Primary/Junior/Intermediate/Senior Lesson Planning Template

Grade(s): 5	**Date(s):** July 14	**Duration:** Approx 3-4 (flexible)

Topic/Title: Immigration and Discrimination

Lesson 6: Who Am I Now? **Subjects:** ADST, Arts Ed, Eng LA, SS

Number of Students: 28

Big Ideas: *Belonging and Identity*

Technologies are tools that extend human capabilities (ADST)
Engaging in creative expression and experiences (Arts Ed)
Exploring stories and other texts helps unto understand ourselves and make connections to others and to the world (EngLA)
Texts can be understood from different perspectives (EngLA)
Immigration and multiculturalism continue to shape Canadian society and identity (SS)

Curricular Competencies:

Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (SS)
Explore connections to identity, places, culture, and belonging through creative expression (Arts Ed)
Reflect on creative processes as an individual and as a group, and make connections to other experiences (Arts Ed)
Applied Design: ideating – generate potential ideas and add to others' ideas (ADST)
Applied Design: making – construct the final product, incorporating planned changes (ADST)
Consider different purposes, audiences, and perspectives in exploring texts (Eng LA) Use personal experiences and knowledge to connect to the text and develop an understanding of self, community, and world (Eng LA)
Respond to text in personal and creative ways (Eng LA)
Identify how the story in First Peoples cultures connects people to the land (Eng LA)

Content Objectives
Use metacognitive processes and strategies of talking and thinking about learning to develop awareness of self (Eng LA)
Practice oral language processes and strategies of focusing on the speaker, expressing opinions, and taking turns (Eng LA)
Use image development strategies and processes that transform ideas and experiences into visual images (Arts Ed)
Explore processes, materials, technologies, tools, and techniques to support creative works (Arts Ed)
Use symbolism and metaphor to explore ideas and perspective (Arts Ed)

First Peoples' Principles of Learning:
- Learning requires exploration of one's identity
- Learning is embedded in memory, history, and story
- Learning involves patience and time
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, reciprocal relationships, and a sense of place)·

General Objectives:	Specific Objectives:
By the end of this lesson learners will be able to:	By the end of this lesson learners will be able to:
● Explore connections to identity, places, culture, and belonging through creative expression	● Use editing and revising strategies to add to, change, and/or take away something from their original creation
● Reflect on creative processes as an individual and as a group, and make connections to other experiences	● Reflect on their own iterative design and thinking processes
	● Identify their own ideas and the complexities surrounding "fitting" vs intersectionality and connectedness
● Experience how learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, reciprocal relationships, and a sense of place)	● Collaborated and communicated with planning and designing a co-created, learned-led art installation

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

BC's Core Competencies:
Critical thinking and problem will be addressed through reflecting on and evaluating their thinking, products, and actions, experimenting with different ways of doing things
Creative thinking and innovation will be addressed by getting new ideas of building on other people's ideas to create new things within the constraints of a provocation, challenge, and materials, making their ideas work or changing what they are doing to make it work
Collaboration will be encouraged through sharing materials and working together to co-create a communal
Communication will be fostered through group discussions, the pedagogical learning circle, the sharing of materials, and flexible seating options while working
Global Citizenship we will be considerate and inclusive of others, their ideas, and their values, we will be developing a positive outlook on ourselves, others, our community, and as shared guests within this place and on this land.
Metacognition and reflection we be developed through various thinking, talking, creating, reflecting, questioning, and self-evaluating opportunities

LEARNING GOAL(S) I can… I will….

Learners will be able to take a stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (SS)
Learners will be able to explore connections to identity, places, culture, and belonging through creative expression (Arts Ed)
Learners will be able to reflect on creative processes as an individual and as a group and make connections to other experiences (Arts Ed)
Learners will be able to generate potential ideas and add to others' ideas (ADST)
Learners will be able to construct the final product, incorporating planned changes (ADST)
Learners will be able to consider different purposes, audiences, and perspectives in exploring texts (EngLA)
Learners will be able to use personal experiences and knowledge to connect to the text and develop an understanding of self, community, and world (EngLA)
Learners will be able to respond to text in personal and creative ways (EngLA)

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

In lessons 1-5, learners will explore their own connections to identity, place, culture, and belonging through their own lens, with indigenous principles of learning, through their family, and through the anti-racism/anti-discrimination equity and diversity lens.
Learners will know how to generate potential ideas and know how to add to other's ideas
Learners will know how to respond to text in personal and creative ways

