To promote awareness and understanding of Aboriginal Cultures, the Aboriginal Program is pleased to offer a number of classroom presentations for your students. Presentations have been assigned to specific grade levels where there is a connection to the curriculum and are intended to support your teaching of this 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 each year. To help the process run smoothly teachers are asked to observe the following protocol:

- Presentations are limited to the specific grade level
- The maximum class size per presentation is 20 for Kindergarten, 22 for Primary, and 30 for intermediate and secondary
- Parent helpers are required for some presentations
- There are no substitutes for Cultural Presenters – prepare a backup activity in case of cancellation
- Teachers must remain in the classroom during the presentation
- Teachers are expected to have the class present for the duration of the presentation (i.e. no gym, music, library, etc.)

Please Note

We are now using an online booking system:
- Click on the link Book A Cultural Presenter
- Select your school
- Select your grade
- Select the presentation you want
- Complete the information (please use your district email address).

**Important** - Make a note of whether parent helpers are required

**Note** the time slots on the booking site are 9:00-11:00 and 12:00-2:00 - which basically means Morning and Afternoon Sessions. You need to enter exact start and end times.

**Note** that some presenters have later start times.

**Important** - You will receive an email confirming the booking. Save this email for future reference, in case you need to cancel or reschedule.

contact Julie Allen jallen@sd35.bc.ca for assistance.

The Aboriginal Program Brochure is available for download from: http://www.sd35.bc.ca
<table>
<thead>
<tr>
<th>Grade</th>
<th>Presentation</th>
<th>Presenter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Bead &amp; Leather Bracelets</td>
<td>Auntie Helen &amp; Richard Fillardeau</td>
<td>6</td>
</tr>
<tr>
<td>1</td>
<td>Dancing Dolls</td>
<td>Krystal Delong</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Bead &amp; Leather Bracelets</td>
<td>Auntie Helen &amp; Richard Fillardeau</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>Living in a Sto:lo Community</td>
<td>Karen Gabriel</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Beaded Keychains</td>
<td>Auntie Helen &amp; Richard Fillardeau</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Understanding Haisla Culture</td>
<td>Cecelia Reekie</td>
<td>11</td>
</tr>
<tr>
<td>3</td>
<td>Animal Tracks, Seats &amp; Skulls</td>
<td>Karen Gabriel</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Plants in Our Environment</td>
<td>Karen Gabriel</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Inuit Culture</td>
<td>Lynn or Jennie Heyes</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Carving a Soapstone Kulik (Oil Lamp)</td>
<td>Auntie Helen &amp; Richard Fillardeau</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Beaded Key Chains</td>
<td>Karen Gabriel</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Sto:lo Tools &amp; Implements Part 1</td>
<td>Karen Gabriel</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Sto:lo Tools &amp; Implements Part 2</td>
<td>Karen Gabriel</td>
<td>18</td>
</tr>
<tr>
<td>4</td>
<td>“So It's Edible” Plant Walk</td>
<td>Karen Gabriel</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Metis Culture - Tipi</td>
<td>Philip Gladue</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Metis Culture – Canoe</td>
<td>Philip Gladue</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Metis Culture – The Metis Sash</td>
<td>Deni Paquette</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Metis Culture – Parfleche for Pemmican</td>
<td>Deni Paquette</td>
<td>23</td>
</tr>
<tr>
<td>5</td>
<td>Button Blankets</td>
<td>Krystal DeLong</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Blanket Exercise – Exploring Our Shared History</td>
<td>Cecelia Reekie</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Residential Schools</td>
<td>Cecelia Reekie</td>
<td>26</td>
</tr>
<tr>
<td>6</td>
<td>Blanket Exercise – Exploring Our Shared History</td>
<td>Cecelia Reekie</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Residential Schools</td>
<td>Cecelia Reekie</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>The Flower Beadwork People</td>
<td>Deni Paquette</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Medicine Wheel Teachings</td>
<td>Ernie Cardinal</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>Medicine Wheel – Aboriginal Perspectives</td>
<td>Ernie Cardinal</td>
<td>29</td>
</tr>
<tr>
<td>7</td>
<td>The Flower Beadwork People</td>
<td>Deni Paquette</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Medicine Wheel Teachings</td>
<td>Ernie Cardinal</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>Medicine Wheel – Aboriginal Perspectives</td>
<td>Ernie Cardinal</td>
<td>29</td>
</tr>
<tr>
<td>8</td>
<td>The Flower Beadwork People</td>
<td>Deni Paquette</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Medicine Wheel Teachings</td>
<td>Ernie Cardinal</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>Medicine Wheel – Aboriginal Perspectives</td>
<td>Ernie Cardinal</td>
<td>29</td>
</tr>
<tr>
<td>9-12</td>
<td>Metis Trading Culture</td>
<td>Deni Paquette</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Plains, Trains, and Treaties</td>
<td>Deni Paquette</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>Blanket Exercise – Exploring Our Shared History</td>
<td>Cecelia Reekie</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>Residential Schools</td>
<td>Cecelia Reekie</td>
<td>33</td>
</tr>
</tbody>
</table>
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.

