

Grade 1 Unit Plan: Building Healthy Relationships That Are Helpful For Everyone

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EHE 310-030: Health Education in Elementary School

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Title of Unit	Building Healthy Relationships That Are Helpful For Everyone	Grade Level	1 (one)
Entry Subject Integrated Subject(s)	Main subject: Health Education Integrated Subjects: Treaty Education, Social Studies, English Language Arts, Physical Education	Time Frame	12 days Since it is 80 mandatory minutes of Health education per week for grade one students, this unit will take about 5 weeks to complete. For each day of the unit plan, it has been indicated how much time that lesson will take.
Developed By	Miss. Peterman & Miss. Finlay		
Stage 1 - Identify Desired Results			
Inquiry Question for the Unit: Why is it important to create healthy relationships with self and others, and how might we do this?			
Grade Level Perspective: <ul style="list-style-type: none"> Building on what is already known. 			
Learning Outcomes Should be identified by designation (e.g. Health Education - USC 3.1, DM 3.8) and then written in student-friendly language – words that you can share with the students so they know what it is they are trying to achieve. These outcomes identify the ‘Big Ideas’ of this plan for learning.			
<p>Health Education USC 1.3 - Analyze, with support, feelings and behaviours that are important for nurturing healthy relationships at school.</p> <p>Student Friendly: Learning about feelings and behaviours that are important for making relationships.</p> <ul style="list-style-type: none"> I can understand the importance of feelings and behaviours for healthy relationships. 			
<p>Health Education DM 1.1 - Examine initial steps (i.e., Stop, Think, Do) for making basic choices regarding healthy behaviours, healthy relationships and a healthy sense of self.</p> <p>Student Friendly: Taking action; making choices that will affect our relationships and behaviours.</p> <ul style="list-style-type: none"> I can take the steps needed to make basic choices in regards to healthy behaviours, relationships and sense of self. 			
<p>Social Studies RW 1.1 - Describe the influence of physical, spiritual, emotional, and intellectual needs and wants on personal well-being.</p> <p>Student Friendly: Describing how our needs and wants in all aspects of life affect us.</p> <ul style="list-style-type: none"> I can describe how physical, spiritual, emotional and intellectual (mental) needs and wants influence our well-being. 			
<p>Treaty Education SI 1[^]2 - Examine the connections between intentions and actions.</p> <p>Student Friendly: Looking at how what we want and think, affects how we act.</p> <ul style="list-style-type: none"> I can understand the relation between intentions and actions. 			

English Language Arts CC 1.1 - Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on **identity (e.g., Feelings)**, community (e.g., Neighbourhood), and social responsibility (e.g., Plants and Trees).

Student Friendly: Create different projects that show your thoughts on identity (feelings).

- I can express my thoughts on identity using different forms of media.

Physical Education PE 1.10 - Communicate and demonstrate an understanding of self-control, a consideration for others, and a respect for differences among people (e.g., abilities, interests, likes and dislikes, gender, culture) while participating in physical education settings.

Student Friendly: Describe and understand what self-control is as well as respect and consideration for others.

- I can communicate as well as show my understanding of self-control, consideration for others and respect for different people.

Key Understandings

What understandings about the big ideas are desired?
(what you want students to understand & be able to use several years from now)

What misunderstandings are predictable?

Students will understand that...

- Mean comments or actions can hurt their classmates.
 - Misconception: Everybody is mean. Or, everyone is sensitive.
- There are different ways that we can connect with people to help our relationships become stronger.
 - Misconception: When we cannot make a connection with someone right away, a relationship will never be formed.
- There are many ways to act towards our classmates that will help the friendship grow.
 - Misconception: There is only one way to act when trying to make a friend. That is by waiting for the other person to approach you.
- Making sure that we are happy in a friendship is very important.
 - Misconception: The other person in the relationship's happiness is the only thing that matters. As long as they are happy, you will be happy. (Happiness for ourselves in a relationship is good. However, we need to be sure that everyone in the relationship is happy, not just ourselves).

Questions for Deep Understanding

What provocative questions will foster inquiry into the content? (open-ended questions that stimulate thought and inquiry linked to the content of the enduring understanding)

Content-specific....

- How do we show and tell others how we feel?
- How do we help others' needs in a relationship?
- How do we meet our own needs in a relationship?
- How can I show others that I care?
- How can I build a healthy relationship with others?
- How do my behaviours affect my actions?
- Can other people's feelings affect my thoughts and behaviours?

Make sure you consider FNMI, multicultural, cross-curricular... when finalizing your questions.

- How can we use the Medicine Wheel in a healthy relationship?
- How can my actions be affected by my thoughts?
- What are ways that we can include everyone in relationships?
- How do we create actions that meet our intentions?

<ul style="list-style-type: none"> ● Meeting our own needs helps us maintain a healthy relationship with ourselves and others in our lives. <ul style="list-style-type: none"> ○ Misconception: in order to have healthy relationships is to only meet others' needs (meeting our own needs is good, but we need to make sure everyone's needs in the relationship are being met). 	
<p>Knowledge: What knowledge will students acquire as a result of this unit? This content knowledge may come from the indicators, or might also address prerequisite knowledge that students will need for this unit.</p>	<p>Skills What skills will students acquire as a result of this unit? List the skills and/or behaviours that students will be able to exhibit as a result of their work in this unit. These will come from the indicators.</p>
<p>Students will know...</p> <ul style="list-style-type: none"> ● Before this unit begins, students will have an understanding of what it means to have a connection with other people around them (e.g., friends, peers, teachers, family). The purpose of this unit is to provide students with the tools and knowledge on how to create, understand, respect and maintain positive and healthy relationships in their lives. This twelve (12) day plan will have students understanding the drive behind different relationships and why people act the way that they do with each other. ● Within this unit, students will be provided with the opportunity to learn various skills and understandings which will help them create and maintain healthy relationships amongst themselves and others. By understanding how to be kind to yourself, relationships with other people around us will become easier to create and maintain. This unit will teach students what it feels like to be in a healthy relationship, how to appropriately treat others, and why others (or themselves) may act a certain way. In order to provide students with this knowledge, it is important to have individuals understand their own personal feelings, behaviours and how they can have an effect on other individuals. ● Health USC 1.3 (c): Recognize that individuals make choices about how to express feelings (e.g., 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ● Within this unit, students will be able to properly use their words and actions to let others know how they might be feeling. As well, they will be able to build appropriate and healthy relationships with others that meet everyone's needs. ● Health USC 1.3 (a): Use common and respectful language to talk about feelings (e.g., happy, angry, scared), actions (e.g., smiling, crying, crossing arms), and relationships (e.g., friendships, cooperation, communication). ● Health USC 1.3 (b): Illustrate what particular feelings sound like, feel like, and look like. ● Health USC 1.3 (d): Observe and communicate observations about how the school staff and students treat each other (e.g., help each other, respect personal space). ● Health USC 1.3 (f): Illustrate what being a good friend looks like, sounds like, and feels like (e.g., sharing, caring, cooperating, listening, supporting). ● Health USC 1.3 (i): Represent a basic understanding of one's own "needs" and those of others (e.g., right to privacy). ● Health USC 1.3 (j): Recognize and role play healthy ways to express feelings (e.g., using "I" messages, naming the feeling, illustrations, dance, movement).

anger - raise voice level and/or take time out, happiness - smile and/or hug).

