

# Merced County ROP: Standards-Based Lesson Plan

## LESSON PLAN MISCELLANEOUS INFORMATION:

Course Name	Teacher Designer	Time Allocation
Leadership in Business & Community	Mary Whited	2 Hours

Lesson Title	Unit Title and Number
<b>“Who Moved My Cheese?”-Adapting to Change</b>	Demonstrate the Ability to Accept Change- MCROP ESLR II.B.1-2

## CONTENT AND ACADEMIC STANDARDS

Content Standard(s) from Business Education Frameworks	Business Core: Employability Skills: Adapting to Change 1.5.1
English Academic Standard(s)	ELA: Grades 9-10: Reading Comprehension: Structural Features of Informational Materials: 2.5 ELA: Grades 9-10: Writing Applications: Write Technical Documents: 2.6.a-d ELA: Grades 9-10: Written and Oral English Language Conventions: Manuscript Form: 1.3-1.4 ELA: Grades 11-12: Writing Strategies: Evaluation and Revision: 1.9 ELA: Grades 11-12: Written and Oral English Language Conventions: Written and Oral English Language Conventions: 1.1-1.3
Math Academic Standard(s)	N/A

## LESSON PLAN COMPETENCIES (FROM COURSE OUTLINE)

<ol style="list-style-type: none"> <li>1. Develop an awareness of emerging employment trends and benefits of preparing for change.</li> <li>2. Describe the importance of flexibility and its role in the workplace.</li> </ol>
---

## LESSON PLAN OBJECTIVES (SUB LEARNING GOALS)

<ol style="list-style-type: none"> <li>1. Students should be able to adapt to change and win by learning from the four characters in the story.</li> <li>2. Students will be able to talk and write about their personal reactions to change events.</li> </ol>
---

## INSTRUCTIONAL MATERIALS REQUIREMENTS

Teacher Needs	<ol style="list-style-type: none"> <li>1. <i>Who Moved My Cheese?</i> Video</li> <li>2. Copy of “<i>Who Moved the Cheese?</i>” for Teens</li> <li>3. Copy of “<i>A Gathering</i>”</li> <li>4. Copy of “<i>A Discussion</i>”</li> <li>5. <i>Change Events Cards</i> handouts</li> <li>6. <i>Character Summary Sheet</i> handout</li> <li>7. <i>The Handwriting on the Wall</i> handout</li> </ol>
Student Needs:	<ol style="list-style-type: none"> <li>1. Writing Instrument</li> <li>2. Paper</li> </ol>

### ESSENTIAL QUESTIONS FOR THE LESSON: Resource Available

<p>Why is it important to adapt to change? How can I best see change coming and learn to adapt?</p>
---

### FOUR-STEP LESSON PLAN: Describe the lesson in detail: Resource Available

Introduction	<ol style="list-style-type: none"> <li>1. Instructor reads “<i>A Gathering</i>” to the class. This introduces the students to the story/video by introducing a group of high school friends who have just found out that they are going to experience a change at school.</li> </ol>
Presentation	<ol style="list-style-type: none"> <li>1. Have the students read “<i>Who Moved My Cheese?</i>” for Teens in small groups of 4 students.</li> <li>2. –OR–View the <i>Who Moved My Cheese?</i> video (Approximately 13 minutes)</li> <li>3. Allow sufficient time for the students to discuss book/video and characters.</li> <li>4. Instructor to read “<i>A Discussion</i>” to the class that will re-introduce the group of high school friends and see how they relate the story to various changes in their life.</li> </ol>
Application	<ol style="list-style-type: none"> <li>1. Have students assume the identity of one of the book’s characters. (You may want to assign each student with a role).</li> <li>2. Instruct students to view one Change Event at a time and react in the role of their assigned character.</li> <li>3. Ask the students to discuss whether each reaction was true to the character. The group needs to come to a consensus on the reaction and may need to refer to the character Summary Sheet.</li> </ol>
Testing and Assessment	<ol style="list-style-type: none"> <li>1. On the Change Events Recording Sheet, students write down the reaction that each character has to a specific change event.</li> <li>2. Encourage students to discuss what their personal reactions would be to the change events.</li> </ol>

## INSTRUCTIONAL STRATEGIES: Resource Available

Learning Modalities	Auditory, Kinesthetic
Bloom's Taxonomy	Synthesis
Six A's	Authenticity, Academic Rigor, Applied Learning, Active Exploration, Assessment Practices.

## HOMEWORK ASSIGNMENTS OR EXTRA CREDIT

1. Have students choose a problem or change event that is occurring in the community or school. Have students reflect the ways that Sniff, Scurry, Hem and Haw would react. Have them write this along with their personal reactions in 2-3 paragraphs due in the next class.
2. Have students write their own ending for the *Who Moved My Cheese?* Story, revealing what they think happened to Hem and why.