

Ideas on this Assignment:

How to use them in a classroom through this wheel the Seven Sacred Teachings are each a feather hanging from the medicine wheel. Each feather represents one of the teachings. The front of the feather is labelled with what the teaching is, and, on the back, there is a detailed description of the teaching for each one of the teachings. Each day the teacher can have the students at the beginning of the day pick one of the feathers to read to the classroom that stands out to them that day. This can be set as their intention for the day. The centre of the wheel has the Circle of Courage. The four directions of the medicine wheel show the representation of the circle of courage and breaks each of them down by the corresponding direction of the wheel. Each side lists the Mind, Body, Spirit and Heart, the animals that represent each side, the colour, seasons, directions, life stages, elements and, Independence, Mastery, Belonging and Generosity. This visual is set up in this way so that it can be used by students in the classroom by reading and reflecting on the visuals. It can also be used by the teacher when opening the flaps of each direction, within the flaps there is a breakdown of ideas for teaching such as journals and learning logs, creative expression, group discussion, oral tradition, service learning, role-play and ceremonies, writing and literature, and inquiry projects these ideas can be used with students learning goals. The next flap has seven lessons that could make up a unit which can be used in the classroom. Lesson #1 is on the four directions, lesson #2 the four seasons, lesson #3 the four elements, lesson #4 Animals, lesson #5 Plants, lesson #6 Heavenly bodies, lesson #7 Stages of life. The next flap lists the First Peoples Principles of Learning, students can see how learning fits into their everyday lives and their responsibilities in learning meaningfully. The final flap lists what the elements mean for my teaching philosophy. The Circle of Courage, FPPL, Seven Sacred Teachings, and the Medicine Wheel all connect to my teaching philosophy and the quote that inspired this philosophy.

Kiki Van Der Heiden, “May you see what you are capable of. May you recognize your creative power. May you always allow yourself to access this spark, as it will brighten our world”. -For the Children (Gear, Heiden, Van der, & Camp, 2016).

This quote is very significant to my teaching philosophy, first and foremost it focuses on the students, and seeking to empower them through a student-centered approach, in an ever changing world, this model connects to my teaching philosophy well in that the approach is centred around the students through using this model. This resource can help by guiding students through an age appropriate journey of discovery of their capabilities which requires that students’ aspirations, expectations and needs to be at the forefront of all that I do. The model reminds students of what this looks like and is embedded in daily activities through the Circle of Courage, FPPL, Seven Sacred Teachings, and the Medicine Wheel. Having this in the classroom can act as a

visual reminder of these, while also physically incorporating them into everyday lessons and activities. In my classroom, students will be the drivers of their educational experience; recognizing what they have to offer. Equitable access and participation to quality education for students will be implemented and the use of time and space in creative ways, which are keeping up with the demands of today's society at a pace that suits the learners the model gives examples of lessons that can be used to demonstrate these ideas and way of life. The meaning of this quote aligns with my philosophy to foster the creativity in each student and recognize that everyone has a different and unique way of learning, the four directions on the wheel demonstrates that each student has a unique path. I see that each individual child has different gifts and talents. As educators it is our responsibility to nurture the power that is within and be their guide that lights their way into the world. The model can help pave the direction for students through seeing all students as a group of learners with a range of needs and interests. I will implement these practices in the classroom through collaborative learning experiences where students share ideas, and we will use technology to keep up with the quick advances that are geared towards the future. Bringing in the elements of play and community. Hands on activities will allow for a more in-depth exploration of topics to gain a deeper understanding. Choices will be given to the students to encourage the use of their talents. The classroom will be a safe, comfortable and welcoming space inclusive of all students within a supportive learning environment that the model reinforces.

How to use in Teaching Practice

Focus on, discuss and explore the meanings and experiences reflected in each of the First People Principles of Learning. Plan to integrate the Seven Sacred Teachings into a variety of teaching and learning activities. Encourage students to reflect on personal meanings and connections inherent within each of the Circle of Courage elements. Encourage students to transfer the Medicine Wheel teachings to their learning experiences across different subject areas into cross curricular.

