** DRAFT LESSON PLAN (REVISED 2022)** Block 2 – with EDUC 391 and EDUC421

**Candidate’s name:**

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| Grade/Class/Subject: | Grade 1/ Physical and Health Education | School: | Glenview Elementary |
| Date: | May 24/ 2022 | Allotted Time: | 30min |
| Topic/Title: | Growth Mindset Week 2 – Self Esteem1 |

1. **RATIONALE / LESSON ORIENTATION**

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

**BC’s Curriculum (Continuous Views):** <https://curriculum.gov.bc.ca/curriculum/continuous-views>

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| *Describe how this lesson is relevant currently with these students and why it’s important. What is the purpose of lesson? Make note of the context of the lesson, students, class, emergent learning needs, focus, special events, etc.* |
| These lessons will support students in doing activities that help them understand the importance of having confidence in yourself as well as lead into next week’s theme of kindness.Cite Resources:YoutubePGPL |

1. **CORE COMPETENCIES**

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

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| **CORE / Sub-Core Competencies** *(Choose one as the primary focus for the lesson):* | *Scan the FACETS from BC’s Curriculum to choose the sub-core competency. Then select one “I can” statement from PROFILES. Describe how this “I can” statement is developed in the lesson.* |
| * COMMUNICATION – Communicating
* COMMUNICATION – Collaborating
* THINKING – Creative Thinking
* THINKING – Critical and Reflective Thinking
* PERSONAL AND SOCIAL – Personal Awareness and Responsibility
* PERSONAL AND SOCIAL – Positive Personal and Cultural Identity
* PERSONAL AND SOCIAL – Social Awareness and Responsibility
 | PERSONAL AND SOCIAL – Personal Awareness and Responsibility* Well-being

^ I can connect my actions with both positive and negative consequences and try to make adjustments.Students will be exploring strategies they can use to take a mindful moment for themselves when they catch themselves thinking negatively about themselves or situations.  |

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)

**BC’s Curriculum (Indigenous Resources):** <https://curriculum.gov.bc.ca/curriculum/indigenous-education-resources>

**The First People’s Principles of Learning (Chrona, 2014):** <https://firstpeoplesprinciplesoflearning.wordpress.com/>

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| **FPPL to be included in this lesson** *(Choose one as the primary focus for the lesson):* | *Consider the meaning of the FPPL chosen. Describe how this FPPL is embedded into the lesson and how Indigenous worldviews, ways, and perspectives are acknowledged.* |
| * Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
 | Students will be learning about the different strategies they can use to support the well being of self, which in turn will help them support the family and community by doing activities to help them feel more positive.  |

1. **BIG IDEAS**

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

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| *Look at the subject area(s) and grade level(s) under CURRICULUM on the BC’s Curriculum website. Choose ONE (or two) Big Idea(s) as the primary focus of the lesson. (Cut and paste)**Describe how this lesson is contributing to this Big Idea. What are students expected to UNDERSTAND.* |
| Good health comprises physical, mental, and emotional well-being.State one ESSENTIAL QUESTION to guide the learning.How can thinking positively about myself make me and others feel good? What is a strategy I can use to help me when I do not feel good about myself? |

1. **LEARNING STANDARDS**

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

*NOTE: The Curricular Competencies and Content of BC’s Curriculum are assessed and evaluated for student learning.*

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| **Curricular Competencies** *What are expected to DO in this lesson?* *Choose one as the primary focus. (Cut and paste)**Briefly describe it will manifest in this lesson.* | **Content** *What are students expected to KNOW in this lesson?**Choose one as the primary focus. (Cut and paste)**Briefly describe how it will manifest in this lesson.* |
| Healthy and Active Living* Identify opportunities to make choices that contribute to health and well-being

Students are expected to identify positive and negative mindsets within a story before engaging in a physical activity intended to connect mindfulness with self-esteem. **(THE VERB OF THE LEARNING TARGET/INTENTION)** | * practices that promote health and well-being

