



# Smoke Signals

January 2015

## **A Message from the Principal, Laurie Ebenal**

Live in the moment: an old adage that encourages us to pay attention to and appreciate what's happening around us "in the now"; to ignore distractions, and to soak up all the joy and wonder of life. Maybe you'd like to stop dwelling on the past, or limit multitasking that's causing you to feel scattered. Or, maybe you'd like to learn how to worry less about the future, and simply enjoy the present more. If you're struggling to "be more present" – whether at home or at work – finding balance in our life is very important. Our department is allowing alchemy to create our direction. We are melding social emotional core competencies with First Peoples Principles of Learning. It is a natural and magical synergy. We are finding a number of ways to infuse the core competencies and principles into our practice and teachings. Staff from the Aboriginal Education Department are facilitating workshops on the January 26<sup>th</sup> and April 14<sup>th</sup> focus days. They are also facilitating workshops during the February 20<sup>th</sup> professional development day. If you are interested in bringing Indigenous teachings and social emotional learning into your classroom in an authentic manner please don't hesitate to contact our department to explore ways you can meet the prescribed learning outcomes while building lessons and units in collaboration with our Aboriginal itinerant teachers

Respectfully,  
Laurie Ebenal  
lebenal@sd43.bc.ca



### **IMPORTANT DATES**

Feb 9—BC Family Day

Feb 20—Pro D Day

Mar 9—20 — Spring Break

Apr 3—Good Friday

Apr 6—Easter Monday

Apr 17—Pro D Day



## Smoke Signals—January 2015

**FIRST PEOPLES** **PRINCIPLES OF LEARNING**

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

For First Peoples classroom resources visit: [www.fnesc.ca](http://www.fnesc.ca)

fnesc



## Smoke Signals—January 2015

### Glen and the Button Blankets

All people of the earth weave symbols into their lives. There are symbols everywhere; a symbol can be as small as a hummingbird feather or as large as the moon. The button blanket is one such symbol.

The Aboriginal Education Department in partnership with Glen Elementary School is in the process of creating two child size button blankets that will be gifted to Glen Elementary once completed.

Our Elders teach us that people seek love, wisdom and trust and in courage we find these things. The button blanket is symbolic of these teachings. Hush and calm come over the wearer of the blanket and brings a feeling of safety and security, like the hush that comes over the Earth Mother when she is blanketed with snow. The creation of the button blanket brings a community together regardless of size, a true understanding of that secure calm.

We look forward to sharing the teachings with the students, the staff and parents at Glen Elementary School.

All My Relations,

Dawn Brown  
dabrown@sd43.bc.ca





## Smoke Signals—January 2015

### Cultural teachings

During this winter season, the students learned about Aboriginal art and the warrior shield. Each student took careful steps to soak the hide, punch holes, lace/string hide together and paint on their shields a unique design which represented themselves. I hope that everyone has had a great start to the new year. Happy New year!

### Westwood

Mrs. Hagens' class have been learning about the fur trade and the explorers in Canada. They also travelled to the Fort James Park trading post and traded with Mr. D's class. Mrs. Hagens' class also learned about the Aboriginal people and the cedar tree. They learned many different ways to use the cedar tree. They worked hard making rope from the cedar which was used for many things by our Coast Salish people.

All My Relations,  
Dawn Marks  
Aboriginal Support Worker  
dmarks@sd43.bc.ca



All of the schools I provide service for this year were new to me so I had to get to know the students, the families and the staff. Through the cultural pullout programs, after school programs, in class support, 1:1 support and home visits I have been able to make some great connections.

Since coming back to school after the winter break I have started a second six week session of after school programs at two of my schools. The students meet with me and one of my co-workers in the gym for a ton of fun. These programs provide an opportunity for students to develop leadership and team building skills through interactive games and activities.

Jackie Toombs  
Youth Worker  
jtoombs@sd43.bc.ca







## Smoke Signals—January 2015

I would like to start by wishing everyone a happy and healthy new year. Since our last newsletter, I have had a lot of fun working in the high schools with co-worker, Trista Fuller sharing First Nations teachings in the classrooms. Request for services included Talking circles, Metis recipes in foods classes, historical role playing in socials classes, and First Nations art in coastal B.C. just to name a few. I also had the pleasure of working with the Encompass school textiles class, which included sharing two very fresh medicines of the four. The students saw for the first time organic home grown tobacco grown by myself and fresh picked Interior sage harvested by my four year old grandson and myself in the summer of 2014. Sweetgrass and cedar were supplied by our department. I also had the privilege of assisting the same class complete their Metis beading to be applied on object of their choice. It is always a pleasure to see the designs and the colours chosen.

