Master of Educational Technology Program

Social Justice Digital Story Tapestry

Digital Storytelling: Cross curricular **GRADE:** 9-12

Teachers: Tasneem, Jerry, Kim, and Meagan

Unit Planning Template: Social Justice Digital Story Tapestry

CURRICULUM AREA: Digital Storytelling: Cross curricular **GRADE:** 9-12

Strands: Local social justice issues

Teacher(s): Tasneem, Jerry, Kim, and Meagan

Date: July 4, 2022

Lesson Overview

Lesson 1: Social Justice Exploration

Lesson 2: Symbolic Stories

Lesson 3: Authentic Indigenous Voice

Lesson 4: AR you ready to tell a story?

Lesson 5: Artifact Making

Lesson 6: Weaving the Tapestry

(Highlighted lessons indicate full lesson plans.)

Additional Lessons: Additional work periods as needed.

Culminating Task Description: To create a digital story from the production of each lesson's maker challenge that tells a story about an aspect of social justice in their life that is most meaningful to them, inspired by their initial storyboard/mind map.
Overview

Expectations *Overall expectations* *(Link to list of specific* *expectations addressed)*	"Big Idea" *This will be the overriding theme,* *question, and focus for the teaching* *and learning inquiry.*	Learning Goal(s) *(Can be overall; might change* *throughout inquiry)*

BC ADST Curriculum:
● Applied Design
  ○ Defining
  ○ Ideating
  ○ Prototyping
  ○ Making
  ○ Sharing
● Applied Technologies
BC Science Curriculum:
● Questioning and Predicting
● Apply and Innovating
● Communicating
Language Arts Curriculum
● Texts are socially, culturally, and historically constructed.
● People understand text differently depending on their worldviews and perspectives.
	How might exploring stories, as an
	
	indigenous way of knowing, help us
	
	understand ourselves, connect to
	
	others, better understand the world
	
	around us and impact actionable
	positive change regarding local
	
	social justice issues?
		Students will learn how to use various storytelling technologies by following teacher demonstrations and further explorations within the tools through making
		
		Students will enhance their
		
		collaboration and communication skills by working with their peers through ideation, demonstration, sharing, reflection, and evaluation
		
		Students will reflect on the making process after making every digital/ physical artifact during the lessons
		
		Students will authentically infuse their stories with Indigenous worldviews by learning through Indigenous knowledge keepers to review their story from a place of Indigenous authenticity
		
		Students will reflect and address their inner biases regarding local social justice issues through reflection and guided discussions
		
		Students will create actionable solutions to local social justice issues through discussions, provocations, and maker challenges in the form of digital storytelling

Assessment For Diagnostic Assessment *(At the start of the cycle/unit)*	Assessment As *The overall teaching should prepare students to complete this task.*	Assessment Of Culminating Assessment Task *(At the end of the cycle/unit)*

● Asking whether the students have used any of the software/Technology we will be introducing, This will be done prior to each maker challenge
● Participation in class and groups discussions and demonstrated understanding of key concepts
● Identity chart activity - Students create identity charts that capture

both how they describe themselves and how they think others would describe them.https://www.facinghistory.org/chunk/starburst-identity-chart
Self evaluation
And Peer Evaluation Self and Peer

Evaluation

Digital storytelling creation, actionable, indigenous authenticity rubric with students.

Scaffold co-creation to include the main points from the linked rubric. Rubric - Digital Storytelling

Summary (DESCRIPTION) Conceptual Development *200-300 words*	Equity, Diversity, Inclusion, Decolonization, Anti-racism (EDIDA) *How the unit is situated in EDIDA*	Rationale *Why it matters to the student, why it matters to the community, why it matters to the world, how it connects to STEAM, EDIDA, TPACK/SAMR*
Often stories are prescribed to the cultural norms of colonialism. "the conventional western norm of a single, authoritative manuscript does not reflect the overlapping, interconnected, textual, and oral nature of the Indigenous story" (Humphreys, 2019). For this reason, we have endeavored to decolonize these story artifacts by re-centring indigenous perspective (lesson 3), using connected storytelling practices (lesson 2), and employing various storytelling techniques (lessons 2, 4, & 5) to offer a powerful platform for reimagining storytelling, further challenging the linear nature of the text. In Métis culture, like many indigenous cultures, storytelling	The Truth and Reconciliation (TRC) Calls to Action (2015), specifically Articles 62.2 and 62.3, emphasizes the importance of reconciliation through education by "educat[ing] teachers on how to integrate Indigenous knowledge and teaching methods into classrooms", as well as "building student capacity for intercultural understanding, empathy, and mutual respect". This unit plan is inspired by these Calls to Action, keeping decolonization at a forefront throughout the entire plan by ensuring all elements are considered through an authentic Indigenous lens and emphasizes the importance of storytelling in Indigenous culture throughout. Lessons 1, 2, and 3 are explicit in their connections to Indigenous Ways of Knowledge and values, while lessons 4, 5, and 6 include	In high school, increasing students' empathy, maker mentality, literacy, and social impact is essential. For most students, active interactions with concepts help strengthen their understanding of the material being presented. Learning through making an artifact centered on self-identified local social justice issues, actionable positive impacts, and indigenous worldview enables students to better understand their identity, others, and the world around us, which can be used throughout life as an indigenous way of knowing. Through EDIDA frameworks, 21st century competency development ● Creative thinking (Lessons 1, 2, 3, 4, 5) ● Critical thinking (Lessons 1, 2, 3, 4, 5) ● Maker mentality (Lessons 2, 4, 5) ● Communication and

is an oral tradition passed on from generation to generation. Our stories are told from birth so they may be learned and repeated. Great storytellers quickly improvise and even improve stories to increase their value. All of this requires interaction with their audience. Digital stories better actualize indigenous storytelling practices by returning the oral, interactive storytelling elements to storytelling.

provocations and critical guiding questions that connect their learning back to the idea of decolonized education.

Diversity and Inclusivity also kept at a forefront throughout the entire plan. As the Big Idea states, the entirety of the unit focuses on helping us understand ourselves through telling stories of how different social justice issues affect each students' life, and connecting all the stories together as one "Tapestry of Stories". This aims to highlight the different walks of life and challenges different students face, and finding common ground between all of these different identities. As a result, students gain a deeper empathy and mutual respect for one another, alluding back to the TRC Call to Action Article 62.3 (2015).

