

Physical domestic abuse looks like...

Name: Kacie Morin

Date: November 23rd

Subject: Health Education / Dance

Grade: 7

Essential Question:

“What are the impacts of conflicts on oneself?”

Guiding Question(s):

“What is domestic abuse?”

“What does physical abuse in relationships look like?”

“How can we understand abuse through movement?”

Outcomes:

USC7.4: Demonstrate a personalized and coherent understanding of the importance of nurturing harmony in relationships (with self, others, and the environment), and apply effective strategies to re/establish harmony when conflict arises.

Indicators:

(M) Examine the causes and effects of abuse in relationships and develop personal commitment to non-violent and helpful behaviours

“I can . . .” statements:

I can... begin to understand domestic abuse

I can... apply effective non-violent strategies for when conflict arises

I can... identify ways to solve conflict in non-violent and helpful ways

Assessment Strategies:

Formative- collect sticky notes

Summative- N/A

Instructional Strategies:

Turn and talk

Small group discussions

Class discussions

Materials Needed:

Youtube video <https://www.youtube.com/watch?v=-q6CQAppxSU>

Sticky notes

Learning Experiences:

Set (10 min)

Explain to the students that “the topics addressed today may make them feel very upset”.

Tell students they do not have to share if they feel uncomfortable.

Tell the students that today we will be talking about physical domestic violence (The abuse of a person who is your spouse, boyfriend, girlfriend, or common-law partner)

Explain that “many of us are or know someone who is a victim of domestic violence, so it is important to treat this topic with the utmost care and be as conscientious of other’s feelings as possible”.

Talk to the students about abuse in relationships and what domestic violence is

Explain that “abuse can be physical, mental, or emotional, but today in class we are going to focus on physical abuse in relationships”

Development (40 min)

Skip to 35 seconds and show students the video below

<https://www.youtube.com/watch?v=-q6CQAppxSU>

Get students to take a few minutes afterwards to write on a sticky note about how they felt watching the dance (10 minutes)

As a class, I will tell students that if they are comfortable they can share to the class what they thought about the dance

Reveal to students that today we are going to talk about ways to avoid domestic violence by figuring out non-violent and helpful behaviours (what is the opposite of the dance shown in the video)

Tell students that “in groups of 4 or 5 they will discuss a non-violent and helpful way to work through conflict when it arises and show their strategy through movement” (the opposite of the movement shown in the video)

The students can choose a non-violent strategy they would like to focus on (however i will have examples if groups get stuck)

Some non-violent strategies to deal with conflict: talk with the other person, listen carefully,

Students will have 30 minutes to make up a 2 minute movement then we will present

Closure (10 min)

Tell students that we have come up with some great ideas about how we can avoid conflict with non-violent behaviour. However sometimes we may find ourselves in abusive situations that we don't know how to get out of.

If someone is being abused (physically or verbally) by their partner, what should they do?

It is important to understand that there are lots of people that they can contact to get help, or to keep things under control. Even if we don't want to talk about it with our friends, it doesn't mean we're alone; there is always someone who can help.

Expressing the Impacts of Abuse/Conflict

Name: Damara Juneau

Date: November 23, 2018

Subject: Health

Grade: 7

Essential Question:

- “What are the impacts of conflict on oneself?”

Guiding Question(s):

- “In what ways does abuse/conflict affect oneself?”
- “How can we express impacts on oneself through movement?”

Outcomes:

USC7.4: Demonstrate a personalized and coherent understanding of the importance of nurturing harmony in relationships (with self, others, and the environment), and apply effective strategies to re/establish harmony when conflict arises.

Indicators:

k) Assess the impact of conflict on the health (i.e., physical, mental, emotional, spiritual) of self and others.

“I can . . .” statements:

I can... understand how abuse and conflict impacts the health of myself.

I can... identify what area of my well-being is being impacted by abuse and conflict.

I can... understand that several areas may be impacted by abuse/conflict on myself.

Assessment Strategies:

Summative:

-Peer and self assessment handouts for each student to complete.

-Performance piece on understanding the impacts of abuse/conflict on the self.

Formative:

-Impact mind map to assess how students think abuse/conflict impacts the self.

Instructional Strategies:

-Ensure students feel that the classroom is a safe space to have sensitive conversations.

-Use soft and calming nature for this lesson to create an ease in the classroom.

-Students will get time from Health, and Art class to complete this assignment.

-Give groups separate spaces to work in their groups.

-Circulate the groups equally so they all have the support they need.

Materials Needed:

- Individual working spaces for the four groups.
- School appropriate songs to choose from to enhance dance.
- Self Assessment Handout
- Peer Assessment Handout
- Impacts on the Physical self Handout
- Impacts on the Mental self Handout
- Impacts on the Emotional self Handout
- Impacts on the Spiritual self Handout

Learning Experiences:

Set: Impact Mind Map (15 minutes)

- Debrief with students on the conversations we have been having about abuse and conflict.
- Remind students that they do not have to share any information that they are uncomfortable with sharing.
- Remind students that this is a sensitive topic and that the classroom is a safe space to have these conversations
- Remind students of expectations of kindness, empathy, and being supportive of each other.
- Write "Abuse/Conflict" on the board, brainstorm with the students what they think are some impacts on the self that someone would experience if they experienced abuse and/or conflict.

Development: Impact Expression (60 minutes)

- Share with students that we will be discussing in depth four areas of impact on our well-being when faced with abuse and/or conflict. (Physical, mental, emotional, spiritual)
- Students will be split into four groups, each one will represent one of the areas.
- Students will receive 45 minutes of class time to create a 5-7 minute movement expression of the area they are given. They can use music if they want.
- Each group will be given a handout of the impacts abuse/conflict has in each of the 4 areas of self. They are to represent at least 4 impacts within the dance. The students will be expected to talk about their dance for a maximum of 2 minutes after they have performed in order to discuss what impacts they chose to represent. They are to be 'experts' in the area they were given so they can share their learnings with the rest of the class.

Closure: Expression Performance (40 min)

- Each group will be given their 5-7 minutes to perform the dance, as well as 2 minutes after their performance to explain their piece and the impact domain they were representing.
- Students will be doing the peer assessment during this time, as well as their groups self assessment. The self assessment will be completed after they have performed. Each students

must complete their own individual self assessment. Each student will do one peer assessment per group.

References for impact handouts:

<https://www.psychologytoday.com/ca/blog/you-illuminated/201210/the-damaging-impact-abuse-brain-development>

<https://www.healthline.com/health/mental-health/effects-of-emotional-abuse>

<http://trauma-recovery.ca/impact-effects-of-trauma/physical-mental-spiritual-inter-generational-and-relational-impacts/>

<https://www.theannainstitute.org/Andrea%20Blanch%20TIWA/ReligiousSpiritualDimensionsofTraumatic%20Violence%20.pdf>

Peer Assessment

This is a peer assessment for after you have viewed the groups performance. You must write down all group member names and give them a score from 1 - 4 in each section (1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree). You must also give a reason as to why you think they should receive this score.

Name:	Score 1-4	Reason for this Score
-------	--------------	--------------------------

It is clear which impact on the self the group is representing in their performance.		
The group's performance is creative in its movements and how they have represented the impacts.		
The group is well prepared for their presentation. It is evident that they have practiced to present their performance to the class.		
The group has clearly represented at least 4 impacts on the self based on their given area.		
All group members are equally contributing to the performance. This is visible to the audience throughout the performance.		

Additional Comments on the performance:

Self Assessment

This is a self assessment for you to fill out based on your efforts within your group. You must give yourself a score from 1 - 4 (1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree). You must also give a reason as to why you think you should receive this score.

Name:	Score 1-4	Reason for this Score
Group Participation: Attended all meetings and was on time. Engaged in the project during work time.		

<p>Time Management & Responsibility: Accepts fair share of work and completes it by the required time.</p>		
<p>Adaptability: Effort is evident in trying to use skills to help progress the project. Accepts changed approach or constructive criticism.</p>		
<p>Creativity/Originality: Problem-solves when faced with challenges, originates new ideas, initiates team decisions.</p>		
<p>Communication Skills: Effective in discussions, good listener, and capable of presenting information learned.</p>		
<p>General Team Skills: Positive attitude, encourages and motivates team, supports team decisions, helps team reach consensus, helps resolve conflicts in the group.</p>		
<p>Contribution to Final Product: Overall, contributed equally to the final product. Confident in the result of the final product. Ready to present to the class.</p>		

List any additional comments you have about you or other group members:

Impacts on the Physical Self Handout

- Children who were abused and neglected showed that these traumatic experiences increase the risk for criminal behavior.
- Develop physical health issues like heart disease and diabetes.
- Can cause drug abuse, and post traumatic stress disorder.
- Can cause physical side effects such as: muscle tension, racing heartbeat, and various aches and pains.
- You can develop: anxiety, chronic pain, insomnia, eating disorders, headaches, food disorders and social withdrawal or loneliness

Impacts on the Mental Self Handout

- Smaller amygdala and hippocampi than children without a history of stress. Those with the smallest amygdala and hippocampi also had the most behavioral problems, like getting in fights or skipping school.
- The hippocampus, also involves emotional processing, and is crucial for memory formation. Smaller hippocampi in abused children could present a hurdle for learning and making progress in school for children exposed to stress.
- Abused children may be more likely to grow up to have behavioral problems, including aggression and violence.
- Children who were abused and neglected showed that these traumatic experiences increases the risk of depression, drug abuse, and post traumatic stress disorder.

-High levels of stress may cause release of chemicals, including toxic levels of cortisol. Cortisol may disrupt brain development and alter the physical structure of emotional brain regions, such as the hippocampus and amygdala.

-Can cause mental side effects such as: difficulty concentrating, and nightmares.

-You can develop: anxiety, and insomnia

Impacts on the Emotional Self Handout

-Smaller amygdala and hippocampi (at age 12) than children without a history of stress. Those with the smallest amygdala and hippocampi also had the most behavioral problems, like getting in fights or skipping school.

-Abused children may be more likely to grow up to have behavioral problems, including aggression and violence.

-High levels of stress may cause release of chemicals, including toxic levels of cortisol. Cortisol may disrupt brain development and alter the physical structure of emotional brain regions, such as the hippocampus and amygdala.

-Can cause behavioural side effects such as: difficulty concentrating, moodiness, and nightmares.

-You can develop: anxiety, guilt, and social withdrawal or loneliness

Impacts on the Spiritual Self Handout

-May lose faith in their religion, due to confusion as to why this happened

-Feeling that life has little purpose and meaning

-Questioning the presence of a power greater than ourselves

-Questioning one's purpose

-Questioning "who am I", "where am I going", "do I really matter"

-Thoughts of being evil

-Feeling disconnected from the world around us

-Feeling that as well as the individual, the whole race or culture is bad

-Altered schemas of the world in general, increased skepticism and distrust of others, and a sense of lost recourse to social justice.

Health 7, Lesson One: Harmonious Relationships

Stage 1: Identify Desired Results

Outcome(s)/Indicator(s):

USC 7.4 (part 1) Demonstrate a personalized and coherent understanding of the importance of nurturing harmony in relationships (with self, others, and the environment)

Indicators:

- a) Express insights into what makes a relationship harmonious.
- b) Locate sources and evaluate information, according to specific criteria, about relationships and conflict.
- c) Create an informed personal definition of conflict.
- d) Analyze potential sources of conflict.

Key Understandings: ('I Can' statements)

"I can appreciate the value of maintaining harmony in my relationships."
"I can identify sources of harmony and sources of conflict in relationships."
"I can disagree with others without creating damaging conflict"
"I can evaluate messages about relationships that I receive from media and other sources."

Essential or Key Questions:

What is harmony and why is it important in relationships?
How can we recognize conflict?
What is a reliable source on healthy relationships?
What are some keys to a healthy relationship?

Integrated Learning Connection:

Arts Education, Outcome CP7.2 Investigate and manipulate the elements of dance and principles of composition including tension and resolution.

Indicator (b) Analyze, discuss, and explore through movement, the principles of tension and resolution in dance.

Prerequisite Learning:

none

Instructional Strategy(ies)

Embodied Learning (Magic Hands Exercise)

Whole Class Conversation

Lecture

Small group work

White Board Quiz

Stage 2: Determine Evidence for Assessing Learning

Formative:

Gauge engagement and comprehension during whole class discussion and list making.

