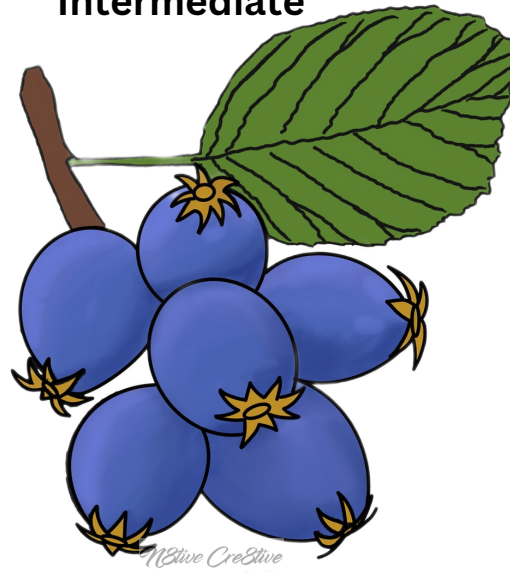
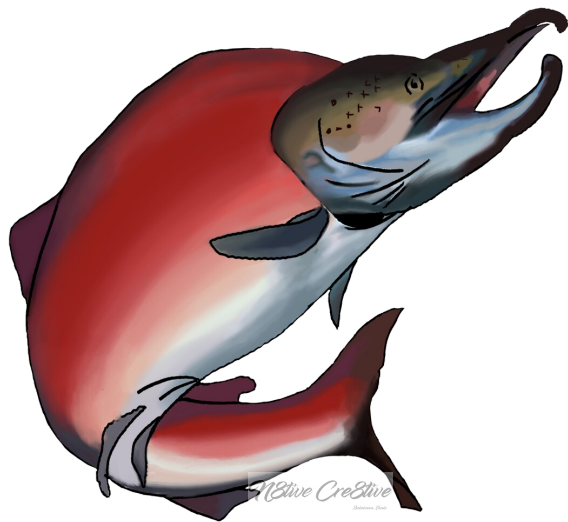


Four Food Chiefs Core Competencies

Intermediate



Notes for Educators and Families by SD22 Director of Indigenous Education, Charity Sakakibara

The *Four Food Chiefs Core Competencies* (2022) was developed by the SD22 Indigenous Education Department in collaboration with Okanagan Indian Band (OKIB) community members. The OKIB Language & Culture Department was approached and asked if there were sqilx^w teachings that might connect to any of the BC Core Competencies.

The BC Core Competencies are “sets of intellectual, personal and emotional proficiencies that all students need in order to engage in deep, lifelong learning [and] they are central to British Columbia’s K-12 curriculum and assessment system.” The SD22 Indigenous Education Department had the goal of collaborating with OKIB on a student self-assessment resource that would help students identify personal strengths through the teachings of selected captik^{wł} stories.

This student self-assessment resource is centered around the captik^{wł} “How Food Was Given” which is the story of the Four Food Chiefs. The important teachings in the captik^{wł} about the Four Food Chiefs were thought to connect with some of the BC Core Competencies, which include:

- Creative Thinking
- Critical Thinking
- Communication
- Personal Awareness and Responsibility
- Social Responsibility
- Positive Personal and Cultural Identity

It is important to note that the *Four Food Chiefs Core Competencies* resource does not include all 6 of the BC Core Competencies. A conversation with Dr. Bill Cohen, respected sqilx^w elder and scholar, helped us to understand that sqilx^w thinking and teaching does not always need to fit neatly into western frameworks. As such, our team focused on 4 of the BC Core competencies that were exemplified by the Four Food Chiefs.

The captik^{wł} “How Food Was Given” can be found in the *Kou-Skelowh/ kwu sqilx^w Trilogy* (2017). Educators will wish to share and understand the teachings of this captik^{wł} with students before using the self-assessment resource. Educators may also find helpful the Four Food Chiefs chart found on page 24 of *Stories of Our Sqilx^w Ways* (2019). Both are published resources are widely available in SD22 schools.



