

For ages 9-12

**SASKATCHEWAN  
POLYTECHNIC**

# miyo wahkohtowin GOOD RELATIONSHIPS

Saskatchewan Polytechnic Indigenous Student Success Strategy  
**Colouring & Activity Book!**

**Tanshi!  
Colour  
me!**



Sponsored by:

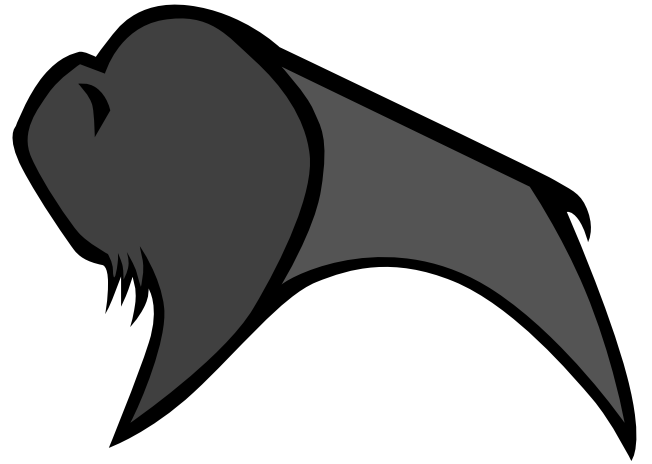


**ALLIANCE**<sup>®</sup>  
pipeline

A Joint Venture of Enbridge and Pembina

[saskpolytech.ca/indigenous](http://saskpolytech.ca/indigenous)

# Education is the new buffalo!



kiskinwahamâkêwin  
êkwa oski paskwâw  
mostos (Cree)

“Education is the new buffalo. The most powerful education enables learners to embrace lessons from the past and to reconcile those lessons with contemporary circumstances, skills, tools and knowledge.”

— Myrna Yuzicapi – Knowledge Keeper

**What do you want to be when you grow up? At Saskatchewan Polytechnic, we want to help you make your education and career dreams come true.**

No matter where you come from or who you are, we work hard to ensure everyone has an equal opportunity to succeed. Indigenous students are an important part of Sask Polytech’s community and make up 19 per cent of our student population.

Services for Indigenous students include:

- A summer transition program.
- Access to Indigenous Students’ centres.
- Indigenous student advisors who build relationships of support.
- Financial support through a number of scholarships and bursaries.

If you want to make your dreams come true, we can help you make that happen. Make sure to check out all the opportunities waiting for you at Sask Polytech!

