



Fond du Lac Tribal and Community College
Elementary Education Program



Course Number: EDU 3205

Course Title: Health and Wellness For K-6 Educators

Faculty Name: Sara Montgomery

MTC Goal Area: _____

Credits: 1 Pre-requisites: _____ Co-requisites: _____

Successful admittance into the Elementary Education Teacher program required? Yes: No:

Field Experience/Student Teaching? Yes: Number of hours/weeks: _____ No:

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 curricula 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.

Recommend Text and/or other Resources (journals, articles, and/or any other additional materials):

- Deer, F. and Falkenberg, T. (Eds.) (2016). Indigenous perspectives on education for well-being in Canada. University of Manitoba, Winnipeg: ESWB Press.

Learning Outcomes

1. Describe and apply effective verbal and non-verbal communication skills across a variety of instructional formats.
2. Identify or create appropriate assessments that will measure student achievement of goals and objectives.
3. Describe and apply the comprehension of health promotion and disease prevention and intervention concepts.
4. Design and implement content that is aligned with lesson objectives.
5. Interpret the changing dynamics of the environment and adjust instructional tasks based on student responses.
6. Describe and apply behaviors that are consistent with the belief that all students can become health-educated individuals.
7. Describe and apply the continuous intellectual, social, and physical development of the K-6 student.
8. Describe and apply collaborative skills with families and other adults in support of the learning of young children.



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Cultural Standards:

Each course within the BS in Elementary Education program must meet a minimum of two measurable learning outcomes for three different **Cultural Standards**. If your course does not meet the Cultural Standards, please justify your rationale.

Cultural Standard (must meet 3 of 7)	Learning Outcomes that Align to Cultural Standards (two for each standard) The student will:	Cultural Assessment Description
<p>1. GIKENDAASOWIN – Knowing Knowledge To prepare our teacher candidates to be problem solvers who strive for continuous learning and growth.</p> <p><u>Disposition:</u> <i>Integrates Content and Pedagogical Knowledge</i> Teacher candidates demonstrate their ability to integrate content and pedagogical knowledge by weaving the following into their teaching:</p> <ul style="list-style-type: none"> • <i>Technology:</i> Use technology effectively to improve student learning. • <i>Theory to Practice:</i> Applies current theory, research, and best practices to improve one’s professional practice as a teacher. • <i>Critical and Connected Thinking:</i> Engages in critical thinking that reflects analysis, problem solving, and incorporates world views and community knowledge to create culturally relevant instruction. • <i>Reflective Practice:</i> Demonstrates self-reflection and incorporates professional feedback to adjust for continuous improvement in professional practices and effective instruction. <p><u>Professional Outcome:</u> <i>Content and Pedagogical Knowledge</i> To develop teachers who value and utilize knowledge, learning, and critical thinking that is central to Indigenous and other ways of knowing.</p>	<p>Interpret the changing dynamics of the environment and adjust instructional tasks based on student responses.</p> <p>The lesson of a component of the Anishinaabe Communication is the Framework. The orientation is located in modules are one through three. The development of this framework is in its professional infancy. The model comes from science communication training. This lesson would be from strand number 2: Comes to generate, understand, remember, and use concepts, explanations, arguments, models, and facts, related to Anishinaabe health and wellness at the elementary school level</p> <p>Describe and apply the continuous intellectual, social, and physical development of the K-6 student. The <i>Minnesota School-age Indicators of Progress</i> includes indicators, examples and strategies that families, practitioners and others can use to support the growth and development of children and youth.</p>	<p>Written and verbal expressive arguments related to Anishinaabe language and culture with health and wellness connections focused on discipline content including: introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and develop relationships among the claim(s), counterclaims, reasons, and demonstrates the evidence. An Anishinaabe-specific communication checklist will be the assessment.</p> <p>The candidates identify and describe developmentally appropriate outcomes for children and youth ages 5 to 12 that take into consideration differences such as culture, language, health status and physical and cognitive capabilities. A checklist is the assessment tool for the instructional tasks of student responses.</p>
<p>2. GWAYAKWAADIZIWIN – Living a Balanced Way To provide teacher candidates the opportunity to</p>	<p>Demonstrate effective verbal and non-verbal communication skills</p>	<p>The KEYS approach is culturally relevant by addressing the context</p>



