

Bachelor of Education (Elementary) Unit Plan Template EDTL 3200 – Winter 2021

Unit Title: <u>Autobiography Creation through Identity Exploration</u>	Number of Lessons: <u>5</u>	Days: <u>5</u>
Your Name: <u>Julie Knudsen</u>	Subject(s): <u>ELA & Art</u>	Grade: <u>2</u>

Rationale

This unit will allow the teacher to get to know his/her students while causing them to think about their own identities. This unit will utilize Indigenous worldviews by focusing on identity, self-reflection, belonging, and community. Students will use Indigenously inspired concepts to explore their own personalities and characteristics, while also exposing them to the different perspectives of others. This will allow students to reflect on their selves individually, while also building relationships and a sense of community within the classroom. Additionally, while exploring identity students will have a chance to practice skills such as reading, writing, drawing, and creating. This flexible unit plan will allow students to practice multiple skills while building relationships with each other through the sharing and exploration of identity.

Overview

This unit focuses on student exploration of some of the aspects that contribute to their identity. These aspects are based on Indigenous worldviews of identity, self-reflection, and belonging. Students will display what they have learned about themselves through a final autobiography that will be produced at the end of the unit. Each lesson will contain an activity that will contribute to their final autobiography. First, students will start off the unit with an Indigenously inspired sharing circle as an introduction to each other. Students will also use this first lesson to explore their likes and dislikes as a piece to add to their final autobiography. Next, students will explore their own experiences and record one important life experience in the form of a story and an optional picture to accompany it. Within the next lesson students will explore their personal characteristics as an aspect of identity. They will do this by using their creativity to develop a self-portrait. The next lesson will allow students to practice their writing skills while exploring vocabulary that describes their identity. Students will do this by creating an acrostic poem of the sentence “who am I?” to express themselves. Lastly, students will put together all of their different creations from the week into one book, which will be their final autobiography. At the end of the unit students will get the chance to discuss what they have learned about identity and themselves.

CORE COMPETENCIES

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> • Communicating <ul style="list-style-type: none"> -Students are given multiple opportunities to connect and engage with each other by sharing and listening to different pieces of their identities. <ul style="list-style-type: none"> -Ex: Sharing circle, gallery walks, and brainstorming opportunities. -Students communicate with the clear purpose of learning about each other and sharing ideas to help gain connections. <ul style="list-style-type: none"> -Students are introduced to the purpose on the first day and teacher monitors student engagement throughout the week to ensure that students understand the purpose of what they are doing and that their communication stays on topic. <ul style="list-style-type: none"> -During sharing circle, class discussion, peer discussion, and sharing periods. • Collaborating <ul style="list-style-type: none"> -Students engage by sharing ideas and experiences and do this in a respectful manner. <ul style="list-style-type: none"> -Students will listening to others, take turns talking, and using kind words with each other. -This will be supported during sharing circle, group brainstorming sessions, and sharing their work. 	<ul style="list-style-type: none"> • Critical thinking <ul style="list-style-type: none"> -Students reflect on their own identities by thinking about their likes/dislikes, experiences, and their personal & physical characteristics. -Students explore/ reflect on their own characteristics and experiences by listening and learning about their peers' characteristics and experiences. 	<ul style="list-style-type: none"> • Positive personal and cultural identity <ul style="list-style-type: none"> -Students are able to recognize their personal values and choices through exploration of what make up their own identity. -Students will become aware of different aspects of themselves and the people, places, and things that are important to them. <ul style="list-style-type: none"> -They will explore their own experiences, and interests that contribute to their identity. • Social awareness and responsibility <ul style="list-style-type: none"> -Students are able to build relationships and able to be respectful towards their peers. <ul style="list-style-type: none"> -A sharing circle provides a safe space for students to communicate & build relationships with one another without interruption and judgement. -Students value diversity. <ul style="list-style-type: none"> -They are exposed to different experiences & identities, which teaches students about diversity and that everyone is unique.

