

Math can have Meaning!

Students engage in a 3-Act-Task
with indigenous storywork
principles.

Karen Kehl



Introduction



I live in Salmon Arm, British Columbia on the traditional unceded territory of the Secwepemc peoples.

I feel very fortunate to be able to live, play, share knowledge and learn on these lands.

Salmon Arm is known for Shuswap Lake, the Hemlock/Cedar forests, and the mountains. They are all learning places that I am privileged to be immersed in.

Using Indigenous Stories

Fears

- misrepresenting indigenous culture and beliefs (misappropriation)
- Lacking knowledge
- Finding indigenous stories
 - Age appropriate

Rewards

- Student connection to land and place
- Morals and messages (kindness and respect)
- Environmental stewardship (caretakers)

How to Choose a Story?

RESPECT

- Indigenous author
 - Strong Nation Publishing
<https://www.strongnations.com/>
 - District Resource Centre
 - School Library
- Acknowledgement and invitation

RESPONSIBILITY

- Connecting to indigenous culture
- Getting “story-ready”: message and teachings
- Connection to land (local)
- Go beyond cultural advising (inviting/collaborating indigenous knowledge keepers)

Storywork:

- Jo-ann's storywork principles of Respect and Responsibility are guidelines for educators to help understand the perspective of Indigenous peoples.

When choosing a story:

- ❖ Authors are indigenous (Strong Nation Publishing <https://www.strongnations.com/>; District Resource Centre; School Library)
- ❖ Acknowledge the lands, and peoples of the author
- ❖ Getting "story ready": message and teachings- Incorporate some teaching of land, culture, language and history of the author into your teaching (even if the author did not originate from the same area you are teaching from)
- ❖ Don't make assumptions and compare similarities of two distinct indigenous cultures
- ❖ Invite a knowledge keeper into your classroom

By using Jo-ann Archibald Q'um Q'um Xiiem Storywork Principles, educators can find vetted resources and use them to help guide their teaching in a respectful, way.



