

Grade 12 Social Sciences Lesson Plan :  
Progressing from Adolescence to Adulthood

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**Lesson Plan**

<b>Teacher Candidate:</b> Alessandra Cutrone		
<b>Date:</b> Monday November 7 <sup>th</sup> , 2022		<b>Duration:</b> 75 minutes
<b>Personal Life Management, Strand B: Self and Others</b>	<b>Grade Level:</b> Grade 12	<b>Content Area:</b> Social Sciences
<b>Lesson Topic:</b> Progressing from Adolescence to Adulthood		

<p><b><i>Curriculum Expectations:</i></b></p> <p><u>Overall Expectation:</u> <b>B1.</b> Progressing From Adolescence to Adulthood: demonstrate an understanding of the personal qualities and skills necessary to make the transition from adolescence to adulthood.</p> <p><u>Specific Expectation:</u> <b>B1.2</b> identify their personal short-term and long-term goals and the essential skills and knowledge needed to achieve them.</p>
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<p><b><i>Learning Goals:</i></b></p> <p>Student will be able...</p> <ul style="list-style-type: none"> <li>• <b>Thinking:</b> Students will be able to <b>understand</b> the different of being an adolescence and being an adult.</li> <li>• <b>Application:</b> Students will be able to create a life path to <b>demonstrate</b> their goals.</li> <li>• <b>Communication:</b> Students will be able to <b>express and elaborate</b> what they think is a realistic goal.</li> <li>• <b>Knowledge:</b> Students will be able to <b>identify</b> what is the difference between a short-term goal and long-term goal.</li> </ul>	<p><b><i>Success Criteria:</i></b></p> <p>I can ...</p> <ul style="list-style-type: none"> <li>• I can clearly <b>understand</b> the difference between a realistic and unrealistic goal.</li> <li>• I can <b>visually/elaborate</b> my short-term and long-term goals.</li> <li>• I can <b>justify</b> which skill is the most important during the transition from adolescences to adulthood.</li> </ul>
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<p><b>Prior Knowledge:</b></p> <p><b>Dynamics of Human Relationships, Grade 11, Open (HHD30)</b>  <b>B1. Personal Well-Being:</b> demonstrate an understanding of the components of personal well-being, how to achieve and maintain it, and its importance throughout the life course;</p>
<p><b>Learning Environment</b></p> <p><i>The classroom set up will be an open concept. All desks will be arranged in a u-shape that way no students are blocking one another. This open concept is perfect for discussions because the teacher will be seated in the middle and the students will have a clear view of everyone in the room</i></p>
<p><b>Overview of Lesson</b></p> <p><i>Prior to the lesson (5-10 mins)</i>  <i>Opening hook (20-30 mins)</i>  <i>Activity 1 (30 mins)</i></p>

Time	Description	Resources
5-10 minutes	<p><b>Preparation prior to lesson:</b>                      At the beginning of class, have the students participate in a MentiMeter and have them answer the following questions:</p> <ol style="list-style-type: none"> <li>1. What does it mean when someone says you're an adult?</li> <li>2. What qualities and characteristics that make you an adult?</li> </ol> <p><a href="https://www.menti.com/aldc9wjz6yau">https://www.menti.com/aldc9wjz6yau</a></p>	MentiMeter (online resource)
20-30 minutes	<p><b>Opening ("Hook")</b>  <b>Video: Transition to Adulthood</b>  <a href="https://www.youtube.com/watch?v=0-3TM9atX8Q">https://www.youtube.com/watch?v=0-3TM9atX8Q</a>                      Activity description</p> <ol style="list-style-type: none"> <li>1) Discussion on what we learned from the video (<i>please have the students take note during the video</i>).</li> <li>2) Go through the PowerPoint as a whole class.</li> </ol> <p><b>Key Questions:</b></p> <ol style="list-style-type: none"> <li>1. <b>What do you think is the most important part of the of becoming an adult?</b></li> <li>2. <b>Which skill do you think is the most important?</b></li> </ol>	YouTube Video PowerPoint
30 minutes	<p><b>Activity 1</b>  <b>What's the plan?</b>  <b>Activity description:</b> Students will start thinking about their own skills and goals that they've successful accomplish thus far and now focus more one what's to come (i.e., want they want from life)</p>	PowerPoint

