

SHELLEY MOORE



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NEXWLÉLEXM (BOWEN ISLAND)

- The Islands Trust council acknowledges that the lands and waters that encompass the Islands Trust Area have been **home to Indigenous peoples** since **time immemorial** and honours the **rich history, stewardship, and cultural heritage** that embody this place we all call home.
- The Islands Trust council is committed to establishing and maintaining mutually **respectful relationships** between Indigenous and non-Indigenous peoples. Islands Trust states a **commitment to Reconciliation** with the understanding that this commitment is a **long-term relationship-building and healing process**.
- The Islands Trust council will strive to **create opportunities for knowledge-sharing** and understanding as people come together to **preserve and protect** the special nature of the islands within the **Salish Sea**.



Virtual Learning Protocols

Chat Box

- Anytime! All the time!
- Respond to specific questions
- Wild Tea

Break Out Groups

- Popcorn conversations

The Chat Box – Wild Tea

- I will show you a prompt on the screen
- Type your response in the chat box BUT DO NOT press send
- I will do a 3-2-1 “Go” countdown
- Everyone will press send at the same time when I say “GO!”

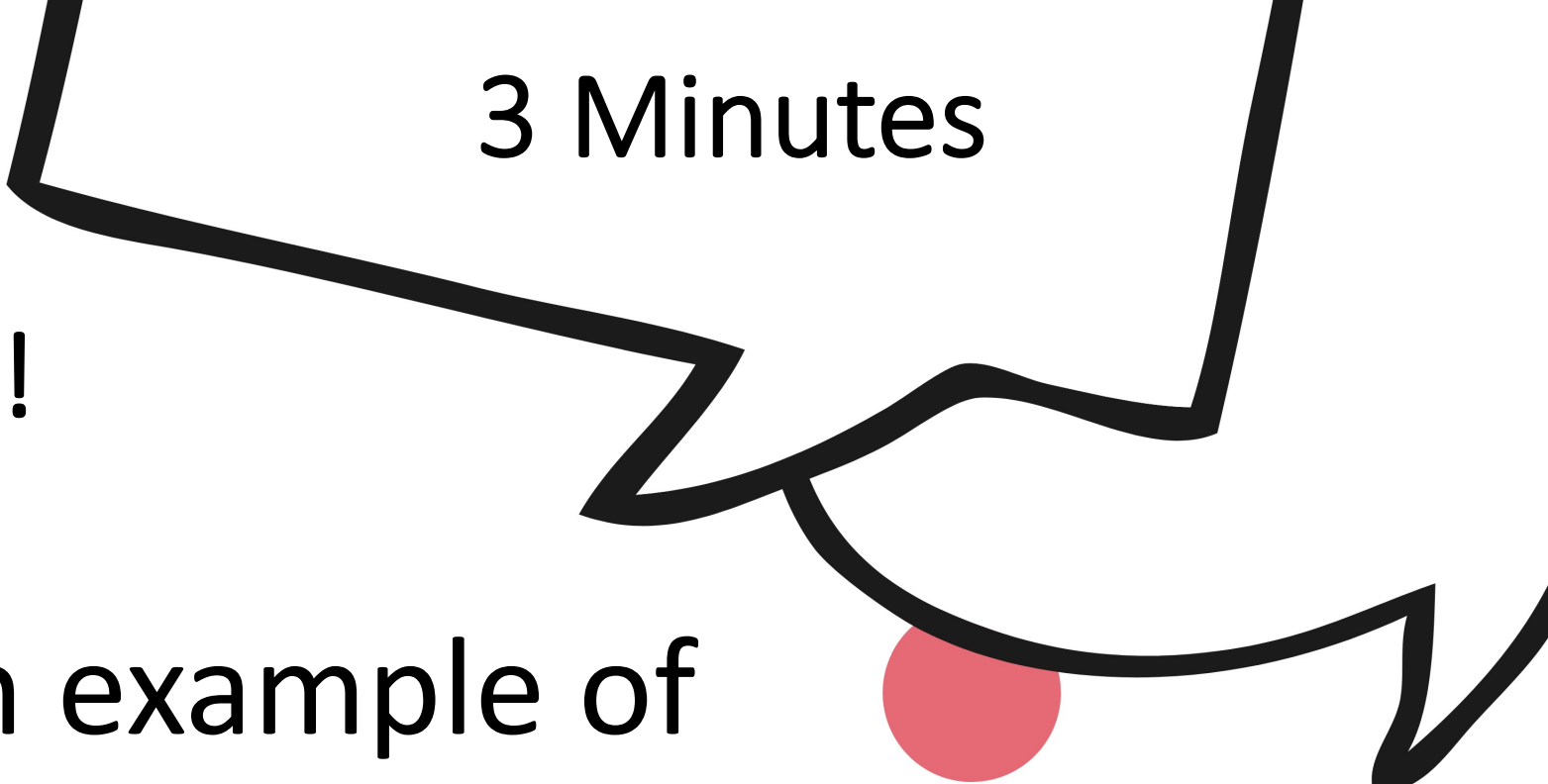
An abstract graphic in the top right corner featuring a thick black line that starts at the top, goes down, then zig-zags to the right, ending with a downward-pointing arrowhead. Below this line are several circles: one solid red circle, one hollow blue circle, and several solid blue circles of varying sizes.

Practice: Wild Tea!

What does inclusion
mean to you?

Break Out Groups – Popcorn

- In break out groups, everyone is a kernel
- You will have 3 minutes to pop - Everyone needs to pop!
- You pop by sharing a thought or a response, or asking a question to the group
- How can you support each other to make sure everyone pops in the time allowed?



3 Minutes

Practice: Popcorn!

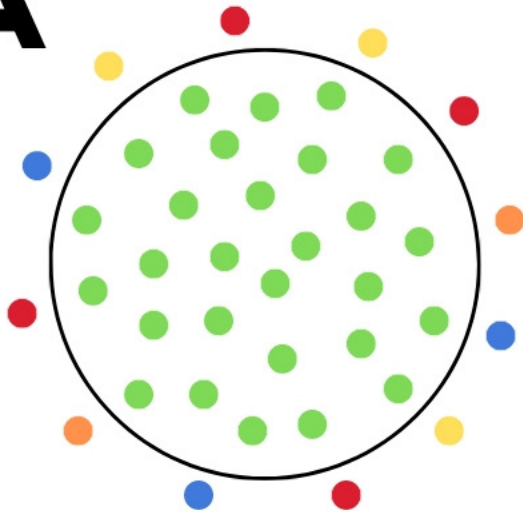
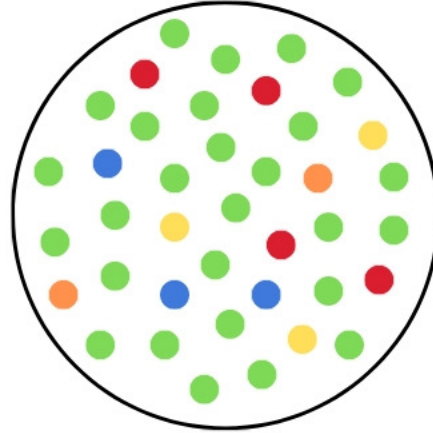
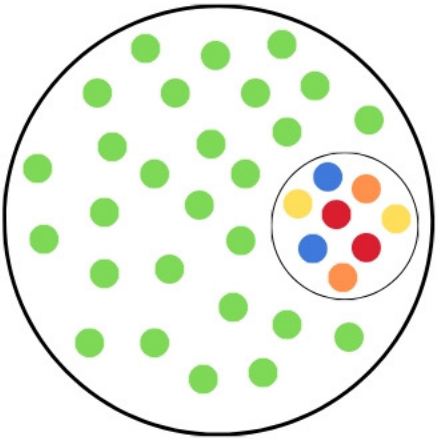
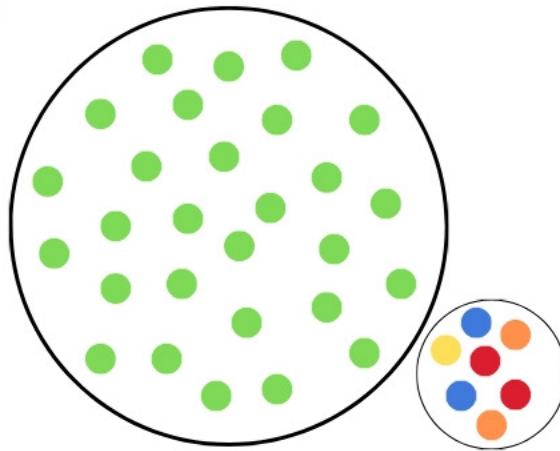
What is an example of
inclusion in your school/
community?



WHAT DOES INCLUSION MEAN?

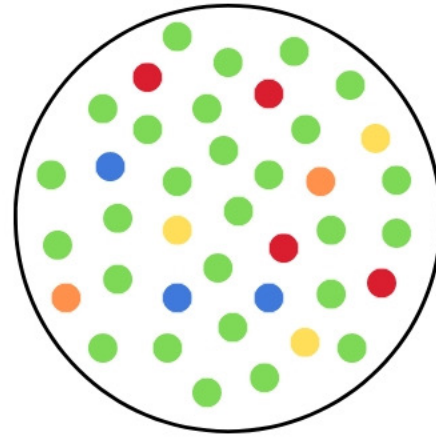


EXCLUSION
INTEGRATION
INCLUSION
SEGREGATION

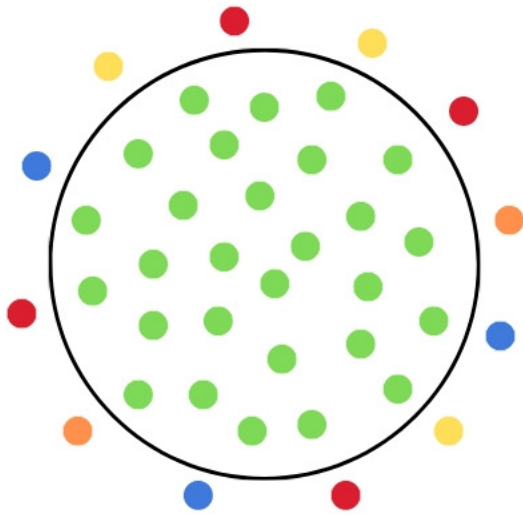
A**C****B****D**

EXCLUSION
INTEGRATION
INCLUSION
SEGREGATION

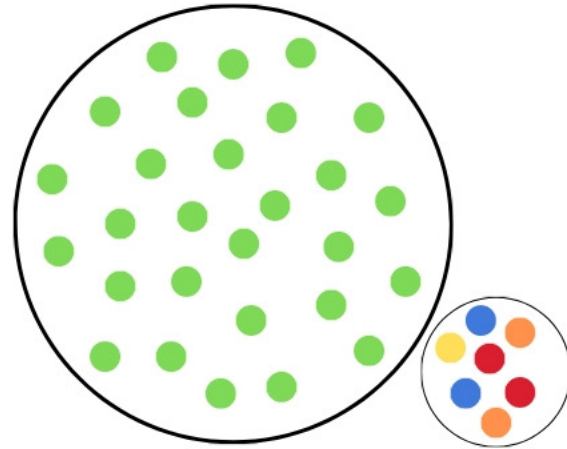
WHAT IS INCLUSION?



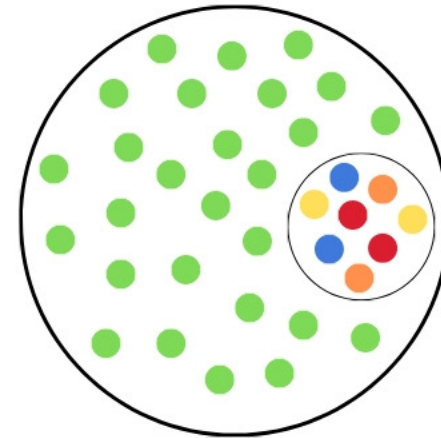
inclusion



exclusion

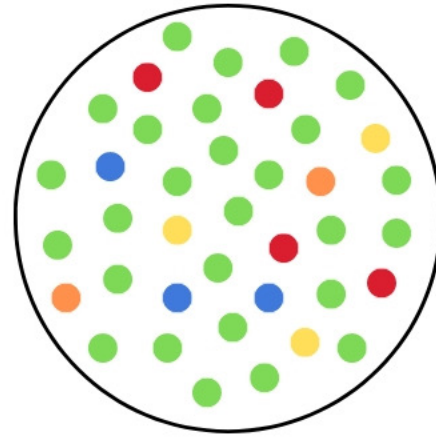


segregation

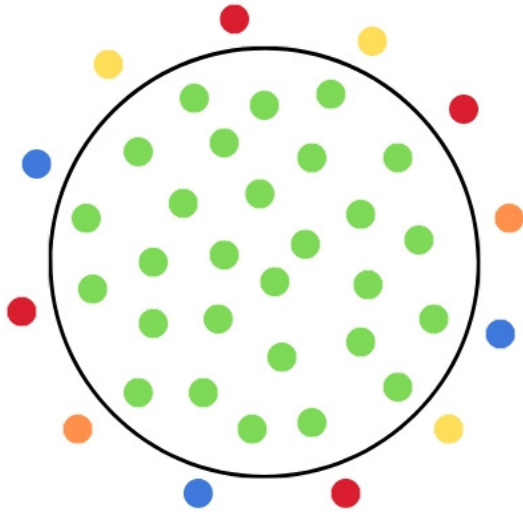


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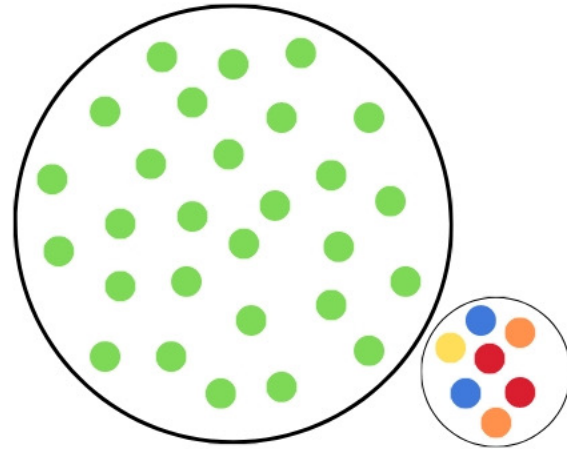
5MM Video 1



