

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

January 21, 2022

Lesson Title: _____ Day of Sucwentwecw Lesson # _____ 1 Date: _____ 2022
 Name: _____ Ashley Michel Subject: _____ Social Studies Grade(s): _____ 5

Rationale:

This is an important lesson because it is a way to acknowledge and build relationships with the local Secwepemc peoples within the school district. In Secwepemctsin, sucwentwecw means, to acknowledge one another & to build those relationships.

My lesson places importance on sharing oral stories, traditions, & history through guest speakers from the community of Tk'emlups te Secwepemc. As we gather to celebrate this day, we will listen & focus on the success stories of revitalization of language and culture on Indigenous people. I will do this by inviting an elder to spend the day with our class to share their knowledge. Local dancers will be invited to share their story and demonstrate pow wow dance for our students. We will eat Bannock and jam for snack. Finally, our class will have the opportunity to create their own rattle. This gives every student an opportunity to connect to Indigenous culture and language in their own way as some may not have had these opportunities presented to them like this before.

Core Competencies:

Communication	Thinking	Personal & Social
-Participating in the supportive interactions and collective efforts of collaboration enhances students' positive identity development including their relationship to others and their membership in various groups -Collaboration involves building relationships, contributing to community, valuing diversity, and solving problems in peaceful ways	-As students think critically, they consider alternative perspectives and seek out missing or marginalized voices	- Students use their social awareness to understand how their relationships and cultural contexts shape who they are - As students collaborate, they commit to needed roles and responsibilities, and are conscientious about contributing and creating space for marginalized voices

Big Ideas (Understand)

- Interactions between First Peoples and Europeans lead to conflict and cooperation, which continues to shape Canada's identity.

Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> • CC6: Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times or places (perspective) • CC7: Make ethical judgments about events, decisions, or actions that consider the 	<ul style="list-style-type: none"> • C5: the impact of colonization on First Peoples societies in British Columbia and Canada • C6: the history of the local community and of local First Peoples communities

conditions of a particular time and place

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none">• SWBAT: Listen Respectfully• SWBAT: Actively participate in the activity• SWBAT: Contribute to conversations, ask questions, seek understanding	<ul style="list-style-type: none">• All assessment will be based on a scale of 1-3.• 1= Little to no effort was made. Disruptful/distracting behavior. These actions will be recorded by the teacher.• 2 = Student actively participated, listened, and contributed. This is the <i>bar</i>.• 3 = Student went above and beyond in their efforts. These actions will be recorded by the teacher.

Prerequisite Concepts and Skills:

- General understanding of the impacts of Residential Schools & Colonization on Indigenous people. Also, the importance of revitalization of language and culture within a community.
- Critical thinking and reflecting
- Active listening
- Open mindedness & respect for guest speakers – everyone has their own story to tell
- Can follow simple directions

Indigenous Connections/ First Peoples Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of Indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

Universal Design for Learning (UDL):

- Present information and content in a different way: video, oral story, audio, pictures, live demonstrations, group/individual sharing, music, dancing
- Invite an elders and knowledge keepers in to tell oral stories

Differentiate Instruction (DI):

- Flexible assessment for those who may struggle with group work/sharing
- Flexible work environment (group work is encouraged, but some may choose to work/share reflections individually).
- Ask questions a student can answer "yes" or "no" to if they do not want to share out loud/in group

Materials and Resources

- 3/4 guest speakers (Elders & knowledge keepers from the community)
- 1. Elder to speak on their story

- 2. Knowledge keeper (hunter, fisher, carver, rattle maker etc.)
- 3. Dancer(s): 1 female, 1 male
- 3 Honorariums/gifts
- Students to sign thank you cards
- chairs for the guests
- anything the guests need for their activities (Any art supplies, journals, slide show, music, etc.)
- talking stick
- lehal set
- coloring sheets
- Make Bannock for lunch
- Youtube for music for dancers
- laptop
- rattle making kits

Lesson Activities:

Teacher Activities	Student Activities	Time
<p>Introduction (anticipatory set – “HOOK”):</p> <ul style="list-style-type: none"> -Students are sitting in their chairs in a circle -Teacher goes over expectations for the day (respectful listening, participation, and contribution to conversations) -Teacher has list of activities for the day displayed on the board -Check for understanding -Day of Suwentwecw video: https://youtu.be/oC1W_AEcaaU 	<ul style="list-style-type: none"> -Student sit in their chairs and wait for further instruction 	<p>15 minutes</p>
<p>Body:</p> <p>Elder:</p> <ul style="list-style-type: none"> -Welcome Elder into the classroom for the day -Elder starts us off in a good way with a prayer -Elder shares their story (Residential school, language, culture, revitalization) -Students can ask questions -Present elder with an honorarium/gift *10 minutes of “Simon Says in Secwepemctsin” -Simon says (walk, sit, skip, jump, turn, stop) words the students *should know (or have practiced previously) *bathroom/water break 5 minutes <p>Dancers:</p>	<ul style="list-style-type: none"> -Students stand for the prayer -Students are encouraged to ask questions or share their reflections -Student gives the elder their gift -Students can get up and move around 	<p>All Day</p>

<ul style="list-style-type: none"> -Welcome dancers into the classroom -Dancers share their story and explain the history of dance -Ask if students have any questions -Dance demonstration -Round Dance -Present dancers with their honorarium/gift -Coloring sheet (Filler activity) -Clean up for recess -Teacher hands out Bannock and jam *After recess Rattle making: -Knowledge keeper shares their story of how they got into making rattles, <i>what are rattles used for, who can use them?</i> -Display the rattles for students to examine -Sing a song with the rattle -Explain/demonstrate activity: rattle making -Check for understanding -Hand out supplies & help students with their rattle making -5 & 2 minute warnings to tidy up for lunch *After lunch* -Continue making rattles Lehal: -This can be used as a filler activity. If students do not want to play, they can choose a coloring sheet -Teacher gives history of lehal and explains the rules -Video demonstration -Divides the students into 2 groups. They will play one another. -Winning team gets to choose what activity they will play in P.E. the next day. *5 & 2 minute warnings for clean up 	<ul style="list-style-type: none"> -Students sit back in their chairs -Students ask questions -Students participate in round dance -Student present dancers with honorarium/gift -An activity students can do if they need something to fill time -Wash hands, clean area, eat Bannock in their chairs -Students sit back in their chairs -Students take turns going up to examine the rattles -Students can ask questions -Students begin activity -Students continue with their rattles -Students gather in a section of the classroom to listen to the instructions -Students sit on one side with their group facing the other team 	
<ul style="list-style-type: none"> Closure: -Sharing circle: students sit with the elders/knowledge keepers in their chairs in a circle. -Guests can use the talking stick to share anything they want -Students are asked to use the talking stick to share 1 thing they learn from the day 	<ul style="list-style-type: none"> -Students sit quietly and respectfully wait for their turn to use the talking stick to share 	<p>(last 20 minutes of class time)</p>

-Elder ends the circle with a prayer		
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Organizational Strategies:

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| <ul style="list-style-type: none">-Students to raise hands to share-During the circle, the teacher will introduce the talking stick-Stand and wait with "Ready Hands" to get students attention-arrange chairs in a circle at the start of class |
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Proactive, Positive Classroom Learning Environment Strategies:

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| <ul style="list-style-type: none">-Thank those who choose to share-Praise good behavior-Be enthusiastic about learning |
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Extensions:

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| <ul style="list-style-type: none">-Secwepemctsin language word wall-Ribbon skirt/Ribbon shirt workshop-Drum making workshop-P.E.: Pow-wow dance lessons-Science: Medicine walk (Pick some traditional medicines and learn about them with a knowledge keeper) *Permission slip needed*-Language Arts: reading appropriate books about Residential School-Residential School or Tk'emlups Museum tour *Permission slips needed* |
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Reflections (if necessary, continue on separate sheet):

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