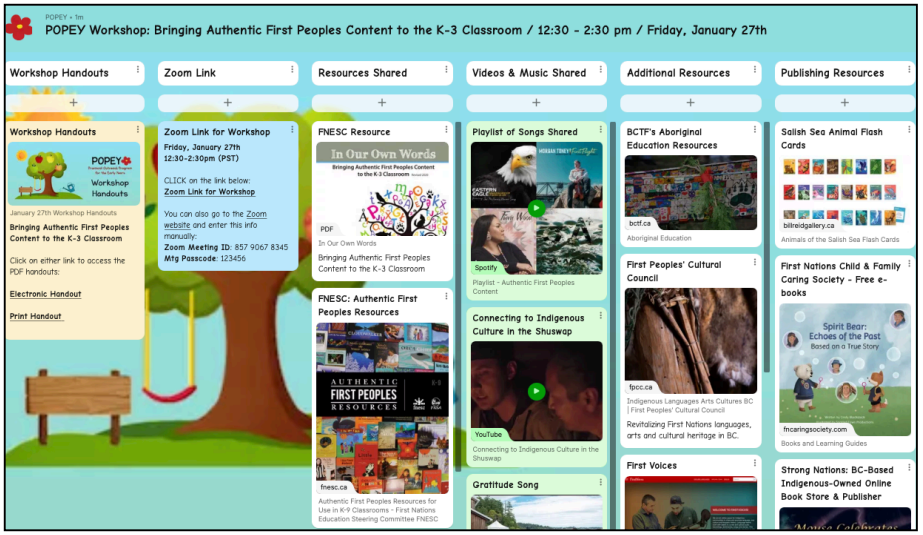
POPEY
Provincial Outreach Program for the Early Years
www.popey.ca

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 padlet.com/POPEY



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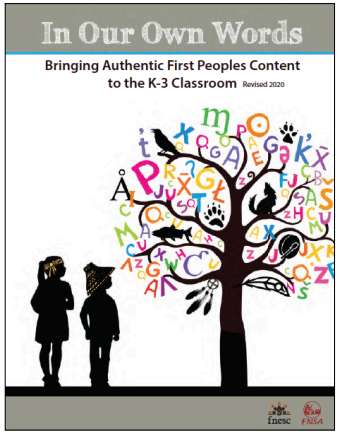
Today we will be...

- sharing information and guidance from BC's First Nations Education Steering Committee (FNESC) 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.



In Our Own Words: Bringing Authentic First Peoples Content to the K–3 Classroom – FNESC

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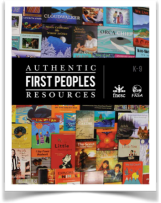
Why is it important to use authentic resources?

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.



Authentic First Peoples Resources K–9 – FNESC

In Our Own Words: Bringing Authentic First Peoples Content to the K–3 Classroom – FNESC

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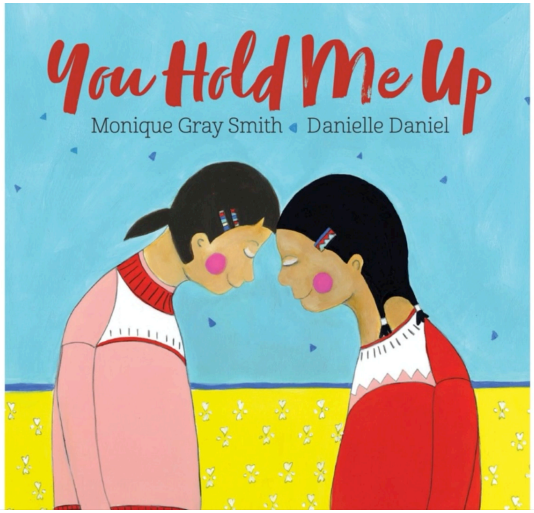
Mentor Texts as Mirrors, Windows, & Sliding Glass Doors



Mirrors, Windows and Sliding Glass Doors – Video

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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.

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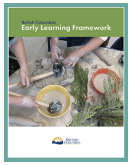
Early Learning Framework Principles

- 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.

BC Early Learning Framework

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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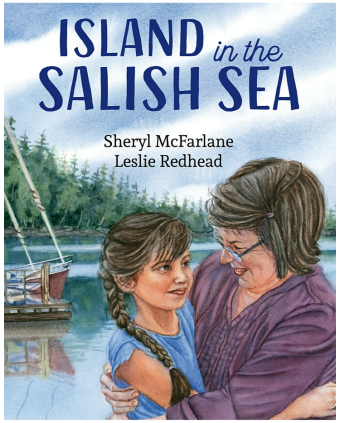
Island in the Salish Sea - Read Aloud



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.