BIG IDEAS

Subject Name: English Language Arts	Subject Name: English Language Arts	Subject Name: Arts Education
<p>Everyone has a unique story to share.</p> <ul style="list-style-type: none"> -Students will be given the chance to explore their own identity through multiple means of representation. They will be given the chance to share their identities with their peers to develop an understanding that everyone has a unique identity and story. -They will write their own personal story to share and they will share their final autobiographies, which will all include unique information about themselves. 	<p>Through listening and speaking, we connect with others and share our world.</p> <ul style="list-style-type: none"> -Students will share their ideas and various pieces of art with their peers. They will also get the chance to listen to their peers' stories and ideas, which will build connections with one another. 	<p>Creative expression develops our unique identity and voice.</p> <ul style="list-style-type: none"> -Students will be given the opportunity to express themselves through creativity by creating a portrait of themselves, drawing out likes/dislikes, and drawing illustrations for their stories.

LEARNING STANDARDS & ASSESSMENT

Curricular Competencies	Content	Assessment
<p>English Language Arts:</p> <ul style="list-style-type: none"> -Use developmentally appropriate reading, listening, and viewing strategies to make meaning. -Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community. -Show awareness of how story in First Peoples cultures connects people to family and community. -Exchange ideas and perspectives to build shared understanding. 	<p>English Language Arts:</p> <ul style="list-style-type: none"> -Elements of a story -metacognitive strategies -Writing processes -Letter formation -Conventions -Features of oral language -Oral language strategies <p>Art Education:</p> <ul style="list-style-type: none"> -Visual arts elements of design: lines, shapes, and colour. 	<p>Formative:</p> <ul style="list-style-type: none"> -Teacher will evaluate students understanding throughout the unit during sharing circles, discussion, and class brainstorming sessions. -Teacher will also evaluate students understanding of identity and self, through there completed work at the end of each lesson throughout the unit. -Teacher will evaluate students' abilities to explore and express personal identity and experience throughout their creative skills in the unit.

<ul style="list-style-type: none"> -Create stories and other texts to deepen awareness of self, family, and community -Plan and create a variety of communication forms for different purposes and audiences. -Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation. -Recognize how different text structures reflect different purposes -Use personal experience and knowledge to connect to stories and other texts to make meaning. <p>Arts Education</p> <ul style="list-style-type: none"> -Explore identity, place, culture, and belonging through arts experiences. -Explore personal experience, community, and culture through arts activities. -Express feelings, ideas, stories, observations, and experiences through creative works. 	<ul style="list-style-type: none"> -Processes, materials, technologies, tools, and techniques to support arts activities. - Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment. 	<ul style="list-style-type: none"> -In the form of self-portraits, or drawings to accompany their work. <p>Summative:</p> <ul style="list-style-type: none"> -Teacher will determine students' final understandings of the content and curricular competencies through a final class discussion at the end of the unit. -Teacher will also use their final autobiographies to evaluate this.
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Prerequisite Concepts and Skills

Students should be able to:

- Read fluently at their grade level
- Hold a pencil correctly
- Print legible letters
- Know the basic structure of a sentence and write a sentence
- Use appropriate listening and viewing skills while others are talking/sharing
- Share ideas respectfully and with minimal interruption of others
- Know the basic concepts of print (reading left to right, letters and corresponding sounds, using spaces, etc.)
- Be familiar with the concept of reflection
- Know basic shapes and colours
- Describe and respond to their own or other works of art
- Work collaboratively with each other in most situations

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Teacher Preparation Required

Lesson 1	-Locate a talking item -Review aspects/history of sharing circles -Print like/dislike worksheets
Lesson 2	-Prepare personal story to share with the class orally -Print off worksheets for story or find paper to use
Lesson 3	-Collect paper for student portraits -Locate proper writing utensils (pencil crayons or crayons)
Lesson 4	-Locate book <i>Spring: An Alphabet</i> -Print acrostic worksheets (who am I?) -Brainstorm words that could be used for acrostic Who Am I?
Lesson 5	-Print title page and page for additional information (birthday, grade, name, etc.) -Find something to bind autobiographies together (staples? Clips of some kind?) -Review possible identity question prompts

