Langley School District
Aboriginal Cultural Presentations

2016 / 2017
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 curriculum. This is intended to avoid repetition for students from year to year. Please note that there is no cost involved for your school.

Note for 2016/2017
Cultural presentations have been adjusted to align with the new curriculum for Kindergarten – Grade 9. Secondary presentations remain connected to the current curriculum.

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 Cultural Presenters - 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 24 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

1. Outlook
2. Folders
3. All Public Folders
4. SD35
5. District Resources
6. Aboriginal
7. Presenter Schedules

Click on Arrows on a Mac
Aboriginal Program
Cultural Presentations Booking Sheet

- 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
- Parent Helpers: see presentation description
  - Maximum: 1 class

CONFIRMATION

Presentation: ____________________________________________

Date: ___________________________ Time: _______________________

Laurie Brummitt
Aboriginal Program
604-888-4819, Ext.230
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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.

**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.

**KRYSYAL 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.

**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. Richard enjoys working with Auntie Helen, teaching weaving to small groups while Auntie beads with the class.

**KAREN GABRIEL** is originally from Vancouver Island, from the Halalt Band near Cowichan Valley. She is now a member, and Elder, 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 Inuk 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.

**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.

**CARMAN MCKAY** is a First Nations educator of Stó:lō and Musqueam heritage. For several years, Carman has worked with the Reach Gallery in Abbotsford to provide education programs that draw on arts and culture from a variety of First Nations traditions to promote an understanding of, and an appreciation for, First Nations cultures and history.

**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 Aboriginal people in Canada. Cecelia always speaks from her heart and weaves many different life experiences through her cultural presentations.
Kindergarten
Bead and Leather Bracelets
Auntie Helen & Richard Fillardeau

PRESENTATION:
Beading is an integral part of Aboriginal regalia, depicting the importance and status of community members. Auntie and Richard will lead your students in creating their own bracelet, using large pony beads and leather lacing. Richard will also weave with small groups of students during the presentation.

NOTE TO TEACHER:
Time Frame: 1.5 hours
Materials: provided
Parent Helpers: welcome, but not required
Available: Monday - Friday (10:30 am & 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 1
Storytelling
Carman McKay

PRESENTATION:
Students will learn about the importance and value of oral tradition in Aboriginal communities, both past and present. Stories are not told for simply for entertainment but impart important life lessons and cultural knowledge. Carman will open with an interactive song and share a story with students. Students are invited to ask thoughtful questions after the presentation.

NOTE TO TEACHER:
Time Frame: 80 minutes
Parent Helpers: welcome, but not required
Available: Monday to Friday, AM & PM
Max 24 students

CURRICULUM CONNECTIONS

Language Arts - curricular competencies
• show awareness of how story in First Peoples cultures connects people to family and community
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: two parent helpers
Available: Monday, Friday AM & PM (same school only)

Max 24 students

CURRICULUM CONNECTIONS
Arts Education - content
• traditional and contemporary Aboriginal arts and arts-making processes
• interpret how symbols are used through the arts
Grade 2  
Directed Drawing  
Carman McKay  

PRESENTATION:
In this interactive presentation students will learn how to draw some Aboriginal art design elements and how they are incorporated into traditional and contemporary Aboriginal art. Carman will use the directed drawing process to guide students to create their own piece of art. Carman will open with an interactive song and share a story with students. Students are invited to ask thoughtful questions after the presentation.

NOTE TO TEACHER:
Time Frame: 1.5 hours  
Materials: white paper (8.5 x 11), pencils, erasers, pencil crayons  
Parent Helpers: welcome, but not required  
Available: Monday to Friday, AM & PM  
Max 24 students each student will require a drawing surface

CURRICULUM CONNECTIONS
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 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: welcome, but not required
Available: Monday to Friday, AM & PM

Max 24 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 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 24 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 2
Beaded Key Chains
Auntie Helen & Richard Fillardeau

PRESENTATION:
Beading is an integral part of Aboriginal regalia, depicting the importance and status of community members. Auntie and Richard will lead your students in creating their own key chain, using large pony beads and leather lacing. Richard will also weave with small groups of students during the presentation.

