**Learning Plan: SECONDARY**

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| **Title of lesson** | | E-Waste Response Journal | **Grade level** | Secondary 1 |
| **Subject** | | ESL PEI | **Topic** | E-waste |
| **Relevance** | | Having students work individually and in pairs to write a response on a piece of art related to the unit of E-waste is relevant because it will help them further develop their knowledge on this important issue and will allow them to develop their critical thinking skills which will be very important to them in the future. | | |
| **Resources Required** | | Video and Power point presentation with pictures of artwork  Response Journal Handout | | |
| **QEP Subject Area Competencies** | | C2: Reinvest Understanding of texts | | |
| **Learning Objectives** | | Students will watch/look at a video/photo having to do with E-waste and will be able to think critically and answer questions about it using personalized responses in their response journals. They will be able to so since they have spent 3 or more classes learning about E-waste and they will also have plenty of time to watch/look at the artwork. | | |
| **Essential Question(s)** | | How does this artwork about a serious problem (E-waste) make you feel? | | |
| **Lesson Timing** | **Start-up Routines**  Agenda:   1. Attendance 2. C1 discussion 3. Video/Picture 4. Response Journal 5. Game | | | |
|  | **Introduction (hook):** | | **Student will know:** | |
| Start off by showing students “funny” images having to do with E-waste and ask students to share what they see and how they feel about it.  Tell students about the class objective. | | Students will know how to analyze and discuss how they feel about a piece of art (specifically about E-waste). | |
|  | **Development (Learning activities – step by step sequential procedure):**   1. Have students take out their notebooks 2. Watch YouTube video on the creation of the artwork (2 times so that students have enough time to take notes): <https://www.youtube.com/watch?v=R3fjsi_-ypo> 3. Show students the pictures and split the class into half and assign one of the photos to each group. (The PowerPoint slide with both artworks will be displayed throughout the period so that students can look back at it whenever they may need) 4. Explain to students what they will be doing (make sure to have a student repeat the instructions and write them down on the board). 5. Provide students with the handout 6. Model example with a student for the first question. Make sure to write it on the board so that students have a visual as well). 7. Students work on the left-hand side of the document individually p.2-4 (in response to the questions asked with respect to the artwork they were assigned) 8. Students will then pair up with someone that worked on the same artwork as them 9. They will discuss their answers for p.2-4 and fill out the “my partners ideas” section 10. Once students are finished, we will go over their answers as a group. I will ask as many groups as possible to share their answers with the class. | | **Students will understand:** | |
| Students will understand how to discuss art and how it reflects a problem in society. | |
| **Students will do:** | |
| Students will be able to look at art and explain how it makes them feel. They will also be able to share their feelings with a partner. | |
| **Cross Curricular Competencies:** | |
| Exercises Critical Judgement  Communicates Appropriately | |
| **Broad Areas of Learning:** | |
| Environmental Awareness and Consumer Rights and Responsibilities | |
| **Universal Design for Learning/ Differentiation:** | |
| Students have the opportunity to watch the video twice. They also have the opportunity to answer questions alone (for those that rather work like that) and then discuss with a partner (for those who did not understand certain things, they will be able to talk to a friend before sharing with the class). | |
| **Closure (transition):**  We are going to finish off the class with the alphabet game.  “I’m going to the electronic recycling facility and I’m bringing with me:…”  Row by row, students each name 1 e-waste product that they could bring (in alphabetical order). | | **FORMATIVE - Assessment FOR learning:** | |
| I will be circulating and answering any student questions as they complete both the individual and paired work. | |
| **FORMATIVE - Assessment AS learning:** | |
| The students will have the opportunity to work in groups to go over their individual sections and check for understanding as they go. | |
| **SUMMATIVE - Assessment OF learning:** | |
| There will be no evaluation for this lesson. The unit is leading up to the final projects during which they will have access to all of the work that they have completed so far. | |
| **Further considerations (follow up activities)** | | | | |
| Now that students have had a few classes to learn about e-waste, they will be starting the final project for this unit. They will be asked to make a poster with a slogan against e-waste and will be asked to present it to the class along with a few facts that they find online. | | | | |

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| **Reflection:** |
| I will be working on my time management once again since I believe this to be the area that I still need to improve. I want to make sure that I make the lesson as student-centered as possible as well, since this is something that I still struggle with at times. Finally, I really want to work on my instruction giving. I give my initial instructions properly and also make sure to write them on the board for students however, I tend to skip the modeling with a student phase. I need to make sure that I model the first question, preferably having a student respond instead of me, and I should write the example on the board so that they can have a visual when trying to respond to the other questions. |
| **Professional Competencies:** |
| PC1: To act as a professional inheritor, critic and interpreter of knowledge or culture when teaching students. 🡪 I do this by making the information that I am teaching as relevant as possible.  PC3: To develop teaching/learning situations that are appropriate to the students concerned and the subject content with a view to developing the competencies targeted in the programs of study. 🡪 this unit on E-waste helps students develop all 3 competencies and for this specific  PC11: To engage in professional development individually and with others. 🡪 every time I complete a formative lesson, Mr. Bouganim lets me complete a dry run so that I might practice and work out some of the issues. Mr. Bouganim also makes sure to give me constructive feedback so that I might make even more changes to help my lesson. |

Agenda:

1. Attendance 2. C1 discussion 3. Video/Picture 4. Response Journal 5. Game

*Instructions*

1. C1 discussion with the funny pictures
2. Take out their notebooks
3. Watch YouTube video (take notes)
4. Show the pictures
5. Split the class into half and assign one of the photos to each group
6. Explain to students what they will be doing (2-3 bullet points for each)
7. Student repeat instructions
8. Provide handout
9. Model example with a student for the first question. (write it on board)
10. Students work on the left-hand side p.2-4 (individually)
11. Students pair up and work on right-hand side p.2-4
12. Go over answers with them

Game:

“I’m going to the electronic recycling facility and I’m bringing with me…”

Row by row, students each name 1 e-waste product that they could bring (in alphabetical order).