Cross-Curricular Connections (Concurrently)

This unit connects to more than one subject area. This unit incorporates aspects of English Language Arts as well as Arts Education. There are many writing aspects to this unit such as story writing, recording likes/dislikes in the form of words, and poetry. Students also explore reading through listening to books read by the teacher, stories read by their peers, and reading their final autobiographies. Although there are many ELA aspects to this unit, there are also areas that allow for artistic creativity. Students are given the opportunity to use their creativity and art skills to draw a self-portrait. They are also given a chance to use these abilities to incorporate illustrations into their stories and worksheets. This unit strongly connects to both subject areas of ELA and Art.

This unit will help students with their reading and writing, which will in turn help them in every other subject area. Students will also be able to use what they learn about themselves and each other in this unit to create a sense of unity and understanding in the classroom. These skills learned in this unit will also benefit every other subject area.

Indigenous Connections/ First Peoples Principles of Learning

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To start off the unit students will be introduced to the territorial land acknowledgement for where they are learning and explained why we do land acknowledgements. Next, the FPPL states that learning requires exploration of one's identity and this unit is designed to do just that. Students will be given several opportunities to explore their identity and express this through a variety of ways. Students will be given the chance to be reflective on their own personalities and identities, while also getting the chance to connect with their peers. Additionally, at the beginning of the unit students will have the opportunity to participate in a sharing circle. This sharing circle will give students the chance to share something about themselves and connect with each other in a safe community. The sharing circle will be introduced to students as something that is commonly used throughout indigenous culture (but not all indigenous cultures). Additionally, this unit plan directly connects to the belonging aspect of the circle of courage. It initiates a sense of community through sharing, ideas, experiences, and aspects of personal identity. Students explore a sense of belonging within themselves as well as in their classroom. This is done by exploring likes/dislikes, personal experiences, and personal characteristics, while also sharing those aspects with peers. Reflection is a big aspect of the FPPL and it is also a big aspect of this unit. Every lesson of this unit involves student self-reflection. Students are required to reflect on their own personalities, characteristics, preferences, etc., in order to identify the features that make up their identity.

Universal Design for Learning (UDL)

1. **MULTIPLE MEANS OF REPRESENTATION** – I provide for multiple means of representation in this unit in the following ways:
 - Teacher leads class discussions throughout the unit and uses questions to prompt further thinking.
 - Teacher uses whiteboard and/or chart paper to lead brain storming or visually display questions/examples.
 - Teacher uses sentence prompts to help students start their stories.
 - Teacher will work through examples on the board (ex-self-portraits) to give students a visual.
2. **MULTIPLE MEANS OF ACTION AND EXPRESSION** – I provide multiple means of action and expression in this unit in the following ways:
 - Sentence starters are given during story writing and class brainstorming is utilized to assist students with prompting ideas and assisting those who may struggle with the beginning processes of writing and brainstorming.
 - Students are given several different ways to express their identities through art and language.
 - Writing a story, verbally sharing things about themselves, writing an acrostic poem, drawing a portrait etc.
 - Students are given the options to add visuals to their work.
 - Adding visuals to their story, adding visuals to their likes/dislikes, drawing out their portrait, etc.
 - This aids visual and tactile learners by letting them express themselves in a visual way.
 - Students participate in verbal discussions about the content and activities and then get a chance to learn hands on by

creating their own individual pieces of work.

-Students are given the opportunity to collaborate as a class and well as with each other during discussions, sharing circle, and work time.

-Students will often be encouraged to quietly share their ideas and work with their peers to help inspire and build relationships.

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

-Students are given choice in some lessons whether they want to include illustrations with their work or not

-This gives students a chance to take some ownership over their learning and work.

-Students are given countless opportunities to express themselves throughout this unit and make their work personalized.

-They are encouraged to make their work individualized and unique. None of the completed activities should look the same and everyone will have a very personalized autobiography at the end.

-This gives each student a sense of accomplishment because they finish with something unique.

-Timers will be used so students can visually see how much time they have to complete their work.

