

Bachelor of Education (Elementary) Unit Plan Template EDTL 3200 – Winter 2022

Unit Title: Community and the Circle of Courage **Number of Lessons:** 5 **Days:** 5
Your Name: Lacee Smith **Subject(s):** ELA, Socials, Art **Grade:** 6

Rationale

The goals of this plan are to instill and nurture a sense of community and belonging within the classroom through the values of Dr. Martin Brokenleg's Circle of Courage, independence, belonging, generosity, and mastery. In each lesson, one piece of the circle is examined followed by an activity inspired by that piece.

This is a plan that I would intend to use on the first week of class in order to get to know the students, get them comfortable with each other, and make those first steps towards creating a positive and community-oriented classroom environment. This lesson is important to learning and teaching and to myself personally because it sets the foundations for what is expected for the rest of the year. Because I plan to utilize a relational approach to classroom management, establishing clear expectations of what a positive classroom environment looks like while developing a sense of community in the class is essential.

Overview

This unit plan is designed to scaffold towards developing community in the classroom starting with the individuals and working out from there.

- 1) The unit begins with the concept of 'independence' from Dr. Martin Brokenleg's Circle of Courage. Students will then complete an autobiography styled graphic designer. Last, students will be introduced to the work of Anishinaabe artist Frank Big Bear and begin a self-portrait inspired by his works.
- 2) Lesson two dives into the CoC's piece about generosity, connecting it to the idea of filling emotional buckets with the story *Have You Filled a Bucket Today* by Carol McCloud. There will be a class discussion involving an imaginary classroom bucket and students will be encouraged to describe how they can ensure that the classroom bucket remains full. Once several

specific words are decided upon, those words will go up on a poster and each student will dip their hand in paint and plant it on the poster as a symbol of their commitment to creating a positive classroom environment.

- 3) The concept of belonging within the CoC will then be tackled through a fun team building/icebreaker activity! For this activity, students will be randomly placed into groups of 5 or 6, write down on index cards things that they all have in common, and then try to build a tower of cards as tall as they can.
- 4) Scavenger hunt day! For this lesson, the CoC will not be addressed as the concept behind this lesson is to introduce students to their school supports and wider school community.
- 5) For the last lesson, students will complete an ABC book of their community by pulling from concepts that they have learned about throughout the week.

Indigenous Connections/ First Peoples Principles of Learning (WE ARE STARTING WITH THIS FIRST, SO I MOVED IT HERE! ☺)

This entire unit plan is developed around Dr. Martin Brokenleg's Circle of Courage which has been modeled on the traditional Medicine Wheel. Each lesson (except lesson #4, the Scavenger Hunt) is connected to one aspect of the CoC in attempts to create a sense of community within the classroom at the beginning of the year. The first lesson is based around the CoC's piece about Independence. The idea being that a community starts with the individuals, that students should feel comfortable being themselves, that they are unique and special, and that they are a part of a whole. The second lesson touches on the CoC's concept of Generosity and how that relates to the classroom environment. I use the "filling your bucket" metaphor to explain that the classroom community has a bucket of its own and it takes generosity from each individual in the class to ensure that bucket remains full. In the third lesson we go over the CoC's idea of belonging. Students will do this by getting into groups and discovering what they have in common with each other and concluding that they all belong in the classroom. Lastly, lesson 5 brings it all together by touching on the CoC's aspect of Mastery. By developing an ABC Book of Community, the students will demonstrate as a group that they have mastered the concept of community and by doing so, the Circle of Courage.

Indigenous Resources:

- The first people's principles of learning: <https://www.bced.gov.bc.ca/abed/documents.htm#curriculum>
- Indigenous Education Resources BC Curriculum: <https://curriculum.gov.bc.ca/curriculum/indigenous-education-resources>
- Implementing Aboriginal Content Across the Elementary Curriculum: <http://www3.sd73.bc.ca/education/content/fn-cross-curricular-elem-resources>
- The Learning Circle - Classroom Activities on First Nations in Canada: https://etfofnmi.ca/?page_id=287
- Aboriginal Affairs and Northern Development Canada - Classroom Resources: <https://www.rcaanc-cirnac.gc.ca/eng/1302868012055/1534942371387>

- Teaching in a First Nations School - An Information Handbook for New Teachers: <http://www.fnesc.ca/pdf-docs/PUB-FNSA-Teaching-in-a-FN-School-2006.pdf>
- The Aboriginal and Environmental Education Circle (AEE Circle): http://education.davidspencer.ca/wiki/Inuit_History
- Education is Our Buffalo: <https://www.albertaschoolcouncils.ca/public/download/documents/55705>
- Orange Shirt Day Teacher Resources: <https://www.orangeshirtday.org/teacher-resources.html>
- UN International Decade of Indigenous Languages: <https://www.cbc.ca/player/play/1989022275729#:~:text=The%20UN%20International%20Decade%20of%20Indigenous%20Languages%20begins%20in%202022,-15%20days%20ago&text=The%20United%20Nations%20is%20recognizing,need%20to%20preserve%20Indigenous%20languages>

