# Bachelor of Education (Elementary) &

# Bachelor of Education (Secondary) STEM

# Unit Plan Template

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| **Unit Title:** | Personalized Word Cloud/Building Community | **Number of Lessons** | 5 | **Time**  **(in weeks):** | 3 |
| Name: | Jennilee Fraser | Subject(s): | LA, SC, CE, PHE, AE | Grade(s): | 5/6 |

Rationale

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| My goal for this plan is to create a sense of belonging and community to the classroom by giving them experiences that show them they are significant. When students feel valued, and significant, they feel safe and supported by the teacher and their peers, and students cannot learn if they don’t feel safe. By getting to know each other in authentic and creative ways, my goal is to establish a sense of unity where students feel safe and supported.  This is important to me because I never felt safe in school, and because of that I struggled with every subject. My return to education in my adult year looks a lot different. I am fully supported, safe and healthy (in mind, body and spirit) and my learning experience has been vastly different, and enjoyable. I believe that safety and belonging are the very foundation of learning and so that is where I want to start. |

Overview:

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| This unit will work towards learning about ourselves, each other, and building a sense of community.  • The first lesson will be exploring the importance of names and how we address ourselves and our community members.  • The second lesson will be introducing our Personalized Word Cloud project where students will draft an artistic interpretation of their name using fonts/artistic styles such as graffiti, illumination, calligraphy etc.  • The third will be talking about our family and culture. What are the traditions that are important in your family, does your family have anything they consider special or sacred and what it means to honor those things (and what that looks like within the classroom when we have things we honor or consider sacred)?  • The fourth lesson will be about safety, by examining what happens within our brains when we feel threatened or scared. We will ask questions about what makes us feel safe, what kinds of things make us feel unsafe and how can we work together as a classroom to ensure everyone feels valued and then brainstorming about expectations, what students expect in their teacher, what they think makes a good student, and what they need in a safe classroom.  • The fifth lesson will be exploring our personal/social identities and the influences that shape how we see ourselves. By mapping out these influences on a Personal/Social Influence Wheel, students will gain a better understanding of each other, and will give them material to enrich their Word Cloud.  • The sixth lesson will be a work period where students will have the opportunity to finish their Personalized Word Clouds using what they have gathered from the previous lessons about who they are and what is important to them.  • The final lesson will give students an opportunity to share their Word Cloud to each other before mounting them for display in the classroom. |

CORE COMPETENCIES

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| Communication | Thinking | Personal & Social |
| -Ice Breaker Games  -Group Discussions  -Graffiti Board  -Partner Sharing  Throughout this unit, students are encouraged to voice their opinions, listen to their peers, and learn about each other through self-exploration, community building and artistic expression. | * Critical thinking   Students are asked to use their critical thinking skills throughout this unit by having them examine their personal and social influences, and how that effects their perceptions on non-verbal cues, safety, identity, expression, and community.   * Creative thinking   Students are encouraged to use their creativity throughout this unit, by having them actively express their opinions during group discussions, their creation of their Personal Word Cloud, their influence in creating classroom expectations, and unique use of language during ice breaker games. | * Positive personal and cultural identity   This Unit centers around students having the opportunity to express their personal values, influences, strengths, and needs in a way that promotes safety and acceptance. Particularly in their Personalized Word Cloud, where they can visually express the attributes that are the most important to them.   * Personal awareness and responsibility   I have incorporated lessons that encourage students to examine their opinions, beliefs, and attitudes to better understand themselves. I have also added a lesson on brain function and learning specifically so students gain an understanding of how important safety is within the classroom, and how their actions can directly affect how other students if they don’t feel safe. I have also incorporated student input on what their expectations are in a classroom, so they have an active role in classroom management and teacher expectations (to some degree)   * Social responsibility   This unit encourages students to collaborate on their needs and expectations and consider what makes a mutually respectful and safe environment. As students are encouraged to explore and share their values and influences, they gain a better of understanding of each other, and can make choices that are respectful to the classroom community. |

BIG IDEAS

(multiple subject areas for integrated unit)

