

FNESC/FNSA Teacher Resource Guides Units, Lessons, and Activities for Blended or Remote Learning Contexts

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**First Nations Education Steering Committee
First Nations Schools Association**

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Questions concerning material in this document should be directed to FNESC:

First Nations Education Steering Committee
Suite 113 -100 Park Royal South
West Vancouver, BC V7T 1A2

Phone: 604-925-6087
Fax: 604-925-6097
Toll-Free: 1-877-422-3672
e-mail: info@fnesc.ca www.fnesc.ca

See www.fnesc.ca/learningfirstpeoples/ for a range of First Peoples classroom resources.

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Introduction

Important Information for Users

The First Nations Education Steering Committee (FNESC) and the First Nations Schools Association (FNSA) have developed an array of teacher resource guides that span a variety of subject areas. These teacher resource guides provide guidance on how to respectfully incorporate authentic First Peoples content into instructional practice. While many of the proposed activities in these guides are designed for use in a conventional classroom situation, a number can be implemented in a remote or online learning situation with little or no adaptation.

This guide is designed to identify the units, lessons and/or activities within the FNESC/FNSA teacher resource guides that can be most readily adapted for remote or online learning situations. The information has been organized by resource guide, as listed within the Table of Contents. The full range of FNESC/FNSA Learning First Peoples classroom resources can be downloaded for free from the FNESC website <http://www.fnesc.ca/> under the “Learning First Peoples” menu item.

This guide is not intended to provide detailed information about teaching and learning in remote or blended learning environments. The BC Ministry of Education provides general resources on those topics, including their *Blended Learning: Creating a Flexible Classroom* and *Teaching Tenaciously: Webinar Series to Support Educators as They Navigate Through Times of Uncertainty and Change*, which is located at <https://www.openschool.bc.ca/k12/>.

While specific units, lessons, and activities are highlighted in this document, it is also important to explore the full guides developed by FNESC and FNSA. It is especially important to read the Introduction and Foundations sections of each guide to ensure that the units, lessons, and activities are implemented in respectful ways.

Important Considerations When Using the FNESC/FNSA Teacher Resource Guides

The FNESC/FNSA teacher resource guides are intended to facilitate the respectful and meaningful inclusion of Indigenous knowledge and perspectives into BC classrooms. As such, they often reflect approaches to Indigenous knowledge that value a holistic, integrated approach to teaching and learning. As part of a holistic approach, many of the guides do not attempt to create units for exclusive applicability to one course or a single grade, and often do not attempt to match individual lessons with specific learning outcomes. As a result, even though this document provides information on particular units/activities that work well for remote or blended learning opportunities, teachers are encouraged to explore and examine all parts of the guides to determine what makes the most sense given the context of who the students are, where the learning is taking place, the course and grade level, and the background knowledge or comfort levels of the teacher. The additional time required to explore the guides will also result in an increase of background knowledge and understanding for educators, and it is an opportunity for teachers to collaborate with educators of other courses and grades.

Teachers are often anxious about perpetuating misconceptions, making mistakes, or giving offence when approaching First Peoples topics. This can be even more daunting when creating lessons for remote or blended learning. Reading and giving thought to the information provided in the Introduction and Foundations sections of the individual resource guides will help provide a better foundation for meaningful incorporation of authentic Indigenous knowledge and perspectives in any learning context.

The guides do not replace what educators are expected to already know about effective assessment practices (in both in-person and virtual learning environments). As such, the guides do not endeavor to include these in detail. While some formative assessment opportunities are suggested, educators may need to use their own expertise to more fully develop these opportunities, depending on the learning environment.

Locally Developed First Peoples Resources

The materials in the FNESC/FNSA teacher resource guides are meant to be a starting place for educators. They should not be seen as comprehensive as they hold only a small sample of BC First Peoples' knowledge and perspectives. These guides cannot fulfil all the learning needs of educators new to including First Peoples knowledge/perspectives in online or onsite classrooms.

BC First Nations are diverse, speaking over 30 languages and living in myriad ecosystems, from the desert of the Okanagan to the rainforests of the coast. Each has its own unique body of knowledge specific to its local territories. When possible, the FNESC/FNSA guides should be used in conjunction with locally developed resources. A richer curriculum results when educators connect with local Indigenous communities, as there is much knowledge that is locally held.

For resources that can be used in remote learning contexts, it is advisable that educators in public schools contact their school district's Indigenous Education department to learn more about local Indigenous resources. Educators in First Nations schools will be able to contact the education contacts for the First Nation(s).

Supporting Teacher Professional Learning and Reflection

When creating remote or blended learning experiences that integrate First Peoples' knowledge and perspectives, teachers are encouraged to undertake their own professional learning alongside the learning of their students. This learning can take the form of formal learning experiences such as professional development opportunities or courses focussed on First Peoples' cultures, or other learning experiences such as engaging in professional discussions with colleagues or connecting with local First Nations communities or Indigenous organizations.

Teachers are also encouraged to think about their connection to the students, the content of the lesson, the technological resources available, the technological training and support students may require, and students' development of the curricular and core competencies. The following are among the questions a teacher might ask:

- How am I creating remote or blended learning experiences that honour the First Peoples Principles of Learning?
- How has my own personality and place within society affected my approach to what I am teaching?
- What technological resources and supports are available to me and my students?
- How am I supporting the development of a sense of community in a virtual environment?
- Am I treating all students inclusively?
- If I encounter any challenges, how am I responding to them?
- Do I need any support, and if so, where can I find that support?

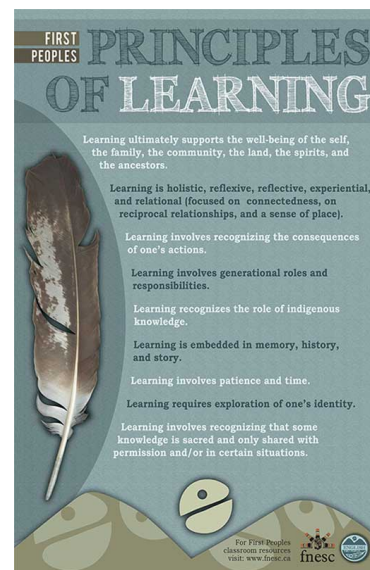
Find out if your school or school district has as any remote and blended learning support and/or Indigenous supporting documents to assist teachers (e.g., locally developed First Nations materials suitable for classroom use, district lists of First Nations community contacts, district-area maps that show topography, land use patterns, or resources).

First Peoples Principles of Learning

While each First Nation has its own unique identity, values, and practices, there are commonly held understandings of how we interact and learn about the world. The *First Peoples Principles of Learning* (FPPL, <http://www.fnesc.ca/first-peoples-principles-of-learning/>) represent a succinct expression of the shared wisdom of Indigenous Knowledge-Keepers, scholars, and educators within BC's First Peoples communities.

These First Peoples Principles of Learning are thoroughly compatible with approaches to teaching and learning that emphasize

- building on what students are already familiar with (both abstract knowledge and concrete knowledge)
- exploring and building on students' interests (e.g., asking learners about what is important to them as a way to identify what context will prove meaningful to them as a basis for learning)
- stimulating students' innate curiosity and desire to explore
- communicating a positive and enthusiastic attitude toward learning (e.g., being willing to take risks and make mistakes and encouraging students to do the same)
- promoting and rewarding perseverance (e.g., giving necessary time for difficult problems and revisiting them on multiple occasions)
- encouraging students to reflect on and be explicit about their own thinking processes and the transformations in their own understanding.



There is considerable diversity among First Peoples in BC. These Principles of Learning attempt to capture common (shared) elements in the varied approaches to pedagogy that prevail within particular First Peoples societies. Therefore, it must be recognized that they do not capture the full reality of the approach used in any single First Peoples society. When making connections with the local First Peoples community, teachers and students may accordingly find it helpful to investigate how pedagogy is articulated and actually practised within that community, so as to expand upon or qualify these “generic” principles. This investigation is likely to happen incrementally over time, as the pedagogical approach articulated and practiced within the local communities will not necessarily be set out in an easy-to-summarize form.

Why Use Authentic First Peoples Texts?

Authentic First Peoples texts are historical or contemporary texts that

- are created by First Peoples or through the substantial contributions of First Peoples
- depict themes and issues that are important within First Peoples cultures (e.g., identity, tradition, role of family, importance of Elders, connection to the land, the nature and place of spirituality as an aspect of wisdom, the relationships between individual and community, the importance of oral tradition)
- incorporate First Peoples story-telling techniques and features as applicable (e.g., circular structure, repetition, weaving in of spirituality, humour).

Note: Authenticity does not just refer to accuracy; it refers to texts created by, or in significant collaboration with First Peoples. Historically, the voices of First Peoples have been absent in the K-12 educational experiences for learners. Where First Peoples focussed resources have been used, many have reflected inaccurate information, and/or have not fairly represented the unique and diverse experiences and worldviews of First Peoples (regardless of how well-intentioned or well-researched these resources may be). Using authentic First Peoples voice is one part of helping to address colonial legacies, ensuring that First Peoples' cultures and perspectives are portrayed accurately and authentically, and that the diverse First Nations, Métis, and Inuit voices in Canada are recognized and celebrated.

Getting the Most from this Guide

The resource-specific sections of this guide each follow a standard format: a short introduction followed by a standardized table that identifies adaptable content and provides relevant adaptation advice in as succinct a form as possible, as described in the following graphic.

The Re/Bl column indicates whether the identified instructional content can be delivered 100% remotely (Re) or requires a blended mix of remote and in-class learning (Bl).

The Unit/Lesson column identifies the specific instructional content that is suitable for adaptation to either a remote or blended learning situation.

Unit/Lesson	Re/Bl	Remote-learning Adaptation Possibilities	Gr
Contemporary Cultural Artefacts: Bentwood Box Mini-Unit	Re	<ul style="list-style-type: none"> Activity 1: Use a video found online. Try for local examples. Activity 2: Find images online and work with estimated measurements. Activity 3: Class discussion may be omitted. 	4-9
Contemporary Cultural Artefacts: Button Blanket Mini-Unit	Re	<ul style="list-style-type: none"> Activity 6: This can be done as an individual activity. 	6-9
Contemporary Cultural Artefacts: Coast Salish Wool Weaving Mini-Unit	Re	<ul style="list-style-type: none"> Activity 1: Answer questions in a journal for remote learning. Activity 2: For remote learning, complement with a video of a weaver. 	6-10
Ceremony and Storytelling: Poles Mini-Unit	Bl	<ul style="list-style-type: none"> Activities 5 (Math Lab) and 6 will need to be omitted in any remote learning adaptation. 	8, 11
“Space” and the Cosmos: Inside the Box Mini-Unit	Re	<ul style="list-style-type: none"> Minimal adaptation is required. 	7-9

The Gr (Grade) column offers a quick indication of the potential grade-level link to the Learning Standards. Some materials are suitable for adaptation to a range of grade levels (e.g., Gr. 6-10), while some units target specific grade levels (e.g., K, Gr. 3). Check the original guide for further detail on potential grade-level designations. You will know what works most effectively for your specific learners and contexts.

The Remote-learning Adaptation Possibilities column gives detail about adapting the identified unit/lesson for remote learning. It indicates

- what adaptations might be needed, AND/OR
- if parts of the unit/lesson are not adaptable and should simply be omitted, AND/OR
- the amount of adaptation required.

Where the original Teacher Resource Guide content is organized into units and sub-units, the information provided opposite the unit is applicable to the entire unit, while material provided across from the sub-unit is more specifically applicable.

Additional Resource Links

- BC School District Indigenous Contacts Information
www.bced.gov.bc.ca/apps/imcl/imclWeb/AB.do
- Continuing Our Learning Journey: Indigenous Education in BC
<https://curriculum.gov.bc.ca/curriculum/indigenous-education-resources>
This is a professional learning resource developed by the BC Ministry of Education in collaboration with FNEESC. It is intended to promote continued professional learning in Indigenous education for educators, and it consists of a facilitator’s guide, multiple videos, and several pdf resource documents, all of which are free to download.
- Indigenous Education Resources Inventory
<https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/indigenous-resources-inventory.pdf>
This inventory is a non-comprehensive list of Indigenous Education resources that has been compiled by the Ministry of Education in collaboration with the British Columbia Teachers’ Federation, FNEESC, and Métis Nation British Columbia.

IN OUR OWN WORDS

*Bringing Authentic First Peoples Content to the K-3
Classroom: Teacher Resource Guide*

The FNESC/FNSA Teacher Resource Guide, *In Our Own Words: Bringing Authentic First Peoples Content to the K-3 Classroom (Revised 2020)* has been specifically developed to support teaching at the primary level. Obtain a downloaded copy of the resource from the FNESC website <http://www.fnesc.ca/> under the “Learning First Peoples” tab.

Taking account of the integrated nature of teaching at this level, *In Our Own Words* supports learning in a range of subjects (e.g., English Language Arts, Social Studies, Science, Mathematics, Arts Education, Physical and Health Education) and the development of skills with respect to literacy, numeracy, and the Core Competencies set out as part of the BC curriculum.

The units in this resource are intended to be both specific and exemplary (i.e., they constitute samples demonstrating approaches that can be extended in differing contexts). As such, they are designed to be used in conjunction with one or more identified texts. More information about these texts can be found in the FNESC/FNSA publication *Authentic First Peoples Resources K-9* (also available from the FNESC website <http://www.fnesc.ca/> under the “Learning First Peoples” tab).

With respect to grade-level applicability, the following, multi-page table has been configured to include a grade designator column on the far right. An electronic or printed copy of the resource will provide the needed basis for interpreting the Remote-learning Adaptation Possibilities. The introductory FAQs in the guide also provide important context for approaching First Nations content with integrity in an educational setting.

Free downloadable pdfs of the Blackline Masters for units are also available from the FNESC website <http://www.fnesc.ca/> under the “Learning First Peoples” tab.

Unit/Lesson	Re/Bl	Remote-learning Adaptation Possibilities	Gr
Unit 1: All About Me	Bl	<ul style="list-style-type: none"> As preparation, consider digitizing the various excerpts from suggested resource texts for each lesson, so these can be displayed online (e.g., shared with students in real-time video conferences, for read-aloud activities). Modelling, discussing, and exploring lesson ideas (e.g., “all about me,” family, animals that are important for BC First Nations, community) can happen in class, or via a virtual meeting platform (e.g., Zoom or Microsoft Teams). 	K-1
Lesson 1 - All About Me	Bl	<ul style="list-style-type: none"> Chart students’ ideas on a digital platform or on a physical chart paper, as they will be referred to again during lesson three. Students can share their self-portraits and stories during video conferences or post their work to a digital platform, such as their e-portfolio or a padlet (see https://padlet.com/). 	
Lesson 2 - Sorting and Counting	Bl	<ul style="list-style-type: none"> When pairing students to complete partner work, consider enabling breakout rooms within a digital platform or hosting a small-group video conference. To chart student findings, consider using the whiteboard feature on Zoom or the Paper App by Apple. On this platform, the teacher and students can create, describe, and compare ideas represented in the chart. 	

Unit/Lesson	Re/Bl	Remote-learning Adaptation Possibilities	Gr
Lesson 3 - All About Me continued	Bl	<ul style="list-style-type: none"> This lesson will depend on the information that the students brainstormed in lesson one. Refer to your lesson one record of students' "All About Me" ideas to help them begin work on their "All About Me" books at home or digitally. Apps such as "Book Creator" (see https://bookcreator.com/) or clips can be used to make e-books. Students can share their "All About Me" books with you and peers during video conferences. 	
Lesson 4 - Measurement	Bl	<ul style="list-style-type: none"> Invite students to measure their height and add another page to their "All About Me" books, recognizing that not all students who are learning remotely will have access to linking blocks. Review non-uniform units (e.g., children's hands, pencils) and uniform units (e.g., interlocking cubes, standard paperclips) and encourage students to work with uniform units available at home. 	
Lesson 5 - Family Pictures	Bl	<ul style="list-style-type: none"> Chart students' ideas on a digital platform or on a physical chart paper (these ideas will help students add to their "All About Me" books). If unable to access an inepad for the suggested family art activity, students can represent their family through the accessible medium of their choice (drawing, painting, etc.). For remote learning, consider hosting a small-group video conference to gather the students' 1-2 sentences about their family. 	
Lesson 6 - Animals	Bl	<ul style="list-style-type: none"> Students can share their animal representations during video conferencing or post their work to a digital platform, such as their e-portfolio or a padlet (see https://padlet.com/). 	
Lesson 7 - Community	Bl	<ul style="list-style-type: none"> Chart students' ideas on a digital platform or on chart paper to help them add another page to their "All About Me" book. 	
Lesson 8 - Numbers in the Local First Peoples Language	Bl	<ul style="list-style-type: none"> The popcorn counting game can be played during video conferencing. 	
Lesson 9 - Name Design	Bl	<ul style="list-style-type: none"> Modelling, discussing, and exploring name designs can occur in any context. Students can work on their name designs during in-class or remote learning contexts. 	
Lesson 10 - Meet the Author	Bl	<ul style="list-style-type: none"> The celebration of learning can occur in class or via remote learning (e.g., invite guests and families to a video conference and introduce and congratulate the "All About Me" authors). Have students talk about the process of completing their books and share highlights. 	

Unit/Lesson	Re/Bl	Remote-learning Adaptation Possibilities	Gr
Unit 2: Gifts from the Earth	Bl	<ul style="list-style-type: none"> • Use a virtual platform to work with the discussion questions in the various lessons from this unit. • As preparation, consider digitizing the various excerpts from suggested resource texts for each lesson, so these can be displayed online (e.g., shared with students in real-time video conferences, for read-aloud activities). 	K-1
Lesson 1 - Planning a Garden	Bl	<ul style="list-style-type: none"> • Invite students to plan a mini at-home garden or a windowsill garden featuring common foods (e.g., garlic, potatoes, beans). As an alternative, virtually track your school garden by sharing photos or video updates during video conferences. • The text, <i>Giving Thanks</i>, by Chief Jake Swamp is a suggested resource; a video version is available at http://www.youtube.com/watch?v=Iz_aeyCbE6Y. 	
Lesson 2 - Planting and Measuring	Bl	<ul style="list-style-type: none"> • As an alternative to using generic virtual platforms for discussion, you can inquire into First Peoples languages and the names of their vegetables via local guest speakers or the First Voices app. • During remote or blended learning students can still be invited to measure their vegetables' growth. 	
Lessons 3 and 4 - Measuring Growth	Bl	<ul style="list-style-type: none"> • The graphing activity and questions about the gardens' growth can work in a remote learning context, especially if students are growing their own at-home or window-sill gardens. • Providing students with their own Blackline Masters of the graphs may be a way to make learning more accessible, recognizing that not all students may have access to linking blocks. • Review non-uniform units (e.g., children's hands, pencils) and uniform units (e.g., interlocking cubes, standard paper clips) and invite students to work with uniform units available at home. 	
Lesson 5 - Measuring and Harvesting Vegetables	Bl	<ul style="list-style-type: none"> • Measuring or harvesting can happen at school or at home (at a school garden or with at-home gardens). 	
Lesson 6 - Counting and Ordering by Size	Bl	<ul style="list-style-type: none"> • Students would be able to complete these activities after having a discussion in class or on an online platform around the important concepts. • If a student does not have access to potatoes at home, consider using alternative at-home counting manipulatives. 	
Lesson 7 - Washed Water Painting	Bl	<ul style="list-style-type: none"> • If students are unable to access the suggested art supplies, they can represent their garden through an accessible medium of their choice (e.g., drawing, painting). • Students can share their work during video conferencing or via digital gallery wall on a padlet (see https://padlet.com/). 	

Unit/Lesson	Re/BI	Remote-learning Adaptation Possibilities	Gr
Lesson 8 - Thank-You Card	BI	<ul style="list-style-type: none"> If students are unable to come together to create a collaborative thank-you card in person, they can respectively create their own at home or at school and submit their creation to the teacher. 	
Lesson 9 - Vegetable Preparation and Lunch Feast	BI	<ul style="list-style-type: none"> If students are unable to come together and prepare or share a meal, they can individually prepare a special meal or snack at home and come prepared to share their process with the class. The class can virtually eat together and share stories about their growing, harvesting, and meal-preparation. 	
Unit 3: Stories of the Seasons	BI	<ul style="list-style-type: none"> The overview (summary, essential questions, key concepts, and resources) is essential for the educator to understand the intent of this unit. Use a virtual platform to work with the discussion questions in the various activities from this unit. 	K-1
Connecting with Place and the Land	BI	<ul style="list-style-type: none"> Prior to the lesson, find a story that relates to the topic of respecting the land (could also be a video). Contact your district Indigenous resource teacher, or First Nations education contact to find other resources related to the land (locally relevant, if possible). Provide each student with a “Seasons booklet” in digital form that will be shared and completed in class or online. 	
Introducing the Seasons	BI	<ul style="list-style-type: none"> A copy of “From the Mountains to the Seas” will be needed (found at most school libraries or through the Indigenous resource teacher). Students will need support to fill in their “Seasons booklets” (online or in class). 	
Nature Walk	BI	<ul style="list-style-type: none"> A nature walk could be done if students are physically distancing. The students doing remote learning need to do their own and then debrief with the teacher. Prior to going on the nature walk, give students a list of questions from page 81. 	
Salmonoids in the Classroom	BI	<ul style="list-style-type: none"> Contact with a local salmon hatchery is needed to conduct this activity. This may not be possible for all locations. If it is not, use a digital platform to show salmon progress. Contact your Indigenous resource teacher for more information about salmon and research videos to show “about salmon” rather than having salmonoids in class. The release of the salmon on Earth Day ceremony would need to follow school protocols and the guidelines set by the public health officials regarding gatherings. The optional activity (video) https://www.youtube.com/watch?v=lmIFXIXQQ_E is great for remote learning, provided preliminary and follow-up discussions occur. 	
Fall, Winter, Spring, Summer	BI	<ul style="list-style-type: none"> Minimal adaptation is required. 	

