

## Yearly Plan Rationale

The class we chose to teach was Wellness 10 and we chose to follow the schedule for Campbell Collegiate. We chose this content because it allows a good mix of our expertise to be explored. Katherine being a Health major and Jean being a Physical Education Major. Our school year starts with teaching students about personal beliefs and the different dimensions of wellness. For many students this should be a review, but we believe it is important to create a baseline understanding of where our students are in terms of understanding of wellbeing. This fits well with outcome W1 as a main focus because it will allow students to reflect and express their personal beliefs as they relate to their own wellness. The indicators we had in mind for this week of lessons were (b), (d) and (i). Additionally, this content will lead well into the two main projects we planned for this semester which will be talked about in the next section. This topic lends itself well to the learning done in W2 as it pertains to how they can use the dimensions of wellness to affect the community around them. W5 has some attachment to this lesson content as it speaks to how one's self-awareness and self-management can affect others. We have also tied in W12 because it relates to spirituality and the idea of our beliefs influencing our actions.

Our second week focuses on creating a personal action plan, this is one of the major projects that will be worked on throughout the semester. Students will be tasked with identifying a part of their holistic health they would like to improve, then create and enact a plan to improve that aspect of health. Nearing the end of the year students will be asked to reflect on their experience, present their process for progress as well as what the results of their experience were. Ideally students can tie in the experiences they've had with their service learning (more about this in the next section) to the personal goals they've set for themselves. Specifically in terms of this week the goal will be to teach students what a Personal Action Plan looks like, this includes creating SMART goals they can strive for throughout the semester. This lesson content relates to Outcome W1 through indicators (k), (g), (m). W2 has some connections through the idea of how engaging in community improvement can be personally fulfilling. W6 has relation to the main goal through examining the idea of culture and norms and understanding what social safety means. There is the possibility of moving fast through this topic, and it may or may not take a full week to complete. If we have a day or two that is open, you could fill those days in with activities that show how goals evolve if they are a habit, the mental health effects of maintaining our goals and how to overcome roadblocks that might get in our way.

Our third and fourth weeks are meant to help students prepare planning for the second big project they need to focus on throughout the semester. Students will be tasked with finding a way they can engage with their community in a beneficial way. This is directly focused on outcome W2 which indicated students need to engage in service-learning opportunities that enhance the well-being of themselves and somebody else (individual, or community). The goal for these weeks of lessons is to help students identify and learn what kind of opportunities are available to them, what they entail and how they can go about applying for them. Different lessons could include finding community services in our area, presentations from community organizations, requirements for this project, how to apply to be a volunteer at different services, protocols around volunteering, and monitoring/practicing reflecting on experiences throughout the volunteer experience. The specific indicators for starting this project are: (a), (b), (c). At this point students will be expected to be responsible, as it will be up to them to search for,

apply to and participate in their chosen service learning experience. This ties into outcome W1 as they may use their goal from the personal action plan and find a field experience that ties in well with their personal goal. We included W4 as an underlying outcome because all of this planning a preparation can be stressful and could affect mental health and students may want to consider weaving mental health into their personal actions plans or into their service learning. Additionally W8 makes an appearance here because the service learning experience asks students to communicate with people outside the school and promote healthy relationships with people in their community. The final deliverable will be reflected through a poster project and analysis of the experience as a whole. For these first three weeks we decided to make W1 and W2 our main focus because they are the outcomes that are a recurring theme throughout the entire semester. The namesake of the class is wellness, and these two projects reflect personal and community wellness. Starting with this at the beginning of the year also allows them the time to get started and working on their projects. There will be a check-in on this project mid-way through the semester.

With much of the instruction and planning out of the way for the two big projects, students can now begin spending their free time being accountable for those projects. This allows us the ability to get moving and physically active in the gymnasium! Before we can start however, our focus for the week five is going to be about safety in the gymnasium. The goal is prior to beginning more active movement in the gymnasium, that we teach students more about what we need to be aware of while moving so that everyone is safe. This means talking about safety norms such as emergency exit plans, proper use of equipment, and appropriate social interactions. Additionally we would cover Injury prevention- like use of proper clothing, not attempting things without instruction, how to engage in physical activity while already injured, warm-up and stretching prior to physical activity. This all related to outcome W6 as a focus and specifically we'd like to draw attention to indicators (h), (f), and (e) because they can be used to help create a safe classroom environment for our students. W7 is related to this as we talk about performing movement activity alone and with others in safe ways. W5 relates through behaviour management, students need to be self-aware and self-manage to better the experience for all students.

