

Inquiry Lesson Demonstration: Medicine Wheel and Holistic Wellness

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Overview

- This lesson is intended for grade 6 students as part of a year-long study. The unit itself encompasses teacher exploration through the question, how do I design a classroom that supports holistic wellness?
- Students are invited to take part in several classroom routines, activities and reflective practices that allow them to explore their own wellness on a deeper level.
- Activities are infused with Aboriginal ways of knowing and being, incorporating the teachings of the medicine wheel as a primary resource.



Guiding Questions

- What makes me feel well?
- How is the medicine wheel connected to our holistic wellness?
- How are the quadrants of the medicine wheel interconnected?
- How does holistic wellness differ from individual to individual?



Land Acknowledgement

- I would like to acknowledge that I am currently located and privileged to be on the unceded traditional territory of the Stó:lō people, including but not limited to those of the Pilalt and Ts'elxwéyeqw tribes. I am grateful to work, live and recreate on this land, I would like to acknowledge that I am privileged to work, live and recreate on this land which helps me to be well.
- *Take a moment to acknowledge the land you are currently on.*



Preparing for Learning: Body Scan

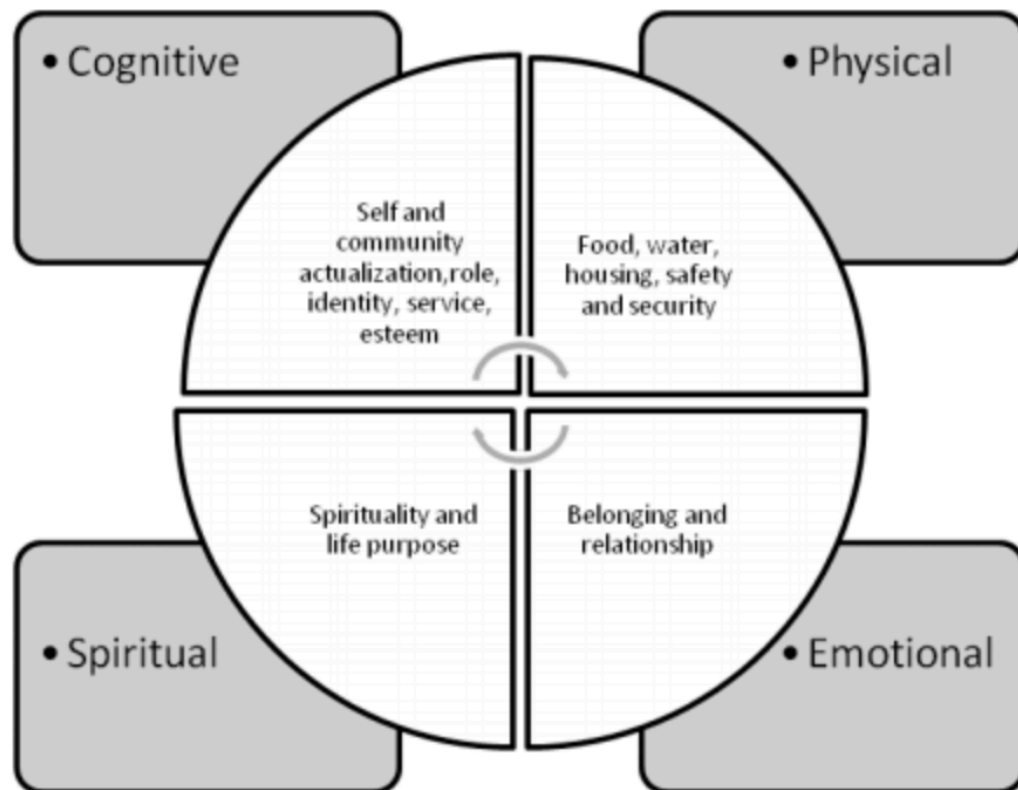
- I am going to guide you through a short relaxing, focusing guided body scan.
- Find a comfortable position, laying down, sitting with your feet on the floor, standing.
- Feel free to turn off your camera, close your eyes and focus on the meditation.
- **Students will have already participated in these types of grounding activities previous to this lesson**



