

Personal Growth & Exploration



Curriculum

PRACTITIONER GUIDE

LBS LEVELS 4 AND 5

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INTRODUCTION

The struggle for identity is an issue today for many Native people. Many of the learners coming into our programs are facing this battle.

The after effects of the residential school system, the adoption practises of the 1950's and 60's and even earlier, the restriction of traditional and cultural practises and ceremonies, have left a generation (or more) of Native people without an understanding of who they are.

This guide will attempt to help the learner gain a better picture of their roots, their past, their culture and take them forward into the present and the issues facing Native peoples within Canada.

The activities will focus on the 9 essential skills as well as the basic reading, writing and numeracy skills our learners need, and also pride and self esteem in the knowledge gained about themselves as a people.

Understanding Essential Skills

What are Essential Skills in Canada?

Essential skills are the basic skills that help people deal with the increasing and ever-changing demands of home, work and community life. People say they are the “Velcro” to which other learning and training sticks.

Essential skills help people advance in the workforce, take advantage of new opportunities, take a more active role in their community and successfully deal with daily tasks.

Human Resources Canada adopted nine essential skills people require for home, work and community life. Canada is not alone in using essential skills. Other countries use them too, however their list of essential skills may be slightly different.

Why Essential Skills?

Essential skills development is much more than work-skills training. It is important that literacy practitioners, employers and others recognize that developing essential skills can be very positive for adult learners and employees.

Research indicates that essential skills development is associated with:

- Greater independence
- Increased self-respect
- Effective problem solving and communication
- Better overall health and well-being
- Higher learning and earning potential
- An increased ability to use technology
- Flexibility and the capacity to adapt to change

This is a direct excerpt from the HRDSC website. For more information and a complete list of the 9 essential skills please go to: http://srv108.services.gc.ca/english/general/home_.shtml

RESOURCES

LIST OF FIRST NATION LIBRARIES

Many of the books listed under resources can be found at most First nation Libraries and many of the First Nation Libraries are set up for inter library loans. Please do not hesitate to call any of these libraries. The First Nation Librarians would be more than happy to help you. If these resources are not available to you most of the books can be purchased at Goodminds.com, either online at <http://www.goodminds.com> or by phone at 1-877-862-8483.

First Nation Public Libraries, Ontario Locations and Phone Numbers		
Akwesasne First Nation	Hogansburg, NY	(518)358-2240
Alderville First Nation	Alderville, ON	(905)352-2488
Algonquins of Pikwakanagan First Nation	Golden Lake, ON	(613)625-2402
Anishinabek of Wauzhushk First Nation	Wauzhushk Onigum Nation, ON	(807)548-3333
Atikameksheng Anishnawbek First Nation	Naughton, ON	(705) 692-9901
Aundeck Omni Kaning First Nation	Little Current, ON	(705)368-3696
Beausoleil First Nation	Christian Island, ON	(705)247-2255
Big Grassy First Nation	Morson, ON	(807)488-5916
Bkejwanong First Nation	Wallaceburg, ON	(519)627-7034
Chippewa of the Thames First Nation	Muncey, ON	(519)289-2176
Chippewas of Georgina Island First Nation	Georgina Island, ON	(705)437-4327
Chippewas of Kettle and Stony Point First Nation	Kettle Point, ON	(519)786-2955
Chippewas of Rama First Nation	Rama, ON	(705)325-3611 x 1407
Constance Lake First Nation	Calstock, ON	(705) 463-1199
Curve Lake First Nation	Curve Lake, ON	(705)657-3217
Delaware Nation First Nation	Thamesville, ON	(519)692-3411
Dokis First Nation	Dokis, ON	(705)763-2511
Garden River First Nation	Garden River, ON	(705)946-3933
Henvey Inlet First Nation	Pickerel, ON	(705)857-2331
Iskatewizaagegan #39 First Nation	Shoal Lake, ON	(807)733-3621
Kanhiote Tyendinaga Territory First Nation	Tyendinaga, ON	(613)967-6264
Lac Seul First Nation	Lac Seul, ON	(807) 582-3420
Magnetawan First Nation	Britt, ON	(705)387-2477
Mattagami First Nation	Mattagami, ON	(705)894-2003
M'Chigeeng First Nation	M'Chigeeng, ON	(705)377-5540
Michipicoten First Nation	Wawa, ON	(705)856-1993 x 219
Mississauga First Nation	Blind River, ON	(705)356-5335
Mississaugas of New Credit First Nation	Hagersville, ON	(905)768-5686
Mississaugas of Scugog Island First Nation	Port Perry, ON	(905) 985-1826 ext. 222
Naotkamegwaning First Nation	Pawitik, ON	(807) 226-5710

