LESSON PLAN

Teacher: Kathryn Crowell, High School Speech
Lesson Title: Newspaper Shelter
Brief Description: Students will build a newspaper shelter while demonstrating effective communication skills.

MTT Domain and Competencies

DOMAIN I—DIGITAL TECHNOLOGY KNOWLEDGE AND SKILLS
Competency 001
The Master Technology Teacher demonstrates knowledge and application of technology-related terminology and concepts, hardware, software, data-input strategies, and ethical practices, and knows how to acquire, analyze, and evaluate digital information from the Internet and other sources.
Competency 002
The Master Technology Teacher knows and applies basic strategies and techniques for using graphics and animation.
Competency 003
The Master Technology Teacher knows and applies basic strategies and techniques related to Web site mastering.
Competency 004
The Master Technology Teacher knows and applies basic strategies and techniques for using digital video technology.
DOMAIN II—TECHNOLOGY-ENHANCED TEACHING AND LEARNING
Competency 005
The Master Technology Teacher demonstrates knowledge of how to use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results to support the work of individuals and groups in problem-solving situations.
Competency 006
The Master Technology Teacher demonstrates knowledge of how to communicate in different formats for diverse audiences.

State Content Standards (TEKS)

110.58 Communication Applications (one-half credit), grades 9-12
(1). Communication Process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to:

(A) Explain the importance of effective communication skills in professional and social contexts.
(D) Identify the characteristics of oral language and analyze stands for using informal, standard and technical language appropriately.
(E) Identify types of nonverbal communication and their effects.
(F) Recognize the importance of effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance.
(G) Identify specific kinds of listening such as critical, deliberative, and empathic.

2. Group Communication

(A) Identifying kinds of groups, their importance, and the purpose they serve

(B) Analyze group dynamics and processes for participating effectively in groups, committees, or teams.

(C) Identify and analyze the roles of group members and their influence on group dynamics.

(E) Use appropriate verbal, nonverbal and listening strategies to promote group effectiveness.

(G) Use effective communication strategies in leadership roles.

(H) Use effective communication strategies for solving problems, manageing conflicts, and building consensus in groups.

Content and Cognitive Goals

Students Goals

1. Students will learn the importance of communication.
2. Students will learn to work together as a team.
3. Students will cooperatively develop and implement a plan for a newspaper structure.

Teacher/Mentee Goals

1. Active, successful student participation in the learning process.
2. Learner centered instruction.
3. Evaluation and feedback on student progress.
4. Classroom management in various settings.

Teacher/Mentor Goals

1. Developing a relationship with the mentee before diving in.
2. Practicing good listening skills.
3. Not leading the way I ask question.

Learning Connections and Activating Prior Knowledge

Students will have to be familiar with nonverbal techniques and body language and how they impact communication. Students must understand the different designated roles assigned for group activities. This lesson is a precursor to future lessons as this course requires heavily on group work.

The educator must be prepared with answers to how much time will be available, what supplies are available, etc. and make certain the students have received the previous lessons required.

Learning Activities and/or Tasks

Students will be divided into two groups, one verbal that can communicate and one nonverbal group. The remainder of the class will observe and evaluate the effectiveness of the two groups. Projects will be videotaped and there will be a class discussion with feedback afterward.

Bloom's Taxonomy

Analysis – compare and contrast the verbal and non-verbal group effectiveness.
Synthesis – design and assemble the newspaper shelter after determining roles within the group.
Evaluation – of the group success through communication techniques used and determining the best performer.
Application – demonstration and connecting to real world conversations.

Accessibility and Diverse Learners

The lab and classroom have been prepared for student accessibility for all. Students who have mobility issues will be allowed to participate in the building of the newspaper structure if they wish to or they may be assigned to the role of observer and note taker. The project is very interactive and hands-on and will appeal to any students who have attention difficulties. Opportunities will be available for students to create additional and/or more elaborate structures for enrichment.

Teaching and Instructional Strategies

Short projects prior to this lesson plan will prepare students for the roles necessary and demonstrate the use of body language in communication. Class discussion will re-enforce the expectations for each role of the students for the project. Groups will be heterogeneously for the project.
The teacher will act as an observer and guide. Consultation will be made with the content mastery department prior to the lesson.
This project will allow for visual, audio and kinesthetic activities.

Mentor Created Work Samples

The finished product will be completed in groups. Students will learn the importance of communication, verbal and non-verbal, through observation, analysis and evaluation of the actual project completion and review of the videos afterward.

Rubric Journal Peer Evaluation Form

Technology Connection

Students will use the internet in a lab setting to complete research prior to this lesson plan. For this lesson plan they will use a digital video camera, computer and projector.

Technology Management Strategy

This portion of the lesson plan will be completed in the classroom in a small group setting. The room will be divided and areas will be designated for each group. Expectations will be discussed prior to the start of the project.
Room arrangement will be modified as needed based on student mobility. Adjustments may be made based on individual students needs as necessary. Roles may be assigned/reassigned as needed.

Materials

Previous access to internet for research.
Newspaper, tape and paper towels and hand cleaner.
Video camera and tape or flash drive and projector.
No assistive devices are expected for this lesson.

Assessment

Informal – ongoing questioning, discussion and peer evaluation are exaples of ways students will be assessed.
Formal – assessment will be made using the rubric for this lesson plan.
The teacher will primarily use reflection, journaling and discussion with the mentor ro assess their achievement.
Self assessment is an expected criteria in the student and educator evaluations.

Teacher Reflection

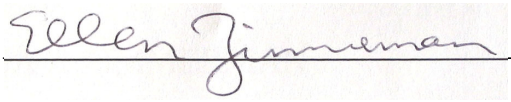
Progress is observable as documentation shows however; no opportunity to reflect is available due to the summer scheduling of this course.

Reflection:
Please rate the following indicators using a scale of 1-5.
(1=Poor, 5= Excellent, NA if not applicable)

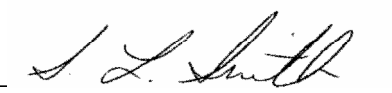
_____ Technology instruction was effective and students/educators achieved curricular goals.
_____ Technology instruction was effective and students/educators or I achieved targeted goals.
_____ Technology instruction was effective and I achieved my professional goals.
_____ Students/educators were motivated by the use of technology.
_____ Technology was critical to the success of this lesson.
_____ Varying abilities of students/educators was supported through the use of the technology.
_____ Equipment was sufficient for the number of students/educators completing the activity.
_____ Equipment and software functioned properly.
_____ Overall rating of lesson.

Reflection Time: Use the following questions to reflect on your lesson.
Questions to Ponder: Was this lesson worth doing? In what ways was the lesson effective? What evidence do you have for your conclusion? How would you change this lesson for teaching it again? Did your students/educators find the lesson meaningful? Did the lesson motivate your students/educators to "go beyond" what was required? Did you achieve your goals met/in progress in the required criteria?

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____


_____ Date_____July 17, 2007_____

Participant Signature


_ _____ Date_____July 17, 2007_____

Coach Signature