Kristin Dickel  
ET610- Curricular Applications of Technology  
12/15/14

Lesson Plan: Social and Emotional Health Unit Redesign

[Objectives: Social and Emotional Health](http://www.hcpss.org/f/academics/health/curriculum_health_hs_emotion.pdf)

Content Concepts

a.Recognize and respond to social and emotional health issues.

Accessing Information

d.Access a variety of credible resourcesfor issues related to social and emotional health.

Interpersonal Communication

e.Explain, apply, and analyze skills for effective communication.

Decision Making and Goal Setting

f. Explain, apply, and evaluate the decision-making processto personal health issues.

g.Apply strategies and skills needed to attain personal health goals.

Self-Management

h.Demonstrate, evaluate,and analyze strategies to manage stress.

i.Implement strategies to promote a positive body image

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[ISTE-S Standards:](http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-S_PDF.pdf)   
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. (1a, 1b)

Students use digital media and environments to communicate and work collaboratively, including at a distance, to a support individual learning and contribute to the learning of others. (2a, 2b, 2d)

Students demonstrate a sound understanding of technology concepts, systems, and operations. (6a, 6b, 6c, 6d)

Teacher Directions:

Students will need access to computers for these lessons. They can share or work together. I work at a Bring Your Own Device school so students are allowed to bring in a device of their own so if resources are hard to come by at your school, encourage your students to bring their devices to school. Cell phones will have some limitations so I would stress lap tops or Ipads as they will have the easiest functionality.

Teacher Preparation:

This redesign uses 6 different technologies; I would recommend getting all your own accounts, exploring the technologies so you can help your students.

Use these links to get accounts for the different technologies:

[Blendspace](https://www.blendspace.com/register#teacher)  
[Piktochart](https://magic.piktochart.com/users/sign_up)  
[Thinglink](https://www.thinglink.com/edu)  
[Padlet](https://padlet.com/auth/signup)  
[Google Form](https://accounts.google.com/SignUp?continue=https%3A%2F%2Fwww.google.com%2F%3Fgws_rd%3Dssl&hl=en)  
[Edmodo](https://www.edmodo.com/?language=en&auto_selected_lang=true&logout=true)

1. If you want to use my Blendspace resources, you should make your own account and make copies of the galleries you need. There are numerous resources so if you want something else, they are easy enough to find by searching other galleries. Need more? See the Blendspace tab if you want more information on Blendspace
2. You don’t need to set up anything in Piktochart for your students. I decided to make an example so they could see what I wanted but you don’t have to do that. There are numerous “infographic” website to make infographics but I am personally most comfortable with Piktochart. If you want to explore some others here are a few: <http://www.easel.ly/> , <https://tackk.com/education> , <https://infogr.am/> , <http://bighugelabs.com/> .
3. Thinglink: same as Piktochart, there isn’t anything you have to set up in advance but it might be nice to create an example so students can see what you want.
4. Padlet: I created a specific padlet site for my students to post their Thinglinks. Students do not actually need to create a Padlet account to make their post. If they have the website link, that is all they need.
5. Google Form: all our students in Howard County have a Google account. If you students need to create their own, that is a step you would need to have them complete. Our county uses GAFE so my students are familiar with this. I recommend downloading an “Add on” called Flubaroo. This add on allows you are grade question types including “multiple choice” “check boxes” and “choose from a list”. It is up to you to decide the requirements for the quiz that your students create. These quizzes will be completed independently, unlike the quizzes that are on Blendspace that the groups can answer together.
6. Edmodo: I use Edmodo to communicate with my students. This is the way that I would share out the link for the student resource website and the links for the Google Forms. If you are going this route, all students will need an account and I would suggest setting up different classes. See the Edmodo portion of my website to see more about setting up Edmodo accounts and classes for your students.

The Day by Day Plan (my “day” is a 50 minute period). These may take more or less time depending on your students. But the beauty of having directions on a student website, they can move at their own pace!

Day 1: students will look at the student website of directions. I would suggest going step-by-step through the project and then each day, highlight what they are accomplishing for the day with a quick refresher as to where they should be in the process to keep them moving along and you “chunk” the project requirements.

Today students will be introduced to the student direction website and basic expectations for the project. They will be in their groups (my students sit in groups of 3 or 4 and I have about 8 table groups per class). Step 1 is to look at all the resources on Blendspace and take the quizzes for their respective topic.

Day 2: finish looking through the Blendspace and taking quizzes. Some galleries have more resources, longer videos or more website text to read through.

Day 3 Piktochart: Today students will need to summarize information and create an infographic on Piktochart. The requirements and expectations are up to you but I posted my expectations on the student directions website.

Day 3/4: Students will finish their Piktochart and upload it onto Thinglink. As with Piktochart, your expectations for the final product are up to you but I posted my expectations on the student directions website. Students will post their Thinglink link onto Padlet. \*\*The Padlet website needs to be set up ahead of time.

Day 5: Students will use Google Form to create a 5-10 question quiz on their topic for other students to take. Other classmates will only have access to the Thinglink on Padlet so the questions will need to be able to be answered using only that resource. When students finish the form, they will need to share it on Edmodo but also add you as a collaborator so you have access to the responses and can grade the quizzes. The group will need to also take the quiz so you have an answer key and can use Flubaroo to grade the quiz.

Homework: View all Thinglinks on the Padlet page.

Day 6: Students will take the Google Form quizzes on Edmodo for each group that were not in.