**Kellee Gray**

**Setting and Respecting Personal Boundaries**

**October 2016**

**Element 4: Reflection**

*Teacher reflection (Since I do not teach a health class, I shared this lesson to our Health teacher and observed her class as she taught the lesson).*

What I really liked about this lesson was the variety of instructional strategies that were used. Students were engaged with the use of technology and working in small groups and good discussions were had around the objective.

After having time to sit with the Health teacher, it was agreed that more time for this lesson would have been useful. Also, the use of the QR codes were a great way to keep the students engaged and interested in the lesson, but more scenarios would have kept the groups smaller which would have increased engagement by all. It was clear that although students had prior knowledge with self-advocacy, they had difficulty expressing themselves and that knowledge. More time could have been used for students to prepare their skits and get feedback from the teacher on their progress.

It was also interesting to see how the Health teacher understood my lesson plans. I had envisioned ways to approach parts of the lesson that were different from the way the Health teacher presented it. No way was better or worse just interesting on how we perceive things differently.

*Participant reflections (questions in bold were projected on the screen and asked of all participants. This is a summary of their responses):*

**Why do you believe we’re studying this objective?**

Students express that they thought we were studying resisting pressures because it is something that they need to use outside of the classroom in real life. They said that they could all think of times in their lives or imagine times in the near future where they would have to advocate for themselves.

**Were the strategies, skills and procedures used effective for this assignment?**

Students shared that they really liked the technology used in this lesson. They liked having QR codes and the anticipation of what the QR code would read. A majority of the students did not love the role playing but they did think the conversations and discussions that came from the role plays were meaningful.

**What do you believe the teacher could have done differently to help you learn this objective easier?**

They thought that a couple of the qr codes were harder to relate to and/or harder to understand. They liked the videos and fake text messages better than the picture and scenario.

**What’s one thing the teacher did for this objective that you really liked?**

They liked the 4 corners warm-up. They thought is was a neat way to show how they make and defend choices all the time.