# Indigenous Education

North Vancouver School District





Students and staff at Windsor Secondary make Bannock Tacos at the Cultural Cooking Indigenous student community luncheon. IF THERE ARE ANY
INDIGENOUS STUDENTS,
TEACHING, ACTIVITIES, OR
HIGHLIGHTS FROM YOUR
RESPECTIVE SCHOOLS
THAT YOU WOULD LIKE TO
BE INCLUDED, PLEASE
FORWARD TO BRANDI OR
JOHANNE.

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### What's happening



Ava Caribou and Nick George sharing the Coast Salish Anthem with students and staff at Lynnmour Elementary school assembly.

### **Sharing Knowledge**

Nick shares what *Respect* means in an Indigenous perspective: "Respect isn't just about being polite.

It's a holistic worldview that includes interconnection, reciprocity and balance."

Consider your relationships with your elders, how they can share teachings from their experience.

Consider your relationship with the land, and how we should only take what's needed and think of the needs of others. Consider your relationship with traditions, and how we ask permission before we share. Consider your relationship with others, how we all share different backgrounds but we stand up for and uphold each other.



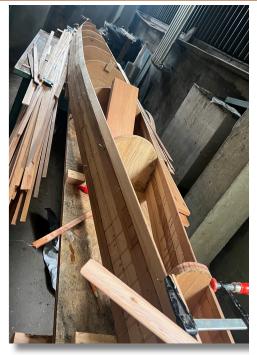
### Indigenous representation

Starting up at Sutherland Secondary.

First Nations Film Fridays: Students choose their their favourite Indigenous movies and/or TV series and watch on Fridays. This club is open to Indigenous staff, students and allies.

We would like to thank the Coast Salish people, specifically the Skwxwú7mesh (Squamish) Nation and səlilwətał (Tsleil-Waututh) Nation, whose unceded traditional territory the North Vancouver School District resides on. We value the opportunity to learn, share and grow on this traditional territory.

### Whats Happening: Windsor Secondary



# Canoe culture is Coastal Indigenous way of life



Mike Billy, a multigenerational carver from the Squamish Nation, is teaching Windsor students and staff how to build a traditional racing canoe for the upcoming spring 2025 canoe racing season.





# What's Happening: **Sutherland Secondary**



Staff at Sutherland shared the day with two ISW's Courtney Kessel & Sonja Nahanee to learn the imporant teachings around medicine bags. In addition, **Talasay Tours** was invited to share Squamish

To get a deeper sense of Indigenous teachings, it can be understood through the languages. Example: Anishinaabe language, no translations.







**Four Sacred Medicines** 















<u>sweetgrass</u>



tobacco





# Indigenous Education

Meet the Team



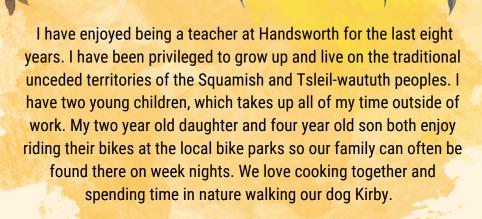
### **Nick George**





As a proud member of the Tsleil-Waututh nation, I serve as a First Nations Support Worker, committed to uplifting and empowering my community. With a deep connection to my cultural roots, I practice traditional drumming and singing, carrying forward the rich legacy of my ancestors. Storytelling is central to my identity, and I am honoured to share the wisdom and the history of my people thorough this ancient art. Speaker of həṅḍəmiṅəṁ and Skwxwú7mesh sníchim, I strive to preserve and promote these Indigenous languages, ensuring their vibrancy for future generations.

### Lauren McHugh





### Announcements

### Upcoming Days of Significance of 2024-2025

- December 11th 2009 Haida Gwaii restored its traditional name
- December 20th 1949 Kinngait sculptor, Ovilu Tunnillie's Birthday
- December 21st Indigenous Winter Solstice
- January 4th National Ribbon Skirt Day
- January 26th Survival Day/Invasion Day (Australia)

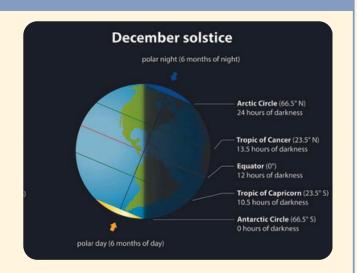


### Winter Solstice

#### What is the Winter Solstice?

The Earth is tilted at an angle in relation to the sun's rays.

When the Northern Hemisphere is tilted away from the sun (Dec 21st), we experiences the shortest day and longest night of the year.

