

QUÉBEC – INDIGENOUS EDUCATION ALIGNMENTS

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RESOURCE #1: INDIGENOUS SPORT HEROES EDUCATION EXPERIENCE – FRENCH & ENGLISH

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.*

FEATURED INDIGENOUS HALL OF FAMERS BY REGION

The Haudenosaunee, or 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 \(Lacrosse\)](#)
- Phyllis Bomberry (Softball) – Coming Soon!
- Oren Lyons (Lacrosse) – Coming Soon!

SUBJECTS/TEACHING FRAMEWORKS ALIGNED WITH INDIGENOUS EDUCATION LEARNING OUTCOMES

Social Sciences

- Elementary – Geography, History & Citizenship Education | Knowledge Related to the Organization of a Society in its Territory
- Secondary – History & Citizenship Education (Cycle One) | European Expansion in the World
- Reference Framework for Professional Competencies for Québec Teachers –
[See Section 1.2: Integration of Indigenous perspectives in teaching.](#)

SUBJECTS ALIGNED WITH CROSS-CURRICULAR OUTCOMES

- Broad Areas of Learning:
 - Health and Well-Being
 - Citizenship & Community Life
- Languages
- Personal Development / Social-Emotional Learning
- Physical Health & Education

ALIGNMENTS WITH INDIGENOUS EDUCATION CURRICULAR TOPICS & THEMES

- **Truth & Reconciliation**
 - [Call to Action #87](#) – Canada's Sports Hall of Fame developing this changemaker resource in collaboration with Indigenous Hall of Famers and their families is an example or product of Call to Action 87.
 - [Call to Action #62](#) – Teachers using this resource to support Truth & Reconciliation
 - Chief Wilton Littlechild Chapter
 - Intergenerational Trauma – FIRE Lesson Plan
 - Indian Act – WATER & AIR Lesson Plans
 - Residential Schools – LAND & AIR Lesson Plans
 - Museums & Repatriation – AIR & WATER Lesson Plans
 - Banning Ceremonies – potlatch, naming ceremonies – LAND, AIR, FIRE Lesson Plans
 - Treaties – AIR Lesson Plan
 - Forced Relocation & Reserves – WATER Lesson Plan & Interactivity
 - Loss of language & culture – AIR & FIRE Lesson Plans
- **Lacrosse & Haudenosaunee Confederacy**
 - LAND Lesson Plan & Interactivity & Six Nations Hall of Famers
 - Relationship to and sacredness of the land – LAND Lesson Plan & Interactivity
- **Waneek Horn-Miller Chapter**
 - Oka Crisis
 - Matrilineal – Bear Clan
 - Kinship – AIR Lesson Plan & Interactivity
- **Indigenous Language Revitalization**
 - 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
 - WATER & FIRE Lesson Plan
 - Creation Story – FIRE Lesson Plan
- **Ceremony & Culture**
 - Naming & Identity – FIRE Lesson Plan & Interactivity
 - Ceremony – 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

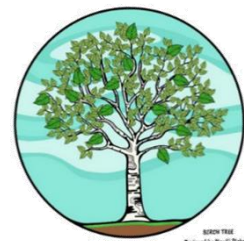
LESSON PLANS & INTERACTIVITIES – OVERVIEW

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.



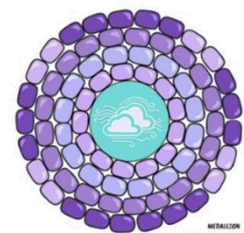
LAND LESSON PLANS
BEGINNER: GRADES K-3
www.indigenousheroes.ca

AIR – CIRCULAR MEDALS AND MEDALLIONS – MEDALLION INTERACTIVITY

Interactivity: Students interact with the digital “AIR” activity, which include 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.



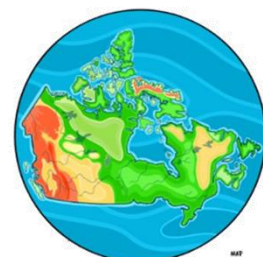
AIR LESSON PLANS
INTERMEDIATE: GRADES 4-8
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WATER – SPORT JERSEYS – MAP INTERACTIVITY

Interactivity: Students interact with the digital “WATER” activity, which reveal 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
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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](#) & REFERENCE FRAMEWORK FOR PROFESSIONAL COMPETENCIES FOR QUÉBEC TEACHERS – [See Section 1.2: Integration of Indigenous perspectives in teaching.](#)

