

# The Land, The People

## An Introduction to Reconciliation

### Family Drop-In Curriculum

2019

We acknowledge we are on the unceded traditional territory of the Kwantlen, Katzi and Matsqui Peoples





# The Land, The People

Family Drop-in Curriculum

© BC Association of Family Resource Programs, 2019

Authors: Sherry Sinclair and Brenda Lohrenz

## Acknowledgements

The composition and publication of this curriculum was possible thanks to the economic support of the BC Tourism and Culture Multiculturalism Grant. Eastside Family Place collaborated and piloted this curriculum. Coast Salish Lyackson Nation Elder, Kat Norris, shared her time and wisdom with Eastside Family Place.

**Office:** 20766 80th Avenue, Langley, BC, V2Y 1X6

**Mail:** Suite 332, 505-8840 210th Street, Langley, BC, V1M 2Y2

(778) 590 0045 | [info@frpbc.ca](mailto:info@frpbc.ca) | [www.frpbc.ca](http://www.frpbc.ca)

# The Land, The People

## INTRODUCTION

In 2015, Canada's Truth and Reconciliation Commission introduced 94 Calls to Action that were adapted by the Government of Canada. With 'The Land, the People', the BC Association of Family Resource Programs, FRP-BC, is offering Family Resource Programs a resource to raise awareness and reduce racism through the spirit of reconciliation.

These materials are meant to be a starting point for children, parents and caregivers in our programs to share and reflect. They can be incorporated as a special focus for a period of time, or used to introduce a longer term

reconciliation-in-action process for your centre. In the spirit of reconciliation, FRP-BC highly recommends that an Indigenous elder or someone with Indigenous roots in your community be invited to contribute to this process, add to the learnings, or reinforce the concepts that are being shared. We invite you to take part in this BC-wide Family Resource Program process. To view the FRP-BC Truth and Reconciliation Acknowledgement, please see page 4 this document. For an overview of FRP-BC's commitments, visit our website.

[http://www.frpbc.ca/media/uploads/files/FRP-BC\\_Statement\\_of\\_Reconciliation.pdf](http://www.frpbc.ca/media/uploads/files/FRP-BC_Statement_of_Reconciliation.pdf)

## METHODOLOGY

This process is meant to be a side by side learning for children and adults. A simple concept will be shared with children during circle time, at the art table, by a special guest, or in another suggested activity. At the same time, adults will have access to extended materials, via a bulletin board in a designated area of your space, that are meant to

encourage reflection and dialogue. This undertaking is not so much a series of lessons as it is a 'reflective process' – both for staff and participants. We are hoping that by introducing concepts slowly and over time that a process of reconciliation will start to take shape for your centre.

## OVERVIEW

The template for The Land, The People is set into 4 content modules. These can be adapted or extended depending on how you would like to approach the information. One option would be to choose to do all four modules within a month such as June, which is National Indigenous History Month. (Canada's National Indigenous People's Day is June 21.)

Another option would be to focus on one module one day a week for an entire month, with a culminating activity such as inviting a special guest from the Indigenous community or taking a field trip that ties to the topic. The suggested focuses could also be considered 'variations on a theme', as they can be easily adapted with slightly varied props each time.

## MODULES

As you move through the children’s activities, the parent / caregiver bulletin board is meant to be updated with information that speaks to each of these major themes. Keep in mind that suggested activities could be done over time during regular drop-in. Many of these ideas are not new, but they are being introduced to children through a new lens. It

is hoped that overtime, children and parents will gain knowledge of ‘Indigenous Ways’ and perhaps revise their view of the land we share.

Remember that a Reconciliation-in-Action process should ideally involve the Indigenous community, so be sure to create opportunities to bring in special guests.

