# Bachelor of Education (Elementary)

# Unit Plan Template EDTL 3200 – Winter 2022

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| **Unit Title:** | There is no CommUnity without U | **Number of Lessons:** | 5 | **Days:** | 5 |
| Your Name: | Barkha Dhanju | Subject(s): | Language Arts/ Arts | Grade: | 3 |

**Rationale**

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| This unit plan will focus on creating a classroom community with kindness while acknowledging the diversity in our classroom. The goal for this unit plan is to start the school year off with creating a positive environment for all students, which starts with our community. It is also a goal to ensure that everyone feels welcomed and part of our classroom community. We acknowledge and understand that we have students from all different backgrounds, but they do not need to feel different in our classroom, our atmosphere in the classroom will always be welcoming and kind. This unit plan is important because I want to start off a new school year with positivity and kindness, I want all my students will be happy to come to school and feel safe. There are many FFPol and COC principles that are connected to this unit plan which will be discussed throughout the lessons. This unit is important for learning and teaching as I strongly believe that students learning starts with them feeling safe in their learning environment, therefore creating a safe space for all students will enhance their learning and enhance my teaching. |

Overview

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| This unit plan will focus on creating a kind safe community for all students. We will be focusing on two main ideas: The first is that our classroom is diverse and includes students from all different backgrounds. Our goal is to acknowledge this and create a safe environment for all students to be themselves and feel welcomed. We will be doing this by our second focus which is creating a kind classroom environment by creating a community within our classroom.  Throughout the week we will be working on activities with the students in our classroom and who they are, kindness, how to create a kind classroom, how our words affect others and how to spread kindness. Our formative goal is to create a kindness tree outside our classroom. This will be a large tree from the floor to more than halfway up the wall. The tree will be filled with leaves that have kind phrases or compliments to other students, teacher, or staff members. We will start filling this tree halfway in the week and work on this through the months leading to Christmas. Our summative goal is to fill out our acts of kindness bingo sheet that the students will get during the first lesson plan, by the end of the week their goal is to fill up their bingo sheet as much as they can and on the last day, they will be able to see how much kindness they have spread.  We will start the week with our kindness bingo that will be completed on the last day, following that we will create a word wall of the word hello in all the languages the students speak to demonstrate to our class how diverse we all are. Following that we will talk about the circle of courage and how it relates to kindness. Following our circle of courage, we will create a kindness poster for our classroom that will encourage us to use kind words over unkind words. Our next lesson will be reading a book about kindness, and this will lead to our formative goal of our kindness tree. Lastly, we will end of the unit by creating an about me writing flag. This fill in the blank flag will be fun facts about each student and a self-portrait. Once these flags are completed, we will create a banner that hangs all the students flags along one side of our classroom. This unit creates a classroom community. With all the different posters, word walls and activities that we have competed the goal is for each student to feel welcomed, safe, and happy to be in our classroom. |

Indigenous Connections/ First Peoples Principles of Learning (WE ARE STARTING WITH THIS FIRST, SO I MOVED IT HERE! ☺)

