

Primary Unit Plan

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

Kindergarten Unit Plans (Can be used up to grade 2)

Depending on the grade, these activities can be done over the course of a week or even a couple days.

Curriculum Expectation:

Principle 3: Respect for diversity, equity, and inclusion are prerequisites for honouring children's rights, optimal development, and learning.

Storytelling

Big Idea: Stories are not only used for entertaining, they also help us learn. Stories were the primary teaching aid of many First Nations, Inuit, and Metis people, and is still important today. For every event, natural feature, or animal there was a story.

Objectives:

1. to encourage student's natural storytelling skills
2. to use stories to teach values and encourage introspection.
3. to have children understand the importance of storytelling to First Nations, Inuit, and Metis oral traditions.

These activities may go over the course of a week and may require rereading the story. If the teacher does not want to read the

Activities

1.Cree Story: The Granddaughter who was Eaten by a Big Fish

Read the story to the students. A copy of the story is available after the unit plans. A digital version of the story is available to use at:

<https://www.aadnc-aandc.gc.ca/eng/1316530132377/1316530184659>

2.Discussion Questions:

- Why didn't Gookum want her granddaughter to swim in the lake?
- What was Beulah's reaction when she was told not to swim in the lake? Do you think that was the right way to act?
- Why did Beulah disobey Gookum? Do you think there may have been other ways for her to cool off without swimming in the lake?
- How did Gookum react when she discovered Beulah in the big fish? How do you think she felt?
- How did Gookum react when she discovered Beulah in the big fish? How do you think she felt?
- Do you think Beulah learned something? What did she learn?
- What did you learn?

3.Role Playing: The Granddaughter was Eaten by a Big Fish?

-What would the animals be trying to tell Beulah? For example, the blue jay may say, "Squawwwk... Gookum told you not to swim." Choose four members of the class to act out the four roles:

Granddaughter
Squirrel
Butterfly
Blue Jay

After the class has discussed what the animals might have been saying to Beulah, ask the students playing the animals to act out a skit exploring these encounters. Encourage the actors to take on characteristics of the animals they are portraying.

****This activity would be geared for grade 1 or 2 depending on the Kindergarten class.

4.Winter – A Time for Storytelling

During fall storytellers would have a bag with them, and collect items from nature so that during the winter season they would take an item from their bag and begin a tale.

During the fall season during recess and possibly outdoor activities collect different items with the students to store in the classroom to create stories during the winter.

5.The Ojibway Story – The Lily Root

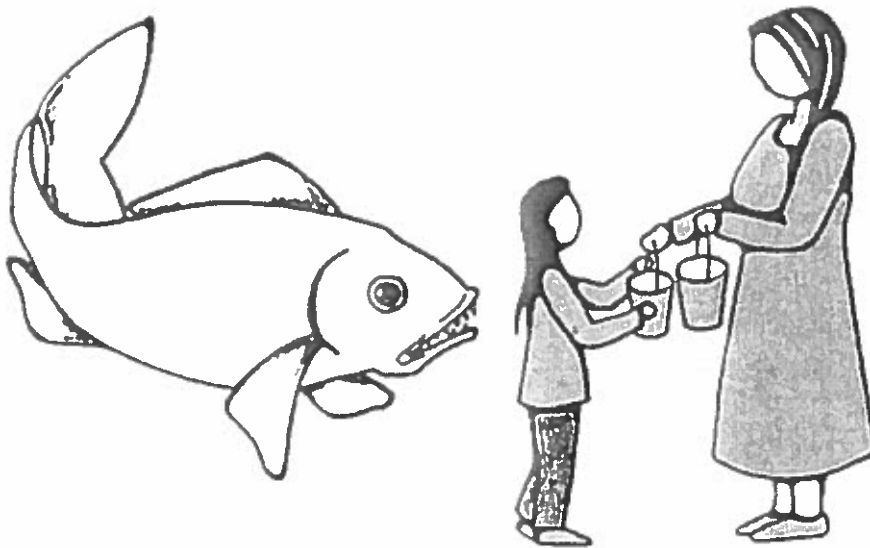
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6.Discussion Questions on The Lily Root

- Why did Shomis ask his grandson to get the lily root?
- What was the grandson's reaction when he had to go into the muddy water?
- Shomis told him that the root was more important than the flower. Can you think of any time that you found something important in a dirty or unpleasant place?
- Do you think Hattie and Emily learned something? What did they learn? Why do you think Old John told the girls the story?

