** LESSON PLAN (PILOTED 2022)**

**Candidate’s name:**

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| Grade/Class/Subject: | Grade 5/6 | School: | Sacred Heart |
| Date: | March 8/2022 | Allotted Time: | 30min |
| Topic/Title: | Detecting Media Bias |

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.* |
| Students will be using the skills they learned in the last two linked lessons to detect media bias in a news story of their choosing.<https://ed.ted.com/lessons/how-to-choose-your-news-damon-brown#watch><https://www.cnn.com/specials/europe/ukraine>  |

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[ ]  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 | Questioning and investigating* I can ask open-ended questions, explore, and gather information.

The competency focused on critical and reflective thinking is embedded in this lesson as students will be expected to engage with the materials provided by the teacher using their previous learning to ask questions and infer meaning through this information. Students will be expected to think critically about the information presented to them and explore different examples to aid understanding. |

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?* |
| *[x]* 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 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. |  Indigenous worldviews will be embedded in this lesson as learning about media literacy will allow students to support the well-being of themselves and others by helping students to be reflective when they view media so they can interpret fact from fiction. |

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.Essential Question: Can I use what I have learned about bias and prejudice to be reflective when consuming media? |

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 ask questions throughout the learning to understand the interconnectedness of bias, prejudice, and the mass media. Students are also expected to draw conclusions regarding the media they consume and whether that source may have a bias or not. | * media technologies and coverage of current events

Students will be expected to learn the connection between bias and prejudice before using this information to examine how current events are represented in the media 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 by engaging with the bias prompts as a class as well as when they are able to transfer this learning into examining a news story. Students will know they are proficient when they are able to recognize at least 2 biases in the article. Evidence will be documented through the worksheet students are expected to fill out as we examine the news article. Students will have an opportunity for peer feedback and teacher feedback throughout the lesson as teacher circulates the room helping where needed; teacher will assess students after they have handed in the worksheet. This assessment will be formative and use the 4-point emerging to extending scale. “I can recognize bias in the media I consume” |

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 use their learning to evaluate a news source and fill out most of the worksheet with supportMost Students: can use their learning to evaluate a news source and complete out the worksheetSome Students: could use their learning to evaluate a news source and complete the worksheet with detailEA will assist students who need it most helping students with vocabulary and recognize answers in their worksheet.  |
| **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.* |
| * Worksheet
* Computer with videos ready
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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 class with a review of what we went over the day before and tell students today we will be examining a video and a news story together.  | 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*
 | Begin with a video on how to choose your news; ask students to take out a piece of paper and write notes on the strategies they can use when viewing media.<https://ed.ted.com/lessons/how-to-choose-your-news-damon-brown#watch>1:16 – Who were the ones misleading the public in the beginning? What does the video mean when it says countries censored their news?1:39 – Every citizen is a potential reporter; what does that mean for you?\*\*Prompt students that the strategies are coming up soon.2:27- 4:48 StrategiesEach time the video is stopped students are expected to actively engage with the video and ask questions to clarify understanding. While the video is playing students are expected to write down any strategies they hear and will be reminded of this at 2:27.First thoughts; what did you think of this video? What was interesting about it? What strategies can you use to get to the truth of a story? 1) Go to the source when possible2) The more chaotic the story the less you should follow it constantly, rather check through different points during the day3) When you can’t get the direct story check other outlets to get a better picture4) Separate fact from opinion and the use of certain words5) Watch out for anonymous sources they can be unreliable6) Verify news before spreading itStudents are expected to give these answers in some form or another.After answering these questions go through this story together and answer the worksheet as a class getting students to point out things they notice.<https://www.cnn.com/specials/europe/ukraine>Questions: 1) Who are the sources? Who write this article, what company or government body is related to this source of media?2) From who’s point of view is this piece reported? 3) Is the language loaded? Write down words in your article that you notice4) Do stereotypes play into this story? 5) Is this story sensationalized? | 5-8min10min10min |
| **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*
 | End class with the question: Do you feel more confident looking at the social media you consume that you can recognize bias?  | 5min |

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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