From here, now that all students have a better understanding of safety in the gymnasium environment, we can start covering outcome W3 to develop physical literacy and confidence in movement. We want to start slow, and the goal of week six will be a review of basic movement patterns related to bowling as well as moving into some of the more complex compound skills in bowling. It's important as educators for us to understand that not all students will be at the same skill level when it comes to movement and thus it's important to start with the basics to evaluate where our students are in terms of skill. Week six will be designed to help weaker students catch up and more proficient students develop more complex skills. This is then followed up in week seven, we will apply what we've learned in week six by applying our knowledge in a game setting and adding in target games like bowling. W3 and W7 are the main focuses of these lessons because the aim is to help students develop strategies to make specific improvement of sports based skills and promoting engagement in movement activities that focus on health-related wellbeing. W10 is an underlying outcome here because of the focus on tactics and strategies to better a student's understanding of the sport or game at hand. W6 is also an underlying outcome because these weeks will allow us to put into practice our injury prevention from week five.

Week eight has many of the similar focuses from the previous two weeks but the overarching goal is slightly different. As opposed to developing specific skills of a sport, this week will focus on introducing a few physical activities that students can engage in that have no cost attached to them. These are activities that most individuals could do in the privacy of their home without issue. We will do this by introducing dance and yoga to the class. This works well because dance works in outcome W8 which has to do with relationship wellness, which you need to have to dance with someone else and W12 which focuses on spirituality which pairs well with yoga.

On week nine our focus will shift and we will address outcome W5, we think that this comes well off of the heels of week eight because it is unlikely many students will be comfortable with yoga and dance. Because of this it offers an opportunity to reflect on what it means to be self-aware and how to self-manage even in uncomfortable situations. We will further our understanding of being self-aware by trying to put ourselves in another person's shoes with case studies. Students will be presented with situational habits or tendencies that a person may have and how that tendency has impact on their wellbeing. We will then provide our class an opportunity to self-assess their own personal tendencies and the impact it has on their personal lives. By being able to relate to others and healthily critique ourselves, we can stimulate growth as human beings.

Bridging conversation around self-awareness, week ten will address the outcome W4, which explores mental well-being. Self-awareness and mental wellbeing can go hand-in-hand, and it is important to understand the power and skills we need to work through our emotions and wellbeing. Week ten is all about understanding what mental well-being is, and how society perceives mental health. When talking about mental health, we believe it is important to talk about the stigmas, stereotypes and perceptions of it because these influences often have hindering effects and create a lot of barriers for people to receive optimal mental health. This week is focused on investigating mental illness, the support that exists for mental health, and acknowledging/removing the barriers that exist when it comes to our mental health. Students will use this week to be action-oriented, and our goal will be to create a change model when it comes to talking about and understanding mental health. It was important for us to have underlying themes of W5 self-awareness, W6 culture of safety and W1 a part of this week's lessons. Culture of safety is important to this week because we want to maintain a safe and comfortable classroom environment. Mental health is an important topic to discuss, and it needs to be done with respect, care and sensitivity. With a renewed understanding of mental health, students will be able to reflect on their psychological dimension of wellness with new ideas and interpretations.

Relationships are the next step on week eleven, the reason we chose to put relationships here is because we've covered mental wellbeing. The two topics relate to each other because our relationships play a significant role in our mental health. The outcome for this week is W8 and it focuses on relationship dynamics and their influence on wellbeing. So the goal would be to discuss with students how relationships are built and how important ones influence who we are as people. Relationships such as those with: parents, teachers, friends, significant others and co-workers change our mental wellness. A particular focus on this unit would include indicators (i), (d), (e), (c), and (a). Other underlying outcomes are W2 which speaks to our ability to community in a healthy way and participate with our

communities. W4 is also present in this week's lessons due to the effects of relationships on mental health.