-They will also know what they are working towards at the end of the week (the autobiography).

-This will motivate students and allow students to know what will be expected for the week.

-If students are struggling to get the work done or are seeming tired, brain breaks will be provided throughout the lessons.

-The white board or chat paper is utilized during discussion so students can benefit auditorily and visually.

-Students will benefit from a variety of class discussions, brainstorming, individual work time, peer discussion, and visual worksheets.

-Throughout the unit there are several opportunities for creativity and hands on learning.

-Through writing, illustrations, self-portraits, colouring, and building the final book.

Differentiated Instruction (DI)

-During listening periods, a student who struggles with staying still can be provided with a fidget toy as a calming manipulative.

-A student who finishes their work quickly can be challenged to add more to their work such as more pictures, colours, or sentences.

- A student who struggles with writing skills can be given the option to only write a couple of sentences about themselves instead of a short story.
- A student who gets easily distracted during work period or struggles with sensory overload can be provided with headphones to listen to music to block out the classroom noise.
- A student who is hyperactive and a visual learner could be provided with a checklist on their desk for what they need to get done, as a visual reminder.
- A timer will be used so that visual learners can see how much time they have.
- A shy student who has low self-esteem will be praised highly if they share during discussion periods to allow that student to gain more confidence.
- A student who has a short attention span or is easily overwhelmed can have an area of the classroom to calm themselves down or be allowed to go for a walk to self-regulate.
- Flexible seating can be provided to students who require it.

Overview of Lessons:

Lesson 1

Lesson Name & Time (Minutes Allotted):	Get to Know You: Likes and Dislikes 40min
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> -Use developmentally appropriate reading, listening, and viewing strategies to make meaning. -Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community. -Show awareness of how story in First Peoples cultures connects people to family and community. -Exchange ideas and perspectives to build shared understanding. -Create stories and other texts to deepen awareness of self, family, and community
Learning Standards: Content	<ul style="list-style-type: none"> -Oral language strategies -Metacognitive strategies -Features of oral language -Letter formation
Instructional Objectives	<p>SWBAT reflect on their own interests through discussion and brainstorming.</p> <p>SWBAT record their interests in the form of pictures and words.</p> <p>SWBAT listen respectfully to the ideas of others to help build relationships.</p>

Assessment:	<p>What: Discussions and completed worksheet.</p> <p>How: Teacher will formatively evaluate students' abilities to reflect and share during sharing circle and discussions.</p> <ul style="list-style-type: none"> -Did students share and listen respectfully? -Did students demonstrate evidence of reflective thinking about themselves? <p>Teacher will also evaluate how well students are able to reflect on their own identities in the form of likes/dislikes by evaluating their worksheets at the end of class.</p> <ul style="list-style-type: none"> -Did students record at least 3 likes and 3 dislikes? -Were their contributions somewhat creative?
Teaching Strategies:	Sharing circle, discussion, brainstorming, Worksheets- drawing & writing.
Materials:	<ul style="list-style-type: none"> -Talking item -Worksheets -Pencils -White board/chart paper
LESSON ACTIVITIES	
Introduction/Hook:	<ul style="list-style-type: none"> -Ask students if they know what the word identity means and have a discussion. -Explain to students what it is and that everyone has a unique identity. -Tell students that this week I want to get to know some of the things that makes up your own identity. -Tell students the territorial land acknowledgement for where they are learning and why we do land acknowledgements. -Ask students if they have ever heard of a sharing or listening circle. -Explain what it is and that they will get a chance to participate in one today and they will get to share something about their identity.
Body:	<ul style="list-style-type: none"> -Explain how a sharing circle works and that it is a strong part of many indigenous cultures. -Have students form a circle on the carpet or floor and introduce the talking item. -Tell students we will be using the sharing circle to share our name, something we like and something we dislike. -Pass the item around and have students share & listen. -After the sharing circle is completed have students go back to their desks and brainstorm the different types of likes and dislikes everyone shared or could share. -For example: Jim said he likes apples and that is a food.

