

# Formal #3 - BA Course

<p><b>UNBC</b> <b>School of Education</b> <b>EDUC 490</b></p>	<p>Teacher Candidate: <u>Ryann Moss</u> Date: <u>May 31/22</u>          School: <u>Shas Til Kelly Road</u> Time: <u>80 min</u>          Coaching Teacher: <u>Erin Banker</u>          Grade: <u>11/12</u> Subject/Lesson: <u>Culture, Religion, Race &amp; Self - Psychology</u>          Practice Evaluator: _____</p>
<p>Criteria Guidelines: <i>This list of topics is suggested only:</i></p> <p><b>Professional Qualities</b></p> <ul style="list-style-type: none"> <li>• Communication Skills ✓</li> <li>• Work Ethic/Initiative ✓</li> <li>• Attitude/Commitment ✓</li> <li>• Interpersonal Skills ✓</li> <li>• Humour ✓</li> <li>• Energy/Appearance ✓</li> <li>• Professional Ethics ✓</li> <li>• Reflectivity/Self-Evaluation ✓</li> <li>• Collegiality/Teamwork ✓</li> <li>• Parent Communication ✓</li> </ul> <p><b>Planning/Preparation</b></p> <ul style="list-style-type: none"> <li>• Curriculum expectations ✓</li> <li>• Competency expectations ✓</li> <li>• Content Knowledge ✓</li> <li>• Overviews/Unit Plans ✓</li> <li>• Advance Preparation ✓</li> <li>• Lesson Plans ✓</li> <li>• Principles of Learning ✓</li> <li>• Organization ✓</li> <li>• Time Management ✓</li> <li>• Differentiated Instruction ✓</li> <li>• Assessment (Formative and Summative) ✓</li> </ul> <p><b>Relationship Building</b></p> <ul style="list-style-type: none"> <li>• Classroom Community ✓</li> <li>• Relationship with Students ✓</li> <li>• Teaching Presence ✓</li> <li>• Gaining and Keeping Focus on learning ✓</li> <li>• Student Engagement and Motivation ✓</li> <li>• Transitions/Directions/Routines ✓</li> </ul>	<p>banter and connections - lovely!          drawing info from class to continue building discussion → participants in studies usually - white, rich, educated - why an issue → great discussion!          → 12% of world's population represents 80% of participants in studies → crazy!          TPS → values for Cans, are they universal?          → Circulating listening on convos, clarifying where needed, good participation - good share outs from students.          → conversation about different culture norms          → Collectivist/Japan - conform!          vs individualistic - uniqueness!          Recall of student info re: 'I am' exercise shows caring of students shows them she truly cares about them &amp; continuing relationship building - student's respect.          Continues to expand greatly from PPT Slides - lots of detail → depth of knowledge - → lessons a conversation - not just 'write this down'</p>

Name of Observer: Erin Banker

Date: May 31/22

## Learning Activities

### Instruction and Assessment

- Learning Intentions ✓
- Co-developed or teacher developed Criteria
- Lesson Introduction ✓
- Development/Flow/Progression of Learning
- Closure
- Resources/Hands-on Activities
- Instructional Strategies ✓
- Supervision/Safety
- Questioning ✓
- Assessment Strategies: self assessment, peer assessment and teacher assessment / evaluation
- Communicating Student Learning

Able to maintain questions - some seemingly out of the blue - to make it relevant

→ tricky to maintain the balance of when to allow the students to talk vs when to shut it down.

Some students chatting/on phone - use proximity - as teaching wander the room - helpful!

