



PLEASE NOTE THAT THIS IS AN INDIGENOUS TEACHING THAT ORIGINATES FROM EASTERN REGIONS. OUR SCHOOL DISTRICT HAS RESPECTFULLY ADOPTED MANY OF ITS TEACHINGS, AS THEY STRONGLY ALIGN WITH AND SUPPORT OUR CORE VALUES.

The Medicine Wheel:

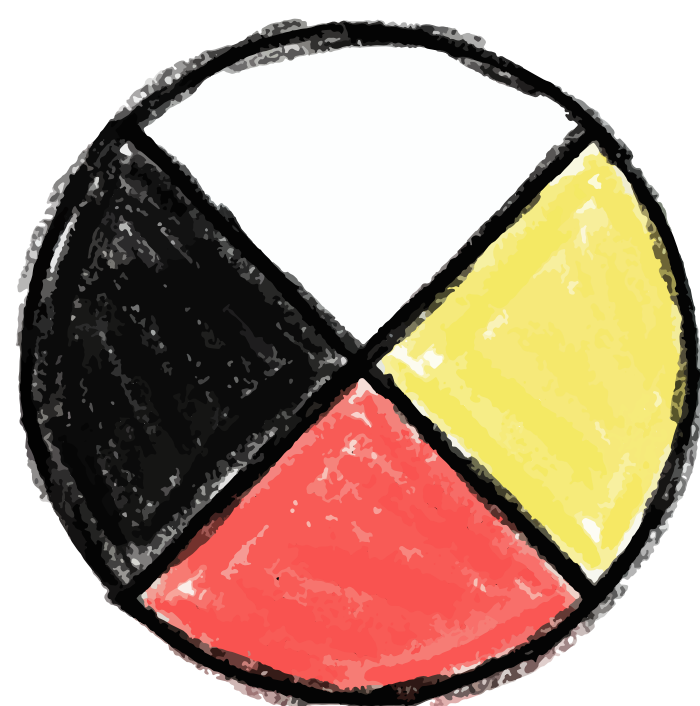
The Medicine Wheel is a sacred Indigenous teaching used by many Nation's across Turtle Island to understand life, balance, and connection. While its specific meanings can vary among communities, it is often represented as a circle divided into four parts, each associated with different directions, colours, and aspects of life. The wheel commonly reflects the interconnectedness of the physical, mental, emotional, and spiritual dimensions of a person or living element. It also represents the cycles of life, including the stages of growth from childhood to adulthood and beyond. The four directions (East, South, West, and North) are often linked to teachings about seasons, times of day, and elements of nature. The Medicine Wheel emphasizes the importance of maintaining balance in all areas of life to support well-being. It is not just a symbol, but a guide for living in harmony with oneself, others, and the natural world. Many Indigenous communities use the Medicine Wheel in teachings, ceremonies, and daily practices. It also encourages respect for all living things and recognizes that everything is interconnected. In educational settings, the Medicine Wheel can help students understand holistic wellness and the importance of caring for mind, body, heart, and spirit.

