

For this TRB standard, I chose a lesson plan on creating a button blanket. The lesson plan can be tailored to suit any grade, as there are strong links to Aboriginal learnings. While creating the lesson plan, I learned a lot about the Haida people. In preparation of writing the lesson plan, we asked an elder for permission as to not disrespect anyone or their culture. We chose to write a lesson plan on button blankets because the Haida people are situated in British Columbia, and it is a location that students are able to relate to.

This experience has allowed me to gain insight on both Canadian and Aboriginal culture. I do not remember learning anything about Aboriginal culture when I was younger, and I think I missed out on a lot of culturally rich learning. As teachers, if we understand relevant curricula in a Canadian, Aboriginal, and global context, we need to make the effort to deliver it to our students even if it is out of our comfort zone.

Although my evidence piece does not address a specific learning theory or approach, I like that students have different options to choose from. The activity is the same for everyone, but students get to choose which animal resonates with them. The lesson is also easy to adapt to suit the strengths and challenges of students. For example, animal shapes can be precut for individuals who have difficulty with fine motor skills. For more of a challenge, students can sew on buttons or sequins instead of gluing them on.

One strength of my evidence piece is that it shows I understand Aboriginal context within Canada, and that I went through the proper protocol in order to get permission. The way in which I articulated the activity in the lesson plan proves that I am able to effectively communicate in English. I also understand that teachers should be trying to make connections to Aboriginal teachings, and this is a great way to get students involved and interested in the Haida culture.

TRB standard 6 is important because teachers need to have a good understanding of what they teach students. Without this knowledge, there may be a lot of missing knowledge that interferes with the smooth delivery of the units and lessons. Similarly, when teachers have this knowledge base of education, they know how to plan for management, delivery, timing, and differentiation.

As a pre-service teacher, I am just beginning to understand the subject areas. I think this is something that will be an ongoing process as the curriculum continues to change over the years. I think the best way of continuing to hold this standard true is to collaborate with other teachers, and ask questions when I am unsure of something. Teaching is not about reinventing the wheel, but rather using resources that already exist and altering them to make them work for your particular group of students. Throughout my journey as a teacher, I will continue to gain knowledge and improve my skills through collaboration and simply trying new things.