

Unit 1

Here, Now

Overview

This unit is a starting place for the study of BC First Peoples 12. It gives suggestions for setting the stage for the coursework to follow.

It is intended to help students and teachers assess their understandings of important concepts and contemporary social issues concerning First Peoples in BC.

The unit starts with the local (here) and the contemporary (now) lives of First Peoples in BC. Students consider various aspects of the lives and relationships of contemporary First Peoples in BC within the broader BC and Canadian society.

To support the intention of student-centred learning, suggestions are given for collaborative planning for the course.

It also includes suggestions for some activities that can be carried throughout the course, and others which can be used at the end of the course.

Essential Understandings

- Despite efforts by colonizers to assimilate them, BC First Nations continue to sustain cultural and individual diversity based on connections to place.
- There are important protocols to be understood when learning about First Peoples.
- By developing a deeper understanding of First Peoples lives and experience, we can counter ignorance, misunderstandings, and stereotypes.

Guiding Questions

- In what ways can we learn about historical and contemporary issues of First Peoples in BC?
- What is important to learn about First Peoples in BC?
- How does awareness of local Indigenous protocols contribute to the world?

Focus on Learning Goals

While many or all the First Peoples Principles of Learning and BC Learning Standards may be relevant, the following are suggested as a focus in this Theme Unit.

First Peoples Principles of Learning

Learning involves patience and time.

This principle recognizes the circular nature of learning. Students need patience and time to fully absorb and deepen their learning, and to have opportunities to explore ideas in different contexts and perspectives. This unit has suggestions for beginning and ending the course, as well as an over-arching project that allows students to revisit the theme of reciprocity throughout the course.

BC Learning Standards

Content Learning Standards

BC First Peoples 12

Focus Content Learning Standards

- Traditional territories of the B.C. First Nations and relationships with the land
- Contemporary challenges facing B.C. First Peoples, including legacies of colonialism

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Resources

This is an overview of the required resources for the activities in each Investigation. Additional optional sources are mentioned in the activities.

Investigation 2

- Line Master 1-1, page 69, *First Nations Profile*
- First Peoples' Cultural Council's *First Peoples' Map of BC*. <https://maps.fpcc.ca/>

Investigation 3

- Line Master 1-2, page 70, *Protocol Perspectives*
- Line Master 1-3, page 71, *Welcomes and Acknowledgements*
- *Indigenous Arts Protocols*. Ontario Arts Council, 2016. <https://www.youtube.com/watch?v=c6VuHJi6O0Q>
Transcript: <https://www.arts.on.ca/oac/media/oac/Video%20Transcripts/Indigenous-Arts-Protocols.pdf>
- Videos about Protocols
 - *Haítzaqv̓ Aíá'ci - Heiltsuk Bighouse*. River Voices, 2018. 5:46 min. <https://www.youtube.com/watch?v=jH8vxFxHGII>
 - *Long Jim and other Chilcotin Stories*. River Voices, 2018. 8:02 min. https://youtu.be/9w_4myWpBUg
 - *A Visit to Tla-o-qui-aht Tribal Parks: Joe's Studio in the Forest*. River Voices, 2017. 4:32 min. <https://youtu.be/Y8OMg3SMF9A>
 - *First Nations Studies Students Introductory Protocol at Vancouver Island University*. VI University, 2016. 1:14 min. <https://youtu.be/AW0zkBXpCBA>
- Joseph, Bob. *Guidebook to Indigenous Protocol*. Indigenous Corporate Training Inc, 2019. <https://tinyurl.com/fnesc722>
- *First Nations University of Canada professor explains the importance of elders in the community*. CBC, 2019. 1:55 min. <https://youtu.be/BdRe3cD6Ijk>
- Métis Elder Protocols. <http://www.metismuseum.ca/resource.php/15031>

Investigation 4

- Walking Eagle News <https://tinyurl.com/fnesc213>
- Stereotyping First Peoples
 - Younging, Gregory. *Elements of Indigenous Style: A Guide for Writing By and About Indigenous Peoples*. Brush Education, 2018
 - Reporting in Indigenous Communities website, <https://tinyurl.com/fnesc723>
 - Sims, Daniel. "Not That Kind of Indian:" The Problem with Generalizing Indigenous Peoples in Contemporary Scholarship and Pedagogy. Activehistory website. <https://tinyurl.com/fnesc214>
- First Voices language website. <https://www.firstvoices.com>
- Resources about diversity of First Peoples
 - Gray, Lynda. *First Nations 101*. Adaawx Publishing, 2022
 - Indigenous Corporate Training web page: Respecting the Cultural Diversity of Indigenous Peoples. <https://tinyurl.com/fnesc718>

Investigation 6

- Line Master 1-4, page 72 *First Peoples Principles of Learning*
- Line Master 1-5, page 73 to page 75, *First Peoples Principles of Learning – Planning Guide*

Outline of Investigations

These Investigations have more activities than most teachers will incorporate into their units. It is not expected that you will use all of the activities, or follow the sequence as it is described. The activities are intended to be adapted to fit the needs of your students and classroom.

The activities are intended to inspire ways that you can respectfully include relevant First Peoples' knowledge and perspectives in your course.

For more information, see Using The BC First Peoples 12 Teacher Resource Guide, page 6.

