

Checklist for Online Lesson: Trauma-Informed Pedagogy

Instructor: Farrah Goff

Course: (110 or 130): English 130

Length of Lesson: 75 Minutes

Type of Lesson: Synchronous lesson but flexible to all lesson plans

Questions	Evaluation
Learning Objective(s) and Scaffolding	
Overview of Learning Goals	By the end of this lesson/module, students will be able to: Speak with confidence about aspects of “The Yellow Wallpaper” and how they relate to larger class themes of feminism, the gothic, and short story composition.
What course objective(s) does this lesson directly address?	<ul style="list-style-type: none">• Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.• Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation
Link to Previous Class/Scaffolding	We have previously discussed in class the short story as a format, we have also discussed the author’s influence, feminist writing, and discussed background of the text. Students should be feeling confident discussing relevant theories/ideas that might be related to this text.
Link to Following Class/Scaffolding	Students will come to class having read a literary criticism on “The Yellow Wallpaper” in addition to the short one-page article “Why I

Questions	Evaluation
	Wrote ‘The Yellow Wallpaper’” and we will continue our discussion as a class to deepen our understanding of the text in conversation with larger class themes.
Do the lesson and accompanying materials follow Universal Design Learning (UDL) guidelines?	The lesson encourages the students to make connections outside of the text. It brings in prior shared lived experiences (through the pandemic as isolation) and allows for students to compare their own experiences to those portrayed in the text.
Materials and Adaptations	
What type of materials are included in this lesson?	The lesson includes the visual text which was provided ahead of time as well as the video of the instructor speaking and audio.
Are the materials fully accessible / 508 compliant?	Text is provided ahead of time to all students and is screen reader accessible. The text has been assigned trigger warnings. Most of the course discussion occurs in the chat box making it easy for students to read along. Discussion prompts are all posted in the chat.
Are materials provided to students at no cost? / Are they OER?	Explain whether students be required to purchase materials for this lesson, if they are adaptations of OER materials, etc. Students are not required to purchase anything for this lesson, they just need to be able to access via their computer/internet for an online lesson.

Questions	Evaluation
<p>Can this lesson be adapted for various modes of learning? (synchronous, asynchronous, hybrid, in-person)</p>	<p>Yes, this lesson could be offered asynchronous as well as in hybrid mode or in person.</p>
<p>Activities</p>	
<p>Overview of Activities</p>	<p>Students come to class having read “The Yellow Wallpaper.” Class starts with a brief check in of guided grounding by the instructor. A script of this is below. You will then lead students through a discussion of ‘The Yellow Wallpaper’ ending with a short Kahoot that addresses larger themes and ideas.</p>
<p>How do students complete the activities?</p>	<p>Mindfulness is completed through a short activity lead by the professor. The discussion is flexible and allows students to contribute with their voices or through the chat function. Time is given when each leading discussion question is asked for students to take time and think about aspects of the text. Students are able to participate in the discussion chat through writing responses but also through emojis and gifs which allows students to express their reactions to textual moments in non-verbal ways. Students then use their devices (phone or computer) to participate in the Kahoot. This is often very fun for students to engage with one another as it is a small zero stakes competition.</p>
<p>Do the activities encourage active learning and class participation?</p>	<p>This activity contributes to active learning as students are able to make connections and consider larger implications of a text. Students</p>

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	<p>are prompted to start by thinking about their own experiences of confinement during the early months of the COVID-19 pandemic and make those connections to a text that also deals with this. Students are able to identify moments in the text that develop ideas, they are given space to ask questions. Students are also able to participate in a Kahoot in which when answers are incorrect, correct answers are clearly explained to help gain understanding.</p>
<p>Are there opportunities for students to test their understanding of the material (e.g. a video with embedded questions)?</p>	<p>Several discussion questions relate back to previous texts and theories that have been discussed in prior classes. This allows students to make connections and identify these theories in practice within a text they may choose to write about for an essay assignment. The Kahoot is another great way to check student understanding of the text because I am able to see what answers students got wrong (but not see who got them wrong) and clarify any misunderstandings or misinterpretations of the text or other concepts. This allows students to submit wrong answers without feeling exposed in being incorrect or confused.</p>
<p>Are there opportunities for adaptive learning?</p>	<p>Students are able to participate in a variety of ways during the discussion. In the virtual environment students have the ability to turn on their microphones and speak, however if they do not feel comfortable, they are able to drop gifs or emojis into the chat to convey their thoughts in images. Students also have the opportunity to engage in a more private</p>

Questions	Evaluation
	<p>manner through the Kahoot, where I am unable to see who is answering which questions right or wrong, I am only able to see that everyone is participating. These are low stakes engagements that allow students to participate in a variety of informal ways.</p>
<p>Comments</p>	
<p>Comments</p>	<p>This lesson is flexible and can be done online or virtual. If it is to be conducted asynchronously, skip the Kahoot. The discussion questions will be posted to the online learning system and students are able to answer on their own time. I have also done where some discussion is held during class and then there is a follow up discussion question posted after class for students who need even more time to formulate their thoughts, they can contribute there if they are maybe confused or shy during class.</p>

Lesson Plan

Instruct students using the following Mindfulness Script to Start Class:

Sit quietly with both feet on the ground and your hands in your lap. Allow yourself to feel centered in the chair. You may close your eyes if you'd like, or you may keep your eyes open and focus your attention on something in the room. Bring your attention to your breath. [Pause briefly.] Now bring your awareness and attention to your emotions. What are you feeling? Are you distracted? Is there something taking up a lot of your energy and time? Recognize those thoughts and recognize their support of you. Now, return your attention to where you are right now. You may notice you feel tired or sore. You may notice feelings of excitement for the next class, you may notice a feeling of confusion or concern over what the next class will hold. Remind yourself that you are here for the next 75 minutes to learn, that all you have to do for the next 75 minutes is to be present in this (virtual or not) space. Your only job now is to be a

member of this classroom. With one last breath, bring your attention and awareness back to the present, ready to start this class.