

Indigenization Project Demo

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LWRIGHT

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acknowledgements

wondering how the heck this will look...

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Introduction

What if we do this?

Purpose of the Guide

- includes info on the project and how the guides fit with one another

How to Use and Adapt the Guide

- provides the reader with information on how the guide is organized
- invites the reader to use and adapt the information for their institutional and personal professional development

Introduction to the Guide

Chapter 1: Different Stories

1.1 Introduction

In this course, we are exploring how to build relationships based on informed awareness, respect, acknowledgment, and reciprocity from events and eras that have shaped our lives and communities.

We all come with our pre-conceived thoughts and experiences about what is “true”. There are misconceptions, errors in judgement and blatant harm to be revealed in Indigenous-Canadian relations. There are times when things become right and there are times when things remain wrong.

Truths are built by the experiences of others and we share those experiences or truths, through stories. the stories selected for this course are:

- about place,
- within place,
- chronicle events,
- based on cultural teachings (referred to as ‘truth telling’ in an Indigenous way of thinking),
- politically situated,
- morally shared,
- personal, communal, national and global in scope,
- co-constructed from various views,
- metaphysical and mythological (realms beyond our current understandings), and are
- relational and experiential.

Each week, you’ll explore multimedia content and begin to question what you thought was “true” through discussion questions and personal journal entries. The stories in this course build a landscape or storyscape. The storyscape reveals values and portrays experiences as a lived and neverending narrative. Storyscapes are connected to the land and give us meaning for place.

1.2 Learning Outcomes

TELTINTFE WILNEW, is a SENĆOTEN phrase meaning “Understanding Indigenous People.” This unique, award-winning course is intended for learners unfamiliar with Indigenous world-views.

Learning Outcomes

Upon successful completion of this course, you will be able to:

1. Describe colonization and the impact of this process on the Aboriginal people of BC and Canada and on the student’s experience with Aboriginal peoples.
2. Evaluate and articulate the ways in which your values and beliefs align or conflict with Indigenous ways of seeing, being, doing, and relating;
3. Identify and describe similarities and differences between, and across, Indigenous worldviews and settler worldviews.
4. Identify and build on practices/ways that foster mutually respectful relationships in community and the workplace.

1.3 Locating Yourself

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Locating Yourself

In this module, we will be looking at different stories and interpretations. Consider the story in your life. It could be a story you have grown up with, something that happened to you. Reflect on the questions below, you may wish to write down the answers in a journal so that you can look back at your thoughts.

1. How is the story interpreted differently by different people?
2. Why do people see the story differently?
3. What is the significance of this in your opinion?

1.4 Story Guidelines

The Danger of the Single Story

This 2009 Ted Talk provides a storytelling caveat, the dangers of believing the single story. While we explore many storyscapes throughout this course, the stories I have shared with you are not the only stories of events, times and places. How we see the world is based on what we experience; sometimes that experience is skewed, stereotyped, or harmful. Throughout this course, always treat the stories with respect and feel comfortable in questioning your response to the story.

Chimamanda Adichie is a renown Nigerian novelist. More information about her and her literature is available on her website.

Audio Recording of Chimamanda Adichie's Ted Talk



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Video recording of talk



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https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story

1.5 The Truth About Stories

“You have to be careful with the stories you tell. And you have to watch out for the stories that you are told.”

Thomas King, *The Truth About Stories: A Native Narrative*

The Canadian Broadcasting Corporation (CBC) Massey Lecture Series is a forum for major contemporary thinkers to address important issues of our times. In 2003, Thomas King, a First Nations author was invited to share his thoughts on Canada’s relationship with Aboriginal peoples.

Please listen to Part 1 – “You’ll never believe what happened” is always a great way to start. It is just under one hour in length.

Part 1: You will Never Believe What Happened <http://www.cbc.ca/player/play/2398904027/>

This lecture gives us the tools to consider when hearing both sides of the story and goes through the rules of storytelling. If the link does not work above, here is the URL <http://www.cbc.ca/radio/ideas/the-2003-cbc-massey-lectures-the-truth-about-stories-a-native-narrative-1.2946870>

Reflecting

Thomas King shares two creation stories and talks about how they differ. How do the stories differ to you as the listener (the one hearing the story)?

1.6 Impact

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1.7 Policy

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1.8 Application

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Applying Your Understanding

Type your exercises here.

1. First
2. Second

1.9 Conclusion

Conclusion

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Discussing Further

Now that you have explored the stories. Discuss some of the following questions with members of your community.

1. What
2. How are

1.10 Additional Resources

Links to publications, media, online links

Test Chapter

Timeline Demo




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<https://opentextbc.ca/indigenizationprojectdemo1/?p=194>

Test activity table with icons

Activity

Activities	
	<p>Determine if your institution is a signatory to the CAUT Indigenous Education Principles.</p> <p>If so, how does your department uphold these principles?</p> <p>Are there principles that need to supported by executive leadership before you can enact them in your area?</p>

Activity

Journey towards decolonization



Watch this five minute video entitled *Keep Calm and Decolonize. Walking is medicine*. Legendary filmmaker Alanis Obomsawin shares a story of decolonization from the Nishiyuu walkers.

- Why is it important to have decolonization as part of our work in responding to the TRC's Calls to Action?
- What work can you undertake to decolonize your practice and views?

How do relationships support success?



Take a moment to reflect and explore the following questions:

- Who at your institution is also undertaking decolonizing and/or Indigenizing work?
- What relationships do you currently have established in your institution that you find helpful in supporting student success?
- How do these relationships help you in supporting Indigenous students?

Building Allyship

Read the following 3 blog entries:

http://www.becominganally.ca/Becoming_an_Ally/Home.html

<http://convention.myacpa.org/houston2018/overcoming-fear/>

<http://convention.myacpa.org/houston2018/white-people-owning-whiteness-resistance/>



- What are three intentional practices you could engage in to build/enrich ally relationships with Indigenous colleagues, faculty, Elders, students, and community members?
- What is current representation of Indigenous educational leadership and staff at your institution? In your department?