

LESSON PLAN

Candidate's name: Aurora Mernickle

Grade/Class/ Subject:	Grade 1/2 – Social Studies/ELA	School:	Dragon Lake Elementary
Date:	March 20, 2023	Allotted Time:	45 min
Topic/Title:	Stereotyping – Red Parka Mary		

1. LESSON ORIENTATION

Key resources: [Instructional Design Map](#)

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.

The purpose of this lesson is to inspire inquisition and understanding of what stereotyping is and what are influences to our own feelings around these judgments. Making connections to people and events around the world and sharing examples of ways that people make stereotyping judgments everyday, as well as how it effects people and the world around us, can help students to understand that they are part of a bigger picture. It signifies to each individual that they are responsible for their own decisions and actions not only for themselves but for our world. A very important concept to instill early in the minds of all people is that every person can make a difference and every person has a responsibility to work toward the greater good for all. It is important to instill understanding and recognition of past misinformation to create thoughts for a better future.

2. CORE COMPETENCIES

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

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.
<input checked="" type="checkbox"/> COMMUNICATION – Communicating	-Students will share ideas, questions and inquiries.
<input checked="" type="checkbox"/> COMMUNICATION – Collaborating	-Students will reflect on how this knowledge is useful and meaningful to them and society.
<input checked="" type="checkbox"/> THINKING – Creative Thinking	-Students will reflect on the impact that each individual can have in the world around them.
<input type="checkbox"/> THINKING – Critical Thinking	
<input checked="" type="checkbox"/> THINKING – Reflective Thinking	-Students will share how they understand the material covered.
<input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Personal Awareness and	

<p>Responsibility</p> <p><input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Positive Personal and Cultural Identity</p> <p><input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Social Awareness and Responsibility</p>	<p>-Students will make connections with family and community with regards to how this is meaningful in their own lives.</p> <p>-Students will develop an understanding regarding how each student can have different ideas but still be correct while practicing acceptance & tolerance.</p>
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3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES

Key resources: First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](#)

FPPL to be included in this lesson (check all that apply):	How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?
<p><input checked="" type="checkbox"/> Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.</p> <p><input checked="" type="checkbox"/> Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).</p> <p><input checked="" type="checkbox"/> Learning involves recognizing the consequences of one's actions.</p> <p><input checked="" type="checkbox"/> Learning involves generational roles and responsibilities.</p> <p><input checked="" type="checkbox"/> Learning recognizes the role of Indigenous knowledge.</p> <p><input checked="" type="checkbox"/> Learning is embedded in memory, history, and story.</p> <p><input checked="" type="checkbox"/> Learning involves patience and time.</p> <p><input type="checkbox"/> Learning requires exploration of one's identity.</p> <p><input type="checkbox"/> Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.</p>	<p>-Students will gain understanding of their place within a bigger family, community and world.</p> <p>-Students will recognize that they are learning together and that it takes time and practice to gain skills.</p> <p>-Students will practice skills of respect, understanding of one another and acknowledgment of how the individual actions of one can effect many.</p> <p>-Students will gain understanding that a story can teach many lessons and we all have a story to share.</p>

4. BIG IDEAS

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

What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?
<p>-Individuals have rights and responsibilities as global citizens.</p> <p>-Stories and other texts connect us to ourselves, our families, and our communities.</p>

5. LEARNING STANDARDS/INTENTIONS

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

Curricular Competencies: What are students expected to do?	Content: What are students expected to learn?
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<ul style="list-style-type: none"> -Explore different perspectives on people, places, issues, or events in their lives (perspectives) -Make value judgments about events, decisions, or actions, and suggest lessons that can be learned (ethical judgment) -Recognize the causes and consequences of events, decisions, or developments (cause and consequence) -Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions -Explain why people, events, or places are significant to various individuals and groups (significance) -Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events (perspectives) -Make value judgments about events, decisions, or actions, and suggest lessons that can be learned (ethical judgment) -Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community -Recognize the importance of story in personal, family, and community identity -Use personal experience and knowledge to connect to stories and other texts to make meaning 	<ul style="list-style-type: none"> -Diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture -Rights and responsibilities of individuals regionally and globally
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6. ASSESSMENT PLAN

Key resources: [Instructional Design Map](#) and <https://curriculum.gov.bc.ca/classroom-assessment>

How will students demonstrate their learning or achieve the learning intentions? How will the evidence be 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?

Formative assessment: (used to ensure that the information is available and students are getting the most from their learning)

Are the students connecting with the material through inquiry and discovery?

