

INDIGENOUS AND WESTERN WORLD VIEWS

Fostering Ethical Space in the Classroom

Jakey & The Bandits

As TRU students, we want to begin by acknowledging that we are grateful to attend Thompson Rivers University on the unceded and traditional territories of the Tk'emlups te Secwepemc within Secwepemc□'ecw.

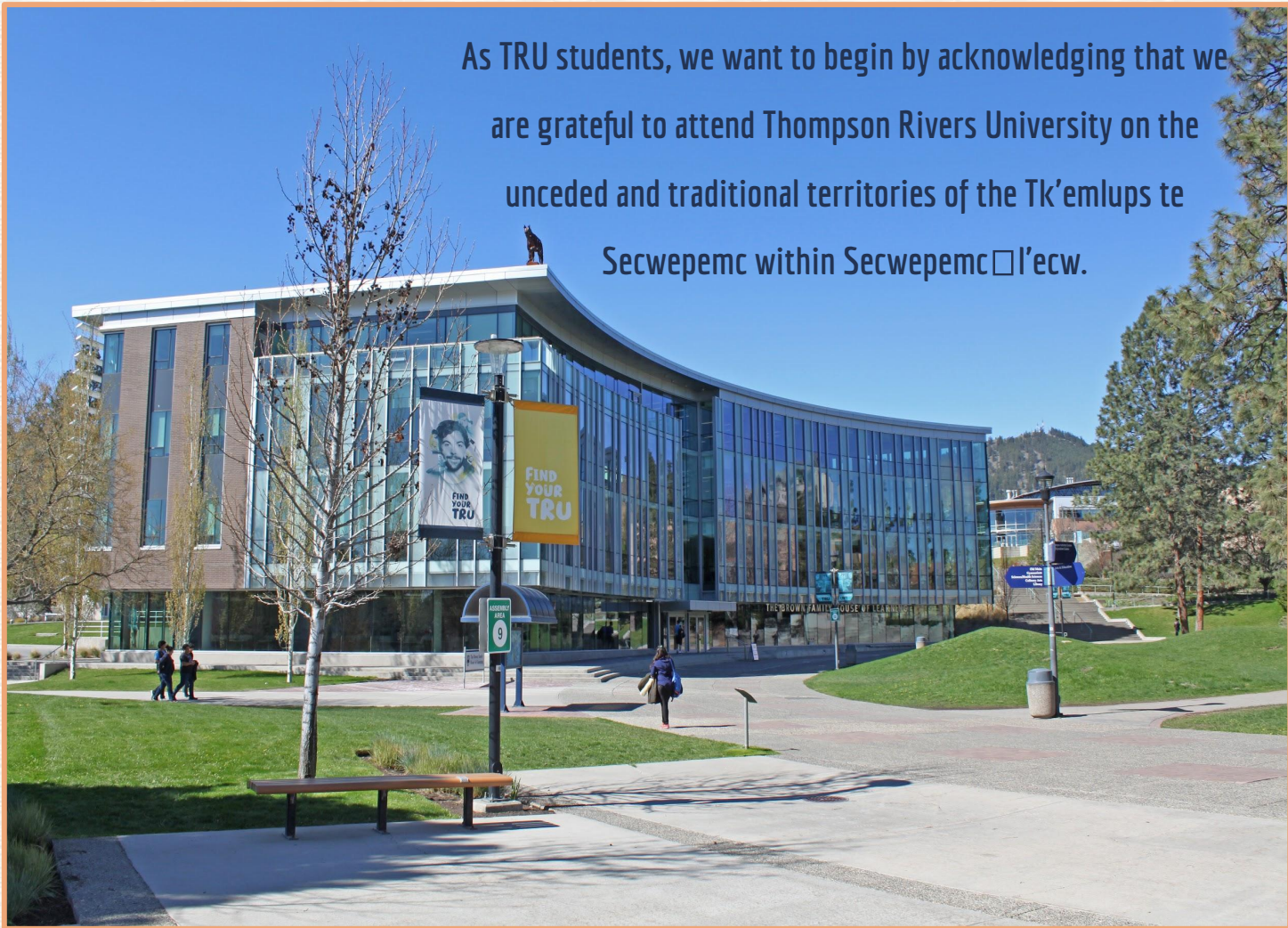


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Julia



QUESTIONER

Lauren



WORDSMITH

Jacob



ACTUALIZER

Derek



SUMMARY



PART 1

What are Worldviews?

“A worldview is a collection of beliefs, norms, and values held by an individual or group of individuals. It is a holistic conception of the intricacies of the world; it is a lens through which one perceives and interprets life.”

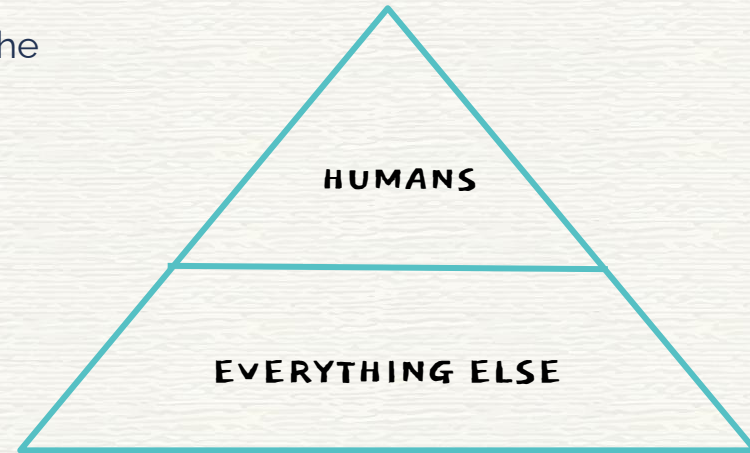
PART 2

The Indigenous Worldview

- The importance of the circle
- Interconnected Wholeness- “everything is one.”
- Coexisting