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| This unit connects to many indigenous learnings and principles. The focus of this unit is community and the self. This whole unit was inspired by the first people’s principle of learning: Learning involves recognizing the consequences of one’s actions and learning requires exploration of one’s identity. Both principles are so important when creating a classroom community and every lesson goes back to both principles.  Learning involves recognizing the consequence of one’s actions: throughout our unit we explore kindness, acts of kindness and ways to spread kindness. Kindness begins with us and our actions. We will be exploring how our actions and words affect others and how we can make that affect positive. By starting the unit off with our acts of kindness bingo, students will be aware of their actions throughout the week and discover how their actions make others feel. Also, when we create a poster of kind words, we will also discuss words that may be hurtful to others which will also allow the students to reflect on how their actions and words affect others. And lastly our kindness tree, we will be taking our kindness to our school community and sharing our kind actions with those around us to hopefully show others how our actions affect others.  Learning requires exploration of one’s identity: to create a community without our classroom we must discover ourselves and those around us. Throughout our unit we will be exploring our student’s identity. We will start by creating a word wall in our classroom of the word HELLO. This word will be in all the different languages our students speak as well as the native indigenous language of the land we are on. This will stay up in our classroom for the year and that will always be a reminder to the students of the identities in our class and the community we have created. Also, at the end of our unit we will be creating a banner of about me flags. This banner will be hung in our classroom for other students to learn about each other and discover thing about themselves and their peers. This is not only to explore one’s identity but to also create a classroom community.  Circle of courage: We will be discussing the circle of courage in the middle of our unit and hanging a large poster of this circle to always reference. The circle of courage has also inspired this unit plan as the whole unit plan focuses on belonging. My goal is to ensure each student feels as though they belong and they safe in our classroom community. It also touches on generosity, which leads to our kindness portion of the unit. As well as independence, making one’s own decisions and being responsible for the failure or success, setting one’s own goals, disciplining oneself. This circle of courage is extremely important to integrate into our classroom during this unit as it’s exactly what we want our classroom community to be.  Indigenous Resources:   * The first people’s principals of learning: <https://www.bced.gov.bc.ca/abed/documents.htm#curriculum> * Indigenous Education Resources BC Curriculum: <https://curriculum.gov.bc.ca/curriculum/indigenous-education-resources> * Implementing Aboriginal Content Across the Elementary Curriculum: <http://www3.sd73.bc.ca/education/content/fn-cross-curricular-elem-resources> * The Learning Circle - Classroom Activities on First Nations in Canada: <https://etfofnmi.ca/?page_id=287> * Aboriginal Affairs and Northern Development Canada - Classroom Resources: <https://www.rcaanc-cirnac.gc.ca/eng/1302868012055/1534942371387> * Teaching in a First Nations School - An Information Handbook for New Teachers: <http://www.fnesc.ca/pdf-docs/PUB-FNSA-Teaching-in-a-FN-School-2006.pdf> * The Aboriginal and Environmental Education Circle (AEE Circle): <http://education.davidspencer.ca/wiki/Inuit_History> * Education is Our Buffalo: <https://www.albertaschoolcouncils.ca/public/download/documents/55705> * Orange Shirt Day Teacher Resources: <https://www.orangeshirtday.org/teacher-resources.html> * UN International Decade of Indigenous Languages: <https://www.cbc.ca/player/play/1989022275729#:~:text=The%20UN%20International%20Decade%20of%20Indigenous%20Languages%20begins%20in%202022,-15%20days%20ago&text=The%20United%20Nations%20is%20recognizing,need%20to%20preserve%20Indigenous%20languages> |

CORE COMPETENCIES

(Continue to thoughtfully choose which competencies relate to your unit plan. Explain how/why the competency can be seen in your unit/lessons. Use the facets subtitles to help support your explanations.)

