

Walking the Path Curriculum Unit



Ontario Provincial Police 2009

Walking the Path – Youth Empowerment Program

“It is said that, as we walk our path that is our life, there are times when things happen to distract us... As we struggle to push our way through the underbrush, trying to regain the clear path, we pick up burrs and thorns that cling to our clothing, pricking our skin. We get dusty and scared.”

Kanatiio (Allen Gabriel)

Kanesatakeronnon (Kanesatake Mohawk, Bear Clan)

Walking the Path is an educational initiative that focuses on teaching Native and non-Native students about the history, beliefs and cultural traditions of Aboriginal peoples. Developed and supported by the Ontario Provincial Police (OPP) and using Anishnawbe cultural teachings as a foundation, it is designed as a way of providing all students with insight into Native culture, and for Native youth in particular, as a way to instil pride in who they are and where they come from.

Walking the Path addresses the belief that young people who have the self-respect and self-confidence to function independently are better prepared to cope with negative influences or peer pressure. Individuals who feel good about themselves are much more likely to respect others as well as the rules and laws of their communities. A positive self-image is essential for a person to function as a responsible and contributing member of society.

Through different modules, *Walking the Path* touches on youth empowerment strategies; promotes self-concept, self-esteem and respect for others; and deals with issues such as healing from trauma, abuse and racism, and combating stereotypes, prejudices and biases.

Created initially for Nipissing First Nation by OPP Sergeant George Couchie (formerly with the Anishinabek Police Service) in 1996-97, *Walking the Path* has flourished. A growing interest from other Aboriginal and non-Aboriginal communities resulted in the development of a Curriculum Guide and a Train the Trainers workshop project. With the ongoing support of the OPP, initially through the OPP First Nations Program and today through the OPP Aboriginal Policing Bureau, *Walking the Path* has grown into an award-winning youth empowerment initiative that can be integrated successfully as a unit into established school curriculum.

Significant contributions to that development and growth are gratefully acknowledged from: Sergeant George Couchie, OPP; Paul Trivett (late) Chief, Nishnawbe-Aski Police Service; Elizabeth Foster, OPP; and Emily de Jourdan, Nipissing-Parry Sound Catholic District School Board.



SELF-ESTEEM

*By: Christina Lariviere
Student of Walking The Path from Nipissing First Nation*

Child of Love, talk to me

Child of the north, rest in me

*Children of the earth hold onto your purpose
and to your dream*

*Stay on your path and
build your self-esteem*

Child of water

Child of wind

Look upon yourself and can win

The young look up as the older move on

*But NEVER lose pride in
who they are*

We all have a purpose

We all have a dream

We try not to lose directions and

build our self-esteem



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Acknowledgements

This curriculum unit was compiled in 2007 by Emily de Jourdan, B.HSc. Hon, B.Ed, classroom teacher with the Nipissing-Parry Sound Catholic District School Board.

Special thanks and recognition to George Couchie and Paul Trivett of the Ontario Provincial Police for their commitment and dedication to creation of this Walking the Path Curriculum Unit.

The development of this curriculum unit is based on Aboriginal teachings presented by Sgt. Couchie during classroom presentations at Our Lady of Sorrows School, Sturgeon Falls Ontario.



Rationale

The implementation of this *Walking the Path* Curriculum Unit in classrooms will foster the sense of community, empower students, teach character education, as well as engage students, parents and the community.

Throughout this curriculum unit the various virtues of character education such as caring, citizenship, compassion, cooperation, empathy, fairness, honesty, justice, kindness, love, responsibility, thankfulness, trustworthiness and wisdom are integrated in each lesson.

The implementation of this *Walking the Path* Curriculum Unit will provide strategies to reach the goals outlined in the Ontario First Nation, Métis, and Inuit Education Policy Framework as developed by the Aboriginal Education Office for the Ministry of Education. The vision outlined in the Ontario First Nation, Métis, and Inuit Education Policy Framework is “all students in Ontario will have knowledge and appreciation of contemporary and traditional First Nation, Métis, and Inuit traditions, cultures, and perspectives.” (p7)

This *Walking the Path* Curriculum Unit provides all students with an opportunity to develop their leadership skills. This curriculum unit concludes with a graduation celebration in which the school and community celebrate the students’ knowledge and appreciation for the Aboriginal culture and traditions.



Walking the Path Curriculum Unit Overview

Week	Theme
One	Introduction / Cultural Teachings
Two	Medicine Wheel Teachings / Ceremonies
Three	History of Aboriginal People / Racism
Four	Finding Our Strengths / Making the Mask
Five	Painting the Mask
Six	Healing Circle and Discussion / Self Esteem Circles
Seven	Self Esteem and Character Education
Eight	History of Native People
Nine	Planning the Feast
Ten	Graduation Ceremony



Walking the Path Links with Ontario Curriculum

Social Studies Expectations

Grade One

Heritage and Citizenship – Relationships, Rules, and Responsibilities

- State in simple terms what “relationships”, “rules” and “responsibilities” are.

Canada and World Connections - The Local Community

- Identify the physical and social needs of residents in an area.

Grade Two

Heritage and Citizenship – Traditions and Celebrations

- Demonstrate an understanding that communities may be made up of people from many cultures.
- Identify ways in which heritage and traditions are passed on.
- Explain the significant traditions and celebrations of families from a variety of cultural traditions.

Canada and World Connections – Features of Communities Around the World

- Present information about children around the world.

Grade Three

Heritage and Citizenship – Early Settlements in Upper Canada

- Identify the First Nation peoples in Upper Canada around 1800.
- Describe what early settlers learned from First Nation people that helped them adapt to their new environment.
- Recreate some social activities or celebrations of early settler and/or First nation communities in Upper Canada.

Canada and World Connections – Urban and Rural Communities

- Compare the characteristics of their community to those of different communities.

Grade 4

Canada and World Connections - Canada’s Provinces, Territories and Regions

- Identify and describe types of communities in each physical region of Ontario.
- Describe a variety of exchanges that occur among communities and regions of Ontario.

Grade 5

Canada and World Connections – Aspects of Citizenship and Government in Canada

- Describe the rights of groups and individuals and the responsibilities of citizenship in Canada, including participation in the electoral process and the granting of voting rights to various groups.
- Describe some civic ceremonies and celebrations, and explain what they mean or commemorate.

Grade 6

Heritage and Citizenship – First Nations Peoples and European Explorers

- Describe the attitude to the environment of various First Nations groups and show how it affected their practices in daily life.
- Identify the results of contact for both the Europeans and the First Nation peoples.



- Identify some present-day issues concerning First Nation peoples that relate to results of early contact.
 - Identify achievements and contributions of Aboriginal people in present-day Canada.
- Canada and World Connections – Canada’s Links to the World
- Describe some of the connections Canada shares with the rest of the world.

History Expectations

Grade Seven

New France

- Identify and explain examples of conflict and cooperation between the French and First Nations peoples and between the French and English fur traders.
- Analyse, synthesize, and evaluate historical information from different points of view.

British North America

- Explain key characteristics of life in English Canada from a variety of perspectives.
- Describe and analyse conflicting points of view about a series of historical events (e.g., the Indian Act of 1876).

Grade Eight

Confederation

- Identify key social political, economic, and physical characteristics of the British North American colonies between 1850 and 1860.
- Identify the roles of key individuals, the main events leading to the signing of the British North American Act, and the reasons for the exclusion of certain groups from the political process.

The Development of Western Canada

- Describe the everyday life of various groups in western Canada in the late nineteenth century.
- Analyse how treaties and the Indian Act of 1876 transformed the lifestyles of First Nation peoples in the Canadian west.

Language Expectations

Overall Expectations (same for grades 1-8) are listed

Oral Communication

- Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.
- Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

Music Expectations

Grade One

- Sing music from a variety of cultures and historical periods.
- Accompany songs, using appropriate rhythm instruments, body percussion, or “found” instruments.
- Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

Grade Two

- Sing music from a variety of cultures and historical periods.



- Accompany songs in an expressive way, using appropriate rhythm instruments, body percussion, or “found” instruments.
- Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

Grade Three

- Sing music from a variety of cultures and historical periods.
- Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

Grade Four

- Demonstrate an understanding of correct breathing technique and posture when playing and / or singing.
- Sing and / or play in tune songs from a variety of times and places.
- Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

Grade Five

- Sing or play in tune.
- Demonstrate an understanding of correct breathing technique and posture when playing and / or singing.
- Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

Grade Six

- Sing or play in tune.
- Demonstrate an understanding of correct breathing technique and posture when playing and / or singing.
- Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

Grade Seven

- Sing or play a variety of pieces expressively.
- Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

Grade Eight

- Sing or play expressively pieces in various styles.
- Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

Health Expectations

Grade One

- Describe exploitative behaviours and the feelings associated with them.
- Identify people who can provide personal safety assistance and explain how to access them.



Grade Two

- Describe types of verbal and physical violence.
- Explain the importance of being able to say no to exploitative behaviours.
- Outline the safe use of medicines.

Grade Three

- Use a problem-solving process to identify ways of obtaining support for personal safety in the home, school, and community.
- Identify examples of real and fictional violence.

Grade Four

- Apply decision-making and problem-solving skills in addressing threats to personal safety and injury prevention.
- Identify people and community agencies that can assist with injury prevention, emergency situations and violence prevention.
- Apply decision – making and assertiveness skills to make and maintain healthy choices related to tobacco use, and recognize factors that can influence decisions to smoke or to abstain from smoking.

