

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Lesson Title: Whole Body Listening Lesson # 1 Date: TBA
 Name: Melissa Green, Anika Jungheim Subject: Career Education Grade: 2

Rationale:

This lesson is important because it reviews the classroom expectations around whole body listening and equips students to practice whole body listening. Whole body listening is broken down into facets, each individually discussed and compared to real life examples within the classroom and the wider community.

Core Competencies:

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> ● <i>Communicating:</i> Through this lesson students are learning how to listen attentively with their whole body which will support them in sustaining relationships at school and in their homes and communities. ● <i>Collaborating:</i> During this lesson students support group interactions through engagement with each other while brainstorming ideas. 	<ul style="list-style-type: none"> ● <i>Critical and Reflective Thinking:</i> Through sharing and investigating what whole body listening looks like students will use questioning to interpret how they can engage as active whole body listeners. Students will be reflecting on their experiences of whole body listening and sharing what it might look like in the classroom. 	<ul style="list-style-type: none"> ● <i>Personal Awareness and responsibility:</i> This lesson will support students in developing a personal awareness about their active whole body listening and take responsibility for this ongoing engagement. ● <i>Social Awareness and responsibility:</i> Students build relationships with each other as they respectfully share thoughts and ideas that contribute to individual and group learning. This learning and practice extends to the students' engagement in community.

Big Ideas (Understand):

Everything we learn helps us to develop skills.

**Learning Standards:
(DO)**

(KNOW)

Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> ● CC4: Work respectfully and constructively with others to achieve common goals ● CC8: Demonstrate effective work habits and organizational skills appropriate to their level of development 	<ul style="list-style-type: none"> ● C2.2: Roles and responsibilities at home, at school, and in the local community

Instructional Objectives & Assessment:

Instructional Objectives (students will be able to...)	Assessment
<p>TSWBAT communicate the components of whole body listening.</p>	<p>Formative <i>as</i> learning: What: Partner and group share at the carpet How: Students are learning from one another as they share and hear each other's ideas.</p> <p>Formative <i>for</i> learning: What: Kahoot How: The teacher will review the student responses to Kahoot questions.</p>

Prerequisite Concepts and Skills:

<ul style="list-style-type: none"> ● Students are familiar with using chromebooks ● Students are familiar with using kahoot ● Students are familiar with expectations at the carpet and with partner sharing

Indigenous Connections/ First Peoples Principles of Learning:

<ul style="list-style-type: none"> ● <i>Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).</i> <p>Learning about Whole Body Listening invites students into holistic, experiential, and relational learning. This learning is focused on connecting with one another and engaging in healthy and reciprocal relationships based around Whole Body Listening and honouring one another. This learning not only will support students in their classroom experience but extended into their homes and community.</p>

Universal Design for Learning (UDL):

<ul style="list-style-type: none"> ● During Kahoot - Students will have the option of where to work in the classroom, flexible seating ● Movement break ● Partner sharing prior to group sharing - stimulating thoughts and ideas prior to being called upon for a response
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Differentiate Instruction (DI):

- Talk to text option for chromebook use
- Fidget cushion for carpet
- Hand fidgets
- Sound reduction headphones

Materials and Resources:

- Book - "Whole Body Listening Larry at School", by Kristen Wilson and Elizabeth Sautter (option for online read aloud version)
- Poster of Listening Larry
- Classroom jar of name popsicle sticks
- "Whole Body Listening" pieces cut out for students to stick to poster of "Whole Body Listening larry"
- Sticky tack
- Kahoot
- Chromebook chart
- Whole Body Listening youtube video cued (Jack Hartmann)

Lesson Activities:

Teacher Activities	Student Activities	Time
<p><u>Introduction (anticipatory set – "HOOK"):</u></p> <ul style="list-style-type: none">● Teacher reads: "Whole Body Listening Larry at School!" by Kristen Wilson and Elizabeth Sautter <p>Option for listening to author read the story: https://www.socialthinking.com/free-stuff/books-thinksheets/whole-body-listening-larry</p>	<ul style="list-style-type: none">● Students sit at the carpet area and listen attentively to the teacher read: "Whole Body Listening Larry at School!" by Kristen Wilson (Author), Elizabeth Sautter	7 mins.
<p><u>Body:</u></p> <ul style="list-style-type: none">● Group poster - random names drawn from popsicle stick jar. Students choose a part of the whole body listening (eyes, ears, mouth, etc - 8 pieces) and put it in the right place on the poster.<ul style="list-style-type: none">● After each piece is connected to the poster, instruct the students to participate in a 30 second brainstorm of what that piece looks like in our classroom with the person sitting next to them.● After 30 seconds chime the chime to focus class attention back to the teacher.	<ul style="list-style-type: none">● When a students name is called they choose an image of whole body listening and place it on the poster● When invited, students brainstorm with the person sitting next to them.● Students stop speaking when they hear the chime and focus their attention on the teacher.	10 mins.

