

## **Ik ka nutsi Place-based Learning**



### **Mission Statement for Project:**



**“Leading with our hearts and minds on a lifelong educational journey”**

**ik ka nutsi –to shine; to be bright (in Blackfoot)**

### **Three Main Objectives of this Project:**

1. To promote and build not only physical health (active living and physical fitness) for the students of Carseland school, but also cultivate positive social relationships with peers and community members, create a feeling of being healthy and well, and increase self-confidence and resilience.
2. To provide a program that recognizes, understands, validates, honours, and respects Indigenous values, knowledge, and worldviews.
3. To create a program that fosters the core values of stewardship and sustainability by promoting ecological literacy and place-based learning.

**Ik ka nutsi Land-based Learning Program**  
**Timeline of Program Activities**

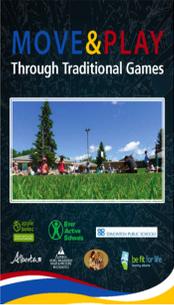
Month	Central Themes/Objectives:	Activities:	Blackfoot Words:	Responsibilities/ Roles
<p><b>September</b></p> 	<p>Key Learning Objectives:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Developing a relationship with an Elder.</li> <li><input type="checkbox"/> Developing an understanding of the importance of the land and the environment (Mother Nature).</li> <li><input type="checkbox"/> Creating a connection with the land of Wyndham Provincial Park.</li> </ul>	<ul style="list-style-type: none"> <li>● Opening ceremony and blessing lead by an Elder</li> <li>● Understanding the importance of this area to the Blackfoot people</li> <li>● Understanding the topography of the area (getting to know the land from a story/stories)</li> <li>● Understanding the importance of stewardship and sustainability (leaving the land in better condition than when we arrived, respect, leaving something if you take something)</li> </ul>	<p>Please see the detailed planning chart of Blackfoot words below this table.</p>	<p>Teacher: Claire Wade</p> <p>FNMI School Liaison: Joyce Doore</p> <p>Elders: Darrel Breaker Alvine Wolfleg-Eaglespeaker</p> <p>Cultural/community connection: Spike Eaglespeaker N7</p> <p>Alberta Park representative: Sarah Downey (To make sure we have access to the park during the year and permission for activities)</p>

<p><b>October</b></p> 	<p>Key Learning Objectives:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understanding the importance of the trees and forest in this area.</li> <li><input type="checkbox"/> Exploring Ethnobotany:</li> <li><input type="checkbox"/> Understanding how the plants are used in the area (within a Blackfoot perspective/worldview).</li> <li><input type="checkbox"/> Identifying plants in the natural ecosystem/four levels of the forest.</li> </ul>	<ul style="list-style-type: none"> <li>● Learning about the healing properties and/or benefits of plants</li> <li>● Identifying a few of these plants in the park</li> <li>● Exploring the layers of the forest, identifying types of trees and shrubs, finding the berry bushes ☺</li> </ul>		<p>Teacher: Claire Wade</p> <p>FNMI School Liaison: Joyce Doore</p> <p>Elders: Darrel Breaker Alvine Wolfleg-Eaglespeaker</p> <p>Cultural/community connection: Spike Eaglespeaker N7</p> <p>Alberta Park representative: Sarah Downey (To make sure we have access to the park during the year and permission for activities)</p>
<p><b>November</b></p> 	<p>Key Learning Objectives:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understanding the importance of the sky as part of the environment (Mother Earth).</li> <li><input type="checkbox"/> Developing an appreciation for the sun.</li> </ul>	<ul style="list-style-type: none"> <li>● Understanding the sky (sun, solar system, stars, constellations)</li> <li>● Looking at tipi design and how the sky is incorporated</li> <li>● Importance of the tipi-symbolism (like our bodies)-what do we allow into our home?</li> </ul>		<p>Teacher: Claire Wade</p> <p>FNMI School Liaison: Joyce Doore</p> <p>Elders: Darrel Breaker Alvine Wolfleg-Eaglespeaker</p>