### Module One: Canada Then and Now

Drop-In Centre Space: Thankful

Bulletin Board: History and Context

### Module Two: Celebrate Those Who Come Before Us

Drop-In Centre Space: Sharing

Bulletin Board: Acknowledgement and Reconciliation

### Module Three: What Makes People Different, What Makes People the Same?

Drop-In Centre Space: Same and Different

Bulletin Board: Diversity and Awareness

### Module Four: When Nature Speaks, Do you Listen?

Drop-In Centre Space: Watch, Listen, Learn

Bulletin Board: Valuing Traditions

## CONCLUSION

BC Association of Family Resource Program is pleased to offer ‘The Land, The People’ to provide ideas for how to introduce the concepts of reconciliation and ‘Indigenous Ways’ into your centre. We look forward to working together to add to these learnings over time and encourage you to share what works and to discard what doesn’t. This resource is not meant to be a series of lessons but is instead an opportunity to use ‘teachable / relatable moments’ as you go along a journey together. In that vein, everyone should be participating. We also recognize that these materials could prove

challenging – staff may not feel familiar enough with reconciliation and First Nations to broach this topic with participants. We suggest supporting each other and not taking this process lightly. Be sure to hold regular debriefs and encourage conversation as we are all in a process of learning. To be true to the spirit of reconciliation, the dialogue happening in our centres must also encompass the community it is meant to touch. It is essential that knowledgeable Indigenous community members are invited to participate alongside in this process.

## June 21, 2017 Truth and Reconciliation Acknowledgement for the BC Association of Family Resource Programs

We acknowledge that acts of colonization (such as requiring Indigenous<sup>1</sup> children to attend residential schools), has made many inequities for First Nations, Inuit and Métis<sup>2</sup> people in multiple forms. Despite these acts of colonization, Indigenous people continue to have vibrant communities and cultures.

We acknowledge that reconciliation is the work of all Canadians. Because residential schools directly affected children and families, FRP-BC feels particularly called to publicly respond to, and act on, the report and its calls to action.

We acknowledge that language, culture and education are vital for First Nations, Inuit, and Métis communities to thrive and children must have the opportunity to learn through their own culture and language.

We acknowledge that for true reconciliation to happen FRP-BC's process of reconciliation must continue to work to include First Nations, Inuit and Métis people.

<http://www.frpbc.ca/media/uploads/files/FRP-BC Statement of Reconciliation.pdf>

“Family” depicts the balance that is created amongst all families when we embrace, acknowledge and share the rich traditions and sacred teachings that our respective cultures provide for us.

The Cedar Rope that surrounds the Family represents the connection that Mother, Father and Children have to Nature. Here, the Cedar Rope flows, transforms and emerges as the sacred Tree of Life, which provides for the fundamental needs of the Family – planks to build their home; bark to create their clothing and hats; wood to create bentwood boxes, feast dishes, utensils, and other important utilitarian items.

Within their respective Robes of Power, three abstracts of mythological beings are presented to show the Family's connection to, and respect for, the creatures of Nature:

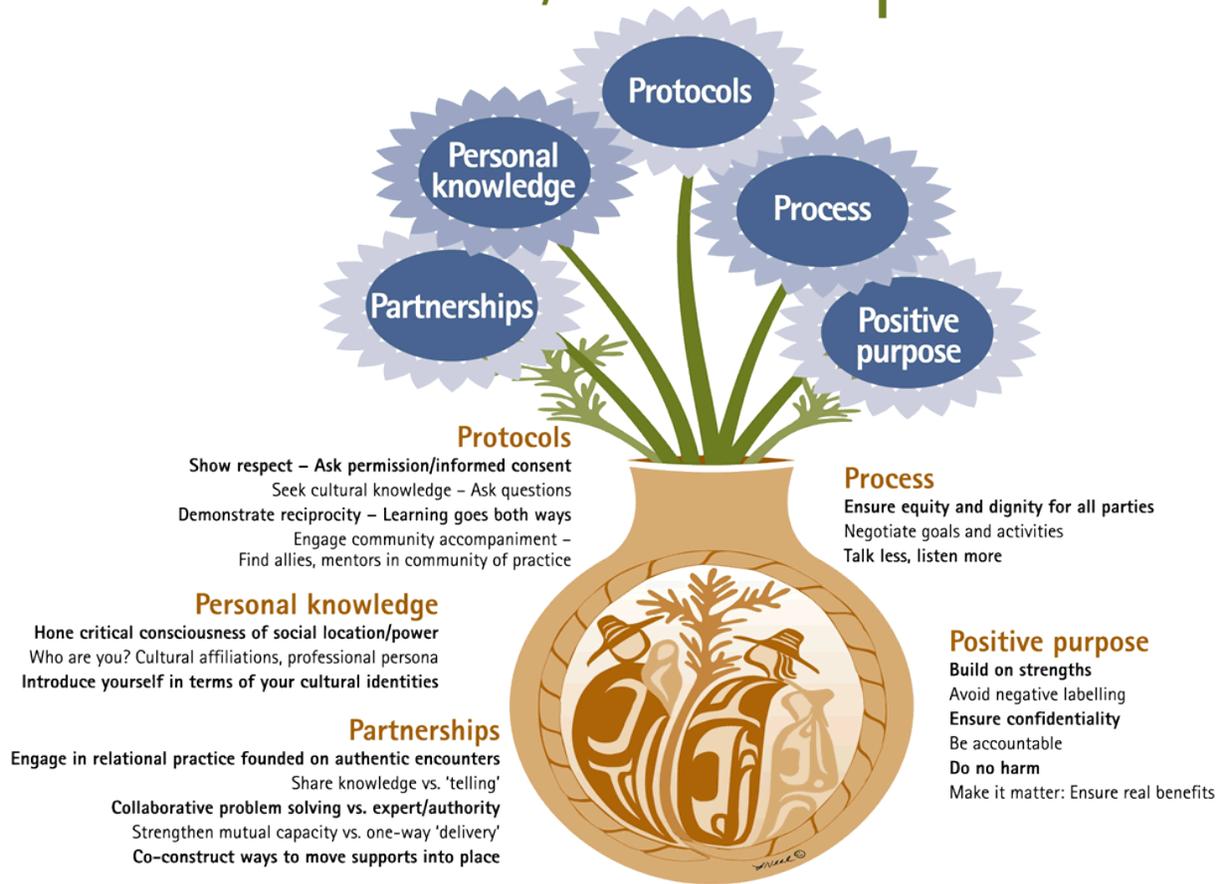
- Raven (Father's blanket) represents creatures of the Sky Kingdom;
- Killerwhale (Mother's blanket) represents creatures of the Kingdom Beneath the Sea; and
- Supernatural Sculpin (Child's blanket) represents the creatures of the Spirit World.

---

<sup>1</sup> For the purpose of this statement, we are using “Indigenous” to mean “native to the area, peoples who have occupied a territory since time immemorial.” We use it as an inclusive term of all First Peoples of Canada: Status, Non-Status, First Nations, Métis and Inuit. The term has gained prominence as a term to describe Aboriginal peoples in an international context. Indigenous is considered by some to be the most inclusive term of all, since it identifies peoples in similar circumstances without respect to national boundaries or local conventions. However, for some it is a contentious term, since internationally, and in the United Nations context, it often defines groups primarily in relation to their colonizers.

<sup>2</sup> The terms “First Nations”, “Inuit”, and “Métis” each refer to one of the three distinct groups recognized as “Aboriginal” in the Constitution Act of 1982 (<http://www.afn.ca/en/about-afn/description-of-the-afn>).

# Cultural Safety 5 Principles



"Family" An Original Design by Lou-Ann Neel © 2004

The Family, Tree of Life, Cedar Rope, and Three Beings are all connected – as are each of us -- as individuals, as families, as communities, and as Nations.

Lou Ann Neel is a descendant of the Mamalillikulla, Da'nax'daxw, Ma'amtagila, 'Namgis and Kwagiulth tribes of the Kwakwaka'wakw (Kwak'wala-speaking people). Her home territory, the Kwak'wala. She carries the names K'iditle'logw; Ika'wega and Ga'axstalas (retrieved from <http://www.authenticindigenous.com/artists/lou-ann-neel>)