- Major Project: Give Back, Carry Forward
 - a. Documenting Significant Learning
 - b. During the Course
 - c. Course End: Closing the Circle
- 1. Introduction to BC First Peoples 12
 - a. Begin with a Welcome to the Course
 - b. What is Important?
 - c. You and the Media
- 2. Local Indigenous Communities
 - a. The Local First Nations Community
 - b. Urban Indigenous Communities
 - c. First Peoples Representation in Local Towns
- 3. First Peoples' Community Protocols
 - a. What Are Protocols?
 - b. Everyday Protocols
 - c. Being Aware of First Peoples Protocols
 - d. Protocols for Respecting Elders
 - e. Territorial Acknowledgments
 - f. Protocol Guidelines
- 4. Diversity of First Peoples in BC
 - a. Public Misunderstandings About First Peoples Diversity in Canada
 - b. Diversity and the Land
 - c. Diversity and Language
 - d. Respecting Diversity
 - e. Communicating Diversity
- 5. What is Important for First Peoples Today?
 - a. Diversity in Successes and Challenges
 - b. What is Important for Local Communities?
- 6. Developing Goals for BC First Peoples 12
 - a. Class and Personal Goals
 - b. Planning with the First Peoples Principles of Learning
- 7. Give Back, Carry Forward
 - a. What is Reciprocity?
 - b. Giving Back and Reconciliation
 - c. Major Project

Major Project

Give Back, Carry Forward

Students can participate in a course-long project that incorporates reciprocity and learning by using what they learn to give back and to carry learning forward.

- This is a cumulative project that is both reciprocal, and showcases the learning students have acquired throughout the course.
- Students will find ways of reciprocating the opportunities of gaining knowledge to First Peoples in some way.
- Students will develop ways that they can showcase their important learnings throughout the course by giving back in an authentic way, and planning ways they can carry their learning forward beyond the end of the course.
- Students will plan ways to carry learning beyond the course in continued personal learning or action.
- At the end of the year, students can be given the opportunity to present their projects in a ‘science fair’ style exhibition in which school and community partners, including local Indigenous community representatives, are welcomed in to the school to both participate in the learning, and to witness the learning that the students are showcasing.

a. Documenting Significant Learning

Students will need a place where they can record and reflect on their learnings as they progress through the course. Options could include a portfolio, log, journal or scrapbook of notes, reflections, articles, and other evidence of their learning.

Decide if all students will follow a similar process to document their learning, or if they can choose on their own.

b. During the Course

Each Theme Unit concludes with a short activity, “Give Back, Carry Forward,” that guides students in reflecting and documenting their significant learnings from that unit. The questions are the same for each unit. You may want to expand on them with more specific directions for your students and topics. The activities are:

- What Did You Learn? Students can consider these questions:
 - What is one new thing you learned in this unit that you would consider a gift?
 - What is one thing growing out of your learning that you can take action on?
 - What are some new things you learned about where you live?
 - What did you learn about yourself?
- Documenting learning. Students can discuss or share ideas for documenting their learning.
 - Students can begin to come up with ways that they can showcase their learning in this course, while connecting to both “giving back” and “carry forward” what they have learned.

c. Course End: Closing the Circle

Decide as a class how to bring the project to closure. While you may have already discussed it earlier in the course, leave the options open to change.

- The final stage of the project should include:
 - an action plan for giving back. This could be an individual action, a collective action with the whole class, or both.
 - clear indicators of how the learning will be carried forward, that is, extended beyond the project itself, in continued personal learning or action.
- Paying It Forward: Students can prepare a welcome to the course for next year's students. In this way they can embody the responsibility and reciprocity inherent in the course. One suggestion that has been valuable is for students to write letters to future students.
- Project Showcase. Students can hold an end-of-the-year event that showcases their work on the project. The audience could include parents, school and community partners (local Indigenous community representatives).
 - Prior to presenting to the community partners, you may wish to offer students the option to practice by presenting to each other in small groups. This can allow students to polish their responses to potential questions posed by members of the community.
 - Ensure that local First Peoples' protocols are followed in the event that your class or school is holding a gathering to showcase this learning as outlined above. Contact the Indigenous Education Department to collaborate and plan. Ensure you acknowledge the territory, and have some way to thank the community partners for coming, such as refreshments or a thank-you card from students.
- Final Project Reflective Questions:
 - In considering what you have learned about "giving back" and "reciprocity," how is this project reflective of "giving back" as a means of continuing the knowledge that you have gained?
 - What actions will you take moving forward to reflect what you have learned?
- Final Project Assessment Criteria. You will likely develop your own assessment criteria with the class, but here are some suggestions:
 - The cumulative project includes a log, journal, or scrapbook indicating a progression of learning throughout the course, including research on existing reconciliation projects.
 - It includes a visual representation of learning such as Powerpoint, poster, or video that accurately shows how the student has reformulated their learning into a new personal understanding of the knowledge gained.
 - Students show clear indicators of how the learning and action connected to Reconciliation and 'giving back' will extend beyond the project itself, in continued personal learning or action.
 - Students are fully prepared to answer a variety of questions about the project at hand, and present their project to the community guests as part of the learning fair format.

Investigation 1 Introduction to BC First Peoples 12

These activities can be used to introduce students to the course.

Questions for Inquiry

- What do you hope to learn from this course?
- How do you receive and interpret information about First Peoples lives and experiences?

a. Begin with a Welcome to the Course

Make the beginning of the course a special occasion. Create a special introduction to convey the unique opportunity students have in taking this course, the importance of the knowledge they bring to it, and the significance of the ideas and concepts they will study.

To be successful, a welcome will need to be authentic, and it will be appropriate to the local Indigenous communities. Suggestions include:

- Invite an Indigenous leader or educator to welcome the class, such as an Elder, Local Government Education Liaison, language teacher or district Indigenous staff member. Ensure you inform them of the purpose of the event.
- Give a Territorial Acknowledgment, if not in a First Nations school.
- Include significant Protocols of local First Nations, where appropriate.
 - For example, one class in Kwantlen territory introduced The Seven Laws of Life in the Community Protocol to honour Oral Tradition and Protocol, and to connect to the District's Enhancement Agreement.
- Share some food.
- Present the welcome or letters prepared by last year's class, if they have been created. See Major Project, "Paying it Forward," above.
- The teacher can give a personal introduction.

b. What is Important?

Discuss with students their expectations of BC First Peoples 12.