	<input type="checkbox"/> Learning constellation stories from a Blackfoot perspective/worldview .	<ul style="list-style-type: none"> <li>● Construct/design/set up tipi</li> </ul>		<p>Cultural/community connection: Spike Eaglespeaker N7</p> <p>Alberta Park representative: Sarah Downey (To make sure we have access to the park during the year and permission for activities)</p>
<p><b>December</b></p> 	<p>Key Learning Objectives:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> To continue to build and nurture a relationship with an Elder.</li> <li><input type="checkbox"/> Survival skills:             <ul style="list-style-type: none"> <li><input type="checkbox"/> Being able to start a fire.</li> <li><input type="checkbox"/> Listening to stories around the fire and understanding the importance of oral stories/storytelling (within a Blackfoot perspective/worldview).</li> <li><input type="checkbox"/> Understanding how animals stay warm in the winter.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Elder shares knowledge</li> <li>● Staying warm with fire building (teaching students how to build a fire)</li> <li>● Oral storytelling and lessons around the fire</li> <li>● How do animals stay warm in the winter? (Insulation, hibernation, migration)</li> <li>● Nature observation of how animals in the park stay warm</li> </ul>		<p>Teacher: Claire Wade</p> <p>FNMI School Liaison: Joyce Doore</p> <p>Elders: Darrel Breaker Alvine Wolfleg-Eaglespeaker</p> <p>Cultural/community connection: Spike Eaglespeaker N7</p> <p>Alberta Park representative: Sarah Downey (To make sure we have access to the park during the year and</p>

				permission for activities)
<p><b>January</b></p>  	<p>Key Learning Objectives:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Exploring the unique characteristics of snow.</li> <li><input type="checkbox"/> Survival skills continued: melting snow to make water.</li> <li><input type="checkbox"/> Understanding the importance of water for life.</li> <li><input type="checkbox"/> Building our knowledge of different types of prints in the snow.</li> <li><input type="checkbox"/> Developing snowshoe skills.</li> </ul>	<ul style="list-style-type: none"> <li>● Exploring the snow (each snowflake is unique just like we are)</li> <li>● Melting snow for water</li> <li>● Animal prints in the snow</li> <li>● Going over snowshoe basics</li> <li>● Snowshoeing</li> </ul>		<p>Teacher: Claire Wade</p> <p>FNMI School Liaison: Joyce Doore</p> <p>Elders: Darrel Breaker Alvine Wolfleg-Eaglespeaker</p> <p>Cultural/community connection: Spike Eaglespeaker N7</p> <p>Alberta Park representative: Sarah Downey (To make sure we have access to the park during the year and permission for activities)</p>
<p><b>February</b></p>	<p>Key Learning Objectives:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Observing birds and flying animals in their natural habitat (chickadees, sparrows, hawks, eagles).</li> </ul>	<ul style="list-style-type: none"> <li>● Understanding flight through natural observation</li> <li>● Identifying birds in the park, importance of the eagle and other birds using Blackfoot stories.</li> </ul>		<p>Teacher: Claire Wade</p> <p>FNMI School Liaison: Joyce Doore</p> <p>Elders: Darrel Breaker</p>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understanding the importance of flight.</li> <li><input type="checkbox"/> Gaining an understanding of the importance of birds as messengers (within a Blackfoot perspective/worldview ).</li> </ul>	<ul style="list-style-type: none"> <li>● Reading Napi and the chickadee and Napi and the prairie chicken.</li> </ul>	<p>Alvine Wolfleg-Eaglespeaker</p> <p>Cultural/community connection: Spike Eaglespeaker</p> <p>Alberta Park representative: Sarah Downey (To make sure we have access to the park during the year and permission for activities)</p>
<p><b>March</b></p> 	<p>Key Learning Objectives:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Continuing to build and nurture a relationship with an Elder.</li> <li><input type="checkbox"/> Building an understanding of the importance of the four directions and seasons.</li> <li><input type="checkbox"/> Listening to stories pertaining to the seasons (within a Blackfoot perspective/worldview ).</li> <li><input type="checkbox"/> Building an understanding of the</li> </ul>	<ul style="list-style-type: none"> <li>● Elder shares knowledge</li> <li>● Importance of the medicine wheel, four directions, and stories pertaining to the seasons</li> <li>● Looking at the concept of balance in the medicine wheel and in life</li> </ul>	<p>Teacher: Claire Wade</p> <p>FNMI School Liaison: Joyce Doore</p> <p>Elders: Darrel Breaker Alvine Wolfleg-Eaglespeaker</p> <p>Cultural/community connection: Spike Eaglespeaker N7</p> <p>Alberta Park representative: Sarah Downey</p>