CORE COMPETENCIES

Communication	Thinking	Personal & Social
Communicating <ul style="list-style-type: none"> • Connecting and engaging with others <ul style="list-style-type: none"> - <i>Students engage in informal and structured conversations in which they listen, contribute, develop understanding and relationships, and learn to consider diverse perspectives. This facet of communication is closely linked to the building and sustaining of relationships at home, at school, in the community, and through social media.</i> 	Creative thinking <ul style="list-style-type: none"> • Creating and innovating <ul style="list-style-type: none"> - <i>The idea or product may have value in a variety of ways and contexts – it may be fun, provide a sense of accomplishment, solve a problem, be a form of self-expression, provoke reflection, or provide a new perspective that influences the way people think or act. It can have a positive impact on the individual, classmates, the community, or the world.</i> <p>By breaking down the Circle of Courage, students are thinking creatively how the 4</p>	Personal awareness and responsibility <ul style="list-style-type: none"> • Self-advocating <ul style="list-style-type: none"> - <i>Students who are personally aware and responsible have a sense of self-worth and a growing confidence in a variety of situations. They value themselves, their ideas, and their accomplishments.</i> <p>In lesson 1, students fill out a graphic organizer about themselves which asks them to fill out positive affirmations about themselves in hopes to inspire confidence.</p> <ul style="list-style-type: none"> • Self-regulating <ul style="list-style-type: none"> - <i>Students who are personally aware and responsible take</i>

<p>This whole unit is geared towards creating a positive classroom environment with a focus on creating community.</p> <ul style="list-style-type: none"> Focusing on intent and purpose <ul style="list-style-type: none"> <i>Students communicate with intention and purpose.</i> <p>There is a lot of group work and class discussion in this unit which allows students to practice their communication skills.</p> <ul style="list-style-type: none"> Acquiring and presenting information <ul style="list-style-type: none"> <i>Students communicate by receiving and presenting information.</i> <p>Students are given plenty of opportunity to give present information verbally and through written word.</p> <p>Collaborating</p> <ul style="list-style-type: none"> Working collectively <ul style="list-style-type: none"> <i>Students combine their efforts with those of others to effectively accomplish learning and tasks. As members of a group, they appreciate interdependence and cooperation, commit to needed roles and responsibilities, and are conscientious about contributing. They also</i> 	<p>concepts relate to their personal lives. Through a focus on creating classroom community, students realize that their personal actions impact the classroom environment and that each student has a responsibility to uphold the class values.</p> <ul style="list-style-type: none"> Evaluating and developing <ul style="list-style-type: none"> <i>They consider whether their idea would ultimately support the well-being of self, community, and the land.</i> <p>In lesson 2 students develop their own set of classroom community values.</p> <p>Critical and reflective thinking</p> <ul style="list-style-type: none"> Reflecting and assessing <ul style="list-style-type: none"> <i>Students apply critical, metacognitive, and reflective thinking in given situations, and relate this thinking to other experiences, using this process to identify ways to improve or adapt their approach to learning.</i> <p>In lesson 3 Towers of Commonality, students will complete a self-assessment regarding their ability to work as a group.</p>	<p><i>ownership of their choices and actions.</i></p> <p>In lesson 2, students co-create a classroom community set of values and discuss how each individual has a responsibility to uphold those values.</p> <p>Positive personal and cultural identity</p> <ul style="list-style-type: none"> Understanding relationships and cultural contexts <ul style="list-style-type: none"> <i>Students understand that their relationships and cultural contexts help to shape who they are. Students explore who they are in terms of their relationship to others and their relationship to the world (people and place) around them.</i> <p>Students will learn about the self and the community through dissecting the Indigenously inspired Circle of Courage. Through this inspection, students will learn about themselves and their community.</p> <ul style="list-style-type: none"> Identifying personal strengths and abilities <ul style="list-style-type: none"> <i>Students acknowledge their strengths and abilities, and they intentionally consider these as assets, helping them in all aspects of their lives.</i>
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<p><i>negotiate respectfully and follow through on plans, strategies, and actions as they share resources, time, and spaces for collaborative projects.</i></p> <p>This is especially true for lesson 4, the scavenger hunt lesson because students will need to work collaboratively to solve riddles and complete the hunt.</p> <ul style="list-style-type: none"> • Supporting group interactions <ul style="list-style-type: none"> - <i>Students engage with others in ways that build and sustain trusting relationships and contribute to collective approaches.</i> <p>This is the main goal of this unit.</p> <ul style="list-style-type: none"> • Determining common purposes <ul style="list-style-type: none"> - <i>Students develop shared understandings of information, issues, situations, and problems in pursuit of common purposes and goals. They revise plans according to mutual deliberations and strive for consensus.</i> <p>Students will develop these skills in lesson 3 through the Towers of Commonality card stacking game and lesson 4 the scavenger hunt as students</p>		<p><i>Students understand that they are unique and are a part of larger, and often multiple, communities.</i></p> <p>In lesson 1, students fill out a graphic organizer autobiography where the focus is making them confident and allowing them a space to state their strengths and highlight their uniqueness.</p> <p>Social awareness and responsibility</p> <ul style="list-style-type: none"> • Building relationships <ul style="list-style-type: none"> - <i>Students build and maintain diverse, positive peer and intergenerational relationships.</i> <p>Throughout this unit students will be building relationships with each other and there will be an intentional focus on creating community and positive relationships.</p> <ul style="list-style-type: none"> • Contributing to community and caring for the environment <ul style="list-style-type: none"> - <i>Students develop awareness of and take responsibility for their social, physical, and natural environments by working independently and collaboratively for the benefit of others, communities, and the environment. They are aware of the impact of their</i>
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<p>will need to work together and solve problems in pursuit of common goals.</p>		<p><i>decisions, actions, and footprint.</i></p> <p>Students do this throughout the unit, but especially in lesson 2 where they co-create a set of classroom community values.</p> <ul style="list-style-type: none"> • Resolving problems <ul style="list-style-type: none"> - <i>They generate, use, and evaluate strategies to resolve problems.</i> <p>In lesson 4, students will need to resolve riddles together to complete the group scavenger hunt.</p> <ul style="list-style-type: none"> • Valuing diversity <ul style="list-style-type: none"> - <i>Their approach to inclusive relationships exemplifies commitment to developing positive communities.</i> <p>Throughout the unit, students are put in positions to create positive relationships with each other with an emphasis on the CoC and the community values poster that will be made in lesson 2.</p>
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BIG IDEAS