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?*
  - This lesson will include learner choice, with diverse options, all voices, cultures, values, and ways of knowing being honoured and acknowledged, the learning needs of those with and without individual education plans will be continually considered, ongoing formative assessments and check-ins,
- *Consider what materials you will use*
  - There will be open access to various materials including no-tech, low-tech, and high-tech options, making cultural materials inclusions whenever available or appropriate, having a materials "wish list" where the learners can request items for the teacher to purchase for the classroom, and inviting learners to bring in materials of their own choosing from home or the outdoor environment
- *How will you ensure all voices are included and heard?*
  - A pedagogical learning circle invites all voices to be heard
  - Individual check-ins with the learners
  - Diverse options for choice in expressing learning allow greater access to sharing ideas and asking questions
  - We have a learner-made question "box", an ongoing Padlet, and a Wonder Wall where learners are welcome to put their questions or thoughts to be heard and addressed
- *From what lens will the content be delivered?*
  - Content will be delivered from the teachers' lens, from each other's lenses, with integration of First People's Principles of learning, and with intention and thoughtful challenges
- *How will you present and implement the content in a way that is culturally responsive and relevant?*
  - Content will consider the wide range of cultures represented in the class and beyond. Learners will be provided with no tech materials found in a diverse range of cultures and will be invited to bring in no-tech materials from home or from their own cultures.

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

- All learners will have options and choices with how they approach learning and communicating their thinking/knowledge (write, create, talk, build, make, draw, etc.)

- A diverse array of materials will be provided including no-tech, low-tech, and high-tech, and learners are welcome to bring

- During the pedagogical learning circle, all learners have the option to say pass, private, or sacred with the understanding that they will practice speaking their ideas to the teacher and/or the teacher and a smaller group of children

- All facilitated teaching will be supported with visuals, audio, and word text

Accommodations: (Please refer to the INCLUSION GUIDE)

- We welcome flexible seating options in the design of our learning environment (tables, carpets, various types of chairs, outside space, etc., as well as in the communal "pod" area in the hallway, and all learners are always invited to work wherever they might be most successful

- We have access to multi-modal ways of communicating including continual access no-tech, low-tech, and high-tech options

- We have ready access to noise-softening headphones, learners are welcome to listen to music with individual headsets, and bring or use a no-sound fidget if needed

- All learners are always welcome to always to have a conversation about the learning task if there is another way they would like to approach, express, or document their learning

MATERIALS*:*
Making materials (no tech) fabric, felt, pipe cleaners, glue guns, buttons, wooden pieces, paper, cardboard, paper clips, yarn, foil, rubber bands, googly eyes, tape, scissors, paint, recycled plastics, sharpies, beads, straws, pool noodles, etc. As well as materials that learners might have brought in from home and want to use.
iPads (low tech) – PicCollage, TinkerCad or other choice
iPads (high tech) – Scratch, Scratch Jr, Dash and Dot, Spheros, Makey Makey, or another choice
Reflection Journals (no tech/low tech) – drawing book, writing book, device, whiteboard with a photo captured, open choice

INTRODUCTION/MINDS-ON	CRITICAL GUIDING QUESTIONS:
Opening Question Pedagogical learning and sharing circle: - Option to say their word, item, symbol, gesture - Option to say their word, item, symbol, or gesture with the choice to say a sentence to further explain	What might be one thing or one word to represent your learning about belonging, identity, immigration, discrimination, and/or welcoming others?