The past few weeks have explored our psychological dimension of wellness, expanding new ideas and interpretation of what this dimension of well-being includes. Week 12 connects similarly to our psychological dimension, but is actually the dimension of spirituality. Acknowledging spirituality can go beyond religion and tradition, we can put our sense of spirituality into practices that improve our sense of purpose, belonging, comfort and desire. Week 12 on spirituality will engage students in a lot of discussion, sharing opinions, and exploration. We decided to turn week 12 into an alternative style of learning that doesn't focus learning strictly in the classroom. We acknowledge that spirituality is linked to religion and traditions, and part of our week will explore such traditions and the diversity of spirituality. Whether students follow certain religions and traditions or not, it is important to acknowledge its existence and how it connects to our spirituality. Building on traditions, we can further explore them by not constraining them to being religious or cultural, but rather a routine/practice that helps support one's sense of purpose, belonging and comfort. We will end our week by exploring different practices that promote healthy spirituality that can include (indicator g) cooking, yoga, meditation, journaling, etc. We believe W5, self-awareness, is an underlying theme in this week because students will need to critically reflect on themselves and their values when it comes to their spiritual wellbeing and practice. Students may have redefined values that they want to re-assess in their action plan (W1), and will be given the opportunity to reflect on these ideas throughout the week.

The focus of week thirteen is to check-in with students, this week our attention will focus on the service learning project. We want students to use this week as a time to hand-in what they currently have. This will allow us to give students feedback on what they've worked on so far, so that students can look at what areas of their project may need more attention. Our feedback can present essential questions students will want to consider for their final draft. This week also serves as a reminder for students who have done little towards this project, because it is not too late to get things in motion. Outcome W2 is the main focus for this week and the indicators that are the focus here are (d), (h), and (i). Outcome W5 relates to this week because it entails the student's ability to be self-aware and self-manage the responsibilities. They will also be critiquing and improving upon their projects based on the feedback given by the teacher. Outcome W6 relates to this week's content because students will need to be able to explain how they have engaged in their service learning while keeping in mind cultural/norm or safety and injury prevention.

Building onto week thirteen, the focus of week fourteen is to check-in with students, with the focus being on their action plans. We want students to use this week to reflect on their original action plans and what they have learned throughout the semester so far. We want to give students the opportunity to evaluate how they could possibly redefine their action plans or put them into a more sustainable practice. Students will be prompted to critically reflect on their goal setting experience to help them move forward in reaching their goals. Outcome W1 has an important indicator that will be valuable to acknowledge at this checkpoint for action planning. Indicator (f) encourages students to examine the consequences of neglecting or over-emphasizing any of the dimensions of wellness. Where are students putting in a lot of focus? What areas of wellness are being neglected? How can we balance

all of our dimensions of wellness? These will all be important questions for students to address and look into within their plans. On top of self-reflection, students will also have the opportunity to get feedback from the teacher. Offering feedback at this check-in week will allow us to (a) see if students are on track and maintaining their plans and (b) offer suggestions for moving forward (e.g. balancing dimensions, new considerations, deeper reflection). We think we would do feedback by having a check-in check list to ask students, and having a mini meeting on their experiences so far. This week will be pretty independent and will focus on critical reflection in moving forward. Again, W5 (self-awareness), W6 (culture of safety) and W7 (physical fitness) are all relevant and building blocks to the process of action plan reviewing because they offer critical reflection, promote sustainable well-being, and help make action plans that are realistic and can be carried forward.

The focus of week fifteen is to get students back outdoors and away from the classroom for a while. The goal is to engage students in individual or partner movement activities that are in an alternate environment. This ties in directly to the goals of outcome W3. As we are in the month of May ideally the weather should be nice enough for some Outdoor Running, Kayaking and Canoeing. These are ideally all activities that students could choose to pursue outside of school. The underlying outcomes for this week are W7 and W8. W7 relates to this content because it focuses on learning activities that could be pursued alone and with others that are good for physical health. W8 finds its home with this week's content by connecting to the relationship piece for physical activity. These activities are able to be done alone or with others. Students could be asked to express their understanding about the benefits of being active alone and with others.

Week sixteen's goal is to focus on group and team based games using outcome W10 as the main focus. For this week we'll focus on Invasion/territorial games and the development of tactics. This can be done in games like Soccer, Basketball or Ultimate Frisbee where students may need to create and draw up a play before entering a small mock game. Another Idea would be to have students engage in team huddles every few minutes to discuss new strategies and tactics to employ on the field of play. The underlying outcomes for this week are W3 because engaging in sport can help spark personal interest in opportunities for individual development. W8 is also attached to this learning because working in a team involved proper communication and relationship building. W7 is present as well in this week's content because these physical activities promote health-related and skill-related components of fitness.

