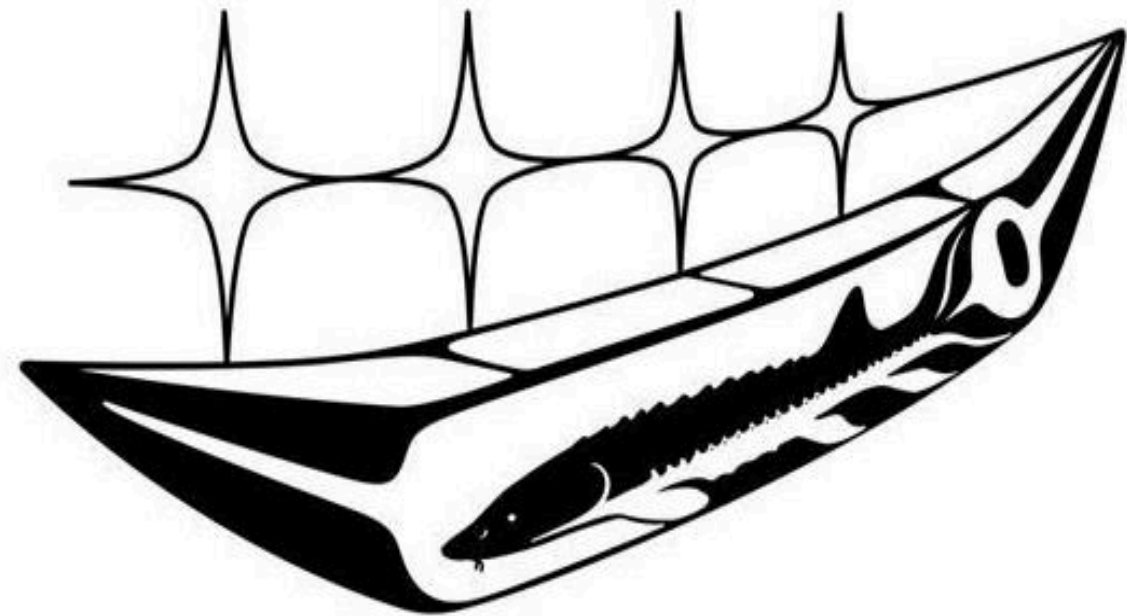


Lheidli Tenneh Natural Calendar: A Framework for teaching the Seasonal Rounds



NUSDEH YOH

We used the *Circle of Courage* as a framework for scaffolding knowledge. The table to the right provides a brief description of the 4 quadrants of the *Circle of Courage*.

<https://www.starr.org/training/youth/aboutcircleofcourage>



Lheidli T'enneh Dictionary

<https://www.billposer.org/LheidliCarrierDictionary/index.html>

Belonging
In Native American and First Nations cultures, significance was nurtured in communities of belonging. Lakota anthropologist Ella Deloria described the core value of belonging in these simple words: "Be related, somehow, to everyone you know." Treating others as kin forges powerful social bonds that draw all into relationships of respect. Theologian Marty observed that throughout history the tribe, not the nuclear family, always ensured the survival of the culture. Even if parents died or were not responsible, the tribe was always there to nourish the next generation.
Mastery
Competence in traditional cultures is ensured by guaranteed opportunity for mastery. Children were taught to carefully observe and listen to those with more experience. A person with greater ability was seen as a model for learning, not as a rival. Each person strives for mastery for personal growth, but not to be superior to someone else. Humans have an innate drive to become competent and solve problems. With success in surmounting challenges, the desire to achieve is strengthened to lead by example and be responsible.
Independence
Power in Western culture was based on dominance, but in tribal traditions it meant respecting the right for independence. In contrast to obedience models of discipline, Native teaching was designed to build respect and teach inner discipline. From earliest childhood, children were encouraged to make decisions, solve problems, and show personal responsibility. Adults modeled, nurtured, taught values, and gave feedback, but children were given abundant opportunities to make choices without coercion. It means that people can rely on you and trust you at all times.
Generosity
Finally, virtue was reflected in the preeminent value of generosity. The central goal in Native American child-rearing is to teach the importance of being generous and unselfish. In the words of a Lakota Elder, "You should be able to give away your most cherished possession without your heart beating faster." In helping others, youth create their own proof of worthiness: they make a positive contribution to another human life.

