

# Trailblazing Indigenous Pathways Through Social and Emotional Wellness

---



**Hunelht'ih?**

**Hadih**

**Dahooja**

**Weyt-kp**

**Tansi**

**Welcome**

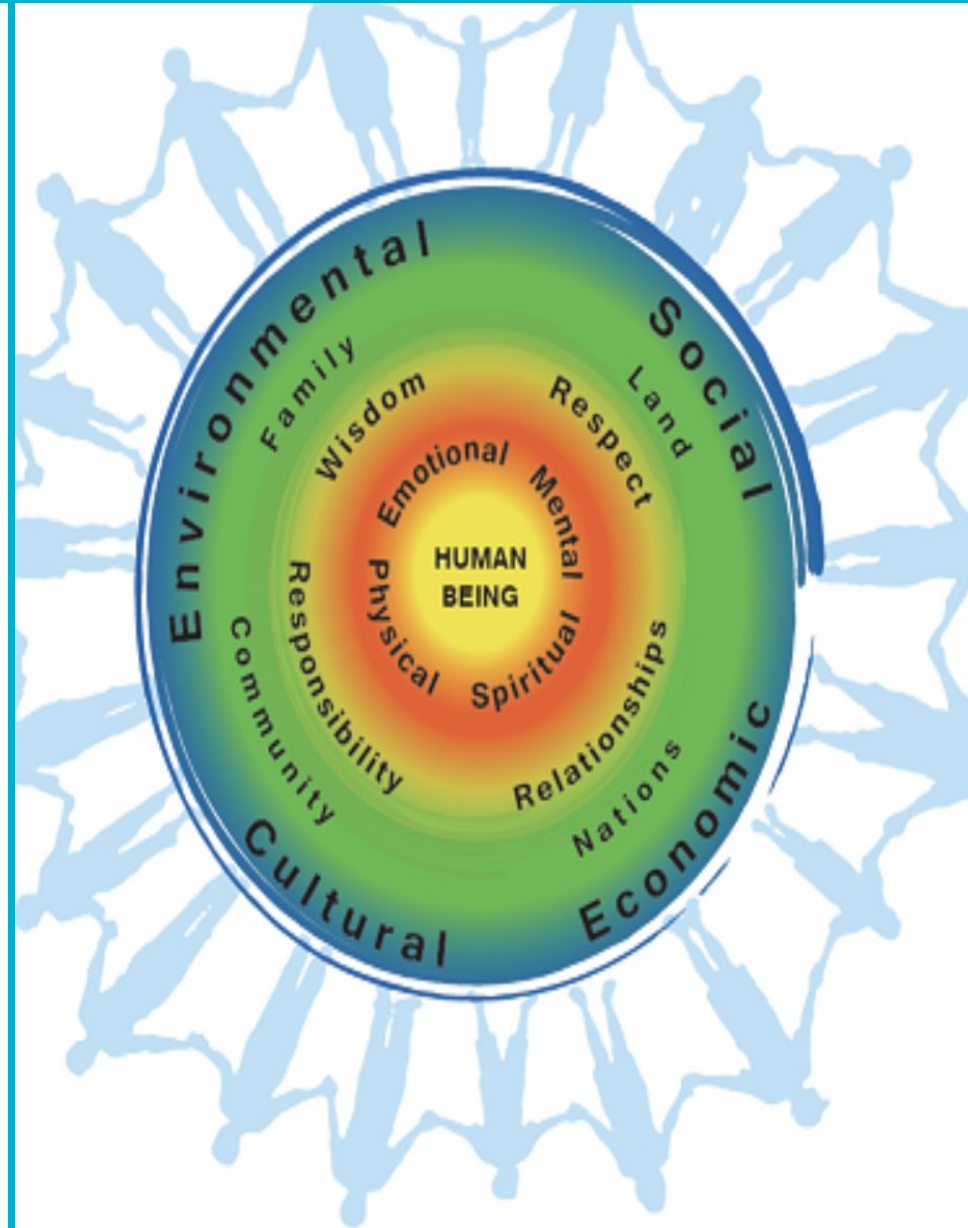
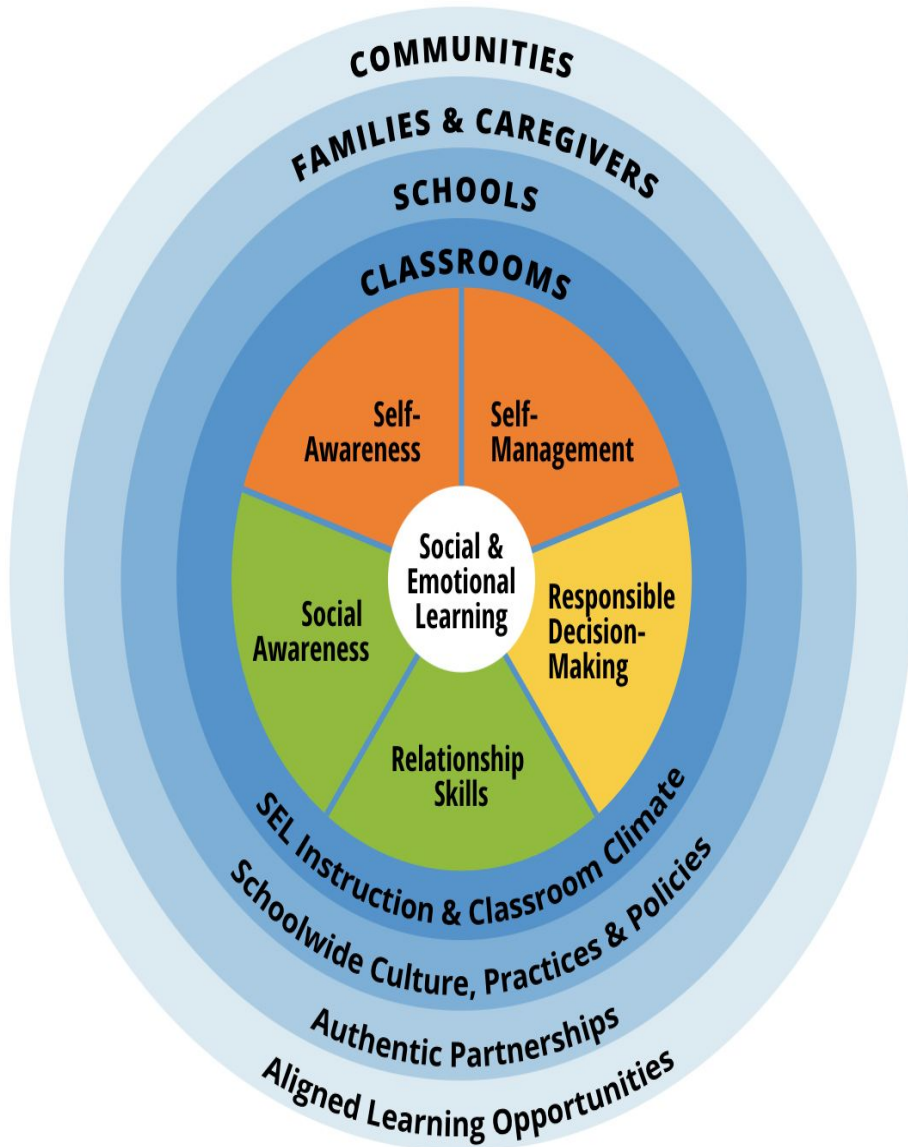
A SEL Wheel and a Wellness Circle