Grade Five

- Explain how people’s actions can affect the feelings and reactions of others.
- Apply strategies to deal with personal safety and injury prevention situations.

Grade Six

- Describe and respond appropriately to potentially violent situations relevant to themselves.
- Identify people and community agencies that support making healthy choices regarding substance use and abuse.

Grade Seven

- Describe harassment and identify ways of dealing with it.
- Identify people and resources that can support someone experiencing harassment

Grade Eight

- Identify support services that assist victims of violence, and explain how to access them

Visual Arts Expectations

Grade One

- Produce two and three dimensional works of art that communicate thoughts and feelings

Grade Two

- Produce two and three dimensional works of art that communicate thoughts and feelings on familiar topics

Grade Three

- Produce two and three dimensional works of art that communicate thoughts and feelings on familiar topics



Grade Four

- Produce two and three dimensional works of art that communicate thoughts, feelings , and ideas for specific purposes and to specific audiences
- Explain how the elements of design are organized in a work of art to communicate feelings and convey ideas

Grade Five

- Produce two and three dimensional works of art that communicate thoughts, feelings , and ideas for specific purposes and to specific audiences
- Describe the connection between an element of design and a specific artistic purpose, using appropriate vocabulary

Grade Six

- Produce two and three dimensional works of art that communicate thoughts, feelings , and ideas for specific purposes and to specific audiences
- Demonstrates awareness that an artist intentionally uses some of the elements and principles of design to convey meaning, and explain how the artist accomplishes his or her intentions

Grade Seven

- Produce two and three dimensional works of art that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences
- Explain how the principles of design are used to organize a work, communicate feelings, and convey ideas using appropriate vocabulary and terminology

Grade Eight

- Produce two and three dimensional works of art that communicate a range of thoughts, feelings, and experiences for specific purposes and to specific audiences
- Explain how the effective use of the elements and principles of design contributes to an art work's ability to communicate feelings, convey ideas, and enrich people's lives



Walking the Path – Primary Grades (1-3)

Week One – Introduction / Cultural Teachings

Ontario Curriculum Expectations:

All Grades Language – Oral Communication - Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.

GRADE ONE

- Social Studies (Heritage and Citizenship) - State in simple terms what “relationships”, “rules” and “responsibilities” are.
- Music - Sing music from a variety of cultures and historical periods.
- Music - Accompany songs, using appropriate rhythm instruments, body percussion, or “found” instruments.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

GRADE TWO

- Social Studies (Heritage and Citizenship) –Explain the significant traditions and celebrations of families from a variety of cultural traditions.
- Music - Sing music from a variety of .cultures and historical periods.
- Music - Accompany songs in an expressive way, using appropriate rhythm instruments, body percussion, or “found” instruments.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

GRADE THREE

- Social Studies (Heritage and Citizenship) - Recreate some social activities or celebrations of early settler and / or First nation communities in Upper Canada.
- Music - Sing music from a variety of cultures and historical periods.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

Key Focus: Importance of the circle, Aboriginal cultural teachings

Time Required: approximately 1 hour

Classroom Setup: arrange the students’ chairs in a circle; ensure there is one chair for each person including the teacher and facilitator. Leave a space in the East for the Eastern doorway.

If possible invite a member of a First Nations community to come into the class to perform a smudge, drum and discuss some of Aboriginal traditions and ceremonies.

Materials:

- chairs
- smudge bowl
- sweet grass or sage
- matches or lighter
- Dixie cups
- jug of water
- bowl of cleaned strawberries



- Native drum
- one shaker for each student (if shakers are not available, they can be made with water bottles filled with corn kernels or rice)
- note home about beginning of program (Appendix A)

Introductory Activity:

- Inform the students that we are sitting in a circle for a special reason.
- Ask the students what you know about circles (there is no start or finish, continuing, circle of life).

Development:

Circle

- Explain to the students there are 4 directions (North, South, East, West).
- With the students point to the four directions in the room.
- Show the students that we have left a space at the East and we will call this space the Eastern doorway.
- We always enter through the Eastern doorway and walk clockwise – have the students practice this (as it follows the sun's path).

Role of Women

- Women are very important – ask, what are some reasons women are important? (Considered second creator because they have been given the gift to create life.)
- Women always need to be respected (have a discussion about what this means even in the schoolyard).
- Women prepare for the many of the ceremonies.

Smudge

- When we enter a circle one of the first things we do is smudge. When we smudge we fan the smoke to our head (to think good thoughts), to our mouths (to say good thoughts) and to our heart (to feel good thoughts).
- Smudging helps us to focus and it calms us.
- We smudge to cleanse the mind, body and spirit.
- Prepare the smudge (light a small quantity of sage or sweet grass in the smudge bowl) and inform the students that we smudge to open activities and ceremonies.
- Walk around the circle providing each student with an opportunity to smudge.

Prayer – Choose a prayer from the prayer section

- Giving thanks to the Creator.

Water

- Water is cleansing.
- Water comes from Mother Earth.
- Pass out Dixie cups and pour with water – drink the water as it is received.

Fruit / Berries



- Strawberry is the first berry of the season – this would let people know the harvest is coming.
- Heart-shaped berry.
- In the past, women were not allowed to hunt any animal with a heart large than a strawberry.
- The facilitator walks around the inside of the circle offering everyone a strawberry and continues this until all the strawberries have been eaten.

Drums and Shakers – Choose a song from the Aboriginal Song section

- Show the students a traditional drum.
- The beating of the drum represents the heartbeat of Mother Earth.
- When playing the drum or listening to the drum we are aligning our beat with her rhythm.
- Sing an Aboriginal song for the students.
- Play this song again allowing students to sing along and join in with shakers.

Native Handshake

- To conclude our circle we will always end in the handshake.
- We wrap our hand around another's hand.
- The four fingers that wrap around the hand of the other person represent sharing, caring, kindness and respect.

Homework Assignment:

- Look yourself in the mirror and say “I love myself.”

Conclusion:

- Have the class stand up, everyone will have a chance to give and receive a handshake for all students.
- The leader steps into the circle and faces the person to his/her left and shakes their hand. The students can say “Meegwetch” which means thank you. Instruct the students to ensure they look the person in the eye as they shake their hands.
- The leader continues to progress to the left. Once a person has received a handshake they follow the leader and give a handshake.
- When you make it back to your place, stay standing until you have received handshakes from all students.



Walking the Path – Primary Grades (1-3)

Week Two – Medicine Wheel Teachings / Ceremonies

Ontario Curriculum Expectations:

All Grades Language – Oral Communication

- Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.
- Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

GRADE ONE

- Social Studies (Heritage and Citizenship) - State in simple terms what “relationships”, “rules” and “responsibilities” are.
- Music - Sing music from a variety of cultures and historical periods.
- Music - Accompany songs, using appropriate rhythm instruments, body percussion, or “found” instruments.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

GRADE TWO

- Social Studies (Heritage and Citizenship) – Explain the significant traditions and celebrations of families from a variety of cultural traditions.
- Music - Sing music from a variety of cultures and historical periods.
- Music - Accompany songs in an expressive way, using appropriate rhythm instruments, body percussion, or “found” instruments.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

GRADE THREE

- Social Studies (Heritage and Citizenship) - Describe what early settlers learned from First Nation people that helped them adapt to their new environment.
- Music - Sing music from a variety of cultures and historical periods.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

Key Focus: Medicine wheel

Time Required: approximately 1 hour

Classroom Setup: arrange the students’ chairs in a circle; ensure there is one chair for each person including the teacher. Leave a space in the East for the Eastern doorway.

If possible invite a member of a First Nations community to come into the class to perform a smudge, drum and discuss some of the medicines.

Materials:

- chairs
- smudge bowl
- sweet grass or sage
- matches or lighter
- Native drum, shakers (one for each student)



Introductory Activity:

- Smudge
- Discuss previous weeks homework – how did it feel to say “I love you” to yourself?

Development:

- Present a medicine wheel to the students (see Appendix B).
- Ask the students what the four colours are (white, yellow, red and black). The meanings may differ depending on the community.
- On chart paper draw a medicine wheel and write discuss the four directions (North, South, East and West).
- Draw another medicine wheel, write the four seasons (winter, spring, summer, and fall) and discuss the main features of each season (harvest, snow ...).
- Draw another medicine wheel, write the four parts of the human body (mind, body, spirit, emotion), and discuss meaning with students.
- Draw another medicine wheel, write the four medicines (sweet grass, sage, tobacco, cedar) Discuss properties of each – sweet grass represents the hair of mother earth and bends without breaking, sage eliminates negative energy, tobacco an offering before you harvest anything from Mother Earth and hold it in your left hand close to heart as you pray, and cedar offers protection and grounding.
- Draw another medicine wheel, write the four stages of life (elders, infants, youths, adults) and discuss the roles and responsibilities at each stage.
- Draw another medicine wheel, write the four times of day (night, dawn, day, dusk) and discuss features of each time.
- Draw another medicine wheel, write the four elements (air, fire, earth, water) and discuss the four elements and how we need all the elements.

Homework Assignment:

- Students are to go home and tell their parents / guardians that they love them.

