**3C CLASS LESSON PLAN - UOI 2 – WHO WE ARE (STAGE 4)**

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| **Unit of Inquiry** | **WALT**  **(LEARNING INTENTION)** | **WILF**  **(SUCCESFUL CRITERIA)** | **Assessment Strategies and Tools** | **Learning engagement** |
| **Who We Are**  An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.  **Central idea**  Understanding other people’s perspectives and communicating our own points of view help us live together peacefully.  **Lines of Inquiry:**   * Why people feel and think differently. * Dealing with differences * Valuing differences leads to understanding   **LO**:  Analyzes a situation from more than one perspective.  Communicates own point of view appropriately.  Demonstrates ways to value differences.  **Key concepts:**  Causation, Perspective, Reflection | *Knowledge:*  To know what cause differences | * Describe their own personality/characteristic * Find information about others and compare it * List factors that may lead to differences | Process focused  checklist | **Provocation:** students ***share*** about how they fill in their holidays, and what they think about idul fitri holiday. Students will ***draw any illustration about differences***, then will discuss about a picture of “differences among nation” and discuss why differences are important  **----How are we different? Tuning in**  Students will ***make the “I” statements*** where they will write some statements to describe themselves divided in 3 categories: things other must know about, things that others might know or not, things that they don’t know in the 1st column in a 3 column table. After that, they will ***compare the info with 2 friends***and see the differences. (see attachment)- after seeing the result students ***make conclusion*** what makes people different?Why people think and feel differently |
| *Concept:*  To understand the value of different choices | * Sort and analyze the choice(s) / situation(s) * draw conclusions that show how differences are valued | Process-focused  Anecdotal record | **-----Finding info**   * Explain what a conflict is, read a story, watch video, and find problems and the conflict in the plot. Students then will write any problems that they experienced before, and make it into short story. * Read “Wimpy Kid’s Diary” to show how diary looks like. Then ask students to create diary to record differences, problems and conflicts that happen in their daily lives. see how they solve their problems differently. (attacenment 3) * Put the students in a situation where students have different opinion. Then, students are introduced with conflict resolution theory, where they will learn about three ways to deal with problem/situation, submissive, aggressive, and assertive use this add   <http://www.creducation.org/cre/crday/outonalimb/> then students will **practice what strategies** will suit best with certain situation see attachment 2.   * Students practise to make the “I Message” to help them solving problem in assertive way.   **------ Sorting Out**   * Continue from the activity before students chose one situation and try to analyze it deeper by **finding the possible outcomes for each strategy** chosen. Teacher provide Solution card (attachment 4) for students to do this activity * Explore some provided study cases, then they need to come up with solution. Discuss the possible solutions and classify them into three main strategies to solve conflicts. They can use the Solution Card provided by teacher (see attachment 4)   **-------Going further**   * Explore further about conflict respulution especially dealing with conflict that happen around the world. Use powerpoint about “Working For Peace”   **-----Summative Task**  Students choose their own case study in real situation and document their findings, to see different perspectives and how to communicate these appropriately.  Students may choose one of their situation from their journal, their family problems, or the recent public issue from the news. Then solve the problem using the three strategies and analyse the impacts of each strategy. |
| *Skills:*  *To be able* to manage differences in situation | * listen to other’s point of view * communicate own perspective appropriately * suggest way to have agreement | Performance assessment  continuum |
| *Attitudes:*  *To develop respect, tolerance and empathy* | * Identify differences among them * Demonstrate appropriate manner toward differences * Understand someone’s else feeling and thought * see situation from other’s point of view. | Observation  Anecdotal record | **Developin attitudes (trhoughout the unit)**   * After they finish making conclusion about why people are different, students made statement about what they should do with the differences. Here, students emphasize on the development of attitudes; especially respect and tolerance. * From the book “View Point” series, students try to analyze how situation being seen in 2 different perspective. Then they try to analyze how the differences are being valued in those situation and how people solve problems. Later on, students try to see from other’s perspective by writing about the perspective of someone that they relate to …, If I were my parents, If I were my brother |

Other resources: short activity about conflict resolution: <http://www.teachervision.fen.com/classroom-management/activity/2922.html> , interactive games: <http://www.creducation.org/cre/crday/games/> , article about 3 strategie to solve conflict/problem: <http://www.teachablemoment.org/elementary/strong_mean_giving_in.html>