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| Subject Name: Language Arts | Subject Name: Arts Education | Subject Name: Physical/Health Ed. |
| **GR 5:** *Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.*  **GR: 6** *Exploring and sharing multiple perspectives extends our thinking.* | **GR 5:** *Engaging in creative expression and experiences expands people’s sense of identity and belonging.*  **GR 6:** *Experiencing art is a means to develop empathy for others’ perspectives and experiences* | **GR 5:** *Personal choices and social and environmental factors influence our health and well-being.*  **GR 6:** *Learning about similarities and differences in individuals and groups influences community health.* |
| **Subject Name: Career Education** |
| **GR 5:** *Family and community relationships can be a source of support and guidance when solving problems and making decisions.*  **GR 6:** *Safe environments depend on everyone following safety rules* |

LEARNING STANDARDS

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| Curricular Competencies | Content |
| **Language Arts** Comprehend and connect (reading, listening, viewing). -\*CC 3 - *Synthesize ideas from a variety of sources to build understanding*  -(GR 5) CC 7 - *Explain the role of language in personal, social, and cultural identity*  -(GR 5) CC 8 - *Use personal experience and knowledge to connect to text and develop understanding of self, community, and world*  *-*(GR 6) CC 6 -*Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts*  *-*(GR 6) CC 7 -*Recognize how language constructs personal, social, and cultural identity* | **Story/Text (Gr 5)**  -C5 *Perspective/Point of View*  **Strategies and Processes (Gr 5)**  -C8 *Metacognitive Strategies*  **Strategies and Processes (Gr 6)**  -C8 *Metacognitive Strategies*  **Language Features, Structures, and Conventions (GR 6)**  -C15 *Presentation Techniques* |
| *-*(GR 6) CC 8 -*Construct meaningful personal connections between self, text, and world*  **Create and communicate (writing, speaking, representing)**  **-**(GR 5) CC14 - Exchange *ideas and perspectives to build shared understanding*  -(GR 6) CC13 *- Exchange ideas and viewpoints to build shared understanding and extend thinking*  *\*are the same across both grade levels* |  |
| **Arts Education**  **Exploring and Creating**  -\*CC3 - *Explore connections to identity, place, culture, and belonging through creative expression*  **Reasoning and Reflecting**  -(GR 5) CC 7 - *Reflect on creative processes as an individual and as a group, and make connections to other experiences*  -(GR 5) CC 8 - *Connect knowledge and skills from other areas of learning in planning, creating, interpreting, and analyzing works for art*  -(GR 6) CC 8 -*Interpret creative works using knowledge and skills from various areas of learning*  **Communicating and Documenting**  -\*CC 11 - *Interpret and communicate ideas using symbols and elements to express meaning through the arts*  -(GR 5) CC 12 - *Express, feelings, ideas, and experiences through the arts*  -(GR 6) CC 12 - *Take creative risks to express feelings, ideas, and experiences*  *\*are the same across both grade levels* | **Grade 5 and 6**  **-**C1: *Elements and principles that together create meaning in the arts, including but not limited to:*  *-* *visual arts: elements of design: line, shape, space, texture, colour, form (visual arts), value; principles of design: balance, pattern, repetition, contrast, emphasis, rhythm (visual arts), unity, harmony, variety*  -C2: *Processes, materials, technologies, tools and techniques to support creative works.*  -C6: *Symbolism and metaphor to explore ideas and perspective.*  -C9*: Personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment* |
| **Physical/Health Education**  **Healthy and Active Living**  -\*CC 9 - *Describe the impacts of personal choices on health and well-being*  **Social and Community Health**  -\*CC 14 - *Describe and apply strategies for developing and maintaining healthy relationships*  -(GR 5) CC 15 - *Describe and apply strategies that promote a safe and caring environment*  -(GR 6) CC 15 -*Explore strategies for promoting the health and well-being of the school and community*  **Mental Well-Being**  -\*CC 16 - *Describe and assess strategies for promoting mental well-being, for self and others*  -\*CC 19 - *Explore and describe how personal identities adapt and change in different settings and situations*  \*are the same across both grade levels | **Grade 5**  -C13 *Physical, emotional, and social changes that occur during puberty, including those involving sexuality and sexual identity, and changes to relationships*  **Grade 6**  **-**C14 *Influences on individual identity, including sexual identity, gender, values, and beliefs* |
| **Career Education**  **-**(GR 5) CC 1 - *Identify and appreciate their personal attributes, skills, interests, and accomplishments and their growth over time*  -(GR 5) CC 2 -*Recognize the need for others who can support their learning and personal growth*  -(GR 5) CC 4 -*Demonstrate respect for differences in the classroom*  -(GR 5) CC 8 -*Demonstrate safe behaviours in a variety of environments*  *-*(GR 5) CC 10 - *Appreciate the influence of peer relationships, family, and community on personal choices and goals*  -(GR 6) CC 4 -*Appreciate the importance of respect, inclusivity, and other positive behaviours in diverse, collaborative learning, and work environments*  -(GR 6) CC 5 - *Question self and others about the reciprocal relationship between self and community* | **Grade 5**  **Connections to Community**  -C1: *Cultural and Social Awareness*  -C2: *Safety hazards and rules at school, at home, and in the community*  **Grade 6**  **-**C2: *Cultural and Social Awareness* |

