**EHE Sample Lesson Plan and Analysis**

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EHE 310-040:

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| Subject: Health Connections to Others and the EnvironmentGrade: Grade 1 Teacher: Miss. Andres |
| Stage 1: Identify Desired Results |
| **Outcome(s)/Indicator(s):****USC1.5** Explore the association between a healthy sense of “self” and one’s positive connection with others and the environment.f. Recognize a personal connection to other living things (e.g., gardening - food, love and affection - pets). j. Illustrate thoughts and behaviors that show a healthy connection to the environment. |
| **Cross Curricular:**Science**LT1.2** Analyze different ways in which plants, animals, and humans interact with various natural and constructed environments to meet their basic needs. a. Identify the physical needs, (i.e., food, water, air, and shelter) that plants, animals, and humans require for survival.i. Compare basic human needs to the needs of plants, other animals, and non-living things.k. Explore how people demonstrate respect for living things by caring for domestic plants and animals (e.g., growing a plant, hatching eggs, and keeping a pet).Treaty Education**HC13:** Explore the many ways people meet their needs from nature and the land on which they live. Indicators: * Describe various uses (e.g., food, clothing, shelter) of buffalo, elk, moose, and caribou, now and in the past.
* - Compare how people, past and present, live on the land (e.g., agriculture, ranching, trapping, fishing, dwellings, and modes of transportation).
* Explain how people helped and continue to help
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| **Key Understandings: (‘I Can’ statements)**I can make connections to the environment.I can make connections to others.I understand how Indigenous people connect to living things and the environment. | **Essential Questions:**How can I make positive connections to me environment?How can I make connections to others? |
| Prerequisite Learning:* Indigenous perspectives
* Knowledge about living and non-living things
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| Instructional Strategies:* Group discussion
* Creating
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| Stage 2: Determine Evidence for Assessing Learning |
| Use a rubric to assess what they have created about personal connections to living things and the environment.Attached at the end of this document. |
| Stage 3: Build Learning Plan |
| **Materials/Resources:*** Coloring supplies
* Pencil
* Blank paper
* Clipboards for each student
* [Slide show](https://docs.google.com/presentation/d/1YdZRrYvjjdkxdHkpgT-dJFn3FDK2a5TjqsNHj6H3rak/edit?usp=sharing) to guide lesson

**Possible Adaptations/****Differentiation:*** For students that are still struggling with spelling and writing sentences, I would scribe for them and get them to copy the sentence down.

**Management Strategies:*** Smooth transitions
* Make it clear we are going outside to work we are not running or playing
* When moving outside make sure all students have everything they need before leaving the building

**Safety Considerations:*** Make sure when they are in a safe spot when working outside.
* Make sure you are able to see all students
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| 90 minute lesson**Set (Engagement):**  **Time: 8 minutes**Today we are going to learn about personal connections to living things and others. Can everyone come join me at the front of the room? Does anybody know what living things are? * We are going to watch a quick video to get a recap on living things.

Are all of these items living things? (have discussion why they are living?)* Rock is the only non-living thing!

**Development: Time: 70 minutes** **Group Discussion as a whole class and turn and talks (25 minutes)**What living thing connect to people’s lives? (I gave you a hint)* What kind of animals are we connected to? (Dogs, cats fish etc. as pets that we love)
* What do we use animals for? (we can eat animals, fish, cows) (Get resources from them, eggs, milk).
* What do we use trees for? (make houses, paper).

Connections to living things and Indigenous ways of knowingAre all of these items living things?* How do trees connect to Indigenous ways of knowing? Some Indigenous people used trees to make canoes out of the wood. The supports of a teepee are also made out of wood. I have also seen Indigenous people make art out of tree materials, such as birch bark biting art.
* How do leaves connect to Indigenous ways of knowing? Some Indigenous people would use all kinds of leaves and plants to make different kinds of medicine for their people. They also may use some plants such as sage for smudging.
* How do berries connect to Indigenous ways of knowing? Some Indigenous people would gather berries to make all kinds of things.
* How do fish connect to Indigenous ways of knowing? Some Indigenous people catch fish and use it as a food source.
* How do bison/buffalo connect to Indigenous ways of knowing? They would use all parts of the bison for all kinds of different things. Indigenous people used the hid to make their tee-pee. They ate the meat from the animal. Some Indigenous people would use the coat of the animal to keep warm by making a coat or cover.
* How do other people connect to Indigenous ways of knowing? Indigenous people had connections to other Indigenous people before European contact. They would trade goods and resources with other tribes. When Europeans arrived to this land Indigenous people were connected to them through the negotiations and signing of the Treaties. Now all people in Canada are connected through Treaties because we are all treaty people.

