

Outcome(s) of Lesson:

1. I can analyze factors that affect the planning and attaining of goals.
2. I can affirm personal skill development.

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

- Students will be able to create their own goals.
- Students will create a Medicine Wheel. The colour of each division of the Medicine Wheel represent a different coordination, and emotion. Students will create a goal for each emotion through either drawing a picture, writing the goal or both.

HOOK:

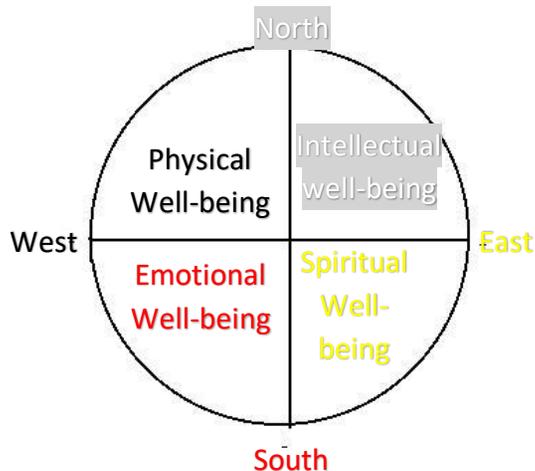
- Students will create a Medicine Wheel based on their well-being of their spirit, body, mind and emotions.

Watch the following video on YouTube: <https://www.youtube.com/watch?v=VdpKoPg3Djl&t=82s>

Learning Opportunities:

Time	Learning Opportunity	How do I check that students understand what to do?		
3 min	Begin class by explaining what a Medicine wheel is. “The Aboriginal Peoples believe the Medicine Wheel is both a tool and a guide that was given to us by the Creator and used by First Nations people for many things, including healing and wellness. Watch the following video: https://www.youtube.com/watch?v=VdpKoPg3Djl&t=82s	Thumbs up for understanding, thumbs to the side to clarify, thumbs down to repeat.		
7 min	“You will create a Medicine Wheel that summarizes your different goals. Explain the goal, how you will meet these goals, and evaluate how long these goals will take to accomplish. You will complete a rough copy on loose leaf, before you create your good coloured copy.” Have students pull out a piece of paper, and draw a rough circle. Divide the circle into four quadrants. Label the North, East, South and West quadrant lines. Label the quadrant	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1312 1209 1806 1242">Materials Needed</th> </tr> </thead> <tbody> <tr> <td data-bbox="1312 1242 1806 1427"> -8.5 by 11 inch white paper for each student. -Red, black, and yellow markers. -Rulers. -Ice cream buckets to trace circles. </td> </tr> </tbody> </table>	Materials Needed	-8.5 by 11 inch white paper for each student. -Red, black, and yellow markers. -Rulers. -Ice cream buckets to trace circles.
Materials Needed				
-8.5 by 11 inch white paper for each student. -Red, black, and yellow markers. -Rulers. -Ice cream buckets to trace circles.				

clockwise to the direction the well-being category. North: Intellectual well-being, East: Spiritual Well-being, South: Emotional well-being, West: Physical well-being.



Explain what each means as they write these down. Note: These may change based on different Indigenous tribes and areas.

“The North represents our intellectual/mind well-being. You will think of a goal, how you will work towards accomplishing this goal, and the time it will take to complete it. The mind includes decisions, these goals may be grades, athletics, friendships. The intellectual quadrant will be coloured white.

The East represents our spiritual well-being. You will think of a goal, how you will work towards accomplishing this goal, and the time it will take to complete it. Spiritual includes values, goals may include your culture and roots. The spiritual quadrant will be coloured yellow.

The South represents our emotional well-being. You will think of a goal, how you will work towards accomplishing this goal, and the time it will take to complete it. Emotional includes

-Black thin-point marker.

	<p>reactions, goals may include stress management, or reflection on who you are. The emotional quadrant will be coloured red.</p> <p>The West represents physical well-being. You will think of a goal, how you will work towards accomplishing this goal, and the time it will take to complete it. Goals involve action, which may be nutrition, food, clothing, shelter, or exercise. The physical quadrant will be coloured black.”</p>	
15 min	<p>Allow students to work on their goals.</p>	
5 min	<p>Students will stand up, hand up, pair up, and share their goals with their peers. Students may change their goals, if the goals they heard fit their life better.</p>	
10 min	<p>Read students the last page of “As big as the sky, as tall as the trees” by Leah Yardley. “The heart of Mother Earth is all around us and just as we take care of ourselves, we must also take care of Mother Earth, so her song can be strong, and continue to sing for years to come.”</p> <ul style="list-style-type: none"> • Ask students to share with their elbow partner: <ul style="list-style-type: none"> ○ How this makes them feel? ○ If their goals relate to Mother Earth? ○ Does this relate to their goals in general? • Pull Popsicle sticks and ask entire class to share their answer. Remember they have a right to pass. 	
15 min	<p>Have students begin their good copy. Give students an 8.5 by 11 inch piece of white paper, red, black, and yellow markers, a ruler and an ice cream bucket for tracing the perfect Medicine Wheel. Once the wheel is drawn, students will correctly label the sections, then they will write or draw their goals in the correct placement. When they finish, they will colour their wheel the correct colour. If a student finishes early, they will trace their words with black ink.</p>	
5 min	<p>Conclusion: Have students use the round table Kagan strategy to share their goals. Students will take turns sharing their goals with their table group.</p>	

Explain that when they share, their table members are responsible to keep you accountable for your goals.	
How do I differentiate the learning opportunity for all learners?	
Students may draw, or write out their goal.	

TRANSITION: <i>(what will students do when they are finished?, how will we move to the next learning opportunity?)</i>
<ul style="list-style-type: none"> • If students finish early, they will colour their wheel. When their wheel is coloured, they can trace their words with black ink.

CLOSURE:
<ul style="list-style-type: none"> • Students will share their goals with their peers in their table group using the strategy Round table. Students will take turns sharing goals. Sharing their goals with their peers creates accountability to help one another meet their personal goals.

Lesson Plan Analysis: Using your lesson above, describe the following: (This information must be in your learning opportunities)	
Accommodations	Students may draw their goal.
Cooperative Learning Strategies used	Stand up, Hand up, Pair up. And Round Table.
Movement Breaks	Stand up, Hand up, Pair up, half way through their work period.
Modes of Learning (Differentiation)	Visual: Students are writing down their goals, and creating a beautiful Medicine Wheel. Kinesthetic: Students are walking around, sharing their goals during Stand up, Hand up, Pair up.
Higher Order Question(s)	Create a Medicine Wheel that summarizes your different goals. Explain how you will meet these goals, and evaluate how long these goals will take to accomplish.

Reflection and Revisions: Note* Colour meaning in the Medicine Wheel may change based on the area you live in.