	(foods, activities, seasons, colours, animals, sports, etc.) -Give students their worksheet and have them fill out their own likes and dislikes. -This could be with pictures or words.
Closure:	-Ask students to raise hand if they learned something new today about someone else and ask if anyone wants to share? -Could also ask students if they learned anything new about themselves and have them share.

Lesson 2

Lesson Name & Time (Minutes Allotted):	Significant Experience Story 30min
Learning Standards: Curricular Competencies	-Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community. -Create stories and other texts to deepen awareness of self, family, and community. -Plan and create a variety of communication forms for different purposes and audiences. -Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation.
Learning Standards: Content	-Elements of a story -metacognitive strategies -Writing processes -Letter formation -Conventions
Instructional Objectives	SWBAT reflect on their own experiences and share them in the form of a story. SWBAT identify the beginning, middle, and end of a story. SWBAT communicate some aspects of their identity in the form of sentences (aka story).
Assessment:	What: Their completed story. How: -Did they pick a story that will help others get to know who they are? -Did they use proper sentences with capitals and periods? -Did they include a beginning, middle, end, and title?
Teaching Strategies:	Discussion, brainstorming, questioning, writing & drawing, and optional sharing.

Materials:	<ul style="list-style-type: none"> -Teacher's personal story -Paper with lines and possibly area for pictures? -Pencils
LESSON ACTIVITIES	
Introduction/Hook:	<ul style="list-style-type: none"> -Teacher begins by having students on the carpet and telling them a story about something that happened to them. -Have students identify who, what, where, when in the story. -Have students identify the beginning middle and end of your story and the title. -Explain that I chose that story because it helps them get to know me.
Body:	<ul style="list-style-type: none"> -Explain to students that we are going to write a short story about something that happened to ourselves that we would like to share. This story will help people get to know you. -We are going to start to do this by creating a brainstorming web of all their ideas of stories they could write. -Have a discussion about what goes at the beginning of a sentence (capital) and what goes at the end (period). -Once they have at least 3 ideas, pick one and begin writing. Students can also be given the chance to draw a picture first to help start their thinking.
Closure:	<ul style="list-style-type: none"> -After students finish writing their story all students meet back at the carpet and students are given the chance to read their story to the class.

Lesson 3

Lesson Name & Time (Minutes Allotted):	Identity Self-Portrait 30min
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> -Explore identity, place, culture, and belonging through arts experiences (art) -Explore personal experience, community, and culture through arts activities
Learning Standards: Content	<ul style="list-style-type: none"> -Visual arts elements of design: lines, shapes, and colour -Processes, materials, technologies, tools, and techniques to support arts activities
Instructional Objectives	SWBAT recognize their own personal characteristics to help them explore their own identity through creativity.

	SWBAT record their personal characteristics through the elements of visual art in the form of a portrait.
Assessment:	What: Completed self-portrait How: Teacher will evaluate students' abilities to identify personal characteristics and record them with different shapes and colours to create a unique self-portrait. -Did students use various shapes, lines, and colours that resemble their own characteristics? -Did they create a self-portrait and not a drawing of someone or something else? -Were students able to explore their own personal characteristics and display them creatively?
Teaching Strategies:	Class collaboration, drawing, walking around to assist, gallery walk
Materials:	-Pencils -Pencil crayons/crayons -Whiteboard -Paper
LESSON ACTIVITIES	
Introduction/Hook:	-Tell the students they are going to draw the teacher. -Have the students draw the teacher as a class. -Teacher could ask which body part to do next and have students take turns coming up to the board to add onto the portrait. Teacher can ask students questions like what shape are my eyes?
Body:	-Explain to students that they will be doing a self-portrait of themselves. -Teacher should point out that they will be drawing a portrait of themselves and not anyone else. -Explain that some students have short hair, or wavy hair, and some have long so everyone's portrait will be different. -Tell students they can quietly ask their neighbors questions about themselves like what colour/shape are my eyes? -Give students paper and crayons/pencil crayons to draw their portraits.
Closure:	-After students finish their portraits have them place them somewhere so all the students will be able to view them (maybe on tops of desks).

