

# 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
- ❖ Downloaded from <https://indigenous.mathnetwork.educ.ubc.ca> Invite a knowledge keeper into your classroom

**By using Jo-ann Archibald Q'um Q'um Xiem 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

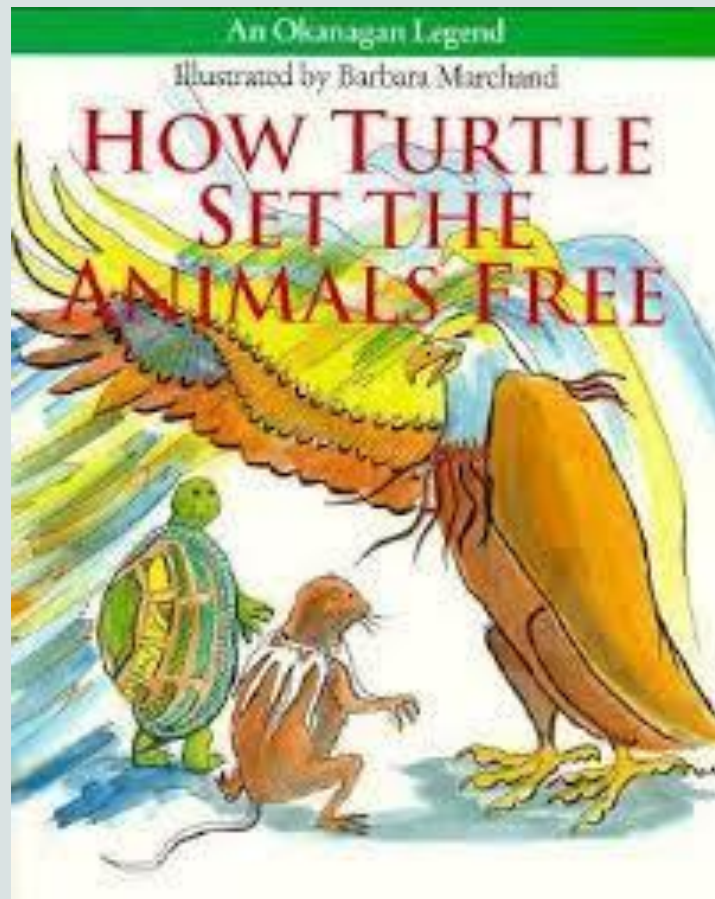
- Act: 1- Estimate the length of each turtle
- Act 2- Show your thinking
- Act 3- Share your thinking



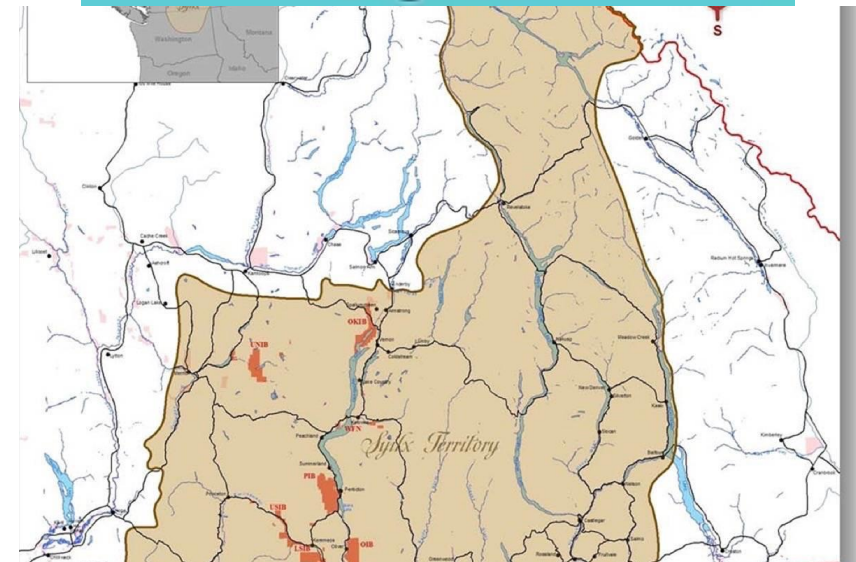
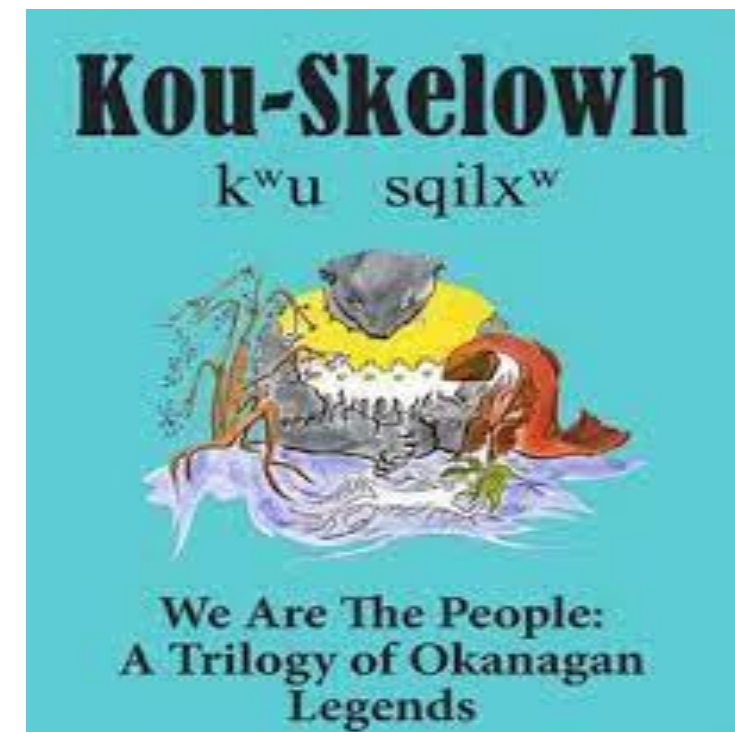


# Turtle and Perseverance

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



Downloaded from  
<https://indigenous.mathnetwork.educ.ubc.ca>



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

# 3-Act Task

- \*Perseverance
- \*Connection to Place

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

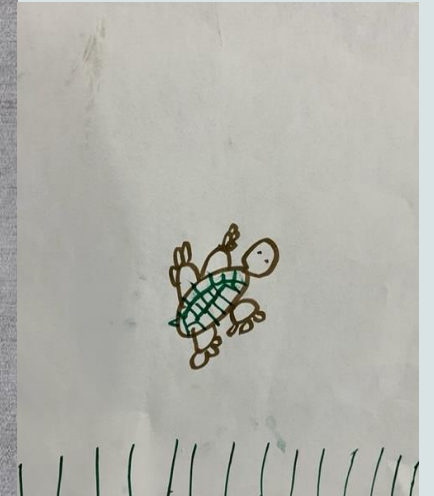
Share a time where you didn't give up?

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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