

ONTARIO - INDIGENOUS EDUCATION ALIGNMENTS

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RESOURCE #1: INDIGENOUS SPORT HEROES EDUCATION EXPERIENCE

The first-of-its-kind educational experience, this initiative shares the stories of the 14* Indigenous Hall of Famers inducted into Canada's Sports Hall of Fame, bringing awareness to their truths and experiences. Aiming to initiate conversation about equity and inclusion, through the lens of sport, this resource was developed to help foster a more informed, united, and inclusive country. Canada's Sports Hall of Fame is committed to amplifying the stories of Indigenous Order of Sport Recipients and Hall of Famers, honouring their achievements and contributions to sport. By celebrating these remarkable narratives, we preserve legacies, emphasizing diversity and inclusion in sports, and foster the broader societal recognition of Indigenous talent.

**Note: Three additional Hall of Famers' stories are planned to be added in the coming year.*

Educational Highlights

This vetted resource, available both in English and French, creates a multimodal experience for youth using interactive chapters designed like a book that share the stories of Indigenous Hall of Famers inducted into Canada's Sports Hall of Fame. This interactive learning platform truly is a digital experience offering rich storytelling through video, written text, 360-degree views of artefacts, and audio learning activities. It also offers twelve sets of ready-to-use lesson plans that complement four sets of digital interactivities and the chapters to bring entry points to Indigenous Ways of Knowing & Being into the classroom.

The development of this changemaker resource was led by the Indigenous Hall of Famers and their families, and it was created in the spirit of collaboration with countless Indigenous, sport, and museum partners. It supports Truth and Reconciliation through many 'Education,' 'Sport,' and 'Youth Programs' Calls to Action ([62](#), [63](#), [66](#), [67](#), [68](#), [87](#)) and we are honoured and grateful to have been gifted the permission to share these incredible role models' truths and stories.

Please allow the digital book to load completely for the best experience as we continue to make user enhancements to this resource.

FEATURED INDIGENOUS HALL OF FAMERS BY REGION

The Haudenosaunee, commonly referred to as Iroquois or Six Nations, are members of a confederacy of Indigenous Nations known as the Haudenosaunee Confederacy. Originally, the Haudenosaunee consisted of the Seneca, Cayuga, Oneida, Onondaga, and Mohawk. When the Tuscarora joined the confederacy early in the 18th century, it became known as the Six Nations.

KAHNAWAKE – SOUTHWEST OF MONTREAL, QUEBEC (KAHNAWAKE MOHAWK TERRITORY)

- [Waneek Horn-Miller \(Water-Polo\)](#)
- [Alwyn Morris \(Canoe/Kayak\)](#)

SIX NATIONS OF THE GRAND RIVER FIRST NATIONS RESERVE – NEAR BRANTFORD, ONTARIO

- [Tom Longboat \(Long Distance Running\)](#)
- [Ross Powless \(Lacrosse\)](#)
- [Gaylord Powless \(Lacrosse\)](#)
- [Bill Isaacs \(Lacrosse\)](#)
- Oren Lyons (Lacrosse – Coming Soon!)
- Phyllis Bomberry (Softball – Coming Soon!)

SUBJECTS ALIGNED WITH INDIGENOUS EDUCATION LEARNING OUTCOMES

- | | |
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| <ul style="list-style-type: none">• Social Studies• History• First Nations, Métis, & Inuit Studies• First Nations, Métis, & Inuit in Canada• Understanding Contemporary First Nations, Métis, & Inuit Voices | <ul style="list-style-type: none">• Contemporary First Nations, Métis, and Inuit Issues & Perspectives• World Views and Aspirations of First Nations, Métis, & Inuit Communities• Contemporary Indigenous Issues & Perspectives in a Global Context• First Nations, Métis, & Inuit Governance in Canada |
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ALIGNMENTS WITH CURRICULAR TOPICS & THEMES