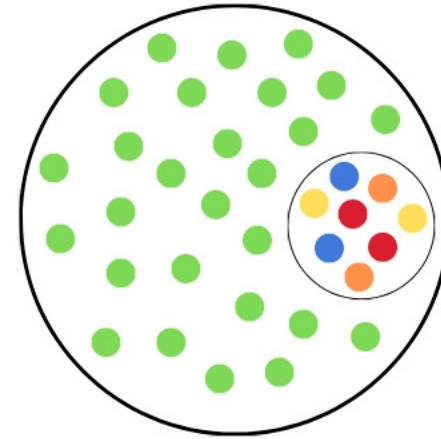
inclusion



exclusion

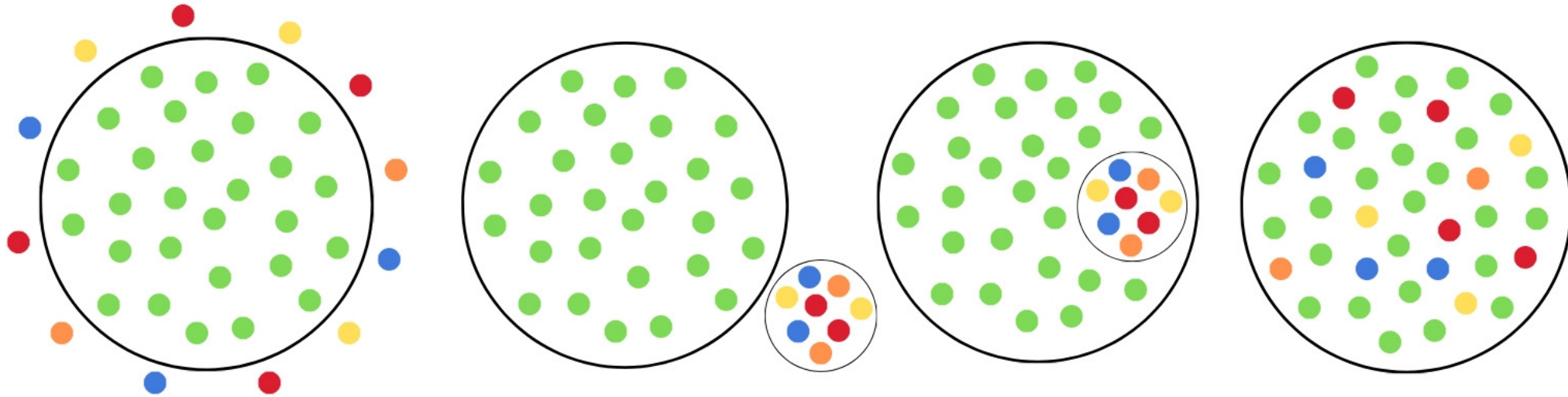


segregation

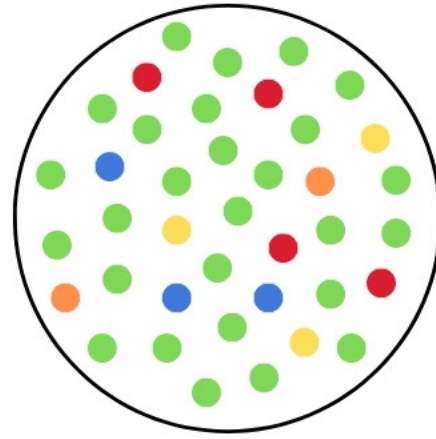


integration

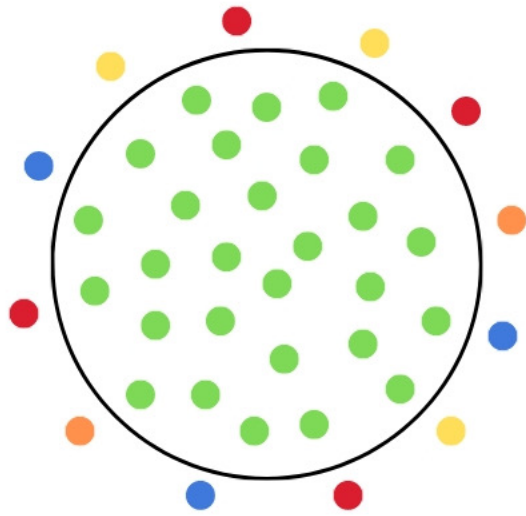
WHAT IS INCLUSION?



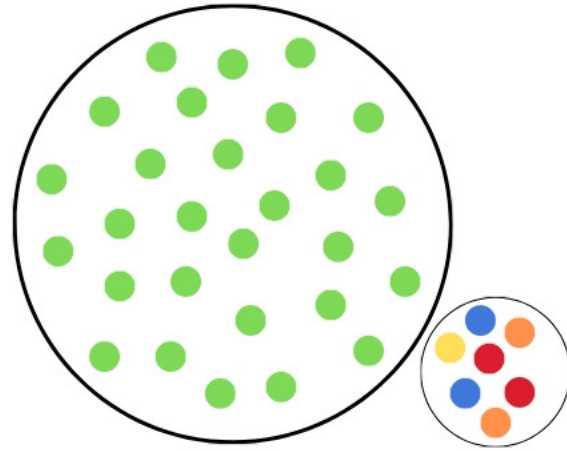
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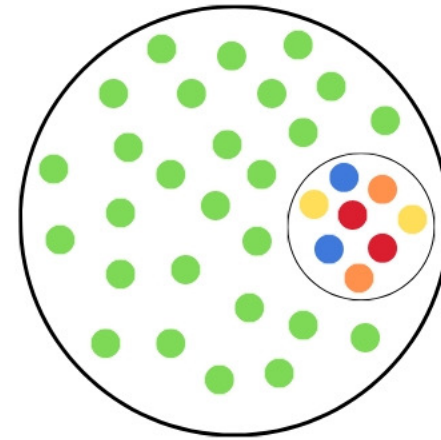
inclusion



