Langley School District
Aboriginal Cultural
Presentations

2014 / 2015
Aboriginal Program
Classroom Cultural Presentations
Telephone: Laurie Brummitt at 604-888-4819, Local 230
Fax: 604-888-7483

In order to promote an awareness and understanding of Aboriginal Cultures, the Aboriginal Program is pleased to offer a number of classroom presentations for your students. The presentations have been assigned to specific grade levels where there is a connection to the prescribed curriculum. This is intended to avoid repetition for students from year to year. Please note that there is no cost involved for your school.

Over 1,300 presentations are scheduled through the Aboriginal Program between October and May each year. To help the process run smoothly teachers are asked to follow the following protocol:

• presentations are limited to the specific grade level and class size limits as indicated
• please submit your Booking Forms in ink using a separate form and different dates for each presentation
• submit dates that do not conflict with your school calendar and are at least 2 weeks into the future
• your booking form will be returned by fax with your confirmed date
• parent helpers are required for some presentations
• there are no substitutes for the Cultural Presenters - please prepare a backup activity in case of cancellation
• Teachers and students must remain in the classroom during the presentation
• the maximum class size per presentation is 25 for Primary and 30 for intermediate and secondary
• teachers are expected to have the class present for the duration of the presentation (i.e. no gym, music, library, etc.)

The Aboriginal Program Brochure is available for download from:
http://www.sd35.bc.ca
ONLINE ACCESS TO PRESENTER SCHEDULES

Windows Platform:
1. OWA - bottom right down arrow
2. Folder List
3. Public Folders
4. All Public Folders
5. SD35
6. District Resources
7. Aboriginal
8. Presenter Schedules

Mac Platform: (do not click on folder - click on arrow)

1. Client
2. Public Folders
3. SD35
4. District Resources
5. Aboriginal
6. Presenter Schedules
Aboriginal Program
Cultural Presentation

- Cultural Presentations are grade specific
- Check your school calendar before requesting 4 possible dates
- Use separate booking sheet and different dates for each presentation

October to May
Fax To: 604-888-7483

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PREPARATION FOR THE PRESENTATION
- Prepare a Lesson Plan in case of cancellation
- Length of presentation: see presentation description
- Maximum: 1 class

CONFIRMATION

Presentation: ____________________________

Date: ____________________________ Time: __________

Laurie Brummitt
Aboriginal Program
604-888-4819, Ext.230
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<td>Button Blankets</td>
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<td>&quot;My Name is Seepeetza&quot;</td>
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About Our Presenters

AUNTIE HELEN CARR is an Elder from the Kwantlen First Nation. She is an expert in the art of beadwork and has designed a bead and leather bracelet project allowing young students to experience working with beads.

JANET CROCKFORD lives in her ancestral home on Katzie First Nation located in Langley. Traditionally, her nation lived in Long Houses on the shores of Pitt Lake in the northwest area of Pitt Meadows. Katzie people are located on both sides of the Fraser River, as well on the shores of Barnston Island. Janet also is a member of ya:yestel.

KRYSTAL DELONG is from the Kwakwaka'wakw Nation and was born and raised in Surrey. Krystal was taught to make button blankets by her grandmother, Liz Dawson. She now makes them for her children and enjoys sharing her culture in her presentations.

KAREN GABRIEL is originally from Vancouver Island, from the Halalt Band near Cowichan Valley. She is now a member of the Kwantlen Nation. A grandmother of five, a great-grandmother of one, Karen has been presenting in the district for the past 19 years.

PHILIP GLADUE is an Elder who was brought up with his culture in a traditional Metis community in Northern Alberta. He is a trained Life Skills Coach and uses traditional values in his work. Philip is fluent in the Cree language and will share some words with the students.

JENNIE HEYES is an Inuit from Perry River, Nunavut. She holds a teaching degree from the Northwest Territories and now works part-time as an Elder at BCIT. Having presented in the District for a number of years, Jennie enjoys sharing her Inuit culture and soapstone carving skills with students. Jennie enjoys Reiki and counseling in her spare time.

JOSETTE DANDURAND is an Elder from Kwantlen First Nation and Nooksack, Washington. She has worked for many years as a Daycare Educator in Montreal. Josette enjoys working with children of all ages. She attended three Residential Schools over a period of eight years. Josette has three children, four grandchildren and two great-grandchildren. She lives in Fort Langley on Kwantlen First Nation.
Kindergarten
Bead and Leather Bracelets
Auntie Helen

PRESENTATION:
Beading is an integral part of Aboriginal regalia, depicting the importance and status of community members. Auntie will lead your students in creating their own bracelet, using large pony beads and leather lacing. She will teach some of the language of the Sto:lo people (Halq’emeylem), when referring to colours or numbers.

NOTE TO TEACHER:
Time Frame: 1.5 hours
Materials: provided
Parent Helpers: not required but welcome
Available: Monday - Friday (10:30 am & 1:00 pm)
Max 22 students

PRESCRIBED LEARNING OUTCOMES
Mathematics
• Identifies, reproduces, extends, creates and compares patterns using actions, manipulatives, diagrams and spoken terms.
PRESENTATION:
Using a wooden clothes peg, felt, and sequins, Krystal shows the children how to make a tiny doll wearing a miniature "Button Blanket".

NOTE TO TEACHER:
Time Frame: 2 hours
Materials: small containers for glue and sticks
Parent Helpers: two parent helpers
Available: Tuesday, Wednesday, Thursday AM & PM
Max 25 students

PRESCRIBED LEARNING OUTCOMES

Visual Art
• Make 3-D Images
• Exploring a variety of media
• Using a variety of design strategies that engage more than one of the senses

Dance
• Demonstrate an awareness of a variety of dance
• Demonstrate an awareness of a variety of reasons why people dance
Grade 1
Bannock
Karen Gabriel

PRESENTATION:
Karen will arrive with all the ingredients and materials needed for each student to make his/her own piece of Bannock. Depending on class size, she will work with the students as one group in your classroom or the school kitchen (if possible). Each group will take approximately 1 1/2 hours. She talks about traditional Native foods as they compare to the Canada Food Guide. It is a good idea to let Karen know if the students have any food allergies.

NOTE TO TEACHER:
Time Frame: 2-3 hours
Materials: provided
Parent Helpers: 3 parent helpers are a must
Available: Monday to Friday, AM & PM
Max 25 students

PRESCRIBED LEARNING OUTCOMES

Mathematics
• Demonstrates and explains orally an understanding of “half” as part of a whole

Science
• Describes activities of Aboriginal people in B.C. in each seasonal cycle
Grade 1
Salish Seasons
Janet Crockford

PRESENTATION:
Janet will present an interactive session with students to identify the different seasonal activities of local Aboriginal people. Students will gain an understanding of how Aboriginal people travelled during the seasons, fishing and gathering/preserving food in preparation for winter. Janet will also leave a black-line master for a Salish Season booklet that can be used as a follow-up activity to review of the concepts presented. Please have children sitting in four or five groups, with one adult helper per group. If time permits, each group will use a smaller version of pictures & words and group them by season. Students will make their own medicine wheel representing the four colours of the seasons (shown below).

NOTE TO TEACHER:
Time Frame: 2-3 hours
Materials: glue sticks, pencils
Preparation: have 4 - 5 students per group and clear a large space on chalkboards for magnetic pictures
Parent Helpers: 4-5 adult helpers are a must
Available: Tuesday to Friday, AM & PM
Max 25 students

PRESCRIBED LEARNING OUTCOMES
Science
• Demonstrates knowledge of the various activities that Aboriginal peoples did during the various seasons.
Grade 2
Living in a Sto:lo Community Yesterday & Today
Karen Gabriel

PRESENTATION:
Karen will introduce the students to 7 replicas of Sto:lo tools and implements from the pre-contact era. The intent of the program is to show how the Sto:lo lived in the past and to explain that today, Aboriginal people live similar lives to us all. If time permits Karen will guide students on how to use a pump drill and teach a few basic Halq’emeylem words.

NOTE TO TEACHERS:
Time Frame: 2-3 hours
Materials: provided
Parent Helpers: not required but welcome
Available: Monday to Friday, AM & PM
Max 25 students

PRESCRIBED LEARNING OUTCOMES

Social Studies - Society & Culture
• Describe the historical development of various B.C. communities
• Demonstrate an awareness of B.C.’s and Canada’s diverse heritage

Economy and Technology
• Describe the development of various B.C. communities in relation to their location and availability of resources
Grade 2
Bannock
Karen Gabriel

PRESENTATION:
Karen will arrive with all the ingredients and materials needed for each student to make his/her own piece of Bannock. Depending on class size, she will work with the students as one group in your classroom or the school kitchen (if possible). She talks about traditional Native foods as they compare to the Canada Food Guide. It is a good idea to let Karen know if the students have any food allergies.

NOTE TO TEACHERS:
Time Frame: 2-3 hours
Materials: provided
Parent Helpers: 3 parent helpers are a must
Available: Monday to Friday, AM & PM
Max 25 students

PREScribed LEARNING OUTCOMES

Personal Development
• Healthy living
• Perform activities that support a healthy lifestyle
• Identify a variety of foods that will meet their nutritional needs

Science
• Use a variety of measuring instruments to gather accurate information

Properties of Matter
• Distinguish between changes in matter that cannot be readily reversed and those that can
• Identify properties of matter that may stay the same even when other properties change
Grade 2
Animal Tracks, Scats, & Skulls
Karen Gabriel

PRESENTATION:
Karen’s presentation will teach the students that Aboriginal people used animals for many things e.g. furs for trading, clothing, and blankets – bone for jewelry, tools, and games. She will be bringing in real animal scats and also will have vinyl replicas, real life size paws and tracks. She will talk about how children had to learn to identify signs of animals being around because they became the gathers and hunters. Students will make an animal stamp to take home. Please don’t wear dress clothes as they may get stained by the stamps. A school camera to take pictures is suggested.

NOTE TO TEACHERS:
Time Frame: 2-3 hours
Materials: glue stick, material to cover desks, and 11 x 17 paper
Parent Helpers: 2-3 parent helpers are needed 1 hour after class starts
Available: Monday to Friday, AM & PM
Max 25 students have desks arranged into three groups

PRESCRIBED LEARNING OUTCOMES
Science
• Describes how animals are important in the lives of Aboriginal peoples in British Columbia
• Describes ways in which animals are important to other living things and the environment
• Classifies familiar animals according to appearance, behaviour, and life cycles
Grade 2
Importance of Animals
Janet Crockford

PRESENTATION:
Janet will discuss the importance of animals to Aboriginal people in BC, demonstrating how they show respect to animals by using every part of the animal possible and returning unused parts to the earth in a respectful manner. This will include a discussion of how the different parts of the animal were used, such as using hides for clothing, bones and antlers for tools, games, jewelry, trading, etc. Students will then participate in making an Aboriginal foil art project of a modified ovoid and u-shaped design. Janet will also read “Little Bears Vision Quest” to end the presentation.

NOTE TO TEACHERS:
Time Frame: 2-3 hours
Materials: 8 1/2 x 11 tag board, glue sticks, pencils
Preparation: group students into 2s to share provided markers
Parent Helpers: 3 or 4 parent helpers are required to use a hot glue gun (provided)
Available: Tuesday to Friday, AM & PM
Max 25 students

PRESCRIBED LEARNING OUTCOMES
Science
• Describe how animals are important in the lives of Aboriginal people in B.C.
Visual Art
• Uses lines, shapes, forms, colors, and textures to create images
• Describes some changes that affect animals
• Describes ways in which animals are important to other living things and the environment
Grade 3
Beaded Key Chains
Auntie Helen

PRESENTATION:
Beading is an integral part of Aboriginal regalia, depicting the importance and status of community members. Auntie will lead your students in creating their own keychain, using plastic pony beads and leather lacing. She will use some of the language of the Sto:lo people (Halq’emeylem), when referring to colours or numbers. If time permits, Auntie will play a game and teach a few basic Halq’emeylem words.

NOTE TO TEACHERS:
Time Frame: 1.5 hours
Materials: provided
Parent Helpers: not required but welcome
Available: Monday - Friday (10:30 am & 1:00 pm)
Max 25 students

PREScribed LEARNING OUTCOMES

Mathematics
• Translates patterns from one mode to another using manipulatives, diagrams, charts, calculations, spoken and written terms and symbols

Visual Art
• Make 2-D and 3-D images
• Using a variety of design strategies including multiplication
• Exploring a variety of media
• Identify the elements of colour, shape, line and texture in the principles of pattern and repetition
Grade 3
Plants In Our Environment
Karen Gabriel

PRESENTATION:
The students will learn about the different leaf shapes and ways to identify plants. They will learn how some plants were used by Aboriginal people. They will also tie dye a piece of cotton with food colouring. Emphasis will be placed on the dangers of eating wild plants that you don’t recognize. Please do not wear good clothing as the food colouring may stain.

