



POPEY

Provincial Outreach Program
for the Early Years

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Bringing Authentic First Peoples Content to the K-3 Classroom

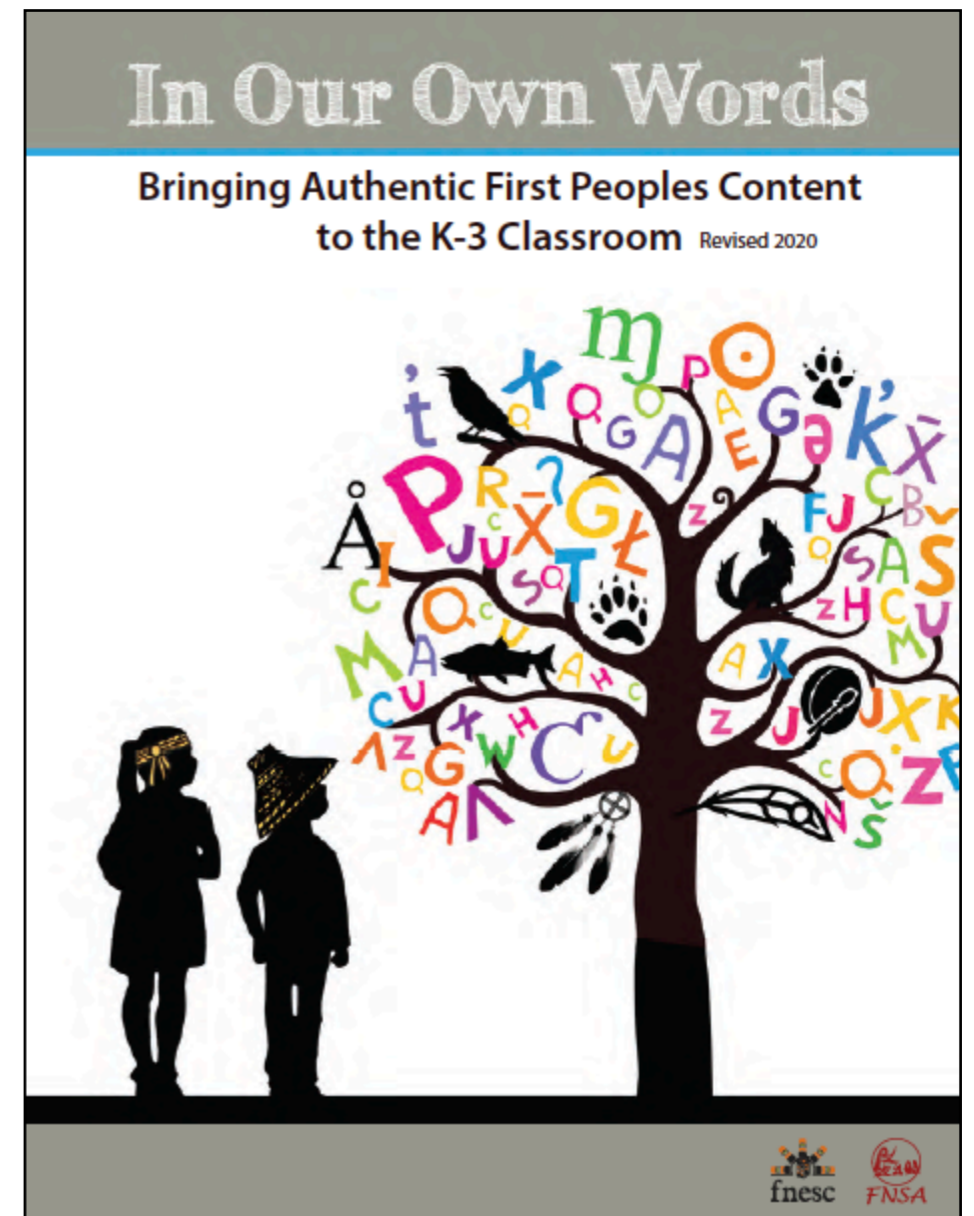
May 19, 2023

12:30-2:30pm

Presenters:
Lisa Thomas & Jen Kelly

Today we will be...