Truth & Reconciliation

- [Call to Action #87](#) – Canada's Sports Hall of Fame creating this changemaker resource
- Chief Wilton Littlechild Chapter
- Museums & Repatriation – AIR & WATER Lesson Plans
- Intergenerational Trauma – FIRE Lesson Plan
- Banning Ceremonies – potlatch, naming ceremonies – LAND, AIR, FIRE Lesson Plans
- Treaties – AIR Lesson Plan
- Forced Relocation & Reserves – WATER Lesson Plan & Interactivity
- Indian Act – WATER & AIR Lesson Plans
- Residential Schools – LAND & AIR Lesson Plans
- Loss of language & culture – AIR & FIRE Lesson Plans

Lacrosse & Haudenosaunee Confederacy

- LAND Lesson Plan & Interactivity & Six Nations Hall of Famers' Chapters
- Relationship to and sacredness of the land – LAND Lesson Plan & Interactivity

Métis Peoples

- Bryan Trottier & Colette Bourgonje Chapters

Inuit Peoples

- Lighting of the Qulliq – Inuit Society – FIRE Lesson Plan

Kinship – Waneek Horn-Miller Chapter

- Oka Crisis
- Matrilineal – Bear Clan
- Kinship – AIR Lesson Plan & Interactivity

Indigenous Language Revitalization & Indigenous Names

- All of the interactivities
- Indigenous Place Names & Maps – WATER Lesson Plan & Interactivity
- Hall of Famers' Original Indigenous Names – FIRE Lesson Plan & Interactivity

Oral Histories & Storytelling

- All Chapters - Listening to Oral Texts – Videos in chapters; Understanding Media Texts – Digital Book as a whole & multimodal learning – alternative media texts (artefacts, videos, etc.)
- WATER & FIRE Lesson Plan
- Creation Story – FIRE Lesson Plan

Ceremony & Culture

- Naming & Identity – FIRE Lesson Plan & Interactivity
- Ceremony & Potlatch – LAND & AIR Lesson Plans

Symbolism

- Hawlii Pichette Art – all interactivities
- Earth, moon, sun, stars – FIRE Lesson Plan & Interactivity
- Water – WATER Lesson Plan & Interactivity
- Circle – AIR Lesson Plan & Interactivity
- Sharing Circle – LAND & AIR Lesson Plans

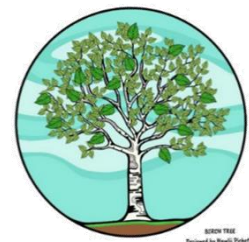
LESSON PLANS & INTERACTIVITIES – OVERVIEW

LAND – LACROSSE STICKS & TROPHIES – TREE INTERACTIVITY

Interactivity: Students interact with the digital “LAND” activity, which includes examples of statements that connect to reciprocity, gratitude, and Indigenous Peoples’ relationships with the land. A tree is used to show the connection between land, gratitude, and lacrosse sticks/trophies.

Lesson Plans:

- Activity #1: Gratitude terms in Indigenous languages.
- Activity #2: Medicines, indigenous plants, and sustenance for all land-dwelling life; berry/leaf colouring sheet templates; and collaborative word/art murals/infographic posters.
- Activity #3: Poetry – how the earth is like a mother.
- Activity #4: Share student work on social media.



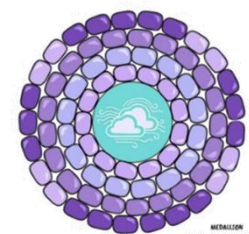
LAND LESSON PLANS
BEGINNER: GRADES K-3
www.indigenousheroes.ca

AIR – CIRCULAR MEDALS AND MEDALLIONS – MEDALLION INTERACTIVITY

Interactivity: Students interact with the digital “AIR” activity, which includes ways to say “hello” and various kinship terms in Indigenous languages. A circular, beaded medallion is used to illustrate the connection between air, circles, and medals.

Lesson Plans:

- Activity #1: Greetings in Indigenous languages.
- Activity #2: Kinship terms in Indigenous languages; rock templates.
- Activity #3: Treaties – research and symbolism charts.
- Activity #4: Share student work on social media.



