

Classroom Charter Lesson

Grade Level/Subject: Grade 6	Date/Period: March 5 2018/Period 3
Title: Classroom Charter Lesson	Lesson #: 1

Lesson Objective/Rationale (What is the point of the lesson? What should learners be able to do at the end of the lesson?)

Students should be able to discuss the concepts of rights and privileges , and identify the purpose of the Canadian Charter of Rights and Freedoms.

Outcomes (What are learners expected to know? Refer to the provincial Program of Studies)

How does the Canadian Charter of Rights and Freedoms protect the individual rights and freedoms of all Canadians? (I, PADM)

Assessment (What do you want learners know now?)

This is the first lesson leading into a dramatization performed by the students about rights and privileges.

Differentiation (What accommodations and modifications are necessary to support diverse learners? Does your plan offer open-ended opportunities for diverse learners?)

This is a group exercise, which will culminate in a group activity in which students who need support will be aided by their classmates or in some cases their teacher.

Resources/Materials (What resources need to be prepared and available for various elements of the lesson?)

Chart paper

	Time Allotted (How much time will you allow?)	Teaching Activities (What will you do? How will you adjust the lesson for depth and pace?)	Learner Activities (What can we see students doing?)
Introduction/Hook (What is in it for the students? Why should they want to learn this? What do they already know?)	5-10 minutes	Talk about freedoms we have in Canada. Talk about how times in history haven't had these same freedoms. Move it into a classroom situation. Discuss some of the freedoms we have in the classroom. Then discuss what rights and privileges are.	Engage in classroom discussion
Activities (What will students be doing – i.e., the step by step activities?)	20-30 minutes	<p>Generate ideas with the students, talking about what some of our rights and privileges are as students in a classroom. Prompting ideas include: the right to discussion, the right to express yourself in an appropriate manner. Then generate a list of privileges. Some prompting ideas are we have the privilege to ten minutes of free time, we have the privilege to explore ideas that are of interest to us.</p> <p>Once the ideas are generated, we will craft the Classroom Charter of Rights and Freedoms. To do this we will break the class up into small</p>	<p>Engage in classroom discussion, listing off ideas and debating with one another.</p> <p>Work in small table groups, generating a small list of ideas that represent the rights and ideals they</p>

		groups, where using laptops they will add their ideas to the charter, and then as a class we will go over them together and make a revised edition of the charter. It will include things such as: we have the right to request a pencil, we have the right to request to go to the bathroom, etc.	consider important to a classroom setting.
Closure (What have students learned and how will it link to future learning? How do students reflect on that they have learned?)	10 minutes	Then introduce the Canadian Charter of Rights and Freedoms, and talk about how it helps protect our rights as Canadian citizens with its lists of rights.	Engage in classroom discussion

Reflection/Self-Assessment (What went well? Why did it go well? How did it contribute to student learning? In what ways might you change the lesson to increase student learning? Why? How does this inform the next lesson?)

I feel the only place the lesson really struggled was in the slippery definition of rights. It's a tough definition to nail down, and a harder concept to portray without the lesson accompanying it. That said, the discussion was really interesting and the ideas some students generated was really interesting. I'll need to revisit some key points in the follow-up lesson, just to ensure that the actual curriculum concepts are met. The only other note that would have made the lesson go more swimmingly would be if the students had understood they only needed to write down two to three ideas, because that cliff note was lost on them.

Adapted from Mount Royal University, Department of Education, Bachelor of Education – Elementary, EDUC 4020 Practicum Handbook, 2016.