

# Aboriginal Education Newsletter

Vol 2- Issue 1 - Sep 2021

## Did you know?

September 30 is the National Day for Truth and Reconciliation also known as Orange Shirt Day. The Government of Canada recently passed legislation to make it a statutory holiday to step forward in the reconciliation process. It is one of the 94 calls to action provided by the Truth and Reconciliation Commission.

### Call to Action 80

**"We call upon the federal government, in collaboration with Aboriginal peoples, to establish, as a statutory holiday, a National Day for Truth and Reconciliation to honour survivors, their families, and communities, and ensure that public commemoration of the history and legacy of residential schools remains a vital component of the reconciliation process."**

## District Principal's Report

Hadi,

We are extending a warm welcome back to another school year in SD91. Welcome to the new staff that are joining our team. This year will be an opportunity to reflect on everything that has happened in our country this past year whether it is related to the recent discoveries at former residential school sites or our continued battle with COVID-19. I commend all of you for the hard work that you have done and will continue to do for our students. Please contact us at:

Katie Nesbitt - [knesbitt@sd91.bc.ca](mailto:knesbitt@sd91.bc.ca)

Leona Prince - [lprince@sd91.bc.ca](mailto:lprince@sd91.bc.ca)

Sincerely,

Leona Prince

## 3 Things You Might Not Know about Orange Shirt Day

1. Orange Shirt Day references a real orange shirt taken from a residential school survivor. The story of the original orange shirt can be found on page 2.
2. The day aims to raise awareness of the residential school system in Canada. More than 150,000 First Nations, Métis and Inuit children attended Indian residential schools in Canada between the late 1800s and 1996.
3. Wearing an orange shirt reminds us of the impact of residential schools still felt today. It honours the experiences of Indigenous Peoples, celebrates resilience and affirms a commitment that every child matters.

## Helpful Resources and Links

### EVERY CHILD MATTERS

- [Orange Shirt Day Org](#) - Teacher Resources
- [Orange Shirt Day - Every Child Matters Campaign](#) - Information
- [What is Orange Shirt Day](#) - Activities and Videos
- [Phyllis Webstad Orange Day Shirt Presentation](#) - Video
- [History of Residential Schools](#)

### COVID-19

- [SD91 Restart Plan](#)
- [Cultural Safety Mindedness During a Pandemic](#)
- [Indigenous Peoples and COVID-19](#)
- [Indigenous people and mental health during the COVID-19 pandemic](#)
- [International Self-Care Day](#)



## Student Role Model

We will be continuing our process for recognizing Aboriginal Student Role Models. Each month 1 student from each of our high schools in SD91 will be chosen by the staff. They will be acknowledged in our monthly newsletters and then at the end of year we will hold a celebration in each school.

**Who will be our role models for September?**





## The Original Orange Shirt—Phyllis' Story

Phyllis (Jack) Webstad's story in her own words...

I went to the Mission for one school year in 1973/1974. I had just turned 6 years old. I lived with my grandmother on the Dog Creek reserve. We never had very much money, but somehow my granny managed to buy me a new outfit to go to the Mission school. I remember going to Robinson's store and picking out a shiny orange shirt. It had string laced up in front, and was so bright and exciting – just like I felt to be going to school!

When I got to the Mission, they stripped me, and took away my clothes, including the orange shirt! I never wore it again. I didn't understand why they wouldn't give it back to me, it was mine! The color orange has always reminded me of that and how my feelings didn't matter, how no one cared and how I felt like I was worth nothing. All of us little children were crying and no one cared.

I was 13.8 years old and in grade 8 when my son Jeremy was born. Because my grandmother and mother both attended residential school for 10 years each, I never knew what a parent was supposed to be like. With the help of my aunt, Agness Jack, I was able to raise my son and have him know me as his mother.

I went to a treatment centre for healing when I was 27 and have been on this healing journey since then. I finally get it, that the feeling of worthlessness and insignificance, ingrained in me from my first day at the mission, affected the way I lived my life for many years. Even now, when I know nothing could be further than the truth, I still sometimes feel that I don't matter. Even with all the work I've done!

I am honored to be able to tell my story so that others may benefit and understand, and maybe other survivors will feel comfortable enough to share their stories.



To learn more about Phyllis and Orange Shirt Day visit:

[Phyllis' Story \(orangeshirtday.org\)](http://Phyllis' Story (orangeshirtday.org))

Remembering the **215**  
Indigenous Children  
that never made it home.

#EveryChildMatters  
#215Children



## How do we, as a system, address these discoveries?

It started with 215 unmarked graves that sent ripples of shock around the world and many of us, including myself, grappled with this information. We were questioned by our families and students about this and many of you expressed the desire to handle it but feared that it wouldn't be handled right. During the September 24th Aboriginal Education conference we have asked colleague and SD91 friend Kevin Lamoureux to address this and help us move forward together safely and with the dignity that those children deserve. Thank you for your care and support of our communities during this time.



## Student Role Models for September



**Emma— Gr. 10**

*Nadleh Whut'en*

"Emma is dependable and maintains a strong GPA. She is a reliable friend."



**Uylisa— Gr. 11**

"Uylisa loves art and music, she is extremely artistic. She loves to learn and take part in indigenous culture."

## Did you know?

Did you know that CBC tracks the progress of each Call to Action called [Beyond 94](#)? This immersive and interactive page explains the TRC, and has Murray Sinclair explain each call. It measures the progress of each Call to Action. They feature videos regarding reconciliation. As of September 27, 2021 13 of the 94 Calls to Actions are complete.

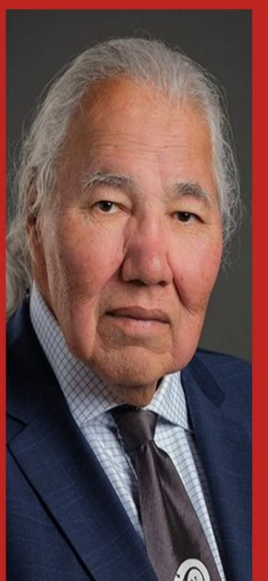
It also includes a [teachers guide and resources](#) to help educators discuss residential schools and the TRC.



