2027 AWÂSIS INDIGENOUS EDUCATION CONFERENCE

April 14th Early Registration

Register Early on April 14th from 4 pm to 8 pm to get into draws

Conference on April 15th and 16th, 2027, Saskatoon Inn, Saskatoon, Saskatchewan

***** sessions subject to change**

Conference info: www.awasis.com

FB page: Awasis Interagency Education Conference

Mail: 110 Cockburn Crescent; Saskatoon, SK S7L 5R9

Debbie: 306-290-6068 (Exhibitor tables/Conference Information)

Sandra Frantz 306-220-0695 (Registration)

e-mail us at: awasisconf@gmail.com

Theme: Learning Without Limits

***Registration Package on line* www.awasis.com**

In person early registration: Wednesday, April 14th at 4 pm – 8 pm;
Thursday, April 15th at 8 am – 4 pm; Friday, April 16th at 8 am – 11:30 am
Champagne Area in the Saskatoon Inn



Thursday April 15th

Free Breakfast from 8:00 am – 9:00 am (Ballroom A&B&C)

(For all PAID delegates)

Thursday Welcome & Greetings: 9:00 am

Thursday KEYNOTE SPEAKER
9:10 am - 10:15 am

Ricky-Lee Watts



Friday April 16th

Free Breakfast from 8:00 am – 9:00 am (Ballroom A&B&C)

(For all PAID delegates)

Friday Welcome & Greetings: 9:00 am

Friday KEYNOTE SPEAKER
9:10 am - 10:15 am

Geraldine Carriere, MBA

2027 Registration price is as follows:
$450/person OR $400/Elder
******PAYMENT BY CHEQUE/CASH ONLY (NO CREDIT CARDS)******

Buffet Breakfast and lunch are free for PAID delegates. Exhibitors receive Lunch only. (one person from exhibitor table) Extra lunch tickets can be purchased for $50.

Schedule at a Glance

April 15		
Thurs	**7:30 am – 8:00 am**	**Pipe Ceremony (Alberta Room Max. 15 people)**
	8:00 am – 9:00 am	**Buffet Breakfast in Ballrooms A, B, C**
	9:00 am – 9:10 am	**Welcome and Greetings**
	9:10 am - 10:15 am	**Keynote in Ballrooms A, B, C**
	10:15 am -10:30 am	**Break**
	10:30 am – 11:45 am	**Breakout Sessions**
	11:45 am – 12:45 pm	**Lunch in Ballrooms A, B, C**
	1:00 pm - 3:45 pm	**Breakout Sessions**
April 16		
Fri.	**8:00 am – 9:00 am**	**Buffet Breakfast in Ballrooms A, B, C**
	9:00 am – 9:10 am	**Welcome and Greetings**
	9:10 am - 10:15 am	**Keynote in Ballrooms A, B, C**
	10:15 am -10:30 am	**Break**
	10:30 am – 11:45 am	**Breakout Sessions**
	11:45 am – 12:45 pm	**Lunch in Ballrooms A, B, C**
	1:00 pm - 2:15 pm	**Breakout Sessions**

* We will post any changes to sessions on the whiteboard by the registration table.

Thursday, April 15th

Keynote address in Ballroom A, B, C at 9:10 am – 10:15 am



Keynote: Ricky-Lee Watts

Hupačasath Nuučaaʔuł

Believe in Beauty: Indigenous Joy, Belonging & Possibility

What becomes possible when young people feel seen, valued, and encouraged to embrace who they are?

PRESENTATION OVERVIEW

Through personal storytelling, Indigenous perspectives, and moments of reflection, Ricky-Lee Watts explores the power of identity, belonging, joy, and human connection in shaping how we learn, grow, and navigate life's possibilities.

Grounded in the teachings of ʔiisaak (respect) and hišukʔiš c̓awaak (everything is one), Ricky-Lee shares experiences from his personal journey and his work with youth and communities, inviting educators to consider how we can create environments where Indigenous learners feel empowered to express themselves, embrace their strengths, and pursue their unique paths.

Rather than focusing solely on challenges and resilience, this keynote celebrates Indigenous joy, possibility, and the transformative potential of meaningful relationships.

KEY THEMES

• Identity & Belonging: Recognizing the importance of being seen, accepted, and connected to culture, community, and self.

• Voice & Possibility: Encouraging young people to recognize their gifts, exercise agency, and explore their potential.

