

## Bachelor of Education (Elementary) Unit Plan

**Unit Title:** Being a Good Community Member      **Number of Lessons:** 15      **Days:** 18

**Your Name:** Samantha Sipos (Miss S.)      **Subject(s):** Career Ed. / Indigenous      **Grade:** K/1

### Rationale

It is important for children to learn how to be good communicators, how to take responsibility for their words/actions, how to be kind and caring beings, as well as how to think critically and creatively. These concepts connect into career education as they are the foundation for being part of a community. Learning about jobs within the community is also very important as children need to know who/where they can go for help, basic needs, and what job opportunities may be out there for them to work towards as they get older.

### Overview

This unit starts off heavily Indigenized as students learn about Spirit Buddies (animals that connect to core competencies) and how they can gain strength and courage and other skills from connecting to these animals. Students will partake in many activities that help them be effective communicators and thinkers, and continuously create a stronger bond between them and their classmates. The unit then progresses into learning about goals, goal setting, and how we can work towards accomplishing our goals. Afterwards, the unit leads into jobs within the community, and a small presentation of what job the students would like to have when they grow up and work in their communities.

### Indigenous Connections/ First Peoples Principles of Learning

*Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors* → this unit focuses on learning about ourselves through an Indigenous lens using spirit buddy stories to help children learn valuable moral lessons. In focusing on the well-being of the self, students learn how to be better friends, family members, and community members. This sets the foundation for them to grow up and be good contributing community members.

*Learning recognizes the role of Indigenous knowledge & learning requires exploration of one's identity* → learning that stories/oral tellings are an important way of sharing information with one another / learning that Indigenous connection with the land and animals teaches us important information about ourselves and how to be part of a community.

### CORE COMPETENCIES

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> <li>● Communicating</li> </ul>	<ul style="list-style-type: none"> <li>● Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>● Personal awareness and responsibility</li> </ul>

<p><i>Connecting and engaging with others</i> → Students engage in informal and structured conversations in which they listen, contribute, develop understanding and relationships, and learn to consider diverse perspectives.</p> <p><i>Focusing on intent and purpose</i> → Students communicate with intention and purpose. They understand that communication can influence, entertain, teach, inspire, and help us make sense of the world and our experiences.</p> <ul style="list-style-type: none"> <li>• Collaborating</li> </ul> <p><i>Working collectively</i> → Students combine their efforts with those of others to effectively accomplish learning and tasks.</p> <p><i>Supporting group interactions</i> → Students engage with others in ways that build and sustain trusting relationships and contribute to collective approaches.</p>	<p><i>Questioning and investigating</i> → Students learn to engage in inquiry when they identify and investigate questions, challenges, key issues, or problematic situations in their studies, lives, and communities and in the media.</p> <ul style="list-style-type: none"> <li>• Creative thinking</li> </ul> <p><i>Creating and innovating</i> → Students get creative ideas that are novel and have value.</p> <p><i>Generating and incubating</i> → Students may generate creative ideas through free play, engagement with other's ideas, or consideration of a problem or constraint, and/or because of their interests and passions.</p>	<p><i>Self-advocating</i> → Students who are personally aware and responsible have a sense of self-worth and a growing confidence in a variety of situations.</p> <p><i>Self-regulating</i> → Students who are personally aware and responsible take ownership of their choices and actions.</p> <ul style="list-style-type: none"> <li>• Positive personal and cultural identity</li> </ul> <p><i>Identifying personal strengths and abilities</i> → Students acknowledge their strengths and abilities, and they intentionally consider these as assets, helping them in all aspects of their lives.</p> <ul style="list-style-type: none"> <li>• Social awareness and responsibility</li> </ul> <p><i>Building relationships</i> → Students build and maintain diverse, positive peer and intergenerational relationships.</p> <p><i>Contributing to community and caring for the environment</i> → Students develop awareness of and take responsibility for their social, physical, and natural environments by working independently and collaboratively for the benefit of others, communities, and the environment.</p>
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## BIG IDEAS

Subject Name: <b>Career Ed.</b>	Subject Name:	Subject Name:
<ul style="list-style-type: none"> <li>• Everything we learn helps us to develop skills.</li> <li>• Communities include many different roles requiring many different skills.</li> <li>• Strong communities are the result of being connected to family and community</li> </ul>		

and working together toward common goals.		
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### LEARNING STANDARDS & ASSESSMENT

Curricular Competencies	Content	Assessment
<ul style="list-style-type: none"> <li>• Share ideas, information, personal feelings, and knowledge with others</li> <li>• Identify and appreciate the roles and responsibilities of people in their schools, families, and communities</li> <li>• Work respectfully and constructively with others to achieve common goals</li> <li>• Set and achieve realistic learning goals for themselves</li> <li>• Recognize the importance of positive relationships in their lives</li> <li>• Recognize the importance of learning in their lives and future careers</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural and social awareness</li> <li>• Roles and responsibilities at home, at school, and in the local community</li> <li>• Jobs in the local community</li> <li>• Goal-setting strategies</li> </ul>	<ul style="list-style-type: none"> <li>• 6 self-assessments:               <ul style="list-style-type: none"> <li>- 1) Communication skills</li> <li>- 2) Creative thinking skills</li> <li>- 3) Critical thinking skills</li> <li>- 4) Respect</li> <li>- 5) Self-identity</li> <li>- 6) Community member</li> </ul> </li> <li>• 1-3 written goals</li> <li>• Presentation of future career</li> </ul>

### Prerequisite Concepts and Skills

Students will have some understanding of Spirit Buddies as we briefly touched on them in September.  
 Students will have an understanding of community as they are living in a smaller/tight knit community already.  
 Students will have an understanding of different jobs as they have had brief discussions at school about the different jobs their parents have, and they will know other occupations through reading books/watching tv/being actively engaged in the community.

### Cross-Curricular Connections

This unit is mainly focusing on competencies and content from the career education curriculum, however it is intrinsically connected to Indigenous learning and content through stories, oral tellings, and ways of thinking and expressing knowledge. As well, this unit will overlap with language arts as some lessons and activities will connect to stories/books, and have students sharing their ideas using oral and written strategies.

### Universal Design for Learning (UDL)

1. MULTIPLE MEANS OF REPRESENTATION – I provide for multiple means of representation in this unit in the following ways:
  - oral tellings, pictures, colouring sheets, videos, songs
2. MULTIPLE MEANS OF ACTION AND EXPRESSION – I provide multiple means of action and expression in this unit in the following ways:

- picture colouring self-assessment, drawings, written words/sentences, oral presentation/recorded at home with parents and watched on projector
3. MULTIPLE MEANS OF ENGAGEMENT – I provide multiple means of engagement in this unit in the following ways:
- individual and whole class group work, short lessons and activities spanning over the week vs. one long lesson, activity based vs. worksheets

### Differentiated Instruction (DI)

Student with autism will work towards building communication skills with their peers. This student will have preferential seating and sensory objects available to ensure their comfort during lessons to hopefully help keep them engaged with the lesson and their peers. This student will also work towards building critical thinking skills by using more personal examples (i.e. instead of group scenarios using personal examples that are explicitly linked to their life).

### Teacher Preparation Required

Lesson 1	Photo of a coyote <a href="https://open.spotify.com/track/0DQQUnWC6Ku7Y1xdMc5g7a">https://open.spotify.com/track/0DQQUnWC6Ku7Y1xdMc5g7a</a> <a href="https://docs.google.com/document/d/1yhnvaLM0W6WdxVxnywg249-db6XJIuuaFi5_neWYIWk/edit?usp=sharing">https://docs.google.com/document/d/1yhnvaLM0W6WdxVxnywg249-db6XJIuuaFi5_neWYIWk/edit?usp=sharing</a>
Lesson 2	Cloth bag with common items to put inside one at a time
Lesson 3	Teacher's special item Show & Tell Reminder print-out for parents photocopies x 17 Communication self-assessment sheet photocopies x 17
Lesson 4	Photo of a bear Chipmunk & Bear - <a href="https://indigenouspeoplenet.wordpress.com/2017/01/23/bear-stories/">https://indigenouspeoplenet.wordpress.com/2017/01/23/bear-stories/</a> Affirmation Song Pt. 1 → <a href="https://www.youtube.com/watch?v=PGFBxoWqOV0&amp;ab_channel=Doggyland-KidsSongs%26NurseryRhymes">https://www.youtube.com/watch?v=PGFBxoWqOV0&amp;ab_channel=Doggyland-KidsSongs%26NurseryRhymes</a> Affirmation Song Pt. 2 → <a href="https://www.youtube.com/watch?v=f4WBt37ul64&amp;ab_channel=Doggyland-KidsSongs%26NurseryRhymes">https://www.youtube.com/watch?v=f4WBt37ul64&amp;ab_channel=Doggyland-KidsSongs%26NurseryRhymes</a>
Lesson 5	How Bear Became Black - <a href="https://docs.google.com/document/d/15-oJatNZiNRniHOLncFH7sR5owTQIfebac64AApLXIA/edit">https://docs.google.com/document/d/15-oJatNZiNRniHOLncFH7sR5owTQIfebac64AApLXIA/edit</a> Self Esteem Song - <a href="https://www.youtube.com/watch?v=ySNrWiq9zk8&amp;ab_channel=StorytimewithAnnie%26Rocco">https://www.youtube.com/watch?v=ySNrWiq9zk8&amp;ab_channel=StorytimewithAnnie%26Rocco</a>
Lesson 6	<ul style="list-style-type: none"> <li>• Show &amp; Tell notice/reminder printed and sent home to parents !!!</li> <li>• Students will bring in a special item to discuss OR have parent record them at home and watch on projector</li> </ul>
Lesson 7	<a href="https://www.youtube.com/watch?v=vtiJXg--D6M&amp;ab_channel=OceanhouseMedia">https://www.youtube.com/watch?v=vtiJXg--D6M&amp;ab_channel=OceanhouseMedia</a> White paper, crayons, markers, pencils
Lesson 8	Photo of a swan

	Story of Porcupine - <a href="https://docs.google.com/document/d/15-oJatNZiNRniHOLncFH7sR5owTQIfebac64AApLXIA/edit">https://docs.google.com/document/d/15-oJatNZiNRniHOLncFH7sR5owTQIfebac64AApLXIA/edit</a> Song: Affirmation Pt. 2 → <a href="https://www.youtube.com/watch?v=f4WBt37ul64&amp;ab_channel=Doggyland-KidsSongs%26NurseryRhymes">https://www.youtube.com/watch?v=f4WBt37ul64&amp;ab_channel=Doggyland-KidsSongs%26NurseryRhymes</a>
Lesson 9	White paper, coloured construction paper, scissors, glue, coloured markers/crayons
Lesson 10	Swan self-assessment sheet photocopies x 17

