



FIRE

Designed by Hawlii Pichette
Graphic concept by Crystal Clark

FIRE LESSON PLANS

Created by Indigenous Education Consultant Crystal Clark

ADVANCED: GRADES 9-12

www.indigenousheroes.ca

presented by

ENBRIDGE



Lesson Plan

Extension Activities for In-Class Learning

Suggested Grades: 9–12

ADVANCED

INTRODUCTION

The light from fire, sun, and the night sky connect with Indigenous ways of knowing and being. Distinct Indigenous groups across what is now Canada have a relationship with the light that emanates from the natural world and this is evident in stories, ceremonies, celebrations, and hunting and gathering traditions. Some Indigenous Peoples will raise an eagle feather up to the sky as a way of connecting with the love from the Creator, spirit world and the strength of culture.

This activity acts as a beginning entry point towards a deeper understanding of ways of knowing and being related to light and fire and connection to spirit as symbolized by the eagle feather. Developing and maintaining positive relationships with Indigenous Peoples and groups is integral when learning ways of knowing and being.

The lesson plans included are basic entry point activities meant to inspire further learning, relationship building and deeper understanding specific to distinct First Nations, Métis, and Inuit Peoples. The term Indigenous is being used as a broad term that encompasses First Nations, Métis, and Inuit. There are many distinct groups with distinct cultural traditions. These lessons do not go into depth, but rather offer brief introductions to some broad themes that relate to the Indigenous Hall of Famers.

BACKGROUND INFORMATION

OLYMPIC FLAME

Ancient Greeks' [story of Prometheus](#), which says that he stole fire from the Gods and gifted it to humanity, connects the origin of fire as a sacred element.¹ Originally, a [skaphia](#)² was used to ignite the Olympic flame, but today, the parabolic mirror is used as it is more reliable. The sun's rays, which light the flame, connect people to the natural world and to the sacred element of fire and light.

The Olympic Torch that holds the sacred Olympic flame connects with the fire/light inside each of us, as well as the light we turn to for guidance in the night sky that is filled with stars, and motivates humanity to aspire and not give up. The Olympic flame's stories, values, and ceremony are connected with the symbolism of fire. For many, the flame is also symbolic of life and the ambitious spirit. This is also true for many of the Indigenous Hall of Famers whose lessons learned through sport stretch far beyond the podium/playing field, becoming guiding lights for life's other obstacles.

EAGLE FEATHER

An eagle feather is lifted up towards the sky much like an athlete raises up the Olympic Torch. For many Indigenous groups, the eagle and its feathers are highly revered and considered sacred. Many believe an eagle feather connects to the spirit and love of the Creator. When the eagle feather is held up to the sky, connection and honour is uplifted to the Creator and spirit world. To receive an eagle feather is an honour and there are protocols specific to various nations when it comes to having the rights to acquire eagle feathers. Some nations also have clans represented by the eagle.

Eagle feathers are used for ceremonial purposes and may also adorn regalia. There was a point in Canadian history when ceremony, regalia and other prohibitions were enforced under the Indian Act. Spiritual leaders and any "Indian" caught participating in ceremonies such as Sundance and Potlatch would be persecuted and face jail time. Under the Indian Act, non-Indigenous people could also face persecution if they solicited funds for First Nations legal claims or let First Nations into establishments like pool halls.³

¹ International Olympic Committee. (2013). Retrieved from olympic.org:

<https://stillmed.olympic.org/media/Document%20Library/OlympicOrg/Documents/Document-Set-Teachers-The-Main-Olympic-Topics/The-Olympic-Flame-and-Torch-Relay.pdf>

² *Your Burning Questions About the Olympic Torch, Answered*. (2019, February 9). Retrieved from Smithsonian Magazine: <https://www.smithsonianmag.com/innovation/your-burning-questions-about-olympic-torch-answered-180968120/>

³ *21 Things You May Not Have Known About The Indian Act*. (2015, June 2). Retrieved from Indigenous Corporate Training Inc.: <https://www.ictinc.ca/blog/21-things-you-may-not-have-known-about-the-indian-act->

SACRED FIRE

Fire is considered sacred; it is connected to ceremony and often used to begin an event. Fire keepers tend to the flame of a [sacred fire](#)⁴ to ensure it does not go out. It is believed in many circles to be a gateway to the spiritual world and those who have passed on. Respecting fire is part of Indigenous ways of knowing and being. Not only is fire used in ceremonies, but traditionally, it was also used to cook, provide heat, and light.

The [lighting of the qulliq](#) is practiced by Inuit Peoples, which, in the present day, is done to begin events and acknowledge Elders and ancestors. It can be seen as a symbol of survival and culture.⁵ Light of the sun and stars also connect to the element of fire. The light of the sun is necessary for human beings' overall happiness as it provides us with vitamins along with food for plants and medicines needed for our overall holistic health. Canada's Sports Hall of Fame had the opportunity to connect with Elder Meeka Kakadluk who shared the lighting of the qulliq for the digital book's soft launch. You can access a recording of the blessing [HERE](#) (YouTube: <https://youtu.be/xS2agUnsKNw?t=1390>).

NIGHT SKY

The light from the moon and stars also connect with cultural ways of knowing and being. Many Indigenous Peoples have deeply rooted spiritual connections to the night sky. Beliefs, ceremonies, teachings and stories passed down through generations connect to the stars and moon. According to Wilfred Buck, a Cree Elder who shares star night sky teachings, we come from the stars.⁶ Learning about the night sky can ignite a sense of purpose, hope, reconnection and understanding that each person is connected not only to each other, but also the universe.⁷ Stars are considered our oldest relations rather than simply a ball of gas.⁸ The night sky was also used for navigation to help guide people much like how maps are used today.

