



Aboriginal Education School Plan

School: Ecole Cedardale Elementary

School Aboriginal Education Committee: Michelle LaBounty, Sarah Fee, Stina Morissette, Jessica Hall, Stephanie Davenport

School Contact Person(s)

Michelle LaBounty and Jessica Hall

Activities, events, speakers, presentations, projects etc. that have occurred at your location over the past two years:

- Cease Wyse Interpretive Indigenous plant walk
- Expansion of Indigenous plant garden
- Métis Jigging workshop
- Salmonid Enhancement program with blessing and release of salmonids

Action Plan for 2015/2016

- Connections to BC Curriculum (new document)
- First Peoples Principles of Learning (how will you embed these in your work with students this year?)
- Parent Education (Native and Non-Native)
- Community Partnerships

Cedardale's Ab Ed Plan 2015-16		
Grade	Units	Connection to Ab Ed
K	How the World Works	Unit 4: exploring traditional aboriginal structures and homes. Various resources.
	Sharing the Planet	Unit 5: aboriginal perspectives of creation, and interconnectedness of living creatures and natural habitats. "First peoples uses of plants and animals." (Learning Standards, Science, B.C Curriculum)

	<p>How We Express Ourselves</p> <p>All Units:</p>	<p>Various resources.</p> <p>Unit 6: aboriginal perspectives and examples of oral storytelling, visual art, carvings, and literature. Various resources. Bob Baker, guest storyteller.</p> <p>“Draw upon local First Peoples Knowledge and/or expertise of local Elders to make connections to mathematical topics and concepts.” (Learning Standards, Math, B.C Curriculum)</p> <p>Various resources:1,2,3,4 First Nations Explore.</p>
1/2	<p>Sharing the Planet</p> <p>All Units</p> <p>Personal Inquiry - Teacher Questions</p>	<p>We will inquire into an important theme in aboriginal culture – the connection to land. Our Central Idea for this Unit of Inquiry is “Personal choices impact the environment”. Our inquiry will be guided by 3 key concepts: responsibility causation and connection.</p> <p>We believe the aboriginal perspective will lend itself well to developing the students’ awareness of current issues, what is being done to protect the Earth, the changing landscape and their own role in helping our planet thrive.</p> <p>We plan to take a field trip to (oil spill location?, or a commemoration of something else that may have happened here – wind storm in Stanley Park? See affected animals?); and have Bob Baker guide us on a nature walk in Lynn Canyon. This activity will also highlight the importance of oral tradition within First Peoples.</p> <p>Division 7,8,9 will be exploring the text, stories and places that “depict the themes and issues that are important within First Peoples cultures”.</p> <p>How does the Aboriginal tradition to connect to the land affect how the land is viewed after a natural disaster?</p> <p>How do FPs help repair the earth in times of need?</p> <p>How can we care for the planet to help repair the earth?</p> <p>How does Aboriginal culture depict global warming and other environmental issues?</p> <p>What are some stories that best depict a First Nation’s connection to land/place?</p>

		<p>Where do <i>you</i> feel most connected to <i>yourself</i>? Tie in: Intro-vert/extro-vert?</p> <p>What are the annual celebrations in FN cultures and what are they based on?</p> <p>What activities do FN perform to connect to the land?</p> <p>Why are the animals in FN culture personified? How are the animals personified? How did they end up with human traits – how were the animals assigned to the traits? Or are the traits assigned to the animal – Or did humans end up with animal traits?</p> <p>How have FP reacted to potential environmental threats? What is being done to preserve the land and conserve the environment in places where people still rely on clean water and bountiful forests?</p> <p>Potential resources www.fnesc.ca The Lorax – Dr. Seuss (Christmas concert tie in?)</p>
3/4	<p>Who we are: Beliefs, values & health.</p> <p>Where we are in place and time: Aboriginal perspective on European expansion.</p>	<p>Unit 1: bringing first nations traditions on clearing negativity and protocol into the classroom through Bob Baker (mindfulness).</p> <p>Unit 3: the aboriginal perspective on European expansion and we will be looking at Ab Ed through our unit of personal histories.</p>
5	<p>How we organize ourselves: Government impacts the way society functions</p> <p>Where we are in place and time: Migration of people causes change in a community</p>	<p>Unit 2: The aboriginal perspective of the government's impact on the First Nations people and their society. Government's role and responsibility as of 2015.</p> <p>Unit 4: Social, political and economic events affect migration of the First Nations people. Adaptations must be made to new ways of life.</p>
6	<p>Where we are in place and time: Universe and Galaxies.</p> <p>Who we are: Evolution</p>	<p>Unit 1: Stories of the Sky, mythology and the Aboriginal perspective on how the universe came to be.</p> <p>Unit 2: Residential schools, how past civilizations influence the present. Local geography, how society</p>

		adapts to the environment, Aboriginal connections to the land, Salmonids in the Classroom.
7	<p>How we organize ourselves: The complexity of society requires systems of government</p> <p>Sharing the planet: The Earth and its climate and living things change over geological time</p> <p>Who we are: Religion and culture influence human identity</p> <p>How we express ourselves: Expression builds connection and community</p>	<p>Unit 1: Truth & Reconciliation and the relationship between Aboriginal People and the election/federal government</p> <p>Unit 2: The interactions of Aboriginal People with the environment</p> <p>Unit 3: Aboriginal perspectives on spirituality and culture</p> <p>Unit 4: Aboriginal Art, culture and technology - the art of Brian Jungen</p>
Whole School		First Nations Housepost in new library as tribute to Jillian Taylor Wong

District support and resources needed this year:

- resources to support Aboriginal understandings
- list of recommended resources/literature
- weaving workshop with Rebecca
- continued storytelling support from Bob Baker
- support from Bob Baker to source and contact Squamish carver and necessary materials for housepost.