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**Overview of Two-Week Strength Based Approach Assignment:
 Target Grade: Grade 7**

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Activity 1</p> <ul style="list-style-type: none"> Treaty Land Recognition as part of the morning routine <p>Activity 2 Introduction:</p> <ul style="list-style-type: none"> Teacher’s personal background and teaching Philosophies <p>Activity 3: Group Discussion: (Teacher Assigned group)</p> <ul style="list-style-type: none"> What makes a good teacher? What is not a good teacher? What makes a good student? What is not a good student? <p>Activity 4: Getting Organized</p> <ul style="list-style-type: none"> Establishing Routine and schedule in the classroom Discussion of classroom set-up Suggestion Box 	<p>Activity 1:</p> <ul style="list-style-type: none"> Treaty Land Recognition as part of the morning routine <p>Activity 2 Kahoot Game: Recap of yesterday’s activities</p> <ul style="list-style-type: none"> Getting Organized Teacher’s personal background and teaching philosophies <p>Activity 3</p> <ul style="list-style-type: none"> Learning Style Survey (Will be used for Individual Conferences) <p>Activity 4</p> <ul style="list-style-type: none"> Establishing Personal Goal for the Academic Year Establishing a class goal (Will be use for Individual Conference) 	<p>Activity 1:</p> <ul style="list-style-type: none"> Treaty Land Recognition as part of the morning routine <p>Activity 2 Discussion of Medicine Wheel And Circle of Courage</p> <ul style="list-style-type: none"> Belonging Independence Mastery Generosity (Invite Indigenous Speaker) <p>Activity 3 Discussion of Calendar of Activities for Circle of Courage</p>	<p>Activity 1:</p> <ul style="list-style-type: none"> Treaty Land Recognition as part of the morning routine <p>Activity 2 Carousel Activity: Cultural Sharing and Finding commonalities</p> <p>Activity 3 Individual conferences (5 students)</p>	<p>Activity 1:</p> <ul style="list-style-type: none"> Treaty Land Recognition as part of the morning routine <p>Activity 2: Discussion and Review of Cultural Connections:</p> <p>Activity 3 Individual Conferences (5 Students)</p> <p>Activity 4</p> <ul style="list-style-type: none"> Review of Pre-set classroom school rules and regulation Discussion of amending the rules
Day 6	Day 7	Day 8	Day 9	Day 10

<p>Activity 1</p> <ul style="list-style-type: none"> • Treaty Land Recognition as part of the morning routine <p>Activity 2 Individual Conferences (5 students)</p> <p>Activity 3 Discussion of Self-Regulation</p> <p>Activity 4 Introduction to class end of the day evaluation (Teacher led- initial)</p>	<p>Activity 1</p> <ul style="list-style-type: none"> • Treaty Land Recognition as part of the morning routine <p>Activity 2 Individual Conferences (5 students)</p> <p>Activity 3 Individual Activity for Self-Regulation Strategies</p> <p>Activity 4 Class end of the day evaluation (Teacher led- initial)</p>	<p>Activity 1</p> <ul style="list-style-type: none"> • Treaty Land Recognition as part of the morning routine <p>Activity 2 Individual Conferences (5 Students)</p> <p>Activity 3 How to use the Self-Regulation Area</p> <p>Activity 4 Class end of the day evaluation (Teacher led- initial)</p>	<p>Activity 1</p> <ul style="list-style-type: none"> • Treaty Land Recognition as part of the morning routine <p>Activity 2 Individual Conferences (remaining students)</p> <p>Activity 3 Finalize the classroom rules and regulation</p> <p>Activity 4 Class end of the day evaluation (Teacher led- initial)</p>	<p>Activity 1</p> <ul style="list-style-type: none"> • Treaty Land Recognition as part of the morning routine <p>Activity 2 Team Building</p> <ul style="list-style-type: none"> • Group Dynamics • Students and teacher sign it; similar to signing treaty <p>Activity 3 Class end of the day evaluation (Teacher led- initial)</p>
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ACTIVITIES FOR STRENGTH BASED APPROACH:

Activity : Reciting the Treaty Land Recognition**Target Day: Daily, Beginning of the Class Rest of the School Year****Rationale:**

