Concept Instruction on Sharing

Group 5: The Digital Directive

Maxie-Lew Dunn, Victoria Leyboldt, Scarlett Lopez, Phoebe Perelman

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Problem Statement

Every year new kindergarten students enter Roland Park Elementary School. As the new students begin filing into the classroom they are excited to meet new friends and take advantage of their newfound independence. Whether a child has siblings, or they are an only child, an important lesson to be learned is sharing. During recess, the children are allotted 45 minutes to interact and play with the toys. It has come to the attention of the teachers that some of the students struggle with sharing toys and classroom space during recess. Some students argue over toys, while others bring it to the attention of the teacher.

Grace Berardi is one kindergarten teacher that works in Roland Park Elementary. It is her responsibility to construct a lesson plan to teach the children the concept of sharing. Grace will act as the SME in this project. She has presented the problem to The Digital Directive and has asked for help constructing a systematic lesson plan that is engaging and educational.

Learning Goals

The lesson will communicate these concepts in relation to sharing, kindness, and respect:

1. The learner will be able to articulate what sharing is

2. The learner will be able to articulate what kindness is

3. The learner will be able to articulate why sharing is important

4. The learner will share regularly

5. The learner will show respect for others regularly

6. The learner can demonstrate what personal space is

7. The learner will be able to communicate their feelings when asked

The concepts listed above are seven crucial ideas that will be explained through the learning material provided by The Digital Directive. The physical instructional material will be simple

and visual. The students should be able to participate and work together during this lesson. At the end of the lesson, each student will understand the concepts of sharing, kindness, and respect, and they will be able to demonstrate how to share and communicate with their peers.

Learner Analysis

General Characteristics:

The learners in our audience are in kindergarten and are ages five to six. The students are in a standard classroom environment, consisting of a multitude of different learning styles and abilities. The learners' developmental level may be different, but for the most part, they are all learning to read and connect symbols with ideas.

The level of understanding that kindergarten students have make them perfect for this instruction, as to teach this instruction to any older student would be redundant in their learning.

Prerequisite Knowledge and Skills:

- The learners are familiar with a classroom environment, as they all previously attended preschool. Without prior familiarity with such an environment, the learners might not be comfortable being separated from their parents for such lengthy hours, or taking/listening to directions from someone other than a family member.
- The learners must also have some degree of communication skills to be able to interact with other classmates and teachers.
- The learners have some prior teamwork and cooperation skills to varying degrees.
- The learners must be able to pay attention to their teacher as she explains the lesson. Even though there are more children, drawing, and toys around them, they should be able to ignore distractions and listen to the teacher.

Learner Attitudes:

Students will approach this lesson with positive and excited attitudes/behaviors because the teacher will be focusing on making it an interactive and positive experience. Miss Berardi will never shame students for not sharing. Students will be held accountable for what they're learning through interactive games and questions. Example sharing scenarios also may be read aloud to the class with the option for the students to come up with the right and wrong actions. We expect the students to integrate this lesson not only into their behavior at school but their behavior at home as well. Overall, the students shouldn't have any negative reaction or feedback to this assignment and we expect a positive outcome.

Learner Gaps:

Each student has a different life at home than their fellow students do. Some students have siblings, some do not, parent's income may vary, and each student may have different access to toys and space at home. Generally, these factors should always be considered when teaching children in a classroom setting. They are particularly important to consider when teaching the concept of sharing because each factor will shape how each individual student understands sharing. For example, a student who is an only child might have a harder time understanding that building blocks are a fun toy to use as a collaboration tool, while a child with one or multiple siblings might have a pre-existing knowledge on how to share, but they might not fully understand why people share.

Sample Learner:

Sample Student 1:

Avery is a five-year-old kindergarten student. She lives at home with her mom and dog, Pretzel. Avery never went to preschool as her mom is an artist and works from home. Kindergarten is Avery's first real classroom experience. She is very bright and loves to

contribute to conversations with both adults and her peers. She loves being social but often times can be a little bit bossy. She gets really frustrated when things don't go the exact way she wants them to, particularly with fellow classmates. Although she has many friends in the classroom, she has a hard time sharing toys with her friends during play-time. Her peers notice this and tend not to want to play with her during these time periods.

