

Unit – Building Relationships Online

Unit Title: Relationships	Subject area: Cross-curricular	Grade: 11-Post-Secondary	Number of Lessons: Varies	Teachers:
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Competencies/Essential Question	
Core Competency Focus:	Essential Questions: How can we foster connections to self and community and create reciprocal relationships in the online learning environment?

Resources	
FlipGrid: Google Forms Padlet Spark Video/iMovie Voice Memo/Anchor	Wordpress Website <ul style="list-style-type: none"> Instructor Bio with images, video, audio “About our class” section for students to add their information Class schedule, course outline, office hours, etc posted.

The Learning Experience		
Lesson Sequence	Activity	Considerations
Day 1: Introduction	Before: The instructor will create and distribute a Google Form (or any online survey platform) for learners to fill out at the end of class (or for homework). The instructor will have created a WordPress website, including a personal story bio. <ul style="list-style-type: none"> Using Zoom or any video conferencing platform, conduct a synchronous whole class meeting at least once a week. Ask students to consider keeping their videos on in order to make connections and feel more like an in-person classroom. Spend time in this class navigating the video conferencing platform together as a class. Show students how to create a virtual background, add filters, and use emoji responses in order to encourage student engagement and lessen the “risk” of video for some learners. Explain that this first week will center around facilitating relationships in order to create a community. This class, create a few agreements on how the class will use the video conferencing platform. For example: we will use the “raise hand” 	Direct students to the class Wordpress Website. They will be able to create their own blog, detailing their personal experiences with online learning. This website will also hold their digital stories and anything class-related.

	<p>response when we need to ask a question, as a class we will try to keep our video on in order to go outside our comfort zones.</p>	
<p>Lesson 2: Who are my learners?</p>	<ul style="list-style-type: none"> ● The students should have all filled out a Google Form survey on who they are learners. After students have completed the Google Form survey, they will be directed to Padlet. The padlet will contain various sentence starters, such as: my favourite colour, where I grew up, about my family, you can usually find me, something you might not know about me, I learn best when, something I am working on, I struggle with... ● Instructors should choose mostly low-risk options and include 1-2 higher risk scenarios. Allow students time to read others' responses. ● Come back together as a whole class. Ask students if they learned anything about their classmates. What did they notice about the padlet? Give extra wait time. <p>Extension: Put students into random breakout rooms (2-3 students per room). Encourage them to discuss any of the topics listed below:</p> <ol style="list-style-type: none"> 1. How do you feel about online learning? 2. Who was your favourite teacher, and why? 3. What did you like about the padlet activity and the Google form..dislike? <ul style="list-style-type: none"> ● Return to the main room as a whole class. Debrief on today's activities, and let learners know any pertinent information about their course/schedule. 	<p>Include visuals in your padlet for learners who make connections through imagery.</p> <p>Go over any rules for using this tool: ex: commenting on someone's work, how many questions need to be answered, etc.</p> <p>Go over "uncomfortable silence" and "thinking time" and what that looks like/feels like in the online space. The Instructor should always allow for alternative ways for students to share about themselves. If students seem anxious or unsure of contributing to a whole-class padlet, use break out room groups and create smaller padlets that students can discuss with the whole class after the activity.</p>
<p>Lesson 3: Reciprocal Relationships</p>	<p>Before: Instructor should have gone over the Google formsurvey questions.</p> <ul style="list-style-type: none"> ● Warm up the class with a game, for example: This or That. The instructor calls out a statement such as "Summer or Winter" and learners can use the emoji buttons to respond in Zoom, or put up their hand showing a 1 for first choice, 2 for second choice. Encourage students to justify their answers by unmuting their microphones and explaining their choice. ● Relationships: what does it mean to have a "reciprocal relationship" with your peers and instructor? How can we foster this type of 	<p>Students might want more time as a whole class video conferencing, or may request that half the class be reserved for one-to-one time with the instructor.</p> <p>We want students to understand what reciprocity is,</p>

	<p>relationship in our classroom space? What do the learners need? What does the instructor(s) need?</p> <ul style="list-style-type: none"> ● Use the whiteboard on Zoom, Padlet, or another digital tool such as Google Docs for students to draw or write down responses to these questions in a collaborative manner. ● With the class, co-create an agreement or understanding of what reciprocal relationships look like, feel like, and sound like in the online space. 	<p>and why reciprocal relationships are important in the classroom, because they create space for learners to feel comfortable asking for support, etc.</p>
<p>Lesson 4: Who I am: the learner identity</p>	<ul style="list-style-type: none"> ● Use the following resource as a provocation ● What do we know about this person based on this visual? ● What don't we know? What are we assuming? What might this person need from others to have success? ● Give each student a copy of the template here. ● Explain that they will be filling out the template using words, phrases, imagery, etc in order to make connections to themselves, their world, and others. Prompt with: Who are you as...a learner? A friend? What are your likes, dislikes? Do these things influence your identity? How does our identity influence our relationships? ● Have students post identity webs on class website (Wordpress). Encourage students to comment and reply to at least two other student's work. 	<p>-</p>
<p>Lesson 5: Digital Storytelling</p>	<ul style="list-style-type: none"> ● Explain to students that today they will be creating digital stories using an app of their choice (suggest Adobe Slate, Imovie, Storybird) ● They will be creating a 2-5 minute story. Can be images, audio, video, or a combination of all three. ● Theme should be based on "The Dangers of a Single Story" The goal is for students to share a story about how they have been treated by others based on age, religion, gender, political views, race, etc. ● Spend the remainder of the class supporting students. You may need to scaffold this lesson and provide resources/graphic organizers for students to hold their thinking. Older students could also benefit from these tools :-) ● Assign this task as homework if needed. 	<p>Instructor should note that digital storytelling could be expanded into its own week! The focus is not on the technical aspects, but on the sharing of personal stories in order to facilitate and build connections between learners as well as learner-instructor.</p>

Digital Stories Continued

- This class can be used as a screening of all the student videos. Alternatively, students can upload their videos to the class website.
- At the end of class, demonstrate how to use [FlipGrid](#). They will be using this tool to create a reflection video. They will also use this tool to connect to a few learners' videos and explain how they connected.