• Joy & Interconnectedness: Honouring the role of joy, respect, relationships, and collective well-being in education.

INTENDED AUDIENCE TAKEAWAYS

Participants will be invited to reflect on how they recognize students' strengths, nurture belonging and student voice, and create learning environments that support confidence, connection, and possibility.

#100 series Thursday – 75 Minute (10:30 am – 11:45 am)

#100 Finding Your Spark in the Dark-Identity, Resilience, and Indigenous Leadership

John Langan Ballroom A **(limited to 175 Participants)**

In this session, I share lessons from my journey as a Traditional Knowledge Keeper, author, police officer, soldier, and civil servant, and how those experiences have shaped my understanding of identity, resilience, leadership, and community. I explore what it means to hold onto who we are while navigating adversity, change, and the challenges that can affect our families, communities, and educational environments. Through personal storytelling, cultural teachings, and practical reflections, I invite participants to reconnect with their own strengths, recognize the importance of identity and belonging, and consider how we can create spaces where our young people and communities feel supported, valued, and empowered. My hope is that participants leave with a renewed understanding that our culture, our relationships, and the strengths we carry within us can help us find our spark, even in the darkest moments.

#101 Follow up to the Key Note

Ricky-Lee Watts Ballroom B **(limited to 200 participants)**

From Belonging to Possibility: Supporting Indigenous Youth Voice & Joy

Building on the keynote Believe in Beauty, this interactive session invites educators and community practitioners to explore practical ways to nurture Indigenous youth voice, belonging and joy. Through personal storytelling, guided reflection, paired dialogue and small-group activities, participants will recognize strengths already present in their classrooms and communities, explore how respect and relationships shape young people's sense of possibility, and identify one concrete action they can bring into their work. The session is grounded in the presenter's Hupačasath Nuučaaʔuł perspective and facilitation experience, while inviting participants to reflect on the contexts of their own communities.

#102 nehiyaw Literacy

Orlanda Flett — Ballroom C **(limited to 175 participants)**
Co-Presenter Betty Eyahpaise

Our presentation will demonstrate how to implement Cree language and develop literacy skills. We offer a cohesive structured approach to help teachers instruct and develop skills through phonological awareness. We believe that strategic Cree language instruction develops a variety of skills in language acquisition.

#103 Bridging Indigenous Perspective and STEM Education through Collaboration

Joanna Sanders — Canadian Room **(limited to 150 participants)**
Co-presenters Deb Saucier, Denise Desjardins

Join Let's Talk Science to learn about our free programming for Early Years – Grade 12 youth and educators. We will outline how partnerships and relationships, grounded in reconciliation, can be leveraged to co-create valuable professional learning opportunities and student experiences in the areas of Science, Technology, Engineering and Math (STEM). We will share examples of how we can all work together to champion a future where Indigenous youth thrive as confident bearers of tradition and innovation trailblazers, harnessing the power of STEM for everyone's benefit.
Background information about the presenters' organizations:
Let's Talk Science is a national charitable organization that offers free, curriculum-aligned, online educational programs and resources in EY–12 science, technology, engineering, and mathematics (STEM) subjects for both students and educators in English and French.

#104 94 calls in the Classroom

Kristy Janvier — Courtyard **(limited to 60 participants)**

In 2015 the 94 Calls to Action were released with many of them unfulfilled. At my school, grade 4-6 are required to study a call to action with day and on the 94th day of school, they have a special day with an opening gathering with Elders and invited Knowledge Keepers sharing some of their traditional teachings. I will share some resources, past projects I do with the classes Oct-Feb and we will make a simple beaded orange shirt to clip onto lanyards, etc.
The 94 calls to action are important to all students, Indigenous and not, and staff on how we can continue the path to reconciliation.

#105 Discovering Nature: Literacy in the Wild (Gr. 4-12 Educators)

Daniel Sylvestre — Manitoba Room **(limited to 60 participants)**

This Let's Talk Science session presents a holistic approach to integrating literacy, inquiry skills, and global competencies fosters a deeper connection to the environment. Educators will learn a variety of strategies in order to help students to develop a sense of empathy, appreciation, and stewardship toward the natural world around them.
Background information about the presenters' organizations:
Let's Talk Science is a national charitable organization that offers free, curriculum-aligned, online educational programs and resources in EY–12 science, technology, engineering, and mathematics (STEM) subjects for both students and educators in English and French.