Sample Student 2:

Casper is a five-year-old kindergarten student. He lives at home with his twin brother Jasper, his younger sister Lila, along with his mom and dad. Casper and Jasper share a bedroom, but Lila has her own room. Casper's dad works full-time and his mom works part-time. From a young age, he and his siblings had routine interactions with other children in their age group. Casper completed two years of preschool and he is used to classroom environments. Because he has a twin and an older brother, Casper integrates sharing into his daily life at home as well as the classroom. During play-time Casper is always quick to invite his peers to join him and fast to offer up his toys for use by other students.

Learning Preferences

According to Piaget's Stages of Cognitive Development, the target learners are in the preoperational stage of development. This stage is very hands-on; children begin to form associations of objects with mental representations. Although at this age, children tend to be seen as egocentric, we will provide positive reinforcement like praise and stickers to promote consistent sharing. By using this type of operant conditioning, the students will begin to recognize that sharing is good.

Constraints:

The learners (children) will need to be in a classroom environment overlooked by a professional in order for this lesson plan on sharing to be carried out correctly. The learners

need access to all "fully stocked" classroom that comes with a multitude of toys and other attention-grabbing objects. The SME (the teacher- Miss Berardi) will need to have the appropriate skills to keep the learners (children) engaged throughout the lesson plan. Young children often times can get sidetracked and the SME should be trained in keeping their attention on the task at hand. The learners also might take no interest in this lesson and make the classroom a volatile learning space by throwing a fit/causing a scene. The SME once again needs to have prior knowledge and experience in situations like these.

Task Analysis

Task Description:

It is impossible to teach the concept of sharing without teaching the concepts of kindness, respect, communication, and personal space. The Digital Directive will tie in these concepts using the information provided by our SME, Miss Berardi. By working with Miss Berardi, we have carefully chosen which concepts, terms and definitions to use in our instruction as well as correlating examples.

Procedural Analysis:

The instruction will be analyzed based on how each student meets the stated instructional goals. Students will be asked to describe and show the basic concepts of sharing, kindness, respect and personal space half-way through the first quarter as well as at the end of the first quarter. Consistent answers that align with the definitions given will be considered successful.

To evaluate the students' actions, Miss Berardi will keep a sticker chart to reflect the students who do and do not practice sharing, kindness, respect, and communication. She will give a sticker when she sees these concepts, and can take one away if she sees students acting disrespectfully.

Each week she will also start off by asking each student how they feel. She'll ask the students to partner up, tell each other how they feel, and tell the class how they are feeling. Miss Berardi will keep track of how well each student articulates their feelings based on a scale of 1-5 (1 being not well, 5 being at a very mature level).

Context Analysis

Needs Analysis:

The instruction will be used by Miss Berardi, a Hillsborough County kindergarten teacher. Miss Berardi has 22 students enrolled in her class. Overall, the students are struggling to share with and respect their peers. Although she has specific subjects in the curriculum provided by the school, she has instructional liberties when it comes to classroom behavior. In order to run a successful classroom and promote collaboration, Miss Berardi has made her lesson on sharing a priority for the start of the school year.

Instructional Context:

Miss Berardi knows that there are different environmental and mental factors that affect how each student learns and interacts. She actively tries to involve and engage with her students through her lesson plans to ensure that each student is grasping the concepts she teaches. Miss Berardi will act out the concepts listed above in the form of a skit that includes her students in order to achieve their attention. Students will then be put into small groups and go through a circuit of three scenarios in which to practice sharing. These scenarios will be coloring, playing with blocks and sharing space on a rug.

The necessary material includes a cartoon and crayons for coloring, blocks for stacking, and a rug for sitting and storybooks for reading. The students will be seated in groups of four or five students. A few students per group will receive collaboration material.

Each group will be encouraged to take the information from the skit and practice sharing in each situation.

Transfer Context:

The concept of sharing is something that is incorporated into most activities, both in and out of school. This is also important to practice at home with friends and family members. The ability and willingness to share often corresponds with a respectful and kind mindset that may progress over time, depending on the student. In order to thrive throughout kindergarten and the rest of their education, students must have a solid foundation and understanding of kindness, respect, and sharing.

IDD Document

Course Objectives:

- The learner will be able to demonstrate what sharing is
- The learner will share regularly
- The learner will show respect for others regularly
- The learner will be able to communicate their feelings when asked

Materials you'll need:

- Cartoons and crayons
- Blocks
- Storybooks
- An empty rug
- Stickers
- A name chart
- A planner to record initial, weekly, and final reports

Script for Skit:

	Visual	Dialogue
1	Miss Berardi asks for a student assistant to help her at the front of the class. A student that we'll call Mike volunteers. Gives Mike a coloring book and crayons to use	
2	Miss Berardi begins skit by speaking to class in a whiney voice	"I wanna color SO bad but I'm so mad I don't have any crayons to color with!"
3	Miss Berardi sees that Mike is coloring Miss Berardi stomps over and snatches the box of crayons from Mike's hand	
4	Miss Berardi starts coloring Looks back up at Mike after a second and asks	"Wait, how did that make you feel?"

