

LOCALLY DEVELOPED COURSE OUTLINE

Medicine Wheel (Elder Chronicles)1:

Submitted By:

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Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-3	62.50	09/01/2021	08/31/2025	Developed	Authorization	G10

Course Description

For millennia North and South American cultures have seen the Medicine Wheel as a powerful way to pass on traditions vital to their worldview. The Medicine Wheel encompasses all the teachings and traditions of their worldview. For millennia, people learned the circle process or the Medicine Wheel, to follow a balanced life in good health and in doing so, to learn to contribute to their community as a whole person, to create a lasting life worth living. There is a learned shared responsibility in this process. The Medicine Wheel teaches that to share is seen as a strength, a contribution to the community's well-being and in turn, each person's quality of life.

The Medicine Wheel is both a deeply personal learning experience and a reflection of the collective values and traditions of a culture and a worldview shared by the people. To find balance in the Medicine Wheel is to create relationships that facilitate learning, share with others, and live in balanced relationship with nature. One learns to self-regulate individual behaviour at an early age. From infancy, people begin to learn the skills, knowledge and attitudes a people need to develop an internal locus of control that, through relationship, help to ensure the survival of their people, by helping to maintain order in their society. By adhering to the details of past practice, technologies and solutions, people learn how the circle process ever widens their understanding of the universe.

Implicit in this self-regulatory behaviour is the balance needed to create an internal locus of control. Internal social control is seen in people living in balance within their own lives and with the lives of others that share the same worldview; the balance found in the Medicine Wheel to keep order in the society, community and the family. As a culture of people, finding balance within the Medicine Wheel emphasized traditions, relationship and sharing to build order. Individual needs and wants must be balanced within the Medicine Wheel with those of the family, community and society. The ethics taught through relationship with others also has an accountability in the teaching and learning within the Medicine Wheel as it follows the circle process, from the East to South to West to North.

As a teaching and learning tool, the Medicine Wheel may be seen as a holistic model to explain a shared worldview and to also show people how to build a healthy life by applying practical principles that have evolved into traditions and customs from the four directions. As a model, the Medicine Wheel reveals the macrocosm of the universe by teaching traditions as they relate to the daily lives of people. There is a constant interplay among the microcosmic world and with all things. These teachings, often based on practical technologies, tried and

true methods to survive the elements also demonstrate the importance of healthy balanced living. These survival techniques were held to be so essential, that they became tradition - part of their worldview and belief system learned within the Medicine Wheel. Aligning proven technologies with culture learning to contribute and to share, self-regulation with implicit relational responsibility all to a natural ethos of lifelong learning, *the Medicine Wheel is the circle process in constant action*. While we “see” it as a two-dimensional model, in life it is an all-encompassing, multi-dimensional experience.

A pervading theme in the Medicine Wheel teachings is balance. This is a complex balance; one found in balancing the four directions as they represent human and natural elements of the world. Values such as the land, cooperation, order, tradition, family and personal growth are integral to the Medicine Wheel. A person who lives a balanced life (physical, mental, social, emotional and spiritual) will be a role model for others to live healthy lives in connection with the shared worldview. As it represents life itself, it takes a lifetime to come to an understanding of the Medicine Wheel. This ethos of lifelong learning is assumed within this holistic teaching and learning model.

Course Prerequisites

None

Sequence Introduction (formerly: Philosophy)

Medicine wheels are an integral part of cultural learning and balanced, healthy living. As part of the series “The Elder Chronicles”, *The Medicine Wheel 15* builds on the teachings of beading (balanced design as symbolic of finding balance in life), the Tipi Teachings (a tipi must be symmetrical to be “true” and also symbolizes the harmony of human life with the cosmos) and the Grandfather Teachings (a holistic set of values toward good conduct). Knowledge gained from the Medicine Wheel is both conceptual and procedural. It is an abstract concept – a teaching tool, and a practical path to find balance in one’s life.

Student Need (formerly: Rationale)

Practical workplace skills. Learning to cultivate a balanced life as symbolized by the medicine wheel is a proactive, holistic prescription for healthy living. It may be applied to the individual, the family, community, world and cosmos. Inherent in these teachings is the respect for and application of natural cooperation with others. This is an invaluable tool in our workplace today.

Diversity. Learning circles can be found in most cultures; Indigenous cultures, Buddhist cultures, “medicine wheels” can be found on every continent. Further, the colours of the medicine wheel denote the four “races” of humanity, their value and inherent tolerance and understanding that comes from seeing all people as one.

