

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

Unit Title: One in a Melon! **Number of Lessons:** 5 **Days:** 5
Your Name: Emma Marrelli **Subject(s):** English/Career
Education/Art **Grade:** 3

Rationale

This unit is valuable to all students as it allows them the opportunity to explore and share who they are as individuals and view themselves as an important piece of the whole class in a safe and welcoming environment. Students consider what factors contribute to their identity, while also getting to know those with whom they will be sharing a learning space with for the next year. This unit teaches students to develop a sense of self-worth and a growing confidence, while also valuing uniqueness and building peer relationships; both skills that positively impact student learning. Finally, this unit also benefits the teacher in helping them get to know their students on a personal level and acknowledge their interests and strengths.

Overview

Used at the beginning of the school year, this unit helps students become comfortable with exploring who they are as a member of the classroom and get to know their classmates from their classmates' personal perspectives, realizing that they are important pieces of the whole class. The unit begins with a video clip about identity and a read aloud of the book, *I Like Myself* written by Karen Beaumont – a great book that encourages kids to appreciate everything about who they are. Following the introduction to identity, students engage in a brainstorming activity to determine various factors that contribute to one's identity. Students then create their own brainstorm web, filling it in with descriptions about their own characteristics as best as they can through self-reflection, and will be using the web as a guide for the next lesson. The next day, students are given a piece of paper that resembles a watermelon slice. Using their brainstorm web, students creatively fill out their slice to represent who they are with their name, words, sentences, and a photo or illustration of themselves; the creations will be used to complete the unit on the last day. Now that students have thought about who *they* are, it's time for them to get to know their peers! In a scavenger hunt style activity, students move around the classroom and communicate with their peers to get to know more about them. Following this, students further their learning about who they are as a class by exploring and sharing uniqueness. After reflecting on a quote and discussing what uniqueness means, students will participate in "Pass the Melon", which is a spider-web activity that allows them to share their uniqueness and get to know more about their classmates. To complete the unit, students learn about and participate in a sharing circle. Finally, students will be offered a slice of watermelon as a snack after the class puts together the "One in a Melon" wall, which shows all of the creative watermelon slices done during the unit coming together to make one whole 'melon'.

CORE COMPETENCIES

Communication	Thinking	Personal & Social
<p>Communicating</p> <ul style="list-style-type: none"> • Students communicate with their peers in a social and interactive environment with the purpose of sharing who they are, discovering things out about each other, and developing healthy relationships and communication skills. • Students may communicate with a family member/guardian as a means of acquiring new information. • Students communicate in both a uniqueness web and a structured sharing circle, learning that their voice is valued and heard. • Students learn about different communication practices, such as an Indigenously inspired sharing circling. • Students communicate as a means of sharing their brainstorming ideas with a partner. <p>Collaborating</p> <ul style="list-style-type: none"> • Students will collaborate their ideas in a class discussion facilitated by the teacher to discuss what kind of things make us who we are as individuals. • Students each contribute to a collaborative classroom board that represents the class as a whole. 	<p>Critical thinking</p> <ul style="list-style-type: none"> • Students reflect on their experiences and think critically to understand what things contribute to their identity. • Students use critical thinking to reflect on the unit and consider what the purpose was or what they learned throughout the unit. <p>Creative thinking</p> <ul style="list-style-type: none"> • Students think creatively to design their individual ‘slice’ that describes who they are. 	<p>Personal awareness and responsibility</p> <ul style="list-style-type: none"> • Students become more personally aware when they think reflectively about what makes them who they are, and that their differences can be their strengths. <p>Positive personal and cultural identity</p> <ul style="list-style-type: none"> • Students explore the understanding that there are many different aspects that contribute to who we are as individuals, including physical features, personality traits, hobbies, ethnicity, nationality, language(s), abilities, gender identity, age, religious or spiritual beliefs, relationships, etc. • Students consider their strengths and abilities and intentionally use these to represent that they are part of their identity. • Through the “Pass the Melon” activity, students gain an understanding that that they are unique and are a part of a community – the class! <p>Social awareness and responsibility Students</p> <ul style="list-style-type: none"> • Students work on developing positive peer relationships by showing an

		<p>interest in their peers and listening to them with respect when they are sharing.</p> <ul style="list-style-type: none"> • Students think about what diversity and uniqueness mean and that they are positive terms. • Students value what others have to share during the unit, and show respect when others are speaking.
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BIG IDEAS

