



Yukon First Nations Resource for Teachers 2021/2022



Photos on front cover, Top L-R: Duane Aucoin, Teslin Tlingit Council citizen drumming; Kaska Drummers, Ross River Dena Council; Dance group performance.

Bottom L-R: Scenery photos, YG Photo Library

First Nations Initiatives Branch

WHO WE ARE AND WHAT WE DO



English Name: Lori Duncan

First Nation: Ta'an Kwäch'än Council

Title: Assistant Deputy Minister (ADM), First Nations Initiatives

Phone: (867) 456-6752 **E-mail:** lori.duncan@yukon.ca

- Leads the development of strategic objectives, business plans and operating principles for the branch
- Provides leadership and direction in planning, developing and managing division programs, strategies and policies
- Directs the management of the human and financial resources of the division
- Develops relationships with internal, cross departmental and external stakeholders and partners
- Supports the DM by providing strategic options, comprehensive policy advice and recommendations

Ma sa iyati? Danch'e! Welcome to our home! My hope is that your experience and your journey here in the north will be rewarding for you. I encourage you to embrace all you can with regards to Yukon First Nations culture, language and teachings. First Nations are unique in the Yukon and know that this experience will enhance your knowledge. Please ask questions at any time. No question is a wrong question. Feel free to contact us at any time.



English Name: Vacant

First Nation:

Title: Director of First Nations Initiatives

Phone: (867) 393-6905 **E-mail:** @yukon.ca

- Provides leadership to professional and support staff for First Nations education programming
- Strengthens and maintains partnerships, plans and initiatives with Yukon First Nations & with other stakeholders
- Coordinates First Nations education initiatives with the goals and needs of First Nations & other stakeholders
- Represents Yukon Education's Schools & Student Services Branch for Indigenous Education at the Territorial and National levels



Traditional Name: Khàshdàxh Tlà

English Name: Ruby Grant

First Nation: Teslin Tlingit Council

Title: ADM Administrative Assistant

Phone: (867) 456-6752 **E-mail:** ruby.grant@yukon.ca

- Liaises with DM's office, senior officials from other departments and governments
- Organizes ADM and Director's calendars, schedules meetings, etc.
- Administers budget for First Nation Initiatives Branch
- Carries out administrative duties & processes finances for unit
- Handles and directs inquiries from First Nations and the public

Mâ sá iyati? (How are you? - Tlingit) Open your hearts and minds to embrace what our children have to teach you! Please call or email, I am here to assist you. Feel free to come to the office anytime so I can put a face to your name. We can talk and have coffee/tea if things aren't too busy. I look forward to the day our paths cross. Gu.aal kwshí k'idéin i yagiyeeyí kuwusteeeyik (I hope your day is well – Tlingit).

First Nations Initiatives Branch

WHO WE ARE AND WHAT WE DO



English Name: Danielle Sheldon

First Nation: Teslin Tlingit Council

Title: First Nations Policy Analyst

Phone: (867) 332-0647 **E-mail:** danielle.sheldon@yukon.ca

- Analyzes information and assesses the impact of alternative scenarios for Education and FN Education
- Develop research methodologies and collect relevant data and information and FN related material
- Prepare policy clarification documentation for Director and ADM
- Review public policy prospects about Education measures with a focus on FN outcome
- Reviewing Legislation, Policies, Statutes, and Regulation

Mâ sá iyatì? Welcome! Yukon offers a vast richness of First Nations language and culture. Get to know the community and what it has to offer. Make memories and take advantage of the “teachable moments!”



Traditional Name: Yaá Ndaḱin Yeit

English Name: George Bahm

First Nation: Teslin Tlingit Council

Title: First Nations Experiential Advisor

Phone: (867) 332-7004 **E-mail:** george.bahm@yukon.ca

- Advises and assists K-12 school staff throughout the Yukon in the effective delivery of a wide range of First Nations experiential education programs, on-land experiences, and culture camps
- Builds teachers' leadership capacity
- Advises on risk management, terrain/venues, and equipment

Mâ sá iyatì? Welcome to the Yukon! Our land, water, people, traditions and culture are of strength and beauty, may you find it in all that we do. Our elders teach us that the land is a teacher and healer, and to visit it often. I wish you well in your Yukon education journey and know that we are here to support you in anyway we can.



Traditional Name: LaSänMą

English Name: Sharon Shadow

First Nation: Champagne & Aishihik First Nations

Title: First Nations Language Coordinator

Phone: (867) 332-0653 **E-mail:** sharon.shadow@yukon.ca

- Assisting Yukon schools with YFN second language programming
- Coordinate learning resources to support YFN second language programming
- Support the revitalization and enhancement of Yukon First Nation Languages
- Keeping Yukon First Nation language teachers aware of new curricula, 2nd language acquisition theories/method and 2nd language teaching techniques

Dänch'e! It is with great pleasure that we welcome you to our homeland, Yukon. It is my dream and hope that Yukon First Nation languages return to our children and are spoken in our homes as our first language. Do not hesitate to contact the First Nations Initiatives Branch for assistance at any time.

First Nations Initiatives Branch

WHO WE ARE AND WHAT WE DO



English Name: Flora Asp

First Nation: Ojibway

Title: First Nations Secondary Curriculum Consultant

Phone: (867) 689-3129 **E-mail:** flora.asp@yukon.ca

- Coordinates curriculum projects
- Collaborates with First Nations education directors & Public Schools Branch curriculum consultants
- Coordinates contractors for curriculum and resource projects
- Provides community updates
- Collaborates with other jurisdictions

Boo shoo! Welcome! As a Yukon educator, and having a growth mindset, I am excited to keep learning and sharing the richness of the Yukon First Nations language and culture. The Truth and Reconciliation calls us to action and I am very privileged to be able to collaborate with you as we journey together and build relationships for a deeper respect and understanding of the Yukon First Nations ways of knowing, doing and being. Meegwetch! Thank you!



