

## Inquiry Project Plan

Inquiry		Time		Inquiry		Design-
Title:		Frame		Approach:		Thinking & Reflection
	Holistic Wellness in the Classroom		Year-Long			
Name:	Ali Renwick	Subject(s):	PHE & ELA	Grade(s):		6

### Inquiry Project Rationale & Overview

*Why does this topic matter to students?*

Our wellness is something that affects us on a daily basis. Students are infinitely curious, especially at the adolescent age. But, do they know that their choices, their interactions and their experiences impact their bodies every day? Do they know their health and wellness is interconnected with their community, and has many aspects? When students understand their health and wellness, they can begin to take care of themselves better. When we take care of ourselves better, we feel better. This design-based project will allow students to have input and explore the areas of holistic wellness, becoming more in tune with their own minds, bodies and souls and how this affects those around them. Students will think critically and creatively in order to improve an area of wellness in their personal lives, their classroom, their family or the greater community. The real goal of this framework is to have students develop a sense of connectedness to themselves, to others and understand the complicated interwoven aspects of holistic health that they can carry forward in to life. As Heeson Bai explains, this is the “other” type of learning that “prepares a person for the uncertain, ambiguous and unpredictable aspects of life” (p.45). Students are likely to invest in this particular unit of study, as it is something that directly affects them, their bodies, their minds and their souls. There is no “when will I use this?” question, as the impacts of health and well-being are something that can be explored at any given moment.

Are we as teachers, doing everything we can to support student wellness in the classroom? This unit also engages teachers, in a sense that they are making changes to their classroom, to their daily routines and to their teaching strategies to ensure we are supporting student holistic wellness. Through the year-long study, teachers will be able to reflect on the impact these routines have on the overall well-being of their students.

*How does this project incorporate the inquiry cycle?*

This unit or framework for inquiry does not incorporate one specific type of inquiry, or a pass through a single round of the inquiry cycle. The inquiry is embedded in the main ideas, the reflection and the final project. Although students will be engaging in inquiry, exploring essential questions, and participating in a design-based project, teachers will also be invited to explore the ideas in the unit, how this affects their teaching and their learners. As the unit progresses, teachers are encouraged to make new changes, additions and modifications to strengthen the exploration of the project. Being flexible is an example of how this project is inquiry-based, as there is no one way to do it. Each teacher will have different results, based on their learners, their classroom design and the routines they choose to implement. The design of the project relates to the topic. Holistic wellness is something that is individual, ever-changing and diverse, so it only makes sense that this unit is the same. A big part of this project is the encouraging of continual questioning, continual reflection, as well as trial and error.

“Inquiry teachers also reflect on their own role in the classroom, constantly asking themselves questions to guide their practice and inform their decisions. ***They reflect on their own actions, words, thoughts and feelings, using these cumulative reflections to revise their path to better meet the needs of their students***” (Mackenzie, 2018, p.5).

### Key Questions For Inquiry

Core Question	Supporting Questions
<p><u>For Teachers:</u></p> <ul style="list-style-type: none"> <li>• How can I design or enhance a classroom community that supports holistic wellness?</li> <li>• How can I monitor and assess student journeys with personal wellness?</li> </ul> <p><u>For Students:</u></p> <ul style="list-style-type: none"> <li>• What is holistic wellness?</li> <li>• How do I take care of myself, and my community?</li> <li>• What supports are in place for my personal and community wellness? How can these supports be improved?</li> </ul>	<p><u>For Teachers:</u></p> <ul style="list-style-type: none"> <li>• What physical changes can I make to my classroom to support holistic wellness?</li> <li>• What changes or additions to my routine can I incorporate into my teaching day that will support holistic wellness?</li> <li>• What language choices and resources will enhance this overarching idea of community building and wellness in my classroom?</li> <li>• How can I involve Indigenous knowledge in this learning? Who can support and share stories or ideas with my students to foster a connection to the community?</li> <li>• How can I be inclusive and sensitive to individual backgrounds and experiences while still exploring ideas of wellness?</li> </ul> <p><u>For Students:</u></p> <ul style="list-style-type: none"> <li>• What does holistic wellness mean to me?</li> <li>• How do we know when we are well? How do we know when others are well? Our school? Our community? Nature?</li> <li>• How does our wellness affect others?</li> <li>• What are the most important aspects of wellness and holistic health and well-being? Are there aspects of our health that are more important than others?</li> </ul>



### **Inquiry Approach and Rationale**

This unit is designed to be very flexible, and exploratory. Students are asked to reflect regularly while examining holistic wellness, both individually and at the community level. My hope is that the teacher will guide the students and provide opportunities for students to challenge ideas of wellness, learn from story, and analyze their own well-being. Students will begin to understand and acknowledge the interconnectedness of their well-being and how their choices and environments play a role. This project/framework has been designed to fit within Galileo's Rubric for Inquiry (Galileo Educational Network, 2020).

#### ***Authenticity***

This project embeds several curricular competencies, content and big idea across many disciplines. Most importantly, it connects beautifully to the overarching core competencies in the BC Curriculum. The main question: "What is wellness?" is relevant to our local community, but also is a significant question that all humans should take the time to explore. Our well-being is a shared experience, and for that reason it is important.

The activities and exploration include both the individual, the peers, the family and the greater community. They will allow students to explore their own ideas, collaborate with others, and explore different backgrounds and experience with sensitivity and a critical lens.

#### ***Academic Rigour***

Students will explore story, engage in activities across the disciplines, transfer their knowledge across disciplines, and begin to understand how the questions relate to life outside of school. Through the keeping of a wellness journal, students are given the opportunity to share their knowledge and learning in their own way. Students are also invited to co-create project guidelines, journal guidelines and a marking scheme. Depending on the students, the projects will be designed in a way that challenges the

students, yet allows them to be exploratory and confident in their learning.

### ***Assessment Sponsors Deep Learning and Improved Instruction***

Ongoing completion of a wellness journal allows for formative assessment and record of student learning. Reflection will occur throughout the year, through a number of activities, routines and frameworks adopted in the classroom.

Students will participate in a design thinking project that allows them to explore an area of wellness that needs improvement. They will continue to reflect on their learning throughout the year, allowing them to have experience, knowledge and passion in the area of their design-project. Demonstration of learning will be flexible, allowing each individual to complete something that is of meaning to them.

Teachers are encouraged to reflect and analyze the frameworks and routines they put in place to support student wellness throughout the year. This unit will be most valuable when teachers are consistently engaging with students in dialogue, giving feedback and reflecting on the relationship between routines in the classroom and student wellness. Teachers should be choosing routines and lessons within the unit that they are passionate about and is meaningful to them, then honestly reflect on the impact of said activities. For example, if a teacher is passionate about outdoor learning, they may choose to incorporate several outdoor activities and have students connect this to their holistic wellness. If they are passionate about music and mindfulness, this may be their focus. “By infusing concepts related to creativity and the personalization of learning into the design thinking process, teachers are beginning to show evidence that this approach creates the conditions where meaningful, authentic learning experiences can occur...” (Bartlett et al., 2017, p.24). As the students engage in a design thinking project, and reflect throughout the year, the project itself is a design-thinking project for the educator.

### ***Adds Value Beyond School***

Students will understand how their wellness affects their lives, even outside of school. The final project may involve a community program, or physical structure that will benefit others outside of the classroom. Students are given the opportunity to connect with elders and others in the local community throughout the project.

### ***Students Learn with Digital Technologies***

For the purpose of this unit, this aspect of inquiry-based learning may not be applicable. However, use of technology to support the activities in this unit is encouraged. Examples may include: use of cameras to photograph student work/collaboration for the wellness journal. Use of computers, tablets etc. for the design thinking project or research throughout the unit. Use of technology will depend on the comfort level of the teacher.

### ***Students Engage in Active Exploration***

Students will reflect constantly on their experience, both individual and shared. Due to this being a year long “project” or routine in the classroom, students will hopefully be thinking about their wellness throughout their school experience. They will be given opportunity to reflect, connect with peers, and explore different questions relating to wellness across the disciplines.

Students will also engage in a design-thinking project, allowing them to display their learning and challenge their ideas to conclude the project/year.

### ***Connecting with Expertise***

Students will connect with and participate in shared activities with local members from Aboriginal communities. I would also like to have other local stakeholders come present, or spend time with the students (Ex: mayor, council, business owners, recreation coordinators, nurses, health advocates etc.) so they have a wide variety of knowledge and experience with wellness outside of the school.

Ongoing feedback will occur from the teacher, and from peers, adding value and connection to the reflective process.

### ***Elaborated Forms of Communication***

The wellness journal will be an excellent form of communication that will also track student growth. Students will share their final projects with relevant stakeholders (ex: community project shared with community members, school project shared with principal and other classes etc.).

The framework for this inquiry project is connected to design-thinking. Teachers engage in reflection and design thinking to incorporate lessons, and routines that support holistic wellness. Students will participate in a smaller scale design thinking process, at the end of the unit (See attached for guidelines and examples of project).

### **Core Principles of Effective Teaching (Sharon Friesen)**

<p><b>Core Principle 1:</b> Effective teaching practice begins with the thoughtful and intentional design of learning that engages students intellectually and academically.</p> <p><i>*What aspects of the inquiry are the most challenging and meaningful for students?</i></p>	<p><b>How is the unit design focused on building understanding?</b></p> <p>Wellness is something that is interconnected and deeply embedded in our everyday lives. This allows for a natural connection to our everyday curriculum, our choices and our interactions with others. New routines may be started within the classroom, to assist in supporting student wellness. However, it is critical that we support the “why” and “how”, and connect these seemingly regular and simple routines, or units to</p>
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	<p>our wellness journals and self-reflection. If done correctly, students will begin to understand how our wellness is interconnected with everything we do, and will recognize the impact of different aspects of our life on our holistic wellness. This itself will help students form meaning.</p> <p><b>How is the design informed by disciplinary knowledge?</b></p> <p>This unit is cross-disciplinary and is not limited to any one discipline. Although including curriculum from ELA, and PHE very naturally, there are also connections to other disciplines such as science, social studies, art etc.</p> <p>The most challenging part of this unit for educators will be to ensure to constantly be reflecting on our choices throughout the unit, and how this relates to health and wellness. We may choose a routine at the beginning, but realize it is not as crucial as we thought. The value in this unit is the flexibility it allows for educators.</p> <p>The most challenging part of the unit for students will be engaging in reflection, challenging our thinking and connecting their experiences to their wellness. This is something that is relatively new to schools, and reflective thinking is something that must be nurtured, as well as explicitly taught. Throughout the year, we should be encouraging reflection, giving examples, strong feedback and presenting challenging, rich questions that allow students to uncover deeper thinking. We then must help them to share this deeper level thinking not only through discussion, but through the act of keeping the wellness journal.</p>
<p><b>Core Principle 2:</b> The work that students are asked to undertake is worthy of their time and attention, is personally relevant, and deeply connected to the world in which they live.</p> <p><i>*What makes this inquiry valuable, meaningful, and “alive” for the students and teachers?</i></p>	<p><b>How is the work authentic?</b></p> <p>As mentioned before, wellness is something that exists within us, around us and among every human worldwide. Once students come to this understanding and realization, they will see the value in it.</p>
	<p>As someone who is passionate about health and</p>

	<p>wellness, I am eager to share it with students. Due to the nature of the topic being individual, and sensitive, it will hold a different value for each student. However, it is obvious how our wellness is “alive” in the world, as it impacts us daily.</p>
<p><b>Core Principle 3:</b> Assessment practices are clearly focused on improving student learning and guiding teaching decisions and actions.</p> <p><i>*How do I define learning and success in this inquiry? How is learning expressed and articulated in peer, self and teacher assessments?</i></p>	<p><b>How is the assessment comprehensive?</b></p> <p>The assessment selected for this unit is an overarching theme for the inquiry. Embedded in reflection, for both students and teachers, assessment will be ongoing.</p> <p>The assessment strategies (reflection, feedback, design-thinking final project) will allow for flexibility, and student investment. Students are involved in deciding what is important in the unit, and how they will be assessed.</p> <p><b>How is the criteria for assessment established?</b></p> <p>Attached are suggested rubrics for the wellness journals, as well as the final project. However, these should be guides and students should have input on what is important, and what is their best work etc.</p> <p><b>How are students receiving feedback?</b></p> <p>Students will receive teacher feedback on their wellness journals periodically. This may be done through conferencing, discussion or written feedback in their journals. Students will also reflect on previous entries, and peer entries where appropriate.</p>
<p><b>Core Principle 4:</b> Teachers foster a variety of interdependent relationships in classrooms that promote learning and create a strong culture around learning.</p> <p><i>*How do I connect students with each other, with experts in the field, with larger communities and nature, and across disciplines?</i></p>	<p><b>How are students connected to their work?</b></p> <p>As the topic is personal, students will reflect on their work often. The changes, growth and reflection throughout the unit is deeply connected to themselves. Once they begin to understand this, the work will be a guide for connecting to themselves.</p> <p><b>How are students connecting with each other,</b></p>