The Granddaughter who was Eaten by a Big Fish



This is a story about Gookum (Cree word for "grandmother") and her mischievous granddaughter, Beulah. Beulah was a very curious little girl. She was always wandering off from the camp, looking for adventures. Gookum was always telling her to listen. One day, Gookum asked Beulah to get some water from the lake so she could make soup.

"Whatever you do, don't go swimming in the lake alone," said Gookum.

"Why not?" asked Beulah.

"Because there is a giant fish in that lake, and he will catch you and swallow you up if you swim too far."

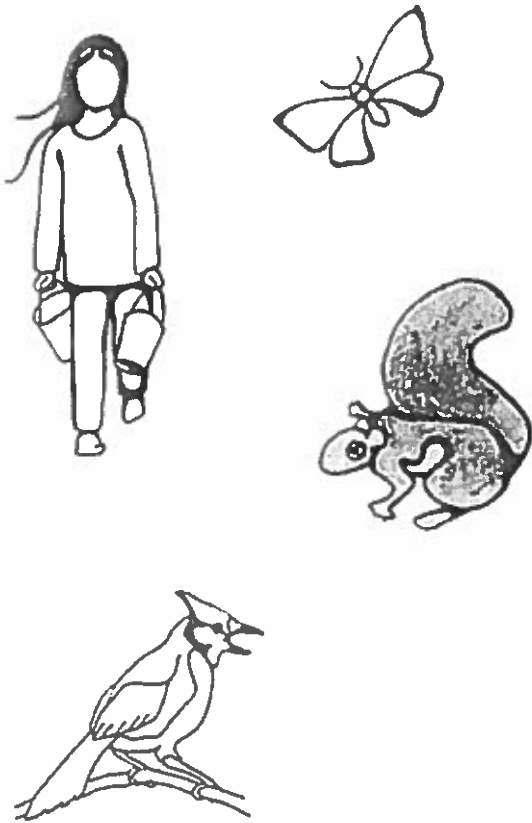
"Eeeeyya, Gookum. I'm not afraid of a big fish."

So, Beulah went off to collect the water. Oh, it was a nice warm day. The sun shone brightly.

A squirrel chattered as she walked along the path.

"Go away, silly squirrel. I am busy."

A butterfly flew around the girl. She ran around in circles trying to catch the butterfly until it flew away. "I am really hot now," Beulah said to herself.



Finally, Beulah came to the lake. She went to the big rock where Gookum had showed her to stand to get water. She dipped her buckets in the lake. They filled up quickly. Those buckets were heavy now. She had to be very careful when she carried them to the shore, they were so heavy. With a cup, she scooped out the little sticks and leaves that floated on the top. She was ready to carry them back now.

Carrying the buckets made Beulah tired. She lay down next to the water, in a nice spot on a large flat rock. The sun shone on her. She was very hot, so she took off her shirt.

A blue jay landed in a tree next to the path.

The blue jay squawked at her.

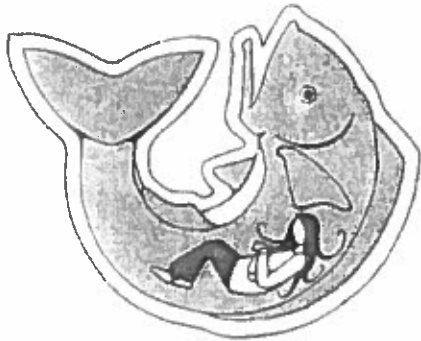
"You noisy old bird. Stop disturbing me." The blue jay flew away.

Beulah decided to have a quick swim, just to cool off before she took the water back for Gookum. She removed all of her clothes and dived in.

The water was nice and cool. Beulah was a good swimmer. She decided she would swim out as far as she could. As she swam out, Beulah saw a huge silver flash in the water. It was a great big

fish, and with one gulp, it swallowed her whole! Beulah found she was trapped in the stomach of the huge fish Gookum had warned her about.