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<p>recognize the importance of living in harmony with the community and are prepared to use a collective approach to understanding and deciding on a course of action.</p> <p>Disposition: <i>Communication and Collaboration</i> Teacher candidates demonstrate professional, interpersonal, and communication skills. These skills are used to promote positive collaborative partnerships with students, families, colleagues, other school professionals, and the global community to support achievement of student learning outcomes.</p> <ul style="list-style-type: none"> • <i>Reflective Collaboration:</i> Uses insights and inspiration of others to improve practice and can occur in: <ul style="list-style-type: none"> o Professional Learning Communities o Mentoring Programs o Peer Observations o Critical Friends Groups • <i>Community Involvement:</i> Demonstrates positive collaborative skills in interactions with instructors, advisors, students, colleagues, parents/guardians/caregivers, school teams, and those in the wider community. • <i>Communication:</i> Effectively and accurately communicates ideas, thoughts or visions (oral and written) and engages in active listening based on audience and community cultural norms. <p>Professional Outcome: <i>Community and Collaboration</i> To develop teachers who are reflective, connected educators who understand the interrelatedness of educating the whole child by including the community.</p>	<p>across a variety of instructional formats.</p> <p>This lesson applies to the Anishinaabe Communication Framework of strand number 3: Uses Anishinaabe-specific communication methods, including written, oral, and visual tools to encourage efficient dialogue with diverse audiences and learning environments.</p> <p>Self-administer and score the Non- verbal Immediacy Scale. The scale results will be discussion points how the non-verbal immediacy behaviors apply to Anishinaabe and non-Anishinaabe teacher-student relationships.</p> <p>Describe and apply collaborative skills with families and other adults in support of the learning of young children.</p> <p>Develop a wellness policy demonstrating the candidates learning experiences that promoted an Anishinaabe-specific policy promoting community health, disease prevention, safety and nutritional choices. Local Wellness Policy (LWP), via the farm-to- school program initiatives, promotes the health of students, staff, and community members. The LWP is an important tool for promoting healthier school environments that promote positive behaviors and help students reach their full academic potential.</p>	<p>to an Anishinaabe/non-Anishinaabe context of the instructor-student relationship:</p> <p>K is to know yourself: inventory your non-verbal communication cues you display to others.</p> <p>E is to assess what non-verbal communication behaviors are acceptable in your environment.</p> <p>Y is about your communication interaction to understand how you react to your partner’s non-verbal communication as well as a reciprocal analysis.</p> <p>S is to step back and reflect and analyze the situation after the communication has ended. This can lead to better and more honest communication and allow you to have a professional teacher-student relationship.</p> <p>A checklist is the used with the KEYS approach for the assessment.</p> <p>Sustainable agricultural language will be included in the school’s wellness policy. There is a need to incorporate more traditional foods into the breakfast and lunch programs. A policy with clear goals and expectations can create a lasting farm-to-school culture within the district. The school district initiative may also expand to the community. A checklist will be the assessment.</p>
<p>3. ZOONGIDE’EWIN – Strong Hearted To provide a foundation on which we build and strengthen each teacher candidate’s resilience, innovation, and passion.</p> <p>Disposition: <i>Vision and Leadership</i></p>	<p>Identify or create appropriate assessments that will measure student achievement of goals and objectives.</p> <p>The candidates will define and apply learning targets to in-class</p>	<p>The action tool procedure continued with a <i>Teacher Self-Assessment Targets and Look- Fors Guide</i>. The guide shows progress toward professional goals being assessed and monitored to aid goal setting and</p>



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<p>Teacher candidates demonstrate the vision and skills necessary to lead and manage classrooms and schools as complex, adaptive systems in a changing world. Demonstrates skills and qualities that lead to meaningful change.</p> <ul style="list-style-type: none"> • Models and fosters respect for all cultures, identities, and perspectives in words and actions and considers historical pasts to prepare for the future. • Listens and responds to community needs and understands cultural norms as opportunities for growth and development. <p><u>Professional Outcome: Transformational Leadership</u></p> <ul style="list-style-type: none"> • To increase the teachers' leadership capacity to live and walk with a strong heart, respectful and open to new ideas and courageous enough to confront the accepted truths of history and society. 	<p>practicum experiences with an Anishinaabe language and culture focus and differentiate them from instructional objectives. The candidates will recognize and analyze what is actually happening in daily lessons to promote effective teaching, meaningful learning, and increased student achievement by addressing Anishinaabe ways of knowing, doing, and being. The candidate will apply all three area's to operate with a learning target theory of action.</p> <p>Describe and apply behaviors that are consistent with the belief that all students can become health-educated individuals. Indigenous Students will use Storywork processes to include the studying of traditional practices of storytelling and the adaption of these practices to health education. What do I need to do so I can become story ready? Video observation provides an orientation to the Indigenous Storywork framework. The cultural values to become story ready addressed respect, responsible, reverence, reciprocity, holism, inter- relatedness, and synergy. Orientation lessons include identifying structures of indigenous stories, understanding considerations to use stories in the classroom, suggesting getting ready to listen and learn with stories, and to discuss protocols to work with stories. The candidates will design and demonstrate an Indigenous Storywork lesson to be orally presenter their peers in an in-class practicum experience.</p>	<p>professional action plans. An indigenized focus is used in the program structure.</p> <p>The guide is indigenized with Anishinaabe-specific ways of learning, doing, and being. A checklist is the assessment tool used to understand goals and assessments.</p> <p>The peer review rubric is the tool used to assess the candidates use of storytelling practices and processes consist with the Indigenous beliefs.</p>
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Minnesota Professional Education License and Standards Board Standards (MN PELSB)** listed at the end of the syllabus. (Insert more rows as needed.)

8710.2000 Standards of Effective Practice

MN PELSB SEP Standard	8710.2000 Standards of Effective Practice	Assignment & Assessment *Include the Field Experience hours as applicable for clarity.	Based on the assignments and assessments, the student will demonstrate meeting this standard by:	FDLTCC Learning Outcomes	Cultural Standard
7.D.	know effective verbal, nonverbal, and media communication techniques;	<p>Classroom discussion and activities related to effective verbal and nonverbal communication techniques. The discussion and activities will include use of media as an effective communication tool.</p> <p>Provide an orientation to the Anishinaabe Communication Framework. Various checks for understanding will be the assessments.</p> <p>Prior to Module 7, read and answer the scenario questions in <i>Part 1: Beginning Communication Principles</i> as an orientation to this activity.</p> <p>Self-administer and score the Non-verbal Immediacy Scale.</p> <p>Module quizzes will be administered.</p>	<p>The candidate engages effectively in a range of collaborative discussions including one-on-one, paired, in groups, and teacher-led and will present information clearly, concisely, and logically using effective verbal and non-verbal communication behaviors.</p> <p>Write and verbally express arguments related to Anishinaabe language and culture with health and wellness connections focused on discipline content including: introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and develop relationships among the claim(s), counterclaims, reasons, and evidence. This lesson is a component of the Anishinaabe Communication Framework. The orientation is located in modules are one through three. The development of this framework is in its professional infancy. The model comes from</p>	Describe and apply effective verbal and non-verbal communication skills across a variety of instructional formats.	GIKENDAAS OWIN <i>Knowing Knowledge</i>



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		<p>science communication training. This lesson would be from the concept of strand number 2. Comes to generate, understand, remember, and use concepts, explanations, arguments, models, and facts, related to Anishinaabe health and wellness at the elementary school level. An Anishinaabe-specific communication checklist will be the assessment.</p> <p>In Module 7, the candidate applied the KEYS Approach to conduct oneself with professional excellence through verbal and non-verbal communication in instructional environments. The KEYS approach is culturally relevant by addressing the context to an Anishinaabe/non-Anishinaabe context of the instructor-student relationship: K is to know yourself: inventory your non-verbal communication cues you display to others. E is to assess what non-verbal communication behaviors are acceptable in your environment. Y is about your communication interaction to understand how you react to your partner's non-verbal communication as well as a reciprocal analysis.</p>	
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			<p>S is to step back and reflect and analyze the situation after the communication has ended. This can lead to better and more honest communication and allow you to have a professional teacher-student relationship.</p> <p>The candidate will consider how the knowledge of answering the self-assessed Nonverbal Immediacy Scale can help becoming a better communicator. The measure will assess the candidate's nonverbal immediacy behaviors. A five-point scale of 1 = never to 5 = very often is used. The purpose of the activity is to connect Anishinaabe-specific cultural verbal and nonverbal behaviors in classroom discussion. For example, number 4 is: I look over and away from others while talking to them. This is a cultural behavior of not looking at someone when speaking to the person.</p> <p>This lesson applies to the Anishinaabe Communication Framework of strand number 3: Uses Anishinaabe-specific communication methods, including written, oral, and visual tools to encourage efficient dialogue with diverse</p>		
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			audiences and learning environments.		
7.E.	understand the power of language for fostering self-expression, identity development, and learning	<p>During Module 1, read, <i>Centering Indigenous Intellectual Traditions on Holistic Lifelong Learning</i></p> <p>During Module 1, the candidates will lead the Dream Catcher Dialogue. This activity is important so the candidate understands how powerful language can be when connected to cultural identity.</p> <p>Prior to Module 3, read <i>Smart Ideas: Q&A Jo-ann Archibald on Indigenous "storywork", Indigenous Storywork Give-a-Way for Educators, Indigenous Storytelling, and Chapter 7 in The Mishomis Book</i></p> <p>Prior to Module 3, watch the video series, <i>Indigenous Storywork in Practice (41:00), Indigenous Researchers as Storytellers (7:51), and Gifts of the Seven Grandfathers (7:06)</i></p> <p>Reflection journal entry and rubric.</p> <p>Module quizzes will be administered.</p>	<p>During Module 1, lead the activity, Dream Catcher Dialogue. This is a group activity with a talking circle principle that all words that are spoken during the activity should not be shared with others outside the circle. This is a form of a restorative circle although the purpose is to administer the activity at the beginning of a class as an ice-breaker and demonstrates the power language.</p> <p>Show the Empowered Youth Development Initiatives (EYDI) poster on the Grandfather Teaching of Honesty with the Ojibwemowin and talk about applications to our course. The first task to the group is to introduce themselves by name, clan, where they are from, and to share a dream. At the end of the activity, share the dream catcher thought process and connect it to the diagram between the candidate's that was made by the yarn. The candidate's will cut off a piece of the yarn and put it in their pocket or in an area not to be seen. It is to be placed in an area at their home.</p>	<p>Describe and apply the continuous intellectual, social, and physical development of the K-6 student.</p> <p>Describe and apply behaviors that are consistent with the belief that all students can become health-educated individuals by An entry in the reflection journal will be assessed with a rubric to assess candidates understanding of the power of language for fostering self-expression, identity development, and learning. The peer review rubric will be the assessment.</p> <p>The published resources</p>	<p>ZAAGI' IDIWIN <i>Loving and Caring</i></p>



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			<p>This will be a remembrance of the activity whenever they see it. This portion of the activity helps to foster self-expression, identity development, and learning in a safe environment.</p> <p>Following this activity, candidates will reflect on how the Dream Catcher Dialogue could be a powerful activity in their classroom. Candidates will also discuss when it would be appropriate to use this activity.</p> <p>A last question to the group will be the assessment tool addressing the activity objectives.</p> <p>Indigenous Storywork includes the studying of traditional practices of storytelling and the adaption of these practices to health education. What do I need to do so I can become story ready? Video observation provides an orientation to the Indigenous Storywork framework. The cultural values to become story ready addressed respect, responsible, reverence, reciprocity, holism, inter-relatedness, and synergy. Orientation lessons include identifying structures of indigenous stories, understanding</p>	<p>provide knowledge for the candidates in classroom discussions and to use for oral presentations.</p>	
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			<p>considerations to use stories in the classroom, suggesting getting ready to listen and learn with stories, and to discuss protocols to work with stories. The candidates will design and demonstrate an Indigenous Storywork lesson to be orally presented to their peers in an in-class practicum experience.</p> <p>The candidates will read this chapter and write a reflection on how the power of language through self-expression, identity development, and learning, are connected to where they are going professionally. The reflection rubric will be the assessment.</p> <p>Indigenous Storytelling: The following is in the abstract of the journal article: Storytelling plays a powerful role in the way we create and recall memories. This is particularly true of Indigenous Elders who remember ways of learning the oral traditions from their ancestors, being on and with the land, and helping the younger generation learn from and with Indigenous traditional and lived stories. This concept of memory entails</p> <p>Chapter 7 of the Mishomis Book: The instructor reads chapter 7 to the candidates. There is a</p>		
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			<p>class discussion of the key points of Waynaboozhoo and His Return to the People and the connections to the standard of the power of language.</p> <p>Video – Indigenous StoryWork in Practice: JoAnn Archibald addresses this video: I discuss ways that I learned from Indigenous Storywork Elders, considerations for becoming story-ready, and examples of Indigenous storywork pedagogy.</p> <p>Video – Indigenous Researchers as Storytellers: Abigail Echo-Hawk, Directort of the Urban Indian Health Institute, discusses research of traditional storytelling. Her story demonstrates the need for research to understand the cultural and community needs of Indigenous people in order for research and health interventions to be effective.</p> <p>Video – Gifts of the Seven Grandfathers: Filmmaker Reuben James (RJ) Steindorf presents this video as a selection of edited sequences from the entire cartoon.</p>		
11.E	11E. understand the influence of use and misuse of tobacco, alcohol, drugs, and other	During Module 6, lead <i>Health Smart Virginia</i> grade-specific lessons to elementary classrooms.	During Module 6, summarize and lead discussion and in-class activities on chemical health influences on	Interpret the changing dynamics of the environment	ZOONGIDE' EWIN <i>Strong Hearted</i>