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

Max 24 students

CURRICULUM CONNECTIONS
Arts Education - content
- traditional and contemporary Aboriginal arts and arts-making processes
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. 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 24 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 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 24 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.

NOTE TO TEACHERS:
Time Frame: 2-3 hours
Parent Helpers: welcome, but not required
Available: Monday, Wednesday, Thursday, Friday
AM only
* morning start is 9:00 a.m.

Max 24 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. 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:
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, Wednesday, Thursday, Friday, AM only
* morning start is 9:00 a.m.

Max 24 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
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: welcome, but not required
Available: Monday to Friday, AM & PM

Max 24 students

CURRICULUM CONNECTIONS

Social Studies - content
• interconnections of cultural and technological innovations of global and local indigenous peoples
Grade 3
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: welcome, but not required
Available: Monday to Friday, AM & PM
Max 24 students

CURRICULUM CONNECTIONS

Social Studies - content
• interconnections of cultural and technological innovations of global and local indigenous peoples
Grade 3
Importance of Animals
Carman McKay

PRESENTATION:
Carman 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 and the importance of animals to the ecosystem.

NOTE TO TEACHER:
Time Frame: 2-3 hours
Materials: 8.5 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: Monday to Friday, AM & PM

Max 24 students

CURRICULUM CONNECTIONS

Science - content
• Aboriginal knowledge of ecosystems
• biodiversity

Social Studies - content
• cultural characteristics and ways of life of local First Peoples and global 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
Blanket Exercise – Exploring Our Shared History
Cecelia Reekie, Carman McKay

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. This presentation is an adaptation of the BC Blanket Exercise, developed by Kairos Canada Ecumenical Justice Initiatives. More information can be found at http://www/kairoscanada.org/what-we-do/indigenous-rights/blanket-exercise

NOTE TO TEACHER:
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 6 blankets in the middle
• Pre-read the script and be prepared to read the part of the European

Pre-choose students who will read scrolls (16)

Parent Helpers: welcome, but not required
Available: Monday to Friday, AM & PM

Max 30 students

CURRICULUM CONNECTIONS
Social Studies - content
• the impact of colonization on First Peoples societies in BC and Canada
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 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: welcome, but not required
Available: Tuesday AM only

Max 30 students

CURRICULUM CONNECTIONS

Social Studies - content
• First Peoples and European contact
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: 2-3 hours
Materials: provided
Parent Helpers: minimum of three parent helpers are required
Available: Monday, Friday AM & PM (same school only)

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
Residential Schools
“My Name Is Seepeetza” and “Fatty Legs”
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 novels *My Name Is Seepeetza*, available through the Media Centre, and *Fatty Legs*, available from the Aboriginal Program. Teachers are asked to prepare their students to ask well thought out and sensitive questions. Please indicate the novel your class has read on the booking form. This will assist Josette in her preparation for the presentation.

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

CURRICULUM CONNECTIONS

Social Studies - content
• Past discriminatory government policies and actions
Grade 5
Cecelia’s Story
Understanding the Intergenerational Legacy of Residential Schools
Cecelia Reekie

PRESENTATION:
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 - content
• Past discriminatory government policies and actions
Grade 5
Blanket Exercise – Exploring Our Shared History
Cecelia Reekie or Carman McKay

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. This presentation is an adaptation of the BC Blanket Exercise, developed by Kairos Canada Ecumenical Justice Initiatives. More information can be found at http://www/kairosCanada.org/what-we-do/indigenous-rights/blanket-exercise

NOTE TO TEACHER:
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 6 blankets in the middle
- Pre-read the script and be prepared to read the part of the European

Pre-choose students who will read scrolls (16)

Parent Helpers: welcome, but not required
Available: Monday to Friday, AM & PM

Max 30 students

CURRICULUM CONNECTIONS
Social Studies - content
- Past discriminatory government policies and actions
Grade 5
Our Environment
Carman McKay

PRESENTATION:
Carman will lead the class in a dialogue about our environment, the inter-connectedness of all living things and the delicate balance within our ecosystem. He will also facilitate a discussion around sustainable practices.