- Health USC 1.3 (e): Recognize that people have numerous kinds of relationships (e.g., family, friends, trusted adults, neighbours, teammates).
- Health USC 1.3 (g): Identify healthy ways to respond to someone who is not yet a friend.
- Health USC 1.3 (h): Identify and discuss helpful/**hurtful words and behaviours in relationships** (e.g., **not/saying thank you, not/taking turns**).
- Health USC 1.3 (m): Examine how own behaviours may “influence” how others think and feel, but recognize that one “owns” personal thoughts and feelings
- Health DM 1.1 (d): Recognize the importance of thinking before acting.
- Social RW 1.1 (f): Identify ways in which respecting others' needs and wants helps classrooms and homes function effectively.
- Treaty Ed SI 1² Indicator #2: Describe how some thoughts influence actions (e.g., being thankful and expressing gratitude by saying thank you establishes a pattern).
- Phys. Ed PE 1.10: (c) Describe what it looks like and sounds like when people are being respectful and showing consideration for others, while participating in a movement activity.
- Phys. Ed PE 1.10: (h) Express how other people's feelings (e.g., may feel excited, happy, angry, fearful, uncomfortable, frustrated) associated with participation in a variety of movement activities can be the same or different from their own feelings.
- Health USC 1.3 (k): Investigate the relationship skills that make the classroom a healthy place for learning (e.g., cooperation, participation, paying attention, sharing).
- Health USC 1.3 (l): Investigate how people communicate in ways other than speaking (e.g., gestures, facial expressions, drawings, written words).
- English CC 1.1 (b): Dictate to another person and compose stories that tell personal feelings, ideas, experiences, opinions, observations, and reactions.

Stage 2 – Assessment Evidence

Assessment Evidence

Through what evidence (work samples, conversations, observations, performances, quizzes, tests, journals, presentations or other means) will students demonstrate achievement of the outcomes? Identify both formative and summative assessments you will use throughout the unit and indicate which outcome(s) each assessment will be evidence for (note that one assessment can provide evidence on more than one outcome). Consider including authentic performance task(s) where students will demonstrate the desired knowledge, understandings, and skills? (Typically, a performance task describes a scenario or situation that requires students to apply knowledge and skills to demonstrate their understanding in a real-life situation).

NOTE: You must also include one Assessment rubric for one of your identified Summative Assessments which clearly presents the outcome-driven criteria for assessment.

This unit plan consists of both formative and summative assessments. Each day students will be formally assessed on their level of participation, engagement, understanding, and explanation. Within this unit, there are four different days where a summative assessment will take place. By including four different assessments that will be used for grading, it provides students with different opportunities to show what they know. If one summative assessment were to be used in this unit, it would not be fair to students as they may be having a difficult day where they cannot be fully engaged within the lesson (due to personal circumstances). In total, there are eight different formative assessment days where students will be answering questions, taking part in activities, and completing worksheets. By providing students with formative assessments, it will allow teachers to gain an understanding of how their class is learning, what can be added to the lessons, and what changes can be made moving forward to ensure that each student is being provided with the best appropriate learning tools. The teachers will be assessing and conducting the lessons around the health outcome USC 1.3 as well as tying in cross-curricular outcomes on days 5, 6, 7, 9, 10 and 11.

Day 1: The assessment for this day is formative. Students will be assessed on their level of engagement and participation during the lesson being taught. The activity will be formally assessed by observing the student's worksheet. Did the student use the correct colour to show the emotions that they are feeling? Was the statement at the bottom of the worksheet filled appropriately? Is it evident that the student understands their own feelings?

The following outcome(s) and indicator(s) will be assessed on day 1:

- Health Education USC 1.3 - Analyze, with support, feelings and behaviours that are important for nurturing healthy relationships at school.
 - Health USC 1.3 (b): Illustrate what particular feelings sound like, feel like, and look like.
 - Health USC 1.3 (c): Recognize that individuals make choices about how to express feelings (e.g., anger - raise voice level and/or take time out, happiness - smile and/or hug).

Day 2: The assessment for this day is formative. Students will be formally assessed through observation during group discussion and engagement throughout the lesson. When students are working in groups of 4, each individual will be in charge of coming up with at least one thing. Having each student be involved ensures that everyone understands the task at hand and is actively engaged. On this day the teacher will make note of students who may require additional support during this unit and who may need additional challenges to increase the level of difficulty.

The following link includes the formative assessment for day 2: [Day 2 Assessment](#)

Day 3: The assessment for this day is summative. The worksheet completed will be used to assess this lesson. This assessment will be done after the completion of the worksheet. The teacher will be marking the student's ability to

differentiate between a healthy and unhealthy relationship. Is the student able to provide an example of a healthy relationship via written and/or visually? Is the student able to provide an example of an unhealthy relationship via written and/or visually?

The following outcome(s) and indicator(s) will be assessed on day 3:

- Health Education USC 1.3 - Analyze, with support, feelings and behaviours that are important for nurturing healthy relationships at school.
 - Health USC 1.3 (g): Identify healthy ways to respond to someone who is not yet a friend.

Day 4: The assessment for this day is formative. The teacher will observe students and listen in on a class discussion that will be conducted by the class. The instructor will be looking at each student's level of understanding of the difference between healthy and unhealthy relationships.

The following link includes the formative assessment for day 4: [Day 4 Assessment](#)

Day 5: The assessment for this day will be formative. Throughout the duration of this lesson, the teacher will be assessing each level of participation and understanding. By using observation the teacher will be able to get an idea of how the students are progressing within the unit. During and after the class activity has taken place, the teacher can look at each of the flowers that are created and assess if students understand the concept of the activity. If the students have written kind words and gestures on each petal, the teacher will make note that the student is able to identify what makes us feel good as opposed to feeling bad.

The following link includes the formative assessment for day 5: [Day 5 Assessment](#)

Day 6: The assessment for this day will be **summative**. The summative assessment will take place after the completion of the activity that is conducted by each student individually. Students will be graded on the written and visual aspects of the worksheet. Are the blanks filled appropriately? Does the visual correspond to the emotion? Is it evident that the student understands how to express feelings?

