



Integrating Authentic First Peoples' Content

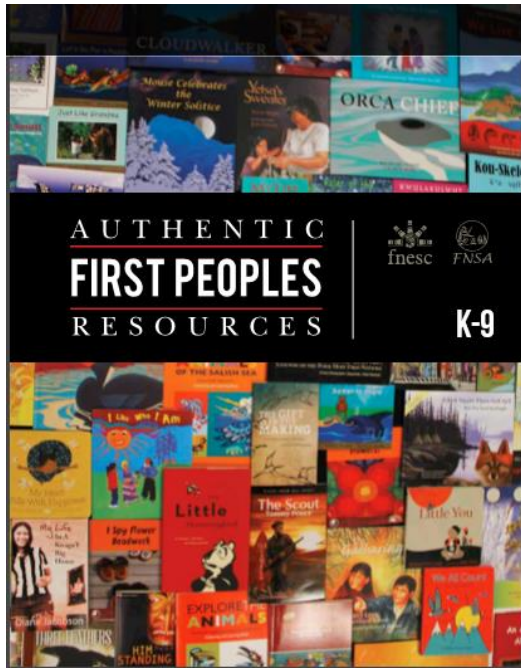
Table Introductions

- ▶ Choose one photo that interests you or peaks your curiosity.
- ▶ Once everyone has a photo, take turns introducing yourself
 - Name
 - Where you are from
 - Role in education
- ▶ And then explain what drew you to that picture .

First Nations Education Steering Committee

- 111 member First Nations
- Independent non-profit society
- Works on behalf of First Nations to achieve quality First Nations education for all First Nations learners in BC, both on- and off-reserve, since 1992
- Provides administrative services to the First Nations Schools Association (FNSA), Indigenous and Adult Higher Learning Association (IAHLA)

Authentic First Peoples Resources for Use in K- 9 Classrooms



- Created to support BC school teachers to make appropriate decisions about which First Peoples resources might be appropriate for use with students
- **Annotated listings** identify currently available authentic First Peoples texts that students can work with to meet provincial standards related to literacy as well as a variety of specific subject areas.

Student Profile

- ▶ 62,763 self-identified Aboriginal students are in the public school system (11.2% of the public school population).
- ▶ Of those students... 8,812 are First Nations students on reserve (and in public schools).

▶ Source: HAWD 2013-2014

- ▶ 4699 students in First Nations Schools



Note:



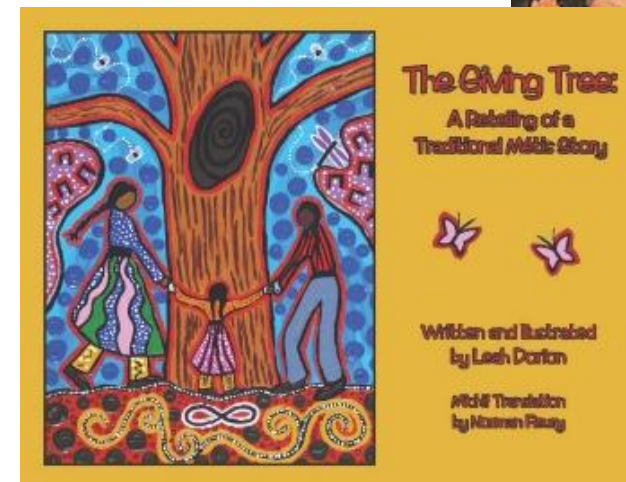
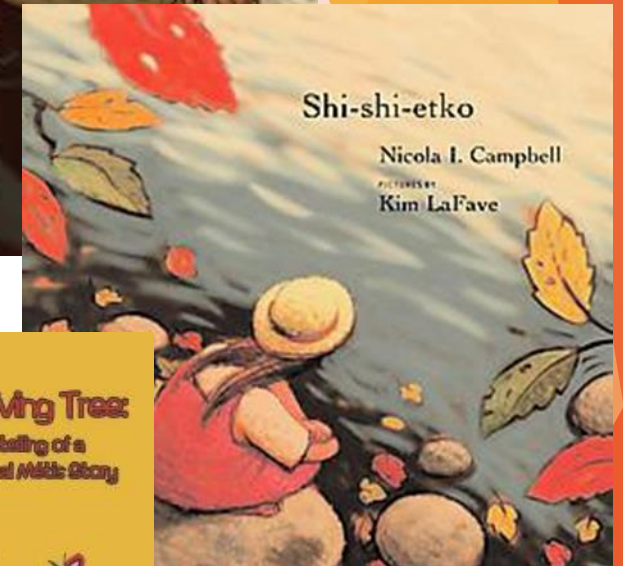
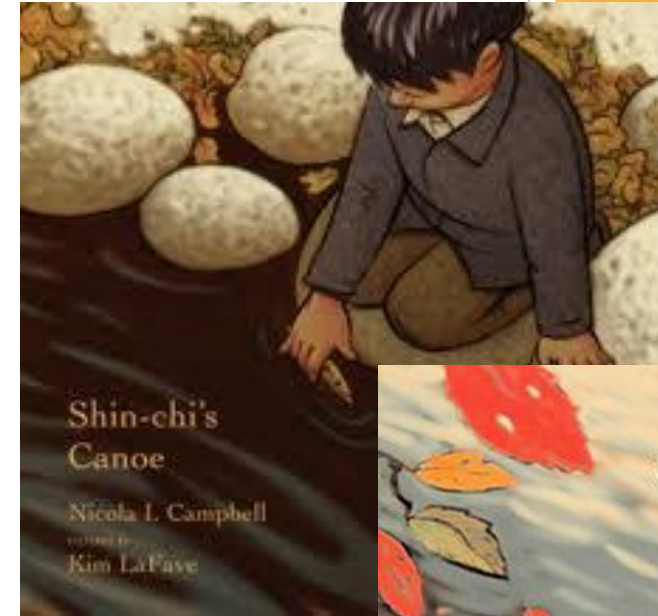
- ▶ *Written texts are only a part of a valuable education experience.*
- ▶ *The inclusion of oral and visual text is a necessary and valuable aspect of learning.*

Authentic First Peoples texts are historical or contemporary texts that:

- present authentic First Peoples voices (i.e., are created by First Peoples or through the substantial contributions of First Peoples)
- depict themes and issues that are important within First Peoples cultures (e.g., loss of identity and affirmation of identity, tradition, healing, role of family, importance of Elders, connection to the land, the nature and place of spirituality as an aspect of wisdom, the relationships between individual and community, the importance of oral tradition, the experience of colonization and decolonization)
- incorporate First Peoples story-telling techniques and features as applicable (e.g., circular structure, repetition, weaving in of spirituality, humour)

Includes:

- ▶ Detailed Information about resources
 - ▶ “Reading Level(s)”
 - ▶ Curriculum Links
 - ▶ Themes/Topics
 - ▶ Description
 - ▶ Additional Text Features
 - ▶ Cautions
- ▶ Index
- ▶ List of Publishers /Distributers



Dreaming in Indian

BC

AUTHOR, EDITOR, OR COMPILER

Lisa Charleyboy, *Tsilhqot'in*, and Mary Beth Leatherdale (eds.) with multiple Indigenous contributors

ILLUSTRATOR

PUBLISHER

Annick Press

READING LEVEL 8 – 9

CURRICULUM AREAS

- ▶ English Language Arts
- ▶ Arts Education (Visual Arts)

THEMES & TOPICS

youth perspectives, identity, popular culture

PUB DATE 2014

PAGES 128

DESCRIPTION

This anthology of artwork, writing, photographs shatters commonly held stereotypes and challenges readers to rethink their own place in the world. Emerging and established Indigenous artists, including acclaimed author Joseph Boyden, renowned visual artist Bunky Echo Hawk, and stand-up comedian Ryan McMahon, contribute thoughtful and heartfelt pieces on their experiences growing up Indigenous, expressing them through such mediums as art, food, the written word, sport, dance, and fashion.