“

*We have described for you a mountain. We have shown you the path to the top. We call upon you to do the climbing.*

THE HONOURABLE MURRAY SINCLAIR  
LAWYER, JUDGE, FORMER SENATOR  
MANITOBA



HONOURING  
RESIDENTIAL  
SCHOOL  
SURVIVORS  
REMEMBER THE PAST  
CREATE A BETTER  
FUTURE





## District Principals Message

Hadi,

On September 30th, we observed our first National Day for Truth and Reconciliation. It was a day of quiet contemplation commemorating those children who did not return home. The next question for us, "How do we move on past this day and do our reconciliatory work, together?" This is the starting point of a conversation that will continue through our work.

I want to thank those schools that shared your Orange Shirt Day stories with us and look forward to seeing more of these stories as the year goes on.

We have put together a list of resources and will continue to update our webpage on the [www.sd91indigenouseducation.com](http://www.sd91indigenouseducation.com) site to ensure that you have the most up to date resources that we can find. Thank you to the staff who have submitted resources.

Mesi,



## Helpful Resources and Links

### Web Page

<https://www.sd91indigenouseducation.com/orangeshirtday>

### Video

- [Murray Sinclair on Moving Reconciliation Forward in Canada](#)
- [94 in 94 TRC Calls to Action Campaign](#)
- [National Day for Truth and Reconciliation—TRC Calls to Action](#)
- [What is Reconciliation? | CBC Kids News](#)

### Listen—Podcast

- [#126: Truth and Reconciliation](#)

### Lessons and Planning Guides

- [Bringing Reconciliation into the Classroom—Shannens Dream](#)
- [Every Child Matters Educational Package](#)





## Student Role Models for October



**Addy— Gr. 10**

*Nak'adli*

"Addy is heavily involved in student council. Addy wrote a community grant for the cold shelter that supplied backpack with winter items to the homeless. She is always willing to help out and volunteer in her community. Addy is kind, respectful and overall a great role model student."



**Cassidy— Gr. 11**

*Metis*

"Cassidy is on student council, student voice, always willing to help out and volunteers in her community. Cassidy is actively involved in sports and has high academic standings."



**Gregg— Gr. 12**

*Saik'uz*

"Gregg continues to support his friends in getting to class and completing their work. He is always friendly to the staff."



**Angel— Gr. 11**

*Non-Status*

"a great start to the year with good attendance and academic focus."



**Rebekah — Gr. 12**

*Stellat'en*

"Rebekah has been working very hard so far this year. she has decided what she wants to do with her future and is super pumped to have found the path she wants to take in life."

## Did you know?

November 8th is National Aboriginal Veteran's Day. It began in Winnipeg in 1994 when Indigenous veterans were not recognized in Remembrance Day activities. The day is now celebrated in many communities across Canada. It is estimated that over 12,000 indigenous peoples volunteered in all three wars. Approximately 300 died during these conflicts. Here is a webpage you can visit that explores [14 Facts You May Not Know About the Contributions of Indigenous Veterans](#).

## Lesson Plans

[Lesson Plan Ages 5– 7 National Aboriginal Veterans Monument Coloring Sheet](#)

[Lesson Plan Ages 8-12—Alex Decoteau Remembrance Run, Walk or Wheel](#)

[Lesson Plan Ages 8-12 \(can be modified to suit any age\) - Be Active Like Sergeant Tommy Prince](#)

[Lesson Plan Ages 12-18 Remembrance Dog Tags: Fallen Indigenous Service Members](#)

[Lesson Plan Ages 12-18– Crossword Puzzle](#)

[Lesson Plan Secondary– Junior—Historic Canada—Forgotten Soldiers](#)

[Lesson Plan Grades 11-12: First Nations Catch-22 legal forms of discrimination facing Aboriginal veterans WW2](#)



## Beaded Poppy Pins

How to make a Beaded Poppy Pin with Jenny Blackbird [click here](#)

Jenny shows and explains how to create a basic beaded poppy and discusses her grandfathers experiences as an Indigenous veteran.

To print a template [click here](#)







### Tl'o K'ut Whucho

In Flanders Fields

Translated into Dakelh, Nak'azdli dialect,  
by Mildred Martin and Yvonne Pierrero

Tl'o k'ut whucho 'indaiyaz nulhts'i  
tulalhugus beguz whedilya,  
neyehoodat'en; 'ink'ez ndo yat'ah  
dutaiyaz hujun 'ink'ez nuhut'o  
'ulhti' toh buzdóts'o ait'oh.

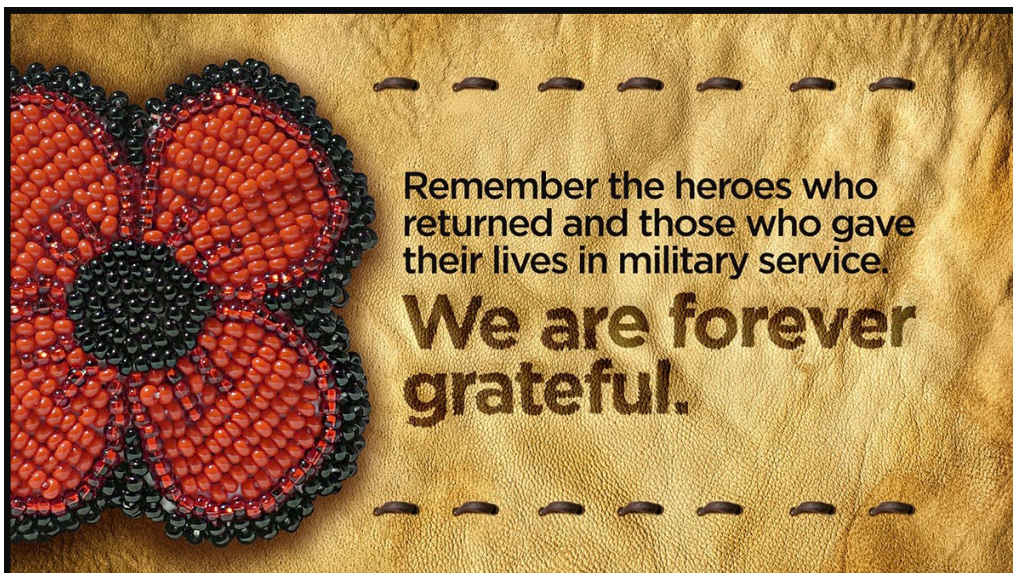
In Flanders fields the poppies blow  
Between the crosses, row on row,  
That mark our place; and in the sky  
The larks, still bravely singing, fly  
Scarce heard amid the guns below.

