

Pathways to Prosperity Presentation

“My New Home: Coloring Canada”

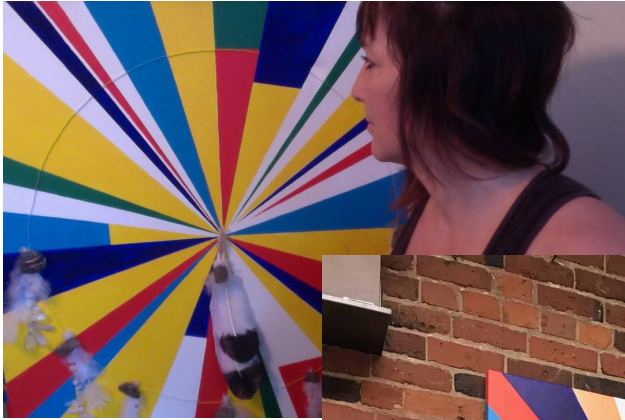
Elder Glida Morgan & Shawna Duncan

Elder Glida Morgan - Introductions



Tla'amin Nation

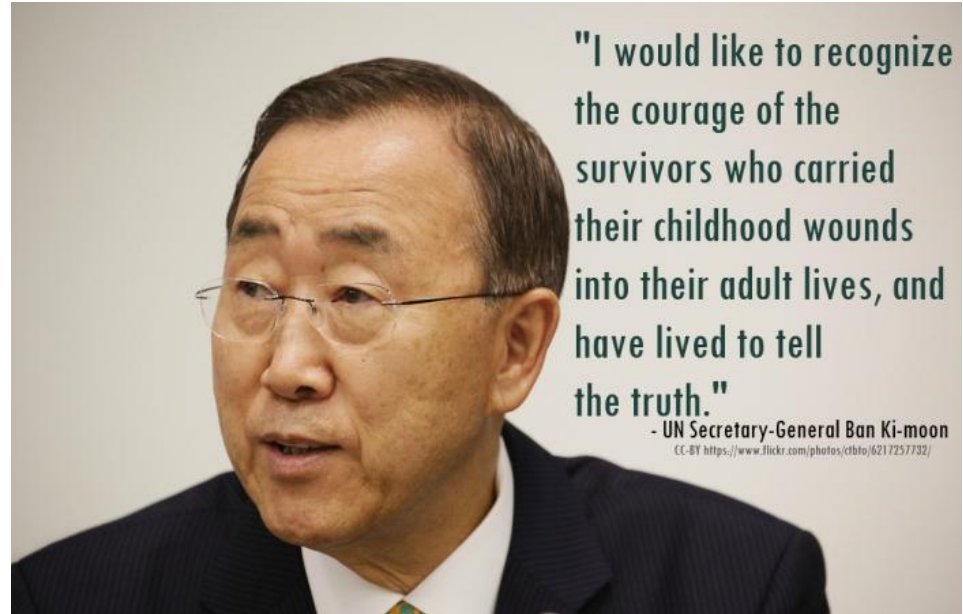
Shawna Duncan - Introduction



NEWCOMERS TO CANADA

93. We call upon the federal government, in collaboration with the national Aboriginal organizations, to revise the information kit for newcomers to Canada and its citizenship test to reflect a more inclusive history of the diverse Aboriginal peoples of Canada, including information about the Treaties and the history of residential schools.
94. We call upon the Government of Canada to replace the Oath of Citizenship with the following:

I swear (or affirm) that I will be faithful and bear true allegiance to Her Majesty Queen Elizabeth II, Queen of Canada, Her Heirs and Successors, and that I will faithfully observe the laws of Canada including Treaties with Indigenous Peoples, and fulfill my duties as a Canadian citizen.



