

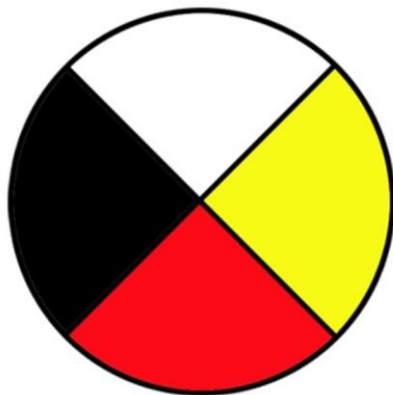
Indigenous Perspectives on Environmental Inquiry in the Early Years



Natural Curiosity 2nd Edition:
A Resource for Teachers

Considering Indigenous Perspectives in Children's
Environmental Inquiry

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Kindness: An Awareness of Reciprocity

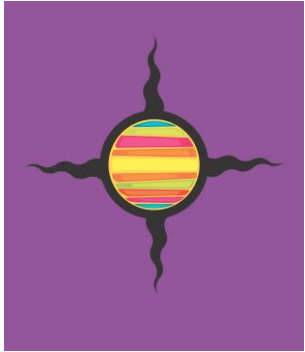
Starting with Asemaa (tobacco) and an Acknowledgement of our **Relationship** with the Dish With One Spoon Wampum Treaty here in Toronto.





Inquiry and Engagement

Lighting the Fire





Caring: Feelings of Respect



Water we Love you.



Two Row Wampum Belt reminds us to maintain Friendship, Trust, and Peace in all our relationships.



Water we Thank you.

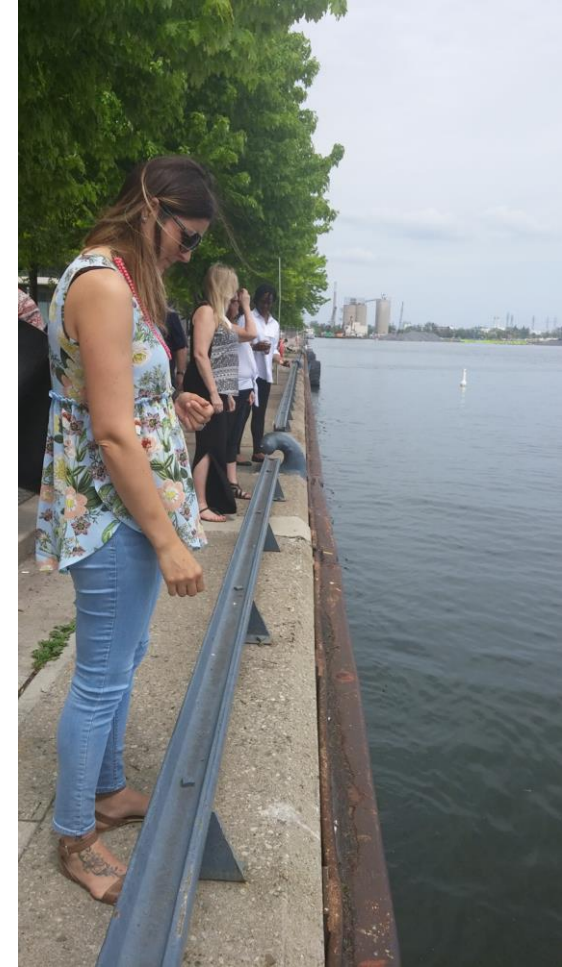


Experiential Learning *Sending Out Roots*

“How can we help children develop a culture where they have an ongoing, intimate, and deeply informed relationship with their environment, rather than a sense that their environment must somehow be protected from them, and managed by experts? How can we help future generations shift from suffering with the burden of ‘stewardship for the environment’ to a life of active participation in, coupled with deep love and respect for, Mother Earth?”



— Natural Curiosity 2nd Edition, p. 136





Strength: Understanding Responsibility

Friendship Treaty
Wampum Belt between
Original Peoples and
European Newcomers



Community strength comes from reciprocal, heart-to-heart relationships that respect Friendship, Trust, and Peace.