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| Communication | Thinking | Personal & Social |
| * [Communicating](https://curriculum.gov.bc.ca/competencies/communication/communicating)   Facets:  Students engage in informal and structured conversations in which they listen, contribute, develop understanding and relationships, and learn to consider diverse perspectives.  🡪 during many of our lesson’s students will engage in classroom discussions on various topics. Students will listen, contribute, and respect others’ opinions in the class.   * Collaborating   Students develop shared understandings of information, issues, situations, and problems in pursuit of common purposes and goals.  🡪 The entire unit plan focuses on students developing shared understandings and understanding the diversity in our classroom and that being different is valuable. The lessons work on creating a classroom community and helps students with the goal of kindness and classroom community | * Critical thinking   Students apply critical, metacognitive, and reflective thinking in given situations, and relate this thinking to other experiences, using this process to identify ways to improve or adapt their approach to learning.  🡪 In multiple lessons students will be listening to a story and will be asked what they think of the story or how it could change. This will allow students to critically think and reflect on situations that happened in multiple stories. | * Personal awareness and responsibility   Students who are personally aware and responsible have a sense of self-worth and a growing confidence in a variety of situations.  🡪 students will be working on this during the unit plans, they will be looking into kindness and how they can be kind which will lead them to be personally aware.  Students who are personally aware and responsible take ownership of their choices and actions.  🡪 in our lessons we will be talking about how our words affect others and how we can use kind words to uplift others.   * Positive personal and cultural identity   Students understand that their relationships and cultural contexts help to shape who they are.  🡪 we will be touching on diversity in our classroom community activity where we create a word wall to represent all the diversity in our classroom and to make everyone feel equally important.   * Social awareness and responsibility   Students build and maintain diverse, positive peer and intergenerational relationships. They are aware and respectful of others’ needs and feelings and share their own in appropriate ways. They adjust their words and actions to care for their relationships.  🡪 our entire unit is based on building relationships and how our words affect others. Creating kindness in our classroom setting. We will be doing this by many different activities such as act of kindness bingo. |

BIG IDEAS

Explain how your unit plan speaks to each big idea you have included in 1 or 2 sentences each. For our purposes, connecting to one subject area is fine. However, feel free to connect to more than one if you feel your topic needs it.)

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| Subject Name: Language Arts | Subject Name: Art | Subject Name: |
| Curiosity and wonder lead us to new discoveries about ourselves and the world around us.  🡪 Throughout the unit students will be asked to think and reflect on stories and scenarios presented to them, this will allow them to be curious and wonder. It will also hopefully allow them to be curious and reflect when they are in similar situations themselves.  Using language in creative and playful ways helps us understand how language works.  🡪 creating a word wall will give students creative ways to learn language and understand the diversity of language. | Creative experiences involve an interplay between exploration, inquiry, and purposeful choice.  🡪 a few of our lessons will incorporate art such as our kindness tree and all about me flag, these lessons will allow the students to explore different areas of the community, their peers or even about themselves. |  |

LEARNING STANDARDS & ASSESSMENT

(List appropriate and sufficient learning standards. Brainstorm ideas for formative and summative assessment(s) for your unit plan. In particular, think about how you will “measure” or “seek to provide evidence” that students are meeting the learning standards you have set out. The learning standards and assessments here should also appear in your lessons below).

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| Curricular Competencies | Content | Assessment |
| Language Arts:  Make connections between ideas from a variety of sources and [prior knowledge](https://curriculum.gov.bc.ca/curriculum/english-language-arts/3/core) to build understanding  🡪 we will be predicting what will happen in stories and using our prior knowledge to talk about different topics throughout lessons.  [Engage actively as listeners, viewers, and readers](https://curriculum.gov.bc.ca/curriculum/english-language-arts/3/core), as appropriate, to develop understanding of self, identity, and community  🡪 almost all lesson plans have group discussions which students will participate in but also actively listen and reflect on what others are saying. This will also create understanding on self and community as we will be talking about diversity.  Use personal experience and knowledge to connect to [text](https://curriculum.gov.bc.ca/curriculum/english-language-arts/3/core) and make meaning  🡪 In our kindness activities we will be talking about personal experiences, how our experiences were and how we can change our experiences and the experiences of others. We will be relating our experiences to the books experience with bullying.  [Exchange ideas and perspectives](https://curriculum.gov.bc.ca/curriculum/english-language-arts/3/core) to build shared understanding  🡪 Every lesson will include students exchanging ideas and perspective, whether it be about kindness or diversity. We will be listening to each other and creating a classroom community with everyone’s ideas and perspective to understand all the different students we have.  Arts:  Explore identity, place, culture, and belonging through arts experiences  🡪 multiple lesson plans will incorporate art to explore identity and place such as our kindness tree and about me flag.  Reflect on [creative processes](https://curriculum.gov.bc.ca/curriculum/arts-education/3/core) and make connections to personal experiences  🡪 Our about me flags will allow students to reflect on creative processes and make connections as they will create a self portrait | Story/text: Text feature- how text and visuals are displayed  🡪 we will be creating our own text features in our kindness tree lesson plan that will arrange text in multiple different ways  Strategies and processes: Reading strategies: using illustrations and prior knowledge to predict meaning  🡪 using prior knowledge and illustrations to predict what will happen before, during and after the book. Also using our prior knowledge to create our own ending to the story.  Arts:  symbolism as ways of creating and representing meaning  🡪 we will be creating a kindness tree to represent growth, community, and kindness. As well, a tree is symbolic in the indigenous communities.  [personal and collective responsibility](https://curriculum.gov.bc.ca/curriculum/arts-education/3/core#;) associated with creating, experiencing, or [sharing](https://curriculum.gov.bc.ca/curriculum/arts-education/3/core#;) in a safe learning environment  🡪 We will be working on multiple activities that will touch on creating a safe learning environment for students such as our kind words poster and kindness books that touch on acts of kindness and bullying. | 1. Formative: Throughout the week they will cross of boxes when acts of kindness have been completed. At the end of the week, they will hand in their bingo sheet 2. Summative: Observation assessment: as students help create our rough draft of the word wall assessment will be done by observation and participation 3. Formative + Summative: Active participation throughout the activity and observing is the formative assessment of this lesson. Also, making note of students who share their thoughts, who are respectful to one another’s opinions and thoughts about the topic. The summative assessment will be our exit ticket where they write 3 ways to be kind on our kindness ticket. 4. Formative + Summative: Group discussion and engagement is the formative assessment part. But we will also be creating kindness comments on leaves and give those leaves to people in our school community and then those leaves will be stapled on our kindness tree. This will be formative and summative as it be an ongoing project. 5. Summative: How much of the Kindness bingo sheet is completed. Also, completion of all about me flag and students drew a self-portrait that somewhat resembles themselves. |

Prerequisite Concepts and Skills

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| (What *relevant* concepts and skills would you expect students to have at the start of the year, for the grade you have chosen? Refer to previous years of the BC curriculum for ideas about what students might be expected to know and do coming into your unit. Also consider what you will be undertaking in the unit and what skills/knowledge students might need.)  Students should be able to:   * Actively listen * Participate in group discussions * Able to predict a story from images * Write short sentences * Work independently * Work in groups |

Teacher Preparation Required

(What do you need to do to be prepared for each lesson in your unit plan? This likely needs to be completed *after* you have articulated your lessons. Remember, planning – no matter what the template – it is not a linear process!)

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| Lesson 1 | * **Have story or video ready** * **Have worksheet printed** * **Have questions prepared to ask class** |
| Lesson 2 | * Have diversity video ready * Have guided questions ready for group discussion * White board or poster board to write down student’s thoughts * Poster board and cutter for final word wall |
| Lesson 3 | * Book or video ready * Poster board * Guided questions for book discussion |
| Lesson 4 | * Circle of courage large poster * Large kindness tree created prior to class * Compliment leaves |
| Lesson 5 | * **Worksheet from earlier in the week** * **About me flags printed and cut** * **String and stapler** |

Cross-Curricular Connections (Concurrently – At the same time)

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| (Do your best to brainstorm, reflect, and discuss about how this unit might connect to or support other units/topics being taught AT THE SAME TIME.)   * The unit is already cross curricular between language arts and art. * I can also be adapted to science as we create a kindness tree so we can talk about trees in science * Further talk about circle of courage, the other sections that didn’t fully relate to our unit * We could also create a PE game such as kindness tag, play on traditional tag but must compliment someone to “untag” them * I incorporated a kindness tree which can be further expanded into a social studies lesson on indigenous communities and nature. |

Universal Design for Learning (UDL)