5	Mike responds	"bad/scared/I don't know"
6	Miss Berardi gives crayons back to Mike and says	"I'm sorry, I don't think I should have gotten into your personal space. Can we try this again?"
7	Miss Berardi slowly reapproaches Mike and says	"Mike, I don't have any crayons to color, could I please use a few of yours"?
8	Mike nods yes and Miss Berardi politely takes crayons from his outstretched hand	"Thank you! I'm glad that we can share."

Directions:

1. Complete the skit in front of students (see script).

2. Explain why sharing is important in a lot of different classroom activities, and it is imperative to ask first.

3. Break students into random groups (4-5 per group) and station them in various areas of the room.

4. Give each group one type of collaboration material to use and provide less material than members of each group.

5. Record their sharing behavior as a way to measure a baseline for future comparison (using a 1-5 scale).

6. After all three groups have colored, played with blocks and sat with storybooks, ask them how they feel. Tell them that sharing happens in many scenarios, in and out of the classroom.

7. Give all students their first sticker for practicing sharing.

8. Explain the sticker reward system going forward and hang the sticker chart on a wall where everyone can see.

9. Evaluate students midway through the quarter and at the end of the quarter.

Learning Theory:

For our instruction, Miss Berardi must explain the concept of "sharing" to her kindergarteners by role-playing two scenarios. Miss Berardi will teach her students what sharing is, why it is important and how it should be done. She will demonstrate the act the sharing by first, taking crayons from the volunteer student and second, by asking him kindly. The theory behind our instruction is Self-Regulated Learning. Self-Regulated Learning (SRL) is based on the idea that learners follow processes, and therefore learn by actively performing it. SRL is a process-based instruction that helps students learn by experiences.

Our instructions follow the theory above as it provides time and guidance for its preparation. The kindergarteners first see what sharing looks like by observing Miss Berardi's role play at the beginning of the lesson. The kindergarteners are also provided the opportunity to apply what they have learned by breaking into groups and participating in the class activities such as coloring, playing with blocks and storytelling with their classmates. Although it is true that such young students lack full SRL skills, they do have some degree. Using SRL will be successful when working with kindergarteners if the lesson is "simple, whole, real-world self-regulated task" (Reigeluth, Beatty, & Myers, 2017, p. 263).

Team Member Responsibilities:

All team members will split up each assignment as evenly as possible. We will all take turns taking the "lead" on assignments. This entails setting up the skeleton for the assignment and initiating contact with other team members to ensure that the project was done on time. In some cases, two group members may take the lead. All group members will take turns posting final assignments on LinkedIn.

The following chart will be updated as assignments become available:

Victoria	Scarlett	Phoebe	Maxie-Lew
-Assignment 8 lead -Content editor	-Assignment 10 lead -Citation expert	-Assignment 9 lead -Proofreader	-Assignment 8 lead -Formatting expert

Instructional Material

The material below will be emailed to Ms. Berardi to facilitate the instruction to her students.

Hello Miss Berardi! Thank you for trusting *The Digital Directive* for your upcoming concept lesson. We have diligently developed an instruction for the "Sharing" lesson we discussed during our previous meeting. Below you will find the needed materials and instruction for the "Sharing" lesson.

Who?

Who is your target audience? As you had previously mentioned, the target audience for this instruction is:

- 22 kindergarten students, ages five to six

Why?

Why is there a need for this instruction?

- Kindergarten students need to start understanding and implementing simple concepts such as "sharing" at this young age.

What?

Before the lesson begins, you will need to set up the following materials in the classroom:

- Cartoons and crayons (cartoon attached as a PDF below)
- Blocks
- Storybooks
- An empty rug
- Stickers
- A name/sticker chart (attached as a PDF below)
- A planner to record initial, weekly, and final reports

How?

How will your students learn the concept of "sharing"? Please follow these 10 simple steps:

1. Complete the skit in front of students (see script below). This will help explain what sharing is and what it looks like.

2. Explain why sharing is important in various classroom activities, and it is imperative to ask first. This will promote sharing both inside and outside of the classroom.

