



ABORIGINAL EDUCATION

SECONDARY LEVEL

Exploring the Issues

- **Purpose:** the purpose of this activity is for students to understand the issues FNMI peoples face in the education system.
- **Instructional method(s):** class discussion, independent work, independent presentations.
- **Differentiated instruction:**
 - Students create a written report instead of a PowerPoint presentation.
 - Students work in pairs.
- **Course Connection(s):** Canadian and World Studies, English, Interdisciplinary Studies, Native Studies and Social Sciences and Humanities.
- **Estimated time:** 30 minutes followed by independent work and class presentations.
- **Steps:**
 1. Begin this activity with the following discussion questions:
 - What are you interested in? What do you feel passionate about? Write suggestions on the board.
 - Do you feel excited when you are learning about things that interest you in school? When you learn about things that do not interest you, do you feel engaged in the lesson?
 - What is the best way for you to learn (e.g.: by working independently, by observing teacher demonstrations, etc.)? What is the hardest way for you to learn (e.g.: group work etc.)? If you are asked to learn in a way that is difficult for you, how does this make you feel? Do you make progress?
 - When you attend school, if you were to feel as if you did not have a voice, how would this make you feel?
 2. After this discussion, distribute B.L.M.2 to each student.
 3. Ask students to volunteer their first impressions when looking at the graphs.
 4. Following this initial discussion, explain to students that when the Europeans settled in Canada, FNMI children were forced into a European way of learning that did not acknowledge the different learning and teaching styles of FNMI peoples.

Teacher Note: this activity is intended to introduce FNMI education issues before students become involved in Free The Children and Martin Aboriginal Education Initiative's Local Spotlight: Aboriginal Education campaign. In this campaign, students will take a more in-depth look at Aboriginal education issues.

5. Ask students to view the graphs and analyze the impact this educational journey has had on FNMI peoples.
6. After students have finished viewing the graphs, bring the class back together and ask students to volunteer their thoughts on the topic of FNMI education. Use the following questions as prompts:
 - If FNMI students were able to be educated through their traditional ways of learning, do you think this data would be different?



- Why are students living on-reserve, less likely to achieve their high school certificate? What do you know about education on-reserve?
 - Looking at Graph c., what does this data tell you about FNMI education?
 - What direction should the education systems take in order to support the Aboriginal people?
7. Explain to students that in FNMI culture, learning includes the following key attributes: holistic, lifelong, experiential, rooted in traditional language, spiritually oriented, communal activity, and the integration of traditional and contemporary knowledge.
 8. Ask students to research these attributes and traditional forms of instruction. With this information, ask students to write a proposal regarding how these attributes can be integrated into the current education system so to promote inclusive education.
 9. Final proposals will be handed in for grading.

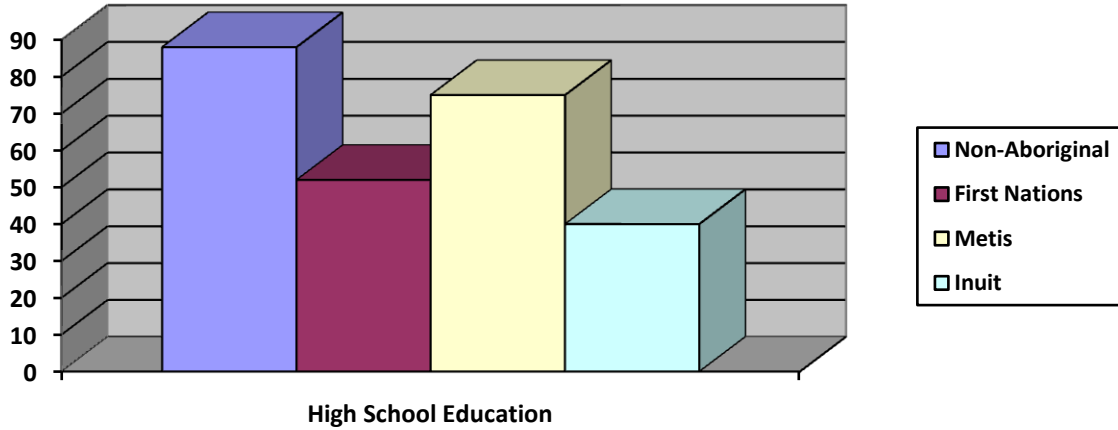
Take action to raise awareness about Aboriginal Education. Participate in Free The Children and Martin Aboriginal Education Initiative's campaign, Local Spotlight: Aboriginal Education. Check out www.weday.com/takeaction to get involved.