Conclusion:

- Drum – students to participate in song
- Native handshake – same as previous session



Walking the Path – Primary Grades (1-3)

Week Three – History of Aboriginal People / Racism

Ontario Curriculum Expectations:

All Grades Language – Oral Communication

- Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.
- Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

GRADE ONE

- Health and Physical Education (Healthy Living) - Describe exploitative behaviours and the feelings associated with them.
- Health and Physical Education (Healthy Living) - Identify people who can provide personal safety assistance and explain how to access them.
- Music - Sing music from a variety of cultures and historical periods.
- Music - Accompany songs, using appropriate rhythm instruments, body percussion, or “found” instruments.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

GRADE TWO

- Social Studies (Heritage and Citizenship) - Demonstrate an understanding that communities may be made up of people from many cultures.
- Health and Physical Education (Healthy Living) - Describe types of verbal and physical violence.
- Health and Physical Education (Healthy Living) - Explain the importance of being able to say no to exploitative behaviours.
- Music - Sing music from a variety of cultures and historical periods.
- Music - Accompany songs in an expressive way, using appropriate rhythm instruments, body percussion, or “found” instruments.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

GRADE THREE

- Health and Physical Education (Healthy Living) - Use a problem-solving process to identify ways of obtaining support for personal safety in the home, school, and community.
- Health and Physical Education (Healthy Living) - Identify examples of real and fictional violence.
- Music - Sing music from a variety of cultures and historical periods.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

Key Focus: Impact of racism and stereotypes

Time Required: approximately 1 hour



Classroom Setup: arrange the students' chairs in a circle; ensure there is one chair for each person including the teacher and facilitator. Leave a space in the East for the Eastern doorway.

Materials:

- chairs
- smudge bowl
- sweet grass or sage
- matches or lighter
- film "For Angela" (available through National Film Board of Canada)
- Native drum
- one shaker for each student
- TV with a DVD

Introductory Activity:

- Smudge
- Discuss previous weeks homework – How did they feel? How did their parents / guardians react?

Development:

- Ask the students what is racism? Why do they think people are racist?
- What can you do to when people are being mean? Racist? Violent?
- Show the movie For Angela.
- Ask the students what they thought about how the people on the bus behaved? What would you have done? What do you think your options are if you were in a situation like Angela and her mother?
- Ask the students if they have been teased, what did it feel like? What did they do?

Homework Assignment: Students are to go home and share the Native handshake and its teachings. Once this has been shared they are to hug their parents / guardians.

Conclusion:

- Drum – students to participate in song
- Native handshake – same as previous session



Walking the Path – Primary Grades (1-3)

Week Four – Finding Our Strengths / making the mask - mould

Ontario Curriculum Expectations:

All Grades Language – Oral Communication

- Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.
- Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

GRADE ONE

- Visual Arts - Produce two and three dimensional works of art that communicate thoughts and feelings.

GRADE TWO

- Produce two and three dimensional works of art that communicate thoughts and feelings on familiar topics.

GRADE THREE

- Produce two and three dimensional works of art that communicate thoughts and feelings on familiar topics.

Key Focus: Students will be making a mask of their faces

Time Required: approximately 1 hour to 1.5 hours

Classroom Setup: create a big open space, line the floor with drop sheets, one chair for each pair of students.

Volunteers would be helpful for this project

Materials:

- chairs (one for each pair of students)
- three pails of warm water
- a large garbage bag for each student
- plastic tarps or drop sheets
- scissors
- markers
- casting material / medical supply
- stocking material / medical supply
- area to dry masks

Introductory Activity:

- Discuss pervious week's homework – what did your parents / guardians think of the Native handshake?
- Explain to the students that we will be making masks.

Development:

MAKING THE MASK

- One student from each pair will place a stocking over their head.



- His/her partner will place casting strips over the other's face to determine the location of the mouth.
- In all four strips the mouth area is cut out.
- One strip at a time is placed in a pail of warm water and is gently removed and shaken so that excess water drips off.
- The strip is placed on the partner's face.
- The casting material should then be smoothed out from the centre, filling in all small holes on the casting.
- Repeat this three times.
- The casting will take approximately 5 – 10 minutes to harden.
- Once it is harden, have an adult cut the stocking material at the back of the student's head.
- Let the mask dry. Ensure each mask is labelled with the student's name.
- The stocking material should be removed from the mask within 30 to 60 minutes after completion and thrown out.
- All students are to complete a mask.

ALTERNATIVE EXERCISE - profiles

- Use a projector to trace the outline of each child's profile.

Homework Assignment: none this week

Conclusion:

- Clean-up.
- Native handshake – same as previous sessions.



Walking the Path – Primary Grades (1-3)

Week Five – Painting the Mask

Ontario Curriculum Expectations:

All Grades Language – Oral Communication

- Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.
- Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

GRADE ONE

- Produce two and three dimensional works of art that communicate thoughts and feelings.

GRADE TWO

- Produce two and three dimensional works of art that communicate thoughts and feelings on familiar topics.

GRADE THREE

- Produce two and three dimensional works of art that communicate thoughts and feelings on familiar topics.

Key Focus: painting the mask

Time Required: approximately 1 hour to 1.5 hours

Classroom Setup: arrange desks into groups, cover desks with newsprint, at each group place cups with water and various colours of paint and paint brushes.

Materials:

- newsprint
- paint
- cups of water
- plastic cups with water and various colours of paint
- paint brushes,
- varnish or shellac (optional)

Introductory Activity:

- Tell the students we will be painting their masks today.

Development:

- The students are to paint on the inside of the mask (or on one side of their profile), how they think the world sees him / her.
- The students are to paint on the outside of the mask (or other side of their profile), how he / she sees the world.
- Students are to paint the inside of their masks first.

Homework Assignment: none this week.

Conclusion:

- Clean-up
- Native handshake – same as previous sessions



Walking the Path – Primary Grades (1-3)

Week Six: Healing Circle. Self Esteem and Character Education Circles

Ontario Curriculum Expectations:

All Grades Language – Oral Communication

- Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.
- Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

GRADE ONE

- Music - Sing music from a variety of cultures and historical periods.
- Music - Accompany songs, using appropriate rhythm instruments, body percussion, or “found” instruments.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

GRADE TWO

- Music - Sing music from a variety of cultures and historical periods.
- Music - Accompany songs in an expressive way, using appropriate rhythm instruments, body percussion, or “found” instruments.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

GRADE THREE

- Music - Sing music from a variety of cultures and historical periods.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

Key Focus: introduction to healing circle, self-esteem builders, character education

Time Required: approximately 1 hour

Classroom Setup: arrange the students’ chairs in a circle; ensure there is one chair for each person including the teacher and facilitator. Leave a space in the East for the Eastern doorway.

Materials:

- chairs
- smudge bowl
- sweet grass or sage
- matches or lighter
- Native drum
- one shaker for each student
- scissors
- Velcro strips
- chart paper
- markers
- different coloured construction paper (2 per student)

Introductory Activity:

- Smudge
- Discuss making the masks and their enjoyment



Development:

Healing Circle

- Students share what their masks mean to them; explaining the significance of the colours used, symbols and designs on their masks, start at the Eastern door and continue to go clockwise.

Paper Circle Activity – Character education building

- Brainstorm words that describe positive qualities people have (write these words where all students can see them).
- Each student is given two circles.
- The smaller circle is attached with Velcro to the centre of the larger circle.
- Students take off the small circle and write what their strong qualities are.
- Students then place the inner circle back on.
- The large circle is to go home for parents / guardians to fill in the outer circle of what the child's strong qualities are.

Homework Assignment:

- Parents / guardians are to fill in the outer circle with child's strong qualities (see Appendix C for note). These circles are to be returned for the next session

Conclusion:

- Drum – students to participate in song.
- Native handshake – same as previous sessions.



Walking the Path – Primary Grades (1-3)

Week Seven – Self Esteem and Character Education

Ontario Curriculum Expectations:

All Grades Language – Oral Communication

- Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.
- Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

GRADE ONE

- Music - Sing music from a variety of cultures and historical periods.
- Music - Accompany songs, using appropriate rhythm instruments, body percussion, or “found” instruments.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

GRADE TWO

- Music - Sing music from a variety of cultures and historical periods.
- Music - Accompany songs in an expressive way, using appropriate rhythm instruments, body percussion, or “found” instruments.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

GRADE THREE

- Music - Sing music from a variety of cultures and historical periods.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

Key Focus: identifying the strengths that others see in us, the positive we see in others

Time Required: approximately 1 hour

Classroom Setup: arrange the students’ chairs in a circle; ensure there is one chair for each person including the teacher and facilitator. Leave a space in the East for the Eastern doorway.

Materials:

- chairs
- smudge bowl
- sweet grass or sage
- matches or lighter
- Native drum
- one shaker for each student
- talking stick and / or talking stone
- chart of character education words
- sheets of paper (6x6) 1 per student
- masking tape
- pencils (one for each student)



Introductory Activity:

- Smudge.
- Introduce the talking stick or talking rock (this can be a stick, stone, or a feather). The purpose of the talking stick is to help focus the speaker's conscious attention.
- Only the person who has the talking stick / rock may talk.

Development:

- Pass the talking stick / stone around (clockwise starting at the eastern doorway) after asking the students to share some of the qualities written on their paper – what is their favourite quality? Were there any surprises?
- Give each student a piece of paper and masking tape.
- Students are to tape the paper on to each other's backs.
- Students stand up and circulate writing a positive quality on the back of each student.
- Once this has been completed allow students a chance to review the comments.
- Have students share comments in the circle.