Lesson 11	Photo of a salmon Salmon's Journey - <a href="https://docs.google.com/document/d/15-oJatNZiNRniHOLncFH7sR5owTQIfebac64AApLXIA/edit">https://docs.google.com/document/d/15-oJatNZiNRniHOLncFH7sR5owTQIfebac64AApLXIA/edit</a> Riddles
Lesson 12	<ul style="list-style-type: none"> <li>• <a href="https://biglifejournal.com/blogs/blog/goal-setting-for-kids">https://biglifejournal.com/blogs/blog/goal-setting-for-kids</a>          → goal setting worksheets (kindergarten x 13, 1's x 3)</li> </ul> scissors, glue, crayons, pencils <a href="https://drive.google.com/file/d/1U1KS-ZaDNr8mZ83kfafLsE1ZvNJCSCnl/view?usp=share_link">https://drive.google.com/file/d/1U1KS-ZaDNr8mZ83kfafLsE1ZvNJCSCnl/view?usp=share_link</a>
Lesson 13	<a href="https://youtu.be/eFa-1iKzGmE">https://youtu.be/eFa-1iKzGmE</a> → ideas of jobs <a href="https://www.youtube.com/watch?v=birN50mjgKg&amp;ab_channel=KreativeLeadership">https://www.youtube.com/watch?v=birN50mjgKg&amp;ab_channel=KreativeLeadership</a> → guessing game <a href="https://www.youtube.com/watch?v=jt2q1cHsH6E&amp;t=234s&amp;ab_channel=KidsAcademy">https://www.youtube.com/watch?v=jt2q1cHsH6E&amp;t=234s&amp;ab_channel=KidsAcademy</a> → questions in it Cards with occupations on them
Lesson 14	<a href="https://www.youtube.com/watch?v=CEmTMTt9ujI&amp;ab_channel=ListenandLearnwithMr.Z">https://www.youtube.com/watch?v=CEmTMTt9ujI&amp;ab_channel=ListenandLearnwithMr.Z</a> 'When I Grow Up' worksheet
Lesson 15	N/A

### Overview of Lessons:

#### Lesson 1

Lesson Name & Time (Minutes Allotted):	Spirit Buddy Seklóp (Coyote) - 35 minutes
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> <li>• Set and achieve realistic learning goals for themselves</li> <li>• Share ideas, information, personal feelings, and knowledge with others</li> </ul>
Learning Standards: Content	<ul style="list-style-type: none"> <li>• Personal Development → Goal-setting strategies: identify steps required to help achieve short-term goals</li> <li>• Connections to Community → Cultural and social awareness: achieved by exploring self-identity, acknowledging cultural differences, honouring Indigenous traditions</li> </ul>
Instructional Objectives (SWBAT...):	• SWBAT use full body listening during story

	<ul style="list-style-type: none"> <li>• SWBAT identify characteristics and attributes of coyote from the story</li> <li>• SWBAT participate and communicate in correlating activity purposefully</li> </ul>
Assessment:	<ul style="list-style-type: none"> <li>• Using appropriate language/contributions</li> <li>• Staying on task</li> <li>• Self assessment of communication skills after 3-5 activities</li> </ul>
Teaching Strategies:	Teacher will set example for how to do activity but will step back and let students try to lead and participate in activity on their own
Materials:	<ul style="list-style-type: none"> <li>• <a href="https://open.spotify.com/track/0DQQUWC6Ku7Y1xdMc5g7a">https://open.spotify.com/track/0DQQUWC6Ku7Y1xdMc5g7a</a></li> <li>• <a href="https://docs.google.com/document/d/1yhnvaLM0W6WdxVxnywg249-db6XJluuaFi5_neWYIWk/edit?usp=sharing">https://docs.google.com/document/d/1yhnvaLM0W6WdxVxnywg249-db6XJluuaFi5_neWYIWk/edit?usp=sharing</a></li> </ul>
<b>LESSON ACTIVITIES</b>	
Introduction/Hook:	Show picture of coyote and practice saying coyote in Secwepemetsin Hello coyote (Weyt-k seklep) Review character traits of seklep
Body:	Listen to story about coyote - remind students of oral traditions in Indigenous culture and to close eyes and use imagination Play Spotify story "Coyote's Gift": <a href="https://open.spotify.com/track/0DQQUWC6Ku7Y1xdMc5g7a">https://open.spotify.com/track/0DQQUWC6Ku7Y1xdMc5g7a</a> Discuss: coyote's communication skills in the story / how we can use communication skills ourselves Practice: play game of telephone to use communication skills
Closure:	Discuss: do you think you were a good communicator? what was easy? what was hard? Remind students that they are still practicing and becoming a good communicator is an ongoing process that takes time and patience Coyote hand and howl

**Lesson 2**

Lesson Name & Time (Minutes Allotted):	Describe What's In The Bag - 20 minutes
Learning Standards: Curricular Competencies	• Share ideas, information, personal feelings, and knowledge with others
Learning Standards: Content	• Goal-setting strategies
Instructional Objectives (SWBAT...):	SWBAT use their communication skills to describe what they feel in the bag SWBAT use full sentences to express their thoughts/guesses
Assessment:	Participation
Teaching Strategies:	Teacher will help students describe one or two objects before starting activity

	Teacher will give starting examples and then hopefully let students guide themselves through activity using their communication skills
Materials:	Cloth bag with common items to put inside one at a time
<b>LESSON ACTIVITIES</b>	
Introduction/Hook:	Pass around item in cloth bag for every student to be able to feel Tell students they are going to play an activity where they will practice their communication skills using full sentences to describe the objects in the bag
Body:	Pick an item from the classroom i.e. whiteboard eraser and have students practice describing the item using a full sentence: "It feels ..." After practicing, students will then go around the circle passing the cloth bag and saying one sentence about what it feels like → then after every student has had a turn, we will all guess what it is! Can repeat 1-2 times depending on time
Closure:	Share: Is it easy to describe something when you can't see it? Connect: Not everyone can see what we are thinking or feeling, therefore we need to practice using our words and communication skills to share with others. Can we set a goal to be better communicators?

