** LESSON PLAN (PILOTED 2022)**

**Candidate’s name:**

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| Grade/Class/Subject: | Grade 5/6, Social Studies | School: | Sacred Heart |
| Date: | March 4/ 2022 | Allotted Time: | 1hr |
| Topic/Title: | Define bias within social media |

1. **LESSON ORIENTATION**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0)

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| *Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.* |
| Within the context of the recent current events this lesson will focus on defining bias with the aim to address how media portrays events from different perspectives.  |

1. **CORE COMPETENCIES**

**Key resources:** <https://curriculum.gov.bc.ca/competencies>

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| **Core /Sub-Core Competencies** *(check all that apply):* | *Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.* |
| [ ]  COMMUNICATION – Communicating[ ]  COMMUNICATION – Collaborating [ ]  THINKING – Creative Thinking[x]  THINKING – Critical Thinking[x]  THINKING – Reflective Thinking[ ]  PERSONAL AND SOCIAL – Personal Awareness and Responsibility[ ]  PERSONAL AND SOCIAL – Positive Personal and Cultural Identity [ ]  PERSONAL AND SOCIAL – Social Awareness and Responsibility | Analyzing and critiquing* I am flexible and open-minded; I can explain more than one perspective and consider implications.

Critical and reflective thinking is ingrained in this lesson as students are expected to be reflective of their own biases as well as be able to use their learning to think critically of the media they consume.  |

1. **INDIGENOUS WORLDVIEWS AND PERSPECTIVES**

**Key resources:** First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/indigenous-education/awp_moving_forward.pdf)

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| **FPPL to be included in this lesson** *(check all that apply):* | *How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?* |
| *[ ]* Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. [x]  Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). [ ]  Learning involves recognizing the consequences of one's actions.[ ]  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.[ ]  Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. |  FPPL is embedded in this lesson as learning about bias will help students look at the media they consume holistically as well as push students to be reflective when they see stories on the internet that may or may not be true.  |

1. **BIG IDEAS**

**Key resources:** <https://curriculum.gov.bc.ca/> (choose course under Curriculum, match lesson to one or more Big Ideas)

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| *What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?* |
| Media sources can both positively and negatively affect our understanding of important events and issues. (Gr6)Essential Question: Can I identify what bias is? \*Next lesson goal: Can I use what I know about bias to look at current events critically? |

1. **LEARNING STANDARDS/INTENTIONS**

**Key resources:** <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

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| **Curricular Competencies:***What are students expected to do?*  | **Content:***What are students expected to learn?* |
| * Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)

Students are expected to use their learning to recognize that every piece of media they consume has a variety of biases that they can examine and draw conclusions from.  | * Media technologies and coverage of current events

Students are expected to learn how to recognize bias in the media that they consume.  |

1. **ASSESSMENT PLAN**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0) and<https://curriculum.gov.bc.ca/classroom-assessment>

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| *How will students demonstrate their learning or achieve the learning intentions? How will they know if they are proficient? How will the evidence be collected, documented and shared? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be* ***formative****,* ***summative****, or both?* |
| Students will demonstrate their learning through the think, pair, share activity as well as the comprehension questions at the end. Students will know they are proficient when they can define bias and work with their group during the think, pair, share. Evidence will be collected through the comprehension questions at the end of the lesson. Students will have an opportunity for feedback as teacher circulates the room helping during think, pair, share as well as while they finish the questions at the end. This will be formative.  |

1. **DESIGN CONSIDERATIONS**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0)

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| *Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural safety and relevance; higher order thinking; motivations and specific adaptations or modifications for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.* |
|  All Students: must participate in think, pair, share as well as answer at least 1 comprehension questionMost Students: can contribute to the think, pair, share activity as well as answer all the comprehension questionsSome Students: could contribute new ideas to think, pair, share and answer all the comprehension questions with detailEA can help students with the comprehension questions as well as those few students who need help during think, pair, and share.  |
| **Required preparation:** *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.* |
| * Worksheets
* Youtube videos
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1. **LESSON OUTLINE**

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| **Instructional Steps** | **Student Does/Teacher Does** *(learning activities to target learning intentions)* | **Pacing** |
| **OPENING:***e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge* | Begin with why knowing how to spot bias and fake news is more important than ever in our growing technological age. Express to students that they are living in a world completely different than any other generation has before, and with social media it is important to be able to understand not everything students see on screen is true.  | 5min |
| **BODY:*** *Best order of activities to maximize learning -- each task moves students towards learning intentions*
* *Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback*
* *Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling*
* *Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations*
 | Define bias, explicit bias, implicit bias, and conformation bias.Bias is a tendency to believe that some people, ideas, etc., are better than others, which often results in treating some people unfairly. Students are prompted to give examples of bias and if they have ever faced bias before. Explicit bias refers to attitudes and beliefs (positive or negative) that we consciously or deliberately hold and express about a person or group. Explicit and implicit biases can sometimes contradict each other. Students are again prompted to give examples of this that they have heard or experienced.Implicit bias includes attitudes and beliefs (positive or negative) about other people, ideas, issues, or institutions that occur outside of our conscious awareness and control, which affect our opinions and behavior. Everyone has implicit biases—even people who try to remain objective (e.g., judges and journalists)—that they have developed over a lifetime. However, people can work to combat and change these biases.Students answer their examples of implicit bias.Watch video on understanding unconscious bias: <https://www.youtube.com/watch?v=dVp9Z5k0dEE>After watching the video ask students for first thoughts on the video they just watched. Give students time to Think, Pair, Share with the question: Are there any biases they might have that affect how they view the world? Ask students to write down at least 3 points to share.Delve into the idea that there are many different kinds of bias in the world and for the rest of the class we will be focusing on one of the most prevalent. Ask students to guess what they think conformation bias means before defining it. What is confirmation bias and how does it work?Confirmation bias, or the selective collection of evidence, is our subconscious tendency to seek and interpret information and other evidence in ways that affirm our existing beliefs, ideas, expectations, and/or hypotheses. Therefore, confirmation bias is both affected by and feeds our implicit biases. It can be most entrenched around beliefs and ideas that we are strongly attached to or that provoke a strong emotional response.Watch video and pause at 1:10 to get students to guess what the “rule” is;<https://www.youtube.com/watch?v=vKA4w2O61Xo>After video question students whether they guessed the rule and how this video shows confirmation bias. What strategies did you learn in the “Can You Solve This?” activity that could help offset our tendencies toward confirmation bias?Discuss with class why it is important to know the different kinds of bias in the world when they are consuming media either on tiktok or any other form. Ask students to complete two questions pertaining to what they learned today. Full sentences answering why.How might confirmation bias influence the way people select and respond to news and information? How does confirmation bias affect our ability to judge the accuracy of information, whether it be from a news story or something else that we see on the Internet?  | 5min5min5min3min10-15min2min5min5min5min5min10-15min |
| **CLOSING:*** *Closure tasks or plans to gather, solidify, deepen or reflect on the learning*
* *review or summary if applicable*
* *anticipate what’s next in learning*
* *“housekeeping” items (e.g. due dates, next day requirements*
 | Wrap up by letting students know they will be examining some current news stories next week and pointing out the biases.  | 2min |

1. **REFLECTION** *(anticipate if possible)*

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| * *Did any reflection in learning occur, e.g. that shifted the lesson in progress?*
* *What went well in the lesson (reflection on learning)?*
* *What would you revise if you taught the lesson again?*
* *How do the lesson and learners inform you about necessary next steps?*
* *Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?*
* *If this lesson is being observed, do you have a specific observation focus in mind?*
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