LESSON PLAN

ARE YOU A RISK TAKER?

Objectives:

The students will understand:

- How to collect data and determine varying outcomes reliant upon the input of information
- That models can be representatives of something else
- Anyone can be a scientist and test hypothesis
- How to calculate central measures of tendency

Standards Assessed:

- Scientific Method
- Collecting Data
- Scientific Inquiry
- Testing Hypothesis
- Models for Representation
- Central Measures of Tendency

Florida Benchmarks:

1st: SC.1.N.1.1, SC.1.N.1.4
2nd: SC.2.N.1, SC.2.N.1.4
3rd: SC.3.N.1.1, SC.3.N.1.5, SC.3.N.3.2-3
4th: SC.4.N.1.1, SC.4.N.1.4
5th: SC.5.N.1.1-3 , SC.5.N.1.6, SC.5.N.2.2
6th: SC.6.N.1.1-5, SC.6.N.2.1-2, SC.6.N.3.1

Materials:

- Are you a Risk Taker? Exhibit
- Data Collection Card

Procedures: The student will answer all 20 questions as accurately as possible based on personal feelings or experiences. The questions are true or false. After all questions are complete, they place their hand on a sensor, called a burner, and it will light up a category which they fall under based on their answers. The categories for risks are high, medium, and low. They need to write down the level of risk on their data collection card. Once the students return to the classroom they can discuss the levels of risks and how accurately the exhibit, as a model, represents their true level of risk. The students also need to discuss what would happen if they had changed their answers, would the outcome vary that much. In addition, collecting the rating can be linked to a class graph of the other students in the class which can be tied into central measures of tendency such as mean, median, and mode.

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Independent Practice: The exhibit is completely independent.

Assessment:

- The student will write their outcome on their post-teaching card
- Teacher observation of participation in classroom discussion

Modifications (Special Education Students): Special education students may need the questions read to them and assistance with writing the outcome on their card.

Extensions (Gifted Students): Have students change their answers to attempt to come up with a different score.

Generalization to other Subjects: Answering questions to determine unspecified outcome will generalize to all subject areas. Collecting empirical data can be generalized to math for central measures of tendency.