

Family Secrets

Family Secrets Part 2: The Dilemma **Quick Guide for Sample Lesson Sequence**

Overview

PBL Part	Class #	Check Off	Time	Strategy / Activity Name
The Dilemma	2			Script Reading: Part 2
				Individual Facts & Question: Part 2
				Team Brainstorm (F & Q)
				Categorizing Questions
				Round Robin of Questions
				Optional: HD video clip
	3			Jigsaw #1: Category Specialists research
	4			Jigsaw #2: Category Specialists report (Round Robin to whole class or "home" team reports)
				PBL Rubrics (early reflection) #1: Problem Solving #2: Team Processing
				Homework: Informed Consent

You will need

For each student:

- Student folders, from Part 1
- 1 copy per student of
 - *Family Secrets Part :2 The Dilemma* script
 - *Part 2 Record of Individual and Team Work*
 - *Part 2 Student Research Log*
 - PBL Rubric #1: Problem Solving (Part 1: Appendix F)

Per Team:

- Team Facts and Question posters from Part 1
- Additional large poster paper sheets for team
- 1 marker, a different color than one used in Part 1
- Lists of suggested Internet sites and computer access and/or printed resources for Part 2: Appendices A and B

Per Class:

- Four highlighted copies of Part 2 script, one for each reader: Narrator, Mother, Jenny, Doctor

Family Secrets

Class 2

- Students stay in same teams but should change roles
- Distribute *Part 2: The Dilemma* script and *Part 2: Record of Individual and Team Work*
- Read Part 2 as a class; assign one student to read each character's dialog
- Individual students write additional Facts and Questions on their *Part 2 Record of Individual and Team Work* sheets
- Teams brainstorm Facts and Questions and continue to record these on the large poster paper from Part 1 but in a different marker color
- Teacher leads class through Question Categorizing activity (see Part 1: Appendix D for options)
 - C = Causes and Inheritance Patterns
 - S = Symptoms
 - DT = Diagnosis and Treatment
 - F = Family Issues (not researchable)
- Teams categorize their own questions by writing category letters in front of their questions
- Teacher uses "Round Robin" strategy (Part 1: Appendix C) for sharing of Part 1 and 2 Questions by category. Teacher records on class category posters and individual students add new questions to their sheets (including category letters). Each team member becomes a Category Specialist.
- Individual and team folders collected

Class 3

- Jigsaw #1 (Part 2: Appendix D): Category Specialists meet in groups and divide the questions in that category equally
- Students record their assigned Category Specialist Question(s) on their *Student Research Log*.
- Teams receive selected print resources and/or internet website access
- Allow class time for Category Specialists groups to research information about their assigned questions on their *Student Research Log*. If time permits, Category Specialists exchange information in their Jigsaw #1 groups and get ready to report to their home groups in next class

Family Secrets

Class 4

- Jigsaw #2 or Round Robin reporting out: Category Specialists report back to their “home” PBL teams on the answers to the question(s) that they researched, or Coach facilitates a whole-class Round Robin of answers to questions within each category
- Students, individually, complete PBL Rubric #1: Problem Solving (Part 2: Appendix E), putting number ratings in both the Individual and Team columns. This is the “early PBL” reflection, done by each student individually about their own and their team’s skill level so far during the PBL. The “post” reflection will occur as part of Part 5.
- Students meet in teams to compare ratings on PBL Rubric #2: Team Processing, and come to consensus on their work as a team.
- Coach collects both rubrics for each student, **and saves them for later use at the end of Part 5.**
- Students are given copies of the Informed Consent form (Part 2: Appendix F) to read for homework. This reading is both as background research material and as an introduction to some ELSI issues.