Inclusivity is further highlighted throughout the plan by offering flexible modes of delivery in content. Students, while guided and tasked with a number of different assignments and projects, are encouraged to choose mediums, varying from no-tech to high-tech, and outlining their stories in ways they are most comfortable with. Zhang (2021) warns that "creating a digital story is often an emotional, personal, and transformative experience, which makes people vulnerable throughout the process" (p. 64). As such, the different lessons within this plan offer alternative methods of learning that promote accessibility and a supportive and safe space.

collaboration
(Lessons 1, 2, 3, 4, 5, 6)
Social responsibility
- Positive personal and cultural identity
  (Lessons 1, 2, 3, 4, 5, 6)
- Social responsibility
  (Lessons 1, 2, 3, 4, 5, 6)
- Social justice
  (Lessons 1, 2, 3, 4, 5, 6)
Cultural approach
- First peoples principles of learning.
  (Lessons 2, 3, 4, 5, 6)

Instructional Strategies & Approaches:

Accommodations (For all students)	
	Field Study/Trips, Experiential Learning outside the classroom
	Inquiry
	Design-Based Thinking
	STEAM
	Collaborative/Instructional Strategies

Integrated in curriculum through: Optionally included as: ● Audio Description ● Voice record ● More time ● Additional support ● Scaffold ● Vulnerable - right to privacy, right to consent. Safe space to share ● Trigger warnings, resources and counselors available counselors ● ELL - closed captioning for videos ● Pre-teaching of needed vocabulary ● Allowing for translation devices ● Immersion readers	Virtual Reality Expedition (links in lesson 4)	The 5E learning cycle leads students through five phases: Engage, Explore, Explain, Elaborate, and Evaluate Engage: students are given multimodal means to keep engagement levels high Explore: students lead their own learning and collaborate to come up with social justice issues to focus on that incorporates their prior experiences Explanation: students given basic understanding of tools if needed and formal definition to social justice before planning and making Elaboration: students are encouraged to apply their new understanding of	Peer sharing and discussion allow for inquiry and understanding of other's ideas Peer evaluation allow for paraphrasing ideas and understanding while assessing peers Peer discussions and group formation allow for brainstorming ideas and paying attention to their own emotions and their peers' Choice for individual work or group work allow for autonomy in the student's learning and making Co-creating rubric and assessment model with students lets them reflect on the different components of the unit and assess the importance of them Teaching technology through creation Reflection

	concepts, while reinforcing new skills Evaluation: presentations, self-assessment, and teacher assessment

Tech-Enabled Learning	Professional Resources	Subject Specific Concepts	Connection to Current Events & Issues	Parent Communication
Tinkercad AR/VR 3D printing Genially storyboarding Dash & Dot/Micro Bits	Connected Elders and youth.	ADST (page 1, content)	Students direct learning based on Student Identified community issues.	Parents will be invited to the "Weaving the Tapestry" lesson as a method for students to share their work with the greater community.

Lesson Sequence

Lesson #1:	Lesson #2: Lesson #3:

Title: **Social Justice Exploration**

Big Idea:
Gain an understanding of the concept of storytelling and brainstorm local social justice issues and whose possible solutions can be shared through storytelling.

Assessment: Formative,
Teacher Observation,
Self-evaluations of collaborative teamwork, review of initial story boards.

<mark>Lesson #4:</mark>

Title: **AR you ready to tell a story?**

Big Idea:
To create a mini-documentary or an animated short using any digital tools/apps that results in the
development of a part of the student's story

Assessment:

Reflection time for 1 star and 1 wish in their learning today

Title: **Symbolic Stories**

Big Idea:
Utilizing symbols to tell non-verbal stories.

Role of technology in storytelling

Assessment:

Teacher formative assessment,

feedback,
Exit Slip for Self Assessment

<mark>Lesson #5:</mark> Lesson #6:

Title: **Artifact Making**

Big Idea:

To learn through the process of creating a physical artifact that encapsulates their story.

Assessment:

Vlog what was made today and any improvements they would like to make

Title: **Authentic Indigenous Voice**

Big Idea:

Importance of authentic storytelling

Learn through Indigenous knowledge keepers to review their story from a place of indigenous authenticity

Assessment:
Teacher formative assessment feedback
Snapchat exit ticket on what they learned today

Title: **Weaving the Tapestry**

Big Idea: To share the final artifacts and listen to the stories of others and be inspired by their actionable solutions.

Assessment:

Self assessment, peer feedback, and teacher assessment of story creation

Using the co-created assessment rubric from lesson 1

Big Ideas:

- The concept of storytelling is a traditional way of sharing the culture and values of a community, and remains a valuable teaching tool for today.
- Creating authentic identity and ensure students identity are situated within storytelling to ensure students are allies and understand their inherent biases
- Through digital storytelling and indigenous principles actionable solutions to local social justice issues are possible

Curricular Competencies:

-Engage in a period of research and empathetic observation
-Identify criteria for success, intended impact, and any constraints or possible unintended impacts -Maintain an open mind about potentially viable ideas
-Identify and use sources of inspiration and information
-Choose a form for prototyping and develop a plan that includes key stages and resources
-Identify and use appropriate tools, technologies, materials, and processes for production
-Make a step-by-step plan for production and carry it out, making changes as needed
-Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information -Evaluate the influences of land, natural resources, and culture on the development and use of tools and technologies

*From the BC Ministry of Education

Content Objectives

General Objectives: Goals of the unit Specific Objectives: Goals of the lesson

- Students will learn how to use various

    storytelling technologies

- Students will enhance their collaboration

    and communication skills.

- Students will reflect on the making process

- Students will authentically infuse their
    stories with indigenous world views.
- Students will create actionable solutions to
    local social justice issues through digital
    storytelling and indigenous principles.

- Understand the impact of storytelling

- To create a storyboard using Genial.ly or any digital

  tool/app that results in the development of a graphic

  organizer that visually presents information and plans a

  narrative.

21st CENTURY COMPETENCIES: *Which COMPETENCIES will be addressed and how?* Critical thinking and Problem Solving/Creativity and Innovation/Collaboration/Communication/Global Citizenship/Metacognition and Reflection

Critical Thinking: Students will critically think about what social justice means to them and their community, they will brainstorm and create a storyboard that makes sense and conveys an appropriate message and story.

Creative Thinking: Students will creatively decide on the components and solutions of their story. Students will also creatively plan, make, and edit their storyboard to fit the tone and message they are trying to convey to the audience.

Communication: Students will effectively communicate and collaborate within their groups and develop their story in the format of a storyboard. Students will also properly communicate their feedback to their peers when viewing each other's storyboards.

Personal Awareness and Responsibility: Students will persevere through the process of idea generation by showing patience, self-regulation, and self reflection.

Positive Personal and Cultural Identity: Students will reflect on how social justice issues impact them and their

community. **Social Awareness and Responsibility**: Students will generate solutions to positively impact the social justice

issues discussed.

LEARNING GOAL(S)

- I will enhance my design thinking and making skills by creating my storyboard
- I will explore the impacts of computers and technology on society and on personal health and wellness ● I will consider my inherent biases and understand how conscious and unconscious bias impact the way we interact with the world
- I will confront my biases, and use the opportunity to learn, connect, and grow
- I will improve my communication and collaboration skills by working with my group and co-creating our storyboard
- I will be patient and understand and respect that people have different perspectives and worldviews ● I will explore the impacts of computers and technology on society
- I will understand the ethical considerations of technology use, including cultural appropriation and environmental sustainability
- I will reflect on the collaboration and idea generation process through the storyboard creation

PRIOR KNOWLEDGE

Students will already have:
- An understanding of navigating Genial.ly
- Practice working in groups and collaborating and sharing
- Basic computer skills
- An understanding of the concept of social justice
- A basic understanding of storyboards

Equity, Diversity, Inclusion, Decolonization, Anti-Racism (EDIDA) Frameworks
Considerations:

● Technology is provided to all students and preteaching using best practices of all technology applications ● Students are asked to work in groups and collaborate to create a storyboard that includes all student voices ● Students learn about local social justice issues and work together to create actionable solutions through a digital storyback
● Students can choose what social justice issue is important to them
● Students are encouraged to become change agents which makes them think critically about equity, diversity, inclusion, decolonization, and anti-racism issues and solutions locally
● Students make their own story and are not limited or prescribed in any way
● Students are encouraged to utilize voice to text or recording options if preferred
● Students use choice and voice to decide on a facet of social justice that's of personal importance to them and their local community. Students create and share their own ideas and solutions to the social justice challenges they indicated. Through these inclusive practices, youth empowerment and actionable solutions are heard. ● The project is also multidisciplinary/cross-curricular.
● Student groups will share their solutions to the social justice issues.
● Inclusion of Elders and local knowledge keepers.

