

<p>Subject/Grade: Health 8 Lesson Title: Understanding Through Discomfort Teacher: Mariana Raimondo</p>	
<p>Stage 1: Identify Desired Results</p>	
<p>Established Goals: (Learning outcomes)</p> <p>USC 8.4 Demonstrate an understanding of the impact of violence (including but not limited to emotional abuse, physical abuse, sexual abuse, spiritual abuse, and neglect) on the well-being of and the supports needed for self, family, and community.</p> <ul style="list-style-type: none"> • C. Assess the impact of physical, emotional, spiritual, and sexual abuse on families and communities. • I. Examine historical factors that may contribute to the disharmony within individuals, families, and communities. 	
<p>Understandings: (can also be written as 'I Can' statements)</p> <p><i>Students will understand that....</i></p> <ul style="list-style-type: none"> • I can recognize what abuse and violence looks like and its effects. • I can name some historical factors that may contribute to the disharmony within individuals, families, and communities. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What types of abuse and violence were present in residential schools? • How do the historical factors of residential contribute to the trickle-down effect of abuse and violence in individuals, families, and communities today?
<p><i>Students will know....</i></p> <ul style="list-style-type: none"> • How to identify and categorize types of abuse. • The impact and effects of violence on well-being. • The importance of receiving support from family, friends, teachers, etc. 	<p><i>Students will be able to....</i></p> <ul style="list-style-type: none"> • Critically interpret information. • Express thoughts on paper and to others. • Identify abuse and violence present in residential schools.

Instructional Strategies:

- Group work
- Class discussion

Stage 2: Determine Evidence for Assessing Learning

Formative

- Have students form small groups to discuss ways they've been supported by family, friends, teachers, etc and have them jot down ideas.
- After a short discussion get together as a class for an activity to discuss students' conversations and introduce new ideas.

Stage 3: Build Learning Plan

<p>Set (Engagement): Identifying abuse Length of Time: 10 minutes</p> <p>1. Introduction to different types of abuse and how to identify the signs of abuse in others.</p> <p>a. https://www.youtube.com/watch?v=tCbsZFa1VRw</p> <p>Development: Introduce abuse as it relates to residential schools Length of Time: 30 minutes</p> <p>2. Have students get into groups of 3-4 to skim through the “Summary of the Final Report of the Truth and Reconciliation Commission of Canada” pg 81-110. Have each group nominate a secretary to record the different types and examples of violence they identify in the document.</p> <p>a. https://nctr.ca/assets/reports/Final%20Reports/Executive_Summary_English_Web.pdf</p> <p>Closure: Connection to self and historical factors Length of Time: 20 minutes</p> <p>3. Have the class gather in a circle in the center of the class (move desks aside). With a ball of string pass it across the circle having each student name a type of support they receive from their family, friends, teachers etc. Once each student has named 2 supports there should be a network of string between students in the circle.</p> <p>4. Next, cut a piece of string for each piece of evidence students found of violence in “Summary of the Final Report of the Truth and Reconciliation Commission of Canada”.</p> <p>5. For the last 5-10 minutes discuss the symbolism of this activity, in that each piece of string represents the loss of support Indigenous students faced in residential schools. Ask students to connect to where they would be without the support they and the rest of the class named thus, the effect on the students of residential school.</p>	<p>Materials/Resources:</p> <ul style="list-style-type: none"> • Laptops • Yarn • Projector/computer for the video <p>Possible Adaptations/Differentiation:</p> <ul style="list-style-type: none"> • Move to class discussion instead of group discussion, with the use of word webs, if students struggle to stay on topic. <p>Management Strategies:</p> <ul style="list-style-type: none"> • Support each group's conversation offering them different POV and pointing out important passages. • Encourage effective and on topic group discussion. <p>Safety Considerations:</p> <ul style="list-style-type: none"> • Feelings of discomfort - Make students aware that feelings of discomfort on the topic are normal and actually helpful in understanding. • Personal connections - Some students may have a personal connection to residential school (friends, family members, ect). Learning about this can be especially difficult for them. Offer where students can seek out additional support such as a school counselor.
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Stage 4: Reflection*Professional Development Goal is...*

Focusing on increasing students' understandings about the impact of violence on the individuals' well-being and connecting these insights with residential schools. One area that I think could possibly go awry, due to the difficult matter of the topic, is that students won't feel comfortable engaging in discussion. If this were to occur I would take a stronger directional lead in the discussion and ask students to answer questions anonymously through technology like Menti or Kahoot until they become comfortable with the topic. I will also discuss with them that the feelings of discomfort they have with the topic are normal, but an important step in learning about the topic, it's these feelings of discomfort that act as the entry points for new understandings.