



**Anishinaabe and American
Elementary Education Program**

**Fond du Lac Tribal and
Community College**



COURSE HLTH 2100

Name: Kimberly Peddle

Course Title: Community Health and Wellness for Educators

MTC Goal Area: _____

Credits: 3 **Pre-requisites:**

Co-requisites: Successful Admittance into the Elementary Education Teacher Program

Course Description: The focus of this course is on overall health & wellness with an Anishinaabe perspective of the early childhood through 6th-grade elementary school community. Development of teaching strategies appropriate for holistic health and wellness including physical education activities, healthy nutritional choices, mental health, and spirituality for a balanced sense of self will be presented for age-appropriate elementary school children. Class discussion will surround drug, alcohol, tobacco use/prevention, reduced risk and control of disease, and community health and wellness. An introduction to the regulations, standards, policies, procedures, prevention techniques, and early childhood curriculum related to health, safety and nutrition.

Note: This course has 10 hours of field experience.

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

HEALTH, SAFETY and NUTRITION for the YOUNG CHILD, Lynn R. Marotz
THE LITTLE BOOK OF CIRCLE PROCESSES- A NEW/OLD APPROACH TO PEACEMAKING, Kay Prannis

Course Content:

- A) Culturally responsive teachings of nutrition, health and safety concerns for diverse communities as well as all communities
- B) Wellness, good nutrition, and healthful practices and programs
- C) Safety and prevention of alcohol, drugs, and tobacco use
- D) Early childhood and elementary education environments that are physically and psychologically healthy for infants, toddlers, pre-kindergarteners, and school-aged K-6 children
- E) Health and safety policies, procedures, and practices in early childhood and elementary education settings
- F) Role of mandated reporter
- G) Social trends and global influence on children, health, safety and nutrition

Outcomes and Assessments

FDLTCC Learning Outcomes

- 1) Recognize the holistic component of health and wellness in Anishinaabe communities as well as the larger communities to prepare for culture-responsive classrooms
- 2) Demonstrate knowledge of fundamental physical education and health concepts and the connections among them
- 3) Comprehend the knowledge needed for providing learning experiences that encourage personal and community health promotion, disease prevention, safety, and proper nutritional choices within the diverse communities
- 4) Reflect on the different strategies for reducing and preventing accidents, drug alcohol and tobacco use, and high-risk situations and relationships.
- 5) Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors
- 6) Apply interpersonal communication skills to enhance health and avoid or reduce health risks
- 7) Identify the knowledge needed for providing learning experiences that develop a health-enhancing level of physical fitness.



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Cultural Standards:

Each course within the BS in Elementary Education program must meet a minimum of 2 measurable learning outcomes for 3 different Cultural Standards. If your course does not meet the Cultural Standards, please justify your rationale.

Cultural Standard (Must meet 3)	Learning Outcomes (Aligned with cultural standards) (2 for each standard)	Cultural Assessment
<p>2. GWAYAKWAADIZIWIN <i>Living a balanced way:</i> To provide students 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.</p> <p>Outcome: Community and Collaboration: to develop teachers that are reflective connected educators, who understand the interrelatedness of educating the whole child by including the community.</p>	<p>#1 Recognize the holistic component of health and wellness in Anishinaabe communities as well as the larger communities to prepare for culture-responsive classrooms.</p> <p>#3 Comprehend the knowledge needed for providing learning experiences that encourage personal and community health promotion, disease prevention, safety, and proper nutritional choices within diverse communities.</p>	<p>Research and share Indigenous people’s teachings of the Medicine Wheel, and how it reflects the perfect <i>balance</i> of mind-body-spirit to foster holistic health.</p> <p>Correlate the infinite wisdom of the Medicine Wheel (Physical-Mental/Emotional-Social-Spiritual), the circle process, and the Seven Sacred Teachings to living in a healthy and <i>balanced</i> way in Anishinaabe communities and within the larger community.</p> <p>Research and share how health and wellness needs can impact the classroom by presenting 2-3 instructional strategies that consider the <i>Interrelatedness</i> between the larger community’s needs yet remaining culturally responsive.</p>
<p>3. ZOONGIDE'EWIN <i>Strong hearted:</i> To provide a foundation on which we build and strengthen each student’s resilience, innovation, and passion.</p> <p>Outcome: Transformational Leadership: to increase the teachers’ leadership 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.</p>	<p>#2 Demonstrate knowledge of fundamental physical education and health concepts and the connections among them</p> <p>#6 Apply interpersonal communication skills to enhance health and avoid or reduce health risks</p>	<p>Students will analyze the mandatory reporting laws and the MN Code of Ethics for Teachers 8710.2100 and discuss how these laws and rules apply to the Indigenous population and other diverse students.</p> <p>Construct their own example of maintaining a <i>Strong Heart</i> by sharing an ethical conundrum a teacher will likely encounter, and view this professional dilemma through an Indigenous perspective potential perspectives from other cultures.</p>



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<p>4. AANGWAAMIZIWIN <i>Diligence and Caution:</i> To develop a student’s capacity to proceed carefully, after identifying, discussing, and reflecting on ethical dimensions of political, social, and personal life.</p> <p>Outcome: Ethical Practitioner: to develop teachers’ capacity to be ethically responsive in respecting their role as an educator and to the community.</p>	<p>#4 Reflect on the different strategies for reducing and preventing accidents, drug alcohol and tobacco use, and high-risk situations and relationships.</p> <p>#5 Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors</p>	<p>Students will work in small groups of varying topics including Tobacco, Alcohol, Opioids, Stimulants, or other chemicals (e.g., inhalants, cough syrup). Students will research their topic and present their findings to the class.</p> <p>Students submit a 2-3 page paper through a lens of <i>Diligence and Caution</i> regarding the impacts of chemical, tobacco, and drug use on students’ lives and learning. Students will also explore the impact(s) on Indigenous communities from an <i>Ethically Responsive</i> perspective.</p>
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Minnesota Professional Education License and Standards Board Standards (MN PELSB)** listed at the end of the syllabus.