In Québec, there are 10 First Nations and one Inuit Nation (Abenakis, Algonquin, Atikamekw, Cree, Huron-Wendat, Innu, Wolastoqiyik (Malecite), Mi'kmaq, Mohawk, Naskapiand, Inuit), each with their own history and culture, living in various regions across the province. These First Nations and Inuit contribute to Québec society and hold an important place. Because of this, they can legitimately expect to have Indigenous realities considered apart from those of newcomers. In 2015, the Truth and Reconciliation Commission of Canada (TRC) submitted its report on the harsh realities of “Indian Residential Schools” (IRS) to establish the truth, and to further reconciliation with and healing of Indigenous Peoples. In its report, the TRC issued 94 calls to action, number 62 of which included a call to governments, in collaboration with First Nations, Inuit and educators, to equip universities “to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.” The TRC report noted that teachers play an indispensable role in the process of reconciliation with Indigenous Peoples and encouraged them to prioritize the strengthening of intercultural understanding, empathy and mutual respect.

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 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.

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

Indigenous Education Learning Outcomes & Alignments

QUÉBEC – SPECIFIC LEARNING OUTCOMES

SOCIAL SCIENCES –

GEOGRAPHY, HISTORY AND CITIZENSHIP EDUCATION | KNOWLEDGE RELATED TO THE ORGANIZATION OF A SOCIETY IN ITS TERRITORY

Elementary

B. Iroquoian society around 1500

Indicates changes in the society during this period: occupation of the territory, use of European products (e.g. axe, pot, gun, alcohol), religion, European diseases

- a. Names groups that played a role in the changes (e.g. fishermen, missionaries, colonists, military, coureurs de bois)

1. Location of the society in space and time

Locates on a map the territory occupied by Iroquoian society: St. Lawrence and Great Lakes lowlands

2. Elements of the society that affect the organization of the territory

2.3. Economic situation

- b. Names means of transportation: canoe, snowshoes

2.4. Political situation. Indicates means of selecting leaders: women elders appointed chiefs

4. Influence of people on social and territorial organization

- a. Names a group that played a role in selecting leaders: women elders

5. Elements of continuity with the present

- a. Indicates traces left by Iroquoian society: place names, artefacts, sites

B. Iroquoian society and Algonquian society around 1500

1. Indicates differences between Iroquoian society and Algonquian society around 1500:

- c. political structure (matriarchal; patriarchal)

C. Iroquoian society and Inca society around 1500

1. Indicates differences between Iroquoian society and Inca society around 1500: means of selecting chiefs and their power (chosen by women elders, limited powers; hereditary, full powers)

- b. social structure (community; hierarchy)

- Map (Indigenous Place Names) – WATER Lesson Plan & Interactivity
- Residential Schools – LAND, AIR, WATER, FIRE Lesson Plans
- Reserves – WATER Lesson Plan
- Turtle Island – WATER Lesson Plan

- Chapter – Waneek Horn-Miller (matriarchal clan)
- Treaty Borders – WATER Lesson Plan
- Indian Act – WATER, AIR Lesson Plan
- Eurocentrism, Project Surname – FIRE Lesson Plan
- Colonialism – AIR, WATER, FIRE Lesson Plans
- Artefacts – All Chapters & Interactivities
- Kinship/Social Structure – AIR Lesson Plan
- Significance of the drum – mother's heart beat – AIR Lesson Plan
- Haudenosaunee Confederacy
 - Lacrosse connections – LAND Lesson Plan & Interactivity
 - Six Nations Hall of Famers – Waneek Horn-Miller & Alwyn Morris, Tom Longboat, Ross & Gaylord Powless, Bill Isaacs

HISTORY AND CITIZENSHIP EDUCATION (CYCLE ONE) | EUROPEAN EXPANSION IN THE WORLD

Secondary

[History and Citizenship Education \(Cycle One\)](#) | European expansion in the world

2. **European expansion** in the world and the effects of an initial form of world economy on the societies of the American continent

2.4. Native populations

- Names **Native populations living in America at the time of the first contact with the Europeans** (e.g. the Incas, Aztecs, Iroquois, Algonquians)
- Indicates resources or products imported by Europeans (e.g. gold, tobacco, fur, plants)
- Describes the **consequences of European expansion** in America for Native populations (e.g. certain nations were exterminated by war and disease; **the culture and way of life of Native populations were profoundly changed**)

- Indian Act – WATER, AIR Lesson Plan
- Eurocentrism, Project Surname – FIRE Lesson Plan
- Colonialism – AIR, WATER, FIRE Lesson Plans
- Intergenerational trauma – FIRE Lesson Plan
- Genocide – FIRE Lesson Plan

PHYSICAL EDUCATION & HEALTH –

Elementary

Cultural References – For all three competencies

- **Heritage objects** (e.g. skis from 1960, snowshoes used by Amerindians);
- **Types of clothing** (for different seasons, in different countries, for different sports).

