**Dorintosh Central School Culturally Courageous Land based Leadership Program (CCLL)**

**Project:** Culturally Courageous Land based Leadership (CCLL) **School:** Dorintosh Central School K-8 **Year:** 2017/2018

**Activity:**

**\***CCLL program has been developed through the **ADAPT** lens of Saskatchewan Ministry of Education. (2017). *Inclusive Education.* Regina, Saskatchewan.

**Framework(s):**

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| 40 Developmental Assets of Adolescents | Circle of Courage | Barometers of Influence | Truth & Reconciliation | Holistic View of Health |
| Search Institute. (2004). *Developmental Assets™, and Healthy Communities.* Minneapolis, MN | Source: Reclaiming Youth Network. “The Circle of Courage Philosophy.” 2007. (13 July 2007). | Hattie, J.A.C. (2003, October). Teachers make a difference: What is the research evidence? Paper presented at the Building Teacher Quality: What does the research tell us ACER Research Conference, Melbourne, Australia. Retrieved from <http://research.acer.edu.au/research_> conference\_2003/4/ | Truth and Reconciliation Commission of Canada, 2012 1500–360 Main Street Winnipeg, Manitoba R3C 3Z3 Telephone: (204) 984-5885 Toll Free: 1-888-872-5554 (1-888-TRC-5554) Fax: (204) 984-5915 E-mail: info@trc.ca Website: www.trc.ca | The Constitution was adopted by the International Health Conference held in New York from 19 June to 22 July 1946, signed on 22 July 1946 by the representatives of 61 States and entered into force on 7 April 1948. Later amendments are incorporated into this text. |
| * Support
* Empowerment
* Boundaries & Expectations
* Constructive use of Time
* Commitment to Learn
* Positive Values
* Social Competencies
* Positive Identity.
 | * Belonging
* Mastery
* Independence
* Generosity.
 | * Teacher Credibility
* Feedback
* Teacher Student Relationship
* Comprehension Strategies.
 | * Improved Education
* Culturally Appropriate Curriculum
* Improved Achievement
* Improved Parental Involvement
* Health Education Opportunities
* Right to Language & Culture.
 | Dimensions of Health:* Physical
* Emotional
* Mental
* Social
* Spiritual.
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**Curricular Connection**

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| **Learning Destinations K-8**  | **I can…** | **Activities** **(In order of Completion)** | **Circle of Courage**  | **Evidence (C**onversations, **O**bservations, **P**roducts) |
| **ELA:****Comprehend & Respond*** View/Listen/Read/Comprehend/Respond
* Construct meaning using B/D/A strategies
* View critically & demonstrate comprehension
* Listen critically to understand, gather info, follow directions, form an opinion, & analyse diverse opinions, points of view, biases, stereotypes, or prejudices
* Listen/Read/Analyse/Respond/Comprehend purposefully (contemporary/ traditional /Persuasive /Cultural /Classical)

**Compose & Create*** Visual, oral, written, & multimedia texts
* Create & present a group inquiry project
* Communicate meaning (B/D/A)
* Express feelings & View points using language
* Express info & ideas using language
* Speak (formal/informal), Write (sentence/paragraph), Represent.

**Assess & Reflect*** Appraise own & Others work (Viewing/Listening/Reading/Speaking/Writing/ Representing).
* Develop goal setting (Viewing/ Listening/ Reading/Speaking/Writing/ Representing).

**Science:****Life Science*** Needs and diversity of Living Things, & their communities, habitats, & ecosystems.
* Plant/ Animal growth & change (cells/tissues/organs/systems).

**Physical Science*** Senses (Light/Sound/Optics/5 senses)
* Forces & Energy (Magnetism/Electricity/heat & temperature/Motion/Flight/simple machines)
* States of Matter (Liquids & Solids, Mixtures & Solutions, Fluids & Density).

**Earth & Space Science*** Natural Surrounding (rocks, minerals, soil, erosion, Earth's crust)
* Seasonal Changes & Weather
* Air, Water, & the Environment
* Solar System.

**Social:****Interactions & Interdependence of Nations*** To examine the local, indigenous, and global interactions and interdependence of individuals, societies, cultures, and nations.

**Dynamic Relationships*** To analyze the dynamic relationships of people with land, environments, events, and ideas as they have affected the past, shape the present, and influence the future.

**Power & Authority*** To investigate the processes and structures of power and authority, and the implications for individuals, communities, and nations.

**Resources & Wealth*** To examine various worldviews about the use and distribution of resources and wealth in relation to the needs of individuals, communities, nations, and the natural environment, and contribute to sustainable development.