Ninda - Kikaendjigae - Wigammik First Nation	Warton, ON	(519)534-1508
Nipissing First Nation	Garden Village, ON	(705)753-2050 x 1232
North Caribou Lake First Nation	Weagamow Lake, ON	(807)469-1288
Ojibways of Onigaming First Nation	Nestor Falls, ON	(807)484-2612
Ojibways of the Pic Rivers First Nation	Heron Bay, ON	(807)229-0630
Oneida First Nation	Southwold, ON	(519)652-3271
Pic Mobert First Nation	Mobert, ON	(807) 822-1594
Rainy River First Nation	Emo, ON	(807)482-2479
Sachigo Lake First Nation	Sachigo Lake, ON	(807)595-2526
Sagamok Anishnawbek First Nation	Massey, ON	(705)865-2970
Saugeen First Nation	Saugeen, ON	(519)797-5986
Seine River First Nation	Mine Center, ON	(807)599-2870
Serpent River First Nation	Cutler, ON	(705)844-2009
Shawanaga First Nation	Nobel, ON	(705)366-2029 x 23
Sheshegwaning First Nation	Sheshegwaning, ON	(705)283-3014 x 23
Six Nations First Nation	Ohsweken, ON	(519)445-2954
Temagami First Nation	Lake Temagami, ON	(705)569-2945
Thessalon First Nation	Thessalon, ON	(705)842-1258
Wahta Mohawks First Nation	Wahta Mohawk Territory, ON	(705)762-2354
Wasauksing First Nation	Parry Sound, ON	(705)746-2531 x 2263
Whitefish River First Nation	Birch Island, ON	(705)285-0028
Wikwemikong First Nation	Wikwemikong, ON	(705)859-2692

HISTORY AND CULTURE

Internet:

<http://www.aboriginalcanada.gc.ca/acp/site.nsf/eng/ao26711.html>

This page on the Aboriginal Canada Portal gives many links to Heritage and Traditions

<http://www.aboriginalcanada.gc.ca/acp/site.nsf/eng/ao20024.html>

This page contains much information and links to other sites for many topics pertaining to First nation People in Canada

<http://www.collectionscanada.gc.ca/aboriginal/index-e.html>

Library and archives site

<http://www.collectionscanada.gc.ca/genealogy/022-607.002.01.01-e.html>

Canadian genealogy centre. A guide to researching your aboriginal ancestry at the Library and Archives Canada.

<http://www.collectionscanada.gc.ca/stories/020020-1100-e.html>

First Nations Oral Tradition-Past experiences and Practices

<http://www.ainc-inac.gc.ca/index-eng.asp>

Indian and Northern Affairs Canada

<http://www.aboriginalaffairs.gov.on.ca/english/default.asp>

homepage for the Ministry of Aboriginal Affairs

<http://www.collectionscanada.gc.ca/genealogy/022-607.002.01.01-e.html>

Canadian genealogy centre. A guide to researching your aboriginal ancestry at the library and Archives Canada.

