



Early Literacy: Building Healthy Brains

For School-Agers: 4 to 6 years

Questions about this booklet or the information within it?

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earlyliteracy@empowersimcoe.ca

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Healthy Brain Development

Experiences

Face to Face

Playing

STORIES

Syllables

Segmenting

Reading

Well-Being

Nursery Rhymes

Blending

Cuddling

Engagement

Library

What is Early Literacy?

Early Literacy refers to the experiences that take place *before* a child can read and write

Expression

Bonding

Singing

Talking

Disconnect to Connect

Limiting Screen Time

Listening

Waiting

Pretending

Phonemic Awareness

Belonging

RHYMING

Taking

Play Dates

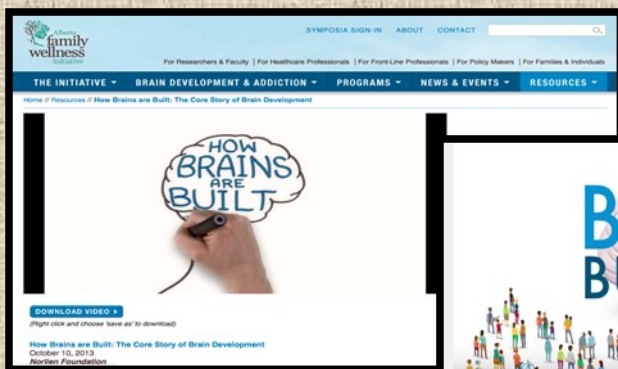
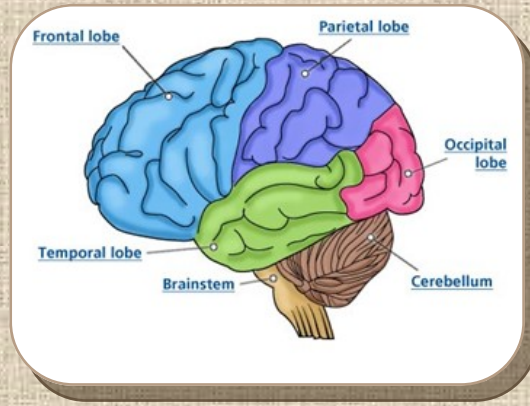
Commenting

Having Fun

Repetition

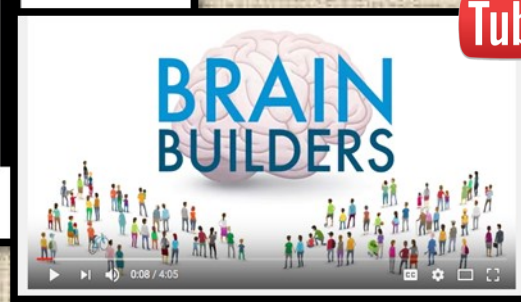
Following Your Child's Lead

To Help School-Agers Be Ready to Learn... We Need to Help them Build Healthy Brains!



YouTube

Go to YouTube, and search “Alberta Family Wellness” for a group of 17 different 3-4 minute video clips.



- ⇒ How Brains are Built: The Core Story of Brain Development
- ⇒ Executive Function
- ⇒ Toxic Stress
- ⇒ Serve & Return
- ⇒ Brain Architecture

“The major difference between brain development in a child versus an adult is a matter of degree: the brain is far more impressionable (neuroscientists use the term plastic) in early life than in maturity...”

Read Aloud 15 MINUTES
Every child. Every parent. Every day.



More than one in three children arrive at kindergarten without the skills necessary for lifetime learning.

Research shows that reading aloud is the single most important thing you can do to help a child prepare for reading and learning.

LANGUAGE DEVELOPMENT

The number of words that a child knows on entering kindergarten is a key predictor of his or her future success.

LITERACY SKILL BUILDING

Vocabulary. Phonics. Familiarity with the printed word. Storytelling. Comprehension. Reading aloud builds literacy skills.

INSTILL A LOVE OF READING

Your example demonstrates that reading is important, pleasurable and valued.

WHY READ ALOUD?

BRAIN DEVELOPMENT

From birth to age 3 are critical years in the development of language skills.

KNOWLEDGE GAINED & SHARED

Books are a pleasure, yes, and they are also informative. You and your child can learn something new as you read aloud.

BONDING

Is anything better than sharing a good book?

More than 15% of young children, 3.1 million, are read to by family members fewer than three times a week.

DON'T GOOD PARENTS ALREADY READ ALOUD DAILY? NO

Only **48%** of young children in this country are read to each day.

Reading 15 minutes every day for 5 years:
27,375 MINUTES

456.25 HOURS

IS 15 MINUTES ENOUGH TO MAKE A DIFFERENCE? YES!



Go to the Library!



