

<ul style="list-style-type: none"> • CC6: Acknowledge different perspectives on people, places, issues, or events in their lives (perspective) • CC7: Identify fair and unfair aspects of events, decisions, or actions in their lives and consider appropriate courses of action (ethical judgment) 	
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Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> • Students will be able to understand the very basic reasoning behind Orange Shirt Day (We wear orange shirts to remember how unfair residential schools were) 	<ul style="list-style-type: none"> • Assessment of students understanding will be observational. The teacher will address student questions and concerns during the discussion time activity. This lesson serves to introduce the content, it likely will take multiple lessons for students to fully understand the reasoning behind Orange Shirt Day.

Prerequisite Concepts and Skills:

<ul style="list-style-type: none"> • Understand the concept of “taking turns,” when it is their turn to speak, or someone else’s turn to speak. • Full body listening

Indigenous Connections/ First Peoples Principles of Learning:

<ul style="list-style-type: none"> • Learning ultimately supports the well-being of the self, the family, the community, the land, and the ancestors. • Learning is embedded in memory, history, and story. <p>This lesson begins the journey of educating students about indigenous history and residential schools. This is a lifelong education journey that needs to be taught. It is important that young learners have this information to understand and shape their worldview.</p>
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Universal Design for Learning (UDL):

<p>This activity is accessible for students of multiple learning styles, and different levels of academic achievement. Participation is relatively easy, and if students are struggling, the teacher can provide suitable discussion prompts to aid the student. Some students may be able to contribute to the class discussion with no prompts, some students will need a bit more guidance in suggesting ideas, the teacher can adjust easily as they go.</p>
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Differentiate Instruction (DI):

<p>Students do not need to contribute to class discussion, they may just listen to the story and to their classmates ideas. Though everyone is encouraged to ask questions in order to alleviate any stress or worries about the subject matter.</p>
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Materials and Resources

<ul style="list-style-type: none"> • Amik Loves School by Katherena Vermette

- Reading Area in classroom
- https://www.orangeshirtday.org/uploads/7/9/8/7/79871818/bctf_orangeshirtdayactivities.pdf a fantastic source, includes some additional class discussion points for this particular book

Lesson Activities:

Teacher Activities	Student Activities	Time
<p>Introduction: Amik Loves School Reading</p> <ul style="list-style-type: none"> • Pre-read book before class and mark key points with sticky note reminders • Have class transition to story time reading area of the classroom. • Review whole body listening expectations (sit in your seat, hands are free, zip your lips, eyes on me) • Introduce book • Discuss cover • Read first page or 2, then pause for questions and predictions (take turns going down the line for everyone to make predictions) • Read story, pausing for questions at key points (ensure students are raising their hands) 	<ul style="list-style-type: none"> • Transition to reading area, respectfully and efficiently • Perform whole body listening during entire reading • Make thoughtful predictions about the book • Raise hand to ask questions when teacher has paused to take them • Be thoughtful and respectful of classmates throughout the duration of the reading, ensuring that everyone can enjoy it equally 	<p>2 mins to transition and review expectations</p> <p>8 mins to read book and pause for questions</p>
<p>Body: Orange Shirt Day Class Discussion</p> <ul style="list-style-type: none"> • After the story, begin a class discussion about the story. • Discuss what Amik loved about his school • Discuss that Amik’s grandpa did not love his school • Reassure students throughout as necessary that though Amik’s Grandpa did not like his school, it was a long time ago and those bad things don’t happen here anymore. • Transition discussion into how we wear orange shirts to remember how unkind those residential schools were. • Explain how a girl wore her favorite orange shirt on the first day of school, and they took it away, so that’s why we all wear orange shirts. 	<ul style="list-style-type: none"> • Perform whole body listening while discussion is taking place and classmates are speaking • Be respectful of their classmates • Contribute meaningfully to discussion, ask questions 	<p>9 mins to discuss book contents</p>
<p>Closure:</p>	<ul style="list-style-type: none"> • Ask question and raise any concerns 	<p>1-5 mins to take student questions</p>

<ul style="list-style-type: none"> • Finish the discussion by answering any students questions about the topic. • As gentle of an introduction as this is to this challenging topic, it is still troubling and you may need to reassure students that things like this don't happen anymore, and we wear the orange shirts to remember. • Take the time to alleviate any concerns that your students might have. • Once all students have had their questions and concerns addressed, transition back to desks for the next subject. 	<ul style="list-style-type: none"> • Transition back to desks respectfully and efficiently 	<p>and address concerns</p> <p>1 min to transition back to desks</p> <p>Total time: 20-25 mins</p>
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Organizational Strategies:

- Reminders and reinforcement of what it is to be a whole-body listener. "Sitting in your seat, hands are free, zip your lips, eyes on me"
- Using "pause, play, and stop" prompts to manage class

Proactive, Positive Classroom Learning Environment Strategies:

- The Teacher will encourage respectful listening throughout the entire lesson and encourage thoughtful discussion and question asking.
- The teacher will offer praise to students after they make meaningful discussion contributions or ask questions that are on topic.

Extensions:

- This lesson should be extended throughout the month of September leading up to Orange Shirt Day.
- There can be different art projects involving decorating orange shirts
- There are other story books that work on introducing this challenging topic to younger children that would make great supplemental reading times throughout the month

Reflections (if necessary, continue on separate sheet):

This lesson should introduce the subject of Orange Shirt Day and residential schools in a manner suitable to kindergarten aged students, however, any time you are discussing these kinds of challenging topics, it invites the possibility of triggering some students. I do have a concern regarding this as kindergarten is the grade I would like to teach one day, I honestly do not know the best way to introduce this type of triggering content. I understand that it is something that will improve with experience, but I want to be as prepared as possible. I will continue to try and find better ways to teach this type of subject matter to the younger grades and try and develop more strategies to do so in an age appropriate manner.