Traditional Name: Àk'w Tlâ

First Nation: Nisichawayasihk Cree Nation

English Name: Tammy Stoneman

Title: First Nations Elementary Curriculum Consultant

Phone: (867) 334-5080 **E-mail:** tammy.stoneman@yukon.ca

- Coordinates curriculum projects
- Collaborates with First Nations education directors & Public Schools Branch curriculum consultants
- Coordinates contractors for curriculum and resource projects
- Provides community updates
- Collaborates with other jurisdictions

Welcome to the Yukon! What a great educational journey you are about to embark on. Yukon has so much to offer so please embrace the time you will spend with our Elders, students, families and community members. Please contact us if there is anything we can support you with.



Scenery, YG Photo Library



Toboggan - Carmacks, YG Photo Library

Yukon Education, First Nations Initiatives Branch

The First Nations Initiatives (FNI) Branch (formerly known as First Nations Programs & Partnerships) was created by the Public Schools Branch of the Department of Education in August 2006. The specific objectives and expectations of the First Nations Initiatives Branch are to:

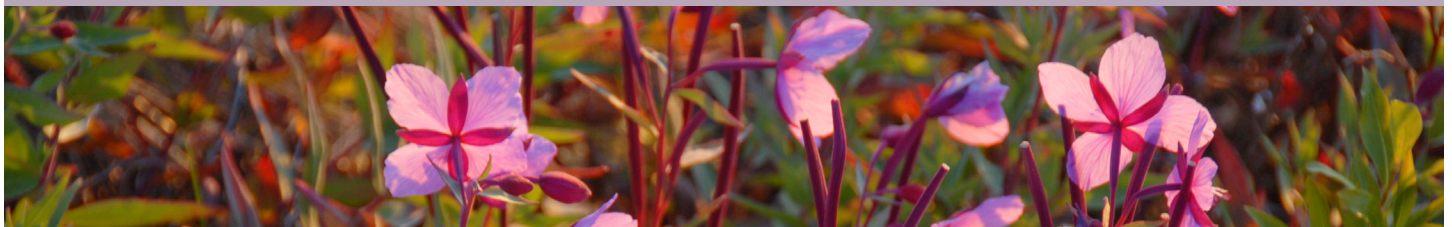
- Support the department's overall pandemic response.
- Collaborate with First Nations on actions to respond to the recommendations from the 2019 audit of K-12 programs in Yukon.
- Work with the Chiefs Committee on Education and Yukon First Nation Education Directorate to clarify and realize priorities for greater authority and control of education, including work toward establishing a Yukon First Nations School Board.
- Lead the development, funding and implementation of Education Agreements with all Yukon First Nations working in collaboration with ADMs from Policy and Partnership and Schools and Student Services.
- Work with Yukon First Nations and the staff of FNI to organize for effectiveness and update unit mandate, staffing and job descriptions.
- Advise senior managers within each unit of the department in the achievement of their reconciliation goal.

Yukon Education and the Territorial Government work with Yukon First Nations in a number of ways to create more culturally inclusive schools/classrooms and to improve the success of First Nation students.

The Yukon government entered into a Memorandum of Understanding on Education Partnership with Yukon First Nations and the Government of Canada, which has led to the creation of the Joint Education Action Plan (JEAP). In 2014, the department worked directly with Yukon First Nations and Council of Yukon First Nations to develop an implementation plan for the Joint Education Action Plan. This plan focuses on culturally inclusive schools, First Nations community priorities and capacity building, collaboration on protocols, evaluation, and closing the academic achievement gap through foundational support.

The department recognizes that Yukon First Nations are diverse peoples with unique needs and cultures. In developing school programs, the department works with organizations like the Council of Yukon First Nations (CYFN), Yukon Native Language Centre (YNLC), Yukon First Nations Education Directorate (YFNED), the Chiefs Committee on Education (CCOE) and the First Nations Education Commission (FNEC). It also engages directly with Yukon First Nations (YFNs) to determine how they prefer to work with us at the local school level.

These discussions have led in some cases to specific education agreements with 8 out of 14 YFN governments. Through these agreements, we work collaboratively on joint priorities to increase the success of First Nations students in their Traditional Territories. For example, through the Tr'ondëk Hwëch'in education agreement, we have accredited three cultural camps – First Hunt, First Fish and Spring Camp. We also have funding agreements in place with every YFN, these funds are to help build capacity and fund projects developed by the YFN.



Fireweed photo, YG Photo Library



Yukon First Nations

First Nations people have lived in the Yukon since time immemorial. In fact, evidence of what may be the oldest remains of human habitation of North America has been found in northern Yukon. During traditional times, First Nations people lived off the land, traveling on a seasonal round of fishing, hunting, trapping and gathering. This forged a connection to the land and its resources that continues to this day.

The territory's First Nations people have a profound connection with their culture and language. In recent years there have been extensive initiatives to record traditional place names, learn and preserve First Nations languages, and ensure that stories, songs and dances are passed down to the next generation.

According to the 2020 Yukon Bureau of Statistics, second quarter report, self-identified Yukon First Nations people make up about 20.3% of Yukon's population of 42,230 people. There are 14 First Nations in the territory, comprising approximately 8,591 people:

- Carcross/Tagish First Nation
- Champagne & Aishihik First Nations
- First Nation of Na-Cho Nyak Dun
- Kluane First Nation
- Kwanlin Dün First Nation
- Liard First Nation
- Little Salmon/Carmacks First Nation
- Ross River Dena Council
- Selkirk First Nation
- Ta'an Kwäch'än Council
- Teslin Tlingit Council
- Tr'ondëk Hwëch'in
- Vuntut Gwitchin Government
- White River First Nation

According to the 2019-2020 Education annual report, there were 5675 students enrolled in Yukon schools, of that 1689 self-identified as Indigenous students.