"Oh no," she cried. "I should have listened to Gookum!"



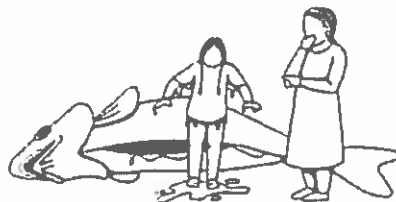
Beulah had been gone a long time. Gookum thought that she had found an adventure and forgotten to get water. There was no point in worrying about her — there were chores to be done around camp. She cut wood and made dinner. When Beulah wasn't home by night, Gookum was worried, but she knew the little girl was able to take care of herself in the woods.

The next day, Beulah still was not back. Gookum needed food, so she gathered the fishing net and went down to the lake. She caught six fish. One was a huge creature that stretched as long as her arms and more. That big fish would feed a whole family for a week.

She started cutting up all the fish. When she finally got to the big fish, she slid the knife into the belly. Beulah jumped out, very much alive.

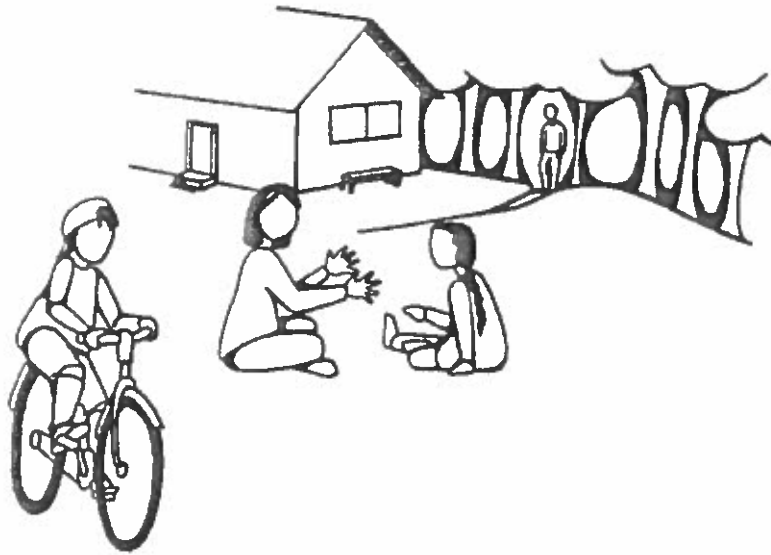
At first, Gookum was startled, but she quickly realized it was Beulah, who was covered head to toe in slimy, sticky fish innards.

She shook her head at Beulah, and began to laugh at her. "I told you, I told you not to swim in the lake." Beulah bowed her head and said nothing. She just went to the lake to clean off all the



smelly fish slime.

The Lily Root



Emily Muskrat was ten years old. She lived with her family on a reserve in Manitoba, north of Lake Winnipeg. Emily had a younger sister named Hattie whom she often looked after.

Emily's father worked for a First Nations organization as a community health worker. He visited First Nations communities to help develop local health programs. Emily's mother was a teacher's aide at the local school. Emily took care of Hattie on Saturday afternoons when her parents went to town to shop for food.

One Saturday, Emily was playing cat's cradle. Hattie watched her weave the tiny string between her two hands. As Emily continued to create designs, Hattie said, "Show me how to do that." Hattie pointed to the cradle between her sister's hands.

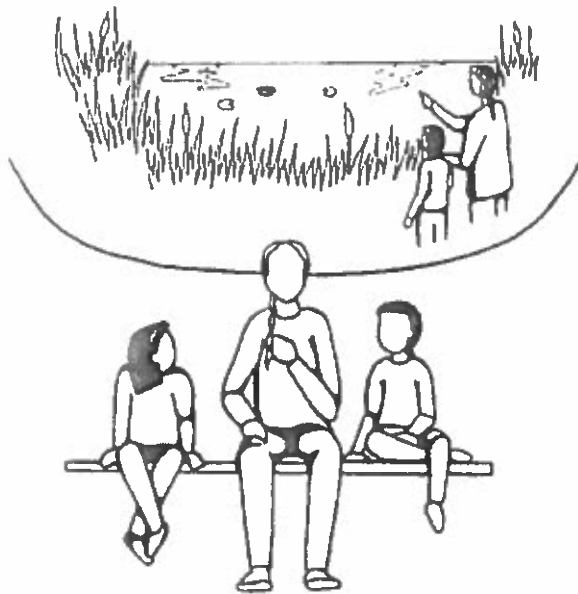
Emily replied, "Spread your hands and fingers." Emily wrapped the string around Hattie's thumbs. "Move your fingers like this," she said as she showed Hattie how to wind the string between her fingers and hands. It was not easy for Hattie to make a cat's cradle.

