



Making a difference...together

Education and Appreciation Garnered through Listening and Exploring – E.A.G.L.E. Storytelling

Educators Guide

Program at a Glance

On this interactive cultural program, we invite participants to discover the joy of learning some life lessons through the telling of Indigenous-centered stories. We will discover how different animals shared their knowledge with First Peoples about how to care for and respect each other. Our adventure will include looking for clues to identify the animal who will share their story with us. We will hear tales about when Raven brought rain to a parched earth, why beavers have flat tails, and how bears helped determine the seasons.



In this program, your students will...

- Observe and explore the forest.
- Identify the characteristics of animals through a First Nations lens.
- Discover the importance of caring for and respecting each other.
- Gain appreciation for how First Peoples use storytelling to share valuable life lessons with their children.

Curriculum Connections

Our place-based school programs directly relate to BC's Early Learning Framework and the K-5 curricula. Below you will find some of the learning standards that will be addressed on your program.

BC's Early Learning Framework (Pre-K)

First Peoples Principles of Learning

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning recognizes the role of Indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.

Well-Being and Belonging

- We will nurture a sense of well-being and belonging that supports children as they learn about and investigate the forest around them. Pathways include:
 - Indigenous voices and perspectives
 - Culture and worldviews
 - Joy in relationships with people, place, materials, and ideas
 - Diversity and difference
 - Safety and respect
 - Emotions, thoughts, and views
 - Interests and inquires

Engagement with Others, Materials, and the World

- Children construct meaning as they explore the forest environment through play and discovery, using all of their senses. Pathways include:
 - Knowledge and theories
 - Spaces, objects, and materials
 - Reconnection to land and place
 - Local community connections

Communication and Literacies

- Children will share use multiple modes of expressive languages to communicate ideas, participate in relationships, share their experiences through song, stories, play and exploration. Pathways include:
 - Multiple modes of communication
 - Culture, family, traditions, and knowledge

- Language and communication
- Sound and word play

Identities, Social Responsibility and Diversity

- A positive personal and cultural identity is the awareness, understanding, and appreciation of all the facets that contribute to a healthy sense of oneself.
- The program will foster an appreciation that the forest is a home to animals who have needs similar to our own.
- The program will encourage respect for, and gentle treatment of, the forest and its inhabitants. Pathways include:
 - Democratic practices
 - Individual differences
 - Reconciliation with Indigenous peoples
 - Interrelationship of humans and their natural environments

Suggested Pre-Trip Activities

- Share personal stories and experiences about visiting the forest (i.e.: hiking/walking with family)
- Explore traditional stories of the forest from an Indigenous Perspective.
- Draw a picture of your favourite forest animal and describe why you like it.

Follow-up Activities

- Draw a picture of their favourite story animal from the program.
- Plan a talking circle for the children to share their favourite story from the program and why.
- Create a forest diorama and cut-outs of different forest creatures and have the children place them in their respective habitats.

Background Information on Indigenous Perspectives

Indigenous Peoples of this area have lived on these lands for countless generations and always with a sense of coexistence and interconnection. Their relationship with the land and its inhabitants, deeply rooted in harmony, respect, and appreciation, has guided their journey since time immemorial and continues to inspire the belief that animals can teach us many valuable

lessons. These historic references are passed down to future generations through the time-honoured tradition of storytelling. Children learn about their cultural identity and the legacy left behind by their ancestors through ceremonial gatherings, songs, dances, and storytelling.

Cultural Renewal

Despite repeated attempts to ban traditional practices and assimilate Aboriginal People, Aboriginal culture did not disappear. Rather, it was held in sacred trust by the elders, who are now helping to rekindle traditional concepts and practices.

Today, centuries-old traditions - dances, songs and feasts - are being passed along to the young, providing them with a sense of cultural pride, community and purpose in life.

Traditional Aboriginal culture was based on spirituality, which was meant to be a guiding force in a person's life. Attempts to destroy this force have failed. The cultural bonds of Aboriginal peoples have not and never will be broken.

- Excerpt from Diane Silvey's book - **The Kids Book of Indigenous Peoples in Canada**

Additional Resources

Teacher References

Chrona, Jo. [Wayi Wah! Indigenous Pedagogies: An Act for Reconciliation and Anti-Racist Education.](#) Portage & Main Press, 2022

Meuse, Theresa. Illustrations by Arthur Stevens [The Sharing Circle: Stories About First Nations Culture.](#) Nimbus Publishing, 2003

Yellowhorn, Eldon & Lowinger, Kathy. [Turtle Island: The Story Of North America's First Peoples.](#) Annick Press, 2017

Wall Kimmerer, Robin. [Braiding Sweetgrass – Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants.](#) Milkweed Editions 2013

Student References

Silvey, Diane. [The Kids Book of Aboriginal Peoples in Canada.](#) Kids Can Press 2005

Locke, Kevin. The Eagle Feather. Medicine Wheel Education 2019

Campbell, Nicola I and Victor, Carrielynn. Stand Like A Cedar. High Water Press 2021

Vickers, Roy Henry. One Eagle Soaring. Harbour Publishing 2018 (Part of a series of 4)

- For an extensive list of student resources, we recommend visiting the website of the First Nations Education Steering Committee (www.fnesc.ca) and accessing their 2016 publication: **Authentic First Peoples Resources for Use in K-9 Classrooms.**