

Candidate's name: Gabby Lombardo

Grade/Class/Subject:	Grade 4- Career Education	School:	St. Mary's
Date:	November 21 2022	Allotted Time:	1:30 - 2:00
Topic/Title:	What is Mindfulness & Wellness		

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.

Students will have the opportunity to think about mindfulness and why it is something they should observe and practice. Students will be thinking about what makes them feel best. Emphasis will be on student reflection

2. CORE COMPETENCIES

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

Core /Sub-Core Competencies (check all that apply):	Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.
COMMUNICATION – Communicating ✓ COMMUNICATION – Collaborating THINKING – Creative Thinking THINKING – Critical Thinking ✓ THINKING – Reflective Thinking ✓ PERSONAL AND SOCIAL – Personal Awareness and Responsibility ✓ PERSONAL AND SOCIAL – Positive Personal and Cultural Identity PERSONAL AND SOCIAL – Social Awareness and Responsibility	<ul style="list-style-type: none"> Students will have the opportunity to communicate their own thoughts and feelings about stress and mindfulness. This lesson focuses on personal reflection, students will have to focus on their own experiences and interpret them accordingly. Students will be able to think about growth mindset and using it to best suit their needs.

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 (check all that apply):	How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?
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, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). ✓ Learning involves recognizing the consequences of one's actions. Learning involves generational roles and responsibilities. Learning recognizes the role of Indigenous knowledge. Learning is embedded in memory, history, and story. Learning involves patience and time. ✓ Learning requires exploration of one's identity. ✓ Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.	<ul style="list-style-type: none"> Use teaching strategies that allow for choice and personalization and build a sense of belonging Provide learners with appropriate amount of autonomy and choice in their learning Provide choice in learning opportunity for individual expression

4. BIG IDEAS

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

What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?

Students are expected to explore their strengths and abilities to help them identify their goals. Students will actively participate in understanding what wellness is and how it contributes to their overall good learning and work habits

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">• Make connections between effective work habits and success• Recognize the need for others who can support their learning and personal growth	<ul style="list-style-type: none">• Goal setting strategies to help them achieve optimal learning and self growth• Exploration of self identity

6. ASSESSMENT PLAN

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

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?

- Students will be given the opportunity to group brainstorm with each other/individually
- Students will be able to record their ideas on sticky notes

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.

- CT will model what wellness looks like for her. CT will stress that wellness looks different for everyone and that no one is better than the other.
- CT will provide examples and can help provide scaffolding

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.*

- Laptop for playing videos. Smart board for playing videos/displaying assignment
- Post its for students to write down their ideas
- Paper/Digital copies of Wellness logs for students to access/record their findings

8. LESSON OUTLINE

Instructional Steps	Student Does/Teacher Does (<i>learning activities to target learning intentions</i>)	Pacing
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>	<ul style="list-style-type: none"> • CT will start with a quick poll: who knows what wellness is? why do we think wellness is important? how do you practice wellness? • CT will share how wellness is practiced personally, what does it look like, why these things are done -definition of wellness is : Wellness is the act of practicing healthy habits on a daily basis to attain better physical and mental health outcomes, so that instead of just surviving, you're thriving.	8 minutes
BODY: <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> 	CT will redirect and talk about stress: <ul style="list-style-type: none"> • Do you ever feel stressed out? What does stress feel like in your body and in your thoughts? • What causes stress in your life? • Do your family members or friends ever get stressed? How can you tell? How do they act? • What do you think causes stress for other people? • Wellness is a tool we can use to help us manage our stress. <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=4ju2G3KtKNA • CT will have students watch a quick video on how they can practice wellness • After the video, review with students the video suggestions 	15 minutes
CLOSING: <ul style="list-style-type: none"> • <i>Closure tasks or plans to gather, solidify, deepen or reflect on the learning</i> • <i>review or summary if applicable</i> • <i>anticipate what's next in learning</i> • <i>"housekeeping" items (e.g. due dates, next day requirements)</i> 	<ul style="list-style-type: none"> • As a fun way to close the lesson, a quick video of Just Dance to get the kids moving/practicing "flow" • https://www.youtube.com/watch?v=CyfM2o0d0IE 	5 minutes