Students are expected to engage with the story as it is being read as well as participate in the mindfulness activity with the knowledge that this is a strategy they can use when they are struggling with their self-esteem. **(THE NOUN OF THE LEARNING TARGET/INTENTION)** |

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>

*NOTE: The Assessment Plan begins developing in Block 2 during EDUC 421. Please refer to those learning resources.*

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| *How will students demonstrate their learning or achieve the learning target/intention? How will the evidence be documented and shared? How are students assessed? (i.e., self-assessment, peer assessment and teacher assessment.) What tools, structures, or rubrics are used to assess student learning (e.g., Performance Standard Quick Scale)?*  |
| * Is the assessment formative or summative? Describe.

Formative, this lesson is to start our week 2 growth mindset theme of the week self-esteem* **What is the learning target?** (This is written as an “I can” statement.) Use the Learning Standards (above).

**I can link the idea of self esteem with doing activities that make me feel good*** What type of learning target is this? (i.e., knowledge, reasoning, performance/skill, product)

Performance* What Assessment Method is being used?

Personal communication/ performance(i.e., selected response, written response, performance assessment, personal communication)* How will you be assessing (or evaluating) student learning?

Observation; students will be evaluated based on participation, students will be prompted before reading the story that the teacher will be using popsicle sticks to hear from everyone.* What are the criteria? (What are you looking for to know if students achieved the learning target.)

Participate in the conversation after the reading as well as the mindfulness activity preceding it. * Will you be using a rubric? What questions will be asked? Please include these in this section.

No**Reference: Classroom Assessment for Student Learning: Doing It Right – Using It Well (Chappuis & Stiggins, 2020)** |

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.* |
| **Planning for Diversity:** Refers to Universal Design for Learning (UDL): Key resource: <https://udlguidelines.cast.org/>

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| ALL STUDENTS | MOST STUDENTS | FEW STUDENTS |
| I must do…Sit quietly while listening to the story and give a response when it is their turn to speak about the story. Participate in the mindfulness activity with some guidance. How are all learners included? | I can do…Listen quietly during the story and participate fully with the preceding conversation as well as the mindfulness activity. What will most students do?  | I could do…Contribute new ideas aligned with the idea of self-esteem to the conversation.Participate with the mindfulness activity helping other students with their movements. What extensions can you take? |

Instructions for EA (if applicable):Help where needed |
| **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.* |
| * Book
* Youtube prepped
* Colouring/ activity sheets x18
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**8. INSTRUCTIONAL DESIGN (ALTERNATIVE FORMAT)**

Putting BC’s Curriculum, First People’s Principles of Learning, and Assessment Plan into action. Looking for coherence.

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| **Instructional Steps** | **Teacher will:**  | **Student will:** | **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 by introducing the growth mindset theme of the week: Self EsteemWhy is it important? What does this word mean? Confidence in one's own worth or abilities; self-respect.Who has ever caught themselves thinking more negatively about themselves at times?  | Students sit on the carpet quietly raising a hand when they have a question or answer | 5-10min |
| **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*
 | Watch youtube mindfulness/ self confidence yoga video<https://www.youtube.com/watch?v=hGIJ4FBfgQw>* 3:50 message about self-confidence; knowing yourself and being open to growth, only you can decide who you are and who you want to be

How can doing these kinds of things make us feel better about ourselves? What did you think about when you heard the message at the end? Read story; “Incredibly You” by Rhys Brisenden OR “The Best You” by Jason Tharp How does this book relate to good physical health? How can taking a moment to think about what I’m good at help me? Emphasize that every student has something special about them whether that be a more physical activity or one that works with the mind like games or art.  | Participate with the video making sure they have enough space to do this. Raise a hand to answer the question or ask a question.Students sit quietly as they listen to the story raising a hand if they have a comment or question. | 5min5min10-15min |
| **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*
 | Finish with a motivational colouring sheet \*\*If there is only a short time. OR Begin heart full of greatness I AM activity \*\*Dependent on time. | Start colouring their worksheet. | 5-10min |

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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