

Outcome(s) of Lesson: (Blooms or I can statement)

1. 5(c) using the programs of study to provide opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit; and
2. 5(d) supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit.

How will I know students have achieved the learning outcome(s)?

1. Students will demonstrate knowledge and understanding of First Nations, Métis and Inuit cultures, perspectives and experiences in an organized way orally and written on a whiteboard.
2. Students will create their own moccasins to show their own strengths and diversity reflected through their learning of First Nations, Métis and Inuit.

Hook:

- Organize students into a sharing circle and verbally acknowledge what a sharing circle is.
 - Indigenous culture to use a circle to discuss and share important topics
 - Big decisions were made in the sharing circle
 - We are always respectful and supportive of others in the circle and their sharing
- Then introduce and pass around a talking stick. Each student will introduce themselves after the teacher has modelled the task, "Hello, my name is Mrs. Blank." A variety of moccasin artifacts will be brought to pass around and display as a visual quality to the lesson.

Provide a visual opportunity for students with indigenous artifacts such as a talking stick and a variety of moccasins. Ask students if they know what the artifacts are. Inform students that we will get into a sharing circle and learn a bit more about it.

Learning Opportunities:

Time	Learning Opportunity	How do I check that students understand what to do?
10 min	<ul style="list-style-type: none">● Sharing circle-keep this brief, only 1-2 students share in artifact discussion<ul style="list-style-type: none">○ criss cross applesauce, spoons inside○ introducing artifacts (talking stick, moccasins)-remember to explain○ introducing ourselves as we go around the circle● Read <i>The Moccasins</i> by Earl Einarson● After story reading<ul style="list-style-type: none">○ discuss story in round robins strategy with students and traditions - ex. passing along artifacts to next generation○ have 2-3 students share in a discussion about items, stories that they have experienced as being passed down○ explain activity that they will do when sent back to their desks<ul style="list-style-type: none">■ every student will receive a moccasin template that they will cut out and decorate the front, and on the back they will draw pictures or words of things that are special to them that they would consider passing down to someone they loved.	<ul style="list-style-type: none">● thumbs up for understanding● have random students repeat steps of activity
		Materials Needed
		<ul style="list-style-type: none">● moccasins● talking stick● The book “The Moccasins” by Earl Einarson
How do I differentiate for ALL learners?		Accommodations (ISP’s)
Beginning: Offer word prompts for discussion		<ul style="list-style-type: none">● offer the right to pass● accommodate alternative sitting options●
Developing: Encourage oral discussion and analysis		
Achieving: Encourage oral discussion and analysis		
Exceeding: During analysis, write down ideas and synthesis of discussion on the board		
Transition: (what will students do when they are finished?, how will we move to the next learning opportunity?)		
<ul style="list-style-type: none">● Students will pick a favourite animal and perform a dramatic interpretation as they move to the learning opportunity.		

Time	Learning Opportunity	How do I check that students understand what to do?
18 min	<ul style="list-style-type: none">● Create own moccasins<ul style="list-style-type: none">○ hand out scissors, pencil crayons and moccasin templates to each student or have them take out supplies if they are kept in their desk. -students have their own○ every student will receive a moccasin template that they will cut out and decorate the front, and on the back they will draw pictures or words of things that are special to them that they would consider passing down to someone they loved.○ instruct students to color and decorate before cutting out○ keep to time limits for coloring, cutting and information on the back	<ul style="list-style-type: none">● observation of activity while circulating room
		Materials Needed
		<ul style="list-style-type: none">● moccasin coloring templates● student materials<ul style="list-style-type: none">● coloring devices● scissors● pencils
How do I differentiate for ALL learners?		Accommodations (ISP's)
<p>Beginning: Offer pre-cut moccasin templates and option to draw pictures instead of writing words on back of moccasin</p> <p>Developing: Offer pre-cut moccasin templates and option to draw pictures instead of writing words on back of moccasin</p> <p>Achieving: Encourage printed description to accommodate pictures</p> <p>Exceeding: Draw a picture of artifact to pass on and write a 2-3 sentence description of their special artifact.</p>		<ul style="list-style-type: none">● provide assistance with scissors● discussing ideas individually for decorations on moccasins
Transition: (what will students do when they are finished?, how will we move to the next learning opportunity?)		
<ul style="list-style-type: none">● Everyone will have 30 seconds to clean up their space (count down last 10 seconds), store their moccasins in their cubbies and then will quietly go back to the circle and share with an elbow partner something from your moccasin while waiting for the rest of the class.		