Unit/Lesson	Re/Bl	Remote-learning Adaptation Possibilities	Gr
Berry Picking	Bl	<ul style="list-style-type: none"> ● This activity (which includes students learning to make jam) is appropriate for in-class learning only! ● As an alternative, invite a First Nations Elder or Knowledge-Keeper to conduct a virtual visit and discuss berry picking protocols, procedures, context, and significance. ● Research or contact the local Indigenous resource teacher for resources on local berries to conduct a teacher-led discussion activity. 	
Berry Painting	Bl	<ul style="list-style-type: none"> ● This activity requires parental involvement and store-bought berries if done remotely, recognizing that it would be best to do this activity during the first few weeks of school, as this is when berries would still be in season and available at stores. Not all families may be able to afford or obtain store-bought berries. 	
Unit 4: Stories from the Sky	Bl	<ul style="list-style-type: none"> ● The overview (summary, essential questions, key concepts, and resources) is essential for the educator to understand the intent of this unit. ● As preparation, consider digitizing the various excerpts from suggested resource texts for each lesson, so these can be displayed online (e.g., shared with students in real-time video conferences, for read-aloud activities). ● The Aurora Borealis mini-unit is NOT suitable for remote or blended learning. 	1
Introduction to Celestial Objects	Bl	<ul style="list-style-type: none"> ● Examination of the story, <i>How Raven Stole the Sun</i>, and comparing the read/read-aloud version with the Raven Tales film adaptation of the same story, can be conducted remotely using a virtual platform (the video is available online for free). 	
Stars	Bl	<ul style="list-style-type: none"> ● Given the age and grade level, use online class discussion rather than attempt to adapt activities involving partners or breakout groups for remote situations. ● Share the following audio recording on a virtual platform: https://www.lpi.usra.edu/education/skytellers/constellations/preview/. Use the suggested discussion questions for a virtual, teacher-led follow-up discussion. Have students create their own story about “how the stars came to be in the sky” as a remote assignment. (Note: share only the audio recording of the oral story with students and not the full webpage, as the heading and description on the page uses the word “myth,” which should be avoided when sharing traditional stories with students). ● Follow the lesson two instructions regarding questions and discussions about stars on a virtual platform. Share the story from “Keepers of the Night” as an online read-aloud (with digitized excerpt of the text only for students to follow along, as feasible and appropriate) and have students draw a picture of the story that they can share on a virtual platform. 	

Unit/Lesson	Re/Bl	Remote-learning Adaptation Possibilities	Gr
13 Moons	Bl	<ul style="list-style-type: none"> • Read “The Thirteen Moons on Turtle’ Back,” which can be done with a digital platform, as can follow-up discussion. • Use a digital platform to share with students: <ul style="list-style-type: none"> – https://www.anishinaabemdaa.com/#/storybook/13_moons. – http://sites.rootsweb.com/~mosmd/13moons.jpg (free template for students to download; note that only the two templates from the rootsweb.com website are to be used; do not use the other content from this website). <p>The digital platform can also be used to</p> <ul style="list-style-type: none"> – conduct discussion around the website, using discussion questions – have students color in their template – look at other suggested online resources – have students draw an activity associated with one of the moon phases. <p>Students will need coloured crayons, paper, and pencils to work remotely. Check with parents about this, as needed.</p>	
Unit 5: Our Animal Neighbours	Bl	<ul style="list-style-type: none"> • As preparation, consider digitizing the various excerpts from suggested resource texts for each lesson, so these can be displayed online (e.g., shared with students in real-time video conferences, for read-aloud activities). • The Texture Animal Drawings activity is NOT suitable for remote or blended learning, given the materials and processes involved. 	2-3
Introducing Traditional Ecological Knowledge	Bl	<ul style="list-style-type: none"> • Use your preferred digital platform to conduct a teacher-led discussion around local knowledge (thoroughly read the procedure to ensure understanding). • For the activity involving maps, look online to view local maps or contact an Indigenous resource teacher to obtain maps that can be shown on a digital platform. • For the activity involving learning language, the site https://www.firstvoices.com/ can be used to support remote learning. • Inviting an Elder is NOT recommended unless the interaction can be conducted virtually. 	
Animal Portrayals	Bl	<ul style="list-style-type: none"> • Conduct online research into local animals or into the animals related to the story <i>Sharing Our World – Animals of the Native Northwest Coast</i> – deer, moose, elk, bear, salmon, and rabbit. Share appropriate findings and pursue discussion questions using your preferred digital platform. • Adapt the activity involving the grouping of students for animal portrayals: if working remotely, it is best to do this as a whole-class discussion and have students take turns mimicking the animals. 	
Animal Changes and Adaptations	Bl	<ul style="list-style-type: none"> • Use the criteria piece from the rubric to form questions, and have students use these to research a specified animal and present findings to classmates through a digital platform. 	

Unit/Lesson	Re/Bl	Remote-learning Adaptation Possibilities	Gr
Migration and Hibernation	Bl	<ul style="list-style-type: none"> The discussion questions for “How Turtle Flew South for the Winter” can all be handled through a digital platform. The alternative activity (to find and share local First Peoples stories and Traditional Ecological Knowledge about animals that include information relating to migration and hibernation) could be done as a research project. Otherwise, the Indigenous resource teacher might be called upon to find and share these. 	
Summer Activity	Bl	<ul style="list-style-type: none"> The Secwepemc (Shuswap) peoples activity can be done through a digital platform. The story and links are all provided. The BINGO activity would NOT be suitable for online learning (students would need a hard copy of the bingo template). The optional activity could be done for blended/remote depending on visitation protocols. Alternatively, an Elder or Knowledge-Keeper could record a story regarding the history and traditions of local First Peoples. 	
Unit 6: The Power of Stories	Bl	<ul style="list-style-type: none"> Modelling, discussing, and exploring lesson ideas (e.g., respect, cardinal directions, map making, making good choices, staying healthy and safe) can happen in class, or via a virtual meeting platform (e.g., Zoom or Microsoft Teams). 	2-3
The First Lesson: Respect	Bl	<ul style="list-style-type: none"> Minimal adaptation is required. 	
Wiigyat’s First Lesson	Bl	<ul style="list-style-type: none"> After sharing the story and a mini lesson on perimeter, students could engage in the math activity. This could be done through a virtual meeting platform (e.g., Zoom, Microsoft Teams). 	
The Bones of the Story	Bl	<ul style="list-style-type: none"> Record students’ brainstormed ideas on chart paper or on an online platform during a remote learning session. 	
Wiigyat’s Travels	Bl	<ul style="list-style-type: none"> Students could be introduced to the ideas in the background information about traditional name places, cardinal directions, and map making in class or through a virtual meeting platform (e.g., Zoom or Microsoft Teams). For remote learning, students could create maps of the school grounds or other places in their community with their families. 	
Visualizing a Story of Wiigyat-The Gitxsan Trickster	Bl	<ul style="list-style-type: none"> Students could engage in the visualization exercise while a teacher or adult at home reads chapters 1, 2, and 3 of the story about Wiigyat-The Gitxsan Trickster, which is provided on pages 151-153 of the resource. 	
Design Activities	Bl	<ul style="list-style-type: none"> After brainstorming and sharing examples of logos and tri-fold brochures on an online platform, students could create their own to represent the Wiigyat village and entice visitors. The optional Math problems could be shared virtually with parents to be solved as part of remote learning. 	

Unit/Lesson	Re/Bl	Remote-learning Adaptation Possibilities	Gr
Nutrition	Bl	<ul style="list-style-type: none"> If able to access the story, <i>Eat, Run and Live Healthy</i>, it could be read on an online platform. If not, share another story with the same theme. Students could complete the blackline master on page 155. Via an online platform, share the <i>Healthy Food Guidelines for First Nations Communities</i> from the First Nations Health Authority (see https://www.fnha.ca/Documents/Healthy_Food_Guidelines_for_First_Nations_Communities.pdf). Students could use this online document to plan healthy meals. 	
Drama Presentation	Bl	<ul style="list-style-type: none"> The students need to be in class for the drama activity described. For remote learning, adapt by reading the story on an online platform and discussing with students the big ideas. 	
The Power to Make Good Choices for Change	Bl	<ul style="list-style-type: none"> If able to access the story, <i>Healthy Choices, Healthy Lives</i>, share it on an online platform. If the story is not available, discuss making healthy choices. Students could then brainstorm and write their own stories about making good choices. 	
The Importance of Skills	Bl	<ul style="list-style-type: none"> Students would be able to complete the suggested activities after having a discussion on an online platform about important personal skills. 	
The Moral of the Story	Bl	<ul style="list-style-type: none"> Lead a discussion about morals and share stories with a moral on an online platform. Students would be able to create posters depicting different morals either in class or at home. 	
Painting the Sunset	Bl	<ul style="list-style-type: none"> Share the information about the Gitksan and their beliefs about the colours of the sunset in class or on an online platform. Students could use art materials that they have available to create a sunset and write about what the sun would say as it sets. 	
Picture This	Bl	<ul style="list-style-type: none"> Each student could receive via email one page from the story to illustrate. Collect the finished pages and create a class book that could be shared in class or on an online platform. 	
Cartoon Corner	Bl	<ul style="list-style-type: none"> On an online platform, students could brainstorm ideas for the different cartoon captions shared on page 142. Once students have had an opportunity to share, they could write and draw their own cartoons. Once finished, students could share their comics in breakout rooms using an online platform or on a digital display board such as padlet (see https://padlet.com/). 	
Wanted Poster	Bl	<ul style="list-style-type: none"> Minimal adaptation is required. 	
The Discarded Box	Bl	<ul style="list-style-type: none"> Minimal adaptation is required. 	
Extended Reading and Writing Activities	Bl	<ul style="list-style-type: none"> If students receive a mini lesson in class or on an online platform, they could engage in the different reading and writing activities suggested in this section. 	

Unit/Lesson	Re/BI	Remote-learning Adaptation Possibilities	Gr
Transformation	BI	<ul style="list-style-type: none"> On an online platform, lead a discussion about transformation. Other transformation stories could be shared. Students could then write about transformations in their own lives. 	
Staying Healthy and Safe	BI	<ul style="list-style-type: none"> On an online platform, students could discuss and brainstorm different people that help them stay safe and things they could do to stay healthy. Read the short story provided on page 147 to the students on an online platform. The class could then engage in a discussion on the harmful effects of smoking and brainstorm and create cartoons of possible refusal statements when someone asks them to try smoking. 	
Button Blanket	BI	<ul style="list-style-type: none"> The different activities described in this lesson could be done in class or on an online platform. If available, invite a guest from the local First Peoples community to join the class on an online platform to show a completed button blanket and to talk about how blankets are made and their cultural significance. 	
Reporting the Story	BI	<ul style="list-style-type: none"> Read the third chapter provided on page 153 to the students in class or on an online platform. The students could work in partners or small groups in the classroom or in breakout rooms on an online platform to interview each other and write the last interview conducted with Wiigyat and the two mountain lions. 	
Eulogy	BI	<ul style="list-style-type: none"> Have students create a eulogy for Wiigyat on an online platform. 	
Unit 7: Making our Ancestors Proud	BI	Most of the adaptations suggested here involve the use of <ul style="list-style-type: none"> a virtual meeting platform (e.g., Zoom or Microsoft Teams) specific resource texts suggested in the printed (pdf) guide. 	2-3
Courtesy and Respect	BI	<ul style="list-style-type: none"> Invite a guest from the local First Peoples community to share (on an online platform) common sayings used to teach respectful behaviour to children. If this is not possible, the class could contact someone via telephone or email. Students could create posters to promote the respected behaviour. Display posters on the school website or on an online display board such as padlet (see https://padlet.com/). 	
Medicine Wheel	BI	<ul style="list-style-type: none"> Begin by finding out what variations of the medicine wheel apply locally. Using an online platform, share with students. Use the chat bar or similar feature to have them brainstorm and record characteristics that fit in the medicine wheel (can also be done orally while you record their ideas). 	
Bullying	BI	<ul style="list-style-type: none"> Use an online platform to remotely lead a discussion on bullying, share the suggested stories, and do the follow-up activity with the quotes from grade 5 students. 	
Playing by the Rules	BI	<ul style="list-style-type: none"> If the <i>Raven Tales</i> video is available, it could be shared on an online platform. The students could discuss the questions provided after viewing the video and do the follow-up activity. 	

Unit/Lesson	Re/Bl	Remote-learning Adaptation Possibilities	Gr
Emotional Responses	Bl	<ul style="list-style-type: none"> Minimal adaptation is required. 	
Truthful Reporting of Data	Bl	<ul style="list-style-type: none"> Use an online platform to share the story, <i>The Little Porcupine</i>. After a mini lesson on how to write a newspaper article, the students could write their own. 	
Prejudice and Discrimination	Bl	<ul style="list-style-type: none"> Using an online platform, share some of the suggested stories; then talk about prejudice and discrimination as in some of the examples provided. Due to the sensitive nature of the topic, for remote learning it would be better to meet in smaller groups, so everyone has a chance to speak and so there are better opportunities for one-on-one connection with each student. 	
Drama Presentations	Bl	<ul style="list-style-type: none"> Although students would need to be in class to undertake the described activity, an online modification might involve simply reading the story aloud and discussing the big ideas. 	
Certificates of Merit	Bl	<ul style="list-style-type: none"> Discuss how students can take positive actions in their communities. Students could independently pursue appropriate activities and report back in an online session. The celebration at the end of the year may have to be adapted to meet health and safety requirements. 	
Summary: School Slogan	Bl	<ul style="list-style-type: none"> On an online platform, students could brainstorm and create a slogan for their classroom, family, or school. Breakout rooms could be used on the online platform so that students could work in small groups. 	
Unit 8: The Spirit of Celebration	Bl	<p>Most of the adaptations suggested here involve the use of</p> <ul style="list-style-type: none"> a virtual meeting platform (e.g., Zoom or Microsoft Teams) specific resource texts suggested in the printed (pdf) guide. 	3
Family, House Groups, and Clans	Bl	<ul style="list-style-type: none"> Share the information and provide opportunities for students to discuss the ideas from the background. Students could interview family members and share the findings with their peers on an online platform. 	
Comparing Ceremonies	Bl	<ul style="list-style-type: none"> Use an online platform to share the information, read the stories, lead the discussions, and engage the students in the different activities suggested. 	
Inviting People to Our Celebration	Bl	<ul style="list-style-type: none"> Although students could go through the steps of planning for a celebration, any actual celebration must follow the guidelines set by public health officials. 	
Gift Giving	Bl	<ul style="list-style-type: none"> The students could discuss the importance of gift giving as part of a celebration and brainstorm possible gifts. 	
Dance and Music	Bl	<ul style="list-style-type: none"> Invite a guest (e.g., district cultural teacher – consult your district Indigenous contact for support) to teach a local dance or song to the students via an online platform. 	
Bringing It All Together	Bl	<ul style="list-style-type: none"> Ensure that any actual celebration follows the guidelines set by public health officials. 	

BC FIRST NATIONS
LAND, TITLE, AND GOVERNANCE

Teacher Resource Guide

The FNEsc/FNSA *BC First Nations Land, Title, and Governance Teacher Resource Guide* is designed to help teachers and students in all BC schools, including First Nations, public, and independent schools, to gain an understanding of traditional and contemporary forms of First Nations governance. It provides background information relevant to all teachers and students, and it provides suggested activities and resources for Grades 2 to 12. Download a copy of the resource from the FNEsc website <http://www.fnesc.ca/> (use the “Learning First Peoples” tab).

This guide is intended in part to address the Calls to Action of the Truth and Reconciliation Commission of Canada, particularly the call to “integrate Indigenous knowledge and teaching methods into classrooms” (clause 62) and “build student capacity for intercultural understanding, empathy and mutual respect” (63). It is divided into six different units as well as additional support material. While the first four units are organized by grade level, teachers will find activities in all of them than can be adapted to other grades as needed.

To facilitate adaptations, teachers and students would ideally have some or all of the following:

- an internet connection and access to a computer (desktop, laptop, or tablet)
- access to a virtual meeting platform that enables them to
 - participate in class or group discussions (including brainstorming)
 - read, view, or listen to informational and explanatory resources (e.g., streamed video)
 - work with one another in pairs or groups
 - present findings or other work for assessment.
- access to a digital display board such as padlet (see <https://padlet.com/>)
- access to video conferencing capacity that enables users to contact Elders, Knowledge-Keepers, or other guests and to “bring them” into the “virtual classroom.”

To prepare for teaching about BC First Nations Land, Title, and Governance with remote-learning adaptations, consider creating or obtaining digitized versions of

- the various excerpts from suggested resource texts for each lesson, so these can be displayed online (e.g., shared with students in real-time video conferences, for read-aloud activities)
- the Blackline Masters provided along with the resource (as separate links via download from <http://www.fnesc.ca/governance-2/>) to share with students.

Unit/Lesson	Re/BI	Remote-learning Adaptation Possibilities	Gr
Unit 1. Governance in First Nations Communities	BI	For each of the topics in the first five sections of this unit, several activities (listed below) can be conducted remotely, using an online platform.	2-3
1. First Nations Communities	BI	<ul style="list-style-type: none"> ● Discuss what the students already know about the local First Nations community (or communities). ● Gather or share info about local First Nations. ● Find the community(ies) on satellite maps. ● Look at the local community’s websites. ● Share maps or photos of the community(ies). ● Share books or stories that illustrate some features of First Nations communities. ● Discuss what makes the local First Nations community(ies) unique. ● Differentiate “elderly” from “Elder.” ● Discuss the role Elders play in First Nations communities, give examples, and share picture books or stories about Elders. ● Arrange a virtual visit with an Elder. 	
2. Decision Makers	BI	<ul style="list-style-type: none"> ● Given explicit precursor instruction (e.g., on an online platform or via video), students should be able to remotely complete all the activities: <ul style="list-style-type: none"> – What is a decision?: what are decisions, who makes them and the differences between big and little decisions – What is a Leader?: who are leaders, and what makes them so – What is a Government?: what roles do governments play in societies. 	
3. First Nations Governments	BI	<ul style="list-style-type: none"> ● Given explicit precursor instruction and opportunities to discuss, ask questions, and co-construct understanding with a teacher, students can remotely complete the following activities: <ul style="list-style-type: none"> – share videos of local First Nations leaders (hereditary or elected) – visit the website of the local First Nation(s) – discuss the difference between traditional and elected governments (BLM 10 & 11) – brainstorm questions for a First Nations leader (also virtually interview or email that leader). – brainstorm a list of publicly provided services in their community – identify services that Band Councils and other First Nations governments typically provide – create a T-chart to compare the services and responsibilities of the First Nations government and local municipal governments. 	

Unit/Lesson	Re/ Bl	Remote-learning Adaptation Possibilities	Gr
4. The Land and Government	Bl	<ul style="list-style-type: none"> ● Activities that can be done remotely: <ul style="list-style-type: none"> – share stories that illustrate the connection that First Peoples have with the land (see the recommendations on p. 38) – discuss how First Nations communities depended on the land for all their needs – having students imagine whether and how they could meet all their needs from the land (feasibility, skills and knowledge needed) – share stories that teach lessons about the importance of taking care of the land (recommendations p. 38) – Little Bear’s Vision Quest activity (p. 40). 	
5. Governments Change Over Time	Bl	<ul style="list-style-type: none"> ● Given some explicit precursor instruction, scaffolding, and ongoing support, students can remotely undertake to <ul style="list-style-type: none"> – review, read, and discuss the Blackline Master 11 on Ancestral Governments – share stories describing feast and potlatches (recommendations on p. 41) – identify evidence from the story(ies) that the feast/potlatch is part of a governance system. ● Examining how the <i>Indian Act</i> changes the government is best handled via in-class learning. 	
6. First Nations Community Project	Bl	<ul style="list-style-type: none"> ● Completion of the First Nations community project is best undertaken via in-class activities. 	
Unit 2. First Nations Governance Over Time	Bl	<ul style="list-style-type: none"> ● A limited number of activities within this unit (as specified below) can be conducted remotely, using an online platform. 	4-6
1. Inquiry into First Nations Governance		<ul style="list-style-type: none"> ● Completion of the Inquiry into First Nations Governance is best undertaken in class. 	
2. Local First Nations Governance Systems	Bl	<ul style="list-style-type: none"> ● Using an online platform with limited numbers of students at a time, it is possible to remotely <ul style="list-style-type: none"> – discuss what students already know about the meaning of governance, the roles that government plays in our lives, and local First Nations government – discuss the names and functions of various forms of First Nations Governance systems – complete Blackline Masters 13 and 14 – gather pictures and make a display of different parts of the community – watch videos featuring the local First Nation(s) – arrange to have a member of the local band council, treaty government, or ancestral government visit the class virtually – analyse the local First Nation’s website to determine what its government does. 	