This resource was written by April Alexis, Alesha Grimard, and Charity Sakakibara, with input, editing, and feedback from Danielle Saddleman and Sarah Alexis from the OKIB Language & Culture team, as well as sqilxʷ educators Dr. Bill Cohen, Cheryl Paul, Lori Phillip, Kara Ross, Ben Louis, Vanessa Smith-Tso, and Tanya Saddleman-Joe. Limlimpt to those community members who offered their insights and helped to create this resource. This resource was co-created in Vernon, and the nsyilxcən language may be specific to that area.

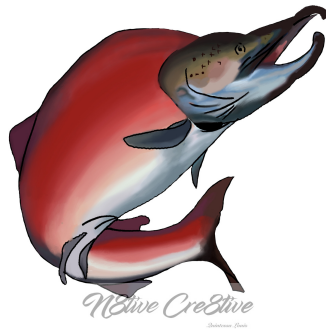
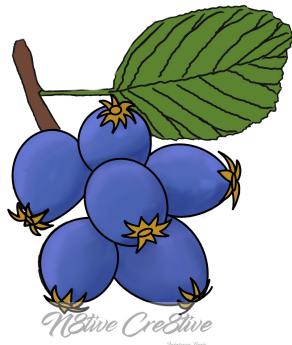
The art of the *Four Food Chiefs Core Competencies* was designed by OKIB member Quintessa Louis; more information about the artist can found on the artist's portfolio site: <https://www.n8tivecre8tive.ca>. The artist has given permission for this art to be used in this resource and other sqilxʷ resources created by the SD22 Indigenous Education Department. Please do not modify or adapt this art for your own use.

We are working with OKIB Language and Culture Department to create QR codes.

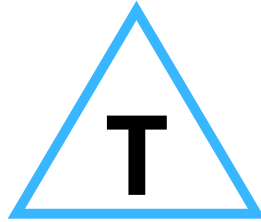
Acknowledgements and Educational Use

This resource was created through collaboration with sqilxʷ educators and the OKIB Language and Culture Department. We respectfully ask that you do not modify the resource, or copy anything on third-party lesson-sharing websites, nor seek to profit from this resource. This resource is for educational use in SD22 and other school districts located within syilx territory. If you have questions about this resource, please contact the Indigenous Education Department Lead Teachers.

The stories, ideas, and teachings within this resource belong to the Okanagan syilx people. This resource does not claim to be comprehensive and convey all teachings of these captikʷł.



Core Competencies



Facets

Developing Ideas
Novelty & Value
Generating Ideas

Develop & Design
Analyze & Critique
Question & Investigate

Building Relationships
Contribute to Community and Environment
Valuing Diversity
Solving Problems in Peaceful Ways

Personal Strengths & Abilities
Relationships & Cultural Contexts
Personal Values & Choices

Syilx Connection

siyaʔ/Saskatoon Berry is a creative thinker. She is Chief of all things growing above the land. She is an innovator. She thinks BIG. siyaʔ believes nothing is impossible. She is the youth.

ntitiyix/Spring Salmon is a critical thinker. He is Chief of all that is in the water. He takes action. ntitiyix is focused and timely. He is determined. He finds a way through barriers that he is faced with.

