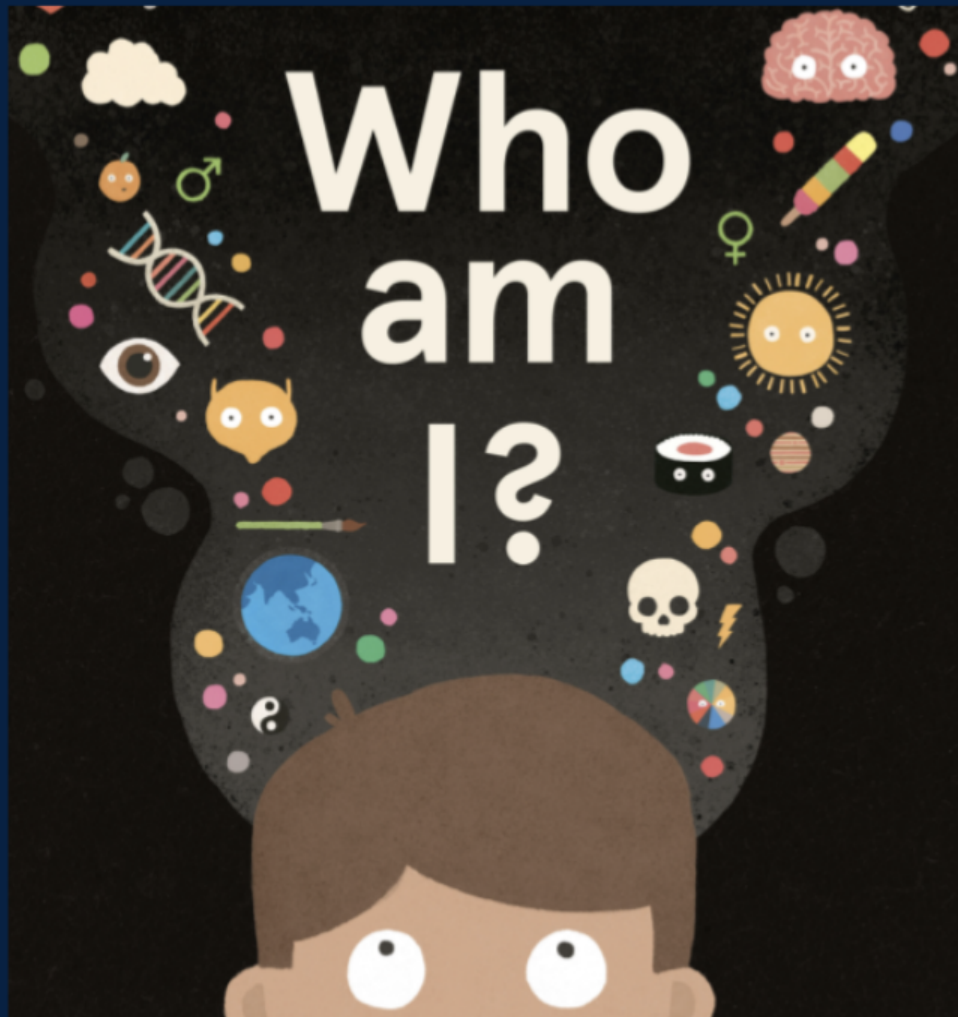




THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Education



Master of
Educational
Technology
Program



THE UNIVERSITY OF BRITISH COLUMBIA

Vancouver Campus

Master of Educational Technology

Intermediate Lesson Plan

Grade(s): 6 **Date(s):** Beginning of the school year **Duration:** 180 minutes (3 classes) **Lesson Topic/Title:** Lesson 1 - Who Am I? (No Tech)

Subjects: ADST 6 and PHE 6

Number of Students: 24

Big Ideas:

- We are using frameworks of Equity, Diversity, Inclusion, Decolonization, Anti-racism (EDIDA) to help define and understand our identities as well as our own inherent biases, stereotypes, prejudices, and the inequities that we create for others through identifying who we are ourselves.
- We experience many changes in our lives that influence how we see ourselves and others. (PHE 6)
- We are able to understand and create our own narratives through the making experience.
- We learn about the similarities and differences in individuals and groups that influence community health. (PHE 6)

Curricular Competencies:

- Explore and describe how personal identities adapt and change in different settings and situations. (PHE 6)
- Identify and use appropriate tools, technologies, and materials for production. (ADST 6)
- Decide on how and with whom to share their product. (ADST 6)

Content Objectives: By the end of the lesson, students will better understand their own identity, develop more awareness of their class community, explore types of oppression and discrimination that are related to one's identity, and learn to become more inclusive.