	medicine wheel and balance in life.			(To make sure we have access to the park during the year and permission for activities)
<b>April</b> 	Key Learning Objectives: <ul style="list-style-type: none"> <li><input type="checkbox"/> Building an understanding and appreciation of traditional hand games.</li> <li><input type="checkbox"/> Nurturing team building and cooperation skills.</li> <li><input type="checkbox"/> Building hand eye and coordination skills.</li> </ul>	<ul style="list-style-type: none"> <li>● Learning the basic rules and setting up the games</li> <li>● Playing the traditional games</li> <li>● Understanding how these games built important skills</li> <li>● Including N7 and Everactive in these activities</li> </ul>		Teacher: Claire Wade  FNMI School Liaison: Joyce Doore  Elders: Darrel Breaker Alvine Wolfleg-Eaglespeaker  Cultural/community connection: Spike Eaglespeaker N7  Alberta Park representative: Sarah Downey (To make sure we have access to the park during the year and permission for activities)
<b>May</b>	Key Learning Objectives: <ul style="list-style-type: none"> <li><input type="checkbox"/> Developing an understanding and appreciation for the Bow River and the</li> </ul>	<ul style="list-style-type: none"> <li>● River observation</li> <li>● How to use a fishing rod</li> <li>● Fishing basics</li> </ul>		Teacher: Claire Wade  FNMI School Liaison: Joyce Doore

	<p>animals that call the river home.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Observing river animals (fish, muskrats, beaver).</li> <li><input type="checkbox"/> Building fishing skills (continuation with survival skills).</li> </ul>	<ul style="list-style-type: none"> <li>● Observation of animal tracks to the river- the river is home to?</li> <li>● Fishing time (with Sarah from Alberta Parks)</li> </ul>		<p>Elders: Darrel Breaker Alvine Wolfleg-Eaglespeaker</p> <p>Cultural/community connection: Spike Eaglespeaker N7</p> <p>Alberta Park representative: Sarah Downey (To make sure we have access to the park during the year and permission for activities)</p>
<p><b>June</b></p> 	<p>Key Learning Objectives:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> To continue to build and nurture a relationship with an Elder.</li> <li><input type="checkbox"/> Developing archery skills.</li> <li><input type="checkbox"/> Learning from the landscape and understanding the importance of place and the responsibility we have to it as stewards of this space.</li> </ul>	<ul style="list-style-type: none"> <li>● “On Target” Archery skills (at the school)</li> <li>● Show students archery basics and have them practice the skills in small groups</li> <li>● Lessons we have learned from the landscape</li> <li>● Recap of everything we have learned and the highlights of our experience</li> <li>● Our responsibility to this space as stewards of the land</li> </ul>		<p>Teacher: Claire Wade</p> <p>FNMI School Liaison: Joyce Doore</p> <p>Elders: Darrel Breaker Alvine Wolfleg-Eaglespeaker</p> <p>Cultural/community connection: Spike Eaglespeaker N7</p> <p>Alberta Park representative:</p>