Subject Name: English Language Arts 3	Subject Name: English Language Arts 3	Subject Name: Career Education 3
<p>Stories and other texts help us learn about ourselves:</p> <p>Starting the unit with a book, students listen to the story and later reflect on how the features and aspects of the story’s character in the book can be reflected upon to think about their own features and aspects.</p>	<p>Language and story can be a source of creativity and joy:</p> <p>Students use vocabulary words and/or sentences to develop a creative representation of who they are, which will be displayed as part of the class collaborative “One in a Melon” board.</p>	<p>Confidence develops through the process of self-discovery:</p> <p>Students use critical thinking and reflection to discover confidence in themselves, appreciate their uniqueness, and see that they are a valuable member of the class.</p>

LEARNING STANDARDS & ASSESSMENT

Curricular Competencies	Content	Assessment
<p>English Language Arts 3:</p> <ul style="list-style-type: none"> • CC1 - Use sources of information and prior knowledge to make meaning. • CC2 - Use developmentally appropriate reading, listening, and viewing strategies to make meaning. • CC3 - Use personal experience and knowledge to connect to text and make meaning. 	<p>English Language Arts 3:</p> <ul style="list-style-type: none"> • C1- Literary elements and devices: descriptive language. • C2 – Oral language strategies: focusing on the speaker, asking questions, listening for specifics, connecting with audience. • C3 – Sentence structure. 	<p><u>Formative Assessment:</u></p> <ul style="list-style-type: none"> • Questioning – revisit the same question asked at the beginning of class to see if students’ understandings of the word “identity” is developing. • Observation – walk around with a checklist as a way to record each student that is contributing to their brainstorming web; follow up with

<ul style="list-style-type: none"> • CC4 - Plan and create a variety of communication forms for different purposes and audiences. • CC5 - Explore and appreciate aspects of First Peoples oral traditions. <p><u>Career Education 3</u></p> <ul style="list-style-type: none"> • CC6 - Identify and appreciate their personal attributes, skills, interests, and accomplishments. • CC7 - Recognize the importance of positive relationships in their lives. • CC8 - Share ideas, information, personal feelings, and knowledge with others. • CC9 - Work respectfully and constructively with others to achieve common goals. <p><u>Arts Education 3</u></p> <ul style="list-style-type: none"> • CC10 - Explore identity, place, culture, and belonging through arts experiences. • CC11 - Connect knowledge and skills from other areas of learning in planning, creating, and interpreting works for art. 	<ul style="list-style-type: none"> • C4 – Metacognitive strategies: talking and thinking about learning (i.e., through reflecting) <p><u>Career Education 3:</u></p> <ul style="list-style-type: none"> • C5 – Cultural and social awareness: achieved by exploring self-identity, acknowledging cultural differences, honouring Indigenous traditions. <p><u>Arts Education 3</u></p> <ul style="list-style-type: none"> • C6 – Symbolism as ways of creating and representing meaning: use of an object, word, or action to represent an abstract idea. 	<p>those who may be struggling to develop ideas or encourage talking with their neighbour to build on each other’s ideas.</p> <ul style="list-style-type: none"> • Observation with checklist – observe student’s ‘watermelon slice’ to ensure all of the required information is included using a checklist. • Brainstorm Web – students return to class with their brainstorming web filled out with meaningful terms and ideas related to things that contribute to one’s identity. If webs are not complete, students may need more guidance before moving onto the next step. • A-B-C Summary – before moving onto the creative activity about who students are, review what terms from the previous day or from their individual/homework time they can think of using the A-B-C summary. Go around the class, assigning each student a letter of the alphabet (X and Z are wild), and have each student come up with a word that starts with their letter that relates to one’s identity.
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		<ul style="list-style-type: none"> • Peer assessment – students pass their ‘watermelon slices’ to a neighbour and provide positive or helpful feedback. • Worksheet (Complete/Incomplete) – if at least somewhat filled out, students engaged in conversations by attempting to complete the scavenger hunt activity worksheet. <p><u>Summative Assessment:</u></p> <ul style="list-style-type: none"> • Collaborative Board Contribution and Sharing (Teacher Mark) Students contribute to the sharing circle by sharing their identity ‘watermelon slice’ with the class and sharing one of the following: <ul style="list-style-type: none"> a) One new thing that they learned about themselves this week. b) Something that they like about themselves and why. Or, c) One word that they think describes the classroom as a whole and why they chose that word.
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Prerequisite Concepts and Skills

General abilities:

- Students need to be able to hear the story being read.
- Students must be able to move around the classroom (differentiation is noted in DI section below).
- Students must be able to communicate orally.
- Students must have some hand-eye coordination (differentiation is noted in DI section below).

