

Lesson Title: 1.7 ONECA’s Healthy Relationships

Time: 3 hours

Resources Required: 1. Ontario Native Education Counselling Association. (2018). Healthy Relationships Toolkit. Atikameksheng, ON: ONECA. 2. Learner Handbook For Module 1 - Reflective Journal on ONECA. 3. ZOOM (for all learners). 4. Smartware (desktops; laptops; tablets) and Internet.

Learning Goal: To investigate healthy relationships resources and connect to the work of the Indigenous Education Counsellor.

Lesson Plan Sequence

Allotted Time	Activities
5 minutes	<p>Share and review the Agenda Map for this class with the learners. *If using ZOOM post this in the CHAT. Now, ask the learners to review the Agenda Map and give you a REACTION when they have read it.</p> <p><u>Agenda Map</u></p> <ul style="list-style-type: none">• Minds-On Activity on Healthy Relationships• Mini-Lesson on Healthy Relationships• 1st Viewing Activity on Healthy Relationships• 1st Focused Activities and Discussion on Healthy Relationships• 2nd Viewing Activity on Healthy Relationships• 2nd Focused Activities and Discussion on Healthy Relationships• 3rd Viewing Activity on Healthy Relationships• The REFLECTIVE JOURNAL on ONECA• Conclusion to this Class
20 minutes	<p>Minds-On Activity on Healthy Relationships</p> <ul style="list-style-type: none">• Ask learners to draw a circle in their REFLECTIVE JOURNAL. *If using ZOOM model HOW to do this activity using the WHITEBOARD feature when you click on SHARE SCREEN.• Now, have them put a line through the circle to create 2 halves. On the 1st side of the circle ask them to write the word ‘healthy’ and on the 2nd side of the circle ask them to write the word ‘unhealthy’.

	<ul style="list-style-type: none"> • Next step is for the learners to identify words/phrases/symbols that are examples of ‘healthy’ relationships and ‘unhealthy’ relationships on their circles. • Have the learners share their drawings and words/phrases with each other.
20 minutes	<p>Mini-Lesson on Healthy Relationships</p> <ul style="list-style-type: none"> • Ask learners to draw another circle in their REFLECTIVE JOURNAL. Now, have them put a line through the circle to create 2 halves. On the 1st side of the circle ask them to write the word ‘facts’ and on the 2nd side of the circle ask them to write the word ‘application’. *Model what this looks like using the ZOOM WHITEBOARD with the SHARE SCREEN option. • Instruct the learners to record key ideas that you (the instructor) shares with them about Healthy Relationships. They are to record ‘facts’ they hear from you in the ‘facts’ side of the circle. And they are to record any strategies/ideas that they hear from you in the ‘application’ side of the circle. • Now, share your insights into ‘Healthy Relationships’ by using the ONECA SCHOOL COUNSELLORS TOOL KIT from 2018 called ‘Talking to Your Students About Dating & Healthy Relationships’ (e.g. page 3 – the facts; page 10 – unhealthy & abusive relationships; page 24 – How can I tell if my relationship is healthy, unhealthy or abusive?; page 28 – Cycle of Abuse).. • Ensure that your mini-lesson focuses on this report ‘Healthy Relationships’ at this link: https://oneca.com/documents/Relationships%20Info%20Booklet.pdf • Have learners copy/paste a key learning from their circles into the CHAT. Review the key learning/s.
15 minutes	1 st Viewing Activity on Healthy Relationships

	<ul style="list-style-type: none"> • Ask the learners to answer the question “How can this online resource be a part of the work of the Indigenous Education Counsellor with students?” in their REFLECTIVE JOURNAL. • Have the learners go to pages 36 through to 38 in the 2018 ONECA resource called ‘Talking to Your Students About Dating & Healthy Relationships’ (also is on their course USBs and in their course packages) and also at this link: https://oneca.com/documents/Relationships%20Info%20Booklet.pdf • Give each learner the task to select 1 site under the ‘Family Violence Resources’ heading. Ask them to go to that site, review and answer the above question. • If there is time remaining – have learners share an ‘aha’ moment from their 1 online site either orally or by copying/pasting into the CHAT (if using ZOOM).
30 minutes	<p>1st Focused Activities and Discussion on Healthy Relationships</p> <ul style="list-style-type: none"> • Once again share this free/online text to speech link with the learners - https://www.naturalreaders.com/online/ • Once again model HOW to use this text to speech link by now dragging/dropping or uploading the PDF called ‘Talking to Your Students About Dating & Healthy Relationships’ at: https://oneca.com/documents/Relationships%20Info%20Booklet.pdf • *If using ZOOM use the SHARE SCREEN option with the group. Let the learners know that this text to speech link will be continually used throughout the course for our focused activities and discussion. • Pose or post these questions to the group: <ul style="list-style-type: none"> ○ Examine the strategies for ‘How to Talk to a Student in an Abusive Relationship’ (page 29); ‘Is My Student in Trouble’ (page 30) and ‘What to Do If You Know a Student is in an Abusive Relationship’ (page 31).

