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Acknowledgements

We acknowledge, respect and honour the First Nations in whose traditional territories the School District operates and all Aboriginal people residing within the boundaries of School District #8.

We could not do this important work without the support and guidance from the community. Thank you.

We would also like to acknowledge SET-BC for the generous technology grant we received to make this project possible and for their support and encouragement along the way!
Introduction
Greetings! Thank you for taking the time to learn more about this project. This project is a collaboration between the Student Services Department and the Aboriginal Education Department at School District #8. In the 2017-2018 school year, we received a very generous technology grant from SET-BC. This grant allowed us to use the technology provided to support students to learn more about traditional Aboriginal storytelling teachings, to use technology as tools to use their voices and share their own stories, and to build important language skills. We hope you find this information helpful and we wish you a very enjoyable journey as you embark on this meaningful work!

Purpose
The purpose of this resource guide is to share our story with you. We are all about stories in this work that we do. We have outlined the important teachings we received along the way in the hopes that this guide can help you recreate a similar process for your school. We have started from the beginning by describing the project, discussing who can be involved, exploring Aboriginal storytelling, outlining evaluation processes, and (hopefully) everything in between.

Overview of the Project
You can learn all about our journey at our blog: https://sd8learns.sd8.bc.ca/storiesfromhere/
We recommend you explore this blog before starting your own journey to get a sense of what our initial project was all about.

Goals
- To enhance the students’ connection to the physical surroundings on the land in which they live by learning Aboriginal stories specific to this area. Each student will be able to retell at least one story relevant to the local area.
- To support narrative development of the whole class including specific skills involved in storytelling (vocabulary, sentence structure, clarity of speech, voice, organization and presentation of ideas) as supported by the district SLP. Each student will demonstrate skills through their final project.
- To learn about the art and techniques of Aboriginal storytelling and students will use at least three of these techniques in their final storytelling project.
- To use technology as a way to redefine learning (SAMR model) to archive stories developed and expressed by the students. Students will self-select a way to archive stories using technology.
**Curricular Goals Supported by the Project**

Our project aligns with the grade 4/5/6 English Language Arts big ideas around exploring stories to understand ourselves and our world. We will be delving into Aboriginal Ways of Knowing, English, Social Studies and Arts Education as we weave through this 3-4 month project.

We will address the following areas of the Grade 4 and 5 curriculum (English Language Arts, Social Studies and Arts Education)

- **Big Idea (English Language Arts): Exploring stories and other texts helps us understand ourselves and make connections to others and to the world**
- **English Language Arts Curricular Competencies:**
  - Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples text
  - Identify how story in First Peoples cultures connects people to land
  - Use oral storytelling processes
  - Use language in creative and playful ways to develop style
- **Arts Education Curricular Competencies:**
  - Explore connections to identity, place, culture, and belonging through creative expression
- **Social Studies Content:** Students are expected to know the history of the local community and of the local First Peoples communities

**Who is Involved?**

**School Community**

This project can be implemented with any grade level and it can span a variety of subject areas. Any teacher is welcome to pursue this project with their class and with the support of their administration. The following resources can be adapted as you see fit.

**Working with the Aboriginal Community**

One of the things that makes this project so special is the opportunity to work with community members. Any chance for students to engage with traditional knowledge keepers is special. This can be new territory for many of us working in the school system. To assist staff with engaging with the community in a good, respectful way, we have developed the “Elder Protocol Handbook” that outlines every step in the process. Please consult this handbook for teachings and protocols for when you are thinking about inviting Elders and knowledge keepers to be involved. You can find the handbook here:


**District Partners**

The original project in 2017-2018 was a collaboration between a few district partners and the following people were involved:
• Classroom teacher
• Speech and Language Pathologist
• SET-BC District Partner
• Technology Support
• Aboriginal Education staff
• West Kootenay Teacher Education Program Practicum Students
• School-based administration
• Community based traditional knowledge keepers/storytellers

These are some suggestions for you as you move forward. Depending on the project, you may want to involve other people to support your unique project.