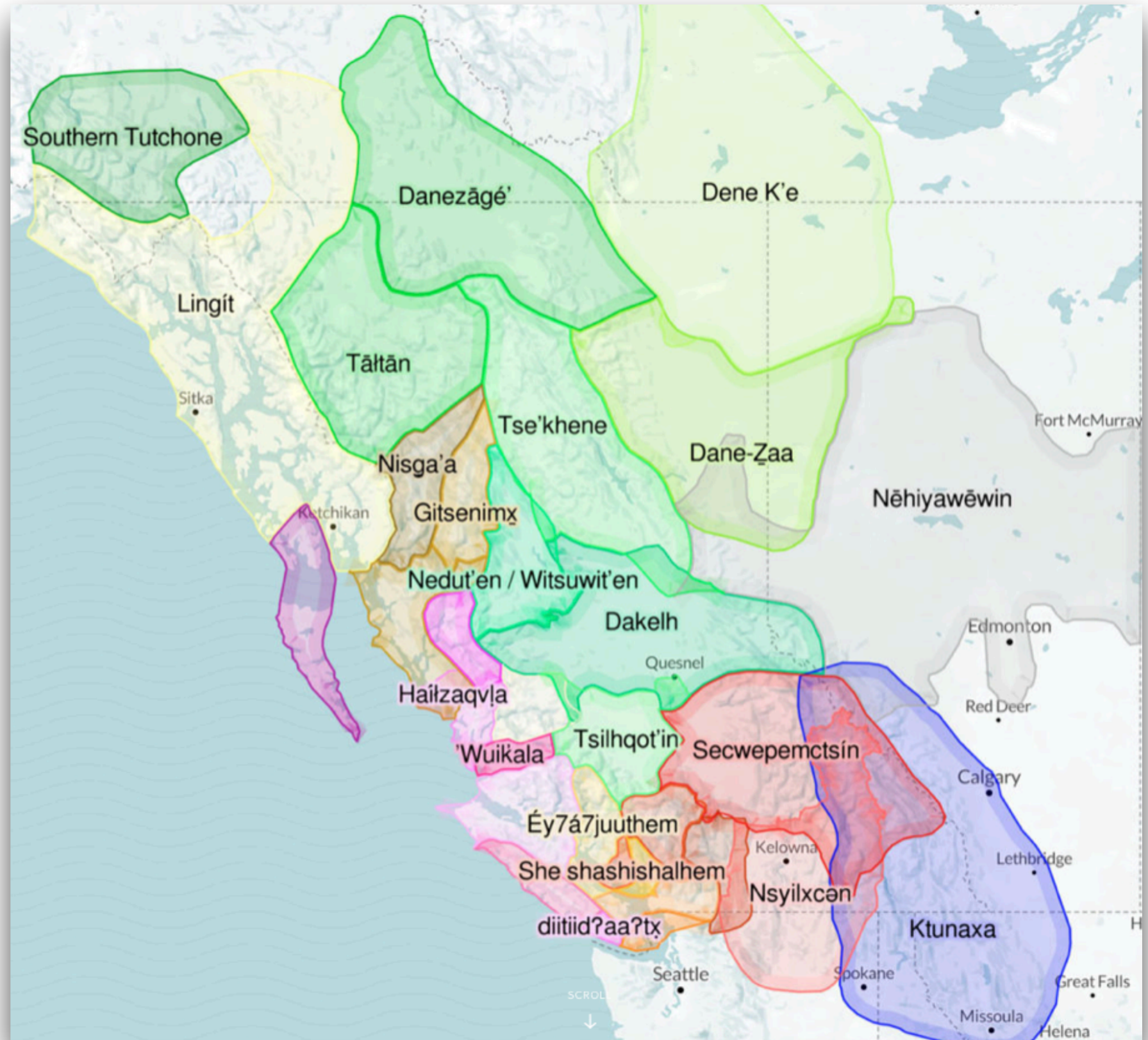
- sharing information and guidance from BC's First Nations Education Steering Committee (FNEESC) regarding the use of culturally appropriate and meaningful First Peoples content, materials, and teaching methods.
- exploring ways to incorporate local Indigenous content and authentic First Peoples texts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

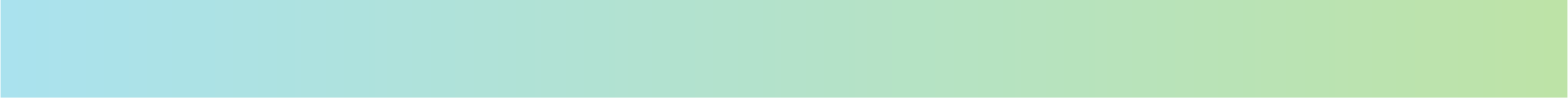


First Peoples' Map

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.





“Traditionally, Indigenous children were exposed to a holistic experiential style of learning; we gave our children opportunities by doing. We see ourselves as part of nature and not a separate entity. Children learn from a young age that what we do to nature, we do to ourselves. Elders’ wisdom reminds us that everything is related, all life is equal, everything must be kept in balance and all life requires respectful care. Our teaching support the belief that all life is interconnected while keeping children at the centre of their learning experience.”

–Launa Purcell

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**.

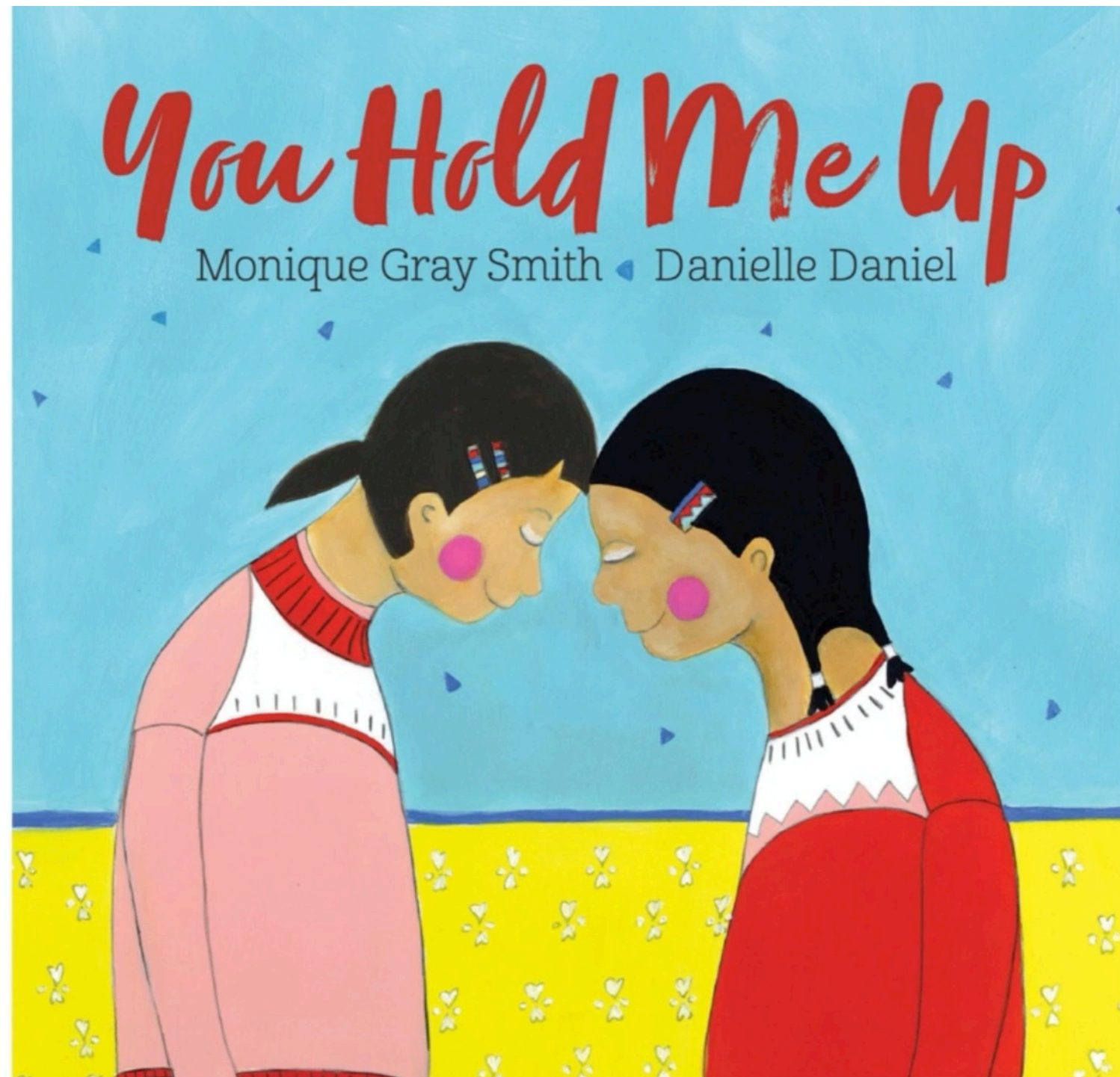
Why is it important to use authentic resources?