	<p><b>their teacher, and other community members?</b></p> <p>The teacher is a guide and a motivator for students pursuing deep reflection throughout the unit. They will discuss, collaborate and receive feedback from their teacher on a regular basis.</p> <p>The unit incorporates lessons and collaboration with Indigenous community members. Additionally, students should be connected with other community members to support the final project.</p>
<p><b>Core Principle 5:</b> Teachers improve their practice in the company of peers.</p> <p><i>*How do I reflect on the inquiry together, and/or collaborate with others?</i></p>	<p><b>How is the teacher continuing to grow and reflect through the course of the inquiry? (Professional Development)</b></p> <p>This unit is also an inquiry project for teachers. As we learn to incorporate routines and change our physical classroom space to support student wellness, there will be ongoing reflection. This is up to the teacher, but keeping a journal of their own, taking notes on the computer, or documenting anything of note will be important to see the growth throughout the year.</p>



<b>CORE COMPETENCIES</b>		
<b>CRITICAL AND REFLECTIVE THINKING</b>		
<b><i>Questioning and Investigating</i></b>	<b><i>Designing and Developing</i></b>	<b><i>Reflecting and Assessing</i></b>
<ul style="list-style-type: none"> <li>Develop and refine questions; create and carry out plans; gather, interpret, and synthesize information and evidence; and reflect to draw reasoned conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>Think critically to develop ideas.</li> <li>Explore possibilities, develop and reflect on processes, monitor progress and adjust in light of criteria and feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Apply critical, metacognitive, and reflective thinking in given situations, and relate this thinking to other experiences.</li> <li>Reflect on and assess their experiences, thinking, learning processes, work, and progress in relation to their purposes.</li> </ul>
<b>PERSONAL AND SOCIAL</b>		
<b><i>Positive Personal and Cultural Identity</i></b>	<b><i>Personal Awareness and Responsibility</i></b>	
<ul style="list-style-type: none"> <li>Awareness, understanding and appreciation of the factors that contribute to a healthy sense of oneself</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the connections between personal and social behaviour and well-being</li> </ul>	

<b>BC GRADE 6 CURRICULUM</b>		
<b>PHYSICAL AND HEALTH EDUCATION</b>		
<b><i>BIG IDEAS (UNDERSTAND)</i></b>	<b><i>COMPETENCIES (DO)</i></b>	<b><i>CONTENT (KNOW)</i></b>

<ul style="list-style-type: none"> <li>• Healthy choices influence our physical, emotional, and mental well-being.</li> <li>• Learning about similarities and differences in individuals and groups influences community health.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, apply, and reflect on strategies used to pursue personal healthy-living goals</li> <li>• Describe the impacts of personal choices on health and well-being.</li> <li>• Identify and describe preferred types of physical activity.</li> <li>• Describe and assess strategies for promoting mental well-being, for self and others</li> <li>• Explore strategies for promoting the health and well-being of the school and community</li> </ul>	<ul style="list-style-type: none"> <li>• How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games</li> <li>• Physical, emotional and social changes that occur during puberty and adolescence.</li> </ul>
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### **ENGLISH LANGUAGE ARTS**

<b><i>BIG IDEAS (UNDERSTAND)</i></b>	<b><i>COMPETENCIES (DO)</i></b>	<b><i>CONTENT (KNOW)</i></b>
<ul style="list-style-type: none"> <li>• Exploring and sharing multiple perspectives extends our thinking.</li> <li>• Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</li> <li>• Exchange ideas and viewpoints to build shared understanding and extend thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies and Processes- metacognitive strategies</li> </ul>

#### **Indigenous Connections/ First Peoples Principles of Learning**

*How will I incorporate Indigenous knowledge and principles of learning?*

This inquiry framework involves the teaching of elders, traditional wellness, the medicine wheel, storytelling, reflection, and exploration of one's identity. The First People's Principles of Learning naturally occur throughout the year.

