



POPEY 

Provincial Outreach Program
for the Early Years

www.popey.ca

Bringing Authentic First Peoples Content to the K-3 Classroom




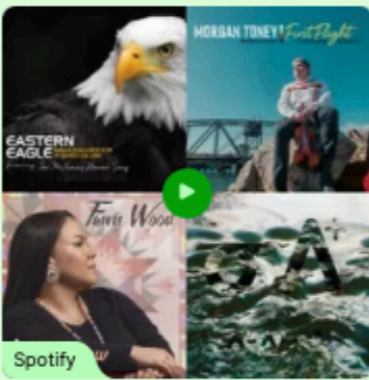
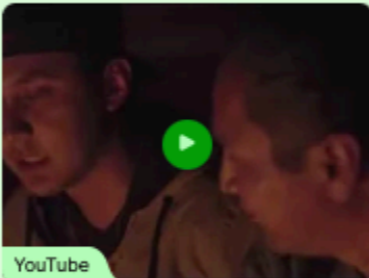
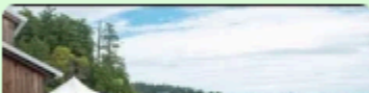


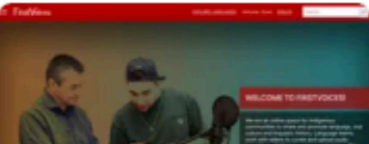



Friday, January 27th

12:30-2:30pm

Presenters:
Lisa Thomas & Jen Kelly

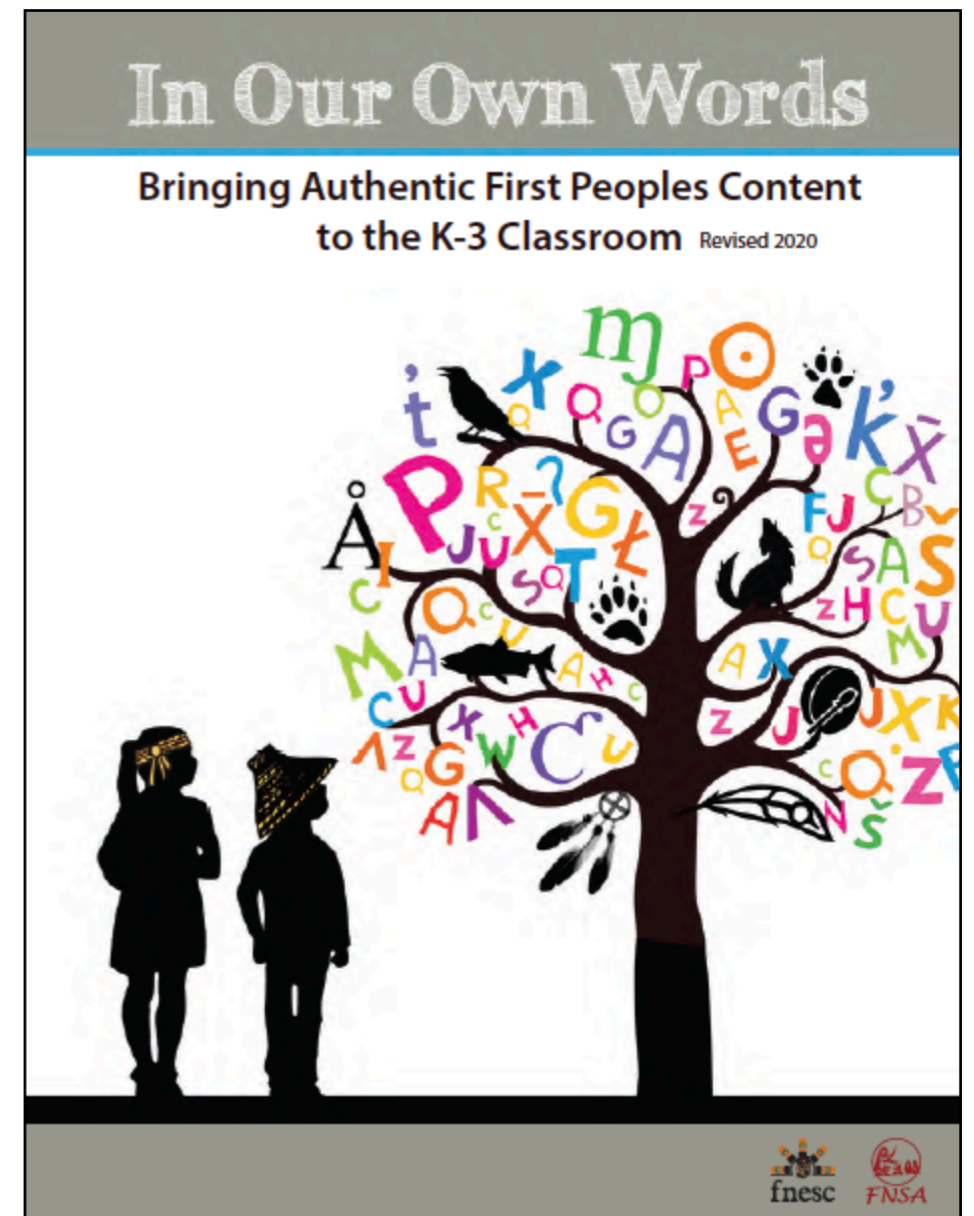
Workshop resources available at [POPEY's Padlet](#)

POPEY • 1m
POPEY Workshop: Bringing Authentic First Peoples Content to the K-3 Classroom / 12:30 - 2:30 pm / Friday, January 27th

