



Aboriginal Education School Plan

School: Ecole Pauline Johnson Elementary School

School Aboriginal Education Committee: Chantal Trudeau

School Contact Person(s) Chantal Trudeau

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

Visits from the following guest speakers in a number of classes:

- Faye Hall
- Sharon Bowen
- Bob Baker

Conferences:

- “Aboriginal and Related Learning Standards workshop for kindergarten” provided by Terry Mack and attended by Kindergarten teacher Stephanie Pain on October 23rd, 2015.

Action Plan for 2015/2016

- **Connections to BC Curriculum (new document)**
 - Including Aboriginal cultures into our study of identity (of self and various other cultures around the world)
 - Creating links between Aboriginal people and our science/socials units
 - Aboriginal artists - studies of their work and our own creations in a particular style
 - Outdoor learning about local resources, plants, creeks, animals...
 - Science: Natural resources and sustainability. Different perspectives of natural resources including the perspectives of First Nations peoples. Understanding the different ways of knowing that First Nations peoples may have in comparison to large corporations and the general public.
 - English: Students will be exposed to oral storytelling (special guest speaker).

- Compare and contrast the First Nations self-government model to the Canadian democratic system.
- Information and stories being passed down through generations (with little buddy classes)
- Jardin communautaire (community garden)
- Short story writing with oral telling component
- Grade 3 Social Studies curriculum is based on local and global indigenous societies (well-being, culture, oral stories and traditions)
- Creation myths and legends - guest speakers on myths, legends, spirituality and art
- Compare and contrast families' heritage and aboriginal culture
- Project on native/medicinal plants
- Art project on natural dyes and on aboriginal symbols
- Inquiry-based project on spirituality and belief systems of aboriginal cultures
- Interdisciplinary approach in language arts, sciences, social studies, Arts: observing, questioning and predicting what to eat using "Lessons from Mother Earth" by Elaine McLeod
- Observing the cedar life cycle and discussing potential reasons why it is considered the tree of life by West Coast Aboriginal people, exploring aboriginal textile arts techniques using Pam Holloway, Cedar Moon Creations.
- Observing the life cycle of the frog and its meaning to First Nations
- How the bear adapts to the seasons
- Storytelling, using imagination, understanding the concept of reality and fiction and the power of storytelling through the story of the raven that feeds the people
- Preparation of arts projects: button blankets, totems, story books
- Rhythm, drumming and movement with the help of the book: My Little Baby Boy
- Social responsibility and French language arts:- Using the feather in a talk circle in order for students to share respectfully during class councils,
- Developing empathy by introducing the topic of separation from family to plant the seed of the residential school experience. "Shi Shi Etko" by Nicole I. Campbell, available in French.

First Peoples Principles of Learning (how will you embed these in your work with students this year?)

- Learning involves recognizing the consequences of one's actions- Principles of restorative justice (Stand by Me workshops for 6/7s)
 - Principle of Generational Roles and Responsibilities: Partnerships with buddy classes, Intergenerational project (WV senior Centre)
 - Learning requires exploration of one's identity: All about me units.
 - Learning is embedded in memory, history, and story: Inquiry unit on Pauline Johnson
- **Parent Education (Native and Non-Native)**
 - Blogs
 - E-Bulletin communication

- **Community Partnerships:**
 - Visits by Bob Baker, Faye Hall.
 - Purchase of new resources for our library and classrooms (English and French)
 - Performance by the Dancers of Damelahamid on November 2nd, 2015 (ArtStarts performance)

District support needed this year:

- Contact with some speakers such as Shannon Bowen, museum of Anthropology, long house at Grouse Mountain
- Suggestion of additional resources in French and English

Resources needed this year:

- "In Our Own Words" (downloadable at strongnations.com) "A framework for Understanding Poverty" by Ruby K. Payne
- Brand new resources from Strong Nations recommended to teach sciences and social studies:
 - "We live here" in Kindergarten
 - "We Share the Seasons" in Grade one
 - "We are a community" in Grade two

<http://www.bced.gov.bc.ca/abed/documents.htm>

http://www.bced.gov.bc.ca/abed/principles_of_learning.pdf