- Ask questions such as:
 - What do you hope to learn from this course?
 - What knowledge do you bring to the course?
 - What is important for you when you study BC First Peoples 12? Why is it important?
 - What questions do you have about the course?
- Use a discussion format that is appropriate for your students. For example, if they are a cohesive cohort in a smaller school, a whole class discussion may be effective. If it is a larger school where all students may not be familiar with each other, use an activity that allows them to interact and get to know each other, such as Think-Pair-Share.
- If you plan on using Talking Circles in your class, this could be a place to introduce them. For more information about using Talking Circles, see Foundations, page 31.

Formative Assessment Strategy

Students can write a letter, postcard or email to themselves expressing what they hope to learn during this course. Save the letters and review them at the end of the course.

c. You and the Media

Students build an awareness of how they come to know about First Peoples topics through the media and other sources.

- Have students discuss how they process information that they receive about First People from the media and other sources, such as peers and family.
- Ask questions such as:
 - What are you exposed to?
 - What are you not exposed to?
 - What is the result of the absence of exposure (or limited exposure that is mainly negative)
- Discuss how we filter information from media, and how it affects our perceptions of First People. Ask questions such as:
 - How do you filter the information you receive about First People through various media? (News, social, websites)
 - How do you respond to challenges around First Peoples issues?
- Have students examine other sources that inform their perspectives of Indigenous Peoples. Do they have a different response to this kind of exposure compared to media sources? Which source is more influential?

Investigation 2

Local Indigenous Communities

Students consider what they know, and what they would like to learn, about the local First Nation community or communities, and other Indigenous communities in your region.

Note: “Community” can be used in several ways.

- First Nations community. First Nations use a variety of terms for where they live, such as village, reserve, or band. Community is the general term commonly used to refer to the location of a specific First Nations group. In this document the term First Nation is frequently used rather than always using “First Nations community.”
- Community may also be used to describe a broader Indigenous group within a larger locality. For example, there is a large Urban Cree community in Vancouver, and there are a number of Métis people throughout the province.
- Community can also mean any non-Indigenous village, town or city. For clarification, in this document the words town, municipality and locality are used to refer to non-Indigenous communities.

How you approach this exploration will depend on who your students are and where you school is located. If most students are from one or two First Nations communities, focus on students’ connections with their communities, including cultural, social, ceremonial, political, and economic aspects.

For some schools, it may be difficult to find enough information to have a full understanding of the local community. Remember, it is the prerogative of a First Peoples’ community to decide what they are willing to share or not share.

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Questions for Inquiry

- Why is it important to be knowledgeable about local First Nations and other Indigenous communities?
- How can we learn about First Peoples' communities respectfully?

a. The Local First Nations Community

It is important for students to have a firm understanding of the First Nation or Nations where their school and homes are located. Of course, this will be approached differently depending on where your school is located and how closely it is associated with local First Nations.

- Find an opening activity to begin a discussion of the local First Nation that is respectful and appropriate. For example:
 - Find a Traditional Story that is local to the area and use that as an opener for students. For example, in the Vancouver region you could use the story of the Two Sisters – the mountain peaks that overlook the city of Vancouver. (See *People of the Land: Legends of the Four Host First Nations*. Theytus Books, 2009.)
 - Ask an Elder, Knowledge Keeper or other knowledgeable community member to take the class on a walk around the local area, telling some facts or stories about the land they are walking on from a First Nations perspective. If possible, ask them to discuss the importance of relationships to the land in the local context.
 - Have students explore images of the city, town, or neighbourhood they live in, before and after settlement. Many students, especially in urban environments, aren't able to imagine "life before the city." Together, look at what was there, describe features such as the climate, the geography, and the vegetation. Discuss the changes that have happened over time.
 - Tell a historical story about a landmark that students would recognize in the area that connects with the experience of the local First Nation.
 - For example, a prominent mountain in Greater Victoria, PKOLS (Mount Douglas) is significant in the oral traditions of the WSÁNEĆ, and was also the place where one of the Douglas Treaties was signed.
- Students can use the First Peoples' Map of BC to locate your region and identify First Nations and non-Indigenous communities. It is an online interactive map found at <https://maps.fpcc.ca/>
Note: Errors on this map have been noted. It will be best to check before students access the map to ensure that information for local First Nations is correct.
 - Communities can be found by zooming in on the map if students know the general geographic area, or searched for in the search bar at the top. Ensure that in the "Filter Layers" tab the "Common Names" feature is selected to be able to see the non-Indigenous towns.
 - Students can become familiar with other content of the map, including First Nations, the language, alternate names, Reserve locations, cultural features and locations of Indigenous artists.
- Create a First Nations community profile. Students can use Line Master 1-1, page 69, *First Nations Profile*. See the Guide to Compiling a First Nations Profile on page 56.

 Line Master 1-1, page 69, *First Nations Profile*

Guide to Compiling a First Nations Profile	
First Nation	There may be many spellings of the First Nation. Some may go by their traditional names and spelling, while others may go by a post-contact English name. It is respectful to confirm the preferred name of the First Nation (e.g. through direct contact with the First Nation, signage in the territory, or reference to the First Nation's website)
Community Names	Some communities have the proper name in the local language and also have an English name. Often the community name is the same as the First Nation name.
Acknowledgement	What is an appropriate acknowledgment of the First Nations territories where your school is situated? Your local First Nations community, school, or school district should have a preferred acknowledgment already.
Geographic Location of the Community	Is there a major geographic feature associated with the community? For example, WJOLÉLP (Tsartlip) is located at Brentwood Bay. Spakxomin, a community of the Upper Nicola Band, is on Douglas Lake. The location could also be described as relative to another town or city.
Nation or Tribal Council Affiliation	What larger group is the community or local First Nation affiliated with? For example, Old Massett is a member of the Haida Nation.
Language or Languages Spoken	What is the proper name of the language or languages spoken in the local community? For example, nsyilxcən is the language of the Syilx (Okanagan) people. You may find references to a broader language group (such as Interior Salish for nsyilxcən) but wherever possible identify the most specific language name for the local community.
Forms of Government	Many communities have a distinction between traditional leadership, usually hereditary or selected through a form of consensus, and an elected government under the Indian Act or other contemporary governance systems.
Traditional government	Names of people who hold positions of leadership, such as chiefs, matriarchs, clan leaders and others. Many communities have one person recognized as the hereditary or ancestral leader. However some communities may have a number of different heads of clans, houses or family groups.
Current form of government	Is the local government a Band Council, a First Nation Government operating under a Treaty or Self-Government Agreement, or another form of government?
Names of elected leaders and council members.	Identify the form of elected government, and the current members of that government. Many communities have a Chief Councillor, though some will have other titles for their leaders. The community's website should provide the names of the current people serving on the local elected government.

