

This guide and the First Nations, Métis, and Inuit professional learning website are designed for use by individual educators, cohorts, school communities, and school authorities.

www.fnmiprofessionallearning.ca/learning-to-know/

This professional learning guide builds educator capacity by connecting intergenerational trauma and the legacy of residential schools to neuroscience principles.



Playing the **Brain Architecture Game** allows educators to learn how stress can impact a child's development and ways to create supportive educational environments. This session is designed for senior administrators, school administrators, teachers, educational assistants, school psychologists, and support staff. Facilitation includes Indigenous perspectives and content on the legacy of residential schools and intergenerational trauma.

This professional learning guide is intended to support the incredible information that is on the **Brain Architecture Game** website at <https://dev.thebrainarchitecturegame.com/>. For information about the game, the materials, and the videos, visit the website for up to date information. For ideas on how to facilitate the **Brain Architecture Game** in your educational community, this guide will provide considerations to support implementation.

The first section includes logistics for getting the game ready. The second section includes resources and suggestions for connecting the legacy of residential schools and intergenerational trauma with the brain science principles which are explored by playing the game. The third section provides resources for facilitating a session and the final section includes debrief activities to engage in a professional dialogue.



Getting Ready



You can order your own copy of the **Brain Architecture Game** from the Brain Architecture Game website at <https://dev.thebrainarchitecturegame.com/>.

Buy the **Brain Architecture Game** at <https://dev.thebrainarchitecturegame.com/get-a-copy/>.

You will have the option to "Do-It-Yourself" for which you can print the game pieces as well as purchase and assemble the materials to play the game.

There is also the option to order "Ready-Made" kits where the materials will arrive and you are ready to go! Check the website for availability of stock and shipping times.



Getting Ready

Find required and free materials for the **Brain Architecture Game** in <http://dev.thebrainarchitecturegame.com/get-a-copy/free-materials/>.



Download the **Brain Architecture Game Life Journal** at https://dev.thebrainarchitecturegame.com/wp-content/uploads/2016/02/Life-Journal_v3.pdf.



Download the **Brain Architecture Game Rule Book** at <https://dev.thebrainarchitecturegame.com/wp-content/uploads/2016/02/Rules-v3.pdf>.

Make sure you give yourself enough time to prepare the kits – while there are not that many items to assemble, it can take a considerable amount of time. You may gather a group together and watch some of the media resources found on the website while you're preparing. The **Brain Architecture Game** works well when the room is set up with small table groups.

Using one large poly envelope for each group helps keep the **Brain Architecture Game** resources in order and easy to pack. The following are items you can store in the envelope: fine point tip dry erase markers, dry erase eraser, **Provincial First Nations, Métis, and Inuit Professional Learning Project Poster** at www.dropbox.com/s/fha8kwnszeua1kw/ARPD%20Professional%20Learning%20Project%20Poster%2011x17%20PDF.pdf?dl=0 and lists of resources about residential schools and intergenerational trauma. The dry erase markers and eraser are for one of the sheets of paper included in the game – you might want to laminate the sheet for reuse.



To provide background information, consider sending the following video prior to participants prior to the **Brain Architecture Game** session: **How Brains are Built: The Core Story of Brain Development** at www.albertafamilywellness.org/resources/video/how-brains-are-built-core-story-of-brain-development. It's also important to let participants know that the session includes information about the legacy of residential schools and intergenerational trauma. The topics that come up playing the game or during the debrief can trigger an emotional response. As a reminder to care for self and others, share regional contact information for mental health support networks; including, for example the Alberta Community and Social Services Support Line at 211. Check www.ab.211.ca/.



Making Connections

















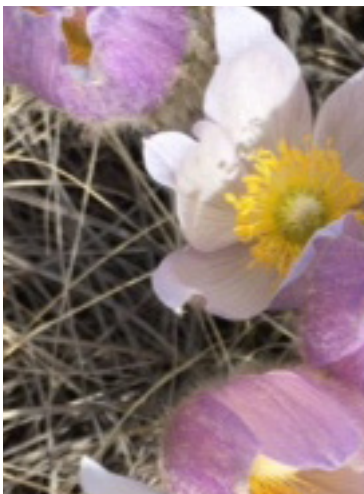
The **Brain Architecture Game** is an opportunity to create connections between neuroscience and the intergenerational trauma associated with the legacy of residential schools. Prior to facilitating a session, respectfully engage in conversations with regional community members, Elders councils, wisdom and guidance committees, Indigenous advisory groups, and educational leadership about the information you want to present about the legacy of residential schools. You may find it helpful to prepare a list of the key points you want to raise throughout facilitating the professional learning opportunity.



Making Connections

Having follow-up information and resources to share with participants after the session may be a way to continue the conversation and deepen understanding.

-  Download the PDF **Our Way is a Valid Way Educator Resource Document** at <https://education.alberta.ca/media/563981/our-way-is-a-valid-way.pdf>.
-  Access the PDF **Our Way is a Valid Way Educator Reflection Guide Document** in sections on the ARPDC **Our Way is a Valid Way Moodle Site** at <https://learning.arpdc.ab.ca/course/index.php?categoryid=170>.
-  Visit the **Walking Together Digital Resource** at www.learnalberta.ca/content/aswt/.
-  Access the Google Doc **Walking Together Directory for Educators** at https://docs.google.com/document/d/1wfrm_AXaoTsWAO1fPNU1T4v-eV_AbC2SH0ku5dHgfi0/edit.
-  View the **CBC's 8th Fire** (subscription) at <https://curio.ca/en/collection/8th-fire-1615/>.
-  Download the PDF **8th Fire Guide for Educators** at https://media.curio.ca/filer_public/e5/c9/e5c95239-396c-4772-ae5-cf84389c7e00/8thfireguide.pdf.
-  Download the PDF **Truth and Reconciliation Commission: Calls to Action** at http://nctr.ca/assets/reports/Calls_to_Action_English2.pdf.
-  Visit the **National Centre for Truth and Reconciliation** at <https://nctr.ca/map.php>.
-  View the **Project of Heart Ebook** at www.bctf.ca/HiddenHistory/ or download PDF resources.
-  Visit the **Legacy of Hope Foundation** at <http://legacyofhope.ca/> and access **Teacher Resources** at <http://legacyofhope.ca/education/>.
-  Download the PDF **Our Words Our Ways** at <https://education.alberta.ca/media/3615876/our-words-our-ways.pdf>.
-  Download the PDF **Education is Our Buffalo** at [www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Human-Rights-Issues/Education%20is%20Our%20Buffalo%20\(PD-80-7\).pdf](http://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Human-Rights-Issues/Education%20is%20Our%20Buffalo%20(PD-80-7).pdf).
-  Download the PDF **United Nations Declaration on the Rights of Indigenous Peoples** at www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf.
-  Visit the **Empowering the Spirit** website at <http://empoweringthespirit.ca> to find a comprehensive collection of additional resources.



You may also want to go through the modules and materials listed in the **Intergenerational Trauma Resource** list. This collection was compiled with support from Glenda Thiel, Edmonton Public Schools. Consider the resources you have available in your educational community and find ways to share them with other educators.

-  **Alberta Human Services: Children's Mental Health Learning Series** at www.alberta.ca/childrens-mental-health-learning-series.aspx. Find E-Learning Modules in **Alberta Health Services: Trauma Informed Care E-Learning Series** at www.albertahealthservices.ca/info/page15526.aspx. Find toolkits and related links at **Alberta Health Services Trauma Informed Care Resources** at www.albertahealthservices.ca/info/Page15526.aspx.



Facilitating

The following facilitation tools may be useful:



Use the ARPDC The Brain Architecture Game Google Slides Presentation at https://docs.google.com/presentation/d/1L-fiBtA2HR YtTly3j56jSTKTPWP2Y0N7Ex0IJGk9xbU/edit#slide=id.g1c83fcf0d6_0_37.



Find **Media Resources for the Brain Architecture Game** at <https://dev.thebrainarchitecturegame.com/media-resources/>.



Find the **Brain Architecture Game Rule Book** at <https://dev.thebrainarchitecturegame.com/wp-content/uploads/2016/02/Rules-v3.pdf>.



Debriefing

Support



Ideas from an **Expert Moderator, Dr. Judy Cameron**, found at <https://dev.thebrainarchitecturegame.com/get-a-copy/expert-moderator-notes-judy-cameron/>, can support debriefing.

During the debrief, you may want to hold a Talking Circle. A **Fact Sheet**, at www.learnalberta.ca/content/aswt/talkingtogether/facilitated_talking_circle_fact_sheet.html, and **Sample**, found at www.learnalberta.ca/content/aswt/talkingtogether/facilitated_talking_circle_sample.html, are provided in the **Guide for the Walking Together Digital Resource**, accessed at www.learnalberta.ca/content/aswt/talkingtogether/index.html.

