

Cassidy Harty

Grade: 10

Subject: CALM

1. I can evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health. (SLE 2)
2. I can analyze a variety of strategies to achieve and enhance emotional and spiritual well-being. (SLE 7)

How will I know the students have achieved the learning outcome?
<ul style="list-style-type: none"> • The have completed the checklist provided to them. • The meet the minimum in the rubric. • They are able to provide a clear paragraph about their branches.

HOOK:
<ul style="list-style-type: none"> • Read As Big as the Sky, as Tall as a Tree by Leah Yardley to the class.

Learning Opportunities:

Time	Learning Opportunity	How do I check that students understand what to do?
5min	<ul style="list-style-type: none"> • Hook 	Students will repeat instructions back. Walking around and getting formative feedback.
5min	<ul style="list-style-type: none"> • After reading the book focus on the pages about the trees. Talk about what makes a tree strong and the different parts of the tree. (Roots, trunk, branches, and leaves. Is a tree with a skinny trunk as strong as a tree with a thick trunk? How do roots help a tree be strong?) 	
10min	<ul style="list-style-type: none"> • Review what events or substances can affect their health and their physical, emotional, and spiritual well-being. 	<p style="text-align: center;">Materials Needed</p> Sticky notes (two different colours) Book

3min	<ul style="list-style-type: none"> • Tell students about the sacred tree/ tree of life: <ul style="list-style-type: none"> ○ The tree of life is one of journey. Trunk= good path (free of drugs and alcohol, respecting ourselves and others, honoring our elders and knowledge, and the community). 	
1min	<ul style="list-style-type: none"> ○ Have students brainstorm with an elbow partner with what they can do to create their own good path (Have them record each idea on a sticky note-specific colour). Give them the question what can you do when the path diverts from the good path? Do you think that it is forgivable? Why or why not? 	
1min	<ul style="list-style-type: none"> • Get a student to repeat they instructions back to you for brainstorming (the first time) and stand up, hand up, pair up. <ul style="list-style-type: none"> ○ Branches= events, circumstances, opportunities, or paths that we find ourselves immersed in. ○ Have students with the same elbow partner brainstorm what the different branches could be caused from. (Have them record each idea on a sticky note- specific colour that is different than the other sticky notes). 	
1min	<ul style="list-style-type: none"> • Have students do a ghost walk and see what each pair has come up with. Review with them how a ghost walk it to be done; silently and without touching. 	
2min	<ul style="list-style-type: none"> • With students remaining standing up have them do stand up, hand up, pair up (remember no drive bys or tailgating). Once they have all gotten into pairs have them share what was one thing they saw someone else write that they thought was a good idea. Have students get back into their seats. 	
How do I differentiate the learning opportunity for all learners?		

Students get to participate in one on one conversations with a partner instead of a full class discussion so those that are shy will be able to have the opportunity to share their ideas.
The ghost walk provides a safe environment for students to share their thoughts.
Stand up, hand up, pair up gives students the chance to talk with someone new and hear different perspectives.

TRANSITION: *(what will students do when they are finished?, how will we move to the next learning opportunity?)*

- **Stand up, hand up, pair up will lead them into the next activity once they sit down.**

Time	Learning Opportunity	How do I check that students understand what to do?
3min	<ul style="list-style-type: none"> • Once students are back in their sits have them share some of the things they saw and came up with themselves. Write them on the board. Are these ideas the same as what you would think would be included in an indigenous tree of life? What would be different? 	Students are able to repeat instructions back. They all start on the task once told to begin.
3min	<ul style="list-style-type: none"> • Students will create their own trees of life. They will draw their tree out and describe their branches and reflect back on their choices (this will be written in paragraphs). Provide students with pictures of different types of trees on the board to give them ideas. Tell them that it isn't about artistic ability. Have printouts of tree trunks for those that will struggle with drawing the tree. 	
5min	<ul style="list-style-type: none"> • Have students again to repeat the instructions back. Provide students with checklist for each step as well as created rubric. 	
21min	<ul style="list-style-type: none"> • Tell students about how once they have learnt what they needed to from that branch they go back to the trunk to continue on. Have them understand that once they are older the tree becomes their legacy. • Allow students to create their tree (Have them think about the size of their trunk, the amount of branches what the branches represent). • Allow students who need more time to take home and work on it as well. 	<p style="text-align: center;">Materials Needed</p> Legal sized paper (enough for class as well as mistakes) Paper with tree trunks already printed on them. Smartboard or Epson board for showing pictures of different trees. Checklist Rubric

	<ul style="list-style-type: none"> Have students fill out an exit slip with one thing they learned about the sacred tree/ tree of life and one thing they would like to learn more about. 	
How do I differentiate the learning opportunity for all learners?		
<p>Students get visuals of what their trees could look like for them drawing. Students can either draw their tree themselves or use a pre-drawn one.</p>		

CLOSURE:
<ul style="list-style-type: none"> Have students answer the questions on the exit slip to see what they understood and what they want to learn more about.

Lesson Plan Analysis: Using your lesson above, describe the following: (This information must be in your learning opportunities)	
Accommodations	<p>Provide students with the opportunity to talk to different people and in whole class discussions and partner conversations.</p> <p>Give students that might struggle with the drawing and get frustrated the paper with the pre-drawn tree.</p> <p>Having the ideas that the students came up with up on the board.</p>
Cooperative Learning Strategies used	<p>Elbow partners</p> <p>Ghost walk</p> <p>Stand up, hand up, pair up</p>
Movement Breaks	<p>Ghost walk</p> <p>Stand up, hand up, pair up</p>
Modes of Learning (Differentiation)	<p>Visual- Having the different types of tree up on the board, doing the ghost walk, and having the ideas on the board as well, creating their own tree of life for them to see.</p> <p>Auditory- Class discussions.</p> <p>Spatial- Creating their own tree of life.</p>
Higher Order Question(s)	<p>Describe what can create a strong trunk (good path).</p> <p>Describe what can cause branches on your trunk.</p> <p>Explain what each of the branches on your tree represent.</p> <p>What can you do if the path diverts from the good path? Do you think it would be forgivable? Why or why not?</p>

Reflection and Revisions: