

Title: Relationships

<i>Resources used and possible concerns</i>	<i>Dwayne Donald: On What Terms Can We Speak?</i> (Donald, 2010) https://vimeo.com/15264558
Author/creator and/or literature background	<p>Dwayne Donald:</p> <ul style="list-style-type: none"> • A descendant of the amiskwaciwiiniwak and the Papaschase Cree • Donald's work at the University of Alberta focuses on Indigenous philosophies. • Committed to “research that attends to place and story as these are remembered and enacted by Plains Cree and Blackfoot peoples today” (University of Alberta, 2020, para. 6) • Particularly interested in “promoting a particular kind of ecological imagination that would encourage Canadians to rethink, reframe, and reimagine the places that they call home and, by extension, reimagine their relationships with Aboriginal peoples” (University of Alberta, 2020, para. 6) • Education - Bachelor of Arts (Alberta), Bachelor of Education (Calgary), Master of Education (Lethbridge), and Ph.D. (Alberta). His Master’s thesis work at the University of Lethbridge was done under the supervision of Dr. Cynthia Chambers (University of Edmonton, 2020)
UPE course connections (not exhaustive)	<ul style="list-style-type: none"> • EDUC 450 Diversity in Learning: Donald’s lecture would be a great resource to use in this course during the week that aboriginality is discussed because it provides an example of the concerns pre-service teachers will face and need to address in Alberta. In addition, this is another example of a lesson that could be used as an exemplar of a social justice lesson plan in the EDUC 450 course. This plan addresses key concepts from the readings, such as oppression, racism, and aboriginality. Providing a number of examples for that task could further assist pre-service teachers with understanding how they can work toward “building a more just and caring society that is appreciative of diversity” with the lessons they create (Werklund School of Education, 2018, p.1). • EDUC 535 Specialization II - Social Studies: This lesson plan uses the Duhamel (2018) article that has

	<p>been discussed in EDUC 535 to support the teaching of Indigenous perspectives. It also provides an example of how we can avoid teaching those perspectives in ways that are superficial with the aid of authentic resources such as Dwayne Donald's lecture. Therefore, both the lecture and a plan such as this could be included in EDUC 535 to further address ways in which pre-service teachers can adequately address Indigenous content in a social studies classroom because it could be used there as well as the Media and Video class it is intended for.</p> <ul style="list-style-type: none"> ● EDUC 530 Indigenous Education: While this resource is already used to address the role pre-service teachers have in bringing Indigenous perspectives into the classroom in EDUC 530, this lesson plan also shows how relevant parts of that message can also be taken into a secondary classroom so that students there can begin to explore their answers to the issues that this video presents. Hence, this resource could also be used as a resource to be evaluated for use in the classroom in EDUC 530.
K-12 connection	<p>This lesson is being used for an option course called Media and Video 9 as part of a unit about documentaries. It could also be used to address outcomes in:</p> <ul style="list-style-type: none"> ● Social Studies 10-1 (2). <ul style="list-style-type: none"> ○ To what extent should contemporary society respond to the legacies of historical globalization? (Alberta Education, 2007, p. 21) <ul style="list-style-type: none"> ■ Specific outcome: 2.11 analyze contemporary global issues that have origins in policies and practices of post-colonial governments in Canada and other locations (consequences of residential schools, social impact on Indigenous peoples, loss of Indigenous languages, civil strife) (Alberta Education, 2007, p. 22) ● ELA at grades 7-9 to address outcomes such as: <ul style="list-style-type: none"> ■ 1.1 Discover and Explore; Express Ideas and Develop Understanding; ■ 1.2 Clarify and Extend: Consider the ideas of Others; ■ 2.2 Respond to Texts: Experience a

	<p>Variety of Texts (Alberta Education,2000)</p>
Materials	<p>Smartboard (or screen to play lecture) Video cameras (cell phones can also be used if allowed in your school) Computers for completing the documentary</p>
Rationale	<p>Big idea: How can everyone assist in repairing the relationships that were intended in the Treaties?</p> <p>Purpose: This lesson uses excerpts from Donald's (2010) lecture, <i>On What Terms Can We Speak?</i> to introduce students to the issues that need to be addressed as we move toward reconciliation. In Donald's (2010) lecture at the University of Lethbridge, he discusses the importance of repairing the intended relationships, in addition to explaining the issues that have and are still occurring due to misconceptions regarding the influence of culture, and ways in which he envisions repairing the relationships. This plan would then allow students the opportunity to explore different ways in which they can imagine repairing the intended relationships, as Donald explains are required to move forward. Discussing what it means to be an ally to Indigenous communities, as explained by Dr. Lynn Gehl (n.d.) in the Ally Bill of Responsibilities document, may also be useful in assisting students with this task. This task will, hopefully, encourage students to research the positive contributions that Indigenous peoples and cultures have made to Canada, as well as acquire a better understanding of their own worldviews and culture and what role that plays in repairing the intended relationships.</p> <p>Providing the students with the opportunity to hear parts of Donald's (2010) lecture, and then speak with an Elder provides authenticity to the project, and hopefully, will aid students with better understanding the importance of the question and their solutions. Please ensure you contact your district Indigenous team or school board to inquire as to which Elder you may be able to contact, prior to reaching out, and to ensure you follow the proper protocols.</p>
Lesson/activities	<ol style="list-style-type: none"> 1. Day one: Start with a discussion about Treaties, asking students what they know about them. 2. Provide an explanation of the Treaties' original intention using excerpts from the article, Gakina Gidagwi'igoomin

