

Fond du Lac Tribal and Community College
COURSE OUTLINE FORM
Outline Form Created: 03/19/19
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03/19/19

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: Jessica Thompson
2. Date submitted: _____
3. Date approved: 5/6/26 Date revised _____
4. Department/discipline: Education
5. Department(s) endorsement(s): _____
(Signatures of the person(s) providing the endorsement are required.)
6. Course Title: Health and Wellness for K-6 Educators
Abbreviated course title for Transcripts (25 characters or less): _____
7. Course Designator: EDUC 8. Course Level: 2205
9. Number of Credits: Lecture 1 Lab _____
10. Control Number (on site) 30 Control Number (online) 25

11. Catalog/Course description:

The purpose of this course is to provide students with a deeper understanding of health and wellness education with an Anishinaabe perspective within the K-6 elementary education classroom.

The curriculum reflects the growing body of research that emphasizes: teaching essential knowledge, shaping personal values and beliefs that support healthy behaviors, shaping group norms that value a healthy lifestyle, developing the essential health and wellness skills necessary to adopt, practice, and maintain health-enhancing behaviors, and creating school-based wellness policies addressing nutrition, physical activity, and traditional health practices and beliefs.

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s): Acceptance into the Elementary Education Program

Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Deer, F. and Falkenberg, T. (Eds.) Indigenous Perspectives on Education for Well-Being in Canada, ESWB Press: University of Manitoba, Winnipeg. Retrieved from https://www.spriglearning.com/wpcontent/uploads/2018/09/Centering_Indigenous_Intellectual_Traditions_on_Holistic_Lifelong_Learning.pdf

Internet searched website resources, journal articles, YouTube videos, and guest lecturers

14. Course Content (Provide an outline of major topics covered in course)

1. Health and Wellness Goals
2. The Seven Grandfather Teachings in Elementary Health Education
3. Strength-based Prevention and Intervention Programs
4. Competence Frameworks in Understanding Anishinaabe Health and Wellness
5. Functional Health and Wellness Knowledge
6. Pedagogical Practice Toward Indigenous Ways of Being, Doing, and Knowing
7. Mandatory Reporting Laws and Rules
8. Collaboration Skills Needed to Work with Families and the Local Community

15. Learning Goals, Outcomes, and Assessment

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information.)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Provide 4-7 Course Learning Outcomes for the course. These outcomes should be stated in measurable terms and be reflective of the content of the course. Please indicate which CAC areas are covered by each outcome as applicable using the following notation at the end of each outcome: (A, B), (B), etc. As well as the appropriate WINHEC Cultural Standards (if applicable).

Upon completion of this course, the student will be able to:

Learning Outcomes	Competencies (CAC)	Cultural Standards
Instructional Delivery and Management: 1. Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.	B, D	2
Impact on Student Learning: 2. Select or create appropriate assessments that will measure student achievement of goals and objectives in health and wellness education.	C, D	3
Scientific and Theoretical Knowledge: 3. Describe and apply the	A, D	1

comprehension of health promotion and disease prevention and intervention concepts.		
Planning and Implementation: 4. Design and implement content that is aligned with lesson objectives for health and wellness education.	B	
Instructional Delivery and Management: 5. Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses in health and wellness education.	C	
Professionalism: 6. Demonstrate behaviors that are consistent with the belief that all students can become health-educated individuals.	C	
Impact on Student Learning: 7. Evaluate the continuous intellectual, social, and physical development of the K-6 student.	C	
Planning and Implementation: 8. Develop collaborative skills with families and other adults in support of the learning of young children in health and wellness curriculum.	B	

WINHEC Cultural Standards:

- 1. GIKENDAASOWIN – *Knowing knowledge:*** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
- 2. GWAYAKWAADIZIWIN – *Living a balanced way:*** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.

3. **ZOONGIDE'EWIN – *Strong hearted***: To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
 4. **AANGWAAMIZIWIN – *Diligence and caution***: To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
 5. **DEBWEWIN – *Honesty and integrity***: To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.
 6. **ZAAGI' IDIWIN – *Loving and Caring***: To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
 7. **ZHAWENINDIWIN – *Compassion***: To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.
16. **Minnesota Transfer Curriculum (MnTC)**: List which goal area(s) – up to two – this course fulfills.

See www.minnstate.edu

Goal Area(s): _____

Provide the specific learning outcomes as listed on the mntransfer.org website that pertain to this course.

17. Are there any additional licensing/certification requirements involved?

Yes No

Provide the required documentation to show course meets required licensing/certification standards.

Appendix A

MN PELSB: Standards 8710.2000 Standards of Effective Practice (SEP)

Subpart 1. **Standard 1. Student learning.**

N. The teacher understands the influence of use of tobacco, alcohol, and drugs on student life and learning.

Subp. 2. **Standard 2. Learning environments.**

F. The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

Subp. 5. **Standard 5. Instructional strategies.**

K. The teacher employs a variety of strategies to assist students to develop social and emotional competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

Subp. 8. **Standard 8. Racial consciousness and reflection.**

B. The teacher understands the definitions of and difference between prejudice, discrimination, bias, and racism.

Licensing Rule 8710.3200 Subp. 3. Subject matter standards, elementary education

Subp. 3. Subject matter standards, elementary education. A candidate must complete a preparation program for licensure under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A to L.

A. A teacher of children in kindergarten through grade 6 must:

- (2) understand and apply educational principles relevant to physical, social, emotional, moral, and cognitive development of young children;
- (3) understand and apply the concepts of "belonging" and "family connectedness" as crucial to the development of young children;
- (4) understand and apply the process and necessity of collaboration with families and other adults in support of the learning of young children; and appropriate ways.

K. A teacher of children in kindergarten through grade 6 must demonstrate knowledge of fundamental physical education and health concepts and the concepts and the connections among them. The teacher must:

- (1) understand the knowledge needed for providing learning experiences that encourage personal and community health promotion, disease prevention and safety, and proper nutritional choices;
- (2) understand strategies for reducing and preventing accidents; drug, alcohol, and tobacco use; and high-risked situations and relationships;

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