

# Do



- Reflect traditional and contemporary cultures

*Do's & Don'ts...*

# When teaching about Aboriginal Peoples

Kevin Reed,  
Aboriginal Education Consultant  
Limestone District School Board  
613-544-6925 x. 248  
[reedk@limestone.on.ca](mailto:reedk@limestone.on.ca)

# Do



- Reflect the diversity of First Nation, Métis and Inuit peoples, with particular attention to the local peoples in the Kingston area

# Do



- Include the historical and contemporary experience of First Nation, Métis and Inuit peoples, with both positive and negative experiences

# Do



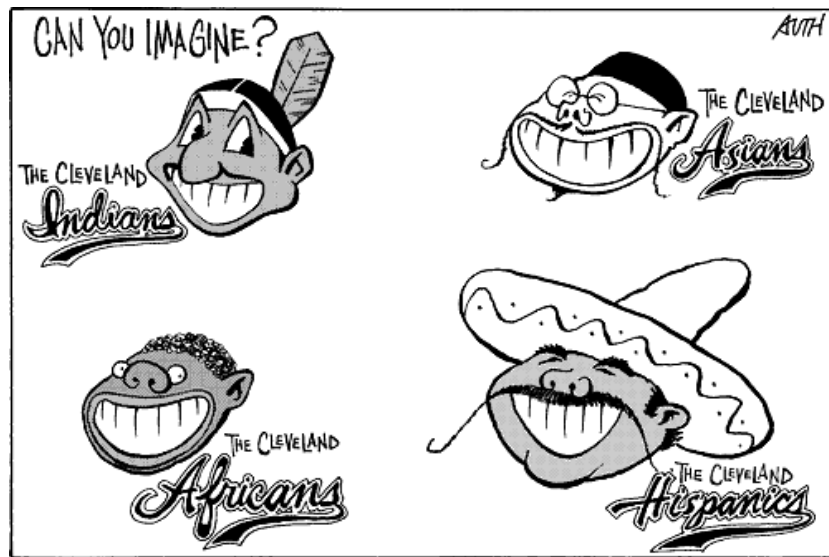
- Include the historical and contemporary experience of First Nation, Métis and Inuit peoples, with both positive and negative experiences

# Do



- Include First Nation, Métis and Inuit people in the classroom as traditional teachers, role models, professionals, etc.

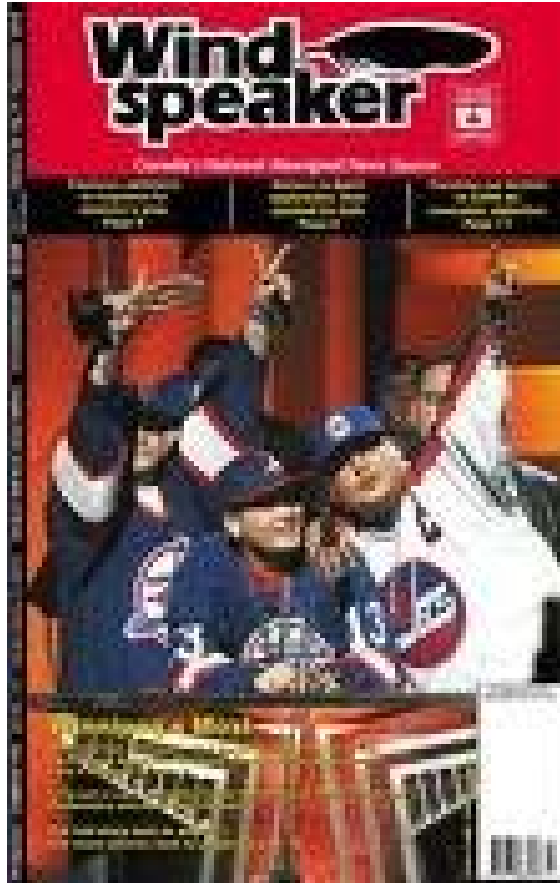
# Do



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- Teach students to deconstruct media perspectives to find assumptions, stereotypes and biases

# Do



- Provide a variety of media resources which present First Nation, Métis and Inuit peoples in a positive and contemporary way



# Do



- Recognize that First Nation, Métis and Inuit cultures continue to change although oral traditions are central to the cultures

# Do

- Discuss challenges, but also reflect positive examples and contributions of First Nation, Métis and Inuit Peoples to Canada



# Don't



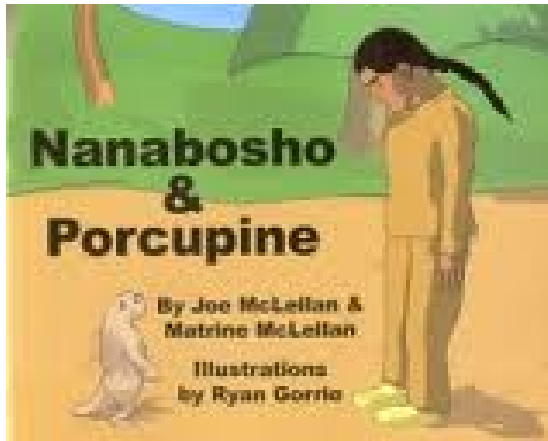
- Use generic or stereotypical images of First Nation, Métis and Inuit peoples rather than images of specific cultural groups
- (these stereotypical images are inappropriate)

# Don't



- Use maps of traditional territories without time frame references
- (this map has appropriate labelling)

# Don't



- Have students rewrite First Nation, Métis and Inuit stories that have been passed down through oral tradition as cultural teachings
- (This traditional tale could be retold in some other form e.g. as a play but don't make up a story about Nanabosho)

# Don't



- Have students make drums, dream catchers, totem poles, masks, or other sacred cultural objects, except in context and in the presence of an Elder or knowledge keeper
- (only make this dream catcher with the help of an Elder)

Don't have students make a totem pole out of construction paper and a cylinder



# Don't



- Have students reproduce actual First Nation, Métis and Inuit art works
- (students shouldn't reproduce this work by Norval Morrisseau but they can use elements of his designs in their own work)



# Don't



- Use regalia without context
- (this young woman may be Aboriginal but her headdress lacks authenticity and context--this photo is from an ad for festival costumes)