 **LESSON PLAN**

**Candidate’s name: Terri Wilkinson**

| Grade/Class/Subject: | Grade 6 Careers education | School: |  |
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| Date: | May 28, 2024 | Allotted Time: | 60 min x 2 classes |
| Topic/Title: | "oh the places you’ll go" Vision Board Project |

1. **LESSON ORIENTATION**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0)

| *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.* |
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| * Students will be able to identify their goals, aspirations and interests
* Students will be able to understand the importance of goal setting and visualization in achieving success
* Students will be able to create a vision board that represents their future career and personal goals
* Students will be able to reflect on potential obstacles and strategies for overcoming them
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1. **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.* |
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| ☐ COMMUNICATION – Communicating☐ COMMUNICATION – Collaborating ☐ THINKING – Creative Thinking☐ THINKING – Critical Thinking☐ THINKING – Reflective Thinking☐ PERSONAL AND SOCIAL – Personal Awareness and Responsibility☐ PERSONAL AND SOCIAL – Positive Personal and Cultural Identity ☐ PERSONAL AND SOCIAL – Social Awareness and Responsibility | * students will articulate their goals, aspirations and strategies through discussions, written reflections and vision board presentation
* students will express their goals and aspirations through their vision boards creations
* students will decide on images, words and ideas to represent their goals and aspirations
* students self reflect on goals, interests and steps neede to get to their their aspirations
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1. **INDIGENOUS WORLDVIEWS AND PERSPECTIVES**

**Key resources:** First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/indigenous-education/awp_moving_forward.pdf)

| **FPPL to be included in this lesson** *(check all that apply):* | *How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?* |
| --- | --- |
| *☐* Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. ☐ Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). ☐ Learning involves recognizing the consequences of one's actions.☐ Learning involves generational roles and responsibilities.☐ Learning recognizes the role of Indigenous knowledge.☐ Learning is embedded in memory, history, and story.☐ Learning involves patience and time. ☐ Learning requires exploration of one's identity.☐ Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. | * integration of personal, academic and career development
* personal reflection sheet and planning sheet prompt students to reflect on interests
* the vision board forces student to think about their future goals
* forces students to think about roles, responsibilities in their careers and personal lives
* students will realize that goals take patience and time
* the personal reflection and vision board creation will have students to explore and express their identities
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1. **BIG IDEAS**

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

| *What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?* |
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| Our attitudes toward careers are influenced by our view of ourselves as well as by our friends, family, and community.New experiences, both within and outside of school, expand our career skill set and options. |

1. **LEARNING STANDARDS/INTENTIONS**

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

| **Curricular Competencies:***What are students expected to do?*  | **Content:***What are students expected to learn?* |
| --- | --- |
| Recognize their [personal preferences](https://curriculum.gov.bc.ca/curriculum/career-education/6/core), skills, strengths, and abilities and connect them to possible career choicesSet realistic short- and longer-term learning goals, define a path, and monitor progress | Personal Development* goal-setting strategies
* [self-assessment](https://curriculum.gov.bc.ca/curriculum/career-education/6/core#;)
* [project management](https://curriculum.gov.bc.ca/curriculum/career-education/6/core#;)
* leadership
* problem-solving and decision-making strategies
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1. **ASSESSMENT PLAN**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0) and<https://curriculum.gov.bc.ca/classroom-assessment>

| *How will students demonstrate their learning or achieve the learning intentions? How will they know if they are proficient? How will the evidence be collected, documented and shared? Will you use* ***observation****s, have targeted* ***conversations****, or collect* ***products****? 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?* |
| --- |
| Formative assessment* observations during class discussion time for, participation, understanding of the themes, thoughts on goal setting
* walking around classroom to observe students work, engagement, creativity and incorporating their goals and interest
* completion of personal reflection work sheet
* completion of planning template
* check-ins during work block

summative assessment* completion of vision board project
* showing understanding of goal setting
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1. **DESIGN CONSIDERATIONS**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0)

