

# GRADES 2-6 SAMPLE LESSON PLAN

based on the book:

## I Have Bees in my Brain: A Child's View of Inattentiveness – by Trish Hammond



<b>Topic:</b> Mental Health – Inattentiveness in Children	<b>Subject Areas:</b> Language, Health
<b>Suggested Ontario Curriculum Expectations (Specific)</b>	
(L) Oral	(Gr. 2-6) 1.4 demonstrate an understanding of the information and ideas in a variety of/complex oral texts by identifying/summarizing important information/ideas and (citing) supporting details (Gr. 6) analyze oral texts in order to evaluate how well they communicate ideas, opinions, themes/information
(L) Reading	(Gr. 2-6) 1.6 extend understanding of texts by connecting (comparing/contrasting) the ideas in them to their own knowledge/experience/insights, to other familiar texts, and to the world around them (Gr. 2-5) 1.8 express personal thoughts/feelings/opinions/ideas about what has been read/presented in texts (and cite evidence) (Gr. 2-5) 1.9 identify (the speaker and) the point of view presented in a text and suggest one/two/some possible alternative perspectives (Gr. 6) 1.9 identify the point of view presented in texts; determine whether or not they can agree with the view, in whole or in part, and suggest some other possible perspectives
Health:	(Gr. 2) C3.1 describe how to relate positively to others and describe behaviours that can be harmful in relating to others (Gr. 3) C1.3 identify the characteristics of healthy relationships and describe ways of overcoming challenges C3.3 describe how visible differences and invisible differences make each person unique, and identify ways of showing respect for differences in others (Gr. 5-6) 1.1 (PS) use self-awareness/self-monitoring skills to help them understand their strengths, needs, take responsibility for their actions, recognize sources of stress and monitor their own progress....and acquire knowledge and skills related to healthy living 1.2 use adaptive, management and coping skills to help them respond to the various challenges they encounter as ... acquire knowledge and skills related to healthy living (Gr. 5) C3.2 explain how a person's actions, either in person or online, can affect their own and others' feelings, self-concept, emotional well-being and reputation (Gr. 6) C1.3 identify factors that affect the development of a person's self-concept
<b>Learning Targets/Goals</b>	
By the end of the lesson, students will be able to: <ul style="list-style-type: none"> <li>• recognize some of the physical and emotional characteristics of inattentiveness</li> <li>• develop some understanding of the brain's regulator and its role in filtering thoughts</li> <li>• develop empathy for friends/peers struggling with inattentiveness</li> <li>• learn some strategies to help mitigate the effects of inattentiveness</li> </ul>	
<b>Vocabulary</b>	
-Inattentiveness   -Regulate   -Sensory   -Initiate   -Stimulation	
<b>Resources/Equipment:</b>	
<ul style="list-style-type: none"> <li>○ Copy of the book "I Have Bees in my Brain: A Child's View of Inattentiveness" with or without document camera, or</li> <li>○ Ebook + projector or ebook readers</li> </ul>	

Time	Lesson (approx.45 min + additional time for practice & application activities)
10 minutes	<p><b>Mental Set</b> (Hook students/determine previous knowledge)</p> <p>Whole group activities, depending on the age group:</p> <ol style="list-style-type: none"> <li>1. <a href="https://www.youtube.com/watch?v=xfoItZ95Ypk">https://www.youtube.com/watch?v=xfoItZ95Ypk</a> (simulation video) OR:</li> <li>2. Divide students into groups of 4-5 (or use one student for a full-class demonstration)</li> </ol> <p><i>Student A</i> – listens to student B read a paragraph; let student A know there will be questions to be answered at the end, so they will need to listen carefully</p> <p><i>Student B</i> – reads aloud a paragraph to student A and then asks questions about the story ((sample paragraph at end of lesson, but any paragraph will do. If using your own, you'll need to make up a few questions ahead of time)</p> <p><i>Students C-D</i> distract student A (e.g. shining a small flashlight around their feet, blowing a small fan on the back of student's neck, running a finger up and down their spine, slamming a book open and closed, ringing a bell, crawling around their feet meowing like a cat, etc.)</p> <p>Share results. For either activity, how well were the questions answered? What made it difficult?</p>