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



Finding Common Themes in the Principles

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

- * 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...

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.

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.

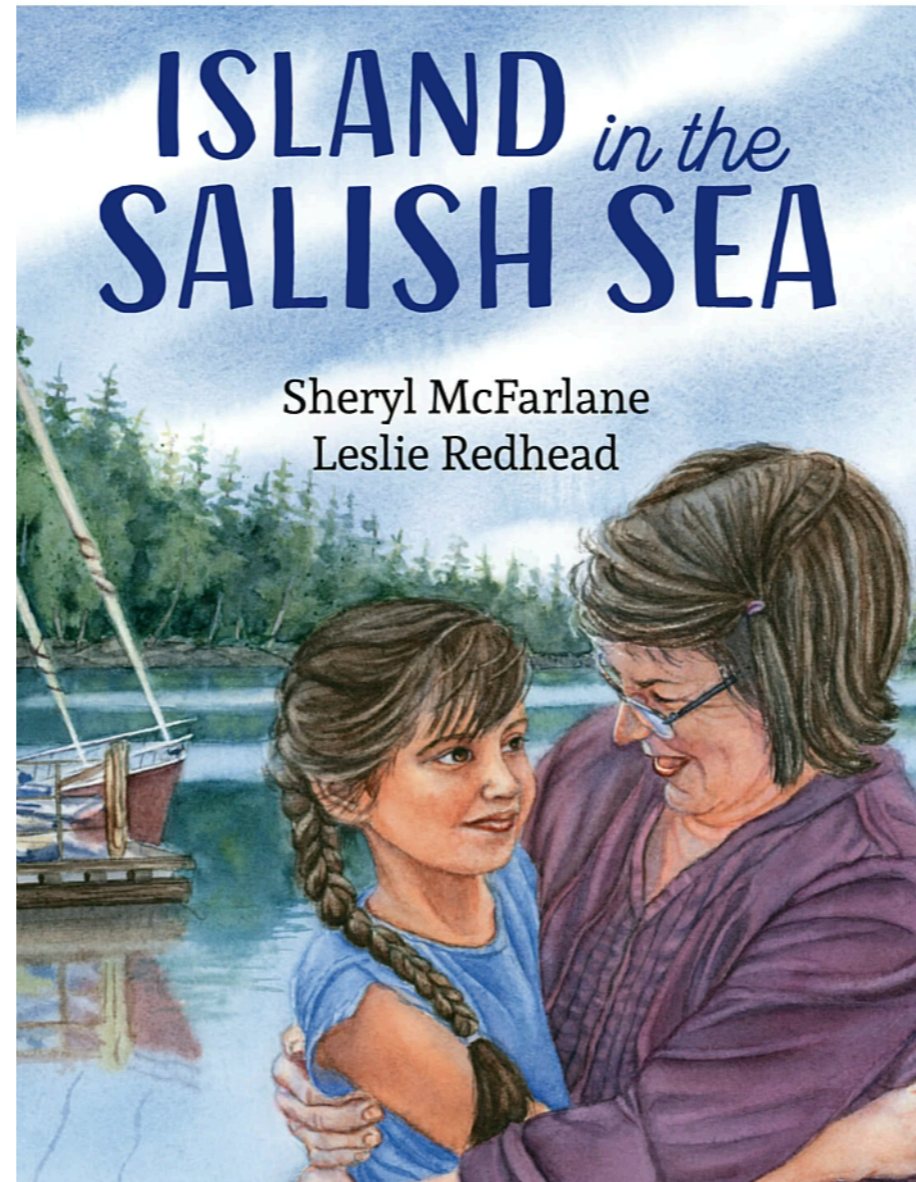
Place is local.

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.