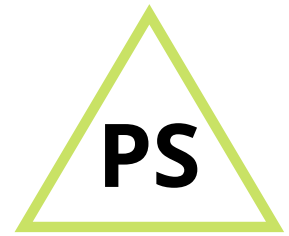
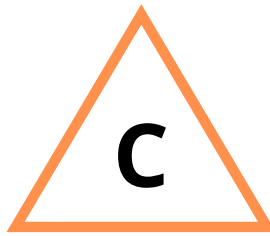
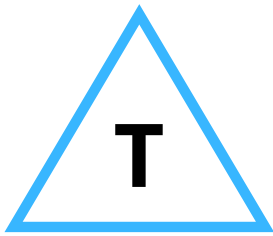
sʔiɬəm/Bitterroot understands social responsibility. sʔiɬəm is Chief of all roots underground. She is interconnected with all things. She is nurturing. sʔiɬəm is inclusive of all. She creates strong relationships with others.

skmʔxist/Black Bear has positive personal and cultural identity. skmʔxist is Chief of all four legged creatures. He understands culture and protocols. He is a deep thinker. skmʔxist is reflective of his actions.



Core Competencies

Core competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need in order to engage in deep, lifelong learning. They are central to British Columbia's K-12 curriculum and assessment system.



Thinking

The thinking competency encompasses the knowledge, skills and processes we associate with intellectual development and is demonstrated through:

- Creative Thinking
- Critical Thinking

Communication

The Communication Competency encompasses the set of abilities that students use to impact and exchange information, experiences and ideas as they explore the world around them such as:





- Sharing ideas
- Listening actively
- Working as a team

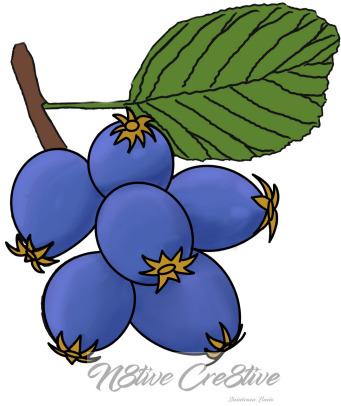
Personal & Social Responsibility

The personal and social competency is the set of abilities that focus on students' identity in the world, both as individuals and community members. It is demonstrated through:

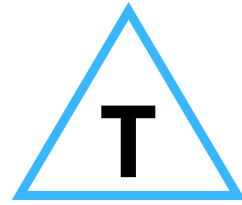
- Positive Personal & Cultural Identity
- Personal Awareness & Responsibility
- Social Responsibility

Discussing the Core Competencies with friends, teachers, and family can deepen students' understanding of the Core Competencies. It helps them identify personal strengths and establish goals for further development as educated citizens.

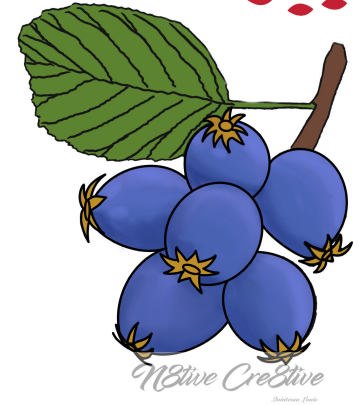
	Roles	Big Ideas	Competencies
 <p>sk'mxist</p>	Chief of all creatures on land	Elder Traditions Customs	Protocols Culture Thinking Reflective
 <p>s'p'ilxəm</p>	Chief of all the roots underground	Female Relationships Governance	Interconnected Nurturing Compassion Inclusive
 <p>siya?</p>	Chief of all things growing above the land	Youth Innovation Vision	We CAN do it No barriers Think BIG Creative
 <p>ntitiyix</p>	Chief of all that is in the water	Male Action Resilient	Get it done Efficient Focused Timely



Core Competencies Self Assessment



Creative Thinking

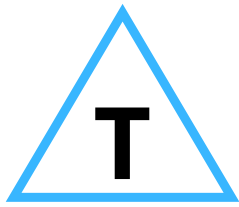


In the time of creation, chief siya? gave the People-To-Be the ability to harvest all of the fruit bearing plants for food and medicine. She is an innovator and a visionary. For siya?, nothing is impossible! She is a dreamer who thinks big and often looks outside the box for answers. siya? sees possibilities and creates original ideas. She is enthusiastic and caring. siya? sees no barriers and tells herself that she can do anything. She is youthful in her mind and faces challenges head on. siya? approaches things in a new way and sees value in all.