	<ul style="list-style-type: none"> ○ Answer the following – Which of the strategies do you see as the most effective? Which of the strategies do you see as the least effective? Why? ○ How can this information assist the Indigenous Education Counsellor in their work? ● Let the learners know that they will answer these questions in their REFLECTIVE JOURNAL using the report above and their Healthy Relationships Tool kit. Once again encourage them to use the text to speech link with headphones if they are in the same physical room as another learner ● If there is time remaining – have learners share an ‘aha’ moment from this section of the report either orally or by copying/pasting into the CHAT (if using ZOOM).
20 minutes	<p>2nd Viewing Activity on Healthy Relationships</p> <ul style="list-style-type: none"> ● Once again ask the learners to answer the question “How can this online resource be a part of the work of the Indigenous Education Counsellor with students?” in their REFLECTIVE JOURNAL. ● Direct the learners to go back to pages 36 through to 38 in the 2018 ONECA resource called ‘Talking to Your Students About Dating & Healthy Relationships’ (also is on their course USBs and in their course packages) and at this link: https://oneca.com/documents/Relationships%20Info%20Booklet.pdf ● Give each learner the task to select 1 site under the ‘Dating Violence Resources’ heading. Ask them to go to that site, review and answer the above question. ● If there is time remaining – have learners share an ‘aha’ moment from their 1 online site either orally or by copying/pasting into the CHAT (if using ZOOM).
30 minutes	2 nd Focused Activities and Discussion Healthy Relationships

	<ul style="list-style-type: none"> • Once again share this free/online text to speech link with the learners - https://www.naturalreaders.com/online/ • Once again model HOW to use this text to speech link by now dragging/dropping or uploading the PDF called ‘Talking to Your Students About Dating & Healthy Relationships’ at: https://oneca.com/documents/Relationships%20Info%20Booklet.pdf • *If using ZOOM use the SHARE SCREEN option with the group. Let the learners know that this text to speech link will be continually used throughout the course for our focused activities and discussion. • Pose or post these questions to the group: <ul style="list-style-type: none"> ○ Review this exercise from the document above – ‘Characteristics of Healthy Or Unhealthy Relationships’ (pages 11 to 23). ○ Answer the following – Are there other characteristics (e.g. cards) that can be added for Indigenous students to make it more relevant? How would you change the Discussion Questions to reflect the particular aspects of your own community (e.g. language, scenario, culture)? ○ Why is this information critical to the Indigenous Education Counsellor in their work? • Let the learners know that they will answer these questions in their REFLECTIVE JOURNAL. Once again encourage them to use the text to speech link with headphones if they are in the same physical room as another learner • Once again if there is time remaining – have learners share an ‘aha’ moment from this section of the report either orally or by copying/pasting into the CHAT (if using ZOOM).
15 minutes	<p>3rd Viewing Activity on Healthy Relationships</p> <ul style="list-style-type: none"> • For the final time ask the learners to answer the question “How can this online resource be a part of the work of the Indigenous

	<p>Education Counsellor with students?” in their REFLECTIVE JOURNAL.</p> <ul style="list-style-type: none"> • Direct the learners to go back to pages 36 through to 38 in the 2018 ONECA resource called ‘Talking to Your Students About Dating & Healthy Relationships’ (also is on their course USBs and in their course packages) and at this link: https://oneca.com/documents/Relationships%20Info%20Booklet.pdf • Give each learner the task to select 1 site under the ‘Other Resources and References’ headings. Ask them to go to that site, review and answer the above question. • If there is time remaining – have learners share an ‘aha’ moment from their 1 online site either orally or by copying/pasting into the CHAT (if using ZOOM).
20 minutes	<p>The REFLECTIVE JOURNAL on ONECA</p> <ul style="list-style-type: none"> • Let the learners know that we will be sharing some of our takeaways from today. *If you have ZOOM have learners copy/paste an idea from their journal into the CHAT. • Encourage learners to share their ideas and/or questions. It is also important to emphasize that if you are using ZOOM to select a REACTION when a fellow learner has shared.
5 minutes	<p>Conclusion to this Class</p> <ul style="list-style-type: none"> • Instruct the learners to put this reflective question/s in their REFLECTIVE JOURNAL. <ul style="list-style-type: none"> ○ What have you learned today? Why is this information critical to the work of the Indigenous Education Counsellor with their students? Communities? • The process is to think about the question/s. Review their notes in the REFLECTIVE JOURNAL. And then answer the question/s.

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| | <ul style="list-style-type: none">• Remind them to complete all homework from this lesson and review the agenda map for next class. This will ensure they are prepared to move on. |
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