Yaidlane ts'inli. 'Andit whenghoh  
ts'ahana', yutilhakai 'et khúlhdutzk'an,  
nohk'ets' ints'i 'ink'ez nek'ehtsi'  
'ink'ez 'andit tl'o k'ut whucho 'azdinla.

We are the Dead. Short days ago,  
We lived, felt dawn, saw sunset glow,  
Loved and were loved, and now we lie  
In Flanders fields.

Nech'az ditni-ne neba bulhchoot;  
nohni nohts'un nela tetsun whe  
kwun oolaz dudnih ndó óohtun.  
Ts'ootez ait'oh 'etsul 'uhja de mbe la  
yaidlane 'et hoonts'i tl'o k'ut whucho  
'indaiyaz hunuyeh.

Take up our quarrel with the foe:  
To you from failing hands we throw  
the torch; be yours to hold it high.  
If ye break faith with us who die  
We shall not sleep, though poppies grow  
In Flanders fields.



## Helpful Resources and Links

**National Aboriginal Veterans Day, November 8**

- [National Aboriginal Veterans Day, November 8, Facebook Page](#)
  - [Right to Play - Honouring Indigenous Veterans This National Aboriginal Veterans Day](#)
  - [Indigenous Veterans - Veterans Affairs Canada](#)
  - [Veterans.gc.ca - Indigenous Veterans](#)
  - [The Memory Project: Remembering Indigenous Veterans](#)
  - [Aboriginal Veterans Tribute List](#)
  - [The Canadian Encyclopedia: Indigenous People and the World Wars](#)
  - [Aboriginal War Heroes – More Than a Few Good Men \(Bob Joseph\)](#)
  - [Remembering & Honouring Indigenous War Heroes: World War 1 & 2](#)
  - [List of Nak'azdli Veterans](#)
  - [Nadleh Veterans](#)
  - [Dick Patrick: An Indigenous Veteran's Flight for Inclusion](#)
  - [Indigenous Veterans: Equals on the Battlefields, But Not at Home](#)
  - [Gov. of Canada Learn about: Indigenous Veterans](#)
- PDF
- [Native Soldiers Foreign Battlefields](#)
  - [Indigenous War Heroes – Wasauksing War Hero and Native Veteran's Educational Awareness and Commemoration Project](#)



## Student Role Models for November



**Naveah - Gr. 12**

*Lake Babine*

"Despite being impacted by many losses in the community, she has kept up with her assignments and has produced extremely strong creative and critical thinking projects that required strong analytical and presentation skills. Naveah's CLC presentation was amazing. Her confidence, her smile, and her passions were a highlight of the evening."



**Hope - Gr. 12**

*Lake Babine*

"Hope takes pride in her work and she has demonstrated commitment her academic courses this year. Despite being impacted by many losses in the community, she has kept up with her assignments and has produced extremely strong creative and critical thinking projects that required strong analytical and presentation skills."



**Clem - Gr. 12**

*Lake Babine*

"Is very helpful with the teachers. Clem has been taking notes for her Carrier class to help the teacher."



**Bryanna - Gr. 12**

*Ti'az'ten*

"Bryanna has been chosen as this months role model because she has come such a long way this year. Her attendance has improved, she also works hard in classes to ensure she graduates on time with her peers. She tutors the Gr.8 foods class. She helps her friends whenever she is able."



**Ethan - Gr. 8**

*Saik'uz*

"Super kind, respectful, and hard-working. Ethan is in touch with his culture and is an amazing Dakelh Dancer."



**Devon - Gr. 11**

*Yekooche*

"is a kind, thoughtful student who is always willing to lend a hand. He is a mentor for the younger students giving them words of encouragement. He takes initiative to help both staff and students, making the school a better place. Devon's involved in school sports and junior firefighters."

## Did you know?

For indigenous people music is generally seen as an integral part of daily life and spiritual beliefs. Indigenous music is as diverse as the people themselves, often classified into "cultural areas". Each area with their own distinct traditions, repertoire, and meanings. Numerous indigenous singer-songwriters and performers have achieved success in both traditional music and blending traditional with other genres including, country, rap, hip hop, rock, pop, folk, jazz, and blues.

To learn more visit <https://www.thecanadianencyclopedia.ca/en/article/first-peoples-music>

Want to learn more about drums? Visit [native-drums.ca](http://native-drums.ca)

Link includes:

- teacher resources and lessons,
- Photos of different styles of drums, Flutes and Rattles,.
- Myths, traditions, importance, and stories.







## The Drum

The beating of the drum helps us listen to our soul so we can understand our purpose and our connection to each other in the Circle of Life. The drum is female and human. The big drum was a gift from the women to the men a very long time ago, so that men could experience a resonant connection to the Earth Mother that naturally occurs with women. This is why it has been a tribal custom (in most tribes) that women not sit at the drum or play it.

For First Nations Peoples, the drum represents the universal heartbeat of Mother Earth, the Universal goddess and mother to us all. The first sound that was heard in the world was the heartbeat of Mother Earth. First Nations Peoples manifest this heartbeat through playing a special rhythm on the drum. This Rhythm facilitates healing and realignment of the four realms of human existence (Mental, Spiritual, Emotional and Physical) because the Creator revolves around the rhythm. The drum, when combined with the voice, creates a hum that rests between the voice and the drum and is thought to be the spirits of the Ancestors. Therefore, First Nations drums are not percussion instruments per se or a toy, they are considered female and human because of their tie to the earth. When playing a drum, it should never be hammered in an aggressive way as this suggests it's a 'beating', and one may never hit a woman.

