

NEW
BONIFIED
EDITION
AUTUMN 2023

Culturally Meaningful Pictograms for First Peoples Children



SUPPORT GUIDE

Illustrations by:



Christine Sioui Wawanoloath



**Jasmin Roy
Sophie Desmarais**

FOUNDATION

PARTNERS

Thanks to the many partners who helped make this project a reality. The creation of this tool would not have been possible without their invaluable help.



The *Culturally Meaningful Pictograms for First Peoples Children* guide was written by Patricia-Anne Blanchet, Stéphanie Guay and Léonie Thibodeau, and revised by Saralou Beaudry-Vigneux.

PROJECT COORDINATORS

Patricia-Anne Blanchet, Indigenous Education Counselor, Université de Sherbrooke
Stéphanie Guay, Social Worker at Indigenization Project, Centre de services scolaire des Rives-du-Saguenay

FINANCING

Jasmin Roy Sophie Desmarais Foundation

ILLUSTRATION

Christine Sioui-Wawanoloath, Abenaki-Wendat Multidisciplinary Artist

EDUCATIONAL AND CULTURAL EXPERT PARTNER:

Centre de services scolaire des Rives-du-Saguenay

Émilie Lavoie, formerly Director of École primaire des Quatre Vents (Projet Petapan)
Groupe Mamu, Centre de formation générale aux adultes
Isabelle Boivin, formerly Director of Services éducatifs jeunes
Lancy Gagnon, Assistant Director of Educational Services
Liliane-Carmen Awashish, Social Liaison Agent
Mélina Racine, Social Worker at Projet Petapan
Stéphanie Guay, Social Worker at Indigenization Project

Quebec Transfer Center for Educational Success

Julie Goulet-Kennedy, Development Advisor
Saralou Beaudry-Vigneux, Transfer and Innovation Counselor

Centre intégré universitaire de santé et de services sociaux du Saguenay-Lac-Saint-Jean

Sonia Bossum, Senior Indigenous Liaison Advisor

Centres Mamik du Saguenay et du Lac-St-Jean

Claudia Simard, Coordinator of Early Childhood Services
and Family Support at Centre Mamik Saguenay
Eden Awashish, Specialized Educator at Centre Mamik Lac-Saint-Jean-Est
Lise Savard, Project Manager at Centre Mamik Lac-Saint-Jean
Nancy Jean-Pierre, Service Coordinator at Centre Mamik Lac-Saint-Jean-Est

First Nations of Quebec and Labrador Health and Social Services Commission

Jessica Grenier, Early Childhood Educational Advisor
Marie Gill-Couture, Early Childhood Educational Advisor
Médéric Sioui, Communications Manager

Kativik Ilisarniliriniq School Board

Yasmine Charara, formerly Assistant Director, Educational Services, Second Languages



Atikamekw Nation Council

Lisette Petiquay, Director of Language and Culture Educational Services

First Nations Education Council

Bruno Rock, Educational Projects Coordinator

Cynthia Lapierre, School Success Advisor - Language and Culture

Liza McLaughlin, School Success Advisor

Marie-Vincent Foundation

Myriam Le Blanc Élie, Sexologist in charge of teen prevention

Sophie de Cordes, Acting Director of Projects, Prevention and Training

Tshakapesh Institute

Lucie Perron, Special Education Consultant

Marie-Pier Carré, Coordinator, Organizational Projects and Partnerships

Native Friendship Centers grouping

Alexandra Picard, Knowledge Mobilization Advisor

Catherine Savard, Education Advisor

Révolution – Studio graphique

Carlos Paya, Graphic Designer

Sherbrooke University

Patricia-Anne Blanchet, Indigenous Pedagogy Advisor, Faculty of Education

Léonie Thibodeau, Anishinaabe Student, Bachelor's degree in academic and social adaptation

