

## UNIT 3

# SHARING

## MAIN IDEA

Sharing is important to all people. When we share, we help others and we can also learn from those with whom we share. Many First Nations believe they share Earth with all other living things.

## OBJECTIVES

1. to reinforce attitudes of sharing and fairness
2. to understand that sharing is a vital feature of many First Nations cultures

## TEACHER INFORMATION

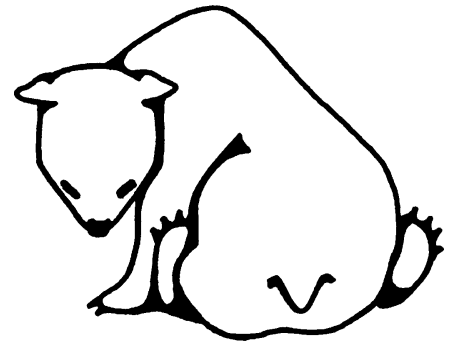
Sharing is one of the most important cultural values of many First Nations. The principle of sharing originated in ancient times when individuals were taught to take from nature only what they needed to survive and prosper. They were also taught to share their food freely with others. Survival in a challenging environment was difficult at best, and sharing of food and materials increased the chances of survival in times of need and scarcity. The practice of sharing also reduced the threat of conflict and aggression, two conditions that challenged survival.

Over many generations and thousands of years, First Nations people developed values and behaviour around sharing that discouraged unfair and exploitative practices. Group survival often depended on sharing of resources and, in general, First Nation societies frowned upon greed and envy among their members. In many cultural groups, leaders were expected to share their food, resources and other materials. In general, successful hunters were expected to share with the less fortunate. Sharing was and is a simple but vital part of many First Nations' way of life.

This unit will focus on reinforcing the value of sharing. The activities emphasize sharing with others and with nature.

## ACTIVITIES

### 1. COAST SALISH STORY — CROW AND LITTLE BEAR



## CROW AND LITTLE BEAR

A long time ago, there was a crow who lived by a big river. It was a very big river, with a strong rushing current and fierce rapids. The river was full of fish, but the current was too fast for Crow to attempt fishing. If she got caught in the river, she would be swept downstream.

One morning, Crow awoke to find a little bear on the beach by the river. Little Bear was a stranger, and looked quite bedraggled. Crow watched Little Bear curiously. Little Bear spent several days lying on the beach, watching Crow. Crow spent her time sitting in a big tree, dreaming about the fish she could catch and watching Little Bear.

One day, Little Bear was crying. Crow saw this, so she flew down to the beach to see what the problem was.

"Hello," said Crow.

"Hello," said Little Bear.

"I'm sorry I didn't introduce myself sooner. I am quite shy," said Crow.

"That's okay," said Little Bear. "I am shy, too."

"Why are you crying?" asked Crow.

"I miss my home," said Little Bear. "I'm not from this part of the woods."

Little Bear explained how he had arrived at this beach. One fine sunny day, his parents had gone fishing. Little Bear had wandered off to find an adventure. What he found was a big river. Little Bear thought he would catch a big fish and bring it home to impress his parents. But as soon as he took one step into the swirling rapids, he was swept away downstream. He would have drowned if he had not grabbed onto a log. The log carried him far down the river, for days and nights, until he came to rest on the beach.

"So, that is how I ended up here," said Little Bear. "And I miss my home because there is such good fishing there."

Ahh haa, thought Crow to herself. Good fishing! Crow was always eager to find easier ways of fishing.

"Why don't you go home?" asked Crow. It seemed like a pretty obvious question.

Little Bear shook his head vigorously. "Oh no! I will never set foot in that river again!" Little Bear sat down and began to cry again when he thought of all the good fishing at his home.

Crow sat quietly until Little Bear finished crying. "I think I can get you home," said Crow.

"How?" asked Little Bear eagerly. Little Bear was running around in circles, he was so excited.

"It would involve climbing some trees and rocks."

Little Bear fell onto his rump and started to cry again.

"What's the matter now?" asked Crow.

"My parents tried to teach me, but I was never very good at climbing trees or rocks," said Little Bear. "I don't know how."

Crow shook her head. "That's not the right attitude, friend. Let's go give it a try."

Crow and Little Bear walked toward the mountain. When they came to the first set of big rocks, Crow flew to the top and called down, "Come on up, Little Bear."

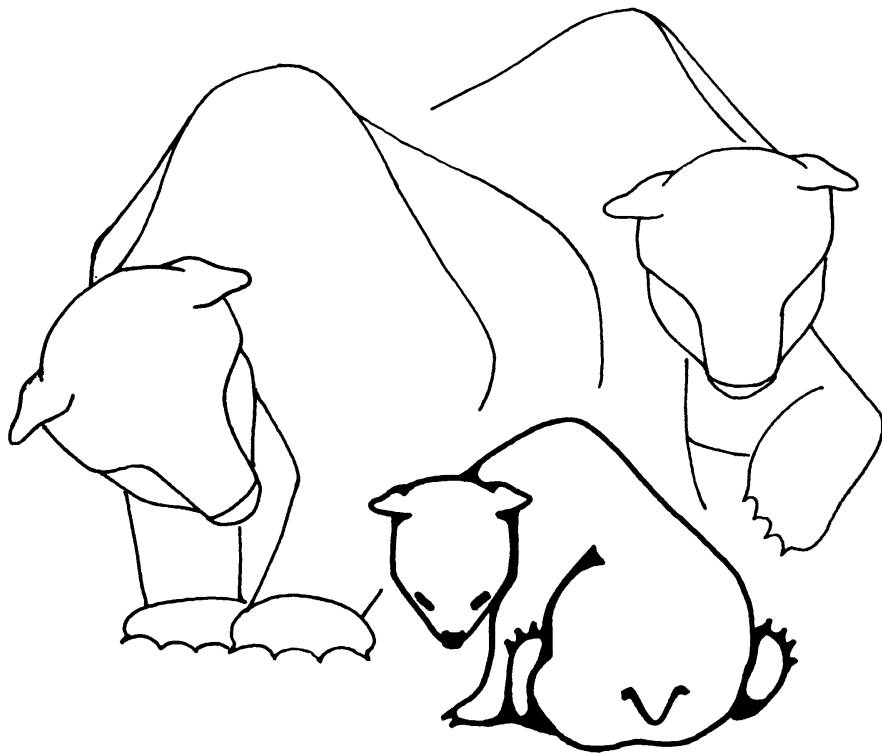
Little Bear jumped on the rock, and slid straight to the bottom. He jumped up and tried again, with the same result. Little Bear looked like he was about to cry again.

