



**Topic: Hello, Hola,
Mi'ke, and Yá'át'ée!**
A brochure to introduce
personality, history, and
lifestyles for life transitions

**Student Reading Level:
Grade 5 to Adult**

**An Integrated Lesson Plan
Covering 3 to 4 sessions
of about 1 hour each**



Gloria J. Edwards

Lesson-Planning Approach

***Students do not learn from what you do but from what you
have them do.***

Some learners perceive their “world” as a whole, where all things are interconnected and dependent upon each other. These “integrated” students face major challenges in coping with our dominant educational, social, and economic systems, which tend to present information in a linear fashion without the necessity of integration into meaningful context. Integrated students are at-risk of failing as they attempt to grasp information in ways that do not match their experience. Among large populations of at-risk students are many from Native American and similar cultures that do not regard their world as a sum of parts but as a blend of all that they experience.

This lesson plan does include some traditional, linear approaches to delivering information (checklists, rules, analysis, problem solving and organization). In addition to the traditional, linear delivery of information, this lesson plan also includes some of the following strategies, designed to appeal to at-risk students as they learn academic/life skills:

- ❖ Integration of technology
- ❖ Story telling/anecdotal information
- ❖ Non-competitive group and team work
- ❖ Performance-based assessment and rubrics
- ❖ Visual presentations and practice through technology and other means
- ❖ Project-based assignments that integrate family and community
- ❖ Activities appealing to multiple intelligences (Gardner)

Lesson Overview

The purpose of this lesson is to have students create an introduction brochure for themselves or a family member to be used when making changes in life. Changes can include starting a new school, moving to a new town, or changing to a care-giving situation such as a nursing home. The brochure can be designed as a way to explain strengths, personality traits, life history, learning styles, or medical conditions and medications. Use of this brochure during transitions can help new teachers or care givers in understanding the needs of the family member, particularly in cross-cultural situations. Details that are important to the family member can be highlighted in their own way. Students will use the information that they have gathered about themselves or the selected family member to identify categories, use text and selected images to create their personal brochure.

Lesson Objectives

Project: Personal Introduction Brochure

Project Objectives: When students complete this session, they will be able to...

- ❖ **Create** a brochure using MS Publisher.
- ❖ **Identify** characteristics and information of self or family member.
- ❖ **Identify** transition needs.
- ❖ **Write** statements about personal information and transition needs
- ❖ **Use technology** to present information.

Integration of Other Functional/Academic Skills: (Critical thinking is required throughout the lesson.) Students will be able to...

Reading: Read information on personalities and personality descriptions

Writing: Write statements regarding personal history, likes, dislikes, life and learning styles.

Technology: Search the internet for relevant sites, use computers to prepare a Microsoft Publisher brochure

State/National Standards

<http://www.cde.state.co.us/cdeassess/sci.htm#standards>

Reading and Writing

1. Students read and understand a variety of materials.
2. Students read, select, and make use of relevant information from a variety of media, reference, and technological sources.
3. Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
4. Students apply thinking skills to their reading, writing, speaking, listening, and viewing.
6. Students read and recognize literature as a record of human experience.

Visual Arts

1. Students recognize and use visual arts as a form of communication.
2. Students know and apply visual arts materials, tools, techniques, and processes.

Colorado Department of Education: Adult Basic Education

Skill Assessment Checklist Standards:

Level One:

- 1R1 – Recognize and use the following parts of speech: nouns, pronouns, conjunctions, adjectives and verbs.
- 1R3 – Interpret common abbreviations
- 1R9 – Interpret and follow basic signs and directories
- 1R10 – Recognize and use signs relating to transportation
- 1R16 – Interpret single legend maps and request and clarify directions
- 1W6 – Write basic notes
- 1M10 – Interpret basic charts (compare and contrast)
- 1M1 – Add, subtract, multiply, and divide whole numbers
- 1W9 – Write a solution to a functional problem (follow a sequence, summarize)

Level Two:

- 2R7 – Interpret and use simple maps related to travel
- 2R8: Use a Telephone Directory to Locate Specific Information
- 2R12: Interpret procedures for simple first aid (follow a sequence and detailed instructions, draw conclusions)
- 2M13 - Interpret tables and charts
- 2M1 – Add, subtract, multiply, and divide fractions and decimals
- 2M20 – Demonstrate ability to use a four-function calculator to do basic functions and calculate decimals and percents
- 2M2 – Determine equivalent fractions, decimals, and percents
- 2M15 – Compute mileage and gasoline costs
- 2R14 – Read a passage or sample realia to determine fact and opinion
- 2R16 – Read a passage or sample realia and find the main idea and details
- 2R17 – Read a passage or sample of realia and summarize

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Transition Brochure

2R18 – Recognize and use Standard English parts of a sentence: nouns, pronouns, verbs, conjunctions, adjectives, adverbs, prepositions, comparatives, superlatives, direct and indirect objects.