**What is needed?**

**Team**
The most important resource you will have in your project is your team (as outlined above). Your team will provide support and guidance along the way. Having a variety of perspectives and areas of expertise is also helpful. Because this project spans over a long period of time, it is helpful to engage a committed team who can help each other pick up certain pieces throughout the project. We found it very helpful to spread the workload out across a number of different team members.

**Technology**

- 5 iPad Pros (12.9 inch)
- 5 Smart Keyboards for iPad Pro
- 5 Apple pencils
- Projector
- Art, music, and storytelling apps
  - Explain Everything
  - iMovie
  - Photoshop Mix
  - Photoshop Express
  - Keezy & Keezy Drummer

**Supplies**
In addition to the supplies received by SET-BC, these are some additional supplies we found helpful:

- Computer and projector with access to Skype (for contacting storytellers/knowledge keepers)
- ipad Adapter to project image from ipad
- Gifting and honourarium for knowledge keepers
Honourarium
Bringing in a storyteller or knowledge keeper can enhance the experience for students. Having the opportunity to invite someone to join the students in person can be very profound. If you are able to access funds for an honourarium/travel expenses (see Elder Protocol Handbook for details), this can be very helpful. Talk to your school principal about options for this or explore grant opportunities within your district or community to access funds to support this piece.

We realize that many projects need to go ahead without access to additional funds. That’s okay! There are many opportunities to involve storytellers in cost-minimal or cost-free ways if these funds are not available. If no or limited funds are available, consider choosing more print stories to include, assess stories on YouTube or the National Film Board site (links to some in the resource section), or ask storytellers about connecting over Skype/FaceTime.

Stories
This project is fluid in nature and this means that a variety of approaches can be taken to choose and include stories. Some ideas may be choosing stories based on your school’s theme and goals. You may also want to include stories from the nations that are represented in your community or in your classroom based on the background of your students. In our school district, we recommend including stories from the Ktunaxa, Secwepemc/Shuswap, Sinixt/Colville Confederated Tribes, and Syilx/Okanagan Nation. You can include stories told by storytellers, printed resources, and/or online resources.

Consent
In order to ensure that this project is moving forward in a respectful way for all involved, obtaining parental and student consent is an important step to consider. For our initial project, we were required to receive signed consent for SET-BC from parents. This would allow for students to be recorded, videos to be shared, photos to be uploaded to our blog, etc. Make sure you check with your school to see what consent forms are required and which students are allowed to participate at what capacity.

Sample Timeline

<table>
<thead>
<tr>
<th>Project preparation</th>
<th>September – November</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Learning how to use the technology</td>
<td></td>
</tr>
<tr>
<td>· Digital hygiene/safety and appropriate uses/security</td>
<td></td>
</tr>
<tr>
<td>· Planning with local storytellers, Elders, and community members</td>
<td></td>
</tr>
<tr>
<td>· Learning with students about history of storytelling and traditional ways of knowledge keeping/sharing</td>
<td></td>
</tr>
</tbody>
</table>
### Project start date

- School visits with storyteller, Elders, local writer
- Research at the Kaslo and District Historical Archives
- Students work on developing projects:
  - Learning Aboriginal stories about this place
  - Visiting the nearby places depicted in the Aboriginal stories
  - Each student writes a story that shows personal connections
  - A main focus will be learning to write and tell an oral story in a rich and effective manner

### Project completion date

- “Stories from Here” showcase and sharing event with school and community members
  - video posted on district website
- Team reflections and sharing with Aboriginal Education Department

<table>
<thead>
<tr>
<th>Project start date</th>
<th>January</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project completion date</td>
<td>End of April</td>
</tr>
<tr>
<td>Team reflections and sharing with Aboriginal Education Department</td>
<td>End of May</td>
</tr>
</tbody>
</table>

## Aboriginal Storytelling

### Protocols

When working with Indigenous stories, it is very important to consult a knowledge keeper from the local area about what protocols and permissions must be followed for your particular project and area. Protocols are unique to the community and so this must be done on an individual/case-by-case basis. We recommend reaching out to community knowledge keepers for advice about how to proceed with your particular project. There may be certain stories that would be appropriate to use, etc. This is a great way to start building relationships with the community in a respectful way. To learn more about this, check out FNESC’s English First Peoples 10 and 11 Teacher Resource Guide: [http://www.fnesc.ca/efp/Attachments/EFP%2010-11%20Teacher%20Resource%20Guide%20Final.pdf](http://www.fnesc.ca/efp/Attachments/EFP%2010-11%20Teacher%20Resource%20Guide%20Final.pdf)