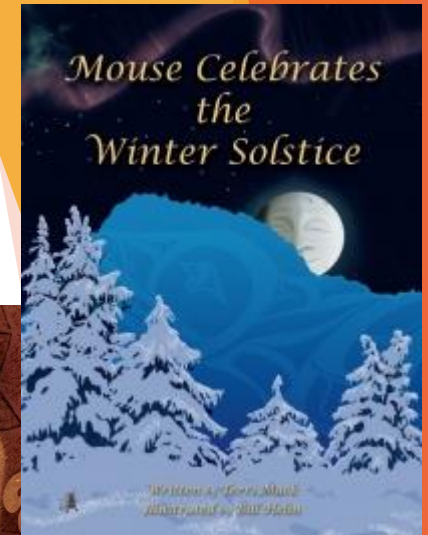
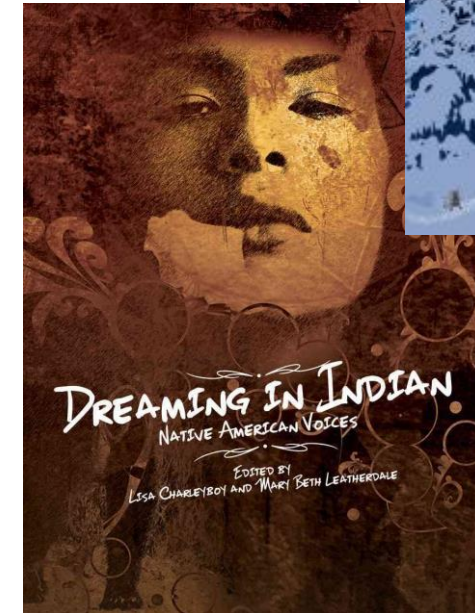
Sample Entry

Choosing and Using Resources in the K-9 Guide

The “reading level” identified within each annotation based on the professional opinion of the evaluating teacher(s).

Numbers denote suggested grade level(s).

- ▶ Teachers are encouraged to treat these “reading level” designations as guidelines only, recognizing that resources can also be used as read-aloud texts with younger grades, or for various other teaching purposes with older grades.



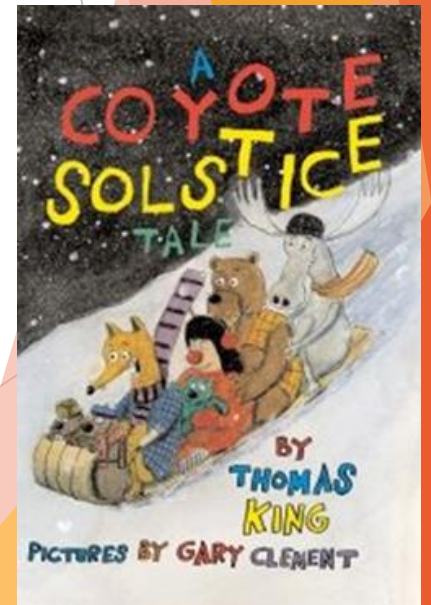
Choosing and Using the Resources in the K-9 Guide

- ▶ The “**subject area**” designation provided for each annotation is a guideline only, identifying the **most obvious curriculum connections to the book’s content**.
- ▶ You may find additional curricular applications for many of these resources. For examples:
 - illustrations in picture books can be studied from a visual arts perspective
 - stories can be used as readers’ theatre or other drama forms in drama classes
 - bilingual books can be used in Indigenous languages classes

Choosing and Using Resources in the K-9 Guide

Inclusion of a resource in this guide is an indication that it meets criteria for designation as an authentic First Peoples text; however, there may be caveats associated with using it in the classroom.

Where aspects of the text might make it unsuitable for certain purposes or require you to help interpret, explain, or qualify content issues for students, this has been indicated by means of “**Caution**” notes provided as part of the annotation.



Resource Use Approvals (Public Schools)

The resources listed in this guide were reviewed under the auspices of FNEESC, not the Ministry of Education, and consequently do not necessarily carry provincial “recommended” status. Teachers in the K-12 public school system are reminded that resources used in the classroom must be either

- provincially recommended resources (ERAC)

OR

- resources that have been evaluated through a local, board/authority-approved process.

Teachers may consequently need to check that the resources they wish to use meet one or other of these requirements.

Note: The Ministry no longer recommends resources. Many school districts have their own process and/or rely on the Educational Resource Acquisition Consortium (ERAC)
<http://www.bcerac.ca/>

“What about....”

▶ ...non-authentic texts? What do we do with them?