Questions for debriefing

What life experiences made the most significant impact on the brain architecture?

How does knowing about brain architecture relate to understanding children and youth in your educational community?

How does understanding brain architecture impact your role in your educational community?

How can you contribute to supporting children in your educational community?

What can educators do in the classroom to best support students?

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Lalonde, S. Alberta Regional Professional Development Consortia. (2016). *Provincial First Nations, Métis, and Inuit Professional Learning Project*. Calgary, AB: Alberta Regional Professional Development Consortia.





Our Way is a Valid Way

This guide and the First Nations, Métis, and Inuit professional learning website are designed for use by individual educators, cohorts, school communities, and school authorities.

www.fnmiprofessionallearning.ca/learning-to-know/

This professional learning guide builds educator capacity by building foundational knowledge of First Nations, Métis, and Inuit perspectives on relevant themes and issues.



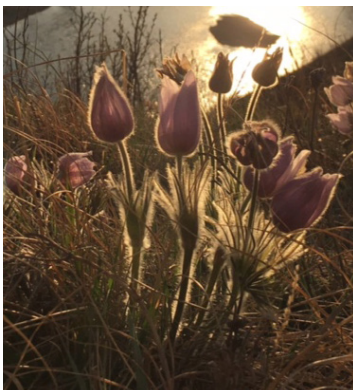
The **Our Way is a Valid Way Educator Resource** at <https://education.alberta.ca/media/563981/our-way-is-a-valid-way.pdf> includes Indigenous perspectives and content on the following themes: Land and People; Traditional Ways of Knowing; Oral Tradition, Storytelling; Residential Schools; and Anti-racist, and Anti-oppressive Education. Facilitation includes building awareness and understanding of the content as well as ways to include the content in curricular programming. This session is designed for senior administrators, school administrators, teachers, educational assistants, school psychologists, and support staff.

This guide is intended to support educators in building capacity in establishing foundational knowledge of First Nations, Métis, and Inuit content and perspectives. For ideas on how to facilitate a professional learning opportunity using the resource in your educational community, this guide will provide considerations to support implementation.

The first section includes logistics on different ways to access the resources. The second section includes key considerations for connecting with regional Indigenous community members. The final section includes activities to engage in a professional dialogue within a cohort, professional learning community, or school.



Getting Ready



The ARPDC **Our Way is a Valid Way Moodle Site** at <https://learning.arpdc.ab.ca/course/index.php?categoryid=170> provides links to access and download the entire document as well as the individual sections of each resource.

It also provides access to sections of the **Our Way is a Valid Way Educator Reflections Guide**.

The **Our Way is a Valid Way** resource was created by the Western and Northern Protocol (WNCP). It has been approved by the Ministries of Education from Alberta, Saskatchewan, Manitoba, Northwest Territories, Yukon, and Nunavut. The resource also went through a validation process from Elders, Knowledge Keepers, and community members from each of these provinces and territories.



Getting Ready

The following are the five themes in the **Our Way is a Valid Way Educator Resource**:

- Land and People
- Traditional Ways of Knowing
- Oral Tradition, Storytelling
- Residential Schools
- Anti-racist, Anti-oppressive Education

There is a 3- to 5-page overview of theme, ideas for implementation, classroom strategies, as well as teaching strategies.

The bibliography includes an extensive collection of research and literature which serves as a valuable reference for further learning.

The **Our Way is a Valid Way Educator Reflection Guide** is intended to be used as a facilitation tool for using the content in a professional learning opportunity. The facilitating section of this guide provides additional ideas to consider.



Making Connections



The overarching goal is for educators to respectfully connect with their regional First Nations, Métis, and Inuit communities for guidance on appropriate resources for professional learning and to effectively teach First Nations, Métis, and Inuit perspectives and content to all students. Prior to facilitating a session, engage in conversations with regional community members, Elders' councils, wisdom and guidance committees, Indigenous advisory groups, and educational leadership about the themes in the resource.



Facilitating

Facilitating a session using the **Our Way is a Valid Way Educator Resource** gives educators an opportunity to develop their foundational knowledge of First Nations, Métis, and Inuit content and perspectives. Sessions work especially well if educators are given the time and space to gather for professional dialogue and collaborative learning.

Ensure that there are enough copies of the **Our Way is a Valid Way Educator Resource** for each participant, either electronically or print copies.