#106 Teaching Language in a Good Way: Michif-French, Language Nests, and Land-Based Education

Ruby Bruce Brass Room **(limited to 40 participants)**

This presentation explores how Michif-French language revitalization can move beyond vocabulary lists and into meaningful, lived experiences for Indigenous learners. Grounded in the Red River Métis community of St. Laurent, Manitoba, the session examines how principles of the Indigenous Language Nest model can be incorporated into classrooms through immersion, repetition, play, humour, traditional storytelling, intergenerational learning, and everyday conversation. It will explore land-based education as a natural environment for language learning, where Michif-French can be connected to plants, animals, seasons, food, stories, and relationships with the land. Drawing from experience in early childhood education, educational assistance, Michif-French immersion, and Indigenous education, the presentation will offer practical ways educators can create opportunities for children to hear, speak, and experience Indigenous languages rather than simply memorize them. Participants will also learn several Michif-French words and expressions and consider how humour, oral storytelling, community knowledge, and relationships with fluent speakers and Elders can strengthen language transmission. Ultimately, the session asks educators to consider how classrooms can become places where Indigenous languages are not only taught and preserved, but spoken, enjoyed, experienced, and carried forward by the next generation.

#200 series Thursday–Half Day (1:00 pm-3:45 pm)

#200 miyawâtamowin: Finding Joy in Nêhiyawêwin Early Learning

Tammy Lamouche Ballroom A **(limited to 175 participants)**

miyawâtamowin is about celebrating and finding joy in learning. Our goal is to create meaningful, culturally grounded learning experiences that bring nêhiyawêwin (Cree language) into the everyday lives of our early learners. The miyawâtamowin Early Learning Collections support educators, families, and communities through hands-on resources that encourage children to learn through music, language, sensory, and play.

#201 Leading with Heart: Building Trust, Belonging, and Brave Learning Spaces

Denise Young Ballroom B **(limited to 200 participants)**

Every student deserves to feel seen, heard, and valued. This inspiring and practical session explores how educators, leaders, and support staff can create environments where trust, belonging, and authentic relationships become the foundation for learning. Through powerful storytelling, reflection, and practical strategies, participants will leave with simple yet meaningful approaches to strengthen connection, foster psychological safety, and create classrooms and schools where every learner has the opportunity to thrive.

#202 All Minds Belong: Self-Regulation Tools & Strategies for a Neurodiverse Classroom

Candace Fox Courtyard Room **(limited to 100 participants)**

For generations, classrooms were designed around a single learner. A child who could sit still, attend on demand, process information linearly, and perform under pressure. Today, we understand, brains aren't uniform; they are diverse. Neurotypes exist on a wide and rich spectrum. A structure that works seamlessly for a neurotypical brain may be the very thing standing between a neurodivergent learner and their ability to access, absorb, and thrive. In this experiential workshop, we will explore a more person-centered approach that supports learning of diverse neurotypes. We will move through practical self-regulation tools and strategies as well as discuss and challenge the labels that society places on certain neurotypes. A diagnosis is just information, not the whole person.

203 Co-Regulation Foundations: Supporting Student Regulation Through Connection and Neuroscience

Desirea Binning Manitoba Room **(limited to 40 participants)**

This interactive half-day workshop explores the foundations of co-regulation and why safety, connection, and regulation are essential for learning, behaviour, and well-being. Grounded in current neuroscience and practical school-based experience, participants will deepen their understanding of the stress response, the Arc of Regulation, and how co-regulation supports students across diverse learning and behavioural needs. Participants will also be introduced to Regulation Profiles as a practical tool for understanding student needs, reducing stressors, and creating supportive environments that promote regulation, belonging, and success. This session combines relatable stories, reflective discussion, and actionable strategies that educators can immediately apply in classrooms and schools.

#300 series Thursday – (1:00 pm - 2:15 pm)

#300 Leveraging AI for First Nations

Troy McLennan Ballroom A **(limited to 175 participants)**

Co-presenter: Lane Christensen

This session will explore practical ways First Nations schools and education teams can leverage AI to support educators, improve productivity, and enhance everyday work. Participants will explore relevant AI tools and use cases, while considering privacy, data sovereignty, security, and responsible AI adoption in Indigenous education settings.

