

Introduction

Overview

This Teacher Resource Guide is intended to support students and teachers of BC First Peoples 12. It is one in a series of teacher resources developed by the First Nations Education Steering Committee and the First Nations School Association to bring relevant and appropriate learning materials to teachers in all BC schools, including First Nations, public and independent schools.

This guide is intended in part to address the Calls to Action of the Truth and Reconciliation Commission, particularly the call to “integrate Indigenous knowledge and teaching methods into classrooms” (clause 62) and “build student capacity for intercultural understanding, empathy and mutual respect” (clause 63).

The focus of the guide is on holistic, student-centered learning. It has nine theme units which provide students and teachers opportunities to develop their own learning activities with an emphasis on local First Nations and other First Peoples living in their region.

Goals of the Teacher Resource Guide

- Contribute to Reconciliation for all by building a greater understanding of the skills, knowledge and perspectives of First Peoples for all students.
- Build an understanding of the relationships – and responsibilities inherent in those relationships – within Indigenous societies, between Indigenous societies, and with other Canadians.
- Enhance the study of First Peoples in BC to support understanding of the unique and rich past and present contexts of First Peoples in BC.
- Support teachers and students to actualize the BC First Peoples 12 curriculum by providing relevant resources and suggestions for teaching and learning.
- Encourage and support the respectful development of local First Nations curricular resources.
- Support students’ capacity to conduct their own inquiries into various topics related to, and concerns of, First Peoples in BC.

First Peoples Pedagogy

These learning resources are founded on the First Peoples Principles of Learning. They are guided by the recognition of ways of learning inherent in First Nations' worldviews. While each First Nation has its own unique identity, values and practices, there are commonly held understandings of how we interact and learn about the world.

First Peoples Principles of Learning

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of Indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

These principles were first articulated by a diverse team of Indigenous educators, scholars and Knowledge Keepers during the development of English 12 First Peoples.

In respect of these principles, this guide includes activities that:

- are learner centred
- are inquiry based
- are based on experiential learning
- emphasize an awareness of self and others in equal measure
- recognize the value of group processes
- support a variety of learning styles

The activities are based on the principles which reflect a respectful and holistic approach to teaching and learning.

For more background and information, see the website *First Peoples Principles of Learning*, <https://firstpeoplesprinciplesoflearning.wordpress.com/>

Using the BC First Peoples 12 Teacher Resource Guide

The guide is intended to help facilitate the respectful and meaningful inclusion of Indigenous knowledges and perspectives into the BC classrooms. As such, it often reflects an approach to Indigenous knowledge that values a holistic, integrated approach to teaching and learning.

As a part of a holistic approach, this guide does not attempt to match individual lessons with specific learning standards. Teachers will need to explore and examine all parts of the guide to determine what parts to use that makes the most sense given the contexts of who the students are, where the learning is taking place, and the background knowledge or comfort levels of the teacher.

It is expected that the additional time required to explore the guide will result in an increase of background knowledge and understanding for educators, and is an opportunity for teachers to collaborate with educators of other courses and grades.

The units are designed for use in BC First Peoples 12 and other BC Social Studies courses, but they also offer opportunities for cross-curricular planning.

Explore the thematic units to determine the best units and activities to use with your students.

It is acknowledged that this may require thoughtful consideration and time, but it is also more consistent with an Indigenous approach to learning.

BC First Peoples 12 Learning Standards

Core Competencies

The development of the core competencies of communication, collaboration, creative, critical and reflective thinking, personal and social awareness and responsibility, and positive personal and cultural identity, are a life-long process. These intellectual, personal, and social and emotional proficiencies begin before we enter formal schooling and extend beyond the time we leave the K-12 system.

Students encounter opportunities to develop their competence in formal and informal settings. Naming and nurturing the development of the core competencies in school can lead to activities and learning that are student-centered, support communication in various contexts, foster deeper and critical thinking, and support the development of students' understandings of themselves, their communities, and the world around them.

The development of the core competencies are a part of a balanced life where we understand our purpose and have joy while knowing who we are and how we interact with others as a members of our communities. They are consistent with the First Peoples Principles of Learning. We are all connected.

Core Competencies

Communicating
Collaborating
Creative Thinking
Critical and Reflective Thinking
Personal Awareness and Responsibility
Positive Personal and Cultural Identity
Social Awareness and Cultural Identity

Introduction

Curricular Competencies

BC First Peoples 12 has a number of unique curricular competencies in addition to the competencies standard in all Social Studies courses. These exclusive competencies are:

- Identify what the creators of accounts, narratives, or maps have determined to be significant (significance)
- Using appropriate protocols, interpret a variety of sources, including local stories or Oral Traditions, and Indigenous ways of knowing (holistic, experiential, reflective, and relational experiences, and memory) to contextualize different events in the past and present (evidence)
- Assess the connectedness or the reciprocal relationship between people and place (cause and consequence)
- Explain different perspectives on past and present people, places, issues, or events, and distinguish between worldviews of today and the past (perspective)
- Explain and infer perspectives and sense of place, and compare varying perspectives on land and place (perspective)

Content Learning Standards

The Content Learning Standards for BC First Peoples 12 are broad in scope and accommodate a wide variety of topics related to First Peoples in BC. Each unit suggests key Content Learning Standards to focus on in that unit.

