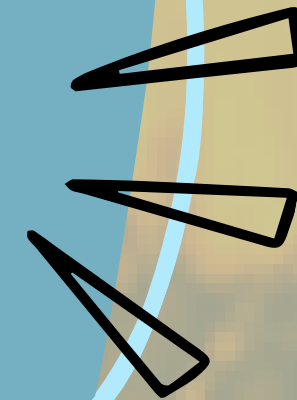
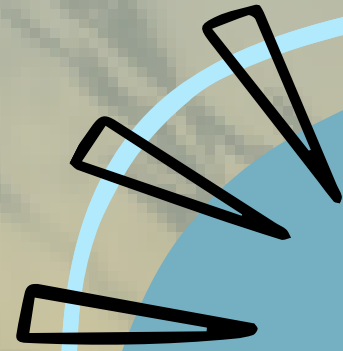




Decolonizing MakerSpaces



FIRST PEOPLES PRINCIPLES OF LEARNING

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

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on 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.

For First Peoples classroom resources visit: www.fnesc.ca

Who Are We?



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"Decolonization is the process of undoing colonizing practices. Within the educational context, this means confronting and challenging the colonizing practices that have influenced education in the past, and which are still present today. In the past, schools have been used for colonial purposes of forced assimilation. The TRC reports remind us that residential schools were specifically designed to colonize the mind, the heart, and the spirit. Nowadays, colonialism is more subtle, and is often perpetuated through curriculum, power relations, and institutional structures. Perhaps the most essential part of decolonization is continual reflection. Schools should be willing to reflect on curriculum, power dynamics, their own structuring, and any action undertaken on behalf of their students." From University of Victoria Centre for Youth & Society.



After reading the TRC 94 **Calls to ACTION** explore how some call to action can be integrated into a Makerspace

The infographic features a central circular diagram divided into four quadrants: black (top-left), yellow (top-right), red (bottom-left), and white (bottom-right). This central circle is surrounded by a ring of 15 smaller black circles, each containing a white icon representing a different act of reconciliation. The icons include: a calendar with a checkmark, an eye, a microphone, a brain with gears, a heart, a speech bubble, a leaf, a school building, an open book, a person with a location pin, a person with a location pin, a person with a location pin, a person with a location pin, a person with a location pin, a person with a location pin, a person with a location pin, a person with a location pin, and a person with a location pin. The background of the infographic is a soft-focus image of a sunset or sunrise over water.

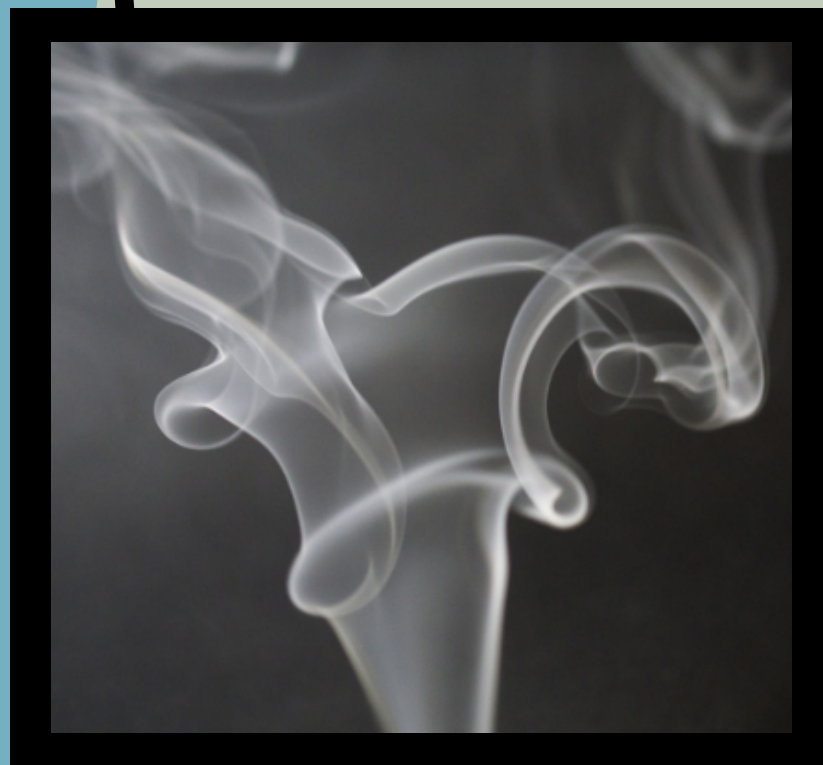
genially

150 Acts of Reconciliation for Canada's 150 - originally published on ActiveHistory.ca

How will you use this knowledge to apply to your school experiences?

Practical Tools to Consider a More Inclusive Approach to Makerspaces in Schools

Protocols



Land-based Learning



Digital Storytelling



Stepping Stones



ELDER PROTOCOL

Planning your learning journey

What is the protocol to follow when inviting an Elder, Knowledge Keeper or Cultural Advisor to participate in your meetings or events?