**[saskpolytech.ca/indigenous](https://saskpolytech.ca/indigenous)**



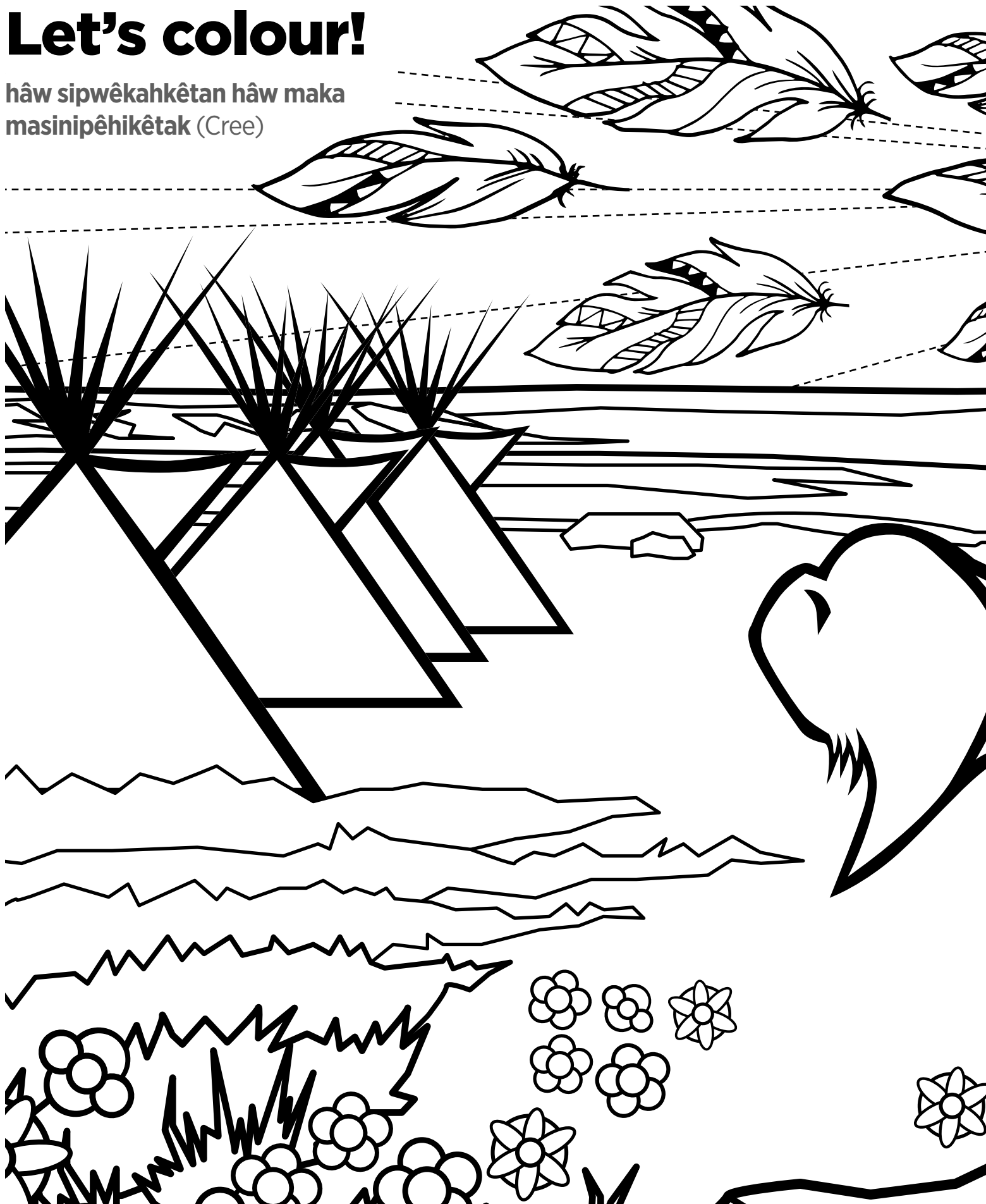
Sask Polytech is proud to be located on Treaty 4 and Treaty 6 Territories and the traditional homeland of the Métis.

**Welcome**  
**Anin Sikwa** NAKAWE  
**Edlanet'e** DENESULINE  
**Hau Koda** DAKOTA  
**Hau Kona** NAKOTA  
**Hau Kola** LAKOTA  
**tawaw** CREE  
**Tanshi** MICHIF

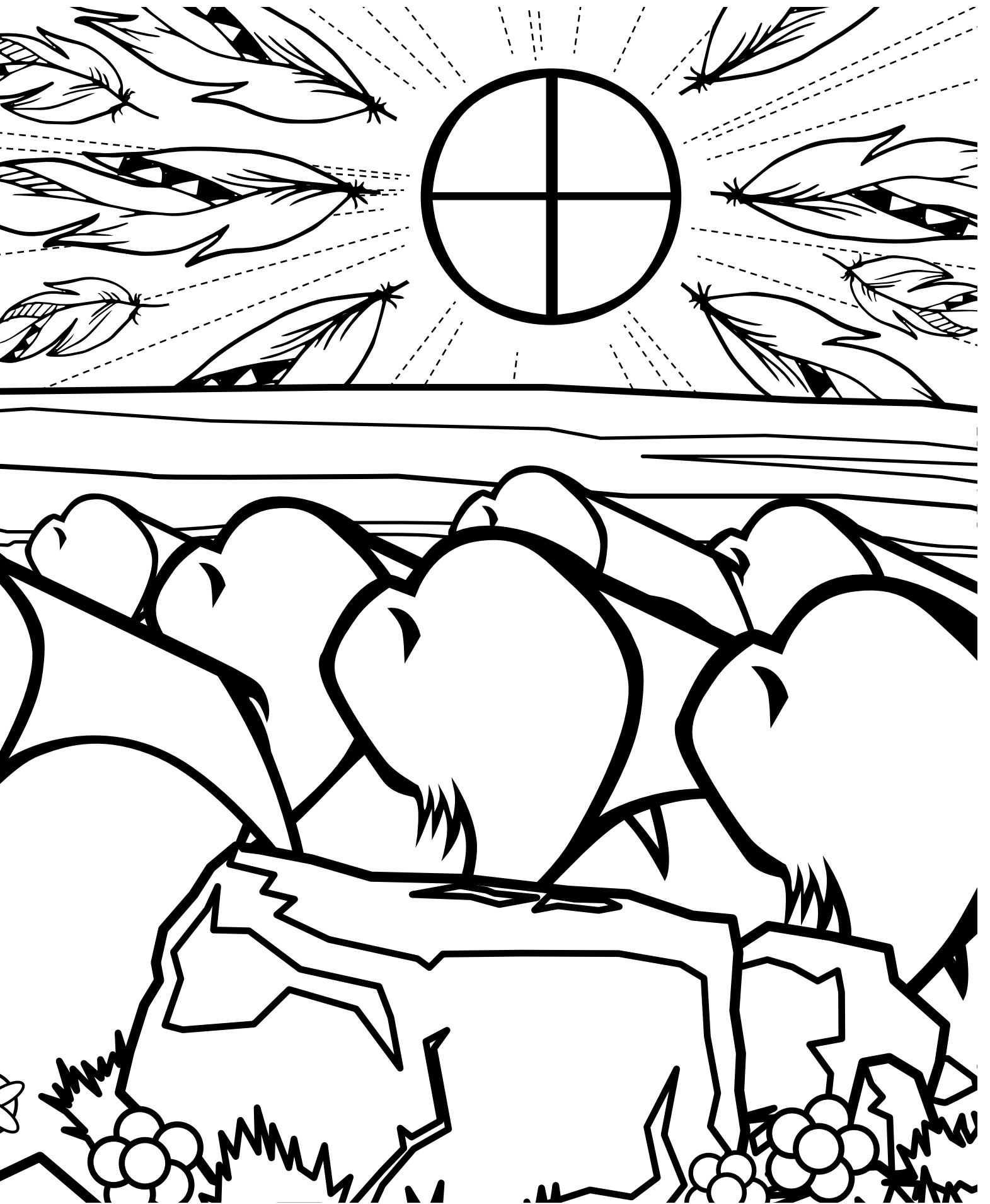


# Let's colour!

hâw sipwêkahkêtan hâw maka  
masinipêhikêtak (Cree)

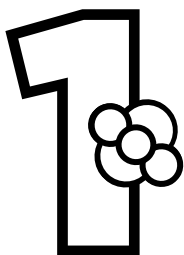


Buffalo, teepee, flower and medicine wheel illustrations by Kevin Pee-ace.



# Learn to count

Ta huta hadonit̓En (Denesuline)



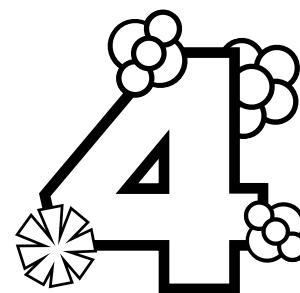
**pēyāk** (Cree)  
**ḷághe** (Denesuline)  
**pēzig** (Nakawe)  
**wanji** (Dakota)  
**wanji** (Lakota)  
**wanzi** (Nakota)  
**hen** (Michif)



**niso** (Cree)  
**Náke** (Denesuline)  
**nīnz** (Nakawe)  
**nonpa** (Dakota)  
**nunpa** (Lakota)  
**nomba** (Nakota)  
**deu** (Michif)



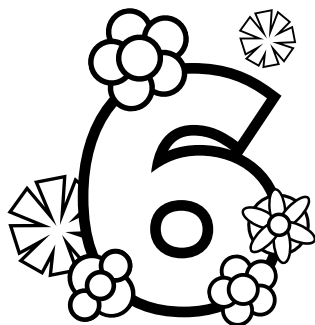
**nisto** (Cree)  
**Taghe** (Denesuline)  
**niso** (Nakawe)  
**yamni** (Dakota)  
**yamni** (Lakota)  
**yamni** (Nakota)  
**trwaa** (Michif)