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	<p>chemicals on student life and learning;</p>	<p>Assessments include unit and lesson plan worksheets.</p> <p>The following are assignments per grade level and component:</p> <p>Grade 2: Avoiding Alcohol, Tobacco, and Other Drugs</p> <p>Grade 3: Tobacco and e- cigarette Prevention</p> <p>Grade 4: Alcohol Use and Tobacco Use</p> <p>Grade 5: Coping With the Influence to Use Opioids</p> <p>Grade 5: Coping With the Influence to Use Marijuana</p> <p>Grade 6: ATOD Use Prevention With a Focus on Prescription Drugs</p> <p>Prior to Module 6, read, <i>Knowledge as Medicine: The Use and Efficacy of a Youth Treatment Program Integrating Aboriginal Cultural Education</i></p> <p>Module quizzes will be administered.</p>	<p>student life and learning with the lessons and worksheets.</p> <p>According to the <i>Health Smart Virginia</i> website, each of the K-6 grade levels have lesson plans specific to the standard. Candidates will review these sample lesson plans and then using the Unit Candidate's will use the Lesson plan template, develop lessons that incorporate a cultural component.</p> <p>The published resource provides knowledge for the candidates in classroom discussions and to use for oral presentations.</p> <p>Knowledge as Medicine: The Use and Efficacy of a Youth Treatment Program Integrating Aboriginal Cultural Education:</p> <p>The chapter addresses the healing journey of aboriginal girls ages eight to 17. According to the chapter, the connection with culture, and the development of a positive cultural identity, is the ultimate goal of integrating cultural education into this treatment program. The reading</p>	<p>and adjust instructional tasks based on student responses.</p>	
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			<p>is a reverse- ordered thought process highlighting a treatment program for girls who experienced trauma in various levels. The influence of use and misuse of tobacco, alcohol, drugs, and chemicals may be factors in their lifestyles. The candidates may consider addressing segments of the treatment program in their oral presentation.</p>		
11.L	<p>understand mandatory reporting laws and rules; and</p>	<p>Prior to Module 4, read the following, <i>The Role of Educators in Preventing and Responding to Child Abuse and Neglect</i>. Complete the <i>Educator’s Checklist for Recognizing Possible Child Maltreatment</i>, and read <i>Making and Screening Reports of Child Abuse and Neglect</i>, and, <i>Resource Guide for Mandated Reporters of Child Maltreatment Concerns</i>.</p> <p>Additionally, watch the video during a class, <i>DHS Mandatory Reporting for Child Abuse (29:26)</i>.</p> <p>The candidates will do the “three minute talk” as a check for understanding and assessed by a peer review with an oral presentation rubric.</p>	<p>During Module 4, identify mandatory reporting laws and rules by completing the Educator’s Checklist and be involved in class discussion about the content and context factors of the reading and video material.</p> <p>The published resources provide knowledge for the candidates in classroom discussions and to use for oral presentations.</p> <p>The Role of Educator’s in Preventing and Responding to Child Abuse and Neglect: Specifically, this manual will address the following topics including Identifying reasons why educators are concerned; Recognizing child abuse and neglect; Reporting child abuse</p>	<p>Design and implement content that is aligned with lesson objectives.</p>	<p>GIKENDAASOWIN <i>Knowing Knowledge</i></p>



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		<p>Module quizzes will be administered.</p>	<p>and neglect; Providing support after the report—what schools can offer; and, Preventing child abuse and neglect.</p> <p>The Educator’s Checklist for Recognizing Possible Child Abuse: The checklist includes the questions: Does the child</p> <p>have? and Does the child (sometimes) exhibit?, in reference to topics of neglect, physical abuse, emotional abuse, sexual abuse.</p> <p>Making and Screening Reports of Child Abuse and Neglect: According to the website, this factsheet discusses state laws and regulations that specify the procedures that state child protection agencies must follow when responding to reports of suspected child abuse or neglect. The issues addressed include individual responsibility to report, content of reports, screening reports, investigation procedures, timeframes for completing investigations, and classification of investigative findings. Special procedures for handling child fatalities and drug-exposed children also are addressed.</p>		
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			<p>Summaries of laws for all states and U.S. territories are included.</p> <p>Resource Guide for Mandated Reporters of Child Maltreatment Concerns: According to the publication, this guide includes information on: The process for reporting suspected child maltreatment; The partnership among law enforcement, child protection and licensing agencies; Conditions of neglect and abuse that should be reported; Some behaviors and characteristics of children and families who may need help; and, Relevant state statutes.</p> <p>Video – DHS Mandatory Reporting for Child Abuse: The video is a brief overview of mandatory reporting of child abuse in Oregon. The video encourages the viewer to consult the child abuse reporting law to more fully understand their responsibilities.</p> <p>Candidates will watch the video and then will be required to demonstrate the check for understanding of the ball pass to explain the different scenarios</p>	
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			<p>of mandatory reporting examples. The candidates do the “three-minute talk” as a check for understanding with a peer review. The three-minute talk will include scenarios of mandatory reporting laws, rules, and decision-making whether the reporting should occur.</p>		
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8710.3200 Elementary Education: Subject Matter