YUET CHAN

There are many ways in which an Elder, Knowledge Keeper or Cultural Advisor can participate in meetings, events or classroom learning, such as saying a prayer or offering a blessing, sharing their knowledge with students, engaging in consultation, or leading a ceremony or cultural experience.

FIRST STEPS



An Elder, Knowledge Keeper or Cultural Advisor's perspective and presence can foster inclusion and promote understanding to support our shared journey of reconciliation. Inviting an Elder to participate in your meetings or events is an opportunity to share First Nations, Métis and Inuit knowledge, cultural beliefs and traditional practices with the education community.

WHO IS AN ELDER?

The term *Elder* refers to someone recognized by their community as having attained a high degree of understanding of First Nations, Métis or Inuit history, spirituality, traditional language, cultural teachings, ceremonies or healing practices. Elders have worked and studied over a period of time with other Elders to earn the right to pass on this specialized knowledge and give advice on personal and community issues. Elders are highly revered and respected role models and mentors for all people. They embody First Nations, Métis and Inuit culture through their words, actions and being.

Gender and age are not factors, nor are they criteria in determining who is recognized as an Elder. Some Elders may be female. Other Elders may be comparatively young in age but very well versed in ceremonial and cultural practices.



Walking Together EDUCATION FOR RECONCILIATION



The Alberta Teachers' Association

Building Community & Protocols



This makerspace is designed to have everyone sit in a circle. Students sit and gather on the Indigenous carpet (purchased from an Indigenous company) in circle. Here students smudge with our District Elder and learn about protocols and stories of the land.



An Elder came and spoke with a class about the importance of hunting, moccasins, and being connected to the land. These mini hide moccasins lead to many stories of traveling on the land.