5 minutes	<p><b>Setting the Context</b> (<i>Learning Goals/targets for lesson</i>)</p> <ul style="list-style-type: none"> <li>• Talk about the brain's role in filtering information; some people can do this easier than others</li> <li>• Brain filtering affects our ability to remember things, stay organized and/or control the way we respond to situations (impulsive actions or words)</li> <li>• Ask students to talk with a partner: <i>Are there things that you find distracting, either at home or school? Share.</i></li> </ul>
15 minutes	<p><b>Input</b> (<i>Teaching of content – connections between text/self; text/text; text/world</i>)</p> <ul style="list-style-type: none"> <li>• Review the word 'inattentiveness' (difficulty maintaining attention/focus). We all have a degree of inattentiveness. Sometimes, when it becomes severe enough to interfere with everyday tasks, a person <i>might</i> receive a medical diagnosis called Attention Deficit (Hyperactivity) Disorder (ADD or ADHD)</li> <li>• Introduce the cover of the book. Why do you think the author chose the title?</li> <li>• Begin reading story:</li> </ul> <p>-Page 1: <i>Explain the bees 'waggle dance' (a figure-eight dance that honey bees do inside their hives; it's a form of communication between bees that gives the direction and distance to food/nectar)</i></p> <p>-Page 3: <i>What was wrong with the bees' suggestions? (random thoughts that made no sense)</i></p> <p>-Page 4: <i>Describe Jaspers feelings and frustrations in the story so far. (too many random thoughts, not sleeping well, tag in his shirt, no words to express himself)</i></p> <p>-Page 5: <i>Prediction: What do you think the word 'regulated' means?</i></p> <p>-Pages 6-7: <i>Can you describe the role of the brain's regulator?</i></p> <p>-Remaining pages: <i>What are some helpful strategies for inattentiveness? Can you think of some others?</i></p>
5 minutes	<p><b>Modelling:</b> (<i>Demonstrate desired outcome</i>)</p> <ul style="list-style-type: none"> <li>• Emphasize the importance of showing empathy towards people struggling with inattentiveness; sometimes people react in a way that they can't control (e.g. impulsive words/actions)</li> <li>• Share a personal text-to-self connection (if possible) or ask students to share</li> <li>• Talk about ways we can support someone who is challenged by inattentiveness (e.g. reduce stimuli, help them stay organized, show them how to start a task, help them with words when feeling frustrated, etc.)</li> </ul>
10 minutes	<p><b>Checks for Understanding:</b> (<i>Allow students' comprehension of the topic to guide your instruction</i>)</p> <ul style="list-style-type: none"> <li>• Check for understanding of key vocabulary throughout the story (regulate, sensory, initiate, stimulation) and the brain's role in filtering information (note: ADD medications are stimulants – they wake up the brain's regulator)</li> </ul> <p><b>Closure:</b> (<i>Consolidate key learnings</i>)</p> <ul style="list-style-type: none"> <li>• Review the meaning of the word 'inattentiveness'</li> <li>• Re-iterate that we all have degrees of inattentiveness</li> <li>• Teach students that concentration can be improved by using some strategies</li> <li>• Re-iterate the importance of shutting down electronics well-before bedtime to give the brain a chance to slow down</li> <li>• Emphasize the importance of showing empathy for others</li> </ul> <p><b>[Optional] Practice and Application:</b> (<i>Group/partner work; independent practice; extension activities</i>)</p> <ul style="list-style-type: none"> <li>• Re-design the classroom (written or drawn) so that it's an ideal environment for those struggling with inattention (e.g. how would the furniture be arranged, what distractions would you remove?)</li> <li>• The story is written from the bees' point of view. Write a narrative from Jasper's point of view.</li> <li>• Have students journal about a time they felt overwhelmed with too many things on their minds</li> <li>• Research ADD/ADHD and strategies that can help</li> <li>• Research the bees' waggle dance</li> </ul>

SAMPLE PARAGRAPH that can be read by Student B (for group work – copy, cut into strips and hand out)

Eight farm-fresh chickens ran around the roost. The farmer told them that he would select the finest four birds to compete in the town fair. Most of the chickens wanted to be chosen. They argued amongst themselves as to which of them were worthy to win a ribbon. The biggest chicken said that he was the best, because he had the most meat. The smallest chicken disagreed and said that the farmer wouldn't pick a chicken that was so fat. When the farmer arrived to select the chickens, he saw two of the chickens hiding and heard the rest of them arguing. He was not happy with them, so he shook his head. He decided to go to the fair alone.

1. How many chickens will be chosen for the fair? (4)
2. What will they win at the fair? (Ribbons)
3. Do all the chickens want to be chosen? (No, most)
4. What were 2 chickens doing when the farmer arrived? (hiding)
5. What did the farmer do when he heard the chickens arguing? (shook his head)

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