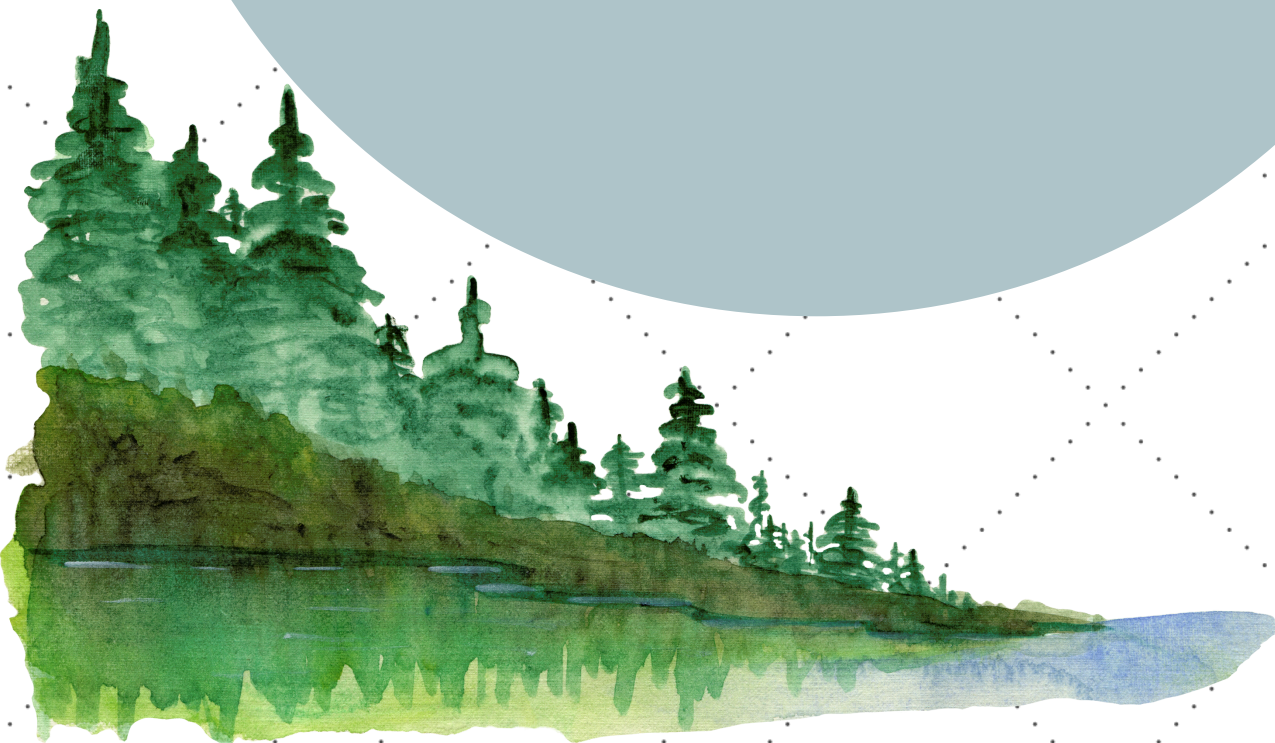


Nature's Classroom: Reimagining
Education With Indigenous Perspectives

Teacher PROMPTS



1. How can the idea of "land as the first teacher" influence our approach to teaching?
*Example: It reminds us to center lessons around the natural world, allowing students to learn directly from their environment.
2. What strategies can we use to integrate land-based learning in urban settings?
*Example: Exploring local parks or examining how urban spaces connect to historical Indigenous lands.
3. How can storytelling create an ethical space in our classrooms?
*Example: By sharing Indigenous stories alongside other perspectives to foster understanding and empathy.
4. What does it mean to hold Indigenous and Eurocentric knowledge systems side by side?
*Example: It means respecting both as equally valuable, offering students a broader understanding of the world.
5. What role does vulnerability play in integrating Indigenous knowledge?
*Example: Admitting when we don't know something allows us to learn alongside our students and build authentic relationships.
6. How can metaphors such as concentric circles inspire our teaching practices?
*Example: They can represent inclusion and interconnectedness, encouraging us to create spaces where all voices are heard.
7. What are some practical steps we can use to start integrating Indigenous knowledge into our lessons?
*Example: Begin with nature walks and simple activities such as observing local plants and animals.
8. Why is it important to explicitly name the Indigenous perspectives we are sharing?
*Example: It prevents pan-Indigenization and honors the unique contributions of specific communities.
9. How can you use Indigenous languages to enrich your lessons?
*Example: Introducing words like "miaktikami" (magpie in Blackfoot) to connect language and culture.
10. How can student curiosity shape our lesson planning?
*Example: By letting their interests guide activities, such as studying a feather they find during a nature walk.