**nēwo** (Cree)  
**Dīghī** (Denesuline)  
**nīwin** (Nakawe)  
**ṭōpa** (Dakota)  
**ṭōpa** (Lakota)  
**dopa** (Nakota)  
**kaatr** (Michif)



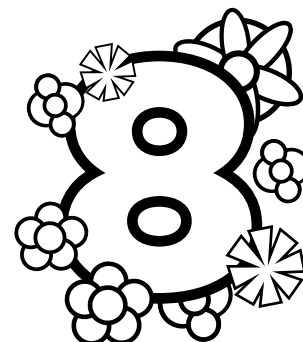
**niyānan** (Cree)  
**Sḷághe** (Denesuline)  
**nānan** (Nakawe)  
**zap̄tan** (Dakota)  
**zap̄tan** (Lakota)  
**zap̄tan** (Nakota)  
**saenk** (Michif)



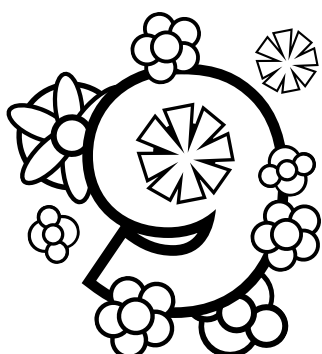
**nikotwāsik** (Cree)  
**Et̄k'étage** (Denesuline)  
**ningotwāso** (Nakawe)  
**šak̄pe** (Dakota)  
**šak̄pe** (Lakota)  
**šakpe** (Nakota)  
**sis** (Michif)



**tēpakohp** (Cree)  
**ḷásdīghī** (Denesuline)  
**nīnzwāso** (Nakawe)  
**šak̄owin** (Dakota)  
**šak̄owin** (Lakota)  
**iyušna** (Nakota)  
**set** (Michif)



**ayēnānēw** (Cree)  
**Et̄k'édīghī** (Denesuline)  
**niswāso** (Nakawe)  
**šagdoḡan** (Dakota)  
**šagloḡan** (Lakota)  
**šaknoḡa** (Nakota)  
**wit** (Michif)



**kēkā-mitātaht** (Cree)  
**Et̄òlā** (Denesuline)  
**sāngaso** (Nakawe)  
**nap̄činyanka** (Dakota)  
**nap̄činyunka** (Lakota)  
**nap̄čuwan̄ka** (Nakota)  
**neuf** (Michif)