*Relevant FPPL:*

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history and story.

Learning requires exploration of one's identity.

*(FNESC, First Peoples Principles of Learning, Retrieved 16 July 2020*

*from <http://www.fnesc.ca/wp/wp-content/uploads/2015/09/PUB-LFP-POSTER-Principles-of-Learning-First-Peoples-poster-11x17.pdf>)*

## **Respectful Relations**

*How will I invite students of all backgrounds, interests and skills into the inquiry?*

- Students will be pre-loaded with expectations for behaviour, discussions and confidentiality.
- Groupings of students will support different skills levels, comfort level with sharing, etc.
- Students are invited to draw, sketch and adapt activities as needed.
- Student wellness journals are a living document, and are representative of students skills, desires, and individuality.
- Students will have direction regarding journaling, reflection etc. so they are aware and are able to develop the skills needed to progress.
- Students will be involved in assessment processes.

## **Project Overview**

### **PHASE 1 (Term 1)**

#### **DESCRIPTION:**

Students will begin by exploring holistic wellness with an Indigenous lens. This phase will begin using the teachings of the medicine wheel to begin to analyze the different aspects of wellness. We will emphasize the holistic model, exploring how the aspects of wellness are interconnected and have

implications for our lives and our community. Ideally, elders or community members would be invited in to explore wellness and share stories with the students at this stage.

SUGGESTED CLASSROOM ROUTINES TO IMPLEMENT IN SEPTEMBER TO SUPPORT THE INQUIRY (See notes on suggested routines):

- Mindfulness practices- body scans, meditation, silent time, yoga etc.
- Sharing circles- daily check ins, common language, resolving conflict
- Building classroom community- storytelling, confidentiality lessons, inclusive activities, kindness, friendship etc.

Date/Time Estimate	Topic	Guiding Question(s)	Assessment Activities	Details/Suggestions
<b>SEPTEMBER</b>  *Attached Sample Lesson 1- Personal Attributes/Community Building	Community Building	<b>(T)</b> -How am I building a classroom community that fosters safety, collaboration and kindness/friendship?  <b>(S)</b> -How can I be a respectful listener? A good friend? -What do I need to feel safe and supported to learn and share with others in the classroom?	-Anecdotal notes and observations -Student discussion and feedback as formative assessment (Are students prepared to respectfully engage around inquiry involving sensitive/personal topics?	-Community building is common in classrooms, especially at the beginning of a new year. Emphasis should be placed on strengthening and starting routines that will support wellness throughout the year. See list of classroom routines to begin, starting small if this is something that is completely new to you.
<b>OCTOBER</b>  *Attached Wellness Journal Rubric as Example	Introduction to Wellness & Journaling/Reflection	<b>(T)</b> -How am I inviting students to engage in reflective processes? -How am I giving	-Co-created rubric for wellness journals. What are the expectations? Frequency of submission? Purpose?	-Lessons should include: -An introduction to reflection/expectations for the wellness journals. -Co-creation of a rubric or marking/feedback scheme for wellness journal. -Beginning to explore wellness

