**OHASSTA 2018 Resources and Strategies**

**“Because It’s 2018” – Kelly Snyder and Kelly Armstrong**

**STRATEGY:** Decorate a maple leaf that will show who you are as a Canadian. Put them on the class door and keep them there throughout the semester. Purpose: to show students’ perspectives. If they have changed over the course this will be evident.

**STRATEGY**: **Icebreaker on priorities** (can do it for any topic using any set of words)

1. Divide class in 2 large groups.
2. They are not to speak while each side prioritizes a list of key words written out on individual pieces of paper from most to least. Could be on the floor or taped to the board.
3. Afterward, they look at each other’s lists.
4. Debrief similarities and differences, points of disagreement. Useful at the start or end of a unit, to get people talking or to sum up.

**Purpose**: teaches that words matter (e.g., different people have different views on the word tolerance).

Words:

Fear

Stereotyping

Dignity

Tolerance

Perspective

Logic

Conflict

Attitude

Respect

Persuasion

Value

Emotion

Intuition

**Overarching learning concepts (Peel).**

**STRATEGY: make a YouTube ad** (15-60 seconds) **as a trailer** for an upcoming presentation or assignment.

Criteria: has to be engaging, directly linked to what you’ll say/do in the future presentation, and be 15-60 seconds long.

Examples: ad for a cold war presentation.

Have class nominations for best writing, editing, cinematography, etc.

Do not have to assess summatively but can give feedback.

Note: made presentations better because this was like a preview and forced people to stick to their plans (and make good plans).

**STRATEGY: Pictorial Campaign**

Rationale: We process images well

Examples: Strong is the new pretty, civics action project, whole school campaign: a quote from someone and an explanation of what this person means to them; male who has inspired you (someone in the school or outside); did this for Remembrance week and played a slideshow at the assembly (people that they wanted to remember. Parents were invited.

**STRATEGY: Design Thinking**

1. Empathize
2. Define
3. Ideate
4. Prototype
5. Test

 (presenters felt most time was spent on define and test but more should be spent on ideate)

**Process of Design Thinking:**

3D circle challenge – how many circles can you fill in in 3 minutes – opens minds.

Crazy 8s

1. fold paper into 8 squares. 1 minute per square to draw or write new ways to address an issue (could do this as a staff on a topic of common interest). Note: after 4 it gets really hard.
2. Reflect and pick your best 3. Storyboard them.
3. Ask “how might we” questions – ways to access better options.

Examples by students: no gendered language in classes workshop that were run for teachers, then students, then feeder school, then other high schools.

School impact night: highlights what kids can do.

Examples: ted talk on racial stereotypes, location in school to place a peace tower flag from Jean Augustine (at Jean Augustine ss).

**Technology: Sesame Stories (too much tech for me but this is a popular markbook system)**

**STRATEGY: Authentic Reflections**

See students say it but not live

Make a video, make it short: “if I had a chance to say that…” (a lot are done on the bus at the presenter’s school)

Often complaints, or teacher requests: e.g., talk about collaboration.

Keys: restrict options for format – there are too many. Collect them in dropbox or google drive or flipgrid.

**STRATEGY: Museum Voice Over**

Students create an exhibit and put a QR code beside it that plays audio of them explaining something or giving a preview.

Examples: Remembrance Day poll – what does remembrance mean to you – wordle created, then an audio file was created.

Purpose: voice can be more persuasive than writing.

**STRATEGY: Podcast**

Teacher-librarian teaches “how to” create podcasts, make storyboards,

This makes it cross-curricular so eventually each teacher doesn’t have to teach the “how to”

Make instructional videos for “how to” create podcasts

**STRATEGY: Document Analysis**

OPVCL for cartoons, documents, charts/graphs, images, documentaries, TedTalks, the news?

Origin, purpose, context, value, limitations (an IB technique)

**STRATEGY: Big 6 Cards**

Create a set of cards that identify key moments leading up to something. Students arrange then from most to least important. Teacher challenges their choices so they have to explain them.