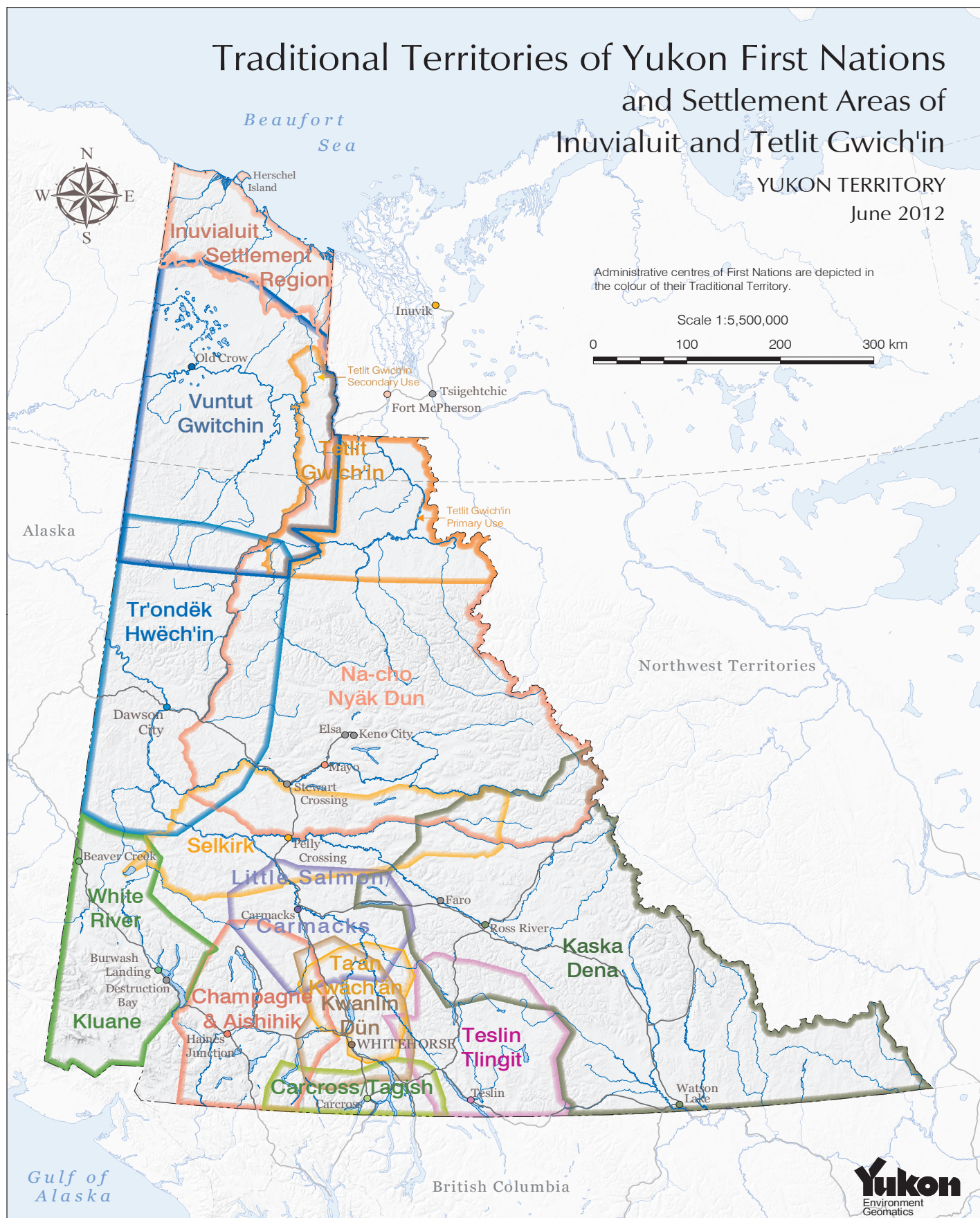
Today, Yukon First Nations people look to the future while continuing to honour their past. Like other Yukoners, they adapt to the challenges of living in the north. Land claim and self-government agreements have brought new opportunities in education, economic development, resource management and governance.



Traditional Territories of Yukon First Nations and Settlement Areas of Inuvialuit and Tetlit Gwich'in

YUKON TERRITORY

June 2012



Map ID: ENV.020.02

Yukon
Environment
Geomatics

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Source: 2012, Yukon Environment

http://www.env.gov.yk.ca/maps/media/uploads/pdf-maps/Traditional_Territories_ENV.020.02.pdf

Yukon First Nations Languages

"Each language contains an immense system of cultural knowledge including philosophy and spirituality, oral history, songs and dances, art, environmental systems and biodiversity, technical skills for survival, fishing, hunting and plant use, medical expertise, and significant cultural practices. The loss of a language is the loss of an enormous wealth of knowledge."¹ Language is a vital part of Yukon First Nations culture. Through the oral tradition, lessons, stories and songs were handed down to the next generation. In this way, traditions and culture were maintained. Teaching through oral tradition requires learners to develop strong listening and retelling skills.

There are eight recognized First Nations languages spoken in the Yukon. Seven are from the Athapaskan family which spreads from central Alaska through northwestern Canada to Hudson Bay. These seven are Gwich'in, Hän, Kaska, Northern Tutchone, Southern Tutchone, Tagish, and Upper Tanana. Tlingit, originating from coastal Alaska, is the language spoken by Yukon's inland Tlingit First Nations. While all Yukon First Nations languages are currently endangered, there are strong efforts throughout the Yukon to revitalize these languages and ensure that they continue to be spoken in the future. Each language group has distinct dialects, and many have more than one community residing within its larger nation.

