



POPEY 

Provincial Outreach Program
for the Early Years

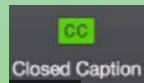
www.popey.ca

Bringing Authentic First Peoples Content to the K-3 Classroom

Friday, October 21st

12:30-2:30

* Workshop handout & resources available at padlet.com/POPEY



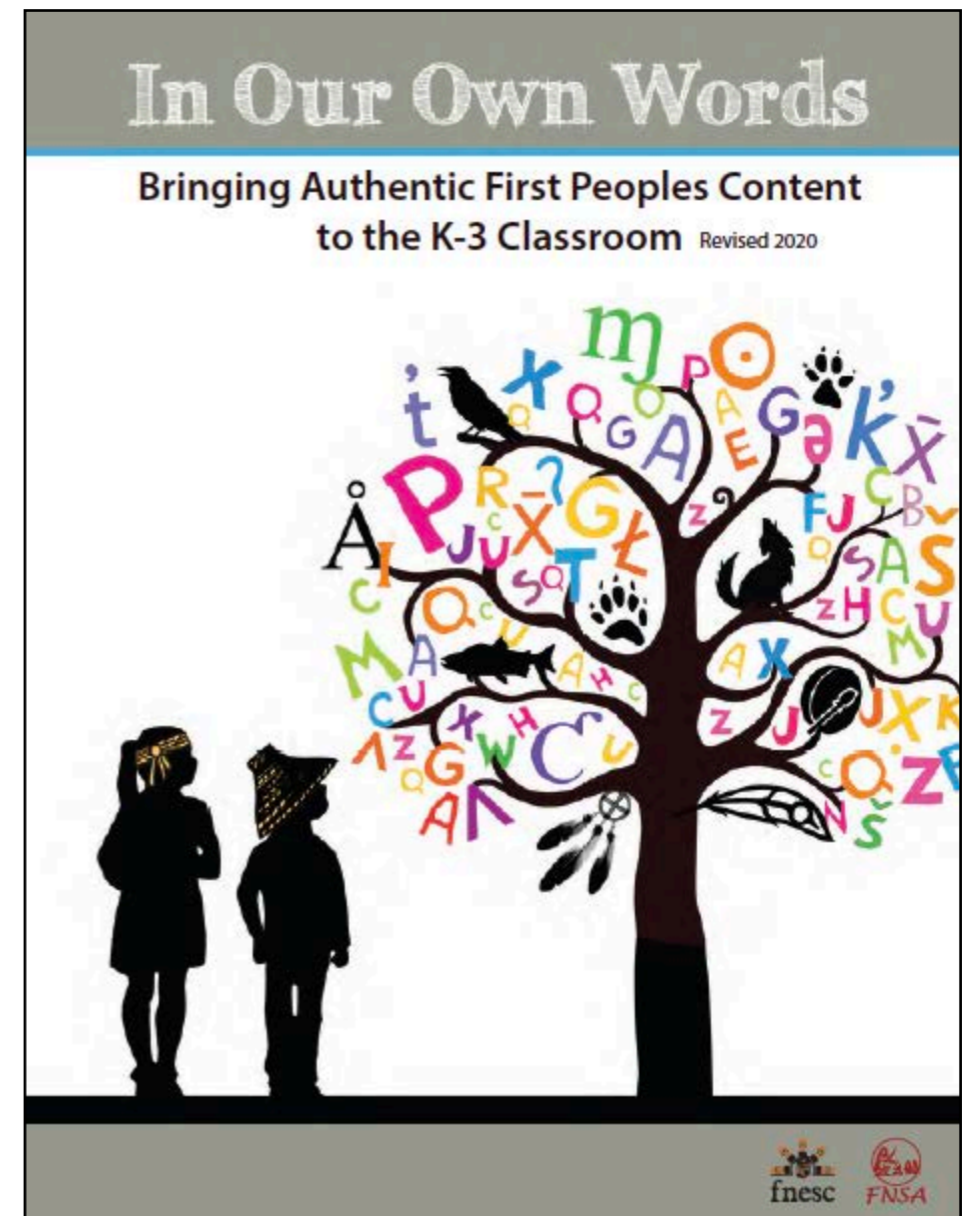
Live captions available
in the Zoom toolbar.

Presenters:
Lisa Thomas & Jen Kelly

POPEY  Provincial Outreach Program
for the Early Years

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.



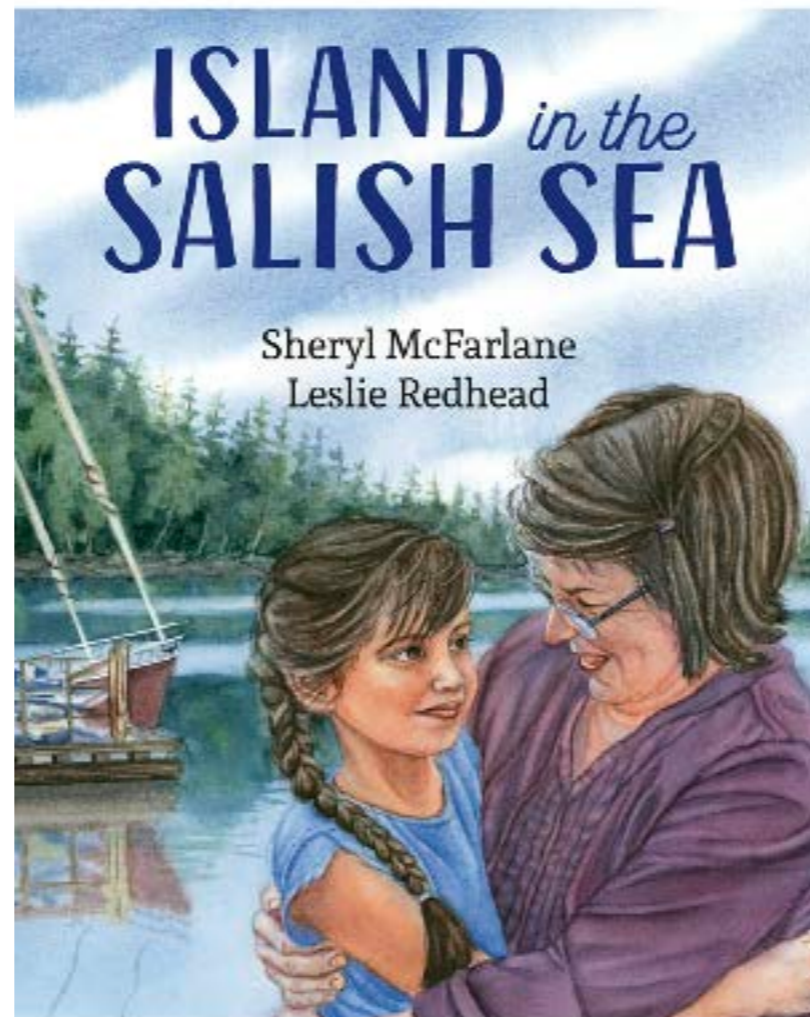
Place-Based Learning - Opportunities for Connection



Children develop a sense of place when they connect with their local communities and outdoor environment.

Early learning is “of a place” when children and educators engage with local histories with respectful curiosity and a desire to contribute and share.

Island in the Salish Sea - Read Aloud



What are some of the important places to the character? Why do you think they are important to her? Share in the chat box.



To: [Everyone](#)
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Your Turn: Map of Important Places



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.

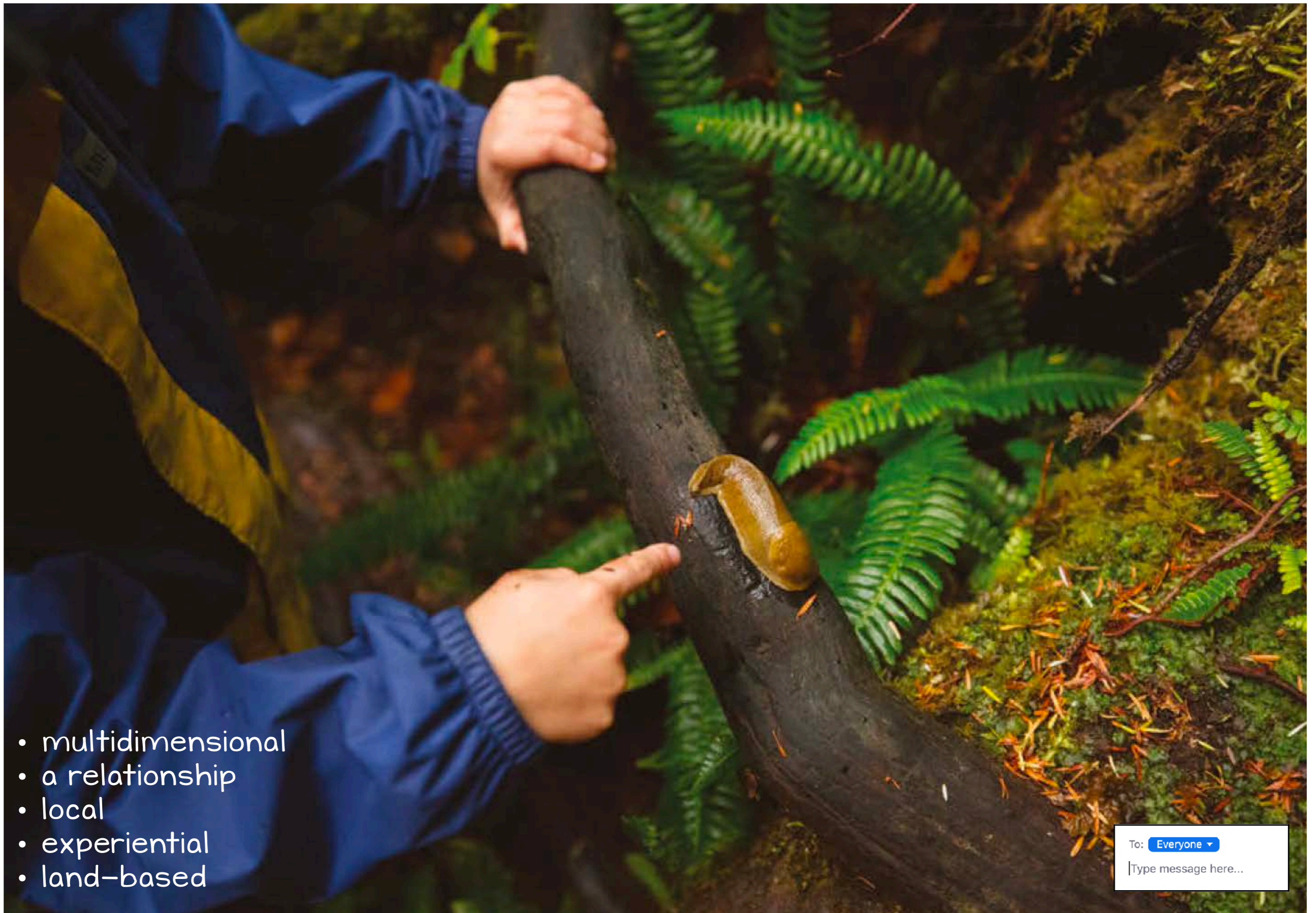
Connecting to Place - Classroom Tree

Choose a tree close to or on school grounds and throughout the year have students...

- * describe the tree
- * sketch the tree in different seasons
- * brainstorm questions about the tree
- * research answers to the questions
- * take photos of the tree and make a class book
- * write letters to the tree
- * write stories about the tree



Any other ideas?
Share in the chat box



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

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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.