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| (This section must be framed using the 3 principles of UDL set up below. List and describe points under each principle. Use your UDL wheel for support!)   1. MULTIPLE MEANS OF REPRESENTATION – I provide for multiple means of representation in this unit in the following ways:   🡪 videos and books, activating prior knowledge by book predictions  🡪 posters for guidance  🡪group discussions and individual work  🡪 variety of assessments   1. MULTIPLE MEANS OF ACTION AND EXPRESSION – I provide multiple means of action and expression in this unit in the following ways:   🡪 Acts of kindness bingo sheet for them to keep track of their acts  🡪Books and videos to introduce topic  🡪group work and individual work so students can practice both  🡪poster for visual reference  🡪 about me poster for individual creativity   1. MULTIPLE MEANS OF ENGAGEMENT – I provide multiple means of engagement in this unit in the following ways:   🡪 group discussion where everyone is encouraged to participate  🡪 group work where everyone must share the language, they speak other than English  🡪 individual work where students go out in the community and interact with others around the school |
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Differentiated Instruction (DI)

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| Auditory learners: Oral storytelling and videos, sharing circles and group discussions  Visual learners: Picture books, Picture Videos, and captions on video. Large posters for circle of courage and writing on the board what students are sharing. Creating multiple posters or anchor charts.  Kinesthetic leaners: Act of kindness bingo, students physically go perform the acts of kindness to complete the task. Drawing a self-portrait for all about me flag. |

Overview of Lessons:

(These are abridged lesson plans and do not need to be at the fine-grained level of lesson planning you have been doing so far. All the big points about each lesson should be here. Here is where you start to think more deeply about alignment and flow in your lessons, or “mapping”)

Lesson 1

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| Lesson Name & Time (Minutes Allotted): | Acts of kindness bingo- 40 mins |
| Learning Standards: Curricular Competencies | Express feelings, ideas, and experiences in creative ways  [Exchange ideas and perspectives](https://curriculum.gov.bc.ca/curriculum/english-language-arts/3/core) to build shared understanding |
| Learning Standards: Content | personal and collective responsibility associated with creating, experiencing, or [sharing](https://curriculum.gov.bc.ca/curriculum/arts-education/3/core#;) in a safe learning environment |
| Instructional Objectives (SWBAT…): | Recognize their actions have consequences  Know the meaning of acts of kindness  Recognize they can make someone’s day better by acts of kindness  Demonstrate acts of kindness |
| Assessment: | Throughout the week they will cross of boxes when acts of kindness have been completed. At the end of the week, they will hand in their bingo sheet |
| Teaching Strategies: | Book to introduce topic  Connections and prior knowledge of kindness  Encourage participation about topic |
| Materials: | <https://www.youtube.com/watch?v=et4KluESo0o&ab_channel=LoonLake>  kindness Is cooler Mrs. ruler book or video book  Act of kindness bingo sheet |
| LESSON ACTIVITIES | |
| Introduction/Hook: | Sit on carpet in a circle  Book predictions: title of book and book cover make predictions about what the book will be about. Ask questions regarding kindness: what does it mean to be kind? And then ask this question again after the book is finished.  Read the story book. After the book is finished, ask the class after the story, what does it mean to be kind? Have their thoughts changed, or do they think they were correct? |
| Body: | Introduce our topic of the week which is classroom community and share how we will be working on activities all week to be kind and create a classroom community  We will start with our own acts of kindness like Mrs. ruler. Every student will get a acts of kindness bingo sheet and their goal is to cross off as many boxes as they can this week.  After discussion about sheet, students will then have 10 minutes to compete 2 acts of kindness on their bingo sheet that they can complete within the classroom. |
| Closure: | Students will work on this bingo sheet all week and will conclude the activity on the last day. |