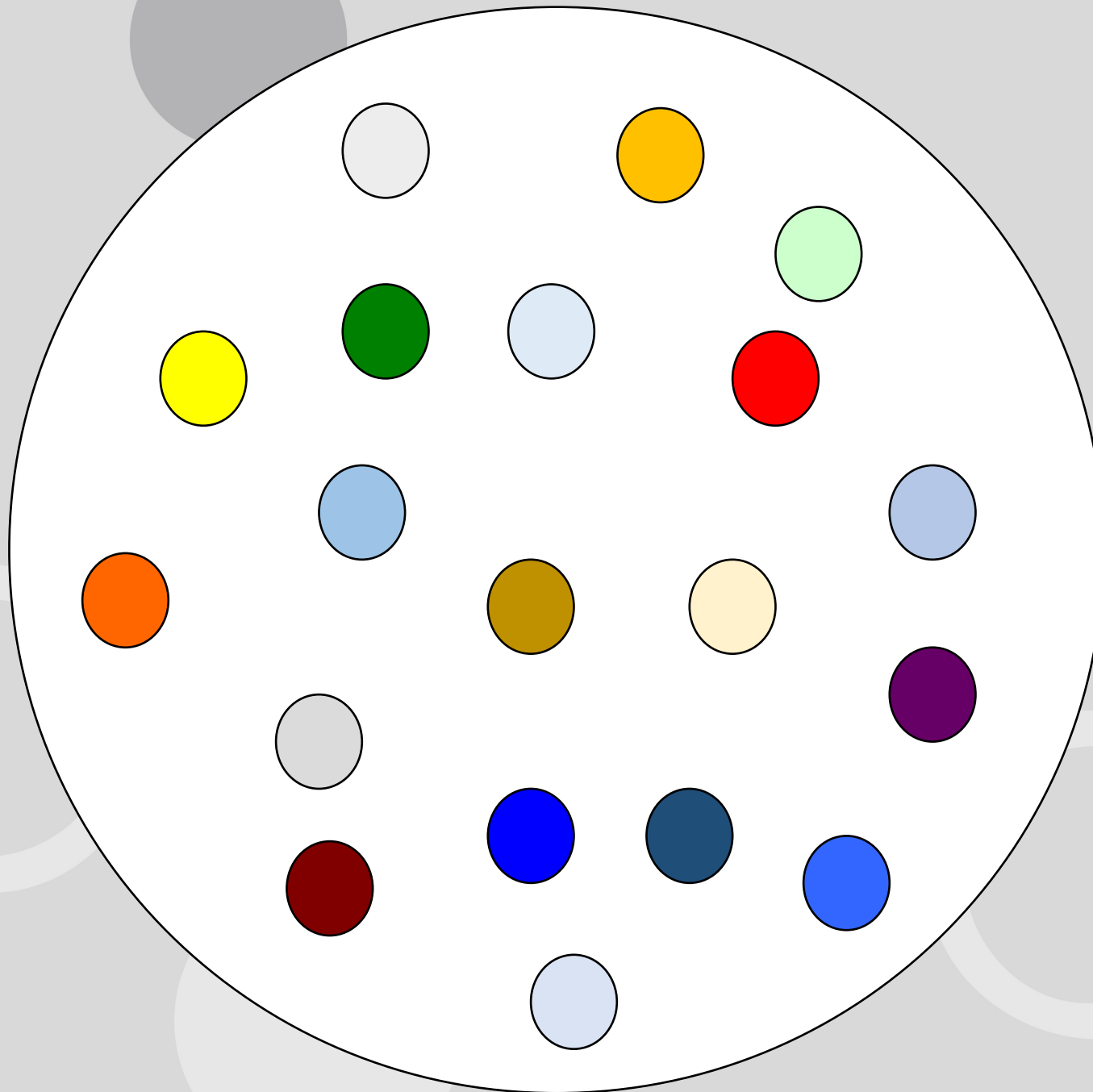
exclusion



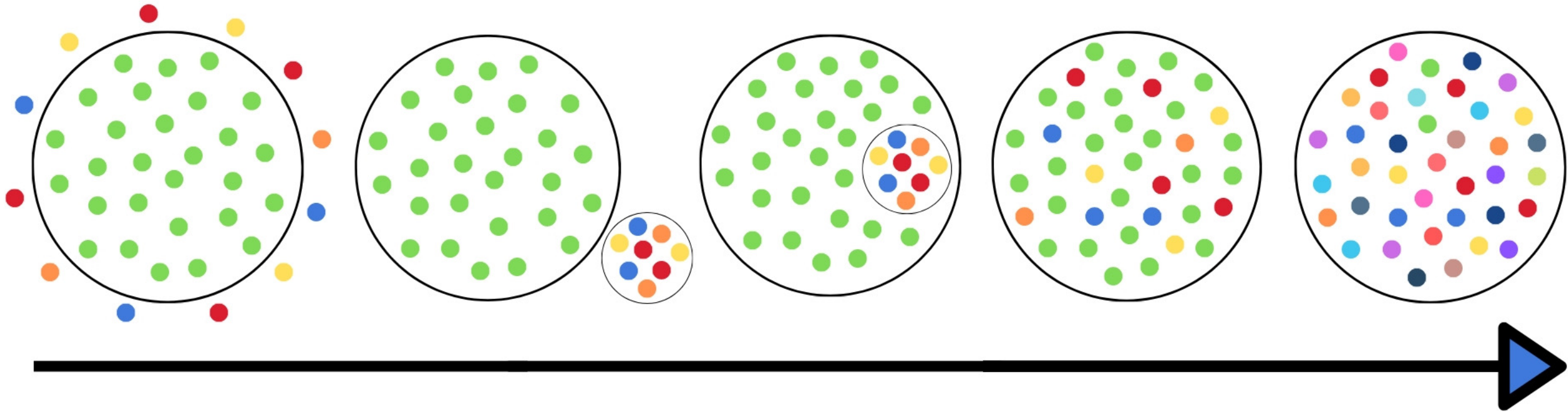
segregation



integration



WHAT IS INCLUSION?