Example: 24 events from 1919 to 1942 (other than just Treaty of Versailles).

**STRATEGY**: Interview / conference as a final assessment

Develop success criteria.

Support or refute a statement/quote using evidence.

Practice 10, deliver 1 (choice by roll of the dice).

Some topics come with reminders of things to consider.

How have you developed the overarching goals during this course?

**Tip from Jill Goodreau, GCVI in Guelph (former instructor at OISE)**

For Google classroom users, here are a few tips to help students organize things better.

1. Instead of or in addition to separate posts/reminders, use one unit homework page that you just keep adding to. It lists the unit homework all in one place. Easy to follow from day to day.
2. Instead of or in addition to separate posts/reminders, use one unit overview page.

Jill feels that students have too many messages to check and that they are losing track of them. Kids tell her that they really appreciate this change. It helps students with weak executive functions.

For all students, her school is making an effort to teach them how to use Read and Write. This way no one feels singled out (such as IEP’d students).

**“Challenging Past and Present Depictions of Sikh Canadians” - James Steeves**

Peel DSB teacher-librarian

See the OESSTA website for videos on inquiry teaching and lessons on Sikh heritage (some in French).

1914 – a man commissioned a Japanese ship, Komagate Maru, to go to India to pick up passengers, then on to Vancouver. There, the passengers were not allowed to get off. A month-long standoff ensued. The reason they couldn’t get off was the Continuous Journey law that didn’t allow admission if ships had made stops along the way to Canada. It was a law biased against Indian immigration. Ironically, this was just before the outbreak of WWI in which many Sikhs volunteered to fight for Britain.

Cartoon analysis using TC2 resources.

Addressed continuity and change using HP reveal. On various images and cartoons he embedded codes that, when passed over with Ipad, superimposed a new image over the original. For example, a photo of a Sikh person’s store in Calgary whose windows had been broken in 1907 violence. Above this came a 2000-something photo of a Sikh temple sign that had been defaced. Allows students to identify continuity and change. For a high school lesson, the students could choose the second image.

**Inquiry in Equity Classes (and topics) - Ben Gross**

Ben is an amazing teacher at Don Mills CI.

He had resources for four topics. They were all short yet provocative readings:

1. Anti-Black Racism (Andray Domise)
2. Anti-Indigenous Racism (21 Things You May Not Know About the Indian Act)
3. #MeToo (interview with Tirana Burke)
4. Stereotype Threat (“Whistling Vivaldi”)

**STRATEGY: “save the last word for me”**

Put students in groups of 3.

Give each person a cue card.

They read the short reading and highlight 3 key ideas or quotes.

Then they transfer their three quotes to the back of the cue card.

On the front they explain why they selected each quote. It could be helpful to use the prompt of text to text, text to self, text to world connections.

All of this is done without discussion.

For discussion, follow this sequence.

Each person gets a letter: A, B, C.

Give a few minutes for each person to choose one of their quotes to discuss.

Person A begins. Says why he/she selected that quote.

Person B responds to A. Neither person A or C says anything.

Person C responds to A. Neither person B or A says anything.

Then person B says why he/she selected their quote.

Person C responds.

Person A responds.

Then person C says why he/she selected their quote.

Person A responds.

Person B responds.

Rationale: It is a discussion and listening strategy. At first students will find it very difficult not to jump in and respond. They are forced to listen. Something that is needed in modern day life is that people have to not just talk about people but also listen to them. Get away from the yelling culture!

Accommodation: if the teacher is concerned some students may have a hard time, he/she can check in with them during the selection and individual writing portion to encourage use of the selected quote and give some hints if needed.

**STRATEGY: Snowball Activity (via Jill Goodreau)**

Write down a personal answer to a class question on a small piece of paper. Anonymous, no name on it.

Crumple it up.