Subject Name: Socials	Subject Name: ELA	Subject Name: Art
<p><i>Our communities are diverse and made up of individuals who have a lot in common.</i></p> <ul style="list-style-type: none"> During lesson 3's Cards of Commonality game, students will learn about things they have in common with other students they may not normally connect with 	<p><i>Through listening and speaking, we connect with others and share our world.</i></p> <ul style="list-style-type: none"> Students have plenty of time throughout this entire unit to have group discussion, class discussion and work together to solve clues in the scavenger hunt lesson 	<p><i>People create art to express who they are as individuals and community.</i></p> <ul style="list-style-type: none"> In lesson 1, students begin working on a self-portrait which is meant to express their individualism and they also plant handprints on a group poster in an effort to make a communal piece of art.

LEARNING STANDARDS & ASSESSMENT

Curricular Competencies	Content	Assessment				
ELA: Comprehend and connect (reading, listening, viewing) <ul style="list-style-type: none">- Recognize how language constructs personal, social, and cultural identity- Construct meaningful personal connections between self, text, and world- Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self,	ELA: Story <ul style="list-style-type: none">- literary devices: sensory detail (e.g., imagery, sound devices), and figurative language (e.g., metaphor, simile)	Informal formative and summative assessments by teacher throughout the unit of the students’ writing, artistic skills and group work skills. Lesson 2: Graphic organizer autobiography: because this activity is aimed at gathering personal information about the students, students will be docked a mark for any answer left blank but will receive full marks if everything is filled out.				
	ELA: Strategies and processes <ul style="list-style-type: none">- oral language strategies: focusing on the speaker, asking questions to clarify, listening for specifics,	Self-portrait: Marks given are out of 12:				
		1 = Emerging	2 = Developing	3 = Proficient	4 = Extending	
	Creativity	Work looks similar to example and doesn’t include any ideas that	Work looks clearly inspired by example but is	Work is clearly inspired from example	Inspiration from example is evident, but work has	
	/4					

<p>identity, and community</p> <p>ELA: Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> - Exchange ideas and viewpoints to build shared understanding and extend thinking - Exchange ideas and perspectives to build shared understanding <p>Arts: Exploring and creating</p> <ul style="list-style-type: none"> - Intentionally select, apply, combine, and arrange artistic elements, processes, materials, movements, technologies, tools, techniques, and environments in art making - Explore relationships between identity, place, culture, society, and belonging through the arts <p>Arts: Reasoning and reflecting</p> <ul style="list-style-type: none"> - Research, describe, interpret and evaluate 	<p>expressing opinions, speaking with expression, staying on topic, taking turns</p> <p>Socials</p> <ul style="list-style-type: none"> • characteristics of the local community that provide organization and meet the needs of the community • roles, rights, and responsibilities in the local community <p>Arts</p> <ul style="list-style-type: none"> - purposeful application of elements and principles to create meaning in the arts, including but not limited to: visual arts: elements of design: line, shape, space, texture, colour, form, pattern, balance, contrast traditional and contemporary Aboriginal arts and arts-making processes 		are “outside of the box”	lacking personal flare	with a unique and personal twist	been made entirely and intentionally one’s own
		Mastery	Use of tools may be misunderstood, there is little attention to detail	Use of tools is understood and there is some apparent attention to detail	Use of tools is proficient with good attention to detail.	Mastery of tools is apparent; work looks intentional with excellent attention to detail
		Behaviour and Effort	Minimum effort shown with troubles staying on task	Some effort shown and stays on task with reminders	Good effort shown and no reminders to stay on task	Exceptional effort shown while showing plenty of self-motivation and supportive behaviour
		Lesson 3: Cards of Commonality game self-assessment				

Prerequisite Concepts and Skills

Students will need to be comfortable and able to have productive and meaningful class discussion through speaking respectfully and being active listeners. Students must also be competent at working in groups and collaborating. This will be especially important for the scavenger hunt lesson. Lastly, students must be able to think critically to argue the connections of their letter words in the ABC Book of Community lesson and be able to write their ideas at grade level.

Teacher Preparation Required

Lesson 1	<ul style="list-style-type: none"> - The Reflection in Me HD - YouTube - Make a graphic organizer around things that I want to learn about the students and have enough printed out for each student in the class. - Have pencils, pencil crayons, and paper ready for self-portraits - Examples of Frank Big Bear's work for demonstration for the self-portraits
Lesson 2	<ul style="list-style-type: none"> - Have you filled a bucket today? READ ALOUD - YouTube - Organize desks or chairs in a circle for the class discussion. - Have poster paper ready to be filled out at the end of the classroom discussion. - Have different coloured paints sitting in shallow dishes ready for handprints. - Have paper towel, a rinse bucket and soap ready in class to clean up paint covered hands if there is not a sink in the class. - Have newspaper down in case of paint spill.
Lesson 3	<ul style="list-style-type: none"> - A Kids Book About Belonging by Kevin Carroll - YouTube - Have plenty of index cards and markers or pens ready for the activity. - Clear desks so there is space to build to build the towers on the ground.
Lesson 4	<ul style="list-style-type: none"> - Develop hints and clues for the scavenger hunt and disperse them before the lesson. - Coordinate with other teachers and support staff within the school so they are prepared as well. - Have clues pre-hidden or given to specific designated teachers before the scavenger hunt begins.
Lesson 5	<ul style="list-style-type: none"> - Have ABC graphic organizer pages printed out for each letter of the alphabet that include a large version of that letter, a box for a picture, and lines for a description. - Have pencil crayons for those who want to colour their pictures.