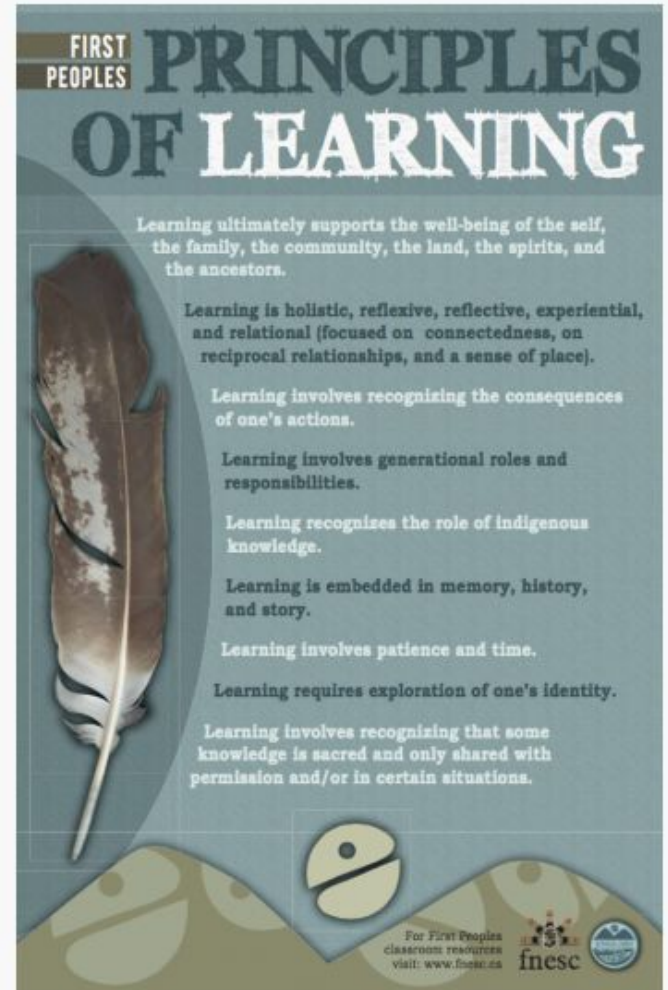
"I would like to recognize the courage of the survivors who carried their childhood wounds into their adult lives, and have lived to tell the truth."

- UN Secretary-General Ban Ki-moon
CC-BY <https://www.flickr.com/photos/ctbto/6217257732/>

(Referring to survivors of Residential Schools)

The First Peoples Principles of Learning

- The First Peoples Principles of Learning is new to me.
- I have heard of the First Peoples Principles of Learning before.
- I use the principles of First Peoples Principles of Learning when I create my lesson plans.

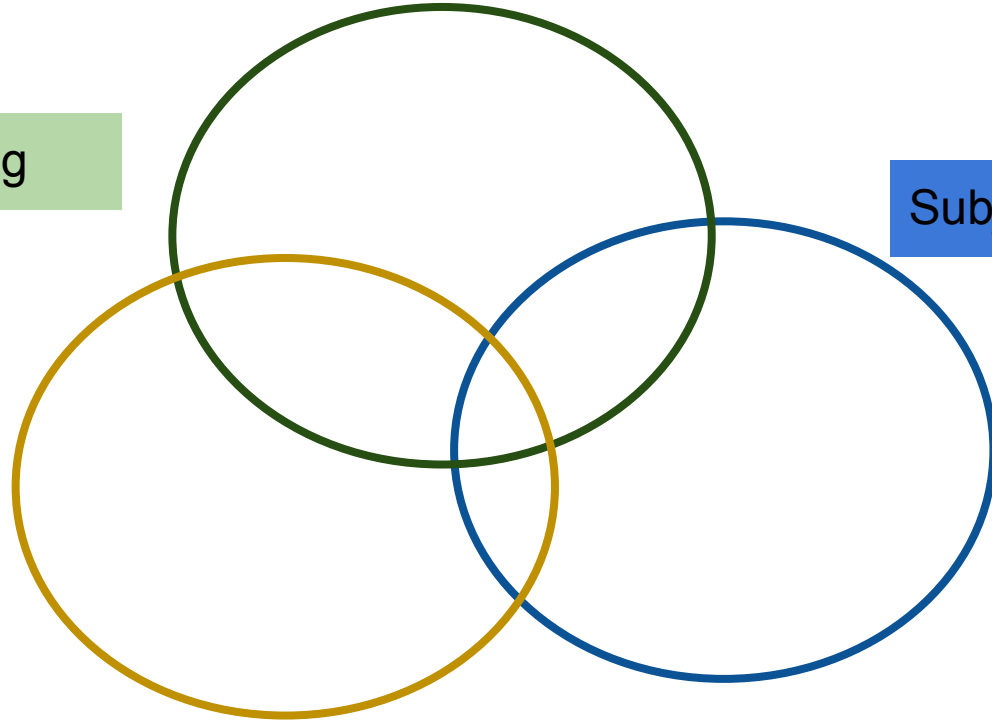


First Peoples Principles of Learning woven through...