S.E.P. STANDARDS

MN PELSB SEP Standard	8710.2000 Standards of Effective Practice	Assignments & Assessments	How does this show students will meet the standard: Based on the assignments and assessments, the student will-	FDLTCC Learning Outcomes	Cultural Standard
7G	Foster sensitive communication by and among all students in the class	<p>Assignments: will include YouTube videos: “Wellbeing for Children: Values and Identities” and “Improve Communication Skills in Children with Highly Effective with Highly Effective Games”. In class discussions on the videos.</p> <p>Small Group Work: Students will be required to find three additional resources (articles, videos, etc.) to share in small group discussions. Students will then practice using a variety of sensitive communication strategies for use in the K-3 classroom. Students will provide feedback to each other.</p>	<p>Students will learn how to foster effective teacher-student and student-student sensitive communication strategies that foster communication by and for all students in the readings, videos, and discussions. Examples include: The Telephone Game, What’s Going on in the Picture?, Pointing Directions, Finish a Story, and Show and Tell,</p> <p>Students will next apply their learning by participating in a group activity in which students practice using the listening strategies outlined in the assigned and researched materials. This activity will help students to internalize</p>	Apply interpersonal communication skills to enhance health and avoid or reduce health risks	ZOON GIDE’E WIN <i>Strong hearted</i>

		<p>Field Experience: Students will use four communication methods they found either through the assigned videos, class discussion and from the small group work and apply in a K-3 classroom.</p> <p>Field Experience Journal: Students will describe the strategies they used (games, collaborative assignments, etc.) and then reflect on their experiences using the communication strategies. Students will explain what went well and how to improve.</p> <p>Small Group Work: Based on Journal Reflections, students work in small groups and reflect on how to improve upon their strategies. Classmates will provide feedback to their peers. They will probe each other on why the strategy worked or did not and how it could be improved or if another strategy may be needed for a particular demographic.</p> <p>Field Experience: Based on the small group practice and journal reflection, students will revise and go back into the K-3 classroom and use their four communication skills or use new strategies based on feedback from peers.</p>	<p>the processes a teacher must take to ensure sensitive communication strategies for use in the K-3 classroom. This is also an opportunity to practice prior to applying in an actual K-3 classroom.</p> <p>The field experience will provide students with a basic understanding of various effective sensitive communication strategies that are research-based and proven effective in relaying ideas, information, and questions.</p> <p>The journal will provide students the opportunity to reflect on the communication strategies and how they can improve in the future.</p> <p>All of the activities provide opportunities for students to experience using a variety of listening tools and learning modes to demonstrate understanding and compassion. This process moves the student from a basic retrieval of learning to a deeper comprehension of knowledge of communicating and fostering sensitive communication and information.</p>		
<p>7H</p>	<p>Use effective communication strategies in conveying ideas and information and in asking questions</p>	<p>Assignments: Students will read “8 Methods for Effectively Improving Student Communication Skills”, “Effective Questioning and Classroom Talk”, and “Good Communication Skills: Open-Ended Questions”.</p> <p>Small Group Work: Based on readings and class discussions, students will discuss how and why</p>	<p>Students will learn how to use effective communication strategies in conveying ideas and information and in asking questions in this week’s readings, discussions, and lecture. Class discussion will focus on the readings and how communication will vary from student-to-student. How will you know what communication</p>	<p>Apply interpersonal communication skills to enhance health and avoid or reduce health risks</p>	<p>ZOON GIDE'E WIN Strong hearted</p>

		<p>teachers use questions as part of their teaching.</p> <p>Jigsaw: In the same small groups, the instructor will use “nutrition” as a topic and each group will focus on an assigned a grade level (K-3). In these groups, students will need to develop three communication strategies to convey ideas and information, as well as three open-ended questions that would be used to generate a class discussion. Each group will present their information with the rest of the class providing feedback.</p> <p>Field Experience: In a K-3 classroom students will use the communication strategies learned in the course readings and class discussions and activities to convey information and ideas and use open-ended questions to engage students and to check for understanding.</p> <p>Field Experience Journal: Students will describe the communication strategies used they and the questions they asked. Students will connect the strategies and questions to the topic covered in class. Student will then reflect on their experiences using the communication strategies and questions. Students will explain what went well and how to improve.</p>	<p>strategies to employ? How does open-ended questions facilitate understanding and enhance learning? What is active listening and why it is considered a communication strategy.</p> <p>Small Group Work and Jigsaw activity will provide students the time to gain a deeper understanding of communication strategies and asking questions prior to implementing in a K-3 Classroom.</p> <p>Field Experience will provide students with the opportunity to implement effective communication strategies to convey idea and information. Students will also be required to ask questions to engage students, assess understanding, encourage imagination, and model higher order thinking as grade and age appropriate.</p> <p>The journal will provide students the opportunity to reflect on the communication strategies and how they can improve in the future.</p>		
<p>9I</p>	<p>Implement students' self-assessment activities to help them identify their own strengths and needs and to encourage them to set personal goals for learning</p>	<p>Students will review “Teaching Self-Assessment” document and Self- “Assessment Tools” document. Classroom discussion on reading materials and self-assessment strategies.</p> <p>Field Experience: Using the “K to Grade 2</p>	<p>Classroom discussion on rationale for self- assessment and value for student learning and is a formative tool to help students monitor and assess their own learning. Students do not learn to monitor or assess their own learning and need to be taught strategies to self-monitor and self-assess. Class discussion will also include ways to teach self- assessment. Students will review examples</p>	<p>Comprehend the knowledge needed for providing learning experiences that encourage personal and community health promotion, disease prevention, safety, and proper nutritional choices within the diverse</p>	<p>GWAYA KWAAD IZIWIN <i>Living a balanced way</i></p>

