

Health Education

First Nations, Métis & Inuit Content & Perspectives
Integration

2011

Greater Saskatoon Catholic Schools

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FORWARD

FIRST NATION, MÉTIS & INUIT INTEGRATION GUIDES

The purpose of this First Nations, Métis & Inuit (FNMI) integration guide is to help educators with the integration of Aboriginal content and perspectives. We looked at the Outcomes and the Indicators and then we suggested ideas, websites and resources in support of classroom activities wherever FNMI content was mentioned. We also made similar suggestions where Outcomes and Indicators had a natural fit with FNMI content.

These resource connections are not meant to surpass those listed by the ministry.

You will not find lesson plans here, but you will be pointed in a direction from which you may be able to find your own resources and your own ideas for FNMI content.

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And the following educators

GRADE 1 TO 5 HEALTH GUIDE

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RESOURCE SEARCH ENGINES

Greater Saskatoon Catholic Schools
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<http://blog.scs.sk.ca/fnmieteam/>

Larry McCallum, GSCS Consultant, created power points containing basic information that provides a good starting point when integrating FNMIE content and perspectives. Power points are for personal use only and can be obtained by contacting the FNMIE Unit.

Power Point Listing

- Useful definitions (middle years)
- First Nations/Métis Governments
- First Nations/Métis Spirituality
- Métis Culture
- Métis History
- Medicine Wheel Teachings
- Oral Tradition
- Treaties
- Sentencing Circles
- Game Farms – First Nations Worldview (different philosophy)
- Residential Schools
- Integration of Traditional First Nations Spirituality into Daily Life
- Misconception Training
- (word doc) Connections to Tipi Pole Values and Biblical Quotes

Other helpful search engines:

GSCS Destiny Library online <http://destinyweb.scs.sk.ca>

GSCS Pre K-8 Resource One-Stop-Shop <http://blog.scs.sk.ca/resources/>

GSCS Service Centre 659-2003 – Aboriginal Teaching Kits & Tipi's

Saskatchewan Indian Cultural Centre Library
http://www.sicc.sk.ca/departments_library.html

GRADE 1 UNDERSTANDING, SKILLS AND CONFIDENCES

USC1.1 EXAMINE HEALTHY BEHAVIOURS AND OPPORTUNITIES AND BEGIN TO DETERMINE HOW THESE BEHAVIOURS AND OPPORTUNITIES MAY AFFECT PERSONAL WELL-BEING.

- a. **Use common and respectful language to talk about healthy behaviours (e.g., habits, choices, actions).**
 - Introduce Medicine Wheel, talk about balance in terms of Mental, Physical, Spiritual, and Emotional. Read 'The Medicine Wheel' from 'The Sharing Circle: Stories about First Nations Culture, Nimbus Publishing 2003 (available at McNally Robinson).
 - Teacher Resource with information about Medicine Wheel:
www.indianheadfirstnations.com/wheel
- b. **Communicate observations of what "healthy" and "unhealthy" looks like, sounds like, and feels like.**
 - Read: 'The Sacred Herbs' from 'The Sharing Circle: Stories about First Nations Culture, Nimbus Publishing 2003 (available at McNally Robinson). This short story explores the use of herbs in First Nations Culture.
 - Talk about smoking as an unhealthy choice. Teach children about the healthy uses for tobacco. Tobacco is a sacred plant, using it to give back to the earth, or burning it at ceremonies are healthy choices for Emotional and Spiritual well being. Talk about second hand smoke, contrast it with smoke used in smudges. There are no benefits to second hand smoke. Smudge smoke heals our emotional and spiritual well being.
 - Refer to poster set Drugs and Alcohol Health and Awareness Posters (Tobacco is a Drug, Don't Smoke. Only use tobacco the sacred way). Order through Native Reflections, www.nativerellections.com
 - Incorporate the medicine wheel. Give students each a copy of the medicine wheel template and eight words. Have students sort the words- two in each section of the medicine wheel. Medicine wheel work sheet is attached. Have students colour the four sections of the medicine wheel red, white, yellow, black (or blue)
 - Teacher Resource: See the PowerPoint about the Medicine Wheel- it is available from FNMIE at board office.
- c. **Ask questions and seek answers about healthy/unhealthy behaviours and opportunities.**
 - Draw a large medicine wheel on your white or smart board. Have students sort behaviors into the medicine wheel- leave unhealthy behaviors outside of the medicine wheel. Examples: Read a book (mental), go to a sweat (spiritual), Eat junk food (outside of the wheel), Stay home from school (outside of the wheel), Play video games (outside of the wheel).
- d. **Recognize that making healthy choices can be difficult at times.**
 - Use the medicine wheel. Talk about what can happen when you make bad choices. Roll an apple or orange- try to roll it when you cut it in half. The same is true for your body- it will not flow (roll) when you don't tend to all parts.

- e. **Illustrate the importance of basic daily behaviours (e.g., washing hands, brushing teeth, eating fruits and vegetables, wearing sun screen and sun protective clothing, being physically active, playing, drinking water, respecting other living things) for good health.**
- Demonstrate being physically active by playing a Native American Game, See book- Native American Games and Stories, by James Bruchac and Joseph Bruchac, Fulcrum Publishing, 2000.
 - Game Resources: <http://www.ainc-inac.gc.ca/ach/lr/ks/rrds/spo-eng.pdf>
 - <http://dsp-psd.pwgsc.gc.ca/Collection/R32-195-2000-2E.pdf>
 - http://www.k12.nf.ca/jenshaven/IGgrassroots/Page_1x.html
- f. **Determine the daily healthy behaviours that can be performed individually and those that may need support (e.g., washing hands on own, applying sun screen with support, smudging with support).**
- Consult an aboriginal consultant or elder and have a smudge in your class.
 - Find a bannock book, make whole wheat bannock with the help of adults. Discuss ingredients to make bannock healthy. List steps of making, sort them into things you could do yourself and things you may need help with.
 - Bannock recipe and information: <http://www.ainc-inac.gc.ca/ach/lr/ks/rrds/fd-eng.pdf>
 - Read Bannock and Tea by Vera Trembach
- g. **Recognize daily opportunities for demonstrating healthy behaviours (e.g., drinking water as a thirst quencher, walking on the sidewalk, flossing teeth, helping others).**
- Attend a Pow Wow- if this is not possible have a cultural advisor teach about different types of dance- Jingle Dress Dance, Grass Dance, Hoop Dance.
 - Contact Greater Saskatoon Catholic Schools to purchase or borrow a Hoop Dance Kit- contains DVD and instructions.
 - Show students this video of a Jingle Dress Dance: <http://www.youtube.com/watch?v=4iCNVcxEs9U>
 - Information for teachers about Jingle Dress Dance: <http://www.bellaonline.com/articles/art13908.asp>
- h. **Discuss a variety of healthy behaviours over which one has control (e.g., brushing teeth, being active, engaging in quiet time, seeking shade).**
- Read Our Healthy Journey: Available at First Nations Centre at NAHO, E-mail: fnc@naho.ca, Website: www.naho.ca/fnc (there is a free version you can read on your computer or display on a smart board on the website). The book is a collection of healthy behaviors described through a First Nations perspective, it is illustrated by children.
 - Using 'Our Healthy Journey' as inspiration have the children illustrate their own book about healthy behaviours that they choose.
- i. **Consider opportunities to access support for healthy behaviours (e.g., recess time provides opportunities to play and be physically active, a trusted peer walks with you to school which provides safety and friendship).**
- Talk about the role of an elder in providing counseling and spiritual guidance. If possible have an elder visit your classroom.
 - Teacher Resource: <http://www.niichro.com/Elders/Elders12.html> , this website has several links to elder resources in Canada.

- j. **Examine factors influencing own healthy choices (e.g., allergies, cultural traditions, money, family habits, fear).**
- Read *Dancing in My Bones*, By Wilfred Burton and Anne Patton. Book is available at Gabriel Dumont Institute (www.gdins.org, www.metismuseum.ca). In the book a Métis family eats a feast of moose meat, tourtiere, mashed potatoes, gravy, and lii beigns. Talk about the meal being a traditional Métis meal, have children list or draw foods they might eat as part of a cultural tradition- Christmas Dinner, Chinese New Year's, Eid, etc.

USC1.2 DETERMINE, WITH SUPPORT, THE IMPORTANCE OF THE BRAIN, HEART, AND LUNGS AND EXAMINE BEHAVIOURS THAT KEEP THESE ORGANS HEALTHY.

- a. **Use common and accurate language to talk about the brain, heart, and lungs (e.g., heart beat, blood, oxygen, breath, thoughts).**
- b. **Identify where the heart, brain, and lungs are located.**
- Read 'The Medicine Wheel' from 'The Sharing Circle: Stories about First Nations Culture, Nimibus Publishing 2003 (available at McNally Robinson). In the story a boy visits a doctor who gives him a check-up. After reading the story have children draw their brain, hearts and lungs on a blank body diagram.
 - Talk about how your physical body only makes up $\frac{1}{4}$ of the medicine wheel and we still need to tend to our mental, spiritual and emotional health.
- c. **Recognize that the heart is a "pump" about the size of a clenched fist.**
- d. **Feel and describe the sensation of one's heart beat (i.e., chest, neck, wrist) while standing still and after physical activity.**
- Read *Fiddle Dancer*, by Anne Patton and Wilfred Burton. The book is available from The Gabriel Dumont Institute (www.gdins.org, www.metismuseum.ca) "Nolin wrapped his arms around Moushoom's waist and held tight. He could feel Moushoom's tapping feet, his panting breath, and his pounding heart"
 - Listen to one or two of the songs on the CD. Feel your heart beating before and after doing the jigs.
 - Read *Drum Calls Softly* by David Bouchard and Shelley Willier. It is a story about the round dance and the beat of the drum.
 - Build a drum, drum to the beat of your heart. See: <http://www.collectionscanada.gc.ca/settlement/kids/021013-1808-e.html>
 - Show video of drumming at a Pow Wow in Saskatchewan: <http://www.youtube.com/watch?v=7Drq8IAOAzY>
- e. **Establish that blood is pumped through the body by the heart.**
- Discuss that blood is pumped through the body by the heart. Listen to a drum beat and feel it pump rhythm/music through your body.
 - Read, *The Song Within my Heart* by David Bouchard. You can find it on www.raincoast.com. "The text has a rhythm that brings to mind the rhythmic

chanting-the “HEY, hey, hey, Hi hey, hey, hey”-that accompanies the beating of the drum. The narrator recounts how his grandmother taught him to listen and meditate to the sound of the drum. The lesson: to listen to your own heart, to follow your own internal rhythm, is to be true to yourself. The final illustration of Maggie pressing her tiny grandchild to her cheek, entitled “Nokum’s Tender Love”, shows a woman whose hard life did little to dampen her love for and dedication to her family and community.” (summary from amazon.ca)

- f. **Identify that people have two lungs.**
 - Read Giving Thanks: A Native American Good Morning Messages, by Chief Jake Swamp. This book is available at McNally Robinson, Lee and Low Books. The book talks about different things we are thankful for including clean air to breathe. Lead to a discussion on how we breathe air. Discuss how we are thankful for our healthy bodies.
- g. **Illustrate the sensation of lungs filling with air (i.e., hold rib cage and take deep breaths).**
- h. **Describe the function of the lungs to breathe air/oxygen.**
- i. **Determine that blood carries “food” and oxygen for the body.**
- j. **Reflect on the connection between lungs and voice (i.e., breathe to make sounds, words, and songs – recognizing that many First Nations cultures have teachings about the “gift of breath”).**
- k. **Realize that the brain is the part of ourselves that helps us manage personal thoughts, feelings, and actions.**
 - Show the medicine wheel. Brainstorm things we could do to make our brain strong. Talk about how the brain fits in two sections of the medicine wheel - physical and mental.
- l. **Describe what happens if one or more of our brain, heart, and lungs is/are not healthy.**
 - Discuss how (similarly to the balanced medicine wheel), the brain, heart and lungs work together. When one is unhealthy, the others cannot function properly.

USC1.3 ANALYZE, WITH SUPPORT, FEELINGS AND BEHAVIOURS THAT ARE IMPORTANT FOR NURTURING HEALTHY RELATIONSHIPS AT SCHOOL.

- a. **Use common and respectful language to talk about feelings (e.g., happy, angry, scared), actions (e.g., smiling, crying, crossing arms), and relationships (e.g., friendships, cooperation, communication).**
 - Read The Big Storm by Darrell w. Pelletier (from the Gabriel Dumont Institute (A boy is scared of storm, uses sweet grass to show respect to mother nature).

- After reading the story brainstorm a list of feelings. Role play actions to go with the feelings- i.e.- if one of the feelings listed is anger- role play a solution for that anger- i.e. a talking circle.
 - Ask an elder to speak to the class about the use of sweet grass. Have a class smudge.
- b. **Illustrate what particular feelings sound like, feel like, and look like.**
- c. **Recognize that individuals make choices about how to express feelings (e.g., anger – raise voice level and/or take time out, happiness – smile and/or hug).**
- Read Jingle Dancer by Cynthia Leitich Smith. Talk about Jenna’s choices. She wanted to be a Jingle Dancer. She could have taken many jingles from one person, instead she made a choice to express her feelings by being polite and kind.
- d. **Observe and communicate observations about how the school staff and students treat each other (e.g., help each other, respect personal space).**
- Apply the medicine wheel to this idea. Draw a large medicine wheel on the white or smart board. Have students brainstorm ways school staff and students treat each other, put these ideas into the medicine wheel to study how balanced the school is.
- e. **Recognize that people have numerous kinds of relationships (e.g., family, friends, trusted adults, neighbours, teammates).**
- Read Nohkum, by Leah Winterstanding.
 - Have the students make their own book about someone they have a relationship with.
- f. **Illustrate what being a good friend looks like, sounds like, and feels like (e.g., sharing, caring, cooperating, listening, supporting).**
- See <http://dsp-psd.pwgsc.gc.ca/Collection/R32-195-2000-2E.pdf>. This document has a unit about Sharing. This unit uses a First Nations perspective to talk about the importance of sharing- with others and with the earth. It also includes a First Nations story and lesson ideas.
- g. **Identify healthy ways to respond to someone who is not yet a friend.**
- Read ‘Alfred’s First Day at School’ by Darrell W. Pelletier. This book is available from the Gabriel Dumont Institute, Saskatoon SK. www.gdins.org. The book is about a boy’s feelings of anxiety on his first day of school. After reading the book role play ways to be welcoming to a new or unknown student.
- h. **Identify and discuss helpful/hurtful words and behaviors in relationships (e.g., not/saying thank you, not/taking turns).**
- Read ‘The Talking Circle’ (p.31) from ‘The Sharing Circle: Stories about First Nations Culture, Nimibus Publishing 2003 (available at McNally Robinson).
 - Have a class talking circle.

- i. **Represent a basic understanding of own “needs” and those of others (e.g., right to privacy).**
- j. **Recognize and role play healthy ways to express feelings (e.g., using “I” messages, naming the feeling, illustrations, dance, movement).**
 - Explore dancing as a reflection of spirituality. Read Pimatisiwin: The Celebration of Life, Powwow Dance. Book is available from Greater Saskatoon Catholic Schools. The book summarizes different dancers and their roles. It also contains coloring pages.
 - Color a picture from the book, or have the children draw their own picture of a dancer.
- k. **Investigate the relationship skills that make the classroom a healthy place for learning (e.g., cooperation, participation, paying attention, sharing).**
 - Use a talking circle as a way to teach respect. Talk about classroom rules using a talking circle- everyone will get a chance to speak.
 - Refer to classroom poster sets- Be In Control, Healthy Habits, Healthy Habits 2, Healthy nations poster set, Healthy Living for Children, Healthy Living Poster Bulletin, Hygiene Posters, Hygiene Posters 2, Steps to Good Hygiene, Tooth care Poster Set, Get Fit Poster Set. Posters can be purchased through Native Reflections (www.nativerellections.com).
- l. **Investigate how people communicate in ways other than speaking (e.g., gestures, facial expressions, drawings, written words).**
 - Brainstorm different ways people communicate (phone, email, sign language, whistle when outside, pointing, pictures, etc.)
 - Print out these First Nations Pictograph Symbols- <http://www.inquiry.net/images/uisl076.gif>. Enlarge individual symbols and have students guess what they mean.
 - Depending on students writing levels students could:
 - A.) Cut out pictograph picture cards and have students put together a small story or sentence.
 - B.) Have students draw their own symbols and write a word to go with it.
- m. **Examine how own behaviors may “influence” how others think and feel, but recognize that one “owns” personal thoughts and feelings.**

USC1.4 DETERMINE AND PRACTISE SAFE PEDESTRIAN/ STREET BEHAVIOURS AND EXAMINE RELATED SAFETY CHALLENGES IN THE COMMUNITY.

- a. **Use common and respectful language to talk about pedestrian/ street safety (e.g., danger, risk, stop, look, and listen).**

- b. **Examine what is meant by danger (i.e., harmful consequences).**
- Read *The Star People: A Lakota Story* by S.D. Nelson. The book is available from www.corelearningresources.com, or www.abramsbooks.com. In the story a fire happens when the children wander away from home. Their Grandmother watches over them from the stars. The children make it home safely. After reading the story brainstorm other dangerous situations.
- c. **Observe and identify safe/unsafe practices in own family and community (e.g., crossing at corners or crosswalks as opposed to crossing wherever one wants to).**
- d. **Recognize possible street dangers (e.g., stray animals, traffic, strangers, gang behaviours, isolated areas, dangerous items including needles).**
- Have a talking circle about possible street dangers the children have seen.
- e. **Discuss what is meant by “risk” (i.e., a state of uncertainty where some of the possibilities involve a loss, danger, or harm).**
- f. **Recognize and respond to pedestrian safety signs and representations.**
- g. **Identify possible factors that make situations safe/unsafe (e.g., light/dark, fatigue, time of day, age, temperature/weather).**
- Read *Dream Wolf* by Paul Goble, Bradbury Press. In the story two children wander away from their families up a hill in high rocks. They get lost and it becomes dark. The children make it home by the help of a wolf. Talk about how the children were safe and unsafe (dark, alone, rocks, etc.).
- h. **Describe additional expectations for pedestrian safety (e.g., know parents’/caregivers’ telephone number or other ways to make contact; always let a trusted adult know where you are going and the ‘path’ you are taking; walk with a buddy; follow established bussing, walking, and biking routes; cross at pedestrian crossings, “Point, Pause, Proceed” at cross walks/corners).**
- Read *The Star People: A Lakota Story* by S.D. Nelson. The book is available from www.corelearningresources.com, or www.abramsbooks.com. In the story a fire happens when the children wander away from home. Their Grandmother watches over them from the stars. The children ran away from home without telling their parents. Talk about the importance of telling an adult where you are going.
- i. **Identify and practice ways to exercise avoidance, caution, and/ or refusal in potentially dangerous situations (e.g., seek out a safe adult, say no, walk away, “be a tree” around strange dogs [fold your branches – hands, watch your roots grow – feet, count in your head until the dog goes away or help comes], stay away from animals if they are feeding or with their young).**
- Watch *The Elements* (Wapos Bay): <http://rover.edonline.sk.ca/videoSearch.htm?all=wapos&pageNumber=1> The children go to a camp to learn cultural ways, the children get lost while taking a

shortcut home. This video is available for free to all Saskatchewan teachers through Rover.

- After the movie talk about what the children could have done to avoid this situation.

USC1.5 EXPLORE THE ASSOCIATION BETWEEN A HEALTHY SENSE OF “SELF” AND ONE’S POSITIVE CONNECTION WITH OTHERS AND THE ENVIRONMENT.

- a. Use common and respectful language to talk about self and others (e.g., appearance, abilities, gender, behaviors, culture).**
- b. Recognize “self” as an individual who has particular physical and inherited attributes (e.g., height, freckles) and particular experiences that may or may not be similar to those of others (e.g., traditions).**
 - Read *All the Colors of the Earth*, by Sheila Hamanaka (Mulberry Books). Summary from Amazon.ca- “The simple text describes children's skin tones and hair in terms of natural phenomena (“...the roaring browns of bears”; “...hair that curls like sleeping cats in snoozy cat colors”) and then describes love for these children with rich colors and flavors (“...love comes in cinnamon, walnut, and wheat...”).
 - Have each children use a mirror to study themselves, and draw a self portrait (if possible use multicultural crayons or markers).”
- c. Identify factors that influence one’s sense of self (e.g., gender, culture).**
- d. Examine similarities and differences in people (i.e., gender, age, appearance, abilities, culture, language) and understand that differences do not make one person or group superior to another.**
 - Read, *My Family* by Penny Condon, you can buy it on GoodMinds.com. This is a story told through the eyes of a young child named Kona. It tells the story of different family members while they prepare to have the feast. Everyone has a role.
 - Have students draw a picture of their family, and what everyone’s role is, or write about their family.
 - Watch *Wapos Bay Video: All Access*. This video explores adaptations the community makes when they have a visitor in a wheelchair. These videos are available through Rover for all Saskatchewan teachers for free <http://rover.edonline.sk.ca/videoSearch.htm?all=aboriginal+people&pageNumber=1>
- e. Begin to understand that every person has value that is not dependent upon her/his appearance, physical characteristics, or behaviours.**
 - Read ‘*Red Parka Mary* by Peter Eyvindson’, book is available from McNally Robinson, Pemmican Publications INC. At the start of the story a little boy is afraid of Red Parka Mary because of her dark eyes, by the end of the story he becomes friends with Red Parka Mary.
- f. Recognize a personal connection to other living things (e.g., gardening - food, love and affection - pets).**
 - See USC5.1G for activities

g. Examine stories, traditions, and celebrations of others that foster a sense of self and a connection to others and the environment.

***These activities are used to work with indicators F AND G:*

- Read *Lisa and Sam* by Darrell W. Pelletier (book available from Gabriel Dumont Institute, www.gdins.org/ecom, www.gdins.org). It is a story about a girl finding a snake, the snake is unhappy, the girl releases it.
- Read *The Giving Tree* by Leah Dorion (book available from Gabriel Dumont Institute, www.gdins.org, www.metismuseum). “It emphasizes Métis core values...the connection with the Creator and Mother Earth.” It talks about giving back.
- Talk to the children about taking from the earth- what would happen if we cut down all the trees? Picked all the flowers?
- Tell the children about how when they take something from the earth they should give back (elders pick sweet grass they might leave behind an offering of tobacco). Ask the children what they could leave behind when taking from the earth- plant flowers, pick up garbage, etc.
- Go outside on a nature walk collecting leaves for a leaf rubbing project. After taking the leaves, give back to the environment by picking up garbage or planting some flowers.
- If you have the resources teach about the sacredness of tobacco. Talk to a cultural advisor or an elder about offering tobacco. Bring children outside and have them offer a pinch of tobacco to the earth.
- Read ‘The Sacred Herbs’ to the class, from ‘The Sharing Circle: Stories about First Nations Culture, Nimibus Publishing 2003 (available at McNally Robinson).

h. Explore and represent one’s many accomplishments in various authentic activities (e.g., “I can ...”).

- Choose any book about pow wow dancing (i.e. *Powwow’s Coming* by Linda Boyden, University of New Mexico Press). Talk about what the dancers can do. Have each student Make an “I can...”statement and draw a picture to go with it.

i. Illustrate behaviours (e.g., compliments, acknowledgements, asking for more information) that embrace the uniqueness of others.

- Read *Powwows Coming* by Linda Boyden, published in 2007 by University of New Mexico Press. The book has beautiful pictures and very little text, it is perfect for grade one students. It details different activities and events happening at a powwow. After reading the book brainstorm different compliments to give to the people at the powwow (nice dress, good dancer, etc.).
- Have a talking circle where everyone says something nice about someone else in the class.

j. Illustrate thoughts and behaviours that show a healthy connection to the environment.

- Read, *I Help* by Caitlin Dale Nicholson, available from www.Groundwoodbooks.com”. In the story, which is in Cree and English, a young boy goes walking, listening, picking, praying, and eating with his Grandmother. There is a tea recipe using rosehips to try with students.
- Plant a bean plant in your classroom or school garden.

GRADE 1 DECISION MAKING

DM1.1 EXAMINE INITIAL STEPS (I.E., STOP, THINK, DO) FOR MAKING BASIC CHOICES REGARDING HEALTHY BEHAVIOURS; HEALTHY BRAIN, HEART, AND LUNGS; HEALTHY RELATIONSHIPS; PEDESTRIAN/STREET SAFETY; AND A HEALTHY SENSE OF SELF.

- a. **Recall routine daily choices and discuss how these choices were made.**
- b. **Examine and record simple ways self and others make routine healthy choices.**
- c. **Discuss similarities in the ways people make healthy choices.**
- d. **Recognize the importance of thinking before acting.**
- e. **Build on what is already known to critique choices made by characters in literature.**
- f. **Build on what is already known to justify steps for making routine basic health choices (i.e., stop, think, do).**

GRADE 1 APPLY DECISIONS

AP1.1 APPLY THE STEPS OF STOP, THINK, AND DO (WITH GUIDANCE) TO DEVELOP HEALTHY BEHAVIOURS RELATED TO A HEALTHY BRAIN, HEART, AND LUNGS; HEALTHY RELATIONSHIPS; PEDESTRIAN/ STREET SAFETY; AND A HEALTHY SENSE OF SELF.

- a. **Review the healthy choices over which individuals have control.**
 - Review medicine wheels students created in the beginning of the year.
- b. **Practise the steps of “stop, think, and do” in a variety of situations and contexts.**
- c. **Select and apply routine healthy choices.**
 - Use the medicine wheel to write down healthy choices for each of the four domains: Physical, Mental, Spiritual, and Emotional. I.E.- in the physical domain students would write eat fruit, in the mental domain the students would write- read.
- d. **Reflect on personal choices in order to guide further application.**
 - Use a talking circle to start every health lesson. Have students talk about food they eat, arguments they may have had, feelings, etc.

GRADE 2 UNDERSTANDINGS, SKILLS AND CONFIDENCES

USC2.1 DEMONSTRATE A BASIC UNDERSTANDING OF HOW THOUGHTS, FEELINGS, AND ACTIONS INFLUENCE HEALTH AND WELL-BEING.

