Building Strong Foundations with Alaska Native Families through Alaska Native Cultures and Education

Embedding Culture Throughout our Program
We are Cook Inlet Native Head Start

CINHS Commercial
Alaska Native/American Indian Cultural Representation at CINHS

- Inupiaq, 38%
- Yup'ik, 38%
- Koyukon, 5%
- Tsimshian, 2%
- Tanana, 2%
- St. Lawrence Island Yupik, 2%
- Sugpiaq/Alutiiq, 13%
- Unangax, 3%
- Upper Kuskokwim, 2%
- Tlingit, 5%
- Tanana, 2%
- Outside Indian Groups, 14%
- Gwich'in, 2%
- Haida, 2%
- Dena'ina, 5%
- Cup'ik, 4%
- Deg Xinag, 1%
- Ahtna, 2%
- St. Lawrence Island Yupik, 2%
- Sugpiaq/Alutiiq, 13%
- Tanana, 2%
- Tlingit, 5%
- Tsimshian, 2%
- Unangax, 3%
- Upper Kuskokwim, 2%
- Yup'ik, 38%
Cook Inlet Native Head Start
Mission and Vision

MISSION:
Building Strong Foundations with Alaska Native Families through Alaska Native Cultures and Education

VISION:
Strong Native Children and Their Families Reaching Their Full Potential
Our Vision

- Provide an environment that is warm, nurturing and culturally responsive.
- Provide Alaska Native language and cultural instruction/resources that promote language and cultural learning for all staff.
- Create and utilize a culturally rich curriculum.
- Strengthen the cultural foundation of CINHS through cultural programming, community engagement and cultural values.
- Increase the capacity and sustainability of the Alaska Native Language Immersion Program.
Developing and Implementing Cultural Curriculum at Cook Inlet Native Head Start
CINHS Curriculum Project

- Project began Fall 2014
- Focus: Be Culturally relevant and appropriate
- Teachers are involved in the process
- Aligns with HSELOF and Alaska Early Learning Guidelines
- Consultants Dr. Jay Thompson, Valerie Thompson, Christina Thompson
Head Start Early Learning Outcomes Framework Central Domains

- Approaches to Learning
- Social and Emotional Development
- Language and Literacy
- Cognition
- Perceptual, Motor, and Physical Development
Curriculum work by staff
Ten Universal Alaska Native Values

- **SHOW RESPECT TO OTHERS:** Each Person Has a Special Gift
- **SHARE WHAT YOU HAVE:** Giving Makes You Richer
- **KNOW WHO YOU ARE:** You are a Reflection on Your Family
- **ACCEPT WHAT LIFE BRINGS:** You Cannot Control Many Things
- **HAVE PATIENCE:** Some Things Cannot Be Rushed
- **LIVE CAREFULLY:** What You Do Will Come Back to You
- **TAKE CARE OF OTHERS:** You Cannot Live Without Them
- **HONOR YOUR ELDERS:** They Show You the Way in Life
- **PRAY FOR GUIDANCE:** Many Things Are Not Known
- **SEE CONNECTIONS:** All Things Are Related

Alaska Native Knowledge Network
http://www.ankn.uaf.edu
<table>
<thead>
<tr>
<th>Domain: Social and Emotional Development 2</th>
<th>Child's Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level:</strong> Head Start</td>
<td></td>
</tr>
<tr>
<td><strong>Goal:</strong> Child will engage in cooperative play and maintain positive interactions and relationships with others.</td>
<td></td>
</tr>
<tr>
<td><strong>Stage 4</strong></td>
<td><strong>Stage 5</strong></td>
</tr>
<tr>
<td>Sometimes engage in prosocial behaviors, interactions, and cooperative play for short periods of time. May need assistance or prompting from adult.</td>
<td>With increasing independence and length of time, engage in positive interactions and cooperative play with peers.</td>
</tr>
<tr>
<td><strong>Indicators:</strong> Engage in short hunting imaginative play during free choice. Join a friend in playing with Yup’ik yo-yos for a few minutes. Show enjoyment when playing with other children with a yoyo.</td>
<td>Help friend gather leaves during outdoor play. Seek a particular peer to play with.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Cognition Rubric Sample

