



mīyonikēwin

Wholistic Wellness Education

Level 1 to Level 14
Curriculum Guide



Developed for Battleford's Agency Tribal Chiefs

Social Development Department

North Battleford, Saskatchewan

2014



Table of Contents

Table of Contents.....	2-3
Acknowledgements.....	4
Elders Acknowledgements.....	4
Background and Purpose.....	5
First Nation’s History.....	5
History—Prior to Contact.....	6
Historical First Nation’s Societal Structure.....	7
Developing and Meeting Basic Needs in Both Societies.....	8
History - Contact and Impact.....	9
- Current Issues.....	9
Goals.....	10
First Nation’s Circle of Gifts - Maslow’s Hierarchy of Basic Needs.....	11
Identity –Self Actualization.....	12
Maslow’s Hierarchy of Basic Human Needs.....	13
Finding Holistic Balance with Wholistic Approaches.....	14
Cree Worldview— BATC First Nations Worldview.....	15
Elder and Guest Speaker Protocol.....	16
Elder and Guest Speaker Protocol - continued.....	17
Teepee Teachings and Cree Values	18
Teepee Teachings and Cree Values - continued	19
Talking Circles - information.....	20
Circle Talks - procedures.....	21
Indian and Metis Perspective.....	22
Indian Traditional Code of Ethics.....	23
Indian traditional Code of Ethics - continued.....	24
About Family Violence.....	25-28
Family Violence and How It Affects Children.....	29-30
Cycle of Violence - diagram	31
Cycle of Violence.....	32

Table of Contents

Grieving Process.....	33
Levels and Themes - information.....	34
Levels and Themes - description.....	35-37
Healing Prayer.....	38
LEVEL 1.....	39-40
LEVEL 2.....	41-42
LEVEL 3.....	43-44
LEVEL 4.....	45-46
LEVEL 5.....	47-48
LEVEL 6.....	49-50
LEVEL 7.....	51-52
LEVEL 8.....	53-54
LEVEL 9.....	55-56
LEVEL 10.....	57-58
LEVEL 11.....	59-60
LEVEL 12.....	61-62
LEVEL 13.....	63-64
LEVEL 14.....	65-66
Outcomes and Indicators.....	67
Assessments and Evaluations.....	68
Wellness Sample Rating Scale—Outcomes.....	69
Rubrics for Wellness.....	70
Connect with other Areas of Study.....	71
References.....	72

Acknowledgements

Battleford’s Agency Tribal Chiefs (BATC) Social Development *mīyonikēwin Wholistic Wellness Education* curriculum is a framework outlined by Elders and representatives of BATC Social Development.

This curriculum can be an extension of the curriculum set out by the Ministry of Learning to enhance the outcomes and indicators related to Health, Life-Skills, Wellness and Culture education.

The following individuals were part of the team effort to ensure the wholistic needs of First Nations people are met:

Kerry Sasakamoose
Project Coordinator
Social Development
BATC

Pam Peterson
Educator
Mosquito

Krista Fox
Professional Development Coach
Sweetgrass

Kim Night
Life Skills Coach
BATC

Dorothy Murray
Educator
Assistant Editor

Sylvia Weenie
Educator
Curriculum Developer

Darcella Kasokeo
Educator
Main Editor

Rochelle Weenie
Technical Support

Karla Devine
Michael Devine
Ben Weenie
Cultural Support & Advisors

BATC Elder Acknowledgements

Edward Osecap - Moosomin
Mary Rose Mooswa - Moosomin
Walter Swindler - Sweetgrass
Augustine Paskimin - Sweetgrass
Bernadette Fineday - Sweetgrass
Darius Albert - Sweetgrass
Ben Weenie - Stoney Knoll
Loretta Sasakamoose - Ahatakakoop
Fred Sasakamoose - Ahatakakoop
Archie Moccasin - Saulteaux
Kate Moccasin - Saulteaux
Esther Wuttunee - Red Pheasant
Noel Moosuk - Red Pheasant

Background and Purpose

mīyonikēwin Wholistic Wellness Education is a pilot project funded by Aboriginal Affairs and Northern Development Canada (AANDC) Family Violence Prevention Projects. The purpose is to develop a curriculum explicitly for First Nations through the incorporation of First Nations teachings from Kindergarten to Grade 12.

Violence, specifically family violence does not transpire unaided, it is a result of numerous different conditions. Therefore; it needs to be learned as a part of a greater whole and not taught in isolation. The total well-being; mental, spiritual, emotional and physical domains of an individual need to be concentrated on to help decrease or prevent acts of violence in any situation. Anything less would be a temporary band-aide solution to a systemic issue created from oppression, frustration and hopelessness. This curriculum will provide the needed themes and topics that will assist in the wholistic approach to one's personal development. This curriculum will also emphasize First Nations traditional and value teachings by reclaiming knowledge and indigenous philosophies. The impetus of First Nations wellness and development is the indigenous knowledge that is critical to one's well-being without it healing or improvement will not occur.

Battleford's Agency Tribal Chiefs (BATC) is an organization that is wholly committed to the members it serves and thus continuously seeks First Nation approaches to assist the people under its' umbrella.

BATC recognizes and affirms the existing conditions of First Nations people and their surrounding territory. BATC is committed to providing the appropriate supports, services and programs to ensure healthy and positive growth status to its' members.

The main stakeholders, BATC Social Development Program and Elders guided the development of *mīyonikēwin Wholistic Wellness Education* curriculum through levels 1 to 14. This process involved consultation with the following partners: BATC Social development Management Team, BATC Elder's Group and various western and traditional educators. This curriculum is intended to be used by teachers, coaches, instructors, mentors and any interested party to support and assist with positive change using the wholistic approach.

First Nation's History

It is important to briefly touch on the history of First Nations people, that is who we are aiming to assist with this project. The history is intended to bring a better understanding for the chosen topics, themes and traditional teachings that are presented in this curriculum.

The project name, *mīyonikēwin* is a word derived from the Plains Cree language meaning, "things going well, your way" that connects to one's personal development.

HISTORY:**PRIOR TO CONTACT**

Treaty 6 First Nations people have a unique history with a rich traditional lifestyle that met and encompassed all aspects of human development; mental, spiritual, emotional and physical that nurtured all of the basic human needs.

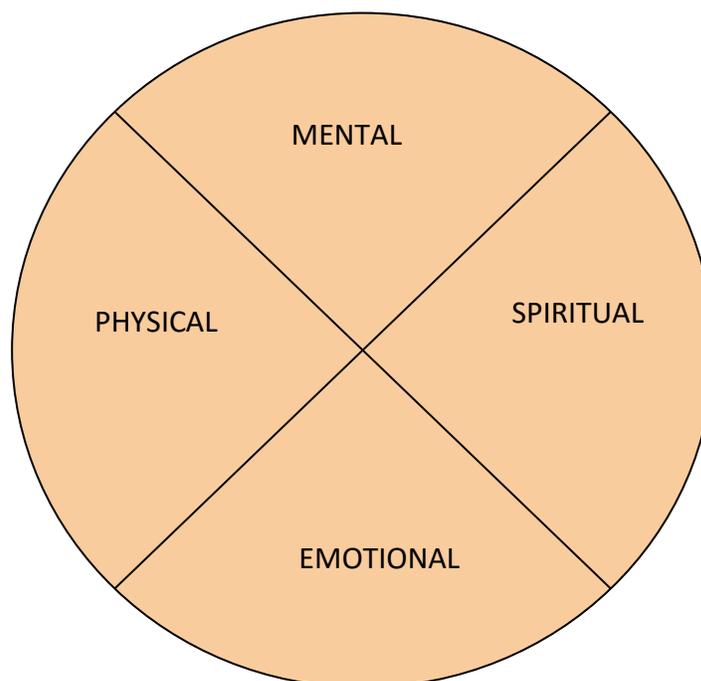
We recognize that prior to contact we:

- ◆ were 100% self-sufficient
- ◆ maintained healthy family structures
- ◆ were life-long learners
- ◆ were interconnected with the universe, land and environment through the Creator
- ◆ were a strong culturally rooted society
- ◆ observed and honoured our natural laws

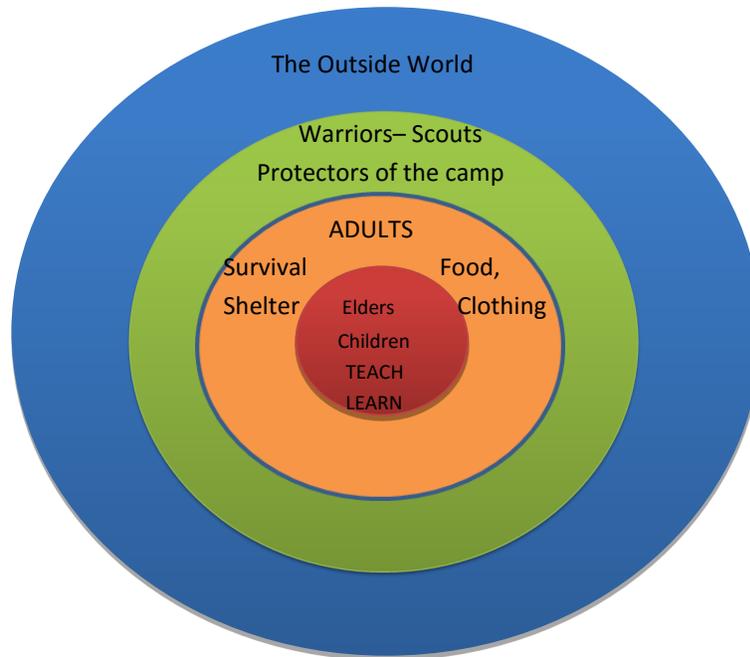
The four aspects of personal development were met:

MENTAL- practicing oral tradition, story-telling and retaining information was valued
 EMOTIONAL- practicing values and fostering high self-esteem
 SPIRITUAL- attaining self-identity, culture, language and belief system
 PHYSICAL- being physically fit, consuming a healthy traditional diet

In Plains Cree, “**nēhiyaw**” means **nēwo(4)-wīyaw** (bodied) or 4 bodied person making reference to a Cree person having four domains ; spiritual, emotional, physical and mental. The Cree people recognized these four aspects of personal development and based their lifestyle on nurturing and providing wellness to each domain. (BATC Elders, 2014)



HISTORICAL FIRST NATIONS SOCIETAL STRUCTURE



There was a good reason for nations to be set in this structure in the past.

Center Circle - The children and Elders were highly regarded within the nation and therefore; were valued the most. They were fully surrounded and protected by everyone as they were placed in the inner most center of camp. This is where teaching and learning took place. Everyone was responsible for the protection, safety, teaching and caring for the child. This was the place where the language, culture, traditions, protocols and worldview were taught.

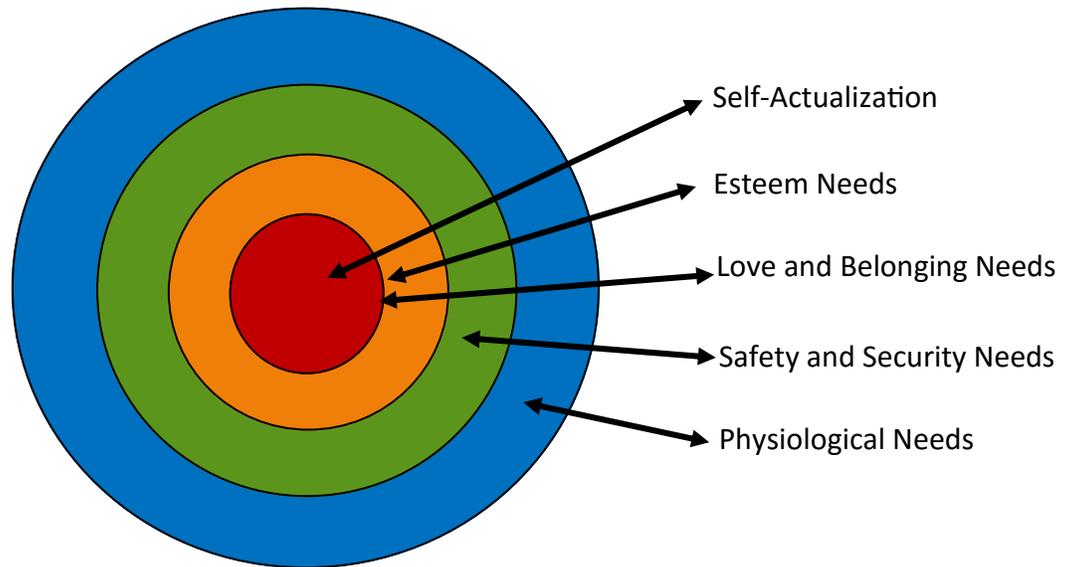
Second Circle - The adults were responsible for the survival of the camp and did their duties as providers and gatherers for their camp. They were also responsible to teach survival skills as providers and gathers to the young and did so with commitment and patience.

Third Circle- The Warriors and Scouts were the protectors of the camp. It was their duty to keep guard and ensure the safety of the whole camp. When they relocated, the Scouts went in advance to look for the next place to set camp. The Scouts knew to look for water, evidence of wild game and a safe location.

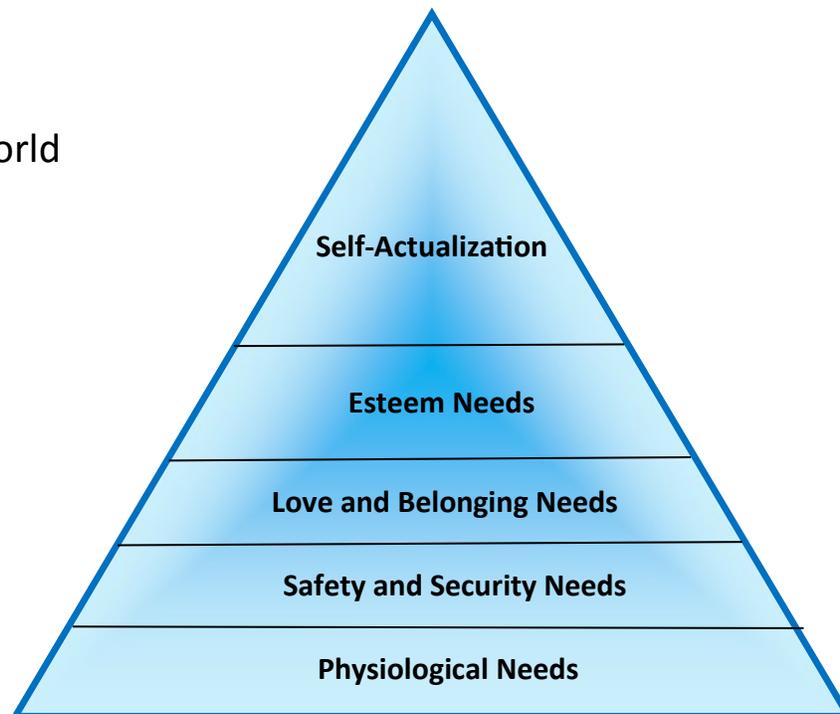
Outer Circle- This represents the world and immediate environment. All basic human needs were met: water supply, clean air, food, clothing and shelter within this structure. Love and belonging was strongly emphasized, practiced and felt within the circle. Self-identity was infused within the teachings and self-esteem was strongly instilled. The Warriors and Scouts provided a sense of safety and security to everyone within the circle.

DEVELOPING AND MEETING BASIC HUMAN NEEDS IN BOTH SOCIETIES

First Nation



Western World

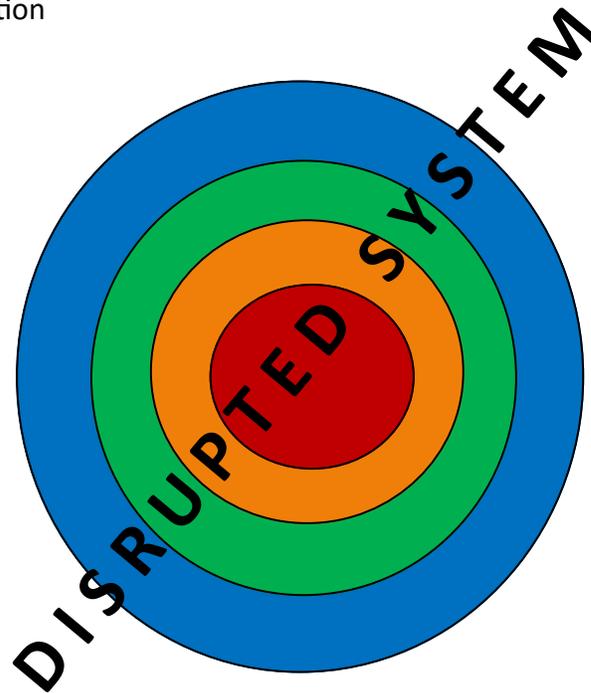


Maslow's Hierarchy of Basic Human Needs

HISTORY:**CONTACT AND IMPACT**

With the arrival of the Europeans, came a new culture, language, belief and value system. This change was enforced upon First Nations people through:

- ◆ the Residential and Industrial Schools
- ◆ treaties
- ◆ policies, e.g. Indian Act
- ◆ colonization
- ◆ other

**CURRENT ISSUES**

The traditional First Nations structure was disrupted and imbalanced due to the impact of European culture. Without proper support of transitional skills and adaptability skills this disturbance created many of our current issues and social problems:

- ◆ loss of identity, self-esteem, language, culture and belief system
- ◆ social problems; addictions, family violence, suicides, depression
- ◆ failing a foreign educational system, below western standards, high drop-out rate
- ◆ lack of social skills, life-skills, poor work skills
- ◆ high incarceration rates, high rate of children in foster care
- ◆ other

GOALS

Learn, understand and practice living a positive lifestyle reflecting First Nations traditional teachings is the overall goal for wellness development in this curriculum. Levels 1 to 14 will be used in place of grades because they represent the progression of an individual's personal growth more respectively in this project.

Four goals have been identified as the foundation to build understanding and fostering insight into the individual within levels 1 to 14. These goals are based on the wholistic approach to personal development and incorporate First Nation's Circle of Life and Maslow's Hierarchy of Basic Human Needs. (see diagram)

These goals can be incorporated in various subject areas, eg. Health, Wellness, Treaty Teachings, Language and Culture, Social Studies, Indigenous Studies, Behaviour Modification, etc. It is anticipated that the outcomes and indicators will assist and engage the learners optimistically on their journey of personal development. With careful integration into subject areas, confidence and a positive image is to be expected because it builds on First Nations traditional teachings and self-identity.

These goals are:

Mental Development
Emotional Development

Spiritual Development
Physical Development

MENTAL – Esteem Needs (EN):

Goal: By the end of level 14, Students will understand the connection between thoughts and actions in terms of personal development based on First Nations teachings and to develop the desire for a sense of competence, achievement and respect from others and to practice respect.

SPIRITUAL – Physiological Needs (PN):

Goal: By the end of level 14, Students will understand that food, water and air are considered sacred among First Nations people and recognize them as foundational basic human needs to nurture the well-being of all people and will gain an enhanced understanding of the belief system.

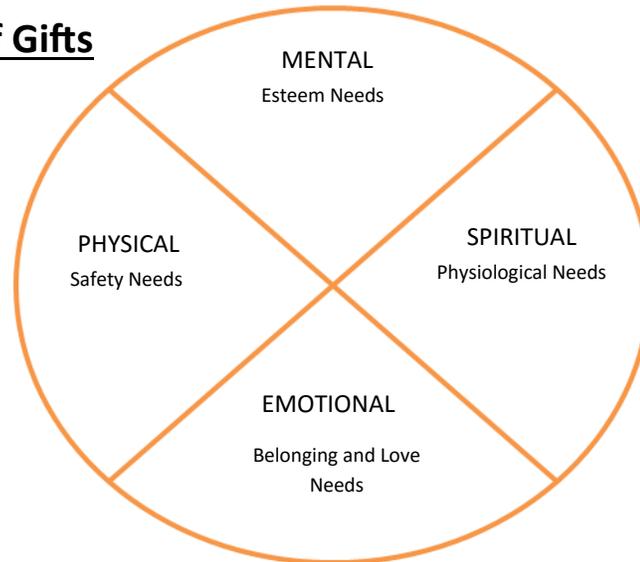
EMOTIONAL – Belonging and Love Needs (BLN):

Goal: By the end of level 14, Students will recognize the need for belonging and love in actions for social acceptance, affiliations, relationships and family and will gain a positive self-esteem through the enhanced understanding of the uniqueness of First Nations people.

PHYSICAL – Safety Needs (SN):

Goal: By the end of level 14, Students will acknowledge that security and safety needs play a significant part in the development of basic human needs in the past, present and future and will learn through cultural history to develop and understand their way of life and use those skills and tools to become successful bi-cultural individuals.

First Nation's Circle of Gifts



The basic human needs will be addressed within the four aspects of personal development.

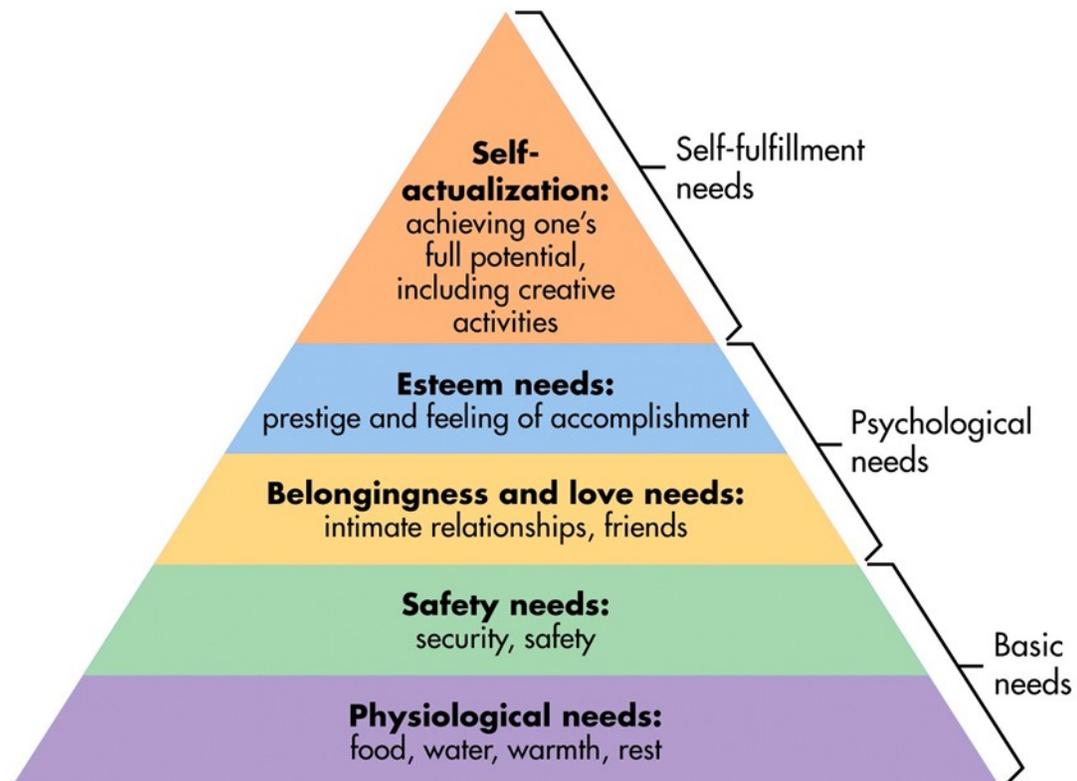
MENTAL – Esteem Needs

SPIRITUAL – Physiological Needs

EMOTIONAL – Belonging and Love Needs

PHYSICAL – Safety Needs

Maslow's Hierarchy of Basic Human Needs



Maslow's Pyramid

IDENTITY

If the NEED is NOT met, the person feels:

- restless and bored with a lack of direction in life
- meaningless without purpose
- a tendency to avoid growth and development
- listless

SELF-ACTUALIZATION

← →
To make actual of one's potential. Personal growth and development will transpire by following one's passions and interests. Self-expression, creativity and the need to search for identity and meaning in life.

