** LESSON PLAN (2025)**

**Candidate’s name:** Thu Trang Nguyen

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| Grade/Class/Subject: | Kindergarten/Social Studies | School: | Uplands Elementary School |
| Date: | Monday, March, 2025 | Allotted Time: | 35 minutes |
| Topic/Title: | Exploring Friendship and What makes a good friend | | |

1. **LESSON ORIENTATION**

**Key resources:** [Instructional Design Map](about:blank)

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| *Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.* |
| This lesson is to help kindergarten students explore and understand the qualities of friendship and how to demonstrate them in their daily interactions. Through watching the video *Sesame Street: How to Be a Good Friend*, discussions, role-playing, and a hands-on craft activity, students will develop social-emotional skills that promote kindness, sharing, and inclusivity. This lesson can build a positive classroom environment where students understand the importance of being a good friend and apply these qualities in the classroom. |

1. **CORE COMPETENCIES**

**Key resources:** [https://curriculum.gov.bc.ca/competencies](about:blank)

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| **Core /Sub-Core Competencies** *(check all that apply):* | *Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.* |
| 🗹 COMMUNICATION – Communicating  🗹 COMMUNICATION – Collaborating  🗹 THINKING – Creative Thinking  🗹 THINKING – Critical Thinking  🗹 THINKING – Reflective Thinking  🗹 PERSONAL AND SOCIAL – Personal Awareness and Responsibility  🗹 PERSONAL AND SOCIAL – Positive Personal and Cultural Identity  🗹 PERSONAL AND SOCIAL – Social Awareness and Responsibility | **Communication**:   * ***Communicating***   *Profile 2: In familiar settings, I communicate with peers and adults.*   * ***Collaborating***   *Profile 2: In familiar situations, I cooperate with others for specific purposes.*  Students are encouraged to share their thoughts, respond to questions, and listen to others during the class discussion on friendship. Students will work together to build a list of friendship qualities, learning to listen, contribute, and respect others’ ideas. When participating in a friendship role-playing activity, students engage in cooperative learning, helping each other find solutions to address the situations.  **Thinking**:   * ***Critical Thinking and Reflective Thinking***   *Profile 2: I can use evidence to make simple judgments.*   * ***Creative Thinking***   *Profile 2: I can get new ideas or build on or combine other people’s ideas to create new things within the constraints of a form, a problem, or materials.*  Students are encouraged to develop important thinking skills by reflecting on their own experiences with friends and determining what makes someone a good friend based on the book and their experiences. Students can listen to their peers’ thoughts and build on each other's ideas. As they are given friendship role-playing scenarios, students need to think creatively to find ways to show friendship and solve problems.  **Personal and Social**:   * ***Personal Awareness & Responsibility*** |
|  | *Profile 1: I can show a sense of accomplishment and joy, and express some wants, needs, and preferences. I can sometimes recognize my emotions.*   * ***Positive Personal and Cultural Identity***   *Profile 2: I am aware of different aspects of myself. I can identify people, places, and things that are important to me.*   * ***Social Awareness and Responsibility***   *Profile 1: I can be aware of others and my surroundings.*  Through discussion and craft activities, students can express their thoughts and reflect on what makes them good friends. The video and role-playing activity help students understand how their actions can affect others. The Friendship ice cream craft allows students to be proud of their creativity, reinforcing a sense of accomplishment. |

1. **INDIGENOUS WORLDVIEWS AND PERSPECTIVES**

**Key resources:** First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](about:blank)

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| **FPPL to be included in this lesson** *(check all that apply):* | | *How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?* | |
| 🗹 Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.  🗹 Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).  🗹 Learning involves recognizing the consequences of one's actions.  🗹 Learning involves generational roles and responsibilities.  🗹 Learning recognizes the role of Indigenous knowledge.  🗹 Learning is embedded in memory, history, and story.  🗹 Learning involves patience and time.  🗹 Learning requires exploration of one's identity.  🗖 Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. | | * Students can learn about friendship and how to build and nurture respectful relationships. This reflects the First Peoples' focus on interconnectedness and the importance of community. * Practicing being a good friend through role-playing scenarios, such as helping friends when they are sad, gives students experiential learning opportunities. * The learning activities about Friendship in this lesson allow students to engage emotionally, socially, and cognitively. They will understand their role in the classroom and how their actions contribute to their well-being or affect their peers. It ultimately supports their holistic development and builds in them a sense of belonging and responsibility. * Teachers will use the stories about friendship in the video *Sesame Street: How to Be a Good Friend,* to teach friendship values and provide examples of positive behaviors. It shows that learning is rooted in storytelling. * Students are encouraged to practice friendship values over time, understanding that learning and growth happen gradually. * While students learn about how to be a good friend, they also discover how they express care and what matters to them. It helps students develop their identity. * Teachers can model acts of a good friend and how to care for and support one another, showing that knowledge is passed from generation to generation. | |

1. **BIG IDEAS**

**Key resources:** [https://curriculum.gov.bc.ca/](about:blank) (choose course under Curriculum, match lesson to one or more Big Ideas)

