

Candidate's name: Joni Hesselgrave

Grade/Class/Subject:	Grade 4/5 Social Studies w/ Art	School:	Any School
Date:	September 29, 2022	Allotted Time:	60-75 minutes
Topic Title:	National Day for Truth & Reconciliation/Orange Shirt Day Activity "Children at School Should Feel..." (vs. how Indigenous children felt/were made to feel at residential schools)		

1. LESSON ORIENTATION

Key resources: [Instructional Design Map](#)

Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.

On the day before National Truth and Reconciliation Day, I was called into a grade 4/5 classroom at one of our inner-city elementary schools. The teacher had not left a day plan, only a note to do an Art and Social Studies activity with an "Orange Shirt Day theme." Luckily, the students had Library first, so I had 50 minutes to think and plan for what I wanted to do in honour of this important day. I went to the Orange Shirt Day site (<https://www.orangeshirtday.org/>) and gathered a few ideas.

What transpired was truly amazing - the students were highly receptive, engaged, insightful, and so very thoughtful. They took to heart what we learned and shared their thoughts, ideas, and emotions so freely, and with such truth and understanding, that it brought tears to my eyes. It was an honour to facilitate and be a part of the learning and sharing that took place in the classroom that day. As such, I share this lesson plan hoping that my fellow teacher candidates will one day have an opportunity to utilize it and share in a similar experience.

First, I began the lesson by showing the following audio-visuals:

<https://www.youtube.com/watch?v=HDKQ4tOOVB0>

<https://www.youtube.com/watch?v=c3q7byZhbAl>

<https://www.youtube.com/watch?v=u0YYkvlWbng>

The first two videos feature Phyliss Webstad and provide an overview of her experience at residential school and the origin of Orange Shirt Day. The third is a music video titled, "We Won't Forget", by the N'we Jinan Artists from Sk'elep School of Excellence. After each audio-visual, we talked and discussed before watching the next. Many of the children were shocked to learn that Phyliss grew up so close to them (less than 1.5 hours away, in Williams Lake, BC), and that the Orange Shirt Day campaign was born so close to home. We discussed the trauma and the sadness of her story and of the experiences of Indigenous students at residential schools, how unacceptable it was, and how we must acknowledge what happened while remembering and honouring those who suffered (and continue to suffer), and work toward reconciliation and living to do better so that the past is never re-written.

Second, I read aloud the book, "When We Were Alone", by David A. Robertson, pausing to discuss as needed.

Third, I asked the students to reflect on everything they had heard and seen thus far, and to tell me how they think Indigenous students felt/were made to feel at residential schools. I wrote: "Students at residential schools felt..." on the centre of the whiteboard and asked students to raise their hands if they had a thought. With each thought, I would acknowledge it, elaborate on it, and then write it on the board in one concise word. The responses I received were honest and insightful, as follows: sad, scared, lonely, angry, confused, misunderstood, hopeless, helpless, anxious, nervous, de-valued, frightened, hungry, hurt, bored, sick, tired, broken (inside and out), depressed, and

home sick. To invoke further student empathy, I asked them to think about how they would have felt, spending up to 300 days straight in such a school as Phyllis had. I re-counted how I was often scared and home-sick when I went to a friend's house for a sleepover at that age—a friend whom I knew and liked, never mind 300 nights at a strange place where the people did not treat me well. This elicited the following responses from students: "I couldn't imagine being away from home at a scary place like that...I don't even like going for sleepovers either" and "I don't like staying anywhere but my own house." The students' empathy was tangible.

Forth, I asked students to think about how they, themselves, felt at school. On an adjacent whiteboard, I wrote: "Students at school *should* feel..." and then asked students to raise their hands to tell me their feelings. With each thought, I would acknowledge it, elaborate on it, and then write it down in one concise word. The responses I got were equally insightful and included: safe, happy, excited, understood, forth-coming, valued, comfortable, creative, confident, with-going, willing, unique, kind, open, thoughtful/thought of, encouraged, and friendship. I talked about how I, as a teacher, work hard every day to ensure that students feel this way and that I hoped they felt that!