General Objectives	Specific Objectives
<p>Students will:</p> <ul style="list-style-type: none"> - Use the design thinking model to explore and create their own idea of who they are. - Make artifacts that represent who they are and share with their classmates. - Explore types of oppression and discrimination that are related to one's identity. - Learn more about each other and become more inclusive. 	<p>Students will:</p> <ul style="list-style-type: none"> - Explore and create their own idea of what their identity is using the design thinking model. They will pay attention to different aspects of identity such as ethnicity, gender, age, abilities, class, religion, etc. - Describe how personal identities adapt and change in different settings and situations (e.g. I am female. I am a daughter and also an older sister.) - Create artifacts to represent different aspects of their identity. - Create a mixed media Who Am I poster. - Connect and share with their classmates on aspects of their identity. - Develop an awareness of their identity and also those of others in their class community. - Explore the types of oppression and discrimination that are related to one's identity (e.g. What is oppression? What is discrimination? Who is treated unfairly around you? Why do you think people are treated differently?). <ul style="list-style-type: none"> - Discrimination: The unfair treatment of people and groups based on factors such as gender, race, culture, age, or religion. - Oppression: The unfair or cruel exercise of power to control people and groups. (There could be racism, sexism, ageism, ableism, classism, etc.) - Discover and acknowledge the inequities that exist. <ul style="list-style-type: none"> - Intersectionality: The way people are affected differently based on the intersections of gender, race, culture, age, religion, etc. Look at intersectionalities on the continuum of anti-racism and decolonization. - Examine their own thinking and that of others. - Learn about how they are similar or different from those in their class community. - Learn to become more inclusive.

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

Creativity and Innovation	Communication	Metacognition and Reflection
Through creating and innovating: - Student designs creative ideas that are new to them	Through communicating: - Students interact and exchange information, experience	Through reflecting: - Student demonstrates examination of their own thinking and of others

lv es or th ei r pe er s an d ha ve va lu e in a va ri et y of w ay s su ch as : be in g fu n, be	s, an d id ea s to u n de rs ta n d an d ef fe ct iv el y us e co m m u ni ca ti o n fo r m	rs . - St u de nt s re fl ec t o n th e in fo r m at io n th ey re ce iv e th ro u g h o bs er
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ys ic al ar tif ac ts to sh ar e ab o ut w h o th ey ar e w it h th ei r cl as s m at es .	th ei r pe rs o na l an d so ci al id en tit y, an d th e w or ld in w hi ch th ey in te ra ct .	s w ill de ve lo p a w ar en es s of th ei r id en tit y an d al so th os e of ot he rs in th ei r
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LEARNING GOAL(S) I can... I will....

- I will explore and gather information about my own identity and also those of others in my class community.
- I will reflect on my life and experiences and tell others about something I learned about who I am.
- I will communicate for a purpose. I will share my identity and see how my identity interacts with other people's identities.
- I will learn about empathizing with people's identities and how that can create a more open, responsive, and adaptive learning environment.
- I will use [norms of collaboration](#) with my peers and situate myself in a community of learners.
- I will apply my understanding of who I am and share information that is important to me, and answer simple, direct questions about my experiences.
- I will listen to my peers' presentations to help extend my understanding of those in my community.
- I will show understanding and control of the forms and technologies I use to create my presentation.

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

- Understand the different aspects of a person's identity (e.g. ethnicity, gender, age, abilities, class, religion, etc.).
- Answer questions about their activities, experiences, likes, dislikes, etc. (e.g. What do you like to do? Who are your friends? Where are you from? How old are you? What's your name? How old are you? What is your religion, if any? What are some cultural traditions you have?)
- Have a basic understanding of the design thinking steps (Empathize, Define, Ideate, Prototype, Test & Improve, Reflect & Share).

