



# Indigenous Education Cultural Activities

Central Okanagan, School District No. 23

These presentations are from a local *First Nations perspective*. Some are seasonal and most are grade specific. All supplies are provided for designated activities.

*(Please note: All presentations demonstrate "cultural and social awareness" as in the Career Education K-9 Curriculum. The italics reference the curriculum in different Areas of Learning.)*

## Grade 6

**Traditional Resource Management** (*Social Studies: Economic policies and resource management, including effects on indigenous peoples; economic self-interest can be a significant cause of conflict.*) The traditional management of resources by the Okanagan people is explained and compared to modern resource management and global issues. See WFN Heritage Museum info.

**Stereotyping / Medicine Wheel** (*Social Studies: Media technologies and coverage of current events / Physical and Health Education: Identify, apply, and reflect on strategies used to pursue personal healthy-living goals. Arts: Interpret and communicate ideas using symbols and elements to express meaning.*) Discussion on how various media affects perceptions of First Peoples and often leads to misunderstandings, and the traditional teachings about the Medicine Wheel. This symbol represents the foundational belief of Indigenous culture. The lesson centers on the physical, intellectual, emotional, spiritual aspects, how to bring ourselves into balance as well as incorporating that all things are interrelated.

**Indigenous Plants** (*Social Studies: the urbanization and migration of people; resource management including effects on indigenous people.*)

Students explore local plants and their traditional uses in either an outdoor ethno walk (**seasonal field trip recommended**) or an indoor presentation.

**Traditional Storytelling / (Captikw)** (*English Language Arts: Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view. Social Studies: global poverty and inequality issues, including class structure and gender.*)

The importance of Oral history and traditional stories with a focus on different responsibilities is shared, using the Okanagan legend "How Turtle Set the Animals Free".

**Traditional Beading / Sewing** (*Arts: traditional and contemporary Aboriginal arts and arts-making processes.*)

Applied animals – Information on the importance of animals and their characteristics in Aboriginal life. Students pick an animal to represent their own character and sew the edges onto a piece of fabric.

**Traditional Drumming** (*Arts: traditional and contemporary Aboriginal arts and arts-making processes.*)

Students are given the opportunity to use rattles and hand drums to explore different Okanagan Songs. They are introduced to following protocols and demonstrating respect while using the drum. **Not available at this time.**

**Traditional Dancing** (*Arts: traditional and contemporary Aboriginal arts and arts-making processes.*)

Various types of regalia and dance steps, along with the importance of traditional dancing is demonstrated

**Traditional Games** (*Physical Education: proper technique for fundamental movement skills.*)

In a gym or outside, various games are explained and played that are used to develop specific strengths, or the teacher can request the focus to be solely on Traditional Stick Games. **Call to discuss options.**



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## Grade 7

**Indigenous Plants** (*Social Studies: Geographical conditions shape the emergence of civilizations.*)

An explanation of how plants and Aboriginal peoples interact, with either a Power Point presentation of seasonal walk-about (field trip recommended) to identify and explain the various uses of local plants.

**Medicine Wheel** (*Physical Education: Healthy choices influence our physical, emotional, and mental well-being.*)

The traditional teachings about the Medicine Wheel, the symbol representing the foundational belief of Indigenous culture. The lesson centers on the physical, intellectual, emotional, spiritual aspects, how to bring ourselves into balance as well as incorporating that all things are interrelated. Students create a hands-on activity to extend the symbolic meaning.

**Traditional Storytelling / (Captikw)** (*English Language Arts: Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view. Social Studies: origins, core beliefs, narratives, practices, and influences of religions, including indigenous to the Americas.*)

The importance of Oral history and traditional stories with a focus on origins, core beliefs and social structures. Can be focused on teacher – specified outcomes.

**Traditional Beading / Sewing** (*Arts: traditional and contemporary Aboriginal arts and arts-making processes.*)

Personal Pouches - A hands-on sewing and beading activity creating a leather 'necklace' pouch that includes an informational session on the Medicine Wheel and the use of the Medicine bag.

**Traditional Drumming** (*Social Studies: Core beliefs and practices of one indigenous people. Arts: traditional and contemporary Aboriginal arts and arts-making processes.*)

Students are given the opportunity to use rattles and hand drums to explore different Okanagan Songs. They are introduced to following protocols and demonstrating respect while using the drum. **Not available at this time.**

**Traditional Dancing** (*Social Studies: Core beliefs and practices of one indigenous people. Arts: traditional and contemporary Aboriginal arts and arts-making processes.*)

Various types of regalia and dance steps, along with the importance of traditional dancing in demonstrated and discussed.