		<ul style="list-style-type: none"> <li>• Closing ceremony lead by Elder</li> <li>• Elder shares knowledge and concludes program with prayer/smudge</li> </ul>		Sarah Downey (To make sure we have access to the park during the year and permission for activities)
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Blackfoot Language for Programming

The Blackfoot language is not a written language therefore it is structured quite differently than English. It is an Algonquian Language. As a result, it is often difficult to find exact translations for Blackfoot words, as the terms are usually used in describing an action. In addition, there are few widely accepted conventions for spelling and pronouncing the words as there is also “Old Blackfoot” and “New Blackfoot” spoken by older or younger generations. There is also variation in dialect. This list of words has been reviewed and supported by a variety of sources and references (Elders, Liaisons and community members, Blackfoot App, Blackfoot Crossing Historical Park Website). Our final word list came from the knowledge and wisdom of the Elders we consulted and our FNMI Liaison who were all foundational aspects of this programming.

Month	English	Blackfoot word or phrase & Pronunciation (phonetically)
September Unit 1- “The Land and Its Stories”  	<ol style="list-style-type: none"> <li>1. September/Leaves fall month</li> <li>2. Fall</li> <li>3. Hello</li> <li>4. (My name [is] ...)</li> <li>5. See you again</li> <li>6. Sit</li> <li>7. Listen</li> </ol>	<ol style="list-style-type: none"> <li>1. Apipitskaatos (Aw bee beetsgaw do see)</li> <li>2. Oo ko wa (Oo goo wa)</li> <li>3. Oki (Oh gee)</li> <li>4. Nitanikowa (Nee dawn i goo)</li> <li>Nitsinihkasim (Nee tsee neeh gaw sim)</li> <li>5. Ki ta ki ta ma tsi no (Gee daw gee daw maw tsee no)</li> <li>6. Apiit (Aa beet)</li> <li>7. Istsiiyit</li> </ol>

	<p>8. Original people/Blackfoot speaking people</p> <p>9. Blackfoot</p> <p>10. [My] land</p>	<p>(Is tsee yeet)</p> <p>8. Nitsitapi (Nee tsee daw bee)</p> <p>9. Siksika (See ksee gaw)</p> <p>10. Ni tsi kaah kom (Nee tsee kawh goom)</p>
<p>October Unit 2- “The Power of Plants”</p> 	<p>1. October/Fall month</p> <p>2. Trees</p> <p>3. Saskatoon</p> <p>4. Chokecherry</p> <p>5. Sweetgrass</p> <p>6. Sage</p> <p>7. Mint</p>	<p>1. Mokoikisom (Moo kwee gee soom)</p> <p>2. Mistsiks (Mee stsee ks)</p> <p>3. Okonoki (Oo goo no gee)</p> <p>4. Pah ki pi (Baa gee bee)</p> <p>5. Saapatsimaan (Saw baw tsee mawn)</p> <p>6. Ka ksi mi (Gaa ksee mee)</p> <p>7. Ka ki tsi mo (Gaw gee tsee mo)</p>

	<p>8. Here it is</p> <p>9. Boy</p> <p>10. Girl</p> <p>11. Children</p>	<p>8. Amok (Aa mook)</p> <p>9. Sahkomapi (Sawh go maw bee)</p> <p>10. Akiikowan (Aw gee goo won)</p> <p>11. Pookaiks (Boo gay ks)</p>
<p>November Unit 3- "The Wonders of the Sky"</p> 	<p>1. November/Cold month</p> <p>2. Sun</p> <p>3. Sky/at the top</p> <p>4. Moon</p> <p>5. Star</p> <p>6. Ancestors/sky people</p> <p>7. Tipi/lodge</p>	<p>1. Is ta to si (Ees daw do see)</p> <p>2. Natosi (Naw do see)</p> <p>3. Spohtsi (Sbooh tsee)</p> <p>4. Kokomiki'som (Goo goo mee gee soom)</p> <p>5. Ka ka to si (singular) Ka ka to siks (plural) (Gaw gaw do see)</p> <p>6. Spomitapiks (Sboo me daw beeks)</p> <p>7. Nitoyis</p>

