

HOW-TO GUIDE

Set the stage.
Know the facts.
Share the facts.
Give your campaign
a boost. Reach out.
Create your own 11th
daily fact.
Report back.

1,400,685 PEOPLE ACROSS CANADA IDENTIFIED THEMSELVES AS EITHER FIRST NATIONS, MÉTIS, OR INUIT. TOGETHER, CANADA'S ABORIGINAL PEOPLES COMPRISE THE FASTEST GROWING SEGMENT OF CANADA'S POPULATION, WITH YOUTH MAKING UP A LARGE PROPORTION. THIS GENERATION OF YOUTH IS AN ESSENTIAL PART OF CANADA'S FUTURE.

Free The Children's programs are firmly rooted in the idea that empowered youth can change the world. Though we work with communities overseas, we also believe in shining a spotlight on local issues. With domestic campaigns like We Stand Together, Free The Children provides youth with the tools to make a difference in their own backyards.

Though there is a lack of awareness of the issues facing Aboriginal Peoples today, many non-Aboriginal peoples demonstrate a desire to learn more—93% of urban Canadians believe that understanding Aboriginal Peoples' history and culture is important.

It's time to put that desire into action. It's time to start a conversation—to learn from our past and build a future together.

In partnership with MAEI, we provide you with the resources to educate students about Aboriginal culture, experiences, rights and history. These resources are available online for everyone who registers for the campaign.

Each weekday from February 24 to March 7, 2014, Free The Children will email a daily fact about Aboriginal Peoples' culture, experiences, rights and history to all registered campaign participants. Each fact will be accompanied by background information to help you and your students dig deeper to gain a better understanding of the experiences of Aboriginal Peoples. These daily facts will also be sent out in advance to registered educators to help you prepare for the campaign.

LET'S GET STARTED

Get online! Visit freethechildren.com/westandtogether to sign up for this year's campaign with your school's We Code. You can then download resources created in collaboration with MAEI, thus leveraging their knowledge and expertise.

1 STEP 1: SET THE STAGE

It's important to acknowledge that experiences vary widely for Aboriginal Peoples across Canada, whether they are Métis, Inuit or First Nations, and whether they live in rural or urban areas, or on reserves. Start your campaign by reading the following paragraph to your students—the facts may surprise you.

Did you know?

A significant proportion of Aboriginal Peoples live in urban spaces and not on a reserve. (In fact, Métis and Inuit Peoples do not live on reserves at all). The 2006 Urban Aboriginal Peoples Study provides some insight into their experiences:

- Pursuing higher education is the leading life aspiration of urban Aboriginal Peoples today.
- Urban Aboriginal Peoples with greater Aboriginal political involvement are more likely to vote in Canadian elections.
- Aboriginal culture is strong among urban Aboriginal Peoples in Canadian cities. Many First Nations, Métis and Inuit Peoples believe their culture has become stronger over the last five years.

2 STEP 2: KNOW THE FACTS

Our daily facts are at the heart of this campaign and provide you with a starting point each day to begin discussion with your students. The more the facts are shared, the greater impact they will have!

- Read your class the daily facts each morning and encourage discussion. Suggest your students start a research project from a fact that interests them, or have them reflect on their new knowledge through a creative writing assignment.

3 STEP 3: SHARE THE FACTS

Take our facts to the next level: share them with the school and spread the word. Brainstorm with your students how to do this in a fun, interactive way. If you need some ideas, here are a few suggestions:

- Hang posters (found in the back of your booklet) in the classroom and at strategic locations throughout the school.
- Let your voice be heard! Use your morning announcements as a way to share the facts with the entire student body. Have students practise reading the facts beforehand, and be sure to get the principal's permission in advance.

- Download the impact poster from freethechildren.com/westandtogether and distribute them to students or place them on cafeteria tables.
- Assign each student a topic and have them write an article for the school newspaper or the school website.
- Spread the word. Encourage students to share daily facts, insights and their research findings in a blog.

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STEP 4: GIVE YOUR CAMPAIGN A BOOST

Take to Facebook, Twitter, We365—Free The Children's new online social platform—and other social media to share facts and updates on your campaign.

- Visit Free The Children's Facebook and Twitter page to share, comment and "like" the daily fact graphics which will be available each day of the campaign.
- Tweet or Facebook about the campaign and other inspirational articles or websites related to Aboriginal rights, culture or history using the hashtag [#westandtogether](https://twitter.com/westandtogether).
- Lights. Camera. Action! Encourage your students to make a short video about what they are learning through the campaign. Post it on YouTube and share it on Free The Children's Facebook page. Check out videomaker.com/youtube for tips on how to make a compelling video.
- Send photos to your Educational Programming Coordinator (EPC) and have them spread the word about your success!
- Take your group to the next level by signing up for We365. As an educator you can create an online group for your students to share their We Stand Together inspiration, add pictures and celebrate their actions.

WHAT IS WE365?

We365 is Free The Children's new, online social platform. On We365, students and teachers can create a community around the causes they care about while tracking their impacts, fundraising and volunteer hours. Find out more about We365 in the Educator's Guide or on we365.com.

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STEP 5: REACH OUT

Take your campaign outside the school. Learn more about the experiences of local Aboriginal Peoples and spread that knowledge to friends, family and the wider community.

- Go right to the source. Have your students research a local Aboriginal speaker, storyteller, artist and/or dance troupe and invite them to visit your school.

- Take it home. Encourage students to share their knowledge about Aboriginal rights and culture with their parents at the end of each day. Have them write down conversation starters or discussion cards based on the daily facts.
- Want a good idea for an after-school project? Have students work together to prepare a presentation about Aboriginal rights, culture or history and present it to a local community group, club or organization.
- Hot off the press! Have students write an article for a local newspaper by interviewing an Aboriginal activist and writing about their cause and personal experiences.

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STEP 6: CREATE YOUR OWN 11TH DAILY FACT.

Aboriginal Peoples are an important part of our country. Once you start looking, you will find an Aboriginal presence woven into your community, whether place names, government structures, fashion, art, and more. Have your students put their knowledge into action by finding and spotlighting Aboriginal culture, traditions and history in their local community.

- Research. Encourage your students to explore their neighbourhoods. Find a cultural centre, attend a pow wow, or spend a day at a local museum. Look up local Aboriginal artists or speakers. The options are endless.
- Snap a pic. As they're exploring, have students take pics that highlight their experiences of local Aboriginal culture, history or tradition. These could be pics of local Aboriginal art, a cultural centre, a dance performance, or a site of historical significance. Remind students that if they are taking a photograph of someone, it's important to ask permission!
- Shine a spotlight. Have students post a pic on social media (Instagram, Facebook, Twitter, and We365) with a caption explaining the photo and how it relates to Aboriginal history, culture, rights or traditions. Be sure to tag it with the hashtag [#westandtogether](#).

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STEP 7: REPORT BACK

- Send us your daily fact pics and photos of you and your students taking part in the campaign by posting it on Free The Children's Facebook page or by emailing it to your EPC. We would love to share these on our webpage or blog, or even feature them in this booklet!
- Tell us all about your campaign and the impacts you made by filling out the survey from a link that will be emailed to your inbox after the campaign.

If you're not sure who your EPC is, email youth@freethechildren.com or call 416-925-5894.

Spotlight

ON REMARKABLE ABORIGINAL CHANGE-MAKERS

Across Canada, First Nations, Métis and Inuit Peoples are working to make a difference in their local communities, from teaching others about their culture to using their celebrity status to raise money for charity. Some of them have even spoken at We Day!

■ Jordan Konek

A talented Inuit filmmaker, Jordan Konek is passionate about sharing Inuit history and the effect of climate change on the Arctic. As a team member of the Nanisiniq: Arviat History Project, which brings together Inuit youth and elders to re-discover Inuit history, Konek has also travelled to Durban, South Africa, to take part in a conference on climate change.

■ Ashley Callingbull

The star of the critically acclaimed TV series *Blackstone* and a 2010 finalist for Miss Universe Canada, Ashley Callingbull, from the Enoch Cree Nation, uses the spotlight to draw attention to important social issues.

■ Métis Fiddler Quartet

Hailing from Winnipeg, the Métis Fiddler Quartet are a group of siblings with proud Métis roots. With backgrounds in classical music, jazz and more, they use traditional Métis fiddle music as a way to share Métis culture and traditions, whether running school workshops or performing at the 2010 Vancouver Olympics.

Encourage your students to learn more about the contributions, stories and successes of First Nations, Métis or Inuit Peoples. Have your students research a world-changer in your community and make a presentation to the class. You can even share what you've learned on We365!

DIGGING DEEPER:

Canada's Residential Schools

Understanding the past is critical to our understanding of the present. Just 17 years ago, a policy was still in place that had devastating effects on the fabric of Aboriginal cultural and family life.

From the late 1800s, the Canadian government and churches forcibly removed Aboriginal children from their homes and families, and placed them in residential schools. The schools sought to assimilate or “civilize” Aboriginal students. Many students experienced abuse, and of the approximately 150,000 children who attended, 3,000 died. Many found it difficult to adapt to life either back on their reserve or in an urban setting. The last residential school closed in 1996, and it was not until 2008 that the Canadian government issued an official apology. However, the effect of the residential schools still exists.

Have students research residential schools and prepare a response, either as a report or as a creative writing project.

(Teacher's note: Because of the nature of the material, this topic is best for older students.)

Tips and Tricks

- At lunch time, screen Aboriginal-themed movies in the cafeteria or, using the daily facts and any additional research your students have done, set up a booth with information to share with other students.
- Turn the daily facts into a competition. The day after each fact is read, ask a question about it. Whichever class or student answers the most questions correctly, wins!
- Get crafty! Research Aboriginal crafts and try some out with the class. Dream catchers or drums are always a great option. But remember, take time to learn about the meaning and significance of these items before making them.
- Start with food. Bring in some traditional Aboriginal dishes for the class to taste. Or, if you are feeling adventurous, get the class involved and create an Aboriginal specialty together. For ideas, try out these links:

Native Tech nativetech.org/recipes/

Métis Cookbook and Guide to Healthy Living:

naho.ca/documents/metiscentre/english/Cookbook_SecondEdition.pdf

- Make the world your classroom. Take a field trip and visit an Aboriginal cultural centre for a hands-on experience.

Looking for more ideas for We Stand Together? Have your students sign up for We365 for more fun, easy and entertaining ways to challenge themselves to get involved.

CHECK OUT THESE RESOURCES TO GET STARTED:

“A History of Residential Schools in Canada.”

cbc.ca/news/canada/story/2008/05/16/faqs-residential-schools.html

Muffins for Granny (a film documentary of the residential school system)

“The Residential School System.”

indigenousfoundations.arts.ubc.ca/home/government-policy/the-residential-school-system.html

“Residential Schools of Canada” (map

of residential schools by the Truth and Reconciliation Commission) myrobust.com/websites/trcinstitution/File/pdfs/2039_T&R_map_nov2011_final.pdf

*Visit freethechildren.com/westandtogether to view the sources for our statistics.

Resources

- ▶ For lesson plans and a backgrounder, visit freethechildren.com/westandtogether
- ▶ Aboriginal Affairs and Northern Development Canada aadnc-aandc.gc.ca
- ▶ Urban Aboriginal Peoples Study uaps.ca/wp-content/uploads/2010/02/UAPS_Summary_Final.pdf
- ▶ Statistics Canada. Aboriginal Peoples in Canada: First Nations People, Métis and Inuit www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-011-x/99-011-x2011001-eng.cfm
- ▶ Gateway to Aboriginal Heritage civilization.ca/cmhc/exhibitions/tresors/ethno/index_e.shtml
- ▶ The Virtual Museum of Métis History and Culture metismuseum.ca/main.php
- ▶ Promising Practices in Aboriginal Education maei-ppw.ca/