CECELIA REEKIE is a member of the Haisla First Nation. She believes in the power of sharing personal stories to bring awareness in regards to culture and the history of Indigenous people in Canada. Cecelia always speaks from her heart and weaves many different life experiences through her cultural presentations.

DENI PAQUETTE is Métis and grew up mainly in Alberta. She is an artist with a passion for craftwork of all sorts. Deni has a background in Indigenous policy and socioeconomic development with the federal government. She has also worked in publishing and commercial graphics. As a Kokum she loves to share stories of growing up Métis and sharing her culture with her grandchildren.

ERNIE CARDINAL is from the Cree Nation and is a member of the Sucker Creek Band in Northern Alberta. He holds a degree in Child and Youth Care Counseling with a specialization in the Aboriginal Stream. He also holds an Advanced Certificate in Co-Occurring Disorders and certification in Native Counseling and Native Youth Work. Ernie has presented in the district as a professional development presenter and as a Siyam facilitator. Ernie has also performed as an Indigenous Storyteller for many Cultural events in both British Columbia and Alberta.

JENNIE HEYES is Inuk from Perry River, Nunavut. She holds a teaching degree from the Northwest Territories. 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.

KAREN GABRIEL is originally from Vancouver Island, from the Halalt Band near Cowichan Valley. She is now a member, and Elder, of Kwantlen First Nation. A grandmother of five, a great-grandmother of one, Karen has been presenting in the district for over 25 years.
**KRYSAL 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.

**LYNN HEYES** was born in Yellowknife, NWT. She spent her early years in Cambridge Bay, Gjoa Haven, and Baker Lake, Nunavut, moving to Vancouver at age 3. Lynn has enjoyed learning about her ancestry from her mother, Jennie Heyes. She is excited to share what she has learned with students and teachers.

**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.

**RICHARD FILLARDEAU** is an Elder from Kwantlen First Nation. He is a weaving expert with 46 years of experience. He learned his craft with the Salish weavers at Coqualeetza in the 1970s.
Kindergarten
Bead and Leather Bracelets
Auntie Helen & Richard Fillardeau

PRESENTATION:
Aboriginal people have a long and varied history of beading. Auntie and Richard will lead your students in a contemporary beading project. Students will create their own bracelet, using large pony beads and leather lacing.

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

Max students 20

CURRICULUM CONNECTIONS
Mathematics - curricular competencies
• draw upon local First Peoples knowledge and/or expertise of local Elders to make connections to mathematical topics and concepts

Arts Education - content
• traditional and contemporary Aboriginal arts and arts-making processes
Grade 1
Dancing Dolls
Krystal Delong

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 to spread glue
Parent Helpers: one parent helper
Available: Wednesday AM, Thursday AM

Max 22 students

CURRICULUM CONNECTIONS
Arts Education - content
• traditional and contemporary Aboriginal arts and arts-making processes
• interpret how symbols are used through the arts
Grade 1
Bead and Leather Bracelets
Auntie Helen & Richard Fillardeau

PRESENTATION:
Aboriginal people have a long and varied history of beading. Auntie and Richard will lead your students in a contemporary beading project. Students will create their own bracelet, using large pony beads and leather lacing.

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

Max 22 students

CURRICULUM CONNECTIONS

Mathematics - curricular competencies
• draw upon local First Peoples knowledge and/or expertise of local Elders to make connections to mathematical topics and concepts

Arts Education - content
traditional and contemporary Aboriginal arts and arts-making processes
Grade 2
Living in a Sto:lo Community Yesterday & Today
Karen Gabriel

PRESENTATION:
Karen will engage students in an interactive discussion to illustrate how the Sto:lo people lived in the past and present.

NOTE TO TEACHERS:
Time Frame: 2-3 hours
Materials: computer, projector & screen for PowerPoint presentation
          flip chart or whiteboard within reaching distance
Parent Helpers: welcome, but not required
Available: Monday to Friday, AM & PM
Max 22 students

CURRICULUM CONNECTIONS
Social Studies - content
• diverse characteristics of communities and cultures in Canada and around the world,
  including at least one Canadian First Peoples community and culture

Harrison Lake
Grade 2
Beaded Key Chains
Auntie Helen & Richard Fillardeau

PRESENTATION:
Aboriginal people have a long and varied history of beading. Auntie and Richard will lead your students in a contemporary beading project. Students will create their own key chain, using large pony beads and leather lacing.

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

Max 22 students

CURRICULUM CONNECTIONS

Arts Education - content
• traditional and contemporary Aboriginal arts and arts-making processes
Grade 2
Understanding Haisla Culture
Cecelia Reekie

PRESENTATION:
First Peoples communities in BC and Canada are numerous and diverse. Participants will learn about the rich history and culture of the Haisla people of the Northwest Coast. Cecelia will share information about her Haisla community, including clan structures, ceremony, food, the role of traditional stories and more.

NOTE TO TEACHERS:
Time Frame: 1-2 hours
Materials: provided
Parent Helpers: welcome, but not required
Available: Monday to Friday, AM & PM

Max 22 students

CURRICULUM CONNECTIONS
Social Studies - content
• diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture
Grade 3
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. 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: 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 22 students have desks arranged into three groups

CURRICULUM CONNECTIONS
Science - content
• Aboriginal knowledge of ecosystems
Grade 3
Plants In Our Environment
Karen Gabriel

PRESENTATION:
The students will learn about the different ways to identify plants. They will learn how some plants were used by our ancestors and are still used today. Students 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: computer, projector & screen
paper towels for each student and newspaper to cover desks,
sharpened and coloured pencils
Parent Helpers: 3 parent helpers are needed 1 hour after class starts.
Available: Monday to Friday, AM & PM
Max 22 students

CURRICULUM CONNECTIONS

Science - content
• Aboriginal knowledge of ecosystems
• biodiversity
Grade 3
Inuit Culture
Lynn or Jennie Heyes

PRESENTATION:
Jennie or Lynn will use authentic clothing items and fishing implements to share her culture with your students. This 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. The presentation will end with an interactive hands-on activity that focuses on listening skills, following directions, and patience.

NOTE TO TEACHERS:
Time Frame: 2-3 hours
Parent Helpers: welcome, but not required
Available: Monday to Friday - AM only (earliest start time 9:15 a.m.)

Max 22 students

CURRICULUM CONNECTIONS

Social Studies - content
- cultural characteristics and ways of life of local First Peoples and global indigenous peoples
Grade 3
Carving a Soapstone "Kulik"
Lynn or Jennie Heyes

PRESENTATION:
This presentation is offered to classes that have taken the “Inuit Culture” presentation. Carving a soapstone will interactive hands-on activity that focuses on creativity, listening skills, following directions, and patience. Lynn or 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:
NOTE – DO NOT BOOK UNLESS YOU HAVE BOOKED “INUIT CULTURE” TO TAKE PLACE PRIOR TO THIS WORKSHOP
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: welcome, but not required
Available: Monday to Friday - AM only (earliest start time 9:15 a.m.)
Max 22 students

CURRICULUM CONNECTIONS

Arts Education - content
• traditional and contemporary Aboriginal arts and arts-making processes

Social Studies - content
• cultural characteristics and ways of life of local First Peoples and global indigenous peoples
Grade 3
Beaded Key Chains
Auntie Helen & Richard Fillardeau

PRESENTATION:
Aboriginal people have a long and varied history of beading. Auntie and Richard will lead your students in a contemporary beading project. Students will create their own key chain, using large pony beads and leather lacing.

NOTE TO TEACHERS:
Time Frame: 1.5 hours
Materials: provided
Parent Helpers: welcome, but not required
Available: Monday – Friday 10:30 am (earliest start time) & 1:00 pm
Max 22 students

CURRICULUM CONNECTIONS
Arts Education - content
• traditional and contemporary Aboriginal arts and arts-making processes
Grade 3
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. Karen also offers Part II Tools - A Follow-Up Activity.

