

Candidate's name: Carly Lorntsen

Grade/Class/Subject:	Grade ¾ Career Education	School:	Dragon Lake Elementary School
Date:	February 14, 2023	Allotted Time:	40 minutes
Topic/Title:	What Does Courage Mean to You?		

1. LESSON ORIENTATION

Key resources: [Instructional Design Map](#)

Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.

The purpose of this lesson is for students to learn the concept of courage and how they can have courage in the classroom and outside of the classroom. Teaching students this lesson about courage will increase engagement, academic achievement, and how they can handle adversity. Learning about courage will indeed help students navigate social and emotional challenges while raising their self-esteem. Students will solely recognize that making courageous choices will in fact lead to successful, happy, and fulfilling lives.

2. CORE COMPETENCIES

Key resources: <https://curriculum.gov.bc.ca/competencies>

Core /Sub-Core Competencies <i>(check all that apply):</i>	<i>Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.</i>
<input checked="" type="checkbox"/> COMMUNICATION – Communicating <input checked="" type="checkbox"/> COMMUNICATION – Collaborating <input type="checkbox"/> THINKING – Creative Thinking <input checked="" type="checkbox"/> THINKING – Critical Thinking <input checked="" type="checkbox"/> THINKING – Reflective Thinking <input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Personal Awareness and Responsibility <input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Positive Personal and Cultural Identity <input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Social Awareness and Responsibility	<p>A variety of Core Competencies will be embedded into this lesson as students will have the opportunity to communicate and collaborate their thoughts about the many beautiful objects around us through critical, and reflective thought processes. Students will be provided with the opportunity to discover their courageous side by providing a gift of inspiration to other classmates and the teacher, and ultimately understand and respect the viewpoints of others around them through personal, positive, cultural, and social awareness. Learning about courage will have a positive impact on students and their social and emotional learning while being encouraged to connect with themselves and those around them.</p>

3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES

Key resources: First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](#)

FPPL to be included in this lesson <i>(check all that apply):</i>	<i>How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?</i>
<input checked="" type="checkbox"/> Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. <input checked="" type="checkbox"/> Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). <input type="checkbox"/> Learning involves recognizing the consequences of one's actions. <input type="checkbox"/> Learning involves generational roles and responsibilities. <input checked="" type="checkbox"/> Learning recognizes the role of Indigenous knowledge.	<p>Numerous Indigenous worldviews, perspectives, and First Peoples Principles of Learning will be embedded into this lesson. Students will be exposed to the rich ideas in which learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors, learning is holistic, reflexive, reflective,</p>

<input checked="" type="checkbox"/> Learning is embedded in memory, history, and story. <input checked="" type="checkbox"/> Learning involves patience and time. <input checked="" type="checkbox"/> Learning requires exploration of one's identity. <input type="checkbox"/> Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.	experiential, and relational, learning recognizes the role of Indigenous knowledge, learning is embedded in memory, history, and story, learning involves patience and time, and learning ultimately requires exploration of one's identity. These principles are all noted and explored in defining courage, finding ourselves through courage, seeking out our valuable support systems and taking time to build up and enhance our courageous lifestyles.
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4. BIG IDEAS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum, match lesson to one or more Big Ideas)

<i>What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?</i>
Students are expected to understand that confidence develops through the process of self-discovery.

5. LEARNING STANDARDS/INTENTIONS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

Curricular Competencies: <i>What are students expected to do?</i>	Content: <i>What are students expected to learn?</i>
<ul style="list-style-type: none"> • Identify and appreciate their personal attributes, skills, interests, and accomplishments. • Recognize the importance of positive relationships in their lives. • Share ideas, information, personal feelings, and knowledge with others. • Recognize the importance of learning in their lives and future careers. • Set and achieve realistic learning goals for themselves. 	<ul style="list-style-type: none"> • Personal development that includes goal-setting strategies such as identifying steps to achieve long and short-term goals and how to identify sources of support systems at home, school, and in the community. • Risk taking and its role in self-exploration.

6. ASSESSMENT PLAN

Key resources: [Instructional Design Map](#) and <https://curriculum.gov.bc.ca/classroom-assessment>

<i>How will students demonstrate their learning or achieve the learning intentions? How will the evidence be documented and shared? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be formative, summative, or both?</i>
Students will demonstrate their learning or achieve the learning intentions by a means of formative assessment through having the courage to share their acrostic poems and courage drawings to their teacher and classmates for admiration.

7. DESIGN CONSIDERATIONS

Key resources: [Instructional Design Map](#)

Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural safety and relevance; higher order thinking; motivations and specific adaptations or modifications for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.