Source: 2007, Yukon Native Language Centre



- Gwich'in
 - o Old Crow
 - o Fort Yukon (Alaska)
 - o Fort McPherson, (NWT)
- Hän
 - o Dawson City
 - o Eagle (Alaska)
- Kaska
 - o Ross River
 - o Watson Lake
 - o Lower Post (BC)
- Northern Tutchone
 - o Carmacks
 - o Pelly Crossing
 - o Mayo
 - o Beaver Creek
- Southern Tutchone
 - o Burwash Landing
 - o Destruction Bay
 - o Haines Junction
 - o Whitehorse
- Tagish
 - o Carcross
 - o Tagish
- Tlingit
 - o Carcross
 - o Teslin
 - o Atlin (BC)
- Upper Tanana
 - o Beaver Creek
 - o Northway (Alaska)
 - o Tetlin (Alaska)

WHAT CAN YOU DO?
Learn some common phrases in the language of the people within whose Traditional Territory you reside.

¹ Hinton, Leanne & Hale, Ken. (2001). *The Green Book of Language Revitalization in Practice*. San Diego & New York, USA: Academic Press.

Culturally Responsive Educational Practices for Yukon Teachers

Culturally responsive educational practices involve re-centering Yukon First Nations ways of knowing, doing and being into the curriculum, into teaching and throughout the learning experiences of students. Yukon teachers must recognize and acknowledge the culturally unique identities of each Yukon First Nation, as well as nurture each student's uniqueness, in order to create and facilitate effective, inclusive conditions for learning for all students. These guidelines are intended to provide support through insights and suggestions to ensure classrooms, teaching practices, and curriculum are intentionally designed to include Yukon First Nations histories, worldviews, languages, cultures, and perspectives, and to assist Yukon educators to engage and interact with Yukon First Nations students, parents, families and communities.

Specifically, teachers' need to:

- Ensure that Yukon First Nations experiences are honored and reflected in the curriculum and instructional practices
- Identify and remove cultural and historically inaccurate or biased material about Yukon First Nations
- Select resources that are authentic, accurate, and affirm the relevance of Yukon First Nations knowledge and place in history
- Engage and interact with Yukon First Nations students, parents, families, and communities

What Yukon Educators Need to Know:

- The legacy of Residential School and various forms of First Nations educational institutions have resulted in traumatic effects on multiple generations
- The "Sixties Scoop" has compounded the effects of separation of children and families
- Yukon First Nation 'ways of knowing, doing and being' are as diverse and as different as the culture and languages through which the knowledge is passed along
- Infusion of Yukon 'ways of knowing, doing and being' is vital to the process of overcoming the dominance of Eurocentric thought and belief systems within the educational system
- 'Indigenizing the curriculum' by embedding Indigenous content and perspectives into the curricula and teaching practices begins to transform the colonial construction
- Singling out, or "spotlighting" First Nations students for being First Nations, which might include assuming they are experts in their culture and language is intimidating and unfair
- Developing culturally safe learning environments benefits students and educators:
- Students, more likely, respond positively to learning opportunities when they feel safe, respected and feel their perspectives are valued
- Improved attendance generally leads to more engaged students



Culturally Responsive Educational Practices for Yukon Teachers cont.

What Yukon Educators Can Do:

Building Relationships:

The importance of building relationships with students, parents, families and the communities of your students cannot be emphasized enough. These connections are necessary for the mental, emotional, physical and spiritual success and well-being of First Nations students. Below are some strategies to build those connections:

- Invest time outside the classroom to build relationships with Yukon First Nation students
- Use the 'talking circle' to facilitate better communication
- Recognize that student attendance and/or absenteeism is not a reflection of a lack of commitment to school, but is about circumstances that may include, daycare issues or family illness, Potlatch and harvesting
- Know the make-up of your class and which students are First Nations, Métis, or Inuit
- Create a learning partnership with parents/guardian of your students through regular communications home about the strengths as well as the challenges of the students
- Provide a supportive environment for parent participation in all aspects of their children's education, including subsistence activities on the land and water. Engage parents in school/classroom activities as much as possible
- Consider the traditions, stories and teachings of each community
- Be an ally and partner for social change, removing barriers and creating conditions for learning that are beneficial for all First Nations students

Making Connections to the Community:

- Learn about the Yukon First Nation's government and local traditional knowledge by talking and listening to Elders, Knowledge Keepers and resource people. Publications and Internet sites provide additional information.
- Connect with the First Nation Education Director; Community Education Liaison Coordinator (CELC) or Education Support Worker (ESW) as a first link between school, community and your student's family.
- Keep in mind that some First Nations people use conversational pauses that are longer than most English speakers are used to. Also, First Nations people often take the time to fully consider a question and their response before answering. Therefore, it is important to provide adequate time for responses during conversations.
- Ensure that your own professional development includes learning about oral traditions and culture. Participate in learning opportunities provided by the local First Nation, such as, community orientation, adult language classes, cultural camps, beading and other workshops or circles, etc.
- Learn some of the YFN language spoken in your community. For online language lessons check the Yukon Native Language Centre (YNLC) website at www.ynlc.ca
- Take guided fieldtrips by members of a Yukon First Nation community to important local cultural sites, for example, Kwaday Dan Kenji - Long Ago Peoples Place, Champagne; Yukon Museums; Roddy's Camp at Yukon University; and Kwanlin Dūn Cultural Centre in Whitehorse.

Use Culturally Responsive practices in assessment and evaluation:

- Use assessment and evaluation practices that are inclusive, fair and authentic (see Communicating Student Learning Apple iBook for further ideas)
- Use portfolios to showcase student learning with parents, Elders, educators, community members
- Highlight learning that happens both in/out of school and on the land
- Voice, choice and agency are central to deep learning

Culturally Responsive Educational Practices for Yukon Teachers cont.