### Lesson 3

Lesson Name & Time (Minutes Allotted):	Show & Tell PREP & Communication Self-Assessment - 30 minutes
Learning Standards: Curricular Competencies	• Share ideas, information, personal feelings, and knowledge with others
Learning Standards: Content	• Goal-setting strategies
Instructional Objectives (SWBAT...):	SWBAT identify and set a goal for their show and tell presentation
Assessment:	Self-assessment
Teaching Strategies:	Teacher will read aloud self-assessment for students to complete
Materials:	Teacher's special item Show & Tell Reminder print-out for parents Communication self-assessment sheet
<b>LESSON ACTIVITIES</b>	
Introduction/Hook:	Teacher shows a special item and tells a quick story to class for show & tell as demonstration
Body:	Discuss/review: what does it mean to be unique? what is something special about us individually? → brainstorm objects/items that could be brought in for show and tell i.e. a picture or trinket from a family vacation, a book that is read with a special family member, a stuffed animal that was given on special occasion

	<p>*not to bring in toys that do not have meaning/story</p> <p>Help students come up with a goal for their presentation → i.e. speaking loudly for all to hear, making eye contact, standing up tall etc.</p> <p>Self-assessment → students will all get spirit buddy skelep communication sheet, teacher will read out sentences and students will colour in coyote scale 1-4 of what they think their ability as a communicator is</p> <p>Song: “Affirmations Pt. 1” -  <a href="https://www.youtube.com/watch?v=PGFBxoWqOV0&amp;ab_channel=Doggyland-KidsSongs%26NurseryRhymes">https://www.youtube.com/watch?v=PGFBxoWqOV0&amp;ab_channel=Doggyland-KidsSongs%26NurseryRhymes</a></p>
Closure:	<p>Review: ask students to share what makes a good communicator?</p> <p>Share: what is your goal for show &amp; tell?</p>

#### Lesson 4

Lesson Name & Time (Minutes Allotted):	Spirit Buddy Kenkékem (Bear) - 30 minutes
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> <li>• Identify and appreciate their personal attributes, skills, interests, and accomplishments</li> <li>• Recognize the importance of positive relationships in their lives</li> </ul>
Learning Standards: Content	• Personal Development → Goal-setting strategies: identify steps required to help achieve short-term goals
Instructional Objectives (SWBAT...):	<ul style="list-style-type: none"> <li>• SWBAT identify characteristics and attributes of bear in the story</li> <li>• SWBAT identify appropriate/inappropriate ways to showcase strength and confidence</li> </ul>
Assessment:	Self assessment of personal & social skills in lesson 7
Teaching Strategies:	<p>Teacher will be animated when reading story aloud</p> <p>Teacher will set clear and consistent expectations for carpet time</p> <p>Teacher will sing and dance with students during song to encourage participation</p>
Materials:	<p>Photo of a bear</p> <p>Chipmunk &amp; Bear -  <a href="https://indigenouspeoplenet.wordpress.com/2017/01/23/bear-stories/">https://indigenouspeoplenet.wordpress.com/2017/01/23/bear-stories/</a></p> <p>Affirmation Song Pt. 1 →  <a href="https://www.youtube.com/watch?v=PGFBxoWqOV0&amp;ab_channel=Doggyland-KidsSongs%26NurseryRhymes">https://www.youtube.com/watch?v=PGFBxoWqOV0&amp;ab_channel=Doggyland-KidsSongs%26NurseryRhymes</a></p> <p>Affirmation Song Pt. 2 →  <a href="https://www.youtube.com/watch?v=f4WBt37ul64&amp;ab_channel=Doggyland-KidsSongs%26NurseryRhymes">https://www.youtube.com/watch?v=f4WBt37ul64&amp;ab_channel=Doggyland-KidsSongs%26NurseryRhymes</a></p>



LESSON ACTIVITIES	
Introduction/Hook:	Show photo of bear and practice saying “Hello bear (Weyt-k kenkeknem)” Review character traits of bear learned previously
Body:	Review: oral tellings and Indigenous ways of learning and sharing knowledge Read: oral telling about Bear and Chipmunk → focusing on bear believing in himself BUT not dealing with failure in a healthy/positive manner, focusing on chipmunk not being supportive to a friend when they have a goal/do not succeed Discuss: characteristics of bear and chipmunk / how they responded to the situation Song: play a song for students to learn words and actions to about being proud of who they are
Closure:	Share: teacher and students share one thing about themselves that they think is special

### Lesson 5

Lesson Name & Time (Minutes Allotted):	Spirit Buddy Kenkéknem (Bear) 2.0 - 30 minutes
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> <li>• Identify and appreciate their personal attributes, skills, interests, and accomplishments</li> <li>• Recognize the importance of positive relationships in their lives</li> </ul>
Learning Standards: Content	• Personal Development → Goal-setting strategies: identify steps required to help achieve short-term goals
Instructional Objectives (SWBAT...):	<ul style="list-style-type: none"> <li>• SWBAT identify characteristics and attributes of bear in the story</li> <li>• SWBAT identify appropriate/inappropriate ways to showcase strength and confidence</li> </ul>
Assessment:	Self assessment of personal & social skills in lesson 7
Teaching Strategies:	Teacher will be animated when reading story aloud Teacher will set clear and consistent expectations for carpet time Teacher will sing and dance with students during song to encourage participation
Materials:	How Bear Became Black - <a href="https://docs.google.com/document/d/15-oJatNZiNRniHOLncFH7sR5owTQIfbac64AApLXIA/edit">https://docs.google.com/document/d/15-oJatNZiNRniHOLncFH7sR5owTQIfbac64AApLXIA/edit</a> Self Esteem Song - <a href="https://www.youtube.com/watch?v=ySNrWiq9zk8&amp;ab_channel=StorytimewithAnnje%26Rocco">https://www.youtube.com/watch?v=ySNrWiq9zk8&amp;ab_channel=StorytimewithAnnje%26Rocco</a>