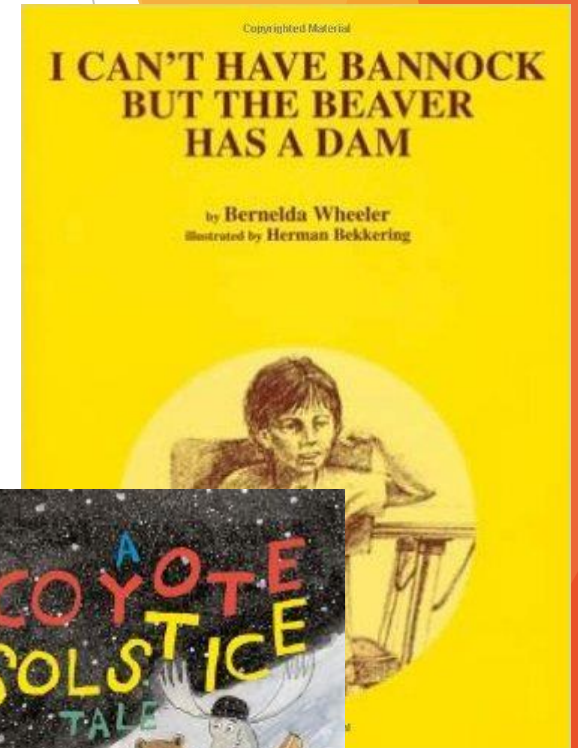
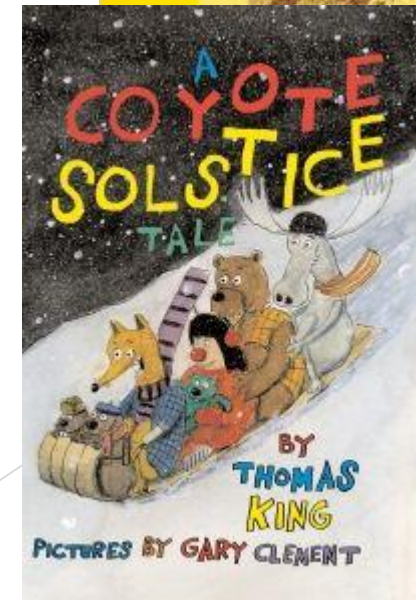
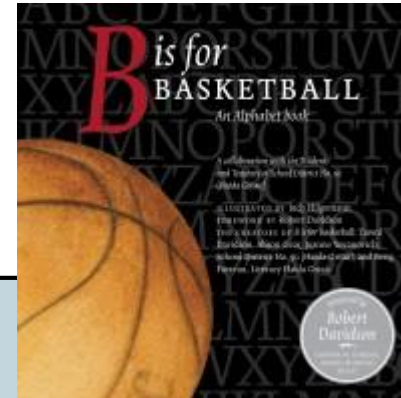
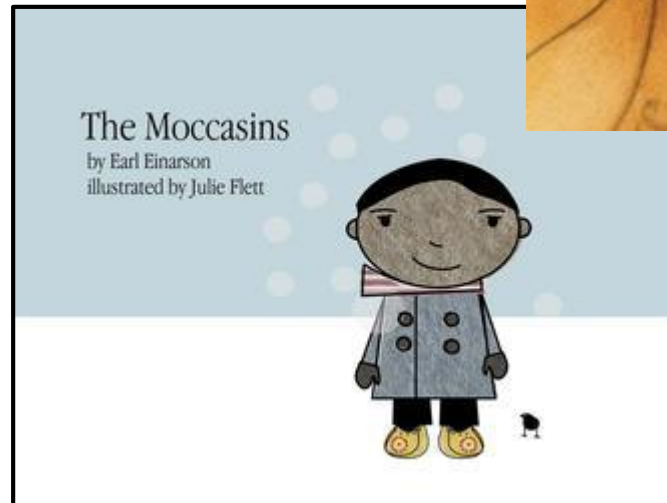
▶ Questions to consider?

- Are they respectful toward First Peoples?
- Do they engage learners?
- Do they avoid appropriation?