2R19 – Demonstrate ability to use organizational features of printed text: tables of contents, glossaries, indices, appendices, prefaces, afterwords, captions, and chapter headings.

2W8 – Write basic directions for a process or task (sequence information)

2W9 – Describe a problem-solving strategy for a given situation

2W10 – Use appropriate punctuation and capitalization

Websites

Support: (No websites are required, however these websites offer a variety of exercises for self-examination and description)

www.DiscoverySchool.com/lessonplans/programs/multipleintelligences

(Students learn about multiple intelligences theory and perform exercises applying their understanding)

www.advisorteam.com/user/login.asp (Students may use the personality profile)

www.familytransitions.org (This site is designed for coaching through life transitions)

Pre-requisites

- ❖ Fifth grade reading and writing skills
- ❖ Possess basic computer skills to conduct word processing and search the web.

Required Materials

- ❖ Sample brochure on the computer
- ❖ Paper to print out brochures

Handouts

- ❖ Brochure Checklist ([Handout One](#))
- ❖ Sample Brochure ([Handout Two](#))
- ❖ Lesson Rubric ([Handout Three](#))

Required Equipment/Technology

Network accessible computers, also equipped with a word processing Microsoft Publisher and printer

THE LESSON

***Students do not learn from what you do
but from what you have them do.***

Preparation (Day One: One Hour)

Day One

Activity	Instructor Notes
<p>1. Discuss the topic of transitions. What kinds of transitions have you made in your life? How did you adjust to the situation? What changes do you think you might make in the future? Changes can include going to a new school, college, or moving to a new town. Would you like to do a brochure for a family member? Changes for other family members could be a boarding school, military, or nursing home.</p>	<ul style="list-style-type: none"> • Have the class discuss situations where themselves or someone in their family has made a change from home to a new school, town, or care-giving situation. Where there problems in understanding the person’s needs or personality? Examples can include: “My mother loves music and people in the nursing home, but doesn’t like to play Bingo”. “My dad was raised out in the country herding cattle and doesn’t like a lot of music and sound. He needs his medication three times a day with meals.” “Last year I went to a school where they let me sit in quieter places during class and lunch because loud noises hurt my ears”.
<p>2. Discuss ways that a personal brochure can be used to ease those transitions. You might include your (or your family member’s) personal history, culture, religion, accomplishments or activities, and ways that you learn best. Strengths and weaknesses are important to include. Examples are: “I am an active person and enjoy learning in a group. I like being the leader”. “I enjoy spending time alone outdoors. I like to work on my own.”</p>	<ul style="list-style-type: none"> • Help the students decide whom their brochure will be for, and what the transition is. You may refer to Jeanette Allen’s lesson: <i>Learning Styles Personal Brochure</i>, at www.integratelearning.org for more information on learning styles. • A brochure created by a person or family undergoing transitions can make sharing personal information more comfortable, and cross-cultural concepts can be explained to suit the person giving the information.
<p>3. Look over the sample brochure and handouts (Handout One: MS Publisher Checklist, Handout Two: Sample Brochure, Handout Three: Lesson Rubric) provided</p>	<p>Go through the handouts and allow for questions and design ideas.</p>

in this lesson.	
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Performance and Practice (Day Two: One Hour - Additional Time if Needed)

<p>1. Using the sample brochure as a template, decide what kind of brochure you will make: one to introduce yourself to a new school or group? A brochure to ease your grandparent’s transition to a nursing home or clinic? Sketch or list ideas that you have. Look through the clip art in your word processing program for images you would like to use, or think of personal photos you may want to have scanned into your brochure.</p>	
<p>2. Research Internet sites. Experiment with basic personality profiling and describing your characteristics.</p>	<ul style="list-style-type: none"> • The following websites allow the students to review potential personality characteristics, and introduce descriptive personality terms enabling them to describe themselves to others. Show students how to use the following URL addresses: <p>www.DiscoverySchool.com/lessonplans/programs/multipleintelligences</p> <p>http://typelogic.com: Psychological Type Profiles - Versions of the 16 psychological types, with related links.</p> <p>http://www.familytransitions.org: Family Transitions Coaching. What do you want to accomplish? This site has been provided for students who would like help and advice through family transitions.</p>
<p>1. Complete your design. Write out the headings and text you would like to include. Apply what you have learned about personality traits to your self-description.</p>	<ul style="list-style-type: none"> • Headings may include: “Basics About Me”, “Activities and Interests”, “My Family and I”, “Medical History and Needs”, “Likes and Dislikes”, or “What I Want to Accomplish”

