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| Subject: | **Personal and Community Wellness: ADST, ELA, PHE** | Grade: | 5-7 | Duration: | variable |

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| Big Ideas: | Summative Assessment: |
| **Science** - Multicellular organisms rely on internal systems to survive, reproduce, and interact with their environment.  **ELA** - Exploring **stories** and other **texts** helps us understand ourselves and make connections to others and to the world. Exploring and sharing multiple perspectives extends our thinking.  **PHE** - We experience many changes in our lives that influence how we see ourselves and others. Healthy choices influence our physical, emotional, and mental well-being. Learning about similarities and differences in individuals and groups influences community health. | Recipe for Wellness – personal recipe for what students (and teachers!) need to be heathy in their lives at the present moment – this could work as a summative assessment after formative assessment (Recipe for Healthy Relationships)  Brochure for Youth Community Centre – informational text aimed at youth by youth  Design of a Bulletin Board/Poster – What is Your Medicine? After working with students to reflect on medicine, and the medicines they use in their life, students will create a community bulletin board to help boost community health. The students can share their medicines, biking, playing soccer, meditating, yoga, spending time with family. There can also be space for other members of the community to share their medicine. |

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| Unit Understandings: | | |  | Content: |
| Students will understand that wellness requires an understanding of themselves and their unique needs.  Students will understand the interconnection between physical, mental, emotional, and spiritual well-being.  Students will understand that wellness requires balance and strategies to maintain it.  Students will understand that personal awareness and responsibility allows them to demonstrate self-respect and express a sense of personal well-being. | | |  | Science: the basic structures and functions of the body systems: reproductive, hormonal  PHE: sources of health information; practices that reduce the risk of contracting sexually transmitted infections and life-threatening communicable diseases (superficial level – safety around needles…); physical, emotional, and social changes that occur during puberty and adolescence; influences on individual identity, including sexual identity, gender, values, and beliefs  ADST: influences of digital media for the purpose of communication and self-expression  ELA: metacognitive strategies: talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop one’s awareness of self as a reader and as a writer. Oral language strategies: focusing on the speaker, asking questions to clarify, listening for specifics, expressing opinions speaking with expression, stay on topic, taking turns |
| Transfer: | | |  | Essential Questions: |
| Students will be able to identify and evaluate choices for healthy living in their world.  Students will be able to identify how choices impact other areas and people in their lives. | | |  | What is health?  How can one maintain health?  How has the digital world influenced health? |
|  | Concepts: |  |  | Curricular Competencies: |
|  | Systems, Balance, Relationship, Risk, Wellness |  |  | ADST - Identify the personal, social, and environmental impacts, including unintended negative consequences, of the choices they make about technology use  Science - Contribute to care for self, others, and community through personal or collaborative approaches  Science - Identify First Peoples perspectives and knowledge as sources of information  PHE - Explore and describe strategies for managing physical, emotional, and social changes during puberty and adolescence  PHE - Describe how students’ participation in physical activities at school, at home, and in the community can influence their health and fitness  PHE - Explore and plan food choices to support personal health and well-being  PHE - Describe the impacts of personal choices on health and well-being  PHE - Analyze health messages and possible intentions to influence behaviour  PHE - Identify, apply, and reflect on strategies used to pursue personal  healthy-living goals  ELA - Synthesize ideas from a variety of sources to build understanding  ELA - Recognize and appreciate the role of **story**, narrative, and **oral tradition** in expressing First Peoples perspectives, values, beliefs, and points of view  ELA - Use writing and design processes to plan, develop, and create engaging and meaningful **literary and informational texts** for a variety of purposes and **audiences (link to summative task)** |
| First People’s Principles of Learning: | | |  |
| Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.  Learning requires exploration of one’s identity.  Learning involves patience and time.  Learning is holistic, reflexive, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place.) | | |  |
| Core Competencies: | | | |
| Personal Awareness and Social Responsibility   * I can celebrate my efforts and accomplishments * I can advocate for myself and my ideas * I take the initiative to inform myself about controversial issues * I can persevere with challenging tasks * I can participate in activities that support my well-being, and tell/show how they help me * I can take some responsibility for my physical and emotional well-being * I can make choices that benefit my well-being and keep me safe in my community, including my online interactions * I can use strategies to find peace in stressful times * I can sustain a healthy and balanced lifestyle   Critical Thinking   * I can reflect on and evaluate my thinking, products, and actions * I can tell the difference between facts and interpretations, opinions, and judgments   Creative Thinking   * I have deliberate strategies for quieting my conscious mind (e.g. walking away for a while, doing something relaxing, being deliberately playful) so that I can be more creative   Communication   * I recognize that there are different points-of-view and I can disagree respectfully * I can understand and share information about a topic that is important to me * I give, receive, and act on feedback | | | |
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| Lesson Planning | | | |  |
| Suggested Lessons: | | | | Resources: |
| Sharing Circles: As a way to connect and have open conversations with your students you may want to use sharing circles. Some key elements of circles are:   * + Start with a land acknowledgement   + Must be extremely respectful as circles is ceremony   + Takes patience and time (cannot be rushed)   + Participants are encouraged to be self-reflective   + Everyone is equal   + Designate a talking piece (Traditionally would be a feather, can use another item like a stone, or an item of importance). Whoever has the talking piece is the person sharing, all others are respectfully listening   + We have two ears and one mouth for a reason, we need to listen more than we speak (Thank you to Sempulyan Gonzales) | | | | Books: Kids, Sex, and Screens: Raising Strong, Resilient Children in the Sexualized Digital Age (reference book for teachers)  Trudy’s Rock Story (picture book)  Websites/Articles  <https://teachingsexualhealth.ca/teachers/sexual-health-education/>  <https://www.uvic.ca/research/centres/cisur/publications/helping-schools/iminds/index.php>  <https://www.huffingtonpost.ca/entry/5-apps-every-parent-needs-to-know-about-according-to-experts_us_5a95972de4b036ab0142f50d>  Circles as methodology- Enacting an Aboriginal Paradigm by Fryre Jean Graveline |
| Independent Journal: What is your medicine? Share teachings of Indigenous teaching of medicine wheel (spiritual, physical, emotional, and mental health) and also incorporate personal medicines. Students will take time reflect on their own personal medicines, they may write or draw their medicines. This could branch into a personal wellness plan assignment. | | | | Podcast: Love Is Medicine – by Monique Gray Smith  Hook Question: Is one aspect of health (physical, mental, emotional, spiritual) more important than another?  Does media influence sexuality? |
| Recipe for Healthy Relationships – use this as a formative assessment that can look at decision-making strategies (IDEAL decision-making strategy) and characteristics of healthy relationships | | | |  |
| Healthy Relationship Web – Have students sit in circle facing outwards and give each child a strip of coloured paper. On this paper they will write an element they think is important in a healthy relationship. Once everyone is done, they will turn around and hold up their words. Then students will join up with another student whose word is connected to theirs. Students will discuss how their elements of healthy relationships are important and interconnected. If they are comfortable they can share these connections with the class. Next, they will join with someone who they do not see a connection with their elements of healthy relationships, they will again discuss, and try to come up with some connections. Students will again share out. After this we will take our healthy relationship words and create a web together.  As an extension, students could create their own personalized healthy relationship webs, with the elements they believe are most important. | | | |  |