Context of First Peoples' Principles of Learning

Making Connections Activity

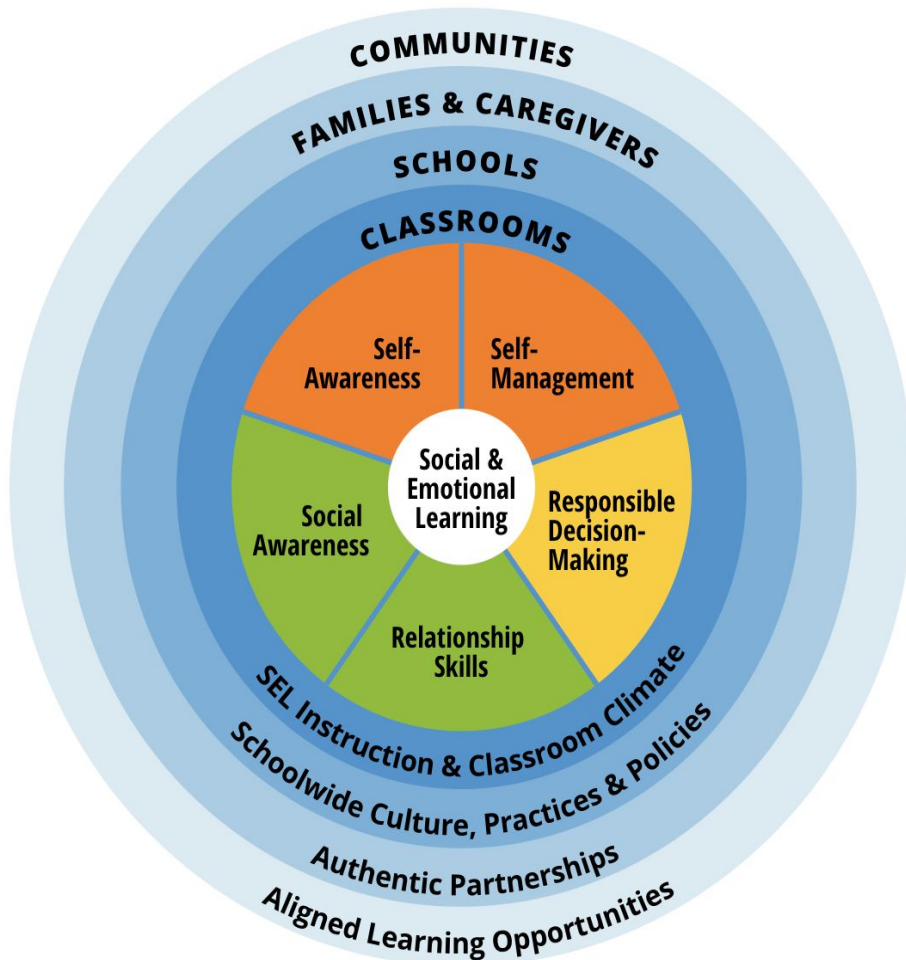
Reflecting on Our Wellness Journey

# Spot the Similarities and Differences

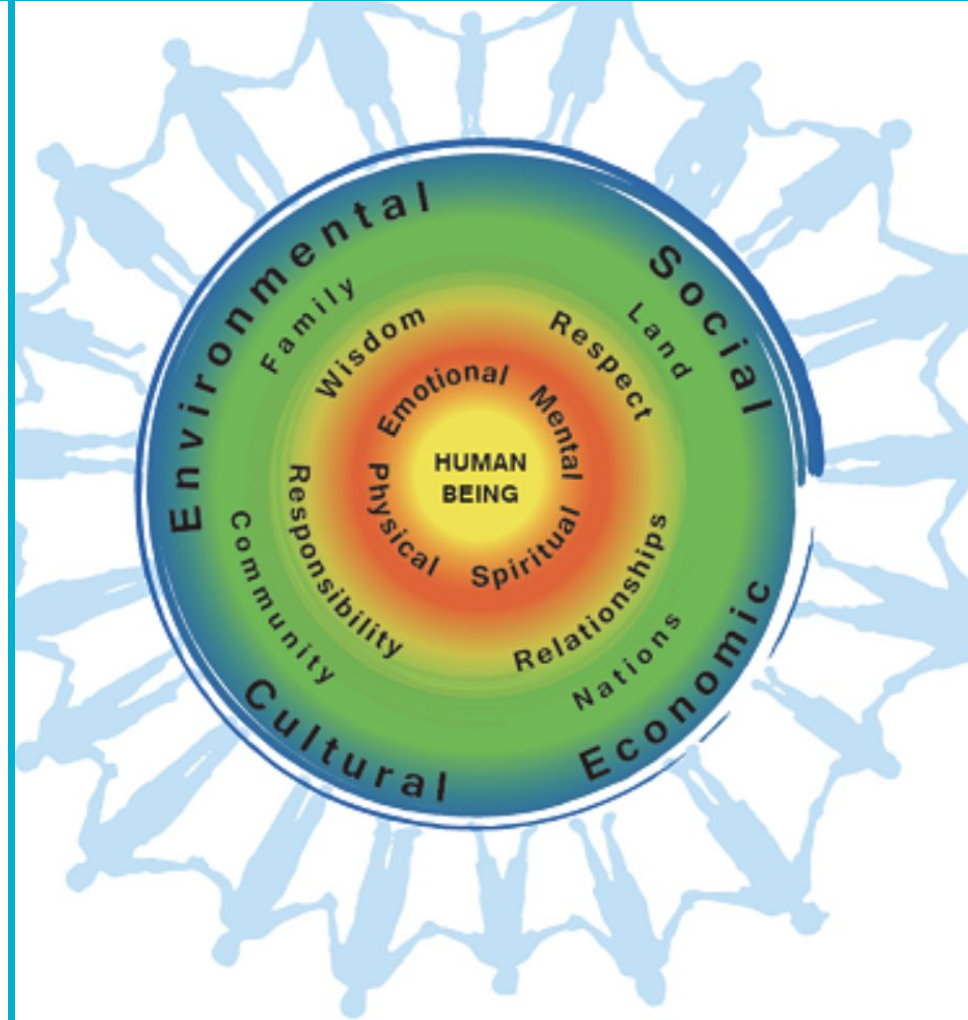


# A SEL Wheel and a Wellness Circle

## CASEL Wheel



## First Nations Perspective on Health and Wellness

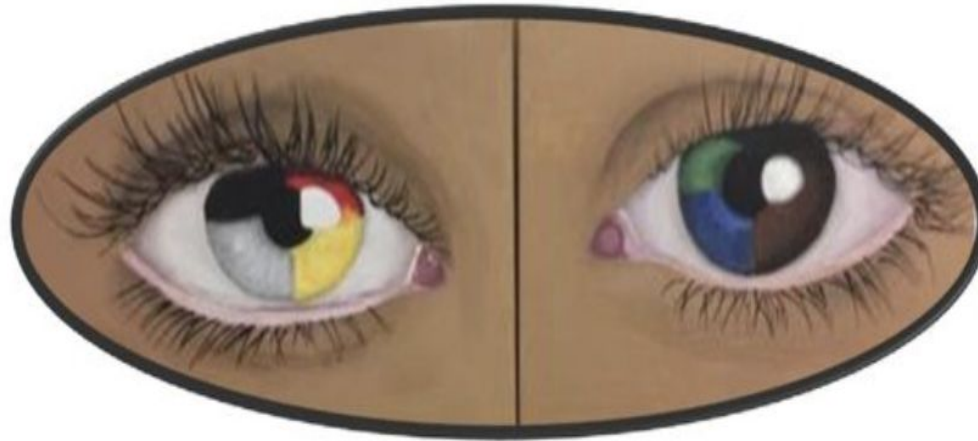


<https://casel.org/fundamentals-of-sel/what-is-the-case-l-framework/>

<https://www.fnha.ca/wellness/wellness-for-first-nations/irst-nations-perspective-on-health-and-wellness>

Term coined by Mi'kmaw Elder, Albert Marshall, 2004.

Learning to see  
from one eye with  
the strengths of  
Indigenous  
knowledges and  
ways of knowing



Learning to see  
from the other eye  
with the strengths  
of Western  
knowledges and  
ways of knowing

...learning to use both eyes together for the benefit of all.