Workshop Handouts	Zoom Link	Resources Shared	Videos & Music Shared	Additional Resources	Publishing Resources
<p>Workshop Handouts</p>  <p>January 27th Workshop Handouts</p> <p>Bringing Authentic First Peoples Content to the K-3 Classroom</p> <p>Click on either link to access the PDF handouts:</p> <p>Electronic Handout</p> <p>Print Handout</p>	<p>Zoom Link for Workshop</p> <p>Friday, January 27th 12:30-2:30pm (PST)</p> <p>CLICK on the link below: Zoom Link for Workshop</p> <p>You can also go to the Zoom website and enter this info manually: Zoom Meeting ID: 857 9067 8345 Mtg Passcode: 123456</p>	<p>FNESC Resource</p>  <p>PDF</p> <p>In Our Own Words</p> <p>Bringing Authentic First Peoples Content to the K-3 Classroom</p> <p>FNESC: Authentic First Peoples Resources</p>  <p>fnesc.ca</p> <p>Authentic First Peoples Resources for Use in K-9 Classrooms - First Nations Education Steering Committee FNESC</p>	<p>Playlist of Songs Shared</p>  <p>Spotify</p> <p>Playlist - Authentic First Peoples Content</p> <p>Connecting to Indigenous Culture in the Shuswap</p>  <p>YouTube</p> <p>Connecting to Indigenous Culture in the Shuswap</p> <p>Gratitude Song</p> 	<p>BCTF's Aboriginal Education Resources</p>  <p>bctf.ca</p> <p>Aboriginal Education</p> <p>First Peoples' Cultural Council</p>  <p>fccc.ca</p> <p>Indigenous Languages Arts Cultures BC First Peoples' Cultural Council</p> <p>Revitalizing First Nations languages, arts and cultural heritage in BC.</p> <p>First Voices</p> 	<p>Salish Sea Animal Flash Cards</p>  <p>billreidgallery.ca</p> <p>Animals of the Salish Sea Flash Cards</p> <p>First Nations Child & Family Caring Society - Free e-books</p>  <p>fnearingsociety.com</p> <p>Books and Learning Guides</p> <p>Strong Nations: BC-Based Indigenous-Owned Online Book Store & Publisher</p> 

Today we will be...

- sharing information and guidance from BC's First Nations Education Steering Committee (FNEESC) regarding the use of culturally appropriate and meaningful First Peoples content, materials, and teaching methods.
- exploring ways to incorporate local Indigenous content and authentic First Peoples texts into K–3 classrooms and students' literacy learning experiences.



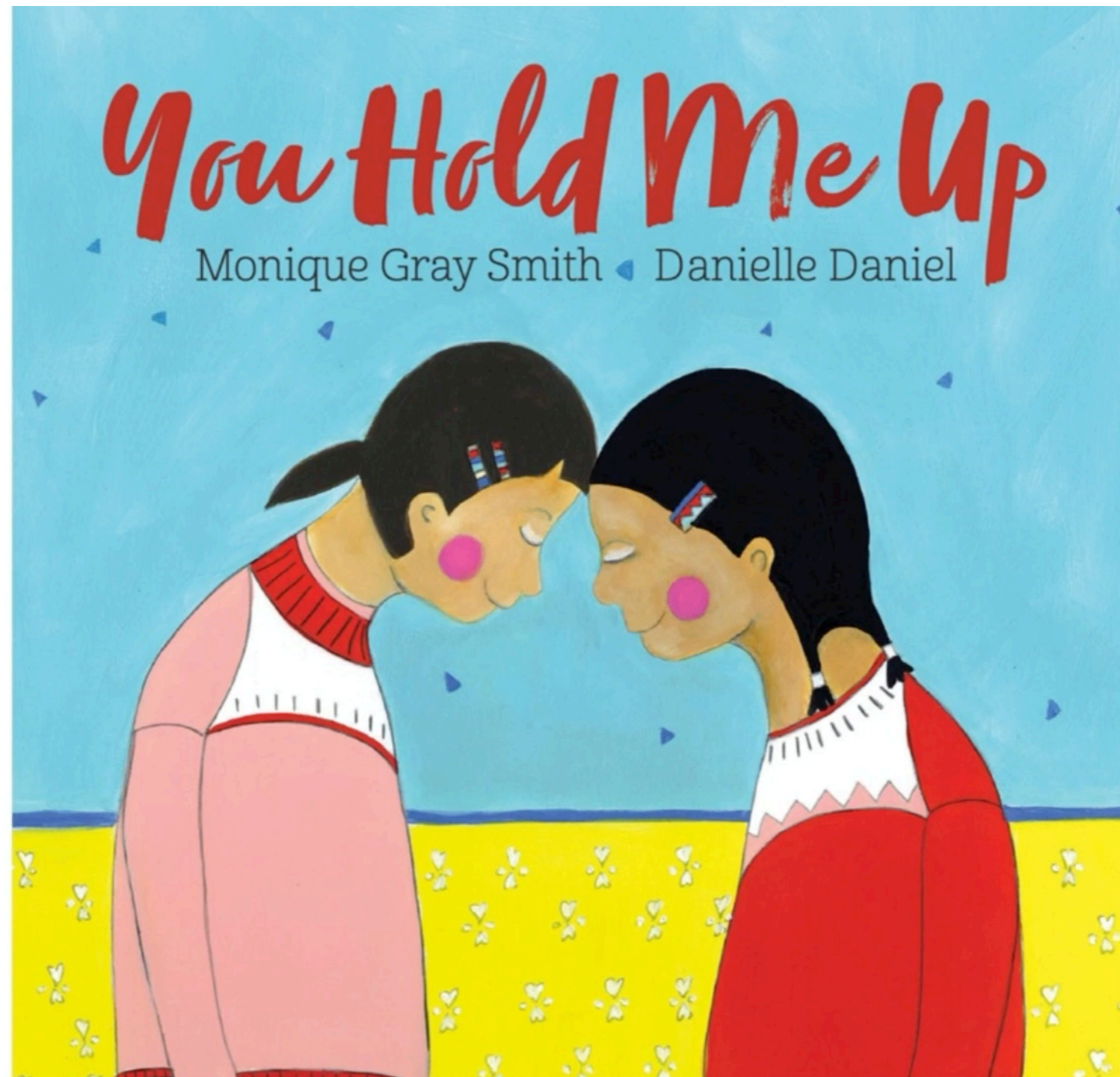
Why is it important to use authentic resources?