Animal totems is one of my favourite teachings because students can relate to these teachings and take ownership. At two grade 9 Action Locale classes at Charles Best Secondary, their class focus is learning about the community and how they fit in and make a difference; recognizing First Nations people and their culture is a big part of their community. All 50 students from both classes hand sewed toques and scarves complete with applied animal totems of their choice to be given to the homeless. I was very proud of each student's work of art. The same classes participated in Talking Circles as part of communication teaching taught by Trista. I had the privilege, as well, to be a drum keeper along with co-worker Kirk Gummow, teaching drum protocol and encouraging the students to drum along with songs we shared. Their favourite was the competition song between the girls and boys as their voice was clearly heard.

Another favourite project completed with Animal totem teachings was with the Textiles and Fashion Arts studies class at Charles Best working with teacher, Denise Nembhard. Students incorporated their teachings to create dolls whose dresses included animal totem appliques. The Fashion Arts students created fashion lines that incorporated the totems. For the past four years, students in Charles Best Textiles Studies classes have been making items for Heart to Heart Haiti, a school and children's home in Haiti. All dolls made have been sent to Heart to Heart. Creole is the language spoken in Haiti and is very similar to French, therefore the French Immersion students from Best will have included a message explaining the meaning behind the totems used.

My last day working in our district high schools before the Christmas break was spent with two Grade 9 Socials classes at Gleneagle. These classes were taught the legend of the dreamcatcher and all made a dreamcatcher to give away as a gift.



## Smoke Signals—January 2015

I was busy with our AYLC students from Port Moody Secondary and Charles Best making and selling bannock to raise funds for our annual Christmas hampers. Between the two schools we made \$182.50. Awesome job AYLC! I am proud of each and every one of you!

Students from Charles Best, Port Moody, Pinetree and CABE recently completed their scarves for their commencement and our annual Honouring Ceremony. Students from Heritage Woods, Gleneagle, Pinetree, Riverside, and Terry Fox will be receiving their invitation in the mail very soon, for the upcoming workshops to be held at Gleneagle and Terry Fox. Trista Fuller, Dannielle Batisse and myself will lead the workshops and look forward to seeing the masterful pieces of wearable art.

I am now working with the following elementary schools, Eagleridge, Glen, Lord Baden Powell, Mary Hill, Parkland, Riverview Park and Walton. It is great to be working with the children again.

Carrie Clark  
Youth Worker  
cclark@sd43.bc.ca





## Smoke Signals—January 2015

Happy New Year! I hope you all had a safe and restful holiday break. As of January 5<sup>th</sup>, I will now be servicing all the secondary schools in the district. I am excited for this new opportunity and I look forward to meeting some new faces. To kick off the New Year, myself and Trista Fuller are currently working on organizing our winter career fair. This event will take place at Gleneagle Secondary which is located at 1195 Lansdowne Drive, Coquitlam. We are inviting all students and their families to come out for an evening full of Post-Secondary and Apprenticeship information. If you have any questions or comments regarding this upcoming event please do not hesitate to contact me.

We hope to see you there,

Sincerely,  
Dannielle Batisse  
Youth Worker  
[dbatisse@sd43.bc.ca](mailto:dbatisse@sd43.bc.ca)



Happy New Year! Over the last few months I have made some really wonderful connections with families, students and teachers. I receive great joy from being able to help others; whether it is in the classroom, outside in an afterschool program or helping a family in need. I can personally say I have made a positive difference in many lives I have connected to and there is nothing that warms my heart more, so I want to say thank you. I am looking forward to taking some students to the Hobiyyee Nisga'a New Year Celebration at the PNE Forum on February 6<sup>th</sup>. Students will be making their own drums to take back and share the teachings with their schools.

Krista Clancy  
Youth Worker  
[kclancy@sd43.bc.ca](mailto:kclancy@sd43.bc.ca)





## Smoke Signals—January 2015

I would like to start off by welcoming everyone to the New Year and I hope everyone had a wonderful holiday season! This year is shaping up to be very exciting as we have many opportunities for our students within our department and community partnerships. Aboriginal afterschool programs started back up in the first week upon returning to school after the winter break. I am currently facilitating programs at three elementary schools in Port Coquitlam, they are as follows:

Birchland Elementary	Tuesday's	3:00-4:00
Central Elementary	Wednesday's	3:00-4:00
James Park	Thursday's	3:00-4:00

\*\*The cost of attending these programs is free but is limited to the first 20 students who register. Aboriginal students have first priority but all nations are welcome. \*\*

The program offers a variety of recreational activities as well as arts and crafts for the students. The games are designed to promote self-regulation and teamwork while enhancing growth in the individual student. All sessions begin with a talking circle to ensure everyone has a voice and an equal opportunity to express their thoughts and emotions with the group. It is up to each individual to decide what and how much they would like to share with the group, it is not mandatory but it is encouraged.