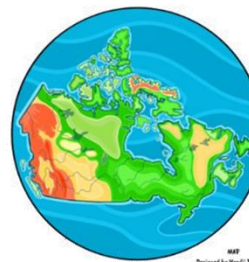
AIR LESSON PLANS
INTERMEDIATE: GRADES 4-8
www.indigenousheroes.ca

WATER – SPORTS JERSEYS – MAP INTERACTIVITY

Interactivity: Students interact with the digital “WATER” activity, which reveals original Indigenous place names and water bodies in Canada. A map and water droplets are used to show the connection between place names and water.

Lesson Plans:

- Activity #1: Ancestral territories and creation stories; infographics.
- Activity #2: Indigenous place names; collaborative poster or mural.
- Activity #3: Traditional and present-day clothing/regalia; invite a Knowledge Holder into the classroom or connect with a local museum to critique and learn about its representation of Indigenous Peoples.
- Activity #4: Share student work on social media.



WATER LESSON PLANS
ADVANCED: GRADES 9-12
www.indigenousheroes.ca

FIRE – EAGLE FEATHER & TORCHES – STARS INTERACTIVITY

Interactivity: Students interact with the digital “FIRE” activity to learn ways to say the word “love” and words of motivation in Indigenous languages that represent the Hall of Famers, along with some of the Hall of Famers’ Indigenous names. A fire scene and starry night sky are used to show how light from fire, sun, and the night sky connect with Indigenous ways of knowing and being.

Lesson Plans:

- Activity #1: Terms for love in Indigenous languages; breathing exercise; sacred fire; colouring templates.
- Activity #2: Naming ceremonies; identity; and Sport Heroes’ Indigenous names.
- Activity #3: Indigenous words of hope/motivation; uplifting posters/collages/videos to inspire one another and Indigenous youth.
- Activity #4: Share student work on social media.



FIRE LESSON PLANS
BEGINNER: GRADES K-3
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Indigenous Education Frameworks

INDIGENOUS SPORT HEROES EDUCATION EXPERIENCE

TRC [CALL TO ACTION #62](#)

CALL TO ACTION #62: We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal Peoples, and educators, to:

- i. Make an age-appropriate curriculum on residential schools, Treaties, and Aboriginal Peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.
- ii. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.
- iii. Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms.
- iv. Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.

Entry points to Indigenous Ways of Knowing, Being & Doing in the “It’s Our Time Toolkit” developed by the Assembly of First Nations. – See [Plain Talk 9: First Nations Holistic Lifelong Learning Model, section 9.4. Ways of Knowing.](#)

Indigenous ways of knowing and seeing the world are inclusive of spirit, ancestral memory, respect, interconnectedness, storytelling, feelings, experiences, and guidance. It reminds us that we do not need to know or understand everything and that it is perfectly acceptable and appropriate to be aware of things that we cannot explain. The eight different intelligences can also be termed different **Ways of Knowing**. The Ways of Knowing have a strong resonance with First Nations cultural traditions as well as with contemporary occupations and activities.

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|--------------------|------------------|--------------------|
| • Knowing the Body | • Knowing Music | • Knowing the Self |
| • Knowing Images | • Knowing Nature | • Knowing Words |
| • Knowing Logic | • Knowing People | |