DIFFERENTIATED INSTRUCTION *What will I do to assist and/or differentiate instruction for individual learners? (Materials, Delivery, Outcome)*

● Use positive reinforcement
● Use concrete reinforcement
● Check often for understanding/review
● Arrange for peer helpers
● Give immediate feedback
● Have student repeat directions
● Make/use vocabulary files

● Pre-Teach technology skills
● Use guides and templates to organize materials
● Repeat/review/reinforce objectives
● Use bilingual dictionaries, language learner dictionaries and electronic translators
● Assign preferential seating
● Assign peer buddy
● Lower reading level
● Give directions in small, distinct steps
● Allow copying from paper/book
● Use written backup for oral directions
● Lower difficulty level
● Shorten assignment
● Read directions to students
● Give oral clues or prompts
● Record or type assignments
● Adapt worksheets, packets
● Use alternate assignments

Accommodations: (PLEASE REFER TO THE INCLUSION GUIDE)
*Student voice
- Listen to audio recordings instead of reading or listening to lesson (pre recorded instructions)
- Work with fewer items per page or line
- Work with text in a larger print size
- Have a "designated reader" — someone who reads any text aloud to students
- Hear instructions spoken aloud
- Record a lesson, instead of taking notes
- Get class notes from another student
- See an outline of a lesson
- Use visual presentations of verbal material, such as word webs
- Get a written list of instructions
- Give responses in a form (spoken or written) that's easier for them
- Dictate answers to a scribe who writes or types
- Capture responses on an audio recorder
- Use a spelling dictionary or digital spellchecker
- Use a word processor to type notes or give answers in class
- Work in a different setting, such as a quiet room with few distractions
- Sit where they learn best (for example, near the teacher)
- Use special lighting or acoustics
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Take more time to complete a task
- Have extra time to process spoken information and directions
- Take frequent breaks
- Take more time to complete project
- Organization skills accommodations
- Use an alarm to help with time management
- Mark texts with a highlighter
- Use a planner or organizer to help coordinate

MATERIALS*:*

Teaching Resources:
- Discussion self evaluation rubric (printed for each individual student)
- Computer and LCD projector (to share co-constructed criteria for social justice themes)
- Sample artifact (to pass around to all the students to look at)
- White board (record any key learnings/ideas)
- Additional text/visuals (for struggling students)

- Sticky notes (for actionable solutions brainstorming)

Student Resources:
- Any documents, pictures, artifacts etc. that students may wish to bring in for their stories

Technology:
- Device (computer, tablet, or phone). Genial.ly or other application for mindpaping/storyboarding

INTRODUCTION/MINDS-ON	**CRITICAL GUIDING QUESTIONS:**
Video: The Importance of Storytelling. https://youtu.be/CaHinOaygqk (6 mins) -Learn how storytelling is a traditional way of sharing the culture and values of a community and remains a valuable teaching tool for today.	• In this video, which statements are most memorable for you? Why? • Why is storytelling such an integral part of how Indigenous elders share knowledge?

ACTION-LEARNING EXPERIENCES:

A) EXPERIENCE 1 (Provocation/Challenge)

- Students will gain an understanding of the scope of the unit. (Teacher explanation) ● Class discussion/notes on storytelling
- (*Story telling Notes: Storytelling sets the foundation and precedes literacy development. Storytelling can act as a bridge to share information, learn about rules and values of the Aboriginal community. Engaging students through storytelling conveys learning lessons and helps students reflect on their own lives. Storytelling and stories can support students in developing self-confidence and identity. Storytelling contributes to students' appreciation and understanding of multiple perspectives. Storytelling can give students a window into human behavior through plot and characters conveyed in stories*).
- Class discussion and brainstorming session on local justice issues (teacher to scaffold social justice themes). Use the "Get real conversation starters on multicultural social justice."

- Group co-creation (organically creating) based on established themes.

CRITICAL GUIDING QUESTIONS:

- In what ways are the needs of our local being met? In what ways are they not being met?
- How can we make a positive difference in the lives of others?
- How might the lesson from your story help you in your own life? HOw might it help others, and the larger community?
- How did your group decide on a local social justice concern? How did you come up with your possible solution(s)?
- How will your story impact others?
- What considerations

B) EXPERIENCE 2 (Provocation/Challenge) ● Groups create a mind map/storyboard, idea generation (thought web, storyboard). ● Each group will decide what actionable solutions may help solve their local social justice issue. Students will approach from an indegenous or allied perspective. ● Students can choose from a Genial.ly template or create their own (check with the teacher before completing this option). ● Teacher can provide examples and model storyboarding using Genial.ly or similar. ● If needed students can storyboard on paper. ● Extentions/Adaptations: storyboard using other technologies. Shorter or longer stories	are included in your story?
CONSOLIDATION/CONCLUSION: ● Class reflection of storytelling and storyboards. ● Sharing of initial story boards if time. ● Self-evaluation. (See below)	**CRITICAL GUIDING QUESTIONS:** ● How has your understanding of storytelling improved from today's lesson? ● What did you learn from your self evaluation that has made you think further about your collaboration skills? ● What questions do you still have?

ASSESSMENT (STRATEGIES, TOOLS) - DIAGNOSTIC, FORMATIVE, SUMMATIVE

Diagnostic - evidence gatherer through class discussion and brainstorming
Formative - self-evaluation, peer sharing if time
Summative - review of initial story boards - provide feedback

Discussion Self - Evaluation

4	❏ Collaborates with peers in meaningful conversations. ❏ Conversations uses specific content language and vocabulary. ❏ Discussion is relevant and meaningful to new learning
3	❏ Collaborates with peers in relevant conversations. ❏ Conversation uses some content language and vocabulary. ❏ Discussion is relevant but little new learning occurs.
2	❏ Collaborates with peers in discussion but is not meaningful or relevant, nothing is learned. ❏ Conversation uses off topic content language and vocabulary. ❏ Discussion is off topic and no new learning occurs.
1	❏ Does not collaborate with peers. ❏ Does not use any content language or vocabulary. ❏ No discussion to improve learning.

Google Chrome

EVALUATION OF THE LESSON

Diagnostic - evidence gatherer through class discussion and brainstorming
Formative - self-evaluation, peer sharing if time
Summative - review of initial story boards - provide feedback

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REFLECTION:
1. Were my students successful in meeting the learning goals? How do I know?

2. Did my instructional decisions meet the needs of all students? If not, what are my next steps?

3. What worked well? Why?

4. What will I do differently
       a. When teaching this lesson again?

       b. For the subsequent lesson?