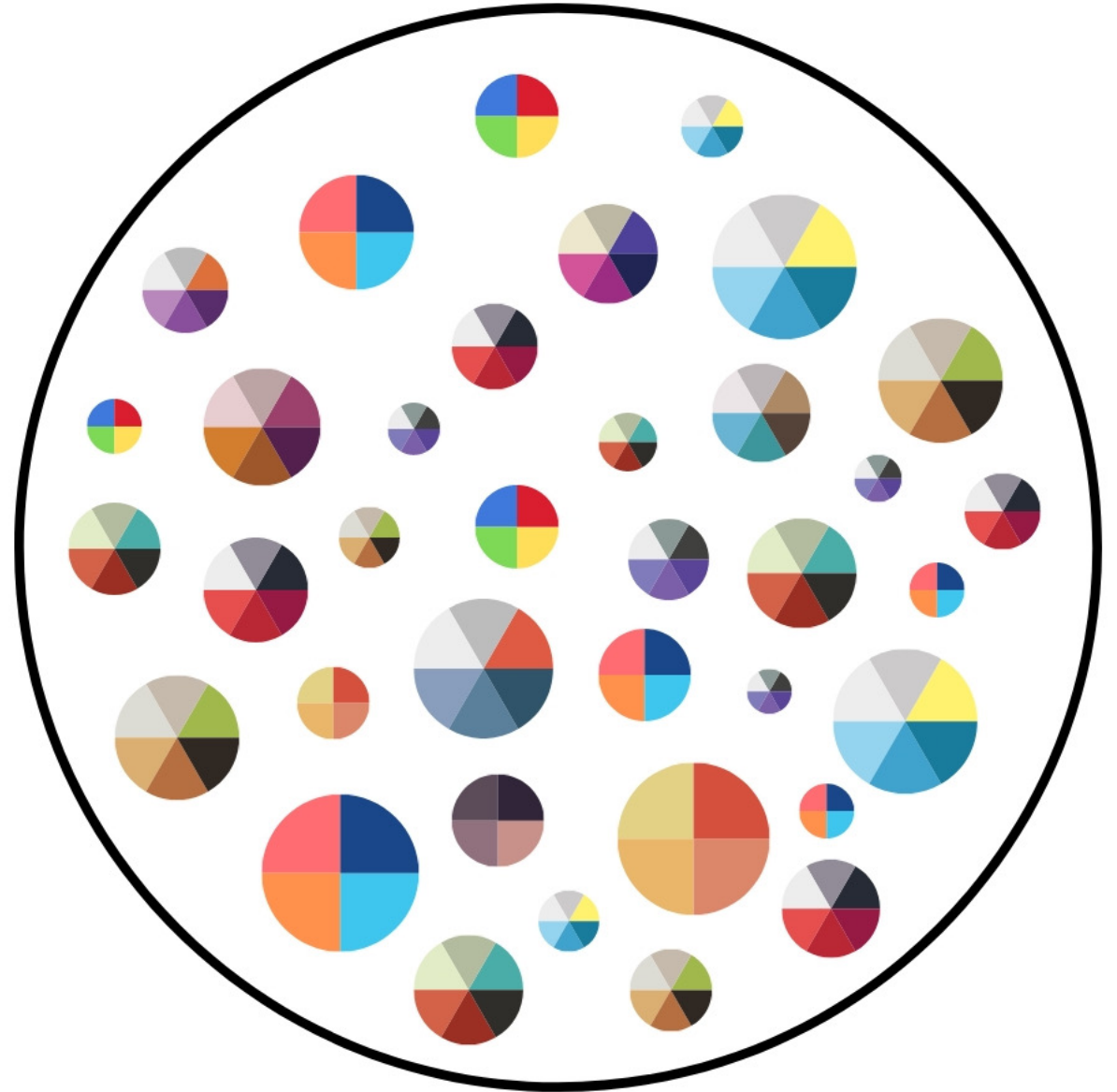
Where are you on this continuum? What's the next step?



WHO IS INCLUSION?



WHO IS INCLUSION?



What are your
colours?

Do we value ALL
colours equally?



How do we build communities of identity?