This lesson will indeed meet the needs of **all** students for differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural safety, and relevance; higher order thinking; motivations and specific adaptations or modifications for identified students or behavioral challenges. Including an acrostic poem exemplar and placing it **under a document camera** will aid in making the learning more accessible for visual learners and a way for them to reference for future use. It will also serve as a way to motivate and engage all learners. Additionally, giving students the opportunity to write a poem and draw themselves while expressing the word **courage** allows students to demonstrate their learning in diverse ways.

Required preparation: Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.

The resources, material, or technology that need to be ready prior to the lesson beginning includes a white board, smart board, the video [What is Courage? Written & Voiced by Stephanie Bierman, Program Director - YouTube](#), a courage acrostic poem exemplar, document camera, and a courage acrostic poem sheet, and a blank piece of paper to draw with.

8. LESSON OUTLINE

Instructional Steps	Student Does/Teacher Does (<i>learning activities to target learning intentions</i>)	Pacing
<p>OPENING: <i>e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge</i></p>	<p>I DO:</p> <p>Say: <i>As a class, we have been learning about the Circle of Courage which builds on Indigenous knowledge and ideas to focus on mastery, generosity, independence, and belonging. (Link to previous instruction). Today we are focusing on learning more about courage. Courage means that you are brave when facing new or difficult things in your life. I bet we can all think of a time when we were brave. For me, being really shy when I was young was really hard! But I did not let it stop me from reaching my goals, like becoming a teacher. I had to be brave and work hard to overcome my shyness – I had to have courage and I still do! As you can see me standing up here and teaching you all these valuable lessons today, makes me have courage!</i></p> <p>WE DO:</p> <p>Say: <i>Think for a minute to yourself about a time when you have been brave. It could be big or small, like trying to not be afraid of the dark when you are trying to go to sleep or learning to swim or dive into the deep end of the pool! (Link to a common experience as the students are all going to the pool right now. Additionally, set a timer for 1 minute to help ensure that all are taking the time to reflect.) After 1 minute say: If you have a time in your mind when you were brave, share with an elbow partner for 2 minutes. Remember to take turns listening and talking. (Set timer for 2 minutes. Circulate and listen to discussions.)</i></p> <p>I DO:</p>	<p>Responsive and lively pace.</p> <p>5 to 7 minutes</p>

	<p>After 2 minutes, say: <i>I heard some great examples! (Restate a few things you heard).</i> Then say: <i>So, it sounds like we often need courage when we have to take a risk - when we do not know how things will turn out, but we choose to be brave and do it anyway. We might look silly, especially when we are learning or feel scared, which means sometimes it takes courage just to be yourself. Sometimes, others might not like what you like or may think you are different, but you can use courage in your mind to stay true to yourself, even when you might not fit in or be like everyone else. I am going to show you all a video to give some more ideas about courage and what we can do to help ourselves have courage when we need it What is Courage? Written & Voiced by Stephanie Bierman, Program Director - YouTube</i></p> <p>I DO: Say: <i>As you can see, acts of courage can be small or big. We can be courageous by just raising our hand to answer a question, trying a food that you have never tried before, riding a bike for the first time, and the list goes on. Your job today is to discover and share what courage means to you through writing an acrostic poem and drawing a related picture of a time when you were courageous.</i></p>	
<p>BODY:</p> <ul style="list-style-type: none"> • <i>Best order of activities to maximize learning -- each task moves students towards learning intentions</i> • <i>Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback</i> • <i>Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling</i> • <i>Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations</i> 	<p>I DO: Show an example of a courage acrostic poem and explain how to do it (a prepared exemplar). Say: <i>You may have seen an acrostic poem before or even written one! With an acrostic poem, we:</i></p> <ol style="list-style-type: none"> 1. Write the word down the edge of the page, vertically (COURAGE). 2. Brainstorm words or phrases that describe your word (in this case, our word is COURAGE). 3. Place your brainstormed words or phrases on the lines that begin with the same letters. 4. Fill in the rest of the lines to create a poem. <p>WE DO: Say: <i>Let's brainstorm some ideas or words about courage. One word that makes me think of courage is "effort." (Write it in the word bank.) It takes effort to be courageous! Who has an idea or word that they want to add to our word bank? Write a word bank on the whiteboard and assist with students' brainstorming of words and phrases that describe courage.</i></p> <p>YOU DO: Say: <i>Now that we have a word bank filled with words that you could use in your acrostic poem, it is time to get started! You will get a piece of paper to write your poem on (Hold one up, noting criteria such as neat printing and student's name on it). When your poem is done, put it at the corner of your desk. Then I will give you a blank piece of paper to draw a picture that is related to how you are, or have been, courageous. (Show an exemplar or two, noting criteria for coloring, detail, name on it). Write the steps on the white board:</i></p> <ol style="list-style-type: none"> 1. Complete your poem. 2. Put it on the corner of your desk. 3. Complete your drawing and add color. <p>I DO: Direct the classroom job helpers to hand out the Circle of Courage Create Your Own Acrostic Poem sheet and give the students time to work on their poem. Circulate and provide feedback and assistance as needed. Give students</p>	<p>Responsive and lively pace.</p> <p>20 minutes</p>