Lesson 2

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| Lesson Name & Time (Minutes Allotted): | Hello World Wall- 40 mins |
| Learning Standards: Curricular Competencies | Language Arts:  Make connections between ideas from a variety of sources and [prior knowledge](https://curriculum.gov.bc.ca/curriculum/english-language-arts/3/core) to build understanding  Use personal experience and knowledge to connect to [text](https://curriculum.gov.bc.ca/curriculum/english-language-arts/3/core) and make meaning  [Exchange ideas and perspectives](https://curriculum.gov.bc.ca/curriculum/english-language-arts/3/core) to build shared understanding |
| Learning Standards: Content | Language Arts:  Text features  Oral language strategies |
| Instructional Objectives (SWBAT…): | Understand the meaning of diversity  Understand the meaning of community  Recognize the diversity in our classroom  Recognize the community in our classroom  Acknowledge that different doesn’t mean bad |
| Assessment: | Observation assessment: as students help create our rough draft of the word wall assessment will be done by observation and participation |
| Teaching Strategies: | Video to introduce diversity into the classroom  Each student will be encouraged to share the language they speak |
| Materials: | <https://www.youtube.com/watch?v=KJ1ygFknjYo&ab_channel=LittleSikhs>  large anchor chart paper  After activity create and laminate words for word wall |
| LESSON ACTIVITIES | |
| Introduction/Hook: | Ask how many students speak a different language to raise their hands  Ask how many students speak more than 2 different languages to raise their hands  This will create visual for students to see how diverse our class is. |
| Body: | Watch this video about diversity: <https://www.youtube.com/watch?v=KJ1ygFknjYo&ab_channel=LittleSikhs>  After video, ask students to share 1 thing the video talked about, and we will discuss those ideas.  As we already touched on how many students speak a different language, I will ask again to show of hands as this will bring a new perspective on diversity.  I will ask students what language they speak and create a list of all the languages and if they know how to say “hello” in their language.  We will also discuss the indigenous native language on the land we are on and add that to our word wall.  Once our anchor chart is created, I will go ahead and make the final copy of the words and create a word wall of the world “hello” with all the languages the students speak. |
| Closure: | Once we complete the anchor chart, we will go through each word and one by one pronounce all the ways to say hello in the different languages we speak. We will also do this again once we have created the final word wall on our classroom wall.  We will also have end discussion and ask the students why is it important to share the diversity in our classroom? |

Lesson 3

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| Lesson Name & Time (Minutes Allotted): | Kind Words Poster- 40 mins |
| Learning Standards: Curricular Competencies | Language Arts:  Make connections between ideas from a variety of sources and [prior knowledge](https://curriculum.gov.bc.ca/curriculum/english-language-arts/3/core) to build understanding  Explain the role that [story](https://curriculum.gov.bc.ca/curriculum/english-language-arts/3/core) plays in personal, family, and community identity  Use personal experience and knowledge to connect to [text](https://curriculum.gov.bc.ca/curriculum/english-language-arts/3/core) and make meaning |
| Learning Standards: Content | Language Arts:  Strategies and processes: reading strategies |
| Instructional Objectives (SWBAT…): | To predict what happens in the story  Predict/Create their own ending to the story  Explain what it means to be a good friend  Know how to be a good friend  Know what kind words are and what are unkind words |
| Assessment: | Participation  Observation  Sharing their thoughts  Being kind to one another’s thoughts  Exit ticket |
| Teaching Strategies: | Enthusiasm while reading and pausing to ask questions regarding the story  Encourage students to each share a word or phrase or kindness |
| Materials: | Book or video book: <https://www.youtube.com/watch?v=i3G81OF828s&ab_channel=StorytimeNow%21>  Poster board |
| LESSON ACTIVITIES | |
| Introduction/Hook: | Read: <https://www.youtube.com/watch?v=i3G81OF828s&ab_channel=StorytimeNow%21>  At 3:03 pause and ask the class what it looks like to be a good friend  Write down their suggestions on the board  Before the ending of the book, ask the class what they think will happen next. Allow them to create their own endings out loud. |
| Body: | After reading the book, we will have a group discussion.  I will ask the students what they think about the bully goat.  I will introduce our class activity which is a poster board of kind words/phrases  I will ask the students to suggest some kind phrases we can use in our classroom, and we will create a poster of those words and phrases.  We will also talk about unkind things that may hurt our friends in the classroom and what we can say instead. |
| Closure: | We will hang up our kindness poster in our classroom for all the students to refer to throughout the year. After the poster is completed, students will create an exit ticket and write down 3 ways to show kindness to others. |