<http://www3.nfb.ca/enclasse/doclens/visau/index.php?mode=theme&language=english&theme=30661&film=13896&excerpt=612098&submode>

Aboriginal Perspectives: A site for high school and upper elementary students and teachers that features National Film Board of Canada documentaries by and about Canada's Aboriginal peoples.

Books:

Ahenakew, Freda and H.C. Wolfart “**Our Grandmother’s Lives as told in Their Own Words**” Fifth House Publishers, Saskatoon, Saskatchewan, 1992. ISBN 0-920079-81-4

A collection of reminiscences and personal stories that tell about the daily lives of Cree women over the past century

Benton-Benai, Edward. “**The Mishomis Book: The Voice of the Ojibway**” St. Paul, MN:Indian Country Press, 1979.

Ojibwe Cultural Teachings

Dickason, Olive Patricia “**Canada’s First Nations: A History of founding Peoples from Earliest Times**” Oxford University press, Don Mills, Ontario. 2002 ISBN 0-19-541652-x

Faux, David K. “**Understanding Ontario First Nations genealogical records**” The Ontario Genealogical Society. Toronto, Ontario. ISBN 0-7779-2121-9

Johnston, Basil H., “**The Bear-Walker and Other Stories**” Royal Ontario Museum, Toronto, Ontario 1995

Johnston, Basil H., “**The Manitous**” Minnesota Historical Society Press, St.Paul, MN 1995
ISBN 0-87351-411-4

Johnston, Basil H., “**Ojibway Heritage**” McClelland & Stewart Ltd., Toronto. 1982
ISBN 0-7710-4442-9

Johnston, Basil H., “**Ojibway Ceremonies**” McClelland & Stewart Ltd.,Toronto, 1982
ISBN 0-8032-7573-0

Johnston, Patronella “**Tales of Nokomis**” Musson Book Company, Don Mills, Ontario 1975
ISBN 0-7737-1008-6

Meili, Dianne. “**Those Who Know: Profiles of Alberta’s Native Elders**” NeWest Publishers Limited. Edmonton, Alberta. 1991 ISBN 0-920897-03-7

“**The Sacred Tree**” Four Worlds International Institute For Human and Community Development. 1984
ISBN 1-896905-00-5
Cultural Teachings

NATIVE VETERANS

Internet:

<http://www.aboriginalcanada.gc.ca/acp/site.nsf/eng/ao26711.html>

This page on the Aboriginal Canada Portal gives many links to Heritage and Traditions

<http://www.aboriginalcanada.gc.ca/acp/site.nsf/eng/ao20024.html>

This page contains much information and links to other sites for many topics pertaining to First nation People in Canada

<http://www.collectionscanada.gc.ca/aboriginal/index-e.html>

Library and archives site

<http://www.collectionscanada.gc.ca/aboriginal-heritage/020016-4001-e.html>

All about First Nations Veterans. You can pull up soldiers from First World War and search for family members who were enlisted and actually get copies of their attestation papers.

<http://www.ainc-inac.gc.ca/index-eng.asp>

Indian and Northern Affairs Canada

<http://www.aboriginalaffairs.gov.on.ca/english/default.asp>

homepage for the Ministry of Aboriginal Affairs

<http://www.cbc.ca/news/background/remembranceday/aboriginal-veterans.html>

CBC News *Aboriginals and the Canadian Military.*

An historical overview of the contributions of First Nation, Inuit and Metis soldiers to the Canadian Forces since 1812.

<http://www.vac-acc.gc.ca/remembers/sub.cfm?source=history/other/native>

Veteran Affairs Canada

<http://www3.nfb.ca/enclasse/doclens/visau/index.php?mode=theme&language=english&theme=30661&film=13896&excerpt=612098&submode>

Aboriginal Perspectives: A site for high school and upper elementary students and teachers that features National Film Board of Canada documentaries by and about Canada's Aboriginal people.

Books:

Boyden, Joseph. "Three Day Road" Penquin, Canada. 2005 ISBN 0143017861

Historical fiction following the journey of two young Cree men who volunteer for World War I and become snipers during the conflict. This novel was inspired in part by real life Aboriginal World War One heroes Francis Pegahmagabow and John Shiwak.

Hayes, Adrian. "**Pegahmagabow: Legendary Warrior Forgotten Hero**" Blue Butterfly Books, Canada. 2009.
ISBN 978-0-9784982-9-0
Biography and memoirs of Francis Pegahmagabo

TREATIES AND THE INDIAN ACT

Internet:

<http://www.aboriginalcanada.gc.ca/acp/site.nsf/eng/ao26711.html>

This page on the Aboriginal Canada Portal gives many links to Heritage and Traditions

<http://www.aboriginalcanada.gc.ca/acp/site.nsf/eng/ao20024.html>

This page contains much information and links to other sites for many topics pertaining to First nation People in Canada

<http://www.collectionscanada.gc.ca/aboriginal/index-e.html>

Library and archives site

<http://www.collectionscanada.gc.ca/aboriginal-heritage/020016-3001-e.html>

All about treaties, surrenders and agreements.

<http://www.ainc-inac.gc.ca/index-eng.asp>

Indian and Northern Affairs Canada

<http://www.aboriginalaffairs.gov.on.ca/english/default.asp>

homepage for the Ministry of Aboriginal Affairs

http://www.indianclaims.ca/pdf/facts_treaties_2005.pdf

Indian Claims Commission. The Facts on Claims. “*The Facts: What Are Treaties?*”
A summary of the history and a description of the process of treaty making in Canada

<http://www.ainc-inac.gc.ca/index-eng.asp>

Indian and Northern Affairs Canada: Acts, Agreements and Land Claims

http://www2.canadiana.ca/citm/themes/aboriginals/aboriginals8_e.html

Canada in the Making Aboriginals: Treaties and Relations, Indian Act

<http://www.bloorstreet.com/200block/sindact.htm>

Henderson’s Annotated Indian Act

<http://www3.nfb.ca/enclasse/doclens/visau/index.php?mode=theme&language=english&theme=30661&film=13896&excerpt=612098&submode>

Aboriginal Perspectives: A site for high school and upper elementary students and teachers that features National Film Board of Canada documentaries by and about Canada’s Aboriginal peoples.

Books:

Canada. “**Indian Treaties and Surrenders Volume 1**” Fifth House Publishers. Ottawa 1992.
ISBN 1-895618-04-5(v.1)

Canada. “**Indian Treaties and Surrenders Volume 2**” Fifth House Publishers. Ottawa 1993.
ISBN 1-895618-05-3(v.2)

RESIDENTIAL SCHOOLS

Internet:

<http://www.aboriginalcanada.gc.ca/acp/site.nsf/eng/ao26711.html>

This page on the Aboriginal Canada Portal gives many links to Heritage and Traditions

<http://www.aboriginalcanada.gc.ca/acp/site.nsf/eng/ao20024.html>

This page contains much information and links to other sites for many topics pertaining to First nation People in Canada

<http://www.collectionscanada.gc.ca/aboriginal/index-e.html>

Library and archives site

<http://www.ainc-inac.gc.ca/index-eng.asp>

Indian and Northern Affairs Canada

<http://www.aboriginalaffairs.gov.on.ca/english/default.asp>

homepage for the Ministry of Aboriginal Affairs

<http://www.collectionscanada.gc.ca/native-residential/index-e.html>

Great site for lots of information on residential schools

<http://www3.nfb.ca/enclasse/doclens/visau/index.php?mode=theme&language=english&theme=30661&film=13896&excerpt=612098&submode>

Aboriginal Perspectives: A site for high school and upper elementary students and teachers that features National Film Board of Canada documentaries by and about Canada's Aboriginal peoples.

