

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Lesson Title: Our Class Medicine Wheel **Lesson #** 1 **Date:** Oct. 5, 2022
Name: Maddie Irvine **Subject:** Language Arts **Grade(s):** 6/7

Rationale:

This lesson is important because it teaches students about the many variations of the Indigenous medicine wheel. This lesson also allows students to see their own ideas in the Aspects of Life on the Medicine Wheel. This can show students what aspects of life fits into the medicine wheel, and allows them to further learn Indigenous Ways of Knowing.

Core Competencies:

| Communication | Thinking | Personal & Social |
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| <ul style="list-style-type: none"> • Communicating <ul style="list-style-type: none"> ○ Connecting and engaging with others - Students engage in informal and structured conversations in which they listen, contribute, develop understanding and relationships, and learn to consider diverse perspectives. • Collaborating <ul style="list-style-type: none"> ○ Determining common purposes - Students develop shared understandings of information, issues, situations, and problems in pursuit of common purposes and goals. | <ul style="list-style-type: none"> • Critical and Reflective Thinking <ul style="list-style-type: none"> ○ Designing and developing - Students think critically to develop ideas. ○ Reflecting and assessing - Students apply critical, metacognitive, and reflective thinking in given situations, and relate this thinking to other experiences, using this process to identify ways to improve or adapt their approach to learning. • Creative Thinking <ul style="list-style-type: none"> ○ Creating and innovating - Students get creative ideas that are novel and have value. | <ul style="list-style-type: none"> • Positive Personal and Cultural Identity <ul style="list-style-type: none"> ○ Recognizing personal values and choices - Students define who they are by what they value. • Social Awareness and Responsibility <ul style="list-style-type: none"> ○ Building relationships - Students build and maintain diverse, positive peer and intergenerational relationships. ○ Valuing diversity - They are inclusive in their language and behaviour and recognize that everyone has something to contribute. |

Big Ideas (Understand)

Language Arts 6 - Exploring and sharing multiple perspectives extends our thinking.

Learning Standards

| (DO) | (KNOW) |
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| Learning Standards - Curricular Competencies | Learning Standards - Content |
| Comprehend and Connect <ul style="list-style-type: none"> - Synthesize ideas from a variety of sources to build understanding - Recognize and identify the role of personal, social, and cultural contexts, values, and | Strategies and processes <ul style="list-style-type: none"> - Oral language strategies - Metacognitive strategies - Writing processes Language features, structures, and conventions |

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| <p>perspectives</p> <ul style="list-style-type: none"> - Construct meaningful personal connections between self and world - Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view <p>Create and Communicate</p> <ul style="list-style-type: none"> - Exchange ideas and viewpoints to build shared understanding and extend thinking | <ul style="list-style-type: none"> - Features of oral language |
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Instructional Objectives & Assessment

| Instructional Objectives (students will be able to...) | Assessment |
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| <ul style="list-style-type: none"> • SWBAT understand what aspects of life are in the Indigenous Medicine Wheel • SWBAT connect with other students to see what they have in common under various aspects of life • SWBAT visually see how their ideals connect with Indigenous Aspects of Life | <ul style="list-style-type: none"> • What <ul style="list-style-type: none"> • Students understanding the Indigenous medicine wheel • Students connecting their lives to the Aspects of Life • How <ul style="list-style-type: none"> • Observation through conversation • Students' ideas on the whiteboards • Our class Medicine Wheel |

Prerequisite Concepts and Skills:

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| <ul style="list-style-type: none"> - Students' ability to listen to when someone is speaking - Students willing to learn an area of Indigenous Ways of Knowing (another/same culture) - Students collaborating with one another - Students feeling comfortable in their environment to share |
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Indigenous Connections/ First Peoples Principles of Learning:

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| <p>Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). – Students will gain a closer sense of community on relation through the aspects of the Indigenous medicine wheel.</p> <p>Learning recognizes the role of Indigenous knowledge. – Students will learn what the Indigenous medicine wheel is, and how there are different ways of interpreting it. There is no right or wrong way, it is dependent on the region/Indigenous peoples.</p> |
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Universal Design for Learning (UDL):

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| <ul style="list-style-type: none"> - Visuals on the PowerPoint - Rate and volume of speech is good for all to hear - Pre-teaching vocabulary about what the medicine wheel is - Activating prior knowledge for those that already have knowledge about the medicine wheel - Providing all of the materials for students - Students have lots of autonomy with writing what they wish on the whiteboards - This allows students to have active participation |
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Differentiate Instruction (DI):

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| <ul style="list-style-type: none"> - Not all students have to share verbally to me - The marker has to be passed to each group member once to allow fair sharing opportunity - If a student only wishes to put check marks next to ideas they like, that is a-okay |
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- Involvement in the group comes in many shapes

Materials and Resources

- Information from <https://www.nlm.nih.gov/nativevoices/exhibition/healing-ways/medicine-ways/medicine-wheel.html>
- Idea from Lisa Pye (Kay Bingham Elementary)
- A small PowerPoint explaining the medicine wheel and the Aspects of life
- Whiteboard and different coloured markers, magnets
- Big thicker paper – medicine wheel
- Tape, markers