Authentic First Peoples Resources K-9

“Scavenger Hunt”

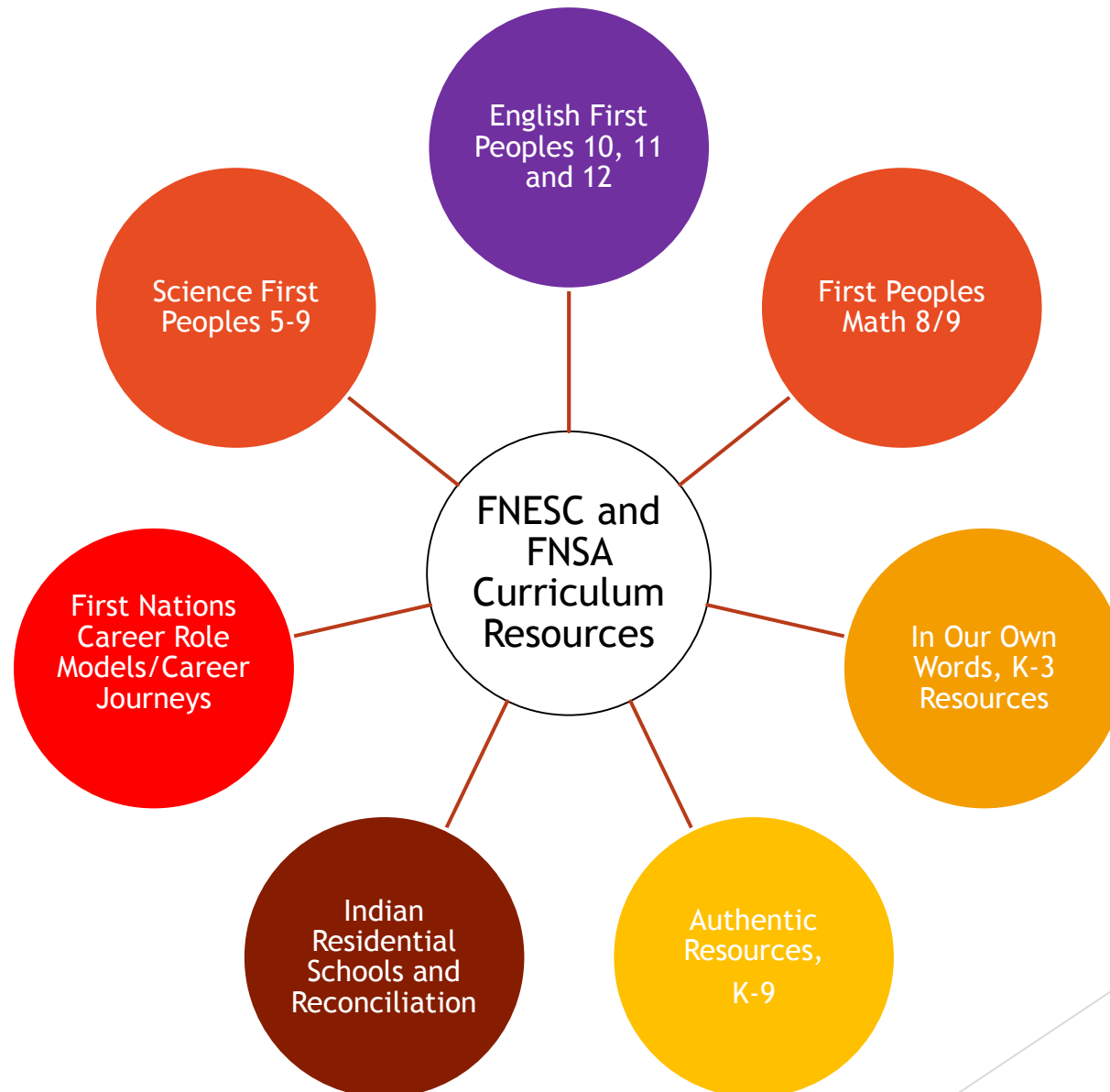
- Answer the questions on the handout and submit completed forms for a prize.



