



# MY BIG IDEAS FROM CASE SEVEN



Case Six Synthesis  
for Frank Baumann  
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1.

# SOCIAL JUSTICE



**Students have a right  
to a non-discriminative  
education.**

- Derogatory remarks or name calling need to be addressed in the classroom. Find the root of these comments and why they are being made.
- Education amongst ourselves on gender terminology can help us address the issues students face with gender identity and sexuality; keeping “up to date” and knowing facts from fiction.
- Be aware of your classroom/school climate. What backgrounds make up your classroom?
- Homophobia is an ongoing “hot topic” in education. Whether in a conservative or liberal school environment, educators need to focus on the human rights of these students. All have the right to a safe learning environment.
- Communicate constantly on sensitive topics to be addressed in class with parents/guardians.
- Do not forget school administration as guidance or “ally.”
- Pride Education Network and BCTF provide valuable resources and strategies in helping staff members/families and raising awareness.

2.

## LITERACY



The use of nonfictional texts is just as beneficial for literacy development as fictional texts.

- The possibilities are endless with nonfiction texts once a student is engaged!
- To address the challenge of reading nonfiction texts, students should be able to recognize *text features* for easy navigation.
- Textbooks do have purpose! Abandoning them could send the wrong message; that students are incapable of reading them. They are not!
- Expose students to different types of nonfiction formats and identify their features.
- More writing opportunities arise when nonfiction reading is connected to expository writing.
- ELL's can access their background knowledge and improve their academic vocabulary.
- Resources teachers are great for improving vocabulary and literacy skills; only low level students benefit from being "pulled out" of class.

3.

# SCIENCE



**Science is a prime opportunity to enrich student inquiry.**

- The process following inquiry is what makes it meaningful.
- BC New Curriculum centers around inquiry.
- Based on the level of inquiry framework: as the level of inquiry increases, the student becomes more independent.
- Educators can assess inquiry based work by looking at student use of scientific thinking and processes; concepts in their inquiry. Educators must be flexible with inquiry.
- Consider Bloom's Taxonomy when thinking of rich, exciting inquiry questions.
- Inquiry is more than "hands on" activities. Use frameworks to build students' curiosity.
- Build relationships with the community to enhance the inquiry process.



4.

# SOCIAL STUDIES



Teaching Canadian  
identity allows  
students to think  
critically about  
“identity.”

- Canadian identity is constantly shifting. Consider the Canadian Identity through Canadian Frameworks of National Narratives to reflect this shift.
- Aboriginal and immigrant influences shape our idea of Canadian identity.
- Educating students on Aboriginal peoples – past and present is crucial in understanding Canadian identity. Aboriginal education is “more than just a unit.”
- Curricular competencies for grades 5 & 6 focus on identity, social justice, Aboriginal peoples’ land ownership and economy.
- Critical thinking; *Who is telling the story? Who is absent? Whose stories haven’t been told?*

5.

# PHYSICAL LITERACY



**Integration of Daily Physical Activities contributes to an overall positive physical literacy educational experience.**

- The importance of physical literacy in education: to teach Important life skills for students; know how to respond to their physical environment.
- Integration of Daily Physical Activity as part of a positive physical literacy program; long term benefits – mental health, helps with puberty.
- Mental health is positively nurtured with physical activity in schools.
- BC New Curriculum sees positive development of the “whole” child: mind and body
- Resources are available for inclusive physical literacy programs. Having a disability should not impede participation in daily physical activities.
- Physical literacy can easily be integrated across the curriculum, along with self-regulation:: chime time, class yoga, dance breaks.