	<p>1) <b>Initial step:</b> Using a lines paper or any sort of writing tool, students will define their personal skills and goals.</p> <p>2) <b>Next step:</b> Students will create a “life plan” on how they will accomplish their goals.</p> <p><b>Key Questions:</b></p> <ol style="list-style-type: none"> <li>1. <b>Is it a realistic goal?</b></li> <li>2. <b>What are the steps to get there?</b></li> <li>3. <b>What would it take to get you started on your steps today?</b></li> </ol>	
<p><b>Next Lesson:</b> recap the lesson from the previous day and go over any confusion. Students will then bring their “what’s the plan?” to life by creating a guide. Towards the end of the lesson the students will self-evaluate their goals (short-term and long-term) and do a self-reflection if the goals are realistic or unrealistic.</p>		

<p><b><i>Differentiated Instruction</i></b></p> <ul style="list-style-type: none"> <li>- If student doesn’t have a device for the MentiMeter they can either raise their hand or write it down on a piece of paper.</li> <li>- Students may use a laptop to type down their information for the activity or write it by hand.</li> <li>- Students with identified IEP’s will have specific accommodations for the task (i.e., extra time, doing the work in another space or have extra help, etc.)</li> </ul> <p><b><i>Rationale &amp; Purpose:</i></b></p> <p><i>I have chosen to teach this specific topic in my lesson because I believe that young people these days have a difficult time during the transition from adolescences and adulthood. I chose to start the lesson with a MentiMeter because I want the students to start thinking about ideas to the topic. Secondly, the layout of the lesson is very hands on because after we watch the video and go through the PowerPoint, the students will apply what they’ve learned and creatively show all their different short-term and long-term goals and explain to the class if they’re realistic or not and the steps they would take to achieve them.</i></p>
<p><b><i>Application of Knowledge</i></b></p> <ul style="list-style-type: none"> <li>• Students will be able to <b>identify</b> what is the difference between a short-term goal and long-term goal by applying them creatively to the “what’s the plan?” activity.</li> </ul> <p><b><i>Cross curricular applications:</i></b></p> <ul style="list-style-type: none"> <li>• I would connect this lesson to the grade 12 Mathematics for work, and everyday life” (MEL4E). Specifically, stand B: Personal Finance because money has everything to do with transitioning into an adult. Also, throughout this unit students will also touch on key terms such as problem solving, communication, reflecting, connecting, reasoning, etc and this are all terms we would be touching on during our social sciences lesson.</li> </ul>

**Social-Emotional Learning Skills Integration**

- This lesson will help students focus more on their time management skills to accomplish their goals. Students who are in the transition of adolescences to adulthood are sometimes very stressed because they don't know what to do for their next step.

**Materials**

- Lined paper
- Chromebook
- Pencil/Eraser

**Safety Considerations**

- Students will remain at their desk throughout the whole class.

**Assessment Strategies:****Assessment for learning**

Formative assessment during this lesson will include the capability of the students being able to project their ideas and thoughts in an organised manner and with details.

**Assessment as learning**

Towards the end of the lesson the students will self-evaluate their goals (short-term and long-term) and do a self-reflection if the goals are realistic or unrealistic.

**Assessment of learning**

The teacher will evaluate the justification of such short-term and long-term goals.

**Appendix:**

**Part A: MentiMeter** <https://www.menti.com/aldc9wjz6yau>

**Part B: PowerPoint**

**Part C: YouTube Video:** <https://www.youtube.com/watch?v=0-3TM9atX8Q>

**Part D: References**

<https://www.brighthorizons.com/resources/Article/teaching-kids-life-skills-seven-essential-life-skills-to-succeed>

<https://www.centrallyon.org/vimages/shared/vnews/stories/48c823b73d5e2/ch%205%20-%20the%20adolescent%20in%20society%20-%20notes%20-%20pp%20%5BCompatibility%20Mode%5D.pdf>

<https://thezeroed.com/how-to-set-long-term-goals/>

<https://developingchild.harvard.edu/resources/building-skills-adults-need-life-guide-practitioners/#:~:text=We%20all%20need%20a%20set,all%20learn%20them%20over%20time>  
<https://www.niagarainstitute.com/blog/importance-of-realistic-goals>  
<https://www.indeed.com/career-advice/career-development/how-to-set-realistic-goals#:~:text=What%20is%20a%20realistic%20goal,also%20what%20you%20can%20achieve.>  
<https://goalengineer.com/unrealistic-goals/#:~:text=An%20unrealistic%20goal%20is%20any,of%20your%20plan%20is%20achievable.>  
<https://ironbodybyartemis.com/2021/01/26/how-to-be-an-unrealistic-goal-achiever/>