**Domain:** Cognition: Math 3  

**Level:** Head Start  

**Cultural Values:** See connections. Know who you are. Accept what life brings.  

**Goal:** The child will identify, describe, compare, compose shapes and understand simple patterns.

<table>
<thead>
<tr>
<th>Developmental Progression</th>
<th>Stage 4</th>
<th>Stage 5</th>
<th>Stage 6</th>
<th>Stage 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Begin to identify circle, square, and triangle. <em><strong>/</strong></em></td>
<td>Identify and begin to compare shape attributes. <em><strong>/</strong></em></td>
<td>Correctly name basic shapes, regardless of size and orientation, and sort according to attributes. <em><strong>/</strong></em></td>
<td>Assist peers who need help naming and sorting shapes. <em><strong>/</strong></em></td>
</tr>
<tr>
<td>Emerging</td>
<td>Recognize simple patterns with adult prompts. <em><strong>/</strong></em></td>
<td>Continue a pattern with adult prompts. <em><strong>/</strong></em></td>
<td>Continue patterns without prompts. <em><strong>/</strong></em></td>
<td>Describe and compose patterns independently. <em><strong>/</strong></em></td>
</tr>
<tr>
<td></td>
<td>Emerging</td>
<td>Emerging</td>
<td>Begin to compose and describe shapes. <em><strong>/</strong></em></td>
<td>Describe and compose shapes independently. <em><strong>/</strong></em></td>
</tr>
</tbody>
</table>

**Indicators:**

**Stage 4**
- Identify circle, square and sometimes triangle in a Yup'ik basket.
- Recognize a pattern with assistance.
- Order shapes from smallest to largest by arranging various sizes of one shape.

**Stage 5**
- Identify more shapes on a totem pole.
- Make simple patterns with 2 or 3 shapes. (e.g. beads)

**Stage 6**
- Create simple patterns using beads.
- Fill in missing piece of a pattern. Sort beads by color, size or shape and then work on a simple pattern beading project.
- Recognize a pattern using furs, beads or bones.

**Stage 7**
- Begin to identify more complex shapes in Yup'ik baskets, furs, dance fans, etc.
- Independently create own pattern.
- Bead headdress with shape beads.
## Perceptual, Motor, & Physical Development Rubric Sample

**Domain:** Perceptual, Motor, and Physical Development 1

**Level:** Head Start

**Child’s Name:** _______________________________________

**Cultural Values:**
- Live Carefully: What You Do Will Come Back to You, Take care of others;
- You Cannot Live Without Them, Have patience;
- Some Things Cannot Be Rushed

**Goal:** The child will demonstrate control, strength, and coordination of small muscles.

<table>
<thead>
<tr>
<th>Stage 4</th>
<th>Stage 5</th>
<th>Stage 6</th>
<th>Stage 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete simple tasks, draw shapes, cut paper without lines. <em><strong>/</strong></em>/___</td>
<td>Cut more complex objects. <em><strong>/</strong></em>/___</td>
<td>Cut on lines with minimal assistance. <em><strong>/</strong></em>/___</td>
<td>Cut on lines independently. <em><strong>/</strong></em>/___</td>
</tr>
<tr>
<td>Make letter-like forms. <em><strong>/</strong></em>/___</td>
<td>Use a 3-point grip with writing utensils. <em><strong>/</strong></em>/___</td>
<td>Consistently use 3 point grasp and pincer grip. <em><strong>/</strong></em>/___</td>
<td></td>
</tr>
</tbody>
</table>

**Indicators:**
- Full hand grips on scissors and writing utensils.
- Glue buttons onto headband.
- Pick berries with whole hand.
- Use large beads for beading on large lace.
- Try to hold pencil, crayon, or marker with 3-point grip.
- Cut string/yard to make a head band.
- Paint a village scene on the easel.
- Bead with various sizes of beads on pipe cleaners.
- Make dream catcher.
- Pour milk independently.
- Make bird nest.
- Weave a basket.
- Use story knife to tell own story.
- Use charcoal to make etchings.
- Make berries out of playdough.
- Cut paper to make a head band.
- Make masks out of paper mache.
- Button the button blanket.
- String small beads to make headdress.
- Build igloo out of toothpicks and marshmallows.
- Pretend to fillet a salmon with an ulu.

**Notes:**

Notes: | Notes: | Notes: | Notes:
Implementing Cultural Activities at Cook Inlet Native Head Start

Building Family and Classroom Engagement
Culture Bearers

- Elders
- Artists
- Dancers

- Athletes
- Language Speakers

Mr. & Mrs. Jimmy – Yup’ik
Maligiaq – Kayak Builder

Dog Sledding
Marie Meade – Yup’ik

Mellisa Heflin – Inupiaq
Alaska Zoo

Eva Bryant – Yup’ik
Tanana Dancers – Koyukon Athabascan

Crystalyn Lemieux – Tlingit
Native Youth Olympics (NYO)
Cultural Items for the Classroom

Unangax regalia & bentwood visors
Kayaks

Inupiaq inspired masks
Family Night
Christmas Family Night
Parent Universities bring families together to engage in various topics that increase knowledge of importance to our parents.

- Finance
- Meal preparation
- Historical trauma & decolonization
- Educational & job opportunities
Parent Workshops

Making model iqyax’s

Grass weaving
Fatherhood Initiative

Working on Inupiaq snow goggles
Drum making

Yup’ik men’s dance fans
Making kuspuks

Beading & Kuspuk Making

Athabascan gloves
We Are a Family

Making model iqyax’s

Matika Wilbur presentation

Unangax headdresses
In Closing...
Implementing Culture in the Classroom at Cook Inlet Native Head Start
What is culture to you?
**What is Culture?**

http://www.ankn.uaf.edu/IKS/iceberg.html
Learning environment

- Culturally Appropriate
- Warm and inviting
- Safe
- Real objects
- Sense of belonging
- Representations of children's families
Working backward forward

- What is the child’s current development level
- What are learning outcomes we are looking for
- Understanding what domain we are assessing
- How can I support/facilitate learning using cultural experiences/explorations and resources

<table>
<thead>
<tr>
<th>Domains: Cognition 2</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural Values:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Show respect to others. See connections. All things are related. Share what you have.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal: The child will demonstrate memory to recognize people, movement and object permanence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developmental Progression:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stage 1</td>
<td>Stage 2</td>
<td>Stage 3</td>
</tr>
<tr>
<td>Show an awareness that people and objects still exist when they are out of sight.</td>
<td>Use a variety of strategies to find people or objects.</td>
<td>Anticipate how things move, or fit together or inside other things.</td>
</tr>
<tr>
<td>Emerging</td>
<td>Exploring how things fit together and move.</td>
<td>Search for hidden or missing people or objects in the place they were last seen.</td>
</tr>
<tr>
<td>Indicators:</td>
<td>Indicators:</td>
<td>Indicators:</td>
</tr>
<tr>
<td>Turns to look when hearing a parent’s voice.</td>
<td>Wait or watch for returning family member or elders at place last seen.</td>
<td>Put blanket in cubbie; go back for it later.</td>
</tr>
<tr>
<td>Watches for dance feath or dance fan when out of sight.</td>
<td>Follow objects such as dance fans with eyes. May use hands to mimic dance.</td>
<td>Notice member of classroom is missing and look for or ask about them.</td>
</tr>
<tr>
<td>Engages in Where is Thumbkin in Native Language.</td>
<td>Show with facial expressions recognitions of person or objects.</td>
<td>Puts toys in container, pretending to pack food.</td>
</tr>
</tbody>
</table>

Notes: | Notes: | Notes:
Some of our Cultural objects
Cultural objects
Cultural objects
Embracing our Cultural Curriculum at Cook Inlet Native Head Start

Bringing Cultural Values into the Classroom
Embracing Cultural Curriculum

- **Dream Maker**
  - School year broken into units of study based around the seasonal cycle
  - Each study incorporates a universal value and a focus

- **Universal Values**
  - Incorporate values from all tribal regions

- **Alaska Native Seasonal Cycles**
  - Based on seasons, region and food availability
  - Developed by CINHS and Alaska Native Heritage Center

- **Rubrics**
  - ELOF is integrated
  - Used to identify students developmental stage and make modifications for each student in the classroom
KNOW WHO YOU ARE: You are a Reflection on Your Family

Focused on multiple cultures over the course of a month

Created regalia

- Bering Sea style Unangan Headdress, Multicultural Dance fans, Drum, Yupik Dancing Gloves, Athabaskan Vest, Multicultural Medallion, Tlingit Button Blanket, Qaspeq

Practiced Dances
Bear Class

- **Potlach**
  - Wore regalia, listened to cultural story, preformed dance, enjoyed akutaq with family
Bering Sea style Unangax Headdress
Day 1
- Small Group: Discuss headdress and what it is for, design and fit head band
- Whole Group: Discuss hair and cultural importance, make first three strands of hair
Bering Sea style Unangax Headdress Activity

Day 2
- Small Group: Discuss top of headdress and cultural importance of the sun, design top of headdress
- Whole Group: What do we know about Unangan Headdress, make second three strands of hair
Day 3

- Small Group: Tell the story of the little man in the cave, make the little man and glue the top to the head band
- Whole Group: Discuss reflection beads and cultural importance, attach the hair, little man, and reflection beads
Yup’ik Immersion at Cook Inlet Native Head Start

Building a Strong Foundation through Alaska Native Culture
Originated in fall of 2016

- Began in main bldg. and moved to Alaska Native Heritage Center (ANHC) in Sept 11, 2017
- They are surrounded by Alaska Native Culture
- There are indigenous buildings/artifacts on campus for lessons on ancestral lifestyle
- Language assessments are a work in progress
  - 6 weeks to 5 year olds
Partnerships/Collaborations:
  ◦ University of Anchorage Alaska
    • Dr. Hatti Harvey, Early Childhood Education
  ◦ Cook Inlet Tribal Council
    • Clare Swan Early Learning
Recognitions:
  ◦ Anchorage Daily News
    • https://www.adn.com/alaska-news/education/2018/04/22/the-latest-language-immersion-program-for-anchorage-students-yupik/
  ◦ KTVA
    • Rhonda McBride on Frontiers Show
      • http://www.ktva.com/story/37882330/frontiers-139-alaska-native-languages-a-struggle-for-survival
Our Learning Environment:
- Speak only Yugtun in class and to students
- Use photos/gestures to explain lesson
- Culturally enriched Yugtun material and artifacts
- Family choice and commitment
Culturally appropriate lessons

- Story telling (book)
- Yaaruin (Story Knife)
  - Tell stories that are life/survival lessons
  - Legends/Morals
  - Oral
Tegganret Yaaruulriit

Maggie Lind uses a story knife to draw a on the ground. Bethel, 1936.

Hans Himmelheber, Courtesy of Eberhard Fischer and Anchorage Museum, HHT.
Yaaruin (Story Knife)

- Traditional tool used for illustrating stories, legends in the mud, snow, and dirt
- Originally made of wood, ivory or bone
- Decorated with the family emblem/symbols
- Today most children use metal table knives or wooden sticks
Yaaruitet

- Play Tricky Current
Culturally Relevant Playgrounds

An Extension of the cultural classrooms
A Reflection of the community’s cultures
Athabascan Cache

Dena’ina, Ahtna, Tanana, Upper Tanana, Koyukon, Han, Gwich’in, Deg Xinag, Holikachuk
Ulasux/Qasgiq

Sod Houses
- Eskimo–Aleut Culture Groups
  - Cup’ik
  - Inupiaq
  - Siberian Yupik
  - Sugpiaq
  - Unangax
  - Yup’ik
Hit/Cedar Plank House

Sculpted GFRC with sand blast graphics

Eyak, Haida, Tlingit, Tsimshian
Whale Jaw Bones

Fish Net
1 Birch Bark Canoe

3 Beluga Whale
Visor Structure - final

**Design Details #87733**
Custom structure
Approximately 78" long x 4' wide x 24" height
Subject to possible changes based on manufacturing capabilities

**Construction Details**
Built with welded internal steel tubing and rebar skeleton
16 gauge expanded metal is welded to the entire exterior
Coated with 1" sprayed (GFRC) sculptural concrete
Painted with concrete paint / stain

Built with fork pocket skid
Bury depth = 12" unless specified
Surfacing = PIP
Includes logo and warning plaque if needed

Ages 6-23 months

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Visor designed based on this image

**Conceptual design only and is subject to possible changes**

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Custom GFRC lead times can be 12-16 weeks

Cook Inlet Park
Exerplay
11-9-17

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We’re
#shapedbyplay

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On behalf of Karl Croft

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Early Head Start
◆ Climber
Cache
Plank House
Clan House
Birch Bark Canoe
Beluga
Whale Jaw Bones
thank you