



THE UNIVERSITY OF BRITISH COLUMBIA

Vancouver Campus

Master of Educational Technology

Primary/Junior/Intermediate/Senior Lesson Planning Template

Grade(s): 5	Duration: 2-3 lesson blocks	Lesson Topic/Title: Lesson 1 – Exploring
Subjects: Social Studies 5 and ADST 5	Identity Number of Students: 28	
Big Ideas: <ul style="list-style-type: none">- How might identity or a sense of belonging be impacted/influenced by land, community, and governance?- Immigration and multiculturalism continue to shape Canadian society and identity. [Social Studies 5]- Engaging in creative expression and experiences (Arts Ed)		
Curricular Competencies: <ul style="list-style-type: none">- Construct arguments/reasons about the significance of individuals/groups, places, events, and developments (significance) [SS 5]- Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)[SS 5]- Ideating: Generate potential ideas and choose an idea to pursue; Sharing: Demonstrate their product and describe their process [ADST 5]		
Content Objectives: By the end of the lesson, students will be able to identify a part of their identity, gain perspective on different identities that classmates have, and recognize the different cultures that their peers are from		

General Objectives	Specific Objectives
<p>Students will:</p> <ul style="list-style-type: none"> - Identify parts of what can make up an identity - Use an ideating model to create an artifact that represents parts of who they are - Share with the class their design process and describe the artifact's connection to their identity - Gain a greater perspective about others' identities and gain appreciation for each other's differences 	<p>Students will:</p> <ul style="list-style-type: none"> - Make connections between the read-aloud book and their own lives (text-to-self, text-to-text, text-to-world) - Discuss their connections to the book with their peers to build understanding - Brainstorm and identify different parts of their identity using an intersectionality puzzle graphic that identifies: Ability, Class, Race, Gender, Religion, Citizenship, Sexual Orientation - Consider and investigate which parts of their identity brainstorm they will use to create their artifact - Select low-tech materials that best fit their goals to build their identity artifact - Demonstrate a growth mindset during maker challenges - Communicate their design process by describing the steps taken to create their artifact and the materials chosen - Communicate the connection between their artifact and its representation of a part of their identity - Compare the similarities and differences between their own artifact with regards to the design process and with regards to how the artifact reflects identity - Record their reflection about the maker challenge and their changing perspective using a digital/physical (tablet, notebook) tool
<p>21st CENTURY COMPETENCIES: <i>Which COMPETENCIES will be addressed and how?</i> Critical thinking and Problem Solving/Creativity and Innovation/Collaboration/Communication/Global Citizenship/Metacognition and Reflection</p> <p>Creative Thinking</p> <ul style="list-style-type: none"> ● Build new ideas and combine them to create new things (identity artifact) within the constraints of the materials available ● Generate ideas for their artifact that have personal value/connection to their identity ● Persevering through any setbacks or changes that are needed while making <p>Critical Thinking – students will need to evaluate their ideas</p> <ul style="list-style-type: none"> ● Making connections to the text (Our Skin: A First Conversation About Race), intersectionality, and their own identity ● Analyzing their own ideas and selecting the one(s) that best suit their goal for making their artifact ● Identity how their artifact connects to their identity ● Comparing and evaluating their creation with their peers' creations to gain perspective on the making process and identity of others <p>Communication</p> <ul style="list-style-type: none"> ● Active listening to peers to recognize that there are different points of view ● Sharing information about a topic that is important to them and describing their process for making ● Representing thinking about identity through the creation of an artifact <p>Metacognition and Reflection</p>	

- Reflection in their digital/physical journal, students will have the opportunity to think back on their own and others' understanding of identity. This will include thinking about their own process for making in comparison to others in showing a growth mindset.

LEARNING GOAL(S) I can... I will....