One of the reasons that the earth is being destroyed at such an alarming rate is the disconnect that humans have with her. We no longer hear her heartbeat. We lose ourselves in our quest for security through the acquisition of material possessions, paying little heed to the devastating cost to the environment in our zeal to have 'stuff' and look 'good'. The drum is a constant reminder of our responsibility towards the preservation and health of Mother Earth.

See full article at: <http://www.northernc.on.ca/indigenous/the-drum/>

## Helpful Resources and Links

- [CBC's 6 indigenous artists you need to know in 2021](#)
- [indigenoumusic.ca](http://indigenoumusic.ca)
- [Indigenous music awards](#)
- [Indigenous Music & Dance Research Guide— UBC](#)
- [Okanagan College Library—Indigenous Music Guide](#)
- [National Indigenous Music Impact Study—APTN](#)
- [Indigenous Music Accelerator Program APT & RBC \(mentorship program\)](#)
- [N'we Jinan - Indigenous youth opportunities to develop and create music and studio skills](#)
- [N'we Jinan— Music](#)
- [Junos: The Reclaimed session 2021 Indigenous Juno Award Nominees](#)
- [Government of Canada— First Nations Music in Canada](#)
- [Types of Drums in Canada](#)

## Opportunity for SD91 Music Teacher



**EVERYTHING IS CONNECTED**

*A Music Education Conference*

If you are a music teacher or have music programming in your classroom we have an opportunity for you to join our team in going to the *Everything is Connected: Song, Relationships and Indigenous Worldviews* music conference from Feb 17-18, 2022 in Victoria.

Conference Link: <https://hvazquez74.wixsite.com/everythingconnected>

If you are interested please e-mail me at [lprince@sd91.bc.ca](mailto:lprince@sd91.bc.ca). Mesiy!





## Student Role Models for November



**Courtney — Gr. 12**

*Tl'az'ten*

"is a kind and courteous student. Courtney is a Honour Roll student, who works very hard toward her goal of becoming a nurse. She plays sports and in the past has



**Samara— Gr. 11**

*Inuvialuit*

"Has a consistent positive attitude. She has a desire to do well and improve understanding. She regularly participates/contribute in weekly class discussions. Sheshares stories and maintains school/life" balance"



**Sydney— Gr. 12**

*Non-Status*

"Is a strong, motivated grade 12 student who is consistently on the Honour Roll with Distinction. She takes a leadership role in athletics, most recently volleyball, and other activities."



**Brianna— Gr. 12**

*Lake Babine Nation*

"Brianna is a diligent grade 12 student who is very committed to her culture. Brianna has been a member of the drum group for 5 years."



**Jessie — Gr. 12**

*Metis*

"Jessie has proven time and time again that people can overcome anything life throws at them and still bounce back with a smile. She is right on track to graduate with her peers, she is maintaining good grades this year. She is very kind hearted and wants to see everyone be happy. she not only spreads happiness she is always willing to share all of the goodies she has at any given time."

## Did you know?

Every 2 years athletes from across the northern circumpolar regions come together to share their culture and compete in Arctic and Dene sports. Sports including skiing, skating, hockey, kneel jump, one and two foot high kick, knuckle hop, head pull, arm pull, finger pull, snow snake and poll push. [Visit this PDF for more information and how to for various Arctic and Dene sports.](#)



## How-to of Feature Game: The Snow Snake

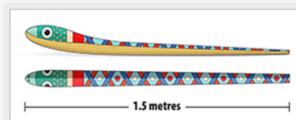
Before you begin, make a track for the snow snake to travel on

1. Pile snow into a long narrow line (about the length of a tennis court)
2. Carve a line (your track) into the pile of snow so that your snow snake fits comfortably
3. If you can, water your track to create an icy surface

Now you need a snow snake!

Traditionally, a "snake" is carved out of a straight stick of wood with the bark stripped. The snake would be about 1.5 m long and 5 to 10 cm wide at the large end, and curve up like a ski. The rest of the stick is about 3 cm wide.

In the past, the snakes were carved and highly decorated on the non-sliding surfaces of the snake. If you want, take some time to make carvings and painted decorations on your snake.







## Origin of the Arctic Winter Games

Arctic sports - most of which are Inuit sports - began as a demonstration event in 1970. However, by 1974, they became official events at the Games. There are eleven Inuit Sports: One foot high kick, two foot high kick, Alaskan high kick, kneel jump, airplane, one hand reach, head pull, knuckle hop, sledge jump, triple jump, and the arm pull.

In 1974, snowshoeing was introduced as an event, and in 1978, the snowshoe biathlon was established. Dog mushing was introduced to the Arctic Winter Games in 1990.

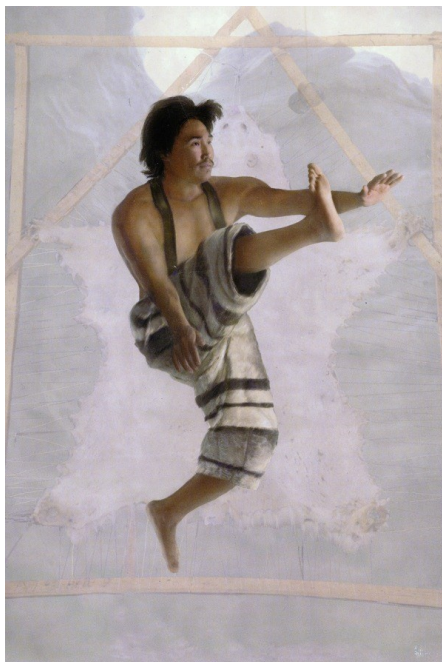
Also in 1990, the Dene Games became an official event. There are five Dene games at the Arctic Winter Games: Hand game, snow snake, stick pull, pole push, and the finger pull. During the finger pull, the two competitors grasp each other's finger and use their strength, agility, and pain tolerance to wrestle their hands in competition. This type of game was useful for living on the land, as the finger pull can develop skills and strength for pulling fish out of the water.

