

### LINK TO VIDEO INTERVIEWS QUESTION 4:

<https://youtu.be/k7INApVZupY>

**Synopsis:** This series provides guiding principles for selecting Indigenous texts to use in the classroom and ways to use these texts to deepen understanding and foster reconciliation. This guide is supported by video interviews with Indigenous educators.



Tree Spirits Leaving Before the Fire by Christi Belcourt  
<https://www.youtube.com/watch?v=XqBXPzLm0>

### Key Understandings:

- Texts should be embedded in our daily work.
- Texts can expose children to a more truthful, balanced perspective of our common history in a gentle way.
- In this time of reclaiming values, identity and culture, texts help us understand what brought all Canadians to today. They can expose us to voices from across the country and help us to discuss the hard questions.
- Texts highlight key issues such as water, land and mineral rights. Incorporating stories from around the world allows students to discover parallels to our local context and reveal universal messages.

### Questions for Reflection and Discussion:

- What themes can students explore through literature/texts that align to our curriculum?
- What local stories could be explored to familiarize students with social justice issues and leading voices in Alberta?
- Who might you partner with locally to learn more and/or guide students to take an active role in reconciliation?
- How might you encourage your students to be critical theorists that question the normative space and consider multiple ways of being, seeing and living in a mutually respectful way?

### Additional Resources:

<http://reconciliationcanada.ca/back-pocket-plan/>  
[Back Pocket Reconciliation Plan Template](#)

### Acknowledgement:

This guide was developed by the Alberta Regional Professional Learning Consortium to support implementation. It is freely provided in support of improved teaching and learning under the following Creative Commons license.

