

Candidate's name: EMORY GEORGES

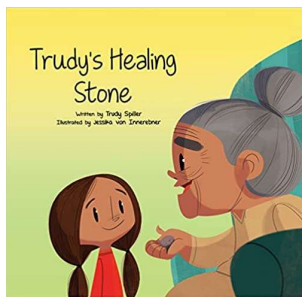
Grade/Class/Subject:	Kindergarten Art / Art	School:	Suwilaawks Community School
Date:	March 10 th 2023	Allotted Time:	60 minutes
Topic/Title:	Personalized Healing Stones		

1. LESSON ORIENTATION

Key resources: [Instructional Design Map](#)

Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.

This is a cross curricular lesson that continues the notion of being kind. Tsimshian culture teaches that we must be kind to others, and to ourselves. We will read the children's story "Trudy's Healing Stone," written by Trudy Spiller, a member Gitxsan Nation. The lesson will introduce the concept of using a healing stone as means of supporting emotional regulation. Talking to the healing stone helps us to process and work through a problem. The process of making art can also help us to heal. In addition to talking with the healing stone, we will remind students how we can also turn to other grown-ups like our teachers, parents, etc) to talk about our problems. Students will later go on a "journey" to find their stone and then during art block paint their stone to reflect something that makes them feel happy and calm.



<https://www.amazon.ca/Trudys-Healing-Stone-Trudy-Spiller/dp/1989122205>

Youtube reading:

2. CORE COMPETENCIES

Key resources: <https://curriculum.gov.bc.ca/competencies>

Core /Sub-Core Competencies (check all that apply):	Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.
<input checked="" type="checkbox"/> COMMUNICATION – Communicating <input checked="" type="checkbox"/> COMMUNICATION – Collaborating <input type="checkbox"/> THINKING – Creative Thinking <input type="checkbox"/> THINKING – Critical Thinking <input checked="" type="checkbox"/> THINKING – Reflective Thinking <input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Personal Awareness and Responsibility <input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Positive Personal and Cultural Identity <input type="checkbox"/> PERSONAL AND SOCIAL – Social Awareness and Responsibility	<p>Students will reflect and discuss during the ELA block how talking to others about things that make us angry or sad can help us heal and feel better. We can talk to our parents, our teachers, and other grown-ups we trust, and <i>sometimes to help us sort out how we feel or think</i> we can talk to a "healing stone."</p>

3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES

Key resources: First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](#)

FPPL to be included in this lesson <i>(check all that apply):</i>	<i>How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?</i>
<input checked="" type="checkbox"/> Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. <input checked="" type="checkbox"/> Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). <input type="checkbox"/> Learning involves recognizing the consequences of one's actions. <input type="checkbox"/> Learning involves generational roles and responsibilities. <input checked="" type="checkbox"/> Learning recognizes the role of Indigenous knowledge. <input checked="" type="checkbox"/> Learning is embedded in memory, history, and story. <input checked="" type="checkbox"/> Learning involves patience and time. <input type="checkbox"/> Learning requires exploration of one's identity. <input type="checkbox"/> Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.	This lesson tells the story, Trudy's Healing Stone. Everyone gets sad, angry, frustrated and disappointed. Difficult emotions are a natural part of life. In her book, Trudy Spiller shares a special teaching about a practice of using a "healing stone" to help us process our feelings.

4. BIG IDEAS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum, match lesson to one or more Big Ideas)

<i>What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?</i>
<p>ART- People create art to express who they are as individuals and community. . People connect to others and share ideas through the arts.</p> <p>ELA - Through listening and speaking, we connect with others and share our world. Language and story can be a source of creativity and joy. Stories and other texts help us learn about ourselves and our families.</p>

5. LEARNING STANDARDS/INTENTIONS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

Curricular Competencies: <i>What are students expected to do?</i>	Content: <i>What are students expected to learn?</i>
<p>Art – Exploring and creating</p> <p>Create artistic works as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play</p> <p>Explore artistic expressions of themselves and community through creative processes (self- reflection)</p> <p>Reasoning and reflecting</p>	<p><i>Students are expected to know the following:</i></p> <p>Art – elements in the arts :(visual arts)elements of design</p> <p>processes, materials, movements, technologies, tools and techniques to support arts activities (paints and paintbrush tools (a variety of shaped brushes) and paint markers.</p>

<p>Develop processes and technical skills in a variety of art forms mediums of creative or artistic expression, such as painting, in a solo context,</p> <p>to nurture motivation, development, and imagination</p> <p>Communicating and documenting</p> <ul style="list-style-type: none"> - Express feelings through the arts <p>- ELA</p> <p>Comprehend and connect (reading, listening, viewing)</p>	<p>personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment</p> <p>ELA –</p> <p>Story – literary elements (rhyme)</p> <p>Strategies and processes –</p> <ul style="list-style-type: none"> • oral language strategies • metacognitive strategies
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6. ASSESSMENT PLAN

Key resources: [Instructional Design Map](#) and <https://curriculum.gov.bc.ca/classroom-assessment>

*How will students demonstrate their learning or achieve the learning intentions? How will they know if they are proficient? How will the evidence be collected, documented and shared? Will you use **observations**, have targeted **conversations**, or collect **products**? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be **formative**, **summative**, or both?*

Formative assessment through the discussion of the story and art produced during the art block.

