



Indigenous Education School Plan 2021 - 2022

1. **School:** Lions Bay School

2. **School Indigenous Education Committee Members:**

- Natalie Mendes (VP/K/1 Teacher)
- Sonia Southam (2/3 Teacher and TL)
- Carmen Sullivan (K/1 Teacher)

3. **School Main Contact Person(s):** Natalie Mendes

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

- **2020-2021** - Our Grade 2/3 students participated in an Indigenous Cultural Lesson called, "**Learning through the Canoe** " with Sahplek (Bob Baker).
- **2020-2021 Art inspired by Indigenous artists**
Over the year we engaged the students in art lessons to learn more about Indigenous art by studying various Indigenous artists.
- **2020-2021 Cedar Paddle making workshop with the Squamish Lil'wat Cultural Centre.**
Students listened to a Squamish Nation member tell stories about the canoe. Following this the students participated in designing a beaded mini-cedar paddle necklace.
- **2020-2021 Virtual Weaving workshop**
Students participated in an on-line virtual weaving workshop with Squamish artist /Scientist Cease Wyss.



- **2020-2021 West Vancouver Museum Workshop**
Students participated in a history workshop to learn about local Indigenous history.
- **2020-2021 Virtual Field trip to the Museum of Anthropology**
The students took a virtual tour of the museum to observe Indigenous artifacts which are created with cedar such as bentwood boxes, baskets and canoes.
- **2020-2021 Spindle Whorl design**
Students created a spindle whorl design inspired by the website “Coyote Science” to upcycle CDs and learn about the Spindle whorl and its traditional significance to the Coast Salish Nations. The students also participated in lessons to research a number of artifacts including cedar branches.
- **2019-2020 - Orange Shirt Day** - We had a student-led assembly on “Orange Shirt Day.” We read “Stolen Words” to the school which is a very appropriate primary resource. Students discussed and did a representation on how a child should feel at school e.g., A child should feel ...at school. Each student also received an “Every Child Matters” bracelet at school.
- **2019-2020 Salmon printing** on rice paper - Students worked with Isaac Vanderhorst from the West Vancouver museum to learn about some Indigenous traditions related to salmon. Each child created their own North West Coast salmon prints.
- **2019-2020 Indigenous plant names:** As part of our Innovation Grant, students worked with Rebecca Campbell to learn the names of 15 local plants. Students studied the names and practiced saying the names and recording their voices on FreshGrade during the period of remote learning. Jada Harry also helped us with researching some of the names.



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• 2019-2020 The Grade Two/Three cl



with loose parts for



Storyworkshop - to recreate Indigenous stories.

5. Action Plan for 2021/2022

Possible items to consider:

This year we plan to focus on two threads from the FPPL document:

1. Learning requires exploration of one's identity
2. Learning involves generational roles and responsibilities.

Lions Bay students will work on connections to place through exploring one's identity and the roles and responsibilities of each person in the community. We hope to connect with members of the Squamish Nation to explore generational roles and responsibilities.

We hope to read various stories including "Trudi's Rock" and help the students connect their identity through story. We hope to explore "how do we learn our identity through reading stories" We will then have the students bring in photos, or artifacts that connect to their own family traditions.



Creating a sense of belonging:

Over the last two years we have been working with Squamish Artist Xwalacktun to design a new school logo. Students had input into choosing a local animal, the Mountain Lion, amongst a variety of other local animals.



Xwalactun designed the logo to include symbols of the “Two Sisters”, the eye, and the four claws. Xwalactun talked to the students about the significance of these symbols in the logo. We will have the students learn about each symbol and tell the story in the form of a video or narrative to create a lasting legacy for further students and generations to come.

Real Life Experiences:

We also plan to take the entire school to the **Cheakamus Centre** in June for a field trip. This experience is designed to enhance each student’s “understanding and respect for First Nations culture in an authentic Coast Salish longhouse experience.” This immersive day program was based on three major ideas that underlie the activities at the longhouse: Respect, Sharing, and Seasonality.” Students will learn about traditional First Nations’ culture including salmon fishing, weaving, making meals and bannock using hot rocks.

Parent Education

Parents will learn about the school's involvement in Indigenous learning through PAC meetings, our “Meet the Teacher” meeting, Twitter, Newsletters and the school website. Parents may be needed to be involved in various projects. The PAC requested to have students create the story of the symbols included in our school logo. We thought this was a great idea and look forward to having the students tell the story of each symbol using the knowledge they have learned from Xwalactun.

Community Partnerships

We are working with the community to create a display in front of a map created by students using stones that have symbols of animals and nature in Lions Bay. We explore connections to Indigenous plants and help students to represent these in their art on the stones.

6. How does your plan support the goals of the 2020-2025 Indigenous Enhancement Agreement?



Our plan fits in with guiding principles of the Indigenous Enhancement Agreement. In particular, we are looking to focus on improving cultural awareness. As we do not have any Indigenous students this year we will work on inspiring our learning through collaboration with members of the Squamish Nation and building our resources to share with students.

We can also work on Goal three of the enhancement Agreement *“to increase the use of accurate, authentic and relevant First Peoples’ Resources.”* Our teacher librarian has made it a focus this year to increase the number of authentic Indigenous picture books for our library. The parents have been very supportive of this initiative and have offered to fund this endeavour.

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