# Bachelor of Education (Elementary) &

# Bachelor of Education (Secondary) STEM

# Lesson Plan

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| **Lesson Title:** | Knowledge Sharing Protocols and Embracing Our Mistakes | **Lesson #** | 1 | **Date:** | October 6th, 2022 |
| Name: | Muyang Sun | Subject: | English Language Arts | Grade(s): | 5/6 |

Rationale:

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| This lesson is important because it offers an opportunity for students to learn the importance of following knowledge sharing protocols through listening to a Secwepemc story. The sharing circle activity allows students to realize that they should learn to embrace their own mistakes because they can learn important life lessons from their mistakes. By learning this lesson, students can understand that some knowledge are sacred and can only be shared with the holders’ permissions. More importantly, students are exposed to Indigenous story, cultures, worldviews, ways of knowing and learning in this lesson so that they can make more connections with Indigenous people and their point of view. |

Core Competencies:

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| Communication | Thinking | Personal & Social |
| * Communicating * The sharing and discussion parts in the lesson allows students to frequently communicate with the teacher and their peers by presenting their prior knowledge and new understandings that they gain from the lesson * Sharing and discussion activities are incorporated in this lesson to enhance students’ communication skills and make them realize the amount of knowledge that they can learn in this learning community * Collaborating * Sharing and discussion within groups involve students working together to express each person’s ideas, support group interactions and help the group form a holistic understanding about the topic being discussed | * Critical thinking * Critical thinking is used when answering the three questions posed by the teacher and write their reflective exit slips. Students need to think critically to come up with ideas * Creative thinking * Students come up with creative ideas to participate in the discussion and use creativity to write or draw for the brainstorming activity | * Personal awareness and responsibility * During the sharing circle activity, each student is responsible for sharing his or her own ideas but keeping quiet and listening respectfully to the speaker when it is not their own turn to talk. This ensures the collective well-being * Positive personal and cultural identity * For the brainstorming activity, personal choices can be made because students can decide whether they want to write or draw for that. This can show students’ different strengths and various abilities too * Social awareness and responsibility * Students build relationships with each other in discussions, contribute to the discussions with different ideas, come up answers to the questions that require critical thinking skills together and value the diversity in this learning community after learning more about each other |

Big Ideas (Understand)

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| English Language Arts (Grades 5/6):   * Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. * In this lesson, students have the opportunity to think critically when they hear the Secwepemc story, “Coyote Learns a Lesson” and summarize the possible lessons that they can learn from it. This ensures that students can become responsible citizens in a real-life situation.   English Language Arts (Grade 6):   * Exploring and sharing multiple perspectives extends our thinking. * Students are able to participate in sharing and discussion activities in this lesson. They can acquire various information about the topic from their peers and extend their own thinking. |

Learning Standards

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| (**DO)** | (**KNOW)** |
| Learning Standards - Curricular Competencies | Learning Standards - Content |
| English Language Arts (Grade 5):   * Comprehend and connect (reading, listening, viewing) * Access information and ideas from a variety of sources and from prior knowledge to build understanding * Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of text * Use personal experience and knowledge to connect to text and develop understanding of self, community, and world * Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples texts * Identify how story in First Peoples cultures connects people to land * Create and communicate (writing, speaking, representing) * Exchange ideas and perspectives to build shared understanding * Use oral storytelling processes   English Language Arts (Grade 6):   * Comprehend and connect (reading, listening, viewing) * Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking * Construct meaningful personal connections between self, text, and world * Respond to text in personal, creative, and critical ways * Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view * Create and communicate (writing, speaking, representing) * Exchange ideas and viewpoints to build shared understanding and extend thinking * Use and experiment with oral storytelling processes | English Language Arts (Grades 5/6):   * Story/text * forms, functions, and genres of text * Strategies and processes * oral language strategies * metacognitive strategies * Language features, structures, and conventions * features of oral language |

Instructional Objectives & Assessment

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| Instructional Objectives (students will be able to…) | Assessment |
| * SWBAT greet others and introduce themselves using Secwepemctsin * SWABT share and discuss within their group of 3 * SWBAT share their own stories in the sharing circle activity * SWBAT understand the importance of knowledge sharing protocols and the value of mistakes | **What:** Greetings and Self-Introductions in Secwepemctsin, Sharing and Discussion within Groups, Sharing Circle  **How:** Checklist (students will get a check mark besides their name if they successfully complete the above activities in the lesson)  **What:** Understanding of the important messages in this lesson  **How:** Exit slip (the teacher will get an idea of what students learned from the lesson by reading their exit slips and this gives the teacher information about students’ progress) |