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| *What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?* |
| Students are expected to understand:   * Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.   This lesson is to help students understand their role as a friend, recognize their responsibilities in friendships, and learn how their actions impact others. Through the video *Sesame Street: How to Be a Good Friend*, role-playing activities and discussion, students will explore what makes a good friend and how friendships involve giving and receiving kindness. The Friendship promise reinforces the responsibility of treating others with kindness and respect. As they understand the impact of their words and actions on others, students develop empathy and social responsibility, essential for building strong relationships. Students will be able to increase their social-emotional intelligence in a relatable way. |

1. **LEARNING STANDARDS/INTENTIONS**

**Key resources:** [https://curriculum.gov.bc.ca/](about:blank) (choose course under Curriculum)

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| **Curricular Competencies:**  *What are students expected to do?* | **Content:**  *What are students expected to learn?* |
| **Learning Standards – Curricular Competencies:**   * Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions * Access information from audio, visual, material, or print sources. * Collect information from personal experiences, oral sources, and visual representations. * Contribute to a class collection of information on a common topic. * Identify a variety of ways of communicating (e.g., spoken language, facial expression, sign language, pictures, song, dance, drama). * Present information orally (e.g., show and tell, introduce their partner). * Create pictures to present information (e.g., a picture of their immediate environment, such as their classroom or a room in their home). * Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence) * Recognize causes and consequences of events, decisions, or developments in their lives (cause and consequence) * Acknowledge different perspectives on people, places, issues, or events in their lives (perspective) * Identify fair and unfair aspects of events, decisions, or actions in their lives and consider appropriate courses of action (ethical judgment) | * needs and wants of individuals and families * rights, roles, and responsibilities of individuals and groups |

1. **ASSESSMENT PLAN**

**Key resources:** [Instructional Design Map](about:blank) and[https://curriculum.gov.bc.ca/classroom-assessment](about:blank)

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| *How will students demonstrate their learning or achieve the learning intentions? How will they know if they are proficient? How will the evidence be collected, documented and shared? Will you use* ***observation****s, have targeted* ***conversations****, or collect* ***products****? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be* ***formative****,* ***summative****, or both?* |
| **Formative Assessment**   * Student participation in discussions and activities * Students’ Friendship ice cream craft |

1. **DESIGN CONSIDERATIONS**

**Key resources:** [Instructional Design Map](about:blank)

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| *Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural safety and relevance; higher order thinking; motivations and specific adaptations or modifications for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.* |
| * Classroom management: review rules for good listening. Remind students to take turns when sharing, be patient, respect your friends, and raise hands if you want to share something. * Use supports (pictures) when discussing friendship qualities to make abstract concepts more concrete. * For students struggling with cutting: pre-cut ice cream cones and scoops. * For discussion: provide sentence starters, *A good friend is…* or *I can be a good friend when I…* to help with responses. * For advanced students: encourage students to draw their draw their ideas on the ice cream scoops instead of using the pre-made ones. |
| **Required preparation:** *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.* |
| * The video ***Sesame Street: How to be a Good Friend | Tamir on the Street #3.*** Link: https://www.youtube.com/watch?v=4ai7ckER2os * Chart paper and markers * A large heart shape with the title Friendship for the discussion activity * Scenario cards with different friendship situations * Pre-made ice cream cones and scoops with friendship values/qualities written on each scoop * Pencils and crayons |

1. **LESSON OUTLINE**

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| **Instructional Steps** | **Student Does/Teacher Does** *(learning activities to target learning intentions)* | **Pacing** |
| **OPENING:**  *e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge* | * Gather students on the carpet * Making a connection: We read the book *Franklin’s new friend* before. The book tells us how to be a good friend. * Using questions as a hook: * What does it mean to be a friend? * Allow students to voice their opinions. * Introduce: Today we will explore Friendship and how to show it. We will learn how to become a good friend. | 5 minutes |
| **BODY:**   * *Best order of activities to maximize learning -- each task moves students towards learning intentions* * *Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback* * *Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling* * *Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations* | **Exploring Friendship through video**   * Watch the video ***Sesame Street: How to be a Good Friend | Tamir on the Street #3*** * Link: https://www.youtube.com/watch?v=4ai7ckER2os * Ask after watching: * How did the characters in the video show that they were good friends? * How do you think being a good friend makes others feel?   **Guided Discussion: Qualities of a Good Friend**   * Show a large heart or chart paper with the question: “What makes a good friend?” * Students share ideas. * The teacher writes or draws symbols to represent their answers. For example, sharing = picture of a toy, helping = picture of a hand, listening = an ear, kindness = picture of a heart shape, including others = picture of kids playing together. * Guide students to understand some key elements such as: * Kindness (saying nice words) * Sharing (toys, crayons) * Helping (when a friend is sad or needs help) * Listening (taking turns talking) * Including others (playing together)   **Friendship role-playing: How to show Friendship**   * Present some friendship scenario cards with different situations: * Your friend drops their crayons. What do you do? * You and your friend are playing with blocks when you see another classmate sitting alone. What do you do? * You and your friend both want to play with the doll at the same time. What do you do? * Encourage them to think about what a good friend would do in each case.   **Friendship Art activity: Friendship ice cream craft**   * Demonstrate the craft: Show students a completed example of the Friendship Ice Cream Craft to help them visualize the final product. * Prepare the cone: Have students cut out a paper ice cream cone and write their name on it. * Create the scoops: Provide pre-made ice cream scoops. Students will cut out each scoop with one quality of a good friend on each (e.g., kind, helpful, shares, listens). * Assemble the ice cream: Guide students to glue the scoops one by one on top of the cone, stacking them to build their friendship ice cream. * Add decorative details (if we have enough time): Encourage creativity by allowing students to add toppings like cherries, sprinkles, or whipped cream to personalize their craft. * After students finish their craft, ask them to share it with a partner and explain what they added. * Circulate the classroom, give encouragement and support if needed. | 25 minutes |
| **CLOSING:**   * *Closure tasks or plans to gather, solidify, deepen or reflect on the learning* * *review or summary if applicable* * *anticipate what’s next in learning* * *“housekeeping” items (e.g. due dates, next day requirements* | * Recap the lesson: Today, we learned how to be good friends. Let’s make a friendship promise together. * Have students repeat: I will be kind. I will share. I will help others. I will be a good friend. * Praise students for their participation in the class discussion and their hard work through the lesson. * Encourage students to practice these qualities during playtime. | 5 minutes |

