**EDCP 320 Cross-Curricular Steen Rasmussen Nov 27, 2014**

**Aboriginal Cross-curricular**

**Rationale**

I decided to do this project based upon an issue I experienced in my classroom at St. John’s school where I feel the Aboriginal content was lacking and could be integrated into specialist subject areas such as Physical Education. The potential for cross-curricular lessons which incorporate the Aboriginal content is something that I aim on implementing later during my extended practicum. I have created a sample lesson plan which I aim on using in my grade 2 classroom and illustrates how you can use cross-curricular teaching. I chose the realm of dance as it is very expressive and it is a great platform for integrating cross-curricular content. I see the Physical Education courses as a good starting point for potential Aboriginal cross-curricular lessons. Another PE example that implements Aboriginal content is by discussing Aboriginal influences on sports/games during a PE unit, or learning Aboriginal games (such as Lacrosse).

The sample lesson plan I developed can be used in the Physical Education class for my grade 2 class later on the school year. We will be having a unit of inquiry on Art Appreciation and this relates to the International Baccalaureate Transdisciplinary theme of "How we express ourselves". The aim of the sample plan is to integrate Aboriginal content into a Physical Education class and also to piggyback this lesson on an upcoming fieldtrip to a first nation site. The class will be visiting a First Nations site near Squamish later in the spring and my goal is to integrating the knowledge they will learn from the field trip during their dance unit.

I would like to see more Aboriginal content into the classroom and I feel that it is important to try to do more than the bare minimum as their culture is important to the student's understanding of Canada and the world around them. Creating these cross-curricular lesson plans will be time consuming initially but I see it getting easier to implement once the process has begun as it only takes some time commitment and a little bit of creativity into finding areas where you can integrate Aboriginal content. This project I can utilize as new teacher as I will have to create most of my lesson plans from scratch and it will be easier to implement this content across many subject areas. I wanted to do this lesson plan as a starting point for this cross-curricular integrated lesson plans that I can build upon during my extended practicum. I see this being successful as I have seen what can be done through the integration of International Baccalaureate cross-curricular content and feel that this can also be applied to Aboriginal content.

**Lesson Plan**

**Grade:** 2 **Name:** Steen Rasmussen **School:** St Johns

**Subject:** PE Dance / Aboriginal content / Science & Social Studies

**Time:** 45 min

**Location:** Junior Gym.

**Connection to PYP:**

IB Unit: #3 Art Appreciation

Transdisciplinary theme: How we express ourselves

Line of Inquiry: The way people express ourselves through the arts (function)

IB leaner profiles attributes: Communicator (Express oneself in dance), Risk-taker (dancing in front of the class), Principled (following instructions), and Balanced (emotional and physical)

**Cross-Curricular Reference:**

Life Science:

* Animal growth and changes (to follow a field trip to a powwow, gathering, potlatch, feast or other celebration where dance performed).
* Students to record the dance maneuvers performed that relate to animals and their transformation.
* Students to create their own dance routine utilizing the movements in small groups

Social Studies:

* Learning about the environment locally around the Lower Mainland.

Aboriginal content:

* Aboriginal dances movements of animals and changes that affect them (Hibernation)
* Aboriginal music to include this medium into the Art appreciation unit.
* Movement Provide opportunities for students to observe and later participate in Aboriginal dances.\*

\* Need to obtain support from the local Aboriginal community.

**PLO's:**

**PE:**

* B1 move through general space, incorporating directional changes (dance (e.g., singing and clapping games, folk dance, thematic dance))
* B2 demonstrate proper technique for performing specific non-locomotor movement skills including but not limited to the following: rock and sway, swing, step turn.
* C2 follow established procedures and directions when participating in physical activity
* C3 demonstrate respect for others during physical activity (e.g., respecting varying ability levels, taking turns, giving encouragement)

**Aboriginal Content:**

* Describe how animals are important in the lives of Aboriginal peoples in BC
* Describe some changes that affect animals (e.g., hibernation, describe how animals are important in the lives of Aboriginal peoples in BC)

**Objective:**

* Students to create their own dance in 3 groups of 6 based on aboriginal dance movements learned in field trip to the Squamish Lilwat Cultural Centre.
* Incorporate their own movement based on their knowledge of an animal that was important to aboriginal peoples locally.

**Materials:**

* Laptop computer
* Projector
* Speakers, CD player and RCA connectors
* Aboriginal music and video (with authorization) downloaded or purchased from Cultural center.

**Organization/ (5 min):**

* Walk class to the gym and guide them into the change room to get changed into their PE kit.

**Introduction/Clarify learning intentions/ Connect with prior learning/thinking (5 min)**:

* Blow whistle and get the group to all come together in center of the gym in a 1/2 circle.
* Show video of the dances from the earlier (taped from Cultural center visit earlier) on the projector on the wall.
* Teacher to discuss and demonstrate the animal movements from the earlier visit to the cultural center (e.g. Wolf, Eagle, Crow, and Salmon) and how to use their changing facial expressions to help them act like the animals.
* Teacher to demonstrate moving to the beat of the drums and get class to follow along and demonstrate how to move to the 8 count beat of the drums.

**Group free dance (5 min)**

* Get student volunteers to demonstrate each of the animal movements and get them to dance along to the beat.
* Teacher to lead the class in a free dance where they group dances like 1 of the animals for 1 minute each and focus on the movements in synch to the drum beat.

**Creative Team Dance (15 min)**

* Teacher to address the class and tell them that they will split into 4 groups and they will have to create a 2-3 minute dance using the animal dances learned earlier and to try and incorporate one more movement based on their knowledge of the animals important to the Aboriginal communities (e.g. Bear, Buffalo).
* Split class (16 students) into 4 groups of 4 (count them off 1,2,3,4) and name a team leader for each group (based on their leadership from prior lessons)
* Organize the 4 groups into the 4 corners of the gym and play the music and get each of the groups started on their dance routines.

**Presentation (10 min)**

* Class to come together and pick 2 groups to demonstrate their dance to the class and the class to follow along after each one has presented.

**Class gets changed and walk back to class (5 min)**

**Assessments:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Not Meeting** | **Meeting** | **Exceeding** |
| **Ability to recreate animal movements** | 0-1 animal dance successfully recreated | 2-3 animal dance successfully recreated | 4 animal dance successfully recreated |
| **Dancing in tune to the beat of the music** | Out of sync | Mostly on the beat | Maintains beat |
| **Teamwork and respect** | Disrupted group and/or disrespected others | Worked or respected other members in their group | Respected and worked well in group and in class |

**Resources:**

BC Ministry of Education (2006). *Shared Learnings, Integrating BC Aboriginal Content K-10*,

Hughes, D. (2003). Aboriginals of the pacific northwest coast: A cross curricular activity book : Reading, writing, drama and art. Vancouver: D. and N. Hughes.

Kanu, Y. (2011). Integrating aboriginal perspectives into the school curriculum: Purposes, possibilities, and challenges. Toronto: University of Toronto Press.