**Mrs. Fitton**

 **English First Peoples 12**

**FINAL GUIDED INQUIRY PROJECT:**

**Moving Forward with Reconciliation**

**PERSONAL CONNECTION:**

1. What field are you interested in pursuing, post-graduation? (ex. mechanics, law, social work, psychology, law enforcement, business, art, education, forestry, tourism, government, politics, accounting, textiles, film, music, etc). If you are not sure what you want to pursue, then it could be at personal interest you have instead.
2. What does Reconciliation look like in that field? (If minimal action has been taken, then research or propose what Reconciliation *could* look like in your field)

**Criteria:**

1. Represent authentic Indigenous voices (**minimum** at least 1 authentic Indigenous voice)
2. Include both Indigenous and non-Indigenous voices - people, groups, industries, perspectives, etc (ex. could be an interview or article from a non-Indigenous person working to advance to advance Reconciliation in their field, ex. lawyer, or social worker). This is also an opportunity to discuss challenges and successes of bridging both worlds and perspectives.
3. Create something that can be shared digitally and publicly (outside of our classroom)
4. Do three­ personal reflections to be handed in
5. Share it out in a joint “Gallery Walk” (a relaxed Science Fair-like environment with both classes) at Maggie during exam week. Fill in the **mandatory** sheet while you visit **at least 5** other projects.

 “*The more you want to embrace the notion that you can indeed inspire change, the more power and courage you give yourself to act in the pursuit of justice and equality” Chief Joseph*

*“Let us find a way to belong to this time and place together. Our future, and the well-being of ALL our children, rests with the kind of relationships we build today” Chief Joseph*

**MORE DETAILS on each part:**

1. **COMPONENT ONE - Finding Authentic Indigenous voice(s):**

“Voice” - find a person, series of images (photography or art), music, short story, poetry, novel, autobiography, or documentary that illustrates the perspective of an Indigenous person (related to your profession of choice ex. lawyer, in the sporting industry, etc)

**Options:**

1. Interview someone (in person or phone)
2. Find authentic Indigenous voice through any media of your choice (ex. blog, art, photography, novel, poetry, documentary film, academic article, interview online, etc)

**2. COMPONENT TWO - Bridging Non-Indigenous and Indigenous perspectives**

Possible people/organizations to interview:

(please note, some are of Indigenous ancestry, and some are working towards Reconciliation or can comment on Reconciliation in the workforce)

\*Please come see Mrs. Fitton before reaching out to the people to double check/go over possible interview questions

**Possible people/organizations to interview:**

Michael Bezener - En’owkin Center

Dan - Fish Hatchery

Several people - Friendship Center

Teresa Haberstock - social work

Anona - SD 67 Cultural Coordinator

Lisa Stephens - Education

Dustin Hyde - Education

Lana Lamb - Education

Tanya Hall - Education

Constable Dixon - Law enforcement

Constable Grandy - RCMP/ Community Support and Enforcement Team (connecting individuals to mental health and other services)

Foundry

Anthony Haddad, Director of Development

Services at the City of Penticton - PIB liaison

Brett Sparrow - law and justice

Kurt Froehlich - Crown council

Elizabeth McIntosh – Paramedic/First responder

Rita Laven - Nursing

Chad Eneas –PIB Chief

Jonathan Kruger

Sonora Venables (Youth and Child Mental Health Counsellor)

Nashina Devji (Crown Council)

Kathy Pierre

Joseph Pierre

Rose Caldwell

Tanya Behardien - One Sky - social work, MMIWG

Unity House - mental health & homelessness

Health Center on reserve

Outma

Sayre Potter (public service, law, legislation)

**Possible Interview Questions:**

1. What are some changes in the field ex. new policies, new training,

2. What is your industry doing (or not) to start taking steps towards Reconciliation?

3. What are some examples of challenges they are facing in Reconciliation?

4. What are some of the successes?

5. What are the reasons that are given for implementing Reconciliation?

6. Do you have different reasons of your own? (Like a personal “why”?)

7. How does your work contribute to reconciliation? What further could be done?

8. What are some of the barriers for Indigenous people in this profession?

**3. COMPONENT THREE - Final Product Choices**

Create something that can be SHARED publicly and/or digitally outside our classroom walls. For example:

1. YouTube Video
2. Weebly Website
3. Instagram or Twitter Account dedicated to the topic
4. Blog/Vlog

**4. COMPONENT FOUR - Reflection Questions**

You will be required to do three reflections (one at the beginning, one mid-point and one at the end) to document your thoughts and the process of the project

**5. COMPONENT FIVE - Presentations**

**Going Forward Conversations**

**Expectations:**

-You will present your project to a series of small groups

-engaged - asking others questions, listening attentively

-fill out the required presentation sheet.