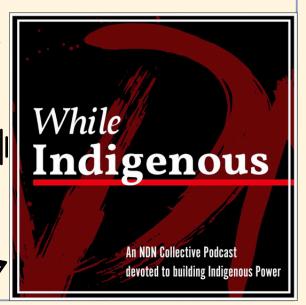


### What does it mean for Indigenous peoples?

Acknowledging the Winter Solstice is a Decolonial Act for Indigenous People

Decolonizing the Holidays and Honoring Winter Solstice Teachings





### Announcements



Stsîts'áp'newas Employment & Future Skills Nexw7áýstwaý Training & Trades Centre

### Leadership Development Program

January 16 - March 27, 2025

This program is suited for emerging or existing leaders looking to further develop or enhance their leadership skills.

### What skills will you gain?

- Discovering your leadership style using Clifton Strengths
- Strategies for problem solving in the workplace
- Communication tools for leaders
- Ideas for motivating others
- How to create accountability in the workplace
- How to manage change
- + more!

### **INTERESTED?**

© 604-980-7946

tradescentre@squamish.net



### **WHAT IS INCLUDED:**

- FREE Tuition
- Meal Plan Subsidy
- Training Allowance
- Internet Subsidy
- Childcare Subsidy



### **LOCATION:**

Virtual

### TIME:

Tuesday&Thursday 6:00 pm - 9:00 pm

### WHO IS ELIGIBLE:

Indigenous People (Status, Non-status, Metis and Inuit)

### Announcements



This immersive 40+ hour, in-person program is tailored specifically for Métis citizens (age 15+) in the Lower Mainland, providing essential kitchen skills and culinary techniques. Participants will enjoy hands-on experience in a commercial kitchen, learning foundational culinary techniques from professional chefs and exploring Métis recipes with guidance from cultural knowledge carriers, all at no cost to participants. (Yes, free!)

Application Deadline: Apply by **December 10th** to secure your spot, as space is limited and applications are processed on a first-come, first-served basis.

### Participants will also receive:

- FoodSafe Level 1 Certification
- Statement of completion from VCC
- "Kitchen Basics" micro-credential digital badge
- One-on-one employment counselling support (resume and cover letter writing, interview prep)
- Full access to VCC resources, including library and advising support
- Transit day passes for those taking transit to attend
- Gifts, including kitchen supplies, chef jackets, non-slip shoes, beanies, umbrellas, and more!

## Editorial Reflection: Indigenous Identity



▶ Indigenous identity is a complex and at times political topic. From an Indigenous perspective, many view it beyond blood quantum, rather communities place the value the social relations with each other and the land. When meeting new people, one of the first things an elder might say to you, is ask you about your nation and family. It is not to mean any offense, often they are just trying to find out of there is a family connection (most Indigenous people have big families).

Understanding identity is an iterative process of continuous reflection and growth. One's life experience profoundly shapes their world view.

Expressing positionality in the classroom opens the door for in-depth cultural learning experience. When an Indigenous student can proudly says who they are and where they come from, as an indigenous educator, I am able to contextualize a bit of their background so I can find appropriate and authentic classroom resources that will not only benefit the Indigenous student but all students. Indigenous students want to learn about their stories, languages and culture. Below is an except from a grade 5 student who provided the land

acknowledgment at their schools Orange Shirt Day assembly.

"Hello, My name is Isla Little. I am of Mohawk and European ancestry. I am grateful for my Indigenous heritage and the teachings that were passed down to me. Queen Mary is located on the traditional territory of the Musqueam, Skwxwú7mesh, and Tsiel-waututh nations. I would like to express gratitude to the Coast Salish people for taking care of the land, animals, and waters so that we may thrive. Thank you, Nya weh, and huy chexw a.

Isla's positionality has provided me with enough information to further research her nation. My curiosity led me the story of the three sisters and some of the wonderful foods & knowledge that the Haudenosaunee people have shared with the world.

Sincerly,
B. Price
Indigenous Education

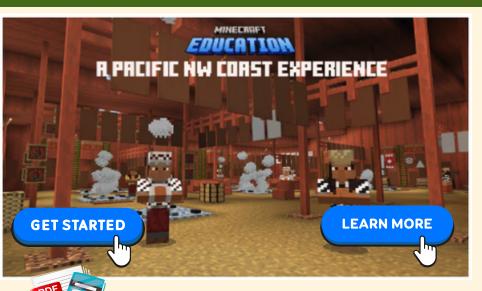
The Three Sisters recipe The Three
Sisters Story

squash

beans

Indigenous Education: December 2024

# Resource: Minecraft Education



Educational guide and Technical guide are provided



COMING SOON

Explore the rich histories and vibrant cultures of Indigenous peoples through three immersive Minecraft Education experiences, created by Logics Academy.

