

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

Lesson Title: "What Political Party said this?" Lesson # 3 Date: October 18, 2024
 Name: Emma Pittman Subject: ELA/SS Grade(s): 6

Rationale:

This lesson is important for students to learn more about political parties and making connections and differences between parties. Students can make their own connections to the parties and see what better suits their views, thus creating meaningful skills for children to learn.

Core Competencies:

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> Students engage in informal conversations where they listen, contribute, develop understanding and learn to consider diverse perspectives. 	<ul style="list-style-type: none"> Students learn to engage in inquiry when they identify and investigate questions, or "problematic situations" (politics) in their studies, lives and in the media. They interpret, and synthesize information and evidence and reflect on reasoned conclusions. 	<ul style="list-style-type: none"> Building relationships: students can learn to engage in respectful discussion about political views, fostering relationship across diverse perspectives Valuing diversity: the importance of diverse political views helps students understand different perspectives on politics

Big Ideas (Understand)

Questioning what we hear, read and view contributes to our ability to be educated and engaged citizens.
 Exploring and sharing multiple perspectives extends our thinking.

Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> Think critically, creatively and reflectively to explore ideas within, between and beyond text exchange ideas and viewpoints to build shared understanding and extend thinking 	<ul style="list-style-type: none"> Reading strategies: questioning; predicting; previewing text and making inferences

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> Students will look at a sentence and decide what party said it. (kahoot) Write their own "what party said it" to differentiate different political views 	<ul style="list-style-type: none"> understanding different political party stance (through kahoot)

- students create their own “what party said this” on paper to hand in (complete/incomplete)

Prerequisite Concepts and Skills:

Students will have previously learned about the various political parties and have read various aspects based on education and indigenous...

Students know to not blurt their answers out and keep them to themselves.

Students need to be able to read small paragraphs

Indigenous Connections/ First Peoples Principles of Learning:

Learning requires exploration of one's identity. Students choose parties based on what they align with

Universal Design for Learning (UDL):

MULTIPLE MEANS OF REPRESENTATION – I provide for multiple means of representation in this unit in the following ways

- Mix of text, reading and games
- Kahoot
- Variation between how students engage with lessons (traditional learning, discussions, reading and kahoot)

MULTIPLE MEANS OF ACTION AND EXPRESSION – I provide multiple means of action and expression in this unit in the following ways:

- Student choice for game
- More than one way to interact with the material (reading, kahoot)
- Physical copies of instructions, along with verbal explanations

MULTIPLE MEANS OF ENGAGEMENT – I provide multiple means of engagement in this unit in the following ways: ways to motivate students

- How will they engage in learning - games, reading, creative expression.
- Connecting to real-world contexts: discussions about political parties and what they support
- Make it feel like a game - kahoot

Differentiate Instruction (DI):

- fidget toys
- Reading or listening
- brain breaks if needed
- print off the article or read online

Materials and Resources

- Website: CBC news, “How do BC’s three main parties compare on these election issues”

- print environment and climate change and health care passages

Pre- Read environment and climate change, and health care. Take points of main themes

Laptop

kahoot

pencil

Highlighter

paper and/or sticky notes for exit ticket

Teacher Activities	Student Activities	Time
<p>Introduction (anticipatory set – “HOOK”):</p> <ul style="list-style-type: none"> - Students are asked to sit quietly at their desk <ul style="list-style-type: none"> - can use clapping to get their attention - Ask the students to raise their hand if they're excited to vote. - can say “leave your hand up if you would like to say why you're excited to vote” - can grab attention by saying "What if the next big change in your school or community depended on your voice? Politics isn't just for politicians—it's a powerful tool that helps your voice be heard. 	<ul style="list-style-type: none"> - students are asked to quietly raise their hand to if they are excited to vote - can ask a few why they're excited 	1-2 min
<p>Body:</p> <ul style="list-style-type: none"> - Introduce the topic of the issues we are going to focus on today - environment and climate change and health care - After talking about the topic. Explain that they will be reading a few passages from the website: https://newsinteractives.cbc.ca/features/2024/british-columbia-party-platforms/#intro <ul style="list-style-type: none"> - remind them they are only reading the two separate issues - write on the board - B.C Conservative and B.C Green Party <ul style="list-style-type: none"> - Passages are printed out so students stay on task. - Before they start reading tell them that we will be playing a game after to revise their memory - Students are given 10 minutes to read - Can put a timer on so they know how much time is left 	<ul style="list-style-type: none"> - students are asked to grab their laptops and go to the website - Students are to read the two issues - IF finished they can do a politics word search? - Students play kahoot 	<p>2 min</p> <p>2min</p> <p>10 - 15 minutes?</p> <p>5 min</p>

<ul style="list-style-type: none"> - Get Kahoot on the screen - Play game <ul style="list-style-type: none"> - Read the questions aloud - make comments on each one/ can compare to the other party <ol style="list-style-type: none"> 1. This party will increase carbon tax for companies creating the most pollution - Green 2. This party promises to bring back plastic bags, and unban plastic straws and cutlery - Conservatives 3. This party will allow waiting patients to use out of province clinics - Conservatives 4. This party will make vaccines free - Green 5. This party will compensate (make up) for those health-care workers who lost their jobs due to mandatory vaccines. -Conservatives <ul style="list-style-type: none"> - When game is finished hand out sticky notes/paper - explain that students will be making their own "what party said this" but choose from other issues we have not used - Write on board: "This party believes in..." - 	<ul style="list-style-type: none"> - Students create their own question and put it on a piece of paper 	7 -10 min
<p>Closure:</p> <ul style="list-style-type: none"> - Students will hand back their paper and receive a word search to do while we wait for everyone - Can read a few out and get the students to guess - Review the importance of understanding we all have different views and that some may view a topic as super important and others may not 	<ul style="list-style-type: none"> -When done hand it to me - can ask them if i could read theirs out - Work on word search 	<p>5 min</p> <p>1-2 min</p>

Organizational Strategies:

- Students will be asked to sit quietly/ stay at desk: no students will go to back sitting area during reading time
- Sticky notes/cue cards will be passed around after the game
- Students can use

Proactive, Positive Classroom Learning Environment Strategies:

- Teacher will move around the room while students are reading on computer to make sure they're on task/ help
- can set a timer if needed so they see how much time they have left
- To get the class' attention teacher can clap and they copy
- make behavior expectations clear - no students in back corner
 - we are sitting quietly, not talking to neighbors, listening attentively without distracting other students while teachers are talking
- State the we are not calling out, will choose a student who has their hand up
- If necessary separate students who continue to distract each other.

Extensions:

Reflections (if necessary, continue on separate sheet):

- Students did a great job reading and highlighting things they thought were important from the text
 - printing the text out worked well as I could see what they were doing and there was no distraction from the laptop
 - when they were done reading that is when they opened the laptop and logged into the kahoot
- Kahoot reflection
 - have the pin on the screen so when students are finished they can go right to it
 - this saved time waiting for everyone to log in
 - Instead of reviewing the answers right after it showed, review them at the end because the students were too amped up after.
 - It can be a struggle to get them to be quiet after everyone so instead getting them to be quiet at the end is easier.

Did not have time for the assessment more of a 50-60 minute lesson