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 to all the tools and resources they need and each will have equal opportunity to share and have a voice.
 - **Diversity** - Students are invited to self-reflect and explore aspects of their own identity and then share with the class about who they are. They are encouraged to understand and accept others through active listening to each other.
 - **Inclusion** - Students are encouraged to explore and gather information about their own identity and also those of others in their class community.
 - **Decolonization** - The First People's Principles of Learning will be displayed and encouraged throughout the entire unit. In addition, decolonization will be explicitly embedded in this lesson. The students will focus on:
 - 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). For example:
 - Look at stories, our narratives.
 - Discuss the dangers of single narratives and be able to move past that.
 - Learning is embedded in memory, history, and story.
 - Learning requires exploration of one's identity.
 - **Anti-racism** - All students are celebrated and respected for who they are in a safe space. Anti-racism will be explicitly embedded in this lesson. For example:
 - Talk about:
 - What is oppression?
 - What does it mean to be oppressed?
 - What does it mean to be culturally responsive?
- *Consider what materials you will use*
 - Large poster paper, blank paper, pens, markers, magazines, glue, scissors, assorted fabric, needles, thread, masking tape, paint, paintbrushes, modeling clay, found materials (e.g. cups, chopsticks, coins), and natural materials (e.g. leaves, twigs, flowers).
 - Students will be reminded to respect and conserve materials so they will not create more waste and overuse resources.
 - Extension activities will require computers or iPads.
- *How will you ensure all voices are included and heard?*
 - Students will be provided with at least three opportunities to share.
 - Class discussions in this lesson (e.g. What is identity? What are aspects of a person's identity? What is oppression? What is discrimination? Who is treated unfairly around you? Why do you think people are treated differently?)
 - Pair-Share - As part of the first provocation, students will share their drawings with a partner.
 - Final Share - After students have completed their Who Am I poster, they will take turns presenting to the class.

- *From what lens will the content be delivered?*
 - Students will be drawing on their self-reflections, knowledge and life experiences.
 - The teacher will model their own examples, thought process, and ideas.

- *How will you present and implement the content in a way that is culturally responsive and relevant?*
 - The student centered approach draws on their own context, knowledge, experiences, and stories will lead to making their learning more meaningful and relatable.

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

Outcome:

- The students' drawings and posters work will be considered in reference to participation (The students will 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:

- 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 minimal teacher focused teaching the delivery of material.
- 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 (e.g. provide a variety of writing utensils and pre-cut magazine pictures and words)
- group participation for social supports (e.g. peer mentoring, small group, one-on-one with teacher)
- voice to text/text to speech technology implementation
- maintaining of an open space for learning

MATERIALS:

- Low tech: Large poster paper, blank paper, pens, markers, magazines, glue, scissors, assorted fabric, needles, thread, masking tape, paint, paintbrushes, modeling clay, found materials (e.g. cups, chopsticks, coins), and natural materials (e.g. leave, twigs, flowers).
- Extension activities will require computers or iPads for students looking to explore alternate means of action and expression.

INTRODUCTION/MINDS-ON: Students will explore and create their own idea of what their identity is using the design thinking model. (Name and teach the design thinking steps.)

EMPATHIZE: Students empathize with different identities and learn about intersectionalities.

- Start with the flipped classroom approach. Provide students with the online [Intersectionality Self-Study Guide](#) to watch and go through at home before coming to class.
 - This website is a great video for grade 6 students.
 - It helps them to understand the whole idea of disadvantaged, marginalized, oppressed individuals and the intersections and layers that come into this.
 - It gives students a chance to identify intersectionality and identity.

DEFINE: What is the problem? After going through the Intersectionality Self-Study Guide at home, students come to class with the task of finding their identity and where they fit.

IDEATE: Students collaborate with peers to identify what they find identity to be.

- In-class activity: Students engage in discussion and develop an understanding of the intersectionalities that make up identity and they discover where they situate themselves.
 - Give students sticky notes to write down the different aspects of their own identity.

PROTOTYPE: Students create a physical representation of their ideas.

- Students put their sticky notes on the whiteboard where they create an interwoven web of their identities. Students draw lines to connect their own sticky notes. Students group the same identities together.

TEST & IMPROVE: Students evaluate their work and find ways to improve their understanding of identity and where they fit.

- After everyone has put up their sticky notes, students can visually see where they intersect and connect with other people or where they are different.

REFLECT & SHARE: Students reflect on what they have learned and share with the class about their identity and where they fit. (Students will use [norms of collaboration](#) with their peers.)

- At the end of the physical piece, discuss the critical guiding questions.

CRITICAL GUIDING QUESTIONS:

What is your identity?

What are your inherent biases of different people?

How do you think stereotypes are created?

Why is it important to understand intersectionalities?

After In-class activity:
How is your identity and your intersectionality positioned within your community within the classroom? How about within the larger community?

<ul style="list-style-type: none"> - Explore the types of oppression and discrimination that are related to one’s identity (e.g. What is oppression? What is discrimination? Who is treated unfairly around you? Why do you think people are treated differently?). <ul style="list-style-type: none"> - Discrimination: The unfair treatment of people and groups based on factors such as gender, race, culture, age, or religion. - Oppression: The unfair or cruel exercise of power to control people and groups. (There could be racism, sexism, ageism, ableism, classism, etc.) - Extension activity: Students take a privilege walk in the community. They identify where they are situated. This activity gives students a real sense of oppression, marginalization, and intersectionality. - Teacher Resource: <ul style="list-style-type: none"> - Ten Tips for Putting Intersectionality into Practice: This website gives ideas for how educators can take and put intersectionality into their own practice. - Use the questioning grid (Q-Chart) to create how and why questions to guide class discussions. <ul style="list-style-type: none"> - Teachers can use this chart to teach students how to generate questions to enhance their critical thinking. 	<p>What is oppression? What is discrimination?</p> <p>Who is treated unfairly around you? Why do you think people are treated differently?</p> <p>How are different groups of people oppressed and marginalized?</p> <p>Have you ever experienced problems or privileges? What are they?</p>
<p>ACTION-LEARNING EXPERIENCES:</p> <p>A) Provocation: Students gain a better understanding of the design process. In this provocation, they discover more about the empathize piece. Students have the chance to listen to Indigenous stories and talk about them. Students discuss how these stories help to create an identity.</p> <ul style="list-style-type: none"> - We all have stories to tell about our life experiences and they help us to shape our identity. Talk about the dangers of single narratives. - Indigenous storytelling shares about the ways of knowing and being. These stories are passed down from generation to generation. <ul style="list-style-type: none"> - Students listen to one of the following authentic Indigenous stories and use the list of Indigenous symbols to recreate the story. - Pair-Share - With a partner, students talk about the Indigenous stories and how the stories help to create an identity. - Use the list of Indigenous symbols, draw and create your own symbolic story. (Be aware that some critical conversations can come from this provocation). Students learn how to own their own identity. 	<p>CRITICAL GUIDING QUESTIONS:</p> <p>What are some stories that you remember about your life?</p> <p>How do these life experiences shape who you are?</p> <p>What are some stories that you have heard about people who are Indigenous, disabled, or from a different race or gender?</p> <p>How do these myths and inaccuracies about people affect our thinking?</p> <p>Why is it dangerous to hear only single narratives?</p>

<ul style="list-style-type: none"> - Pair-Share - Students will share their drawing with a partner after they are finished. <p>B) No Tech Maker Challenge</p> <ul style="list-style-type: none"> - Students explore and self-reflect to pay attention to aspects of their identity such as ethnicity, gender, age, abilities, class, religion, etc. - Students make a list of all the aspects of their identity. - Students use the provided materials to create physical artifacts to represent the different aspects of their identity. - Students cut out pictures and words that describe and represent who they are from magazines. - Students arrange the words, pictures, and artifacts on a large piece of poster paper to create a mixed media Who Am I poster. <p>C) EXTENSIONS (Enhanced Maker Challenges for those who need it. Workshops will be provided to students who want to learn how to use Canva, Genially, and Adobe Aero)</p> <ul style="list-style-type: none"> - After students make a paper poster, if they would like to enhance their learning, they could choose one of the following to complete: <ul style="list-style-type: none"> - Low Tech- Make a Who Am I poster using Canva or Genially. - High Tech- Make a Who Am I video presentation and incorporate AR using Adobe Aero. 	<p>What are the aspects of identity that make up who you are?</p> <p>Please make a list of all the aspects of your identity. Now make a poster using a combination of cut outs from magazines and physical artifacts you have created.</p> <p>Which apps from the list do you know how to use?</p> <p>Which app would you like to learn how to use?</p>
<p>CONSOLIDATION/CONCLUSION:</p> <p>Students sit in a circle for sharing and discussion time. (Students will use norms of collaboration with their peers.)</p> <ul style="list-style-type: none"> - Sharing Time: <ul style="list-style-type: none"> - Students do their final sharing of their Who Am I poster to the class. - Discussion Time: <ul style="list-style-type: none"> - Identify the different aspects of identity that students share with the class. - Review the types of oppression and discrimination that are related to one’s identity. - Talk about intersectionality. - Discuss the critical guiding questions. - Discuss how students can be more inclusive. Students explore allyship. <p>Students will complete the self-reflection Padlet.</p>	<p>CRITICAL GUIDING QUESTIONS:</p> <p>Name the different aspects of identity that have been shared in our poster presentations.</p> <p>How are we similar? How are we different?</p> <p>What is oppression? What is discrimination?</p> <p>Do you notice anyone being treated unfairly around you? Why do you think people are treated differently?</p>

