

Becoming a Culturally Sensitive Teacher.
Teaching Indigenous Students; Analysing the loss of
identity and effects of intergenerational trauma in
Pokiak-Fenton's *Fatty Legs*.

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Resources	Fatty Legs by Christy Jordan-Fenton and Margaret Pokiak-Fenton
Supporting Resources	<p>Survivor Parts 1 & 2- https://www.youtube.com/watch?v=r4gBwADGnWs&list=PLcoeO2xETPon2Ej2v3cKbsHU92ZVcYNjB</p> <p>What matters in Indigenous education: Implementing a Vision Committed to Holism, Diversity and Engagement. https://peopleforeducation.ca/report/what-matters-in-indigenous-education/</p>
Author/Creator and/or literature background	<p>Margaret (Olemaun) Pokiak-Fenton: Margaret's work comes from a first person perspective and educates on Indigenous identity, citizenship and culture. She is an Inuvialuit Residential School Survivor who attended the Aklavik Residential School and worked for the Hudson's Bay company in Tuktoyaktuk. Margaret is an activist and country wide public speaker who shares her resilience and traditional Inuvialuit culture (Pokiak-Fenton 5). She is also the author of <i>Fatty Legs, Not my Girl, A Stranger at Home</i> and <i>When I was Eight</i>.</p> <p>Christy Jordan-Fenton: Christy is the daughter of a residential school survivor and the daughter-in-law of co-author Margaret Pokiak-Fenton. She is a former teacher of reclaiming cultural identity, meaningful action when working towards reconciliation and healing through stories. She is currently working as an Indigenous rights activist and Author (Pokiak-Fenton 5).</p>
UPE Course Connections	EDUC 427 STEM: This book provides in immense detail the migration process of the Inuvialuit people and how they followed the ice melt for food and shelter. Their

	<p>traditional ways of knowing can be used to create a foundational knowledge of nature and the biography of their traditional lands. Also, can provide insight into adaptations, and differences in clothing, food, and animals hunted in order to survive in different geographical locations.</p> <p>EDUC 435- Literacy, Language and Culture: This book provides a great avenue for literacy circles in both the 'Facilitations' in EDUC 435 and the K-12 classroom. <i>Fatty Legs</i> provides an avenue for creating deep connections, enriching vocabulary, creating discussions on the topic and critical thinking when working with literature and movements towards reconciliation.</p> <p>EDUC 450- Diversity in Learning: Developing a deeper understanding of Indigenous students, their history and their challenges with intergenerational trauma. Creating an inclusive learning environment which allows students to celebrate their traditional culture and ways of knowing and encouraging a positive classroom and outlook on modern schools. By allowing students the opportunity to see themselves represented in the classroom through, Indigenous art work, literature and guest speakers, we can create a more inclusive, diverse and respectful learning environment. Understanding the social constructs of racisms and adapting our teaching practice to address racism will encourage an inclusive and kind school, classroom, and learning environment.</p>
<p>K-12 Connection</p>	<p>Appropriate Grades- (7-12) Margaret Pokiak-Fentons story of <i>Fatty Legs</i> can be beautifully incorporated into the Alberta Program of Studies. The Social Studies curriculum provides students with the learning opportunity that contributes to the development of understanding of identity of Indigenous peoples and Students. As well, it provides an insight into Canadian history for all grades and European explorers and settlers (gr 7). English Language Arts- (appropriate for grade 6) Students are able to honor and value the traditions, concepts and symbols that are the expression of their identity. It also develops the student's understanding of reconciliation and allows them to become active and responsible treaty peoples in the community. Students can begin to analyze parts of speech, point of view and mood in literature.</p>

	<p>Finally, this book provides, with great detail, a chance for students to study the geographical location of each territory and treaty land in Canada. They can follow the migration of not only animals but also the Indigenous people during the different seasons in their search for warmth and food. It allows students to question and understand how people used to live before colonization and understand the challenges faced by the Indigenous peoples with the arrival of the settlers.</p>
<p>Materials</p>	<p>Fatty Legs book Poster/chart paper for each group</p>
<p>Rationale</p>	<p>*This lesson plan was created with deliverance in EDUC 450 in mind*</p> <p>The purpose of this lesson is to encourage Pre-Service teachers to become culturally sensitive educators and create inclusive and positive learning environments for all students, especially Indigenous students. Pre-Service teachers should have a growing understanding of Residential schools and their impact on the modern schooling system, as well as, the implications of generational trauma on students with residential school surviving family members. . Through the analysis of Fatty Legs, we can begin to understand the intergenerational trauma and the negative and traumatic perspective often shared by the Indigenous communities. The Aboriginal Education Research Centre of Canada states that in order to plan for Aboriginal children in the classroom, an understanding of the beliefs held by the Aboriginal community in regard to schooling needs to be shared. Indigenous pedagogy continues to be examined and shared by a variety of institutes and Aboriginal scholars (P.1, 2016). Likewise, Pamela Toulouse in her book, Truth and Reconciliation in Canadian Schools explains her perspective in saying “we need an educational environment that honors the culture and worldview of the Aboriginal Student. Aboriginal children need to see themselves in the literature presented in the classroom; history, origins and culture (P.12, 2017). As educators in Alberta, Canada and teaching on Treaty seven land, we have a responsibility to research and present authentic knowledge and information to our students. When teaching Indigenous history and culture, books like Fatty</p>