An increased use of authentic First Peoples resources will benefit all students in BC:

- Indigenous students will see themselves, their families, their cultures, and their experiences represented as being valued and respected.
- Non-Indigenous students will gain a better understanding of and appreciation for the significance of First Nation, Métis, and Inuit peoples and cultures within the historical and contemporary fabric of this province.



Mentor Texts as Mirrors, Windows, & Sliding Glass Doors



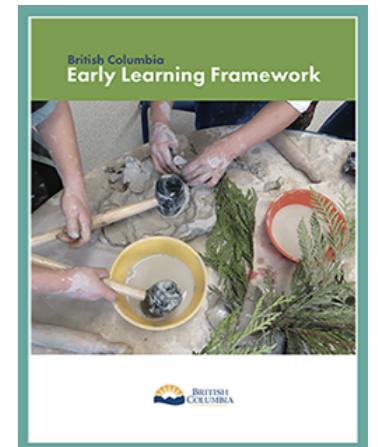
First Peoples Principles of Learning

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.



Early Learning Framework Principles

- Children are strong, capable in their uniqueness, and full of potential.
- Families have the most important role in contributing to children's well-being and learning.
- Educators are researchers and collaborators.
- Early years spaces are inclusive.
- People build connection and reconnection to land, culture, community, and place.
- Environments are integral to well-being and learning.
- Play is integral to well-being and learning.
- Relationships are the context for well-being and learning.
- Learning is holistic.



Finding Common Themes in the Principles

Read through both the First Peoples Principles of Learning and the Early Learning Framework Principles

You'll have **three minutes** to read both lists and then...

- * **Highlight** or **circle** key words in each list
- * Compare the two lists and the key words you noted
- * Reflect on how these principles **align**, and how they currently **guide your practice**
- * Can you identify **1 or 2 First Peoples Principles** that could be **new additions** to your practice, instruction or routines?
- * Be ready to share a **takeaway, connection, or opportunity** in the Chatbox when the music timer ends

* Read, compare, reflect, identify a stretch goal & a takeaway...

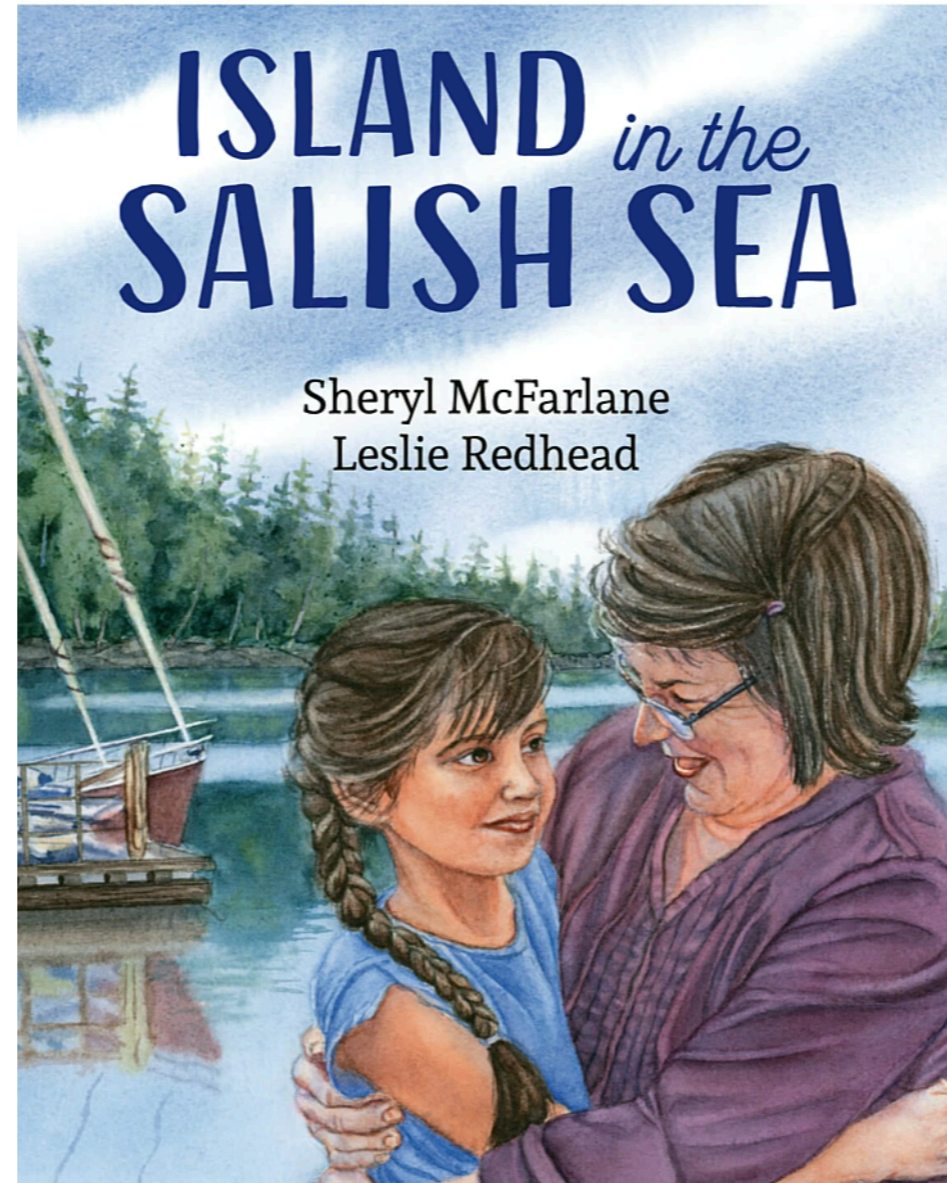
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Island in the Salish Sea - Read Aloud



My Map of Important Places



Connecting Learning to the Land and Place

Five concepts of place have been identified,
common to most First Peoples:

Place is multidimensional.

More than the geographical space, it also holds cultural, emotional and spiritual spaces which cannot be divided into parts.

Place is a relationship.

All life is interrelated. Relationship encompasses both human relationships & the relationships between people & the land.

Place is local.

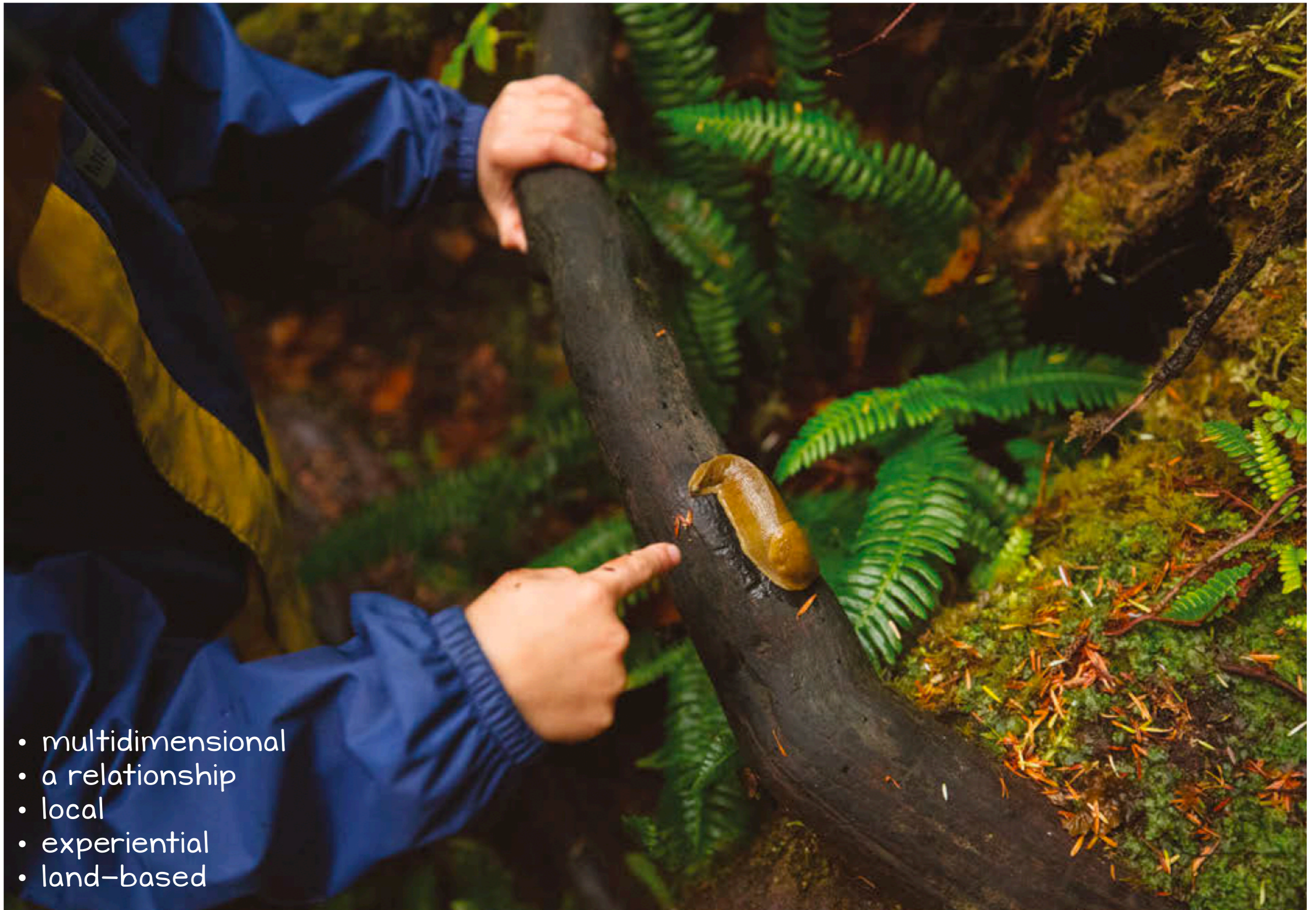
While there are commonalities, each First Nation has a unique, local understanding of place. Stories are connected to place.

Place is experiential.

Experiences a person has on the land give it meaning.

Place is land-based. Land is interconnected and essential to all aspects of culture.

Connecting Learning to the Land and Place



- multidimensional
- a relationship
- local
- experiential
- land-based

Connecting Learning to Land and Place

Making connections with place in English First Peoples courses is an integral part of bringing **Indigenous perspectives** into the classroom.

Peoples' **perspectives** are influenced by the **land** they are **connected** to. That means including **experiential learning** in local natural and cultural situations.

Wherever possible, look for **opportunities** to **take learning outside** in order for students to make **connections** with the **land and place** they are **situated on**.



This may be as **simple** as a **nature walk** or an **outdoor story reading**, or it may involve a more **complex** study of a local habitat or environment.

What do I need to know about First Peoples stories?

Purposes and Forms

Different stories have different purposes.

Traditional and contemporary First Peoples stories are told for:

- teaching - life lessons, community responsibilities, rites of passage, etc.
- sharing creation stories
- recording personal, family, and community histories
- “mapping” the geography and resources of an area
- ensuring cultural continuity (e.g., knowledge of ancestors, language)
- healing
- entertainment

Little Shuswap Community



What do I need to know about First Peoples stories?

Story is one of the main methods of traditional Indigenous learning and teaching. Combining story and experience is a powerful strategy that has always been used and continues to be used by First Peoples, and its power can also be brought into the classroom.

Stories enable holistic learning. They meld values, concepts, protocol, practices, and facts into narratives. Stories also develop important skills of listening and thinking.



Artwork: Roy Henry Vickers – Great Escape – [Roy Henry Vickers Gallery](https://royhenryvickers.com/)

Importance of Storytelling

Sharing Learning

- * Indigenous cultures pass **knowledge** from generation to generation through an oral tradition.
- * Storytelling is an important activity in Indigenous cultures.
- * Participation in Indigenous storytelling and other group activities requires **effective** and **responsible** listening behaviours.
- * Indigenous peoples create create stories, poems, plays, and legends based on specific **themes**.
- * Many Indigenous stories, poems, plays, and legends have been written down and published by Indigenous authors.

What do I need to know about First Peoples stories?

First Peoples Worldviews

Although First Peoples worldviews vary from community to community, the following elements have a place within the worldviews of many First Peoples:

- connection with the land and environment
- the nature and place of spirituality as an aspect of wisdom
- the nature of knowledge – who holds it, what knowledge is valued
- the role of Elders and knowledge-keepers
- the relationships between individual, family, and community
- the importance of the oral tradition
- the experience of colonization and decolonization (e.g., residential schools, the reserve system, land claims)
- humour and its role

Aboriginal Ways of Knowing and Being



Learning is connected to land, culture, and spirit.

We – the two-legged, four-legged, finned and feathered, plants and rocks – are all related. We must always practice reciprocity through acts of giving and receiving.

Learning honours our Ancestors, Elders, Knowledge Keepers and Descendants.

It respects and embraces ceremony, protocol, and teachings that are connected to the sacred medicines including tobacco, cedar, sage, and sweetgrass. Important teachings emerge through stories.

Learning involves developing relationships, respecting distinct cultures, and honouring the perspective of others in our communities.

The deepest learning takes place through lived experience. It requires exploring our identities, learning from our mistakes, and having gratitude for our gifts.

Learning is a journey that takes courage, patience and humility.

It is about striving to become a better human being and living with balance in body, mind, heart and spirit.

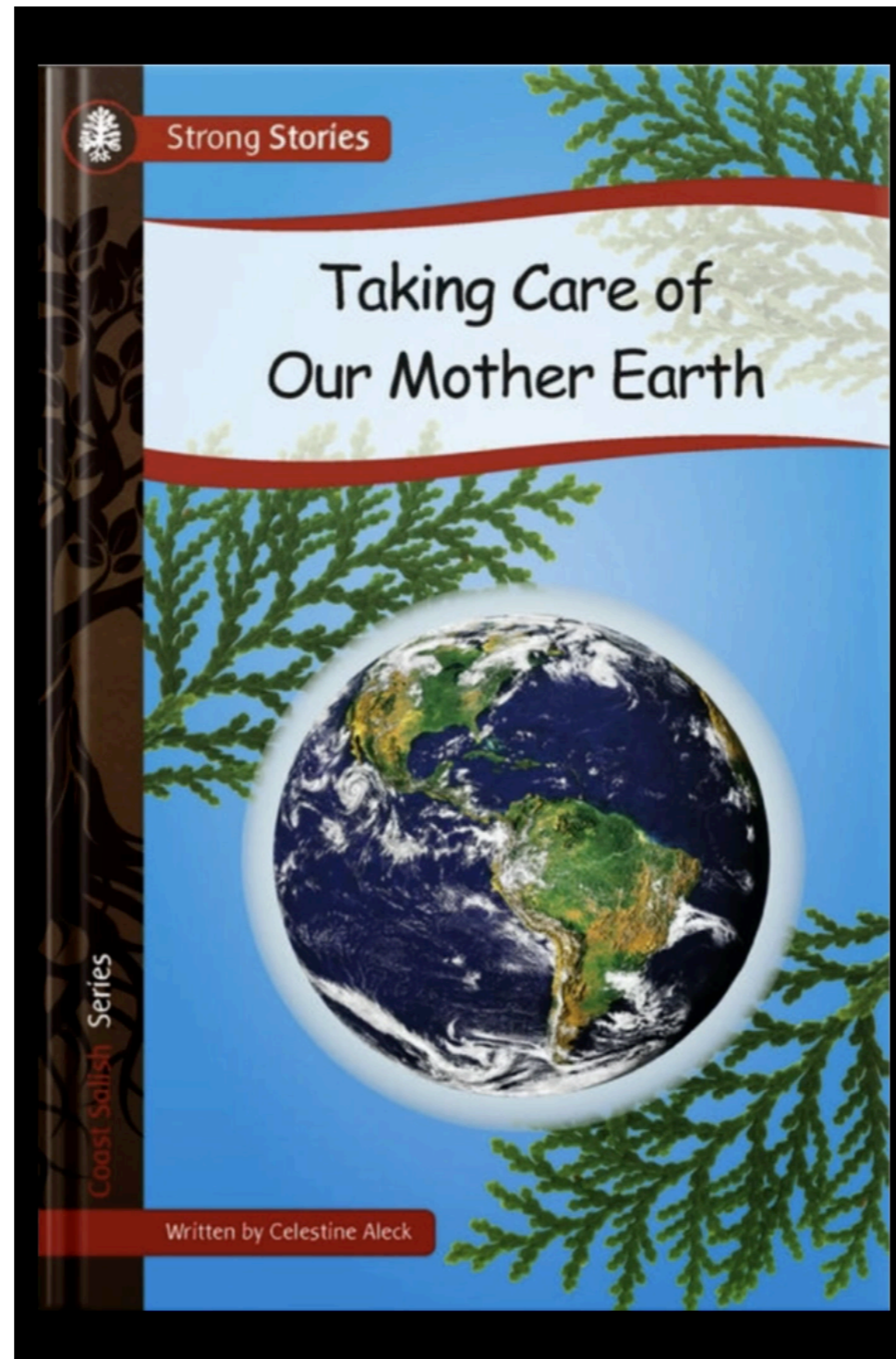
Aboriginal Ways of Knowing & Being

Reflect on a personal connection or learning you have experienced in one or more of these ways, and share your thoughts in the Chat box.

- Learning is connected to land, culture, and spirit.
- We are all **related**. We must always practice **reciprocity** through acts of **giving** and **receiving**.
- Learning honours our **Ancestors, Elders, Knowledge Keepers, and Descendants**.
- It respects and embraces **ceremony, protocol, and teachings** that are connected to **sacred medicines**.
- Important teachings emerge through **stories**.
- Learning involves developing **relationships**, respecting **distinct cultures**, and **honouring the perspectives of others** in our communities.
- The deepest learning takes place through **lived experience**, and requires **exploring our identities, learning from our mistakes, and having gratitude for our gifts**.
- Learning is a **journey** that takes **courage, patience, and humility**.
- It is about **striving** to become a better human being and living with **balance in body, mind, heart, and spirit**.

Taking Care of Our Mother Earth

What FPPLs and Aboriginal ways of knowing and being are shared in this text?



The Walking Curriculum

The simple act of taking a walk can emphasize the importance of place.

The Motion Walk

Use as many senses as possible to complete this challenge. What is moving around you? What is on the move? Besides seeing movement, how else can you tell something is moving?

The Line Walk

Find a human made line. Follow it. Where does it lead? Find a natural line (a track from an animal perhaps) – where does it lead? Once you return inside, visualize the lines you followed. Try to draw them and make a map of your walk.

The History Walk

What evidence can you find on your walk of something that happened here before this moment? Use words to describe in as much detail what you think happened here. Pretend you are a detective and you are figuring out a situation.

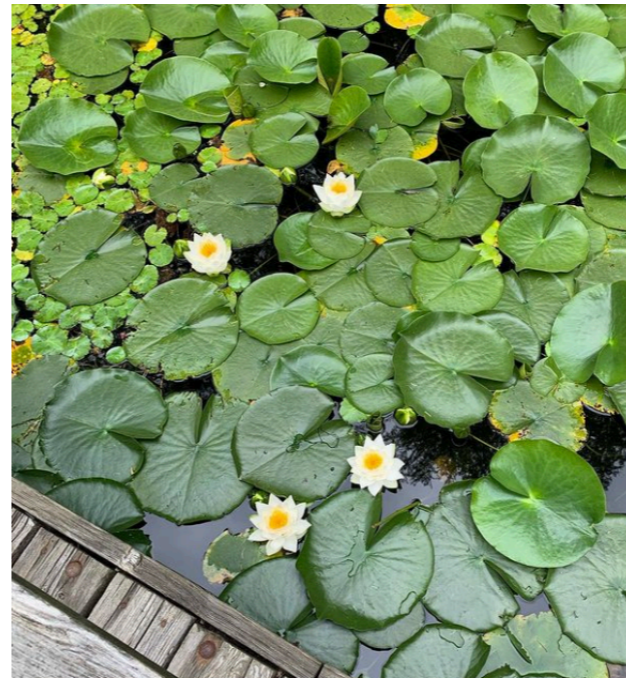
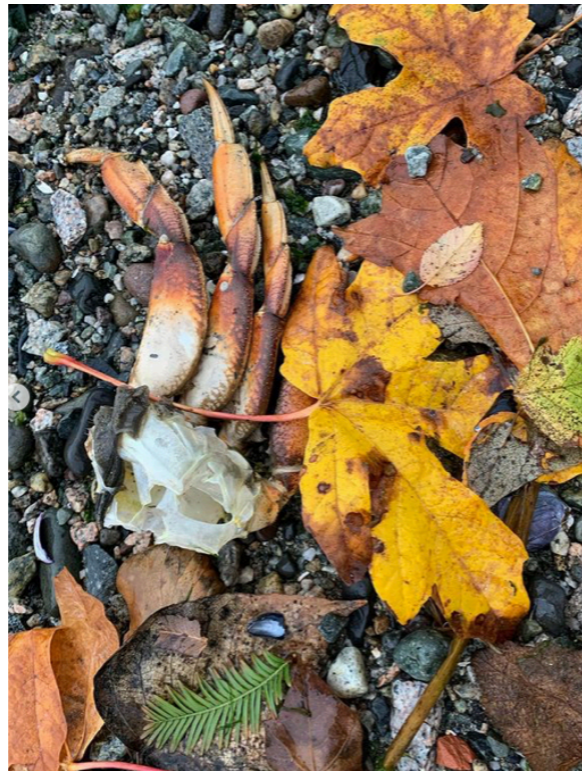
Sit Spots: Storytelling inspired by observing nature



- * self-selected spots that students can return to many times
- * promotes careful observation and reflection
- * stories can be factual or imaginary, or a blend of both
- * stories can blend what they're seeing in the natural world with their own lives – e.g. *maybe that spider is a really good drummer*
- * students might imagine what plants or animals are thinking or feeling; what would they say if they could talk?
- * repeated visits to these sit spots can also highlight changes in the seasons and how these plants and animals are impacted

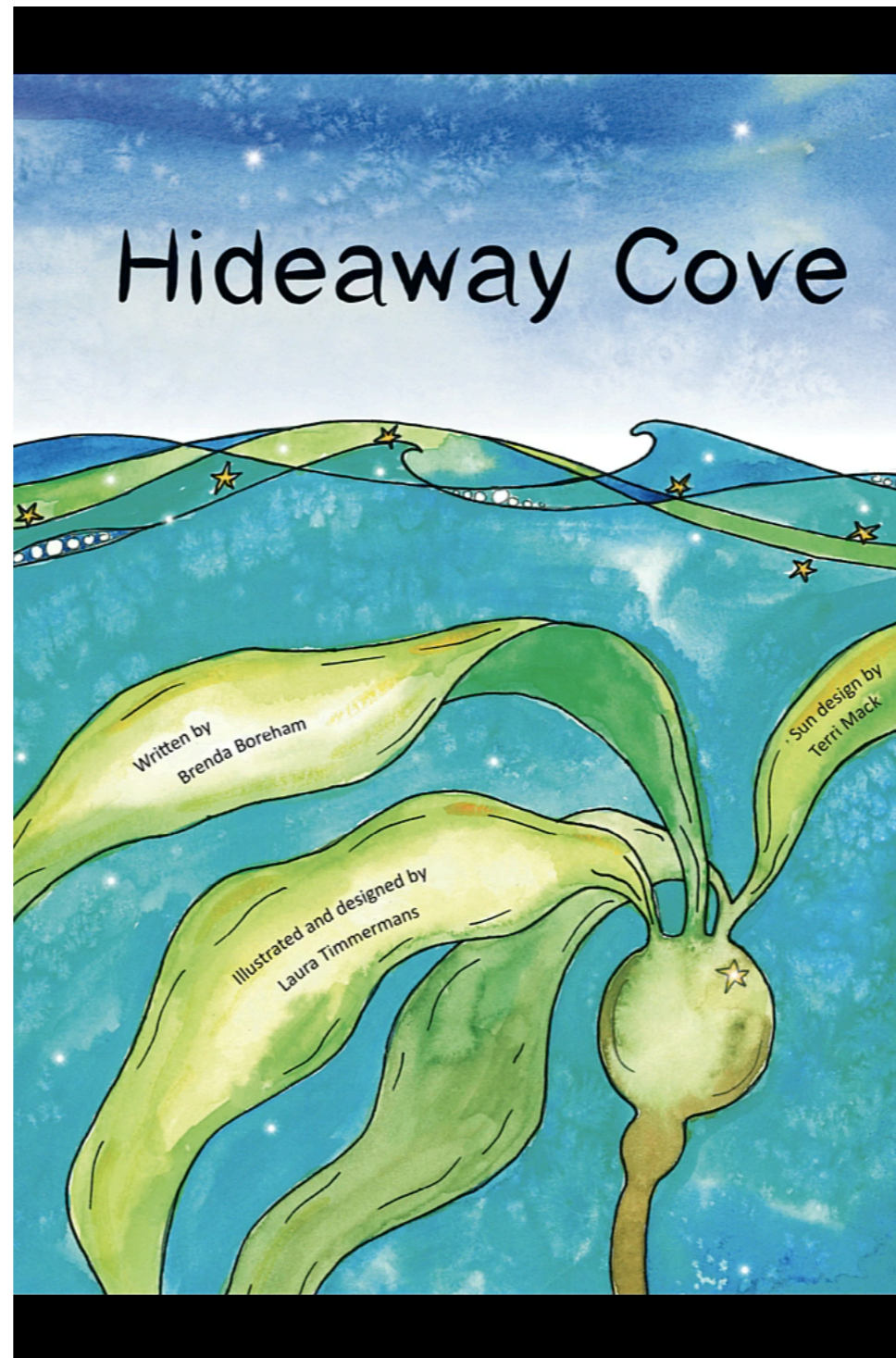
A virtual sit spot

- * Choose one photo
- * What story do you imagine taking place there?
- * Write 3–5 sentences about your story idea in the ChatBox

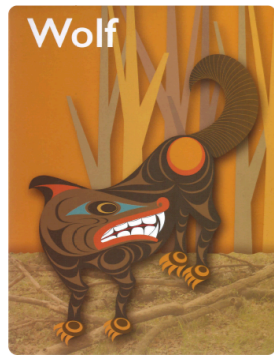


Hideaway Cove - Read Aloud

What animals & animal facts (diet, behaviours, etc.) are shared in this text?



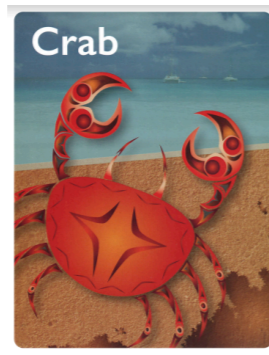
Cross-Curricular Connections - Coast Salish Animal Cards



Wolf
by Francis Horne Sr., Coast Salish

Wolves are communicators. They are intelligent, powerful and playful.

They symbolize loyalty and strength.



Crab
by Darrell Thorne, Coast Salish

Crabs walk sideways teaching us that we need to find our own direction.

