

LEARNING GUIDE

THE GIGGLE TENT

The Giggle Tent is based on an authentic community story celebrating Métis women's kinship, love, cultural identity and Michif language learning. The activities provided can be integrated in and beyond classroom settings, and adapted to all learning levels.

MÉTIS UNDERSTANDINGS: MICHIF

Métis are a proud, distinct Indigenous group within the lands known today as Canada. One of the distinct languages of the Métis Peoples is Michif, a living language that varies depending on the community one finds themselves connected to, or, visiting. Michif, also recognized as a cultural identity, know themselves by the lands and kinship they are rooted within. The relationships of place and people influence the variations of the Michif language.

This book centers Michif-French as part of the author's place and kinship research. The Michif featured in the Giggle Tent has roots in the Batoche, St Laurent, St Louis, Bellevue, Hoey and Duck Lake homelands of the Métis Peoples. This variation can also be heard in other Métis communities who have interconnections with Francophone relations.

It is important to honor and celebrate that there are many variations in how Michif is spoken and lived across the Métis Homelands.

LEARNING CONNECTIONS

There are several creative ways to integrate this resource into our learning spaces, including formal K-12 or post-secondary classrooms, or our kitchen tables, homes, and communities. The following connections are inspired by local curriculum models and have been adapted in this learning guide. Similar learning opportunities can be found beyond this context.

English Language Arts: An opportunity to view, listen to, read, comprehend, and respond to Métis cultural storytelling for a variety of purposes including for learning, interest, and enjoyment, fostering deeper text comprehension and a the development of a sense of self, community, place, and social responsibility.

Social Studies: Exploring concepts of time and place, to reflect on the relationships between people, place, and time supporting the understanding of perspectives and events. Developing an understanding and appreciation for the relationships at the local, national and global levels students are located within.

Science: Engaging with perspectives that foster understandings of the living world, Earth, and space that are deepened by investigating natural systems and their interactions. Learning about how Métis people live within their sense of responsibility to care for their kin within the land.

Health: Reflecting and learning within a holistic understanding of the self, understanding the effective interpersonal skills that demonstrate a sense of identity, responsibility, respect and caring for others in order to establish and maintain healthy interactions.

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Suggested Learning Level	Activity Ideas	Potential Resources
Early Learning	- Build and decorate a Giggle tent with popsicles sticks and paper - Make paper puppets of the ones you love and kin from the land who are with you at the tent - Retell the story using your puppets or drawings	Search online for an easy popsicle tent inspiration! Explore and read other Metis-specific children's books for extended learning connections - check out Gabriel Dumont Institute for a wide selection: https://gdins.org/shop-gdi/
K-6	- Describe what the Giggle Tent is in your own words - Brainstorm key words and define them in your own words (for example: kin, bird kin, Michif, river life, sister communities, Michif ways) - Design your own giggle tent in a special place on the land. - Include the values that hold you up in the design in a creative way - Who are the ones you love and love you that are part of your giggle tent?	Watch and respond for deeper reflection: Visiting with the Land: Spider Wahkohtowin Video (Rupertsland Institute): https://www.youtube.com/watch?v=P7WpMUU5qOE Stories with Leah Dorion, Metis artist and children's book author: https://www.rupertsland.org/teaching-learning/resources/stories-with-leah-dorion/
7-12	- What do you notice about Métis women's kinship in the story? How would you define it? How would you draw and design it? - Map out the web of kinship relationships shared in the story. Would you add any from your own network of relationships? - Invite the author to share the film created by the River Women Collection on Métis women hosting Walking with Our Sisters in Batoche, and learn the ways this place is important; - Research Walking with Our Sisters and discuss how and why it came to be - Express in a creative way the importance of Walking with Our Sisters to you and your community.	Listen and reflect together: Interview with Christi Belcourt, Muskrat Magazine: https://www.youtube.com/watch?v=ehyOaQ05ecNA Walking with Our Sisters: Website http://walkingwithoursisters.ca/ Stories from the Kohkoms - Elsie Paul Cree Métis Elder on Kinship https://www.youtube.com/watch?v=maOS62JiLMk Kinship Video (Rupertsland Institute): https://www.youtube.com/watch?v=JHjVsS5vpkA
Adults	<i>All that is listed in Grades 7-12, plus:</i> - Read the book chapter on Métis women's reflections of Walking with Our Sisters in Rematriating Justice; and discuss their approach to generations and kinship ways of doing, being and thinking. - Consider health and wellbeing practices that are kinship-centered.	Learn more about the text and access through your library: Rematriating Justice (2024) https://demeterpress.org/books/rematriating-justice-honouring-the-lives-of-our-indigenous-sisters/ Keetsahnak, Our Missing and Murdered Indigenous Sisters (2018), Kim Anderson, Maria Campbell & Christi Belcourt, Editors