Transforming Inclusive Education: Designing for Diversity, Equity & Inclusion

Collaborative Inquiry-Based Learning Series
with Jo Chrona & Shelley Moore

Session 6

Reflecting Back

- Situating Ourselves

- Getting to know learners using strengths-based perspective

- Examining a planning framework to support diversity of learners with BC curriculum
  - Backward Design
  - Curricular Mapping

- Collecting Evidence of Learning – Assessment

Session 6: Lesson Design

Today's Guiding Question:

- How do we use inclusive lesson design strategies to create opportunities for student evidence of learning to be created (referred to in last session)?

## FPPL - Learning is embedded in memory, history, and story

Remember,

Story

- is how we connect ourselves to the world

- supports our ability to connect to memory and organize information and concepts – how we make sense of our learning

- is used to "educate the heart, mind, body, and spirit, which is truly Indigenous education" (Archibald, 2008)
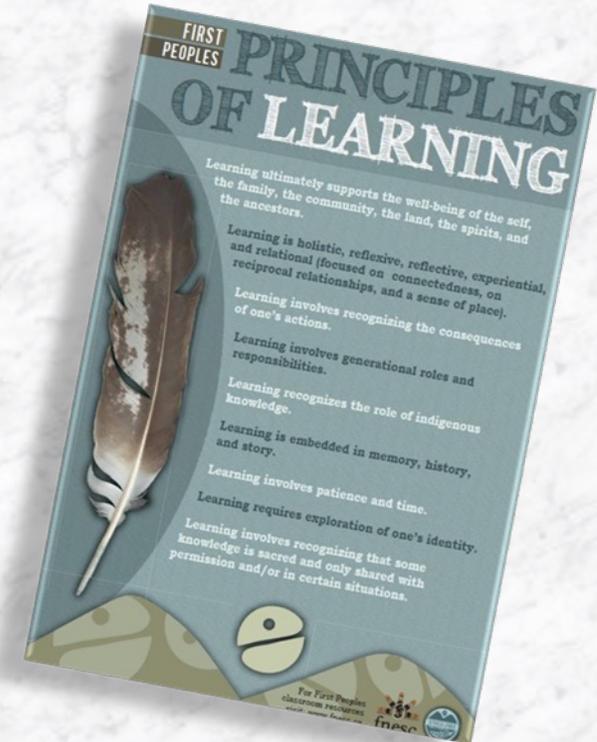
FPPL - Learning involves patience and time

- knowledge and understanding
  - are built over time - often requires a recursive approach to teaching and learning
  - develop in layers, with skills and competencies gained through experience and reflection

- learning
  - happens when a person is ready for it
  - is most effective when it occurs in a setting where it can be applied in an authentic contexts
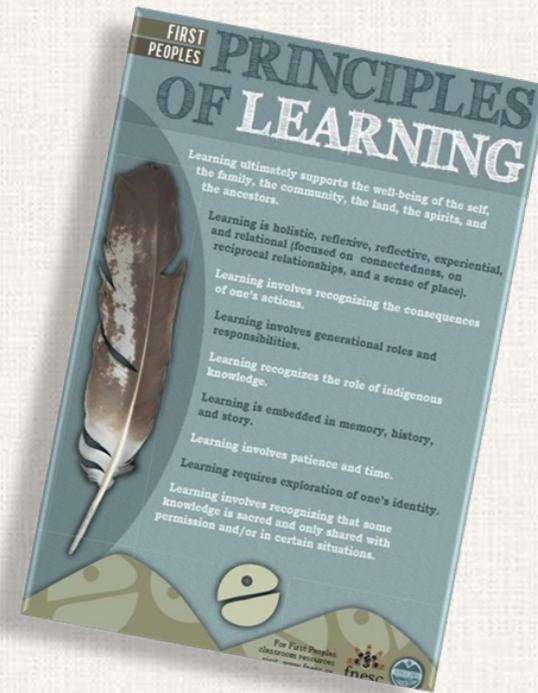
FPPL - Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)
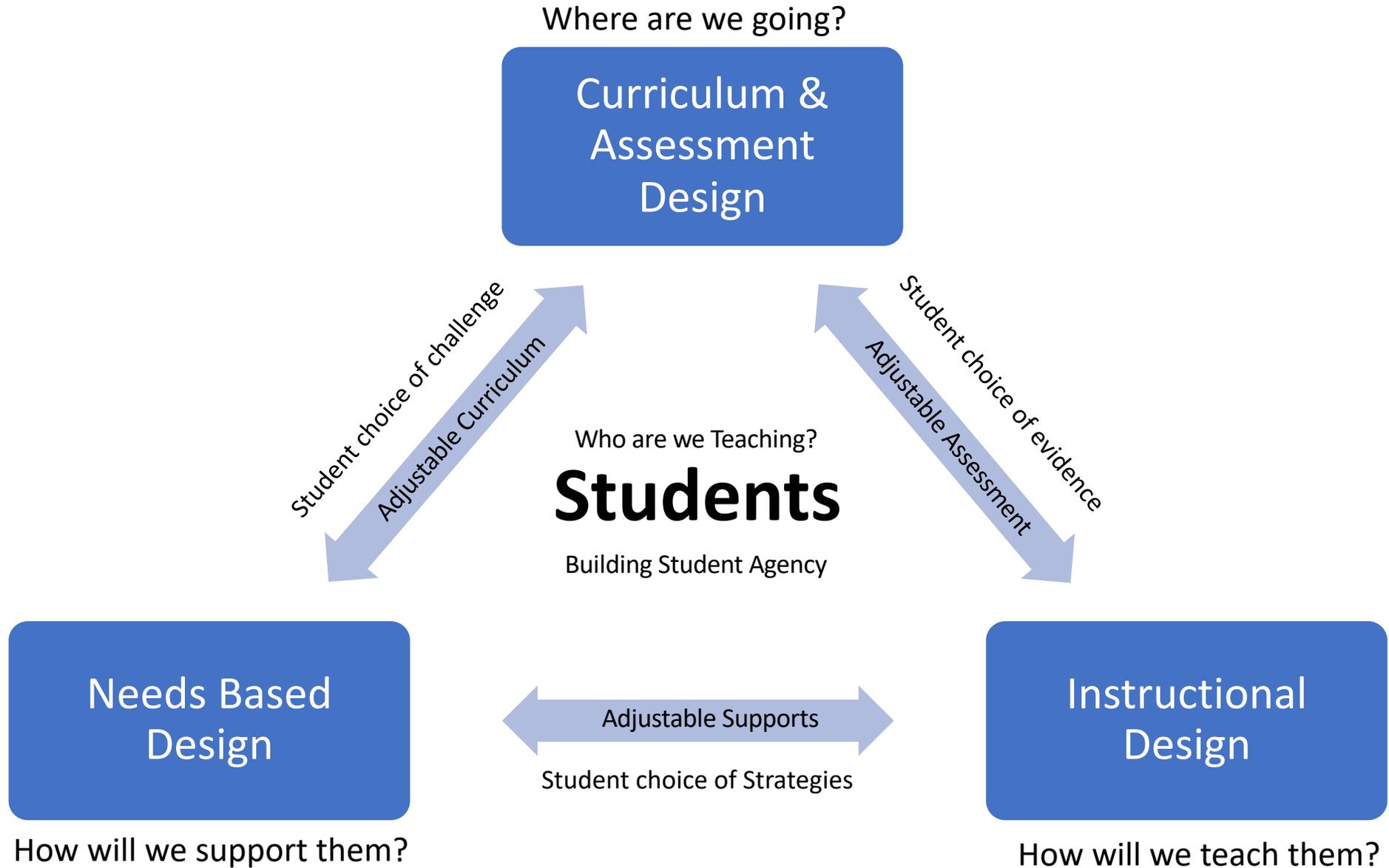
Learning is **reflexive**