	<p>Legs are a great tool to have in the classroom that provide first hand and authentic perspectives to students. They are honorable ways for non-Indigenous people to share Indigenous history in an authentic, valued and respectful manner.</p>
<p>Lesson Ideas/Activities</p>	<p><i>*This Lesson plan is intended with Pre-Service teachers having already read the novel as well as made connections with the pre reading article and video, both listed in the supporting sources.</i></p> <p>1.) After a pre-learning lesson on the implications of Residential Schools on survivors and their family members, students should be encouraged to create a discussion and dialogue of their learning after reading the novel. Pre-Service teachers should begin to document effects of trauma noticed in the book. They should start to create a chart of first hand trauma with a column for intergenerational trauma to discuss further in the lesson. Situations to notice and questions to discuss may include:</p> <ul style="list-style-type: none">- What life long implications might Margaret experience when her mother referred to her as “not my girl” (pg. 45) upon her return from residential school?- With Margaret’s mother calling her (Olemaun) “not my girl”, how does this reflect the loss of identity and culture experienced by Residential School Survivors?- Why does Margaret say children were “plucked (p. 20)” from their homes. What does her word choice indicate on the removal of children from their communities? How does this metaphor solidify our understanding of Residential Schools?- How might Margaret’s experiences reflect on her children’s perspective of attending school in the 2000’s?- Upon Margarets return, she can no longer stomach the smell of her community's whale blubber snack. What does this tell us about the acts of attempted assimilation of the Indigenous peoples by the

Residential School staff?

2.) After completion of activity one, Pre-Service teachers should turn their attention to column two. They should begin to imagine that they have students in their classes whose grandparents or great grandparents may have had experiences similar to Margaret's.

- How do the experiences of their family members as residential schools survivors shift their point of view on modern day schooling?
- How would you engage with Indigenous parents who may have hesitations enrolling their children in 'schools'?
- How can we connect and build relationships with Indigenous students?
- In what ways does the Raven cause trauma to Olemaun? How can we begin to notice and eliminate similar behaviours in our practice?
- How can we engage in Professional Development opportunities with our colleagues to continue our ongoing learning with creating culturally sensitive classrooms?

3.) Activity three encourages Pre-Service teachers to begin brainstorming ideas in which they can create inclusive learning environments for their Indigenous students. How can we use these stories shared by Olemaun to inform us of our practice and how we can illuminate the Indigenous culture for students to be seen? Ideas may include:

- Celebrating and Noticing Orange shirt day
- Having Indigenous literature showcased in our classroom libraries as well as in our everyday practice.
- School communities could participate in and encourage events such as "Rock your Mocs Day". Understanding the history behind the footwear and why they are important to the Indigenous communities. Students can also be encouraged to create their own paper moccasins or study an important elder who specializes in their creation.

- Encouraging the use of Indigenous languages in our practice. Greeting students at the door with “Oki (Blackfoot greeting)” as well as “hello” or “hola” “bonjour” etc.
- Sharing our knowledge with our colleagues
- Attending PD sessions delivered by the ATA
- Encouraging continuous discussions with students to enhance and deepen their critical thinking skills when discussing reconciliation.
- Encouraging students to become active treaty members. Exploring local Indigenous communities and cultures.
 - Inviting Knowledge Keepers and Elders into the discussion and into our classrooms.
- Creating a Reconciliation bulletin board in the school to encourage students to create ideas about how they can become inclusive treaty members and their next steps in reconciliation.

Extension Activity:

The novel “ A Stranger at Home” is a sequel to the novel Fatty Legs, also written by MArgareet Pokiak-Fenton. Pre-Service teachers are encouraged to read the second book in the series to gain a deeper understanding of the implications and loss of identity faced by Residential School Survivors.

This discussion can be submitted as a group “resource booklet” for assessment purposes. Pre-Service teachers could compile resources and reconciliation ideas that can be shared with their practicum schools to encourage positive discussions and share their learning with their colleagues.

Pre-Service teachers could also engage in Professional Development presentations to faculty members, or offer their own understanding as PD at their practicum

	schools.
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Sources:

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