

Indigenous Education

North Vancouver School District



Jesse Wentle presents the keynote address on May 5th at the District wide Pro-D Day

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.



What's happening

Moose Hide Campaign Day - May 15th 2025

- Education website: [\[Link\]](#)
- Lesson Plans (Early years, Middle years, Later years, French language) [\[Link\]](#)
- Ordering Moose Hide Pins [\[Link\]](#)
- FAQ [\[Link\]](#)
- Download digital resources (posters, signs, handouts) [\[Link\]](#)



MOOSE HIDE
CAMPAIGN
CAMPAGNE
MOOSE HIDE

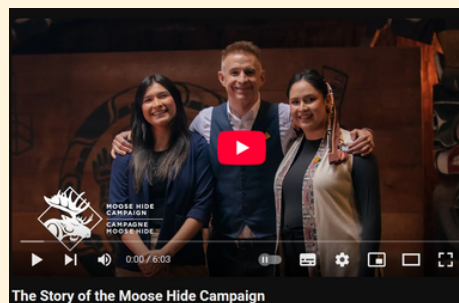


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We would like to thank the Coast Salish people, specifically the Skwxwú7mesh (Squamish) Nation and səlilwətaʔ (Tseil-Waututh) Nation, whose unceded traditional territory the North Vancouver School District resides on. We value the opportunity to learn,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

What's Happening: MMIWG2SQIA+



MMIWG Slides for
In-classroom learning
& discussions



National Inquiry into
Missing and Murdered
Indigenous Women and Girls

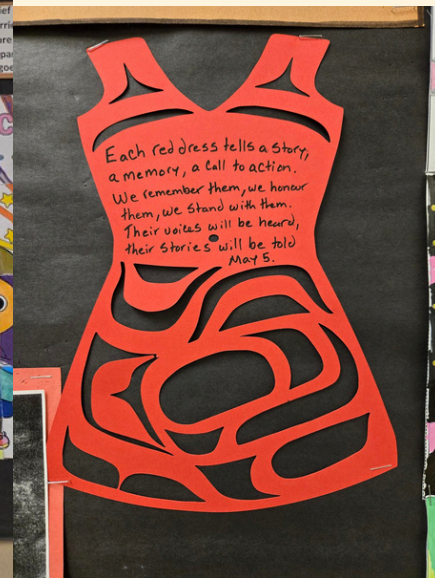
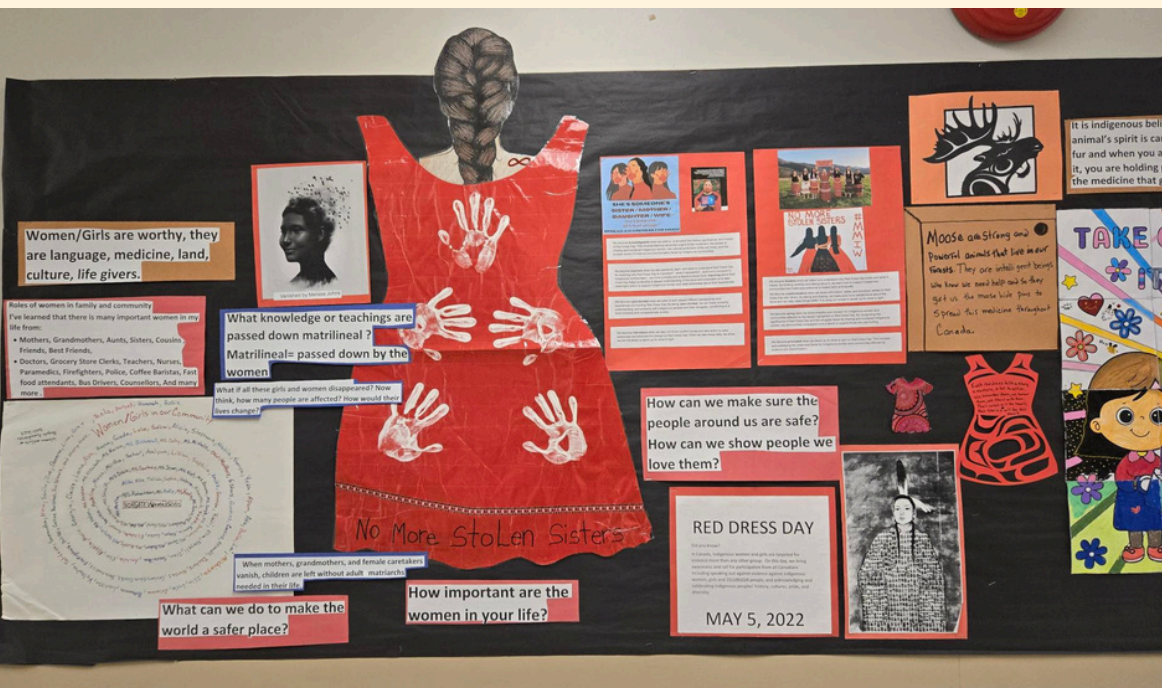
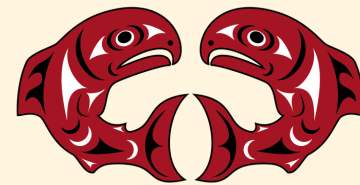
Call of Action: 11.1.

