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Title: Reclaiming Youth at Risk: Our Hope for the Future

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| Resources used and possible concerns | Reclaiming Youth at Risk: Our Hope for the Future by Larry Brendtro, Martin Brokenleg, and Steve Van Bockern |
| Author/creator and/or literature background | <ul style="list-style-type: none"> - Larry Brendtro- works with at risk youth, has been “adopted in the Lakota tribe and given the name Mato Mani (walking Bear) - Martin Brokenleg- is Lakota from the Rosebud Sioux Tribe - Steve Van Bockern- educational professor and a dean of the Reclaiming Youth at Risk Institute |
| UPE course connections (not exhaustive) | <p>Educ 430- Pragmatics of Learning and Teaching The Pragmatics course is about a teacher learning about school culture and reflecting on one’s work, values and goals. This lesson introduces a holistic and Indigenous approach to school and classroom culture and teachers can consider their values and goals for their classroom.</p> <p>Educ 450- Diversity in Learning In Diversity in learning, teachers learn about inclusive environments which works well with this lesson plan for creating an inclusive classroom environment for not only students at risk but all students.</p> <p>Educ 551- Comprehensive School Health and Wellness In the CSH and Wellness course students learn about a whole school approach that supports its students, teachers, and community members. In this lesson teachers can learn about Indigenous ways of knowing and provide a holistic approach to support student wellbeing.</p> <p>Educ 556- Professional Learning In the Professional Learning course, teachers develop lifelong learning practises. This lesson provides a new perspective on classroom management, community resources and supports, and learning a new way of knowing.</p> |
| Materials | <ul style="list-style-type: none"> - Reclaiming Youth at Risk book - Circle of Courage worksheet (see Appendix) - Student centre circle Worksheet (see Appendix) |
| Rationale | Big Idea: Introduction to the Circle of Courage and how |

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| | <p>teachers can include it into school or classroom environments. This lesson includes how important it is for students to have a holistic support system in schools.</p> <p>Purpose: Introduce an Indigenous way of knowing to create community and connection in the classroom. Build on strategies for classroom management.</p> |
| Lesson/activities | <p>Part 1: Negative traits of troubled Children and Youth</p> <ol style="list-style-type: none"> 1. Have students read Part 1 pg 7 to 41 2. In class, Focus on Richard Cardinal's story "Profile of Discouragement: A psychological Orphan" 3. Consider the following questions in a class discussion: <ul style="list-style-type: none"> - As teachers, how can we support students who feel disconnected? - Who in our school can we access to support students who are feeling disconnected? - What is the role of the school in creating a sense of belonging? Examples? - What kind of relationship building strategies can teachers use to remain professional and be friendly with students? 4. Students read from Pages 16 to 17 and brainstorm the opposite climates to the 4 hazardous climates for youth at risk. In groups, brainstorm how teachers can create environments that do not have negative expectations, to not use punishment, make sure that students are not bored and encourage students to be responsible . 5. How do we encourage students to create work with meaning? <p>Part 2 the Circle of Courage:</p> <ol style="list-style-type: none"> 6. Students read page 43- 45, Introduction to the Circle of courage 7. Students read pages 46- 59 The Spirit of Belonging, Independence, Mastery, and Generosity 8. Student's Individually define each of the four elements of the circle of courage and provide a personal anecdote on their own pieces of paper 9. In Groups, Students consider the following questions: <ul style="list-style-type: none"> - What does belonging, independence, mastery, and generosity look like for you personally? - Recall from your personal life or practicum - how has a school/ teacher created a sense of belonging, independence, mastery and generosity? |

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| | <ul style="list-style-type: none"> - How has a school not created a sense of belonging, independence, mastery and generosity? - For this question use the Circle of Courage worksheet (see appendix) Looking forward, how can you create a sense of belonging, independence, mastery, and generosity in your classroom? (look at pages 62 and 65 for support) - How might the Seven Grandfather teachings tie into the Circle of courage? How can teachers incorporate the Seven Grandfather teachings as classroom values? <p>10. On the notes page included on the second page of the appendix, students explore how the surrounding individuals impact a student's life. (students can choose to do this individually or in groups)</p> <ul style="list-style-type: none"> - What should the other three individuals or groups do to support the center student if the section student themselves does not have the skills or strategies to support themselves. (the idea is that if one of the four individuals or groups is lacking then the other three must step up and provide support) - In the community section, label what kind of community support might be available (for students and for teachers), Local, health care wise, extend community members, etc. If students do not know this offhand, encourage them to access the internet and do some research to find supports available in the community, in schools, and from the government to share with the class. - How might the Circle of Courage be included into a Comprehensive school health initiative? <p>Part 3: The Reclaiming Environment: (Students read part 3)</p> <p>11. In Groups or individually, students create a teaching guide/ cheat sheet for yourself or for other teachers focusing on these topics:</p> <ul style="list-style-type: none"> - how to build positive relationships with students, - other methods for teaching that reverse frustration and thoughts of failure, - increasing youth involvement when encountering irresponsibility and rebellion, - Discipline vs punishment, - ideas to foster values and behaviors in youth - Provide example that you have seen in your practicum or that you would like to try in your own classroom <p>12. Finally, students enjoy reading the afterword about "Honoring George Blue Bird" – Observe how the Circle</p> |
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| | <p>of Courage has influenced George Blue Bird's artwork.</p> <p>13. How can we authentically include the Circle of Courage into our classrooms? Create an activity, game, or ice breaker that you might do to create a sense of belonging or independence (or the other aspects of the circle) in the classroom. These will be shared with your peers.</p> |
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Supporting Sources (APA):

Brendtro, L. K. & Brokenleg, M. & Bockern, S. V. (1990). Reclaiming Youth at Risk. Bloomington, IN: National Educational Service.