	<p>Anishianaabewiyang: We are all treaty people (Duhamel, 2018).</p> <ol style="list-style-type: none">3. Play parts of <i>On What Terms Can We Speak?</i> (Donald, 2016) to assist students with understanding the issues that are occurring, and the role we all play in trying to move toward reconciliation. Discuss each excerpt after they are played to gather the students' comprehension of what is being discussed (Appendix A).4. Discuss the intent of the TRC: Calls to Action (2015) to further assist the students with understanding their aim.5. Explain the intent of the performance task that students will be completing, which is to shoot a mini-documentary answering the question: How can we repair the relationships that were intended in the Treaties?6. Review the lesson the students had on documentaries, discuss what they are, and make a good one.7. Have students brainstorm using the Graffiti process as described in Our Words, our Ways (Alberta Education, 2017, p. 95). Begin each page with some examples you have already provided, such as learning more about Indigenous worldviews and what can be gained from that knowledge, positive contributions made by Indigenous peoples in Canada, or education, and ask students to elaborate or come up with their ideas on a blank sheet. Before students start brainstorming, remind them to be respectful and mindful of cultural appropriation, explain what that is and provide a definition.8. Conduct a whole-class discussion to share some of the ideas and ways the groups may want to proceed. Inform the class that groups will set, and they will begin storyboarding their documentary in the next class so they will want to think about which one of their ideas they will want to proceed with. A Google form could assist with group selection by having students list the ideas they may like to explore to answer the question and then grouping students with similar answers.9. Inform students that they will have the chance to discuss Treaties with an Indigenous Elder on Day three and that they should start to think about a question they may want to ask if they have the opportunity, so their ideas can be discussed in the next class, and a list of questions can be compiled.
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	<ol style="list-style-type: none">10. Start the next class by reviewing the intention of the documentaries the students will be creating.11. Set groups and ask students to discuss the question they might like to ask the Elder with their group after he/she shares their understanding of local Treaties. Before they begin, remind them about the protocols that will need to be observed when they meet with the Elder, and that there may not be time for all of the questions, a small list will be compiled by the class after the groups meet. Information regarding Elder protocol can be accessed on the Walking Together website.12. After the list of questions is compiled, groups can then discuss how they want to answer the question, and begin storyboarding their documentary (explain storyboarding if this is new to the class).13. At the end of class, review Elder protocols again to prepare for a visit the next day.14. Following protocols, meet with the Elder. It would be helpful if the Elder would permit the meeting to be recorded for use in the documentaries, but that would have to be discussed and agreed upon before the meeting.15. After the visit from the Elder, the students would then complete their documentaries with the assistance of the teacher. The teacher may also wish to view them in class so that all of the students can gain insight into a variety of possible solutions to the question. Note: It is important that students reference all of the information or art they present, to ensure that credit is given to the speakers, authors, or artists.
Content Creator Biography	<p>I am a graduate of the Olds College Fashion Merchandising program with a major in apparel production who worked for 23 years in that field before entering the Community-based Bachelor of Education program with the University of Calgary in 2016. I am excited to begin my new career this fall, teaching the CTF/CTS programs for Home Economics and Fashion in my small community, which has been my dream since graduating from Olds. I hope to bring my experience as a mother, volunteer, tailor, and small business owner, as well as the knowledge and experience I have attained during my studies with the Werklund School of Education, into the classroom this fall to address the needs of my students successfully.</p>

Supporting Sources (APA):

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<https://apps.ualberta.ca/directory/person/ddonald#:~:text=Dwayne%20Donald%20was%20born%20and,descendent%20of%20the%20Papaschase%20Cree.&text=Dwayne's%20career%20as%20an%20educator,Association%20while%20living%20in%20Nairobi.>

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Appendix A

Recommended excerpts from *On What Terms Can We Speak?* (Donald, 2010) for use in this task:

0 - 0:35 - Introduction

5:38 - 9:55 - Discusses Aboriginal-Canadian relations

9:56 - 12:40 - Location of the U of A and the connection to Treaty 6 and the Papaschase Cree

20:10 - 23:00 - Discussion about culture, both Indigenous and Canadian

23:00 25:08 - Issues created by the separation and exclusion of different groups created by the Forts built and maintained in Canada

29:26 - 31:10 - The issues created by the posters encouraging the settlement of the West

31:00 - 33:40 - A discussion about a relevant conversation held in 1550

34:38 - 36:09 - A current example of the relationships that exist and why they need to be repaired.

36:10 - 42:30 - Explanation of what Donald believes is the answer to repairing the relationships intended in the Treaties.