Cross-Curricular Connections

This unit plan pulls mostly from English Language Arts, but there is also a social studies aspect involved through learning about the cultural origins of Dr Martin Brokenleg's Circle of Courage. There is also a significant amount of art involved in lesson 1 with the Frank Big Bear inspired self- portrait and lesson 5 with the ABC's of Our Community book.

Universal Design for Learning (UDL)

UDL wheel used for references and is quoted below with accompanying descriptions.

1. MULTIPLE MEANS OF REPRESENTATION – I provide for multiple means of representation in this unit in the following ways:

Options for Language and Symbols

- Highlight how complex terms are composed of simpler words or symbols: students will be breaking down each quadrant of the CoC into simpler or more relatable terms
- Present key concepts of in one form of a symbolic representation: in lesson 5, students will draw an accompanying picture that represents the letter and word they have chosen for the ABC's of Community book they will be creating

Options for Comprehension

- Activate prior knowledge: students will discuss with one another their ideas about each quadrant of the CoC before breaking it down as a class
- Use checklists, organizers, sticky notes: there are several opportunities throughout this unit where students will use graphic organizers and sticky notes and index cards to present their knowledge of a topic

2. MULTIPLE MEANS OF ACTION AND EXPRESSION – I provide multiple means of action and expression in this unit in the following ways:

Options for Expressive Skills & Frequency

- Compose in multiple media such as text, speech, drawing, illustration etc.: students will have the opportunity to express themselves through illustration, discussion, and writing throughout the unit
- Use checklists and guides for note-taking, and guided questions for self-monitoring: students will be given one self-assessment during this unit

3. MULTIPLE MEANS OF ENGAGEMENT – I provide multiple means of engagement in this unit in the following ways:

Options for Recruiting Interest

- Involve learners, where and when ever possible, in setting their own personal academic and behavioural goals: students will set behavioural goals for the class during lesson 2 when the whole class creates a classroom community poster and handprints on it as a sign of their commitment to upholding the shared values of the classroom community
- Design activities so that outcomes are authentic, communicate to real audiences, and are purposeful: this point is especially relevant to lesson 4 the scavenger hunt lesson. Students will be learning about their own school community and the resources that are available to them
- Provide tasks that allow for active participation and experimentation: the scavenger hunt lesson is designed to allow students to explore their school and its resources
- Invite personal response, evaluation and self-reflection to content and activities: students have one opportunity to self-assess but plenty to offer a personal response during class discussions regarding the CoC

Options for Sustaining Efforts and Persistence

- Provide opportunities for collaboration, peer tutoring and support: students work in groups and collaborate ideas in nearly every lesson
- Emphasize process, effort, improvement in meeting standards as alternative to external evaluation, performance, goals, competition: there are several opportunities in this unit where students are completing work without any marks given. This is the case in the scavenger hunt and lesson 3 where students play the Towers of Commonality card stacking game.

Options for Self-regulation

- Use prompts, reminders, guides, rubrics, and checklists that focus on self-regulatory goals: this is the aim of lesson 2 and the community values poster. The poster is meant to be a co-created guide on what our classroom community values and goals are with concrete ways in which to uphold them

Differentiated Instruction (DI)

For students that have troubles staying on task, the teacher will circulate the classroom and use proximity to encourage these students to stay focused. If there is still an issue, the teacher will redirect the students attention back to the task at hand by asking questions about the activity and where the student is at. To encourage focused attention, the teacher will give the students a time frame for Think Pair Share discussions and activities.

This unit does not need much adaption for students who have visual or physical impairments. However, if there was a student with a hearing impairment, one adaptation could be having students hold group discussions in a circle and incorporate a talking

stick so that student could read lips. Another option could be giving the student a written copy of what the lesson plan and discussion will be about and writing student ideas up on the board as the discussion carries on.

For high energy students, discussions will have a set time with allotted breaks to run outside for 2 minutes or perform a physical brain break mid lesson.

Learning Types (VARK)

- Kinesthetic learners will find engagement in the self-portrait in lesson 1, the index cards stacking game in lesson 3 and the scavenger hunt in lesson 4.
- Visual learners will be engaged through the videos shown in lessons 1, 2, and 3. They will also be engaged by the poster in lesson 2.
- Audio learners and interpersonal learners will find engagement in the plentiful class discussions throughout the unit.
- Writers will be engaged through the several opportunities to write down ideas such as in lesson 5 the ABC's of Community and in lessons 2, 3, and 5 through filling out their ideas about the CoC

Overview of Lessons:

Lesson 1


Lesson Name & Time (Minutes Allotted):	Independence / Autobiography (45 minutes – 1 hour)
Learning Standards: Curricular Competencies	<p>ARTS</p> <p>Exploring and creating</p> <ul style="list-style-type: none"> - Intentionally select, apply, combine, and arrange artistic elements, processes, materials, movements, technologies, tools, techniques, and environments in art making - Explore relationships between identity, place, culture, society, and belonging through the arts <p>Reasoning and reflecting</p> <ul style="list-style-type: none"> - Research, describe, interpret and evaluate how <u>artists</u> (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments in the arts <p>Communicating and documenting</p> <ul style="list-style-type: none"> - Describe, interpret and respond to works of art and explore artists' intent

