









**Connecting the New BC Curriculum to First Nations Health and Heart-Mind Well-Being**

<p align="center"><b><u>Aspect of First Nations Perspective on Health and Wellness</u></b></p> <p><i>Descriptions refer to graphic from the BC First Nations Health Authority's webpage: First Nations Perspective on Health and Wellness (see below)</i></p> <p><a href="http://www.fnha.ca/wellness/wellness-and-the-first-nations-health-authority/first-nations-perspective-on-wellness">http://www.fnha.ca/wellness/wellness-and-the-first-nations-health-authority/first-nations-perspective-on-wellness</a></p>	<p align="center"><b><u>Competency from the New BC Curriculum</u></b></p> <p><i>Descriptions of Personal and Social Competencies from the BC Ministry of Education Personal and Social Competency Profiles</i></p> <p><a href="https://curriculum.gov.bc.ca/competencies">https://curriculum.gov.bc.ca/competencies</a></p>	<p align="center"><b><u>Heart-Mind Quality</u></b></p> <p><i>For descriptions of the 5 Heart-Mind Qualities, visit Heart-Mind Online</i></p> <p><a href="https://heartmindonline.org/qualities">https://heartmindonline.org/qualities</a></p>
<p>The <b>Centre Circle</b> represents individual human beings. Wellness starts with individuals taking responsibility for our own health and wellness (whether we are First Nations or not).</p>	<p><b>Self Determination:</b></p> <ul style="list-style-type: none"> <li>• A component of <i>Personal Awareness and Responsibility</i></li> <li>• Students who are personally aware and responsible have a sense of personal efficacy and growing confidence in a variety of situations. They value themselves, their ideas and accomplishments. They are able to express their needs and seek help when they need it, find purpose and motivation and act on it, and advocate for themselves.</li> </ul> <p><b>Self Regulation:</b></p> <ul style="list-style-type: none"> <li>• A component of <i>Personal Awareness and Responsibility</i></li> <li>• Students who are personally aware and responsible take responsibility for their own choices and actions. They set goals, monitor progress, and understand and regulate their emotions. They are aware that learning involves patience and time. They are able to persevere in difficult situations, and understand how their actions affect themselves and others.</li> </ul>	<p align="center">   <b>Alert and Engaged</b> </p> <p align="center">   <b>Secure and Calm</b> </p>

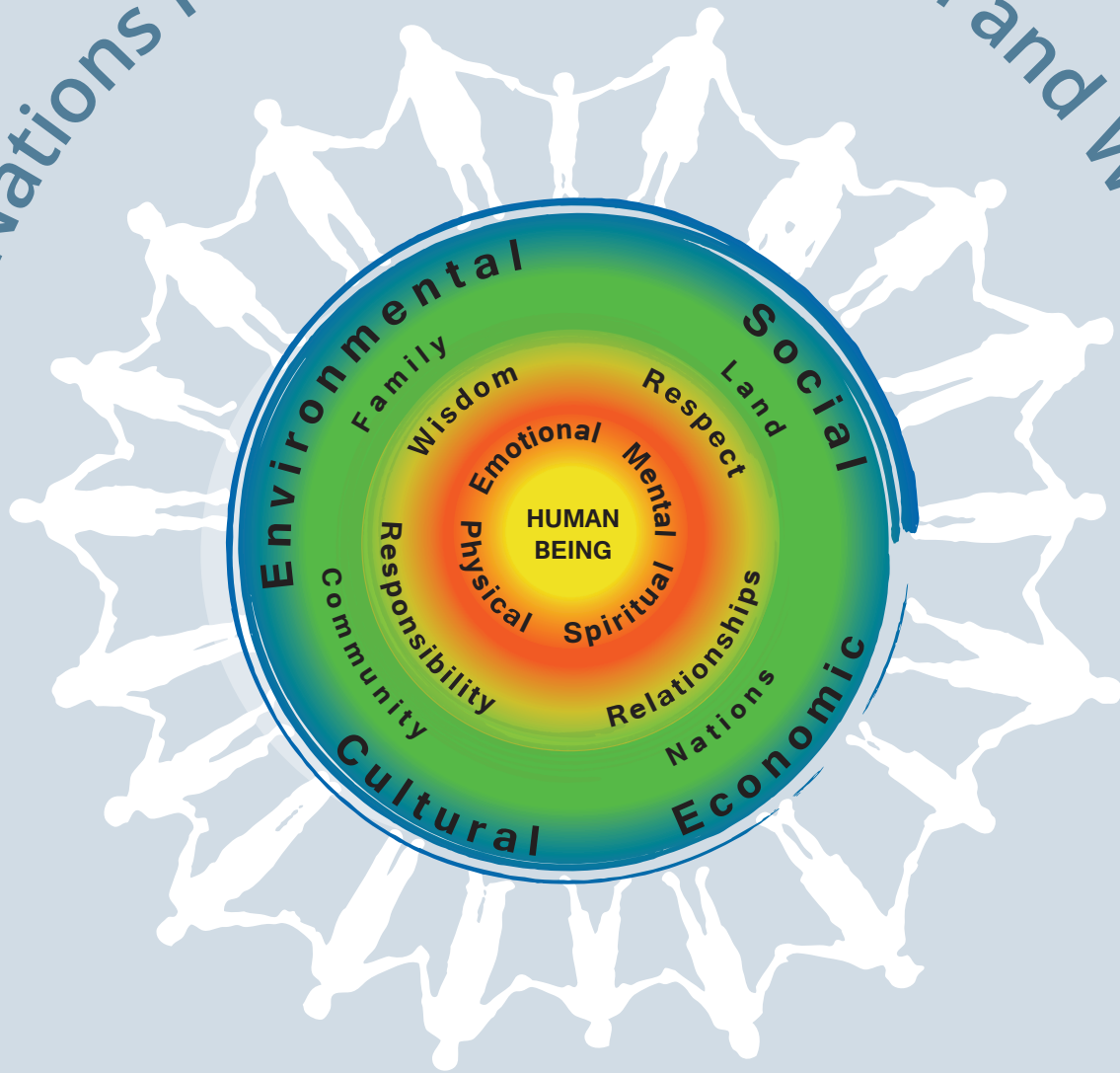
<p>The <b>Second Circle</b> illustrates the importance of Mental, Emotional, Spiritual and Physical facets of a healthy, well, and balanced life. It is critically important that there is balance between these aspects of wellness and that they are all nurtured together to create a holistic level of well-being in which all four areas are strong and healthy.</p>	<p><b>Well-being:</b></p> <ul style="list-style-type: none"> <li>• A component of <i>Personal Awareness and Responsibility</i></li> <li>• Students who are personally aware and responsible recognize how their decisions and actions affect their mental, physical, emotional, social, cognitive, and spiritual wellness, and take increasing responsibility for caring for themselves. They keep themselves healthy and physically active, manage stress, and express a sense of personal well-being. They make choices that contribute to their safety in their communities, including online interactions. They recognize the importance of happiness, and have strategies that help them find peace in challenging situations.</li> </ul>	 <p><b>All 5 Heart-Mind Qualities</b></p>
<p>The <b>Third Circle</b> represents the overarching values that support and uphold wellness: <b>Respect, Wisdom, Responsibility, and Relationships</b>. All other values are in some way essential to the four below:</p>		
<ul style="list-style-type: none"> <li>• <b>Respect</b> is about honouring where we come from: our cultures, traditions, and ourselves. Respect is intergenerational. It is passed on through our communities and families. It is the driving force of the community because it impacts all of our life experiences including our relationships, health, and work. It is defined as consideration and appreciation for others, but there is also recognition that respect is so much more in First Nations communities: it entails a much</li> </ul>	<p><b>Valuing Diversity:</b></p> <ul style="list-style-type: none"> <li>• A component of <i>Social Responsibility</i></li> <li>• Students value diversity, defend human rights, advocate for others, and act with a sense of ethics in interactions, including online.</li> </ul>	 <p><b>Compassionate and Kind</b></p>

<p>higher standard of care, consideration, appreciation and honour and is fundamental to the health and wellbeing of our people. There is an intuitive aspect to respect, because it involves knowing how to be with oneself and with others.</p>		
<ul style="list-style-type: none"> <li>• <b>Wisdom</b> includes knowledge of language, traditions, culture, and medicine. Like respect, wisdom is an understanding that is passed on by our ancestors from generation to generation and has existed since time immemorial. It is sacred in nature and difficult to define.</li> </ul>	<p><b>Personal Values and Choices:</b></p> <ul style="list-style-type: none"> <li>• A component of <i>Positive Personal and Cultural Identity</i></li> <li>• Students define what they value. They understand how what they value has been influenced by their life experiences. They identify ways in which what they value helps to shape their choices in all contexts of their lives.</li> </ul> <p><b>Personal Strengths and Abilities:</b></p> <ul style="list-style-type: none"> <li>• A component of <i>Positive Personal and Cultural Identity</i></li> <li>• Students acknowledge their strengths and abilities, and explicitly consider these as assets that can help them in all aspects of their lives. Students understand that they are unique and are a part of larger communities. They explain how they are using their strengths and abilities in their families, their relationships, and their communities.</li> </ul>	 <p><b>Alert and Engaged</b></p>  <p><b>Secure and Calm</b></p>
<ul style="list-style-type: none"> <li>• <b>Responsibility</b> is something we all have: to ourselves, our families, our communities, and the land. Responsibility extends not just to those with whom we come into contact or relate - but also to the roles we play within our families, our work, and our</li> </ul>	<p><b>Contributing to Community and Environment:</b></p> <ul style="list-style-type: none"> <li>• A component of <i>Social Responsibility</i></li> <li>• Students develop awareness and take responsibility for their social, physical, and natural environments by working</li> </ul>	 <p><b>Compassionate and Kind</b></p>

<p>experiences in the world. Also entailing mutual accountability and reciprocity, responsibility intersects with many areas of our lives, and involves maintaining a healthy, balanced life as well as showing leadership through modelling wellness and healthy behaviours.</p>	<p>independently and collaboratively for the benefit of others, communities, and the environment</p>	
<p>The people who make up the <b>Outer Circle</b> represent the FNHA Vision of strong children, families, elders, and people in communities. The people are holding hands to demonstrate togetherness, respect and relationships, which in the words of a respected BC elder can be stated as "one heart, one mind." Children are included in the drawing because they are the heart of our communities and they connect us to who we are and to our health.</p>	<p><b>All Personal and Social Competencies</b> (as described above)</p>	 <p><b>All 5 Heart-Mind Qualities</b></p>

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# First Nations Perspective on Health and Wellness



First Nations Health Authority  
Health through wellness

[www.fnha.ca](http://www.fnha.ca)