Finishing lesson w/ 'Why does this matter?' and TPS about take aways

Great job utilizing this lesson to connect w/ AAPI + Jewish Heritage Month. Being responsive to time and place helps for relevancy for students

Meticulous planning - a lot of thought into connections of lessons, intention, unit plan ✓✓✓ timing -

Name of Observer:

Enn Baker

Date:

May 31/22

Teacher Candidate Name: Leyah Moss

Subject/Lesson: Psych 12

Date: May 31/22

**EDUC 490 Main Standards Checklist**

To be completed for each Formal Observation and summarized on the *Summative Evaluation* form. By the end of the practicum every standard must have been observed by CT or PE

BCTC Standard	Component Description	Goal
<b>Standard 1</b> Educators value the success of all students. Educators care for students and act in their best interests.	<ul style="list-style-type: none"> <li>Approach to classroom management indicates pleasant, caring, respectful and fair attitude towards students</li> </ul>	U/S
	<ul style="list-style-type: none"> <li>Ensures student learning environment is appropriate to activity</li> </ul>	U/S
	<ul style="list-style-type: none"> <li>Understands that equity does not necessarily mean equal</li> </ul>	U/S
	<ul style="list-style-type: none"> <li>Establishes balance in the classroom between intellectual and social goals and the expectations of society in education</li> </ul>	U/S
<b>Standard 2</b> Educators act ethically and maintain the integrity, credibility and reputation of the profession	<ul style="list-style-type: none"> <li>Educators are held to a higher standard and are accountable for their conduct on and off duty.</li> </ul>	
<b>Standard 3</b> Educators understand and apply knowledge of student growth and development	<ul style="list-style-type: none"> <li>Designs activities and assignments in an age, grade and culturally appropriate way</li> </ul>	U/S
	<ul style="list-style-type: none"> <li>Assesses individual and group performance in order to design instruction that meets individual learners' needs and interests</li> </ul>	U/S
	<ul style="list-style-type: none"> <li>Instructional materials reflect individual needs and interests of students</li> </ul>	U/S
<b>Standard 4</b> Educators value the involvement and support of parents, guardians, families, and communities in schools	<ul style="list-style-type: none"> <li>Lessons are planned and interactions occur in a way that relates to students' diverse personal, family, and community experiences, and are culturally appropriate</li> </ul>	U/S
	<ul style="list-style-type: none"> <li>Lessons are planned and interactions occur authentically in a way that focuses on students' personal, family, community experiences, and cultural backgrounds</li> </ul>	U/S
	<ul style="list-style-type: none"> <li>Differentiated instruction provides appropriate activities to support or challenge</li> </ul>	U/S
<b>Standard 5</b> Educators implement effective planning, instruction, assessment and reporting practices to create respectful, inclusive environments for student learning and development	<b>CLASSROOM COMMUNITY</b> <ul style="list-style-type: none"> <li>Classroom expectations are clear to students</li> <li>Behaves in a proactive manner, anticipates and remediates student responses in a respectful way</li> <li>Acknowledges the power of relationship and collaborates with the adult who has a long term relationship with student</li> <li>Non-instructional duties within the classroom are handled efficiently and in a professional manner</li> <li>Minimal loss of possible instructional time</li> </ul>	U/S
	<b>PLANNING</b> <ul style="list-style-type: none"> <li>Lesson plans and classroom learning activities indicate thoughtful planning has taken place in advance of lessons</li> <li>In response to suggestions, adjustments are made to plans</li> <li>Plans are linked to knowledge of classroom diversity and to students' needs and abilities</li> </ul>	U/S