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- Discuss questions such as:
 - What makes your community unique? Or What makes this community unique?
 - What do you know about the community? What do you want to know about the community? How can you go about getting information about the community?
 - What does the community allow other people to participate in?
- Languages. Give students opportunities to become familiar with the local First Nations language. For example, they could learn how to pronounce names of local First Nation(s) and names of places, buildings, etc.
 - Ask, Is the local First Nations language included in our classroom and school? If not, are there ways to include it? How would we do this?
- Student dictionary. As an on-going activity, students can create their own dictionary of words in the language of the local First Nation as they encounter them in different units. They may not want to record every word they find, but can decide on what key words to learn and record.

b. Urban Indigenous Communities

Depending on where your school is located, you may want to have students become aware of other First Peoples groups within your municipality.

- Have students share their knowledge of urban First Nations or other First Peoples' groups that they are aware of or belong to.
- Aboriginal Friendship Centres. There are 25 Friendship Centres in BC. Find out if there is one in your locality. See <https://bcaafc.com/about-us/friendship-centres/>
 - Students can view the local Friendship Centre's website to see the types of services that are offered.
 - You may want to communicate with the local Friendship Centre to find ways of including them in the students' coursework. For example, they may be able to provide speakers on relevant topics, or students may be able to visit the Friendship Centre as part of an activity.
- Students can create a graphic representation of the Urban Indigenous networks in your municipality. For example, they could make a web, a chart or an infographic.

c. First Peoples Representation in Local Towns

How are First Peoples represented in the local non-Indigenous city or town?

- Ask students to think about what a newcomer or visitor might see when they come to your town. What aspects of First Peoples' history, social and cultural experiences will they see represented?
- Ask questions such as:
 - Who created these representations?
 - How accurate or authentic are they?
 - What aspects of First Peoples' lives do they represent?
 - What's missing in these representation? How could or should First Peoples be represented in your town?
- Students could design and develop a project related to the representation of First Peoples in your town. For example, they could prepare a guide for sites to visit, a report on the current state of affairs, or a proposal to the civic government on what additions to the town are needed in order

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to reflect First Peoples in the area.

- This could be an on-going project that students revisit at different times through the course.
- Students could extend this investigation to their school community. Ask questions such as:
 - Is everyone represented here? For example, on our walls, in the resources we use?
 - How are First Peoples represented in our library collection?

Investigation 3 First Peoples' Community Protocols

Students build their understandings of important protocols, and identify the differences between protocols followed by members of a specific First Peoples community, and protocols followed by others in their relationships with that community.

Questions for Inquiry

- What roles do Protocols play in First Nations societies?
- What important Protocols do we need to remember when engaging with local First Peoples?

a. What Are Protocols?


One way to introduce the theme of Protocols is to have students view the video *Indigenous Arts Protocols*. This 10 minute video features Indigenous artists discussing the need for Cultural Protocols in the face of cultural appropriation. They also discuss the importance of protocols to Indigenous communities in more general ways.

- A transcript of the video is available that may be useful for students to study after viewing the video. They can identify specific comments about protocols. Go to <https://www.arts.on.ca/oac/media/oac/Video%20Transcripts/Indigenous-Arts-Protocols.pdf>
- Explore with students different meanings of “protocol.” Ask students to write or explain to a partner what the word protocol means to them. They could use the Think-Pair-Share strategy. Students can find out, or you can explain, the meaning of protocol in different contexts, such as a medical protocols, legal protocols, cultural protocols, social protocols.

b. Everyday Protocols

We all follow expected guidelines for behaviour that we practice every day without even thinking about it.

- Ask students to find evidence of protocols we use in our daily lives today. They can suggest protocols that they notice in different settings: school, family, community. They can record examples in situations such as:
 - Greetings. How do you greet your friends? Older people? Do people in different cultures greet each other differently?
 - Restaurant dining. What are some unspoken guidelines we follow when eating in a restaurant? What might be some examples of

 *Indigenous Arts Protocols*. Ontario Arts Council, 2016.
<https://www.youtube.com/watch?v=c6VuHJi6OOQ>

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- behaviours that would not follow the protocols? (For example, you wouldn't bring your own food and ask the cook to prepare it.)
- Driving a car. Are there differences between driving rules and driving protocols?
 - Culture shock: Discuss with students experiences they may have had in different countries or cultural gatherings where they did not understand local protocols.
 - Discuss questions such as:
 - How do these protocols reflect worldviews or cultural values?
 - Why do protocols exist?
 - What might be some impacts when protocols are ignored?

c. Being Aware of First Peoples Protocols

Assess and build students' understandings about why protocols are important in First Peoples' cultures.

Introduce the topic by having students view one or more videos that discuss First Peoples' Protocols in different ways. Ask them to identify examples of First Peoples Protocols that are embedded in the video. Students could work in groups to view one of the videos and report back to the class.

