

The background features a collage of indigenous crafts. At the top, there's a woven basket with a circular pattern. Below it, a wooden gourd is visible. A beaded necklace with a wooden pendant hangs from the top. The overall color palette is warm, with browns, yellows, and oranges.

Honoring Indigenous Wisdom: Making Connections Part 1

Adriana Bernal, Carmen Fontánez, Renetta Goeson, and Melisa Jaén

NCECDTL

Learning Objective

Create a “meaning transfer” of the Head Start Early Learning Outcomes Framework (ELOF) in a way that connects with cultures and languages.

Develop learning experiences that honor and support strengths, traditions, culture, community values, and Indigenous language — and connect to the ELOF.



National Center on

Early Childhood Development, Teaching, and Learning



Meaning Transfer with the Head Start Early Learning Outcomes Framework



Children Are Sacred and Whole



National Center on
Early Childhood Development, Teaching, and Learning

Head Start Early Learning Outcomes Framework

Ages Birth to Five





The ELOF describes the **skills, behaviors, and knowledge** that programs must foster in **all** children.



Five Central Domains of Learning and Development

	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication Literacy	Mathematics Development Scientific Reasoning	Perceptual, Motor, and Physical Development



Children use cultural knowledge to develop their own understanding of the world.



Example of Side-by-Side Reframing

Approaches to Learning

Curiosity, Wonder, and Ways of Engagement

Social and Emotional

Relational Belonging, Inner Knowing

Language and Literacy

Voice, Expression, and Sacred Exchange

Cognition

Meaning-Making and Reflection

Perceptual, Motor and Physical Development

Embodied Movement, Awareness, and Wholeness

Example Reframing / Meaning Transfer

ELOF Domain	Living Pathways Reframe	What words would you use to describe the domain?	Cultural Considerations
Approaches to Learning	Curiosity, Wonder, and Ways of Engagement	Example Wasdonyewaciŋ – curious	Children learn by observation, listening, and experience.
Social and Emotional Development	Relational Belonging and Inner Knowing	Wotakuye – Relationship taku ta'wa-belonging	Being a good relative, showing wo'ohoda – respect for each other and all our relatives (animals, plants, etc.)




Early Learning Outcomes Framework Reframing

- In your handout packet, you have a handout that describes the ELOF and the reframing.
- In the space provided, describe the ELOF domain using your own words. Use your language to describe if you choose to and if it's appropriate to do so.
- Share back with the rest of the group.

NCECDTL
NATIONAL CENTER ON EARLY CHILDHOOD DEVELOPMENT, TEACHING, AND LEARNING

EARLY LEARNING OUTCOMES FRAMEWORK- REFRAMING ACTIVITY



EARLY LEARNING OUTCOMES FRAMEWORK-REVIEW AND REFRAME

Use the QR Code above to review the ELOF Domains and Subdomains, what words come to mind to describe the domain. If it is appropriate, use your Indigenous Language to make connections.

SIDE-BY-SIDE DOMAIN REFRAMING:

ELOF Domain	Living Pathways Reframe	What words would you use to describe the Domain?	Cultural Considerations
Approaches to Learning	Curiosity, Wonder, and Ways of Engagement		
Social and Emotional Development	Relational Belonging and Inner Knowing		
Language and Communication	Voice, Expression, and Sacred Exchange		



Reflection – Sharing

- What did you feel as you completed this activity?
- What did you discover as you worked on this activity?
- What did you like about this activity?
- What would you change about this activity?
- What will you take back to your program/colleagues?





Sharing Ideas



National Center on
Early Childhood Development, Teaching, and Learning



Every child holds a
universe of wisdom.

Questions/Closing Story



National Center on

Early Childhood Development, Teaching, and Learning



Take a Break



A collage of indigenous crafts. In the top left, a wooden hoop with a beaded necklace and a small carved object. In the top right, a wooden gavel with a woven handle. In the center, a woven basket with a colorful circular pattern. In the bottom, a woven basket with a colorful fish-shaped object.

Honoring Indigenous Wisdom: Making the Connection Part 2

Adriana Bernal, Carmen Fontánez, Renetta Goeson, and Melisa Jaén

NCECDTL

Learning Objectives



- Discuss how lifeways help children learn and develop.
- Develop activities using lifeways to enhance, encourage, and inspire children's growth and development.



National Center on

Early Childhood Development, Teaching, and Learning

Lifeways are...

the customs, traditions, values, and ways of living that guide how a group of people interact with each other and the world around them.



National Center on

Early Childhood Development, Teaching, and Learning



Head Start Early Learning Outcomes Framework (ELOF)



- Describes what children should know and be able to do to succeed in school.
- Provides developmental progressions for learning skills.
- Includes five central developmental domains with sub-domains that describe learning outcomes.



National Center on

Early Childhood Development, Teaching, and Learning



Principles



- Each child is unique and can succeed.
- Learning happens in the context of relationships.
- Families are children's first and most important caregivers, teachers, and advocates.
- Children learn best when they are emotionally and physically safe and secure.



National Center on

Early Childhood Development, Teaching, and Learning



Principles



- Areas of development are integrated, and children may learn many concepts and skills at the same time.
- Teaching must be intentional and focused on how children learn and grow.
- Every child has different strengths rooted in their family's culture, background, language, and beliefs.



National Center on

Early Childhood Development, Teaching, and Learning

Session Tools



Lifeways and ELOF Connections



Learning Through Lifeways

Instructions: Select a Learning Through Lifeways station. You will be able to visit up to **three** of the stations set up for this activity. Once at your station you can begin.

Step 1: Explore the materials available at the activity station. (5 minutes)

Step 2: Work on your own or as a small group: (15 minutes)

- Draw a line from the activity to a learning domain. You can include an activity for more than one domain.
- Discuss and write down ways to include parents, elders, and the community in the activity to support children's engagement and learning

Step 3: Review the example activities for the lifeway you have selected. Add at least two additional activity ideas to the posted chart paper. Connect each activity to the ELOF domains. (5 minutes)

Lifeway: Beading	
ELOF Domains	Example Activities
Approaches to Learning	<input type="radio"/> Have children string beads to create various items to practice hand-eye coordination and develop dexterity.
Social and Emotional	<input type="radio"/> Have children talk about friendship and ways to make friendship bracelets. <input type="radio"/> Have children string beads of different sizes and shapes from small to large to develop dexterity
Language and Literacy	<input type="radio"/> Have children make their names and words with the letter beads to understand that letters are grouped to form words.
Cognitive	<input type="radio"/> Have children count, classify, compare, contrast, and order beads using a divided container, such as an ice cube tray, egg carton, or lunch tray.
Perceptual, Motor, and Physical Development	<input type="radio"/> Make available books on the art of beading. Give children opportunities to ask questions during shared reading and talk about the pictures in the books. <input type="radio"/> Fill clear plastic bottles with colorful liquids, beads, or rice for visual and auditory stimulation to introduce beading.
<p>Ways we can include parents, elders, and the community to support children's learning. <i>Example: Invite parents and elders to demonstrate beading and assist children in using different methods of stringing beads.</i></p>	
<p>Lifeway Considerations</p> <ul style="list-style-type: none"> • Discuss the safe and proper use of beads and why it is not safe to put them in the mouth, nose, ears, etc. with adults and children. • Use age-appropriate size beads for children, pony beads, large wooden beads, pom poms, or even make some "beads" out of slices of a pool noodle, and items used for threading. Threads can be pipe cleaners, straws, or string, to name a few. • For infants and toddlers: <ul style="list-style-type: none"> • Provide various textured materials like fabric scraps, sandpaper, and cotton balls for your baby to touch and explore. • Use simple lacing cards with large holes and a thick lace. You can make these at home using cardboard and a hole punch. 	

Lifeways Activity Commitments

- Get Creative!
- Make Connections!
- Have Fun!



Learning Through Lifeways



National Center on
Early Childhood Development, Teaching, and Learning

Questions and Answers Reflection Time



National Center on
Early Childhood Development, Teaching, and Learning

Pidamayaye
Gracias
Thank You!
We want to hear
from you!

Please take some time to
complete the session
evaluation.

For more information contact:
ecdtl@ecetta.info
(Toll-free 1-844-261-3752)



National Center on

Early Childhood Development, Teaching, and Learning

This training was supported by the Administration for Children and Families (ACF) of the United States (U.S.) Department of Health and Human Services (HHS) as part of a financial assistance award totaling \$10,200,000 with 100% funded by ACF. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement by, ACF/HHS, or the U.S. Government. This resource may be duplicated for noncommercial uses without permission.

Early Learning Outcomes Framework (ELOF) Reframing Activity

Use the QR Code to review the ELOF domains and Sub-domains. What words come to mind to describe the domain? If it is appropriate, use your indigenous language to make connections.



SIDE-BY-SIDE DOMAIN REFRAMING:

ELOF Domain	Living Pathways Reframe	What words would you use to describe the domain?	Cultural and Linguistic Considerations
Approaches to Learning	Curiosity, Wonder, and Ways of Engagement		
Social and Emotional Development	Relational Belonging and Inner Knowing		
Language and Communication	Voice, Expression, and Sacred Exchange		
Cognition	Meaning-Making and Reflection		
Perceptual, Motor, and Physical Development	Embodied Movement, Awareness, and Wholeness		



ADDITIONAL THOUGHTS AND REFLECTIONS:

Please use this space for additional thoughts and reflections:



National Center on

Early Childhood Development, Teaching, and Learning

This training was supported by the Administration for Children and Families (ACF) of the United States (U.S.) Department of Health and Human Services (HHS) as part of a financial assistance award totaling \$10,200,000 with 100% funded by ACF. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement by, ACF/HHS, or the U.S. Government. This resource may be duplicated for noncommercial uses without permission.

Five Central Domains of Learning and Development

	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development
			Literacy	Scientific Reasoning	



Example of Side-by-Side Reframing

Approaches to Learning

Curiosity, Wonder, and Ways of Engagement

Social and Emotional

Relational Belonging, Inner Knowing

Language and Literacy

Voice, Expression, and Sacred Exchange

Cognition

Meaning-Making and Reflection

Perceptual, Motor and Physical Development

Embodied Movement, Awareness, and Wholeness



Learning Through Lifeways

Instructions: Select a Learning Through Lifeways station. You will be able to visit up to **three** of the stations set up for this activity. Once at your station you can begin.

Step 1: Explore the materials available at the activity station. (5 minutes)

Step 2: Work on your own or as a small group: (15 minutes)

- Draw a line from the activity to a learning domain. You can include an activity for more than one domain.
- Discuss and write down ways to include parents, elders, and the community in the activity to support children's engagement and learning

Step 3: Review the example activities for the lifeway you have selected. Add at least two additional activity ideas to the posted chart paper. Connect each activity to the ELOF domains. (5 minutes)

Lifeway: Beading	
ELOF Domains	Example Activities
Approaches to Learning	<input type="radio"/> Have children string beads to create various items to practice hand-eye coordination and develop dexterity.
Social and Emotional	<input type="radio"/> Have children talk about friendship and ways to make friendship bracelets. <input type="radio"/> Have children string beads of different sizes and shapes from small to large to develop dexterity
Language and Literacy	<input type="radio"/> Have children make their names and words with the letter beads to understand that letters are grouped to form words.
Cognitive	<input type="radio"/> Have children count, classify, compare, contrast, and order beads using a divided container, such as an ice cube tray, egg carton, or lunch tray.
Perceptual, Motor, and Physical Development	<input type="radio"/> Make available books on the art of beading. Give children opportunities to ask questions during shared reading and talk about the pictures in the books. <input type="radio"/> Fill clear plastic bottles with colorful liquids, beads, or rice for visual and auditory stimulation to introduce beading.
<p>Ways we can include parents, elders, and the community to support children's learning. <i>Example: Invite parents and elders to demonstrate beading and assist children in using different methods of stringing beads.</i></p>	
Lifeway Considerations	
<ul style="list-style-type: none"> • Discuss the safe and proper use of beads and why it is not safe to put them in the mouth, nose, ears, etc. with adults and children. • Use age-appropriate size beads for children, pony beads, large wooden beads, pom poms, or even make some "beads" out of slices of a pool noodle, and items used for threading. Threads can be pipe cleaners, straws, or string, to name a few. • For infants and toddlers: <ul style="list-style-type: none"> • Provide various textured materials like fabric scraps, sandpaper, and cotton balls for your baby to touch and explore. • Use simple lacing cards with large holes and a thick lace. You can make these at home using cardboard and a hole punch. 	

Learning Through Lifeways

Lifeway: Cultural Storytelling		
ELOF Domains	Example Activities	
Approaches to Learning	<input type="radio"/>	<ul style="list-style-type: none"> ○ Have children draw a picture about the story or make simple props for acting out the story. ○ Have children perform the music in the story (drumming, etc.) and/or make the sounds of the animals in the story. ○ Create a word wall for the new words in the story to help children learn alphabet letters are a special category of visual graphics that can be named in Cherokee and English. ○ Have children use finger and body movements to act out their own stories. ○ Have children use finger and body movements to act out a story as it is told while maintaining an awareness of their own space in relationship to others. ○ Support children in following directions while acting out stories. ○ Have children draw a picture about the story or make simple props for acting out the story. ○ During storytelling, use different voices for characters to make the stories more engaging. ○ Encourage children to join in on repetitive phrases or actions.
Social and Emotional	<input type="radio"/>	
Language and Literacy	<input type="radio"/>	
Cognitive	<input type="radio"/>	
Perceptual, Motor, and Physical Development	<input type="radio"/>	
<p>Ways we can include parents, elders, and the community to support children’s learning. <i>Example: Help their children choose objects at home to be used as props in the dramatic play area for acting out stories.</i></p>		
<p>Lifeway Considerations</p> <ul style="list-style-type: none"> • Use age-appropriate books for children. 		
<p>Lifeway: Drum Making</p>		

Learning Through Lifeways

ELOF Domains	Example Activities	
Approaches to Learning	<input type="radio"/>	<ul style="list-style-type: none"> ○ Demonstrate the proper way of using and holding tools to make drums. ○ Have children discuss and make a list of the safe ways to use tools. Record their responses. ○ Have children identify the different ways they cooperate while making a drum. ○ Play different types of drum music and discuss the differences heard. ○ Have children discuss the drums they made and those of others. Talk about how a drum can be an artistic creation as well as an instrument. ○ Read stories about drums to children and have books about drums readily available. ○ Help children recognize how using different materials to make a drum and the size of the drum influence its sound. Have them listen to a drum made of natural materials and a drum made from-man-made materials.
Social and Emotional	<input type="radio"/>	
Language and Literacy	<input type="radio"/>	
Cognitive	<input type="radio"/>	
Perceptual, Motor, and Physical Development	<input type="radio"/>	
<p>Ways we can include parents, elders, and the community to support children’s learning. <i>Example: Talk with children about the difference between drums that are for play or practice and drums that are for cultural activities, including the different ways we show respect to the instrument.</i></p>		
<p>Lifeway Considerations</p>		
<ul style="list-style-type: none"> • Discuss safe and proper use of drum making tools and materials with adults and children. • Discuss family and community member roles in making and using drums. 		

Learning Through Lifeways

Lifeway: Pow Wow		
ELOF Domains	Example Activities	
Approaches to Learning	<input type="radio"/>	<ul style="list-style-type: none"> ○ Help children string beads onto a leather strip to create a rattle. ○ While listening to drum music in small groups, have children tap their hands on a drum or dance when the music starts. Instruct them to stop tapping or dancing when the music stops.
Social and Emotional	<input type="radio"/>	<ul style="list-style-type: none"> ○ While outdoors, make a circle and dance to Pow Wow music. Allow four boys to drum, and then rotate to another four boys, allowing them to drum.
Language and Literacy	<input type="radio"/>	<ul style="list-style-type: none"> ○ Play Pow Wow music and encourage dance and movement using ribbons and scarves. ○ Encourage children to create their own movements individually and in a group.
Cognitive	<input type="radio"/>	<ul style="list-style-type: none"> ○ Sing a song in Tribal/Indigenous/heritage language as children arrive in the morning to support their listening to the language. ○ Create a list of new words with children related to the Pow Wow, in both Tribal/Indigenous/heritage language and English. ○ Have children draw and dictate their own story about a Pow Wow.
Perceptual, Motor, and Physical Development	<input type="radio"/>	<ul style="list-style-type: none"> ○ In a circle, plan a children’s Pow Wow. Encourage children to discuss what will happen — what they will need, what they will do in relation to what they have learned, and what their expectations are for the event.
<p>Ways we can include parents, elders, and the community to support children’s learning. <i>Example: Introduce the sacred medicines (Cedar, Sage, Tobacco, and Sweetgrass). Explain the use of each sacred medicine and pass them around showing how to handle them gently and carefully. Discuss the use of sacred medicines in the past and in the present.</i></p>		
Lifeway Considerations		

Learning Through Lifeways

Lifeway: Basket Weaving		
ELOF Domains	Example Activities	
Approaches to Learning	<input type="radio"/>	<ul style="list-style-type: none"> ○ Have children practice weaving a few strands of different materials (paper, ribbon, grass, etc.) to develop hand dexterity and eye-hand coordination.
Social and Emotional	<input type="radio"/>	<ul style="list-style-type: none"> ○ Have children make bracelets using a simple basket-making weave. ○ Have children identify the ways they cooperate while gathering plant materials and making baskets. ○ Have children make up simple songs and sing them while gathering plants and/or making their baskets.
Language and Literacy	<input type="radio"/>	<ul style="list-style-type: none"> ○ Have children discuss and plan what tools and materials are needed and what tasks have to be done to be ready to make a basket. ○ Have children listen to an Elder demonstrate and explain how to make a basket.
Cognitive	<input type="radio"/>	<ul style="list-style-type: none"> ○ Create a treasure basket filled with natural materials like small pinecones, leaves, ribbons, or soft fabric scraps. For infants, allow them to grasp and explore these items to stimulate their senses and hand-eye coordination as they learn to manipulate the objects. As they grow older and start to grasp the concept of weaving, you can encourage toddlers to start threading ribbons through the basket or weaving leaves in and out.
Perceptual, Motor, and Physical Development	<input type="radio"/>	<ul style="list-style-type: none"> ○ Create a treasure basket filled with natural materials like small pinecones, leaves, ribbons, or soft fabric scraps. For infants, allow them to grasp and explore these items to stimulate their senses and hand-eye coordination as they learn to manipulate the objects. As they grow older and start to grasp the concept of weaving, you can encourage toddlers to start threading ribbons through the basket or weaving leaves in and out.
<p>Ways we can include parents, elders, and the community to support children’s learning. <i>Example: Help their children to learn and use the Luiseño and English words for the plants and tools used for basket making.</i></p>		
Lifeway Considerations		
<ul style="list-style-type: none"> • Discuss safe and proper use of materials with adults and children. • Use age-appropriate materials. 		



PARTICIPANT GUIDE

HONORING INDIGENOUS WISDOM: MAKING THE CONNECTION



CHILDREN ARE WHOLE AND SACRED

- Children arrive whole, carrying wisdom, identity, memory, and possibility. Learning is not the act of filling what is empty, but the gentle tending of what already lives within, allowing understanding to unfold in its own time.
- Rooted in family and culture, children come knowing. These relationships shape how they see themselves, how they make meaning, and how they belong in the world.
- Indigenous values, knowledge systems, culture, and language guide this unfolding, offering pathways of connection, continuity, and deep relational growth.
- Through play, story, movement, and sensory experience, children express who they are, explore what they wonder, and deepen their knowing—honoring their full humanity as sacred and complete.

-Lisa Wilson

Write the word for “child” in your language on the sticky note provided. Place it on the large chart paper.

PARTICIPANT’S REFLECTION AND NOTES GUIDE

Feel free to write down your ideas as you engage in the *Honoring Indigenous Wisdom: Making Connections* content and session materials. The reflection questions and resources may help you think about ways to center language in your culturally and linguistically responsive curricula.

Part 1

Activity:



Activity

Early Learning Outcomes Framework Reframing

- In your handout packet, you have a handout that describes the ELOF and the reframing.
- In the space provided, describe the ELOF domain using your own words. Use your language to describe if you choose to and if it's appropriate to do so.
- Share back with the rest of the group.

ELOF Domain	Using Pathways Reframe	What words would you use to describe the domain?	Cultural Considerations
Approaches to Learning	Curiosity, Wonder, and Sense of Engagement		
Social and Emotional Development	Relational Belonging and Inter-Change		
Language and Communication	Voice Expression and Shared Challenge		



- In your handout packet, you have a handout that describes the ELOF and the Reframing.
- In the space provided, describe the ELOF domain using your own words. Use your language to describe if you choose to and if it's appropriate to do so.
- Share back with the rest of the group.

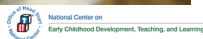
Reflection:



Reflection

Reflection – Sharing

- What did you feel as you completed this activity?
- What did you discover as you worked on this activity?
- What did you like about this activity?
- What would you change about this activity?
- What will you take back to your program/colleagues?



What did you feel as you completed this activity?

What did you discover as you worked on this activity?

What did you like about this activity?

What would you change about this activity?

What will you take back to your program/colleagues?

Use Questions to Reflect on Your Own:



Every child holds a universe of wisdom.

Every child holds a universe of wisdom.

Our role is not to shape them, but to listen, respond, and walk alongside as they unfold.

- Children live and collect their stories every day. Who are we in their stories?
- How do we add to their stories in a good way by providing the quality early childhood experiences they deserve?
- Do we take the time necessary to intentionally plan experiences that honor who they are in a way that honors how they learn and grow?

Part 2

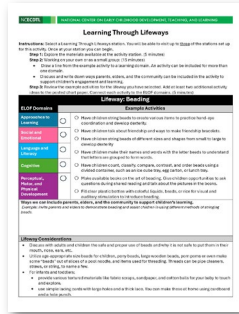
Session Tools

National Center on
Early Childhood Development, Teaching, and Learning

- During the next activity, we invite you to make meaningful connections between the ELOF and lifeways.
- We encourage you to download the ELOF2GO app. This is also a great resource to share with others.
- Use the app throughout our time together to help make those ELOF connections!
- If you have a laptop and connection to the conference WI-FI, you can also access the ELOF on HeadStart.gov. We recommend the Interactive ELOF.

Activity:

Lifeways and ELOF Connections



Instructions: Select a Learning Through Lifeways station. You will be able to visit up to **three** of the stations for this activity. Once at your station, you can begin.

Step 1: Explore the materials available at the activity station. (5 minutes)

Step 2: Work on your own or as a small group: (15 minutes)

- Draw a line from the activity to a learning domain. You can include an activity for more than one domain.
- Discuss and write down ways to include parents, elders, and the community in the activity to support children’s engagement and learning

Step 3: Review the example activities for the lifeway you have selected. Add at least two additional activity ideas to the posted chart paper. Connect each activity to the ELOF domains. (5 minutes)

Lifeways Activity Commitments

- Get Creative!
- Make Connections!
- Have Fun!



As you begin this learning journey, we want to encourage your commitment to bringing our collective lifeways into our discussions.

- Letting go and getting creative!
- Making connections with the ELOF and activities to take back and share with your staff!
- And, most importantly, have fun!

Learning Through Lifeways



Lifeway/Station Activities

Beading

- Beading kits
- Friendship bracelets
- Bead sorting
- Explore books about beading

Cultural Storytelling

- Books to explore
- Art supplies to draw/make their own stories
- Supplies to make a word wall based on stories shared
- Audio stories to listen to

Drum Making

- Drum making kits
- Audio clips of different kinds of drums
- Conversation starters related to the significance of drums, stories related to drums and drum making

Pow Wow

- Materials to make a plan for dance regalia
- Audio/video Pow Wow clips
- Plan a children’s Pow Wow

Basket Making

- Make a basket with a variety of materials
- Songs/books about basket making

Let’s pause and reflect.
 Are there questions you still have?
 Thoughts or ideas you would like to share?

Questions
 and Answers
 Reflection Time



Resource List

Making It Work

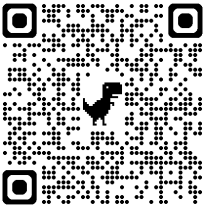
<https://headstart.gov/culture-language/article/making-it-work-implementing-cultural-learning-experiences-american-indian-alaska-native-early>



Interactive Head Start Early Learning Outcomes Framework: Ages Birth to Five

A guide to what children should know and do in five central developmental domains

<https://headstart.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five>



A Report on Tribal Language Revitalization in Head Start and Early Head Start

<https://headstart.gov/sites/default/files/pdf/report-tribal-language-revitalization.pdf>



Native Language Preservation, Revitalization, Restoration, and Maintenance in Head Start Programs ACF-IM-HS-15-02

<https://headstart.gov/policy/im/acf-im-hs-15-02>



Learning Through Lifeways

Instructions: Select a Learning Through Lifeways station. You will be able to visit up to **three** of the stations set up for this activity. Once at your station you can begin.

Step 1: Explore the materials available at the activity station. (5 minutes)

Step 2: Work on your own or as a small group: (15 minutes)

- Draw a line from the activity to a learning domain. You can include an activity for more than one domain.
- Discuss and write down ways to include parents, elders, and the community in the activity to support children's engagement and learning

Step 3: Review the example activities for the lifeway you have selected. Add at least two additional activity ideas to the posted chart paper. Connect each activity to the ELOF domains. (5 minutes)

Lifeway: Beading

ELOF Domains	Example Activities	
Approaches to Learning	<input type="radio"/>	<ul style="list-style-type: none"> ○ Have children string beads to create various items to practice hand-eye coordination and develop dexterity.
Social and Emotional	<input type="radio"/>	<ul style="list-style-type: none"> ○ Have children talk about friendship and ways to make friendship bracelets. ○ Have children string beads of different sizes and shapes from small to large to develop dexterity
Language and Literacy	<input type="radio"/>	<ul style="list-style-type: none"> ○ Have children make their names and words with the letter beads to understand that letters are grouped to form words.
Cognitive	<input type="radio"/>	<ul style="list-style-type: none"> ○ Have children count, classify, compare, contrast, and order beads using a divided container, such as an ice cube tray, egg carton, or lunch tray.
Perceptual, Motor, and Physical Development	<input type="radio"/>	<ul style="list-style-type: none"> ○ Make available books on the art of beading. Give children opportunities to ask questions during shared reading and talk about the pictures in the books. ○ Fill clear plastic bottles with colorful liquids, beads, or rice for visual and auditory stimulation to introduce beading.
<p>Ways we can include parents, elders, and the community to support children's learning.</p>		
<p><i>Example: Invite parents and elders to demonstrate beading and assist children in using different methods of stringing beads.</i></p>		
<p>Lifeway Considerations</p>		
<ul style="list-style-type: none"> • Discuss the safe and proper use of beads and why it is not safe to put them in the mouth, nose, ears, etc. with adults and children. • Use age-appropriate size beads for children, pony beads, large wooden beads, pom poms, or even make some "beads" out of slices of a pool noodle, and items used for threading. Threads can be pipe cleaners, straws, or string, to name a few. • For infants and toddlers: <ul style="list-style-type: none"> • Provide various textured materials like fabric scraps, sandpaper, and cotton balls for your baby to touch and explore. • Use simple lacing cards with large holes and a thick lace. You can make these at home using cardboard and a hole punch. 		

Learning Through Lifeways

Lifeway: Cultural Storytelling		
ELOF Domains	Example Activities	
Approaches to Learning	<input type="radio"/>	<ul style="list-style-type: none"> <input type="radio"/> Have children draw a picture about the story or make simple props for acting out the story. <input type="radio"/> Have children perform the music in the story (drumming, etc.) and/or make the sounds of the animals in the story. <input type="radio"/> Create a word wall for the new words in the story to help children learn alphabet letters are a special category of visual graphics that can be named in Cherokee and English. <input type="radio"/> Have children use finger and body movements to act out their own stories. <input type="radio"/> Have children use finger and body movements to act out a story as it is told while maintaining an awareness of their own space in relationship to others. <input type="radio"/> Support children in following directions while acting out stories. <input type="radio"/> Have children draw a picture about the story or make simple props for acting out the story. <input type="radio"/> During storytelling, use different voices for characters to make the stories more engaging. <input type="radio"/> Encourage children to join in on repetitive phrases or actions.
Social and Emotional	<input type="radio"/>	
Language and Literacy	<input type="radio"/>	
Cognitive	<input type="radio"/>	
Perceptual, Motor, and Physical Development	<input type="radio"/>	
<p>Ways we can include parents, elders, and the community to support children’s learning. <i>Example: Help their children choose objects at home to be used as props in the dramatic play area for acting out stories.</i></p>		
Lifeway Considerations		
<ul style="list-style-type: none"> • Use age-appropriate books for children. 		
Lifeway: Drum Making		

Learning Through Lifeways

ELOF Domains	Example Activities	
Approaches to Learning	<input type="radio"/>	<ul style="list-style-type: none"> ○ Demonstrate the proper way of using and holding tools to make drums. ○ Have children discuss and make a list of the safe ways to use tools. Record their responses.
Social and Emotional	<input type="radio"/>	<ul style="list-style-type: none"> ○ Have children identify the different ways they cooperate while making a drum. ○ Play different types of drum music and discuss the differences heard.
Language and Literacy	<input type="radio"/>	<ul style="list-style-type: none"> ○ Have children discuss the drums they made and those of others. Talk about how a drum can be an artistic creation as well as an instrument. ○ Read stories about drums to children and have books about drums readily available.
Cognitive	<input type="radio"/>	<ul style="list-style-type: none"> ○ Help children recognize how using different materials to make a drum and the size of the drum influence its sound. Have them listen to a drum made of natural materials and a drum made from-man-made materials.
Perceptual, Motor, and Physical Development	<input type="radio"/>	
<p>Ways we can include parents, elders, and the community to support children’s learning.</p>		
<p><i>Example: Talk with children about the difference between drums that are for play or practice and drums that are for cultural activities, including the different ways we show respect to the instrument.</i></p>		
<p>Lifeway Considerations</p>		
<ul style="list-style-type: none"> • Discuss safe and proper use of drum making tools and materials with adults and children. • Discuss family and community member roles in making and using drums. 		

Learning Through Lifeways

Lifeway: Pow Wow		
ELOF Domains		Example Activities
Approaches to Learning	<input type="radio"/>	<ul style="list-style-type: none"> ○ Help children string beads onto a leather strip to create a rattle. ○ While listening to drum music in small groups, have children tap their hands on a drum or dance when the music starts. Instruct them to stop tapping or dancing when the music stops.
Social and Emotional	<input type="radio"/>	<ul style="list-style-type: none"> ○ While outdoors, make a circle and dance to Pow Wow music. Allow four boys to drum, and then rotate to another four boys, allowing them to drum.
Language and Literacy	<input type="radio"/>	<ul style="list-style-type: none"> ○ Play Pow Wow music and encourage dance and movement using ribbons and scarves. ○ Encourage children to create their own movements individually and in a group.
Cognitive	<input type="radio"/>	<ul style="list-style-type: none"> ○ Sing a song in Tribal/Indigenous/heritage language as children arrive in the morning to support their listening to the language. ○ Create a list of new words with children related to the Pow Wow, in both Tribal/Indigenous/heritage language and English. ○ Have children draw and dictate their own story about a Pow Wow.
Perceptual, Motor, and Physical Development	<input type="radio"/>	<ul style="list-style-type: none"> ○ In a circle, plan a children’s Pow Wow. Encourage children to discuss what will happen — what they will need, what they will do in relation to what they have learned, and what their expectations are for the event.
<p>Ways we can include parents, elders, and the community to support children’s learning. <i>Example: Introduce the sacred medicines (Cedar, Sage, Tobacco, and Sweetgrass). Explain the use of each sacred medicine and pass them around showing how to handle them gently and carefully. Discuss the use of sacred medicines in the past and in the present.</i></p>		
Lifeway Considerations		

Learning Through Lifeways

Lifeway: Basket Weaving	
ELOF Domains	Example Activities
Approaches to Learning	<input type="radio"/> Have children practice weaving a few strands of different materials (paper, ribbon, grass, etc.) to develop hand dexterity and eye-hand coordination.
Social and Emotional	<input type="radio"/> Have children make bracelets using a simple basket-making weave. <input type="radio"/> Have children identify the ways they cooperate while gathering plant materials and making baskets. <input type="radio"/> Have children make up simple songs and sing them while gathering plants and/or making their baskets.
Language and Literacy	<input type="radio"/> Have children discuss and plan what tools and materials are needed and what tasks have to be done to be ready to make a basket. <input type="radio"/> Have children listen to an Elder demonstrate and explain how to make a basket.
Cognitive	<input type="radio"/> Create a treasure basket filled with natural materials like small pinecones, leaves, ribbons, or soft fabric scraps. For infants, allow them to grasp and explore these items to stimulate their senses and hand-eye coordination as they learn to manipulate the objects. As they grow older and start to grasp the concept of weaving, you can encourage toddlers to start threading ribbons through the basket or weaving leaves in and out.
Perceptual, Motor, and Physical Development	<input type="radio"/>
<p>Ways we can include parents, elders, and the community to support children's learning. <i>Example: Help their children to learn and use the Luiseño and English words for the plants and tools used for basket making.</i></p>	
Lifeway Considerations	
<ul style="list-style-type: none"> • Discuss safe and proper use of materials with adults and children. • Use age-appropriate materials. 	