BC Curriculum Concepts:

- Sentence structure: the structure of compound sentences. (ELA2)
- Letter formation: legible printing with spacing between words (ELA2)
- Recognize how different text structures have different purposes – in this case, a word web. (ELA2)
- Read with comprehension, phrasing, and attention to punctuation at grade level. (ELA2)
- Engage actively as listeners. (ELA2)
- Text features: how text and visuals are displayed (ELA2)

Teacher Preparation Required

Lesson 1	<ul style="list-style-type: none">• Access and set-up YouTube video: Video: “Wellbeing For Children: Identity And Values” - https://www.youtube.com/watch?v=om3INBWfoxY• Book: <i>I Like Myself</i>, written by Karen Beaumont: pre-read the story, and flag pages that can be elaborated/discussed during the reading or reflected on after the reading.• Have a list of things (physical features, personality traits, hobbies, interests, family relations, languages, religion and spiritual beliefs, nationality, ethnicity, gender identity/pronouns, land, community, etc.)• Ensure there is paper and writing tools readily available.
Lesson 2	<ul style="list-style-type: none">• Precut a piece of paper into a watermelon slice for each student before class.• Have an example of the ‘watermelon slice’ ready to show students the idea of activity.• If desired and available, purchase enough polaroid camera film to take a photo of each student.
Lesson 3	<ul style="list-style-type: none">• “Find someone who...” worksheet – print off 1 copy for each student.• Set out pencils or pens for those who may need to borrow.• **Optional – set up music to play in the background.
Lesson 4	<ul style="list-style-type: none">• Have a readily available copy of the Dr. Seuss quote used.• Purchase or find a large ball of bright green or pink yarn.• Prepared definition or way of explaining what uniqueness and diversity mean.
Lesson 5	<ul style="list-style-type: none">• Set up a wall board with the title being: “One in a Melon” that’s big enough for all ‘watermelon slices’.• Purchase and (safely) slice watermelon - could be done at home the night before or could be sliced in the staff room during break or in the morning before class.

Cross-Curricular Connections

Socials Studies 3:

This unit could cross over into Social Studies 3, as one of the Big Ideas is: “Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.” This unit aims to have students thinking about themselves as part of a diverse community, and that we need to have respect for diversity. The previously mentioned big idea focuses in on learning more specifically about Indigenous peoples, and this lesson is a great way to develop students understanding of why it’s important to be open to learning about different cultures.

Physical and Healthy Education 3:

Part of this unit is to start the development of healthy relationships between classmates by starting to get to know one another. One of the Physical and Health Education 3 Big Ideas is: “Having good communication skills and managing our emotions enables us to develop and maintain healthy relationships.” This unit supports this goal by practicing welcomed and respectful communication between students and accepting others for who they are.

Arts Education 3:

The final piece of the unit is to create a whole class “One in a Melon” board, created by connecting all the students’ creative ‘watermelon slices’ about themselves. This ties into Arts Education 3, as one of the curricular competencies is to explore identity, place, culture, and belonging through arts experiences.

Indigenous Connections/ First Peoples Principles of Learning

One of the First Peoples Principles of Learning (FPPL) is “Learning requires exploration of one’s identity.” This unit was based off identity – to support students’ exploration of who they are, to build confidence and embrace their differences, and to see themselves as an important piece of the class. According to the FPPL, “the exploration of one’s identity includes developing an understanding of one’s place in the world, in addition to being able to identify all the factors that contribute to how people see themselves.” Throughout the unit, students are required to develop an understanding about these different factors and think about how they see themselves as an individual. In addition, First Peoples principles encompass the understanding that identity is related to where someone feels a connection and belonging, and that “Learning is relational (focused on connectedness, on reciprocal relationships...).” During the unit, students are exposed to the concept that even though they are all unique, they are connected by the classroom and their presence within the class is needed to be complete.