The focus of week seventeen is to ensure students are finishing up their service learning hours and experience, as well as checking in with action plans, and thinking about our final products. The beginning of the week will focus on giving notice to students about finishing up collecting goal evidence and volunteer experience. Giving students until the end of week seventeen to finish up service learning experiences and action planning practice offers students support in making sure they are accountable and can achieve what is needed for their final products. In W2, it is essential that students complete at least 12 hours of volunteer experience, and these experiences should engage students with their community in a beneficial way. Students need to be keeping a detailed record of these experiences and how it impacts their wellbeing for their final project. This week will focus on making sure all students have completed all components needed, and starting to formalize all research/reflections/experiences. Connecting to W2, the action plan created for W1 will also need to be implemented and reflected upon

for a final week. Students should be taking this week to assess their original action plan, and what areas they addressed/got feedback on in their check-in in week fourteen. What can students engage in for their final week? What needs more attention, reflection or thinking? We believe W5 (self-awareness and self-management) are going to be beneficial to navigating through this final week. Students will need to manage their time wisely to make sure they complete all components, as well as self-awareness towards their reflection, what needs work, and what is good with their plans and experiences. At the end of week seventeen, we will go over final products and what is to be submitted. Action plans will be completed in the form of a reflective essay with specific headings and details to be explored. Service learning will be reflected upon through a poster project and analysis. Students will be given assessment rubrics for both components at this time.

The focus of Week eighteen is to give students the opportunity to make finishing touches to their two big projects; the personal action plan and the service learning plan. This week will look at reviewing all data collected, deciding what is important to the project and what is not, deciding how you're going to present, and working on the final products. This time will also allow students to ask any final questions or for final feedback before submission of the projects. There is no particular main focus of this lesson. It is however expected that students be ready responsible, respectful and make good use of the time they are given for their projects. W1, W2 and W8 are underlying focuses for this week. W1 because it focuses on the personal action plan, W2 due to the focus on the service learning and W5 due to the requirement to be responsible and respectful of the people around you and yourself to using this time properly.

The focus of week nineteen is class inventory. Week nineteen is actually a single day, and is the day before finals start for students. We decided to use this day to get feedback from our students about how the semester went, and the themes of the semester. We will start with an overarching overview of the class, and the themes we covered throughout the semester. From there, students will offer their feedback of what they liked about the semester, what they didn't like, and what they would change if they could. An underlying theme of this day will revolve around outcome W8, relationships. As teachers, it is important to give opportunities for students to express thoughts about their education, what they are learning, and what they really appreciate when it comes to their learning. These opportunities of communication and listening strengthen our relationship with our students, and strengthens our students' relationships with us. For feedback style, there will be oral and written components so students can express themselves with the option of being anonymous.

Our final class/week is finals week. The final for Wellness 10 is a two-part final submission. The first part of the final will be submitting (W1) the action plan reflective essay. Students will submit a hard copy of their essay when they enter the classroom. Part two of the final will be setting up a poster presentation for our (W2) service learning experience classroom gallery work. Each student will have a place to display their poster around the walls of the classroom (and potentially hallway). The class will be divided into two groups- group A will be the first listeners and group B will be the first presenters. One person will start with one person, and they will interact for 10 minutes. The roles of the listener will be to listen to the presentation, make comments and ask questions. The roles of the presenter will be to explain what they did for their service learning, environments they worked in, their experiences and how

it contributes to their well-being and connection to community. We will do 5 'rotations' of listening to other people before we switch, then the listeners will become the presenters/the presenters will become the listeners. We will end our final by having an oral discussion about community involvement, the importance it has on our well-being, and how we can continue to be active community members after completing this course.

## Unit Plan

**Names:** Jean and Katherine

**Curriculum:** Wellness 10

**Topic:** Mental Well-being and Relationships

### Day 1- Mental Well-being

**Outcome(s):** W4- Assess the impact of mental health on overall well-being of self, family and community

**Indicator(s):** (a) Reflect on and discuss personal and community beliefs and biases about mental health.

(i) Investigate various personal, environmental, biological, and social influences (e.g., sports competitions, use of cannabis, support networks) on mental health and determine one's relationship to these influences.

**Lesson focus:** Determining a baseline of mental health, uncovering different perceptions on mental health, and how various influences can impact mental health.