I can make connections to the book read aloud and make connections between my identity and the book

I can make connections from the book read aloud to the intersectionality puzzle graphic

I can use the intersectionality puzzle graphic to identify parts of my identity

I can brainstorm different parts of my identity based on the intersectionality puzzle graphic

I can generate different ideas for making and choose which ideas to pursue

I can consider different materials/parts/technologies to create artifacts that represent parts of who I am

I can be cognizant of the materials I use and try to use the materials efficiently (promoting sustainability)

I can share my design process with my peers and describe how my artifacts connect to my identity

I can reflect on how my peers' artifacts are similar/different from mine in showing their design process and part of who they are I can describe reasons why it is significant to honour our differences

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

- Have familiarity with using the liberatory design framework
- Have learned and practiced reflecting on showing a growth mindset
- Have participated in previous maker challenges
- Have done the Question Formulation Technique in prior units using the Questioning Grid
- Have experience in making connections to stories using text-to-self/text/world

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 a variety of materials for making that will be present in the class. All students will have an opportunity to use the materials and will be provided with support if needed. Students will also have the opportunity to bring any materials from home that would assist in their making of an identity artifact

Diversity: By thinking about their own identity and considering the similarities and differences in the identities of their classmates, they will gain a greater perspective of the diversity within the class from an intersectionality framework. Students who would like to bring materials/items from home to help create their artifacts will also promote diversity in the classroom.

Inclusion: The materials are organized and labeled to reduce any intimidation or assumptions about how to use the materials. The students will have a choice in how they will reflect at the end of the lesson in their journal: writing in a notebook, using a voice recorder, typing via a digital device, or using illustration (visual notetaking) to record their reflections. Students will also have access to DeepL via digital devices to translate to increase accessibility for learners with varying language backgrounds.

Decolonization: The First Peoples Principle of Learning will be highlighted in the making challenge through a class discussion. Specifically:

- Learning requires exploration of one's identity: exploration of intersectionality and their own identities
- Learning is embedded in memory, history, and story: students must consider their own family history in exploring their own identity. Tying in identity with their own family history
- Learning involves patience and time: demonstrating a growth mindset in the making process

Anti-racism:

- The read-aloud book *Our Skin: A First Conversation About Race* addresses race and provokes thinking and a conversation about anti-racism
- In recognizing the different races of their peers and privilege, students can gain an appreciation that is rooted in an appreciation for the diversity in races.

Consider what materials you will use

- Digital devices
- Paper and notebooks
- Pencils, pencil crayons, markers, yarn, cardboard, magazines, scissors, glue, thread, tape, pastels, paint, plasticine, popsicles, wooden skewers and dowels, pipe cleaners, textiles, and a variety of loose parts (which include a variety of parts from nature)

How will you ensure all voices are included and heard?

- Students will all have the opportunity to participate in the activities and create their own artifacts. All students will be invited to share their artifacts and pre-loading can be done for any students that may be anxious about this. Giving templates and examples will help build confidence for all learners and continual one-on-one check-ins throughout the lesson to ensure all learners have an opportunity to be heard. Accommodations and modifications will be available for all students to use.

From what lens will the content be delivered?

- The content will be delivered from a constructivist and constructionism framework wherein an understanding of identity and perspective will be offered through scaffolding, social interaction, and the making process

How will you present and implement the content in a way that is culturally responsive and relevant?

- Students will be in charge of making their identity artifacts based on their own understanding of self and their culture. Rather than the teacher being the 'sage of the stage' who tells the students about their identities and who they are, the students' agency and understanding of self will be honoured and valued.

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

Materials:

- Providing a variety of materials will increase the accessibility of the activity by allowing students to use materials/tools that they are familiar with while also allowing them to challenge themselves with materials/tools that they are unfamiliar with. The invitation for students to bring their own materials/items from home to help build their identity artifacts also allows students wider access to the activity.

Delivery:

- Various examples of identity exemplars will be available to reduce any barriers to accessing the activity. Scaffolding throughout the lesson and providing graphic organizers in the brainstorming will allow greater opportunity for students to complete the activities. If students need more time or support, they will be invited to continue their work during other instructional time throughout the day. Students who may finish early will have the opportunity to continue adding to their artifact and have access to other classroom books displayed that are tied to identity and intersectionality (for example, Intersectionalities: We Make Room for All by Carolyn Choi and Chelsea Johnson). The content will be delivered through the use of words, visuals, and verbal instructions.