- builds on itself
- learners develop new knowledge and deeper understandings as result of making connections between
    - who they are
    - what they already know and understand, and
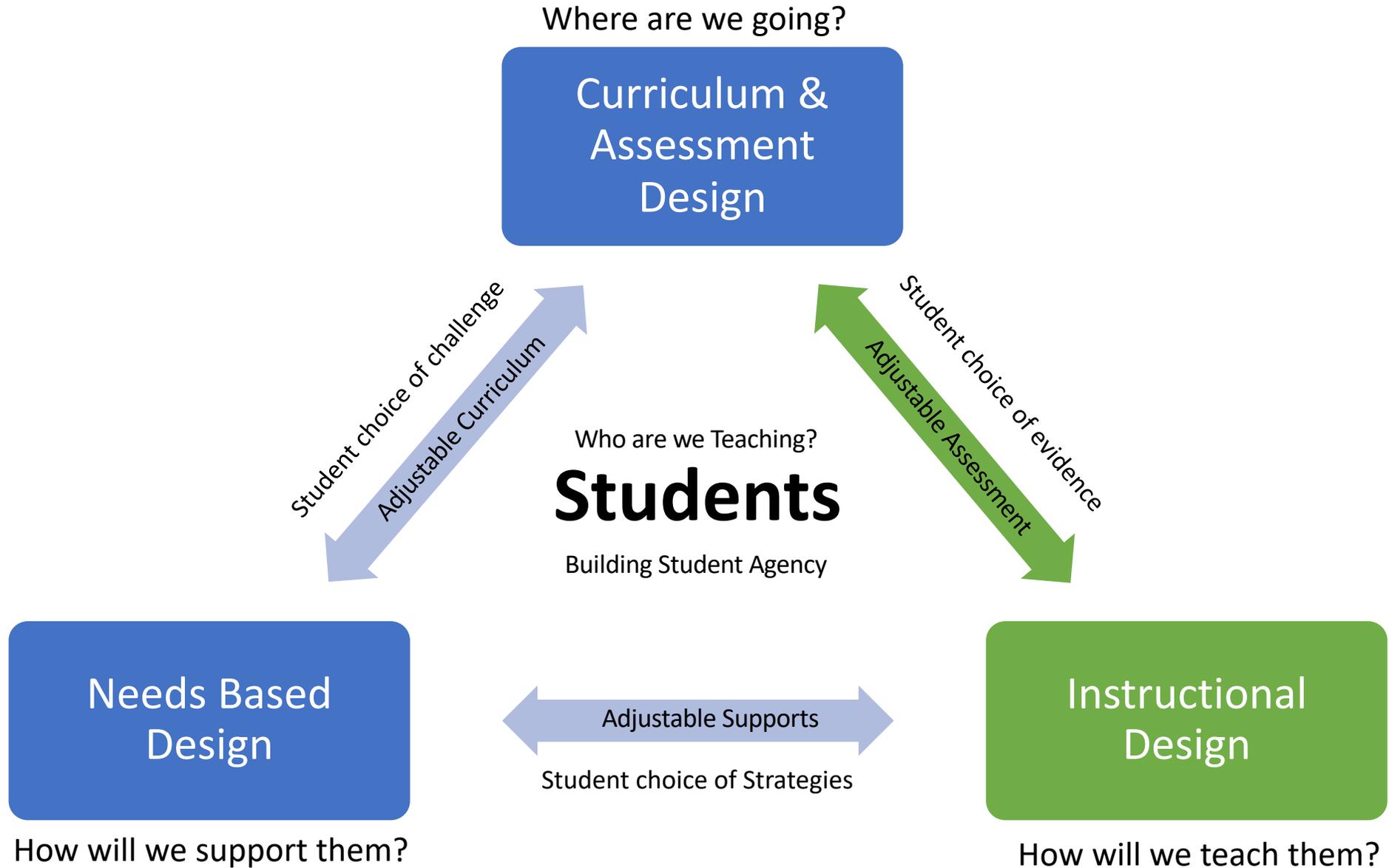   - new experiences, ideas, and learning
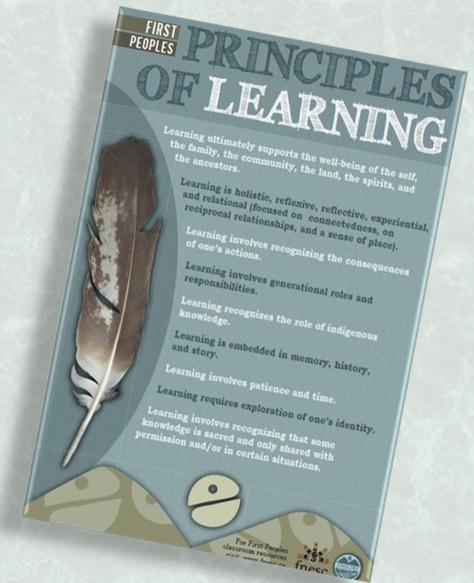
Reflecting Back

- What have you been trying out since last session?
- What are you noticing about your thinking and practice?
- What questions are coming up for you?

How can we change the system?
Designing with Equity in Mind

Shelley Moore, 2019

Where are we going?

Curriculum & Assessment Design

Student choice of challenge
Adjustable Curriculum

Student choice of evidence
Adjustable Assessment

Who are we Teaching?

Students

Building Student Agency

Needs Based Design

Adjustable Supports

Student choice of Strategies

Instructional Design

How will we support them?

How will we teach them?

How can we change the system?
Designing with Equity in Mind

Shelley Moore, 2019

Where are we going?

Curriculum & Assessment Design

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Adjustable Curriculum

Student choice of evidence
Adjustable Assessment

Who are we Teaching?
Students
Building Student Agency

Needs Based Design

Adjustable Supports
Student choice of Strategies

Instructional Design

How will we support them?

How will we teach them?