Learning Standards: Content	ARTS <ul style="list-style-type: none"> - purposeful application of elements and principles to create meaning in the arts, including but not limited to: visual arts: elements of design: line, shape, space, texture, colour, form, pattern, balance, contrast - traditional and contemporary Aboriginal arts and arts-making processes 				
Instructional Objectives (SWBAT...):	Students will be able to: <ul style="list-style-type: none"> - fill out an autobiographical graphic organizer that asks them to fill out positive affirmations and also things about their personal life including hobbies, interests, siblings, etc. - begin a self-portrait inspired by the works of Anishinaabe artist Frank Big Bear 				
Assessment:	Graphic organizer autobiography: because this activity is aimed at gathering personal information about the students, students will be docked a mark for any answer left blank but will receive full marks if everything is filled out. Self-portrait: Marks given are out of 12:				
		1 = Emerging	2 = Developing	3 = Proficient	4 = Extending
	Creativity /4	Work looks similar to example and doesn't include any ideas that are "outside of the box"	Work looks clearly inspired by example but is lacking personal flare	Work is clearly inspired from example with a unique and personal twist	Inspiration from example is evident, but work has been made entirely and intentionally one's own
	Mastery /4	Use of tools may be misunderstood, there is little attention to detail	Use of tools is understood and there is some apparent attention to detail	Use of tools is proficient with good attention to detail.	Mastery of tools is apparent; work looks intentional with excellent

					attention to detail
	Behaviour and Effort /4	Minimum effort shown with troubles staying on task	Some effort shown and stays on task with reminders	Good effort shown and no reminders to stay on task	Exceptional effort shown while showing plenty of self-motivation and supportive behaviour
Teaching Strategies:	<ul style="list-style-type: none">- Activate schema with video- Read out my teacher example of my filled out autobiography- Show examples of Frank Big Bear’s work for self-portrait inspiration- Formative, verbal feedback during art portion of lesson				
Materials:	<ul style="list-style-type: none">- Copy of “The Reflection in Me” video- Photocopies of autobiography graphic organizer- Filled out teacher copy of autobiography- Digital examples of Frank Big Bear’s self-portrait work- Large sheets of blank paper- Pencils, erasers, pencil crayons, markers, pencil sharpeners				
LESSON ACTIVITIES					
Introduction/ Hook :	Show The Reflection in Me HD - YouTube video to class to get their schemas activated in thinking about positive affirmations.				
Body:	<p>The teacher will then explain the activity of filling out the graphic organizer and share a version that they filled out themselves as an example.</p> <p>Students fill out autobiography graphic organizer independently.</p> <p>Students will then be introduced and given examples of Frank Big Bear’s self-portraiture work. They will then be given paper, pencils, and pencil crayons to begin their own self-portraits based on his stylings.</p>				
Closure:	Exit ticket: students will be asked to consider the concepts of independence and responsibility. They will be asked to write down on a scrap paper how the two concepts relate in a short definition in preparation for the next lesson.				

Lesson 2

Lesson Name & Time (Minutes Allotted):	A Generous Commitment (45 minutes)
Learning Standards: Curricular Competencies	<p>ELA</p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> - Synthesize ideas from a variety of sources to build understanding - Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts - Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts - Recognize how language constructs personal, social, and cultural identity - Construct meaningful personal connections between self, text, and world <p><i>The entire comprehend and connect bullet points listed above speak specifically to the continued return of the Circle of Courage connection in the lesson.</i></p> <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> - Exchange ideas and viewpoints to build shared understanding and extend thinking
Learning Standards: Content	<p>ELA</p> <p>Story</p> <ul style="list-style-type: none"> - literary devices: sensory detail (e.g., imagery, sound devices), and figurative language (e.g., metaphor, simile) <p>Strategies and processes</p> <ul style="list-style-type: none"> - oral language strategies: focusing on the speaker, asking questions to clarify, listening for specifics, expressing opinions, speaking with expression, staying on topic, taking turns <p>Social Studies</p> <ul style="list-style-type: none"> - origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas
Instructional Objectives (SWBAT...):	<ul style="list-style-type: none"> - Understand the idea of filling buckets on an individual level and on a small community level

	<ul style="list-style-type: none"> - Extrapolate how theoretical ideas or words can be represented in concrete ways - Describe the concepts of Independence and Generosity in regard to the CoC
Assessment:	There will be no formal assessment in this lesson, students' participation in the class discussion, arguments for why their ideas relate to the topic, and effort and enthusiasm towards class activity will be mentally and informally assessed by the teacher.
Teaching Strategies:	<ul style="list-style-type: none"> - Schema activation with video - Think, pair, share style strategy with group discussions before bringing ideas to the whole class - Randomized groupings so students get to know one another better and have a chance to work with some peers they may not normally work with - Inquiry based discussion where teacher prompts mostly questions for students to ponder and discuss - Co-creating of classroom ideals so that students understand they share responsibility in maintaining positive classroom environment
Materials:	<ul style="list-style-type: none"> - "Have you filled a bucket today" book reading video ready to go - Bucket with printed pictures filled inside for group making technique - Prints outs of the Circle of Courage with headers only for each student - Large and colourful poster paper - Washable finger paints in a variety of colours - Shallow bowls to hold paint for hand dipping - Newspaper under paints - Buckets of warm water with soap and paper towel if there is no handwash sink ready
LESSON ACTIVITIES	
Introduction/Hook:	<p>Activate schemas by showing this reading of: Have you filled a bucket today? READ ALOUD  - YouTube</p> <p>Pose the concept that everyone has their own individual buckets, but there is also a classroom bucket.</p>
Body:	Split the class into randomized groups of 5 or 6 by getting them to pull a slip of paper with an image printed on it of a relevant pop culture figure (think Spiderman, Ray