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.



What's Happening: MMIWG2SQIA+

Norgate Xwemélch'stn Community Elementary School

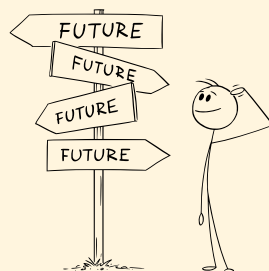


What's Happening: Community Events

**THE FUTURE
IS BRIGHT**

Career Zone

2nd floor, 1256 Granville Street
Vancouver, BC V6Z 1M4



**INDIGENOUS
CAREER FAIR**
at Career Zone

Friday, May 9 | 1 PM–2 PM: Early access for CZ Clients & PWD
2 PM–4 PM: Open to all job seekers



**Mother's Day
Traditional Powwow**
May 9th - 11th

Presented By:  METRO VANCOUVER
ABORIGINAL EXECUTIVE
COUNCIL  Saxlin Lelum

Volunteers Needed! email
mdtpvolunteers@gmail.com
or Scan QR Code to Register



We are honoured to be hosting our PowWow on the unceded traditional territories of the x*maOk*alam (Musqueam), S[w]wú7mesh (Squamish), and satilwata* (Tseit-Waututh) Nations



Trout Lake Community Centre
John Hendry Park
3360 Victoria Dr, Vancouver, BC V5N 5X2

Announcements

Upcoming Days of Significance of 2025

- May 5th: Red Dress Day
- May 9th -11th -Annual Mother's Day Powwow Trout Lake
- May 10th: Bear Witness Day
- May 15th: Moose Hide Campaign Day
- May 21st-UNESCO World Day for Cultural Diversity
- May 21st -National Day of First Nation Fishing Rights
- June 1st -30th Indigenous Peoples Month

MMIWG2S



UBC Research Guide

Also see resource in
this flyer: *Their Voices
will Guide Us*

UBC hosts the 2025 Indigenous Math Education Symposium

FROM STARS ABOVE TO WATER BELOW:

Indigenous Stories of STEM Education for Mathematical Flourishing
May 13 and May 20, 2025 (Virtual)

Registration is NOW Open!



design: Billy Yovanovich

Contact: indigenous.matheduc@ubc.ca

The skies hold stories, the Elders say. Looking up, maybe you've experienced the Northern Lights as Spirits dancing across the winter sky? Or perhaps you've seen the Northern Lights as "Ancestors Checking in" as painted by Haida artist Billy Yovanovich? Across cultures and millennia humans have looked to the skies, stars, moon and sun for spiritual connection, guidance on living a good life, and direction for navigating across time and place.

Indigenous astronomy offers stories, not of a static sky, but one full of multiple dimensions that help guide relationships between humans and more-than-human worlds. It binds water, stars, land, humans and more-than-humans with the cycles of sky movements and rhythms of the celestial sky. And all of this is linked to practices of living well with each other and Earth.

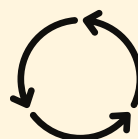
This year's theme – From Stars Above to Water Below: Indigenous Stories of STEM Education for Mathematical Flourishing – embraces connections between Indigenous astronomy, STEM (Science, Technology, Engineering, Mathematics) education, water as life-worlds, and Indigenous stories.



The Indigenous Mathematics
K-12 Network



Webinars



Past Symposiums



Indigenous Math
Resources

Announcements



INDIGENOUS YOUTH SPORT LEGACY FUND - GUIDELINES

Deadline: Applications will be accepted until 11:59pm PST on **May 31st, 2024**

OBJECTIVE:

The Indigenous Youth Sport Legacy Fund was created to assist amateur athletes of Indigenous ancestry, including athletes with a disability or disabilities, in their pursuit of excellence in sport. The grant seeks to relieve some of the financial costs associated with high performance sport, including registration, travel, equipment, and coaching expenses. Grants are awarded to athletes competing in any sport, with priority given to athletes participating on regional, provincial, and national teams.

This fund was established as one of the shared legacies of the agreement between The Province of British Columbia, Squamish Nation, Lil'wat Nation, and the Vancouver 2010 Bid Corporation.

The IYSLF fund is funded by the Province of BC and administered through viaSport British Columbia in partnership with the West Vancouver Community Foundation since 2014.

WHO CAN APPLY:

Applicants eligible to apply must be:

- A Canadian Citizen or Permanent Resident of Canada
- Of Indigenous ancestry
- Between 13 and 30 years of age at the time of application
- Currently living and training in B.C. (exceptions may be made in cases where an applicant is required to reside elsewhere for training purposes)
- Able to demonstrate a strong history of participation in amateur sport and a demonstrated potential to achieve provincial level (or higher) performance results

HOW TO APPLY:

Applications for funding will only be accepted online. Please find your desired grant and fully submit an application form via the following link:

<https://viasportgrants.smapply.io/>

If you have applied for any grants through our online portal before, please use your existing account. Applications must be received by 11:59pm PST on **May 31st, 2024**

CONTACT:

If you wish to discuss your proposal and its eligibility prior to applying, please contact: Grants at viaSport BC

Phone: 778-655-1756

Email: grants@viasport.ca

Announcements

Financial and Entrepreneurial Foundations Mini Program

UBC SAUDER
SCHOOL OF BUSINESS



JA
British
Columbia

Member of
JA Canada



PROGRAMS FOR
INDIGENOUS
LEARNERS



March 11 - 9:45-2:00 - Kick off Event at NVSD 5th floor

April 16 and 23 - 12:00 -3:00 - JABC workshops at NVSD 5th floor

May 21 - 9:45-2:00 - Wrap Up at UBC

See your school's Indigenous support teacher for consent form

Explore the potential of running your own business! Through an exciting field trip to Sauder School of Business at UBC, workshops on financial literacy and business foundations, and inspiring sessions with Indigenous entrepreneurs, you will gain valuable insights on skills needed to be successful! Do not miss this chance to be part of a four-day journey that may lead you to join a 16-week Entrepreneurship Certificate Program in the 2025/2026 school year. We look forward to welcoming you to a program that can shape the leaders and innovators of tomorrow!

Open to Indigenous, Metis and Inuit students in grade 9-12

**TOPICS INCLUDE: PERSONAL FINANCE, ECONOMICS OF
SUCCESS AND DOLLARS WITH SENSE**

TO LEARN MORE: Contact Jennifer Kinakin
NVSD District Career
Coordinator
jkinakin@sd44.ca


**North Vancouver
School District**
the natural place to learn

Announcements



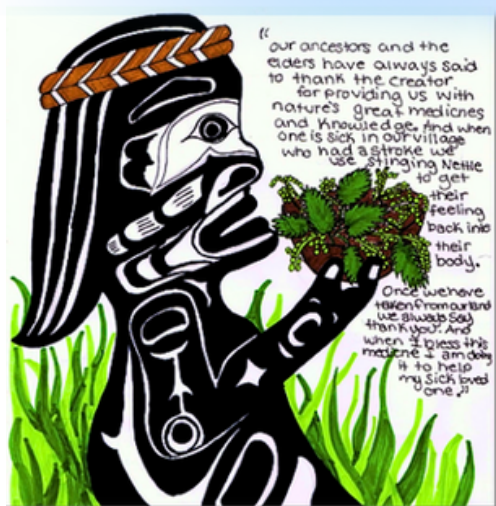
PHOTO, VIDEO & ART CONTEST FOR CANADIAN INDIGENOUS YOUTH



Celebrating the rich cultural & heritage traditions of Indigenous people, FORED sponsors this annual contest with cash prizes for Indigenous youth.

Theme: **Traditional Knowledge & Medicine** Prize: **4 x \$150 prizes** with at least one national winner. *Group work shares prize.* 💰

DEADLINE:
MAY 23, 2025



Interview a local elder about homemade salal tea on video? Creativity of all kinds is welcomed.

Contest Details: Please submit entries via the easy entry form on our website. <https://www.foredbc.org/traditional-knowledge-contest> Entries may also be mailed to the address at bottom.

- Eligibility: **youths aged 5-18 of First Nations, Inuit, Métis, or self-declared ancestry.**
 - Participants must include **their name, band affiliation/ancestry, home address, phone & email address, parent & teacher contact, grade & school** on [website entry form](#) or with mailed entries.
 - Please include a brief description of how your artwork relates to traditional knowledge and medicine. **DEADLINE: May 23/25**
- All original artistic work accepted: i.e. pencil, crayon, paint, mural, collage, photos, animations, videos etc. (.jpg, .pdf, .png, .mp4, .MOV). **Minimum image size 2MB.** Videos must be less than 3 min. **Please have someone take a photo of you with your artwork if possible.**
 - By entering, winners agree their names & entries can be published in local & social media, or displayed on BC Ministry of Education sites for Indigenous People's Day, June 21, & our [website](#).
 - All entrants qualify for complimentary, honorary youth membership. No commercial use of entries.
 - **Mailed entries won't be returned. Only winners will be notified.**
 - See how Indigenous volunteer mentors integrate traditional knowledge into natural resources practices on our [YouTube](#). **Follow us on social @foredbc.**
 - Complimentary teacher & youth activities by age group on Indigenous culture available [here](#).

Questions? Email education@foredbc.org.

FORED BC is a charitable association established in 1925. We work with volunteers on community-based sustainability projects. We thank our generous donors; the Province of BC & the Vancouver Foundation.



#213 - 4481 W.10th Ave. Vancouver, BC V6R 4R8
P: 604-737-8555 E: info@foredbc.org W: foredbc.org



Support balanced **education** about our **environment** & sustainable **natural resources**. Trusted since 1925.



Editorial Reflection: Indigenous Sense of Time



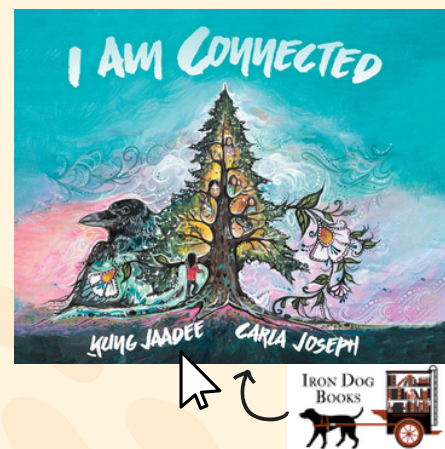
Upcoming Topics:

- Time Immemorial 
- Canada's 157 years 
- Patience and Time



Time Immemorial [\[Link\]](#)

Definition: a time before and beyond memory. You may have heard an Indigenous person use this phrase in reference to some of the following: referencing Oral Traditions, Land Title, Rights and Claims, and Cultural Identity. Indigenous peoples have ties to all these for as long as before memory and records existed.

