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| Approx Time40 minutes | Introduction to the hero’s journey and the protagonist as a literary element Hand out the hero wheels Have students work with a partner and plot out their hero’s story on their hero wheels Discuss conflict with the class – what makes a good conflict? Can we grow without barriers? What would a story look like without any conflict? Now, students will create their own characters and build a story on their hero wheels. (For some students, they may need a prompt, so have them use one of the pre-generated characters.) It's okay if two students use the same character if their stories are different.  |

#  Lesson Plan Template

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| **Teacher Candidate: Connor Hall** | **Date: September 30 2024** | **Title: Heros Journey** |
| **Grade: 7** | **Subject: Language Arts**  | **Unit: Creative writing** | **Lesson #: 1** |
| **Core Competency: Creative thinking** | **Profile:** |  |
| **Big Idea: Language and text to foster creativity and joy.** | **Content: Literary elements, literary devices** |  |
| **Essential Question: Can students collaborate and create a framework for creative writing** |  |  |
| **Curricular Competencies: Think critically and reflectively to explore ideas within and beyond text**  |  |  |
| **Indigenous Perspectives and FPPL: Learning is embedded in story** |  |  |
| **Learning Intention: to collaborate and create a framework for creative writing** |  |  |
| **Materials: Hero Wheels, pen, paper, a piece of media or notes about a favorite hero in fiction, and a list of pre-generated characters for the body.**  |  |  |

**Introduction -** Activate and Engage: Is the intention clear to the class? How can I hook students into the topic? e.g. relate the lesson to their lives, connect to prior learning, video clip, reading, hands on activity? Include Teacher AND Student Activities.

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| Approx Time15 min | Watch the video on YouTube, "What makes a hero?" by Mathew Winkler. Then, ask the class the following questions. What did the video make you think? What did it make you feel? What makes a hero? Write down ideas about what qualities make a hero. Give students time to think and share with their partners. Who are some heroes in fiction you like? Why do you like them?  |

**Body -** Explore and Discover: What SPECIFIC strategies or tactics will I use to ensure there are opportunities for students to acquire new information (e.g., mini lesson, cooperative learning, reading and responding, research, viewing and discussing)? Are there multiple ways for students to acquire and practice new learning? What questions can I ask to discover how learning is going (formative assessment)? Include Teacher AND Student Activities.

#  Lesson Plan Template

**Closure -** Organize and Integrate: How will students “cement” their learning? What techniques will help them reflect, personalize, and stretch their thinking? How will I tie back into the outcomes and learning intentions? How will I summarize or review? How will I know they have demonstrated the intention? Include Teacher AND Student Activities.

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| Approx Time10 min | Organize the class into groups and have them share their stories with a peerAllow time for this if anyone has a story they would like to share. Students can also share about other people's heroes they loved.  |
| **Adaptations/Modifications:**Use a simplified hero wheel with only four categories (hero at rest, call to action, conflict, resolution) to demonstrate the story with the three little pigs Have students explain ideas while others transcribe  | **Extensions:**Create two characters and have them meet at different progressions in their hero wheel. What is this interaction like? Turn this encounter into a paragraph with dialogue between the two that represents this.  |
| **Assessment Plan:**Collect wheels to do a summative assessment of students' writing. Formative assessment by walking around and asking students about their projects |  |
| **Lesson Notes/Reflection:** There could be many lessons, each focusing on one part of the wheel, why that part is important, and where it shows up in media and storytelling.  |

List of pre-generated characters for students to pick if they wish.

  Orin**, the Shy Giant** – A towering figure with immense strength but too timid to speak up.

 Lyra**, the Cunning Fox** – A clever and resourceful animal who can outsmart anyone.

 Zephyr**, the Impulsive Wind Spirit** – A free-spirited creature who acts before thinking.

 Tara**, the Fearless Inventor** – A young engineer unafraid to tackle any challenge.

 Bram**, the Gentle Minotaur** – A hulking beast with a soft heart and a love for gardening.

 Luna**, the Curious Mermaid** – A sea-dweller fascinated by the human world, always asking questions.

 Arlo**, the Clumsy Knight** – Brave but perpetually tripping over his own feet.

 Fiora**, the Loyal Wolf** – Fiercely devoted to her pack and protective of those she loves.

 Kal**, the Reluctant Sorcerer** – Has great magical power but is hesitant to use it out of fear of causing harm.

 Mira**, the Outspoken Bard** – A traveling musician who always speaks her mind, no matter the consequences.

 Soren**, the Lost Prince** – A royal born into privilege, but he feels disconnected from his destiny.

 Elowen**, the Vengeful Elf** – Driven by a personal loss, she seeks justice at any cost.

 Thorn**, the Lonely Troll** – Lives under a bridge and craves friendship but scares people away unintentionally.

 Pax**, the Pacifist Warrior** – A master of combat who refuses to fight unless absolutely necessary.

 Ravi**, the Dreaming Cat** – A lazy feline who dreams of being a great explorer but struggles to take action.

OpenAI. (2024). *ChatGPT* [Large language model]. https://chatgpt.com