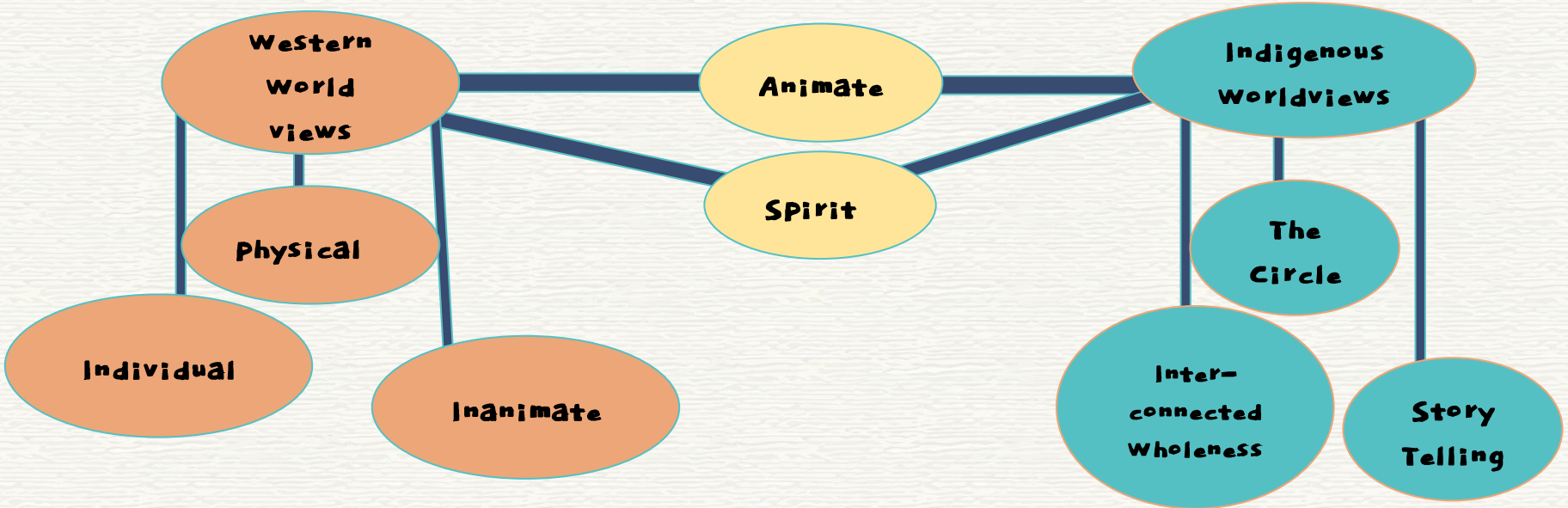
PART 3

The Western Worldview





« The Web!

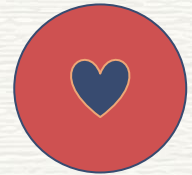


Question #1



How can we create ethical space in the classroom that involve both Western and Indigenous views?

One example of creating ethical space in the classroom could be to incorporate talking circles every week. It will allow the students to share their individuality, while also creating connections and relationships with the people around them.

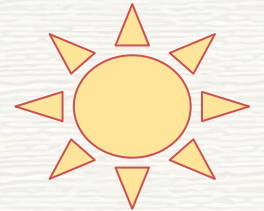


Question #2



What is one way we can connect students to Indigenous views outside of the classroom?

One way students can form a connection with Indigenous worldviews could be to take them out of the classroom and into a nature walk!



Purdon's Passage Picks!




Pick #1 Page 204

“The worldview under which a person functions is usually taken for granted.”

Pick #2 Page 205

“Although there is no single Indigenous worldview but diverse worldviews, non-indigenous educators need to understand how their worldview fundamentally differs from that of Indigenous peoples before there can be true reconciliation in the classroom.”





Takey the Wordsmith's Wonderful Words!



Worldview

- Collection of beliefs, norm, and values
- A lens through which one perceives and interprets life
- A cognitive schema
- Influenced by experience, culture language, religion, gender, family, friends, etc.

Indigenous

- United Nations Declaration on the Rights of Indigenous Peoples
 - The original inhabitants of a country or particular geographic territory

Wechewehtowin

- Woodland Cree word for “partnering”
- Elmer Ghostkeeper
- Traditional indigenous wisdom + western scientific knowledge





Activity Time!

Fasten your seatbelts folks, we're gonna learn

Telling our Stories

PART ONE

-Grab a partner; someone you don't know very well or haven't worked with much before today. (I know you know that I know who you know)



-Sit together anywhere in the room or out in the hall, somewhere you are both comfortable.

-Take a few minutes to get to know one another; discuss such things as each person's geographical origin, family members and their history, etc. If you don't feel comfortable sharing these facets, learn a few interesting tidbits about one another like hobbies, favourite foods etc.



Telling our Stories


PART TWO

-Form a large circle in the class in which you are standing next to your partner (desks and chairs go bye bye)


-I will begin by passing an item to a member of the class and their objective is to tell the rest of the class the story of their partner! Then pass the ball on to someone new! Tell us as much as you can or as much as either partner feels comfortable with 😊

-The focus is on strengthening interpersonal relationships





“an Indigenous worldview promotes the ethics of noninterference and noncompetition to foster positive interpersonal relationships and discourage physical, verbal, or psychological coercion.” –Preston, pp.210.





FIRST PEOPLES PRINCIPLES OF LEARNING

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the generations.

Learning is holistic, relational, reflective, experiential, and situated (located in, connected to, reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of Indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

The First Peoples Learning Principles are based on the work of the First Peoples Learning Council (FPLC).

Innes

References



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