Homework Assignment: students are to go home and compliment their parents / guardians, using a positive quality (character education words).

Conclusion:

- Drum – students to participate in song.
- Native handshake – same as previous sessions.



Walking the Path – Primary Grades (1-3)

Week Eight – History of Native People

Ontario Curriculum Expectations:

All Grades Language – Oral Communication

- Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.
- Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

GRADE ONE

- Music - Sing music from a variety of cultures and historical periods.
- Music - Accompany songs, using appropriate rhythm instruments, body percussion, or “found” instruments.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

GRADE TWO

- Social Studies (Heritage and Citizenship) - Identify ways in which heritage and traditions are passed on.
- Music - Sing music from a variety of cultures and historical periods.
- Music - Accompany songs in an expressive way, using appropriate rhythm instruments, body percussion, or “found” instruments.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

GRADE THREE

- Music - Sing music from a variety of cultures and historical periods.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

Key Focus: How residential schools have in the past and continue to affect First Nations communities.

Time Required: approximately 1 hour

Classroom Setup: arrange the students’ chairs in a circle; ensure there is one chair for each person including the teacher and facilitator. Leave a space in the East for the Eastern doorway.

Materials:

- chairs
- smudge bowl
- sweet grass or sage
- matches or lighter
- Native drum
- one shaker for each student
- talking stick and / or talking stone

Introductory Activity:

- Smudge



- Discuss previous weeks homework – how did their parents / guardians react to the compliments?

Development:

- Discuss residential schools.
- In these residential schools, the students could only speak English and were not allowed to practice any of their traditions or celebrations.
- In these schools brothers and sisters were not allowed to talk to each other.
- Instead of being taught subjects, they were made to take care of the school, farms.
- Ask the students what they think about this, how would they feel?
- Pass the talking stick around and allow the students to comment on residential schools.

Homework Assignment: none

Conclusion:

- Drum – students to participate in song.
- Native handshake – same as previous sessions.



Walking the Path – Primary Grades (1-3)

Week Nine –Planning the Feast

Ontario Curriculum Expectations:

All Grades Language – Oral Communication

- Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.
- Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

GRADE ONE

- Music - Sing music from a variety of cultures and historical periods.
- Music - Accompany songs, using appropriate rhythm instruments, body percussion, or “found” instruments.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

GRADE TWO

- Music - Sing music from a variety of cultures and historical periods.
- Music - Accompany songs in an expressive way, using appropriate rhythm instruments, body percussion, or “found” instruments.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

GRADE THREE

- Music - Sing music from a variety of cultures and historical periods.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

Key Focus: practice for the graduation feast

Time Required: approximately 1 hour

Classroom Setup: arrange the students’ chairs in a circle; ensure there is one chair for each person including the teacher and facilitator. Leave a space in the East for the Eastern doorway.

Materials:

- chairs
- smudge bowl
- sweet grass or sage
- feast organizing chart (Appendix E)
- matches or lighter
- Native drum
- one shaker for each student
- graduation ceremony (Appendix F)

Introductory Activity:

- Smudge



Development:

- Discuss the feast – potluck. Brainstorm ideas for food (no junk food).
- Distribute notes to students to bring home regarding potluck (Appendix D).
- Practice the graduation ceremony.
- Choose student to extend thanks to participants, families, visitors and volunteers.
- Choose a student to explain the unit studied.
- Choose a student to explain what the circle means.
- Choose a student to explain the four teachings (sharing, caring, kindness, respect).
- Choose a student to explain why we smudge.
- Choose a student to perform the smudge.
- Choose a student to share the teachings of what, choose two students pass out paper cups and two students fill the cups with water.
- Choose a student to share the teaching related to strawberries, choose two students to pass out the strawberries.
- Choose a student to explain the masks – each student will stand up and explain what their mask means to them.
- Choose a student to introduce the songs, explain how the drum represents the heartbeat of Mother Earth.
- Practice song(s).
- Choose a student to explain the handshake – students will circulate and shake hands with all guests.
- Choose a student for the final thank you and invite guests to the feast.
- Have students make invitations for family members / members of the community

Homework Assignment: students are to return RSVPs and what their contribution will be for the potluck feast

Conclusion:

- Native handshake – same as previous sessions.



Walking the Path – Primary Grades (1-3)

Week Ten – The Graduation!

Ontario Curriculum Expectations:

GRADE ONE

- Visual Arts - Produce two and three dimensional works of art that communicate thoughts and feelings.
- Music - Sing music from a variety of cultures and historical periods.
- Music - Accompany songs, using appropriate rhythm instruments, body percussion, or “found” instruments.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

GRADE TWO

- Visual Arts - Produce two and three dimensional works of art that communicate thoughts and feelings.
- Social Studies (Heritage and Citizenship) - Identify ways in which heritage and traditions are passed on.
- Social Studies (Heritage and Citizenship) - Explain the significant traditions and celebrations of families from a variety of cultural traditions.
- Music - Sing music from a variety of cultures and historical periods.
- Music - Accompany songs in an expressive way, using appropriate rhythm instruments, body percussion, or “found” instruments.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

GRADE THREE

- Visual Arts - Produce two and three dimensional works of art that communicate thoughts and feelings.
- Music - Sing music from a variety of cultures and historical periods.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

Key Focus: Celebrate the Aboriginal culture and traditions.

Time Required: ceremony about 1 hour and then feast

Classroom Setup: arrange the students’ chairs in a circle; ensure there is one chair for each person including all guests and the teacher. Leave a space in the East for the Eastern doorway.

Materials:

- chairs
- smudge bowl
- sweet grass or sage
- matches or lighter
- Native drum,
- one shaker for each student
- cups
- pitchers of water
- strawberries
- student masks
- knowledge rocks
- food for feast



The Graduation Ceremony

- A student extends thanks to participants, families, visitors and volunteers
- A student explains the program.
- A student explains what the circle means.
- A student explains the four teachings (sharing, caring, kindness, respect).
- A student explains why we smudge.
- A student performs the smudge.
- A student shares the teachings about water, two students pass out paper cups while two students follow and fill the cups with water.
- A student shares the teachings related to strawberries, then two students to pass out the strawberries.
- A student explains the masks – each student will stand up and explain what their mask means to them.
- A student introduces the songs, explains how the drum represents the heartbeat of mother earth.
- Students sing the songs.
- Teacher / instructor – hold a small rock and explains that these are called knowledge rock. We carry a knowledge rock around with us at all times to remind us to make good choices, continue or get back on the right path and remind us that someone cares about us.
- Call each student up individually to receive graduation certificate and knowledge rock.
- A student explains the handshake – students then circulate and shake hands with all guests.
- A student extends a final thank you and invites guests to the feast.

Conclusion:

- Everyone gathers to enjoy the feast.



Walking the Path – Junior / Intermediate Grades (4-8)

Week One – Introduction / Cultural Teachings

Ontario Curriculum Expectations:

All Grades Language – Oral Communication - Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes

GRADE FOUR

- Music - Demonstrate an understanding of correct breathing technique and posture when playing and / or singing.
- Music - Sing and / or play in tune songs from a variety of times and places.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

GRADE FIVE

- Social Studies (Heritage and Citizenship) - Describe the rights of groups and individuals and the responsibilities of citizenship in Canada, including participation in the electoral process and the granting of voting rights to various groups.
- Social Studies (Heritage and Citizenship) - Describe some civic ceremonies and celebrations, and explain what they mean or commemorate.
- Music - Sing or play in tune.
- Music - Demonstrate an understanding of correct breathing technique and posture when playing and / or singing.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

GRADE SIX

- Music - Sing or play in tune.
- Music - Demonstrate an understanding of correct breathing technique and posture when playing and / or singing.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

GRADE SEVEN

- Music - Sing or play a variety of pieces expressively.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

GRADE EIGHT

- Music - Sing or play expressively pieces in various styles.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

Key Focus: Importance of the circle, Aboriginal cultural teachings

Time Required: approximately 1 hour

Classroom Setup: arrange the students' chairs in a circle; ensure there is one chair for each person including the teacher and facilitator. Leave a space in the East for the Eastern doorway.



If possible invite a member of a First Nations community to come into the class to perform a smudge, drum and discuss some of Aboriginal traditions and ceremonies.

Materials:

- chairs
- smudge bowl
- sweet grass or sage
- matches or lighter
- one shaker for each student (if shakers are not available, they can be made with water bottles filled with corn kernels or rice)
- note home about beginning of program (Appendix A)
- dixie cups
- jug of water
- bowl of cleaned strawberries
- Native drum

Introductory Activity:

- Inform the students that we are sitting in a circle for a special reason.
- Ask the students what you know about circles (there is no start or finish, continuing, circle of life).

Development:

Circle

- Explain to the students there are 4 directions (North, South, East, West).
- With the students point to the four directions in the room.
- Show the students that we have left a space at the East and we will call this space the Eastern doorway.
- We always enter through the Eastern doorway and walk clockwise – have the students practice this (as it follows the sun's path).

Role of Women

- Women are very important – ask, what are some reasons women are important? (considered second creator because they have been given the gift to create life.)
- Women always need to be respected (have a discussion about what this means even in the schoolyard).
- Women prepare for the many of the ceremonies.