Approach to Teaching

Subject Matter

Students Learning Experience



Learning Journey - Subject Matter

Decolonized Leadership, practices, policies and systems

- Leaders & HR start with antiracism education, that's Indigenous-specific.
- Change management & communications plan developed, then launched & evaluated.
- Organization wide education antiracism education, that's Indigenous-specific

- Allyship, Accomplice & Co-resistor
- Authentic Consultation
- Performance Allyship

- Upstanding vrs Bystanding
- Centering
- Creating Space vrs Taking Up Space
- Lateral Violence vrs Lateral Kindness

- Tokenism
- Equity vrs Equality
- Cultural Appropriation vrs Appreciation

Racial Trauma
Racial Microaggressions
Racial Gaslighting
Code Switching
Trauma Informed Practice(TIP)

Intersectionality
Stereotypes
Racial Bias/Anti-bias
Prejudice

White Supremacy Culture
Power & privilege
Fragility, Tears & Backlash
Paternalism/Hierarchies

Self-Care - Wellness & Grounding
Cultural Humility

Pre-Colonial History

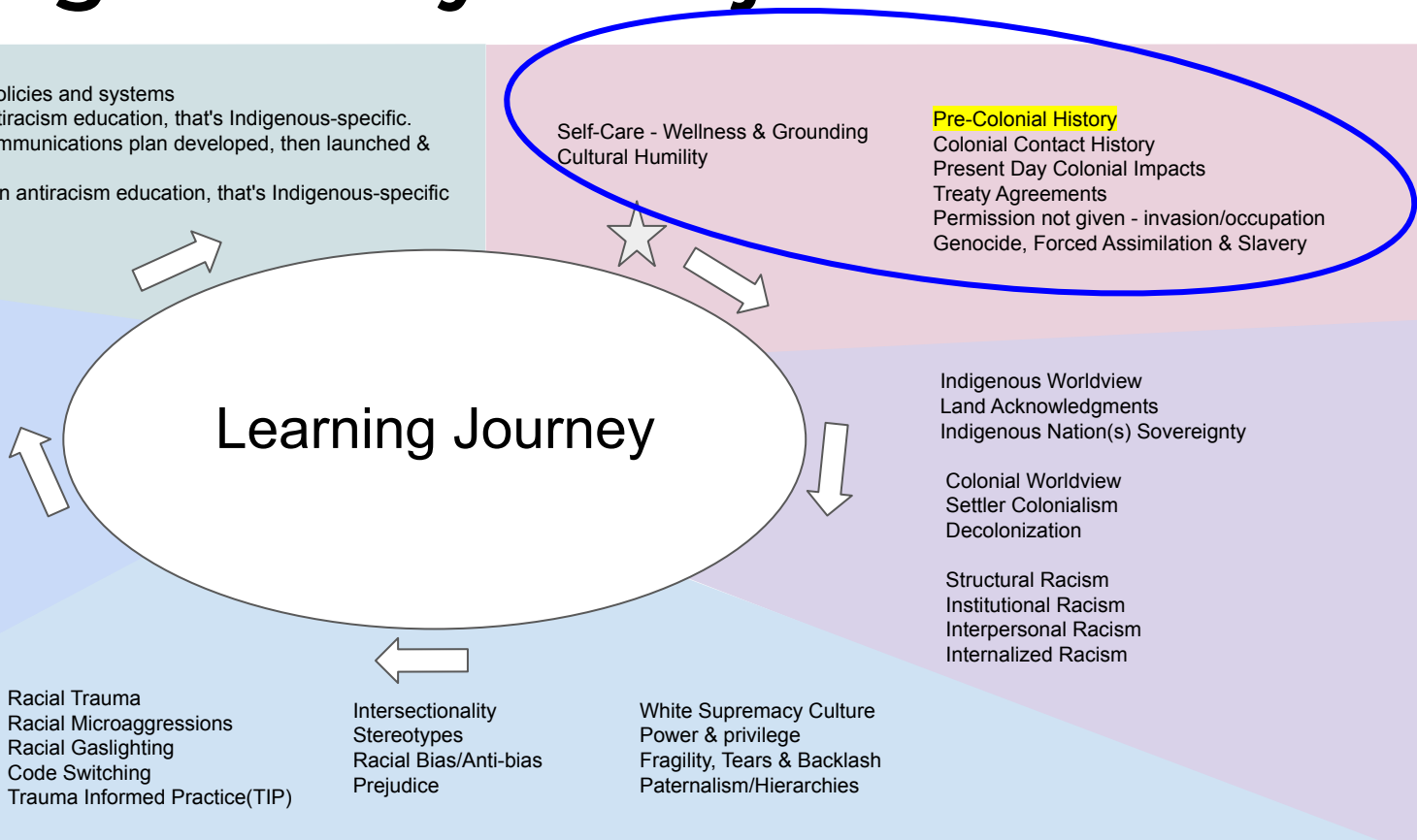
Colonial Contact History
Present Day Colonial Impacts
Treaty Agreements
Permission not given - invasion/occupation
Genocide, Forced Assimilation & Slavery

Indigenous Worldview
Land Acknowledgments
Indigenous Nation(s) Sovereignty

Colonial Worldview
Settler Colonialism
Decolonization

Structural Racism
Institutional Racism
Interpersonal Racism
Internalized Racism

Learning Journey



Framework of Curriculum

LEARNING OUTCOMES

Participants create three images, that represent the history prior to colonial contact, with contact, and present-day impacts.