People who think creatively are curious and open-minded, have a sense of wonder and joy in learning, demonstrate a willingness to think divergently, and are comfortable with complexity. A creative thinker reflects on existing ideas and concepts; uses imagination, inventiveness, resourcefulness, and flexibility; and is willing to take risks to go beyond existing knowledge.

siya?





Name: _____

I can be a creative thinker like siya?.

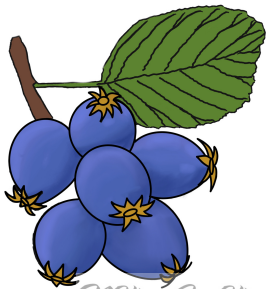
I can use my imagination to get new ideas or build on other people's ideas to create new things.
I learn a lot about something by doing research, talking to others, or practicing.
I can persevere or keep working on my ideas even if it takes a few tries.

What I can do well:

Examples:

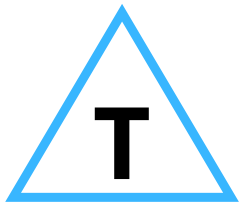
How I connect with siya?:

What I still need to work on:



Native Creative





Name: _____

I can be a creative thinker like siya?.

I can get new ideas or build on other people's ideas to create new things.

I deliberately learn a lot about something by doing research, talking to others, or practicing.

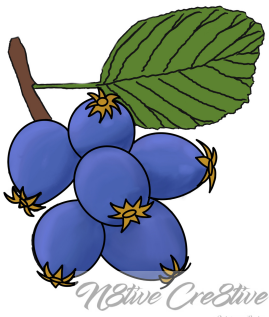
I have interests and passions that I pursue over time.

I can persevere or keep working on my ideas even if it takes a few tries.

What I can do well:

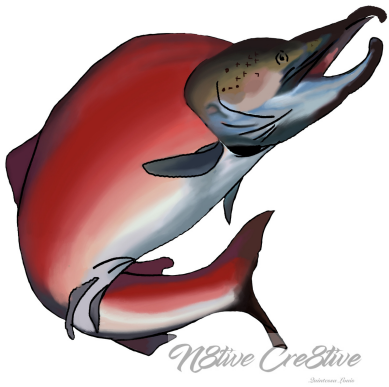
Examples:

How I connect with siya?:

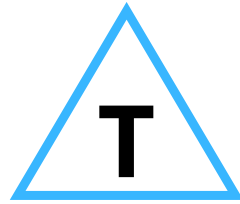


What I still need to work on:





Core Competencies Self Assessment

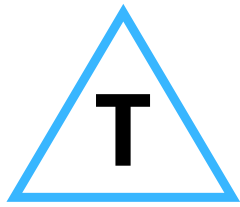


Critical Thinking

In the time of creation, ntitiyix offered the People-To-Be access to all that lives in the water for food and medicine. ntitiyix represents perseverance and determination. He works to find a way through any barrier that comes his way. ntitiyix is responsible, resilient and seeks to understand. He shares the importance of taking care of one another and the environment. ntitiyix teaches us that water is our most valued resource and that action must be taken to protect it. He is focused and efficient on all tasks. He uses his time wisely and often plans ahead to accomplish his goals.

People who think critically and reflectively are analytical and investigative, willing to question and challenge their own thoughts, ideas, and assumptions and challenge those of others. They reflect on the information they receive through observation, experience, and other forms of communication to solve problems, design products, understand events, and address issues. A critical thinker uses their ideas, experiences, and reflections to set goals, make judgments, and refine their thinking.





I can be a critical thinker like ntitiyix.

Name: _____

I can think and talk about ideas from different points-of-view or perspectives.

I can ask open-ended questions, explore, and gather information.