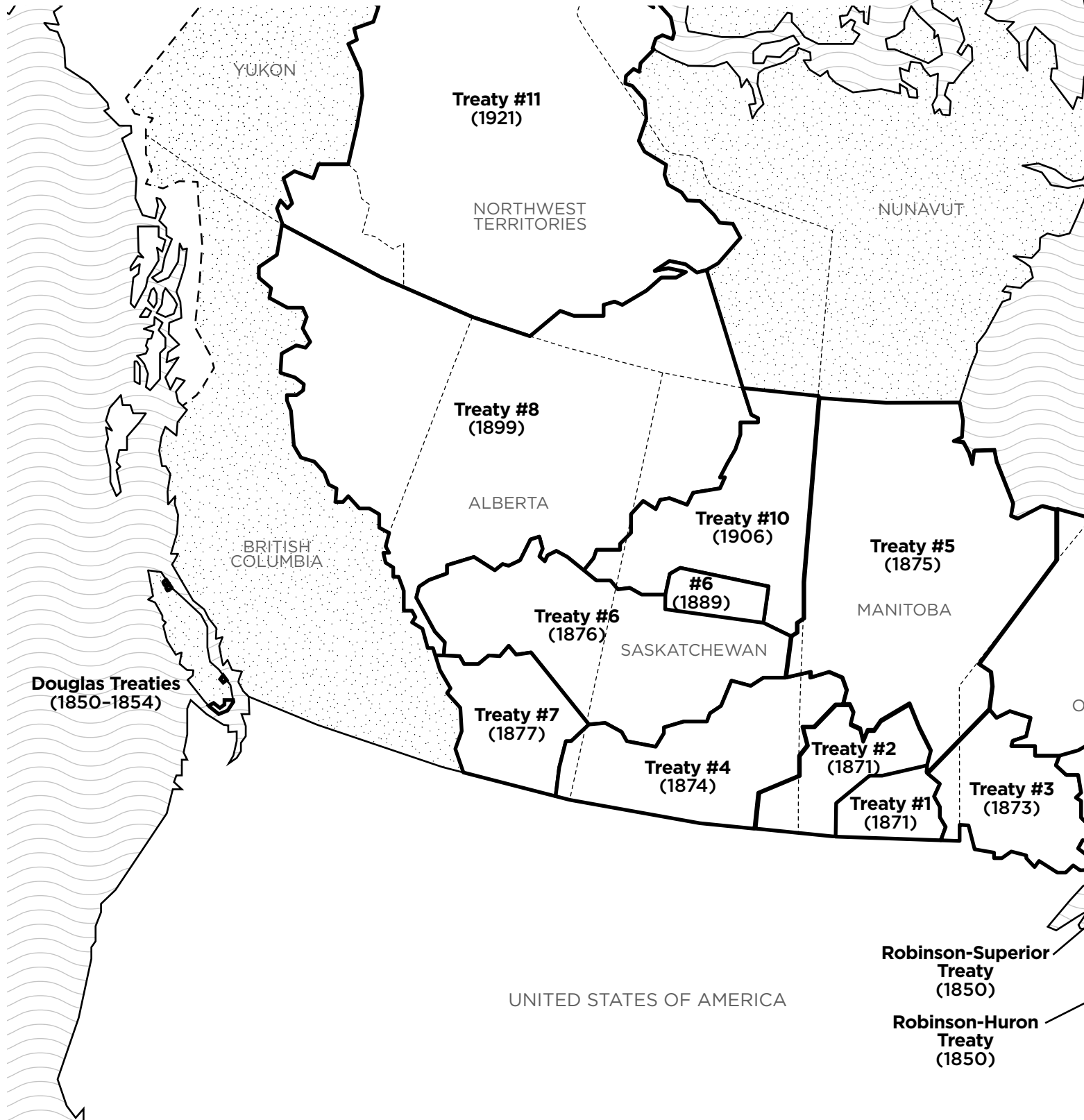


**mitātaht** (Cree)  
**Honēna** (Denesuline)  
**mitāso** (Nakawe)  
**wik̄čemna** (Dakota)  
**wik̄čemna** (Lakota)  
**wik̄čemna** (Nakota)  
**jhis** (Michif)



# An everlasting agreement with the Queen

ê-ki-osihta asotamatowin kihcôkimâskwêw (Cree)