	<p>notice when their time is halfway through (e.g., there is 10 minutes left, or have a timer up to cue students with time management.) Watch for/remind them to place their poem on the corner of their desk when done and give them a sheet of paper for their drawing. In addition to this, use the document camera to project the courage acrostic poem exemplar for the class to use as a visual to help get them started.</p>	
<p>CLOSING:</p> <ul style="list-style-type: none"> • Closure tasks or plans to gather, solidify, deepen or reflect on the learning • review or summary if applicable • anticipate what's next in learning • "housekeeping" items (e.g. due dates, next day requirements) 	<p>I DO: Offer students the opportunity to come up to the front of the class and share their courage acrostic poem and their drawing if they had time to finish (those students who volunteer). Applaud them for having the courage to stand up in front of the class and share and continuously state, <i>that was very courageous of you to share with us today _____! I am so proud of all of you today.</i></p>	<p>Responsive and lively pace.</p> <p>10 minutes</p>

9. REFLECTION (anticipate if possible)

<ul style="list-style-type: none"> • Did any reflection <u>in</u> learning occur, e.g. that shifted the lesson in progress? • What went well in the lesson (reflection <u>on</u> learning)? • What would you revise if you taught the lesson again? • How do the lesson and learners inform you about necessary next steps? • Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics? • If this lesson is being observed, do you have a specific observation focus in mind?
<ul style="list-style-type: none"> • Was my lesson intriguing, motivating, and engaging? • Was my lesson inclusive and filled with rich differentiation? • Did my lesson flow? • Were my instructions explicit and clear? • What did not work and could have been more effective? <p>Reflection after the lesson:</p>

I really enjoyed the topic of this lesson that focused on courage within the Indigenous framework of the Circle of Courage. Branching from other topics such as mastery, independence, belonging, and generosity that were previously learned, I loved having the opportunity to discuss the concept of being brave and courageous with my students. I learned more about them as they shared various times in which they were brave in their lives such as joining choir, riding horses at four years old, water slide extravaganzas and more. The strategy of having students reflect about times when they were brave with my timer that has a catchy ringtone made them incredibly engaged, and I loved seeing how much they were willing to share, which was indeed **courageous**.

I have been working on explicit instruction with my directions of what students' jobs are in terms of their work. A strategy that I particularly liked in this lesson was writing my instructions on the whiteboard such as 1. Write your poem, 2. Place your poem on the corner of your desk when completed, and 3. Draw your courageous picture and add color. Performing these instructional steps helps tremendously throughout my lessons.

Classroom management was a bit difficult in this lesson as many students were playing with putty which the regular classroom teacher has them use for learning tools and to help concentrate. I find that the putty is a huge distraction for students during my lessons such as in this one, and to make things different and to help with my management, I would change not allowing the putty during instructional time as it will help the lesson run smoother.

As the lesson proceeded, I had one student say to other students, "listen to Ms. Lorntsen. You are all disrupting her lesson and not following her expectations". It is always adorable to hear my students trying to help me to the best of their ability and I adore them for that, but I am now going to talk one on one with that student and thank him for that incredibly kind and caring gesture, but rather than speaking, I will tell him to act as the leader of the class and model this behavior for other students as that is my job to tell all students to follow my classroom rules and expectations. I will remind this student that this is a **courageous** act for him to do – just like in the lesson we just had in class! I constantly see my students assisting in any way they can during my lessons, as they know that I am still learning (**I indeed have the 'we all are learning attitude'**).

In summary, this was indeed a rich knowledge-based topic that I am proud of teaching. I do recognize my areas of improvement and I will continue to work on them to the best of my ability!

COURAGE Acrostic Poem Exemplar:

Confidence

Overcoming fears

Understanding mistakes

Risk-taking

Achieving

Give it all you got!

Effort

What does the circle of courage mean to you?

Write your own acrostic poem.

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Ms. Lornntsen
is...



Courageous