- a. **Develop a common understanding and use of respectful language to talk about thoughts, feelings, and actions (e.g., emotions, ideas, behaviours, choices, reactions, control).**
 - Traditional Sacred Medications-explanation of how they are used to open communication and show respect <http://ronniebeaver.webs.com/foursacredmedicines.htm>
 - Nanabosho Dances by Joe McLellan Talks about Tobacco as an offering ISBN 0-921827-14-8
 - The Meaning of Respect by Dave Bouchard ISBN 0-921827-37-7
- b. **Examine daily habits/routines that are healthy/unhealthy (e.g., eating breakfast/skipping breakfast, recycling/littering).**
- c. **Investigate and illustrate how particular thoughts (e.g., “I am good at ...”, “I can’t do ...as good as she can.”) make one feel.**
 - Medicine wheel-emotional Medicine Wheel Information <http://www.thehealingjourney.ca/inside.asp?219>
 - Greater Saskatoon Catholic Teachers-contact Larry McCallum for a Medicine Wheel PowerPoint presentation and interactive Smartboard Medicine Wheel
- d. **Examine various ways to appropriately share thoughts, feelings, and actions.**
 - Participate in a sharing circle. The following website discusses how to teach using a sharing circle http://www.k-3teacherresources.com/class_sharing_circle.html
- e. **Provide examples of how one can help others to understand self by sharing thoughts and feelings.**
 - Our Healthy Journey book-can be printed off or used with a smartboard to display the book while reading it to your students <http://www.naho.ca/firstnations/english/documents/OurHealthyJourney.pdf>
- f. **Discuss the basic “cause-effect” relationship among thoughts, feelings, and actions (e.g., If I think I am smart, I will feel “content/ confident” and I will try to learn. If I think I am “dumb”, I will feel sad/frustrated and I may not participate in class.).**
- g. **Determine that people are responsible for personal thoughts, feelings, and actions.**

USC2.2 DETERMINE HOW HEALTHY SNACKING PRACTICES INFLUENCE PERSONAL HEALTH.

a. Develop a common understanding and use of respectful language used to talk about snacking (e.g., diet, food, preferences, likes/ dislikes, energy, healthy/unhealthy, sugar, portions).

- Canada Food Guide: First Nations, Inuit and Métis -you can order free copies from this website <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php>

b. Investigate the role food and water play in being healthy (e.g., food - energy; vitamins - growth; water - 2/3 of one's body composition, regulates body temperature, eliminates waste).

- Power point presentation of the First Nations, Inuit and Métis Food Guide Slides 6,8,16,20,22 and 25 discuss Traditional food selections
*http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/fnim_pnim/ppt-eng.php

c. Discuss how to determine if a snack is healthy/unhealthy (e.g., reflect on what is known, gather information).

- Nutritional information for the traditional foods. They show vitamin and nutrient information for each food
http://www.hlthss.gov.nt.ca/pdf/reports/healthy_eating_and_active_living/2002/english/nwt_traditional_food_fact_sheets/dene_and_metis_traditional.pdf

d. Examine, sample, and describe (i.e., taste, look, smell, feel, sound) a variety of healthy snacks.

- Teachers can prepare recipes with the class or prior to the class. Students would then complete an activity sheet with their thoughts on what it's taste, look, smell prior to sampling and then their thoughts on after they have tasted the traditional recipes
<http://www.foodbycountry.com/Algeria-to-France/Canada-Aboriginals.html>

e. Investigate benefits of healthy snacking (including but not limited to growth and development, increased concentration, healthy weight, improved oral health).

- Medicine Wheel-physical
- Medicine Wheel Information <http://www.thehealingjourney.ca/inside.asp?219>
- Greater Saskatoon Catholic Teachers-contact Larry McCallum for a Medicine Wheel PowerPoint presentation and interactive Smartboard Medicine Wheel

f. Illustrate how healthy snacking provides sustained energy throughout the day.

- Food word search that can be printed off
http://www.saskschools.ca/curr_content/aboriginal_res/

g. Examine why people choose particular snacks (e.g., culture, cost, preference, availability, media).

- Far North Food <http://www.ainc-inac.gc.ca/ach/lr/ks/rrds/fnf-eng.pdf>

h. Recognize a variety of snacking patterns (e.g., three meals/day with a few snacks, times of day/night for snacking).

- Native Reflections: The Food Guide Teepee poster (Page 254)

i. Examine personal preferences for snacking (e.g., class survey).

USC2.3 DEVELOP AN UNDERSTANDING OF HOW HEALTH MAY BE AFFECTED BY ILLNESS AND DISEASE.

a. Develop a common understanding and use of respectful language to talk about illness and disease (e.g., germs, medicine, vaccinations, symptoms, treatment, contagious, infections).

- Medicine Wheel-physical
- Medicine Wheel Information <http://www.thehealingjourney.ca/inside.asp?219>
- Vaccination information- information that the teacher can use to explain what vaccinations are and why they are helpful
<http://www.naho.ca/firstnations/english/documents/understandingimmunization.pdf>
- Use the medicine on your smart board. Have examples of pictures on the outside and have students drag pictures into parts of the medicine wheel.

b. Describe what being sick looks like, sounds like, and feels like (e.g., fatigue, loss of appetite, aches, absent from school and activities, sad).

- Greater Saskatoon Catholic Teachers-contact Larry McCallum for a Medicine Wheel PowerPoint presentation and interactive Smartboard Medicine Wheel

c. Describe how particular illnesses may be transmitted (e.g., air – coughing and sneezing, direct contact – kissing; feces – animal and human; blood products – touching a used needle).

d. Identify personal health habits that may help to prevent getting sick (e.g., wash hands, cover mouth when coughing/sneezing, immunizations, do not share personal items, tell a trusted adult if you find a needle, exercise, sleep/rest, healthy diet).

- Native Reflections Catalogue-posters on hygiene, teeth, hand washing, etc. P. 258. There is also a website <http://www.nativerereflections.com>
- Native Reflections Catalogue-Healthy habits for Children and Parents p. 264-267. There is also a website <http://www.nativerereflections.com>
- Tipi Teachings by the Muskoday First Nation Community School-order a copy by contacting the School at 306-953-1055-tipi teaching #8-cleanliness
- Ways You can Protect Yourself from the Flu information
<http://www.naho.ca/firstnations/english/documents/Waysyoucanprotectyourselffromtheflu.pdf>

e. Investigate the signs and symptoms of common childhood illnesses (e.g., influenza, colds, chicken pox, ear infections, asthma).

- f. **Differentiate between serious and non-serious illnesses and diseases (e.g., based on short/long term and the risk to health).**
- Information on Diabetes because it affects the First Nations population. It can be discussed as a preventable disease(type 2)
<http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=285&id=1722>
- g. **Establish that certain serious infections (including HIV and Hepatitis C) are transmitted through blood products (e.g., finding a contaminated needle).**
- h. **Compare how a “healthy day” may differ from a “sick day”.**
- i. **Examine how to take care of self and others when sick (e.g., rest, fluids, medications as intended).**
- The Health Taxi game can be played on a Smartboard and the students have to identify the health care professional who would take care of that particular health problem.
http://nativehealthcareers.ca/index.php?option=com_content&view=article&id=54&Itemid=59
 - Medicines to help Us: Traditional Métis Plant Use by Christi Belcourt a study prints and resource guide ISBN 978-0-9209015-79-0
 - Medicines to help us [kit]: traditional Métis plant use : study prints & resource guide by Christi Belcourt. GSCS-4 copies ISBN 978-0-920915-79-0

USC2.4 EXAMINE SOCIAL AND PERSONAL MEANINGS OF “RESPECT” AND ESTABLISH WAYS TO SHOW RESPECT FOR SELF, PERSONS, LIVING THINGS, POSSESSIONS, AND THE ENVIRONMENT.

- a. **Develop a common understanding and use of respectful language to talk about “respect” (e.g., tone of voice, manners, behaviours).**
- Seven Teachings-The following website gives a basic description of each of the seven teachings <http://www.thesharingcircle.com/index.html>
 - Native Reflections Catalogue-7 teachings workbook
<http://www.nativerellections.com/products.php?page=activitybooks#422>
 - Medicine Wheel-Spiritual
 - Medicine Wheel Information <http://www.thehealingjourney.ca/inside.asp?219>
 - Greater Saskatoon Catholic Teachers-contact Larry McCallum for a Medicine Wheel PowerPoint presentation and interactive Smartboard Medicine Wheel
 - Invite elders to come to your classroom
- b. **Realize a range of culturally sensitive ways to show respect (e.g., handshake, eye contact) and begin to develop the abilities to act on this realization including:**
- recognize and avoid exclusionary behaviours
 - identify ways to show genuine kindness and gratitude.

- Respecting cultural differences by Susan Watson (Series: Global citizenship) ISBN 1-58340-400-7 GSCS ISBN 1-58340-400-7
 - Get a cultural guest speaker for the Saskatoon Open Door Society 247 1st Ave N Saskatoon, SK, S7K 1X2 (306) 653-4464
- c. Determine how to show respect for own and other’s material possessions (e.g., ask before borrowing, put away when done using).**
- Tipi Teachings by the Muskoday First Nation Community School-order a copy by contacting the School at 306-953-1055-tipi teaching #3-humility
- d. Illustrate what respect looks like, sounds like, and feels like (e.g., take turns, listen without interrupting, ask for and provide help, smile, use people’s names, disagree politely, adapt tone of voice, avoid “name calling” and unkind criticism of others).**
- The Meaning of Respect by Dave Bouchard ISBN 0-921827-37-7 (pbk) GSCS-multiple copies
- e. Understand, practise, and share basic interpersonal skills (e.g., asking for a turn, offering assistance, saying please and thank you) when supported to do so.**
- Tipi Teachings by the Muskoday First Nation Community School-order a copy by contacting the School at 306-953-1055-tipi teaching #9-thankfulness
- f. Discuss the importance of respect within relationships (e.g., safety, recognition of gifts and talents).**
- I like who I am by Tara White ISBN 978-1-894778-63-3 GSCS multiple copies
- g. Describe how people (e.g., characters in a story) demonstrate or do not demonstrate respect for each other, personal gifts, material possessions, and/or the environment.**
- Claire and her Grandfather-free copies of the story can be ordered of the INAC website or you can print a copy for yourself http://www.ainc-inac.gc.ca/ach/lr/ks/rrds/rrds_cgf-eng.asp
- h. Explore ways of reducing pollution (e.g., air, water) to maintain a healthy environment (e.g., reduce, reuse, repair, recycle).**
- Mother Earth-respect for the environment-pledge the students can take <http://www.klme.org>
 - Activities and games around the concept of Mother Earth <http://www.klme.org/playroom.html>
 - The Elders are Watching by David Bouchard ISBN 1-55192-641-5
- i. Discuss basic individual responsibilities for showing respect (e.g., recognize mistakes, ‘fix’ the mistake).**
- Tipi Teachings by the Muskoday First Nation Community School-order a copy by contacting the School at 306-953-1055-tipi teaching #1-obedience

j. Discuss and provide examples of treating others as one would like to be treated.

- Tipi Teachings by the Muskoday First Nation Community School-order a copy by contacting the School at 306-953-1055
- Native Reflections Cat: The Wish Wind (Page 72)
Teaching Treaties in the Classroom: A Treaty Resource Guide for Kindergarten to Grade 6 (2008) December 2008, Ministry of Education explore and develop empathy for all persons (**Connection** to page 28 of Treaty resource: students develop empathy for the situation First Nations people were in after the depletion of natural resources made it very difficult for the First Nations to survive as they had before the arrival of the newcomers)
- Lesson plan on role models http://www.saskschools.ca/curr_content/aboriginal_res/
- Native Reflections : The Golden Rule Poster (Page 243)
<http://www.nativerellections.com/products.php?page=activitybooks#422>

USC2.5 RECOGNIZE POTENTIAL SAFETY RISKS IN COMMUNITY “PLAY AREAS” AND DETERMINE SAFE PRACTICES/BEHAVIOURS TO IDENTIFY, ASSESS, AND REDUCE THE RISKS.

- a. Develop a common understanding and use of respectful language to talk about “risks” (e.g., identify, assess, avoid, reduce, consequence).**
- b. Examine expected behaviours and general safety rules in community “play areas” (e.g., parks, playground, school yard).**
- c. Inventory personal habits with respect to safety in community play areas.**
 - Native Reflections Catalogue-Safe Communities Poster Set p. 260. There is also a website <http://www.nativerellections.com>
Use a talking circle to talk about the different community posters
- d. Demonstrate healthy behaviours (e.g., taking turns, wearing a seatbelt, asking for help) that favour the safety of self and others.**
- e. Explore possible healthy risks (e.g., making new friends, trying new foods) and unhealthy risks (e.g., riding your bike without a helmet, playing in traffic areas, touching discarded needles, approaching stray animals).**
 - Medicine Wheel-physical and mental
 - Medicine Wheel Information <http://www.thehealingjourney.ca/inside.asp?219>
 - Greater Saskatoon Catholic Teachers-contact Larry McCallum for a Medicine Wheel PowerPoint presentation and interactive Smartboard Medicine Wheel
- f. Discuss how safety rules/guidelines are established to reduce risks.**
 - R.O.V.E.R : The Elements (series: Wapos Bay) This is a video about children taking short cuts and getting lost. <http://rover.edonline.sk.ca>

- g. **Investigate ways to identify, assess, and reduce the risk of potentially dangerous and/or possible unsupervised situations in community “play areas”.**
 - Native Reflections Catalogue (pg 68) Children’s Book: Living Safe Playing Safe ISBN 978-1-894-4778-51-0 <http://www.nativereflections.com/products.php?page=activitybooks#422>
- h. **Examine the importance of “reporting” versus being a “tattle” when identifying safety concerns.**
- i. **Share the importance of practising safe behaviours in community “play areas” (i.e., one’s safety depends on the safety behaviours of others) and the possible consequences of using/not using safety knowledge and skills.**
 - Native Reflections Catalogue (pg 68) Children’s Book: Living Safe Playing Safe ISBN 978-1-894-4778-51-0 <http://www.nativereflections.com/products.php?page=activitybooks#422>

USC2.6 EXAMINE HOW COMMUNITIES BENEFIT FROM THE DIVERSITY OF THEIR INDIVIDUAL COMMUNITY MEMBERS.