Journals and Learning Logs: Use journals to encourage reflection on inner journeying, such as those taken in smudging ceremonies, dream catchers and vision quests. Help students create a picture dictionary and use symbols to write a paragraph about an individual Teaching. Send a note to a classmate telling them which of the Seven Sacred Teachings they have demonstrated and what you admire about them. Keep a journal as you read a novel and reflect on the character development in relation to the teachings. Describe people you know who exemplify each of the teachings.

Creative Expression: Have students create pictograph positive prints. Reinforce traditional concepts by helping students make natural brushes using leaves and paint using berries, stones, clay, and other materials found outside in a natural environment. If you don't have access, you can

always use crayons, watercolors, or tempera paints. Create their own pictographs. Students can write a song. Challenge students to use flashcards in creative projects. Find examples of flashcards on the Seven Teachings in The Seven Sacred Teachings, FPPL, Circle of Courage and Medicine Wheel. Have students create a photo story of how the Seven Teachings are visible in their lives. Invite students to create and share puppets and puppet plays.

Group Discussion: Identify a role model. Explore experiences, behaviours and values that the role model exemplifies. Have students participate in learning circles, which involve sitting as equals in circle, a traditional First Nations practice, and storytelling in a climate of respect, where people take turns speaking and being listened to. Challenge students to create rules for group discussions that are based on the Seven Sacred Teachings FPPL, Circle of Courage and Medicine wheel. Create the rules visually or with a concept poem. Post the rules on a classroom webpage or on a poster in the classroom. Discuss current events, stories and/or a situation that happened. Analyze positive and/or negative aspects and discuss the values involved. Assess which values are being honoured in the classroom and where there is room for improvement. Teach decision-making models that incorporate values, so students learn to consider those when weighing options.

Oral Tradition: Invite Elders into schools to establish a direct heart-to-heart contact with students. Encourage students to reflect on their experience and contact with Elders. Use storytelling as a strategy for making meaningful connections with our own life experiences. It is an oral tradition that crosses all cultural boundaries. Teach about the Seven Sacred Teachings, FPPL, Circle of Courage and Medicine Wheel.

Role-play and Ceremonies: Role-play animal stories and nature-based legends and myths. Give students possible scenarios and have them role-play how they might act depending on the values they choose to honour. Have students create a ceremony or way to acknowledge one another when they are “caught” displaying one of the Seven Sacred Teachings. Ask other adults to acknowledge students who display positive behaviour. Integrated teachings use an idea builder graphic organizer to encourage students to make connections between what they know and what they would like to know more about the wheel. Have students brainstorm examples and non-examples of each of the Seven Sacred Teachings. Explore the opposite of each value so students can recognize when they are not respecting the Teachings. Incorporate values in All About Me posters, Student of the Week activities, and Class Bingo games.

Writing and Literature: Read and respond to literature that highlights the ideas from this project. Invite older students to find or create picture books with stories connected to the Seven Sacred Teachings, FPPL, Circle of Courage and Medicine Wheel. Have them share picture books with younger students or each other. Have students find a famous quote from a First Nations person or a

legend that is relevant to the teachings from this poster and reflect on its significance. Ask students to brainstorm what each of the Seven Sacred Teachings look like, sound like and feel like. Have students write a story or poem about what each of the teachings mean to them or a story that incorporates the teachings.

Cooperative Learning: Build cooperative teams in your classroom or school that are focused on one of the Seven Teachings. Encourage students to build a sense of belonging with each other, but also take responsibility for promoting and sharing their Teaching with others. Create posters or cards that remind students of their roles and responsibilities within a group. Ask students to consider both individual and group roles and responsibilities. Invite students to connect their roles and responsibilities with the values of the Seven Teachings. Co-create statements that can be used when students collaborate to thank each other, provide praise, offer feedback and build relationships. Incorporate consensus building tasks so students learn to listen to one another, honour differing viewpoints and respect one another.