	8. Come in	(Nee do yees) 8. Pii'ta (singular) Piik (plural) (Beedaw) (Beek)
December Unit 4- "Winter and Warmth"  	1. Cold, big holiday month- December  2. Winter-when it is cold  3. Stories  4. It is hot  5. Hot  6. I am making a fire  7. Fire  8. House  9. Animal digging a hole	1. Is stom mah ka toy iksi tsi kato si (Is doom maw gaw do yee ksee stsee gaw do see)  2. Is to yi si (Iss do yee see)  3. A tsi nik ksi si tsi (Aw tsee neek ksee see tsee) 4. li ksi ksi stoyi wa (Ee ksee ksee sdo yee wa)  5. li ksi toyi (Ksee do yee)  6. Ni tao to ta (Nee doe do daw)  7. Pa ko yit tsi (Baw goo yeet tsee)  8. Napioyis (Naw beeyou yees)  9. Aa wa ta nohsi

		(Aw wa daw nooh see)
January Unit 5- “Investigating the Snow”  	1. January/New Year  2. It is frozen  3. Water  4. Snow  5. Walking  Walking  6. Stepping  7. Sleeping  8. How are things?	1. Mon sto yii (Mawn sdoo yee)  2. Akaikokotowa (Aw gay go go do wa)  3. Aoh kii (Oh gee)  4. Konskoyi (Goon sgoo yee)  5. Ih ta wa wa ka (Eeh daw wa wah gaw)  A wa wa to (Aw wa wa do)  6. Ai ksi ka yi (Aye ksee gaw yee)  7. Aa yo ka (Aw you gaw)  8. Tsa ni tapi (Tsaw nee daw bee wa)
February Unit 6-	1. February/Eagle Month	1. Pii tai ki soon (Bee day gee soom)

<p><b>“Fantastic Flight”</b></p> 	<ol style="list-style-type: none"> <li>2. Bird</li> <li>3. To fly</li> <li>4. Eagle</li> <li>5. Chickadee</li> <li>6. Owl</li> <li>7. Woodpecker</li> <li>8. I love you</li> </ol>	<ol style="list-style-type: none"> <li>2. Piiksi (Beek see)</li> <li>3. Aipota (Aye boo daw)</li> <li>4. Piita (Bee daw)</li> <li>5. Níípomakii (Nee boo maw gee)</li> <li>6. Sipisto (See bee sdo)</li> <li>7. Mi'kiimata (Mee gee maw daw)</li> <li>8. Ki tsi ka ko mim mo (Gee tsee gaw goo meem mo)</li> </ol>
<p><b>March Unit 7- “Four Directions”</b></p> 	<p>Four directions:</p> <ol style="list-style-type: none"> <li>1. March/Duck Month</li> <li>2. Rock</li> <li>3. South</li> <li>4. North</li> </ol>	<ol style="list-style-type: none"> <li>1. Sa' ai ki som (Saw aye gee soom)</li> <li>2. Ohkotok (Ooh goo dook)</li> <li>3. Aamiss ka pohtsi (Aw mis sgaw booh tsee)</li> <li>4. Aa pa toh soh tsi</li> </ol>