- a. **Investigate what it means to be special and unique (e.g., families, interests, talents, culture, gifts, faith, feelings, desires, learning styles, confidences, appearances).**
 - Arrange for Métis Jigging, First Nation Hoop Dancers, etc to come in and demonstrate/teach.
 - Powwow Activity Book from Book Publishing Company call toll free 1-877-8 NATIVE
 - Fiddle Dancer by Anne Patton and Wilfred Burton ISBN 978-0-920915-76-9 Includes a CD
 - Pimatisiwin the Celebration of Life Powwow Dance Greater Saskatoon Catholic School Division published
 - Dancing In my Bones by Wilfred Burton and Anne Patton ISBN 978-0-920915-89-9 Includes a CD
 - Nanabosho Dances by Joe McLellan Talks about Tobacco as an offering ISBN 0-921827-14-8
 - My Family by Penny Condon ISBN 0-920915-61-2
- b. **Develop an awareness of “community” as a group of people who interact, work, and play together; face challenges and solve problems together; and help each other.**
 - Guest Speakers: Aboriginal role models i.e. Nurses, police officers, veterans, elders
- c. **Develop awareness of differences in routines, practices, and/or preferences among people.**
- d. **Understand and respect (see USC2.4) individual preferences, including those related to traditions, dress, and play.**
 - Understanding First Nation and Inuit traditions and clothing http://www.ecokids.ca/pub/homework_help/first_nations/index.cfm

- e. **Understand that different does not mean “better” or “worse”.**
 - Medicine Wheel-mental
 - Medicine Wheel Information <http://www.thehealingjourney.ca/inside.asp?219>
 - Greater Saskatoon Catholic Teachers-contact Larry McCallum for a Medicine Wheel PowerPoint presentation and interactive Smartboard Medicine Wheel
- f. **Explore personal understanding of “self” as an individual with particular physical and inherited attributes (e.g., age, sex/gender, culture/ethnicity, abilities).**
- g. **Discuss that people do not choose the attributes of identity but rather are born with them (e.g., skin colour, sex), born into them (e.g., culture/ethnic group), or acquire them (e.g., learning of gender roles).**
 - Four Brothers Creation story talks about how each brother is a nationality of the world <http://www.hotcakencyclopedia.com/ho.CreationOfWorld.html>
- h. **Participate in experiences where being treated as a unique and valued member of the class with particular abilities and personal qualities are recognized and appreciated.**
- i. **Propose what the local community would be like if everyone was the same.**

GRADE 2 DECISION MAKING

DM2.1 DEMONSTRATE HOW, WHY, AND WHEN TO ASK FOR HELP AND/ OR ADVICE WHEN DISCOVERING HEALTHY CONNECTIONS RELATED TO THOUGHTS-FEELINGS-ACTIONS, HEALTHY SNACKING, AFFECTS OF ILLNESS/DISEASE, RESPECT, SAFETY, AND DIVERSITY.

- a. **Examine the concepts of “advice” and “help” and develop the abilities to ask for both.**
 - Medicine Wheel Information <http://www.thehealingjourney.ca/inside.asp?219>
 - Greater Saskatoon Catholic Teachers-contact Larry McCallum for a Medicine Wheel PowerPoint presentation and interactive Smartboard Medicine Wheel
- b. **Determine safety supports (e.g., teachers, peers, elder, bus driver, significant and trusted adults) in the community.**
 - Guest Speakers: Aboriginal role models i.e. Nurses, police officers, veterans, elders
- c. **Illustrate how, when, and why to access assistance (e.g., go to playground monitor, disrespecting another’s possessions).**
 - Native Reflections Catalogue (pg 68) Children’s Book: Living Safe Playing Safe ISBN 978-1-894-4778-51-0
- d. **Identify behaviours that require specific kinds of support (e.g., healthy food choices require the food to be accessible and affordable).**
 - Canada Food Guide: First Nations, Inuit and Métis -you can order free copies from this website [www.http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php](http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php)

- Children’s book: Eat Run and Play Healthy ISBN: 978-1894778-32-9

e. **Practise asking for help in appropriate situations and recognize possible consequences of not asking for help.**

GRADE 2 APPLY DECISIONS

AP2.1 ACT UPON HEALTH-RELATED UNDERSTANDINGS, SKILLS, AND CONFIDENCES TO MAKE HEALTHY CONNECTIONS RELATED TO PERSONAL THOUGHTS-FEELINGS-ACTIONS, HEALTHY SNACKING, AFFECTS OF ILLNESS/DISEASE, RESPECT, SAFETY, AND DIVERSITY.

- a. **Ask questions and explore possible answers regarding the steps needed to take action (e.g., What will be done? Who will do it? When will it happen? Where will it take place? How will it be done?).**
- Medicine wheel-mental
 - Medicine Wheel Information <http://www.thehealingjourney.ca/inside.asp?219>
 - Greater Saskatoon Catholic Teachers-contact Larry McCallum for a Medicine Wheel PowerPoint presentation and interactive Smartboard Medicine Wheel
- b. **Demonstrate, with guidance, asking for help with the action to be taken.**
- c. **Document the action that was taken.**
- d. **Reflect on the action (e.g., What did I do well? What did I learn? How could I be better?) in order to guide future application.**
- Greater Saskatoon Catholic Teachers-contact Larry McCallum for a Medicine Wheel PowerPoint presentation and interactive Smartboard Medicine Wheel

GRADE 3 UNDERSTANDING, SKILLS AND CONFIDENCES

USC3.1 DETERMINE THE ROLE OF A VARIETY OF HEALTHY FOODS AND PHYSICAL ACTIVITY ON THE HEALTH AND DEVELOPMENT OF THE MIND, BODY, AND IMMUNE SYSTEM.

- a. **Investigate the basic role of the immune system (i.e., to fight illness and/or infection).**
- First – Aid Discussion – What do you do if you cut your hand? Have a nosebleed?
 - Relate to proper nutrition – vitamins, protein, etc. Eating properly will build up your immune system. Relate to the physical section of the medicine wheel.
 - The Gathering Tree By Larry Loyie, Theytus Books Ltd. 2005 – Story and teacher resource to make all children aware of HIV, the serious virus that causes AIDS. Discusses awareness, prevention methods.

- b. **Develop common and respectful language to talk about immunity (e.g., germ, virus, vaccinations, antibodies).**
- c. **Predict and then investigate what happens if the immune system is not healthy/not working properly.**
- Medicine Wheel – Key Questions: What will happen to your wheel if your immune system is not working well? What can you do if to improve that section on your wheel?
 - Activity: Use drama to reinforce a good immune system vs. a bad immune system.
- d. **Describe what makes and keeps the body, mind, and immune system healthy.**
- Medicine Wheel – Relate the body and immune system to the physical part of the medicine wheel and the mind to the mental part – Use a K-W-L chart.
 - Discuss different types of dancing / movement.
 - Learn how to jig
 - Learn about pow-wows – Pimatisiwin The Celebration of Life: Pow Wow Dance by Anna Leah King
 - Discuss the relationship between communicable and non-communicable disease. (T chart: Plot diseases into one or the other group).
- e. **Begin to distinguish between fact, opinions, misconceptions, and preferences regarding healthy foods and physical activity.**
- Powers of the media – people advertize to get students interested. Example: McDonalds uses toys to get kids interested.
 - Activity – observing labels. Importance of labels.
 - Choosing foods in natural state not processed.
 - Bring in labels of various food products and compare them using a hands-on activity.
- f. **Examine the roles of diet and physical activity on a healthy mind, body, and immune system.**
- Medicine Wheel – Food helps strengthen the physical part.
 - Compare Canada’s Food to the Canada’s Food Guide (First Nations, Inuit and Métis)
 - Discuss wild meat and its importance to First Nation people – I Am a Moose by Olga Majola--Northern Forest Animal Books. omajola2002@yahoo.com
 - Note the FNIM Food guide is in the shape of a circle. Relate to the Medicine Wheel.
 - Give the students a circle template and break it up into the four parts. Kids get to plot their favorites into each section.
 - Do a talking circle.
 - Watch videos about preparing meat, prepare hides, smoked meat.
 - Role Play.
 - Use Don Freed Songs related to berry picking and hunting.
 - Reader’s Theatre – Where Did You Get Your Moccasins by Bernelda Wheeler
 - What’s in Your Tipi? Discuss what is used to make the tipi? Discuss the importance of the buffalo.
 - What happens when you choose an unhealthy food too often? Discuss Sugar Diabetes and how it affects the body. Use the Diabetes Kit available through the Service Centre.

- g. **Determine that foods provide essential nutrients for health (see introduction to Canada’s Food Guide).**
 - See USC3.1 f. above.
- h. **Predict and recognize how food choices have a direct impact on the types and amounts of nutrients absorbed by the body.**
 - Eat, Run, and Live Healthy By Karen Olson Theytus Books Ltd. 2005 ISBN- 1894778324
- i. **Analyze personal food choices for possible consequences on the mind and body (e.g., sugary foods lead to tooth decay, water makes it easier to concentrate).**
 - Nanabush and his bicuspid. A visual needs to be created to keep the kids engaged. Link: Book: The Birth of Nanabosho by Joseph McLellan (Pemmican Publicans; ISBN: 0-921827-00-8)
 - Plaque Busters experiment.
 - <http://gscsmail.scs.sk.ca/exchweb/bin/redirect.asp?URL=http://oralhealth.circumpolarhealth.org/resources/canada/> (Story of the bicuspid).

USC3.2 EXAMINE THE SPIRITUAL DIMENSION OF THE “INNER SELF” AND DETERMINE THE IMPORTANCE OF NURTURING IT.

Love – Eagle; Beaver- Wisdom; Turtle: Truth; Courage- Bear; Honesty- Sabe; Humility – Wolf; Buffalo- Respect - Tipi (poster set available through Native Reflections catalogue).
 Gospel values and the 7 Sacred teachings (connected to the animals) See: the Sharing Circle.com

- a. **Explore and discuss ideas and questions which are of particular importance/interest but cannot easily be understood (e.g., “Why do we dream?”, “What happens to pets after they die?”).**
 - The Vision Seeker By James Whetung
 - What A Bad Dream, Mercer Mayer. New York, Golden Books, 2003 ISBN 0-307-12685-4
 - Just Got To Bed. Mercer Mayer. New York, Golden Books, 2003 ISBN 0-307-11940-8
- b. **Investigate common definitions of the “inner self” (e.g., quiet awareness of who one really is and one’s reason for being).**
 - A Boy Called Slow By Joseph Bruchac; A true story about the life of Sitting Bull a Lakota Sioux who became a great leader – Overcoming labels and misconceptions that others put on an individual.
- c. **Develop respectful language sometimes used to describe the “inner self” (e.g., soul, spirit).**
 - Create a graphic organizer ... cube/dice model.
 - With respectful language to describe inner self “soul, spirit, dreams, behaviours.
 - Invite an elder to come talk about human souls and spirits. Where they go when we die. An Anishinabe/Ojibwa story “Where the Elders Go. Moon Lake Loon Lake. By Jan Beaudreau Waboose. Penumbra Press 2004

- d. **Determine the “inner self” as the centre of thoughts and feelings that guide/influence personal behaviour.**
- Incorporate Tipi Teachings and virtues and a talking circle – Students will discuss and connect the tipi teachings to their lives and behaviours.
 - Muskoday First Nations Community School presents Tipi teachings 2009.
 - Character classification. Traditional affirmations and who these teachings affect – Obedience, Respect, Humility, Happiness, Love, Faith, Kinship , Cleanliness, Thankfulness, Sharing, Strength, Good Child Rearing, Hope, Ultimate Protection, Control flaps from wind.
- e. **Examine and respond to stories that include depictions of spirit/soul.**
- f. **Describe the “inner self” as that which is important but only visible to others if chosen to be (e.g., ideas such as “It matters more who you are on the inside than how you look on the outside”).**
- Cultural Iceberg -
<http://www.google.ca/imgres?imgurl=http://teendiversophy.com/img/iceberg.jpg&imgrefurl=http://teendiversophy.com/pages/focus.html&usq= aPjc9v4ZflY5LYtLWD8NUoxK8Q=&h=233&w=240&sz=32&hl=en&start=11&zoom=1&um=1&itbs=1&tbnid=JmvxtvC-QVBnMM:&tbnh=107&tbnw=110&prev=/images%3Fq%3DCultural%2BIceberg%26um%3D1%26hl%3Den%26sa%3DN%26tbs%3Disch:1>
 - 10% of who a person is visible. The other 90% is on the inside.
 - Have students do self portraits.
- g. **Participate in experiences designed to increase one’s sense of connection to others and other life forms (e.g., carefully observing the natural world, class rituals focused on appreciating each class member, participating in cultural activities).**
- Cultural Teachings; First Nations Protocols and Methodologies (English only) - \$25
 This uplifting book is intended to provide the reader with an overview of First Nations’ ceremonial etiquette and protocols. It is not intended to provide spiritual teachings that may compromise the integrity of First Nations’ knowledge and practices. Cultural Teachings: First Nations Protocols and Methodologies imparts general understanding and awareness necessary to attain respectful and appropriate behaviour at First Nations’ ceremonies and gatherings.
- h. **Expand and deepen personal interests and appreciation for all that life has to offer (e.g., observing animals and insects, collecting leaves or stones, exploring ways clouds are unique, wondering and learning about the origins of rain).**
- Keepers of the Earth/Animal/Life Resources. By Michael Caduto Fulcrum Publishing 1997
 - Dramatization and role playing connecting stories to Aboriginal creation stories or legends.
- i. **Distinguish between thoughts, feelings, and actions that nourish or damage one’s “inner self”.**

(USC3.3) DETERMINE HOW THE MISUSE OF HELPFUL AND THE USE OF HARMFUL SUBSTANCES (INCLUDING TOBACCO) AFFECT THE HEALTH OF SELF AND OTHERS.