Lesson 4

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| Lesson Name & Time (Minutes Allotted): | The Kindness Tree- 35 mins |
| Learning Standards: Curricular Competencies | Language Arts:  Make connections between ideas from a variety of sources and [prior knowledge](https://curriculum.gov.bc.ca/curriculum/english-language-arts/3/core) to build understanding  Use personal experience and knowledge to connect to [text](https://curriculum.gov.bc.ca/curriculum/english-language-arts/3/core) and make meaning  Show awareness of how [story in First Peoples cultures](https://curriculum.gov.bc.ca/curriculum/english-language-arts/3/core) connects people to family and community |
| Learning Standards: Content | Language Arts:  Story/text: text features |
| Instructional Objectives (SWBAT…): | Understand the circle of courage and where it came from  The elements of the circle of courage  Know how we can use the circle of courage in our classroom  Know How the circle of courage encourages kindness  Create a kindness tree  Write kind comments to others |
| Assessment: | Participation  Group discussion engagement  Kindness comments on leaves |
| Teaching Strategies: | Poster size of the circle of courage  Have discussion questions to lead the students |
| Materials: | Circle of courage poster  Kindness tree  Leaves of kindness |
| LESSON ACTIVITIES | |
| Introduction/Hook: | Introduce circle of courage:  Hands up if you ever heard the word courage  Who can tell me what it means?  What are some examples of how we can show courage? |
| Body: | Show the circle of courage poster  Ask students what they notice about the circle of courage  Let them explore the circle of courage poster  Read the main headings on the poster and then read the descriptions and have a class discussion on what each heading means  After discussion ask students how the circle of courage can relate to our classroom. How the circle of courage can relate to classroom kindness  After class discussion introduce our kindness tree outside of our classroom. This kindness tree takes our kindness from our classroom into the community. Throughout the next few weeks students can grab a leaf from the desk and write a kind comment to anyone in the school. Everyone will return their leaf and we will staple it to our kindness tree. Our classroom goal is to fill up each brand on our kindness tree |
| Closure: | Each student will receive 1 leaf to start off with and they can write a kind comment to anyone in the classroom and give it to them and we will start creating our tree. |

Lesson 5

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| Lesson Name & Time (Minutes Allotted): | About me Flag- 40 mins |
| Learning Standards: Curricular Competencies | Language Arts:  Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation  Arts:  Explore identity, place, culture, and belonging through arts experiences |
| Learning Standards: Content | Language Arts:  Text Features: how text and visuals are displayed  Language features, structures, and conventions: Legible Handwriting  Art:  visual arts: elements of design: line, shape, space, texture, colour, |
| Instructional Objectives (SWBAT…): | Write basic sentences about themselves  Draw a portrait of themselves  Be kind to one another  Understand kindness in the classroom  Create ac classroom community |
| Assessment: | How much of the kindness bingo sheet is completed?  Completed their about me flag  Drew a self-portrait that somewhat resembles them |
| Teaching Strategies: | Review kindness bingo to complete our kindness week and tie it into our classroom community |
| Materials: | Kindness bingo sheets  About me flags  String  Stapler |
| LESSON ACTIVITIES | |
| Introduction/Hook: | Take the kindness bingo sheet from the beginning of the week and let’s see what everyone has done.  Ask students what their favorite kindness activity was  Ask students what was the hardest one to complete  Ask students which ones they couldn’t complete  “Who would like to share one of their kindness experiences- is there anything on your sheets that was hard to do?” |
| Body: | Now that we’ve have learnt about what it means to me kind and how we can be kind we are going to create our community banner about you, so each one of you are presented in our classroom in our own unique ways.  Each student will receive an about me flag, this flag has sections where students write about themselves such as their birthday, favorite subject, food, and hobby. Below they will draw and color a self-portrait of themselves. Once completed we will hang string from one side of the room to the next and hang our flags on the string. This will show each student in our classroom and some fun information about them. |
| Closure: | Once completed we will hang string from one side of the room to the next and hang our flags on the string. This will show each student in our classroom and some fun information about them. This will allow us to end our kindness/ community week with a beautiful banner that represents each of our students. |