		<p>Personal Health Series on Self-Esteem” template, the student will select one of the activities to use in the classroom and give the self-assessment to their K-2 students at the end of the lesson. Students will monitor their classroom and provide their learners with feedback during and at the end of the activity.</p> <p>Week 15: Students will break into groups by activity presented and talk about the activity, what went well, and how to improve. The discussions will include the use of the student self-assessment at the end of the activity and how their students self-assessed themselves. Students will then share out findings with the large class.</p>	<p>of self-assessment strategies in K-2 classroom and how teachers provide feedback during a lesson and at the end of a lesson. Students will provide self-assessment strategies they could use in a K-2 classroom.</p> <p>In the field experience, students will use a Health Series template and teach an activity to a specific K-2 classroom. Students will monitor the class and the individual student progress and provide feedback during and after the activity. Students will pay close attention to the student’s self-assessment and help them identify their students’ strengths and their personal learning goals.</p>	<p>communities.</p>	
11L	<p>11L. Understand mandatory reporting laws and rules</p>	<p>Assignments: This will include the reading of <u>Ch10</u> Maltreatment of Children and Mandatory Reporting and <u>Ch11</u> Planning for Children’s Health and Safety. We will also watch <u>2 videos</u> in class on Mandated Reporting (listed below in references) to be enhanced by <u>small group</u> work using vignettes and sample scenarios. This will provide understanding of recognition, teacher ethics, legal considerations, and duty to report.</p> <p>Assessments: Essay: KEEPING CHILDREN SAFE to demonstrate understanding and clarity regarding mandatory reporting, signs-of suspicion and recognition, ethical duty, and legal responsibilities.</p>	<p>-will watch the Mandatory Reporting video. Then we will discuss mandatory reporting rules, laws, best practices, and applications in class.</p> <p>-will next participate in a small group discussion with vignettes and scenarios using examples and scenarios of reportable instances to class, and the procedure to proceed legally and ethically.</p> <p>-write an essay on Mandatory Reporting laws and best practices. Students will compare and contrast with the 8710.200 Code of Ethics for Minnesota Teachers. Students will then analyze the mandatory reporting laws and the MN Code of Ethics for Teachers and explain how these laws and rules apply to the Indigenous population and other diverse students.</p>	<p>#3 Comprehend the knowledge needed for providing learning experiences that encourage personal and community health promotion, disease prevention, safety, and proper nutritional choices within the diverse communities</p> <p>#5 Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors</p> <p>#6 Apply interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	<p>AANGWA AMIZIWIN</p> <p><i>Diligence and Caution</i></p>



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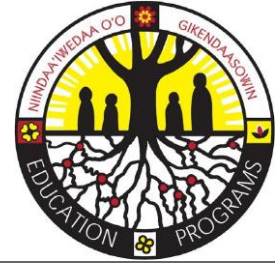


<p>11 E.</p>	<p>11 E. Understand the influence of use and misuse of tobacco, alcohol, drugs, and other chemicals on student life and learning</p>	<p>Assignments: Weeks 9-13 will include <u>videos, readings and small group projects</u> covering community health promotion, diabetes, and disease prevention. Supplemental readings will enhance understanding of substance use and its effects on child, family and physical/emotional development. Readings from the book ACOA (referenced below) detailing the effects of ACOA on education and long-term social/emotional impairment. Supporting videos of Student Drug and Alcohol Awareness and ACOA will be required. Final Presentation discussion and prep.</p> <p>Assessments: Small Group Project: Impacts of Chemical, Tobacco, Alcohol, and Drug Use on Student Learning.</p> <p>Submission of a 2-3 page paper reflecting their thoughts and insight regarding ACOA and its effects on education from a family perspective.</p>	<p>-will watch the ACOA video. Then we will discuss and process this information in class.</p> <p>-will work in small groups, each taking a topic (tobacco, alcohol, drugs, other chemicals (such as inhalants, cough syrup, etc.). Students will research their topic and present their findings to the class.</p> <p>-will submit a 2-3 page paper on the impacts of chemical, tobacco, alcohol, and drug use on student's life and learning and contrast/compare the impacts to the Indigenous community with the larger community.</p>	<p>#1 Recognize the holistic component of health and wellness in Anishinaabe communities as well as the larger communities to prepare for culture-responsive classrooms</p> <p>#2 Demonstrate knowledge of fundamental physical education and health concepts and the connections among them</p> <p>#4 Reflect on the different strategies for reducing and preventing accidents, drug alcohol and tobacco use, and high-risk situations and relationships.</p> <p>#7 Identify the knowledge needed for providing</p>	<p>#2 GWAYAK WAADIZI WIN <i>Living a balanced way:</i></p>
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		Final presentation regarding their comprehensive understanding of Community Health, Disease Prevention, ACOA, and Substance Use Effects on Education.	learning experiences that develop a health-enhancing level of physical fitness
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CONTENT STANDARDS

