THE UNIVERSITY OF BRITISH COLUMBIA
Faculty of Education

Master of Educational Technology Program

What are the key issues in your community?

Lesson Plan- Grade 6

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THE UNIVERSITY OF BRITISH COLUMBIA

Vancouver Campus

Master of Educational Technology

Intermediate Lesson Plan

Grade(s): Grade 6 **Date(s): Beginning** **Duration: 3 lessons (60mins each)** **Lesson Topic/Title: What are the key issues in my community?** **Subjects: ADST 6 & PHE 6** **Number of Students: 24 students**	
Big Ideas: Overarching Theme - "What are the key issues in my community?"	

Curricular Competencies:
   -   **Design can be responsive to identified needs. (ADST 6)**
   -   **We experience many changes in our lives that influence how we see ourselves and others. (PHE 6)**
   - **Learning about similarities and differences in individuals and groups influences community health. (PHE 6)**	

Content Objectives: **By the end of my 3 lessons, I want students to have collaboratively discussed, identified, and reflected upon the key issues within their community.**	

General Objectives:	Specific Objectives:
Unit Goals	For my lessons, I want students to collaboratively discuss, identify, and reflect upon the key issues within the community.

Students will:	Students will:
- Explore, discuss, and reflect on what it means to promote a healthy, happy, and equitable community.	- Choose different materials to collaboratively co-create a physical model that represents their community.
- Use different materials to collaboratively construct a representative model of their community.	- Play Jenga to better understand and identify issues within their community.
- Play a game to better understand and identify issues within their community.	- Watch a video to examine key issues in other communities.
- Watch a video to compare and contrast issues within other communities.	- Discuss how key issues may be similar (or different) amongst different communities.
- Make a Padlet to review findings at the end of every lesson.	- Contribute comments towards the creation and development of Day 1, Day 2, and Day 3 Padlets.
- Learn about other communities and identify key issues within their community.	- Connect and share with their classmates on key issues within communities.
	- Develop an awareness of their community and also of other communities.
	- Discuss, identify, and agree upon the key issues within their community.
	- Discuss how to build inclusive and equitable communities.
Squamish Nation (SN) will:	
- Self-reflect & encourage SN staff to keep an open mind in listening to needs from the community.	Squamish Nation (SN) will:
- Empower SN staff (from the Intake, Outreach & Justice Teams) to develop more empathy, compassion & understanding through deep/active listening skills.	- Monthly walks with staff in SN communities, including the Squamish Valley & Vancouver Downtown Eastside (DTES), to deliver food and to meet/engage/listen to SN community members.
- Encourage SN staff to provide feedback (from the SN community) back to Team Leader and Manager on a regular basis.	- Encourage SN staff to register in courses promoting deep & active listening skills.
	- Implement games (i.e. pulling the highest card in a card game) at Weekly Team Members to promote/encourage SN staff to share ideas/learnings from past week:
	- What was one success (or area of improvement) from last week?
	- What was one community need that we can confirm or were previously unaware of?
	- What are some blindspots in our own internal processes?
	- How can we better serve SN community members?
	- Who do we need to engage with (or listen to) to better understand community needs?
	- What is one need (i.e. rising food prices) that we can all identify with?
	- How are you maintaining self-care this week?
	- Quantitative assessments to the above will be based on 1) the number of student responses received, and 2) SN monthly walks conducted, courses registered/completed, and ideas generated from Weekly Team Meetings.

- <mark>Self-care: we can only help others if we ourselves are taken care of.</mark>	- <mark>Qualitative assessments will come from 1) the quality of student responses, and 2) SN community feedback (formally through engagement surveys & informally through community members' compliments/complaints).</mark>

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

Creativity and Innovation	Communication	Metacognition and Reflection
Through creating and innovating: - Students get creativ v	Through communicating: - Students can exchange	Through reflecting: - Students examine their

e ideas that are new to themselves or their p	information, stories, experiences, and i	own thinking and other perspectives. - Stud

eers and have value in a variety of ways such

deas to understand and use a variety of conn

ents reflect on the infornation they recei

as: choosing a form of self-expression, ha	unication forms and technologies. - Studen	ve through observation, listening, and ot

her forns of connunication to create n odel

ts can connect and engage with others. Conn

ving fun, or providing a new perspective th

at influences the way people think or act. - S	unicating provides a bridge between peopl	s, playganes, discuss ideas, and identify

tudents will work together to create a mode	es' learning, their personal and social id	issues. - Students will develop awareness o

lrepresenting their community, play Jeng	entity, and the world in which they interac	fkey issues within their connunity.

a, watch a video, and create a class Padlett t	t.

o share ideas on key issues within their con

n u n i t y .		

