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**Lesson Plan Template (Revised 2020)**

**Elementary Years**

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| **Name:** | **Sydney Borden** |

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| **Grade** | 2/3 | **Topic** | Careers |  |
| **Date** | March 4, 2021 | **Allotted Time** | 30 min. |  |
| **STAGE 1: Desired Results**  **Cite sources used to develop this plan:** | | | |
| <https://curriculum.gov.bc.ca/>  <http://www.fnesc.ca/wp/wp-content/uploads/2015/09/PUB-LFP-POSTER-Principles-of-Learning-First-Peoples-poster-11x17.pdf>  https://www.cbc.ca/news/indigenous/video-series-turns-powwow-into-fitness-1.3691081 | | | |

**Rationale**: *How is this lesson relevant at this time with these students? Why is it important?*

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| Students have been learning about the 7 Sacred Teachings from our school’s Aboriginal Resource Teacher, Mrs. Baglee. Following Mrs. Baglee’s most recent teaching on Love and the Eagle, I will facilitate this extension lesson to teach students about the significance that eagles hold in some First Nations cultures. It is important that students learn about various First Nations peoples and their cultures in Canada, and grow their understanding of cultural diversity as a whole. |

**Core Competencies:** <https://curriculum.gov.bc.ca/competencies> (refer to “profiles” for some ideas)

*Which sub-core competencies will be the focus of this lesson? Briefly describe how and why:*

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| **Communication**   * Communicating * Collaborating | **Thinking**   * Creative Thinking * Critical & Reflective Thinking | **Personal and Social**   * Personal Awareness & Responsibility * Positive Personal & Cultural Identity * Social Awareness & Responsibility |
|  |  | I can build and sustain relationships and share my feelings. I contribute to group activities that make my classroom, school, community, or natural world a better place. I can demonstrate respectful and inclusive behaviour.  *Students will be learning about the significance of the eagle in some First Nations cultures, and therefore expanding their understanding of such culture. Students will be asked to participate in class discussions about the learning and engage in an experiential learning activity. The social awareness and responsibility competency will be centered in this lesson as students develop a greater knowledge of First Nations peoples, history, and culture and work to establish a culturally inclusive mindset.* |

**First Peoples Principles of Learning (FPPL):**

*How will Indigenous perspectives, knowledge & ways of knowing be acknowledged, honoured or integrated into this learning experience?* (Jo Chrona’s Blog: <https://firstpeoplesprinciplesoflearning.wordpress.com/>)

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| **FPPL to be included in this lesson:** | **How will the FPPL be embedded in lesson:** |
| Learning is holistic, reflexive, reflective, experiential,  and relational (focused on connectedness, on  reciprocal relationships, and a sense of place). | Students will be asked to reflect on their learning with Mrs. Baglee and the 7 Sacred Teachings and apply this in this extension lesson. This lesson will give students the opportunity to experience a form of First Nations culture in way of dance. Students will also create a connection with place as we learn about the powwow grounds in Kamloops. |

**Curriculum Connections:** <https://curriculum.gov.bc.ca/> (Curriculum)

*What Big Ideas (Understand), Curricular Competencies (Do), Content (Know) does this lesson develop?*

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| ***Understand***  Big Idea(s):  Strong communities are the result of being connected to family and community and working together toward common goals.  *Essential or Guiding Question(s):*  In what ways is the eagle significant/important to First Nations culture?  How can we experience and learn about aspects of First Nations culture?  What is important about powwows and traditional dances? |
| ***Do***  Curricular Competencies (Learning Standards):   * Identify and appreciate their personal attributes, skills, interests, and accomplishments * Recognize the importance of positive relationships in their lives * Share ideas, information, personal feelings, and knowledge with others |
| ***Know***  Content (Learning Standards):   * cultural and social awareness |

**STAGE 2: Assessment Plan**

FORMATIVE ASSESSMENT: (Assessment as Learning; Assessment for Learning)

Students will need to participate in the learning – actively listening to the informational video about the significance of the eagle in First Nations culture, participate in discussion and learning about traditional dances and powwows, participating in the experiential learning of how to do the Crow Hop, and creating their eagle feather.