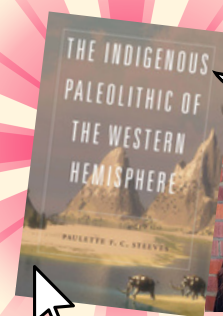


14,000 (+?) years of History

- Heiltsuk Territory is home to one of the oldest settlements in North America.
- Heiltsuk Oral Stories describe the history and origin of the Nation on the land. Found archaeological evidence of population and settlement date back 14,000 years ago. This evidence supports information from Heiltsuk Oral Traditional stories.
- This evidence is three times as old as the Great Pyramid in Giza.
- It affirms that Indigenous people lived in the area prior to the dates provided from the Bering Land-Bridge Theory.
- It opens discussion for alternate theories regarding time



CBC Radio episode - 54 min
Decolonize racism in Archaeology



Canada's "emerging" history

Two pitfalls
of Canadian
time



Canada's "long" history

157 years of settler-colonial national history
(Canadian Confederacy 1867)

528 years of European settler-colonial history
(J. Cabot's 1497 sailing)

Canada's "new/emerging history" or "a country without history" is an erasure of Indigenous History and their deep ties to this land. Value Indigenous history by learning more about the land we occupy. [\[Link\]](#)



- Alice's Adventures in Wonderland
- Elevators
- Aerosol dispensers 
- 4-wheeled roller skates 

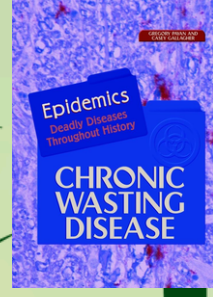
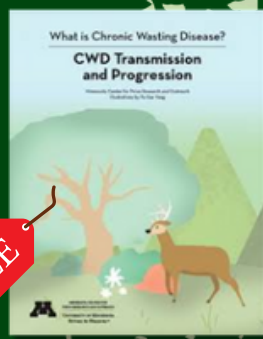
We freely explore the rich history of time through a Western European lens, but we can and should value the rich and LONG history of the people of the land we're on today.

Sincerely,
J. Nielsen
Indigenous Education

Researched &
Assembled by
Indigenous students
@ Sherwood Park

YOUTH COLUMN

THE UNDEAD DEER



Q & A

Q: What is CWD?

A: Chronic Wasting Disease

Q: Can humans catch CWD?

A: *The hasn't been any reported cases... yet!*

Q: Can we still eat the meat from animals that test positive with CWD?

A: *No, it's not recommended.*

- Thinness
- Stumbling
- lethargic
- eating less
- lacking the fear of people
- Isolated from herd
- always fatal



**Drooling,
Droopy head
& ears**



- [BC Conservation officer](#)
- [CWD-Province of BC](#)
- [BC Centre for disease control](#)
- [BC Wildlife Federation](#)



ZOMBIE

Deer in British Columbia

Resource: Minecraft Education



Educational guide and Technical guide are provided

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 kwikwəłəm (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.



Resource: Their Voices Will Guide Us

The National Inquiry's Final Report includes [231 calls to action](#).

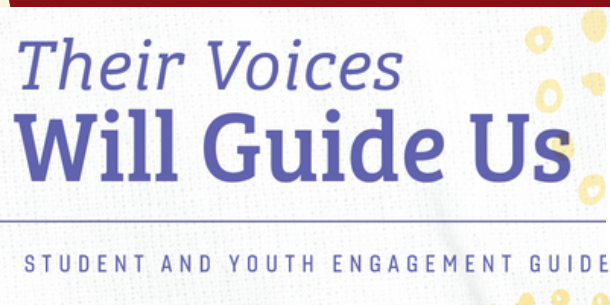
Answer the call: Calls for Educators: 11.1

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.

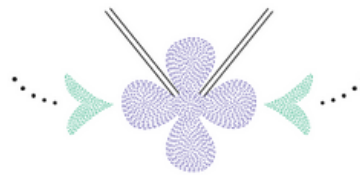
All curriculum development and programming should be done in partnership with Indigenous Peoples, especially Indigenous women, girls, and 2SLGBTQQIA people.