Prerequisite Concepts and Skills:

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| Students should be able to….  • Read fluently at grade level  • Access and integrate 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 deepen understanding of text  • Consider different purposes, audiences, and perspectives in exploring texts  • Apply a variety of thinking skills to gain meaning from texts  • Identify how differences in context, perspectives, and voice influence meaning in texts  • Recognize the role of language in personal, social, and cultural identity  • Use personal experience and knowledge to connect to text and deepen understanding of self, community, and world  • Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community  • Exchange ideas and perspectives to build shared understanding  • Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences  • Use language in creative and playful ways to develop style  • Communicate in sentences and paragraphs, applying conventions of Canadian spelling, grammar, and punctuation  • Develop and apply expanding word knowledge  • Basic knowledge of human anatomy (brain)  \*Prerequisites found within grade 4 LA under curricular competencies. Curricular Competencies under PHE, Arts Education, and Career prep will be explored more in depth within this Unit. |

Teacher Preparation Required:

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| Lesson # | Teacher Preparation Required (See Unit Plan Sample) |
| Lesson 1 | -List of Celebrities who have changed their names/pronouns, with leading questions on the back for reflection piece. |
| Lesson 2 | -Set up Computer/laptop, projector, google slide containing Word Cloud game examples, example of my own Personalized Word Cloud as reference, links to graffiti, illumination, and calligraphy style of writing.  -Hand out “Cloud” template |
| Lesson 3 | -White board, markers, Family Traditions worksheet, age-appropriate anecdote about my own family traditions/sacred items |
| Lesson 4 | -Computer/laptop, projector, brain diagram worksheet, whiteboard, markers |
| Lesson 5 | -“You Don’t Say” cut outs with non-verbal cues and secret messages, personal/social identity wheel handouts. |
| Lesson 6 | -Work Period, assist students in materials or answer questions |
| Lesson 7 | -Assist students in their presentations  -Assist students in mounting their masterpieces on the wall |

Cross-Curricular Connections:

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| • This unit contains a lot of elements within the Language Arts curriculum, and could extend into lessons about storytelling, elements within story, vocabulary, spelling, writing, literary elements etc. As students are asked to write about their thoughts/opinions, they could include new vocabulary, or each underline action words, nouns, adverbs within their writing.  • We could branch into more Social Studies elements, discussion Indigenous societies throughout the world and how they value well-being of the self, the land, spirits, and ancestors.  • We could elaborate on brain function, and talk more in depth about how the brain sends stimulus through the nervous system to send messages throughout the whole body (science)  • Can elaborate on the importance on physical health and how our physical state can also influence brain function and our abilities to cope with our emotions (PHE)  • Can branch into an arts lessons analyzing different works and interpreting the artists meaning and intensions behind each piece. We can explore how creative experiences involve an interplay between exploration, inquiry, and purposeful choice (Arts). |

Aboriginal Connections/ First Peoples Principles of Learning:

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| *Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors and Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).*  By using each lesson as a way for students to get to know each other, and reflect on themselves, students can feel supported by me and by each other. As we explore our identities through our names, how artistic self-expression is our responsibility in creating a supportive environment, our traditions help shape our beliefs and our world view, and how outside stimulus can greatly affect our emotions and our ability to learn, students will understand that the goal is to create an environment that support a positive and healthy well-being.  *Learning involves recognizing the consequences of one‘s actions.*  As we explore the things that contribute to our values and beliefs, and what situations can cause the fight or flight responses, student will recognize that their words and actions can have real consequences to the people around them and they have a responsibility to take care of their community.  *Learning requires exploration of one‘s identity*  By incorporating student feedback and discussion within every lesson, students will have the opportunity to explore who they are on a deeper level and see the depth of diversity within their classroom environment. Students are encouraged to express themselves in several ways, using art, writing, and discussion in the hopes that they will learn more about themselves and have an opportunity to explore what matters to them. |

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:  • I provide different options for perception in lessons by providing students with large font, classroom posters in multiple colours that are ever present throughout the year for students who need consistent visuals.  • Options for language and symbols are available within this unit by providing a symbol of class unity (Personalized Word Cloud) that students can see throughout the year. I provide pre-teaching of vocabulary within our traditions lesson, and use multiple forms of connection to students prior knowledge and experiences (connections to names and meaning, drawing on the artistic self-expression that makes gives them the opportunity to express themselves, and asking for their input regarding classroom expectations and safety, drawing on family traditions, social and personal influence wheel to understand the world view of themselves and their classmates, drawing on experiences that cause them to have big feelings and reflecting on ways they can prevent or navigate those situations and making connections through the class mounting their personalized word clouds together in unity.  • The options for comprehension are present within bridging concepts using the upstairs/downstairs brain analogy, using group discussion with leading questions, and journal activities. I have incorporated group and partner activities within lessons for students to draw on the knowledge and experience of their peers.  2. MULTIPLE MEANS OF ACTION AND EXPRESSION – I provide multiple means of action and expression in this unit in the following ways:  • I provide multiple means of physical action through alternatives for physical interaction with material (engaging in discussion, writing, or illustration). Students can get up and move to different areas of the room during groups or partner work. Graffiti board encourages students to stand and move around to each station as they input their ideas. Our Personalize Word Cloud encourages to express what hold value to them and gives them the freedom to express themselves through visual arts in the creation of their names and mounting them on the wall is a physical representation of community.  • I provide multiple means of expressive skill and fluency by giving options for discussion, writing, or illustrating materials such as drawing out family traditions, illustrating brain activity, engaging in classroom discussion, and writing, on worksheets.  • Options for executive functions are present using the upstairs/downstairs brain poster where students can identify situations that are stimulating a fight or flight response and can see strategies to deal with big feelings. Students are given guiding questions within lesson #1, as well as the social and personal identity wheel to help stimulate their self-reflection.  3. MULTIPLE MEANS OF ENGAGEMENT – I provide multiple means of engagement in this unit in the following ways:  • Options for recruiting interest are present through all lessons in classroom discussions and writing exercises, where they are invited to reflect on content and activities in an authentic and meaningful way. All students are given the opportunity to contribute to class Word Cloud in lessons 2 and 4 but are also asked to reflect on scenarios that may cause fight, flight or freeze, and what they need from their classmates and teachers to feel safe and valued. All activities require students to use their own person knowledge and life experience to add information to their personalized word cloud.  • Options for sustained efforts and persistent are present within the “What makes a good teacher/student/safe classroom” posters and will remain present on the class wall for students to draw upon whenever they need.  • Options for self-regulation are present within the lesson on brain activity, where students learn about how to manage frustration, seek external support, and feel supported in their learning and self-regulation. The unit works to build a sense of belonging and community, so students understand each other and can offer support when others are struggling. As we learn about each other, we understand what students need to feel authentic and safe (through what they like to be called, by understanding our beliefs and worldview through traditions, social and personal influences, why we have big feelings and why learning can be difficult during those times, and how to build a space where we all feel seen and heard). |

Differentiated Instruction (DI):

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| **For students who enjoy auditory focus:** We have oral storytelling, class discussions, videos, read alouds, partner and group work.  **For students who enjoy visual learning:** We have class posters, visual art, videos, white board, worksheets with visual representations of brain/traditions/sacred items.  **For students who enjoy reading/writing:** We have worksheets, word clouds, story writing opportunities (traditions/sacred items) and exit tickets.  **For students who are more kinesthetic learners:** We have group/partner work where they are encouraged to move around the room, hands on creation of personalized word clouds, ice breaker games and graffiti board.  This unit is also designed to help me get a better idea of the students that I have in the classroom, so that I can better understand what their needs are and can adjust lessons as needed going forward. |

