I Am Canadian



A familiar beginning

Ash drew a maple leaf for the classroom display. Leo added a hockey stick, a snowflake and pancakes. Their pictures showed some things they connected with Canada.

Companion adaptation based on the video. Wording differs from its narration.

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I Am Canadian

The friends stepped back to admire their display. The title was I Am Canadian. But could a few favourite pictures tell everyone’s story?

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One more picture

Ash added a playful moose in a warm hat. Their display was cheerful and full of familiar images. There was still more to discover.

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A question from Miss Chen

Miss Chen invited Ash and Leo to think about their audience. What would someone learn about Canadians by looking at their display?

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Looking again

The friends described their pictures. Then they began listening to other ideas. A picture could be familiar without describing every person in the room.

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Different favourites

Their classmates did not all share the same interests. Not everyone played hockey, and one preferred summer to winter. Their different answers mattered.

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Listening to another story

Ash listened as a classmate talked about family language and experiences. There were stories behind the people in their classroom that the first display had not shown.

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More room on the page

Another classmate shared an idea. Ash looked at the blank paper differently now. Instead of guessing what everyone enjoyed, she could ask and listen.

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Learning together

Ash and Miss Chen looked for a book to help them learn more. The display was becoming an opportunity to ask better questions.

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Past and present

The book introduced First Nations, Métis and Inuit histories and communities. Ash learned that these communities were here long before Canada became a country and are here today.

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Many distinct stories

The friends recognised that there were many distinct communities to learn about. Their poster had begun with pancakes, but the stories of this land reached much further back.

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Leave room to learn

Ash and Leo made room for learning about people, land and history. They did not have to squeeze every discovery into one little picture.

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Questions that still matter

With Miss Chen, Ash explored why learning about the past matters in the present. The book introduced treaties and relationships that call for continued learning.

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More voices, more ideas

Classmates suggested forests, cities and other pictures. Ash and Leo welcomed ideas beyond their first choices. Their display began to reflect more experiences.

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Making connections

The growing display included different interests, traditions and ways of sharing time together. Being part of a community did not require everyone to have the same favourites.

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Do we have to agree?

Ash wondered whether being Canadian meant everyone had to agree. Miss Chen made space for a conversation instead of expecting one quick answer.

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A conversation worth having

The class explored how people can share different ideas, languages and traditions. Listening respectfully helped them understand one another more clearly.

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Rights and respect

Miss Chen introduced rights and freedoms as part of the conversation. Ash considered how people could express different views while treating one another with respect.

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From a poster to an activity

For their class celebration, Ash and Leo prepared a maple-leaf activity. Each person could add an idea about what helped them feel they belonged.

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Ready for everyone?

Ash arranged markers and paper at a tall table. Everything looked ready from where she stood. But she had not yet checked whether the arrangement worked for everyone.