**MODULE ONE: Canada Then and Now****Drop-in Centre Space – ‘Thankful’**

<b>Activity</b>	<b>Ideas</b>
<b>Introduction</b>	<ul style="list-style-type: none"><li>• What do children know about long ago?</li><li>• Dinosaurs? Grandparents?</li><li>• This land that we are on is very old.</li><li>• People lived here long ago and they are called ‘First Nations’.</li></ul>
<b>Circle Time Puppets</b>	<ul style="list-style-type: none"><li>• Introduce puppets by name. Suggestion to use a fish – Streamer the Salmon, and a wolf – Howler the Wolf. (Other animals found in Canada also work.)</li><li>• Have puppets present natural objects such as pine cone, fir branch, cedar, etc. What is this? These things are all part of the land, what else can you think of?</li><li>• Use a talking stick and say ‘thank you’ for something that is part of the land that you are thankful for (water to swim, air to breathe, ground to jump on)</li></ul>
<b>Circle Time Story</b>	<ul style="list-style-type: none"><li>• Simple Story about long ago</li><li>• Who lived on the land – what did they do?</li><li>• What can we learn from the people who lived here before us?</li></ul>
<b>Outdoor Time</b>	<ul style="list-style-type: none"><li>• Going outside and observing what is new (flowers) and old (trees).</li><li>• Create an understanding that the land was here long before us.</li><li>• Do a mindfulness exercise using the senses (air to breathe, ground to jump on, earth / flowers to smell and touch, etc.)</li></ul>
<b>Art Time</b>	<ul style="list-style-type: none"><li>• Have cut outs of trees, leaves and pinecones (or use real objects) and make a collage or make an Inuksuk with rocks (balance rocks on top of each other). (<a href="https://www.cbc.ca/kidscbc2/the-feed/do-you-know-what-an-inukshuk-is">https://www.cbc.ca/kidscbc2/the-feed/do-you-know-what-an-inukshuk-is</a>)</li></ul>
<b>Feeling Station</b>	<ul style="list-style-type: none"><li>• Have a station with a basin of things you can feel.</li><li>• Introduce the objects and how they feel (leaf, pine cone, etc.)</li><li>• If the child is willing, blindfold them and ask them what they feel.</li><li>• Give them words such as soft, prickly, etc.</li></ul>
<b>Special Guest</b>	<ul style="list-style-type: none"><li>• Indigenous Story Teller talking about a time long ago.</li></ul>
<b>Outcome for Children</b>	<p>➤ <b>We are thankful for this land and the many things it gives us</b></p>

## MODULE ONE: Canada Then and Now

### Bulletin Board – ‘History and Context’

<b>Content Focus</b>	<ul style="list-style-type: none"><li>• Create a banner for your bulletin board – work with staff to come up with something suitable. ‘Reconciliation-In-Action’; ‘The Land, The People’; ‘Our Diversity Our Home’ – whatever feels right for your space.</li><li>• Choose a word or phrase of the week (or month) that reflects the theme. Example: ‘Our Home’ – This module is about setting context. Canada is home to many Indigenous populations as well as many newcomers. A diverse range of people have called this land home over the centuries.</li><li>• Who are the First Nations people in your area? Have a local map to demark the territory. (Both historical and present day if possible)</li><li>• Consider visuals that might enhance the display.</li><li>• Post questions that might spur dialogue: Does Canada feel like your home? How long have you been here? How long have your ancestors been here?</li></ul>
<b>Resources / Statistics</b>	<ul style="list-style-type: none"><li>• See Resources Section at end of curriculum for links</li><li>• Visual: How Old is Canada Really?</li><li>• 634 First Nations in Canada with 198 in BC</li><li>• 3,100 Indian Reservations in Canada</li><li>• 1.4 million Indigenous in Canada<ul style="list-style-type: none"><li>◦ Largest Indigenous populations: Winnipeg, Edmonton, Vancouver, Toronto, Calgary</li></ul></li><li>• In 2017, 272,000 newcomers came to Canada.</li><li>• Canada is made of up more than 200 ethnic origins.</li><li>• In essence, compared to Indigenous populations, we are all newcomers here.</li></ul>
<b>Outcomes for Adults</b>	<ul style="list-style-type: none"><li>➤ <b>This land we live on – our home – was here long before we were</b></li><li>➤ <b>When compared to Indigenous populations, we are all newcomers</b></li></ul>

