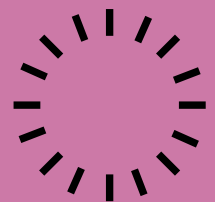


# WHERE AM I?

Exhibition Study Guide



**Feb-May 2022**



artstarts



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[Image description: An illustration of four smartphones with speech bubbles hovering over them. One has an exclamation mark, another has a tilde symbol, the third has a wifi symbol, and the last has an asterisk.]

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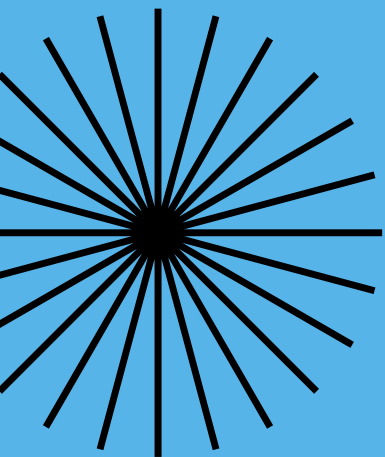
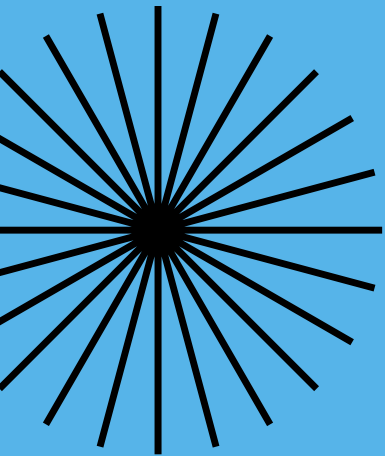
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## About

# WHERE AM I?



WHERE AM I? is a travelling exhibition, which was curated by the ArtStarts Gallery team on the unceded territories of the xʷməθkʷə́y̓əm (Musqueam), Skwxwú7mesh (Squamish), and səlílwətaʔ (Tsleil-Waututh) Nations.

As WHERE AM I? travels from one place to another, it awakens new perspectives and different ways of engaging with our identities and the places where we live. It moves across territories, and invites us to ground ourselves on the lands where we are learning on by practicing respect for and relationship with the lands' traditional hosts.

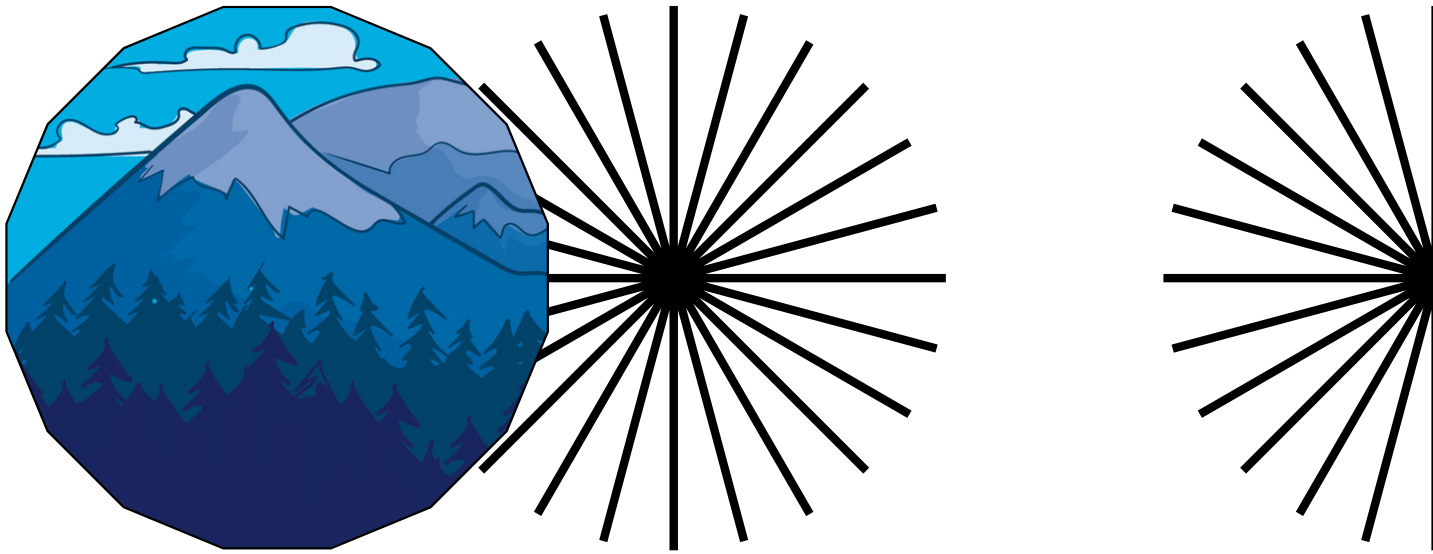
Through movement, storytelling, and sound mapping activities, this exhibition encourages learners to consider the following questions:

Where am I situated?  
What is my relationship to this place?  
Who do I share this place with?  
How can I care for this place?  
How does this place take care of me?

This exhibition is for learners in Grades 2–7. To accompany the experience is this resource, designed to help educators facilitate their classroom visits to the exhibition, engage in meaningful dialogue around the topics it presents, and to scale each activity to the needs of their group of learners.

We highly recommend that educators review this study guide before engaging their students in the exhibition, so that they can make the most of their experience and adequately prepare to facilitate the learning materials associated with it.

# Invitation to Host an Elder



Your school may already have a relationship with an Indigenous Elder in your community. If this relationship is already in place, we would encourage you to reach out to them to request their presence at your school to engage your students in further learning about the place your school is located on and your community's host nation(s). This could take place before, during, or after your school hosts the WHERE AM I? exhibition, depending on the availability of the Elder you are connected with.

If your school does not have an active relationship with an Elder in your community, we would highly recommend that you develop a connection. A resource hub that we would encourage you to become familiar with as you engage work toward developing this relationship is CARFAC's "Indigenous Protocols dot Art," which can be accessed at [indigenousprotocols.art](https://indigenousprotocols.art). There are also several protocol resources specific to each city in the Lower Mainland, and we would encourage you to seek these out as well.

## What Artstarts Needs from Host Schools

**01**

# of exhibition engagements

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**02**

3 participant quotes from staff and/or students

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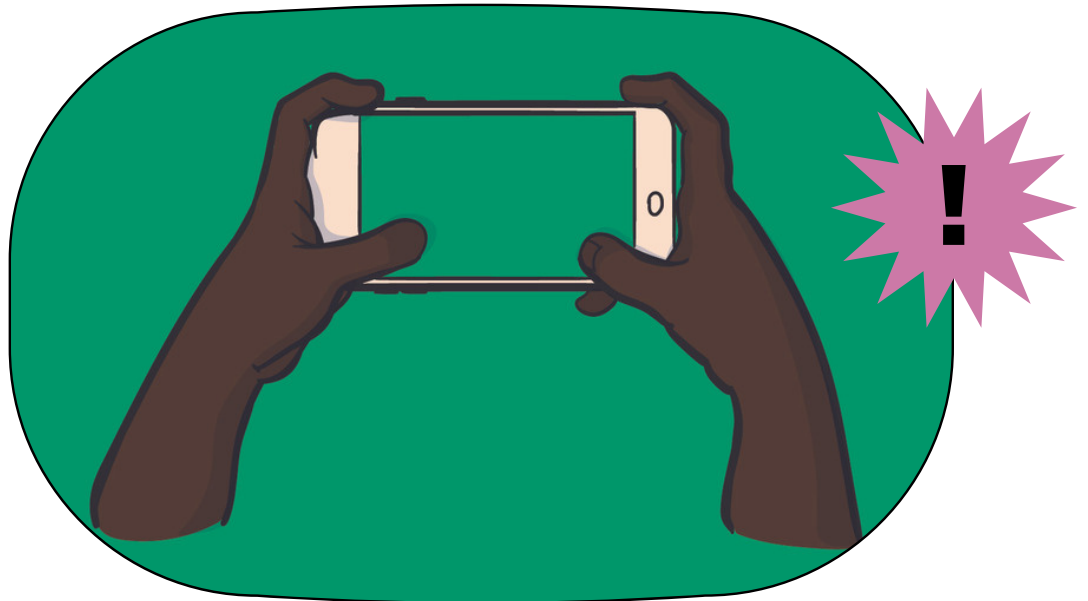
**03**

5 photos of participants engaging with the exhibition

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**04**

Your school's feedback (ArtStarts will send you a survey after your hosting period has finished)



[Image description: An illustration of a two Black hands holding up a smartphone toward a green background, as if taking a picture.]

## 01 Engagement Tracking

Group #1:

Group #4:

Group #7:

Group #2:

Group #5:

Group #8:

Group #3:

Group #6:

Group #9:

**Total # of Engagements:**

## 02 Quotes from Staff and/or Students

**Quote  
#1:**

**Quote  
#2:**

**Quote  
#3:**

## 03 Photo Checklist

☐

Do I have permission from parents/guardians in writing to photograph their children?

☐

Have I asked for verbal consent from the students I photographed?

☐

Did I take a minimum of 5 photos that I can share with ArtStarts in Schools for their reporting and promotion?

# Curricular Connections

This exhibition has been designed to create meaningful connections to the 'Personal and Social' core competencies set out in the BC Curriculum as well as the 'Big Ideas' in the Social Studies curriculum for Grades 2–7. While we have intentionally made the connections listed below, we recognize that there are also significant connections to be made between the WHERE AM I? exhibition and other courses covered in Grades 2–7. Educators are welcome to make curricular connections at their own discretion.

## Grade 2 Connections

- Individuals have rights and responsibilities as global citizens.
- Canada is made up of many diverse regions and communities.

## Grade 3 Connections

- Learning about Indigenous peoples nurtures multicultural awareness and respect for diversity.
- Indigenous knowledge is passed down through oral history, traditions, and collective memory.
- Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.

## Grade 4 Connections

- The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.





## Grade 5 Connections

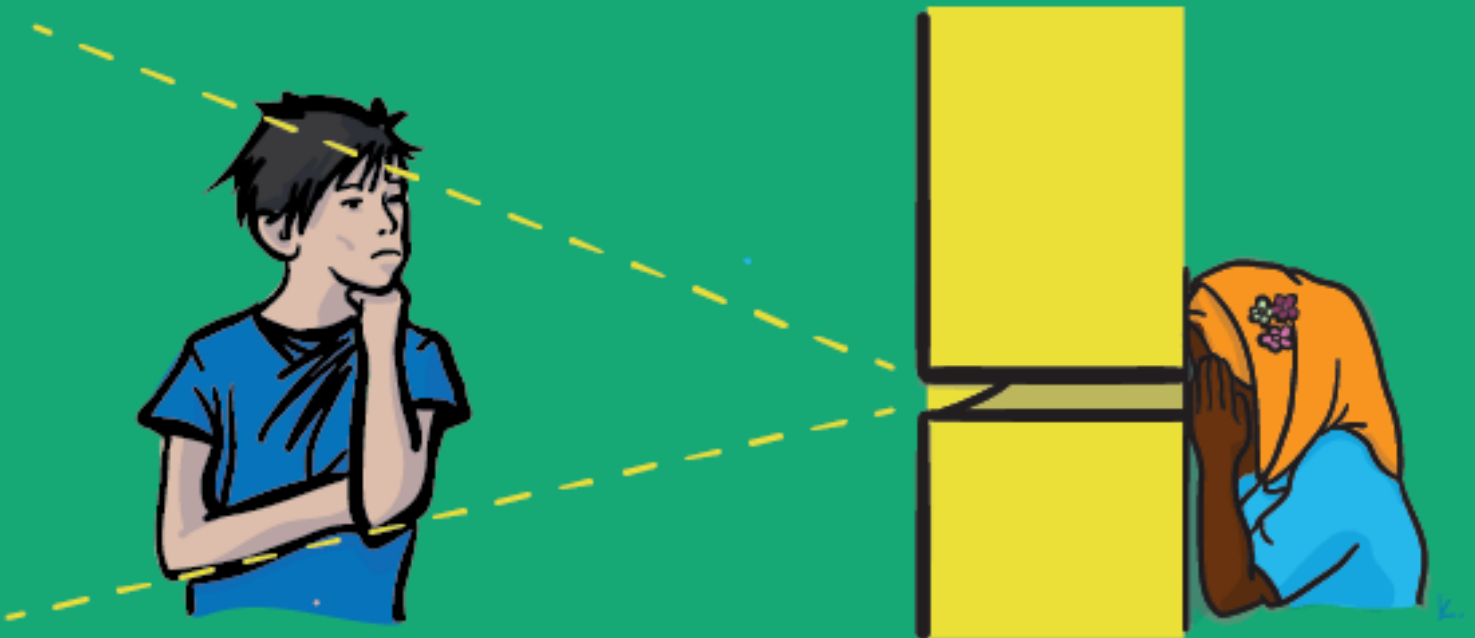
- Canada's policies and treatment of minority peoples have negative and positive legacies.
- Natural resources continue to shape the economy and identity of different regions of Canada.

## Grade 6 Connections

- Complex global problems require international cooperation to make difficult choices for the future.
- Media sources can both positively and negatively affect our understanding of important events and issues.

## Grade 7 Connections

- Geographic conditions shaped the emergence of civilizations.
- Increasingly complex societies required new systems of laws and government.



[Image description: An illustration of a young person wearing an orange hijab, looking through a viewfinder. On the other side is a young person with black hair posing with their left fist under their chin.]

**WHERE AM I?**

# **Activity Guides**



[Image description: An illustration of two Black hands coming together in L-shapes to make a square. The hands frame a brown person with an orange shirt, sitting and posing in a wheelchair.]

# Before Your Classroom Visit



**Check out the exhibition beforehand.** Answer the prompts on each of the four sides of the structure for yourself, so that you feel ready to engage your classroom in each topic presented.

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**Test all technology.** Make sure the scannable features can be activated on the tablet(s) available to you at your school. Check that the network connection is strong, and that all assets load successfully.

If you are unable to load these features, don't panic! You can still engage your classroom in an exciting experience without activating these features. Instead, plan on watching the video interviews in "Let's... TELL STORIES!" and listening to the song in "Let's... MAP SOUNDS!" before or after visiting WHERE AM I? with your group.

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**Gather extra smartphones or tablets** if there are students in your class who would benefit from non-visual access OR translation of the exhibition contents. There are audio descriptions available for all written and visual content in the exhibition, which can be activated by scanning the audio description QR codes. There is also a QR code which activates Google Translate, so that participants can live-translate all text-based content to their preferred language.

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**Prepare photo consent forms** if you're planning on taking pictures of your students engaging with the exhibition during your visit. Make sure you have received written permission from parents/guardians as well as verbal consent from students before taking a student's picture and sharing it with ArtStarts.



[Image description: An illustration of a young person with short dark-brown hair wearing a bright pink shirt and looking through a viewfinder.]

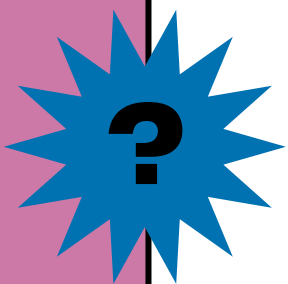
# Let's... **GET SITUATED!**

## Brief Overview

The yellow panel of the exhibition leads with nine questions about participant relationships to place. While the questions are open-ended, they should lead your classroom in a thoughtful land acknowledgement that isn't practiced or rehearsed. Take this opportunity to learn and identify Indigenous place names and local languages spoken in your region. Share stories about travel and learning from different cultures and peoples. Speak from the heart!

## Materials

- Smartphone(s) or tablet(s), if there are members of your group who would benefit from Google Translate or listening to audio descriptions of text



# Questions to Frame Your Facilitation

## Grade 2-3

How can you deepen your students understanding of how they might identify your school location (ie. as "My elementary school") by engaging them in naming and learning local Indigenous place names and languages? If your students speak additional languages, how might they describe this place in those languages?

How can your young learners' understanding of how to be respectful to others at school and to the school grounds inform their thinking about their role in stewarding this place?

How can they learn to respect new places and people when they travel? What have they learned from other cultures and peoples?

## Grade 4-5

How can you further your students' connection to the place your school is located on by engaging them in a discussion about the history of place names in your community? What Indigenous language(s) is spoken by your community's host nation? What words in these languages are your students familiar with? Can you learn new vocabulary together?

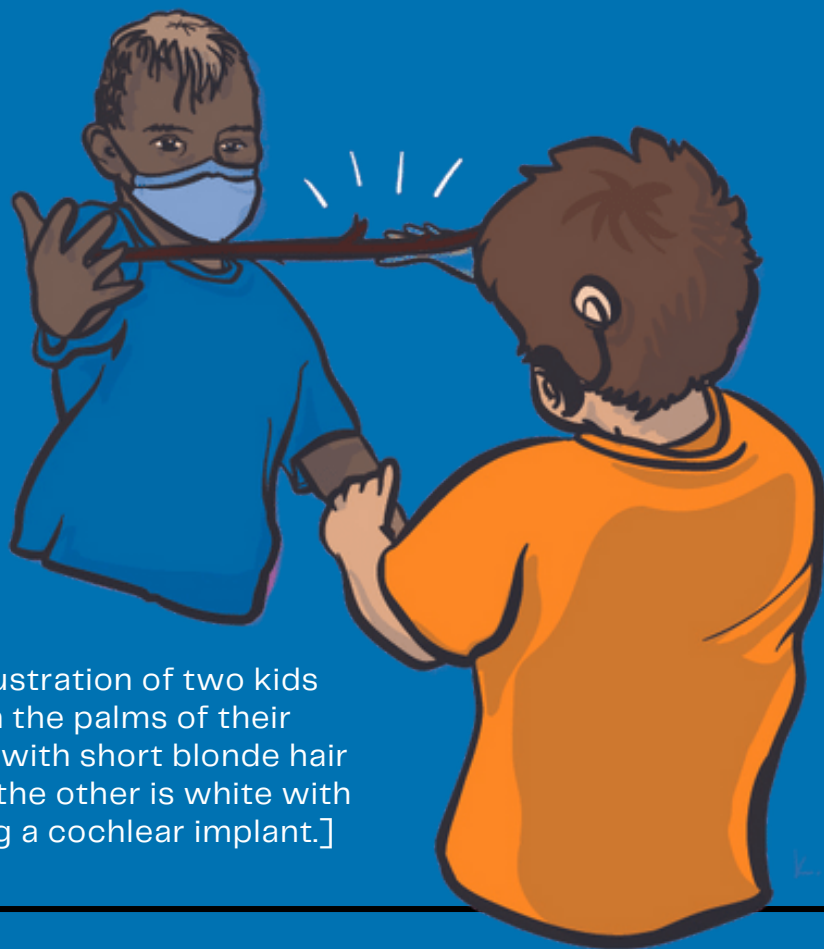
What does good stewardship of these lands look like in your community? How do care and respect show up, or not?

## Grade 6-7

How many names are there for the place where you are situated? Why do places have so many names, and who gets to decide place names? What is the history of your community's place name?

How do community members with different world views work together to steward a place? What signals respect to different communities?

What values have the diversity of settler communities brought to your neighbourhood? How do these cultures work together and share space?



[Image description: An illustration of two kids balancing a stick between the palms of their hands. One child is brown with short blonde hair and wearing a blue mask, the other is white with short brown hair and using a cochlear implant.]

# Let's... MOVE OUR BODIES!

## Brief Overview

The dark blue panel of the exhibition engages participants in two movement-based activities that invite learners to shift their perspective and disrupt their interactions with the space. Take this opportunity to be playful with your students, to explore new angles of your environment together, and to consider how each person has a responsibility to share your school grounds respectfully.

## Materials

- Smartphone(s) or tablet(s), if there are members of your group who would benefit from Google Translate or listening to audio descriptions of text
- Viewfinder (built into exhibition structure)
- Sticks (from surrounding area) OR pencils/pens if sticks are not available

# Questions to Frame Your Facilitation



## Grade 2–3

During the stick-balancing activity in pairs, did each student pair find it hard or easy to balance the stick? Did any student bump into someone else, fall over, or get a bit lost?

During the viewfinder activity, what did they see that they've never noticed before? Did they notice any animals or plants? Any unique shapes or objects?

## Grade 4–5

During the stick-balancing activity in pairs, did it feel easier to lead or follow? Did anything unexpected happen in this exploration? Was it possible for the stick to 'lead'?

During the viewfinder activity, what stood out to them in the space that they've never noticed before? What natural resources surround them? What manmade resources?

## Grade 6–7

During the stick-balancing activity in pairs, what did each student have to keep in mind when they were leading? What about when they were following? Was it possible for the stick to 'lead'? Were there ever moments of shared leadership?

During the viewfinder activity, what stood out to them in the space that they've never noticed before? What did it feel like to be watched? What did each student realize about how their bodies interact with this space?



**Please note:** To avoid crowding around the viewfinders during this activity, encourage students to explore the viewfinder activity by making a hand frame (see image to the right):

[Image description: An illustration of two Black hands coming together in L-shapes to make a square. The hands frame a brown person with an orange shirt, sitting and posing in a wheelchair.]





[Image description: An illustration of an older adult sitting in an armchair. They are Black with dark hair and wearing a purple sweater. They are being filmed by a young white person with red hair, holding a film camera.]



# Let's... TELL STORIES!

## Brief Overview

The pink panel of the exhibition engages participants in a two-part oral storytelling activity. Students are invited to listen to one or more video interviews about the active citizenship of Elders and seniors, as captured by students from Winlaw Elementary School. This is followed by a story response time, where students are welcomed to share how they take care of or want to take better care of their local community, both now and in the future.

## Materials

- Tablet(s) to scan and activate the video interviews of seniors and Elders from sn̓ickstx tmxwúla?xw (Sinixt) Nation
- Additional smartphone(s) or tablet(s), if there are members of your group who would benefit from Google Translate or listening to audio descriptions of text





# Questions to Frame Your Facilitation

## Grades 2-7

Key to this portion of the exhibition is the idea that "each time a story is told, it takes on a different meaning for those who listen." There is no singular 'correct' lesson or moral to learn from the stories of the Elders and seniors, as each student may come away with a different question from the video, or a different idea or phrase that stood out to them.

So, what stood out to each of your students from the video interview(s)? If possible, you are encouraged to listen to one of the Elders and seniors' stories during the exhibition, and to revisit it at a later date with your classroom to engage further with this idea of active listening. If you watch an interview a second time, notice how it takes on a new or deeper meaning as the stories become more familiar to your classroom and engage students in thinking about how their takeaways from these interviews evolve.

In the storytelling activity that follows, not every student will have an immediate idea or response to the prompts. Thankfully, it is just as important to listen to other peoples' stories as it is to share one's own. Encourage your classrooms to develop ideas together about how they would like to take care of your school grounds, your neighbourhood, and your surrounding community through unified efforts.

Guide your students to think about different ways they can connect and contribute to their community:

Can your classroom visit with a local Elder?

Can your classroom learn words together in your local Indigenous language(s)?

Can your classroom learn to distinguish between native and invasive species?

Can your classroom organize a garbage clean-up?

Can your classroom plan a fundraiser to address a local or global issue?

Can your classroom write letters to your local government?

What's important to your community, and how can you encourage your students to become active citizens within the spaces you share?



[Image description: An illustration of a sound map, which includes several sketches surrounding a smiley face in the centre of a page with the word “me” beneath it.

# Let's... MAP SOUNDS!

## Brief Overview

The light blue panel of the exhibition engages participants in a two-part sound-mapping activity. Students are invited to listen to the song "Swim to the Sea," performed by students from *Ćəsqənelə* Elementary School. This is followed by a sound mapping exercise, where students find a quiet spot to sit or stand, and map the surrounding soundscape on a piece of paper, from their perspective.

## Materials

- Tablet(s) to scan and activate the song "Swim to the Sea"
- Additional smartphone(s) or tablet(s), if there are members of your group who would benefit from Google Translate or listening to audio descriptions of text
- Paper and mark-making tools (pens, pencils, and/or pencil crayons) for all participants



## Questions to Frame Your Facilitation

### Grade 2–3

After your classroom listens to the song, ask them what they liked about it. What did they notice? What was it about? What did the song teach us about salmon?

After your students have completed the sound-mapping activity, ask them what sounds they took note of. Make a group list of these. If you have time, make a circle and assign an identified sound to each person in the group. Re-create your environment's soundscape as a class.

### Grade 4–5

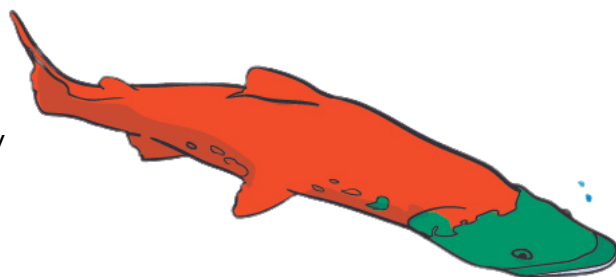
In response to the song, ask your students to comment on the lyrics. How are salmon integrated into *Ćəsqənelə* Elementary School's community? Similarly, what animals are integrated into your school's local environment? Who stewards these places, so wildlife can thrive?

After your students have completed the sound-mapping activity, ask them what sounds they identified that they have never noticed before. Make a group list of these. If you have time, make a circle and assign an identified sound to each person in the group. Re-create your environment's soundscape as a class. If you still have time, invite your students to add new sounds by imagining how sounds might evolve in this place in the next 5, 10, or 20 years.

### Grade 6–7

In response to the song, engage your students in thinking about what stood out from the song by students from *Ćəsqənelə* Elementary School. Identify what similarities and differences exist between your school community and theirs. What relations exist between your school community and nearby animals and ecosystems?

After your students have completed the sound-mapping activity, ask them what sounds they identified. If you have time, make a circle and discuss what sounds might exist in this place in 10, 25, or 50 years into the future, as this ecosystem changes. Co-create this new soundscape as a class.



[Image description: An illustration of an orange and green salmon swimming across the page.]

# Further Resources

If you are interested in exploring more content with your classrooms, we have prepared a list of related video projects from ArtStarts' Artist in the Classroom program.

## ArtStarts Watchlist

Check out more video projects at this link:  
<https://bit.ly/3GJfEYX>



## What's on the ArtStarts' Watchlist?

**Puppets Personified: How the Turtle got his Tail:** A re-telling of the Sinixt story about how the turtle got his tail, as told by Sinixt elder Marilyn James. Performed with puppets by the kindergarten and grade one students of Winlaw Elementary School.

**Puppets Personified: How Coyote Made the Black Moss Food:** A re-telling of the Sinixt story about how coyote made black moss edible, as told by elder Marilyn James. Performed with puppets by the grade one and two students of Winlaw Elementary School.

**Puppets Personified: How the Huckleberry Came to Kettle Falls:** A re-telling of the Sinixt story about how huckleberries came to grow in the Kettle Falls area, as told by elder Marilyn James. Performed with puppets by the grade two and three students of Winlaw Elementary School.

**Puppets Personified: Frog Mountain:** A re-telling of the Sinixt story about how frogs guided the Sinixt people through a time of terrible drought, as told by elder Marilyn James. Performed with puppets by the grade three and four students of Winlaw Elementary School.

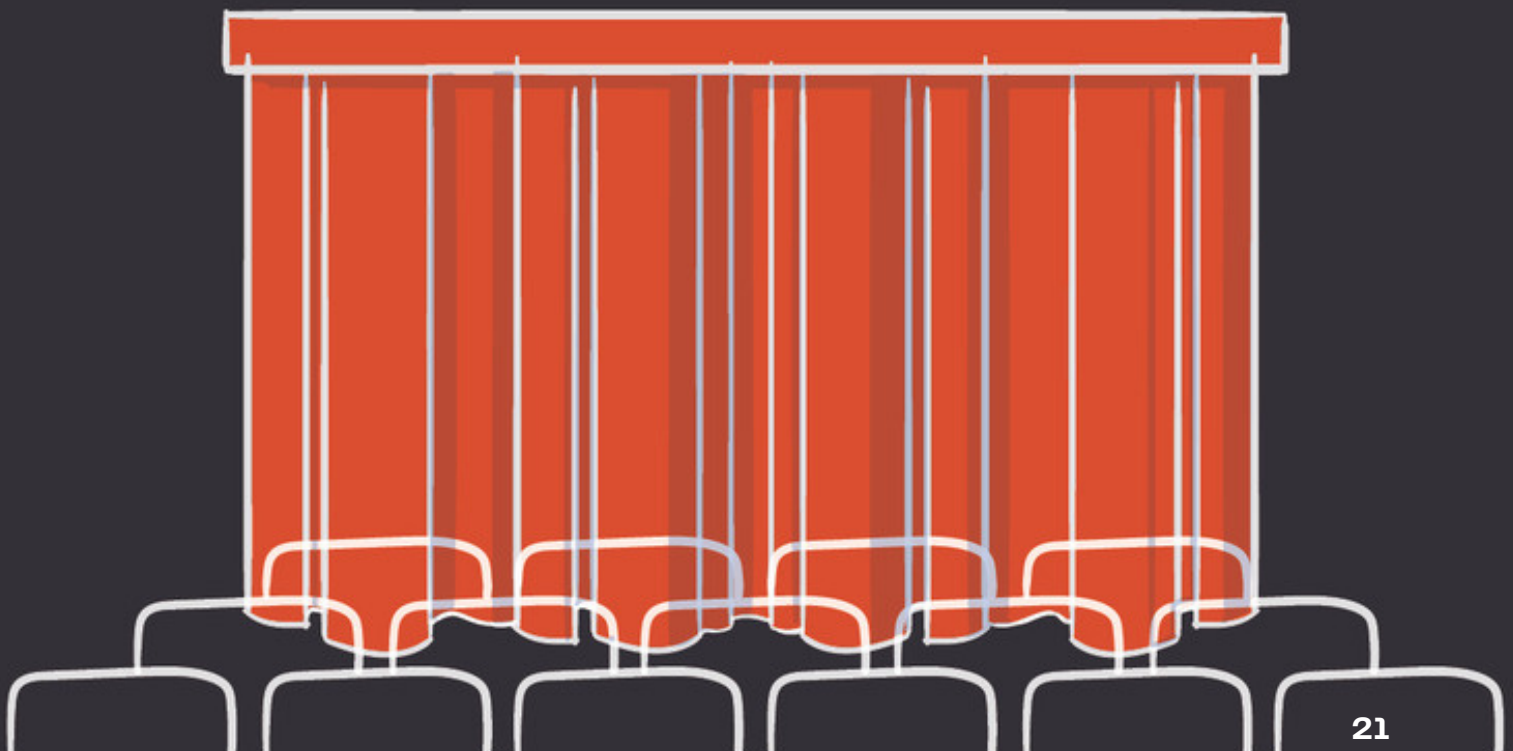
**Puppets Personified: Takwiya:** A puppet play about the Sinixt story of Takwiya, a monstrous woman who steals children, as told by elder Marilyn James. Performed by the grade five and six students of Winlaw Elementary School.