3. Break students into random groups (4-5 students per group) and station them in various areas of the room.

4. One group will be sharing blocks, another will be sharing storybooks in a space on the rug, and the third group will be sharing crayons to color the cartoon. Provide less material than members of each group. Switch activities three times to that each group has a chance to share each type of material.

5. Observe students silently. Record their sharing behavior in the planner as a baseline for future comparison (using a 1-5 scale - 1 being "needs individual attention" and 5 being "exemplary").

6. Ask students to return materials to the front of the classroom for "clean-up" time.

7. Ask the students how they feel. Tell them that sharing happens in many scenarios, in and out of the classroom.

8. Give all students their first sticker for practicing sharing.

9. Explain the sticker reward system going forward and hang sticker chart on a wall where everyone can see. The name chart and stickers are the materials used in this step.

10. Evaluate students mid-way through and at the end of the quarter. The planner should help understand each student's progress.

Once again, thank you for trusting *The Digital Directive* and we hope to have helped you and your students on your upcoming lesson. Best of luck!

Script for Skit:

	Visual	Dialogue
1	Miss Berardi asks for a student assistant to help her at the front of class. A student we'll call Mike volunteers. Gives Mike a coloring book and crayons to use	
2	Miss Berardi begins skit by speaking to class in a whiney voice	"I wanna color SO bad but I'm so mad I don't have any crayons to color with!"
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7	Miss Berardi slowly reapproaches Mike and says	"Mike, I don't have any crayons to color, could I please use a few of yours"?
8	Mike nods yes and Miss Berardi politely takes crayons from his outstretched hand	"Thank you! I'm glad that we can share."

Sharing Cartoon for Coloring Activity:

Sharing is Caring
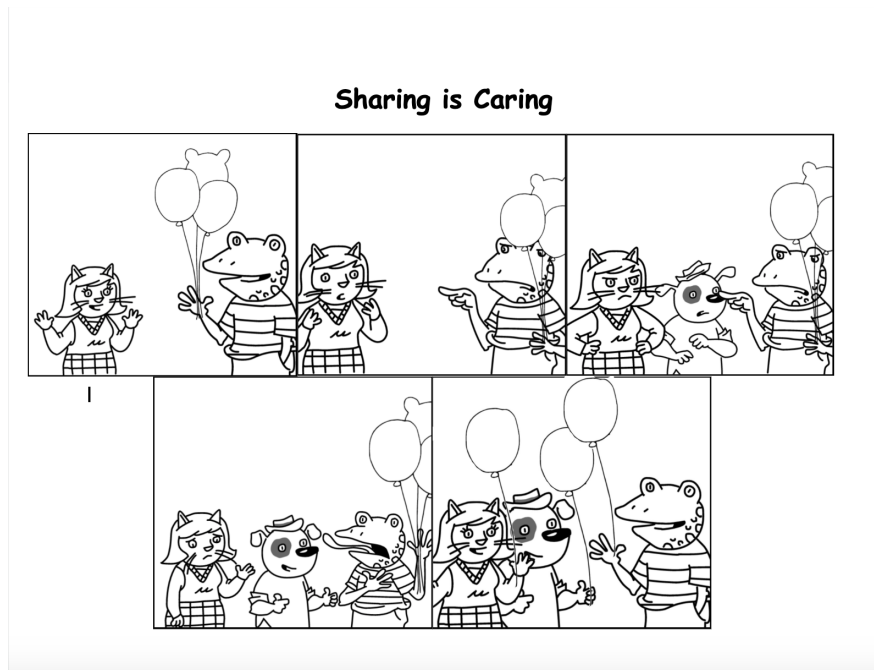
Sticker Chart:
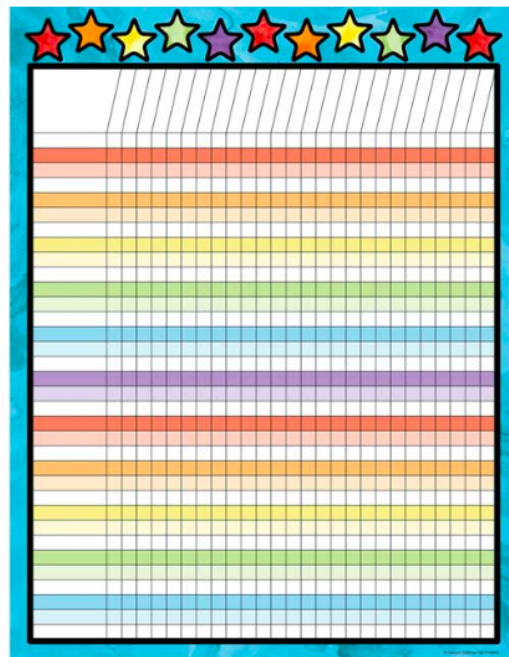
Evaluation