Reducing Barriers for Communication of Learning

The Role of the Environment/ System in Limiting Individuals
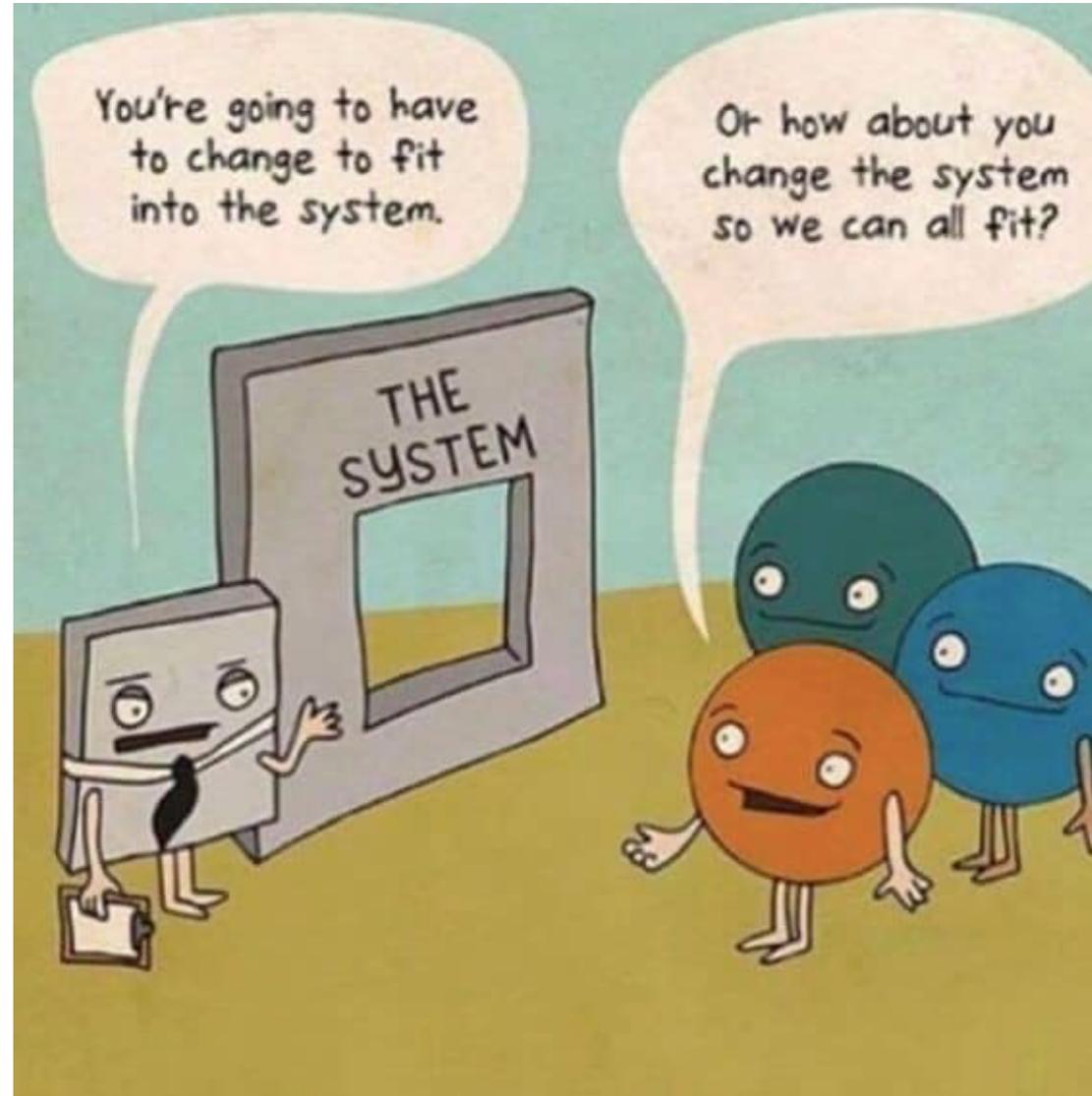
If a flower
isn't thriving
in a garden…

A shift in thinking…

- **There are some things we need to understand:**
  - Understand the thinking shift for how we view individuals with Disabilities

  - Understand the role that a context plays in teaching and in barriers that limit individuals

  - Understand that the less a context is limiting, the less support an individual needs

What are the barriers?

PHYSICAL

To LEARNING

To EQUITY

How can we REDUCE barriers??

Reducing Barriers to Learning: UDL

- Making a commitment to reduce learning barriers in a classroom community over time

- Based in brain research and how we learn

- Designed for ALL learners

- Strategies are organized into 3 areas
    - How students are engaged in learning
    - How new learning/information is shared with students and how students understand that information
    - How student share their learning

- UDL commitmtnets chosen based on the needs of a learning community

WHAT ARE THE STAIRS/ RAMPS FOR LEARNING?

Universal Design for Learning Guidelines

Provide Multiple Means of
Engagement

Provide Multiple Means of
Representation

Provide Multiple Means of
Action & Expression

Shelley Moore, 2019   @tweetsomemoore

www.CAST.org

Guiding Unit Question:

Lesson Goal(s):

Date

Connecting Activity:

Supports & Strategies

Mini Lesson:

Processing Tasks

I Need to...   I Must...   I Can...   I Could...   I Can Try to...

Transforming & Personalizing Activity:

Lesson Planning Template – Shelley Moore, 2017   Adapted from Brownlie & Schnellert

Grade 8 Humanities

Grade: 8	Subject Area(s): Humanities	Planning Team:

Big Idea: Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Unit Guiding Question(s): As an active citizen, how can I educate myself about important social justice topics? As an active citizen, how can I educate others about important social justice topics?

	Curricular Language	Student Friendly Language	Possible Lesson Activities & Assessment Tasks
Content Goal	oral language features and strategies	I know strategies to help me be a confident speaker I know how to use speaking strategies to help communicate my thinking	• Watch different TED talks to co-create criteria and determine strategies of a confident speaker (looks like, sounds like, feels like) • Students perform a TED talk about a social justice topic meaningful to them using oral language strategies
Content Goal	elements of visual and graphic texts	I know strategies to help me use visuals to share my thinking I know how to use visuals and graphics to help communicate my thinking	• Watch different TED talks to co-create criteria and determine how speakers use visuals to share their message (looks like, sounds like, feels like) • Students perform a TED talk about a social justice topic meaningful to them visual strategies
Curricular Competency Goal: Comprehend and connect (reading, listening, viewing)	Construct meaningful personal connections between self, text, and world	I can make connections between myself, texts and the world	• Watch TED talks that reflects a social justice topic reflective of the world and connects to them personally
	Synthesize ideas from a variety of sources to build understanding	I can find patterns between ideas from a different sources and texts to build understanding	• Research for their own TED talk includes multiple sourcesand texts and their talk includes ideas that connect sourcees together
Curricular Competency Goal: Create and communicate (writing, speaking, representing)	Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences	I can use writing to plan, develop, and create engaging and meaningful oral texts for an audience	• Co creating criteria using graphic organizers • Create a speech or plan a speech using writing about a social justice topic important to them • Practice speech including feedback and self assessment • Hold TED talk event speech with an audiences
	Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message	I can reflect on feedback and revise my writing and speaking so it makes sense, and communicates my message in an effective way	• Using co created criteria, reflect on feedback and self assess to improve and practice TED talk for final event • Practice speech in front of different audiences and audience sizes

Guiding Unit Question: As an active citizen, how can I educate myself about important social justice topics? As an active citizen, how can I educate others about important social justice topics?

Lesson Goal(s):
I know strategies to help me be a confident speaker
I know strategies to help me use visuals to share my thinking

Date

Connecting Activity: discussion and pre teaching of new vocabulary

Supports & Strategies

Mini Lesson: Watch a TED talk, look for what the speaker does to be a confident

Processing Tasks: Co-construct criteria (what do confident speakers look like and sound like, what does it feel like to watch them)

I Need to…	**I Must…**	**I Can…**	**I Could…**	**I Can Try to…**
Choose a Ted Talk and watch it. Figure out what the the speaker's message is	List what the speaker does to keep you engaged. What does it look like, sound like feel like?	Follow the same process with another TED talk and compare the speakers	Give feedback to one of the speakers on what they do well, and one thing that you think they could improve on	Respond to one of the TED talks with a connection, a question or an opinion about their message

- Proximity to N, scribe, strategic group members, check in, reassurance, redirection to prompts, task break down,
- Strategic locations, groups of 2 or 3, translated videos,
- Visuals, vocab review,
- Modeling, interesting ted talk,
- Pre teach vocabulary
- power point/ document camera
- Interesting ted talks
- Youth speakers
- Not too long videos
- About relevant issues

Transforming & Personalizing Activity: Exit slip – If you were going to make a POWERFUL Ted Talk, what are something you would do? What would be a topic you would talk about?