Overview of Lessons:

Lesson 1

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| Name &Time (Minutes Allotted): | Name and Identity- 45mins |
| Learning Standards: Curricular Competencies | • LA5 – CC7, CC8, CC14  • LA6 – CC8, CC13 |
| Learning Standards: Content | •LA5 – C5, C8  •LA6 – C8 |
| Instructional Objectives | •SWBAT -Focus with intent and purpose. By engage in our name game activity, students will need to give their full attention and begin to learn each other’s names.  -Reflect on their own feelings about who they are, and how the words we use to describe each other have meaning and build our sense of self.  -Understand how they identify themselves (whether through title/pronoun etc) are fundamental in their understanding of themselves and their relationship to others who may identify the same way or differently. |
| Assessment: | **What:** Class lead discussion on celebrity name changes.  **How:** Responses will give me an idea of student thinking  **What:**  Responses to prompt questions on the back of the handout  **How:** Answers will give me some insight into student thinking and what they preferred to be called/how they feel about themselves. |
| Teaching Strategies: | • Teacher led discussion using guiding questions  • Teacher led name game exercise |
| Materials: | White board and pens, list of famous people who have changed their names and/or pronouns, |
| Lesson Activities: | |
| Introduction/Hook: | * **Gather students together for “Nutty Name” exercise**   -Students will place themselves in a circle and introduce themselves by adding a word beginning with the same letter as their first name. For example, “Peculiar Pete”, “Jumping Josephine”. A ball will be passed to each student, and whoever has the ball has to say the peculiar name of the student who passed them the ball. After everyone has gone, students can return to their desks |
| Body: | * After students are seated, I will provide students with a list of famous people who have changed their names, and what pronouns they use. * Together, we will read the list of names and pronouns and identify which ones we recognize and ask students what reasons they might have had to change them. * I will lead the discussion by asking questions such as: * -What reasons would people have to change their names or pronouns? * - Do any of these changes surprise you and why? * -Most of the people on this list are celebrities. Why do you think these people might have changed their names as they became more recognizable? * -What image might they have been trying to convey? * - How are names related to our personal histories? How might they be related to our national history? * - Are names the same as who we are? How much of you changes when your name changes? |
| Closure: | After our discussion, I will have students write on the back of their handouts about their first thoughts regarding their own names using the following prompts.   * -I was given my name because… * -My pronouns reflect/don’t reflect how I feel because… * -I like/dislike my name because… * -My name reflects/does not reflect my personality because… * -I prefer to be called…. * Students will hand in what they’ve written |

Lesson 2

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| Name &Time (Minutes Allotted): | Personalized Name Cloud Creation -45 minutes |
| Learning Standards: Curricular Competencies | •AE5 – CC3, CC7, CC11, CC12  •AE6 – CC3, CC8, CC11, CC12 |
| Learning Standards: Content | •C1, C2, C6 |
| Instructional Objectives | •SWBAT -Begin to use artistic expression to personalize a visual representation of their names.  -Begin exploring the things that make them unique and valued and consider ways they can display those characteristics through symbols, colours, and styles.  -Begin reflecting on the pieces of themselves that they find interesting, and consider the values, beliefs, and hobbies that others may share and value. |
| Assessment: | **What:** Observation of their first draft in their artistic name creation  **How:**  By gaging their involvement and understanding of what is being asked of them, and by giving me a glimpse into their creative process which I can use during subsequent lessons. |
| Teaching Strategies: | “Guess who” word cloud game, explanation of my own “Word Cloud” creation, videos of artistic visual word styles. |
| Materials: | Computer/laptop, google slides with examples, projector, notebooks/paper for drafts. |
| Lesson Activities: | |
| Introduction/Hook: | * On the smart board, pull up google slide document containing a secret superhero/celebrity in the “word cloud” format where only the descriptive words are present, but the identity is left blank. * Students can take turns guessing who the mystery person is. * Repeat for a few more slides. |
| Body: | * Introduce students to the concept of a “word cloud” and how we will create a personalized version with our names in the center, surrounded by the things that hold meaning for each of us. They can create their personal word cloud using any type of material they want to, if it can be displayed throughout the classroom upon completion. * The first task will be personalizing our names using different artistic styles of lettering, offering examples of graffiti, illuminated letters, calligraphy etc, that hold meaning to everyone. Students who aren’t into drawing can select fonts to use from the internet, but must personalize it in some way (using favourite colours, stickers, symbols etc) |
| Closure: | * Students can begin a rough draft of their personalized name art. |