	<p>Skywalker, etc.). There would be 5 different images total so that a class of 30 would be split into 5 groups of 6.</p> <p>Pose the following questions to the class and allow for discussion in groups of 5 or 6: how do the concepts of independence and responsibility relate? What does independence in the classroom look like? Then give each student the opportunity to share their thoughts with the entire class.</p> <p>Again, pose the following questions to the class and allow for discussion in groups of 5 or 6: what does generosity mean to you? What does generosity look like in the classroom? Give the students the scenario that there was a classroom bucket and ask them: how would you fill the classroom bucket? Ask class to discuss in groups and then share with the class what they came up with.</p> <p>Introduce the Circle of Courage and ask students if they can see a connection between the idea of filling buckets and the concepts of generosity and independence from the CoC. What does it look like to be generous when filling the classroom bucket? Is the teacher a part of the classroom bucket? How does independence influence the classroom bucket? Each student is give a copy of the CoC with only the headers on it. Ask the groups to come up with a list of at least 10 words that represent how generosity and independence relate to the classroom bucket. For each word, write a concrete description of what that word represents and then each individual should write those words out on their personal copies of the CoC. For example, the word <i>responsibility</i> relates to independence and it looks like staying on task during class time.</p> <p>After the brainstorm, students will be asked to share their ideas with the class. The words chosen will be broken down and discussed what they look like in concrete ways. After a word is broken down, each student will be asked to come up and write one word that they wrote down in their brainstorm onto a large and colourful piece of poster paper. After that, students will dip their hands in a paint colour of their choice and make a handprint on the poster as a symbol of their commitment to maintaining a</p>
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	positive classroom environment and being generous when filling the classroom bucket.
Closure:	Exit ticket: Students will be asked to show the teacher that they filled out the Independence and Generosity quadrants on their CoC page.

Lesson 3

Lesson Name & Time (Minutes Allotted):	Towers of Commonality (35 minutes)
Learning Standards: Curricular Competencies	<p>ELA</p> <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> - Exchange ideas and viewpoints to build shared understanding and extend thinking <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> - Synthesize ideas from a variety of sources to build understanding - Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts - Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts - Recognize how language constructs personal, social, and cultural identity - Construct meaningful personal connections between self, text, and world <p><i>The entire comprehend and connect bullet points listed above speak specifically to the continued return of the Circle of Courage connection in the lesson.</i></p>
Learning Standards: Content	<p>ELA</p> <p>Strategies and processes</p> <ul style="list-style-type: none"> - oral language strategies: focusing on the speaker, asking questions to clarify, listening for specifics, expressing opinions, speaking with expression, staying on topic, taking turns - metacognitive strategies <p>Social Studies</p> <ul style="list-style-type: none"> - origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas

Instructional Objectives (SWBAT...):	<ul style="list-style-type: none"> - Have productive and positive social conversations with each other in order to find out what they have in common. - Describe what the concept of belonging is in regard to the CoC. - Self-assess group work 																						
Assessment:	<p>Each student will fill out a personal summative assessment as an exit ticket of how the activity went. They will rate out of 3 (1 = needs work, 2 = good, 3 = great!) on questions 1 – 4 and short sentence answer on questions 5 and 6:</p> <p>Lesson 3: Towers of Commonality game self-assessment</p> <table> <tr> <th></th><th>1 = Needs Work</th><th>2 = Good</th><th>4 = Great!</th></tr> <tr> <td>7) How well did you communicate with your group?</td><td></td><td></td><td></td></tr> <tr> <td>8) How well did the group communicate as a whole?</td><td></td><td></td><td></td></tr> <tr> <td>9) How open were you to others' ideas?</td><td></td><td></td><td></td></tr> <tr> <td>10) How open was the whole group to everyone's ideas?</td><td></td><td></td><td></td></tr> </table> <p>11) What is one thing that the group did together really well?</p> <p>12) What is one thing the group could have done better?</p>				1 = Needs Work	2 = Good	4 = Great!	7) How well did you communicate with your group?				8) How well did the group communicate as a whole?				9) How open were you to others' ideas?				10) How open was the whole group to everyone's ideas?			
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9) How open were you to others' ideas?																							
10) How open was the whole group to everyone's ideas?																							

