

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

Lesson Title: Sash Colours Lesson: Metis Lesson **Lesson #** 2 **Date:** November 21st 2023
Name: Kyra Doehle **Subject:** ELA **Grade(s):** K

Rationale:

This lesson is important because students learn about diverse cultures that were apart of developing Canada as a nation and because it helps to develop an understanding of identity.

Core Competencies:

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> - I contribute during group activities with peers and share roles and responsibilities to achieve goals. 	<ul style="list-style-type: none"> - I can get new ideas or build on or combine other people’s ideas to create new things within the constraints of a form, a problem, or materials. 	<ul style="list-style-type: none"> - I have pride in who I am. I understand that I am a part of larger communities.

Big Ideas (Understand)

Through listening and speaking, we connect with others and share our world.

Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> • Exchange ideas and perspectives to build shared understanding. • Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community. • Use personal experience and knowledge to connect to stories and other texts to make meaning 	<ul style="list-style-type: none"> • Metacognitive strategies • Oral language strategies

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> • Listen actively to instructions and explanations. • Connect their personal experiences with certain colours to the Metis meaning of certain colours. 	<ul style="list-style-type: none"> • The teacher will be observing students’ listening skills during the lesson. • Teacher will be discussing the connection to Metis culture and asking questions to gauge understanding. • The teacher will use final paper with drawings on it as product.

Prerequisite Concepts and Skills:

- Students should have prior knowledge of the Metis from the spoons lesson last time.
- Students should be able to listen attentively.
- Students should have knowledge of colours and what they mean to them/ represent.

Indigenous Connections/ First Peoples Principles of Learning:

- This lesson is centered around the Metis culture and their sash, focusing on the meaning of the colours.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

- This lesson shows that learning is holistic because the students are being asked to connect their learning to an aspect of their real life.
- This lesson shows that learning is reflexive because not only did this lesson build on what we learned in the spoons lesson, this lesson also provides a good base to continue learning about FNMI knowledge and culture.
- This lesson shows that learning is reflective because not only were the lessons repeated a few times, but also the students had to reflect on what they thought when seeing the colours and connect it to the Metis representation of colours on the sash.
- This lesson shows learning is experiential because the students had to travel around the classroom to discover the different colours we would be talking about. An extension for this lesson that would make it more experiential would be to have them weave their own "sash" by using different threads.
- This lesson shows learning is relational because the students are learning about a different identity.

4-point Framework Inclusion:

I believe I hit the first framework of Indigenizing the space because we put up a Metis bulletin board display, we used Metis puppets, and we learned how to say hello in Michif. I hit the second framework of including FNMI content because the whole lesson is based on Metis culture, and it can be used in a cross-curricular way or also can be a steppingstone to many more Indigenous lessons. I believe I hit the third framework by engaging in Indigenous education, we connected the Metis sash and the colours they represent with things in the students' lives and what they connect the colours with. I also hit the final nugget in the framework because I taught through oral storytelling, a sharing circle, and collaboration.

Universal Design for Learning (UDL):

- Having all the students gathered in front of the teacher so they can all hear and see better when reading the book and brainstorming.
- Asking open-ended questions to engage all students in the learning.
- Talking slower to ensure all students can understand.
- Writing the ideas the class comes up with on the board so all students can see and write.
- Doing frequent CFUs.

Differentiate Instruction (DI):

- Students who do not like fine motor tasks could work with another adult in the room to just discuss their ideas.

Materials and Resources

- Metis Dolls
- "Mama, what is the Metis Sash" book by Native Reflections
- Large paper folded into six boxes for each student.

- Metis sash colouring pages for the early finishers.
- Pencils and crayons

Lesson Activities:

Teacher Activities	Student Activities	Time
<p>Introduction (anticipatory set – “HOOK”):</p> <ul style="list-style-type: none"> - Teacher gathers students on the rug and explains that Lottie and JJ (puppets) are back today and are excited to talk about Metis sashes. - Teacher uses script to briefly explain Metis sashes with the puppets: <ul style="list-style-type: none"> o Lottie: Hi friends! Do you remember when my brother JJ and I were here last time? o JJ: Lottie and I played the wooden spoons with you! It was super fun! o Lottie: You’re right JJ! We also told you guys about the Metis people and a little bit about our culture! o JJ: We sure did! What are we going to share with our friends today? o Lottie: We want to talk about the Metis sash! Like the one I am wearing right now! o JJ: Our sash isn't just for show. It's like a superhero tool belt! o Lottie: Long ago, our Metis ancestors used the sash for lots of important stuff. o JJ: You bet! They used it to carry things, like tools, snacks, and even babies! o Lottie: Yeah, they'd wrap the sash around their waist and use it like a pocket to keep things handy while they worked. o JJ: And guess what? When it got cold, they'd even use it as a scarf or a blanket to keep warm! 	<ul style="list-style-type: none"> - Students actively listen at their carpet spots. 	<p>10 minutes</p>

