TERM PROJECT: TEACHER-AS-LEARNER STUDY

Overall Purpose and Focus

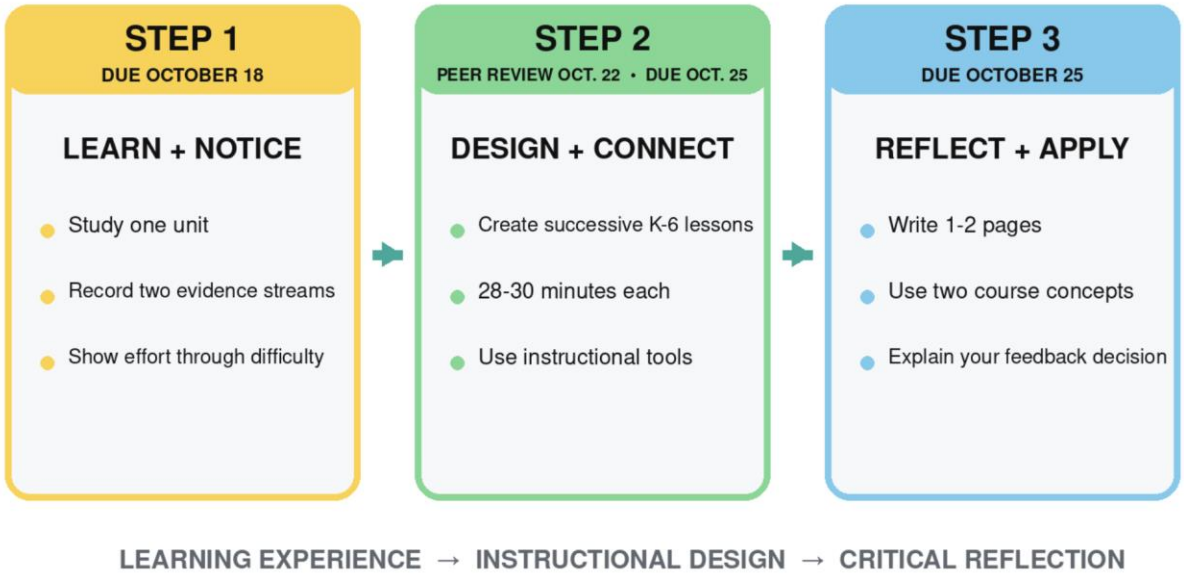
This assignment asks you to become a learner, document the learning process, and then use what you discover to design lessons. You are assessed on your ability to:

- Undertake meaningful learning and provide evidence of genuine effort.
- Make both content learning and metacognition visible.
- Translate insights about learning into instructional decisions.
- Design successive, curriculum-aligned K-6 lessons and their resources.
- Reflect critically on learning, teaching, feedback, and course concepts.

This project has been intentionally scaffolded so that you do **Step 1,** then **Step 2**, and then **Step 3** **in order sequentially.**

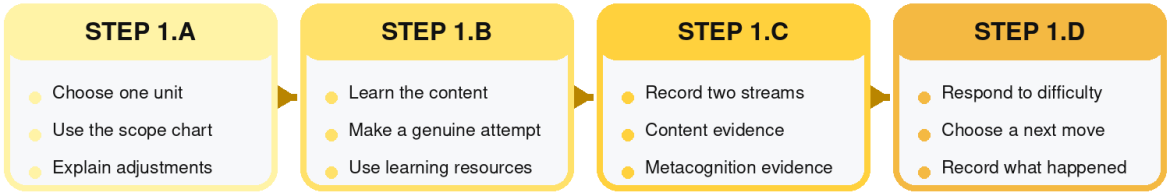
**Images below made with AI*

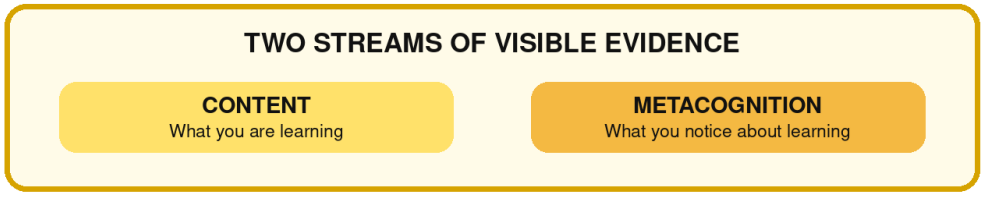
OVERVIEW:



Step 1: Learn and notice

Due anytime up to and including October 18, 2026





Step 1.A Choose and learn one unit

↳With your decided subject and grade from the first class, you will undertake **approximately** the amount of curriculum identified in the unit equivalence chart. The suggested units are not perfectly equal: the effort required to learn an Element and Skill in Music 4 may be comparable to learning one Related Issue in Social Studies 30-1.

- **Use the chart as a guideline.** You may adjust the amount of curriculum if your learning needs justify it. Record what you changed and why in your metacognition notes.

-**You may follow an existing unit division.** You can look online to see how other teachers organize the curriculum. If following an example helped you begin, record that insight!

-**Choose meaningful new learning.** Some prior knowledge is fine, but the task should require you to experience yourself as a learner rather than simply demonstrate content you have already mastered.

**Step 1.B (content) and Step 1.C (metacognition) happen simultaneously*

Step 1.B Learn the content

Begin learning the unit using the resources and strategies available to you or that you find online or in other resources. Make a genuine effort to understand and practise the content, while following your AI contract exactly and disclosing whenever AI is used.

Step 1.C Record two kinds of evidence while you learn

Make your thinking visible by recording the content you are learning and your metacognition at the same time.

CONTENT EVIDENCE What you are learning	**METACOGNITION EVIDENCE** What you notice *about* learning
Definitions, examples and explanations	Any confusion and confidence (and why)
Working through practice questions, attempts and corrections	Anytime there is boredom, avoidance, excitement and motivation (and why)
Notes from videos, tutoring, AI or readings	Any strategies that helped or did not help (and why)
Evidence of what you can now do or explain	What the experience reveals about teaching and learning

Step 1.D Respond to difficulty

You absolutely do not have to pretend that learning is enjoyable or easy. If all you can initially do is sit down and write, "I hate this content," record it. Then continue the metacognition: *What makes this difficult? What will you do about it?* ***How will you move through the difficulty? What happened when you tried?***

If you do not completely finish or master the unit, you must document why (through the metacognition notes). I need to see evidence that you genuinely tried to learn and made decisions about how to continue. Undertaking the learning is required; effortless mastery is not!

How to record the process

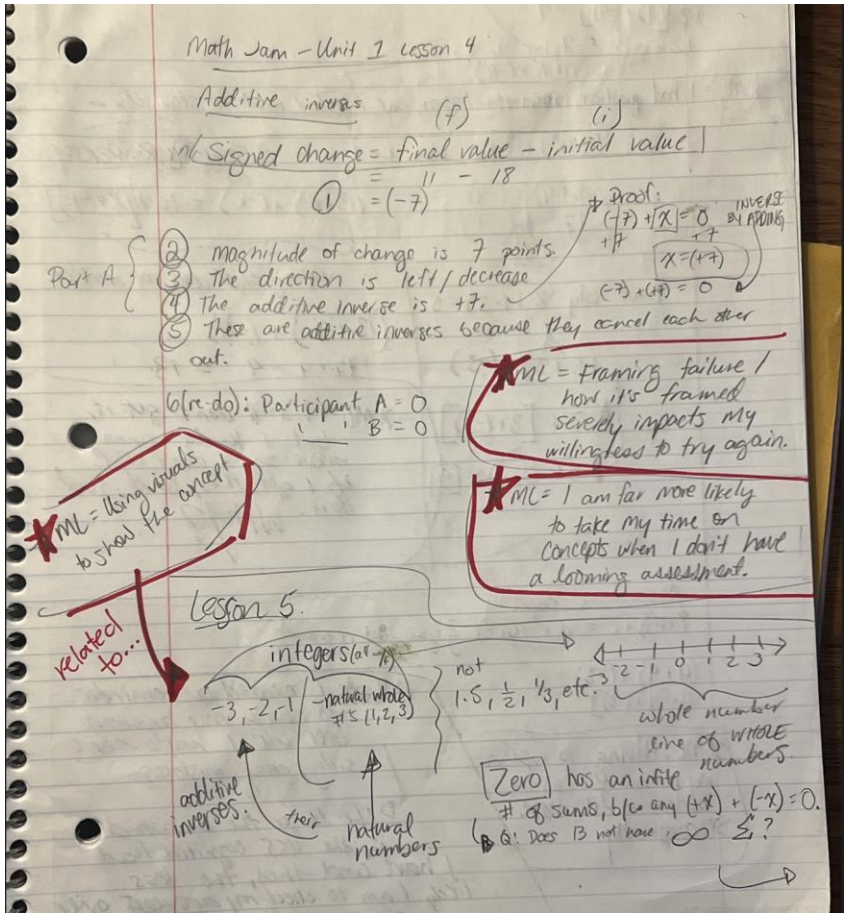
-Use any workable medium. Your evidence may be handwritten, digital, audio, visual, or a combination. Physical work may be photographed or scanned.