If you are oppressed, what does it mean?
How will I push past this?

Do you notice people being marginalized?

How can we develop allyship? What does it mean to be an ally?

Where do you fit in? Are you an ally or marginalized?

What are ways we can be more inclusive?
How can we create an even, actionable process?

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

Diagnostic

- Examine students' ability to identify different aspects of their identity. Are there any problems that students have?

Assessment For (Formative):

Teacher assesses through:

- ongoing observations and check-ins with the students
 - Are students able to generate ideas and expand their thinking about who they are?
 - Are students able to expand their thinking about their class community?
 - Do students understand the types of oppression and discrimination that are related to one's identity?
 - Are they becoming more inclusive in their interactions with others?

Assessment As (Interim)

Teacher assesses students' work through:

- conferences
- strategic questioning
- Think-Pair-Share
- self reflection activity using Padlet
 - Students will use the Padlet to record their learning under the following headings:
 - What tools did I use?
 - Draw or upload a photo of your favorite moment.

- What did you find out?
- I wonder?
- Students are provided with options to use video, sound, or photos to allow for universal support for learning.

Assessment Of (Summative):

- The ongoing use of a single column rubric with feedback
- The artifacts produced in this lesson will be collected as evidence of student understanding and learning.

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 the aspects of their identity?
- Did the lesson help expand the students' awareness of their own identity?
- Did the students develop a better understanding of the people in their class community?
- 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](#).

Useful Background Reading Resources:

Barton, A., & Tan, A. (2018). A longitudinal study of equity-oriented STEM-Rich making among youth from historically marginalized communities. *American Educational Research Journal*. 55(4), 761-800. DOI: 10.3102/0002831218758668

Capel, T., Ploderer, B., Brereton, M., & O'Connor Solly, M. (2021). The Making of Women: Creating Trajectories for Women's Participation in Makerspaces. *Proceedings of the ACM on Human-Computer Interaction*, 5(CSCW1), 1-38.

Tatum, B. D. (2000). The complexity of identity: "Who am I?". *Readings for diversity and social justice*, 2, 5-8.

Waite, S.R. (2021). Disrupting dysconsciousness: Confronting anti-blackness in educational leadership preparation programs. *Journal of School Leadership*, 31(1/2), 66-84.

Websites:

Indigenous Stories/Storytelling:

<https://www.ourvoices.ca/index/ourvoices-browse-action/theme.Storytelling>

Intersectionality Self-Study Guide:

<https://students.wustl.edu/intersectionality-self-study-guide/>









Ten Tips for Putting Intersectionality into Practice:

<https://www.opportunityagenda.org/explore/resources-publications/ten-tips-putting-intersectionality-practice>

Provocation

Indigenous Symbols

We all have stories to tell about our life experiences and they help us to shape our identity. Indigenous storytelling shares about the ways of knowing and being. Using the list of indigenous symbols, create your symbolic story.

		
man	man (variation) - sometimes to indicate they are in the process of initiation	woman or man - defined by the narrative of the painting
		
woman and young girl or child	woman, child and coolamon	women with digging sticks
		
adult and child	child (variation)	

		
camp fire	campsite or waterhole	camp
		
travelling symbol - the circles being resting place / campsites	people sitting or women sitting or men sitting	women and children - often used together in the same painting depicting teaching
		
gathering	shelter	meeting place
		
women around campfire with digging stick / coolamon	entrance to goanna burrow	entrance to goanna burrow in spinifex country