HOPE & PERSEVERANCE

There is a light like the sacred fire within us and it is in our heart.⁹ The metaphorical flame pulses through our bodies and activates hope, perseverance, determination, willpower, dedication and love. The sacred fire is placed in us by the Creator. Like a sacred fire used in

⁴ Tribal Trade Co. (2018, May 28). *What is a Sacred Fire? (Spiritual Meaning of Fires in Indigenous Ceremonies)*. Retrieved from YouTube: <https://www.youtube.com/watch?v=PJXcC6Pfqc4>

⁵ Iḷisaḡvik College. (2021, May 11). *Lighting of the Qulliq*. Retrieved from YouTube: <https://www.youtube.com/watch?v=MRyDODtp4V8>

⁶ Taylor, C. (2019, September 6). *Relearning The Star Stories Of Indigenous Peoples*. Retrieved from Science Friday: <https://www.sciencefriday.com/articles/indigenous-peoples-astronomy/>

⁷ Taylor, C. (2019, September 6). *Relearning The Star Stories Of Indigenous Peoples*. Retrieved from Science Friday: <https://www.sciencefriday.com/articles/indigenous-peoples-astronomy/>

⁸ Taylor, C. (2019, September 6). *Relearning The Star Stories Of Indigenous Peoples*. Retrieved from Science Friday: <https://www.sciencefriday.com/articles/indigenous-peoples-astronomy/>

⁹ Dunkley, S. (2017). *The Flame*. Retrieved from Children & Youth Services Planning Committee: <https://kflachildrenandyouthservices.ca/indigenouslearningcircle/the-flame/>

ceremony, the sacred fire within needs to be cared for. Sometimes in our journey through this life on earth our inner sacred fire may start to dim. During times like these, we may feel sad, defeated, insecure, helpless, unloved and unmotivated. We must learn to nurture the sacred fire within our heart, which can be challenging when it feels like external experiences are extinguishing our inner flame. By caring for ourselves holistically and understanding the core elements of being well – emotional, spiritual, physical, and mental cultural – our sacred fire can shine bright like the stars, which themselves are like a flickering flame.

The Indigenous Sports Heroes' stories showcase how the sacred fire within them continued to shine even when experiences like racism, Residential Schools, and injustice attempted to smother their internal flames. Not only can we find ways to empower our sacred fire, but we can also help to uplift and rekindle the fire of others.

IDENTITY/NAMING

Our sacred fire, and connection to our spirit that helps keep us well and walk in this world with confidence, can correlate with feelings of belonging and connection to identity. Negative attitudes, stereotypes, policies and laws continue to be used to attempt to control the cultural identities of Indigenous Peoples and smother the sacred fire within.

Children were stripped of their names and families were assigned non-indigenous names and numbers in an attempt to eradicate connection to culture, and track and secure control of Indigenous Peoples. Names that are perceived as being different from the Western norm, continue to be ostracized and can create entry points for overt and systemic racism.

Indigenous Peoples' sense of identity and belonging can be connected to names. Names are at the heart of culture.¹⁰ Eurocentrism, Residential Schools, and policies such as [Project Surname](#)¹¹ and the [Eskimo Tag](#)¹² system forced the attempted extinguishment of Indigenous naming traditions.

Original Indigenous languages' names are very special. Names are given to children and often passed down through generations, holding stories, connecting to the spirit of the child, nurturing identity and helping guide people through their time on earth. Names influence who we are and also how we are perceived.

Naming ceremonies take place within many Indigenous Peoples' traditions. Many original family names prior to colonization have been severed, yet many Indigenous Peoples continue to hold naming ceremonies. The names given at these ceremonies may be different than the names used on birth certificates. These names may not appear on current government documents, but are held close to the heart and carried with them throughout life and as they journey to the spirit world.

¹⁰ Alia, V. Names, Numbers, and Northern Policy: Inuit, Project Surname, and the Politics of Identity. (Halifax: Fernwood Publishing, 1994).

¹¹ The Canadian Encyclopedia. (2021). *Project Surname*. Retrieved from The Canadian Encyclopedia | Historica Canada: <https://www.thecanadianencyclopedia.ca/en/article/project-surname>

¹² Here's My Canada. (2017, February 2). *Here's My Canada: Sheila Watt-Cloutier's Canada*. Retrieved from YouTube: <https://www.youtube.com/watch?v=w-b373nCHlk>

Many of the Sport Heroes featured in the digital book have also been given Indigenous names with very special meanings, which can be viewed below.



[WANEK HORN-MILLER](#)

Karakwinontha (Mohawk) – She Brings the Sun Inside

Tawaskamik ô iskwew (Cree name gifted by Chief Wilton Littlechild) – Centre of the Earth Woman



[CHIEF WILTON LITTLECHILD](#)

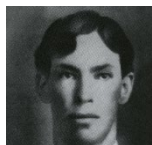
Mahihkan Pimohtêw (Cree) – Wolf Walker

Osâw kihîw (Cree - Chief Name) – Golden Eagle



[TOM LONGBOAT](#)

Gagwe:gih (Onondaga) – Everything



[HARRY MANSON](#)

Xul-Si-Malt (Coast Salish) – One Who Leaves His Mark



[ALWYN MORRIS](#)

Ohnathakowa (Mohawk) – Tall Standing Pine/Big Pine

SPORT

The Indigenous Hall of Famers' stories exude [intrinsic and extrinsic](#)¹³ perseverance. Achieving greatness in sport is not an easy feat for anyone. Being born Indigenous raises many external issues like discrimination, forced disconnection from culture, family, language, and land. All of these factors attempt to douse the sacred fire within, which contributes to feelings of low esteem, identity loss and sense of belonging.