You may want to consider providing an overview of the document and relate the content to the following references:

- **Truth and Reconciliation Commission: Calls to Action** at http://nctr.ca/assets/reports/Calls_to_Action_English2.pdf
- **Teaching Quality Standard and Leadership Quality Standard** at www.alberta.ca/professional-practice-standards-overview.aspx



Facilitating



Describe the format of the document and highlight that the content for each theme is only a few pages long. Create a group for each theme with no more than 5 or 6 people per group, you may need to have 2 groups of one theme. Allow enough time for participants to read through their selected theme and to have a dialogue. Ask each group to consider the question, How does knowing about historical events and current contextual realities relate to how you understand your students and communities differently?



Groups can work together to complete a jigsaw activity, found at https://docs.google.com/document/d/1dgE_Ht8swm5EXbO5pjxZH7MSAqhrjYNvEMJOxW5DF3E/edit, where they consider the impact on the educational community if everyone knew about the content in their selected theme.

Gather the groups together for a large group discussion on each of the themes. The facilitator may want to share other resources to support the content of each of the themes. You may also want to consider having local Indigenous community members as part of the discussion groups to ensure you have a regional perspective included in the conversations.

For further learning, educators can access the **Our Way is a Valid Way Educator Reflection Guide** and also explore the following resources.



Visit the **Walking Together Digital Resource** at www.learnalberta.ca/content/aswt/.



Visit the **National Centre for Truth and Reconciliation** at <https://nctr.ca/map.php>.



Access the Google Doc **Walking Together Directory for Educators** at https://docs.google.com/document/d/1wfrm_AXaoTsWAo1fPNU1T4v-eV_AbC2SH0ku5dHgfio/edit.



View the **Project of Heart Ebook** at www.bctf.ca/HiddenHistory/ or download PDF resources.



Visit the **Legacy of Hope Foundation** at <http://legacyofhope.ca/> and access **Teacher Resources** at <http://legacyofhope.ca/education/>.



View the **CBC's 8th Fire (subscription)** at <https://curio.ca/en/collection/8th-fire-1615/>.



Download the PDF **Our Words Our Ways** at <https://education.alberta.ca/media/3615876/our-words-our-ways.pdf>.



Download the PDF **8th Fire Guide for Educators** at https://media.curio.ca/filer_public/e5/c9/e5c95239-396c-4772-ae55-cf84389c7e00/8thfireguide.pdf.



Download the PDF **Education is Our Buffalo** at [www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Human-Rights-Issues/Education%20is%20Our%20Buffalo%20\(PD-80-7\).pdf](http://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Human-Rights-Issues/Education%20is%20Our%20Buffalo%20(PD-80-7).pdf).



Download the PDF **Truth and Reconciliation Commission: Calls to Action** at http://nctr.ca/assets/reports/Calls_to_Action_English2.pdf.



Visit the **Empowering the Spirit** website at <http://empoweringthespirit.ca> to find a comprehensive collection of additional resources.

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Alberta Regional Professional Development Consortia





KAIROS Blanket Exercise

This guide and the First Nations, Métis, and Inuit professional learning website are designed for use by individual educators, cohorts, school communities, and school authorities.

www.fnmiprofessionallearning.ca/learning-to-relate/

This professional learning guide builds educator capacity by building awareness and understanding of historical events and current contextual realities associated with Canada's colonial history.



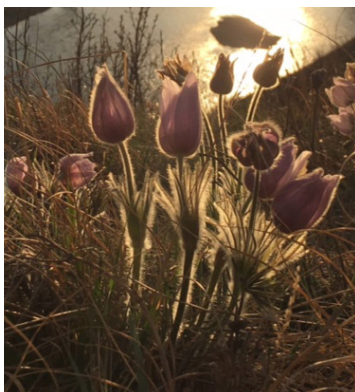
Participating in the **KAIROS Blanket Exercise** provides an experiential learning opportunity to explore Canada's colonial history. Facilitation includes Indigenous perspectives and content on a history which is not yet a part of the collective knowledge across our nation. In addressing the realities associated with this history, the **KAIROS Blanket Exercise** creates a relational space for dialogue and understanding. This session is designed for senior administrators, school administrators, teachers, educational assistants, school psychologists, and support staff.

This professional learning guide is intended to support the information that is on the **KAIROS Blanket Exercise** website at www.kairosblanketexercise.org. For information about the activity, the materials, and the resources, visit the website for up to date information. For ideas on how to organize the **Blanket Exercise** in your educational community, this guide will provide considerations to support implementation.