1. **REFLECTION** *(anticipate if possible)*

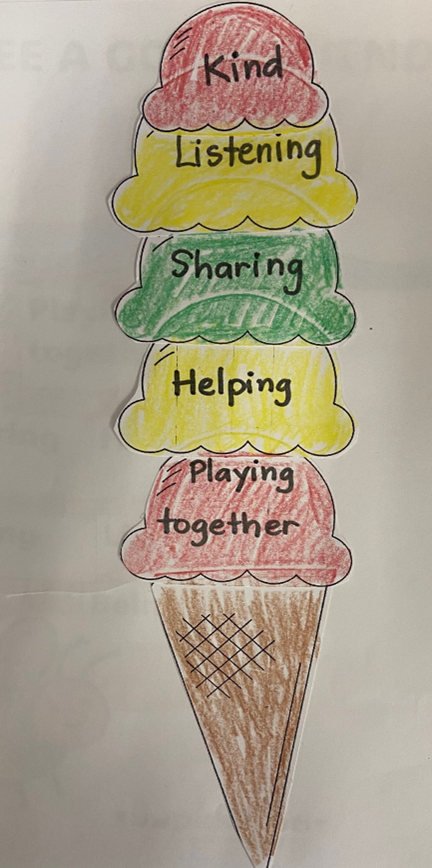
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| * *Did any reflection in learning occur, e.g. that shifted the lesson in progress?* * *What went well in the lesson (reflection on learning)?* * *What would you revise if you taught the lesson again?* * *How do the lesson and learners inform you about necessary next steps?* * *Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?* * *If this lesson is being observed, do you have a specific observation focus in mind?* |
| * **What went well in the lesson** * My guiding questions at the beginning of the lesson and the video helped students develop their ideas of how a good friend looks like. The video ***Sesame Street: How to be a Good Friend | Tamir on the Street #3*** was engaging and effective in drawing the students’ attention. * The students engaged in the discussion after watching the video. They provided their own experiences like sharing ice creams or cookies with their friends. I also guided them to come back to the discussion topic and made sure they would get the main ideas of the topic. * I used a heart of friendship with prepared pictures representing the good qualities of friendship and the craft Friendship Ice Cream Craft as visual aids. Since kindergartens are learning how to read, those images allowed them to solidify their understanding. * I provided extra scaffoldings to a couple of students (A. and HS.) as they needed more support with scissor skills. * I used a friendship promise at the end of the lesson to remind the students to focus on what they can do as good friends. * **What would you revise if you taught the lesson again** * I would allow students to have more time for their crafts as some have not finished their work yet. * I would pay more attention to my pronunciation and voice modulation. * **How do the lesson and learners inform you about necessary next steps?** * I will give some students more time to finish their ice cream crafts. * I will review the qualities of a good friend with the students next week to reinforce the knowledge. * I will ask students to draw a picture of themselves being good friends to remind them about the topic. * **Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?** * Understanding that using technology in teaching is effective, I decided to use the video ***Sesame Street: How to be a Good Friend*** to capture the students’ attention. * I discussed with my practice evaluator (PE) and my coaching teacher to revise the lesson. I had a post conference with my PE to know what I could do better in my practice. * I encouraged all the students to participate in the discussion as I understand that students’ participation is more important. * **If this lesson is being observed, do you have a specific observation focus in mind** * I will try to maintain great classroom management, making sure that all the students will participate. * I will focus on encouraging and providing support to students who need extra scaffolding. |

***Friendship Ice Cream Craft***

A white board with ice cream cones and text

AI-generated content may be incorrect.

**Friendship Ice Cream demonstration**

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The Heart of Friendship (for discussion)

A heart shaped paper with stickers on it

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