Day 8

Circle of Courage

You and your student are invited to learn about the Circle of Courage, a program modelled on the form of the Native American Medicine Wheel. The core objective of the program is the enhancement of a child’s success through the development of four “spirits” or needs: Belonging, Mastery, Independence, and Generosity.

The focus of today’s exploration is the spirits of belonging and mastery. Belonging refers to working towards becoming a significant, accepted, and contributing member of the family, community, and world. The spirit of belonging also involves being able to build meaningful relationships with others.

Mastery refers to the need for students to experience the spirit of success and competence. Mastery is the foundation of and provides motivation for further learning achievements.

Every student needs opportunities to build a strong sense of mastery and a sense of success as a learner.
What You Need Today

**Calendar Time**
- Months of the Year Cards
- Season Cards
- commercial calendar
- weather stickers and graph
- calendar resources as required

**Math Time**
- interlocking cubes or various other types of counters

**Music and Movement**
- tape or CD of “O Canada” (optional)
- *Music and Movement in the Classroom* resources

**Sharing Time**
- no special resources required

**Letter and Word Time**
- Word Cards

**Project Time**
- Internet access (optional)

**Learning Centre Time**
- see chosen activity for resource suggestions

**Story Sharing Time**
- student chosen books
Calendar Time

Time recommended: flexible

Place the Month of the Year Cards and the Season Cards in front of your student. Discuss the names of the seasons and what type of weather you usually have during each season.

With your student, read the Months of the Year Cards and Season Cards.

In random order, hold up Month of the Year Cards. Guide your learner to identify the associated season for each month by giving clues such as “In this month, the weather is warm. In which season is the weather warmest: summer, winter, fall, or spring?”

Continue until all months have been placed with the correct season.

Complete the sentence starters, “Yesterday was”, “Today is”, and “Tomorrow will be”.

Yesterday was
Today is
Tomorrow will be

Today is
Tomorrow will be
Weather Picture Graph

Have your student check the weather outside and then complete the sentence starter “Today the weather is”.

Next, have your learner choose the correct Weather Stickers and glue them onto the appropriate square on the Weather Picture Graph begun on Day 1.

Last, guide your student to complete the sentence starter “Today the weather is”.

<table>
<thead>
<tr>
<th>Day</th>
<th>Weather</th>
</tr>
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<tbody>
<tr>
<td>Day 1</td>
<td>sunny</td>
</tr>
<tr>
<td>Day 2</td>
<td>cloudy</td>
</tr>
<tr>
<td>Day 3</td>
<td>rainy</td>
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<tr>
<td>Day 4</td>
<td>cold</td>
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<tr>
<td>Day 5</td>
<td>hot</td>
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<tr>
<td>Day 6</td>
<td>warm</td>
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<tr>
<td>Day 7</td>
<td>windy</td>
</tr>
<tr>
<td>Day 8</td>
<td>cloudy</td>
</tr>
<tr>
<td>Day 9</td>
<td>snowy</td>
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</table>

Today the weather is sunny, rainy, hot.
Math Time

Time recommended: 30 minutes

From yesterday’s Math Time, review the number of noses and eyes in your family. Encourage your learner to recount the number of each and check these numbers with the recorded numbers from yesterday’s lesson.

It’s time to

• list “one” and “two” body parts
• count the number of “one” and “two” body parts in the family
• check your results by making a tower of interlocking cubes, one cube for each nose and two cubes for each pair of eyes

Talk about and list other body parts that we have only one of such as head, chin, smile, and heart.
On the following “one body part” page, draw and label a picture of three single body parts.

<table>
<thead>
<tr>
<th>Body Parts of One</th>
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</thead>
<tbody>
<tr>
<td>Drawing</td>
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</table>

Across from the name of the “one body part”, list the number of times this body part is represented in your family. Ask your learner if this number is the same as the number of noses in your family. Encourage your learner to explain how he or she knows the numbers are the same.