Prerequisite Concepts and Skills:

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| * Students need to have some prior knowledge about coyotes * Students need to have some basic writing skills * Students need to have some basic drawing skills * Students need to have developed communication skills to discuss within their groups and share their ideas with the class * Students need to be able to think creatively and critically to answer different questions * Students need to be able to listen to the speaker quietly, carefully and respectfully without interrupting others * Students need to be able to make connections with the text |

Indigenous Connections/ First Peoples Principles of Learning:

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| * Territorial Acknowledgement * The lesson begins with the territorial acknowledgement about the land that the teacher and students are teaching, learning and doing research on. The territorial acknowledgement can make the teacher and students feel grateful about sharing knowledge on the land of local Secwepemc people and this closely connects to the theme of this Indigenous lesson. * First Peoples Principles of Learning * Learning involves recognizing the consequences of one’s actions: By listening to the story, students can learn that everyone should be responsible for their own actions and if you choose to do something inappropriate, then you will have to accept the consequences that come along with that. * Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations: By listening to and reflecting on the story that they heard in this lesson, students are able to learn that they do not have the right to share knowledge that do not belong to themselves. They can only do so after gaining the knowledge holders’ permissions. * Circle of Courage * The “belonging” quadrant in the Circle of Courage can be seen in this lesson. Students are able to communicate with each other, discuss about their thoughts and share their ideas. This can make students feel that they are all included in this learning community. Therefore, they can feel the sense of belonging easily. * Indigenous story * The story, “Coyote Learns a Lesson” by the Secwepemc author, Nadine McSpadden is used in this lesson. By including the resource, students are able to connect Indigenous worldviews and feel engaged. |

Universal Design for Learning (UDL):

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| 1. MULTIPLE MEANS OF REPRESENTATION – I provide for multiple means of representation in this unit in the following ways:  * Teacher includes a territorial acknowledgement at the beginning of the lesson * Teacher talks in this lesson to offer students an opportunity to learn by listening * Teacher shows students the “Learn Secwepemc - FirstVoice” website for them to learn Secwepemctsin * Teacher writes on the whiteboard for students to see the information * Teacher incorporates a story into the lesson * Teacher projects the words and pictures in the story to the smartboard for students to see * Teacher includes a sharing circle activity in this lesson  1. MULTIPLE MEANS OF ACTION AND EXPRESSION – I provide multiple means of action and expression in this unit in the following ways:  * Students can speak some Secwepemctsin in class to greet others and introduce themselves * Students can choose to write or draw for the brainstorming activity * Students can speak out their ideas individually * Students can share their thoughts within their group of 3 * Students can share their ideas with the entire class * Students can participate in the sharing circle to share their stories * Students can write down their reflections about the lesson on their exit slip  1. MULTIPLE MEANS OF ENGAGEMENT – I provide multiple means of engagement in this unit in the following ways:   Auditory:   * Teacher does the territorial acknowledgement by talking * Teacher poses questions by talking for students to think about * Teacher talks to introduce the topic for this lesson * Students have the opportunity to discuss and share their ideas in this lesson * Students have the opportunity to listen to their peers’ stories in the sharing circle activity   Visual:   * Students are able to see the teacher’s writing on the whiteboard * Students can see the words and pictures in the story by looking at the smartboard   Kinesthetic:   * Students can choose to write or draw about their ideas about cayotes * Students can choose to use hokki stools * Students can choose to sit on the sofa while working |

Differentiate Instruction (DI):

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| * Teacher will instruct at the front of the classroom and use the projector to show the words and pictures to fulfill the needs of the students who are having difficulties in seeing and hearing * Students who are having difficulties in seeing and hearing will be placed in a position that is close to teacher * For energetic students who have a hard time concentrating on their tasks, teacher will offer them the opportunity to move around frequently (e.g., assign them the task of handing out materials) * Teacher will pay more attention to the students who are having learning difficulties and offer support when they need it * Teacher will project the instructions (in point form) to the smartboard for students who are having a hard time memorizing to refer to while they are working * Advanced students who finish tasks early will be asked to read story books from the classroom library or add drawings to their finished work |