Completed by: Erin Baker

Standard 5 continued...	<b>INSTRUCTION</b> <ul style="list-style-type: none"> <li>• Pacing is reflexive and demonstrates the TC awareness of the learning</li> <li>• Monitors students to determine appropriate pace</li> <li>• Checks for student understanding</li> <li>• Effective transitions between individual activities are well planned and lead to little loss of instructional time</li> <li>• Specific procedures for changing subject/content area are taught and used effectively</li> <li>• Consistently helps students make connections between current content and their own background and experiences</li> <li>• Involves students in constructivist/inquiry-based learning</li> <li>• Provides variety of questions, probes for understanding, and helps students to articulate ideas</li> <li>• Ensures all students are involved in discussion</li> <li>• Provides sufficient wait time</li> <li>• Students actively engaged in the lesson</li> <li>• Checks for student understanding of problem solving and critical thinking</li> <li>• A variety of instructional strategies are incorporated into lesson based on subject matter and needs of students</li> <li>• Uses a variety of technologies to add impact to instruction and to increase student learning</li> </ul>	U/S
	<b>ASSESSMENT</b> <ul style="list-style-type: none"> <li>• Conveys consistent expectations for student achievement</li> <li>• Strong use of Assessment for Learning strategies</li> <li>• Instruction is appropriate for the grade level or course and is driven by student feedback</li> <li>• Appropriately challenges students by presenting material at a qualitatively high level</li> <li>• Students co-create criteria, or effective criteria is stated</li> <li>• Feedback includes qualitative comments to highlight both strengths or needs and there is evidence that students have implemented feedback</li> <li>• A cycle of instruction informed by assessment is established</li> <li>• Formative and/or summative evaluation uses a number of assessments</li> <li>• System for scoring and recording data is fully effective and up to date</li> <li>• Administration and parents receive data from multiple sources</li> <li>• Assessment and evaluation data is shared weekly with the Coaching Teacher</li> </ul>	U/S
Standard 6 Educators demonstrate a broad knowledge base and an understanding of areas they teach	<ul style="list-style-type: none"> <li>• Displays solid conceptual knowledge in subject areas</li> <li>• Uses inter-disciplinary approaches and plans for multiple ways of learning</li> </ul>	U/S
	<ul style="list-style-type: none"> <li>• Builds student capacities for intercultural understandings, empathy and mutual respect. Educators cultivate the values, beliefs and knowledge of Canada's democratic and inclusive society.</li> <li>• Invites students to elaborate upon the material based upon personal understandings</li> </ul>	U/S

Teacher Candidate Name: Leyah Moss

Subject/Lesson: Psych/p

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<b>Standard 7</b> Educators engage in professional learning	<ul style="list-style-type: none"><li>• Employs reflective practices that enhance understanding and skill</li><li>• Educators recognize and meet their individual professional needs</li></ul>	U/S
<b>Standard 8</b> Educators contribute to the profession	<ul style="list-style-type: none"><li>• Develops and refines personal philosophy</li></ul>	U/S
<b>Standard 9</b> Educators respect and value the history of First Nations, Inuit and Metis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deep understanding of ways of knowing and being, histories and cultures of First Nations, Inuit and Metis in Canada	<ul style="list-style-type: none"><li>• Focus on connectedness and relationships to oneself, family, community and the natural world.</li><li>• Integrate First Nations, Inuit and Métis worldviews and perspectives into learning environments.</li><li>• Embed First Peoples Principles of Learning into classroom community of learners</li><li>• Embeds TRC calls to action in daily classroom activities</li></ul>	U/S

U=Unsatisfactory  
S= Satisfactory

Completed by: Erin Baker



Candidate's name: Leyah Moss

Grade/Class/Subject:	Psychology 12	School:	Shas Ti Kelly Road Secondary School
Date:	May 31, 2022	Allotted Time:	80 mins
Topic/Title:	Race, Religion, and Culture in the Self and Personality		

**1. LESSON ORIENTATION**

Key resources: [Instructional Design Map](#)

<p><i>Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.</i></p> <p>Purpose: Explore how race, religion, and culture can tie into self and personality – tie in to AAPI and Jewish heritage months.</p>
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**2. CORE COMPETENCIES**

Key resources: <https://curriculum.gov.bc.ca/competencies>

Core /Sub-Core Competencies (check all that apply):	Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.
<input type="checkbox"/> COMMUNICATION – Communicating <input type="checkbox"/> COMMUNICATION – Collaborating <input type="checkbox"/> THINKING – Creative Thinking <input checked="" type="checkbox"/> THINKING – Critical Thinking <input type="checkbox"/> THINKING – Reflective Thinking <input type="checkbox"/> PERSONAL AND SOCIAL – Personal Awareness and Responsibility <input type="checkbox"/> PERSONAL AND SOCIAL – Positive Personal and Cultural Identity <input type="checkbox"/> PERSONAL AND SOCIAL – Social Awareness and Responsibility	<p>Critical thinking on why this matters</p>