Université du Québec à Chicoutimi – Nikanite First Nations Centre

Christine Couture, Professor, Sciences of Education Department

Francis Verreault-Paul, former Director, Nikanite First Nations Centre

Gylaine Malaisson, Director, Training Centers

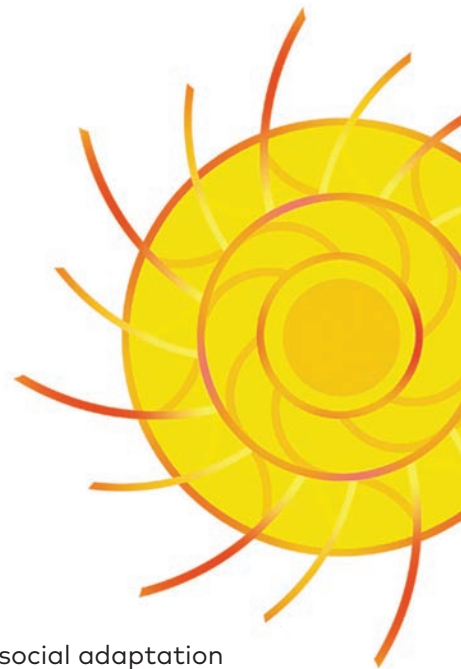
Julie Rock, former Manager, Nikanite First Nations Centre

Vicky Villeneuve, former Liaison Officer, Nikanite First Nations Centre

W8banaki

Valérie Laforce, School Project Coordinator

Mathieu O'Bomsawin, Partnership Projects Coordinator



We would like to thank the Marie-Vincent Foundation and the Université du Québec à Chicoutimi for generously agreeing to share the illustrations from the Lanterne Awacic booklet with us for use as pictograms.

This tool is designed to be as representative as possible of First Nations, Métis and Inuit peoples in all their physiological diversity. Without being perfect or an end in itself, it offers concrete ways of fostering understanding, exchange and communication.



BACKGROUND

This tool presents a series of culturally meaningful pictograms developed in response to a need identified by the Petapan Project at École des Quatre Vents of the Centre de services scolaire des Rives-du-Saguenay. More specifically, it emerges from the concern of the social worker Stéphanie Guay to provide adequate support to a First Nations student with specific needs. Faced with a lack of educational resources and the need for access to meaningful visual representations, this tool was created to support First Peoples students in their learning in a culturally sensitive and relevant way.

To date, First Peoples students attending public elementary and secondary schools face numerous systemic barriers and cultural insecurities. In line with the process of decolonization and indigenization underway in Quebec, this project aims to support the welcoming, inclusion, school retention, educational success, social integration and well-being of First Peoples children.

PROJECT DESCRIPTION

This tool is the fruit of an extended collaboration based on reciprocity between all partner organizations. Once the idea for the project was in place, representatives were appointed to sit on sub-committees as pedagogical and cultural experts. Each of them took on different roles within the project, from its inception to its distribution. All decisions relating to content were taken by consensus and in consultation with the client. The choice of pictograms was made after discussion between the various participating organizations and according to the targeted needs. All pictograms were illustrated by our dear collaborator, renowned Abenakise-Wendat multidisciplinary artist Christine Sioui Wawanoloath.

"The tool was unveiled at the *5th Convention on perseverance and academic achievements for First Peoples* in November 2022, in the company of Mr. Jasmin Roy. At this point, some participants in the presentation pointed out the lack of pictograms illustrating Indigenous cultural or spiritual activities [...] In response to these constructive comments, Jasmin Roy revealed that he would be willing to fund a second part of the guide as well as its translation into English." (Guay, Blanchet and Thibodeau, 2023) In this sense, this new edition of the guide includes some twenty new pictograms.

This initiative is unquestionably part of the truth and reconciliation movement, by including Indigenous perspectives in all educational and social services. It comes in response to the calls to action by the Commissions of Inquiry on the Rights of Indigenous Peoples (CVRC, 2015; CERP, 2019).

With the financial support of the Jasmin Roy and Sophie Desmarais Foundation, this guide is an innovative, free, open-access resource, shared within the networks of the various partners.

USE OF PICTOGRAMS

Pictograms are widely used as a communication tool. These are used in a variety of contexts to promote exchange, communication, learning and routines with children. Their visual representation is simple, uniform and clear, enabling any child to understand their meaning.