Smudge

- When we enter a circle one of the first things we do is smudge. When we smudge we fan the smoke to our head (to think good thoughts), to our mouths (to say good thoughts) and to our heart (to feel good thoughts).
- Smudging helps us to focus and it calms us.
- We smudge to cleanse the mind, body and spirit.
- Prepare the smudge (light a small quantity of sage or sweet grass in the smudge bowl) and inform the students that we smudge to open activities and ceremonies.
- Walk around the circle providing each student with an opportunity to smudge.



Prayer – Choose a prayer from the prayer section

- Giving thanks to the Creator.

Water

- Water is cleansing.
- Water comes from Mother Earth.
- Pass out Dixie cups and pour with water – drink the water as it is received.

Fruit / Berries

- Strawberry is the first berry of the season – this would let people know the harvest is coming.
- Heart-shaped berry.
- In the past, women were not allowed to hunt any animal with a heart large than a strawberry.
- The facilitator walks around the inside of the circle offering everyone a strawberry and continues this until all the strawberries have been eaten.

Drums and Shakers – Choose a song from the Aboriginal Song section

- Show the students a traditional drum.
- The beating of the drum represents the heartbeat of Mother Earth.
- When playing the drum or listening to the drum we are aligning our beat with her rhythm.
- Sing an Aboriginal song for the students.
- Play this song again allowing students to sing along and join in with shakers.

Native Handshake

- To conclude our circle we will always end in the handshake.
- We wrap our hand around another's hand.
- The four fingers that wrap around the hand of the other person represent sharing, caring, kindness and respect.

Homework Assignment:

- Look yourself in the mirror and say “I love myself.”

Conclusion:

- Have the class stand up, everyone will have a chance to give and receive a handshake for all students.
- The leader steps into the circle and faces the person to his/her left and shakes their hand. The students can say “Meegwetch” which means thank you. Instruct the students to ensure they look the person in the eye as they shake their hands.
- The leader continue to progress to the left. Once a person has received a handshake they follow the leader and give a handshake.
- When you make it back to your place, stay standing until you have received handshakes from all students.



Walking the Path – Junior / Intermediate Grades (4-8)

Week Two – Medicine Wheel Teachings / Ceremonies

Ontario Curriculum Expectations:

All Grades Language – Oral Communication

- Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.
- Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

GRADE FOUR

- Music - Demonstrate an understanding of correct breathing technique and posture when playing and / or singing.
- Music - Sing and / or play in tune songs from a variety of times and places.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

GRADE FIVE

- Social Studies (Heritage and Citizenship) - Describe the rights of groups and individuals and the responsibilities of citizenship in Canada, including participation in the electoral process and the granting of voting rights to various groups.
- Social Studies (Heritage and Citizenship) - Describe some civic ceremonies and celebrations, and explain what they mean or commemorate.
- Music - Sing or play in tune.
- Music - Demonstrate an understanding of correct breathing technique and posture when playing and / or singing.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

GRADE SIX

- Music - Sing or play in tune.
- Music - Demonstrate an understanding of correct breathing technique and posture when playing and / or singing.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

GRADE SEVEN

- Music - Sing or play a variety of pieces expressively.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

GRADE EIGHT

- Music - Sing or play expressively pieces in various styles.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

Key Focus: Medicine wheel

Time Required: approximately 1 hour



Classroom Setup: arrange the students' chairs in a circle; ensure there is one chair for each person including the teacher. Leave a space in the East for the Eastern doorway.

If possible invite a member of a First Nations community to come into the class to perform a smudge, drum and discuss some of the medicines

Materials:

- chairs
- smudge bowl
- sweet grass or sage
- matches or lighter
- Native drum
- shakers (one for each student)

Introductory Activity:

- Smudge.
- Discuss previous weeks homework – how did it feel to say “I love you” to yourself?

Development:

- Present a medicine wheel to the students (see Appendix B).
- Ask the students what the four colours are (white, yellow, red and black). The meanings may differ depending on the community.
- On chart paper draw a medicine wheel and write discuss the four directions (North, South, East and West).
- Draw another medicine wheel, write the four seasons (winter, spring, summer, and fall) and discuss the main features of each season (harvest, snow ...).
- Draw another medicine wheel, write the four parts of the human body (mind, body, spirit, emotion), and discuss meaning with students.
- Draw another medicine wheel, write the four medicines (sweet grass, sage, tobacco, cedar) Discuss properties of each – sweet grass represents the hair of mother earth and bends without breaking, sage eliminates negative energy, tobacco an offering before you harvest anything from Mother Earth and hold it in your left hand close to heart as you pray, and cedar offers protection and grounding.
- Draw another medicine wheel, write the four stages of life (elders, infants, youths, adults) and discuss the roles and responsibilities at each stage.
- Draw another medicine wheel, write the four times of day (night, dawn, day, dusk) and discuss features of each time.
- Draw another medicine wheel, write the four elements (air, fire, earth, water) and discuss the four elements and how we need all the elements.

Homework Assignment:

- Students are to share the teachings with their parents / guardians and tell them that they love them.

Conclusion:

- Drum – students to participate in song.
- Native handshake – same as previous session



Walking the Path – Junior / Intermediate Grades (4-8)

Week Three – History of Aboriginal People / Racism

Ontario Curriculum Expectations:

All Grades Language – Oral Communication

- Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.
- Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

GRADE FOUR

- Health - Apply decision-making and problem-solving skills in addressing threats to personal safety and injury prevention.
- Health - Identify people and community agencies that can assist with injury prevention, emergency situations and violence prevention.
- Music - Demonstrate an understanding of correct breathing technique and posture when playing and / or singing.
- Music - Sing and / or play in tune songs from a variety of times and places.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

GRADE FIVE

- Health - Explain how people's actions can affect the feelings and reactions of others.
- Health - Apply strategies to deal with personal safety and injury prevention situations.
- Music - Sing or play in tune.
- Music - Demonstrate an understanding of correct breathing technique and posture when playing and / or singing.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

GRADE SIX

- Health - Describe and respond appropriately to potentially violent situations relevant to themselves.
- Health - Identify people and community agencies that support making healthy choices regarding substance use and abuse.
- Music - Sing or play in tune.
- Music - Demonstrate an understanding of correct breathing technique and posture when playing and / or singing.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

GRADE SEVEN

- Health - Describe harassment and identify ways of dealing with it.
- Health - Identify people and resources that can support someone experiencing harassment.
- Music - Sing or play a variety of pieces expressively.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.



GRADE EIGHT

- Health - Identify support services that assist victims of violence, and explain how to access them.
- Music - Sing or play expressively pieces in various styles.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

Key Focus: Impact of racism and stereotypes

Time Required: approximately 1 hour

Classroom Setup: arrange the students' chairs in a circle; ensure there is one chair for each person including the teacher and facilitator. Leave a space in the East for the Eastern doorway.

Materials:

- chairs
- smudge bowl
- sweet grass or sage
- matches or lighter
- film "For Angela" (available through National Film Board of Canada)
- Native drum
- one shaker for each student
- TV with a DVD

Introductory Activity:

- Smudge
- Discuss previous weeks homework – How did they feel? How did their parents / guardians react?

Development:

- Ask the students what is racism? Why do they think people are racist?
- What can you do to when people are being mean? Racist? Violent?
- Show the movie For Angela.
- Ask the students what they thought about how the people on the bus behaved? What would you have done? What do you think your options are if you were in a situation like Angela and her mother?
- Ask the students if they have been teased, what did it feel like? What did they do?

Homework Assignment: Students are to go home and share the Native handshake and its teachings. Once this has been shared they are to hug their parents / guardians.

Conclusion:

- Drum – students to participate in song
- Native handshake – same as previous session



Walking the Path – Junior / Intermediate Grades (4-8)

Week Four – Finding Our Strengths / making the mask - mould

Ontario Curriculum Expectations:

All Grades Language – Oral Communication

- Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.
- Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

GRADE FOUR

- Visual Arts - Produce two and three dimensional works of art that communicate thoughts, feelings , and ideas for specific purposes and to specific audiences.
- Visual Arts - Explain how the elements of design are organized in a work of art to communicate feelings and convey ideas.

GRADE FIVE

- Visual Arts - Produce two and three dimensional works of art that communicate thoughts, feelings , and ideas for specific purposes and to specific audiences.
- Visual Arts - Describe the connection between an element of design and a specific artistic purpose, using appropriate vocabulary.

GRADE SIX

- Visual Arts - Produce two and three dimensional works of art that communicate thoughts, feelings , and ideas for specific purposes and to specific audiences.
- Visual Arts - Demonstrates awareness that an artist intentionally uses some of the elements and principles of design to convey meaning, and explain how the artist accomplishes his or her intentions.

GRADE SEVEN

- Visual Arts - Produce two and three dimensional works of art that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences.
- Visual Arts - Explain how the principles of design are used to organize a work, communicate feelings, and convey ideas using appropriate vocabulary and terminology.

GRADE EIGHT

- Produce two and three dimensional works of art that communicate a range of thoughts, feelings, and experiences for specific purposes and to specific audiences.
- Explain how the effective use of the elements and principles of design contributes to an art work's ability to communicate feelings, convey ideas, and enrich people's lives.

Key Focus: students will be making a mask of their faces

Time Required: approximately 1 hour to 1.5 hours

Classroom Setup: create a big open space, line the floor with drop sheets, one chair for each pair of students.

