Elementary Social Studies Methods (EDCP331)

This lesson was rooted in the class' interests and the classroom teacher's request. The students expressed to us that they were very interested in doing art and drama activities and the classroom teacher mentioned to us that they could use some social and emotional skills and strategies. Whenever possible we used inquiry based learning that allowed students to explore their own ideas surrounding social/emotional topics. We utilized the theory of enactivism by ensuring our activities were real. These lessons were naturally integrated, relevant/meaningful to their phase of life, active (through role plays and games), and social because they were developing social and emotional strategies through individual and group work. We wanted our students to have the opportunity to not only have a closer understanding of their own emotional well-being, but also have a sense of duty and responsibility to the emotional/social well-being of their community. We encouraged a respectful atmosphere during our workshops so all students felt comfortable to share ideas.

We did not specifically modify or adapt activities for our lessons. As we were designing these lessons we aimed at creating/finding activities that all learners in this class could participate in. We designed activities that allowed room for learners to comfortably express themselves while demonstrating their learning. After each lesson we reflected on their responses and designed the next lesson plan with their needs/interests in mind. Fortunately we built a strong rapport with the students from the very first day. Because of this we were able to effectively plan subsequent lessons with their personalities and interests as our focus.

To ensure that we were consistent with our classroom management strategies, we decided to use the "Hands up" cue and then "pregnant pause" until all students had their hands up and were listening. We let the students know in the first lesson what our expectation was when our hands went up.

We utilized google slides to aid students in comprehending our main points (keeping in mind the visual learners). To our surprise, the students took a real interest in this particular technology. We experimented with different formats and visuals through this mode and learned more about digital presentations with the students.

Class Description

- 30 students
- creative, good sense of humor
- 1 ELL and 1 Gifted student, no IEPs
- more male students in proportion to female students
- quiet/shy class - at times we had to break into smaller groups to generate discussion and make more students feel comfortable

Resource Critique

- "My FRIENDS Youth Skills For Life" by Dr. Paula Barrett

It is a Canadian version teacher resource activity book for youth adapted by Austin Resilience Development Inc., in collaboration with Professor Paula Barrett who worked closely with the MInistry of Children and Family Development in British Columbia and Alberta Health Services. We thought the book was very useful and tailored to youth (grade sevens to early high school students). The resource is designed for 10 lessons - so we could not use every idea (especially those that build off one another). We pulled some sample activities from this book but given the range of social/emotional topics we wanted to cover, this book was too limiting in some cases. We only had four lessons and we had a lot to cover! This resource would be great for teachers with their own class because they could follow the activities in chronological order and deliver a meaningful message.

- Feeling Thermometer image: http://parentsfriend.files.wordpress.com/2012/07/faces2-2.jpg

This was a visual aid to guide our teachings about the spectrum of emotions 1-10 in terms of intensity. This image was useful because it featured emojis; a good visual cue and something they are very familiar with.

- Perception Video: https://www.youtube.com/watch?v=Ahg6qcgoay4

This was used as a lesson hook because the video tends to 'trick' viewers and delivers a powerful message about perceptions. The students really enjoyed this video although it could have been a higher quality video. We liked that there was a narrator providing guided cues for students to follow simply.

- Perception Image: http://www.austincc.edu/colangelo/1318/oldman.jpg

Just another mode of delivering the same message as the video above. This was more interactive between us and the students. They acted like detectives searching for faces within the image. This gave them autonomy, engaged with visual arts, and allowed the students to playfully solve the mystery. Another great hook!

- Guided Meditation inspired by : http://sitemaker.umich.edu/fm_gmeig_mind-body_imagerynew2/files/peaceful_place.pdf

We actually wrote our own meditation tailored to our lesson plan. This guided meditation we found online was useful in gathering prompts, meditation vocabulary we could use, and good closing and opening strategies. The students responded really well to this meditation and

placed them all in a state of calm. Through this reflection (finding their happy place), the students were able to conceptualize these mental pictures through art.