#301 Paint Workshop Part 1 and Part 2 continues after 15 break

Kevin Peeace Brass Room **(limited to 20 participants)**

I will guide participants through a hands-on Painting Workshop. The painting will be based on my art, practices and methodology. We will have an Artist's discussion. Also there will be a Q & A period.

All materials will be provided for this workshop.

#302 When Emotions Run High: Practical Communication and De-escalation Skills for Educators

Jason P. Worobec Ballroom B **(limited to 200 participants)**

Difficult conversations are part of education. Drawing on more than 25 years of policing experience and 16 years as a crisis negotiator, Jason Worobec translates proven communication and de-escalation principles into practical skills educators can use during emotionally charged interactions with students, families, colleagues, and others in the school community. Through real-world examples, discussion, and scenarios, participants will explore how emotion affects communication, recognize signs of escalation, reduce resistance, use empathy effectively, manage tone and delivery, and maintain calm authority while preserving dignity, relationships, boundaries, and professionalism.

#400 series Thursday – (2:30 pm - 3:45 pm)

#400 Empowering Literacy Success Through Structured Literacy

Siobhan Murphy Ballroom A **(limited to 175 participants)**

Discover how educators can strengthen phonics, morphology, vocabulary, fluency, and comprehension through explicit, evidence-based instruction while providing targeted support for diverse learners. This session explores practical strategies for building foundational literacy skills, supporting intervention, and helping students become confident, successful readers and writers using Pearson Canada's Literacy Success Foundations and Bug Club Morphology. Participants will also explore the authentic Indigenous perspectives embedded throughout these resources and learn how engaging, culturally responsive texts can foster literacy growth while honoring Indigenous voices, cultures, and ways of knowing.

#401 Happy Classrooms, Engaged Minds

Varun Sharma Ballroom B **(limited to 200 participants)**

In classrooms where belonging, emotional safety, and engagement are critical to student success, small everyday interactions often matter more than big interventions. Drawing from Happy Like Nora: Finding Joy in the Little Moments and grounded in positive psychology and culturally responsive practices, Varun Sharma leads an interactive session where educators experience simple, practical strategies to build connection, presence, and joy in their classrooms. Through reflection, discussion, and hands-on activities, participants will explore how to move beyond routine teaching into meaningful engagement, helping students feel seen, valued, and ready to learn. Educators will leave with immediately applicable tools to strengthen relationships, foster resilience, and create classrooms where every student can thrive.

#402 Paint Workshop Continued from Part 1

Kevin Peeace Brass Room (limited to 20 participants)

I will guide participants through a hands-on Painting Workshop. The painting will be based on my art, practices and methodology. We will have an Artist's discussion. Also there will be a Q & A period.

All materials will be provided for this workshop.

Friday, April 16th

Keynote address in Ballroom A, B, C at 9:10 am – 10:15 am

Keynote: Geraldine Carriere, MBA



From Wild to Wise: Reclaiming Identity, Inspiring Leadership & Empowering the Next Generation

Keynote Overview:

This inspirational and thought-provoking keynote explores the intersection of Indigenous identity, education, resilience, and personal leadership. Drawing from my lived experiences, professional journey, and the teachings shared in my books Wild Woman and Wild to Wise, I will highlight the importance of creating educational environments where Indigenous youth feel seen, valued, supported, and empowered to succeed.

Key Themes:

1. *Identity Is Our Foundation: Understanding how culture, belonging, and Indigenous knowledge strengthen confidence and educational success.*
2. *The Power of Representation: Why Indigenous youth need to see themselves reflected in leadership, education, entrepreneurship, and the arts.*
3. *From Survival to Self-Leadership: Transforming adversity into resilience, purpose, and personal empowerment.*
4. *Educators as Agents of Change: Creating safe, inclusive, and culturally responsive environments that nurture the whole individual.*
5. *Passing the Torch: Our collective responsibility to inspire the next generation to dream beyond their circumstances and recognize their limitless potential.*

My goal is to leave attendees not only inspired but equipped with meaningful perspectives they can carry into their classrooms, communities, and leadership roles.