-**Capture significant moments.** You do not need a minute-by-minute diary. Record the decisions, emotions, barriers, breakthroughs, strategies and changes that shaped your learning.

-**Keep authentic working notes.** Your spelling, organization and language do not need to be polished. Honest comments—even "This is stupid; who cares?"—may reveal something important about lesson design.

-**Make the evidence readable.** Organize the submission well enough that I can distinguish content evidence, metacognition evidence and the resources you used.

See an example of my metacognition notes as I study Math 6 (above).



**Learning resources and AI*

Include the learning resources you used, such as Khan Academy, AI, The Key Study Guide, websites, videos, tutoring or other supports. Record what each resource did—or failed to do—that affected your learning.

AI requirement: Follow your AI contract exactly and disclose whenever AI was used.

Step 1 submission checklist to "Meet the Outcome":

- ☐ Evidence that you undertook *approximately* one unit of study
- ☐ Content notes, practice and other evidence of **content** learning
- ☐ **Metacognition** notes showing what the learning process was like

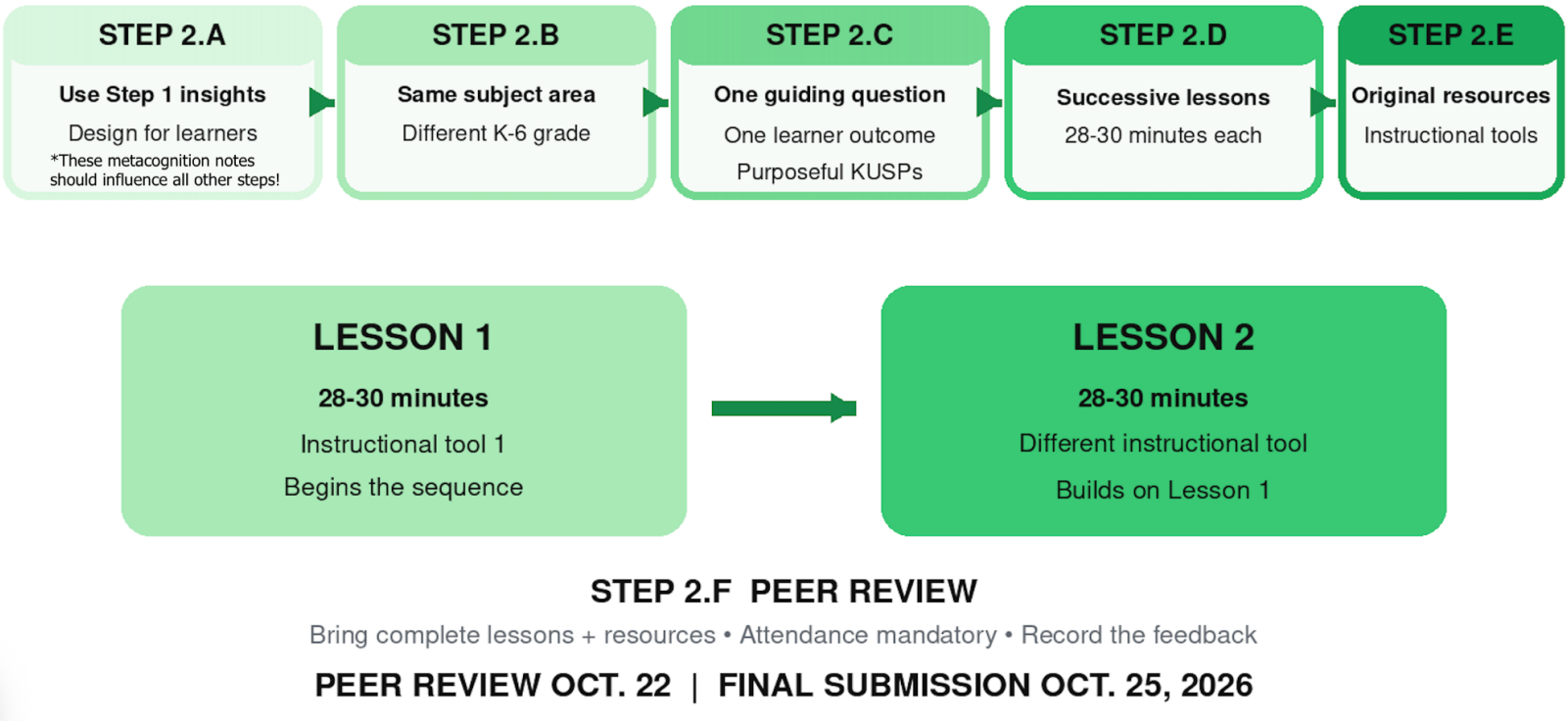
- ☐ A copy of or link to the curriculum you studied
- ☐ Reference to the major learning resources used, if any (incl. tutoring or AI-supported learning)
- ☐ An explanation of any change to the scope or any unfinished learning

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Step 2: Design and connect

Mandatory in-class peer review of lessons October 22, 2026

Final submission due October 25, 2026



Step 2.A Design from your metacognition