These unique learning adventures invite students to step into the worlds of the Bloodvein River First Nation, the kwikwəñəm (Kwikwetlem) First Nation, and Michif Minecraft, a Métis inspired world developed in partnership with Rupertsland Institute.

Each journey offers an authentic, interactive exploration of Indigenous landscapes, traditions, and heritage, fostering a deeper understanding and appreciation of these diverse cultures through the power of play and creativity in Minecraft Education.





Indigenous Education: December 2024

## Resource: Their Voices Will Guide Us

The National Inquiry's Final Report includes <u>231 calls to action</u>.

Answer the call: Calls for Educators: 11.1

We call upon all elementary, secondary, and post-secondary institutions and education authorities to educate and provide awareness to the public about missing and murdered Indigenous women, girls, and 2SLGBTQQIA people, and about the issues and root causes of violence they experience.

All curriculum development and programming should be done in partnership with Indigenous Peoples, especially Indigenous women, girls, and 2SLGBTQQIA people.

Such education and awareness must include historical and current truths about the genocide against Indigenous Peoples through state laws, policies, and colonial practices.

It should include, but not be limited to, teaching Indigenous history, law, and practices from Indigenous perspectives and the use of *Their Voices Will Guide Us* (Resource for K-12) with children and youth.





National Inquiry into
Missing and Murdered
Indigenous Women and Girls



Enquête nationale sur les femmes et les filles autochtone disparues et assassinées

STUDENT AND YOUTH ENGAGEMENT GUIDE

The Resource <u>Their Voices Will Guide Us</u> includes books lists, lesson ideas and themes to explore - such as these examples for younger years

- importance of family and community
- kinship names in Indigenous languages especially for women and girls
- interconnectedness
- identity
- respect for self and others
- role of women and girls in family and in the community

- role of men and boys in family and in the community
- role of two-spirit people in family and in the community
- impacts of devaluation of women, girls and children
- safety of girls
- seven generation teaching
- seven sacred teachings

## Resources: Kwakwaka'wakw/Ligwilda'xw

Did you know that there are **203** Indigenous communities in British Columbia. It is impossible to know each one of these communities, even from an Indigenous perspective. I can see how it can be challenging for many trying to find credible sources to support personal and classroom learning. I have compiled a short list of books, films, links and generic information on one of BC coastal nation. For access to authentic Kwakwaka'wakw & Ligwilda'xw K-12+ Resources please follow this <u>link</u>.

\*\*Sincerly\*\*, 13. \*\*Price\*\*

National Indigenous History Traditional Gifts asa (Potlatch) Potlatch over To give; during this ceremony, chiefs would share their family's history. ot latch ceremonies were banned by the anadian government What is a Potlatch ceremony petween 1885 and 1951! Potlatch ceremonies are a traditional gathering held by Many First Nations groups. For the Kwakwaka' wakw their history alive through People, the potlatch is used to mark every event of the witnessing and oral retelling of cultural and Spiritual practices. These and showing of the masks Sherwood Park Elementary Library Bulletin Board, June 2024

### Resource: Can Core Film Collection

Canada's largest
collection of Indigenous
Studies videos plus over
21,000 titles correlated to
all areas of the K-12
curriculum!

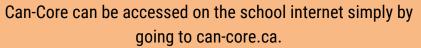


Fully bilingual streaming platform

Create and save playlists for teaching and student use

NEW content added weekly





Can-Core can be accessed from home by logging in with the following shared account:

User Name: sd44guest Password: LionsGate

Help - Canadian Core Curriculum On-Demand - www.can-core.ca



Additional help resources are available here:

### Helpful Protocols: Song Sharing

#### **Protocols for Song Sharing**

When it comes to sharing songs that belong to Indigenous peoples, they must follow sharing protocol. It's our responsibility to say the following information very clearly before sharing Indigenous songs:

- Who composed the song?
- Who/which family does the song belong to, including their Nation?
- Do you have permissions for sharing in their song? Who gave you permission?
- Context for singing this song the song's history or story is explained
- Are the circumstances for bringing out the specific song met? (ex. family and/or elders present, honorariums, etc)



Prayer Song

#### **Terminology matters: Gifted vs. Shared**

The word 'gifted' implies an exchange of ownership. To be gifted a song implies that you are now the rights holders to the song and are in charge of it's use and protection.

Typically, this honour is reserved for family members of the composer.

The word 'shared' is more appropriate in the case of Chief Dan George's *Prayer Song*.

This song's use and protection does and will continue to reside with the George Family.

We are grateful to the George Family, as they share *The Prayer Song* with us.

#### Changing/Altering the song

Making changes or altering an Indigenous song without consent is a form of cultural appropriation. Songs reflect a part of Indigenous oral history. We know who we are because our history and culture is passed down exactly as it always has for generations.