Observe answers given during whiteboard quiz.

Stage 3: Build Learning Plan

**Set (Engagement): The Magic Hand
minutes**

Length of Time: 10

Students are placed in partnerships to perform two tasks. Task 1: Using only the movements of an extended hand, Partner A is allowed to control the bodily movements of partner B. For example, if Partner A makes a fist, Partner B might crouch into a ball. After one minute, partners switch roles. When another minute has passed, task 2 begins: both partners extend one hand toward the other. Using the same method of partner control, students will now be asked cooperate to create a coherent, repeatable routine or set of movements. Students will need to be attuned to their partners and engage in negotiation and compromise to ensure the viability of their routine and the harmoniousness of their partnership. If time allows, some pairs may be asked to present their routines and/or share about their experience of how the tension created by task 1 found resolution in the negotiated process of task 2.

Development:

Length of Time: 28

Guided Whole Class Conversation: (5 minutes)

Notes/guiding questions for conversation: What does it mean to be in harmony with another person? What is conflict? What are some ways it can arise in a relationship?

Where can we learn about relationships and how to navigate conflict?

We often get info about relationships from pop culture. What are some examples of pop culture (music, movies, etc.) giving advice for relationships?

Are these reliable sources on healthy relationships? Sometimes our pop culture icons don't offer very sound advice on relationships. Where else can we look? How do we know which sources are trustworthy?

Mini-lecture on Reliable Sources: (4 Minutes)

Themes: is the author or disseminating organization reputable? Does the source show evidence of research or corroborating data? Does the advice show a commitment to community building, or selfish gratification?

Divide and Conquer Research Task (14 minutes)

Divide into 3 groups. The teacher may decide to assign tasks to group members depending on assessed student strengths and needs. Group 1 will look through a stack of magazines for information about harmonious relationships. Group 2 will scan several books. Group 3 will use classroom computers to visit pre-approved websites offering information on relationships. Students must ask, a) what does this source teach me about harmony and conflict in relationships, and b) is this source reliable? If you deem your source reliable, make a few notes on its suggestions for maintaining healthy relations.

Creating a Class List (5 minutes)

Materials/Resources:

Magazines that explore healthy relationships from a variety of perspectives.

Book(s) on friendship/healthy relationships/conflict management (e.g., *Health For Life 1* by Judith Campbell or comparable resource)

Several internet-connected computers

Mini White Boards and markers

Magic Hand Exercise adapted from *The Ultimate Dance Education Kit* by Kim Spratt

Possible Adaptations/

Differentiation:

The Magic Hand exercise could be adapted or simplified for children with limited physical abilities. Children uncomfortable with the exercise or unable to perform its movement could assume the role of observer/commenter for another pairing.

Groups for the research task can be formed based on known proclivities of the students.

Management Strategies:

Walk from group to group during opening exercise to ensure students maintain focus and operate safely within the boundaries of the activity.

Computer time (as during the research activity) should always be carefully monitored to ensure that students are attending to approved websites.

Safety Considerations:

The Magic Hand exercise requires a moderate level of intimacy between

Return to whole group. Have someone from each small group present one or two key learnings to the class. Write answers in a list of Keys to Healthy Relationships. After each group has shared, ask for any other additions to the list based on the content of today's lesson (e.g., a realization about relationships from the Magic Hand exercise).

Learning Closure: Mini White Boards Quiz **Length of Time: 7 minutes**

Independently or, if supplies are limited, in partners, students will write responses to a series of questions related to the themes of the lesson. Example questions might include: What is one way to tell if a source is credible? or, Are disagreements a potential source of conflict? or, Is Taylor Swift a reliable guide to healthy relationships? After each question students will hold up their completed answers for the teacher to see.

partners. Some effort should be made to ensure that pairs include individuals who have established relationships of trust.

In connection with above comments regarding management of computer time, websites students will be asked to visit should be carefully curated in advance to avoid unwelcome or off-putting content.