“The more that you read, the more things you will know. The more that you learn, the more places you'll go.” -Dr. Seuss



YOU CAN FIND
MAGIC
wherever you look,
SIT BACK AND RELAX,
ALL YOU NEED IS
A BOOK
-Dr. Seuss

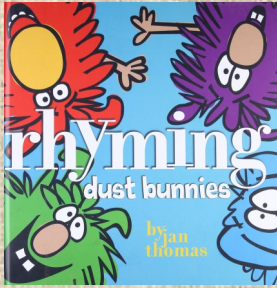


- If you want to stay motivated to read aloud with your children, be sure to go to the library regularly!
- Choose ten books that you want to read with your children, and let them pick out their own ten books.
- Keep all of your library books in a special bin.
- Come bedtime, you will be MUCH more enthusiastic about reading aloud because you will have some NEW and interesting books to choose from!
- Children's books have 50% more rare or unique words in them than does the regular conversation of two university graduates. Stop often to explain and describe new words, and your children will develop a vocabulary to last a lifetime!
- It's not just the book you read, it's the conversations you have while reading that really make a difference!
- The library has a program called, Every Child Ready to Read. This program demonstrates how caregivers can develop language and pre-reading skills in their children from birth to age five by simply talking, singing, reading, writing, and playing together.

Reading Tips in Spanish, Arabic, Chinese, Haitian Creole, Hmong, Korean, Diné, Russian, Tagalog, and Vietnamese:
<http://www.readingrockets.org/article/reading-tips-parents-11-languages>

<https://empowersimcoe.ca/early-literacy/>

Favourite Books!

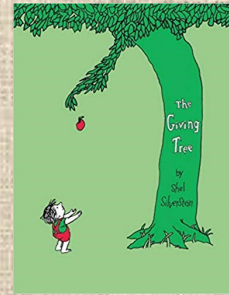


Dust Bunnies
By Jan Thomas

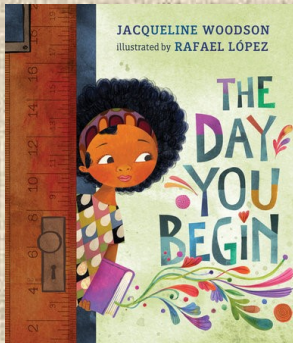
The
Book
With
No
Pictures

B.J. Novak

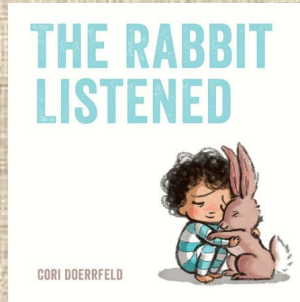
The Book with No Pictures
By B.J. Novak



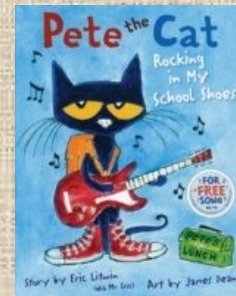
The Giving Tree
By Shel Silverstein



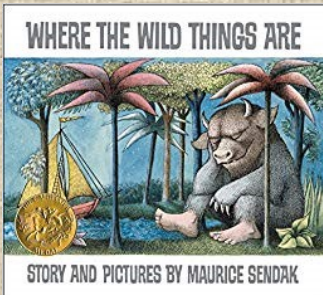
The Day You Begin
By Jacqueline Woodson



The Rabbit Listened
By Cori Doerrfeld



Pete the Cat; Rocking in My School Shoes
By Eric Litwin



Where the Wild Things Are
By Maurice Sendak



Multiple Dr. Seuss books

For information about Guided Reading Levels, please visit the following link:

<https://shop.scholastic.com/teachers-e-commerce/teacher/guided-reading-leveling-chart.html>



Get in the habit of asking questions – reading isn't passive.

When you are out and about running an errand, even without a book, learn to ask your kids questions. It's important to engage those growing brains!

Look at all of the buildings around you; their shape and design can teach you a great deal.

Here are some sample questions to help build your children's interests:

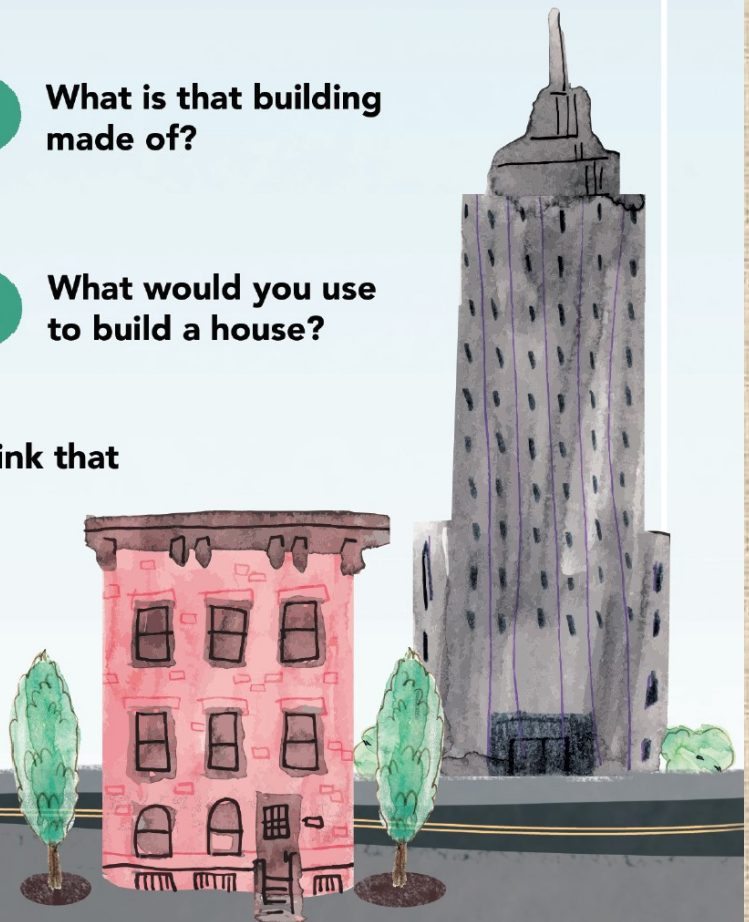
1 What shapes make up that house?