# Etuaptamumk: Two-Eyed Seeing



**First Peoples  
Principles of Learning (FPPL) and  
Collaborative for Academic, Social, and  
Emotional Learning (CASEL)**

# First Peoples Principles of Learning

- Learning from First Peoples worldviews
- BC Ministry of Education mandated Indigenous knowledge and perspectives in K-12 Curriculum and assessment
  - <https://curriculum.gov.bc.ca/curriculum/indigenous-education-resources/indigenous-knowledge-and-perspectives-k-12-curriculum>
- 9 principles developed by First Nations Education Steering Committee (FNESC)
  - <http://www.fnesc.ca/>

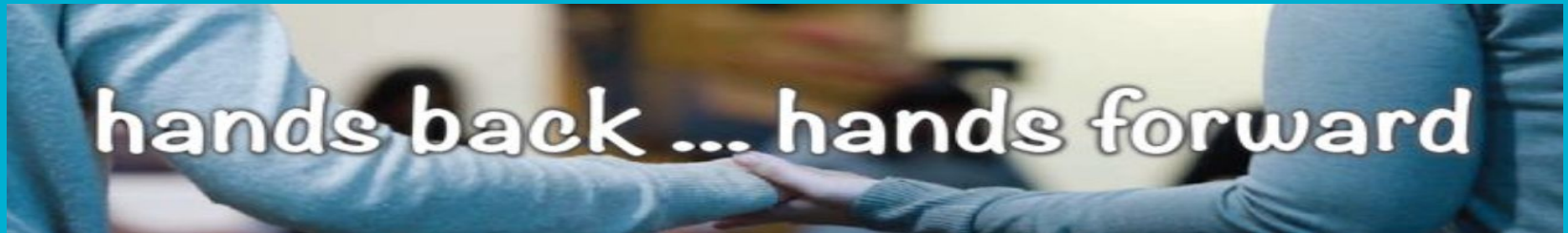
**Learning ultimately supports  
the well-being of the self, the  
family, the community, the land,  
the spirits, and the ancestors.**





## FPPL:

**Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.**



## CASEL:

**When schools & families form authentic partnerships, they can build strong connections that reinforce students' social and emotional development.**

**Community partners often provide safe and developmentally rich settings for learning and development, have a deep understanding of community needs and assets, and have connections to additional supports.**



Learning is holistic, reflexive,  
reflective, experiential, and  
relational.