If the NEED is met, the person feels:

- a desire to grow and develop in the direction of their higher values
- creative, positive and energetic
- unselfish desire to make a useful contribution
- curious and open to experiences
- a desire to think for themselves
- a growing sense of identity



- fear of criticism
- inferior, weak and helpless
- fear of failure, and of risks
- fearful, frustrated or angry towards those who withhold respect eg. teacher, school
- envy and bitterness
- chronic showing off, attention-seeking, arrogance
- shyness and withdrawal

ESTEEM NEEDS

← →
Desire for achievement, strength and confidence.
Adequacy – to be able to cope on own.

- self-confident, content
- self-belief and self-respect
- prepared to take risks and try something new
- co-operative, generous
- esteem needs become less and 'higher' needs take their place



- lonely, rejected and rootless
- dislike or hostility towards 'out' groups: racism etc.

LOVE AND BELONGING NEEDS

← →
The need to give and receive love, as well as affection.
To "belong," and to have roots.

- love themselves and others
- trust friends and loved ones, give them freedom
- love and belonging needs become less and 'higher' needs take their place



- anxiety, dread
- fight and flight behaviour

SAFETY NEEDS

← →
Freedom from pain and security, stability is in place.

- content
- physical security
- safety needs become less and 'higher' needs take their place



- craving for food and water

PHYSIOLOGICAL NEEDS

← →
Food, water and air need to be met before change can begin.

- no physiological cravings
- these needs die away and 'higher' needs take their place

Maslow's Hierarchy of Needs



As Abraham Maslow noted, the basic needs of humans must be met (e.g. food, shelter, warmth, security, sense of belongingness etc.) before a person can achieve self-actualization - the need to be good, to be fully alive and to find meaning in life. **Research shows that when people live lives that are different from their true nature and capabilities, they are less likely to be happy than those whose goals and lives match. For example, someone who has inherent potential to be a great artist or teacher may never realize his/her talents if their energy is focused on attaining the basic needs of humans**

Self-Actualization -From Wikipedia, the free encyclopedia

When a worldview becomes disrupted and is replaced with foreign concepts it results in issues and societal problems:

- ◆ weaken foundation
- ◆ loss of identity, culture, language. belief system
- ◆ transitional difficulties
- ◆ adapting and coping skills
- ◆ social problems

Without knowledge and understanding of the past many may continue to be immobile in their personal wellness journey and never fully realize their full potential. This curriculum is being developed in great anticipation of assisting the journey to wellness.

Finding Holistic Balance with Wholistic Approach

Before colonialism, First Nations people had a sophisticated system of looking after themselves and healing, living and surviving that made them resilient people. Today, this knowledge still exists among our Elders, ceremonial holders and knowledge keepers and deserves a rightful place in education and health systems. First Nations knowledge has a place in education and society at large. As Canadians, it's important to develop an understanding of First Nations knowledge on life, healing, health, education and spirituality.

First Nation's worldview is intimately connected to Mother Earth. Their knowledge is strongly connected to the natural world. First Nations people and their relationship with the rest of the universe are interconnected. Balance and wholistic harmony are important beliefs of this knowledge in following cultural practices. Western thinking could be enhanced if some of the methods naturally used in First Nations cultural thought were regarded and followed.

The four aspects of the individual; mental, spiritual, emotional and physical, need to work together in harmony to achieve balance that is necessary for well-being. Finding personal balance, we are intricately bound and aware of the interconnection with immediate, extended family, community and the relationship with the world at large, both natural and spiritual. (interview Elder Ben Weenie)

Balance and harmony with others and the world around us promotes health and healing from the past effects of colonialism, residential school, the effects of the Indian Act etc. For healing to take place it requires daily activity, care, and commitment to practice and strengthen all aspects of the self; physical, mental, emotional, and spiritual.

Development

Personal development is one of the greatest ways to promote well-being. Wholistic personal development refers to the combined development of one's body, mind, heart or emotions, and spirit.

Although in principle, we are whole beings, it is useful to describe wholistic personal development by classifying the different domains. These domains refer to the holistic aspects of ourselves ; physical, mental, emotional and spiritual. For wholistic well-being to be achieved, we must meet the needs within each aspect. Each aspect also helps you towards developing and meeting social responsibility with your families, friends and community, assisting in your education and future career. Integrating all holistic aspects promotes a unified whole that serves well in nourishing a healthy and happy life. It is also to be expected with total careful integration of the four aspects professional development will be achieved where career goal, life path and life-long learning will be realized. (Interview Elder Ben Weenie, January 2014)

Physical Development

Fitness, nutrition, relationship with the natural world, relaxation, sensory, tactile, and motivation

Mental Development

Intellectual stimulation, visualization, pattern recognition, decision-making, problem-solving, analysis, critical awareness, reflection, intuition, inquiry, synthesis, evaluation,

Emotional Development

Healthy relationships, self-expression, empowerment, balanced emotions, caring capacity, interconnectedness, compassion, caring capacity, empathy

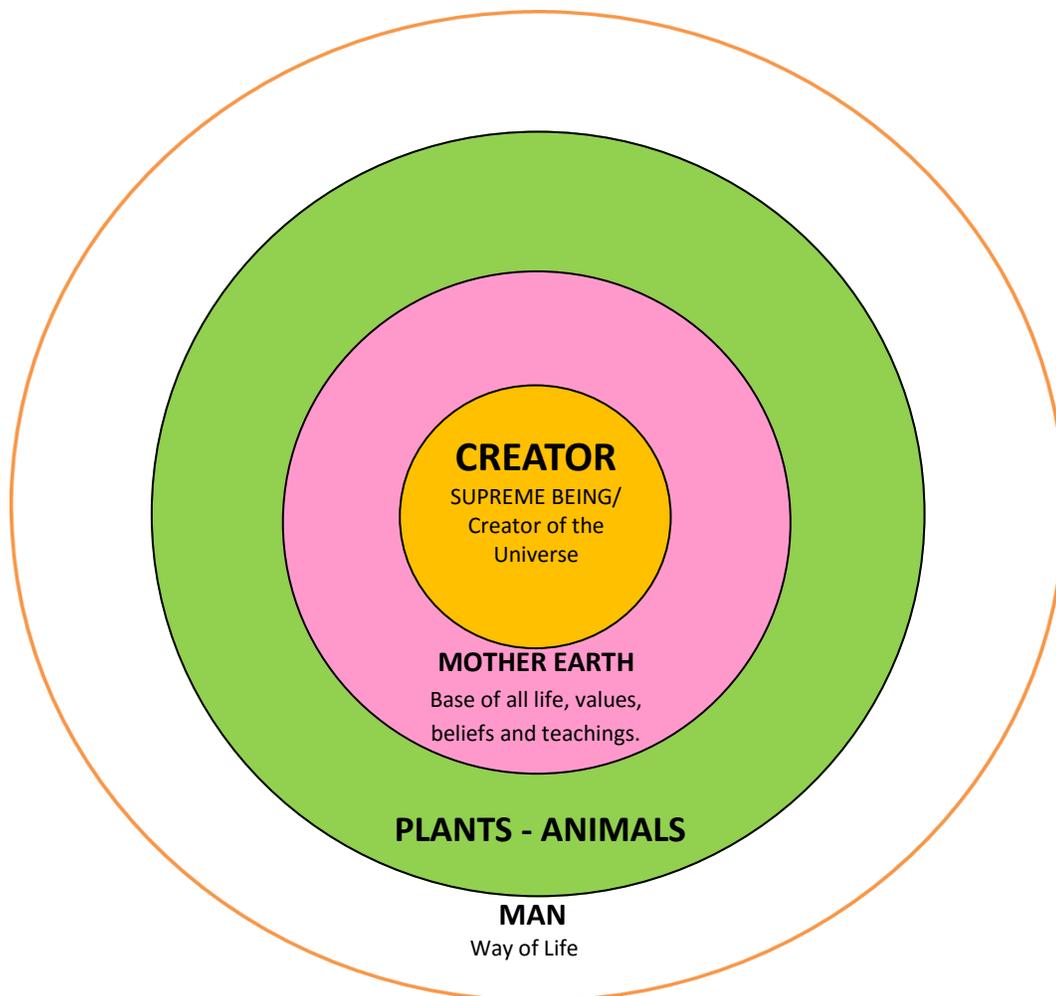
Spiritual Development

Inner guidance, deep inspiration, higher purpose, calling to serve, passion and compassion development, sense of self

Cree Worldview

It is with great honour, we are able to borrow this model of a First Nations worldview for educational purposes. This will prove helpful when learning about traditional teachings, beliefs and values. To get a full and enhanced understanding of the worldview, it is recommended to invite an Elder to teach and elaborate on the model.

BATC FIRST NATIONS WORLDVIEW



The Elders of BATC strongly believe in sharing only the very basic information on paper. In a true traditional format, teaching the worldview orally and from the heart is most prominent. Their model represents the circular interaction and order of existence which encompasses all traditional teachings, beliefs and values.

It is in practice with the many values encompassed within our First Nations' worldview that we share this model with anyone that may benefit from it.

This worldview was collectively discussed and sanctioned by the following Elders of BATC for educational purposes: (January 27, 2014) **SWEETGRASS**- Augustine Paskimin, Bernadette Fineday, Verna Whitford, Darius Albert, Ben Weenie, **RED PHEASANT**- Noel Moosuk, Esther Wuttunee, **AHTAKAKOOP**- Loretta Sasakamoose **SAULTEAUX**- Archie & Katie Moccasin, **MOOSOMIN**- Mary Rose Mooswa, Edward Osecap

Elders Protocol

First Nations communities have different protocols and methodologies for those seeking or wanting to access knowledge on different ceremonies or spiritual teachings.

An offering of Tobacco is a universal protocol among First Nations. When an Elder accepts the tobacco this signifies their willingness to offer assistance. A helper (oskapew) is usually the one that performs the protocol. A person seeking help or advice from an Elder is expected to show respect by listening and not interrupting while an Elder is speaking. Questions can be asked when the Elder is done speaking at the conclusion of the ceremony. (McAdam, 2009, p.13)

Elders and Guest Speakers Protocol

Historically, our children were taught by many extended family members in our communities. Invite Elders or other speakers into the classroom to give students the experience of traditional First Nations teaching practices. These guest speakers can assist with the many topics being taught and bring life to the content. When inviting a First Nations speaker, keep these following tips and protocols in mind:

- ◇ Discuss the topic and time frame
- ◇ Arrange for honorarium
- ◇ Make sure speaker is comfortable with the topic
- ◇ Ask for permission to take pictures
- ◇ Get background information on your guest to use in your introduction
- ◇ Contact speaker the day before to ensure plans are still on
- ◇ Prepare class by going over appropriate behaviours, brainstorming questions and reminding them to take notes
- ◇ Arrange to meet the guest speaker at the main office before class starts
- ◇ Look after guest speaker's needs for photocopying or for any other materials needed
- ◇ Let the guest speaker know where the bathrooms are
- ◇ Offer snack and drinks
- ◇ Introduce speaker and the topic

Continued next page

Elders and Guest Speakers Protocol - continued

- ◇ Offer tobacco to speaker for sharing his knowledge on the topic
- ◇ Present speaker with a gift and honorarium
- ◇ Class introductions
- ◇ Proceed with presentation
- ◇ Ensure enough time at the end for questions and closure
- ◇ Shake the speaker's hand to show thanks
- ◇ Walk speaker back to main office and give thanks again.
- ◇ Students can sign a thank you card and send it along with a picture from the presentation to speaker
- ◇ Debrief at next class
- ◇ Students can use information for: summary of presentation, what student learned opinions, ideas, and any other connections they made from presentation

Waling on the Lands of Our Ancestors , By Anne Tenning, (2008)

Teepee Teachings and Cree Values

The Cree values are the underlying teachings of First Nations people. Each teaching is interconnected with another. The teaching of one value follows the teaching of another. These teachings outline the fundamental principles with regards to the way that our ancestors taught their children and their future generations.

BATC Social Development Program is committed to instilling the Cree Values into the curriculum through the tipi pole teachings. In each section of the curriculum the Cree values come alive through many several aspects of teaching.

The following Cree values will be taught in the course of level 1 to level 14:

Obedience: We learn by listening to traditional stories; by listening to our parents and guardians, our fellow students and teachers. We learn by their behaviours and reminders so that we know what is right and wrong.

Respect: We must give honour to our Elders and fellow students and the strangers that come visit our community. We must honour other people's basic rights.

Humility: We are not above or below others in the circle of life. We feel humbled when we understand our relationship with creation. We are so small compared to the majestic expanse of creation, "we are just a strand in the web of life," and we respect and value life.

Happiness: We must show some enthusiasm to encourage others at social functions. Our actions will make our ancestors happy in the next world.

Love: If we are to live in harmony we must accept one another as we are and to accept others who are not in our circle. Love means to be kind and good to one another.

Faith: We must learn to believe and trust others, to believe in a power greater than ourselves whom we worship and who gives us strength to be a worthy member of the human race.

Kinship: Our family is important to us. This includes our parents, our brothers and sisters who love us and give us roots; the roots that tie us to life blood of the earth. It also includes extended family-grandparents, aunts, uncles, and cousins and their in-laws and children. These are also our brothers and sisters and they give us a sense of belonging in the community.

Teepee Teachings and Cree Values cont..

Cleanliness: We must learn not to inflict ills on others, for we do it to ourselves. Clean thoughts come from a clean mind, and this comes from Indian Spirituality. Good health habits also reflect a clean mind.

Thankfulness: We learn to give thanks for all kinds of things others do for us and for the Creator's bounty. That we are privileged to share with others in the spirit of love.

Sharing: We learn to be part of the family by helping in providing food for others basic needs. This is sharing responsibilities in order to enjoy them.

Strength: We must learn to be patient in times of trouble and not to complain but to endure and show understanding. We must accept difficulties and tragedies so that we may give others strength to accept their own difficulties and tragedies.

Good Child Rearing: Children are unique and blessed with the gift of life. We are responsible for them spiritually, emotionally, and physically, and for their well being and intellectual development. They present the continuity of circle of life which we perceive to be the Creators will.

Hope: We must hope for better things to make life easier for us, our families and our community, materially and spiritually.

Ultimate Protection: The ultimate responsibility to achieve is, "health for a balanced caring for the body, mind, emotions and spirit of the individual, the family, the community and the nation.

Control Flaps: We are connected by relationships and we depend on each other. This controls and creates harmony in the circle of life.

Saskatchewan Indian Culture Centre, (2009)

Modified: BATC Cree Language and Culture Curriculum Guide (2012)

Talking Circles

Talking Circles or Circle Talks are a foundational approach to First Nations pedagogy-in-action since they provide a model for an educational activity that encourages dialogue, respect, the co-creation of learning content, and social discourse. The nuance of subtle energy created from using this respectful approach to talking with others provides a sense of communion and interconnectedness that is not often present in the common methods of communicating in the classroom. When everyone has their turn to speak, when all voices are heard in a respectful and attentive way, the learning atmosphere becomes a rich source of information, identity, and interaction.

Talking Circles originated with First Nations leaders - the process was used to ensure that all leaders in the tribal council were heard, and that those who were speaking were not interrupted. Usually the Chief would initiate the conversation, with other members responding and sharing their perceptions and opinions of the topic under discussion. The process provides an excellent model for interaction within the learning environment as well. It is also very adaptive to any circle of people who need to discuss topics and make decisions together.

Several varied objects are used by different First Nations peoples to facilitate the talking circle. Some peoples use a talking stick, others a talking feather, while still others use a peace pipe, a sacred shell, a wampum belt, or other selected object. The main point of using the sacred object, is that whoever is holding the object in their hand has the right to speak. The circle itself is considered sacred. First Nations people observed that the circle is a dominant symbol in nature and has come to represent wholeness, completion, and the cycles of life (including the cycle of human communication). As well, many talking circles were traditionally "opened" through a prayer and smudging. A sacred space was facilitated by these reverent acts and observances.



Example of a Talking Stick

General Process

It is respectful to introduce oneself.

It is important that the circle of people listens respectfully to the person speaking.

The person who is speaking should 'speak from the heart'.

Shared communications should be kept in confidence, especially if personal.

CIRCLE TALKS

In its simplest form a circle talk:

- is done in a complete circle
- only the person holding the stick talks, all the rest listen
- the stick is passed around in a clockwise direction
- a person talks until they are finished, being respectful of time
- the circle talk is complete when everyone has had a chance to speak
- a person may pass the stick without speaking, if they so wish
- if desired, the stick may be passed around again
- what is said in the circle stays in the circle
- a circle is used to discuss issues of importance
- is extremely respectful of everyone as individuals and what they have to say.



Indian and Metis Curriculum Perspective

Twelve Principles of Indian Philosophy

1. Wholeness.

All things are interrelated. Everything in the universe is part of a single whole. Everything is connected in some way to something else. It is only possible to understand something if we understand how it is connected to something else.

2. Change.

Everything is in a state of constant change. One season falls upon the other. People are born, live and die. All things change. There are two kinds of change: the coming together of things and the coming apart of things. Both kinds of change are necessary and are always connected to each other.

3. Change occurs in cycles or patterns.

Change is not random or accidental. If we cannot see a particular change is connected, it usually means that our standpoint is affecting by our perceptions.

4. The physical world is real. The spiritual world is real.

They are two aspects of one reality. There are separate laws which govern each. Breaking of a spiritual principle will affect the physical world and vice versa. A balanced life is one that honours both.

5. People are physical and spiritual beings.

6. People can acquire new gifts but they must struggle to do so.

The process of developing new personal qualities may be called "true learning."

7. There are four dimensions of "true learning."

A person learns in a whole and balanced manner when the mental, spiritual, physical and emotional dimensions are involved in the process.

8. The spiritual dimension of human development has four related capacities.

- the capacity to have and to respond to dreams, visions, ideals, spiritual teachings, goals and theories
- the capacity to accept these as a reflection of our unknown or unrealized potential
- the capacity to express these symbols in speech, art or mathematics
- the capacity to use this symbolic expression towards action directed at making the possible a reality.

9. People must actively participate in the development of their own potential.

10. People must decide to develop their own potential.

11. Any person who set out on a journey of self-development will be aided.

Guides, teachers and protectors will assist the traveller.

12. The only source of failure is a person's own failure to follow the teachings.

Source:

This information was gathered at a conference held in Lethbridge, Alberta, in December, 1982. Indian elders, spiritual leaders, and professionals from across Canada offered these fundamental elements that they considered to be common among Canadian Indian philosophies. These have been the foundation of work currently being carried out by the Four Worlds Development Project, University of Lethbridge.

Indian Traditional Code of Ethics

1. Each morning upon rising, and each evening before sleeping, give thanks for the life within you and for all life, for the good things the Creator has given you and for the opportunity to grow a little more each day. Consider your thoughts and actions of the past day and seek for the courage and strength to be a better person. Seek for the things that will benefit others (everyone).
2. Respect: Respect means "To feel or show honor or esteem for someone or something; to consider the well-being of, or to treat someone or something with deference or courtesy". Showing respect is a basic law of life.
 - a. Treat every person from the tiniest child to the oldest elder with respect at all times.
 - b. Special respect should be given to Elders, Parents, Teachers, and Community Leaders.
 - c. No person should be made to feel "put down" by you; avoid hurting other hearts as you would avoid a deadly poison.
 - d. Touch nothing that belongs to someone else (especially Sacred Objects) without permission, or an understanding between you.
 - e. Respect the privacy of every person; never intrude on a person's quiet moment or personal space.
 - f. Never walk between people that are conversing.
 - g. Never interrupt people who are conversing.
 - h. Speak in a soft voice, especially when you are in the presence of Elders, strangers or others to whom special respect is due.
 - i. Do not speak unless invited to do so at gatherings where Elders are present (except to ask what is expected of you, should you be in doubt).
 - j. Never speak about others in a negative way, whether they are present or not.
 - k. Treat the earth and all of her aspects as your mother. Show deep respect for the mineral world, the plant world, and the animal world. Do nothing to pollute our Mother, rise up with wisdom to defend her.
 - l. Show deep respect for the beliefs and religion of others.
 - m. Listen with courtesy to what others say, even if you feel that what they are saying is worthless. Listen with your heart.

- n. Respect the wisdom of the people in council. Once you give an idea to a council meeting it no longer belongs to you. It belongs to the people. Respect demands that you listen intently to the ideas of others in council and that you do not insist that your idea prevail. Indeed you should freely support the ideas of others if they are true and good, even if those ideas are quite different from the ones you have contributed. The clash of ideas brings forth the Spark of Truth.
3. Once a council has decided something in unity, respect demands that no one speak secretly against what has been decided. If the council has made an error, that error will become apparent to everyone in its own time.
4. Be truthful at all times, and under all conditions.
5. Always treat your guests with honor and consideration. Give of your best food, your best blankets, the best part of your house, and your best service to your guests.
6. The hurt of one is the hurt of all; the honor of one is the honor of all.
7. Receive strangers and outsiders with a loving heart and as members of the human family.
8. All the races and tribes in the world are like the different colored flowers of one meadow. All are beautiful. As children of the Creator they must all be respected.
9. To serve others, to be of some use to family, community, nation, and the world is one of the main purposes for which human beings have been created. Do not fill yourself with your own affairs and forget your most important talks. True happiness comes only to those who dedicate their lives to the service of others.
10. Observe moderation and balance in all things.
11. Know those things that lead to your well-being, and those things that lead to your destruction.
12. Listen to and follow the guidance given to your heart. Expect guidance to come in many forms; in prayer, in dreams, in times of quiet solitude, and in the words and deeds of wise Elders and friends.

Authorship:

Original version printed in 1982 in the book, "The Sacred Tree" by the Four Worlds Development Project .

Adapted and reprinted in the "Inter-Tribal Times" October 1994. The adapted version is presented here.

About Family Violence

What is family violence?

Family violence is when someone uses abusive behaviour to control or harm a member of their family, or someone with whom they have a close relationship.

Family violence includes many different forms of physical, emotional abuse, and neglect displayed by family members or partners.

There are many forms of violence. Some examples of family violence are: intimate partner violence, child abuse and neglect and elder abuse.

Forms of Violence

Family violence is not just physical violence. A person can be the victim of one or more forms of violence or abuse including:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Financial abuse
- Neglect

Physical Abuse

Physical abuse, including assault, is the intentional use of force against a person without that person's consent. It can cause physical pain or injury that may last a long time. Physical abuse includes:

- pushing or shoving
- hitting, slapping or kicking
- pinching or punching
- strangling or choking
- stabbing or cutting
- shooting
- throwing objects at someone
- burning
- holding someone down for someone else to assault
- locking someone in a room or tying them down
- killing someone

All of these acts are crimes in Canada.

Sexual Abuse

Sexual abuse of an adult can include:

- sexual touching or sexual activity without consent
- continued sexual contact when asked to stop
- forcing someone to commit unsafe or humiliating sexual acts
- making sexual connotations

All sexual contact with anyone without consent is a crime. This includes sexual touching or forcing sexual activity on a spouse, a common law partner or a dating partner. Even when married, a spouse cannot be forced to have sexual contact.

Emotional Abuse

Emotional abuse happens when a person uses words or actions to control, frighten or isolate someone or take away their self-respect. Emotional abuse is sometimes called psychological abuse. It can include:

- threats, put downs, name calling or insults
- constant yelling or criticism
- controlling or keeping someone from seeing friends or family
- making fun of preventing someone from practicing their faith or religion
- destroying belongings, hurting pets or threatening to do so
- bullying: intimidation or humiliation (including on the Internet)

Many forms of emotional abuse are not crimes but can be signs that the abuse might get worse.

Some forms are crimes such as:

- threats to harm the person or someone else
- criminal harassment (stalking) which involves following or repeatedly contacting a person when they don't want contact and they are afraid.

Financial Abuse

Financial abuse happens when someone uses money or property to control or exploit someone else. It can involve:

- taking someone's money or property without permission
- withholding or limiting money to control someone
- pressuring someone to sign documents
- forcing someone to sell things or change a will

Most forms of financial abuse are crimes, including theft and fraud.

Neglect

Neglect happens when a family member, who has a duty to care for you, fails to provide you with your basic needs.

This can involve:

- not providing proper food or warm clothing
- failing to provide adequate health care, medication and personal hygiene (if needed)
- failing to prevent physical harm
- failing to ensure proper supervision (if needed)
- Failure to thrive

Spouses and common-law partners have a duty to care for each other. Adults have a duty to care for their dependent children as well as their dependent parents.

Some forms of neglect are crimes in Canada, including failure to provide the necessities of life and child abandonment. If a child is neglected, child protection authorities could intervene and remove the child from his or her parents.

Types of Family Violence

- Intimate partner violence
- Child abuse and neglect
- Elder abuse

Intimate Partner Violence

Intimate partner violence is violence or abuse that happens:

- within a marriage, common-law or dating relationship
- in an opposite-sex or same-sex relationship
- at any time during a relationship, including while it is breaking down, or after it has ended

Not all intimate partner violence is the same. In some cases, one person may want power and complete control over their partner and will use different ways (including physical violence) to get it. For example, they try to control things such as:

- what that other person can wear
- when and where that person can go out
- who that person spends time with
- when that person can talk to family and friends
- what that person can spend money on
- whether that person can work or take classes
- all aspects of that person's sexual activity

This type of abuse almost always gets worse over time. It often leads to serious physical violence and can cause you to have lasting health problems.

In other cases, both partners may abuse each other. Conflict happens in every relationship, but there are healthy ways to solve problems. Sometimes people use violence instead of solving their problems peacefully. It can be hard to break the pattern of abuse, but it is possible.

Child Abuse and Neglect

Child abuse includes physical, sexual and emotional abuse. It also includes neglect, and any violence that children see or hear in their families. The person who abuses the child can be:

- a parent
- a brother or sister
- another relative
- a caregiver
- a guardian
- a teacher
- another professional or volunteer who works with children (for example, a doctor or coach)

Abuse may take place in a child's home, or it may happen in other places, like other people's homes, schools, community centres or places of worship.

Witness to Family Violence

Children who witness family violence are at risk for both short and long-term harm. Even if they don't see or hear the violence, they can be affected by hearing or seeing the results of the violence. They can have emotional, behavioural and developmental problems. These problems can last a long time. They are also at risk of developing post-traumatic stress disorder.

Exposing a child to family violence can be grounds for child protection intervention under provincial and territorial child protection laws.

Elder Abuse

Elder abuse is any action, behaviour or failure to act, by a person in a position of trust-like an adult child, family member, friend or caregiver-that causes or risks causing harm to an older adult. Elder abuse includes:

- physical, sexual or emotional harm
- damage to-or loss of-property or assets

Elder abuse covers a whole range of behaviours including hurtful comments

- dominating or controlling an older adult's activities
- isolating an older person from family, friends or regular activities
- unduly pressuring older adults to sign legal documents that they do not fully understand
- misusing a power of attorney
- not providing appropriate medication or medical attention
- any form of physical abuse

Elder abuse may take place in the home, the community or in an institution.

Family Violence and How It Affects Children

The acts of family violence and the effects it has on children are universal as revealed and confirmed in the following write-up from New Zealand.

Effects of Family Violence on Children

Research shows that children of all ages are affected if there is violence or abuse between their care-givers and extended family members.

Children and young people who experience violence in their families and are more likely than children who have not experienced any form of family violence to:

- develop severe behavioural problems
- become violent as adolescents
- continue the cycle of violence

There are a number of factors shared by children who may have been exposed to domestic violence:

- may exhibit failure to flourish even as infants
- may exhibit the abuser's actions by modelling aggressive or violent behaviour towards siblings or victim
- may often be hurting from low self-esteem
- may often experience academic problems
- may have a disrupted home life when victim is forced to flee the home
- may experience fear or distrust of close relationships
- may have problem recognizing socially acceptable or correct behaviour
- may experience psychological effects, such as stomach pains, headaches, stuttering and anxiety
- may wet the bed
- may have higher suicide rate
- may experience guilt and blame themselves for the violence or the inability to stop it and to protect victim
- may be more likely to become victims of physical and sexual abuse. more likely to commit sexual assaults and other crimes

Depending on a number of factors including age, resilience, support from other family members, and predictability of the violence, children may be affected in different ways. The following is only a guide showing ways in which family violence may affect children:

Infants

- may have poor brain development
- may experience poor well-being and development
- may have poor sleeping patterns
- may cry and scream more than usual

Effects of Family Violence on Children –continued

Toddlers

- may become very distressed when witnessing violence
- may be severely shy, have low self -esteem
- may bite, hit, kick, pull other children's hair
- may be argumentative
- may be more likely to abuse alcohol, drug and other substances

Pre-schoolers

- may blame themselves for the violence
- may become very distressed or withdrawn
- may show verbal and physical anger

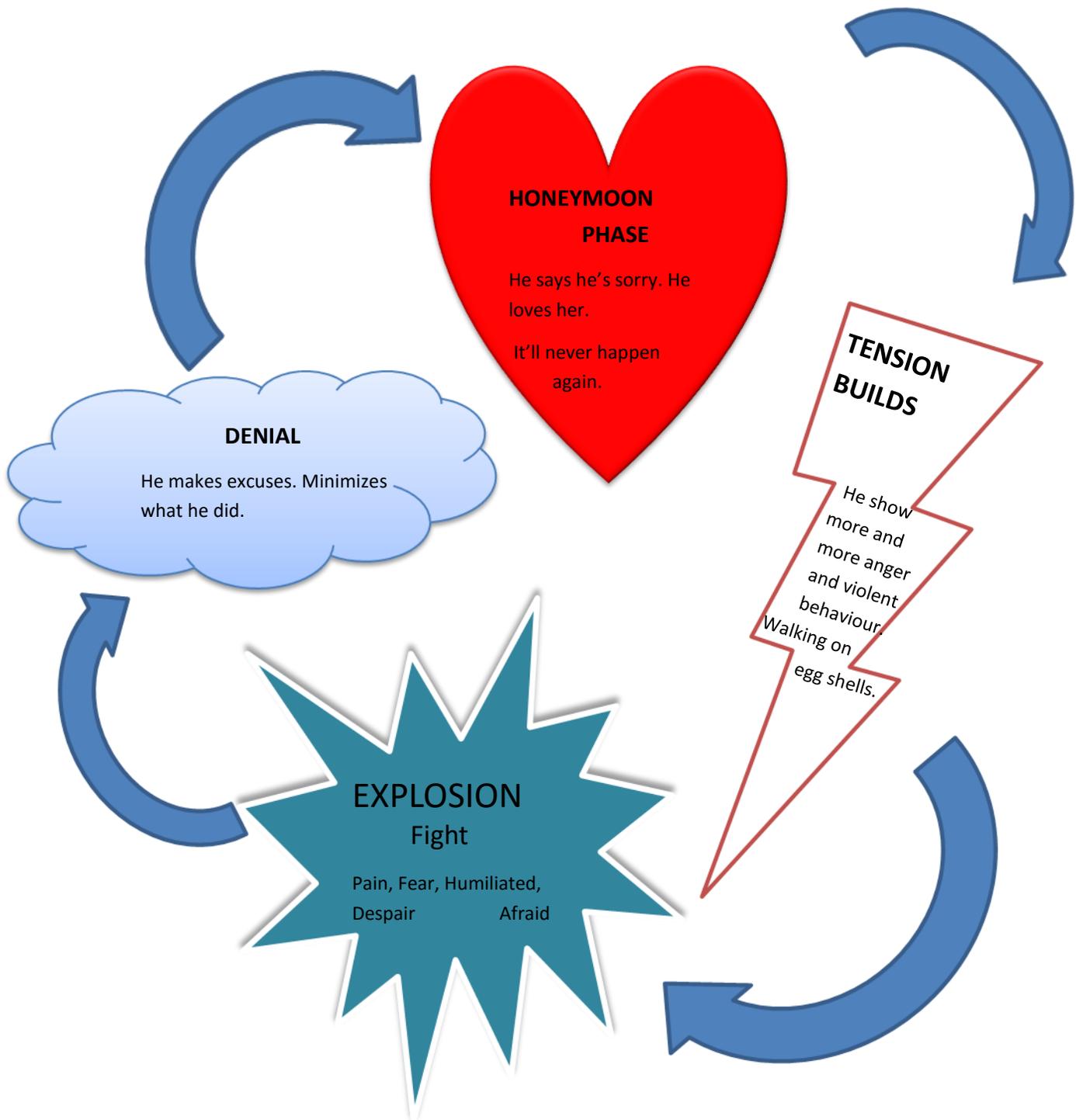
Primary school children

- may have difficulty concentrating
- may become rebellious
- may learn to use violence as a way of resolving conflict
- may have difficulty in school.
- may become anxious and withdrawn
- may have the highest levels of depression and aggression especially with girls

Adolescents

- may develop other social networks outside of the family
- may look at the victim of the violence as being responsible
- may have strong possibility of depression especially with girls
- may become aggressive towards victim or other family members, especially with boys
- may have development and future adult behaviour affected
- may continue cycle of violence

CYCLE OF VIOLENCE



The cycle can cover a long or short period of time. The violence usually gets worse.

The “honeymoon” phase, then the denial phase will eventually disappear.

Every couple experiences ups and downs in their relationships. There are times when everything is wonderful, fun and romantic. There are other times when tension exists in the relationship because of disagreement around an issue, event or behavior. When a couple in a healthy relationship experienced tension, they take time out to talk and to resolve the situation in a way that is respectful to both parties.

In a battering relationship, the controlling party may verbally insult, physically humiliate or sexually assault the other. After the blow-up the batterer might apologize for what happened and promise never to act that way again. The abused partner wants to believe this and welcomes back the partner. Because the batterer's apologies are ways of manipulating the victim into staying in the relationship and not sincere efforts to change, in time, the tension will begin to grow and the cycle will repeat itself.

The cycle of violence can be broken

when the abuser admits sole responsibility for violent and abusive behavior and gets help. The cycle can also be broken when the victim safely and with support leaves the abusive relationship.

The victim is Not to blame

The abuse and violence get worse and happen more often the longer a couple remains in this kind of relationship

(Information taken from Trust Betrayed)

Grieving Process

The Stages of Grief

These stages can be applied to any type of loss experienced.

LOSS OF: separation, divorce, death, employment, custody, friendship, health, culture, freedom

DENIAL

No, it can't be!!! This can't be happening!!

shock, avoidance, confusion, fear, numbness, blame

ANGER

Why is this happening?? Who's to blame??

frustration, anxiety, embarrassment, irritation, blame

BARGAINING

Just bring them back and I'll do anything!

Reaching out to others; hard time finding meaning to what's happened; a need to tell your story

DEPRESSION

I'm too sad to do anything!

Lack of energy, overwhelmed, helplessness, unhappy, sadness

ACCEPTANCE

I'm at peace with what's happened.

Recognizing and being receptive to situation. Exploring choices.

LEVELS AND THEMES

The format of the curriculum is set out in levels from one to fourteen. An overall goal is included for all levels, which is to: **Learn, understand and practice living a positive lifestyle reflecting our First Nations traditional teachings.**

Each level is designed with the four aspects of personal development; mental, spiritual, emotional and physical domains and comes complete with outcomes and indicators.

Personal development is one of the greatest ways to promote well-being. Wholistic personal development refers to the combined development of one's holistic aspects of body, mind, heart or emotions, and spirit.

For wholistic well-being to be achieved we must provide students with opportunities to practice and engage in activities while meeting their needs within each holistic aspect. Each aspect helps towards developing and meeting social responsibility with their families, friends and community, assisting in their learning and future career.

In each level the assistance of an Elder is included to bring their experiences, knowledge and support to the development of the young people. It is expected with the Elder's involvement it will bring life to the content.

DEBRIEFING: Some topics or issues may be especially difficult for some learners and may trigger memories and emotions and it is recommended to do debriefing as required, with qualified mental health personnel.

LEVELS AND THEMES

LEVEL 1: My Relations

IDENTITY:	Names, Family, Uniqueness, Kinship, Identity, Skills
VALUE/TRADITIONAL TEACHINGS:	Changes, Child, Ceremonies, Respect, Protocols
CHARACTER BUILDING:	Feelings, Bullying, Friendship, Social Acceptance, Cooperation
HUMAN BASIC NEEDS:	Respect, Security, Safety

LEVEL 2: A Healthy Nation

IDENTITY:	Language, Fitness
VALUE/TRADITIONAL TEACHINGS:	Behaviours, Thinking Process, Respect, Sharing, Dances, Practices
CHARACTER BUILDING:	Healthy Choices, Opportunities, Healthy, Unhealthy, Social Acceptance, Emotions, Coping Skills
HUMAN BASIC NEEDS:	Creator's gifts, Water, Clothing, Food, Shelter

LEVEL 3: Building a Strong Foundation

IDENTITY:	Celebration of Birth, Birthdates, Self-esteem, Strengths, Abilities, Family, Confidence, Identity
VALUE/TRADITIONAL TEACHINGS:	Cultural Activity, Honesty, Values, Life Cycles, Spirituality, Nature
CHARACTER BUILDING:	Trust, Leadership Skills, Character Traits, Problem Solving, Compliments, Honesty, Anger, Defusing, Bullying, Conflict
HUMAN BASIC NEEDS:	Shelter

LEVEL 4: Discovery of Self

IDENTITY:	Fitness, Change, Community, Role Models, Pride, Uniqueness, Gender Roles
VALUE/TRADITIONAL TEACHINGS:	Ceremonies, Cultural Settings, Behaviours, Harmony, Worldview, Child, Teepee Teachings, Respect, Protocols, Creation Story
CHARACTER BUILDING:	Confidence, Emotions, Problem Solving, Bullying, Conflict, Violence, Coping Skills, Humble, Equality
HUMAN BASIC NEEDS:	Respect, Water

LEVEL 5: Understanding Acceptance and Tolerance

IDENTITY:	Pride, Skills
VALUE/TRADITIONAL TEACHINGS:	Forgiveness, Acceptance, Tolerance, Cycle of Life, Honour, Mother Earth, Medicine Wheel, Interconnectedness
CHARACTER BUILDING:	Leadership, Obstacles, Perseverance, Emotions, Disabilities
HUMAN BASIC NEEDS:	Environment

LEVEL 6: Honouring Our Journey

IDENTITY:	Role Models
VALUE/TRADITIONAL TEACHINGS:	Cultural Activities, Behaviour
CHARACTER BUILDING:	Determination, Strength, Goals, Decision Making, Ethics, Strategies, Cooperation, Leadership
HUMAN BASIC NEEDS:	

LEVEL 7: Celebrating Change

IDENTITY:	Self-Identity, Pride, Self-Esteem, Talents, Skills
VALUE/TRADITIONAL TEACHINGS:	Rites of Passage, Gender Roles, Teepee Teachings, Medicine Wheel, Respect
CHARACTER BUILDING:	Attitude, Behaviour
HUMAN BASIC NEEDS:	

LEVEL 8: Medicine Wheel Wellness

IDENTITY:	Physical, Mental, Emotional, Spiritual Development
VALUE/TRADITIONAL TEACHINGS:	Medicine Wheel, Balance, Worldview
CHARACTER BUILDING:	Change, Emotions
HUMAN BASIC NEEDS:	

LEVEL 9: Impacts and Influences to Wellness

IDENTITY:	Self-Esteem, identity, Self-Identity
VALUE/TRADITIONAL TEACHINGS:	Healing, Language, Culture, Respect, Belief System, Resiliency
CHARACTER BUILDING:	Strength, Emotions, Violence, Abuse
HUMAN BASIC NEEDS:	Safety, Security, Survival, Abuse, Physiological, Love, Belonging

LEVEL 10: Building Uniqueness

IDENTITY:	Skills, Talents, Uniqueness
VALUE/TRADITIONAL TEACHINGS:	Interconnectedness, Values, Teepee Teachings, Traditional Teachings, Balance
CHARACTER BUILDING:	Problem Solving, Strategies, Thankfulness
HUMAN BASIC NEEDS:	Physiological

LEVEL 11: Restoring Wellness - Recognizing Your Purpose

IDENTITY:	Self-Sufficiency
VALUE/TRADITIONAL TEACHINGS:	Wholistic Wellness, Resiliency, Worldviews, Traditional Teachings
CHARACTER BUILDING:	Decision Making, Choices, Happiness, Character Traits, Empowerment, Diversity
HUMAN BASIC NEEDS:	Environment

LEVEL 12: Living With Honour - Building Healthy Relationships

IDENTITY:	Empowerment, Self-Esteem, Self-Respect
VALUE/TRADITIONAL TEACHINGS:	Teepee Teachings, Wholistic Wellness, Values, Sharing, Spirituality, Worldview
CHARACTER BUILDING:	Choices, Boundaries, Honesty, Trust, Character Traits, Courage, Love, Anger, Conflict, Cycle of Violence, Coping Skills
HUMAN BASIC NEEDS:	

LEVEL 13: Understanding Life - Realizing Competency

IDENTITY:	Physical, Mental, Emotional, Spiritual Development, Language
VALUE/TRADITIONAL TEACHINGS:	Vision, Balance, Traditional Teachings, Values
CHARACTER BUILDING:	Commitments, supports, Challenges, Opportunities, Goals, Attitudes, Strength, Emotions, Peer Pressure
HUMAN BASIC NEEDS:	Belonging, Affiliation, Safety and Lateral Violence

LEVEL 14: Know the Past - Shape the Future

IDENTITY:	Skills, Communication, History,
VALUE/TRADITIONAL TEACHINGS:	Ultimate Protection, Teepee Teachings, Values, Hope, Interconnectedness, Child Rearing, Parenting, Belief System, Control Flaps
CHARACTER BUILDING:	Love, Harmony, Compassion
HUMAN BASIC NEEDS:	

First Nations people have always included the Creator through prayer in every aspect of living . This practice guided their daily journey in life when seeking personal growth.

It is with our Elder's teachings we look after our bodies. It is understood we are all born with a spirit, also known as the Creator's flame. This flame is a small part of and is a gift from the Creator. We carry this flame throughout our journey here on Mother Earth. We are given gifts to nurture that spirit and these are the four holistic aspects of spiritual, emotional, physical and mental domains. We are entrusted to care for this wholistic being in a worthy and respectable manner to ensure wellness and health. If needed, a prayer has been included to assist with one's daily journey.

A Healing Prayer

Dear Creator

In a humble way I give thanks

And honor the many gifts bestowed to me...

Great Creator without your gifts I am but a weak being

Enlighten what's dark in me...

Strengthen what's weak in me...

Mend what's broken in me...

Bind what's bruised in me...

Heal what's sick in me...

And lastly...

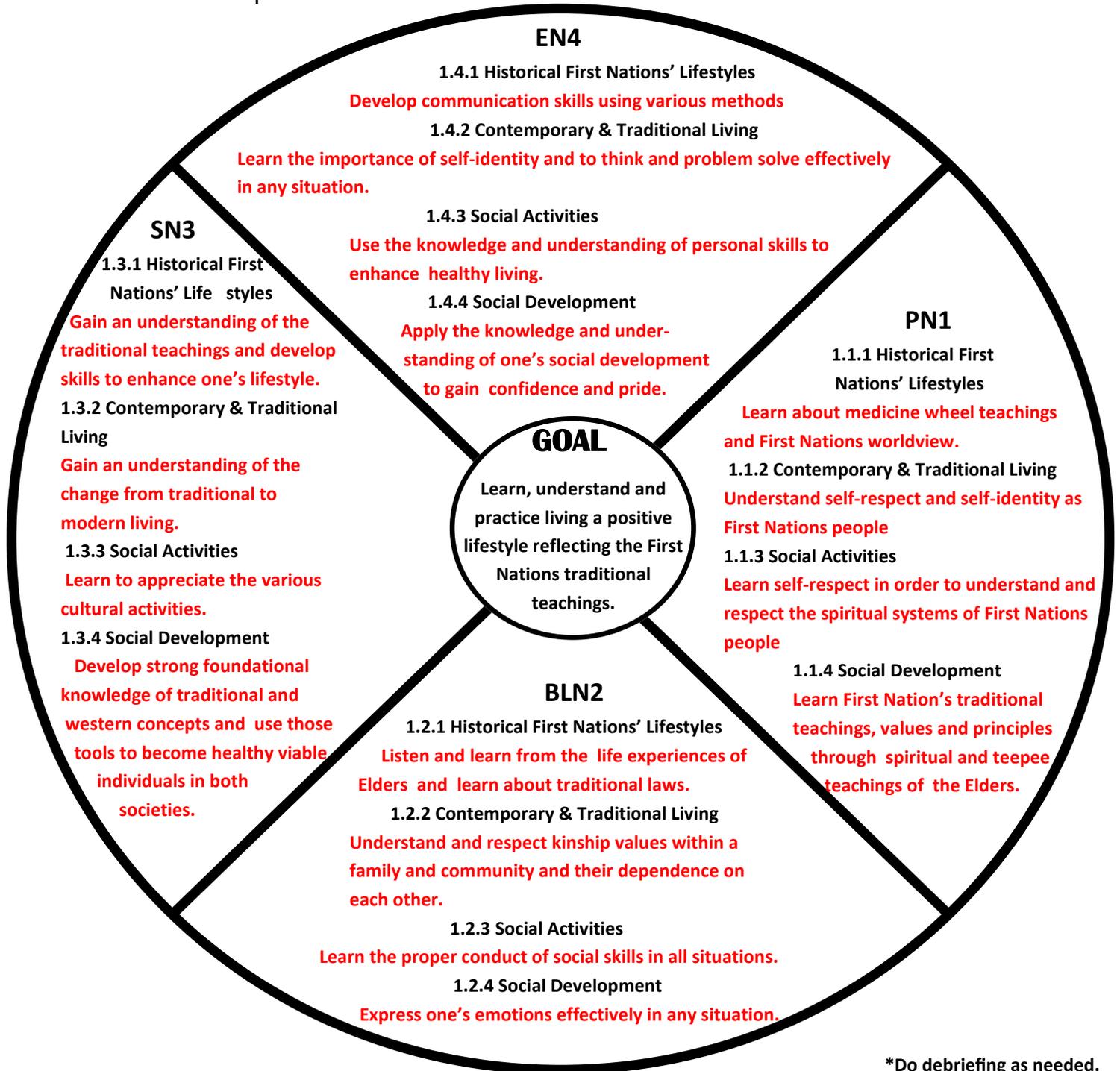
Revive whatever peace and love

Has died in me...

Hiy, Hiy!

Author Unknown

OUTCOMES: It is expected that learners will:



KEY

PN1 SPIRITUAL – Physiological Needs (PN):

Goal: By the end of Level 14, Students will understand that food, water and air are considered sacred among First Nations people and recognize them as foundational basic human needs to nurture the well-being of all people and will gain an enhanced understanding of the belief system.

BLN2 EMOTIONAL – Belonging and Love Needs (BLN):

Goal: By the end of Level 14, Students will recognize the need for belonging and love in actions for social acceptance, affiliations, relationships and family and will gain a positive self-esteem through the enhanced understanding of the uniqueness of First Nations people.

SN3 PHYSICAL – Safety Needs (SN):

Goal: By the end of Level 14, Students will acknowledge that security and safety needs play a significant part in the development of basic human needs in the past, present and future and will learn through cultural history to develop and understand their way of life and use those skills and tools to become successful bi-cultural individuals.

