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Remember Who You Are

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Leona Prince and Gabrielle Prince

Illustrated by Sara General

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## Teacher Guide—Complete Package

This package was created by Leona Prince. Leona is an award-winning educator and the Director of Instruction for Indigenous Education for School District 91 Nchako Lakes. This guide combines the foundational teacher guide with the BC Core Competency-linked activities, providing a comprehensive resource for educators.

### About the authors:



**Leona Prince** is from Nak'azdli Whut'en, is a proud member of the Lake Babine Nation and belongs to the Lhts'umusyoo (Beaver Clan). Leona is an award-winning educator and is currently the Director of Instruction for Indigenous Education for School District 91 Nchako Lakes. She is the author of *A Dance Through the Seasons*, published by WaveMaker Press, and the bestselling co-author of *Be a Good Ancestor*, published by Orca Book Publishers. Leona lives in Burns Lake, British Columbia.



**Gabrielle Prince** is Dakelh from Lake Babine Nation and Nak'azdli Whut'en. She is an Intensive Youth Social Worker based in Prince George, British Columbia, where she is dedicated to supporting young people through culturally grounded, strength-based approaches. Gabrielle is also the bestselling co-author of *Be a Good Ancestor*, published by Orca Book Publishers. Beyond her professional role, Gabrielle finds joy in cultural traditions, time on the land and spending time with her family, friends and fur babies.



### About the illustrator:

**Sara General** belongs to the Turtle Clan and the Mohawk Nation. She lives in the community of Six Nations of the Grand River with her husband, three children and pet turtle. Sara holds a Doctor of Education from Western University, and she is a writer, an artist, a language learner and a researcher. In addition to her work for Spirit & Intent, an Indigenous publishing company she co-founded to make language books for her community, Sara's writing has been published by Rubicon Books, Theytus Books, *Exile Quarterly*, *Hamilton Arts & Letters* and *Kayak Magazine*. Her illustrations have appeared in *Kayak Magazine* and in publications by the Smithsonian Centre for Folklife and Cultural Heritage.



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# Teacher Guide for Remember Who You Are—Foundations

## Introduction

This teacher's guide provides foundational support for using Leona and Gabrielle Prince's *Remember Who You Are* in the classroom. It introduces teachers to the book's key themes, discussion strategies and creative classroom activities. It is intended to help students connect with the book's message while engaging with literacy, social-emotional learning and cultural identity.

## Key Themes in the Book

- **Identity & Belonging**—understanding who you are and where you come from.
- **Resilience & Strength**—facing challenges and remembering your inner strength.
- **Ancestry & Connection**—the importance of family, culture and intergenerational wisdom.
- **Respect & Kindness**—values that guide how we treat ourselves and others.

## Before Reading

### Discussion Prompts:

- What do you think the title *Remember Who You Are* means?
- Why do you think knowing your identity is important?
- How do you feel when someone reminds you of your strengths?

### Vocabulary Preview:

Select words or phrases from the book that may need unpacking for younger readers.

## During Reading

### Encourage students to notice:

- Repeated phrases or patterns
- Illustrations that reinforce the message
- Emotional reactions—how does the story make them feel?

### Think-Aloud Strategy:

Teachers can model reflective questions like: "I wonder why the author chose this image?" or "This reminds me of..."

## After Reading

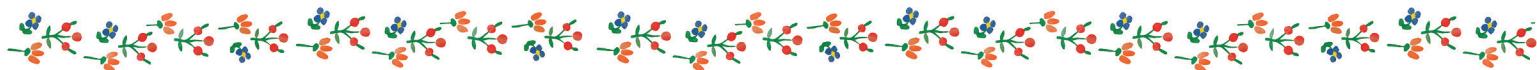
### Reflection Questions:

- What message did the story leave you with?
- How does this book connect to your own life?
- What might your ancestors want you to remember about who you are?

### Creative Extensions:

- Write a letter to your future self starting with "Remember who you are..."
- Draw or paint a picture of what makes you feel most "you".
- Create a class "identity wall" with student contributions (poems, drawings, photos, words).





## Cross-Curricular Connections

- Literacy: Narrative writing, personal storytelling
- Social Studies: Exploring family heritage, oral traditions, Indigenous teachings
- Art: Visual representations of identity (self-portraits, symbols)
- Social Emotional Learning: Self-awareness, empathy and resilience

## Extensions for Older Grades

- Journaling on questions like: "What parts of myself do I sometimes forget?" or "Who in my life reminds me of my strengths?"
- Research project on family or community histories. Please use caution when discussing family, as this may be triggering for CYIC (Children and Youth in Care). As an educator, I have reviewed my students' files before diving into identity work.
- Linking the book's themes to Truth and Reconciliation discussions (age appropriate).

