



# National Indigenous Peoples Day

## Flower Beadwork People



### Aen shinihkatayk

#### Title:

Flower Beadwork People

### Wiihtamakayhk kaykwy kaa kishkayhtamihk

#### Explaining what is being learned/overview:

National Indigenous Peoples Day is celebrated on June 21st, inviting all Canadians to recognize and celebrate the unique heritage and diverse traditions of First Nations, Inuit, and Métis communities.

The Métis People emerged as a distinct group during the fur trade era, resulting from relationships between First Nations peoples and European settlers. This blending of cultures created a distinct Métis identity with unique traditions, languages, and artistic expressions.

Flower beadwork is a significant aspect of Métis culture. Métis people are often referred to as the “Flower Beadwork People” because of their intricate floral designs, particularly the five-petal Prairie Rose. Beadwork represents identity, storytelling, generosity, and community connection.

This lesson introduces young children to Métis culture through hands-on art, storytelling, movement, and collaboration.

### Kaykwy chi kii ishpayihk

#### Curriculum Connections:

Developmental Domain	Observable Indicators	Documentation Method
<b>Physical Development:</b> <ul style="list-style-type: none"> <li>Fine and gross motor development</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates controlled dotting motion</li> </ul>	<ul style="list-style-type: none"> <li>Observational checklist</li> </ul>
<b>Intellectual Development:</b> <ul style="list-style-type: none"> <li>Cooperation and community building</li> <li>Engaging with stories and books</li> <li>Representing ideas using Expressive Forms</li> </ul>	<ul style="list-style-type: none"> <li>Counts petals and dots; describes colour choices</li> <li>Show interest in listening to story and respond to prompts</li> <li>Participates in discussions about Métis culture</li> <li>Partakes in art expression</li> </ul>	<ul style="list-style-type: none"> <li>Child Questions</li> <li>Anecdotal notes</li> </ul>
<b>Social/Emotional Development:</b> <ul style="list-style-type: none"> <li>Social Responsibility</li> <li>Creativity and artistic expression</li> <li>Sense of Self &amp; Community</li> </ul>	<ul style="list-style-type: none"> <li>Shares materials respectfully</li> <li>Communicates interests and ideas</li> <li>Shares materials respectfully</li> <li>Makes intentional design choices</li> </ul>	<ul style="list-style-type: none"> <li>Photo documentation</li> <li>Anecdotal notes</li> <li>Portfolio sample</li> </ul>

### L'aanii d'ikol

#### Year of school/grade:

Preschool, Pre-K / Kindergarten

### Kaykwy kaa kishkayhtamihk

#### What is being learned/subject:

Cultural representation through language and art

### Li taan

#### Time:

60 mins (with optional extensions)

### Niikaan lii kesyoon

#### Focus question:

- What is the significance of beadwork in Métis culture, and how can we express our creativity through it?



# National Indigenous Peoples Day

## Flower Beadwork People



### Métis Flower Dot Painting (Beadwork-Inspired Art)

Recommended Time: 20–25 minutes

#### Activity Purpose

To introduce children to Métis identity, traditions, and artistic expression through storytelling before engaging in hands-on art.

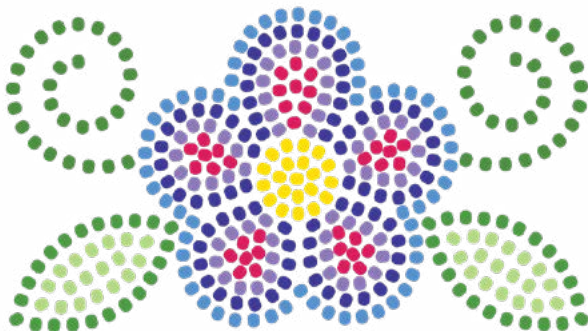
This activity invites children to explore Métis floral beadwork through dot painting, a safe and developmentally appropriate method that mimics the look and process of beadwork without using small beads.

Children practice fine motor skills, colour choice, and creative expression while learning that Métis beadwork is a meaningful cultural art form connected to storytelling, identity, and care.

