



THE UNIVERSITY OF BRITISH COLUMBIA

Vancouver Campus

Master of Educational Technology

Primary/Junior/Intermediate/Senior Lesson Planning Template

Grade(s): 4-6	Duration: 1 week	Lesson Topic/Title: First People's Principles of Learning & Oral Storytelling
Subjects: ELA, ADST		
Big Ideas: Learning is embedded in stories, the importance of storytelling in Indigenous culture, exploring stories helps us understand ourselves and make connections to the world		
Curricular Competencies: Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples texts Identify how the story in First Peoples cultures connects people to land Exchange ideas and perspectives to build a shared understanding Use oral storytelling processes Choose appropriate technologies to use for specific tasks Use familiar tools and technologies to extend their capabilities when completing a task		

Content Objectives	
General Objectives:	Specific Objectives:
<p>Cultures use storytelling to make meaning Texts can be understood from different perspectives Exploring stories helps us make connections to others and the world</p>	<p>Synthesize ideas from a variety of sources to build understanding Explain the role of language in personal, social, and cultural identity Respond to text in personal and creative ways Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples texts</p> <p>Identify how story in First Peoples cultures connects people to land</p> <p>Exchange ideas and perspectives to build shared understanding Use oral storytelling processes</p>
<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>Communication: Students will utilize effective communication strategies by actively listening to others and responding to discussion prompts. Students will make appropriate decisions about how to express their ideas. Creativity and Innovation: Students will make creative and thoughtful decisions about how to use various mediums to create meaning. Collaboration: Students will work with peers to co-create knowledge and develop and share ideas Problem Solving: Students will have to work with their affordances and constraints of the medium of their choosing in order to articulate their ideas and portray a narrative</p>	
<p>LEARNING GOAL(S) I can... I will....</p> <p>I can appreciate and respect the diverse perspectives and storytelling traditions of Indigenous peoples I can demonstrate an understanding of a story and select an appropriate medium to complete my re-tell I can reflect on my own learning and growth</p>	

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

Students will have an understanding of what a story is and some examples of different types of stories
Students will be able to articulate a story from their life
Students will have an understanding of various animals and associated characteristics

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

Considerations:

Students will appreciate and explore diverse perspectives and worldviews
Students will be given a voice to share their product in a variety of formats in a safe and supportive environment with open discussions.
Students will be given options for discussions in small, medium, and larger group settings
Students will be given choice and freedom of materials and projects to suit their learning needs
Students cultures and identities will be honored and respected, students will be given opportunities to explore their personal cultural backgrounds
A variety of modalities will be used such as audio, visual, and text to convey lesson content
Discussions will be scaffolded by the teacher to support student engagement and sharing

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

Students will be given a choice for their material use (different stories in various multimodal formats), and a choice in how they want to represent their learning/ product creation. Students will be able to utilize no tech/low tech/high tech options and can choose how they wish to present their final product.
The lesson will be communicated in a variety of mediums, using both video imagery, text, and visuals/picture book.
Students who require extra support can utilize the hard copy of the story to help support them in recalling and representing the information.
The final product will be assessed on a single-point rubric.

Accommodations: (PLEASE REFER TO THE INCLUSION GUIDE)

Multiple entry points for students

<p>Variety of choice for assignments Multiple modalities- students can use visual, audio, or written means to communicate their understanding Use of small groups and preferred groupings to support students in discussing and sharing their learning Sticky note- students can write or draw their ideas, utilize a peer to help with writing, task is anonymous</p>	
<p>MATERIALS: Playdough, sticky notes, talking stick, various materials for diorama- boxes, plasticine, pipe cleaners, paper, glue, scissors, felt, iPads/iPhones/ Chromebooks, Sometimes I feel like a fox book</p>	
<p>INTRODUCTION/MINDS-ON</p> <ul style="list-style-type: none"> - Land Acknowledgement and Discussion: Why do we do land acknowledgment? What does it mean? Discuss the stories that exist on this land, past present, and future. 	<p>CRITICAL GUIDING QUESTIONS:</p> <p>Why is storytelling important in Indigenous culture?</p>
<p>ACTION-LEARNING EXPERIENCES:</p> <p>A) EXPERIENCE 1 (Provocation/Challenge) What stories did your parents tell you as a child? Why are stories important/ what is the purpose of stories?</p> <ul style="list-style-type: none"> - Students to write or draw their ideas on sticky notes and compare/discuss ideas in small groups and share with the class - Teacher to facilitate class discussion and sharing to support where necessary - Homework assignment (community connection) guardian questioning about a story in their family. Teacher to write down instructions for students and families with QR code link to audio recording of instructions <p>B) EXPERIENCE 2 (Provocation/Challenge) Read the book “Sometimes I Feel Like a fox” by Danielle Daniel. Discuss the symbolism of different animals in Indigenous cultures and the meaning of totem poles. Have each student decide which animal they feel resonates with them, and model it out of playdough or loose parts. Share with group members about why their animal was selected. Have students complete a gallery walk to view each other's animal creations.</p>	<p>CRITICAL GUIDING QUESTIONS:</p> <ul style="list-style-type: none"> - How can we use storytelling and story elements to share our identity? - How can we use storytelling to make meaning?

<p>C) EXPERIENCE 3 (Provocation/Challenge)</p> <p>Watch the YouTube videos from Nwe Jinan, or choose an Indigenous legend such as Rainbow Crow</p> <p>Students to discuss themes and connections to the land. Students can draw, doodle, or write about things they noticed in the story, as well as how the story made them feel. The teacher to lead the discussion and share about noticings and wonders.</p> <p>Students will then create a representation of the story (including some form of re-telling)</p> <p>Option A: Build a diorama/model Option B: Use an audio recording device to record a re-telling Option C: Use Book Creator to record a re-telling</p>	
<p>CONSOLIDATION/CONCLUSION:</p> <p>Sharing Circle: Students gather in a circle to share the final products.</p>	<p>CRITICAL GUIDING QUESTIONS:</p> <p>Why is it important to show respect and listen to others? How can I be a good listener? What themes are present in the stories we heard today?</p>
<p>ASSESSMENT (STRATEGIES, TOOLS) - DIAGNOSTIC, FORMATIVE, SUMMATIVE</p> <p>Diagnostic: Class discussion about Land acknowledgment and the importance of Indigenous stories.</p> <p>Formative: Discussion and sticky note activity on what a story is, why stories are important</p> <p>Summative: Product creation and sharing</p>	

EVALUATION OF THE LESSON

The final product will be evaluated on a single-point rubric. Students will self-reflect on their learning by completing the rubric also and identifying areas of strength and improvement.

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?

“Sometimes I feel Like A...” Maker Assessment Checkbrick

Criteria	1	2	3	4
Material Use Materials are used creatively and skillfully. Design demonstrates excellent craftsmanship				
Design Choices Design is aesthetically pleasing and a purposeful choices were made				
Identity The design is unique to the individual and reflects their identity, values, or characteristics				
Key Ideas Student is able to articulate key learnings from the task about the importance of totem animals and/or their meaning				