Laine Stewart

Section 3: Lesson Plan

**Content Standards for Reading, Writing & Communicating:**

**Standard 1.1** – *Successful group discussions require planning and participation by all*

**Standard 2.2 –** *Organizing structure to understand and analyze factual information*

**Standard 4.2** – *Assumptions can be concealed, and require identification and evaluation*

**Standard 4.3** – Monitoring the thinking of self and others is a disciplined way to maintain awareness

**Understandings:** Students will understand that:

* There are real world social issues in the world
* There is no simple solution to fighting these issues
* Gaining awareness about the world around us is important so that we can fight for what’s right

Students will know…

* That child labor violates human rights for children and change should be made

Students will be able to…

* Spread awareness about child labor
* Contribute to fighting against child labor in a variety of ways

**Essential Questions:**

* How can we fight against child labor? How can we make a change?
* How can we spread awareness?
* What are some issues that force children into child labor?
* Why is it complicated to free children from child labor?

**Evidence Outcomes:**

* Students will interact in a simulation where they are social workers who makes decisions for families of child laborers. <http://borntobefree.worldvision.org.nz/EliminateChildLabour.aspx?menu=6>

**Assessment of Evidence Outcomes:**

* After completing the simulation game, every student will participate in a snowball discussion where the following questions will be asked: What is one thing you learned when playing this game? What similarities and differences did you see between the novel, *Iqbal* and the game? What ideas do you have that could help children escape from child labor? How could you make a change?

Section 4: Narrative Reflection

 When teaching this lesson plan I learned a lot about my students and myself as an educator. As teachers we are constantly learning about how to make engaging lesson plans through practice by noting what worked and didn’t work well. Teaching a lesson that related to the novel *Iqbal,* was a positive learning experience that I will remember for the rest of my career as an educator.

 During my lesson, there were some things that went well with the students. To begin, the students were very well behaved and did not talk while I was talking. At the beginning of class there were several students who expressed excitement when I mentioned that there would be an activity for them to engage in. I learned that activities are a good way to keep the attention of students in the classroom, it’s more engaging than listening to a lecture. I also think that starting with the simulation game as the activity was beneficial because my students got the chance to make their own discoveries. My introduction to the activity also went well. I started off by asking the class, “After reading *Iqbal,* by a show of hands how many of you want to make a difference and fight against child labor?” Every student raised their hands and I was impressed that reading this book influenced them to want to make a change. My introduction was a good way to help them think about how they could transfer what they’ve learned in school to the outside world. By walking around the classroom while the students were playing the simulation game, I felt like they were engaged because they were focused. They were asking questions and talking to their neighbors about what decisions they were making in the simulation.

 Although the activity went well overall, there were a few things that didn’t go as I had planned. Before diving into the activity, I did a little tutorial about how the game worked. During my tutorial, my computer screen was shown on all of the screens and I was trying to login to the game but I forgot my password. I tried a few passwords and it kept saying that it was wrong, this was a little embarrassing but the problem was solved quickly by creating a classroom login for all of the students to use. Another thing that didn’t go as well as I thought was the discussion. I had planned to ask the students questions after the simulation game but I didn’t allow enough time to have a snowball discussion where all students could participate. In a snowball, the teacher asks questions and students turn to a partner and discuss, then they discuss to the whole class. The simulation took longer than I thought and we didn’t get to the full discussion. Instead of having a snowball, I just asked the class questions like, “what surprised you about the simulation?” There were several volunteers to talk in front of their classmates. Students were mainly surprised about how hard it is to make the right decisions for families of child laborers because the situations are more complicated than we might think. I thought this was a good question to ask because students’ perspectives changed. I also asked the students, “how do you think you could make a difference to fight against child labor?” After asking this question, I received a lot of blank stares and only one volunteer who replied that we could donate to causes. To further students’ thoughts and participation, I asked “do you think spreading awareness would help? Why or why not?” More students replied to this, then I shared with them my own idea about how we could make a difference by being aware of what we or our parents buy from the grocery store. I then showed them a list of products to avoid from certain countries that are likely to use child labor.

When taking what didn’t go well in my lesson into consideration, there are some things that I would do differently. Since the game took so long, I would have students work in small groups of three to work on the same child labor case in the simulation. Having groups focus on one part of the game would take up less time than allowing all students to complete every social case. Then I could have a snowball discussion where each group talks to the class about the situation of the child laborer that they worked with, struggles that they encountered, and what they learned. I would also make a list of how to fight against child labor, then I would ask what everyone would do from that list and why. This way students won’t get stuck and they can apply what they have learned to make a difference in the world.

As a teacher I think one of my biggest weaknesses will be time management. This has been something that I have struggled with throughout college and it was also evident when teaching the lesson. I could’ve prepared better by timing how long the simulation would take and watching the clock. This is something that I will work on to improve when I teach future lessons. Another difficult thing for me is remembering the names of all my students. This is also extremely important because I want all of my students to know that they are important to me, I want to build strong relationships and get to know them. To improve on this, I will start with getting-to-know-you activities like “me bags” where students bring items important to them. I also like the “name game” where students come up with an adjective or verb that starts with the first letter of their name, for example “laughing Laine” this would make it easier for me to remember names. Some of my strengths as a teacher will be coming up with engaging activities for students because I myself am a hands on learner and I would come up with creative ways of teaching that doesn’t just involve lecturing. In the future, I will get to know my students so that I can incorporate their interests into projects that I create.

In conclusion, I learned a lot about myself as an educator through teaching this lesson. I will continue to make notices about what works and doesn’t work in all of my lessons so that I can grow as a teacher and make a difference in the lives of my students.