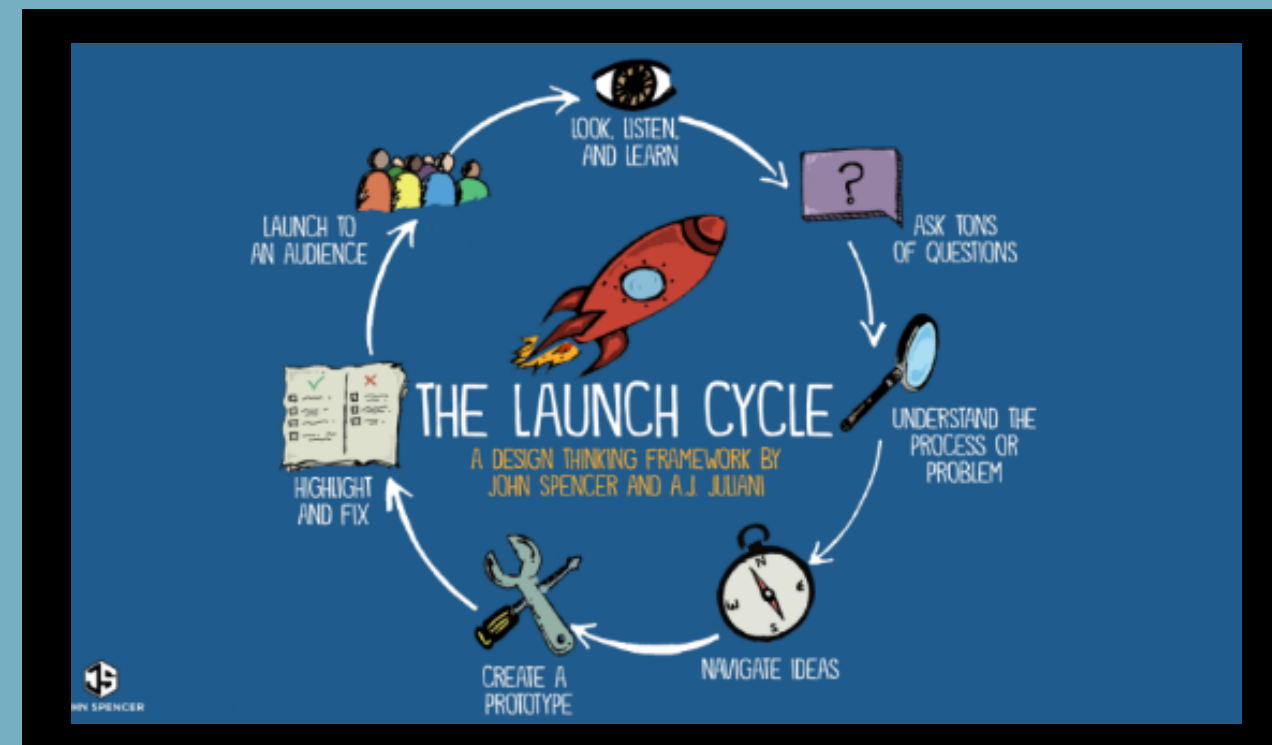


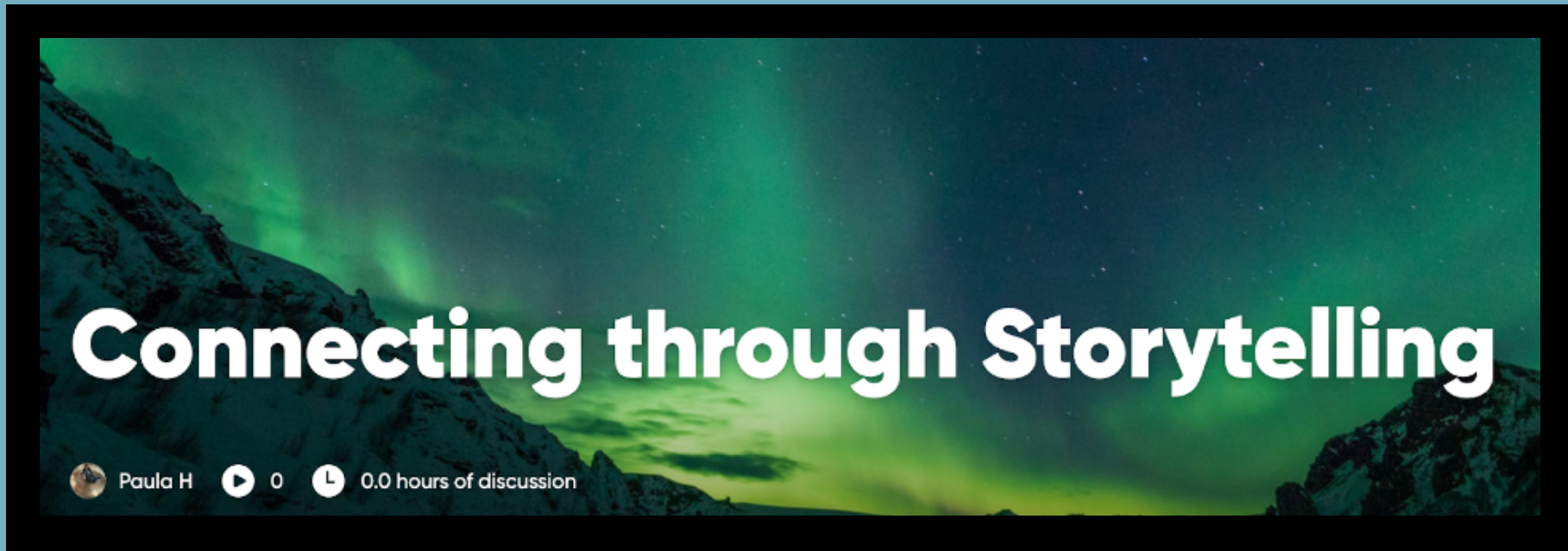
These tipis were built after students had teachings from a Knowledge Keeper about the important of the design, connection to community, and the placement of a tipi.



Students learned about the sacred medicines and built medicine pouches. These hide pouches students wore near and dear to their hearts.

Land-based Design Challenges





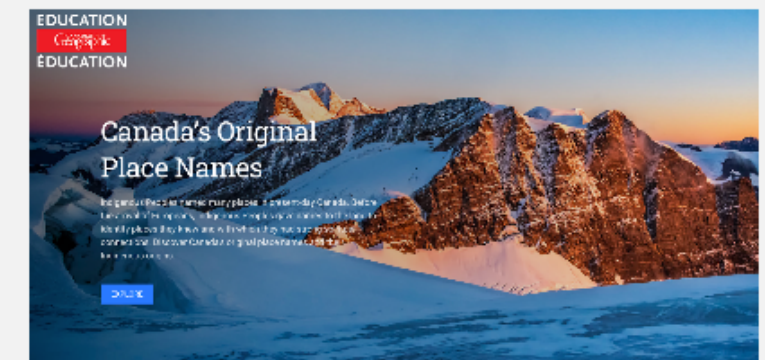
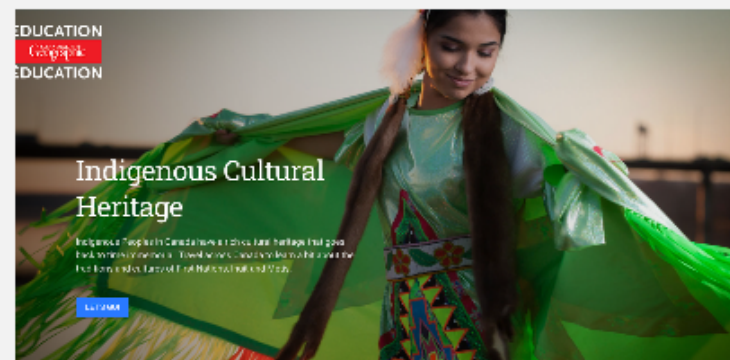
Digital Storytelling: Oral Traditions



Storytelling with Google Earth

LEARNING THE TOOL

Journey through each of the icons to learn more about how Google Earth works as well as get ready to use activities for your classroom. This program allows you to dive deeper into storytelling while understanding our Indigenous lands.



Indigeneity & Makerspaces Site





Thank you!



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