Lesson 3

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| Lesson Name & Time (Minutes Allotted): | Traditions and Sacred Items/Word Cloud additions minutes |
| Learning Standards: Curricular Competencies | •CE5 – CC4, CC10 •PHE5/6 – CC 19  •CE6 – CC4, CC5 |
| Learning Standards: Content | •C1 •C14 |
| Instructional Objectives (SWBAT…): | •SWBAT - Appreciate the diversity and uniqueness of their peers.  - Have a better understanding of what makes them unique and connect them to their classmates through the similar themes of togetherness, ritual, and family.  -Understand relationships and cultural contexts and begin to understand that their cultural identity and the identity of their classmates, help shape who they are and what they believe. |
| Assessment: | **What:** Completion of the Family Traditions/Sacred Items work sheet  **How:** This will give me a good idea about student’s families, their culture and other important information that may have shaped students’ personalities, values and beliefs. This will help me get to know more about each student, about where they come from and what’s important to them.  **What:** Contribution to their Word Cloud projects  **How:** From this worksheet, what students decide to add to their Word Cloud project will let me know what *they* feel is a part of who they are and will help me understand them better. |
| Teaching Strategies: | * Lecture base/ personal anecdotes * Defining “Traditions” and “Sacred Items” and having class participate in the repeating of definitions |
| Materials: | White board, markers, Family Traditions worksheet |
| LESSON ACTIVITIES | |
| Introduction/Hook: | * I will share an anecdote about one of my favorite traditions from childhood. I will explain that this is something that you did repeatedly, maybe seasonally or yearly, depending on the circumstances of the celebration. This is something your family does together because it is special and meaningful, sometimes it involves specials items like candlesticks, dishes, statues, trees etc that all carry a special meaning. This is called a tradition. |
| Body: | * I’ll write the word “Tradition” on the white board. * I’ll explain how traditions are beliefs and ways of doing things that are past down to children from their parents and elders. Traditions have usually been used in communities and cultures for a long time, but that doesn’t mean that you can’t create your own traditions. * I’ll then ask students if they can think of any traditions they may celebrate in their families and give them a few minutes to share with another classmate. I’ll then ask students if they want to share what some of those traditions are. * I’ll then write the word “Sacred Items” on the board. * I’ll ask students to think of any special or sacred items they use during these traditions and give them a few moments to share with another classmate. * Using the Family Traditions, Sacred Items worksheet, I will demonstrate and share some of the traditions I participate in with my loved ones. I will remind them that traditions do not only have to be with family. They can be shared with friends, at school, or in another area of life, like a place of worship, on a sports team, or in your neighborhood. * Go over the rest of your worksheet with the class and then have students either write or illustrate their traditions and the items that they use. |
| Closure: | * Students will then have an opportunity to work on their Personalized Word Cloud by adding their favorite traditions and their most special traditional items on their drafts.. |

