# Bachelor of Education (Elementary) &

# Bachelor of Education (Secondary) STEM

# Lesson Plan

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| **Lesson Title:** | My Orange Shirt- Understanding Why We Remember | **Lesson #** | 1 | **Date:** | **Jan 27, 2022** |
| Name: | Julia Minaker | Subject: | EDSO | Grade(s): | 1 |

Rationale:

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| **This lesson creates a safe environment for students to learn about residential schools in an age-appropriate way, to help them understand why we celebrate Orange Shirt Day.** |

Core Competencies:

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| Communication | Thinking | Personal & Social |
| * Students understand that communication can influence, entertain, teach, inspire, and help us make sense of the world and our experiences. (Students will understand why we talk about Orange Shirt Day and why it needs to be represented through open classroom discussion) | * Students relate this thinking to other experiences, using this process to identify ways to improve or adapt their approach to learning. (Students think of their favorite things to understand and link bigger ideas they may have trouble grasping) | * Students explore who they are in terms of their relationship to others and their relationship to the world (people and place) around them.   (Students are made more aware of Residential Schools as well as their place as a person in society) |

Big Ideas (Understand)

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| Healthy communities recognize and respect the diversity of individuals and care for the local environment. |

Learning Standards

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| (**DO)** | (**KNOW)** |
| Learning Standards - Curricular Competencies | Learning Standards - Content |
| * CC-5 Recognize causes and consequences of events, decisions, or developments in their lives (cause and consequence) * CC-7 Identify fair and unfair aspects of events, decisions, or actions in their lives and consider appropriate courses of action (ethical judgment) | * **C-5 key events and developments in the local community, and in local First Peoples communities** |

Instructional Objectives & Assessment

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| Instructional Objectives (students will be able to…) | Assessment |
| * Students will be able to actively engage their listening skills when reading the book “Phyllis’s Orange Shirt” * Students will be able to participate in classroom conversation about Orange Shirt Day. * Students will be able to creatively identify things that are important to them and represent them on a construction paper Orange Shirt. | * **Assessment will be based on overall lesson as a whole. If the student is present and completes the activity, they will receive full participation marks.** |

Prerequisite Concepts and Skills:

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| **A base understanding of who the First Peoples/Indigenous Peoples are.** |

Indigenous Connections/ First Peoples Principles of Learning:

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| This lesson is strongly rooted in First Peoples Principles of Learning. Specifically, Learning requires patience and time. This stands out because Indigenous peoples are healing, and rediscovering their culture every day, and our classroom will be striving overtime and with patience to repair lost connections with Indigenous peoples. |

Universal Design for Learning (UDL):

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| **This lesson aims to target all learning styles. The book will be read aloud to children, beginning with a book walk, where the cover of the book will be projected in the front of the class, this way students can activate their schemas. Students will be prompted to engage in conversation about the book but have the option to just listen. Students will brainstorm their favorite things with TC, then be asked to create an Orange Shirt of their own on construction paper with their favorite things on them. Students are able to draw however they like or get as creative as they like.** |

Differentiate Instruction (DI):

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| Students who do not want to share out loud do not have to  Students who may have a hard time, as this subject can be triggering are able to seek counselling (counsellor would be notified) |

Materials and Resources

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| Book- Phyllis’s Orange Shirt  Pre-cut construction paper of Orange Shirt  Pencil crayons and markers |

Lesson Activities:

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| Teacher Activities | Student Activities | Time |
| Introduction (anticipatory set – “HOOK”):  TC will read Phyllis’s Orange Shirt beginning with book walk.  TC will ask guiding questions in relation to the book- What are some of your favorite things? How would you feel if someone took that thing away? How would you feel if you watch your friend’s stuff being taken away? | Students will be seated in a circle while actively and quietly listening to TC read aloud.  Students will actively engage in conversation | 5 min |
| Body:  TC will explain activity to students  TC will allow students to get seated at their desk, where the activity will be waiting for them.  TC will watch students and help with any questions they may have | Students will quietly go to their desk  Students will creatively design their Orange Shirts with drawings of their favorite things | 2 min  10-15 min |
| Closure:  TC will collect Orange Shirt crafts and place them around the perimeter of the classroom wall  TC will debrief- is this something that was ok to do to Phyllis? Why are we wearing orange shirts?  TC will thank students for participating in Orange Shirt Day. | Students will tidy their desks  Students will listen respectfully. | 8-10 minutes |

Organizational Strategies:

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| **TC will begin with students in a circle, so they are able to see the book and pictures- also ties in FPPL**  **Orange Shirt craft will be distributed on their desks prior to activity** |

Proactive, Positive Classroom Learning Environment Strategies:

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| **Students are always encouraged to ask questions and are ensured they are doing a good job.**  **Groups will be non-strategic as this is a creative activity, where talking is encouraged** |

Extensions:

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| **When students are done their shirt, they can look silently at the book from closer up**  **TC would also bring in addition resources ie. coloring sheets or other books that support Indigenous communities for students who finish early** |

Reflections (if necessary, continue on separate sheet):

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| N/A |