5. What are the next steps for my professional learning?

Lesson 2: Digital Pictographs - Kim Baglot

Grade(s): 9-12 **Date(s):** July, 2022 **Duration:** 60mins **Lesson Topic/Title:** Digital Pictographs: The impact of symbols and interactivity on stories **Subjects:** Cross-disciplinary: Language Arts, Science, Math, Business Education, Computer Science, ADST **Number of Students:** Any (5-30 students)

Big Ideas:
People understand text differently depending on their worldviews and perspectives.
Texts are socially, culturally, and historically constructed.

Importance of authentic storytelling
Interactive storytelling: this is a principle of indigenous storytelling. Responsive
Symbolism and Character presentation within non-verbal stories.
Role of technology in storytelling
through digital storytelling and indigenous principles actionable solutions to local social justice issues
are possible

People understand text differently depending on their worldviews and perspectives.

Curricular Competencies: From the BC Curriculum

Science 9: Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal
interest First Peoples knowledge of interconnectedness and sustainability

Language Arts 9: People understand text differently depending on their worldviews and
perspectives. Texts are socially, culturally, and historically constructed.

ADST 9: Identify and use appropriate tools, technologies, materials, and processes for
production Choose, adapt, and if necessary learn about appropriate tools and technologies to
use for tasks

Math 9: Analyzing the validity, reliability, and representation of data enables us to compare and interpret.

Entrepreneurship and Marketing 10: ethics of cultural appropriation: use of a cultural motif, theme, "voice",
image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way
that may misrepresent the real experience of the people from whose culture it is drawn
Choose, adapt, and if necessary learn more about appropriate tools and technologies to use for
tasks Decide on how and with whom to share product and processes
Assess their ability to work effectively both as individuals and collaboratively in a group, including ability to share
and maintain an efficient cooperative workspace
Identify criteria for success, intended impact, and any constraints

Computer Studies 10: digital literacy and digital citizenship
planning and writing simple programs, including games
Evaluate the influences of land, natural resources, and culture on the development and use of tools and
technologies Assess their ability to work effectively both as individuals and collaboratively in a group, including
ability to share and maintain an efficient collaborative workspace
Decide on how and with whom to share product and processes
Maintain an open mind about potentially viable ideas

Content Objectives

General Objectives: CURRICULAR COMPETENCIES Specific Objectives: CONTENT

Demonstrate a sustained intellectual curiosity about a

scientific topic or problem of personal interest

Make observations aimed at identifying their own

questions, including increasingly complex ones, about the

natural world

Apply First Peoples perspectives and knowledge, other

ways of knowing, and local knowledge as sources of
information

Construct, analyze and interpret graphs (including
interpolation and extrapolation), models and/or diagrams

Demonstrate an awareness of assumptions, question

information given, and identify bias in their own work and

secondary sources

Contribute to care for self, others, community, and world

through individual or collaborative approaches

Generate and introduce new or refined ideas when

problem solving

Contribute to finding solutions to problems at a local

and/or global level through inquiry

Express and reflect on a variety of experiences,
perspectives, and worldviews through place

Construct meaningful personal connections between self,

text, and world

Recognize an increasing range of text structures and how

they contribute to meaning

By the end of this lesson students will modefy symbols to tell

non-verbal stories

By the end of this lesson students will enhance their collaboration and

communication skills by co-constructing an original section of their

social justice tapestry with their group.

By the end of this lesson students will reflect and discuss the making

process as it relates to microbits as interactive story elements

By the end of this lesson students will have begun to develop and plan
their process of infusing their stories with indigenous world views.

By the end of this lesson students will design and construct their first
social justice tapestry piece, which includes actionable solutions to local

social justice issues through digital storytelling and indigenous

principles.

By the end of this lesson students will be able to use non-verbal

storytelling techniques to construct authenti stories that express

themselves and build meaning.

By the end of this lesson students will have formulated their

understanding of First Peoples knowledge of interconnectedness;
where everything is connected, from local to global; First Peoples

perspectives on interconnectedness

and sustainability

literary devices
By the end of this lesson students will have used sensory detail (e.g.,
imagery, sound devices) effectively in this section of their social justice

tapestry

Literary elements

By the end of this lesson students will have explored elements of

visual/graphic texts as they relate to Microbits and other digital and

Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives,

values, beliefs, and points of view

interactive visuals

writing processes

By the end of this lesson students will have considered their biases and the use of non-verbal storytelling including include revising, editing,

considering audience

Use writing and design processes to plan, develop, and

create engaging and meaningful literary and informational texts for a variety of purposes and audiences

By the end of this lesson students will have imagined the relation

Assess and refine texts to improve their clarity,

between Western scientific knowledge and the raditional ecological

effectiveness, and impact according to purpose, audience,

knowledge of local Indigenous peoples and formulated an overlapping

and message

understanding through Etuptmumk, or two eyed seeing, and their social justice issue.

Transform ideas and information to create original texts

21st CENTURY COMPETENCIES: *Which COMPETENCIES will be addressed and how?*

Critical thinking and Problem Solving/Creativity and Innovation/Collaboration/Communication/Global Citizenship/Metacognition and Reflection

Responsibility: Our students are responsible when they recognise they have a duty to themselves, their families, community, nation and the world, and fulfill their responsibilities with love and commitment. This is carried over from lesson one and infused in all subsequent unit lessons, as the intent of this unit is to have students create a digital story addressing a local social justice issue and providing actionable steps toward permanent solutions, therefore showing responsibility for their nation, community, family, and selves.

Resilience: Our students are resilient when they demonstrate emotional strength and persevere in the face of challenges. They show courage, optimism, adaptability and resourcefulness. This is likely to materialize in the form of perseverance, creativity, and resourcefulness during coding, and digital story production throughout this unit.

Care: Our students are caring when they act with kindness and compassion, and contribute to the betterment of the community and the world. This is carried over from lesson one and infused in all subsequent unit lessons, as the intent of this unit is to have students create a digital story addressing a local social justice issue and providing actionable steps toward permanent solutions, these actionable steps are caring acts and contribute to the betterment of the community.

Harmony: Our students uphold harmony when they promote social cohesion and appreciate the unity and diversity of a multicultural society. Students will be upholding social cohesion throughout the group work in every lesson of this unit plan. In addition, by integrating authentic indigenous perspectives into our stories.

From the 5E learning cycle, which leads students through five phases of inquiry based learning:
Engage: students are given multimodal means to keep engagement levels high
Explore: students lead their own learning and collaborate to come up with social justice issues to focus on that incorporates their prior experiences
Explanation: students given basic understanding of tools if needed and formal definition to social justice before planning and making Elaboration: students are encouraged to apply their new understanding of concepts, while reinforcing new skills
Evaluation: presentations, self-assessment, and teacher assessment

Positive Fialure and the Maker Mindset: Our students are able to see failure as a positive and necessary aspect of iteration. Through the creation of this Digital story students have many opportunities for positive failure and to improve through the iterative process.

Self-Regulation and the Maker Mindset: Our students are able to regulate their emotions when faced with challenges.

Collaboration and the Maker Mindset:. Through the creation of this Digital story: Social Justice Tapestry students communicate with group members, class peers, teachers, and a larger audience consisting of their families, all of which support these 21st century competencies.