*#500 Series Friday – 75 minutes (10:30-11:45 am)

#500 Treaty Education

Elaine Sutherland — Ballroom A **(limited to 175 participants)**

Teaching treaties in the classroom is mandated to be taught in every classroom in Saskatchewan. Come and learn practical applications to teach Treaties in your classroom. The Office of Treaty Commissioner (OTC) has created many teacher friendly resources. We have: aligned the K-12 "Treaty Education Outcomes and Indicators" with K-12 Curriculum Outcomes and Indicators; developed teacher guides for Treaties 4, 6, 6A, Treaties 1-11; a Treaty Summaries document for educators – just to name a few. Delegates will have the opportunity to discuss successful practices and will also receive OTC's digital resources.

#501 Creating Feelings of SCRV in Our Schools: Safety, Connection, Regulation, and Value

Desirea Binning — Ballroom B **(limited to 200 participants)**

What helps students truly feel safe, connected, regulated, and valued in school spaces? This engaging 75 minute workshop explores how everyday interactions, environments, and practices shape students' sense of belonging and well-being. Drawing from Indigenous ways of knowing, neurodevelopmental neuroscience, and practical school-based strategies, participants will reflect on how schools can move beyond compliance-based approaches toward relationship-centered, responsive practices. Through discussion, reflection, and collaborative activities, participants will explore how to intentionally create feelings of Safety, Connection, Regulation, and Value (SCRV) within classrooms, hallways, and school communities—especially for students experiencing stress, marginalization, or dysregulation. Participants will leave with practical ideas to strengthen connection, reduce stressors, and foster more inclusive and affirming learning environments.

#502 Follow up to the keynote

Geraldine Carriere, MBA — Ballroom C **(limited to 175 participants)**

Our Roots. Our Stories. Our Power.

Challenges us to ask: Are Indigenous children growing up knowing their barriers more than their strengths? Rooted in the wisdom of our Elders, the resilience of our ancestors, and the power of our communities, this thought-provoking presentation challenges educators and leaders to rethink how we nurture identity, belonging, and Indigenous excellence. Our children should never have to leave behind who they are to become everything they are meant to be**.**

#503 From Support to Self-Leadership

Varun Sharma — Canadian Room **(limited to 100 participants)**

In many learning environments, children are often guided, supported, and protected—but not always empowered to take ownership of their own growth. This session explores how educators and community leaders can shift from doing for children to growing with them, fostering a sense of responsibility, confidence, and self-belief. Through simple, practical strategies rooted in attitude, effort, and accountability, participants will learn how to help children become active participants in their own journey, building resilience, independence, and the ability to navigate challenges with confidence. When children learn to own their growth, they don't just succeed in school, they thrive in life.

#504 Handheld Moss Bag

Kristy Janvier **Courtyard Room (limited 60 participants)**

Holding our ancestors wrapped in the future. A moss bag is a traditional way to wrap babies. Rocks have been my subject matter for project "Weight we Carry". We will be creating small handheld moss bags as we converse, learn and share in the making process.

All supplies provided.

#505 Using Computer Games for Student Assessment

Kevin Waddell Manitoba Room **(Limited to 50 participants)**

We will look at using the EduQuest gaming platform to set up educational computer games for the classroom. A demonstration of how to set up the games will be provided. We will also look at how teachers can use the student assessment tools to review student progress. Part of the focus will be to set up the games for Indigenous language learning.

#506 Beading a Key Chain **Part 1 and Part 2 continues after 15 lunch break**

Grace Mosquito Brass Room **(Limited to 25 participants)**

Join us in making a Beaded Keychain Bar using the peyote stitch. Open to all levels of beading. A simple design will be taught showing you the basics of the peyote stitch before stitching into a tube and attaching to the keychain bar.

All supplies provided

#507 Technology Resources Supporting K-12 Education

Elgin Bunston Brass Room **(limited to 40 participants)**

The Ministry of Education licences numerous online education resources, available to all teachers and school administrative personnel in Saskatchewan. This includes streaming video services and library databases. These resources support most subjects, with deepest coverage for social sciences and learning the research process. This session will cover what's new and provide guidance for participants to more effectively discover and use these resources. It will also showcase live and on-demand lessons for Science and Arts Education supported by the ministry.