Fifth, we looked at and compared the two white boards, noting the stark differences between how Indigenous students felt/were made to feel at residential schools vs. how ALL students should feel at school. I solidified that this is why we wear Orange Shirts on Orange Shirt Day and why the slogan, "Every Child Matters", is so important – to ensure that every child is valued and cared for at school and to honour and remember those who were not valued or cared for in the past. Orange Shirts are symbols of all of this!

Finally, each student got to choose a word from the board that described how students *should* feel at school and write that word on a paper feather (I found 5 different feather templates on Teachers Pay Teachers at <https://www.teacherspayteachers.com/Product/Feather-Outlines-5847965> and printed them out on regular paper). Each word was written on the centre in black and then the feathers were decorated, coloured, and cut out. Students were reminded to do their best work as the feathers were going to be hung on the classroom bulletin board in the hallway. The students took great pride in this and were so excited to show the parents, guardians, grandparents, and elders who attended the school's read-in that afternoon.






2. CORE COMPETENCIES

Key resources: <https://curriculum.gov.bc.ca/competencies>


Core /Sub-Core Competencies (check all that apply):	Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.
<input checked="" type="checkbox"/> COMMUNICATION – Communicating <input type="checkbox"/> COMMUNICATION – Collaborating <input type="checkbox"/> THINKING – Creative Thinking <input checked="" type="checkbox"/> THINKING – Critical Thinking <input checked="" type="checkbox"/> THINKING – Reflective Thinking <input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Personal Awareness and Responsibility <input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Positive Personal and Cultural Identity <input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Social Awareness and Responsibility	<p>C Communicating encompasses the set of abilities that people use to impart and exchange information, experiences, and ideas; to explore the world around them; and to understand and effectively use communication forms, strategies, and technologies. Communicating provides a bridge between peoples' learning, their personal and social identity, and the world in which they interact.</p> <ul style="list-style-type: none"> • Students will engage in informal and structured conversations in which they listen, contribute, develop understanding and relationships, and learn to consider diverse perspectives. • Students will communicate their learning through art. <p>T Critical and Reflective Thinking encompasses a set of abilities that students use to examine their own thinking and that of others. This involves making judgments based on reasoning, where students</p>

consider options, analyze options using specific criteria, and draw conclusions. People who think critically and reflectively are analytical and investigative, willing to question and challenge their own thoughts, ideas, and assumptions and challenge those of others. They reflect on the information they receive through observation, experience, and other forms of communication to solve problems, design products, understand events, and address issues. A critical thinker uses their ideas, experiences, and reflections to set goals, make judgments, and refine their thinking.


- Students will reflect upon the information they receive in the three audio-visuals, as well as in the story.
- Students will think critically and reflectively as they participate in the class discussions/brainstorms.
- Students will think about, and reflect upon, how students should feel at school vs. how students felt/were made to feel at residential schools.

 ***Personal Awareness & Responsibility*** involves understanding the connections between personal and social behaviour and well-being; it encourages people to make constructive and ethical decisions and act on them.

- Students will recognize that they have a part in Truth & Reconciliation, and that their behaviour and actions can have a positive impact toward healing the generational trauma of residential schools.

 ***Positive Personal and Cultural Identity*** involves the awareness, understanding, and appreciation of the factors that contribute to a healthy sense of oneself; it includes knowledge of one's family background, heritage(s), language(s), beliefs, and perspectives in a pluralistic society.

- Students will learn that ALL students matter and deserve to be treated as such at school.

 ***Social Awareness and Responsibility*** involves the awareness, understanding, and appreciation of connections among people, including between people and the natural environment. Social Awareness and Responsibility focuses on interacting with others and the natural world in respectful and caring ways. People who are socially aware and responsible contribute to the well-being of their social and physical environments. They support the development of welcoming and inclusive communities, where people feel safe and have a sense of belonging. A socially aware and responsible individual contributes positively to their family, community, and environment; empathizes with others and appreciates their perspectives; resolves problems peacefully; and develops and sustains healthy relationships.

