**Lesson Plan: Death and Dying: A Reflection**

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| **Content Focus—What will students learn?** | | | | |
| Technical | | | Academic | 21st Century Skills |
| Computer skills  Internet skills | | | Cultural research  Summarizing applicable info  Writing: spelling and grammar | Problem solving skills/creativity  Lifelong learning skill  Courage  Reading/visual literacy  Following directions  Professional/therapeutic communication |
| **Lesson Outline—What learning activities will students do?** | | | | |
| Time | Sequence | Description of Learning Activity | | |
| 10 min. | Get Started/Engage | This activity will occur before the actual Death and Dying LP. The students are to reflect on their  Own culture (s) and also on a culture that differs from their own. Handout will be given out and  Read through with students. | | |
| 15 min | Discover/Explain | Students will pick the culture that they would like to research. This will be individual work. Talking  With their own cultural elders will be encouraged.  This activity will be given on Thursday/Friday.  On Monday:  the student will be ready to give a five minute informal presentation on the culture  They researched. They may share their own cultural behaviors if they want.  The student will hand in a two page typed reflection. | | |
| mins | Student Presentation | Students will present followed by class discussion. | | |
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|  | Support, Modifications, and Extensions | Any IEP accommodations will be followed. | | |
| **Materials and Resources—What do you need to assemble and prepare before the lesson?** | | | | |
| Lap tops  Death and dying Reflection sheet  printer | | | | |
| **Reflection—Did the students learn the content outlined in the lesson focus? Why or why not?** | | | | |