Lesson Activities:

| Teacher Activities | Student Activities | Time |
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| Introduction (anticipatory set – “HOOK”): | | |
| - Gain students’ attention (waterfall) | - Focus on teacher – waterfall back | 1 min |
| - Explain that we are going to watch a little bit of a YouTube video | | |
| - Show them a song from Otyken (Indigenous Siberian band) | - Watch the Otyken video | 2 mins |
| - After, explain who Otyken is | | |
| - Ask what the students think of them | - What do you think of Otyken? | 2 mins |
| Body: | | |
| - Switch gears | | |
| - Put a blank medicine wheel on the screen and ask the students what they think this is? | - Put up hand and answer what you think it is | 2-3 mins |
| - Allow students to answer | | |
| - Explain that this is an Indigenous Medicine Wheel | | |
| - It has been used by many Indigenous peoples for health and healing | | |
| - It embodies the 4 directions – North, South, East, and West, along with many other things | - Listen to what the teacher is explaining | 5-7 mins |
| - Different Indigenous peoples interpret the Medicine Wheel differently | | |
| - Each of the 4 directions (North, South, East, and West) is represented by a distinctive colour | | |
| - The directions can also represent: | | |
| - Stages of life: birth, youth, adult (or elder), death | | |
| - Seasons of the year: spring, summer, winter, fall | | |
| - Aspects of life: spiritual, emotional, intellectual, physical | | |
| - Elements of nature: fire (or sun), air, | | |

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| <ul style="list-style-type: none"> water, and earth - Animals: Eagle, Bear, Wolf, Buffalo and many others - Ceremonial plants: tobacco, sweet grass, sage, cedar - Today we will be focusing on the aspects of life – Spiritual, Emotional, Intellectual, Physical - Explain that on the whiteboards we will split up into 4 groups, and write spiritual, emotional, intellectual, and physical aspects of our lives - Split the students up, and give them a time frame to allow them to group think of many ideas for their aspect of life - Once students have had time to think, we will rotate aspects so after 4 rotations, every groups will have been to every aspect of life - If there is already an idea that is on the board that they like, put a check mark next to it - Keep trying to add ideas to it - Gain students' attention again - Show that I have previously cut out large pieces of paper in the colours of the medicine wheel to write down their ideas - This will be our class medicine wheel - One aspect of a time, students will share their ideas while I write them down on our medicine wheel | <ul style="list-style-type: none"> - See which group you are in and go to designated whiteboard space - Have your group write down ideas related to your aspect - Rotate when teacher says to rotate - When your rotate, if you see an idea you like at a new aspect, put a check mark, and add new ideas - Focus on teacher again - Share ideas so that the teacher can write them down on our class medicine wheel | <p>4 mins</p> <p>5 mins</p> <p>5x3 mins</p> <p>1 min</p> <p>2 mins</p> <p>10 mins</p> |
| <p>Closure:</p> <ul style="list-style-type: none"> - Once all ideas are added, I will have students come back to their desks while I magnet the pieces to the whiteboard - Students now get to see their ideas under the aspects of life on a medicine wheel - Ask students how they liked learning about our classes medicine wheel - Allow students some time to get some fresh air/cleaned up before the next period | <ul style="list-style-type: none"> - Come back to your desk and sit down - How do you like seeing your ideas on our classes medicine wheel? - Get some fresh air and cleaned up for the next period | <p>2 mins</p> <p>5 mins 2 mins 2 mins</p> |

Organizational Strategies:

- Groups will be organized through Flippity to make sure it is randomized
- Allow time for questions if students have not encountered the medicine wheel yet
- Give students an adequate amount of time at each Aspect of Life (Keep an eye on them – groups may only need 3 mins, or they may need 8 mins) – Set the time to start at 3 mins and see how they go

Proactive, Positive Classroom Learning Environment Strategies:

- While at your "station" encourage students to share, converse, and talk to one another about shared ideals
- Even if only 1 student has an ideal that the other students don't share, write it down – other groups may share that ideal
- This exercise is meant to get students familiarized with the medicine wheel with their ideals

Extensions:

- Much like what Lisa Pye did, have your "pod" of classes, or a few other classes do this exercise as well, and hang them up in the hallway together. This will show community in classrooms through Indigenous Ways of Knowing. It was really cool to interact and see what her class came up with, and the rest of the pod at Kay Bingham.

Reflections (if necessary, continue on separate sheet):

I really enjoyed putting this lesson together. Especially since I have been able to witness how this lesson works while I was doing my second practicum at Kay Bingham. The students seemed to be interested in the lesson, and eager to put their ideas on the whiteboards. They always seemed interested to see what Aspect they had next, and who wrote what and if they aligned with other students' ideas.

Seeing all of the classes' medicine wheels together in the hallway was really cool to see. You can see how much each classroom has in common even though they never interacted during the lesson. It really brings a sense of community, not only to each classroom, but to the school as well. It shows that many different students can be interested in the same things.