The first section includes logistics for getting ready for the exercise. The second section includes resources and suggestions for connecting the legacy of residential schools and intergenerational trauma with the historical elements that are explored by participating in the activity. The third section provides resources for organizing the activity and the final section includes debrief activities to engage in a professional dialogue.



Getting Ready



Information on opportunities for booking a **KAIROS Blanket Exercise** or becoming a facilitator can be accessed at www.kairosblanketexercise.org/become-a-host/ and www.kairosblanketexercise.org/become-a-facilitator/.

Information on the **Blanket Exercise** provided by the **Alberta Teachers' Association** can be found at www.teachers.ab.ca/For%20Members/Professional%20Development/IndigenousEducationandWalkingTogether/Pages/Workshops.aspx.



Getting Ready










There are many videos, PDF documents, and links for educators to view and explore prior to facilitating an activity. Individual organizations and school communities have adapted the exercise to include content which reflects a regional perspective and history. KAIROS has posted some of these on their site, others can be found by connecting with local educational communities and school authorities.

It's also important to let participants know that the session includes information about the legacy of residential schools and intergenerational trauma. The topics which come up playing the game or during the debrief can trigger an emotional response. As a reminder to care for self and others, share regional contact information for mental health support networks; including, for example the Alberta Community and Social Services Support Line at 211. Check www.ab.211.ca/.



Making Connections

Prior to organizing a session, respectfully engage in conversations with regional community members, Elders councils, wisdom and guidance committees, Indigenous advisory groups, and educational leadership about the information you want to present on Canada's colonial history. There may be key points that Indigenous community members want to be sure to include. Having follow-up information and resources to share with participants after the session may be a way to continue the conversation and deepen understanding.

-  Download the PDF **Our Way is a Valid Way Educator Resource Document** at <https://education.alberta.ca/media/563981/our-way-is-a-valid-way.pdf>.
-  Access the PDF **Our Way is a Valid Way Educator Reflection Guide Document** in sections on the ARPDC **Our Way is a Valid Way Moodle Site** at <https://learning.arpdc.ab.ca/course/index.php?categoryid=170>.
-  Visit the **Walking Together Digital Resource** at www.learnalberta.ca/content/aswt/.
-  Access the Google Doc **Walking Together Directory for Educators** at https://docs.google.com/document/d/1wfrm_AXaoTsWAO1fPNU1T4v-eV_AbC2SH0ku5dHgfi/edit.
-  View the CBC's **8th Fire (subscription)** at <https://curio.ca/en/collection/8th-fire-1615/>.
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-  View the **Project of Heart Ebook** at www.bctf.ca/HiddenHistory/ or download PDF resources.
-  Visit the **Legacy of Hope Foundation** at <http://legacyofhope.ca/> and access **Teacher Resources** at <http://legacyofhope.ca/education/>.
-  Download the PDF **Our Words Our Ways** at <https://education.alberta.ca/media/3615876/our-words-our-ways.pdf>.
-  Download the PDF **Education is Our Buffalo** at [www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Human-Rights-Issues/Education%20is%20Our%20Buffalo%20\(PD-80-7\).pdf](http://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Human-Rights-Issues/Education%20is%20Our%20Buffalo%20(PD-80-7).pdf).
-  Visit the **Empowering the Spirit** website at <http://empoweringthespirit.ca> to find a comprehensive collection of additional resources.



Facilitating

The following weblinks may be useful as supports for professional learning:



The history of the **KAIROS Blanket Exercise** as well as a video that shows the blanket exercise in action can be accessed on the About webpage at www.kairosblanketexercise.org/about/.



Several resources, including documents, reports and teachers' kits can be accessed at

www.kairosblanketexercise.org/resources/.

These resources address:

- Getting started
- Historical documents
- Commissions and reports
- Teachers' kits, activities and curriculum
- Films and videos



Debriefing

Support



During the debrief, you may want to hold a Talking Circle. A **Fact Sheet**, at www.learnalberta.ca/content/aswt/talkingtogether/facilitated_talking_circle_fact_sheet.html, and **Sample**, found at www.learnalberta.ca/content/aswt/talkingtogether/facilitated_talking_circle_sample.html, are provided in the **Guide for the Walking Together Digital Resource**, accessed at www.learnalberta.ca/content/aswt/talkingtogether/index.html.

Questions for debriefing

How does knowing about Canada's colonial history relate to understanding children and youth in your educational community?