Organization

The guide is made of up seven parts:

- Introduction
- Foundations: offers key information to support and guide teachers in delivering locally-based learning activities.
- Indigenous Research and Inquiry: provides background and activities for students and teachers to incorporate Indigenous Research Methodologies, and develop student-based inquiries.
- Thematic Units: provide a variety of student activities that integrate with the BC First Peoples 12 Learning Standards.
- Glossary: a list of useful terms related to First Peoples in BC.
- Bibliography: an annotated list of resources for students and teachers.
- Index

Introduction

Theme Units

1. Here, Now
2. Story and Story Telling
3. Honouring the Children
4. The Power of Names
5. Acknowledging Rights
6. Food, Health, and Wellness
7. Resources and Economies
8. Maps and Borders
9. Taking Action

In addition to the Theme Units in this guide, you can also use other FNEC/FNSA teacher resource guides to develop units:

10. First Nations Governance (*BC First Nations Land, Title, and Governance*, Unit 4, Pathways Back to Self-Governance)
11. Treaties and Alternatives (*BC First Nations Land, Title, and Governance*, Unit 5, Reconciling Indigenous Rights and Title)
12. Indian Residential Schools (*Indian Residential Schools and Reconciliation*, Gr 10; Gr 11-12, Books 1 & 2)

The Theme Units can and should be used in conjunction with your own locally developed resources. A richer curriculum results when you connect with the local First Nation(s), as there is significant diversity of cultures and languages between communities, and there is much knowledge that is locally held.

The units in this Teacher Resource Guide provide a variety of learning activities and resources for teachers to adapt to their own teaching and learning contexts. It is not expected that a teacher would use all the suggested activities. The activities are intended to be flexible in their use.

Generally they begin with introductory activities which in many cases ground the topic in the personal and local. Later activities build on knowledge and skills learned in earlier activities.

The units are organized as follows:

Overview

The overview provides background to the unit and provides overarching Essential Understandings and Guiding Questions that embody the core concepts, issues, problems or theories that are at the root of the investigations. They ensure that Indigenous perspectives are at the centre of the activities.

Focus on Learning Goals

- *First Peoples Principles of Learning*

While the First Peoples Principles of Learning are all relevant to most Theme Units, one of the Principles is highlighted for each unit to focus on.

Introduction

- *BC Learning Standards*

The BC Curricular Competencies and Content Learning Standards can be applied throughout the units, but some of the particularly relevant Standards are highlighted in this section.

Resources

This section lists the principle resources that are required for each Investigation, including Line Masters, books, and online resources. Supplemental resources are mentioned within each activity.

Please note that all web links were active at the time of publishing. However, given the fluid nature of the Internet, some links may have changed or been deleted.

Outline of Investigations

This list of all the Investigations provides a quick overview of the unit.

Note that Unit 1 introduces a course-wide project, Giving Back. Each of the other units concludes with an activity relating to the course-wide project.

Investigations

These are suggested activities relating to the theme. They included “Questions for Inquiry” and a variety of activities and resources.

Assessment

This guide does not replace what educators are expected to already know about effective assessment practices. As such, the guide does not endeavour to include these in detail. While some formative assessment opportunities are suggested, educators will need to use their own expertise to more fully develop these.

As well, it is expected that teachers will adapt the suggested activities to create their own units, and will thus develop their own summative activities depending on the activities their students undertake.

Introduction

A Note About Terms and Styles Used in This Guide

Terms

Commonly-used terms used in Indigenous Studies can often vary depending on the sources, and when they were written. These are some common terms as applied in this guide:

First Peoples describes First Nations, Inuit and Métis peoples.

Indigenous refers to First Nations, Inuit and Métis, unless the context refers to Indigenous people globally.

Aboriginal and **Indian** are used in historical contexts.

Traditional Territory: The traditional land base of a First Nation.

Traditional Stories: The stories and narratives forming an essential part of First Peoples' Oral Traditions that are passed down from generation to generation.

Notes on Style

Capitalization

Key words relating to First Peoples are capitalized to honour and respect Indigenous identity, rights, and institutions. For example: Chief, Elder, Oral Tradition, Protocols (Cultural Protocols), Traditional Knowledge, Traditional Stories, Traditional Territory.

Singular or plural?

Plural is used where diversity is inherent, such as: First Peoples rather than First People; Indigenous worldviews rather than Indigenous worldview.

Singular is used when referring to the autonomy or identity of one First Nation, such as Territory, not Territories.