

Lesson Title:
Subject / Grade Level:



SAN DIEGO TEACHER RESIDENCY

CONTEXT

Provide context for the lesson. How, if at all, does it fit within a unit? Who are the learners? How long will the lesson last?

-Studied how to recognize microaggressions through texts and video and self exploration of different definitions

GOALS

What are your goals for the lesson? Specifically, by the end of the lesson, 1) what do you want students to *know*? 2) what do you want students to be able to *do*? and 3) what you want them to *understand*? Not all lessons will have all goal-types.

Content: By the

Students will be able to... self-assess on their empathetic response when a microaggression happens to them and when they witness one happening to someone else, as measured by these 4 steps:

*(evidence of understanding) - 4 step system by Brene Brown

Social Justice Standards:

Action 16 AC.6-8.16 I am concerned about how people (including myself) are treated and feel for people when they are excluded or mistreated because of their identities.

Justice 12 JU.6-8.12 I can recognize and describe unfairness and injustice in many forms including attitudes, speech, behaviors, practices and laws.

COMMON CORE STANDARDS

If applicable, provide specific standards that the lesson will target. Indicate if the standard is being introduced (I), practiced (P), or assessed (A) in this lesson.

CCSS.ELA-LITERACY.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-LITERACY.RH.6-8.8

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Distinguish among fact, opinion, and reasoned judgment in a text.

ANTICIPATORY PLANNING

Put yourself in the shoes of your students. Where in the lesson do you anticipate that they will struggle, and why? What questions, about procedures and/or about the content, do you anticipate that they might pose? How will you respond? (Math teachers can also use this [more comprehensive anticipatory planning resource](#).)

-students may freeze up or shut down (what happens with the body when this happens) Its natural and it happens to all of us .

-journaling before to help them understand

-understanding the physiological responses (bodily awareness)

---Difficulty understanding empathy---

--Various methods to illustrate empathy

----Video

-----student summarization

----- Clear examples of what is NOT empathy

Supports

----Visual Framework/flow chart

----sentence starters

----scripts

Step 1: Identify the feeling

-Connect lesson to multiple intelligences work so students see the purpose

PROCEDURE

Please provide specific descriptions of all activities, including estimated times and who/what/where, scripts of key points you plan to emphasize and questions that you plan to ask, and examples of what students might think or do.

Framing or Launching the lesson (connections, context, norms, or objective):

Start lesson with student work (exit ticket screenshot of them recognizing microaggressions)

Launch:

Review of microaggressions-

Have students formulate their own definitions of microaggressions

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During the lesson:

Brave Space Norms Opener

1. Show microaggression (Tik Tok)

-what did you feel in the body?

-how did your body respond?

-Bodily Awareness/ how did your body respond to what you were seeing (from the video)

Watching the

2. Students journal response to

---- How would you stand up against it ?

----- How would you respond if this happened to someone you cared about?

3. Students share responses with their partners

4. Introduce Empathy with Brennee Brown's video

-Think-Pair-Share- Define Empathy & provide an example (what does empathy mean to you)

-Teacher scribes responses on the board

-Ask students to share as I'm circling the room, can you share this with the class

5. Formative Assessment

--Rewatch Video

--- Create a second written video response using empathic language

---Students self assess using the Empathy Criteria Rubric

-----How did your second response change from your initial response?

-----Did you notice the use of any empathetic language?

Empathy Criteria Rubric:

1. Perspective taking

2. Stay out of judgment

3. Recognize emotions

4. Communicate those emotions

Which one did you improve in? Which one to want to continue to grow in?

Closing the lesson (synthesizing, checking for understanding, or connecting to the future):

Have a few students share out who are comfortable and then connect this to our learning objectives and why this is important.

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Subject / Grade Level:

How did you feel about this lesson 1 to 5 (are they inspired)

DIFFERENTIATION/ACCOMMODATION

How might you provide multiple means of representation, multiple means of expression, and multiple means of engagement? Consider how you will meet the needs of three specific focus students, labelled below.

Special Needs / IEP:

Printed materials for student

Share outs - "read one line/sentence"

Emerging Bilingual:

Wordbank & Graphic Organizer

Ready for challenge:

Challenge option with an additional (subtle) microaggression video

FORMATIVE ASSESSMENT

How will you assess students' thinking throughout the lesson? What are key moments to check for understanding?

Written Initial response to microaggression video.

-Recognition of microaggression -- What is it?

-Empathy check-Do you understand it

SUMMATIVE ASSESSMENT

How will you know if your students meet the goals of the lesson? What artifacts of student work will you collect?

-Written self assessment comparing their initial response to their final empathic response using the Empathetic Four Rubric and identifying what changed!

MATERIALS & PREP

What materials will you need to prepare ahead of time? How will the room be set up? What other logistical considerations do you want to plan for? Provide links to documents and/or slides if applicable.

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