

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Lesson Title: Smudging protocols Lesson # 3 Date: Nov. 16th
 Name: Mathilda Subject: Language and Literacy Grade(s): 5

Rationale:

Students will learn to connect to the local Indigenous community through the traditional practice of smudging. This is important not only to their learning, but to their success as individuals, and their cultural identity.

Core Competencies:

Communication	Thinking	Personal & Social
<p><u>Communicating</u> Communicating encompasses the set of abilities that people use to impart and exchange information, experiences, and ideas; to explore the world around them; and to understand and effectively use communication forms, strategies, and technologies</p>	<p><u>Critical Thinking and Reflective Thinking</u> Critical and Reflective Thinking encompasses a set of abilities that students use to examine their own thinking and that of others.</p> <p><u>Creative Thinking</u> Creative Thinking involves the generation of ideas and concepts that are novel and innovative in the context in which they are generated, reflection on their value to the individual or others, and the development of chosen ideas and concepts from thought to reality.</p>	<p><u>Personal Awareness & Responsibility</u> Personal Awareness and Responsibility involves understanding the connections between personal and social behaviour and well-being; it encourages people to make constructive and ethical decisions and act on them.</p> <p><u>Positive Personal and Cultural Identity</u> Positive Personal and Cultural Identity involves the awareness, understanding, and appreciation of the factors that contribute to a healthy sense of oneself; it includes knowledge of one's family background, heritage(s), language(s), beliefs, and perspectives in a pluralistic society.</p> <p><u>Social Awareness and Responsibility</u> Social Awareness and Responsibility involves the awareness, understanding, and appreciation of connections among people, including between people and the natural environment.</p>

Big Ideas (Understand)

- Language and text can be a source of creativity and joy.
- Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.

- Texts can be understood from different perspectives.
- Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies <ul style="list-style-type: none"> • Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community • Recognize the importance of story in community identity 	Learning Standards - Content <ul style="list-style-type: none"> • Oral language strategies (focusing on the speaker; asking questions related to the topic; making personal connections; and making relevant contributions to discussion)

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> • students will be able to sit and actively listen to teacher as she is telling an oral tradition of smudging • students will be able to go through the class discussion and answer questions teacher asks as a group • students will be able to take part in the work sheet and ask questions 	<ul style="list-style-type: none"> • Students will complete an "I can.." self-assessment checklist based on the instructional objectives. <ul style="list-style-type: none"> • I can sit quietly and not talk while teacher is talking • I can engage actively as a listener, listening with my ears, eyes and heart • I can take part in class discussion by sharing my own thoughts and listening thoughtfully to the thoughts of others • I can write my thoughts about the story and answer questions in a paragraph or a few sentences

Prerequisite Concepts and Skills:

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Indigenous Connections/ First Peoples Principles of Learning:

<p><u>Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.</u></p> <p>This principle refers to the understanding that ultimately, the primary purpose of learning is for well-being. Teaching should support the well-being of the self, the family, the community, the land, the spirits, and the ancestors.</p> <ul style="list-style-type: none"> ○ Learning ultimately supports the well-being of the self. ○ As there are diverse learning styles and needs among all learners, there are diverse learning styles and needs among Indigenous learners <p><u>Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)</u></p> <p>This principle reflects the Indigenous perspectives that everything is interconnected, that education is not separate from the rest of life, and relationships are vital</p> <p style="text-align: center;">Learning is holistic...</p>
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- Effective learning environments pay attention to the whole learner, including the physical, mental, social/emotional, and spiritual aspects of the person.
Learning is ... reflexive
- Learning is reflexive. It builds upon itself, exponentially increasing as learners develop new knowledge and deeper understandings of how everything is ultimately connected.
Learning is ... reflective
- Learning does not happen without reflection. Reflective thinking is a key process in coming to understand new concepts and determining the relevancy of information and ideas.

Learning involves generational roles and responsibilities

This principle reflects the understanding that teaching and learning is the responsibility of all members of a community. The responsibility for teaching belongs to everyone in the community. As people develop their skills and knowledge in particular areas, it is expected that they will in turn teach others. This is seen as a responsibility that ultimately strengthens communities. Conversely, the responsibility for learning also lies with the learner. It is the responsibility of the learner to determine what they are supposed to learn from any given situation.

Learning requires exploration of one's identity

This principle reflects the importance of identity in relation to learning. Identity is what connects people to each other, to communities, and to the land. The exploration of one's identity includes developing an understanding of one's place in the world, in addition to being able to identify all the factors that contribute to how people see themselves.

Universal Design for Learning (UDL):

Differentiate Instruction (DI):

- for students who struggle with writing down their ideas after discussing, the teacher can offer to scribe for students so that they are able to get some of their ideas on the page

Materials and Resources

Book, paper, pencil

Lesson Activities:

Teacher Activities	Student Activities	Time
Introduction (anticipatory set – "HOOK"): - teacher will ask who has ever heard of smudging?	- students will raise their hands to let the teacher know if they have ever heard of smudging	2 mins
Body: - teacher will then go over what smudging is and importance of water and the importance of the medicine to Indigenous people. - teacher will read a book called "Swift Fox All Along" - teacher will hand out work sheet to see if students were listening	- students will sit and actively and full body listen while teacher is talking about Indigenous ways of self-care - students will sit and listen to the story of smudging - students will work on work sheet	15mins

- teacher will walk around to make sure students are working and answer any questions students have		
- Closure: early finisher will have the opportunity to take part in a demonstration of smudging	- students can participate in a smudging demonstration.	10mins

Organizational Strategies:

<ul style="list-style-type: none"> - worksheets will not be distributed until after the story when it comes time for students to write their response - during the story there will be a call and response to insure that students are engaged and listening to the story

Proactive, Positive Classroom Learning Environment Strategies:

<ul style="list-style-type: none"> • during the written portion of the lesson, the teacher will circulate throughout the classroom, answering any questions and helping students with the reflection as needed • the worksheet activity, the teacher will move around the class helping students as needed, making sure that they understand the task

Extensions:

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Reflections (if necessary, continue on separate sheet):

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