Participants share and reflect on the three historical timeline images they created, with their small group.



My New Home: Coloring Canada

SECTION 1: Pre- Colonial Contact History

SECTION 2: Colonial Contact

SECTION 3: Present Day Colonial Impacts

SECTION 4: Cultural Humility Plan



Story Characters - inspired by, but not real

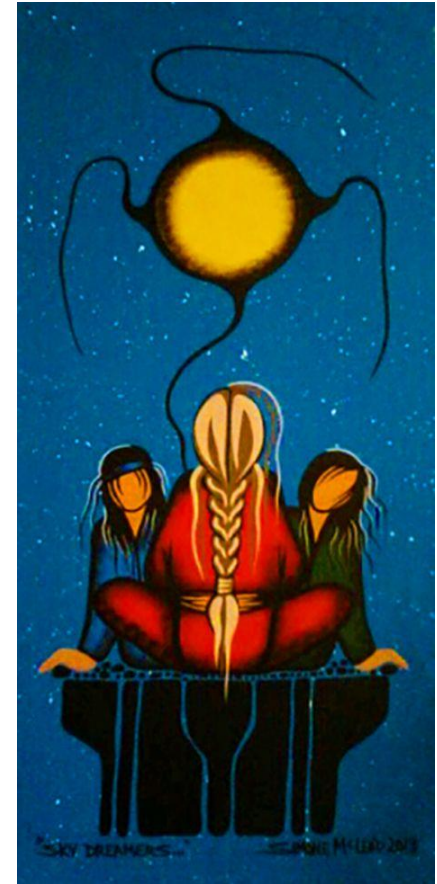
Susan (9 yrs old) and Jamie (6 years old)

Their Grandmother, on mom's side is referred to as Kookum.

On their dad's side they are Secwépemc Nation and they live on Secwépemc Nation's land.

They can name off all their family members that were forced to go to residential school. They grew up learning this.

May 2021, Susan and Jamie were involved with their Nation's ceremonies to bring the children's spirits home, when 215 suspected unmarked graves, "anomalies", were found at the Kamloops Indian Residential School site in Kamloops. #215



Artist: Simone McLeod

Story Characters - inspired by, but not real



Artist: Simone McLeod

Kookum (Grandma)

Kookum is mixed Indigenous and mixed European ancestry.

On her dad's side she has Haudenosaunee/Metis, Cree and Dene ancestry.

Kookum was adopted, and reconnected as she grew up.

She is an academic and teaches about Canada's colonial history.

The granddaughters are very curious and always asking their grandma questions.

After the #215 the push for knowing more details about colonial history from Kookum significantly increased.

What will I need?

What will I need?

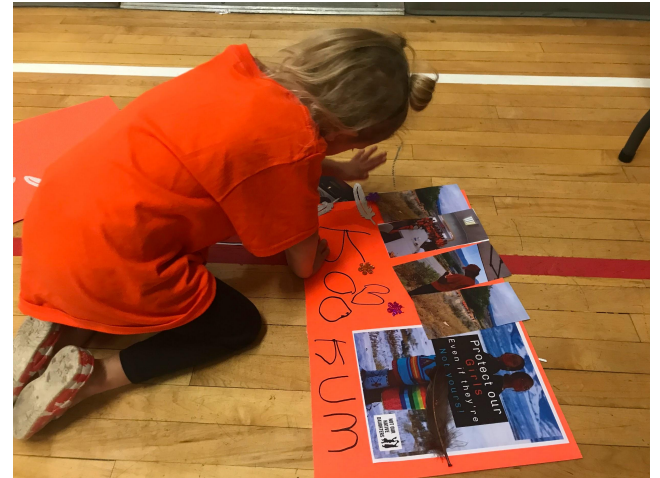
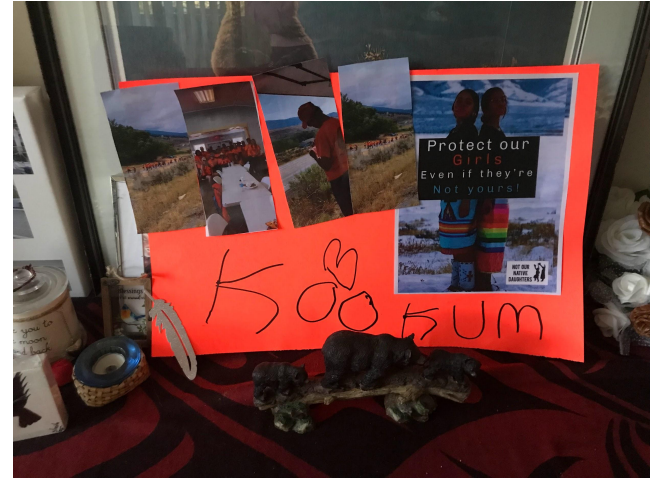
Coloring items, scissors, and two pieces of white paper.

