

# Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Introducing Yourself in  
Secwepemctsin

Lesson Title: \_\_\_\_\_ Lesson # 1 Date: Dec 8, 2023  
 Name: Matthew Paprskar Subject: Social Studies Grade(s): 5

**Rationale:**

Language is an important piece of one's identity and history. It is important to keep language alive so that the ideas and history of that culture do not get lost with the language.

**Core Competencies:**

Communication	Thinking	Personal & Social
I communicate purposefully, using forms and strategies I have practiced.		I can interact with others and the environment respectfully and thoughtfully.

**Big Ideas (Understand)**

Immigration and multiculturalism continue to shape Canadian society and identity.

**Learning Standards**

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> <li>Use Social Studies inquiry processes and skills to – ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</li> </ul>	<ul style="list-style-type: none"> <li>The development and evolution of Canadian identity over time</li> <li>Human rights and responses to discrimination in Canadian society</li> </ul>

**Instructional Objectives & Assessment**

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> <li>SWBAT <b>share and explain</b> their introduction to their peers in the talking circle.</li> <li>SWBAT <b>relay</b> to the teacher their introduction if they are uncomfortable doing it in the circle with the whole class.</li> <li>SWBAT <b>write</b> their introduction as they would pronounce it and its translation on an exit ticket.</li> </ul>	<ul style="list-style-type: none"> <li><b>Observation:</b> of students as they share their introduction. Also, looking for if the student has included all parts of the introduction (greeting, their name, goodbye. <b>extension:</b> something about themselves).</li> <li><b>Conversation:</b> with students if they would prefer to share their introduction privately with the teacher, still looking to see if all parts of the introduction are included.</li> <li><b>Product:</b> Students will hand in an exit ticket showing their introduction written out phonetically in English and the translation, looking to make sure all parts of the introduction are there, and that the translation is correct.</li> </ul>

**Prerequisite Concepts and Skills:**

- Able to navigate the computer and obtain resources and information.

- Able to identify the sounds of a word and write them out phonetically using English phonemes.
- Able to share their work with their peers or one-on-one with the teacher.

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

*Learning recognizes the role of Indigenous knowledge.* Through learning the language of the local indigenous band, students will be able to gain a better understanding of aspects of that band's history. Language reveals a lot about what is important to a culture by how they express themselves and the meaning behind their words.

### Universal Design for Learning (UDL):

Use of triangular assessment to meet students where they excel. Written exit tickets, observation of effort, and discussion in class will all be used to assess students.

### Differentiate Instruction (DI):

The lesson can be adapted based on student needs and IEPs (help navigating the web, someone to show them how to pronounce certain words).

### Materials and Resources

- Computers/way for students to access the internet
- Projector
- An object connected to the land to use for the talking circle.
- Paper for students to write their introductions.
- Pencils
- Whiteboard
- Whiteboard markers

### Lesson Activities:

Teacher Activities (Teacher will...)	Student Activities (Students will...)	Time
<p>Introduction (anticipatory set – "HOOK"):</p> <p>Get students' attention with rhythmic clapping.</p> <p>Ask students if they remember any Secwepemctsin from the morning greetings, the wall posters, or that they may know from elsewhere.</p> <p><b>Hook:</b> Show the students <a href="#">Everyday Secwepemctsin Infographic - YouTube</a> which introduces some Secwepemctsin greetings, pause it after each one and have the students repeat it back.</p> <p>Explain to students that we will be learning how to make our own introductions in Secwepemctsin. Show them the first voices and the learn Secwepemc website where they</p>	<p>Repeat the rhythmic clapping.</p> <p>Raise their hands and share any Secwepemctsin they may know.</p> <p>Practice repeating the Secwepemctsin introductions in the video.</p>	<p>10 mins</p>