**Acceptable evidence (Assessment):** We will formatively assess students using an anonymous questions box. Before students leave class, they will receive a slip of paper. Students will be required to ask a question, make a comment, or make a suggestion of something they want to learn about/are curious about in regards to mental health in future classes. We will address these anonymous questions at the start of each class throughout this unit.

**Intro:** Three prompts will be written on the board pertaining to mental health and will be assigned a colour. Every student will be given a different colour sticky note, they will write down a response, thoughts, or questions they have about the prompt of their colour. The sticky notes will remain anonymous and the teacher will discuss all of the responses aloud, encouraging group discussion.

**Learning Activities (tasks):** The main class time will be split into two parts. First, students will be split into 3 smaller collaboration groups, and will be prompted to discuss societal stigmas, perceptions and stereotypes around mental health. Once working through the prompts and allowing everyone to speak, we will move into part 2- scenarios/case studies. Working in the same group, students will be given a couple scenarios and will have to discuss what stereotypes/stigmas are being presented within the scenario. Students will have to discuss how they would handle the scenario, what actions could be taken to address the stereotypes/stigmas, and how they could minimize the stigma presented moving forward.

**Closure:** For closure, we will present students to our anonymous question box. Students will be given time to reflect on the content of the lesson and will write a minimum of one question they would like to know more about. These questions can be addressed in the next class.

## Day 2- Mental Well-being

**Outcome(s):** W4- Assess the impact of mental health on overall well-being of self, family and community

**Indicator(s):** (j) Determine why particular mental illnesses (e.g., anxiety disorders, depression, bipolar mood disorder, eating disorders, schizophrenia) are common in adolescence.

**Lesson focus:** Understanding what mental illness is, different types of mental illness, and the symptoms of mental illness

**Acceptable evidence (Assessment):** Students will be formatively assessed on their research/worksheet completion (this will be imperative for the next lesson). The curriculum gives examples of some of the most common mental illnesses adolescence face. For this lesson, students will be asked to investigate and research one type of mental illness of interest. Students will use a guiding question worksheet to research their topic. Once complete the research, students will decide and investigate a “what now?” approach, and come up with a proposal on what mental health supports would help this illness, what is important to know about this illness, and how we can break stigmas surrounding this illness.

**Intro:** For this lesson we will use the anonymous question box used at the end of last class. The questions will have been looked over and students will be presented with the answers to their questions. Since the questions are anonymous they will be presented and addressed by the teacher.

**Learning Activities (tasks):** Students will be presented with different mental illnesses (general anxiety, depression, Obsessive Compulsive Disorder, Post-Traumatic Stress Disorder, Eating disorders, etc.) and will be allowed to choose a topic of interest (No more than 3 students can have the same topic). Students will be given a worksheet that asks them to search for information such as: historic background, symptoms, common stigmas, and possible treatments. This activity will be completed independently.

**Closure:** Students will be connected to small groups with students who have the same topic as them. Students will compare and contrast the research they have found and can offer the group.

## Day 3- Mental Wellbeing

**Outcome(s):** W4- Assess the impact of mental health on overall well-being of self, family and community

**Indicator(s):** (c) Consider ways to reduce stigma, address discrimination, and eliminate structural barriers related to mental illness.

(f) Recognize that there is no single cause of any mental health problem or illness and no one is immune regardless of where they live, how young or old they are, or their social standing.

**Lesson focus:** Addressing stigma around mental illness and taking action to de-bunking stigmas, and offering a platform of understanding and change.

**Acceptable evidence (Assessment):** Students will be summatively assessed on their mini-project posters. Students will be marked on their collaboration, making sure they have the 3 information components (listed in the learning activity), and their creativity in delivering the important messages. Students will peer-assess their group members, and the teacher will mark their final poster product.

**Intro:** We will start this lesson by looking at a couple more questions from the anonymous question-box will be answered. Students will get back together in their small groups from the previous class and determine what information is most important/relevant/the same. Students will compile a written list of this information.

**Learning Activities (tasks):** Once students have compiled a list, students will be asked to turn this into a 'taking-action mini project'. Each group will be asked to make one poster that highlights what the mental illness is, key points to get others to know what that illness looks like, and their approach at de-bunking the stigmas that are commonly associated with their topic. Students will be marked on their collaboration, making sure they have the 3 information components, and their creativity in delivering the important messages.