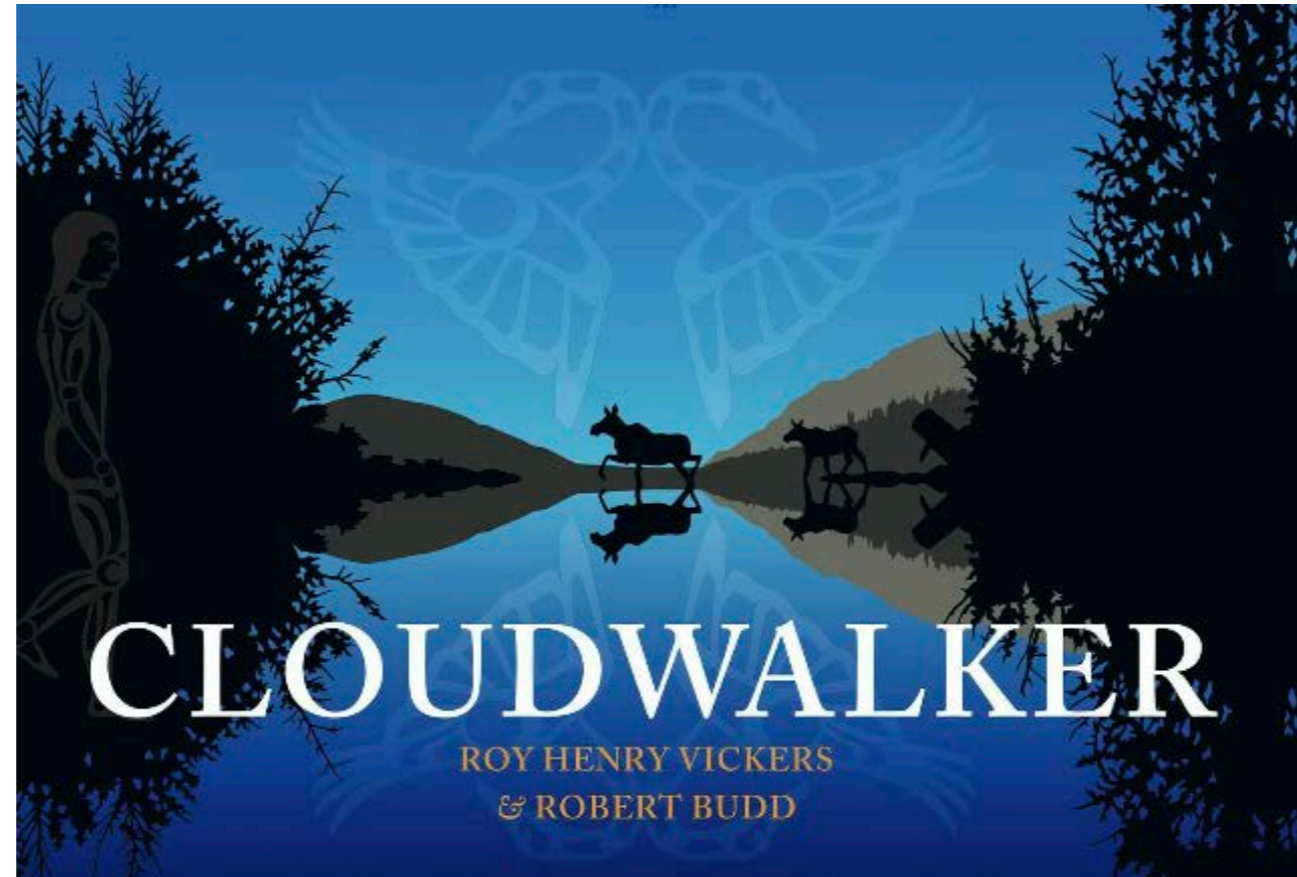
Peoples' **perspectives** are influenced by the **land** they are **connected** to. That means including **experiential learning** in local natural and cultural situations.

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.

Cloudwalker - Read Aloud



We will stop **three times** throughout the book to consider some questions Please share your thoughts in the chat box.



To: [Everyone](#) ▾
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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.

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

Shuswap Lake



How are these bodies of water and this place important to Indigenous people in BC?



To:

Little Shuswap Community



How are these bodies of water and this place important to the Little Shuswap community in BC?