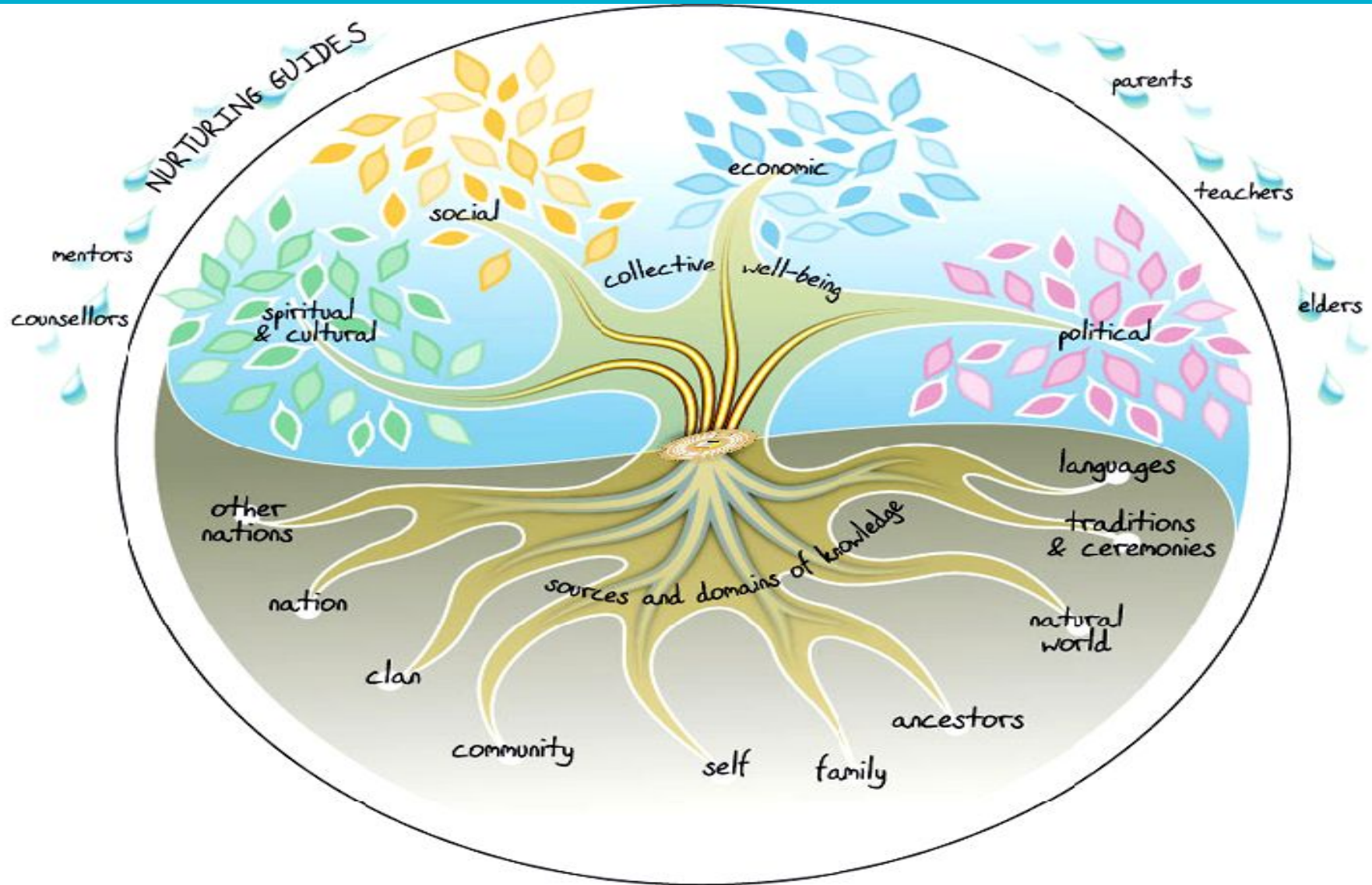


**FPPL: Learning is holistic, reflexive, reflective, experiential, and relational.**

**CASEL:**

**Responsible decision-making: the abilities to make caring and constructive choices about personal behaviour and social interactions across diverse situations.**

# Learning involves the role of Indigenous knowledge.



# FPPL: Learning involves the role of Indigenous knowledge.

## CASEL:

**Relationship skills:** demonstrating cultural competency. This includes the capacities to navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.



**Learning involves recognizing the consequences of one's actions.**



FPPL:

Learning involves recognizing the consequences of one's actions.

CASEL:

Self-Management: the abilities to manage one's emotions, thoughts, and behaviours effectively in different situations and to achieve goals and aspirations.



<https://flic.kr/p/2kRBo31>



**Learning is embedded in  
memory, history, and story.**





**FPPL: Learning is embedded in memory, history, and story.**

**CASEL:**

**School efforts should engage families in understanding, experiencing, informing, and supporting the social and emotional development of their students.**



Learning involves patience  
and time.





**FPPL: Learning involves patience and time.**

**CASEL:**

**SEL instruction is carried out most effectively in nurturing, safe environments characterized by positive, caring relationships among students and teachers.**

# Learning involves generational roles and responsibilities.



# FPPL: Learning involves generational roles and responsibilities.



## CASEL:

Families and caregivers are children's first teachers, and bring deep expertise about their development, experiences, culture and learning needs.

# Learning requires exploration of one's identity.



# FPPL: Learning requires exploration of one's identity.

## CASEL:

To facilitate age-appropriate and culturally responsive instructions, adults must understand and appreciate the unique strengths and needs of each student and support students' identities.



Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

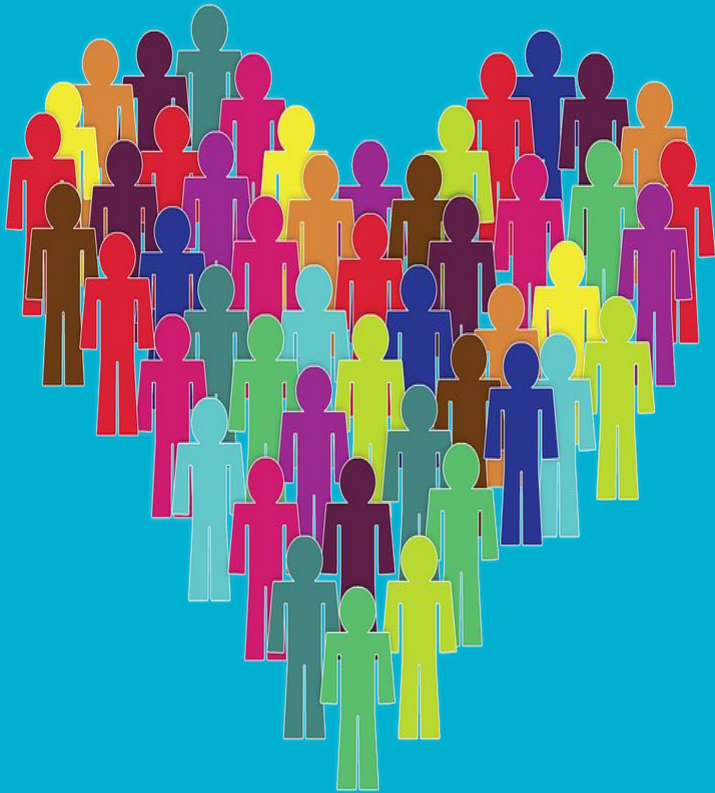




**FPPL: Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.**

**CASEL:**

**Schools need inclusive decision-making processes that ensure that families – particularly those from historically marginalized groups – are part of planning, implementing and continuously improving SEL**





# Making Connections

# Making Connections

Select one image that you feel represents, resonates and/or connects to one of the First Peoples Principles of Learning.

On padlet, discuss how you feel the image represents, resonates and/or connects to the principle you have selected.

[https://padlet.com/johanna\\_s/FPPL](https://padlet.com/johanna_s/FPPL)

If you finish early, you may wish to use the same image to discuss another principle or you may wish to select another principle and image to discuss.



# Reflecting on Our Wellness

[https://www.fnha.ca/WellnessSite/WellnessDocuments/Wellness\\_Diary.pdf](https://www.fnha.ca/WellnessSite/WellnessDocuments/Wellness_Diary.pdf)

# Self Assessment

## Where Am I?



Use the guiding questions below to fill in your wellness wheel. While examples are provided, this is your journey, feel free to interpret each quadrant as you see fit.

### Physical

#### **PHYSICAL HEALTH**

Do you have any health conditions that currently are affecting you? If you have no health concerns you would shade in 100% of the slice.

#### **FUN/RECREATION**

Are you satisfied with the amount of time you have for your hobbies and sports?

### Spiritual

#### **CULTURE/TRADITION**

Are you satisfied with the amount of participation you engage in your culture or your traditions?

#### **NURTURING YOUR SPIRIT**

Are you taking care of your spirit? (ceremonies, religion, meditating, creative expressions etc).

### Emotional

#### **SIGNIFICANT OTHER**

Are you satisfied with the intimate relationship you are in?

#### **FAMILY & FRIENDS**

Are you satisfied with the relationships you have in your life?

### Mental

#### **CAREER**

How satisfied are you in your job/career? Are you achieving an ideal work/life balance?

#### **STRESS MANAGEMENT**

Are you managing your stress? (yoga, deep breathing, physical activity, being on the land, etc).

