

BC Inclusive Lesson Planning Template(With Explanation)

1. Lesson Overview Subject: Grade Level: Lesson Title: Duration:	Big Idea (BC Curriculum): Write the conceptual understanding students will explore	Curricular Competencies: What students will be able to do during the lesson.	Content (BC Curriculum): Key knowledge students will engage with.
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2. Learning Focus Learning Intention What students should understand by the end of the lesson. Example: Students will understand how living things depend on their environment. Success Criteria: Students will be able to demonstrate learning by: <ul style="list-style-type: none"> • explaining the concept in their own words • creating a visual or written example • discussing their ideas with peers 	3. Access Pathways (How Students Access Learning) This section helps teachers ensure the content is accessible to diverse learners. Teachers may include: Visual access <ul style="list-style-type: none"> • diagrams: • images: • written instructions: • graphic organisers: Verbal access <ul style="list-style-type: none"> • teacher explanation: • class discussion: • storytelling or examples: Experiential access <ul style="list-style-type: none"> • hands-on activities: • real-life examples:
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4. Lesson Flow A. Opening / Activation (5–10 minutes) Purpose: Activate prior knowledge and introduce the topic. Teacher Actions <ul style="list-style-type: none"> • Introduce topic using images, questions, or a short discussion. • Connect the lesson to students' everyday experiences. Student Actions <ul style="list-style-type: none"> • Share ideas or observations. • Discuss prior knowledge with peers. Inclusive Considerations <ul style="list-style-type: none"> • Visual prompts • think-pair-share discussion • option to respond verbally or visually

B. Exploration / Learning Activity (15–25 minutes)

Purpose: Students explore the concept through guided learning.

Teacher Actions

- Explain the activity step-by-step.
- Model an example if necessary.

Student Actions

- Work individually, with a partner, or in small groups.
- Explore the concept through the activity.

Participation Options

Students may choose to:

- work independently
- collaborate with a partner
- join a small group discussion

C. Creation / Application (10–15 minutes)

Purpose: Students apply what they have learned.

Expression Choices (Students may demonstrate understanding through):

- **drawing or visual representation**
- **written explanation**
- **verbal explanation**
- **short presentation**
- **concept map or diagram**

D. Reflection / Consolidation (5–10 minutes)

Teacher prompts reflection questions such as:

- What did you learn today?
- What surprised you?
- What questions do you still have?

Students may respond by:

- sharing verbally
- writing a short reflection
- showing their work to peers

5. Inclusive Support Layer:

Teachers consider potential barriers in advance.

Communication Supports:

- written instructions
- visual examples
- extra processing time

Sensory Considerations:

- quiet work option
- flexible seating
- reduced noise area

Flexibility:

- multiple task formats
- flexible pacing
- optional peer support

6. First Peoples Principles of Learning (FPPL): To ensure that lesson planning reflects the values and perspectives of Indigenous ways of knowing, learning, and being, as outlined in British Columbia's educational framework.

The First Peoples Principles of Learning recognise that learning is:

- holistic, reflexive, reflective, experiential, and relational
- focused on connectedness, on reciprocal relationships, and a sense of place
- embedded in memory, history, and story
- involving patience and time
- requiring exploration of one's identity
- involving generational roles and responsibilities

These principles guide teachers to move beyond content delivery and consider relationships, identity, and lived experience in the learning process.

7. Assessment for Learning

Assessment focuses on understanding rather than one specific product.

Evidence learning may include:

- student explanations
- diagrams or visual work
- participation in discussion
- reflection responses

Teachers observe:

- understanding of the concept
- ability to explain ideas
- engagement with the learning activity

9. BC Core Competencies Connection

Communication

Students express ideas through discussion, visuals, or writing.

Thinking

Students explore relationships between concepts and develop explanations.

Personal and Social Responsibility

Students listen to others' perspectives and collaborate respectfully.

9. Teacher Reflection (After the Lesson)

After teaching the lesson, reflect on:

- Were there any barriers that affected participation?
- What adjustments could improve accessibility next time?