Lesson Planning Template – Shelley Moore, 2017

Adapted from Brownlie & Schnellert

As an active citizen, how can I educate myself about important social justice topics?

As an active citizen, how can I educate others about important social justice topics?

Goals for Today:

I know strategies to help me be a confident speaker

I know strategies to help me use visuals to share my thinking

Learning Goals	I know strategies to help me be a confident speaker
	I know strategies to help me use visuals to share my thinking

Start here!

Go as far as you can →

I NEED to
- choose a QR code, watch the TED talk
- notice what the <u>message</u> of this TED talk is

I MUST
- notice what this TED talk <u>LOOKS</u> like
- notice what this TED talk <u>SOUNDS</u> like
- notice what this TED talk <u>FEELS</u> like

I CAN
- analyze another QR code and compare speakers

I COULD
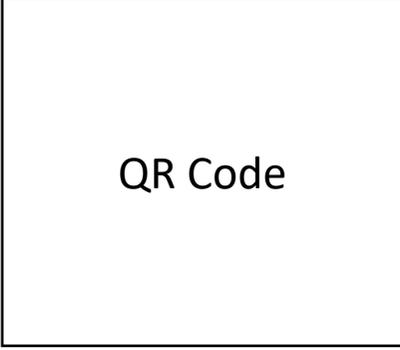- offer some feedback to the TED speaker

I CAN TRY TO
- make a connection, question or opinion about the Ted Talk

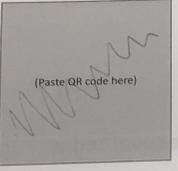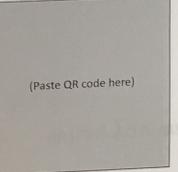## Supports & Strategies Available

- Choice to work alone or in pairs
- Choice of Ted Talk
- Subtitles/translations available
- One person can be the writer
- One person can be the speaker
- Choice of Challenge
- Choice of where to go (hallway, next door, classroom)

Shelley Moore, Lake Trail Middle, 2018

What strategies do TED talk speakers use to share their thinking and help them feel confident?

Title of TED Talk	What is the message?	What does the Speaker look like?	What does the speaker sound like?	What are you feeling when you watch the speaker?
Under the Table 				
   QR Code				

TED Talks   Names of group members: _____

Title	What is the **message** of this TED Talk?	What does this TED talk **look** like?	What does this TED talk **sound** like?	What does this TED talk **feel** like?
Under the Table (Paste QR code here)	Inclusive Education — students in all classroom — everyone can learn	Red dot →stay in one place Dressed up Formal-stage lighting - but room was dark gestures pictures/visuals Colours - red not a script	funny jokes not just read conversational natural some "umms" are ok story	passionate inspiring Knowledagble connected
(Paste QR code here)				

Learning Goals	I know strategies to help me be a confident speaker
	I know strategies to help me use visuals to share my thinking

Start here!

Go as far as you can

I NEED to
- choose a QR code, watch the TED talk
- notice what the <u>message</u> of this TED talk is

I MUST
- notice what this TED talk <u>LOOKS</u> like
- notice what this TED talk <u>SOUNDS</u> like
- notice what this TED talk <u>FEELS</u> like

I CAN
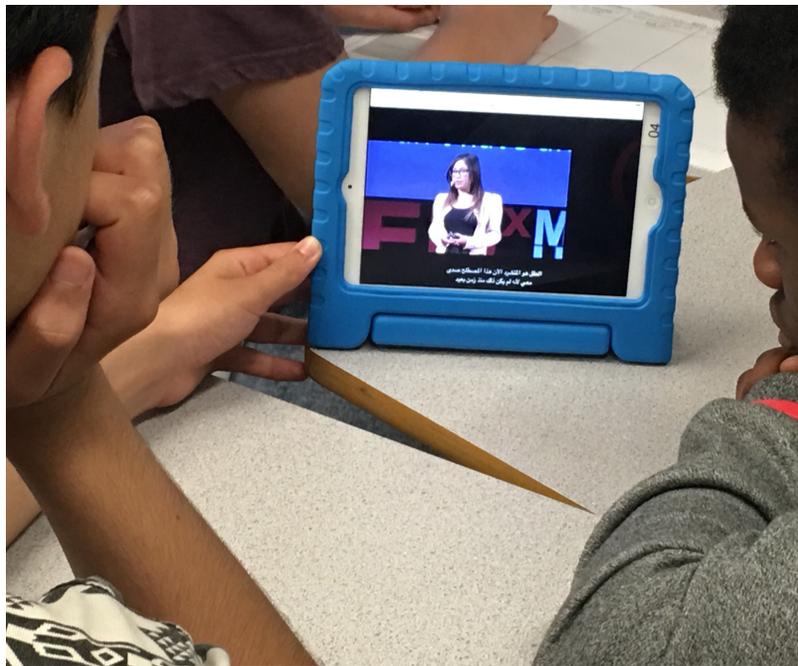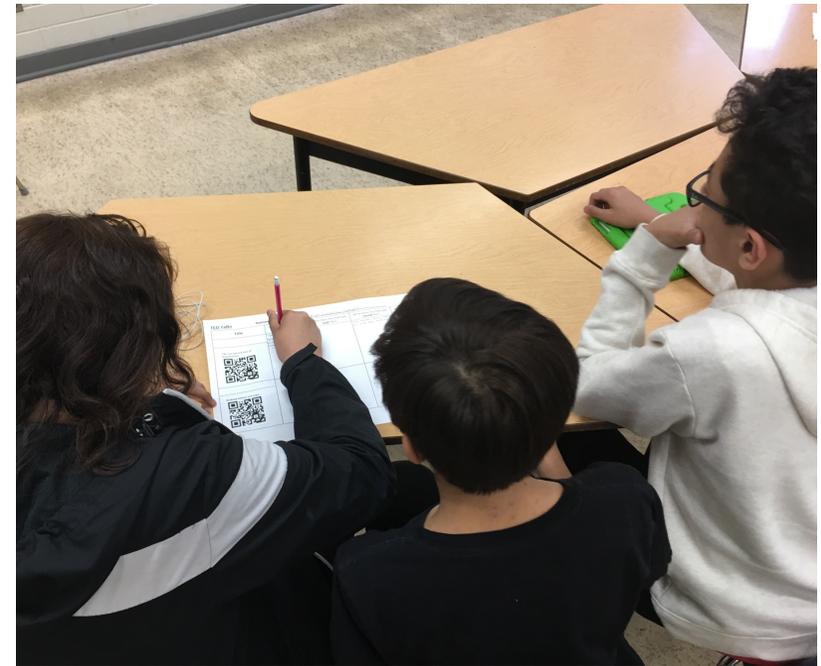- analyze another QR code and compare speakers

I COULD
- offer some feedback to the TED speaker

I CAN TRY TO
- make a connection, question or opinion about the Ted Talk
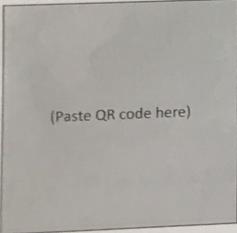
Supports & Strategies Available