In response to my Truth and Reconciliation Education Philosophy, I would initiate reading the Treaty Land Recognition as the first thing to do before I officially start my class, right after I do my check-in. Regardless of whether it is part of the Morning announcement or not. For the first ten days of the school year, I would read it out loud to the student. I would then explain that I am reading it out loud to them because as a migrant, I am thankful for having to live in Canada and is considering myself a Treaty Person. By reading it out loud, it is my way of acknowledging the history of the land and TRC Call to Action. For the first ten days of the school year, I would be the one who would be doing it. On the 10th day, I would openly invite students who would like to read it out loud to the student. I would be the one who would read it out loud to the student if nobody wants to and I would never force any student to do it. I believe that they should have a choice on this part to make it more meaningful for them.

Treaty 4 Territory (Regina, Moose Jaw, Swift Current, Maple Creek,
Yorkton, Melville)

I would like to begin by acknowledging that we are on the traditional lands, referred to as Treaty 4 Territory and that the city of (Regina/Moose Jaw/Swift Current/Maple Creek/Yorkton/Melville) is located on Treaty 4 territory, the original lands of the Cree, Ojibwe(OJIB-WĒ), Saulteaux (SO-TO), Dakota, Nakota, Lakota, and on the homeland of the Métis Nation.

We respect and honour the Treaties that were made on all territories, we acknowledge the harms and mistakes of the past, and we are committed to move forward in partnership with Indigenous Nations in the spirit of reconciliation and collaboration.

Reference:

<https://saskschoolboards.ca/wp-content/uploads/Treaty-4-Territory.pdf>

Activity: My Personal Introduction and Carousel Activity (First Group Discussion)

Target Day: Day 1

Time Frame:

- **Personal Introduction (20 minutes)**
- **Carousel Activity (40 minutes)**

Procedure:

1. I would give an introduction to my students about my personal background and teaching philosophies. I would prepare a PowerPoint slides and pictures to make it more interesting. I would use the information that I made from my relationship philosophy. This would give an idea to the students on what is my teaching styles and how I would be able to help them succeed in school and in life.
2. After my introduction, I would group the students into 4 small groups for our carousel activity: Each group would have a chance to answer the following questions (5 minutes per questions):
 - What makes a good teacher?
 - What is not a good teacher?
 - What makes a good student?
 - What is not a good student?
3. After all the groups have a chance to answer all questions, I would ask the students to post it on the board.
4. The class would have a discussion about their responses on each questions.
5. After the discussion, I would post it on the side of the wall for future reference.



Principles That Influences my Relationship Philosophies in Education



Article 26 UN Universal Declaration of Human Rights

The primary guide that influences my relationship philosophy in education is Article 26 of the United Nation (UN) Universal Declaration of Human Rights (BMJ, 1997). The article emphasizes that everybody has the right to education, regardless of your race and religious affiliation; Education must gear towards better human development, respect for human rights and protection of fundamental freedoms; and parents have the responsibility to choose the education that best fits the welfare of their child. As this is my primary guide, I would take the utmost consideration to render the education to my students that would upkeep the premise, and consider students parents or guardian as my collaborator. The article will also be my reference whenever I take into consideration any educational philosophies and practices that I would apply in my classroom.

Curriculum Theory

Curriculum Theory (Hewitt,2012) states that a curriculum serves as a guide for educators, students, and parents/guardians in knowing the academic expectations and specific lessons for a specific grade. In my teacher education, I am learning to navigate the Saskatchewan (SK) Curriculum and how to use the outcomes and indicators of the elementary core subjects in creating my lesson plans.

The SK curriculum serves us my essential guide in organizing my thoughts and is becoming more critical in preparing my unit plans. I believe that an organized lesson plan would provide clear expectations for my students and me of our roles and responsibilities inside the classroom that would aid in better relationships. More so, this theory provides an opportunity for me to evaluate the effectivity of my work plan and determine if my approach is providing student success.

On the one hand, I also consider the limitations of a curriculum in measuring the overall learning of a student. A numerical or letter value cannot always measure a students' learnings. There are significant learnings or experiences that my students could gain beyond the classroom walls, such as field trips, recess and outreach activities. I have to caution myself, my students and their parents/guardian from being too score oriented and go beyond the big ideas. I likewise have to consider several factors that affect the students' academic performance, such as sickness or family issues.