## Teacher Tips

- Create a safe space for sharing (identity can be deeply personal).
- Respect diverse ways of knowing—students may express themselves through art, music or storytelling rather than just writing.
- Encourage connections between Indigenous and non-Indigenous ways of understanding self and community.

## Resources

If you would like to share your ideas about using *Remember Who You Are* in the classroom, feel free to **scan this QR code** and upload them here.





# Remember Who You Are and the Core Competencies

## Introduction

This teacher's guide is designed to support educators in using *Remember Who You Are* as a springboard for meaningful classroom conversations. The book encourages students to reflect on identity, culture, belonging and resilience. We want to encourage educators to use our children's books to meaningfully embed the BC Core Competencies while also helping children explore Truth and Reconciliation. This is an invitation for educators and students to explore their own truths and the truths of others through a lens of cultural safety.

## BC Core Competencies

According to BC's redesigned K-12 curriculum, students are expected to develop three Core Competencies essential for lifelong learning:

- Communication—sharing ideas and collaborating.
- Thinking —creative, critical and reflective thinking.
- Personal & Social—personal awareness, cultural identity and social responsibility.

## Classroom Activities Linked to Core Competencies

### Identity Collage & Sharing Circle

**Competencies:** Personal & Social—Positive Personal & Cultural Identity, Personal Awareness & Responsibility; Communication—Communicating

Students create a visual collage representing aspects of their identity—heritage, strengths, family, values—and reflect on “who they are”. In a sharing circle, students explain their collages, practicing communication skills and building self-awareness.

### Reflective Journaling: Letters to Self

**Competencies:** Thinking—Reflective & Critical Thinking; Personal & Social—Personal Awareness & Responsibility

Students write a journal entry or letter beginning with “Remember who you are....” Encourage reflection on personal strengths, cultural stories or family lessons. Students may revisit and revise entries to deepen understanding.

### Story Circle & Inquiry Discussion

**Competencies:** Communication—Collaborating & Communicating; Thinking—Critical & Reflective Thinking

In small groups, students discuss questions such as “Why is remembering who you are important?” or “How does the story show resilience?” Each group shares insights with the class, fostering collaborative thinking and respectful listening.

### Symbol Creation: Identity Artifacts

**Competencies:** Thinking—Creative Thinking; Personal & Social—Positive Personal & Cultural Identity, Social Awareness & Responsibility

Students design or share a personal artifact that represents their identity, drawing from culture, family or nature. Pairs exchange and explain artifacts, building empathy and cultural awareness.

### Class Identity Quilt or Mural

**Competencies:** Communication, Thinking and Personal & Social—integrated

Each student creates a square representing their identity or a message from the book. The pieces are assembled into a class quilt or mural displayed in the school, symbolizing collective identity and values.





## Self-Assessment & Goal-Setting with “I Can” Statements

**Competencies:** All three Core Competencies

Co-create “I Can” statements such as:

“I can share how my background shapes who I am,”

“I can think about what identity means to me,” or

“I can listen respectfully to others’ identities.”

Students reflect on which areas they feel confident in and which they want to grow in.

## Mapping at a Glance

Activity	Communication	Thinking	Personal & Social
Identity Collage and Sharing	Explaining, Listening	Reflecting on personal identity	Awareness of identity and culture
Reflective Journaling	Writing	Reflecting and revising	Self-awareness and growth
Story Circle Discussion	Group sharing	Analyzing story themes	Understanding belonging
Symbol Creation	Paired explanation	Creating meaningful symbols	Celebrating identity differences
Identity Quilt/Mural	Collaborative art	Designing shared imagery	Community and cultural respect
Self-Assessment	Expressing goals	Reflecting on self-progress	Self-regulation and identity

## Implementation Tips for Teachers

- **Embed the Competencies:** Begin each lesson by naming which Core Competency is being developed.
- **Use Reflection Prompts:** Ask questions like “How did today’s activity help you learn about yourself or others?”
- **Align with Curricular Competencies:** Tie activities to literacy, social studies and art outcomes.
- **Foster Safe Spaces:** Identity is personal—ensure students feel safe and supported. Sharing should be voluntary.
- **Encourage Self-Assessment:** Students can track growth through journals, peer feedback or portfolios.