Universal Design for Learning (UDL)

1. MULTIPLE MEANS OF REPRESENTATION – I provide for multiple means of representation in this unit in the following ways:
 - Brainstorming includes the use of a **graphic organizer** for students who prefer visualization when learning, while the teacher and the class also **discuss** the vocabulary words together.
 - When providing the example of the ‘watermelon’ slice, teacher **orally explains** their design process, while pointing to the piece they are speaking about on the **visual example** so that both visual and auditory learners can understand the example.
 - When asking students what they think the word “Identity” means, teacher **asks orally and also writes the question** on the board.
 - When explaining the “Find Someone Who...” directions, teacher will present the worksheet on the overhead so all students can **hear and see** the explanation. Teacher will also **act out** the activity with a volunteer so students can see what they will be doing in action.
 - Inclusion of **a videos, quotes, and games.**
 - **Symbolic representation** using string and students’ bodies.
 - Dr. Suess **quote is both read aloud and written out** on the board so that students with visual or auditory impairments can understand the question clearly.

2. MULTIPLE MEANS OF ACTION AND EXPRESSION – I provide multiple means of action and expression in this unit in the following ways:
 - Students have the option to **design** their brainstorming web in **any way** will make sense to them.
 - During the ABC Summary, students can either **orally share** their word with the class, **or** they can **write it down** and provide it to the teacher to read out and share with the class.
 - Students are given the opportunity to **be creative** with their ‘watermelon slice’ activity, by choosing how they want it to look and what words and descriptions they will use.
 - Students can **choose what they want to speak to** when sharing their ‘watermelon slice’ to the class – they can also **choose to sit or stand** when sharing.
 - Provide opportunities for **pair-sharing.**
 - When brainstorming ideas about communication in the classroom, students can respond by **writing** something on the board, responding **orally**, or writing something down and **passing it** to the teacher.
 - Students are to write/share about themselves from their **own perspective**, which allows for everyone to present their individual thoughts using **their own choice of words.**

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

- Students are given **choice** on which question they want to speak to during the sharing circle.
- The questions used during the read aloud are **applicable to all students**, so that everyone has an opportunity to make connections between themselves and the story.
- Use an **ABC summary** to share the responsibility of sharing their brainstorming ideas.
- All activities are **accessible** to a student that doesn't have mobility in their lower extremities.
- Students' 'watermelon slices' will be up for display, which makes the activity and their contribution valuable to them.
- Use of various resources include using story, video, and oral information.
- **Music** can be played during the scavenger hunt activity to either calm students down, or something fun like detective music could be played to engage students in the activity.
- Multiple formats for **set up** throughout the unit – students work at their desks or in alternate seating options for some of the lessons, they stand for part of a lesson but could sit if standing is difficult for them or if they use a wheelchair, they move around the classroom for one lesson, and they also sit in circles on a few occasions and bean bag seats or alternate seating can also be used here.
- **Reverse roles** – the students get to be the ones to put the teacher in the spotlight and ask them questions, which can be exciting for students.
- Provide positive **feedback that emphasizes effort** towards class discussion and independent working time.
- Knowing that they will **receive a snack** at the end of the unit to **excite** them.

Differentiated Instruction (DI)

Visual Impairments:

- Student could watch the YouTube video on an I-pad if the screen is too far away.
- Students with visual impairments could sit close to the reader to ensure they can see the illustrations and hear the story well.
- Story and Spaceman games could be projected onto an overhead to allow for all students to see.
- Student could describe what they would like their 'watermelon slice' to look like to a learning assistant and have them help design their slice together.
- Student may remain in the same position during the scavenger hunt and have students come to them to ensure they are included in the activity without the risk of injury.
- Student could have the 'melon' directly passed to them instead of having it tossed to them, and student could call out a peer's name that they would like to pass the 'melon' to and have them come pick it up from them rather than tossing it.
(cross-posted)

- Terms used to provide examples of things that might make us unique will be read aloud, but also be written out with a supporting image or photo. (cross-posted)

Auditory Impairments:

- Music would not be used during the scavenger hunt activity if a student has an auditory impairment to reduce noise level and allow for focused listening.
- Student that has an auditory impairment could point to the description that they are asking their peer if they connect to during the scavenger hunt activity, the peer could nod up and down if the answer is “yes” or side to side if the answer is “no”.
- Terms used to provide examples of things that might make us unique will be read aloud, but also be written out with a supporting image or photo. (cross-posted)