- *Haítzaqv Liáci - Heiltsuk Bighouse*. River Voices, 2018. 5:46 min. <https://www.youtube.com/watch?v=jH8vxFxHGII>
As the new community big house is being constructed, people from Bella Bella discuss the significance of the new building to their Nation.
(Sample responses: use of eagle down; blessing the logs; potlatch ceremonies; regalia; traditional dances; drumming circle; planning for future generations.)
- *Long Jim and other Chilcotin Stories*. River Voices, 2018. 8:02 min. https://youtu.be/9w_4myWpBUG
A mix of a story and re-enactment about Long Jim, a respected Tsilhqot'in Elder, and comments by contemporary Tsilhqot'in members about the importance of respecting the land.
(Sample responses: training to see deer in the bush; respect the land for future generations; carry values forward; sharing meat with community; helping Elders and community members.)
- *A Visit to Tla-o-qui-aht Tribal Parks: Joe's Studio in the Forest*. River Voices, 2017. 4:32 min. <https://youtu.be/Y8OMg3SMF9A>
Joe Martin, master carver from the Tla-o-qui-aht First Nation, describes the complex protocols around felling a tree to create a canoe.
(Sample responses: choosing a tree; be aware of surroundings; asking permission to cut tree; share food; share prayers; carving in the forest to recycle chips into the ecosystem.)
- *First Nations Studies Students Introductory Protocol at Vancouver Island University*. VI University, 2016. 1:14 min. <https://youtu.be/AW0zkBXpCBA>
Students from Vancouver Island University in Nanaimo give personal introductions and Territorial Acknowledgements.
(Sample responses: Introductions including stating name, family connections, First Nations or territorial connections; giving Territorial Acknowledgement.)

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Line Master 1-2, page
70, *Protocol
Perspectives*

- Discuss other First Peoples' Protocols that students are aware of.
- Protocol Perspectives. Students can respond to a series of quotes by First Peoples regarding protocols, using Line Master 1-2, page 70, *Protocol Perspectives*.
 - Have students annotate the quotes as suggested on the Line Master.
 - Students can share their responses with the class or in a group. What questions did they have? What surprised them?
- Students can find vocabulary in the local First Nations language that relates to protocols.
 - Examples: Secwepemc: t'ekstés = to follow a rule or a custom
 - Smalgyax: si'ayaawx = make laws
 - Students can add the words to their student dictionary. (See page 57.)

d. Protocols for Respecting Elders

Students can discuss what special protocols may apply when engaging with Elders.

- Students can discuss or reflect on their relationships with Elders in their families and communities.
 - Ask, "What roles do Elders play in your family or cultural community? For example, who eats first at a family gathering in their culture? Who eats last? Who gives a prayer/welcome? Discuss the fact that in many cultures, Elders will eat first.
- Assess students' understandings about what an Indigenous Elder is, and the roles of Elders in the community.
 - What can Elders share with us? For example, story, medicines, harvesting, food management, food prep, song, ceremony, history.
 - You may want students to suggest what makes an Elder. They could list some attributes of an Indigenous Elder. (For example, it is not necessarily determined just by age.)
- Students can view a video about the importance of Elders in First Peoples' communities. *First Nations University of Canada professor explains the importance of elders in the community*. CBC, 2019. 1:55 min. <https://youtu.be/BdRe3cD6Ijk>
 - This short video discusses the traditional roles of Elders in Indigenous societies, roles in reversing effects of colonization; and the demands on Elders to participate in educational programs and other events today.
- Students can explore protocols related to Elders in other Indigenous communities. See, for example, the website Métis Elder Protocols, <http://www.metismuseum.ca/resource.php/15031>


e. Territorial Acknowledgements

Students build their awareness and appreciation of Territorial Acknowledgements.

- Ask students if they are familiar with Territorial Acknowledgments. Discuss why these acknowledgements are given and what they mean. Ask questions such as:
 - How are respect and Acknowledgements connected?
 - Whose responsibility is it to give an Acknowledgement?
 - What relationships are involved in Acknowledgements?

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- For students in public schools, ask if they know the Acknowledgement for the local First Nation. If you are not sure of the correct Acknowledgement to use, see your district Indigenous Education Department.
- Discuss how contemporary Acknowledgements are based on ancient protocols. (For example, protocols existed around peacefully entering another groups' territory; acknowledging rights to the territory's land and resources.)
 - For more about Traditional Territorial Protocols, see Unit 8, Maps and Borders, Investigation 3b, page 263.
- Students can discuss the differences between an Acknowledgement and a Welcome. They can refer to Line Master 1-3, page 71, *Welcomes and Acknowledgements*.
- Ask, why do many Territorial Acknowledgements include the word “unceded”? (Because the Nation or Nations have never ceded or surrendered their Indigenous Title to their land.)
- Students could take turns giving a Territorial Acknowledgment at the opening of the lesson or session.
 - They could also include the protocol of giving a personal introduction. View or refer back to the video *First Nations Studies Students Introductory Protocol at Vancouver Island University*. VI University, 2016. 1:14 min. <https://youtu.be/AW0zkBXPcBA>
- How meaningful are Territorial Acknowledgements? They are given at many types of gatherings, but what action do participants take afterwards? Discuss ways to ensure that Territorial Acknowledgements maintain and hold their meaning and reverence, and how to avoid it becoming just a ‘rote activity.’
 - Students could use this humorous sketch to spark a discussion. See *Land Acknowledgement, Baroness von Sketch Show*. CBC Comedy, 2019. <https://youtu.be/xlG17C19nYo>
- For further information about acknowledgement refer to the article at Indigenous Corporate Training website: <https://www.ictinc.ca/first-nation-protocol-thanking-host-first-nation>

 Line Master 1-3, page 71, *Welcomes and Acknowledgements*

f. Protocol Guidelines

Student consider the question, “What important protocols do we need to remember when engaging with local First Peoples?”

- Have students suggest types of protocols they should be aware of when they are learning about First Peoples in BC, especially when they are learning about First Nations and engaging with members of Indigenous communities.
- Discuss areas where protocols are important, such as:
 - interviewing Elders
 - inviting speakers into the classroom
 - visiting community members
 - respecting the land when we visit it
 - participating in an event, ceremony, feast, or potlatch
 - harvesting natural resources
- Students can create a guidebook of important Protocols to be aware of when engaging with First Peoples. This could be done as a whole class, or in groups. Students could make individual lists, or create an anchor chart to mount on the wall.