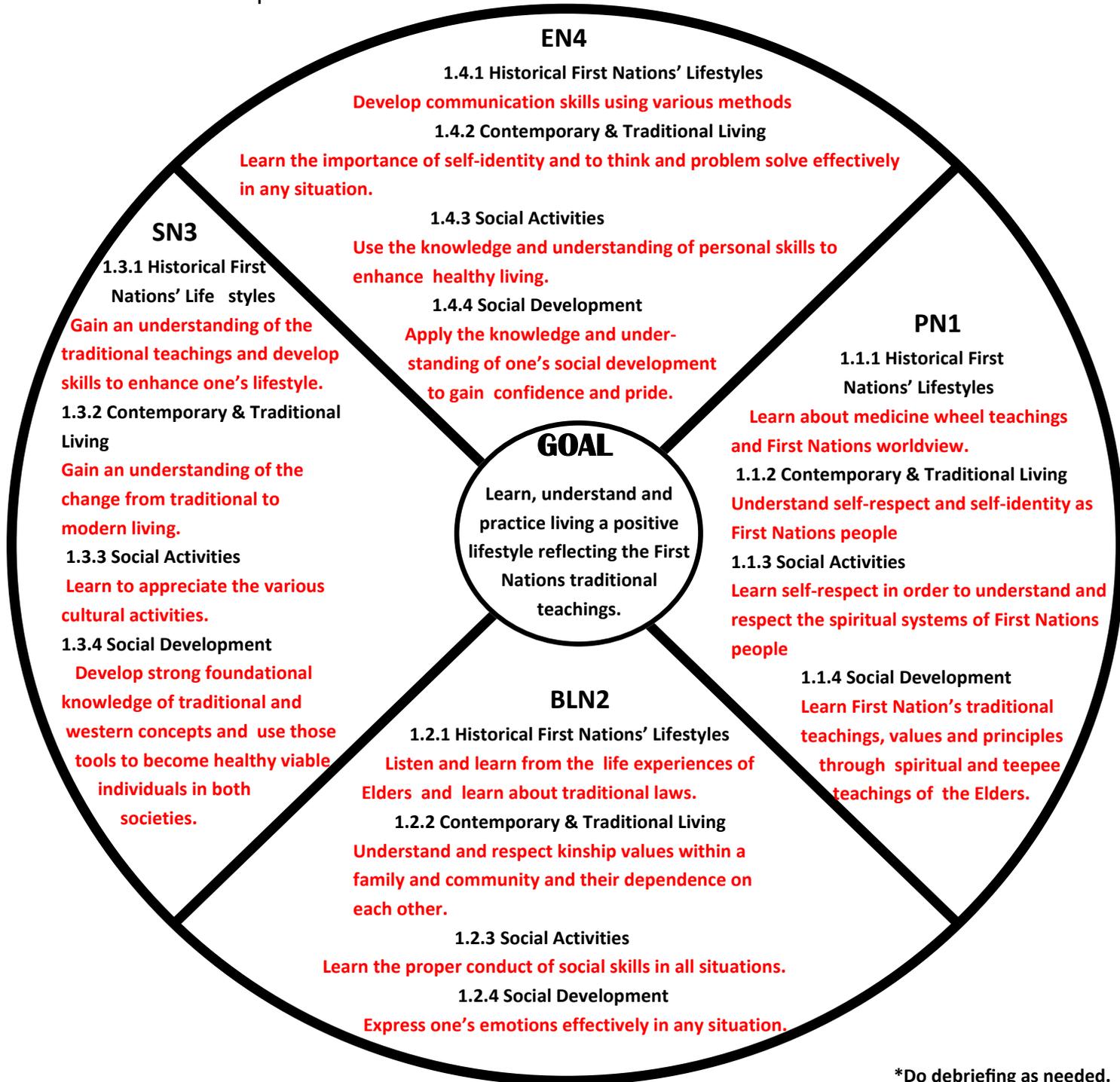
EN4 MENTAL – Esteem Needs (EN):

Goal: By the end of Level 14, Students will understand the connection between thoughts and actions in terms of personal development based on First Nations teachings and to develop the desire for a sense of competence, achievement and respect from others and to practice respect.

Indicators This is evident when the learners:

SPIRITUAL	EMOTIONAL	PHYSICAL	MENTAL
<p>1.1.1</p> <p>A. Examine the different gifts of people.</p> <p>B. Examine how water, food and air are human basic needs.</p> <p>C. Understand we are related to all things in the environment that must be treated with respect.</p> <p>1.1.2</p> <p>A. Explore the meaning of “sacredness” and “child” as a “gift from the Creator.”</p> <p>B. Recognize the child’s place in the circle of life.</p> <p>1.1.3</p> <p>A. Identify ways of showing respect to others and to the environment.</p> <p>B. Practice ways of greeting people respectfully.</p> <p>1.1.4</p> <p>A. Recognize different virtues to assist in providing security and safety in the classroom, home and community.</p> <p>B. Observe and practice appropriate behaviours at cultural ceremonies or events.</p> <p>C. Observe and understand the purpose of smudging .</p>	<p>1.2.1</p> <p>A. Discuss how First Nations people used and respected resources in the past and present.</p> <p>B. Listen to Elder’s stories about their experiences in the past and make observations about changes.</p> <p>1.2.2</p> <p>A. Examine the importance of extended family members and their roles within the First Nations family structure.</p> <p>B. Illustrate one’s self and family members.</p> <p>C. Identify kinship terms for immediate and extended family.</p> <p>D. Practice addressing family members using kinship terms.</p> <p>1.2.3</p> <p>A. Practice and express various feelings words for better communication in different settings.</p> <p>B. Share emotions and feelings and illustrate.</p> <p>1.2.4</p> <p>A. Explore different ways to provide and feel secure in the classroom, home and community.</p> <p>B. Examine and observe the many gifts from Mother Earth on a nature walk. (optional- invite an Elder to come along and share their knowledge about the plants etc.)</p>	<p>1.3.1</p> <p>A. Participate and learn to play co-operative games.</p> <p>B. Explore and play traditional games.</p> <p>1.3.2</p> <p>A. Examine how security was provided traditionally and presently.</p> <p>B. Recognize who provided safety in the home and community in the past and present.</p> <p>1.3.3</p> <p>A. Share traditions that exist in the family and community.</p> <p>B. Explore and practice proper protocol at cultural activities.</p> <p>1.3.4</p> <p>A. Discuss stories and traditions that connect to the importance of our basic needs.</p> <p>B. Design a model illustrating basic human needs.</p>	<p>1.4.1</p> <p>A. Honour in different ways one’s traditional name.</p> <p>B. Seek guidance for meaning about traditional names from parents and Elders.</p> <p>C. Share and discuss moss bag stories highlighting the child as a special gift.</p> <p>1.4.2</p> <p>A. Recognize and celebrate the uniqueness of each individual in a variety of ways.</p> <p>B. Celebrate the individual as a First Nations person.</p> <p>1.4.3</p> <p>A. Discuss bullying behaviour and how it invades the safety needs of others.</p> <p>B. Describe what bullying looks like.</p> <p>C. Investigate if bullying happened in the past.</p> <p>1.4.4</p> <p>A. Explore ways to gain social acceptance.</p> <p>B. Express different ways you can develop friendship.</p>

OUTCOMES: It is expected that learners will:



KEY

PN1 SPIRITUAL – Physiological Needs (PN):

Goal: By the end of Level 14, Students will understand that food, water and air are considered sacred among First Nations people and recognize them as foundational basic human needs to nurture the well-being of all people and will gain an enhanced understanding of the belief system.

BLN2 EMOTIONAL – Belonging and Love Needs (BLN):

Goal: By the end of Level 14, Students will recognize the need for belonging and love in actions for social acceptance, affiliations, relationships and family and will gain a positive self-esteem through the enhanced understanding of the uniqueness of First Nations people.

SN3 PHYSICAL – Safety Needs (SN):

Goal: By the end of Level 14, Students will acknowledge that security and safety needs play a significant part in the development of basic human needs in the past, present and future and will learn through cultural history to develop and understand their way of life and use those skills and tools to become successful bi-cultural individuals.

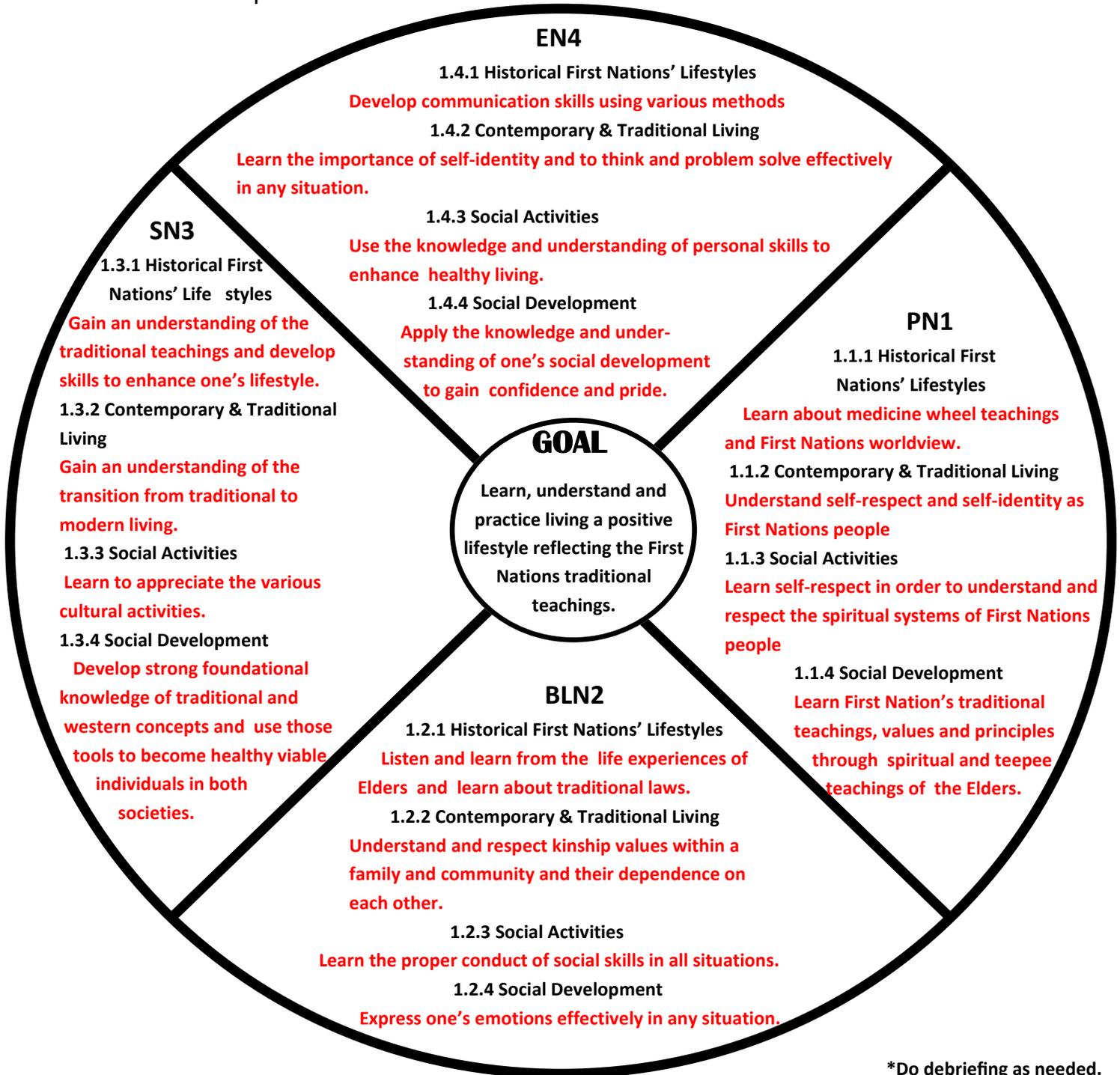
EN4 MENTAL – Esteem Needs (EN):

Goal: By the end of Level 14, Students will understand the connection between thoughts and actions in terms of personal development based on First Nations teachings and to develop the desire for a sense of competence, achievement and respect from others and to practice respect.

Indicators This is evident when the learners:

SPIRITUAL	EMOTIONAL	PHYSICAL	MENTAL
<p>2.1.1</p> <p>A. Illustrate the importance of respecting water, sun and other living things in your community.</p> <p>B. Explore and discuss traditional laws pertaining to the cruelty of animals.</p> <p>2.1.2</p> <p>A. Explore, demonstrate and share healthy behaviours (e.g. being physically active during recess, walking to school with a friend for safety and friendship, etc.)</p> <p>B. Examine and explore the different dances of the past and observe contemporary dances.</p> <p>2.1.3</p> <p>A. Discuss appropriate behaviours in different cultural events. Explore ways of promoting healthy attitudes and behaviours at home, school and community.</p> <p>2.1.4</p> <p>A. Describe, compare and understand the virtue of sharing and how it occurred within the family in the past to the present.</p> <p>B. Describe sharing. Illustrate how sharing a meal with visitors is portrayed.</p>	<p>2.2.1</p> <p>A. Illustrate the teaching from the Elder on the four elements and how to show respect.</p> <p>B. Explore the difference between respect and disrespect of others and discuss the feelings created.</p> <p>2.2.2</p> <p>A. Recognize that clothing, food and shelter are basic needs in the past and the present.</p> <p>B. Recognize other human basic needs e.g. sense of safety and security.</p> <p>2.2.3</p> <p>A. Recognize and illustrate daily opportunities for demonstrating healthy behaviours e.g. helping others, nature walk, drinking water, getting fresh air etc.</p> <p>B. Understand the many gifts from the Creator which includes; language, land, air, water, the ceremonies etc.</p> <p>2.2.4</p> <p>A. Examine and discuss feelings e.g. Happy, sad, angry, and explore ways of coping with negative feelings and behaviours.</p> <p>B. Explore ways to make a person feel welcomed and important.</p>	<p>2.3.1</p> <p>A. Explore ways children traditionally spent their time in work and play.</p> <p>B. Examine and understand that men were responsible to teach young boys such skills as providers, leaders and protectors in the past.</p> <p>2.3.2</p> <p>A. Examine reasons for prompting healthy choices in First Nations families (e.g. illness in family, diabetes, heart conditions, obesity etc.) and make comparisons to traditional life.</p> <p>B. Define and understand conflict.</p> <p>C. Examine healthy ways of settling conflict.</p> <p>2.3.3</p> <p>A. Explore the purposes of some daily healthy behaviours that are performed, for example, smudging, applying sunscreen, washing etc.</p> <p>B. Demonstrate and explain the reason for smudging our eyes, ears, mouth, heart and body.</p> <p>2.3.4</p> <p>A. Recognize and share examples of a decision made that resulted in a mistake and accepting it as an opportunity to learn from.</p> <p>B. Understand that hard work and commitment are desirable skills.</p>	<p>2.4.1</p> <p>A. Collect, share and illustrate positive and respectful First Nation’s language words to describe healthy habits and actions in the past and present.</p> <p>B. Understand memory skills were encouraged in the past and practice ways of improving memory.</p> <p>2.4.2</p> <p>A. Discuss and observe what “healthy” and “unhealthy” living is and make connections to the past and present.</p> <p>B. Recognize the four personal development domains on the medicine wheel.</p> <p>2.4.3</p> <p>A. Examine and explore how healthy/unhealthy thoughts affect actions in the past and present</p> <p>B. Practice making healthy choices with different problems and settings.</p> <p>2.4.4</p> <p>A. Explore actions for social acceptance and determine what are healthy and unhealthy behaviours and opportunities.</p> <p>B. Invite Elder(s) to discuss healthy and unhealthy behaviours.</p>

OUTCOMES: It is expected that learners will:



KEY

PN1 SPIRITUAL – Physiological Needs (PN):

Goal: By the end of Level 14, Students will understand that food, water and air are considered sacred among First Nations people and recognize them as foundational basic human needs to nurture the well-being of all people and will gain an enhanced understanding of the belief system.

BLN2 EMOTIONAL – Belonging and Love Needs (BLN):

Goal: By the end of Level 14, Students will recognize the need for belonging and love in actions for social acceptance, affiliations, relationships and family and will gain a positive self-esteem through the enhanced understanding of the uniqueness of First Nations people.

SN3 PHYSICAL – Safety Needs (SN):

Goal: By the end of Level 14, Students will acknowledge that security and safety needs play a significant part in the development of basic human needs in the past, present and future and will learn through cultural history to develop and understand their way of life and use those skills and tools to become successful bi-cultural individuals.

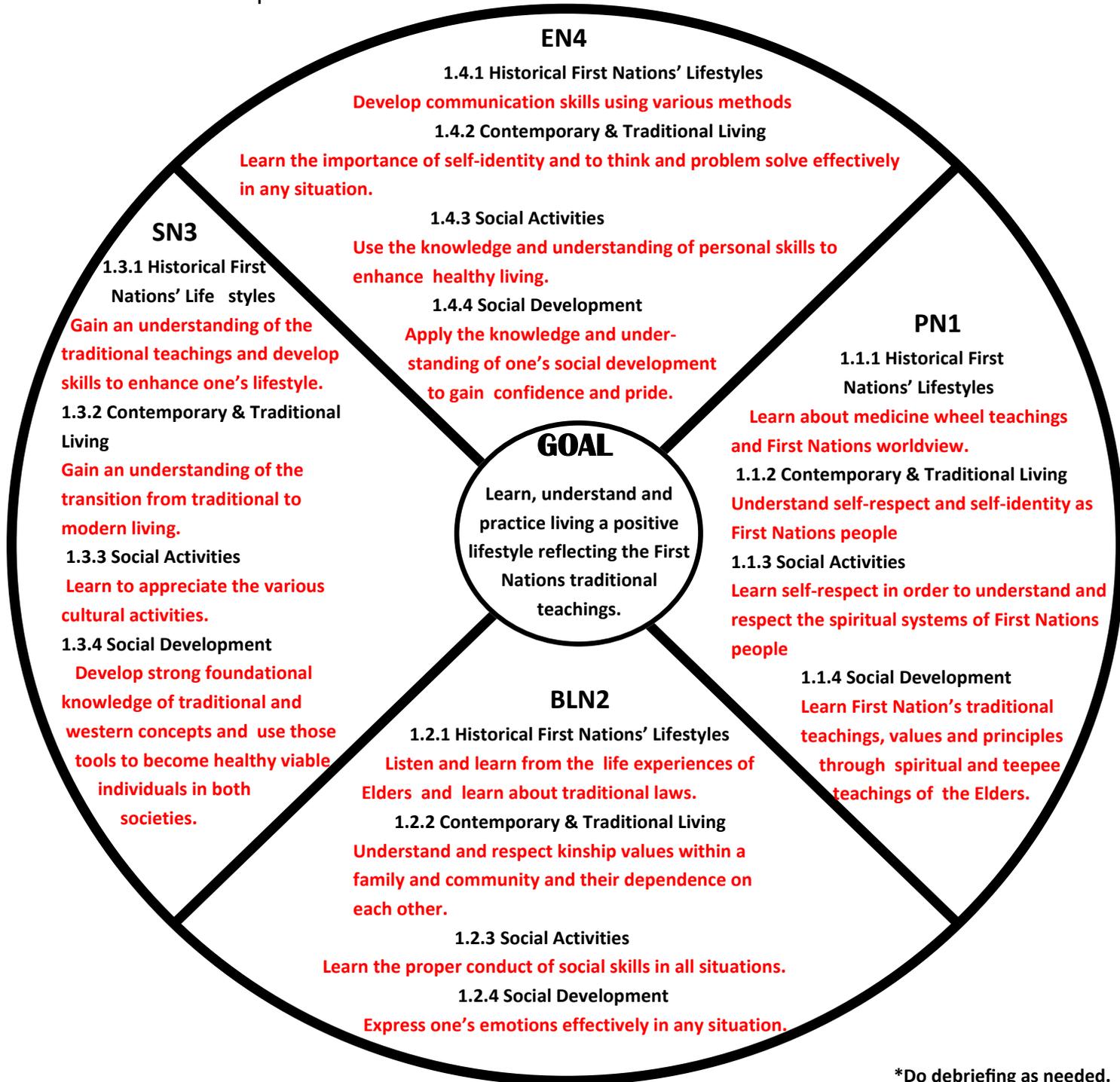
EN4 MENTAL – Esteem Needs (EN):

Goal: By the end of Level 14, Students will understand the connection between thoughts and actions in terms of personal development based on First Nations teachings and to develop the desire for a sense of competence, achievement and respect from others and to practice respect.

Indicators This is evident when the learners:

SPIRITUAL	EMOTIONAL	PHYSICAL	MENTAL
<p>3.1.1</p> <p>A. Illustrate the stages of life on the medicine wheel.</p> <p>B. Make connections to other stages and cycles of life and observe the interconnectedness using the medicine wheel.</p> <p>3.1.2</p> <p>A. Describe traditional and contemporary ways that honesty is honoured and celebrated.</p> <p>B. Understand and illustrate one’s strengths and abilities.</p> <p>3.1.3</p> <p>A. Make a First Nations family shield illustrating family traits and First Nations symbols.</p> <p>B. Explore values and virtues that embody First Nations people.</p> <p>3.1.4</p> <p>A. Listen and respond to stories that highlight the circle of life.</p> <p>B. Understand that spirituality defines an individual and where one originates from as a First Nation person.</p> <p>C. Practice protocol for smudging and understand the purpose for it.</p>	<p>3.2.1</p> <p>A. Listen to Elder’s stories about honesty and observe how it builds positive character.</p> <p>B. Share one’s own stories and experiences about honesty.</p> <p>3.2.2</p> <p>A. Examine and list your family traits.</p> <p>B. Discuss skills and talents that are in one’s family and community.</p> <p>3.2.3</p> <p>A. Participate in a group and practice giving compliments to one another to uplift the individual.</p> <p>B. Examine and demonstrate confidence in various settings.</p> <p>3.2.4</p> <p>A. Recognize that anger is a normal feeling and how an unhealthy reaction creates problems; explore healthy choices to cope with your reaction.</p> <p>B. Discover and understand the difference between bullying and conflict.</p>	<p>3.3.1</p> <p>A. Explore traditional ways of gaining trust.</p> <p>B. Participate in games that demonstrate leadership skills.</p> <p>3.3.2</p> <p>A. Create pictures to celebrate one’s birthday.</p> <p>B. Explore how birthdays were celebrated in the past and present.</p> <p>C. Explore how “birth” was celebrated in the past and present.</p> <p>3.3.3</p> <p>A. Participate in an activity and share one or more positive qualities about an individual.</p> <p>B. Observe and participate in a cultural activity and discuss feelings experienced with it.</p> <p>3.3.4</p> <p>A. Investigate the meaning of honesty and illustrate what it looks like.</p> <p>B. Describe similarities and differences between First Nations practice of the different values in the past and present.</p> <p>C. Define what a role model is and give examples.</p> <p>D. Determine what character traits are needed to be a role model.</p>	<p>3.4.1</p> <p>A. Discover unique ways First Nations people identified their age using nature in the past.</p> <p>B. Understand “all my relations” refers to all living things, all of creation and not just relatives (past, present and future).</p> <p>3.4.2</p> <p>A. Examine how self-esteem was gained in First Nations societies past and present.</p> <p>B. Recognize words for describing character traits.</p> <p>3.4.3</p> <p>A. Discuss the meaning of self-esteem and what it looks like.</p> <p>B. Identify people of different positive character traits in your family and community.</p> <p>3.4.4</p> <p>A. Illustrate with a friend each other’s positive character traits.</p> <p>B. Experience and explore problem-solving techniques using stories and/or legends.</p>

OUTCOMES: It is expected that learners will:



KEY

PN1 SPIRITUAL – Physiological Needs (PN):

Goal: By the end of Level 14, Students will understand that food, water and air are considered sacred among First Nations people and recognize them as foundational basic human needs to nurture the well-being of all people and will gain an enhanced understanding of the belief system.

BLN2 EMOTIONAL – Belonging and Love Needs (BLN):

Goal: By the end of Level 14, Students will recognize the need for belonging and love in actions for social acceptance, affiliations, relationships and family and will gain a positive self-esteem through the enhanced understanding of the uniqueness of First Nations people.

SN3 PHYSICAL – Safety Needs (SN):

Goal: By the end of Level 14, Students will acknowledge that security and safety needs play a significant part in the development of basic human needs in the past, present and future and will learn through cultural history to develop and understand their way of life and use those skills and tools to become successful bi-cultural individuals.