Unit/Lesson	Re/ BI	Remote-learning Adaptation Possibilities	Gr
3. Traditional Governance and the Land	BI	<ul style="list-style-type: none"> ● Activities that can be done remotely include <ul style="list-style-type: none"> – assess what understanding the students have about traditional governance systems – complete page 53 activities, using BLM 15 – explore the questions, “Why did people have government in the past?” and “What does Stewardship mean?” – all the activities in the sections on “Families, Clans, and Stewardship of the Land,” on “Language, Story, and the Land,” and on “Laws of the Feast Hall.” ● Although the activities on “Traditional Governments” and “Consensus Decision-Making” are best done in class, students could remotely <ul style="list-style-type: none"> – analyse stories to look for the traditional laws embedded – undertake Reader’s Theatre (email needed) – discuss what consensus decision making involves – engage in a talking circle to try consensus decision-making themselves. 	
4. The Impacts of Colonization	BI	<ul style="list-style-type: none"> ● Although this topic is best taught in a classroom setting, some adaptation to a remote learning situation is possible if the content and activities are broken into small chunks and extensive opportunity is provided for discussion on an online platform, so students acquire a context for reading and are able to ask questions and co-construct their understanding with others. ● The sub-topic of “Reserves” is most easily adaptable for remote learning. With appropriate scaffolding and support, students can remotely <ul style="list-style-type: none"> – explore what Reserves are (i.e., under the <i>Indian Act</i>) – compare the sizes of Reserves with the traditional territories of a First Nations group (see places to access maps on pp. 62 and 63) – imagine how forcing First Nations onto reserves might have impacted peoples’ lives – reflect on their reactions to the idea of First Nations being forced onto Reserves (e.g., How does learning about Reserves make you feel? What surprised you?) – represent their understanding in forms of their choosing (e.g., pictures, poem, letter, poster). 	

Unit/Lesson	Re/BI	Remote-learning Adaptation Possibilities	Gr
5. First Nations Governments Today	BI	<ul style="list-style-type: none"> This topic is mostly best taught in a classroom setting. Remote-learning components could include using an online platform to <ul style="list-style-type: none"> share information and suggested resources ask questions, discuss the content, and complete the blackline masters. 	
Unit 3. Shaping First Nations Governance	Re	<ul style="list-style-type: none"> Much of this unit can be delivered remotely with minimal adaptation. 	7-9
1. Geography and Governance Connections	Re	<ul style="list-style-type: none"> “Knowing the Land” works remotely if maps are available; students may need some explicit initial instruction (provided in-person, on an online platform or via video). “People and the Land,” in a remote setting, works better as inquiry than an interactive class project. “Land and Society” can be remotely adapted as an online discussion. 	
2. Traditional Governance Systems	Re	<ul style="list-style-type: none"> “Local First Nations Governance” can work remotely given some initial explicit instruction. “Comparing Types of Traditional Governance Systems” can be developed as a structured inquiry that is carried out pre-discussion. 	
3. Understanding Feasts and Potlatches	Re	<ul style="list-style-type: none"> Minimal adaptation is required. 	
4. Impacts of Colonization	Re	<ul style="list-style-type: none"> Although most of the activities for this topic can be undertaken with minimal adaptation, the “Pass It On Game” will require some restructuring for use with an online platform. 	
5. Rebuilding Self-Government	Re	<ul style="list-style-type: none"> Minimal adaptation is required. 	
Unit 4. Pathways Back to Self-Governance	Re	<ul style="list-style-type: none"> Much of this unit can be delivered remotely with minimal adaptation. Follow up all inquiry and research with group discussions conducted remotely using an online platform. 	10-12
1. The Path to Self-Government: A Holistic Inquiry	Re	<ul style="list-style-type: none"> To adapt the suggested activities for remote learning, use the online link provided. Have students engage with the article independently and make notes about their responses before participating in an online class discussion. Minimal adaptation is needed for the inquiry activity. 	
2. Contemporary First Nations Governance	Re	<ul style="list-style-type: none"> Minimal adaptation is required. 	
3. Changes in Power and Jurisdiction	Re	<ul style="list-style-type: none"> Minimal adaptation is required. 	

Unit/Lesson	Re/ Bl	Remote-learning Adaptation Possibilities	Gr
4. Rebuilding First Nations Governance	Re	<ul style="list-style-type: none"> Minimal adaptation is required. 	
5. Topics for Exploration and Inquiry	Re	<ul style="list-style-type: none"> All structured inquiry questions can be explored remotely. 	
Unit 5 Part One. Reconciling Indigenous Rights and Title: Learning About Treaty and Alternatives	Re	<ul style="list-style-type: none"> Given some explicit precursor instruction, scaffolding, and ongoing support, this entire unit can be remotely delivered. 	4-8
1-1. Indigenous Rights and Title	Re	<ul style="list-style-type: none"> Minimal adaptation is required. 	
1-2. Agreements and Treaties	Re	<ul style="list-style-type: none"> Minimal adaptation is required. 	
1-3. The Story of First Nations Treaties in BC	Re	<ul style="list-style-type: none"> Minimal adaptation is required. 	
1-4. Modern Day Treaties and Alternatives	Re	<ul style="list-style-type: none"> For remote learning, share with students on an online platform the information and suggested resources identified and provide time for the students to ask questions and to research and discuss the possible answers together. 	
Unit 5 Part Two. Reconciling Indigenous Rights and Title: Modern Day Treaties and Alternatives in British Columbia	Re	<ul style="list-style-type: none"> With minimal adaptation, this entire unit can be remotely delivered. 	9-12
2-1. Introduction to Treaty	Re	<ul style="list-style-type: none"> Web-based sources provided can be researched by students working remotely. 	
2-2. Indigenous Rights and Title	Re	<ul style="list-style-type: none"> Research and discuss using an online platform. 	
2-3. What Are Treaties	Re	<ul style="list-style-type: none"> This topic can be addressed either via a group discussion using an online platform or via a remotely completed research project. 	
2-4. Treaties Between First Nations - Oral Treaties	Re	<ul style="list-style-type: none"> Consider addressing as a remote-learning project. 	
2-5. Historical Treaties and Extinguishment of Title	Re	<ul style="list-style-type: none"> Consider addressing as a remote-learning project. 	
2-6. Recognition of Indigenous Rights and Title	Re	<ul style="list-style-type: none"> Consider addressing as a remote-learning project. 	
2-7. What is the BC Treaty Process?	Re	<ul style="list-style-type: none"> Consider addressing as a remote-learning project, with students working in groups. 	
2-8. Results of Modern-Day Treaties	Re	<ul style="list-style-type: none"> Consider addressing as a remote-learning project, with students working either alone or in groups on an online platform. 	

Unit/Lesson	Re/ BI	Remote-learning Adaptation Possibilities	Gr
Unit 6. Hunting and Trapping Case Studies	Re	<ul style="list-style-type: none"> In this unit, students use primary source documents (supplied) to investigate First Nations governance and treaties through case studies taken from the early twentieth century and dealing with hunting and trapping. Students will analyse the various perspectives from different document sets, evaluate the evidence and reach their own conclusions. 	4-12
1. General Activities	Re	<ul style="list-style-type: none"> Minimal adaptation is required. 	
2. Document Suggested Activities	Re	<ul style="list-style-type: none"> Minimal adaptation is required. 	

INDIAN RESIDENTIAL SCHOOLS
AND RECONCILIATION

Teacher Resource Guides for Grades 5, 10, & 11/12

The FNEC/FNSA *Indian Residential Schools and Reconciliation Teacher Resource Guides* for grades 5, 10 and 11/12 were developed by FNEC and the FNSA. They are our response to the call by the Truth and Reconciliation Commission of Canada for education bodies to develop age-appropriate educational materials about Indian Residential Schools. To properly work with this material, obtain a downloaded copy of the grade-appropriate resource you require from the FNEC website <http://www.fnesc.ca/> under the “Learning First Peoples” tab.

Indian Residential Schools and Reconciliation Teacher Resource Guide, Gr. 5

Although specifically developed to support learning at the Grade 5 level, this resource contains activities that can be variously undertaken at the Grades 3 and 4 levels or at the Grades 6 and 7 levels, with appropriate adaptation. In addition to an Introduction that provides important context-setting information and advice, the resource includes extensive support in the form of additional resources. Many of these additional resources are available online, making Indian Residential Schools and Reconciliation subjects that can readily be addressed via remote or blended learning approaches.

To facilitate this adaptation, teacher and students would ideally have some or all of the following:

- an internet connection and access to a computer (desktop, laptop, or tablet)
- access to a virtual meeting platform that enables them to
 - participate in class or group discussions (including brainstorming)
 - read, view, or listen to informational and explanatory resources (e.g., streamed video)
 - work with one another in pairs or groups
 - present findings or other work for assessment
- access to a digital display board such as padlet (see <https://padlet.com/>).
- the ability to access attachments sent via email or through electronic portfolios
- access to video conferencing capacity that enables users to contact Elders, Knowledge-Keepers, or other guests and to “bring them” into the “virtual classroom.”

To prepare for teaching about Indian Residential Schools and Reconciliation with remote-learning adaptations, consider digitizing the following:

- the various excerpts from suggested resource texts for each lesson, so these can be displayed online (e.g., shared with students in real-time video conferences, for read-aloud activities)
- the Blackline Masters provided along with the resource (as separate links via download from <http://www.fnesc.ca/irsr/>) to share with students.

Unit/Lesson	Re/ BI	Remote-learning Adaptation Possibilities
Part One - Learning and the Relationship with the Land	BI	<ul style="list-style-type: none"> • Throughout this unit, students can share their work via a video, sketch/drawings, a personal or group padlet (see https://padlet.com/), their personal school district e-portfolio, Keynote (see https://www.apple.com/ca/keynote/) or Paper App (see https://apps.apple.com/ca/app/paper-by-wetransfer/id506003812).
Activity 1.1 - Remembering the Land	BI	<ul style="list-style-type: none"> • Use the online Shi-shi-etko video to enhance students’ experience of the text (before, during, or after your reading); see https://www.youtube.com/watch?v=tKERhCGjSDE. • Blackline Master 1, the sensory images experience, the memory bag, and discussion questions can be readily adapted for remote learning.

Unit/Lesson	Re/BI	Remote-learning Adaptation Possibilities
Activity 1.2 - Learning from Generation to Generation	BI	<ul style="list-style-type: none"> • If you do not have access to Neekna and Chemai, work with the powerful teachings in the “Learning from Generation to Generation” article (Blackline Master 2) • Use digital platforms such as <ul style="list-style-type: none"> – Padlet (for sharing family teachings, concept mapping) – Zoom breakout rooms or smaller group meetings on Microsoft Teams for Reader’s Theatre script writing and rehearsals/practice.
Activity 1.3 - Local Relationship with the Land	BI	<ul style="list-style-type: none"> • If students do not have access to texts or require support finding authentic Indigenous resources, a list of online vetted resources is recommended for students and their families (see page 75 and following). Consider resources such as <ul style="list-style-type: none"> – SFU’s <i>Coast Salish Place Names</i> (http://www.sfu.ca/brc/imeshMobileApp/place-names.html) – <i>The Canadian Encyclopedia</i> – <i>First Peoples Place Names</i> (https://maps.fpcc.ca/).
Activity 1.4 – The Secret of the Dance	BI	<ul style="list-style-type: none"> • Have students create a memory bag at school or at home.
Part Two - What Were Indian Residential Schools?	BI	<ul style="list-style-type: none"> • The overview (summary, essential questions, key concepts, and resources) is essential for understanding the intent of this unit.
Activity 2.1 - Going to Indian Residential School	BI	<ul style="list-style-type: none"> • Read <i>Shin-chi’s Canoe</i> aloud and conduct class discussions via a digital platform, such as Zoom or Microsoft teams. • When constructing a list of words to describe Indian Residential Schools, students can use an online chat or whiteboard to create the word list.
Activity 2.2 - Power and Authority	BI	<ul style="list-style-type: none"> • Discussions around power and authority can happen in class, via the phone or through a virtual platform.
Activity 2.3 - Colonial Clash	BI	<ul style="list-style-type: none"> • Use downloadable versions of Blackline Masters 3, 4, and 5 (see http://www.fnesc.ca/irsr/). • A digital copy of the <i>Indian Act</i> is available for educators, students, and families (see https://laws-lois.justice.gc.ca/eng/acts/i-5/). • When working with the map “Colonialism Across the World” (Blackline Master 5) while online, consider using a digital platform with a shared screen or whiteboard function and inviting students to annotate traces of colonization.
Activity 2.4 - <i>No Time to Say Goodbye</i> : Thomas	BI	<ul style="list-style-type: none"> • Read aloud the story of Thomas, the first section of <i>No Time to Say Goodbye</i>, using a digital platform. • Have students create their illustrations independently and then share online.
Part Three - The Indian Residential School Experience	BI	<ul style="list-style-type: none"> • Have pictures of an Indian Residential School and your own school uploaded and ready to present on a digital platform (see the published resource for links).

Unit/Lesson	Re/BI	Remote-learning Adaptation Possibilities
Activity 3.1 - The School Building	BI	<ul style="list-style-type: none"> Use downloadable Blackline Master 6 to share imagery.
Activity 3.2 - Mapping a Day in the Life of a Student	BI	<ul style="list-style-type: none"> Use downloadable Blackline Masters 7 & 8 to have students independently create maps at home.
Activity 3.3 - Life at an Indian Residential School	BI	<ul style="list-style-type: none"> Share downloadable Blackline Master 9. Consider reading aloud the school life section from <i>Fallen Feather</i>.
Activity 3.4 - School Food	BI	<ul style="list-style-type: none"> Use downloadable Blackline Masters 10, 11, and 12 and have students answer questions from page 44 to set the stage for an open discussion around the student letter, perspectives on food and nutrition, and questioning of the quality of the food.
Activity 3.5- No Time to Say Goodbye: Joey’s Story	BI	<ul style="list-style-type: none"> This activity requires the book <i>No Time to Say Goodbye</i>. Consider obtaining a copy from a library and reading it aloud.
Part Four - The Healing Journey	BI	<ul style="list-style-type: none"> All the assessment activities suggested with this resource are possible via remote learning.
Activity 4.1-Returning Home	BI	<ul style="list-style-type: none"> This activity requires the book <i>A Stranger at Home</i>. Consider obtaining a copy from a library and reading it aloud.
Activity 4.2 -Legacies of Indian Residential Schools	BI	<ul style="list-style-type: none"> Use websites cited in the activities to direct teachers/students/parents to becoming more familiar with the languages of some Indigenous cultures (all of the pertinent links can be shared through digital platforms).
Activity 4.3 - Towards Reconciliation	BI	<ul style="list-style-type: none"> Use the resource links provided on page 68 to <ul style="list-style-type: none"> find the YouTube link for the apology by Stephen Harper as a spur to discussion conduct the activity focused on the Truth and Reconciliation Commission.
Activity 4.4 - Taking Action	BI	<ul style="list-style-type: none"> The suggested <i>Project of Heart</i> activity cannot be done remotely. Instead, consider an activity focused on the TRC calls to action, using the links provided on page 68.

Indian Residential Schools and Reconciliation Teacher Resource Guide, Gr. 10

Although specifically developed to support learning at the Grade 10 level, this resource contains activities that can be undertaken at the Grades 9, 11, and 12 levels, with appropriate adaptation. The Introduction to this resource provides important context-setting material, including advice on planning for instruction, which includes setting ground rules for group interactions and dealing with sensitivities associated with this topic. In addition, the resource includes extensive support in the form of additional resources. Many of these resources are available online, making Indian Residential Schools and Reconciliation subjects that can readily be addressed via remote or blended learning approaches.

To facilitate remote-learning adaptation of this resource, teacher and students would ideally have some or all of the following:

- an internet connection and access to a computer (desktop, laptop, or tablet)
- access to a virtual meeting platform that enables them to
 - participate in class or group discussions (including brainstorming)
 - read, view, or listen to informational and explanatory resources (e.g., streamed video)
 - work with one another in pairs or groups
 - present findings or other work for assessment.
- the ability to access attachments sent via email or through electronic portfolios.

To prepare for teaching about Indian Residential Schools and Reconciliation with remote-learning adaptations, consider digitizing (or accessing in digital form) the following:

- the various excerpts from suggested resource texts for each lesson, so these can be displayed online (e.g., shared with students in real-time video conferences, for read-aloud activities)
- the Blackline Masters and Case Studies provided with the resource (as separate links via download from <http://www.fnesc.ca/irsr/>) to share with students.

Unit/Lesson	Re/Bl	Remote-learning Adaptation Possibilities
Part One: The Purpose of Residential Schools	Re/Bl	<ul style="list-style-type: none"> • A downloadable version the text resource, <i>They Came for the Children</i> is readily available for students via TRC download page (see http://trc.ca/resources.html and http://trc.ca/assets/pdf/resources_2039_T&R_eng_web[1].pdf). • Self and peer assessments can be done in small groups (remotely). • For this multi-part unit, students could be divided into three “expert” groups, each taking responsibility for one lesson and sharing findings remotely with the other groups at the end.
Lesson 1.1: What Were Indian Residential Schools?	Bl	<ul style="list-style-type: none"> • Conduct a virtual discussion to activate prior knowledge, determine sources, and generate questions for further study. • Explanation of the role of Christianity/the church can be remotely provided via a lecture or slide presentation. • Use a digital version of BLM 2 (Blackline Master 2) to conduct a mapping activity. Follow up with online discussion.

Unit/Lesson	Re/ Bl	Remote-learning Adaptation Possibilities
Lesson 1.2: Traditional First Nations Societies and Education	Bl	<ul style="list-style-type: none"> • Have students read the section on “Aboriginal Peoples and Education” (<i>They Came for the Children</i>, pg. 7-9) and summarize types of things children learned and the methods used to teach them. • Summarize with a virtual slide show presenting the four Key Concepts.
Lesson 1.3: Why were Residential Schools Imposed?	Re	<ul style="list-style-type: none"> • Use a digital version of BLM 3 (“The Problem with Day Schools”) to introduce the colonial world view that led to the establishment of Indian Residential Schools. • Use BLMs 4, 5, and 6, along with <i>They Came for the Children</i>, the Glossary (p. 97), and a map of BC (all accessible remotely) to help students understand <ul style="list-style-type: none"> – the Davin Report and its significance – the goals of residential schooling – the roles of the <i>Indian Act</i> and Indian Agent – the losses First Nations communities experienced due to colonization.
Lesson 1.4: Why Study Residential Schools?	Bl	<ul style="list-style-type: none"> • Use the following remotely accessible resources (links provided) to address the central question of the lesson: <ul style="list-style-type: none"> – the video, <i>The Truth in the Classroom</i> (there is no closed captioning for this video; students can access and watch it independently at home) – the TRC website and the video <i>Educating Our Youth: Vancouver event student responses</i> (to cover the TRC and its significance: students conduct independent research) – BLM 7 for double journal entry activity and so students can use the introductory headings as prompts for creating a visual (a collaborative project best handled in a class setting rather than remotely).
Part Two: The Assaults and Their Legacy		
Lesson 2.1: Defining Assault	Re	<ul style="list-style-type: none"> • Using Blackline Master 8, introduce the Truth and Reconciliation Commission Interim Report conclusions. Discuss or record historical truths that support these conclusions. Have students annotate.
Lesson 2.2: Life in the Residential School	Bl	<ul style="list-style-type: none"> • The jigsaw activity using <i>They Came for the Children</i>, chapter 2, cannot be easily completed via remote learning. This should be the in-class focus for this blended unit. • Other lesson activities (How the TRC Arrived at its Conclusions, Personal Impacts, and Breeding Grounds for Abuse) can all be completed remotely, using virtual platforms: <ul style="list-style-type: none"> – the former two activities can be assigned as independent work – the latter focusses on a sensitive topic and will require you to act as moderator and discussion leader.

Unit/Lesson	Re/ Bl	Remote-learning Adaptation Possibilities
Lesson 2.3: Impacts on Family and Community	Re	<ul style="list-style-type: none"> • Use guided discussion on a virtual platform to address lesson topics. BLM 9 can help guide discussion on intergenerational impact. • Conduct formative assessment of students’ understanding by having them submit/share their “double entry journals” and written responses to selected discussion questions.
Part Three: Resistance and Change	Re	<ul style="list-style-type: none"> • Thoroughly reviewing the case studies and additional documents beforehand will help ensure that this complex unit unfolds smoothly.
Lesson 3.1: Ongoing Resistance	Re	<ul style="list-style-type: none"> • Students can undertake case studies via a “gradual release method” wherein the entire class works together on one case study to model how to analyze primary sources. Note taking can be demonstrated using screenshare. Then, individually or in small groups, students working remotely can investigate one or both of the other two case studies. Groups can share findings in a moderated discussion conducted on a virtual platform. • Require written responses to key discussion questions, as this will provide a basis for assessment.
Lesson 3.2: Recognition of Failure	Re	<ul style="list-style-type: none"> • Students can analyze readings (i.e., BLM 10, pp 16-20 of <i>They Came for the Children</i>, and the Bryce report) or view the video <i>The Awakening of Elizabeth Shaw</i> collectively through sharing the BLM and using Google Read and Write or other similar program to highlight key passages while in the share screen function. Alternatively, students can work on their own.
Lesson 3.3: Road to Reconciliation	Re	<ul style="list-style-type: none"> • Events can be divided among groups or individuals depending on the delivery method and students’ comfort levels. • If reconciliation is approached entirely as a remote learning lesson, the timelines can be created digitally.
Part Four: Action for Reconciliation	Re	<ul style="list-style-type: none"> • For work that involves responding to BLMs, consider using screenshare and going over the activity with students. • For the mapping activities, consider having students use My Maps (Google).
Lesson 4.1: What is Reconciliation?	Re	<ul style="list-style-type: none"> • The video <i>What is Reconciliation?</i> can be shared remotely to engage with the central question of this lesson. • Use a moderated discussion approach (i.e., on a virtual platform) to ensure student understanding of the term, “reconciliation” and to engage with Conclusion 6 of the TRC Conclusions.

Unit/Lesson	Re/ BI	Remote-learning Adaptation Possibilities
Lesson 4.2: Why Does it Matter?	Re	<ul style="list-style-type: none"> ● Use moderated discussion on a virtual platform to have students <ul style="list-style-type: none"> – reflect on their responses to the question from Part One (re: importance of learning about Indian Residential Schools) – consolidate their understanding of the section “Why it Matters” on pg. 9 of the <i>100 Years of Loss</i> booklet. ● The TRC website page, “It Matters to Me” can be used to have students respond online with a personal statement.
Lesson 4.3: Taking Action	Re	<ul style="list-style-type: none"> ● Use moderated discussion on a virtual platform to establish goals as a class. Small groups can then be tasked with generating a response plan.

Indian Residential Schools and Reconciliation Teacher Resource Guide, Gr. 11/12

The Introduction to this resource provides important context-setting material, including advice on planning for instruction, which includes setting ground rules for group interactions and dealing with sensitivities associated with this topic. In addition, the resource includes extensive support in the form of additional resources. Many of these resources are available online, making Indian Residential Schools and Reconciliation subjects that can readily be addressed via remote or blended learning approaches.

To facilitate remote-learning adaptation of this resource, teacher and students would ideally have some or all of the following:

- an internet connection and access to a computer (desktop, laptop, or tablet)
- access to a virtual meeting platform that enables them to
 - participate in class or group discussions (including brainstorming)
 - read, view, or listen to informational and explanatory resources (e.g., streamed video)
 - work with one another in pairs or groups
 - present findings or other work for assessment
- the ability to access attachments sent via email or through electronic portfolios
- access to video conferencing capacity that enables users to conduct “in-person” research by connecting with respondents.

To prepare for teaching about Indian Residential Schools and Reconciliation with remote-learning adaptations, consider digitizing, or accessing in digital form, the Blackline Masters provided with the resource to share with students (a number of these are repeats of BLMs associated with the Gr 10 IRSR resource and can be accessed via separate download links by following the Grade 10 IRSR links at <http://www.fnesc.ca/irsr/>).

Unit/Lesson	Re/BI	Remote-learning Adaptation Possibilities
Part One: Setting the Stage for Inquiry	Re	<ul style="list-style-type: none"> • This unit is readily adaptable for either remote or blended learning.
Activity 1 – Stereotypes and Myths	Re	<ul style="list-style-type: none"> • To host a remote discussion of common stereotypes and mistaken beliefs about First Nations <ul style="list-style-type: none"> – have students view and discuss the video “Stereotypes of First Nations” (link and discussion prompts included) – refer to the Glossary (pg. 48) for appropriate terminology and First Nations 101, “What’s in a Name,” (pp. 161-162) for additional material.
Activity 2 – What were Indian Residential Schools?	Re	<ul style="list-style-type: none"> • To adapt this activity for remote learning, use <ul style="list-style-type: none"> – Blackline Master 1 to have students record their KWL knowledge. – the video <i>Where Are the Children? Healing the Legacy of the Residential Schools Legacy of Hope Foundation</i> (link provided) – Blackline Master 2 for locations of Indian Residential Schools in BC; students could also use My Maps (Google) to create their own maps or they could search a map online – the Grade 10 document or other curriculum documents listed in References and Resources, page 51.
Activity 3 - Legacies of the Indian Residential School System	Re	<ul style="list-style-type: none"> • Minimal adaptation is required.

Unit/Lesson	Re/ BI	Remote-learning Adaptation Possibilities
Activity 4 - Examining the Relationship	Re	<ul style="list-style-type: none"> • To adapt this activity for remote learning <ul style="list-style-type: none"> – review the four stages of the historical relationship with First Nations as identified by the Royal Commission on Aboriginal People (link to Royal Commission provided) – use Blackline Master 3 to examine the stages – Initiate follow up discussion by asking, “Are we still in stage 4?” (this follow-up discussion could also be conducted remotely as a “goldfish bowl” debate in which two students advance opposing positions while the others observe their “arguments” and then are each given an opportunity to comment on what they heard from the two proponents – either verbally or in a written assignment).
Part Two: 150 Years’ Relationship	Re	<ul style="list-style-type: none"> • “Using the Documents” pg. 19-20 outlines a number of flexible strategies for having students undertake primary source study. These can be adapted for remote learning by using a virtual meeting platform (e.g., Zoom or Microsoft Teams) to orient students, organize them into working groups with specific assignments, support their work (e.g., help them resolve difficulties), monitor/assess the evolution in their understanding, and provide a means for them to share or submit their representations of learning (e.g., inquiry-based assignments). Adaptable strategies include <ul style="list-style-type: none"> – open-ended inquiry – specific questions for each article – combination approach (some documents analysed together, followed by an open-ended inquiry of the rest for one time period) – gradual release (first two or three time periods analyzed with specific questions to guide discussion, later time periods explored independently or in groups) • To guide discussion and provide support on remote platforms, use the questions provided on p. 20 and on p. 41 to help learners <ul style="list-style-type: none"> – evaluate primary sources – approach each of the documents – establish a meaningful chronological context (time period questions) – reflect on the overall significance of the documentary analyses they have undertaken. • For remote learning situations, consider having your students download for themselves from http://www.fnesc.ca/irsr/ <i>Book 2: The Documentary Evidence</i> (this is a companion volume to Book 1 of the <i>Indian Residential Schools and Reconciliation Teacher Resource Guide, Gr. 11/12</i>; whereas Book 1 is an instructional guide, Book 2 is a compilation of primary source documents that support research and analysis activities recommended in Book 1).

Unit/Lesson	Re/ BI	Remote-learning Adaptation Possibilities
Part Three: Research Project	Re	<ul style="list-style-type: none"> • Students working remotely (independently or in groups) can readily undertake the work needed to complete a research project. To provide structure and support, use a virtual meeting platform (e.g., Zoom or Microsoft Teams) to host setup and regular check-in meetings for <ul style="list-style-type: none"> – establishing project parameters and criteria for evaluation (involving students as needed) – sharing information provided in relation to Part Three in Book 1 of the <i>Indian Residential Schools and Reconciliation Teacher Resource Guide</i>, as well as in the “Glossary” and in the “References and Resources” sections.

MATH FIRST PEOPLES

Teacher Resource Guide

The FNESC/FNSA *Math First Peoples Teacher Resource Guide* has been developed to support the teaching of mathematics at the intermediate and secondary levels. Obtain a downloaded copy of the resource from the FNESC website <http://www.fnesc.ca/> under the “Learning First Peoples” tab. Having the entire resource available is necessary when interpreting the suggestions provided here and to acquire an understanding of the context, issues, and opportunities associated with taking First Nations knowledge and perspectives into account when teaching mathematics. In this regard, the Introduction and Foundations sections of the guide are particularly valuable and worth reviewing in full.

Many of the thematic units in this guide (or the mini-units that make up the units) are suitable for adaptation to remote teaching and learning (e.g., online teaching and learning resources are identified at the beginning). To further facilitate this adaptation, the following preconditions would ideally be met:

- students have
 - an internet connection and access to a computer (desktop, laptop, or tablet)
 - the ability to access attachments sent via email or through electronic portfolios.
- all participants have access to a virtual meeting platform that enables students to
 - participate in class or group discussions (including brainstorming)
 - read, view, or listen to informational and explanatory resources (e.g., streamed video)
 - work with one another in pairs or groups
 - present findings or other work for assessment.
- video conferencing capacity exists to contact Elders, Knowledge-Keepers, or other guests and to “bring them” virtually into your classroom.

To prepare for teaching about Math First Peoples with remote-learning adaptations, consider digitizing (or accessing in digital form) the following:

- excerpts from the various suggested resources for each lesson, so these can be displayed online (e.g., shared with students in real-time video conferences)
- the Blackline Masters provided with the resource (as separate links via download from <http://www.fnesc.ca/math-first-peoples/>) to share with students.

With respect to grade-level applicability, the following multi-page table has been configured to include a grade designator column on the far right.

Unit/Lesson	Re/Bl	Remote-learning Adaptation Possibilities	Gr
Contemporary Cultural Artefacts: Bentwood Box Mini-Unit	Re	<ul style="list-style-type: none"> • Activity 1: Use a video found online. Try for local examples. • Activity 2: Find images online and work with estimated measurements. • Activity 3: Class discussion may be omitted. 	4-9
Contemporary Cultural Artefacts: Button Blanket Mini-Unit	Re	<ul style="list-style-type: none"> • Activity 6: This can be done as an individual activity. 	6-9
Contemporary Cultural Artefacts: Coast Salish Wool Weaving Mini-Unit	Re	<ul style="list-style-type: none"> • Activity 1: Answer questions in a journal for remote learning. • Activity 2: For remote learning, complement with a video of a weaver. 	6-10
Ceremony and Storytelling: Poles Mini-Unit	Bl	<ul style="list-style-type: none"> • Activities 5 (Math Lab) and 6 will need to be omitted in any remote learning adaptation. 	8, 11
“Space” and the Cosmos: Inside the Box Mini-Unit	Re	<ul style="list-style-type: none"> • Minimal adaptation is required. 	7-9

Unit/Lesson	Re^e/Bl	Remote-learning Adaptation Possibilities	Gr
Sustenance from the Land: Wayfinding a Map of Home Mini-Unit	Re	<ul style="list-style-type: none"> Minimal adaptation is required. 	7-9
Sustenance from the Land: Hunting – Cultural Practice and Bow Technology Mini-Unit	Re	<ul style="list-style-type: none"> Activity 1: For remote learning, arrange video conferencing with an Elder. Activity 2: For remote learning, omit this activity, or teach the unit as a blended learning experience. Activity 6: For remote learning, omit this activity, or teach the unit as a blended learning experience. 	7-9
Sustenance from the Land: Cooking with Fractions Mini- Unit	Re	<ul style="list-style-type: none"> Minimal adaptation is required. 	6-10
The Built Environment: The Longhouse/Bighouse Mini-Unit	Bl	<ul style="list-style-type: none"> Activity 1: Seek additional help from your school district Aboriginal/Indigenous Education department or First Nations community education contacts. Activity 3: Refer to extensions (at the end of the mini-unit) for additional ideas on how material covered in this activity might be addressed. Activity 4: Conduct virtual student conferences in which students discuss the reasons for their design choices and talk through the process of building out their designs. Prompt with questions such as, “How could you check whether the walls of your built dwelling are ‘square’?” 	7-10
The Built Environment: Circle Dwellings Mini-Unit	Re	<ul style="list-style-type: none"> Use this mini-unit as a student inquiry into circle geometry for self-directed students. 	12
Sustaining the Land and Water: Water-Keepers I Mini-Unit	Re	<ul style="list-style-type: none"> This mini-unit uses a ready-made online resource that provides excellent support for students in a remote learning situation. It can be taught remotely with minimal adaptation. 	8-9
Sustaining the Land and Water: Water-Keepers II Mini-Unit	Re	<ul style="list-style-type: none"> This mini-unit uses a ready-made online resource that provides excellent support for students in a remote learning situation. It can be taught remotely with minimal adaptation. 	8-9

SCIENCE FIRST PEOPLES 5-9

Teacher Resource Guide

The FNESC/FNSA *Science First Peoples Teacher Resource Guide, Grades 5-9* was specifically developed to support the teaching of science at the intermediate and junior secondary levels. A downloadable and printable copy of the resource is available on the FNESC website <http://www.fnesc.ca/> under the “Learning First Peoples” tab. Having the entire resource available is necessary when interpreting the suggestions provided here and to acquire an understanding of the context, issues, and opportunities associated with taking First Nations perspectives into account while teaching science. In this regard the information at the beginning of the guide is particularly valuable, as it contains material on

- understanding approaches to science through Indigenous Knowledge, Contemporary Science, and School Science and how these can converge (Perspectives of Science p. 6)
- Indigenous Knowledge and how it can be brought into science classes (Indigenous Knowledge, p.10)
- the 7E Model (Environment, Engage, Explore, Elder, Explain, Elaborate, Evaluation) – a structure for developing experiential learning activities beyond those provided in the guide
- the best approaches for creating Indigenous Science Resources (pp. 18-19)
- implementing an inquiry-based learning approach (Inquiry-based Learning, p. 21)
- assessment strategies
- encouraging First Nations learners’ engagement in science (pp. 191-192).

Many of the thematic units in this guide (or the sub-units that make up the units) are suitable for adaptation to remote teaching and learning (e.g., online teaching and learning resources are identified at the beginning). To further facilitate this adaptation, the following preconditions would ideally be met:

- students have
 - an internet connection and access to a computer (desktop, laptop, or tablet)
 - the ability to access attachments sent via email or through electronic portfolios.
- all participants have access to a virtual meeting platform (that enables students to
 - participate in class or group discussions (including brainstorming)
 - read, view, or listen to informational and explanatory resources (e.g., streamed video)
 - work with one another in pairs or groups
 - present findings or other work for assessment.
- video conferencing capacity exists to contact Elders, Knowledge-Keepers, or other guests and to “bring them” into your virtual classroom.

To prepare for teaching about Science First Peoples 5-9 with remote-learning adaptations, consider digitizing (or accessing in digital form)

- the various excerpts from suggested resource texts for each lesson, so these can be displayed online (e.g., shared with students in real-time video conferences, for read-aloud activities)
- the Blackline Masters provided with the resource (as separate links via download from <http://www.fnesc.ca/science-first-peoples/>) to share with students.

Although students at the Grades 5-9 levels are beginning to focus on science as a separate discipline (subject area), there are still many opportunities for curricular integration (e.g., participating in learning experiences that simultaneously advance various forms of literacy, as well as overall numeracy, achievement of the core competencies, and understandings typically associated with other subjects, such as social studies). With respect to grade-level applicability, the following, multi-page table has been configured to include a grade designator column on the far right.

Unit/Lesson	Re/Bl	Remote-learning Adaptation Possibilities	Gr
Unit 1: Traditional Ecological Knowledge Activities focus on <ul style="list-style-type: none"> • understanding TEK through explanation and examples (e.g., clam gardens, plant resource management, tanning hides, and interpreting nature’s signals) • using traditional stories to explore the significance of traditional territories, time immemorial, and a sense of place 	Re	<ul style="list-style-type: none"> • All activities in this unit can be taught via remote or blended learning. • For remote learning, students would need <ul style="list-style-type: none"> – an internet connection and access to a computer (desktop, laptop, or tablet) – the ability to access attachments sent via email or through electronic portfolios. • Elders, Knowledge-Keepers, and other guests need to be contacted via video conferencing. • Live links (i.e., to websites) that may have changed since the guide’s publication may require you to find information using a search engine. 	5-9
Unit 2: Plants and the Connection to Place	Bl	<ul style="list-style-type: none"> • Use a virtual meeting platform (e.g., Zoom or Microsoft Teams) to have students <ul style="list-style-type: none"> – conduct brainstorming activities – respond to stories – discuss ideas – conduct research or pursue inquiry – work with one another in pairs or groups – present work for assessment. • obtain digital Blackline Masters to share with students. 	5-9
1. Sharing Plants and Place & 7. Local Plants for Tea	Bl	<ul style="list-style-type: none"> • Use a video link to have an Elder or Knowledge-Keeper demonstrate how to prepare tea or other foods and share the importance of plants to local First Nations. • Identify and direct students to appropriate online informational resources as suggested in “Other Resources.” • Brewing tea, berry picking, and nature walks cannot be conducted remotely. 	
2. Plants Used by First Peoples Inquiry	Bl	<ul style="list-style-type: none"> • Provide support and guidance via virtual platform to help students <ul style="list-style-type: none"> – discuss big ideas – generate inquiry questions – explore and organize their questions (using the 7 E’s model) 	
3. Bitterroot: A Plants and Place Example	Bl	<ul style="list-style-type: none"> • Minimal adaptation is required. 	
4. Plants as Indicators	Bl	<ul style="list-style-type: none"> • Refer to Unit 1, Activity 7, BLM 1-4 “Understanding Nature’s Signals” for more information. • Discover local examples of plants as indicators by consulting Elders or Knowledge-Keepers and print resources. 	
5. Plants in Technology	Bl	<ul style="list-style-type: none"> • Observe a First Nations weaver using a variety of plant materials through a virtual platform or prerecording. 	

Unit/Lesson	Re/BI	Remote-learning Adaptation Possibilities	Gr
Unit 3: Power from the Land	BI	<ul style="list-style-type: none"> ● Use a virtual meeting platform (e.g., Zoom or Microsoft Teams) to have students <ul style="list-style-type: none"> – participate in class or group discussions (including sharing personal experiences) – read, view, or listen to informational and explanatory resources (e.g., streamed video) – conduct guided demonstrations on their own – work in pairs or groups – present findings or other work for assessment. ● Render Blackline Masters electronically (via download, snip, or scan) to share with students. ● Collect objects, pictures, and/or videos for virtual sharing of <ul style="list-style-type: none"> – people paddling canoes – traditional tools including adzes, wedges, axes, chisels, drills, tweezers, tongs, spindle whorls and arrow heads. 	5-6
Part One: Paddle Power	BI	<ul style="list-style-type: none"> ● Activities that should be omitted if in-class learning is not possible include <ul style="list-style-type: none"> – field trips to participate in or view canoe padding – the Investigation into How Paddles Work (skateboard and pole) – working with a partner using a paddle and resistance bands to demonstrate how a paddle exerts force. ● Adapt activities related to Explaining Force and Levers by providing online support for demonstrating and discussing how levers work. 	
Part Two: Tools from The Land	BI	<ul style="list-style-type: none"> ● Ways to share information about tools used by First Peoples in the past include: having a local carver or cultural expert demonstrating the tools on camera; a variety of books, photos, and online resources; Blackline Master 3-7, Traditional Tools (p. 101). 	
Part Three: Ancient Architects	BI	<ul style="list-style-type: none"> ● Use Blackline Master 3-8 to help students develop, decide on, and explore an inquiry question using the 7E model. ● Assessment strategies that can all be adapted to development and sharing on virtual platforms (with teacher support as needed) include creating a graphic organizer, written or verbal explanation of technologies, creating a map, drawing a diagram, designing a model or designing a poster. 	

Unit/Lesson	Re/Bl	Remote-learning Adaptation Possibilities	Gr
Unit 4: Bears and Body Systems	Re	<ul style="list-style-type: none"> • Lessons that suggest students working in pairs or groups could easily be adapted to students completing assignments independently. • Students will require a good wifi connection and access to a device such as a computer, tablet, or cell phone in order to view videos and complete the research for this unit. • Use video conferencing to contact Elders, Knowledge-Keepers, and other guests. • Live links (i.e., to websites) that may have changed since the guide’s publication may require you to find information using a search engine. 	5-9
Unit 5: Perspectives on Climate Change	Bl	<ul style="list-style-type: none"> • Use a virtual meeting platform (e.g., Zoom or Microsoft Teams) to have students <ul style="list-style-type: none"> – participate in class or group discussions (including brainstorming) – read, view, or listen to informational and explanatory resources (e.g., streamed video) – work with one another in pairs or groups – present findings or other work for assessment. • Render Blackline Masters electronically (via download, snip, or scan) to share with students. • Use video conferencing to contact Elders, Knowledge-Keepers, and other guests. • Refer to the Suggested Resources section for each Part and the Additional Resources section for the unit as a whole to identify available video and online content that can support remote learning. 	5-9
Part One: Earth and Its Climate Changes Over Time	Bl	<ul style="list-style-type: none"> • In addition to relying on resources identified for the unit and its 3 activities, identify and share with students current news articles offering various points of view on climate change. 	
Part Two: Respect for the Land -- Salmon and Climate Change	Bl	<ul style="list-style-type: none"> • Review Traditional Ecological Knowledge (see Unit 1). • Suggested field trips cannot be conducted remotely and depend on having an in-person component (i.e., Activities 2 and 6). • Omit Activity 5 in remote learning situations. 	
Part Three: Resiliency During Change	Bl	<ul style="list-style-type: none"> • Although Activity 1 cannot be readily adapted to remote learning situations, students can complete Activity 2 if a starter collection of appropriate online resources is identified for them. 	

Unit/Lesson	Re/BI	Remote-learning Adaptation Possibilities	Gr
Unit 6: Shaking and Flooding	BI	<ul style="list-style-type: none"> ● Use a virtual meeting platform (e.g., Zoom or Microsoft Teams) to have students <ul style="list-style-type: none"> – participate in class or group discussions – read, view, or listen to informational and explanatory resources (e.g., streamed video, a reading from a book) – work in pairs or groups – share/present findings or other work for discussion or assessment. ● For remote learning, use videos or photo image collections to create virtual field trips to local geological features instead of visiting them. 	8
1. How the World Came to Be	BI	<ul style="list-style-type: none"> ● Encourage students to independently visit and photo-document local landmarks connected to a traditional narrative. 	
2. Local Shaking and Flooding	BI	<ul style="list-style-type: none"> ● When getting students to collaboratively create a class display about significant local geological events, data collection suggestions include interviewing family members and visiting online libraries, archives, museums, or the Earthquakes Canada website for regional data. 	
3. Shaking and Flooding in Art and Ceremony	BI	<ul style="list-style-type: none"> ● Have students <ul style="list-style-type: none"> – view the available online video featuring the Gwaii Haanas Legacy Pole – research online images of earthquake masks from Kwakwaka’wakw and Nuxalk Nations. 	
4. Evidence from the Past	BI	<ul style="list-style-type: none"> ● Students studying how First Peoples’ oral histories and scientific research into major geologic events complement each other can <ul style="list-style-type: none"> – focus on the two online sources provided on the 1700 Cascadia Earthquake – also look into online material on the Nisga’a lava beds, the Gitxsan narrative of the Mountain Goats of Temlaham, and the creation of the Rocky Mountains. 	
5. Looking for Layers	BI	<ul style="list-style-type: none"> ● This field study activity cannot be completed remotely; but it does involve being outdoors and can be undertaken with physical distancing. 	
6. Studying Tsunamis	BI	<ul style="list-style-type: none"> ● Investigate the causes and effects of tsunamis through lab and data interpretation activities developed by Ocean Networks (an online resource). This includes building a model, graphing, conducting experiments, and building emergency response plans. 	

Unit/Lesson	Re/Bl	Remote-learning Adaptation Possibilities	Gr
7. How is Our Land Being Shaped?	Bl	<ul style="list-style-type: none"> Have students use online tools to research plate tectonics and a virtual platform to discuss <ul style="list-style-type: none"> their findings the potential impacts and risks from local geological events. 	
8. Mind Mapping Geological Events	Bl	<ul style="list-style-type: none"> Students can use a virtual platform to collectively create a mind map to summarize their learning. Students' independently created maps, T-charts, or other graphic organizers can be submitted online for assessment of their learning. 	
Unit 7: Interconnectedness of the Spheres	Bl	<ul style="list-style-type: none"> Use a virtual meeting platform (e.g., Zoom or Microsoft Teams) to have students <ul style="list-style-type: none"> participate in class or group discussions read, view, or listen to informational and explanatory resources (e.g., streamed video, a reading from a book) work in pairs or groups share/present findings or other work for discussion or assessment. The sample Problem-based learning unit provided with the guide ("Catch It: Modelling Problem-based Learning) involves too much exploratory group interaction and intermittent teacher guidance to be successfully undertaken remotely. 	5, 9
1. Interconnectedness	Bl	<ul style="list-style-type: none"> Read aloud a traditional story called "The Creator and the Flea Lady" or another local story to illustrate the concept of interconnectedness. 	
2. Family Connections	Bl	<ul style="list-style-type: none"> Conduct a moderated online discussion about the similarities between family relationships and interconnectedness in the natural world. 	
3. Connecting with Nature	Bl	<ul style="list-style-type: none"> Use the online resource, <i>Walking with the Earth</i> to help students get a sense of a First Nations perspective on interconnectedness in nature. 	
4. Connecting the Spheres	Bl	<ul style="list-style-type: none"> Use the online video, Earth's Systems Interact to cover the scientific perspective on the interconnectedness of the Earth's systems. Follow up with a moderated online discussion. The "Sphere Stations" (gallery walk) and "Web of Life" (group interactive) activities are too complex to be properly adapted for remote learning. 	

Unit/Lesson	Re/BI	Remote-learning Adaptation Possibilities	Gr
Unit 8: Ocean Connections	BI	<ul style="list-style-type: none"> ● Use a virtual meeting platform (e.g., Zoom or Microsoft Teams) to have students <ul style="list-style-type: none"> – participate in class or group discussions (including brainstorming) – read, view, or listen to informational and explanatory resources (e.g., streamed video, a reading from a book) – work in pairs or groups – share/present findings or other work for discussion or assessment. ● Render Blackline Masters electronically (via download, snip, or scan) to share with students. ● Use video conferencing to interview Elders, Knowledge-Keepers, and other guests. 	5-9
1. Connected to the Ocean	BI	<ul style="list-style-type: none"> ● Conduct an online brainstorm to initiate investigation of how BLM 8-1 items are connected to the ocean. ● Students can work independently to research ocean facts and figures and find examples of things we eat and use at home that are connected to the ocean. ● Use the Living Oceans Society website to have students document ways that human activity affects the ocean. ● Use the Ocean Literacy website to explore essential principles of ocean sciences. 	
2. Knowing the Ocean	BI	<ul style="list-style-type: none"> ● Students can develop their own questions to investigate Traditional Ecological Knowledge about the ocean. ● Have students locate and read traditional narratives, such as the online Tsimshian story on the Great Bear Sea or <i>Orca Chief</i> by Roy Henry Vickers to identify links between local First Nations and the coast, historical and current. ● Use BLM 8-2 to prompt independent, in-depth student investigation into traditional knowledge and the use of a marine plant or animal (including traditional harvesting techniques that apply specific scientific knowledge about a species. 	

Unit/Lesson	Re/Bl	Remote-learning Adaptation Possibilities	Gr
3. Monitoring the Ocean	Bl	<ul style="list-style-type: none"> ● Learn about the involvement of First Nations communities in ocean watchmen and stewardship programs through a short video called <i>Eyes and Ears on the Land and Sea</i>, the Coastal Guardian Watchmen website, or a longer video called <i>Keepers of the Coast</i> (available online). ● Use resources such as <ul style="list-style-type: none"> – Ocean Networks Canada (online) – two online video clips from the Great Bear Sea project – information provided on pages 187-188 of the guide about an ecological monitoring project by students at Hartley Bay School of the Gitga'at First Nations. 	
4. Ocean Case Study: The Abalone Story	Bl	<ul style="list-style-type: none"> ● Introduce the topic with a short online video called <i>The Northern Abalone in Haida Gwaii</i>. ● Have students undertake collaborative or individual investigation and research into suggested sub-topics. ● Use the simulation game and lessons on the Fisheries and Oceans (DFO) website. 	
5. Ocean Case Study: Ocean Acidification and Hypoxia	Bl	<ul style="list-style-type: none"> ● Students can learn about ocean acidification (lowering of pH of oceans) and hypoxia (low oxygen levels) through inquiry and research into causes and effects of changes in water properties by using <ul style="list-style-type: none"> – the Coral Reef Information System website – the Data in the Classroom website with online activities (using real data based in the Caribbean) – the lesson plan from Ocean Networks Canada where students study the role of dissolved oxygen in the marine environment using data collected from oxygen optodes placed at remote sites. 	

SECONDARY SCIENCE FIRST PEOPLES

Teacher Resource Guide

The FNESC/FNSA *Secondary Science First Peoples Teacher Resource Guide* is designed to assist science teachers in all BC schools, including First Nations, public, and independent schools. The guide includes background information regarding how First Peoples’ knowledge and perspectives in science can be recognized and included in science inquiry. It also offers curriculum planning suggestions and provides examples of fully developed units that correspond with the Big Ideas and Learning Standards in the BC Provincial Science Curriculum for grades 10 to 12.

A downloadable and printable copy of the resource is available on the FNESC website <http://www.fnesc.ca/> under the “Learning First Peoples” tab. Having a copy available will enable you to properly interpret and assess the suggestions provided here. The Foundations section is especially important in this regard, as it provides context-setting material required to implement the Thematic Units authentically and effectively. The ten Thematic units that follow are representative illustrations of specific areas and ways in which this can be done. Many of them are applicable (with adaptation) at two or all three of the target grade levels for the guide (i.e., Grades 10-12). And because senior secondary science consists of a half-dozen different course offerings at each of the Grade 11 and 12 levels, it is advisable to check the full guide to identify specific curriculum correlations for each thematic unit.

Many of the thematic units in this guide (or the sub-units that make up the units) are suitable for adaptation to remote teaching and learning (e.g., online teaching and learning resources are identified at the beginning). To further facilitate this adaptation, the following preconditions would ideally be met:

- students have
 - an internet connection and access to a computer (desktop, laptop, or tablet)
 - the ability to access attachments sent via email or through electronic portfolios.
- all participants have access to a virtual meeting platform that enables students to
 - participate in class or group discussions (including brainstorming)
 - read, view, or listen to informational and explanatory resources (e.g., streamed video)
 - work with one another in pairs or groups
 - present findings or other work for assessment.
- video conferencing capacity exists to contact Elders, Knowledge-Keepers, or other guests and to “bring them” into your virtual classroom.

To prepare for teaching about Science First Peoples with remote-learning adaptations, consider digitizing (or accessing in digital form)

- the various excerpts from suggested resource texts for each lesson, so these can be displayed online (e.g., shared with students in real-time video conferences, for read-aloud activities)
- the Blackline Masters provided with the resource (as separate links via download from <http://www.fnesc.ca/sciencetrq/>) to share with students.

Unit/Lesson	Re/ Bl	Remote-learning Adaptation Possibilities
Unit 1. Exploring Indigenous Science Perspectives	Bl	<ul style="list-style-type: none"> • Although several aspects of the unit can be completed remotely, it is best covered via a blended learning approach.
1.1 What is Traditional Ecological Knowledge?	Bl	<ul style="list-style-type: none"> • For remote learning, create a common note-taking place such as a GoogleDoc for students to take notes collaboratively as they explore the term TEK. • For remote learning, suggest that students who do the spore print do it with a mushroom from a grocery store to ensure they do not use a potentially toxic wild mushroom. The activity links to this one from the Great Bear Sea website https://greatbearsea.net/environmental-science/lesson-2/, which contains videos and video transcripts.

Unit/Lesson	Re/ BI	Remote-learning Adaptation Possibilities
1.2 Reciprocal Relationships with the Land	BI	<ul style="list-style-type: none"> • For remote learning, consider inviting a local First Nations storyteller to recount it to the class via video chat; otherwise, published accounts for read-aloud or that students can read themselves will work. • For video screening, share your own screen and have the class watch the video together; otherwise inviting students to watch it first asynchronously and then be prepared for a group discussion or to take collaborative notes will work. • Instead of conducting a Think-Pair-Share activity, use the breakout rooms feature of your online platform (e.g., Zoom), or else ask the students to develop a definition with adults in their lives before coming to the discussion. • For the mind web activity, invite students to create their own image rather than specifying a web. Otherwise, consider using a mind mapping software or app (recognizing that choice of software may be subject to district policy).
1.3 Circles of Life: Transformation and Renewal	BI	<ul style="list-style-type: none"> • Depending on permissions, students could complete field study activities independently (e.g., in the backyard, a local park). Students could alternatively take a walk in a safe locale around their neighbourhood. Perhaps they could involve a trusted adult and discuss their thinking as they go in response to the questions listed in the activity. • For remote learning, discussions could occur in a breakout group or on a collaborative document during a synchronous or asynchronous session.
1.4 Interconnectedness	BI	<ul style="list-style-type: none"> • For remote learning, consider <ul style="list-style-type: none"> – inviting a First Nations language teacher to join a video chat session – using a slide deck as the “wall” – using a collaborative slide deck (e.g., Google Slides) as the stations – one slide per station. Each group would be assigned one colour of font to use. At timed intervals, each group moves to the next slide – using an app or site such as Lucidchart to make a mind web.
1.5 Sense of Place	BI	<ul style="list-style-type: none"> • For remote learning, offer a highly structured protocol and invite students to do the walk with someone in their lives.
1.6 Two Ways of Seeing the World	BI	<ul style="list-style-type: none"> • For remote learning, consider using Google slides; for sharing material, consider uploading to the Google classroom or posting to a padlet (see https://padlet.com/).

Unit/Lesson	Re/BI	Remote-learning Adaptation Possibilities
Unit 2. Transformation, Genetics and Evolution	Re/BI	<ul style="list-style-type: none"> Although several of the subtopics in this unit can be addressed via remote learning, others are better handled via a blended approach.
2.1 Start with a Story – Transformation Narratives	BI	<ul style="list-style-type: none"> For remote learning, story sharing (perhaps with a guest who attends virtually) can be done on Zoom chat or Google Hangout or another video tool. Follow-up discussions can occur by having participants add a voice note to a Google Doc using a Google Chrome Extension such as Google Read & Write.
2.2 Transformation, Genetics and Evolution	BI	<ul style="list-style-type: none"> For remote learning, most of the activities related to this topic can be done using Zoom chat, Google Hangout, or another video tool. For the DNA extraction activity, the guide provides links to sites with labs on extracting DNA from various organic items using household materials. However, if not all students have the materials or feel comfortable using food in this way, it may be more appropriate to watch it done on a video or video chat (e.g., with you doing the demo).
2.3 Connecting Evolution, Biodiversity and First Peoples	BI	<ul style="list-style-type: none"> The field study is a land-based activity and based on the age or permissions given, students can complete this walk on their own in their backyard, local park, etc. For mind mapping, students can draw/sketch by hand or create digital work using available apps. For remote learning, make sure you can find the needed digital resources yourself first.
2.4 Representing Relationships: Cladograms	Re	<ul style="list-style-type: none"> For remote learning, take notes (either typing or with a stylus) and share your screen. Students can also complete aspects of this activity on their own.
2.5 Stickleback Stories	Re	<ul style="list-style-type: none"> For remote learning, the activities related to this topic could be done asynchronously. There are TinyURL resource links as well as questions/prompts for teachers. One resource provided is a YouTube link; the other is a virtual lab available for iOS devices only (requires iOS 8.0 or later; compatible with iPad).
2.6 The Story of the Salish Woolly Dog	Re	<ul style="list-style-type: none"> For remote learning, the activities related to this topic could be done asynchronously.
2.7 The Evolution of Corn	Re	<ul style="list-style-type: none"> While using a screen sharing function (if remote), share photos with text of each of the following words “avocado, chocolate, corn, peanut butter, peppers, potato, squash, tomato” and ask “What do these all have in common?” This can be done before activity (a) and it can be done asynchronously. As well, consider modelling this investigation through shared slides, as students can investigate other food plants in activity (c).

Unit/Lesson	Re/Bl	Remote-learning Adaptation Possibilities
2.8 Fisheries or Conservation Officer Interview	Bl	<ul style="list-style-type: none"> For remote learning, this activity could be accomplished via video chat with a fisheries or conservation officer.
2.9 Further Topics for Inquiry	Re	<ul style="list-style-type: none"> This segment is merely a list of ideas for topics that students could investigate further. Links for resources are included.
Unit 3. Relationships to Fresh Water	Bl	<ul style="list-style-type: none"> Although several of the subtopics in this unit can be addressed via remote learning, others are better handled via a blended approach. 3.4 Water Sampling Investigation, is probably best omitted altogether unless a teacher-led field study can be arranged.
3.1 Respecting Water	Re	<ul style="list-style-type: none"> Research (online) and discussion activities can be undertaken remotely using an appropriate online platform. The reading and discussion activity can be done asynchronously if blog posting is substituted for live discussion on an online platform. Some links are provided to facilitate activities (e) and (f).
3.2 Local Water Systems	Bl	<ul style="list-style-type: none"> For activity a, compile photos of local water systems on Google Slides. The “Water Walk” activity cannot be done remotely unless students are able to do it with an adult in their lives. Google Earth is one tool for remotely undertaking the water features mapping activity. Another is Toporama, The Atlas of Canada (interactive website, link provided). Inviting an Elder or Knowledge-Keeper to share knowledge about local waterways can be done remotely via video chat. It might be possible to set up a virtual tour of a local facility to do the local water infrastructure activity as suggested.
3.3 Healthy Watersheds	Re	<ul style="list-style-type: none"> Discussions, brainstorming, video streaming, and mind mapping can all be done remotely using an online sharing platform. Mapping watersheds using Blackline Master 3-2 can be done remotely if the Blackline Master is digitized for students to mark up individually (manually or digitally).
3.4 Water Sampling Investigation	Bl	<ul style="list-style-type: none"> Due to the complexity of some required procedures and safety considerations, asking students to do this on their own remotely is NOT feasible. As a facilitated activity outside, however, it should be doable: given a large enough area, students can maintain appropriate physical distance.
3.5 The Quality of Fresh Water	Bl	<ul style="list-style-type: none"> Having students collect samples of water from local water sources and use Design Thinking to explore solutions for water quality issues are NOT conducive to remote learning. All other suggested activities can be adapted for remote learning, using an appropriate online platform.
3.6 Contemporary Water Issues	Re	<ul style="list-style-type: none"> All suggested activities can be adapted for remote learning, using an appropriate online platform.

Unit/Lesson	Re/BI	Remote-learning Adaptation Possibilities
Unit 4. Shaping the Land	BI	<ul style="list-style-type: none"> Discussions, brainstorming, video streaming, research activities, and written activities/assignments (including work on Blackline Masters) can all be done remotely using an online sharing platform.
4-1. First Peoples Relationships with the Land	BI	<ul style="list-style-type: none"> For exploration of traditional territories, use the suggestions provided in relation to the first activity in Unit 1 of the <i>Science First Peoples Teacher Resource Guide, Grades 5-9</i> (p. 34)
4-2. How Did First Peoples Shape the Land in the Past?	Re	<ul style="list-style-type: none"> For remote learning, instead of a land walk, students could share images they have taken themselves or via Google Earth that show land modification in their neighbourhoods.
4-3. Clam Gardens; Shaping the Intertidal Zone	BI	<ul style="list-style-type: none"> The calcium testing lab can be done remotely as a pre-recorded video or on a video chat as a demonstration. Although students could safely do it independently at home, access to vinegar or other materials could prove limiting.
4.4 Indigenous Landscape Burning	BI	<ul style="list-style-type: none"> Consider doing the Landscape Burning Lab demo as a pre-recorded or streamed video.
4.5 Modifying Waterways	Re	<ul style="list-style-type: none"> The research project or inquiry-based study suggested for addressing this subtopic can be done remotely with minimal adaptation.
4.6 Can Ancient Methods Work Today?	BI	<ul style="list-style-type: none"> This entire subtopic can be addressed remotely if students simply choose their own parcel of land; however, this eliminates the value of having other perspectives to consider that would arise during a discussion while out on the land in a group. Therefore, consider undertaking activities (a)-(d) in person with an option for doing activities (e)-(f) remotely.
Unit 5. Place-Based Ethnobotany Inquiry	BI	<ul style="list-style-type: none"> Discussions, brainstorming, video streaming, research activities, and written activities/assignments (including work on Blackline Masters) can all be done remotely using an online sharing platform. Although planning, research, and record keeping can all be done remotely for the herbarium extended project (5.9 Make a Herbarium), the central undertaking is NOT readily adaptable for remote learning and can be omitted.
5.1 What is Living?	BI	<ul style="list-style-type: none"> To adapt the nature image sorting and resorting activities for remote learning, have students collaborate via Zoom chat, Google Hangout, or another online meeting platform. During their conversation they can take notes and work on a Google Slide or Google Doc that they create or that you have prepared in advance.
5.2 Traditional Plant Knowledge	Re	<ul style="list-style-type: none"> All suggested activities can be adapted for remote learning, using an appropriate online platform (including the discussion of “plants as indicators” involving the use of Blackline Master 5-2).

Unit/Lesson	Re/BI	Remote-learning Adaptation Possibilities
5.3 Devil's Club Case Study	Re	<ul style="list-style-type: none"> Minimal adaptation is required for remote learning.
5.4 Bitterroot Case Study	Re	<ul style="list-style-type: none"> Minimal adaptation is required for remote learning (e.g., students could be sent the Blackline Master to read prior to holding the applicable online conversation).
5.6 Cultural Plant Use: An Ethnobotany Inquiry	Re	<ul style="list-style-type: none"> For the stations activity, send students a series of links instead of the centres you might set up in a classroom. To adapt the inquiry question development activity for remote learning, have students collaborate via Zoom chat, Google Hangout, or another online meeting platform. During their conversation they can take notes and work on a Google Slide or Google Doc that they create or that you have prepared in advance. To adapt the research and presentation task for remote learning, have students present via Zoom or other video chat. Have them present to the whole class or schedule smaller class meetings via video chat so a few groups present to a few other groups.
5.7 Interviewing Elders and Knowledge-Keepers	Re	<ul style="list-style-type: none"> For remote learning, invite Elders and Knowledge-Keepers to participate via a class video chat.
5.8 Evaluating Biodiversity	BI	<ul style="list-style-type: none"> Because this section proposes a field study to apply quadrat techniques, it is best be carried out in-person. However, the guide already contains suggestions as to how most of the related learning processes can be carried out virtually.
5.9 Make a Herbarium	BI	<ul style="list-style-type: none"> Although planning, research, and record keeping can all be done remotely for this extended project, the central undertaking is NOT readily adaptable for remote learning. Options include omitting it altogether or having students undertake it independently at home.
5.10 Plants in Technology	Re	<ul style="list-style-type: none"> For remote learning, invite a First Nations weaver via video chat to discuss plant materials and techniques used. As an alternative, share and discuss video(s) such as the following: <ul style="list-style-type: none"> <i>Harvesting Cedar</i> https://vimeo.com/128505634 (3:59 min) Ts'msyen weaver Fanny Nelson harvesting cedar bark <i>Cedar Bark Weaving</i> https://www.youtube.com/watch?v=t7aunDwsy5M (3:11 min) Haida Weavers Delores Churchill and her daughter Holly in South East Alaska <i>MOA Shop Featured Artist: Rena Point Bolton</i> https://qrco.de/bbA4p6 (3:45 min) Xwelíqwiya (Rena Point Bolton), a Stó:lō Matriarch, describes how she learned to cedar weave and the importance of cedar weaving.