Pictograms can be used to provide visual support for a verbal request or routine, for example. Pictograms can be used according to the needs and interpretations of the people using them. In this sense, the guide suggests ways of using it that are subject to variation, adapted to the context and meaning given by the practitioner or teacher..

BENEFICIARIES TARGETED BY THE TOOL

In addition to being used throughout the Quebec school network, the guide can also be reinvested in the health network, daycare centers, youth protection and community organizations, for example, with a view to cultural and social reassurance. This guide is intended for anyone teaching or working with First Peoples children.

TOOL VALIDATION

The pictograms were used with children from the Innu and Atikamekw Nations in the Petapan project.

PICTOGRAM CATEGORIES

The pictograms are organized around 11 themes, with 117 schematic figurative pictograms. They have been developed to support the child's performance of each task or behavior described.

1 Daily routines

Daily routines are sets of habits and actions that take place throughout a child's day. This theme includes nine pictograms that can be used to establish a routine, organize a day or ask the child to get into action.

The pictograms are: **washing, eating, dressing (2), putting toys away, playing, napping, playing outside/recreation and dressing up.**



2 Physiological needs

Physiological needs represent survival needs linked to human nature, such as eating, drinking, sleeping... This category includes nine pictograms that can be used by children to express their discomforts and needs.

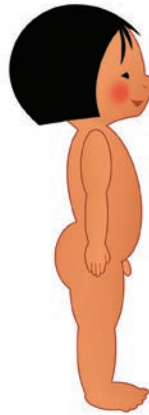
These pictograms represent **being hungry, thirsty, needing to go to the toilet, in pain, hot, cold, sick, tired, nauseous.**



3 The human body

This category includes nine pictograms that can be used to point out different parts of the human body, to address topics related to sexuality, to talk about body changes during growth, to help children identify with a gender and recognize their private parts, or to help children understand that it's possible not to identify with any gender.

The pictograms are: **a naked girl, a naked boy, a non-binary child, a pregnant woman, a baby, a young girl, a teenager, a woman and a senior.**



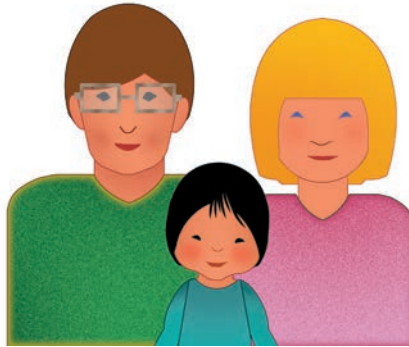
4 Interpersonal relations

This category includes 15 pictograms that can be used to illustrate the nature of the relationship between people, to show children the types of relationships they can have with an individual, to help children name what the other person means to them, to communicate a need or expectation, and to present different forms of family situations.

The pictograms represent **friendship, love, loneliness/having a bubble, a hug, a father, a mother, grandparents, an intergenerational family, Indigenous parents, mixed-race parents, adoptive or foster parents, guardians, a family with two dads, a family with two moms and a single-parent family.**



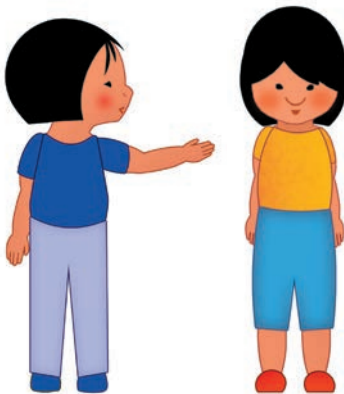
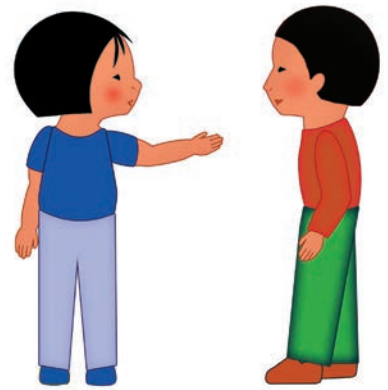
4 Interpersonal relations