- a. **Develop common and respectful language often used to talk about substances (e.g., tobacco, vitamins, medicine, drugs).**
- b. **Reflect on what is believed/known to be healthy and/or unhealthy regarding substances.**
- c. **Examine common misconceptions (e.g., alcohol is not a drug) regarding substance use and abuse.**
 - Healthy Choices, Healthy Lives By Karen Olson – Theytus Books 2005 ISBN- 1894778316
- d. **Identify and respond to, with guidance, information about helpful and harmful substances, including medicines, vitamins, drugs, tobacco, and foods.**
 - Healthy Choices, Healthy Lives By Karen Olson – Theytus Books 2005 ISBN- 1894778316
- e. **Clarify the difference between ceremonial tobacco within First Nations and Métis cultures and the commercial/recreational use of tobacco.**
 - Discuss the role of tobacco in the exchange of knowledge between an elder and someone who is asking a question.
 - Tobacco is a sacred plant.
 - The ABC's of our Spiritual Connection by Kim Soo Goodtrack (Wakanheja Holdings, Ltd.; ISBN – 0-9781823-0-8). The different letters of the alphabet describe items – ex. F is for Feast.
- f. **Explore how certain substances (e.g., vitamins for growth and development, medicines to treat ailments of the body and mind, tobacco, sweetgrass, sage, or cedar for ceremonial purposes such as smudging or pipe ceremonies) are used to nurture one's health.**
- g. **Describe situations when helpful substances may become harmful (e.g., medicines are harmful if not taken as directed by the doctor).**
- h. **Compare a variety of prescription/non-prescription and legal/ illegal substances (e.g., pain relief medications, cough syrup, alcohol, tobacco, marijuana, vitamins).**
- i. **Examine how drugs (e.g., pain medication, alcohol, tobacco, marijuana) may affect the health of self and others.**

(USC3.4) UNDERSTAND WHAT IT MEANS TO CONTRIBUTE TO THE HEALTH OF SELF, FAMILY AND HOME.

- a. **Develop common and respectful language often used to talk about families (e.g., kinship, parents, caregivers, siblings).**
 - My Family by Penny Condon ISBN: 0-920915-61-2
- b. **Investigate various definitions of “home” (e.g., a place where one lives with other family members).**

- Introduce reserves and different communities. How is a reserve different than living in your community? Why do people live on a reserve?
- c. **Observe and reflect on the kinds of communication in the home and its impact on the health of the family and/or the home.**
- Discuss tipi teachings and how First Nations groups used the tipi to teach their children. Each pole represents something.
 - See the SICC.
 - Ask Delvin Kanewiyakiho to speak.
- d. **Become aware of the diversity in families (e.g., two-parent, single-parent, foster, extended, same-sex).**
- Discuss what “kinship” means.
 - Families and Self-Awareness - Less Than Half, More Than Whole by Kathleen and Michael Lacapa / Many of the children that we teach today come from families of more than one race or culture. Census figures suggest that this will increasingly be the case. Sometimes children who are biracial or multiracial feel left out or rejected by other children. They may think that they don’t fit into either culture.
- e. **Recognize characteristics of healthy homes/healthy families (e.g., commitment to each other; effective family communication; appreciation of all family members; quantity and quality of time together).**
- Christmas at Wapos Bay Novel Study – language, Mooshum and family unit, hunt, introduces Character – might not have the resources (money and meat)
 - The Rough- Face Girl by Rafe Martin and David Shannon. 0-698-11626-7/ This is a Cinderella like story talking about looking beyond what other says. It deals with respecting yourself and your inner beauty.
 - Language – people communicated with one another because they spoke different languages. They communicated through signals.
 - Journaling
 - My family is special because.....
 - My favorite holiday is because.....
 - What do you like to do with your family?
 - What helps you solve the problem when you and your siblings fight?
- f. **Provide examples of individual family members’ roles, including those of self, that contribute to the physical, mental, emotional, and spiritual health of the family and the home.**
- Safe Snug Moss Babies by Sherryl Whitehawk (Dakota Nation) (ISBN – 978-0-9783117-3-5). This teaches aspects of ancestral First Nations culture, roles of women and children will learn that regardless of race, color or cultural background, everyone is unique and special.
 - Voice of the Elders compiled by Marlene Millar, Meadow Lake Tribal Council.
- g. **Examine if an individual can be healthy in an unhealthy home and vice versa.**
- Medicine wheel – Ask the children to use the medicine wheel to evaluate their own home life.
- h. **Propose what can be done to make a home and the family healthier?**

- Students can develop an action plan (SMART goals).
- Need to discuss that you can only create balance in your own life however, you can support others to help them find their own balance.

(USC3.5) EVALUATE SAFE BEHAVIOURS/PRACTICES TO INCREASE THE SAFETY OF SELF AND OTHERS WHILE AT HOME.

- Review the meaning of “risk”**
 - (see USC2.5).
- Recognize and describe potential safety risks (including chemicals/ poisons, vehicles/machinery, electricity, fires, second-hand smoke, uncomfortable situations) at home (i.e., in the house/apartment and in the yard).**
 - Living Safe, Playing Safe By Karen Olson Theytus 2005 ISBN: 1894778332
 - Healthy Choices, Healthy Lives By Karen Olson Theytus 2005 ISBN: 1894778316
- Demonstrate ways (e.g., plan ahead; follow the safety rules; stop, look, and listen; ask a trusted adult) to identify and assess the risk of potentially dangerous situations.**
- Categorize a variety of identified risks as preventable, avoidable, or “reducible”.**
 - My Mom is so Unusual - impact of violence.
- Give examples of effective safety strategies (e.g., annual check/ battery change of smoke detectors, important emergency contact numbers listed by phone, no passengers on equipment [i.e., lawnmowers]) to address possible safety risks at home.**
- Determine ways to prevent/avoid/reduce the safety risks at home (e.g., poisons stored in safe location, establish safety plans).**
- Investigate and outline personal/family safety practices at home (e.g., fire plans, important phone numbers posted, not smoking in the house/apartment).**
 - Safety First Nations – Community Safety Net committee to child safety
http://www.communitysafetynet.com/shop_online/books_and_dvds/
<http://www.communitysafetynet.com/kids/>
 - Safety Reproducible posters and colouring pages -
<http://www.communitysafetynet.com/kids/downloads/>
 - Personal Safety
www.thinkfirst.ca
www.injuryprevention.ca
www.sja.ca
www.safekidscanada.ca
www.kidpower.org
www.kidshealth.org
www.bhsi.org
www.safety-council.org
www.mcgruff.org
www.antibullying.net

h. Recognize ways of obtaining help/support regarding safety at home.

(USC3.6) DISTINGUISH BETWEEN EXAMPLES OF REAL VIOLENCE (E.G., SCHOOLYARD FIGHTS, SHAKING A BABY, BULLYING) AND FICTIONAL VIOLENCE (E.G., CARTOONS, WORLD WRESTLING ENTERTAINMENT, VIDEO GAMES) AND DETERMINE THE INFLUENCE OF BOTH ON HEALTH AND WELL-BEING.

a. Develop common and respectful language often used to talk about violence and abuse.

- Sam speaks Out by Linda Grossman–Students will learn that positive touch is a part of healthy relationships.

b. Reflect on what is known/believed about violence in communities.

c. Determine that violence can be physical, emotional, and/or sexual.

- Secrets are a part of our lives, and while we should teach our children to respect these confidences, they must know that secrets about sexual abuse should be told. In this publication, children are shown the difference between a good secret and a secret about sexual abuse, and between good touching and sexually abusive touching.
- The Secret of the Silver Horse instructs children that secrets about sexual abuse should not be kept. The story also teaches that if a child tells a teenager or an adult about sexual abuse and that person does nothing, the child should be persistent and tell someone else.
<http://www.stopchildabuse.ca/silver-horse.htm>

d. Describe types of violence and abuse including physical (e.g., punching, kicking), sexual (e.g., inappropriate touching), and emotional (e.g., name-calling, exclusion, cyber-bullying).

e. Recognize that physical, sexual, and emotional violence are behaviours that hurt or destroy people, places, or things.

f. Discuss examples of fictional violence (e.g., movies, video games, cartoons, world wrestling entertainment).

g. Investigate the influence of mass media on perceptions of violence (e.g., difficult to distinguish fiction from non-fiction, what is 'normal').

h. Distinguish the effects of violence on the mind, body, and spirit (e.g., fear, bruises, self-doubt, hopelessness).

i. Recognize violent and non-violent and/or harmful and non-harmful behaviours and the impact on self and others.

- What happens when children tell and who they should tell when they are being abused sexually, emotionally, physically, and mentally. Will tie in with the Medicine Wheel concept and safety. <http://www.stopchildabuse.ca/What%20is%20Child%20Abuse/when-i-tell.htm>

GRADE 3 DECISION MAKING

(DM3.1) DEMONSTRATE THE IMPORTANCE OF INVESTIGATING INFORMATION FOR MAKING INFORMED DECISIONS RELATED TO HEALTHY FOODS AND PHYSICAL ACTIVITY, ONE’S “INNER SELF”, HELPFUL AND HARMFUL SUBSTANCES, HEALTHY FAMILY AND HOME, SAFETY AT HOME, AND IMPACT OF VIOLENCE.

- a. **Critique decisions made by someone (e.g., community situation, character in a story) who did not investigate the information/facts before making a decision, and compare it to those made by people who did.**
- b. **Determine the kinds of information to gather and investigate for making healthy decisions.**
- c. **Examine sources of information/misinformation in the community.**
- d. **Investigate situations that require emergency safety services (e.g., calling 911 if someone is unconscious) and those that are not emergencies but do require some safety supports (e.g., going to a trusted neighbour if you arrive home after school and no one is home).**
- e. **Connect what is understood about asking for/receiving help to the importance of investigating information for informed decision-making.**
 - (see DM2.1)
- f. **Identify opportunities to be healthier based on the investigation of information.**

GRADE 3 APPLYING DECISIONS

(AP3.1) USE THE UNDERSTANDINGS, SKILLS, AND CONFIDENCES RELATED TO HEALTHY FOODS AND PHYSICAL ACTIVITY, ONE’S “INNER SELF”, HELPFUL AND HARMFUL SUBSTANCES, HEALTHY FAMILY AND HOME, SAFETY AT HOME, AND IMPACT OF VIOLENCE.

- a. **Review the kinds of healthy action that students have demonstrated.**
- b. **Plan to act based on the knowledge and information that has been investigated.**
- c. **Document and report on the action that was taken in order to guide further action.**
- d. **Represent and communicate what was learned from the action (e.g. What did I do well? What can I do differently to guide further actions?).**

GRADE 4 UNDERSTANDING, SKILLS AND CONFIDENCES

(USC4.1) ASSESS WHAT HEALTHY EATING AND PHYSICAL ACTIVITY MEAN FOR PRE/ADOLESCENCE.

- a. **Examine personal, past, and present knowledge about healthy eating and physical activity (e.g., exercise as important to health, trends such as jogging and home gyms, females and exercise/ sports).**

Medicine Wheel

- Teachings of the Medicine Wheel – power point presentation – GSCS teachers contact your FNIME rep at your school or FNMIE Unit at Board Office
- Traditional First Nations Medicine Wheel – GSCS teachers contact FNMIE Unit at board office
- Traditional Teachings of the Medicine Wheel – Indian Head First Nations – this website gives concise information about the tradition and symbolism of the medicine wheel – <http://www.indianheadfirstnations.com/wheel.htm>
- Empowering the Spirit – Native Literacy Curriculum – Lesson Plan 3 – page 12 – this lesson plan introduces the medicine wheel – Author: Kateri Akiwenzie-Damm – ISBN: 1-896832-05-9

Traditional Food

- Native Contributions: Food, Lifestyle, Medicine and Earth Wisdom – discusses major staple foods of the world that come from Aboriginal peoples - http://www.shannonthunderbird.com/native_contributions%20II%20Food.htm
- NativeTech.org – sharing and experimenting with First Nations recipes - <http://www.nativetech.org/recipes/index.php>

Traditional Games

- Living Traditions – Virtual Museum of Canada - http://www.virtualmuseum.ca/Exhibitions/Traditions/English/metis_games.html
- Native American Games and Stories – James Bruchac and Joseph Bruchac – Core Learning Resources – 604-540-2355
- Nehiyaw Ma Tow We Na – Games of the Plains Cree – Pat Atimoyoo – available through the SUNTEP Library – contact Cynthia Fey or Melanie McClean – 975-7095. Also check with your librarian.

Dance

- Music, Dance and Culture of First Nations, Métis and Inuit People – a brief description of dance and music – excellent for teacher knowledge – http://www.vac-acc.gc.ca/general/sub.cfm?source=feature/abspirit/abback/ab_ceremony_program
- Métis Jigging – teach your class basic steps through online video – <http://www.metismuseum.ca/search/results.php>
- St.Mary’s Song and Dance Troupe – invite local First Nations and Métis dancers to your school to perform and teach
- St.Mary Community School 659-7400 or 659-7783 / Contact Cecile Smith or Marlene Brisebois or contact FNMIE Unit for support.

