

Outcome(s) of Lesson:

1. R-7.5 I can examine the characteristics of healthy relationships, and develop strategies to build and enhance them; e.g., peer, opposite sex
2. I can relate my life to the four colours of First Nations people (Red, Yellow, Black, White)

How will I know the students have achieved the learning outcome?

- Students have come up with their own characteristics of healthy relationships and can give personal examples
- Students can add sticky notes to the class discussion that show their understanding of the question
- Students are able to see examples of relationships in the story

HOOK:

- **Have a container full of objects that are different colours. Hand out one object to each student. Pose the question to the class, “How does the colour you have make you feel? What image or memory comes to your mind when you think of that colour? ” In groups of four, have the students discuss in a round robin their answers. Once students are done discussing, bring everyone together and have one student from each group share with the class.**
- **Once everyone has had a chance to share, explain to the class that within the culture of First Nation’s people, they have an understanding of the 4 quadrant colours: Red, Yellow, White and Black. These colours represent many different aspects of one’s life. Each colour has a story and can be used in different aspects. Today, we are going to be focusing on the Red quadrant.**
- **The Red Quadrant represents making relationships and is the connecting colour. The relationships you have in your life are a huge impact on who you are and how you go about your everyday lives.**

Learning Opportunities:

Time	Learning Opportunity	Materials Needed
5 min	<p>TASK 1: Read Through “As Big as the Sky, As Tall as the Trees”</p> <ul style="list-style-type: none"> - BEFORE READING: Ask students to look within the book for any types of relationships - DURING READING: After each page, stop and ask if they see any relationships in the story. - AFTER READING: Tell the students that after the lesson, they will be asked Why they believe relationships are important and to keep this book in their heads throughout. <p><u>Before starting task 2. Hand out sticky notes to the class.</u></p> <p><u>After each question is asked, each student will write out their answer and add to the board.</u></p>	<p>Sticky notes “As Big as the Sky, As Tall as the Trees” by Leah Yardley</p>

20 min	<p>TASK 2: Discuss Benefits/Characteristics of Relationships</p> <p>1. Benefits of Relationships</p> <p>Highlight to the class that we have relationships with many people. We have relationships with our parents, siblings, extended family members, and friends at home and at school. Having relationships with other people is important, because these connections with other people can make us feel good about ourselves.</p> <p>One reason why it is good to have relationships with others is to have someone to talk to. When you have a tough day or a good day, being able to tell someone else about how you are feeling is a good thing.</p> <p><u>Q: What are some other benefits of having relationships with others?</u></p> <p>There are positive and negative effects of relationships. For example, when you act kind towards someone and they reciprocate the feelings, this make you feel good about yourself and usually makes the other person feel the same. This type of relationship boosts your self-esteem.</p> <p>2. Characteristics of Relationships</p> <p>As we have already learned, having positive relationships with our peers can make us feel good. In order to have positive peer relationships, we must first understand the basic characteristics of being a good friend.</p> <p><u>Q: Can anyone give me an example of what a good friendship is made of, or what it means to be a good friend?</u></p> <p>When learning about peer relationships it is important to keep three questions in mind.</p> <p>(1) What characteristics can you bring to a peer relationship? (2) What characteristics are you looking for in a friend? (3) What characteristics are you NOT looking for in a friend?</p> <p><u>Write these questions on the board. Have students answer these questions on a piece of paper. These will be handed in for participation marks.</u></p>	How do I check that students understand what to do?
		<p>While reading the story, can you choose any student and ask them to find a relationship?</p> <p>Is each student adding a sticky note to the board?</p>
How do I differentiate the learning opportunity for all learners?		
<ul style="list-style-type: none"> - Giving individual time to think about questions - Giving anonymous chance to answer questions - Creating discussion with class - Opportunity to individually answer 		

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

- **Students will hand in sheets once finished**
- **As students finish, put them into groups of 4. Each group will pick a characteristic from a hat then move into the next learning opportunity**

Time	Learning Opportunity	How do I check that students understand what to do?
20 min	<p>In pairs students will have a characteristic that they must create a short skit to. This gives the students a chance to add their own personal experiences to the learning. Characteristics to have the students choose from:</p> <ol style="list-style-type: none"> 1. Understanding each other 2. Having common likes, interests, hobbies 3. Feeling comfortable sharing private thoughts, feelings or stories 4. Being loyal and trustworthy 5. Being affectionate or caring 6. Equality in the relationship 7. Conflict resolution <p>**Change the characteristic to negative/positive depending on class size to have more variety**</p> <p>As the students are finishing their response to the 3 questions, put them into pairs and have them choose a characteristic from above. They will create a short skit that they will perform in front of the class. Give them 10 minutes to create these skits.</p> <p>After students have come back with their skits, have all of the characteristics on the board. After each skit, students in the audience will guess what characteristic the skit was about.</p>	<p>Before students are let go, ask them</p> <ul style="list-style-type: none"> - what the skit needs to be about - how long it needs to be
		Materials Needed
		<p>Slips of paper with characteristics on them</p>
How do I differentiate the learning opportunity for all learners?		
<p>Giving a chance for group work Get the students out of desks and moving Being able to show what they are thinking in a skit form</p>		

CLOSURE:

- Ask the class why relationships matter in our lives.
- Relate back to the four quadrants of colour. Make sure the students understand the importance of having the colour red in our lives. Without strong, positive relationships, our wheel has something missing and our life might feel incomplete.

Lesson Plan Analysis: Using your lesson above, describe the following: (This information must be in your learning opportunities)

Accommodations	- Students can start creating their skits as soon as they are done the questions
Cooperative Learning Strategies used	- Sticky note tree discussion - Pair and share
Movement Breaks	- Letting the students go out in the halls to plan their skits - Getting up to place their sticky notes on the board
Modes of Learning (Differentiation)	- Writing - Kinesthetic - Group work -
Higher Order Question(s)	How does the colour you have make you feel? What image or memory comes to your mind when you think of that colour? What are some other benefits of having relationships with others? Can anyone give me an example of what a good friendship is made of, or what it means to be a good friend? Why do relationships matter in our lives?

Reflection and Revisions: