

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Lesson Title: "The Bear's Medicine/Sus Yoo" by Clayton Gauthier Lesson # 1 Date: Nov 23, 2023
 Name: Adriana Barranco Subject: Science/ ELA Grade(s): 3rd Grade

Rationale:

This lesson is important because students learn about the teachings of Indigenous people (particularly the Cree and Dakelh people) and its relation to nature and science.

Core Competencies:

Communication	Thinking	Personal & Social
Communicating: <ul style="list-style-type: none"> I communicate clearly and purposefully, using a variety of forms appropriately. Collaborating: <ul style="list-style-type: none"> I contribute during group activities with peers and share roles and responsibilities to achieve goals. 	Critical Thinking and Reflective Thinking: <ul style="list-style-type: none"> I can gather and combine new evidence with what I already know to develop reasoned conclusions, judgments, or plans. 	Social Awareness and Responsibility: <ul style="list-style-type: none"> I can interact with others and the environment respectfully and thoughtfully.

Big Ideas (Understand)

Living things are diverse, can be grouped, and interact in their ecosystems.

Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies Students are expected to do the following: <ul style="list-style-type: none"> Identify questions about familiar objects and events that can be investigated scientifically Identify First Peoples perspectives and knowledge as sources of information 	Learning Standards - Content Students are expected to know the following: <ul style="list-style-type: none"> The knowledge of local First Peoples of ecosystems Biodiversity

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> Be engaged/paying attention to the story read in class. Work collaboratively with their peers to research and identify: <ol style="list-style-type: none"> 1. one teaching of the Cree/Dakelh people and how it represents interconnectedness between the 	<ul style="list-style-type: none"> Observation: When students are working on their project, everyone is participating and staying on task. Conversation: Teacher will initiate discussions before students start the assignment and will provide clarifying answers to any questions students may

<p>land and living things, as shown in the story.</p> <p>2. one characteristic of a bear, as shown in the story (catching salmon, eating berries, traveling in groups, etc.).</p> <ul style="list-style-type: none"> • Prepare to share their scientific and epistemological findings to the class as a group after their research and presentation medium (canva, poster board, etc.) is completed. 	<p>have. Students will also participate in collaborative discussions in their groups to do their assignment.</p> <ul style="list-style-type: none"> • Product: Students will present their assignment and share their findings with the class.
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Prerequisite Concepts and Skills:

<ul style="list-style-type: none"> • Students must be familiar with technology if they decide to do research or do their presentation on a technological medium. • Students must be able to explore in books/journals provided by the instructor to find scientific information on the assignment.
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Indigenous Connections/ First Peoples Principles of Learning:

<p>“Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors”</p> <p>This lesson is meant to connect Western ways of doing scientific research with the epistemological and scientific teachings of Indigenous people, particularly the Cree and the Dakelh, to give students an understanding of the connection between land and person. Through a deep understanding of land and its importance, students will grow into people that care and appreciate the land they live in.</p>

Universal Design for Learning (UDL):

<ul style="list-style-type: none"> • The lesson is made for auditory, visual, and kinesthetic learners (hearing the book out loud, seeing the picture book, making a presentation, etc.) so that all students can thrive in the lesson regardless of their preferred method of learning.

Differentiate Instruction (DI):

<ul style="list-style-type: none"> • Students that have a hard time collaborating or speaking with their peers can be placed in a group that allows the student to thrive in a group project (for example: being with a student they are comfortable with). • Teachers will call on students that struggle or have IEPs first to boost their confidence and get them comfortable with participation. • The lesson can be adapted for visual, hearing, or fine motor skill issues so that all students can work to their strengths with this assignment.
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Materials and Resources

<ul style="list-style-type: none"> • “The Bear’s Medicine/Sus Yoo” by Clayton Gauthier • cardboards/poster • chromebooks • books about animals/plants/fruits provided by the teacher or the library • books about nature/land/animals by Indigenous people provided by the teacher or the library • Strong Nations Yoga Cards

Lesson Activities:

Teacher Activities	Student Activities	Time
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<p>Introduction (anticipatory set – “HOOK”):</p> <ul style="list-style-type: none"> ● Ask students to sit down on the carpet, forming a big circle. ● Use waterfall/clapping to get the students’ attention. ● Prephase the lesson by explaining how everything in the world we live in is interconnected, as per the teachings of Indigenous people (people need sun, water, food, shelter, etc). ● Then, in a very engaging way, read the picture book, “The Bear’s Medicine/Sus Yoo” by Clayton Gauthier, to the students so that they can make connections and see examples of interconnectedness. ● Ask if students can name the different ways mother bear showed how everything is connected in the story. Call upon students who raised their hand. ● Initiate a small discussion on the teachings of Cree and Dakelh people and check for understanding. Answer any questions if needed. 	<ul style="list-style-type: none"> ● Students are listening to the lesson. ● Students are listening to the story ● Students share their ideas on interconnectedness and how it’s presented in the story. ● Participate in the discussion and ask questions if they need clarification. 	<p>5 min</p> <p>10 min</p> <p>5 min</p>
<p>Body:</p> <ul style="list-style-type: none"> ● Do a brain break with the students: Have them pick 2-3 cards from the Strong Nation Yoga Card deck and have students lead the yoga poses and breathing exercises for a few minutes. ● Tell students to return to their seats and listen to the activity instructions: <p>Students will get together in groups of 4 (pre-made by the teacher) and in their groups, students will have to pick (1) teaching of the Dakelh and Cree people that appears in the book, (1) characteristic of the bear that appears in the book, and then research and present on the topic they selected.</p> <p>Students will have to delegate work and decide amongst themselves how they are going to present their research findings to the rest of the class.</p> <ul style="list-style-type: none"> ● Give students time to work on their research and presentations (it is going to take between 3-4 days). ● Check for understanding. Any questions, comments? 	<ul style="list-style-type: none"> ● Follow along the yoga pose and breathing exercise of the card for a few minutes ● Listen to instructions ● Work collaboratively in their groups and follow the guidelines of the activity. ● Raise their hand for questions or comments. 	<p>4 ,min</p> <p>15-20 min</p>
<p>Closure:</p> <ul style="list-style-type: none"> ● Students will present their research (Indigenous and Western based) to the 	<ul style="list-style-type: none"> ● Students will present 	

<p>class with their chosen medium (canva, cardboard, drawings, etc.)</p> <ul style="list-style-type: none"> • Teacher will ask students to submit a short written explanation (individual) of their role in the group and their contribution to the activity. • Teacher will encourage students to be attentive, be respectful, and to take notes of everybody's presentation. • After all groups are done, teacher will reaffirm the importance of interconnectedness and Indigenous epistemologies. • Ask for any final comments or questions. 	<ul style="list-style-type: none"> • Submit their short overview of their work as a team member • Be attentive, respectful, and engaged with the presentations. Students are taking notes and asking questions if they have any. • Ask for clarification or share a final comment on the topic. 	<p>25-30 min</p>
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Organizational Strategies:

- Students will do waterfall/clapping as an attention grabber
- Groups are made by the teacher so that students can work efficiently and collaboratively during the activity
- A brain break will be done in the middle of the lesson to allow students to release some energy and to be attentive and calm for the next part of the activity.

Proactive, Positive Classroom Learning Environment Strategies:

- Encourage students to sit quietly and to pay attention to the lesson.
- Ask students to raise their hand and speak only when they have been selected, in order to not interrupt or disrupt other classmates.
- Speak about how this classroom is a safe space for students to share as some may be sharing personal cultural/generational traditions.
- Provide constant encouragement and feedback as the students work to motivate them.
- Teacher must speak in an engaging and fun way to peak the students' interest on the lesson

Extensions:

This lesson can be extended into a unit in which students learn and investigate different land-based activities of Indigenous people such as medicinal plants, berry picking, fishing salmon techniques, and more. A Secwepemc Elder can be invited to the class so that they can talk to the students and teach them all about the different activities, and field trips can be organized to get students to find medical plants or pick berries so that they can engage and interact with nature in real life.

Reflections (if necessary, continue on separate sheet):