		<p>students voice in assessment of wellness journals?</p> <p>-What is the purpose of the wellness journals?</p> <p>-How am I involving community members outside the community in the learning process? Ex: Inviting elders, (principal, other students, community members)</p> <p>(S)</p> <p>-What is wellness?</p> <p>-What does it mean to be well?</p> <p>-How can I show my learning through journaling?</p> <p>-What makes a strong reflection? What do I want to gain from my wellness journal?</p>	<p>-Self-assessment, peer feedback and teacher feedback on initial stages of wellness journal.</p>	<p>practices- can connect to routines (Ex: How do we feel after a body scan? Meditation? What is the purpose of doing this at school?)</p>
<p><b>NOVEMBER/ DECEMBER</b></p> <p><b>*Attached Sample Lesson 2- Medicine</b></p>	<p><b>Personal Wellness</b></p>	<p>(T)</p> <p>-How am I inviting students to engage in reflective processes?</p>	<p>Con't of above assessment activities.</p> <p><b>*WELLNESS JOURNALS</b></p>	<p>-Lessons should include:</p> <p>-An introduction to wellness, and meaning-making around the word.</p> <p>-What does wellness mean to our classroom?</p> <p>-A co-created list of things students already do to support</p>

<b>Wheel Exploration</b>		<p>-How am I involving community members outside the community in the learning process? (Ex: Inviting elders, principal, other students, community members)</p> <p>-How am I monitoring student progress/engagement with routines?</p> <p>(S)</p> <p>-What does holistic wellness mean to me?</p> <p>-What do I already know about wellness?</p> <p>-What makes me feel well?</p> <p>-How is wellness related to Indigenous ways of knowing and being?</p>		<p>their wellness (including things done at school, in the classroom, with friends, with family, community spaces, and personal).</p> <p>-Exploration of holistic wellness (including Aboriginal teachings-medicine wheel, community wellness etc.)</p> <p>-Incorporation of storytelling (preferably oral storytelling and incorporation of books by Indigenous authors.)</p>
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- Daily physical activity- walks, yoga, body breaks, stretching etc.

**(T)=Teacher**

**(S)=Students**

**PHASE 2 (Term 2)**

**DESCRIPTION:**

Students will continue to explore the aspects of wellness, however take a deeper reflection on their current state of wellness. This phase will involve exploration of our own current practices, sharing with peers and researching less known or used aspects of our wellness. Lessons will include a deeper exploration of the aspects of wellness and their impact- depending on teacher preference, knowledge and time. Exploration may include physical fitness, movement, outdoor learning, nutrition, sleep, meditation, body systems, mental-health, emotional well-being, relationships etc. This would be an excellent time to connect the inquiry unit with science, social studies etc. (ex: grade 6 body systems- how is this connected to wellness?) We will also begin to take a look at community wellness, starting at the school level and moving forward at looking at community supports that are in place.

<b>Date/Time Estimate</b>	<b>Guiding Question(s)</b>	<b>Assessment Activities</b>	<b>Details/Suggestions</b>
<b>JANUARY</b>	<p><b>(T)</b></p> <p>-How are my classroom routines/space contributing to student wellness and reflection?</p> <p>- How am I inviting students to engage in reflective processes?</p> <p>-How am I involving community members outside the community in the learning process? (Ex: Inviting elders, principal, other students, community members)</p> <p>-How am I monitoring student progress/engagement with routines?</p> <p><b>(S)</b></p> <p>-What makes me feel well? *Review</p> <p>-What are the 4 main aspects of holistic wellness? (Medicine wheel)</p>	<p>-Continuation of contributions to wellness journal (reflection)</p> <p>-Ongoing feedback (self, peer, teacher)</p> <p>-Anecdotal notes from discussions</p> <p>-Various assessment and/or notes from activities (this will be teacher dependent. Ex: science activities regarding body systems, social studies regarding community wellness, lessons from Aboriginal community members etc.)</p>	<p>-Lessons should focus on wellness as a whole, incorporating self-reflection in to the wellness journal.</p> <p>Suggested lesson progression/topics for term 2:</p> <p><b>Mini Unit 1: Body Systems/Physical Self</b></p> <p>1 Introduction</p> <p>2 Body Systems and Physical Activity</p> <p>3 Heart Rate and Exercise</p> <p>4 The Brain and Exercise</p> <p>5 Basics of Getting Active</p> <p>6 Stretching and Physical Safety</p> <p>7 Preferred Activities and Trying New Things</p> <p>8 Sustaining Active Living</p> <p><b>Mini Unit 2: Balance &amp; Nutrition</b></p>