The following link includes the summative assessment for day 6: [Day 6 Assessment](#)

Day 7: The assessment for this day will be formative. The assessment portion of this lesson will occur when the students' are acting their scene out. They will act it out for the class on the carpet (which will be made into a welcoming area). After a group has acted out their scene, the class will be asked what example was used (what they were sharing/how they were sharing/if they said thank you). If the students are able to identify the sharing, this means that they are well on their way to building healthy relationships with others.

The following link includes the formative assessment for day 7: [Day 7 Assessment](#)

Day 8: The assessment for this day will be formative. The instructor will be looking to see if students understand that we each have physical and emotional limits. The assessment will occur through observation and questioning. Once the lesson has been completed, the teacher will look over the worksheets; Did the individual students write down/draw their personal boundaries? Is it evident that the student understands what a personal boundary is?

The following link includes the formative assessment for day 8: [Day 8 Assessment](#)

Day 9: The assessment for this day will be formative. This lesson will be assessed through observation and questioning by the teacher. The teacher will be looking for engagement, participation. The teacher will also be looking to see if students understand the concept that others have needs, not just themselves. Having students sign the poster

(saying that each individual will honour each other's personal boundaries that were discussed during class) will give students a responsibility to uphold.

The following link includes the formative assessment for day 9: [Day 9 Assessment](#)

Day 10: The assessment for this day will be formative. Throughout the game being played in the gymnasium, the instructor will be observing the student's level of participation and understanding. The goal for students is to understand the importance of inclusivity and the negative feelings that are associated with being left out. During the discussion, students will have a chance to explain the feelings that they felt during the class activity.

The following outcomes and indicators will be assessed on day 10:

- Health Education USC 1.3 - Analyze, with support, feelings and behaviours that are important for nurturing healthy relationships at school.
 - Health USC 1.3 (f): Illustrate what being a good friend looks like, sounds like, and feels like (e.g., sharing, caring, cooperating, listening, supporting).
- Physical Education PE 1.10 - Communicate and demonstrate an understanding of self-control, a consideration for others, and a respect for differences among people (e.g., abilities, interests, likes and dislikes, gender, culture) while participating in physical education settings.
 - Phys. Ed PE 1.10: (c) Describe what it looks like and sounds like when people are being respectful and showing consideration for others, while participating in a movement activity.
 - Phys. Ed PE 1.10: (h) Express how other people's feelings (e.g., may feel excited, happy, angry, fearful, uncomfortable, frustrated) associated with participation in a variety of movement activities can be the same or different from their own feelings.

Day 11: The assessment for this day will be summative. The teacher for this lesson will be assessing students' ability to meet their own needs. The assessment will take place after the students have completed a worksheet. The worksheet will have a variety of statements for individual needs that align with the four sections (spiritual, emotional, physical, intellectual (mental)). For each statement, the students will colour it depending on the section of the Medicine Wheel that it belongs to (ex: red if it's a mental/internal need). Then, if time allows, the students will write or draw one important personal need that they have. Does the student understand the assignment? Did the student execute the worksheet correctly to their best abilities? Is it evident that the student can meet their own needs?

The following outcomes and indicators will be assessed on day 11:

- Health Education USC 1.3 - Analyze, with support, feelings and behaviours that are important for nurturing healthy relationships at school.
 - Health USC 1.3 (i): Represent a basic understanding of one's own "needs" and those of others (e.g., right to privacy).
- Social Studies RW 1.1 - Describe the influence of physical, spiritual, emotional, and intellectual needs and wants on personal well-being.
 - Social RW 1.1 (f): Identify ways in which respecting others' needs and wants helps classrooms and homes function effectively.

Day 12: The assessment for this day will be summative. Students will be summatively assessed during this lesson through participation, engagement and level of understanding. The teacher will be marking the worksheets that are to be completed during class time. The worksheet consists of five hearts with prompts for students to draw or write about within the hearts. This worksheet will assess the students' learnings leading up to and on this day (illustrating a feeling

or emotion, showing an action of kindness towards others, expressing anger in a respectful way, setting a personal boundary and being inclusive).

Student Self-Assessment

How will students reflect upon or self-assess their learning? Provide at least three examples of how you can engage students in self-assessments.

Remember:

Throughout this unit, students will be provided with the responsibility of self-assessment on certain days. Because this is a twelve (12) day unit plan, we will have a “check stop” every four (4) classes where students will have the chance to think critically about their learnings and reflect on their new knowledge.

Day 4: At the end of day four's lesson, A simple activity will be directed by the teacher for students to engage and self-assess. The teacher will ask a series of questions and students will be asked to raise their fingers to show how well they know/understand each concept. Students will raise one finger if they do not understand, two fingers if they are a little confused, and three fingers if they understand and are able to explain their learnings.

The questions asked on day four are as follows:

1. I understand that I have many different feelings and behaviours.
2. I understand why we have created an action plan to build healthy relationships in the classroom.
3. I know the difference between a healthy and unhealthy relationship.
4. I know how it feels to have a healthy relationship.

Day 8: Day eight will be check stop number two within this unit plan. After the lesson for the day has been completed, the students will be given an assessment sheet. Each statement written on the sheet is accompanied by a photo to have a more engaging and appealing look. Having pictures included also assists students who cannot read or are still at the very early stages of reading. After each student has been provided with an assessment sheet, the teachers will read aloud each column. If students feel comfortable with their learning they will circle the yellow smiley face in the far right column. If students are confused or are not sure, they will circle the orange straight face. If students feel that they do not understand what is being said at all, they will circle the blue sad face. After the activity is complete, the teacher will instruct students to write their names on the top left side of the page and the date on the far right side of the page. Once everything is filled out, the teacher will ask each student to hand in their papers into the “health” basket at the back of the room.

The following link will direct you to the self-assessment sheet: [My Self-Assessment](#)

Day 12: On day twelve, students will be tasked with reflecting on their feelings, actions and emotions towards others that have occurred throughout the unit, as well as reflect on behaviours that they have observed from others during this period of time. The students will be completing this reflection through discussion, checklists and writing/drawing pictures on hearts to be hung on the wall by the teacher. Students will be given the lists that they had created on day two, the class will be instructed to put a checkmark beside each thing that they have noticed others do this semester. Students will also be instructed to draw a smiley face beside each statement/positive behaviour that they have done over the course of the unit.

Stage 3 – Learning Plan

What teaching and learning experiences will you use to:

- achieve the desired results identified in Stage 1?
- equip students to complete the assessment tasks identified in Stage 2?

Where are your students headed? Where have they been? How will you make sure the students know where they are going?

What experiences do the learners bring to the unit? How have the interests of the learners been ascertained? Have the learners been part of the pre-planning in any way? What individual needs do you anticipate will need to be addressed?

