



	<p>HOW (you are assessing it)</p> <ul style="list-style-type: none"> <li>• I will be assessing their drafts and their ability to demonstrate their ideas and ability to provide context for the reader</li> <li>• I will have students jot down their ideas on a piece of paper with a comic strip template. At the end of the lesson I will collect their sheets and be looking for their beginning ideas, how these ideas flow and connect with one another.</li> </ul>
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#### Prerequisite Concepts and Skills:

**Take your best go at this – This comes with experience, knowing the curriculum, and most importantly, knowing your students!**

Students must be able to write basic sentences and have an understanding of basic writing conventions.

#### Indigenous Connections/ First Peoples Principles of Learning:

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). This lesson pushes students to become more cocnnected with their sense of self and how they are placed within relation to their sense of place and thier personal enviornment.

#### Universal Design for Learning (UDL):

Take your best go at this – You do not formally learn this until later in the term/program

The comic strip template allows students to be given a space to draw their ideas whilst also writing a dialogue. The lesson also appeals to many different kids of learners (getting them moving, listening, and writing). During the lesson we can have dimmed lighting. Students can use technology if they need or headphones if working independently. Students are also able to move around the classroom to somewhere that is mor appealig for them.

#### Differentiate Instruction (DI):

Take your best go at this – You do not formally learn this until later in the term/program

If students need more help, then I as the instructor will be able to push them in the right direction by giving them guidance and the tools they need in order to succeed. This can be done through sharing personal experiance and sharing with the students on a more personal level. I also will be able to guide them with questions in order to push them to discover their sense of place. By writing on their desk or the board I can potentially help other students that are in need. I can ask them questions and answer them on my own to give further examples as well.

#### Materials and Resources

-Storyboard That Login

-<https://fb.watch/98hmuAekGn/>

As this video discusses content relating to MMIWG2, this CBC article will be useful if students have further questions.

- Snowball paper
- Drafting Ideas Sheet/Comic
- Post-it board for Wonderwall

Teacher Activities	Student Activities	Time
Introduction (anticipatory set – “HOOK”): 1. Storyboard that example. I will create a comic strip of my own to share with the students as their example for what their future end product will look like. 2. Then I will show the Chanie Wenjack Fund video to give another example of the concept of walking in two worlds.	1. Students will demonstrate respectful listening for both the comic strip example and the video for connects	9 mins          1.18 secs (video)
Body: 1. Brainstorming snowball strategy. I will give each student a post it note and explain that I want them to anonymously write down their own idea for the two worlds in which they walk in themselves. 2. Begin the comic strip process. Students will draft their ideas for the comic strips on a sheet with a comic strip template. Once students are given their sheets, I will allow them to grab a partner if they desire or move to an alternative seat in the room if they believe this will help their drafting process. I will explain that if they choose to work with others that they should only do so if it is going to keep them on task	1. Students will each be given a sticky note to write an idea down of the two worlds they walk in. These could be cultural or any other sense of place. 2. Students then will throw their crumpled anonymous ideas in the room. 3. Following instructions students will go and grab a crumpled paper and either use it or not 4. Students will then begin their comic strip draft of walking in two worlds.	20 mins
Closure: 1. Wonderwall. I will again dispurse sticky notes to each student. I will now have them write down their name and something new that they have discovered about themselves and post it to our wonderwall board. That way they can all look at their findings and	1. Students will each be given a sticky note to write or draw something new they’ve learnt about themselves, or their idea for their comic strip. 2. Students will then write down their ideas and post them on our Walking in Two Worlds Wonderwall.	10 mins

ideas moving forward into future lessons regarding the final comic strip.		
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#### Organizational Strategies:

- I will hand out materials by having the students whose classroom job is to hand out materials hand the comic strip template sheet
- Students will need to have a pencil and are welcome to use the sharpener throughout the lesson when needed
- If students desire to work with others during their drafting process I will welcome them to do so. If they need to move around the room and work in a different area - I am open to that as well. As they find their spot and get going on their ideas, I will be walking around and ensuring that they are on task.
- Before the snowball activity, I will ensure to explain how students should give each other space and not fight or get into altercations over which note they find.

#### Proactive, Positive Classroom Learning Environment Strategies:

Take your best shot at this – You do not formally learn this until later in the term/program. I believe that giving students the opportunity to get up and move during the lesson adds an element of fun to the lesson and changes their environment. Also giving them the opportunity to work with others without making partnerships mandatory will give students the opportunity to choose what will work best for them and their learning experience.

#### Extensions:

Optional

- Writing a paragraph. If students finish early they may delve further into their draft and creating a paragraph for their comic strips. They could also add more detail to their dialogue - ensuring that it flows.
- Embed other forms of [technology](#). If students want to play around on their own with the comic strip page Pixton with technology available in the room they are welcome to do so. Although this is not the format they will be using for their final product, this will get them familiar.

#### Reflections (if necessary, continue on separate sheet):

Complete this after the lesson is delivered