Investigation 4

Diversity of First Peoples in BC

Students explore the understandings that First Peoples in BC are very diverse but share common values, worldviews and experiences.

Questions for Inquiry

- Why is it important to understand and respect the extraordinary diversity of First Peoples?
- How are diversity and the land connected?
- How will understanding the diversity of First Peoples in BC impact our studies in this course?

a. Public Misunderstandings About First Peoples Diversity in Canada

Introduce the discussion with a quote, article or other text that reflects a lack of understanding of the diversity of First Peoples that may exist in the general public.

It is important that prior to introducing satirical materials, students understand satire and its purpose.

- One example is from the satirical blog, Walking Eagle News. Without preamble, ask students to read (or read aloud) the article, then discuss their reactions. See Walking Eagle News (Satirical blog): “Nearly 900,000 First Nations people from over 600 communities across country somehow can’t agree on pipelines, media reports.” <https://tinyurl.com/fnesc213>
 - Ask, “What misunderstanding of First Peoples does this blog post poke fun at?”
- Students can identify generalizations about First Peoples they have experienced themselves, or they could interview family members or others to learn about other generalizations and stereotypes.
- Students can identify generalizations and stereotypes in current news items or social media. For suggestions on how to identify stereotypes, students can refer to these resources:
 - Greg Younging’s book *Elements of Indigenous Style*, pages 93–95,
 - Reporting in Indigenous Communities website, <https://riic.ca/the-guide/at-the-desk/news-stereotypes-of-indigenous-peoples/>
 - An article by Tsay Keh Dene scholar Daniel Sims: “Not That Kind of Indian:” The Problem with Generalizing Indigenous Peoples in Contemporary Scholarship and Pedagogy. <https://tinyurl.com/fnesc214>.

b. Diversity and the Land

Students can explore a number of key ways that First Peoples are diverse, and investigate the role that connections with the land play in that diversity.

- Ask students to brainstorm ways that we can recognize diversity in First Peoples of BC. (For example, lands and territories, food and diet, languages, protocols, forms of governance, celebrations, art forms, political and economic views)
- Students can use a place mat activity to explore different aspects of diversity in more than one culture.

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- Students could explore different types of traditional First Nations housing in BC.
- Students could explore different traditional art forms.
- Students can explore other areas of diversity, using activities such as:
 - Explore art expression in the local community and compare to another First Nation.
 - Investigate foods that are only available locally and how they are prepared. For example, wapato in Coast Salish territory. Students could prepare a classroom feast that incorporates foods that are found only in certain communities.
 - Review or learn about the diversity in traditional and contemporary forms of government, practiced by different First Nations. See *BC First Nations Land, Title, and Governance* (FNESC/FNSA 2019).
- Ask students to make connections between the diversity of First Peoples and the land.
 - Ask, “How does the diversity of the land in BC relate to the diversity found in First Peoples societies?”
 - Students could create a web or word map to show the connections.

c. Diversity and Language

Students build on their understanding of the diversity of First Nations languages within BC.

- Ask students if they know how many languages are spoken by BC First Nations. Have students predict or give the number they think there are.
- Students could then work individually or in groups to find out how many languages there are. They may find differing numbers. Discuss reasons for such differences (for example, who is counting, when were they counted, what is defined as a language rather than a dialect).
 - According to the First Peoples Cultural Council, there are 34 First Nations languages in 7 distinct and unrelated language families spoken today, with three languages termed as sleeping. As well, languages indigenous to other parts of Canada are now spoken in BC due to migration. See <http://fpcc.ca/wp-content/uploads/2020/05/FPCC-Fact-Sheet-Language-Report-2018.pdf>
- First Nations Language Authorities. Many First Nations and Tribal Councils have official Language Authorities. They help support language learning in schools and communities and promote the certification of language teachers. For a list of the First Nations Language Authorities in BC see the BC government link at <https://tinyurl.com/fnesc724>.
- Diversity of orthographies. Students may have noticed that First Peoples use a variety of writing systems to record their languages. Students can find examples of different orthographies used by different First Nations. You may also want to show Inuktitut syllabics.
 - Ask students to suggest reasons why this diversity exists. (For example, languages were traditionally oral only; different time periods of development of the orthography; different linguists that communities worked with; preferences of Elders, language speakers and Language Authorities; types of sounds that are part of the language.)
 - Students can find out more background at the First Peoples Cultural Council website, <http://fpcc.ca/resource/orthographies/>

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- Students can learn how to say hello or give a greeting in various languages in BC. They can use the First Voices website. There they can look up how greetings are spoken and written for specific languages, or they can do a global search for all languages. <https://www.firstvoices.com>
- Have students work in groups or as a whole class on a project that illustrates the diversity of First Nations languages in BC. For example:
 - Create a word wall with the names of the languages and sample words such as greetings.
 - Create a large map of BC showing the locations of all the languages.
 - Choose a topic and illustrate it with words from different languages. For example, find words from nature such as deer, salmon, eagle, cedar in different languages.
 - Develop a guide or infographic that will inform and celebrate the diversity of languages.

d. Respecting Diversity

Students can consider what respecting and understanding diversity might mean in different situations. Students can work in groups or as a whole class to discuss questions such as the following:

- How could diversity impact our study of First Peoples in BC in this course?
- How can diversity affect the relationships of First Peoples with various levels of government?
- How could this diversity be expressed in the relationships between First Peoples and the public and media?
- How might gaps in understanding impact how non-Indigenous people view First Peoples?
- How might improving an understanding of diversity impact education of the public?

e. Communicating Diversity

Have students work individually or in small groups to design a way to express or communicate the diversity of First Peoples in BC.

