Agriculture Education
Cycle Theme: Meaning & Purpose
Academic Content Lesson

Montessori Lesson Plan

School: James N. Gamble Montessori High School	Teacher: Mary Dudley
Subject/Topic(s): Agriculture Education / Group Dynamics	
Grade Levels: 9-12	Theme: Meaning & Purpose

Standards/Objectives

Outcome 1.1 Employability Skills: Develop career awareness and employability skills (e.g., face-to-face, online) needed for gaining and maintaining employment in diverse business settings.

Competency:
1.1.7. Apply problem-solving and critical-thinking skills to work-related issues when making decisions and formulating solutions.
1.1.8. Identify the correlation between emotions, behavior and appearance and manage those to establish and maintain professionalism.

Outcome 1.2 Leadership and Communications: Process, maintain, evaluate and disseminate information in a business. Develop leadership and team building to promote collaboration.

Competency:
1.2.4. Use negotiation and conflict-resolution skills to reach solutions.
1.2.7. Use problem-solving and consensus-building techniques to draw conclusions and determine next steps.
1.2.9. Identify advantages and disadvantages involving digital and/or electronic communications (e.g., common content for large audience, control of tone, speed, cost, lack of non-verbal cues, potential for forwarding information, longevity).

Materials: Teacher	Materials: Student	Time/Dates
• Clipboard • STWW • Weekly record sheet • Status of the class sheet • ALC forms • Witness statements • Hall pass • Sign-out sheet • Current student checklist	• STWW • Current student checklist • Laptop • Focus • Personality type card • Conflict scenario sheet	• November 20, 2019

Facts/Skills (Prior Knowledge)	Concepts/Big Ideas
• How to listen to directions • Respect for others & materials • Reading proficiency	• Group dynamics • Human resources • Employability • Professionalism

Lesson Relates to Theme (Note: Every content lesson will not directly relate to the theme)

- Exercising control over personal emotions in professional situations is a direct tie into our previous theme of transcendence

• Determining their role in our school's microeconomy provides the student with meaning and purpose as they prepare for our holiday market
Correlating lessons • Job Portfolio (application, resume, cover letter, mock interview, follow up letter) • Awareness wheel
Applicable FFA events • Job Interview CDE • Public Speaking CDE • Ag Sales CDE
Connection to Elementary Material or Lesson • Awareness wheel

Curriculum Components Included: ❑ Project ❑ Mini-Whole Group ✔ Lesson-Small Group ❑ Student engagement during lesson ❑ Shelf work ❑ Rubric ✔ Self-Assessment ✔ Seminar/Qs ❑ Interdisciplinary ❑ Outside Opportunity

Seven Gateways for Adolescence addressed in this lesson: ❑ Deep Connection ❑ Silence & Solitude ✔ Meaning & Purpose ❑ Joy & Delight ❑ Creativity ✔ Transcendence ❑ Initiation

Step-by-Step Procedures	
1st Period Lesson – 20 minutes (Include steps and materials) • The teacher invites small groups of students to sit around a table and review methods for conflict resolution. First the teacher passes out personality types and the students are instructed to assume that role during the role play scenario. Pairs of students then work through a scenario before sharing their experiences with the larger group.	
2nd Period – Recognition (Shelfwork) • Core values role play reintroduction	2nd Period – Recall Practice • Choose several personality types and write down ideas on how each type would respond to a provided scenario
3rd Period – Student Application • Students will create a list of emotional management strategies	

Plan for Differentiation		
Teaching • Small group lesson	Work • Varied expectations for discussion participation • Modification to core values role play assignment	Assessment • Core values role play assignment • List of emotional management strategies
Outside Support: Who, What, How N/A		

Formal Assessments
Formative Assessments: teacher observation, core values assignment
Summative Assessment: student created list of management techniques

PERSONALITY TYPES KEY

E — Extroverts

Extroverts are energized by people, enjoy a variety of tasks, a quick pace, and are good at multitasking.

S — Sensors

Sensors are realistic people who like to focus on the facts and details. They apply common sense and past experience to find practical solutions to problems.

T — Thinkers

Thinkers tend to make their decisions using logical analysis, objectively weigh pros and cons, and value honesty, consistency, and fairness.

J — Judgers

Judgers tend to be organized and prepared, like to make and stick to plans, and are comfortable following most rules.

I — Introverts

Introverts often like working alone or in small groups, prefer a more deliberate pace, and like to focus on one task at a time.

N — Intuitives

Intuitives prefer to focus on possibilities and the big picture, easily see patterns, value innovation, and seek creative solutions to problems.

F — Feelers

Feelers tend to be sensitive and cooperative, and decide based on their own personal values and how others will be affected by their actions.

P — Perceivers

Perceivers prefer to keep their options open, like to be able to act spontaneously, and like to be flexible with making plans.

SOURCE: "Do What You Are: Discover the Perfect Career for You Through the Secrets of Personality Type" by Paul D. Tieger, Barbara Barron, Kelly Tieger BUSINESS INSIDER

CONFLICT SCENARIOS

You overheard your friend tell someone that you are annoying. How do you work it out?

Your best friend is running against you for school council president. How do you work it out?

Your classmate posted an embarrassing picture of you on social media without asking. How do you work it out?

Your basketball team played against your classmate's team and now he's telling everyone that you're a bad player. How do you work it out?

A classmate wrote a rude comment about you on your notebook. How do you work it out?

Your friend invited everyone over on Friday except for you. How do you work it out?

One of your classmates started a rumor about you. How do you work it out?

Your best friend told someone something you asked her to keep private. How do you work it out?

Your friend didn't come to your birthday party and didn't tell you why. How do you work it out?

Your friend didn't want to work with you on a partner project. How do you work it out?

Your classmate made fun of you for wanting to try out for the school play. How do you work it out?

Your friend hasn't responded to any of your text messages How do you work it out?

You overheard your classmate making fun of your clothes. How do you work it out?

Your classmate told someone you said something mean but you didn't. How do you work it out?

Your classmate called you a mean name when you won an award for good grades at school. How do you work it out?

You found out that your friend lied to you. How do you work it out?