#### Set-Up (Educator Preparation):

1. Select and pre-read Métis children's boo
2. Print/display authentic Métis floral beadwork images
3. Cover tables/floor with protective paper or mats
4. Place one Prairie Rose outline or blank paper at each spot
5. Pour small amounts of paint onto trays
6. Limit colours per table (2–4 maximum)
7. Set cotton swabs/dot tools in small containers
8. Lay out smocks/aprons before paint begins
9. Prepare extra blank paper for early finishers

**Safety Check:** Confirm paint is non-toxic and washable



**Lii zafayr poor chi ooshitaahk  
ooma**

**Things needed to do this/  
materials needed.**

- Heavy paper or cardstock
- Cotton swabs, dot markers, or fingertips
- Washable tempera or acrylic paint (bright colours)
- Prairie Rose outline (five-petal flower) OR blank paper and examples
- Paper plates or paint trays
- Smocks or aprons
- Baby wipes or damp cloths for clean-up

**Taanishi aen tipahamihk  
Assessment:.**

**Educators observe and note:**

- Children's engagement and focus during activity
- Use of dotting motions (fine motor development)
- Willingness to experiment with colour and placement
- Ability to listen and respond to cultural explanations
- Respectful participation and sharing of materials

**Assessment is observational and  
process-based, not product-based.**



# National Indigenous Peoples Day

## Flower Beadwork People



### Lesson Description

taanishi aen ishi ooshihtaahk:

<p><b>1. Story Introduction (10-15 min)</b></p> <p>Read a Métis-authored or Métis-themed children’s book highlighting family, community, cultural pride, traditional art forms, and nature connections. Use a division-approved, age-appropriate resource.</p>	<p><b>7. Explain &amp; Model the Activity (5 min)</b></p> <p>Demonstrate dipping a cotton swab/dot marker into paint and pressing small dots onto paper. Show controlled “dip, dot, lift” motion.</p>
<p><b>2. Before Reading (2-3 min)</b></p> <p><b>Ask:</b> “What do you already know about Métis people?” “What do you notice on the cover?” Activate prior knowledge and encourage observation.</p>	<p><b>8. Model Respectful Language</b></p> <p><b>Emphasize:</b> “We are not copying real beadwork. We are making our own art inspired by Métis flowers.” Reinforce careful use of materials and respect for culture.</p>
<p><b>3. During Reading (5-7 min)</b></p> <p>Pause to notice illustrations, identify patterns or floral imagery, and discuss family/community themes. Ask: “What do you see?” “How does the character feel?” “Do you notice special designs or patterns?”</p>	<p><b>9. Create Artwork (20-25 min)</b></p> <p>Children dot paint their Prairie Rose or create a free-form floral design. Encourage slow, careful dotting rather than brushing. Utilize hand-over-hand methods if needed.</p>
<p><b>4. After Reading Reflections (3-5 min)</b></p> <p><b>Ask:</b> “What did you learn about Métis culture?” “Why is art important to families and communities?” Reinforce art as identity and connection.</p>	<p><b>10. Use Guiding Prompts During Work Time</b></p> <ul style="list-style-type: none"> <li>• “What is your favourite colour, let’s use that to represent you!”</li> <li>• “Where will your next dot go?”</li> <li>• “How many dots do you see on your petal?”</li> <li>• “Your dots are close together, just like beads.”</li> </ul>
<p><b>5. Visual Exploration — Looking at Métis Artwork (5-10 min)</b></p> <p>Show images/examples of Métis floral beadwork. Say: “Métis people make beautiful art using tiny beads. They often make flowers to show love, family, and nature.” Invite children to describe colours, shapes, and patterns.</p>	<p><b>11. Sharing and Reflection</b></p> <p>When finished, invite children to share their artwork in a circle. Ask:</p> <ul style="list-style-type: none"> <li>• “What do you like about your flower?”</li> <li>• “How did it feel to make dots like beads?”</li> </ul>
<p><b>6. Connect to Prior Learning (5 min)</b></p> <p>Point to the Prairie Rose. Count the five petals together. Say: “This flower has five petals. Many Métis beadwork flowers have shapes like this.” Connect to counting and shape recognition.</p>	