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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

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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

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.

BCTF

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**.

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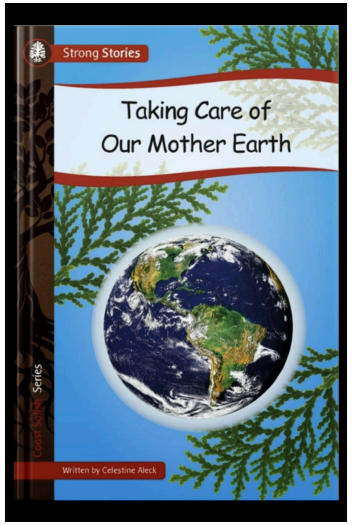
Taking Care of Our Mother Earth

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



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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.

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

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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

Oregon Association for the Education of Young Children

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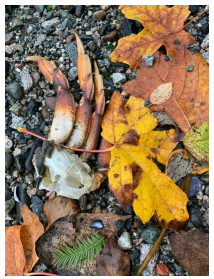
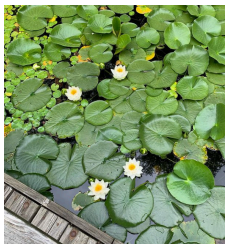
A virtual sit spot

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





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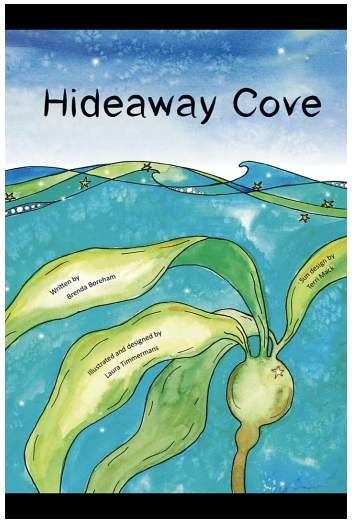
Hideaway Cove - Read Aloud

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



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Cross-Curricular Connections

* 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**?

Coast Salish Animal Cards

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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	✓	✓			✓	✓

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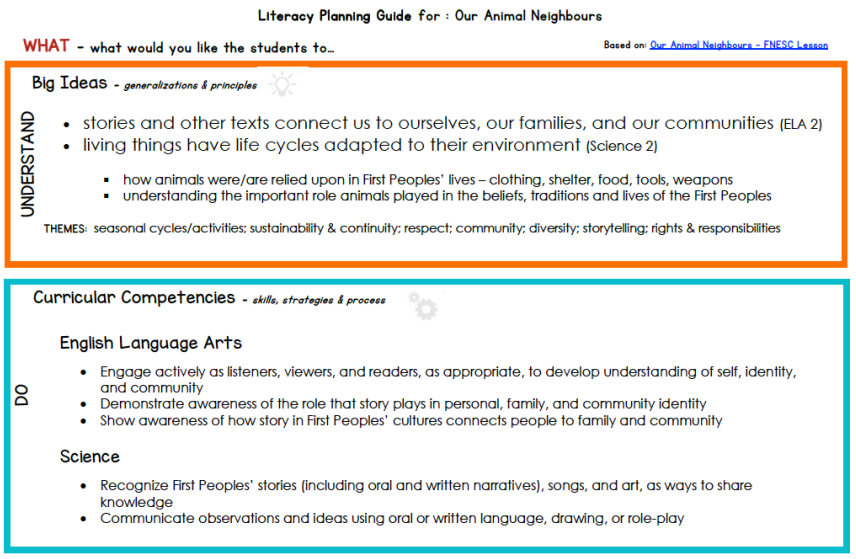
Unit Plan - Our Animal Neighbours - Grade 2/3 Cross-Curricular



Literacy Planning Guide for : Our Animal Neighbours

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

Based on: Our Animal Neighbours - FNESC Lesson

UNDERSTAND

Big Ideas - *generalizations & principles*

- 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

DO

Curricular Competencies - *skills, strategies & process*

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

POPEY's Literacy Planning Guide for FNESC's Unit Plan – Our Animal Neighbours

Prepared by: POPEY

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

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Sources

POPEY's Padlet – All Workshop Resources

Info Links

BCTF – Aboriginal Ways of Knowing & Being

Authentic First Peoples Resources K-9 – FNESC

First Voices

BC Early Learning Framework

Oregon Association for the Education of Young Children

Coast Salish Animal Cards

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POPEY's Literacy Planning Guide for FNESC's Unit Plan – Our Animal Neighbours

Videos

Connecting Indigenous Culture in the Shuswap

Mirrors, Windows and Sliding Glass Doors

Gratitude Song

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

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