This could be harder than I thought, said Crow to herself.

Crow flew back to the beach, and filled her claws with sand. She spread the sand all over the rocks. "Try it now, Little Bear."

Little Bear shook his head. "No way," he said.

"It will be easier this time, Little Bear," said Crow. "I promise."



Little Bear hopped onto the rock, and to his surprise, he did not slide off. Slowly, he inched his way up the rock until he had reached the top. He and Crow celebrated. They began to make their way up the mountain, with Crow spreading sand on the rocks and Little Bear climbing inch by inch. By the time they reached the top, Crow was not using any sand at all.

“Congratulations,” said Crow. “You did that quite well.”

“My stomach is kind of sore,” said Little Bear. “But I learned how to climb rocks!”

“You should never stop learning.”

“I guess that is true.”

They took a rest and gazed out at the scene. “I still can’t see my home,” said Little Bear.

Crow hopped onto the branch of a nearby tree. “If we climb up here, you will be able to see your home.”

“I can’t climb trees!” said Little Bear. Crow shook her head at him.

“Oh, okay. I’ll try,” sighed Little Bear.

Little Bear grabbed Crow’s wing and hopped onto the first branch. He started to climb, but lost his hold and nearly fell out of the tree.

This could be harder than I thought, said Crow to herself.

“Little Bear, do you see this bark on the tree? Dig your claws into the bark. That is what you have claws for.”

Little Bear was very scared. He tried digging one paw into the bark. To his surprise, he got a very good grip. Slowly, he became more confident in his claws, and he began to make his way up the tree. Crow hopped from branch to branch, encouraging him along the way. Finally, after a great deal of climbing, they reached the top of the tallest tree on the mountain. Little Bear was very excited.

“Thank you, Crow. Thank you for teaching me how to climb trees! And look, over there. There is my home!”

Crow looked to the lakes in the west where Little Bear was pointing. She could almost taste the fish.

“But how are we ever going to get from this tall tree to my home?” asked Little Bear.

“Little Bear, we are going to fly,” said Crow.

“Crow, my friend, you have taught me quite a lot today. But I think you’re getting a little carried away.”

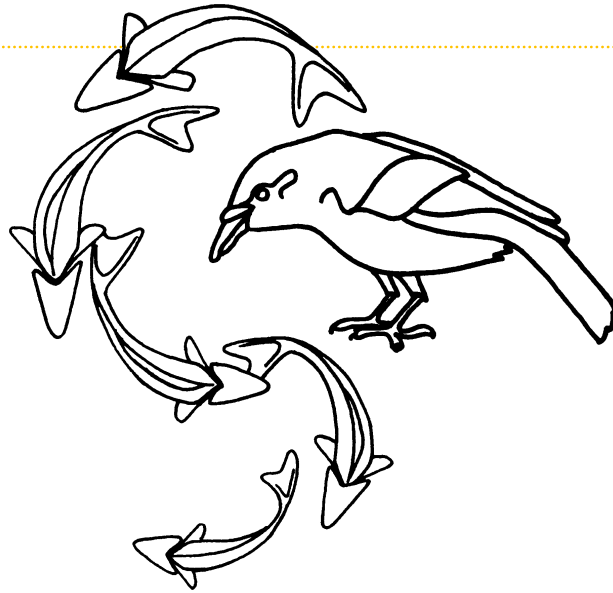
“Little Bear, trust me!” cried Crow. “Think of your home and all those tasty fish.”

Bear closed his eyes and began daydreaming about all the fish in the lakes. As soon as he closed his eyes, Crow flapped her wing in the air and pushed Little Bear from the tree.

“Yooouuu puuushed meeeeee!” yelled Little Bear as he fell through the sky, legs flailing in the air.

Suddenly, Crow swooped below him and caught him on her back. “Wrap your arms around my neck or you’ll fall off,” she said.

Little Bear did as he was told. The shock wore off and he realized that he was flying. “Hey, we’re flying!”



Little Bear was enjoying the flight. He looked around at the trees and lakes and the big river far below.

Crow kept her wings outspread as Little Bear clutched onto her neck. They flew along the wind currents, rising and falling as they drifted to Little Bear's home.

"Flying is pretty neat," said Little Bear.

"Yes, I guess I take it for granted," said Crow.

As they got closer to Little Bear's home, Crow was getting quite tired. "Little Bear, you are getting very heavy. I think we should land."

"Good idea, Crow. Take us by that lake. It is good fishing there."

Crow and Little Bear landed by the lake. As they stretched from their great journey, fish began jumping from the water in great numbers.

"Look at all those fish!" exclaimed Crow. She grew so excited that she dove into the lake, and began flapping around, trying to snap up fish in her beak. She splashed and spluttered, and did not catch one fish.

Little Bear began to laugh at his friend. "No wonder you are hungry all the time. Come here and dry off."

As Crow shook all her feathers, Little Bear crept to the shore of the lake. He knelt down and slipped his paw into the water. Little Bear began quietly to sing a song.

Crow watched Little Bear. He is taking an awfully long time, thought Crow to herself. Why is he just sitting there? I am getting hungry.

Suddenly, Little Bear scooped his paw and a large fish came flying out of the lake. Minutes later he repeated the action, and another fish landed on the shore. Little Bear turned to Crow and smiled. "That should be enough for dinner. We don't need any more."

The two friends had a meal of fish. "My father taught me that it is important to sing that song when I go fishing. It makes the fish sleepy," said Little Bear.

"Well, it is a much better way of fishing than my method," laughed Crow.

They ate most of the fish, and wrapped the rest as a gift for Little Bear's people. The pair travelled to Little Bear's home. Little Bear's people were overjoyed to see him again and they threw a huge feast for Crow. Crow was happy with Little Bear's people and the good fishing in the lake, so she decided to stay. She never went back to the big river again.