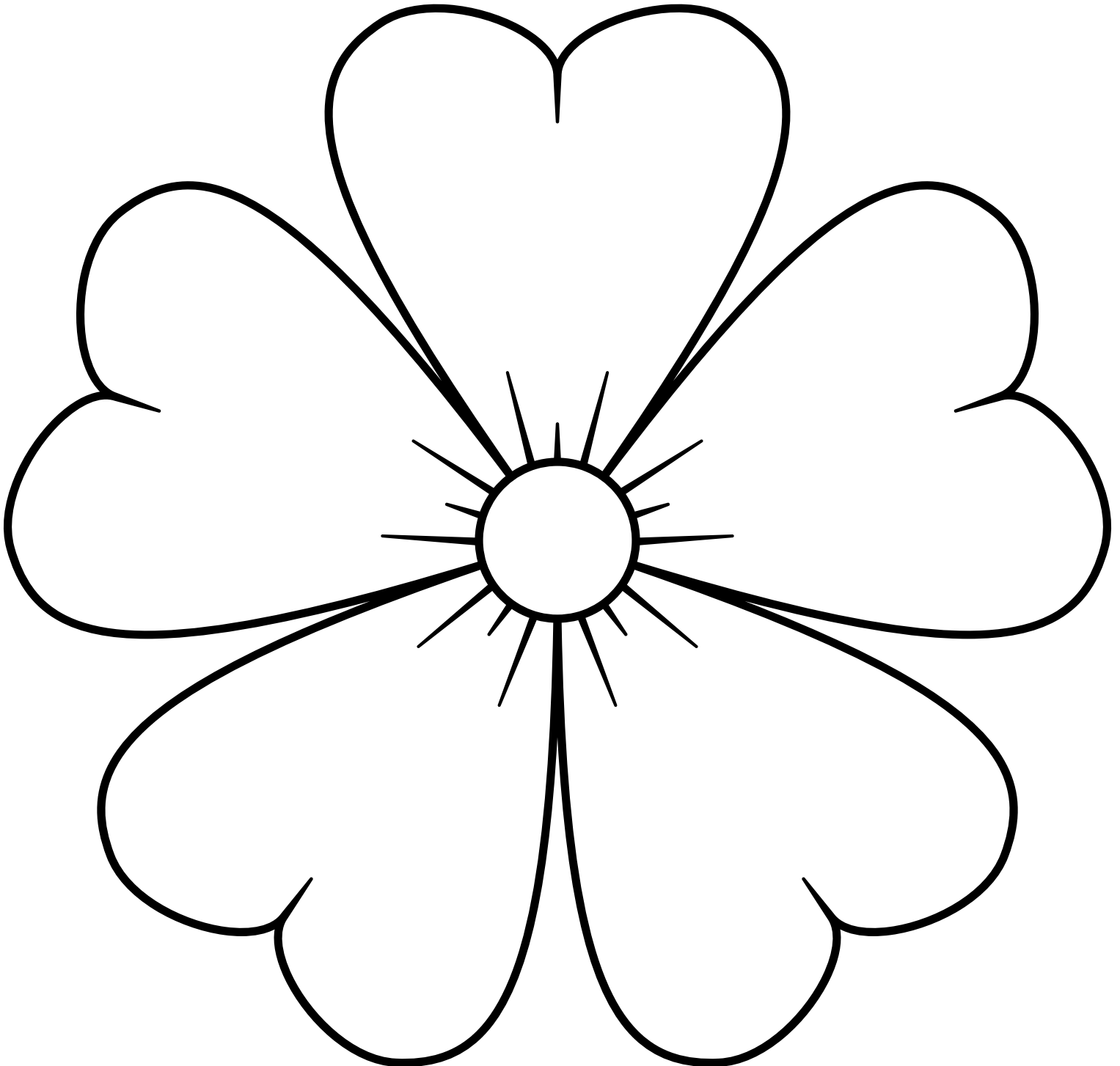
# National Indigenous Peoples Day

## Flower Beadwork People



---

### Appendix 1: Prairie Flower Template



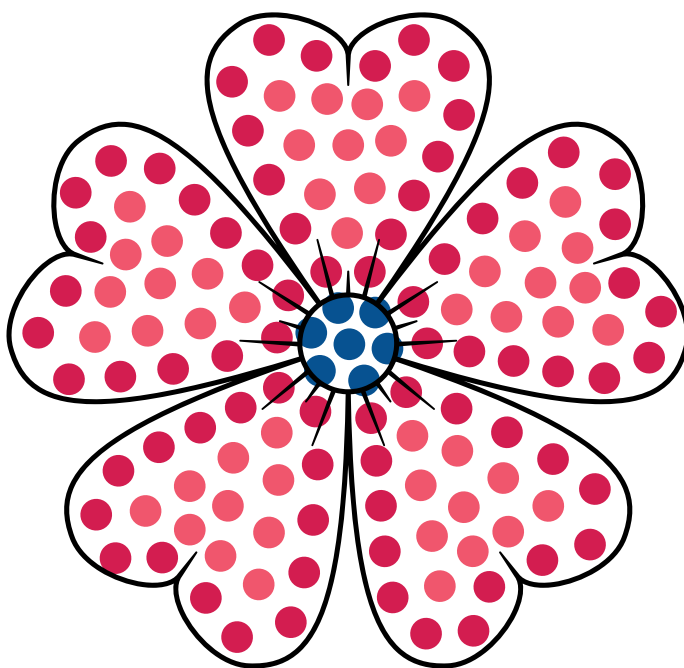
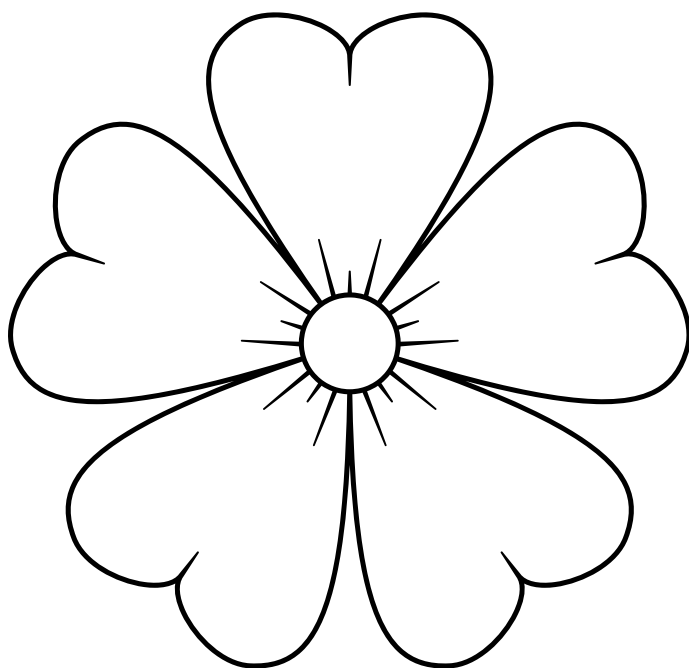