MN PELS Content Standard	8710.3200 Elementary Education: Subject Matter	Assignment & Assessment *Include the Field Experience hours as applicable for clarity.	Based on the assignments and assessments, the student will demonstrate meeting this standard by:	FDLTCC Learning Outcomes	Cultural Standard
3.A.2	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;	<p>Prior to Module 5, the candidates will read the <i>Minnesota School-age Indicators of Progress</i> including the following domains: Social and Emotional Development, Approaches to Learning, Language and Literacy Development, Creativity and the Arts, Cognitive Development, Physical Development and Health.</p> <p>Discussion of the key points of the educational principles of the respective domains will be collaboratively led by candidates and the teacher. The candidates will complete a reflection journal entry on the discussions with a journal rubric</p>	<p>During Module 5, the <i>Minnesota School-age Indicators of Progress</i> will be implemented. This includes indicators, examples and strategies that families, practitioners and others can use to support the growth and development of children and youth. The candidates will identify and describe developmentally appropriate outcomes for children and youth ages 5 to 12 that take into consideration differences such as culture, language, health status and physical and cognitive capabilities.</p> <p>The candidates will receive an overview of the holistic dimensions of</p>	Describe and apply the continuous intellectual, social, and physical development of the K-6 student.	<p>GWAYAKW AADIZIWIN <i>Living a Balanced Way</i></p>



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		<p>assessment.</p> <p>Prior to Module 5, read <i>Bell, N. (2016). Mino- Bimaadiziwin – Education for the Good Life</i></p> <p>Module quizzes will be administered.</p>	<p>mino- bimaadizin, living a good life. The standards will be indigenized with Anishinaabeg worldview and teachings principles relative to the growth and development of young children. The teachings also include the life path stages of holistic wellbeing.</p>		
3.A.3.	<p>The teacher must: understand and apply the concepts of "belonging" and "family connectedness" as crucial to the development of young children.</p>	<p>Prior to Module 6, read in the classroom <i>Creating a sense of place: Considering routine, ritual, and belonging</i>, and, <i>First Nations Mental Wellness Continuum Framework</i></p> <p>During Module 6, the candidates will lead a partner dialogue in the classroom on positive affirmations that address belonging and family connectedness. There will be discussion on how this relates to the development of young children. There will also be discussion on "growing" belonging with focused, planned activity. Contact will be made with other families and adults to encourage support of the team effort.</p>	<p>How do you help young children form positive attachments in your classroom? During Module 6, the candidates will lead a discussion in the classroom on considering routine, ritual, and belonging while creating a sense of place. The lesson includes reading homework, developing a positive affirmation list, watching a video series that will encourage class discussion in family, belonging and connectedness. What did they include that wasn't in the video? What was in the videos that weren't in their list? Why might they be different? Candidates will then reflect on how these values are crucial to the development of K-6 students.</p>	<p>Describe and apply collaborative skills with families and other adults in support of the learning of young children.</p>	<p>ZAAG I' IDIWIN Loving and Caring</p>
3.A.4	<p>understand and apply the process and necessity of collaboration with families</p>	<p>During Module 6, generate a list of positive affirmations in the classroom that includes belonging and family connectedness.</p>	<p>Anishinaabe and indigenous culture-specific, –appropriate, and</p>		



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	<p>and other adults in support of the learning of young children; and appropriate ways</p>	<p>Use the EYDI Positive Affirmations in Ojibwemowin poster to include dual language affirmations in your assignment. The assignment will be assessed by the “exit ticket” check for understanding.</p> <p>During Module 6, watch the music video, <i>Four Beings by Bear Fox</i>. The video focused on the virtues of belonging and family connectedness. Bear Fox said “It’s about asking the four messengers to watch over my family so no harm comes to them.”</p> <p>A “thumbs up-thumbs down” check for understanding will assess the post-video series discussion.</p> <p>Module quizzes will be administered.</p>	<p>-meaningful music videos for young children should be used in the lessons.</p> <p>The positive affirmations addressing belonging and family connectedness will be used as discussion points.</p>		
<p>3.K.1</p>	<p>(1) understand the knowledge needed for providing learning experiences that encourage personal and community health promotion, disease prevention and safety, and proper nutritional choices.</p>	<p>During Module 2, a school-based a wellness policy demonstrating the candidates learning experiences that promoted an Anishinaabe-specific policy promoting community health, disease prevention, safety and nutritional choices. The wellness policy will be assessed with a program design rubric. Homework reading</p>	<p>During Module 2, the candidate will design, develop, present, and evaluate a school-based wellness policy. Develop a wellness policy demonstrating the candidates learning experiences that promoted an Anishinaabe-specific policy promoting community health, disease prevention, safety and nutritional choices. Local</p>		