LESSON ACTIVITIES	
Introduction/Hook:	Review: weyt-k kenkeknem, bears traits

	Discuss: is it good to be different / unique & why?
Body:	Oral telling: “How Bear Became Black” Discuss: how did bear feel in the beginning of the story? what makes us important? does how we look on the outside affect our actions/how we treat others/how others treat us? Song: “Self-Esteem Song” → teacher and students sing and do actions
Closure:	Share: teacher and students share one thing they are proud of about themselves

### Lesson 6

Lesson Name & Time (Minutes Allotted):	“I Am Special” Show & Tell - 20/25 minutes
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> <li>• Share ideas, information, personal feelings, and knowledge with others</li> <li>• Recognize the importance of positive relationships in their lives</li> </ul>
Learning Standards: Content	<ul style="list-style-type: none"> <li>• Goal-setting strategies</li> </ul>
Instructional Objectives (SWBAT...):	SWBAT use their communication skills to share ideas with the class SWBAT describe something special to them/in their lives
Assessment:	Participation / student’s personal goal for presentation
Teaching Strategies:	Teacher will encourage students to use their coyote skills to communicate and bear skills to be brave when sharing Teacher will encourage students to be supportive to one another and congratulate their peers
Materials:	<ul style="list-style-type: none"> <li>• Show &amp; Tell notice/reminder printed and sent home to parents !!!</li> <li>• Students will bring in a special item to discuss OR have parent record them at home and watch on projector</li> </ul>

### LESSON ACTIVITIES

Introduction/Hook:	Decorate whiteboard with show & tell “I Am Special” sign Have item from home to share with students to demonstrate show & tell
Body:	Students share show & tell presentations
Closure:	Song: “Affirmations Pt. 1” - <a href="https://www.youtube.com/watch?v=PGFBxoWqOV0&amp;ab_channel=Doggyland-KidsSongs%26NurseryRhymes">https://www.youtube.com/watch?v=PGFBxoWqOV0&amp;ab_channel=Doggyland-KidsSongs%26NurseryRhymes</a>

### Lesson 7

Lesson Name & Time (Minutes Allotted):	How I Help At Home - 30 minutes
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> <li>• Identify and appreciate the roles and responsibilities of people in their schools, families, and communities</li> </ul>

	<ul style="list-style-type: none"> <li>• Recognize the importance of positive relationships in their lives</li> <li>• Recognize the importance of learning in their lives and future careers</li> </ul>
Learning Standards: Content	<ul style="list-style-type: none"> <li>• Cultural and social awareness</li> <li>• Roles and responsibilities at home, at school, and in the local community</li> </ul>
Instructional Objectives (SWBAT...):	<p>SWBAT identify jobs/chores done in the home</p> <p>SWBAT identify and describe what family members do in the home</p> <p>SWBAT describe ways that they help at home</p> <p>SWBAT identify one more way they can help at home</p>
Assessment:	Participation + drawing a picture
Teaching Strategies:	<p>Teacher encourages using full body listening skills</p> <p>Teacher encourages students to listen when others share</p>
Materials:	<p><a href="https://www.youtube.com/watch?v=vtiJXg--D6M&amp;ab_channel=OceanhouseMedia">https://www.youtube.com/watch?v=vtiJXg--D6M&amp;ab_channel=OceanhouseMedia</a></p> <p>White paper, crayons, markers, pencils</p>
<b>LESSON ACTIVITIES</b>	
Introduction/Hook:	Watch “I Just Forgot” by Mercer Mayer online
Body:	<p>Discuss: what things did he forget? what would happen if he didn’t do them/wasn’t reminded to do them? is he being honest/responsible when he forgets? what are ways that WE can be responsible? are there ways that WE can help at home?</p> <p>Brainstorm: what needs to be done at home? i.e. make the bed, laundry, cooking</p> <p>Discuss: who does these things?</p> <p>Brainstorm: what things can WE do to help at home?</p> <p>Discuss: do any of you have chores? a chore chart?</p> <p>Kindergarten → draw a picture of the chores you do at home</p> <p>Gr 1 → “I help at home by ...” + draw picture of chore you do at home</p>
Closure:	<p>Share pictures</p> <p>Self-assessment → students will all get spirit buddy kenkeknem self assessment sheet, teacher will read out sentences and students will colour in bear scale 1-4 of what they think their ability is as being self aware and respectful</p>

**Lesson 8**

Lesson Name & Time (Minutes Allotted):	Spirit Buddy Speqmic (Swan) - 30 minutes
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> <li>• Identify and appreciate their personal attributes, skills, interests, and accomplishments</li> <li>• Work respectfully and constructively with others to achieve common goals</li> <li>• Recognize the importance of positive relationships in their lives</li> </ul>