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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:

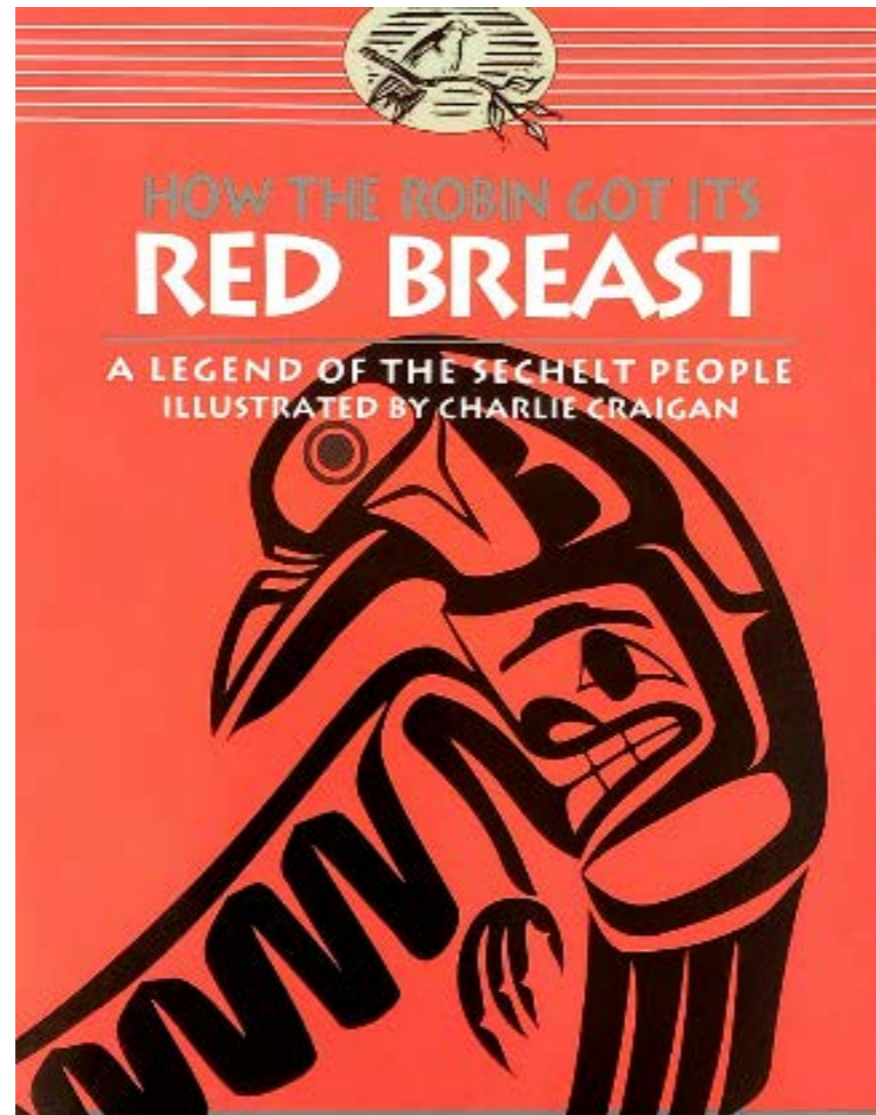
- connection with the land and environment
- the nature and place of spirituality as an aspect of wisdom
- the nature of knowledge – who holds it, what knowledge is valued
- the role of Elders and knowledge-keepers
- the relationships between individual, family, and community
- the importance of the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

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.

How the Robin got its Red Breast - Read Aloud



What phrases are used in the story that include family and/or nature? Example: "green west coast spring" Share in the chat box.



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Poetry connection

Using the phrases in the chat box (and others you can think of), write a short poem. Here are some possible phrases:

- * green west coast spring
- * family crowded together
- * the children tucked under blankets of cedar bark
- * the grandfather kept them alive
- * cheery wake up song
- * robin began to beat his wings
- * colour of a glowing ember
- * call of the hunters
- * spot of warmth to the cloudiest day



To: Everyone ▾

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Sit Spots: Storytelling inspired by observing nature