Lheidli T'enneh Natural Calendar Framework

Month	Season	Dakelh Language Monthly Focus	Spiral Theme	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
				Belonging		Mastery		Independence		Generosity	
Nadleh Yaz Nun- <i>September</i> Courage- 'Udzi 'ulhtus Bear- Sus	Dak'et <i>Fall</i>	Greetings Feelings Emotions	Salmon and Fishing Preserving <i>Curricular Area: Science</i>	Raven Elders Squirrel Salmon <i>Observable Features of Salmon</i>	Salmon <i>Salmon Adaptations</i>	Raven Squirrel Salmon <i>Life Cycles Water Cycles</i>	Diversity and grouping, ecosystems	Traditional Methods of Harvesting <i>Living Things respond to environment</i>	Traditional Cooking and Canning <i>Organ systems, how they work, what we eat</i>	Cutting Salmon for Smoking and Hanging <i>Organ systems, Salmon reproduction</i>	Processing Salmon <i>Earth climate changes over time, how have people changed.</i>
Lhewh Nandel Nun- <i>October</i> Respect- 'Uts 'odelhti Moose- Jenyo		Feelings Emotions	Moose and Hunting <i>Curricular Area: Science</i>	Moose Elk/Deer Horses <i>Observable Features of Moose</i>	Moose <i>Moose Adaptations</i>	Moose Elk/Deer Horses <i>Life Cycles Water Cycles</i>	Diversity and grouping, ecosystems	Cooking in Traditional and Modern Methods <i>Living Things respond to environment</i>	Hunting Safety with Arrows <i>Organ systems, how they work, what we eat</i>	Hunting Safety with Firearms <i>Organ systems, Moose reproduction</i>	Hunt Big Game and Process <i>Earth climate changes over time, how have people changed.</i>
Benats'ukulh Nun- <i>November</i> Wisdom- Whunih Beaver- Tsa		Animals Seasons	Trapping and Tools Housing <i>Curricular Area: Science</i>	Rabbit Beaver Bobcat/Lynx <i>Observable Features of Beaver</i>	Beaver <i>Beaver Adaptations</i>	Rabbit Beaver Bobcat/Lynx <i>Life Cycles Water Cycles</i>	Diversity and grouping, ecosystems	Tracking Animals <i>Living Things respond to environment</i>	Tools Used for Processing Animal Hides <i>Organ systems, how they work, what we eat</i>	Trapping on the Land <i>Organ systems, Beaver reproduction</i>	Tan and Smoke Hide or Process a Fur <i>Earth's climate changes over time, how have people changed.</i>
'Eldzi Cho Nun- <i>December</i> Humility- Budzinzoo Wolf- Yus	Khui <i>Winter</i>	Animals Seasons	The Oral Tradition: Storytelling <i>Curricular Area: Language Arts</i>	Astronomy (K-1) Trickster and Creation Stories 'Astas (Trickster), Wolf <i>Stories help us learn about ourselves and our families</i>	Astronomy (2-3) Trickster and Creation Stories 'Astas (Trickster), Wolf <i>Stories help us learn about ourselves and our families</i>	Astronomy (2-3) Trickster and Creation Stories 'Astas (Trickster), Wolf <i>Stories help us learn about ourselves and our families</i>	Creation Stories Stories in the Sky Astronomy 4-7 <i>Exploring stories helps us make connections to ourselves and the world</i>	Trickster Stories <i>Exploring stories helps us make connections to ourselves and the world</i>	Contemporary Aboriginal Authors <i>Exploring stories helps us make connections to ourselves and the world</i>	Create an Oral Story <i>Exploring stories helps us make connections to ourselves and the world</i>	
		Traditional Songs and Dance Action Words	The Oral Tradition: Music and Dance <i>Curricular Area: Arts Education</i>	Dance and Music (K-1) Coyote Fox <i>People create art to express who they are as individuals and community</i>	Dance and Music (2-3) Coyote Fox <i>Creative expression develops our unique identity and voice and connects our experiences to the experiences of others</i>	Dance and Music (2-3) Coyote Fox <i>Creative expression develops our unique identity and voice and connects our experiences to the experiences of others</i>	Drumming and Singing <i>Creative expression is a means to explore and share one's identity within a community</i>	Drum Making History and Practice <i>Engaging in creative expression and experiences expands sense of identity and belonging</i>	Creating Your Own Song <i>Engaging in creative expression and experiences expands sense of identity and belonging</i>	Create and Drum a Song <i>Through art making one's sense of identity and community continually evolves</i>	
'Eldzi Cho Nun- <i>January</i> Forgiveness- N'unwhutuldelh Coyote-Chuntulhi		Numbers Colours	The Oral Tradition: Material Culture and Tools <i>Curricular Area: ADST</i>	Material Culture Technology Sasquatch <i>Skills can be developed through play</i> <i>Technologies are tools that extent human capacities</i>	Material Culture Technology Sasquatch <i>Skills can be developed through play</i> <i>Technologies are tools that extent human capacities</i>	Material Culture Technology Sasquatch <i>Skills can be developed through play</i> <i>Technologies are tools that extent human capacities</i>	Material Culture Technology Sasquatch <i>Skills can be developed through play</i> <i>Technologies are tools that extent human capacities</i>	Making Snowshoes & Learning History Material Culture <i>Skills are developed through practice, effort, and action</i> <i>Choice of technology depends on task</i>	Creating a Traditional Clothing Item from Hide/Fur <i>Skills are developed through practice, effort, and action</i> <i>Choice of technology depends on task</i>	Clothing and Adornment Independent Projects <i>Complex tasks require the acquisition of additional skills</i> <i>Complex tasks may require multiple tools and technologies.</i>	Tools and Homes <i>Complex tasks require the acquisition of additional skills</i> <i>Complex tasks may require multiple tools and technologies.</i>