Lesson 4

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| Lesson Name & Time (Minutes Allotted): | Feelings, Our Brains, and Classroom Expectations -45 minutes |
| Learning Standards: Curricular Competencies | •PHE5 -CC9, CC14, CC15, CC16, CC19  •PHE6 -CC9, CC14, CC15, CC16, CC19 |
| Learning Standards: Content | •C13, C14 |
| Instructional Objectives (SWBAT…): | •SWBAT - Work with their peers and start to engage each other and learn from one another. This way, they can collectively come up with goals and solutions to community issues in meaningful ways  -Students will begin to understand their bodies and why they react the way that they do and start generating ideas on how to create situations that are more favorable for higher brain function.  -Understand what happens to the brain during a reactionary state, and in turn, how to self-regulate and calm down enough for rational thought, so they can solve problems that may be affecting their mental health.  -Consider what they need to feel safe and valued within the classroom and have an active role in implementing these needs for themselves and their peers. |
| Assessment: | **What:** Engagement with the Brain diagram worksheet.  **How:** This will give me a good idea of how students are understanding the concept, as well as showing me some scenarios that make them feel unsafe.  **What:** Contributions to the Classroom Expectations graffiti board  **How:** By having students actively participate in the creation of classroom expectations, it creates a sense of responsibility toward those expectations, and helps to keep everyone (including me) accountable to those expectations. |
| Teaching Strategies: | * Using video for schema activation * Encourage collaboration amongst peers for worksheets * Engage in a collective classroom poster. * Encouraging classroom discussion in a respectful and meaningful way |
| Materials: | Computer/laptop, projector, brain diagram worksheet, white board, markers. |
| LESSON ACTIVITIES | |
| Introduction/Hook: | * Students will watch this video on the function of the brain when it comes to logic and reason, fight, flight and freeze. https://www.youtube.com/watch?v=3bKuoH8CkFc |
| Body: | * I will hand out a worksheet with a visual of the upstairs brain, and the downstairs brain. * In partners, students will write what we use the upstairs brain for, and why it’s important in everyday life. Students will then brainstorm a list of what they think may cause the downstairs brain to activate or react. * Students are also encouraged to illustrate what might be happening in the brain during an upstairs function and a downstairs function. * Afterward, we will come back together, and students can share from their list. * I will then talk about how we use the upstairs brain for learning, and how using logic and reason within a classroom environment in how we have success in school, but that is nearly impossible if our lower brain is always telling us that a tiger is looming nearby! So what is the most important thing we need in a classroom to keep the downstairs brain calm and relaxed….SAFETY! |
| Closure: | * I’ll have three headings written down on the white board and break students up into one of the three headings:   -1: What Makes a Good Teacher  -2: What Makes a Good Student  -3: What Makes a Safe Classroom   * Each group will have 5 minutes at each station to add their thoughts onto the Graffiti Board. * I will take photos of each heading and create a classroom poster of these expectations. |

Lesson 5

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| Name &Time (Minutes Allotted): | Personal/Social Identity Wheel -45Mins |
| Learning Standards: Curricular Competencies | •CE5 -CC1, CC2, CC4, CC10 •PHE – CC19  •CE6 -CC4, CC6 |
| Learning Standards: Content | •C1 •C14 |
| Instructional Objectives | •SWBAT - Understand how personal and social influences can have an impact on deciphering non-verbal actions.  -Recognize how personal and social influences work to shape our values, beliefs, and world view.  -Recognize how personal and social influences shape the values, beliefs, and world views of our peers, and these may be different from our own experiences, but doesn’t make them wrong.  -Respect the differences and diversity of peers and classmates through connection and understanding. |
| Assessment: | **What:** Personal/Social Identity Wheels  **How:** By seeing what students fill into each section, I will get a better understanding of students lives inside and outside of school, helping me to get to know students better. This will help me establish more of a connection with them and help me design lessons and activities that are interesting, impactful, and respectful in the future. |
| Teaching Strategies: | •Game play, instructional, observation and inquiry |
| Materials: | Cut-outs of non-verbal actions/secret messages, personal and social identity wheel handouts. |
| Lesson Activities: | |
| Introduction/Hook: | **“You Don’t Say”** This game is like charades in that there is a list of cues that a student must “act out”, only the list of clues are non-verbal activities such as “sitting back in a chair” or “rubbing your temples” and a secret message they are trying to convey. I’ll set a timer of one minute, and students write down what “message” they think the actor is trying to convey through their nonverbal cue. |
| Body: | **Personal/Social Identity Wheel:** After a few rounds we’ll start talking about how information changes depending on who the information is being filtered through.   * I’ll ask the question: What influences how we receive information? * Our life experiences. Here, I’ll hand out the Personal/Social Identity Wheel and have students fill out the information. Students can then use this wheel to add personal and social influences on their Personalized Word Cloud. |
| Closure: | * Have students select the most influential things within their wheel and add them to their Personalized Word Cloud. |