LEARNING GOAL(S)
- I can collaboratively make a model with my peers that represents my community <mark>by using the Norms of Collaboration</mark>
  (http://theadaptiveschool.weebly.com/7-norms-of-collaborative-work.html):
  - <mark>Promoting a spirit of inquiry: curiosity to learn & know more about</mark>
  - <mark>Pausing: allowing time to think & reflect</mark>
  - <mark>Paraphrasing: better & accurately understand ideas</mark>
  - <mark>Probing for specificity / Posing questions: increase clarity</mark>
  - <mark>Putting ideas on the table</mark>
  - <mark>Paying attention to self & others: check body languages</mark>
  - <mark>Presuming positive intentions: assume & promote positivity</mark>
- I will discuss findings with my peers.
- I can ideate & articulate items that my community has in surplus/excess & needs.
- I will share my ideas & listen to different perspectives.
- I can learn about challenges from other communities.
- I will reflect on whether any of these challenges are also present in my own community.

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

- Prior knowledge gained from Lesson 1 (Who am I?) and Lesson 2 (Who lives in my community?)
- <mark>Using a "Flipped Approach", students will be asked/encouraged to think/research/reflect prior to actual classes to promote multiple perspectives of their community.</mark>

- For the SN workplace context, this will mean the Manager or Team Leader connecting with staff on Friday (end-of-week) to review week & also prepare/plan for next week with staff (i.e. "What are key issues/priorities we should discuss at Monday's Team Meeting?" and/or "How can we better prepare for next week's Team Meeting?"
- Students will have prior experience working in groups.
- Students will already be oriented to devices that facilitate access needs.
- Familiarity with Jenga.
- Familiarity with Padlet.
- Familiarity with Adobe Aero (if Extension is used/applied).

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?*
    - **Equity** - Students will have access and choice to various tools and have equal opportunity to share and have a voice to collaboratively identify key issues within their community.
    - **Diversity** - Students are encouraged to use various methods (i.e. Lego/building blocks, textiles, markers, game, video) to explore their community and then invited to share with the class about issues within their community. They are encouraged to share their thoughts, discuss ideas, and accept different opinions through active listening to each other. The teacher will provide various materials with simple entry points on Day 1 to encourage participation and decrease intimidation for some students.
    - **Inclusion** - Students are encouraged to work in teams (on Day 1) and as a class (on Days 2 and 3) to explore, discuss, and collaboratively identify key issues within their community.
    - **Decolonization** - The First People's Principles of Learning (FPPL) will be displayed and encouraged throughout the entire unit. In this lesson, students will focus on:
        - Each class will begin with a land acknowledgement & open invitation for students to share their own land acknowledgments and/or learnings/reflections from previous class (5 minutes)
        - Open invitation & discussion to explore how does FPPL affect & apply to students' understanding of their identities & community.
        - Through discussion, research & reflection, encourage further empathy, the pairing of strengths with weaknesses (needs), and empowering vulnerable people from a positive & strength-based perspective.
        - Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
        - Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
        - Learning is embedded in memory, history, and story.
        - Learning requires exploration of one's identity.

- ■ In addition, a video of Indigenous storytelling (on Day 3) will speak to the strengths and needs of a community.
  - ○ **Anti-racism** - The lesson will take place in a safe space. All students are celebrated and respected for who they are.

- ● *Consider what materials you will use*
  - ○ I will use paper, pens, markers, Lego (or similar building blocks), textile materials, Jenga game set, a video, and a Padlet during this lesson. Extension activities can include AR (ie. Adobe Aero) to display top 5-8 issues identified. Students will be reminded to respect and conserve materials so they will not create more waste and overuse resources on Day 1.

- ● *How will you ensure all voices are included and heard?*
  - ○ A variety of methods such as providing different materials to build a model (Day 1) and an opportunity to share during a game (Day 2) and after a video (Day 3) will be provided to all students. In addition, a Padlet will be used during the lesson (Days 1-3) to capture and ensure that all voices are included and heard.

- ● *From what lens will the content be delivered?*
  - ○ Students will be drawing on their self-reflections, knowledge and life experiences.
  - ○ The content will incorporate all lenses of the EDIDA framework.

- ● *How will you present and implement the content in a way that is culturally responsive and relevant?*
  - ○ We will start off each day with a Land Acknowledgement, recognizing the land that we study, play and live are on the unceded and traditional lands of the First Nations Peoples.
  - ○ The First People's Principles of Learning (FNESC, 2018) is a foundational piece within this unit. Incorporating the design process for making is learning that actively "involves patience and time". In exploring "What are the key issues in my community?", students are provided with time to think, discuss, listen, and reflect. A video focused on Indigenous storytelling will be presented on Day 3 of this lesson. Principles such as learning "requires exploration of one's identity", "is embedded in memory, history, and story", and "ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors" will be explored in this lesson and unit.