Blackline Master 2

Education Data

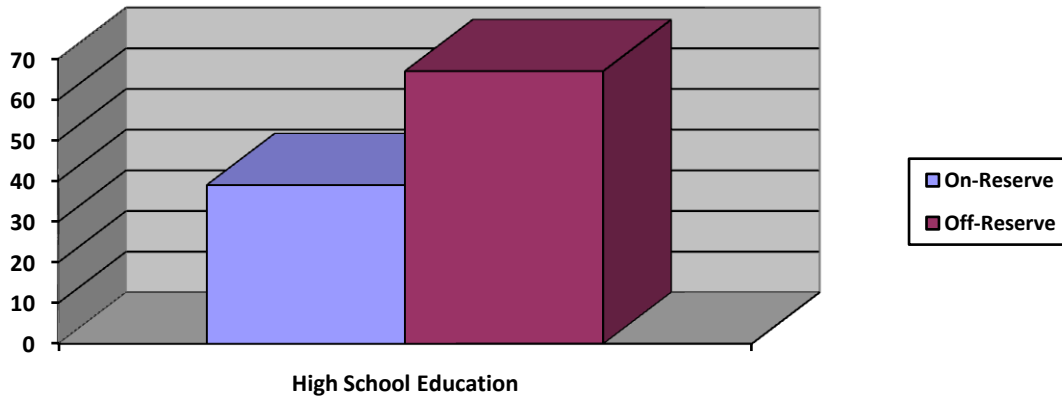
Graph a.

FNMI High School Completion Rates, Age 20-24, 2006



Graph b.

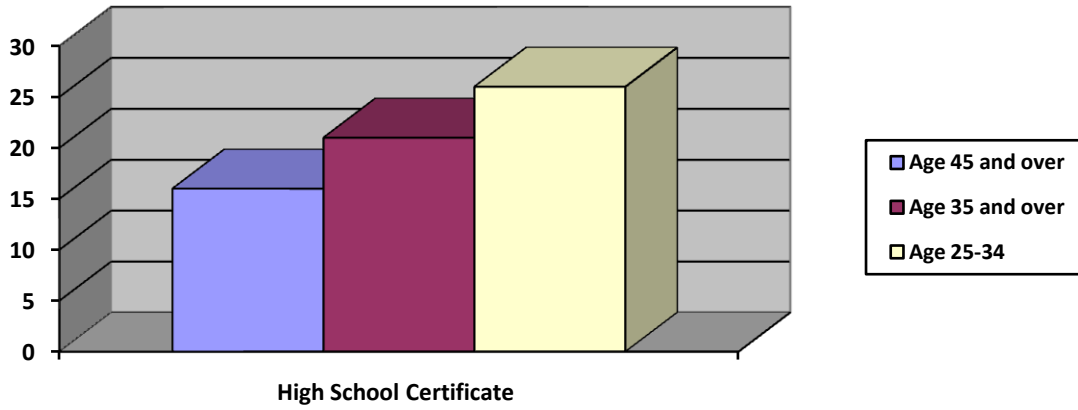
First Nations High School Completion Rates, Age 20-24, on/off reserve, 2006



Graph

c.

Percentage of FNMI Peoples who Achieved a High School Certificate, 2006



taken from 2006 Canadian Census

*Data