- Bonnie Harvey visited JV Humphries in February 2018. During her visit she told stories and talked about these aspects of Aboriginal Storytelling protocol:
  - Why are stories important?
  - How do you choose a specific story?
  - How do we listen to a story?
  - Do we need permission to tell a story?
  - How do we learn from a story?
Who tells stories?
Please visit the Stories From Here blog to listen to Bonnie talk about these topics:
https://sd8learns.sd8.bc.ca/storiesfromhere/2018/02/26/bonnie-harvey-talks-about-storytelling/

- Recommended Reading: Jo-Ann Archibald “Indigenous Storywork”

**Respectful Listening**

Before inviting community members to your classroom, and before engaging with the stories, we recommend that you spend time with your class on discussing respectful listening and interaction. Again, FNESC’s English First Peoples 12 – Teacher Resource Guide covers this beautifully:

“Guidelines for Respectful Interaction/Communication”

Ask students to think about what respectful communication looks and sounds like. Provide students with brief scenarios, and have students create mini-roles illustrating examples of both. Ask students to think about what kind of communication is most effective for them in their learning environment. Have them work in small groups to brainstorm their endings to the sentence stem “Everyone in this classroom has the right to....” Provide examples such as the following:

- Everyone in this classroom has the right to be heard.
- Everyone in this classroom has the right to pass.
- Everyone in this classroom has the right to treated with respect.

Once they have completed this task, ask them to brainstorm a corresponding list that ends the stem, “Everyone in this classroom has the responsibility to.....” noting that, for each right, there needs to be a related responsibility. Provide examples such as the following (which do not all correlate with the previous examples):

- Everyone in this classroom has the responsibility to listen respectfully to others.
- Everyone in this classroom has the responsibility to use “I” statements, not “you” statements.
- Everyone in this classroom has the responsibility to be patient, and not interrupt others.

Once this is done have each group join with another to combine their lists, eliminating duplicate points and merging similar ones. Repeat the merging of groups until the class has one complete list. Have this list printed up and ask each student to sign the Class Guidelines for Respectful Communication.” (pg. 28-29 of EFP 12 – Teacher Resource Guide)

Choosing Resources

Here is an excerpt:

“WHAT ARE AUTHENTIC FIRST PEOPLES TEXTS?

Authentic First Peoples texts are historical or contemporary texts that:

- present authentic First Peoples voices (i.e., are created by First Peoples or through the substantial contributions of First Peoples)
- depict themes and issues that are important within First Peoples cultures (e.g., loss of identity and affirmation of identity, tradition, healing, role of family, importance of Elders, connection to the land, the nature and place of spirituality as an aspect of wisdom, the relationships between individual and community, the importance of oral tradition, the experience of colonization and decolonization)
- incorporate First Peoples story-telling techniques and features as applicable (e.g., circular structure, repetition, weaving in of spirituality, humour).”

Speech and Language Connections
Storytelling (also known as “oral narrative”) develops listening skills, enhances verbal expression, increases comprehension, creates mental images, and highlights verbal reasoning. Oral narratives are also the foundation for written language skills.

Storytelling:
- is a common way to make connections and associations with others and to connect home and school experiences.
- is a way to share news, teach life lessons, and learn the cultural history of others and ourselves.
- provides opportunities for developing and strengthening skills in the language areas of semantics, syntax, morphology, articulation, phonology, pragmatics, reading, and writing.
● develops higher level thinking (e.g., the ability to assume a character’s perspective, make inferences, and analyze information).

References


Working with Technology
Technology Planning and Setup
Diving into a new project can be an exciting, yet daunting task. You likely have many questions about how to manage your technology in the classroom or use the apps. Adequate planning and preparation is the key to delivering appropriate learning opportunities and to work toward successful results. Just like planning a lesson or unit, it is important that you take time to plan for the implementation and use of your classroom devices. The following information is a compilation of suggestions and advice made by classroom teachers who have participated in previous SETBC projects.