**Traditional Games** (*Physical Education: proper technique for fundamental movement skills, including non-locomotor, locomotor and manipulative skills.*)

In a gym or outside, various games are explained and played that are used to develop specific strengths, or the teacher can request the focus to be solely on Traditional Stick Games. **Call to discuss options.**



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## Grade 8

**Colonization - Blanket Exercise** *(Social Studies: past discriminatory government policies and actions.)* An interactive activity that visually represents the colonial effects of the Canadian Government on First Nations Peoples. **Not offered at this time.**

**Indigenous Communities** *(Social Studies: Social, political and economic systems and structures of an indigenous civilization.)*

Components of a traditional and a contemporary Okanagan community are discussed, including governmental issues. Question and answer period follows. WFN Heritage Museum also meets curriculum.

### **Indigenous Plants - Ethnobotany**

An explanation of how plants and Aboriginal peoples interact, with a walk-about to identify and explain the various uses of local plants. Seasonal Field trip optional.

**Medicine Wheel** *(Arts: traditional and contemporary Aboriginal arts and arts-making processes.)*

The traditional teachings about the Medicine Wheel, the symbol representing the foundational belief of Indigenous culture. The lesson centers on the physical, intellectual, emotional, spiritual aspects, how to bring ourselves into balance as well as incorporating that all things are interrelated. Students may bead a bracelet to extend the symbolic meaning.

**Traditional Storytelling / (Captikw)** *(English Language Arts: Recognize the validity of First Peoples oral tradition for a range of purposes.)*

The importance of Oral history and traditional stories with a focus on origins, core beliefs and social structures. Can be focused on teacher – specified outcomes.

**Traditional Beading / Sewing** *(Arts: traditional and contemporary Aboriginal arts & arts-making processes.)*

Beaded necklace - A beading activity using beads and rope with an informational session about the role of trade, the materials, and usage, with an emphasis on patterning.

**Traditional Drumming** *(Arts: traditional and contemporary Aboriginal arts & arts-making processes.)*

Students are given the opportunity to use rattles and hand drums to explore different Okanagan Songs. They are introduced to following protocols and demonstrating respect while using the drum. **Not available at this time.**

**Traditional Dancing** *(Arts: traditional and contemporary Aboriginal arts & arts-making processes.)*

Various types of regalia and dance steps, along with the importance of traditional dancing in demonstrated and discussed.

**Traditional Games** *(Physical Education: proper technique for fundamental movement skills, including non-locomotor, locomotor and manipulative skills.)*

In a gym or outside, various games are explained and played that are used to develop specific strengths, or the teacher can request the focus to be solely on Traditional Stick Games. **Call to discuss options.**



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### Grade 9

**Environment: Fishing - Salmon** *(In what ways has colonization made life better or worse? For whom?)*  
Traditional fishing implements introduced versus modern methods of fishing. Salmon ceremony discussed. Students to draw conclusions on how fishing techniques impact our natural resources. Field Trip – to Hall's Rd pond optional. WFN Museum can also provide a tour

**Colonization - Blanket Exercise** *(Social Studies: past discriminatory government policies and actions.)* An interactive activity that visually represents the colonial effects of the Canadian Government on First Nations Peoples. **Not offered at this time.**

**Indigenous Plants - Ethnobotany** *(Human and environmental factors shape changes in population and living standards.)* An explanation of how plants and Indigenous peoples interact, with identification and explanations of the various uses of local plants. Seasonal Field trip recommended.

**Medicine Wheel** *(economic interdependence; complex global problems require international cooperation)*  
The traditional teachings about the Medicine Wheel, the symbol representing the foundational belief of Aboriginal culture. The lesson centers on the physical, intellectual, emotional, spiritual aspects, how to bring ourselves into balance as well as incorporating that all things are interrelated. Students create a hands-on activity to extend the symbolic meaning.

**Traditional Storytelling / (Captikw)** *(Origins, core beliefs, narratives of indigenous people.)*  
The importance of Oral history and traditional stories with a focus on origins, core beliefs and social structures. Can be focused on teacher – specified outcomes.

**Traditional Beading / Sewing** *(the continuing effects of colonialism on indigenous Peoples)*  
Beaded Pendant - Students will learn a few different types of embroidery beading using small beads to create a pendant with cultural information about this tradition and its uses.

**Traditional Drumming** *(Core beliefs and practices of one indigenous people)*  
Sitting in a circle, students learn the Okanagan anthem using call back, along with the protocols, respect of and beating of the hand drums. **Not available at this time.**

**Traditional Dancing** *(Core beliefs and practices of one indigenous people)*  
Students experience different dance steps in this participation based presentation. Various types of movements and regalia are demonstrated.

**Traditional Games** *(Cultural characteristics and ways of life of local First Peoples)*  
In a gym or outside, various games are explained and played that are used to develop specific strengths, or the teacher can request the focus to be solely on Traditional Stick Games. **Call to discuss options.**