



## ArtStarts Best Practices for Facilitation – AICD

Thank you so much for being on the ArtStarts Artists in the Classroom Directory!

ArtStarts is lucky to have been engaging with young people, families, artists, and educators for over twenty years. This guide is not exhaustive and is ever changing. If you have suggestions for how we can improve our support of artists and their facilitation, please get in touch! Please help us continue to provide the best possible experience for our audiences by keeping the following in mind as you facilitate or present:

- We ask that you address our groups with gender-neutral terms such as “folks”, “friends”, and “everyone.” When addressing children, please refrain from saying “boys and girls.” When addressing adults, please refrain from saying “ladies and gentlemen.” Please do not lead gender-segregated activities when representing ArtStarts.
- Similarly, when addressing young people and their families, please refer to their “parents” or “caregivers” or “adults” rather than “mom and dad.”
- Please begin your workshop, presentation, or event with a land acknowledgement. It’s important to us that we adhere to this piece of traditional Coast Salish protocol. If you do not know how to deliver a land acknowledgement or are not 100% confident in your ability to pronounce the Indigenous nations listed in a land acknowledgement for the region you are working in, please ask the school or refer to <https://native-land.ca>. You can also email us at [grants@artstarts.com](mailto:grants@artstarts.com) and we will be happy to refer you to further resources.
- As an artist with ArtStarts, we ask that you do not lead, facilitate, or base any activity around a cultural teaching that you do not have express permission to share. This includes, but is not limited to:
  - cultural stories, myths, or folktales
  - cultural dances, songs, or symbols
  - rituals or practices associated with holidays or religious/spiritual traditions
- ArtStarts encourages you to connect with your own mentors and teachers regarding consent and the sharing of cultural or traditional knowledge. Even if you belong to a particular cultural group, you may not have permission to share their teachings.
- ArtStarts works with parents and educators who see us as a resource. If **you** are sharing a cultural teaching or resource that you have permission to share, but your workshop participants **do not** have permission to share elsewhere (ie. in their classrooms), please make this very clear to your participants. If there are conditions around when and where they can share the activity, teaching, or resource, please also make that very clear.
- Accessibility is important! All projects and activities you run should be fully accessible to all participants. Fully accessible can mean with modifications and adaptations to activities, not everyone has to participate in the same way. If you are not confident that a young person or adult with a disability can fully participate in your planned activities, please get in touch with someone at the school who knows the participants and can help make adjustments to your programming.
- ArtStarts emphasizes the agency and autonomy of young people! If you are leading an activity that involves young people touching one another, please model that they should ask one another first and **respond immediately to the word “no.”** You must also provide an option that **does not include touching**. Refrain from judgement-based statements around food, exercise, and body size in workshops, especially with young people. If you are facilitating a highly energetic or physical activity, please give your participants a chance to rest and access water.



## First People's Principles of Learning (FPPL)

We are excited to see that more and more artists and schools are looking to include Indigenous content in the curriculum and AIC Projects. This is in line with the revised BC Curriculum, especially with the First People's Principles of Learning (FPPL).

"In addition to Métis and Inuit peoples, BC is the home for 203 First Nations whose languages represent 17 distinct linguistic groups (Terbasket & Greenwood, 2007). This diversity means that there traditionally has not been one homogenized expression of education related principles as there might be in a single group of Indigenous peoples; however, there are still strong similarities in the ways of knowing and learning, and commonalities in cultural constructs and worldviews among Indigenous peoples in British Columbia that could serve to enhance the public education system for all students, and these are found in the First Peoples Principles of Learning (FPPL)."

- [Jo-Anne L. Chrona, 2014](#)

To support this work, we have sourced some resources related to appropriately using FPPL in workshops and curriculum!

Please see below for a great resource from the BC Curriculum website that is a free, self guided series of videos and activities to learn more about the Indigenous Education requirements in the BC Curriculum and how to meet them appropriately.

<https://curriculum.gov.bc.ca/curriculum/indigenous-education-resources>

We have also found a great workshop activity for one person or groups of folks to learn more in depth about the FPPL and how to use them. This resource is also free and a great piece of preparation for applying for AIC Grants in May.

<https://firstpeoplesprinciplesoflearning.wordpress.com/professional-development-activity/>