Nurture Identity:

- Acknowledge each First Nation's traditional territory as a way of honoring and showing respect for the people who have been living and working on this land for centuries
- Indigenize the curriculum and infuse course content with traditional knowledge
- Identify, and work collaboratively with resource people and guest speakers, such as Elders and Knowledge Keepers, to provide culturally relevant learning experiences
- Include storytelling and traditional practices in your teaching plan
- Include works in the humanities curriculum by Yukon First Nations authors and artists
- Incorporate a holistic approach to encourage interdisciplinary learning
- Re-center Yukon First Nations content into different disciplines. Yukon First Nations teachings should not be viewed as a supplementary but an equal and vital way of knowing. For example, Yukon First Nations stories as part of Language Arts; ethnobotany and ethnozoology as part of biology (Elder or Knowledge Keeper can speak on this); Yukon First Nations world views as part of Social Studies

Strengthen Prior Knowledge and Understanding:

- Become familiar with the Truth and Reconciliation Commission's calls to action, including the Education and Reconciliation mandates
- Visit the local First Nation cultural center, and the staff at the local First Nations' Education and Heritage Departments to learn more about your area
- Learn to facilitate the Blanket Exercise
- Read the historic Yukon First Nations document, Together Today for our Children Tomorrow

Ensure Culturally Responsive Learning and Teaching Practices:

- Use instructional strategies that are based on your students' cultural and environmental experiences. Include the four domains - mental, physical, spiritual and emotional - when developing learning experiences for your students
- Land and water is integral to Yukon First Nations traditions. It is a source of food, clothing, shelter and spirituality. Focus on experiential, place based learning experiences rather than reliance on teacher-led discussions focused on texts
- Incorporate healthy and positive messages about cultural identity. This is critical to provide a sense of connection for students
- Design language and culture enhancing activities can help reconnect students to their cultural roots from which they may have become disengaged and help them develop a sense of pride in who they are
- Ensure that when combining traditions and teachings, you are clear about where these traditions are coming from. It is disrespectful to mix them into one mythical pan-Aboriginal cultural traditions
- Educators would be wise to examine their own practices that can extend flexibility, choice and voice to students
- Students want personalization of programming not automation
- Engage and work with local First Nation affiliated with your school

As we travel our journey together,
it is our hope that these guidelines provide support
in your work to bring culturally relevant resources
and practices to your classroom.

Working with Elders: A Checklist

Elders are highly revered and respected people; they are community mentors who provide invaluable support and guidance. In Yukon First Nation cultures, Elders play an essential role in the education of children. They pass on traditional teachings and values through their stories and are considered community role models. It is important to make effective use of local expertise whenever local cultural knowledge is being addressed in the curriculum.

When an Elder, or anybody else, speaks to your students, it is important to follow community protocol. In most communities it would be appropriate to respect Elders and knowledgeable people in the following ways:

- ☐ Contact your First Nation Education Director, Community Education Liason Coordinator (CELC) or Education Support Worker (ESW) for support and additional knowledge on community protocols;
- ☐ Contact the Elder you wish to invite to your classroom in person;
- ☐ Allow the Elder some time to think about the offer, do not expect an answer immediately;
- ☐ If the Elder agrees, arrange a time to meet in person to explain what the topic is, and work with the Elder to find out what they want to teach and develop the plan together;
- ☐ Help your students generate questions pertaining to the topic ahead of time for the Elder;
- ☐ When possible, arrange for payment to be ready when the Elder or other community members come to work with your students (School Growth Planning funds are available for this payment);
- ☐ Call the Elder the day before to confirm;
- ☐ Arrange for a helper;
- ☐ Make sure there is transportation for the Elder;
- ☐ Open up the environment so the Elder can move freely;
- ☐ Put desks and chairs in a circle with the Elder in a comfortable chair;
- ☐ Help the Elder to sit comfortably;
- ☐ Offer tea and refreshments;
- ☐ Help your students greet the Elder respectfully and if possible in his or her language;
- ☐ Wait for the Elder to speak;
- ☐ Reflect on ways to present traditional stories, songs and dances in the most dynamic and authentic way possible;
- ☐ Consider having the class meet with the Elder in an environment outside the classroom, such as culture camps, local cultural centers, the local community hall;
- ☐ Present the Elder with a gift as a thank you. For example a card made by the students, food items or a small handmade gift.



(L-R) Late Elder Johnny Johns, Carcross/Tagish First Nation; Former Chief Dan Cresswell, Carcross/Tagish First Nation; Elder Percy Henry, Tr'ondëk Hwëch'in. YG Photo Library

Localized Yukon Curriculum

Students' learning needs differ and they learn in different ways. British Columbia and other jurisdictions across Canada, including Yukon and around the world have moved to personalized learning, which puts the student at the centre of learning. Contemporary learning and instruction require that we shift the focus from primarily what students need to know, to how they learn and understand. To facilitate real learning, students need to see themselves and their experiences in what they are learning and in their learning environments. In the localized curriculum, Yukon First Nations ways of knowing, doing and being is both explicit and implicit and it reflects the ways Yukon students learn – in the classroom, in the community and on the land and water. All students K-12, will learn about Yukon First Nations cultures, knowledge, histories and truth and reconciliation, as they are taught in ways that respect where the students are as learners and as citizens of their communities.

During the 2017/18 school year First Nations Initiatives in collaboration with the Yukon First Nations Curriculum Working Group, Educational Consultants, Yukon First Nations, and Yukon educators worked on localizing Kindergarten to grade 9 of B.C.'s curriculum so that it is specific to Yukon. The majority of the changes provide clarity on the nature of the intended scope of the curriculum and provide additional supports to educators as they embed Yukon First Nations ways of knowing, doing and being into their programming. These may be definitions, explanations, examples or information to provide clarity when required. It is important to note that once an educator is working with the localized Yukon curriculum it's important the curriculum be further localized when they are working in a community. A first draft of the K-9 localized Yukon curriculum will be field tested during the 2020-21 school year where a group of teachers will be able to implement in their classroom programming and provide feedback.

Below is an example of the changes made to create Yukon's curriculum using grade 5 Social Studies.

