

Bringing Authentic First Peoples Content

to the K-3 Classroom

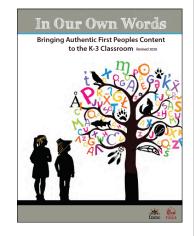
Friday, May 19th

12:30-2:30pm

Presenters: Lisa Thomas & Jen Kelly

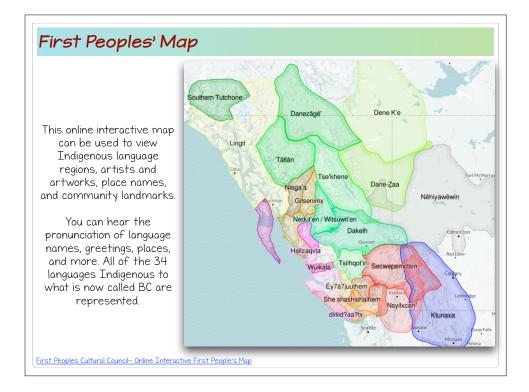
Today we will be...

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







"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

Heartbeat of the Earth: A Handbook on Connecting Children to Nature through Indigenous Teachings - 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.

Aboriginal Ways of Knowing & Being - BCTF Resources

POPEY Provincial Outreach Progra for the Early Years

Why is it important to use authentic resources?

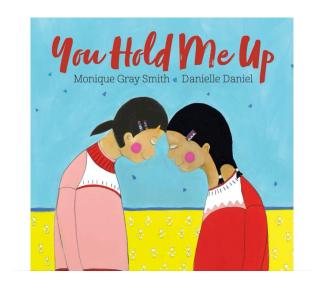
An increased use of authentic First Peoples resources will benefit all students in $\ensuremath{\mathsf{BC}}$

- 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 POPEY Provincial Outreach Program

Mentor Texts as Mirrors, Windows, & Sliding Glass Doors



Mirrors, Windows and Sliding Glass Doors - Video

Finding Common Themes in the Principles

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

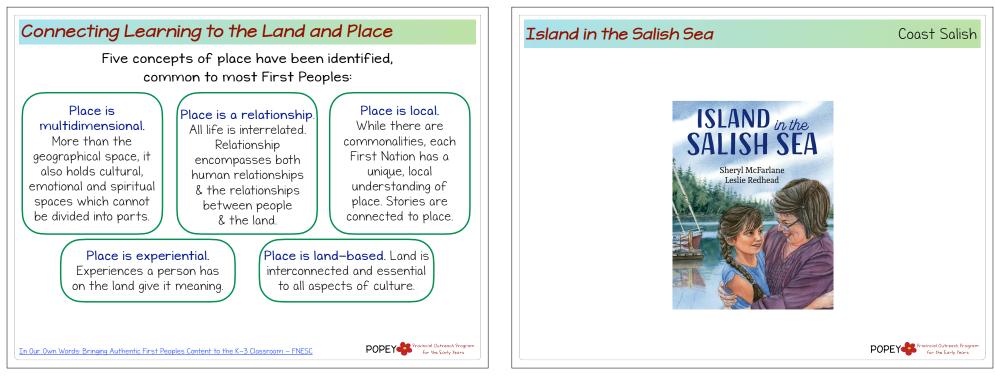
- * Highlight or (circle) key words in each list
- * Compare the two lists and the key words you noted
- * Reflect on how these principles align, and how they currently guide your practice
- * Can you identify 1 or 2 First Peoples Principles that could be new additions to your practice, instruction or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

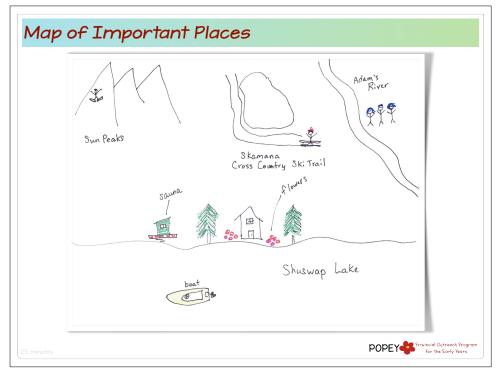


First Peoples Principles of Learning	Early Learning Framework Principles
Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).	 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.
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.	 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.

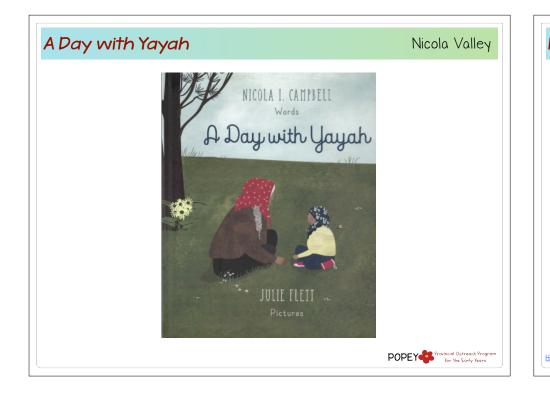
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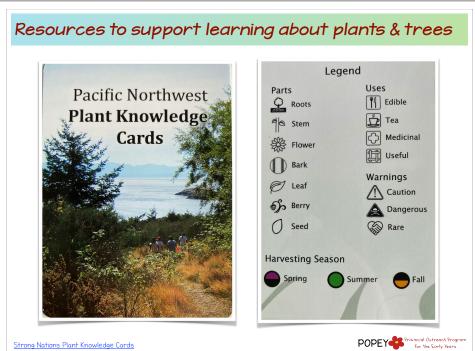


