if students are utilizing any of the strategies mentioned in the lesson)</li> </ul>		<ul style="list-style-type: none"> <li>- Students have been introduced to PowerPoint lessons and note-taking.</li> <li>- Students are familiar with timers that are displayed on screen indicating how much time they have to complete a task.</li> <li>- Students understand how to complete a “Think-Pair-Share” activity.</li> <li>- Students understand the purpose of reflections and how to complete a reflection based on what they learned.</li> </ul>	
		<b>Special Notes for ELL’s (e.g., adaptations, extension activities, ways to check for understanding, etc.)</b>	

<p>Assessment <b>of</b> learning:</p> <ul style="list-style-type: none"> <li>Students will have an opportunity to demonstrate what they have learned in today's lesson in their Marshmallow Challenge Reflection. They will be able to apply the content in the lesson to a real-life activity they participated in.</li> </ul>	<ul style="list-style-type: none"> <li>For the Marshmallow Challenge, it may help to pair students with limited language skills with students who speak the same language to encourage communication and meaningful decision-making to occur during the activity.</li> <li>To check for understanding, the teacher can do the "Thumbs Up-Thumbs Down" check. The teacher can ask a question and if students understand, they can show the "thumbs up" sign. If they don't understand, they can show the "thumbs down" sign. This is a safer way for shyer students to express that they need help.</li> </ul>
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<b>Lesson Terminology(e.g. word walls, vocabulary list)</b>	<b>Materials, Supplies, Equipment Required for Lesson</b>
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<p><b>Vocabulary List (it is encouraged to familiarize the students with the following words prior to completing the "Remote Island" Minds-on Activity):</b></p> <ul style="list-style-type: none"> <li>Sunscreen</li> <li>Knife</li> <li>Hammock</li> <li>Water purifier</li> <li>Sunglasses</li> <li>Umbrella</li> <li>Rope</li> <li>Matches</li> <li>Handsaw</li> <li>Compass</li> <li>Hiking boots</li> <li>Tent</li> <li>Backpack</li> <li>Fishing rod</li> <li>Pot</li> <li>Flashlight</li> </ul> <p><b>Word Wall:</b></p> <ul style="list-style-type: none"> <li>Decision</li> <li>Choice</li> <li>Decision-making</li> <li>Process</li> <li>Pros</li> <li>Cons</li> <li>Major</li> <li>Minor</li> </ul>	<p><b>For the lesson:</b></p> <ul style="list-style-type: none"> <li>Computer</li> <li>Projector</li> <li>PowerPoint lesson (Appendix A)</li> <li>YouTube Video: <a href="#">Decision-Making Strategies</a></li> </ul> <p><b>For the Marshmallow Challenge:</b>  <i>Each group will require the following materials</i></p> <ul style="list-style-type: none"> <li>20 sticks of dry spaghetti</li> <li>90 cm of tape</li> <li>90 cm of string</li> <li>Scissors</li> <li>One large marshmallow</li> </ul>
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<b>TEACHER AND ESL STRATEGIES</b>	<b>STUDENT LEARNING GOALS/ PRODUCTS</b>	<b>MINUTES</b>
<p><b>MINDS ON / INPUT</b></p> <ul style="list-style-type: none"> <li><i>Establishing a positive learning environment</i></li> <li><i>Connecting to prior learning and/or experiences</i></li> <li><i>Setting the context for learning for ELLs</i></li> </ul>		
<p>Teacher will facilitate the "Remote Island" Minds-on Activity (Appendix A – slide 2).</p> <p>The teacher will present the students with the following scenario: <i>If you were stranded on a remote island and could only bring 4 items with you, what would you bring?</i></p> <p>After time is up, the teacher should turn to the next slide (Appendix A – slide 3) and facilitate the think-pair-share activity.</p>	<p>Students will be required to review the items presented to them on the slide. They will have 5 minutes to decide which 4 items they would select to bring with them to the remote island.</p> <p>Students should write down the 4 items they would bring on a piece of paper.</p> <p>Students will be required to engage in a Think-Pair-Share where they will think about the questions individually, and then share them with a partner. Afterwards, the teacher can ask some students to volunteer to share their ideas with the class.</p>	<p>5 minutes</p> <p>15 minutes</p>

<b>ACTION / CONTENT</b>		
<ul style="list-style-type: none"> <li>▪ <i>Introducing new learning or extending/reinforcing prior learning</i></li> <li>▪ <i>Providing opportunities for practice and application of learning (guided &gt; independent)</i></li> </ul>		
<p>The teacher will do the lesson on Decisions (starting on slide 4 of Appendix A).</p> <p>After the lesson, the teacher will display slide # 18 (Appendix A) and introduce the Marshmallow Challenge Activity. Students should be broken up into groups of 3-4 students. The teacher should display the instructions on the screen and the timer.</p>	<p>During the lesson, students will be required to take notes.</p> <p>Working with their group, students are required to build the tallest freestanding spaghetti tower in 18 minutes. The tower must be able to support a large marshmallow on top.</p> <p>They are only allowed to use the items provided to them.</p>	<p>20 minutes</p> <p>20 minutes</p>
<b>CONSOLIDATION</b>		
<ul style="list-style-type: none"> <li>▪ <i>Providing opportunities for consolidation and reflection</i></li> <li>▪ <i>Helping students demonstrate what they have learned</i></li> </ul>		
<p>After the students have completed the marshmallow challenge, the teacher will display slide # 19 (Appendix A). This slide contains the instructions for the “Marshmallow Challenge Reflection”.</p>	<p>Students will be required to write a reflection explaining the types of decisions that were made in their group during the marshmallow challenge. (Depending on the language level of the students, the reflection may be a few sentences to one paragraph in length). Students should discuss how they decided which ideas to pick.</p> <p>After students have completed their reflection, they should submit it to the teacher for assessment.</p>	<p>15 minutes</p>
<b>Accommodations/Modifications</b>	<b>Follow-up or Extension Activities</b>	
<ul style="list-style-type: none"> <li>- PowerPoint slides can be printed out and given to students that have difficulty with writing or have special learning needs</li> <li>- PowerPoint can also be electronically distributed to students so they may use Google Translate to translate the information</li> <li>- Students can be given an opportunity to write their reflection in their first language, and then to rewrite it in English afterwards</li> <li>- More time can be given to complete the “Remote Island” Minds-On Activity</li> <li>- Subtitles should be displayed during the “Decision-Making” YouTube video on slide # 17 (Appendix A)</li> </ul>	<ul style="list-style-type: none"> <li>- As an extension, the teacher may ask the students to reflect on whether the decision-making they displayed during the Marshmallow Challenge coincides with the decision-making strategies they tend use on a daily basis. If there are any differences, the teacher may ask the student to try to think about why this may have occurred.</li> <li>- As an extension, the teacher may ask the students to write a decision they have to make in their life. They can practice applying different decision-making strategies to the scenario and predict possible outcomes. Students can be asked to select which decision-making strategy they feel is best for their situation.</li> </ul>	

## References

GCFLearnFree.org. (2018, December 17). Decision-making strategies [Video file]. Retrieved from [https://www.youtube.com/watch?v=pPIhAm\\_WGbQ](https://www.youtube.com/watch?v=pPIhAm_WGbQ)

Joshua Center for Neurological Disorders. (2012). Making decisions young adult handout. Retrieved from <https://joshuacenter.com/wp-content/uploads/Making-Decisions-YA-Handout.pdf>

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TinkerLab. (2021). Spaghetti tower marshmallow challenge. Retrieved from <https://tinkerlab.com/spaghetti-tower-marshmallow-challenge/>