Learning Standards: Content	<ul style="list-style-type: none"> <li>• Cultural and social awareness</li> <li>• Goal-setting strategies</li> </ul>
Instructional Objectives (SWBAT...):	<ul style="list-style-type: none"> <li>• SWBAT identify characteristics and attributes of swan in the story</li> <li>• SWBAT recognize the problems in activity questions and use collaborative skills to solve them</li> <li>• SWBAT identify and acknowledge attributes of their peers</li> </ul>
Assessment:	Self assessment of personal & social skills in lesson 10
Teaching Strategies:	<p>Teacher will set clear expectations for behaviour during carpet time</p> <p>Teacher will be positive, engaging, and encouraging with compliments</p> <p>Teacher will give guidance and help to ensure all students are involved positively</p>
Materials:	<p>Photo of a swan</p> <p>Story of Porcupine -  <a href="https://docs.google.com/document/d/15-oJatNZiNRniHOLncFH7sR5owTQIfbac64AApLXIA/edit">https://docs.google.com/document/d/15-oJatNZiNRniHOLncFH7sR5owTQIfbac64AApLXIA/edit</a></p> <p>Song: Affirmation Pt. 2 →  <a href="https://www.youtube.com/watch?v=f4WBt37ul64&amp;ab_channel=Doggyland-KidsSongs%26NurseryRhymes">https://www.youtube.com/watch?v=f4WBt37ul64&amp;ab_channel=Doggyland-KidsSongs%26NurseryRhymes</a></p>
<b>LESSON ACTIVITIES</b>	
Introduction/Hook:	<p>Review: show photo of swan/practice how to say swan in Secwepemctsin / hello swan (weyt-k speqmic)</p> <p>Review: character traits of speqmic</p> <p>Discuss: what does it mean to be a good friend? member of the community?</p>
Body:	<p>Oral telling: either read “Story of Porcupine” aloud OR watch video with drumming</p> <p>Discuss: what did we learn in the story? traits of swan? what did swan do?</p> <p>Practice: working towards being great classmates/friends/community members - good way to make others feel happy around us is by sharing compliments → brainstorm compliments as a whole class together, then go around circle and give compliment to the person next to you</p> <p><a href="https://www.counselorkeri.com/2019/03/09/mindfulness-group-activity/">https://www.counselorkeri.com/2019/03/09/mindfulness-group-activity/</a></p>
Closure:	<p>Review: how did you feel giving a compliment to someone else? how did receiving a compliment feel?</p> <p>Song: Affirmation Pt. 2 →  <a href="https://www.youtube.com/watch?v=f4WBt37ul64&amp;ab_channel=Doggyland-KidsSongs%26NurseryRhymes">https://www.youtube.com/watch?v=f4WBt37ul64&amp;ab_channel=Doggyland-KidsSongs%26NurseryRhymes</a></p>

**Lesson 9**

Lesson Name & Time (Minutes Allotted):	Anatomy of a GREAT Friend! - 35 minutes <a href="https://www.counselorkeri.com/2019/10/07/kindergarten-friendship-activities/">https://www.counselorkeri.com/2019/10/07/kindergarten-friendship-activities/</a>
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> <li>• Share ideas, information, personal feelings, and knowledge with others</li> <li>• Work respectfully and constructively with others to achieve common goals</li> <li>• Recognize the importance of positive relationships in their live</li> </ul>
Learning Standards: Content	<ul style="list-style-type: none"> <li>• Cultural and social awareness</li> </ul>
Instructional Objectives (SWBAT...):	<p>SWBAT identify and define qualities and characteristics of a good friend</p> <p>SWBAT create their ideal friend</p> <p>SWBAT share the most important quality of a friend (in their opinion)</p>
Assessment:	Build-a-friend art
Teaching Strategies:	Teacher will encourage positive language
Materials:	White paper, coloured construction paper, scissors, glue, coloured markers/crayons
<b>LESSON ACTIVITIES</b>	
Introduction/Hook:	<p>Draw a cartoon person on whiteboard and start to add characteristics on them i.e. eyes to see the good in others, smile to greet you with, hands to give you a welcoming wave etc.</p> <p>Discuss/brainstorm: qualities that make a good friend</p>
Body:	<p>Create: students create their ideal friend as teacher reads out “this or that” options for the friend i.e. brown eyes = good listener, green eyes = makes me laugh</p> <p>In the end students will all have different ideal friends</p> <p><a href="https://drive.google.com/file/d/1WjD-td4Ax8vTV1JP5kHK9r50f5SEoEIN/view?usp=share_link">https://drive.google.com/file/d/1WjD-td4Ax8vTV1JP5kHK9r50f5SEoEIN/view?usp=share_link</a></p>
Closure:	<p>Share: students in partners can describe their ideal friend</p> <p>Share: most important quality in a friend (in their opinion)</p>

**Lesson 10**

Lesson Name & Time (Minutes Allotted):	Group Problem Solving Scenario’s - 25 minutes
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> <li>• Share ideas, information, personal feelings, and knowledge with others</li> <li>• Work respectfully and constructively with others to achieve common goals</li> </ul>
Learning Standards: Content	<ul style="list-style-type: none"> <li>• Cultural and social awareness</li> </ul>
Instructional Objectives (SWBAT...):	<p>SWBAT identify problems in scenarios</p> <p>SWBAT create and describe solutions to problems in scenarios</p> <p>SWBAT work together towards solving problems</p>