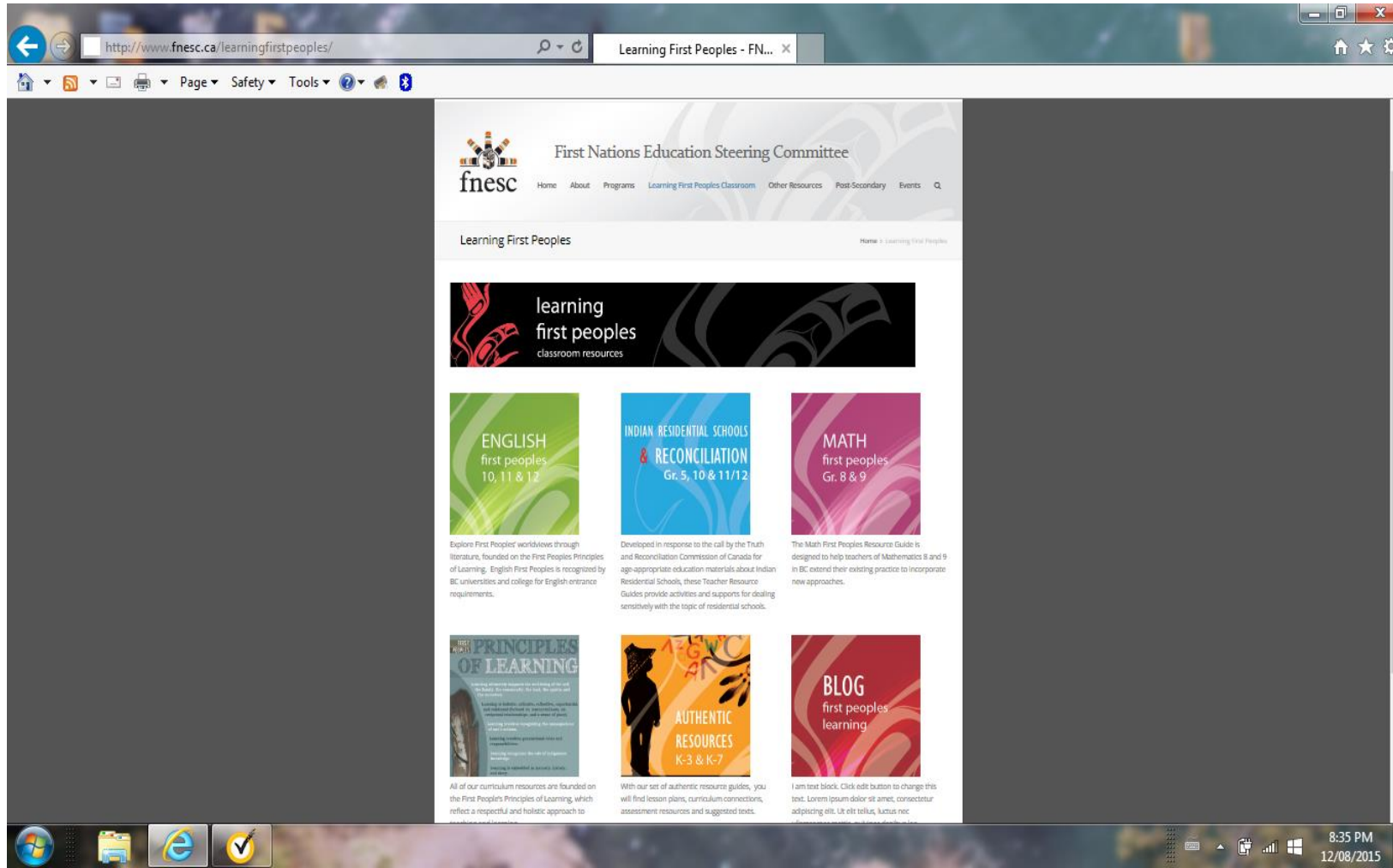


BC Curriculum Resource Support with FNEESC/FNSA

Curriculum Resource Support for Classrooms



First Peoples Curricular Resources (www.fnesc.ca)



