



Issue	Do	Don't
<p><b>Key Concepts/Understandings Are Incorporated</b></p> <ul style="list-style-type: none"> <li>➤ Connections to curriculum are appropriate to the context.</li> <li>➤ Aboriginal perspectives are embedded/an integral part, not sidebars/examples only.</li> <li>➤ Aboriginal history, issues, world-views, perspectives are reflected across all grades from Kindergarten to Grade 12.</li> <li>➤ The teaching of anti-racist education principles is incorporated.</li> <li>➤ Cross-curricular connections ensure that inclusion is across the curriculum.</li> <li>➤ Holistic nature of Aboriginal world-view is acknowledged.</li> <li>➤ Value placed by Aboriginal world-views on harmonious relationships with the environment and the cycles of life is an integral part of inclusion.</li> <li>➤ Spirituality/traditional teachings are embedded as an integral part.</li> </ul>	<p><b>Do make</b> cross-curricular connections by including Aboriginal experiences in <b>all</b> subject areas: e.g. science, art, music, language, as well as history, geography and social studies, etc.</p> <p><b>Do teach</b> students to deconstruct bias in learning resources.</p> <p><b>Do include</b> circle teachings as part of classroom practice and instruction.</p>	<p><b>Don't limit</b> inclusion to social studies and history.</p> <p><b>Don't ignore</b> stereotypes in learning resources.</p> <p><b>Don't teach</b> isolated units on Aboriginal peoples. First Nation, Métis and Inuit perspectives, histories, cultures and world views are an integral part of the curriculum.</p>
<p><b>Accuracy</b></p> <ul style="list-style-type: none"> <li>➤ The information and the perspectives included are accurate.</li> <li>➤ Timeframe is accurate.</li> <li>➤ Place references with respect to nations are accurate.</li> </ul>	<p><b>Do ensure</b> that information is accurate by confirming that resources are recommended for use in TDSB schools.</p> <p><b>Do review</b> the resources in your classroom and school library for bias.</p> <p><b>Do make</b> sure maps include a time period reference and accurately locate Aboriginal peoples of that time period.</p>	<p><b>Don't use</b> unreliable or stereotypical resources.</p> <p><b>Don't assume</b> that all websites you encounter have accurate information.</p> <p><b>Don't use</b> maps without a timeframe reference.</p>
<p><b>Agency</b></p> <ul style="list-style-type: none"> <li>➤ Rich knowledge base and complex Aboriginal cultures of past are validated.</li> <li>➤ Contributions in both the historical and contemporary context in Canada are acknowledged and valued.</li> <li>➤ While still acknowledging the devastating impact of colonization on Aboriginal cultures, Aboriginal peoples are portrayed in a way that empowers.</li> <li>➤ Inclusion of Aboriginal peoples is more than superficial and generic. Inclusion is meaningful and acknowledges individuality of both peoples and nations.</li> <li>➤ Inclusion acknowledges value placed within Aboriginal world-views on harmonious relationships to the environment but does not limit understanding of Aboriginal peoples to seeing them only in relation to the environment as a backdrop.</li> <li>➤ Aboriginal nations are viewed as autonomous and self-governing nations.</li> <li>➤ Aboriginal cultures are not objectified through artifact-based approaches</li> </ul>	<p><b>Do acknowledge</b> and validate the contributions of Aboriginal peoples in both the past and within contemporary society.</p> <p><b>Do ensure</b> that contributions of Aboriginal people go beyond the inclusion of toboggans and teepees and include the wealth of knowledge about the environment in the past as well as successful endeavours in contemporary times across a wide range of fields (e.g. architecture, agriculture, government, medicine, art, music and theatre).</p> <p><b>Do ensure</b> that Aboriginal peoples have a past, present and a future.</p> <p><b>Do acknowledge</b> strengths even within adverse conditions.</p> <p><b>Do emphasize</b> the need for the self-determination of Aboriginal peoples to be respected.</p>	<p><b>Don't put</b> Aboriginal peoples and their cultures into the 'primitive' category.</p> <p><b>Don't represent</b> Aboriginal peoples and cultures only in the past.</p> <p><b>Don't rely</b> solely on artifact-based approaches to study Aboriginal cultures.</p> <p><b>Don't overuse</b> generalizations and generic references.</p> <p><b>Don't present</b> Aboriginal peoples as 'environmental saviours' or in other stereotypical ways.</p>