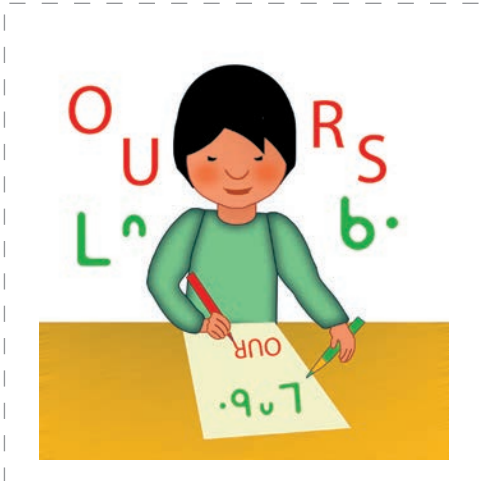
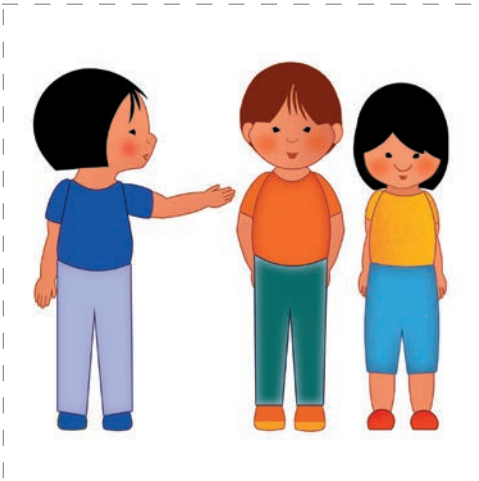
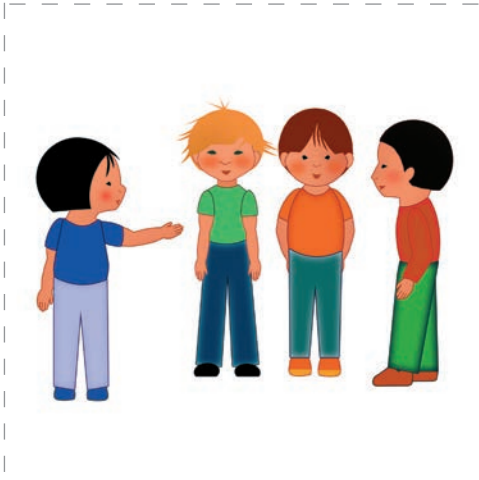
5 Communications

Communications represent the actions to be taken and the pronouns to be used to communicate something (sender) to someone (receiver). It also refers to means of communication such as speaking, listening, writing and reading. This category includes 21 pictograms that can be used to use pronouns correctly, communicate a misunderstanding, clarify a request or activity, demonstrate expected behavior or follow a train of thought.

The pictograms are: **I, you, he, she, it, we, you, they, they, it, don't know, ask for help, read, write, draw, discuss** (talking circle), **tell a story, follow an idea path, ask to stop, listen, raise your hand**.



5 Communications



5 Communications



6 Basic emotions

Basic emotions represent the main instinctive and spontaneous reactions to a situation. This category includes nine pictograms that can be used to help children express an emotion, and to use an image to try to explain an emotion.

These pictograms represent **pride (2)**, **joy**, **sadness**, **fear**, **confidence**, **anger**, **surprise** and **disgust**.



7

Social and emotional needs

Social and emotional needs represent the individual's need to manage emotions, build healthy relationships and make decisions. This category includes nine pictograms that can be used to help children express their needs and develop resilience, self-esteem, self-confidence and empathy.

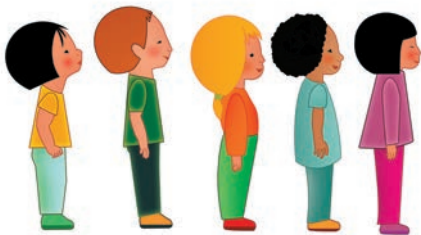
These pictograms are: **to be comforted**, **to express feelings**, **to reflect**, **to understand what the other is feeling**, **to self-regulate emotions**, **to be recognized**, **to be guided**, **to feel included**, **to assert oneself/ask to stop/set limits**.