2 What is that building made of?

3 How does that bridge stay up?

4 What would you use to build a house?

5 What do you think that building is for?



If you want to read a fun children's book about architecture and expressing your passion, check out *Iggy Peck, Architect* by Andrea Beaty.



Read Aloud
15 MINUTES

Learn more at [ReadAloud.org](https://www.readaloud.org/)

Get in the habit of asking questions – reading isn't passive.

When you are out and about, even without a book, learn to ask your kids questions. It's important to engage those growing brains!

Look up at the sky, the clouds are above and have so much to teach.

Here are some sample questions to help
build your children's interests:

1 What's in the sky?



2 What does that cloud look like to you?



3 What kind of cloud is that?

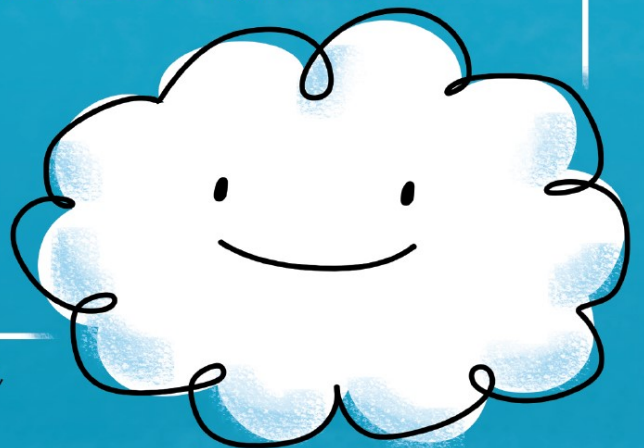
Learn the names of the major types of clouds:

- **Cirrus** — thin and wispy.
- **Cumulus** — puffy and cotton-like.
- **Stratus** — high blanket clouds that signal the likely coming of rain.
- **Nimbus** — dark gray clouds that bring rain and booming thunderstorms.

4 What makes up the clouds?



5 How do clouds float?



If you want a great book to share with a young mind, try *Cloudette* by Tom Lichtenheld

Get in the habit of *asking questions* – reading isn't passive.

When you are out and about, even without a book, learn to ask your kids questions. It's important to engage those growing brains!

Peer at the night sky. The stars are always there even when you can't see them.

Here are some sample questions to help build your children's interests:

- 1 What do you think stars are?
- 2 What's the difference between a star and a planet?
- 3 What if we drew lines between them – what do you see?
- 4 How are stars created?
- 5 Can you make up a story about the stars?



Easily find constellations with great phone apps, such as *Star Walk* and *Star Chart*. An endearing book about the night sky to share with a young mind is *How to Catch a Star* by Oliver Jeffers.



Learn more at [ReadAloud.org](https://www.readaloud.org/)

Get in the habit of asking questions – reading isn't passive.

When you are out and about on the road, even without a book, learn to ask your kids questions. It's important to engage those growing brains!

Notice the moving world around you – talking about transportation can lead your discussion in new directions.



Here are some sample questions to help
build your children's interests:

1 What colour is that car?

2 How many tires are on that truck?

3 Why are tires important?

4 What do you think is on that train?

5 How does an engine work?



A great children's book about
engineering and perseverance is
Rosie Revere, Engineer by Andrea Beaty.



Read Aloud
15 MINUTES

Learn more at [ReadAloud.org](https://www.readaloud.org/)

Enjoy the Moment...

Have Fun, Connect and Wonder, Pause and Wait



Frequently Asked Questions About Bilingualism



Will speaking two languages with my child cause a language delay?