Yussul Nun- February Honesty- Tsi'hun untoh Sasquatch- Ts'estl'os	Khui Winter	Kinship	The Oral Tradition: Identity Curricular Area: PS Core Competency	Identity (K-1) , Otter , Seal People of the North (K-1) , People of the Plains (K-1) , People of the Northwest Coast (K-1) , Métis <i>I can describe my family and community</i>	Identity (2-3) , Otter , Seal People of the North (2-3) , People of the Plains (2-3) , People of the Northwest Coast (2-3) , Métis <i>I am to identify the different groups that I belong to</i>	Reconciliation <i>I am to identify the different groups that I belong to</i>	Residential Schools Residential Schools 2 <i>I understand that my identity is made up of many interconnected aspects</i>	The Balhats System <i>I understand that my identity is made up of many interconnected aspects</i>	Canadian History Study <i>I understand that my identity is made up of many interconnected aspects</i>
Datsan Nandel Nun- March Love- 'Uke'essi Eagle- Tsibalyan	'Olulh Spring	Seasons Weather	Preparation for Seasonal Work (Fishing Technologies & Trapping) Curricular Area: ADST	Interconnectedness of people and the environment and being prepared for upcoming seasonal work. Trees (Duchun) , Eagle (Tsebalyan) <i>Skills can be developed through play</i> <i>Technologies are tools that extent human capacities</i>	Understanding how our actions impact the environment. Waste and its consequences. Reasons to be prepared for upcoming seasons. Trees (Duchun) , Eagle (Tsebalyan) <i>Skills can be developed through play</i> <i>Technologies are tools that extent human capacities</i>	How preparation helps the environment 3R's. How we can personally show respect to the environment every day. Plant Protectors Social Responsibility <i>Skills are developed through practice, effort, and action</i> <i>Choice of technology depends on task</i>	How preparation helps us to protect the environment 3R's. How we can personally show respect to the environment every day. Plant Protectors Social Responsibility <i>Skills are developed through practice, effort, and action</i> <i>Choice of technology depends on task</i>	Giving back to our communities, and cleaning our environment (rejuvenate habitats) <i>Complex tasks require the acquisition of additional skills</i> <i>Complex tasks may require multiple tools and technologies.</i>	Giving back to our communities, and cleaning our environment (rejuvenate habitats) <i>Complex tasks require the acquisition of additional skills</i> <i>Complex tasks may require multiple tools and technologies.</i>
Dulats'ek Nun- April Compromise- Ndaja ts'ut'en Caribou- Whudzih		Seasons Weather	Walking Softly on the Earth Dugout Curricular Area: Social Studies ADST	Walking Softly in the Forest Medicines That Help Us, Sturgeon, Bee <i>Healthy communities recognize and respect the diversity of individuals and care for the local environment</i>	Walking Softly in the Forest Medicines That Help Us, Ways we show respect to the environment. Turtle, Sturgeon, Bee <i>Local actions have global consequences and global actions have local consequences</i>	Traditional Conservation Practices <i>Pursuit of valuable natural resources played a key role in changing the land, people, communities</i>	Modern Conservation Practices <i>Natural resources continue to shape the economy and identity of different regions of Canada</i>	Living on the Land and Walking Softly <i>Economic self-interest can be a significant cause of conflict among peoples and governments.