1. **Meraki:** If you are working with SETBC iPads, ensure that all devices have been configured by our district technicians. The technicians will first load the Meraki Mobile Device Management app onto your each device. Meraki has security features that will help keep your classroom iPads safe and secure. In the case of a lost or stolen device, our technicians have the capability of tracking and locking the iPad through the Meraki management system.

2. **iTunes Account:** The district technicians will also set up an itunes account for your devices. If you already have iPads in your school, your school itunes account will already be established. The technicians will use this account during setup of your project devices, unless you choose to have a separate itunes account for your classroom. If this is the case, please contact the technicians to request a new account. **Please do not set up your own itunes account on you classroom ipads.**

3. **iCloud:** The ‘cloud’ is a generic name for an online file-storage environment. iCloud is Apple’s personal version of the ‘cloud.’ iCloud is best used as a backup for your device files, such as photos, movies, emails and documents. This backup happens when your iPads are plugged into an outlet to charge. Some teachers have found it useful to enable iCloud while others have requested to keep it turn off as having too many devices accessing the same iCloud account can sometimes cause glitches with some of the devices.

4. **Disable Photo Sharing: My Photo Stream** is a service that uploads all photos and videos to the cloud and shows them on every device that shares an iTunes account. If you have
8 pads on the same iTunes account, photos from each devices will be shared with all
other iPads. If a picture or video is deleted from one device, it will also be deleted from
all of the iPads. Disabling Photo Sharing safeguards against pictures being deleted from
unauthorized iPads.

○ How to disable icloud photos sharing on ipad
  ■ launch the settings app on your iphone or ipad
  ■ scroll down and tap Photos
  ■ Toggle the iCloud Photo Sharing switch to off
Remember to delete pictures that are not used in the project. Some teachers create
time in their project schedule to do a weekly picture cleanout to free up file storage
space on the device.

5. **iPads Groupings:** We recommend that students work in groups to complete the
storytelling project. The number of individuals in each group will depend on the screen
size of the group’s device. From trial and error of previous projects, we found the
following student-to-device ratio to be the most effective.

  ■ iPad Mini - 1 to 2 students per device
  ■ Regular sized ipads - 2 to 3 students per device
  ■ Pad Pros - 3 to 4 students per device

6. **Group Responsibility:** Teachers have also recommended that a device be signed out to
one group who then takes full responsibility for their iPad for the duration of the project
or year. This gives students ownership over their group’s device and instills collective
accountability for charging, cleaning and carding for the iPads.

7. **Identifying Group iPads:** Having more than two identical iPads in the class can make it
challenging for students to locate and identify their device in a pinch. Teachers have
found it useful to tag each device to make it unique from all other iPads. There are many
ways to tag your classroom iPads. You may find it easiest to colour code each ipad with
a coloured sticker. Some teachers create a unique digital image for each iPad that is set
as the device’s wallpaper. In addition to these tagging tricks, you can also create a
unique name for each of the iPads. To do this, open Settings and navigate to General,
About then Name. Type in the unique name in the box.

**Introducing Technology to your Class**
Before giving the device to your groups, it will be important to discuss the purpose of this
technology and how it will be used in your classroom. Make sure to tell your students about the
project, its purpose and goals. Distribute the SETBC or district photo consent forms and discuss
how student work may be publicly displayed on the SETBC website or on your personal project
blog.

Teachers have found it useful to discuss protocols around the use of the devices in the
classroom. For instance, it is good practice to ask students to close the iPad lid or turn ipad
screen over when you require student attention. Some teachers have found it useful to create rules around the use of the the iPads with their class. It may be beneficial to begin discussions around digital citizenship and the standards around responsible use of technology. This includes personal safety and privacy, digital etiquette and responsibility along with the impact of technology on our health and wellness. You can find information along with lesson and unit plans on this topic on the SETBC website at https://w3.setbc.org/search/Pages/Search-Results.aspx?k=digital%20citizenship

Blogging
If you are participating in a SETBC storytelling project, you will need to contribute to a monthly progress blog. You are welcome to set up any blog of your choice or you can use our SDLearns buddypress option. We encourage you to look through previous district SETBC project blogs for ideas and inspiration. To view our most current project blogs, go to http://studentservices.sd8.bc.ca/category/current-projects/.

