



Choice Board Lesson Plans



Week 6: Moving Forward: Community Action

Division: Primary/Junior/Intermediate

Category:

Comm & Team Building --- Physical Activation --- Social Emotional Skill Development

Lesson Title:

Group Mural (Opportunity for whole school initiative)

Learning Goal:

To have students lead and collaboratively create a mural that reflects their identity, values and passions.

Student Pre-Reflection:

Before you begin, think about...

- Have students reflect on learning opportunities of first 5 weeks of school.
- Think about learnings and how those learnings connect to students as individuals, our classroom as a community and to the community, our school.
- If you have not done explicitly already, have students thinking about their own identity and how their identity fits into the community.

Learning Task/Activity:

- Provide students with a large piece of paper such as brown craft paper or chart paper taped together ahead of time.
- Brainstorm themes and potential images to include on the mural as a class.
- Have students work together to create their mural.
- If you like, you can try using themes such as: Our Community, My Identity, Our Shared Values, The Environment, Our Community in the Environment, People Who Inspire Us

Ideas for Follow up / Discussion:

- Murals can be displayed on classroom doors or in common areas such as front foyers
- Focus on the concept of community and working together for a better future

Further Resources:

Adapted from *First Nations, Metis and Inuit Education Resource: Engaging Learners Through Play* (ETFO, July 2017)

NOTE: Hard copies available from ETFO

Learning Connections:

We develop social-emotional learning skills throughout our lives. SEL has been shown to support student emotional wellness, when offered in the context of a caring, inclusive, equity-minded classroom setting. When student identity is affirmed, and skills are introduced in a developmentally appropriate and sequenced

manner, students can select and adopt social-emotional strategies that build on their strengths. Both elementary and secondary curriculum contain expectations for social-emotional learning. Here is an outline of the six skill categories of social-emotional learning. The two highlighted skills will be the focus of this lesson series. Integrating opportunities for students to practice and discuss stress management and coping strategies will benefit learning in all subject areas.

Students will learn skills to:

- identify and manage emotions
- recognize sources of stress and cope with challenges
- maintain positive motivation and perseverance
- **build relationships and communicate effectively**
- **develop self-awareness and sense of identity**
- think critically and creatively

So they can:

- express their feelings and understand the feelings of others
- develop personal resilience
- foster a sense of optimism and hope
- **support healthy relationships and respect diversity**
- **develop a sense of identity and belonging**
- make informed decisions and solve problems

The resources in this series contain links to sources external to HWDSB such as YouTube and TedTalk. The written content also relies on information gathered from external sources such as School Mental Health-ASSIST, Ophea and others.

Your feedback is appreciated, please follow the link: <https://ca.research.net/r/educatorfeedback>



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