

Family Secrets

Family Secrets Part 1: A Family Disease Quick Guide for Sample Lesson Sequence

Overview

PBL Part 1	Class #	Check Off	Time	Strategy / Activity Name
A Family Disease	Prior To Class 1			Introduction to PBL
				Team Roles
				Brainstorming Rules
				PBL Rubrics #1 and #2
	1			Assess Prior Knowledge
				Script Reading: Part 1
				Individual Facts & Questions (F & Q)
				Team Brainstorm (F & Q)
				Topical Barometer #1
				Homework: Reading on HD

You will need

For Each Student:

- 1 folder per student
- 1 copy per student of:
 - “*Family Secrets Part 1: A Family Disease*” script
 - Part 1 “*Part 1 Record of Individual and Team Work*”
 - “*How to Brainstorm*” handout, Part 1: Appendix B.
 - Information on Huntingtons Disease (for example, see this website for factsheets on HD: <http://www.hda.org.uk/hda/fact-sheets.php>)
- 1 Post-It note

Per Team:

- 1 set of team role cards per team (see Part 1: Appendix A)
- 4 large poster paper sheets per team
- 1 poster marker per team

Per Class:

- Four highlighted copies of Part 1 script for each reader: Narrator, Mother, Jenny, Jeremy
- 1 large set of Category posters/charts (see Part 1: Appendix D)
- 1 “Topical Barometer” per class (see Part 1: Appendix E)
- Optional “How to Brainstorm” poster per class

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Prior to Class 1

It is strongly recommended that Class 1 of this *Family Secrets* PBL **not** be the first time that students have experienced the PBL strategy. Students should be introduced the major aspects of a PBL, such as Team Roles, Brainstorming, and working individually and in teams), prior to Class 1.

Also prior to Class 1, students should be introduced to the two rubrics that are designed for this PBL: #1-Problem Solving, and #2-Team Processing.

The explanations for the Team Roles and Brainstorming, and Rubrics #1 and #2, are found in the Appendices for Part 1.

Class 1

- Explain Family Secrets Problem-Based Learning activity and its purpose
- Students give examples of diseases that “run in families.” Teacher records on board/overhead
- Assign teams; have teams assign team roles
- Distribute folders containing *Part 1* reading, *How to Brainstorm*, *Record of Individual and Team Work*, and Post-It note to each student.
- Read Part 1 as a class—assign one student to read each character’s dialog
- Individual students write Facts and Questions on their *Record of Individual and Team Work*
- Teams brainstorm Facts and Questions from Part 1 script and record on large poster paper
- Students put their Post-It notes on one of 5 places on Topical Barometer #1
- Assign reading brief article on Huntington’s disease as homework (see above and Part 1 Coach’s Guide)

Students return team posters and individual sheets to folders.

Teachers keep folders as team group until next class.