**3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES**

Key resources: [First Peoples Principles of Learning \(FPPL\)](#); [Aboriginal Worldviews and Perspectives in the Classroom](#)

FPPL to be included in this lesson (check all that apply):	How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?
<input type="checkbox"/> Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. <input type="checkbox"/> Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). <input type="checkbox"/> Learning involves recognizing the consequences of one's actions. <input type="checkbox"/> Learning involves generational roles and responsibilities. <input type="checkbox"/> Learning recognizes the role of Indigenous knowledge. <input type="checkbox"/> Learning is embedded in memory, history, and story. <input type="checkbox"/> Learning involves patience and time. <input checked="" type="checkbox"/> Learning requires exploration of one's identity. <input type="checkbox"/> Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.	<p>The importance of our identities to our views and actions will be very important in this lesson.</p>

#### 4. BIG IDEAS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum, match lesson to one or more Big Ideas)

*What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?*

Refer to Curricular Considerations and Why Does It Matter from Unit Plan.

#### 5. LEARNING STANDARDS/INTENTIONS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

##### Curricular Competencies:

*What are students expected to do?*

Students should look at implications of race, religion, and culture in psychology and analyse the importance

##### Content:

*What are students expected to learn?*

Students should learn about the psychological processes, factors, and differences in race, religion, and culture.

#### 6. ASSESSMENT PLAN

Key resources: [Instructional Design Map](#) and <https://curriculum.gov.bc.ca/classroom-assessment>

*How will students demonstrate their learning or achieve the learning intentions? How will they know if they are proficient? How will the evidence be collected, documented and shared? Will you use **observations**, have targeted **conversations**, or collect **products**? Mention any opportunities for feedback (descriptive or otherwise, and other forms of self-assessment, peer assessment, and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be **formative**, **summative**, or both?*

Working towards a summative assignment

#### 7. DESIGN CONSIDERATIONS

Key resources: [Instructional Design Map](#)

*Make brief notes to indicate how the lesson will meet needs of your students for: **differentiation**, especially for known exceptionalities, learning differences or barriers, and language abilities; **inclusion** of diverse needs, interests, cultural safety and relevance; **higher order thinking**; **motivations** and specific **adaptations** or **modifications** for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.*

Refer to Design and Inclusion Considerations on Unit Plan.

**Required preparation:** *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.*

PowerPoint





	<ul style="list-style-type: none"> <li>- Race in psychology</li> <li>- Why does this all matter</li> </ul>	<p>5 mins 3 mins</p>
<p><b>CLOSING:</b></p> <ul style="list-style-type: none"> <li>● Closure tasks or plans to gather, solidify, deepen or reflect on the learning</li> <li>● review or summary if applicable</li> <li>● anticipate what's next in learning</li> <li>● "housekeeping" items (e.g. due dates, next day requirements)</li> </ul>	<p>Pick up chairs 1</p>	<p>1 min</p>

**9. REFLECTION (anticipate if possible)**

<ul style="list-style-type: none"> <li>● Did any reflection <u>in</u> learning occur, e.g. that shifted the lesson in progress?</li> <li>● What went well in the lesson (reflection <u>on</u> learning)?</li> <li>● What would you revise if you taught the lesson again?</li> <li>● How do the lesson and learners inform you about necessary next steps?</li> <li>● Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?</li> <li>● Are there specific focus points you'd like to include in a pre-conference?</li> <li>● If this lesson is being observed, do you have a specific observation focus in mind?</li> </ul>

# Race, Religion, and Culture in the Self and Personality

## What month is it?

### The Importance of Understanding Culture

"You are an alien from Omicron Persei 8 called Lrrr. You want to invade Earth by blending into "Earth culture," but as you monitor the Earthlings from a distance, you notice a lot of things that you do not understand, prompting you to ask:

- "Why do some people insist on staying with their parents for such a long time, while others don't?"
- "Why do some people insist on choosing a mate? That takes so much work and effort!"
- "How is there such diversity across the small planet, but everyone is the same back home on the big planet of Omicron Persei 8?"
- Understanding where people are coming from and why

### Participants are WEIRD

- Western
- Educated
- Industrialized
- Rich
- Democratic

• Why could this be an issue?