| *Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural safety and relevance; higher order thinking; motivations and specific adaptations or modifications 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.* |
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| Differentiation* have pre-cut images and words
* students could use a digital vision board site
* could let students work in pairs for extra support
* can provide extra time if needed
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| **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.* |
| * book “oh the places you’ll go!”
* magazines, newspapers, images
* scissors, glue, markers, colored pencils
* art paper or poster boards
* personal reflection worksheets
* vision board planning templates

examples * <https://www.developgoodhabits.com/wp-content/uploads/2020/10/vision_board_ideas_students_college_dream_board-1536x1152.jpg>
* <https://i.pinimg.com/originals/16/1b/42/161b4293a9957cd389b0163a52cc945c.jpg>
* <https://i1.wp.com/www.lovelyyoublog.com/wp-content/uploads/2020/01/IMG_0872.jpg?fit=1024%2C768>
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1. **LESSON OUTLINE**

| **Instructional Steps** | **Student Does/Teacher Does** *(learning activities to target learning intentions)* | **Pacing** |
| --- | --- | --- |
| **OPENING:***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* | Introduction and PlanningIntroduction* read “oh the places you’ll go!” aloud to the class
* discuss the main themes of the book
* make a mind map on whiteboard with main ideas of the story - examples goal setting, overcoming obstacles and personal growth
* ask students to share their thoughts on the book
* questions to possibly use - what are some goals you have for the future? (going to skeena, getting a job, sports team) what obstacles might you face? How can you come them? (use examples from your life to give inspiration)
 | 15 min |
| **BODY:*** *Best order of activities to maximize learning -- each task moves students towards learning intentions*
* *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*
* *Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling*
* *Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations*
 | Personal Reflection Worksheet* hand out personal reflection worksheets
* <https://www.teacherspayteachers.com/browse/free?search=goal%20setting%20sheets%20students>
* Have students complete the worksheet, which includes questions about their interests, goals, potential challenges and strategies for overcoming obstacles
* model for students by writing some of the answers to the questions about your self on the board.

Introduction to Vision Board* explain that we will be making a vision board
* explain what a vision board is and how it can help set goals
* show examples
* <https://www.developgoodhabits.com/wp-content/uploads/2020/10/vision_board_ideas_students_college_dream_board-1536x1152.jpg>
* <https://i.pinimg.com/originals/16/1b/42/161b4293a9957cd389b0163a52cc945c.jpg>
* <https://i1.wp.com/www.lovelyyoublog.com/wp-content/uploads/2020/01/IMG_0872.jpg?fit=1024%2C768>
 | 10 min15 min10 min |
| **CLOSING:*** *Closure tasks or plans to gather, solidify, deepen or reflect on the learning*
* *review or summary if applicable*
* *anticipate what’s next in learning*
* *“housekeeping” items (e.g. due dates, next day requirements*
 | Planning the vision board* hand out vision board planning templates
* <https://www.teacherspayteachers.com/browse/free?search=vision%20board%20templates>
* have students brainstorm ideas for their vision board using their self reflection worksheets
* model for students by writing some your ideas from your self reflection sheet on the board

Closing* have student hand in work sheets
* if time have students pick the type of materials they will need for vision board
* explain we will be getting started on creating the vision boards next class
 | 10 min |

1. **REFLECTION** *(anticipate if possible)*

| * *Did any reflection in learning occur, e.g. that shifted the lesson in progress?*
* *What went well in the lesson (reflection on learning)?*
* *What would you revise if you taught the lesson again?*
* *How do the lesson and learners inform you about necessary next steps?*
* *Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?*
* *If this lesson is being observed, do you have a specific observation focus in mind?*
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**Day 2 Vision Board Creation**

**Review and set up**

* review from previous lesson
* have all materials ready to go
* students will be using all handouts to create their visions boards

**Create Vision Boards**

* Students will use magazines, newspapers, and online resources to find images and words that represent their goals and aspirations
* they will cut out and arrange these to their plaster boards
* students will add their own drawings and decorations as desired
* students are encouraged to include elements from their dreams, goals, personal aspirations, personal growth and so on
* students will work on visions boards for this work block
* this is a work block to get the vision boards complete

**Extensions**

* could have students do presentations
* could have students set up gallery walk through to share visions boards
* could invite guest to do gallery walk through for example of classes, principle, parents