



THE UNIVERSITY OF BRITISH COLUMBIA

Vancouver Campus

Master of Educational Technology

Lesson Plan #5: Our Classroom Welcome Policy

(created by Jasmine Randhawa)

Grade: 5	Date(s): August 14th	Duration: 2 weeks	Lesson Topic/Title: Immigration Policy and Welcome Policy
Subjects: Social Studies		Number of Students: 25	
Big Ideas: <ul style="list-style-type: none">• Immigration and multiculturalism continue to shape Canadian society and identity.• Canada's policies and treatment of minority peoples have negative and positive legacies.			
Curricular Competencies: <ul style="list-style-type: none">• Make ethical judgements about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)• Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions			

Content Objectives	
General Objectives:	Specific Objectives:
<ul style="list-style-type: none"> ● Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions ● Develop a plan of action to address a selected problem or issue ● Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment) ● Gain a deeper understanding of how belonging and identity are rooted in land, governance, and community 	<p>By the end of this lesson, students will be able to:</p> <ul style="list-style-type: none"> ● identify key parts of Canada’s immigration policy through personal experiences shared by members of their family, their peers’ family, or members of the community. ● analyze whether Canada’s immigration policy is fair or not. ● recognize the challenges newcomers face when entering Canada and be able to provide reasonable solutions ● explain what makes a caring community and use that to design and create a welcome policy for the classroom. ● participate in a low-tech and/or high-tech activity to add to their classroom welcome policy. ● communicate and collaborate with other peers on this topic.
21st CENTURY COMPETENCIES:	
<p><i>Communication</i></p> <ul style="list-style-type: none"> - Students will communicate their understanding of what is immigration, what is part of Canada’s immigration policy, and challenges for newcomers to Canada. They will be given the opportunity to explore stories of family members who have immigrated to Canada and retell their experiences. <p><i>Collaboration</i></p> <ul style="list-style-type: none"> - Students will be collaborating with their peers to design and create a prototype or posters as part of the Welcome Policymaker challenge. <p><i>Thinking</i></p> <ul style="list-style-type: none"> - Students will need to use their problem-solving skills to think about addressing solutions to the challenges that new immigrants face when arrive in Canada. Students will need to think critically about Canada’s immigration policy and whether it is fair or not. By using that information, they will need to use their critical and creative thinking to add to the classroom welcome policy. they <p><i>Personal and Social (Social Awareness and Responsibility)</i></p> <ul style="list-style-type: none"> - Students will be sharing about their own families and valuing the diversity that comes from their peers’ families. 	
LEARNING GOAL(S): Student “I can” statements At the end of this lesson:	
<ul style="list-style-type: none"> - I can identify the key parts of Canada’s immigration policy. - I can analyze whether Canada’s immigration policy is fair or not. - I can recognize the challenges newcomers face through personalized stories of experiences. 	

- I can share my thoughts and understanding of a caring community.
- I can use the information I learned from this lesson to write a welcome policy for new students and adults in our classroom.
- I can design and create an element using a variety of materials to connect to the welcome policy.
- I can reflect on my accomplishments.

PRIOR KNOWLEDGE

Prior to this lesson, students would have learned about immigration, in specific, push and pull factors. They would have also gone over discriminatory government policies. For this lesson, provocations (such as the use of a KWL chart and a picture book) will be used to access any prior knowledge students may have on the topic of Immigration and Policies.

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

This unit was created with the EDIDA frameworks in mind. It is best to know a bit of information about your students' family background prior to teaching this lesson. The topic of diverse families will be coming up and this can be a sensitive topic to students and/or families that have a background of adoption or other complex family situations. Prior to the lesson, the teacher should have conversations with the family and ensure that students feel comfortable with the content that is going to be covered. Sending an overview of the unit to families could be a good start in case they provide any further information about their child that may be useful to know. Furthermore, a letter will be sent out to families and other members of the community to share their experience of immigrating to Canada in written form, an audio, or video recording. This will be an open invitation to families who feel comfortable sharing their experience and allow them to have the choice to share it in written form, audio, or video which will give an inclusive element to it. The lesson is framed in a way to allow students to work on their own, talk to someone about their ideas, and then be given the option of sharing it out loud. Allowing them to have the choice to share and volunteer, creates an inclusive and safe space, especially for those students who feel nervous talking in front of a class.