Problem Solving and the Maker Mindest: Our students problem solve by formulating a solution, adapting to change, and testing their theories to find an actionable solution.

LEARNING GOAL(S) I can… I will….
- I will have considered my biases and the use of non-verbal storytelling including include revising, editing, considering audience
- I will use sensory detail (e.g., imagery) effectively to support my ideas when storytelling.
- I will explore elements of visual/graphic texts , use non-verbal storytelling techniques, as they relate to Microbits as digital/ interactive visuals
- I will explore First Peoples knowledge of interconnectedness; where everything is connected, from local to global ● I will create my first social justice tapestry piece, which includes actionable solutions to local social justice issues through digital storytelling and indigenous principles.
- I will enhance my collaboration and communication skills by co-creating a section of my social justice tapestry with a group.

- I will reflect on the making process as it relates to microbits as interactive story elements

PRIOR KNOWLEDGE *Prior to this lesson, students will be able to…*

Prior to this lesson, students will have:
- Students will already have participated in lesson 1 in this unit, have created a storyboard from their self selected social justice issue, including actionable steps for impacting positive change.
- The goal of this lesson is "assessment as" learning to identify to what extent students understand the concepts of main idea and making inferences (through questioning, microbit digital pictograph stories and Vlogging) and the idea of sensory detail emphasizing the literacy strategy,
- "Assessment for" learning will be used for diagnostic purposes to assess the students' understanding of authentic indigenous perspectives in storytelling.

Assessment of prior/background knowledge:
- In providing check ins for understanding and one-on-one support to groups I will be able to observe the students progress throughout the duration of the indigenous storytelling provocation to determine if students have prior knowledge of symbols as literary strategies, as well as an understanding of the principles of indigenous world view.

Equity, Diversity, Inclusion, Decolonization, Anti-Racism (EDIDA) Frameworks
Considerations:
- *How are you going to ensure that this lesson utilizes the EDIDA frameworks to create an inclusive space for your students?*
- *Consider what materials you will use*
- *How will you ensure all voices are included and heard?*
- *From what lens will the content be delivered?*
- *How will you present and implement the content in a way that is culturally responsive and relevant?*

Multidisciplinary
Indigenous lens: previously developed in students through the inclusion of indigenous stories, Etuptmumk, knowledge keepers, and the first peoples principles of learning.
Social justice issue co-created with students
Share the solutions to the social justice issues
Actionable solutions are the end goal
Process of inquiry, and collaboration, and intersectionality
Anti Racism and intersectionality as discussion focuses to help encourage actionable solutions culturally responsive pedagogy as a reaction to indigenous issues and in preparation for connection with the indigenous knowledge keepers.

DIFFERENTIATED INSTRUCTION *What will I do to assist and/or differentiate instruction for individual learners?*
(Materials, Delivery, Outcome)

- Use positive reinforcement
- Use concrete reinforcement
- Check often for understanding/review
- Arrange for peer helpers
- Give immediate feedback
- Have student repeat directions
- Make/use vocabulary files
- Pre-Teach technology skills
- Use guides and templates to organize materials
- Repeat/review/reinforce objectives

- Use bilingual dictionaries, language learner dictionaries and electronic translators
- Assign preferential seating
- Assign peer buddy
- Lower reading level
- Give directions in small, distinct steps
- Allow copying from paper/book
- Use written backup for oral directions
- Lower difficulty level
- Shorten assignment
- Read directions to students
- Give oral clues or prompts
- Record or type assignments
- Adapt worksheets, packets
- Use alternate assignments

Accommodations: (PLEASE REFER TO THE INCLUSION GUIDE)

- Listen to audio recordings instead of reading or listening to lesson (pre recorded instructions)
- Work with fewer items per page or line
- Work with text in a larger print size
- Have a "designated reader" — someone who reads any text aloud to students
- Hear instructions spoken aloud
- Record a lesson, instead of taking notes
- Get class notes from another student
- See an outline of a lesson
- Use visual presentations of verbal material, such as word webs
- Get a written list of instructions
- Give responses in a form (spoken or written) that's easier for them
- Dictate answers to a scribe who writes or types
- Capture responses on an audio recorder
- Use a spelling dictionary or digital spellchecker
- Use a word processor to type notes or give answers in class
- Work in a different setting, such as a quiet room with few distractions
- Sit where they learn best (for example, near the teacher)
- Use special lighting or acoustics
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Take more time to complete a task
- Have extra time to process spoken information and directions
- Take frequent breaks
- Take more time to complete project
- Organization skills accommodations
- Use an alarm to help with time management
- Mark texts with a highlighter
- Use a planner or organizer to help coordinate

MATERIALS:

Micro Bits with connection cable
Storytelling rocks
Student devices (tablets or Computers)
LMS post with instructions and links
Indigenous storytelling provocation - print and digitally attached to LMS post
Printed Nuxalk petroglyph/pictograph photos

INTRODUCTION/MINDS-ON

MINDS ON (7-10 minutes)
Establishing a positive learning environment Connection to prior
learning and/or experiences- Setting the context for learning- 5 minutes
- To begin I will have a variety of different visuals around the classroom depicting images of the petroglyphs in nuxalk territory. I will explain to the students that there are a number of pictures up around the classroom and that these visuals represent something to everyone without me having to tell anyone its meaning. The students will be instructed to use their sticky notes to write what they see in the pictogrpahs, and what each image might mean. Once the entire class has had the opportunity to write the symbolic meaning of the visuals on their sticky notes, I will have them post their sticky notes beside the visual around the classroom. As a group we will take a few moments to discuss their representations of the visuals and identify similarities and differences in ideas among the class. Some justifications may be necessary for some of the representations.
- Think-pair-share conversations addressing the critical guiding questions (posted on the board)
- The students will be asked to begin interacting with their Indigenous Storytelling Provocation.

ACTION-LEARNING EXPERIENCES:

C) EXPERIENCE 1: Provocation
- Indigenous Storytelling
    ○ Students will be shared access to this provocation throught the schools LSM and will be tasked with completing it either on paper and adding it to the provocation section of their binder, or adding it to their Provocation folder digitally. As well as adding the task to their course index, with location included.

D) EXPERIENCE 2: Challenge
- **Maker Challenge: Digital Pictograph - Social Justice through an indigenous lens** ○ Storytelling as a relationship between author and observer
    ○ Students will be shared access to this Maker Challenge throughout the schools LSM and will be tasked with completing it either manually or digitally. As well as adding the task to their course index, with location included.

E) Sharing:
- Students will form concentric circles in which the groups on the inner concentric circle remain stationary and the groups in the outer concentric circle rotate clockwise (as is the direction within metis and many other indigenosu cultures). Groups will meet, interact with each others digital pictographs and provide oral descriptive feedback to partners and groups

	for your decision. What is your review of the

	tools for this challenge?
	2. How did your digital pictograph consider decolonized perspectives, social justice issues, symbols as story elements, and the interactivity of stories?