Assessment:	Participation + self-assessment
Teaching Strategies:	Teacher will encourage students to use their coyote communication and listening skills
Materials:	Swan self-assessment sheet
<b>LESSON ACTIVITIES</b>	
Introduction/Hook:	<p>Explain: we are going to use the skills we have been working on to solve problems together as a group</p> <p>Coyote → communication, listening skills, sharing ideas</p> <p>Bear → being respectful of others</p> <p>Swan → being caring and taking care of others, building a community</p>
Body:	<p>Give students a scenario, help guide students towards identifying the problem in the scenario, go step by step through ways to solve the problem i.e. what needs to be done first, second, last step etc.</p> <p>Break students into groups of three and give the whole class the same scenario - in groups students will discuss, identify the problem, and come up with a three step solution → groups share</p>
Closure:	Self-assessment → students will all get spirit buddy specific self assessment sheet, teacher will read out sentences and students will colour in swan scale 1-4 of what they think their ability is as being kind, caring, and a problem solver

### Lesson 11

Lesson Name & Time (Minutes Allotted):	Spirit Buddy Sqaleten (Salmon) - 30 minutes
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> <li>• Share ideas, information, personal feelings, and knowledge with others</li> <li>• Work respectfully and constructively with others to achieve common goals</li> </ul>
Learning Standards: Content	<ul style="list-style-type: none"> <li>• Goal-setting strategies</li> </ul>
Instructional Objectives (SWBAT...):	<ul style="list-style-type: none"> <li>• SWBAT listen to the legend using full body listening skills</li> <li>• SWBAT identify characteristics of salmon</li> <li>• SWBAT create new meaning for common objects in small groups</li> <li>• SWBAT work together as a class to solve problems</li> </ul>
Assessment:	Self assessment of creative and critical thinking skills after 3-5 activities
Teaching Strategies:	<p>Teacher will use animation and inflection in oral telling to engage students</p> <p>Teacher will ask open ended questions to create discussion rather than yes/no</p>
Materials:	Photo of a salmon

	<p>Salmon's Journey -  <a href="https://docs.google.com/document/d/15-oJatNZiNRniHOLncFH7sR5owTQIfbac64AApLXIA/edit">https://docs.google.com/document/d/15-oJatNZiNRniHOLncFH7sR5owTQIfbac64AApLXIA/edit</a></p>
<b>LESSON ACTIVITIES</b>	
Introduction/Hook:	<p>Show picture of salmon - review character traits of salmon / weyt-k sqaleten          Discuss: what does it mean to be creative? what does it mean to be a problem solver? is this something we are already good at or can we practice these skills?</p>
Body:	<p>Review: oral tellings / Indigenous ways of learning and sharing knowledge          Oral telling: read salmon's journey and discuss the traits of salmon, what happened in the story, examples of how salmon was creative/problem solver          Discuss: what are ways that we can learn from salmon? how can we be creative? how can we be problem solvers? how can we persevere?          Activity: give students riddles and at first individually they can think about it and as a class discuss the answer - after a few, students can work in groups of three to discuss and solve the riddle before coming back together as a whole class          Give students riddles (start easy and then work up to a harder one)          → Q: What do you call a bear with no teeth?          A: A gummy bear.          → Q: What's bright orange with green on top and sounds like a parrot?          A: A carrot          → Q: If you drop me, I'm sure to crack, but smile at me and I'll smile back. What am I?          A: A mirror.          → Q: When I'm ripe, I'm green, when you eat me, I'm red, and when you spit me out, I'm black. What am I?          A: A watermelon.          → What Am I?          I'm sometimes seen on a hook but I'm not a coat          I have a tail but I'm not a dog          I have scales but I don't weigh things          I can be eaten with chips but I'm not salsa          I can be caught in a net but I'm not a butterfly          I live in water but I'm not a frog</p>
Closure:	<p>Review: what did we learn from salmon today?</p>

	Share: something that is tough/hard for each student and how they will persevere to work through it (students who want to share can - i.e. reading, writing, sharing, tying shoes etc.)
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### Lesson 12

Lesson Name & Time (Minutes Allotted):	Goal Setting - 30 minutes
Learning Standards: Curricular Competencies	• Set and achieve realistic learning goals for themselves
Learning Standards: Content	• Goal-setting strategies
Instructional Objectives (SWBAT...):	SWBAT explain what a goal is SWBAT set a goal for themselves
Assessment:	Goal setting worksheet/checklist
Teaching Strategies:	Giving kindergartener's clear instructions of how to complete task and what to do AFTER, so that I can work alongside the grade 1's to help with guided writing
Materials:	• <a href="https://biglifejournal.com/blogs/blog/goal-setting-for-kids">https://biglifejournal.com/blogs/blog/goal-setting-for-kids</a> → goal setting worksheets (kindergarten x 13, 1's x 3) scissors, glue, crayons, pencils <a href="https://drive.google.com/file/d/1U1KS-ZaDNr8mZ83kfafLsE1ZvNJCSnI/view?usp=share_link">https://drive.google.com/file/d/1U1KS-ZaDNr8mZ83kfafLsE1ZvNJCSnI/view?usp=share_link</a>

### LESSON ACTIVITIES

Introduction:	What is a goal? → something we can work towards and get better at. What kinds of things would you want to get better at? → packing up quickly, writing neatly, sharing with friends, use a strong voice, count to..., count by ..., adding, clap syllables, identify letters/sounds, read alone/with a partner, tie shoes How do we get better at something? → practice makes PROGRESS!
Body:	•What's something you wish you could achieve? •What's a challenge you would feel very proud to overcome? •What would you do if you knew you couldn't fail? Students will pick goals (3 K, 2 G1) Kindergarten → move to tables with 'My Goals!' sheet, cut and paste goals, colour Grade 1 → write out two goals, draw picture, colour
Closure:	If time, students can share one goal from their checklist. Hang-up goal checklist either on lockers or somewhere accessible in the classroom for students to check off over the weeks.

