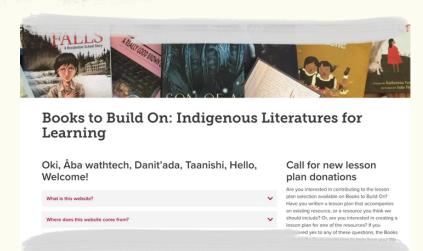
BOOKS TO BUILD ON

Teaching and earning Ideas

Thank you for downloading this Books to Build On Teaching and Learning "Seed" for you to plant in the garden of your professional practice! We are excited for you to use it in a good way to further Indigenous Education and reconciliation for you and your students. Please take them as inspiration and adapt them to your needs. See below for some important information.



These teaching and learning ideas originate from the Books to Build On: Indigenous Literatures for Learning website. Please check out the website, as well as the Indigenous Education resources at the Werklund School of Education, for more information on working with Indigenous literatures! We would love to hear your feedback on our educational materials! Please find our contact information on the website.

https://werklund.ucalgary.ca/teaching-learning/indigenous-literatures-learning

Open Education Resource



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> How do we engage with Indigenous literatures in teaching and learning?

By Erin Spring & Aubrey Hanson

"Starting with Story" allows us to centre Indigenous voices, knowledges, people, and experiences in our teaching and learning

Why do we believe in teaching and learning with Indigenous literatures? During our years of engagement with Indigenous knowledge systems, communities, literatures, and scholarship, we have come to know that stories are at the heart of our work. Stories embody communities and their ways of knowing, being, and doing in an appealing form—reaching the heart, not only the head. Stories are inherently relational, in that a teller and listener are drawn into relationship with each other and with the story being told. And because relationships call for mutual responsibility, storytelling as a mode of sharing knowledge draws people into reciprocal webs of connection. Stories are not just for entertainment; they are there to guide how we live our lives. Thomas King's oft-repeated line at the end of each chapter in the Truth about Stories lecture series is an illustration of this principle. King (2003) tells the reader that the story is "yours. Do with it what you will . . . But don't say in the years to come that you would have lived your life differently if only you had heard this story. You've heard it now" (p. 29). When deciding how to engage others in the work of Indigenous education, then, we believe in starting with story. We appreciate storytelling for how it respects Indigenous knowledge systems, ensures that knowledge remains rooted in context, and emphasizes the value of personal voice and collective listening. Stories are a key way into relational work in education.

Social responsibility is at the heart of our work, we are working for better futures

Teaching and learning with Indigenous literatures is part of the broader work of Indigenous Education. We believe that work in education must be socially responsible and committed to communities. Significant social impact is being created by the process of reconciliation and with Indigenous-focused teaching and learning happening across the country. We see our task as working to nourish Indigenous communities and knowledge systems, while challenging racism and colonialism. This work is also about fostering open and reciprocal relationships between Indigenous and non-Indigenous peoples. This call for social responsibility informs our collaborations in the Books to Build On project.

Historical Groundwork of Intergenerational Trauma

Resources used and possible concerns	https://www.ictinc.ca/blog/21-things-you-may-not-have-known-about-the-indian-act- 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) - 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.
Author/creator and/or literature background	 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.).
UPE course connections	 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.

	- 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.
Materials	Internet connectionDevices to access internet for each group
Rationale	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.
Lesson/activities	 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 Visions Journal article "Intergenerational Trauma and Indigenous Healing"

- vote, and creating the permit system.
- 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:
 - 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?

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

Interested in learning more? Resources for additional reading:

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- Truth and Reconciliation Commission of Canada. (2015). Truth and reconciliation commission of Canada: Calls to action.