Are the students making connections with their own lives and to the global community that they live in?

Are the students engaged in a positive way (thumbs up, smiles, collaboration, sharing stories and showing interest)? Are students able to extend their learning of these concepts into personal experiences and ways that they might be able to make a difference in their own way?

Are students able to engage in collaborative inquiry and understand that our world depends on each individual doing their part.

Summative Assessment:

Students will create a page in their journals about their thoughts and feelings of what stereotyping is and how it can effect their own world as well as the world around them. They will share an idea about how they can do their part to help, either within their own home, community or on a larger global scale.

7. DESIGN CONSIDERATIONS

Key resources: [Instructional Design Map](#)

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.

-Students will have multiple sources of material to connect the understanding, through story, conversation and written word.

-We will have an extra support person to help manage the activity and possible challenges.

-Students will be able to communicate with written, verbal and pictorial interpretations.

-Vocabulary needed for understanding the lesson will be integrated and elaborated throughout the lesson.

-Written words will be shared with the students to help the expression of their thoughts on the page.

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.*

-We will need a copy of the Story "Red Parka Mary," written by Peter Eyvindson and illustrated by Rhian Brynjolson.

-We will need the carpet space in the classroom to share in the story together in a space that everyone can hear the words and see the pictures.

-We will need some pre-researched ideas regarding examples of stereotyping, what causes it and how it impacts individuals, home, community and society.

-We will need student's journals and as well as drawing and colouring materials.

8. LESSON OUTLINE

Instructional Steps	Student Does/Teacher Does (<i>learning activities to target learning intentions</i>)	Pacing
OPENING: <i>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</i>	<p>-Teacher will ask all students to meet at the carpet for a story.</p> <p>-Teacher will explain that there are some questions that students might have answers to and that they need to stay seated and put up their hands to answer.</p> <p>Also, each student is expected to respect what another student is saying and understand that we all have different experiences and thoughts and that is ok.</p> <p>-Teacher will ask students if they have ever had anyone think something about them that wasn't true.</p> <p>-Teacher will ask how this made them feel.</p> <p>-Teacher will ask why they think that the person thought that about them.</p> <p>Teacher will then explain that in some cases this is called stereotyping which means: to have a set idea about what a particular type of person is like, especially an idea that is wrong https://dictionary.cambridge.org/dictionary/english/stereotype</p> <p>We will briefly discuss these ideas and elaborate on the understanding briefly where needed.</p> <p>-Teacher will give an introduction to the story "Red Parka Mary," written by Peter Eyvindson and illustrated by Rhian Brynjolson., and explain how it is a story of a boy who misjudged (stereotyped) an old woman because of what other people said and he almost missed out on a very special friendship.</p>	10 min
BODY:	-Teacher will ask students to sit quietly and listen to the story.	

<p><i>Best order of activities to maximize learning -- each task moves students towards learning intentions</i></p> <p><i>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</i></p> <p><i>Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling</i></p> <p><i>Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations</i></p>	<p>-Teacher will ask students if they are ready to hear the story.</p> <p>-Teacher will ensure that students who struggle in the positions that they are in are relocated to a place where they will be most successful.</p> <p>-Teacher will then read the story while taking the time throughout to discuss any points that stand out as a teachable lesson or connections where students show interest or mis-interpretation, or have ideas to share.</p> <p>-Teacher will also take the time to explain any vocabulary words that may be new to the students so they can make better connections to the material.</p> <p>-After the story is finished the teacher will ask students some questions for inquiry:</p> <ul style="list-style-type: none"> • How did the one boy stereotype or make a judgment of Mary that was not correct. • Who else was effected by this? • How do students think that this judgment effected Mary and also the boy. • Why do they think that the boy made this judgment? • Is there anything in this story that reminds the students of something that they are experiencing or that someone they know is experiencing? • What do students think could help to prevent this from happening and to recognize how they might be able to make a change for themselves and people that they know. <p>-As the brainstorming happens the teacher will take notes for the students so that they have a reference for their ideas later on.</p> <p>-Teacher will then explain that students are going to go to their desk spots and draw colour and write about an example that they can think of where this type of judgment has happened, how it effected them or the person that they knew, and what could happen that world change the outcome.</p>	<p>5 min</p> <p>10min</p> <p>5-10min</p>
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<p>CLOSING: <i>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)</i></p>	<p>-Teacher will ask the helpers to hand out individual journals to each of the students at their desks.</p> <p>-Teacher will post up the examples that we came up with as a class so that the students have the words that they need to write about their examples.</p> <p>-Students will also be informed that they can write about anything that they can think of and that they do not have to write about what we have already written if they have different idea. They can put up their hand if they need more support with words.</p> <p>-When students finish they will be asked to put their hand up to have their work checked before putting it in the bin and then get cleaned up and ready for outside lunch time.</p>	<p>15 min</p>
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9. REFLECTION *(anticipate if possible)*

*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?*

Questions I would ask myself if I had had the chance to teach this full lesson.