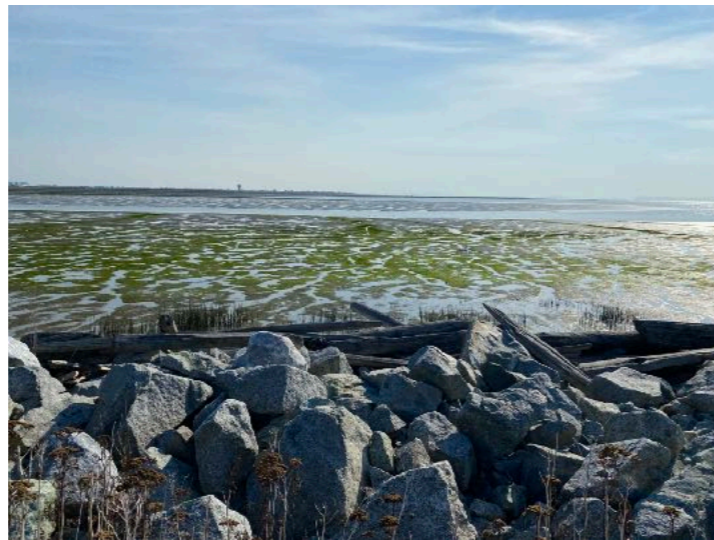
- * self-selected spots that students can return to many times
- * promotes careful observation and reflection
- * stories can be factual or imaginary, or a blend of both
- * stories can blend what they're seeing in the natural world with their own lives – e.g. maybe that spider has soccer practice later
- * 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

Activity Time

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- * Choose one photo
- * What story do you imagine taking place there?
- * Write your ideas in the ChatBox



When children **tell their own stories**, they practice grammar and learn how to create tone and theme.

Storytelling is a social activity.



Children must recognize the needs of their audience and adjust their vocabulary choices, plot, and pacing for maximum understanding – and a positive reaction.



Image from wallpaperhp.com

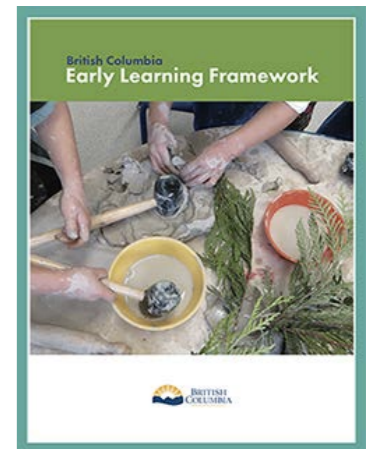
First Peoples Principles of Learning

- 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

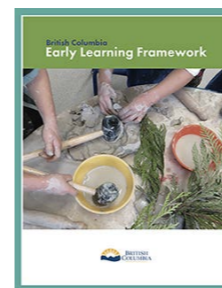
- Children are strong, capable in their uniqueness, and full of potential.
- Families have the most important role in contributing to children's well-being and learning.
- Educators are researchers and collaborators.
- Early years spaces are inclusive.
- People build connection and reconnection to land, 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



