

EDUC 346 - Aboriginal Culturally-Mindful Approaches to Lesson Planning (ACMALP) FULL Instructions

This is a Teacher-Candidate led community-based event, so please invite family, friends, and colleagues to view

The purpose of this assignment is to practice taking a topic (something you know about or have researched) and reframe it into an aboriginal culturally-mindful context, in the form of a table-top display. Please set the age or grade of your intended audience. You may work solo or with a partner. You may utilize resources available to you at the SD #82 First Nations Resource Centre (FNRC), Terrace Public Library, or any other preferred resources. This assignment is designed to build your cultural competencies and give yourself and our community an opportunity to be fun and creative.

Please do not get overly formal in the mechanics of formal lesson-planning. Rather, take the approach of creating an interesting educational experience that would have a strong appeal to an aboriginal child, parent, and teacher.

Assignment Details:

There are FIVE-parts to this assignment:

#7	#7. ACM Indigenous Pillar Inclusion: TRCC, FPPL, United Nations DRIP, and TRB	Step2: <u>Email</u> with your ACM Draft (Oct 24) AND Step3: Include on ACM Tabletop Display	Tue, Oct 24 & Oct 31	<u>#7 PRINT</u>
#8	#8. ACM FIRST DRAFT of your Tabletop Display		Due Tue, Oct 24	
P2	Nov 1 st Aboriginal Culturally-Mindful Tabletop Displays in Room 103	Setup Display	November 1st	
#9	#9. ACM Tabletop Display – Detailed summary	<u>Email</u>	Due Tue, Oct 31	Nov 1 Event in Rm 103
#10	#10. ORAL “Call-in” Assignment for ACM Tabletop Reflection	Call-in to: 250-615-3328	Tue, Nov 7	<u>#10 PRINT</u>

#07 – Indigenous Pillars – Due Tue, Oct 24, 2017 by 11:59 pm.

Profile TWO (2) Indigenous Pillar points from the TRCC, FPPL, or UN DRIP material I have provided and work it into your ACM DRAFT SUMMARY and in the ACM FINAL SUMMARY. IN ADDITION, display ONE (1) guiding Indigenous point in the TRCC, FPPL, or UN DRIP points that guided your presentation and profile it on your DISPLAY. ([See Assignment #07 for details](#)). See: <http://blogs.unbc.ca/educ346/files/2017/10/07-ACM-Indigenous-Pillars-TRC-FPPL-UNDRIP-Info-Sheet-n-Assignment.pdf>

#8 - ACM Tabletop Display DRAFT – Due Tue, Oct 24, 2017 by 11:59 pm.

[EMAIL](#) your ACM DRAFT of your tabletop display idea. Take something you know about and indigenize it OR take an indigenous topic/material and DISPLAY it on Nov 1st in Room 103 for community visitors.

You can do this SOLO or with a PARTNER. Define topic, culturally-mindful components, your plan for your display, supplies you will be providing, supplies you will need (\$0 cost), borrowed materials being used, who you plan to invite, how much room do you need, do you need a table, do you need wall space, do you need a power cord, etc. This outline should draft out your ACM TABLETOP DISPLAY and is intended for your instructor to preview your lesson plan, prior to setting up your display of the lesson plan on Oct 24th.

ACM DRAFT

1. Title of the TABLETOP DISPLAY or formative lesson plan
2. Title of display (if different or applicable)
3. Are you working SOLO or with a partner? If a partner, who?
4. Statement of the intended topic
5. What is your intended age group or grade level?
6. Are there any specifications or special needs being focused on? (if applicable)
7. What are your basic intended learning outcomes?
8. What are your culturally intended learning outcomes?
9. What do you hope to achieve?
10. What would you like the child/ren to know or learn?
11. Why did you pick this topic?
12. What do you enjoy about this topic and preparing the display?
13. Did you bring together the materials or were they already pre-packaged for you?
14. What list of materials do you plan to use?
15. What human resources do you plan to draw on? (if applicable)
16. How do you plan to approach this in a culturally mindful way?

17. Please describe your basic timeline/schedule if you were to give this as a lesson, i.e. 30-45 minute lesson.
 18. Please comment briefly on some future potential for additional lessons?
 19. Describe how you plan to engage the students?
 20. List your resources on a resource page. APA format is recommended.
 21. Please comment on the Teaching Standards you have focused on and give an explanation.
 22. SEE #07 Indigenous Pillars – What TWO (2) points will guide your ACM Tabletop Display. Make sure to display ONE (1) point on your display with a brief explanation.
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#9 – ACM Final Summary Adapted Lesson Plan (* NEW & UPDATED & REDUCED on Oct 28, 2017) - Due November 7th, 2017 Midnight

Teacher-Candidate's name: _____

Title: _____

Delivered on date: day____/month____/year_____

Subject: _____

Time: (____:____) to (____:____)

Total: ____ minutes

Appropriateness and Adaptability Ratings:

A. Age/s: _____ [Enter range/s] ; Grade/s: _____ [*Enter value range/s]

*Age/Grade Adaptability Key:

How would you rate the adaptability of your display/lesson?

