

# Metal Rose Lesson



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## Guiding Questions

*How can schools foster diversity?*

- How can the exercise of power and authority affect an individual's rights?
- Should individuals be willing give up some personal freedoms for the sake of collective well-being?
- How do Applied Design Skills and Technology (ADST) projects that embrace Design Thinking foster growth mindset, creativity, innovation and problem-solving?

(curriculum.bc.ca)

<p><b>Know: (content)</b></p> <p><b>Applied Design</b></p> <ul style="list-style-type: none"> <li>• <i>Empathize with potential users to find issues and uncover needs and potential design opportunities</i></li> </ul> <p><b>Applied Skills</b></p> <ul style="list-style-type: none"> <li>• <i>Identify and evaluate the skills and skill levels needed, individually or as a group, in relation to a specific task, and develop them as needed</i></li> </ul> <p><b>Applied Technologies</b></p> <ul style="list-style-type: none"> <li>• <i>Identify the personal, social, and environmental impacts, including unintended negative consequences, of the choices they make about technology use</i></li> </ul> <p><b>Social Studies</b></p> <p><i>Develop a plan of action to address a selected problem or issue</i></p>	<p><b>Understand: (Big Ideas)</b></p> <p>Design can be responsive to identified needs. (ADST 6)</p> <p>Systems of government vary in their respect for human rights and freedoms. Media sources can both positively and negatively affect our understanding of important events and issues. (Social Studies 6)</p>	<p><b>Do: (Core and Curricular Competencies)</b></p> <p><b>Questioning and investigating</b></p> <p>Students learn to engage in inquiry when they identify and investigate questions, challenges, key issues, or problematic situations in their studies, lives, and communities and in the media. They develop and refine questions; create and carry out plans; gather, interpret, and synthesize information and evidence; and reflect to draw reasoned conclusions. Critical thinking activities may focus on one part of the process, such as questioning, and reach a simple conclusion, while others may involve more complex inquiry requiring extensive thought and reflection.</p> <p><b>Building relationships</b></p> <p>Students build and maintain diverse, positive peer and intergenerational relationships. They are aware and respectful of others' needs and feelings and share their own in appropriate ways. They adjust their words and actions to care for their relationships.</p>
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## INSTRUCTIONAL MODEL (5E)

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**Engage:** (*interest piqued, prior knowledge assessed*)

**Read/Show** [A Sweet Smell of Roses](#) (Angela Johnson) & compare it to [I am Rosa Parks](#) (Brad Meltzer).

**Discussion:** What does it mean to “Stand Strong. Stand for what’s right. Stand up for yourself.” What are ways you can look for ways to make your classroom, school, community, or natural world a better place? What are some small things you can do that could make a difference? Write your favourite “call to action” on a small post it note or florist’s card.

**Suggested sentence starter: “A small thing I can do to make a positive difference in my classroom/school/community/world is...”**

➤ **Watch Moneca’s “Metal Rose” lesson here!**

(<https://www.youtube.com/watch?v=mbTfvM43w90>)

**Tasks:**

**FIRST** Use tools and technologies to create a rose that stands strong, stands for what’s right and stands up for itself.

**THEN** affix your call to action card to the rose and “plant a rose garden” in your school to raise social awareness and support the needs of others.

*“People who are socially aware and responsible contribute to the well-being of their social and physical environments. They support the development of welcoming and inclusive communities, where people feel safe and have a sense of belonging.”*  
(*Social Awareness & Responsibility Core Competency ~ BC Curriculum*)

Instructional Models = Constructivism & Connectivism

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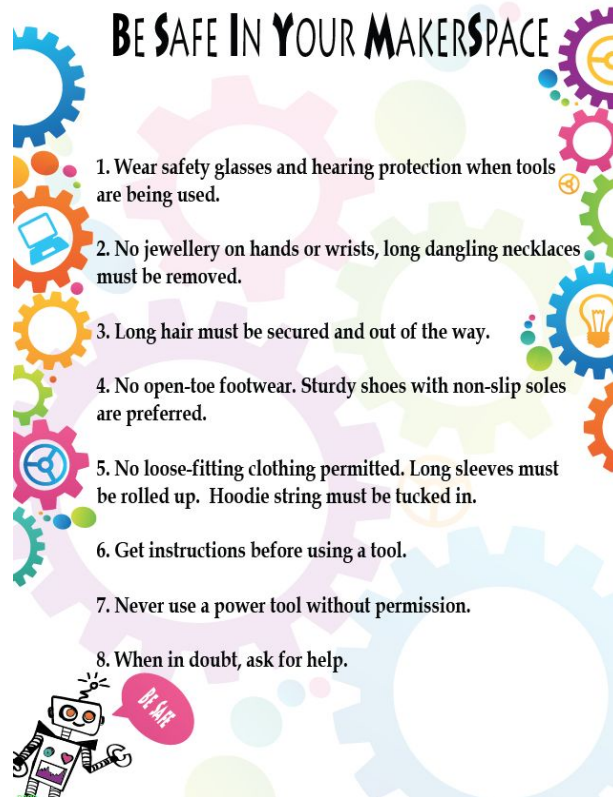


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**Explore:** *(inquiry-based activity)*

## SAFETY

- **Introduce** expected behaviours poster for hand tools



- ➔ This is a quick [YouTube](#) about hand safety.

## TOOLS & MATERIALS

- Insulated solid wire, metal “glue” such as 2 part epoxy or super glue, nails (same diameter as wire) popsicle sticks, 4 small nuts (hole = same diameter as wire), can opener, hammer, metal shears or tin snips, permanent marker, needle nose pliers, wire strippers, gloves, safety goggles, scrap 1’x1’x $\frac{3}{4}$ ” plywood, tin cans, paper templates, florists cards or post-it-notes.