Learning Outcomes & Alignments

ONTARIO CURRICULUM – EXPECTATIONS, KEY IDEAS, & ALIGNMENTS

Click [HERE](#) for Indigenous-Focused Curriculum Outcomes

SOCIAL STUDIES

Expectations	Key Ideas	Alignments
Grade 2: A. Heritage and Identity: Changing Family and Community Traditions Describe some of the major groups in their community, including different types of families, and some of the ways in which traditions and heritage are passed on by such groups.	<ul style="list-style-type: none"> Interrelationships Significance 	<ul style="list-style-type: none"> Kinship – AIR Lesson Plan & Interactivity Oral Histories – WATER & FIRE Lesson Plan Naming & Identity – FIRE Lesson Plan & Interactivity Traditions & Celebrations – Potlatch – AIR Lesson Plan Naming Ceremonies – FIRE Lesson Plan
Grade 3: A. Heritage and Identity: Communities in Canada, 1780-1850 Compare ways of life among some specific groups in Canada around the beginning of the nineteenth century and describe some of the changes between that era and the present day.	<ul style="list-style-type: none"> Perspectives Cause and consequences Continuity and change Place names 	<ul style="list-style-type: none"> Indigenous Place Names – WATER Lesson Plan & Interactivity Métis – Bryan Trottier & Colette Bourgonje Chapters
Grade 4: A. Heritage and Identity: Early Societies to 1500 CE Demonstrate an understanding of key aspects of a few early societies (to 1500), including at least one First Nation and one Inuit society, each from a different region and era and representing a different culture, with reference to their political and social organization, daily life, and relationships with the environment and with each other.	<ul style="list-style-type: none"> Inuit society Relationships with environment and with each other Haudenosaunee Matrilineal structures among some First Nations Lacrosse games Ceremonial sharing of food and skins 	<ul style="list-style-type: none"> Kinship – AIR Lesson Plan & Interactivity Lighting of the Qulliq – Inuit Society – FIRE Lesson Plan Relationship to the land – LAND Lesson Plan Lacrosse & Haudenosaunee – LAND Lesson Plan & Interactivity & Six Nations Hall of Famers, especially the Powless family Matrilineal – Waneek Horn-Miller Chapter Ceremony – LAND & AIR Lesson Plans
Grade 5: B. People and Environments: The Role of Government and Responsible Citizenship Demonstrate an understanding of the roles and key responsibilities of citizens and of the different levels of government in Canada, including First Nations, Métis, and Inuit governments.	<ul style="list-style-type: none"> Haudenosaunee Confederacy 	<ul style="list-style-type: none"> Haudenosaunee – LAND Lesson Plan & Interactivity & Six Nations Hall of Famers
Grade 6: A. Heritage and Identity: Communities in Canada, Past and Present Demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities, including First Nations, Métis, and Inuit communities, in Canada.	<ul style="list-style-type: none"> First Nations contributions to Canada Banning of Indigenous ceremonies and gatherings Treaties Reserves Indian Act Residential schools 	<ul style="list-style-type: none"> Contributions to Canada – All Chapters Banning Ceremonies – potlatch, naming ceremonies – LAND, AIR, FIRE Lesson Plans Treaties – AIR Lesson Plan Reserves – WATER Lesson Plan Indian Act – WATER & AIR Lesson Plans Residential Schools – LAND & AIR Lesson Plans Identity – Project Surname – FIRE Lesson Plan & Interactivity Loss of language & culture – AIR & FIRE Lesson Plans