[Key: 1=Not adaptable at all, 2=Very difficult, 3=Mildly difficult, 4=Average adaptability, 5=Highly adaptable “on the fly”]

Notes to self: _____

B. Complex-learner/s (CLs) Rating: _____ [* Enter value/s]

*Complex Learner/s Adaptability Key: How would you rate the adaptability of your display/lesson for *complex-learner/s*, i.e. learner/s with Adverse Childhood Experiences (ACEs), Fetal Alcohol Spectrum Disorders (FASDs), children affected by poverty, Giftedness in learner/s, and any other special considerations?

[Key: 1=Not adaptable, 2=Very difficult, 3=Mildly difficult, 4=Average adaptability, 5=Highly adaptable “on the fly”]

Note/s to self: _____

Rationale:

- What are the big ideas/concepts?
- What competencies are involved?
- What subject/s and/or theme/s are involved?
- What are your objectives for this educational experience?
- What resources, materials, and/or supplies are needed to deliver this educational experience?

- Do you need special technology or other equipment needs? What prior knowledge are needed to deliver this educational experience?
- What prior knowledge do your participant/s need to participate this educational experience?

Indigenization:

- What are the Indigenous Pillars (significant Indigenous tenets) you focused on? And what sources did you use for the pillars?
- What cultural competencies or goals do you hope your participants will learn as a result of your aboriginal culturally-mindful educational experience?
- Do you need to enlist an elder, aboriginal cultural teacher-aide, or other human resource?

Setup for TABLETOP DISPLAY COMMUNITY EVENT (15 marks): Wednesday, Nov 1st starts at 10:00 am.

You may setup in Room 103 on Tues, Oct 31st between 2:00 pm -8:30 pm, or on Wed., Nov 1st at 9:00 am – 9:45 am. We will start at 10:00 am SHARP. *See the rubric that is provided for more detail.*

P2. ACM TABLETOP DISPLAY – Nov 1st at 10:00 am Community Event

Make a display for NOV 1ST, 2017. Setup in Room 103 the day before between (2:00 pm – 8:30 pm) or the morning of the event between (9:00 – 9:45 am). Event starts at 10:00 am SHARP. Work on your own or with a partner. You will have a table or a half of a table. Be ready to receive guests, questions, suggestions, etc. Include on your display ONE Indigenous Pillar from Assignment #07 with a brief explanation.

#10 Oral Assignment - Due by 11:59 pm: Nov 7, 2017

#10 : <http://blogs.unbc.ca/educ346/files/2017/10/10-ACM-FLP-Oral-Reflection-Due-7-Nov-17.pdf>

Call-in Instructions:

- Please CALL-IN TO 250-615-3328 with your reflection.
- Available 24/7 to leave a message (5 – 15 mins or as long as you need).
- After call-in, I will forward you a copy of the reflection, via email.

Please comment on these questions and/or other thoughts:

- State your name, title of your project, state your partner's name (if applicable) and give a brief outline of the topic and intention of your project.
- What were the three (3) strongest highlights about today and why?

- How would you self-assess your ACM display, i.e. Aboriginal culturally-mindful, i.e. enough, needed more, was clear to an observer, etc.?
- Do you plan to use this lesson in future? Would you modify it from your original lesson plan and why?
- Did any concerns arise for you, i.e. safety issues, need for more supplies, etc.? Explain? What solutions or adjustments did you make?
- Did you receive any suggestions or questions from the guests today? If yes, please comment and expand on one of the suggestion or question.
- What did you learn about yourself from participating in this event?
- If you had a partner, how was that experience? If you did a solo display, how was that experience?
- Did you see any of the TRB standards or other standards at work today?
- Concerning your future practice as an educator, what will you take-away from this event?

Please feel free to expand on any other aspects of the event and its impact.

EDUC 346 - Aboriginal Culturally-Minded Approaches to Lesson Planning (ACMALP) Rubrics