Training & Implementation
Before starting your project, find out what the students already know about the technology and the apps that they will be using. You might be surprised to learn about their vast understanding of these tools. When you are ready to begin your project planning, go ahead and play with your equipment. You can watch youtube videos on how to use the different apps and try creating a short presentation to show your class. Don’t be afraid to ask for help from other tech savvy teachers in your school or family of schools. Remember, there are also many teachers in the district who have participated in SETBC or other technology projects in the past and who would be happy to give you advice and training tips. Find out about potential teacher mentors from your SETBC District Partner. You can take some time to visit these teachers as part of your professional development and funding for a TOC can be accessed through your Nelson or Creston District Teachers’ Union. You can also request to have the technology teacher in your school or your local SETBC District Partner help with training you and your students to work with the different applications used in your storytelling project.

Once your students have been introduced to the apps, they will need ample practice time to build their skills and to understand how to integrate the use of the different apps to create a presentation. Make sure to give your students opportunities to practice. Have them complete smaller assignments such as creating a Christmas story using Explain Everything or a video a skit for Social Studies class using iMovie. Using non-digital resources such as graphic organizers or a hard-copy storyboard, can help bring structure and organization to their work.

Working through the Glitches
As you and your students work through the project, you will likely encounter technology glitches along the way. This is a normal part of working with technology, but don’t let it stop you from moving forward. Remember that you have many people on your team to help support you through tough times. Ask your students for help, as they can often be your best support
network. You may also find the answers simply by searching your questions on the internet. Youtube can be a particularly helpful resource as it provides step-by-step learning through short videos. Ask your colleagues at the school for help or reach out to a teacher mentor who has supported a similar project in the past. If your project is supported by SETBC, you can contact your local SETBC District Partner or email your provincial SETBC Project Team Leader for assistance.

**Evaluation**

Here are some suggested evaluation tools to explore:

- **Aboriginal Understandings Learning Progression Rubric** from Laura Tait from SD68 (Nanaimo/Ladysmith): [https://sd8learns.sd8.bc.ca/storiesfromhere/2018/02/19/aboriginal-understandings-learning-progression-rubric/](https://sd8learns.sd8.bc.ca/storiesfromhere/2018/02/19/aboriginal-understandings-learning-progression-rubric/)

- **Rubistar**: a self-generating rubric maker for assessment. You can also search rubrics that have been created by other teachers and use them. Search ‘story telling’ and over 500 rubrics are displayed! [http://rubistar.4teachers.org/index.php](http://rubistar.4teachers.org/index.php)

- **UDL – supporting diversity in BC schools**: a resource developed by SET BC with detailed information on assessment within the UDL framework (Assessment for Learning, Assessment of Learning, Assessment as Learning) [http://udlresource.ca/2017/12/assessment/](http://udlresource.ca/2017/12/assessment/)

**Resources**

**Storytelling Resources**

These are some of the resources that we found helpful and could serve as a good starting place. Of course there are endless stories to include in your project. We have included at least one resource from each of our four local Nations.

**Ktunaxa**

- Ktunaxa Creation Story: [http://www.ktunaxa.org/who-we-are/creation-story/](http://www.ktunaxa.org/who-we-are/creation-story/)
- Yaqan Nukiy Ktunaxa Kootenai Tales by Robert Louie
- The Origins of Culture: An Exploration of the Ktunaxa Creation Stories: [www.youtube.com/watch?v=5zoUwn3xeDg](http://www.youtube.com/watch?v=5zoUwn3xeDg)

**Syilx/Okanagan**

- Kou-Skelowh / We Are The People: A Trilogy of Okanagan Legends

**Secwepemc/Shuswap**

○ Story 1. Chacha — The story of how the first chickadee was created when a brother mistreated his younger sister.
○ Story 4. Bear’s Tail — The story of how trusting the advice of tricky Coyote had a lasting effect on Bear’s appearance.
○ Story 5. Spider’s Gift — The story of how the first man learned from all the creatures around him how to eat, hunt and survive.
○ Story 6. Night and Day — The story of how Coyote and Bear had to fight their instincts and each other to find the balance between light and dark, night and day.

