

We respectfully acknowledge that the land on which we gather is the unceded, traditional, and ancestral territory of the Coast Salish Peoples, including the territories of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and Səlilwətaʔ/Selilwitulh (Tsleil-Waututh) Nations.

Pathway of Inquiry

Identity, Social Responsibility and Diversity

Section of Inquiry

My Sense of Who I am

Prompt

Let's Celebrate Our Family

Let's Play Experiences

Inquiry; Collaborative; & Learning Games

Coast Salish Welcome Song:

<https://www.youtube.com/watch?v=Zp3m7DFUSWc>



[Coast Salish Welcome Song](https://www.youtube.com/watch?v=Zp3m7DFUSWc)

On a recent Forest Walk through Stanley Park, Vancouver blogger Miss604 was treated to a traditional Coast Salish Welcome Song performed by Chief Ian Campbell of the Squamish Nation. These songs are an integral part of Canadian Aboriginal culture, and are still performed today for visitors who come to BC seeking an Aboriginal cultural tourism ...

“Learning requires exploration of one's identity”

(First Nations Education Steering Co, 2012) ELF page 84

What is Identities, Social Responsibilities & Diversity?

- A positive personal and cultural identity is the awareness, understanding, and appreciation of all the facets that contribute to a healthy sense of oneself.
- It includes awareness and understanding of one's family background, culture, heritage, language, values, beliefs, and perspectives in a pluralistic society.
- A **pluralistic society** is a diverse one, where the people in it believe all kinds of different things and tolerate each other's beliefs even when they do not match their own.

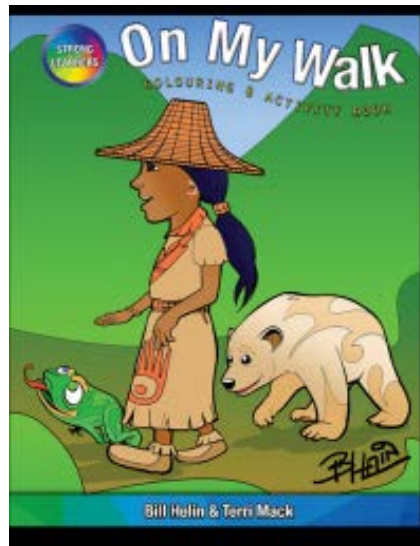
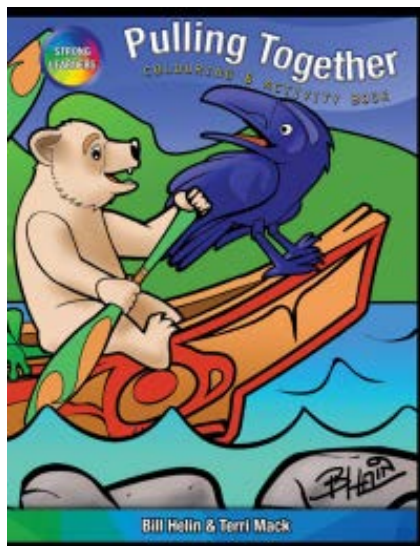
Create the Environment:

Using Inquiry; Collaborative; and Learning Games Play

1. **Inquiry** - encourages and supports children's exploration in play
2. **Collaborative** - takes opportunities to enter children's play and incorporate skill practice.
3. **Learning Games** - use specific and focused activities to use skills like literacy and numeracy.

Family Origins, cultural backgrounds, place of origin, allegiance and affiliation, citizenship, and other identities:

- It is important to share cultural books, stories, and artifacts and show diverse abilities reflected in the population with children at an early age.
- Encourage children to think, speak, and learn about their identities, their families, relatives, cultures, festivals, and that of others.



Connect to Elders, knowledge holders, families, community members, to enhance children's pride in identity.

- Encourage children to become confident in their identities: cultural, racial, physical, spiritual, linguistic, gender, social, and economic.
- e.g., During the pandemic, school staff drove through the neighborhood sharing feelings of isolation; missing families; practicing social isolation but showing our pride as we belong to a community banding together with hope and signs of affection. Being part of that event connects us to what we belong to and shows children all is well and we are safe.



Individual Differences:

- Encourage children to accept and value differences in others and themselves. Make sure **every child feels they belong**.
- Talk about values, practices, and procedures that are important to you both and **celebrate your differences**. Differences are valued too!

Social Responsibility and Justice:

- Discuss social justice issues such as segregation, diversity, poverty, race, war, gender, discrimination, and inequity with children at a young age.
- Become involved in community or global projects related to social justice - the more you get involved, the more value your child will put into those efforts.

- e.g., **Take 3 for the Sea** - clean up plastics and save our seas <https://www.take3.org/the-plastic-facts/>



Encourage participation in cleaning our earth and protecting the ocean animals. Explain how plastics hurt our earth; how the animals in the ocean suffer getting tangled in nets and garbage in the sea. Begin by cutting your plastics so no circles are left to get stuck around a bird's neck.