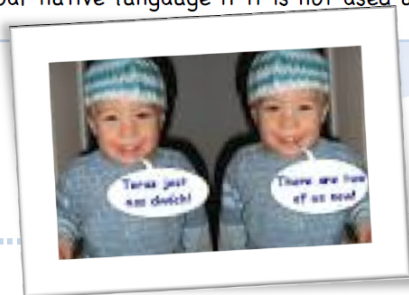
- No. Research indicates that speaking two languages will **not** cause speech and language problems.
- Research has shown that a child's total vocabulary (when both languages are combined) will be at least the same size as a child who only speaks one language.
- A child's brain can learn more than one language. In many places around the world children grow up learning more than one language at the same time.
- If a bilingual child is delayed in his/her language development, a speech and language assessment is recommended. For more information about when to refer for a speech and language assessment please visit, <http://www.children.gov.on.ca/htdocs/English/topics/earlychildhood/speechlanguage/index.aspx>

If my child has a speech/language delay, will speaking two languages make the delay worse?

- No. There is **no evidence** that children with a speech and language delay will be more delayed if they hear two languages.
- Research has shown that children with a speech and language delay who hear two languages will have the same difficulties in both languages.

If I don't speak English well, is it okay for me to speak my native language with my child?

- **Yes!** Some parents speak English to their child even when they don't speak it well. They might believe that speaking to their child in English is necessary for their child to learn English. Research however does not support this view.
- Research has highlighted that it is important for parents and caregivers to speak with a child in the language that feels **natural** and **comfortable**. Speaking with a child in a language that is not comfortable may have negative consequences for parent-child connections.
- Maintaining your native language may be important for a number of reasons. There may be family members who only speak that language and there may be a risk of losing your native language if it is not used at home.



April 2016

How can I help my child learn more than one language?

- Research says a child needs **repeated** and **consistent** exposure to each language. Some parents use:
 - “one parent-one language”: one parent speaks one language to the child; the other parent speaks the other language to the child.
 - “one place-one language”: one language is spoken at home; the other at daycare or at school.
 - “two languages mixed throughout the day”: one or both parents speak both languages to the child throughout the day.



It all works! No one approach is best. Parents should speak to their child in a way that feels comfortable. The key is to provide children with many opportunities to hear, speak, play and interact in both languages.

What if my child mixes both languages?

- Mixing languages is **not** a sign of language delay or difficulty in learning two languages.
- Mixing languages is **common** for children learning two languages. It is natural and should be expected.

What about putting my child with a speech and language delay in a French Immersion program?

- There is very limited research in this area. It seems that children with language impairments may do just as well in bilingual education settings as in English only settings. Keep in mind that children with language impairments need **more support** with learning language **both** at home and at school.








References

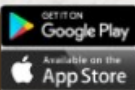
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2. Lowry, Lauren. Bilingualism in Young Children: Separating Fact from Fiction. Available online: www.hanen.org.
3. Lowry, Lauren. Can children with language impairments learn two languages. Available online: www.hanen.org.
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5. Weitzman, E., Greenberg, J., Learning Language and Loving It. A Guide to Promoting Children's Social, Language, and Literacy Development in Early Childhood Settings. Second Edition. A Hanen Centre Publication. 2002.

Monitoring your Child's Development

Try CDC's FREE Milestone Tracker app today...

Because milestones matter!

-  Illustrated milestone checklists for 2 months through 5 years
-  Summary of your child's milestones to share
-  Activities to help your child's development
-  Tips for what to do if you become concerned
-  Reminders for appointments and developmental screening



Or refer to the following website to access milestones from your computer:

<https://www.cdc.gov/ncbddd/actearly/milestones/>

looksee
checklist@ndds

shop checklist about contact  

LET'S GO



**new name.
new look.
same checklist.**

To celebrate 25 years of helping children worldwide reach their developmental potential, we've given our classic easy-to-use checklist a new parent-friendly name and look!

LEARN MORE

- ⇒ **13 checklists ranging from 1 & 2 months to 6 years of age**
- ⇒ **Available in 5 languages: English, French, Spanish, Vietnamese, Chinese**

<https://www.lookseechecklist.com/en/>

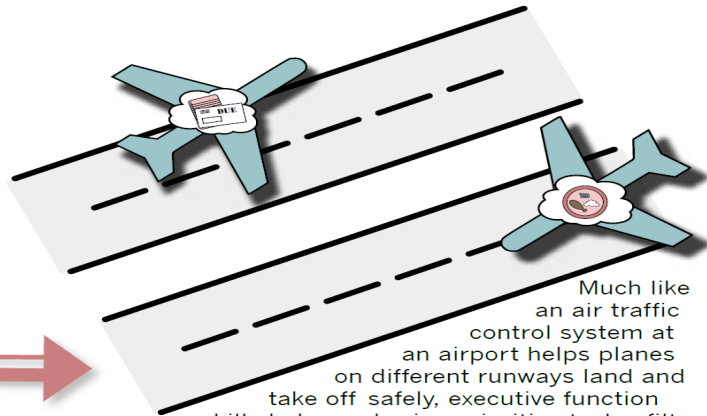


<https://empowersimcoe.ca/early-literacy/>

WHAT IS EXECUTIVE FUNCTION?