NOTE TO TEACHERS:
Time Frame: 2-3 hours
Materials: paper towels for each student and newspaper to cover desks, sharpened and coloured pencils
Parent Helpers: Three parent helpers are needed 1 hour after class starts.
Available: Monday to Friday, AM & PM
Max 25 students

PRESCRIBED LEARNING OUTCOMES

Life Sciences – Plant Growth and Changes:
• Classify familiar plants according to similarities and differences in appearance and life cycles
• Describe ways in which plants are important to other living things and the environment
• Describe how plants are harvested and used by Aboriginal peoples in B.C.
Grade 3
Celestial Objects
Janet Crockford

PRESENTATION:
Students will be introduced to celestial objects through the Raven Tales dvd 'How Raven Stole the Sun.' Janet will dialogue with students about the significance of celestial objects. She will also discuss the importance of storytelling in Aboriginal communities as a way of teaching history and important life lessons to children. Students will make a bentwood box replica and raven to go with the storyline in the video. She will leave short story legends with you to share with your students.

NOTE TO TEACHERS:
Time Frame: 2-3 hours
Materials: DVD player and TV or Projector, glue sticks, scissors, pencils
Parent Helpers: not required, but welcome
Available: Tuesday to Friday, AM & PM
Max: 25 students

PRESCRIBED LEARNING OUTCOMES
Science
• Describe awareness of the special significance of celestial objects for Aboriginal people
• Compare familiar constellations in seasonal skies
Gr **ade 4**

Inuit Culture

Jennie Heyes

**PRESENTATION:**
Jennie or Lynn will use authentic clothing items and fishing implements to share her culture with your students. Jennie’s presentation will give students a general overview of Inuit culture throughout the seasons, but she will be happy to focus her presentation on a specific aspect of traditional Inuit life. Please let her know if your class has a particular interest - e.g. animals and plants, how to build an igloo, hunting and fishing, etc.

**NOTE TO TEACHERS:**

*Time Frame:* 2-3 hours  
*Parent Helpers:* not required, but welcome  
*Available:* Monday, Wednesday, Thursday, Friday, AM & PM

**Max 30 students**

**PREScribed learning outcomes**

**Social Studies - Society & Culture**
- Describe how people’s basic needs are met in a variety of cultures
- Demonstrate awareness and appreciation of various Aboriginal cultures in Canada

**Economy and Technology**
- Describe traditional technology used by Aboriginal people in Canada

**Environment**
- Analyze how people interact with their environment in the past and in the present
Grade 4
Carving a Soapstone “Kulik”
Jennie Heyes

PRESENTATION:
This presentation is offered to classes that have taken the “Inuit Culture” presentation. Jennie will demonstrate the carving procedure and ask the students to use their imagination to decide what shape or animal they would like to carve. A small tea light candle will be placed in the pre-drilled hole in the centre of the carving to imitate a traditional seal oil lamp (“Kulik”).

NOTE TO TEACHER:
***The carving process is very dusty. Students will have to cover their desks with paper towels, or some classes prefer to do this activity outdoors.
Time Frame: 2-3 hours
Materials: provided
Parent Helpers: not required, but welcome
Available: Monday, Wednesday, Thursday
           Friday, AM & PM
Max 30 students

PREScribed LEARNING OUTCOMES
Social Studies - Society & Culture
• Describe how people’s basic needs are met in a variety of cultures
• Demonstrate awareness and appreciation of various Aboriginal cultures in Canada

Economy and Technology
• Describe traditional technology used by Aboriginal people in Canada

Environment
• Analyze how people interact with their environment in the past and in the present

Visual Art
• Make 2-D and 3-D images
• Using a variety of design strategies including multiplication
• Exploring a variety of media
• Identify distinctive styles of art from various cultures and historic periods
• Demonstrate a willingness to experiment with a variety of materials, tools, equipment and processes
Grade 4
Sto:lo Tools and Implements of Yesterday
Part 1
Karen Gabriel

PRESENTATION:
Karen will arrive with many traditional tools and implement replicas. All the items were created from authentic materials such as bone, stone, cedar, antler, and sinew. Karen will present each item and challenge the students to suggest what each was made from and what its use might have been. If time permits Karen will teach a few basic Halq'emeylem words. Karen also offers Part II Tools – A Follow-Up Activity.