Volunteers would be helpful for this project



Materials:

- chairs (one for each pair of students)
- three pails of warm water
- a large garbage bag for each student
- plastic tarps or drop sheets
- scissors
- markers
- casting material / medical supply
- stocking material / medical supply
- area to dry masks

Introductory Activity:

- Discuss pervious week's homework – what did your parents / guardians think of the Native handshake?
- Explain to the students that we will be making masks.

Development:

MAKING THE MASK

- One student from each pair will place a stocking over their head.
- His / her partner will place casting strips over the other's face to determine the location of the mouth.
- In all four strips the mouth area is cut out.
- One strip at a time is placed in a pail of warm water and is gently removed and shaken so that excess water drips off.
- The strip is placed on the partner's face.
- The casting material should then be smoothed out from the centre, filling in all small holes on the casting.
- Repeat this three times.
- The casting will take approximately 5 – 10 minutes to harden.
- Once it is harden, have an adult cut the stocking material at the back of the student's head.
- Let the mask dry. Ensure each mask is labelled with the student's name.
- The stocking material should be removed from the mask within 30 to 60 minutes after completion and thrown out.
- All students are to complete a mask.

Homework Assignment: none this week

Conclusion:

- Clean-up.
- Native handshake – same as previous sessions.



Walking the Path – Junior / Intermediate Grades (4-8)

Week Five – Painting the Mask

Ontario Curriculum Expectations:

All Grades Language – Oral Communication

- Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.
- Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

GRADE FOUR

- Visual Arts - Produce two and three dimensional works of art that communicate thoughts, feelings , and ideas for specific purposes and to specific audiences.
- Visual Arts - Explain how the elements of design are organized in a work of art to communicate feelings and convey ideas.

GRADE FIVE

- Visual Arts - Produce two and three dimensional works of art that communicate thoughts, feelings , and ideas for specific purposes and to specific audiences.
- Visual Arts - Describe the connection between an element of design and a specific artistic purpose, using appropriate vocabulary.

GRADE SIX

- Visual Arts - Produce two and three dimensional works of art that communicate thoughts, feelings , and ideas for specific purposes and to specific audiences.
- Visual Arts - Demonstrates awareness that an artist intentionally uses some of the elements and principles of design to convey meaning, and explain how the artist accomplishes his or her intentions.

GRADE SEVEN

- Visual Arts - Produce two and three dimensional works of art that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences.
- Visual Arts - Explain how the principles of design are used to organize a work, communicate feelings, and convey ideas using appropriate vocabulary and terminology.

GRADE EIGHT

- Produce two and three dimensional works of art that communicate a range of thoughts, feelings, and experiences for specific purposes and to specific audiences.
- Explain how the effective use of the elements and principles of design contributes to an art work's ability to communicate feelings, convey ideas, and enrich people's lives.

Key Focus: painting the mask

Time Required: approximately 1 hour to 1.5 hours

Classroom Setup: arrange desks into groups, cover desks with newsprint, at each group place cups with water and various colours of paint and paint brushes.



Materials:

- newsprint
- paint
- varnish or shellac (optional)
- plastic cups with water and various colours of paint
- cups of water
- paint brushes

Introductory Activity:

- Tell the students we will be painting their masks today.

Development:

- The students are to paint on the inside of the mask, how they think the world sees him / her.
- The students are to paint on the outside of the mask, how he / she sees the world.
- Students are to paint the inside of their masks first.

Homework Assignment: none this week

Conclusion:

- Clean-up.
- Native handshake – same as previous sessions.



Walking the Path – Junior / Intermediate Grades (4-8)

Week Six – Healing Circle. Self Esteem / Character Education Circles

Ontario Curriculum Expectations:

All Grades Language – Oral Communication

- Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.
- Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

GRADE FOUR

- Music - Demonstrate an understanding of correct breathing technique and posture when playing and / or singing.
- Music - Sing and / or play in tune songs from a variety of times and places.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

GRADE FIVE

- Music - Sing or play in tune.
- Music - Demonstrate an understanding of correct breathing technique and posture when playing and / or singing.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

GRADE SIX

- Music - Sing or play in tune.
- Music - Demonstrate an understanding of correct breathing technique and posture when playing and / or singing.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

GRADE SEVEN

- Music - Sing or play a variety of pieces expressively.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

GRADE EIGHT

- Music - Sing or play expressively pieces in various styles.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

Key Focus: introduction to healing circle, self-esteem builders, character education

Time Required: approximately 1 hour

Classroom Setup: arrange the students' chairs in a circle; ensure there is one chair for each person including the teacher and facilitator. Leave a space in the East for the Eastern doorway.



Materials:

- chairs
- smudge bowl
- sweet grass or sage
- matches or lighter
- Native drum
- different coloured construction paper (2 per student)
- one shaker for each student
- scissors
- Velcro strips
- chart paper
- markers

Introductory Activity:

- Smudge
- Discuss making the masks and their enjoyment

Development:

Healing Circle

- Students share what their masks mean to them; explaining the significance of the colours used, symbols and designs on their masks, start at the Eastern door and continue to go clockwise.

Paper Circle Activity – Character education building

- Brainstorm words that describe positive qualities people have (write these words where all students can see them).
- Each student is given two circles.
- The smaller circle is attached with Velcro to the centre of the larger circle.
- Students take off the small circle and write what their strong qualities are.
- Students then place the inner circle back on.
- The large circle is to go home for parents / guardians to fill in the outer circle of what the child's strong qualities are.

Homework Assignment:

- Parents / guardians are to fill in the outer circle with child's strong qualities (see Appendix C for note). These circles are to be returned for the next session.

Conclusion:

- Drum – students to participate in song.
- Native handshake – same as previous session.



Walking the Path – Junior / Intermediate Grades (4-8)

Week Seven – Self Esteem and Character Education

Ontario Curriculum Expectations:

All Grades Language – Oral Communication

- Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.
- Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

GRADE FOUR

- Music - Demonstrate an understanding of correct breathing technique and posture when playing and / or singing.
- Music - Sing and / or play in tune songs from a variety of times and places.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

GRADE FIVE

- Music - Sing or play in tune.
- Music - Demonstrate an understanding of correct breathing technique and posture when playing and / or singing.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

GRADE SIX

- Music - Sing or play in tune.
- Music - Demonstrate an understanding of correct breathing technique and posture when playing and / or singing.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

GRADE SEVEN

- Music - Sing or play a variety of pieces expressively.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

GRADE EIGHT

- Music - Sing or play expressively pieces in various styles.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

Key Focus: identifying the strengths that others see in us, the positive we see in others

Time Required: approximately 1 hour

Classroom Setup: arrange the students' chairs in a circle; ensure there is one chair for each person including the teacher and facilitator. Leave a space in the East for the Eastern doorway.



Materials:

- chairs
- smudge bowl
- sweet grass or sage
- matches or lighter
- Native drum
- masking tape
- one shaker for each student
- talking stick and / or talking stone
- chart of character education words
- sheets of paper (6x6) 1 per student
- pencils (one for each student)

Introductory Activity:

- Smudge.
- Introduce the talking stick or talking rock (this can be a stick, stone, or a feather). The purpose of the talking stick is to help focus the speaker's conscious attention.
- Only the person who has the talking stick / rock may talk.

Development:

- Pass the talking stick / stone around (clockwise starting at the eastern doorway) after asking the students to share some of the qualities written on their paper – what is their favourite quality? Were there any surprises?
- Give each student a piece of paper and masking tape.
- Students are to tape the paper on to each other's backs.
- Students stand up and circulate writing a positive quality on the back of each student.
- Once this has been completed allow students a chance to review the comments
- Have students share comments in the circle.

Homework Assignment: students are to go home and compliment their parents / guardians, using a positive quality (character education words).

Conclusion:

- Drum – students to participate in song.
- Native handshake – same as previous sessions.



Walking the Path – Junior / Intermediate Grades (4-8)

Week Eight – History of Native People

Ontario Curriculum Expectations:

All Grades Language – Oral Communication

- Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.
- Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

GRADE FOUR

- Music - Demonstrate an understanding of correct breathing technique and posture when playing and / or singing.
- Music - Sing and / or play in tune songs from a variety of times and places.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

GRADE FIVE

- Music - Sing or play in tune.
- Music - Demonstrate an understanding of correct breathing technique and posture when playing and / or singing.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

GRADE SIX

- Social Studies (Heritage and Citizenship) - Identify some present-day issues concerning First nation peoples that relate to results of early contact.
- Music - Sing or play in tune.
- Music - Demonstrate an understanding of correct breathing technique and posture when playing and / or singing.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

GRADE SEVEN

- History (British North America) - Describe and analyse conflicting points of view about a series of historical events (e.g., the Indian Act of 1876).
- Music - Sing or play a variety of pieces expressively.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

GRADE EIGHT

- History (The Development of Western Canada) - Analyse how treaties and the Indian Act of 1876 transformed the lifestyles of First Nation peoples in the Canadian west.
- Music - Sing or play expressively pieces in various styles.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

Key Focus: how residential schools have in the past and continue to affect First Nations communities



Time Required: approximately 1 hour

Classroom Setup: arrange the students' chairs in a circle; ensure there is one chair for each person including the teacher and facilitator. Leave a space in the East for the Eastern doorway.