AND HOW DOES IT RELATE TO CHILD DEVELOPMENT?

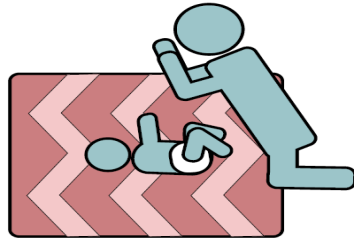
The phrase “executive function” refers to a set of skills. These skills underlie the capacity to plan ahead and meet goals, display self-control, follow multiple-step directions even when interrupted, and stay focused despite distractions, among others.



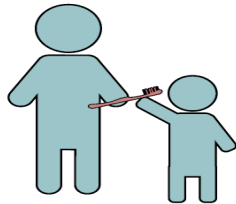
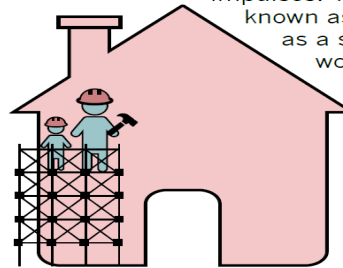
Much like an air traffic control system at an airport helps planes on different runways land and take off safely, executive function skills help our brains prioritize tasks, filter distractions, and control impulses.

NO ONE IS BORN WITH EXECUTIVE FUNCTION SKILLS, BUT NEARLY EVERYONE CAN LEARN THEM.

Our genes provide the blueprint for learning these skills, but they develop through experiences and practice. The foundation is laid in infancy, when babies first learn to pay attention. Relationships with responsive caregivers are particularly important at this stage. Something as simple as playing a game of peekaboo can help build the early foundations of working memory and self-control as a baby anticipates the surprise.

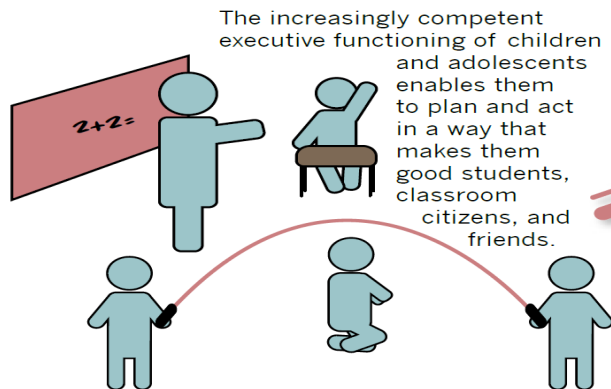


Adults set up the framework for children to learn and practice these skills over time by establishing routines, breaking big tasks into smaller chunks, and encouraging games that promote imagination, role-playing, following rules, and controlling impulses. These techniques are known as “scaffolding.” Just as a scaffold supports workers while a building is being constructed, adults can use these activities to support the emergence of children’s executive function skills until they can perform them on their own.

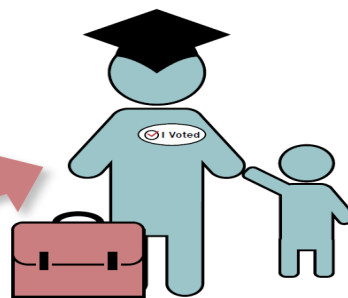


These skills typically develop most rapidly between ages 3-5, followed by another spike in development during the adolescent and early adult years. It takes a long time and a lot of practice to develop them, but, as children’s executive function skills grow, adults can gradually allow children to manage more and more aspects of their environment.

BUILDING CHILDREN’S EXECUTIVE FUNCTION SKILLS BENEFITS EVERYONE.



The increasingly competent executive functioning of children and adolescents enables them to plan and act in a way that makes them good students, classroom citizens, and friends.



In turn, this helps them grow into adults capable of juggling a multitude of commitments, such as parenting, employment, continuing education, and civic involvement. Even health is affected, as strong executive function helps people stick to healthy habits and reduce stress. The more a society invests in building the executive functioning of its children, the greater dividends it will see in the future.

Executive Function Activities for 5- to 7-year-olds

Games can exercise children’s executive function and self-regulation skills—and allow them to practice these skills—in different ways. At this age, children start to enjoy games that have rules, but do so with widely varying levels of interest and skill. Since an important aspect of developing these skills is having a constant challenge, it’s important to choose games that are demanding but not too hard for each child. As the child players become familiar with these games, try to decrease the adult role as soon as possible; the challenge is greater for children if they remember and enforce the rules independently. Just be prepared with some techniques for negotiating conflict. Flipping a coin or drawing a straw are some methods used by Tools of the Mind, an early education program designed to build self-regulation.



Card games and board games

■ **Games that require players to remember** the location of particular cards are great at exercising working memory. At the simplest level, there are games such as *Concentration*, in which children uncover cards and have to remember the location of matches. At a more complicated level are games that require tracking types of playing cards as well as remembering their locations, including *Go Fish*, *Old Maid*, *Happy Families*, and *I Doubt It*.

