

“Our Canoe Story”

**An integrated cross-curricular unit plan
for an overnight canoe trip with a Grade 6-7 class.**



Integrated Unit Inclusion Explainer

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"Our Canoe Story" unit was strategically developed to be inclusive of all students. The lessons were Universally Designed for Learning (UDL) to ensure that all students have an opportunity to engage in each lesson's big idea, content, and curricular competencies. The lessons were developed to feature enriching group work opportunities, activities that break composite tasks into steps/parts, and robust discussions that were geared toward intensified understanding and academic growth. All lessons were aimed towards a lively pace with explicit instruction interwoven with hands-on activities and/or technology to engage all learners. Each lesson used backward design in development. Lessons are accessible to all learners, regardless of whether they are indoors or outdoors. Where necessary, additional adult support will be requested in the form of Education Assistants/Youth Care/Indigenous Support Workers and/or Parents. Accommodations will be made for students where necessary; especially for students requiring an Individual Education Plan (IEP).

A few examples of general inclusive strategies include:

- opportunities for all students to play an active role in story-skits development and acting during classroom and field-trip performances;
- triads and quad groupings for canoes - practice dryland canoeing together ensuring good strength-based partnerships;
- vehicle access to campsite for anyone unable to canoe (anxiety/disability that is not able to be accommodated);
- swimming lessons, canoe lessons, bear-aware lesson, and first-aid lesson to ensure that all students feel better prepared and skilled for the field trip; and
- ample time in unit blocks to allow for explicit instruction, full development of concepts to enable all students to meet their own learning goals for each lesson, and adequate time for formative feedback for instructional agility and summative assessments for year-end reporting.

INCLUSION EXPLAINER DETAILS

When necessary, additional support and further accommodations will be made for individual students with physical, intellectual, emotional, and/or behavioural challenges. For example:

- students with limited verbal ability will need additional support from an Educational Assistant to help communicate learning and understanding of the unit's vocabulary via pictures and symbols;
- students with moderate intellectual abilities, ADHD, or Autism Spectrum Disorder will receive the same beneficial explicit oral and visual instruction, but may still require additional clarification to get started on the activities and assignments and further reminders to stay on task;
- students with low or limited mobility affecting written (pencil to paper) output will require technology to type answers and will benefit from a digital "My Canoe Story Journal" rather than a print version;
- cognitively gifted students that struggle with reading and writing (Dyslexia and Dysgraphia) will need voice to text technology to help showcase their advanced thinking without the additional frustration that comes with reading and writing struggles (again, a digital Canoe Story Journal will be beneficial in these instances);
- noise canceling headphones should be available for anyone who needs them, particularly for those who become overwhelmed by loud noises;
- behavioural support for those who struggle with regulating emotions will be key to ensuring the success of all students and it is pertinent that the teacher is highly involved and available for immediate behavioural intervention in class and on the field trip; and, finally,
- consultation with parents/guardians regarding special arrangements for place-based learning opportunities (overnight canoe trip).

RYAN

The teacher will contact the family in advance to discuss a plan that meets the goals and desires for Ryan during this unit and the overnight canoe trip. Possible adaptations: canoe with a strong adult paddler or be driven to Pioneer Park where he can participate in a shorter canoe experience. Ryan will need support from the EA, or a parent/guardian, during the camping trip (outside of school hours). Advance explanation of what is happening throughout the unit is important. During lessons where written output is the method for communicating understanding, alternate pictorial options will be given. Ryan will have support from his EA and be given the opportunity to pair with other students as appropriate. Example from lesson plan: Ryan will have his EA with him at all times. The EA will be advised in advance of the lesson plans (specifically regarding the fire lighting - safety requirements) to prepare special visual cards to help Ryan follow along with the lesson and respond to any queries he may present.

PETER

The teacher will contact the family in advance to discuss a plan that meets the goals and desires for Peter during this unit and the overnight canoe trip. Possible adaptations: Peter could receive support for paddling by paddling on his right side, with a brace to support his left-hand grip on the paddle - this could be available to practice during PE blocks. For the overnight canoe trip, he would also need to paddle with a strong adult paddler or be driven to Pioneer Park where he can participate in a shorter canoe experience. For tasks involving fine and gross motor coordination (tent set-up and take-down), Peter will be paired with another student(s) and given support to participate in the task. Example from lesson: Peter will likely enjoy the Science of Campfire lessons but, due to his mobility issue, may not be able to physically participate in the fire-lighting portion of the experiments; however, when partnered appropriately, he is expected to participate with his computer and complete the journal responses.

CASSANDRA

Cassandra will be encouraged and expected to engage with handwriting to strengthen skills but will also have the possibility of using technology at times (i.e. typing, spell check, and/or speech to text) to help support her in accessing and/or producing content during reading and writing activities. She will be seated in proximity to the teacher so that the teacher is able to check in with her frequently and give reminders to stay on task when necessary. Example from lesson: Cassandra will require direct supervision during the fire-lighting experiment. She will need to be involved in the demonstrations to help focus her learning during the "We do" section; this will ensure that she feels pride in her work during the "You do" phase.