Trauma, and [intergenerational trauma](#)¹⁴, that stems from colonialism has left a legacy of pain and suffering in which some turn to ending their own life through suicide and addiction. Prior to colonization, suicide was not a concept known to most Indigenous Peoples; in fact, most Indigenous languages never even had a word for suicide.

Despite oppression and attempted genocide, it is the sacred fire within and the connection to spirit, as seen through lifting an eagle feather to the sky, that has nourished continued existence of cultural ways of knowing and being that are rooted in love for each other, the land, and the Creator.

¹³ Kendra, C. (2021, April 13). *What Is Extrinsic Motivation?* Retrieved from Very Well Mind: <https://www.verywellmind.com/what-is-extrinsic-motivation-2795164>

¹⁴ The Healing Foundation. (2018, July 26). *Intergenerational Trauma Animation*. Retrieved from YouTube: <https://www.youtube.com/watch?v=vlqx8EYvRbQ>

One way to uplift youth, to help break the cycle of trauma and rekindle the sacred fire within, is to help reconnect them with all the beautiful things about being Indigenous. This, of course, includes traditional ways of knowing and being that are rooted in love and nurturing of one another and the natural world. Sharing stories that showcase Indigenous Peoples who have survived and thrived, such as those featured in the digital book, can create a sense of belonging and connection. Uplifting one another, and standing up for and with Indigenous Peoples, will contribute to a healthy future for all of Canada.

Sport in Canada has, and sometimes continues, to perpetuate negative attitudes and discrimination towards Indigenous Peoples. Yet, there are [many ways¹⁵](#), including everyday personal actions, as well as small and large initiatives, that can contribute to uplifting and fostering pride in Indigenous youth, and helping all of Canada work towards eradicating racism on and off the field.

¹⁵ *Indigenous Ally Toolkit*. (n.d.). Retrieved from Montreal Indigenous Community Network: http://reseaumtlnetwork.com/wp-content/uploads/2019/04/Ally_March.pdf

IN-CLASS ACTIVITY #1

HAND TO HEART

SET UP

Display the [Advanced Fire Educational Interactivity](#) on a smartboard, or students independently interact with digital platforms. Arrange students in a circle or U-shape when they are participating in the guided self-regulation activity. Students practice saying the word “love” in the Indigenous languages included on the digital interactivity either independently, in small groups, or led by the teacher.

PRACTICE

Pick one of the words for “love” and practice saying it until students are familiar, or the teacher leads the research on how to say “love” in an Indigenous language that is local or close to where their school is located.

ACTIVITY

Teacher-guided self-regulation activity with students. Form a circle with students. Direct the students through the following actions:

- Place right hand over the heart.
- Close eyes.
- Repeat 2-4 times the following breathing sequence while keeping eyes closed and hand over heart:
 - Take in one slow big breath in through the nose;
 - Hold breath for 3 seconds;
 - Slowly breathe out.
- Keep eyes closed and hand over heart.
- Repeat the selected/practiced Indigenous word for love 2-4 times.

OPTIONAL

Using hand or other object clap/create a rhythm that is like a relaxed heartbeat.

Teacher says “repeat after me” while students continue to keep a hand over heart:

- “Love is in my heart” 2-3 times with a reminder to breathe in deep in between.
- “I love who I am” 2-3 times with reminder to breathe in deep in between.
- “My heart shines bright like a star” 2-3 times with a reminder to breathe in deep in between.

SACRED FIRE

- Watch the video [“Sacred Fire”](#) or invite a Knowledge Holder or Elder to speak to students about this topic. Let students know that this video is reflective of one person’s understanding of a sacred fire. Follow local protocols such as the

offering of tobacco and honorarium. If you are unsure of the protocols, ask the community what is appropriate.

- Share information relating to the sacred fire with the class from the “background information” section included at the beginning of this activity.
- As a class, discuss “What is a sacred fire and how can the heart be like a sacred fire?”

Fill in the heart template activity:

- Inside the heart template (included below), list words or describe actions taken in life to nurture the sacred fire in your heart.
- On the outside of the circle, list words or describe actions you can take to help others nurture the sacred fire in their hearts.
 - Example: “You are amazing just the way you are,” “Never give up,” “You are one of a kind,” “Be kind to one another,” “You are unique.”

EXTENSION

Bulletin board or in-class display:

- Create a large heart and put the word “love” in one, or many, Indigenous languages as well as the first language common to various students in the class (i.e., English, French, etc.). Colour it in with colours that represent stars, sun, fire (e.g. various shades of orange, red, yellow).
- Place students' heart template reflections around the central sacred fire heart.

RESEARCH – Indigenous Star Knowledge

Read “<https://www.sciencefriday.com/articles/indigenous-peoples-astronomy/>”¹⁶

- Search for “videos related to Indigenous Star knowledge”. Search for specific Indigenous Peoples’ stories. For example, “Cree star stories,” or “Indigenous star knowledge,” or “Indigenous star science.”
- Individually, or in groups, find 1-2 examples of Indigenous star names and stories told by Indigenous Peoples relating to a specific local Indigenous group (i.e., Cree, Blackfoot, Anishinabek, Mohawk, Haudenosaunee, Coast Salish, Squamish, Gwich’in, and/or Inuit).
- Connect with local Indigenous Knowledge Holders and use the local protocol to invite them to speak of the significance of the night sky in relation to worldview and stories specific to their culture.

SHARE

- Summarize information gathered and share knowledge with the rest of the class through either an oral sharing time or visual informational poster.

¹⁶ Taylor, C. (2019, September 6). *Relearning The Star Stories Of Indigenous Peoples*. Retrieved from Science Friday: <https://www.sciencefriday.com/articles/indigenous-peoples-astronomy/>

IN-CLASS ACTIVITY #2

NAMING

SET UP

Display the [Advanced Fire Educational Interactivity](#) on a smartboard or have students independently interact with digital platforms. Arrange students in a circle or U-shape.

Find the interactive star that reveals an Indigenous Sports Heroes' original language name. The teacher shares a summary of background information that relates to identity/naming.

PRACTICE

Students listen to the names and meanings of Sports Heroes' Indigenous names.

DISCUSS and SHARE

- What is beautiful about the Indigenous names that the sports heroes hold?
- Is your name special to you and why?
- When you hear people's names, do you often wonder if their name means anything?

Tell students that when Indigenous children were taken from their families and communities to go to Residential Schools, they were not allowed to be called the names they were given by their families. They were given a number, a new anglicized name, and were forced to use the new name. Inuit Peoples were also made to wear dog tags to track them and also given new names far from their original language and ancestral names. Original names given in Indigenous languages are very special. Many original family names have been severed, yet many Indigenous Peoples continue to hold naming ceremonies. The names given at these ceremonies are usually different from the names used on birth certificates.

CLASS DISCUSSION

- What feelings would a person have if forced to be called a number and forced to be called a new name?
- Why is it important to accept people's names for what they are?
- Why should we not make fun of people based on their names?
- If you see or hear someone getting made fun of because of their name, how can you help in this situation?
- How can you help the person with the name that is being made fun of feel accepted, cared for and loved?

RESEARCH

As a class research and discuss the following:

- How can a name connect a person to their cultural identity?¹⁷
<https://www.facinghistory.org/stolen-lives-indigenous-peoples-canada-and-indian-residential-schools/chapter-1/language-names-and-individual-identity>
- What is an Upstander?¹⁸ <https://www.facinghistory.org/holocaust-and-human-behavior/chapter-12/what-difference-can-word-make> and <https://humanrights.ca/upstander/#/>
- If you know someone who has a name that others make fun of, what can you do to be an upstander against this type of negative behaviour?

COLOUR CAROUSEL RESEARCH

- Chart paper with research prompts are posted on walls around the room.
- Divide students into small groups and give each group a different coloured felt pen or marker.
- Each group has 20-30 minutes to research, discuss, and summarize the topic.
The amount of time allocated for research can be altered to meet each teacher's needs.
- A recorder writes their group's findings on the chart paper.
- When signaled, they move to the next chart paper to review and record the other group's research. Groups can be given 5-10 minutes at the other chart paper summaries or the teacher can determine an alternative amount of time for students to rotate through the other research prompt charts.

RESEARCH PROMPTS

- Project Surname <https://www.thecanadianencyclopedia.ca/en/article/project-surname>
- Eskimo Tag System <https://youtu.be/w-b373nCHlk>
- Repatriation of traditional names
<https://www.theguardian.com/world/2021/jun/16/indigenous-canadians-original-names-policy>
- What is name-based discrimination?
- Indian Act naming policies <https://www.ictinc.ca/indian-act-naming-policies>
- Indigenous naming traditions <https://www.cbc.ca/news/canada/north/inuit-names-tradition-culture-history-1.5748892>

¹⁷ *Language, Names, and Individual Identity*. (n.d.). Retrieved from Facing History:

<https://www.facinghistory.org/stolen-lives-indigenous-peoples-canada-and-indian-residential-schools/chapter-1/language-names-and-individual-identity>

¹⁸ *As an upstander how can I take a stand for education?* (n.d.). Retrieved from Canadian Museum for Human Rights: <https://humanrights.ca/upstander/#/>

IN-CLASS ACTIVITY #3

SHINE ON

SET UP

Display the digital interactivity on a smartboard or have students independently interact with digital platforms. Arrange students in a circle or U-shape. Find the interactive stars that reveal words of hope/motivation in languages represented by the Indigenous Sports Heroes.

PRACTICE

Students practice words of hope/motivation in languages represented by the Indigenous Hall of Famers. Alternatively, students can research words within a local Indigenous language. Ensure students learn the meanings of the words being practiced/researched.

CLASS DISCUSSION

Ask students to think about and share:

How can we lift each other up and motivate each other to never give up when we might be feeling down?

- If students are arranged in a circle, have them turn to the person beside them and have them exchange words/phrases of encouragement and compliments.
- For younger grades, the teacher can create one or several phrases for students to say to each other. *Example: "You are amazing...never give up!"*

ENCOURAGEMENT POSTERS

Create a collage and include the following:

- An image of an Indigenous Sport Hero (locate and print, draw or paint a picture of an Indigenous sport hero featured in the digital book);
- Word art featuring a phrase that encourages one to keep going and never give up (include words in an Indigenous language that reflect words of hope/motivation/perseverance/achieving goals);
- Stars (try to illustrate how they connect back to our sacred inner fires and use colours that are reflective of a flame or stars e.g. orange, yellow, and red hues).

MOTIVATIONAL VIDEOS

Create a short motivational video using TikTok or any video editing platform. Watch a video on the "we matter" webpage: <https://wemattercampaign.org/campaigns/videos>

- *Example:* <https://wemattercampaign.org/media/jack-jr>
- Use it as inspiration to create a video that encourages and uplifts Indigenous youth.

In the short motivation video, include the following elements:

- Say something to help uplift those who may need some inspiration or rekindled happiness in their life.
- Include Indigenous words of motivation that you learned from the digital book's FIRE interactivity.

Share on social media. See *Activity #4 for social handles and hashtags*.

IN-CLASS ACTIVITY #4

LEAVE, STICK, ROCK, SHARE

SET UP

Circle or U-shape with teacher included in the circle.

PROCESS

Each student takes turns following the sequence of the circle or U-shape.

GUIDED SHARE

- *LEAVE*: One word of gratitude that you would LEAVE to the earth.
- *STICK*: One memory of the activity that will STICK with you.
- *ROCK*: One thing that ROCKED you so much you will share it with someone.
- *SHARE*: Take snapshots of student work that was created throughout the process and SHARE them on social media.

A heartfelt thank you to Blackfoot Elder, Saa'kokoto (Randy Bottle) who is credited for this activity.

CANADA'S SPORTS HALL OF FAME SOCIAL MEDIA HANDLES



[@CANsportshall](https://www.instagram.com/CANsportshall)



[@CANsportshall](https://www.facebook.com/CANsportshall)



[@sportshall](https://twitter.com/sportshall)

HASHTAGS

#IndigenousSportHeroes

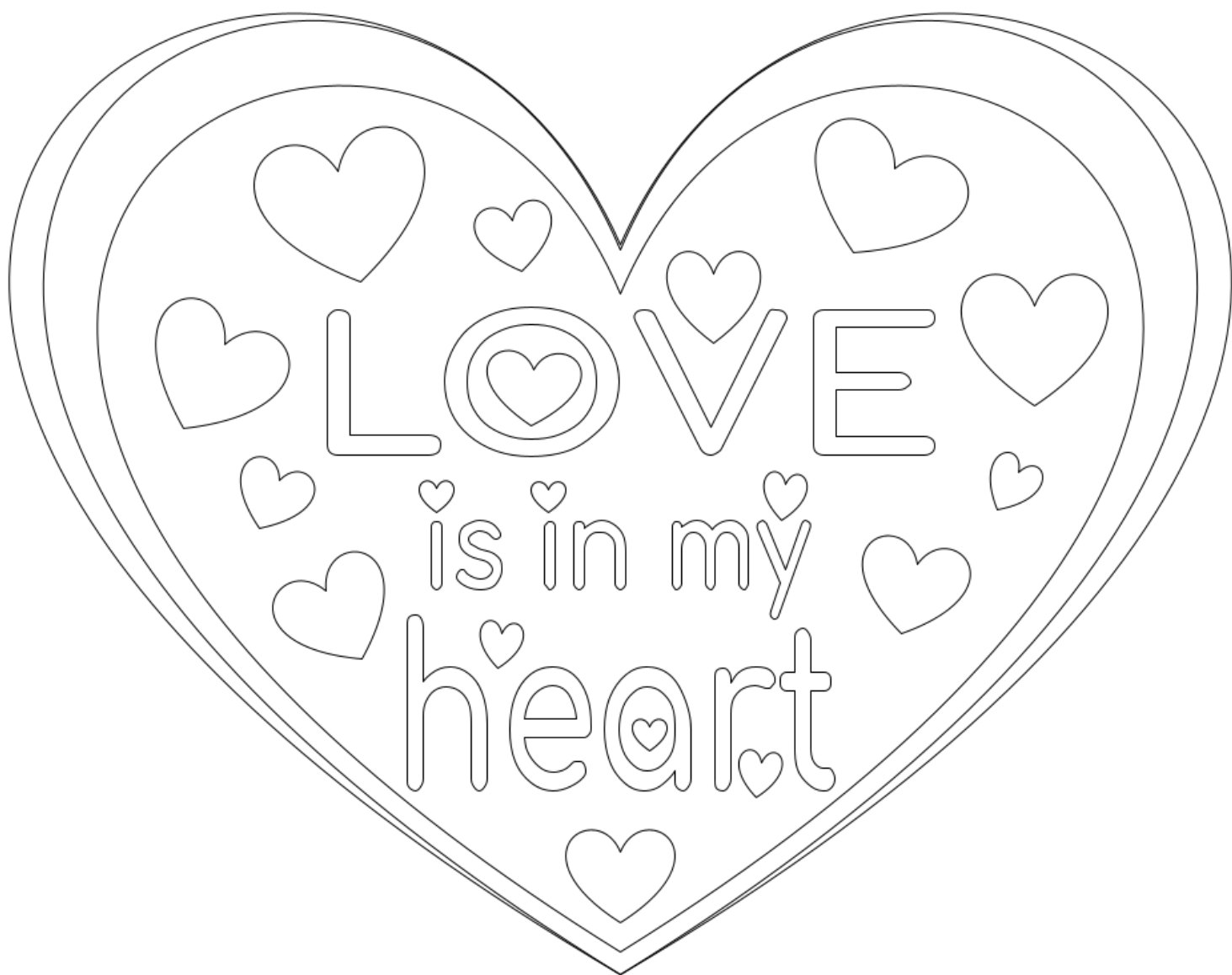
#EducateandInspire

TEMPLATES

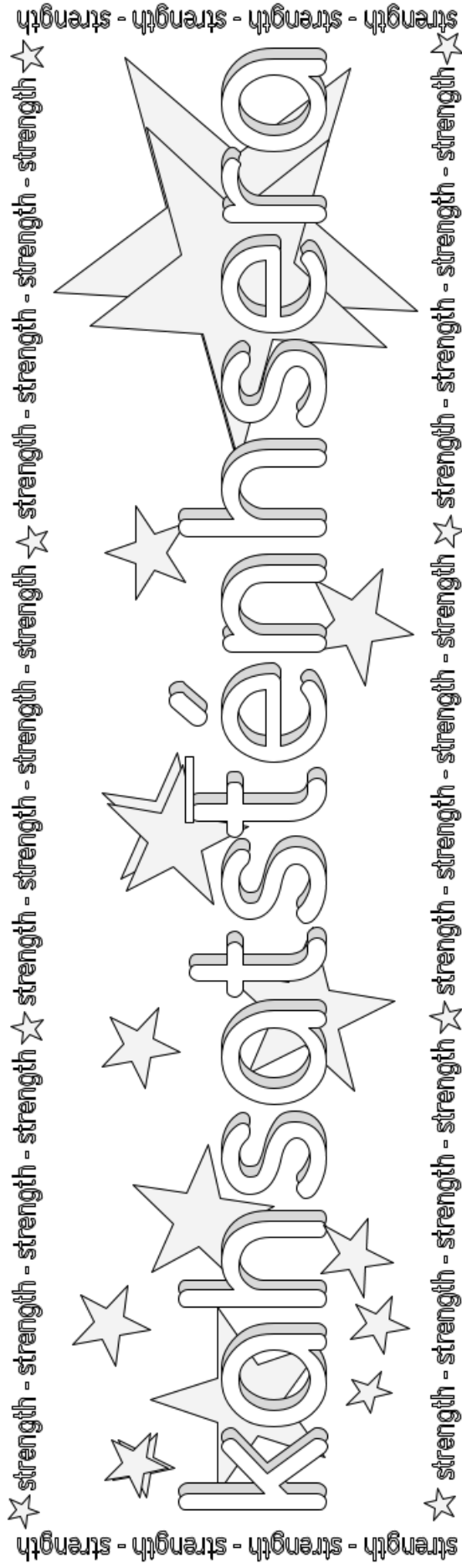
FOR ACTIVITY #1

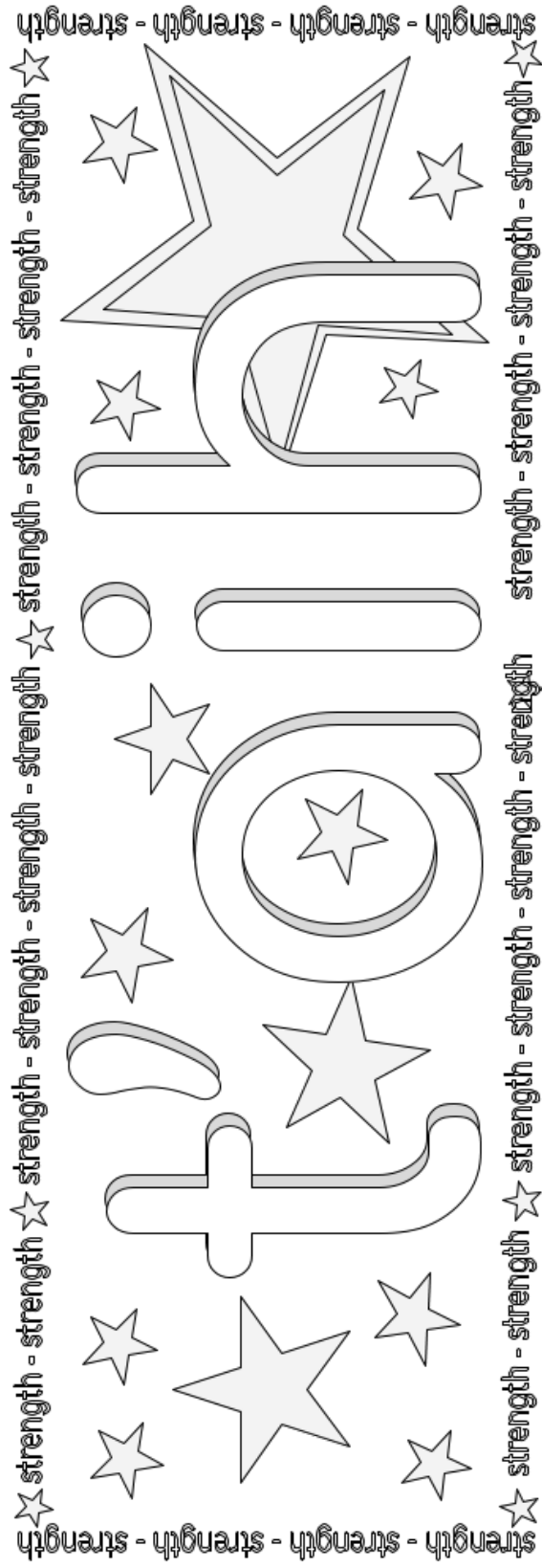


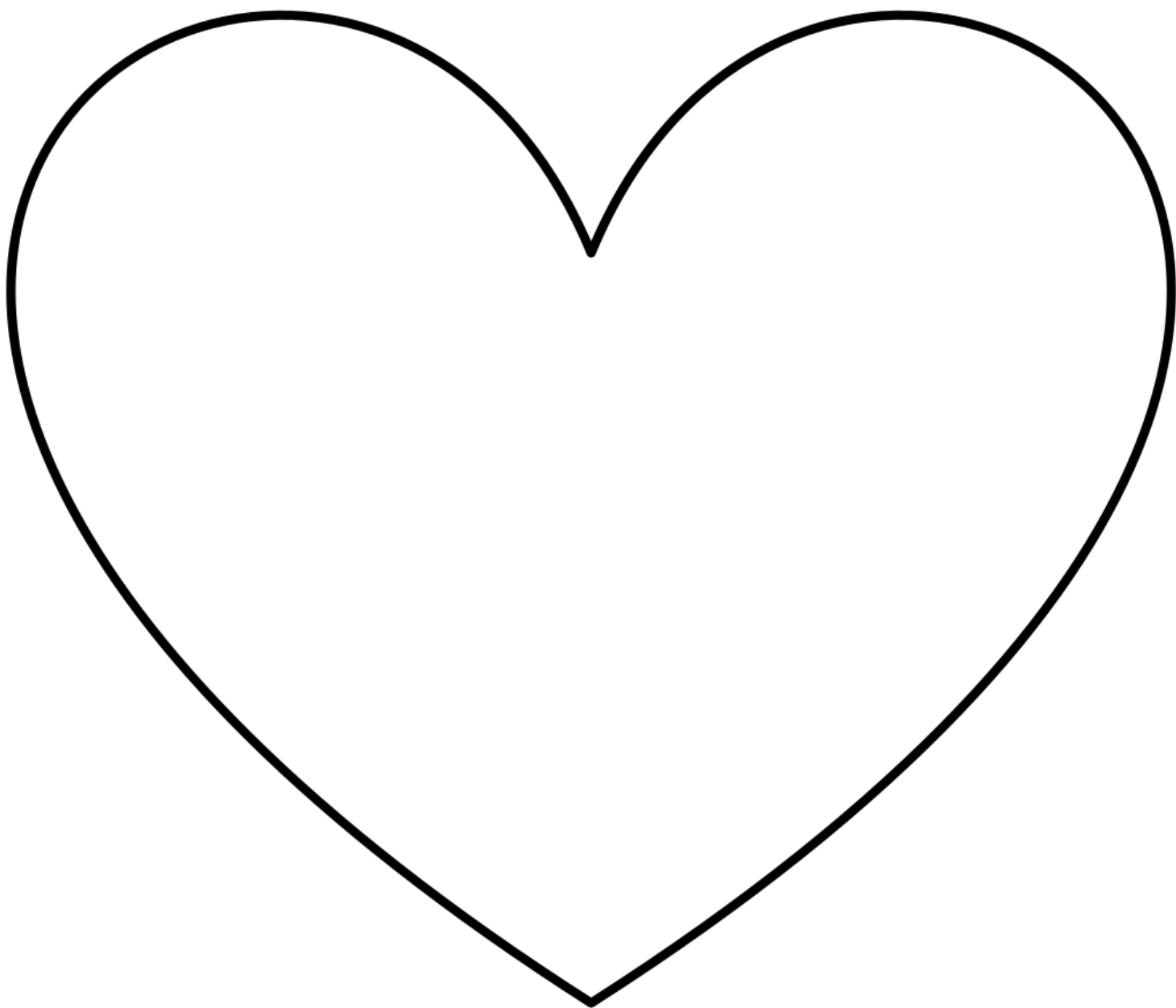