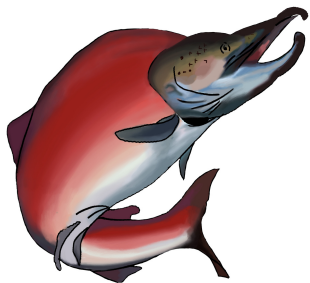
I can contribute to and use criteria.

What I can do well:

Examples:

How I connect with ntitiyix:

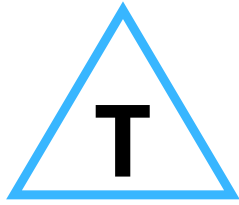
What I still need to work on:



Native Creative

Illustration from





Name: _____

I can be a critical thinker like ntitiyix.

- I can analyze evidence from different perspectives.
- I can ask open-ended questions and gather information.
- I can develop criteria for evaluating design options.

What I can do well:

Examples:

How I connect with ntitiyix:

What I still need to work on:



Native Creative
Illustration Studio





Core Competencies Self Assessment



Social Responsibility

In the time of creation, *síilə̣m* offered her life to give the People-To-Be access to everything that grows underground for food and medicine. *síilə̣m* represents preservation of the land and the need to protect the diverse territory of the *sqilx̣w* nation. She prioritizes health and wellness, and guides with unconditional love. *síilə̣m* is inclusive, compassionate, and has deep empathy. She promotes connectedness and reciprocal relationships. *síilə̣m* is a nurturer who is always looking out for those around her. *síilə̣m* also understands that learning is holistic, takes time, and needs patience.

People who are socially aware and responsible contribute to the well-being of their social and physical environments. They support the development of welcoming and inclusive communities where people feel safe and have a sense of belonging. A socially aware and responsible individual contributes positively to their family, community, and environment.



síilə̣m





I can be a respectful member of the community like s'íłəm.

Name: _____

I can participate in activities that help care for the people, places, and things in my life.

I can identify problems and work on problem-solving strategies with others.

I can show respectful and inclusive behaviour and advocate for others.

I am aware of how others may feel and take steps to help them feel included.

What I can do well:

Examples:

How I connect with s'íłəm:

What I still need to work on:





I can be a respectful member of the community like sꝑiꝥəm.

Name: _____

I can identify how my actions and the actions of others affect my community and the natural environment and can work to make positive changes.

I can identify problems and compare potential problem-solving strategies.

I can demonstrate respectful and inclusive behaviour and advocate for others.

I am aware of how others may feel and take steps to help them feel included.

What I can do well:

Examples:

How I connect with sꝑiꝥəm:

What I still need to work on:





Core Competencies Self Assessment



Positive Personal & Cultural Identity



In the time of creation, skm̓xist was the first to offer his life for the People-To-Be. He is known as the elder, a knowledge keeper, and teacher. He granted the People-To-Be access to all four-legged living beings for nutrients. skm̓xist is the true holder of sqilx̓ traditions and protocols. He is very culture oriented. He understands the importance of the past, sharing knowledge, and learning through stories. skm̓xist recognizes that some knowledge is sacred and can only be shared with permission. skm̓xist believes that learning involves generational roles and responsibilities. He is the protector of the land and knows that we need to keep it safe for the future generations. skm̓xist is the one that others go to for guidance, learning and understanding.

People who have a positive personal and cultural identity value their personal and cultural narratives and understand how these shape their identity. They exhibit a sense of self-worth, self-awareness, and positive identity to become confident individuals who take satisfaction in who they are and what they can do. They contribute to their own well-being and to the well-being of their family, community, and society.

skm̓xist





Name: _____

I can identify who I am and what's important to me like skm'xist.

I know that my identity is made up of many different parts (such as experiences, family, heritage, friends...).

I understand that my beliefs and values shape and affect my choices.

I can identify my strengths and use them to contribute at home and in my communities.

What I can do well:

Examples:

How I connect with skm'xist:



Native Creative

What I still need to work on:

