



Making a difference...together

Education and Appreciation Garnered through Listening and Exploring – E.A.G.L.E. Rattle, Hum & Drum – Music of the Forest

Educators Guide

Program at a Glance

On this interactive program, we invite participants to explore the natural elements connected to the making of various drums and rattles, while providing a 'hands on' opportunity to learn how and why they are used. Students will be amazed at how Indigenous Peoples use this time-honoured tradition, not only to celebrate but to share lessons and values with their children.



In this program, your students will...

- Observe and explore elements of the forest required to make various drums and rattles.
- Experience the rhythms and sounds connected with the use of these cultural items.
- Discover the importance of caring for and respecting drums and rattles.
- Gain appreciation for how First Peoples use drums and rattles to enhance storytelling, while sharing valuable life lessons with their children.

Curriculum Connections

Our place-based school programs directly relate to BC's Early Learning Framework and the K-5 science & social studies curricula. Below you will find some of the learning standards that will be addressed on your program.

First Peoples Principles of Learning

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)

- Students learn through ‘doing’ and connecting to real-world experiences.
 - They explore how people, places and events connect to their identity.
- Learning recognizes the role of Indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.

Indigenous Knowledge and Perspectives

- How did First Peoples view and respect the natural environment? (Grade 1)
- How did First Peoples ensure information was passed down to future generations? (Grade 2)

Curricular Competencies from BC Curriculum:

Big Ideas

- We shape the local environment, and the local environment shapes who we are how we live.
- Canada is made up of many diverse regions and communities.
- Explain the significance of personal or local events, objects, people or places. (Grade 1)
- Explain why people, events, or places are significant to various individuals and groups. (Grade 2)

Social Studies Content

- Diverse cultures, backgrounds, and perspectives with local and other communities. (Grade 1)
- Relationships between a community and its environment. (Grade 1)
- Key events and developments in the local community, and the local First Peoples community. (Grade2)
- Diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture. (Grade 2)
- Relationship between people and the environment in different cultures. (Grade 2)

Suggested Pre-Trip Activities

- Share personal stories about experiences with musical instruments (i.e.: playing a guitar and singing with family)
- Explore traditional stories of the forest from an Indigenous Perspective.
- Draw a picture of a First Nations drum and/or rattle. Choose your favourite and describe why you like it.

Follow-up Activities

- Draw a picture of three important elements required from the forest to make a drum and/or rattle.
- Plan a talking circle for the children to share their favourite experience with the drums and rattles.
- Create a space in the classroom with musical instruments and review the rhythms and sounds introduced in the program. (i.e.: what is the first beat Indigenous children are taught when learning to drum?).

Background Information on Indigenous Perspectives

Indigenous Peoples of this area have lived on these lands for countless generations and always with a sense of coexistence and interconnection. Their relationship with the land and its inhabitants, deeply rooted in harmony, respect, and appreciation, has guided their journey since time immemorial. When Indigenous Peoples walk through the forest, they are reminded of this time-honoured connection and how we should never take it for granted.

Music plays a substantial role in how honouring, and the offering of gratitude are expressed by First Peoples. For example, drums can be used to call people together for ceremony and rattles can be used to welcome good spirits to join the gathering. In addition, drums and rattles are often used to represent different animals.

Used all together, drums and rattles enhance the re-telling of stories and legends while sharing cultural lessons that have been passed down for countless generations.

Additional Resources

Teacher References

Chrona, Jo Wayi Wah! Indigenous Pedagogies: An Act for Reconciliation and Anti-Racist Education. Portage & Main Press, 2022

Cajete, Gregory Native Science, Natural Laws of Interdependence, Forward by Leroy Little Bear, J.D., Clear Light Books, 2000

Yellowhorn, Eldon & Lowinger, Kathy Turtle Island: The Story of North America's First Peoples. Annick Press, 2017

Wall Kimmerer, Robin Braiding Sweetgrass – Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants. Milkweed Editions 2013

Wall Kimmerer, Robin The Serviceberry – Abundance and Reciprocity in the Natural World, Scribner, An Imprint of Simon & Schuster, LLC 2024

Student References

Prince, Leona and Prince, Gabrielle, Be a Good Ancestor. Orca Book Publishers, 2022

Prince, Leona, A Dance Through the Seasons, WaveMaker Press Ltd. 2024

- For an extensive list of student resources, we recommend visiting the website of the First Nations Education Steering Committee (www.fnesc.ca) and accessing their 2016 publication: Authentic First Peoples Resources for Use in K-9 Classrooms.