

Case Studies

To future and present Educators,

We would like to begin by acknowledging that the land on which we've gathered for the last two years is the traditional territory of the Attawandaron (Neutral), Anishnaabeg, and Haudenosauonee peoples. We have been given the opportunity to learn and grow as people and as future educators. There is an ancient proverb, whose source is unknown, but speaks volumes it states: "Treat the Earth well. It was not given to you by your parents; it was loaned to you by your children. We do not inherit the Earth from our Ancestors; we borrow it from our Children." We owe it to the children of these lands, past, present, and future, to provide them with the best, most truthful education in which they can learn, grow, and be inspired.

The following collection of cross-curricular resources has been developed with open minds and open hearts. We have done our very best to create inclusive, culturally appropriate resources for teachers to be able to bring indigenous studies into the mainstream classroom. We as Canadians have a responsibilities towards reconciliation and we as teachers have the opportunity to take steps forward by teaching indigenous pedagogy as well as Canadian truths to our students.

We hope that this is a step in the right direction. We apologize for any mistakes we have made within this document and we will gladly accept any feedback on its contents.

Sincerely,

The Teachers of Section 03, Aboriginal Ways of Knowing

Preparing for Case Studies

Using Case Analysis as a Learning Tool

Using case models as a learning tool is beneficial for both the teacher and students as it allows the teacher to actively take part in direct discussion rather than textbooks. The great thing about using case studies is that students have the opportunity to teach themselves and others in order to understand the content. The teacher plays a role in being a mentor, and guiding students through the process of how to deliver the material. When it comes to teaching, we look at it as a one-way street, where the teacher teaches students, and they sit and take notes. However, when it comes to case studies, it acts a gateway where both the teacher and students are joint and come together and learn from one another.

Teacher's Roles in Case Studies:

Before giving students case studies, teachers must actively plan in order to execute the 'perfect' case that students will comprehend and understand well. There are many guidelines that teachers must follow in order to deliver a well-thought of case, however, I will highlight 6 that I find important:

1. **Setting goals and objectives** – teachers must know what they want to accomplish from the case and the goals you want them to fulfill.
2. **Picking the case** – pick a case that matches your goals and ones that are applicable to the course content. Teachers make sure that the case is applicable to student's lives one way or another, where it challenges students to critically think of more than just one solution.
3. **Being prepared** – teachers must know the material of the case before hand and must develop probing questions that will allow for in-depth thinking. When working with case studies, break it down into checkpoints and segments, and develop a time frame of how long each one will take. Teachers do not want to drag this on for too many classes, but at the same time, they must maintain a good amount of classroom time in order to make sure their students understand the concept.
4. **Preparing the students** – when case studies get introduced, students might be flustered and confused on how where to begin. When preparing students first start with a simple case. The teacher's role here is to walk through each step and highlight the important issues and facts within the case. Having students get into groups is important because they can listen to other perspectives and it aids as a tool for better understanding. It opens the door for allowing students to provide their feedback and initial reaction to the case. Once students feel comfortable, give them a more complicated case and work from there.
5. **Get to know your students** – getting to know the students may be difficult, and it is important that when it comes to case studies that students are comfortable with the teacher. When the students are comfortable, they tend to engage more in the classroom discussions. Also, when teachers get to know their students, it makes it easier for the case to be linked to their lives. It is important that the teacher sets up a safe environment where all student's answers are accepted and are not criticized.
6. **Evaluation** – whenever students are presented with a new case, always provide them with questions they can answer. Having students hand in their work, allows the teacher to see if students are struggling or succeeding. However, it is does not just focus on that, it also judges whether students are making comprehensive arguments when it comes to the material and whether or not they are engaged with the issues mentioned in the case. This will develop whether the teacher has to pause and re-teach the concept of how to approach case studies to the students.