NOTE TO TEACHER:
Time Frame: 2-3 hours
Materials: overhead projector
Parent Helpers: not required, but welcome
Available: Monday to Friday, AM & PM
Max 30 students

PRESCRIBED LEARNING OUTCOMES

Social Studies - Society & Culture
• Demonstrate an understanding of contributions of Aboriginal people to Canadian society
• Demonstrate an awareness and appreciation of various Aboriginal culture in Canada

Economy and Technology
• Describe traditional technology used by Aboriginal people in Canada
Grade 4
Sto:lo Tools and Implements of Yesterday
Part 2
Karen Gabriel

PRESENTATION:
The students will make a pump drill replica. Karen will bring all the needed supplies for this project. The students will then work in groups of 2 and make another tool from recycled material which they need to bring to class (i.e. small pieces of wood, toilet roll centers, paper towel centers etc. Nothing too clumsy or bulky.) Students should be told ahead of time to search for recycled materials to bring for their tools.

NOTE TO TEACHER:
Time Frame: 2-3 hours
Materials: provided for pump drill, students must bring recycled items for their own tools
Parent Helpers: not required, but welcome
Available: Monday to Friday, AM & PM
Max 30 students

PRESCRIBED LEARNING OUTCOMES

Social Studies - Society & Culture
• Demonstrate an understanding of contributions of Aboriginal people to Canadian society
• Demonstrate an awareness and appreciation of various Aboriginal culture in Canada

Economy and Technology
• Describe traditional technology used by Aboriginal people in Canada
Grade 4
“So It’s Edible” Plant Walk
Karen Gabriel

PRESENTATION:
This is a two-part program. Karen will show a slide presentation in the morning to introduce students to some of the traditional plant foods used by the Sto:lo. She will then guide the students on a plant walk at either Houston Trail or Campbell Valley. Children must be dressed for the weather as this field trip is cancelled only on extremely rainy or windy days. Time permitting; Karen may conduct a question and answer session back at the classroom. September is still a good time for this presentation.

NOTE TO TEACHER:
Time Frame: full day
The schedule for the day will be as follows; 9:00, Karen will arrive at your school and give your class an overhead presentation, at 10:15 the bus arrives, at 11:00, lunches will be eaten at park prior to walk, at 2:00, bus arrives back at school. Buses are booked by the Aboriginal Program.
Materials: three microscopes (with lights if possible), overhead projector
Parent Helpers: 5 parent helpers are required
Available: Monday to Friday - 9:00 a.m. - 2:00 p.m.
April, May, June
Max 30 students

PRESCRIBED LEARNING OUTCOMES

Social Studies - Society & Culture
• Demonstrate an understanding of contributions of Aboriginal people to Canadian society
• Demonstrate an awareness and appreciation of various Aboriginal cultures in Canada

Economy and Technology
• Describe traditional technology used by Aboriginal people in Canada

Science
• Life Science
• Relate dietary habits and behaviour to an organism’s health
Grade 4
Button Blankets
Krystal Delong

PRESENTATION:
Krystal will share information about button blankets and display a blanket belonging to her family. She will then guide your students in sewing their own miniature blanket (8” x 12”).

NOTE TO TEACHER:
Time Frame: 2-3 hours
Materials: provided
Parent Helpers: three parent helpers are required
Available: Tuesday, Wednesday, Thursday AM & PM
Max 30 students

PRESCRIBED LEARNING OUTCOMES

Social Studies - Society & Culture
• Demonstrate an understanding of contributions of Aboriginal people to Canadian society
• Demonstrate an awareness and appreciation of various Aboriginal cultures in Canada

Economy & Technology
• Describe traditional technology used by Aboriginal people in Canada

Visual Art
• Demonstrate an awareness that a variety of materials, tools, equipment and processes can be used to create images
Grade 5
Miniature Tipis
Philip Gladue

PRESENTATION:
Philip will share stories about his childhood growing up in a Metis community. He will discuss the history of the tipi before leading the class in making a replica of a tipi using canvas.