CONSOLIDATION/CONCLUSION: Helping students demonstrate what they have learned-
Providing opportunities for consolidation and reflection Providing home connections where
appropriate

Vlog it Out- Exit Ticket: 5 minutes
- As a consolidation to this lesson, students will be asked to "Vlog" a reflection or response to the portion of their social justice tapestry story they created with non-verbal technology. Students will use the questions provided as a focus for their reflection.
- Students will be reminded to add a personal Vlog using the video camera on their computer which will be posted to our Private YouTube channel
- When finished, students will be asked to watch their peer's Vlogs

CRITICAL GUIDING QUESTIONS:
1. How has your understanding of the use of symbols to tell stories improved from today's lesson?
2. How might the process of making your digital pictograph help you in your own life?
3. What did you learn from your peer's DIgital pictographs that made you think further about this idea?
4. What questions do you still have?(students may also choose to use any of the after reading questions as focus prompts for their tweet)

ASSESSMENT (STRATEGIES, TOOLS) - DIAGNOSTIC, FORMATIVE, SUMMATIVE

Assessment For Learning:
- Identify student's understanding and knowledge of symbols and interaction in storytelling

Assessment As Learning:
- Identify student's understanding and knowledge of symbols and interaction in storytelling

- Written and oral descriptive feedback will also be given to individual students and based on their Quick Write in order for students to "rework the piece" and potential publish their writing
- Peer feedback is also encouraged by means of oral descriptive feedback to partners and groups

Assessment Of Learning:
- Based on the Vlog, the teacher will be able to assess the students' understanding of the literary elements of symbols when creating pictograph stories for their social justice tapestry story.

EVALUATION OF THE LESSON

Anecdotals and Checkbric-:
- Pictographs as interactive stories checklist
- Anecdotal notes will also be included at this point to record any information that will help to further aid the student with these concepts as well as identifying different communication techniques the students are using.
  - There will be a checkbric attached to the anecdotal notes with "look fors based on the learning goals and success criteria"

Rubric- storytelling:
- Co-constructed criteria assessing storytelling and tapestry components from lessons prior
- All story segments will be collected and assessed according to instructional focus using a one-point rubric to gauge the extent to which students are effectively able to integrate ideas and understandings from their social justice issue into their story sections. As well as the student's ability to effectively communicate and generate main ideas from the story according to the expectations highlighted above.

REFLECTION:

6. Were my students successful in meeting the learning goals? How do I know?

7. Did my instructional decisions meet the needs of all students? If not, what are my next steps?

8. What worked well? Why?

9. What will I do differently
   a. When teaching this lesson again?

   b. For the subsequent lesson?

10. What are the next steps for my professional learning?

Lesson 3: Authentic Indigenous Voice
- Hook/Provocation/Maker Challenge: Integrating authentic indigenous perspectives in to our stories
  - Students will be challenged to interact with knowledge keepers in their community or online in order to infuse indigenous worldview into the following iterations of their social justice tapestry digital story.
  - Students would complete Empathy interviews with knowledge keepers as well as explaining their storyboard and asking for feedback for future iterations.
- Students will be paired with Indigenous knowledge keepers to review their story from a place of indigenous authenticity.
  - https://helpagecanada.ca/canada/digital-literacy/connected-elders-and-youth/ ●

Mini-Self-evaluation - Students can reflect and discuss how their story evolved from their original storyboards compared to their finished project via snapchat.

Lesson 4: AR you ready to tell a story? - Jerry Chen

Grade(s): 9-12 **Date(s):** July, 2022 **Duration:** 60mins **Lesson Topic/Title:** Using AR to tell a story **Subjects:** Cross-disciplinary: Math, Science, Business Education, Computer Science
Number of Students: Any (5-30 students)
May need additional work periods

Big Ideas:
- User needs and interests drive the design process
- Social, ethical, and sustainability issues are influenced by design
- Looking beyond the single story to develop empathy and inclusion, and address inherent biases

Curricular Competencies:
- Identify criteria for success, intended impact, and any constraints or possible unintended impacts ● Identify and use sources of inspiration and information
- Record iterations of prototyping
- Make a step-by-step plan for production and carry it out, making changes as needed

Content Objectives

General Objectives: Goals of Unit Specific Objectives: Goals of Lesson

- Students will learn how to use various

  storytelling technologies

- Students will enhance their collaboration

  and communication skills.

- Students will reflect on the making process
- Students will authentically infuse their stories with indigenous world views.
- Students will create actionable solutions to local social justice issues through digital storytelling and indigenous principles.

- To create a mini-documentary or an animated short using any digital tools/apps that results in the

  development of a culturally appropriate, sensitive, and is

  representative of a particular issue, stance, or cultural

  display of a community, person, or event.

21st CENTURY COMPETENCIES: *Which COMPETENCIES will be addressed and how?* Critical thinking and Problem Solving/Creativity and Innovation/Collaboration/Communication/Global Citizenship/Metacognition and Reflection

Critical Thinking: Students will critically think about what scenes to film and edit into their short film for their story to make sense and convey the appropriate message and story.

Creative Thinking: Students will creatively decide on the locations and dialogue to put into their short film. Students will also creatively edit their short film to fit the tone and message they are trying to convey to the audience.

Communication: Students will effectively communicate their story in the format of a short film. Students will also properly communicate their feedback to their peers when viewing each other's short films.

Personal Awareness and Responsibility: Students will persevere through the process of film making by showing patience, self-regulation, and self reflection.

Positive Personal and Cultural Identity: Students will reflect on how social justice issues impact them and their

community. **Social Awareness and Responsibility**: Students will generate solutions to positively impact the social justice

issues discussed.

LEARNING GOAL(S) I can… I will….
- Students will be able to use VR (Google Cardboard) to explore unfamiliar places and experience other people's stories ● Student will be able to film scenes and clips that goes into their short film

- Students will be able to use video editing software
- Students will be able to export videos from editing software
- Student will be able to reflect on how their short film evolved from their story board
- Students will understand the importance of multiple perspectives and stories
- Students will develop empathy and understand the empowerment of storytelling

PRIOR KNOWLEDGE *Prior to this lesson, students will be able to…*

- Students should know how to start, pause, and end filming on their smart devices
- Students should have their storyboard from lesson one and previous lessons
- Students should know what part of their story they want to make into a short film
- Students should know the dangers of a single story

Equity, Diversity, Inclusion, Decolonization, Anti-Racism (EDIDA) Frameworks
Considerations:

- Making sure to have extra devices in the classroom for students without a filming device. ● Go over the basics of filming with a smart device with everyone
- Giving the option for students to not appear in films
- Students can use clips from the internet instead of filming scenes or filming themselves
- Students can use dialogue generation software instead of recording their own voices if needed ● Students can ask family and friends to be in the short film if needed
- Student needs to center the short film around the social justice issue they have selected
- Student can find their own VR experiences or videos that address social issue around the world that is important to them
- Students are not limited to the examples provided in the lesson

DIFFERENTIATED INSTRUCTION *What will I do to assist and/or differentiate instruction for individual learners? (Materials, Delivery, Outcome)*

- Teacher check ins throughout the lesson
- Providing feedback for corrections early in the filming and editing process
- Have instructions written and communicate instructions orally
- Go over film and editing vocabulary
- Show exemplar videos before students begin the filming and editing process
- Record instructions so students can hear them again at their own chosen time and place
- Providing feedback throughout the whole process
- Peer to peer mentoring

Accommodations: (PLEASE REFER TO THE INCLUSION GUIDE)
- Allow for both independent or group work
- Students can choose the length of their short film
- Provide more time for students to finish their short film if needed
- Instead of filming, students can use clips from other video
- Allow students to use other editing software if needed
- Allow students to share one on one with the teacher if needed instead of group or peer sharing

MATERIALS*:*
- *Computers/ Laptops*
- *Smart Device with Camera/ Camera for filming*
- *Optional: Peripheral Devices (Mouse, Keyboard)*
- *Optional: Google Cardboard*

INTRODUCTION/MINDS-ON	CRITICAL GUIDING QUESTIONS:

- Show this Ted Talk about the power of story and film (12 minutes)
- Discussion questions:
  ○ Why is it important to bring new stories and perspectives to communities? ○ Why is it so powerful to see representation in stories and films?
  ○ How did the speaker impact such great change?
	- Why is listening to or seeing other people's stories so powerful?
	- How can anyone impact change?