Students can brainstorm ways they could present their ideas about diversity. Some examples include:

- Create a “diversity story.” This could be a narrative that focusses on some aspect of diversity in First Peoples.
- Design an art piece that reflects the diversity of First Peoples’ art forms. For example, have a map of BC and in the different territories put examples of different art expressions in each region.
- Similarly, use a map to display other examples of diversity, such as plant resources or animal resources.
- Prepare a food feast of the different foods available in different parts of the province.
- Eco-tourism plans for different regions. What would First Nations-based ecotourism activities look like in different parts of the province?
- Design a class weaving or quilt that represents the diversity of First Peoples in the community.

Suggested Resources
First Nations 101. Lynda Gray,
pages 17-19.

Indigenous Corporate Training
web page: Respecting the Cultural
Diversity of Indigenous Peoples.
<https://tinyurl.com/fnesc718>

Investigation 5

What is Important For First Peoples Today?

Students survey some contemporary issues and initiatives to understand the diversity of important matters facing First Peoples today.

Questions for Inquiry

- What are some important goals for First Peoples in BC today?
- What challenges are there for First Peoples in BC to achieve their goals?

a. Diversity in Successes and Challenges

What are some concerns that might impact all or most First Peoples in BC?

- Students can explore the work of contemporary musicians. Discuss some of the issues that come up in the lyrics.
- Ask student to brainstorm some of the current issues and developments involving First Peoples in BC today. Students can analyze media coverage to find out what key topics emerge. Ask questions such as:
 - What are some important issues in the news for British Columbians related to Indigenous peoples or communities?
 - What are some successes in First Nations communities that you know about?
- Have students find out some of the Indigenous people in your area, in BC, or across Canada, who bring voice and perspective to Indigenous issues.
- Students can explore a variety of sources to find other examples of diversity in successes and challenges. For example, students can explore a variety of First Nations community websites to find out what economic development programs different communities are pursuing.
- Reflect on how these topics reflect the diversity of First Peoples in BC. (For example, they have different needs, different goals, different resources, economies, histories, political viewpoints.)

b. What is Important for Local Communities?

Students identify important issues for the local First Nation community or communities today.

- Students can discuss as a class or in small groups what issues of importance to local First Peoples they are aware of.
- They could use the Graffiti Wall strategy to gather information. Provide chart paper and felt pens, or access to a white board.
- Have students research what issues are important. Discuss ways they can find out what is important to the community. For example:
 - Interview members of the local government.
 - Ask family members.
 - Visit websites of local governments and tribal organizations.
 - Check newspapers, websites and other media sources.
- Students can find out some specific challenges for youth in the local Indigenous and non-Indigenous communities.
- Have students identify what relationships are involved in some issues. Student could create a graphic to illustrate the relationships.

Unit 1 Here, Now

For example:

- Pipeline issues: relationships with the land, within communities, with government, with corporations, with courts, with media
- Economic development: relationships with the land, within communities, with government through regulations, with banks, with potential customers.
- Reconciliation: relationships between First Peoples, governments and politicians, Canadian public.

Investigation 6 Developing Goals for BC First Peoples 12

To meet the goal of student-centred learning, give students an opportunity to share in the development of the goals for their study of BC First Peoples 12.

Questions for Inquiry

- What stories do you want to understand?
- What stories will you tell?

a. Class and Personal Goals

How you engage students in planning and setting goals for the course will depend on many factors, such as where your school is located, and students' background knowledge and experiences.

Find out what students want to study and how they want to study it; then wrap instruction and assessment around those interests and the competencies needed for students to demonstrate their learning. Put students in charge of identifying where they want to develop their expertise; then work with them to execute that plan.

- The class can set a range of goals to work towards. They could be broad, such as ways to build an understanding of the diversity of First Peoples in many ways, or determine ways that Canadians can work towards Reconciliation.
- Class goals could be more specific, such as how can we honour the Indigenous heroes of the local community.
- Students can also develop personal goals for their growth in knowledge and understanding about First Peoples in BC.

b. Planning with the First Peoples Principles of Learning

Students can use the First Peoples Principles of Learning to help them plan personal and class goals for the course.

- Review or introduce the First Peoples Principles of Learning. Discuss how they are aligned to important First Peoples concepts such as interconnectedness, reciprocity and Indigenous Knowledges.
- You could post the First Peoples Principles of Learning on the wall.
- Students can reflect on the different First Peoples Principles of Learning. They can use Line Master 1-4, page 72 *First Peoples Principles of Learning* to record their ideas about the principles. They could:



Download poster at FNEC website
<https://tinyurl.com/fnesc716>

Line Master 1-4, page
72 *First Peoples
Principles of Learning*

Line Master 1-5, page
73 to page 75, *First
Peoples Principles of Learning
– Planning Guide*

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- Create a symbol for each principle
- Ask a question about the principle
- Create a metaphor or simile.
- Students can use the First Peoples Principles of Learning to develop questions, goals, or guidelines for their studies in BC First Peoples 12. They can use Line Master 1-5, page 73 to page 75, to spark their thinking. The Principles could be cut into separate cards for students to use in a number of ways. For example, they can work in groups, with each group taking one or two cards.

Investigation 7 Give Back, Carry Forward

From an Indigenous perspective, learning is a reciprocal process. From what we learn, we give back. Students can consider ways that they can give back something of what they have learned.

Questions for Inquiry

- What does it mean to give back?
- How can giving back be part of Reconciliation?

a. What is Reciprocity?

- Students can discuss or reflect on these questions:
 - What does it mean to “give back”?
 - What does mean reconciliation mean ?
- Have students brainstorm ways that they can reciprocate the learning that they have received within the course. Ask questions such as:
 - What does reciprocity mean?
 - How can we ensure that our attempts to be reciprocal are as meaningful as the information we are receiving?
- Have students discuss these questions in groups, create mind maps or key points and share this information out with the class.

b. Giving Back and Reconciliation

Discuss with students how reciprocity and giving back is connected to Reconciliation. Ask students to research to find an article, website, song, or other example which they consider an act of Reconciliation with the theme of giving back.