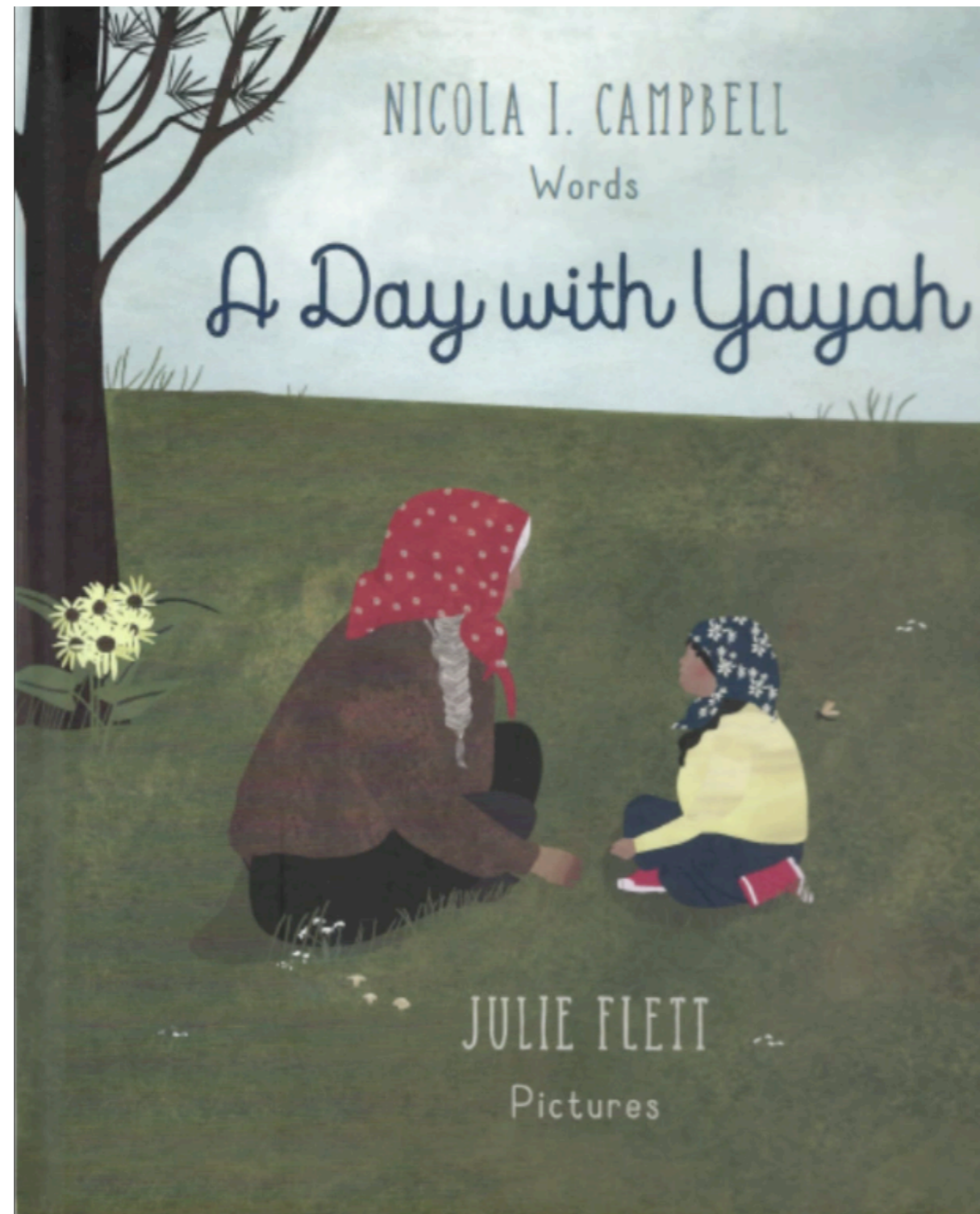


Map of Important Places

