**My Professional Experience Lesson Plan**

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| **Day:** Thursday **Date:** 20/10/2016 **Time:** Sun Safety **Class:** Year 1 B  **Subject:** Health and well-being **Topic:** Sun safety and t-shirt design based on sun safety. | | |
| **Students’ Prior Knowledge and Experience:**  This will be the second lesson on sun safety this year. Students should have a good idea of what to do to keep sun safe, they are reminded every day at recess and lunch to put on sun screen and a hat. In the previous lesson on sun safety the students were able to create and draw 5 things that they could use to keep sun safe. When asked a question on how they can keep sun safe when playing outside? Students should be able to answer hat and sunscreen because they are reminded every day. Students have also watched a video on sun safety, the video was very informative towards how they could use the 5 specific ways to keep sun safe. In this lesson students should have enough prior knowledge to complete the tasks set for them. | | |
| **Learning Purposes:**  Identify actions that promote health, safety and wellbeing (ACPPS018).  Students should be able to name all of the 5 things that can keep them safe from the sun, for example sun screen, hat, playing under the shade, long sleeve shirts and trousers to keep them safe from the sun. The students will learn the specifics of how to keep out of the sun, and what they could use to keep sun safe and be aware of the dangers of the sun. | | **Student Evaluation:**   * Monitor students listening skills through the use of questioning. * Using video representation to inform and teach students about sun safety -<https://www.youtube.com/watch?v=T7ghJsZug60> * Observation of students through walking around the room and providing assistance when it is needed.   **Special considerations:**   * Visual and verbal cues demonstrated before students perform the task set to them. * Visual and verbal cues given to students who are struggling. * If additional help is needed, will have to sit down with the students. * Lesson can be modified – repetitive instructions, repetitive examples, have instructions and examples on the board to help students. |
| **Preparation and Resources:**  **Preparation:**   * The students will each create a design for a t shirt on sun safety. The students will also have to complete an assessment based on sun safety before doing the poster, this will give me a general idea of what they have learnt. * Examples will be on the board for them to look back upon. * Keep scanning the students and not to focus on one child. Additional help with struggling students in the classroom if needed. * Get the fast finishers to colour in the poster they have drawn, and explain the key principles they have learned about sun safety. * Make sure with mentor teacher of the activity and students prior knowledge. * YouTube clip on the simple ways to be sun safe. * All materials are prepared for the student’s work sheet activities. * Discussion and recap of the lesson, students to sit down on the carpet and to be asked questions on what they remember about sun safety and how they can avoid and protect themselves from the sun.   **Resources:**   * Pencils/coloured pencils * <https://www.youtube.com/watch?v=_RrlPjPl99E> - video of story for self-connection for students by linking the key ideas in the story to their life experiences. * Worksheet poster on sun safety. * Example of how to keep safe from the sun. The slip, slop, slap, seek and slide will be on the board when doing the activity, so students can look back upon them. * Slip, slop, slap, seek and slide picture retrieved from - <http://www.cancercouncil.com.au/24938/cancer-prevention/sun-protection/sunsmart-program-for-primary-schools-and-ohsc/sunsmart-resources/primary-school-curriculum-resources/> * Blank t shirt retrieved from - <http://www.sawyoo.com/post_template-of-t-shirt_7703/> * Worksheet retrieved from - <https://www.studyladder.com.au/games/activity/sun-safety-printable-2-19614?lc_set>= * Worksheet retrieved from - <https://www.studyladder.com.au/games/activity/sun-safety-printable-3-19615> | | |
| **Timing:**  2mins  8mins  15min  5mins | **Learning Experiences:**  Introduction: firstly, settle students on the carpet, while asking the students to settle down, and waiting for the class’s attention. Start by explaining to the class the activity and the lesson objective for today’s lesson on sun safety. The focus of today’s lesson will be on sun safety and creating a t-shirt design which will promote sun safety in their school, examples will be given on the white board. Make sure students understand what sun safety is and if they can identify key features which will keep them safe when playing in the sun. The students will be assessed on a sun safety activity.  After the discussion and questioning and getting a clear idea of what the students know about sun safety the students will be shown a video on sun safety. I will then question students on what they remember from the video, and see if they can identify key features from the video which will keep them safe when playing outside in the sun.  After the discussion of the sun safety video, I will get the students to move back to their desks and explain to them that they have to make a design on their shirt which will promote sun safety in their school. Examples of sun safety t-shirt designs will be shown on the interactive board to give student an idea of what they have to accomplish. If there are fast finishers, I have an additional worksheet for them to complete on sun safety. The additional worksheet will be explained individually when the students hand in their completed t-shirt design, because not everyone will finish early, I am catering for the fast finishers.  Once everyone has completed their t-shirt design students will all come back to the carpet and have a seat. I will ask the students what they remembered about today’s lesson, and what they have to do to keep sun safe. Once discussions have finished students can then choose a ‘go noodle song’. | |
| **Lesson Evaluation:**  I know that the students achieved the learning purposes. After questioning them they all seemed enthusiastic to answer the questions, and most of the students got the answer correct, and the others got the idea of the story. It showed that they were engaged and listening. When answering, I try to get everyone included and I think I achieved that goal throughout my lesson.  The students achieved their learning purposes through engaging in class discussion about their sun safety, they showed that they understood the lesson by completing both worksheets. I assessed the students on their knowledge of sun safety letting them do a test based on sun safety. After that the students watched a video on sun safety and they had to create their own design of a shirt which promotes sun safety. The students said they enjoyed the activity because they all finished on time. The work sheet showed that students have developed their knowledge of sun safety, they were able to link their knowledge of sun safety and each created a poster which involve staying safe from the sun, this shows that they have achieved the learning purpose set at the start of the lesson.  I think I kept class misbehaviour to a minimum in this lesson, I controlled it by telling students to be quite in a nice manner, and if they were too loud I would say; ‘put your hands on your head’ or ‘sit on your hands’. I also tried pasta and cheese that mean freeze which was effective for behaviour management and keeping the noise level to a minimum. I believe this system has worked for me over the past week because the students seem to listen to instructions that are given to them. I think my time management was a lot better in this lesson as I timed the lesson to within seconds of the bell ringing. There may have been a couple of misbehaviours in the class although these were dealt with through decreasing the point system. | | |