

## Unit – Building Relationships Online

Unit Title: Relationships	Subject area: Cross-curricular	Grade: Intermediate/Middle/Grades 4-10	Number of Lessons: Varies	Teachers:
---------------------------	--------------------------------	---	------------------------------	-----------

### Core Competencies(k-12)

<b>Core Competency Focus:</b>	<b>Essential Questions:</b> How can we foster connections to self and community and create reciprocal relationships in the online learning environment?
-------------------------------	--

<b>Big Ideas:</b> Varies	
-----------------------------	--

### Resources

FlipGrid: Google Forms Padlet Spark Video/iMovie Voice Memo/Anchor	<ul style="list-style-type: none"> <li>Zoom or another synchronous video chat platform.</li> <li>Google Classroom or class website</li> </ul>
--	---

### The Learning Experience

Lesson Sequence	Activity	Considerations
<b>Lesson 1: Introduction</b>	Before: The instructor will create and distribute a Google Form 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"> <li>Using Zoom or other video conferencing platforms, conduct a synchronous whole class meeting at least once a week.</li> <li>Ask students to consider keeping their videos on in order to make connections and feel more like an in-person classroom.</li> <li>Spend time in this class <a href="#">navigating</a> 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.</li> </ul>	The teacher should be using a class website or Google Classroom with a dedicated section or topic for “Community Building.” The teacher should have a bio with video and images in this space so students can view and connect to their teacher. This will also act as a model for

	<ul style="list-style-type: none"> <li>● Explain that this first week will center around creating a community.</li> <li>● This class, co- create a few agreements on how the class will use the video conferencing platform. For example: we will use the “raise hand” 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.</li> </ul>	<p>when students make their own digital stories.</p>
<p><b>Lesson 2: Who are my learners?</b></p>	<ul style="list-style-type: none"> <li>● The students should have all filled out a Google Form survey (or any online survey platform) 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...</li> <li>● Instructors should choose mostly low-risk options and include 1-2 higher risk scenarios. Allow students time to read others’ responses.</li> <li>● 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.</li> </ul> <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"> <li>1. How do you feel about online learning?</li> <li>2. Who was your favourite teacher, and why?</li> <li>3. What did you like about the padlet activity and the Google form..dislike?</li> </ol> <ul style="list-style-type: none"> <li>● 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.</li> </ul>	<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.</p> <p>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><b>Lesson 3: Reciprocal Relationships</b></p>	<p>Before: Instructor should have gone over the Google form survey questions.</p> <ul style="list-style-type: none"> <li>● Warm up the class with a game of <a href="#">This or That</a>. 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.</li> </ul>	

	<ul style="list-style-type: none"> <li>● Relationships: what does it mean to have a “reciprocal relationship” with your peers and instructor? How can we foster this type of relationship in our classroom space? What do the learners need? What does the instructor(s) need?</li> <li>● 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.</li> <li>● With the class, co-create an agreement or understanding of what reciprocal relationships look like, feel like, and sound like in the online space.</li> </ul>	
<b>Lesson 4: Who I am: the learner identity</b>	<ul style="list-style-type: none"> <li>● Use the following <a href="#">resource</a> as a provocation</li> <li>● What do we know about this person based on this visual?</li> <li>● What don’t we know? What are we assuming? What might this person need from others to have success?</li> <li>● Give each student a copy of the template <a href="#">here</a>.</li> <li>● 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?</li> <li>● Have students post identity webs on class website, Google Classroom, or create a class slidedeck using Google Slides so the class can be working collaboratively on this project. Encourage students to comment and reply to at least two other student’s work.</li> </ul>	<p>Instructor may want to follow this relationship building module with a unit on identity.</p>
<b>Lesson 5: Digital Storytelling</b>	<ul style="list-style-type: none"> <li>● This class starts by playing a whole-class game (<a href="#">Sporcle</a>, <a href="#">Kahoot</a>). Take attendance by conducting a “check-in” using “hype and gripe” or “rose, thorn, bud” Students can privately message the instructor as well.</li> <li>● Explain to students that they will be creating digital stories using an app of their choice (suggest Adobe Slate, Imovie, Storybird)</li> <li>● They will be creating a 2-5 minute story. Can be images, audio, video, or a combination of all three that is based off of their identity web.</li> <li>● Topic: My connections</li> <li>● 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 :-)</li> <li>● Assign this task as homework if needed.</li> </ul>	<p>Hype and Gripe: something you are happy about, and something that is difficult</p> <p>Rose, Thorn, Bud: Something good, something bad, and something to look forward to!</p> <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</p>

		order to facilitate and build connections between learners as well as learner-instructor.
<b>Digital Stories, Continued.</b>	<ul style="list-style-type: none"><li>● This class can be used as a screening of all the student videos.</li><li>● Alternatively, students can upload their videos to Classroom or a class website.</li><li>● At the end of class, demonstrate to students how to use <a href="#">FlipGrid</a>. 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.</li></ul>	-