Page 1(a) Northern Turtle Island

Page 1(b) Cultural Humility Plan

Page 2(a) Crown

Page 2(b) Canadian Flag



Learning Can Be Messy



1. Be comfortable being uncomfortable. This will be messy and that's ok. This is where transformation takes place.
2. Feet on the floor, wiggle your toes, relax your shoulders, and breath.



Terms

Aboriginal, and Indigenous are used interchangeably.

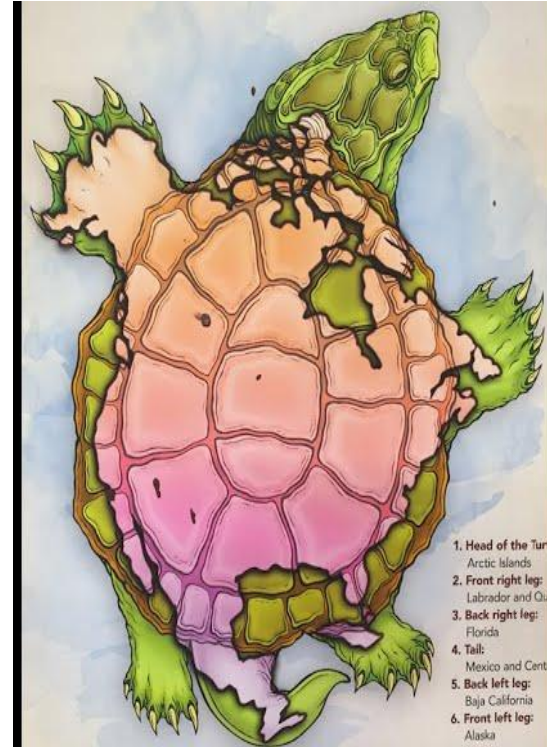
Indigenous: First Nations, Metis and Inuit.

Indian is written in the historical text.

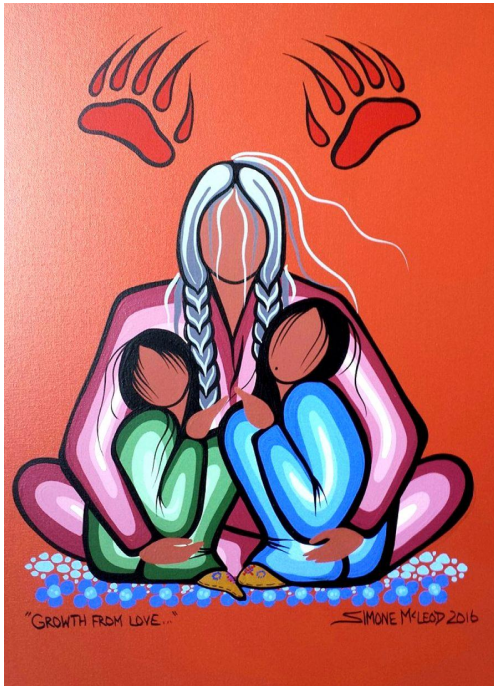
Do not use the term "Indian" outside of the historical context.

Residential Schools were a colonial tool used for forced assimilation and genocide. Indigenous children were forced to attend.

My New Home: Coloring Canada (section 1)