■ **Games in which the child can match** playing cards, either by suit or number, are also good at practicing cognitive flexibility. Examples include *Crazy Eights*, *Uno*, and *Spoons*. *Blink* and *SET* are newer card games in which cards can be matched on more than two dimensions.

■ **Games that require fast responses** and monitoring are also great for challenging attention and inhibition. *Snap* and *Slapjack* are card games that fall into this category. *Perfection* draws on similar skills.

■ **Any board game that involves some strategy** provides important opportunities to make and hold a plan in mind for several moves ahead, consider the varying rules that govern different pieces, and adjust strategy in response to opponents’ moves. Through strategizing, a child’s working memory, inhibitory control, and flexibility have to work together to support plan-based, effective play. *Sorry!*, *Battleship*, *Parcheesi*, *mancala*, *checkers*, and *Chinese checkers* are some of the many examples of these types of games for children this age.

Physical activities/games

■ **Games that require attention** and quick responses help children practice attention and inhibition. They include *freeze dance* (*musical statues*); *musical chairs*; *Red Light, Green Light*; or *Duck, Duck, Goose* for younger children. Some of these games also require the person

who is “It” to mentally track others’ movements, challenging working memory as well; these games include *Mother May I?* and *What Time Is It, Mr. Fox?* Others require selective responses and test inhibition, such as the *Magic Word Game*, in which children wait for a “magic word” to start an action.

continued

■ **Fast-moving ball games**, such as *four square*, *dodgeball*, and *tetherball*, require constant monitoring, rule following, quick decision-making, and self-control.

■ **Simon Says is another great game** for attention, inhibition, and cognitive flexibility, as the child has to track which rule to apply and switch actions, as appropriate. Other versions are the Australian *Do This, Do That* or the variation, *Do As I Say (Not As I Do)*.

■ **Children are now old enough** to enjoy structured physical activities, such as organized sports. Games that require coordination and provide aerobic exercise, such as soccer, have been shown to support better attention skills. Physical activities that combine mindfulness and movement, such as yoga and Tae Kwon Do, also help children develop their ability to focus attention and control actions.

Movement/song games

■ **Copy games**, in which the person imitating has to hold in mind the model's actions, draw on working memory. *Punchinella* is one example, with the model watching during the second verse ("I can do it, too"). Call-and-response songs provide a similar auditory challenge, like *Boom Chicka Boom* and *I Met a Bear*.

■ **Songs that repeat** and add on to earlier sections (either through words or motions) also challenge working memory, like the motions to *She'll Be Coming 'Round the Mountain*, or the words to *Bought Me a Cat*. The classic memory

games of *Packing for a Picnic* or *Packing a Suitcase for Grandma's* fall in this category, too. Older children can enjoy the added challenge of alphabetizing the list.

■ **Singing in rounds** is a challenge for older children that requires use of working memory and inhibition. *Row, Row, Row Your Boat* is a simple round to start with, but there are many with greater complexity.

■ **Complicated clapping rhythms** also practice working memory, inhibition, and cognitive flexibility, and have been popular with generations of children in many cultures. *Miss Mary Mack* and *Down Down Baby* are familiar examples.

Quiet activities requiring strategy and reflection

■ **Children become increasingly independent** at this age, and puzzle and brain teaser books that include mazes, simple word finds, matching games, etc., exercise attention and problem-solving skills (requiring working memory and cognitive flexibility).

■ **Logic and reasoning games**, in which rules about what is possible need to be applied to solve puzzles, start to become interesting and provide great working memory and cognitive flexibility challenges. ThinkFun, a game and puzzle company, provides some appealing and age-appropriate versions with *Traffic Jam* and *Chocolate Fix*, while *Mastermind* is another

old favorite that now has a simpler version for younger children. Educational online game sites provide many similar activities as well.

■ **Guessing games** are also popular and require players to use working memory and flexible thinking to hold in mind previous responses while they develop and discard potential theories. Some examples are *20 Questions* or *Guess My Rule* (often played with blocks of different colors, sizes, and shapes, so that children try to guess which attribute, or set of attributes, defines the rule for the set).

■ **I Spy and the books derived from this game** require children to think about categorization and use selective attention in searching for the correct type of object.

Resources

Online games

- www.coolmath.com
- pbskids.org/lab/games

Game rules

- www.pogat.com
- en.wikipedia.org/wiki/List_of_traditional_children%27s_games

Fun songs

- www.scoutsongs.com

ThinkFun

- www.thinkfun.com

Tools of the Mind

- www.toolsofthemind.org

Helping your child manage social play

- mindinthemaking.org/wp-content/uploads/2015/03/PFL-stubborn-play-schoolage.pdf

How Does Learning Happen?

Parents and teachers are no longer considered simply the “keepers of the knowledge that must be imparted on children”.

Instead, we plan, join in, and make a **connection** with children (which is far more fun!), taking a curious approach to what they think and do, rather than acting as the “experts” who must “correct” and “direct” all of their learning and behaviour.

