

SESSION NAME: First Nations/Indigenous Education and Inquiry

ROOM NUMBER: 205

FACILITATOR(S): Aimee Lampard, Sherisse Norris



DISCUSSION QUESTIONS:

- What did like in FN studies?

DISCUSSION NOTES:

- Inquiry Project experiences of Aimee & Sherisse
 - Some local FN families have problems with curriculum - craving relevance
- Move toward Inquiry - new curriculum is wide open
 - Can bring in local FN content
- Experiential education
- Lessons
 - Power/Trade
 - Empathy
 - Cooperation
 - Perspective/Integration
- Many Ss doing final projects about residential schools
- Made Settlers of Canada (based on Settlers of Catan) game in big learning groups
- Foci
 - Good research
 - Sharing learning
 - Making a museum
 - What makes a good museum?
- WSANEC Ss exploring why they can't speak their language now
- Connections to bullying
- How do you stay true to what government wants you to learn?
 - QQQ: Quests, Questions, and Quadrants (connection, images, senses, wondering)
- You do your best research when you're connected to it.
- Products:
 - Tri-folds
 - Food
 - Posters
- Surface-level, with deeper inquiry facilitated by teachers and parents
- Connection: how RBCM presents information ([@naturalandhuman](#))
 - Breaking down and addressing assumptions about the museum

WHAT'S NEXT?:

- Play with presentation and products of learning - make it broad
- March 5th viewings of presentations
- What might an outreach box look like?
- RBCM is creating an outreach box about historical wrongs - will include residential schools

RESOURCES:

Link / Resource	Description
Storify on Indigenous Education and Inquiry	Links to resources, compiled by @MlleBallen
Misty Paterson	Consultant about inquiry in ed.
@MissNorris63	Miss Norris's class website
Fern Perkins	Metis Educator
Museum Box	