SUMMATIVE ASSESSMENT: (Assessment of Learning)

N/A

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| **The Learning Intention:**  *What will students learn in this lesson? (i.e. Learning Standards)* | * Students will learn the significance of the eagle, traditional dances, and powwows in First Nations culture * Students will engage in learning of how to do parts of the Crow Hop – immerse themselves in learning experience of First Nations culture * I can give reasons why the eagle feather is significant in First Nations culture * I can make a connection to love and the eagle feather |
| **Evidence of Learning:**  *How will students demonstrate their learning? What does it look like?* | * Students could show learning by voicing their thoughts/opinions/questions in discussions * Make connections with this lesson and their learning with Mrs. Baglee in the 7 Sacred Teachings * Work to complete their eagle feather |
| Criteria: *What do students need to do to meet or achieve the learning intention?* | * Participate in class discussions (ask questions, make connections) * Participate in the learning of the Crow Hop * Write 3 things that they love on their eagle feather |

**Planning for Diversity:**

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| **Learning Target:** *In what ways does the lesson meet the needs of diverse learners?*  *How will you plan for students who have learning/behaviour difficulties or require enrichment?* | | |
| Students need to/must do  Listen to video explanation of the significance of eagles in First Nations culture  Watch the Crow Hop video, try to do some moves  Access/All | Students can do  Listen explanatory video, participate in discussions on content  Watch the Crow Hop tutorial video, dance along as best as they can (must be watching the screen in order to know the pattern of steps)  Most | Students could do/try to  Listen to video explanation, participate in discussions on content, making connections, asking questions (showing deeper engagement)  Watch Crow Hop tutorial video, dance along, able to recognize the pattern of steps and begin to do dance by looking at the screen a bit less  Few/Challenge |

**STAGE 3: Learning Plan**

**Resources, Material and Preparation:** *What resources, materials and preparation are required?*

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| -Projector  Videos:  Crow Hop -- <https://www.youtube.com/watch?v=BOTUP9CoXBQ>  Meaning of the Eagle Feather -- <https://www.youtube.com/watch?v=EDqcPWlez6A>  How to Pow Wow -- <https://www.cbc.ca/kidscbc2/the-feed/do-you-know-what-a-powwow-is>  Print out of eagle feather |

**Organizational/Management Strategies:** *(anything special to consider?)*

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| -Have any online content set up ahead of time (saves time/easier transitioning)  -Have students spread out a bit before beginning the dance |

**Lesson Development:**

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| **Connect:**  *How will you introduce this lesson in a manner that engages students and activates their thinking? Activate or build background knowledge, capture interest, share learning intention.* | | Pacing |
| **Teacher will**  -Ask students if they can remember what they learned about last week with Mrs. Baglee  -Explain that we will be doing some more learning about the eagle in First Nations culture | **Students will**  -Reflect on their previous learning with Mrs. Baglee about Love and the Eagle  -Understand that we will be continuing to learn about the significance of eagles in First Nations culture | 5 min. |

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| **Process:**  *What steps and activities are you going to use to help students interact with new ideas, build understanding, acquire and practice knowledge, skills* *and/or attitudes? In what ways have you built in guided practice?* | | Pacing |
| **Teacher will**  -First ask students if they have any thoughts/ideas about why the eagle is such an important animal/symbol in some First Nations cultures  -Explain that I am learning about the significance of eagles with them, so we are going to watch a woman from the Anishnaabek nation of Curve Lake First Nation talk about how and why the eagle is an important part of First Nations culture  -Watch the video (YouTube)  -Open up discussion about learning (Does anyone have any connections? Any remaining questions or new wonderings? Will you look at eagles differently now? Etc.)  -Transition into the importance of dance in First Nations/Indigenous cultures – there are even traditional dances, meaning these dances are part of a cultures history and were made to represent beliefs and ways of life  -Ask students if they know where these types of traditional dances happen sometimes? Especially as a larger celebration or ceremony  -Explain that powwows are an event and gathering of peoples to come together and partake and experience Indigenous culture  -Show students CBC Kids video “How to Pow Wow”  -Explain how in our city we have the Tk’emlups te Secwepemc Powwow Grounds where these take place  -Ask students if they have connections to this  -Show students video clip of the men’s traditional dance at a powwow – explain how there are competitive and traditional powwows (competitive: dance to win prizes)  -Explain that now we will be taking some time to learn more about First Nations dances by learning the Crow Hop  -Explain that we will be watching and learning how to do this from a group from the Coeur d'Alene tribe from Idaho (a state in the United States) (can show on map where Idaho is: <http://ontheworldmap.com/usa/state/idaho/idaho-location-on-the-us-map.jpg> )  -Explain why this series was created: high rates of obesity and diabetes in Indigenous communities in Idaho, so this was created to help Indigenous peoples, support physical activity, and acts as a great way to invite others to learn about an aspect of Indigenous culture  -Include that the background music is done by Bear Creek, an Ojibwe drum group based out of Ontario  -Make note that in the video you’ll see the dances in regular clothing and then at times in their regalia – ask students if they remember what regalia is  -Ask students to spread out so they have enough room to move  -Play the Crow Hop YouTube video  -Dance along with students | **Students will**  -Share their thoughts/ideas about why they might think the eagle is an important animal in First Nations cultures  -Understand that as a class we will be learning about the significance of the eagle – even the teacher will be learning with them  -Watch the YouTube video explaining the significance of the eagle  -Participate in discussion about what they just watched – Connections they have, questions, wonderings  -Learn about the cultural tradition of dance in First Nations/Indigenous cultures  -Learn what a powwow is and traditional dances  -Watch CBC Kids video “How to Pow Wow”  -Follow prompts – share thoughts of where they think/know traditional First Nation dances happen  -Learn that powwows are gatherings of many peoples that act as a celebration or ceremony  -Learn that here we have the Tk’emlups te Secwepemc Powwow Grounds  -Share their connections if have any to this  -Learn about the Pow Wow Sweat group from the Coeur d’Alene tribe from Idaho and the series of dance videos they created and why  -Understand that now we will be getting up, moving our bodies, and learning some of the Crow Hop  -Spread out in classroom so have enough room to move  -Watch the Crow Hop video, follow along as best as they can | 20 min. |

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| **Transform:**  *How will students apply or practice their learning? Can they show or represent their learning in personalized ways? What are the choices for student task?* | | Pacing |
| **Teacher will**  -Invite students to engage in class discussions about learning – use prompting questions (Why do you think the eagle is important in First Nations cultures? What do you know about the connections First Nations peoples have with their environment? Why are cultural gatherings important? Etc.)  -Give students chance to engage with experiential learning – learn about a part of First Nations culture through dance – hopefully fostering connection and appreciation  -Give challenge to students to tell Mrs. Baglee something they learned today when they see her in the school | **Students will**  -Engage in class discussions about the learning – their connections, questions, wonderings, thoughts  -Participate in experiential learning of a traditional dance  -Think about their learning and tell Mrs. Baglee a connection to this (in their own way) next time they see her in the halls | Throughout |

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| **Closure:**  *How will you solidify the learning that has taken place and deepen the learning process?*  *Refer back to the learning intention, connect to next learning.* | | Pacing |
| **Teacher will**  -Explain to students that we will complete a little art activity – they will need to write 3 different examples of something/someone that they love inside their feather (can colour it when finished writing)  -Ask students to think about our learning on the eagle, traditional dances, and powwows – circle back to how we can see all these things as encompassing love and importance in First Nations culture | **Students will**  -Write 3 examples of something/someone that they love inside the eagle feather and colour it when they are done | 5 min. |

**Reflection** *What was successful in this lesson? If taught again, what would you change to make this lesson even more successful and inclusive for diverse and exceptional students?*

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Lesson Planning Guide (adapted from Thompson Rivers University)

*The lesson plan template is designed as a guide for students to use when planning lessons. The plan may be adapted to specific subject areas and modified as students gain experience or to suit their presentation style. The template is a basic outline that can be used directly as printed or expanded from the electronic version. It is important that the lesson plan be sufficiently clear and detailed so that another teacher could use the plan to teach the lesson.*