**Knowing Me, Knowing You**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Myself | Marvin | Jessica |
| Things that other must know | * My name is * I am a boy * I come from Madiun * I was born at July 25 * I am Moslem * I lived in * I study at, etc | His name is  He is  He come from  He was born at  He is Christian  --------  And so on | Her name is  She is  idem |
| Things that others might know or not | I feel sad when \_\_\_\_\_\_\_  I feel happy when \_\_\_\_\_\_  I am good at \_\_\_\_\_\_\_\_\_  I need to improve \_\_\_\_\_  I like \_\_\_\_\_  I don’t like \_\_\_\_\_\_\_\_  Etc | He feels sad when  He feels happy when  He is good at  He needs to improve  He likes  He doesn’t like  etc | idem |
| Things that others don’t know and you want them to know | I think \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  etc | He thinks | idem |
| CONCLUSION: What makes you and your friends different (mention min.5 things)?  Why people think and feel differently? | | | |
| ATTITUDES TOWARDS DIFFERENCES:  What will you do about these differences? | | | |

**Attachment 2**

**Submissive (soft choice) , Aggresive (loud choice) or Assertive (think and share choice)**: students chose one of the strategies to chose the best solution for these situation below:

*e.g. You want to be alone, but a friend wants to be with you. What do you do? Be assertive: I will say to my friends that I need to spend my time alone and promise him/her that I will accompany him/her when I finished with my own thing.*

* A classmate teases you or calls you a name. How do you respond?
* You're walking along a busy city street with your mom and decide you want an ice cream cone. You know your mom won't be enthusiastic about the idea. How do you ask?
* Your family is having a conversation around the dinner table, and you have an opinion you'd like to state, but everyone is talking so fast. How do you get people to listen to what you have to say?
* An older kid says you have to give him the cake from your lunch or he'll beat you up.
* Two close friends ask you to join them in stealing money from another kid's backpack.
* Your younger brother keeps bothering you when you're trying to do your homework

**Attachment 3**

*Diary sample*

*September 25th 2010,*

*Dear diary,*

*Today, I had a little problem with my best friend Jessica. We have different opinion about where to go on this weekend. We solved the problem by talking about it and give reason why our choices is good. At last, We chose her ideas to go to cinema, and we really had fun there. ☺*

*Dear diary,*

*I always had a fight with my brother. I don’t know what come in his mind to keep bothering me, tease me, and playing with my belonging. I have told my parents, and seemed they are too busy to handle this problem. I just want to give up and now I ignore my brother, whatever he do something to me I just keep quiet, hope this strategy will work.*

*Dear diary,*

*Today, I had a big fight with my brother. At last, I can’t hold on my emotion and try to fight back. Since I ignored him, he still keep bothering me. One thing that really piss me off today is he play with my DS and he broke it.. I yelled at him and he yelled at me back. Then, suddenly we push, hit an dhurt each other physically. It was terrible. Finally my mom came and try to solve this problem but I think it is too late now….*