Experiential Learning

Experiential learning theory (Thomas, 2014) has a holistic approach that connotes a student should be proactively engaged in school and not just rely on teachers to dictate learning. John Dewey and Maria Montessori are two proponents of this theory that I significantly consider as my guides on how to have a proactive relationship with my students and their parents/ guardian. The theory considers the problem- based learning, inquiry-based learning, service learning and adult education as pedagogical approaches. The theory coincides with my aim to encourage students to be an active learner that are confident in expressing their critical ideas and not just mechanically memorize the lesson that I present to them. I also aim to have a classroom that is not all lecture based that could lead to students quietly write down notes but rather a classroom that has an active dialogue.

More so, the theory relates to Article 26 regarding promoting better human development and respect for human rights because it gives importance to the social process. The theory implies that a teacher would act as the facilitator of the social process. Thus, it makes me consider strength-based approaches to promote positive social skills to my students.

Multicultural Epistemology

Multicultural Epistemology (Ruitenber,2014) implies that as a future teacher educated through the Canadian curriculum, I must put in mind that my students and their family could have different cultural backgrounds, religious affiliations, economic status, and gender identities. I should go out of my way to understand the different cultures that my students bring in the classroom so that everybody would feel safe and accepted. I should also consider issues that would arise from these diversities and learn different that encourage open-mindedness and respect when expressing their opinion. The theory also emphasizes that I should learn and teach it to my students how to avoid generalization of someone's culture that could entirely be different from personal experience. Specifically, on the interpretation of similar cultural practices could also be different from person to person.

In relation, I should also consider that teachers likewise have a different common sense of what comprises effective teaching methods. It is, therefore, imperative for me to have a conscious effort to constructively communicate and collaborate with various teachers so that I could have a broader perspective of different methodologies in teaching a similar context.

References

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- Ruitenbergh, C. (2014). Epistemology, multicultural. In D. (. Philipps, *Encyclopedia of Education Theory and Philosophy Vol. 2* (pp. 287-289). Thousand Oaks, Ca: Sage Publication Ltd. Retrieved from <http://dx.doi.org.libproxy.uregina.ca:2048/10.4135/9781483346229.n124>
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Carina de Paz-ECS 311

TRUTH AND RECONCILIATION EDUCATION PHILOSOPHY



I concur that "We are all Treaty People".

As a teacher, I should acknowledge the diversity of cultures and traditions of people who live in all Treaty territories, most especially to my Indigenous students. I should exhibit a genuine interest and awareness of the history of the place and be part of the healing and reconciliation that it is aiming for. With this in mind, I would not see myself as an outsider but consider myself as a Treaty person.



A proactive participation in various on-campus and off-campus activities on Indigenous themes would widen my over-all knowledge and skills and develop further a better Truth and Reconciliation Philosophy.



Collaborating with Indigenous experts such as Elders, professors, Indigenous advocate and Indigenous educators would greatly help me develop a profound knowledge of Indigenous Ways of Knowing. Wherein my profound collaboration with this experts would empower the learning of my future Indigenous students because I would be better in incorporating Indigenous Ways of Knowing in my lesson plan.



I would continuously listen to the stories of different Indigenous community as part of my commitment to Truth and Reconciliation.



I would greatly consider to give my time volunteering in any outreach activities as my way of thanking the land that I now consider home.



Treaty 4 Place-ECS 311 class field Trip;
Photo owned by Julie Machnaik



Volunteered during Treaty Ed 4.0/ October 13,2018
Hosted by University of Regina Faculty of Education and UR Stars
Photo credit: UR Stars Facebook page

Activity: Getting Organized

Target Day: Day 1, with continuous reminder within the two week plan.

Time Frame: 1 hour

Rationale:

It is essential for the students to gain knowledge of the routine in the classroom and have a discussion of the classroom set-up. The orientation is to help the students establish organizational skills and understand the purpose of how I arrange the classroom. The activity is as part of my intention to develop their Strength-Based Approach.

