** LESSON PLAN**

**Candidate’s name:** Terri Wilkinson

| Grade/Class/Subject: | Grade 3, Careers | School: | Thornhill Primary School |
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| Date: |  | Allotted Time: | 45 |
| Topic/Title: | Getting to Know Myself and Setting Goals |

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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| The purpose of this lesson is to help students develop self-awareness, reflect on their strengths and areas for growth, and practice goal-setting a short-term goal. |

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.* |
| --- | --- |
| ☐ 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 communicate by sharing their thoughts through discussion and goal-setting
* students will analyze their skills and think critically about what they want to improve
* students use problem-solving to decide how to work towards their goal
* students will recognize their strengths and areas for improvement
* students set short-term goals and plan how to achieve it
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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?* |
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| *☐* 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. | * students reflect on their skills and behaviours, which connects to self-awareness and personal responsibility
* students set goals and a plan
* students learn about responsibility for their own learning and growth
* students will understand that working towards goals requires patience and time
* through self-reflection, students begin to understand how set goals
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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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| Confidence develops through the process of self-discover |

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?* |
| --- | --- |
| Identify and appreciate their personal attributes, skills, interests, and accomplishmentsSet and achieve realistic learning goals for themselves | Personal Development* [goal-setting strategies](https://curriculum.gov.bc.ca/curriculum/career-education/3/core#;)
* [risk taking](https://curriculum.gov.bc.ca/curriculum/career-education/3/core#;) and its role in self-exploration
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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?* |
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| FormativeObservation* observe students during discussions, the self reflection questionnaire, and goal setting to see how they are assessing their skills
* watch for engagement and participation

Conversations* guiding questions during the discussion
* listen to students responses

Summative* completed self-reflection questionnaire
* completed goal-setting drawing and sentence
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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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| * the choices for the questionnaire are link to emojis for a visual
* support students who need extra help
* provide more examples or sentence starters - example “My goal is to get better at \_\_\_\_\_\_\_\_. I will practice by \_\_\_\_\_\_\_\_\_.”
* could let students have discussion with desk neighbour for goal setting
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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.* |
| * self-reflection questionnaire
* goal setting worksheet
* pencils
* crayons or markers for drawing
* document camera
* read aloud - The Thing Lou couldnt do <https://youtu.be/WLdAXyZ7_iQ>
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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**Teacher script“Today, we are going to learn about setting goals and believing in ourselves. Sometimes, we face challenges, like things we aren't good at yet, but that doesn't mean we can’t improve. Learning takes practice and effort.”Ask“Can you think of something that was really hard at first, but you got better at it over time?” (let a few students answer)Teacher script“Today, we’ll read a story about a girl named Lou who faces a challenge. We’ll see how she reacts and what she learns.” | 5 minutes |
| **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*
 | Read-Aloud<https://youtu.be/WLdAXyZ7_iQ>Teacher will read/listen to the book The Thing Lou Couldn’t DoStop along the way and ask questionsPossible questions to ask* How do you think Lou feels when her friends want to climb the tree? (nervous, hesitation, scared)
* Have you ever been afraid to try something new? What did you do?
* Why do you think Lou is making excuses instead of trying?
* What could she do instead of making excuses?
* What do you think Lou learned?
* Do you think she failed, or did she learn?

Teacher script“Lou faced a challenge and wasn’t sure what to do. At first she made excuses, but in the end, she realized she could keep trying. This is like when we set goals for ourselves, sometimes things feel hard at first, but if we practice and don't give up, we can get better.”Self -Reflection WorksheetHand out the self reflection questionnaire and explain that I will read all the questions, then they will fill out all the questions.Remind students to put name on paperExplain to students that they will reflect on each sentence and pick the answer that best matches how they feel about the statement. Their choices are* Not yet
* Not sure
* Yes

Encourage them to reflect honestly and not rush their answers.Answer questions as they come up and help if needed.Go through questionnaire Goal SettingTeacher script“Now that we know a little bit more about ourselves, we are going to set short-term goals. A short term goal is something that you want to get better at or achieve soon. This will be something you’d like to get better at, like being a better listener, or reading at home for 5 minutes each night”Instructions1. Think about one thing you want to work on based on the self evaluation
2. Write one or two sentences about how you will work towards this goal
3. Then, after the teacher has seen your sentences, draw a picture that shows how you will work on your goals.

Example“For me i might say, I want to get better at listening during class, and I will draw a picture of me sitting quietly in class and listening during a lesson” | 10 minutes5 minutes10 minutes10 minutes |
| **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*
 | Wrap up/ConclusionStudents will hand in the self evaluation and goal setting worksheet, to go into their report cards.Teacher Script “Remember, setting goals helps us get better at the things we care about. It’s okay if we don't always reach our goal right away, the important thing is that we keep trying.” | 5 minutes |

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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| During the lesson, students engaged in self reflection and goal setting through The Thing Lou Couldnt Do and a self assessment. The lesson went well, and the students enjoyed it. However next time, I would incorporate more open ended questions (eg. What did Lou learn about herself?) to encourage deeper thinking. Somestudents struggle to form a goal, so next time I think it would be a nice idea to let a few students share their goal before writing to provide peer support. If time allowed, I would also have students write a sentence on how they will work towards their goal to reinforce action steps, and to go along with their pictures. |