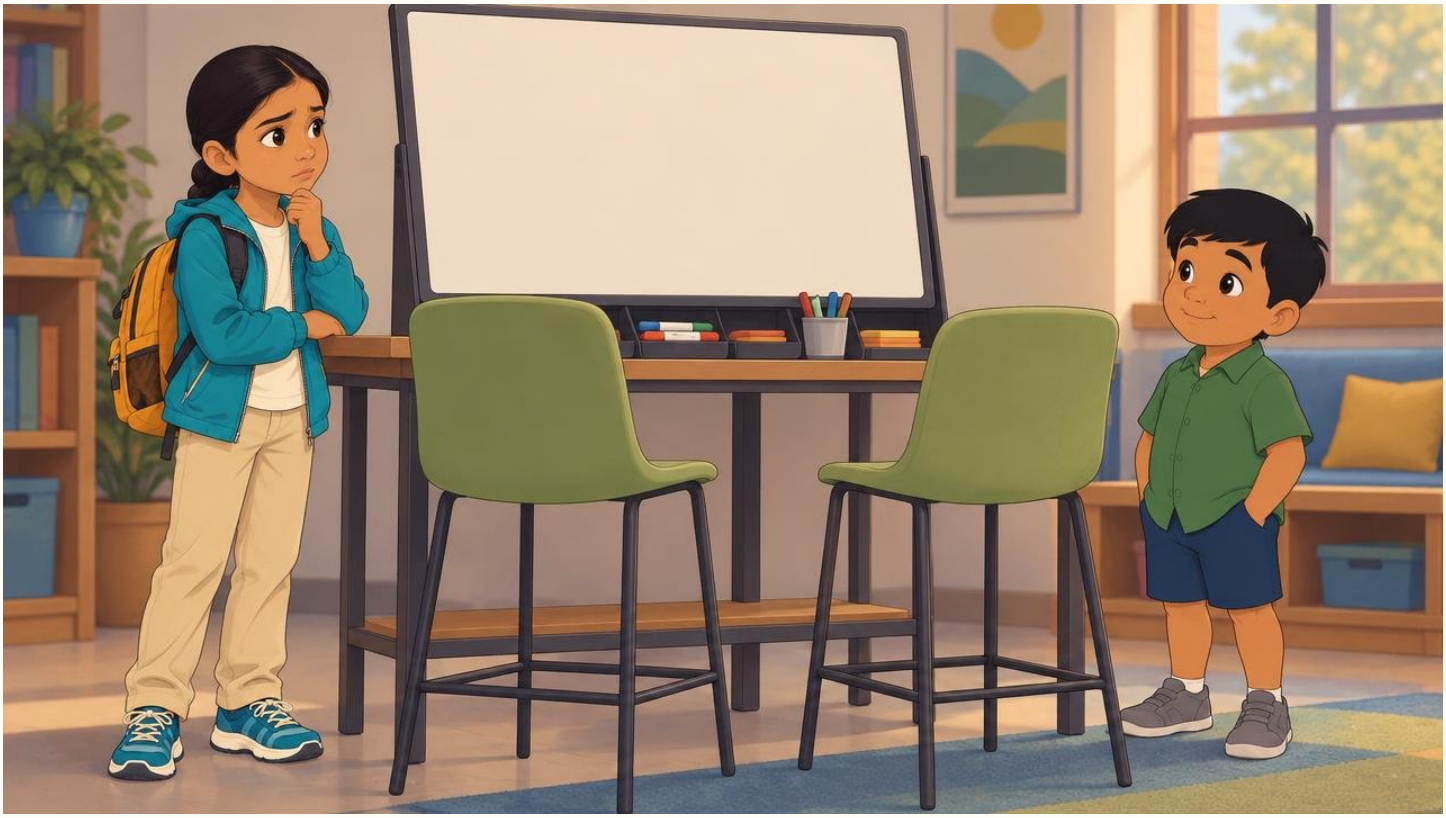
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A barrier to joining in

A classmate using a wheelchair came towards the activity. The tall table and the supplies made joining in difficult. The problem was in the arrangement, not in the classmate.

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Notice, then listen

Ash noticed the problem. A friendly invitation was not enough if someone could not comfortably use the activity. She needed to listen before deciding what would help.

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Ask what would work

Ash asked whether a different space would work better and whether some supplies should move. Asking gave her classmate a say in the plan.

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Change the space

Together, the group rearranged the activity so it was easier to join. A thoughtful change to the space helped turn a welcome into something practical.

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More than one way

A classmate added pictures beside the written instructions. The group made room for different ways to understand, express an idea and take part.

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Keep listening

Ash and Leo reflected on the changes. Next time, they could ask people before setting everything up. Inclusion was something to practise, not just a word for their poster.

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A fuller display

The completed display held many ideas. It was about familiar symbols, but also about sharing experiences, being able to join in and having someone listen.

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One more question

Under the title, Ash added a question about what she could do to help others belong. Her learning had become an invitation to take action.

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Still growing

Ash and Leo studied their work. The display could keep growing as they met people, heard different stories and learned more together.

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Another discovery ahead

Their cheerful moose still had a place. So did new questions. What could you notice, ask or change to help someone join in? Explore with a grown-up and come back to Ashwika’s Story World.