

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Lesson Title: Who In Our Community Could Help Bear? Lesson # _____ Date: February 11, 2026
 Name: Cheyenne and Denae Subject: Socials Grade(s): 1

Rationale:

This lesson is designed to explore the characteristics of the local community that meet people's needs through an inquiry-based approach. The "Lost Bear" scenario introduces an authentic problem that encourages students to ask questions and think critically about how communities function. Students construct understanding by identifying needs, connecting them to local places and helpers, and considering what might happen if those supports did not exist. The community mapping activity supports collaborative inquiry by allowing students to gather, organize, and communicate their ideas visually while examining cause and consequence, significance, and shared responsibility within a community. The inclusion of Indigenous perspectives emphasizes collective roles and caring for one another, reinforcing the understanding that strong communities depend on cooperation.

Core Competencies:

Communication	Thinking	Personal & Social
<u>Communication</u> Acquiring and Presenting Information- Students gather ideas about community needs and helpers through discussion and inquiry, then organize and communicate their understanding through the community map and reflection circle. <u>Collaborating</u> Determining Common Purpose - Students collaboratively build a shared understanding of how their community functions and identify collective actions they can take to help strengthen their own classroom community.	<u>Creative and Reflective Thinking</u> Questioning and Investigating - Students engage in inquiry by responding to a problem, generating questions about community needs, and exploring how local places and people meet those needs. They will gather and interpret ideas to draw conclusions about how their community functions.	<u>Social Awareness and Responsibility</u> Contributing to Community and Caring for the Environment - Students explore how communities meet people's needs and identify actions they can take to care for and strengthen their own classroom community. Building Relationships- Students collaborate, listen to one another's ideas, and engage in respectful discussion to develop a shared understanding of how their community functions.

Big Ideas (Understand)

Our rights, roles, and responsibilities are important for building strong communities.

Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
CC1- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions	C1- Characteristics of the local community that provide organization and meet the needs of the community

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
SWBAT: <ul style="list-style-type: none"> Identify basic needs people have in a community Explain how places and people in the community help those needs Describe what might happen if a community support did not exist 	<ul style="list-style-type: none"> Exit Ticket Worksheet

Prerequisite Concepts and Skills:

Students should have basic understanding of:

- Needs
- Community
- Simple cause-and-effect thinking

Indigenous Connections/ First Peoples Principles of Learning:

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

This lesson helps students understand their connection to people and places within their local community. Through discussion and reflection, students explore shared responsibility and how their actions contribute to the well-being of the community.

Universal Design for Learning (UDL):

Opportunity for individual or collaborative work

Multiple means of:

- Engagement (discussion and mapping)
- Representation (oral storytelling, visual mapping, drawing, whole-class discussion)
- Action & Expression (share orally, draw/write response)

Differentiate Instruction (DI):

Worksheet with provided prompts

Materials and Resources

- "Bear" stuffed animal
- Whiteboard
- Pre-made picture cards of community places (DI option)
- Exit Worksheet (+DI option)

Lesson Activities:

Teacher Activities	Student Activities	Time
Introduction (anticipatory set – "HOOK"): <ul style="list-style-type: none"> Educator will present hook: "This is bear and he is new to town and needs help" The educator will ask guiding questions and will record student responses about where the bear could go for help and who helps in the community. 	Students will listen to the bear story and provide input to the guided questions provided by the educator.	5-7 mins
Body:	<ul style="list-style-type: none"> Students will watch the educator model an example before 	20 mins

<ul style="list-style-type: none"> - The educator will introduce the inquiry question: "how does our community help take care of people?" - The educator will model drawing a hospital on the map and explaining the importance of a hospital in a community. - Educator will also remind students to refer back to our bear brainstorming wall for ideas. - The educator will circulate and ask the following questions: - What happens if this place does not exist?, - Who does this place help?, - Why is it important? 	<p>working in groups to make their own community help maps.</p> <ul style="list-style-type: none"> - Students will be encouraged to discuss, draw symbols, and explain how different places help the community. - Each student will be encouraged to add at least one drawing, symbol or any mode of representation that they can later explain the importance of to the class. - Students will respond to teacher prompts and build ideas collaboratively. 	
<p>Closure:</p> <ul style="list-style-type: none"> - The educator will ask students to choose one symbol or drawing they added to their group community map. - The educator will then gather students in a circle and invite each student to explain their chosen place and how it helps Bear or supports community members. - The educator listens and documents student explanations as informal assessment. 	<ul style="list-style-type: none"> - Students select one part of their group map and verbally explain how it helps people in the community. Students share their ideas with the class as an exit ticket. 	5-8 mins

Organizational Strategies:

- Set up Bear before students arrive (spark curiosity)
- Prepare some prompting questions

Proactive, Positive Classroom Learning Environment Strategies:

- Set "hands up to talk" expectations
- Do not call on students unless they put their hand up
- Use open-ended questions

Extensions:

- This lesson could extend into a lesson on:
- Essential vs. non-essential services
 - Placement of services (i.e., it is not practical to have the hospital 20 mins out of town)
 - Classroom "community roles" (what jobs are needed, who will take them, what happens if no one does them?)
 - Environmental connection - how does our community take care of the land? (recycling, parks, gardens)
 - Comparing communities, for example would a small town need the same places as a big city might? What about northern or rural communities?

Reflections (if necessary, continue on separate sheet):