Effective programs are planned intentionally to nurture language and literacy through play and thoughtful questions that search for, build on, value, and respect the unique perspectives and experiences of children and their families.



Not only do we need to pay attention to children’s development socially, emotionally, physically, and intellectually, but we must also consider the **creative, aesthetic, and spiritual** sides of their experience.

BELONGING

We all learn best when we feel seen, heard, safe, and connected to others, when we are valued as having our own unique perspective, and when our contributions are appreciated.

WELL-BEING

We learn better when we feel physically healthy, safe, able to take care of ourselves, and able to deal with stress and recover.

ENGAGEMENT

We learn best when we are given environments & experiences that captivate our attention –through relationships with people who help us explore ideas, investigate our theories, and interact with others in play.

EXPRESSION

We all learn best when we can express ourselves effectively in different ways...through our bodies, with materials, and/or with words.

Adapted from: Government of Ontario, Ministry of Education. (2014). *How Does Learning Happen? Ontario’s Pedagogy for the Early Years*. Toronto: Queen’s Printer for Ontario.

Stages of Play, Language, and Literacy Development

	Pretend Play Development	Language Development	Literacy Development
Junior Kindergarten (3-5 years)	Planned Pretend Play: (4 -5 year olds) -dramatic play in groups -person-oriented, not object-oriented -role playing using make believe objects -lots of language to create actions or situations "Let's pretend that ___" -will "act" for at least 10 minutes -very creative and inventive	-understands directions involving "if... then" -"if you're wearing runners then line up for gym" - is understood by strangers most of the time -speaks in complete sentences (using some details), & links two sentences with "and" -grammar becomes complex (<i>not</i> "me do it") - describes past, present and future events in detail -uses new, and more interesting words every day (when speaking)	-books that play with silly sounds & words (like Dr. Seuss' 'There's a Wocket in my Pocket') -reads a book by memorization or by making up the story (pretending) -recites & can make up rhymes -tells beginning, middle, & end of story when book is over using pictures for help - holds a pencil and uses it to print first name and letters (at random)
Senior Kindergarten (4-6 years)	Planned Pretend Play: (5-6 year olds) -acts out stories that have a beginning, middle, and end for long periods of time -plays in roles of characters who come together to solve a problem -enjoys using objects that are abstract and open-ended -learns to coordinate with others -learns to solve problems so that play can continue -learns to follow the rules of conversation -begins to see things from another person's (the role they are playing) point of view -children whose parents take them to stores, parks, museums, workplaces, and other outings are able to play more creatively, and for longer periods of time	-uses complete sentences (with details, and interesting words) that sound almost like an adult because grammar dramatically improves - tells very long stories complete with endings -increase in vocabulary shown by using new, and more interesting words every day (when speaking) - says the beginning & ending sounds in words (orally – not in print – e.g., can answer the question: I hear with my little ear, the very first (or last) sound in "cake"! (Answer: <i>kl</i> , <i>not the name of the letter</i>) - blends three individual sounds into a word orally – not in print (e.g. can tell you what the word is when the sounds "p/ar/k" are given). - segments words into individual sounds orally – not in print (e.g., can break down the 3 sounds in the word 'star' like this: "s/t/ar").	- loves listening to longer, make-believe stories with interesting plots (where characters solve a good problem with imagination) -tells the beginning, middle, & end of a story when book is over/closed - points to all letters & says their sounds - points to all letters & says their names -can point to the words in a simple story, matching the adult's spoken words - prints letters (in their full name, when trying to spell, & when copying) - sings the alphabet song and <i>points to matching letters when sung</i> - reads very simple pattern books (with memorization for simple "wild words"*, & sounding out – <i>with help</i> – for simple "pattern words"**)