Did the students enjoy the lesson?

Were intentional connections made and can we build on this process?

Can children have a take home message that they feel good about?

Was the time allotted effective?

Was the material inclusive?

Do the students have connections to past and future learning experiences?

What would I do differently next time?

I did not have a chance to teach this full lesson as we were very packed in with the amount of units and lessons we had to cover and my class was swimming twice per week. I did however get the chance to read the story and do a very quick reflection with my class. I found that the students wanted to understand more and were able to empathize with the people in the story. This gave me the impression that the students in this grade have already begun to experience stereotyping (even though the word was new to them). The early exposure to this understanding will give the students a headstart in their own individual lens of the world around them even though they will be strongly influenced by the people who are closest to them. My practicum class was mostly made up mostly white, middle to upper class students that live in a higher income community. I feel that this lesson would offer great value for students of all ages in this area.

Notes for the Teacher

To recognize that it is through the critical eye that we can see past our own interpretation and that which is accepted as “normal” in our society. As we take on this critical view we can gain tremendous insight into why our world is such an entangled disaster.

I chose this lesson because the concept of stereotyping is seen so frequently throughout all of society from views like “all teenagers are difficult, all tall people are good at basketball, all blond people are not intelligent, all people with torn clothes must live in poverty,” and the list is endless. We all do it! We all tend to place others into compartments. Usually we come by it naturally as we have seen it in every aspect of our lives from the moment we were born. Even as a so called enlightened or educated parent, I often catch myself in mid thought about some pre judgment that can inhibit how I interact with another person or how I project myself for my children to mimic. If we really begin to see these moments with a critical eye we may be able to practice enough to undo some of the generational, social, political or academic indoctrination that is so harmful to not only those we are stereotyping but also ourselves and our own families. We are contributing to the image that a person will see themselves as, and possibly changing the way that they interact with the world around them. We are depriving ourselves and families of experiences that could also change their future and the joy or opportunity that can arise with the understanding and acceptance of the unknown. I wanted to shine light on how simple things that we may hear, see, or say can have such an impact on the future of our society, and who better to reach than the young people who have a whole lifetime of opportunity for change.

The story that I chose to build the lesson off of is written by a man with many years of lived experience with young children as an educator and his approach is very age appropriate for creating connection to the concepts that I am aiming to cover. Within this context it is important to recognize that the teaching will happen through the lens of the teacher as “we teach who we are” as said by

Parker Palmer (2017, p.1), it is natural that the perspectives will be limited by personal experiences, culture (I am a white settler), the author of the book also appears to be descendant of white settlement but has experienced immersion into various cultures around the world, including Haiti. His story is written through the lens of an indigenous boy, so there may be some history which I am not privy to. Within all contexts of classroom learning it is important to recognize that we are often guided by our own understanding of fact vs opinion, ideologies of knowledge and what the influence is (political influence, social relationships and layers of conformation, inequitable levels of power and access to resources, and misguided interpretations of validation of information). The value in bringing in varying perspectives for a lesson on stereotyping, for example, indigenous peoples, persons with disability, persons who have struggled with mental health, poverty, abuse, racial oppression, gender bias, and so on, would bring much added value. If this were a lesson plan for an older age group, adding more personal video content and “real-life” stories could be very helpful in bringing value to the conversation. I would expand this further to ask the students to share their stories and experiences in a verbal/visual presentation format if they were comfortable with this or a written format for those who were not. An approach of “transformative academic knowledge” where mainstream academic knowledge is challenged and not considered “neutral” is a valuable approach that can lead to a “critical” review and interpretation (Sensoy & DiAnjelo, 2017, p. 31).

References:

- Palmer, P. J., & Scribner, M. (2017). *The courage to teach: A guide for reflection and renewal*. Wiley. Retrieved January 12, 2023, from https://biochem.wisc.edu/sites/default/files/labs/attie/publications/Heart_of_a_Teacher.pdf.
- Sensoy, Ö., & DiAngelo, R. (2017). *Is everyone really equal?: An introduction to key concepts in Social Justice Education*. Teachers College Press.