Books:

Grant, Agnes. "**Finding My Talk**" Fifth House Ltd.: A Fitzhenry & Whiteside Company, Calgary, Alberta. 2004. ISBN 1-894856-57-0

Experiences shared by fourteen women, all survivors of the residential school systems.

Loyie, Larry with Constance Brissenden "**As Long as the Rivers Flow**" Groundwood Books/House of Anansi Press, Toronto.2002. ISBN 13:978-0-88899-696-1(pbk)

The author's last summer as a boy before entering residential school.

Loyie, Larry and Constance Brissenden “**Goodbye Buffalo Bay**” Theytus Books, Canada. 2008.
ISBN 978-1-894778-62-6

The author’s true story of life in a residential school and of moving on after.

Stonefish, Brent. “**Moving Beyond: Understanding the Impacts of Residential School**” Ningwakwe Learning Press, Owen Sound, Ontario. 2007. ISBN 978-1-896832-81-4

CURRENT EVENTS

The resources listed here under current events are mainly online. The listings include sites that will link you to many of the First Nation newspapers if these are not available to you in your center.

<http://www.afn.ca/article.asp?id=3>

Assembly of First Nations website.

<http://www.aiai.on.ca>

Association of Iroquois and Allied Indians

<http://www.chiefs-of-ontario.org>

Chiefs of Ontario homepage

<http://www.abo-peoples.org>

The Congress of Aboriginal Peoples homepage

<http://www.nan.on.ca>

Nishnawbe Aski Nation homepage

<http://www.gct3.net>

The Grand Council of Treaty#3 homepage

<http://www.anishinabek.ca>

Union of Ontario Indians homepage

<http://www.ammsa.com>

Homepage of the Aboriginal Multi-Media Society. Gives access to many First Nation newspapers

<http://www.turtleisland.org>

Turtle Island Native Network

<http://www.Wawataynews.ca>

Wawatay news online-Northern Ontario's First Nation Voice

<http://www3.nfb.ca/enclasse/doclens/visau/index.php?mode=theme&language=english&theme=30661&film=13896&excerpt=612098&submode>

Aboriginal Perspectives: A site for high school and upper elementary students and teachers that features National Film Board of Canada documentaries by and about Canada's Aboriginal peoples.

TASK-BASED ACTIVITIES

Culture

LEATHER WRAPPED DREAMCATCHER

Materials needed:

Leather strip – cut about ¼” W x 36” -48” L

3 leather strips cut about 1/4” W x 6” L

2 ½” or 3” hoop

Sinew 2 arms length-separated into 3 or 4 strips

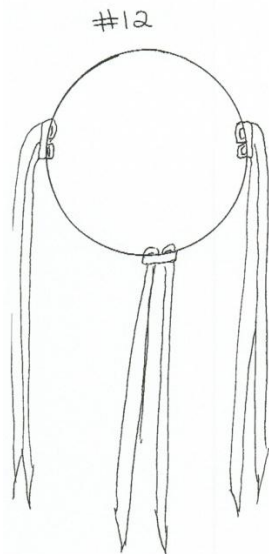
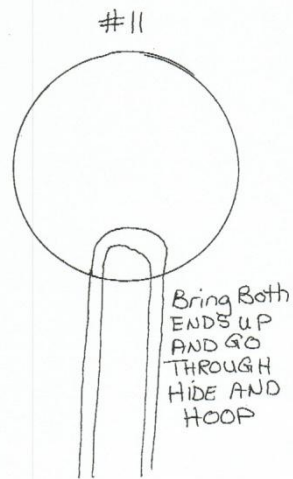
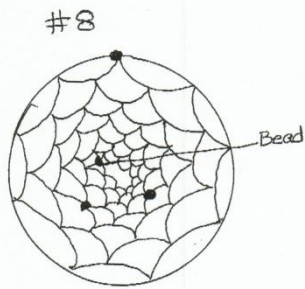
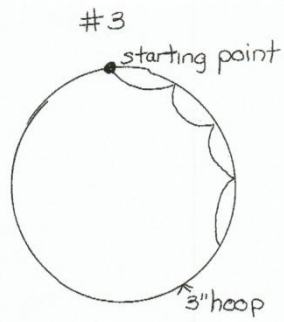
2-3 size 8 beads