After the number is recorded, ask your learner to use interlocking cubes or another type of counter to make a representation of the number of a “one body part” in your family. If possible, ask your learner to make a “tower of one body part” by snapping and counting interlocking cubes together, one at a time.

When the tower is complete, ask your learner how many cubes there are and how he or she knows. It may not be obvious to your student that the number of interlocking cubes in the tower is the same as the number of all “one body parts” in your family.
<table>
<thead>
<tr>
<th>Body Parts of One</th>
<th>Drawing</th>
<th>Number</th>
<th>Body Part</th>
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</tbody>
</table>
Talk about and list body parts that we have two of such as ears, hands, legs, and feet.

On the following “two body part” page, draw and label a picture of three separate body parts.

<table>
<thead>
<tr>
<th>Drawing</th>
<th>Body Part</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td><img src="image" alt="elbows" /></td>
<td>elbows</td>
<td>12</td>
</tr>
<tr>
<td><img src="image" alt="knees" /></td>
<td>knees</td>
<td>12</td>
</tr>
<tr>
<td><img src="image" alt="feet" /></td>
<td>feet</td>
<td>12</td>
</tr>
</tbody>
</table>

Across from each set of the “two body parts”, list the number of times this body part is represented in your family. Ask your learner if this number is the same as the number of eyes in your family. Encourage your learner to explain how he or she knows the number is the same.

Across from the name of the “two body parts”, list the number of times this body part is represented in your family. Ask your learner if this number is the same as the number of noses in your family. Encourage your learner to explain how he or she knows the numbers are the same.

After the number is recorded, ask your learner to use interlocking cubes or another type of counter to make a representation of the number of “two body parts” in your family. If possible, ask your learner to make a “tower of two body parts” by snapping and counting interlocking cubes together, one at a time.
<table>
<thead>
<tr>
<th>Sets of Two Body Parts</th>
<th>Number</th>
<th>Body Part</th>
<th>Drawing</th>
</tr>
</thead>
<tbody>
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</table>
**Music and Movement**

**Time recommended: 30 minutes**

Begin by singing of “O Canada” in French and English. Review proper etiquette during the singing of the national anthem. Respectful procedures to consider are standing tall with hands at your sides, focusing attention on the Canadian flag, and removing your hat if you are wearing one.

Let’s

- review the singing of “O Canada” in French and English
- read and clap sets of four Note Cards
- clap a rhythm pattern that grows in length
- sing the song “Bingo”

Cut out the following Note Cards. While cutting out the cards, review how to clap each Note Card. After cutting out the cards, shuffle them and lay them face down on the table.

Ask your learner to choose four Note Cards and place them face up in a row. Guide your learner to read and clap sets of four Note Cards. Continue reading and clapping the Note Cards for a few more rounds.

Turn to Lesson 27 in the *Music and Movement in the Classroom* taped resource again and complete the activities. Adapt the activities to your situation.
Circle of Courage • Day 8

Ta
Clap once for each count of 1

Ti-ti
Clap twice for each count of 1

Ta-a
Clap once for a count of 2 (clap on second count)

Ta
Clap once for each count of 1

Ti-ti
Clap twice for each count of 1

Ta-a
Clap once for a count of 2 (clap on second count)

Ta
Clap once for each count of 1

Ti-ti
Clap twice for each count of 1

Ta-a
Clap once for a count of 2 (clap on second count)
Circle of Courage • Day 8

Ta
Clap once for each count of 1

Ti-ti
Clap twice for each count of 1

Ta-a
Clap once for a count of 2 (clap on second count)

Ti-ti
Clap twice for each count of 1

Ta-a
Clap once for a count of 2 (clap on second count)

Ta
Clap once for each count of 1

Ti-ti
Clap twice for each count of 1

Ta-a
Clap once for a count of 2 (clap on second count)

Print this page.
Sharing Time

Time recommended: 30 minutes

During Days 8 and 9 of this module, you will focus your young citizen’s attention on the Circle of Courage. This self-worth philosophy was developed by Larry Brendtro, Martin Brokenleg, and Steven Van Bockernis.