**Lesson 6**

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| Name &Time (Minutes Allotted): | Personalized Word Cloud Finish up -30mins |
| Learning Standards: Curricular Competencies | •AE5 – CC3, CC7, CC11, CC12  •AE6 – CC3, CC8, CC11, CC12 |
| Learning Standards: Content | •C1, C2, C6 |
| Instructional Objectives | •SWBAT – Use the information they have gathered throughout this unit to complete their Personalized Word Clouds.  -Have a deeper understanding of the things they value, and what influences those values.  -Have a deeper understanding of their fellow classmates, building a stronger connection and sense of community  -Use artistic representations to express their inner most feelings, needs, and character. |
| Assessment: | **What:** Personalized Word Cloud  **How:** Students will be assessed on their completion of the project. |
| Teaching Strategies: | Observation, check ins, discussion. |
| Materials: | Various art supplies. |
| Lesson Activities: | |
| Introduction/Hook: | **Personalized Word Cloud Refresher:** I will put up the example that I have created on what their personalized word cloud can look like and what we are adding. I will remind them of some of the activities we have been working on that highlight what is important to us, our influences and what we want people to know about us. |
| Body: | **Work Period:** Students will have the remaining time to finish up their projects in time for presentations the following day. |
| Closure: | **Student Check in:** While students are wrapping up, I’ll come around and do a check in to see how students are doing and how they feel about their projects. If students do not want to talk to the whole class about their clouds they don’t have to, but they do have to display them on the wall with everyone else. |

**Lesson 7**

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| **Name &Time (Minutes Allotted):** | Presentation Day! -45mins |
| **Learning Standards: Curricular Competencies** | •LA5 - CC3, CC7, CC8, CC14 •AE5 - CC3, CC7, CC11, CC12  •LA6 -CC3, CC6, CC7, CC8, CC13 •AE6 - CC3, CC8, CC11, CC12  •PHE -CC16, CC19 •CE5 -CC2, CC4, CC10  •CE6 -CC4, CC5 |
| **Learning Standards: Content** | •LA -C5, C8, C15 •AE -C1, C2, C6, C9  •PHE -C14 •CE -C1 |
| **Instructional Objectives** | •SWBAT – Listen, learn, and connect with the presentations of their peers.  -Gain a better understanding of themselves and their fellow classmates.  -Express what they love and value in a creative, and meaningful way to their peers. |
| **Assessment:** | **What:** Personalized Word Cloud  **How:** Students will be assessed on their completion of the project. |
| **Teaching Strategies:** | •Observation, discussion, feedback. |
| **Materials:** | None |
| **Lesson Activities:** | |
| **Introduction/Hook:** | • Video: Circle of Courage video: <https://www.youtube.com/watch?v=0PgrfCVCt_A>  • As students gather their project and put any last-minute touchups to their clouds, I will ask them to consider listening to presentations through the lens of the Circle of Courage, where we develop the important sense of belonging in our classroom through getting to know and understand each other in authentic ways. |
| **Body:** | • Students will present what’s on their clouds one at a time. |
| **Closure:** | • Together we will pin the completed clouds on to the wall forming our community cloud wall. |

Resources:

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| Worksheet: “Family Traditions/Sacred Items” work sheet <https://www.education.com/download/lesson-plan/learning-about-family-traditions/learning-about-family-traditions.pdf>  Lesson Plan: “Identity and Names” <https://www.facinghistory.org/resource-library/my-part-story-exploring-identity-united-states/identity-and-names>  Video: “Why do we lose control of our emotions” <https://www.youtube.com/watch?v=3bKuoH8CkFc>  “You Don’t Say” https://positivepsychology.com/communication-activities-adults-students/  Video: Circle of Courage video: <https://www.youtube.com/watch?v=0PgrfCVCt_A> |

Extensions to Unit:

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| Follow-ups to this Unit could be:   * More lessons surrounding mental and physical health, and how to create healthy classrooms all year * Lessons surrounding other cultures and their traditions, such as having multicultural months where we spend each month focusing on different cultures and their languages and traditions. * This could evolve into units on “the Circle of Courage” in indigenous communities, as a philosophy on building healthy community. We could bring focus each week to belonging, mastery, independence, and generosity and keep coming back to it. * This could extend into more language lessons about descriptive language, writing styles, literary elements and devices, genre etc. Lots of opportunities for more LA units here. * Science unit on human biology and how the brain and body work. * Units around different kinds of artistic expression and mediums. |

Reflections and Revisions

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