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| Subject/Grade: Grade 2, Treaty Education & Social Studies Lesson Title: Medicine Wheel – Balanced Heart, Body, Mind and EnergyDate: March 24th, 2021 @ 10:00-10:30 Teacher: 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
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| Instructional Strategies:* Direct Instruction
* Interactive Instruction
* Independent Study
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| Stage 2: Determine Evidence for Assessing Learning |
| * Observe
* Discussion
* Questions
* Assignment/Worksheet
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| 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**
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| **Stage 4: Reflection** |
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