- b. **Investigate personal, family, community, and cultural factors that influence healthy eating (e.g., time, serving size, cultural food practices and values, water consumption, access to healthy foods).**

Health Eating Choices

- Healthy Food Guidelines for First Nations Communities - http://www.fnhc.ca/index.php/initiatives/community_health/nutrition/

Water Consumption

- Water: It's Many Uses – Unit 3, pg. 12 – The Learning Circle: Classroom Activities on First Nations in Canada – <http://dsp-psd.pwgsc.gc.ca/Collection/R72-278-2001E.pdf> - from INAC website @ www.inac.gc.ca

Traditional recipes

- Aboriginal / First Nations Food – traditional recipes – www.trutleisland.org - <http://www.turtleisland.org/culture/culture-food.htm>
- Chances are, it's Aboriginal - A Conversation about Aboriginal Foods – story about where foods come from - <http://www.ainc-inac.gc.ca/ach/lr/ks/rrds/fd-eng.pdf> - <http://www.inac.gc.ca>

- c. **Discuss factors of healthy eating over which one has control (e.g., drinking more water).**

Healthy Eating Choices

- Healthy Food Guidelines for First Nations Communities – charts that divide each food group into 3 categories – 1) leave off the table 2) sometimes on the table and great on the table – pages 6-14 – http://www.fnhc.ca/index.php/initiatives/community_health/nutrition/

- d. **Explain the importance of particular eating practices, including drinking water as a thirst quencher and eating breakfast.**

- e. **Demonstrate an understanding of healthy food choices (e.g., analyze nutritional values of particular foods) and serving sizes that support good health (see Canada's Food Guide).**

- Eating Well with Canada's Food Guide – First Nations, Inuit, Métis – <http://www.hc-sc.gc.ca/fn-an/pubs/fnim-pnim/index-eng.php>
- Look at the nutritional value and serving sizes of traditional foods compared to today's health daily choices and fast food and commercially produced products.

- f. **Investigate personal, family, community, and cultural factors that influence physical activity (e.g., time, cultural practices and values, access, safety).**

- Traditional lifestyle – a day in the life – comparison to life today.

- g. **Review the health benefits of regular physical activity and the health risks of inactivity for pre/adolescence.**

- Strengthening the Circle – Aboriginal Health Strategy – deals with specific health challenges currently facing Aboriginal Communities – pages 24-27.
- Contact: Central Urban Métis Federation Inc – 306-975-9999.
- Contact: Kinistin Saulteaux Nation – 306-878-8188.
- Contact: Saskatoon Health Region Public Health Services – 306-655-4600.
- Healthy Food Guidelines for First Nations Communities – http://www.fnhc.ca/index.php/initiatives/community_health/nutrition/

- h. **Investigate peer norms and popular trends related to healthy eating and physical activity.**

- i. **Explore the consequences (both positive and negative) of following or resisting peer norms and/or popular trends related to eating and physical activity.**
 - First Nations Success Stories – video – NHL player - <http://www.ainc-inac.gc.ca/ap/ss/kj/index-eng.asp> - www.inac.gc.ca
- j. **Investigate the physical activity opportunities in the community that benefit and/or challenge mental, socio-emotional, and spiritual well-being for pre/adolescence (e.g., develop personal gifts, and potential).**
 - Saskatoon Indian and Métis Friendship Centre – Youth Development Programs – here you will find programs available to youth in the Saskatoon community - http://www.simfc.com/programs_youthdepartment.html
 - Teachings of the Medicine Wheel – power point presentation – GSCS teachers contact your FNIME rep at your school or Larry McCallum – lmccallum@gscs.sk.ca – using the Medicine Wheel, identify how physical activity fits into the Medicine Wheel and benefits mental, socio-emotional and spiritual well-being.
 - City of Saskatoon – Youth Programs – look at the programs available to youth in your area at - <http://www.saskatoon.ca/DEPARTMENTS/Community%20Services/Communitydevelopment/YouthMetawetan/Pages/YouthMetawetan.aspx>
- k. **Investigate personal changes that need to be made for better nutrition (e.g., serving sizes, variety of foods) and appropriate amounts of physical activity (see Canada’s Guide to Physical Activity).**

(USC4.2) ILLUSTRATE HOW BOTH TRADITIONAL HEALING (INCLUDING FIRST NATIONS AND MÉTIS PRACTICES) AND CURRENT WESTERN MEDICAL ADVANCES HAVE INFLUENCED THE PREVENTION AND/OR MANAGEMENT OF PAST AND PRESENT HEALTH CHALLENGES (INCLUDING MENTAL HEALTH/ ILLNESS, HIV/AIDS, HEPATITIS C, DIABETES).

- a. **Investigate and distinguish points of view expressed about health opportunities and challenges, both past and present (e.g., management of illness/disease, tobacco legislation, obesity).**
 - Traditional and Non-Traditional Use of Tobacco – explains and compares the use of tobacco in First Nations culture and the facts on smoking rates on First Nations and Inuit communities - <http://www.hc-sc.gc.ca/fniah-spnia/substan/tobac-tabac/index-eng.php>
 - Non-Traditional Use of Tobacco – explains the briefly the historical use of tobacco and compares non-traditional use of tobacco in First Nations communities and other communities - <http://www.niichro.com/Tobacco/Tobac2.html>
- b. **Categorize and compare a variety of health challenges as short-term/long-term (e.g., depression) and as serious/not serious (e.g., HIV/AIDS).**
 - Health Canada – First Nations, Inuit and Aboriginal Health – presents information on HIV/Aids in Aboriginal Communities – <http://www.hc-sc.gc.ca/fniah-spnia/diseases-maladies/aids-sida/index-eng.php>

- c. **Explain how the mind, body, and spirit may be affected by health challenges (e.g., irritability, fatigue, motivation, depression).**
- Teachings of the Medicine Wheel – power point presentation – GSCS teachers contact your FNIME rep at your school or FNMIE Unit at Board Office using the Medicine Wheel, identify how health challenges affect balance in life.
- d. **Examine historical (including First Nations and Métis healing practices), contemporary (including technological), and complementary practices (e.g., inclusion of healing circles and sweat lodges along with counseling in the treatment of mental illness) for preventing/managing health challenges (including mental health/illness, HIV/AIDS, Hepatitis C, diabetes).**
- Traditional Medicine and Healing Plants – discusses the use of plants for medicine and healing - http://www.shannonthunderbird.com/native_contributions%20II%20Food.htm
 - First Nations Approaches to Traditional Medicine – First Nations Health Council – http://www.fnhc.ca/pdf/Traditional_Medicine_web.pdf
 - First Nations Health Council – Traditional Medicine – slides 7 and 8 – http://www.fnhc.ca/pdf/Trad_Med_overview1108_ppt.pdf
 - Medicines to Help Us – Traditional Métis Plant Use – Information Cards and Resource Guide – order from – Gabriel Dumont Institute – www.gdins.org
- e. **Examine basic costs to society when threats to health (i.e., mind, body, and spirit) are not prevented/managed.**
- f. **Investigate the changes in practices (e.g., use of new plants in medications to replace those no longer available, use of technology) to prevent or manage health challenges.**
- g. **Examine strategies to reduce the prevalence and the impact of potential current health challenges (e.g., immunity to antibiotics, pandemics, obesity, HIV/AIDS).**

(USC4.3) EXAMINE HEALTHY INTERPERSONAL SKILLS AND DETERMINE STRATEGIES TO EFFECTIVELY DEVELOP NEW RELATIONSHIPS AND/OR NEGOTIATE DISAGREEMENTS IN RELATIONSHIPS.

- a. **Compare qualities of healthy and unhealthy relationships and determine the connections of these relationships to a healthy mind, body, and spirit.**
- Teachings of the Medicine Wheel – power point presentation – GSCS teachers contact your FNIME rep at your school or FNMIE Unit at board office using the Medicine Wheel, identify how health challenges affect balance in life.
- b. **Describe and recommend healthy behaviours, including positive communication skills for getting along with others in play and competitive situations (e.g., an appreciation of silence as an opportunity to reflect and refrain from “jumping in”, analyzing and criticizing ideas and not the people offering them).**
- Tipi Teachings- Muskoday First Nations Community School has developed a yearlong tipi teaching unit that is suitable for both early and middle year classes – it uses traditional First Nations philosophy to teach character education – contact: Carla Hope – chope@mfncs.ca or (306) 953-1055 – resource cost \$200.

- Power point: The Seven Sacred Teachings available from FNMIE Unit at board office provides important information about virtues.
- c. **Recognize how various factors, including peer pressure, communication strategies, and assumptions affect relationships.**
 - d. **Suggest alternatives when play is not enjoyable (e.g., join another play activity, negotiate changes to the play).**
 - e. **Determine healthy ways to relate to peers not in personal circle of friends (e.g., listen and ask questions, give compliments).**
 - f. **Reflect on personal behaviours that might influence others to feel included and those that may cause feelings of rejection.**
 - Wapos Bay – video – episode: ALL ACCESS – stop-animation video about accepting people with disabilities – available to GSCS teachers on R.O.V.E.R. through Destiny.
 - g. **Practise the ability to calm self and discuss how it is important to remain calm in disagreements.**
 - The Smudging Ceremony – explanation of the meaning of a Smudge - http://www.asunam.com/smudge_ceremony.html
 - Smudge – GSCS teachers – invite an Elder to smudge at your school
 - h. **Represent what disagreements look like, sound like, and feel like.**
 - i. **Recognize that disagreements are part of healthy and of unhealthy relationships.**
 - j. **Recognize and describe anger triggers for self and others (e.g., name calling, being reprimanded, broken promises).**
 - k. **Investigate how effectively/ineffectively negotiated disagreements affect relationships.**
 - l. **Examine how honouring and respecting other points of view, beliefs, and/or values does not mean one has to abandon one's own.**
 - Connections: Tipi Pole Values and the Bible – power point available to GSCS teachers from your FNIME rep at your school or FNMIE Unit at board office
 - For Angela – video – story of racism and respecting others beliefs and culture – available at – http://www.nfb.ca/film/for_angela/

(USC4.4) DETERMINE BASIC PERSONAL RESPONSIBILITY FOR SAFETY AND PROTECTION IN VARIOUS ENVIRONMENTS/SITUATIONS.

- a. **Examine prior knowledge and new information related to safety (including cyber safety).**
- b. **Explore critical safety needs (e.g., cyber, hunting, water, fire, biking) of self and others in local community.**
 - First Nations' Fishing, Hunting and Trapping Rights and Responsibilities in Manitoba – <http://www.gov.mb.ca/conservation/firstnations/hunting-fishing-jan03.pdf>

- c. **Investigate common personal and community activities/ environments to identify those that involve greater safety risks.**
- d. **Examine cyber safety etiquette and related safety risks and strategies.**
- e. **Discuss various safety rules and practices related to community safety needs.**
 - Living Safe, Playing Safe by Karen Olson. ISBN 1-894778-33-2 / A story about children who love to play but to avoid mishaps they learn important safety lessons at school, home and in their neighborhood playground.
- f. **Examine laws, behaviours, and community rules/regulations that are in place to minimize/prevent risks (e.g., smoke detectors, fire bans, life jackets, supervised computer use, non-smoking public places).**
- g. **Review safety policies and/or plans (e.g., harassment, fire, tornado) for a variety of local environments (e.g., home, school, street).**
- h. **Distinguish behaviours that may jeopardize people’s safety and those that increase people’s safety in a variety of situations (e.g., ‘show-boating’ vs. being careful, not/wearing personal protective equipment, not/making and following a plan, not/asking permission).**
- i. **Share expectations for personal safety and protection in various environments/situations.**
 - Drug Safety: First Nations – a handbook and DVD – order from www.communitysafetynet.com
 - Healthy Choices, Healthy Lives – storybook – ISBN 1-894778-31-6 – part of the “Caring for Me” series, developed to empower children to make choices that promote spiritual, emotional, physical and mental health and well being for themselves, their families and their community.
- j. **Examine one’s responsibility to use electronic networks in an ethical and safe manner.**

(USC4.5) EXAMINE HOW IDENTITY (I.E., SELF-CONCEPT, SELF-ESTEEM, SELF-DETERMINATION) IS INFLUENCED BY RELATIONSHIPS THAT ARE FORMED WITH OTHERS.