Learning environment: Where can this learning best occur? How can the physical environment be arranged to enhance learning?

At the beginning of the unit, we will remind the students of the importance of having healthy relationships with others. At this point, the students have experienced relationships with themselves and others but may not have the skills and knowledge to differentiate between if it is healthy or unhealthy. This unit will direct students to gain knowledge and skills to build healthy relationships. As the unit progresses, they will be reminded of the importance of healthy relationships and at least one way to build a healthy relationship will be incorporated into each lesson.

As mentioned, the students have clearly experienced relationships before approaching this unit. Therefore, their experiences in these past relationships can be used as a point of reflection for themselves to see how a certain could have been made healthy or how it was already healthy. Since this unit is all about healthy relationships, the students will constantly be reminded that their own interests and needs should be reflected in a relationship with someone. They will be reminded to think of their own interests and how to incorporate these into relationships with others in a positive way. As well, this unit plan will incorporate a wide variety of instructional strategies. It will range from auditory, such as listening to a book or watching a video, to hands-on work, such as various class activities. As well, the students will be given the chance to act out some scenarios, giving the space for drama within Arts Education to be incorporated.

Learning Environment: This learning will occur in several situations. Some lessons will be taught in the classroom on the learning carpet or at their desks. Some lessons may occur outside either on the playground with their peers or in a grassy field. Lastly, a lesson may occur within the gymnasium. By incorporating lessons into several environments, the students are reminded of the idea that healthy relationships occur everywhere, not just in the classroom.

How will you engage students at the beginning of the time frame/unit? (Motivational set)

To gain students' attention on the topic of having healthy relationships, students will watch a brief cartoon that demonstrates an unhealthy relationship/interaction between two individuals. This video will have students thinking about what could have been done to prevent this negative interaction. Students will also think about how the two characters may have felt during this event.

- [A short film on respect](#)

- This film shows a lady and a man arguing over cookies. After the video has been watched by the class, discuss what could have been done instead of getting angry. Do you think that there is a way where both people in this relationship can be happy? Do you think that the lady could have talked to the boy about what is upsetting her? How do you think that the boy feels?
- After a discussion on the video has taken place, the teacher will ask the students what types of relationships they have experienced (friends, teachers, family members). Then, we could ask how it feels to have a relationship (ex: it makes us feel happy inside because we can count on others, etc)? After asking these questions, we will mention to the students that having a healthy relationship with themselves and others is incredibly important. We will then begin day one by mentioning that everyone has feelings, emotions, and behaviours and explain that these feelings, emotions, and behaviours can be different for everyone and are very important to be aware of in a healthy relationship.

What events will help students *experience and explore* the enduring understandings and essential questions in the unit? How will you equip them with needed skills and knowledge?

#	Outcome(s) and Indicators	Instructional Strategies/Process Learning Tasks/Experiences	Assessment	Resources/Materials
1	Health USC 1.3 Indicator (b), (c)	<p><u>Topic: What are feelings, behaviours, and emotions?</u></p> <p>Goal: Understand our own feelings, emotions, and behaviours.</p> <p>Time: 35 minutes</p> <p>Brainstorming as a class will occur at the beginning of this lesson on the learning carpet as the students will be asked what the emotions are. As they state emotions (mad, sad, happy, angry, etc). These will be written on the whiteboard. Then, for each emotion, we will decide what this may look like and write it on the board with the corresponding emotion (ex: smile for happy).</p> <p>After this has occurred, the students as a class, with teacher assistance, will talk about how someone might feel for each emotion (ex: warm and bubbly inside for happiness, no energy and crying for sadness, etc).</p>	<p>The assessment today will be formative. The students will each receive a piece of paper. It will have various faces on it for each emotion (smile for happy, frowning for sad, etc). Then the students will colour in the face they are feeling with the corresponding colour (red for angry, blue for sad, etc). Under this, the words “I am feeling” will be written where they finish the sentence by writing in the emotion.</p> <p>Worksheet Link</p>	<ul style="list-style-type: none"> • Can read this book if time permits: A Little Spot of Feelings Read-Aloud • Worksheet Link

		<p>Lastly, we will talk about, as a class, the behaviours that may occur with each emotion and feeling. For example, the students may decide that when someone is happy, they jump up and down. Or, when someone is angry, they may scribble lots or move their surroundings.</p> <p>After this, the students will, as a class, associate each emotion (and corresponding feeling/behaviour) with a colour (ex: red for angry, blue for sad, etc).</p>		
2	Health USC 1.3 Indicator (k) (e)	<p><u>Topic: Understanding different kinds of relationships and creating an action plan.</u></p> <p>Goal: Understand actions and behaviours in relationships.</p> <p>Time: 45 minutes</p> <p>This lesson will be created around the book titled <i>Kindness is Cooler Mrs. Ruler</i> Written by Margery Cuyler. As an engagement activity, the students will be instructed to sit at the front of the class on the reading carpet and listen to the storybook being read aloud. Once the book has been read, the teacher will lead a class discussion</p> <p>The teacher will first discuss different ways that they ensure a strong relationship between herself and students.</p> <ul style="list-style-type: none"> ● Listening to students' opinions. ● Using kind words. ● Not raising a voice when getting frustrated. 	<p>Students will be formally assessed through observation during group discussion and engagement throughout the lesson. When students are working in groups of 4, each individual will be in charge of coming up with at least one thing. Having each student be involved ensures that everyone understands the task and is actively engaged.</p> <p>Assessment Link</p>	<ul style="list-style-type: none"> ● Cuyler, M., & Yoshikawa, S. (2007). <i>Kindness is cooler, Mrs. Ruler</i>. New York: Simon & Schuster Books for Young Readers. ● Book Link: Kindness is Cooler Mrs Ruler ● Assessment Link