Materials in this lesson will range from no-tech (paper and pencil) to low-tech (green screen video recording) and high-tech (creating and making an item towards the classroom welcome policy). Thorough instructions will be provided and students can always have the choice of working with a peer. Green screen apps are accessible to all learners and are helpful as they primarily focus on a visual element in the background. Students can act out or orally share their ideas. They are encouraged but not required to say a welcoming message in a different language. This provides an inclusive space to ELLs and students who know a second language besides English. The high-tech activity will invite students to use a variety of materials and be given the choice of what they want to use. This can range from woodworking, robotics, coding, and digital posters. By providing a range of materials, students decide what they are comfortable with and can explore other materials.

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

Picture books will be used as a way to introduce the topic which includes visuals and simple terms. Content will be projected on the board which will also include text, visuals, and/or audio. A class iPad is available for ELL students who require any translation, especially with new vocabulary. This is also available to all students if they want to learn more about a word. Class dictionaries are also available for students who prefer a physical copy of a dictionary. Ipads can also be a tool to provide voice-to-text options or recording their audio for reflections. This adaptation is helpful for students who have any challenges with writing. Students will participate in small group discussions and think-pair-share to listen to ideas from their peers and not be expected to share every time. They will be given the opportunity to write down their own thoughts, and share their thoughts to a peer, or to the class (verbally or digitally using Padlet). The green screen videos can be completed while standing up or sitting down and students will work in groups so they are not speaking or acting the entire time. The green screen activity encourages students to welcome others in different languages, therefore all students who speak another language can communicate a welcoming message in a language they are comfortable in. If students aren't comfortable with recording a video, they can focus on using a QR code to add their voice. Again, students can speak in the language they are most comfortable in to add to their welcome policy poster.

Accommodations: (PLEASE REFER TO THE INCLUSION GUIDE)

- Accommodations are listed above in the differentiated instruction section.
- A few additional points would be to provide additional time or fewer workload to students with a learning designation or ELL students.
- Plan a work period during a block where your resource teacher will be coming in as additional support may be needed whether it is on the content or technological issues.

MATERIALS:

- KWL chart handout
- Pencil, felts
- Book/Video: All Are Welcome by Alexander Penfold and Suzanne Kaufman
- Projector
- Whiteboard
- Writing Journal
- Chart paper
- Green screen (green wall, green cloth)
- Green screen app (DoInk, Chromavid, Stop Motion studio)
- Canva (for digital posters) or iMovie for video option
- iPads (class set)
- Baskets of labeled materials for students to create during the maker challenge (wood, woodworking tools, power tools, fabric, construction paper, craft materials, 3-D printer, coding/robotics such as Spheros)