While Indigenous peoples can thrive in mainstream sports, they also want to participate in activities that are directly related to their cultures. Inuit and Dene activities in the Arctic Winter Games help enable the youth to practice the traditional values and customs of their elders.

Sports and activities at the Arctic Winter Games are one way that traditional Indigenous cultures continue to be practiced today. There are two Indigenous communities in Canada that participate at the Games; The Inuit people and also the Dene Nation, who are a First Nations community that spreads as far north as the Arctic Circle.

There are now twenty different sports played at the Games, including mainstream sports like alpine skiing, cross country skiing, basketball, hockey, figure skating, indoor soccer, and wrestling. Over time Indigenous sports have become an increasingly important part of the Games, reflecting the cultures of the Arctic Circle.

Full Article: [Arctic Winter Games Origin of the Arctic Winter Games \(canadasports150.ca\)](https://canadasports150.ca)



## Helpful Resources and Links

- [Dene Games](#)
- [#Next150 Challenge—Inuit Games](#)
- [Inuit Games-indigenouspeoplesofcanada.ca](#)
- [Learn about: Arctic Winter Games \(.PDF\)](#)
- [Arctic Winter Games.org](#)

## Lesson Plans

- [Inuit Games Circuit—Grade 5 lesson plan](#)
- [Inuit Games—virtualmuseum.ca](#)
- [Arctic Survival Skills : Traditional Inuit Games Lesson plans](#)
- [Arctic Survival Skills: Traditional Inuit Games—beyondpenguins.ehe.osu.edu Inuit Ball Games](#)

## Content Creators

- [@shinanova on Tik Tok](#)
- [Shinanova on Instagram](#)
- [Kayuula Nova](#)
- [Hovak Johnston](#)





## Student Role Models for January



**Jaime — Gr. 12**

Lake Babine Nation

"Jamie has overcome a lot of obstacle this year and still smiles. She has been doing her last lessons for her last year with us."



**Nicholas— Gr. 9**

Stellat'en First Nation

"Nicholas is always keen on staying late after school and class to complete work. He is not afraid to ask question or for help from support staff and the teacher. He is always calm, courteous and kind."



**Marian— Gr. 12**

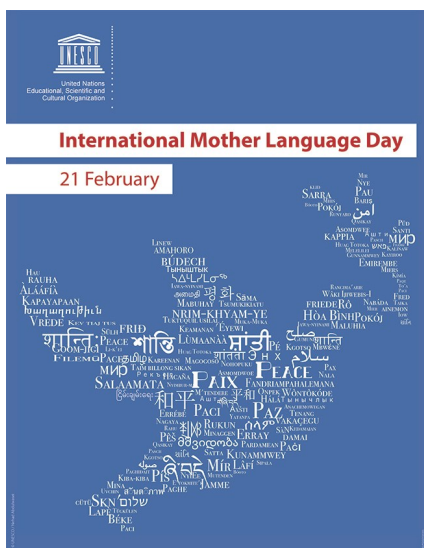
Nak'azdli Whut'en

"Marian works hard in school and out in the community. She throws herself into everything she does and displays a lot of integrity. She is a pleasant person. Marian is exceptionally artistic."

## Did you know?

That February 21 is International Mother Language Day? This day recognizes and celebrated languages and multilingualism. "UNESCO (United Nations Educational, Scientific and Cultural Organization ) believes education, based on the first language or mother tongue, must begin from the early years as early childhood care and education is the foundation of learning.

This year's observance is a call on policymakers, educators and teachers, parents and families to scale up their commitment to multilingual education, and inclusion in education to advance education recovery in the context of COVID-19. For more information visit <https://www.un.org/en/observances/mother-language-day>



## BC's Mother Languages

There are approximately 200,000 Indigenous people in BC, 198 distinct First Nations and more than 30 different Indigenous languages with about 60 dialects.

"Language is a powerful, potent marker of identity and culture. Think about the emotional resonance of the term "mother tongue"—the languages we grow up with are our kin, nourishment and birthright. BC is one of the planet's most linguistically diverse regions. From a global perspective, it's known as a linguistic "hotspot" because of the diversity and vitality of the First Nations languages in BC ." - [royalbcmuseum.ca](http://royalbcmuseum.ca)



## First Voices

First Voices is an online space for Indigenous communities to share and promote language, oral culture and linguistic history. Explore languages [here](#) or look on our [SD91 Aboriginal Education Website](#) for our local dialects.







## BC Language Map—Within the boundaries of SD91 we have the Dakelh, Nedut'en, Wet'suwet'en and Tse'khene Language groups.



## Helpful Resources and Links

- [First Peoples Map of BC—Interactive](#)
- [UBC Aboriginal Maps and Mapping](#)
- [BC Chinook Jargon](#)
- [Indigenous Languages in Canada—The Canadian Encyclopedia](#)
- [Indigenous Languages in British Columbia—hello BC](#)
- [Our Living Languages: First Peoples' Voices in BC Royal BC Museum](#)

## PDF

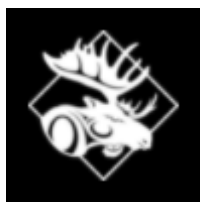
- [UBC First Nations Languages of British Columbia](#)

## Notice: Moose Hide Campaign

### Standing Up Against Violence Towards Women and Children Date Postponed

This years Moose Hide Campaign has been postponed from February 10 to May 12, 2022

For more information, to register or make your pledge please visit <https://moosehidecampaign.ca/>



## Practice these in your classroom!

Please note: I am a language learner and these are phonetic and correct to the best of my knowledge. I encourage you to inquire about local dialects with your AbEd staff.