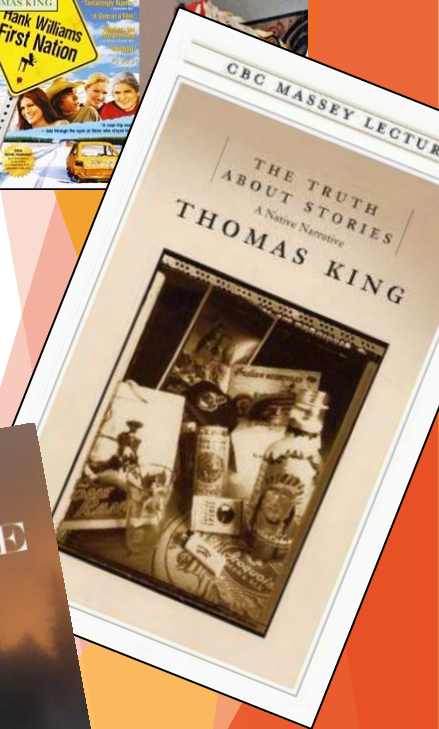
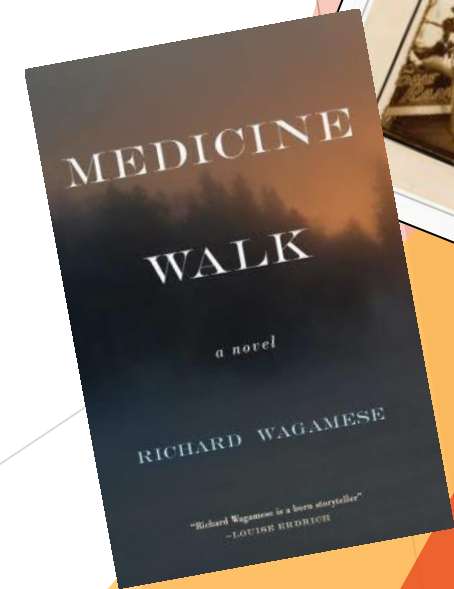
Math First Peoples Grades 8/9

- Designed to support teachers extend existing practice in Math 8/9 to incorporate new approaches that make the BC school system more responsive to First Peoples cultures, and improve overall levels of student success.



English First Peoples 10, 11, and 12

- Focuses on the experiences, values, beliefs, and lived realities of First Peoples in BC, in Canada, and around the world as evidenced in various forms of text, including oral story, speech, poetry, dramatic work, dance, song, film, and prose
- Presents authentic First Peoples' voices (i.e. historical or contemporary texts created by, or with, First Peoples)
- Currently being revised/updated to reflect changes to BC EFP 10-12 curriculum

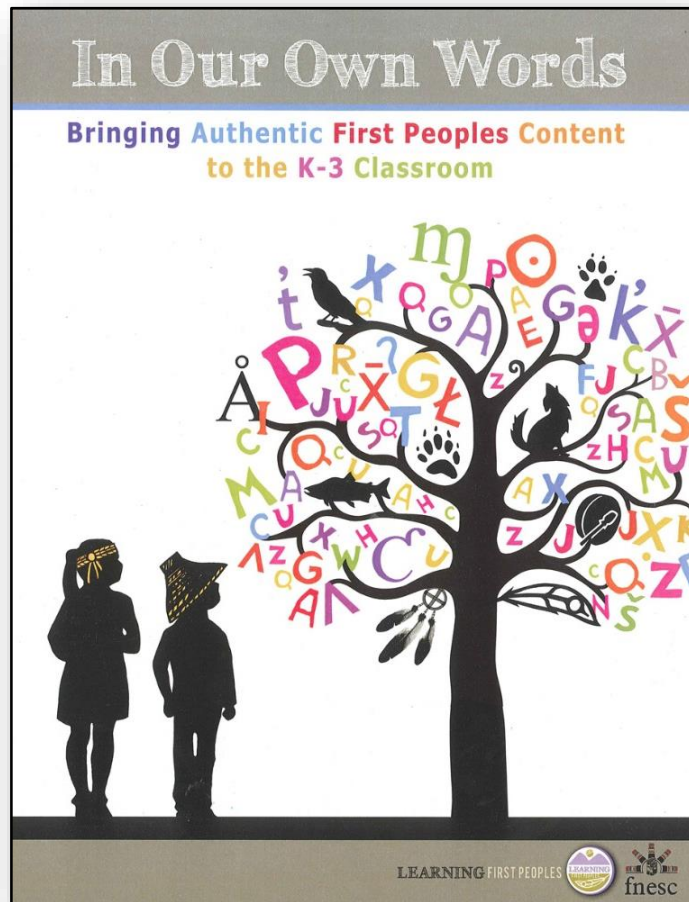


Residential Schools and Reconciliation Teacher Resource Guides

- Grades 4/5, 10, 11 and 12
- Response to TRC Recommendations
- Guided by First Peoples pedagogy
- Complements the BC provincial curricula
- Are available free of charge on-line