<p>INTRODUCTION/MINDS-ON</p> <p>Prior to this lesson (several weeks beforehand), you will need to send a notice home to families in your classroom and school community inviting them to share their immigration story. This is an open invitation to all and they can write it down, audio record it, or send a video.</p> <p>Students will be given a KWL (Know, Wonder, Learn) handout and will write down what they already know or wonder about Immigration in Canada. After, on the projector, share the personalized experiences of families in the community who have immigrated to Canada (this could be in video form, pictures of written experiences, or any audio). Have students revisit the KWL chart and if they have any new ideas or questions to add, ask them to write this in a different color.</p>	<p>CRITICAL GUIDING QUESTIONS:</p> <p>What do we already know about immigration?</p> <p>What do you still wonder about immigration?</p>
<p>ACTION-LEARNING EXPERIENCES:</p> <p>A) Immigration Policy, Experiences, and Challenges (estimated time: 1-2 blocks) KWL chart + Video/Audio</p> <ul style="list-style-type: none"> - As stated above, start with a KWL chart to assess students' prior knowledge and recall previous lessons. - <u>Provocation</u>: project on the whiteboard the experiences that families in your classroom and community shared about immigration. <ul style="list-style-type: none"> - Before sharing, remind students to be mindful and respectful of the stories that are being shared. - Make connections to the First Peoples Principles of Learning and the importance of oral storytelling + the value of it. - On the board, write down the following questions: <ul style="list-style-type: none"> - What information stands out to you? What do you notice? How do you think they felt? How do you feel hearing their story? - As they are watching, reading, or listening, they are asked to add to their KWL handout and use the prompts on the board as guiding questions. - Pause in between a few to give them time to write and reflect on the stories. <ul style="list-style-type: none"> - If needed, provide iPads to support students who would like to use voice-to-text or to translate. <p>Discussions</p> <ul style="list-style-type: none"> - Think-Pair-Share: depending on how many you are showing, stop halfway and do a think-pair-share. <ul style="list-style-type: none"> - They were given the time to think about it on their own and write it on their KWL handout. - Then, ask students to share a few points that stood out to them with the person next to them. 	<p>CRITICAL GUIDING QUESTIONS:</p> <p>Provocation (if there weren't many submissions): show this video of students sharing their Immigration story, Show the parts of the students talking about their family's story. https://www.youtube.com/watch?v=04VsndXbULw&t=89s</p> <p>How can we use personalized stories of experiences to develop a deeper understanding of immigration and the challenges that come with it?</p> <p>What are key themes or details that I notice from personalized stories?</p> <p>How can I use the guiding questions to dive deeper into my thinking of immigration policies and challenges based on what I hear, read, or see?</p>

<ul style="list-style-type: none"> - Walk around to record observations of students discussing and jot down notes of common themes you are noticing in their conversations. - Once they have shared with their partner, invite students if they would like to share what they have noticed so far with the class. - (Try to lead them towards the direction that some stories may be positive while others might include negative experiences). <p>- If there are key parts that aren't mentioned such as certain policies or challenges, provide the class with some information.</p> <p>Wrap-Up</p> <ul style="list-style-type: none"> - Through these discussions, ask the class if they think Canada's immigration policy is fair or not? Along with the question of what challenges do you think newcomers face when they move to Canada. <ul style="list-style-type: none"> - Have students do a writing reflection in their journals. They can use the information they added on their KWL chart. 	<p>Extension activity (optional): students can interview a family member or someone they know who has immigrated to Canada and use digital comics to display their experience similar to what was shown in the YouTube video.</p>
<p>B) Welcome Policy (estimated time: 1-2 blocks) Book + Padlet</p> <ul style="list-style-type: none"> - <u>Provocation</u>: read the book All Are Welcome by Alexandra Penfold and Suzanne Kaufman <ul style="list-style-type: none"> - A video link is included on the side in case you don't have access to the book or prefer projecting a visual read-aloud. - Discussion: What did you notice? What connections can we make (text-to-text, text-to-self, text-to-world)? Write down your thoughts. - Distribute class iPads and have students add to the Padlet with their answers. - Project the Padlet on the board and have students view the responses as they are coming in. Discuss with the class key points. <p>Small group activity</p> <ul style="list-style-type: none"> - Write each question on a separate piece of chart paper: <ul style="list-style-type: none"> - Who is in our community? What makes a caring community? How can we welcome all families? What does it look like or sound like to feel welcomed and cared for? - Put the class in small groups and assign them to one chart paper. Have them discuss the question and ask them to add their thoughts. - Give them 5 minutes on the first chart paper and then have them rotate to the next question. Have them read what was already written and give them some time to discuss and add more. - Continue doing this until all groups have read each question. - Come back as a class and discuss what you notice. 	<p>ADDITIONAL INFORMATION:</p> <p>All Are Welcome YouTube link: https://www.youtube.com/watch?v=m_wS3FOn4-Ow&t=28s</p> <p>Padlet for discussion: https://padlet.com/jrandhawa25/all-are-welcome-f680656bqowagwwj</p>

