Breanne Quist

The highlighting is to show where it is found in the lesson plan. The italics are to show what I think could be added to the lesson. The highlighting of text within my revised lesson shows what has been added after a critique of the initial lesson using the following model and allowing for easier use in an online setting.

**Grant Wiggins Template**

**Stage 1**

Established goal(s):

I believe that I have covered the established goals of this lesson in part 2 of my lesson plan. I have clearly outlined the provincial learning outcomes that this lesson (and most lessons in this unit) will cover and when starting this lesson the students will be made aware of the learning outcomes that will be addressed so that they too know why we are doing this lesson.

Understanding(s):

This is covered in my lesson with the essential question.  *I could have incorporated some of the misunderstandings that are predictable.*

Essential question(s):

This lesson was started all based on an inquiry question (as most lesson plans that I have are because of the sponsor teacher I had in my final year of practicum). When looking at my rationale you can see that the inquiry question that was thought up by the students is the main focus of this lesson and the rationale for why we are doing it. Although it is not apparent in this lesson, previous lessons and discussions leading to our inquiry question would have shown questions that were asked to foster inquiry and come up with the question that we arrived at. *I could have shown where more transferring of learning could take place.*

Students will know: Students will be able to:

When looking at the lesson outcomes in my lesson plan, you will see what I expect my students to be able to do at the end of the lesson. As a VIU graduate we were required to include “SWBAT” or “Students will be able to” in all of our lessons as a key component of our planning. When looking at my overall unit matrix you would see the unit’s SWBAT but to keep lessons short and succinct only the outcomes for the one lesson are listed here.

**Stage 2**

Performance task(s):

When looking at the lesson the tasks that the students will complete are clearly outlined as a write, say or do task. This allows me to see a product or an action that will show me that the students are able to put into practice what they have learned. When looking at the criteria in the next column, you will notice that it is all clear that outcome one has a piece of evidence to show it and then a criteria for how this evidence will be judged.

Other evidence:

Reflections and self-assessment was a key part of this unit. As I have said before, it is hard to get a full picture of what this unit looks like by taking a look at just one lesson. All the lessons that I do, I like to have a flow from one to the next with continual feedback, revision and self-assessment so you may not see it in every lesson but it is woven throughout.

**Stage 3**

Learning activities:

For my learning activities you just have to look at my lesson development and accommodations. There is a flow through the lesson that has set introduction, teaching sequences and closure. Prior knowledge in this lesson (and most lessons like this that include connecting and sharing with the students) occurs and is evident in group discussions. Keeping the students hooked and engaged relies on their knowledge of why we are doing the lesson and their involvement in creating the criteria helps them to take more ownership of their learning. Through group collaboration the students are able to express their ideas, rethink their ideas when listening to others points of view and revise their work until they are happy with the final product that they are submitting. The personalized learning comes through the lesson adaptations where I have planned for the different learning styles and needs of some students that I know will not be present with the group presentation of the lesson.

**Name: *Breanne Quist***

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| --- | --- | --- | --- |
| Grade |  | Topic | Video Criteria |
| Date | Nov 22, 2012 | Allotted Time | 30 minutes |
| Cite sources used to develop this plan: Government of Canada – March 21st competition | | | |

1. **Rationale**: *Why is this lesson relevant at this time with these students?*

How can our understanding of media literacy help students produce a video that will send a message about stopping and preventing racism for the future? This lesson will allow students to start working on their video that the will show at the learning showcase as well as submitting to the nation competition for the Elimination of Racism. Some of the misunderstandings that students may have is about the word racism. Some students may think that this just applies to one group of people or that some groups of people are immune to it. It also leaves to wonder if students are knowledgeable that bullying is a form of racism and this should all be taken into consideration when presenting this lesson. This can also be transferred over to their healthy relationships learning outcomes and projects as well to make more connections and real life applications for the students.

1. **Provincial Learning Outcome(s)**: *What IRP outcome(s) does this lesson develop?*

Oral Language:

* select and use strategiesduring reading and viewing to construct, monitor, and confirm meaning, including visualizing
* Use speaking to explore, express, and present a range of ideas, information, and feelings for purposes and audiences, by staying on topic in a focused discussion and explaining and supporting a viewpoint
* Use speaking and listening to interact with others for the purpose of sharing ideas and opinions and improving and deepening comprehension

Drama:

* demonstrate co-operative effort to develop dramatic work
* demonstrate the ability to sustain belief in their imagined or created environment
* express ideas and emotions using verbal and non-verbal communication
* demonstrate individual responsibility within the group when developing dramatic work
* use a variety of vocal elements and movement to communicate meaning

1. **Assessment**

|  |  |  |
| --- | --- | --- |
| Lesson Outcome What will students learn? | Sources of Evidence What product or action will show what students have learned? | Criteria What will you look for in this evidence? |
| SWBAT:  1. Decide what they think makes a good video based on previous lessons surrounding this topic  2. Create a class-generated criteria that they will refer back to while making their anti-racism videos that includes the 4 C’s | Say – have a group discussion  Do – contribute to the class discussion | 1. Students will talk in their table groups (or breakout groups in collaborate) about what they believe makes a good video and what criteria should be followed while making their videos  2. Students will make a class generated criteria that follows the competitions criteria as well as incorporating their ideas and including the 4 C’s |

1. **Resources, Material and Preparation:** *What resources, materials and preparation are required?*

* Whiteboard
* Markers
* Lined paper
* pencil

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| --- | --- |
| 1. **Lesson Development** | Pacing |
| * **Introduction:** * Start the lesson by telling the students that we are going to create a student generated criteria for their video project that will be completed and shown at their learning showcase as well as being submitted to the March21st national competition * Read what the competition’s criteria is (the main points are highlighted on the guidelines page) and explaining what each criteria means; right-protected music and images, etc * Write down the guidelines on the whiteboard so that students can refer back to them during their group discussions * Ask students if there are any questions about the competition’s guidelines before they begin their group discussions * **Teaching/Learning Sequence:** * Have one student in each group be the recorder from the group. * Inform the students that they are to discuss the criteria that they think is important for this video project * Students should be told that they are expected to stay on task and follow the 4 C’s for this discussion, as they would for any other * Each group should produce at least three different criteria as well as examples or descriptions of what it looks like (refer them back to the tableau criteria that we made if they are unsure or lost) * **Closure:** * Bring the students to a class discussion surrounding what makes a good video * Create a criteria table with “Criteria” as a heading on one side and “Description” as a heading on the other side * Have the groups (one at a time) pick their best or most important criteria to share with the class * Write the criteria in the right column and then ask the group for their description of the criteria. * Once every group has had their input, make sure that there are no questions, everyone agrees and that everything makes sense | 5 minutes  10 minutes  15 minutes |

1. **Accommodations** (adaptations, extensions, other )**:** *How will you plan for students who have learning/behaviour difficulties or require enrichment?*

* Students will be allowed to group share before they contribute to the class discussion
* Criteria will be typed up and put in their folders (or posted on the class website) for further reference
* Students who live in close proximity to each other should be allowed to work together so that if wanted, they are able to meet face-to-face and work together.
* Students who do not have classmates within a reasonable distance to another student have the chance to work alone or figure out with their partner how they would like to put together their video without being able to meet face-to-face (maybe they work together on a puppet show, one records it and then they put voices to the characters together?)