MN PELSB Content Standard	8710.3200 Elementary Education: SUBJECT MATTER	Assignments & Assessments	How does this show students will meet the standard: Based on the assignments and assessments, the student will-	FDLTCC Learning Outcomes	Cultural Standard
K 1	(1) understand the knowledge needed for providing learning experiences that encourage personal and community health promotion, disease prevention and safety, and proper nutritional choices.	(1) Understand the knowledge needed for providing learning experiences, specifically Chapter 15 will encourage personal and community health promotion, Chapter 14 will cover disease prevention and safety, and Chapters 12, 13, and 14 will address proper nutritional choices. <u>Assignments:</u> Proper nutritional choices menu Disease prevention and safety presentations Personal and Community Health promotion presentations	-will demonstrate the ability to provide learning experiences to students that encourage personal and community health promotion, disease prevention and safety, and proper nutritional choices through the activity of researching local Community Education providers, (diabetes prevention, smoking cessation, nutritionists, etc.). Students will select one to interview and share their findings with the class, then submit a 2-3 page written detailed narrative of their experience.	#1 Recognize the holistic component of health and wellness in Anishinaabe communities as well as the larger communities to prepare for culture-responsive classrooms. #3 Comprehend the knowledge needed for providing learning experiences that encourage personal and community health promotion, disease prevention and safety, and proper nutritional choices within the diverse communities	GWAYAK WAADIZI WIN Living a balanced way

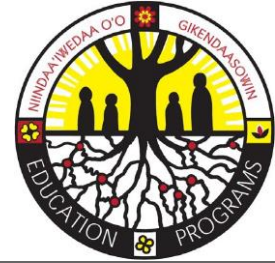
Weeks 1-5 will include a variety of educational presentations covering nutritional guidelines, body functions, balanced meals, food safety, and nutritional requirements from infancy through elders. Also included will be proper nutrition and its impact on education, community, and disease prevention.

Assessments:
*Presentation to demonstrate competency, clarity and understanding of nutritional guidelines, body functions, balanced meals, food safety, and nutritional requirements from infancy through elders. Also required will be correlating proper nutrition with its impact on education.



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<p>K 2</p>	<p>(2) Understand strategies for reducing and preventing accidents; drug, alcohol, and tobacco use; and high-risked situations and relationships</p>	<p><u>Assignments:</u> Will include a variety of educational presentations covering how to create a high-quality learning environment, safety management and injury management. Also included is mandatory reporting and planning for children’s health and safety.</p> <p><u>Assessment:</u> *Presentation to demonstrate competency, clarity, and understanding of strategies for reducing and preventing accidents, with consideration to holistic safety and substance use effects on education.</p>	<p>-will demonstrate in their presentation, the ability to understand strategies for reducing and preventing accidents in the school setting, educate the impact on drug, alcohol, and tobacco use; and competently inform students to discourage involvement in high-risked situations and relationships</p>	<p>#5 Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors</p> <p>#6 Apply interpersonal communication skills to enhance health and avoid or reduce health risks</p>	
<p>K 4</p>	<p>(4) Understand the knowledge needed for providing learning experiences that develop a health-enhancing level of physical fitness</p>	<p><u>Assignments:</u> Will include a variety of educational presentations covering daily health observations, children’s well-being, assessing children’s health, special medical conditions, the infection process, and childhood illnesses.</p> <p><u>Assessment:</u> Presentation to demonstrate competency, clarity, and understanding.</p>	<p>-will demonstrate an understanding of the knowledge needed for providing learning experiences that develop a health-enhancing level of physical fitness in classroom discussions, classroom activities, and in the presentation.</p>	<p>#2 Demonstrate knowledge of fundamental physical education and health concepts and the connections among them</p> <p>#7 Identify the knowledge needed for providing learning experiences that develop a health-enhancing level of physical fitness</p>	

9/22/21



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Grading:

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

Grade	%
A	100-90
B	89-80
C	79-70
D	69-60

Requirements and Points:

- 1) Essays/Papers: 230 possible points
- 2) Class Participation: 16 participation classes @ 10 points per class = 160 possible points
- 3) Presentations: 270 possible points
- 4) Chapter quiz- 19@ 5 points each: 95 points
- 5) Field Experience Journal/Lesson: 100 points
- 6) Final-Written Reflection/Proof of Meeting 5 PELSBE standards: 100 points

TOTAL POSSIBLE POINTS = 955

Plagiarism

Plagiarism, or presenting the writing of another as your own (a.k.a. “copying”), results in an F for this course and is subject to any other disciplinary actions mandated by this institution and the Minnesota State system.

Disabilities Notice

Fond du Lac Tribal & Community College is committed to providing equitable access to learning opportunities for all students. Under the Americans with Disabilities Act and Section 504 of the Rehab Act, Fond du Lac Tribal & Community College provides students with disabilities (e.g., mental health, attentional, learning, chronic health, sensory or physical) reasonable accommodation to participate in educational programs, activities or services. Students with disabilities requiring accommodation to participate in class activities or meet course requirements must first complete an intake form and necessary requirements with Nancy Olsen, Disability Services coordinator, to establish an accommodation plan. She can be reached at nancy.olsen@fdltcc.edu or 218-879-0819.

Sexual Violence

Fond du Lac Tribal & Community College (FDLTCC) is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence, gender or sex-based bullying and stalking. If you or someone you know has experienced gender or sex-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. FDLTCC has staff members trained to support survivors in navigating campus life, accessing resources, providing accommodations, assistance completing with protective orders and advocacy. For more information regarding the Campus Security Report, the following link will give you a report on the Clery Compliance and Security Report at FDLTCC: <https://fdltcc.edu/admissions/about-us/policies-reports/campus-security-policies-reports/>.

Please be aware that all FDLTCC employees are required to report any incidents of sexual violence and, therefore it cannot guarantee the confidentiality of a report, but it will consider a request for confidentiality and respect it to the fullest extent possible. If you wish to report sexual misconduct or have questions about school policies and procedures regarding sexual misconduct, please contact Anita Hanson, Dean of Student Services, at 218-879-0805 or anita.hanson@fdltcc.edu.