How does understanding Canada's history and current contextual realities impact your role in your educational community?

How can you contribute to supporting children in your educational community?

What can educators do in the classroom to best support students?

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www.fnmiprofessionallearning.ca/learning-to-relate/

This professional learning guide builds educator capacity by engaging community members through an interactive professional learning opportunity that builds understanding and awareness of issues related to poverty.



Participating in a **Community Action Poverty Simulation** (Missouri Community Action Network) allows educators to build awareness and develop their understanding of the issues related to poverty. As an engagement tool, a poverty simulation can bring together educators, support agencies, and community members promote and inspire positive change. Facilitation can include statistics and current contextual realities of poverty in your local area. This session is designed for senior administrators, school administrators, teachers, educational assistants, school psychologists, support staff, preservice teachers, community agencies, service organizations, and community members.

The first section of this guide includes information about organizing the simulation. The second section includes suggestions for using the poverty simulation as a community engagement tool. The third section includes debrief activities to engage in professional dialogue.



Getting Ready



Both the **Northwest Regional Learning Consortium** and **The Learning Network** are able to offer an opportunity for participants to experience what it might be like to live in a typical low-income family. It is a simulation designed to sensitize participants to the realities faced by low-income people.

In the simulation, up to 88 participants assume the roles of up to 26 different families facing poverty. Also, up to 20 volunteers take on the roles of “staffers,” which means they “work” in a variety of community agencies including community health care, Social Services, schools, grocery stores, and banks.

The actual simulation takes a maximum of three hours. Should you choose to host a simulation, you will work with the Consortium facilitator to recruit volunteers, if necessary, and to populate the variety of simulation roles.



Getting Ready

To learn more about the simulation, go to www.povertysimulation.org. While the simulation activity originated in the United States, there are many opportunities to contextualize and localize its context to reflect your regional community. The website provides details about why to host a simulation, what happens, as well as testimonials from educators and participants. Prior to hosting a poverty simulation, you may want to consider attending a simulation hosted by an educational community or by the United Way, such as that offered in Edmonton at www.myunitedway.ca/poverty-simulation/.

To learn more about hosting a **Community Action Poverty Simulation**, please contact one of the following consortia.

The Northwest Regional Learning Consortium

Grande Prairie, Alberta

Sandra Ciurysek, Executive Director

Telephone: 780-882-7988

Email: nrlcstaff@gppsd.ab.ca

The Learning Network

Lac La Biche, Alberta

Brent Allen, Executive Director

Telephone: 780-623-2248

Email: brent.allen@learning-network.org

Before hosting a simulation, it is important to let participants know that the session includes information about the realities and challenges associated with the issue of poverty. The topics and scenarios that come up during the simulation or debrief can trigger an emotional response. As a reminder to care for self and others, share regional contact information for mental health support networks; including, for example the Alberta Community and Social Services Support Line at 211. Check www.ab.211.ca/.



Making Connections



As a community engagement tool, the **Community Action Poverty Simulation** can provide an opportunity to gather senior administrators, school administrators, teachers, educational assistants, school psychologists, support staff, preservice teachers, community agencies, service organizations, and community members in an interactive and moving professional learning session.

Consider involving a school community, an inter-agency group, and/or a service organization. The participation of diverse groups provide opportunities to build awareness and connect resources. You may want to consider asking the community agencies and service organizations to bring materials and resources from their respective agencies and organizations to share with all participants. They may also want to provide a brief announcement during the debrief about the services they provide and the supports they can offer.

In creating the invitation list for participants, be sure to consider all of the educators who are associated with the emotional, intellectual, physical, and spiritual needs of students. A poverty simulation creates a relational space where educators and community members can learn from and with one another to build understanding and awareness of issues related to poverty.



Debriefing

Support



During the debrief, you may want to hold a Talking Circle. A **Fact Sheet**, at www.learnalberta.ca/content/aswt/talkingtogether/facilitated_talking_circle_fact_sheet.html, and **Sample**, found at www.learnalberta.ca/content/aswt/talkingtogether/facilitated_talking_circle_sample.html, are provided in the **Guide for the Walking Together Digital Resource**, accessed at www.learnalberta.ca/content/aswt/talkingtogether/index.html.

Questions for debriefing

How does understanding poverty impact your role in your educational community?

How can you contribute to supporting children in your educational community?

What can educators do in the classroom to best support students?

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Alberta Regional Consortia

