

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

Lesson Title:	The Yeti of Growth	Lesson #	2	Date:	Nov, 10 2021
			Language		
Name:	Lamech Fuzzen	Subject:	arts	Grade(s):	5

Rationale:

This lesson is important for students development of self through reflection and exploration of their motives and views of themselves.

Core Competencies:

Communication	Thinking	Personal & Social
Students communicate by receiving and presenting information. They inquire into topics of interest and topics related to their studies. They acquire information from a variety of sources, including people, print materials, and media; this may involve listening, viewing, or reading, and requires understanding of how to interpret information. They present information for many purposes and audiences, and their presentations often feature media and technology.	Students apply critical, metacognitive, and reflective thinking in given situations, and relate this thinking to other experiences, using this process to identify ways to improve or adapt their approach to learning. They reflect on and assess their experiences, thinking, learning processes, work, and progress in relation to their purposes. Students give, receive, and act on feedback and set goals individually and collaboratively. They determine the extent to which they have met their goals and can set new ones.	Students value diversity, defend human rights, advocate for issues, and interact ethically with others. They are inclusive in their language and behaviour and recognize that everyone has something to contribute. Their approach to inclusive relationships exemplifies commitment to developing positive communities.

Big Ideas (Understand)

Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Learning Standards

(DO) (KNOW)

Learning Standards - Curricular Competencies	Learning Standards - Content
 Use personal experience and knowledge 	 Students are expected to know how to
to connect to text and develop	engage in metacognative skills such as
understanding of self, community, and	talking and thinking about learning (e.g.,
world	through reflecting, questioning,)

Instructional Objectives & Assessment

Instructional Objectives (students will be able to)	Assessment
 Students will be able to reflect on their own 	"Yet" worksheet can be marked on complete
habits as they relate to growth and fixed	and incomplete.
mindsets.	Group interactions can also be observed and

Students will be able to analyze scenarios and	anecdotal notes taken for participation.
apply growth mindset strategies.	

Prerequisite Concepts and Skills:

Students need to be able to write simple sentances.

Students need to be able to colloborate with others.

Students need to be able to think reflectively and communicate that to others.

Indigenous Connections/ First Peoples Principles of Learning:

FPPL- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

FPPL- Learning requires exploration of one's identity.

Universal Design for Learning (UDL):

This lesson includes multiple inputs of information. Students are verbally sharing and learning as well as visually and auditory learning is happening through the video. The group work further supports a variety of learning styles through the different collaborations stemming from working with others.

Differentiate Instruction (DI):

The couple students who struggle with group work can be encouraged to stay with their group, rather than fully participate. They will learn through proximity.

Materials and Resources

Guided meditation worksheet

Boards and markers for each group

"Yet" worksheet

Scenarios handout (1 per group)

Lesson Activities:

Teacher Activities	Student Activities	Time
Introduction: Let the students know that today they will be continuing to explore themselves and growth vs fixed mindsets and the power of yet Watch the video Class Dojo Growth Mindset	Listening and watching the video	5 min
Attitude Mindset- Episode 3. https://www.youtube.com/watch?v=OFKVoCuwl2 s		
Body: Have the students share with their desk	Students are talking with one another from	5 min
partners for a few minutes what they remember/know about growth and fixed mindsets. Prompt them to share a time they exhibited a fixed vs growth mindset during this discussion if they run out of content to discuss.	their seats.	<i>3</i> mm
After this brief recap, hand out the "yet" worksheet.		2 min

Explain to the students they are to write down three	Students are working on the worksheet.	10 min
things they find positive about themselves. Then write down 3 things they struggle with about themselves. After that students are to apply one of the "yet" Sentences to each of their 3 struggles. Brain Break, guided meditation. (see attachment) to be read in a calm consistent voice with a slow pace)	Students are relaxing listening to the guided meditation.	3 min
Explain to the students that they are now going to be put in groups and act out scenarios given to them. There are 3 scenarios. There may be duplicates. Students have 5-10 minutes to discuss how to make the scenario have growth mindset qualities. They have the option to share verbally, or if they wish they can act out the scenario showing how it would look as a growth mindset.		5-10 min
Groups will share their findings. Students return to their desks (counting their favorite number to get there in that amount of steps. If their favorite number is two small, multiply it by 3.		2min
Closure: Put the worksheet in your binders. Challenge them to think about their daily struggles and if they are using a fixed or growth mindset.		2-3 min

Organizational Strategies:

Students participate in a guided meditation to refocus.

Frequent activity switches keeps students on task.

If students get too loud, "Anyone who can hear me take a deep breath" can be used to gain attention and get the class back on track.

Proactive, Positive Classroom Learning Environment Strategies:

Students are put into groups. Taking into consideration students who cannot work together or go off task easily.

The teacher will walk around the room during group work, checking in and engaging with the groups.

Engaging with students through proximity and conversation during individual work also is used to proactively manage the class.

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Extensions:	
	e a part of a larger Mindfullness or Growth mindset unit. This can also be part of a health
sciences unit, or p	art of a drama unit.
Reflections (if ne	cessary, continue on separate sheet):
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