

**ITLC 800: Incorporating Indigenous Culture, Language & Land in K-12 Trauma Liberation**

# Module Syllabus

# Winter 2021

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**Indigenous Trauma Liberation Certificate**

Hosted by Think Indigenous Events Inc.

**Email:**

**Course Description:**

This course is designed to introduce ITLC participants to authenticly examine the role of the teacher, classroom and school environment that can be used to address the liberation of K-12 school aged children from trauma. Exploring a variety of strategies that assist in creating trauma liberated classrooms. This course will provide participants lessons on using social justice, art therapy, eco art, Indigenous language and land- based education as tools to addressing and liberating Indigenous children from their trauma. This course will also explore the impact of colonialism past, present and future and will provide resources to address it in the K-12 school system.

**Resources**

The resources of this course are found at the end of the syllabi in the literature base section. Other resources such as video links, etc., will be suggested as required by the instructor.

***Please note that Elders and Knowledge Keepers will be involved in all aspects of this course for educational, historical and spiritual guidance.***

**Learning Outcomes**

Participants in this course will learn how to:

* Indigenous Trauma Informed Pedagogy and Practices
* Exploration of teacher’s Role in Trauma Informed Practice
* Creating a trauma informed classroom
* Creating a school environment for Trauma Informed Practice
* Share and learn ways of building intercultural and allied relationships that support the creation of K-12 trauma liberated classroom through lessons, unit plans, student led events, classroom environment, school environment to Indigenous students.
* Share and engage in Indigenous lessons, unit plans, projects and student conferences that enhance understanding, celebrate diversity, and enrich the spirit.

**Course Content/Schedule**

**PLEASE NOTE THAT CONTENT MAY CHANGE DUE COVID-19**

**DAY 1 – Date TBD**

10:00AM – 3:00PM

* Maslow/Blackfoot hierarchy of needs
* Blackstock’s breath of life theory
* Pillars of Trauma Informed Practice

NUTRITION BREAK

* . Teacher’s role in Trauma informed Practice

LUNCH BREAK

* Teacher’s role in Trauma informed Practice
* Self Awareness
* Nonverbal forms of TI Practice
* Regulated Nervous Systems
* Boston Video and Reflection sheet (breakout and few share with larger group
* Self awareness videos and exercises

NUTRITION BREAK

* Attachment
* Kokum strategies
* We are wired to do hard things
* Circle of security:
* Emotion: Gateway to learning
* Name it to tame it
* Personality types of children and ways to connect
* Born with/Acquired
* Expressive art therapy activity

DAY 1 CONCLUSION

**DAY 2 – Date TBD**

10:00AM – 3:00PM

**Creating A Trauma Informed Classroom:**

* 6 R’s of Safe and Healing Environment
* Safe space expressive arts activity(breakout and share with larger group) p
* Michael Yellowbird’s mindfulness
* Relational and Relevant videos
* wâkôhtowin teachings
* Intact Circle teachings

NUTRITION BREAK

* Land Based practice
* Placed Based Practice
* Social Justice & Resiliency Building Assignments
* Routines & Rituals
* Repair

LUNCH BREAK

**School environment for Trauma Informed Practice**

* Students First Engagement Model
* Following Their Voices Model
* 7 Key elements of Trauma Informed Systems
* School Wide Strategies and Practices
* Suggestions for Ongoing school practice

NUTRITION BREAK

* Closing Comments & Round Table Discussion.

**Course Assessment**

**Evaluation**

|  |  |  |
| --- | --- | --- |
|  | **Percentage of Grade** | **Due** |
| Self Awareness Exercise | Pass / Fail  | Day 2  |
| Trauma Informed practice Project | Pass /Fail  | Module 4 |

**Self Awareness Assignment – Assignment 1**

ITLC participants submit a self awareness assignment.

* Assignment should include:
* Your history (doesn’t have to be full disclosure just choice words such as: grew with addictions, struggles with addictions, abuse, neglect etc)
* Your feelings: are their any behaviors in students, colleagues, teachers that you find difficult or triggering
* Your motives: why are you where you are? What makes you happy or satisfied with work? Do you have any further aspirations or goals that you want to become in terms of an educator?
* Your personality:
* Your fears or insecurities: what are areas needed for growth, what type of students do you struggle with?
* Your comfort zone, what are your strengths, what type of student do you do well with?

**Assignment 2**

Write, create, or orate a final project that represents trauma informed practices as a teacher, in the classroom or within a school environment. The project could take the form paper, lesson plans or unit plan, a creative work, a video reflection, or an oral testimony. Regardless of medium, the following topics should be evident and embedded in the work:

* Demonstration of how these teachings and knowledge shared throughout the module could offer possibilities for a true and authentic Indigenously trauma informed practices as a teacher, in a classroom or within a school environment.

**\* Alternate organization formats may be allowed with permission of the instructors. Please pass your ideas by us if you would like to change the above format.**

**Plagiarism: Plagiarism is described as taking credit for another’s work. In an environment based upon academic integrity, plagiarism exemplifies completely unethical behavior. If it is discovered that any student has plagiarized material, the student will automatically fail the class. If you are unsure about what constitutes plagiarism, or do not know how to adequately reference material, please ask for help and consult the newest edition (6th) of the American Psychological Association (APA) reference manual.**

Work submitted for evaluation in this class will be returned with technical and qualitative commentary (where appropriate) and with a grade of Pass or Fail.

**Literature Base**

***Include all literature needed for the course.***