Introduction

An instructional designer must always create a formative evaluation to ensure that instruction is as efficient and effective as possible. Asking Miss Berardi and her fellow teachers to complete a formative evaluation will provide intel that can improve the instruction based on how it plays out in the classroom. This advice will also be helpful to use as a reference for future instructional design projects. The evaluation material, methodology, some evaluation comments, and the adjustments made to the instruction are all listed below.

Methodology

The evaluation material consists of two surveys. One survey will be distributed to other teachers at Roland Park Elementary. The evaluation is being completed by other teachers due to the young age of students that the instruction is being delivered to. The teachers will be asked to complete a seven-question survey after receiving the instructional plan and materials. These questions assess the teacher's opinions and insight prior to Miss Berardi facilitating the lesson.

After completion of the first quarter of school, Miss Berardi will complete the second survey. This survey contains four questions that assess the class's current ability as a whole, based on the initial learning objectives. As the school year continues, it is recommended that Miss Berardi tracks her student's individual progress regarding their ability to share. Individual evaluations are not required, but can be beneficial if individual attention is needed. Their tracked progress will help Miss Berardi verify what works within her classroom for each child. This also allows the opportunity for progress reports that can be extended to parents or guardians, which will help to involve sharing in the students' at-home-life.

Evaluation Content

We have provided our analysis, IDD document and materials to seven other teachers in Miss Berardi's elementary school. We will now provide the survey below to collect their input. Based on their feedback, we will be able to make adjustments to the instruction before implementing it.

Please read the below statements and circle what you feel is the appropriate response.

1) **Sharing is a problem in your classroom.**

   Agree   Strongly Agree   Disagree   Strongly Disagree

2) **It is important for students to be able to communicate their feelings.**

   Agree   Strongly Agree   Disagree   Strongly Disagree

3) **On a scale of 1-5 (5 being the best possible), how clearly does the skit relay information about sharing?**

   1   2   3   4   5

4) **On a scale of 1-5 (5 being the best possible), how clearly does the cartoon relay information about sharing?**

   1   2   3   4   5

5) **On a scale of 1-5 (5 being the best possible), how effective have reward systems (like the sticker chart) been in your classroom?**

   1   2   3   4   5

6) **Observing student's sharing behavior during playtime and ranking it in a planner (using a consistent scale) on a weekly basis is an effective form of assessment.**

   Agree   Strongly Agree   Disagree   Strongly Disagree

7) **What types of sharing have you witnessed in your classroom? Please record your response below.**

Once the instruction and the first quarter of school is completed, we will provide Miss Berardi with the survey below to assess the overall success.

1) **The learners are able to demonstrate a clear understanding of sharing.**

   Agree   Strongly Agree   Disagree   Strongly Disagree

2) **The learners share regularly.**

   Agree   Strongly Agree   Disagree   Strongly Disagree

3) **The learners show respect for others regularly.**

   Agree   Strongly Agree   Disagree   Strongly Disagree

4) **The learners communicate their feelings when asked.**

   Agree   Strongly Agree   Disagree   Strongly Disagree

Adjustments

After collecting the teachers and Ms. Berardi's input, the Digital Directive has made the following adjustments to the original material above. These adjustments are:

- Using a planner on a weekly basis is an effective form of assessment to record sharing behavior during playtime, but must also add with which classmates each student shares. Each student should be able to share with all classmates, not only their close friends.

- With regard to the reward system, close attention must be given to those students that lack stickers. These students must not be punished in any way, but rather must have weekly one-on-one sessions with the instructor (Ms. Berardi in this case) to understand why they haven't shared as much, or at all with their classmates.

- The cartoon should not only be shown during the instruction but also kept visible in the classroom space during each quarter, so that students remember to share daily.

- Encourage students not only to communicate their feelings to the instructor (Ms. Beraradi) but also among classmates during class time and to the family at home.

References

Berardi, G. (September 1, 2019).

Reigeluth C., Beatty B., & Myers R., (2017). Instructional-Design Theories and Models, Volume IV, 263