On a separate note, I would like to thank all of the families who attended our Winter Moon celebration at Banting Middle School this past week. It is always special when we can come together as a community and share a meal and enjoy some celebrations. A special thanks to Malcolm Key for all his hard work leading the way to make this event happen!

All My Relations,

Greg Hallifax  
Youth Worker  
[ghallifax@sd43.bc.ca](mailto:ghallifax@sd43.bc.ca)



My name is Ryan Williams. I am metis(Cree) and Haida. I have been a Coquitlam resident my entire life. I was hired recently as an Aboriginal Youth Worker and look forward to working with Aboriginal children and youth in our community.

Sincerely,  
Ryan Williams  
Youth Worker  
[rywilliams@sd43.bc.ca](mailto:rywilliams@sd43.bc.ca)







## Smoke Signals—January 2015

I would once again like to extend my gratitude to the Kwikwetlem First Nation and neighbouring Coast Salish tribes for sharing their territory with me. I feel very honoured to be given the opportunity to share and learn different aspects of Indigenous culture and worldviews with the various school communities that have welcomed me in. Including, closest to me, the Aboriginal Education Department family.

Highlights for me as we approach the midway point of the school year have been the Harvest and Winter Moon gatherings. Also, the teachings of talking circles and the drum are a powerful vehicle to create a sense of community, provoke curiosity and participation, and establish a rapport with the classes I visit in my role as elementary resource teacher.

As the season changes to spring and we feel a renewal of hope, I welcome continued connections at the various elementary schools throughout the district and also with the folks involved with Changing Results for Young Readers (CY4YR). I also welcome new partnerships with selected schools to pilot a project based on The First Nations Principles of Learning coupled with Social Emotional Learning and The Seven Sacred Teachings. Finally, I would like to give thanks to the Storytelling Elders for welcoming me into their circle and supporting public education in the Tri-Cities.

Warmest Regards,  
Kirk Gummow  
Resource Teacher  
[kgummow@sd43.bc.ca](mailto:kgummow@sd43.bc.ca)





## Smoke Signals—January 2015

Greetings from the desk of Ms. Galligos, ancestral name: Setlakus, Tla'amin Nation

With tradition and respect, I acknowledge the unceded, ancestral, traditional territories of the Coast Salish peoples, namely the Kwikwetlem Nation. Furthermore, I wish everyone a successful beginning to 2015. This past term has been a 'welcoming' busy and vigorous one.

Uncle Phil Lane Jr. quotes his father: "Son, we are only here for a short time!" Uncle Phil is a Hereditary Chief and Elder of the Sioux, Dakota and Chickasaw Nations. Uncle Phil is a citizen of both Canada and the United States. As a beginning teacher, I utilized Uncle's resources to facilitate Medicine Wheel teachings to promote the ideals of knowing "who you are and where you come from in a good way." I resonate with Uncle Phil's quote with my Tla'amin Coast Salish teachings, "Be kind to one and to all. You never know when you will see them again." These Indigenous teachings are my foundation and credo as an educator. For example, I relish every opportunity when collaborating with classroom teachers.

Requests for Service are multi-faceted. Each and every school culture has its own uniqueness and magic. Relationship building is paramount when embarking on a journey inside each and every classroom. Witnessing the power of story articulated by both teachers and students has been rewarding.

Children may say the darndest things; yet can share the most powerful messages through story. Using story as a teaching, we receive from that child; or as an assessment piece is a reciprocal process. I look forward to more classroom visits. I give thanks to Uncle Phil for honoring me as his niece, and to my colleagues in which I work;. It is an exciting time in Aboriginal Education.

To conclude, I share this valuable link to learning one's language. First Voices embraces both technology and language revitalization. I encourage anyone with an interest in both hearing and learning more about their Indigenous language to visit: <http://www.firstvoices.com/>.

Thank you for your time – "Cheh cheh hah thatch, eeks nam."