- Students will empathize with those students who attended residential school and honour the lives that were lost and those that were forever changed.
- Students will understand that Orange Shirt Day and Truth and Reconciliation are important for ensuring that no student ever suffers like those in residential schools suffered.

3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES

Key resources: First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](#)

FPPL to be included in this lesson <i>(check all that apply):</i>	<i>How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?</i>
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. <input checked="" type="checkbox"/> Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). <input checked="" type="checkbox"/> Learning involves recognizing the consequences of one's actions. <input checked="" type="checkbox"/> Learning involves generational roles and responsibilities. <input checked="" type="checkbox"/> Learning recognizes the role of Indigenous knowledge. <input checked="" type="checkbox"/> Learning is embedded in memory, history, and story. <input checked="" type="checkbox"/> Learning involves patience and time. <input checked="" type="checkbox"/> Learning requires exploration of one's identity. <input type="checkbox"/> Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. 	<p>This lesson is intended to help students understand why we wear orange shirts on Orange Shirt Day and why Truth & Reconciliation is so important. The truth about the cruelty of life at residential schools, and the generational harm and trauma they caused, is embedded in this lesson. Students will see that residential schools were put in place to strip Indigenous children of their identity, language, culture, ways of knowing and being, and self-worth; that they intended to make Indigenous students feel as if they didn't matter or have any value. It is important for students to know this history and understand just how wrong it was, so that they can take part in working towards reconciliation and a better future for ALL children!</p>



4. BIG IDEAS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum, match lesson to one or more Big Ideas)

<i>What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?</i>
<p>Students are expected to <i>understand that</i>:</p> <ul style="list-style-type: none"> • Interactions between First Peoples and Europeans lead to <u>conflict</u> and cooperation, which continues to shape Canada's identity (Social Studies 4). • Canada's policies and treatment of minority peoples have <u>negative</u> and positive legacies (Social Studies 5). • Creative expression is a means to explore and share one's identity within a community (Arts Ed 4). • Engaging in creative expression and experience expands people's sense of identity and belonging (Arts Ed 5).

5. LEARNING STANDARDS/INTENTIONS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

Curricular Competencies: <i>What are students expected to do?</i>	Content: <i>What are students expected to learn?</i>
Students are expected to <i>do</i> the following: <ul style="list-style-type: none">• Make ethical judgements about events, decisions, or actions that consider the conditions of a particular time and place and assess appropriate ways to respond (ethical judgement).• Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes (cause and consequence).• Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times or places (perspective).• Explore identity, place, culture, and belonging through arts experiences.	Students are expected to <i>learn/know</i> the following: <ul style="list-style-type: none">• The impact of colonization on First Peoples societies in British Columbia and Canada.• Past discriminatory government policies and actions (i.e. residential schools).• Human rights and responses to discrimination in Canadian society.• Symbolism and metaphor create and represent meaning.

6. ASSESSMENT PLAN

Key resources: [Instructional Design Map](#) and <https://curriculum.gov.bc.ca/classroom-assessment>

<i>How will students demonstrate their learning or achieve the learning intentions? How will the evidence be documented and shared? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be formative, summative, or both?</i>
Students will <i>achieve</i> the learning intentions by paying attention to the audio-visuals and book, and by following along and participating in the class discussion and brainstorm. Students will <i>demonstrate</i> their learning by making contributions to the class discussion and brainstorm, by asking questions and clarifying, and by completing a feather to hang on the class bulletin board. The teacher will provide ample feedback to students during all stages of learning and will formatively assess students' engagement and participation throughout the lesson. The feather will serve as a summative piece of learning, so students should be encouraged to take pride in this work.