Interrelationship of Humans and their Natural Environment:

- Encourage children to recognize that humans and the natural world are connected and mutually dependent on one another.
- Acknowledge the small moments children have with nature as meaningful relationships (ex. worms, ants, bugs, birds) as this will enrich children's relationship with nature, and creatures of earth.
- Create opportunities for children to care for their environment (ex; cleaning, fixing, gardening, helping others)
- E.g., Make a bird feeder with children - <https://www.youtube.com/watch?v=xwSpFWORLaE>



Reconciliation with Indigenous People

Brief History of the Squamish-Tsleil-Waututh-Musqueam First Nations:

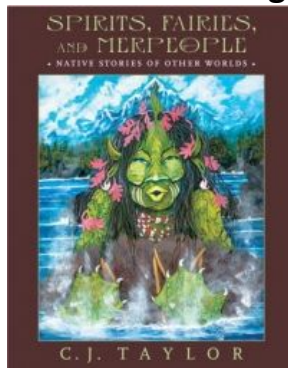
<https://www.vancouverisawesome.com/events-and-entertainment/brief-histories-of-the-squamish-tsleil-waututh-musqueam-first-nations-1930654>

- **Reconciliation** needs to be part of the future, but we need to acknowledge what happened in the past. (ELF p.89)
- Educate your children about Canada's colonial history and the systemic marginalization and forced assimilation of Indigenous peoples.
- **Systemic marginality** is a socioeconomic condition of disadvantage created by socially constructed inequitable non-market forces of bias.
- Canada experienced settler **colonialism** as Europeans aggressively took lands from Indigenous peoples and over time displaced and then greatly outnumbered them.
- Children need to think about how that history affects "ME" and learn to look from the eyes of those who experienced it; this is the connectedness--taking everyone's ability to perceive and building empathy with the sharing." (participant, BC Ministry of education, 2015b, p. 20).



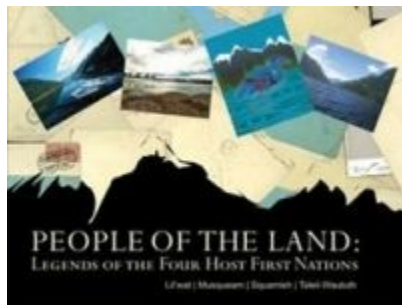
Elder Bruce Robinson (photo above) works at the [Native Youth Health and Wellness Centre](#) in Vancouver where he shares the pride of his heritage and culture with the youth of today.

Books about Indigenous Peoples with Canadian Content:



Synopsis:  Indigenous Art  Indigenous Text  Canadian Content

- the heartbreaking Miekmaq story of Minnow, a mermaid in the Atlantic who must choose between two worlds
- told by the Coos in British Columbia
- Mohawk, Cree, Ojibwa heritage stories by C.J Taylor, 2009
- [C.J. Taylor](#) ([Indigenous Canadian](#); [First Nations](#); [Haudenosaunee \(Iroquois\)](#); [Kanyen'keha:ka \(Mohawk\)](#));)



Synopsis:  Indigenous Art  Indigenous Text  Canadian Content

The sacred legends of the four host First Nations, the Lil'wat, Musqueam, Squamish and Tseil-Waututh, have been passed down from generation to generation through the Elders and are integral to the teachings and oral traditions of First Nations peoples.. These legends, which range from creation stories to naming stories, add to our knowledge of ourselves and each other.

Four maps accompany numerous photos of the lands of the Lil'Wat, Tseil-Waututh, Musqueam and Squamish nations.

Authors: Artists: 2009

- [Various Indigenous Peoples](#) ([Indigenous](#));)

Text Content Territories: [Indigenous Canadian](#); [First Nations](#); [Salish](#); [Interior Salish](#); [St'at'imc \(Lillooet, Lil'Wat\)](#); [Coast Salish](#); [Tseil-Waututh](#); [Squamish](#); [Musqueam](#);

Learning Games and Songs:

Specific activities focused on learning skills and history

Play Experience: Learning Games

- song and books, finger felt stories:
- An Orca Whale Song: <https://www.youtube.com/watch?v=Ef86Q-Wp9As>
(from Jbrary: <https://jbrary.com/youtube-playlists/>)



[An Orca Whale: Storytime Song](https://www.youtube.com/watch?v=Ef86Q-Wp9As)

Thank you so much Anna Swanson for sharing this song with us! Please feel free to adapt it with the animals from your part of the world. Lyrics: An orca whale (move one arm in a leaping motion) An orca whale (move the other arm in a leaping motion) Little sea scallops (both hand open and shut like shells) And an orca whale (leaping motion) Sea ...

www.youtube.com



Make up your own stories about animals that live in BC.

Play Experience: Collaborative - adults offer instruction, guidance about a specific resource and information to learn

Puppets



- Some First Nations children played with puppets that they wore on their hands or fingers.
- These puppets were made by stuffing animal hair into hides that formed the shape of the puppet.
- Simple finger puppets can be created with paper and glue.
 - Have children cut out figures from construction paper.
 - Glue two pieces of the same figure together to make a finger puppet.
 - Perform a small play with the puppets together.

Play Experience: Inquiry - exploring things that interest or puzzle them; involves representing ideas in drawings, print, or photographs.