The Inspiration



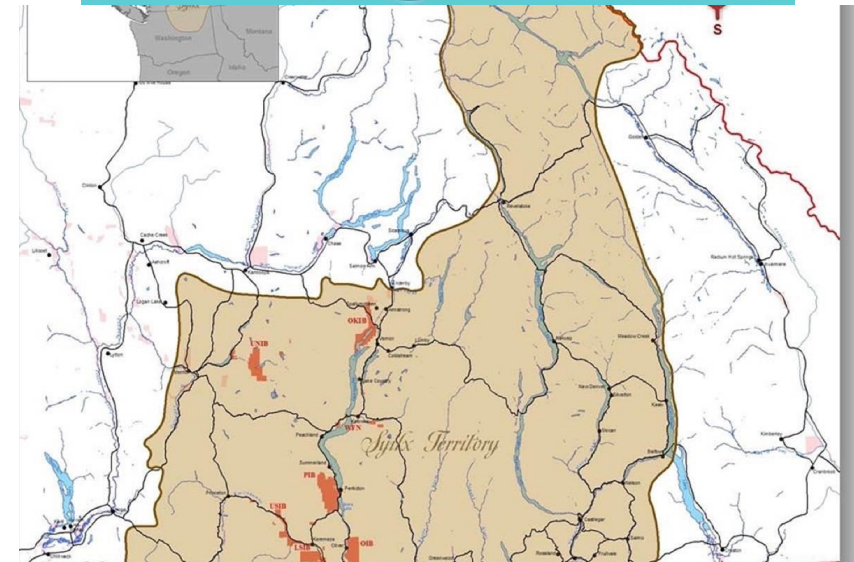
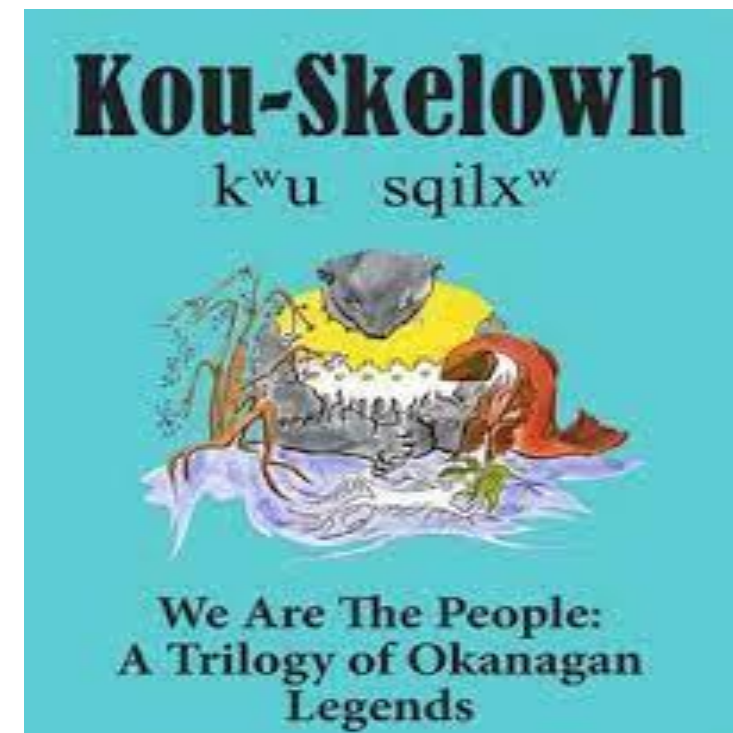
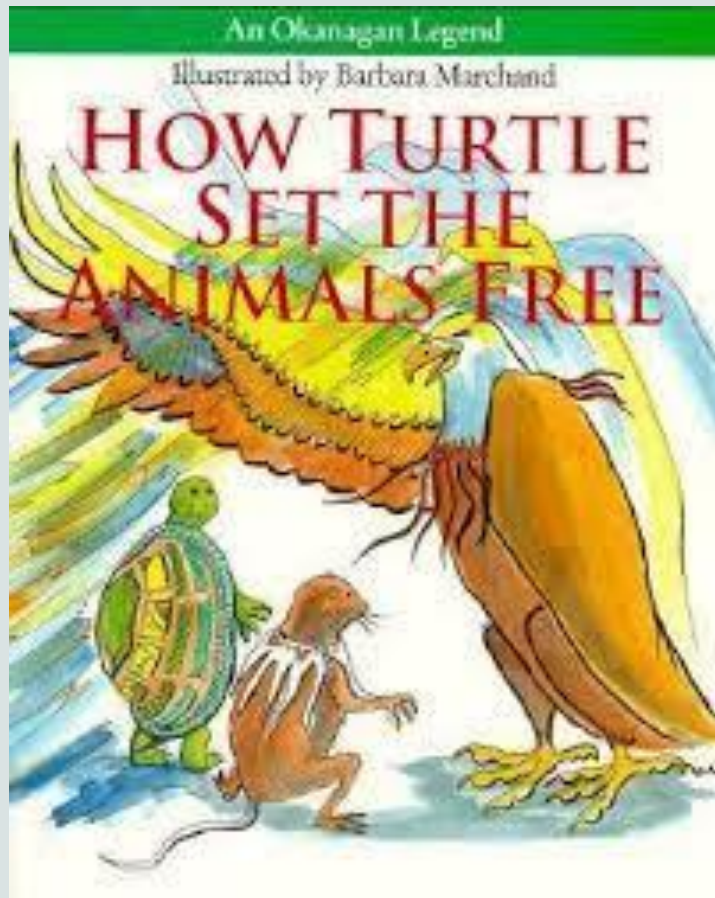
3-Act Task: Western Painted Turtles

- Act: 1- Estimate the length of each turtle
- Act 2- Show your thinking
- Act 3- Share your thinking



Turtle and Perseverance

Eagle rules over the animal people. Turtle races him, perseveres and wins. Turtle allows animals to rule themselves.



Sylx Nation: Okanagan Peoples are neighbours to the Secwepemc Peoples.

3-Act Task

*Perseverance

*Connection to Place

Secwepemc law: 7 sacred teachings Turtle:(patience/care)

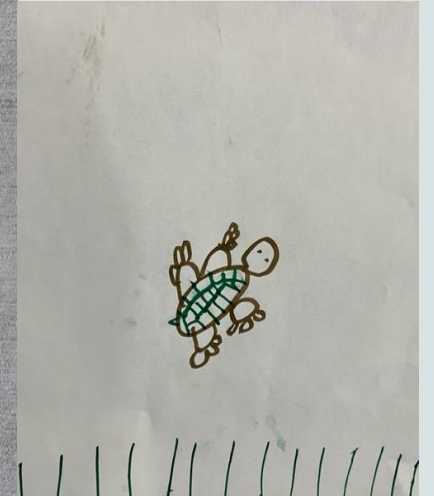
Share a time where you didn't give up?

What would Turtle do?

How can we help turtle?



What do you notice?



Connection to Place:

Posters and painted sidewalks

Estimate how long each turtle is?
[video]



Perseverance!

Students made a connection to turtle when things got hard.





Sharing Circles

Have you ever had a similar experience looking for resources?

How do you feel about finding resources?

Thank you

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