## 2. DISCUSSION — CROW AND LITTLE BEAR

After telling the students the story of “Crow and Little Bear,” ask them to talk about some of the themes of the story. Questions you may want to ask the students are:

- Would Little Bear have been able to make it home on his own? Why did he need Crow’s help?
- What did Little Bear and Crow learn from each other?
- How did Little Bear and Crow benefit from each other’s teachings?
- How did Little Bear feel when he first slipped off the rocks? How did Crow respond? Do you think this was a good way to respond?
- What did you learn from this story?



### 3. SHARING WITH ANIMALS AND NATURE

It should be clear to students that sharing with other people is important. It is also important for them to understand that they are sharing the Earth with plants, animals and other wildlife. This activity should get students to think about behaviour that is harmful to wildlife and the environment and behaviour that is beneficial.

Ask students to make a list of actions that are harmful to wildlife and a list of activities that are good for the environment. Some of the harmful things could be:

- picking up baby wild animals in the environment (birds, raccoons, etc.)
- carving initials in trees
- driving cars or motorcycles over fragile land
- unnecessarily digging up plants from the earth
- destroying bird nests
- polluting the air with factory emissions
- polluting lakes, rivers and oceans with garbage and sewage

Some of the positive things could be:

- planting trees
- walking or biking with your family instead of driving
- composting garbage
- turning off the tap when brushing your teeth — filling up a cup instead
- using both sides of paper before taking it to be recycled
- repairing and recycling toys instead of throwing them out
- turning off lights and appliances when they are not needed

Ask students to draw pictures of things they know about or have seen happen that would hurt or help wild plants or animals. Ask them to describe what is happening in their drawing.

Ask the students how they think animals react when people treat the environment badly or well.

## UNIT 4

# COLOURS

### MAIN IDEA

Through an examination and discussion of how First Nations use colours, students will gain insight on how colours can be given symbolic meaning.

### OBJECTIVES

1. to provide students with an understanding of how some First Nations use colours and that colours can have meaning
2. students will learn how some colours are produced

### TEACHER INFORMATION

Colours are significant to many First Nations. For example, red, black, yellow and white are the colours of the Medicine Wheel, a vital teaching tool among many First Nations. The interpretations of the colours vary from community to community. For some, white is associated with the North, black with the West, red with the South and yellow with the East. The origin of the Medicine Wheel is unclear but there is considerable evidence that it is an ancient symbol that existed among many people in North and South America. Today, it has become an important element in many contemporary First Nations cultures.

Many First Nations decorated their clothing, hunting implements and other objects with natural colours through embroidery using dyed moose or caribou hair, beads made from coloured shells or dyed porcupine quills.

# ACTIVITIES

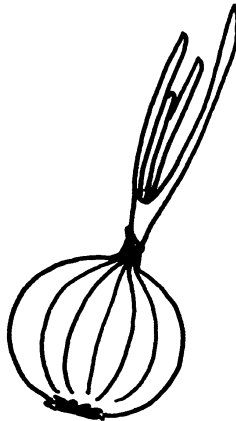
## 1. DYES

This activity will help students understand how some colours are created. With the following materials, students can create natural dyes in the classroom:

- spinach or moss — green
- sunflowers or onion skins — yellow
- beets — red

Soaking and pressing most plants and flowers will produce coloured dyes that students can use to colour their drawings.

Wild berries are another good source of colours. If possible, have the children collect wild berries on a field trip. In class, crush them to produce colours. If wild berries are not available, have students bring different berries from home, and have them record the colours produced by the different berries. Include some or all of the following berries for this activity: strawberries, blueberries, cranberries, salmonberries, raspberries, gooseberries, blackberries, thimbleberries, huckleberries, red and black currants.



## 2. BEADWORK

Invite an Aboriginal artisan to the class to demonstrate beadwork. Ask students to note the different colours that are used in the beads. After the instruction, have students draw some designs and colour them in. Pictures of floral beadwork designs may be located in encyclopedias or on the Internet. (See Web sites listed in this guide.) Students can study designs to discover the different colours used by First Nations in beadwork. Teachers can encourage students to develop their own designs and motifs from beadwork illustrations.

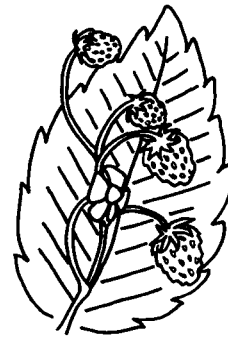
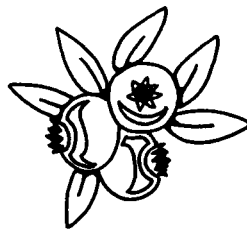
First Nations beadwork originated with the First Nations art of porcupine quill, dried grass and moose hair embroidery. In many communities, these objects were dyed and sewed or embroidered into tanned animal-hide clothing, footwear, belts, gloves or items such as birchbark containers. Delicate wampum beads that were painstakingly fashioned from white and purple Atlantic coast seashells predated the introduction of European glass trade beads. Many First Nations in eastern Canada used the wampum beads to fashion wampum belts. Wampum belts served as ornaments and currency, and as devices for recording events and history.

When European glass beads were introduced during the fur trade, they joined the earlier natural materials as important resources in the decorative culture of many First Nations. Beadwork designs are as numerous as the people who do beadwork.

## 3. COLOUR ON CLOTHING

Show students pictures or illustrations of First Nations traditional clothing. Many pieces of clothing are decorated extensively with brightly coloured beads and moose hair embroidery. Ask students why they think traditional First Nations clothing is decorated with colours. Ask students if the clothes they wear — running shoes, caps, sport jackets and other apparel — are decorated in any way with bright colours.

Ask students the importance of these colours to the decorations.



## UNIT 5

# GAMES

### MAIN IDEA

Games were a vital part of many First Nations cultures. Games gave children opportunities to develop and strengthen physical skills such as the hand-eye coordination and endurance that they would require as adults. Knowing more about various First Nations games will provide children with a better understanding of First Nations cultures.