HISTORY

Expectations	Key Ideas	Alignments
Grade 7: A. New France and British North America, 1713-1800 Use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain; describe various significant people, issues, events, and developments in Canada between 1890 and 1914, including the residential school system, and explain their impact.	<ul style="list-style-type: none"> Colonial Canada Historical perspective Residential school system Treaties The Indian Act Reserve system Loss of knowledge of language, traditional culture, and traditional lands Settlement by non-Indigenous Canadians Continue to affect Indigenous Peoples today 	<ul style="list-style-type: none"> Residential Schools – LAND & AIR Lesson Plans Treaties – AIR Lesson Plan Reserves – WATER Lesson Plan Indian Act – WATER & AIR Lesson Plans Identity – Project Surname – FIRE Lesson Plan & Interactivity Loss of language & culture – AIR & FIRE Lesson Plans Banning Ceremonies – potlatch, naming ceremonies – LAND, AIR, FIRE Lesson Plans Intergenerational Trauma – FIRE Lesson Plan
Grade 8: B. Canada, 1890-1914: A Changing Society Describe various significant people, issues, events, and developments in Canada between 1890 and 1914, including the residential school system, and explain their impact	<ul style="list-style-type: none"> Residential school system Treaties, Indian Act, reserve system Loss of knowledge of language and traditional culture Loss of traditional lands 	<ul style="list-style-type: none"> Residential Schools – LAND & AIR Lesson Plans Treaties – AIR Lesson Plan Reserves – WATER Lesson Plan Indian Act – WATER & AIR Lesson Plans Identity – Project Surname – FIRE Lesson Plan & Interactivity Loss of language & culture – AIR & FIRE Lesson Plans Banning Ceremonies – potlatch, naming ceremonies – LAND, AIR, FIRE Lesson Plans Intergenerational Trauma – FIRE Lesson Plan
Grade 10: D. Canada 1945-1982 Describe some key events, trends, and developments in Canada between 1945 and 1982, and assess their significance for different individuals, groups, and/or communities in Canada, including First Nations, Métis, and Inuit individuals and communities.	<ul style="list-style-type: none"> Social conflict Inequality Forced relocation of First Nations, Métis, and Inuit communities Continuing operation of residential schools 	<ul style="list-style-type: none"> Forced Relocation & Reserves – WATER Lesson Plan & Interactivity Residential Schools – LAND & AIR Lesson Plans
Grade 10: E. Canada, 1982-Present Communities, Conflict, and Cooperation: analyse some significant interactions within and between various communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1982 to the present, and how key issues and developments have affected these interactions.	<ul style="list-style-type: none"> Disputes over land at Oka Truth and Reconciliation Commission Preservation of Indigenous languages 	<ul style="list-style-type: none"> Oka Crisis – Waneek Horn-Miller Chapter TRC – Chief Wilton Littlechild & Call to Action #87

FIRST NATIONS, MÉTIS, AND INUIT STUDIES

Expectations	Key Ideas	Alignments
<p>Grade 9: Expressions of First Nations, Métis, and Inuit Cultures A. Artistic Expression and First Nations, Métis, and Inuit World Views Demonstrate an understanding of the spiritual interconnectedness of people, the land, and the natural world in First Nations, Métis, and Inuit world views, analysing how spiritual and personal connections to the land are expressed through various art forms and arts disciplines.</p>	<ul style="list-style-type: none"> • People and the Land • Symbols: the circle • Trees • Antlers • Earth, the moon, the sun, feathers, and water • Sacredness of the land • Spiritual connection between people and the land 	<ul style="list-style-type: none"> • Hawlii Pichette art – all interactivities • Relationship to and sacredness of the land – LAND Lesson Plan & Interactivity • Earth, moon, sun, stars symbolism – FIRE Lesson Plan & Interactivity • Water – WATER Lesson Plan & Interactivity • Circle symbolism – AIR Lesson Plan & Interactivity
<p>Grade 10: A. Historical Inquiry and Skill Development Use the historical inquiry process and the concepts of historical thinking when investigating aspects of the history of Indigenous Peoples within the boundaries of contemporary Canada from pre- contact to the present day.</p>	<ul style="list-style-type: none"> • Appropriate terminology • Colonization • Rights of Indigenous Peoples • Indigenous identities • Cultures and rights • Indian Act • Game laws in the North • Forced relocation of Inuit Peoples • Indian education policy • Potlatch • Racism and discrimination • Assimilation • Residential schools 	<ul style="list-style-type: none"> • Residential Schools – LAND & AIR Lesson Plans • Treaties – AIR Lesson Plan • Reserves – WATER Lesson Plan • Indian Act – WATER & AIR Lesson Plans • Identity – Project Surname – FIRE Lesson Plan & Interactivity • Loss of language & culture – AIR & FIRE Lesson Plans • Banning Ceremonies – potlatch, naming ceremonies – LAND, AIR, FIRE Lesson Plans • Intergenerational Trauma – FIRE Lesson Plan • Traditional Games chapter
<p>Grade 10: E. 1876-1969: Assimilation, Encroachment, and Life in the Industrial Age Analyse how various individuals, groups, and issues have contributed to the development of Indigenous identities, cultures, and rights in Canada since 1969.</p>	<ul style="list-style-type: none"> • Indigenous identities, cultures, and rights • Indian Act • Game laws in the North • Forced relocation of Inuit • Indian education policy • Potlatch • Residential schools • Racism and discrimination and/or assimilation 	<ul style="list-style-type: none"> • Residential Schools – LAND & AIR Lesson Plans • Treaties – AIR Lesson Plan • Reserves – WATER Lesson Plan • Indian Act – WATER & AIR Lesson Plans • Identity – Project Surname – FIRE Lesson Plan & Interactivity • Loss of language & culture – AIR & FIRE Lesson Plans • Banning Ceremonies – potlatch, naming ceremonies – LAND, AIR, FIRE Lesson Plans • Intergenerational Trauma – FIRE Lesson Plan • Traditional Games chapter