12 crow beads

6 feathers

1 needle with a big eye

1. Wrap hoop with leather strip, make sure it is tightly wrapped. Tie a knot at the end, where the two leather strips meet. The two strips tied together will be the top of the dreamcatcher.
2. Tie the sinew to the wrapped hoop, make a few knots to hold sinew firmly in place. The sinew will be tied close to the top of dreamcatcher.
3. Your next step is to wrap sinew around hoop, come between sinew and hoop. Space each wrap roughly about a thumb space apart. See drawing.
4. Continue this step until you come back to the first wrap you started, the sinew will go in front of the first wrap you started.
5. Miss the first webbing.
6. Go through second webbing and continue all the way around second row.
7. Continue this procedure to middle of hoop.
8. See drawing for explanation.
9. You can add beads at anytime, and as many beads as you would like.
10. Close off webbing by pulling tightly and making two knots. Cut close to knot. Webbing part is done.
11. Fold the leather in half, put folded part on one side of the hoop and grab the two ends of leather to pull through the fold of leather. See drawing.
12. Make sure the leather is distributed evenly on the hoop. See drawing
13. You are now ready to add the crow beads on to the leather strips.
14. Have you feathers ready to be dipped in glue and set on leather strips one at a time and pull crow beads over top of the feather.



LEATHER WRAPPED DREAMCATCHER

Piece of Deer hide \$40.00

1 bag of 3" hoops @ 19.77 per 100

Waxed sinew 800ft @ \$8.86

Arms length measurement_____

Crow beads \$10.90 per 500

Size 8 seed beads \$3.95 per 500

Feathers \$5.85 per 100

Labour per hour_____

Break down these prices to find the value to make one dreamcatcher. This amount will help to determine the price for you to sell your product. Please remember not everyone's price will be the same, as labour will be a different amount for each person.

Hint: don't forget that you may separate the sinew 3 or 4 times. Please make sure and measure your sinew before wrapping.

Problem:

A customer phones and has seen your work and would like to purchase 50 dreamcatchers. Calculate how long will it take you to make this amount of dreamcatchers, and the price you will be charging for this order.

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Dreamcatcher Activity

This activity may be worked on in a group large or small. It covers all aspects of the nine essential skills and all the skills learned are transferable. It can also lead into a home-based entrepreneurial skill.

To take the activity further you can have the students fundraise for more supplies. For example 50-50 tickets, community bingo for prizes (canned goods etc) a gift basket draw etc. Have the learners brainstorm an activity and organize these events with your assistance.

You can also partner with your local Job Skills or Employment Resource Center for someone to come in to give your learners some classes on how to use E-bay so they can use this skill to perhaps start a home-based business for selling their crafts.

ACTIVITIES

Because each learner may have one area of interest which is important to him/her, the following activities were designed to be used with any topic listed under the Resources section. They are designed for ease of use for both practitioner and learner.

Each activity will cover at least one aspect of the nine essential skills.

As well as covering the nine essential skills, the culmination of these activities will lead to an improved sense of identity and self-esteem for the learners, which in itself is an important factor of their progressing forward towards a better future.

An introductory activity for your learners before they start on their own topic:

Native Veterans:

Have your learners visit the Veterans Canada website and review Aboriginal Canadian contributions to WW1 and WW2. Discuss personal accounts of individuals who travelled from all parts of Canada to enlist.

DAILY ACTIVITY

Have the learners search under the Current Events in the Resource Section to find something that is current news for the day on one of the sites. Bring these items forward to discuss with each other in a group.

This activity will cover reading, oral communication, working with others, continuous learning and thinking skills.