***Rationale****: Why are you teaching this particular lesson at this time? One consideration is the context for the lesson (e.g. this introductory lesson determines what students know and want to know about the topic, this lesson relates to previous and future learning by . . .) Another consideration is student motivation (e.g. what are some reasons the learner might care about the content/concepts/ skills for future learning, careers, or interests?).*

***Curricular Connections:***

The curriculum asks you to plan what the students will DO, what they will KNOW, and then what they will UNDERSTAND. ***Big ideas*** *capture the “big picture” or general area of learning (e.g. interdependence of living things with the environment, stories are a source of creativity and joy) and will be what students come to UNDERSTAND.* ***Curricular competencies*** *are what students will DO in their learning activities (e.g. using comprehension strategies, sorting and classifying data, making ethical judgments) that are related to each discipline. The* ***learning standards for content or concepts*** *are a more specific consideration of what students will come to KNOW. Many of the standards are written in broad, general terms to allow flexibility. You can, using the intention of the standard, make it clearer and more specific (e.g. learners will be able to describe the main idea in a paragraph or story, learners will be able to classify leaves based on properties they identify). The lesson should make a connection to both types of learning standards – curricular competencies as well as content. A reminder that the direction of new curriculum has identified core competencies of thinking, communication, and personal / social development as a foundation for all curricula.*

***Learning Intentions:*** *How can you make clear and share with your learners what they are going to learn or have learned or accomplished? Statements like: “I can add two fractions” help frame their learning in positive student language.*

***Prerequisite Concepts and Skills:***  *What concepts and skills are needed for students to be successful? This communication helps connect lessons together in a logical sequence by building/scaffolding new knowledge onto previous learning. For example, if students are going to be engaged in debate did you build or scaffold group work strategies, communication skills, expected etiquette, criteria beforehand?*

***Materials and Resources /References*** *List all materials and resources that you and the students will need. What things do you need to do before the lesson begins? (e.g. prepare a word chart.) What things do the students need to do? (e.g.read a chapter in the novel.) Have you honoured the sources of ideas or resources? Disorganized materials can ruin a great lesson.*

***Differentiated Instruction (DI): (accommodations):*** *How will you accommodate for diverse learners in your class? How will you allow for some variety in expression of learning? How can you modify the learning activities for success? How can you provide engaging extra challenges for those that are ready? How might you alter the learning environment if needed? Have you considered Aboriginal and cultural influences? IEP’s?*

***Assessment and Evaluation:*** *Did the students learn what you taught them? What tools might you use for assessment (e.g. check list, rubric, anecdotal record). How will you provide formative feedback to students about their learning? The results of the assessment should be directly connected to what your students were able to write say or do related to the learning intentions and or curriculum. Strive for accuracy and build assessment into teaching and learning and not as an “add on” at the end.*

***Organizational/Management Strategies:*** *Have you thought-out organizational management strategies to facilitate a proactive positive classroom environment? Some examples are: organizing for movement, distributing and collecting materials, grouping strategies, blended grade classroom logistics.*

***Aboriginal Connections / First Peoples Principles of Learning:***  *Are there any connections to Aboriginal or other cultural knowledge, worldviews, or principles of learning?*

###### Lesson Activities/Structure:

***Connect****: How will you get students interested/motivated/ hooked into learning? How will you connect this lesson to past and future lessons? How can you share the learning intentions in student friendly language? How will you provide a lesson overview?*

***Process****: What sequence of activities will the student’s experience? What will you do? What will they do? Estimate how much time will each activity take (pacing)? What are grouping/materials strategies? There are many ways to describe the body (step by step, two columns dividing student and teacher activities, visual flow chart of activities and connections, others?)*

***Transform****: How will students apply and personalize the learning? What will they do or create to show you that they have learned?*

***Closure:*** *How will the lesson end? (e.g. connecting back to learning intentions, summarizing learning, sharing of accomplishments, connecting to next lessons). Google “40 ways to close a lesson.”*

***Reflections****: Complete the reflections section as soon as possible after teaching the lesson. What went well? What revisions would you make to the lesson? Anything else***?**