Presentation (Days Three and Four: One Hour Each – Additional time if needed)

Instructions for students	Teacher notes
1. Create your brochure using MS Publisher. Refer to Handouts One and Two for examples and instruction.	<ul style="list-style-type: none"> • Students put together their brochure that gives information of self or family member and transition needs.
2. Edit and finish brochure.	<ul style="list-style-type: none"> • Do a preliminary review of brochures and help in problem-solving and edits.
3. Present your brochure. Have two copies, one for presentation and another for changes as you come up with new ideas.	<ul style="list-style-type: none"> • Students present their brochure to the class. Students can edit their own as they gain ideas from others. A class or group can compile their results into a group presentation for use at a school presentation.
4. Final editing.	<ul style="list-style-type: none"> • Students finalize their brochure and print out final copy for teacher evaluation.
4. Discuss rubric.	<ul style="list-style-type: none"> • Have students perform self-assessment of their performance in reading, writing, use of technology, and creation of their personal brochure.

Lesson Assessment Strategy (Formative – As the lesson progresses)

Preparation, Presentation and Overall Implementation (Instructor)

1. Are the instructions and expectations for the class clear from the beginning?
2. Am I spending sufficient time on modeling the skills I want students to acquire?
3. Is there enough variety in the lesson to appeal to most learning preferences?
4. How many learning intelligences am I addressing?
5. Are students “connecting” to lesson objectives? How?
6. How is this lesson “integrated?”

Performance and Practice (Student)

1. Do all students have the skills to follow instructions? If not, what measures am I taking to address the challenge?
2. Are all students participating in the activities either by active observation or by voicing their thoughts?
3. Am I identifying the strengths of each student and pairing/grouping people accordingly? What results am I getting?
4. How are students performing? Are all of them able meeting 80% of the lesson objectives? If not, what am I doing to help them achieve more?

Technology

1. Is the technology working? Do the students need help with the video or tape recorders?
2. How are students reacting to the technology, and what do I need to remember when I teach this lesson again?
How are students applying or wanting to apply their technical skills in other areas?

Activity Checklist

• Discuss the topic of transitions and ways that a personal brochure can be used.
• Look over handouts.
• Decide on subject of brochure.
• Research internet sites.
• Complete design on paper.
• Create brochure on MS publisher and edit..
• Present brochure to group and edit for new ideas.
• Final edit.
• Submit final copy.
• Discuss lesson rubric.

Handout One - MS Publisher Brochure Checklist

1. Open Publisher
2. Select a brochure template from the wizard.
3. Change title.
4. Create headings (examples: "Basics About Me", "Activities and Interests", "Me and My Family", "Medical History and Needs", "Likes and Dislikes", or "What I Want to Accomplish").
5. Insert texts and images.
6. Save and print copy to edit.
7. Edit saved brochure.
8. Save and print final copy for teacher and family.

Handout Three: Lesson Rubric

Name:
Teacher:
Date:
Course:

Introduction Brochure

Criteria:	Level 1	Level 2	Level 3
Identified life transitions. Identified purpose of brochure.	Thoroughly identified life transitions. Brochure has specific purpose.	Somewhat identified life transitions. Brochure has general but not specific purpose.	Minimally understood and expressed life transitions. Brochure needs specific purpose.
Identified personal characteristics of brochure person, outlined likes and dislikes. Used websites to learn about personality types.	Fully expressed personal needs, characteristics, likes and dislikes of brochure person. Learned to use websites fully and independently.	Somewhat expressed personal needs, characteristics, likes and dislikes of brochure person. Learned to use websites with some continuing help.	Identified few personal needs, characteristics, likes and dislikes of brochure person. Needs continuing help with using websites.
Completed preliminary design including heading, words, and pictures	Fully completed preliminary design including heading, words, and pictures.	Preliminary design is somewhat complete including heading, words, and pictures	Preliminary design needs to filled out, including heading, words, and pictures
Used MS Publisher or similar program and produced complete introduction brochure.	Is able to use MS Publisher or similar program to produce complete brochure independently or with minimal help.	Uses MS Publisher or similar program to produce complete brochure with considerable help.	Is unable to use or complete brochure using publisher program with continual help.
Presented brochure to the group.	Thoroughly explained brochure and contents to group	Presented brochure to group with some explanations, brochure or explanations incomplete.	Gave brief presentation on brochure with little explanation or minimal contents.