Students are expected to **know** the following:

The changing nature of Canadian immigration over time:

Sample topics:

- Changing government policies about the origin of immigrants and the number allowed to come to Canada
- Immigration to **Yukon**, (including East and South Asian)
- The contributions of immigrants to **Yukon** and Canada's development (e.g., Alaska Highway workers, Gold Rush seekers, Chinese railway workers, African American highway workers, Sikh loggers, Eastern European farmers, British investors)
- Push and pull factors (different forms of transportation)
- Settlement pattern
- Growth of cities, provinces, and territories as a result of immigration
- Impacts of immigration of **Yukon First Nations** (including relocation)

Key questions:

- Why did East and South Asians come to **Yukon** and Canada, and what challenges did they face?
- How has Canada's identity been shaped by the immigration of individuals from a wide range of ethnic and cultural backgrounds?
- What were the impacts that immigration had on **Yukon First Nations**?

Past discriminatory government policies and actions, such as the Chinese Head Tax, the Komagata Maru incident, residential schools, and internments:

Sample topics:

- Historical wrongs against East and South Asian immigrants
- Indian Act

Localized Yukon Curriculum cont.

- Head Tax on Chinese immigrants
- Treatment of Doukhobors
- 1884–85 famine
- 1907 Anti-Asian Riots
- Japanese and German internments
- Reduction or relocation of **Yukon First Nations** people
- Ethnic minorities denied the vote

Key questions:

- What types of discrimination have immigrants to Canada faced (e.g., cases of systemic discrimination by local, provincial, and federal levels of government)?
- How might Canadian society be different today if exclusionary policies toward immigrants from East and South Asia had not been developed during certain periods of history?
- What effects did residential schools have on **Yukon First Nations** families and communities?

Human rights and responses to discrimination in Canadian society:

Sample topics:

- Canadian Charter of Rights and Freedoms
- LGBTQ2S+ rights and same-sex marriage
- Missing & Murdered Indigenous Women and Girls
- Gender equity
- Racism
- Religious freedoms
- Freedom of speech
- Language rights
- **Yukon First Nations** language revitalization
- Protest movements
- Examples of individuals who have fought for change and spoken out against injustice
- Key provisions of the Canadian Charter of Rights and Freedoms
- The role of the Charter in establishing equality and fairness for all Canadians (e.g., addressing cases of discrimination)

Levels of government (Yukon First Nations, federal, provincial, and municipal), their main functions, and sources of funding:

Sample activities:

- Distinguish between the different levels of government in Canada: municipal, provincial, territorial, federal.
- Summarize the responsibilities of government (e.g., providing and administering services, making laws, collecting and allocating taxes).
- Through role-play, simulation, or case study, examine the election process (e.g., different political parties, voting).

Sample topics:

- Key roles within provincial, territorial, and federal governments in Canada (e.g., premier, prime minister, MLA, MP, speaker, Lieutenant-Governor, Governor General; cabinet, senate, government ministries, **Yukon First Nations** governments and local leaders)



Localized Yukon Curriculum cont.

- Elected and appointed provincial and federal government leaders in Canada (e.g., local MLA and MP, local **Yukon First Nations** leaders, premier of **Yukon**, Commissioner of **Yukon**, prime minister, Governor General)

Key question:

- Which level of government has the most effect on your daily life?

Participation and representation in Canada's system of government:

Sample topics:

- Representative versus direct democracy
- Electoral boundaries
- Political parties
- Electoral process
- Alternative voting systems
- **Yukon First Nation** governance

Resources and economic development in different regions of Canada:

Sample activities:

- Use maps to describe the location of natural resources in Canada in relation to characteristics of physical geography (e.g., fish on the coasts, mineral resources in the Canadian Shield).
- Identify significant natural resources in **Yukon** and Canada, including:
 - fish and marine resources
 - forests
 - minerals (e.g., diamonds, gold, asbestos, tin, copper)
 - energy resources (e.g., natural gas, petroleum, coal, hydro)

Key questions:

- What natural resources are most important to the economy of your community?
- How has technology affected the discovery, extraction, processing, and marketing of selected natural resources?

Yukon First Nation land ownership and use:

Sample topics:

- Land claims and treaties
- Burial grounds
- Housing
- Hunting and fishing
- Land claims disputes

Key questions:

- How do **Yukon First Nations** balance economic development with traditional uses of the land and water?
- How fair has **Yukon's** Self-Government process been? Explain your answer.



Scenery, YG Photo Library

Residential School Curriculum

The department is committed to recognizing the history, experiences and impacts of residential schools across Canada and continues to develop resources to educate younger generations about this difficult and complicated chapter of our history. Since 2015 an Indian residential schools unit has been a mandatory part of Social Studies 10 in Yukon schools.

The First Nations Initiatives Branch consultants in partnership with the First Nations Elder representatives on our Curriculum Working Group, former residential school students, health support workers and teachers, developed a kit to provide support for this unit which includes a teacher's guide, a digital collection of stories, videos and electronic resources, a timeline of events, and a collection of fiction and non-fiction books with a Yukon focus, including Tr'ëhuhch'in Năwtr'udăh'ą ("Finding Our Way Home").

A 2-3 day training session is provided to all Yukon SS10 teachers to better prepare them to teach this sensitive unit. Trained Health support workers; the Committee on Abuse in Residential School (CAIRS) and Health Canada are available to support teachers, students and communities as the unit is introduced.



Northern Lights, YG Photo Library

Community Contacts

Community Education Liaison Coordinators (CELC) and Education Support Workers (ESW) are often a teacher's first contact with the First Nations community. CELCs and ESWs are employees of their respective First Nations, making them an integral part of school communities and providing an important link between the school and the First Nation. CELCs and ESWs provide several services, including:

- Supporting First Nations students, parents and teachers;
- Recommending referrals for First Nations students to outside support agencies;
- Assisting with planning and securing resource people within the community for lesson and unit plans;
- Providing guidance pertaining to First Nations curriculum content;
- Planning and providing workshops and training related to cultural relevancy; and
- Acting as a liaison between the school and the community.

WHAT CAN YOU DO?
Upon arrival at a school, introduce yourself to the CELC, or ESW and the First Nations language teacher.