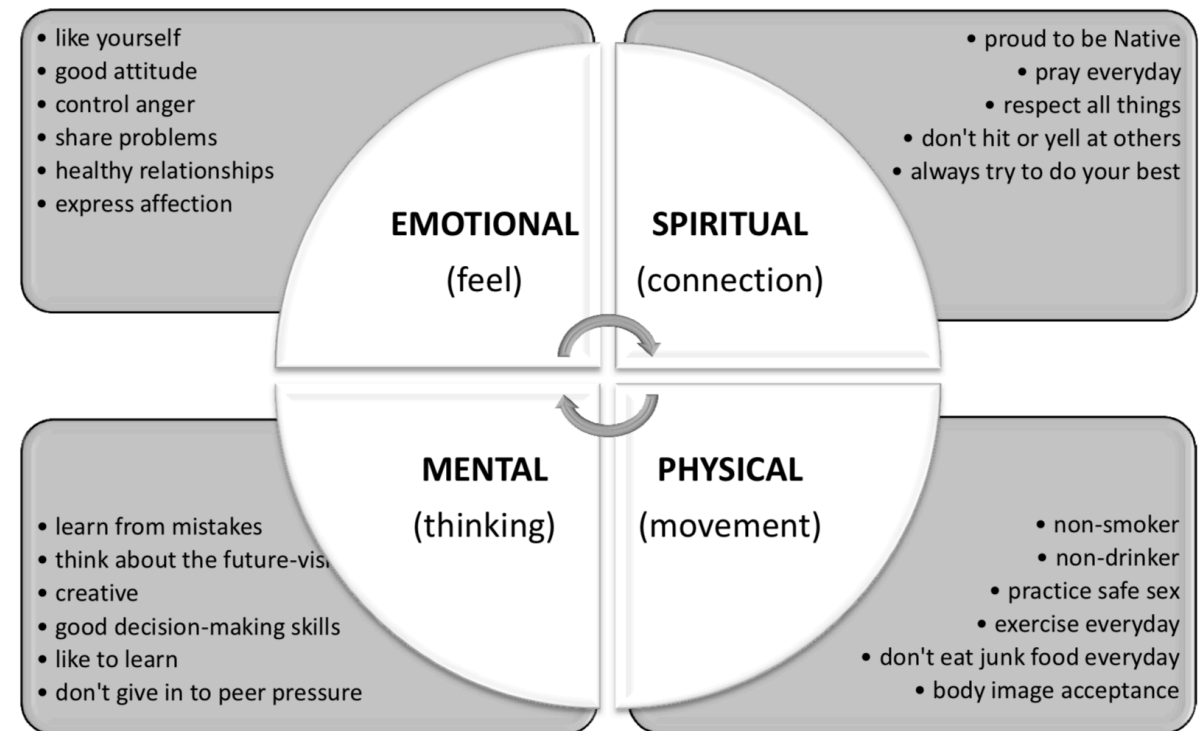
Reflect

- How did the body scan feel?
- Was it easy, difficult?

Medicine Wheel Review



- Is a cultural and traditional model of *lifestyle*
- Is a *holistic* approach to living one's life in a good way
- Has four "Directions"...directions are interdependent
- Is about GOOD CHOICES and GROWING up to make your CULTURE PROUD!



WALK in BALANCE

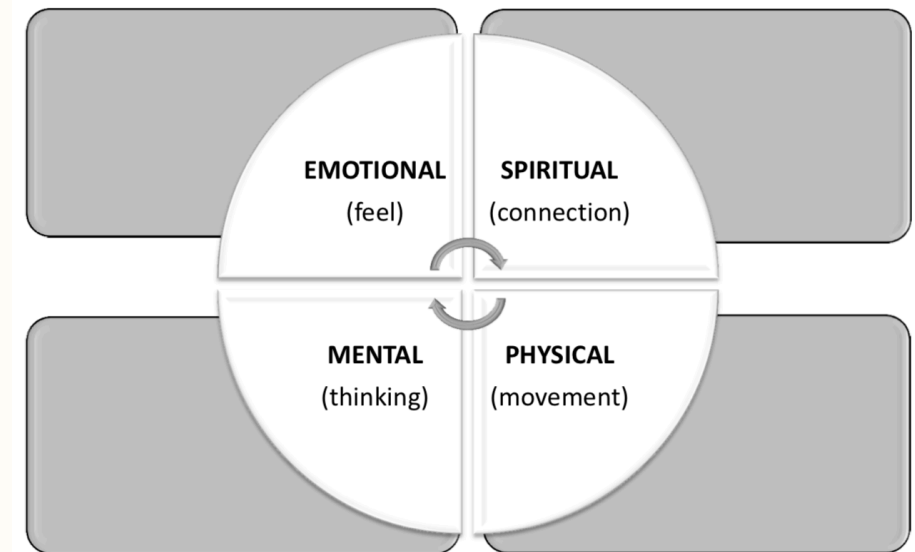


Task 1: Brainstorm

- Using your page on the jamboard, brainstorm things that make you feel your best, or that contribute to holistic wellness.
- What makes you happy? Energized? Connected? Included? Purposeful?
- Brainstorm a few now to support your peers.
- 5 minutes: Brainstorm as many things as you can that contribute to your wellness. Put each item or description on its own sticky note. Stay on your own jamboard page! Don't worry about where the sticky is on the board for now.

Task 2: Sort

- Now that you've brainstormed things that make you feel well, let's connect them to the medicine wheel.
- Move each sticky to ONE quadrant of your page (medicine wheel). Focus on where you think it fits best. Does it benefit your physical, mental, spiritual or emotional self the most?
- (3 Minutes)





Task 3: Reflect

- How did that go? Was it difficult to choose which quadrant to place the sticky in?
- Task: You will look at a peers board and make changes you feel are necessary. Remember, each sticky can only go in one quadrant.
- Clint works on Gurpreet's
- Gurpreet works on Melody's
- Melody works on Clint's
- Approximately 2 minutes



Task 4: Final Sort

- What did you notice was different on your peers board compared to yours?
- Share out: What changes did you make? Why?
- As you can see, it can be difficult to choose which quadrant these choices or activities belong in, when you can only choose 1.
- Final task: Return to your own jamboard. This time, you may move the stickies to the borders between the quadrants if they benefit more than one aspect of your health.
- If you think they benefit 3 or 4 aspects, move them to the middle. Don't worry if they overlap. (Approximately 3 minutes)



Reflect and Share

- What did you learn from the sorting activity?
 - How are the quadrants of the medicine wheel interconnected?
 - How does holistic wellness differ from individual to individual?
- Share out!
- *In the classroom, this activity would have been done using hula hoops, sorting by hand in small groups. Reflection would be done by contributing to wellness journals.*



Conclusion (Time Permitting)

- While students add to their wellness journals, share a story.
- Story: The Medicine Wheel: Stories of a Hoop Dancer