<p>will find the phrases to use in their introduction and how to structure the introduction.</p> <p>Show the students the teacher's introduction and write it on the board so that the students can reference it if they need help on their own, emphasizing the 3 things that they will need in their introduction. (a greeting, telling your name, a goodbye (<b>extension</b> – saying one thing about yourself)).</p>	<p>Listen to the teacher's instructions and introduction.</p>	
<p>Body:</p> <p>Hand out laptops to students / go to computer lab with students. Tell students they can sit with their friends.</p> <p>Use the projector to help students navigate to the first voices website and the Secwepemctsín language area of the website and <a href="http://learnsecwepemc.trubox.ca">learnsecwepemc.trubox.ca</a>.</p> <p><b>CFU</b> Ask the students what are the 3 (4 for the extension) things that they need in their introduction and list them on the whiteboard.</p> <p>Walk around the room as students work, making sure they are staying on task and helping scaffold through conversation any student that is having difficulty.</p> <p>Ask the students to write down their completed introduction in their journals how they would pronounce it, not how it is written with the Secwepemc alphabet.</p> <p><b>CFU:</b> make sure the students understand how they are expected to write it out. Do an example on the board and then ask for thumbs up, down, or sideways if they understand.</p> <p>Ask the students to bring their journal into a talking circle. (Teacher will have gone over the talking circle beforehand, emphasizing the importance of only talking when you have the object that is being passed around and you may choose to pass if you don't feel comfortable and can share with the teacher privately after).</p>	<p>Student helpers can help hand out laptops / students can sit where they would like if they want to work with their friends.</p> <p>Navigate to Secwepemctsín page of the first voices website and <a href="http://learnsecwepemc.trubox.ca">learnsecwepemc.trubox.ca</a>.</p> <p>Raise their hand to explain what the things they need to have in their introduction are.</p> <p>Use the first voices and learn Secwepemc website to create an introduction.</p> <p>Write down their introduction in their journal.</p> <p>Listen to the teacher and then share using thumbs if they do or do not understand what to do.</p> <p>Come to the talking circle.</p>	<p>30 mins</p>

<p>Start the talking circle by sharing the teacher's introduction once more for the students then pass the object around the circle clockwise.</p>	<p>Bring their journal to the talking circle and share it when it is their turn, being respectful of others when it's not their turn and passing if they aren't comfortable sharing in front of everyone.</p>	
<p>Closure:</p> <p>Tell the students to go back to their seats and read or play quiet games while the teacher calls the students who didn't share in the circle one at a time to the teacher's desk to share their introduction.</p> <p>Ask the students to hand in their journals as an exit ticket.</p>	<p>Read/ play games unless they are called to share their introduction to the teacher.</p> <p>Hand in their journals.</p>	<p>5 mins</p>

### Organizational Strategies:

<p>Students can work with partners if they are struggling to find ways to introduce themselves on the websites.</p> <p>Rhythmic clap to gain student's attention.</p> <p>Introduce the importance of the talking circle beforehand so students are aware of the protocols and expectations.</p> <p>Teacher will have hung up Secwepemctsin words on the wall, have been greeting students in the morning in Secwepemctsin, and introducing themselves in Secwepemctsin since the start of class so that the students are accustomed to hearing the language before they start having to speak it.</p> <p>Teacher should also check their pronunciation with the resources from the Aboriginal Department in the school district so they aren't teaching any wrong pronunciations.</p>
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### Proactive, Positive Classroom Learning Environment Strategies:

<p>The teacher can give their introduction before the students start to create theirs to show them how a completed one might look and sound.</p> <p>The teacher will walk around the room and encourage students while they're creating their introductions and they can give ideas to students who are struggling to start writing or those who get stuck.</p>
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### Extensions:

<p>This could be a reoccurring activity where students build upon their introduction. Once a week or every few weeks we could have a talking circle where the students could introduce themselves with their</p>
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introduction so they get lots of practice and then share either something fun that happened to them, something they want to address in the class, or any big events in their life.

It would also be fun to use the [learnsecwepemc.trubox.ca](http://learnsecwepemc.trubox.ca) website to teach the students the pronunciation of the indigenous alphabet so that they could write out their introductions as it would be spelt in the language they are speaking instead of having to transliterate it.

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