Materials:

- chairs
- smudge bowl
- sweet grass or sage
- matches or lighter
- Native drum
- one shaker for each student
- talking stick and / or talking stone

Introductory Activity:

- Smudge
- Discuss previous weeks homework – how did their parents / guardians react to the compliments?

Development:

- Discuss residential schools.
- In these residential schools, the students could only speak English and were not allowed to practice any of their traditions or celebrations.
- In these schools brothers and sisters were not allowed to talk to each other.
- Instead of being taught subjects, they were made to take care of the school, farms.
- Ask the students what they think about this, how would they feel?
- Pass the talking stick around and allow the students to comment on residential schools.

Homework Assignment: none

Conclusion:

- Drum – students to participate in song.
- Native handshake – same as previous session.



Walking the Path – Junior / Intermediate Grades (4-8)

Week Nine –Planning the Feast

Ontario Curriculum Expectations:

All Grades Language – Oral Communication

- Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.
- Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

GRADE FOUR

- Music - Demonstrate an understanding of correct breathing technique and posture when playing and / or singing.
- Music - Sing and / or play in tune songs from a variety of times and places.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

GRADE FIVE

- Music - Sing or play in tune.
- Music - Demonstrate an understanding of correct breathing technique and posture when playing and / or singing.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

GRADE SIX

- Music - Sing or play in tune.
- Music - Demonstrate an understanding of correct breathing technique and posture when playing and / or singing.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

GRADE SEVEN

- Music - Sing or play a variety of pieces expressively.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

GRADE EIGHT

- Music - Sing or play expressively pieces in various styles.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

Key Focus: practice for the graduation feast

Time Required: approximately 1 hour

Classroom Setup: arrange the students' chairs in a circle; ensure there is one chair for each person including the teacher and facilitator. Leave a space in the East for the Eastern doorway.



Materials: chairs, smudge bowl, sweet grass or sage, matches or lighter, Native drum, one shaker for each student, feast organizing chart (Appendix E), graduation ceremony (Appendix F).

Introductory Activity:

- Smudge

Development:

- Discuss the feast – potluck. Brainstorm ideas for food (no junk food).
- Give students note to bring home regarding potluck (Appendix D).
- Practice the graduation ceremony.
- Choose student to thank everyone for coming and volunteers.
- Choose a student to explain the unit studied.
- Choose a student to explain what the circle means.
- Choose a student to explain the four teachings (sharing, caring, kindness, respect).
- Choose a student to explain why we smudge.
- Choose a student to perform the smudge.
- Choose a student to speak about the teachings about water, choose two students pass out paper cups and two students fill the cups with water.
- Choose a student to speak about the teachings related to strawberries, choose two students to pass out the strawberries.
- Choose a student to explain the masks – each student will stand up and explain what their mask means to them.
- Choose a student to introduce the songs, explain how the drum represents the heartbeat of Mother Earth.
- Practice song(s).
- Choose a student to explain the handshake – students will circulate and shake hands with all guests.
- Choose a student for the Final thank you and invite guests to the feast.
- Have students make invitations for family members / members of the community

Homework Assignment: students are to return RSVPs and what their contribution will be for the potluck feast

Conclusion:

- Native handshake – same as previous sessions.



Walking the Path – Junior / Intermediate Grades (4-8)

Week Ten – The Graduation!

Ontario Curriculum Expectations:

GRADE FOUR

- Music - Demonstrate an understanding of correct breathing technique and posture when playing and / or singing.
- Music - Sing and / or play in tune songs from a variety of times and places.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

GRADE FIVE

- Music - Sing or play in tune.
- Music - Demonstrate an understanding of correct breathing technique and posture when playing and / or singing.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

GRADE SIX

- Music - Sing or play in tune.
- Music - Demonstrate an understanding of correct breathing technique and posture when playing and / or singing.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

GRADE SEVEN

- Music - Sing or play a variety of pieces expressively.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

GRADE EIGHT

- Music - Sing or play expressively pieces in various styles.
- Music - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

Key Focus: Celebrate the Aboriginal culture and traditions.

Time Required: ceremony about 1 hour and then feast

Classroom Setup: arrange the students' chairs in a circle; ensure there is one chair for each person including all guests and the teacher. Leave a space in the East for the Eastern doorway.

Materials:

- chairs
- smudge bowl
- sweet grass or sage
- matches or lighter
- Native drum
- one shaker for each student
- cups
- pitchers of water
- strawberries
- student masks
- knowledge rocks
- food for feast



The Graduation Ceremony

- A student extends thanks to participants, families, visitors and volunteers
- A student explains the program.
- A student explains what the circle means.
- A student explains the four teachings (sharing, caring, kindness, respect).
- A student explains why we smudge.
- A student performs the smudge.
- A student shares the teachings about water, two students pass out paper cups while two students follow and fill the cups with water.
- A student shares the teachings related to strawberries, then two students to pass out the strawberries.
- A student explains the masks – each student will stand up and explain what their mask means to them.
- A student introduces the songs, explains how the drum represents the heartbeat of mother earth.
- Students sing the songs.
- Teacher / instructor – hold a small rock and explains that these are called knowledge rock. We carry a knowledge rock around with us at all times to remind us to make good choices, continue or get back on the right path and remind us that someone cares about us.
- Call each student up individually to receive graduation certificate and knowledge rock.
- A student explains the handshake – students then circulate and shake hands with all guests.
- A student extends a final thank you and invites guests to the feast.

Conclusion:

- Everyone gathers to enjoy the feast.



Appendix A – Introduction Letter

Dear Parents / Guardians,

Our class is about to begin the Walking the Path course. This is a ten week course, which will be participating in our classroom. The Walking the Path course will teach about racism, Aboriginal ceremonies and Aboriginal culture.

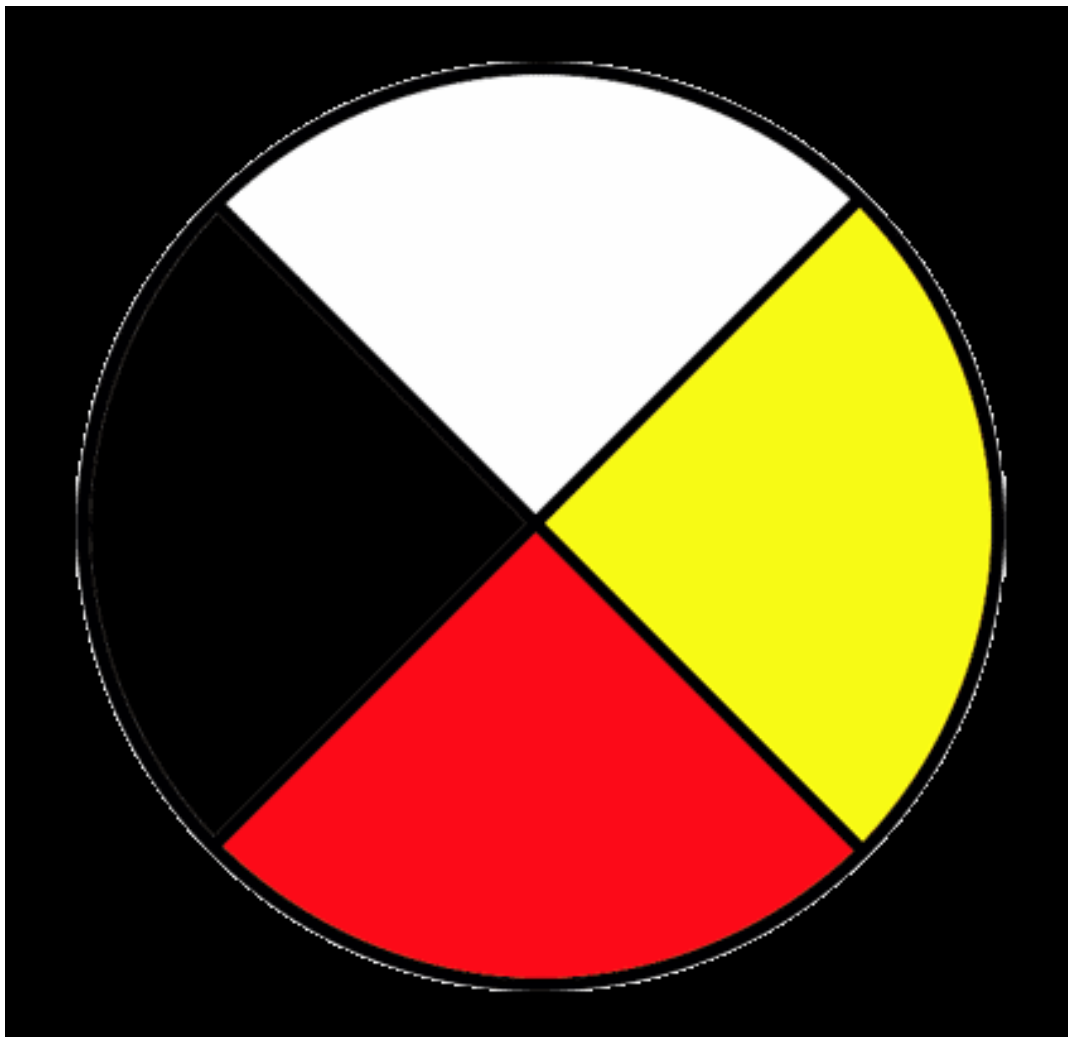
Throughout the course there will be homework, which includes students sharing what they have learned with those at home. Please ask your child about the Walking the Path program

Sincerely,



Miss de Jourdan

Appendix B - Medicine Wheel



Appendix C – Note Home Regarding Circles (self esteem and character education)

On the inner circle, your child has written down what he / she feels are his / her best qualities and characteristics. The words on the inner circle have been covered with the detachable circle.