Activity #1

JOURNAL

Have the learner keep a daily journal on his/her topic. In this journal have the learner write down information he/she has learned that day and where it can be found (internet site/book/interview)

This activity will cover reading text, writing, thinking skills, computer use and continuous learning.

Activity #2

LOG BOOK

Have the learner keep a log book of sites visited each day. They can keep track of their research and mark which sites will be of most use to them. Have the learner critique each of the sites visited using these questions:

- Is the sites homepage easy to use?
- Was the information on the site helpful to you?
- How reliable do you think this site, resource is? (Authenticity of information)
- Were there any visual aids, tutorials or videos on this site that were helpful?
- Were there links to any other sites that led you to further information?

This activity will cover reading text, writing, and thinking skills.

Activity #3

CALENDAR

Have the learner print out a monthly calendar page to mark important dates they need to remember.

For example:

- Dates for researching topic
- Meeting dates for interview with Elders or community members
- When finished project is due
- When presentation is due

This activity will cover computer use, reading text, critical thinking, job task planning and organizing.

Activity #4

ORAL INTERVIEW

Have the learner interview an Elder, community member, friends or family about his/her topic. Have them take notes to include in their finished project.

This activity will cover oral communication skills.

Activity #5

DISCUSSION GROUP

Have your learners come together to discuss their topics with each other. This session can also be used for the learners to share difficulties or ideas to help one another with their respective topics.

This activity will cover working with others, oral communication skills and continuous learning.

Activity #6

ESSAY

When the learners have finished all their research (time to be done research to be determined by practitioner depending on levels of the learners) have them compose an essay (size also to be determined by practitioner based on skill level of learner) on their topic.

This activity will cover computer use, reading text, thinking skills, writing and continuous learning.

Activity #7

PRESENTATION

Have the learners present their finished project to the other learners. As well as building their confidence it will cover oral communication and continuous learning as well as give them increased self-respect.

Practitioner note: for learners very nervous about giving a presentation, encouragement is needed. Remind them that because of the research they have done, they are the expert on their topic and sharing their knowledge with the others is a benefit to everyone.

Another strategy for the learner who is hesitant or nervous about presenting would be to do short presentations to just the practitioner or to one other learner they are comfortable with. Start at 2 minutes and work up to a full presentation when the learner has more confidence in their abilities.

Please remember that public speaking is hard for everyone. Even the most experienced speaker still feels nervous before starting a presentation. Share this with your learners.

ELDER PROTOCOL

An Elder would expect to be approached in the traditional way with an offering of tobacco in exchange for their knowledge and time.

The Elder can open and close your gathering with a small prayer and perhaps a smudge. It is appropriate to ask for this if you wish.

It is important that you are concise about what you wish the Elder to share with your group beforehand, so please let them know precisely what you want them to convey to your group. They also need to feel confident that they will be of assistance to you.

Please offer them a comfortable seat and perhaps assign someone to see to their needs (water, coffee, tea, snacks at break, etc.). Always let an Elder be served first at lunch or dinner, especially if it is a line up buffet. These gestures show our respect and make the Elder feel welcome and cared for respectfully.

It is also customary to give an honourarium for their time. Sometimes it is not possible to give an honourarium of money; in this case perhaps a gift of appreciation can be made.

SOURCES

Internet:

<http://www.edu.gov.on.ca/eng/aboriginal/toolkit.html>

http://www.hrsdc.gc.ca/eng/hip/hrp/essential_skills/essential_skillsindex.shtml

<http://www.literacy.ca/?q=employers/essentialskills>

<http://www.nald.ca>

<http://www.on.literacy.ca/tools/essentialskills>

<http://www.sols.org/links/clearinghouse/firstnations/index.htm>

Individuals:

Leary, Tanya. B Ed *teacher* Waabgon First Nation School

Martin, Stephanie B Ed *teacher* Waabgon First Nation School

Mooney, Lynn. *Literacy Practitioner* Georgina Island Native Literacy Program