

Welcome to Embedding Aboriginal Education in the PYP

Part 2

Looking at Terminology

The Good

The Bad

The Indifferent

Respectful IB Communicators

Aboriginal Peoples

"From the beginning"

Term used in Canada

First Peoples } not legal term but still used
First Nations }

Native → old term

Indians → People from India

Native Indian } Term used in the USA
Native American }

Eskimo means "raw fish eater"

Inuit means "the people"

Indigenous Peoples

"native to the area"

Term used internationally

Term used by the United Nations

Best terms to use:

★ Specific (tribe name, Nation, group)

★ Respectful


★ What they would like to be called

For example: Coast Salish, Maori

Terminology

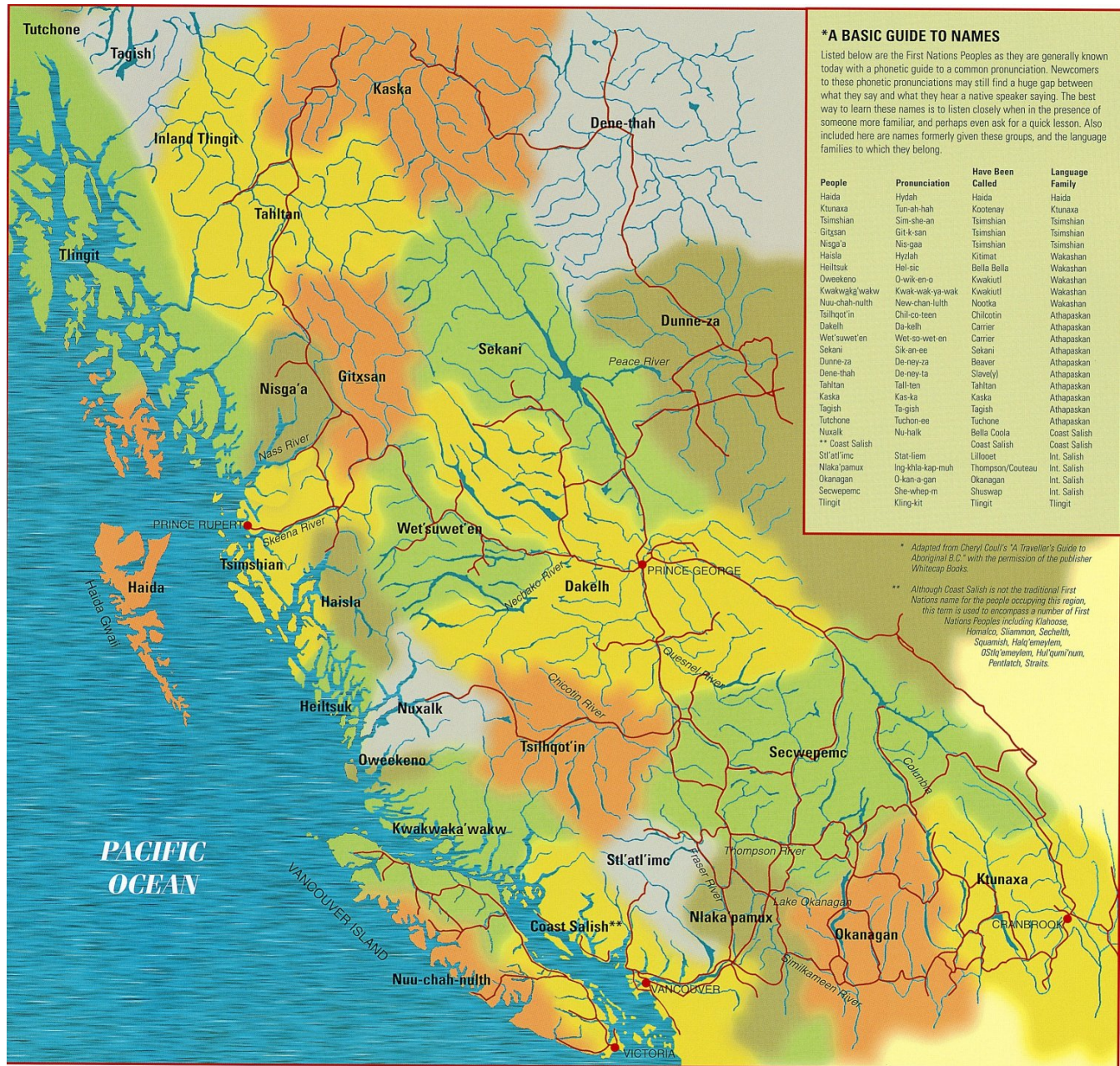
The term *First Peoples* refers to Aboriginal (First Nations, Métis, and Inuit) peoples in Canada, as well as to indigenous peoples around the world.

- **Aboriginal:** a term defined in the Constitution Act of 1982 that refers to all indigenous people in Canada, including status and non-status “Indians” (as identified by the *Indian Act*), Métis, and Inuit people.
- **First Nations:** the self-determined political and organizational unit of the Aboriginal community that has the power to negotiate, on a government-to-government basis, with BC and Canada.
- **Métis:** a person of French and Aboriginal ancestry belonging to or descended from the people who established themselves in the Red, Assiniboine, and Saskatchewan river valleys during the nineteenth century, forming a cultural group distinct from both European and Aboriginal peoples.
- **Inuit:** Aboriginal peoples whose origins are different from people known as “North American Indians.” The Inuit generally live in northern Canada and Alaska. Inuit has, in recent years, replaced the term Eskimo.

 Students may sometimes encounter outdated terms such as “Native,” “Eskimo,” or “Indian” in relation to First Peoples. Where appropriate, use these as opportunities to teach the appropriate terms and the value of inclusive, respectful language.

*** The message we received was the importance of localization and working with community: Squamish nation**

First Nation Peoples of British Columbia



A Few of Our Go To Sources

Sensitivities

- Grade and age appropriate
- Self-care (everyone is at a different place in their journey)
- Find support within teaching community
- Use resources with care
- Ensure classroom community is developed
- Foster curriculum for deeper learning, avoid tokenism

Evaluate the Quality of Your Resources:

- Appropriate and relevant resource selection?
- Does it respectfully represent the identity and experience of indigenous peoples?
- Respectful resource development and process? Who created the source? Who maintains the source?

- seasonal cycle, seasonal activities
- time and place
- collaboration and co-operation
- sustainability & continuity
- vitality
- inclusivity & belonging
- well-being
- traditional knowledge
- identity
- relationship to the natural world
- conflict & conflict resolution
- diversity
- racism & stereotypes
- humour
- respect
- ways of learning
- competition
- relationality & connectedness
- roles of teacher & learner
- language
- tradition
- generosity
- grief & loss
- worldview
- ceremony
- feasts
- wisdom
- family
- food
- games
- listening
- family and community roles
- feelings
- ownership
- nurturing
- decision making
- sharing, fairness
- structure and hierarchy
- Elders
- self-reliance
- protocol
- performance (song, dance, drama, etc.)
- balance
- relationship with spirit world
- storytelling
- rights and responsibilities
- tricksters
- citizenship & service
- dreams & visions
- traditional technologies (transportation, tools, food gathering prep & storage)
- beliefs
- rites of passage
- art
- tradition and modernity
- symbols and symbolism

Indian Residential Schools & Reconciliation Resources

<https://vimeo.com/136350623>

www.fnesc.ca

* Many available in PDF from the website

Thorough resource
and curriculum
using story and
primary sources

* Can be adapted
for any grade level