**Closure:** This activity may need to be taken home for homework, or additional time might be necessary for students to complete. The ideal closure to this lesson, whenever that looks like in the classroom, would be presenting the poster to the class. Each group would present and explain their intended ideas and focuses for their poster. We would end by hanging these posters up for display either on a bulletin board or around the school.

## Day 4- Mental Wellbeing and Relationships

**Outcome(s):** W8- Assess how relationships (e.g., with self, peers, family, teachers, teammates, opponents, coaches, employers) influence all dimensions of wellness.

**Indicator(s):** (b) Ask and respond to important questions about relationships, such as: What matters most in relationships? Why is it important to step in or speak out in someone's defense? When is it important to keep silent? How do we maintain optimal wellness through our relationships with others? What is most effective for managing/ nurturing/embracing change in relationships?

**Lesson focus:** Students will begin to examine the foundation of relationships, analyze the connection between mental wellbeing and relationships, determine what is important to them when it comes to relationships, and how important communication is to relationships and wellbeing.

**Acceptable evidence (Assessment):** Students will be formatively assessed on their journal responses. Students will be directed to answer specific prompts with a few sentences of response for each. These journal responses will be independently completed, and will stay between the teacher and student.

**Intro:** It will be important to start this topic off with getting students to understand the different types of relationships we create and interact with within our lives. We will start off by creating a word web on the board. Students will be prompted to provide answers of some types of relationships we can have. Some examples include relationships with self, peers, family, teachers, teammates, opponents, coaches, employers. We could deepen this discussion by also adding in how those relationships make us feel (e.g., safe, comfortable, happy, etc.)

**Learning Activities (tasks):** Students are going to participate in a communication exercise. Communication is an integral component to a healthy relationship, and we want to understand what makes us a good communicator. Students will be partnered up and will sit on the ground with their backs against each other. Students will then be prompted with the questions: What matters most in relationships? Why is it important to step in or speak out in someone's defense? How do we maintain optimal wellness through our relationships with others? How do you think mental wellness can impact your relationships with other people? What is most effective for managing/ nurturing/embracing change in relationships?. We will go through these questions one at a time, twice through. The first round, one person will be the listener, and one person will be the responder. The listener will be responsible for creating mental notes (not written) of key responses from the other person. The responder will be responsible for responding to the prompt given. After all questions are asked, partners will face each other. The listener will then relay the key points they picked up on when the responder talked. Once this is complete, students will change roles and repeat the activity again. We will follow up on this activity with debriefing what it showed us about communication. What are our strengths? What are our weaknesses? Why is communication important in our relationships? How can sharing our needs and listening to others improve our mental wellbeing? We will answer these questions and explore what's important in relationships through open class discussion.

**Closure:** Students will be given a journal to express their thoughts in. Students will be prompted with the questions; "what are the most important relationships in my life?", "what makes me a good friend?", "what do I appreciate the most in a healthy relationship?". The word relationship does not restrict itself to a romantic one. Students will be rehearsed to see the word relationship to be more than romantic, and it should be expanded upon in their journal response.

## Day 5- Relationships

**Outcome(s):** W8- Assess how relationships (e.g., with self, peers, family, teachers, teammates, opponents, coaches, employers) influence all dimensions of wellness.

**Indicator(s):** (f) Investigate ways in which relationships are initiated, maintained, and terminated and the related consequences to overall well-being.  
(c) Analyze how relationships are developed and enhanced through an awareness of self, others, and by one's overall well-being.

**Lesson focus:** Students will analyze and investigate how relationships are initiated, developed, maintained and terminated. Students will also begin to understand this process and how it connects to one's awareness and overall well-being.

**Acceptable evidence (Assessment):** Students will be formatively assessed on their relationship workbooks. Students will have to create an "ideal friend", then consider different questions with a thoughtful response. These questions will be framed around different stages of relationships and help look at the friendship building processes in a more insightful and methodical way.

**Intro:** Students will start this lesson off by doing a quick-write activity. Each student will be asked to think of a relationship with someone that means a lot to them. When everyone has someone in mind, students will be given 2 minutes to write about the person they thought of, with the prompt, "How did your relationship with this person begin? How have you been able to maintain this relationship?"