Teaching Strategies:	<ul style="list-style-type: none"> - Activating schemas with short video about belonging. - Think pair share strategy during class discussion about what it means to belong. They fill out the words in the Belonging quadrant of their personal copy of the CoC. - Fun and engaging randomized groupings so students work with people they might not normally socialize with. We will do the line up strategy a couple of times with different questions (this also gives students an easy first card to write down and gets them thinking about commonalities and differences). Ideas for line ups include line up by birthdate order, by height, by favourite colours (in order of the rainbow), etc. On the last line up question, students will be put into groups of 5 or 6 based on the line up. - Teacher will circulate the room and give constructive formative verbal feedback during the card stacking game. - Exit ticket: summative self-assessment of the card game
Materials:	<ul style="list-style-type: none"> - Copy of A Kids Book About Belonging by Kevin Carroll – YouTube ready to show - Plenty of index cards for card game - Students will have their copy of the CoC
LESSON ACTIVITIES	
Introduction/Hook:	<p>Schema activation video: A Kids Book About Belonging by Kevin Carroll - YouTube</p> <p>Followed by Think Pair Share strategy to discuss what belonging means to them. Students will then be asked to share their ideas with the class about what belonging in the classroom looks like and then write those ideas down on their copies of the CoC.</p>
Body:	<p>Students will be put into groups using the line up strategy. The teacher will ask several different questions and get the students to line up accordingly. First by height, then by birthdates, then by hair length, then by favourite colours. On the last line up, students will be cut into groups of 5 or 6 depending on where they stand in the line.</p> <p>Once students are in groups, they will be given a set of index cards and told to find out what things the whole group has in common. For each thing the group has in common, the group will write that thing on an index card and use the card to build a tower with the goal of building the tallest tower.</p>

Closure:	<p>Students will be share what they had in common with the group and as a class we will try to determine 3 things that the entire class has in common.</p> <p>Students will then be given a self-assessment exit ticket to fill out regarding group work.</p>
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Lesson 4

Lesson Name & Time (Minutes Allotted):	Scavenger Hunt! (1 hour)
Learning Standards: Curricular Competencies	<p>Social Studies</p> <ul style="list-style-type: none"> - Develop a plan of action to address a selected problem or issue <p>ELA</p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> - Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking - Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts - Exchange ideas and viewpoints to build shared understanding and extend thinking
Learning Standards: Content	<p>Social Studies</p> <ul style="list-style-type: none"> - roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples <p>ELA</p> <p>Strategies and processes</p> <ul style="list-style-type: none"> - oral language strategies
Instructional Objectives (SWBAT...):	<ul style="list-style-type: none"> - Identify key resources available to them at the school - Identify what the roles of key positions like the secretary and vice principal are at the school - Have a deeper connection with and understanding of their larger school community

Assessment:	No assessment for this lesson as the goal is to create community in the classroom by engaging the students in a fun group activity that is directed at getting them familiar with their support and administrative staff.
Teaching Strategies:	<ul style="list-style-type: none"> - Schema activation set up with music and character - Randomized groupings through puzzle piece strategy
Materials:	<ul style="list-style-type: none"> - Outfit for detective character - Music and speaker set up for dramatic music - Scavenger hunt worksheets for each group - Puzzle pieces group making strategy and bag/bucket
LESSON ACTIVITIES	
Introduction/Hook:	<p>Teacher will be dressed up wearing a trench coat, fedora hat and sunglasses to look like a detective while introducing the activity. Dramatic music will be playing in the background and the teacher will be acting in character.</p> <p>Students would then be put into randomized groups of 4 by a puzzle strategy. Each student randomly pulls one piece of a small 4-piece puzzle from a bag and then they have to find the students that their puzzle pieces fit into. Students will then be given 5 minutes to come up with a fun team name.</p>
Body:	<p>Each group will be given a scavenger hunt sheet that they have to fill out that is all about their school wide community. They will have to visit key resource areas in the school and talk to resource staff to complete the worksheet. In order to find some of the clues, riddles must be solved. An example of a question on the clue sheet would be</p> <p><i>Hint 1: "So you need some help with a project and the situation is getting scary, the best place you can go to get ideas is the ____."</i></p> <p><i>Get the person who is in charge of this room to give you the next hint.</i></p> <p>The answer to the hint above would be "library". The students would have to fill out that word on the worksheet and also talk to the librarian in order to solve the next clue because a crucial part of solving the next hint on the sheet would be intentionally blank. Some clues on the worksheet rely on solving the prior clue, while some are independent.</p>

	If some groups are done early and waiting for the rest of the groups, they will have free time. They will be allowed to work on any homework or projects they have due, read, or play a board game until all of the groups are finished.
Closure:	Once every team is finished, the whole class would go over the answers together and fill out anything that any team missed, ensuring that the whole class gets information about the school resources that are available to them and about the roles and duties of the administration. Students will also be encouraged to share any fun stories about their scavenger hunt experience.

Lesson 5

Lesson Name & Time (Minutes Allotted):	ABC's of Our Community (45 min)
Learning Standards: Curricular Competencies	<p>Arts</p> <p>Exploring and creating</p> <ul style="list-style-type: none"> - Explore relationships between identity, place, culture, society, and belonging through the arts <p>Communicating and documenting</p> <ul style="list-style-type: none"> - Interpret and communicate ideas using symbols and elements to express meaning through the arts - Take creative risks to express feelings, ideas, and experiences <p>ELA</p> <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> - Exchange ideas and viewpoints to build shared understanding and extend thinking <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> - Synthesize ideas from a variety of sources to build understanding - Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts - Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts - Recognize how language constructs personal, social, and cultural identity - Construct meaningful personal connections between self, text, and world