The art is self-reflective and is not graded. However, there will be a minor design parameter: students will be asked to use at least 3 colors during the painting of their healing stone. They will be asked to paint something that makes them feel happy or calm (links back to previous ELA lesson/song on emotions and feelings).

7. DESIGN CONSIDERATIONS

Key resources: [Instructional Design Map](#)

Make brief notes to indicate how the lesson will meet needs of your students for: [differentiation](#), especially for known exceptionalities, learning differences or barriers, and language abilities; [inclusion](#) of diverse needs, interests, cultural safety and relevance; [higher order thinking](#); [motivations](#) and specific [adaptations](#) or [modifications](#) for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.

The discussion of the story will be done orally. This is more inclusive as our primary learners are still learning to read and write. The art direction is also open-ended to allow any expression by students (the only parameter is to use at least 3 colors). There will be a variety of colors and brushes to experiment with while painting their healing stones.


Required preparation: *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.*

We need “Smoothed flat rocks” that are medium sized as not to be too large to handle for kindergarten students, and flat enough to paint a picture on.

Newspaper for the floor, 4 paint palettes to share (one per group), variety of paints and paintbrushes. Paint pens

Paint paper (This is in case students finish early and would like to paint more art, perhaps a larger picture of something that makes them feel at calm or happy).

8. LESSON OUTLINE

Instructional Steps	Student Does/Teacher Does (learning activities to target learning intentions)	Pacing
<p>OPENING: e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge</p>	<p>*PRIOR to the Story ELA block we will revisit the feelings song: <i>Kids Feelings and Emotions SONG Animation with A Little SPOT</i> https://www.youtube.com/watch?v=0076ZF4jg3o</p> <p>During the ELA story time block, have the students come to the carpet. Before reading the story, remind the students of the rules/expectations: When the teacher is reading the story what are we doing? .. Listening! When you have a question or you want to talk what do we need to do first? ... Raise our hand. If the teacher is still reading the story and we raise our hand, can we interrupt? What must we do? Wait for the teacher (to pick us / to call on us).</p> <p>Teacher: Using the following visual aid have students label the different feelings in the picture.</p>  <p>Teacher: Which colored spot is for when we are happy? Which colored spot is for when we feel loved? How about when we feel proud? Which color is for when we are calm and feel peaceful? Are these all good kinds of feelings? (Yes!) We call these good feelings “<i>positive</i>” feelings.</p>	<p>7 min (Note: song is played during the song block)</p>

	<p>So which colored spot is for when we feel angry and frustrated? How about <i>sad</i>? Which color is for when we are <i>worried</i>? These kinds of feelings are difficult for us, but they are a part of our every day lives.</p> <hr/> <p>Today we are going to read a book called Trudy’ s Healing Stone. In this book, we are going to learn a special way to understand and change our feelings from being difficult ones like when we are sad (blue) or angry (red) into positive ones like when we are calm (green), or are happy(yellow). *(Point to the spot colors on the visual aid).</p> <p>I wonder how we can do that? Do you think it has something to do with a “healing stone?”</p> <p>Let’ s find out.</p>	
<p>BODY:</p> <ul style="list-style-type: none"> • Best order of activities to maximize learning -- each task moves students towards learning intentions • Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback • Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling • Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations 	<p>Read the story and discuss it.</p> <p>1st page prompts: Who do you think this <i>kind</i> lady is? {Grandma / Elder / Grandmother! / Nana!} Sometimes we call our grandma, “nana” (Note; we have a ELL student who speaks Spanish (la nana means Grandma).</p> <p><i>Remember our story is called, “Trudy’s Healing stone.”</i> Who do you think this girl is? {Trudy!}</p> <p>What do you think is in Nana’s hand? {a rock, a stone, a healing stone!}</p> <p>Nana tells her Trudy and her friends: “When you feel angry, sad or blue, here’s something simple that you can do.”</p> <p>2nd Page. “Go outside and look all <i>around</i> for a stone that’s lying on the <i>ground</i>.” How do you think Trudy feels right now? [Is she happy? Worried? Sad?]</p> <p>3rd Page. “Find a stone that’s nice and <i>round</i>. A <i>special</i> one that wants to be <i>found</i>.” Do you think she found a “healing stone?” Have you ever seen a stone that is nice and round before? Was it near a</p>	<p>ELA 15 minutes For story /discussion</p> <p>ART - 5-7 min front load instructions</p> <p>8-10 minutes hot cold hunt game and transition</p> <p>30 minutes painting</p> <p>7- minutes transition & clean up.</p>

river or lake?

4th Page:

“Tell your sadness or anger to the stone and you will start to feel less alone.”