CLOSURE:

- Gratitude: Thank you everyone for sharing in the story Moccasin with us and for sharing your stories with your moccasins.
- Summary: Today we talked a little bit about how passing something special on to the next generation can be very important to some and how that “something special” can be a special ornament, or jewellery, moccasins or stories about our families before us.
- Bridge: We hope that you will continue to think of special things that you would like to pass along to your next generation .

Lesson Plan Analysis: Using your lesson above, describe the following: (This information MUST be in your learning opportunities)

Cooperative Learning Strategies used	<ul style="list-style-type: none"> ● Round robin strategy
Movement Breaks	<ul style="list-style-type: none"> ● Students will pick a favourite animal and perform a dramatic interpretation as they move to the learning opportunity.
Modes of Learning	<ul style="list-style-type: none"> ● Interpersonal, Intrapersonal, verbal-linguistic, and visual-spatial
Higher Order Question(s)	<ul style="list-style-type: none"> ● Can the students illustrate and express understanding of cultural diversity through the creation of their artifacts? ● Are the students able to demonstrate a better cultural understanding through oral discussion?

Einarson, E., & Flett, J. (2008). *The moccasins*. Penticton, B.C.: Theytus Books.

Reflection and Revisions:

October 25, 2019

EDUC 4351

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Rationale for Changes to Passion Project Lesson 1

On October 4, 2019, we, as a group taught a lesson to two groups of grade 2 students how to create their own artifact with special meaning. We based our lesson on the children's story *The Moccasins* by Earl Einarson, a story in which a young boy receives a pair of moccasins from his foster mother. The boy cherishes his moccasins and decides that he would like to pass them on to his infant child. The activities that we chose to teach the students included participating in a sharing circle and decorating a picture of a moccasin. Once the students finished decorating their moccasin they were asked to cut it out and write or draw something of their own that they felt was special enough to pass on to someone that they love.

This lesson went very well we thought, however it did require a few changes. We altered our hook, which introduced a sharing circle, to include a description of what a sharing circle was and why it is important to the Indigenous culture. We added three elements to share with the students: the significance of a circle; the importance of a talking stick and what it means to be the one in possession of it, as well as the role of the rest of the circle; and we discussed that a sharing circle was and is still used in the Indigenous community for discussions and important decision making. Another alteration that we made to our sharing circle was how much time we allotted for the students to share as well as our discussion of

the moccasins that we brought with us. We felt that in the second teaching of this lesson, we had a much more chatty group and this took up extra time.

The second area of our lesson that we altered was during our activity in which the students were creating their own moccasin artifacts. We decided that the students should be instructed to color their projects first and then cut them out. This was to prevent coloring on their tables and coloring outside the lines could easily be rectified by cutting off the excess. We also determined that it worked better to provide time limits and reminder of times to help keep the students on task.

Third, we modified our transition to include a quick clean up of their space with a set time limit of 30 seconds counting down the last 10 seconds, putting their moccasins away in their cubbies, and then moving quietly back into a circle for our closure. We modified our closure to the GSB formulation in which we thanked the class and the teacher for having us join them and share a little about Indigenous culture, reviewed what we learned and expressed that we hoped that they would continue to think of special things that they might like to pass along.

Finally, we corrected our higher order questions section on our lesson plan to actually include questions to ask the students, they are:

- Can the students **illustrate** and **express** understanding of cultural diversity through the creation of their artifacts?
- Are the students able to **demonstrate** a better cultural understanding through oral discussion?