- Choice to work alone or in pairs
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- Subtitles/translations available
- One person can be the writer
- One person can be the speaker
- Choice of Challenge
- Choice of where to go (hallway, next door, classroom)

Shelley Moore, Lake Trail Middle, 2018

TED Talks

Names of group members: ██████████████████

Title	What is the **message** of this TED Talk?	What does this TED talk **look** like?	What does this TED talk **sound** like?	What does this TED talk **feel** like?
Overcoming hopelessness **Overcoming hopelessness** (Paste QR code here)	- Everyone Matters and life special -	- No Arms & legs -	- Sad	- Depressed

TED Talks

Names of group members: ████████████████████

Title	What is the **message** of this TED Talk?	What does this TED talk **look** like?	What does this TED talk **sound** like?	What does this TED talk **feel** like?
The unexpected face of homelessness [QR code]	-She bought the homeless guy a shoes and she didn't know the homeless stole the shoes" - she talked about how homeless she was and she didn't have many friends. - Never judge people by there cover	-The screen in the back was quote says "I bought him those shoes because he didn't have any" -Showing a bunch picture	-She sounds really confident to what shes talking - it's sounds like she knows what she's doing	-She makes you feel so inspired -it made you somewhat emotional -never judge people by there cover
Rethink before you type [QR code]				

TED Talks

Names of group members: ███████████████████

Title	What is the **message** of this TED Talk?	What does this TED talk **look** like?	What does this TED talk **sound** like?	What does this TED talk **feel** like?
Overcoming Hopelessness Overcoming hopelessness [QR code] (Paste QR code here)	-Always be hopefull even if other people tell you bad things or discouraging things -Everyone has value	-Dark -On a table -no limbs -screen behind him	-inspiring -emotional -Porerfull -Brave -Loud -strong -alone	-inspiring -emotional -Porescr -Sad -like you are the only one there

TED Talks

Names of group members: _____

Title	What is the **message** of this TED Talk?	What does this TED talk **look** like?	What does this TED talk **sound** like?	What does this TED talk **feel** like?
Rethink before you type _____	Rethink about what you say How we need to think what we say, what we do, or post	Visuals young relavant red dot Presentable Dark room easy to focus	young Smart Calming Clapping Cheering Clearly speaking	inspiring astonishing life changing upsetting
_____ (Paste QR code here)				

TED Talks

Names of group members: ██████████████

| Title	What is the **message** of this TED Talk?	What does this TED talk **look** like?	What does this TED talk **sound** like?	What does this TED talk **feel** like?
The unexpected face of homelessness	The message of this TED talk is that if we keep imagining the stereotypical homeless person how many youths will reach out with this problem. → you are more than what you own → home and family is important I have a home	Rough living - Logo - pictures - colourful - successful - fancy, proffessional - confident	-She has an accent - clean - confident	- Feels - believed in herself - stage fright - nervous - tired
The unexpected face of homelessness (Paste QR code here)				

TED Talks

Names of group members: ████████████████████████████

Title	What is the **message** of this TED Talk?	What does this TED talk **look** like?	What does this TED talk **sound** like?	What does this TED talk **feel** like?
Over coming Hopelessness **Overcoming hopelessness** [QR code]	• Dont look down on yourself. • Stay hopeful. • Dont let your looks discourage you. • There are no limits, even if you're different looking, cultured or gender.	A 29 yr old with no limbs. He leaned and walked around. Dark settings. He was on a table.	Australian He sounded like Thor A focused/quiet audience.	Hopeful Deep/heartfelt He has the background, experience/knowledge.
  (Paste QR code here)				

Exit Slip – Choose one

1. If you were going to make a POWERFUL Ted Talk, what are some things you would do?

2. What would be a topic you would talk about?
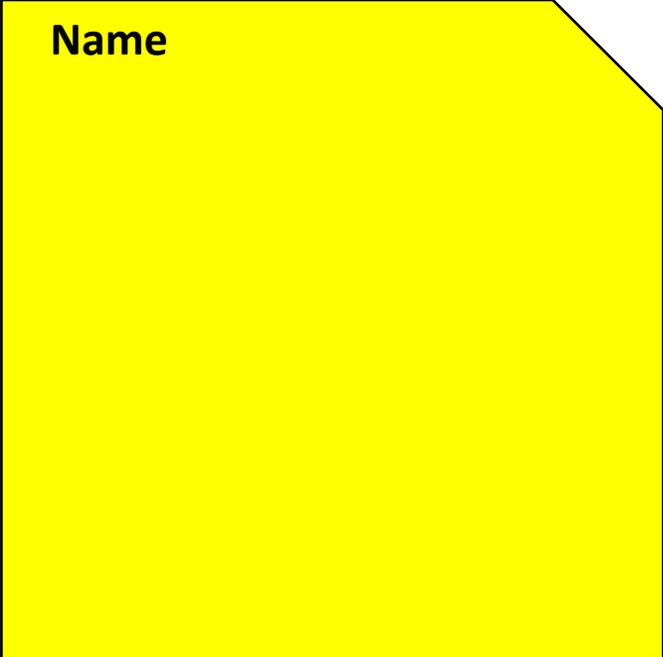
Name

was dark | some | umms are ok
gestures | story
pic
Co
no

Abdullah

2) speck abous my life story because I came from syria and it well be a good story about war.
1) I'll wear good.

Calleigha:

1. I would make it so I know all my facts, that I make clear points, make people interested

2. My topic woud be aboot bullying and my experiences

Patrick

- to make people think about the topic
- be relateable
- teach new things

2) I would make a talk similar to "Overcoming Hopelessness" about limits and being different. Wether its gender, health related differences etc.

1) I would use words slowly so they could sink into. Or change tones.

Chris

I would be clear, loud, Enjoyable/Funny.

A topic I would talk about is video games

My topic would be

not to be

sad all the time and to give people advice and to tell them to stay strong and talking about saying you're not alone and to be yourself and do thing that make you happy

Note 1 (top left):
1. Topic
2. Def

Note 2 (Luke B.):
Luke B.
Some things i would do
would be, talk clearly,
and use hand motions

My topic would be,
about the effect littering
has.

