

Indigenous Education Plans/Activities

In the spirit of collaboration, we are asking for teacher input with our Indigenous Ed Plan. We are wanting to share what events/plans we are thinking about for this year at West Bay as well as events we have done in the past that embed Indigenous Education into our curriculum and connect to the Skwxwú7mesh Nation.

Below is a table for you to fill out your plans/events as well as mention any activities from the past 2 years which highlighted connections with the First Peoples.

Thank you,

Jess, Jordan & Amy

Division	Events/Projects/Possible Projects/Past & Present
Div 16	Outdoor Learning - land Acknowledgement Read Alouds - Raven, Wild Berries
Div 15	Orange Shirt Day - small discussion and stories Oral Storytelling - WWA using puppets with Ms.Hunt during Library STP - connections to land and look at how the Squamish People used the land Rebecca (Squamish Elder) came to discuss how they traditionally would use the land and the importance of animals and how they used the land
Div 14	Guest speaker: Bob Baker in for storytelling and song. Field trip: Talking trees led by a local elder in parks near us. Reading Strong Nations readers and legends. Art: weaving. Recognition and learning into orange shirt day. Strong Nations levelled readers
Div 13	
Div 12 Div 11	Who We Are - First Nations Principles - Learning Takes Patience and Time and Learning involves Recognizing the Consequences of Ones' Actions- How We Express Ourselves - Spindle Whirl tracing - patterning/cultural shapes (West Van Museum sponsored) Sharing the Planet - connections to the land/preserving the environment - outdoor learning in the forest - looking closely at nature
Div 10 Div 9	Both Grade 3 classes do two complete units of inquiry focused on Ab Ed. The overarching theme of Grade 3 social studies is "Global Indigenous Peoples" so we first examine the Coast Salish people as a case study, and then branch out to different cultures all around the world. Students do individual research. Our second unit is on storytelling as a way to share knowledge and how it was and is used within aboriginal groups. We've done all day field trips to the Squamish Nation Bighouse (NV School District) up in Brackendale and to the Hiwus Feasthouse up Grouse. We've had Bob Baker and Rebecca Duncan come in to share stories.
Div 7/8	- Virtual Booktopia Dec 3rd, stamps, canoes, incorporating authentic

	<p>indigenous literature, video from NYT about perspectives of indigenous Americans, spirit of haida gwaii connection to our classroom community, coast salish anthem taught school wide, Squamish language lessons in the learning commons</p> <ul style="list-style-type: none"> - Weaving and looking at different designs through history/connecting with ways weaving has been used in First peoples culture - Embedding FPPL into each UOI - Stamp making, canoe sculptures and connecting with history of our place - Picture books to connect with our UOI - Entire UOI “Where We Are in Place and Time” is built around our history in BC and the treatment of Indigenous People. We then blend into “How We Organize Ourselves”
<p>Div 6 Div 5</p>	<p>Simple machines in the forest connecting to FP of place Stereotypes on First Nations Peoples -FP: Exploration of one's identity Guest speaker Isaac Vanderhorst Immigration and story of the First Peoples Who was here first?: FP: memory, history and story and Learning involves generational roles Human body: Look at first nations health practices past and present- FP: learning one's actions FP: supports well-being of the self... Guest speaker: Faye Government: Self-government of Indigenous peoples FP role of Indigenous knowledge Guest speaker- Faye Resources: look how natural resources were and still used by first nations peoples. FP Learning is holistic, reflexive.... Guest speaker: Candice Campo</p>
<p>Div 4 Div 3</p>	<ul style="list-style-type: none"> -Orange Shirt Day Video -Connection to Social Justice curriculum and water rights/ clean water issues in Canada -Social justice connection to the fishery in Nova Scotia (Lobster conflict) -the physics of traditional building (canoe, long house, etc) - Rights of passage: connection to puberty unit - Incorporating language connections - Fine arts (indigenous pop art/ modern sculptures) - Impact on Indigenous populations (globalization of trade) - Short stories unit (Indigenous voices) - traditional weaving through ADST/ design cycle - Geometric connection to traditional coast salish shapes (crescent, trigon, etc) - access to education (watch spelling B documentary) - connection to creation stories/ big bang theories :) - selecting Indigenous authors for novels/ stories
<p>Div 2 Div 1</p>	<ul style="list-style-type: none"> - INqueery: two-spirit education - learning about the importance of recognition for two-spirited individuals in the Indigenous community, their history, how colonization changed how they are viewed. - Orange Shirt day discussions and looking into survivor stories - Ancient Civilization unit the contributions of Indigenous traditions to modern day.

- Hoping to have each class experience the canoe trip offered by local First Nations	
Library	<ul style="list-style-type: none"> - Orange Shirt Day stories, Vancouver Writer's Festival Christy Jordan-Fenton book talk, culling older resources from the library, including more resources featuring indigenous characters, cataloguing creation stories book from folklore, connecting other stories to the First People's Principles of Learning
E.L.L.	<ul style="list-style-type: none"> - Tier 2 and 3 vocabulary; focus on languages and translanguaging - International World Mother Tongue day/week with a focus on First Nations languages - FPPOL Principle 7: "Learning takes patience and time". Showing the graph of learning a second language takes 7-10 years to solidify academic vocabulary (Sarah) - FPPOL Principle 8: "Learning involves explanation of one's identity". Completing an 'All About Me' booklet on family, food likes, dislikes, etc. (Sarah)
LST	Reinforcing concepts related to Indigenous learning in the classrooms, incorporating readers into classrooms with indigenous first principles
Music	Listen up Canada, Raymond Schafer
Whole School Action Item/Future Goal?	<p>Morning announcements</p> <p>Orange Shirt Day</p> <p>Learning of the Coast Salish Anthem to be sung alongside Canadian National Anthem?</p>
PE	<p>Indigenous Games.</p> <p>Reflection/Appreciation circle at the end of class.</p> <p>Hand wave instead of clapping.</p>