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 autochtones
disparues et assassinées

The Resource [Their Voices Will Guide Us](#) 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

For Consideration

Building strong relationships between students and educators and students and their learning

Social-Emotional Learning Trauma-Informed Practice

A NECESSARY PART OF TEACHING

Generational Trauma

The legacy of Residential School affects Indigenous people and communities to this day.



Colonial perspectives still dictate how Canadian society understands and operates on a day to day basis.

Resilience

We build resilience by building and maintaining healthy and caring relationships.

Create a safe space emotionally, mentally, physically, and spiritually. These are essential for a sense of belonging and inclusion.

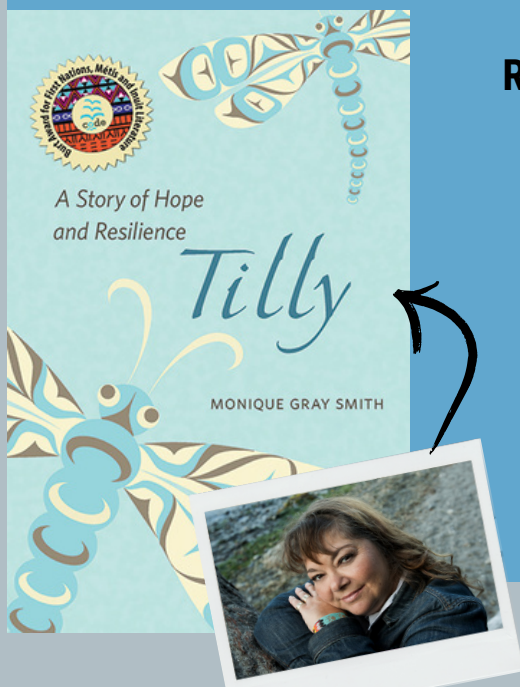
Healing

Revitalizing culture, language and traditions. Valuing our connection to the land and environment.



Responsibilities to understand the following:

- Indigenous people carry trauma
- School and education are the sites of trauma for many families
- We are in the process of building caring relationships
- Our actions will dictate the lasting future
- Love is medicine - We don't have to make life harsh or hard to "prepare youth for the 'real' world"