While Hattie struggled to make a cradle, Peter Crane rode his old bicycle past the girls. Emily made a face at Hattie when they saw Peter because Peter often wore old and worn-out jeans when he played and rode his bicycle. Neither girl spoke to Peter as he went by.

As the two sisters were playing, Old John walked along the path by their home. He saw the two girls playing cat's cradle. Hattie showed Old John her first cat's cradle. Old John smiled and waved the girls over to him. Old John spoke softly to the girls. "I'm going to tell you a story," he said. "It is about the lily root." He motioned to the two girls to sit beside him on the small bench.

Old John began his story. "One day, Shomis (used in certain Ojibway-speaking communities to mean 'old man' or 'grandfather') and his grandson were walking in the bush. They came upon a small river with a big pond. Shomis saw some water lilies in the pond. He asked his grandson to get him a lily root. Lily roots were important to Shomis. When he dried the root and ground it into powder, it became medicine. Shomis would use this medicine to keep healthy.

His grandson removed his boots and socks. Then, he rolled up his pant legs. When he stepped into the pond, he felt the mud ooze between his toes. Shomis stood on shore and pointed to the lily plant he wanted.



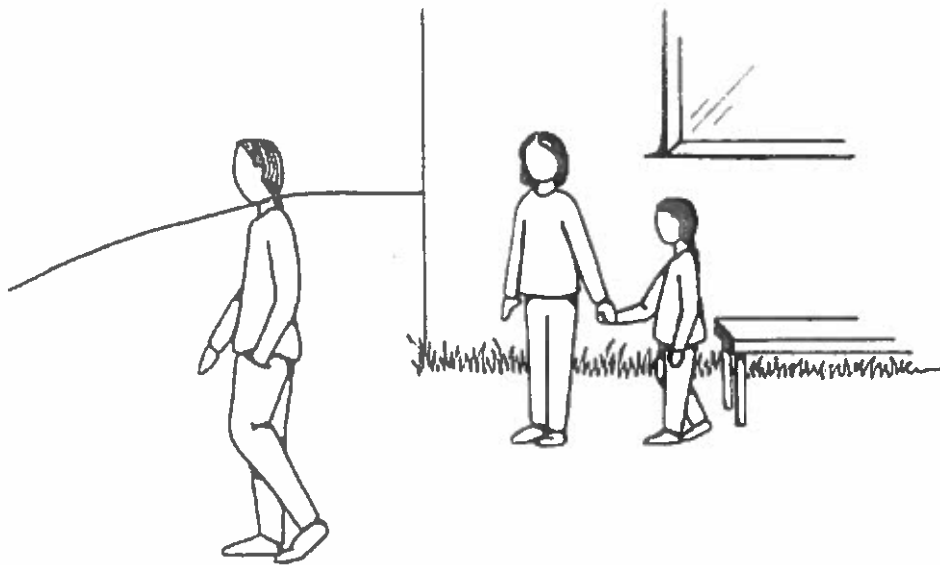
When the boy reached the lily plant, his pants and legs were wet and muddy. The oozing muck from the bottom of the pond was smelly and dirty. He reached into the water quickly to pull out the root.

"Be careful," Shomis told him. "You must not break the root when you pull it up. The medicine will be spoiled if it is taken from a broken root."

When his fingers were around the root, his grandson gave a hard yank. Nothing happened. He put his other hand around it.

"Be careful, now," instructed Shomis.

When he yanked the second time, the boy's shirt became wet with the muddy water. But the root still did not move. The boy could hear his grandfather on the shore. "Reach deeper with both hands," said Shomis.



Very slowly, the boy bent over the beautiful white lily flower. He reached with both hands for a better grip around the root. His shirt sleeves were soaked. He pulled hard. The root refused to budge.

Finally, he realized he would have to get all wet with the muddy water. It still smelled. He held his breath. Quickly, his face went under water. He bent right over the plant with both hands deep around the stubborn root. He pulled and pulled. When the root came free he almost fell over in the water.

He walked back to shore to Shomis. He was wet from head to toe. His skin was itchy. Mud covered his feet, his pants, and his shirt. He carried the lily in his muddied hands. At one end of the plant was the beautiful white flower. At the other end was the muddy root.

As Shomis cleaned the mud from the lily root, he hummed softly. Then he cut off the flower.

He looked at his grandson who stood beside him. He was wet and muddy. His clothes smelled like the muddy pond. His toes and feet were still slippery with mud. Shomis laughed at the sight of his grandson.

Shomis held the lily root very gently. "This will make me feel strong and healthy," he said to the boy. Next to Shomis, the beautiful white flower lay discarded on the ground. "The root is more important than the flower," he said. "Many people are interested only in the pretty flower," he said. "Remember the lily root."

Hattie and Emily sat quietly next to Old John. They listened carefully to everything Old John told them. The story was over. Old John stood up. He patted Hattie on the head and walked away. Emily and Hattie walked to their house. They, too, would remember the lily root.

The Season

Main Idea: The seasons are part of the natural, dynamic process of change and the circle of life. Every person is affected by the seasons.

Objectives:

1. to have students recognize the changes that go along with the season.
2. to ensure students understand the effect of seasonal changes on their environment.
3. to teach students how First Nations dealt with the changing seasons.

Activities:

1.A Tree's Feelings

Have students act how a tree would feel using large and small muscle movements to move like a tree under the following condition:

- a gentle spring breeze
- a violent autumn breeze
- pelting rain
- a summer forest fire
- having bare limbs in the winter
- a squirrel running up its trunk
- a bird nesting in its branches
- a person climbing it
- someone cutting it down

2.Food Gathering

During spring and summer, First Nations, Inuit, and Metis gathered berries, plants, and edible roots to preserve so they can eat them in the winter.

Talk about what preserve means with the students to make sure they understand the word. Discuss with students what their favourite foods are, and see if they know where it comes from. If students struggle send the list home with them and have them ask their parents or guardians.

3.Favourite Seasons

Every season brings its own joys, challenges, and work. Among certain clans winter meant separation as members of their families would go hunting, and summer meant that the members would return.

Have students identify what their favourite season, and ask them why it is their favourite season. Provide an opportunity for students to draw themselves performing their favourite season activity.

4.Spring – How Does Life Change

Spring is the season of new beginnings. Take students outside and see what they see in the school grounds that represents new life. After being outside have the students come back in the classroom and draw what they have found.

While walking around the room engage students in conversation the classroom in a conversation about what they think about change? And see if students think people can change?

5. Autumn Leaves:

First Nations, Inuit, and Metis used the seasonal changes to help indicate what was going to come. Signs would include leaves changing colour, and new life in spring. Students learn how to preserve a memory from the fall season.

Equipment required:

- large sealable plastic bags
- cardboard and contact paper
- newspaper for pressing leaves
- white glue
- binder rings

Take class out on the school field and have them collect leaves that they find on the ground.

To dry the leaves, place each leaf carefully between two pieces of newspaper. You can dry many leaves in one pile, however each leaf needs to be covered by two pieces of newspaper. Once the pile is completed place a heavy book or textbook on top. Each day place another piece of newspaper above and below the leaf. Entire drying process can take up to two weeks.

Once the leaves are completely dry, give each student four pieces of precut tagboard or bristol board. Have them lightly glue their dried leaves on each page. Place contact paper carefully over the leaf, smoothing from the centre out. Make sure to wrap the contact paper around the edges of the bristol board so that it is entire sealed. When all four pages are complete punch a hole in each of the pages, and put a binder ring through them to make a mini book. Students may wish to write the colour of the leaf or why they chose the leaf they did.

You may wish to have parent helps in the classroom to complete the book part of the task. At the end of this unit there will be a letter to the parents asking for volunteers. Photo copy as many as you would like to use.