		<ul style="list-style-type: none"> • Coming up with solutions to situations that arise with students' involvement. <p>After the teacher has discussed how they create healthy relationships in their classroom and writes the list on the whiteboard, the students will be given the opportunity to share anything that they think is missing from the list that they think the teacher should do to maintain and respect relationships with students.</p> <p>Students will be assigned the task of observing the teacher's behaviour until day 12 of the unit plan. Students will note how the teacher executes the list when teaching.</p> <p>In groups of 4, the class will then discuss students' expected behaviour to create strong relationships with other classmates as well as with the teacher. After each group has come up with ideas, the groups will share them with the whole class. Students will be tasked to observe how each classmate uses certain behaviours to strengthen relationships until day 12 of the unit plan.</p> <p>The students will be informed that on day 12 we will discuss the behaviours that were noticed and write them down on hearts to be then posted on the class bulletin board.</p> <p>Action plan:</p> <ul style="list-style-type: none"> • Students will observe teachers' actions and behaviours towards students that help form healthy 		
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		<p>relationships throughout the rest of the unit.</p> <ul style="list-style-type: none"> • Students will observe their own as well as their peers' behaviours and actions towards each other that help form healthy relationships. • Students will conduct the above observations keeping in mind the lists that were made during this lesson. 		
3	Health USC 1.3 Indicator (g)	<p><u>Topic: Healthy versus unhealthy relationships</u></p> <p>Goal: Know and understand a healthy versus unhealthy relationship.</p> <p>Time: 40 minutes</p> <p>To start this discussion, we will talk on the learning carpet about what a healthy relationship looks like (being nice, helping others, sharing, etc) and what an unhealthy relationship looks like (teasing, pushing, not including, etc). Then, the students go back to their tables to view a video that has examples of healthy and unhealthy things in a relationship. After each example is shown, the video will be paused and the students will be asked if that action was healthy or unhealthy. This will occur for two different videos.</p> <p>After the students have viewed both of the videos, they will be given a worksheet to complete based on what was just learned.</p>	<p>The assessment today will be summative. To assess students, they will be given a worksheet after viewing the videos. There will be two sentences for them to write. The first sentence will be “A healthy relationship is when I...” and they will write the rest of the sentence based on the videos watched. Then, they will draw a picture relating to their sentence. They will do the same for the second sentence which will be, “An unhealthy relationship is when I...”.</p> <p>Worksheet Link</p>	<ul style="list-style-type: none"> • Relationships get results (video 1) • Learn to be a good friend (video 2) • Worksheet Link
4	Health USC 1.3 Indicator (f)	<p><u>Topic: How does it feel to have healthy relationships? How does it feel to have negative relationships?</u></p>	<p>The assessment today will be formative. The assessment</p>	<ul style="list-style-type: none"> • Be Kind Read-Aloud • Assessment Link

		<p>Goal: Understand how situations can make us feel.</p> <p>Time: 40 minutes</p> <p>For this lesson, the students will take a seat on the learning carpet to listen to a read-aloud. We will read the book “Be Kind” by Pat Zietlow. In this book, the main character explains several ways to be a good friend and ways to be kind. The students will learn about how it feels when someone is kind to them since they will be reading about this in the book. As well, a negative relationship will also be shown in the book that’ll teach students how a negative relationship can feel.</p> <p>After the read-aloud, we will talk about some of the ways that the main character was being a good friend. Then, we will talk about how these things made others feel. We will also have a discussion on some of the negative relationships in the book (ex: the kids laughing at Tanisha). While discussing this, we will talk about how this would feel.</p>	<p>occurring will be a class discussion, rather than the students having to fill in a worksheet.</p> <p>To properly assess the students, we will listen to see if the class understands the difference between healthy and unhealthy relationships shown in the book.</p> <p>Assessment Link</p>	
5	<p>Health USC 1.3 Indicator (h)</p> <p>Health DM 1.1 Indicator (d)</p>	<p><u>Topic: How can negative relationships with self and others affect us?</u></p> <p>Goal: Understand how some relationships can make us feel bad.</p> <p>Time: 50 minutes</p> <p>For this lesson, it is important that the students learn about the effects of a negative or unhealthy relationship. To do this lesson, we will sit outside in a grassy field as a class. The students</p>	<p>The assessment today will be formative. The students will be given a piece of paper that has cut-outs on it. There will be the middle part of the flower, and then there will be 6 petals to cut out. On each of these petals, they</p>	<ul style="list-style-type: none"> ● One daisy (may need to get two of them depending on class size). ● Worksheet Link ● Assessment Link

		<p>will form a circle while seated that we will also be in.</p> <p>Then, we will have a large flower with lots of petals (such as a daisy) so that every student gets a turn. We will explain that this flower represents a person and the petals are their feelings. Then, each student will get a chance to remove one petal as a symbol of negative or unhealthy actions (ex: remove one petal for name-calling).</p> <p>Then, after every petal is removed, the students will only see the middle of the flower. At this point, we will tell the students that this is like a person. When someone keeps being rude to them or they are in a negative relationship, it feels like a petal is being removed from them each time. Once all of the petals are removed, this shows a point where the unhealthy relationship has hurt them.</p> <p>Then, we will ask these students how petals will be added back again. Once the students realize how difficult it is to add the petals back, they will be told that when someone is in a negative relationship, it hurts them and it is so hard to come back from that. The one way to help the flower grow back again is by caring for it, by watering it and using kind actions. After this, we will head back into the classroom for the craft (explained in the assessment column).</p>	<p>will write either a compliment or a kind gesture (with teacher help). Then, they will glue the middle part of the flower onto a piece of paper that has a watering can at the top (to show that it is watering the flower). Then, the students will glue each of the petals back on. By doing this, the students will learn the importance of the effects of a healthy relationship and how much a negative relationship can hurt someone.</p> <p>Worksheet Link</p> <p>Assessment Link</p>	
6	Health USC 1.3 Indicator (a), (j)	<u>Topic: How do we express feelings and behaviours to others (ex: zones)?</u>	The assessment today will be summative. The English Language	<ul style="list-style-type: none"> • Cain, J. (2001). <i>The way I feel</i>. New York: Scholastic.

	<p>English CC 1.1 Indicator (b)</p>	<p>Goal: Know how to show others how you feel.</p> <p>Time: 30 minutes</p> <p>For this lesson, we will have a read-aloud of a book on the learning carpet. This book will have the theme of emotions/feelings and how to tell others how we feel.</p> <p>After the read-aloud occurs, we will talk about some of the ways that the main character told others around them how they felt. These ways will be written on the whiteboard. After the reading has occurred and we have thoughts of the ways that the character showed/said how they felt, we will work on an activity that corresponds to English Language Arts. The students will be given a sheet of paper that has a blank top half for pictures and lines to write over on the bottom half.</p>	<p>Arts activity will incorporate the assessment of this lesson. The students will fill in the blanks that start by saying “I tell others that I am happy by ___, I tell others that I am sad by ___, I tell others I am angry by ___, and then one other emotion of their choice. After writing each of these sentences or very short stories, the students will draw a picture that corresponds to each one.</p> <p>Worksheet Link</p> <p>Assessment Link</p>	<ul style="list-style-type: none"> ● Book Link: The Way I Feel ● Assessment Link ● Worksheet Link
7	<p>Health USC 1.3 Indicator (h)</p> <p>Treaty Ed SI 1^2 Indicator #2</p>	<p><u>Topic: How do we build positive relationships; day 1 (sharing, caring, etc)?</u></p> <p>Goal: Understand how kindness can help others feel good.</p> <p>Time: 40 minutes (might take two 40 minute classes)</p> <p>For this lesson, the students will learn about sharing and caring for others in response to their intentions. As a class, we will think of times when we care about someone so we want to share with them (ex: at lunch if they need food, in class if they need a pencil, etc). After each example is mentioned</p>	<p>The assessment today will be formative. The assessment portion of this lesson will occur when the students' are acting their scene out. They will act it out for the class on the carpet (which will be made into a welcoming area). After a group has acted out their scene, the class will be asked what example was used</p>	<ul style="list-style-type: none"> ● Small props that the students might need. ● Large paper with their example to act out written or drawn on it. ● Assessment Link

