**Ann DeChenne**

**Academic Enrichment class**

**Subject:** Procrastination **Grade 9-12** **Date:** 02/15/2017

**Priming:** The subject was mentioned in class a number of times in the past couple of weeks. The subject was brought into one on one conversations with students.

**Classroom set up:** Students to sit in front of the class. Usually students sit all over classroom. For Pair Share activities they need to sit next to a classmate.

**Anticipatory Set:**

1. Pass out index cards to students
2. Open PowerPoint lesson to first slide
3. Students will respond to questions:
	1. In what ways do you procrastinate?
	2. To what do you most blame your procrastination?
	3. How do you attempt to overcome procrastination?
4. Give students 3 to 5 minutes to respond to questions.

**Lesson:** See Attached PowerPoint

Note: PowerPoint has thinking slides built in to allow for contemplation of information as well as 3 Think Pair Share slides for student interaction.

**Assessment:**  The final slide asks for the following reflection:

1. Summarize what you learned from the presentation.
2. Reflect on your procrastination zombies.
	1. Do they rule your life?
	2. How will you stop them?

**To be continued with Procrastination part two.**

This lesson actually ended up being my formal observation lesson as well. It was good that it happened this way as my Principal is a huge proponent of brain based teaching and learning. The lesson went well with the majority of the students actively engaged. A couple of students were less than engaged but according to them the topic (procrastination) is not a problem they have. This is interesting as it is an academic intervention class and all of the students have issues with not turning in their work.

The PowerPoint was engaging and the students were focused on the message. I did embed some Think Pair Share opportunities in the slides and that didn’t go over as well as it could have. I had some students who refused to speak. Also since it was first period, many of the students were late which caused pairing up problems. However for the most part it worked well.

In error I made the assumption that all the students understood what procrastination was. I had been speaking about it for a couple of week and so it kind of came as a surprise when a student asked what it meant.

I had a slide announcing a quiz at the end of the presentation and used that opportunity to do a quick lesson on note taking with presentations. Looking over the reflection, quiz, and the students notes I found that a number of students not only took good notes but took ownership of their procrastination issues.

All in all the lesson went well. I believe that the think pair share slides, and the slides allowing for processing time assisted with the lesson.