In Our Own Words – Bringing Authentic First Peoples Content to the K-3 Classroom

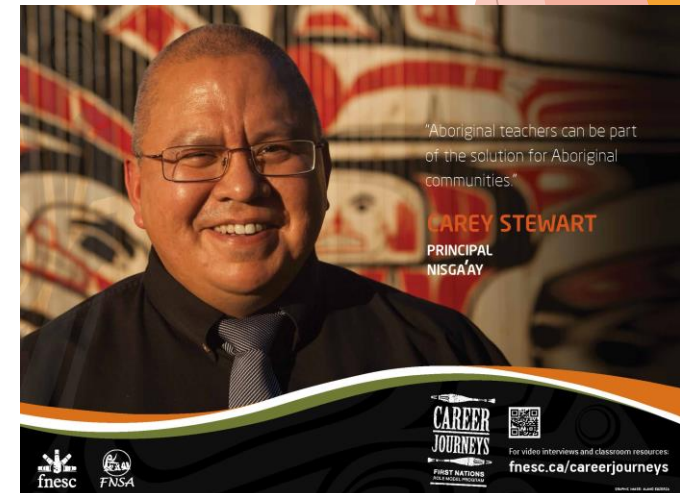


- Provides an array of lesson and unit plans, ideas and suggestions that can be applied in whole or in part to incorporate First Peoples content into a K-3 classroom.
- Can easily be adapted for other grades.

First Nations Career Role Model Resources

Goal: inspire and expose youth to a variety of rewarding careers, and provide them with basic tools for planning their potential career choices.

- ▶ **A video series** of interviews with First Nations Career Role Models: Elders, educators, leaders and students, conducted on location in BC communities
- ▶ A series of posters based on videos
- ▶ Parent/student and teacher handbooks



BC Authentic First Peoples Resources for Use in *K- 9* Classrooms



- Created to support BC elementary school teachers to make appropriate decisions about which First Peoples resources might be appropriate for use with students
- **Annotated listings** identify currently available authentic First Peoples texts that students can work with to meet provincial standards related to literacy as well as a variety of specific subject areas.



Science First Peoples 5-9 Teacher Resource Guide

Provide educators with resource to support increased integration of First Peoples (unappropriated) knowledge and perspectives into classrooms and schools

▶ Launch - Fall 2016

▶ Pilot Teach Comments:

- “Great cross-curricular links”
- “Powerful way to integrate Aboriginal education into science classes”
- “Loved the layout. Easy to integrate inquiry and transdisciplinary approaches”
- “Holistic approach”
- “Improved own understanding of First Peoples”
- “A lot of valuable information that does not seem to be available elsewhere”
- “Worldview pieces were clear and concise without being reductive”
- “Recommended visuals (books, videos) allow for significant adaptation”
- “Resource led to rich conversations amongst colleagues”
- “Powerful document”

Learning First Peoples Blog

<http://www.fnesc.ca/lfpblog/>

► Purpose:

- Serve as a forum to share strong FP resources across the province.
- Educators can submit resources in various curricular areas.
- Various resources will be highlighted each month.



First Nations Education Steering Committee

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For All Resource Guides: Respectful Inclusion of Local Community

- Community resources are an integral part of the EFP classroom.
- Respects local knowledge.
- People are sometimes the only available source of oral texts.

Respectfully Integrating (non-appropriated) Local First Peoples' Content

At your tables, discuss how schools/districts/teachers can connect with local First Nation community (or Aboriginal organization).

- How?
- Who?

Are there already established processes?

What is important to know/remember regarding:

- Respectful and reciprocal interactions?
- “Ownership” of local knowledge?

Record your ideas and post on wall.

Check out
Thompson's
**Framework for
Designing
Indigenous
Science
Resources** rubric
in FNSC's *Science
First Peoples*
TRG.

