

Lesson Title: Social Thinking - Way to A

Grade: 4

**Subject: Health
Unit: Peer Relations**

Driving Question: Can we make good choices when we feel upset or angry? How do we help ourselves and our friends feel good in the end?

**Curriculum Outcomes:
*NS Grade 4 Health***

D2.1 demonstrate respect and caring in relating with classmates

D2.2 define and demonstrate what it means to be a good friend

D2.3 demonstrate an understanding that relationships entail both rights and responsibilities

Learning Targets:

- 1) Students will identify situations or things that make them upset /cause them to make bad choices.
- 2) Students will create a Visual (on iPad or by hand if they prefer)

Resources/AT Tips:

1) Students are using their own tablets, or class iPads as long as they have [Comic Life](#) or [Pic Collage](#) available.

2) Way to A [Power Point](#)

3) 2 Pic Collage Posters – [Bad /Good](#)

4) [When Things Go Wrong Assignment](#)

5) [WTGW Poster Rubric](#)

6) Follow up this lesson with this Video Link: [Way to A screencast](#)

7) Teacher's [checklist](#) for Collaborative Skills

Lesson Procedure

We Share: (15 – 20 minutes)

Ask the students: Have you ever felt frustrated or angry and ended up shouting, or pushing, or hitting? Or have you even gotten in trouble with friends and grownups because you did something negative?

Have a short discussion. Let students share, and if there is a lot you may have to ask them to “put a pin in it” and have them share later with you as you circulate through the team work.

Tell the students: We are going to tell a story with a power point, but there will be some sharing, and creating as we go. Organize the students with an iPad for each student. iPads stay closed until it is time to work.

I do: Introduce “Way to A” (25 – 30 minutes)

- 1) Show the students the “Way to A” book, and let them know, that the Power Point we are going to share as a class is based on the book.
Way to A [Power Point](#)
- 2) Work through the lesson
 - a) Talk about happy feelings and feeling good, ask if anyone has situations in the class, or on the bus, or in gym that repeatedly seem to take them from a happy feeling to feeling angry or upset. 2 Students can give a brief example.
 - b) Ask students to jot down a few words in the Writer’s notebook to remind them of events that are similar for them.
- 3) Look at the “Things Go Wrong” slide. Talk about how we are all individuals and the things that bug or upset one person might not affect another person. Tell the students that we have a quick activity It will involve really thinking about situations that seem to often go wrong for them, or situations where emotions may have gotten them in trouble or ruined a happy event.
- 4) Let the students know that they are going to make a Pic Collage poster. We will review the assignment and they will help me set the learning targets.
- 5) Ask the students to log in to Showbie, and go to the Health class. They will find the assignment there. Project the assignment on the board (students can view on their iPad or on the screen).
 - a) Review the Assignment. Remind students that once their poster is finished they can turn it in in this class on Showbie.
 - b) Ask students how will I know that they have done a good job? (guide them with questions - write their targets on the board)
 - Teacher will see collaborative work – positive comments, helping by “demonstration but not doing”, and honest non-judging conversations.
 - All the elements (pictures and text) are on the poster.
 - Teacher can see everything clearly (for this aspect, review good and bad examples of Pic Collage)
 - Student name will be clearly viewed near bottom right corner
 - Text will be edited for best spelling

You Do: (30 - 45 minutes)

- 1) Students have time to work on their posters.
- 2) Encourage students to work in groups of 4 where they can collaborate on how to create the “look” they want for their poster. They should also be having conversations about what make them feel upset.
- 3) Teacher circulates to guide conversations and help students identify situations that can create problems for them.

We Share (10 minutes – at start of next lesson) :

Students share their posters on the Smart Board

(access Airplay from their iPads)

Encourage Students to verbally describe what we are seeing on their poster.

Adaptations:

Hearing Impairment – make sure (student names) have their mics in and you are wearing the transmitter.

ASD students can access assignment from [Showbie](#) and work in the break out room (with TA) to create a quiet space. Access the assignment in [Claro](#) to use Text to Speech. Speak Select in [CoWriter](#) for the text can be pasted into their document or poster.

LD – any LD students will be able to access their work in [Showbie](#) , then [Claro](#) to access the Text to Speech. They can use the Speech Select from [CoWriter](#) and paste text in their document or poster.