** LESSON PLAN (PILOTED 2022)**

**Candidate’s name:**

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| Grade/Class/Subject: | Grade 5/6, Social Studies | School: | Sacred Heart |
| Date: | March 7/2022 | Allotted Time: | 1hr |
| Topic/Title: | Bias vs Prejudice and How to choose your news | | |

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.* |
| After learning about bias in the last lesson this linked lesson defines the difference between prejudice and bias for student clarification before moving into the topic of how to choose a news source while using strategies to spot bias in a piece of media.  <https://www.youtube.com/watch?v=WKFqRs0y7rw>  <https://ed.ted.com/lessons/how-to-choose-your-news-damon-brown#watch>  <https://www.allsides.com/unbiased-balanced-news> |

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  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?* |
| 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 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 both activities either in written or oral form depending on the activity. Students will know they are proficient when they are able to successfully categorize words that relate to bias and prejudice with at least 50% accuracy, and when they are able to engage with the second video by listing strategies the video suggests. Evidence will be documented on paper which students will write all their answers on, and they will go through self-assessment each time when the questions are answered together as a class. These assessments will be formative and will support students in their next lesson.  “I can ask questions to understand the difference between bias and prejudice” |

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 the activities to the best of their ability and utilize support when needed.  Most Students: can participate fully in all activities and accurately define terms or new strategies  Some Students: could contribute new ideas to the activities and successfully integrate these ideas with media literacy  EA will help those who need support the most and can provide spellings or definitions throughout the lesson. |
| **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.* |
| * Computer * Whiteboard |

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* | Review what we went over last class.  Introduce the definition of prejudice; many students struggled with the definition of bias recognizing it as an opinion of some sort. Clarify the definition of bias by explaining that the opinion that is often held is different because it is often a prejudice opinion based on unfair ideas (prejudice).  Students are expected to ask clarifying questions after they receive their papers back. While papers are being handed back students may chat about their mark while teacher writes the words bias and prejudice on the board. | 5-8min |
| **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* | <https://www.youtube.com/watch?v=WKFqRs0y7rw>  Asking students to repeat what they learned in this video and the difference between bias and prejudice. Explain bias as leaning favorably towards something in an unfair way or only considering one side of an opinion.  Students are expected to reflect on the video and communicate what they understand about bias and prejudice.  Write some words on the board that students most categorize based on how it fits with each word. (Consider if displaying the words and then answers through PowerPoint would help students with visuals)   1. Unfair - Bias 2. Assumption - Prejudice 3. Favoritism - B 4. Partiality - B 5. Preconception - P 6. Preference - B 7. One-sided - B 8. Stereotyping - P 9. First Impression - P 10. Over-generalization – P   Get students to write their answers down on paper and answer this together as a class allowing students to correct their work together. (Self-Assessment)  Begin the focus on news and social media by asking students to think about how the words bias and prejudice connect to this subject.  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 Strategies  Each 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 possible 2. The more chaotic the story the less you should follow it constantly, rather check through different points during the day 3. When you can’t get the direct story check other outlets to get a better picture 4. Separate fact from opinion and the use of certain words 5. Watch out for anonymous sources they can be unreliable 6. Verify news before spreading it   Explain to students that they will be using those skills to examine a news article on a website that provides multiple points of view on the same story.  \*If time permits; if not this will begin the next lesson  <https://www.allsides.com/unbiased-balanced-news>  Go through a story on allsides together as a class to set out how students will be expected to examine a story. Class will answer these together;   1. Who are the sources? 2. From who’s point of view is this piece reported? 3. Is the language loaded? 4. Do stereotypes play into this story? 5. Is this story sensationalized? | 2min  5min  10-15min  2min  2min  2min  2min  2min  10-15min  2min  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* | Tell students they will be researching news stories and detecting possible points of bias the next day.  NEXT:  After answering these questions direct students to:  https://www.allsides.com/unbiased-balanced-news  where students will look at the topic of the Russia-Ukraine conflict or Coronavirus and choose a story they will be viewing to spot the biases for answering the previous questions on a worksheet. | 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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