**MODULE TWO: Celebrate Those Who Came Before Us**

**Drop-in Centre Space – ‘Sharing’**

<b>Activity</b>	<b>Ideas</b>
<b>Introduction</b>	<ul style="list-style-type: none"> <li>• What do you do to celebrate something? (Birthday cake, singing, dancing, etc.)</li> <li>• Who came to Canada first? <i>First Nations</i>. Who are they?</li> <li>• Practice names of First Nations communities in your area.</li> </ul>
<b>Circle Time Puppets</b>	<ul style="list-style-type: none"> <li>• Have puppets talk about celebrations.</li> <li>• First Nations use drums to celebrate.</li> <li>• Have sticks to hit together or on the floor, or use hands – boom, boom, boom</li> <li>• Practice simple rhymes.</li> </ul>
<b>Circle Time Story</b>	<ul style="list-style-type: none"> <li>• Simple story about sharing.</li> <li>• Those who lived on the land long ago are sharing the land with us now.</li> <li>• What do you share with others? Use a talking stick to pass around – have adults and children give examples of what they share.</li> </ul>
<b>Outdoor Time</b>	<ul style="list-style-type: none"> <li>• Think about this land we share. Who do we share it with?</li> <li>• Talk about animals that you see who are sharing the land with us.</li> <li>• Mindfulness – can you hear who is sharing the land with us (hear children’s laughter, parents talking, dog barking, etc.)</li> </ul>
<b>Art Time</b>	<ul style="list-style-type: none"> <li>• Have cut outs of animals and natural spaces and make a collage.</li> <li>• Talk about sharing art materials during this time. It is important to share.</li> </ul>
<b>Feeling Station</b>	<ul style="list-style-type: none"> <li>• Have a station with a basin of things you can feel.</li> <li>• Maybe have things buried in sand or earth that they have to find.</li> <li>• Have a board book that has animals you can touch and feel.</li> </ul>
<b>Special Guest</b>	<ul style="list-style-type: none"> <li>• Indigenous drummer. Hear the heartbeat boom, boom, boom.</li> <li>• Have the guest introduce who they are. Practice saying the name of their tribe or First Nations ancestors.</li> </ul>
<b>Outcome for Children</b>	<p>➤ <b>First Nations People share this land with us</b></p>

<b>MODULE TWO: Celebrate Those Who Came Before Us</b>	
<b>Bulletin Board – ‘Acknowledgment and Reconciliation’</b>	
<b>Content Focus</b>	<ul style="list-style-type: none"> <li>• Retain your main board banner while encouraging different staff to help change bulletin board content each time to reflect the current module.</li> <li>• Choose a word or phrase of the week (or month) that reflects the theme. Example: ‘Journey to Reconciliation’ – In the broadest sense of the word, reconciliation means ‘coming together’.</li> <li>• Post the actual Canadian Truth and Reconciliation Calls to Action or pull out a few key words to highlight the intent of this commitment to action.</li> <li>• Staff should be brought into this process. For example, staff could play a role and determine what key words they want to emphasize.</li> <li>• Post a land acknowledgement for the territory you are on “We acknowledge the traditional unceded territories of the _____ First Nations.”</li> <li>• Post questions that might spur dialogue: Who are the Inuit and Metis Nations? (Reconciliation poster) What does the spirit of reconciliation mean to you? Have you visited any First Nations sites in Canada? What was your impression?</li> </ul>
<b>Resources / Statistics</b>	<ul style="list-style-type: none"> <li>• Visual: Journey to Reconciliation</li> <li>• Add pictures of local First Nations sites or symbols in your area or in BC. See Indigenous Tourism BC under resources.</li> </ul>
<b>Outcomes for Adults</b>	<ul style="list-style-type: none"> <li>➤ <b>Reconciliation is a call to action that means ‘coming together’</b></li> <li>➤ <b>It is important to acknowledge the land and the First Nations People</b></li> </ul>

**MODULE THREE: What Makes People Different, What Makes People the Same?**

**Drop-in Centre Space – ‘Same and Different’**

<b>Activity</b>	<b>Ideas</b>
<b>Introduction</b>	<ul style="list-style-type: none"> <li>• What makes you different from me? Are there special things you eat? Is there a special language you use at home?</li> <li>• We are all the same and we are also different. Our differences make us special, and our sameness pulls us together.</li> </ul>
<b>Circle Time Puppets</b>	<ul style="list-style-type: none"> <li>• Have puppets talk about differences and similarities (their color, the way they ‘talk’ as animals, what they prefer to eat).</li> <li>• First Nations have different dancing, music and food too.</li> </ul>
<b>Circle Time Story</b>	<ul style="list-style-type: none"> <li>• Simple Story about food</li> <li>• What does your family like to eat?</li> </ul>
<b>Snack Time</b>	<ul style="list-style-type: none"> <li>• Offer bannock (and jam) for snack.</li> <li>• Perhaps have different ethnic food brought in at different times during the month. Celebrate special days.</li> <li>• Mindfulness – what do you like about this taste? What tastes do you like? Sweet, sour, crunchy, smooth?</li> </ul>
<b>Art Time</b>	<ul style="list-style-type: none"> <li>• Have cut outs of food. Make a plate of food with the cut-outs.</li> <li>• Talk about good eating. Talk about filling your plate with different colors.</li> </ul>
<b>Feeling or Color Station</b>	<ul style="list-style-type: none"> <li>• Have a station with different tastes – what are your favorites?</li> <li>• Have a station with different colors – what are your favorites?</li> <li>• Are you same or different from your neighbor? You may be different in some things and the same in some things.</li> </ul>
<b>Special Guest</b>	<ul style="list-style-type: none"> <li>• Dancer or singer whether Indigenous or another culture. Sharing things about ourselves and our families that are different and the same.</li> </ul>
<b>Outcome for Children</b>	<p>➤ <b>Our differences make us special, our sameness pulls us together</b></p>