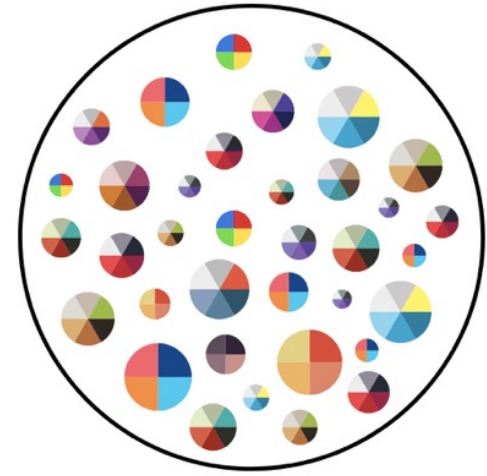
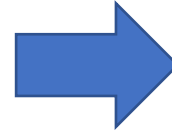
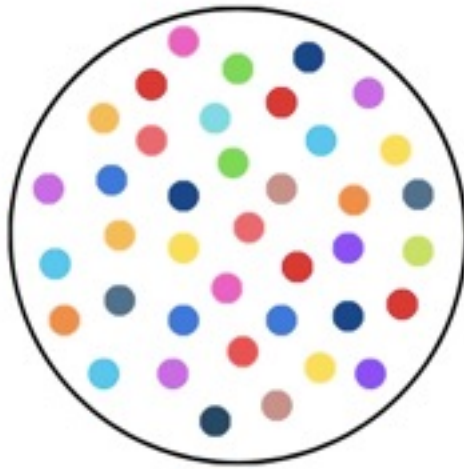
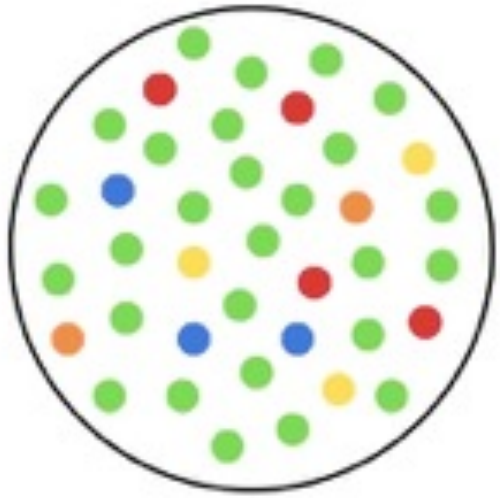
How do we build communities of diversity?

How do we move away from groupings based on deficits?



How do we make sure that we are welcoming & valuing all colours?

What is inclusion?



How do we include
people who are
different

How do we teach
to diversity?

How do we
teach to identity?

What are your
colours?

Do we value ALL
colours equally?



We cannot tell someone who
they are...

We can only create space for
them to safely identify

Bronx, NY 2005



Vancouver, BC 2005



Are you Indigenous?



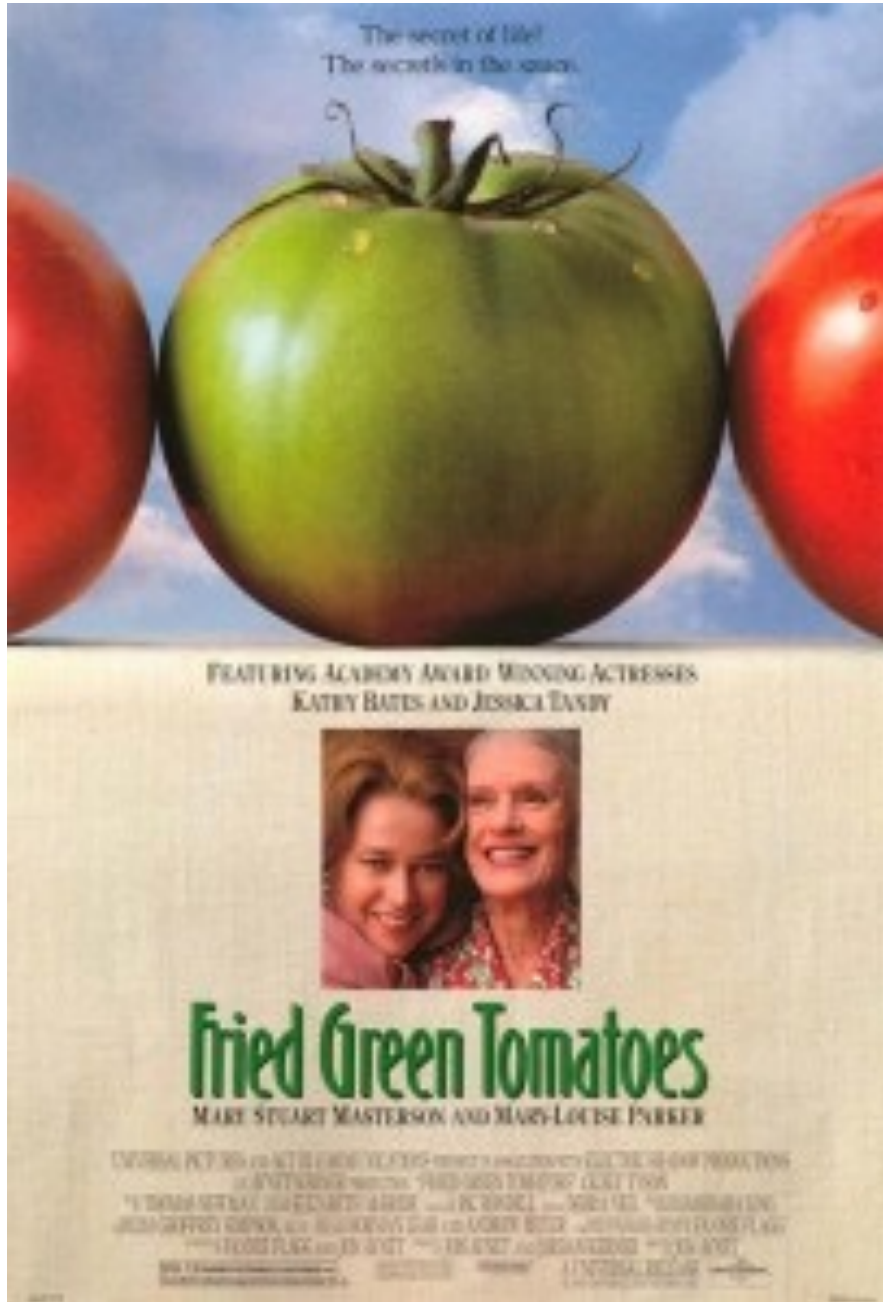
Greta



It's not safe.