- a. **Observe and investigate ways that others define and value self, and learn ways to help others know one more fully and positively (e.g., ask questions, share stories, offer to help).**
 - Talking Circle – brief explanation of how a talking circle works - <http://www.dodemkanonhsa.ca/Teachings/TALKING%20CIRCLES.PDF>
 - Talking Circle: Peace, Harmony and Reflection – brief explanation of talking circle and its purpose – <http://www.danielnpaul.com/TalkingCircle-FirstNations.html>
 - Talking Circle – invite an Elder
 - The Learning Circle – learn about an Elder – Unit 7, pg. 37 – <http://dsp-psd.pwgsc.gc.ca/Collection/R72-278-2001E.pdf> - from INAC website @ www.inac.gc.ca

- b. **Investigate information and definitions of self-concept (i.e., thoughts one has about self), self-esteem (i.e., a feeling of pride in self), and self-determination (i.e., right to make own choices) to develop an understanding of identity.**
- Teachings of the Medicine Wheel – power point presentation – GSCS teachers contact your FNIME rep at your school or FNMIE Unit at board office
 - Use the medicine wheel to develop an understanding of identity (self-concept, self-esteem and making the right choice).
- c. **Examine “identity” as being related to how one “feels” on the inside and how one chooses to define self in relation to personal qualities, characteristics, and cultural definitions.**
- Teachings of the Medicine Wheel – power point presentation – GSCS teachers contact your FNIME rep at your school or FNMIE Unit at board office
 - Use the medicine wheel to develop an understanding of identity (self-concept, self-esteem and making the right choice).
 - Use the “Interactive Medicine Wheel” to show how identity is affected by inside and outside forces. Contact FNMIE Unit at board office for the smart board version.
- d. **Communicate a personal understanding of identity.**
- e. **Determine factors (e.g., personal attitudes, supportive environments, accomplishments, positive thinking, media stereotyping, culture, gender) that may influence one’s identity.**
- f. **Describe how self-concept is influenced by personal thoughts, self-esteem by personal feelings, and sense of self-determination by personal actions.**
- g. **Describe examples of positive and negative peer influence on self-concept, self-esteem, and self-determination (e.g., feeling inadequate, confident/overconfident, fearful/fearless, limiting/ reaching one’s potential).**
- For Angela – video – story of racism and respecting others beliefs and culture available at http://www.nfb.ca/film/for_angela/
 - Teachings of the Medicine Wheel – power point presentation – GSCS teachers contact your FNIME rep at your school or FNMIE Unit at board office
 - Use the medicine wheel to develop an understanding of identity (self-concept, self-esteem and making the right choice).
- h. **Demonstrate an awareness of the influence on self when connecting with others who behave appropriately/inappropriately and/or legally/illegally (e.g., alcohol and tobacco use by minors).**

(USC4.6) ASSESS HEALTHY STRESS MANAGEMENT STRATEGIES (E.G., RELAXATION SKILLS, STRESS CONTROL SKILLS, GUIDED IMAGERY, EXPRESSING FEELINGS, EXERCISING).

- a. **Develop and use respectful language to talk about stress (e.g., grief, loss, fear, expectations) and to describe the intensity of feelings (e.g., rating scale/thermometer of 1-10).**
- Talking Circle – brief explanation of how a talking circle works - <http://www.dodemkanonhsa.ca/Teachings/TALKING%20CIRCLES.PDF>

- Talking Circle: Peace, Harmony and Reflection – brief explanation of talking circle and its purpose – <http://www.danielnpaul.com/TalkingCircle-FirstNations.html>
 - Talking Circle – invite an Elder
 - The Learning Circle – learn about an Elder – Unit 7, pg. 37 – <http://dsp-psd.pwgsc.gc.ca/Collection/R72-278-2001E.pdf> - from INAC website @ www.inac.gc.ca
 - The Smudging Ceremony – explanation of the meaning of a Smudge - http://www.asunam.com/smudge_ceremony.html
 - Smudge – GSCS teachers – invite an Elder to smudge at your school
- b. **Communicate an informed personal understanding of stress (e.g., reaction of worry and/or pre-occupation).**
 - c. **Explore the responses one may experience as a result of stress (e.g., heart-rate increase, blushing, knots in stomach, butterflies in stomach, dry mouth, sleeplessness, loss of concentration).**
 - d. **Determine how and why people react differently to stress (e.g., cultural traditions, role models).**
 - e. **Recognize potentially stressful situations and examine possible reactions to the experience.**
 - f. **Analyze common coping strategies for managing stress.**
 - g. **Examine and discuss media portrayals of stressors such as divorce, death, and loss, and media portrayals of stress management strategies.**
 - h. **Describe strategies (e.g., writing in a journal, seeking guidance from a trusted adult/elder, talking with a friend, participating in cultural ceremonies, reading a book about grief) for managing stress (including divorce, death, and loss).**

GRADE 4 DECISION MAKING

(DM4.1) INVESTIGATE THE IMPORTANCE OF PERSONAL RESPONSIBILITY AND COMMUNICATION IN MAKING INFORMED DECISIONS RELATED TO HEALTHY EATING AND PHYSICAL ACTIVITY, PREVENTION/ MANAGEMENT OF HEALTH CHALLENGES, NEGOTIATING DISAGREEMENTS, SAFETY AND PROTECTION, PERSONAL IDENTITY, AND STRESSORS.

- a. **Review factors that affect one’s communication and personal responsibility when making decisions (e.g., sharing of limited resources).**
- b. **Consider the purpose and consequences of communication in making decisions.**
- c. **Investigate factors that have the greatest influence on personal responsibility.**
- d. **Identify opportunities to demonstrate personal responsibility when making decisions.**

- e. **Link personal health behaviours to potential health outcomes (e.g., inactivity and diabetes).**
- f. **Illustrate how informed decision making is influenced by personal responsibility.**
- g. **Compare examples that demonstrate personal responsibility and those that do not.**
- h. **Evaluate the importance of silence and reflection when making informed decisions.**

GRADE 4 APPLY DECISIONS

(AP4.1) DESIGN AND APPLY, WITH GUIDANCE, TWO FOUR-DAY ACTION PLANS THAT REQUIRE COMMUNICATION RELATED TO HEALTHY EATING AND PHYSICAL ACTIVITY, PREVENTION/ MANAGEMENT OF HEALTH CHALLENGES, NEGOTIATING DISAGREEMENTS, SAFETY AND PROTECTION, PERSONAL IDENTITY, AND STRESSORS.

- a. **Identify basic steps to design and carry out effective action plans (i.e., who, what, where, when, why, how).**
- b. **Design and follow a brief outline of a plan, including a schedule.**
- c. **Implement the action as outlined.**
- d. **Document and reflect on implementation (e.g. What did I do well? What will I do differently next time? Did I effectively communicate my action?).**

GRADE 5 UNDERSTANDING, SKILLS AND CONFIDENCES

(USC5.1) ANALYZE PERSONAL EATING PRACTICES.

(First Nation Health Statistics) http://www.hc-sc.gc.ca/fniah-spnia/diseases-maladies/2005-01_health-sante_indicat-eng.php#life_expect

(Traditions) <http://www.dancingtoeaglespiritsociety.org/efeather.php>

(various Indicators: videos related to First Nation Health)
<http://www.turtleisland.org/culture/culture-food.htm>

- a. **Investigate a variety of information about foods and beverages (e.g., print resources, media, nutritionists, elders).**
 - <http://www.hc-sc.gc.ca/fn-an/pubs/fnim-pnim/index-eng.php>
 - http://www.hc-sc.gc.ca/fn-an/alt_formats/fnihb-dgspni/pdf/pubs/fnim-pnim/2007_fnim-pnim_food-guide-aliment-eng.pdf (English)
 - http://www.hc-sc.gc.ca/fn-an/alt_formats/pdf/pubs/fnim-pnim/2009-food-guide-aliment-plains-cree.pdf (Cree Version)
 - http://www.hc-sc.gc.ca/fn-an/alt_formats/pdf/pubs/fnim-pnim/2009-food-guide-aliment-ojibwe.pdf
- b. **Examine information and promotions created to influence eating practices.**
 - (role models to promote healthy eating; familiar faces in the community, Milk/soy promotion (ads: posters, video, radio scripts)
 - Voices of the Elders: Compiled by Marlene Millar *Copy right Meadow Lake Tribal Council*
- c. **Explain the importance of reading and understanding food labels including serving size, calories, and nutritional values (e.g., fat, sodium, and sugars) for making healthy food choices.**
 - (bison/buffalo meat products, wild meat) check internet for calorie count http://www.hc-sc.gc.ca/fniah-spnia/alt_formats/fnihb-dgspni/pdf/pubs/promotion/2007_rec_car_stew-rag-eng.pdf (Caribou stew recipe and nutrient analysis)
 - http://www.hc-sc.gc.ca/fniah-spnia/alt_formats/fnihb-dgspni/pdf/pubs/promotion/2007_rec_sand_sa-eng.pdf (Salmon Sandwich recipe and nutrient analysis)
- d. **Investigate a variety of information about healthy eating practices (e.g., five small meals/day, cultural foods and traditions, vegetarianism).**
 - FN food guide, review/study cultural foods
- e. **Evaluate how particular practices and diets (e.g., cultural diets, vegetarian diet, diabetes diet) require planning to ensure a healthy, balanced diet.**
 - Create a meal plan for a week refer to Native North American Foods and Recipes A Bobbie Kalman Book; Crabtree Publishing Company www.crabtreebooks.com
 - http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/fnim_pnim/ppt-eng.php (Ready-to-Use Presentation for Nutrition Educators on Eating Well with Canada's Food Guide - First Nations, Inuit and Métis)

- <http://publications.gc.ca/site/eng/95963/publication.html>
 - http://www.hc-sc.gc.ca/fnih-spnia/alt_formats/fnihb-gspni/pdf/pubs/diabete/2001_evidence_faits-eng.pdf (document from 2000)
- f. **Record and analyze personal food consumption for five days (including servings, time, and location).**
 - g. **Observe and record factors (e.g., cultural, environmental) that influence personal eating practices.**
 - h. **Examine own and others' experiences with processed and non-processed foods.**
 - i. **Investigate and compare the health benefits of consuming processed versus non-processed foods.**
 - j. **Examine how eating practices have changed (e.g., traditional First Nations peoples eating practices, "fast-food" era).**
 - Raising A Mikiwahp is Sacred!: PowerPoint Handout and Media CD Part B Old Circles page 11-14
 - Reserve/rural to urban/city areas.
 - k. **Explain how changes in our bodies sometimes affect our eating habits (e.g., increased appetite during growth spurts, "fuel" for exercise).**
 - Medicine Wheel concepts for wellness activities-Power Point
 - Social, & emotional influence; ensure that students maintain a balanced eating habits
 - Explore and learn to play Lacrosse

(USC5.2) UNDERSTAND THE RESPONSIBILITIES ASSOCIATED WITH THE PHYSICAL, SOCIAL, SPIRITUAL, AND EMOTIONAL CHANGES OF PUBERTY.

Medicine Wheel Teachings

- a. **Identify local, provincial, and national sources of information about puberty.**
 - Cultural elder, community (study the roles and responsibility of FN)
 - # 37 Teach about positive contributions by First Nations
- b. **Discuss criteria that can be used to decide if a source is reliable.**
- c. **Identify and use correct and respectful language and terminology in relation to sexual anatomy and gender identity as it relates to changes of puberty.**
 - Roles: culturally sensitive; segregated (traditionally orally passed on); traditions such as drumming, smudges
- d. **Determine that puberty is a natural process that often occurs at different rates.**
 - Bring in an elder (male and female) as traditionally taught or passed on.
 - Contact the nearest Friendship Centre for Elder Support at <http://www.nafc.ca>
- e. **Describe physical changes, both primary (e.g., reproductive organs and systems) and secondary (e.g., growth of body hair, changes in body shape) that occur during puberty.**

- f. **Explain the process of menstruation and spermatogenesis.**
- g. **Examine social, emotional, and spiritual changes that occur during puberty (i.e., sexual attractions, insecurities, moodiness, form own ideas, morals and values; rely less on parents/caregivers for knowledge about life and about deep questions like ‘Who am I?’, ‘Why am I here?’, or ‘What is the meaning of life?’).**
 - Create own Medicine Wheel add own needs/Virtues and use FN prayers on a daily or weekly basis (Pictographs)
 - #21 Medicine Wheel-Power point
- h. **Examine strategies for managing the social, emotional, physical, and spiritual changes associated with puberty (e.g., asking questions, engaging in physical activity, having sexual attraction to others).**
 - Smudge with sage or sweet grass based on cultural and gender expectations
 - Why we Smudge?
 - How to smudge? Have an elder display and model appropriate behavior/expectation.
 - Sharing or Talking Circle
 - Hand games: Cat’s Cradle
- i. **Describe personal responsibilities and determine the increasing importance of balanced health practices (e.g., bathe frequently, use deodorant and other sanitary products, respect private spaces, keep personal matters appropriately private, respect differences) associated with physical, social, spiritual, and emotional changes during puberty (e.g., body odour, menstruation, erections, emissions, peer pressure, social etiquette, insecurity, cultural roles and responsibilities).**
 - *look for culturally sensitive material
- j. **Discuss with a significant and trusted adult the expected changes (i.e., physical, social, spiritual, and emotional) of and responsibilities associated with puberty (e.g., rites of passage, special teaching about roles of women in some First Nations and Métis cultures).**
 - Teach traditional roles: Contact an Elder.

(USC5.3) ANALYZE HOW INFECTIOUS DISEASES (INCLUDING HIV AND HEPATITIS C) AND NON-INFECTIOUS ILLNESSES/DISEASES CHALLENGE HOLISTIC WELL-BEING.

- a. **Identify examples of local, provincial, and national health sources regarding illness/disease.**
 - First Nations Health Council Website: www.fnhc.ca
- b. **Discuss criteria that can be used to identify if a health source is reliable.**
- c. **Investigate various sources of information about illness and disease (including cancers, diabetes, depression, and heart disease).**
 - Websites about diabetes among first nations: http://www.fnhc.ca/pdf/ADI_Resources.pdf

- d. **Distinguish between infectious and non-infectious, and illness and disease.**
- e. **Demonstrate an understanding of ways in which the body protects itself from illness and disease (e.g., intact skin, understanding portals/openings of entry such as eyes and mouth, immune system).**
- f. **Investigate and articulate how the physical, mental, emotional, and spiritual well-being of self, family, and community is affected by illness and disease.**
Make/create Medicine Wheel with students and have sharing circles.
- g. **Ask questions and seek answers for deeper understanding:**
 - Where do new diseases come from? Explorers (Small Pox)
 - Why do people die from a disease when some people can be cured?
 - Why are some diseases more common in adults than in children and vice versa?
 - Can a person have a disease and still be healthy?
 - View life expectancy of people living with HIV/AIDS:
http://www.fnhc.ca/index.php/initiatives/community_health/hiv_aids/
 - Aboriginal Peoples: Building for the Future Publishing Oxford University Press (Unit 3: Health pages 86-87)
- h. Describe the challenges of illness and disease to attaining or maintaining holistic well-being.
 - Refer to medicine wheel.