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

Max 22 students

CURRICULUM CONNECTIONS

Social Studies - content
• interconnections of cultural and technological innovations of global and local indigenous peoples
PRESENTATION:
This presentation is offered to classes that have taken the “Sto:lo Tools – Part 1” 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:
NOTE – DO NOT BOOK UNLESS YOU HAVE BOOKED “STO:LO TOOLS PART 1” TO TAKE PLACE PRIOR TO THIS WORKSHOP

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

Max 22 students

CURRICULUM CONNECTIONS

Social Studies - content
• interconnections of cultural and technological innovations of global and local indigenous peoples
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
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

The schedule for the day will be as follows; 9:00, Karen will arrive at your class and show a PowerPoint presentation. At approximately 10:15 the bus arrives and at 11:00, lunches will be eaten at the park prior to walk. At 2:00, the bus arrives back at the school. Buses are booked by the Aboriginal Program.

CURRICULUM CONNECTIONS

Science - big idea
• all living things and their environment are inter-connected
Grade 4
Métis Culture - 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: welcome, but not required
Available: Tuesday AM only

Max 30 students

CURRICULUM CONNECTIONS

Social Studies - content
• First Peoples and European contact
Grade 4
Métis Culture - Canoe
Philip Gladue

PRESENTATION:
Philip will share stories about the significance of the canoe in the Métis 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: welcome, but not required
Available: Tuesday AM only

Max 30 students

CURRICULUM CONNECTIONS

Social Studies - content
• First Peoples and European contact
Grade 4
Métis Culture – The Metis Sash
Deni Paquette

PRESENTATION:
Kokum Deni will share stories and artifacts about her childhood growing up in a Metis family. She will discuss the history and significance of the Metis sash before leading the class in a hands-on finger-weaving project.

NOTE TO TEACHER:
Time Frame: 2-3 hours
Materials: projector, screen
Parent Helpers: 3-4 parent helpers are required
Available: Monday (AM), Tuesday to Friday (AM & PM)
           AM (9:30 earliest start) & PM (12:30 earliest start)
Max 30 students

CURRICULUM CONNECTIONS

Social Studies - content
• Early contact, trade, cooperation, and conflict between First Peoples and European peoples
Grade 4
Parfleche for Pemmican
Deni Paquette

PRESENTATION:
This presentation is offered to classes that have taken the “Metis Sash” presentation. Kokum Deni will share about Metis history including the buffalo hunt and pemmican. She will discuss the history and significance of the Metis pouch before leading the class in a hands-on project.

NOTE TO TEACHER:
Time Frame: 2-3 hours
Materials: projector, screen
Parent Helpers: welcome, but not required
Available: Monday (AM), Tuesday to Friday (AM & PM)
AM (9:30 earliest start) & PM (12:30 earliest start)
Max 30 students

CURRICULUM CONNECTIONS

Social Studies - content
• Early contact, trade, cooperation, and conflict between First Peoples and European peoples
Grade 5
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 hours
Materials: provided
Parent Helpers: minimum of two parent helpers are required
Available: Wednesday PM

Max 30 students

CURRICULUM CONNECTIONS

Social Studies - content
- Past discriminatory government policies and actions regarding the banning of the potlatch and ceremony

Arts Education - content
- Traditional and contemporary Aboriginal arts and arts-making processes
Grade 5 - 6
Blanket Exercise - Exploring Our Shared History
Cecelia Reekie

PRESENTATION:
This experiential workshop will help students understand the impact of colonization on the First Peoples of British Columbia/Canada. Students will explore the nation-to-nation relationship between Aboriginal and non-Aboriginal people from pre-contact to the present day. Cecelia weaves her family's personal stories into this workshop allowing students to make personal connections to deepen their understanding of our shared history. This presentation is an adaptation of the BC Blanket Exercise, developed by Kairos Canada Ecumenical Justice Initiatives.