<ul style="list-style-type: none"> - After this activity, students will be introduced to the maker challenge. The maker challenge includes elements of no-tech, low-tech and high-tech. 	
<p>C) Maker Challenge (estimated time: 1 week)</p> <ul style="list-style-type: none"> - After students discuss information about a caring community and how to welcome others, discuss these ideas in more detail as a class. - Students will be designing and making ways to create a space that is welcoming to all. - Have students write down what they believe should be included in our classroom welcome policy. <ul style="list-style-type: none"> - Check in with each student and provide verbal feedback. - Maker Challenge options: (independent or in pairs) <ul style="list-style-type: none"> - Students will practice designing their ideas first and writing down what materials they need. - Design posters with felts, paint, or create a digital poster using Canva that includes parts of their welcome policy (<u>no-tech to low-tech</u>) - Include QR codes on their posters or post QR codes around the class of audio recordings or video recordings (it can be in a different language) (<u>low-tech</u>) - Use a green screen to create a welcoming policy video that includes positive words (can also be completed in a different language). Add subtitles/text to make it more inclusive. (<u>low-tech to high-tech</u>) - Design and make other elements with a variety of tools to add to the classroom or school: (<u>high-tech</u>) <ul style="list-style-type: none"> - Buddy bench (out of wood) or Friendship chair - Laser cutter to create welcome signs in a variety of languages - 3-D printer to print out positive messages - Use cardboard, paint, and other materials to create a box for advice and tips (to add anonymously) 	<p>CRITICAL GUIDING QUESTIONS:</p> <p>What does a welcome policy include? What does it sound like? What does it look like?</p> <p>How can I use the materials provided to make an item(s) for our classroom welcome policy?</p>
<p>CONSOLIDATION/CONCLUSION:</p> <p>At the end of this 1-2 week-long lesson, do a gallery walk of all the different elements created to go towards the classroom welcome policy.</p> <p>Suggestion: Invite other classes from the school to come in and explore! Ask other students for feedback.</p> <p>Reflection: have students reflect on what they created and what the rest of their peers created.</p>	<p>CRITICAL GUIDING QUESTIONS:</p> <p>Explain what you created and how it is connected to our classroom welcome policy. What challenges did you face during the making and how did you overcome them?</p> <p>What will I try to work on to continue creating a welcoming space for all?</p>

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

- Think-Pair-Share
- On-going observations during peer conversations and small group work.
- Open-ended questions, prompts
- Verbal feedback (student check-ins)
- Discussions on Padlet
- Journal reflections
- KWL chart
- Graffiti Wall
- Co-create a [checkbric](#) with the class after introducing the Maker Challenge (summative project)

EVALUATION OF THE LESSON

Students will be able to:

- identify key parts of Canada's immigration policy through personal experiences shared by members of their family, their peers' family, or members of the community.
- explain whether Canada's immigration policy is fair or not.
- recognize the challenges newcomers face when entering Canada and be able to provide reasonable solutions.
- explain what makes a caring community and use that to create a welcome policy for the classroom.
- participate in a low-tech and/or high-tech activity to add to their classroom welcome policy.
- communicate and collaborate with other peers on this topic.

REFLECTION:

Students will be self-reflecting during the lesson and will be asked to revisit their reflections and add a final reflection after their Maker Challenge.

Teacher reflections will occur during and after the lesson.

References

BC Ministry of Education. (2022). *BC's curriculum*. British Columbia BC's Curriculum. <https://curriculum.gov.bc.ca/>

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TVO Today Docs. (2011, June 1). *Coming to Canada: Immigration Stories*. [Video]

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