classroom

Note 3 (center top):
Cats, Dogs, Skateboards
~~~~~~~~
MeMe's

Note 4 (top):
My topic would be
coming out because this
year alot of people is against
LGBTQ+ but were still human
and coming out is really
scary cause it feels like
theres a elephant in your
chest and if you did
some people can really
judge you.

Note 5 (Owen):
Owen
made you think

Hockey

Note 6 (left middle - stutter):
I wouldn't
stutter
you dont
need a
boyfriend / girlfriend
to be
happy

Note 7 (Town):
Town
-Idea new clothes

-grab their attention
-talk clearly so they can
hear me

-I would talk about
a big thing that has happened
in my life and how much
I effect people.

2.

Note 8 (Gilbert):
Gilbert
-tell stories (Personal
stories)
-my topic is about
making mistake, telling
them it's okay to
make mistakes, and I
would tell accept things
I did to get over it.

DI'll wear good.
cloth

Note 9 (Melachy):
Melachy
grab there attention,
talk about something
that they dont think
about alot
Talk about something
that is important
what would I talk about
-Growing up I guess

2. My topic would be
about bullying and my
experiences

Note 10 (Eugene Laine):
Eugene Laine
2
I would talk
about how life matters
and looks doesn't.
Live your life to the
fullest.

-teach new things

Note 11 (bottom left):
-try to relate to
everyone (if they
relate they understand)

-who the world is
being destroyed
by us

Note 12 (Quinn Mussell):
Quinn Mussell
-Get a good topic
-Write a powerful script
-Use powerful words and
sentences
-Do lots of hand gestures
to grab their attention
-Tell jokes

-Bullying

Note 13 (bottom center):
2 I would make a talk similar
to "Overcoming Hopelessness"
about limits and being
different. Wether its gender,
health related differences etc.

1 I would use words
slowly so they could sink
in. Or change tones.

Note 14 (Chris):
Chris
I would be clear,
loud, Enjoyable/Funny.

A topic I would talk
about is video games

Note 15 (bottom right):
My topic would be
not to be
sad all the time
and to give people
advice and to tell them
to stay strong and talking
about saying you're not
alone and to
be yourself and do
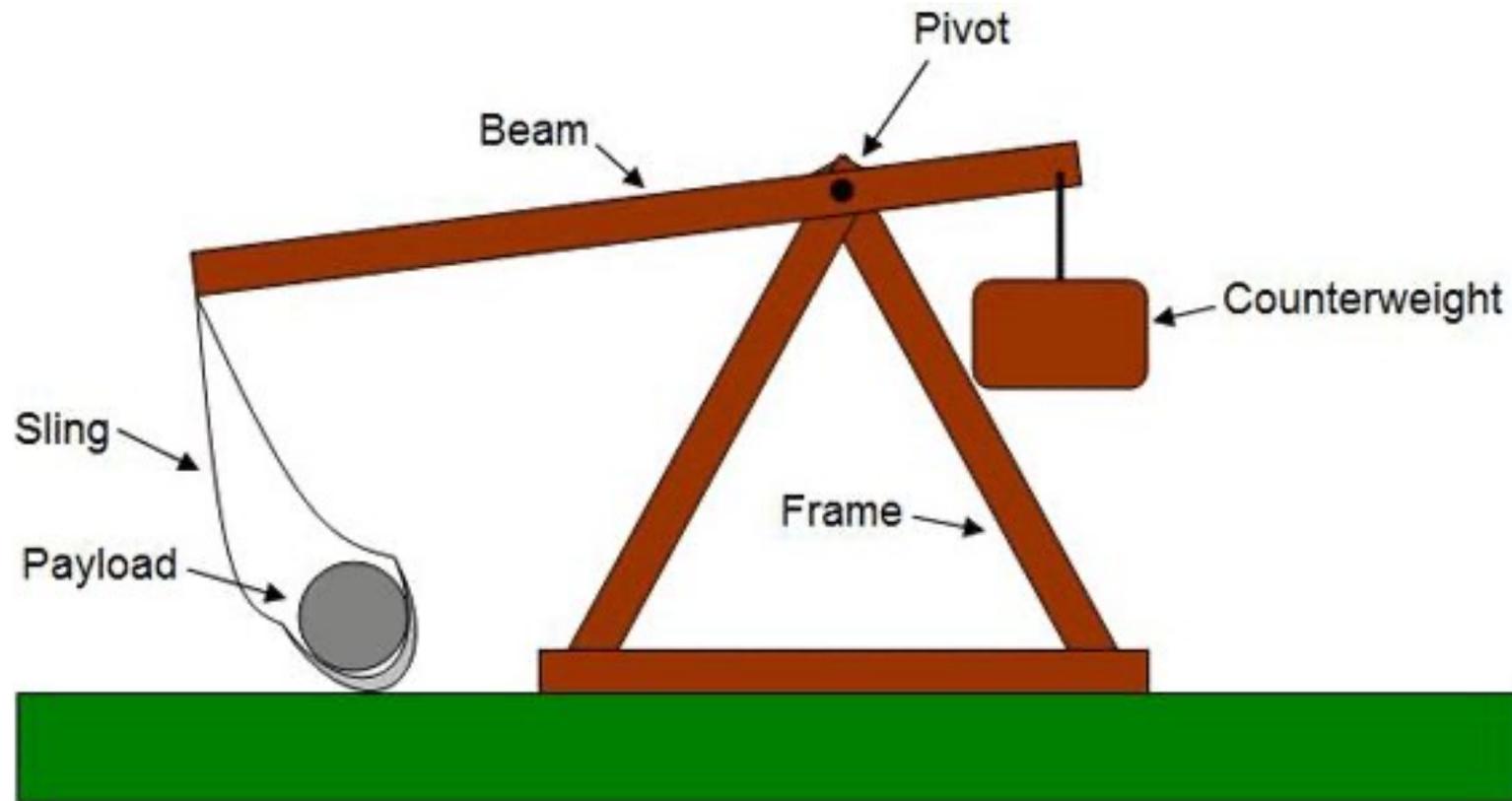thing that make you happy

Industrial Design
11/12

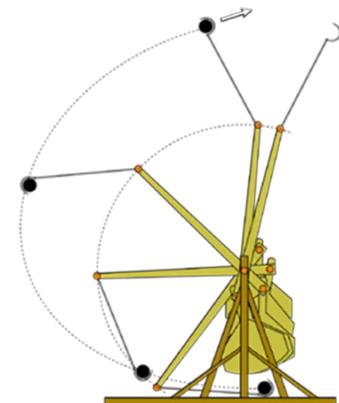# Backward Design Unit Planning Template: Building the Curricular Air Plane

Grade: 11/12	Subject Area(s): Industrial Design	Planning Team: Ryan & Westview
Big Idea: Personal design interests require the evaluation and refinement of skills		Unit Guiding Question(s): How can we **work together**, to **refine** our **design skills**?
Content Goal	I know relation of **structure** and **power** to **motion**	I know that **power** will effect **motion** I know that a structure will change based on the power and motion that is needed
Content Goal	I know **power** and **torque**	I know how power and torque effect each other
Content	I know **friction** and **traction**	I know how friction and traction effect each other
Curricular Competency Goal	I can *Understanding context*	I can describe why we are building a trebuchet
Curricular Competency Goal	I can define by make decisions about premises and constraints that define the design space, and identify criteria for success	I can identify a design problem and suggest possible ideas or solutions for success I can suggest ideas within **constraints** (price, size, time etc.)
Curricular Competency Goal	I can define by Determining whether an activity is collaborative or self-directed	I can decide if it is best to work with a group, a partner or alone – based on the activity/ task
