



AT O.V. JEWITT COMMUNITY SCHOOL our children engage in various activities and discussions around Indigenous teachings and learning.

POW WOW CLUB

Fifty children joined our POW WOW Club last year. We danced at the divisional POW WOW in June. We are looking forward to dancing and learning together again this year.



SCHOOL LIBRARY

O.V. Jewitt library continues to build our collection of Indigenous authors as well as books on traditional knowledge and the Residential School experiences.

MIDDLE YEARS

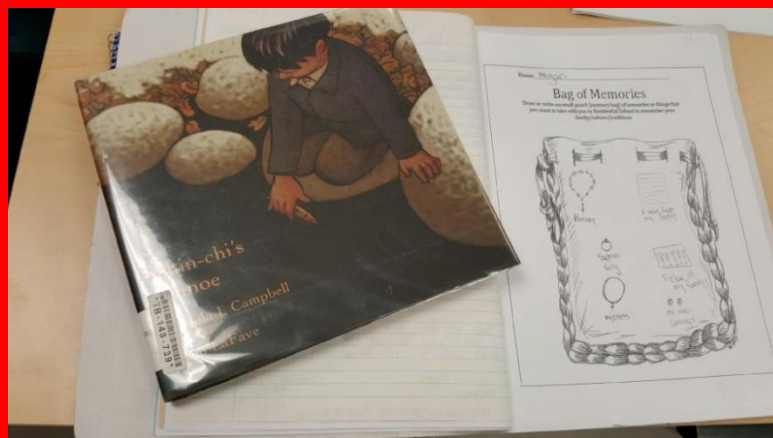
Students spent a day at the divisional Circle Garden. They learned about the seven sacred teachings, learned about the rock painting of Australia's Aborigines, and over an open fire made bannock on a stick. Yum!

Students learned about the dot art of Australian Aborigines. Students learned a story of warning, to be aware of the venomous Common Tiger snake in the rivers of Australia, whose bite is fatal to humans.



Orange Shirt Day

Grade seven students learned about residential schools. On Orange Shirt Day, in honour of Phyllis Webstad and all residential school students, children read and responded to Nicola Campbell's book, *Shin-Shi's Canoe*. As a follow up activity, students listed items they would put in a pouch to take with them to residential school to remember their family/culture/traditions.



Grade 7

Students visited Fort White Alive to learn about ecosystems and experience the natural world. Indigenous perspectives on environmental management were part of the discussion. Students learned that Jack pines need heat to release seeds from cones and specific areas have intentionally been burned, purposely planned and contained, to modify the structure of Canada's boreal forests-a traditional Indigenous practice. The idea of using and managing a

resource that will renew itself for the next generation is an Indigenous perspective that is based on a traditional way of life.



EARLY YEARS

Grade 1/2

The focus is on community and valuing the stories and cultures of those around us. The Seven Teachings help students appreciate the relationships with ourselves and to one another. At the beginning of the year the teachings of respect and love help to develop the classroom community. Many of the lessons are story based with a follow up art component. The classroom has visual representations of the teachings and a picture frame where we place a poster representing the teaching we are learning about on display. The drum is incorporated into the day as much as possible.





Grade 4

The colours of the medicine wheel are displayed proudly in one Grade 4 room as a constant reminder that we all are connected. The children learned the Bear Song taught to their teacher by an elder. Their classroom drum is displayed next to the medicine wheel.



The medicine wheel is broken down by colour in the room to represent emotions that go with each colour. Students at any point during the day can pin their name onto the colour that best represents how they are feeling. The medicine wheel is also used to teach the life cycles and direction.

At the beginning of each school year students and the teacher create Peace and Friendship treaties. They learn about treaties and why they are relevant to First Nations People and our school. The students create one for their teacher and they then create one for themselves. After signing, both are proudly displayed on the wall of the classroom throughout the school year. When issues arise during the year children go back to the treaty and look at it and ask: "Are we still honouring it? Do we need to add something more? If we're not honouring it how can we problem solve together to make sure that we can successfully honour it?"

The Seven Sacred Grandfather teachings are part of the classroom routines. Picture books are included in the classroom and school library, allowing students to share these at home with

their families. The class does two art projects during the year that encompasses the teachings; at the beginning of the year children choose one teaching and create a poster which includes a personal goal that they have defined for themselves that follows in the teaching they have chosen. Later in the year children choose the representative animal from one of the teachings and paint its silhouette over a water color landscape that they have created. Throughout the year the Seven Teachings guide our relationships with one another.



Residential schools and Indigenous customs: sweat lodge, hunting and trapping, Sun dance, POW WOW, beading, respecting nature, drumming, feasts and many other cultural pieces are also explored throughout the year.