### OBJECTIVES

1. to provide students with a knowledge of certain First Nations children's games
2. to provide opportunities for students to play a number of First Nations games
3. to assist students in understanding the connection between games and the development of abilities

### TEACHER INFORMATION

To many First Nations, games were, of necessity, a prelude to adult activities. For example, as soon as their motor skill development allowed, many young people played at hunting games, using small-scale bows and arrows and spears that were directed at stationary targets. Games where stones were thrown at targets developed the hand-eye coordination that marked successful hunters. Small wooden spears helped children practise the difficult task of spearing fish. All of these games (and many other similar ones) were critical to youths' development as hunters. Other games, such as the cup and ball or its variations (e.g. pin and ball), also aided hand-eye coordination for both boys and girls. Playing with dolls and playing house or pretending to cook helped young girls to prepare for their roles as adult women. Aboriginal cultures provided many kinds of dolls for children. Some were made from tree bark and others from corn husks. Many others were a combination of wood carvings and animal hide, stuffed with animal hair, down feathers, grass or moss.

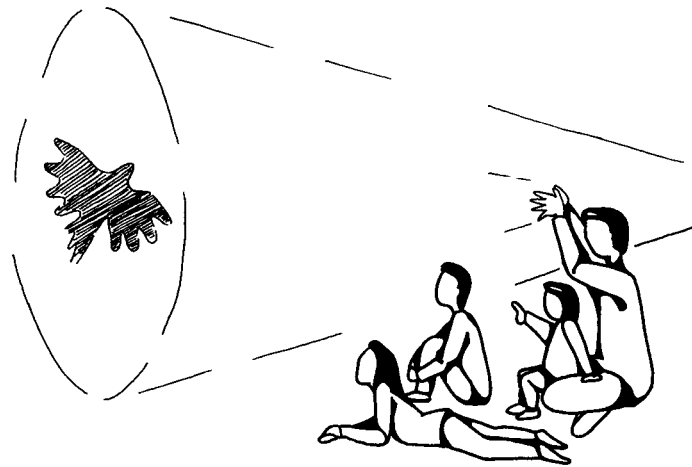
A variety of other games served as amusement and recreation, including string games (cat's cradle), hand shadow games, guessing games and games of strength. Many Aboriginal children's games emphasized visual acuity, creativity and physical dexterity, features common to children's games in many other cultures.

# ACTIVITIES

## 1. HAND SHADOW GAMES

Hand shadow games were a source of diversion and enjoyment in many First Nations communities. Children could be amused, or amuse themselves at length, trying to create different shadows with their hands. Skilled hand shadow-makers helped children begin the important process of identifying animal and bird shapes and silhouettes. Knowledge of these shapes and silhouettes was an important asset for hunters.

Have students experiment using their hands to create different shapes on a wall or screen. Have a class discussion about the importance of animal shapes in hand shadow games for some First Nations. (The list of reference books in this guide includes books about hand shadows.)



## 2. STRING GAMES (CAT'S CRADLE)

String games increase children's creativity and dexterity and are a fun activity. To accomplish the numerous variations of designs, a player needs nimble hands and fingers and a creative mind. First Nations string games usually consisted of strings made from animal sinew. String games are usually played one player at a time. Some string games require several players who create new shapes or patterns in the string by deftly lifting the existing string pattern from another player's hands. This team or group version of the game continues until one player is unable to create a new shape or pattern from an existing one. (To learn particular games, refer to some of the books about string games listed in this guide.)

### 3. PUPPETS

Some First Nations children played with puppets that they wore on their hands or fingers. These puppets were made by stuffing animal hair into hides that formed the shape of the puppet.

Simple finger puppets can be created with paper and glue. Have students cut out figures from construction paper. Glue two pieces of the same figure together to make a finger puppet. Ask students to perform a small play with the puppets.



### 4. CUP AND BALL (PIN AND BALL)

This popular game was enjoyed by many First Nations children and adults. It was a diverting activity that helped children develop as hunters and care-givers. For young boys, this game honed hand-eye skills essential for hunting. For young girls, the game also sharpened hand-eye skills that were essential for many physical tasks for which women were normally responsible: tanning animal hides (scraping hair from the exterior of the skin and excess meat and fat from the inside of the skin without puncturing the hide with the sharp bone scraper) and the many domestic and cooking activities that involved sharp and potentially dangerous bones. Good hand-eye coordination was also important to beadwork and moose hair embroidery.

Students can make a simple cup and ball game by attaching a short piece of string to a small ball and to a cup. The object of the game is to flip the ball into the air and catch it in the cup. The game is made easier or more difficult by the size of the cup relative to the ball. If the receptacle is small, the game becomes more difficult. If the cup is much larger than the ball, it is much easier to catch the ball.



A variation of the cup and ball is referred to as the pin and ball, although numerous variations and names exist. This is a more difficult version of the basic game. The player holds in his or her hand a needle or small pointed stick attached by a short string to a small round object, a wooden ball, for example, with a hole drilled through it. The object of the game is to impale the ball (or bone, usually a small vertebrae) on the needle after flicking the ball into the air.

## **5. GAMES OF STRENGTH**

Many First Nations had different games based on strength, such as arm and leg wrestling, sprints and endurance races. For some First Nations, tug-of-war games did not involve opposing teams pulling on a rope or some other object. Two opposing players would lock hands. The second team member put his or her arms around the waist of the lead player, the third player round the fourth's waist, and so on. At a given signal, the teams pulled until one of the lead players unlocked his hands and let go. Students can easily attempt this variation. Have them try it in the snow. Try this variation and the other which involves a rope. Ask students which variation they prefer and why.

## **6. JUGGLING**

Several First Nations enjoyed juggling as a form of recreation. Children usually juggled small balls made of animal skins stuffed with animal hair or moss, although almost any easily handled object could be juggled. This game contributed to hand-eye skills and manual dexterity.

Discuss with students why juggling would help hand-eye coordination. Several students may wish to juggle some small balls. Juggling may be difficult for most students to master in a short time. An alternative activity emphasizing the same skills as juggling involves students lining up in two rows opposite each other, about two or three metres apart. Ask the students to catch and pass a small ball (a softball, for example) to the person opposite them. The object of the game is to pass the ball continuously up and down the line without pausing, or dropping it.

Ask the students how juggling or the game of passing the ball are related to adult activities in a culture where hunting is essential for survival. What skills are being developed in these games? Ask students if they play any games that are conditioning or practice for adult activities.