Name: Carina de Paz
Date: 23 November 2018
Subject: Arts Education (Dance)/ Health Education
Grade: 7

Essential Questions:
“What are the impacts of conflicts on oneself?”

- Guiding Question(s):**
- What are the feelings associated with conflict?
 - Why some disagreements lead to conflict and some do not?
 - “What are the impacts of conflicts on oneself?”

Outcomes:
Health
7.4 Demonstrate a personal and coherent understanding of the importance of nurturing harmony in relationships (with self,others, and the environment),and apply effective strategies to re/establish harmony when conflict arises.

Arts Education:
CP7.2
Investigate and manipulate the elements of dance and principles of composition including tension and resolution.

Indicators:
Health
g. Propose why some disagreements lead to conflict and some do not?
h. Examine feelings associated with conflict.

Arts Education:
a. Investigate and demonstrate ways of creating tension and resolution using the elements of actions, body, relationships, dynamics, and space.

“I can . . .” statements:

Health

I can...identify feelings associated with conflict

I can... identify feelings that lead to conflicts and what feelings do not

I can...apply proactive strategies in effectively managing feelings that would not lead to conflict.

Arts

I can... investigate ways of expressing feelings by creating tension and resolution using the elements of actions, body, relationships, dynamics, and space.

I can...demonstrate ways of creating tension and resolution using the elements of action, body, relationships, dynamics, and space.

Assessment Strategies:

Formative Assessment

- As a group, tweet an idea that arises from the activity.

Summative Assessment

- Essay: Self Assessment in identifying feelings that lead to conflict
- Rubric

Instructional Strategies:

- Direct Instruction: Lecturette
- Small group discussion/performance by Role Playing
- Think-pair-share

Materials Needed:

- PowerPoint Slides for lecture
- No to minimal props needed
- Music (optional)

Learning Experiences:

Set (8 mins)

1. Remind the student about the Safe Space agreement (this should have been established at the beginning of the school year)
2. Present slides of different pictures. (A picture that shows conflict)
 - Students think-pair-share on each pictures on what are the feelings depicted and what are the possible conflicts that could arise and why not.
 - The teacher would ask 2 to three students to talk about their interpretations of a picture
 - **What could be the possible conflict resolutions for the different scenarios given by the student?**
 - The teacher would write the students responses on the board.

Development (30 min)

1. Each student would be group (with two to four members)
2. Each group will randomly receive two situations that depicts conflict
3. Each group will present a movement that shows the conflict following dance concepts:

- * Space: Place, size, Level, Direction, Pathway, Focus
- * Force: Energy, Weight, Flow
- * Time: Speed, Rhythm

4. Each group presents an 8 minute presentation that includes a 3 minute dance performance that conveys feelings and conflict, 3 minutes analysis and discussion by the class, and a 2 to 3 minute brief discussion of their performance.
5. Students who are not presenting would identify the feelings and conflict based on their peers performance
6. At the end of the class, the students would tweet about what they learn as a group with regards to feelings and conflict.

Closure (5 min)

- 3-2-1 assessment
- Tweet what their group learned about the activity

Teacher’s guide.

<https://www.lessonplanet.com/article/education/conflict-resolution-and-addressing-bullying-issues>

Social scenarios that would be given :

https://drive.google.com/file/d/16e3_qCzOAOV5jemi_xed9bd-YT12Ds4V/view?usp=drivesdk

Rubric for Dance Presentation on Conflict

Beginning- 1	Approaching- 1	Meeting-3	Excelling-4
The student needs assistance in expressing ideas in dance	The student participate in dance composition created by the group	The student create their own dance composition based on the situation given	The student can create a dance composition and use critical thinking to convey deep meaning for the dance.
The student need assistance to participate in dance.	The student can identify how dance has a beginning, middle, and end in the composition	The student can create their own compositions that show dance elements, and tension and resolution with expression and confidence.	The student can present expressive dance compositions from an inquiry process and apply biochemical concepts and principles.

<p>The student needs assistance to make transitions between dance phrases</p>	<p>The student can do transition between phrases</p>	<p>The student can create own dance compositions with transitions between phrases for various choreographic forms</p>	<p>The student can create transitions, and use a reflection, decision-making and problem solving process</p>
---	--	---	--