## Greetings in Dakelh and Nedut'en

### Dakelh – Nak'azdli Dialect

Me: Hadl, soo' Int'oh? (Hi, how are you?)  
 You: 'A soo'ust'oh. Nyin do? (Yes, I am fine. And you?)  
 Me: 'A soo'ust'oh. Nanustenla. (Yes, I am fine. See you again)  
 You: Nanustenla. (See you again.)

### Nedut'en

Me: Hadeeh', soh'indzun? (Hi, how are you?)  
 You: Ma' soh'usdsun. Nyin c'o? (Yes, I am fine. And you?)  
 Me: Ma' soh'usdzun. Nenustentles. (Yes, I am fine. See you again)  
 You: Nenustentles. (See you again.)



# Aboriginal Education Newsletter

Vol 2 - Issue 7 - March 2022

## Student Role Models for February

### William — Gr. 11

Saik'uz

"He gets up early and catches the bus to school. Will always has a smile on his face.

He works hard while he is here.

He is friendly with staff and students..."



### Matthew — Gr. 12

Nak'azdli Whut'en

"Matthew is concentrating on his final courses towards completion of his Dogwood Diploma.

He is a hard worker and demonstrates great growth in his High School career. He is focused on his goal.

### Kasia — Gr. 12

First Nations

"Kasia is a good kid and always does the right thing. She is really working hard in all her classes. She has improved all her grades immensely! Way to go Kasia!"



### Navaeh — Gr. 10

Saik'uz

"She is a polite person but can be firm in her beliefs and is wanting to achieve honor roll up to her grade 12th year so she can go onto university."



### Athanase — Gr. 12

Lake Babine Nation

"Athanase always puts forth his best effort and is very kind and respectful attitude to everyone. he is always on time for class and willing to participate in all lessons/activities."

## Did you know?

That March 8th is International Women's day? It celebrates the achievement of women, raises awareness against biases and encourages action for equality. Have a look at this list of important [Canadian Indigenous women!](#) And read here for [10 young Indigenous women leading the way!](#)

# TUESDAY MARCH 8, 2022 INTERNATIONAL WOMEN'S DAY

Will you help #BreakTheBias?

## NWAC Honouring Indigenous Women Toolkit

[The Native Association of Canada \(NWAC\) created a printable PDF](#) resource. The toolkit and guide can be used in classroom setting for all youth to teach traditional values and help foster a sense of pride, and connect youth to their hearts, spirits and sense of self. It aims to understand the traditional roles of community respect, value and honour of indigenous women, girls, and gender diverse people.



## Indigenous Students on Facebook

Deadlines for scholarships and bursaries are coming up have a look at [@IndigenousStudents](#) on Facebook! They post upcoming opportunities for Indigenous students for scholarships, bursaries, and internships.







## A Profile on Indigenous Leader Jacqueline Ottman

Jackie is the first President of a University in Canada! She is a respected leader in the educational community and has dedicated her life to Indigenous Education.

Misiwaykomiguk paypomwayotung, or Jacqueline Ottmann in English, is Misiwinaabe (Saulteaux) from Fishing Lake First Nation. She is the vice-provost of Indigenous engagement and a professor at the University of Saskatchewan, where she previously earned her master's degree and PhD in educational administration. She was also recently appointed as the president of the Canadian Society for the Study of Education, becoming the first Indigenous person to hold this position, and is the founding editor of *Thrivance: journal of Indigenous ways of being, knowing, and doing*. Dr. Ottmann has been recognized as an international researcher, advocate and change-maker whose purpose is to transform practices inclusive of Indigenous leadership, methodologies and pedagogies. She is driven to create schools and communities that foster a deeper sense of belonging and appreciation for Indigenous peoples, their histories, their stories and their ways of knowing and being.

### How did your upbringing shape your sense of purpose?

Growing up, I spent a lot of time with my grandmother, Marjorie Kayseas. She was someone who knew our Saulteaux philosophies and cultural practices deeply, she knew how to identify and use medicinal plants, and she understood the day and night skies – she was very connected to the land. She was also lucky enough to not attend residential school and only spoke our Nakawe language. Later in my life, I learned that was possible because she mostly grew up in the forest hidden away from officials who were responsible for taking children from their families in that era. Fortunately, spending a lot of time with her in my early years allowed me to be really immersed in our language and culture. In that, there was the richness of Indigenous philosophy, perspective and practice.

Full article: [Click here to access PDF](#)



## Helpful Resources and Links

### Articles

- [15 Indigenous women to know in Canada– Elle Canada](#)
- [10 young Indigenous women leading the way!](#)
- [10 Indigenous women who are making the world a better place](#)
- [Meet 10 Indigenous women who are following their passions in 2019](#)
- [NWAC Magazine](#)

### Links

- [Native Women's Association of Canada](#)
- [Indigenous Women's Issues in Canada– Canadian Encyclopedia](#)
- [Timeline of Influential Indigenous Women– Gov' Canada](#)





# Aboriginal Education Newsletter

Vol 2 - Issue 8 - April 2022

## Student Role Models for March



**Jack— Gr. 11**

*Nak'azdli*

"Jack is well mannered, and a friendly student, exceedingly liked by his peers. Jack's academics and attendance are excellent. He has a sense of humor and likes sports. Jack is involved in his com-



**Logan— Gr. 10**

*Stellat'en*

"Logan has strong academics with huge potential for his post secondary future! Way to go Logan! ."



**Xavier— Gr. 10**

*Tl'azt'en*

"Xavier is funny, has a great sense of humor. Xavier is always friendly :) ."



**Roland— Gr. 12**

*Stellat'en*

"Roland is very kind, he is very dedicated to finishing his tasks, you can always count on Roland to say kind words and lift you up if you are feeling down. ."



**Leah — Gr. 9**

*Lake Babine Nation*

"Leah is excelling in a challenging class of SS9 boys and did an outstanding job of addressing systemic racism towards indigenous people with their Beyond Stereotypes Assignment. also was outstanding in French last semester. She was actively engaged in all activities, especially oral language activities (whole class and small group) and was an excellent role model for other students in how to be a successful language student.