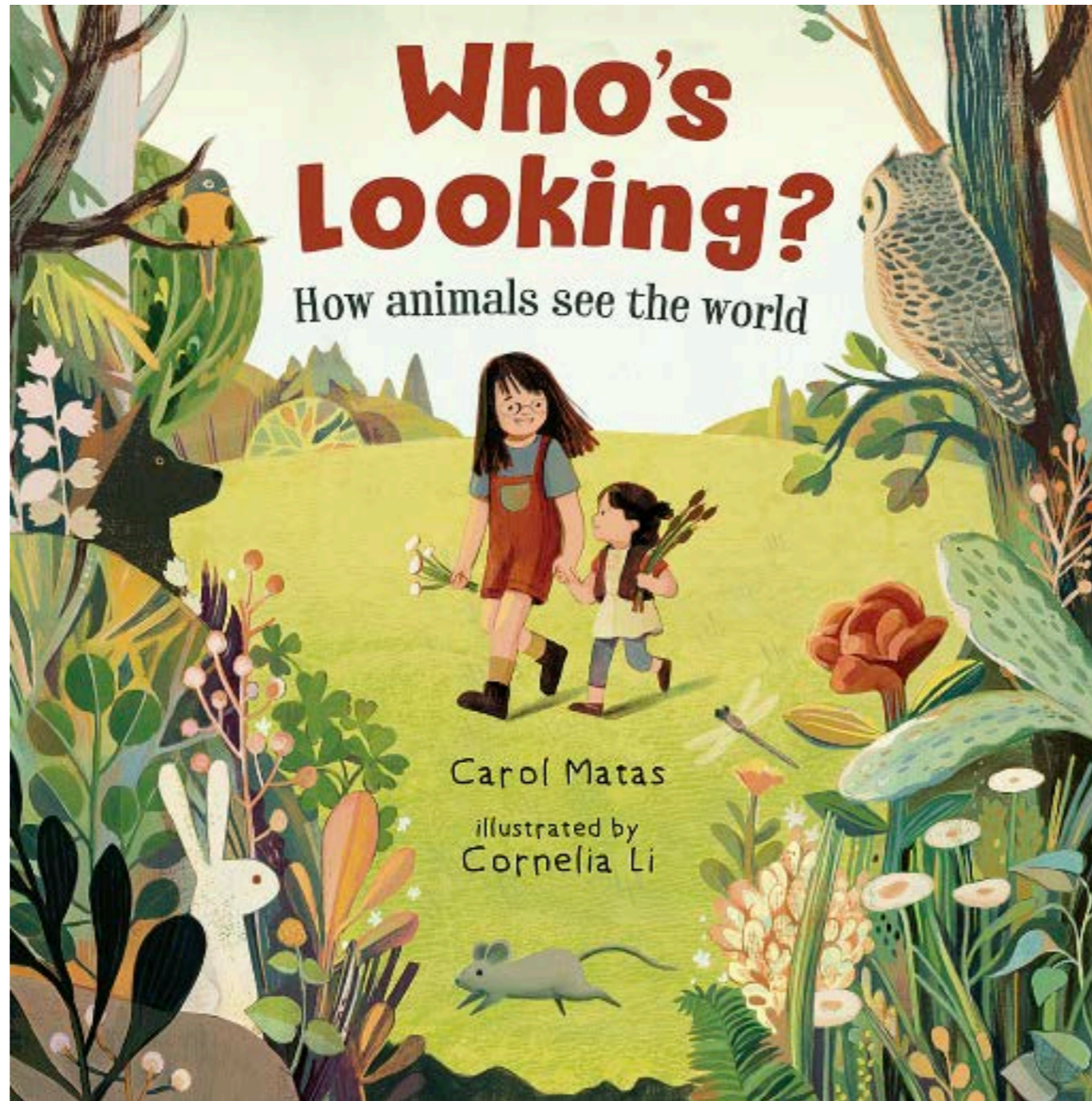
Finding Common Themes in the Principles

Read through both the FPPL and the ELF Principles in your break out room compare the two lists.

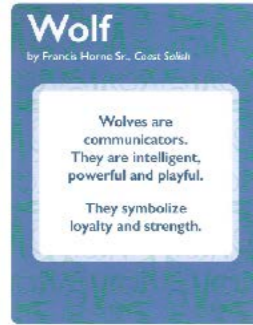
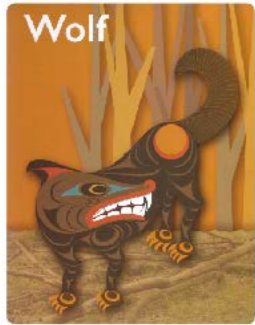
- * Highlight or circle key words in each list
- * Compare the two lists and the key words you noted
- * Reflect on and share how these principles align, and how they currently guide your classroom practice or role
- * Can you identify 1 or 2 principles that could be new additions to your practice, instruction & routines?
- * Be ready to share a takeaway, connection, or opportunity in the Chatbox when we come back together as a whole group