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		<p>prior to Module 2 included, <i>Measuring Wellness: An Indicator Development Guide for First Nations, Teachings Around Self-care and Medicine in Manitoulin, Ontario: Rebuilding Capacity Begins with Youth, American Indian Traditional Foods in USDA School Meals Programs: A Farm-to-School Toolkit, School Health Guidelines to Promote Healthy Eating and Physical Activity, and the Indian Health Service School Health and Health Topics</i> websites.</p> <p>A farm-to-school or sustainable agricultural promotion is emphasized toward Anishinaabe ways of knowing, doing, and being. The <i>Indian Health Service (IHS) My Native Plate</i> initiative will be implemented. This is the project-based assignment for program design of a wellness policy demonstrating the candidates learning experiences that promoted an Anishinaabe-specific policy promoting community health, disease prevention, safety and nutritional choices. The wellness policy will be assessed with a program design</p>	<p>Wellness Policy (LWP), via the farm-to-school program initiatives, promotes the health of students, staff, and community members. The LWP is an important tool for promoting healthier school environments that promote positive behaviors and help students reach their full academic potential. Sustainable agricultural language will be included in the school's wellness policy. There is a need to incorporate more traditional foods into the breakfast and lunch programs. A policy with clear goals and expectations can create a lasting farm-to-school culture within the district. The school district initiative may also expand to the community. A checklist will be the assessment.</p> <p>The following reading materials include areas for the candidates to do their oral presentations with peer review.</p> <p>Measuring Wellness: An Indicator Development Guide for First Nations: According to the publication summary,</p>		
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		<p>rubric. Module quizzes will be administered</p>	<p>this guide provides an approach to determining what wellness means in your community and provides steps and tools for the development of indicators of wellness, indicators that will show progress towards your community's vision and overall health. We want strong, healthy citizens and communities. This guide provides an approach to determining what wellness means in your community and provides steps and tools for the development of indicators of wellness, indicators that will show progress towards your community's vision and overall health. A consideration of what type of indicators you will need to get the data you are looking for includes, but is not limited to, quantitative and qualitative measurements. For example: number of homes receiving healthy food boxes (Quantitative) versus; types of activities held and actions taken to promote healthy life styles –possible answers include: healthy food box delivery, yoga classes</p>		
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			<p>on Thursdays, walk to school, and Food Guide presentations at school (Qualitative); number of culturally based prevention services delivered by service providers; percentage of culturally-based child placements; number of children, families and youth attending cultural programs or events; number of community based programs which assist in strengthening the connection between children and youth and their families; and number of language classes, gatherings and ceremonies held annually. The section on developing a survey sample to avoid bias and ensure repeatability may provide the candidates with important knowledge. According to the sub-topic Ancestry/Culture/ Tradition, these areas may be of interest to measure: number of drums in community; numbers of drumming occasions per years; % that speak and/or understand Ojibwemowin; appropriate care for, use and profile of elders; # of community members</p>		
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			with traditional name; types of games, gatherings and ceremonies organized; availability and use of traditional healers and medicines; % of adults and youth consuming traditional foods and using medicines – game, fish, berries & other vegetables, bannock, etc.; number of religious spaces (e.g. churches, sweat lodges) in community; and, number of community or group health and nutrition celebrations.		
3.K.2	(2) understand strategies for reducing and preventing accidents; drug, alcohol, and tobacco use; and high-risked situations and relationships;	<p>Prior to Module 4, read, the section on <i>Overall Injury Prevention</i> in the <i>Evidence-based and Evidence-informed Strategies for Child and Adolescent Injury Prevention</i>. During Module 4, do the “ten minute write” check for understanding with an assessment of a written assignment rubric.</p> <p>Prior to Module 4, read, <i>Culturally-informed Programs to Reduce Substance Misuse and Promote Mental Health in American Indian and Alaska Native Populations</i>. During Module 4, do the “ten minute write” check for understanding with</p>	<p>During Module 4, the candidate will identify and select culturally-informed programs that have shown to have potential to reduce substance misuse and promote wellbeing.</p> <p>The published resources provide knowledge for the candidates in classroom discussions and to use for oral presentations.</p> <p>Overall Injury Prevention section in the Evidence-based and Evidence-informed Strategies for Child and Adolescent Injury Prevention: The authors addressed a review that stated home visitation by nurses was an effective strategy for</p>	Describe and apply the comprehension of health promotion and disease prevention and intervention concepts.	ZHAWENI N DIWIN <i>Compassion</i>



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		<p>an assessment of a written assignment rubric.</p> <p>Prior to Module 4, the candidates will analyze the website, Vermont Family Network Puppets In Education, using storytelling and puppets to address elementary health education issues and topics. Additionally, the candidates will do an internet search of storytelling to gain more knowledge how to integrate the strategy to meet the standard.</p> <p>During Module 4, the candidates will develop and deliver a ten-minute oral presentation with PowerPoint or Google Slides to the class that addresses the key points in the program. The oral presentation and peer review rubrics will assess the assignment.</p> <p>Module quizzes will be administered</p>	<p>improving health and reducing disparities experienced by at-risk populations. Findings from 70 studies suggest that universal school-based interventions that target multiple risk behaviors may be effective in preventing engagement in tobacco use, alcohol use, illicit drug use, and antisocial activity.</p> <p>Culturally-Informed Programs to Reduce Substance Misuse and Promote Mental Health in American Indian and Alaska Native Populations: According to the resource overview, this is a guide designed to inform strategic prevention planning by helping tribal communities identify and select culturally-informed programs that have been shown or have the potential to reduce substance misuse and promote well-being. Programs or practices for tribal communities are featured that have been evaluated using both prototypical Western evaluation methods as well as those that have been developed and refined using practice-based evidence.</p>	
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			<p>In addition the candidate will address in an oral presentation using storytelling with puppets the strategies for reducing and preventing accidents; drug, alcohol, and tobacco use; and high-risked situations and relationships in a synopsis exemplifying their reduction and prevention models.</p> <p>In an internet search of using storytelling and puppets in oral presentations, the candidates will gain knowledge meeting the standard.</p>		
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Requirements and Points:

To meet the program requirements, students must pass the course with 70% or above.