Resources

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| Acts of kindness bingo:  <https://content.twinkl.co.uk/resource/b8/04/au-t-1632906826-acts-of-kindness-bingo_ver_1.pdf?__token__=exp=1645567658~acl=%2Fresource%2Fb8%2F04%2Fau-t-1632906826-acts-of-kindness-bingo_ver_1.pdf%2A~hmac=709c1082fe1bf87a772a75680dae75b4da758338f281eb3a375d70d3db7e0b28>  Kindness and community books/videos:  <https://www.youtube.com/watch?v=et4KluESo0o&ab_channel=LoonLake>  <https://www.youtube.com/watch?v=i3G81OF828s&ab_channel=StorytimeNow%21>  <https://www.youtube.com/watch?v=KJ1ygFknjYo&ab_channel=LittleSikhs>  About me flag worksheet:  https://content.twinkl.co.uk/resource/74/05/T-M-1052-All-About-Me-Bunting\_ver\_1.pdf?\_\_token\_\_=exp=1645569586~acl=%2Fresource%2F74%2F05%2FT-M-1052-All-About-Me-Bunting\_ver\_1.pdf%2A~hmac=2e129548d9e004c64782c53fa2b01600e2383c3476c395c8a6309f430345a18c |

Extensions to Unit (Consecutive – After)

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| After this unit we would have started to create a classroom community and we will continue to grow that community. Our kindness tree outside of our classroom will continue growing even though our unit is over as that is not something that is specific to this unit only, it’s important to always have those reminders to be kind to one another and create a community with each other. We will also continue referring to all the posters we created as a reminder of how we should treat each other.  We can make this unit longer by expanding more on each topic, kindness and community are something you touch on throughout the year and continue to reflect on. |

Reflections

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| (*Reflect and discuss about you planning/design process here.* GUIDING QUESTIONS: Which of the approaches in the course did you use? How did your Indigenous inspirations go? What else that you learned about in the course supported you in developing this plan? What would you do the same or differently in your next unit planning experience?)  The approach I used for my unit plan was inquiry model. A lot of my lesson plans build on students’ prior knowledge and expand what they already know. Most of the lessons ask students about their existing knowledge of a word or concept and we build on that word or concept throughout the lesson.  I used many differences indigenous inspirations which tie into each lesson nicely. One goal of mine was to indigenize the unit naturally and not force the puzzle piece to fit. We have sharing circles, the circle of courage poster to look at, I incorporated a kindness tree which can be further expanded into a social studies lesson on indigenous communities and nature.  I struggled first with the theme of my unit plan, I wanted to expand on kindness into the community and also touch on diversity, but it seemed like too much at once. I narrowed it down to kindness and community which feed off each other and diversity automatically fit into community as our community is diverse and it’s important to acknowledge those diversities to build a safe community for all students.  For my next unit plan, I will probably do the same order of things, first figure out the theme, then find activities, build those activities into lessons, and then expand those lessons in order to cater to all learning styles. This process naturally worked for me as it fit into the curriculum nicely and hit multiple competencies. |