Use what you discovered about yourself as a learner (via your metacognition notes in Step 1) to design two successive lessons (Lesson 2 must build on Lesson 1). Each lesson must be designed to take between 28 and 30 minutes so that you practise the time management required on a bell schedule in schools.

-**Two-lesson option:** Both lessons must relate directly to one another and form a coherent learning sequence.

-**Full-week option:** If you signed up to design five lessons in your contract (Assignment #3), all five must relate to one another and form one coherent sequence.

-**Template:** You may use the provided lesson-plan template found in Week 2 of the course schedule (here), or your own – provided that all requirements are visible.

Step 2.B Choose the subject and grade

Keep the same subject area you studied in Step 1, but design it for a K-6 grade of your choosing. For example, if you studied Mathematics 20-1, you might design two Mathematics 4 lessons. You would not teach the Mathematics 20-1 content itself. *If you studied a K-6 course in Step 1, choose a different grade and different curriculum content within the same subject area.*

Step 2.C Develop your lesson from the SP (and then KUs)

-All lessons must fall under one Guiding Question (which is the same as **one Learner Outcome**). The lessons do not need to cover everything in the Guiding Question / Learner Outcome. Each lesson should contribute to developing the Learner Outcome, which is be achieved through teaching the selected KUSPs.

-The primary focus within the Learner Outcome should be on **Skills & Procedures** (the far-right column/ the "SP" in KU*SP*s). These should guide your lesson planning as they describe what **thinking should be made visible** via **target words** ("define", "compare", etc). It may take the two lessons to learn one Skill & Procedure – that's okay.