MEDICINE WHEEL ACTIVITIES

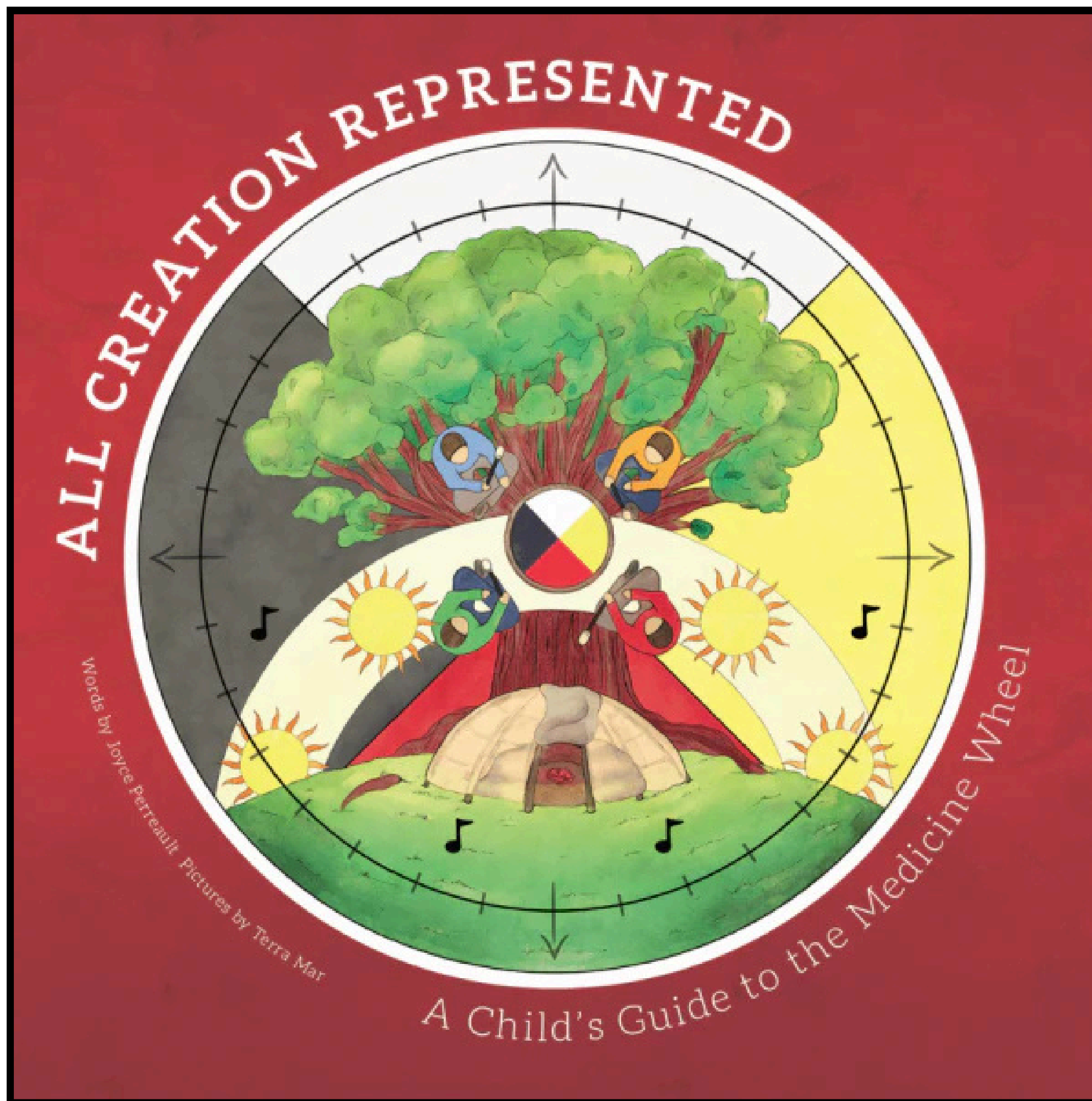
Lay a Medicine Wheel in the center of the floor as part of a sharing circle, or display one on the whiteboard. Provide each student with sticky notes and ask them to respond to each quadrant, using one sticky note per section. For example, in the black section, ask: "How do you take care of your body?" Students write their response on a sticky note, place it in the black section of the Medicine Wheel, and then return to the circle to share and discuss their ideas. Repeat this process for each section: Yellow - "How do you take care of your mind?" White - "How do you take care of your spirit?" Red - "How do you take care of your heart?" Encourage students to reflect on their answers and listen respectfully as others share their ideas.

Provide each student with a blank Medicine Wheel template divided into four quadrants. Ask students to reflect on their own lives and fill in each section with drawings or words that represent how they currently care for each area: physical (body), mental (mind), emotional (heart), and spiritual (spirit). Encourage them to think about daily habits, relationships, activities, and practices that support their well-being. Once completed, have students reflect on their wheel by asking questions such as: "Which area feels strongest for you?" and "Which area might need more attention or balance?" Students can then set one small goal for improving balance in one quadrant. If appropriate, invite students to share their reflections in pairs or in a circle, emphasizing respect and personal choice in sharing.

Set up four areas of the classroom, each representing a quadrant of the Medicine Wheel (Black - body, Yellow - mind, White - spirit, Red - heart). Clearly label each area with its guiding question. Call out different prompts related to well-being, such as "Something you do to feel calm," "An activity that helps you learn," or "A way you show kindness." Students move to the quadrant they feel best matches the prompt. Once in their spot, give them a moment to think, then invite a few students to share their ideas with the group. After sharing, call out a new prompt and have students move again. This activity encourages reflection, physical movement, and discussion, while helping students see how different actions connect to different aspects of well-being.



MEDICINE WHEEL ACTIVITIES FOR THE BOOK "ALL CREATION REPRESENTED" WORDS BY JOYCE PERREAULT AND PICTURES BY TERRA MAR

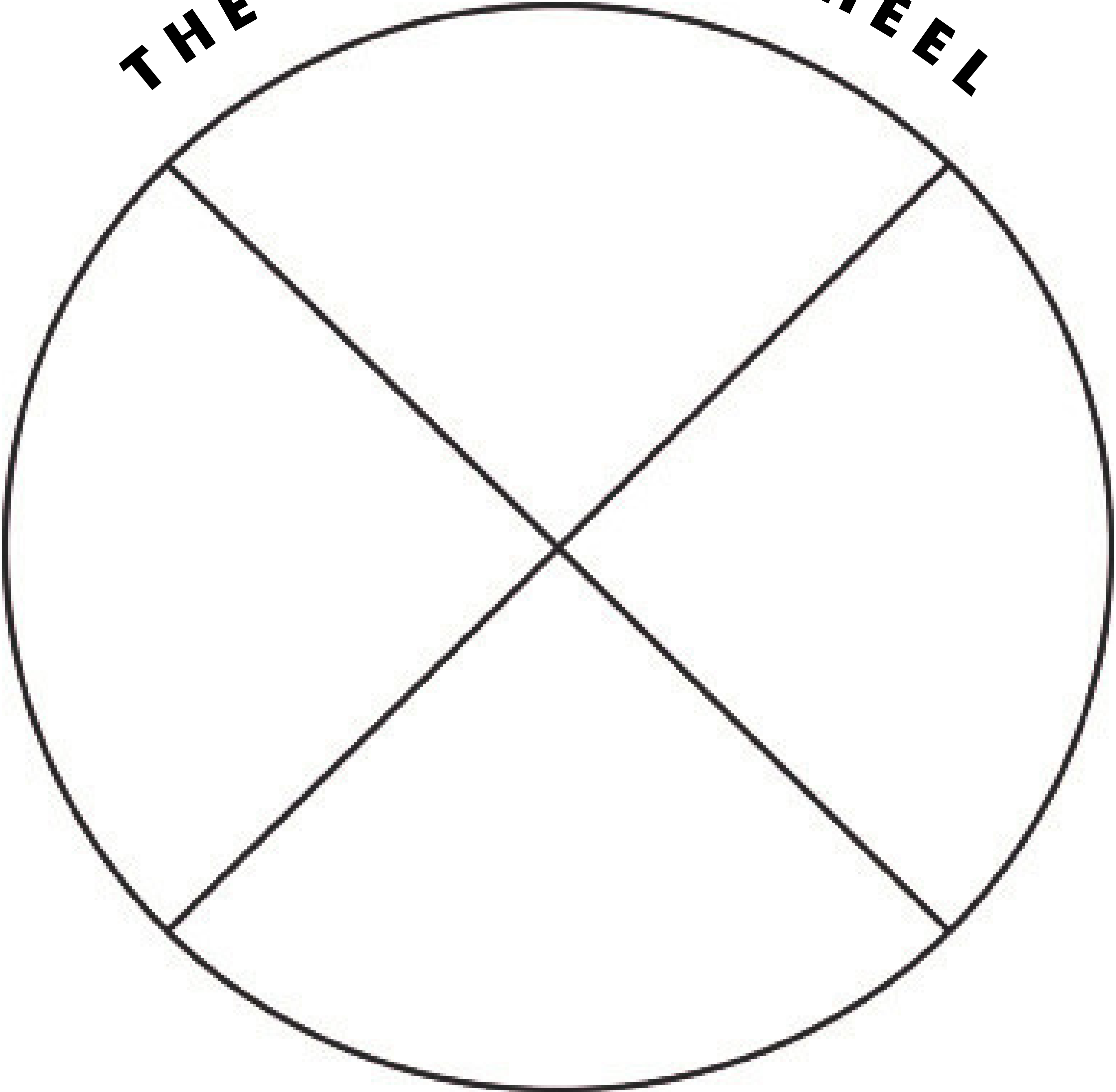


Read a page or two each day with your class to explore different teachings of the Medicine Wheel, recognizing that this Indigenous teaching represents many interconnected aspects of life and self. For example, when reading about the seasons, take time to connect the learning to students' lived experiences. Ask questions such as: "What season are we currently in?" "What do you enjoy about this season?" "What do you notice happening in nature?" and "Is there anything you don't enjoy about it?"

After the discussion, provide students with a blank Medicine Wheel template. Explain the seasonal placement: winter at the top, spring to the right, summer at the bottom, and fall to the left. Invite students to draw or write anything that comes to mind for each season, such as observations, feelings, activities, or changes in nature.

Continue this process as you move through the book, allowing students to add to their understanding over time. By the end, each student will have created their own personal "Medicine Wheel Teachings" booklet that reflects their learning and connections.

THE MEDICINE WHEEL



THE TEACHING OF
