

Creating Spaces for Playful Inquiry

Provocations: Thinking about Relationships

As we come together this year and build relationships together as a playful inquiry community, consider a word that you will guide you.

*What gift do you offer to the community?
What do you need from the community?*

What is the relationship between emotions and colours? What colours live in your heart?" or "How can colours tell the stories in your heart?"

How do I relate to change?

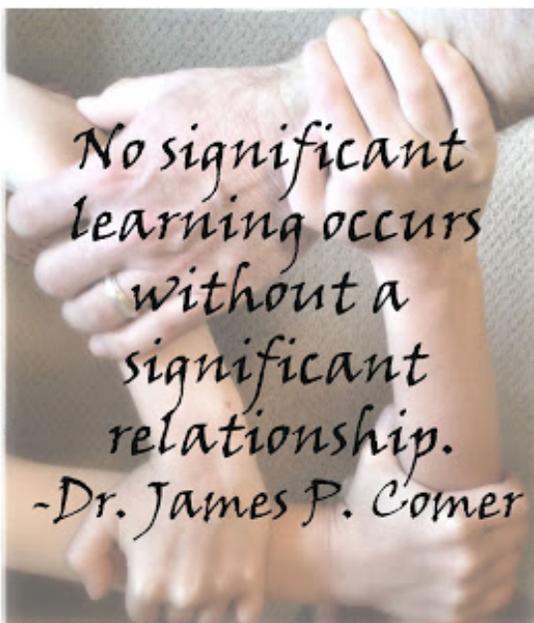
What is your relationship with math?

Can you think of a joyful moment or learning experience? How can you use these materials to invite your students to explore feelings and build relationships?

Please rejoice in the learning and sharing!

Pouvez-vous penser à un joyeux moment ou une expérience d'apprentissage? Comment utiliserez-vous ce matériel pour inciter vos élèves à explorer leurs sentiments et établir des relations?

Réjouissez-vous de votre apprentissage en partageant!



"It is the positive relationships and sense of belonging that a good school culture provides that give these children the comfort, confidence, competence, and motivation to learn."

Comer (2005)

Relationships is a big idea or theme that crosses curricular content areas and is embedded in the personal and social core competencies.

Relationships are at the heart of teaching and learning.

What are some ways to nurture relationships in your classroom, in your school, in your neighbourhood? How might you uncover curricular relationships with your students?

Connections in the BC Curriculum: Relationships

(not a comprehensive compilation)

Arts Education

Curricular Content: elements in the arts, including but not limited to:

dance: body, space, dynamics (dance), time, relationships, form (K-7)

Curricular Competency: Explore relationships among cultures, communities, and the arts (grades 3&4)

Curricular Competency: Examine relationships between the arts and the wider world (grade 5-7)

Curricular Competency: Explore a range of cultures, and the relationships among cultures, societies, and the arts (grade 5)

Curricular Competency: Explore relationships between identity, place, culture, society, and belonging through the arts (grades 6&7)

Applied Design, Skills and Technologies

Curricular Content: digital self-image, citizenship, relationships, and communication (grade 6&7)

Career Education

Big Idea: Family and community relationships can be a source of support and guidance when solving problems and making decisions. (grades 4&5)

Curricular Competency: Recognize the importance of positive relationships in their lives (K-3)

Curricular Competency: Appreciate the influence of peer relationships, family, and community on personal choices and goals (grades 4&5)

Curricular Competency: Question self and others about the reciprocal relationship between self and community (grade 6&7)

English Language Arts

Big Idea: Stories and other texts connect us to ourselves, our families, and our communities. (K-3)

Big Idea: Exploring stories and other texts helps us understand ourselves and make connections to others and the world. (grades 4-7)

Curricular Content: Language features, structures, and conventions - the relationship between reading, writing, and oral language (K)

Mathematics

Big Idea: We can describe, measure, and compare spatial relationships. (K-9)

Big Idea: The constant ratio between the circumference and diameter of circles can be used to describe, measure, and compare spatial relationships. (grade 7)

What is the relationship between diameter and circumference?

Curricular Content: algebraic relationships among quantities (grade 4)

Curricular Content: relationships between area and perimeter (grade 5)

-investigating perimeter and area and how they are related to but not dependent on each other

Curricular Content: increasing and decreasing patterns, using expressions, tables, and graphs as functional relationships (grade 6)

Curricular Content: relationships between decimals, fractions, ratios, and percents (grade 7)

Curricular Competency: Use tools or technology to explore and create patterns and relationships, and test conjectures (grades 6-9)

Physical and Health Education

Big Idea: Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships. (K&1)

Big Idea: Having good communication skills and managing our emotions enables us to develop and maintain healthy relationships. (grades 2&3)

Big Idea: Developing healthy relationships helps us feel connected, supported, and valued. (grades 4&5)

Curricular Content: relationships between food, hydration, and health (K & grade 1)

Curricular Content: Relationship between worries and fears (grade 3)

Curricular Content: physical, emotional, and social changes that occur during puberty, including those involving sexuality and sexual identity, and changes to relationships (grade 5)

Curricular Competency: Describe and apply strategies for developing and maintaining positive relationships (grades 3-5)

Curricular Competency: Explain the relationship of healthy eating to overall health and well-being (grade 4)

Curricular Competency: Describe and apply strategies for developing and maintaining healthy relationships (grades 5-7)

Science

Big Idea: Newton's three laws of motion describe the relationship between force and motion. (grade 6)

Curricular Competency: Construct and use a variety of methods, including tables, graphs, and digital technologies, as appropriate, to represent patterns or relationships in data (grades 5-7)

Curricular Competency: Use scientific understandings to identify relationships and draw conclusions (grade 7)

Social Studies

Big Idea: Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others. (K)

Curricular Content: relationships between a community & its environment (grade 1)

relationships between people & the environment in different communities (gr 2)

relationship between humans and their environment (grade 3)

Positive Personal and Cultural Identity Competency (Personal & Social Core Competency)

1. Relationships and cultural contexts

Students understand that their relationships and cultural contexts help to shape who they are. ("Culture" is meant in its broadest sense, including identifiers such as ethnicity, nationality, language, ability, sex/gender, age, geographic region, sexuality, and religion.) Students define themselves in terms of their relationship to others and their relationship to the world (people and place) around them.