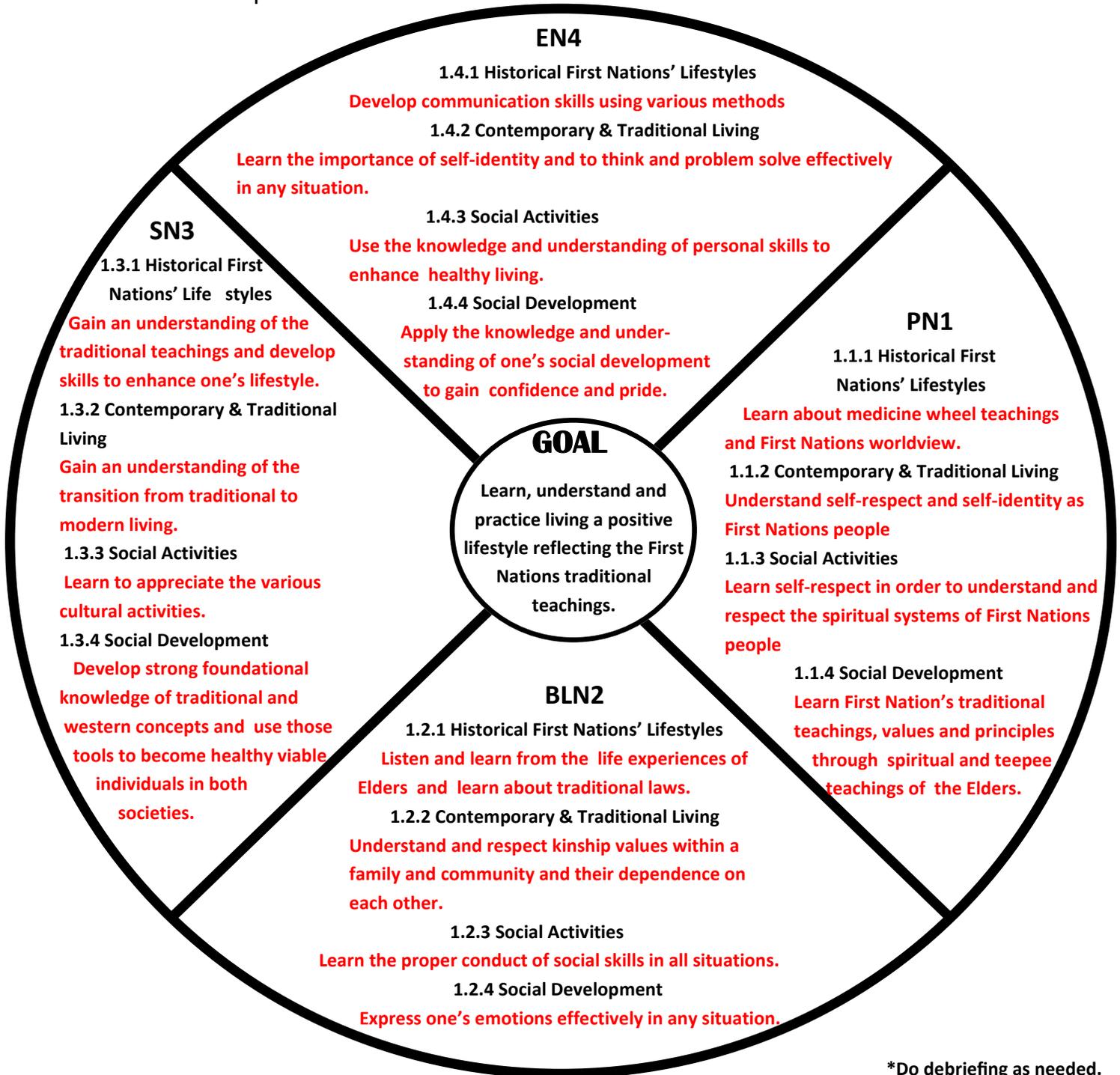
EN4 MENTAL – Esteem Needs (EN):

Goal: By the end of Level 14, Students will understand the connection between thoughts and actions in terms of personal development based on First Nations teachings and to develop the desire for a sense of competence, achievement and respect from others and to practice respect.

Indicators This is evident when the learners:

SPIRITUAL	EMOTIONAL	PHYSICAL	MENTAL
<p>4.1.1 A. Examine the child’s role within the worldview. B. Invite an Elder to discuss the First Nations worldview for better understanding.</p> <p>4.1.2 A. Examine, list and illustrate to show pride and the importance of being First Nations. B. Understand and acknowledge giving thanks to Creator before asking for anything e.g. good life, good health, protection, safety etc.</p> <p>4.1.3 A. Take pride in being First Nations and show ways to be humble and treat other equally. B. Understand the many gifts from the Creator which includes; language, land, air, water, ceremonies etc.</p> <p>4.1.4 A. Explore the teepee pole teachings and demonstrate understanding. B. Elaborate and demonstrate an understanding about the teepee and its reference to being a First Nation’s classroom.</p>	<p>4.2.1 A. Invite an Elder to discuss protocols and gender roles in various cultural settings. B. Listen to the Creation story told by a community Elder.</p> <p>4.2.2 A. Invite an Elder to discuss how respect was demonstrated in the past towards people and environment. B. Practice and understand the reason for offering tobacco to Mother Earth when taking something from her, e.g. plants, trees, rocks etc.</p> <p>4.2.3 A. Identify one’s personal qualities and how to show respect for others. B. Understand people have gifts from the Creator which may include skills and knowledge of songs, dance, medicines, healing, ceremonies, traditions, storytelling etc. and examine your own gifts.</p> <p>4.2.4 A. Label feelings and emotions. B. Demonstrate and identify by role playing different emotions and feelings.</p>	<p>4.3.1 A. Discover how people stayed physically fit in the past and how this contributed to one’s overall wellness. B. Discover the similarities between Mother Earth and the human body e.g. both 85% water, hair & grass, feelings etc.</p> <p>4.3.2 A. Investigate factors that caused change to physical development in the past and present. B. Examine and analyze own personal fitness and development.</p> <p>4.3.3 A. Discuss appropriate behaviours and conduct in different cultural ceremonies or activities. B. Participate in smudging and understand it is purifying the mind and body and cleansing the physical surroundings of negative energies.</p> <p>4.3.4 A. Recognize helpful behaviours that contribute to harmonious living in the community. B. Investigate and understand how the physical and spirit world are interconnected and not separate entities.</p>	<p>4.4.1 A. Explore ways to show confidence. B. Describe and understand First Nations worldview.</p> <p>4.4.2 A. Identify First Nations role models from the past and present. B. Understand the reasons women are considered sacred and must be treated with respect.</p> <p>4.4.3 A. Respond to problem-solving skills and discover solutions to different situations. B. Examine, analyze and discover ways band problems can be managed using problem solving skills. C. Discover that using violence to any situation is an unhealthy way to resolve problems and explore healthy alternatives.</p> <p>4.4.4 A. Examine and understand the difference between bullying, conflict and violence. B. Discover coping skills to handle different situations to anger, conflict and violence.</p>

OUTCOMES: It is expected that learners will:



KEY

PN1 SPIRITUAL – Physiological Needs (PN):

Goal: By the end of Level 14, Students will understand that food, water and air are considered sacred among First Nations people and recognize them as foundational basic human needs to nurture the well-being of all people and will gain an enhanced understanding of the belief system.

BLN2 EMOTIONAL – Belonging and Love Needs (BLN):

Goal: By the end of Level 14, Students will recognize the need for belonging and love in actions for social acceptance, affiliations, relationships and family and will gain a positive self-esteem through the enhanced understanding of the uniqueness of First Nations people.

SN3 PHYSICAL – Safety Needs (SN):

Goal: By the end of Level 14, Students will acknowledge that security and safety needs play a significant part in the development of basic human needs in the past, present and future and will learn through cultural history to develop and understand their way of life and use those skills and tools to become successful bi-cultural individuals.

EN4 MENTAL – Esteem Needs (EN):

Goal: By the end of Level 14, Students will understand the connection between thoughts and actions in terms of personal development based on First Nations teachings and to develop the desire for a sense of competence, achievement and respect from others and to practice respect.

Indicators This is evident when the learners:

SPIRITUAL	EMOTIONAL	PHYSICAL	MENTAL
<p>5.1.1 A. Discover ways to honour the cycle of life using the medicine wheel. B. View the environment as an entity with a spirit and explore ways of nurturing it.</p> <p>5.1.2 A. View Mother Earth, (the land), as a living entity. Examine the level of tolerance towards abuse of natural resources. B. Explore one’s personal level of tolerance to different situations and compare with others and with land.</p> <p>5.1.3 A. Compare needs for people and needs for the land for healthy existence. B. Understand how personal development and future adult behaviour is affected in the presence of violence.</p> <p>5.1.4 A. Explore and discuss the view of traditional teachings on disabilities. B. Invite an Elder and explore the meaning of special “gifts” of the disabled.</p>	<p>5.2.1 A. Listen to Elder’ stories about acceptance in the past and present. B. Invite an Elder to discuss acceptance in the various cultural settings and situations.</p> <p>5.2.2 A. Share stories about acceptance using different techniques, writing, role plays, poetry etc. B. Understand the reasons why young people develop other social networks outside of the family. e.g. drum groups, sports teams, gangs etc.</p> <p>5.2.3 A. Explore one’s personal level of acceptance and tolerance towards various situations. B. Explore and understand the cycle of violence and examine the level of its’ presence in the past and present. C. Analyze the violence on T.V. programs and examine and discuss the level of acceptance by society.</p> <p>5.2.4 A. Discuss and identify one’s emotions when accepted as part of the group. B. Examine and explore how women were accepted and considered equal members of society in the past and make observations about the present day.</p>	<p>5.3.1 A. Identify and practice various traditional games of skill. B. Develop and practice games of skill.</p> <p>5.3.2 A. Explore and compare leadership roles from past and present. B. Practice and demonstrate positive leadership skills and show how these roles would foster a healthy environment.</p> <p>5.3.3 A. Explore and practice various traditional obstacle games. B. Create and participate in a variety of obstacle games. C. Discover ways to use problem solving skills to resolve difficulties and various obstacles.</p> <p>5.3.4 A. Explore and examine ways of overcoming obstacles in different cultural settings and events. B. Explore and explain how teepee teachings will help solve difficult problems and situations. C. Research and report on an individual who persevered and succeeded.</p>	<p>5.4.1 A. Define and discuss ways forgiveness, acceptance and tolerance were expressed between friends, family and community in the past and present. B. Examine and explain how women in the past accepted duties and responsibilities of being in charge of the teepee.</p> <p>5.4.2 A. Explore the difference between acceptance and tolerance in the past and present. B. Understand and demonstrate that all races are children of the Creator and must be respected</p> <p>5.4.3 A. Understand and apply the value teaching of forgiveness. B. Listen to and use writing as a way of expressing one's feelings and emotions on stories of forgiveness.</p> <p>5.4.4 A. Develop an understanding of acceptance by relating to one’s own experiences. B. Understand acceptance by treating and demonstrating consideration to others.</p>

OUTCOMES: It is expected that learners will:



KEY

PN1 SPIRITUAL – Physiological Needs (PN):

Goal: By the end of Level 14, Students will understand that food, water and air are considered sacred among First Nations people and recognize them as foundational basic human needs to nurture the well-being of all people and will gain an enhanced understanding of the belief system.

BLN2 EMOTIONAL – Belonging and Love Needs (BLN):

Goal: By the end of Level 14, Students will recognize the need for belonging and love in actions for social acceptance, affiliations, relationships and family and will gain a positive self-esteem through the enhanced understanding of the uniqueness of First Nations people.

SN3 PHYSICAL – Safety Needs (SN):

Goal: By the end of Level 14, Students will acknowledge that security and safety needs play a significant part in the development of basic human needs in the past, present and future and will learn through cultural history to develop and understand their way of life and use those skills and tools to become successful bi-cultural individuals.

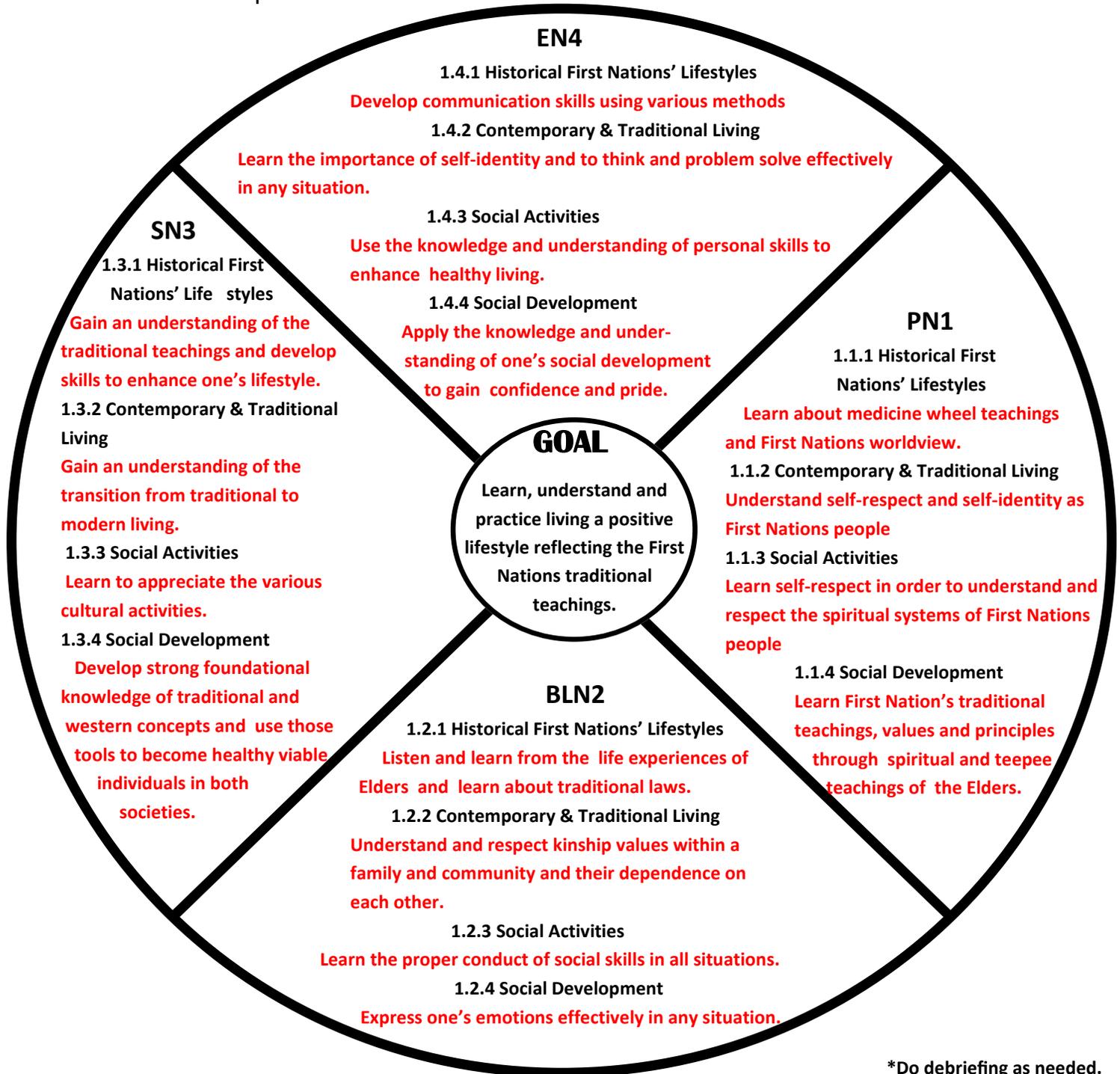
EN4 MENTAL – Esteem Needs (EN):

Goal: By the end of Level 14, Students will understand the connection between thoughts and actions in terms of personal development based on First Nations teachings and to develop the desire for a sense of competence, achievement and respect from others and to practice respect.

Indicators This is evident when the learners:

SPIRITUAL	EMOTIONAL	PHYSICAL	MENTAL
<p>6.1.1 A. Examine how future plans and goal setting are viewed in the First Nations worldview. B. Understand and observe protocol in asking an Elder for prayers to include the family, school, and community.</p> <p>6.1.2 A. Investigate if goal setting and making future plans are strong in your family, school and community. B. Interview role models or successful cultural people in your community and write a report.</p> <p>6.1.3 A. Explore ways in which personal goals can be achieved and include both western and First Nations societies. B. Develop a stepping-stone map with goals to achieve a personal plan.</p> <p>6.1.4 A. Invite an Elder to discuss how plans are made and the protocol followed to conduct or host a cultural event or activity, e.g. round-dance, pow-wow etc. B. Learn protocols for ceremonies from an Elder, e.g. feasts, round dance, etc. C. Discover ways to implement personal goals for both western and First Nations societies.</p>	<p>6.2.1 A. Invite an Elder to discuss the importance of cooperation. B. Discover ways cooperation was necessary for the survival of First Nations people in the past.</p> <p>6.2.2 A. Identify ways to show cooperation within the family, school and community. B. Compare past and present ways of showing cooperation and discover what role it played in the gathering of medicines and other practices.</p> <p>6.2.3 A. Explore and participate in cooperative learning games. B. Explore and discover how and why cooperation plays a big part in groups, e.g. pow-wow drum group, sports team etc.</p> <p>6.2.4 A. Understand leadership and cooperative skills within team-building. B. Explore and participate in traditional games using leadership and cooperative skills. C. Explore ways utilizing personal skills and talents to build a positive self-esteem.</p>	<p>6.3.1 A. Discover how determination played a big part in First Nations lives. B. Explore and discover traditional games that required endurance and determination.</p> <p>6.3.2 A. Explore how determination within our nation has evolved with time. B. Understand that poverty, family and spousal violence and addictions of First Nations people resulted from colonialism. C. Explore ways of resiliency and determination to experience success in life for First Nations people.</p> <p>6.3.3 A. Examine the many cultural activities and ceremonies survived in time. B. Understand “strength” means more than just physical strength and resiliency in the teepee teachings. C. Explore the different ways First Nations people show strength.</p> <p>6.3.4 A. Identify and demonstrate how to use determination in achieving certain goals. B. Plan and practice using determination to achieve a short term goal.</p>	<p>6.4.1 A. Explore and express ways of making decisions. B. Discover how decisions were made in the past for the family and community.</p> <p>6.4.2 A. Practice decision making in different situations for family, school and community. B. Role-play decision making and analyze the actions with others.</p> <p>6.4.3 A. Think about the choices one makes between right or wrong with a game of ethical dilemmas and use decision making skills for solutions.. B. Reflect on different strategies to use when experiencing frustration or difficulty. C. Discover how you need personal inner strength at times to make the right decisions.</p> <p>6.4.4 A. Demonstrate understanding of decision making and healthy choices through presentations. B. Invite an Elder to discuss how strength is required to follow protocol in many of our cultural activities.</p>

OUTCOMES: It is expected that learners will:

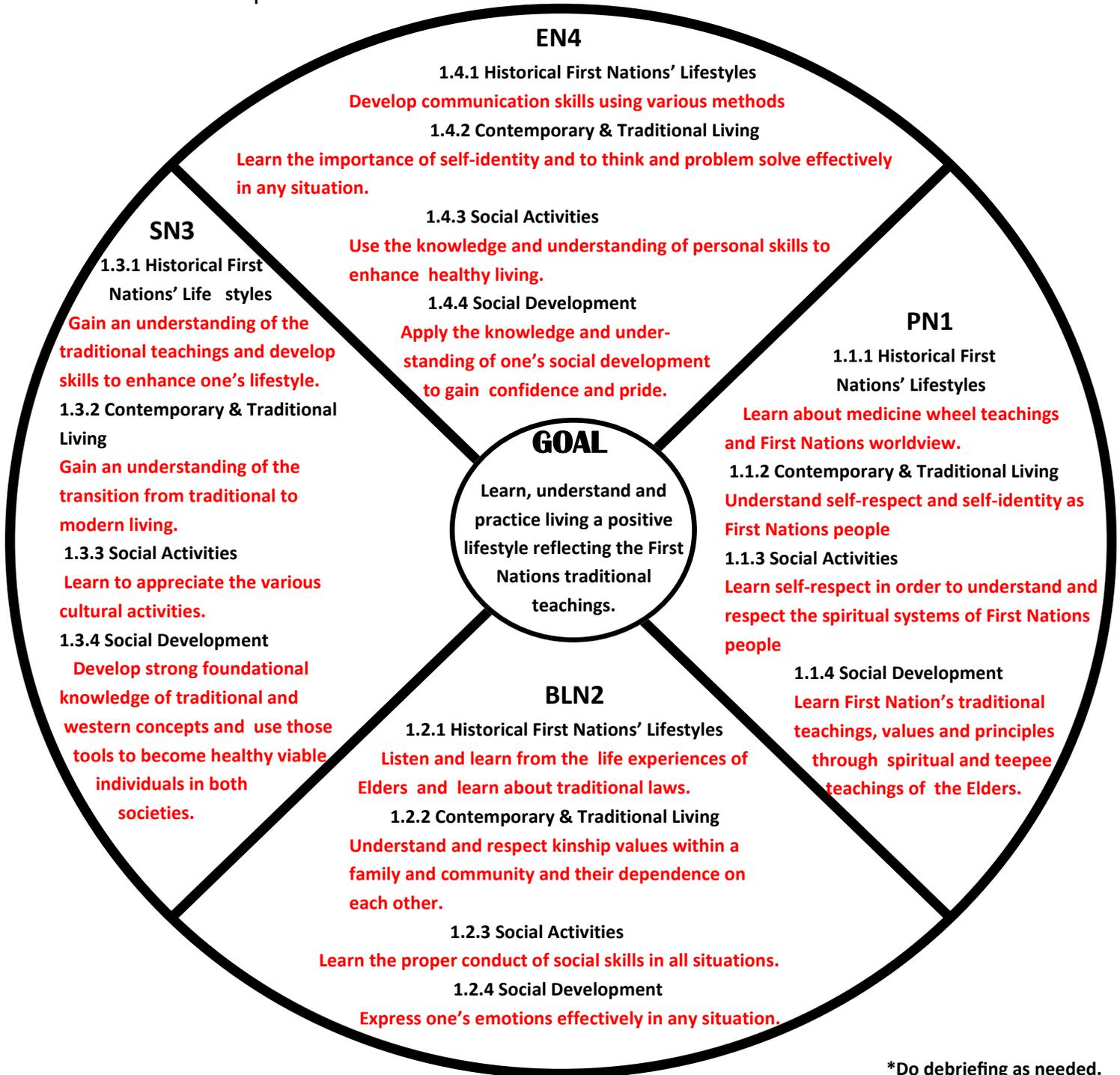


- KEY**
- PN1 SPIRITUAL – Physiological Needs (PN):**
Goal: By the end of Level 14, Students will understand that food, water and air are considered sacred among First Nations people and recognize them as foundational basic human needs to nurture the well-being of all people and will gain an enhanced understanding of the belief system.
 - BLN2 EMOTIONAL – Belonging and Love Needs (BLN):**
Goal: By the end of Level 14, Students will recognize the need for belonging and love in actions for social acceptance, affiliations, relationships and family and will gain a positive self-esteem through the enhanced understanding of the uniqueness of First Nations people.
 - SN3 PHYSICAL – Safety Needs (SN):**
Goal: By the end of Level 14, Students will acknowledge that security and safety needs play a significant part in the development of basic human needs in the past, present and future and will learn through cultural history to develop and understand their way of life and use those skills and tools to become successful bi-cultural individuals.
 - EN4 MENTAL – Esteem Needs (EN):**
Goal: By the end of Level 14, Students will understand the connection between thoughts and actions in terms of personal development based on First Nations teachings and to develop the desire for a sense of competence, achievement and respect from others and to practice respect.