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

CURRICULUM CONNECTIONS
Science - content
• Aboriginal concept of interconnectedness in the environment
• the nature of sustainable practices around BC's living and non-living resources
PRESENTATION:
Carman will engage students in a discussion of the importance of cedar among local Aboriginal communities - both past and present. Students will develop an understanding of the many uses of all parts of the cedar tree. Carman will share the process of how cedar bark is harvested and prepared for weaving and will teach children some basic weaving techniques.

NOTE TO TEACHER:
Time Frame: 2 - 3 hours
Preparation: Please clear a space to display cedar artifacts
Parent Helpers: welcome, but not required
Available: Monday to Friday, AM & PM

Max 30 students

CURRICULUM CONNECTIONS
Science - content
• Aboriginal concept of interconnectedness in the environment
• the nature of sustainable practices around BC's living and non-living processes

Arts Education - content
• traditional and contemporary Aboriginal arts and arts-making processes
Grade 6
Blanket Exercise – Exploring Our Shared History
Cecelia Reekie or Carman McKay

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. This presentation is an adaptation of the BC Blanket Exercise, developed by Kairos Canada Ecumenical Justice Initiatives. More information can be found at http://www/kairoscanada/org/what-we-do/indigenous-rights/blanket-exercise

NOTE TO TEACHER:
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 6 blankets in the middle
- Pre-read the script and be prepared to read the part of the European

Pre-choose students who will read scrolls (16)
Parent Helpers: welcome, but not required
Available: Monday to Friday, AM & PM
Max 30 students

CURRICULUM CONNECTIONS
Social Studies
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 6
G'psgolox Pole – Return and Renewal
Cecelia Reekie

PRESENTATION:
Cecelia will share the incredible story of her family’s search for and ultimate return of the G’psgolox pole. In 1929 the G’psgolox mortuary pole in BC’s remote Kitlope Valley, without permission of the owner, Chief G’psgolox, but with permission of the Canadian government, was cut down and sent to Sweden as a gift. The pole remained in Sweden for 77 years before it was returned to the Haíla people of Kitamaat Village.

NOTE TO TEACHER:
Cecelia will show a 20 minute DVD on the G’psgolox Pole. A more detailed, 70 minute DVD is available for viewing prior to the presentation at the teacher’s option. Please contact Janet Stromquist at jstromquist@sd35.bc.ca if you would like to borrow it.

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

CURRICULUM CONNECTIONS

Social Studies
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)

Content
- roles of individuals, government organizations, and NGO’s including groups representing indigenous peoples
Grade 7
Storytelling – Oral Tradition
Carman McKay

PRESENTATION:
Students will learn about the importance and value of oral tradition in Aboriginal communities, both past and present. Stories are not told for simply for entertainment but impart important life lessons and cultural knowledge. Carman will open with an interactive song and share a story with students. Students are invited to ask thoughtful questions after the presentation.

NOTE TO TEACHER:
Time Frame: 80 minutes
Parent Helpers: welcome, but not required
Available: Monday to Friday, AM & PM

Max 30 students

CURRICULUM CONNECTIONS

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 8
Directed Drawing
Carman McKay

PRESENTATION:
In this interactive presentation students will learn how to draw some Aboriginal art design elements and how they are incorporated into traditional and contemporary Aboriginal art. Carman will use the directed drawing process to guide students to create their own piece of art. Carman will open with an interactive song and share a story with students. Students are invited to ask thoughtful questions after the presentation.