## Did you know?

That April 22 is Earth Day or International Mother Earth Day? Earth day was first celebrated on April 22 1970 and is now celebrated in more than 174 countries. Earth day is celebrated and demonstrate support for our environment. Did you also know that 1 reusable bag can prevent the use of 600 plastic bags? By recycling 1 pop can we can save enough energy to power tv for 3 hours.

Some easy ways for you to support our environment are to recycle more, compost, plant a tree, turn off the lights, reduce your water usage, volunteer picking up garbage or collect recyclables, and spread the message. For more information or ideas on how you or your class can participate visit [earthday.ca](http://earthday.ca) and [earthday.org/our-toolkits/](http://earthday.org/our-toolkits/) I will also have extra links in our 'Helpful Links and Resource Section'.



## A Healthy Earth Needs Indigenous Peoples

"Indigenous peoples' connection to our lands, waters, air, and other natural resources is deeply embedded in our cultures and traditions. We hold ceremonies to show our gratitude and respect for the natural gifts on which our survival depends. This instills in us a deep understanding of – and commitment to – our duties and responsibilities as nature's stewards and guardians. We know that we need nature as much as it needs us. " - Terry Teegee, Regional Chief BC Assembly of First Nations read the article on [BCAFN here](http://BCAFN.org) or on [Project Syndicate](http://ProjectSyndicate)

## Honouring Earth

"Indigenous peoples are caretakers of Mother Earth and realize and respect her gifts of water, air and fire. First Nations peoples' have a special relationship with the earth and all living things in it. This relationship is based on a profound spiritual connection to Mother Earth that guided indigenous peoples to practice reverence, humility and reciprocity. It is also based on the subsistence needs and values extending back thousands of years. Hunting, gathering, and fishing to secure food includes harvesting food for self, family, the elderly, widows, the community, and for ceremonial purposes. Everything is taken and used with the understanding that we take only what we need, and we must use great care and be aware of how we take and how much of it so that future generations will not be put in peril. " - Assembly of First Nations - <https://www.afn.ca/honoring-earth/>





## Assembly of First Nations—Honouring Earth

From the realms of the human world, the sky dwellers, the water beings, forest creatures and all other forms of life, the beautiful Mother Earth gives birth to, nurtures and sustains all life. Mother Earth provides us with our food and clean water sources. She bestows us with materials for our homes, clothes and tools. She provides all life with raw materials for our industry, ingenuity and progress. She is the basis of who we are as “real human beings” that include our languages, our cultures, our knowledge and wisdom to know how to conduct ourselves in a good way. If we listen from the place of connection to the Spirit That Lives in All Things, Mother Earth teaches what we need to know to take care of her and all her children. All are provided by our mother, the Earth.



Indigenous peoples are caretakers of Mother Earth and realize and respect her gifts of water, air and fire. First Nations peoples' have a special relationship with the earth and all living things in it. This relationship is based on a profound spiritual connection to Mother Earth that guided indigenous peoples to practice reverence, humility and reciprocity. It is also based on the subsistence needs and values extending back thousands of years. Hunting, gathering, and fishing to secure food includes harvesting food for self, family, the elderly, widows, the community, and for ceremonial purposes. Everything is taken and used with the understanding that we take only what we need, and we must use great care and be aware of how we take and how much of it so that future generations will not be put in peril.

Environmental degradation affects the health and well-being of not only the First Nations people but all peoples of North America and the world in many ways. First Nations peoples do not yet know all the ways harmful man-made substances affects fish, wildlife, habitat, and human beings. However, First Nations people are aware that pollutants and contaminants, especially those originating from industrial development, have negative consequences for the health of all living things, including humans. Industrial contamination and disruption of wildlife habitat combine to reduce the supply and purity of traditional foods and herbal medicines. Finally, degradation erodes the quality of life dependent on the purity of the land, water, flora and fauna, and further affects Indigenous people's cultures, languages and spiritual health and well-being.

First Nations peoples can demonstrate how, in asserting their land use and rights, economic initiatives can be both profitable and sustainable for future generations. First Nation traditional knowledge has provided our people with the tools to care for Mother Earth and our sacred sites. This knowledge can be shared with industry for the betterment and survival of all peoples.

## Helpful Resources and Links

### Articles

- [8 Things to do on Mother Earth Day! - Cultural survival](#)
- [History of Earth Day - National Geographic Kids](#)
- [Earth Day 2022—History Channel](#)

### Links

- [Eco Kids](#)
- [BC Digital Classroom—National Geographic Kids](#)
- [SD91 Resource Collections Elementary—sd91indigenouseducation.com](#)
- [SD91 Resource Collections Secondary—sd91indigenouseducation.com](#)
- [World Book Early Learning](#)
- [April 22nd– Earth Day Pearson Canada](#)





## Student Role Models for April

### Cameron — Gr. 8

Lake Babine Nation

"Is good at being my helper with starting fire for my outdoor salmon prep. Good at his carrier language. "



### Xavier — Gr. 10

Tl'azt'en First Nation

"Xavier is funny, has a great sense of humor. Xavier is always friendly :)."



### Leah Jack — Gr. 9

Lake Babine Nation

"is excelling in class and did an outstanding job of addressing systemic racism towards Indigenous people with their Beyond Stereotypes Assignment. She was actively engaged in all activities, especially oral language activities... and was an excellent role model for other students in how to be a successful language student. . "



### Roland — Gr. 12

Stellat'en

" Roland is very kind, he is very dedicated to finishing his tasks, you can always count on Roland to say kind words and lift you up if you are feeling down. "



### Jack — Gr. 11

Nak'azdli

"a friendly student, exceedingly liked by his peers. Jack's academics and attendance are excellent. He has a sense of humor and likes sports. Jack is involved in his community's programs."



### Logan — Gr. 10

Stellat'en

" Logan has strong academics with huge potential for his post secondary future! Way to go Logan!"