<p><b>Authenticity</b></p> <ul style="list-style-type: none"> <li>➤ Aboriginal voices are present</li> <li>➤ Aboriginal perspectives are evident</li> <li>➤ The holistic nature of Aboriginal world-views is evident</li> <li>➤ Aboriginal people are depicted as real people.</li> <li>➤ Oral history is validated.</li> </ul>	<p><b>Do invite</b> Aboriginal Elders, artists and storytellers and others from the Aboriginal community into classroom.</p> <p><b>Do include</b> Aboriginal authors and literature.</p> <p><b>Do use</b> videos and novels that represent authentic Aboriginal voices.</p>	<p><b>Don't use</b> materials that affirm "Imaginary Indian" stereotypes like Indian princesses, warriors.</p> <p><b>Don't appropriate</b> Aboriginal cultural items such as eagle feathers.</p> <p><b>Don't make</b> inclusion at a level that is 'tokenism'.</p>
<p><b>Distinctness and Diversity</b></p> <ul style="list-style-type: none"> <li>➤ The unique status of Aboriginal peoples in Canada is acknowledged.</li> <li>➤ References to Aboriginal peoples are culturally specific.....when appropriate to context.</li> <li>➤ Various histories of Aboriginal peoples are acknowledged in their own right and not just in relation to interactions with European cultures.</li> <li>➤ Aboriginal holidays/days of significance are acknowledged and celebrated.</li> <li>➤ Diversity of cultural groupings is acknowledged</li> <li>➤ Diversity within cultural groupings is acknowledged.</li> </ul>	<p><b>Do acknowledge</b> the diversity within any cultural grouping.</p> <p><b>Do acknowledge</b> the distinct and unique differences amongst Aboriginal nations.</p> <p><b>Do ensure</b> that the history of Aboriginal peoples reflects change over time and does not simply assign Aboriginal peoples to a place 'frozen in time' in the distant past.</p>	<p><b>Don't use</b> more general terms such as 'Aboriginal peoples' or 'Native' when the context calls for more specificity (i.e. naming the nations).</p> <p><b>Don't assume</b> that all Aboriginal peoples interacted with others in the same way.</p> <p><b>Don't assign</b> 'expert' knowledge of Aboriginal peoples and their cultures to someone just because s/he is an Aboriginal person.</p>



Issue	Do	Don't
<p><b>Eurocentrism</b></p> <ul style="list-style-type: none"> <li>➤ A balance of perspectives is presented.</li> <li>➤ Presentation of Aboriginal peoples in the curriculum does not superimpose predominantly European values, attitudes and beliefs on Aboriginal experiences and perspectives.</li> </ul>	<p><b>Do look</b> for opportunities to enrich and broaden your knowledge and understanding of Aboriginal people and their issues.</p> <p><b>Do ensure</b> a balance of perspectives is presented.</p> <p><b>Do acknowledge</b> Aboriginal histories in their own right.</p> <p><b>Do constantly examine</b> and challenge your own biases and assumptions.</p> <p><b>Do look</b> for opportunities to further your own knowledge and skills related to including Aboriginal peoples in the curriculum.</p>	<p><b>Don't call attention</b> to the faults and ignore the positive aspects of Aboriginal peoples.</p> <p><b>Don't omit or 'fail to mention'</b> relevant aspects that will ensure a balance of perspectives.</p> <p><b>Don't superimpose</b> Eurocentric frame of reference on what is included/not included, valued etc.</p> <p><b>Don't present</b> Aboriginal cultures as being 'primitive'.</p> <p><b>Don't use</b> stereotypical images such as "Braves", "Redskins" as team mascots.</p>
