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| SOCIAL STUDIES | Grade 6 | LESSON PLAN |
| This sample lesson plan supports Education for Reconciliation through the inclusion of First Nations, Métis, and Inuit perspectives; treaty education; and residential schools’ experiences, with learning outcomes identified in the current Alberta Programs of Study for Grades 1 to 9 in Social Studies.  Each sample lesson plan includes content(s) or context(s) related to one or more of the following aspects of Education for Reconciliation:   * diverse perspectives and ways of knowing of First Nations, Métis, or Inuit, including values, traditions, kinship, language, and ways of being; * understandings of the spirit and intent of treaties; or * residential schools’ experiences and resiliency.   Links and relevant information in Guiding Voices: A Curriculum Development Tool for Inclusion of First Nations, Métis and Inuit Perspectives Throughout Curriculum and Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum are provided to support understandings of First Nations, Métis, or Inuit ways of knowing. Both online resources are accessed through LearnAlberta.ca. |
| Education for Reconciliation: Perspective – Values |
| Program of Studies Outcomes  **6.1 Citizens Participating in Decision Making**  **6.1.1 recognize how individuals and governments interact and bring about change within their local and national communities:**   * recognize and respect the democratic rights of all citizens in Canada * value citizens’ participation in a democratic society   **6.2 Historical Models of Democracy: Ancient Athens and the Iroquois Confederacy**  **6.2.4 analyze the structure and functions of the Iroquois Confederacy by exploring and reflecting upon the following questions and issues:**   * What are the advantages and disadvantages of consensus as a decision-making model for government? * To what extent did the decision-making process within the Iroquois Confederacy reflect democratic ideals of equity and fairness?   **Skills and Processes**  **6.S.4** **demonstrate skills of decision making and problem solving:**   * propose and apply new ideas, strategies and options, supported with facts and reasons, to contribute to decision making and problem solving * consider multiple perspectives when dealing with issues, decision making and problem solving * collaborate with others to devise strategies for dealing with problems and issues   **6.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:**   * demonstrate the skills of compromise to reach group consensus * work collaboratively with others to achieve a common goal   **6.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:**   * demonstrate commitment to the well-being of their community by drawing attention to situations of injustice where action is needed   **6.S.8 demonstrate skills of oral, written and visual literacy:**   * respond appropriately to comments and questions, using language respectful of human diversity   **Resources[[1]](#endnote-1)**  Meuse-Dallien, Theresa. *The Sharing Circle*. Nimbus Publishing, 2003.  **Illustrations:** Arthur Stevens  **ISBN:** 978-1-55109-450-2  **Language:** English  **Summary:** In this story, Matthew’s uncle and Scout leader teaches the Scout troop how to use talking circles to ensure everyone gets a chance to share and listen to each other.  Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum (Alberta Education) *– Talking Circles Protocol: Excerpt from Contemporary Issues* Indigenous Pedagogy – Exploring Connections – Documents: Talking Circles Protocol ([www.learnalberta.ca/content/aswt/documents/indigenous\_pedagogy/talking\_circles\_protocol.pdf](http://www.learnalberta.ca/content/aswt/documents/indigenous_pedagogy/talking_circles_protocol.pdf)) ([www.learnalberta.ca/content/aswt/](http://www.learnalberta.ca/content/aswt/))  **Purpose**  In this lesson, students will experience a talking circle, one example of an Aboriginal consensus-building process. This decision-making model respects equity, fairness, and the democratic rights of a community. Students will learn how groups within a society can use their democratic rights to make decisions through discussion and consensus to bring about change.  **Introduction**  The teacher will review concepts of equity and fairness by asking students to identify specific events in their lives—at school or at home, or involving sports and friendship—that are fair and not fair. Students will be asked to consider if a referee—a neutral person who knows the rules—would promote fairness in any given situation. Ideas of equity and fairness may include being impartial, even-handed, just, balanced or concerned for all sides.  Many Aboriginal communities traditionally used a talking circle to build consensus in communities. A consensus is a collectively held opinion. To reach consensus, the group as a whole must agree on a decision or position (see *Talking Circles Together Protocol* in Walking Together).  Read the chapter “The Talking Circle”on pages 30-36 from the book *The Sharing Circle* to the students. This story will set the context for students to understand the purpose of talking circles and provide students with a protocol for their classroom talking circle.  **Activity/Experience**  When students participate in a talking circle, group norms and expectations will be established to guide students. A safe and caring classroom culture should be established to ensure all students feel respected and safe to learn and discuss important topics. Through this practice, students establish and renew fair and equitable relationships.  Using the guidelines in Walking Together’s *Talking Circles Protocol: Excerpt from Contemporary* *Issues,* create an appropriate protocol for conducting talking circles within your class. Your students may wish to define their own rules and post the protocol in the classroom where everyone can see it. Talking circles allow time for each participant to speak where everyone should feel they are valued and a respected part of the circle.  In the talking circle, the students and teacher will practise the protocol by discussing the advantages and disadvantages of consensus as a decision-making model. These questions can guide the discussion.   * If everyone has the right to express their point of view, and everyone’s ideas are equally valued, how can consensus be reached? * How can the decision-making model help to reconcile differences between people? * How might consensus be useful in school or government decision-making?   **Conclusion**  Students will explore how the ideals of democracy are reflected in the talking circle model.   * How are the democratic ideals of equity and fairness part of the consensus decision-making model? * Can you think of another situation, like Matthew’s Scout group, where the talking circle could be used to make a decision, create consensus and build relationships?   Ensure students leave the classroom with their voice being heard and their feelings being supported.  **Extension**  Students can be invited to initiate a discussion about a classroom issue that is meaningful to them. They can then continue to use the talking circle process to discuss this issue and work to reach a respectful consensus.  **Assessment for Student Learning**  Consider multiple ways students can demonstrate their understandings of how communication is enhanced through talking circles and consensus decision making, as well as how values of equity and fairness are important with talking circles. |
| Keywords: relationship; consensus; collaboration; decision making; democracy; equity; fairness; government; responsibility  Themes: relationship; perspective; equity; fairness; safe and caring classroom culture; reconciliation |
| Teacher Background[[2]](#endnote-2)  **Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum (Alberta Education)**   * ([www.learnalberta.ca/content/aswt/](http://www.learnalberta.ca/content/aswt/))   **Guiding Voices: A Curriculum Development Tool for Inclusion of First Nations, Métis and Inuit Perspectives Throughout the Curriculum (Alberta Education)**   * ([www.learnalberta.ca/content/fnmigv/index.html](http://www.learnalberta.ca/content/fnmigv/index.html))   **Our Words, Our Ways: Teaching First Nations, Métis and Inuit Learners (Alberta Education)**   * ([education.alberta.ca/media/3615876/our-words-our-ways.pdf](https://education.alberta.ca/media/3615876/our-words-our-ways.pdf)) |

1. Some resources may not be authorized but are provided to identify potentially useful ideas for teaching and learning. The responsibility to evaluate these resources rests with the user. The selected resource(s) provides a perspective specific to an individual, group, or nation; they are not intended to represent the perspectives of all First Nations, Métis, or Inuit. [↑](#endnote-ref-1)
2. All website addresses listed were confirmed as accurate at the time of publication but are subject to change. [↑](#endnote-ref-2)