Throw it into a pile or across the room or into a bowl.

Some else opens it and reads it.

Choiceless choices – no win situation. Example how and why the situation exists and how to change it.

**Safe space for discussion.**

**Inquiry Into Inquiry Learning - Heather Bender and Jenn Morris**

**Resource to launch an inquiry:** video of Elon Musk talking about the design of SpaceX rocket to Mars.

What questions would you need answered before you’d get on this rocket?

Musk has even said the crucial part of the design process was getting the question right.

**STRATEGY**: quotes to start an inquiry. “Inquiry is fatal to certainty.” Will Durant.

Divide students into two large groups (1s and 2s). Each individually picks a quote that resonates with them.

Take them into the hallway and line up 1s across from 2s. They have a conversation with their opposite about the chosen quote.

**Resource**: timemaps.com

**STRATEGY**: problematize the content with a provocation (not the same as a hook)

Provocation causes students to ask more questions. Hook just generates interest.

**Resource**: Statistics Canada infographics, QMI Agency infographic

Asking powerful questions moves students into finding useful knowledge

**“Let’s Embed Indigenous Education” – Sandy Kritzer and Colinda Clyne**

Upper Grand DSB

Land acknowledgement – encourage schools to step away from the script and think about what it means to them to honour the land and territory and recognize our treaty partners.

Start off in a good way – sit in a circle and acknowledge every person – tell a bit about yourself or the workshop leader does a little survey to see who’s in the room

**STRATEGY**: Anonymous post-its – in this case, hopes and fears about Indigenous education.

Give 3 stickies to each person. Have a large paper set up for placing them in two categories (hopes and fears, positive and negative points, etc.)

Have 2 people (could be students) summarize the content on each large sheet.

Save the third post-it for later as an exit card – what can you commit to or what did you learn, or what do want to know more about.

To embed Indigenous learning you need to incorporate:

1. Critical thinking
	1. Evidence packages (from curriculum rollout)
2. Connect to citizenship education framework
3. Inquiry-based teaching/learning
	1. Template for Inquiry from TC2 (cascading inquiry)
		1. How can the consequences of the Residential School System on today’s society be addressed in meaningful and respectful ways?
			1. Criteria: based on Indigenous voices, hours the history, has an impact on reconciliation
4. Honour Indigenous voices (not others talking about Indigenous people)
	1. Indigenous knowledge keepers as community partners

Resources: beaded Indian act – Nadia Meyer, $5 Wampum belt art

For each strand (time period) in Canadian history

|  |  |  |  |
| --- | --- | --- | --- |
|  | **What do students need to know** | **What do I need to learn about?** | **What do students need to DO?** |
| **1914-29** |  |  |  |
| **1929-45** |  |  |  |
| **1945-82** |  |  |  |
| **1982-present** |  |  |  |

**Previous learning: - CHC has to fill in the gaps until students go through this system**

Grade 4 – how did communities live in Canada pre-contact?

Grade 5 – how has colonialism shaped Canada?

Grade 6 – what experiences have shaped different communities?

Grade 7 – 1713-1850 – continuation of colonial policies

Grade 8 – how did colonial policies of the new Canadian government continue to have an impact on FNMI communities (Indian Act, Residential School).

**Resources**:

*Sounding Thunder: The Stories of Francis Pegahmagabow*. Book by Brian D. McInnes

Angry Inuk documentary (available for $13 on NFB)

*Seven Fallen Feathers* by Tanya Talaga

VoiceEd – Stephen Hurley’s interviews – Piita Irniq

Tanya Talaga’s Massey Lectures

Susan Dion’s timeline exercise

UGDSB Indigenous Education website

Coming Home map – by University of Maine – has place names in local languages

*The Indian Act Said What*? Timeline poster by Native Women’s Association of Canada

*Talking Back to the Indian Act: Critical Readings in Settler Colonial Histories* book by Mary-Ellen Kelm and Keith Smith