	<i>The entire comprehend and connect bullet points listed above speak specifically to the continued return of the Circle of Courage connection in the lesson.</i>
Learning Standards: Content	<p>Arts</p> <ul style="list-style-type: none"> - processes, materials, movements, technologies, tools, strategies, and techniques to support creative works - image development strategies - symbolism and metaphor to explore ideas and perspective <p>ELA</p> <p>Strategies and processes</p> <ul style="list-style-type: none"> - oral language strategies: focusing on the speaker, asking questions to clarify, listening for specifics, expressing opinions, speaking with expression, staying on topic, taking turns - metacognitive strategies <p>Social Studies</p> <p>origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas</p>
Instructional Objectives (SWBAT...):	<ul style="list-style-type: none"> - Show a mastery of the concept of community - Explain each concept included in the Circle of Courage
Assessment:	Only the filled-out Circle of Courage worksheets will be marked at the end of this unit after this lesson. They will be marked out of 12, full marks if at least 3 words are written in each quadrant. One mark docked for each word that is missing.
Teaching Strategies:	<ul style="list-style-type: none"> - Activate schemas by - Teacher circulates during brainstorming activity and during the worksheet activity, offering feedback and help to those that ask
Materials:	<ul style="list-style-type: none"> - Worksheets for each letter of the alphabet - Book binding materials
LESSON ACTIVITIES	
Introduction/Hook:	Right away, students will be asked to sit silently and contemplate for 1 minute what does the concept of Mastery mean. After that 1 silent minute, students will be asked to Think Pair Share with their neighbours or small groups near them what they thought about. Students will then be given two post it notes each. On one post it note

	they will be asked to write what mastery DOES NOT look like, and on the other what it DOES look like. The teacher would then write these two phrases on a T-chart on the white board and share an example of each. For example, mastery DOES NOT look like giving up, mastery DOES look like accepting a challenge. The teacher will then look through the post it notes and share some of the good ideas that were put up. Students will then be asked to fill out at least 3 words on their CoC worksheets under the Mastery quadrant of what it means to them.
Body:	Students will be placed into groups of 4 or 5 depending on where they are sitting for the brainstorm position of this lesson. Each group will need to pull out a spare piece of paper for brainstorming. The class will then be given 10-15 minutes to brainstorm a word for each letter of the alphabet that relates to the concept of community or is a part of their school or class community. This could include concrete things like the names of teachers or certain roles in the school but also concepts that relate to community like belonging or neighbourhood. When the time is up, Each group will share their list with the whole class. Then, each student will be given a letter of the alphabet. There will also be a cover page and a introduction page which will total 28 sheets. If there are more than 28 students in the class, some students may work in pairs. Each student or pair will then be given a worksheet with the letter of the alphabet on it, a blank box for a picture that takes up half the page, and some lines underneath the box filling up the rest of the paper for a short description. The student or pair will then fill out the sheet depending on the letter they are given. In the blank box they will draw a picture of what this word represents and then write a description below explaining how it is a part of the concept of community.
Closure:	Students will be asked to answer 2 questions on an exit slip. 1) Why is being a part of a community important? 2) Which quadrant of the Circle of Courage resonates with you the most and why?

Resources

Circle of Courage
- [Circle of Courage® - Starr Commonwealth](#)
BC Curriculum

- <https://curriculum.gov.bc.ca/>

UDL Wheel – Universal Design for Learning Guidelines

Lesson 1 video

- [The Reflection in Me HD - YouTube](#)

Lesson 2 video

- [Have you filled a bucket today? READ ALOUD !\[\]\(79de0df6c6ddd2d4eb74f1cc5f48ec50_img.jpg\) - YouTube](#)

Lesson 3 video

- [A Kids Book About Belonging by Kevin Carroll - YouTube](#)

Extensions to Unit (Consecutive – After)

- To make this unit longer, I could take two days to deconstruct each concept on the Circle of Courage instead of one. At the moment, this unit only briefly introduces the CoC and loosely connects it to the activities as my focus was more on building community rather than deconstructing the CoC. If I had more time, I would spend one lesson focusing entirely on one aspect of the CoC and breaking that concept down. Then the second lesson would be tying that concept to the related activities in this unit. For example, to further break down to concept of independence within the CoC, there could be an activity and class discussion about what independence regarding learning looks like. A corresponding activity could be a goal setting activity where students create a vision board to represent where they would like to be at the end of the school year.
- A follow up to this unit could look like an extension of the scavenger hunt lesson, but in a broader scope. This unit would be geared towards geography and learning about what Kamloops (or whichever town the school is located in) is made up of in regard to population, municipal resources, and physical geography. There would be a focus on the fact that these lands are the traditional and unceded territories of the Tk'emlups te Secwepemc (or whichever traditional territory that the school is located in), showing a comparison of how their territory has shrunk to its current size. Instead of the scavenger hunt being condensed into one lesson, it would stretch an entire unit.

Reflections

Initially, I tried to use Backwards Design as this model was the most appealing to me. However, I realized quickly that this wasn't the way that my brain wanted to work. I could see this model working better for me if I were building a year plan to ensure that I

was ticking off all of the curricular boxes. But, because this unit plan has very little assessment and is not geared towards addressing curricular competencies as much as it is about developing a sense of community in the classroom, working backwards did not work for me this time. Instead, I relied heavily on using Indigenous inspirations to guide my unit plan. Because the Circle of Courage is based around the idea that the 4 concepts Independence, Belonging, Generosity, and Mastery are integral to ensuring that developing youths are emotionally healthy, it made sense to me to build off those ideals when talking about and developing a class community.

The Indigenous inspirations class was a big influence on how I developed this unit plan. That class made me realize that in order to make deeper and more meaningful connections to Indigenous ways of knowing, those ways of knowing must be considering during the design phase of the lessons, not afterwards. In my lesson plans prior to this unit plan I was making some connections to Indigenous ways of knowing, but only in shallow ways. I feel much more confident with this unit plan and my Indigenous connections within it than in any other lesson plan I have developed so far. Moving forward, I will keep this in consideration whenever I am developing a plan.