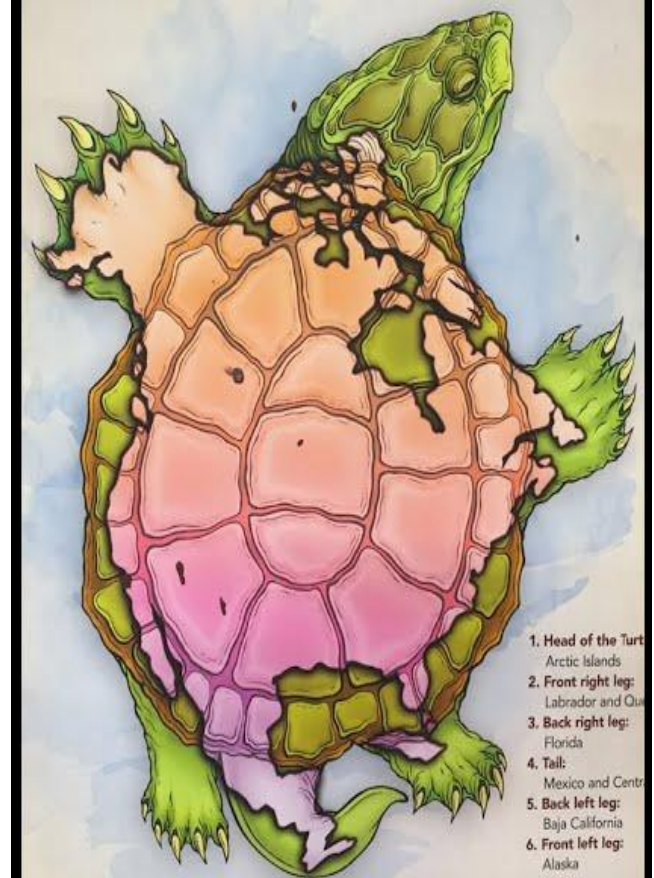


Story Time

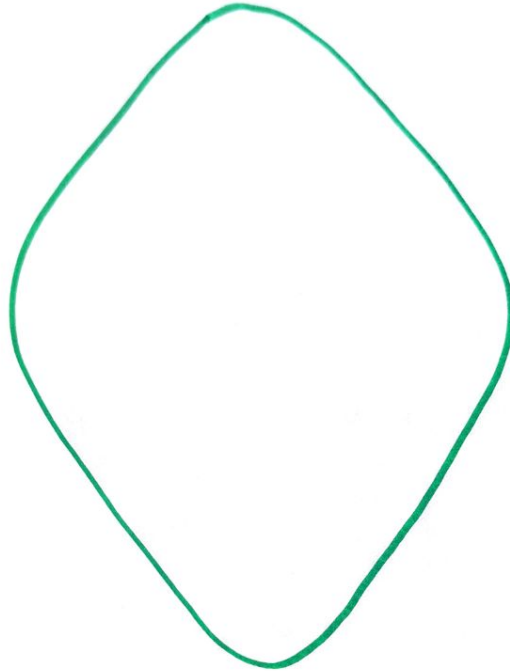
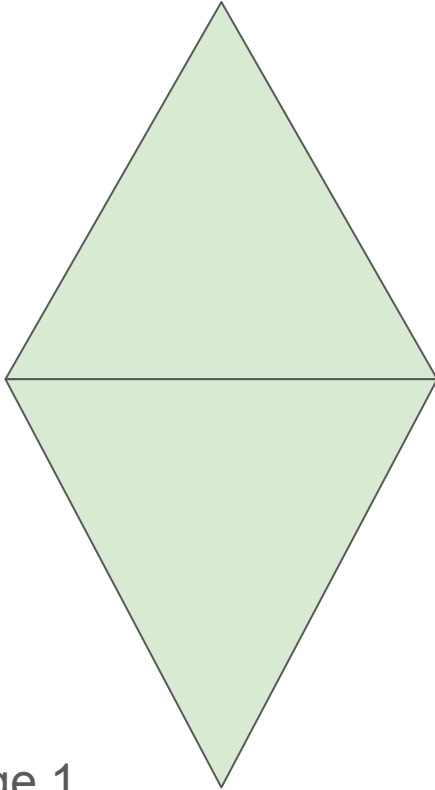


“Kookum (grandma) tell us more stories about the history again.”

