

Historical Groundwork of Intergenerational Trauma

<p>Resources used and possible concerns</p>	<p>https://www.ictinc.ca/blog/21-things-you-may-not-have-known-about-the-indian-act-</p> <p>This lesson uses the blog post “21 Things You Didn't Know about the Indian Act” and its hyperlinked articles, written by Bob Joseph, and the team at Indigenous Corporate Training Inc (founded by Bob Joseph)</p> <ul style="list-style-type: none"> - One potential concern is the author(s) of the hyperlinked articles, as only about half of the team at Indigenous Corporate Training Inc. is Indigenous. Many of the hyperlinked articles that students will be reading do not have clearly identified authorship, so they can only be attributed to the team as a whole and not a particular person.
<p>Author/creator and/or literature background</p>	<ul style="list-style-type: none"> - Bob Joseph is a Canadian Indigenous Person. He is an initiated member of the Hamatsa Society and has inherited a chief's seat in the Gayaxala (Thunderbird) clan, the first clan of the Gwawa'enuxw one of the 18 tribes that make up the Kwakwaka'wakw. (Indigenous Corporate Training Inc., n.d.). - Bob works with his company, Indigenous Corporate Training Inc., to improve Indigenous relations in a variety of settings, including large companies and governments. He has developed many training courses and lectured at numerous universities (Indigenous Corporate Training Inc., n.d.).
<p>UPE course connections</p>	<ul style="list-style-type: none"> - This lesson can be taught in two different courses within UPE: - EDUC 450 Diversity in Learning: Understanding the origins of the intergenerational trauma many Indigenous peoples face is integral for the contemporary Albertan teacher. Much of the struggles that Indigenous families face as they enter a school can be approached through the lens of the Indian Act. Indigenous learners are an important part of a diverse Albertan classroom and pre-service teachers must know more about the historical position of Indigenous peoples in Canada to begin to teach them. This lesson will help pre-service teachers to better understand the origins of the intergenerational trauma their students may be grappling with.

	<ul style="list-style-type: none"> - EDUC 525 Ethics and Law in Education: Many of the current stereotypes and struggles of Indigenous peoples in Canada can be traced back to the Indian Act. As a piece of Canadian law that not only affects and affected Indigenous relations within Canada, but especially the position of Indigenous peoples in education and how Indigenous children were treated, this lesson is important for pre-service teachers to experience so they gain a better understanding of their position in a political reality and history. This lesson will help pre-service teachers to better understand the origins of the intergenerational trauma their students may be grappling with.
<p>Materials</p>	<ul style="list-style-type: none"> - Internet connection - Devices to access internet for each group
<p>Rationale</p>	<p>Big idea: Through this lesson pre-service teachers will explore realities of the Indian Act not generally known by the average Canadian. By becoming more informed about the laws that Indigenous peoples have suffered under historically, pre-services teachers are more capable of responding to the Indigenous families they will meet throughout their career. In particular, pre-service teachers need to be prepared and go into being part of the institution of education and possibly being government employees aware of the past actions that accompany those.</p>
<p>Lesson/activities</p>	<ol style="list-style-type: none"> 1. Prior to class, pre-service teachers should read the main blog post “21 Things You May Not Have Known About The Indian Act” and the <i>Visions Journal</i> article “Intergenerational Trauma and Indigenous Healing” https://www.ictinc.ca/blog/21-things-you-may-not-have-known-about-the-indian-act- https://www.heretohelp.bc.ca/visions/indigenous-people-vol11/intergenerational-trauma-and-indigenous-healing 2. There are 11 additional hyperlinked articles with further details for the pre-service teachers to explore in class. Depending on the size of the class, groups can be formed where each group is in charge of reading one particular article. Topics covered include: women’s status, residential schools, creating reserves, renaming, restricted movement, enfranchisement, alcohol, band council, outlawing ceremonies, denying the right to

	<p>vote, and creating the permit system.</p> <ol style="list-style-type: none">3. Each group will read the article assigned to their group and create a brief synopsis to share with the rest of the class. This way, each pre-service teacher becomes an “expert” in one particular area, as well as having an overview of each topic. Naturally, pre-service teachers can read more of the content later if they wish.4. After the sharing is over, lead a whole class discussion around the following questions and prompts:<ul style="list-style-type: none">- What information was completely new to you?- How does this new knowledge about the Indian Act affect your perception of stereotypes you have heard about Indigenous peoples?- As a Canadian teacher, how do you see your role in Education is affected by the history and reality of the Indian Act?- What actions can you take to support students coming into your classroom with possible intergenerational trauma?
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Supporting Sources (APA):

Indigenous Corporate Training Inc. (n.d.). Bob Joseph - Indigenous Corporate Training Inc. President. Retrieved from <https://www.ictinc.ca/ict-team/bob-joseph>

Adams, E. (2016). Intergenerational Trauma and Indigenous Healing | Here to Help. *Visions Journal*, 11(4). Retrieved from <https://www.heretohelp.bc.ca>