**Learning Activities (tasks):** Students are going to build their "ideal relationship with a friend". This "ideal" relationship will go through the process of initiation, developing and maintaining. Students will start by writing out a t-chart; one side will be attributes that they think make them a good friend, and the other side will be attributes that they appreciate in a friend. After creating the list, students will work through a series of questions under each step: initiation, development, maintaining. Questions could include, "how do you find people to be friends with? What do you say to someone you're interested in becoming friends with? What discourages you from making a new friend? How can your actions maintain a healthy relationship? What conflicts can arise in friendships?". Students will consider these questions and respond thoughtfully with how they would interact with these situations in their friendship. This activity is not meant to erase flaws or weaknesses we bring to relationships, but rather uses a strength-based approach to uncover what is important in relationships and how we can create healthy relationships with others.

**Closure:** Students will end class with a turn and talk activity with somebody sitting next to them. Students will be asked, "how are relationships enhanced when we are more aware of what we offer and what we need in a friendship?". We will go through a couple class answers if students feel comfortable doing so.

## Day 6- Relationships

**Outcome(s):** W8- Assess how relationships (e.g., with self, peers, family, teachers, teammates, opponents, coaches, employers) influence all dimensions of wellness.

**Indicator(s):** (j) Evaluate and practice different ways to resolve a conflict including the "confrontation model".

(h) Reflect on personal approaches to conflict and how these approaches enhance and/or impede wellness.

**Lesson focus:** students will practice conflict resolution approaches, scenarios where conflict can arise in relationships, and how conflict can enhance or impede personal wellness.

**Acceptable evidence (Assessment):** Students will be formatively assessed on their scenario performances and feedback of other performances. Each group of students will be asked to create a conflict scenario skit with an example conflict, how the conflict unfolds when confronted, and if the conflict can be resolved or not. Students will be marked on their participation, including the 3 elements, and their execution of elements. Students will also be formatively assessed on their exit slips. The exit slips are intended for a deeper reflection on today's lesson, and how conflict makes them specifically feel. Students are to respond with honest answers, so there is not "right" or "wrong" approach to these.

**Intro:** Students will start this lesson off by exploring types of conflict that can come up in relationships. Students will turn and talk with a partner about examples they can come up with for different types of relationships. Once done talking with a partner, we will bring it back to a full class discussion and talk about the different types of examples students came up with.

**Learning Activities (tasks):** Building off of examples of conflict, we will start to discuss how/why conflict can arise, how we should approach conflict, and how conflict can affect our overall well-being. After looking into these more theoretically, we are going to look more specifically at the "confrontation model". The confrontation model is a response to approaching conflict with a purpose and intentional goal. Students will each receive a confrontation model worksheet, and will practice working through the steps with a partner (Example step worksheet [http://thetaxi.org/Websites/thetaxihq/files/Content/5197331/Confrontation\\_Model\\_\(Step\\_by\\_Step\\_Approach\).pdf](http://thetaxi.org/Websites/thetaxihq/files/Content/5197331/Confrontation_Model_(Step_by_Step_Approach).pdf)). After working through the steps a few times and discussing any questions that may arise, students will be put into groups. In groups, students will need to come up with a scenario skit to perform in front of the class. Students will need an example conflict, how the conflict unfolds when confronted, and if the conflict can be resolved or not. Once the skit is performed, students will ask the performance group questions such as; could you try \_\_\_ approach next time? How does this resolution impact someone's wellbeing? Did the confrontation approach work, why or why not?. Each group will go until finished.

**Closure:** Students will end class by completing an exit slip. Students will be asked questions such as "would you use the confrontation model to address conflict in your own life?", "how does conflict impact your wellbeing?", "is it important to address conflict or stay silent?", "how can we make sure needs are being met in relationships with others?".

NOTE: This is not the end of the unit. Within our year plan, we only had a 3 day week to go over mental wellbeing directly. Our bridging topic is Relationships, so we decided to draw out the transition and start to explore relationships. Realistically, Relationships would take more than 3 days to cover, and we intend to use a full week on learning about Relationships.

**Subject/Grade: Wellness 10**  
**Teachers: Jean and Katherine**

**Lesson Title: Relationship Dynamics**

**Stage 1: Identify Desired Results**

**Objectives/Outcome(s):** W8- Assess how relationships (e.g., with self, peers, family, teachers, teammates, opponents, coaches, employers) influence all dimensions of wellness.

**Indicator(s):** (b) Ask and respond to important questions about relationships, such as: What matters most in relationships? Why is it important to step in or speak out in someone's defense? When is it important to keep silent? How do we maintain optimal wellness through our relationships with others? What is most effective for managing/ nurturing/embracing change in relationships?