COMPETENCIES	Exemplary	High	Average	Below Average
Display: Content	Very well thought out, with strong evidence of logical flow of lesson. A very clear beginning, middle, and end. Materials were well selected and organized. The content perfectly matched the intended age group, grade, or audience. Made a clear link to Aboriginal content and culture. Content was explicitly linked and referenced to external research, articles, and data.	Well thought out, with good evidence of logical flow of lesson. A clear beginning, middle, and end. Materials were well selected and organized. The content matched the intended age group, grade, or audience. Adaptations or modifications to the content were touched on but not fully explained. Content was well linked to Aboriginal content and culture but still needed some explanation, i.e. referenced to external research, articles, and data.	Good attempt at thinking it through; however, missing evidence and/or a logical flow of lesson. Not a very clear beginning, middle, and end. Materials, though organized, almost matched the lesson or assignment. The content almost matched the intended age group, grade, or audience. No adaptations were made or known. Made an acceptable link to Aboriginal content and culture but some improvement was needed, i.e. referenced to external research, articles, and data.	Several missing elements that provide evidence of logical flow of lesson. No beginning, middle, and end. Materials almost matched or did not match the lesson or assignment. Overall, not well organized, planned, and/or executed. The content did not match the intended age group, grade, or audience. No attempt to adapt the material was mentioned or made known. A weak and/or no link to Aboriginal peoples, content, and/or culture. No , i.e. reference to external research, articles, and data.
Display: Creativity	Presentation possessed a “Wow” factor that was not predictable and greatly enhanced the content. Was well suited to the intended age and/or audience. The presentation and subject matter was thoughtfully and creatively explored with depth and visible interest/enthusiasm. Possessed a unique or unforgettable quality that was relevant. The Aboriginal content was clear and very appealing to a diverse group of learners.	Very appealing and attractive to the intended age and/or audience. Very informative and somewhat unpredictable. The educator was creative with the subject matter. The Aboriginal content was highly appealing to a diverse group of learners. Clearly the student put a good deal of forethought into the creative aspects of the presentation of the material, content, and message.	The creativity was adequate or average in its appeal and attractiveness. Although informative, it was predictable. Geared correctly to the intended age or audience. The educator did the job, but did not appear to find much enjoyment or interest in the subject matter. The Aboriginal content was average, albeit relevant had average appeal to a diverse group of learners. The student put in an average effort, e.g. forethought of the creative aspects of the presentation, material, content, and message.	Minimally appealing and informative, and was minimally attractive to the intended age or audience. The educator did the job minimally and was not fully aware of the subject matter. The Aboriginal content did not appeal to a diverse group of learners. The presentation did not fit the assignment criteria and/or did not make a clear point.
Display: Materials	Displayed and/or drew from a variety of materials (3-4) that could be incorporated. The materials reflected excellent, unpredictable, and varied visuals. Excellent use of Aboriginal culturally-centred materials. Showed the potential for future lessons and needed few, if any modifications and forethought. Cultural competency, development, and/or engagement was clearly evident on the part of the student/presenter. Child-centred and engaging. Displayed a variety of interactive resources used (3-4).	Displayed and/or drew from a variety of materials (2-3) that could be incorporated. The materials reflected good variety visually and otherwise. Good use of Aboriginal culturally-centred materials. Showed the potential for future lessons; however, could use additional modifications and forethought. Was not lacking in evidence of cultural competency, development, and/or engagement on the part of the student/presenter. Child-centred and fairly engaging. Displayed a variety of interactive resources used (2-3).	Displayed and/or drew from a variety of materials (1-2) that could be incorporated. The materials reflected average and predictable variety and interest to the learner. Aboriginal culturally-centred. Showed some potential for future lessons; however, would need a great deal more modifications and forethought. Somewhat child-centred and engaging. Too much focus on worksheets. Lacked some evidence of cultural competency, development, and/or engagement on the part of the student/presenter. Average or not highly interactive resources used, only background resources used or mentioned.	Displayed and/or drew from 0-1 resource. Too many or not enough materials and would need a great deal more modifications and forethought. Not Aboriginal culturally-centred and/or too mainstream. Lacked evidence of cultural competency, development, and/or engagement on the part of the student/presenter. Not child-centred and not engaging. Too much focus on worksheets. Non-interactive resources used or mentioned.
Display & Outline: Teaching Standards	Made specific reference to several Teaching Standards, with a full and well thought-out explanation.	Made specific reference to at least 2-3 Teaching Standards, with a good explanation.	Made reference to 1 of the Teaching Standards, but the explanation was not clear, well-linked, and/or specific.	Made no reference to the Teaching Standards and/or there was no explanation.

<p>Display & Outline: Format and Presentation</p>	<p>Precise, APA formatting was used expertly, no mistakes, and was neat. Presented with excellence. Very well organized and planned. Presenter invited questions. Attended the tabletop display event very well prepared and able to take questions and dialogue knowledgably on the material. Display was handed in for the instructor to display at a later date, with a note about time-sensitive material.</p>	<p>Good use of APA formatting with 1-2 errors and was neat. Presented very well. The organization and planning was well done. Presenter invited questions. Attended the tabletop display event and was prepared to take questions. Display was handed in for the instructor to display at a later date, with a note about time-sensitive material.</p>	<p>Though neat, the APA formatting had 2 or more errors. Average presentation. Could have used more organization and planning. Presenter almost invited questions. Attended the tabletop display event and was somewhat uncomfortable about taking questions. Display was handed in for the instructor to display at a later date, with a note about time-sensitive material.</p>	<p>APA format not used expertly and was not presented well. Needed more organization. Lack of planning. Presenter did not invite questions. Attended minimally or absent for the tabletop display event and/or missing pieces. Was uncomfortable about taking questions. Display was handed in for the instructor to display at a later date, with a note about time-sensitive material.</p>
<p>Outline</p>	<p>The outline was completed and provided specifics. It was also adapted for personal use, with pertinent and/or additional information added. Outline was neat and completed and handed in on time.</p>	<p>The outline was completed with some specifics. Outline was neat and completed and handed in on time.</p>	<p>The outline was neat, completed and was general in nature. Outline was lacking in some areas. It was neat, completed, and handed in on time.</p>	<p>The outline was minimally or not completed and/or was general in nature. Outline was lacking in several areas or missing. It was not handed in on time.</p>