	<p>5. West</p> <p>6. East</p> <p>7. Circle</p>	<p>(Aw baw dooh sooh tsee)</p> <p>5. Ami toh tsi (Aw me dooh tsee)</p> <p>6. Pinapohtsi (Bee naw boo tsee)</p> <p>7. Ootaki (Oo daw gee)</p>
<p>April Unit 8- "Power of Play"</p> 	<p>1. April/Frog Month</p> <p>2. Family/Relations</p> <p>3. Tag game- chasing each other</p> <p>4. Playing hand games</p> <p>5. Spring</p> <p>6. No</p> <p>7. Yes</p>	<p>1. Ma tsi yi kapi sai ki som (Maw tsee yee gaw bee say gee soom)</p> <p>2. Nikso ko waiks (Nee ksoo goo way ksee)</p> <p>3. A pai skotsi yop (Aw bay sgoo tsee yoop)</p> <p>4. Ai pi ksi kah tsi ( )</p> <p>5. Mo to yi (Moo do yee)</p> <p>6. Saah (Saw awh)</p> <p>7. Aah (Aww)</p>

<p>May Unit 9- "Running River"</p> 	<ol style="list-style-type: none"> <li>1. May/Seed month/Preparing the land for planting</li> <li>2. River</li> <li>3. Beaver</li> <li>4. Fish</li> <li>5. Muskrat</li> <li>6. I am fishing</li> </ol>	<ol style="list-style-type: none"> <li>1. In simay ki som (En see may gee soom)</li> <li>2. Niyitahtayi (Nee yee tawh daw nee)</li> <li>3. Ksikstaaki (Kseek staw gee)</li> <li>4. Maami (Maw me)</li> <li>5. Misohpisski (Me sooh pis skee)</li> <li>6. Nitaomihka (Nee doe meek gaw)</li> </ol>
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<p>June Unit 10 "Lessons of the Land"</p>	<ol style="list-style-type: none"> <li>1. June- Sundance Month</li> <li>2. July-rainy month</li> <li>3. August-berry ripen month</li> <li>4. Summer</li> </ol> <p>Grandfather teachings and the corresponding animals:</p> <ol style="list-style-type: none"> <li>5. Beaver representing wisdom</li> <li>6. Eagle representing love</li> <li>7. Buffalo representing respect</li> <li>8. Bear representing bravery/courage</li> </ol>	<ol style="list-style-type: none"> <li>1. Itawaa ko ka tso pi (Ee daw wa goo gaw tsoo bee)</li> <li>2. Sootaikisom (Soo day gee soom)</li> <li>3. Itsikisom (Ee tsee gee soom)</li> <li>4. Ni powa (Nee boo wa)</li> <li>5. Ksi kstaa ki (Kseek staw gee)</li> <li>6. Piita (Bee daw)</li> <li>7. lini (Ee nee)</li> <li>8. Kiayo (Gee aw yo)</li> </ol>
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	<p>9. Bigfoot representing honesty</p> <p>10. Wolf representing humility</p> <p>11. Turtle representing truth</p>	<p>9. Aitapioyi (Aye daw bee oo yee)</p> <p>10. Omahkapisi (big coyote) (Omawh gaw bee see)</p> <p>Ma ko yi (wolf) (Maw goo yee)</p> <p>11. Spooopi (Sboo bee)</p>
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### **Additional Logistics**

-Twenty five Gr 5/6 students from Carseland School will be the main participants in the program

-This program will take place from 1:30-3:00 on Wednesday afternoons

(If for some reason, weather does not allow programming in the park, the program will take place back at the school setting).

-Students will keep a reflection journal where they will record their learning and knowledge building from their experience and where they will record Blackfoot words that they learn in context during the program. The students will be given additional time at school to work on their journals (and review the content created).

-Reflection time to follow the park visit on Thursdays (finish weekly journal reflection and Blackfoot language component throughout the week).

-An Elder is an essential part of this program.

-At the end of each weekly visit, the students will also check on the park to make sure nothing needs repair, clean up garbage, and make sure that the school group leaves nothing behind-building responsibility as stewards of this space.

\*SAFETY- Safety procedures will be clearly laid out for the students at the beginning of the program. A first aid kit will be taken to the park area. All necessary safety measures will be taken to ensure student safety.