Preparing Students for Case Studies:

- 1) **Setting the Tone:** Set students up to be engaged and involved in classroom discussions early on in the semester. Case studies involve much participation which will be crucial for their success. Emphasize the importance of classroom participation in case studies, but do not force it. Let students work up to that ability, as some have different learning styles. Being patient is a requirement for the teacher. Tell students that when they receive a case, that they should not feel uncomfortable as everyone has been presented with the same material. This lowers the chances of anxiety because students have a guide on where to begin. As a teacher it is important that they set up their students with as many opportunities as possible. A classroom is full of a variety of different students (e.g. shy) and making it aware that the class is a safe space is important. Students may feel uncomfortable to speak in front of the classroom, but when the teacher sets the tone from the beginning, it sets-up for better classroom engagement when it comes to discussions. This is where students develop and put their trust in the teacher.
- 2) **Providing Questions:** To make students comfortable with classroom discussions, allow for 'easier' questions earlier on, which allows students to develop confidence in their ability to answer questions. Once students develop this trust and confidence within themselves, they will feel more comfortable engaging in case studies. Provide students with research questions that will give them the opportunity to focus on certain aspects of a case. This will allow students to develop the notion of what information is valuable and unnecessary, which makes the case less overwhelming. Giving students the chance to take home a case and answering research questions, will allow them to come to class and give their opinion and also share with their classmate's information that they found interesting. With this, students who do not choose to read the material and come unprepared, have at least a sense of what the case is because of the classroom discussions; therefore, teachers are setting up all students up for success, even those who may have been unprepared. Also, the teacher allows students to take their control and discuss the case with one another, and together, the students can come to a consensus of the main issues, themes, and problems that arise as a class.

Hints for Students on Prepping for Cases:

- 1) Read the case.
- 2) Identify key concepts and issues
- 3) Make intensive notes on the significant information
- 4) Decide on possible solutions and plan of action for the situation(s)
- 5) Answer question in depth in order to create a written report.
- 6) Discuss findings with others in the class and compare notes.

Case Study:

[http://www.bctf.ca/uploadedFiles/Public/AboriginalEducation/BeyondWords\(1\).pdf](http://www.bctf.ca/uploadedFiles/Public/AboriginalEducation/BeyondWords(1).pdf)

1. Using your own experience, how would you change the outcome of the situation?
2. What could have been done differently to have a positive outcome from all participants?
3. How can you turn this negative outcome into a positive outcome?

Lesson:

- Students will get into groups of 3, and will have the option to pick a number between 1 and 11.
- The number they select will correspond with the case study in the PDF.
- Students will then use the hints provided for prepping for case studies, and answer the following questions located on the case study and separate worksheet.
- Students will then answer the following questions on a piece of lined paper and hand in their written report.
- Students will get a handout of the generic questions and the tips for answering a case study.

Suggested Uses:

- Class Discussion
- Individual reports
- Role playing/skit
- Small group discussion

Case study 1—Aboriginal student needs left to Aboriginal staff person

Sadie Huston was the Aboriginal support worker at the X Storefront School for four years. She was the Aboriginal student advocate who assisted the students with their academic and social/behavioural problems. With her help, the Aboriginal students were able to adjust to and cope with the rigours of the high school curriculum.

The two non-Native teachers and the district counsellor relied on Sadie to meet the educational needs of the Storefront students, Aboriginal and non-Aboriginal alike. The team benefitted from and respected the expertise of all individuals in the program. They were able to provide the best educational services for their students, so much so, that all the Aboriginal students were transferred either to regular high school classes or to work sites in the fall semester.

Sadie Huston had worked herself out of a job.

In August, the principal of X Elementary called Sadie to ask if she would be interested in working as the Aboriginal support worker at his school. He said she had been recommended by the district counsellor with whom she had worked at the Storefront School. Sadie jumped at the chance to work with the elementary Aboriginal students.

She started her new job and was eager to learn as much as she could in as short a time as possible about her students, their parents, and their teachers. With the principal's permission, she got in touch with the band's education counsellors, introduced herself, and requested a meeting to discuss the band's Aboriginal education priorities at the X Elementary School, so that she could support the students in the best way possible.

The school started with the usual team meetings to deal with specific children's social and academic issues. Sadie was included in the meetings when Aboriginal students were discussed.

As the months progressed, Sadie found that the team saw her as the resident "Native" expert who was expected to solve all Aboriginal academic, social, and behaviour problems. The teachers went to Sadie instead of the student's parents to make recommendations about Aboriginal student concerns. Sadie would stress the need for parent and band input into Aboriginal education decisions, but the staff would make comments like "parents aren't interested," "parents don't understand," "the band representative has no authority."

By December, Sadie was disillusioned with her job.



The principal reminded Sadie that her probationary evaluation was due and that he wanted to meet with her about it in the next few days. He asked her to jot down concerns she had so that they could discuss them at the probationary meeting. Sadie immediately set to making a list of things she felt needed to be addressed:

- clearly defined Aboriginal support workers job description
- greater Aboriginal parent involvement in school decisions about their children
- increased community involvement in the education of Aboriginal students, and
- teachers, not seeing Sadie as a "one issue" person but as multidimensional

Sadie met with the principal and received a glowing probationary evaluation. She gave the principal the list of her concerns. He said that he would see that they were acted upon.

As the term progressed, the teachers continued to rely on Sadie as the expert to deal with the Aboriginal students' social and behaviour problems. This nearly turned into a full-time job. She had very little time to do anything positive to enhance the educational development of the Aboriginal students.

Sadie decided that the staff was not going to change. She prepared an application for the job of education co-ordinator for the Alexander Band and submitted her letter of resignation to the principal.

Is the Aboriginal support worker at your school expected to do what Sadie is doing at her school?

Why do you think Sadie is expected to be responsible for all Aboriginal students' social and behaviour problems?

How might this be seen as discriminatory practice?

What might the teachers have done to support Sadie?

Case study 2—Whose knowledge?

Pine Secondary School had a 45% Aboriginal enrolment. Many of the Aboriginal students received learning assistance, or were in alternate school programs. However, quite a few were able to manage the regular curriculum leading to a Dogwood Certificate.

Mr. Jacob taught Aboriginal Studies 12. Though he was non-Native, he had taken a keen interest in Aboriginal education—had taken Aboriginal Education 460 at university and had done a lot of personal study on American indigenous peoples. He considered himself an expert on, and an advocate for, Aboriginal people.

Several Aboriginal students from the Pine Reserve had challenged Mr. Jacobs about his teachings in local cultural issues. Andrea became quite outspoken about the misinformation Mr. Jacobs was offering in class.

Mr. Jacobs was offended by Andrea's challenge. He called her to the office and scolded her for her defiance. She explained that her family could trace their history on the Pine Reserve for hundreds of years and what Mr. Jacobs was teaching about the local culture was wrong. She said that his teaching was based on prairie culture and traditions. Mr. Jacobs said that he had learned this from gatherings at the local friendship centre and assumed that the local Natives had similar practices. Though this might be true, or might not, he infused this into his Aboriginal Studies 12 teaching of local history. He refused to do things differently because he said that Andrea did not represent all Aboriginal students.

In the first semester, Mr. Jacobs lost five of the twelve local Aboriginal students in his Aboriginal Studies 12 class. They would rather have a failing mark than sit and listen to erroneous information about their people.

What might Mr. Jacobs have done differently to ensure accurate content in his Aboriginal Study class?

How is racism manifested in this case study?

What would you have done to address Andrea's concerns if you had been the Aboriginal Study teacher?



Case study 3—Identity

Mindy was a December baby. When she was four, her mother, Diane, struggled with deciding whether or not Mindy should begin Kindergarten in September. There was a small school in a new middle-class neighbourhood. Parents and children there got along well, so Mindy already had an established circle of friends. When September arrived, Diane delivered Mindy to Kindergarten because she was sure Mindy could handle it. And Mindy did. She thrived, and grew, and loved Kindergarten until the spring just shortly after the school's Multicultural-Week events.

During that week each classroom did some "multicultural project" to recognize the school's cultural diversity and because multiculturalism is promoted and supported by the Ministry of Education and the federal government.

At circle time, Ms. Smith, Mindy's Kindergarten teacher, asked the Kindergarten children to talk to their parents about who they were. Ms. Smith explained that it was a special time in the school and that students and teachers were all going to talk about what makes them special. Ms. Smith said "I am Irish. My great grandfather came to Canada from a place called Ireland—far away." She said that the school secretary, Ms. Chan, is Chinese. Her mom, and dad came from China to Canada.

Some of the children were aware of their heritage. "I'm Ukrainian." "My mom's Japanese." Mindy wasn't sure what she was. She knew gramma and grampa lived in Vancouver and she lived up north. She knew her mom worked at a supermarket and her dad was a trucker.

That night, Mindy gave her mom the note about background. Mindy and mom talked about who gramma and mom were. They were Indian, so Mindy was Indian too. This was special.

The next day, Mindy went to school feeling so proud of who she was.

At circle time, Ms. Smith asked the children what they had learned about who they were. I'm Polish, English, Scottish, etc. Mindy said she was Indian. Ms. Smith said "what a different group of beautiful children I have in my class from all over the world. Isn't it nice to know how special we all are."

The following day at Kindergarten, Mindy was looking very sad. Ms. Smith asked her what was wrong. Mindy said Joey would not hold her hand during "London Bridges" because she was a dirty Indian, and Angela wouldn't sit beside her at snack time, because she was a stinky Indian. Some of Mindy's friends didn't seem to be so friendly today either.



When Diane got home from work, she asked how Mindy's day had gone. Mindy said sadly, "Mom, are you sure I'm an Indian?" Mindy told her about her unhappy day at school just because she was an Indian.

Diane called her mother, in Vancouver. She said Mindy wanted to talk to grandma. After some niceties, Mindy said, "grandma, am I really an Indian?" Grandma said, "Yes you are, your mom is, I am, and so was my mom. Why do you ask?" Mindy said, "The kids at school say that Indians are silly, and I don't want to be silly."

Grandma said, "Sweetheart, I am Indian. Am I silly or dirty or smelly?" "No." "Your mom's an Indian. Is she silly?" "No." "Well, here we are, three Indians who know we are not silly or dirty or smelly. Should you believe other people, or should you believe what you know to be true?" Mindy felt assured that being Indian didn't mean what some kids at school had said. She and mom and grandma all knew that those kids were wrong.

The following day, Diane went to see Mindy's teacher, who was apologetic about Mindy's experience. She said, "You know how children can be. It's part of their growing up. They really didn't mean what they said to Mindy." Ms. Smith said she would keep an eye on things to make sure Mindy was included and accepted by all the children.

The remainder of Mindy's Kindergarten term wasn't nearly as much fun for her. She had learned what part of her was not accepted by her classmates. She was different, and that wasn't good.

If you were a Kindergarten teacher, how might you have dealt with the name calling when it was reported by Mindy?

What should have happened as a result of the meeting between Diane and Ms. Smith?

Where do you suppose the "little name callers'" attitudes came from?

Do you think these attitudes can be challenged? How?



Case study 4—Staffroom talk

When Matt James graduated from the UBC Native Indian Teacher Education Program (NITEP), he had three job offers. He chose a Grade 7 teaching position in one of the largest school districts in the province.

He liked the school and his students and his job. He was extra organized...always prepared very early for work, was overly outgoing...in efforts to dispel the stereotypes of Aboriginal people. He took on extra-curricular duties because he enjoyed the students. [He was happy in his work.]

His principal was impressed with his teaching, his added responsibilities, and his relationships with peers, parents, and students. Life was good.

Matt was happy and satisfied with work until he overheard two teachers talking about him in the staffroom after school. Ms. Green said, "If it weren't for affirmative action, Matt would never have gotten the Grade 7 teaching position. This should have gone to Sally, who now has to be 'on call' again. It's not fair, is it?" Mr. Andrew said, "My sister will be okay. She enjoys subbing, but I agree...Matt got the job because he's Native. He went to the Mickey Mouse school, probably paid for by Indian Affairs, then is offered this great job. Oh well, so it goes."

Ms. X piped in. "I like Matt. Give him a break."

Matt went to his classroom and wondered if the rest of the staff thought he wasn't qualified to teach. His confidence was at an all-time low.

What could Ms. X have done to challenge Ms. Green's and Mr. Andrew's comments?

Do you think it was up to Matt to defend his teaching position?

How did Ms. Green and Mr. Andrew perpetuate the stereotyping of Aboriginal people?



Case study 5—Whose responsibility?

Mary Anne teaches Grade 5 at Berry Heights School. The only Aboriginal teacher at the school, she finds that besides her regular classroom duties, she has the whole staff coming to her with all their problems with Aboriginal students.

She has been at the school for only two years, but she is already getting tired of her job. If she only had to deal with her classroom responsibilities, she would be happy with her work.

Today, Mary Anne was ready to explode when Ms. Bland asked Mary Anne to call Jim's mom at the reserve to ask her to make sure that she gave Jim a bath tonight. When Mary Anne objected to this, Ms. Bland said, "Your people will accept this from you. If I ask Jim's mom to bathe him, she'll think I'm terrible. I want to get along with my Native parents."

Are the Aboriginal workers in your school expected to deal with most of the school's Aboriginal "problems"?

Do you think it's appropriate for Mary Anne to deal with Ms. Bland's problem with her Aboriginal student?

If this were not an Aboriginal student, would the problem have been dealt with differently?

Case study 6—Impact of racist incidents

Joe and Martin were cousins who lived seven miles from Beacon High School. Both boys signed up for the same Grade 8 courses and helped each other with assignments. Joe's mother, Amy, worked as the homemaker at the reserve, and Martin's mother, Anne, worked at the motel close to the community centre.

Over the summer, both boys did very well with the all-Native basketball team. They kept in shape by jogging from the reserve into town, getting a ride home with Anne.

When school started in September, the boys rose extra early to jog to school. They did that for three weeks. When the weather turned rainy and cold, they resorted to taking the school bus to school.

The first few weeks on the bus were fine, but one day, one of the Grade 10 boys, Trevor, wanted Joe and Martin's seat, which Martin and Joe refused to give up. Trevor tried to force Joe out of his seat but was unsuccessful.

The next morning, Trevor again tried to get Joe's seat. This time there was some roughing up and verbal exchanges. A few days later, it happened again, but this time Trevor and a couple of his friends moved to racial name-calling. Joe and Martin tried to contain themselves while hearing "savage filth," "drunken slobs," "dumb Indian," and "welfare bums."

Joe and Martin attended classes as usual that day, but they could not get over their anger about the name-calling. Why hadn't some of the other students come to their defence? They wondered if all the students felt the same way about them. They decided that rather than take the bus, they would jog to school as they had done in the summer.

Martin and Joe rose early each school morning and jogged or hitchhiked to school. This became tiresome, and they were often late for classes and were sent for detention. School was not fun, and neither was jogging. The boys began skipping classes, their grades dropped, and they developed "an attitude."

The boys' mothers were concerned about the boys' falling grades and failing attitude. They called Roberta, the band education co-ordinator, to see what they might be able to do to improve the boys' academics and attitude toward school.

After several meetings with the boys, Roberta felt that the boys were withholding some information. She requested a meeting with three of the



boys' teachers, and learned that the boys' grades had been on the decline since mid-November. No one knew the cause, and it was chalked up to typical Grade 8 behaviour.

Roberta asked the Aboriginal teacher, Dale, to spend time with the boys to improve their grades.

Dale scheduled Martin and Joe from 3:30 to 4:30 Tuesday, Wednesday, and Thursday for homework and extra help, then drove the boys home. In the third week of this schedule, Dale was impressed with the boys' improvement and suggested a dinner celebration at Boston Pizza. The boys were ecstatic.

Over pizza, Martin opened up and told Dale about the bus incident.

Dale filed a formal complaint at the office, spoke to the bus driver about the incident, and convinced the boys to take the bus again.

Does the school district's antiracist policy apply off the school grounds? Why?

If you were the bus driver, what might you have done about the name-calling?

What could the students on the bus have done to assist Joe and Martin?

Case study 7—Special program on the margins —Or everyone responsible for Aboriginal students?

The Aboriginal Education Co-ordinator was on the hiring committee for the new director of instruction. Others on the team were elementary and secondary teacher representatives, the area counsellor, and senior administration representatives.

In preparation for the interviews, the team met to discuss the process and to identify the most significant questions to be addressed by those short-listed for the director of instruction position.

After some discussion, the Aboriginal education co-ordinator suggested that Aboriginal education be a topic to be probed. There was resistance from several of the team. "We should deal with more general education concerns and leave the Aboriginal problems for a later date." "We really need to focus on what's best for all students, and not get tangled up in special-interest group issues." "This is the director of instruction we are hiring, not the special education co-ordinator, so let's deal with the real curriculum matters."

The Aboriginal education co-ordinator said their comments were stereotypical and out of line. She said that the director of instruction must take a stand on Aboriginal education, as must teachers, principals, and district staff.

In the end, Aboriginal education was NOT a topic dealt with in the interview.

Why might you agree with the Aboriginal education co-ordinator?

Why might you agree with the rest of the interview team?

If you were the Aboriginal education co-ordinator, what would you have done to change the team's mind about Aboriginal education as a topic for consideration?



Case study 8—Response to racist incidents

Marie was a 15 year-old Aboriginal student at Cherrydale High. She was an average student who was seldom late or absent. She did not have many friends and tended to be a loner.

One afternoon, Marie was leaving her locker on her way to English class when she was approached by three boys from her class. She struggled as they pushed her against the lockers. They spat out racial slurs as they lifted her tee shirt and removed her bra. They taunted her, then as the bell rang for class, they threw her bra above the lockers and rushed to English.

Marie was shaken and mortified and couldn't bring herself to go to English class to face those boys who had humiliated her.

She shamefully left the school and walked three miles to her home on the reserve, crying all the way. She was determined never to return to Cherrydale High.

Ms. Abrams, Marie's mother, came to the school to pick Marie up for her 2:30 dental appointment. Ms. Abrams was told that Marie had skipped afternoon classes and no one knew where she had gone. Ms. Abrams was bewildered about that because Marie was generally very reliable about school attendance and dental appointments. She was worried that something drastic was going on.

Ms. Abrams drove around town and saw no trace of Marie, so she went home to see if Marie was there. When she arrived, she found Marie sobbing in her room.

Marie told her mother what had happened that afternoon and said she was never going back to that or any other school again.

Ms. Abrams was livid and called the band education co-ordinator, and explained the situation to her. Together they went to see the principal to lodge a formal racism complaint. The principal called in the English teacher to join him in the meeting with Ms. Abrams and the band representative. The teacher and principal were surprised to learn of the boys' behaviour. They were good boys from good families and generally well behaved.

The principal assured Ms. Abrams that the incident would be investigated and dealt with appropriately.



The teacher and the principal met with the boys, who admitted to harassing Marie. Together the teacher and the principal and the boys agreed that as punishment for their inappropriate behaviour, they would write a 500-word essay on women's equality as an English assignment to be handed in, in one week.

Do you think the punishment fit the crime in this case?

What might have been a more appropriate consequence for the boys?

Do you think the teacher and the principal were sensitive to Marie's traumatic experience?

What do you think should have happened as a result of the racist complaint?



Case study 9—Response to slanted media coverage

For the past week, the newspapers had given full coverage of the Aboriginal demonstration and takeover of a government office in the interior of B.C. Front-page photos of masked Aboriginal demonstrators holding placards made for hot discussion at the cafeteria of X high school. Many students made derogatory comments about “Indians” taking over the province. Racial slurs directed at the Aboriginal students were common during the week.

Many Aboriginal students decided to skip school because they were unable to deal with the verbal attacks. They were frustrated because no one came to their defence. The newspaper article had nothing to do with them, yet they had to take “crap” from their classmates.

What should the non-Aboriginal students have done when derogatory comments were made about Aboriginal people?

What should the Aboriginal students have done about the racial slurs?

If you were a teacher at this school, what might you have done as a result of the newspaper articles?

Interviews

Monday, March 6, 2017

Interview at Turtle Island with Russell Nahdee

Today I had the opportunity to sit down and talk for a short period of time with Russell Nahdee from Turtle Island. Here are his responses to the following questions.

1. Question: What is your center about?
Answer: Turtle Island provides to aboriginal students on the University of Windsor Campus.
2. Question: What resources do you offer to the community?
Answer: We offer a lounge area, resources, and social events for aboriginal students on campus; however, all students are welcome.
3. Question: Have you or anyone else in your office ever done into a school as a guest speaker?
Answer: We often go into local schools, even some of our students participate in the visits. We've organize a few programs such as the 4 Wind STEAM programs as well as the BTT program which offer a variety of activities.
4. Question: What resources can educators in the public system access to create inclusive classrooms?
Answer: Our website and center offers lesson plans as well as activities. We are also able to bring in resource teachers for specific activities.
5. Question: If you could pass on one piece of information to future educators what would it be?
Answer: There's still so much to do. Russell also suggested that teachers should reach out and develop relationships with members of their local FMNI communities, especially through connections such as Turtle Island.

In addition, throughout the interview Russell referred to Turtle Island's website: uwinsor.ca/turtleisland. The website has a vast amount of information that would be extremely useful to teachers and educators. For further information about the 4 Wind STEAM program and the BTT program, please reference the website.

On March 7 2017, we had the opportunity to sit down and talk with Elizabeth Johnson from Can-Am Friendship Centre in Windsor. Here are her responses to the following questions.

1. Question: What is your center about?

Answer: The Can-Am Friendship Centre is a non - profit organization that provides help for First Nations, Metis, and Inuit people (FNMI). They also provide assistance to those with "blind status." Having blind status means it's open to everyone who are non-status as well. The CAIFC is here to improve the quality of life for FNMI people in urban settings.

2.Question: What resources do you offer to the community?

Answer: Some of the services provided by Can-Am include the following:

- Counseling and support to help with cultural shock from leaving reservations to moving into the city
- Teach about cultural beliefs and provide information on events like ceremonies.
 - Cultural resources worker available
 - camps
 - ceromies
 - Teachings
 - Elder's
- Also provides a program called "I am a kind man" this program is a contact for men in need of extra support personal care and personal growth. For men age 16 and older
- Provide transportation to all meetings and events required.
- Contacts for local Health care necessities
 - Doctor
 - Lawyer
 - Health Resource
- Advocacy on behalf of clients during to meetings with lawyers and court and doctor appointments. These advocates will often ask questions to clarify what is being said in meetings.
 - A court worker is also available for support.
 - Gladue Writer to assist with court cases
- Employment Counsellor or Apatisiwin who assists with Resume clinics
- Also provides day certification programs
 - Smart Serve
 - Food Safe
 - Cash register course
- GI starter, including financial support and transportation to the appointment
- Youth/Children programs provide food and nutrition help for family
- Family wellbeing workshops
 - parenting skill development
 - Cooking
 - Healthy living program
 - Crafts
 - housekeeping tips
 - work directly with CAS

- Healthy living program
 - youth worker
 - MSW available for youth with trauma and mental health for adults
 - sports programs available
 - round dances
 - "Healthy Living kids" all children welcome to learn what they can do to be healthy
- Providing housing advocate to help with homeless for ages 18 and up
- Providing budgeting help
- Rental space available for workshops
- providing housing necessities
- After school activities for youth to keep them out of trouble and provide character building opportunities
 - After school programming gives young people goals to strive for.
 - provides tutoring from all ages
 - Literacy program for grade 12 students.
- Lifelong care program for the elderly
 - Doctor's Appointments, transportation
 - Visiting for those in palliative care
 - Social events for those who live alone
 - i.e. BINGO

3.Question: Have you or anyone else in your office ever gone into a school as a guest speaker?

Answer: Not allowed in Windsor Essex County District School Board because the board has their own funds and does not offer compensation for employees of Can-Am to run workshops.

4.Question: What resources can educators in the public system access to create inclusive classrooms?

Answer: Can-Am is not allowed to give resources to the schools because The Windsor Essex County District School Board has employees on the board including FNMI teacher consultant and the FNMI support workers that are charged with the task of finding resources to bring into the schools.

5.Question: If you could pass on one piece of information to future educators what would it be?

Answer: To be aware, respectful, and culturally sensitive to FNMI youth. Teachers should use different resources available to their community for example using guest speakers instead of text written by Non-Indigenous People.. These types of resources provide a different perspective than that of mainstream resources. They would be able to discuss topics like Residential schooling as well as the truth and reconciliation with the sensitivity that it require. We are all Human and need to be treated as that, with respect.