## UNIT 6

# NATIONAL ABORIGINAL DAY

## MAIN IDEA

Throughout history, Aboriginal people have made many outstanding contributions to Canada. In 1996 the Government of Canada designated June 21 as National Aboriginal Day, a national day of recognition to celebrate the many Aboriginal cultures and their contributions to Canada.

## OBJECTIVES

1. to introduce National Aboriginal Day to children and encourage them to celebrate it every year
2. to introduce some of the unique contributions of First Nations people to Canada
3. to look at specific ways in which Aboriginal people, including First Nations, Métis and Inuit, have helped to improve life in Canada through their various inventions and contributions

## TEACHER INFORMATION

In 1996, the Governor General of Canada proclaimed that National Aboriginal Day would be celebrated June 21 of each year. This day was chosen because many Aboriginal peoples have traditionally celebrated their culture and heritage around this time. It is also the summer solstice — the longest day of the year.

National Aboriginal Day is an opportunity for all Canadians to join their Aboriginal neighbours in planning events to celebrate the day and gain an understanding and appreciation of the culture of the earliest inhabitants of this country.

Throughout Canada, in virtually every region, regional planning committees work on events to mark National Aboriginal Day on June 21. These events include large music festivals, traditional dance performances, day-long activities for the whole family in a park and potluck lunches in a local community centre.

Teachers may wish to encourage their students to participate in planning events for National Aboriginal Day in their classes.

## ACTIVITIES

- Research the contributions of Aboriginal people to Canada. Read stories, invite guest speakers, hold discussion groups on various inventions of First Nations people.
- Hold a First Nations music and dance day — contact your local Native friendship centre or cultural education centre or Aboriginal organization to invite a singer and dance group in to perform for students.
- Organize a First Nations food week, with a feast on June 21. Teach children about some of their favourite foods that originated with First Nations. Highlight the method for planting, harvesting, cooking and storing food in the past. For example, corn crops were moved to a new location every spring to allow the ground to recover from the previous year's growth (crop rotation). The Iroquois learned to grow many varieties of corn such as hominy corn, sweet corn and field corn, to name a few. Corn is now eaten in many different ways: corn soup, corn syrup, corn meal, corn oil, popcorn. Teachers can show children corn seeds and corn on the cob; explain how it can be turned into syrup, meal, and oil and how the kernels were popped over an open pit fire.
- Hold a First Nations stories and legends day — find Aboriginal legends common to the First Nations in your area and read them to the children or invite an Aboriginal storyteller.
- Celebrate First Nations inventions. In the weeks leading up to June 21, you can discuss with students the various inventions that originated with First Nations in Canada. (The “Jolly Jumper,” cradle boards, moccasins, rattles, snowshoes, toboggans, dream catchers and more.) On June 21, have the children create a large poster, drawing their favourite Aboriginal invention on a “Reasons to Celebrate National Aboriginal Day” poster.
- Visit [www.inac.gc.ca](http://www.inac.gc.ca) to learn more about National Aboriginal Day and the many activities happening in your region.

# REFERENCE BOOKS

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Bopp, Judie, Michael Bopp, Lee Brown and Phil Lane, **The Sacred Tree**, (Lotus Light, Twin Lakes, 1990) ISBN 0941524-582

Bruchac, Joseph and Michael Caduto, **Native Stories from Keepers of the Earth**, (Fifth House Publishers, Saskatoon, 1991) ISBN 0-920079-57-1

Bursill, Henry, **Hand Shadows and More Hand Shadows**, (Dover, New York, 1994) ISBN 0486-295133

Campbell, Maria (ed), **Achimoona: Stories**, (Fifth House Publishers, Saskatoon, 1985) ISBN 0614-03471X

Carlson, Laurie, **More than Moccasins: A Kid's Activity Guide to Traditional Native American Indian Culture**, (Chicago Red Press, Chicago, 1994) ISBN 155652-2134

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Gryski, Camilla, **Camilla Gryski's Cat's Cradle**, (Kids Can Press, Toronto, 1995) ISBN 155074-2582

Gryski, Camilla, **Camilla Gryski's Favourite String Games**, (Kids Can Press, Toronto, 1995) ISBN 155074-2612

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**Native foods and Nutrition: An Illustrated Reference Manual**, (Medical Services Branch, Health Canada, Ottawa, 1996) ISBN 0662-14192X

Plain, Ferguson, **Little White Cabin**, (Pemmican Publications, Winnipeg, 1992) ISBN 0-921827-26-1

Scribe, Mundo, **Mundo's Story — A Legend from Northern Manitoba**, (Pemmican Publications, Winnipeg, 1985) ISBN 0-919143-07-5

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Siska, Heather Smith, **The Haida and The Inuit: People of the Seasons**, (Douglas and McIntyre, Vancouver, 1984) ISBN 0-88894-865-4

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Wheeler, Bernelda, **Where Did You Get Your Moccasins?**, (Peguis Publishers, Winnipeg, 1992) ISBN 0-919143-15-6

# WEB SITES

**Aboriginal Multi-Media Society**, information on First Nation arts, culture, events and more.  
<http://www.ammsa.com/>

**Aboriginal Youth Network**, information on First Nation youth, web links and more.  
<http://ayn.ca/>

**Bill's Aboriginal Links**, links to many First Nations sites.  
<http://www.bloorstreet.com/300block/aborl.htm>

**Canada's Department of Indian Affairs and Northern Development**  
<http://www.inac.gc.ca/>

**First Nations Confederacy of Cultural Education Centres**, nation-wide links to First Nations education centres.  
<http://www.schoolnet.ca/ext/aboriginal/fncced/index.html>

**First People's Homepage (Schoolnet)**, Aboriginal studies curriculum, links to First Nations schools across Canada.  
<http://www.schoolnet.ca/ext/aboriginal/index.html>

**First Perspective Online**, information on First Nations arts, culture, education, powwows and more.  
<http://www.mbnet.mb.ca:80/firstper/>