**MODULE THREE: What Makes People Different, What Makes People the Same?**

**Bulletin Board – ‘Diversity and Awareness’**

<p><b>Focus</b></p>	<ul style="list-style-type: none"> <li>• Retain your main board banner while encouraging different staff to help change bulletin board content each time to reflect the current module.</li> <li>• Choose a word or phrase of the week (or month) that reflects the theme. Example: ‘Truth’ – Focus on the Sacred Seven Grandfather Teachings poster with truth as the centre. Refer to ‘<u>Truth</u> and Reconciliation’. (Truth telling in the context of healing helps to enable collective and individual reconciliation.)</li> <li>• Consider visuals related to culture and diversity that might enhance the display (does not need to be limited to Indigenous cultures).</li> <li>• Post questions that might spur dialogue: What is ‘Truth’ in the context of Truth and Reconciliation? Why is a commitment to ‘Truth’ important?</li> </ul>
<p><b>Resources / Statistics</b></p>	<ul style="list-style-type: none"> <li>• Visual: Journey to Reconciliation – Who are the Inuit and Metis Nations?</li> <li>• Sacred Seven Grandfather Teachings poster</li> <li>• Introduce some ‘Indigenous Ways of Knowing’</li> <li>• Provide recipe for Bannock (see resources below).</li> <li>• Highlight and celebrate traditions such as important upcoming special days for the various ethnicities in your space or in your community. Offer special food or activities or bring in guests to mark the day.</li> </ul>
<p><b>Outcomes for Adults</b></p>	<ul style="list-style-type: none"> <li>➤ <b>The journey to reconciliation is a collective commitment to Indigenous People</b></li> <li>➤ <b>This commitment requires awareness and respect for cultural diversity</b></li> </ul>

## MODULE FOUR: When Nature Speaks, Do You Listen?

### Drop-in Centre Space – ‘Watch, Listen, Learn’

Activity	Ideas
<b>Introduction</b>	<ul style="list-style-type: none"> <li>• Nature speaks to us – what does it say?</li> <li>• Land, water, air, and animals are important to Indigenous peoples. They remind us of how important these things are.</li> </ul>
<b>Circle Time Puppets</b>	<ul style="list-style-type: none"> <li>• Have puppets talk about taking care of the land.</li> <li>• How do we take care of our land and environment? Garbage and recycling, etc.</li> <li>• How does our land support us? Food in the garden, fish in the water, etc.</li> </ul>
<b>Circle Time Story</b>	<ul style="list-style-type: none"> <li>• Story about animals</li> <li>• How do animals help us? What do they do? How do they make you feel?</li> </ul>
<b>Walkabout</b>	<ul style="list-style-type: none"> <li>• Say “this is the traditional territory of the _____ people”.</li> <li>• Bring everyone out for a ‘walk-about’ and meet the brothers and sisters: Trees, plants, animals, and non-living beings.</li> <li>• Do a mindfulness exercise – hug a tree or lie on the ground and feel the earth.</li> <li>• Gather back inside and say thank you to the _____ people for caring for the land and welcoming us on the land today.</li> </ul>
<b>Art Time</b>	<ul style="list-style-type: none"> <li>• Have cut outs of animals in textured cloth if you can (feathers for birds, etc.)</li> <li>• Make a collage of animals – feel the different textures.</li> </ul>
<b>Water Station</b>	<ul style="list-style-type: none"> <li>• Have a basin with toy water animals. Try and get different materials.</li> <li>• Feel the water, talk about fish. What do fish feel like? (Slippery, shiny, etc.)</li> </ul>
<b>Special Event</b>	<ul style="list-style-type: none"> <li>• Use Indigenous images of animals. Talking about totems or how animals make us feel. Go to a place that has Indigenous carvings of animals, talk about it.</li> </ul>
<b>Outcome for Children</b>	<ul style="list-style-type: none"> <li>➤ <b>If we listen to nature, we are able to learn about our neighbors and our world</b></li> </ul>