Community Education Liaison Coordinators (CELC), Education Support Workers (ESW) 2021/2022

First Nation	Name	Title	E-mail	Community	Phone
Carcross/Tagish First Nation	Leona Bryden	ESW	leona.bryden@ctfn.ca	Carcross	332-0976
	Patricia Baker	ESW	patricia.baker@ctfn.ca	Whitehorse	332-0360
Champagne & Aishihik First Nations	Margaret Chiblow	ESW (K-12)	mchiblow@cafn.ca	Haines Junction	634-5244
	Anya Braeuner	ESW (8-12)	abraeuner@cafn.ca	Whitehorse	332-0646
	Mylenne Ramos	ESW (K-7)	mramos@cafn.ca	Whitehorse	334-6674
First Nation of Na-Cho Nyak Dun	Geri-Lee Buyck	A/ESW	student.advocate@nndfn.com	Mayo	996-2275
Kluane First Nation	Vacant		education.coordinator@kfn.ca	Burwash Landing	841-4274 ext. 245
Kwanlin Dün First Nation	Christine Pottie	CELC (K-7)	christine.pottie@kdfn.net	Whitehorse	667-5992 334-4838
	Brandie Chetcuti	CELC (8-12)	brandie.chetcuti@kdfn.net	Whitehorse	667-8044
Liard First Nation	Vacant	CELC	celc.worker@liardfirstnation.ca	Watson Lake	536-2501 334-3161
Little Salmon Carmacks First Nation	Elizabeth Skookum	CELC	elizabeth.hawkins@lscfn.ca	Carmacks	863-5371
Ross River Dena Council	Vacant	CELC		Ross River	969-2216
Selkirk First Nation	Julia Joe	CELC	joejulia@selkirkfn.com Julia.joe@gmail.com	Pelly Crossing	537-3008
Ta'an Kwäch'än Council	Kaitlyn Sivester	ESW	educationsupport@taan.ca	Whitehorse	668-3613 ext. 401
	Ben Monkman	YOSW	youthsupport@taan.ca	Whitehorse	334-8306
Teslin Tlingit Council	Lenora Minet	ESW (8-12)	lenora.minet@ttc-teslin.com	Whitehorse	335-9391 667-8665 ext. 247
	Robin Smarch	ESW (K-9)	robin.smarch@ttc-teslin.com	Teslin	390-2570 390-2532 ext. 321
Tr'ondëk Hwëch'in First Nation	Victoria Mcleod	ESW (K-7)	victoria.mcleod@trondek.ca	Dawson City	993-3774
	Jen Kehoe	ESW (8-12)	jen.kehoe@trondek.ca		993-3997
	Hannah Findlay-Brook	CELC (K-7)	hannah.findlay-brook@trondek.ca		993-4204
	Aurora Knutson	CELC (8-12)	aurora.knutson@trondek.ca		993-4205
Vuntut Gwitchin Government	Vacant	ESW	esw1@vgfn.net	Old Crow	966-3221
	Glenna Tetlich	ESW	esw2@vgfn.net	Whitehorse	334-5878 667-8665 ext. 308
White River First Nation	Vacant	CELC	celc.@wrfn.ca	Beaver Creek	862-7802



Yukon First Nations Governments

First Nation	Community	Phone	Website
Carcross/Tagish First Nation	Carcross	(867) 821-4251	www.ctfn.ca
Champagne & Aishihik First Nations	Haines Junction	(867) 634-4200	www.cafn.ca
	Whitehorse	(867) 668-3627	
First Nation of Na-Cho Nyak Dun	Mayo	(867) 996-2265	www.nndfn.com
Kluane First Nation	Burwash Landing	(867) 841-4274	www.kfn.ca
Kwanlin Dün First Nation	Whitehorse	(867) 633-7800	www.kwanlindun.com
Liard First Nation	Watson Lake	(867) 536-5200	www.liardfirstnation.ca
Little Salmon Carmacks First Nation	Carmacks	(867) 863-5576	www.lscfn.ca
Ross River Dena Council	Ross River	(867) 969-2278	www.rossriverdenacouncil.ca
Selkirk First Nation	Pelly Crossing	(867) 537-3331	www.selkirkfn.com
Ta'an Kwäch'än Council	Whitehorse	(867) 668-3613	www.taan.ca
Teslin Tlingit Council	Teslin	(867) 390-2532	www.ttc-teslin.com
Tr'ondëk Hwëch'in	Dawson City	(867) 993-7100	www.trondek.ca
Vuntut Gwitchin Government	Old Crow	(867) 996-3261	www.vgfn.ca
White River First Nation	Beaver Creek	(867) 862-7802	www.whiteriverfirstnation.com