- Lottie: The sash was so handy, like a magical accessory that could do almost anything!
- Lottie: Our elders taught us different ways to tie the sash. Some knots were for celebrations, and others were for everyday wear.
- JJ: And you know what's super awesome? Sometimes, they'd use it in games! Like tug-of-war or even as a finish line in races!
- Lottie: Our sash is super useful and a symbol of our Metis identity!
- JJ: So, when you see someone wearing a sash, remember, it's not just a belt—it's a tool, a blanket, a symbol, and a piece of our incredible history!
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- Lottie: It's like a secret code too! If you have lots of a certain colour in your sash it tells people that colour and what it means is really important to you!
- JJ: The Métis sash has colors that are like a special secret code. Let's explore!
- **Red:** It's for the love and courage of the Métis people. They were really brave and strong.
- **Blue:** This color is for the sky and rivers, reminding us of the beautiful places where the Métis lived.
- **Green:** It's for the forests and nature that the Métis cared for and respected a lot.
- **Yellow:** This color means the sun, happiness, and the bright days the Métis celebrated.
- **White:** It's for purity and the winter snow that covered the land where the Métis lived.

<ul style="list-style-type: none"> ○ Black: Is for the Métis people's strength and determination. It's like the night sky that is dark and strong. ○ Lottie: Thank you for learning about the Metis sash with us! ○ JJ: I had so much fun! We are excited to see what else you guys are doing today! 		
<p>Body:</p> <ul style="list-style-type: none"> - The teacher dismisses the puppets. <ul style="list-style-type: none"> ○ Teacher says it is pretty cool how the Metis use their sash isn't it? ○ Do we remember what colours they talked about? ○ I am wearing a Metis sash currently so I could place tools, food, and other important things in the sash while on long journeys. ○ Can you spot what colours I have on this sash? Are they the same as the ones Lottie and J.J. talked about? ○ Plus! If I needed to use some rope on my journey, I would have a nice strong sash to use! It can also keep me warm as a scarf if it gets really cold! ○ Remember the 6 colours in the Metis sash that Lottie and JJ talked to us about? I have hidden two items of each colour around the room. Please head around the room, and when you find one bring it up to me and sit down at your carpet spot. - The teacher puts the cards with the drawings on the board for the students to see while the book is being read. <ul style="list-style-type: none"> ○ I have a quick book to read that also talks about the Metis sash and how important it is. - Teacher reads "Mama, what is the Metis Sash" book to the class. - Teacher has students remember the colours used in the Metis sash and what they mean to the Metis and writes them on the board. (from the puppets). <ul style="list-style-type: none"> ○ What colours were used in the Metis sash again? 	<ul style="list-style-type: none"> - Students listen attentively. - Students find the cards with the items and colours hidden around the room. - Students sit back at carpet spot and listen to the short book. - Students thoughtfully share their ideas during the brainstorm. - Students quietly head to their table spots. - Students work on their pages and if finished early work on another colouring sheet. 	<p>20 minutes</p>

<ul style="list-style-type: none"> o Amazing job guys! - The teacher then has students brainstorm what each colour means to them, whether it is an item or symbol with the same colour or something that colour makes them feel. <ul style="list-style-type: none"> o When you see *colour* what do you think about? Does it remind you of something? Is there something that is the same colour that you like? o When I think of yellow, I think about the sun and when I think about green, I think about the tree in my backyard. - The student's ideas will be written/drawn up on the board. - The teacher will then explain what they are going to do at their tables. <ul style="list-style-type: none"> o There will be a piece of paper at your table that has all the colours we talked about on it. (holding an example while explaining) o When you get to your table you will write your name on the line that says name. o You will then start to fill the sheet with drawings of things that that colour reminds you of. Like what we talked about on the carpet and put up on the board. - Ask for a thumbs up if they understand, ask what the first thing we are doing when we get to the table is to make sure they know the first step. - Teachers will have students fill out their pages with a drawing or two to represent the meaning of that colour to the individual student. (each box on the sheet will represent a different colour) - Teacher will have a small whiteboard with a replica of their worksheet drawn on it. Teacher will circulate the classroom and guide the students on which square they are filling in and what they could be drawing (they cannot read yet, so this is necessary to ensure students are filling in the correct boxes) - Can ask how they know what colour each square is to connect to letter recognition (this is where we draw our 		
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<p>connection to red, how do we know this says red?)</p> <ul style="list-style-type: none"> - If students are finished drawing and colouring their items while other students are still working, they can write out the word for each of the things they drew. If students are done that, they may have a Metis sash colouring sheet and colour it with the colours that mean the most to them. <p>-</p>		
<p>Closure:</p> <ul style="list-style-type: none"> - Teacher has students bring their papers to the carpet. - The teacher has students sit in a circle and has them each take a turn to share one colour and item they put on their paper to the puppets. - Ensure students know what they are sharing by asking the class what they are going to answer when it is their turn. <ul style="list-style-type: none"> ▪ If there is not enough time for every student to share, choose five and let the students know you will listen to what they want to share at lunch or they would like. o Everyone did an amazing job on their drawings! Let's share them with Lottie and JJ! o JJ: Wow everyone! I am so excited to hear what each colour means to you! o Lottie: I want to hear every student share one at a time! So, I want to make sure everyone is quiet and listening to our friends when it is their turn to share! o Share one colour and drawing you have on your paper with Lottie, JJ, and the rest of our friends! I will go first! o I chose to share my green square. I drew a green tree because I have a tree by my house, and it is really pretty! o Now let's go around the circle and share just like I did. o What colour square do you want to share with us? What did you draw in it? How come? That's super cool! 	<ul style="list-style-type: none"> - Students form a circle and share one colour and drawing from their paper and why. - 	<p>15 minutes</p>