On the outside circle, parents / guardians write down what you feel are your child's best qualities and characteristics.



Appendix D - Note about Graduation Celebration

Dear Parents / Guardians,

Over the past ten weeks our class has been participating in Walking the Path training.

As our course concludes, we would like to invite you to celebrate in a closing feast with us. During this celebration, the students will share the teachings they have learned and showcase their works from this course.

We ask that each student bring in a nutritious food contribution for our feast.

Our feast celebration will be on _____ at _____.

Our class has thoroughly enjoyed this course and we are very excited to celebrate with our families.

Thank you for your support with our celebration.

Sincerely,



Please complete and return the bottom portion by _____.

_____ will have _____ guests attending. He / She
Name of Student

will bring the following contribution _____.

Signature of Parent / Guardian



Appendix F Concluding Feast Celebration

1. Thank – You :
 - We are very excited about our celebration today and would like to thank everyone who has come today. (Meekwich) It is great that our families, friends, and community members are able join us in our celebration.
2. Explain Program :
 - Today we celebrate the conclusion of the Walking the Path program. Once a week for ten weeks we have been learning about Aboriginal ceremonies and racism. We also learned and performed Aboriginal songs.
3. Circle :
 - As we gather today, we form a circle. Circles are never ending. We have all heard the expression The Circle of Life.
4. Four Teachings :
 - We have learned four main teachings. These are sharing, caring, kindness and respect. When we don't have sharing, caring, kindness and respect we are only left with a fist, which leads to lots of trouble.
5. Explain the Smudge :
 - We smudge before our celebration to cleanse our mind, bodies and spirits. The smudge helps us to bring good thoughts into our circle. This is how we smudge
6. Smudge :
7. Strawberries :
 - Strawberries are the first berries of the season. This was important because it would mean the harvest was soon coming. The strawberry represents our hearts. Before Aboriginal women would not kill any animal that had a heart larger than a strawberry. Please have a strawberry.
8. Water & Cups :
 - Water represents our blood and the blood of Mother Earth. Water is also cleansing, it washes the earth, the tears we cry are also cleansing. Please have water with us.
9. Masks :
 - We worked hard to create our masks which represent us. Each student will share what their mask means.
10. Introduce Singing :

- The beating of the drum represents Mother Earth's heart beat. Everything in life has a rhythm – laughter, animals, and the wind. We sing because all of life is rhythmic.

11. Perform Song(s) :

- This is a song that we sang at each meeting.

12. Knowledge Rocks :

- These are knowledge rocks. We are giving each you a knowledge rock. Carry this with you in your pocket and let it remind you to make good choices.

13. Handshake :

- Before our feast we will show you how we leave the circle. Each student will go around the circle and shake you hand.

14. Feast :

- Please join us in the gym. Aboriginal people traditionally had a feast at the changes of each season. Please bow your heads while we say thanks for our food.



Aboriginal Prayers

Ojibwa Prayer

Oh Great Spirit, whose voice I hear in the winds
And whose breath gives life to everyone,
Hear me.

I come to you as one of your many children;
I am weak. I am small. I need your wisdom and your strength.
Let me walk in beauty, and make my eyes ever
behold the red and purple sunsets.

Make my hands respect the things you have made,
and make my ears sharp so I may hear your voice.
Make me wise, so that I may understand what you
have taught my people and
The lessons you have hidden in each leaf
and each rock.

I ask for wisdom and strength,
Not to be superior to my brothers, but to be able
to fight my greatest enemy, myself.
Make me ready to come before you with
clean hands and a straight eye,
So as life fades away as a fading sunset,
My spirit may come to you without shame.

- Author Unknown



Boozhoo Mishomis

Creator, I give thanks for this life I have been given.
I give thanks for the lives of all things that support me in this life.
Meegwetch.

Mother Earth, thank you for the beauty we see around us each day,
the plants we use in our ceremonies,
the plants we use as nourishment
and the plants we use as medicines,
Your bowl is always full, and for that we are truly grateful.
Meegwetch.

Grandmothers of the East, thank you for this new day.
Meegwetch.

Grandmothers of the South, thank you for the gift of love,
Meegwetch.

Grandmothers of the West, thank you for the rains that nourish the Earth.
Meegwetch.

For those negative things that we know are out there,
We ask that they stay out of our lives
and from our loved ones.
Meegwetch.



An Ute Prayer

Earth teach me stillness
as the grasses as stilled with light.

Earth teach me suffer
as old stones suffer with memory.

Earth teach me humility
as blossoms are humble with beginning.

Earth teach me courage
as the tree stands alone.

Earth teach me limitation
as the ant which crawls on the ground.

Earth teach me freedom
as an eagle which soars in the sky.

Earth teach me resignation
as the leaves which die in the fall.

Earth teach me regeneration
as the seed which rises in the spring.

Earth teach me to forget myself
as melted snow forgets its life.

Earth teach me to remember kindness
as dry fields weep with rain.



Aboriginal Songs

How Could Anyone by Libby Roderick

How could anyone ever tell you
You are anything less than beautiful?

How could anyone ever tell you
You were less than whole?

How could anyone fail to notice
That your loving is a miracle?

How deeply you're connected to my soul.

Humble Song

We get humble to ourselves in the eyes of the
We get to bend down low

We get to humble ourselves in the eyes of the
We get to know what ... knows

We can raise each other up
Higher and higher

- | | |
|------------------|-------------------|
| 1) the Creator | He |
| 2) Miishoomis | He (grandfather) |
| 3) Nookimis | She (grandmother) |
| 4) Winged | They |
| 5) Four – legged | They |
| 6) Swimmers | They |
| 7) Crawlers | They |
| 8) Children | They |
| 9) Each other | We |



Cherokee Morning Song / Wendyah

Heart beat song ...

Wen Day Ho
Wen Day Ho
Wen Day Ya
Wen Day Ta
Ho Ho Ho
Hey A Ho
Hey A Hop
Ya Ya Ya

Repeat 4 to 7 rounds

Spirit of the Wind by Star Williams

Chorus:

Spirit of the wind, carry me
Spirit of the wind, carry me home
Spirit of the wind, carry me home to myself.

Spirit of the ocean, depth of emotion
Spirit of the sea, set my soul free
(chorus)

Spirit of the storm, help me be reborn
Spirit of the rain, wash away my pain
(chorus)

Spirit of the sun, warm light healing me
Spirit of the sky, spread by wings and fly
(chorus)

Spirit of the river, blessed forgiver
Spirit of the shore, show me more and more
(chorus)

Spirit of the Earth, help me with my birth
Spirit of the land, hold me in your land
(chorus)

*Repeat versus straight through without chorus
End with chorus*



Additional Resources

Video

For Angela – can be ordered from National Film Board of Canada website
http://www2.nfb.ca/boutique/XXNFBibeWelcome.jsp?lr_ecode=collection&go=item&language=US&formatid=30183

Websites

Aboriginal Canada Portal <http://www.aboriginalcanada.gc.ca/>
Indian and Northern Affairs Canada <http://www.ainc-inac.gc.ca/>

Books for Additional Reading

Where are the Children? Healing Legacy of Residential Schools. Aboriginal Healing Foundation. Legacy of Hope Foundation.

Children's Books with Aboriginal Themes

A Name for Métis by Deborah L. Delaronde.
Amikoonse (Little Beaver) by Ferguson Plain.
And Still the Turtle Watched by Sheila MacGill – Callahan
As Long as the River Flows by Larry Loyie
Bones in the Basket by C.J. Taylor
Eagle Feather – An Honour by Ferguson Plain
Eat, Run, and Live Healthy by Karen Olson
Grandmother's Dreamcatcher by Becky Ray McCain
Healthy Choices, Healthy Lives by Karen Olson
How We Saw the World by C.J. Taylor
Kukamk's House a Tale of the Far North by Michael Bania
Kumak's Fish a Tall Tale from the Far North by Michael Bania
Looking After Me by Denise Lecoy
Nanaboscho and the Woodpecker by Joe McLellan
Nanaboscho How the Turtle got its Shell by Joe McLellan
Nanaboscho Grants a Wish by Joe McLellan
Nanboscho Steals Fire by Joe McLellan
Northern Lights and the Soccer Trails by Michael Arvaarluk Kusugak
Out on the Ice in the Middle of the Bay by Peter Cumming
POW WOW by George Ancona
Raven by Gerald McDermott
Roadrunner's Dance by Rudolph Anaya
Solomon's Tree by Andrea Spalding
Taking Care of Mother Earth by Leanne Flett Kruger
The Birth of Nanaboscho by Joseph McLellan
The Elders are Watching by Roy Henry Vickers
The Huron Carol by Frances Tyrrell
The Lonely Inukshuk written by students at Inguglak School
The Missing Sun by Peter Eyvindson
There was an Old Lady who Swallowed a Trout! by Terri Sloat
When Clay Sings by Byrd Baylor