First Nations Traditional Food:

Fish-First Nations Health Authority:

https://www.fnha.ca/Documents/Traditional_Food_Fact_Sheets.pdf

SALMON SOUP

4 cups (1 L) water

¼ lb. (125 g) salmon roe

1 lb. (500 g) fresh salmon, cubed

½ lb. (250 g) potato, diced

1 stalk celery, diced

1 medium onion, diced

Salt and pepper to taste

Pinch curry powder

1 bay leaf

1 tbsp vegetable oil

Dry seaweed for garnish

1. In a large soup pot, sauté onion, celery and potato in oil.
2. Add water and bring to a simmer.
3. Heat salmon roe in a small saucepan and add to soup stock.
4. Add salmon, salt, pepper, curry powder and bay leaf.
5. Bring to a boil. Simmer over low heat until potatoes are just tender.
6. Discard bay leaf. Ladle into soup bowls and sprinkle with dried seaweed.

RDProgram Nutritionist, FNHASuzanne.johnson@fnha.ca; Email: info@fnha.ca

Activity: Talking Stick

(Let's Play Activities p. 37 for Families, ELF page 84-90)

The Talking Stick

- Teaches children the fundamentals of communication in a respectful, patient, and collaborative way
- Encourages children to learn skills such as turn taking, self-discipline, and problem solving in a calm and safe environment.
- Is used by many Indigenous peoples in respectful communication in various ways: large cultural gatherings; resolving disputes or conducting a ceremony or celebration where more than one person speaks.
- Is passed from person to person as they speak, and only the person holding the **Talking Stick** may speak at that time.

Talking Stick Protocol:

<https://www.ictinc.ca/blog/first-nation-talking-stick-protocol>



[First Nation Talking Stick Protocol](https://www.ictinc.ca/blog/first-nation-talking-stick-protocol)

First Nation Talking Stick Protocol. January 20, 2015. The Talking stick, used in many Indigenous cultures, is an ancient and powerful “communication tool” that ensures a code of conduct of respect during meetings is followed. The person holding the stick, and only that person, is designated as having the right to speak and all others must wait their turn.

www.ictinc.ca

- Try using a **Talking Stick** when many different opinions should be shared, or if children are having a disagreement and need a tool to help them resolve conflict
- Sit together around a table, on the couch or in a circle on the floor
- If an Elder is present, they speak first
- Whoever is holding the Talking Stick decides when they are finished speaking.
- They can give it to the person next to them, or to someone that has not spoken yet, but no one is required to speak if they choose not to.

Grand Chief Ed John speaks about the **UNBC Talking Stick**, a beautiful piece of First Nations art
<https://www.youtube.com/watch?v=7DY9HMmr9X8>

How to Make your Own Talking Stick:

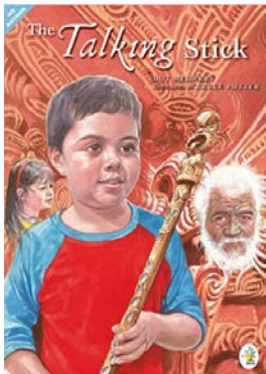
- Find a strong stick the length from your fingers to your elbow
- Decorate it with yarn, beads, feathers or leave it plain
- <https://www.artisbasic.com/2015/04/making-talking-sticks-with-kids.html>

Talking Sticks



When children practice using the Talking Stick, they will learn to: (Let's Play, page 37 Talking Stick)

- Communicate, use interpersonal skills and diplomacy.
- Foster positive coping strategies and problem-solving skills.
- Communicate thoughts and experiences creatively using different forms of expressions.
- Develop diverse language abilities and the capacity to communicate with others in many ways.
- Experience the stories and symbols of their own and other cultures.
- Express their own points of view and reflect on others' views.
- Share a story or a book about the **Talking Stick** (e.g., by Dot Meharry, 2006), discuss the importance of the Talking stick and how it helps to establish an **understanding of the fundamentals of communication**.



- Find a quiet space with few distractions and try to sit in a circle as it helps connect communication and respect.
- This is best explored in small groups or with the entire family anytime of the day.
- Use the **Talking Stick** when there are just too many people talking at one time to ensure that everyone has a chance to say something.

Democratic Practices:

- Remember, different opinions and views of both adults and children are accepted, welcomed, and valued.

References

Early Learning Framework

<https://www2.gov.bc.ca/gov/content/education-training/early-learning/teach/early-learning-framework>

Let's Play A Guide for Families

https://www2.gov.bc.ca/assets/gov/education/early-learning/teach/earlylearning/play_today_family_guide.pdf

Let's Play Activities For Families

<https://www2.gov.bc.ca/assets/gov/education/early-learning/teach/earlylearning/lets-play-activities-for-families.pdf>

Play Today Handbook:

<https://www2.gov.bc.ca/assets/gov/education/early-learning/teach/earlylearning/play-today-handbook.pdf>

Appetite for Play:

<https://www.appetitetoplay.com/>

Fish-First Nations Health Authority:

https://www.fnha.ca/Documents/Traditional_Food_Fact_Sheets.pdf

