

**Jamie Oliviero**  
**Study Guide for Teachers**

**The main purpose of my work is to incorporate core humanistic values into a specific means of creative expression. That means of creative expression is storytelling. Traditionally, storytelling has been used to guide and shape the human spirit, to encourage a sense of conscience and compassion, and above all to cultivate an attitude of kindness. Some of the best examples of stories that promote kindness come from the Jataka, one of the oldest and largest collections of folktales in the world. Stories in the *Jataka* were gathered from all over Asia, and some are as much as 2,500 years old. Indeed stories like these can be found in cultures throughout the world.**

**For my performances, I have gathered stories from the Indian, Chinese, Tibetan, and Japanese cultures, as well as others from North and South America, Africa and the Middle East. These stories can be humorous, exciting, sometimes mysterious, but always thought provoking. They illustrate and promote basic concepts of social justice, human rights, and respect for the world in which we live. My workshops include age appropriate improvisational games, physical and vocal exercises, peace building activities, story building at the group level and most importantly, empowerment through self expression.**

**Below are themes taken from Manitoba Social Studies Curriculum K-8, as well as the S1-S4 English Language Arts Curriculum. I work with these frequently, as well as the Seven Teachings of the Aboriginal Curriculum; Humility, Respect, Courage, Honesty, Love, Wisdom, and Truth.**

## **Kindergarten:**

**Appreciation of individual abilities and interests – rules needs and responsibilities**

**The role of caregivers to promote cooperation and problem solving**

**The needs we share with other creatures within the environment, and different ways to fulfill those needs**

## **Grade 1:**

**The way we are connected to each other, and our environment**

**Defining our immediate environment and aspects of community**

**Individual and group rights, needs, and responsibilities**

## **Grade 2:**

**Appreciation of our local community, environment, and cultural groups**

**Personal choices that lead to peaceful conflict resolution**

**A traditional Aboriginal way of life, compared to today in terms of resources, goods, and services**

**Aspects of Canada as a country and how it relates to other countries**

### **Grade 3:**

**Rights and responsibilities of Canadian citizens that lead to peaceful conflict resolution and the proper way to deal with bullies**

**A geographical look at the world – identifying common concerns like human rights, protection of the environment, and the effects of personal decisions.**

**Choosing an ancient culture and exploring its customs, traditions, and contributions**

### **Grade 4:**

**Identify geographic regions of Canada through description of local environments**

**Exploring the local environments of Manitoba, and establishing its social profile**

**Learning the history of Manitoba – the early settlements, contributions of different cultures, and changes over time.**

**Exploring northern territories and Aboriginal contributions to Canada as a whole**

## **Grade 5:**

**The first people, their leadership, beliefs, and connection to their environment**

**The causes and consequences of European immigration – their effects on the daily lives of the first people**

**The history of the Fur Trade, leading to the evolution of Metis culture and the Red River settlement**

**The history and importance of Confederation.**

## **Grade 6:**

**Building a nation – importance of the railroad – hardships of new immigrants – cultural relationships of Aboriginal, Anglophone, and Francophone**

**The Depression – World Wars – growth of cities – women's rights**

**Common rights of all cultures in Canada – Canada as a peace keeping nation**

**Continuing protection and expression of culture and identity**

## **Grade 7:**

**Examining the world as a whole - awareness of geographic regions - environmental characteristics, and their relationship to population**

**The quality of life for people in Canada, and in other parts of the world – the importance of social consciousness and responsibility**

**The social, cultural, and environmental beliefs, and concerns of indigenous people in Africa, Asia, and Australia.**

**Relating indigenous teachings to the understanding of human impact on the environment**

## **Grade 8:**

**Understanding the progression of social development and interaction through the course of his/her story – developing an appreciation for the lessons of the past**

**Making relevant the environmental, cultural and social aspects of an ancient society**

**Developing an awareness and appreciation for the ancient societies of Greece and Rome – understanding their influence on contemporary art, science, civil structure, and democratic principles.**

**Awareness of the way of life in diverse cultures through time; leading up to the beginning of the 20<sup>th</sup> century.**

## **General Outcomes S1-S4 English Language Arts Curriculum**

- 1. to explore thoughts, ideas , feelings, and experiences**
- 2. to comprehend and respond personally and critically to oral, literary, and media texts**
- 3. to manage ideas and information**
- 4. to enhance the clarity and artistry of communication**
- 5. to celebrate and build community.**