



# Every Child Matters

## Activity 1: The Word Indigenous – Explained

### Format:

- Teacher-Facilitated Group Discussion

### Materials:

- Computer
- Projector

### Timing:

- Following the pre-reading discussion

### Instructions:

1. Watch the CBC Kids News video about the word “Indigenous” (2:30):  
<https://www.youtube.com/watch?v=CISeEFTsgDA>
2. Discuss the video as a class:
  - How should we refer to an Indigenous person?
  - Are there any words we don't use anymore to refer to Indigenous peoples?
  - What are the three main groups of Indigenous peoples in Canada?
  - How have Indigenous languages and cultures contributed to broader Canadian culture?

## Activity 2: Medicine Wheel Story-Bag

### Format:

- Teacher-Facilitated Group Discussion

### Materials:

- Computer
- Projector
- Bag (or other vessel to collect the materials from your walk)

### Timing:

- While reading

**Instructions:**

Based on Medicine Wheel [Medicine Wheel Activity from Safe Water](#) – Additional activities and instructions available by clicking the link.

1. Introduce the teachings of the Medicine Wheel and the four elements.
  - [Medicine Wheel Teachings \(squarespace.com\)](#)
2. Guide the students through a mindful walk outside to collect things from nature that represent the various elements you just learned about.
3. Place them in a bag when you return from your walk.
4. Upon return from your walk, guide students to sit in a circle (shape of medicine wheel).
5. Explain to students that you are going to co-create a story about life, the four elements and the interconnectedness of all things by using the things you have collected on your walk.
6. Go around the circle and instruct students to pull one thing collected from your walk out of the bag and use it to add onto your story (mad libs style).
  - Note: You may have to create the premise of the story and/or start it.

## Activity 3: Indigenous Languages

**Format:**

- Teacher-Facilitated Group Discussion

**Materials:**

- Computer
- Projector

**Timing:**

- While reading

**Instructions:**

1. Explore the First Voices site (<https://www.firstvoices.com/explore/FV/sections/Data>) so you are familiar with the resource before leading the activity.
2. Identify a nearby Indigenous Nation or Community, or one that students in your class are interested in or connected to.
  - Use <https://www.whose.land/en/> if necessary.
3. As a class visit the First Voices sit and select the language corresponding to the nation(s) and/or community(ies) identified in step 2. Explore some of the following:
  - Listen to songs
  - Learn and practices words and phrases
  - Play a game
  - If students have access to enough computers or tablets to explore the Kids Portal for the selected language(s) – this is also an option!

4. On the site there is information about the state of the languages and the Nations' priorities around language. Learn about and discuss these as a class.
5. Identify any words or phrases you can encourage your class to practice using.

## Activity 4: An Interview with Phyllis Webstad

### Format:

- Teacher-Facilitated Group Discussion

### Materials:

- Computer
- Projector

### Timing:

- Following the post-reading discussion

### Instructions:

1. As a class, watch the CBC Kids News video where the author of the story, Phyllis Webstad, answers kids questions (10 min): <https://www.youtube.com/watch?v=2otE0jv09Ic>
2. After the video, discuss with students:
  - What did you think about the kids questions and Phyllis's responses?
  - What other questions would you ask Phyllis if you could?

## Activity 5: Orange Shirt Day Affirmations

### Format:

- Individual Activity

### Material:

- Letter size paper (preferably orange) or printouts of the shirt outline below
- Colouring pencils, markers, crayons

### Timing:

- Following the post-reading discussion

### Instructions:

1. Guide students to draw an outline of a shirt or a heart.
  - You can also print out the outline on the following page for students to draw in and cut out.

2. Inside the heart, students will write or draw a positive affirmation inspired by Every Child Matters.
  - As a prompt, ask them to think about how every child should feel at school.
3. When the students are finished their drawing, ask if anyone wants to share what they drew with the class.
4. Hang the students' creations up in the class.