</i> Dugout Canoes ADST <i>Complex tasks may require multiple tools and technologies</i>	Natural Revitalization Project <i>PS Social Responsibility Core Competency</i> <i>I can analyze complex social or environmental issues from multiple perspectives. I can take thoughtful actions to influence positive, sustainable change.</i>
Dugoos Nandel Nun- May Hope- 'Unchah Butterfly- Tsagwelt'ah		Plant and Local Area Names? Alphabet and Review of the year	Plant Life Cycle Medicine Curricular Area: Science ADST	Plant Life Cycle (K-1) Bugs and Insects (K-1) Butterfly, Bear, Bear 2 <i>Plants have observable features and adaptations to help them survive</i>	Plant Life Cycle (2-3) Bugs and Insects (2-3) Butterfly, Bear, Bear 2L <i>Living things have life cycles that are adapted to their environment. They are diverse and can be grouped and interact with their ecosystems</i>	Creating a Traditional Food Garden <i>The motions of earth and the moon cause observable patterns that affect living and non-living systems.</i>	Harvesting Plants from Nature for Food <i>Machines are devices that transfer force and energy</i>	Preserving a Traditional Plant ADST <i>Complex tasks may require multiple tools and technologies</i>	Planting & Harvesting Preparation <i>All organisms need space, food, water, and access to resources in order to survive</i>
Dai Nun June Determination- Daynee Ulhtus Salmon- Talukw	Shen Summer	Plant and Local Area Names? Alphabet and Review of the year	Harvesting Plants for Traditional Use Curricular Area: Science ADST	Local Foods, Gardens, Owls, Mouse <i>Plants have observable features and adaptations to help them survive</i>	Local Foods, Gardens, Owls Mouse <i>Living things have life cycles that are adapted to their environment. They are diverse and can be grouped and interact with their ecosystems</i>	Make Birch Syrup <i>The motions of earth and the moon cause observable patterns that affect living and non-living systems</i>	Harvest Birch Bark & Make Baskets <i>Machines are devices that transfer force and energy</i>	Birch Bark ADST <i>Complex tasks may require multiple tools and technologies</i>	Make a Birch Product Independently ADST <i>Complex tasks may require multiple tools and technologies</i>

Retrieved from: <https://www.reclaiming.com/content/aboutcircleofcourage>.

Framework based on: Prince, L. (2013) K7 Carrier Natural Calendar. School District #57, Aboriginal Education Department: Prince George, BC.

Adapted by: E. Frederick, D. Doran, C. Luke, B. Gwilliam (2018) K-7 Lheidli T'enneh Natural Calendar. Nusdeh Yoh: Prince George, BC