## MODULE FOUR: When Nature Speaks, Do You Listen?

### Bulletin Board – ‘Valuing Traditions’

<p><b>Focus</b></p>	<ul style="list-style-type: none"> <li>• Retain your main board banner while encouraging different staff to help change bulletin board content each time to reflect the current module.</li> <li>• Choose a word or phrase of the week (or month) that reflects the theme. Example: ‘Traditions’ – The chain of teachings - parent to child - is important. How was this disrupted with Residential Schools? Reconciliation is meant to be a journey back to awareness and respect, it is meant to remind all Canadians.</li> <li>• What does unceded mean? (People who first lived here did not give or sell their land to any person, any government or any country.)</li> <li>• What are residential schools? Why is remembering them important?</li> <li>• Graphic pictures and words should be avoided as they can trigger PTSD for some newcomers – be mindful of information overload. Instead focus on the power of tradition and the importance of cultural respect amidst diversity.</li> <li>• Post questions that might spur dialogue: The chain of teachings – parent to child – is important. How can we / do we continue that tradition in our own families? How is learning about Indigenous ways important for us and for future generations of Canadians? What is meant by creating a ‘safe space’?</li> </ul>
<p><b>Resources / Statistics</b></p>	<ul style="list-style-type: none"> <li>• Visual: Canada’s Indian Residential Schools by the Numbers (statistics)</li> <li>• Kitchen Table Guide for Reconciliation – what to take into consideration if you want to host a reconciliation discussion group (creating a safe space, etc.)</li> </ul>
<p><b>Outcomes for Adults</b></p>	<ul style="list-style-type: none"> <li>➤ <b>Residential schools remind us of the importance of intergenerational wisdom</b></li> <li>➤ <b>The power of tradition teaches us cultural respect amidst diversity</b></li> </ul>

## SUGGESTED RESOURCES

Bannock Recipes:

- <https://www.for.gov.bc.ca/rsi/fnb/fnb.htm>
- <https://www.cbc.ca/news/canada/north/bannock-recipe-how-to-make-a-northern-staple-1.3112436>

Websites for resources:

- <https://vancouver.ca/files/cov/First-Peoples-A-Guide-for-Newcomers.pdf>
- <https://listn.tutela.ca/resources/resources-for-teachers/listn-resources/first-peoples-learning-materials-for-newcomers.html>
- National Indigenous People's Day <https://www.rcaanc-cirnac.gc.ca/eng/1100100013248/1534872397533>
- Truth and Reconciliation 94 Calls to Action <https://www.aadnc-aandc.gc.ca/eng/1524494530110/1524494579700>
- FRP-BC Statement of Reconciliation [http://www.frpbc.ca/media/uploads/files/FRP-BC\\_Statement\\_of\\_Reconciliation.pdf](http://www.frpbc.ca/media/uploads/files/FRP-BC_Statement_of_Reconciliation.pdf)
- "Project of Heart" – inquiry based, collaborative, inter-generational, artistic journey of seeking truth about the history of Aboriginal people in Canada. <http://projectofheart.ca/what-is-project-of-heart/resources/>
- Toolkits put out by Reconciliation Canada <http://reconciliationcanada.ca/resources/toolkits/>
- Guidelines for working with Elders <https://carleton.ca/indigenous/resources/guidelines-for-working-with-elders/>

## ADULT MATERIALS / BULLETIN BOARD

**Module 1:** History and Context

How Old is Canada Really? <https://www.canadianaffair.com/how-old-is-canada>

Aboriginal Peoples in Canada <https://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-011-x/99-011-x2011001-eng.cfm>