**Physical Education & Health:****Active Living & Understanding Skills & Confidences*** Enjoy and engage in healthy levels of participation in movement activities to support lifelong active living in the context of self, family, and community
* Develop the understanding, skills, and confidences necessary to take action to improve health.

**Skillful Movement*** Enhance quality of movement by understanding, developing, and transferring movement concepts, skills, tactics, and strategies to a wide variety of movement activities.

**Relationships & Decision Making*** Balance self through safe and respectful personal, social, cultural, and environmental interactions in a wide variety of movement activities
* Make informed decisions based on health related knowledge
* Apply decisions that will improve personal health and/or the health of others.

**Treaty Education:****Treaty Relationships*** Treaty relationships & sharing of knowledge, land, & resources (Meeting Obligations & Commitments/Colonization & Decolonization/ Impact on FNMI)
* Understanding of FNMI identity: languages, ceremonies, worldviews, and relationship to place and the land in Saskatchewan.

**Spirit & Intent of Treaties*** FNMI connections with Land guiding behaviour & actions
* Interconnectedness between thoughts, actions, and the implied and explicit intention of those actions (Honesty & Intension/Preservation & Promotion of Language/Residential Schools)
* Spirit and intent of Treaties (Oral/Symbolic/Written).

**Historical Content*** Cultural significance & fulfillment of needs through nature & land as expressed through stories, traditions, & ceremonies
* Traditional leadership, decision making, & self- governance of FNMI past & present
* Historical reasons for signing Treaties, benefits of Treaties to Treaty people, & relationships between governments & Treaties
* Political conditions of the past played and continue to play a significant role in both the Treaty reality of the present and the reality they have yet to shape (Indian Act).

**Treaty Promises & Provisions*** Impact of languages on Treaties & the spirit of intent of promises embodied within
* Treaty objectives of each party, benefits to all people, & the extent to which Treaty obligations have been met ( e.g. Bill C31)
* Role of Treaty Table & OTC
* Appreciate that Treaties are sacred covenants between sovereign nations and are the foundational basis for meaningful relationships that perpetually foster the well-being of all people.
 | * Develop listening, observing, and communication skills throughout all of our planned activities
* Develop before, during, and after strategies throughout all of our learning opportunities
* Welcome and develop relationships with school and community members
* Develop leadership skills
* Cultural Responsiveness
* Develop Leadership and Cultural Responsiveness using The Circle of Courage Model
* Develop a Culturally Responsive School Project
* Work well in a group setting
* Identify plants and wildlife
* Plan and follow a baking recipe
* Show appreciation for our bus drivers
* Learn how to clean a goose
* Learn the cultural importance of offering Tobacco and smudging when taking a resource from the land
* Be safe when preparing goose meat for a meal (cleaning/ butchering/ marinating/cooking)
* Build a fire,
* Build a shelter,
* Work well as a team
* Pack for a winter camping trip
* Learn how to net, clean, and prepare fish safely
* Snowshoes
* Cross-country ski
* Fundraise for people in need and show generosity and understanding
* Set up fishing rod, bait rod, and drop line in ice hole
* Safety when ice fishing
* Identify states of matter (liquid, solid, gas)
* Define and provide examples of holistic and sustainable land management
* Examine the interconnectedness of Holistic/Sustainable farming; investigate land use, people and relationships, and production
* Identify & Explain the hydrological cycle
* Identify First Nations ways of Knowing
* Identify and describe First Nations Traditional World View
* Participate in First Nations Art (Beading)
* Understand the importance of Tobacco and Tobacco offerings in the culture of Cree Nation.
 | **-**Dorintosh School Social-Leadership Camp-Scavenger Hunt-Smudging Teachings w/Oskayak Club-Bus Driver Appreciation-Goose Day-Ice Age Walk-Pumpkin Carving-Brain Walk-Blanket Exercise-SCC Cultural background presentation-Milk & Fitness Challenge-Fire/Shelter Building-Christmas Lighting-Winter Camping-Winter Fish Netting-Treaty Simulation-Ice Fishing-Telemiracle Lunch-Telemiracle Kidnap the Teachers-B-C Ranch-X-country SkiingSummer CampingCultural Art w/Judy Bear. | BelongingMasteryIndependence Generosity | C | O | P |
| **Comments:** * Leadership booklet, CCLL project plan.
* Feedback from community members and SCC
* Scavenger Item List.
* Baking Cake, Sharing cake with Bus Drivers.
* Group conversations, Group development of KWL charts.
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