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

Outcome:
- The students' models representing their community will be considered in reference to participation (The students will work in groups and produce unique pieces of artifacts). The lesson provides students various opportunities for engagement and representation. Outcomes are a measure of engagement in process rather than a measure of product.

Materials:
- A variety of material options will be provided to allow choice in creating representative models of their communities. The tools, technology, and materials for the lesson have some differentiation limitations, but universal supports such as voice to text, text to speech, and inclusionary structures ensure that all students have the opportunity to fully engage while maintaining purpose and dignity.

Delivery:
- Learning activities are student centered with teacher scaffolding at the beginning of each day ==(after the Land Acknowledgement)== and also gathering student ideas on a Padlet at the end of each day.
- Direct instructions will be chunked to reduce cognitive load allowing learners to more easily engage.
- Chunked section of lessons will include learning extension considerations.
- Multiple modes of representation will be included for access such as: verbal and written instructions and visual demonstrations and examples.
- Group participation will be utilized to provide students with socially scaffolded opportunities for participation.

Accommodations: (PLEASE REFER TO THE INCLUSION GUIDE)

The accommodation strategies for this lesson can be found in its design. All support will be delivered universally to provide an inclusive learning environment:
- multiple means of access for tools, technology, and materials (i.e. providing a choice of Lego/building blocks, textile materials, paper/markers, Padlet)
- group participation for social supports (e.g. peer mentoring, small group, one-on-one with teacher, asking another classmate/teacher to choose Jenga block if physical limitations)
- voice to text/text to speech technology implementation
- no-tech options (such as using paper instead of Padlet if required)
- ==Peer-Mentorship will be encouraged amongst students.==
- ==In SN workplace context, we have been encouraging peer-mentorship where a more experienced staff will pair up & share learnings with a new staff. This also applies to pairing up a staff with a vehicle to another staff without a vehicle (but has knowledge of paperwork etc) when doing Intake, Outreach and/or Justice related work..==

MATERIALS:
- Blank paper, pens, markers, Lego (or similar building blocks), textile materials, glue, and scissors
- Jenga game set
- iPads
- Active internet connectivity
- Padlet (with anonymous settings setup)
- Adobe Aero (if extension is used/applied)

- Jenga game set - Extension activities will require Adobe Aero - Classroom digital projector or white board	

INTRODUCTION/MINDS-ON **Class Brainstorm Discussion (Think-Pair-Share)** - <mark>Using a "Flipped-Approach", ask students to think/research/reflect on who are the marginalized & oppressed within their communities… and to come to class ready to share with others to collectively gain a wider & more wholesome perspective of their respective communities.</mark> - What do I like about my community? - What are some key issues in my community? - <mark>How do I know (or am confident) these are the key issues in my community?</mark> - <mark>Whom have I spoken with or asked within my community?</mark> - <mark>Have I been inclusive when looking at my community? Have I included people from the BIPOC, LGBTIAQ2S+, disability communities?</mark> - What are some strengths and needs in other communities? - What are some strengths and needs in my own community? - What are the key issues in my community? Scaffold answers with the critical guiding questions in the right column. Every community has different strengths and areas of need. Sharing ideas and listening to stories helps us to better understand our own community's areas of strength, need, and key issues.	**CRITICAL GUIDING QUESTIONS:** - What does our community have in excess/surplus? - What does our community need or lack? - <mark>Have I checked or canvassed with others in my community before deciding on these key issues?</mark> - <mark>How do the marginalized & oppressed feel welcome (or not) within their communities?</mark>
ACTION-LEARNING EXPERIENCES: A) <u>EXPERIENCE 1</u> (Provocation/Challenge) - **"Making models to <u>discuss</u> community needs"** **Begin class with a Land Acknowledgement (that the lands we study, play & live are on the unceded and traditional lands of the First Nations People) <mark>& open invitation for students to share their own land acknowledgments and/or learnings/reflections from previous class.</mark>**	**CRITICAL GUIDING QUESTIONS:**

Ask students to choose a workstation (below) to collaboratively make a model of their community with the materials provided. 6 Workstations (4-6 students each): - 2 tables with Lego (or similar building blocks) - 2 tables with arts & crafts materials (yarn/glue/straws/popsicle sticks/yogurt containers) - 2 tables with markers & poster paper Task 1 (15mins): - With Week 1 & 2 Lessons in mind, create a model which represents "What do I like about my community?" - Document results on Padlet & share with class. Task 2 (15mins): - With Week 1 & 2 Lessons in mind, create a model which represents "What are the key issues/needs in my community?" - Document results on Padlet & share with class. Task 3 (15mins): - Share Padlet on Classroom Screen & discuss findings. - Take a Photo (Day 1 Photo). - Encourage students to think about what they like about their community (i.e. what the community has in surplus/excess) & what their community currently needs. - ==Flipped-approach: encourage students to think/research/reflect on what additional items their community needs before next class.==	What does your community ==currently== look like? What are areas of strength in your community? ==How do these items strengthen the community?== What are areas of need in your community? ==Why is it important to identify areas of need in your community?== What is missing on this Padlet? ==Why is it important to understand different perspectives in a community environment?== ==SN Work: Why is it important to understand different perspectives in a work environment? Especially when supporting vulnerable ppl?== ==How can we use/leverage some of these community strengths to support our community needs?==
B) <u>EXPERIENCE 2</u> (Provocation/Challenge) - "Playing Jenga! to <u>identify</u> key community needs"	