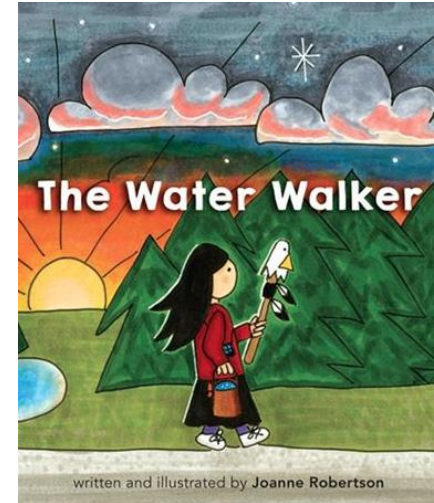


Integrated Learning *The Flow of Knowledge*



How do we help a community of children and families grow relationships with their local world in their own culturally specific ways, informed through ethical consultation and meaningful partnerships with regional Indigenous peoples, wherever possible? How do we help children reclaim the local world as their own family?

— Natural Curiosity 2nd Edition, p. 138





Relevant Actions

Our actions become **Relevant** to our relationships with community and land when we come to them with **Reciprocity, Respect, and Responsibility**. Verna Kirkness and Ray Barnhardt published an article about these “4 Rs” in 1991 to make education more inclusive to Indigenous peoples. How will you respond to the TRC’s *Calls to Action* in 2018?



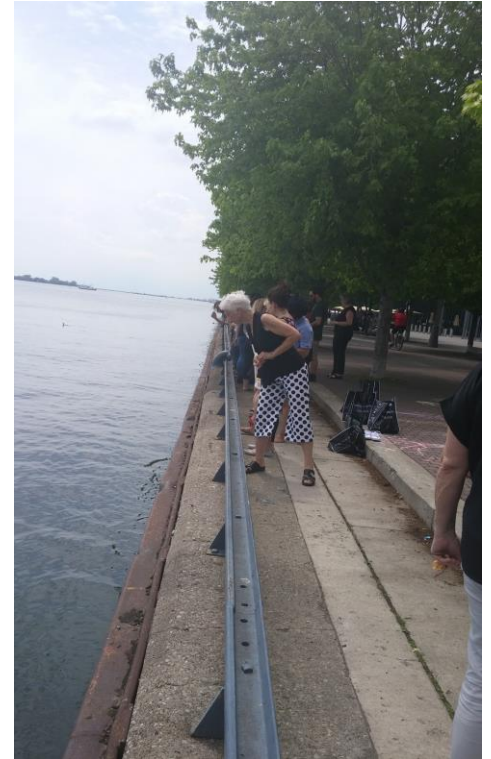


Moving Towards Sustainability *Breathing With the World*



What would be different if we lived with a strong sense that water, land, all of the world around us, are relatives? What if we love the world around us deeply, as our family? Our actions would then begin to reflect reciprocity in how we live and move in any direction, including seven generations into the future.