Week	Class Activity-Topic	Assignment:
Week 1-8/22	*Class introduction, attendance, rationale, expectations, grading, questions? *Seven Sacred Teachings-impact on a classroom *Holistic health education includes taking care of yourself-Online quiz “Are you Stressed?” Take Quiz, Discuss *Wassainabida-Episode 4 Medicine Wheel at 2:10-6:21 Discussion	By the next class period please read: Chapter 1-Achieve Children’s Well Being Chapter 2 Daily Health Observations

<p>Week 2- 8/29</p>	<p>Chapter 1-Achieve Children's Well Being</p> <p>-Erikson's Theory of Psychosocial Development</p> <p>Chapter 2 Daily Health Observations</p> <p>-Sick Children Video</p> <p>Discuss Nature vs. Nurture 16:41 &13:52</p> <p>Read the case study at the end of Chapter 1 and look at the essay example.</p>	<p>Ch 1 and 2: Quiz 10 points</p> <p>Discussion Post : Genetics and Environment (nature vs. nurture) and how they influence the quality of a child's well-being.</p> <p>Essay-Case Study Chapter 2. 10 points</p> <p>Read Chapters 3 and 4: Assessing Children's Health Special Medical Conditions</p>
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<p>Week 3- 9/5</p>	<p>Discussion: Chapter 3 Assessing Children’s Health Chapter 4 Special Medical Conditions</p> <p>Video and Discussion: I.E.P. (individualized educational plan) 504 plan I.H.S.P. (individualized health services plan)</p> <p><u>VIDEO</u>: I.E.P. & 504 (What Is the Difference Between IEP and 504 plan?) These are legally binding documents. Share samples: Generic IEP, Academic referral flow chart, behavioral referral flow chart</p> <p>Calming and Mindfulness activities to use with students: Mindfulness Motherload! <u>Student Presentation-Childhood illness Expectations with rubric</u></p>	<p>Chapter 3 and 4 Quiz 10 points</p> <p>Essay Case study Chapter 3 OR 4 (you choose) 10 points</p> <p>Discussion post 10 points</p> <p>Please read: Chapter 5 Infection Process and Environmental Control Chapter 6 Childhood Illness Prepare Childhood Illness Presentation- 50 points</p>
<p>Week 4- 9/12</p>	<p>Student Presentations: Childhood Illness Demonstrate in your presentation where applicable, the ability to understand strategies for reducing and preventing accidents in the school setting, the impact on drug, alcohol, and tobacco use; and competently inform students to discourage involvement in high-risked situations and relationships</p> <p>Figure out presentation groups for Chapters 7, 8, 9</p>	<p>Quiz on chapters 3 and 4 10 points</p> <p>Please read chapters 7, 8, 9</p> <p>Discussion post 10 points</p> <p>Students will divide into 3 groups: Each group will take one chapter 7, 8, or 9. Each group will teach their chapter to the class. 50 points</p>
<p>Week 5- 9/19</p>	<p><u>GROUP PRESENTATIONS:</u></p> <p>Chapter 7 Creating a High-Quality Environment</p> <p>Chapter 8 Safety Management</p> <p>Chapter 9 Injury Management</p> <p>Revisit the seven teachings and share teaching resources</p> <p>Discussion-Elders, Families, and Boarding Schools</p>	<p>Quiz on Chapters 7 and 8-10 points</p> <p>Please read Chapter 10</p> <p>Discussion post 10 points</p> <p>Essay Case Study Chapter 10 10 Points</p> <p>Please watch <i>Waasa-Inaabida video-We Gain Knowledge</i></p> <p>Little Book of Circle Process Pages 1-30</p>
<p>Week 6 9/26</p>	<p>Chapter 10 Maltreatment of Children and Mandatory Reporting</p> <p>VIDEO 1: Mandated Reporter Training Overview VIDEO 2: Child protection response</p>	<p>Quiz on chapters 9 and 10</p> <p>Please read the 2 articles: Trauma and Historical Trauma and <i>Historical Trauma Presentation by Yellow Horse</i> by our next class period.</p>

	<p><u>Revised Minnesota Child Maltreatment Intake, Screening, and Response Path Guidelines</u></p> <p>Child Maltreatment Report-What does it look like?</p>	<p>Read chapter 11</p> <p>Little Book of Circle Process Pages 31-56</p> <p>Discussion post 10 points</p> <p>Reflection essay-Your job as a Mandatory reporter 20 points</p>
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<p>Week 7 10/3</p>	<p>Trauma and Historical Trauma-What are they? Discussion of Yellow Horse Article ACES https://americanspcc.org/take-the-aces-quiz/ACES graphic Video- 'Removed' Discussion of articles from homework 2019 MN Student Survey Results-Take aways for classroom teachers Discussion</p>	<p>Quiz chapter 11-5 points Please read 2 articles <i>Understanding Trauma-Informed Education</i> <i>Trauma-Informed Teaching Strategies</i> ASCD and video) <i>Trauma-Informed Teaching</i> Discussion post: 10 points Little Book of Circle Process 59-76</p>
<p>Week 8 10/10</p>	<p>Positive relationship building with students/honoring culture Taking Care of yourself</p>	<p>Students, please read chapters 12 and 13. Please write a 3-4 page reflection essay on Trauma/Historical Trauma, Trauma Informed Education & Restorative Teaching Practice 40 points- Discussion post-10 points</p>
<p>Week 9 10/17</p>	<p>Supplemental readings will enhance understanding of substance use and its effects on child, family, and physical/emotional development. Readings from the book ACOA (referenced below) detailing the effects of ACOA and Fetal Alcohol Spectrum Disorder (FASD) on education and long-term social/emotional impairment. Supporting videos of Student Drug and Alcohol Awareness ACOA, FASD. Using effective communication Skills: 8 Methods for Effectively Improving Student Communication Skills- https://futurefocusedlearning.net/blog/critical-thinking/8-methods-for-effectively-improving-learners-communication-skills Effective Questioning and Classroom Talk https://www.liberty.k12.ga.us/pdf/TandL/Effective_Questioning_Talk.pdf Good Communication Skills: Open-Ended Questions https://www.myteachingcupboard.com/blog/the-power-of-open-ended-questions-for-kids</p>	<p>Quiz chapters 12 and 13-10 points Students will research Adult Child of Alcoholics (ACoA) or Fetal Alcohol Spectrum Disorder (FASD). Students will create a presentation describing the conditions and its implications for education by answering the following questions: 1) how does alcoholism/substance use in the home affect children's learning? 2) what are the short-term and long-term effects? 40 points Discussion Post: Based on readings, students will discuss how and why teachers use questions as part of their teaching. Jigsaw: use "nutrition" as a topic each student will focus on a chosen grade level (K-3). Students will develop three communication strategies to convey ideas and information, as well as three open-ended questions that would be used to generate a class discussion. Each student will present their information with the rest of the class providing feedback.</p>