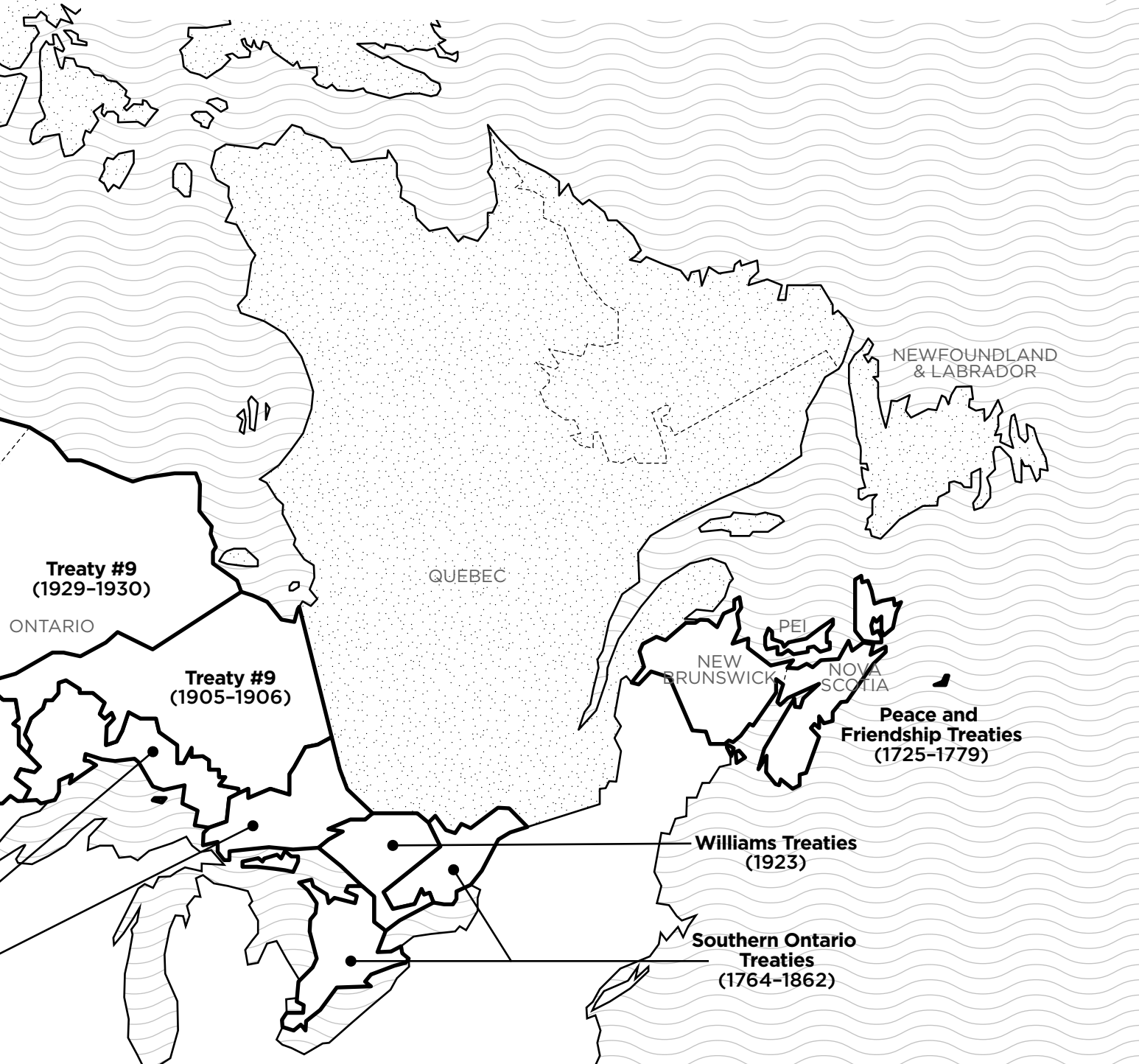




GREENLAND

## We are all treaty people.

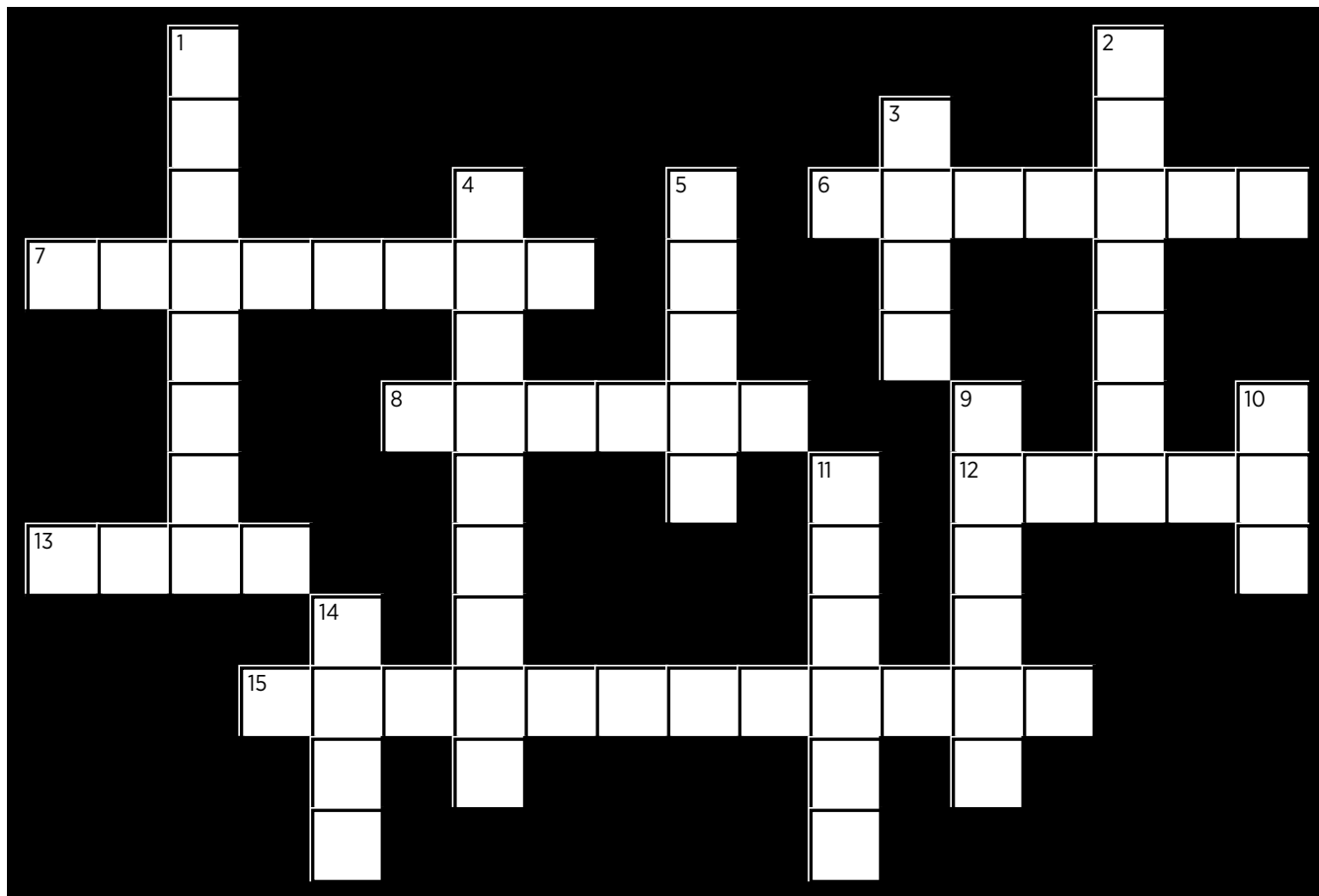
Beginning in the early 1600s, the Crown (later, the Government of Canada) entered into a series of treaties with First Nations across Canada. First Nations peoples wanted to protect their traditional lands, resources and ways of life, while ensuring peace and friendship. The treaties outline promises and benefits for both parties and were intended as formal agreements to encourage peaceful relationships.



# Crossword

## Opta oiye (Dakota, Nakota)

Solve the clues and put the correct answers in the boxes.

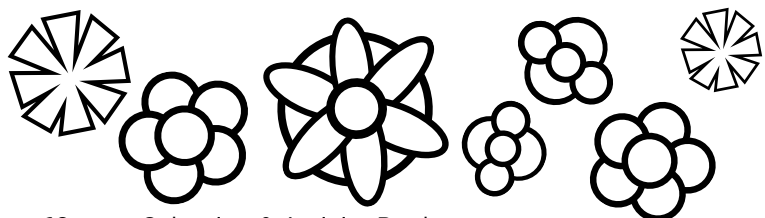


### ACROSS

6. An animal with short horns and heavy forequarters that is important to Indigenous people from the prairies.
7. A fire built outdoors.
8. An Indigenous gathering that includes dancing and singing.
12. A large bird of prey that is important to Indigenous people.
13. To pursue, search and capture food in water.
15. A handmade, circular net that hangs in a window to block bad dreams and catch good dreams.

### DOWN

1. People that play musical instruments made out of animal hides.
2. A traditional activity used to decorate clothing with bright colours.
3. To pursue, search and capture food on land.
4. A triangular shaped piercing tip fastened to the end of a stick.
5. A small and light boat that is pointed at both ends.
9. A tent Indigenous people on the prairies used to live in.
10. To unite or fasten clothing with needle and thread.
11. A person that moves in a quick or lively manner to singing and drumming.
14. A way Indigenous people used to capture animals, especially for the fur trade.