<p><b>Pedagogy</b></p> <ul style="list-style-type: none"> <li>➤ The study of Aboriginal peoples should be rooted in contemporary times.</li> <li>➤ Approaches should be issues-based and lead students to understand the roots of the social, political and economic realities of Aboriginal peoples in Canada today</li> <li>➤ Aboriginal peoples should be viewed as an integral part of Canadian history and within contemporary Canadian communities.</li> <li>➤ The sacredness of Aboriginal beliefs/ traditions should be honoured.</li> <li>➤ The holistic nature of Aboriginal world-views should be reflected in teaching approaches that support the growth of body, mind, spirit and emotions in respectful ways</li> <li>➤ Elders, authors, storytellers, community members should be an integral part of teaching/learning process.</li> </ul>	<p><b>Do</b> use respectful teaching strategies.</p> <p><b>Do</b> engage students in deconstructing bias.</p> <p><b>Do</b> ensure that the study of Aboriginal peoples is rooted in contemporary times and helps students understand how the past led to the present realities.</p>	<p><b>Don't</b> have students create masks, dreamcatchers, or other sacred cultural objects except in context and in the presence of an Elder or Aboriginal teacher.</p> <p><b>Do not</b> conduct Aboriginal ceremonies without an Aboriginal Elder.</p> <p><b>Don't</b> have students rewrite Aboriginal stories that have been passed down in the oral tradition as cultural 'teachings'.</p>
<p><b>Use of Terminology/ Language</b></p> <ul style="list-style-type: none"> <li>➤ Terms are used accurately</li> <li>➤ Language used is that which empowers, validates and supports the inclusion of Aboriginal experiences, perspectives and histories in respectful, accurate, authentic ways.</li> </ul>	<p><b>Do use</b> the recommended terminology when referring to Aboriginal peoples.</p> <p><b>Do use</b> a credible source to refer to in using terms in relation to Aboriginal people (e.g. <i>Aboriginal Voices in the Curriculum... Guide</i>).</p> <p><b>Do refer</b> to each nation by name rather than the more generic overuse of Native/Aboriginal people as a collective.</p> <p><b>Do use</b> the term 'nation' rather than 'tribe'.</p>	<p><b>Don't</b> refer to 'regalia' as costumes.</p> <p><b>Don't</b> use the term Aboriginals or Natives as a collective noun.</p> <p><b>Don't</b> accept derogatory terms e.g. squaw, brave, wild Indians, savages.</p> <p><b>Don't</b> use Eurocentric language such as Columbus 'discovered' America.</p> <p><b>Don't</b> overuse generalizations/generic language such as 'those peoples' or 'various groups' or 'Native peoples' when the context calls for specificity.</p>
<p><b>Visual Images</b></p> <ul style="list-style-type: none"> <li>➤ Contemporary images present Aboriginal peoples in a variety of contexts (within urban, rural, reserve communities) and across a range of socio-economic circumstances.</li> <li>➤ Images depict Aboriginal peoples contributions across a wide range of endeavours (art, music, science, business, mathematics, medicine, etc).</li> <li>➤ A balance between historical and contemporary images is represented.</li> <li>➤ Images are realistic and not exoticified.</li> <li>➤ Images are accurately depicted.</li> </ul>	<p><b>Do discuss</b> the stereotypical and thus dehumanizing effects of using "Braves", Redskins, Black Hawks, and Indians as team mascots.</p> <p><b>Do deconstruct</b> visual images in leaning resources when encountered.</p> <p><b>Do</b> ensure that contemporary images and people are present in the classroom and in the school.</p>	<p><b>Don't use</b> highly stereotypical materials like Indian In the Cupboard, Peter Pan, Pocahontas, etc.</p> <p><b>Don't use</b> materials that reinforce stereotypes of the 'drunken' or 'homeless' Indian or the Indian as a thief or as warlike.</p> <p><b>Don't</b> let stereotypical images go unchallenged.</p>