

LINK TO VIDEO INTERVIEWS QUESTION 8:

<https://youtu.be/SWZPObNx3yM>



<http://www.historymuseum.ca/>

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.

Key Understandings:

- How might you look at instruction holistically? What impacts will new learning have on students' physical, mental, emotional and spiritual well being?
- Post the land acknowledgement in your school and help students to understand its significance at a deeper level.
- Connect to local and seasonal events in the community.
- Give students opportunities to learn from the land.
- Provide a diversity of hands-on experiences for students: pow-wows, jigging, round dances and shawl dances, harvesting, drumming, and beading.

Questions for Reflection and Discussion:

- Where do opportunities exist in your curriculum or community to enhance student literacy of the land? Or to provide an experiential lesson?
- How might you build relationships with Indigenous people in your community?
- Are there untapped possibilities for creating exchanges and getting to know Indigenous students beyond your classroom/school?

Additional Resources:

- [Royal Alberta Museum](#)
- [Musée Héritage Museum](#)
- [Fort Edmonton Park](#)
- [Métis Crossing](#)
- [Glenbow Museum](#)
- [Viking Ribstones](#)
- [Edmonton Public Schools - First Nations, Métis & Inuit Education](#)

Acknowledgement:

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