Indicators This is evident when the learners:

SPIRITUAL	EMOTIONAL	PHYSICAL	MENTAL
<p>7.1.1</p> <p>A. Discover the different stages of life and gender roles with the use of a medicine wheel.</p> <p>B. Explore and examine the respect that is needed to be given to each gender.</p> <p>7.1.2</p> <p>A. Interview parents and evaluate findings about gender roles and how they are presently practiced.</p> <p>B. Explore the reasons women were highly respected and understand how change has occurred with time.</p> <p>7.1.3</p> <p>A. Examine the role of women and men in cultural activities.</p> <p>B. Discuss gender roles then write a personal narrative that reflects the discussion.</p> <p>C. Invite an Elder to explain and share the understanding that “life” is a gift from the Creator and suicide is a violation of Creator’s laws. Examine how suicide and violence were dealt with in the past.</p> <p>7.1.4</p> <p>A. Use teepee teachings to make connections between a woman and a teepee.</p> <p>B. Explore and explain how the teepee comes with many teachings for good child rearing and parenting.</p> <p>C. Examine and understand the First Nations worldview.</p>	<p>7.2.1</p> <p>A. Explore and discover the meaning of self-esteem and pride.</p> <p>B. Listen to stories of self-esteem and pride, explore the connection to First Nations identity.</p> <p>7.2.2</p> <p>A. Celebrate one’s own unique talents and skills and those of others through different ways.</p> <p>B. Understand and discuss that people have gifts from the Creator which may include skills and knowledge of songs, dance, medicines, healing, ceremonies, traditions, storytelling etc.</p> <p>7.2.3</p> <p>A. Develop an appreciation for diversity of other people’s talents and strengths through different ways</p> <p>B. Understand First Nations worldview and how it embraces and expresses the diversity of kinship relationships with all of creation.</p> <p>7.2.4</p> <p>A. Explore and demonstrate pride for “celebrating change” in different ways.</p> <p>B. Discover the reason why moon-time is the most powerful time for a woman and reasons why she cannot attend any ceremonies during that period, by inviting a female Elder to discuss, explain and guide.</p>	<p>7.3.1</p> <p>A. Invite an Elder to discuss protocol for rites of passage for both genders in the past and present. (hold discussion in separate groups to show respect for each others gender).</p> <p>B. Understand what “moon-time” is and what it means by seeking an elderly woman’s help.</p> <p>C. Define gender roles in the past for boys/men and girls/women.</p> <p>7.3.2</p> <p>A. Identify and compare gender roles in the past and how they changed in the present.</p> <p>B. Investigate how changes (rites of passage) are currently celebrated, e.g. sweat lodge, feast etc.</p> <p>7.3.3</p> <p>A. Discuss and understand the importance of having rules for a talking circle.</p> <p>B. Participate in a talking circle discussing personal experiences related to protocols and gender roles.</p> <p>7.3.4</p> <p>A. Understand changes in personal development when going through the rites of passage and demonstrate pride and healthy attitudes towards one’s self.</p> <p>B. Write a personal journal listing ways to embrace changes.</p> <p>C. Examine the many forms of violence in today’s society and how they conflict with traditional teachings.</p>	<p>7.4.1</p> <p>A. Explore the meaning of cleanliness in relation to one’s self and to the environment in the past and present.</p> <p>B. Discover that cleanliness is a teepee teaching and it refers to more than just personal hygiene.</p> <p>7.4.2</p> <p>A. Explore how cleanliness is important during the rites of passage.</p> <p>B. Express the importance of having positive self-identity and how it affects one’s surroundings.</p> <p>7.4.3</p> <p>A. Understand the value of cleanliness in all four domains of development and how it relates to healthy living.</p> <p>B. Share ideas on how cleanliness is practiced in different settings.</p> <p>C. Understand that, before any cultural event or activity is initiated, smudging is done to cleanse the area and to all participants to prepare a clean path of prayer to the Creator.</p> <p>7.4.4</p> <p>A. Understand that participation in daily smudging purifies the mind and body, and cleanses the physical surroundings of negative energies.</p> <p>B. Understand First Nations societies had strict laws governing every aspect of their existence. e.g. justice, relationships, hunting, etc.</p>

OUTCOMES: It is expected that learners will:



KEY

PN1 SPIRITUAL – Physiological Needs (PN):

Goal: By the end of Level 14, Students will understand that food, water and air are considered sacred among First Nations people and recognize them as foundational basic human needs to nurture the well-being of all people and will gain an enhanced understanding of the belief system.

BLN2 EMOTIONAL – Belonging and Love Needs (BLN):

Goal: By the end of Level 14, Students will recognize the need for belonging and love in actions for social acceptance, affiliations, relationships and family and will gain a positive self-esteem through the enhanced understanding of the uniqueness of First Nations people.

SN3 PHYSICAL – Safety Needs (SN):

Goal: By the end of Level 14, Students will acknowledge that security and safety needs play a significant part in the development of basic human needs in the past, present and future and will learn through cultural history to develop and understand their way of life and use those skills and tools to become successful bi-cultural individuals.

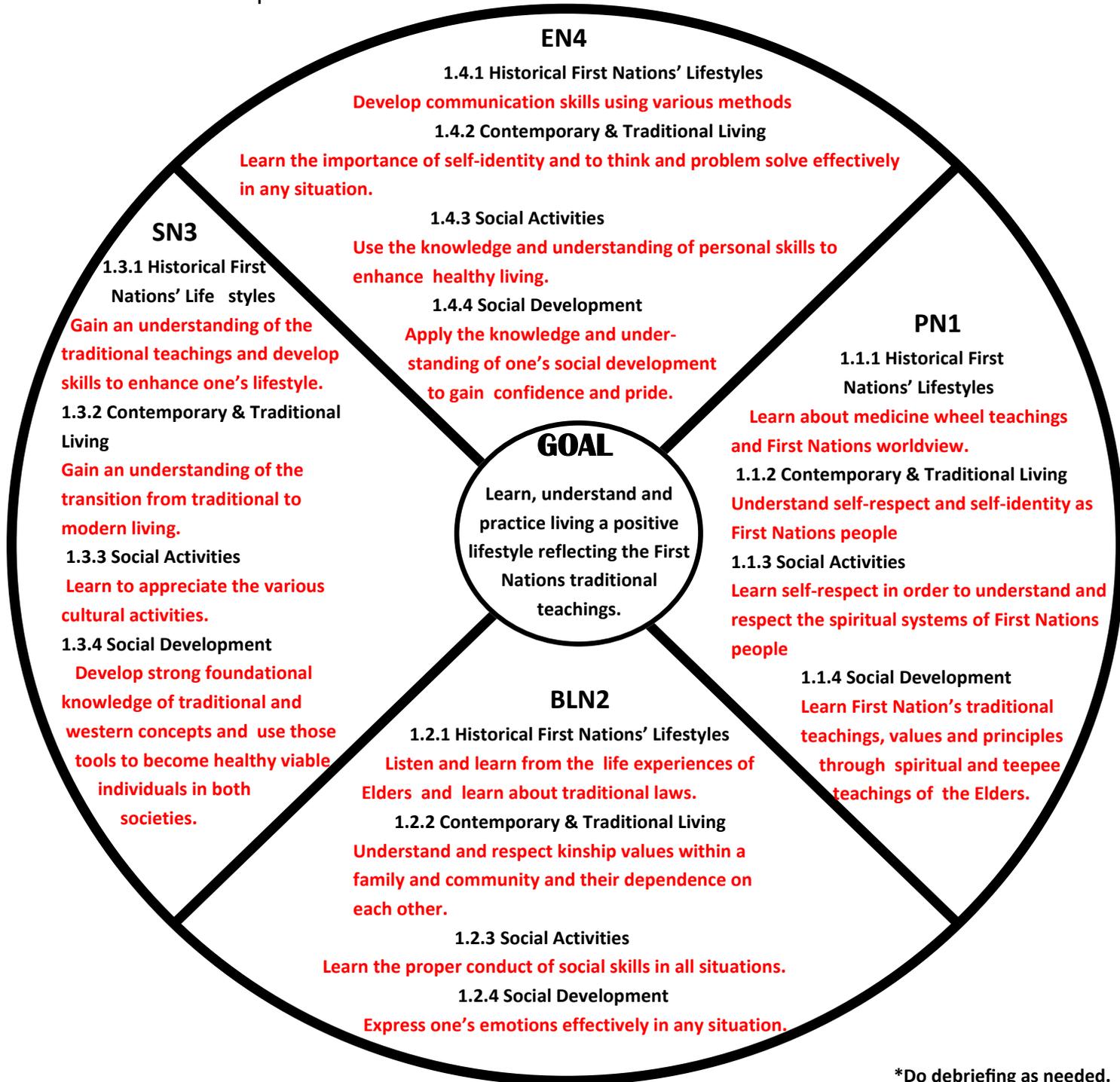
EN4 MENTAL – Esteem Needs (EN):

Goal: By the end of Level 14, Students will understand the connection between thoughts and actions in terms of personal development based on First Nations teachings and to develop the desire for a sense of competence, achievement and respect from others and to practice respect.

Indicators This is evident when the learners:

SPIRITUAL	EMOTIONAL	PHYSICAL	MENTAL
<p>8.1.1</p> <p>A. Explore how the spiritual aspect of development was met in the past within First Nations society.</p> <p>B. Participate in a traditional First Nation’s activity addressing spiritual development.</p>	<p>8.2.1</p> <p>A. Explore how the emotional aspect of development was acquired in the past within First Nations society.</p> <p>B. Participate in a traditional First Nation’s activity addressing emotional development.</p>	<p>8.3.1</p> <p>A. Explore how the physical aspect of development was obtained in the past within First Nations society.</p> <p>B. Participate in a traditional First Nation’s activity addressing physical development.</p>	<p>8.4.1</p> <p>A. Explore how the mental aspect of development was met in the past within First Nations society.</p> <p>B. Participate in a traditional First Nation’s activity addressing mental development. E.g. memory, thinking skills, etc.</p>
<p>8.1.2</p> <p>A. Analyze how change occurred over time with the domain of spiritual development due to colonialism within First Nations society.</p> <p>B. Recognize that prayer is a vital part of living. Spirituality is considered very important in life to communicate with the Creator and to give thanks for the many gifts in life.</p>	<p>8.2.2</p> <p>A. Analyze how change occurred over time with the domain of emotional development due to colonialism within First Nations society.</p> <p>B. Examine how the balance of each aspect of the medicine wheel is acquired in family and community in the past and present.</p>	<p>8.3.2</p> <p>A. Analyze how change occurred over time with the domain of physical development due to colonialism within First Nations society.</p> <p>B. Explore and compare the aspect of development and how they can be encouraged through expression of different forms of media. E.g. T.V., magazines, etc.</p>	<p>8.4.2</p> <p>A. Analyze how change occurred over a period of time in the domain of mental development due to colonialism within First Nations society.</p> <p>B. Explore and examine how healthy mental development is encouraged in today’s society.</p>
<p>8.1.3</p> <p>A. Practice protocol for smudging and understand the meaning and purpose of it.</p> <p>B. Demonstrate and explain the reason why we smudge our eyes, ears, mouth, heart and body.</p> <p>C. Identify contemporary support systems for one’s personal development.</p>	<p>8.2.3</p> <p>A. Examine proper conduct using traditional and value teachings in different situations.</p> <p>B. Investigate other symbols and make comparisons with others associated to different groups.</p>	<p>8.3.3</p> <p>A. Examine traditional ways of courting and relationships.</p> <p>B. Examine present day relationships/problems and positive solutions.</p> <p>C. Research and report on traditional First Nations games and activities.</p>	<p>8.4.3</p> <p>A. Design a personal medicine wheel to illustrate one’s lifestyle showing area(s) that require attention.</p> <p>B. Share and discuss the personal medicine wheel with others.</p>
<p>8.1.4</p> <p>A. Analyze community needs based on the medicine wheel teachings.</p> <p>B. Develop a plan for the community needs.</p>	<p>8.2.4</p> <p>A. Understand the causes for self harm and explore positive ways of dealing with emotional problems.</p> <p>B. Examine the different emotional difficulties experienced by First Nations people in today’s society.</p> <p>C. Examine the unhealthy ways some emotional problems are handled and suggest healthy alternatives.</p> <p>D. Research and identify current organizations committed to helping with one’s emotional development.</p>	<p>8.3.4</p> <p>A. Examine and understand that changes and hormones are natural stages in life.</p> <p>B. Invite an Elder to discuss and explain medicine wheel teachings.</p> <p>C. Discuss medicine wheel teachings and write a personal narrative that reflects the discussion.</p>	<p>8.4.4</p> <p>A. Design and develop a plan with the inclusion of the medicine wheel to address personal needs/goals in order to have balance in one’s life.</p> <p>B. Share plans with others and start a journal to keep track of progress.</p> <p>C. Develop and share ideas on ways to foster a positive self-image.</p>

OUTCOMES: It is expected that learners will:



KEY

PN1 SPIRITUAL – Physiological Needs (PN):

Goal: By the end of Level 14, Students will understand that food, water and air are considered sacred among First Nations people and recognize them as foundational basic human needs to nurture the well-being of all people and will gain an enhanced understanding of the belief system.

BLN2 EMOTIONAL – Belonging and Love Needs (BLN):

Goal: By the end of Level 14, Students will recognize the need for belonging and love in actions for social acceptance, affiliations, relationships and family and will gain a positive self-esteem through the enhanced understanding of the uniqueness of First Nations people.

SN3 PHYSICAL – Safety Needs (SN):

Goal: By the end of Level 14, Students will acknowledge that security and safety needs play a significant part in the development of basic human needs in the past, present and future and will learn through cultural history to develop and understand their way of life and use those skills and tools to become successful bi-cultural individuals.

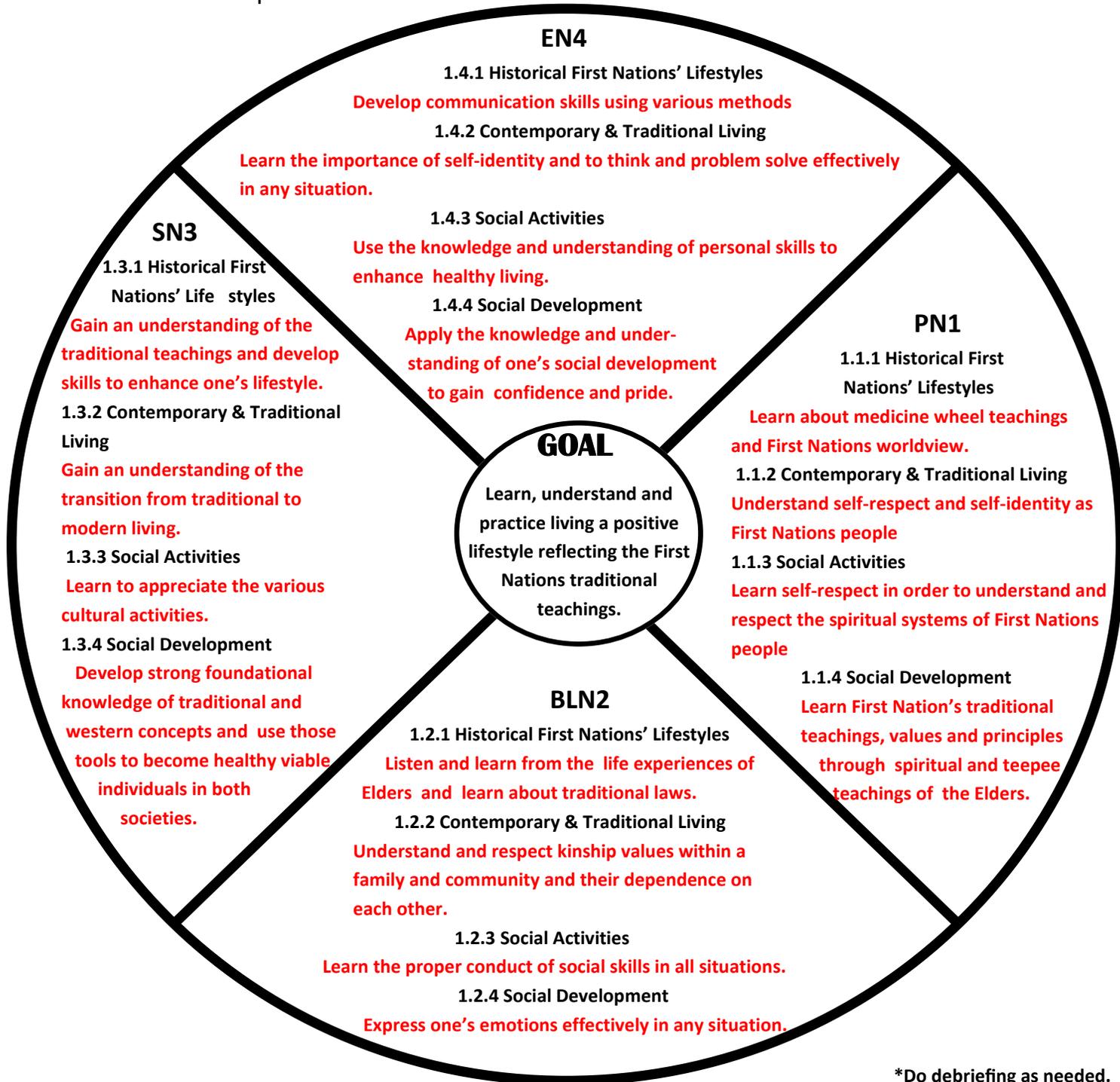
EN4 MENTAL – Esteem Needs (EN):

Goal: By the end of Level 14, Students will understand the connection between thoughts and actions in terms of personal development based on First Nations teachings and to develop the desire for a sense of competence, achievement and respect from others and to practice respect.

Indicators This is evident when the learners:

SPIRITUAL	EMOTIONAL	PHYSICAL	MENTAL
<p>9.1.1</p> <p>A. Discuss physiological needs as basic human needs.</p> <p>B. Examine how First Nations societies were structured in the past to meet all basic needs.</p> <p>9.1.2</p> <p>A. Compare self-respect and identity of First Nations people in the past and present.</p> <p>B. Understand that poverty, family and spousal violence, and addictions of First Nations people resulted from colonialism and, explore methods of determination and faith to successfully stop the cycle.</p> <p>9.1.3</p> <p>A. Examine the effects of residential schools and the harm caused on the spiritual development, language and culture of First Nations people.</p> <p>B. Invite a residential school survivor offspring to discuss personal experiences as a child growing up in the presence of a parent that went through the system and how it affected their personal development.</p> <p>9.1.4</p> <p>A. Reflect on the discussions about residential schools and present a report.</p> <p>B. Recognize that prayer is a vital part of living and spirituality is considered very important in life to communicate with the Creator and to give thanks for the many gifts in life.</p>	<p>9.2.1</p> <p>A. Invite an Elder to share experiences and discuss the impact of residential schools on First Nations people.</p> <p>B. Discuss love and belonging as a basic human need and give examples how residential schools affected this need.</p> <p>9.2.2</p> <p>A. Explore the trans-generational effects of residential school on family and community members.</p> <p>B. Illustrate and understand the cycle of abuse/violence.</p> <p>9.2.3</p> <p>A. Explore and celebrate the many things e.g. teachings, language, ceremonies etc. of First Nations people that survived the past and are utilized in the present.</p> <p>B. Understand people have gifts from the Creator which may include skills and knowledge of songs, dance, medicines, healing, ceremonies, traditions, storytelling, etc. and examine your own gifts.</p> <p>9.2.4</p> <p>A. Read, listen and write as a way of expressing feelings and emotions about residential schools.</p> <p>B. Discuss and debrief using a talking circle. (you may want to invite an Elder to join and to provide support).</p>	<p>9.3.1</p> <p>A. Consider how life was before residential schools.</p> <p>B. Investigate the reasons for residential schools.</p> <p>C. Define abuse, violence and trust, elaborate how participants were violated in residential schools.</p> <p>9.3.2</p> <p>A. Identify and define safety/security needs as a basic human need and relate how Residential Schools affected this need in the First Nations people.</p> <p>B. Create a timeline to illustrate life before and after residential schools.</p> <p>9.3.3</p> <p>A. Discuss the survival of different cultural activities then write a personal narrative that reflects the discussion.</p> <p>B. Practice protocol for smudging and understand the purpose of it.</p> <p>9.3.4</p> <p>A. Understand the history of First Nations people and discover ways to use this knowledge to gain a positive lifestyle for the future.</p> <p>B. Explore and discover the resiliency of First Nations people.</p> <p>C. Invite an Elder to explain and share the understanding that “life” is a gift from the Creator and suicide is a violation of Creator’s laws. Examine how suicide and violence was dealt with in the past.</p>	<p>9.4.1</p> <p>A. Discuss esteem needs as a basic human need.</p> <p>B. Define self-esteem and loss of identity. Consider the various reasons for identity loss.</p> <p>9.4.2</p> <p>A. Explore the importance of self-esteem and self-identity.</p> <p>B. Investigate how treatment of First Nations children in residential schools affected self-identity and self-esteem. Elaborate on the results from this loss.</p> <p>9.4.3</p> <p>A. Discuss and write a personal narrative about a difficult experience that requires the development of certain inner strength.</p> <p>B. Interview a residential school survivor explaining how they dealt with the trauma experienced while in the system and later on in their personal life.</p> <p>9.4.4</p> <p>A. Examine how First Nations people are continuing to deal with and heal from the abuses experienced in residential schools.</p> <p>B. Understand and observe the protocol in asking an Elder for prayers to heal from different forms of unhealthy conditions; mentally, spiritually, physically and emotionally.</p> <p>C. Understand First Nations societies had strict laws governing every aspect of their existence. e.g. justice, relationships, hunting, etc.</p>

OUTCOMES: It is expected that learners will:



KEY

PN1 SPIRITUAL – Physiological Needs (PN):

Goal: By the end of Level 14, Students will understand that food, water and air are considered sacred among First Nations people and recognize them as foundational basic human needs to nurture the well-being of all people and will gain an enhanced understanding of the belief system.

BLN2 EMOTIONAL – Belonging and Love Needs (BLN):

Goal: By the end of Level 14, Students will recognize the need for belonging and love in actions for social acceptance, affiliations, relationships and family and will gain a positive self-esteem through the enhanced understanding of the uniqueness of First Nations people.

SN3 PHYSICAL – Safety Needs (SN):

Goal: By the end of Level 14, Students will acknowledge that security and safety needs play a significant part in the development of basic human needs in the past, present and future and will learn through cultural history to develop and understand their way of life and use those skills and tools to become successful bi-cultural individuals.

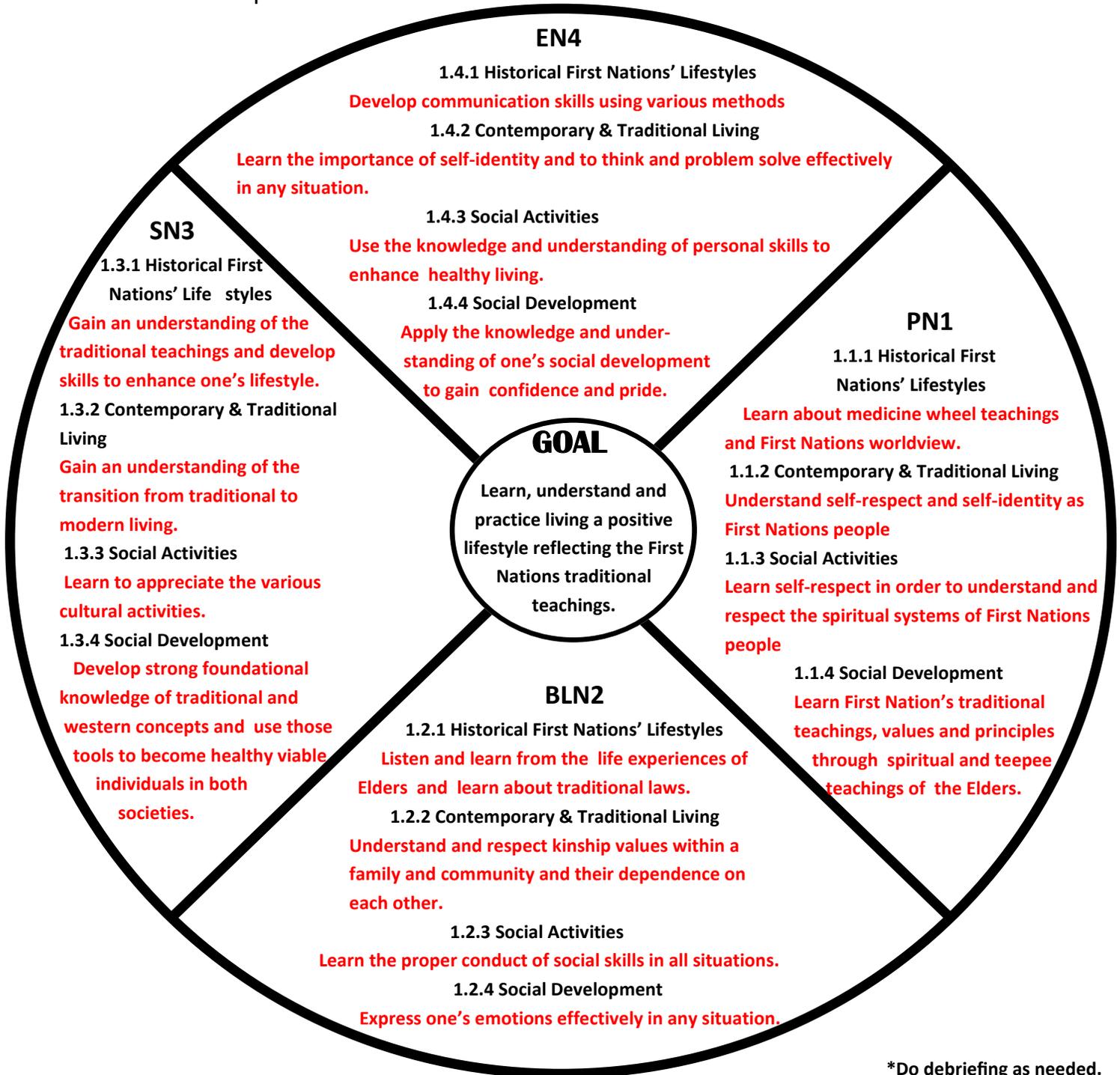
EN4 MENTAL – Esteem Needs (EN):

Goal: By the end of Level 14, Students will understand the connection between thoughts and actions in terms of personal development based on First Nations teachings and to develop the desire for a sense of competence, achievement and respect from others and to practice respect.