LESSON PLAN: Grade: 7
Subject: Art & Physical and Health Education
Theme: Social Emotional Learning
School: **Teacher:**
Teacher Candidates: #1 and #2

Big Idea: Learning about our own feelings helps us regulate our behaviour and show empathy towards those in distress. Through art making, one's sense of identity and community continually evolves.	
Learning Standard: Students will learn about emotions. How to recognize them, how to manage them, and how to express empathy. As grade 7 students we can make an assumption that they have some ideas about what emotions look like. We will also be playing emotions charades in the first 10 minutes of class. This will give us a good understanding of where the students are in terms of recognizing emotions.	
Materials, Resources, Vocabulary: Powerpoint projector, laptop (our own), small emotion cards for the charades game, 1 plain sheet of paper for each student with a circle in the middle (the emoji) plus a few extras, name tag stickers. Resources: "My Friends Youth Skills For Life" by Dr. Paula Barrett, Photos from google images, Our powerpoint. Vocabulary: Feelings, emotions, body clues, managing our emotions, communication (nonverbal and verbal), empathy.	

Lesson Hook: Feelings Charades - break students into groups (5-6 students) and give each student a different emotion to act out. Each person gets a turn to act out this emotion until the group is finished guessing all of the emotions. If some groups finish quickly we will provide a few extra emotion cards for them to do until every student has had a chance to act.	**8-10 min for charades game (and splitting into groups)**
Lesson Intro: We will assess how much they know already through the feelings charades and by introducing each topic/vocab word and then asking students to offer prior knowledge and understanding of these words/topics. To assess if they are understanding topics/vocab as we go, we will do a simple thumbs up/down/sideways to check for understanding. We will start by re-introducing ourselves and then play the charades game. We will also pass out stickers for nametags. After the charades game we will introduce the activity that we will be doing at the end of class. This is the emoji sheet we will provide them with after the lesson. We'll ask them to keep this in mind as they listen and participate in our discussion of feelings. We will show a slide of the "feelings thermometer" and explain it. We will ask them to assess (in their head) where they are currently on the thermometer. We will then ask for volunteers to offer where certain emotions (that we provide) lie on the thermometer (e.g. anxious, relaxed, afraid, surprised, embarrassed, etc.) and why the student thinks it would be there (allow for some debate). Introduce the topic of body clues. Sometimes we express emotions through our words and other times we display our emotions in other ways. What could this look like? After gathering some suggestions from students tell them that this is called non-verbal communication. Then we will narrate a story that makes a student volunteer very upset and angry (the student acts it out). We will then prompt students to offer solutions for how to deal with this emotion and write them on the board. (example answers: deep breaths, reflection, look for ways to calm down such as: listen to music, read a book, do a workout, take a bath, walk,	**15-20 mins for the lesson and the rest of the time for the emoji activity**

etc., tell someone) What do you think would happen if the student volunteer kept these emotions inside? Ask what empathy is. (definition is: Trying to understand how another person is feeling by putting yourself in their situation, and imagining how you would feel. It is thinking about how you would like to be treated if you were in that situation and what you could do to try to help that person feel better). As grade sevens (leaders of the school) it is our responsibility to act with empathy to our classmates and to the greater community. It is great to be able to understand and recognize emotions, but it is even better if we can use this knowledge to help people in distress. Then we will begin the activity by handing out the blank emoji. We will then number them off 1-10 (the feelings thermometer) and ask them to display this number through art (decorating the emoji). We will have the thermometer posted on the powerpoint for their reference. If anyone finishes they can make an emoji displaying an emotion of their choice.	
Activity List: 1. Feelings Charades 2. Participation and reflection in whole class/pair discussion (the lesson) 3. Emojis	
Lesson Closure and Assessment Our assessment is based on their understanding of the concept through their emoji artwork. End by commenting that all feelings are okay. It is what you choose to do with them that counts. We will close by thanking the class for having us, commenting on how helpful their contribution to the class discussion was, and complimenting them on their great artwork.	
Transitions: After charades ask them to return their charades cards and sit back in their desks. Ask them to hand in their emojis (with their name on it)	

LESSON PLAN: Grade: 7
Subject: Art & Physical and Health Education
Theme: Social Emotional Learning
School: **Teacher:**
Teacher Candidates:

	Big Ideas: Dance, drama, music, and visual arts are each unique languages for creating and communicating. Learning about similarities and differences in individuals and groups influences community health.
	Learning Standard: Students will use their knowledge of recognizing emotions. They will practice being aware of these emotions in the class by acting in a way that supports classmates and the broader community. This lesson allows students to inquire about how to assist those in distress. We will assess the student's progress with this concept through their participation in group work.
	Materials and Resources: Projector screen for the powerpoint Case study cards (we will create) Barrett's "My Friends Youth Skills For Life" as a resource
Timing **8 mins**	**Lesson Hook:** Emotions Rock Paper Scissors
Timing **5 mins**	**Lesson Intro:** We will start with an overview of what today's lesson will looks like. We will start by introducing the rules and then playing emotions rock paper scissors. This will act as a review from our last lesson to make sure that they

	understood the concepts and become engaged with our lesson before we begin. We will then elaborate on our point from last week where we mentioned that all feelings are ok and that it is what we choose to do with these feelings that matters. We will also introduce the idea of helping those in distress. To ensure that students are understanding our lesson we will use the same tactic as last time with the thumbs up/sideways/down. Because this lesson is based in group work, we will allow the students to choose roles within the group that suit their learning style/ level of comfort. It also allows students to highlight their particular skills. This will be an inquiry approach because the students will lead discussion with their own ideas on the situations we have provided them with. Last class they learned about identifying emotions through verbal and non-verbal body clues. This knowledge will allow them to inquire about how to deal with these emotions within their community. KWL: They *know* what they learned last class and what they already knew, they *wonder* about what to do with this knowledge, and they *learn* how to deal with these situations through inquiry.
Timing	**Activity List:** 1. Emotions Rock Paper Scissors 2. Case study inquiry and skit 3. Sharing period 4. Wrap up **Behaviour management:** 1. Set clear expectations with the class from the beginning on how to get their attention (hand up) so we know they are ready to move on. 2. Roam through the classroom to ensure they are on task during the activity. Also, position ourselves in different parts of classroom during instruction ensures all students are fully engaged, feel addressed and included. We will encourage feedback and welcome all forms of respectful participation. **Lesson:**

30 mins	We will introduce that we will play a rock paper scissors game involving emotions but no talking!! This activity asks each person to find another person who is at the same emotional level as them (on the ladder). Once you find your match, you play a game of rock paper scissors with them. The winner moves onto the next emotion on the ladder shown on the slide. Each emotion has an action and everyone starts at "surprised". We will then demonstrate the action for each emotion and then demonstrate how to play. After the rock paper scissors game, we will ask them to sit back down and quickly debrief. How did we like this game? (thumbs up/sideways/down) For those of you who were able to climb the ladder successfully in reaching happiness, how did this feel? For those of you who got stuck for a while at a certain level, how did that feel? Now we will ask them to form groups of 6 and stand around a table. Once they get into this position, we will explain that each group must assign roles within their group: 1 recorder, 1 reporter, 4 actors. Each group will be given a different case study to examine. The group will come up with strategies in dealing with this situation and offer ideas on how they could support the person described. The recorder will write down every group member's name and then write down the group's solutions and ideas on the sheet given, point form is okay. The reporter will read the scenario to the class when presenting. After ideas have been collected from all group members, your group can begin creating a short (2 min.) skit that describes this scenario. You will have 15 minutes to complete this task before you share with the rest of the class. We will circulate to ensure groups are on tasks and provide guidance. Sharing - each group will take a turn sharing their scenario and presenting their skits. If we have additional time, we will ask students for alternative ways groups can deal with their scenario.
Timing **2 mins**	**Lesson Closure/Assessment:** To assess understanding we will have them hand in the sheet that outlines their discussion within their groups. We will also hear their responses orally and view their interpretation of a possible way of dealing with the scenario in the form of the skit. We will then wrap up the lesson by reinforcing that this classroom is a community and we are all responsible for caring for classmates when they

	need support. We are also leaders of the school and must care for our greater school community in these same ways. We will then thank the class and wish them a happy halloween!
	Transition: After the hook activity, we will ask students sit down as ask for feedback on how they felt in their position. We will then ask them to form groups of 6 and assemble around a table. After 15 minutes we will ask students to sit down and ask for a group to volunteer to go first.

Scenario #1
You have just found out that a friend in your class has recently lost their beloved dog, "Popcorn" to old age. Your friend is very withdrawn and very upset over their loss.

Scenario #2
You have just found out that a friend in your class' parents are going through a divorce. This friend is acting out in class, and you are concerned by their risky behaviour.

Scenario #3
You have just found that a friend in your class is moving to Toronto because his/her father's job has been relocated. Your friend is very angry with their parents and they do not want to move.

Scenario #4
A new student just arrived in your class from Brazil and speaks very little English. This student is showing signs of shyness and seems lonely.

Scenario #5
Two friends in your class had a heated argument during lunch hour. They are both absolutely disgusted with one another. They are both sitting at your table group.