		<p>by the class, we will make it clear that whenever someone shares with you, you always say thank you. The students will learn about gratitude in response to being shared with.</p> <p>After this discussion, the students will be put into small groups of four. At this point, each student will be given one of the examples to act out. For example, one group has to act out how to share a pencil with a classmate who needs it. For each of these, the students will be reminded to say thank you after being shared with.</p> <p>** NOTE: This lesson may take two days depending on how long the discussion takes).</p>	<p>(what they were sharing/how they were sharing/if they said thank you). If the students are able to identify the sharing, this means that they are well on their way to building healthy relationships with others.</p> <p>Assessment Link</p>	
8	Health USC 1.3 Indicator (i), (l)	<p><u>Topic: My personal boundaries in a relationship.</u></p> <p>Goal: Understand that we each have physical and emotional limits.</p> <p>Time: 40 minutes</p> <p>This lesson will have students thinking critically about their own personal boundaries.</p> <p>This lesson will start off with the teacher reading aloud a book Titled <i>Don't Hug Doug (He Doesn't Like it)</i> to the grade one (1) class. After the book has been read, a class discussion will take place. The teacher will prompt the discussion by asking the following questions:</p> <ul style="list-style-type: none"> ● Why do you think Doug doesn't want to be hugged? ● Because Doug doesn't want to be hugged, does that mean you should stay away from him? 	<p>The assessment today will be formative. Did the individual students write down/draw their personal boundaries? Is it evident that the student understands what a personal boundary is?</p> <p>Assessment Link</p>	<ul style="list-style-type: none"> ● Book: Finison, C., & Wiseman, D. (2021). <i>Don't hug Doug (he doesn't like it): A story about consent.</i> London: Ladybird Books. ● Book Link: Don't Hug Doug ● Assessment Link

		<ul style="list-style-type: none"> • Do you like being hugged? • Why do some people like to be hugged and some people do not? <p>This conversation will then be guided by the teacher to discuss the difference between physical and emotional boundaries.</p> <p>Physical boundary: In groups of two (2), students will play a game called “the bubble”. Each pair of students will face each other at an arms-length apart. Slowly students will take a step towards each other. After this task has been completed, the pair will discuss the following questions: 1. Do you feel like you were standing too close to each other? 2. Do you feel more comfortable standing farther apart?</p> <p>Emotional boundary: Discussing the importance of respecting oneself, even if you feel like others don’t. “Your happiness does not depend on what someone else thinks of you”.</p> <p>As a closure, the students will be instructed to write down one simple personal boundary that they think needs to be respected. Beside the written word, students can draw a picture of themselves, the boundary, and someone respecting the boundary.</p>		
9	Health USC 1.3 Indicator (i) Social RW 1.1 Indicator (f)	<p><u>Topic: Respecting other people’s boundaries in a relationship.</u></p> <p>Goal: Understand that others have needs.</p> <p>Time: 40 minutes</p>	Formative assessment: This lesson will be assessed through observation and questioning by the teacher. The teacher will be looking for engagement,	<ul style="list-style-type: none"> • Short Story • Assessment Link

	<p>This day is a continuation of day 8. On day 8, students were encouraged to think about their own personal boundaries that they may have. Day 8 (today) Is all about understanding how each person can hold different boundaries, and how important it is to respect and honour those boundaries in order to create and maintain healthy relationships with one another.</p> <p>For today's lesson, the class will be reading a short story about respecting boundaries at home (see PDF).</p> <p>The question following the short story: Why was it important for the child to respect their family's boundaries? Do you think that if the child respects the boundaries, their relationship with family members will get stronger? How will the relationships get stronger?</p> <ul style="list-style-type: none"> ● Because if boundaries are respected, the family would be happier to play with him, instead of frustrated. <p>Let's discuss boundaries that different students may have within the classroom:</p> <ul style="list-style-type: none"> ● Some students may like loud noises, some may need quiet ● Some students may like to go over to friends houses to play, and some students may need to always stay home and have friends over instead <p>After the discussion has come to an end, students will think of one personal boundary that they have. After students have thought of one, groups of four (4) will be created. In</p>	<p>participation and checking for a level of understanding. Having students sign the poster gives students a responsibility to uphold.</p> <p>Assessment Link</p>	
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		<p>these groups, students will share their personal boundaries with one another. Students will be instructed to listen closely as each classmate shares. After each individual has shared their boundaries, have the groups discuss why it is important for each group member to respect all of the boundaries.</p> <ul style="list-style-type: none"> As a closure students will sign a poster with different photos of boundaries. The poster says that each individual will honour each other's personal boundaries. The paper will then be hung up at the back of the class as a reminder that each student holds a set of personal boundaries and it is our job as a class and as individuals to respect and honour those boundaries. 		
10	<p>Health USC 1.3 Indicator (f)</p> <p>Phys.Ed PE 1.10 Indicator (c), (h)</p>	<p><u>Topic: How do we build positive relationships (day 2)?</u></p> <p>Goal: Include everyone so that nobody feels left out. Time: 40 minutes</p> <p>This lesson will occur in the gymnasium. For this lesson, the students will be playing a simplified game of soccer (they will have already learned this in previous physical education classes). The students will be put into teams of four. To begin, the students will simply just play a short game of soccer.</p> <p>After playing for a few minutes, they will be given the goal of passing the ball to each of their teammates one time before being able to score on the</p>	<p>Assessment today will be formative. After the game, we will have a class discussion about the emotions and feelings felt during the game of soccer. Some students may explain how they felt sad or angry in the first version of the game when they didn't need to pass to each person once before going to the net. Then, we will talk about how they felt when everyone got a turn in the second version.</p>	<ul style="list-style-type: none"> A Soccer ball (one for every 8 students). Pylons to mark out the nets.