**Indigenous People Literature**, Aboriginal legends and stories  
<http://www.indians.org./welker/stories.htm>

**The Native Trail**, Aboriginal issues and more.  
<http://www.autochtones.com/>

# CULTURAL EDUCATION CENTRES

## NATIONAL OFFICE

FIRST NATIONS CONFEDERACY OF  
CULTURAL EDUCATION CENTRES  
337 Saint-Joseph Boulevard  
HULL QC J8Y 3Z2  
Tel: (819) 772-2331  
Fax: (819) 772-1826

## PRINCE EDWARD ISLAND

LENNOX ISLAND CULTURAL EDUCATIONAL CENTRE  
P.O. Box 134  
LENNOX ISLAND PE C0B 1P0  
Tel: (902) 831-2087  
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BUCTOUCHE NB E0A 1G0  
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Fax: (506) 743-8995

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Fax: (506) 363-4319

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BATHURST NB E2A 7M3  
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FREDERICTON NB E3A 2S6  
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Fax: (506) 452-2759

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VILLAGE-DES-HURONS QC G0A 4V0  
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Fax: (418) 842-1108

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MASHTEUIATSH QC G0W 2H0  
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Fax: (819) 855-2255 or (819) 855-2264

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Fax: (450) 479-8249

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Fax: (867) 874-3867

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P.O. Box 1509  
INUUVIK NT X0E 0T0  
Tel: (867) 777-4869  
Fax: (867) 777-4538

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Tel: (867) 920-2395  
Fax: (867) 920-7026

B.C. Association of Aboriginal  
Friendship Centres (BCAAFC)  
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SAANICHTON BC V8M 2B7  
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Fax: (250) 652-3102

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Centres Association (ANFCA)  
#1102, 11th Floor, Baker Centre  
10025 - 106 Street  
EDMONTON AB T5J 1G4  
Tel: (403) 423-3138  
Fax: (403) 425-6277

Aboriginal Friendship Centres  
of Saskatchewan (AFCS)  
#600, 224 - 4th Avenue S.  
SASKATOON SK S7K 5M5  
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Fax: (306) 933-4633

Manitoba Association of Friendship Centres (MAC)  
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410 - 181 Higgins Avenue  
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Fax: (204) 942-6308

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Friendship Centres (OFIFC)  
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VILLAGE-DES-HURONS QC G0A 4V0  
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Tel: (867) 695-2577  
Fax: (867) 695-2141

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112 Conniebear Crescent  
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Fax: (867) 872-5313

Soaring Eagle Friendship Centre  
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 Tel: (867) 874-6581  
 Fax: (867) 874-3362

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 P.O. Box 1293  
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 Fax: (867) 777-3128

Rae-Edzo Friendship Centre  
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 FORT RAE NT X0E 0Y0  
 Tel: (867) 392-6000  
 Fax: (867) 392-6093

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 Fax: (250) 788-2353

Nawican Friendship Centre  
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 DAWSON CREEK BC V1G 2C6  
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 Fax: (250) 782-8411

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 P.O. Box 1015  
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 Fax: (250) 774-2998

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 Tel: (250) 763-4905  
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 Fax: (403) 675-3063

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 Tel: (403) 826-3374  
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 140 - 2nd Avenue S.W.  
 CALGARY AB T3E 6N7  
 Tel: (403) 777-2263  
 Fax: (403) 265-9275

Canadian Native Friendship Centre  
 11205 - 101st Street  
 EDMONTON AB T5G 2A4  
 Tel: (403) 479-1999  
 Fax: (403) 479-0043

Edson Friendship Centre  
 P.O. Box 6508  
 EDSON AB T7E 1T9  
 Tel: (403) 723-5494  
 Fax: (403) 723-4359

Nistawayou Association Friendship Centre  
 8310 Manning Avenue  
 FORT MCMURRAY AB T9H 1W1  
 Tel: (403) 743-8555  
 Fax: (403) 791-4041

Grande Prairie Friendship Centre  
 10507 - 98th Avenue  
 GRANDE PRAIRIE AB T8V 4L1  
 Tel: (403) 532-5722  
 Fax: (403) 539-5121

High Level Native Friendship Centre  
 P.O. Box 1735  
 HIGH LEVEL AB T0H 1Z0  
 Tel: (403) 926-3355  
 Fax: (403) 926-2038

High Prairie Native Friendship Centre  
 P.O. Box 1448  
 4919 - 51st Avenue  
 HIGH PRAIRIE AB T0G 1E0  
 Tel: (403) 523-4511  
 Fax: (403) 523-3055

Lac La Biche Canadian  
Native Friendship Centre  
P.O. Box 2338  
10004 - 101st Avenue  
LAC LA BICHE AB T0A 2C0  
Tel: (403) 623-3249  
Fax: (403) 623-1846

Sik-Ooh-Kotoki Friendship Centre  
1709 - 2nd Avenue S.  
LETHBRIDGE AB T1J 0E1  
Tel: (403) 328-2414  
Fax: (403) 327-0087

Sagitawa Friendship Centre  
P.O. Box 5083  
10108 - 100th Avenue  
PEACE RIVER AB T8S 1R7  
Tel: (403) 624-2443  
Fax: (403) 624-2728

Napi Friendship Association  
P.O. Box 657  
622 Charlotte Street  
PINCHER CREEK AB T0K 1W0  
Tel: (403) 627-4224  
Fax: (403) 627-2564

Red Deer Native Friendship Society  
4815 - 50th Street, Unit #99  
RED DEER AB T4N 1Z1  
Tel: (403) 340-0020  
Fax: (403) 342-1610

Rocky Native Friendship Society  
P.O. Box 1927  
4917 - 52nd Street  
ROCKY MOUNTAIN HOUSE AB T0M 1T0  
Tel: (403) 845-2788  
Fax: (403) 845-3093

Slave Lake Native Friendship Centre  
416 - 6th Avenue N.E.  
SLAVE LAKE AB T0G 2A2  
Tel: (403) 849-3039  
Fax: (403) 849-2402

Mannawanis Native Friendship Centre Society  
4901 - 50th Street, P.O. Box 1358  
ST. PAUL AB T0A 3A0  
Tel: (780) 645-4630  
Fax: (780) 645-1980

## SASKATCHEWAN

Buffalo Narrows Friendship Centre  
P.O. Box 189  
BUFFALO NARROWS SK S0M 0J0  
Tel: (306) 235-4660  
Fax: (306) 235-4544