Unit/Lesson	Re/BI	Remote-learning Adaptation Possibilities
Unit 6. Salmon and Interconnectedness	BI	<ul style="list-style-type: none"> It is not expected that you will use all the activities suggested for this unit or follow the sequence as it is described. These activities are intended to be adapted to fit the needs of your students and classroom, as well as inspire ways that you can respectfully include relevant Indigenous knowledge and perspectives in your course.
6.1 Respecting the Salmon	Re	<ul style="list-style-type: none"> Minimal adaptation is required for remote learning.
6.2 Salmon Anatomy	BI	<ul style="list-style-type: none"> To remotely discuss how local First Nations understand salmon anatomy, invite an Elder or Knowledge-Keeper to participate via a class video chat. Before streaming the video (or displaying via screen-sharing) it may help to set up students with a video viewing guide (i.e., questions to consider while viewing). Creation of a salmon mural is best done with students in person. If this is not possible, the activity should be omitted (i.e., it is NOT easily adaptable for remote learning).
6.3 Salmon Transformations: Life Cycle	BI	<ul style="list-style-type: none"> Before streaming the video (or displaying via screen-sharing) it may help to set up students with a video viewing guide (i.e., questions to consider while viewing).
6.4 Salmon Ecosystem Interconnections	BI	<ul style="list-style-type: none"> Students could use Jamboard or another collaborative document for the brainstorm. If asynchronous, students could still use a collaborative document as a form for collaboration or they could each send in their ideas on a Google form or other survey tool for you to compile. For remote learning, students might find it easier to create a model of the story of salmon interconnections individually rather than collaboratively. They could then present their creations to one another in small groups via a video chat.
6.5 Salmon Habitat Assessment	BI	<ul style="list-style-type: none"> For remote learning, have students work in groups by using a shared document such as a Google Slide deck or Google Doc.
6.6 Indigenous Salmon Sustainability	Re	<ul style="list-style-type: none"> For remote learning, have students work in groups by using a shared document such as a Google Slide deck or Google Doc.
Unit 7. Connecting Food Security and Climate Change	BI	<ul style="list-style-type: none"> It is not expected that you will use all the activities suggested for this unit or follow the sequence as it is described. These activities are intended to be adapted to fit the needs of your students and classroom, as well as inspire ways that you can respectfully include relevant Indigenous knowledge and perspectives in your course.
7.1 Climate Change and Food Security	BI	<ul style="list-style-type: none"> The Four Corners activity can be done via poll over Zoom chat, Google Hangout, or another video tool. Video viewing and questions can be done asynchronously. Different YouTube clips could be assigned to different students.

Unit/Lesson	Re/ Bl	Remote-learning Adaptation Possibilities
7.2 Where Does Your Food Come From?	Bl	<ul style="list-style-type: none"> Although follow-up record keeping, research, and discussion can all be done remotely for this project, the central undertaking (preparing a dish) involves hands-on engagement and is NOT readily adaptable for remote learning. Options include doing it in class, omitting it altogether, or having students undertake it independently at home.
7.3 Traditional Foods and Food Security	Re	<ul style="list-style-type: none"> This subtopic can be undertaken remotely with minimal adaptation. Use appropriate online tools to facilitate discussion, research, and presentation.
7.4. Evidence of Climate Change in the Local Region	Bl	<ul style="list-style-type: none"> The supplied interview links, the ease of online media search, and the room for flexible presentation formats make this set of suggestions readily adaptable for remote learning.
7.5 Carbon Transformations	Bl	<ul style="list-style-type: none"> Although the experiential activity in which students “become a carbon atom” (and related follow-ups e, g, and h) are best done in class, the remaining learning tasks are readily adaptable for remote learning.
7.6 Albedo and Climate Change	Bl	<ul style="list-style-type: none"> While this is a lab activity, students could complete the first half remotely – designing a lab demonstration to illustrate the effects of the sun’s rays on different coloured surfaces. Activity (c) would need to be done in person.
7.7 Ecosystem Inquiry	Re	<ul style="list-style-type: none"> This set of suggestions draws upon other existing materials (cross references provided) and can be readily adapted for remote learning.
7.8 Caribou and Climate Change	Re	<ul style="list-style-type: none"> Research and discussion can all be undertaken remotely. Blackline Master 8-2 (pre-digitized) and iMapBC are helpful tools for adapting the caribou distribution analysis to a remote learning situation.
7.9 First Nations Communities Adapt to Climate Change	Re	<ul style="list-style-type: none"> For remote learning, group activities could be modified so that students work individually. Note that the numbering of this unit is in error.
7.10 Companion Planting: An Indigenous Model	Re	<ul style="list-style-type: none"> Supplied links to relevant resources make many of the varied activities suggested here readily adaptable for remote learning. Note that the numbering of this unit is in error.
7.11 Developing a Proposal to Address Local Climate Changes Issues.	Re	<ul style="list-style-type: none"> This complex assignment will require careful review to consider adaptation possibilities. Research and discussion activities can be done in breakout rooms through Zoom chat, Google Hangout, or another video tool. Note that the numbering of this unit is in error.

Unit/Lesson	Re/BI	Remote-learning Adaptation Possibilities
Unit 8. Forests and First Peoples	BI	<ul style="list-style-type: none"> It is not expected that you will use all the activities suggested for this unit or follow the sequence as it is described. The activities are intended to be adapted to fit the needs of your students and classroom, as well as inspire ways that you can respectfully include relevant Indigenous knowledge and perspectives in your course. Activities related to subtopics 8.5 (Cedar Oil as an Antibiotic) and 8.6 (Making Pine Pitch or Spruce Glue) are NOT adaptable to remote learning situations and should be omitted if they cannot be completed in class.
8.1 Culturally Significant Trees	BI	<ul style="list-style-type: none"> To adapt the land-based activity (b), have students do it independently or use Google maps or photos to do a “virtual” walk. If done digitally, consider prompting students to imagine how experiencing the digital walk impact’s their impressions, observations, and even relationship to the environment. Having students reflect on their personal connections with trees can be an online discussion or a journaling activity. Elder visits can be conducted remotely, using a pre-recorded video or virtual chat.
8.2 Identifying trees	BI	<ul style="list-style-type: none"> For the tree identification discussion, share screen and jot down student comments/thoughts. Modify the “dichotomous key game” for remote learning by using a well-known celebrity or someone/something all students would be familiar with. This activity is quite lengthy so pre-reading each part is recommended.
8.3 Tree Stories	Re	<ul style="list-style-type: none"> To carry out the research project (culturally important tree) students can work individually or in pairs or groups. If developing assessment criteria via remote connection, these can be recorded with video or audio.
8.4 Cedar: Tree of Life	Re	<ul style="list-style-type: none"> To conduct cedar identification remotely, use Google Slides with photos of cedars. If possible, have the different parts labeled (activity c). For remote learning, consider providing students with a “guide” (to locate possible stands) and having them explore a cedar stand on their own. The suggestion to contact your district Aboriginal/ Indigenous Department or community Knowledge-Keepers can be adapted by having students draft emails if remote. Having students participate in harvesting cedar cannot be done remotely. Do it only as a guided field study.
8.7 Carbon Sequestration in Trees	Re	<ul style="list-style-type: none"> To be conducted remotely, this activity requires considerable teacher preparation: taking photos and/or providing the necessary data for students.
8.8 Tracking Historical Forest Fires	Re	<ul style="list-style-type: none"> For remote learning, use the web-based mapping tool (iMapBC online: link provided) and Blackline Master 8-5, p. 230, to have students access and interpret forest fire data.

Unit/Lesson	Re/Bl	Remote-learning Adaptation Possibilities
Unit 9. Hunting and Trapping	Bl	<ul style="list-style-type: none"> ● Use a virtual meeting platform (e.g., Zoom or Microsoft Teams) to have students <ul style="list-style-type: none"> – participate in class or group discussions – read, view, or listen to informational and explanatory resources (e.g., streamed video, a reading from a book) – work in pairs or groups – share/present findings or other work for discussion or assessment.
9.1 Hunting and Trapping: A Way of Life	Re	<ul style="list-style-type: none"> ● This subtopic can be addressed remotely with some minimal adaptation. Note that the book <i>Stoney Creek Woman</i> needs to be purchased or sought out in a library. ● To learn about traditional and current hunting and trapping practices remotely, students can watch a pre-recorded clip, write emails/letters, or participate in a video chat.
9.2 Knowing Animal Habitats and Behaviour	Re	<ul style="list-style-type: none"> ● This can be conducted remotely with minimal adaptation.
9.3 Traditional Hunting and Trapping Technologies	Re	<ul style="list-style-type: none"> ● Although the traditional technologies research assignment can be readily adapted for remote learning, a letter may need to be sent home to families to outline the assignment.
9.4 The Physics of Trapping	Bl	<ul style="list-style-type: none"> ● This is a largely hands-on activity that requires teacher supervision. Students could potentially investigate the different styles of traps (b) from the Blackline Master 9-4, p. 246, as well as watch the video (link provided, p. 240) and discuss the knowledge First Peoples used. All other aspects of this activity would have to be done in class.
9.5 The Chemistry of Tanning	Bl	<ul style="list-style-type: none"> ● To adapt this material for remote learning, consider contacting local artists or a museum for photos and additional info (some online links are already provided for video and articles on tanning).
Unit 10. Living Technologies	Bl	<ul style="list-style-type: none"> ● Use a virtual meeting platform (e.g., Zoom or Microsoft Teams) to have students <ul style="list-style-type: none"> – participate in class or group discussions – read, view, or listen to informational and explanatory resources (e.g., streamed video, a reading from a book) – work in pairs or groups – share/present findings or other work for discussion or assessment.
10.1 First Peoples Technologies: An Introduction	Bl	<ul style="list-style-type: none"> ● To remotely demonstrate traditional technologies and pique student interest, show students a video. Suggestions for technologies included.

Unit/Lesson	Re/ Bl	Remote-learning Adaptation Possibilities
10.2 The Sounds of Drums	Bl	<ul style="list-style-type: none"> • For activity (e) students are asked to compare drums; if adapted for remote learning, this could be done with household items (plastic containers, different surfaces, etc.). • The lab in which students measure the frequency of sound produced by different drums and different materials (activity f) may not work on all devices (e.g., desktop computers) and may accordingly need to be conducted in class or omitted.
10.3 The Physics of Living Technologies	Bl	<ul style="list-style-type: none"> • Activity (b) is quite lengthy; it could potentially be broken into several different lessons if delivered remotely. • To adapt activity (c) for remote learning, consider using images or diagrams to help students.
10.4 The Chemistry of Balsamroot	Re	<ul style="list-style-type: none"> • Although ambitious as a remote-learning topic, this is readily adaptable given the quality and quantity of identified resources. • Use Blackline Master 10-5, p. 272, to help introduce the topic.
10.5 Topics for Inquiry	Re	<ul style="list-style-type: none"> • If topics are chosen or assigned as a remote learning project, ensure that you can be easily accessible to students for ongoing consultation, support, feedback, etc.

ENGLISH FIRST PEOPLES 10, 11, AND 12

Teacher Resource Guide

The FNEC/FNSA *English First Peoples 10, 11, and 12 Teacher Resource Guide* has been specifically developed to support the implementation of English First Peoples 10, 11, and 12 courses. Because of the degree of overlap between curriculum requirements of these courses and analogous provincially prescribed English 10-12 courses, many of the units provided in the *English First Peoples 10, 11, and 12 Teacher Resource Guide* can also be readily used by teachers of those English 10-12 courses. Likewise, cross-curricular opportunities exist to integrate particular units with senior secondary study in Drama or Visual Arts, and Social Studies.

A downloadable and printable copy of the resource is available on the FNEC website <http://www.fnesc.ca/> under the “Learning First Peoples” tab. Having a copy will enable you to properly interpret and assess the suggestions provided here. The Foundations section is especially important in this regard, as it provides context-setting material required to implement the Thematic Units authentically and effectively.

Many of the thematic units in this guide (or the lessons that make up the units) are suitable for adaptation to remote teaching and learning (e.g., online teaching and learning resources are clearly identified). To facilitate this adaptation, the following preconditions would ideally be met:

- students have
 - an internet connection and access to a computer (desktop, laptop, or tablet)
 - the ability to access attachments sent via email or through electronic portfolios.
- all participants have access to a virtual meeting platform that enables students to
 - participate in class or group discussions (including co-construction of assessment criteria)
 - read, view, or listen to informational and explanatory resources (e.g., streamed video)
 - work with one another in pairs or groups
 - present research or other work for assessment.
- video conferencing capacity exists to contact Elders, Knowledge-Keepers, or other guests and to “bring them” into your virtual classroom.

With respect to grade-level applicability, no designations are provided here. In part, this reflects the fact that BC provincial curricula for English Language Arts courses at the Grades 10-12 levels are designed to revisit and deepen student mastery of skills at successive grade levels without unduly limiting student access to courses through imposition of arbitrary prerequisites. Accordingly, decisions regarding grade-level applicability will depend on the learning focus being pursued and the level of prior learning that students possess. Further guidance on identifying the grade-level and course applicability (i.e., curriculum fit) of units or lessons is provided in the Index at the back of the *English First Peoples 10, 11, and 12 Teacher Resource Guide*.

To prepare for teaching English First Peoples with remote-learning adaptations, consider digitizing (or accessing in digital form) the following:

- the various excerpts from suggested resource for each lesson, so these can be displayed online (e.g., shared with students in real-time video conferences)
- the Blackline Masters provided with the resource (as separate links via download from <http://www.fnesc.ca/learningfirstpeoples/efp/>) to share with students.

Unit/Lesson	Re/BI	Remote-learning Adaptation Possibilities
Introduction to English First Peoples	BI	<ul style="list-style-type: none"> • Due to the introductory nature of this unit, specific discussions on “netiquette” and trust would help to support open and honest communication (e.g., What agreements or undertakings are needed from all parties participating in the virtual activity? When do we turn cameras and microphones off and on during a class meeting?).
Lesson 1 – Icebreaker	BI	<ul style="list-style-type: none"> • BLM 1 – People Search Icebreaker – A substituted icebreaker activity may be more suitable for online setting (e.g., 30 second Pair interviews, virtual scavenger hunt, 20 questions). • BLM 2 – Learning Journal – no adaptation needed.
Lesson 2 – Field/Community Experience	BI	<ul style="list-style-type: none"> • Pandemic restrictions may make it inappropriate to seek in-person contact with the local First Nations community. • Before arranging a field experience, consider having smaller groups or inviting a guest speaker via video chat. • See Planning for Instruction pages 16-18 for guidelines on Inclusion of Local Community Resources as well as current provincial health guidelines. • Introducing elements from Lesson 5 (conversation of Responsibilities and Rights) may support the extra considerations of the adapted experience. • BLM 2 – Learning Journal – no adaptation needed.
Lesson 3 – First Peoples Principles of Learning	BI	<ul style="list-style-type: none"> • Use moderated discussion or guided group sharing to introduce and familiarize students with the First Peoples Principles of Learning (FNESC). • BLM 2 – Learning Journal – no adaptation needed. • Assessment strategies – Venn Diagram can easily be used in remote or blended learning setting.
Lesson 4 – Stories of Who I am	BI	<ul style="list-style-type: none"> • This lesson could be adapted to teacher-facilitated discussion using an online platform or pair-share in small virtual pairs. • BLM 2 – Learning Journal – no adaptation needed.
Lesson 5 – Moderated Discussion on Canada-First Peoples Issues	BI	<ul style="list-style-type: none"> • This lesson could be adapted as a teacher-facilitated online discussion, or small-group gathering, and/or submitted audio or video recording of the discussion for teacher review. • If discussions take place online, the first part of this lesson could be introduced in previous lessons to familiarize students to expectations before getting into more sensitive material in Part 2 (Informal Discussion on Canada-First Peoples Relationships). • BLM 3 – Participation in Group Discussions and Activities can be easily used in remote or blended setting (with consideration of above note).
Unit Summative Assessment Options	Re/BI	<ul style="list-style-type: none"> • Have students use learning journals and other evidence to create a graphic representation of their learning in this unit.

Unit/Lesson	Re/BI	Remote-learning Adaptation Possibilities
Challenges with Representation	Re/BI	<ul style="list-style-type: none"> All lessons in the unit can be delivered remotely via video chat, video recorded instruction, or written instruction. Access to videos and clips may require extra preparation for remote use (e.g., YouTube or other posted video sites).
Lesson 1 – Introduction: Authentic Text, Voice, and Representation	Re/BI	<ul style="list-style-type: none"> Small group or pair discussions can be facilitated on a virtual platform. BLM 1 & BLM 2 can both be used in a remote or blended setting (with access to technology).
Lesson 2 – Disney’s Pocahontas	Re/BI	<ul style="list-style-type: none"> Acquiring the film for streaming or other form of sharing will be the biggest challenge. BLM 1 & BLM 2 can both be used in a remote or blended setting (with access to technology).
Lesson 3 – The “Real” Pocahontas	Re/BI	<ul style="list-style-type: none"> Small group or teacher facilitated class discussions can be adapted to a virtual platform. T-Chart formative assessment can easily be adapted as a shared document or pictures submitted to the teacher for review in the discussion. BLM 1 & BLM 2 can both be used in a remote or blended setting (with access to technology).
Lesson 4 – Quest for Authenticity	Re/BI	<ul style="list-style-type: none"> Minimal adaptation is required.
Unit Summative Assessment Options	Re/BI	<ul style="list-style-type: none"> BLM 3 can be used in a remote or blended setting (with access to technology).
In Search of Authentic First Peoples Voice	Re/BI	<ul style="list-style-type: none"> All lessons in the unit are appropriately laid out to be delivered via remote learning with use of video chat, video recorded instruction, or written instruction. Access to videos and clips will require some extra preparation from remote setting (e.g., YouTube or other posted video sites). BLMs facilitate discussion and can prompt reflection for student written or oral assessments.
Lesson 1 – Review and View	Re/BI	<ul style="list-style-type: none"> Small group or pair discussions can be facilitated on a virtual platform. Acquiring the film for remote viewing will need to be pre-arranged for remote or blended learning settings.
Lesson 2 – Film Review Assignment	Re/BI	<ul style="list-style-type: none"> Small group or pair discussions can be facilitated on a virtual platform.
Lesson 3 – Mini-Documentary (optional)	Re/BI	<ul style="list-style-type: none"> This project could be delivered in remote or blended learning settings with access to and support of technical equipment and software.
Unit Summative Assessment Options	Re/BI	<ul style="list-style-type: none"> BLM 3 – Scoring Guide for Film Review can be adapted to assess (or to facilitate peer or self-assessments of) the previous assignments.

Unit/Lesson	Re/Bl	Remote-learning Adaptation Possibilities
First Peoples' Oral Traditions	Bl	<ul style="list-style-type: none"> • This unit requires teacher planning and adaptation on how to facilitate learning oral traditions using a virtual platform. The lessons cited here are easily adapted for blended learning, given access to a virtual platform that enables teacher-facilitated online discussions or the ability of students to work in small groups and report back.
Lesson 1 – Oral and Written Story	Bl	<ul style="list-style-type: none"> • Class will share and discuss personal stories, linking their previous knowledge to First Peoples' Oral Traditions.
Lesson 2 – Local Stories (Guest Speaker or Community Field Experience)	Bl	<ul style="list-style-type: none"> • Invite a guest speaker via video chat. • See Planning for Instruction pages 16-18 for guidelines on Inclusion of Local Community Resources as well.
Lesson 3 – Components of Oral Tradition	Bl	<ul style="list-style-type: none"> • Students can use independent assignments to reflect on their learning and make connections with previous units.
Lesson 4 – Oral History and Land Use Narratives	Bl	<ul style="list-style-type: none"> • Small-group or pair discussions can be facilitated on a virtual platform.
Lesson 5 – Formal Oratory	Bl	<ul style="list-style-type: none"> • Videos and clips (i.e., YouTube or other suggested sites with examples of powerful speeches delivered this past century) will require some preparation to share remotely. • In small groups, students identify speech-making components (including voice, social agency, and the literary devices that give them impact).
Lesson 6 – The Power of Voice	Bl	<ul style="list-style-type: none"> • This lesson (students writing and practicing delivering speeches for relevant and authentic purposes) is easily delivered from remote or blended learning setting.
Unit Summative Assessment Options	Bl	<ul style="list-style-type: none"> • Student speeches could be recorded and delivered by video or presented on a video chat platform.
Childhood Through the Eyes of Indigenous Writers	Re	<ul style="list-style-type: none"> • For remote learning, identify resources that are (or can be made) available digitally for students to engage with the content. • Unit activities encourage co-construction of assessment tools (i.e., student participation), offer multiple ways for students to communicate their learning, and provide opportunities to collaborate with teachers working at earlier grade levels.
Lesson 1 – Picture Book Gallery Walk	Re	<ul style="list-style-type: none"> • For remote learning, consider choosing several books and just showing their covers or a collection of illustrations from each. This will allow students to complete the BLM 1, <i>Picture Book Gallery Walk-Discussion Questions</i>. • Use an online platform (e.g., Zoom, Microsoft Teams, Google Meet-Ups) that provides functions for group work.