	-Have students stand up and get in a line and the teacher can lead the students on a gallery walk around the room to view everyone's art work.
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Lesson 4

Lesson Name & Time (Minutes Allotted):	Who Am I Acrostic 30min
Learning Standards: Curricular Competencies	-Exchange ideas and perspectives to build shared understanding -Plan and create a variety of communication forms for different purposes and audiences. -Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community.
Learning Standards: Content	-Literary elements and devices -Metacognitive strategies -Letter formation
Instructional Objectives	SWBAT create an acrostic that uses words that represent their identity. SWBAT brainstorm by sharing ideas as a class and engaging as active listeners.
Assessment:	What: Brainstorming and completed acrostic How: Teacher will evaluate students' abilities to brainstorm descriptive words and words that relate to one's identity, during a class brainstorming session. Teacher will evaluate students understanding of their own identity by their completed acrostics. -Did they included words that relate to themselves? -Were they creative in their word choice? -Did they complete the acrostic?
Teaching Strategies:	Sharing ideas through class discussion, reading a story, class brainstorm on white board, writing.
Materials:	-Book <i>Spring: An Alphabet Acrostic</i> or one from the series (summer, winter, autumn) -Worksheets with "who am I?" Written on them -Pencils or markers -whiteboard or chart paper
LESSON ACTIVITIES	
Introduction/Hook:	-Ask class if they have ever heard of the word acrostic or acrostic poetry. -Introduce students to the book <i>Spring: An Alphabet Acrostic</i> .

	-Read students this book to get them to start thinking about acrostic poetry.
Body:	<ul style="list-style-type: none"> -Tell students they will now get to do their own acrostic. -As a class have students brainstorm different ideas for words that could fit into the acrostic. WHO AM I? -After brainstorming and writing them on the board explain to students, they can use these ideas or they can create their own. -Hand out the worksheet and let them create their acrostic.
Closure:	-Have students turn to their neighbor and share the words that they included on their acrostic.

Lesson 5

Lesson Name & Time (Minutes Allotted):	Final Autobiography Creation 40min
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> -Recognize how different text structures reflect different purposes. - Use personal experience and knowledge to connect to stories and other texts to make meaning. -Create stories and other texts to deepen awareness of self, family, and community. -Plan and create a variety of communication forms for different purposes and audiences. -Express feelings, ideas, stories, observations, and experiences through creative works.
Learning Standards: Content	<ul style="list-style-type: none"> -Vocabulary associated with texts -Letter formation - Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment
Instructional Objectives	<p>SWBAT create a final autobiography that incorporates aspects of their identity.</p> <p>SWBAT share what they know about identity and what makes them unique.</p> <p>SWBAT explain why knowing about your own identity is important as well as why knowing about other people's identities is important.</p>
Assessment:	<p>What: Completed Autobiography and discussion</p> <p>How: Teacher will evaluate if students completed their autobiographies and if they contained information about parts of their identity. Teacher will also evaluate what</p>

	<p>students learned from the unit based on a final discussion where students will share their final thoughts about their identity and how this made a connection between peers.</p> <ul style="list-style-type: none"> -Is it complete? -Does it contain information about their identity? -Are they able to describe some of the things that contributes to their unique identity and who they? -Are they able to describe why knowing who they are is important?
Teaching Strategies:	Discussion, writing & coloring, walking around to assist, sharing thoughts, building final product.
Materials:	<ul style="list-style-type: none"> -Autobiography cover page -Markers, pencil crayons, or crayons -Pencils -Something to bind the final books (staples, clips?)
LESSON ACTIVITIES	
Introduction/Hook:	<ul style="list-style-type: none"> -Explain to students that we will put all of our work together today to create our final autobiography. -Ask if anyone remembers/knows what an autobiography is. -Have a discussion about the final autobiography will display aspects of their identity and discuss why it is important to know these things about yourself and others.
Body:	<ul style="list-style-type: none"> -Explain to students that will be filling out our last page for our autobiography and coloring our title page. -Explain the steps that students should get their stuff done in. -Get students to repeat the order. -Get students to help hand out everyone's projects to everyone including the autobiography title page and page with space for name, birthday, age, grade etc. -Tell students they can get started.
Closure:	<ul style="list-style-type: none"> -Have a final discussion about identity and what they learned. -Explain that there are other things that make up your identity then what is in this book and that your identity can change.