**Key Understandings: ('I Can' statements)**

- I can identify what a healthy relationship should look like.
- I can identify that some relationships have a power dynamic.
- I can explain why it is important to speak in someone's defense.
- I can explain why some thoughts should remain unsaid.
- I can identify means of managing/nurturing/embracing change in relationships.

**Essential Questions:**

- How might an unhealthy relationship with your teacher affect your learning?
- How do relationship traits look different with different people?
- How do we determine what is most important in a relationship?
- How do our relationships contribute to optimal wellness?
- What dimensions of wellness are affected by relationships?

**Prerequisite Learning:** students should know what a relationship is, and relate it to being more than romantic. Students should be able to identify traits that make a relationship healthy, and traits that make a relationship stressful or unhealthy.

**Instructional Strategies:**

**Random Calling:** For the set activity instead of having students raise their hands to share their ideas for the word web, we will instead use random calling. Students will need to be paying attention as we will select names at random to give input for the activity.

**Reflective Journaling:** as a closure activity, students will reflect on a series of critical thinking questions to connect themselves to relationships in their own life, and thinking about attributes they find important in relationships.

## Stage 2: Determine Evidence for Assessing Learning

Students will be formatively assessed on their journal responses. Students will be directed to answer specific prompts with a few sentences of response for each. These journal responses will be independently completed, and will stay between the teacher and student.

## Stage 3: Build Learning Plan

### **Set (Engagement):**                      **Length of Time: 5-7 minutes**

It will be important to start this topic off with getting students to understand the different types of relationships we create and interact with within our lives. We will start off by creating a word web on the board. Students will be prompted to provide answers of some types of relationships we can have. Some examples include relationships with self, peers, family, teachers, teammates, opponents, coaches, employers.

### **Development:**                                      **Time: 40-45 Minutes**

Students are going to participate in a communication exercise. Communication is an integral component to a healthy relationship, and we want to understand what makes us a good communicator. Students will be partnered up and will sit on the ground with their backs against each other. Students will then be prompted with the questions: What matters most in relationships? Why is it important to step in or speak out in someone's defense? How do we maintain optimal wellness through our relationships with others? What is most effective for managing/ nurturing/embracing change in relationships?. We will go through these questions one at a time, twice through. The first round, one person will be the listener, and one person will be the responder. The listener will be responsible for creating mental notes (not written) of key responses from the other person. The responder will be responsible for responding to the prompt given. After all questions are asked, partners will face each other. The listener will then relay the key points they picked up on when the responder talked. Once this is complete, students will change roles and repeat the activity again. We will follow up on this activity with debriefing what it showed us about communication. What are our strengths? What are our weaknesses? Why is communication important in our

### **Materials/Resources:**

- Journals
- Pencil/Pen

### **Possible Adaptations/ Differentiation:**

- If hard to hear prompts, students can have the prompts themselves and work at their own pace
- If students are hearing impaired, students can face one another or use written communication to interact
- If hard to hear responses, give prompts and allow a couple groups to go out into the hallway (check-in occasionally)
- Change the word web activity to sticky note responses, so students can participate anonymously
- Give students the option to not respond to 1 journal question if they don't feel comfortable in doing so

### **Management Strategies:**

Movement Break: If the students become restless, activities such as :

- Toe taps
- Jumping Jacks
- Snake Run
- Balloon Keep-ups

relationships? We will answer these questions and explore what's important in relationships through open class discussion.

**Learning Closure:**

**Time: 5-7 minutes**

Students will be given a journal to express their thoughts in. Students will be prompted with the questions; "what are the most important relationships in my life?", "what makes me a good friend?", "what do I appreciate the most in a healthy relationship?". The word relationship does not restrict itself to a romantic one. Students will be rehearsed to see the word relationship to be more than romantic, and it should be expanded upon in their journal response.

Partner students accordingly, to avoid off-task or poor behaviour. Before moving onto the next prompt for the communication activity, make sure the room is completely quiet so the prompt can be heard.

Strategies to get students' attention:

- Clapping rhythm
- Instruction to put hands on head
- Eyes on the teacher
- Turn off lights

**Safety Considerations:**

Mental health can be a trying topic for many people. Students need to be reassured that our classroom is a safe space and that they are not obliged to share anything about their personal relationships if they don't feel comfortable.

**Stage 4: Reflection**

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