CCSD Aboriginal Studies 30

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Overview

1. Howard Campbell – CCSD support
2. AB 10/20 themes
3. AB 30 – 4 themes
4. Each theme “Big Rocks” is presented and some of the ways we present them – a few activities that we will try here – and assignments that we have used in the course
5. Support for teachers teaching the course
CCSD FNMI support

- 1 supervisor
- 1 consultant
- 1 District Teacher (Therapist)
- 1 home support worker (BSW)
- 4 school liaison workers
- 3 -----.5 FNMI DLTS

- 1500 Students in 105 schools
Across the province

• AB studies in Alberta?

• What would you like to know?
Profile of Students taking ABS-30

2013-14
1 grade 12 FNMI students needing a grade 12 credit
Bishop O’Byrne

2014-15
22 students from 5 high schools – 2 non-FNMI

2015-16
53 students from 6 high schools – 10 non-FNMI
Aboriginal Studies 10 and 20

- **AB 10 Themes**
  - Origins and settlement patterns
  - Aboriginal Worldviews
  - Aboriginal Symbolism

- **AB 20 Themes**
  - Metis
  - Treaties - overview
  - Cultural Change and residential schools
Aboriginal Studies 30

Themes
1. Aboriginal Rights and Self Government
2. Land Claims
3. Aboriginal Peoples in Canadian Society (racism, prejudice, discrimination, stereotypes)
4. Aboriginal World Issues (human rights, exploitation, ethnocentrism)
The “Big Rocks” of Theme 1

Aboriginal Rights and Government

1. The Constitution Act, 1982, guaranteed and affirmed Aboriginal rights and freedoms

2. Aboriginal people have a right to self-government and self-determination
“Big Rocks” explained

• Section 25 declared clearly that Charter Rights could not override Aboriginal, treaty, or other rights held by Aboriginal peoples – rights could not be taken away.

• Metis and Inuit people were specifically recognized as Aboriginal people

• Section 35 – Guaranteed existing and treaty rights and a right to self government
Self Government Activity

• In a small group – come to a consensus on this question –

“What does self-government mean?”
Views on self-government

- The three central issues are: control over our existing, control over funding, and a just settlement over our traditional hunting, fishing and trapping territories.
  - Vina Starr – Aboriginal lawyer

- Inherent right to govern ourselves according to our own values, customs, and traditions
  - Treaty 8 Spokesman
Self-government facts

• As of April 2015 – there have been 22 self-government agreements

• There are currently 90 self-government negotiation tables across the country and most of those, involve land claims
Self-government

• Questions to consider to initiate a group discussion.

1. What is self-government?
2. What is sovereignty?
3. Do Aboriginal people want sovereignty?
4. What do Aboriginal leaders mean by self-government?
Self-government

Self-governing First Nations in the past;
- Decided membership
- Decided government structure
- Had their own language
- Decided their own laws and justice system
- Had a system of wealth distribution
- Had their own healthcare
- Structured their own education system
- Had their own system for the care of land and resources
Assignments from CCSD AB30

Other assignments from Theme 1:
1. Press release from government announcing a self-government initiative
2. Compare the Royal Commission’s core areas of jurisdiction to the current powers of band councils in Section 81 of the Indian Act.
3. Have students participate in a mock negotiation with students representing government and First Nations.
The “Big Rocks” of Theme 2

Land Claims

1. Many First Nation people have expressed concern that land entitlements under treaties were not met by federal and provincial governments.
2. Land claims are those claims where land was never ceded through treaties.
3. Demonstrate an awareness and respect for those First Nations attempting to reclaim land that had not been ceded.
Assignments from CCSD AB 30
Theme 2

1. Role play a land claim negotiation.
2. Create a piece of visual art illustrating how land claims lead to self-determination.
3. Research a land-claim agreement outlining key conflicts and resolutions.
The “Big Rocks” of Theme 3

Current Issues

1. Demonstrate an understanding of why there is an increasing number of Aboriginal peoples migrating to urban areas.

2. Demonstrate an understanding of how cultural differences, social pressures and common misunderstandings can foster negative stereotypes and develop an appreciation of people who face discrimination through stereotyping.
Activity – theme 3

• On the sheet provided – describe what you imagine the real life characters look like in the box provided.

• If you feel comfortable enough, draw a picture of what you imagine each character would look like.
Stereotyping

- **Lesson outcomes**
- Recognize that the media construct reality
- Understand that the representations made by the media are not always realistic
- Understand the various types of stereotypes that exist in the media
- Understand their own perceptions of various stereotypes
Discussion

• What does it mean to be a part of Canadian society versus what it means to be apart or excluded from Canadian society.

• Develop understandings that being stereotyped is a common experience of First Nation, Metis or Inuit people.
Discussion questions

• What are the consequences of distorted representations of Aboriginal people with regard to their identity, self-esteem, and social and cultural development?
Stereotyping

• Key Understandings;
1. TV and movies present viewers with easily recognizable characters
2. Stereotypes often present a one-sided and negative image
Assignments from CCSD AB 30

1. Cigarette packages warn people of the danger of smoking – Write a warning to tell people of the dangers of believing everything they see on TV

2. Make a Wanted poster for a TV stereotype
Racism – theme 3

Many people claim that Aboriginal sports theme names honor Aboriginal peoples – In truth, they reinforce negative stereotypes that demean Aboriginal peoples and cultures.
Success for all Students
Assignments from CCSD AB 30

1. In small groups discuss any experiences you have had with stereotypes and discrimination.

2. Write a letter to the owner of the Washington R-------- requesting a change in team names.

3. Brainstorm alternative names and symbols for sports teams that currently use Aboriginal stereotypes or cultural objects inappropriately.
“Big Rocks” of Theme 4

World Issues

1. Demonstrate an understanding of how ethnocentrism had an impact on Aboriginal peoples

2. Demonstrate an understanding that one of the reasons for current conflict between indigenous and non-indigenous peoples lies in how the care and management of natural resources are practiced
Aboriginal Protest

Between 1951 and 2000 – how many Aboriginal protests have there been across Canada?
Success for all Students

616
Aboriginal Protest
What’s next?
Coaching and mentoring teachers, teaching in a diverse classroom

1. Don’t lower or raise achievement expectations based on race/ethnicity – use effective, non-culturally based measures to determine student ability and push to proximal development.

2. Don’t tokenize Aboriginal culture in order to connect with students – listen to students, families and the community for reflections of culture.
Teaching in a diverse classroom

3. Being Culturally Responsive rather than race neutral – create a race conscious classroom that recognizes and celebrates diversity.

4. Utilizing differentiated instruction and assessment techniques.

5. Don’t make assumptions about your students’ experiences.
Teaching in a diverse classroom

6. Comfort is key – if the students feel uncomfortable they will not open up.

7. It is okay to not have all the answers.

8. Ask for help.
Resources

- Contemporary Issues
  Aboriginal Studies 30
- Contemporary Issues
  Aboriginal Studies 30 TRM