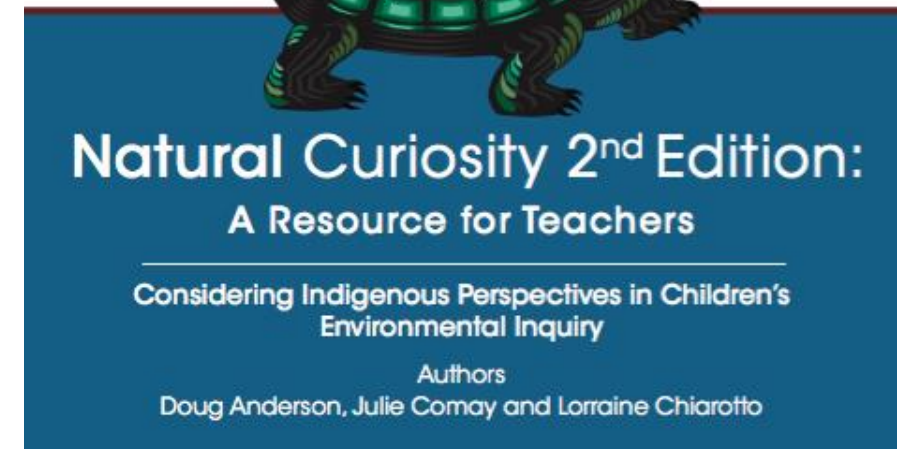
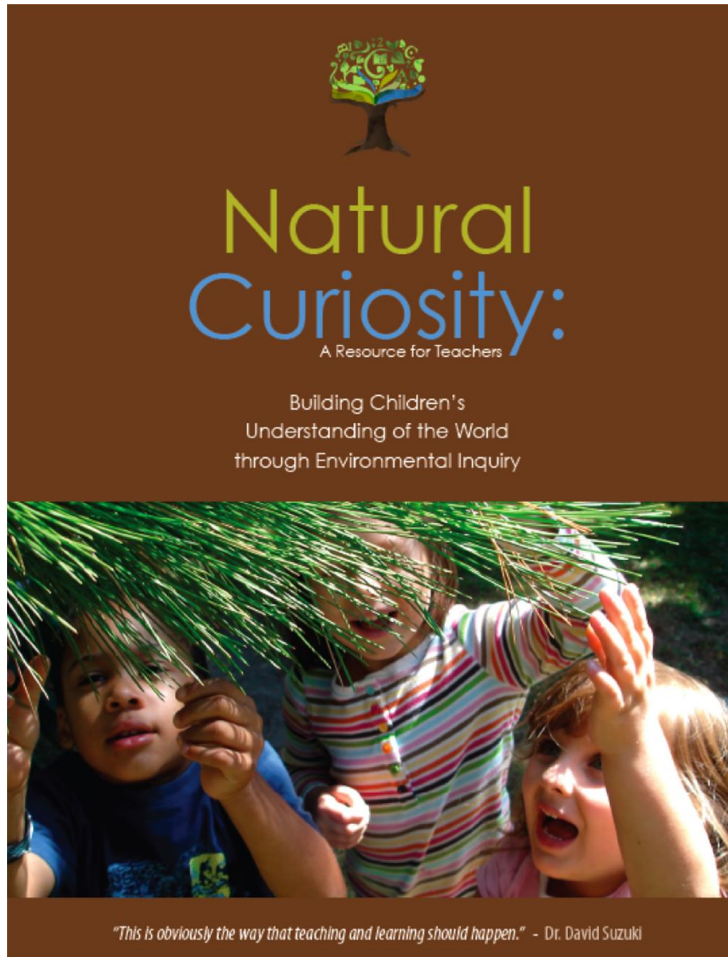


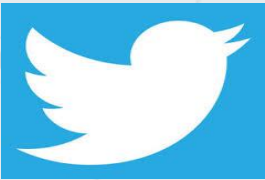
# INDIGENOUS PERSPECTIVES ON ENVIRONMENTAL INQUIRY IN THE EARLY YEARS



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*Reconciliation between Aboriginal and non-Aboriginal Canadians, from an Aboriginal perspective, also requires reconciliation with the natural world. If human beings resolve problems between themselves but continue to destroy the natural world, then reconciliation remains incomplete. This is a perspective that we as Commissioners have repeatedly heard: that reconciliation will never occur unless we are also reconciled with the Earth.*

*Page 18, Executive Summary to the Truth and Reconciliation Commission Report, 2015.*



## An Indigenous Lens on Natural Curiosity

The Natural Curiosity Resource finds common ground with values inherent to Indigenous cultures in some important respects.

As one *Anishinaabe* Elder - a retired elementary teacher - said on reading the first edition, “I cried when I read it. I said to myself, they’re finally starting to get it!”

Indeed, the Natural Curiosity resource reflects an emerging sense of respect for Indigenous knowledge among educators, and a broad desire to understand and apply such knowledge in modern learning contexts.



## An Indigenous Lens on Natural Curiosity

Approaching understanding and knowledge begins with awareness. The new edition of *Natural Curiosity* supports stronger ***awareness*** of Indigenous perspectives and their importance in environmental education.

This new edition represents an *encounter* supporting what can become an **ongoing dialogue and evolution of practice** in environmental inquiry. Some important questions are raised that challenge us to think in very different ways about things as fundamental as the **meaning of knowing**.

We hope this lens inspires educators to explore learning in relation to such challenging perspectives.





# Initial Provocation

**What inspires you to approach Truth and Reconciliation through Environmental Inquiry?**

- Pick a partner to walk and talk with as we go OUTSIDE!



## An Indigenous Lens on Natural Curiosity

This edition provides some examples of how Indigenous perspectives confirm and deepen principles and practices laid out in the Natural Curiosity resource.

We begin to ask:

- How do Indigenous perspectives relate to Environmental Education?
- How might they enhance educators' understanding over time as they explore environmental inquiry?
- What Indigenous perspectives and principles apply to all of us, and can these be supported ethically in *any classroom*?



Branch	Natural Curiosity	Indigenous Lens
I	Inquiry & Engagement: Nurturing a Sense of Wonder	Lighting the Fire: The Spirit of Learning
II	Experiential Learning: Building a Sense of Place	Sending out Roots: Grounding Learning in Place
III	Integrated Learning: Making Connections to View the Big Picture	The Flow of Knowledge: Everything is Related
IV	Moving Toward Sustainability: Living and Acting in the World	Breathing with the World: Applied Learning through Reciprocity





“Indigenous perspectives cannot be deeply reflected in a written document or outside of their cultural contexts. All that can be provided here are some indications of how such perspectives can inform environmental inquiry. The living and moving spirits of students, educators, and communities are needed for transforming awareness over time into understanding, knowledge and, eventually, wisdom.”

- Indigenous Lens, Natural Curiosity 2nd Edition

**To continue the conversation,  
please keep in touch and contact us.**

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