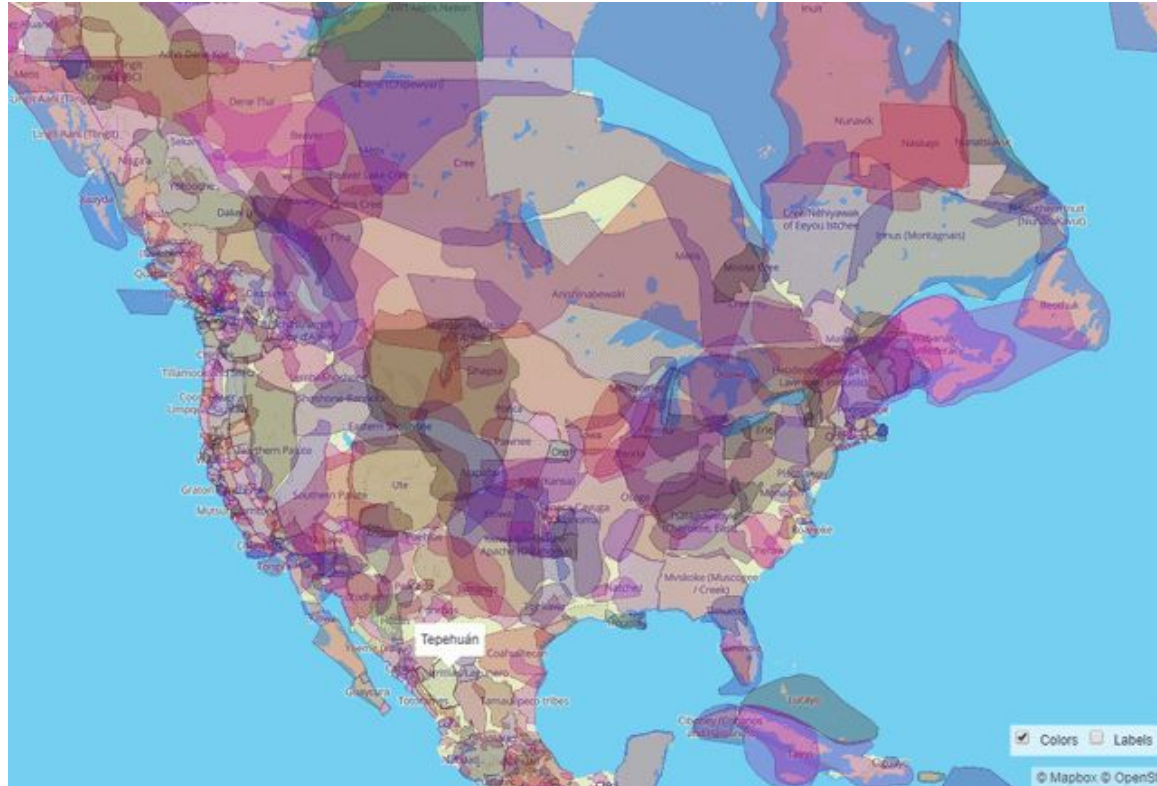
Artist: Simone McLeod



Draw Turtle Island (North America)



Fill Turtle Island with Nations - No Empty Land



Story Time




Artist: Simone McLeod



Susan's picture with shared borders

Create symbols (or use star stickers)

1. Healthcare 
2. Medicine 
3. Astronomy 
4. Science 
5. Education 
6. Business & trade routes
7. International relationships
with other Nations - treaties



Pair & Share

Did you know Turtle Island was filled with sovereign Indigenous Nations? Or, is this new learning for you?



1450 - Haudenosaunee Great Law of Peace

Story Time



Artist: Simone McLeod



1450 - Great Law of Peace

The Haudenosaunee Great Law of Peace was a constitution that established a democracy between five Haudenosaunee - speaking Nations—the **Seneca, Cayuga, Oneida, Onondaga, and Mohawk**. This group of five nations, called the Haudenosaunee Confederacy, was established around 1450.



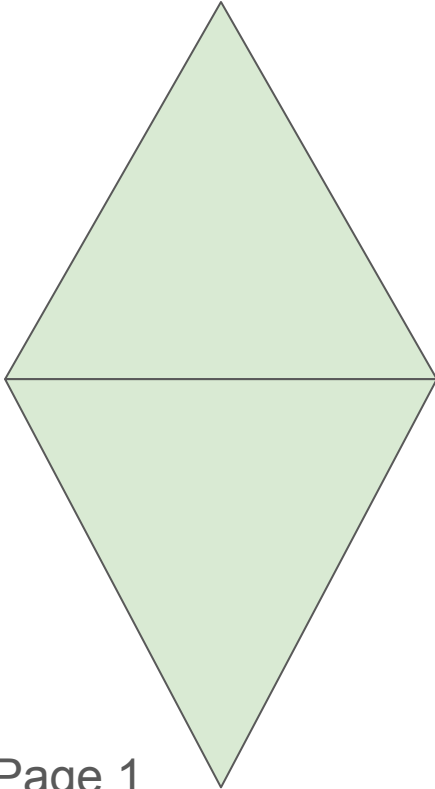
[Democracy's Ancestors: The Haudenosaunee Legacy Revealed | Compact History](#)

Thumbs Up?

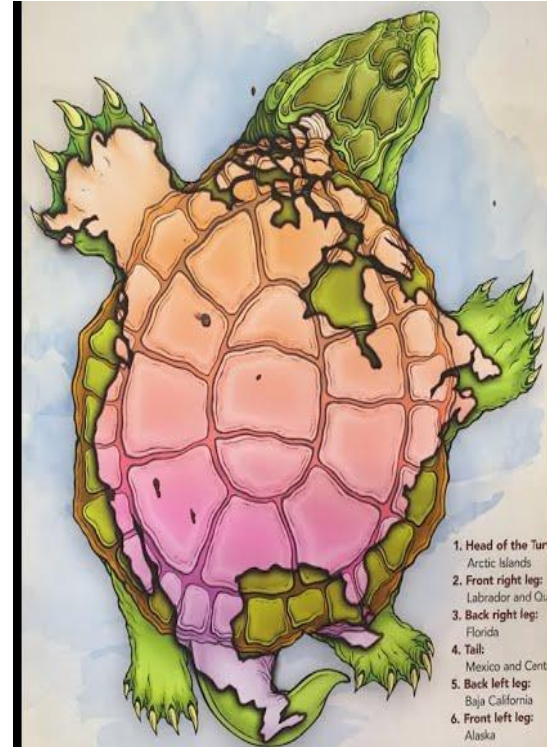
Did you know that the Haudenosaunee taught the newly forming colonial state of the USA about democracy?