ACTION-LEARNING EXPERIENCES:

F) EXPERIENCE 1 (Provocation/Challenge) - VR Exploration

- VR exploration (with.in). Students use their smart devices to partake in guided exploration in a place or experience around the world. Download the app to use with Google Cardboard
  - ○ [Southern India Forced Slavery](#)
  - ○ [Life of Rickey Jackson who was falsely convicted of murder](#)
  - ○ [Brazil's rainforest threatened by deforestation](#)
  - ○ [Women fighting terrism in Nowshera](#)
  - ○ [Child mortality threat in Karachi](#)
  - ○ [Perspective in American prison and correctional system](#)
  - ○ [12 year old Syrian Refugee](#)
- Further VR exploration with an indigenous focus on [Immersivelink](#)
  - ○ [Medicine Walk](#)
  - ○ [Making Deer Hoof Rattles](#)
  - ○ [Fireside Chat - Water Teachings](#)
- Reflect on your own inherent biases after watching some of these experiences
- Discuss in pairs or small groups what they learned from the experiences and the reflections of their own inherent biases.
  - ○ Inherent biases before watching the videos
  - ○ New facts that challenges those biases
  - ○ New perspectives
  - ○ Connections to their own stories and identities
  - ○ Surprises
  - ○ Questions
- Share what was discussed to the class

G) EXPERIENCE 2 (Provocation/Challenge) - Video Filming

- Students will use another part of their storyboard and create a short film to tell that part of the story. If students want to continue using another avenue to tell this part of the story, that is fine
- Students can use their smart devices to film and act out their scenes. Students can choose to film a long take or use multiple clips to be edited together later ○ [Simple Film Techniques](#)
- Students can also use parts of videos online and combine them to make their short film. Reference of videos is required
  - ○ [Youtube Video Converter/ Downloader](#)

CRITICAL GUIDING QUESTIONS:
- Why does immersion using VR provide more empathy for the viewers? (https://www.theverge.com/2016/9/19/12933874/unvr-clouds-over-sidra-film-app-launch)
- What considerations did you take into account when choosing what to film?
- How did you decide on the locations for filming?
- What films or videos did you use as inspiration for your video?
- What tone are you trying to accomplish in your short film?
- How can you communicate emotions through your video?
- What were the frustrations of editing a video?
- Were there any ah-ha moments during filming or editing?
- How did your short film evolve from

H) EXPERIENCE 3 (Provocation/Challenge) - Video Editing

- Students will learn the basics of video editing through using the free video editing software [Davinci Resolve](#)
- Teacher will go over the basic functionalities of the program such as importing videos, putting videos in the timeline, applying transition, adding filters, adding audio, and exporting video
    - [Video resource](#) for teacher and students on the basic functionalities of the software
- Students will edit their videos and add the appropriate title scenes, transitions, credits if necessary

I) Experience 4 - Video Exporting and Sharing

- Students will export their videos in mp4 or mov formats
- Students will partner up and show each other their videos and provide peer feedback ● Students can show their videos in pseudo "VR" by:
    - Upload video to Youtube (can set to private so no one can search for the video) ○ In the settings turn on "Watch in VR"
    - Put device in Google Cardboard and watch in pseudo "VR"
- Students should reflect on how the short film has evolved from what they had on the storyboard
- Students will use the peer feedback for their final edit before doing their presentations during lesson 6

Right column:

what you had on the storyboard?
● What were the changes? What did you keep the same?

CONSOLIDATION/CONCLUSION:
- Students will write down 1 star (something they did that they are proud of today) and 1 wish (1 thing that they can improve on)
- Use the star and the wish to reflect on what they can change in their production today

Right column:

CRITICAL GUIDING QUESTIONS:
- Would you do things differently if you had to film a second time?

ASSESSMENT (STRATEGIES, TOOLS) - DIAGNOSTIC, FORMATIVE, SUMMATIVE

Diagnostic: Get a sense of what kind of films and videos the students like to watch. Gauge the experience level students have with filming and editing. Assess the difficulty level of transforming their part of the story board to a short film.

Formative: Constant feedback through the planning, filming, editing, and exporting phases. Making sure the student film aligns with both their creative vision and their social justice issue.

Summative: Assessing student's short films as a part of their final story presentation.

EVALUATION OF THE LESSON

- Student's ability to film and use the editing software
- Student's short film and it's connectedness to the social justice issue
- Student's creation process

REFLECTION:
11. Were my students successful in meeting the learning goals? How do I know?

12. Did my instructional decisions meet the needs of all students? If not, what are my next steps?

13. What worked well? Why?

14. What will I do differently
       a. When teaching this lesson again?

       b. For the subsequent lesson?

15. What are the next steps for my professional learning?

<mark>Lesson 5:</mark> Artifact Making
- Hook/Provocation: Indigenous Doors
- Maker Challenge: Each group creates a physical artifact that encapsulates their story. (3D printer etc.)
- This could also be adapted for other physical maker options.
- Mini-Self-evaluation - Students can reflect and discuss how their story evolved from their original storyboards compared to their finished project.

https://curriculum.gov.bc.ca/curriculum/social-studies/9/core

Grade(s): 9-12 **Date(s):** July, 2022 **Duration:** 60mins **Lesson Topic/Title:** Sharing of stories - tie group stories to the greater whole **Subjects:** Cross-disciplinary: Math, Science, Business Education, Computer Science **Number of Students:** Any (5-30 students)

Big Ideas: Personal design choices require self-exploration and refinement of skills.
User needs and interests drive the design process.
Tools and technologies can be adapted for specific purposes.

Curricular Competencies: Making - Identify appropriate tools, technologies, materials, processes, and time needed for production
Ideating - Generate ideas and add to others' ideas to create possibilities, and prioritize them for prototyping Sharing - Share progress while creating to increase opportunities for critique, collaboration, and, if applicable, marketing

Content Objectives

General Objectives:

Students will learn how to use various

storytelling technologies

Students will enhance their collaboration and communication skills.
Students will reflect on the making process
Students will authentically infuse their stories with indigenous world views.
Students will create actionable solutions to local social justice issues through digital storytelling and indigenous principles.

Specific Objectives:

Students will use Tinkercad, or any other medium of their choice, to create a diorama that reflects a significant scene from the

story they created

21st CENTURY COMPETENCIES: *Which COMPETENCIES will be addressed and how?* Critical thinking and Problem Solving/Creativity and Innovation/Collaboration/Communication/Global Citizenship/Metacognition and Reflection

Communication, Global Citizenship, Metacognition and Reflection, Creativity and Innovation, Collaboration

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LEARNING GOAL(S) I can… I will….
Students will collaborate and explore Tinkercad with their groups
Students will reflect on their stories and critically think about how to embody their stories in a 3D diorama

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PRIOR KNOWLEDGE *Prior to this lesson, students will be able to…*

- **Will have an idea of what social justice entails**
- **Have one facet of the social justice actionable solution highlighted in a storyboard from the previous lessons**

Equity, Diversity, Inclusion, Decolonization, Anti-Racism (EDIDA) Frameworks
Considerations:

- *How are you going to ensure that this lesson utilizes the EDIDA frameworks to create an inclusive space for your students?*
- *Consider what materials you will use*
- *How will you ensure all voices are included and heard?*
- *From what lens will the content be delivered?*
- *How will you present and implement the content in a way that is culturally responsive and relevant?*

- Depending on the social justice issue the students choose, this lesson will encourage students to become agents of change that makes them think critically about equity, diversity, inclusion, decolonization, and anti-racism issues and solutions in their community
- Students are asked to work in groups and collaborate to create a diorama that includes all student voices

DIFFERENTIATED INSTRUCTION *What will I do to assist and/or differentiate instruction for individual learners?*
(Materials, Delivery, Outcome)
- Use positive reinforcement
- Use concrete reinforcement
- Check often for understanding/review
- Arrange for peer helpers
- Give immediate feedback
- Have student repeat directions
- Make/use vocabulary files
- Pre-Teach technology skills
- Use guides and templates to organize materials
- Repeat/review/reinforce objectives
- Use bilingual dictionaries, language learner dictionaries and electronic translators
- Assign preferential seating
- Assign peer buddy
- Lower reading level
- Give directions in small, distinct steps
- Allow copying from paper/book
- Use written backup for oral directions
- Lower difficulty level
- Shorten assignment
- Read directions to students
- Give oral clues or prompts
- Record or type assignments
- Adapt worksheets, packets
- Use alternate assignments

Accommodations: (PLEASE REFER TO THE INCLUSION GUIDE)

- Offering flexibility in creating dioramas—can be digital or physical artifacts and students are free to explore mediums they are most comfortable with

*Student voice
- Listen to audio recordings instead of reading or listening to lesson (pre recorded instructions)
- Work with fewer items per page or line
- Work with text in a larger print size
- Have a "designated reader" — someone who reads any text aloud to students
- Hear instructions spoken aloud
- Record a lesson, instead of taking notes
- Get class notes from another student
- See an outline of a lesson
- Use visual presentations of verbal material, such as word webs

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- Get a written list of instructions
- Give responses in a form (spoken or written) that's easier for them
- Dictate answers to a scribe who writes or types
- Capture responses on an audio recorder
- Use a spelling dictionary or digital spellchecker
- Use a word processor to type notes or give answers in class
- Work in a different setting, such as a quiet room with few distractions
- Sit where they learn best (for example, near the teacher)
- Use special lighting or acoustics
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Take more time to complete a task
- Have extra time to process spoken information and directions
- Take frequent breaks
- Take more time to complete project
- Organization skills accommodations
- Use an alarm to help with time management
- Mark texts with a highlighter
- Use a planner or organizer to help coordinate

MATERIALS:
Depending on the medium of diorama students choose:
- Computer or iPad (for digital diorama creation)
- Cardboard, markers, scissors, glue, paper, assortment of craft supplies (for physical diorama)

	CRITICAL GUIDING QUESTIONS:
INTRODUCTION/MINDS-ON - Form back into storyboard groups - Think, pair, share: discuss the question "how can different objects tell different stories" with group **ACTION-LEARNING EXPERIENCES:** **J) EXPERIENCE 1 (Provocation/Challenge)** - Hook/Provocation: Indigenous Doors Students are tasked with working on the provocation, either alone or with partners. **K) EXPERIENCE 2 (Provocation/Challenge)** - Tinkercad Explanation: teacher will present Tinkercad to students. - Show how to link to a classroom on Tinkercad and how to make a collaborative Tinkercad space with their group. - Show the basic elements of Tinkercad and basic navigations. - Resource: guide for 3D diorama creation for teachers **L) EXPERIENCE 3 (Provocation/Challenge)** - Diorama creation: students work in their groups to create a diorama that reflects a significant scene from their storyboard. - Students first plan and discuss with their groups the scene they want to create. - Teachers facilitate by walking around and guiding students who may need help.	- How can different objects tell different stories? **CRITICAL GUIDING QUESTIONS** - What symbols would you include if you made your own door? Why? - What considerations did you take into account when planning your diorama in your group? - How does your diorama reflect the social justice issue you chose? - How does your diorama reflect every group member? - How did the medium of your choice enhance your vision?

	How did it limit it?
CONSOLIDATION/CONCLUSION: Completion of dioramas to be shared with the rest of the class next lesson. Self and peer evaluation.	**CRITICAL GUIDING QUESTIONS:** ● What did you like about the medium you chose? What did you dislike? ● What challenges did you face while making your diorama that you overcame?

ASSESSMENT (STRATEGIES, TOOLS) - DIAGNOSTIC, FORMATIVE, SUMMATIVE
Helping students demonstrate what they have learned- Providing opportunities for consolidation and reflection Providing home connections where appropriate

Vlog it Out- Exit Ticket: 5 minutes
● As a consolidation to this lesson, students will be asked to "Vlog" a reflection or response to the creation of their dioramas. Students will use the questions provided as a focus for their reflection.
● Students will be reminded to add a personal Vlog using the video camera on their computer which will be posted to our Private YouTube channel
● When finished, students will be asked to watch their peer's Vlogs

EVALUATION OF THE LESSON
Diagnostic: During the tinkercad walkthrough phase, consistently ask students if they understand before moving onto the next part to gauge understanding of the tools

Formative: Constant feedback through the planning and construction phases of the diorama. Make sure all students are collaborating equally and that the diorama reflects the motifs and scenes of their story. Walk around to observe student progression during the construction process.

Summative: Assess student's exit ticket vlogs and self evaluation. Dioramas will be shared and assessed in the next lesson.

REFLECTION:
16. Were my students successful in meeting the learning goals? How do I know?

17. Did my instructional decisions meet the needs of all students? If not, what are my next steps?

18. What worked well? Why?

19. What will I do differently
    a. When teaching this lesson again?

    b. For the subsequent lesson?

20. What are the next steps for my professional learning?

Lesson 6: Weaving the Tapestry
● Hook/Provocation: Gallery walk (like a trailer to their stories).
● Peer evaluation during (using co-created rubric)
● Sharing of story tapestry - tie group stories to the greater whole, Teacher evaluation/assessment.
● Mini-Self-evaluation - Students can reflect and discuss how their story evolved from their original storyboards compared to their finished project.

*Optional - dependent on makerspace tools and technology.

Additional Lessons: Additional work periods as needed.

Culminating Task Description: To create a digital story from the production of each lesson's maker challenge that tells a story about an aspect of social justice in their life that is most meaningful to them, inspired by their initial storyboard/mind map.

References

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