Unit/Lesson	Re/BI	Remote-learning Adaptation Possibilities
Lesson 2 – Beliefs and Values about Children	Re	<ul style="list-style-type: none"> ● Consider using this lesson to identify classroom values and beliefs. ● Plan to have students electronically complete and share their work on BLM 2 and their multi-paragraph compositions.
Lesson 3 – The Residential School Experiences of First Nations, Métis, and Inuit Children	Re	<ul style="list-style-type: none"> ● Moderate an online discussion to identify and explore risk factors, protective factors, and the nature of resilience as preparation for the character analysis assignment (which can then be completed and submitted electronically).
Lesson 4 – Creating Children’s Literature	Re	<ul style="list-style-type: none"> ● Use an online platform to provide ongoing support and monitoring of individual students’ efforts to create their own children’s book. ● Take advantage of the opportunities for online or remote collaboration with teachers of younger students to mitigate the isolating effects of pandemic restrictions.
First Peoples’ Story	BI	<ul style="list-style-type: none"> ● Challenges associated with contacting local First Nations Elders or respondents to participate in online guest speaker situations for a whole class or respond to student interviews may make it necessary to <ul style="list-style-type: none"> – omit some suggested lesson activities (e.g., Lesson 3) – explore whether or how local protocols and considerations and be adapted to accommodate virtual and online communication.
Lesson 1 – Introduction to First Peoples’ Story	BI	<ul style="list-style-type: none"> ● The word webbing activity can be adapted for independent or small-group completion. Use a larger-group debrief to <ul style="list-style-type: none"> – explain why the terms ‘fable’, ‘fairy tale’, ‘myth’ and ‘legend’ are problematic and disrespectful to First Nations stories – discuss the purposes of story and the importance of storytelling in First Peoples’ communities. ● For remote learning, use the Canadian Museum of History website, “Our Voices, Our Stories” <ul style="list-style-type: none"> – to have students independently study one or more of the origin stories provided – as a source of discussion questions for a follow-up online group discussion.
Lesson 2 – Stories are Alive: History and Importance of Place	BI	<ul style="list-style-type: none"> ● As an alternative to organizing a group field trip, ask students to research local landmarks and visualize how they might have looked 1000 years ago. Students could then visit one independently, record observations/reflections, and report back to the class why they chose that landmark. ● Alternatively, use archival photographs and documentary art available through the Royal B.C. Museum website.
Lesson 3 – Elder Interview	X	<ul style="list-style-type: none"> ● This activity, which requires one-on-one interactions between students and Elders, will likely need to be omitted from any remote learning or cautious in-person adaptation.

Unit/Lesson	Re/BI	Remote-learning Adaptation Possibilities
Lesson 4 – Telling My Own Story	BI	<ul style="list-style-type: none"> Offer students a number of choices when communicating their stories in an online setting (students may feel less comfortable and safe speaking in this environment).
Lesson 5 – Re-Telling Challenge	Re	<ul style="list-style-type: none"> Use an online platform, such as Zoom, Microsoft Teams, or Google Meet-Ups to <ul style="list-style-type: none"> model oral storytelling as you share a story (from personal experience or personally created) have students retell the story to a partner have partners peer assess each other’s retellings, using criteria that have been previously co-created.
Lesson 6 – Every Object Has a Story	Re	<ul style="list-style-type: none"> Assign story creation as a task for independent completion, having made provision for online discussion procedures to <ul style="list-style-type: none"> identify and agree upon criteria for a good story, a good storytelling performance, and for respectful listening to another story share draft and/or finished versions of their individual work for peer assessment (e.g., groups of three students meeting online in which each in turn is the presenter, the designated listener, and the observer of both presentation and listening behaviours for assessment and feedback purposes).
We are Our Stories	Re	<ul style="list-style-type: none"> All lessons in the unit are readily adaptable for a remote learning situation with use of video chat, video recorded instruction, or written instruction. Access to videos will require some advance preparation (e.g., pre-screen YouTube or other posted videos). BLMs facilitate discussion and can prompt reflection for student written or oral assessments.
Lesson 1 – What Does “Story” Mean?	Re	<ul style="list-style-type: none"> Have students listen to or read Chapter 1 of <i>The Truth About Stories</i> and discuss the questions on BLM 1.
Lesson 2 – Our Personal and Family Stories	Re	<ul style="list-style-type: none"> Have students <ul style="list-style-type: none"> share and reflect on their own personal stories via mediated virtual small-group or “fishbowl” discussion independently write essays answering reflection questions.
Lesson 3 – The Relationship between Cultures and Their Stories	Re	<ul style="list-style-type: none"> For remote learning, small-group/partner discussions could be facilitated on a virtual platform.
Lesson 4 – Why the Trickster?	Re	<ul style="list-style-type: none"> Note that this lesson is optional (only workable if students have previously studied one of the Trickster units in the guide). Small-group discussion (comparing stories from different Nations) can be adapted to a virtual setting.
Lesson 5 – Narrative Structures	Re	<ul style="list-style-type: none"> In a remote-learning situation, the class may benefit from direct instruction (e.g., a video introduction) or alternate for the T-Chart activity.

Unit/Lesson	Re/ BI	Remote-learning Adaptation Possibilities
Lesson 6 – Orality into Prose	Re	<ul style="list-style-type: none"> Consider assigning particular stanzas to individual students in advance, so they can practise delivery before participating in a virtual presentation/discussion session in which they take turns delivering their assigned stanzas.
Lesson 7 – Rite of Passage	Re	<ul style="list-style-type: none"> Using your preferred virtual platform, moderate a class discussion about “rite of passage” before assigning <ul style="list-style-type: none"> a reflection on reading “A Mountain Legend” by Jordan Wheeler. one of the other suggested questions for reflection.
Beats and Bytes	Re	<ul style="list-style-type: none"> Because it builds on an understanding of First Peoples’ Oral Traditions, this unit should be taught only after students have acquired the type of learning provided in the First Peoples’ Oral Traditions unit (see p. 111 of the guide). Access to videos a will require some advance preparation (e.g., pre-screen YouTube or other posted videos). BLMs facilitate discussion and can prompt reflection for student written or oral assessments.
Lesson 1 – Sing Songs of Victory	Re	<ul style="list-style-type: none"> Activities centred on the use of BLM 1 – <i>Placemat</i> will require adaptation for a remote-learning setting (e.g., small-group document share or one person recording answers).
Lesson 2 – Shout Out to the World: Playing with Spoken Language	Re	<ul style="list-style-type: none"> This lesson is easily adapted to a remote-learning situation, as students search online resources to create their own poetry. Consider in advance the format that will work best for submission of student work (i.e., jpg, word-processed document, etc.) The extension suggestion involves a poetry slam. Facilitate remotely by compiling video or audio clips of student work.
Lesson 3 – Voices Together: Music and Videos by Indigenous Youth	Re	<ul style="list-style-type: none"> Students investigate and listen to music from First Nations youth. This can be easily adapted for remote learning. The class discussion suggestion is a fishbowl activity, which could be managed on a virtual platform (e.g., those participating in the discussion have their cameras on while observers simply take notes to share after).
Lesson 4 – Graffiti Me!	Re	<ul style="list-style-type: none"> Students research modern poetry/spoken word work by Indigenous Youth. This is easily adapted to remote learning. If students work together, they can create virtual groups. Ensure that internet safety guidelines are clarified and followed. To avoid long, unwieldy whole-class sessions, consider managing the way in which students share their work (e.g., mutual sharing within smaller peer groups).

Unit/Lesson	Re/ Bl	Remote-learning Adaptation Possibilities
Place-Conscious Learning: Exploring Text through Local Landscape	Re	<ul style="list-style-type: none"> ● In this unit, students <ul style="list-style-type: none"> – explore stories of the land using experiential learning and their natural surroundings – consider protocols for sharing local First People’s stories, the connection between place and First Peoples’ stories, and the diversity among First Peoples. ● Ensure you are comfortable with protocols for consultation with First Nations as well as for Circle sharing. These protocols may require adaptation for remote learning.
Lesson 1 – Exploring Our Natural Surroundings	Re	<ul style="list-style-type: none"> ● The experiential learning activity will require adaption for use in a remote-learning setting.
Lesson 2 – Exploring Place in a First Peoples’ Story	Re	<ul style="list-style-type: none"> ● This lesson calls for consultation with Local First Nations, Elders, and/or the District Resource or Liaison person. Be sure to consider applicable protocols and how they can be adapted to remote learning. ● All Blackline Masters included in the lessons are easily applicable in a remote learning situation.
Lesson 3 – What Is Place-Conscious Learning? What Is it Not?	Re	<ul style="list-style-type: none"> ● Minimal adaptation is required.
Lesson 4 – Outdoor Poetry Reading	Re	<ul style="list-style-type: none"> ● Readings can be held outdoors and recorded for virtual sharing. ● Ensure protocols for virtual Circle sharing are considered and shared.
Lesson 5 – Landscape as Metaphor	Bl	<ul style="list-style-type: none"> ● The hike up a high hill or building is an activity that students need to complete independently, or in a socially distanced group (although an alternative compromise could be devised for use in a remote-learning situation). ● Follow-up activities adapted for online use should be sure to include a focus on the hike as a metaphor for the challenges and triumphs that one may face in life.
Identity	Re	<ul style="list-style-type: none"> ● Independent and group work is encouraged throughout the unit. Several online platforms enable virtual group work. ● All lessons, Blackline Masters, and assessment strategies are appropriate for remote learning.
Lesson 1 – Setting Up for Literature Circles	Re	<ul style="list-style-type: none"> ● Consider blogging as an option for students to collect and communicate their ideas and their thinking. ● Texts for literature circles need to be available online in order to accommodate remote learning.
Lesson 2 – How Do Experiences Shape Identity?	Re	<ul style="list-style-type: none"> ● Students begin reading their chosen novels and respond to literature circle prompts (as per the applicable BLM 2 variant). In a remote-learning situation, encourage students to post and engage online with their peers' responses (e.g., all those reading the same novel could constitute a sharing group).

Unit/Lesson	Re/ BI	Remote-learning Adaptation Possibilities
Lesson 3 – Character Study	Re	<ul style="list-style-type: none"> Extend your chosen Lesson 2 strategy using the BLM 3 Lit Circle prompts as well as the BLM 4-6 material.
Lesson 4 – Exploring Trauma	Re	<ul style="list-style-type: none"> Extend your chosen Lesson 2-3 strategy using the BLM 8 Lit Circle prompts as well as the BLM 7 material.
Lesson 5 – How Does Learning about Others Change Our Identity?	Re	<ul style="list-style-type: none"> BLMs 4, 5, and 9, along with the Summative Assessment suggestion (Where I’m From” Poem – Reprise) provide several good options for remote-learning adaptation.
Understanding Character	Re	<ul style="list-style-type: none"> Independent and group work is encouraged throughout the unit. Several online platforms enable virtual group work. All lessons, Blackline Masters, and assessment strategies are appropriate for remote learning.
Lesson 1 – Personal and Cultural Identities	Re	<ul style="list-style-type: none"> BLM 1 provides a graphic organizer to support the building of an identity map. Given the focus on personal and cultural identities, ensure that students in a remote learning situation have multiple opportunities to share safely and to communicate their ideas and thinking.
Lesson 2 – How Are Protagonists Developed?	Re	<ul style="list-style-type: none"> Given the many possible stories that students can examine, it may be helpful to focus adaptation efforts on the configuration and facilitation of remote-learning groups in which students discuss their protagonist analyses.
Lesson 3 – Character Hotseat	Re	<ul style="list-style-type: none"> Consider using an online “fishbowl” type activity to engage students in a remote-learning adaptation of this lesson.
Lesson 4 – Movie Trailer	Re	<ul style="list-style-type: none"> Although mobile devices readily allow for the creation of video projects, consider asking students to storyboard or independently create “claymation” type projects if there are any concerns about their ability to maintain social distancing when completing the assignment for this lesson.
Lesson 5 – Social Media Profile	Re	<ul style="list-style-type: none"> Minimal adaptation is required.
Lesson 6 – Teaching the Story	Re	<ul style="list-style-type: none"> Minimal adaptation is required.
Lesson 7 – Writing a Sequel	Re	<ul style="list-style-type: none"> Minimal adaptation is required.
How Do We Define Ourselves?	Re	<ul style="list-style-type: none"> Several resources, including the novel <i>Keeper’n Me</i>, “The Boy in the Ditch,” and the poems suggested for Lesson 4 need to be available digitally if the unit is being completed via remote (online) learning. Although unit learning tasks can be readily completed and submitted/shared via remote learning, the adaptation approach will need to address challenges of motivating students as well as of structuring learning groups and monitoring students’ participation and efforts.

Unit/Lesson	Re/BI	Remote-learning Adaptation Possibilities
Lesson 1 – Exploring Identity and Establishing Speaking & Listening Goals	Re	<ul style="list-style-type: none"> • In this lesson, students co-create criteria for effective interactions in group discussions – an excellent community-building activity for a new class. Challenge students to include criteria that specifically address the effectiveness of online interactions. • Using a digital platform with a breakout rooms feature could allow for students to brainstorm and share ideas in smaller groups.
Lesson 2 – <i>Keeper'n Me</i> Novel Study	Re	<ul style="list-style-type: none"> • When adapting for remote learning, choose a digital platform that includes provision for partner work. • Grouping and engagement strategies are needed to extend this lesson over the projected number of remote learning sessions, given the scope of a novel study. • Varied approaches to online learning sessions will ensure that students develop a variety of skills (e.g., speaking and listening) beyond comprehension and analysis of the novel.
Lesson 3 – The Boy in the Ditch	Re	<ul style="list-style-type: none"> • Note that “The Boy in the Ditch” deals with the subject of death, which may be an emotional trigger for one or more students. Extra sensitivity to this needs to be part of any remote-learning adaptation plan. • Students may require advance preparation to deal with in-role (point of view) representations on an online platform.
Lesson 4 – Identity in Poetry	Re	<ul style="list-style-type: none"> • For remote learning, questions pertaining to the poem “Who are you?” by Rita Joe could be discussed in small groups, as a larger class, or independently. • When adapting the scaffolding activity (using the Structured Group Roles BLM) for remote learning students could use a shared document, such as Google Docs, as a platform for sharing their findings and ideas.
The Politics of Identity	BI	<ul style="list-style-type: none"> • Although this unit can be delivered remotely through the use of video chat, video recorded instruction, or written instruction, Lessons 2, 4, and 5 deal with sensitive matter that may require preparing classes ahead of time (see Dealing with Sensitive Topics page 20 of the guide). • Access to video content (e.g., YouTube or other posted video sites) requires extra preparation for remote delivery. • BLMs facilitate discussion and can prompt reflection for student written or oral assessments.
Lesson 1 – Nationhood and Métis Identity	Re	<ul style="list-style-type: none"> • Research and projects can easily be adapted for remote learning (students can work in pairs virtually or in person, depending on health guidelines).
Lesson 2 – The “Othering” of Métis	BI	<ul style="list-style-type: none"> • For remote learning, literary discussions can be facilitated on a virtual platform.
Lesson 3 – Whose Voice Is Heard? Controversy in First Peoples Literature	Re	<ul style="list-style-type: none"> • Minimal adaptation is required.

Unit/Lesson	Re/BI	Remote-learning Adaptation Possibilities
Lesson 4 – LGBTQ2 Identity in First Peoples Text	BI	<ul style="list-style-type: none"> It is important to review sensitive material with students before engaging in a class discussion, especially if that discussion occurs online.
Lesson 5 – A Long Short Story	BI	<ul style="list-style-type: none"> It is important to review sensitive material with students before engaging in a class discussion, especially if that discussion occurs online. Criteria for representations of unit learning need to be clearly delineated in advance (possibly co-created).
Belonging	BI	<ul style="list-style-type: none"> This unit involves a sequenced learning approach that relies upon being able to complete all lessons in their recommended order. Because Lessons 5 and 8 (for differing reasons) require some in-class (i.e., blended) learning, a significant rethink of the unit’s suitability for remote learning is required if this is not possible. The primary and supplementary texts recommended for this unit (i.e., primarily print, audio, and video versions of <i>The Whale Rider</i> by Witi Ihimaera) need to be available digitally in order for any of this unit to be taught remotely.
Lesson 1 – Active Listening and the Importance of Story	Re	<ul style="list-style-type: none"> Using online video to remotely teach the suggested active listening strategy (“Thumbs Up! Signals to Encourage Active Listening” from the Teaching Channel website) may not work technically for all students. If so, consider adapting the hand signals to an online platform, (e.g., the chat feature, digital thumbs up and down buttons). Once students understand how to use the active listening strategy the practice activity (listening to Maori storyteller Joe Harawira) can be readily adapted for remote delivery.
Lesson 2 – Oral Retelling – How Maui Fished Up the North Island	Re	<ul style="list-style-type: none"> Minimal adaptation is required for remote learning.
Lesson 3 – Collaborative Research Project	Re	<ul style="list-style-type: none"> With students, explore Te Ara, a comprehensive website created by the New Zealand Ministry of Culture and Heritage. It contains links to other topics. Adapt the three-person oral presentation group work for remote learning by having students create a slideshow, essay, or iMovie as a way to communicate their learning.
Lesson 4 – The Power of Words (<i>The Whale Rider</i> Chapters 1-3)	Re	<ul style="list-style-type: none"> Students could work in pairs or individually to remotely complete BLM 5, <i>The Power of Words</i>.
Lesson 5 – Path of the Whales (Chapters 1-9)	BI	<ul style="list-style-type: none"> Adapting this lesson for remote learning would require students to have a Google account to access Google Maps. Since this can neither be assumed nor mandated, it is recommended that this lesson be conducted in class.

Unit/Lesson	Re/BI	Remote-learning Adaptation Possibilities
Lesson 6 – Three Flower Bouquet (Chapters 1-8)	Re	<ul style="list-style-type: none"> To adapt for remote learning the activity that involves creating a visual representation of a character consider having students use any of the following technologies: pen and paper, Google Docs, Glogster, and Smore. Be sure to insist that any “borrowed” images be Creative Commons licensed.
Lesson 7 – Irony in the Novel	Re	<ul style="list-style-type: none"> Minimal adaptation is required for remote learning.
Lesson 8 – Uncovering Stereotypes, Prejudice, and Discrimination	BI	<ul style="list-style-type: none"> Because of the sensitive nature of material covered in this lesson, it is essential that the advice provided in the guide Introduction on “Establishing a Positive Classroom Climate” and “Dealing with Sensitive Topics” be followed. It is not recommended that this be attempted via remote learning.
Lesson 9 – Following up on Prejudice and Discrimination	Re	<ul style="list-style-type: none"> Provided Lesson 8 has been completed, minimal adaptation is required for remote learning.
Lesson 10 – Prejudice, Stereotypes, and Discrimination in <i>The Whale Rider</i>	Re	<ul style="list-style-type: none"> Provided Lesson 8 has been completed, minimal adaptation is required for remote learning.
Lesson 11 – Character of Kahu	Re	<ul style="list-style-type: none"> Consider adapting the given activity to include additional characters and encompass chapter 12 to the end of the novel.
What Creates Family?	Re	<ul style="list-style-type: none"> All lessons in the unit are readily adaptable for a remote learning situation with use of video chat, video recorded instruction, or written instruction. Access to videos will require some advance preparation (e.g., finding “shareable” versions, pre-screening). BLMs facilitate discussion and can prompt reflection for student written or oral assessments.
Lesson 1 – Family as Explored in First Peoples Texts	Re	<ul style="list-style-type: none"> Minimal adaptation is required for remote learning.
Lesson 2 – It’s Both Complicated and Simple: Exploring Family with <i>Hank Williams First Nation</i>	Re	<ul style="list-style-type: none"> Remote-learning adaptation of the activity wherein students write and present a “deleted scene” from the movie could involve letting students submit <ul style="list-style-type: none"> manually created (drawn) storyboards “homemade” videos (e.g., created using the video app on a mobile device) work produced using on-line tools (e.g., Storyboard That).
Lesson 3 – <i>Only Drunks and Children Tell the Truth</i>	Re	<ul style="list-style-type: none"> Student discussions can be recorded with audio or video for submission or presented on a virtual platform. Post-Reading Activities are easily adapted to remote learning situations, as each student is required to write a response to a pre-written prompt

Unit/Lesson	Re/BI	Remote-learning Adaptation Possibilities
Lesson 4 – What Does the Kitchen Table Mean to You?	Re	<ul style="list-style-type: none"> • Distribute individual lines from the poem “Perhaps the World Ends Here” to 11 students, who are to present to the rest of the class on a virtual video chat platform. • Adaptations could also explore the poem individually or in small-group discussions on a virtual platform for group meetings. • Formative assessment suggests writing poems, which students can easily create in remote or blended settings.
Lesson 5 – “I Am My Grandmother”	Re	<ul style="list-style-type: none"> • For remote-learning adaptation, provide students with a print or virtual pdf copy of “I Am My Grandmother” from the <i>Strength and Struggle</i> anthology.
First Steps: Exploring Residential Schools and Reconciliation through Children’s Literature	Re	<ul style="list-style-type: none"> • The recommended resources (i.e., texts to be studied) in this unit will need to be available digitally in “shareable” form. • Students will need to have internet access in order to engage in the content of this unit.
Lesson 1 – What Was the Indian Residential School System?	Re	<ul style="list-style-type: none"> • See the recommendations provided in relation to the FNESC/FNSA resource <i>Indian Residential Schools and Reconciliation Teacher Resource Guide</i> for Grade 10.
Lesson 2 – Depictions of the Residential School System for Children	Re	<ul style="list-style-type: none"> • For remote learning, the five recommended picture books that depict the residential school system will need to be available to students in digital form. • Introduce each book, and have students choose one that they feel a connection with. Students could work in small groups, or individually using an online platform (e.g., Zoom, Microsoft Teams, Google Meet-Ups) that has functions to facilitate group work.
Lesson 3 – Where Are the Children?	Re	<ul style="list-style-type: none"> • Minimal adaptation is required for remote learning.
Lesson 4 – The Story of Chanie Wenjack	Re	<ul style="list-style-type: none"> • For remote learning, identified resources (i.e., the novella <i>Wenjack</i> by Joseph Boyden, <i>Secret Path</i> by Gord Downie) will need to be available digitally.
Further Steps toward Reconciliation: Understanding Residential Schools through Text	BI	<ul style="list-style-type: none"> • Although this unit can be delivered remotely through the use of video chat, video recorded instruction, or written instruction, several of the lessons (e.g., 3, 4, 6, 10) deal with sensitive material that may require preparing classes ahead of time (see <i>Dealing with Sensitive Topics</i>, p. 20 of the guide) – hence the blended-learning designation for this unit. During remote-learning activities, monitor and remain alert to any signs of topic-related distress among students. • Access to unit videos will require some advance preparation (e.g., finding “shareable” versions, pre-screening). • BLMs facilitate discussion and can prompt reflection for student written or oral assessments.
Lesson 1 – The Context of Residential School Policy	BI	<ul style="list-style-type: none"> • Minimal adaptation is required for remote learning.