LESSON PLAN: Grade: 7
Subject: Art & Physical and Health Education

Theme: Social Emotional Learning
School: **Teacher:**
Teacher Candidates:

	Big Ideas: Learning about similarities and differences in individuals and groups influence community health. We experience many changes in our lives that influence how we see ourselves and others.
	Learning Standard: We will be going over perspective taking and problem solving in this lesson. We will achieve this by discussing what perspectives are, that there are always multiple perspectives, and how to think critically about conflicts that arise in your life.
	Materials: Projector – connected to speakers Video - https://www.youtube.com/watch?v=Ahg6qcgoay4 Worksheets we will bring “My Friends: Youth Skills For Life” by Dr. Paula Barrett
Timing **7 min.**	**Lesson Hook:** We will hook them into the lesson with the youtube video & image on perceptions.
	Lesson Outline: We will re-introduce ourselves, play the video, show the image, discuss perception, discuss problem solving, complete the activity, then debrief with the rest of the class.
Timing **8 min.**	**Activity:** We will begin with a brief re-introduction. We will reminds students who have seen the video to avoid ruining the punchline for the rest of

	the students and then play the video. Then we discuss how it is possible to miss things when we are focused elsewhere. Then we will take a look at the picture. We will ask the class to identify as many faces as they can (ones that are not visible to us are okay too). We will show them all 7 faces and then describe how we each had a different perception of the image.
5 min.	We will move on to a discussion on where the students' perspectives come from. When they describe these elements (family, religion, friends, past experiences etc.), we will discuss how these factors shape the way in which we see the world. We will then discuss what perspective taking is.
10 min.	Then, we will shift gears into a discussion on problem solving. They will pair share the questions we post on the board (what is problem solving anyways? When do you problem solve? How could our perceptions affect the way we solve problems?) One member from each group will have to share one idea that the pair has come up with.
20 min.	Next, we will discuss our activity which is a 6 stage problem solving plan. We will introduce and breakdown each stage of the plan and provide an example of how to do the worksheet. We will then hand out 6 different scenario worksheets to students (all mixed up) and ask them to fill out the sheet independently. After they complete the worksheet (or at least come up with a few solutions), we will group them according to their scenario number. These same-scenario groups will discuss the different solutions they came up with and compare them. We will then ask groups to share their scenario with the class and share some different solutions. If there is time left over we will look at and analyse additional perception images.
Timing	**Lesson Closure/Assessment:**
5 min.	If there is extra time, we will show them additional perception images. When time runs up, we will thank the class again. Inform students that next class will be the last workshop.

	Formal assessment with the independent worksheet. Informal assessment with the group responses at the end.
	Transition: Pair-share with the person sitting next to them, and one person shares with the class from each pair. Then, they will complete individual work and we will place them into the same scenario groups. One person from each group will share some of their group's solution. With each activity we will inform students of how long they will have to complete the activity and give them warnings when time is running out. We will continue to use our "hand-up" method to regain students' attention.

Scenario #1: You have a school project due next week and plenty of fun social activities organized with friends over the weekend.

Scenario #2: someone at your school is cyber bullying you.

Scenario #3: Your friend wants to do something that you don't feel comfortable doing.

Scenario #4: You found out your friend is gossiping about you.

Scenario #5 You are invited to a party at a friend's, but don't know any of the kids who are going.

Scenario #6 You weren't selected for the soccer team, even though you trained for months and months.

6 Stage Problem Solving Plan

1. What is the problem?
2. What could I do? (Brainstorm solutions)
3. List what might happen (Consequences)
4. Pick the best solution
5. Describe your solution in detail.

6. Strengths & Weaknesses of your solution

LESSON PLAN: Grade 7
Subject: Art & Physical and Health Education
Theme: Social Emotional Learning
School: **Teacher:**
Teacher /TC:

	Big Ideas: Through art making, one's sense of identity and community continually evolves. Healthy choices influence our physical, emotional, and mental well-being.
	Learning Standard: This lesson will ask students to connect to a space/place where they feel happy and comfortable. This is a safe space that students can mentally escape to, to help them cope with difficult situations or help them manage their emotions. We will also ask them to create this space in a tangible way by making a piece of art that uses only cut-outs, no drawing utensils.
	Materials: - Projector/laptop connected to speakers - Feeling Thumb Balls - "My Friends: Youth Skills For Life" by Dr. Paula Barrett - coloured papers - scissors - glue sticks - Our guided meditation is inspired by: http://sitemaker.umich.edu/fm_gmeig_mind-body_imageryne w2/files/peaceful_place.pdf

Timing **7 min.**	**Lesson Hook:** We will hook them into the lesson with the feelings thumb balls game (as a form of review).
	Lesson Outline: We will re-introduce ourselves, go over shape of the day, play the feeling thumb balls game, lead the meditation/reflection, then have students create their artwork, and wrap up. If there is time we will do a quick gallery walk for students to share work with their classmates.
Timing: **10 mins.** **5 mins** **25 mins**	**Activity:** We will play the feeling thumb balls games in groups of 5 around the classroom. Each station gets 2-3 minutes, then they rotate around to the next station. Then we will ask them to return to their desks for a guided meditation/reflection. We will introduce this portion of the lesson by stating that our main focus has been learning strategies for showing empathy and caring for others in the community. This week, we will be focusing on the self. How to help yourself when you are in distress. We will then ask the students to close their eyes and reflect on a place they feel peaceful and calm. We will narrate this guided meditation with them. The guided reflection script is attached at the bottom of this lesson plan. Then we will do the art activity that involves creating this happy place though cut out shapes. Students will have coloured paper to cut shapes out of and create a scene that visually represent their happy place. The materials they are allowed to use are scissors, glue sticks and coloured papers we will provide, in other words, no use of writing utensils. This art is created through cut outs only! (this evens the playing field in terms of drawing abilities). We will scaffold this activity by showing our pre-made representation of our peaceful happy place. We will also ask them to think about colours, shapes, and positioning on the paper that best represent what their place of happiness and comfort looks like.

	If there is time at the end we will do a quick gallery walk for students to see their classmates' work.
Timing **5 min.**	**Lesson Closure/Assessment:** Informal Assessment: participation in the guided meditation, participation in thumb balls game, responses to questions asked by us Formal Assessment: collection of artwork - should demonstrate a "happy place". As they reflect on the last 4 Social and Emotional Learning workshops, we hope that they were able to make some meaningful connections and grasp some useful strategies that they might keep in mind as they continue on their lifelong journey of self-discovery. We hope that our lessons, group activities and games provided them a chance to gain not only a closer understanding of themselves but also their peers. And, we hope that as they face difficult situations in the future, they will feel a bit more reassured that they have learned a few tools that could help. They have learned to look at different perspectives and perceptions of difficult situations. They have learned how to recognize emotions in others and in themselves. They have also learned strategies to deal with difficult situations, such as removing themselves from the situation, communicating with those involved, and knowing how to seek help from others. It is extremely important to know that our perspectives will change over time. Some of our values may stay constant but be aware that many will change when we meet new people or move to different environments. Know that you are valued and unique! Be your own best friend and you know yourself best! These artwork will be returned to you next week to keep as a reminder of this place as your quick go-to destination when times get tough. We will then thank the class for their participation and enthusiasm over the past few weeks and let them know that it has been a pleasure working with them along the way!

5 mins	**Transitions:** - moving back to desks and sitting calmly after the hook game - collecting paper for the activity and then returning to desks - handing in artwork - we will use the hand up method to regain attention - we will give them several time warnings

Reflection/Meditation:

- ask students to close their eyes and focus on their breath… take a few deep breaths in and out until you feel very calm and relaxed
- then we will ask them to think of a place that they have been to where they feel completely safe, comfortable, relaxed, and happy
- this can be anywhere in the world where you feel these ways and it can be real or imagined
- what do you see here?
- what do you hear?
- what do you smell here?
- Imagine yourself lying down here, completely relaxed, what do you feel?
- notice the colours surrounding you, notice the light
- what other sensations are in this place, are you warm or cold? how does your body feel in this place?
- This is a place to which you've traveled to receive the comfort, the peace, the restorative power that is here for you…….you can come here any time you choose……it is a place you carry within yourself at all times…..always available…….this is a place of connection…..a place where you will find and reconnect with your inner strength, your wisdom, your true or higher self…….the sensations of calm peacefulness you experience here are even now helping you find clarity, strength, healing……in this place, you receive what you need to be and feel whole – to recognize yourself in this place of safety, of freedom, of connection… Each time you travel here, you are reminded, renewed, replenished……in this place you may invite others to join you….those who love and care about you,……those you love and treasure…..those who offer you wisdom or comforting presence……
- And slowly, now, find yourself returning to your chair, floor or bed……you may want to wiggle your toes or fingers to feel yourself as you are…..peaceful, calm, gently strong, better for the experience
- open your eyes.