Expectations	Key Ideas	Alignments
Grade 10: F. 1969-Present: Resilience, Determination, and Reconciliation F3. Identities, Cultures, and Self-Determination: analyse how various individuals, groups, and issues have contributed to the development of Indigenous identities, cultures, and rights in Canada since 1969 (FOCUS ON: Historical Significance; Historical Perspective).	<ul style="list-style-type: none"> • TRC's Calls to Action • Residential school survivors • Blockades at Oka • Environmental degradation • The United Nations Declaration on the Rights of Indigenous Peoples 	<ul style="list-style-type: none"> • TRC & UNDRIP – Chief Wilton Littlechild chapter • Residential Schools – LAND & AIR Lesson Plans • Oka Crisis – Waneek Horn-Miller chapter • Environmental degradation – WATER Lesson Plan
Grade 11: B. Oral Communication Listen to oral texts from and/or related to First Nations, Métis, and Inuit cultures in order to understand and respond appropriately in a variety of situations for a variety of purposes.	<ul style="list-style-type: none"> • Participate in a sharing circle • Oral communication 	<ul style="list-style-type: none"> • Lighting of the Qulliq – Inuit Society – FIRE Lesson Plan • Listening to Oral Texts – Videos in chapters • Sharing Circle – LAND & AIR Lesson Plans
Grade 11: C. Reading and Literature Studies Read and demonstrate an understanding of a variety of literary, informational, and graphic texts from First Nations, Métis, and Inuit cultures, and, as appropriate, relevant texts from non-Indigenous sources, using a range of strategies to construct meaning; identify various contributions of individuals, organizations, and initiatives, including technological initiatives, to the development of contemporary First Nations, Métis, and Inuit literature, and analyse the social and cultural influence of those contributions.	<ul style="list-style-type: none"> • Identify and understand texts from First Nations, Métis, and Inuit cultures 	<ul style="list-style-type: none"> • Understanding Media Texts – Digital Book as a whole & multimodal learning – alternative media texts (artefacts, videos, etc.)
Grade 11: E. Media Studies Demonstrate an understanding of a variety of media texts from First Nations, Métis, and Inuit cultures, and, as appropriate, relevant media texts from non-Indigenous sources.	<ul style="list-style-type: none"> • Media texts from First Nations, Métis, and Inuit cultures 	<ul style="list-style-type: none"> • Understanding Media Texts – Digital Book as a whole & multimodal learning – alternative media texts (artefacts, videos, etc.)
Grade 11: B. Cultural Identity and Cultural Continuity Demonstrate an understanding of key issues, developments, and challenges relating to First Nations, Métis, and Inuit cultural revitalization and cultural continuity.	<ul style="list-style-type: none"> • Promote cultural revitalization and cultural continuity • Role of education in cultural continuity • Language revitalization • Role of contemporary public institutions in supporting First Nations, Métis, and Inuit cultural revitalization/cultural continuity 	<ul style="list-style-type: none"> • Call to Action #87 & Canada's Sports Hall of Fame creating this changemaker resource • Museums & Repatriation – AIR & WATER Lesson Plans • Indigenous Language Revitalization – all interactivities