Unit/Lesson	Re/BI	Remote-learning Adaptation Possibilities
Lesson 2 – Learning Beyond the Classroom: Shared Reading and Discussion	BI	<ul style="list-style-type: none"> • This lesson requires pre-planning to (virtually) connect students with selected members the community, school, or local First Nation who can usefully collaborate in discussions about current First Nations literature.
Lesson 3 – Indian Residential Schools: Voices of Historical Supporters	BI	<ul style="list-style-type: none"> • Undertake extra planning and preparation for remote learning situations – either a pre-recorded video or discussion on a video chat platform would support student understanding and engagement in the goals of the lesson. • Students can readily use BLM 4 – Historical Voices and BLM 6 – Reflection on Historical Voices for remote learning, given appropriate context setting and direction.
Lesson 4 – Indian Residential Schools: A Voice of a Survivor	BI	<ul style="list-style-type: none"> • Distribute copies of Rita Joe’s, “I Lost My Talk” or make the poem available online for remote learning. • The whole-class discussion questions could be adapted as individual worksheet or discussions could take place using a virtual platform for group meetings.
Lesson 5 – Indian Residential Schools: A Historical Voice of Opposition	BI	<ul style="list-style-type: none"> • For remote learning, make BLMs 5 and 6 available on a virtual platform or use pre-recorded video. Moderate online class discussions to provide needed support and direction.
Lesson 6 – Residential Schools Internationally: The Australian Experience	BI	<ul style="list-style-type: none"> • Plan to acquire a shareable copy of the film <i>Rabbit-Proof Fence</i> for students to view from remote learning settings. • Use a virtual platform for follow-up group discussion or distribute the reflection questions as an individual worksheet for students to record ideas from remote settings.
Lesson 7 – Propaganda and Public Opinion	BI	<ul style="list-style-type: none"> • Plan to acquire a shareable copy of the Canadian Residential School video so comparisons with the film <i>Rabbit-Proof Fence</i> can be undertaken in virtual discussions (e.g., small-group).
Lesson 8 – Apology for the Indian Residential Schools: A Survivor’s Voice	BI	<ul style="list-style-type: none"> • Plan to acquire a video copy of Prime Minister Harper’s apology for remote learning (i.e., from YouTube or another video download site). • Provide context-setting background information (see notes on p. 273 of the guide) or pre-record an introduction, as needed.
Lesson 9 – The Official Apology for the Indian Residential Schools	BI	<ul style="list-style-type: none"> • As an alternative to a Readers Theatre of the play, students can read independently and reflect through learning journal at home or “gather” online in small groups and record their discussions. • Adapt treatment of BLM 9 – Script Excerpts to align with other lesson adaptations (e.g., students can use the prompt lines to explore the feelings and intention of each phrase).

Unit/Lesson	Re/BI	Remote-learning Adaptation Possibilities
Lesson 10 – Intergenerational Trauma: Where the Blood Mixes	BI	<ul style="list-style-type: none"> Have students read Kevin Loring’s play <i>Where the Blood Mixes</i> independently or in small-group online gatherings. Adapt treatment of BLM 9 – Script Excerpts to align with other lesson adaptations (e.g., students can produce a written reflection on the intention and feelings of each line, or a recorded video of their response discussions).
Lesson 11 – Intergenerational Legacy: Multiple Perspectives	BI	<ul style="list-style-type: none"> Minimal adaptation is required.
Lesson 12 – What Is Reconciliation in Canada?	BI	<ul style="list-style-type: none"> Plan and facilitate discussions for remote learning settings, but direct students to write their own personal assignments based on the provided material.
Lesson 13 – How Do We Witness?	Re	<ul style="list-style-type: none"> Minimal adaptation is required. Both options for summative assessment can be easily adapted for remote-learning situations.
Relationships: Families, Friendships, Communities, and the Land	Re	<ul style="list-style-type: none"> Access to texts for this unit will require some advance preparation (e.g., finding “shareable” versions, prereading). BLMs facilitate discussion and can prompt reflection for student written or oral assessments.
Lesson 1 – A Local Focus: Quotations	Re	<ul style="list-style-type: none"> Minimal adaptation is required.
Lesson 2 – Relationship to the Land	Re	<ul style="list-style-type: none"> This optional lesson (designed to activate student awareness of their relationship with the land) can be easily adapted for remote learning (e.g., consider posting or emailing pictures of local environmental features for students to describe as being unique to their local area).
Lesson 3 – Literature Circles	Re	<ul style="list-style-type: none"> Minimal adaptation is required. BLM 3 – Reader Response Planning and BLM 4 – Reader Response Questions provide specific procedural and content-related material.
Lesson 4 – Literature Circles: Reading Activity	Re	<ul style="list-style-type: none"> Minimal adaptation is required. Consider using a video chat platform or pre-recorded audio or video submissions from students to monitor student progress.
Lesson 5 – Literature Circles: Character Write	Re	<ul style="list-style-type: none"> Minimal adaptation is required. BLM 5 – Character Write provides transferrable guidance.
Lesson 6 – Protecting Our Land	Re	<ul style="list-style-type: none"> Minimal adaptation is required. Use a video chat platform or have students prepare pre-recorded speeches to adapt the argument/debate part of the lesson for remote learning.
Lesson 7 – Interviewing a Family/Community Member	Re	<ul style="list-style-type: none"> Minimal adaptation is required.
Lesson 8 – Writing about Relationships	Re	<ul style="list-style-type: none"> BLM 2 – RAFT Writing Templates can be readily adapted. Both Summative Assessment ideas can be assigned for remote completion, with some adjustment of time allowance (pre-determine expectations with students). Use BLM 5 – Body Biography and BLM 6 – Concept Map Assignment.

Unit/Lesson	Re/BI	Remote-learning Adaptation Possibilities
Lost People	Re	<ul style="list-style-type: none"> Access to texts for this unit will require some advance preparation (e.g., finding “shareable” versions, pre-reading).
Lesson 1 – Literature Circles with Novels	Re	<ul style="list-style-type: none"> Although designed to be delivered over several classes, the literature circle can be easily adapted for remote learning. Digital communication suggestions are outlined in the lesson plan, and BLMs 1-3 provide usable support.
Lesson 2 – Feeling Lost, and then Found	Re	<ul style="list-style-type: none"> Arrange for student written responses to Dr. Jeannette Armstrong’s “Blue Against White” to be sharable on your virtual platform, and conduct peer feedback via discussion or by asking students to write feedback on (digital) copies of each other’s writing.
Lesson 3 – Feeling Lost within One’s Community	Re	<ul style="list-style-type: none"> The jigsaw activity can be facilitated through video chat. Consider having students come prepared with questions from their reader responses. A fishbowl-style on-line discussion is a possible adaptation for remote or blended learning. The extension suggestion, writing an essay-style response to discussion questions, is also viable with remote learning.
Lesson 4 – Lost People in Poetry	Re	<ul style="list-style-type: none"> Minimal adaptation is required for remote learning (e.g., plan for a video chat discussion; prepare pre-meeting reflection questions). Exit slips are easily adapted for remote learning.
Lesson 5 – Lost and Found	Re	<ul style="list-style-type: none"> Use a virtual chat platform to conduct the breakout group discussions or find a suitable alternative means of conducting the final reflection activity. Literary essay assignments can be completed and submitted remotely. BLMs to support the writing and feedback processes are available as part of the unit, “You Want Me to Write a What?” (see p. 328 in the guide).
“You Want Me to Write a What?” – The Literary Essay	Re	<ul style="list-style-type: none"> This unit uses Thomas King’s novel, <i>The Back of the Turtle</i>, as an exemplar and presents tools for writing a literary analysis essay. Any other literary text suitable for students at the Grade 11 or 12 level could also be used. Although unit learning tasks can be readily completed and submitted/shared via remote learning, the adaptation approach will need to address challenges of structuring learning groups and monitoring students’ participation and efforts.
Lesson 1 – Preparing Students to Write Formally by Writing Informally	Re	<ul style="list-style-type: none"> Minimal adaptation is required for remote learning.
Lesson 2 – Drafting the Essay	Re	<ul style="list-style-type: none"> Minimal adaptation is required for remote learning.
Lesson 3 – Peer Editing	Re	<ul style="list-style-type: none"> Minimal adaptation is required for remote learning.

Unit/Lesson	Re/Bl	Remote-learning Adaptation Possibilities
Yes, There Is Funny Stuff: Humour in First Peoples Literature	Bl	<ul style="list-style-type: none"> Recommended resources (i.e., texts examined in this unit) will need to be available digitally in “shareable” form for students to engage with the content and activities remotely.
Lesson 1 – Humour in Theatre	Bl	<ul style="list-style-type: none"> The group assignment that involves giving a live performance of one half of an act of the play <i>Only Drunks and Children Tell the Truth</i> by Drew Hayden Taylor cannot be undertaken via remote learning. It may be possible in a blended learning situation.
Lesson 2 – Humour in Film	Bl	<ul style="list-style-type: none"> This lesson focusses on the film, <i>Hank Williams First Nation</i>. Previewing activities and the response journal (while viewing) assignment are readily adaptable for remote learning. Although possible, the jigsaw activity (BLM 6) may be logistically difficult to manage in a remote learning environment – hence the recommendation that this part of the lesson be handled in a blended format.
Lesson 3 – Humour in Short Story	Re	<ul style="list-style-type: none"> Given a “shareable” digital version of the story “Yin Chin” by Lee Maracle, minimal adaptation is required to complete this lesson remotely.
Lesson 4 – Humour in Poetic Form	Re	<ul style="list-style-type: none"> Given “shareable” digital versions of poems identified for this lesson, minimal adaptation is required to complete it remotely.
Lesson 5 – Humour in the Essay	Re	<ul style="list-style-type: none"> Given “shareable” digital versions of the essays identified for this lesson, minimal adaptation is required to complete it remotely.
The Trickster: A Recurring Presence in First Peoples Literature	Re	<ul style="list-style-type: none"> Recommended resources (i.e., texts examined in this unit) will need to be available digitally in “shareable” form for students to engage with the content and activities remotely.
Lesson 1 – Who Is the Trickster?	Re	<ul style="list-style-type: none"> Although minimal adaptation is required to complete most of this lesson remotely, the suggested guest speaker component (inviting a local First Nations storyteller to tell a Trickster story) requires video conferencing capacity to “bring” this guest into your virtual classroom. Plans that include adaptation of appropriate local protocols for welcoming, interacting, thanking, acknowledging, etc. are also needed.
Lesson 2 – Concept Map of the Trickster	Re	<ul style="list-style-type: none"> Minimal adaptation is required for remote learning. Supplied Blackline Masters facilitate instruction, and BLM 4, Concept Map Criteria provides a starting point to co-create assessment criteria with students.
Lesson 3 – Trickster Jigsaw	Re	<ul style="list-style-type: none"> While jigsaw-type group work can be challenging to manage remotely, it is possible using a virtual platform that has functions for group work (e.g., Zoom, Microsoft Teams, or Google Meet-Ups).

Unit/Lesson	Re/BI	Remote-learning Adaptation Possibilities
The Trickster: A Hard Character to Pin Down	Re	<ul style="list-style-type: none"> Recommended resources (i.e., texts examined in this unit) will need to be available digitally in “shareable” form for students to engage with the material and activities remotely.
Lesson 1 – Introducing Trickster	Re	<ul style="list-style-type: none"> Minimal adaptation is required for remote learning. Consider incorporating concept mapping material from Lesson 2 of the preceding unit (The Trickster: A Recurring Presence in First Peoples Literature) to remotely address this topic if it is new to students.
Lesson 2 – Trickster in Traditional Stories: Nanabozho	Re	<ul style="list-style-type: none"> In a remote learning situation, consider revisiting self-assessment criteria for listening skills to emphasize the importance of these skills for engaging with traditional storytelling.
Lesson 3 – Trickster in Traditional Stories: Secwepemc Coyote Stories	Re	<ul style="list-style-type: none"> Given the establishment of a solid foundation in the previous two lessons, minimal adaptation is required for remote learning.
Lesson 4 – Trickster in Traditional Stories: Trickster as Transformer	Re	<ul style="list-style-type: none"> Given availability of an image of Bill Reid’s sculpture Raven and the First Men (p. 214 of <i>B.C. First Nations Studies</i>), minimal adaptation is required for remote learning.
Lesson 5 – Local Trickster Stories	Re	<ul style="list-style-type: none"> Although minimal adaptation is required to complete most of this lesson remotely, the suggested guest speaker component (inviting a local First Nations storyteller to tell a Trickster story) requires video conferencing capacity to “bring” this guest into your virtual classroom. Plans that include adaptation of appropriate local protocols for welcoming, interacting, thanking, acknowledging, etc. are also needed.
Lesson 6 – Trickster in Short Stories	Re	<ul style="list-style-type: none"> While jigsaw-type group work can be challenging to manage remotely, it is possible using a virtual platform that has functions for group work (e.g., Zoom, Microsoft Teams, or Google Meet-Ups). BLM 4, Trickster in Short Stories: Jigsaw Discussion Guide will also prove helpful in this regard.
Lesson 7 – Trickster in Poetry	Re	<ul style="list-style-type: none"> Use your preferred virtual platform (e.g., Zoom, Microsoft Teams, Google Meet-Ups) to remotely conduct group work and have students share/submit their oral presentations and visual representations.
Lesson 8 – Trickster in Essays	Re	<ul style="list-style-type: none"> Minimal adaptation is required for remote learning. Encourage students to integrate thinking from their previously completed concept maps into their summative multi-paragraph essays.

Unit/Lesson	Re/ BI	Remote-learning Adaptation Possibilities
Digital Trickster: The Complex Interaction of New Media and First Peoples	Re	<ul style="list-style-type: none"> Recommended resources (i.e., texts examined in this unit) will need to be available digitally in “shareable” form for students to engage with the material and activities remotely.
Lesson 1 – Participatory Culture: Changing Media	Re	<ul style="list-style-type: none"> Minimal adaptation is required for remote learning. Consider revisiting self-assessment criteria for group work skills to emphasize the importance of these skills for engaging and working collaboratively with others online. Provide students with the option of creating a digital learning journal.
Lesson 2 –Examining the Idea of Digital Citizenship	Re	<ul style="list-style-type: none"> Minimal adaptation is required for remote learning.
Lesson 3 – Language Warrior: Using Digital Media to Revitalize and Renew First Nations Lang	Re	<ul style="list-style-type: none"> Minimal adaptation is required for remote learning. Consider incorporating concept mapping material from Lesson 2 of the preceding unit (The Trickster: A Recurring Presence in First Peoples Literature) to remotely address this topic if needed. Emphasize that the overarching question to guide the creation of the concept map in this lesson is, “How is digital media being used to help revitalize First Nations languages?”
Lesson 4 – I Am Not a Costume: What Is the Difference between Appreciation and Appropriation?	Re	<ul style="list-style-type: none"> Minimal adaptation is required for remote learning. Although discussions can be facilitated using a virtual First Nations talking circle, plans that include adaptation of appropriate circle participation protocols for the online situation are an important aspect of any instructional preparation.
Lesson 5 – Representation and Misrepresentation	Re	<ul style="list-style-type: none"> Although this lesson will take multiple “classes” to complete, it can be readily adapted for remote learning.
Lesson 6 – Resistance and Social Activism	Re	<ul style="list-style-type: none"> Brainstorming, Likert scale activities, engagement with text, group discussion, research, and writing activities can all be undertaken remotely, with minimal adaptation. Use a preferred virtual platform to provide ongoing monitoring and support for remote learning activities.

CAREER JOURNEYS –
FIRST NATIONS CAREER ROLE MODELS

A Resource Book for Teachers

The FNEsc/FNSA Career Journeys First Nations Role Model Program is designed to raise the awareness of First Nations youth and their families about career possibilities, and to show examples of how to navigate education and training pathways to those careers. It is intended that the chief beneficiaries of the program will be intermediate and secondary-level First Nations students: its content is organized around the stories of 12 First Nations role models who represent success in a variety of careers.

The full suite of Career Journeys First Nations Role Model Program materials includes

- a set of classroom posters (these provide an initial stimulus to engage students’ interest and identify avenues for further exploration)
- a set of video interviews (these give details of what is involved in aspects of the careers and portray individual career path experiences)
- a *Parent & Student Guide* (students and their supporting family members should be encouraged to download this for themselves)
- the *Resource Book for Teachers* (this provides concise information to use with the posters and videos for each role model).

All of these *Career Journeys* materials can be accessed for download (or streaming, in the case of the videos) by visiting the FNEsc website <http://www.fnesc.ca/> and looking under the “Learning First Peoples” tab. Together, the materials provide an excellent opportunity for student-generated inquiry in a remote learning situation. To facilitate their use in this situation, the following preconditions would ideally be met:

- students have
 - an internet connection and access to a computer (desktop, laptop, or tablet)
 - the ability to access attachments sent via email or through electronic portfolios
 - access to video conferencing capacity that would enable them to contact professionals in fields that are of interest to them
- you, the teacher, have a chance to review all materials for yourself beforehand
- all participants have access to a virtual meeting platform (e.g., Zoom or Microsoft Teams) that enables students to
 - participate in class or group discussions
 - read, view, or listen to informational and explanatory resources (e.g., streamed video)
 - work with one another in pairs or groups
 - present findings or other work for formative or summative assessment.

Because *Career Journeys* is intended to help students explore career opportunities and planning for post-secondary education, it makes sense to use it with cohorts at the senior secondary levels, when students are likely to be most focused on their post-graduation plans. The material itself, however, is highly accessible and can be used with students at any grade from 7-12 who have not already had a chance to work with it. Grade-level adaptation may accordingly need to occur along with adaptation for remote learning.

Unit/Lesson	Re/BI	Remote-learning Adaptation Possibilities
Themes	Re	<ul style="list-style-type: none"> • Use a virtual meeting platform (e.g., Zoom or Microsoft Teams) along with the questions provided to have students identify and discuss themes found within the videos (career path, skills, family support, motivation and interest, and inspiration).

Unit/Lesson	Re/ BI	Remote-learning Adaptation Possibilities
Questions for Inquiry	Re	<ul style="list-style-type: none"> ● Have students watch a chosen video independently and respond to before, during, and after questions on their own, at each stage. ● As an alternative, use a virtual meeting platform (e.g., Zoom or Microsoft Teams) to have students answer questions before, during, and after viewing one or more of the videos together.
Using the Career Options Information	Re	<ul style="list-style-type: none"> ● Use a virtual meeting platform (e.g., Zoom or Microsoft Teams) to have students brainstorm other occupations in the career field. ● Have students independently <ul style="list-style-type: none"> – choose one of the profiled careers and research it using the supplied content and additional online resources – investigate one sample of post-secondary educational options in-depth.
Follow-up Activities	Re	<ul style="list-style-type: none"> ● Use available remote-learning technologies to have students <ul style="list-style-type: none"> – create a brochure that highlights a career or field of interests – interview an established working adult about their career (by email or virtually).