#600 series Friday – 75 minutes (1:00 pm – 2:15 pm)

#600 Bridging Indigenous Perspective and STEM Education through Collaboration

Joanna Sanders — Ball Room A **(limited to 175 participants)**
Co-presenters Deb Saucier, Denise Desjardins

Join Let's Talk Science to learn about our free programming for Early Years – Grade 12 youth and educators. We will outline how partnerships and relationships, grounded in reconciliation, can be leveraged to co-create valuable professional learning opportunities and student experiences in the areas of Science, Technology, Engineering and Math (STEM). We will share examples of how we can all work together to champion a future where Indigenous youth thrive as confident bearers of tradition and innovation trailblazers, harnessing the power of STEM for everyone's benefit.
Background information about the presenters' organizations:
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#601 Classroom Management

Elaine Sutherland — Ball Room B **(limited to 200 participants)**

Classroom management can be challenging and rewarding at the same time. We all have students that we sometimes struggle to deal with. Over the course of my 24 and a half year teaching career, I have learned wonderful tips, techniques, and skills from amazing teachers that I will be sharing with you. I will show you how to create a positive, happy classroom environment, while keep you sane through self-care! You can apply these techniques with your students right away. The change might be slow, but so worth it in the long run. We will have time for questions/answers and bounce ideas off each other to share.

#602 kisēwātsi—Be Kind Book Reading

Elizabeth (Zdunich) Merasty Ball Room C **(limited to 175 participants)**

Join Author Elizabeth Merasty and Illustrator Brie Phillips for a reading of the award-winning children's book kisēwātsi—Be Kind. Told in Cree and English this is a true story of remaining true to the value of kindness, despite the harshness of a northern residential school. An excellent resource for Truth and Reconciliation. Includes questions and follow up activities. Discussion of how to use this book in elementary classroom to follow. I will have books for purchase

#603 Indoor Games for Students – Breakout Session

Callie McDonald Canadian Room **(limited to 80 participants)**

This session will introduce fun and easy indoor games that teachers can play with their students. We will explore different games that encourage teamwork, communication, creativity, and participation while giving students a chance to have fun and get moving. The games will be simple, require little to no materials, and can be adapted for different age groups. Teachers will also have the opportunity to try out some of the games and leave with new ideas and activities they can bring back to their own classroom.

#604 ADHD in our schools, setting students up for success

K'odi (Jesse) Taylor Courtyard Room **(limited to 80 participants)**

K'odi Taylor will go over a brief intro about his mental health crisis and diagnosis

4 year years ago. The session will go over what ADHD is to clarify misunderstandings.

He will talk about his experience and struggles with school and what supports he wishes he

had since his struggles caused him to drop out of Post Secondary. The session will end with

frameworks he uses to support his symptoms and the attendees will break into groups to go

over sample scenarios they might face in the classrooms.

#605 Indigenouse /voices; from the National Film Board of Canada

Bobbie-Jo Leclair Manitoba Room **(limited to 50 participants)**

Join us in showcasing Indigenous Voices; a dynamic new media-based learning resource from the NFB. Designed by Indigenous educators, this innovative platform offers students across Canada an authentic and meaningful opportunity to engage with themes of history, community, justice, and Reconciliation as they relate to the Indigenous peoples of Turtle Island.

Grounded in the powerful lived experiences of young Indigenous mentors, Indigenous Voices is an interactive learning journey in which activities are anchored by the NFB's rich catalogue of Indigenous-made cinema - bringing storytelling, perspective, and critical reflection into the classroom in a compelling and accessible way.

More than a resource, Indigenous Voices is a framework for transformative learning. It has been developed in the spirit of "nothing about us, without us," through meaningful collaboration with

Indigenous leaders and communities, guided by the five R's of ethical engagement—Respect, Relevance, Reciprocity, Responsibility, and Relationship.

#606 Beaded Key Chain Bar– Continued Part 2

Grace Mosquito Brass Room **(limited to 25 participants)**

Join us in making a Beaded Keychain Bar using the peyote stitch. Open to all levels of beading. A simple design will be taught showing you the basics of the peyote stitch before stitching into a tube and attaching to the keychain bar.

All supplies provided

#607 Tipi Teachings

Elder Mary Lee Alberta Room **(limited to 25 Participants)**

I will teach about the Plains Cree tipi teachings as they were shared with me from my mother and grandmother. The tipi teachings guide our life and bring balance to our home and family as well as to our classrooms and communities. You will learn the making of a teepee as well as the roles and responsibilities for having a teepee in your school or centre.

Buffet Breakfast and lunch are free for PAID delegates/Exhibitor (one vendor per table) Extra lunch tickets can be purchased for $50.