Łu Ghq Chua, Kluksu Creek, Yukon



Dena Cho, Ross River, Yukon



Teslin Tlingit Heritage Centre, Teslin, Yukon



Carcross, Yukon



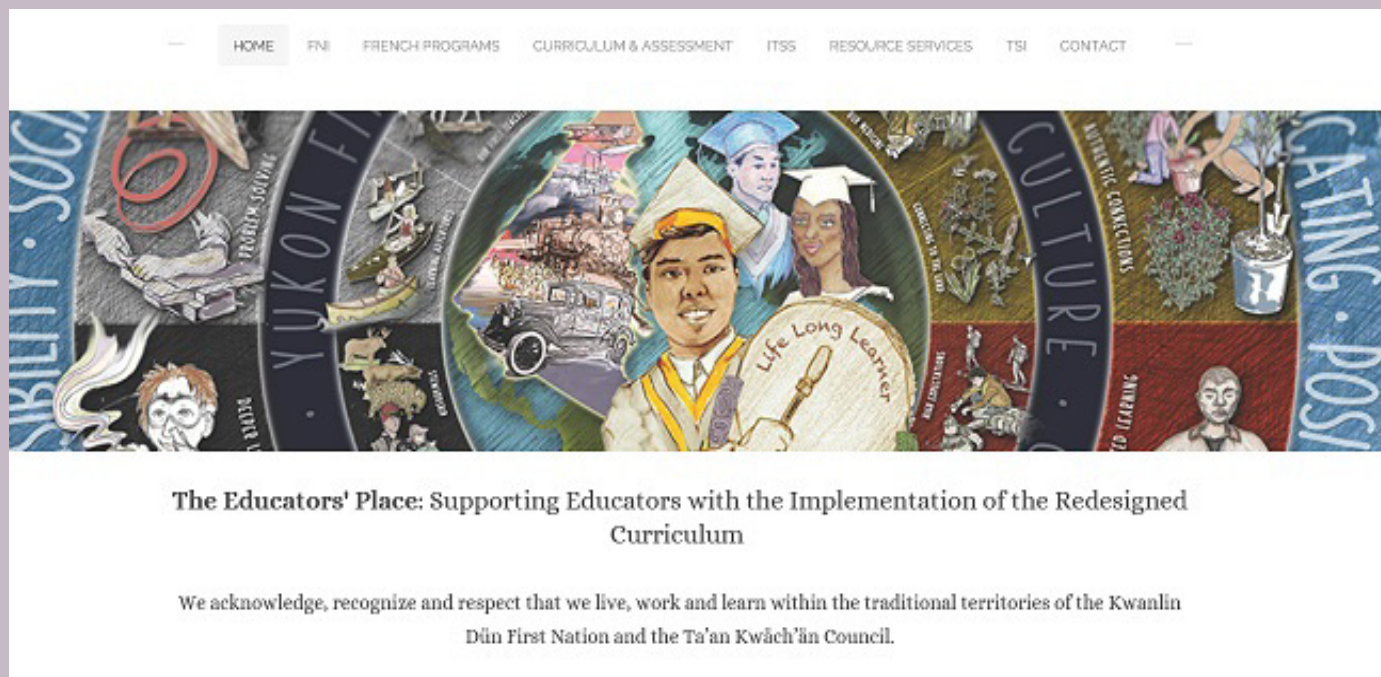
Dawson City, Yukon

Curriculum, Resources and Supports Website Links

lss.yukonschools.ca

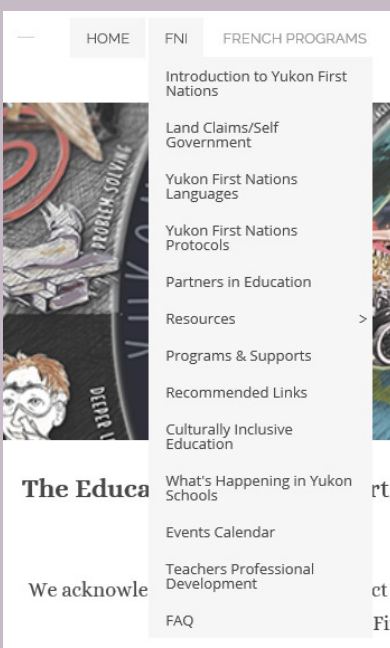
This link provides access to information, resources and individuals to help you have a successful school year, as well as links to the different units in education:

- First Nations Initiatives (FNI)
- Curriculum & Assessment
- Resource Services
- French Programs
- Information Technology & Support Services (ITSS)
- Technology & Student Information (TSI)



The screenshot shows the website header with navigation links: HOME, FNI, FRENCH PROGRAMS, CURRICULUM & ASSESSMENT, ITSS, RESOURCE SERVICES, TSI, CONTACT. Below the header is a large banner image featuring a collage of educational and cultural elements, including a graduation cap, a person holding a drum, and various text elements like 'YUKON FI', 'CULTURE', and 'LIFE LONG LEARNER'. Below the banner, the text reads: 'The Educators' Place: Supporting Educators with the Implementation of the Redesigned Curriculum'. Further down, a statement acknowledges the traditional territories of the Kwanlin Dün First Nation and the Ta'an Kwäch'än Council.

lss.yukonschools.ca/fni



The screenshot shows the website header with navigation links: HOME, FNI, FRENCH PROGRAMS. Below the header is a sidebar menu with the following items: Introduction to Yukon First Nations, Land Claims/Self Government, Yukon First Nations Languages, Yukon First Nations Protocols, Partners in Education, Resources, Programs & Supports, Recommended Links, Culturally Inclusive Education, What's Happening in Yukon Schools, Events Calendar, Teachers Professional Development, and FAQ. The main content area is partially visible, showing the text 'The Educa' and 'We acknowle'.

resourceservices.gov.yk.ca



The screenshot shows the website header with the title 'Resource Services' and the tagline 'Making resource-based education a reality in Yukon schools'. Below the header is a sidebar menu with the following items: Welcome, Media Collection, Providing Quality Resources for Yukon Schools, Curriculum Materials, School Library Support, Home Educators, Other Information, Yukon Links, and Quick Links. The main content area is partially visible, showing the text 'Resource Services provides Yukon students, teachers, teacher-librarians, and administrators with quality curriculum resources and supplementary materials that support learning.' and 'Resource Services is responsible for a media collection, curriculum materials, and school libraries support.'

Màhsi' choo (Gwich'in)

Màhsi' cho (Hän)

Máhsin cho (Northern Tutchone)

Tsin'jj choh (Upper Tanana)

Sógá sénlá' (Kaska)

Shàw níthän (Southern Tutchone)

Gunat̓chîsh (Tlingit - Teslin)

Gunalchéesh (Tlingit - Carcross)

Shro neethun (Tagish)

Thank you



**First Nations Initiatives Branch
Department of Education
Government of Yukon**

PO Box 2703 (E-21)
Whitehorse, Yukon
Canada Y1A 2C6

Physical Address: 1000 Lewes Blvd.

Phone: (867) 456-6752

Toll free (In Yukon): 1-800-661-0408, ext. 6752

Email: ruby.grant@yukon.ca

Website: <http://lss.yukonschools.ca/fni.html>