Curricular Competency Goal	I can prototype by Choose a form for prototyping and develop a plan that includes key stages and resources	I can make a **plan** to create a **prototype** that includes the steps and the **materials** that I/we will need
Curricular Competency Goal	I can Individually or collaboratively identify and assess skills needed for design interests	I can be a part **collaborative** decision to choose the final design
Curricular Competency Goal	I can make by Identify appropriate tools, technologies, materials, processes, cost implications, and time needed	I can choose the right **tools** and materials for the job I can choose the right tools and materials within constraints (e.g. price, time, space)
Curricular Competency Goal	I can Create design, incorporating feedback from self, others, and results from testing of the prototype	I can receive **constructive feedback** from myself, others and my results and using it to make the design better

Guiding Unit Question: How can we **work together**, to **refine** our **design skills**?

Lesson Goal(s): I can be a part of a **collaborative** decision to choose a final design

Connecting Activity: What is a trebuchet? Provocation and discussion about vocabulary

Mini Lesson: Introduce goals of the unit

Processing Tasks: Self reflect on our strengths and stretches to determine our group members and make a group decision

I Need to…	**I Must…**	**I Can…**	**I Could…**	**I Can Try to…**
Know what a trebuchet is, how they work and what their parts are	Reflect on your own strengths and stretches iin this class	Talk to other students who compliment your stregnths & strtchees nad to create a working group	As a group make a descision together about what part of theee trebuchet you want to build	Justify your decision as to why this part is a good fit for the skills of your group

Transforming & Personalizing Activity: How will your strengths support you in in this group design project?

Date

Supports & Strategies
- visuals, background knowledge oof Trebuchets, hands on activity, help student to be aware of their strengths (confidence), choice, graphic organizers, pre teach vocabulary

Evidence of Learning Created
Student Self reflection Group's decision making and justification organizer, photos

What is a Trebuchet?

How can we work together,
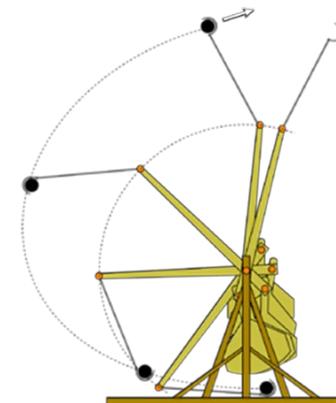to refine our design skills?

Backwards Design Plan
Goals for this Unit: What do we need to <u>know</u>?

I know that **power** will affect **motion**

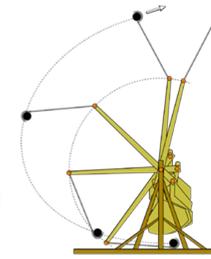I know that a **structure** will change based on the **power** and **motion** that is needed

I know how **power** and **torque** effect each other

I know how **friction** and **traction** effect each other

Backwards Design Plan
Goals for this Unit: What do we need to <u>do</u>?

I can identify a design problem and suggest possible ideas or solutions for success

I can suggest ideas within **constraints** (price, size, time etc.)

I can decide if it is best to work with a group, a partner or alone – based on the activity/ task

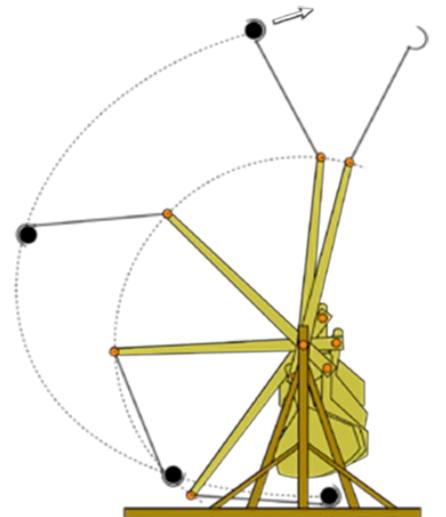I can make a plan to create a **prototype** that includes the steps and the materials that I/we will need

I can be a part **collaborative** decision to choose the final design

I can choose the right tools and materials for the job

I can choose the right tools and materials within **constraints** (e.g. price, time, space)