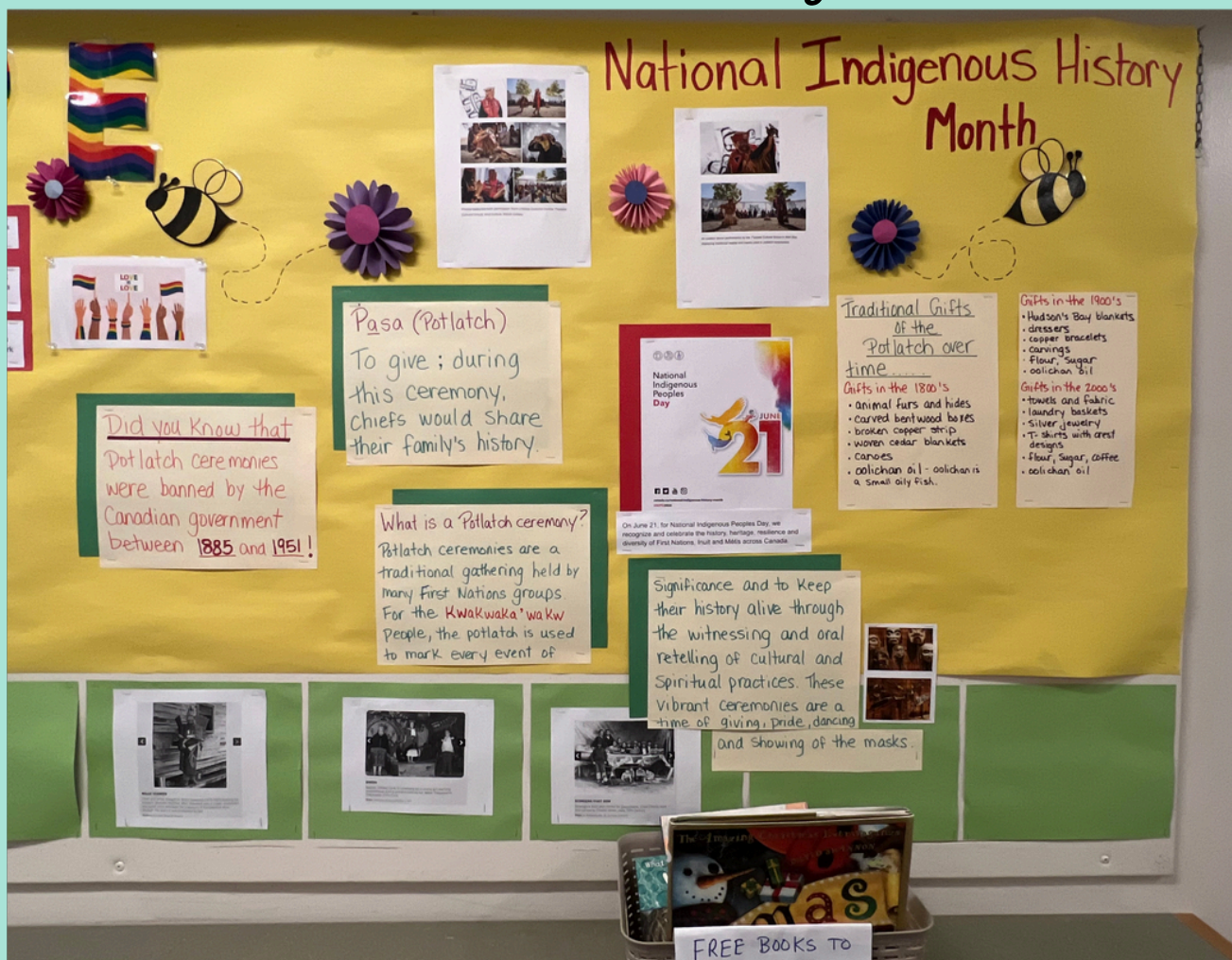


Monique Gray Smith - (Cree/Lakota) - Author, storyteller, speaker, and educator for hope, resilience, education and wellness.

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 [link](#).

Sincerely, B. Price



Sherwood Park Elementary Library Bulletin Board, June 2024

Resource: Indigenous Representation



Sonja Nahanee creates Coast Salish woven regalia for Barbie Dolls

Dolls and Indigenous Regalia

Sharing Knowledge

Sonja Nahanee, North Van District ISW and amazing weaver shows her work, "Here is something I have been working on for the last month. I wanted a physical representation of the regalia we would use pre-contact. The woven full dress is more contemporary and modern. This will be a great teaching tool for the children."



Reflection

How is it different, engaging with regalia on a doll versus regalia at a museum?



Join the conversation

Indigenous perspective on Indigenous representation with Barbie, the dolls, the franchise and the movie.



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 on the school internet simply by going to can-core.ca.

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

User Name: **sd44guest** Password: **LionsGate**

Additional help resources are available here:

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

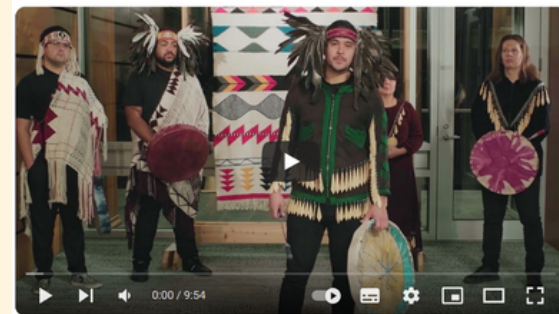


Helpful Protocols: Song Sharing

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)



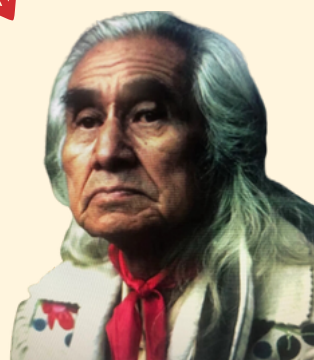
Prayer Song

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 its 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.