# Image result for ubc education libraryUnlock Library Literacy Lesson Plan

Created by Wendy Traas and Emily Fornwald, September 2019

### Overview:

Teacher Education students will actively explore a selection of library resources that support the development of multiple literacies and become familiar with the Education Library at the same time. Exploration stations are focused on themes of Indigenous perspectives and critical literacy, differentiated reading materials, leisure reading, coding and computational thinking resources, and “making” stories through unplugged STEAM activities. Students will gain an appreciation for the breadth of library resources to support the development of multiple literacies, and begin to critically appraise teaching and learning resources for the classroom.

### Teaching Strategy

The Unlock Library Literacy workshop models a gamified approach to learning design. Research indicates that gamification of education can improve learning outcomes, engagement and motivation, self-efficacy, and knowledge retention (Rabah, Cassidy, & Beauchemin, 2018[[1]](#footnote-1)).

After a brief introduction and icebreaker, students gather in small groups and engage in a self-guided exploration of stations throughout the library, with librarians available to facilitate and answer questions. At each station, students engage with the resources through conversation, play, and decision-making.

An online survey platform is used to randomly move students from one station to the next, and states the tasks students must perform at each location. Each group receives an iPad for the duration of the workshop to access instructions and submit responses. After completing each exploration station, students will receive a clue. After completing all required stations, students will have the code for a combination lock that they can use to unlock a box and get a prize.

### Connections: Essential questions, learning frameworks

**Essential Questions**

*What role does the library play in literacy education? How do library services and resources support the development of multiple literacies?*

**First Peoples Principles of Learning[[2]](#footnote-2)**

* Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
* Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
* Learning involves recognizing the consequences of one’s actions.
* Learning recognizes the role of Indigenous knowledge.
* Learning is embedded in memory, history, and story.

**Association of College & Research Libraries’ Framework for Information Literacy for Higher Education[[3]](#footnote-3)**

* Authority is Constructed and Contextual
* Searching as Strategic Exploration

### Schedule:

Time: 80 minutes

**Introduction** (15 minutes)

Students complete an entry-slip asking them what questions they have about the library. Questions remain on the table for facilitators to collect after students are released for the exploration activity. Librarians select some questions for discussion during the wrap up at the end of the workshop.

Welcome by facilitator, introductions.

1. **Icebreaker activity:** “Two Truths and a Lie-brary”

In small groups, students take two minutes to read three statements and determine which statement is untrue. Statements are used as discussion prompts for students to consider supports for information literacy instruction, ask librarians for assistance when needed, and understand the need to incorporate research into their teaching practice.

Statement 1: *Approximately 50% of teacher candidates graduating from a B.Ed. program feel prepared to integrate information literacy into their teaching in K-12 schools*.   
  
**FALSE**. According to Lee, Reed and Laverty (2012)[[4]](#footnote-4), “Overwhelmingly, 77 percent of the preservice teachers surveyed felt inadequately prepared to incorporate information literacy into their teaching and to teach students to use the library effectively. Librarian encourages teacher candidates to work with teacher librarians as information literacy partners in the classroom.

Statement 2: *One study found that 65% of students do not ask a librarian for assistance, even when they have a specific need that the librarian could help with.[[5]](#footnote-5)*   
  
**TRUE**. Librarian encourages students to ask for help from a librarian when needed.

Statement 3: *The ability to conduct an integrate research into teaching practice is an expectation for teachers in BC.*   
  
**TRUE**. From the Standards for BC Educators, standard 7 notes, “Educators develop and refine personal philosophies of education, teaching and learning that are informed by research, practice and the Professional Standards for BC Educators (pg. 3). *[[6]](#footnote-6)* Facilitator encourages students to explore research as part of their educational philosophies.

1. **Station Exploration Instructions**

Librarian introduces the essential questions to provide context for learning at each station:

*What role does the library play in literacy education? How do library services and resources support the development of multiple literacies?*

Librarian introduces the station exploration activity, asks students to self-organize into groups of 3-4, and distributes iPads and code cards.

**Station Exploration** (50 minutes)

Students work in teams of 3-4 to rotate through stations, spending roughly 10 minutes at each station. The online survey is set up to randomly generate the next station instructions so that groups are not visiting the same station at the same time.

