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- What can you do to support healthy communities?
  - How do you celebrate the diversity of people in your community?

## Activity 2: Building Trusting Relationships

To examine aspects of healthy relationships and the importance of establishing trust.

Instructions:

1. Share with students that community members support one another to meet a goal, develop communication and promote co-operation.
2. Facilitate the following trust activities in the classroom community. Once finished, invite students to discuss how the activity made them feel and the importance of teamwork and trust.
  - [Trust Walk](#)
  - [Ten Interesting Trust Building Activities for Kids](#)

The following are additional resources for you to explore concepts of building trusting relationships:


  - [Play Your Part \(Right to Play\)](#)
  - [8 Quick Relationship Building Activities](#)
3. Next, students can explore the relevance of value systems that many Indigenous Peoples have in their societies: [Seven Sacred Teachings](#), [Inuit Societal Values](#), [Haudenosaunee Values](#) and/or the [Métis Core Values](#) and how these teachings are relevant in their lives and how these could help build healthy and trusting relationships. You may also invite students to develop their own individual list of values (with their family and/or community).
4. Invite students to add new thoughts to their definition of community.

## Activity 3: Making Community/Heart Connections

To acknowledge the gifts of the community we belong to and how we're all interconnected.

Instructions:

1. Provide each student with three sheets of coloured construction paper, string, tape or glue.
2. Have the students draw hearts on each sheet of paper and cut them out (three hearts each).
3. Invite students to reflect on the communities they belong to (town or city, rural, reservation, clubs, sports, arts, religious/spiritual organizations, scientific, environmental, school, and classroom). Encourage students to also think about what community events or celebrations that they participate in.

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4. Ask students to think of three special things that they would like to acknowledge about their community and how it feeds their heart. They will write one idea on each heart. Optional - Students can use string or glue to connect the three hearts.
  5. Invite students to share what they wrote.
  6. Post the hearts on a wall or hang from a window or create a space on the floor. Ask the student how all these connect everyone in the classroom community.
  7. Once they see the big picture, ask the students the following questions. They can write a response or share verbally.
    - How does community impact you in a positive way?
    - How do the various examples of communities contribute to the larger community?
    - How does the land play a role in these communities?

#### **Activity 4: Establishing Relationships with Indigenous Peoples (for Educators)**

To develop a deeper knowledge and understanding of Canada and Indigenous Peoples.

Instructions:

1. The following are suggestions on what you can do to further your own learning.
  - Consult the Indigenous education lead or department at your local school board to get a list of Indigenous education resources for your instructional practice, to learn more about the land acknowledgement, to learn about cultural protocols, or how to include more Indigenous content.
  - Do an online search to identify the [Indigenous group\(s\)](#) that are from your region.
  - Include [books written by Indigenous Peoples](#).
  - Invite an Indigenous Knowledge Keeper to the classroom (after consulting local school board protocols).
  - Work with Indigenous artists, authors, academics, land-based teachers, oral historians, treaty teachers and [dynamic/enqaaing speakers](#) in the class.
  - Identify [First Nations](#), [Métis](#) and [Inuit](#) organizations and service providers in your region and consult with Indigenous professionals that may be able to visit you and your students.
  - Research events that happen throughout the year and attend; talk to people.
  - Explore [culturally relevant teaching](#) practices (also check out ETFO's [Respond + Rebuild: The ETFO guide to culturally relevant and responsive pedagogy](#)).
  - [Engage learners through play](#) (ETFO FNMI resource).
  - Become an active, informed, contributing member of one of your local [Friendship Centres](#).