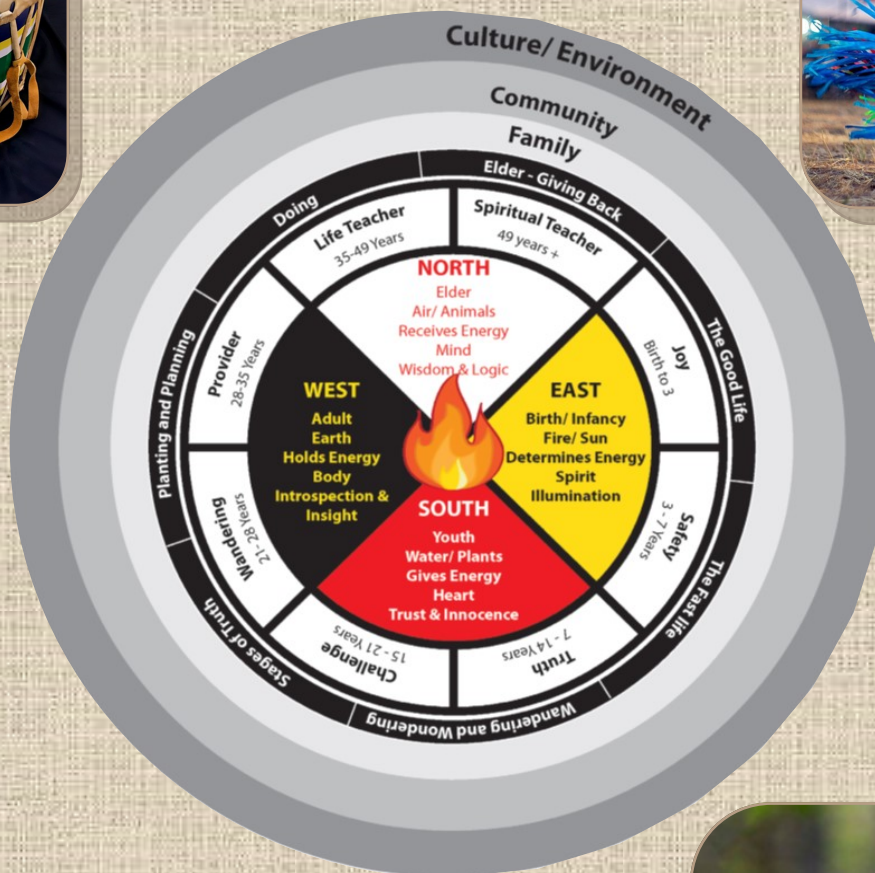
*Wild Words are words that must be memorized because their letters do not match the sounds (i.e.: of, the, was, very, could, etc...)

**Pattern Words are words that can be sounded out because the letter (or two letters together) matches the sound (i.e.: cat, sit, feet, shop)

A Bit About Being Indigenous

“There are three categories of Indigenous peoples in Canada: Inuit, Métis and First Nations. The Inuit primarily inhabit the northern regions of Canada. Their homeland, known as Inuit Nunangat, includes much of the land, water and ice contained in the Arctic region. Métis peoples are of mixed European and Indigenous ancestry, and live mostly in the Prairie Provinces and Ontario, but also in other parts of the country. First Nations peoples were the original inhabitants of the land that is now Canada, often occupying territories south of the Arctic.”

(Filice, Michelle; October 12, 2018; <https://www.thecanadianencyclopedia.ca/en/article/aboriginal-people>)



Key Messages

1 First Nations, Inuit, and Métis cultures have long passed on knowledge from generation to generation through oral traditions, including storytelling. Storytelling is a traditional method used to teach about cultural beliefs, values, customs, rituals, history, practices, relationships, and ways of life. First Nations storytelling is a foundation for holistic learning, relationship building, and experiential learning.

2 “The Medicine Wheel, sometimes known as the Sacred Hoop or Sacred Circle, has been used by generations of various Native American tribes and First Nations in Canada for health and healing and as a tool for learning and teaching.” (Beaulieu, Kelly J.; The Seven Lessons of the Medicine Wheel <https://saymag.com/the-seven-lessons-of-the-medicine-wheel/>)

“As we journey through these seven stages we are also journeying through the life cycle, growing and learning along the way, understanding more about ourselves, and connecting more to our life’s purpose that was given by the Creator before birth. The seven stages of life are often described as:

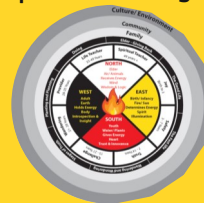
The Good Life

The Fast Life

The Wandering and Wondering Life

The Stages of Truth

(Nurturing the Seed p.33 © Infant Mental Health Promotion (IMHP), 2017, rev. 2019)



3 “Powwows are celebrations that showcase Indigenous music, dances, regalia, food and crafts. Commonly hosted by First Nations communities (either on reserve or in urban settings), powwows are often open to non-Indigenous and Métis and Inuit peoples alike. Contemporary powwows originated on the Great Plains during the late 19th century and, since the 1950s, have been growing in size, number and popularity. Powwows serve an important role in many Indigenous peoples’ lives as a forum to visit family and friends, and to celebrate their cultural heritage, while also serving as a site for cross-cultural sharing with other attendees and participants. Indeed, powwows provide the opportunity for visitors to learn about, and increase their awareness of, traditional and contemporary Indigenous life and culture.”

(Filice,Michelle; October 15, 2018; <https://www.thecanadianencyclopedia.ca/en/article/powwows-editorial>)

4 “There are a number of ways in which children may participate in their culture”.....these are some ways:

- mechanisms of cultural structure such as beliefs, rituals, customs, traditions, and ceremonies which are also “value” based language and communication patterns
- family orientations
- healing beliefs and practices
- religion
- art, dance, and music
- diet and food
- recreation
- clothing – regalia, moss bag
- history
- social status
- social group interactions



(Nurturing the Seed 26 © Infant Mental Health Promotion (IMHP), 2017, rev 2019)



To visit an EarlyON Child and Family Centre near you,
please explore the following link:

<https://www.ontario.ca/page/find-earlyon-child-and-family-centre>