## Did you know?

Held every year on 21 May, the World Day for Cultural Diversity for Dialogue and Development celebrates not only the richness of the world's cultures, but also the essential role of intercultural dialogue for achieving peace and sustainable development. The United Nations General Assembly first declared this World Day in 2002, following UNESCO's adoption of the 2001 [Universal Declaration on Cultural Diversity](#), recognizing the need to

"enhance the potential of culture as a means of achieving prosperity, sustainable development and global peaceful coexistence." - [UNESCO World Day for Cultural Diversity for Dialogue and Development](#)



## Indigenous Students Bursaries, Scholarships and awards

The next round of [Indspire awards](#) are due! If you're in or going to Post Secondary school have a look and apply!



Another place to follow is [@IndigenousStudents](#) they post on Facebook upcoming opportunities for Indigenous students for scholarships, bursaries, and internships.







## A Month of Raising Awareness about Issues of Diversity

This month we continue the focus on issues of equity in our district. This will start with Red Dress Day on May 5th then move on to Share the Love Day on May 17th followed by the World Day for Cultural Diversity for Dialogue and Development on May 21st. Although these are seemingly separate issues they all focus on Equity for marginalized peoples in our community. To continue to educate and support on LGBTQ2+ issues we invite you to read this Guide on supporting Two Spirit youth:

[Safe and Caring Schools for Two Spirit Youth](#)

## Helpful Resources and Links

### Links

- [Honouring Diversity 8](#)
- [UNESCO Arts and Culture](#)
- [SDG Knowledge Hub](#)
- [Educational Technology and Mobile Learning—Ed Resource for teaching cultural diversity and Inclusiveness](#)
- [Teaching for Diversity—U of A](#)
- [Teacher Vision— Cultural and Diversity Resources](#)

## REDress Day—May 5

For more information on Red Dress Day here are a few articles and videos:

[The REDress Project – jaimeblackartist.com](#)

[‘Red dress hand across B.C. in a call for justice for missing and murdered Indigenous Women’ - CBC.](#)

[‘A Place for the Taken: The REDress Project Gives a Voice to Missing Indigenous Women’ - American Indian](#)

[‘The REDress Project at the National Museum of the American Indian’ – SmithsonianNMAI \(2 minute Video\)](#)

[‘The REDress Project – Virtual Artist Talk with Jaime Black St. Catherine University \(1 hour video\)](#)

<https://www.highwayoftears.org/>

[The Canadian Encyclopedia: Highway of Tears](#)



### PDFs

- [Interrupting Bias: Calling Out vs. Calling In](#)
- [Gov.mb.ca World Day for Cultural Diversity development PDF](#)





## Student Role Models for May



**Marilyn — Gr. 11**  
*Nak'azdli Whut'en*

"Marilyn is an honour roll student and has excellent attendance. She is a peer tutor in the Computers 8 class. Marilyn is always there to help students when they need help. It is great to see her engage with her younger peers. She is very friendly and likeable."



**Cameran — Gr. 8**  
*Lake Babine Nation*

"Strong role model. He can influence children into doing activities. Is great to be around."



**Dekila — Gr. 12**  
*Cheslatta Carrier First Nation*

"Dekila is a very kind student. You can always find her with a beautiful smile on her face. She has a contagious laugh. She is always willing to lend a helping hand."

## National Indigenous Peoples Day JUNE 21



#NIPDCanada

### Did you know?

June 21 is National Indigenous Peoples Day. This is a day for all Canadians to recognize and celebrate the unique heritage, diverse cultures and outstanding contributions of [First Nations](#), [Inuit](#) and [Métis](#) peoples. The Canadian Constitution recognizes these three groups as Aboriginal peoples, also known as Indigenous peoples.

Although these groups share many similarities, they each have their own distinct heritage, language, cultural practices and spiritual beliefs.

### Indigenous Students Bursaries, Scholarships and awards

The next round of [Indspire awards](#) are due **August 1!** If you're in or going to Post Secondary school have a look and apply!



Another place to follow is [@IndigenousStudents](#) they post on Facebook upcoming opportunities for Indigenous students for scholarships, bursaries, and internships.







We have had some staffing changes in our department:

- Leona Prince formerly District Principal of Aboriginal Education who now has the title Director of Instruction Indigenous Education.
- Katie Nesbitt is our new BCTEA Coordinator.
- Chrystal Vanderwijk is our new Administrative Assistant.

The Prime Minister, Justin Trudeau, issued the following statement on National Indigenous History Month:

"Today, we mark the start of [National Indigenous History Month](#), an opportunity for us all to learn more about the distinct histories of First Nations, Inuit, and Métis. This month, and every month, we have a collective responsibility to honour the stories and contributions of Indigenous Peoples, who have lived on – and cared for – these lands since time immemorial.

"From the Maliseet in Atlantic Canada, to Inuit across Inuit Nunangat, from the Métis across the Prairies and beyond, to the Haida people of the Pacific Northwest, Indigenous communities have diverse histories, customs, spiritualities, and languages. This month is an opportunity for us all to learn about local Indigenous history, and to truly walk the path of reconciliation.

"By learning about Indigenous history in our communities and across the country, we can all play a role in dismantling the systemic racism, inequality, and discrimination that Indigenous Peoples continue to face today. This month, and every month, let us celebrate the resiliency of First Nations, Inuit, and Métis, and work together to build a better future for everyone."

June 1, 2022

## Helpful Resources and Links

### Links

- [SD91 Indigenous Education](#)
- [National Indigenous Peoples Day](#)
- [National Indigenous History Month](#)
- [Updated list of Indigenous Peoples Day activities in our country](#)



## School Board Meeting

Monday, June 13, 2022

6:00 pm

**Muriel Mould Neighbourhood  
Learning Centre - Burns Lake**

### Important Public Attendance Notice:

The Board of Education is pleased to announce that Board meetings are returning to the practice of in-person attendance for the public. A virtual option will no longer be offered, and pre-registration is no longer required. Members of the public are invited to attend.

.....  
**NATIONAL INDIGENOUS  
HISTORY MONTH**  
.....

