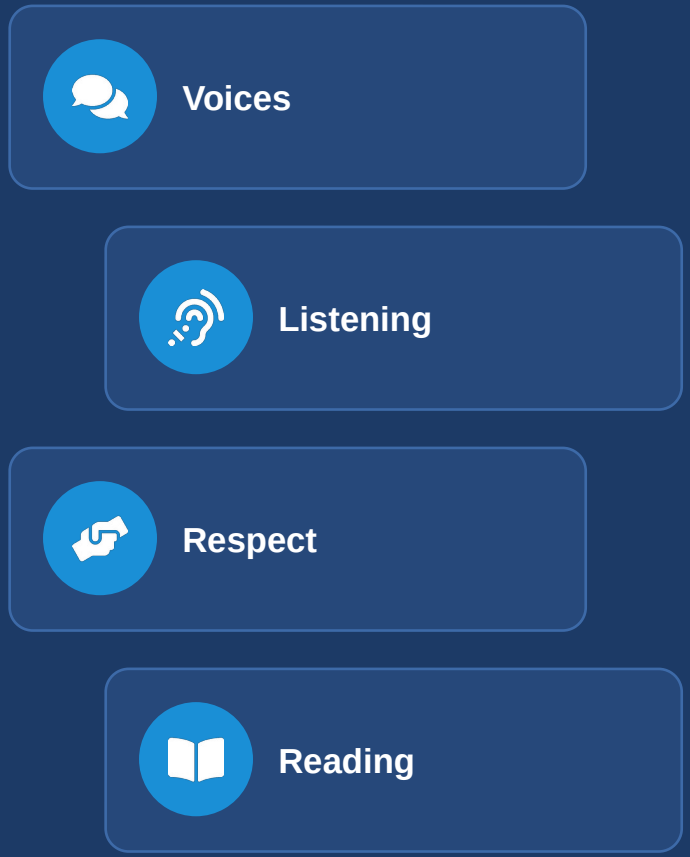
NBE3U Where We Stand, Lesson 1

# First Words

Care, protocols and how we listen



# Today's goals

## We are learning…

- What this course is about and how we will learn together.
- To listen actively and respectfully.

## I can…

- Describe the course's three themes.
- Explain respectful practices for learning from knowledge holders.
- Paraphrase and ask a clarifying question when I listen.
- Set a purpose before I read.

# Today's plan

| Time | What we're doing | You will… |
|---|---|---|
| 0–10 min | **Warm-up** | Discuss |
| 10–25 min | **The course** | Preview |
| 25–35 min | **Protocols** | Note |
| 35–55 min | **Listening** | Interview |
| 55–65 min | **Agreements** | Agree |
| 65–75 min | **Reading log** | Plan |

# Warm-up



**Think of someone who taught you something by telling you a story. How did you listen to them?**

## Sentence starters

*“The person was…”*

*“I remember it because…”*

*“I listened by…”*

## How it works

- Pairs: 3 minutes.
- Share a story only if you want to.

## Big idea

**This course puts the words of First Nations, Métis and Inuit writers, speakers and creators at the centre. Before we read anything, we agree on how we will listen: carefully, accurately and respectfully, knowing that no one in this room speaks for a whole people.**

# What this course is

### Voices first

We read, hear and watch work by First Nations, Métis and Inuit creators.

### Three themes

Identity; relationships; self-determination, sovereignty and self-governance.

### Texts of many kinds

Novels and poems, but also wampum, song, film, speech and design.

### Your thinking

Your questions, writing and talk are how you'll be assessed.

# The course at a glance

| Unit | Focus |
|---|---|
| **1 Where We Stand** | Land, identity and how we listen |
| **2 Behind the Image** | Stereotypes and who does the looking |
| **3 Writing Back** | Indigenous writers answer their readers, 1885–1921 |
| **4 Living Words** | Oral traditions, then and now |
| **5 Stories Now** | Contemporary literature |
| **6 Signal and Story** | Indigenous media today |
| **7 Independent Study** | Your own book, a seminar and the final |

# Who speaks?



First Nations, Métis and Inuit are many peoples, with many views. In this room, everyone speaks only for themselves.

No one will be asked to speak for a Nation, a community or their family. Sharing is always a choice.

# Learning from knowledge holders

### Who

Elders, Knowledge Keepers and Métis Senators carry teachings for their communities.

### Invitation

The school invites guests through the board's protocol, often with an offering and an honorarium.

### Listening

Listen without interrupting. Some teachings are long, and the pauses matter.

### Permission

Ask before recording, photographing or taking notes; don't share teachings beyond the class without permission.

# Active listening

| | |
|---|---|
| **paraphrase** | Say back what you heard in your own words.<br>*“So you're saying the book changed how you see your town?”* |
| **clarifying question** | Ask about what you didn't understand.<br>*“What did you mean by…?”* |
| **wait time** | Leave silence before you respond.<br>*Count to five in your head.* |

# Listening interview

**On page 1, with a partner:**

1. Ask the four questions; listen without writing.
2. Paraphrase each answer back.
3. Ask one clarifying question.
4. Write what you heard, then switch roles.

# What helps?



**What did your partner do that made you feel listened to?**

## Sentence starters

*“My partner…”*

*“It helped when…”*

*“I noticed that I…”*

## How it works

- Whole class: 4 minutes.
- Collect ideas for the agreements.

# Our listening agreements

### Listen to understand

Not to win or to reply.

### Speak for yourself

Use “I.” Never speak for a people.

### Get it right

Names, Nations and facts matter.

### Take care

Step out, pass, or talk to the teacher privately.

# Start your reading log

**On page 2:**

1. Before reading: name a purpose (to learn, compare, enjoy, question, find evidence).
2. Log the creator and, if known, their Nation.
3. After reading: one thing you noticed.
4. Today's first entry: the course outline.

# Exit ticket

1. The three themes of this course.

2. One respectful practice for learning from a knowledge holder.

3. One listening agreement you'll keep.

Next class: Naming Matters.

Teacher reveal

# First words: key points

**Three themes:** Identity; relationships; and self-determination, sovereignty or self-governance (the curriculum's themes).

**Knowledge holders:** Elders, Knowledge Keepers and Métis Senators share teachings; schools invite them through board protocol, often with an offering and an honorarium.

**Listening:** Listen to understand, without interrupting; ask before recording or taking photos; don't repeat teachings outside the class without permission.

**Active listening:** Paraphrase (“So you're saying…”), ask a clarifying question, and allow wait time.

**Purposes for reading:** To learn, to compare perspectives, to enjoy, to question, to find evidence.