(USC5.4) ANALYZE THE CONNECTIONS BETWEEN PERSONAL IDENTITY AND PERSONAL WELL-BEING, AND ESTABLISH STRATEGIES TO DEVELOP AND SUPPORT A POSITIVE SELF-IMAGE.

Aboriginal Role Model Profiles:

http://www.naho.ca/english/tk_Media.php

- a. **Investigate knowledge and information about self-image.**
 - Create medicine wheel, role model posters, research past and present famous First Nations role models.
 - Aboriginal Role Model Profiles: http://www.naho.ca/english/tk_Media.php
- b. **Discuss criteria that can be used to determine if a health source is reliable.**
- c. **Describe the qualities that are important in a person, regardless of their gender, culture, appearance, sexual orientation, abilities, and/ or language.**
 - Highlight Aboriginal Role Models and analyze characteristics on what makes them a role model: http://www.naho.ca/english/tk_Media.php
- d. **Define stereotyping (i.e., a set of characteristics or a fixed idea considered to represent a particular kind of person), prejudice (i.e., preconceived negative or**

hostile views toward a person or group of persons based on ignorance and stereotyping), and discrimination (i.e., unfair treatment of a person or group on the basis of prejudice).

- The Learning Circle: Classroom Activities on First Nations in Canada Indian and Northern Affairs Canada *Published under the authority of the Minister of Indian Affairs and Northern Development* Unit 8 page 42 *Take me out to the ball game? At the Movies*
 - Show images of traditional mind set (of non-aboriginal perspectives) and make connection that these are stereotypes. Explore sports teams can perpetuate stereotypes and racism ex: local, provincial (Saskatoon Bedford Road Redmen), national, international (Washington Redskins). Inquiry – How are these sports teams creating/continual stereotypes?
- e. **Ask questions and seek answers for deeper understanding:**
- How does prejudice develop?
 - Why do some people have realistic self-images while other people have distorted self-images?
 - Why are some stereotypes more common than others?
 - The Learning Circle: Classroom Activities on First Nations in Canada Indian and Northern Affairs Canada Unit 8 page 42 *At the Movies*
 - Media in sports, TV, movies, Hollywood, books, magazines, etc.
 - How is “diversity in thought” necessary for community well-being?
 - Inquiry Method: Realization of Culture diversity through local events (culture fairs), Acknowledging that Canada’s multiculturalism was formed through immigration, respecting the fact that being this land was traditionally where FN lived. Accepting diversity as a gift.
- f. **Express insights of the effects of stereotyping and discrimination on self and others.**
- ‘For Angella’ movie from First Nations: The Circle Unbroken
- g. **Reflect on self-image as “the way you see yourself as a result of what you believe about your appearance, abilities, and character”.**
- Hope or Heartbreak: Aboriginal Youth and Canada’s Future: http://www.policyresearch.gc.ca/doclib/Horizons_Vol10Num1_final_e.pdf
- h. **Discuss the influence of self and others (e.g., family expectations, family values and beliefs, culture, religion) on one’s self-image.**
- The Learning Circle - Unit 5 – The Family <http://dsp-psd.pwgsc.gc.ca/Collection/R72-278-2001E.pdf>
- i. **Explore and describe what one can think, say, and do to develop and/or support a positive self-image in both self and others (e.g., recognize and refrain from derogatory comments related to any aspect of one’s self-image, challenge stereotypes, bias, and discrimination that are based on appearance and/or self-image).**
- The Learning Circle: Classroom Activities on First Nations in Canada Indian and Northern Affairs Canada Unit 8- The Imaginary Indian - page 42 *At the Movies* <http://dsp-psd.pwgsc.gc.ca/Collection/R72-278-2001E.pdf>

- j. **Identify and practice strategies for expressing feelings associated with the physical and emotional changes of puberty (e.g., family meeting, writing in a journal).**
- Creating own Medicine Wheel:
http://www.spiritualnetwork.net/native/medicine_wheel.htm
 - Talking/Sharing Circles
- k. **Identify misunderstandings and/or misconceptions related to messages in the media that may misinform the public about identities (e.g., portrayal of violence, ethnic, gender, and racial bias).**
- The Learning Circle: Classroom Activities on First Nations in Canada Indian and Northern Affairs Canada Unit 8 – The Imaginary Indian - page 42 *At the Movies*
 - <http://dsp-psd.pwgsc.gc.ca/Collection/R72-278-2001E.pdf>
- l. **Discuss how privilege, lack of privilege, and/or unexamined privilege (e.g., levels of education, wealth, access to resources) distort our views of others, limit our potential, and impact our own and others' identities.**
- Aboriginal Success Stories: <http://www.ainc-inac.gc.ca/ap/ss/index-eng.asp>

(USC5.5) ANALYZE THE IMPACT OF VIOLENCE AND THE CYCLE OF ABUSE ON THE HOLISTIC WELL-BEING OF SELF, FAMILY, AND COMMUNITY.

- a. **Review qualities of healthy relationships (e.g., respect, honesty, reliability).**
- “Love You Give” Lyrics and Videos <http://www.loveyougive.org/>
 - First Nations Virtues: Slide Show available through your School’s FNIM Representative.
- b. **Determine that abuse is used to gain or maintain power and control over another person(s).**
- Youth to Youth: Warning Signs of Unhealthy Relationships:
<http://www.loveyougive.org/images/news/WarningSigns-TipSheet.pdf>
- c. **Investigate the different types of abuse (e.g., physical, sexual, emotional, mental, spiritual, economic).**
- Youth to Youth: Warning Signs of Unhealthy Relationships:
<http://www.loveyougive.org/images/news/WarningSigns-TipSheet.pdf>
 - (teacher resource: suicide stats) http://www.hc-sc.gc.ca/fniah-spnia/alt_formats/fnihb-dgspni/pdf/pubs/suicide/prev_youth-jeunes-eng.pdf
- d. **Ask questions and seek answers for deeper understanding:**
- What do the experts believe about violence being inherited or learned?
 - How is the “cycle of abuse” stopped?
 - Why is abuse more common in some communities than in others?
 - How are family/community norms about violence/abuse established and challenged?

- e. **Recognize warning signals of unhealthy/abusive relationships (e.g., name calling, blaming, swearing, acting jealous/possessive, destroying possessions, lying, humiliating).**
- f. **Determine that a victim of abuse is never responsible/to blame for violent and abusive behaviours of others.**
- g. **Examine and begin to question school and community norms regarding violence and abuse.**
- h. **Analyze threats to personal safety at school, home, or in the community, and know sources of support or help.**
 - Youth to Youth: Warning Signs of Unhealthy Relationships:
<http://www.loveyougive.org/images/news/WarningSigns-TipSheet.pdf>
- i. **Explain how to access local violence and abuse prevention services and supports.**
 - Youth to Youth: Warning Signs of Unhealthy Relationships:
<http://www.loveyougive.org/images/news/WarningSigns-TipSheet.pdf>
 - Kids Help Phone : 1800-668-6868
- j. **Discuss possible challenges and solutions to accessing local supports and services.**
- k. **Examine the possible short and long-term consequences (i.e., physical, mental, emotional, and spiritual) of violence and/or abuse on self and others.**
 - Youth to Youth: Warning Signs of Unhealthy Relationships:
<http://www.loveyougive.org/images/news/WarningSigns-TipSheet.pdf>

(USC5.6) ASSESS PEER INFLUENCE AND DEMONSTRATE A READINESS TO PREVENT AND/OR AVOID POTENTIALLY DANGEROUS SITUATIONS INVOLVING PEER PRESSURE (INCLUDING LYING, SUBSTANCE USE, AND BULLYING).

IN THEIR OWN WORDS ABORIGINAL YOUTH SPEAK OUT On Issues That Concern Them:
http://www.rcybc.ca/Groups/Archived%20Reports/final_community_visit_report.pdf

The Rough Faced Girl by: Rafe Martin Publisher: Puffin Books

All the Colors of the Earth by: Sheila Hamanaka Publisher: Morrow Junior Books

- a. **Discuss why peers pressure each other.**
- b. **Ask questions and seek answers for deeper understanding:**
 - Why is peer pressure often more prevalent during adolescence than during any other time in one's life?
 - How and why does peer pressure change as one gets older?

- Why can peer pressure be so powerful?
- How do my thoughts, feelings, and actions influence my peers?

- Examine the different levels of pressure (i.e., internal, indirect, direct).**
- Describe indicators of positive and negative peer pressure (e.g., positive - encourage healthy behaviours, negative - encourage unhealthy behaviours).**
- Discuss examples of positive and negative peer influence on personal decision making.**
- Generate and practise possible strategies to avoid/reduce the risk of potentially dangerous/unhealthy/unsafe situations involving peer pressure (e.g., prepare a mental script, listen to your “gut”, plan for possible pressure situations, use possible parental controls as an excuse).**

(USC5.7) ASSESS THE IMPORTANCE OF SELF-REGULATION AND TAKING RESPONSIBILITY FOR ONE’S ACTIONS.

Medicine Wheel Teachings, Sharing Circles, Seeking Elder Advice

- Identify strategies for being calm and quiet/silent (e.g., deep breath, imagery, relax muscles, self-talk, smudging, reflection).**
- Practise, in a variety of authentic contexts, being calm, quiet/silent, content, and free from extraneous external distractions.**
- Recognize and describe varying levels of intensity of personal feelings.**
- Reflect on examples when one did and did not “own” personal thoughts, words, and actions (e.g., lied to avoid consequences).**
- Demonstrate the skills and confidences to admit “wrongdoing”, apologize when wrong, and recognize ways to rectify mistakes or wrongdoing.**
- Determine the automatic regulation that is often beyond our awareness (e.g., hungry - we seek food, fear - we prepare to fight or flee).**
- Compare scenarios where individuals do/do not self-regulate and the impact on self and others.**
 - Series: Tales of Wesakechak
- Examine the influences on self-regulation, including that which comes from adults in the environment.**
 - The Rough Faced Girl by: Rafe Martin Publisher: Puffin Books
- Determine that all choices/decisions have consequences.**
 - Series: Tales of Wesakechak

- j. **Analyze the rights that go along with personal responsibilities.**

GRADE 5 DECISION MAKING

(DM5.1) ANALYZE POSSIBLE OBSTACLES AND ENVISION SOLUTIONS TO ADDRESSING HEALTH CHALLENGES RELATED TO PERSONAL EATING PRACTICES, CHANGES OF PUBERTY, IMPACT OF ILLNESS/ DISEASE, IDENTITY AND WELL-BEING, VIOLENCE, PEER PRESSURE, AND SELF-REGULATION.

*Preview the Resource for mature content and suggested violence. Graphic novels on youth health issues, diabetes prevention, gambling addiction and staying in school:

<http://www.thehealthyaboriginal.net/> (Use Inquiry to explore below Indicators)

- a. **Identify common barriers to adolescent well-being (e.g., peer pressure, time).**
- b. **Determine health challenges and opportunities.**
- c. **Question why particular health opportunities and challenges exist.**
- d. **Recognize why health opportunities may not be embraced.**
- e. **Determine that people respond to health challenges and opportunities in various ways.**
- f. **Analyze positive and negative consequences of people's responses to health challenges and opportunities.**
- g. **Formulate healthy strategies for addressing possible health challenges and/or embracing possible health opportunities.**
- h. **Create a class goal statement to address identified health challenges and/or embrace particular health opportunities.**

GRADE 5 APPLYING DECISIONS

(AP5.1) DESIGN AND IMPLEMENT, WITH GUIDANCE, TWO FIVE-DAY ACTION PLANS THAT EMBRACE HEALTH OPPORTUNITIES OR ADDRESS HEALTH CHALLENGES RELATED TO PERSONAL EATING PRACTICES, CHANGES OF PUBERTY, IMPACT OF ILLNESS/DISEASE, IDENTITY AND WELL-BEING, VIOLENCE, PEER PRESSURE, AND SELF-REGULATION.

Eating well with Canada's Food Guide: First Nations, Inuit and Métis:

http://www.hc-sc.gc.ca/fn-an/alt_formats/fnihb-dgspni/pdf/pubs/fnim-pnim/2007_fnim-pnim_food-guide-aliment-eng.pdf

First Nations Health Council: Physical Activity Program (Beginner fitness program and Home work out plan): http://www.fnhc.ca/index.php/initiatives/community_health/physical_activity

a. **Identify the elements of effective action plans, including what will be done (e.g., goal), who will be involved, where it will take place, when it will take place, and why this action is being taken.**

- Setting goals http://www.sharingthedream.gov.bc.ca/dvd/media/pdf/Setting_Goals.pdf.
- Use the following “Find Your Passion” Posters with the goal settings: <http://www.vancouver2010.com/paralympic-games/more-2010-information/aboriginal-participation/sport-and-youth/find-your-passion/>

b. **Identify the supports needed to carry out the action plan.**

- Look for Elders for support. The following book demonstrates Elder Guidance: Nokum is my Teacher by David Bouchard

c. **Carry out, with guidance, the steps identified in the design of the action plan.**

d. **Reflect on if the goal was achieved in order to guide future application.**