<ul style="list-style-type: none"> - After every student has shared the teacher thanks students for sharing what each colour represented for them. - If you need to kill more time, read the other sash book I have chosen if students are not too antsy. If students have lots of wiggles, do a quick movement break before starting the sharing circle or after if needed to use more time. Discussion questions below as well to burn more time. - Extra time questions to discuss with the students if needed too: <ul style="list-style-type: none"> o What could you use the sash for? o What would you carry in your sash? o What colour would your sash be? Why? o Have you seen someone wearing a Metis sash before? - The teacher thanks students for joining in this lesson and dismisses them to Mrs. Watson. 		
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Organizational Strategies:

- Have the papers ready to hand out, as well as the writing and colouring utensils.
- Circulate the room while students are working to ensure every student is on task and working on the colour the rest of the class is.
- Have the class work through the colours together to minimize students rushing through it.

Proactive, Positive Classroom Learning Environment Strategies:

- Go over all instructions and expectations before having students head to their tables.
- Celebrate all the students' ideas but ensure they are on the right track during the zip around.

Extensions:

- This lesson could dive more in depth about the Metis and be a more extensive social study lesson.
- This lesson could be an introduction to a Metis dance lesson.
- This lesson could be a good base for multiple lessons on FNMI culture.
- This lesson could be a segway into a lesson where the students learn about weaving a sash.

Reflections (if necessary, continue on separate sheet):

This lesson was very exciting to plan. I was excited to connect the lesson I had done with the kindergartens the week prior about Metis musical spoons. The Henry Grube Centre had supplied a primary Metis kit which was a great starting point for my lesson. I think one of my biggest strengths when it came to planning this lesson was my elementary school experience. I had a Metis woman come into my elementary classes frequently to teach us about Metis culture and history. I am unsure of her exact role because we also had an Ab. Ed. Worker who would come and speak with us as well. But I do know that I was very lucky to have learned so much from her and I was excited to share some of that knowledge I had, but also learn more. Not to sound too conceited, but I think my confidence and drive to learn also helped me in this lesson plan. Many peers I spoke to were worried about me

teaching an Indigenous lesson during my first practicum, but I believed that this was the best opportunity to get out of my comfort zone because if I make mistakes there are many people here to support me in my learning. I wanted to experiment and expand my knowledge in a place where there are many experienced eyes to help direct me in the right direction instead of when I am alone in my own classroom. I definitely had some struggles when planning this lesson. One of the biggest ones was finding a way to introduce the Metis people to a group of kindergartens. I wanted the students to learn about and appreciate Metis culture, but I also had to come up with an age-appropriate way to discuss with them. I also had the same issue when it came to the descriptions of the meanings of the colours on the Metis sash. It was difficult coming up with age-appropriate descriptions that still conveyed the correct message. I found that I was able to combat these struggles with collaboration. I spoke with my teacher mentor because she knew kindergarten aged lessons the best, and then I also ran ideas by my mom and my practicum partner, Chandra. Using the Henry Grube resources also helped me ensure my explanations were still appropriate. I am very glad I taught two Indigenous lessons during my first practicum because I have learned so much. I have compiled lots of knowledge about ways I can Indigenize my practice and, have now just barely dipped my toe into practicing teaching Indigenous inspired lessons and also Indigenizing my practice as a whole. I am grateful for the learning opportunities in EDTL 3100 that I will take throughout my career and am excited to continue working on Indigenizing my practice.