NOTE TO TEACHER:
Time Frame: 2-3 hours
Materials: provided
Parent Helpers: not required but welcome
Available: Tuesday AM only
Max 30 students

PREScribed Learning Outcomes

Social Studies - Society & Culture
• Explain ways people preserve and transmit culture
• Demonstrate an appreciation of contributions of Aboriginal peoples, the French and the British to the development of Canada

Economy & Technology
• Analyze the relationship between the development of communities and their available natural resources
Grade 5
Canoes
Philip Gladue

PRESENTATION:
Philip will share stories about the significance of the canoe in the Metis culture. He will lead the class in making a replica of a canoe using leather.

NOTE TO TEACHER:
Time Frame: 2-3 hours
Materials: provided
Parent Helpers: not required but welcome
Available: Tuesday AM only
Max 30 students

PRESCRIBED LEARNING OUTCOMES

Social Studies - Society & Culture
• Explain ways people preserve and transmit culture
• Demonstrate an appreciation of contributions of Aboriginal peoples, the French and the British to the development of Canada

Economy & Technology
• Analyze the relationship between the development of communities and their available natural resources
Grade 5
Our Environment
Janet Crockford

PRESENTATION:
Janet will lead the class in a dialogue about the effects of changes to our ecosystems and the delicate balance within our environment/ecosystem. The discussion will be centred around Janet’s life here in Walnut Grove as part of the Katzie First Nation, and how her ancestors lived. Students will convey their understanding of this presentation by making a collage in the style of Royal Henry Vicker’s in “The Elders are Watching.”

NOTE TO TEACHER:
Time Frame: 2-3 hours
Materials: 8 1/2 x 11 white paper, glue sticks, scissors, large empty table, variety of coloured (16 x 20) bristol board, nature magazines for collage. Janet will also supply magazines.
Parent Helpers: not required, but welcome
Available: Tuesday to Friday AM & PM
Blackline Masters of “The Elders are Watching” are also available
Max 30 students

PRESCRIBED LEARNING OUTCOMES
Science
- Analyze how the Aboriginal concept of interconnectedness of the environment is reflected in responsibility for, and caretaking of, environmental resources
Grade 6
“My Name Is Seepeetza”
Josette Dandurand

PRESENTATION:
Josette will present a personal view on the residential school that she attended. This presentation is designed as a follow-up to the novel study “My Name Is Seepeetza” which is available through the Media Centre. Teachers are asked to prepare their students to ask well thought out and sensitive questions.

NOTE TO TEACHER:
Time Frame: 2-3 hours
Materials: provided
Parent Helpers: welcome, but not required
Available: Monday AM & PM
           Tuesday to Friday PM only

Max 30 students

PRESCRIBED LEARNING OUTCOMES

Language Arts
• Uses information they have read, heard, or viewed, to develop questions and activities that will extend their understanding
• Organizes details and information they have read, heard, or viewed using a variety of written and graphic forms, including charts, webs, and maps
Grade 7
Dreamcatchers
Janet Crockford

PRESENTATION:
Janet’s presentation covers the history and stories of Aboriginal people’s traditions of a Dreamcatcher. She will discuss the traditional materials used, the meanings of the stone in the web, and what the feathers represent. Each student will make a traditional Dreamcatcher.

NOTE TO TEACHER:
Time Frame: 2-3 hours
Materials: scissors and glue stick - please have desks cleared
Available: Tuesday to Friday AM & PM
Max 30 students

PRESCRIBED LEARNING OUTCOMES

Visual Arts
• Make 2-D and 3-D images
• Demonstrate an understanding of the impact of images within various social, historical and cultural contexts
• Demonstrate a willingness to experiment with a variety of materials, tools, equipment and processes
Secondary Social Studies, English & First Nations 12

The Legacy of Residential Schools – Our Shared History
Josette Dandurand

PRESENTATION:
This presentation will inform students about residential schools and the legacy inherited from this problematic period of our history. A sobering account of Josette’s experiences in residential school will be shared with students. This presentation ties into learning outcomes in various subject areas in secondary classrooms.

Please prepare students to ask well thought-out and sensitive questions.

NOTE TO TEACHER:
Time Frame: 1 to 2 blocks
Available: Monday AM & PM
Tuesday to Friday PM Only
Max 35 students