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| Subject/Grade: Grade 2, Treaty Education & Social StudiesLesson Title: Medicine Wheel – Balanced Heart, Body, Mind and EnergyDate: March 24th, 2021 @ 10:00-10:30Teacher: Ms. Haley Miller | |
| Stage 1: Identify Desired Results | |
| **Outcome(s)/Indicator(s):** [**Grade Two: Creating a Strong Foundation through Treaties**](https://learn-ca-central-1-prod-fleet01-xythos.content.blackboardcdn.com/5f208b6da4613/559829?X-Blackboard-Expiration=1616360400000&X-Blackboard-Signature=HOFWEQxKZtkg8TTUB4M3NjSUti61ZhTvxKwuu%2BXxNQo%3D&X-Blackboard-Client-Id=123905&response-cache-control=private%2C%20max-age%3D21600&response-content-disposition=inline%3B%20filename%2A%3DUTF-8%27%27Treaty%2520Education%2520Outcomes%2520%2526%2520Indicators%2520-%2520Feb%252021%25202013.pdf&response-content-type=application%2Fpdf&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Date=20210321T150000Z&X-Amz-SignedHeaders=host&X-Amz-Expires=21600&X-Amz-Credential=AKIAZH6WM4PLXDUOTQ63%2F20210321%2Fca-central-1%2Fs3%2Faws4_request&X-Amz-Signature=80dbd0092fc24052afcf52102bf9553ce8cd026ec446075a4234b18c4efb5810)  [**RW2.3**](https://www.edonline.sk.ca/webapps/moe-curriculum-BB5f208b6da4613/CurriculumOutcomeContent?id=165&oc=83521)**: Contribute to initiating and guiding change in local and global communities regarding environmental, social and economic sustainability** | |
| **Key Understandings: (‘I Can’ statements)**  I can represent the contribution of individuals and communities to initiate change that supports sustainability (through art, music, dance, writing, etc.)  I can investigate how individual local consumer choices may affect people around the world  I can develop a classroom action plan for harmonizing personal lifestyle and sustaining the environment   * Retrieved from Dizzy Ozzy | **Essential Questions:**  How does a Medicine Wheel work?  Why are there 4 aspects?  What happens when the medicine wheel is unbalanced?  What are the things I do in my life to create a balanced wheel? (within the 4 aspects)  What areas do I need to work on to create a balanced wheel? |
| Prerequisite Learning:  * Students will be familiar with the medicine wheel (seen or heard the term before) * Students will know the terms “Mind, Body, Energy, Heart) * Students will know how balance works, and how 1 thing can affect the way something is balanced to create an unbalance effect | |
| Instructional Strategies:  * Direct Instruction * Interactive Instruction * Independent Study | |
| Stage 2: Determine Evidence for Assessing Learning | |
| * Observe * Discussion * Questions * Assignment/Worksheet | |
| Stage 3: Build Learning Plan | |
| **Set (Engagement): “The Medicine Wheel: Stories of a Hoop Dancer” by Teddy Anderson**  **Length of Time: 10 mins**  **Before Reading: discussion with class:**   * The medicine wheel is an important metaphor in many Indigenous cultures. It often represented as a circle divided into 4 equal parts (like a pie). Each quarter is a different color and represents a different direction. Which symbolize a different area of our well-being * The 4 directions of the medicine wheel also represent the 4 dimensions of self: body, mind, heart and energy. The medicine wheel encourages us to find balance between these dimensions in order to foster well-being in our lives. * **Read book** to students (stop at pages where the author talks about how to keep a balance within the 4 quadrants) * After reading the book explain to students how the medicine wheel reminds us that we need to find balance within ALL 4 aspects of our being- the spiritual/energy, emotional/heart, physical/body and mental/mind aspects. * Balance plays a role in their own well-being * When we become out of balance we find ourselves being “off” \*\* * Finding balance among the 4 quadrants of the Medicine Wheel is essential \*\* * We have to look at ALL aspects of our lives and the relations to fully understand our journey is life * By looking at the emotional, mental, physical and spiritual aspects of our lives we are able to notice where we are UNBALANCED and then be able to develop a better plan to care for that aspect * **Today we are going to discussion our own BALANCE in MIND, BODY, HEART, and ENERGY**   **Development: Making our own Medicine Wheels Time: 15-20 mins 10:10-10:25 ish**   * Do this activity together as a class * Fill in 1 section/quadrant at a time   MENTAL/MIND: Ability to be open minded to new ideas& experiences   * Learn new things * Positive, confident, love, trust, honesty, humility, wisdom, bravery, respect = show those characteristics * Be flexible (if plans don’t happen-it’s ok) * Asks for help * Laugh * Can deal with stressful situations * Take time to do the things you like to do   PHYSICAL/BODY: Ability to live a healthy life   * Enjoy life * Breath * Move body throughout day * Exercise regularly * Sleep * Eat well and healthy * Good personal hygiene   EMOTIONAL/HEART: Ability to understand self   * Be mindful (live in the moment and pay attention) * Journal/reflect * Have hope or be optimistic * Accept yourself for who you are * Connect with family and friends * Express gratitude – be grateful and thankful * Set goals   SPIRTUAL/ENERGY- ability to establish peace and harmony   * Sing, dance, play, music * Attend ceremonies * Meditate * Take time to yourself * Forgive others * Understand your feelings   **Closure: Share Medicine Wheels Time: 10:25-10:30**   * Offer the students a chance to share their medicine wheel creations * Students can take their medicine wheels home | **Materials/Resources:**   * **“The Medicine Wheel” book** * **Data Projector** * **Heart, Mind, Body & Energy 4 quadrant work sheet- medicine wheel** * **Pencil and eraser** * **Crayons**   **Teacher Resources:**  [**https://ecampusontario.pressbooks.pub/movementtowardsreconciliation/chapter/medicine-wheel-teachings/**](https://ecampusontario.pressbooks.pub/movementtowardsreconciliation/chapter/medicine-wheel-teachings/)  [**https://www.empowersimcoe.ca/indigenous-earlyon/physical/#balanceanchor**](https://www.empowersimcoe.ca/indigenous-earlyon/physical/#balanceanchor)  [**https://heartmindonline.org/sites/default/files/BC-HMWB%20Lesson%20Plan%20-%20Well-being%20is%20balance\_2.pdf**](https://heartmindonline.org/sites/default/files/BC-HMWB%20Lesson%20Plan%20-%20Well-being%20is%20balance_2.pdf)  [**https://heartmindonline.org/resources/lessons-from-the-medicine-wheel-well-being-is-balance**](https://heartmindonline.org/resources/lessons-from-the-medicine-wheel-well-being-is-balance)  **Possible Adaptations/**  **Differentiation:**   * Teacher can scribe for students who are unable to spell their thoughts * Students can draw their thoughts and/or print words that describe the area   **Management Strategies:**   * **Set timer** * **Be aware of noise levels**   **Safety Considerations:**   * **COVID-19 restrictions** |
| **Stage 4: Reflection** | |
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