Physical Impairments:

- Student could use a pencil gripper if they struggle with fine motor skills.
- Students could use adaptive scissors and a pencil gripper for pencil crayons during the ‘watermelon slice’ creation.
- Students who may experience restlessness or anxiousness could use a squeeze ball during the read aloud to help focus on the story and remove distractions from others.
- Student could stay seated during the scavenger hunt activity and have their peers come to them, rather than moving about the classroom.
- Students may use adaptive seating, such as an exercise ball if sitting on a chair or the floor is not comfortable or manageable for them.
- Student could receive assistance from a learning assistant if they are unable to use their hands by describing what they would like their ‘watermelon’ slice to look like and developing the slice together.
- Student could have the ‘melon’ directly passed to them instead of having it tossed to them, and student could call out a peer’s name that they would like to pass the ‘melon’ to and have them come pick it up from them rather than tossing it. (cross-posted)

Overview of Lessons:

Lesson 1

Lesson Name & Time (Minutes Allotted):	Me, Myself, and I (45 minutes)
Learning Standards: Curricular Competencies	<ul style="list-style-type: none">• CC2 - Use developmentally appropriate reading, listening, and viewing strategies to make meaning.• CC3 - Use personal experience and knowledge to connect to text and make meaning.• CC6 - Identify and appreciate their personal attributes, skills, interests, and accomplishments.• CC8 - Share ideas, information, personal feelings, and knowledge with others.
Learning Standards: Content	<ul style="list-style-type: none">• C1- Literary elements and devices: descriptive language.• C4 – Metacognitive strategies: talking and thinking about learning (i.e., through reflecting).• C5 – Cultural and social awareness: achieved by exploring self-identity and acknowledging cultural differences.
Instructional Objectives	SWBAT contribute one or more ideas to the brainstorm web about what factors makes us who we are.
Assessment:	What: Brainstorming Contribution How: Teacher observation
Teaching Strategies:	Question, video, read aloud with enthusiasm, partner discussion, class brainstorming, independent thinking and writing.
Materials:	<ul style="list-style-type: none">• Book: <i>I Like Myself</i>, written by Karen Beaumont• Video: https://www.youtube.com/watch?v=om3INBWfoxY• Screen and projector to play video• Whiteboard/smartboard• Dry erase markers/smartboard pens• Blank paper – 1 for each student• Pencils or pens – 1 for each student
LESSON ACTIVITIES	
Introduction/Hook:	Question: Students will be given one minute to put their name on a piece of paper and write down what they think the word “Identity” might mean and are asked to set the piece of paper away for later.

	<p>Hook Video: Students then watch a YouTube video about identity to start activating thinking about who they are as people.</p>
Body:	<p>Read Aloud: Students will listen to a read aloud of <i>I Like Myself</i> and engage in teacher-initiated questions about the story.</p> <p>Brainstorming: After the story, students discuss with their neighbour about what things they can recall from the video or story that contribute to one’s identity. After their discussion, the teacher leads the students in starting the design of a brainstorming web on the board, asking students to create something similar on their blank piece of paper. As a class, they share their ideas about what things contribute to one’s identity while beginning to fill in their web. Once they have a good start, students are encouraged to continue thinking of ideas independently or with a partner. Once time is up, the teacher will ensure that students have enough contributions to their web is sufficiently filled out.</p> <p>Student Connections: Students write in a different colour underneath each web item that they came up with by putting their personal factors.</p> <p>Homework Overview: For homework, students are asked to take their web home and talk to a parent or guardian to see if there’s anything else they can add to their web items (i.e. place of birth, heritage details, name meaning, etc.) or try to think of a few more ideas on their own, as they will need their webs for next day.</p>
Closure:	<p>Revisit ‘Identity’ Question: Teacher asks students to pull out their same piece of paper that had their answer to the question asked at the beginning of class. The teacher revisits the question they asked at the beginning of the lesson – “What do you think the word “Identity” means?” Students answer the question again and hand in their answers to the teacher. To close, the teacher asks if anyone would like to share their answer with the class and finishes by explaining that your identity is who you are, the way you think about yourself, the way you are viewed by the world, and the characteristics that define you.</p>