Outcome:

- The final product of their identity artifact allows learners to complete the exercise with a variety of tools without affecting their evaluation. Evaluation will be based on the connections made between their artifact and their identity. A variety of products will be used to assess this in conjunction: brainstorming of their identity, artifact made, sharing of artifact created and its connection to identity, the reflection journal, and their approach throughout the process of making (rather than just focusing on the product)

Accommodations:

Accommodations Checklist

<https://drive.google.com/file/d/1fKQvX2vxWcdULxjbekNiUK8yWzEOpioY/view?usp=sharing>

Inclusion Guide

<https://docs.google.com/document/d/1DwVhnu6oEmTcsSBY4dIUba7kmksNX386/edit?usp=sharing&oid=110274116019379306578&rtpof=true&sd=true>

- Opportunity to choose and use materials from a wide selection of multi-modal tools/materials
- Pre-made templates and graphic organizers will be made available
- Assistive technology will be available for communicating and recording ideas/thoughts
- Extra time available for anyone if needed
- Visuals/verbal/text instructions
- Flexible work areas (separate quieter space, bigger space, flexible seating)
- Spaces available for breaks or movement
- Concrete examples given
- Vocabulary sheets made available of key terms from the intersectionality puzzle image

MATERIALS:

- Digital devices
- Paper and notebooks

- Pencils, pencil crayons, markers, yarn, cardboard, magazines, scissors, glue, thread, tape, pastels, paint, plasticine, popsicles, wooden skewers and dowels, pipe cleaners, textiles, and a variety of loose parts (which include a variety of parts from nature)
- Resources needed: Our Skin: A First Conversation About Race by Megan Madison, Jessica Ralli, & Isabel Roxas, [Intersectionality Puzzle Graphic](#), QFT resources: [QFT in one slide](#), [QFT website for further info](#).
- [Questioning Grid](#)

INTRODUCTION/MINDS-ON

Hook:

Students view the video:
GLEE - Beautiful (Full Performance) + Speech HD
https://www.youtube.com/watch?v=N8sq_MA4uBQ

After watching, let students know that the video's theme is connected to their next unit of learning.

Students complete a think-pair-share of what the message in the video/song is about and a class discussion will follow using the guiding questions.

Afterwards, students will be introduced to the theme: Identity and Belonging

CRITICAL GUIDING QUESTIONS:

- What might be the message(s) of the video/song?
- How is the message from the video/song important?
- What are times when we might feel left out?
- Why is feeling like you belong important?
- Where are the places that you belong?

ACTION-LEARNING EXPERIENCES:

Question Formulation Technique:

- Students will be guided through the QFT process based on the question focus: Identity and Belonging
- As a class, the students will generate a list of questions connected to the question focus
 - Go through and post the rules of the QFT
 - Hand out the Questioning Grid for students to use in helping them formulate questions
 - As a class, students provide questions and they are recorded to make a class list of questions

Provocation:

Students are given a text-to-self/text/world graphic organizer.

Read aloud the book: Our Skin: A First Conversation About Race by Megan Madison, Jessica Ralli, & Isabel Roxas. While reading the book, use the critical guiding questions as prompts for class discussions

Students are given time to complete their connections to the text using the graphic organizer

CRITICAL GUIDING QUESTIONS:

- Questions from the book:
- What skin colours do you see in the book? What about in your family?
 - What do you love about your skin?
 - What do you call your unique skin colour? What groups do you belong to?
 - When was a time when you felt you did not belong?