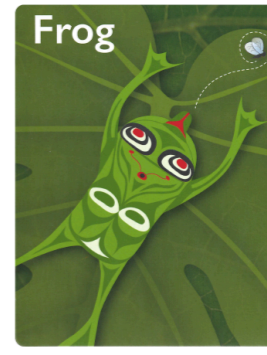
With their hard shells, crabs remind us of the need to protect ourselves and others.



Whale
by Simone Diamond, Coast Salish

Whales are guardians and navigators of the seas.

They are nurturing and stay with their families.

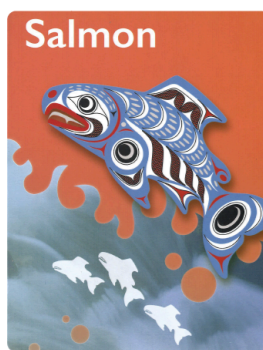


Frog
by Erica Joseph, Coast Salish

Frogs are messengers. Their croaking tells us when Spring arrives.

They are the symbol of renewal and abundance.

- * Choose **one** animal and **write 4-5 sentences** about it in the Chat Box:
 1. **Why** did you choose this animal?
 2. What do you **already know** about it? (2 facts?)
 3. What **questions** do you have about this animal?
 4. What does it **symbolize** to the Coast Salish people?
 5. How could you **connect** this activity to **Science, Social Studies** or **Art**?



Salmon
by Joe-Sxwaset Wilson, Coast Salish

Salmon represent life and sustenance.

They connect us to all of creation through their life cycle.



Eagle
by Terry Horne, Coast Salish

Eagles fly highest in the sky and are closest to the Creator. They are prayer messengers.

They represent balance, strength, vision, honour and spirituality.



Bear & Bee
Bear by Maynard Johnny Jr., Coast Salish
Bee by Simone Diamond, Coast Salish

Bears teach us how to forage and fish. They represent protection, strength and bravery.

Bees love community and hard work. They are very social and like to dance! Bees make honey which is used for food and healing creams.



Hummingbird
by Simone Diamond, Coast Salish

Hummingbirds are messengers of hope. They are travellers of great distances.

They symbolize devotion, joy, and agility.

Cross-Curricular Classroom Units for K-3 Students



Introduction to the Classroom Units



There are eight unit plans in this teacher resource, each designed to illustrate how authentic texts and local community resources can be used in classroom practice. These units can be used to help students achieve K-3 curricular competencies in the following areas:

	Grade	English Language Arts	Social Studies	Science	Mathematics	Arts Education	Physical & Health Education
Unit 1: All About Me	K-1	✓	✓		✓	✓	✓
Unit 2: Gifts from the Earth	K-1	✓		✓	✓	✓	✓
Unit 3: Stories of the Seasons	K-1	✓		✓	✓	✓	
Unit 4: Stories from the Sky	1	✓		✓		✓	
Unit 5: Our Animal Neighbours	2-3	✓	✓	✓		✓	
Unit 6: The Power of Stories	2-3	✓	✓		✓	✓	✓
Unit 7: Making Our Ancestors Proud	2-3	✓	✓			✓	✓
Unit 8: The Spirit of Celebration	3	✓	✓			✓	✓

Unit Plan - Our Animal Neighbours - Grade 2/3 Cross-Curricular

Literacy Planning Guide for : Our Animal Neighbours

WHAT - what would you like the students to...

Based on: [Our Animal Neighbours - FNESC Lesson](#)

Big Ideas - *generalizations & principles*



UNDERSTAND

- stories and other texts connect us to ourselves, our families, and our communities (ELA 2)
- living things have life cycles adapted to their environment (Science 2)
 - how animals were/are relied upon in First Peoples' lives – clothing, shelter, food, tools, weapons
 - understanding the important role animals played in the beliefs, traditions and lives of the First Peoples

THEMES: seasonal cycles/activities; sustainability & continuity; respect; community; diversity; storytelling; rights & responsibilities

Curricular Competencies - *skills, strategies & process*



DO

English Language Arts

- Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community
- Demonstrate awareness of the role that story plays in personal, family, and community identity
- Show awareness of how story in First Peoples' cultures connects people to family and community

Science

- Recognize First Peoples' stories (including oral and written narratives), songs, and art, as ways to share knowledge
- Communicate observations and ideas using oral or written language, drawing, or role-play

Other resources and sources of information

Consult the following organizations for information on a wide range of First Peoples education initiatives and topics:

[First Nations Education Steering Committee](#) (FNESC)

[Ministry of Education – Indigenous Education Resources](#)

[First Nations Schools Association](#) (FNSA)

[First Peoples' Cultural Council](#) (FPCC)

[First Voices](#)

[Métis Nation British Columbia](#) (MNBC)

[BCTF's Aboriginal Education Resources](#)

Info Links

[BCTF – Aboriginal Ways of Knowing & Being](#)

[Authentic First Peoples Resources K-9 – FNEESC](#)

[First Voices](#)

[BC Early Learning Framework](#)

[Oregon Association for the Education of Young Children](#)

[Coast Salish Animal Cards](#)

[In Our Own Words: Bringing Authentic First Peoples Content to the K-3 Classroom – FNEESC](#)

[POPEY's Literacy Planning Guide for FNEESC's Unit Plan – Our Animal Neighbours](#)

Books

A Walking Curriculum: Evoking Wonder and Developing a Sense of Place (K-12) – Judson

Natural Curiosity – Anderson, Comay & Chiarotto

Shared Learnings: Integrating BC Aboriginal Content K-10

Videos

[Connecting Indigenous Culture in the Shuswap](#)

[Mirrors, Windows and Sliding Glass Doors](#)

[Gratitude Song](#)



Contact Us!



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