8 Behaviors encouraged

Encouraged behavior is the expected way of behaving. These behaviors are linked to values such as respect, sharing, patience, discipline and empathy. This category includes six pictograms that can be used to show children how to behave and encourage them to take positive action.

These behaviors include: **repairing one's actions**, **sharing**, **waiting one's turn**, **waiting in line**, **including a single person** and **taking care of equipment**.



9 Discouraged behavior

Discouraged behaviors are those that are not acceptable and that run counter to the values promoted. This category includes six pictograms that can be used to make the child understand that the behavior is not encouraged, and to help the child identify behavior that is not acceptable.

These pictograms are: **pulling hair**, **laughing at someone**, **pushing**, **making a face**, **stealing a toy** and **frowning** (sulking).



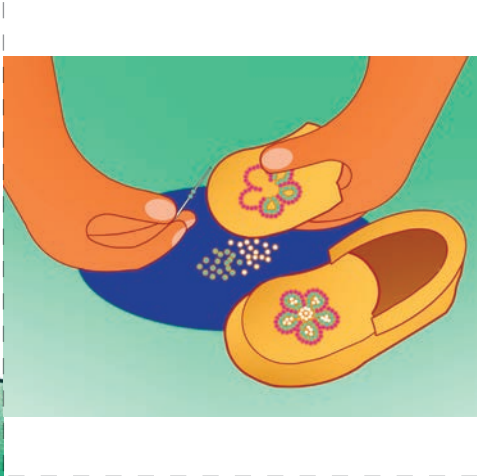
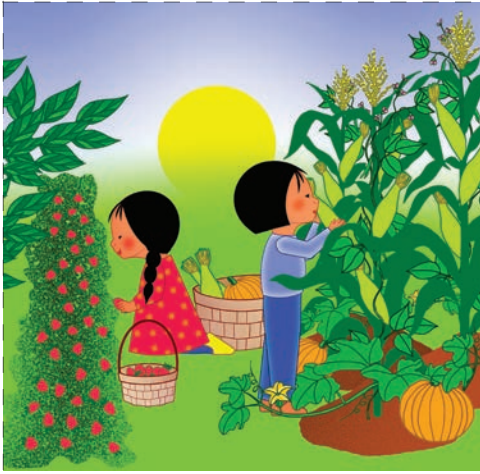
10 Traditional and cultural activities

This category includes 18 pictograms representing traditional and cultural activities.

These pictograms are: **playing field hockey, carrying a baby, snowshoeing, dog sledding, lacrosse, portaging/canoeing, hunting, snaring, fishing, gathering, baking bannock, tanning skins, basket making, beading, learning a song, rattle playing, throat singing, drumming.**



10 Traditional and cultural activities



11 Spiritual practices

This category includes six pictograms representing spiritual rituals and ceremonies.

