

**Bringing Authentic First Peoples Content
to the K-3 Classroom**

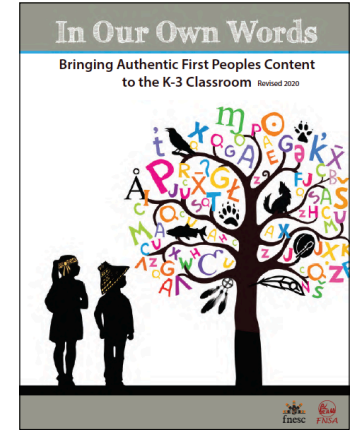
Friday, May 19th

12:30-2:30pm

Presenters:
Lisa Thomas & Jen Kelly

Today we will be...

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

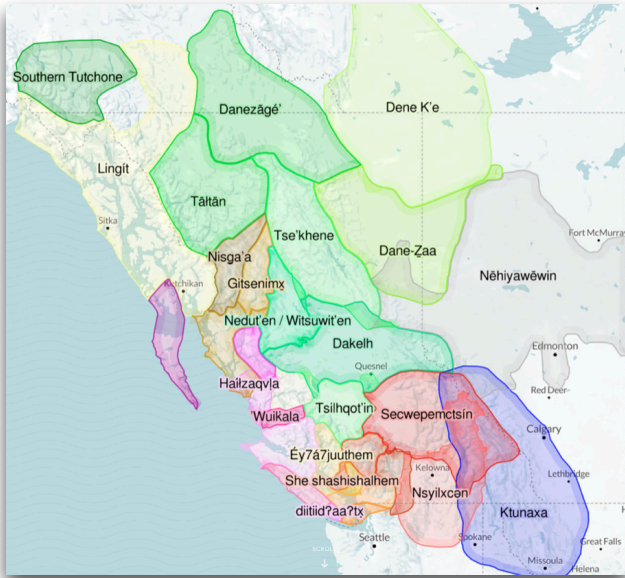


[In Our Own Words: Bringing Authentic First Peoples Content to the K-3 Classroom - FNESEC](#)

First Peoples' Map

This online interactive map can be used to view Indigenous language regions, artists and artworks, place names, and community landmarks.

You can hear the pronunciation of language names, greetings, places, and more. All of the 34 languages Indigenous to what is now called BC are represented.



[First Peoples Cultural Council- Online Interactive First People's Map](#)

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.

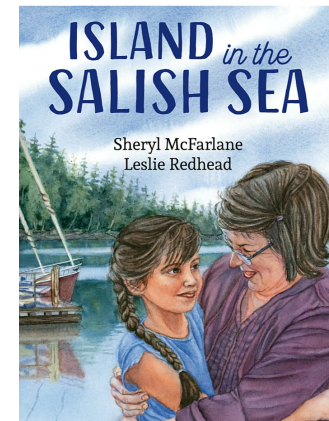
Place is local.
While there are commonalities, each First Nation has a unique, local understanding of place. Stories are connected to place.

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.

Island in the Salish Sea

Coast Salish



Map of Important Places



First Peoples stories reflect a collection of 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

Which of these elements do you notice
in the following video & stories?

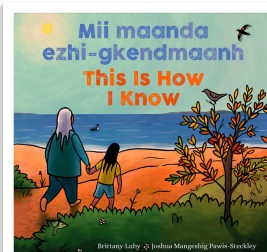
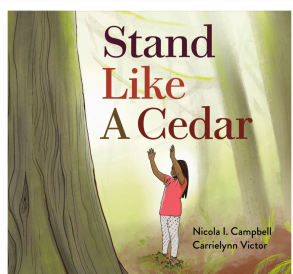
Video: Little Shuswap Community

Secwepemc



How are PLACE & STORY important to the Little Shuswap community in BC?

Mentor Texts Stories with Indigenous Perspectives



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

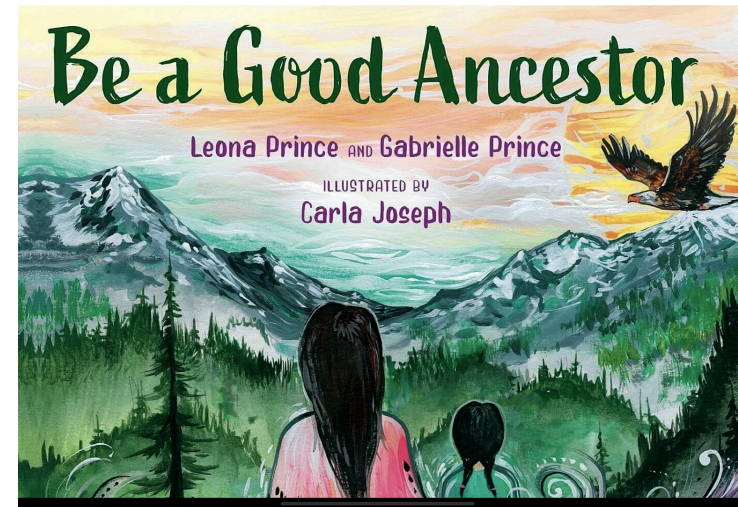
- Recognize First Peoples' stories (including oral and written narratives), songs, and art, as ways to share knowledge
- Communicate observations and ideas using oral or written language, drawing, or role-play

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

Prepared by:  POPEY

Be a Good Ancestor

Dene, Dakelh/Carrier



 POPEY Provincial Outreach Program for the Early Years

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](#) (FNSEA)

[First Peoples' Cultural Council](#) (FPCC) (*interactive map)

[First Voices](#)

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

[BCTF's Aboriginal Education Resources](#)

 POPEY Provincial Outreach Program for the Early Years