		net. This will promote a healthy relationship because the students will learn about sharing with others, the inclusion of all, and considering everyone's ability (for example walking instead of running while playing the game). While playing the game each time, the students will also be reminded of their own feelings and emotions during the game.	This game of soccer in the gymnasium will teach students about the importance of sharing and inclusion to build healthy relationships.	
11	Health USC 1.3 Indicator (i) Social RW 1.1 Indicator (f)	<p><u>Topic: Meeting our own needs as part of a healthy relationship.</u></p> <p>Goal: Understand how to meet our own needs.</p> <p>Time: 50 minutes</p> <p>For this lesson, the students will learn the importance of meeting their own needs in a relationship. By meeting their own needs in a relationship, it will help to create a healthy relationship with others. This lesson will incorporate a First Nations guest speaker that will teach the class about the Medicine Wheel in regards to personal needs.</p> <p>If that plan falls through, the backup plan will be as follows. As a class on the learning carpet, we will look at a First Nations Medicine Wheel. On this wheel, there are four sections which are: spiritual, emotional, physical, and intellectual (mental). We will teach the students about our own needs in each of these sections. First, we will explain each of the sections. To do this, we will use the photo called "Medicine Wheel 4 Sections Explained" attached in the resources for day 7. After explaining, the</p>	<p>The assessment today will be summative. The worksheet will have a variety of statements for individual needs that align with the four sections (spiritual, emotional, physical, intellectual (mental). For each statement, the students will colour it depending on the section of the Medicine Wheel that it belongs to (ex: red if it's a mental/internal need). Then, if time allows, the students will write or draw one important personal need that they have.</p> <p>Worksheet Link</p>	<ul style="list-style-type: none"> ● Medicine Wheel 4 Sections Explained ● Video ideas about the Medicine Wheel if the guest speaker does not come: <ul style="list-style-type: none"> ○ Reading of the Medicine Wheel ○ Medicine Wheel Teaching with Elder Elsey ○ Medicine Wheel Teaching ● Worksheet Link

		<p>students, as a class, will think of what their own needs could be for each section of the Medicine Wheel.</p> <p>Lastly, the students will demonstrate their knowledge and understanding by filling out a worksheet.</p>		
12	Health USC 1.3 Indicator (d) (m)	<p><u>Topic: Communicating observations.</u></p> <p>Goal: Understand how we create and keep healthy relationships.</p> <p>Time: 30 minutes</p> <p>This is the final day of the unit. Today students will have a chance to communicate their observations on others' behaviours and actions towards relationships. The teacher will read out the two lists that were created on day 2 (How the teacher maintains relationships with students & how students maintain relationships through respect and kindness within the classroom) and hand out a copy of the lists to each student. As the teacher reads out each statement, students will put a checkmark beside each thing that they have noticed others do this semester. Students will also be instructed to draw a smiley face beside each statement/positive behaviour that they have done over the course of the unit.</p> <p>Questions to ask:</p> <ul style="list-style-type: none"> ● Did students notice positive behaviours with other students during this unit? ● Did students notice the teacher upholding her list? 	<p>Students will be in charge of self-assessing their own as well as others' behaviours within relationships over the course of the unit. This self-assessment will be completed using a checklist and discussion. Students will be summatively assessed during this lesson through participation, engagement and level of understanding. The teacher will be marking the worksheets that are to be completed during class time. The worksheet consists of five hearts with prompts for students to draw or write about within the hearts. This worksheet will assess the students' learnings leading up to and on this day.</p>	<ul style="list-style-type: none"> ● A checklist of the lists made as a class on day two (2) will be provided to students. ● Hand out with hearts five hearts and prompts ● Pencils and pencil crayons ● Worksheet Link

		<p>The students may add to the lists if they think that something is missing after the list has been gone through. In groups of four (4) students will be provided with red paper with five hearts. In each heart, the students will write down an explanation or they may draw a picture to go with the description. If time permits, students may write and draw if they choose to do so. After completion of the activity, students will write their names and the date at the top of the pages and hand in the checklist and worksheet.</p> <p>When the teacher is done assessing the students' work, the teacher will staple the hearts up onto the class bulletin board.</p>	Worksheet Link	
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Self-Assess and Reflection (Stage 4)	
Considerations	Comments
<p>Learning Alignment: Is there alignment between inquiry questions, the grade level perspective, the outcomes/indicators, performance assessments, and learning experiences?</p>	<p>This unit plans accurately and precisely with the inquiry question. To recap, the inquiry question was “Why is it important to create healthy relationships with self and others, and how might we do this?”, which this unit plan met. In each of the lessons, the learning activities and experiences bring the students back to questioning the importance of a healthy relationship with others. By the students learning about relationships in various ways such as books, videos, activities outside or in the gymnasium, and talking on the learning carpet, they have gained an understanding of the importance of having a healthy relationship. Each lesson stresses the importance of a healthy relationship. Even on days where the students were to learn about an unhealthy relationship, there was still a portion of the lesson focusing on healthy relationships. As well, by using various resources, the students were able to gain skills about how to create a healthy relationship such as sharing with others (day 6 & 7) or involving others/letting everyone have a turn (day 9). In addition, the grade level perspective aligned very well with this unit plan since the students are</p>

	<p>to take knowledge from past experiences in relationships and incorporate it into this unit. For example, the students were often questioned in a lesson about what a healthy relationship may look like, which they could build off their already known knowledge to answer. The main outcome, Health USC 1.3 is incorporated into each of the lessons of this unit plan, using various indicators. Oftentimes, the same indicator was used for more than one indicator if there seemed to be extra importance on it. Each of the lessons clearly aligns with this outcome because the students were given the opportunity to analyze feelings and behaviours that are important within healthy relationships. As well, there were many additional subjects incorporated into this unit plan that fit perfectly for each individual lesson. For example, the importance of the Medicine Wheel within Treaty Education and Social Studies was incorporated into a lesson of this unit plan to allow students to help understand their own ways and make a connection with Indigenous ways of knowing. By including indigenous learnings in this unit we are creating an inclusive and diverse classroom where students can see themselves and others through the knowledge being taught. Outcomes from other subjects were also incorporated into the unit plan, which added to the richness and diversity of the learning that the students were able to have.</p> <p>Performance assessments are used throughout this unit to allow kids to practice what they have been taught. USC 1.3 is about learning and understanding the concept of creating healthy relationships at school whereas DM 1.1 is all about taking the learnings and putting it into action. During this unit, students will learn to understand their feelings and behaviours and practice creating healthy relationships. The teacher will assess students' performances throughout the lessons being taught and focus on the day where students are to act out different scenarios that could be real-life situations. Students will be creating an action plan on day two (2) of the unit and using that action plan to assess their own performance (feelings, behaviours, relationships towards self and others). Having students assess and be aware of their own actions allows them to become fully engaged with the overall outcome/objective of this unit.</p>
<p>Adaptive Dimension/Differentiation: Have We made purposeful adjustments to the curriculum content (not outcomes), instructional practices, and/or the learning environment to meet the learning needs and diversities of all my students? What might variation in learning tasks look like</p>	<p><u>For struggling students:</u> We believe that it is important to note that curricular outcomes should not be changed because of the students' learning levels. Instead, adaptive variables should be adjusted so that outcomes can be met by all students.</p> <ul style="list-style-type: none"> ● Throughout this unit, some students may be faced with great challenges during the writing segments of lessons. As

to meet the needs and learning styles of diversity of learners?

educators, we recognize that at the grade one level, students' writing skills will vary. To assist these students who are struggling during writing segments, there are two options that will be made available:

1. The students will be able to draw a picture to demonstrate the point that they are trying to get across. Then, the teacher or an EA could ask the student what the picture is about and write a short sentence for them explaining it.
2. The students can be given an individual whiteboard to use. For this to work, the student will tell the teacher the sentence, the teacher will write this sentence onto the whiteboard, and then place it on their table so that the student can copy. Both of these strategies will allow for the student to still participate, even if they might struggle with writing short sentences on their own.