Date: _____

Dear Parents,

I am writing to tell you that as a class we are going to be working on some exploration of our First Nations, Inuit, and Metis cultures. As such we will be working on different activities throughout the course of the school year and from time to time students may come home asking questions to you to help them continue what we are learning in the classroom, and how it connects to what happens at home.

During the year we are going to be completing several crafts and may require some addition parents' hands to help out with the class. We are going to be making some memory books, from leaves that we have collected from out in the school yard. We are going to be drying them out, and then preserving them into mini books.

We are looking for parents to help in putting the books together. Students are going to need help in placing the clear contact paper to seal them, punching holes, as well possibly writing.

Please fill out the bottom slip and return it with your child.

I want to thank you in advance for your help and we look forward to hearing from you.

Teacher Name

-
- ☐ I am able to help on _____ in the classroom.
 - ☐ I am unable to help on _____ in the classroom.
 - ☐ I am unable to help on _____ but would be interested in helping on another day.

Name: _____

Sharing

Main Idea

Sharing is important to all people. When we share, we help others and we can also learn from whom we share with. First Nations, Inuit, and Metis believe that they share the Earth with all living things.

Objectives:

- to reinforce attitudes of sharing and fairness
- to understand that sharing is a vital feature of many First Nations, Inuit and Metis.

Activities

1.Coast Salish Story: Crow and Little Bear:

Read the story Crow and Little Bear to the students. If you would like an audio version click the link below and scroll down.

<https://www.aadnc-aandc.gc.ca/eng/1316530132377/1316530184659>

2.Discussion Crow and Little Bear:

Have a discussion as a class with the following questions:

- Would Little Bear have been able to make it home on his own? Why did he need Crow's help?
- What did Little Bear and Crow learn from each other?
- How did Little Bear and Crow benefit from each other's teachings?
- How did Little Bear feel when he first slipped off the rocks? How did Crow respond? Do you think this was a good way to respond?
- What did you learn from the story?

3.Sharing With Animals and Nature:

Students are aware of the need to share with others, but may not realize that they share the Earth with plants and animals.

As a class make a list of activities that are good for the environment. An example list could include:

- planting trees
- walking or biking with your family instead of driving
- composting garbage
- turning off the tap when brushing teeth – or using a cup
- using both sides of paper before recycling it
- repairing and recycling toys instead of throwing them out
- turning off the lights in a room when you are not in there

Make a list of things that could harm the environment. An example list could include:

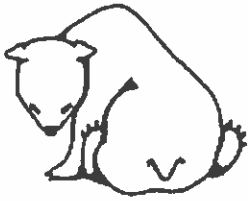
- picking up baby animals in the environment

- carving initials in a tree
- driving cars or motorcycles over fragile land
- unnecessarily digging up plants in the environment
- destroying birds' nests
- polluting the air with factory emissions
- polluting lakes, rivers, oceans, and streams with garbage and sewage

4. Discussion questions:

Revisit the lists that you made with the students. Have students discuss how they feel when someone is hurting the environment. Ask students how they feel the animals in the wild might feel. Have students draw a picture of them helping the environment.

Crow and Little Bear



A long time ago, there was a crow who lived by a big river. It was a very big river, with a strong rushing current and fierce rapids. The river was full of fish, but the current was too fast for Crow to attempt fishing. If she fell in the river, she would be swept downstream.

One morning, Crow awoke to find a little bear on the beach by the river. Little Bear was a stranger, and looked lost. Crow watched Little Bear curiously. Little Bear spent several days lying on the beach, watching Crow. Crow spent her time sitting in a big tree, dreaming about the fish she could catch and watching Little Bear.

One day, Little Bear was crying. Crow saw this, so she flew down to the beach to see what the problem was.

"Hello," said Crow.

"Hello," said Little Bear.

"I'm sorry I didn't introduce myself sooner. I am quite shy," said Crow.

"That's okay," said Little Bear. "I am shy, too."

"Why are you crying?" asked Crow.

"I miss my home," said Little Bear. "I'm not from this part of the woods."

Little Bear explained how he had arrived at this beach. One fine sunny day, his parents had gone fishing. Little Bear had wandered off to find an adventure. What he found was a big river. Little Bear thought he would catch a big fish and bring it home to impress his parents. But as soon as he took one step into the swirling rapids, he was swept away downstream. He would have drowned if he had not grabbed onto a log. The log carried him far down the river, for days and nights, until he came to rest on the beach.

"So, that is how I ended up here," said Little Bear. "And I miss my home because there is such good fishing there."

Ahh haa, thought Crow to herself. Good fishing! Crow was always eager to find easier ways of fishing.

"Why don't you go home?" asked Crow. It seemed like a pretty obvious question.

Little Bear shook his head vigorously. "Oh no! I will never set foot in that river again!" Little Bear sat down and began to cry again when he thought of all the good fishing at his home.

Crow sat quietly until Little Bear finished crying. "I think I can get you home," said Crow.

"How?" asked Little Bear eagerly. Little Bear was running around in circles, he was so excited.

"It would involve climbing some trees and rocks."

Little Bear fell onto his rump and started to cry again.

"What's the matter now?" asked Crow.

"My parents tried to teach me, but I was never very good at climbing trees or rocks," said Little Bear. "I don't know how."

Crow shook her head. "That's not the right attitude, friend. Let's go give it a try."

Crow and Little Bear walked toward the mountain. When they came to the first set of big rocks, Crow flew to the top and called down, "Come on up, Little Bear."

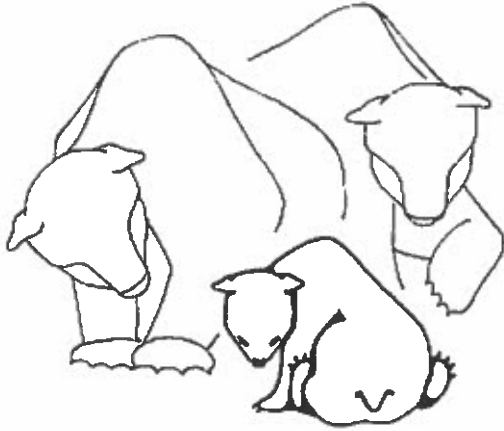
Little Bear jumped on the rock, and slid straight to the bottom. He jumped up and tried again, with the same result. Little Bear looked like he was about to cry again.

This could be harder than I thought, said Crow to herself.

Crow flew back to the beach, and filled her claws with sand. She spread the sand all over the rocks. "Try it now, Little Bear."

Little Bear shook his head. "No way," he said.

"It will be easier this time, Little Bear," said Crow. "I promise."



Little Bear hopped onto the rock, and to his surprise, he did not slide off. Slowly, he inched his way up the rock until he had reached the top. He and Crow celebrated. They began to make their way up the mountain, with Crow spreading sand on the rocks and Little Bear climbing inch by inch. By the time they reached the top, Crow was not using any sand at all.

"Congratulations," said Crow. "You did that quite well."

"My stomach is kind of sore," said Little Bear. "But I learned how to climb rocks!"

"You should never stop learning."

"I guess that is true."

They took a rest and gazed out at the scene. "I still can't see my home," said Little Bear.

Crow hopped onto the branch of a nearby tree. "If we climb up here, you will be able to see your home."

"I can't climb trees!" said Little Bear. Crow shook her head at him.

"Oh, okay. I'll try," sighed Little Bear.

Little Bear grabbed Crow's wing and hopped onto the first branch. He started to climb, but lost his hold and nearly fell out of the tree.

This could be harder than I thought, said Crow to herself.

"Little Bear, do you see this bark on the tree? Dig your claws into the bark. That is what you have claws for."

Little Bear was very scared. He tried digging his claws into the bark. To his surprise, he got a very good grip. Slowly, he became more confident in his claws, and he began to make his way up the tree. Crow hopped from branch to branch, encouraging him along the way. Finally, after a great deal of climbing, they reached the top of the tallest tree on the mountain. Little Bear was very excited.

"Thank you, Crow. Thank you for teaching me how to climb trees! And look, over there. There is my home!"

Crow looked to the lakes in the west where Little Bear was pointing. She could almost taste the fish.

"But how are we ever going to get from this tall tree to my home?" asked Little Bear.

"Little Bear, we are going to fly," said Crow.

"Crow, my friend, you have taught me quite a lot today. But I think you're getting a little carried away."