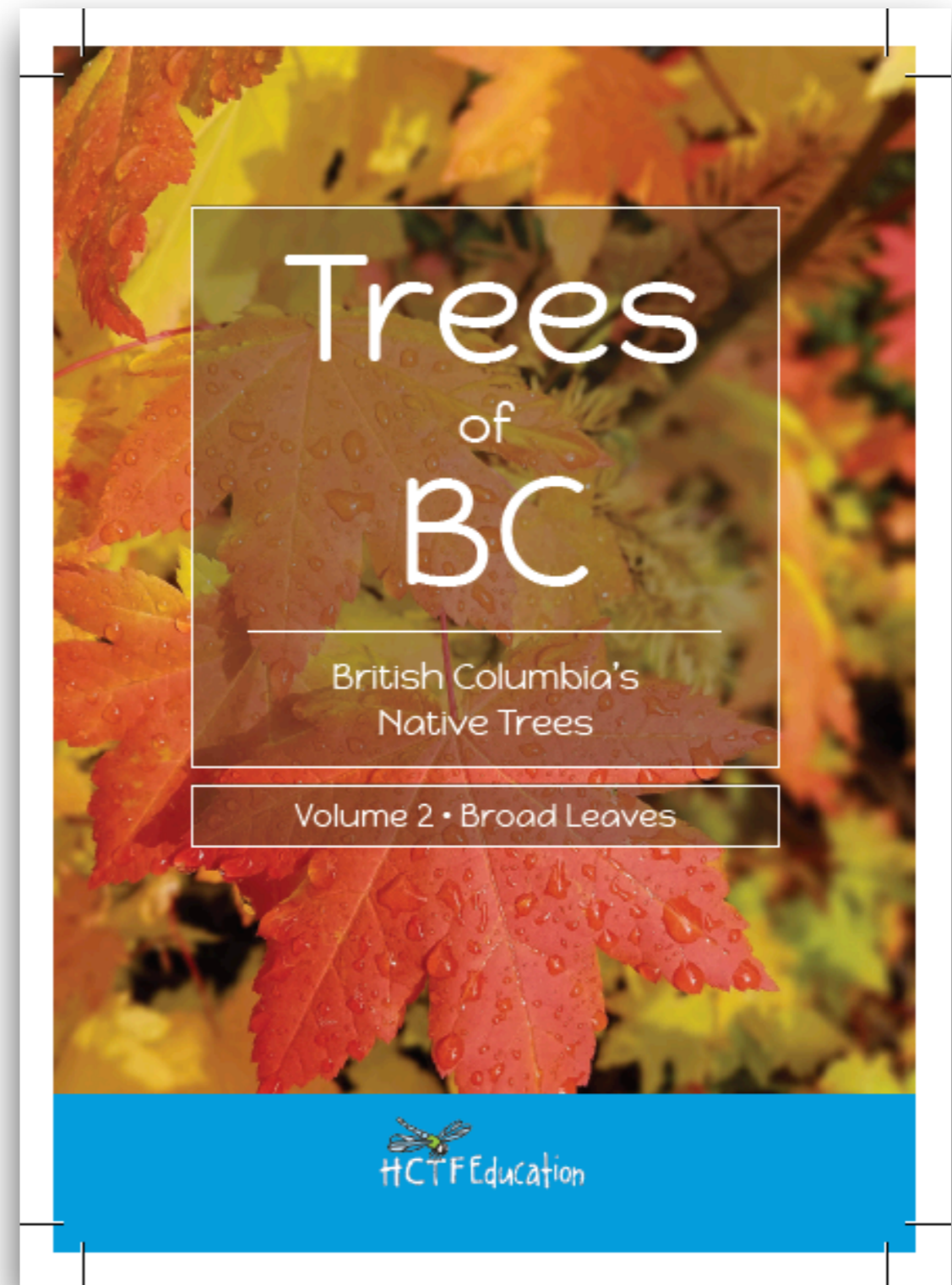
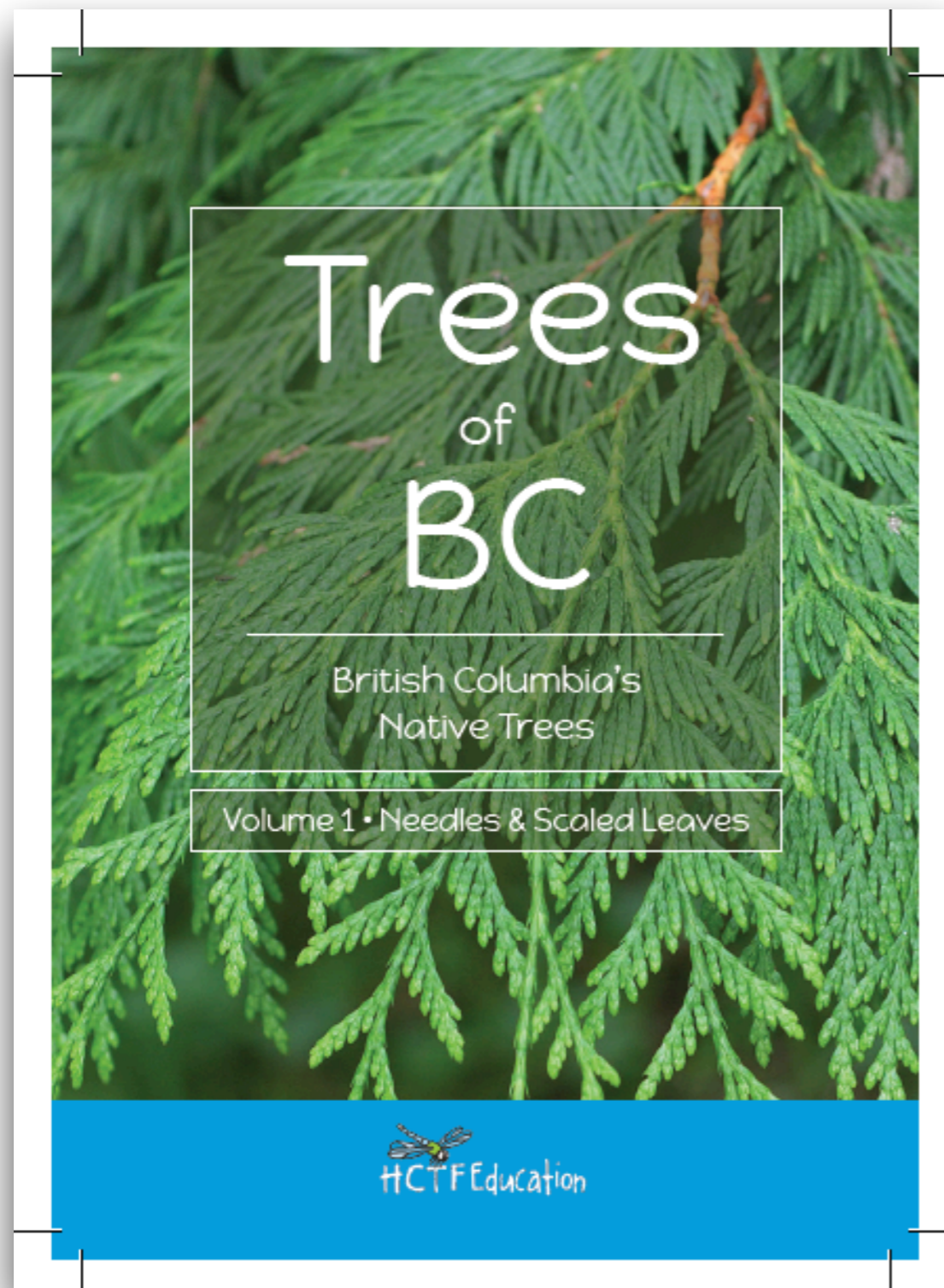