### Lesson 13

Lesson Name & Time (Minutes Allotted):	Jobs in the Community - 25 minutes
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Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> <li>• Identify and appreciate the roles and responsibilities of people in their schools, families, and communities</li> </ul>
Learning Standards: Content	<ul style="list-style-type: none"> <li>• Roles and responsibilities at home, at school, and in the local community</li> <li>• Jobs in the local community</li> </ul>
Instructional Objectives (SWBAT...):	<p>SWBAT identify jobs in their community</p> <p>SWBAT describe jobs in the community</p>
Assessment:	Observation
Teaching Strategies:	<p>Using interactive videos to engage students in learning rather than carpet time discussion.</p> <p>Having students use their collaboration and communication skills to showcase comprehension.</p>
Materials:	<p><a href="https://youtu.be/eFa-1iKzGmE">https://youtu.be/eFa-1iKzGmE</a> → ideas of jobs</p> <p><a href="https://www.youtube.com/watch?v=birN50mjgKg&amp;ab_channel=KreativeLeadership">https://www.youtube.com/watch?v=birN50mjgKg&amp;ab_channel=KreativeLeadership</a> → guessing game</p> <p><a href="https://www.youtube.com/watch?v=jt2q1cHsH6E&amp;t=234s&amp;ab_channel=KidsAcademy">https://www.youtube.com/watch?v=jt2q1cHsH6E&amp;t=234s&amp;ab_channel=KidsAcademy</a> → questions in it</p> <p>Cards with occupations on them</p>
<b>LESSON ACTIVITIES</b>	
Introduction/Hook:	<p>Students will gather at the projector in rows to start quick brainstorm of jobs that they know of.</p> <p>Watch quick <a href="#">video</a> listing occupations with call and repeat → can add more specific to sun peaks i.e. lifty's, ski patrol, plough drivers etc., students can share any that their parents do that were not mentioned</p> <p>Explain there are no male jobs and female jobs, stay at home parent is a job</p> <p>Watch interactive question <a href="#">video</a> to guess occupations</p>
Body:	<p>Students are divided into groups of 3 and given an occupation card</p> <p>They have 5 minutes to create a small skit/depiction of the occupation</p> <p>Groups will act out to the class, class will guess the occupation</p>
Closure:	Start thinking about what occupation they want to be

### Lesson 14

Lesson Name & Time (Minutes Allotted):	When I Grow Up... - 30 minutes
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> <li>• Set and achieve realistic learning goals for themselves</li> <li>• Recognize the importance of learning in their lives and future careers</li> </ul>
Learning Standards: Content	<ul style="list-style-type: none"> <li>• Roles and responsibilities at home, at school, and in the local community</li> </ul>

	• Jobs in the local community
Instructional Objectives (SWBAT...):	SWBAT identify a job they would like to do when they grow up SWBAT describe at least 3 responsibilities of the job SWBAT draw/paint/sculpt a depiction of their job
Assessment:	Final art piece/writing/presentation in following lesson
Teaching Strategies:	
Materials:	<a href="https://www.youtube.com/watch?v=CEmTMTt9ujI&amp;ab_channel=ListenandLearnwithMr.Z">https://www.youtube.com/watch?v=CEmTMTt9ujI&amp;ab_channel=ListenandLearnwithMr.Z</a>
<b>LESSON ACTIVITIES</b>	
Introduction/Hook:	Students will gather in front of projector for a video story of “When I Grow Up” by Al Yankovic Discuss the story
Body:	Students will choose an occupation for when they grow up Kindergarten → draw a picture of their occupation ensuring it has detail, multiple colours, doing an action etc., write the name of the occupation, describe what this occupation does/how it helps people Grade 1 → write the name of occupation, give two/three reasons WHY they want this job i.e. because I can help protect people, draw picture with appropriate details, action, colour
Closure:	If finished, take home to practice presentation at home for following week. If not finished, time following class to finish before taking home to practice.  *Goal for presentation i.e. making eye contact, using a strong voice, facing peers

### Lesson 15

Lesson Name & Time (Minutes Allotted):	Presentations - 30 minutes
Learning Standards: Curricular Competencies	• Share ideas, information, personal feelings, and knowledge with others
Learning Standards: Content	• Jobs in the local community
Instructional Objectives (SWBAT...):	SWBAT use full body listening for classmates presentations SWBAT explain what they want to be to the class and why SWBAT fulfill their goal for presentation
Assessment:	Emerging → simple drawing that does not match requirements, states what they want to be, does not describe occupation or reasons to why they want to do it Developing → simple drawing that meets some requirements, states what they want to be and describes job, does not state why they want to do job

	<p>Proficient → drawing meets all requirements, states what they want to be, describes occupation, and lists 2 reasons why</p> <p>Exceeding → artwork goes beyond drawing i.e. painting, sculpture etc., states what they want to be, describes occupation, and lists 3+ reasons why</p>
Teaching Strategies:	<p>Calling order from sticks to randomize order.</p> <p>Giving students review of full body listening.</p> <p>Giving students review of how we present with eye contact and strong voices.</p> <p>Focusing on a spirit buddy to help us through our presentations.</p>
Materials:	Decorate whiteboard “When I Grow Up...”
<b>LESSON ACTIVITIES</b>	
Introduction/Hook:	Review full body listening and presentation skills.
Body:	<p>Call students names from name sticks.</p> <p>Students present their work.</p>
Closure:	Congratulate students on their hard work and presentation skills!

**Resources**

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**Extensions to Unit**

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**Reflections**

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