Indigenous people have a great connection to all living things and the world around them. Nature is very important to them because they respect and honor it. **Instructions for activity: (15 minutes)**You guys are going to make a nice poster about your personal connections to living things. There are some things that need to be on your poster. * your name on the poster somewhere that is seen
* Should be a picture or drawing of you on the poster somewhere
* 6 connections to living things in your own life
* Write at least 2 sentences about the connections
* Options that you can do for your poster…
	+ Draw and then color
	+ Add magazine clippings
	+ Add photos from your own life

This is my short example. I would like yours to take much more effort when completing. This is just to give you a little idea of what to do. My example…* I have many connections to living things. I have a pet dog which I am connected to because it is a loving companion. I am connected to trees because my house is made out of wood from the trees. My family comes from a farming background, we grow and sell wheat and canola to make a living. I have many friends and family members that are connected to my life.

Everybody good with this and what you are supposed to be doing when I let you go work? For this activity we are going to go outside to complete it to be one with nature and take in what great things nature has to offer. When we are outside look around at all the living things appreciate them all. **Activity (30 minutes)**Allow the students time to work on their poster about personal connections to living things outside. * Get them to take their pencils and coloring supplies outside.
* Give them a clipboard to make it easy for them to draw outside in any location they choose

**Learning Closure: Time: 12 minutes**To complete our learning, we are going to connect with others in our class. With your completed posters you have created, you are going to go around and talk to your peers about the living things you have connected to your life. Look at connections that are similar and connections that are different in each other’s posters. Go chat with at least 3 classmates and share with each other. Go.Great work today everyone! Hand your posters in at the back table when we get inside! |
| **Stage 4: Reflection** |
|  I have not had to opportunity to teach this lesson, so have no reflection at this time. |

Discuss how your lesson plan connects to Comprehensive School Community Health Pillars.

For the **High Quality Teaching and Learning** pillar is connected to this lesson plan because there are many curricular outcomes related. The main outcome focused on is USC1.5 with indicators f and j which comes from the Grade 1 Health Saskatchewan Curriculum. There are cross curricular connections to science and treaty education outcomes and indicators. In this lesson there are many opportunities for children to learn the content including large group discussion, small group/pair share discussion, song video and creating a personal visual. Students will be familiar with the topic and understand the content by the end of the lesson.

In the lesson there is connections to **Safe and Healthy Physical and Social Environment**. One connection would be the classroom environment because in my classroom I will make sure all students are welcomed and feel they belong. It will be a safe place for everyone to learn. We will also be taking advantage of the outdoor environment when we create our individual visual connections because we will be working on them outdoors. Connecting to nature in this activity will be beneficial because in the lesson we are making connections to living things and the environment. When outdoors it will be important to make sure all students are located in a safe location to work and outdoor conditions are safe for students.

**Effective Policy** in incorporated in this lesson because the school policies would be incorporated for all procedures and protocols. As a teacher it is important to make sure you are only doing what the school allows you to do. If outside is not an option for this assignment because of school rules I would have to change that part of the lesson.

In this lesson there are **Family and Community Engagement** connections. When describing the student’s personal connections to living things and the environment it would reflect back on their family and community experiences. The students will have different connections because of their role models and community in their life. Connecting elders into the classroom might be a good option as well if you have access to one in your school or division.

Connections to Others and the Environment – Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | Mark |
| **Personal connections to living things and the environment.** | There are 1-2 personal connections to living things and the environment. | There are 3-5 personal connections to living things and the environment. | There are at least 6 personal connections to living things and the environment. |  |
| **All necessary requirements are incorporated.** | No other requirements are incorporated:Name, sentences, image of self, color is added. | Some other requirements are incorporated:Name, sentences, image of self, color is added. | All other requirements are incorporated:Name, sentences, image of self, color is added. |  |
| **Neat and looks appealing to others.** | My poster is a little messy. Next time, I will put more time into the overall appearance. Drawing and coloring could use some work. | My poster looks alright, but I could have taken more time and made my work neater.  | I took my time and made my poster look the very best I could. Drawing and coloring is done very well.  |  |
| **Share connections with others and relate.**  | I was not able to explain to peers what I had created. I was not able to make connections to peers. | I was briefly able to explain my connections to peers. I was able make connections to peer’s work. | I was able to explain in detail about my connections. I was able to make multiple connections to classmates.  |  |
| **Was able to focus, work independently take part in group discussion, and small group discussion.** | I was not focused today. I do not know what was talked about in today’s lesson. Working independently did not work well for me today. | I was partially focused I know a little bit about what was talked about in today’s lesson. I needed a little bit of help staying on task. | I was completely focused in group and small group discussion along with working independently. I know what was talked about in todays lesson.  |  |

