

Lesson #4: The Story of the Medicine Wheel

Lesson Developer: Bev Dekker

Time/Grade: 1 hour lesson/ Grades 2-6

Key Concept: Teach students about the restorative justice approach with a focus on conferencing for dealing with discipline issues.

Objectives: The student will be able to identify the name given to the symbol for the circle of life, the four directions in the wheel, the four colors, the four seasons, and the stage of life associated with each direction.

Materials:

- ✚ Story: The Creator Visits – retold by Ervin Polchies and found at the following website: http://www.lib.unb.ca/Texts/QWERTY/Qweb/qwerte/mic_mal/medicine.htm
- ✚ Handout of “The Story of the Medicine Wheel”
- ✚ Crossword Puzzle of the Medicine Wheel
- ✚ Crossword Puzzle Key
- ✚ Blank Medicine Wheel
- ✚ Medicine Wheel Key

Introduction: Read the story “The Creator Visits” aloud to the class. Micmac, Maliseet, and English versions are available on the website. Discuss the four stages of life mentioned in the story and what the students think the story means. Tell the class that they are going to learn about how our ancestors explained our connection to the Creator. Tell them that by the end of the lesson they will need to know: the name of symbol for the circle of life, the four directions in the wheel, the four colors, the four seasons, and the stage of life associated with each direction.

Concept Development/Learning Activities:

1. Hand out a copy of “The Story of the Medicine Wheel” to each student.
2. Put the story on an overhead or white board to be viewed as it is read aloud by the teacher. Explain any necessary information during the reading. Discuss the diagram of the wheel together.
3. Divide the class into groups of 4 or 5. Within the group, students take turns re-reading the medicine wheel story aloud, helping each other when needed.
4. When the group has finished reading the story, one student picks up enough crossword puzzles for each person in his/her group. Students complete their puzzle as a group. They should once again take turns reading a clue, finding the answer in the story, discuss the answer, and record the answer that the group agrees upon. The answer should be recorded both in the puzzle squares and after the clue. Students should highlight each answer in the story as it is found.
5. If a group finishes before the rest of the class, they could take turns quizzing each other from the crossword puzzle. Each student in the group could also get together with one student from another group and compare answers. If any are different, they need to find the highlighted answer and decide which answer is correct for that clue in the puzzle.

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Closure/Summary:

1. As a class, go through the puzzle together. Have students read a clue aloud and give the answer. As the answer is given, the teacher writes it in the correct space in the puzzle which should be displayed on the overhead or whiteboard.
2. Ask questions of the class and record the answers on the board to bring out concepts from the objectives. Leave the answers on the board.
3. Go through the questions one more time – this time pointing to each answer on the board and having the class answer together in unison.
4. Collect the crossword puzzles for marking
5. Handout the Medicine Wheel template. Have students fill in the name, directions, colours, stage of life, and seasons. They may add any other information that they may know about each of the quadrants. They should color each quadrant appropriately.

Assessment:

1. Crossword puzzle – could be graded out of 3 using a rubric.
 - 3 – all answers correct and written both in the puzzle squares and behind each clue
 - 2 – all answers correct but written only in the puzzle squares
 - 1 – mistakes made or puzzle incomplete
2. Medicine Wheel - could be graded out of 5
 - 5 – all parts completed correctly and coloured
 - 4 – four parts completed correctly
 - 3 – three parts completed correctly
 - 2 – two parts completed correctly
 - 1 – one part completed correctly

Curriculum Outcomes Addressed:

Grade 2-6 Health: Outcomes 1 and 2

Wellness Choices: Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Relationship Choices: Students will develop effective interpersonal skills that demonstrate respect in order to establish and maintain healthy interactions.