A Day with Yayah

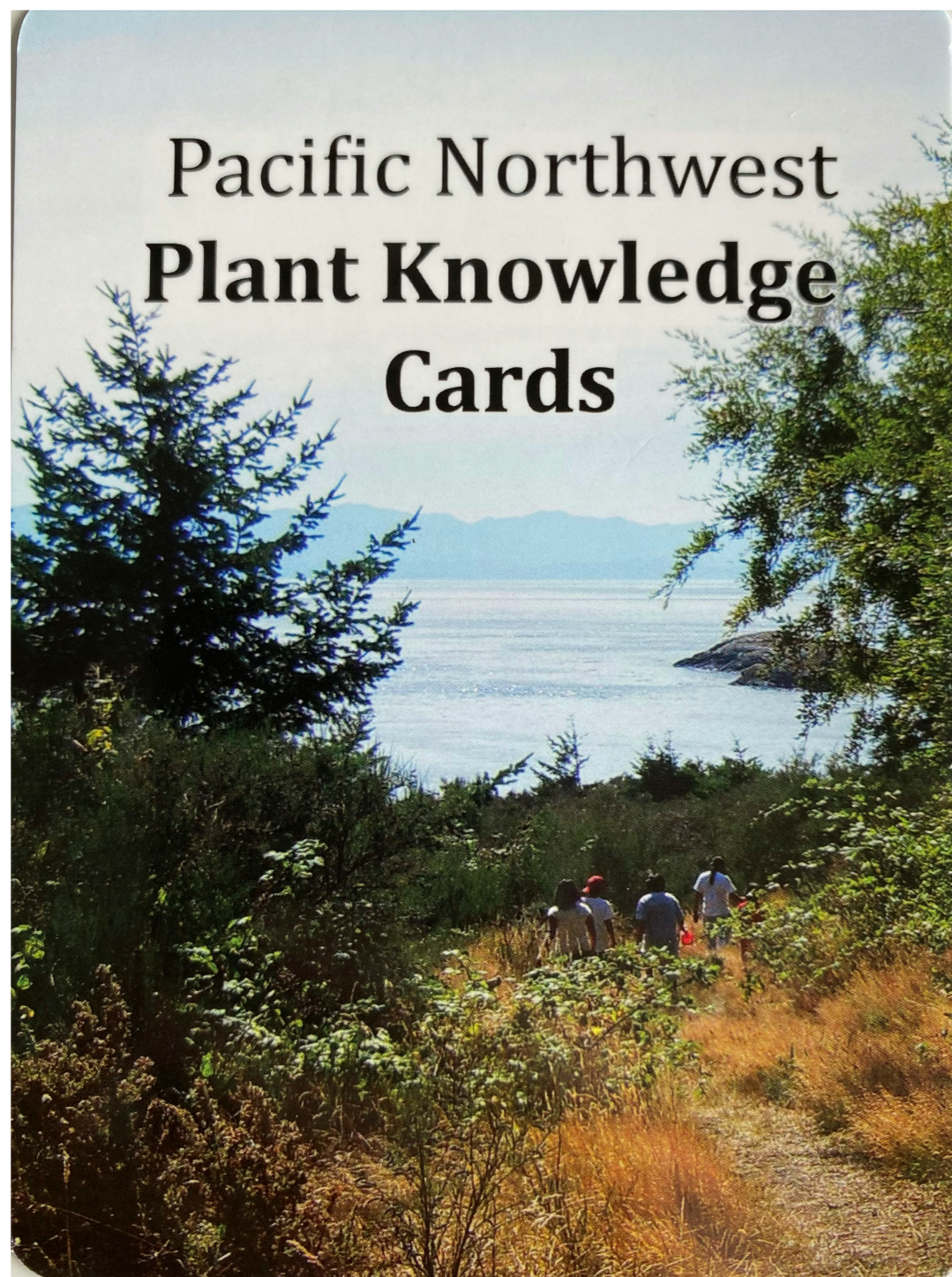
Nicola Valley

















Resources to support learning about plants & trees






Resources to support learning about plants & trees



Legend

Parts	Uses
 Roots	 Edible
 Stem	 Tea
 Flower	 Medicinal
 Bark	 Useful
 Leaf	Warnings
 Berry	 Caution
 Seed	 Dangerous
	 Rare

Harvesting Season

 Spring	 Summer	 Fall
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What plants/trees can you find outside your door?

1. Find a plant or tree and take a photo of it; the PlantNet app may help

2. Once we come back together after the break,

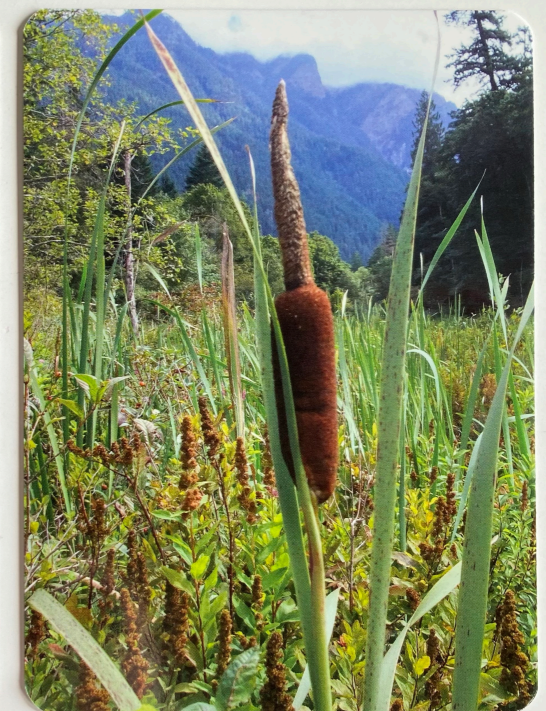


see if you can find out a few facts about your plant/tree.

