

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

Lesson Title: Video Game Character Creator **Lesson #** 3 **Date:** Nov. 15, 2024
Name: Lexi Grisenthwaite **Subject:** Language Arts **Grade(s):** 5/6

Rationale:

It is important that students explore their creative side and understand what characterization and traits are so they will know how to use them when creating or describing a character.

Core Competencies:

Communication	Thinking	Personal & Social
Students communicate by receiving and presenting information in relation.	Students will think critically to develop ideas in regard to character creation.	Students will learn to understand their emotions and set goals to create their own character.

Big Ideas (Understand)

Language and text can be a source of creativity and joy.

Learning Standards

(DO)

(KNOW)

Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> Students will access prior knowledge to create an interesting character. Students will listen to and view visual texts and explore new ideas. Students will respond to text in creative ways. 	<ul style="list-style-type: none"> Students are expected to know the genre of fiction as well as characterization (traits) Students are expected to use contextual clues to guess what characters' summaries are being told

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> Students will use their imaginations to create their own video game characters. Students will be able to explain what characterization is and use traits to describe characters. 	<ul style="list-style-type: none"> This lesson would have an assessment as learning. The teacher would assess students on their efforts during their character-creation process.

Prerequisite Concepts and Skills:

Students should know how to write full sentences, but spelling and grammar are not as important in this lesson. Students should know basic vocabulary and the concept of fiction writing.

Indigenous Connections/ First Peoples Principles of Learning:

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors. This principle relates to my lesson because the students will be able to explore their imagination with creative freedom. This will help the well-being of the self.

Universal Design for Learning (UDL):

There is no right or wrong way of creating a character as long as their character is appropriate. Lesson instructions and examples will be displayed on the worksheet as well as around the class. Some form of positive feedback will be given right away as students start creating their character. Students will be allowed to work at their desks as well as have the option to work outside if weather permits (September/April/May/June).

Differentiate Instruction (DI):

This lesson could be adapted for students with visual or auditory impairments by using the projector. At this point in the year the teacher will know which students may need some extra help and will make sure to call on them first if their hand is raised.

Materials and Resources

- One sheet of lined paper for the backstory
- One sheet of blank paper for drawing their character
- One worksheet with trait and personality prompts for their character
- Pencil, pencil crayons, and/or crayons
- Three or four fictional characters most students will know, with summaries and/or descriptions
- -Two fictional characters printed on paper brought by the teacher

Lesson Activities:

Teacher Activities	Student Activities	Time
Introduction (anticipatory set – “HOOK”): The teacher will start class by asking students to raise their hands and say who their favourite fictional character is. The teacher will ask students why they like that character and then show students a couple of characters that they like and explain why. The teacher will then explain what characterization and traits are. The teacher will next show a short video of Bugs Bunny and the Tasmanian devil and ask students to keep in mind what traits these characters have. The teacher will show another short video (Lifted) and ask students to keep in mind the traits of the characters in this video. The teacher will then start reciting the summaries of four different characters, one by one. The teacher will ask students to raise their hand if they have a guess at who they think the teacher is describing. After all characters have been guessed, the teacher will stick them on the whiteboard and ask students to raise their hands and come to the front to write a trait (inside or outside) on one of the characters.	Students will listen to the teacher and raise their hand to let the class know who their favourite fictional character is and why. Next, students will watch a couple of short videos to help their understanding of traits. Students will then raise their hand if they would like to make a guess at what characters the teacher is speaking about. Next, the students will raise their hands to come to the front to write a trait (inside or outside) on one of the characters.	10 minutes

Body: Next, the teacher will start to explain the main activity (creating a video game character with a summary). The teacher will hand out the sheets needed for the activity. The teacher will explain what is expected of students and the steps they should take. The teacher will tell students that they will be creating/drawing their own video game character. The teacher will explain that the blank sheet is to draw their character and they will have as much creative freedom as they like as long as it is respectful and appropriate. The next step will be to fill out the trait/personality sheet about their character. Lastly, the teacher will tell the students that the lined paper is for them to write a summary on their character.	The students will be given three pieces of paper, one blank, one lined and one with prompts to create their character's traits and personality. The students will then listen to the teacher's instructions for the activity. Once the instructions are finished, students will start creating their characters.	30 minutes
Closure: Lastly, the teacher will ask students to display their sheets on their character on their desks facing upside down so we can do a gallery walk around the class and view each others characters.	Lastly, students will present their character sheets on their desks so that they can do a gallery walk and view their classmates' characters.	5-10 minutes

Organizational Strategies:

- If the classes energy seems to be very low or very high then the teacher will do a short brain break
- Students will not be given worksheets until activity time to avoid any questions or disruptions during the videos and explanations
- Students are arranged in a semi-circle and seating is changed regularly to avoid other disruptions

Proactive, Positive Classroom Learning Environment Strategies:

- The teacher will move around the room and spend more time in close proximity to students who are not focused or distracting others
- To get the student's attention, the teacher will use the bell to regain attention if necessary
- The teacher will verbally acknowledge and thank students who are on task
- The teacher will positively recognize and compliment students' characters as they are created

Extensions:

An extension to this lesson would be to allow students to create an enemy character or antagonist to go alongside their first character. Another extension would be to create a story for the character that they created.

Reflections (if necessary, continue on separate sheet):