Indicators This is evident when the learners:

SPIRITUAL	EMOTIONAL	PHYSICAL	MENTAL
<p>10.1.1</p> <p>A. Explore and compare how global First Nations met their physiological needs in the past and present.</p> <p>B. Explore what barriers First Nations globally face to reach wholistic wellness.</p> <p>C. Research and explore whether tobacco is sacredly used and indicate whether smudging is globally practiced by First Nations people.</p> <p>10.1.2</p> <p>A. Demonstrate an understanding of the teepee teachings.</p> <p>B. Research traditional teachings of other First Nations groups.</p> <p>C. Understand “all my relations” refers to all living things, all of creation not just relatives (past, present and future).</p> <p>10.1.3</p> <p>A. Research and report on worldviews of other First Nations groups.</p> <p>B. Describe ways of using values for guidance in life.</p> <p>C. Understand the reasons why women are considered sacred and must be treated with respect.</p> <p>10.1.4</p> <p>A. Identify different individuals who are knowledgeable with traditional teachings and explore how they applied strategies for success in the modern world.</p> <p>B. Interview someone who demonstrates a grounded balanced lifestyle and develop a presentation.</p>	<p>10.2.1</p> <p>A. Invite an Elder to discuss thankfulness.</p> <p>B. Acknowledge and understand thankfulness to the Creator before asking for anything e.g. good life, good health, protection, safety etc.</p> <p>10.2.2</p> <p>A. Describe in what ways thankfulness is exercised in the family unit, community level and in other First Nations societies.</p> <p>B. Research and report on family violence to determine if it’s a global issue and how it is perceived and managed, both in the past and the present.</p> <p>10.2.3</p> <p>A. Understand and demonstrate how every individual is unique.</p> <p>B. Understand people have gifts from the Creator which may include such skills and knowledge of songs, dances, medicines, healing, ceremonies, traditions, storytelling etc. and then examine your own gifts.</p> <p>10.2.4</p> <p>A. Recognize and demonstrate how personal gifts are treated in a modest and truthful manner.</p> <p>B. Imagine and describe what our communities would look like if healing and wellness was a priority.</p>	<p>10.3.1</p> <p>A. Research and compare successes of First Nations people on a global level in the past and present.</p> <p>B. Research and determine what nations were subjected to the Residential School system and how healing journeys are implemented to those affected by it.</p> <p>10.3.2</p> <p>A. Understand First Nations’ worldview and how it embraces and expresses a kinship relationship with all of creation.</p> <p>B. Compare and explain how respect is shown by other nations to the spirit community eg. thunderbeings, wind, animals, plants, trees and etc.</p> <p>10.3.3</p> <p>A. Analyze how and what is meant by being in charge of acquiring personal needs and apply this to community and global needs.</p> <p>B. Design and understand a model illustrating the basic human needs.</p> <p>C. Reflect on the strategies to use and acquire the different personal basic needs.</p> <p>10.3.4</p> <p>A. Invite a speaker to discuss First Nations global issues.</p> <p>B. Attend a conference or workshop addressing First Nation issues and write a report of your discoveries.</p>	<p>10.4.1</p> <p>A. Define problem solving and explore strategies.</p> <p>B. Explore how problem solving was exercised in the past and present.</p> <p>10.4.2</p> <p>A. Share and practice problem solving skills at home, school and community.</p> <p>B. Demonstrate knowledge of global issues and determine what problem solving skills might be feasible.</p> <p>10.4.3</p> <p>A. Define who you are as a proud First Nations individual by describing your personal skills, talents and values.</p> <p>B. Investigate and understand how the physical and spirit world are not separate but are interconnected.</p> <p>10.4.4</p> <p>A. Invite a speaker /role model to discuss “believing in one’s self”, as part of developing a positive self-image.</p> <p>B. Examine and explore what roles and responsibilities women and men had in other nations in traditional and contemporary times.</p>

OUTCOMES: It is expected that learners will:



KEY

PN1 SPIRITUAL – Physiological Needs (PN):

Goal: By the end of Level 14, Students will understand that food, water and air are considered sacred among First Nations people and recognize them as foundational basic human needs to nurture the well-being of all people and will gain an enhanced understanding of the belief system.

BLN2 EMOTIONAL – Belonging and Love Needs (BLN):

Goal: By the end of Level 14, Students will recognize the need for belonging and love in actions for social acceptance, affiliations, relationships and family and will gain a positive self-esteem through the enhanced understanding of the uniqueness of First Nations people.

SN3 PHYSICAL – Safety Needs (SN):

Goal: By the end of Level 14, Students will acknowledge that security and safety needs play a significant part in the development of basic human needs in the past, present and future and will learn through cultural history to develop and understand their way of life and use those skills and tools to become successful bi-cultural individuals.

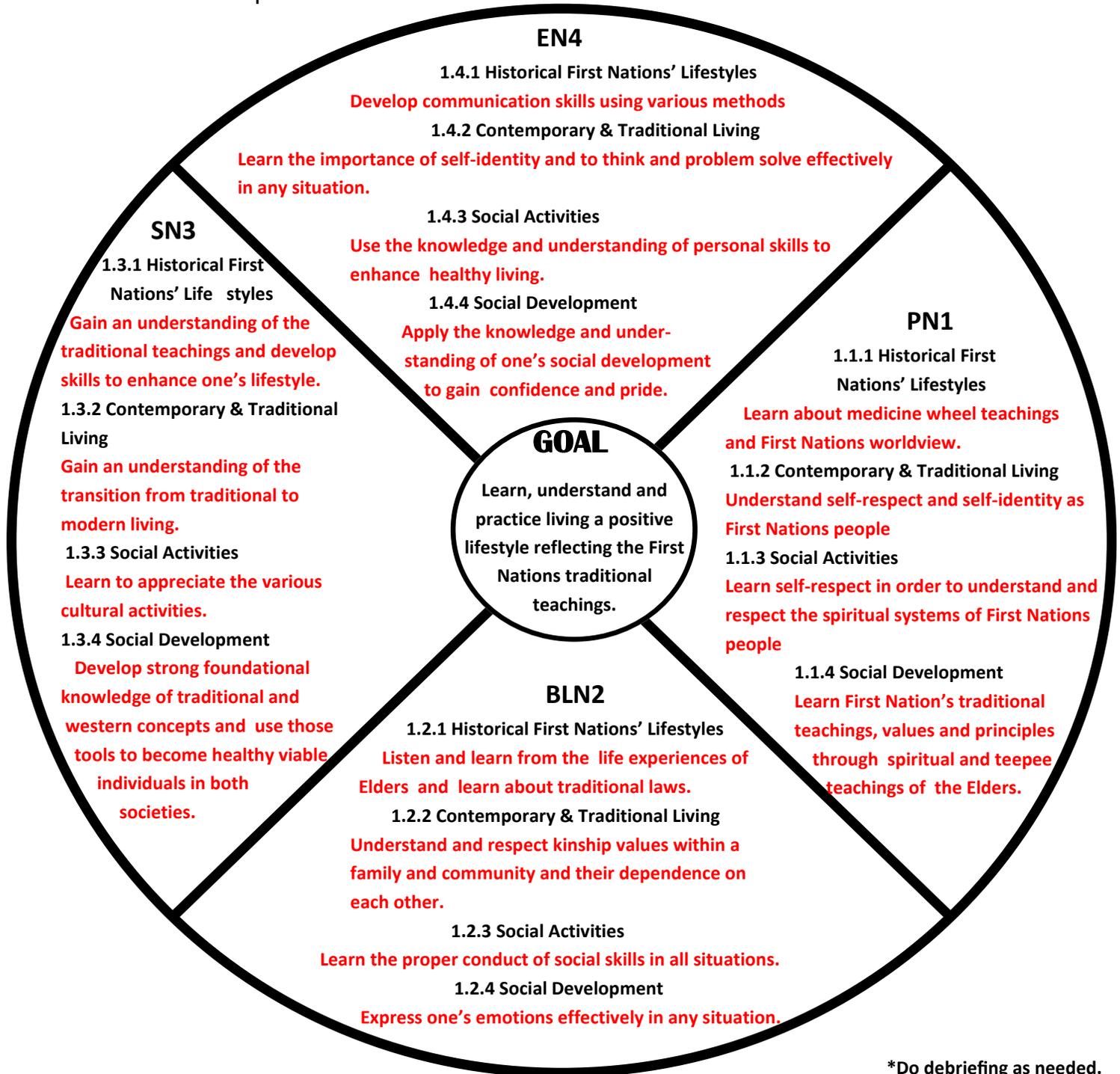
EN4 MENTAL – Esteem Needs (EN):

Goal: By the end of Level 14, Students will understand the connection between thoughts and actions in terms of personal development based on First Nations teachings and to develop the desire for a sense of competence, achievement and respect from others and to practice respect.

Indicators This is evident when the learners:

SPIRITUAL	EMOTIONAL	PHYSICAL	MENTAL
<p>11.1.1</p> <p>A. Describe and elaborate on what brings a family and community happiness and contentment, both in the past and present.</p> <p>B. Demonstrate the meaning of tobacco and understand its uses as one of the four main ceremonial plants used by First Nations along with sweetgrass, cedar and sage.</p> <p>11.1.2</p> <p>A. Share, analyze and understand challenging and pleasant experiences, practices and activities in home, school and community.</p> <p>B.</p> <p>11.1.3</p> <p>A. Explore and understand how and why life becomes meaningful when one has purpose.</p> <p>B. Gather and organize information from traditional teachings on building character traits and share knowledge.</p> <p>11.1.4</p> <p>A. Examine and explore how women were accepted and considered equal members of society in the past and make observations for present day.</p> <p>B. Understand the reasons why women are considered sacred and must be treated with respect.</p>	<p>11.2.1</p> <p>A. Invite an Elder to discuss respect and appreciation for life and the environment.</p> <p>B. Recognize that prayer is a vital part of living, spirituality is essential in life to communicate with the Creator, and to give thanks for the many gifts in life.</p> <p>11.2.2</p> <p>A. Discover and develop an appreciation for the diversity of talents and strengths present by others.</p> <p>B. Discuss what empowerment means and explore ideas and stories related to it.</p> <p>11.2.3</p> <p>A. Describe different types of family violence and how it conflicts with traditional teachings and explore what has been developed for personal support.</p> <p>B. Understand rules for a talking circle and then participate in the circle.</p> <p>11.2.4</p> <p>A. Explore and examine how any form of violence interferes with safety and security needs in the home, school and community.</p> <p>B. Identify and compare common character traits that are necessary to succeed at home, school and work place.</p> <p>C. Invite an Elder to explain and share the understanding of “life” as a gift from the Creator and that suicide is a violation of Creator’s laws. Examine how suicide was managed in the past.</p>	<p>11.3.1</p> <p>A. Describe and elaborate on the meaning of wholistic wellness, discuss its importance for personal and community living.</p> <p>B. Examine the wholistic fitness of infancy to eldership of First Nation’s people in the past and present.</p> <p>11.3.2</p> <p>A. Explore, analyze and compare the lifestyle of First Nation’s people in the past and present.</p> <p>B. Investigate methods that resulted in self-sufficiency for First Nations people in the past and present.</p> <p>11.3.3</p> <p>A. Examine the resiliency of First Nations people and the stage of survival for traditional culture then identify methods for preservation.</p> <p>B. Demonstrate and understand the reason for smudging our eyes, ears, mouth, heart and body and surroundings.</p> <p>11.3.4</p> <p>A. Understand the First Nations and western worldviews and make comparisons.</p> <p>B. Apply understanding of both worldviews and how personal behaviour and attitudes may be affected when conflict or challenge arises between them.</p>	<p>11.4.1</p> <p>A. Discuss the importance of a purpose in life and write a personal narrative that reflects the discussion.</p> <p>B. Recognize and understand personal purpose and elaborate.</p> <p>11.4.2</p> <p>A. Examine and understand how having a purpose contributes to a positive self –identity.</p> <p>B. Examine how every one had roles, responsibilities and purpose in the family and community in the past and make comparisons to present situations.</p> <p>11.4.3</p> <p>A. Define and understand decision-making and demonstrate strategies.</p> <p>B. Reflect and practice the strategies used to make good choices.</p> <p>11.4.4</p> <p>A. Participate in a group to explore how decisions were made within the family or community in the past and present.</p> <p>B. Recognize how personal commitments are made to restore health and wellness to promote balance in life.</p> <p>C. Understand that First Nations societies had strict laws governing every aspect of their existence. e.g. justice, relationships, hunting, etc.</p> <p>D. Understand how strictly violence was dealt with in the past.</p>

OUTCOMES: It is expected that learners will:



KEY

PN1 SPIRITUAL – Physiological Needs (PN):

Goal: By the end of Level 14, Students will understand that food, water and air are considered sacred among First Nations people and recognize them as foundational basic human needs to nurture the well-being of all people and will gain an enhanced understanding of the belief system.

BLN2 EMOTIONAL – Belonging and Love Needs (BLN):

Goal: By the end of Level 14, Students will recognize the need for belonging and love in actions for social acceptance, affiliations, relationships and family and will gain a positive self-esteem through the enhanced understanding of the uniqueness of First Nations people.

SN3 PHYSICAL – Safety Needs (SN):

Goal: By the end of Level 14, Students will acknowledge that security and safety needs play a significant part in the development of basic human needs in the past, present and future and will learn through cultural history to develop and understand their way of life and use those skills and tools to become successful bi-cultural individuals.

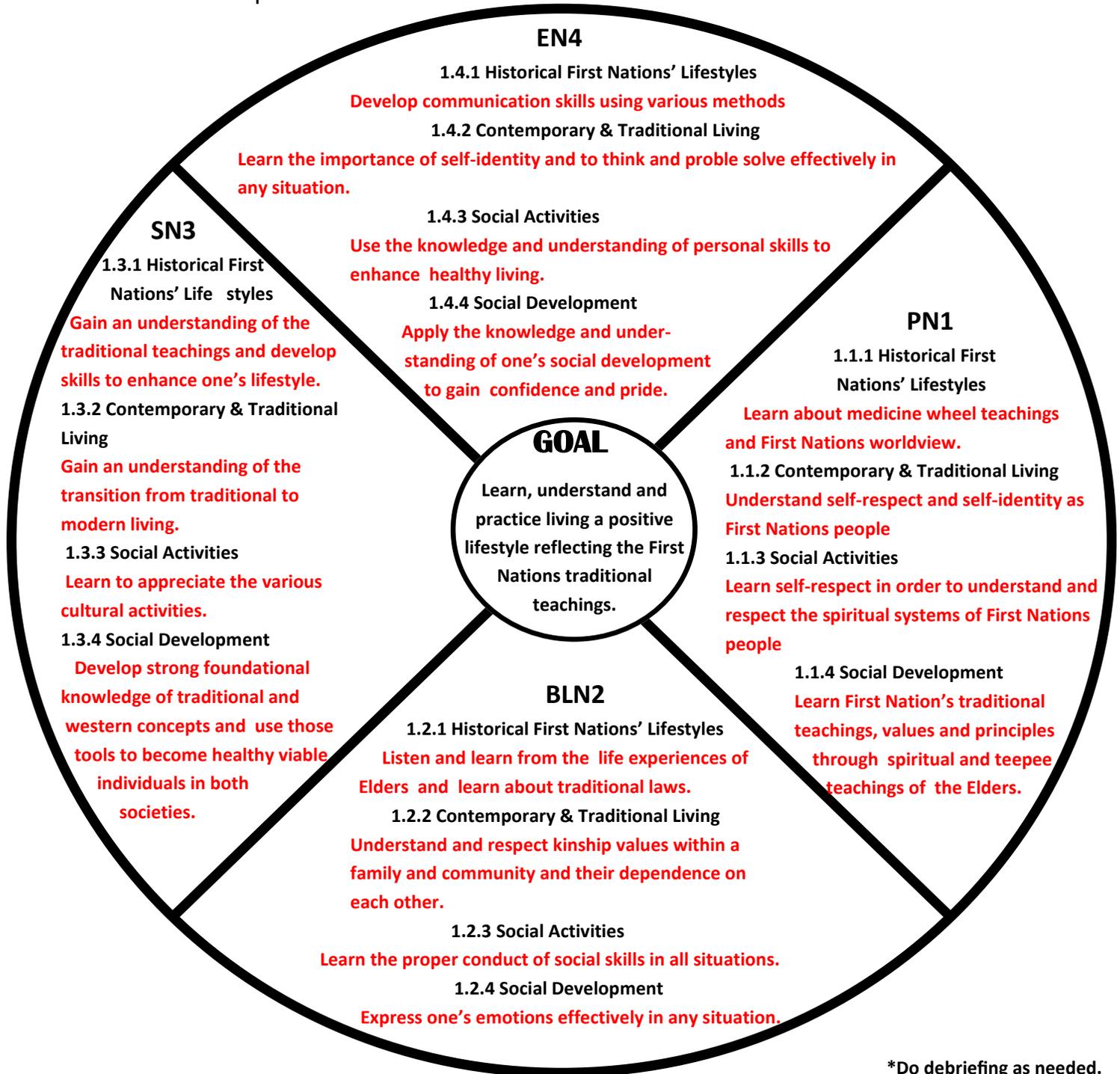
EN4 MENTAL – Esteem Needs (EN):

Goal: By the end of Level 14, Students will understand the connection between thoughts and actions in terms of personal development based on First Nations teachings and to develop the desire for a sense of competence, achievement and respect from others and to practice respect.

Indicators This is evident when the learners:

SPIRITUAL	EMOTIONAL	PHYSICAL	MENTAL
<p>12.1.1 A. Define and discuss how the value of courage was practiced by First Nations people in the past and present. B. Understand how courage was honoured in the past and present.</p> <p>12.1.2 A. Examine and recognize one’s own courage and demonstrate how one displays it in life. B. Understand the many gifts from the Creator which includes; language, knowledge of songs, dance, medicines, healing, ceremonies, traditions, storytelling etc. and examine your own gifts.</p> <p>12.1.3 A. Explore and compare how sharing is viewed and practiced in First Nations and western societies. B. Explore how sharing is important for effective relationships. C. Explore how sharing was important for survival in the past, explore how sharing is practiced in the home, school and community in our First Nations communities.</p> <p>12.1.4 A. Explore and examine First Nations spirituality to gain an appreciation. B. Examine and understand First Nations worldview. C. Examine the teepee teachings for better understanding of traditional values.</p>	<p>12.2.1 A. Invite an Elder to discuss and explain the value teaching of love. B. Explore and understand how courtship and marriage were and are practiced in First Nations societies in the past and present.</p> <p>12.2.2 A. Define and discuss anger as a natural emotion i.e. it is the reaction that becomes the problem. B. Understand how resolving conflict in relationships requires a balance of power.</p> <p>12.2.3 A. Examine the cycle of violence and explore ways of finding positive solutions. B. Invite an Elder to discuss the traditional teaching of anger as being a spiritual entity.</p> <p>12.2.4 A. Discover and examine positive ways of resolving conflict in relationships. B. Understand how strictly violence and other misconducts were dealt with in the past. C. Explore and develop coping skills to assist in building healthy relationships.</p>	<p>12.3.1 A. Explore and understand how healthy choices were and are practiced in the past and present. B. Recognize and understand the human need for balance in life.</p> <p>12.3.2 A. Define and understand personal boundaries. B. Investigate and explore how personal boundaries were practiced and respected in the past and present.</p> <p>12.3.3 A. Explore ways and practice respecting boundaries. B. Apply understanding of making healthy choices when difficult situations or challenges present themselves.</p> <p>12.3.4 A. Identify common character traits that are necessary to succeed in the working world. B. Understand how empowerment contributes to self-esteem and determination. C. Discover how strong character traits are continuously required to maintain a positive environment in the home, school and workplace.</p>	<p>12.4.1 A. Understand and practice communication skills. B. Define honesty in action and how to be honest with one’s self. C. Define trust and apply the traditional teachings and to ultimately show trust in the Creator.</p> <p>12.4.2 A. Understand and explore how honesty is more than telling the truth and discover how honesty keeps life simple. B. Invite an Elder to discuss honesty as one of the teepee teachings and discover how honesty in every action provides good feelings in the heart .</p> <p>12.4.3 A. Express challenges faced by First Nations people and how self-respect and self-esteem can be gained from these situations. B. Understand and demonstrate that to honour all of creation is to have respect.</p> <p>12.4.4 A. Understand how self-respect would contribute to total wholistic wellness. B. Interview a family, friend or community member to determine the values and character traits beneficial for the work environment in the past and present.</p>

OUTCOMES: It is expected that learners will:



KEY

PN1 SPIRITUAL – Physiological Needs (PN):

Goal: By the end of Level 14, Students will understand that food, water and air are considered sacred among First Nations people and recognize them as foundational basic human needs to nurture the well-being of all people and will gain an enhanced understanding of the belief system.

BLN2 EMOTIONAL – Belonging and Love Needs (BLN):

Goal: By the end of Level 14, Students will recognize the need for belonging and love in actions for social acceptance, affiliations, relationships and family and will gain a positive self-esteem through the enhanced understanding of the uniqueness of First Nations people.

SN3 PHYSICAL – Safety Needs (SN):

Goal: By the end of Level 14, Students will acknowledge that security and safety needs play a significant part in the development of basic human needs in the past, present and future and will learn through cultural history to develop and understand their way of life and use those skills and tools to become successful bi-cultural individuals.