Moose Mountain Friendship Centre  
118 Souris Avenue W., Box 207  
CARLYLE SK S0C 0R0  
Tel: (306) 453-2425  
Fax: (306) 453-6777

Qu'Appelle Valley Friendship Centre  
P.O. Box 240  
FORT QU'APPELLE SK S0G 1S0  
Tel: (306) 332-5616  
Fax: (306) 332-5091

Ile a la Crosse Friendship Centre  
P.O. Box 160  
ILE A LA CROSSE SK S0M 1C0  
Tel: (306) 833-2313  
Fax: (306) 833-2216

Kikinahk Friendship Centre  
P.O. Box 254  
320 Boardman Street  
LA RONGE SK S0J 1L0  
Tel: (306) 425-2051  
Fax: (306) 425-3359

Northwest Friendship Centre  
P.O. Box 1780  
MEADOW LAKE SK S0M 1V0  
Tel: (306) 236-3766  
Fax: (306) 236-5451

Battlefords Indian & Métis Friendship Centre  
1080 - 101st Street  
NORTH BATTLEFORD SK S9A 0Z3  
Tel: (306) 445-8216  
Fax: (306) 445-6863

Prince Albert Indian & Métis Friendship Centre  
1409 - 1st Avenue E.  
PRINCE ALBERT SK S6V 2B2  
Tel: (306) 764-3431  
Fax: (306) 763-3205

Regina Friendship Centre Corporation  
1440 Scarth Street  
REGINA SK S4R 2E9  
Tel: (306) 525-5459  
Fax: (306) 525-3005

Saskatoon Indian & Métis Friendship Centre  
168 Wall Street  
SASKATOON SK S7K 1N4  
Tel: (306) 244-0174  
Fax: (306) 664-2536

Yorkton Friendship Centre  
108 Myrtle Avenue  
YORKTON SK S3N 1P7  
Tel: (306) 782-2822  
Fax: (306) 782-6662

Lloydminster Native Friendship Centre  
P.O. Box 1364  
4602 - 49th Avenue  
LLOYDMINSTER SK S9V 1K4  
Tel: (306) 825-6558  
Fax: (306) 825-6565

## MANITOBA

Brandon Friendship Centre  
836 Lorne Avenue  
BRANDON MB R7A 0T8  
Tel: (204) 727-1407  
Fax: (204) 726-0902

Dauphin Friendship Centre  
210 - 1st Avenue N.E.  
DAUPHIN MB R7N 1A7  
Tel: (204) 638-5707  
Fax: (204) 638-4799

Flin Flon Indian-Métis Friendship Assoc. Inc.  
P.O. Box 188  
57 Church Street  
FLIN FLON MB R8A 1M7  
Tel: (204) 687-3900  
Fax: (204) 687-5328

Lynn Lake Friendship Centre  
P.O. Box 460  
625 Gordon Avenue  
LYNN LAKE MB R0B 0W0  
Tel: (204) 356-2407  
Fax: (204) 356-8223

Portage Friendship Centre  
20 - 3rd Street N.E.  
PORTAGE LA PRAIRIE MB R1N 1N4  
Tel: (204) 239-6333  
Fax: (204) 239-6534

Riverton & District Friendship Centre Inc.  
P.O. Box 359  
RIVERTON MB R0C 2R0  
Tel: (204) 378-2927  
Fax: (204) 378-5705

Selkirk Friendship Centre  
425 Eveline Street  
SELKIRK MB R1A 2J5  
Tel: (204) 482-7525  
Fax: (204) 785-8124

Swan River Friendship Centre  
P.O. Box 1448  
1413 Main Street E.  
SWAN RIVER MB R0L 1Z0  
Tel: (204) 734-9301  
Fax: (204) 734-3090

The Pas Friendship Centre  
P.O. Box 2638  
81 Edwards Avenue  
THE PAS MB R9A 1M3  
Tel: (204) 623-6459  
Fax: (204) 623-4268

Ma-Mow-We-Tak Friendship Centre Inc.  
122 Hemlock Crescent  
THOMPSON MB R8N 0R6  
Tel: (204) 778-7337  
Fax: (204) 677-3195

Indian & Métis Friendship Centre  
45 Robinson Street  
WINNIPEG MB R2W 5H5  
Tel: (204) 586-8441  
Fax: (204) 582-8261

## ONTARIO

Atikokan Native Friendship Centre  
P.O. Box 1510  
#307- 309 Main Street  
ATIKOKAN ON P0T 1C0  
Tel: (807) 597-1213  
Fax: (807) 597-1473

Barrie Native Friendship Centre  
175 Bayfield Street  
BARRIE ON L4M 3B4  
Tel: (705) 721-7689  
Fax: (705) 721-7418

Pine Tree Native Centre of Brant  
25 King Street  
BRANTFORD ON N3T 3C4  
Tel: (519) 752-5132  
Fax: (519) 752-5612



Ininev Friendship Centre  
 P.O. Box 1499  
 190 - 3rd Avenue  
 COCHRANE ON P0L 1C0  
 Tel: (705) 272-4497  
 Fax: (705) 272-3597

Dryden Native Friendship Centre  
 53 Arthur Street  
 DRYDEN ON P8N 1J7  
 Tel: (807) 223-4180  
 Fax: (807) 223-7136

Fort Erie Native Friendship Centre  
 796 Buffalo Road  
 FORT ERIE ON L2A 5H2  
 Tel: (905) 871-8931  
 Fax: (905) 871-9655

United Native Friendship Centre  
 P.O. Box 752  
 516 Portage Avenue  
 FORT FRANCES ON P9A 3N1  
 Tel: (807) 274-3207  
 Fax: (807) 274-4110

Thunderbird Friendship Centre  
 P.O. Box 430  
 301 Beamish Avenue W.  
 GERALDTON ON P0T 1M0  
 Tel: (807) 854-1060  
 Fax: (807) 854-0861

Hamilton Regional Indian Centre  
 712 Main Street E.  
 HAMILTON ON L8M 1K8  
 Tel: (905) 548-9593  
 Fax: (905) 545-4077

Kapuskasing Indian Friendship Centre  
 24 Byng Avenue  
 KAPUSKASING ON P5N 1X5  
 Tel: (705) 337-1935  
 Fax: (705) 335-6789