It’s time to

- learn about the Native American Medicine Wheel and the Circle of Courage
- discuss the importance of belonging to a caring community and achieving learning goals

The Circle of Courage invites young people to

- see themselves as belonging to a whole – “I am loved.”
- use generosity to contribute their wisdom to their community – “I have a purpose for my life.”
- draw on their inherent mastery of life to share their ideas and thoughts – “I can succeed.”
- take the step forward as independent people – “I have the power to make decisions.”
A central purpose of traditional aboriginal life was the education and empowerment of children. Refined over 15,000 years of civilization and preserved in oral traditions, this knowledge is little known outside the 200 tribal languages that cradle the Native Indian cultures of North America.

Fostering self-esteem is a primary goal in socializing all children. There are four basic components of self-esteem: significance, competence, power, and virtue. Traditional Native American educational practices address each of the following four bases of self-worth.

1. Significance is nurtured in a cultural environment that celebrates the universal need for belonging.

2. Competence is ensured by guaranteed opportunities for mastery.

3. Empowerment is fostered by encouraging the expression of independence.

4. Virtue is reflected in the value of generosity.
Show your learner the following Circle of Courage in the form of the Native American Medicine Wheel. Discuss the meaning of the word **courage**, and if necessary, use the definition in the margin to guide your learner’s understanding.

**courage**: the strength to face challenges without fear
Explain to your learner that the important ideas represented in the Circle of Courage are shown on the Native American Medicine Wheel—a sacred symbol representing the wholeness of life.

Virginia Driving Hawk Sneve describes this sacred circle in the following way.

*The circle is a sacred symbol of life...individual parts within the circle connect with every other; and what happens to one, or what one part does, affects all within the circle.*

The Medicine Wheel has four parts: north, south, east, and west. The number four is sacred to the culture because Native American people see a person as standing in the middle of a circle with four directions from which to choose.
The important ideas shown in the Circle of Courage illustrate how feeling good about oneself, learning, and responsibility come from feeling successful in four key areas: **Belonging** (Significance), **Mastery** (Competence), **Independence** (Empowerment), and **Generosity** (Virtue).

Tell your learner that today you will introduce the **Belonging** and **Mastery** areas of the Circle of Courage.

**Spirit of Belonging**

In the Circle of Courage, the spirit of belonging is positioned in the east, where the sun rises – the place of beginning. Nothing else can happen until the roots of belonging start to grow.

In traditional Native society, all adults had the duty to serve as teachers for young people. Raising children was not just the responsibility of parents, but children were nurtured within a larger circle of significant others.

The moment of birth is referred to as “the opening of the doorway into the lodge of life”. The child enters the lodge of life, which on this earth is the lodge of our experiences in this world. From the moment of birth, the child has entered the Good Life. The Good Life means that the child senses acceptance, feels affection, and knows that he or she will be cared for and given nourishment.
Day 8 • Circle of Courage

The Good Life stage builds the foundation of belonging that will help guide, nourish, and direct young people as they follow their path through life.

Encourage your learner to share what he or she has learned about belonging to family, a special group, and community. Also, review what it means to belong from your discussion of this topic on Day 3 and from the reading of the book *The Moccasin Goalie* by William Roy Brownridge. Emphasize how important it is for each person to feel a sense of strong ties and bonding with family and the community.
Spirit of Mastery

The second part of the Circle of Courage is mastery.

Father gave me my first pony and also my first lesson in riding. The pony was a very gentle one and I was so small that he tied me in place on the pony’s back. In time, I sat on my horse by myself, and then I rode by father’s side. That was real achievement, for I was very small indeed.

Standing Bear

To become a capable and responsible citizen, it is important to seek more skills and knowledge and be willing to fail or look unskilled when trying new things. People who do not feel good about learning fear failure, may refuse to try a task for fear of failure, give up easily, do not want to try things on their own, and sometimes ridicule the learning efforts of others.