# How the fawn got its spots

**Dakota translation? TBC.**

Read this Dakota Whitecap story and draw a picture to go along with this lesson.

Thank you to Dakota Whitecap for sharing this story with Sask Polytech. Learn more at [dakotalessons.ca](http://dakotalessons.ca).

**Long ago**, when the world was new, Wakan Tanka, the Great Mystery, was walking around. As he walked, he spoke to himself of the many things he had done to help the four legged ones and the birds survive.

"It is good," Wakan Tanka said. "I have given mountain lion sharp claws and grizzly bear great strength. It is so much easier now for them to survive. I have given wolf sharp teeth and I have given his little brother, coyote, quick wits. It is much easier now for them to survive. I have given beaver a flat tail and webbed feet to swim beneath the water and teeth to cut down trees. I have given slow moving porcupine quills to protect itself. Now, it is easier for them to survive. I have given the birds their feathers and the ability to fly so that they may escape their enemies. I have given speed to the deer and the rabbit so it will be hard for their hunters to catch them. Truly, it is now much easier for them to survive."

However, as the Great Mystery spoke, a mother deer came up to him. Trailing behind, was a fawn, on her shaky new born legs.

"Great One," she said, "It is true that you have given many gifts to the creatures of the forest to help them survive. You gave me great speed and now my enemies find it hard to catch me. My speed is my protection. But, my little one here, does not yet have speed. It is easy for our enemies, with their sharp teeth and their claws to catch her. If my children do not survive, how can my people live?"

"Wica yaka pelo!" said Wakan Taka, the Great One. "You have spoken truly, you are right. Have your little one come here and I will help her."

Then Wakan Tanka made paint from the earth and the plants. He painted spots upon the fawn's body so that, when she lies still, her color blended in with the earth and she could not be seen. Then the Great Mystery breathed upon her, taking away her scent.

"Now," Wakan Tanka said, "your little ones will always be safe if they remain still when they are away from your side. None of your enemies will see your little ones or be able to pick up their scent."

So, it has been from that day on. When a young deer is too small and weak to run swiftly, it is covered with spots that blend in with the earth. It has no scent and it remains very close to the earth when its mother is not by its side. When it has grown enough to have speed, it then loses the spots it once needed to survive.

Draw the story here.

# Reflection activity

**Cikâstîhtin kitâpahtam** (northern Michif)

## National Indigenous Peoples Day

National Indigenous Peoples Day is celebrated on June 21 in Canada. The day was made official in 1996. One of the goals of National Indigenous Peoples Day is to celebrate the culture and history of First Nations, Métis, and Inuit people in Canada. Another goal is to celebrate the contributions of Indigenous peoples across Canada.

Let's brainstorm or draw a picture of different ways to celebrate National Indigenous Peoples Day, June 21:

The form consists of four large rectangular boxes arranged in a 2x2 grid, each with a black header bar containing a title. The boxes are intended for brainstorming or drawing ideas for celebrating National Indigenous Peoples Day.

- Top-left box:** Header: "Learn to bake bannock".
- Top-right box:** Header: "Learn about Indigenous inventors".
- Bottom-left box:** Header: "Consult an elder".
- Bottom-right box:** Header: "What are your ideas?".

# Spot the differences

## Aanjinaagwad (Nakawe)

Can you find all 10 differences between these two jingle dancers? After you find all the differences, you can colour the dancers to be the same, or different! Answers are at the bottom if you need help.



ANSWERS: 1. Headband 2. Star on medalion 3. Belt decoration 4. One less finger on right 5. Missing long hair 6. Symbol missing on cape 7. Scarf is shorter 8. Shoe has circle symbol 9. Jingle missing from dress 10. Pattern on left sleeve

# Supporting student success

At Alliance Pipeline, we share Saskatchewan Polytechnic's belief that today's students are tomorrow's leaders.

Through its Indigenous Student Success Strategy, Sask Polytech wants its Indigenous students to feel welcome, inspired and empowered, with a true sense of belonging. Alliance's three-year sponsorship of this program will help students stay—and succeed—in school, through the integration of Indigenous culture and mentorship opportunities.

Because this is where dreams take flight.