Resources

BC Curriculum: <https://curriculum.gov.bc.ca/>

UDL Guidelines: <https://udlguidelines.cast.org/>

Spring: An Alphabet Acrostic by Steven Schnur

Circle of courage: <https://everystudentcanthrive.weebly.com/circle-of-courage.html>

*All worksheets will need to be created by the teacher

Extensions to Unit

After this unit, students could share their lessons periodically in the form of a celebrity interviews. Students would take turns being the famous person that is being interviewed and can use their autobiography to tell the class about themselves. Additionally, to extend this unit into more lessons, other aspects of identity could be explored and then added to their autobiography. Students could explore their families, family history, culture, etc. Students could also incorporate the circle of courage into their autobiographies or use it as a separate activity. The circle of courage could be explored as how it relates to a student's identity. Although this may be more geared toward grade 3 and up, it could be simplified for grade 2. Students could explore the four quadrants of the circle of courage and how they relate to it personally or it could be used to determine the identity of the classroom community.

This unit could also extend into a well-being unit in Physical Education where students explore aspects of their mental and physical well-being. This could be incorporated into how one's well-being impacts their identity. Personal strategies for maintaining a healthy mind and body could be explored. This unit could also flow nicely into an art unit about identity. Students could be given the chance to express their identity through different methods of art and creativity. For example, a lesson could include students tracing their hand or outlining another body part and within that outline they could draw/colour/create different things that make them who they are. There are many different ways identity could be explored through art. Additionally, a unit dedicated to community would be a great unit leading up to this one, as it would give students the chance to explore their classroom as a community and then could lead into what that means for their own identity. A unit on community could also be a good follow up to this unit. Students can use what they learned about their own personal identity to explore the idea of their classroom community identity or how their community impacts their identity.

This unit could be easily extended into more lessons. There are many subject areas and unit ideas that this identity unit could flow nicely into.

Reflections

For this unit plan I utilized the backwards design approach. I first decided that I wanted to create a lesson plan that was indigenously inspired and used identity to learn more about my students. After deciding what I wanted this unit to be about I came up with a final piece that I wanted my students to complete, which was an autobiography. After, I worked through my lesson plans and filled in the

different parts of my unit plan, frequently going back to different parts and adding onto them. I realized that this was a good strategy for me because I found the unit plan very overwhelming at first. This strategy allowed me to break it down into the different parts that I wanted students to learn or do, which made it much less overwhelming. I also think this strategy allows you to stay focused on one goal throughout your planning without losing focus of what you are trying to achieve. For example, if I started with thinking of different lessons and then figured out my end goal after, my lessons would not flow nicely, and they may not end up directly connecting to my end goal. Therefore, personally I think backwards design keeps me organized throughout my planning and allows everything to align. I would definitely continue to use this approach to create my future unit plans.

Additionally, several things we learned in this course helped me in the completion of my unit plan. For example, the UDL wheel that we were provided with, helped me think of different UDL strategies for my classroom. Also, the DI refresher was extremely helpful, as it is initially quite difficult to think of DI strategies without specific students in mind. The rubric was also a helpful aspect because it helped guide me through my unit plan. I was able to frequently look back at the rubric to see if I was on track for certain sections or not. Overall, I found the process quite overwhelming at first but after my ideas started flowing, I was able to use resources we were provided with, and create my first unit plan, which I am quite proud of.

During my next unit plan experience I would continue to use the backwards design strategy and break down my thought right away. Before I got started with my unit plan, I was overwhelmed and did not know where to start, next time I will be sure to brainstorm my ideas and break the unit plan down right off the start. This will hopefully allow me to not get too overwhelmed with the process. I also believe that with more practice I will become more confident and less overwhelmed, allowing me to produce my lesson plans more quickly and efficiently.