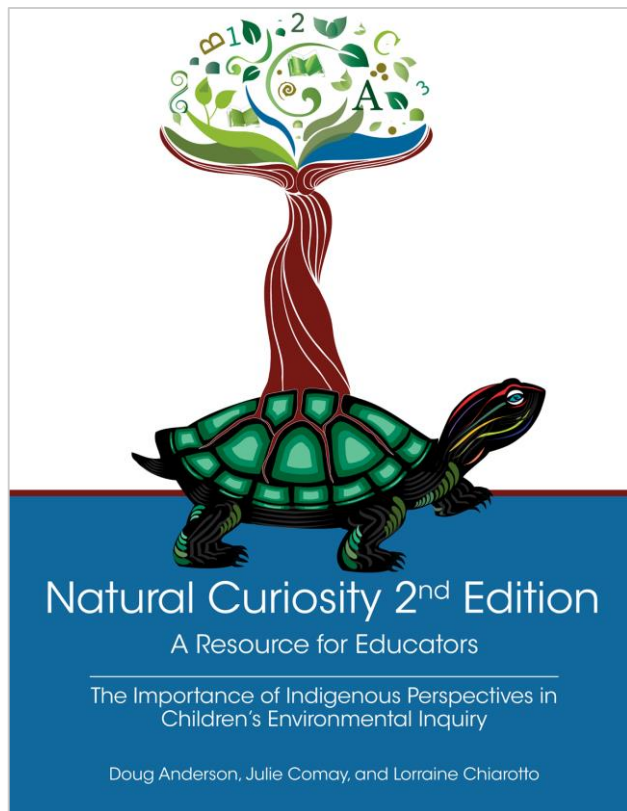
— Natural Curiosity 2nd Edition, p. 135



Second Edition

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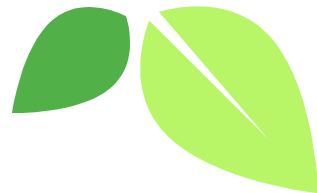


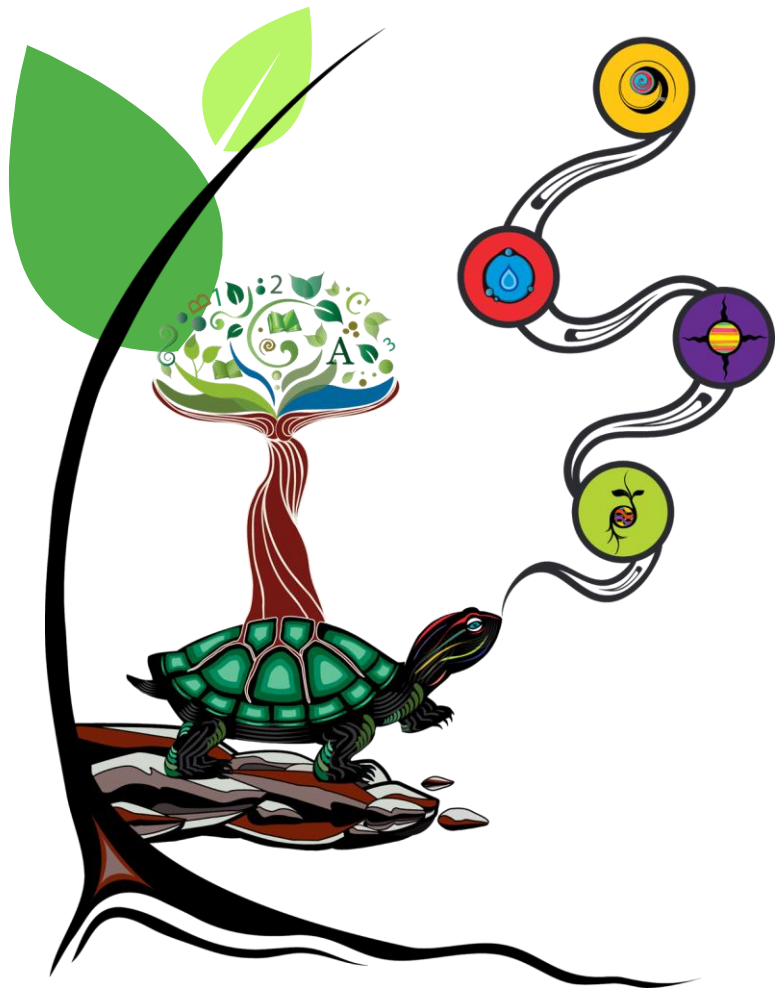
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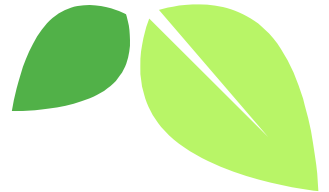
Lorraine Chiarotto
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“Indigenous perspectives cannot be deeply reflected in a written document or outside of their cultural contexts. All that can be provided here are some indications of how such perspectives can inform environmental inquiry. The living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

— Natural Curiosity 2nd Edition





“The next step is up to all of us, creators and readers of this second edition, as we work out ways to respond to the challenges revealed by that lens and actively bring Indigenous perspectives into our classrooms. Sharing our stories is essential to this process.”