Lesson 2

Lesson Name & Time (Minutes Allotted):	A Piece of Me (45 minutes)
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> • CC1 - Use sources of information and prior knowledge to make meaning. • CC3 - Use personal experience and knowledge to connect to text and make meaning. • CC4 - Plan and create a variety of communication forms for different purposes and audiences. • CC6 - Identify and appreciate their personal attributes, skills, interests, and accomplishments. • CC9 - Work respectfully and constructively with others to achieve common goals. • CC10 - Explore identity, place, culture, and belonging through arts experiences. • CC11 - Connect knowledge and skills from other areas of learning in planning, creating, and interpreting works for art.
Learning Standards: Content	<ul style="list-style-type: none"> • C1- Literary elements and devices: descriptive language. • C3 – Sentence structure. • C5 – Cultural and social awareness: achieved by exploring self-identity, acknowledging cultural differences.
Instructional Objectives	SWBAT creatively represent their identity using their name, descriptive language, and illustrations.
Assessment:	<p>What: ‘Watermelon slice’</p> <p>How: Observations with checklist</p>
Teaching Strategies:	Spaceman game, example, independent work, group sharing.
Materials:	<ul style="list-style-type: none"> • White board/smart board • Dry erase marker/smart board marker • Paper – in even watermelon slices (pre-cut before class!) • Complete example of the ‘watermelon slice’ activity • Crayons and/or coloured markers • Glue sticks • **Optional – polaroid camera and enough film to take one photo of each student to use on their watermelon slice
LESSON ACTIVITIES	

Introduction/Hook:	<p>Spaceman: (more appropriate version of hangman) students play the letter-guessing game to try and determine the phrase presented before the spaceman has a full body. The phrase reads “One in a Melon”. Students try to guess what this might mean. Teacher explains today’s activity and how the phrase relates to it.</p> <p>Start with the End in Mind: Students see an example of the ‘watermelon slice’ that they will be creating, with description about how the teacher went about designing their slice (name, identity factors, illustrations and/or photos). Explain that the purpose of the activity is to represent each student as an individual slice to our whole class and review the checklist of what needs to be included on their slice to ensure students know what is expected of them.</p>
Body:	<p>A-B-C Summary: before moving onto the ‘watermelon slices’, students review some of terms from their complete brainstorm webs. Teacher goes around the class, assigning each student a letter of the alphabet (X and Z are wild), and have each student come up with and share a word that starts with their letter that relates to one’s identity.</p> <p>‘Watermelon Slice’: Using their brainstorm webs from yesterday, students begin designing their ‘watermelon slice’. If it’s an option, the teacher can move around the classroom and take a photo of each student (if they would like), that could be glued to their slice.</p> <p>Peer Feedback: In the middle of the creation staged, students are asked to switch their watermelons with their neighbour. Students are asked to look at their neighbour’s slice and provide them with feedback – this can either be a feedback about something they like, or they could let their classmate know if they are maybe missing something (their name, an illustration or photo, more than one sentence, etc.) in a respectful way.</p> <p>Finalization: Students pass their slices back after providing feedback and continue working on them until time is up.</p>

Closure:	Student Sharing: Students are thanked for their participation and reminded that each of their identities is an important piece to our whole classroom.
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Lesson 3

Lesson Name & Time (Minutes Allotted):	Find Someone Who... (35 minutes)
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> • CC2 - Use developmentally appropriate reading and listening strategies to make meaning. • CC6 - Identify and appreciate personal attributes, skills, interests, and accomplishments. • CC7 - Recognize the importance of positive relationships in their lives. • CC8 – Share information with others. • CC9 - Work respectfully and constructively with others to achieve common goals.
Learning Standards: Content	<ul style="list-style-type: none"> • C2 – Oral language strategies: focusing on the speaker, asking questions, listening for specifics, connecting with audience. • C5 – Cultural and social awareness: achieved by exploring self-identity and acknowledging cultural differences.
Instructional Objectives	SWBAT learn and identify at least one new thing about a classmate.
Assessment:	What: “Find Someone Who...” sheet How: Complete/Incomplete
Teaching Strategies:	Get to know the Teacher questions, class discussion, directions and activity review, interactive “Find Someone Who...” activity, class sharing.
Materials:	<ul style="list-style-type: none"> • “Find someone who...” worksheet – print of 1 copy for each student • Pencils or pens - 1 for each student • **Optional – music to play in the background
LESSON ACTIVITIES	
Introduction/Hook:	Get to Know the Teacher: several (10+ appropriate) questions are written on the board/overhead that ask things about who someone is (i.e. “What is your favourite colour? Where were you born? Do you have a brother? Do you have a sister? What is one of your hobbies?” etc.) Students raise their hand if they would like to choose one of the questions to ask the teacher, who will then answer. After a few minutes of questioning, the teacher asks students what they think the purpose of the activity was?