		<p>Field Experience: In a K-3 classroom students will use communication strategies to convey information and ideas and use open-ended questions to engage students and to check for understanding.</p> <p>Field Experience Journal: Students will describe the communication strategies they and the questions they asked. Students will connect the strategies and questions to the topic covered in class. Students will then reflect on their experiences using the communication strategies and questions. Students will explain what went well and how to improve.</p> <p>100 points</p>
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<p>Week 10 10/24</p>	<p>UNIT III- (Nutrition: School Lunch) Chapter 11 Planning for Health and Safety Education Chapter 12 Nutrition Guidelines Chapter 13 Nutrients</p> <p><u>VIDEO</u>: TEDx The Impact of School Meals, Abby Miller).</p>	<p>Read chapters 14 and 15 Find two articles about the impact of hunger and student performance to share with the class.</p>
<p>Week 11 10/31</p>	<p>Chapter 14 Growth and Body Functions Chapter 15 Feeding Infants</p> <p>* <u>Video</u>: Bottle Feeding vs. Breast Feeding (Breastfeeding VS Formula Benefits + The Truth) Fostering Communication YouTube videos:</p> <p>Wellbeing for Children: Values and Identities https://www.youtube.com/watch?v=om3INBWfoxY</p> <p>Improve Communication Skills in Children with Highly Effective Games https://www.youtube.com/watch?v=4AvSvZkmDJU</p> <p>Discussion of the Videos.</p>	<p>Quiz-Chapter 14 and 15-10 points</p> <p>Read chapters 16 and 17</p> <p>Present Articles 20 points</p> <p>Discussion post: Students will be required to find three additional resources (articles, videos, etc.) to share. Students will practice using a variety of sensitive communication strategies for use in the K-3 classroom. Students will provide feedback to each other.</p> <p>Field Experience: Students will use four communication methods they found either through the assigned videos or readings and apply them in a K-3 classroom.</p> <p>Field Experience Journal: Students will describe the strategies they used (games, collaborative assignments, etc.) and then reflect on their experiences using the communication strategies. Students will explain what went well and how to improve.</p>
<p>Week 12 11/7</p>	<p>Chapter 16 Feeding Different Ages, Chapter 17 Balanced Meals</p> <p>*<u>VIDEO</u>: nutrients (How The Six Basic Nutrients Affect Your Body)</p> <p>Field Experience: Based on the small group practice and journal reflection, students will revise and go back into the K-3 classroom and use their four communication skills or use new strategies based on feedback from peers.</p>	<p>Quiz chapters 16 and 17</p> <p>Discussion post: 10 points</p> <p>Read chapters 18 and 19</p> <p>Submit a 2-3 page reflection essay on student hunger and performance based on your reading and research 40 points</p>