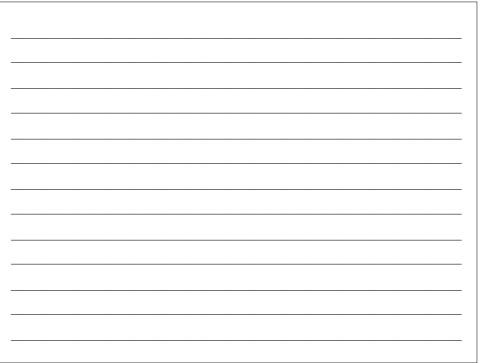




Resources to support learning about plants & trees







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?



Pl@ntNet

What did you discover?

- 1. Take some 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 stories can be learned & shared?

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.



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



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?

POPFY

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





The Walking Curriculum

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

movement, how else can you tell something is moving?you followed. Try to draw them and make a map ofhere. Pretend you are a detective and you are figuring out* students might image feeling; what would	The Motion Walk Use as many senses as possible to complete this challenge. What is moving around you? What is <u>on the move</u> ? Besides seeing	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,	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	 self-selected spots th promotes careful obse stories can be factual a stories can blend what their own lives - e.g. p
Walking Curriculum: Evoking Wonder and Developing a Sense of Place (K-12) – Judson POPEY Provincial Ostreach Program Contact Service Se	movement, how else can you tell something is moving?	visualize the lines you followed. Try to draw them and make a map of your walk.	you think happened here. Pretend you are a detective and you are figuring out a situation.	 their own lives - e.g. m students might imaging feeling; what would the repeated visits to these the seasons and how the

Sit Spots: Storytelling inspired by observing nature



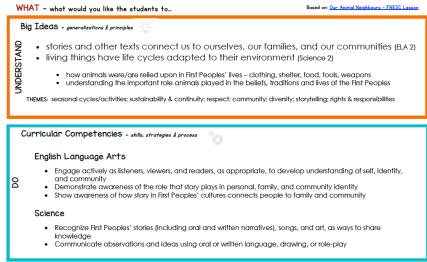
- hat students can return to many times
- ervation and reflection
- or imaginary, or a blend of both
- t they're seeing in the natural world with maybe that spider is a really good drummer
- ne what plants or animals are thinking or ney say if they could talk?
- se sit spots can also highlight changes in these plants and animals are impacted

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authentic texts and	plans in this teacher local community res o help students achie	ources	can be	used i	n class	room	pract	ice. The		
		Grade	English Language Arts	Social Studies	Science	Mathematics	Arts Education	Physical & Health Education		
Unit 1: All About	Ме	K-1	~	1		~	~	~		
Unit 2: Gifts from	n the Earth	K-1	~		✓	✓	~	~		
Unit 3: Stories of	the Seasons	K-1	~		~	~	~			
Unit 4: Stories fr	om the Sky	1	✓		~		~			
Unit 5: Our Anin	al Neighbours	2-3	~	1	~		~			
Unit 6: The Powe	r of Stories	2-3	✓	1		~	~	~		
Unit 7: Making C	our Ancestors Proud	2-3	~	~			~	~		
Unit 8: The Spiri	t of Celebration	3	✓	\checkmark			~	~		



Unit Plan - Our Animal Neighbours - Grade 2/3 Cross-Curricular Literacy Planning Guide for : Our Animal Neighbours



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

Prepared by: POPEY 4

POPEY

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 (FNSA)

First Peoples' Cultural Council (FPCC) (*interactive map)

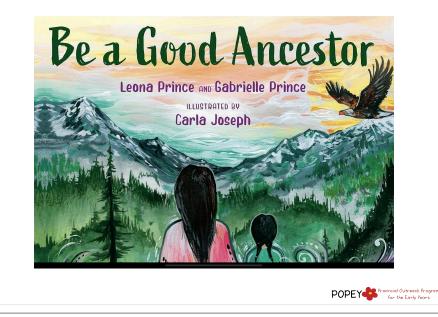
First Voices

<u>Métis Nation British Columbia</u> (MNBC)

BCTF's Aboriginal Education Resources

Be a Good Ancestor

Dene, Dakelh/Carrier





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nfo Links		
st Peoples Cultural Council- Online In	teractive First People's	Map
CTF - Aboriginal Ways of Knowing & Be	ing Strong Nations Pla	ant Knowledge Cards
thentic First Peoples Resources K-9 ·	- FNESC First	Voices
Early Learning Framework Oregon	Association for the Ec	lucation of Young Children
bitat Conservation Trust Fund Educat	<u>ion – Tree Cards</u>	
<u>n Our Own Words: Bringing Authentic F</u>	First Peoples Content to	<u>o the K-3 Classroom - FNESC</u>
n Our Own Words: Bringing Authentic F)PEY's Literacy Planning Guide for FNE		
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