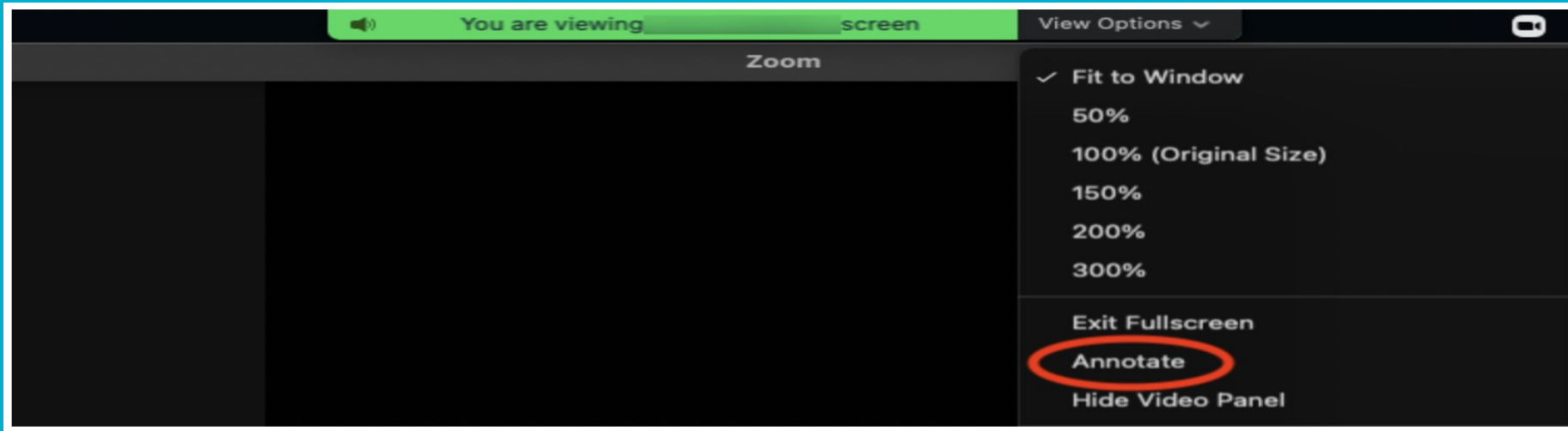
# YOUR Wellness Wheel

# YOUR Wellness Circle

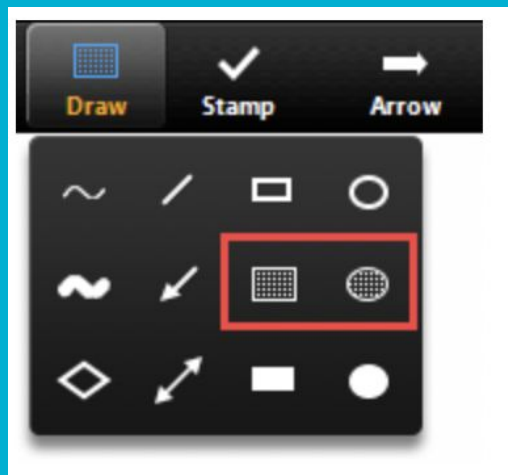
---

Wellness is a balance of many factors. With the wellness circle, use annotate on Zoom to show the level of satisfaction in each area of your life. Consider your satisfaction in your physical, spiritual, emotional and mental health and wellness.

# Annotate on Zoom



Once you select Annotate either as a participant or as the one sharing the screen, you will see the annotation bar appear (see image).



**Emotional**

**Spiritual**

significant other

culture & tradition

family & friends

nurturing spirit

1  
2  
3  
4  
5  
6  
7  
8  
9  
10

10 9 8 7 6 5 4 3 2 1 1 2 3 4 5 6 7 8 9 10

stress management

physical health

**Mental**

**Physical**

career satisfaction

fun & recreation

1  
2  
3  
4  
5  
6  
7  
8  
9  
10



# Acknowledgment

Making Connections Activity Developed by Dr. Jan Hare,  
Anna Keefe, & Dr.Sara Davidson