			<b>1 Introduction</b> <b>2 Body Systems- Food/Energy</b> <b>3 Canada's Food Guide</b> <b>4 Cultural Differences &amp; Dietary Restrictions</b> <b>5 Food Labels &amp; Ingredients</b> <b>7 Snacks &amp; Sugar</b> <b>8 Cooking</b> <b>9 A Day of Healthy Eating</b> <b>10 Sustaining Healthy Choices</b>  <b>Mini Unit 3: Mental Health &amp; Well-Being</b>  <b>1 What is Emotional Strength &amp; Resilience?</b> <b>2 Understanding our Emotions</b> <b>3 Recognizing our emotions in others</b> <b>4 Dealing with Anger</b> <b>5 Thinking Clearly</b> <b>6 Strategies for Negative Thinking Traps</b> <b>Solving "People Problems"</b> <b>7 Stress Management</b> <b>8 Positive Self-Talk</b> <b>10 Mindfulness Strategies</b>
<b>FEBRUARY</b>	<b>(S)</b> <b>-What do I do to contribute to ensuring all 4 aspects of my wellness are being nurtured?</b> <b>-What supports are in place to nurture my</b>	<b>-Continuation of contributions to wellness journal (reflection)</b>  <b>-Ongoing feedback (self, peer, teacher)</b>	<b>Con't with wellness mini units as described above.</b>



	<p>wellness?</p> <p>-What can I do to support my holistic wellness?</p>	<p>-Anecdotal notes from discussions</p> <p>-Various assessment and/or notes from activities (this will be teacher dependent. Ex: science activities regarding body systems, social studies regarding community wellness, lessons from Aboriginal community members etc.)</p>	
<b>MARCH</b>	<p><b>(S)</b></p> <p>-How has my thinking around wellness changed from September?</p> <p>-How am I keeping track of my growth surrounding health and wellness?</p>	<p>-Continuation of contributions to wellness journal (reflection)</p> <p>-Ongoing feedback (self, peer, teacher)</p> <p>-Anecdotal notes from discussions</p> <p>-Various assessment and/or notes from activities (this will be teacher dependent. Ex: science activities regarding body systems, social studies regarding community wellness, lessons from Aboriginal community members etc.)</p>	<p>-Students should be looking back at their journals, adding new reflections, and assessing their growth.</p> <p>-Students may begin to share their growth/thinking with their peers.</p>

**PHASE 3 (TERM 3)**

**DESCRIPTION:**

In this phase, students will go through the design process to improve or create a new program/physical space/routine that will allow for increased wellness. Students will have the opportunity to do something as small as creating a personal routine, to changing a space in the classroom, to implanting a program at the school level, or as broad as implementing a policy or program at the community level.

<b>Date/Time Estimate</b>	<b>Guiding Question(s)</b>	<b>Assessment Activities</b>	<b>Details/Suggestions</b>
<b>APRIL</b>	<b>What is an aspect or area of my health and wellness I could improve?</b>	<b>-Begin Design Thinking Project</b> <b>-Co-created marking scheme and project (suggested guidelines attached)</b> <b>-Continuation of wellness journal</b>	<b>See attached project guidelines and details.</b>
<b>MAY</b>	<b>How can I improve on an aspect of my health and wellness, or access to a program/resource etc? (See attached project plan and rubric)</b>	<b>-Continue above</b>	
<b>JUNE (REFLECTION PERIOD ONLY)</b>	<b>(See attached Journal Rubric for more details.</b>	<b>-Final reflections, journals due, projects due.</b> <b>-Peer, self and teacher feedback. Students self-select sections of journal to show their learning.</b> <b>-Final presentations/project sharing.</b>	

#### **Organizational Strategies**

-Journal entries should be guided, and incorporated into the routine. Decide whether you want to reflect at a time of day, a time of week or as directed/applicable with activities.  
 -Students will need guidance on reflection, as well as giving peer feedback.  
 -Students should be aware of confidentiality, as well as respectful behaviour before discussing topics surrounding wellness.

#### **Proactive, Positive Classroom Learning Environment Strategies**

-Pre-loading of expectations.  
 -Classroom community established before beginning the inquiry.  
 -Involvement of community members to support learning.  
 -Student voice involved in project expectations, and assessment.

**\*Please see attached lessons, project plans and rubrics to support the unit overview**