

Prepare for Engage:

1. What Shifted for You? (The Insight)

Describe one idea, story, or realization from this course that genuinely changed how you think. (5-7 sentences)

- What did you used to assume?

That the way first nations operated have always been fairly similar, through time and between nations. That reserve land was wholly owned and governed by indigenous people, and was just a general package they could do anything with.

- What do you notice now that you didn't before?

One of the largest revelations for me was seeing how much variety there was between the different first nations. When I was researching my book, I saw that there's a lot of cultural differences between even just neighbouring nations, and I also saw that the modern governance systems of most first nations was shaped by restrictions of the Indian act. When looking into the intricacies, I also noticed how it might not be obvious to a lot of people that many are tied to a specific nation.

2. Why Does This Matter Beyond You?

Explain why this insight feels important for other people to think about. (4-6 sentences)

- Who might still believe what you once believed?
- What misunderstanding does this insight interrupt?

I think a lot of people would be inclined to think that the idea of a "first nations" is a fairly harmonious one across Canada, and that it's been relatively unchanging. I think that not understanding that two first nations can be totally unique from each-other can lead to over-generalization and stereotyping of indigenous culture. I've also heard that people not knowing the difference between different nations is a personal annoyance for indigenous people.

3. Who Is This For? (Your Audience)

Identify a real audience you could reach. Be specific.

Examples: Students younger than you, Families or caregivers, People in your school community, People who say "That was a long time ago, People who don't see themselves as connected to Reconciliation

People who think of “indigenous” as a single identity/culture.

4. What Kind of Action Are You Imagining? (Early Idea)

This does not need to be fully formed.

What kind of action or experience might help this audience reflect or think differently? (3-5 sentences)

You may draw inspiration from:

- changing conversations
- rewriting spaces
- reimagining relationships

Examples: a conversation, installation, letter, guide, map, event, or media piece

For my initiative, I want to create a series of pamphlets, posters, and written resources that detail some of the nearest first nations in BC, highlighting how each is unique in culture, government, and geography. I'd distribute these in very visible locations, and design them in a way that heavily calls attention to the fact that all first nations are different. I think this would be successful as it would make people realize that they hadn't thought about it, and give them a way to learn in a more judgement/pressure free way.

——OR——

For my initiative, I want to hold a discussion circle to teach people about the differences between first nations, and how they can further inform themselves. A lot of people might not even realize that

5. What Moment of Learning Do You Want to Create?

Complete the sentence. Focus on reflection, not guilt or instruction.

I want people to start to think about other assumptions or misunderstandings they and others have been holding without even realizing it, and how those ended up being so ubiquitous.

6. What Questions Are You Still Holding?

Reconciliation begins with not knowing everything. List 2-3 questions you still have about your topic (think of the learning you have done, and what might still need answering).

Question 1: How common are misunderstandings about different nations, and diversity.

Question 2: Where are most people getting the idea that all nations are the same, or is it because

Question 3: Who else has tried to do something similar, and what can I learn from them.

7. How This Connects to the Driving Question

In 2-3 sentences, explain how this idea connects to: **How can I use my learning to help others see their role in Reconciliation?**

One of the most rewarding parts of this course has been learning about the differences between the

8. Feedback I'm Looking For

Choose one or two:

- Is this idea meaningful?
- Is the audience clear?
- Is the action appropriate?
- Am I focusing on the right insight?
- Other: _____

Big Idea

What matters to you?

Essential Question

Why is this important to you?

Challenge

What is your call to action?

Exemplar:

Names and Places

Names matter because they reflect whose stories are valued and remembered. When spaces in our school are named without context, they often reinforce colonial narratives or erase Indigenous presence. I care about how the places we move through every day shape what we think is normal, important, or worth honouring.

Why should the names of everyday spaces reflect truth, history, and responsibility rather than convenience or tradition?

This is important to me because before I didn't question why school spaces were named the way they are. Through learning about land, oral histories, and Indigenous relationships to place, I see that naming is not neutral: it can either continue erasure or invite recognition and learning. If Reconciliation is about changing relationships, then the spaces we learn in should reflect that change.

How can I use my learning to help others see their role in Reconciliation?

I will propose renaming a classroom or feature in my school to reflect Indigenous presence, history, or values connected to the land our school is on. Along with the proposed name, I will create a contextual story explaining its meaning, origins, and why it matters. My goal is not just to change a name, but to help others understand why naming is an act of responsibility and how everyday choices contribute to Reconciliation.

First Nations are very unique, but indigenous is an identity that is often very generalized. I think that it's something people might not think deeply about, but it can be annoying for a lot of indigenous peoples, and can serve as a barrier to more productive conversations and thinking around reconciliation.

One of the most interesting and rewarding bits of learning so far in this course has been learning about all the details of each different nation. This made me realize that even though I had been fairly conscious about reconciliation, I still tended to generalize first nations a lot, which was getting in the way of a deeper understanding of how reconciliation can work. I think that people should be able to recognize different nations just like they would different cultures so they can see reconciliation not as just a process that involves "indigenous peoples", but one that involves a breadth of different diverse nations.

I want to start a conversation about the differences between nations, to clear up that misunderstanding, and to get people thinking about the nuances reconciliation requires. I want people to feel the 'ah-ha!' Moments I did when learning about all the different cultures, especially those close to home, so I'll connect the conversations to the places that surround where we live. My goal is to show people a gap in their knowledge they might not have noticed, and give them ways to fill it themselves. I want to tie everything together by connecting to other