Encourage your learner to share what he or she has learned about learning new things. Also, talk about what the children were learning in the story The Moccasin Goalie by William Roy Brownridge. Emphasize how important it is for each person to feel a sense of accomplishment or “I can....”
Scribe your learner’s stories on the following **I feel like I belong when...** and **I learned...** pages. Also scribe three learning wishes that your student would like to achieve on the **My Three Learning Wishes** page. Encourage your learner to talk about the people involved, the challenges, and any other pertinent information.

You could also record, on a tape or DVD, your learner’s stories and wishes. These belonging, mastery, and wishes stories would be wonderful keepsakes. When not in use, place the recording in the Celebration Folder.
I feel like I belong when ...

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My Three Learning Wishes

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Letter and Word Time

Time recommended: 30 minutes

Today, you will be working on the “ip” word family with your learner. Print the word dip on a Word Card.

Ask your student to name the three letters found in the word dip. Use slow-as-a-snail talk to sound out each letter in the word, and then say the word.

Guide your learner to think of as many words as he or she can that rhyme with the word dip such as lip, nip, rip, sip, zip, ship, tip, clip, flip, snip, chip, slip, and whip. Explain how some of the two letters in front of the “ip” blend together to make special sounds such as in the words ship, snip, chip, slip, and whip.

Guide your learner to print each “ip” rhyming word on a Word Card.

Shuffle the Word Cards and lay them face down on the table. Take turns turning a Word Card face up and using slow-as-a-snail talk to say the word. Then, say the word as it is usually spoken.
Project Time

Time recommended: flexible

Tell your child that in First Nation cultures, shortly after a child is born, the parents look for a “dreamer of names”. This “dreamer of names” is someone who is gifted at finding a name for a child. The person with such a gift is able to look back into the Spirit Realm to find the name that was already destined for the child when the Spirit began its journey to this earth. The name that is searched for is the name for the very Spirit of the child. This name is considered the child’s real name.

The child’s name is sought shortly after birth because of its importance to the life of the child. This name will carry the child throughout the whole length of his or her journey through life.

A native child’s name represents his or her identify as a person. It is the identity of his or her spirit. Contained in the name is the purpose of the child’s life, and it tells people about the kind of person the child is. As the child carries his or her name through life, it shapes and gives meaning to the journey through life. It is said that, without a name, it would be very difficult for us to follow the trail of life. We must carry our name well and, in return, it will carry us.

Record the meaning of ten different chosen names such as Peeheesoo, which means Thunder Spirit in the Cree language. Use the Internet or books about names at your local library to do your research. Record this information on the following page, and then place it in the Celebration Folder.
## Names and Their Meanings

<table>
<thead>
<tr>
<th>Name</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peeheesoo</td>
<td>Thunder Spirit</td>
</tr>
</tbody>
</table>

### Additional Entries

<table>
<thead>
<tr>
<th>Name</th>
<th>Meaning</th>
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Learning Centre Time

Time recommended: flexible

Invite your learner to “sign in” to the chosen centre using his or her first and last name.

Today, your learner may choose to participate in one or more of the following First Nation craft ideas or search the Internet or your local library for crafts related to a culture of your choice. Continue to keep the Block Centre, House Centre, Library/Listening Centre operational for creative ideas of your learner’s own choosing.

Totem Pole Centre

Make a totem pole from a paper towel tube. If possible look at some pictures of totem poles from the Internet or books from the library.

Totem poles were originally made by the Tlingit Indians of the Pacific Northwest coast of North America. Traditionally, each totem pole tells the story of a Native American family’s ancestral spirits and family history. This story is pictured in human and animal form. These carvings depict the spirits as people, mythical beasts, and wildlife treasured by the Tlingit Tribe. These huge, wooden poles often show the bald eagle, grizzly bear, moose, beaver, otter, mountain goat, wolf, whale, porpoise, seal, sea lion, and salmon.
Supplies

- paper towel tube
- crayons, tempera paint, or markers
- few sheets of brown construction paper
- transparent tape, white glue
- 2 craft sticks

Procedure

Step 1: Wrap a piece of construction paper around a paper towel tube to see what size paper you will need.