Who do we learn about?

Missed opportunities??



How do we make school safe for ALL?

How do we make school safe for ALL?

Our Kids needs to see themselves

Who is school safe for?

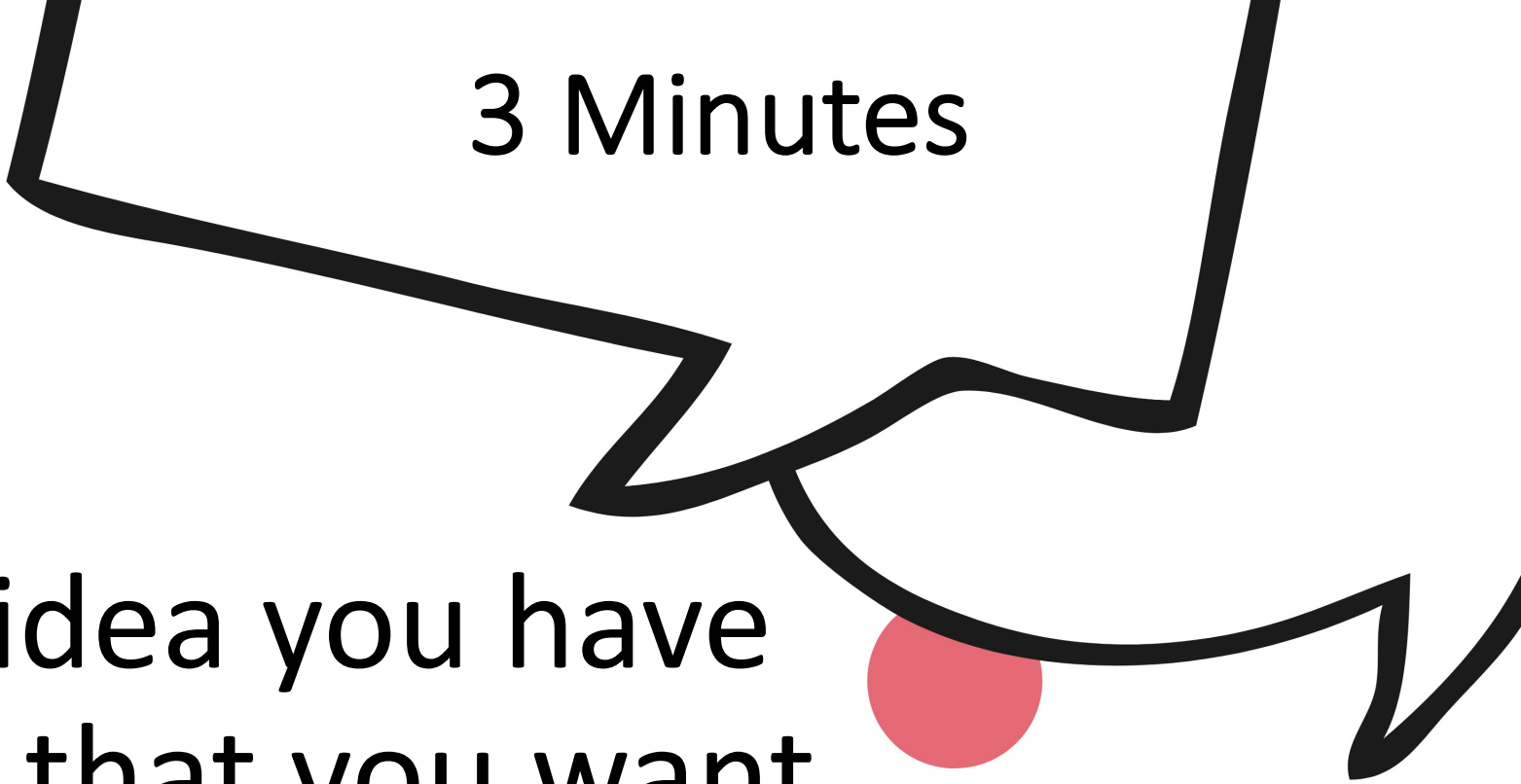
Our Students ARE the curriculum.

Our Students ARE the curriculum.

This is teaching to identity.

Small Group Choice Questions

- What are some of your identities? Are there any parts of you that you don't feel safe declaring or sharing with others?
- What do you see when you look at your students in your classroom, school and community? What are their identities?
- What are you already doing so that your students can see themselves in the curriculum?
- How can we construct conditions and opportunities in our classrooms and schools so that our student's and children's identities can emerge?



3 Minutes

Popcorn!

What is an idea you have
heard today that you want
to share with someone
who isn't in this session?



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