Terri Mae Galligos  
Resource Teacher  
tgalligos@sd43.bc.ca





## Smoke Signals—January 2015

### The Story of the Paddle

During the first semester of the term, we had been invited into several middle school classrooms to share the story of the beautiful cedar canoes and paddles that have been an integral part of our Indigenous history on the West Coast of our country. We have worked with Language Arts, Tech. Ed., and Social Studies classes to teach the students about the designs, stories, and spirit of the West Coast paddles and canoes. The students have learned of the technology, skill, and ceremony that went into the creation of the paddle and the stories of the images that the artisans presented on their creations. The following is the first installment of a wonderful story that was written by one of our students at Summit Middle School and an overview provided by Lyndsay Chimick a student teacher from SFU.

Sweeter Minhas  
Aboriginal Support  
Worker  
sminhas@sd43.bc.ca



Darcy Ellis  
Resource Teacher  
dellis@sd43.bc.ca



### Story Behind the Story

Stories and imagination are powerful tools in connecting people. As a student teacher from SFU, it has been my hope to use stories, specifically Aboriginal mythology, to encourage my grade 6/7 students in their desire to appreciate and learn more about Aboriginal lore, beliefs, traditions, and values. I created a unit that challenged my students to read and reflect on a variety of Aboriginal myths before they created their own stories inspired by what they read. I was impressed by how enthusiastic they were as they incorporated various features of the myths into their own stories. This was a fun and engaging way to dialogue with students about Aboriginal mythology while supporting them as they developed their creative writing skills. The following was written by one of my students. Enjoy!

Lyndsay Chimick  
Student Teacher (SFU)  
Summit Middle School



## Smoke Signals—January 2015

### Why The Eagle is Bald

By: Brandon Miao

Long ago on a beautiful sunny day, the first Eagle was born. His mother the Thunderbird was very kind, and was a dear friend of Mother Earth. Eagle had two companions: Raven, and Frog. They often enjoyed roaming the forest in search of adventure. One day frog decided to swim in the lake, but Eagle and Raven did not oblige. Instead, they headed for the forest to look for something to do. Soon while they were chatting, the sun rose and filled the sky with beautiful colors.

“Whoa, how beautiful! The Earth mother must be in a good mood today!” Eagle said with glee.

“Have you ever met the Earth mother?” Raven asked.

“No,” Eagle admitted. “I’ve never been privileged to meet her... But my mother has met her!”

“Well, why don’t we find something that qualifies as a gift and bestow it to the Earth mother? You’ll get to meet her, and she might even reward us for our kindness!” Eagle thought about that idea and said,

“Why not? Let’s get started right away!” and the two flew off to tell Eagles mother about their idea.

“I think that’s a great idea!” She said while she fished.

(For the rest of Brandon’s story please visit our website).

<http://www.sd43.bc.ca/AbEd>





## Smoke Signals—January 2015

### Aboriginal Education Bursary Information

Every year, the Aboriginal Education Department offers two bursaries, the Brenda Kearns Bursary and the Aboriginal Education Department Bursary. The Brenda Kearns Bursary was established in the fall of 2006 to honour the memory of Brenda Kearns, and to provide funds to assist an Aboriginal student in pursuing a post-secondary education. This \$300 bursary shall be granted to one graduating Aboriginal student.

#### The criteria for the Brenda Kearns Bursary

- Currently graduating from one of the School District #43 (Coquitlam) secondary schools;
- Has been involved in the Aboriginal program and taken on a leadership role in that program;
- Has demonstrated acceptable academic achievement for future entry into a training program at an institute of higher learning. This includes trades, apprenticeships, and post-secondary programs.

The Aboriginal Education Department bursary is open to any Grade 12 Aboriginal student in School District 43. For this \$500 bursary, the student need not belong to our program.

#### The criteria for the Aboriginal Education Bursary:

excellent academic standing  
acceptance in a post-secondary institution  
volunteer work with an Aboriginal focus

The application for these two bursaries can be found at <http://my43.sd43.bc.ca/departments/AboriginalEd/Courses/Post-secondary.aspx>, and are due **May 15<sup>th</sup>, 2015**. Please send completed applications to **Trista Fuller, c/o Pitt River Middle, 2070 Tyner Street, V3C 2Z1**

Trista Fuller  
Resource Teacher  
trfuller@sd43.bc.ca





## Smoke Signals—January 2015

### AYLC

Aboriginal Youth Leadership Council “bounds” into the New Year

Our AYLC have been working in partnership with Outward Bound Canada, on enhancing their leadership and outdoor life skills. This past January, members of the council embarked on an overnight camping trip to the Golden Ears Provincial Campground. Members participated in many collaborative activities focusing on creative problem solving, goal setting and communication. The facilitators from Outward Bound, Janey, Jody, Mik and Delmar, shared with the students numerous outdoor life skills stressing the importance of leaving the outdoors in a better condition than when one finds it. One of the trip highlights, for all involved, was learning how to brush their teeth, Alpine-style! Day two involved a scenic hike of the lower falls, where students reflected on their experience, skipped rocks in the stream and washed their faces in the cold, clear water. The weather was on the side of the campers for this trip as the rain held out long enough for all to pack up and board the bus, exhausted but content. All members were truly appreciative of the opportunity and the expertise shared by our new friends of Outward Bound Canada.