Ne-Chee Friendship Centre  
 P.O. Box 241  
 152 Main Street S.  
 KENORA ON P9N 3X3  
 Tel: (807) 468-5440  
 Fax: (807) 468-5340

Katarokwi Native Friendship Centre  
 55 Hickson Avenue  
 KINGSTON ON K7K 2N6  
 Tel: (613) 548-1500  
 Fax: (613) 548-1847

N'Amerind Friendship Centre  
 260 Colborne Street  
 LONDON ON N6B 2S6  
 Tel: (519) 672-0131  
 Fax: (519) 672-0717

Georgian Bay Friendship Centre  
 175 Yonge Street  
 MIDLAND ON L4R 2A7  
 Tel: (705) 526-5589  
 Fax: (705) 526-7662

Moosonee Native Friendship Centre  
 P.O. Box 478  
 MOOSONEE ON P0L 1Y0  
 Tel: (705) 336-2808  
 Fax: (705) 336-2929

Niagara Regional Native Centre  
 R.R. #4  
 Queenston & Taylor Road  
 NIAGARA-ON-THE-LAKE ON L0S 1J0  
 Tel: (905) 688-6484  
 Fax: (905) 688-4033

North Bay Indian Friendship Centre  
 980 Cassells Street  
 NORTH BAY ON P1B 4A6  
 Tel: (705) 472-2811  
 Fax: (705) 472-5251

Odawa Native Friendship Centre  
 12 Stirling Street  
 OTTAWA ON K1Y 1P8  
 Tel: (613) 722-3811  
 Fax: (613) 722-4667

M'Wkwedong Friendship Centre  
 1723 - 8th Avenue E.  
 OWEN SOUND ON N4K 3C4  
 Tel: (519) 371-1147  
 Fax: (519) 371-6181

Parry Sound Friendship Centre  
 13 Bowes Street  
 PARRY SOUND ON P2A 2K7  
 Tel: (705) 746-5970  
 Fax: (705) 746-2612

Peterborough Native Friendship Centre  
 65 Brock Street  
 PETERBOROUGH ON K9H 3L8  
 Tel: (705) 876-8195  
 Fax: (705) 876-8806

Red Lake Indian Friendship Centre  
 P.O. Box 244  
 #1 Legion Road  
 RED LAKE ON P0V 2M0  
 Tel: (807) 727-2847  
 Fax: (807) 727-3253

Indian Friendship Centre  
 122 East Street  
 SAULT STE. MARIE ON P6A 3C6  
 Tel: (705) 256-5634  
 Fax: (705) 942-3227

Nishnawbe-Gamik Friendship Centre  
 P.O. Box 1299  
 52 King Street  
 SIOUX LOOKOUT ON P8T 1B8  
 Tel: (807) 737-1903  
 Fax: (807) 737-1805

N'Swakamok Native Friendship Centre  
 110 Elm Street W.  
 SUDBURY ON P3C 1T5  
 Tel: (705) 674-2128  
 Fax: (705) 671-3539

Thunder Bay Indian Friendship Centre  
 401 Cumberland Street N.  
 THUNDER BAY ON P7A 4P7  
 Tel: (807) 345-5840  
 Fax: (807) 344-8945

Timmins Native Friendship Centre  
 316 Spruce Street S.  
 TIMMINS ON P4N 2M9  
 Tel: (705) 268-6262  
 Fax: (705) 268-6266

Native Canadian Centre of Toronto  
 16 Spadina Road  
 TORONTO ON M5R 2S7  
 Tel: (416) 964-9087  
 Fax: (416) 964-2111

Council Fire Native Cultural Centre inc.  
 439 Dundas Street E.  
 TORONTO ON M5A 2B1  
 Tel: (416) 360-4350  
 Fax: (416) 360-5978

Can Am Indian Friendship Centre of Windsor  
 1684 Ellrose Avenue  
 WINDSOR ON N8Y 3X7  
 Tel: (519) 258-8954  
 Fax: (519) 258-3795

## QUÉBEC

Cree Indian Centre of Chibougamau inc.  
 95 Jaculet Street  
 CHIBOUGAMAU QC G8P 2G1  
 Tel: (418) 748-7667  
 Fax: (418) 748-6954

Centre d'amitié autochtone La Tuque inc.  
 P.O. Box 335  
 544 St-Antoine Street  
 LA TUQUE QC G9X 2Y4  
 Tel: (819) 523-6121  
 Fax: (819) 523-8637

Centre d'amitié autochtone de Québec  
 234 St Louis Street  
 LORETTEVILLE QC G2B 1L4  
 Tel: (418) 843-5818  
 Fax: (418) 843-8960

Native Friendship Centre of Montréal  
 2001 Saint-Laurent Boulevard  
 MONTRÉAL QC H2X 2T3  
 Tel: (514) 499-1854  
 Fax: (514) 499-9436

Centre d'amitié autochtone de Senneterre inc.  
 910 - 10th Avenue  
 P.O. Box 1769  
 SENNETERRE QC J0Y 2M0  
 Tel: (819) 737-2324  
 Fax: (819) 737-8311

Centre d'amitié autochtone de Val-d'Or  
 1272 - 7th Street  
 VAL-D'OR QC J9P 6W6  
 Tel: (819) 825-6857  
 Fax: (819) 825-7515

## NEW BRUNSWICK

Fredericton Native Friendship Centre  
 96 Regent Street, 2nd Floor  
 FREDERICTON NB E3B 3W4  
 Tel: (506) 459-5283  
 Fax: (506) 459-1756

## **NOVA SCOTIA**

Micmac Native Friendship Centre  
2158 Gottingen Street  
HALIFAX NS B3K 3B4  
Tel: (902) 420-1576  
Fax: (902) 423-6130

## **NEWFOUNDLAND AND LABRADOR**

St. John's Native Friendship Centre  
112 Casey Street  
ST. JOHN'S NF A1C 4X7  
Tel: (709) 726-5902  
Fax: (709) 726-3557

Labrador Friendship Centre  
P.O. Box 767, Station "B"  
HAPPY VALLEY-GOOSE BAY NF A0P 1E0  
Tel: (709) 896-8302  
Fax: (709) 896-8731





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