Materials Needed:

- Duotang
- Calendar of Activities
- Class Schedule
- Agenda
- Suggestion Box

Procedure:

1. Each student would bring out a duotang (I would assigned a specific colour)
2. Each students would be given a copy of the calendar of activities that would be inserted in the duotang
3. Duotang would be set aside
4. Distribute the Agenda to each student
5. Discuss the parts of the Agenda
6. I would write the class schedule in the classroom and the students would write it on their Agenda
7. After writing, the students Agenda and duotang should be kept inside their desk
8. Discussion of the classroom layout briefly. It would be further explained once regular lessons would start.
9. Explain purpose of Suggestion box.

Activity: Kahoot Game (Recap of Yesterday's activities)

Target Day: Day 2

Rationale:

- To determine what the students remember from yesterday's discussion
- To establish rules in using laptops and other electronic inside the classroom
- To determine the students ability in following rules
- To determine the students ability in using technologies

Procedure:

1. Each student would be given a laptop to use
2. Follow procedures in logging in.
3. Give instruction on how to play Kahoot.
 - Student has to write their first name for this particular game since I would check their responses afterwards
4. After the game, the students have to follow procedures in returning the laptops in the cart.

Activity: Getting Organized

Target Day: Day 1, with continuous reminder within the two week plan.

Time Frame: 1 hour

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4. Distribute the Agenda to each student
5. Discuss the parts of the Agenda
6. I would write the class schedule in the classroom and the students would write it on their Agenda
7. After writing, the students Agenda and duotang should be kept inside their desk
8. Discussion of the classroom layout briefly. It would be further explained once regular lessons would start.
9. Explain purpose of Suggestion box as part of receiving feedback on how to improve any classroom set-up or activities

Activity: Learning Style Survey

Target Day: Day 2

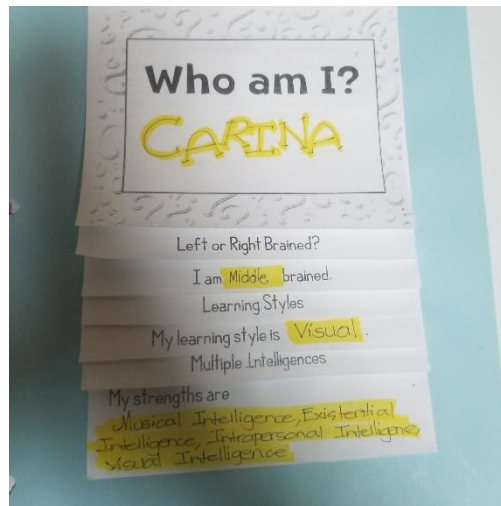
Time Frame: 1 hour

Rationale:

- To determine the learning style of each students and as a class.
- To allow the students to know their learning style and how it would help them gain a better understanding of their study habits and academic performance.
- The survey would be used as part of the individual conferences.
- Build vocabulary list of the students

Procedure

1. Each student would be given a copy of the learning style.
2. The teacher would guide the students on the step by step procedure indicated on the learning style activity(see pdf)
3. When all students are done, allow 5 minutes to share it with someone (preferably the person seated beside them).



Reference:



LearningStylesMultipleIntelligenceLeftRightBrainFlapBookIcebreaker.pdf

Activity: Discussion of Medicine Wheel and Circle of Courage

Target Day: Day 3

Time Frame: 45 minutes (Guest Speaker)

Rationale:

- To invite an Indigenous speaker , preferably an elder who would give a more profound discussion of the Medicine Wheel
- To introduce the Circle of Courage as part of my tool to teach Strength based Approach to the student
- To introduce newcomers students/Non-Indigenous students on basic protocol in receiving Indigenous speaker in the classroom

Procedure:

1. The guest speaker would be invited beforehand to be sure that he or she would be able to talk on this day.
2. Follow procedures in receiving an Indigenous speaker by giving a tobacco.
3. The students would be given an opportunity to ask questions

Activity: Discussion of Medicine Wheel and Circle of Courage (Part 2)

Target Day: Day 3

Time Frame: 45 minutes

Rationale:

- As follow up activity after our talk with the guest speaker.
- To introduce Circle of Courage as one of my tool in teaching Strength Based Approach to the students.
- For the students to answer the Circle of Courage Assessment form. The answered form would be part of the Individual conference.