<ul style="list-style-type: none"> ● Pull a name from the popsicle stick jar and ask that the student whose name was pulled to share what they discussed with their classmate, to the whole class. ● Movement Break - Invite students to stand up at the carpet area and dance to the Youtube video: Whole Body Listening Video with Jack Hartmann https://www.youtube.com/watch?v=pQ77Nr6TgZo ● After movement break instruct students to sit back down at their carpet spot. 	<ul style="list-style-type: none"> ● When their name is called, students share with the class their discussion. ● When invited, students stand up at the carpet area and dance to the “Whole Body Listening” video. ● Students sit back down when invited. 	5 mins.
<p><u>Closure:</u></p> <ul style="list-style-type: none"> ● Pull popsicle stick names in groups of 4 and instruct students to get a chromebook from the chromebook cart and go back to their desks. ● Have students log into kahoot with the game pin provided. <p><u>Play Kahoot:</u> https://create.kahoot.it/share/whole-body-listening/4bcc04a1-5796-49f6-a3cd-10e687a049d9</p> <ul style="list-style-type: none"> ● Thank the students for their attention and good work! - Instruct students to return chromebooks to chromebook cart in an orderly fashion. 	<ul style="list-style-type: none"> ● When students hear their name called, they leave the carpet, pick up a chromebook, and go back to their desk. ● Students log into kahoot with the game pin provided. ● Students participate in Kahoot game ● Students return chromebooks to chromebook cart in an orderly fashion. 	10 mins.

Organizational Strategies:

- Popsicle sticks with students names
- Ensure technology is working and cued
- Ensure all materials are ready and prepared prior to the start of the lesson

Proactive, Positive Classroom Learning Environment Strategies:

- Classroom routines that are already in place will be continued and expected through this lesson.
- The teacher will move around the room and provide encouragement and support to students.
- Expectations around behaviour will be made clear before and during the lesson, tapping into regularly known classroom expectations.
- Challenges will be dealt with in a respectful manner and not publically wherever possible.

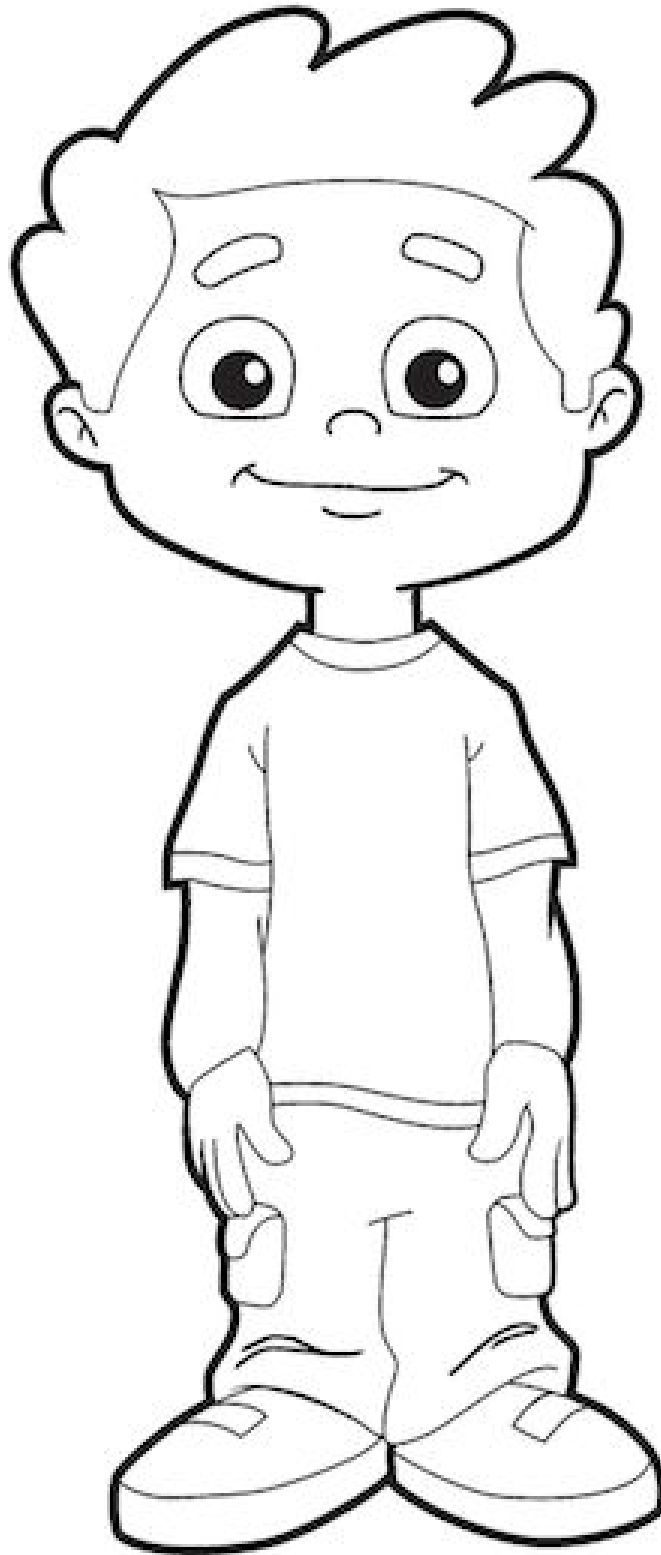
- The teacher will spend more time near students who are distracting one another or off task and provide ongoing support, if necessary students who are distracting each other will be moved to different work areas.
- Teacher will thank the students for their attention and good work at the end of the lesson.

Extensions:

- Whole Body Listening Larry at Home
- This lesson could be extended into Arts Education: drama, art work, etc.

Reflections (if necessary, continue on separate sheet):

To be done at the end of the lesson.



Whole Body Listening Poster Template

Whole Body Listening Pieces for Poster