"Little Bear, trust me!" cried Crow. "Think of your home and all those tasty fish."

Bear closed his eyes and began daydreaming about all the fish in the lakes. As soon as he closed his eyes, Crow flapped her wing in the air and pushed Little Bear from the tree.

"Yooouuu puuushed meeeeee!" yelled Little Bear as he fell through the sky, legs flailing in the air.

Suddenly, Crow swooped below him and caught him on her back. "Wrap your arms around my neck or you'll fall off," she said.

Little Bear did as he was told. The shock wore off and he realized that he was flying. "Hey, we're flying!"



Little Bear was enjoying the flight. He looked around at the trees and lakes and the big river far below.

Crow kept her wings outspread as Little Bear clutched onto her neck. They flew along the wind currents, rising and falling as they drifted to Little Bear's home. "Flying is pretty neat," said Little Bear.

"Yes, I guess I take it for granted," said Crow.

As they got closer to Little Bear's home, Crow was getting quite tired. "Little Bear, you are getting very heavy. I think we should land."

"Good idea, Crow. Take us by that lake. It is good fishing there."

Crow and Little Bear landed by the lake. Now that their long journey was over, they were hungry. Fish began jumping from the water in great numbers right in front of them.

"Look at all those fish!" exclaimed Crow. She grew so excited that she dove into the lake and began flapping around, trying to snap up fish in her beak. She splashed and spluttered, and did not catch one fish.

Little Bear began to laugh at his friend. "No wonder you are hungry all the time. Come here and dry off."

As Crow shook all her feathers, Little Bear crept to the shore of the lake. He knelt down and slipped his paw into the water. Little Bear began quietly to sing a song.

Crow watched Little Bear. He is taking an awfully long time, thought Crow to herself. Why is he just sitting there? I am getting hungry.

Suddenly, Little Bear scooped his paw and a large fish came flying out of the lake. Minutes later he repeated the action, and another fish landed on the shore. Little Bear turned to Crow and smiled. "That should be enough for dinner. We don't need any more."

The two friends had a meal of fish. "My father taught me that it is important to sing that song when I go fishing. It makes the fish sleepy," said Little Bear.

"Well, it is a much better way of fishing than my method," laughed Crow.

They ate most of the fish, and wrapped the rest as a gift for Little Bear's people. The pair travelled to Little Bear's home. Little Bear's people were overjoyed to see him again and they threw a huge feast for Crow. Crow was happy with Little Bear's people and the good fishing in the lake, so she decided to stay. She never went back to the big river again.

Games

Main ideas:

Games were important to many First Nations, Inuit, and Metis cultures. Games gave children the opportunity to develop and strengthen physical skills.

Objective:

- to provide students with a knowledge of certain First Nations, Inuit, and Metis games.
- to assist students in understanding the connection between games and the development of abilities.

Activities:

1.Hand Shadow Games:

First Nation, Inuit, and Metis children used hand shadows to help learn how to identify animals by their silhouettes. This was an important asset for hunters.

Equipment needed:

- Overhead projector or really strong flashlight

Have students come up with a silhouettes and have them present them as see if the class can guess what they are.

2.String Games (Cat's Cradle) – Best for grade 2 students.

String games helped increase children's creativity. String games would be played with strings made from animal sinew. The game would continue until a child could not create a new design. Attached is a class set of 30 string loops for Cat's Cradle.

There are two links for youtube videos for refresher information if needed:

Game in pairs: <https://www.youtube.com/watch?v=VpHTPnrYLzQ>

Game solo: <https://www.youtube.com/watch?v=ZM53k3pKCqg>

3.Puppets

First Nation, Inuit, and Metis children would play with finger puppets. Students will work in groups and create paper bag puppets and create a little skit.

Variation: The older the students, they can create finger puppets using paper and glue.

Equipment needed:

- paper bags
- different colours of construction paper.
- glue
- scissors

Have students create puppets to help tell a story. The younger the student, the shorter the skit should be.

Government of Canada. (2010). The Learning Circle: *Classroom Activities on First Nations in*

Canada - Ages 4 to 7. Retrieved from,

<https://www.aadnc-aandc.gc.ca/eng/1316530132377/1316530184659>