Step 2: Allow about a half-inch overlap around the tube so you can glue the edges together more easily. Trim the paper to the right height and width.

Step 3: Draw lines to divide the paper into four or more horizontal sections. Have your young artist draw a different animal head in each section. Place most of the facial details in the middle of each section.

Step 4: Wrap the decorated construction paper around the paper towel tube and glue the seams.

Step 5: Draw wings or arms for some of the animals. Cut them out and decorate them. Glue the wings to the back of the totem pole at the appropriate place.

Step 6: Glue two craft sticks to the base of the totem pole so that it will stand upright. (Hot glue works well for attaching the sticks together and joining them to the totem pole. If you use hot glue, be sure your learner stands an appropriate distance away.)
Tepee Centre

Many Native American tribes made tepees from long tree limbs and animal hides (*Tepee* is sometimes spelled *tipi* or *teepee*). The word tepee is made from two other Indian words that meant “a place for living”.

If your learner chooses this centre, you will guide him or her to make a model tepee using a brown paper grocery bag and twigs.

**Supplies**

- four straight twigs (each about a foot long)
- yarn, twine, or a rubber band
- a large, brown paper grocery bag
- scissors
- a pencil
- crayons, tempera paint, or markers
- transparent tape

**Procedure**

**Step 1:** Bind the twigs together loosely about 10 cm (3 inches) from the top using yarn, string, or a rubber band. Gently adjust the twigs so that they form a tepee shape.
Step 2: Holding the tepee on its side above a piece of scrap paper, trace the outline of one side of the tepee. This shape will be your pattern for making the tepee. Cut out your triangular template.

Step 3: Open a large paper bag by cutting along its seam. Lay the triangle pattern on the opened bag and trace its outline.

Step 4: Trace the triangle pattern three more times with the long edges touching.

Step 5: Cut out this large shape (polygon) along the outside edge. Cut a door shape at the base of one of the triangles.

Step 6: Fold the paper along each of the pencil lines. Then, form the paper into a tepee shape and tape the edges together.

Step 7: Snip off the top of the tepee so the twigs will go through the hole. Place the twigs into the tepee, and then tape them into place so each twig is taped along a fold line.

This twig is perfect for a tepee.
Dreamcatcher Centre

Dreamcatchers are from Native American lore. It is believed that they trap bad dreams and let the good dreams filter down to the sleeper.

Supplies
- a bendable twig about 30 cm (1 foot) long
- thin wire
- twine
- beads with large holes
- a few feathers

Procedure

Step 1: Make a hoop from a twig by wrapping a short length of thin wire around the overlapping ends.

Step 2: Cut approximately 60 cm (2 feet) of twine. Tie one end of the twine to the twig hoop. String a few beads onto the twine and push the beads toward the tied end. Wrap the twine around the other side of the hoop.

Step 3: String a few more beads on the twine, and then wrap the twine around the far side of the hoop. Repeat until an interesting webbing design is created.

Step 4: Tie a short length of twine on the hoop. String a bead or two on it, and then tie a feather onto the end. Repeat this same procedure two or three more times. Hang the Dreamcatcher over your bed.
Story Sharing Time

Time recommended: flexible

 Invite your learner to choose several favourite or topic of interest books to read with you such as those listed below.

 Enjoy this time together!

 - *My Kokum Called Today* by Iris Loewen.
 - *I Can’t Have Bannock But the Beaver Has a Dam* by Bernelda Wheeler

 Some possible Native American legends that your learner may be interested in reading with you are as follows:

 - *All Around the Village*
 - *Chakapesh Snares the Sun*
 - *Come Back Snow*
 - *The Magic Chair, Mittens for Tony*
 - *Nanabush and Rabbit*
 - *The Old Woman Who Sang to a Wigwam*
 - *On Our Way, Rosie’s Feast*