NOTE TO TEACHER:
Minimum Number of 20 Students required for this workshop
Time Frame: 2 hours
Preparation: To facilitate a smooth beginning to the workshop please:
• Clear a space for a large circle of chairs with room for blankets in the middle
• Pre-choose students who will read scrolls (10)
Parent Helpers: welcome, but not required
Available: Monday to Friday, AM & PM
Max 30 students

CURRICULUM CONNECTIONS
Social Studies 5 - content
• Past discriminatory government policies and actions
Social Studies 6
Big Ideas
• economic self-interest can be a significant cause of conflict among peoples and governments
Curricular competencies
• make ethical judgments about events, decisions, and actions that consider the condition of a particular time and place and assess appropriate ways to respond (ethical judgment)
PRESENTATION:
This is a great follow up workshop to Cecelia's Blanket Exercise: Exploring Our Shared History. From the 1830s to 1996 tens of thousands of Aboriginal children were forced to attend Canadian Residential Schools. Cecelia will share the deeply personal story of her father's experience at residential school and her experience as an intergenerational survivor. Through her father's sharing of his experiences, Cecelia began to understand the devastating impacts of the Canadian Residential School system. She continues, even today, to reconcile this previously hidden history and its enduring legacy on Canadian Society as a whole. Teachers are asked to prepare their students to ask well thought out and sensitive questions.

NOTE TO TEACHER:
Time Frame: 1.5 - 2 hours
Materials: Projector & screen, speakers
Parent Helpers: welcome, but not required
Available: Monday to Friday, AM & PM
Max 30 students

CURRICULUM CONNECTIONS
Social Studies 5 - content
• Past discriminatory government policies and actions
Social Studies 6
Big Ideas
• economic self-interest can be a significant cause of conflict among peoples and governments
Curricular competencies
• make ethical judgments about events, decisions, and actions that consider the condition of a particular time and place and assess appropriate ways to respond (ethical judgment)
Grade 5 - 12
The Flower Beadwork People
Deni Paquette

PRESENTATION:
Students will learn about the role of art in Indigenous culture and how the Metis developed their own unique styles of beadwork. Kokum Deni will then lead the students through a small beaded flower project.

NOTE TO TEACHER:
Time Frame: 1.5 - 2 hours
Materials: projector, screen
Parent Helpers: welcome, but not required
Available: Monday (AM), Tuesday to Friday (AM & PM)
AM (9:30 earliest start) & PM (12:30 earliest start)
Max 30 students

CURRICULUM CONNECTIONS

Arts Education
• traditional and contemporary Aboriginal arts and arts-making processes
Grade 6 - 8

Medicine Wheel Teachings
Ernie Cardinal

PRESENTATION:
Ernie will show Cree medicines from each quadrant of the medicine wheel. The students will be able to smell and touch all medicines while he explains the cultural importance of each medicine. He will end with a traditional story that incorporates the medicine teachings.

NOTE TO TEACHER:

Time Frame: 90 minutes (1 - 2 Blocks)
Parent Helpers: welcome, but not required
Available: Wednesday & Friday - AM

Max 30 students

CURRICULUM CONNECTIONS

Physical and Health Education - big ideas
• Healthy choices influence our physical, emotional, and mental well-being

Language Arts - curricular competencies
• Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view
Grade 6 - 8

Medicine Wheel – Aboriginal Perspectives
Ernie Cardinal

PRESENTATION:
Students will make a group medicine wheel while Ernie shares teachings on belonging and where we fit in the sacred hoop of life. The presentation will be followed with a traditional talking circle or a hands on spirit stone activity.

NOTE TO TEACHER:

Time Frame: 90 minutes (1 - 2 Blocks)
Parent Helpers: welcome, but not required
Available: Wednesday & Friday - AM

Max 30 students

CURRICULUM CONNECTIONS

Physical and Health Education - big ideas
• Healthy choices influence our physical, emotional, and mental well-being
PRESENTATION:
Kokum Deni will share about the role of the Metis in North American trade and exploration. She will discuss the history and significance of the Metis pouch before leading the class in a hands-on project.