Grade	%	Points
A	100-90	540-600
B	89-80	480-539
C	79-70	420-479
D	69-60	360-419

Course Requirements & Assessment descriptions:

Criteria	Points	Due
1. Daily Participation (8 days at 10 points a day)	80	
2. Check for Understanding (8 checks at 20 points a check journal/discussions)	160	
3. Peer Evaluation (20 points each storybook))	20	
4. Oral Presentations (2 assignments at 20 points each Puppets)	40	



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5. Discussion-leading Practicum Experience (1 sessions at 50 points)	50	
6. Project-based Assignment: School-based Wellness Policy	100	
7. Mid-term Examination	50	
9. Final Examination	100	
Total Points	600	

Course Schedule:

Week	Class Topic and Activity	Assignment and Due Date
Module 1 (One Week) Orientation	<ul style="list-style-type: none"> Invited guest presenter to open the course with a traditional Anishinaabe prayer 	<ul style="list-style-type: none"> Read for this module, Centering Indigenous Intellectual Traditions on Holistic Lifelong Learning
	<ul style="list-style-type: none"> Syllabus Dream Catcher Dialogue Anishinaabe Communication Framework 	<ul style="list-style-type: none"> Read for the next module, Measuring Wellness: An Indicator Development Guide for First Nations, Teachings Around Self-Care and Medicine in Manitoulin, Ontario: Rebuilding Capacity Begins with Youth, American Indian Traditional Foods in USDA School Meals Programs: A Farm-to-School Toolkit, and School Health Guidelines to Promote Healthy Eating and Physical Activity, and the Indian Health Service School Health and Health Topics websites



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		<p>and Alaska Native Populations</p> <ul style="list-style-type: none"> • Read for the next module, The Role of Educators in Preventing and Responding to Child Abuse and Neglect, Making and Screening Reports of Child Abuse and Neglect, and Resource Guide for Mandated Reporters of Child Maltreatment Concerns. • Complete for the next module, The Educator’s Checklist for Recognizing Possible Child Maltreatment • Watch the video for the next module, DHS Mandatory Reporting for Child Abuse (29:26).
Module 4 (Two Weeks)	<ul style="list-style-type: none"> • Protective Factors 	<ul style="list-style-type: none"> • Quiz 2
Strength-based Prevention and Intervention Programs	<ul style="list-style-type: none"> - Mandatory Reporting • Personal Risk and Harm • Oral Presentations and Peer Reviews • Mid-term Examination 	<ul style="list-style-type: none"> • Read for the next module, Minnesota School-age Indicators of Progress
Module 5 (Two Weeks) Anishinaabe Wellness	<ul style="list-style-type: none"> • Wellness Frameworks • Community Collaboration • Oral Presentations and Peer Reviews 	<ul style="list-style-type: none"> • Quiz 3 • Read for the next module, Knowledge as Medicine: The Use and Efficacy of a Youth Treatment Program Integrating Aboriginal



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		<p>Cultural Education, Creating a sense of place: Considering routine, ritual, and belonging, and First Nations Mental Wellness Continuum Framework</p>
<p>Module 6 (Two Weeks)</p> <p>Functional Health and Wellness Knowledge</p>	<ul style="list-style-type: none"> ● Healthy Behavior Outcomes ● Family and Belonging ● Oral Presentations and Peer Reviews 	<ul style="list-style-type: none"> ● Quiz 4 ● Read for the next module, Part 1: Beginning Communication Principles ● Read for the next module, Integrating Aboriginal Perspectives for Educational Wellbeing: Minimizing Teacher Candidate Resistance, and Learning from Indigenous Perspectives ● Download the Positive Affirmations in Ojibwemowin poster for this module
<p>Module 7 (Two Weeks)</p> <p>Pedagogical Practice</p>	<ul style="list-style-type: none"> ● Engagement ● Effective Communication 	<ul style="list-style-type: none"> ● Quiz 5 ● Read for this module, Learning Targets: Helping
	<ul style="list-style-type: none"> ● Oral Presentations and Peer Reviews 	<p>Students Aim for Understanding in Today's Lesson</p> <ul style="list-style-type: none"> ● Assessment: Checklist for the Learning Target Classroom Walk-Through ● Assessment: Teacher Self-Assessment Targets and Look Fors Guide
<p>Module 8 (One Week)</p> <p>Final Examination</p>	<ul style="list-style-type: none"> ● Final Examination 	



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FDLTCC Competencies Across the Curriculum (CAC)

Information Literacy – the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information.

Ability to Communicate – the ability to listen, read, comprehend, and/or deliver information in a variety of formats.

Problem Solving – The ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.

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.

Conceptual Framework

Vision

The vision of the FDLTCCC Education Unit is to be transformational leaders in culturally responsive pedagogy and Indigenous knowledge by embracing Niindaa'iwedaa o'o gikendaasowin, which means sending knowledge into the future by embedding Anishinaabe knowledge, culture, and traditions into the curriculum and instilling these teaching practices in our future educators.

Mission

The mission of the FDLTCC Education Unit is to work within our communities to prepare caring, competent educators by promoting equitable, inclusive, and transformative educational practices that are based on Anishinaabe knowledge, traditions, and culture.

Cultural Standards Woven Together with Professional Outcomes

The unit has adopted the cultural standards of the WINHEC accredited American Indian Programs and adapted them to meet the specific needs of the education unit. Professional outcomes were developed from the cultural standards. Both the cultural standards and the professional outcomes flow from the unit's vision and mission to provide a unique perspective on teaching and learning. The cultural standards and professional outcomes direct the unit's thinking, planning, actions, and initiatives (see figure 1).



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Professional Outcome: [Content and Pedagogical Knowledge](#)

- To develop teachers who value and utilize knowledge, learning, and critical thinking that is central to Indigenous and other ways of knowing.