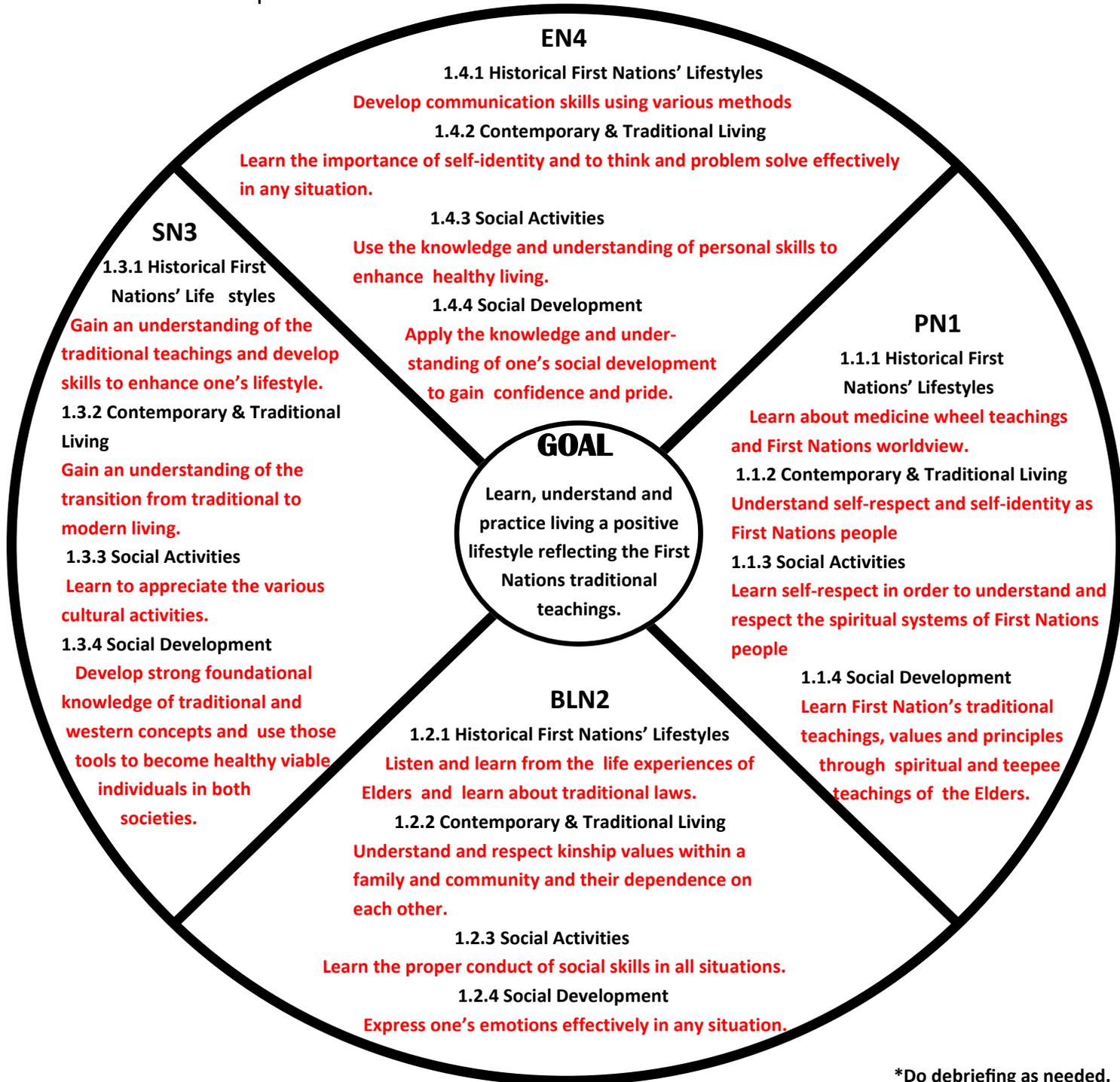
EN4 MENTAL – Esteem Needs (EN):

Goal: By the end of Level 14, Students will understand the connection between thoughts and actions in terms of personal development based on First Nations teachings and to develop the desire for a sense of competence, achievement and respect from others and to practice respect.

Indicators This is evident when the learners:

SPIRITUAL	EMOTIONAL	PHYSICAL	MENTAL
<p>13.1.1</p> <p>A. Determine all the gifts from the spiritual aspect of the medicine wheel e.g. insight, humility, reflection etc.</p> <p>B. Illustrate and describe understanding of the spiritual aspect of the medicine wheel.</p> <p>13.1.2</p> <p>A. Determine how First Nations people incorporated balance in their lives in the past and present.</p> <p>B. Understand how life and death were perceived in the past.</p> <p>C. Illustrate and understand the grieving cycle.</p> <p>13.1.3</p> <p>A. Understand traditional protocol for death and grieving that are still practiced in First Nations communities.</p> <p>B. Conduct a sharing circle to discuss and share experiences of how attitude is a great factor to success.</p> <p>13.1.4</p> <p>A. Explore and explain how the teepee comes with many teachings for good child rearing and parenting</p> <p>B. Examine and explore how taking care of the house is the woman’s responsibility to maintain. Appreciate how values and traditions are still followed today.</p> <p>C. Understand that First Nations societies had strict laws governing every aspect of their existence. e.g. justice, relationships, hunting, etc.</p>	<p>13.2.1</p> <p>A. Invite an Elder to discuss how and why strength is a part of the four domains, not just physical strength.</p> <p>B. Discuss in a talking circle and give examples of strength as being more than physical but inner strength.</p> <p>13.2.2</p> <p>A. Determine all the gifts from the emotional aspect of the medicine wheel e.g. sensitivity, expression, passion etc.</p> <p>B. Define peer pressure and sense of belonging as a basic human need.</p> <p>C. Explore reasons for affiliation to groups (drum group, gangs, sports teams, etc.)</p> <p>13.2.3</p> <p>A. Illustrate and describe understanding of the emotional aspect of the medicine wheel.</p> <p>B. Demonstrate understanding of traditional teachings, values and principles on traditional parenting using different methods.</p> <p>13.2.4</p> <p>A. Explore and understand what is meant by being the leader for one’s own personal life.</p> <p>B. As a group develop a plan and follow through to show commitment is critical for success.</p> <p>C. Examine and understand lateral violence.</p> <p>D. Explore and examine evidence of lateral violence in the school, home and community.</p> <p>E. Discover and explain ways to avoid lateral violence.</p>	<p>13.3.1</p> <p>A. Determine all the gifts from the physical aspect of the medicine wheel e.g. determination, discipline, ability etc.</p> <p>B. Illustrate and describe understanding of the physical aspect of the medicine wheel.</p> <p>13.3.2</p> <p>A. Define and compare the vision of First Nations people in the past and present.</p> <p>B. Demonstrate the importance of having a vision through games, skits or role play.</p> <p>13.3.3</p> <p>A. Understand that tobacco is one of the four main ceremonial plants used by First Nations .</p> <p>B. Acknowledge and understand that tobacco is the main offering for seeking knowledge or inviting others to cultural events.</p> <p>C. Understand the reasons how something sacred being treated without respect becomes abused and discuss the results. e.g. tobacco, woman, child, land, water, animals etc.</p> <p>13.3.4</p> <p>A. Understand that the smoke from the sacred plants (tobacco, sweetgrass, sage, cedar) create a pathway for communication between man, spirit world and to the Creator.</p> <p>B. Understand the reason for offering tobacco to Mother Earth when taking something from her e.g. plants, trees rocks etc.</p>	<p>13.4.1</p> <p>A. Determine all the gifts from the mental aspect of the medicine wheel e.g. thinking, understanding, problem solving etc.</p> <p>B. Illustrate and describe understanding of the mental aspect of the medicine wheel.</p> <p>13.4.2</p> <p>A. Examine and explore how an Elder can maintain their own health and wellness to be an effective support .</p> <p>B. Examine and explore how Elders are utilized for wellness support for all aspects of development.</p> <p>13.4.3</p> <p>A. Identify personal short and long term goals then compose written plans.</p> <p>B. Investigate and explore support systems in place for wellness development.</p> <p>13.4.4</p> <p>A. Express how language influences one’s pride and cultural identity.</p> <p>B. Analyze the challenges and opportunities associated with restoring First Nations languages, culture and identity.</p> <p>C. Identify and analyze the challenges and barriers for First Nations wellness and discuss possible solutions and support systems.</p> <p>D. Understand how strictly violence was dealt with in the past.</p>

OUTCOMES: It is expected that learners will:



KEY

PN1 SPIRITUAL – Physiological Needs (PN):

Goal: By the end of Level 14, Students will understand that food, water and air are considered sacred among First Nations people and recognize them as foundational basic human needs to nurture the well-being of all people and will gain an enhanced understanding of the belief system.

BLN2 EMOTIONAL – Belonging and Love Needs (BLN):

Goal: By the end of Level 14, Students will recognize the need for belonging and love in actions for social acceptance, affiliations, relationships and family and will gain a positive self-esteem through the enhanced understanding of the uniqueness of First Nations people.

SN3 PHYSICAL – Safety Needs (SN):

Goal: By the end of Level 14, Students will acknowledge that security and safety needs play a significant part in the development of basic human needs in the past, present and future and will learn through cultural history to develop and understand their way of life and use those skills and tools to become successful bi-cultural individuals.

EN4 MENTAL – Esteem Needs (EN):

Goal: By the end of Level 14, Students will understand the connection between thoughts and actions in terms of personal development based on First Nations teachings and to develop the desire for a sense of competence, achievement and respect from others and to practice respect.

Indicators This is evident when the learners:

SPIRITUAL	EMOTIONAL	PHYSICAL	MENTAL
<p>14.1.1</p> <p>A. Explore good child rearing in the past and present.</p> <p>B. Examine gender roles of First Nations people in the past and present.</p> <p>14.1.2</p> <p>A. Examine and discuss traditional parenting skills.</p> <p>B. Invite a speaker to discuss traditional and contemporary parenting.</p> <p>14.1.3</p> <p>A. Understand how spirituality and positive self identity builds a strong foundation.</p> <p>B. Understand that poverty, family and spousal violence and addictions for First Nations people resulted from colonialism and; examine ways for determination, hope and faith to experience success in life.</p> <p>14.1.4</p> <p>A. Understand that regardless of what version of the Great Spirit we believe in, we all go to the same Creator using different roads in our journey.</p> <p>B. Examine the losses from residential schools, explore the rebuilding process in place for wholistic wellness for individuals and communities.</p>	<p>14.2.1</p> <p>A. Invite an Elder to discuss the control flaps of the teepee teachings.</p> <p>B. Understand how we are all one, through interconnectedness with all of creation, the land, sky, water, animal, plant life, insects etc.</p> <p>14.2.2</p> <p>A. Discover how in the circle of life, we are all connected by relationships and explore how we all depend on each other.</p> <p>B. Demonstrate how family members depend on each other and need to have positive relationships.</p> <p>14.2.3</p> <p>A. Explore ways on how harmony and balance can be achieved in life.</p> <p>B. Discover how First Nations people interpret what love and compassion, i.e. as having kindness for all things and being at peace with the Creator and in harmony with all of creation.</p> <p>14.2.4</p> <p>A. Demonstrate an understanding of what love and compassion mean in a talking circle.</p> <p>B. Invite an Elder to discuss the commitment and sacredness of marriage.</p> <p>C. Understand how the various acts of family violence contradict First Nations traditional teachings.</p>	<p>14.3.1</p> <p>A. Define ultimate protection in relation to the teepee teachings and describe the balance it represents.</p> <p>B. Discuss and make a model to represent the poles used in the teepee teachings.</p> <p>14.3.2</p> <p>A. Invite an Elder to demonstrate setting up a teepee and describing the value represented for each pole.</p> <p>B. Examine responsibilities in the past, explain how women were in charge of the teepee.</p> <p>C. Examine and explore how taking care and maintaining the house is the woman’s responsibility. Appreciate values and traditions that are still followed today.</p> <p>14.3.3</p> <p>A. Examine and understand First Nations perspective of how alcohol use disconnects the self from the spirit guide and explore consequences.</p> <p>B. Understand the use of alcohol leads to abuses, especially to women.</p> <p>C. Understand the reasons why women are considered sacred and must be treated with respect.</p> <p>14.3.4</p> <p>A. Examine one’s connection to nature by exploring all our relations, grass, rocks, trees etc. during a hike.</p> <p>B. Conduct an inventory of personal skills.</p>	<p>14.4.1</p> <p>A. Explore the methods of communication skills in the past and present.</p> <p>B. Examine effective communication models.</p> <p>C. Practice effective communication skills.</p> <p>14.4.2</p> <p>A. Understand and explain the Cree word, pas-tahowin to mean “stepping over the Creator’s law or boundaries set” that are against human beings e.g. murder, adultery, suicide etc.</p> <p>B. Understand and explain the Cree word, ochinēwin to mean “breaking the Creator’s law against all other creations” (other than man) e.g. animal life, plant life, environment etc.</p> <p>14.4.3</p> <p>A. Define and give examples of man-made laws.</p> <p>B. Explore and examine the difference between laws: man-made laws, Creator’s laws and Natural laws.</p> <p>C. Understand how the laws for child rearing, stealing, murder, suicide, disrespecting others, violence etc. were dealt with in the past.</p> <p>14.4.4</p> <p>A. Define ‘hope’ in general terms and in First Nations terms as described in the past and present.</p> <p>B. Explore and examine one’s own personal history and identify how it will assist in creating a healthy future.</p>

Outcomes and Indicators

BATC Social Development Program requested a Wholistic Wellness Education program mirrored to the way that the provincial curriculum was set up thus providing for a curriculum that followed the provinces ideas of outcomes and indicators;

Outcomes

The learning expected of students in Saskatchewan is defined by high level curriculum outcomes for each grade. As Saskatchewan students achieve the grade-specific outcomes identified in curricula, they will deepen their understanding of each area of study as a living field of knowledge.

Outcomes define what a student is expected to know and be able to do at the end of the grade or Secondary Level course. Therefore, all curriculum outcomes are required. Indicators clarify the breadth and depth of each outcome.

Indicators are examples of ways that students might be asked to demonstrate achievement of an outcome. They serve as examples of the type of evidence that teachers would accept to determine the extent to which students have achieved the desired learning results. The set of indicators provided in the curriculum for an outcome include:

- provides the intent (depth and breadth) of the outcome
- tells the story, or creates a picture, of the outcome
- defines the level and types of knowledge intended by the outcome
- is not a checklist or prioritized list of instructional activities or prescribed assessment items.

When teachers are planning for instruction, they must be aware of the set of indicators to understand fully the breadth and depth of the outcome. Based on this understanding of the outcome, teachers may develop their own indicators that are responsive to their students' interests, lives, and prior learning. These teacher-developed indicators must maintain the intent of the outcome.

(Saskatchewan Ministry of Education, 2010)

Assessment and Evaluation

An assessment scale for student learning was developed based on the outcomes outlined in this curriculum. This assessment tool will provide valuable information with regards to student learning related to the achievement of the curricula outcomes, effectiveness of teaching strategies and provide students with the opportunity to reflect of their own learning.

Evaluation is based on what a student knows, demonstrates and understands and the level of accomplishment by the end of the course. Students should be aware of the standards used to measure their development. For reporting practice, the purpose of a summative assessment for Wellness Development should be progressive to reflect student’s demonstration of learning.

Wellness Sample Rating Scale - Outcomes

Student Name: _____ Date: _____

OUTCOME: OUTCOME:	Consistently	Frequently	Occasionally	Rarely	COMMENT
SELF-IDENTITY: Demonstrates an ability to self-reflect on personal gifts from the Creator and is developing a positive self-identity which is encouraging competence and confidence.					
VALUES & TRADITIONAL TEACHINGS: Displays and applies respect and appreciation for First Nations values and traditional teachings. Understands the First Nations worldview and how we are all interconnected with all of creation.					
CHARACTER BUILDING: Recognizes and practices good character traits that enhances well-being by demonstrating behaviour reflecting traditional First Nations values.					
BASIC HUMAN NEEDS: Evaluates and understands that basic human needs must be met (e.g. food, shelter, warmth, security, sense of belonging etc.) before self-actualization can be achieved.					
RESPECT: Demonstrates and understands the importance of honouring and respecting themselves, others and all of creation.					
WELLNESS DEVELOPMENT: Observes and demonstrates honourable and proper conduct by reflecting knowledge of the four aspects of development; spiritual, emotional, physical and mental which promotes balance in life.					

Rubric for Wellness

Student Name :

Date

Level

Overall Goals	Criteria (expectations)	Beginning	Developing	Accomplished	Advanced
SPIRITUAL Physiological Needs Students will understand that food, water and air are considered sacred among First Nations people and recognize them as foundational basic human needs to nurture the well-being of all people and will gain an enhanced understanding of the belief system	Historical First Nation’s Lifestyle Learn about medicine wheel teachings and First Nations worldview.	The student..... demonstrates limited knowledge of the medicine wheel and First Nations worldview	The student..... demonstrates some knowledge of the medicine wheel and First Nations worldview	The student..... demonstrates considerable knowledge of the medicine wheel and First Nations worldview.	The student..... demonstrates thorough knowledge of the medicine wheel and First Nations worldview.
	Contemporary & Traditional Living Understands self-respect and self-identity .	The student..... demonstrates limited understanding for self-respect and self-identity.	The student..... demonstrates some understanding for self-respect and self-identity.	The student..... demonstrates considerable understanding for self-respect and self-identity.	The student..... demonstrates thorough understanding for self-respect and self-identity.
	Social Activities Learn self-respect in order to understand and respect the spiritual systems of First Nations people.	The student..... demonstrates limited understanding and respect for First Nations spiritual systems.	The student..... demonstrates some understanding and respect for First Nations spiritual systems.	The student..... demonstrates considerable understanding and respect for First Nations spiritual systems.	The student..... demonstrates thorough understanding and respect for First Nations spiritual systems.
	Social Development Learn First Nation’s traditional teachings, values and principles through spiritual and teepee teachings of the Elders.	The student.... demonstrates limited knowledge of the teepee teachings, values and traditional Elder’s teachings.	The student..... demonstrates some knowledge of the teepee teachings, values and traditional Elder’s teachings	The student..... demonstrates considerable knowledge of the teepee teachings, values and traditional Elder’s teachings	The student..... demonstrates thorough knowledge of the teepee teachings, values and traditional Elder’s teachings
EMOTIONAL Belonging and Love Needs Students will recognize the need for belonging and love in actions for social acceptance, affiliations, relationships and family and will gain a positive self-esteem through the enhanced understanding of the uniqueness of First Nations people.	Historical First Nations’ Lifestyles Listen and learn from the life experiences of Elders and learn about traditional laws.	The student..... demonstrates limited knowledge of traditional laws from Elder’s teachings.	The student..... demonstrates some knowledge of traditional laws from Elder’s teachings.	The student..... demonstrates considerable knowledge of traditional laws from Elder’s teachings.	The student..... demonstrates thorough knowledge of traditional laws from Elder’s teachings.
	Contemporary & Traditional Living Understand and respect First Nation’s kinship values within a family and community and their	The student..... demonstrates limited understanding and respect for kinship values.	The student..... demonstrates some understanding and respect for kinship values.	The student..... demonstrates considerable understanding and respect for kinship values.	The student..... demonstrates thorough understanding and respect for kinship values.
	Social Activities Learn the proper conduct of social skills in all situations.	The student..... demonstrates limited understanding for proper conduct of social skills in all situations.	The student..... demonstrates some understanding for proper conduct of social skills in all situations.	The student..... demonstrates considerable understanding for proper conduct of social skills in all situations.	The student..... demonstrates thorough understanding for proper conduct of social skills in all situations.
	Social Development Express one’s emotions effectively in any situation.	The student..... expresses emotions with limited effectiveness in any situation.	The student..... expresses emotions with some effectiveness in any situation.	The student..... expresses emotions with considerable effectiveness in any situation.	The student..... expresses emotions with thorough effectiveness in any situation.

Overall Goals	Criteria (expectations)	Beginning	Developing	Accomplished	Advanced
Physical Safety and Security Needs Students will acknowledge that security and safety needs play a significant part in the development of basic human needs in the past, present and future and will learn through cultural history to develop and understand their way of life and use those skills and tools to become successful bi-cultural individuals.	Historical First Nations' Life styles <i>Gain an understanding of the traditional teachings and develop skills to enhance one's lifestyle.</i>	The student..... demonstrates limited understanding for traditional teachings to help develop skills for healthy lifestyle.	The student.... demonstrates some understanding for traditional teachings to help develop skills for healthy lifestyle.	The student..... demonstrates considerable understanding for traditional teachings to help develop skills for healthy lifestyle.	The student..... demonstrates thorough understanding for traditional teachings to help develop skills for healthy lifestyle.
	Contemporary & Traditional Living <i>Gain an understanding of the transition from traditional to modern living.</i>	The student..... demonstrates limited appreciation and understanding of change from traditional to modern living.	The student..... demonstrates some appreciation and understanding of change from traditional to modern living.	The student..... demonstrates considerable appreciation and understanding of change from traditional to modern living.	The student..... demonstrates thorough appreciation and understanding of change from traditional to modern living.
	Social Activities <i>Learn to appreciate the various cultural activities.</i>	The student..... demonstrates limited appreciation of the various cultural activities.	The student..... demonstrates some appreciation of the various cultural activities.	The student..... demonstrates considerable appreciation of the various cultural activities.	The student..... demonstrates thorough appreciation of the various cultural activities.
	Social Development <i>Develop strong foundational knowledge of traditional and western concepts and use those tools to become healthy viable individuals in both societies.</i>	The student..... demonstrates limited foundational knowledge of traditional and western concepts necessary to become healthy viable individuals in both societies.	The student..... demonstrates some foundational knowledge of traditional and western concepts necessary to become healthy viable individuals in both societies.	The student..... demonstrates considerable foundational knowledge of traditional and western concepts necessary to become healthy viable individuals in both societies.	The student..... demonstrates thorough foundational knowledge of traditional and western concepts necessary to become healthy viable individuals in both societies.
MENTAL Esteem Needs Students will understand the connection between thoughts and actions in terms of personal development based on First Nations teachings and to develop the desire for a sense of competence, achievement and respect from others and to practice respect.	Historical First Nations' Life-styles <i>Develop communication skills using various methods.</i>	The student..... communicates with limited sense of purpose and skill.	The student..... communicates with some sense of purpose and skill.	The student..... communicates with considerable sense of purpose and skill.	The student..... communicates with thorough sense of purpose and skill.
	Contemporary & Traditional Living <i>Learn the importance of self-identity and to think and problem solve effectively in any situation.</i>	The student..... demonstrates limited understanding of the thinking process and to problem solve effectively.	The student..... demonstrates some understanding of the thinking process and to problem solve effectively.	The student..... demonstrates considerable understanding of the thinking process and to problem solve effectively.	The student..... demonstrates thorough understanding of the thinking process and to problem solve effectively.
	Social Activities <i>Use the knowledge and understanding of personal skills to enhance healthy living.</i>	The student..... demonstrates limited knowledge and understanding of personal skills needed to enhance healthy living.	The student..... demonstrates some knowledge and understanding of personal skills needed to enhance healthy living.	The student..... demonstrates considerable knowledge and understanding of personal skills needed to enhance healthy living.	The student..... demonstrates thorough knowledge and understanding of personal skills needed to enhance healthy living.
	Social Development <i>Apply the knowledge and understanding of one's social development to gain confidence and pride.</i>	The student..... applies limited knowledge and understanding to social development to gain confidence and pride.	The student..... applies some knowledge and understanding to social development to gain confidence and pride.	The student..... applies considerable knowledge and understanding to social development to gain confidence and pride.	The student..... applies thorough knowledge and understanding to social development to gain confidence and pride.

Connections with other areas of study

The format of this curriculum was designed to easily integrate the goals with other subject areas, e.g. Health, Wellness, Treaty Teachings, Language and Culture, Social Studies, Indigenous Studies, Career Guidance, Behaviour Modification Programs, etc. It is anticipated the outcomes and indicators will assist and engage the learners optimistically on their journey for personal development. With careful integration into subject areas positive growth is to be expected.

References

- Saskatchewan Education, Training and Employment. (1994) *Instructional Physical Education 20 and 30, A Curriculum Guide for the Secondary Level*. Regina, Saskatchewan: Saskatchewan Learning
- Government of Saskatchewan, Ministry of Education. (2013) *Treaty Education Outcomes and Indicators*. Saskatchewan Ministry of Education
- BATC Education, Cree Language Department. (2012) *BATC Cree Language and Culture*. North Battleford, Saskatchewan: Battleford Agency Tribal Chiefs Education
- Alberta Education. (2005). *Cree Language and Culture Twelve-Year Program Kindergarten to Grade 12*. Edmonton, AB: Alberta Education
- Cultural Teachings: First Nations Protocols and Methodologies* . Saskatchewan Indian Cultural Centre (2009)
- Interviews, (2014) *BATC Elders Group*, North Battleford, Saskatchewan: Battleford Agency Tribal Chiefs Education

Sites:

- <http://www.goodcharacter.com>
<http://www.aadnc-aandc.gc.ca>
<http://www.eduplace.com>
<http://www.educationworld.com>
<http://www.atozteacherstuff.com>
<http://firstnationspedagogy.ca/circletalks>

Recommended Reading :

- Total Life Coaching, A Compendium of Resources*. Patrick Williams and Lloyd J. Tomas (2005)
- Wisakyjak and the New World*. Woodcuts by Anne Downes Catterson. Adam Ballantyne (1991)
- The Virtues Project Educator's Guide*. Linda Kavelin Popov (2000)
- The Family Virtues Guide* . Linda Kavelin Popov (1997)
- Reclaiming Our Indigenusness: Traditional Family Parenting*. Janet and Wallace Fox (2010)

