** DRAFT LESSON PLAN (REVISED 2021)**

**Candidate’s name:** Lisa Seymour

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| Grade/Class/Subject: | K/Diversity | School: | Cassie Hall |
| Date: | March 16th, 2023 | Allotted Time: | 20 mins. 1:20 - 1:50pm |
| Topic/Title: | Diversity | | |

1. **LESSON ORIENTATION**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0)

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| *Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g., emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.* |
| Students will gain a basic understanding that our country has a diverse population. Know where our diversity comes from and appreciate the benefits of diversity and celebrate difference. |

1. **CORE COMPETENCIES**

**Key resources:** <https://curriculum.gov.bc.ca/competencies>

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| **Core /Sub-Core Competencies** *(check all that apply):* | *Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.* |
| COMMUNICATION – Communicating  COMMUNICATION – Collaborating  THINKING – Creative Thinking  THINKING – Critical Thinking  THINKING – Reflective Thinking  PERSONAL AND SOCIAL – Personal Awareness and Responsibility  PERSONAL AND SOCIAL – Positive Personal and Cultural Identity  PERSONAL AND SOCIAL – Social Awareness and Responsibility | Social Awareness and Responsibility focuses on interacting with others and the natural world in respectful and caring ways. People who are socially aware and responsible contribute to the well-being of their social and physical environments. |

1. **INDIGENOUS WORLDVIEWS AND PERSPECTIVES**

**Key resources:** First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/indigenous-education/awp_moving_forward.pdf)

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| **FPPL to be included in this lesson** *(check all that apply):* | *How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?* |
| Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.  Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).  Learning involves recognizing the consequences of one's actions.  Learning involves generational roles and responsibilities.  Learning recognizes the role of Indigenous knowledge.  Learning is embedded in memory, history, and story.  Learning involves patience and time.  Learning requires exploration of one's identity.  Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. | Learning requires exploration of one’s identity, learning about other cultures and celebrating diversity. I will bring in my own experience from my Tahltan culture and how it is different from mainstream Canadian culture. |

1. **BIG IDEAS**

**Key resources:** <https://curriculum.gov.bc.ca/> (choose course under Curriculum, match lesson to one or more Big Ideas)

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| *What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?* |
| * Our communities are diverse and made of individuals who have a lot in common. |

1. **LEARNING STANDARDS/INTENTIONS**

**Key resources:** <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

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| **Curricular Competencies:**  *What are students expected to do?* | **Content:**  *What are students expected to learn?* |
| Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. | Personal Development, diverse cultures, backgrounds, and perspectives within the local and other communities. |

1. **ASSESSMENT PLAN**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0) and<https://curriculum.gov.bc.ca/classroom-assessment>

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| *How will students demonstrate their learning or achieve the learning intentions? How will the evidence be documented and shared? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g., Performance Standard Quick Scale)? Will the assessments be formative, summative, or both?* |
| Students will be assessed formatively, demonstrating their understanding through conversation. Think, pair, share. |

1. **DESIGN CONSIDERATIONS**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0)

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| *Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural safety and relevance; higher order thinking; motivations and specific adaptations or modifications for identified students or behavioral challenges. Mention any other design notes of importance, e.g., cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.* |
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| **Required preparation:** *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g., rearrange desks, book a room or equipment.* |
| It’s Ok To Be Different – by Sharon Purtill. Turn-and-Talk cards |

1. **LESSON OUTLINE**

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| **Instructional Steps** | **Student Does/Teacher Does** *(learning activities to target learning intentions)* | **Pacing** |
| **OPENING:**  *e.g., greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge* | * I will introduce the words “diversity” and “inclusion” to the students and see if anybody knows or can take a guess about what they could mean.   Diversity means that all of us, your friends, your family, your neighbors, and all the people around the world, are different.  Inclusion means that nobody gets left out. | 3 mins. |
| **BODY:**   * *Best order of activities to maximize learning -- each task moves students towards learning intentions* * *Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback* * *Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling* * *Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations* | * The students love being read a story by an adult, so I will read to them *It’s Ok To Be Different*, a book about how we are all different, we like different things, we look different, we act differet, etc, and that is okay. * After I read the story we will have a class discussion, ask students what they liked about the book, is there anything from the book they can relate to, are their friends and family members different from them (in some ways, in many ways), and how did they feel after reading the book? * Then we will do a think-pair-share activity using turn and talk cards with certain situations about diversity and how they could be inclusive. (3 cards – one has a picture of a child sitting alone at the lunch table because other kids think their lunch is weird and smells funny, what would you do and why? – one has a picture of a student being made fun of because they are wearing a headwrap and none of the other students are, what would you do and why? – one card has a picture of every student with a birthday party invitation except one student, what would you do and why? * At the end of the lesson I will ask how we can celebrate diversity in our classroom? | 15 mins. |
| **CLOSING:**   * *Closure tasks or plans to gather, solidify, deepen or reflect on the learning* * *review or summary if applicable* * *anticipate what’s next in learning* * *“housekeeping” items (e.g., due dates, next day requirements* | * Let students know how much time is left in class. * Ask if students have any questions before we wrap up. | 2 mins. |

1. **REFLECTION** *(anticipate if possible)*

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| * *Did any reflection in learning occur, e.g., that shifted the lesson in progress?* * *What went well in the lesson (reflection on learning)?* * *What would you revise if you taught the lesson again?* * *How do the lesson and learners inform you about necessary next steps?* * *Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?* * *If this lesson is being observed, do you have a specific observation focus in mind?* |
| After lesson reflection:  This lesson went over really well with my kindergarten class, they naturally want to be inclusive and friends with everyone. They love being read to so the story with the pictures was great. The concepts are still fairly basic for them, some of their answers to me asking how they can be inclusive was “sharing toys”, “giving a hug”, “smiling at them”, etc. |