<p>Grade 11: B. Understanding and Respecting World Views and Cultural Diversity</p> <p>Demonstrate an understanding of how language, culture, and the relationship between people and place shape and reflect First Nations, Métis, and Inuit world views, identifying key elements of the beliefs, values, and customs associated with diverse cultures; use cultural awareness skills and strategies appropriately when exploring First Nations, Métis, and Inuit ways of knowing, world views, and contributions to society.</p>	<ul style="list-style-type: none"> • World views • Cultural awareness • First Nations, Métis, and Inuit ways of knowing, world views, and contributions to society • Teaching Rocks • Creating story 	<ul style="list-style-type: none"> • Teaching Rocks – Kinship – AIR Lesson Plan • Creation Story – FIRE Lesson Plan
<p>Grade 11: D. Reclamation and Reconciliation</p> <p>Demonstrate an understanding of how building recognition and respect for First Nations, Métis, and Inuit knowledge, world views, and aspirations contributes to truth, reconciliation, and renewed nation-to-nation relationships.</p>	<ul style="list-style-type: none"> • Truth and Reconciliation • Youth and adults to maintain their cultural identity • First Nations, Métis, and Inuit traditional knowledge and customs • Arctic Winter Games 	<ul style="list-style-type: none"> • Métis Culture & Reclaiming Identity/Culture • Arctic Winter Games – Traditional Games & forthcoming Edward Lennie chapters
<p>Grade 12: B. Indigenous Peoples and Perspectives</p> <p>Demonstrate an understanding of the significance of the land to Indigenous Peoples around the world, analysing the consequences of displacement from traditional territories and the benefits of Indigenous perspectives on resource management; demonstrate an understanding of the role of Indigenous knowledge, storytelling, and story work in fulfilling communal responsibilities, sustaining world views, and protecting cultural heritage.</p>	<ul style="list-style-type: none"> • Connections to the land • Indigenous knowledge and oral traditions • Storytelling • Self-determination • Treaty law • National borders 	<ul style="list-style-type: none"> • Connections to the land – LAND Lesson Plan & Interactivity • Oral Traditions & Storytelling – AIR, WATER, FIRE Lesson Plans
<p>Grade 12: D. First Nations, Métis, and Inuit Governance in Canada</p> <p>Analyse the relationship of Indigenous Peoples to the land and how land-based issues are related to Indigenous rights, self-determination, sovereignty, and self-governance.</p>	<ul style="list-style-type: none"> • Land and self-determination • Relationship of Indigenous Peoples to the land • Respect for the land • Identity 	<ul style="list-style-type: none"> • Connections to the land – LAND Lesson Plan & Interactivity • Place Names – WATER Lesson Plan & Interactivity

www.beyondthewin.ca

RESOURCE #2: [TAKING THE HIGHER GROUND](#) – ARTEFACT TALKS

Available in real-time via Zoom or as a curated, pre-recorded program, the Taking the Higher Ground program uses guided questioning to help students learn about the racial barriers Order of Sport Recipients and Hall of Famers Tom Longboat and Gaylord Powless overcame both in their life and sporting careers. Students will explore and reflect on how each Hall of Famer relied on role models and used elements of traditional Indigenous teachings to not only persevere but also show integrity and sportsmanship in the face of adversity.

- Educational Elements: Lesson Plans, Curriculum, Artefacts (available [HERE](#))

RESOURCE #3: [CONVERSATION STARTERS](#)

Tackling a variety of societal issues, these videos act as entry points to discuss racism awareness, Indigenous Ways of Knowing & Being, nationalism and Canadian identity, sense of belonging, newcomer experiences, and many other ties to provincial curricula!

- Waneek Horn-Miller – [We Will Do Better](#) & [CBC Beyond the Win](#)
- Richard Powless (Representing Ross Powless) – [Sportsnet Class of 2020-21](#)

RESOURCE #4: [ARTEFACT CATALOGUE](#)

Students are provided with the opportunity to explore 360° views of Hall of Famers' memorabilia, simulating a hands-on, interactive learning experience.

- Educational Element: [Artefact Exploration Lesson plan](#)

Visit our Indigenous Education webpage [HERE](#)
for more programs and resources!