• Statistic: 32% of the world's population representing 80% of participants

### Review of Yesterday


- working self concept makes us more aware of differences when around people around are not like us

**Think,  
Pair,  
Share**

- What values are the most important and cared about in Canada?
- Are these values universal?
- What values would be the most important and cared about in Japan?


**Sense of Self and Cultural Factors**

- In different cultures, different things are valued. So seeing yourself as unique could be a positive in many cultures or a negative in many cultures
- In collectivist cultures (like Japan, Greece, Pakistan, China...) conformity to social norms – dressing similarly, sharing, obeying group norms are ideal – the most important elements of self are in parts that you share with others
- This is compared to individualistic cultures (Canada, USA, New Zealand, Europe...) where dressing differently and creating individual interests is accepted – the most important parts of self are within you (as an individual)



A world map with a legend in the bottom right corner. The legend includes categories such as 'Individualism vs. Collectivism', 'Power Distance', 'Masculinity vs. Femininity', and 'Uncertainty Avoidance'. The map uses different shades of gray to represent these dimensions across various regions of the world.

**Individualist or Collectivist?**



A word cloud containing terms such as 'caring', 'stubborn', 'kind', 'self', 'strong', 'weak', 'team', 'group', 'individual', 'unique', 'different', 'shared', 'norms', 'values', 'beliefs', 'attitudes', 'behaviors', 'emotions', 'thoughts', 'feelings', 'actions', 'reactions', 'responses', 'outcomes', 'consequences', 'implications', 'significance', 'importance', 'relevance', 'impact', 'influence', 'effect', 'result', 'effectiveness', 'efficiency', 'productivity', 'performance', 'quality', 'quantity', 'frequency', 'duration', 'intensity', 'depth', 'breadth', 'scope', 'range', 'variety', 'diversity', 'complexity', 'simplicity', 'clarity', 'ambiguity', 'certainty', 'uncertainty', 'risk', 'reward', 'cost', 'benefit', 'value', 'worth', 'price', 'costs', 'benefits', 'advantages', 'disadvantages', 'pros', 'cons', 'strengths', 'weaknesses', 'opportunities', 'challenges', 'threats', 'opportunities', 'risks', 'challenges', 'threats', 'opportunities', 'risks', 'challenges', 'threats'.

### The 20 Statement I Am Test in Kenya vs America

Figure 11.4 The separation of self-descriptors that concerned personal characteristics versus roles and relationships across cultural groups.

- To answer 20 fill in the blanks: I am \_\_\_\_\_

### Brain Activation and Culture

- One study compared Danish and Chinese participants in an MRI scanner, where their brain activation patterns were assessed when they evaluated themselves either on personal characteristics or on social roles
- Danish participants activated the same in the medial pre-frontal cortex which deals with self-judgments
- The Chinese participants were the same with personal characteristics but were active in the temporoparietal junction which deals with assessing other people's beliefs about social roles

### Achievement and Culture

- The summer 2000 Olympics – 2 different winners:
- Australian Misty Hyman "I think I just stayed focused. It was time to show the world what I could do. I am just glad I was able to do it. I knew I could beat Suzy O'Neil, deep down in my heart I believed it, and I know this whole week the doubts kept creeping in, they were with me on the blocks, but I just said 'No, this is my night!'"
- Japan Naoko Takahashi "Here is the best coach in the world, the best manager in the world, and all of the people who support me - all of these things were getting together and became a gold medal. So I think I didn't get it alone, not only by myself"
- The same press instructions and this was not a one off, this was a country wide trend measured at the Olympics

### Gender and Cultural Differences

- One study looked at:
  - Collectivism – I will sacrifice my own interests to help my group
  - Agency – I stick to my opinions, even when others disagree
  - Assertiveness – I will assert my opinions when I disagree with group members
  - Relatedness - I will help people in trouble because I can almost feel their pain
- In general Western were higher on agency and assertiveness, Eastern were higher on collectivism and relatedness
- However, the women differed from men in that they were cross culturally higher on relatedness.