So if we are angry or sad and we talk to this healing stone, do you think we might start to feel better?

5th Page and 6th Page:

“Carry the stone with you everywhere. Speak to it often and tell it all of your cares.”

What do you think “tell all of your cares” means?

*It means talking about all of the things that make you **worried, sad or angry**. * So here, Trudy is telling her “healing stone” all of her *difficult* emotions.

7th Page:

“When at last you have a lighter heart, it’s time for you and the stone to part.”

Is Trudy feeling better here? {Yes!} How do you think she feels? {Happy!} Does she still need the stone? {No}.

8th Page:

“Return the stone to where it was from and thank it sincerely for all that it’s done.”

“Trudy is letting go of her healing stone because she is feeling better.”

“When she puts the healing stone back for someone else to find, is this being kind?” {Yes. She is sharing her healing stone.}

9th Page:

“Mother Earth is always there for you, so honour her gifts in all that you do.”

Isn’t it great that we can get a *healing stone* from Nature ?

A *healing stone* is a **great** listener so it is easy for us to talk about our feelings right away.

But sometimes our feelings are about big problems.

So when we have a big problem, let’s talk about it to a grown-up that we trust. Can you think of a grown-up that you would want to talk to?

{Mom, Dad, Nana, teacher, etc.}

Is there someone at school you’d want to talk to? {teacher, principal, librarian, etc}

If we fall down and get hurt **badly** at gym or during recess, this a **big problem**, isn’t it. So we should tell a grown-up.

But for small problems, we can talk to our “*healing stone*.”

So if we miss someone, like a family member we can talk to our healing stone.

Maybe you feel sad because you did not win at a game. This would also be a good time to talk our healing stone.

*Possible elicit: Can you think of another small problem where we could talk to our “healing stone” to help us not be sad or angry?

Wouldn't it be wonderful to have our OWN healing stone?

In our Art block later, let's see if we can find our own Healing stone!

After finding a healing stone, lets paint it to show something that makes us feel calm or happy.

End of the ELA block

Prior to the Art Block - Hide the box of stones in the mudroom.

Move all the writing cans onto the shelf to reserve space for the stones to dry.

Art Block:

Have the class come to the carpet to explain the art activity.

Today we are going to paint our own healing stones. But before we can do that we are going to play a game to find them. It is called “hot and cold”

I will give a countdown of 30 seconds for everyone to look around in the mudroom. It will NOT be in someone's bag. It will NOT be under someone's clothes. We do NOT run in the mudroom but we can walk quickly. We don't yell or use our big voices. After 20 seconds is over, everyone must freeze. I will give you 4 clues. FROZEN, COLD, HOT, ON FIRE! The person who I say is “on fire” is the closest to the box.

After I tell the 4 clues, we do another countdown of 30 seconds until we find the box. When we find the box of healing stones, we will come back to the classroom and I want everyone to go back to your groups. When we are all sitting nicely and quietly, I will tell you how we should paint the healing stones and I give each of you “one” stone.

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After discovering the box.

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Congratulations! We found it! Now this box is very heavy, so I am going to carry back into the classroom. I need everyone to go back to their groups and sit nicely (criss-cross) and quietly (bubble-mouth) so I can explain what we are going to do next.

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After coming back from the mudroom:

Today I want you to use **three or more** colors to paint or draw on your

	<p>“healing stone.” You can to paint or draw anything you like but it should be something that makes you feel happy or peaceful. It could be something that you like in Nature, like a flower.</p> <p>*Each group will share a palette of acrylic paint with various colors and brushes. The class can also collectively share paint markers. ”Each group has palette of paint, brushes and water that you will share. I also have some paint markers that you can use.</p> <p>Teacher: If you finish painting your “healing stone.” We will place it on these paper sheets inside the black rectangle on the shelf.</p> <p>*Optional Extension (though unlikely): If students finish early they can paint their own pictures of whatever they like. (Paper will be letter size as the paintings must also dry on the side shelf.)</p>	
<p>CLOSING:</p> <ul style="list-style-type: none"> • <i>Closure tasks or plans to gather, solidify, deepen or reflect on the learning</i> • <i>review or summary if applicable</i> • <i>anticipate what’s next in learning</i> • <i>“housekeeping” items (e.g. due dates, next day requirements)</i> 	<p>Front load at least a 3-5 minute warning buffer before clean up time. Have students clean up. Tell the students that they can take their “healing stones” home next week, after they dry over the weekend.</p> <p>End of day routine start after clean up.</p>	<p>5 minutes</p>

9. REFLECTION *(anticipate if possible)*

<ul style="list-style-type: none"> • <i>Did any reflection <u>in</u> learning occur, e.g. that shifted the lesson in progress?</i> • <i>What went well in the lesson (reflection <u>on</u> learning)?</i> • <i>What would you revise if you taught the lesson again?</i> • <i>How do the lesson and learners inform you about necessary next steps?</i> • <i>Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?</i> • <i>If this lesson is being observed, do you have a specific observation focus in mind?</i>