## PROCEDURE

- **IN PAIRS**, Create 1 rose per person as shown in [Moneca’s video](#).



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**Explain:** *(students communicate what they have learned).*

**Core Competency reflections:** *Assign one or more to individuals or groups.*

**Reflections could take the form of a checklist, a recorded reflection, a written paragraph, etc.**



## **Creative Thinking Competency Discussion/Writing Prompt:**

*Tell me about some* ways you can look for ways to make your classroom, school, community, or natural world a better place. What are some small things you can do that could make a difference?

**I can think “outside the box” to get innovative ideas and persevere to develop them.**

- I can get new ideas that are innovative, may not have been seen before, and have an impact on my peers or in my community.

Profile 5 ([curriculum.gov.bc.ca](http://curriculum.gov.bc.ca))



## **Critical Thinking Competency Discussion/Writing Prompt:**

*Tell me about anything that made you S-T-R-E-T-C-H today. What was new/challenging?*

**I can ask questions and consider options. I can use my observations, experience, and imagination to draw conclusions and make judgments.**

- I can ask open-ended questions, explore, and gather information.
- I experiment purposefully to develop options.
- I can contribute to and use criteria.
- I use observation, experience, and imagination to draw conclusions, make judgments, and ask new questions.
- I can describe my thinking and how it is changing.
- I can establish goals individually and with others.
- I can connect my learning with my experiences, efforts, and goals.
- I give and receive constructive feedback.

Profile 3 ([curriculum.gov.bc.ca](http://curriculum.gov.bc.ca))

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## Collaboration Competency Discussion/Writing Prompt:

*Tell me about the way you and your partner shared resources, ideas and jobs.*

**I contribute during group activities with peers and share roles and responsibilities to achieve goals.**

- I take on different roles & tasks. I work respectfully & safely in our shared space.
- I express my ideas & help others feel comfortable to share theirs so that all voices are included.
- I work with others to achieve a common goal & can evaluate group processes and results.

Profile 3 (curriculum.gov.bc.ca)



## Communication Competency Discussion/Writing Prompt:

*Tell me about the different ways you communicated your ideas. Did you talk? Model? Draw? Listen? Question? Who did what?*

**I communicate purposefully, using forms and strategies I have practiced.**

- I participate in conversations for a variety of purposes (e.g., to connect, help, be friendly, learn and share).
- I listen and respond to others.
- I can consider my purpose when I am choosing a form and content.
- I can communicate clearly about topics I know and understand well, using forms and strategies I have practiced.

Profile 3 (curriculum.gov.bc.ca)

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## Personal Awareness Competency Discussion/Writing Prompt:

*Tell me about something that was stressful and how you coped with that.*

**I can make choices that help me meet my wants and needs and increase my feelings of well-being. I take responsibility for my actions.**

- I can take action toward meeting my own wants and needs and finding joy and satisfaction and work toward a goal or solving a problem.
- I can use strategies that increase my feeling of well-being and help me manage my feelings and emotions.
- I can connect my actions with both positive and negative consequences and try to make adjustments; I accept feedback.
- I make decisions about my activities and take some responsibility for my physical and emotional well-being.

Profile 3 ([curriculum.gov.bc.ca](http://curriculum.gov.bc.ca))



## Social Awareness & Responsibility Competency

### Discussion/Writing Prompt:

*Tell me about a time that you helped someone or someone helped you.*

**I can take purposeful action to support others.**

- I can build relationships and be a thoughtful and supportive friend.
- I can identify ways my actions and the actions of others affect my community and the natural environment.
- I look for ways to make my classroom, school, community, or natural world a better place and identify small things I can do that could make a difference.
- I demonstrate respectful and inclusive behaviour in a variety of settings, and I recognize that everyone has something to offer.

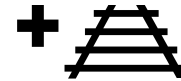
Profile 4 ([curriculum.gov.bc.ca](http://curriculum.gov.bc.ca))

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**Extend:** *(transfer knowledge to other concepts)*



## Cross-Curricular &/or **Connectivist Extension Activities:**

- Kids could make their own **school clubs** and advocate for social change that will “enhance equity, security and safety, sustainability of communities, participation of citizens in social change, and access to opportunities for personal growth” (BC Curriculum).
- Teachers could connect their students to more Social Justice lessons via the [BCTF Social Justice initiatives](#).
  - Topics include:
    - Antiracism
    - Disability Justice
    - Economic Justice
    - Environmental Justice
    - LGBTQ2S+
    - Peace and Global Education
    - Status of Women
- Consider being [Penpals in the 21st Century](#) with students in other countries. Since the COVID outbreak, students across the world are self isolating and able to access Skype, Zoom, Google Meet and other platforms that allow people to share their ideas with a wider audience! Share ideas on how classes across the world can share messages of inclusion and diversity.

**Evaluate:** *(assess student understanding)*

[Share this link](#) with students if you wish to assess their ADST development.

Alternatively/additionally, students can self-assess their current state of being by highlighting any applicable statements on the **Core Competencies**, above.

Template Downloaded from [curriculum.gov.bc.ca](http://curriculum.gov.bc.ca) (Used with permission from Sarah McQuillan. Excerpted from Masters Thesis: Instructional Tools to Support the Implementation of BC's Redesigned Curriculum)

Here is a visual that summarizes the lesson:



Question → connect to text → YouTube → make it → reflect on competencies → extend thinking.