Council members are gearing up for their next Outward Bound experience this February as they disembark on another overnight trip to Mount Seymour!





## Smoke Signals—January 2015

### Community News

The New Year started off on the right foot with the Winter Moon Community dinner celebration. This year we were fortunate to host it at Banting Middle School on January 20th. Over 240 came out to enjoy a meal of bison stew and bannock.

Our next gathering will be the “Honouring Mother Earth” Community Dinner on April 22<sup>nd</sup>. Look forward to our flyer coming out soon for more details about this event.

During spring break, we look forward to again hosting our day camps at Seaview Community School. Online registration will open Friday, Feb. 6th, through the school district website. Go to the Aboriginal Education tab under Programs and follow the prompts from there to register your child.

We have been hosting a Steve Nash Basketball Camp at Kway Middle School which has been well attended. Our next sports activity will be archery clinics hosted at Kway starting right after the Spring Break

Should you have any questions regarding any of our community events or Spring Break camp, please contact me at either [mkey@sd43.bc.ca](mailto:mkey@sd43.bc.ca) or 604-600-9350

Malcolm Key  
Community School Coordinator  
[mkey@sd43.bc.ca](mailto:mkey@sd43.bc.ca)





## Smoke Signals—January 2015

### How to place an Aboriginal Education Request for Service:

Go to the Aboriginal Education Department's home page.

<http://my43.sd43.bc.ca/departments/AboriginalEd/default.aspx>

Click on the icon "Request for Service"

Click on "New", then "New Item". Fill in the pop up page, including your name, school, vision and date of service.

Click on "Save" and your request has been submitted!

The assigned staff member will contact you within 48 hours of the request to begin the planning process.







**KEEP CALM**

**AND**

**GET**

**EDUCATED**

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**Aboriginal Education Presents:**

**WINTER CAREER FAIR**

**Thursday, January 29th 2015**

**5PM-7PM**

**GLENEAGLE SECONDARY**

**POST SECONDARY • APPRENTICESHIPS • JOBS**

**ALL STUDENTS WELCOME TO ATTEND**

# Making Sense of Anxiety

**Wednesday, February 11th**  
**7:00—9:00**

**Hillcrest Middle School**  
**Gymnasium**

Parents of school-aged children in our community are encouraged to attend!

No advance registration required

**Admission:**

A donation for the foodbank: a can or two of food or a "Toonie"

*Hope to see you there!*

**Drobot Counselling**

Adult Counselling, Parent Consulting,  
Education for Parents and Professionals  
Registered Professional Counsellor #2349  
#2-1718 Marine Drive, West Vancouver,  
BC, Canada, V7V 1J3  
colleendrobot@me.com  
www.drobotcounselling.com  
604-626-5377

There is currently an epidemic of anxiety affecting children of all ages. Anxiety can take many forms including obsessions, compulsions, phobias, panic, sleep issues, physical illnesses, as well as a host of perplexing behaviours such as seeking attention and avoiding situations. Today's world can create many challenges for children with school pressures, peer interactions, family dynamics, negative self-image, perfectionism, and many other stressors that can impede a child's ability to play, learn and grow. Whether it's the natural, episodic worries of childhood, or more profound and crippling versions of anxiety, family therapist Colleen Drobot will help make sense of the roots of anxiety using Dr. Gordon Neufeld's approach. Through stories, examples, and theory, Colleen will suggest ways in which parents can help support their children to find psychological and emotional rest in their world.

**Colleen Drobot**

B.Ed., Dip. Of Special Education  
Registered Professional Counsellor (RPC)  
*Faculty, Neufeld Institute*



Colleen Drobot is a registered professional counsellor and parent consultant with a private practice in West Vancouver. She works with adults, families, and adolescents. She is also an educator with the Coquitlam School District and has over 20 years experience working with children in the regular classroom or in special needs settings. She is a faculty member of the Neufeld Institute and has worked with Dr. Neufeld's

approach for many years. Colleen is a mother of two and draws from her personal as well as professional experience to support parents and professionals in gaining insight, opening their hearts.