Begin class with a Land Acknowledgement (that the lands we study, play & live are on the unceded and traditional lands of the First Nations People) **& open invitation for students to share their own land acknowledgments and/or learnings/reflections from previous class.**

Discuss Key Issues/Needs in community:

Task 1 (20mins):
- Play Jenga (center of classroom)
- Students come up (one-by-one) to take away 1 piece each time.
- Each time a student takes away a piece, the student is encouraged to provide 1 item the community has in surplus/excess OR 1 item the community needs.
- Pull up Day 1 Padlet, display on the classroom screen & add results to Day 2 Padlet.

Task 2 (15mins):
- Debrief activity (What was fun? What was challenging?)
- Discuss students' perspectives on what students view as community surplus/excess & what the community needs.

Task 3 (10mins)
- Review Padlet to identify the "key issues/needs in my community".
- Ask students for thoughts/revisions.
- Take a Photo (Day 2 Photo).
- Extension: Can use AR (i.e. Adobe Aero) to display top 5-8 issues identified.
- Advise students that we will add to this Padlet next class.
- **Flipped-approach: encourage students to think/research/reflect on how FPPL & Indigenous communities may relate to their thoughts on community needs before next class.**

    C) <u>EXPERIENCE 3</u> (Provocation/Challenge) - "Reviewing video to <u>reflect</u> upon community needs"

Begin class with a Land Acknowledgement (that the lands we study, play & live are on the unceded and traditional lands of the First Nations People) **& open invitation for students to share their own land acknowledgments and/or learnings/reflections from previous class.**

Task 1 (**30mins**):

What purposes do Land Acknowledgements serve & why are they important?

What are some **additional** things our community needs or lacks?

How can we (collectively) better understand community needs?

SN Work: How can we (collectively) better understand community needs?

Why was it fun? How was it challenging?

What do you wish to add to this Padlet?

Why is it important to examine different perspectives? What might we be missing?

- Share a video of Indigenous storytelling that speaks to the strengths and needs of a community. - Share a 2nd video "The solution lies within the community" https://www.ted.com/talks/diana_joseph_the_solution_lies_within_the_community_jan_2018 **Task 2 (5mins):** - Discuss video (Have these video changed your perception of key needs within your own community? Why or why not?) **Task 3 (5mins):** - Pull up Day 2 Padlet, display on the classroom screen & add results to Day 3 Padlet. - Take a Photo (Day 3 Photo). **Task 4 (5mins)** - Compare Padlets (Review Photos from Day 1, Day 2 & Day 3) - Has anything changed? If so, why? If not, why? - Extension: Can use AR (i.e. Adobe Aero) to display top 5-8 issues identified. - Ask students to complete their Student Reflection Sheet. - Prepare students for next week (Encourage students to think about supports in their community)	What did you like about the story you just heard? Did any new ideas of community come to mind? How has your idea of community needs/issues changed since Day 1? What changed and why?
CONSOLIDATION/CONCLUSION: Ask students to reflect on this week (Student Reflection Sheet: What did I learn? What can I takeaway?) Which of my initial assumptions were correct? Which were incorrect? Why is it important to include everyone within a community? How do we ensure that we hear all the voices within a community, including those who may be marginalized & oppressed? How can I be an ally? How can I help? Ask students to think about next week (Now that we have identified the needs, what supports are available in my community?)	**CRITICAL GUIDING QUESTIONS:** - What did I learn? - What can I takeaway? - What supports are available in my community? - How can we use community strengths to help support community needs? - What may I be missing? - How can I work with others to help?

ASSESSMENT (STRATEGIES, TOOLS) - DIAGNOSTIC, FORMATIVE, SUMMATIVE Formative: In person observation, ongoing teacher and peer feedback, self-reflection **Padlet**, and **rubric**.	
EVALUATION OF THE LESSON **Questions to ask to judge the quality of the lesson:** - Did the students understand the tasks? - Were the students engaged in the activities? - Were the students able to identify issues in their community? - Did the lesson help expand the students' awareness of their community? - Did the students develop a better understanding of other communities? - Were there any issues with access and participation for students?	
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?

This lesson plan was informed by the [BC Curriculum](#).