
Sample Checklist for Supporting the Incorporation of First Nation and Métis Content and Perspectives

First Nation and Métis content and perspectives are in Saskatchewan's Core Curriculum for the benefit of all students. It is important that all voices and perspectives are heard and valued in learning communities. It is also important to create a positive environment where First Nation and Métis perspectives are acknowledged and valued.

I plan to:

- ___ create a positive climate that affirms First Nation and Métis content and perspectives
- ___ recognize the role and contribution of First Nation and Métis peoples, past and present
- ___ recognize and respect the First Nation and Métis worldviews as valid ways of knowing and understanding the world
- ___ recognize the diversity of Nations and that there is no "universal" First Nations individual
- ___ present First Nations' and Métis' histories, peoples, languages, and cultures authentically
- ___ ensure the classroom is a culturally affirming place for all students (affirming the languages, cultures, traditions, and worldviews of all students)
- ___ ensure relevant and authentic resources, that reflect the diversity of Canadian society and First Nations peoples, are used whenever possible
- ___ ensure that respectful and inclusive language is used
- ___ ensure that controversial issues are presented appropriately representing various viewpoints on the issue
- ___ use a variety of instructional, motivational, and assessment and evaluation approaches that are sensitive to the range of First Nation and Métis values and ways of knowing and communicating
- ___ involve First Nation and Métis peoples, including Elders whenever possible, in classroom activities
- ___ seek out First Nation and Métis dancers, dramatic artists, musicians, visual artists, filmmakers, and others involved in the arts to help support the arts education program
- ___ collect resources in dance, drama, music, and visual art that reflect the history of First Nation and Métis arts and contemporary concerns
- ___ display visual images of and by First Nation and Métis artists; play videos, and traditional and contemporary music created by or featuring First Nations and Métis artists; view and learn traditional powwow and contemporary dances; create dramas involving issues of importance to First Nation and Métis people; and study plays created by First Nation and Métis artists as an ongoing part of the learning program
- ___ develop informal and formal partnerships with First Nation and Métis artists and arts organizations to provide continuous professional development and exchange of ideas, knowledge, and perspectives.