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/](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.

Sylix Nation: Okanagan Peoples are neighbours to the Secwepemc Peoples.
3-Act Task
*Perseverance
*Connection to Place

Estimate how long each turtle is?
[video]

Secwépemc 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?

Connection to Place:
Posters and painted sidewalks

Created by Karen Kehl
Downloaded from https://indigenous.mathnetwork.educ.ubc.ca
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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