### Independent and Interdependent views of the self + ease of joining an Ingroup

- The important features of self are shared in collectivist cultures vs independent in individualist cultures
- This changes the ease of joining an "Ingroup"
  - In collectivist cultures it is harder to join an ingroup, however once in, your spot is more permanent and stable
  - In individualist cultures it is easier to join an ingroup, however, your permanence is more fluid

### Sense of Self is dependent on social acceptance

- How is this affected by stereotypes?
- The importance of ingroups/outgroups?
- Stereotype bias

### Cultural Adaptation

- Evidence for a Sensitive Period for Acculturation: Younger Immigrants Report Acculturating at a Faster Rate

### How culture can be affected by outside factors

- Geography case: Tibetan sky burials

**Religion and Personality**

- These major personality dimensions were identified: extroversion, neuroticism and psychoticism. According to the theorizing, extroversion and psychoticism were predicted to be negatively related to religiosity, whereas neuroticism was positively related. The evidence has generally failed to support the predictions with respect to extroversion and neuroticism. However, low psychoticism is consistently related to religiosity, and this relationship is stronger with respect to the personal rather than public orientation to religion. Most of the available evidence is correlational in nature, so it is very difficult to explain this relationship.

**Race in Psychology**

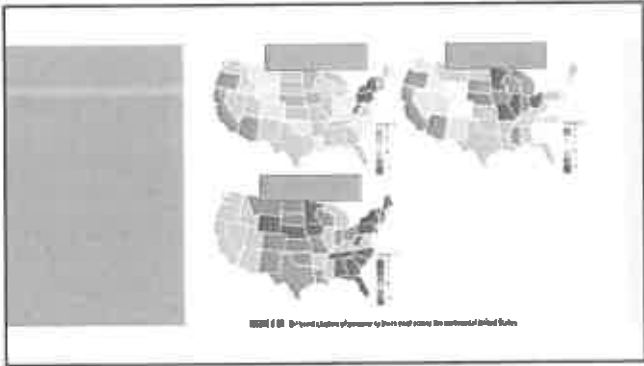
- Despite the goals of psychology, there is still much work to be done on reducing racism in the field
- To do this the APA created the National Conversation on Psychology and Racism was initiated in 1997
- This initiative seeks to distill, build and broadly disseminate information about the dynamics and costs of racism and anti-racism, their effects upon science and society and the mechanisms for their perpetuation.

**Why Does this Matter**

- Race, religion, and culture are all part of the self
- The nature and nurture elements can effect personality
- Psychology is done on WEIRD samples which does not encapsulate the whole human experience

**Think, Pair, Share**

- What are your takeaways from today?





Psychology 12: Self and Personality

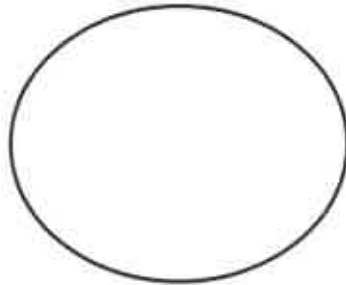
Name: \_\_\_\_\_

The self is \_\_\_\_\_

Personality is \_\_\_\_\_

A self schema \_\_\_\_\_

My self schema:



Self esteem \_\_\_\_\_

Rate the letters:

<b>Culture</b>	
<b>Religion</b>	
<b>Race</b>	

**Personality Theories:**

**Personality Tests:**