7. DESIGN CONSIDERATIONS

Key resources: [Instructional Design Map](#)

<i>Make brief notes to indicate how the lesson will meet needs of your students for: <u>differentiation</u>, especially for known exceptionalities, learning differences or barriers, and language abilities; <u>inclusion</u> of diverse needs, interests, cultural safety and relevance; <u>higher order thinking</u>; <u>motivations</u> and specific <u>adaptations or modifications</u> for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.</i>
This lesson is highly adaptable and can be adjusted to meet the needs of diverse classroom populations. Audio-visuals, a read aloud, and ample group discussion form the majority of the lesson, with students only having to perform their own written output during the feather activity (i.e. a single descriptive word plus the colouring and decorating). This should make the lesson accessible to those who find reading and writing a challenge. If a student suffers with fine motor control, the teacher can assist by scribing, placing colours in hand, and/or cutting.

An emphasis has been placed on ensuring that the content and material is age appropriate, culturally relevant, and culturally safe (i.e. the videos and book are authentic and filmed or written from/with an Indigenous perspective; elementary-aged children are the intended audience). Still, the material showcases traumatic, lived experience. Some students may need additional support. If a student finds the lesson too overwhelming, accommodations should be made for that student to leave the classroom, talk to someone if needed, and work where he/she feels comfortable until the lesson is over (or he/she is ready to return).

Students who finish early can decorate additional feathers (I also had “Orange Shirt Day” t-shirt templates that students could colour if they finished their feathers early – also displayed on the bulletin board).

Required preparation: *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.*

- Ideally, the desks should be arranged so that they form a circle, with the teacher and the board serving as the top of the circle so that all students can see the smartboard and whiteboards (i.e. for watching the audio-visuals and viewing the discussion topics/brainstorming webs).
- The room will need a smartboard or other device to show the audio-visuals, as well as two large whiteboards, chalkboards, or chart paper with writing materials (for brainstorming).
- Open the three audio-visuals in separate tabs to avoid lag time during the lesson:
 - <https://www.youtube.com/watch?v=HDKQ4tOOVB0>
 - <https://www.youtube.com/watch?v=c3q7byZhbal>
 - <https://www.youtube.com/watch?v=u0YYkvlWbng>
- Obtain a copy of, “When We Were Alone”, by David A. Robertson (most school libraries have it).
- Photocopy enough feather templates so that every student has one. Free templates can be found at: <https://www.teacherspayteachers.com/Product/Feather-Outlines-5847965>
- Make sure to have extra colours (pencil crayons, felts, etc.), black sharpies, and scissors.
- Prepare a bulletin board or space in the classroom to hang the feathers, along with the following heading: “Children at school should feel...”

8. LESSON OUTLINE

Instructional Steps	Student Does/Teacher Does (<i>learning activities to target learning intentions</i>)	Pacing
<p>OPENING: <i>e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge</i></p>		
<p>BODY: • <i>Best order of activities to maximize learning -- each task moves students towards learning intentions</i></p>		

<ul style="list-style-type: none"> ● <i>Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback</i> ● <i>Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling</i> ● <i>Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations</i> 		
<p>CLOSING:</p> <ul style="list-style-type: none"> ● <i>Closure tasks or plans to gather, solidify, deepen or reflect on the learning</i> ● <i>review or summary if applicable</i> ● <i>anticipate what's next in learning</i> ● <i>"housekeeping" items (e.g. due dates, next day requirements)</i> 		

9. REFLECTION *(anticipate if possible)*

<ul style="list-style-type: none"> ● <i>Did any reflection <u>in</u> learning occur, e.g. that shifted the lesson in progress?</i> ● <i>What went well in the lesson (reflection <u>on</u> learning)?</i> ● <i>What would you revise if you taught the lesson again?</i> ● <i>How do the lesson and learners inform you about necessary next steps?</i> ● <i>Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?</i> ● <i>If this lesson is being observed, do you have a specific observation focus in mind?</i>
<p>*To be completed after the lesson.</p>