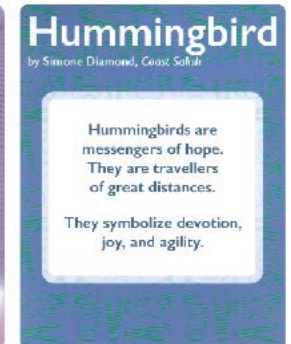
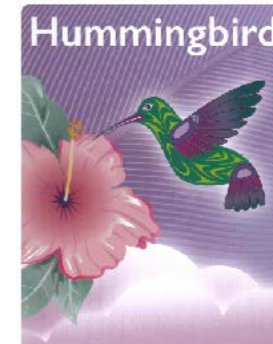
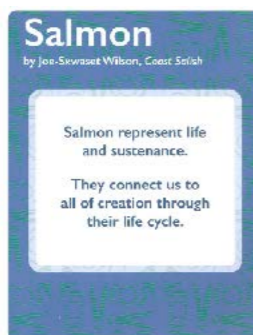
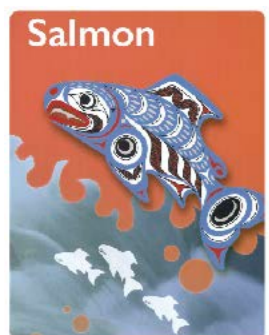
Who's Looking Read Aloud



Animal's Perspectives



- * Choose one animal
- * Write about the animal's perspective
- * Feel free to choose which genre you would like to write in: informational (similar to the book), poetry, narrative, etc.
- * Share your writing in the ChatBox

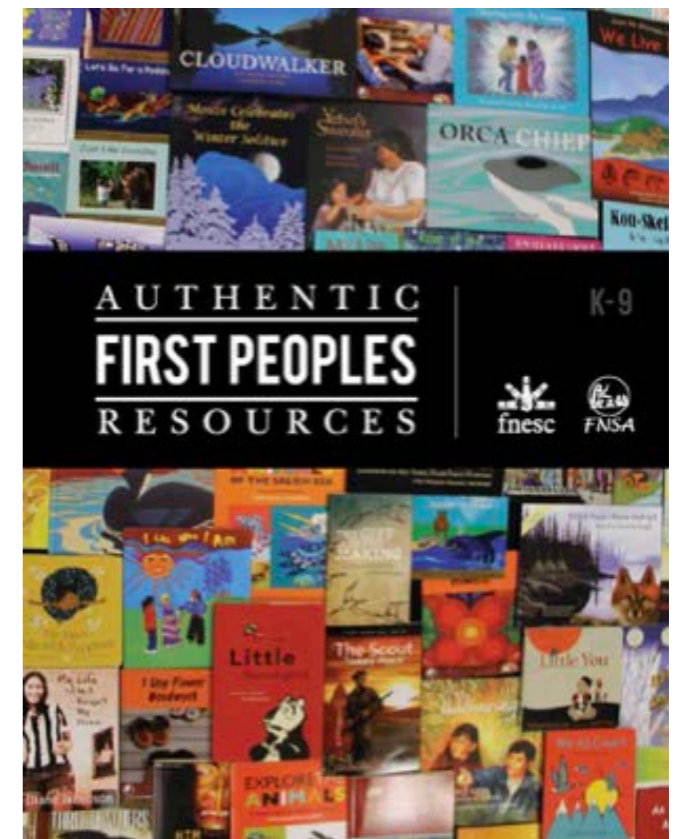


Why is it important to use authentic resources?

In the past, resources dealing with Indigenous content have contained inaccurate information, and/or have not fairly represented the unique experiences and worldviews of First Peoples. FNEESC advocates that only authentic resources be used in the classroom to ensure that First Peoples cultures and perspectives are portrayed accurately and respectfully.

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 – FNEESC](#)

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

What other resources and sources of information can I access?

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](#)

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

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

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

[First Voices](#)

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

Reflections & Next Steps

Resources, research & activities shared today:

- * Place-based Learning
- * Importance of Water
- * Importance of Storytelling
- * First Peoples Principles of Learning
- * Animal's Perspectives
- * Authentic Resources

What is **ONE** thing you can commit to **TRY** in your classroom or role? Share it in the ChatBox...



To: Everyone ▾
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Sources

Info Links

more info links are available on our [website](#)

[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](#)

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

more videos are available on our [website](#)

[Connecting Indigenous Culture in the Shuswap](#)

[Gratitude Song](#)



Contact Us!



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Gratitude Song

by Yaats Suis Uks (Jessica) Sault, Tseshahht First Nation