# National Indigenous Peoples Day Flower Beadwork People



## Métis Beadwork Dot Painting

Hands-on exploration of Métis flower beadwork through dot



This activity invites children to explore Métis floral beadwork through dot painting, a safe and developmentally appropriate method that mimics the look and process of beadwork without using small beads. Children practice fine motor skills, colour choice, and creative expression while learning that Métis beadwork is a meaningful cultural art form connected to storytelling and identity.

### Lii zafayr poor chi ooshitaahk ooma

#### Things needed to do this/materials needed:

- Heavy paper or cardstock
- Cotton swabs, dot markers, or fingertips
- Washable tempera or acrylic paint (bright colours)
- Prairie Rose outline (five-petal flower) OR blank paper and examples
- Paper plates or paint trays
- Smocks or aprons
- Baby wipes or damp cloths for clean-up

### Set-Up

#### Educator Preparation:

- Select and pre-read Métis children's book
- Print/display authentic Métis floral beadwork images
- Cover tables/floor with protective paper or mats
- Place one Prairie Rose outline or blank paper at each spot
- Pour small amounts of paint onto trays
- Limit colours per table (2-4 maximum)
- Set cotton swabs/dot tools in small containers
- Lay out smocks/aprons before paint begins
- Prepare extra blank paper for early finishers



# National Indigenous Peoples Day

## Flower Beadwork People



### Appendix 2: Heritage Michif Pronunciation Guide

English	Michif	Pronunciation
<i>Title</i>	<b>aen shinihkatayk</b>	ay SHIN-ick-a-TAKE
<i>Grade ("year of school")</i>	<b>l'aanii d'ikol</b>	la-KNEE dee-COL
<i>Subject ("explaining what is being learned")</i>	<b>Kaykwy kaa kishkayhtamihk</b>	cake-WHY kah kish-KAY-tuh-MICK
<i>Topic ("specifically what we're talking about")</i>	<b>ispray kaa piikishkwatamihk</b>	iss-PRAY kah PEEK-ish-KWAH-tuh-MICK
<i>Overview ("talking about what is being learned")</i>	<b>wiihtamakayhk kaykwy kaa kishkayhtamihk</b>	wee-TUM-a-CAKE cake-WHY kah kish-KAY-tuh-MICK
<i>Assessment ("How it will be measured")</i>	<b>taanishi aen tipahamihk</b>	taan-SHIH ay tip-AH-ha-MICK
<i>Time</i>	<b>li taan</b>	lih TAH
<i>Curriculum Outcomes ("what should happen")</i>	<b>kaykwy chi kii ishpayihk</b>	cake-WHY chih KEY ish-pah-YICK
<i>I Can Statement ("I can do it")</i>	<b>Gashkihtaan</b>	Gahsh-kih-TAHN
<i>Materials Needed ("Things needed to do this")</i>	<b>lii zafayr poor chi ooshitaahk ooma</b>	lee za-FAIR pohr chih oh-sh-TAHCK oh-MA
<i>Focus Questions ("primary questions")</i>	<b>niikaan lii kesyoon</b>	knee-KAHN lee kess-YONE
<i>Lesson Description ("How to do it")</i>	<b>taanishi aen ishi ooshihtaahk</b>	taan-SHIH ay ishih oh-sh-TAHCK

\*Capital letters indicate stressed syllables