- Ask the question, “In your local First Nation community or communities, what examples exist of people giving back to the community?” Students could research media articles, interview people in the community or talk to people in various organizations.

c. Major Project

- Introduce the major project, Give Back, Carry Forward. See page 51.
- After sharing the project goals and outline, have students brainstorm

Unit 1 Here, Now

ways they can document their learnings as they progress through the course.

- Present the questions that students will be asked as they proceed through the course. Ask them to use them to respond to this unit:
 - What Did You Learn? Students can consider these questions:
 - What is one new thing you learned in this unit that you would consider a gift?
 - What is one thing growing out of your learning that you can take action on?
 - What are some new things you learned about where you live?
 - What did you learn about yourself?
 - Documenting learning. Students can discuss or share ideas for documenting their learning.
 - Students can begin to come up with ways that they can showcase their learning in this course, while connecting to both “giving back” and “carry forward” what they have learned.

First Nations Profile

First Nation: (There may be many spellings of the First Nation. It is respectful to use the preferred name as identified by the First Nation.)

Community Name (Some communities have the proper name in the local language and also have an English name.)

Acknowledgement

Location

Nation or Tribal Council affiliation

First Nations Language or Languages spoken

Traditional Government

Names of people who hold positions of Chiefs, Matriarchs and other leaders

Current Form of Government

Is the local government a Band Council, a Treaty or Self-governing body, or another form of government?

Names of elected leaders and council members.

Line Master 1-2

Protocol Perspectives

Reflect on these statements about the importance of Protocols for Indigenous societies.

Annotate by highlighting, underlining, circling, writing in the margins or drawing arrows. Find:

- big ideas, words or ideas you don't understand
- ideas that surprise you
- questions that quotes make you think of
- connections between different quotes

Cultural protocols help us to understand who we are. We rely on these structures to accompany our creative force, our creative vision, as we move through the land. –

Peter Morin. Proceedings of the Cultural Protocols & the Arts Forum. First Peoples' Cultural Council, 2014. Page 7

Protocols are an important aspect of complex traditional systems of governance that exist within our cultures. Throughout Indigenous Nations across Canada and around the world, protocols were understood and transmitted through our languages and cultures. Although these systems of knowledge have been disrupted, throughout the generations people have maintained and protected these ways of working and being together.

Proceedings of the Cultural Protocols & the Arts Forum. Page 11.

Protocols provide guidelines for behaviour.

Dr. Greg Younging. *Proceedings of the Cultural Protocols & the Arts Forum*. Page 11.

That term, protocol, refers to any one of a number of culturally ordained actions and statements, established by ancient tradition that an individual completes to establish a relationship with another person from whom the individual makes a request. The protocols differ according to the nature of the request and the nature of the individuals involved.

Jo-Anne Archibald. *Indigenous Storywork*. UBC Press, 2008, pages 37-38.

You may have heard the term protocol in relation to working with Indigenous people. The term protocol includes many things, but overall it refers to ways of interacting with Indigenous people in a manner that respects traditional ways of being.

Protocols are not just “manners” or “rules” – they are a representation of a culture’s deeply held ethical system. They also have highly practical applications that may have arisen in a pre-contact context but still apply today.

Protocols differ vastly from one Indigenous culture or community to another, and they can be highly complex and multi-layered. Coming to understand and practice protocols appropriately is a lifelong learning process even for Indigenous people growing up within their culture.

Following protocols is a significant sign of respect and awareness. It shows that you are taking the time to learn about Indigenous cultures and are challenging the often unconscious bias that everyone should interact in the way that mainstream settler culture dictates.

Through following protocols, you can build stronger relationships with Indigenous communities and learn about different ways of interacting.

Antoine et. al., *Pulling Together*, 2018.

Welcomes and Acknowledgements

Protocols Differences Between A Welcome and An Acknowledgment

It is important to understand the difference between a Welcome to a First Nations Traditional Territory and an Acknowledgment of Traditional Territory. Both are continuations of protocols that have been practiced by First Nations for millennia.

A Welcome is a public act made by members of the First Nation on whose territory an event is taking place. The form of the welcome depends on the particular Protocols of the Nation. It may be a welcoming address, a prayer or in some gatherings, a traditional dance or song, and is decided upon by the First Nation.

An Acknowledgment is an act of respect for local First Nations and their traditional territories. It is a recognition of their ongoing presence on the land in the past, present and future. Respect and recognition are a key part of Reconciliation.

An Acknowledgment is usually given at the beginning of an assembly, meeting, class, performance or other public gathering. It is the responsibility of the leader, host, or MC of the event to give the Acknowledgement. In some gatherings, individual speakers may also add their personal acknowledgments. In many schools, an acknowledgment is made at the beginning of the school day.

Line Master 1-4

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.	

First Peoples Principles of Learning – Planning Guide

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

- How does what you learn support the health of the land?
- How does what you learn impact you, your identity, your family and community?

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

- How is what you are learning related to other things in your life?
- How does what you learn connect to what you live?

3. Learning involves recognizing the consequences of one's actions.

- What are the best ways for you to learn?
- In what ways can you take responsibility for your own learning?

First Peoples Principles of Learning – Planning Guide

4. Learning involves generational roles and responsibilities.

- How can you learn from and with people of all generations – Elders, children, peers?

5. Learning recognizes the role of Indigenous knowledge.

- What aspects of Indigenous knowledge can you apply to the topic of study?

6. Learning is embedded in memory, history, and story.

- How can you use Oral Traditions in your learning experiences (including research, projects and assessment)?
- How can you include your own story in your studies?

First Peoples Principles of Learning – Planning Guide

7. Learning involves patience and time.

- Why is patience important in working collaboratively or with consensus?
- How can you plan to deepen your knowledge by revisiting important concepts?

8. Learning requires exploration of one's identity.

- How can you apply your strengths to learning of concepts and working on projects?
- How does who you are relate to what you are learning?

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

- Make sure that First Peoples knowledge can be shared before you use it.
- Learn and understand Protocols about sharing the knowledge that you learn.