**Module 2:** Acknowledgement and Reconciliation

Journey to Reconciliation graphic <http://ocsb.ca/indigenous/screen-shot-2017-11-03-at-9-00-10-am/>

Indigenous Tourism BC - articles by local authors on Indigenous cultures in BC

<https://www.indigenoussc.com/travel-ideas>

**Module 3:** Diversity and Awareness

Sacred Seven Grandfather Teachings Poster 2007 [http://muskratmagazine.com/dear-amazing-indigenous-youth/459245\\_10151096649585139\\_480275516\\_o/](http://muskratmagazine.com/dear-amazing-indigenous-youth/459245_10151096649585139_480275516_o/)

Indigenous Ways of Knowing <https://www.oise.utoronto.ca/abed101/indigenous-ways-of-knowing/>

**Module 4:** Valuing Traditions

Residential Schools Infographic – contains some startling statistics so use with discretion

<https://athinadesign.com/project/infographic-residential-schools/>

Kitchen Table Guide for Reconciliation – presents ideas on creating sacred / safe space for dialogue

[http://reconciliationcanada.ca/staging/wp-content/uploads/2017/01/KTD-Guide\\_dec2016.pdf](http://reconciliationcanada.ca/staging/wp-content/uploads/2017/01/KTD-Guide_dec2016.pdf)

## CHILDREN'S MATERIALS - BOOKS

### Module 1: Canada Then and Now

*Long Ago in Victoria* by Karin Clark

[https://www.strongnations.com/store/item\\_display.php?i=3571&f=](https://www.strongnations.com/store/item_display.php?i=3571&f=)

*We Are All Connected: Coast Salish, Coastal Rainforests and Cougars* by Celestine Aleck

[https://www.strongnations.com/store/item\\_display.php?i=6594&f=](https://www.strongnations.com/store/item_display.php?i=6594&f=)

### Module 2: Those Who Came Before Us

*The Sharing Circle* by Theresa Meuse

[https://www.strongnations.com/store/item\\_display.php?i=2223&f=](https://www.strongnations.com/store/item_display.php?i=2223&f=)

*Go Show the World: A Celebration of Indigenous Heros* by Wab Kinew

[https://www.strongnations.com/store/item\\_display.php?i=7270&f=](https://www.strongnations.com/store/item_display.php?i=7270&f=)

### Module 3: What Makes People Different, What Makes Us The Same?

*What Makes Us Unique? First Talk About Diversity*, by Jillian Roberts

[https://www.strongnations.com/store/item\\_display.php?i=6180&f=](https://www.strongnations.com/store/item_display.php?i=6180&f=)

*You Hold Me Up* by Monique Gray Smith

[https://www.strongnations.com/store/item\\_display.php?i=6565&f=](https://www.strongnations.com/store/item_display.php?i=6565&f=)

### Module 4: When Nature Speaks, Do You Listen?

*Shi-shi-etko* by Nicola Campbell

[https://www.strongnations.com/store/item\\_display.php?i=3351&f=](https://www.strongnations.com/store/item_display.php?i=3351&f=)

*Shin-Chi's Canoe* by Nicola Campbell

[https://www.strongnations.com/store/item\\_display.php?i=2138&f=](https://www.strongnations.com/store/item_display.php?i=2138&f=)

*Spirit Bear and Children Make History* by Cindy Blackstock

[https://www.strongnations.com/store/item\\_display.php?i=7061&f=](https://www.strongnations.com/store/item_display.php?i=7061&f=)

### Other:

*Big and Small*, illustrated with Northwest Coast Native Art <https://kinderbooks.ca/products/big-and-small-with-northwest-coast-native-art>

*When I was Eight and Not My Girl!*: Christy Jordan-Fenton and Margaret Pokiak-Fenton, illustrated by Gabrielle Grimard

*When We Were Alone*: David Robertson, illustrated by Julie Flett

*Stolen Words*: Melanie Florence, illustrated by Gabrielle Grimard

*My Heart Fills With Happiness*: Monique Gray-Smith, illustrated by Julie Flett

### Puppets:

<https://libguides.tyndale.ca/c.php?g=315388&p=4956022> Howler the Wolf and Streamer the Salmon

[https://www.strongnations.com/store/item\\_list.php?it=60&p1=3424&cat=3291](https://www.strongnations.com/store/item_list.php?it=60&p1=3424&cat=3291)