	The teacher explains how using appropriate questions and conversations can help build strong and healthy relationships. Activity Explanation: teacher reviews the scavenger hunt “Find Someone Who...” activity.
Body:	“ Find Someone Who... ”: students move around the classroom mingling with their peers in conversations of two people at a time (optional to play music in the background), trying to find two names to attach to each of the listed “Someone Who...” descriptions.
Closure:	Sharing Results: students come together as a class and take turns sharing one thing that they learned about a classmate in today’s activity.

Lesson 4

Lesson Name & Time (Minutes Allotted):	Pass the Melon (35 minutes)
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> • CC6 - Identify and appreciate their personal attributes, skills, interests, and accomplishments. • CC7 - Recognize the importance of positive relationships in their lives.
Learning Standards: Content	<ul style="list-style-type: none"> • C2 – Oral language strategies: focusing on the speaker, asking questions, listening for specifics, connecting with audience. • C5 – Cultural and social awareness: achieved by exploring self-identity and acknowledging cultural differences. • C6 – Symbolism as ways of creating and representing meaning: use of an object, word, or action to represent an abstract idea.
Instructional Objectives	SWBAT share one thing with the class that they believe to be unique about them.
Assessment:	What: Student contribution to class sharing activity How: Complete/Incomplete
Teaching Strategies:	Quote, discussion, independent thinking, “Pass the Melon” activity, debrief.
Materials:	<ul style="list-style-type: none"> • Dr. Seuss quote from the book, <i>Happy Birthday to You!</i> • Large ball of bright green or pink yarn.
LESSON ACTIVITIES	
Introduction/Hook:	Dr. Seuss Quote: “Today you are you, that is truer than true. There is no one alive who is you-er than you. Shout aloud, I am glad to be what I am. Thank goodness I’m

	<p>not a ham, or a clam, or a dusty old jar of gooseberry jam. I am what I am, what a great thing to be. If I say so myself, happy everyday to me!” – Dr. Suess.</p> <p>Partner Discussion: Students discuss with a partner what message the quote is trying to convey.</p> <p>Discussion about Uniqueness: Teacher talks about how the quote has a theme of uniqueness and how we should value and appreciated the things that separate us from others. Examples of things that might make us unique (words with a supporting image or photo) are presented to the class.</p>
Body:	<p>Independent thinking: students think independently about something that they think makes them unique.</p> <p>“Pass the Melon”: students come together in a large circle. The teacher holds a ‘melon’ (ball of bright green or pink yarn) and explains the directions for the activity. The teacher shares something unique about themselves, and then holds a piece of the yarn while tossing the ‘melon’ to a student. The student who receives the ‘melon’ shares something they believe to be unique about them, and then holds a piece of the yarn and passes the ‘melon’ ...and so on, until everyone has had an opportunity to speak.</p>
Closure:	<p>Lesson Connection: At the end, the teacher makes the connection that although each student is unique, they are all connected as a class.</p>

Lesson 5

Lesson Name & Time (Minutes Allotted):	Slice & Share (45 minutes)
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> • CC1 - Use sources of information and prior knowledge to make meaning. • CC4 - Plan and create a variety of communication forms for different purposes and audiences. • CC5 - Explore and appreciate aspects of First Peoples oral traditions. • CC6 - Identify and appreciate their personal attributes, skills, interests, and accomplishments. • CC7 - Recognize the importance of positive relationships in their lives. • CC8 - Share ideas, information, personal feelings, and knowledge with others.