Materials Needed:

- PowerPoint slides



- Circle of Courage Self Assessment Form

Circle of Courage Self Assessment

Section 1:	Yes	Sometimes	No
I can say no			
I can assume responsibility			
I can talk about or deal with my feelings			
I am independent and self- reliant.			
I can make positive choices.			
I don't blame others for my failures.			
----- Total:			
Section 2	Yes	Sometimes	No
I encourage others.			
I show appreciation.			
I can apologize when I am wrong.			
I share with others.			
I respond to needs of others.			
I can help out without expecting money.			
I can help out without complaining.			
-----Total:			
Section 3:	Yes	Sometimes	No
I can deal with change.			

I can set and achieve my goals.			
I monitor my behaviour.			
I am responsible for myself.			
I deal with anger and failure in a positive way.			
I complete tasks to the best of my ability.			
-----Total:			
Section 4:	Yes	Sometimes	No
I feel that I belong at my school.			
I cooperate with others.			
I am sensitive to the needs of others.			
I can agree with others.			
I enjoy being around others.			
-----Total:			

Section 1:

Independence: making one’s own decisions and being responsible for failure or success, setting one’s own goals.

Ways to improve:

Section 2:

Generosity: Looking forward to being able to contribute to others, being able to give time to others.

Ways to improve:

Section 3:

Mastery: Competence in many areas: physical, cognitive, social and spiritual. Having self control , striving to achieve goals.

Ways to improve:

Section 4:

Belonging: A sense of community, caring for others.

Ways to improve:

Reference:

<https://www.teacherspayteachers.com/Product/Circle-of-Courage-Self-Assessment-3998740>

Activity: Learning Cultural Differences and Finding Commonalities (Carousel Activity)

Target Day: Day 4

Time Frame: 1 hour

Rationale:

- To determine what are the languages spoken by the students at home and in school
- To determine the different traditions observe by the students and their families.
- To determine what are the cultural backgrounds, and religious affiliation.
- To provide a room to initiate conversations of different cultural background
- To provide room to initiate finding commonalities of traditions.
- To acknowledge the multiculturalism that we bring inside the classroom and to gain more knowledge on how to have a better relationship inside the classroom.

Materials Needed:

- Large lined paper
- Markers

Procedure:

1. I would give an introduction to my students about my cultural background.
2. I would prepare a PowerPoint slides and pictures to make it more interesting.
3. After my introduction, I would group the students into 4 small groups for our carousel activity: Each group would have a chance to answer the following questions (5 minutes per questions):
 - My family (indicate where their family originated)
 - What are the languages that you could speak and write?
 - What are the traditions that they practices or observed?
4. After all the groups have a chance to answer all questions, I would ask the students to post it on the board.
5. The class would have a discussion about their responses on each questions.
6. After the discussion, I would keep it for future reference.

Activity: Individual Conference

Target Day: Day 3 to 9

Time Frame: 15 minutes each student, 5 per day

Rationale:

- To allow the teacher-student gain a better understanding on how they would collaborate in improving the student's academic performance.
- To discuss the goals of the student for the school year and assist in reassessing a SMART goal.
- To gain a better rapport with the students

Materials Needed:

- Learning style survey
- Circle of Courage Assessment
- Interview

Procedure:

1. Day 3, the students would sign up on what day they would like to have their individual conference.
2. The teacher would prepare before hand all the necessary forms needed for the conference
3. The teacher would find a spot or a place where they could have their individual conferences. It could be in the library or outside the classroom.

Activity: Implementing Self-Regulation Area in the Classroom**Rationale:**

Self-Regulation (Amaro, n.d.) pertains to the ability of a student to calm oneself when upset and able to find ways to cheer themselves proactively. A student who can regulate their thoughts, emotions and behaviour would be able to have a better relation with others in school, organize their school work and express their feelings in appropriate manners. A Self-regulation area would provide a venue where the students could rechanneled their negative feelings and able to choose a more appropriate way to process their feelings. Hence, promoting a more proactive approach and improve the relationship inside the classroom.


With this regard, the students must learn how to properly use the Self-Regulation area. The teacher should have taught the different Self-Regulation techniques or recall what are the behavioural techniques used from their previous grade before teaching the procedure on how to use the self-regulation area. Hence, the primary purpose of this paper is on the procedure in using the Self-Regulation area.