NOTE TO TEACHER:
Time Frame: 90 minutes (1 - 2 blocks)
Materials: projector, screen
Available: Monday (AM), Tuesday to Friday (AM & PM)
            AM (9:30 earliest start) & PM (12:30 earliest start)
Max 30 students

CURRICULUM CONNECTIONS

Social Studies 9
Big Ideas
• Disparities in power alter the balance of relationships between individuals and between societies.
Content
• The continuing effects of imperialism and colonialism on indigenous peoples in Canada and around the world
• Discriminatory policies, attitudes, and historical wrongs

Visual Arts 9
Curricular competencies
• Explore relationships between identity, place, culture, society, and belonging through artistic experiences

Art Studio 10
Big Ideas - Traditions, perspectives, worldviews, and stories can be shared through visual arts

Art Studio 11/12
Curricular Competencies
• Explore Aboriginal perspectives and knowledge, other ways of knowing and local cultural knowledge to gain understanding through artistic works
• Create personally meaningful artistic works that demonstrate an understanding of, and appreciation for, personal, social, cultural, environmental, and historical contexts
Grades 9 & 12
Plains, Trains, & Treaties
Deni Paquette

PRESENTATION:
In this workshop, Kokum Deni will provide participants with an overview of events after the sale of Rupert’s Land to Canada in 1870, including a discussion around the impact of the loss of the buffalo herds and the end of the pemmican trade on the Metis and First Nations. Kokum will discuss the hard years of dispossession of the Metis Nation and the making of the First Nations numbered treaties of the west.

NOTE TO TEACHER:
Time Frame: 90 minutes
Materials: projector, screen
Parent Helpers: welcome but not required
Available: Monday (AM), Tuesday to Friday (AM & PM)
          AM (9:30 earliest start) & PM (12:30 earliest start)

Max 30 students

CURRICULUM CONNECTIONS

Social Studies 9
Big Ideas
• Disparities in power alter the balance of relationships between individuals and between societies.
Content
• The continuing effects of imperialism and colonialism on indigenous peoples in Canada and around the world
• Discriminatory policies, attitudes, and historical wrongs

Contemporary Indigenous Studies 12
Content
• The resilience and survival of indigenous peoples in the face of colonialism
• Responses to inequities in the relationships of indigenous peoples with governments in Canada and around the world

Social Justice 12
Competencies
• Make reasoned ethical judgments about controversial actions in the past or present after considering the context and standards of right and wrong (ethical judgment)
Grade 9 -12
Blanket Exercise – Exploring Our Shared History
Cecelia Reekie

PRESENTATION:
This experiential workshop will help students understand the impact of colonization on the First Peoples of British Columbia/Canada. Students will explore the nation-to-nation relationship between Aboriginal and non-Aboriginal people from pre-contact to the present day. Cecelia weaves her family’s personal stories into this workshop allowing students to make personal connections to deepen their understanding of our shared history. This presentation is an adaptation of the BC Blanket Exercise, developed by Kairos Canada Ecumenical Justice Initiatives.

NOTE TO TEACHER:

Minimum Number of 20 Students required for this workshop

Time Frame: 2 hours
Preparation: To facilitate a smooth beginning to the workshop please:
  • Clear a space for a large circle of chairs with room for 10 blankets in the middle
  • Pre-choose students who will read scrolls (17)
Parent Helpers: welcome, but not required
Available: Monday to Friday, AM & PM

Max 30 students

CURRICULUM CONNECTIONS

Social Studies 9,10
BC First Peoples 11
Comparative Cultures 11
Human Geography 11
Contemporary Indigenous Studies 12
Genocide Studies 12
Law Studies 12
Physical Geography 12
Social Justice 12
PRESENTATION:
This is a great follow up workshop to Cecelia’s Blanket Exercise: Exploring Our Shared History. From the 1830s to 1996 tens of thousands of Aboriginal children were forced to attend Canadian Residential Schools. Cecelia will share the deeply personal story of her father’s experience at residential school and her experience as an intergenerational survivor. Through her father’s sharing of his experiences, Cecelia began to understand the devastating impacts of the Canadian Residential School system. She continues, even today, to reconcile this previously hidden history and its enduring legacy on Canadian Society as a whole. Teachers are asked to prepare their students to ask well thought out and sensitive questions.

NOTE TO TEACHER:
Time Frame: 1.5 hours
Materials: overhead projector & screen, speakers
Parent Helpers: welcome, but not required
Available: Monday to Friday, AM & PM
Max 30 students

CURRICULUM CONNECTIONS
Social Studies 9,10
BC First Peoples 11
Comparative Cultures 11
Human Geography 11
Contemporary Indigenous Studies 12
Genocide Studies 12
Law Studies 12
Physical Geography 12
Social Justice 12