1. **Indigenous Perspectives and Critical Literacy**. Students consider how the idea of critical literacy can be used to appraise texts with Indigenous representations for use in the classroom. A display of problematic and authentic books encourages students think about how to avoid cultural appropriation, and promotes the use of authentic perspectives.  
   Tasks:
   * Read Critical Literacy and Selecting Indigenous Literature blog post and view the embedded video: <https://education.library.ubc.ca/blog/critical-literacy-and-selecting-indigenous-literature/>
   * As a group, explore the problematic and authentic resources on display.
   * Answer question in survey: *What questions do you have about selecting Indigenous resources and incorporating Indigenous themes for the classroom?*
2. **Coding/ADST**: This station features two of the Education Library’s coding resources – Little Codr and Sphero. These represent examples of plugged and unplugged coding resources.   
   Tasks:
   * Play with little codr, Sphero.
   * Discuss: What are some of the opportunities and challenges to working with digital tech in a school classroom or library learning commons?
   * Answer question in survey: *What questions do you have about working with digital technology in the classroom?*
3. **Unplugged Making**: This station features three activity suggestions that link a “making mindset” to language arts. Students “make” a story, poetry, or metaphor using the buttonmaker, blackout poetry, or by rolling metaphor dice.  
   Tasks:
   * Watch *Making in the Classroom* video: <https://youtu.be/ej5CClLuiAQ>
   * Make a story, poem, or metaphor.
   * Take a photo of your group’s story objects. Workshop facilitator is stationed at this station to take photos.
4. **Second Language Learners and differentiation**: Three student profiles are on display at this station, along with a diverse selection of picture books, novels, poetry, and information texts. Students consider how differentiation of reading materials can support the various learning needs of different students.  
   Tasks:
   * Browse student profiles and picture book display. Select one student profile.
   * Answer question in survey: What book would you choose for which student and why?
5. **Leisure reading:** Students visit the Great Reads leisure reading collection and learn about the academic and wellness benefits of leisure reading for children and adults.   
   Tasks:
   * Read [Kids and Families Reading Report Canadian Edition](http://www.scholastic.ca/readingreport/the-state-of-kids-and-reading.php): <http://www.scholastic.ca/readingreport/the-state-of-kids-and-reading.php>
   * Browse the Great Reads collection
   * Using sticky notes, make a book recommendation for the Great Reads Collection.
6. **French** – *Extension station. This station is optional and does not provide a clue upon completion*. Students who have an interest in French language resources are invited to view a display of teaching resources available in French. Students practice finding a book on the stacks with a call number.   
   Tasks:
   * Watch *Welcome to the French Collection* video*:* [*https://youtu.be/9qX2dwDvs9k*](https://youtu.be/9qX2dwDvs9k)
   * Browse book display of current French resources.
   * Do: Review the [French Indigenous Picture Books List](https://blogs.ubc.ca/educationlibrarybooklists/2019/07/31/french-indigenous-picture-books/). Use the call number to find one of the books in the stacks.
   * Answer question in survey: What is the title and call number of the book you found?

**Conclusion** (10 minutes):Librarian asks for volunteers to share their button stories, blackout poetry, or metaphors. Librarians answer a selection of the questions students submitted about using the Library, and any other questions that emerged from the activities.

**Post-Assessment** (5 minutes): Post-workshop exit slip to gather student assessment of learning during the workshop, on paper.

*What is one thing you learned? What questions do you still have?*

### Equipment and Setup

* iPads for students to share, or student devices can be used.
* Differentiation station student profiles
* Sphero and Little Codr, or other coding resources
* Buttonmaker and magazines or discarded book pages, scissors
* Blackout poetry supplies: discarded book pages, markers
* Online survey
* Book selections:
  + Indigenous station:   
    Problematic texts from the collection:
    - Rockwell, A. F., & Rockwell, L. (1999). [*Thanksgiving day*](http://tinyurl.com/yy8mqgbh) (1st ed.). New York: Harper Collins Publishers.
    - Look, L., & Pham, L. (2010). [*Alvin ho: Allergic to birthday parties, science projects, and other man-made catastrophes*](http://tinyurl.com/yyz93tw9) (1st ed.). New York: Schwartz & Wade Books.
    - Stotter, M., & Johnson, M. (2013). [*Native Americans: Find out about the world of North American Indians, with 400 exciting pictures and 15 step-by-step projects*.](http://tinyurl.com/y64t5vec) Wigston, Leicestershire: Armadillo.
    - Lionni, L., & Solomon, H. (1981). [*Mouse days: A book of seasons*](http://tinyurl.com/yxzn96b2) (1st ed.). New York: Pantheon Books.
    - Grossman, V. & Long, S. (1991). [*Ten little rabbits*](http://tinyurl.com/y3osnh6x). San Francisco: Chronicle Books.

Authentic Alternatives were selected from the following booklists:

* [Picture books by Indigenous Canadians](https://blogs.ubc.ca/educationlibrarybooklists/2019/03/20/picture-books-by-indigenous-canadians/)
* [Residential School History and Impact](https://blogs.ubc.ca/educationlibrarybooklists/2019/03/20/residential-school-history-and-impact/)
  + Differentiated reading materials (graphic novels, chapter books, wordless picture books, etc)
* Lock box and combination lock, plus small prizes

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1. Rabah, J., Cassidy, R., & Beauchemin, R. (2018, November). Gamification in Education: Real Benefits or Edutainment?. In *European Conference on e-Learning* (pp. 489-XIX). Academic Conferences International Limited. [↑](#footnote-ref-1)
2. http://www.fnesc.ca/learningfirstpeoples/ [↑](#footnote-ref-2)
3. "Framework for Information Literacy for Higher Education", American Library Association, February 9, 2015. http://www.ala.org/acrl/standards/ilframework (Accessed September 2, 2019). Document ID: b910a6c4-6c8a-0d44-7dbc-a5dcbd509e3f [↑](#footnote-ref-3)
4. Lee, E. A., Reed, B., & Laverty, C. (2012). Preservice teachers' knowledge of information literacy and their perceptions of the school library program. *Behavioral & Social Sciences Librarian, 31*(1), 3-22. doi:10.1080/01639269.2012.657513 [↑](#footnote-ref-4)
5. Fagan, J. (2003). Students' perceptions of academic librarians. *The Reference Librarian, 37*(78), 131-148. doi:10.1300/J120v37n78\_09 [↑](#footnote-ref-5)
6. BC Teachers’ Council. (n.d.) *Professional standards for BC educators.* Retrieved from https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/standards-for-educators [↑](#footnote-ref-6)