Materials:

- Feeling Check-in Charts
- Clothes pins with name for each student
- Self-Regulation Card
- Timer
- Self- Regulation resources

Procedure:

1. Do Feeling Check-in	
	a. Do Feeling check-in as you enter the classroom

 <p>Picture: stickingmyneckoutforstudents.weebly.com/uploads/1/7/8/8/17880633/1361844546.jpg</p>	<p>b. If you are at level 4 or 5 of the Feelings check-in, you may use the Self-Regulation area as an option for self-regulation</p>
<p>2. Get Self-Regulation Card</p>	
<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>I am in Self-Regulation Card</p> </div>	<p>a. You will get the Self-Regulation card from the teacher’s desk</p> <p>b. Place the Self-Regulation card on top of your desk.</p>
<p>3. The student would quietly go to the Self-Regulation Area.</p> <ul style="list-style-type: none"> • Set the timer for 5 minutes • You should not talk to any of your classmate while you are in the Self-Regulation Area 	
<p>4. Choose a Self-Regulation Technique</p> <ol style="list-style-type: none"> a. Listen to meditative music b. Read Social Stories book c. Work on Sensory Jars d. Write your feelings 	
<p>5. When the timer goes off, the student has to clean up and do another check-in</p>	
<p>6.</p> <p>a. If you are at a 1 or 2, quietly go to your desk and return the Self-Regulation Card to the teacher’s desk without disturbing the whole class.</p>	

b. If you feel think that you are still at a 4 or 5, you may choose to stay in the Self-Regulation area and set the timer for another 3 minutes. After 3 minutes is done, follow step 6a.

7. Go back to your desk and work on the assigned task.

Reference

Amaro, M. (n.d.). *Blog 22 Developing Self-Regulation in Your Students*. Retrieved from The Highly Effective Teacher.com: <https://thehighlyeffectiveteacher.com/how-to-develop-self-regulation-in-your-students/>

stickingmyneckoutforstudents.weebly.com/uploads/1/7/8/8/17880633/1361844546.jpg

Activity: Discussion of Pre-Set classroom rules and Regulation

Target Day: Day 5

Time Frame: 1 hour

Rationale:

- To have a discussion with the students on why do we need classroom rules and regulations
- To determine what are the rules and regulations that would make a better classroom
- To review the first discussion re: Good teacher and Good student
- To establish rules inside the classroom that would cultivate a sense of safety and security for all students

Materials Needed:

- Sample classroom rules and regulations

Procedure:

1. The teacher would present different sets of classrooms rules and regulations found online.
2. Allow the students to review each rules and regulations and share their ideas in the class.
3. To determine what makes a rule effective or not.
4. The list of rules and regulation would be posted on the wall of the classroom.
5. The class will review the rules and regulation on Day 9 to determine if there is a need for amended
6. The students would all sign the rules and regulation, as part of day 10 activity wherein the concept of Treaty signing would be discussed

Sample classroom rules:

Classroom Rules


1. Show respect for the teacher, your classmates, and yourself!
2. Be on time! (inside the classroom and in your assigned seat when the bell rings)
3. Be prepared for class everyday!
4. Raise your hand before you speak!
5. No food or drink is permitted in the classroom except for bottled water!
6. Follow the school's cell phone policy.



www.postermywall.com


OUR CLASS RULES!

- Pay attention in class.
- Follow directions when your teacher gives them.
- Raise your hand before you speak.
- Say please and thank you!
- Raise your hand and ask all the questions you want!
- Respect others when they are speaking.
- Do your best!
- Clean up after yourself.
- Trust yourself!



OUR CLASS RULES!

- Pay attention in class.
- Follow directions when your teacher gives them.
- Raise your hand before you speak.
- Say please and thank you!
- Raise your hand and ask all the questions you want!
- Respect others when they are speaking.
- Do your best!
- Clean up after yourself.
- Trust yourself!



Activity: Team Building

Target Day: Day 10

Rationale:

- The class could have either an indoor or outdoor v(or both) team building activity to gain a better relationship.
- To have a

Examples of Team building:

- Scavenger hunts
- Outdoor group games
- Barbeque /picnic

Activity: Class exit slips

Target Day: Day 6 onwards

Time Frame: about 10 minutes

Rationale:

- To have an overall exit slips for each students
- To determine if the students had a good day at school.
- To determine what are the things that are positive for the day and what needs improvement

Examples of Team building:

- Scavenger hunts
- Outdoor group games
- Barbeque /picnic