When completing discussions and assignments students can be placed in groups. Having students work in groups will reduce the pressure and stress that some students who struggle may feel. When groups are being created, the teacher can pair up a student that requires assistance with a student that is needed to be challenged. Having these two types of students working together will allow the students to both think critically and feel useful to one another. The person requiring a challenge will need to explain what is happening and assist the student who faces struggles. The person with struggles will use the other person as a form of support.

For students who need a challenge:

- Some students may want/need more of a challenge, which is also understandable. An example of allowing a student to have more of a challenge could occur on day 5 of the unit plan. Within this lesson, the students write sentences starting with "I tell others I am (certain emotion) by ___" and then they add how they do this. However, some students may find this simple. These students could write the sentence entirely on their own from the start and instead of only adding one or two words at the end, they could add four to five words.
- On day two (2), if students are finding the task of finding ways to create healthy relationships too easy, students may be asked to find more than one thing. This will have students needing more of a challenge thinking deeper about the topic and things that they can actively take part in.

	<p>The following adaptations are ideas used from the Saskatchewan Adaptive Dimension Document:</p> <p><u>Learning Environment</u></p> <p>Creating an inclusive learning environment is critical. All students have the right to an education and need a space where everyone feels welcome and is invited to learn.</p> <ul style="list-style-type: none"> ● It is important to reduce noises in the classroom. When videos and read-alouds are being listened to in class, the teacher will ensure that they are being played at an appropriate level (loud enough for students to hear, but not too loud that it hurts people's ears or creates a sensory overload). ● When the teacher is writing on the board (day 2) they will keep the writing organized and neat. When the writing is done, the board will be erased to keep visuals in the classroom to a minimum. This will reduce sensory as well as distractions to the students. ● When students are asked to sit on the reading carpet or at the front of the classroom, adaptations can be made for students who do not feel comfortable doing so. In the back of the classroom, there will be small chairs available for students to grab and take with them to the designated area to allow a seating alternative.
<p>Instructional Strategies/Approaches:</p> <p>Do I use a variety of teacher directed and student centered instructional approaches?</p> <p>For three different instructional strategies, name and explain where, why and how you used it.</p>	<ul style="list-style-type: none"> ● When teaching each lesson, the instructor will model expected behaviour from students. By showing respect, kindness, and intuitive skills, students are more likely to engage in these practices as well. ● During lessons, the instructor will ensure enough time is provided for students to think critically and respond appropriately to questions. ● The teacher will use audio, visual and hands-on methods to support students' comprehension. ● Think pair share: on days two (2) and nine (9), students will be asked to think critically on their own and then share with a group of four (4) students. After the groups have had time to discuss each individual's thoughts, the groups will then share with the entire class their findings. ● Questioning: Students will be challenged throughout this unit to critically answer questions that introduce high-level thinking on the topics being discussed. ● Provide feedback throughout class time: providing feedback as students are working, allows individuals to know if they are on

	<p>the right track or not. This strategy helps educators pinpoint where exactly students are in their learning.</p> <ul style="list-style-type: none"> ● Role Play: On day seven (7), students will be engaged in role-playing. By implementing this instructional strategy within the unit we are providing students with the opportunity to visualize and model situations that will promote curiosity, exploration and problem-solving. ● To gain students' attention during lessons we will use the voice cue of “1, 2, 3 eyes on me” and students will respond with “1, 2, 3, eyes on you”. ● If students are becoming restless within a lesson, short movement breaks will take place to allow students to release their energy and regroup so that they are ready to listen attentively once again.
<p>Resource-Based Learning: Do the students have access to various resources on an ongoing basis?</p>	<p>Providing students with a variety of resources and different forms of media allows for students to learn in many different ways. It is important to offer a variety as all students learn differently and as teachers we want each student to reach their fullest potential. Using different resources makes a lesson more inclusive for all learners to enjoy.</p> <ul style="list-style-type: none"> ● Throughout this health unit, we are providing students with a variety of learning formats including read-alouds (audio), books, discussions (audio), worksheets (visual) and posters (visual). ● The links to online resources will be provided in the class monthly newsletter that is sent home to parents. By having these links, students can access the materials that were used in class anytime after school. ● The poster created on day nine (9) will be hung up in the classroom for students to refer to during the remainder of the unit. ● The class expectations and action plan made on day two (2) will be hung up in the classroom for students to look at and access at any time while they are at school. The class list is a simple reminder to create healthy and kind relationships with one another. ● The flowers created on day five (5) will also be displayed in the classroom for students to access as a learning tool at any point for the duration of the unit. When looking at the flowers, students will be reminded of how hurtful actions create negative relationships but using kind words and gestures promotes a healthy relationship.

<p>FNMI Content and Perspectives/Gender Equity/Multicultural Education: Have I nurtured and promoted diversity while honouring each child's identity?</p>	<p>At the beginning of the unit plan, specific questions regarding FNMI content and multiple perspectives were mentioned which were: how can we use the circle of courage in a healthy relationship, how can my actions towards others be influenced by what I am thinking, what are some ways to allow everyone to be involved? Each of these questions was mentioned at the beginning of the unit plan and then incorporated into the unit plan in various ways. For example, the circle of courage, or Medicine Wheel was incorporated into day 10 of the unit plan. Within this lesson, the students were given the opportunity to gain knowledge about First Nations peoples and their ways of being in regards to a healthy relationship. They also learned about the four sections of the Medicine Wheel and how these are incredibly important to meet within any healthy relationship. As well, there were days when students were encouraged to include everyone in their class, regardless of their ability or gender. For example, day 9 had a lesson focused on inclusion in Physical Education. This allowed students to learn that everyone can play the same game, regardless of their ability or gender. To further promote diversity, day 6 of the unit plan incorporated outcomes from Health Education, Treaty Education, and drama within Arts Education. By doing this, every student in the class was welcomed to participate. This lesson left no barriers for the students to not participate and showed that they can participate in drama regardless of their gender. In addition, the groups created for this lesson would be made by the teacher, to further allow for diversity within the classroom. The groups created would contain various genders, cultures, interests, and/or abilities.</p>
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