<p>Week 13 11/14</p>	<p>Chapter 18 Food safety Chapter 19 Nutrition Education</p> <p>How to integrate movement into your classroom activities.</p> <p>Discuss and analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors</p>	<p>Quiz 18-19</p> <p>Using the template on pg. 445 of your textbook plan a weeklong school breakfast/snacks/lunch menu 20 points</p> <p>Discussion post: analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors 10 points</p> <p>Essay: How to incorporate movement into classroom activities presentation 10 points</p>
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<p>Week 14 11/21</p>	<p>Students will research and share examples of local community health resources available to support students and teachers. Examples may include: -School Nurse -Special Education Teacher -School Counselor -Social Worker -Food Service Director -Community Health Educator</p> <p>Paper or Presentation</p> <p><u>UNIT IV- (community health education and resources)</u> *community health promotion examples *diabetes and other disease prevention programs *substance use data and its effects on child, family and physical/emotional development.</p> <p>Final Presentation or Paper discussion and prep.</p>	<p>Review Unit 4</p> <p>Final Project:</p> <p>Students will interview a community health educator.</p> <p>Students will construct a 7-10 minute presentation or a 5 page essay from their interview and research.</p> <p>Students will present their final project to the class. Possible research ideas:</p> <p>What is culturally responsive teaching and how does it impact students</p> <p>How do addictions (alcohol, drugs) affect students and families-substance use data and its effects on child, family and physical/emotional development</p> <p>Using the 7 sacred teachings in the classroom</p> <p>Nature vs. Nurture</p> <p>Trauma/Historical Trauma/ACES</p> <p>The Impact of Food insecurity on students/families</p> <p>Discuss and analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors</p> <p>How does incorporating movement in the classroom affect student performance</p> <p>Diabetes and other disease prevention programs</p> <p>Research and share examples of local community health resources available to support students and teachers</p> <p>Mental health and spirituality for a balanced sense-of-self, using mindfulness activities in the classroom</p> <p>Social trends and global influence on children, health, safety, and nutrition</p> <p>Research and share Indigenous people’s teachings of the Medicine</p>
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		<p>Wheel, and how it reflects perfect <i>Balance</i> of mind- body-spirit to foster holistic health.</p> <p>ACOA, FASD-effects on education and long-term social/emotional impairment. Include how these affect the family.</p>
<p>Week 15 11/28</p>	<p>Implement a Self-Assessment in a K-2 Classroom: Students will review the Teaching Self-Assessment document and Self-Assessment Tools document.</p> <p>Classroom discussion on reading materials and Implementing a Self-Assessment in a K-2 Classroom: Students will review the Teaching Self-Assessment document and Self-Assessment Tools document.</p> <p>Classroom discussion on reading materials and self</p>	<p>Field Experience: Using the “K to Grade 2 Personal Health Series on Self-Esteem” template, the student will select one of the activities to use in the classroom and self-assessment at the end of the lesson. Students will monitor their classroom and provide feedback during and at the end of the activity</p>
<p>Week 16 12/5</p>	<p>COMMUNITY HEALTH EDUCATION & RESOURCES Presentations</p>	<p>Final Presentations or Papers 150 points</p>
<p>Week 17 12/12</p>	<p>Field Experience Journal: 100 points</p> <p>Final-Written Reflection/Proof of Meeting 5 PELSBE standards: 100 points</p>	<p>Students will describe the strategies they used (games, collaborative assignments, etc.) and then reflect on their experiences using the communication strategies. Students will explain what went well and how to improve.</p> <p>Field experience Journal 100 points</p>



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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 Niinda'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.



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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.

GIKENDAASOWIN – Knowing Knowledge

To prepare our teacher candidates to be problem solvers who strive for continuous learning and growth.

Disposition: **Integrates Content and Pedagogical Knowledge**

Teacher candidates demonstrate their ability to integrate content and pedagogical knowledge by weaving the following into their teaching:

- *Technology:* Use technology effectively to improve student learning.
- *Theory to Practice:* Applies current theory, research, and best practices to improve one's professional practice as a teacher.
- *Critical and Connected Thinking:* Engages in critical thinking that reflects analysis, problem solving, and incorporates world views and community knowledge to create culturally relevant instruction.
- *Reflective Practice:* Demonstrates self-reflection and incorporates professional feedback to adjust for continuous improvement in professional practices and effective instruction.

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



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- *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 that 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.

- 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.



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- 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.

- 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).



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- 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

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**

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

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

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:

7G. foster sensitive communication by and among all students in the class;

7H. use effective communication strategies in conveying ideas and information and in asking questions;

Subpart 9. **Standard 8, assessment.** A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student. The teacher must:

9I. implement students' self-assessment activities to help them identify their own strengths and needs and to encourage them to set personal goals for 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;

Content Standards: *8710.3200 Elementary Education*

Licensing Rule 8710.3200 Subpart 3 - Subject matter standards, elementary education

8710.3200 Subject Matter standards:

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;



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(2) understand strategies for reducing and preventing accidents; drug, alcohol, and tobacco use; and high-risked situations and relationships;

(4) understand the knowledge needed for providing learning experiences that develop a health-enhancing level of physical fitness.

8710.3000 TEACHERS OF EARLY CHILDHOOD EDUCATION A teacher of infant or toddler-aged, preprimary-aged, and primary-aged children must understand child development and learning, including:

(1) the research base for and the best practices of early childhood education. A teacher of infants and toddlers plans, designs, and implements developmentally appropriate learning experiences.

The teacher must understand:

(5) strategies for developing an appropriate learning environment that:

(a) meet the physical needs of infants and toddlers through small and large group muscle play, feeding, diapering and toileting, and rest, including:

i. health and safety procedures and universal precautions to limit the spread of infectious diseases;

ii. symptoms of common illness and environmental hazards;

iii. how to evaluate infant and toddler environments to ensure the physical and emotional safety of children in care; and

iv. how to use environmental factors and conditions to promote the health, safety, and physical development of infants and toddlers;

REFERENCE LIST:

Complete one of the following online quizzes to determine your level of stress and/or anxiety:

<https://www.psychologistworld.com/stress/stress-test> (daily stress)

<https://www.psychologistworld.com/stress/anger-test> (anger reaction and management)

<https://www.mentalhealthamerica.net/stress-screener> (stress)

https://www.mindtools.com/pages/article/newTCS_08.htm (workplace stress and burnout)

https://greatergood.berkeley.edu/quizzes/take_quiz/stress_and_anxiety (stress and anxiety)

Wassainabida-Episode 4 begin at 2:10-6:21 Explanation of the Medicine Wheel.