GWAYAKWAADIZIWIN – Living a Balanced Way

To provide teacher candidates the opportunity to recognize the importance of living in harmony with the community and are prepared to use a collective approach to understanding and deciding on a course of action.

Disposition: [Communication and Collaboration](#)

Teacher candidates demonstrate professional interpersonal and communication skills. These skills are used to promote positive collaborative partnerships with students, families, colleagues, other school professionals, and the global community to support achievement of student learning outcomes.

- *Reflective Collaboration:* Uses insights and inspiration of others to improve practice and can occur in:
 - Professional Learning Communities
 - Mentoring Programs
 - Peer Observations
 - Critical Friends Groups
- *Community Involvement:* Demonstrates positive collaborative skills in interactions with instructors, advisors, students, colleagues, parents/guardians/caregivers, school teams, and those in the wider community.
- *Communication:* Effectively and accurately communicates ideas, thoughts or visions (oral and written) and engages in active listening based on audience and community cultural norms.

Professional Outcome: [Community and Collaboration](#)

- To develop teachers who are reflective, connected educators who understand the interrelatedness of educating the whole child by including the community.

ZOONGIDE'EWIN – Strong Hearted

To provide a foundation on which we build and strengthen each teacher candidate's resilience, innovation, and passion.

Disposition: [Vision and Leadership](#)

Teacher candidates demonstrate the vision and skills necessary to lead and manage classrooms and schools as complex, adaptive systems in a changing world.



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- Demonstrates skills and qualities that lead to meaningful change.
- Models and fosters respect for all cultures, identities, and perspectives in words and actions and considers historical pasts to prepare for the future.
- Listens and responds to community needs and understands cultural norms as opportunities for growth and development.

Professional Outcome: **Transformational Leadership**

- To increase the teachers' leadership capacity to live and walk with a strong heart, respectful and open to new ideas and courageous enough to confront the accepted truths of history and society.

AANGWAAMIZIWIN – Diligence and Caution

To develop teacher candidates' capacity to proceed carefully, after identifying, discussing and reflecting on logical and ethical dimensions of political, cultural, social, and personal life.

Disposition: **Ethical Behavior**

Teacher candidates demonstrate professional integrity through behaviors and actions that reflect state and FDLTCC ethical and cultural standards.

- Demonstrate professional and ethical conduct with faculty, faculty supervisors, cooperating teachers, students, parents, colleagues, and community.
- Practices, complies, and understands the school site and the college and unit policies (e.g., academic honesty), as well as Minnesota Code of Ethics for Teachers.
- Adheres to all professional standards, including the use of technologies (e.g., accesses authorized websites, social media and other applications, and uses personal electronic devices as appropriate).

Professional Outcome: **Ethical Practitioner**

- To develop teachers' capacity to be ethically responsive in respecting their role as an educator and understanding community needs.

DEBWEWIN – Honesty and Integrity

Encourage teacher candidates to develop a deeper appreciation of their own worldview and the worldview of others.

Disposition: **Data-Informed Practice**

Teacher candidates demonstrate ability to make data-driven decisions as they plan, implement, and evaluate instruction.



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- Uses student data to plan and implement instructional strategies and activities.
- Uses assessment data to identify student strengths and deficiencies and adjusts practice based on results.
- Uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual and social development of the student.

Professional Outcome: Assessment and Use of Data

- To expand teachers' potential to think and act with honesty and integrity as they use multiple types of assessment strategies to evaluate student progress and guide student learning and development.

ZAAGI' IDIWIN – Loving and Caring

To encourage the teacher candidates' development of healthy, caring relationships built on respect for all.

Disposition: Equity, Social Justice, and Inclusion

Teacher candidates demonstrate fairness, empathy and compassion based on their belief that everyone can learn. Candidates actively seek out multiple perspectives and diverse experiences to address the academic, interpersonal, and emotional needs of all students.

- Demonstrates and appreciation of the languages, communities, and experiences students bring to the classroom.
- Advocates for and supports Indigenous and other diverse communities and individuals.
- Respects the dignity and essential worth of all individuals.
- Interacts with sensitivity to community and cultural norms.
- Values and responds to all aspects of a child's developmental well-being (cognitive, emotional, psychological, social, and physical).
- Promotes the diversity of opinions, ideas, and backgrounds.

Professional Outcome: Diversity

Promote teachers' acceptance and respect of the diversity within their school, community and environment.

ZHAWENINDIWIN – Compassion



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To encourage teacher candidates to develop an empathetic appreciation of the arts and humanities as a way to understand the human experience.

Disposition: Life-long Learner

Teacher candidates engage in professional growth and encourage curiosity and inquiry as reflective agents of change by sharing knowledge responsibly and participating as a community resource.

- Demonstrates commitment to professional development and intellectual curiosity.
- Practices current skills while demonstrating ability to adapt and develop new skills.
- Actively participates or fosters the positive professional learning environment within the school community as well as the school- home relationships.
- Analyzes various professional contexts, resulting in more informed decision-making about professional practice.

Professional Outcome: Generation of New Knowledge

To expand teachers' knowledge of the human condition and cultures, and the importance of compassion especially in relation to behavior, ideas, and values.

MN PELSB Standards of Effective Practice (SEP) and/or Content Standards

SEP: *8710.2000 Standards of Effective Practice*

Subpart 7. Standard 6, communication. A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:

7D. know effective verbal, nonverbal, and media communication techniques;

7E. understand the power of language for fostering self-expression, identity development, and learning

Subpart 11. **Standard 10, collaboration, ethics, and relationships.** A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being. The teacher must:

11E. understand the influence of use and misuse of tobacco, alcohol, drugs, and other chemicals on student life and learning;

11L. understand mandatory reporting laws and rules; and

Or

Content Standards: *8710.3200 Elementary Education*

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



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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;
- Research materials and resources used to develop your course

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