3. We'll get you to share a few details about it in the Chat Box.

Things to notice:

- type/shape of leaves/flowers
- description of bark/trunk/stem
- colour or other characteristics
- berries, flowers, pinecones?
- how tall is it?



What did you discover?

1. Take a bit of time to focus on the kind of plant or tree you found.
2. Share a few facts about your tree or plant in the Chat Box.

To: **Everyone** ▼

- type/shape of leaves/flowers
- description of bark/trunk/stem
- colour or other characteristics
- berries, flowers, pinecones?
- how tall is it?

To: **Everyone** ▼

Douglas Fir

- flat, green needles
- bark is reddish brown with deep grooves
- 80 metres tall

How could your students engage with this?

What inquiry projects could it inspire?

What can we learn FROM these plants and trees?

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/)

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:

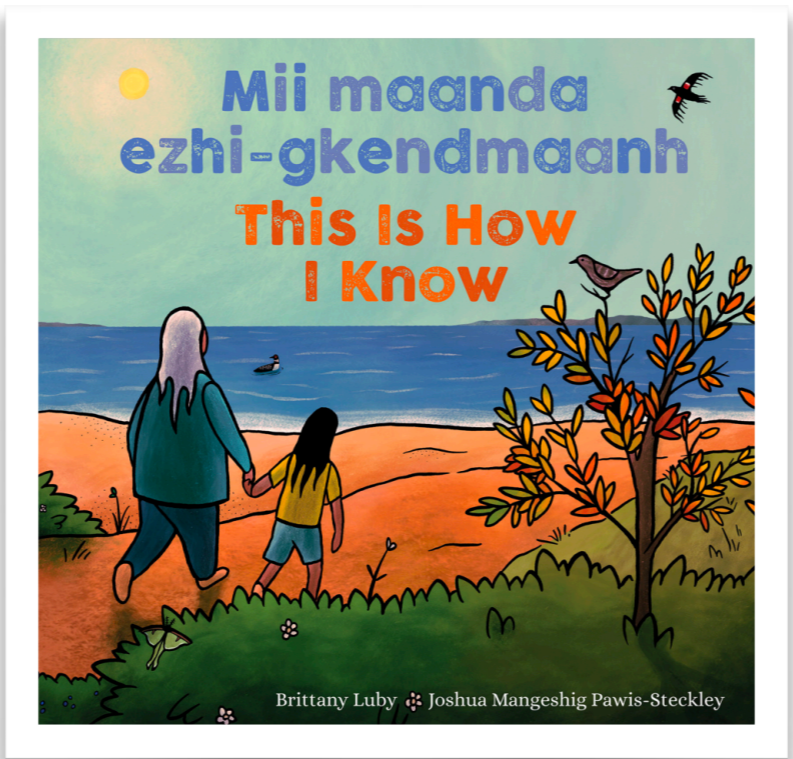
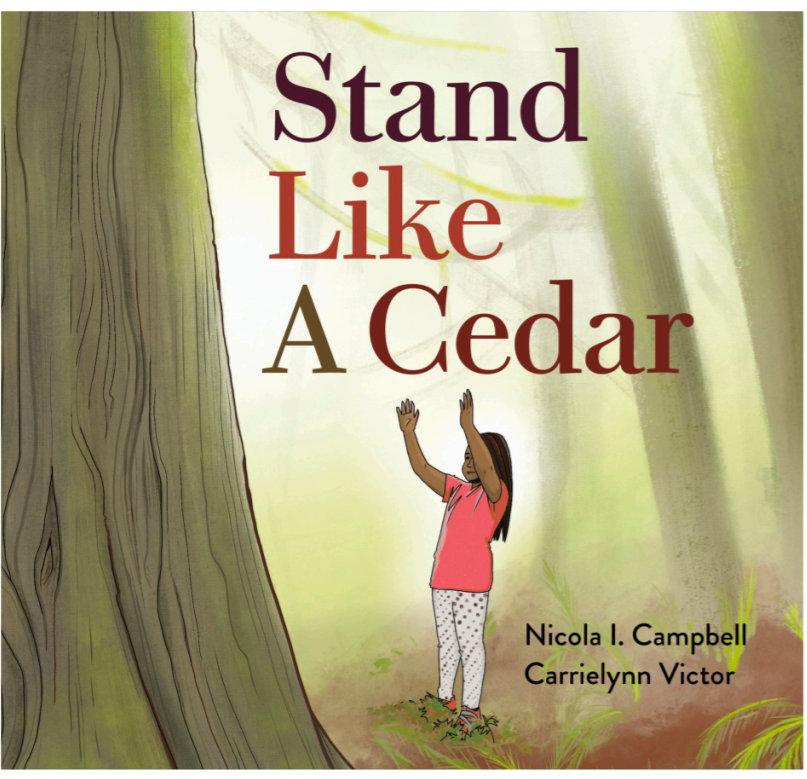
- connection with the land and environment
- the nature and place of spirituality as an aspect of wisdom
- the nature of knowledge – who holds it, what knowledge is valued
- the role of Elders and knowledge-keepers
- the relationships between individual, family, and community
- the importance of the oral tradition

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

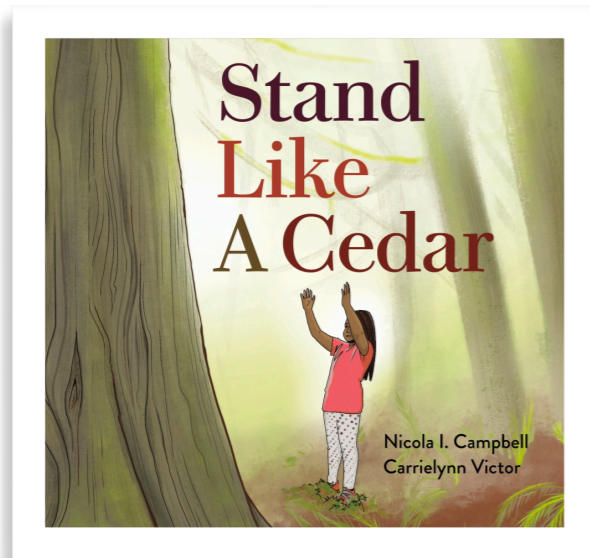


How are PLACE & STORY important to the Little Shuswap community in BC?