 Total:

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Professional Development Plan**

Topic: Learning to Plan

Date:

Teacher:   Karlee Andres                                          Observer:

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| 1. Professional Goal

Make a detailed lesson plan that will engage children in active learning | 1. Steps to Achieve Goal

-keep an eye on the clock-Set personal alarms -bring students back from discussion quickly and smoothly  |

1. Instructions to observer (be specific):
* Watch to see if students are engaged and enjoying the lesson.
* When working independently, are students engaged and on task.
1. Data Collection:
2. Other Comments:

**Analysis**

I have chosen to focus on many aspects of this lesson. Personally, my goal was to make a detailed lesson that was engaging for my students. This lesson is very interactive for the students. A large part of the lesson takes part as a whole group discussion, but I will be asking many questions and getting students answers to keep them engaged. There is also small group and pair share discussion incorporated that will encourage students to talk about their thoughts before sharing to the large group. This will be great for the students who are shyer build up their confidence. It will also allow the quiet students more time to think before the loud students share the answer. The group discussion will be great for the auditory learners in the class. The slideshow I have made to guide the lesson will help to keep their attention as well. The visuals on slide show will be great for the students learn better by seeing visuals. For this lesson, the students will use their creativity and create a poster about their personal connections. This will be very engaging for the students because most kids in grade 1 love drawing and coloring. The creative and hands on learners will enjoy this part of the lesson. I have provided a brief example which will help the students know what is expected of them. I have always found examples help me, so I will incorporate into my learning as much as I can. When going outside to work on their posters the students will be engaged and enjoy it because students love new environments to work in to get out of the classroom space. If I have any students in my class with needs that are not met, I will have to make adaptions for them. I will try my best to have all students succeed no matter what the circumstances are. I hope all students enjoy this lesson as much as I think they will.

For this lesson, it would be helpful if the students had an idea of what living things are before we start because I have only incorporated a small review in the lesson. This might be a great lesson to do right after they have learned about living things in science class. It’s always a good idea to make connections to other classes to allow students time to get a concrete understanding of a topic. It would also be good if the students have understanding about Indigenous ways of knowing before teaching this lesson so making connections are easier for them. After this lesson, I would have students explore their personal identity. Learning about themselves and their classmates would be a great way to incorporate and understand diversity in the classroom. This lesson supports diversity because it can be done by everyone of all backgrounds. Personal connections can be thought of and discussed as a learning experience for all the students. There are also connections to Indigenous ways of knowing. We live on treaty 4 territory so learning about our original peoples is an important part of learning.

When making this lesson I didn’t use many resources because I came up with the idea on my own. The one video I have incorporated is a review about what living things are. The video is a catchy little song that also has great images for the students to view. Jack Hartmann has many 4educational videos on YouTube that are great to use in the classroom with young children. This lesson took lots of brainstorming and ideas before coming up with this concrete plan. I think this lesson plan is done really well and would be fun to teach. I hope to be able to teach it at some point in my teaching journey.

**Resources:**

Hartmann, J. [Jack Hartmenn Kids Music Channel]. (2018, February 13). *Living Things | Science Song for Kids | Elementary Life Science | Jack Hartmann* [Video]. YouTube. <https://youtu.be/tzN299RpJHA>

North East School Division. (n.d.). Unpacking Outcomes. Retrieved March 01, 2018, from https://curriculum.nesd.ca/Grade1/Pages/HealthOutcomes.aspx. (n.d.). Retrieved October 21, 2021, <https://curriculum.nesd.ca/Grade1/_layouts/15/WopiFrame.aspx?sourcedoc=/Grade1/Health-Outcomes/USC%201.5%20Healthy%20Sense%20of%20Self%20and%20Positive%20Connections%20With%20Others/Stage%201-Outcome/USC%201.5%20Unpacked%20Outcome.doc&action=default>