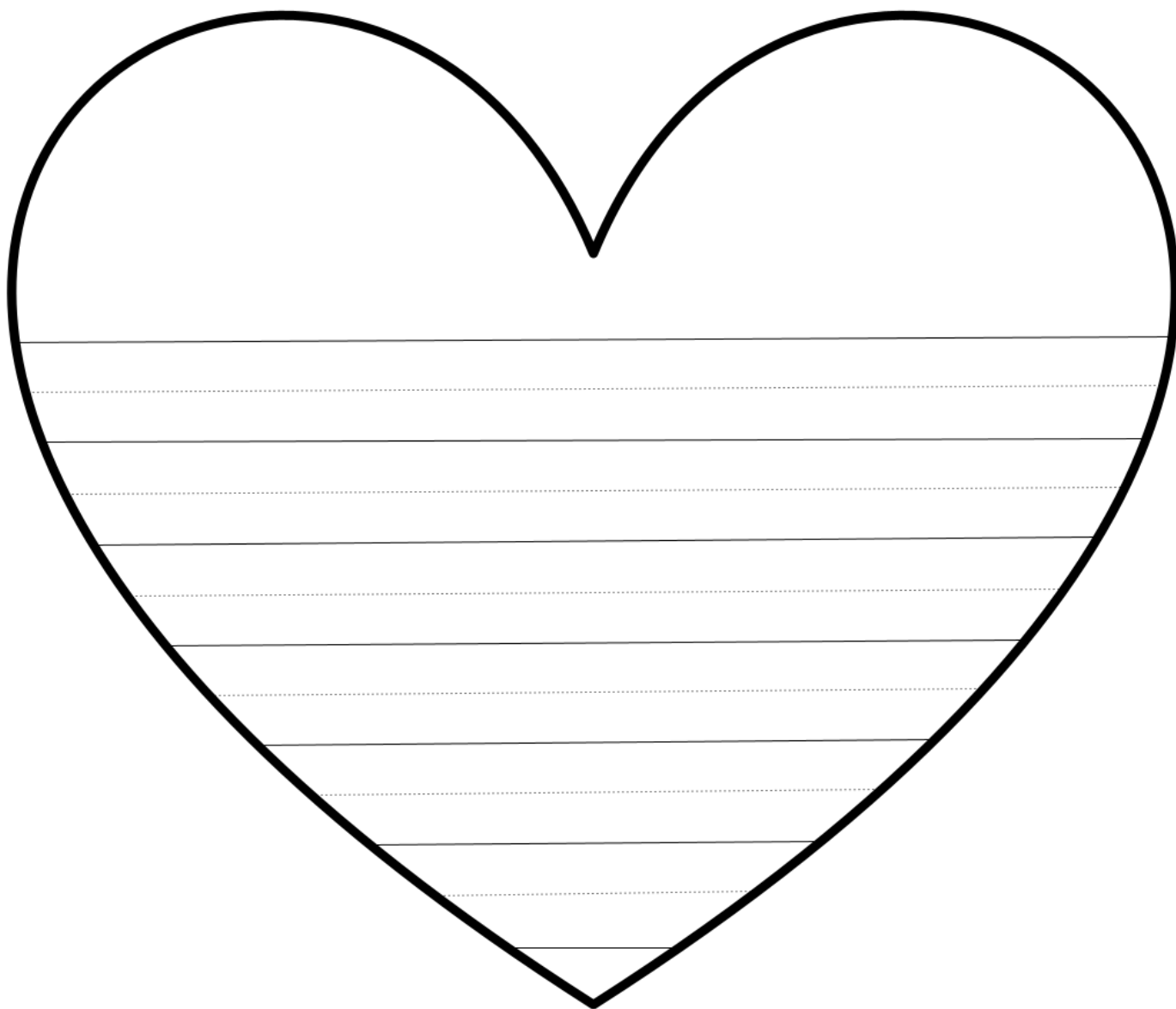


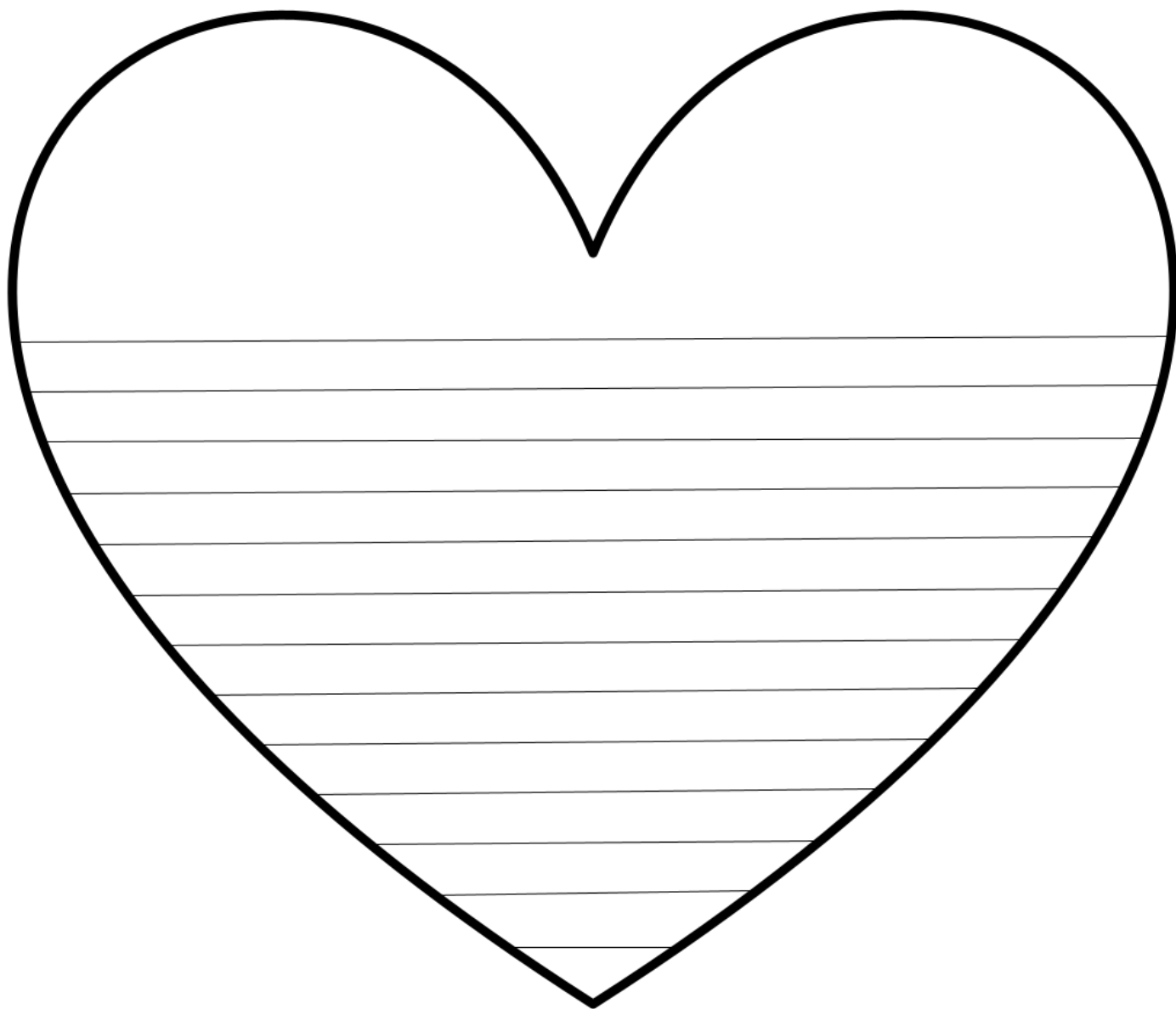












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http://reseauimtnetwork.com/wp-content/uploads/2019/04/Ally_March.pdf
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<https://stillmed.olympic.org/media/Document%20Library/OlympicOrg/Documents/Document-Set-Teachers-The-Main-Olympic-Topics/The-Olympic-Flame-and-Torch-Relay.pdf>
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