● Option to say pass if they need more time to think about their answer within the circle, with the option to speak towards the end of the circle share out ● Option to say private or sacred where the understanding is to share later within a smaller audience (i.e. a teacher or a teacher and smaller group of learners)	
ACTION-LEARNING EXPERIENCES: **A) EXPERIENCE 1 (Provocation/Challenge)** Through a series of provocations, the learners will be asked to change, add, and/or take away something from their original creation. This is symbolic of their learning throughout the unit and how it has now reshaped or influenced them, their perception, or their thinking. No tech: fabric, felt, pipe cleaners, glue guns, buttons, wooden pieces, paper, cardboard, paper clips, yarn, foil, rubber bands, googly eyes, tape, scissors, paint, recycled plastics, sharpies, beads, straws, pool noodles, etc., well as materials that learners might have brought in from home and want to use. Low tech – PicCollage, TinkerCad, or other choice High tech (high tech) – Scratch, Scratch Jr, Dash and Dot, Sphero, Makey Makey, or another choice **B) EXPERIENCE 2 (Provocation/Challenge)** Read Aloud: Where Oliver Fits (Atkinson, 2017) What might be some ways that you fit? What might be some ways that you have tried to change yourself in order to "fit"? How might you have encouraged others to "fit"? No tech: notebook or whiteboards - write or draw, write and draw (if a whiteboard, capture knowledge with a photo and upload it to the ePortfolio Low Tech: PicCollage or TinkerCad, Chatterpix, make something that represents all the layers of "fitting" High Tech: Make with Scratch, use an interactive tech that can be coded to talk such as Dash and Dot, Spheros, Makey Makey **C) EXPERIENCE 3 (Provocation/Challenge)** Replicate something from your creation or create something new that you are willing share to with and contribute to a communal art installation. The learners will come up with the final product through guided group discussion and	Based on your learning over the last few weeks about immigration, discrimination, welcoming others, and intersectionality, what might you change with your original creation? What might you add? What might you want to take away? What might be some ways that you fit? What might be some ways that you have tried to "fit" in with others? How might people be encouraged, influenced, and/or pressured by others to "fit" in? What might be some challenges with "fitting" in? What might be some benefits? How might "fitting" in be different than belonging? Making something new or replicating something you already made for your creation, how do you choose to represent yourself in a collective art piece? Using those, how might we be inspired to make a collaborative art piece?

conversation, so this will be a learner-guided and co-created installation, so Options for the installation might include no-tech creations, photos of no-tech or low-tech creations, and/or digital elements with the availability of old tech (such as phones).	
CONSOLIDATION/CONCLUSION: Learners will conduct the self-assessment using the Checkbric and be invited to share or expand on their reasoning. Exit slip: What is your biggest takeaway from this learning? (Write, draw, create) Pedagogical learning circle: What is your biggest takeaway from this learning? (Share a word, a sentence, a "sign", or a private)	**CRITICAL GUIDING QUESTIONS:** What might be your biggest takeaway from our learning about belonging, identity, immigration, discrimination, and/or welcoming others?

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

Maker Challenge Assessment (see below)
Sharing within the pedagogical learning circles
Ongoing check-ins and verbal feedback
Reflection entries
Exit slip questions and prompts
Self-assessment using the Checkbric
Teacher assessment using the Checkbric

EVALUATION OF THE LESSON:
What worked well?
What might I do differently next time?
Is there anything that needs to continue or that has inspired an additional learning direction?
What are the learners' next steps?

Were learners able to…?
- Use editing and revising strategies to add to, change, and/or take away something from their original creation

- Reflect on their own iterative design and thinking processes

- Identify their own ideas and the complexities surrounding "fitting" vs intersectionality and connectedness

- Collaborated and communicated with planning and designing a co-created, learned-led art installation

- Explore connections to identity, places, culture, and belonging through creative expression

- Reflect on creative processes as an individual and as a group, and make connections to other experiences

- Experience how learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, reciprocal relationships, and a sense of place)

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?

Maker Assessment

For this maker challenge, the learners will be given a self-assessment using self-reflection questions using the proficiency scale. They will be asked to name and notice to self-access on making "as" learning:

1. Having used editing and revising strategies to add to, change, and/or take away from your original identity creation to represent your change, added to, or re-shaped perception about identity and belonging, how do you feel that you did with communicating this?
2. What might be the evidence of this creation?
3. Where might youri learning about identity and belonging currently live within the proficiency scale (see below)?
4. How might you justify why you have given yourself this proficiency level?
5. What are your next steps in learning about identity and belonging?

LEARNER PROFICIENCY SCALE

EMERGING	DEVELOPING	PROFICIENT	EXTENDING
- Demonstrates an initial understanding of the concepts and competencies relevant to expected learning.	- Demonstrates a partial understanding of the concepts and competencies relevant to expected learning.	- Demonstrates a complete understanding of the concepts and competencies relevant to expected learning.	- Demonstrates a sophisticated understanding of the concepts and competencies relevant to expected learning.
- Works with ongoing support.	- Works with some support.	- Works independently.	- Works independently and can support the learning of others.
"I am just getting started. I learn best with support."	*"I understand some of the learning. I am beginning to show my thinking on my own."*	*"I understand, and I can show my thinking."*	*"I understand, and I show more layers of my thinking on my own. I can teach it to a friend."*