I can receive **constructive feedback** from myself, others and my results and using it to make the design better

Today's Goal:
I can be a part of a
collaborative decision to
choose a final design

First: we need to create collaborative working groups

First think individually..

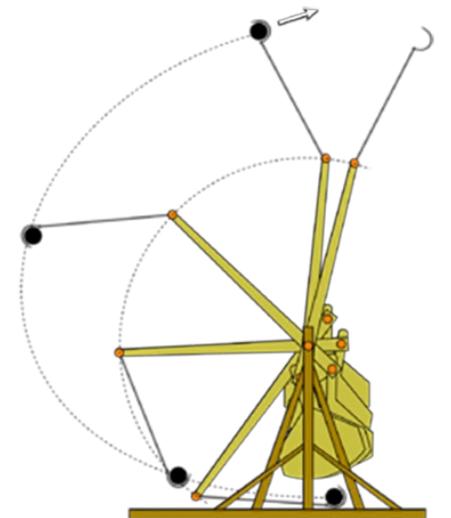| My Strengths	My Stretches
What am I good at in this class?	What is hard for me in this class?
What can I help others with, in this class?	What do I need help with, in this class?

Chris. D

My Strengths	My Stretches
What am I good at in this class?	What is hard for me in this class?
I can use all of the meachines in the woodshop and metal shop.	I dont like useing using the conputer.
What can I help others with in this class?	What do I need help with in this class?
how to teach them the same way to use the meachines and different skills.	I need to work more on the computers and learn more.

Now think Collaboratively…

Find a group that has:
- different strengths than you
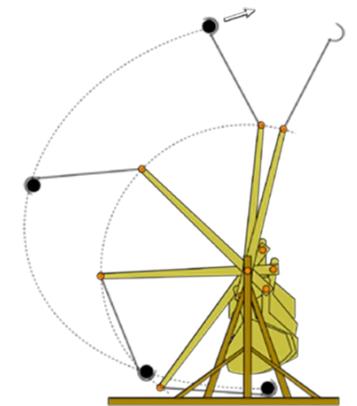- people that can help you with your stretches

Make a collaborative decision:

What part of the trebuchet does your group want to design?

Why do you want to design it?

How will your group strengths help you to design this part?

Group members: _____

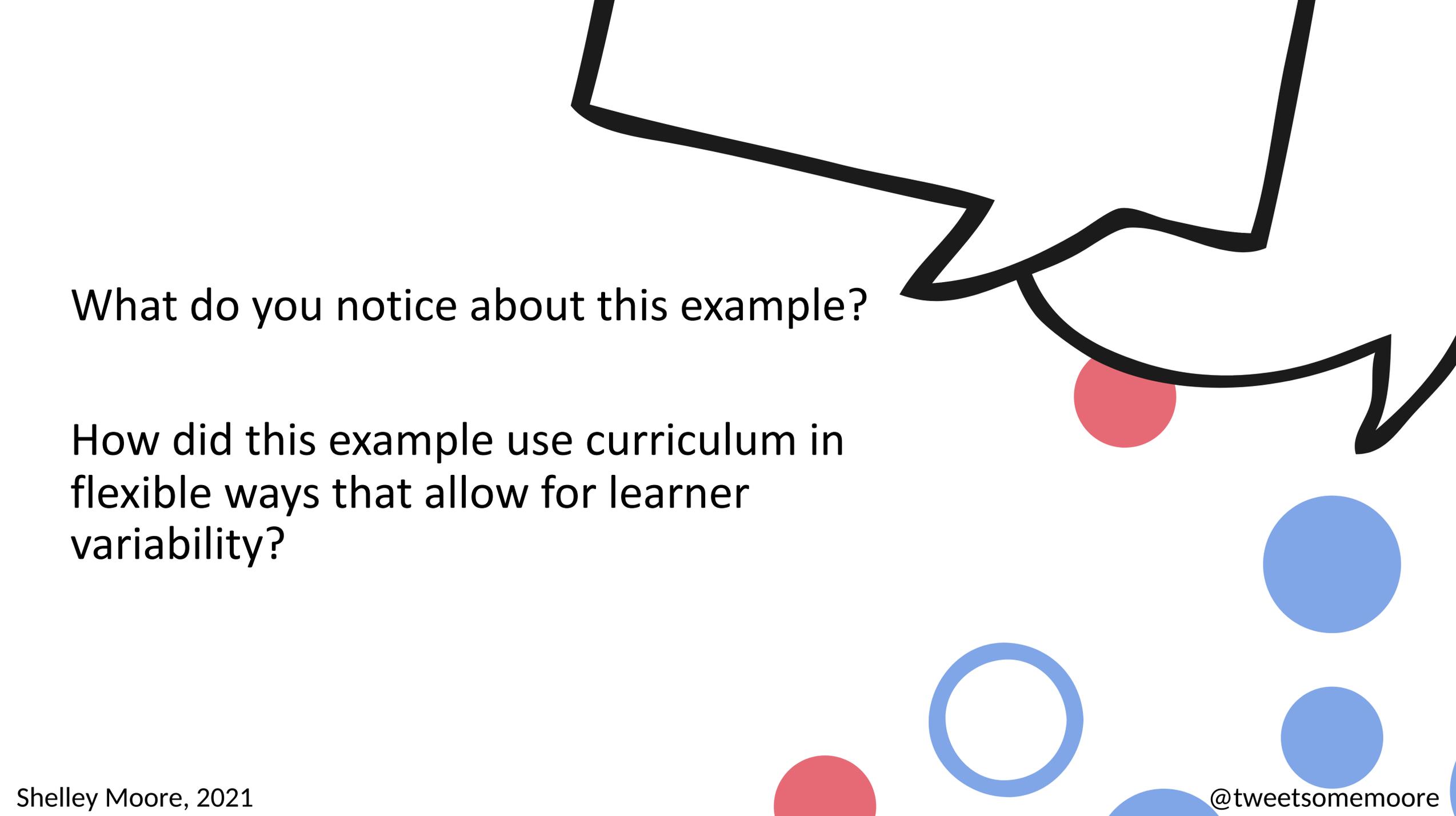| The part our group wants to design is the: _____	
What are the strengths of our groups?	What will our group need help with?
Why do we want to design this part?	How will our strengths help us to design this part?

Group members: Emilio, Brandon, Andon, Jack, Chris D

The part our group wants to design is the: Frame	
What are the strengths of our groups? -Math-blueprint /mass /angles calculation -Design /creative -woodwork /metal work - computers -medium understanding of tools	What will our group need help with? - Knowing what tools to use → sometimes we need chris + harmon.
Why do we want to design this part? -main function /structure -foundation - keeps everything together.	How will our strengths help us to design this part? - together we have a creative and practical ideas

Group members: Alex O, Alex, Gerlin, Justin

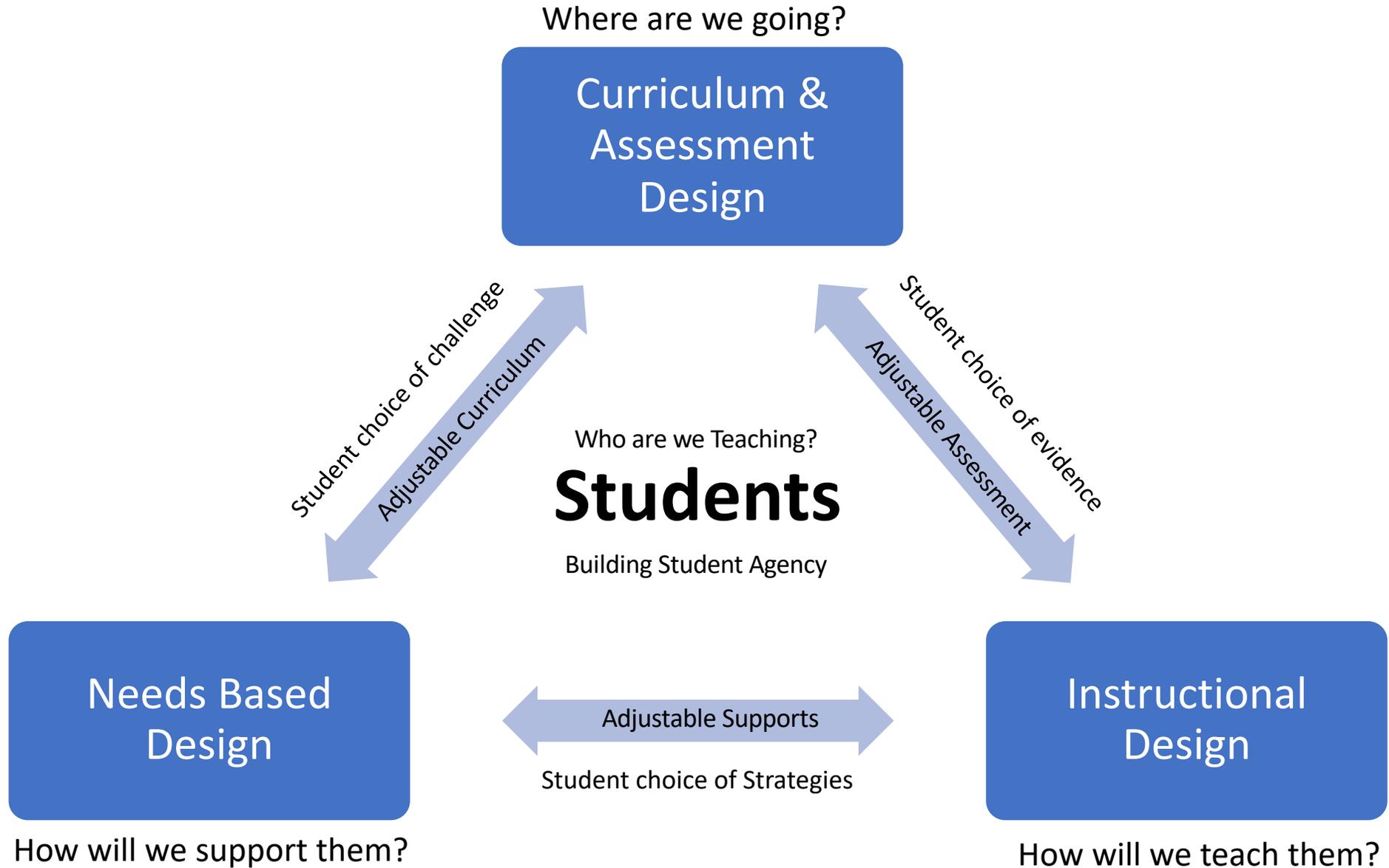| The part our group wants to design is the: Beam	
What are the strengths of our groups? -Good with Shop classes -Good with design	What will our group need help with? -Comunication with other groups
Why do we want to design this part? -Involves Communication	How will our strengths help us to design this part? -we have people who have the strengths of what we need for our Part

What do you notice about this example?

How did this example use curriculum in flexible ways that allow for learner variability?

Breakout

- What do you notice about this example?
- What do you wonder about this example?
- What is useful about his example?

What Next?

FPPL - Learning is holistic, **reflexive, reflective, experiential**, and relational (focused on connectedness, on **reciprocal relationships**, and a sense of place)

- Practice, reflect, practice some more
- Work with others, support and build on each other's understanding and application

FPPL - Learning involves generational roles and responsibilities

- Share what you are learning

"It is the responsibility of people to share what they learn with others" (Archibald Q'um Q'um Xiiem, 2008).

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Creating Multiple Opportunities for Evidence of Learning to be Communicated