- Artefacts – All Chapters & Interactivities
- Type of clothing / regalia – WATER Lesson Plan

Cross-Curricular Learning Outcomes & Alignments

INDIGENOUS SPORT HEROES EDUCATION EXPERIENCE

QUÉBEC – BROAD AREAS OF LEARNING

ELEMENTARY & SECONDARY

Health and Well-Being

To ensure that students adopt a **self-monitoring procedure** concerning the development of **good living habits** related to health, well-being, sexuality and safety.

- Self-Monitoring – FIRE Lesson Plan
- Role models for good living habits – the Indigenous Heroes

Citizenship & Community Life

To ensure that students take part in the democratic life of the classroom or the school and develop a spirit of openness to the world and **respect for diversity**.

QUÉBEC – SPECIFIC LEARNING OUTCOMES

LANGUAGES

Elementary

To develop the students' **capacity for oral** (speaking and listening) and **written** (reading and writing) communication so as to enable him/her to express his/her view of the world, to enter into relationships with young people and adults from near and far, and to **acquire and transmit cultural knowledge**.

- 1) To read and listen to literary, popular and information-based texts
- 2) To write self-expressive, narrative and information-based texts
- 3) To represent her/his literacy in different media
- 4) To use language to communicate and learn

- Reading – Designed like chapters of a digital book
- Self-expressive writing – LAND Lesson Plan (Poetry Exercise); FIRE Lesson Plan posters/collages/videos

Secondary

A. Reading Process: Interpreting Texts

The student applies the stages of the reading process to interpret a **spoken, written, media, multimodal and/or multigenre text**.

B. Production Process

The student applies the stages of the production process to **produce** spoken, written, media, multigenre and **multimodal texts** in a given context or situation.

C. Research Process

The student demonstrates control over all required aspects of the **research process** to produce spoken, written, media, multigenre and multimodal texts in a given context or situation.

- Reading – Designed like chapters of a digital book
- Self-expressive writing – LAND Lesson Plan (Poetry Exercise)
- Research & Infographic Activity – WATER Lesson Plan.
- Multimodal Learning Experience – Digital book is comprised of text, videos, and artefacts.

PERSONAL DEVELOPMENT / SOCIAL-EMOTIONAL LEARNING

- 1) To improve own **self-esteem**
- 2) To develop a sense of self-responsibility for all aspects of **personal development**
- 3) To become familiar with the **values needed for life in society**
- 4) To develop competencies that will allow **action and interaction with others**

- Values – Great to good stories
- Self-Esteem & Personal Development – Hall of Famers' Stories and FIRE & AIR Lesson Plans

PHYSICAL EDUCATION & HEALTH

Elementary & Secondary

- 2) To interact with others in different physical activity settings – **behavior – ethics-related aspects**
- 3) To adopt a healthy, active lifestyle – **lifestyle habits – regular physical activity, relaxation, stress management**

Cultural References:

- **Major events** in the news;
- **Exhibitions** (e.g. hall of fame);
- Readings (e.g. **books**);
- **Sports in Québec and elsewhere;**
- **Sports events** (e.g. Olympics, national provincial or regional amateur athletic games, sports events held as part of carnivals);
- **Heritage objects** (e.g. skis from 1960, snowshoes used by Amerindians);
- **Values** that determine behaviours (e.g. lifestyle habits, leisure habits); and,
- **Types of clothing** (for different seasons, in different countries, for different sports).

- Relaxation & Stress Management (Self-Regulation) – FIRE Lesson Plan
- Cultural References – Digital book was created by Canada's only national museum of sport (Canada's Sports Hall of Fame); stories and artefacts are from various sporting events; artefacts in chapters and interactivities; Indigenous sports; and, types of clothing and regalia – WATER Lesson Plan
- Values learning through sport (i.e., healthy lifestyle habits)

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

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](#) – ENGLISH ONLY

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](#) – ENGLISH ONLY

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!