	<ul style="list-style-type: none"> • CC9 - Work respectfully and constructively with others to achieve common goals.
Learning Standards: Content	<ul style="list-style-type: none"> • C2 – Oral language strategies: focusing on the speaker, asking questions, listening for specifics, connecting with audience. • C4 – Metacognitive strategies: talking and thinking about learning (i.e., through reflecting) • C5 – Cultural and social awareness: achieved by exploring self-identity, acknowledging cultural differences, honouring Indigenous traditions
Instructional Objectives	SWBAT orally contribute to the sharing circle discussion by sharing their watermelon slice with the class and commenting on one of the following: a) something new that they learned about themselves this week, b) something that they like about themselves and why, or c) a word that they think describes the classroom as a whole and why they chose that word.
Assessment:	What: Sharing circle contribution How: Teacher Mark
Teaching Strategies:	Guessing game, brainstorming, sharing circle, collaborative board, class treat.
Materials:	<ul style="list-style-type: none"> • Stapler or sticky tack • Sliced watermelon (the actual food) • Talking stick and bag
LESSON ACTIVITIES	
Introduction/Hook:	Guess the Item: a talking stick will be put inside of a bag – teacher provides students with clues about what is in the bag, and students will try to guess what it could be.
Body:	<p>Brainstorming: class discussion about what things are important about communication in a classroom or community? Students list all the norms (i.e listening to the speaker, taking turns, participating in a discussion, etc.).</p> <p>Sharing Circle: After an introduction to what a sharing circle is, students and the teacher sit in a circle and engage in a sharing circle with the purpose of sharing their learning.</p> <p>Complete Class “One in a Melon” Board: students add their ‘watermelon slice’ to the class board to display their photo and a little bit about who they are as a valued member of the class.</p>

Closure:	Treat: Students are given a slice (or two) of watermelon to thank them for their participation throughout the unit.
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Resources

- YouTube video: “Wellbeing For Children: Identity And Values” - <https://www.youtube.com/watch?v=om3INBWfoxY>
- *I Like Myself* written by Karen Beaumont
- Dr. Seuss quote from the book, Happy Birthday to You!
- “Find Someone Who...” worksheet
- Sharing Circle Information: https://ravenspeaks.ca/wp-content/uploads/2012/04/Sharing_Circle_Instructions_SECONDARY.pdf
- ***Optional – music for day three (i.e. YouTube playlist)

Extensions to Unit

- A subject area that might compliment the unit at the same time or after the unit would be in Physical and Health Education 3, where students begin to further their understanding of mental health and how that different factors in our life influence one’s mental well-being and self-identity.
- Now that students have got to know their peers, the unit could be a good pre-unit to include before a Physical or Health Education 3 unit or lesson on describing and applying strategies for developing and maintaining positive relationships.
- After this unit, we could dive into specific cultural studies as we now have a basis for understanding the importance of identity and diversity. For example, we could do a culture unit where students are introduced to different cultures.

Reflections

I started my planning process differently with this unit plan in comparison to the previous lesson plans that I have created. One different strategy that I used to initiate my planning was using backwards design. Instead of thinking about how I would *start* the unit, I thought about what my overarching *end goal* was. I found this to be a very successful strategy, as it saved me a lot of time by crossing off ideas that seemed fun or interesting, but that didn’t connect to the three goals of the assignment. Another topic we discussed in class was the idea of progression. After brainstorming some ideas for what I wanted to do with each of my lessons, I thought long and hard about progression. I asked myself, “Do the lessons build upon each other? Does the unit work towards one learning goal or outcome?” This was a lot harder than I anticipated, and I still don’t think that I can say the progression is as solid as it maybe should (or could) be within this unit, but I can say that tried! Although it was a challenge at times, thinking about

progression really helped guide my planning and kept me thinking about how I should sequence the unit and I will always think about progression when planning future units. When reflecting on my points of feeling stuck or lost during the planning process, I struggled with trying to create an indigenously inspired lesson without cultural appropriation or trying to include Indigenous concepts and practices but finding myself fearful of sharing incorrect knowledge. This is something that I think will continue to be a challenge for me as a non-Indigenous teacher, but it has made me more aware of what I need to do about. I need to speak to elders, I need to take up educational opportunities provided by Indigenous people, I need to get comfortable with reaching out to others in the community, and taking the time to do my own research as much as possible. Something I would like to do the next time I create a lesson that includes specific Indigenous practices, such as the sharing circle, is reach out and get clarification about how to approach the practice in the classroom in a respectful and beneficial way.