

# Learning Bird

---

## Framing a Learning Bird Resource

It is important to think about how to best integrate Learning Bird resources into your unit plans. One way to frame a Learning Bird resource is to think about what you will teach **before**, **during**, and **after** using the resource.

- **Before:** How will you introduce the topic?
- **During:** How will your students work with or learn a concept?
- **After:** How will you check for understanding?

### Questions to consider:

- Where does your chosen Learning Bird resource fit in your unit plan? **Before**, **during**, or **after**?
  - How will you **introduce** the resource?
  - What activities or strategies you will use to ensure your **students' attention** stays on the resource? This is especially important when using videos or audio files.
  - How will you **review** what was learned?
  - What activities will you do to ensure that students are **working with the knowledge** they've learned from the resource?
- What activities will fill out the other sections of your unit? (**before**, **during**, and **after**)

### Example:

You decide to use the Learning Bird video “*Truth and Reconciliation for Residential Schools*” with your students.

You might decide that this resource fits best in the ‘**before**’ section of your unit.

- **Before:** This resource will serve as an introduction to the Truth and Reconciliation Commission.
  - **Introduce the resource:** Ensure students know what residential schools are. Tell students that there are organizations working towards healing the hurts which came from this. You may also do a scan of the classroom to see who may find it difficult to discuss residential schools. These students will need extra

support throughout as they view the resource, and may require some time apart from the class to process the challenging subject matter.

- **To ensure students are paying attention** while viewing the video, pause it to provide students time to answer discussion questions asked throughout the resource. Students should take notes on the Calls to Action that are mentioned during the video.
- **Review what was learned:** Ensure students understood the definitions of truth and reconciliation introduced in the video. Show students where they can find the TRC's Calls to Action online.
- **During:** Students will explore the TRC's Calls to Action. Students will also explore local community projects that are working towards fulfilling the Calls to Action.
  - **Students will work with the knowledge they've learned from the resource** by finding out more about the TRC's Calls to Action. The TRC's Calls to Action were introduced during the video resource and students learned about a few of them. The activity where students explore more Calls to Action independently was introduced within the video resource.
- **After:** Students will plan a presentation for the school and/or community which teaches attendees about the TRC and the Calls to Action.