NOTE TO TEACHER:
Time Frame: 1.5 hours
Materials: white paper (8.5 x 11), pencils, erasers, pencil crayons
Parent Helpers: welcome, but not required
Available: Monday to Friday, AM & PM

Max 30 students each student will require a drawing surface

CURRICULUM CONNECTIONS

Arts Education - content
• traditional and contemporary Aboriginal arts and arts-making processes
• ethical considerations and cultural appropriation related to the arts
Grade 9
Blanket Exercise – Exploring Our Shared History
Cecelia Reekie or Carman McKay

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. This presentation is an adaptation of the BC Blanket Exercise, developed by Kairos Canada Ecumenical Justice Initiatives. More information can be found at http://www/kairoscanada/org/what-we-do/indigenous-rights/blanket-exercise

NOTE TO TEACHER:
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 6 blankets in the middle
• Pre-read the script and be prepared to read the part of the European

Pre-choose students who will read scrolls (16)
Parent Helpers: welcome, but not required
Available: Monday to Friday, AM & PM
Max 30 students

CURRICULUM CONNECTIONS

Social Studies
Curricular Competencies
• Make reasoned ethical judgments about controversial actions in the past and present, and whether we have a responsibility to respond (ethical judgment)

Content
• Past discriminatory government policies and actions
Grade 8-12
The Legacy of Residential Schools
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
Preparation: Monday AM & PM
Tuesday to Friday PM only
Max 30 students

CURRICULUM CONNECTIONS
Secondary English – various, including:
• listen to comprehend, interpret, and evaluate ideas and information

English First Peoples 10/11/12 – various, including:
• speak and listen to interpret, analyze, and evaluate ideas, information, and understandings

Social Studies 10
• evaluate the impact of interactions between Aboriginal peoples and European explorers and settlers in Canada

Social Studies 11
• demonstrate knowledge of the challenges faced by Aboriginal people in Canada during the 20th century and their responses

Social Justice 12 – various, including:
• apply critical thinking skills to a range of social justice issues, situations, and topics

First Nations 12 – various, including:
• analyze the varied and evolving responses of First Nations peoples to contact and colonialism
PRESENTATION:
Cecelia will share the incredible story of her family's search for and ultimate return of the G'psgolox pole. In 1929 the G'psgolox mortuary pole in BC's remote Kitlope Valley, without permission of the owner, Chief G'psgolox, but with permission of the Canadian government, was cut down and sent to Sweden as a gift. The pole remained in Sweden for 77 years before it was returned to the Haisla people of Kitamaat Village.

NOTE TO TEACHER:
Cecelia will show a 20 minute DVD on the G'psgolox Pole. A more detailed, 70 minute DVD is available for viewing prior to the presentation at the teacher's option. Please contact Janet Stromquist at jstromquist@sd35.bc.ca if you would like to borrow it.

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

CURRICULUM CONNECTIONS

Language Arts 8/9
- recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples' perspectives, values, beliefs, and points of view

Secondary English
- listen to comprehend, interpret, and evaluate ideas and information

English First Peoples 10/11/12
- speak and listen to interpret, analyze, and evaluate ideas, information, and understandings

Social Studies 10
- evaluate the impact of interactions between Aboriginal peoples and European explorers and settlers in Canada

Social Studies 11
- demonstrate knowledge of the challenges faced by Aboriginal people in Canada during the 20th century and their responses

Social Justice 12
- apply critical thinking skills to a range of social justice issues, situations, and topics

First Nations 12
- analyze the varied and evolving responses of First Nations peoples to contact and colonialism
Grade 8-12
Cecelia’s Story
Understanding the Intergenerational Legacy of Residential Schools
Cecelia Reekie

PRESENTATION:
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
Language Arts 8/9
- recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples’ perspectives, values, beliefs, and points of view
Secondary English – Various, including:
- listen to comprehend, interpret, and evaluate ideas and information
English First Peoples 10/11/12 – Various, including:
- speak and listen to interpret, analyze, and evaluate ideas, information, and understandings
Social Studies 10 - Various, including:
- evaluate the impact of interactions between Aboriginal peoples and European explorers and settlers in Canada
Social Studies 11 - Various, including:
- demonstrate knowledge of the challenges faced by Aboriginal people in Canada during the 20th century and their responses, with reference to residential schools
Social Justice 12 - Various, including:
- apply critical thinking skills to a range of social justice issues, situations, and topics
First Nations 12 - Various, including:
- analyze the varied and evolving responses of First Nations peoples to contact and colonialism