**Solution Card**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Situation** | * Your younger brother keeps bothering you when you're trying to do your homework | | | | |
| **What are the different points of view (Problems)** | * I really need time to do my homework quietly so I can concentrate to finish it * My brother think that he can play with me any time, he want to get my attention that’s why he bother me | | | | |
| **Possible Solutions** | loud  [http://t1.gstatic.com/images?q=tbn:lL2h4vJYOyH9JM:http://www.andreadams.com/assets/watermark%2520files/storm.jpg](http://www.google.co.id/imgres?imgurl=http://www.andreadams.com/assets/watermark%20files/storm.jpg&imgrefurl=http://www.andreadams.com/the_cartoon_express_storm.htm&usg=__j4ImDzDe9qotG91FNKYtPBUxL_Y=&h=467&w=455&sz=28&hl=id&start=6&zoom=1&itbs=1&tbnid=lL2h4vJYOyH9JM:&tbnh=128&tbnw=125&prev=/images?q=thunder+cartoon&hl=id&sa=G&gbv=2&tbs=isch:1) | I yell at him and ask him to go away. I push him out of the door and kick him so he is scared not to bother me anymore | **Possible Outcomes/ What might happen** | loud  [http://t1.gstatic.com/images?q=tbn:lL2h4vJYOyH9JM:http://www.andreadams.com/assets/watermark%2520files/storm.jpg](http://www.google.co.id/imgres?imgurl=http://www.andreadams.com/assets/watermark%20files/storm.jpg&imgrefurl=http://www.andreadams.com/the_cartoon_express_storm.htm&usg=__j4ImDzDe9qotG91FNKYtPBUxL_Y=&h=467&w=455&sz=28&hl=id&start=6&zoom=1&itbs=1&tbnid=lL2h4vJYOyH9JM:&tbnh=128&tbnw=125&prev=/images?q=thunder+cartoon&hl=id&sa=G&gbv=2&tbs=isch:1) | He yells and kicks me back, finally we got into a big fight. My mom comes and she was angry to both of us. She gives us punishment and finally I can’t finish my homework. |
| Think &  Share[http://t0.gstatic.com/images?q=tbn:vs4QC6JT8VX8wM:http://www.bradfitzpatrick.com/store/images/products/no019-sun-cartoon.jpg](http://www.google.co.id/imgres?imgurl=http://www.bradfitzpatrick.com/store/images/products/no019-sun-cartoon.jpg&imgrefurl=http://www.bradfitzpatrick.com/store/products/Sun_Cartoon_Character-227-14.html&usg=__bUscGLf2VeUQsE0uHZ2dd_bpPL4=&h=324&w=432&sz=81&hl=id&start=3&zoom=1&itbs=1&tbnid=vs4QC6JT8VX8wM:&tbnh=95&tbnw=126&prev=/images?q=suncartoon&hl=id&gbv=2&tbs=isch:1) | I choose to talk to him and ask the reason why he bothers me. It took some time for me to explain that I’m really busy. | Think &  Share[http://t0.gstatic.com/images?q=tbn:vs4QC6JT8VX8wM:http://www.bradfitzpatrick.com/store/images/products/no019-sun-cartoon.jpg](http://www.google.co.id/imgres?imgurl=http://www.bradfitzpatrick.com/store/images/products/no019-sun-cartoon.jpg&imgrefurl=http://www.bradfitzpatrick.com/store/products/Sun_Cartoon_Character-227-14.html&usg=__bUscGLf2VeUQsE0uHZ2dd_bpPL4=&h=324&w=432&sz=81&hl=id&start=3&zoom=1&itbs=1&tbnid=vs4QC6JT8VX8wM:&tbnh=95&tbnw=126&prev=/images?q=suncartoon&hl=id&gbv=2&tbs=isch:1) | He doesn’t understand what I’m saying. It took hours to make him understand that I’m busy doing my homework, it’s probably he is still a child. Finally I just have a very short time to do my homework |
| Soft  [http://t1.gstatic.com/images?q=tbn:mbBZXKTYM8BW9M:http://www.istockphoto.com/file_thumbview_approve/9279677/2/istockphoto_9279677-cartoon-cloud.jpg](http://www.google.co.id/imgres?imgurl=http://www.istockphoto.com/file_thumbview_approve/9279677/2/istockphoto_9279677-cartoon-cloud.jpg&imgrefurl=http://www.istockphoto.com/stock-illustration-9279677-cartoon-cloud.php&usg=__0CYHjKEpccGwLtt869lE_fuIEGI=&h=380&w=340&sz=61&hl=id&start=23&zoom=1&itbs=1&tbnid=mbBZXKTYM8BW9M:&tbnh=123&tbnw=110&prev=/images?q=cloud+cartoon&start=20&hl=id&sa=N&gbv=2&ndsp=20&tbs=isch:1) | I just ignore him and choose to walk away. I just go to my room and lock the door so he won’t disturb me | Soft  [http://t1.gstatic.com/images?q=tbn:mbBZXKTYM8BW9M:http://www.istockphoto.com/file_thumbview_approve/9279677/2/istockphoto_9279677-cartoon-cloud.jpg](http://www.google.co.id/imgres?imgurl=http://www.istockphoto.com/file_thumbview_approve/9279677/2/istockphoto_9279677-cartoon-cloud.jpg&imgrefurl=http://www.istockphoto.com/stock-illustration-9279677-cartoon-cloud.php&usg=__0CYHjKEpccGwLtt869lE_fuIEGI=&h=380&w=340&sz=61&hl=id&start=23&zoom=1&itbs=1&tbnid=mbBZXKTYM8BW9M:&tbnh=123&tbnw=110&prev=/images?q=cloud+cartoon&start=20&hl=id&sa=N&gbv=2&ndsp=20&tbs=isch:1) | At first, he still knocks in my door, but after a while he starts to get bored and leave me alone. Now I can do my task peacefully and finish it quickly, so I can play with my brother again |
| **The best solution** | I choose the submissive way as the best solution in this situation. I choose it because it has the least impact to both of us. I can finish my work quickly without any disturbance, although it is hard for the first time to make my brother doesn’t disturb me anymore. But, when I am finish I can play with him and he gets my attention. I think, it’s the best solution for both of us and it is really effective to avoid bigger conflict between us. | | | | |