<https://www.youtube.com/watch?v=bInwIUEVTRI>

Solving the Nature vs. Nurture Dilemma <https://www.youtube.com/watch?v=kONM9WO5LGo>

Is My Kid Really Sick? <https://www.youtube.com/watch?v=STZTw19Eut0>

Mindfulness and Calming activities for Students

https://docs.google.com/document/d/1H7aVyj3MjdGK8nBd5aKMJgoyBrneJNs_OCVJLXjwe3M/edit

IEP vs. 504 Plan: What Is the Difference Between IEP and 504 Plan

<https://www.youtube.com/watch?v=A9TgDgHfdlY>

Sample IEP <https://www.k12.wa.us/sites/default/files/public/specialed/resourcelibrary/eval-iep-module/iep-e.pdf>

Writing an IEP <https://slidetodoc.com/standardsbased-individualized-education-program-iep-module-five-identifying/>

Mandated Reporter Training Overview-State of Minnesota

<https://www.youtube.com/watch?v=eCUpwKjxffg>

Your Duty as a Mandated Reporter-Intake, Screening and Response Path Guidelines

<https://www.dhs.state.mn.us/main/groups/publications/documents/pub/dhs-319528.pdf>

Recognize, Respond, Report <https://firstwitness.org/wp-content/uploads/2021/08/How-to-Make-a-Report-of-Child-Abuse-If-I-Am-Not-a-Mandated-Reporter.pdf>

ACES Quiz <https://americanspcc.org/take-the-aces-quiz/>

ACES Data <https://www.health.state.mn.us/docs/communities/ace/acesum.pdf>

Removed <https://www.youtube.com/watch?v=lOeQUwdAjE0>

Waasa-Inaabidaa Episode Five - We Gain Knowledge

<https://www.youtube.com/watch?v=FxwY3wcxk1Y>

Why is Canada Mourning the Death of Hundreds of Children (boarding schools)

<https://www.bbc.com/news/world-us-canada-57325653>

Every Child Matters (optional) <https://www.youtube.com/watch?v=SFTHHtRy8Do>

Creating a Nurturing and Responsive School Environment- Review of ACES-and Introduction to Restorative Practices <https://www.swsc.org/cms/lib/MN01000693/Centricity/Domain/124/Clay%20Cook%20-%20Creating%20nurturing%20and%20responsive%20environments%20handout.pdf>

Understanding Trauma Informed Education- <https://www.edutopia.org/article/understanding-trauma-informed-education>

Trauma Informed Teaching Strategies <https://www.ascd.org/el/articles/trauma-informed-teaching-strategies>

Resource Guide to Trauma-Informed Human Services <https://www.acf.hhs.gov/trauma-toolkit/trauma-concept>

The Return to the Sacred Path: Reflections on the Development of Historical Trauma Healing -Maria Yellow Horse Brave Heart

https://www.ihs.gov/sites/telebehavioral/themes/responsive2017/display_objects/documents/slides/historicaltrauma/htreturnsacredpath0513.pdf

Minnesota Dept. of Education Restorative Practices <https://education.mn.gov/MDE/dse/safe/prac/>

MDE description of the history of Restorative Practice in indigenous cultures and communities of color- pdf embedded in above document

Restorative Principals and Practices-MDE <https://education.mn.gov/MDE/dse/safe/prac/restore/>

BUILDING A RESTORATIVE SCHOOL COMMUNITY Circle Forward Carolyn Boyes-Watson & Kay Pranis
https://opi.mt.gov/Portals/182/Page%20Files/HES%20Tobacco%20Use%20Prevention/MTFSEI/Circle_Forward_Front_Matter.pdf?ver=2020-01-09-112903-707

Essential Elements for Constructing the Circle, Kay Pranis

https://www2.naz.edu/files/4716/1193/5852/Pranis_Essential_Elements_of_Circle.pdf

Breastfeeding VS Formula | Benefits + The Truth

<https://www.youtube.com/watch?v=xchn7NT95uQ>

Quizlet Live-Nutrition Review <https://quizlet.com/live/499080>

Student Drug and Alcohol Awareness <https://www.youtube.com/watch?v=HxXgVbYXVEs&t=8s>

Drug and Alcohol Awareness Safety Training <https://www.youtube.com/watch?v=RczTGWQ6sb4>

The Impact of School Meals, Abby Miller, TEDx <https://www.youtube.com/watch?v=R-DvZyCK6Yw>

How The Six Basic Nutrients Affect Your Body

https://www.youtube.com/watch?v=inEPlZZ_SfA

Right to Food Article

https://newsela.com/read/constitutional-right-grow-food/id/2001025043/?utm_source=marketo&utm_medium=email&utm_campaign=DPE-2021-11-12-5245&utm_content=featured-article-1&mkt_tok=NjI4LVpQRS01MTAAAAGAswJk7F69cOw27nE64mkMPHtUxOjvAjxxgr-dkR4cLgYNh4WiD6nWaD-EfA5fIgS1Emel5KYN6aTe4yDQBivevn0ER3qYE7MMF-QsA0QLRTecvw

Disease Prevention-Diabetes <https://spectrum.diabetesjournals.org/content/23/4/272>

Safety First-Real Drug Education <https://drugpolicy.org/resource/safety-first-real-drug-education-teens>

Safety First Curriculum Guide https://drugpolicy.org/sites/default/files/safety-first-curriculum-guide_0.pdf

What is culturally responsive teaching and how does it impact students

<https://www.edweek.org/teaching-learning/what-is-culturally-responsive-teaching-a-native-educator-explains/2021/11>

<https://www.edweek.org/teaching-learning/more-than-a-demographic-the-important-work-of-cultivating-native-teachers/2021/11>

<https://www.edweek.org/teaching-learning/video-i-am-native-american-and-a-teacher-that-matters-to-my-students/2021/11>

<https://www.edweek.org/teaching-learning/video-a-native-teacher-works-to-return-to-his-tribe/2021/11>

ACoA Trauma Syndrome by Tian Dayton <https://www.youtube.com/watch?v=iYZKto4SYts>

Woititz, Janet G. (1990). Adult Children of Alcoholics. Deerfield Beach, FL: Health Communications.

Erikson's Theory of Psychosocial Development

<https://www.youtube.com/watch?v=aYCBdZLCDBQ>