Wellbeing. The Medicine Wheel can be used to maintain good health in all areas of human endeavour. The overarching concept is to focus on all directions of the circle – or attend to the entire circle in a holistic way.

Most cultures begin with a form of meditation to sharpen focus and to appreciate the traditional importance of the symmetry of design and connection to the cosmos. They can offer the student a sense of connection to the land, to family, community and traditional methods of construction.

This continual process of balancing – of seeking equilibrium is of practical and cultural value.

Scope and Sequence (formerly: Learner Outcomes)

- 1: The Medicine Wheel may be used as a teaching tool.
- 2: Indigenous peoples use the Medicine Wheel to teach about their worldview, the customs of their people.
- 3: Respect for one's own cultural Medicine Wheel fosters respect for a diversity of cultures' teaching circles.
- 4: Learning to find balance in life contributes to a positive quality of living.

Guiding Questions (formerly: General Outcomes)

- 1 How can I learn to use the Medicine Wheel to learn about my culture's worldview?**
- 2 How can I teach others about the Medicine Wheel?**
- 3 How can stories demonstrate respect for the diversity of teaching circles around the in one's culture and around the world?**
- 4 What numerical calculations do I need to make to help me to explore my culture and its traditions?**
- 5 How can the personal experience of learning medicine wheel teachings help me understand my own traditions, their value and how to pass them to younger generations?**
- 6 How can learning the medicine wheel teachings help me lead a healthy life?**
- 7 How does the precision of design and construction and design of the Medicine Wheel represent healthy living?**

Learning Outcomes (formerly: Specific Outcomes)

1 How can I learn to use the Medicine Wheel to learn about my culture's worldview?	15-3
1.1 From infancy, people are taught about such things as food as medicine, which will grow into teachings about how to obtain food, preserve it and prepare it for health.	X
2 How can I teach others about the Medicine Wheel?	15-3
2.1 Tell their personal story of how they came to understand the Medicine Wheel	X
2.2 Write in full sentences at least 5 important lessons that accompany understanding of the Medicine Wheel that demonstrate understanding of storytelling as a teaching tool	X
3 How can stories demonstrate respect for the diversity of teaching circles around the in one's culture and around the world?	15-3
3.1 Describe at least three other cultures that use learning circles to teach values and worldview	X
3.2 Compare and contrast various approaches to learning circles	X
4 What numerical calculations do I need to make to help me to explore my culture and its traditions?	15-3
4.1 Cultures such some North American Indigenous cultures use the four directions and their relationship to the stars as a kind of geometrical balance	X
5 How can the personal experience of learning medicine wheel teachings help me understand my own traditions, their value and how to pass them to younger generations?	15-3

5.1 Demonstrate how all teachings are part of the medicine wheel	X
5.2 Demonstrate how all teachings will continue into the future, showing respect for all peoples	X

6 How can learning the medicine wheel teachings help me lead a healthy life?	15-3
6.1 Explain and show how the medicine wheel models itself – as a symmetrical process of holistic, balance living; equilibrium	X
6.2 Show at least 3 other examples of learning circles as tools for healthy living and cultural learning	X
6.3 Demonstrate how following the Medicine Wheel helps to restore balance in their lives: physical, emotional, intellectual, social and mental	X
6.4 Demonstrate how Medicine Wheel teachings can create community	X

7 How does the precision of design and construction and design of the Medicine Wheel represent healthy living?	15-3
7.1 Demonstrate symmetrical design of the Medicine Wheel	X
7.2 Explain how this symmetry can help find balance in one's own life and role model this to family, community and others	X
7.3 Design a life action plan to bring more balance into their lives	X
7.4 Describe how they must start with a clear mind and maintain focus through patient and persistent effort	X
7.5 Follow instructions as a lifelong learning experience	X

Facilities or Equipment

Facility

No specific facilities required.

Facilities:

Equipment

No specific equipment required.

Learning and Teaching Resources

No specific resources.

Sensitive or Controversial Content

None identified

Issue Management Strategy

Health and Safety

No identified health and safety risks.

Risk Management Strategy

Statement of Overlap with Existing Programs

Provincial Courses with Overlap and/or Similarity

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No overlap or similarity with other provincial courses

Student Assessment

No identified required assessments.

Course Approval Implementation and Evaluation

No specific requirements.