-After you have designed around your **SP**, then you can look at which Understanding (middle column) and Knowledge (left column) might fit well with it. **Across the two lessons,** I want you to include at least **1 Skill & Procedure** 🛠 (primary goal), and then 1 or 2 "Understanding ⚙" outcomes and 1 or 2 "Knowledge 🎓" outcomes. *If you are doing a week of lessons, you can aim for about double this.*

*Please note: If you are a couple outcomes above or below this, it's no big deal and you won't be penalized. The goal here is NOT quantity, it is quality. I want you to focus on *really teaching* the **1 Skill & Procedure well**, then having 1 or 2 Knowledge and Understanding follow that SP. Remember: Skills & Procedures lead (these are what are assessed), Knowledge and Understanding are how you can get that SP taught.

Step 2.D Create successive lessons

Create two connected lessons that use the same Guiding Question and Learner Outcome. Each lesson must last 28-30 minutes, and Lesson 2 must build directly on Lesson 1.

Step 2.E Create resources and use instructional tools

-Create every instructional resource. Make the slides, handouts, examples, organizers, questions, practice activities and assessments you intend to use. Do not download or reuse ready-made instructional materials from the internet (AI is fine if it falls within your contract parameters).

-Use at least one 🛠instructional tool in each lesson. Select from the Google Doc, Moodle or UDL. You may not use the same instructional tool twice: each lesson must use a different tool.

-Design from your learner experience. Ask what you needed during Step 1—examples, visuals, defined terms, feedback, choice, pacing or another support—and build that insight into your lessons.

-Follow your AI contract. Follow it exactly and disclose whenever AI was used.

"Meeting the outcome" / Minimum lesson-plan components (whether 2 lessons or weeklong)

- ☐ Grade and subject, any format as long as it fulfills all requirements of the template
- ☐ One shared Guiding Question and one shared Learner Outcome across all lessons
- ☐ Selected KUSPs, clearly prioritizing the target words from the Skill & Procedure outcome(s)
- ☐ A successive learning sequence with timing that totals 28-30 minutes
- ☐ A different 🛠instructional tool (found in Moodle & Google Doc) or a UDL strategy in each lesson
- ☐ Checks for understanding, formative assessment and opportunities for differentiation
- ☐ All original instructional resources
- ☐ A visible connection to your Step 1 metacognition (this will be expanded on in Step 3)
- ☐ Disclosure of any AI use according to your AI contract

Step 2.F Mandatory peer review on October 22

Attendance is mandatory. Bring two complete lessons and every accompanying instructional resource. *Draft ideas or incomplete templates will not provide enough material for useful feedback. If you are absent, you must arrange with classmates to receive formative feedback.*

You are not required to incorporate the feedback. In Step 3, identify who gave you feedback, state what the feedback was, and explain why you chose to incorporate it or not.

Step 3: Reflect and apply

Due with the lesson plans and resources on October 25, 2026





Step 3.A Write the final reflection

Submit a 1-2 page, double-spaced reflection using 12-point Arial or Inter font. First person is encouraged. This is not a research paper, so research and citations are not required, but it must be formatted in APA 7th edition.

Steps 3.B ⟶ 3.D Address all reflection areas below

The learning experience: What was this process like for you? What did you discover about learning that you will bring into your own teaching?

Knowing the content: Do you know the content you studied? How do you know whether you know it?

Instructional design: Where did you incorporate 🛠**instructional tools** / UDL principles in your lesson plans and resources?

Course concepts: Apply at least two relevant 🔑**Key Concepts** to the experience. For example, how did concepts like hidden, null, lived or planned curriculum operate in this project?

Formative feedback: Who gave you feedback on October 22? What feedback did they provide? What did you incorporate or decline to incorporate, and why?

Step 3 submission checklist

- ☐ Format: 1-2 pages, double spaced; 12-point Arial or Inter; APA 7th ed.
- ☐ All five reflection areas addressed
    - The learning experience
    - Knowing the content
    - Instructional design
    - Course concepts
    - Formative feedback

Step 2 & Step 3 submission package due October 25

- ☐ **Step 2:** Two successive 28-30 minute K-6 lesson plans
- ☐ **Step 3:** A 1-2 page double-spaced reflection in 12-point Arial or Inter
- ☐ **Appendix A:** Disclosure of AI use in accordance with your AI contract
- ☐ **Appendix B:** Every original instructional resource needed to teach both lessons

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