

Classroom Workshop Series Exploring Indigenous and Non-Indigenous Relations Through Artistic Process

ABOUT REFRAMING RELATIONS

Reframing Relations is an arts-based program led by the Community Arts Council of Vancouver designed to support learning in elementary and secondary school classrooms about the relationship between Indigenous and non-Indigenous peoples in Canada. The program is unique in that it brings Indigenous and Non-Indigenous, together to engage students' understanding of decolonization through fun and dynamic workshops.

Developed with guidance from participating school boards, the program aims to support teachers in delivering BC's Indigenous Education curriculum by opening imaginative spaces for dialogue in the classroom. Art forms engaged can include: spoken and written poetry, visual arts, sculpture, gesture/tableaux, and storytelling.

Reframing Relations is a cross-curricular program available for all Grades 4 - 12 classes. Subjects with particularly relevant Shared Learning Outcomes include English Language Arts, Humanities/Social Studies, and Arts Education.

“3 of my classes participated in the Reframing Relations workshop during our First People's in Residence week in March and I thoroughly enjoyed and appreciated everything we learned.”

- Teacher, North Surrey Secondary

WORKSHOP FORMAT(S)

Based on feedback from participants, and focusing on our objectives, Reframing Relations has undergone some redesign. We're excited to share that Reframing Relations will be delivered over 3 online sessions until COVID-19 measures are lifted.

Workshops are planned for 90 minutes each, however, accommodations can be made based on each school's unique scheduling constraints.

PRELIMINARY WORK

The Reframing Relations team will connect with teachers in advance to assess the needs of the students, and potentially provide support material that can be shared prior to the first workshops.

DAY 1

Facilitators introduce the concept of reconciliation through storytelling, guided conversation, and a variety of arts-based activities, drawing on their own experiences and artistic practices.

At the end of the session, students will have ...

- engaged in verbal and arts-based dialogue with each other
- deepened their knowledge of Indigenous history and colonial history
- begin their art pieces centred around their understanding, and bringing their own stories to this work.

DAY 2

Facilitators return to the same class to deepen the conversation and "totemize" the understandings reached in the first class. Students can create their own or contribute to collective works. Examples include, but are not limited to: personal story maps; collective spoken poetry; tableaux sequences; and collaborative drawings.

At the end of the session, students will have ...

- created a one-of-a-kind art piece reflecting their personal and collective understandings of reconciliation and decolonization
- deepened a sense of community and participation within the classroom

“We recently did one of your workshops and it was amazing!”

- Executive Associate, Museum of Vancouver

DAY 3

Facilitators return for the final installment of the series. The goal of this day is to bring everything together. The previous 2 workshops require a great deal of space to learn the base knowledge and histories and understand the current realities of the Indigenous & Settler relationships. Throughout the series, there will be a focus on how each participants' individual stories exist within these realities. Day 3 will provide opportunities to continue working on, and/or completing their art pieces, as well as present them to each other. There will be a focus on futurism, and how we can work collaboratively for a better future together.

ALTERNATIVE OPTION

Depending on school capacity, there is an option for singular presentations. These are 90 minutes in length, and can also be adjusted slightly to accommodate school schedules. In these presentations, there will be facilitated dialogue, potential performances by the artists, and 1 group activity that will engage the students and help them engage with this content in a creative way.

“I would like to thank everyone for their work with the Peak House students during the two workshops. It was a positive experience and the artists were very engaging and amazing at creating a safe and welcoming space. I’m hoping to rebook for the spring.”

- Teacher, Peak House Provincial Resource Program

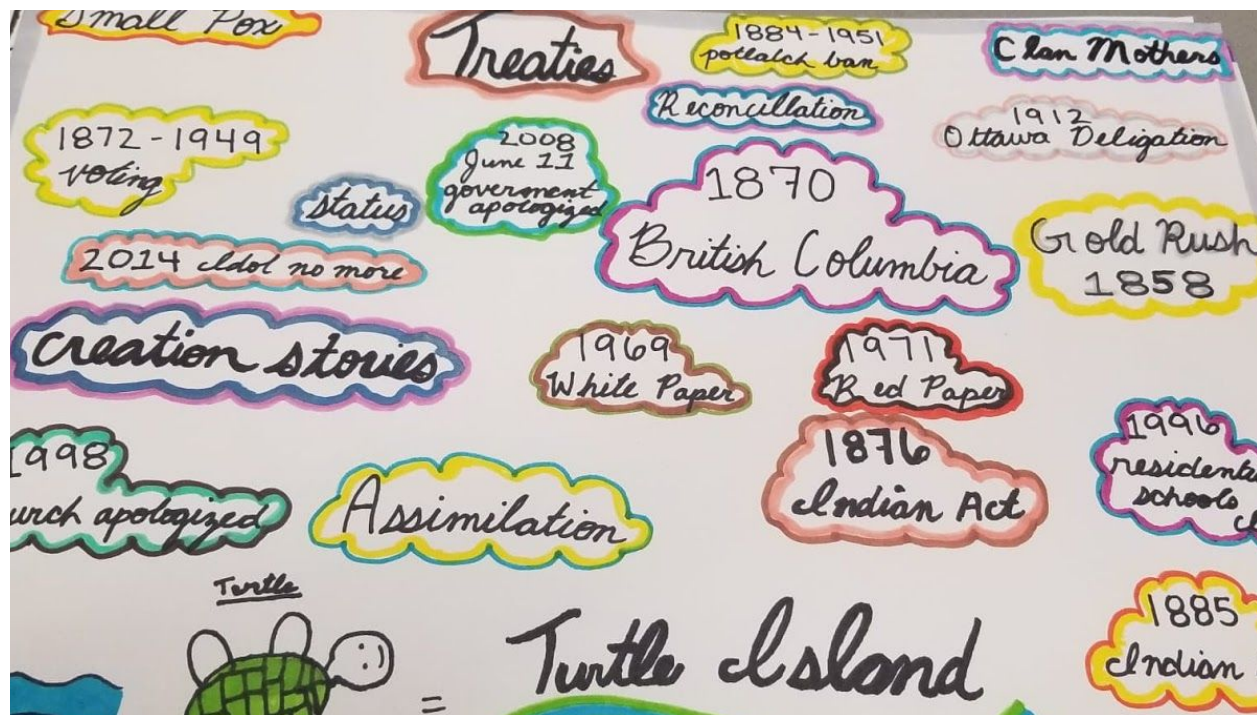
ART AND POETRY FROM WORKSHOPS

"Our role in reconciliation is to begin the conversation -
with our craft, our activism, our voice.
As people of all ethnicities and backgrounds,
we will keep educating ourselves on Indigenous knowledges;
Understanding the power we have to influence society and each other."

- Statement of Understanding, First Nations Studies 12 class, Van Tech Secondary, 2017

"Land is not something that can be taken and hidden.
One serving of salmon-less streams and another serving
of empty, hollow trees.
What value will land have when we set ourselves free?"

- Poem excerpt, South Surrey Learning Centre Active Citizenship Cohort, 2017



-Arts-based Dialogue, North Surrey Learning Centre, 2016

BOOKING AND PROGRAM COST

The average value of the Reframing Series is \$1500-2000 per workshop series.

This covers artist fees, content customization per class, materials, and expenses. This rate changes based on expenses that can be covered by the school, or in distancing situations, may not apply. There are also possible subsidies available that offset the cost of the program. Discounts are also available based on the number of classes booking from the same school.

For more information: www.cacv.ca/programs/reframing-relations

To book a workshop or inquire about a subsidy, please email our Program Manager Johnny Trinh at booking@cacv.ca.

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