Materials and Resources

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| * Whiteboard * Markers * The website “Learn Secwepemc – FirstVoice” (<https://www.firstvoices.com/explore/FV/sections/Data/Secwepemc/Secwepemctsin/Secwepemc>) * Paper (30 pieces) * Pencils * Crayons * The story, “Coyote Learns a Lesson” by Secwepemc author, Nadine McSpadden (<https://assets.pearsoncanadaschool.com/asset_mgr/current/201848/IM-Gr3-Sampler.pdf>) * Exit slips (30 copies) |

Lesson Activities:

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| Teacher Activities | Student Activities | Time  (60 min) |
| Introduction (anticipatory set – “HOOK”):  **Territorial Acknowledgement:**   * The teacher does the territorial acknowledgement at the beginning of the lesson: Our school is located on the traditional and unceded territory of the Secwepemc Nation within Secwepemcul'ecw. As we share knowledge, teaching, learning and research within this school, we recognize that this territory has always been a place of teaching and learning   **Greeting and Self-Introduction using Secwepemctsin:**   * The teacher demonstrates how to greet people and introduce oneself using Secwepemctsin: Weytkp! Ms. Sun ren skwekwst * Show students the pronunciations from the “Learn Secwepemc – FirstVoices” website * Give students 5 minutes to practice their greeting and self-introduction in their group of 3 * Have students greet and introduce themselves using Secwepemctsin one by one   **Brainstorming Activity:**   * Ask students to record down something they know about coyotes * Make it clear to students that they can choose to write down their ideas or draw a picture   **Sharing and Discussion within Groups:**   * Have students share and discuss what they write or draw within their group of 3 * Inform students that 1 student from each group is going to share the information in their group with the whole class   **Sharing and Discussion with the Whole Class:**   * Call upon volunteers (1 student from each group) to share their ideas about coyotes   **Teacher’s Categorization and Summary:**   * The teacher writes down students’ answers into different categories on the whiteboard * The teacher summarizes the common elements appear in students’ answers | **Territorial Acknowledgement:**   * Listen to teacher carefully and appreciate having the opportunity to learn on the traditional and unceded land   **Greeting and Self-Introduction using Secwepemctsin:**   * Listen to the teacher attentively * Listen to the pronunciations from the “Learn Secwepemc – FirstVoices” website carefully * Practice their greeting and self-introduction in their group of 3 for 5 minutes * Greet and introduce themselves using Secwepemctsin one by one   **Brainstorming Activity:**   * Record down something they know about coyotes * They can choose to write down their ideas or draw a picture   **Sharing and Discussion within Groups:**   * Share and discuss what they write or draw within their group of 3 * Listen to the teacher’s instruction attentively   **Sharing and Discussion with the Whole Class:**   * 1 student from each group shares their ideas about coyotes   **Teacher’s Categorization and Summary:**   * Keep their eyes on the whiteboard * Listen to the summary from the teacher carefully | 0.5 min  10 min  5 min  3 min  3.5 min  0.5 min |
| Body:  **Introduce the Topic:**   * Make it clear to student that they are going to listen to a story called “Coyote Learns a Lesson” by Nadine McSpadden who is from the Secwepemc Nation * Inform students that after listening to the story, they need to summarize the story and identify some possible lessons they learned from the story   **Introduce the word “Coyote” in Secwepemctsin:**   * Tell students that Seklép (sek-lep) is the word “Coyote” in Secwepemc * Lead the class to read the word for a few times   **Read the Story:**   * The teacher reads the story with emotions, facial expressions and body languages   **Discussion and Sharing within Groups:**   * Have students share and discuss their summary of the story and the lessons they learned from the story within their group of 3 * Inform students that 1 student from each group is going to share the information in their group with the whole class   **Sharing and Discussion with the Whole Class:**   * Call upon volunteers (1 student from each group) to share their ideas   **Pose Questions:**   * The teacher asks the following questions:  1. Why did most of the people leave in this story? 2. Are we allowed to share stories that do not belong to us without the owners’ permissions? 3. What do you think Coyote in this story should do?  * Call upon volunteers to answer | **Introduce the Topic:**   * Listen to the teacher attentively   **Introduce the word “Coyote” in Secwepemctsin:**   * Listen to the teacher carefully * Read the word after the teacher for a few times   **Read the Story:**   * Listen to the story carefully   **Discussion and Sharing within Groups:**   * Share and discuss their summary of the story and the lessons they learned from the story within their group of 3 * Listen to the teacher’s instruction attentively   **Sharing and Discussion with the Whole Class:**   * 1 student from each group shares their ideas   **Pose Questions:**   * Listen to and think about the questions carefully * Volunteer to answer the questions posed by the teacher | 1 min  1 min  7 min  3 min  3.5 min  2 min |
| Closure:  **Sharing Circle:**   * Have students move their chairs to sit in a big circle * Make it clear to students that they are going to share their own stories of making a mistake and what they learned from that experience * Introduce the protocols of the sharing circle to students:  1. The talking item will be imaginary because of the COVID situation 2. Students can volunteer to share first 3. Every student needs to greet their peers and the teacher and then introduce themselves using Secwepemctsin before they share their stories 4. After the first student finishes his or her sharing, the imaginary talking item will be given to the next person in the circle (clockwise) and that person can start sharing 5. Students can choose to pass if they are not ready for sharing their stories and the teacher will go back to them later once everyone else is done with their sharing 6. When a student is talking, the rest of the class should stay quiet and listen to the speaker carefully  * Start the sharing circle activity   **Teacher’s Summary:**   * The teacher summarizes the lesson one can learn from the Coyote story: From the story, we learned that whether or not knowledge can be shared will depend on the type of knowledge/who holds that knowledge/the context and etc. Some knowledge can be shared freely while others are not. Some knowledge belongs to specific people, families, clans or First Nations and we must gain permission from the holders before it can be shared * Encourage students to explore the “Secwepemc FirstVoice” website in their free time and learn some words of their interest * Tell students that we should all value our mistakes because they teach us something important   **Exit Slip:**   * Have students write down some reflections about today’s lesson on a piece of paper * Ask students to hand in their paper slip to the teacher at the end of the class | **Sharing Circle:**   * Move their chairs to sit in a big circle * Listen to the teacher attentively * Start the sharing circle activity   **Teacher’s Summary:**   * Listen to the teacher’s summary carefully * Keep in mind that they can try to explore the “Secwepemc FirstVoice” website in their free time and learn some words of their interest * Listen to the teacher attentively   **Exit Slip:**   * Write down some reflections about today’s lesson on a piece of paper * Hand in their paper slip to the teacher at the end of the class | 15 min  3 min  2 min |