<p>Present the intersectionality puzzle graphic and go through each of the words. Without any guiding context about what it is about, ask students: what do you think this image is showing? (Think-Pair-Share) Use critical guiding questions during class discussion.</p> <p>Co-construct a list of examples as a class of each of the parts presented in the intersectionality puzzle (Race -> black, Asian, white, Latinx, Religion; Religion -> Muslim, Christian, Atheist, Buddhist, etc..)</p> <p>Students create their own brainstorm/mindmap of their identity based on the different parts shown on the intersectionality image</p> <p>Let students know that the next day, they will be creating a product connected to their identity. If they would like to bring any materials/objects from home, they are invited to do so but this is not required. All materials/tools needed to complete the maker challenge will be available for them to use.</p> <p>Maker Challenge (no tech): Students are tasked with creating an identity artifact based on the identity brainstorm that they previously created.</p> <p>Show exemplars to the students, and invite them to posit what the exemplar's artifacts might be saying about the person who made it.</p> <p>Have the materials/tools available for making readily accessible. Let students know that they can choose to use any combination (or they can also stick to one) of materials/tools to create an artifact that connects to their identity. They should identify one element (though the option is available to choose more than one) from their brainstorm to create an artifact that represents a part of their identity.</p> <p>Let students know that they will be tasked with sharing how they decided to choose what they made, how they made it, and how it is connected to their identity.</p> <p>After all students have completed their artifact (this may be done over a couple of days to allow students who need the accommodation of more time), students will gather in a pedagogical learning circle and share their artifact, how it connects to their identity, and their design process. Afterwards, a class discussion will follow using the critical guiding questions.</p>	<p>How are we similar or different from each other?</p> <p>Questions for discussion about the identity image: Why are each of the parts organized like a puzzle? How might one of the parts connect to your identity? What parts of identity are missing from the image? How might the words intersection and personality help us understand intersectionality?</p> <p>Maker Challenge and Sharing:</p> <ul style="list-style-type: none"> - What part of your identity does your artifact represent? - How did you decide which materials to use? - Did your artifact end up looking the way you planned at first? - How did you overcome any challenges? - How is your artifact different from others? - Why might your artifact be different from your classmates? - What might this tell you about your classmates and their identity?
<p>CONSOLIDATION/CONCLUSION:</p> <p>Students complete an entry into their reflection journal (physical/digital) using the critical guiding questions</p> <p>Extensions (low-tech):</p>	<p>CRITICAL GUIDING QUESTIONS:</p> <p>Journal Questions:</p> <ul style="list-style-type: none"> - How is your artifact connected to your identity?

If students finish early or extend the lesson, the below resources could be used to challenge students to add to their identity brainstorm and create further artifacts. The artifacts could be made using low/high-tech options as well (songs, videos, poems, or stories that are made using an iPad/laptop via Plotagon, ShadowPuppet Edu, iMovie, PicCollage, Chatterpix, Tinkercad, 3-D printer, Makey Makey).

- Book: Intersectionalities: We Make Room for All by Carolyn Choi and Chelsea Johnson
- SHAD - Brother (Watching) [OFFICIAL VIDEO] - <https://www.youtube.com/watch?v=4Jhn3X8gGEA&t=110s>
- Book: What Makes Us Unique? by Jillian Roberts

- What might you change about your artifact if you could do it again or had more time?
- What were you surprised to learn about your classmates' identities and their perspectives? Why is this important?

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

- Diagnostic: The QFT-guided process for developing open and close-ended questions that are centered around a topic (ie. identity and belonging for the start of this unit). Through the process, students will be able to record questions they have about identity and belonging and it will be used as a diagnostic assessment to gauge what the students know and what they wonder and are interested in learning about. A class list of student-generated questions can then be used to help guide further learning experiences based on students' wonderings
- Observations throughout the class and peer discussions
- Brainstorm of identity based on intersectionality framework
- One-on-one student check-ins
- Story Connections Graphic Organizer (text-to-self/text/world)
- Sharing during the pedagogical learning circle
- Reflection journal entries at the end of the lesson

EVALUATION OF THE LESSON

Students can:

- Make connections between the read-aloud book and their own lives (text-to-self, text-to-text, text-to-world)
- Discuss their connections to the book with their peers to build understanding
- Brainstorm and identify different parts of their identity using an intersectionality puzzle graphic that identifies: Ability, Class, Race, Gender, Religion, Citizenship, Sexual Orientation
- Consider and investigate which parts of their identity brainstorm they will use to create their artifact
- Select low-tech materials that best fit their goals to build their identity artifact
- Demonstrate a growth mindset during maker challenges
- Communicate their design process by describing the steps taken to create their artifact and the materials chosen
- Communicate the connection between their artifact and its representation of a part of their identity
- Compare the similarities and differences between their own artifact with regards to the design process and with regards to how the artifact reflects identity
- Record their reflection about the maker challenge and their changing perspective using a digital/physical (tablet, notebook) tool (reflection journal)

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?