Sinixt/Colville Confederated Tribes


Other

● Roy Henry Vickers/Lucky Budd - picture books with audio recording links at the back of each book
  ○ Cloudwalker, Raven Brings the Light, Peace Dancer, Orca Chief
● The Truth About stories (Massey Lectures) - Thomas King (also on Youtube: www.youtube.com/watch?v=wzXQoZ6pE-M)
● CBC Legends Project: http://www.cbc.ca/aboriginal/legends_project.html
● First Voices: https://fv.nuxeo.cloud.com/
  ○ In addition to language, many stories and songs have been included in this project that can be found within specific language groups/nations

Lesson Plans

● Traditional Territory Lesson Plan - this is a great way to help students start thinking about the land they live on and why it is important to learn about the traditional territory
  ○ Coming soon!
● FNESC English First Peoples includes many teachings about storytelling and why it is important
  ○ http://www.fnesc.ca/learningfirstpeoples/efp/

Nuts and Bolts

Successes

Some of our project successes included:

● Students learning a lot about Ktunaxa stories and storytelling in general
● Students becoming very comfortable with the technology
● Making connections with the technology teacher
● Making district connections
● Exploring resources such as the First Voices site
● Visits from a Ktunaxa storyteller
● Connections with student teachers

Troubleshooting
Like any project, you may encounter some challenges along the way. We wanted to share some of the challenges that we experienced and how we worked through them:

● Geography of our school district - our district is spread out over many mountains, lakes, and rivers. We also have multiple time zones, extreme weather conditions, and team members who wear many hats in terms of their role in the community and district. One of the tools that really helped with this was google docs.

● We initially designed this project as a joint venture involving staff from different departments in our district as well as the classroom teacher. Due to staffing changes, the team ended up being slightly different and the collaborative aspect of the project shifted to be more classroom based. Accessing the resources, support and expertise from other departments could enhance future projects.

● It will be helpful to start exploring the technology earlier in the year, so that students are very familiar once the storytelling aspect of the project starts.

● The classroom teacher had some issues with fitting in the time needed to complete the project as other subjects needed to give up time to accommodate the amount of time required to do a good job.

● SET BC provided 5 iPads but, we had 27 students in this class. We borrowed iPads from other classes so that we could keep the groups to 2 or 3 students.

Contact Information
If you have questions after reviewing this resource guide, please do not hesitate to contact us for more information.

● Lisa Tremblay, Speech-Language Pathologist, ltremblay@sd8.bc.ca
● Danica Lee, Aboriginal Education Enhancement Agreement Coordinator, dlee@sd8.bc.ca
● Gail Higginbottom, District Principal of Aboriginal Education, gail.higginbottom@sd8.bc.ca
● Sofeya Devji, SETBC District Partner, sdevji@sd8.bc.ca
● SET BC WEBSITE for past Aboriginal Education Synergy Projects: https://www.setbc.org/synergy-projects/

Additional References
This resource list is from the “Learning from Stories” section of the free online course:

edoX UBCx: IndEdu200x Reconciliation Through Indigenous Education
Find the course here:

www.edx.org/course/reconciliation-through-indigenous-ubcxindedu200x-2

Building an Understanding of Indigenous Stories and Literacy


Indigenous Stories


Campbell tells the story of growing up as a Metis in the Canadian prairies.


Traditional stories written in Metis English dialect.


- A beautifully illustrated traditional story, written in both English and Michif, including an audio CD.


- Powerful traditional stories in the graphic novel format. The book includes notes about the stories.


- This story follows two brothers who begin life on a Northern Manitoba trapline and through their traumatic experience in residential school. The story extends into their adult life where they struggle to come to terms with their life experiences.


Wagamese recounts short stories of his youth, growing up in care.

Wickwire, W.(1994). To see ourselves as the Other’s Other: Nlaka’pmux contact narratives. Canadian Historical Review. 75 (1), 1-20.

**Indigenous stories of the contact experience.**


- These animations were created as part of the Marambul Yuganha Exhibition by Aboriginal Youth in Australia.

**Evaluating Indigenous Literature**


**Storytelling in the Classroom**