Organizational Strategies:

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| * Get students involved in the “Hook” activity to engage them into the topic for this specific lesson * Materials will not be distributed to students until the corresponding parts begin * After the sharing circle activity, teacher will keep a calm voice to set the tone again * After returning back to their desk, students will be asked to listen carefully |

Proactive, Positive Classroom Learning Environment Strategies:

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| * Teacher is positive and excited to talk about the content in this lesson * Teacher will say “class, class, class” in order to bring students’ attention back to teacher and students will respond “yes, yes, yes” * Praise all speakers * Encourage shy students to share their ideas * Stating the rules before the class begins: all the students should sit quietly and listen to the speaker attentively and they can only speak once they are called upon |

Extensions:

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| * After this lesson, more Secwepemc stories about coyotes can be incorporated into later lessons. In this way, students can learn different lessons from various stories. Moreover, students can further explore Indigenous ways of knowing and learning, worldviews, cultures, histories and their oral traditions by listening or reading to multiple Indigenous stories. |

Reflections (if necessary, continue on separate sheet):

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| My lesson planning was hard at the beginning because I am an international student from China and I did not have much information about Indigenous (especially local Secwepemc people’s) culture, history, worldviews and etc. However, I am willing to learn and explore. I researched online and it seemed like there are lots of papers talking about Secwepemc cultures and teachings but they are usually very long (more than 30 or 50 pages) and it was challenging for me to find the points that I want in a relatively short timely fashion. Therefore, I shifted my focus on finding more concise websites or documents about the related information. After researching for some time, I found that Coyote is a character that appears frequently in the Secwepemc stories and I found this very interesting. Therefore, I decided to design a lesson plan about Coyote. After lots of research, I found a story written by a Secwepemc author and it has Coyote as the main character. I was excited to use that story as one of the main resources in my lesson plan. I tried my best to incorporate the Indigenous contents and ways of learning into this lesson and I look forward to teaching this Indigenous lesson in my practicum class. |