Indigenous Mentor Texts



Indigenous Mentor Texts



How could you use books like this in your classroom?

- * What **questions** could you ask?
- * What **concepts** could you discuss?
- * What **connections** could you make for your students?
- * Could you do any **further learning** and inquiry around these **topics and themes**?

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

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 - FNEESC 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*



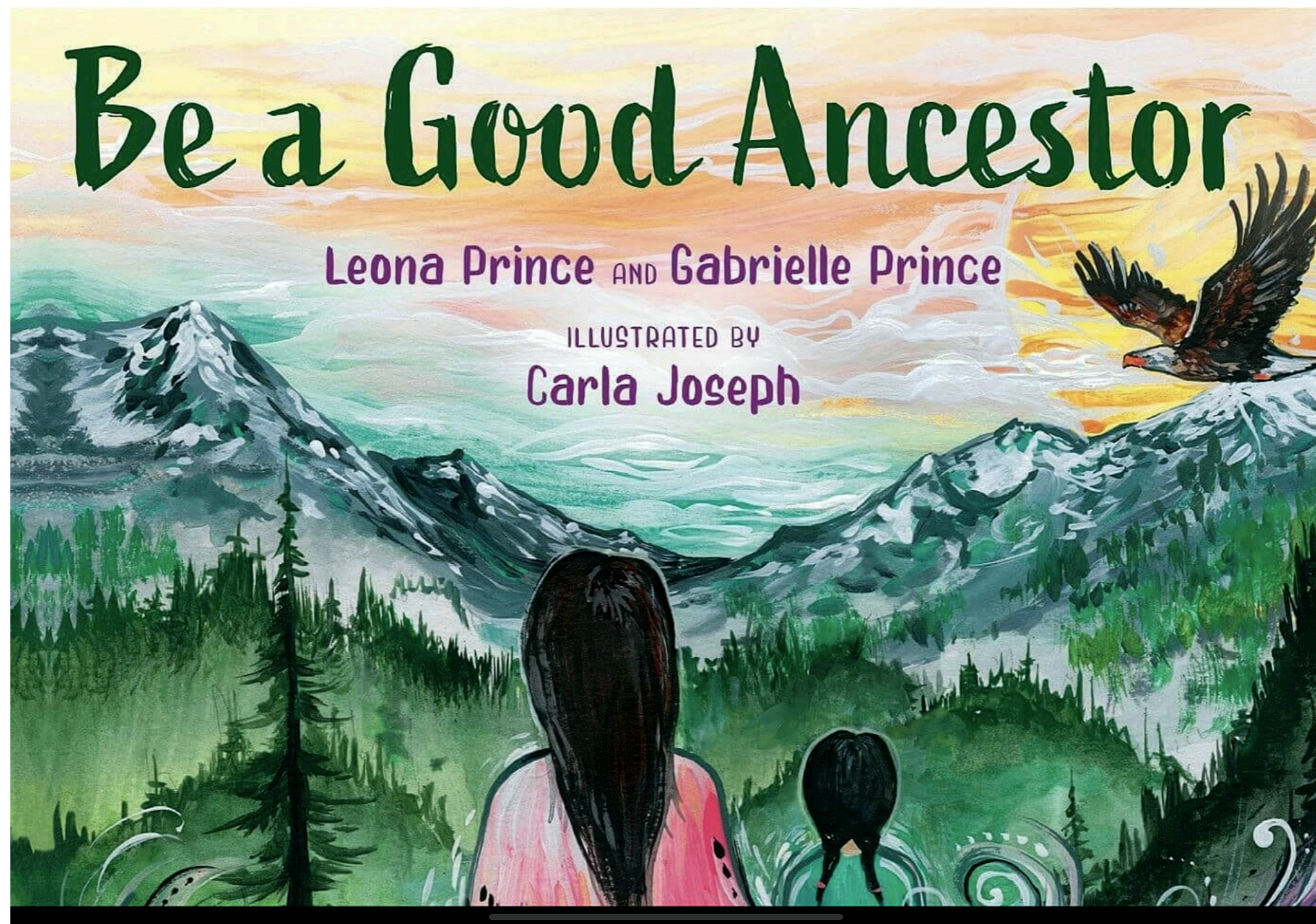
DO

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) (*interactive map)

[First Voices](#)

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

[BCTF's Aboriginal Education Resources](#)

Info Links

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

[BCTF – Aboriginal Ways of Knowing & Being](#) [Strong Nations Plant Knowledge Cards](#)

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

[First Voices](#)

[BC Early Learning Framework](#)

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

[Habitat Conservation Trust Fund Education – Tree 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 & Presentations

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

Shared Learnings: Integrating BC Aboriginal Content K–10

Natural Curiosity – Anderson, Comay & Chiarotto

David Osorio & Krista Spence Presentation: Transforming Students' Perspectives of the Natural World Through Land-Based Learning

Heartbeat of the Earth: A Handbook on Connecting Children to Nature through Indigenous Teachings – Purcell

Videos

[Connecting Indigenous Culture in the Shuswap](#)

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

[Gratitude Song](#)



Contact Us!



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