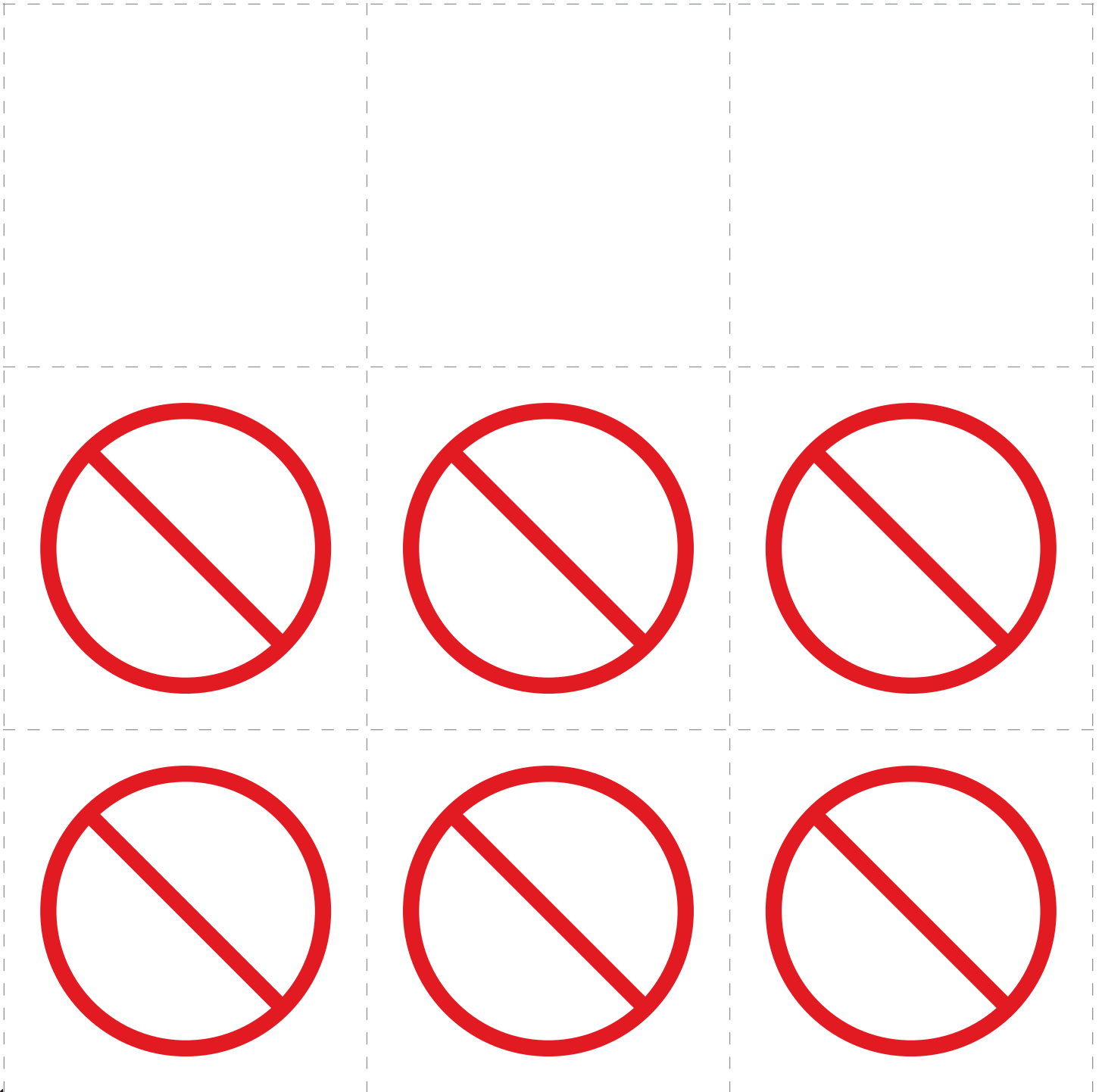
These pictograms are: **newborn ceremony, first steps ceremony, purification/fumigation, sweat lodge, pow wow drum group, traditional regalia.**



12 Empty boxes and "Do not"

Empty boxes can be used to create new pictograms by cutting out and assembling elements of existing pictograms.

The "Do not" can be used with any pictogram to tell children what they **can't do**, or that **it's forbidden**.



NOTES

- We suggest printing the pictograms on rigid cardboard, in single-sided format, cutting them out and laminating them.
- You can add titles in your traditional language to the laminated pictograms.
- You can cut out and assemble pictogram elements to create new pictograms that meet the specific needs of children.
- All pictograms can be printed in letter format from a PDF document downloadable directly from the website.

TESTIMONIAL

Testimonial from a teacher using the tool.

"I pointed out the emotion and he nodded vigorously, happy to be understood.

"[The child] takes his pictogram key ring everywhere, he uses it. [...]

It really appeals to him".

Mr Jérôme, special needs teacher

École primaire des Quatre Vents, Petapan Project

