

# Engage



**Big Idea**

A theme or concept that's relevant and interesting to learners and allows for multiple perspectives.



**Essential Question**

Contextualizes and personalizes the Big Idea.



**Challenge**

Turns the Essential Question into a call to action and builds excitement.

## Engage:

Connect with the big idea, think about the impact on you personally, consider new viewpoints, and focus on the challenge's call to action.

## Example:



**Big Idea:** Health and Wellness



**Essential Question:** How can I improve the health and wellness of myself and others?



**Challenge:** Help shape a healthier society.

## 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 in the North Vancouver, who see all indigenous groups as the same.

#### **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

I want to write an article or essay focusing on the conception of indigenous homogeneity, its origins, and the pitfalls associated with such a mindset. I want my writing to highlight the reader's biases, and misconceptions.

I want to submit my writing to local publications, in order to get as many eyes on it as possible. In addition, if I believe I can drive a powerful enough message I want to try and write a speech on the same topic and present it during the national Indigenous People's day assembly at Seycove.

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

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

I want to create a simple loop of reveal gap in people's knowledge, fill it, then show them other thing people to feel like "oh, I see the potential issues of me now knowing that". Even if I can just get one people's heads, they'll be a little more aware that each indigenous group is unique.

#### **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 the

Question 3: How can I create engaging media that a wide audience can connect to quickly?

## 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 different cultures of indigenous groups. I see a lot of discourse surrounding indigenous people treat "indigenous" as a blanket term, which makes it harder to connect to the cause of reconciliation. If they can see that they're surrounded by smaller communities, it might feel less daunting to help, and people are more able to participate in reconciliation.

- **an article, opinion piece, post in NVSD**
- **Speaker at national indigenous people's day**

## 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 people to feel the 'ah-ha!' Moments I did when learning about all the different cultures, and see the impact a lack of knowledge has. I want to frame my work around a question of: If there are all these nations in Vancouver, do you know the difference, and why it matters.

To do this, I'll be writing an article or essay, and an accompanying speech that I'll try to submit to local publications. My goal is to get as many people thinking about not only the difference between first nations, but what can happen when that isn't made clear.