Create & add symbols for the Political & Legal systems.



My New Home: Coloring Canada (section 1 end)



1. Head of the Turtle
Arctic Islands
2. Front right leg:
Labrador and Quebec
3. Back right leg:
Florida
4. Tail:
Mexico and Central America
5. Back left leg:
Baja California
6. Front left leg:
Alaska



My New Home: Coloring Canada (3.5hrs)

SECTION 1: Pre- Colonial Contact History (45mins)

SECTION 2: Colonial Contact (1 hour)

SECTION 3: Present Day Colonial Impacts (1hour)

SECTION 4: Cultural Humility Plan (45mins)



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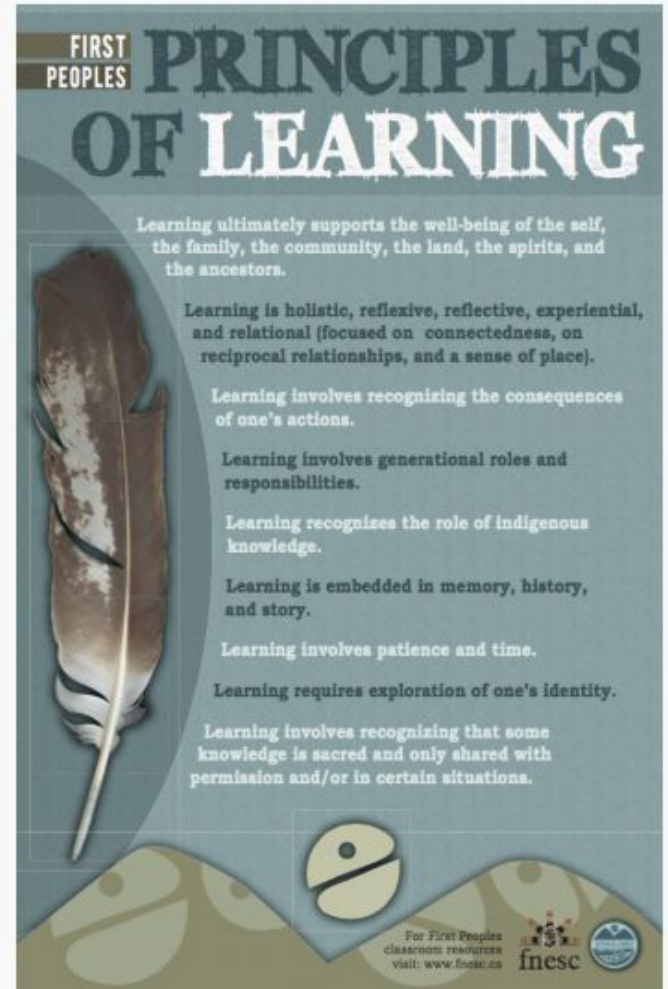


SECTION 4: Cultural Humility Plan

Self-reflection	Learning	Connecting
<p>What do I reflect on and how?</p> <p>How do I make change personally?</p>	<p>What do I need to learn about?</p>	<p>Who and why to I connect with others?</p> <p>How do I make change with others ?</p>

The First Peoples Principles of Learning (FPPL)

How many principles from the FPPL are embed
in the “My New Home: Coloring Canada”?



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 recognises 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.

For First Peoples classroom resources visit: www.fnesc.ca

fnesc

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Indigenize It Resource Centre

www.indigenizeit.com

OUR SERVICES:

- ISW: Instructional Skills Workshop, that is enriched with the following themes: a) Decolonizing and Indigenizing curriculum; b) Trauma Informed Practice in the Classroom; c) AI and Education
- EXPERIENTIAL LEARNING: a) Experiential Blanket Workshop (EBW) - General History & Healthcare History
b) "My New Home: Colouring Canada" - Newcomers/Immigrants learning the History
- CURRICULUM: Decolonizing and Indigenizing Curriculum Workshops (for Educators)
- CONSULTATION: Curriculum Development and/or Facilitation - Anti-racism Education, that's Indigenous-specific in addition to general curriculum development.
- COACHING: Leadership and/or Professional Development Coaching
- GRAPHIC FACILITATION: Graphic Recording Studio Pieces based on your reports, strategic plans, conferences, meetings, presentations and marketing. (video/audios provided by you)

More Information: indigenizeitresourcecentre@gmail.com

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