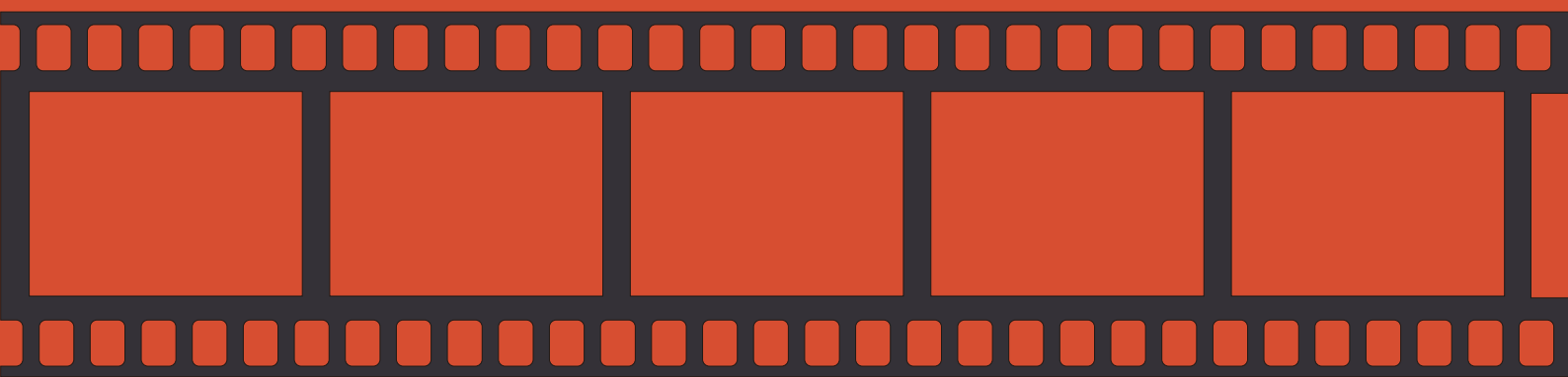
**Persy's Phone: An Audio Play:** Senior Theatre Company presents the original audio play Persy's Phone, written by Seamus Fera. Taking place around the Commercial Drive neighborhood in Vancouver, Persy's Phone is a contemporary adaptation of the Greek myth of Persephone in the underworld.

**Four Indigenous Puppet Plays for Children:** Performances of New Shoes for Sasq'ets, Sequoia (Cedar), The Three Little Sasq'ets, and The Three Fishermen, a Seal and Three Salmon by Kwantlen storyteller Joseph Dandurand. Performed with puppets by grade 9–12 drama classes from Burnsvew Secondary School, with an introduction by Dandurand.

**The Most Happy Sad Thing in the World:** A site-specific, devised theatre piece by grade 10–12 drama classes of Archbishop Carney Regional Secondary School that reflects on feelings of isolation during the COVID-19 pandemic.

[Image description: An illustration of red stage curtains with three rows of audience seating facing them. The background is black, as if the lights are turned off.]





**Átl'ka7tsem:** A documentary exploring the cultural significance of Átl'ka7tsem (Howe Sound), where the Squamish people originated. Created by the students of St'a7mes School – Cultural Journeys and Learning Expeditions, and co-produced by The Cinematheque.

**Disaster: In Plain Sight:** A documentary on the Garibaldi barrier and the threats posed to communities surrounding Squamish if it collapses. Created by the students of St'a7mes School – Cultural Journeys and Learning Expeditions, and co-produced by The Cinematheque.

**Herring: The Heart of Squamish:** A documentary on the return of herring populations to Átl'ka7tsem (Howe Sound) and their ecological significance. Created by the students of St'a7mes School – Cultural Journeys and Learning Expeditions, and co-produced by The Cinematheque.

**Hexactinellida: The Hidden Reef:** Long thought to be extinct, this documentary details the discovery of glass sponge reefs on the seafloor of Átl'ka7tsem (Howe Sound) and the importance of ensuring their protection. Created by the students of St'a7mes School – Cultural Journeys and Learning Expeditions, and co-produced by The Cinematheque.

**There and Back: A Whale's Tale:** A documentary on the return of humpback whales to areas in the Strait of Georgia and Átl'ka7tsem (Howe Sound), and the human activities which continue to threaten these animals. Created by the students of St'a7mes School – Cultural Journeys and Learning Expeditions, and co-produced by The Cinematheque.

**Woodfibre: A Community Divided:** A documentary exploring different perspectives from the Squamish community on the proposed building of a liquified natural gas (LNG) facility in Woodfibre, BC. Created by the students of St'a7mes School – Cultural Journeys and Learning Expeditions, and co-produced by The Cinematheque.

# Contact Us



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