

Instructor's Notes (25 min, 3 hour session)

Say

Welcome them to the training and facilitate an icebreaker activity.

- Have them take turns around the room, starting with yourself
 - Be positive but honest/vulnerable to the extent you are comfortable
- Ask them to introduce themselves by saying their name and how their feeling about this training in a sentence
 - Stress that they can be honest
 - Allows learners to be conscious of their feelings before beginning

Look For

- Pay attention to the feelings learners express
 - May indicate how much attention they may need
 - May highlight a need to rearrange groups for activities to combine different beliefs (at your discretion)

Administrivia

- Bathrooms are located <location>
- Emergency exits are located <location>
- <Coordinator name> can be reached at <phone> and <email>
- Refreshments will be served during our break
- Please turn off your cell phones



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Instructor's Notes (1 min)

Say

Briefly highlight these items (animation to come in individually on click)

- Bathrooms are located <location>
- Emergency exits are located <location>
- <Coordinator name> can be reached at <phone> and <email>
 - Tell learners the coordinator's contact can be found in the logistics email sent last week or they can ask you
 - Highlight they need to alert the coordinator if a personal emergency arises
- Refreshments will be served during our break (in the hallway)
- Please turn off your cell phones

Purpose

- Commitment to reconciliation
- What indigenous knowledge is
- Prepare you for this afternoon and tomorrow
- Enable your success in future conversations



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Instructor's Notes (2 min)

Say

Summarize the following points (animation to come in individually on click):

- The government of Canada has committed to reconciliation
- Part of reconciliation is indigenizing the curriculum
- This section of the training provides introduction or review of indigenous knowledge
- It's to prepare you for the rest of the training
- Will enable you to discuss the importance with other people if necessary (i.e., parents, students, etc.)

Objectives & Prerequisites

- Objective:
 - Explain the importance of indigenizing Ontario's high school biology curriculum
- Prerequisites:
 - Describe the scientific method
 - Keep an open mind when out of their comfort zone
 - Participate in a respectful conversation



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Instructor's Notes (1 min)

Say

Briefly review the objective and prerequisites (animation to come in individually on click)

Objective

Explain the importance of indigenizing Ontario's high school biology curriculum

Prerequisites (posted on registration page)

Learners should have already mastered how to:

- Describe the scientific method
- Keep an open mind when out of their comfort zone
- Participate in a respectful conversation

Ask

Ask learners if they have questions

Agenda

Introduction

Unit 1: Knowledge systems

Unit 2: Historical context

Break

Unit 3: Benefits to Canadian science

Unit 4: Benefits for all students

Conclusion and instructions

Lunch



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Instructor's Notes (1 min)

Say

Briefly review the agenda items

Private

*Times are for you only, don't share these with the learners

8:30 – 8:45 Sign-in and refreshments

8:45 – 9:00 Welcome and land acknowledgement

9:00 – 9:30 Introduction

9:30 – 10:00 Unit 1: Knowledge systems

10:00 – 10:30 Unit 2: Historical context

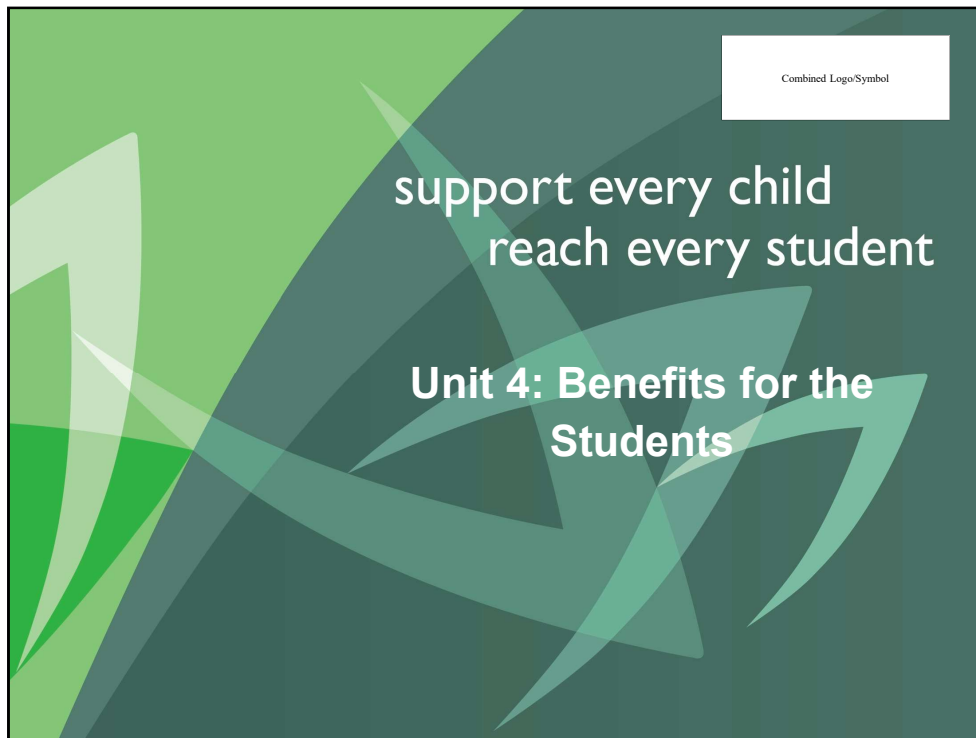
10:30 – 10:45 Break

10:45 – 11:15 Unit 3: Benefits to Canadian science

11:15 – 11:45 Unit 4: Benefits for the students

11:45 – 12:15 Conclusion and instructions

12:15 – 1:15 Lunch



Instructor's Notes (<1 min, 30-min unit)

Say

Indicate the new unit

Objective

Explain the benefit of indigenizing the curriculum

- Describe how it helps Indigenous students
- Describe how it helps non-Indigenous students



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Instructor's Notes (<1 min)

Say

Briefly state the objective

Explain the benefit of indigenizing the curriculum

Activity: Discovering the benefits for my students

1. Look through the handouts provided
2. Consider what benefits indigenizing the curriculum may have for your students
3. Use the supplies at the center of the tables to create a poster of the benefits for your students



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Instructor's Notes (15 min)

Say

Introduce activity or have them read the slide

Ask if they have any questions

State that you are free for any questions while they work

*Pass out the materials

- Benefits for students handouts
- Poster boards
- Container of assorted markets
- Scissors
- Glue

Look For

Circulate the room to ensure everyone is engaged in the activity

Check in with each table to make sure they are pulling benefits from the handouts

Connect with learners who had difficulties with previous units

Debrief: Discovering the benefits for my students

What were 1-2 benefits you identified?

Were there any surprises? Anything that stood out? Anything you are unsure about?



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Instructor's Notes (5 min)

Animation for each question block to come in individually on click

Ask

Have some learners share one or two benefits for their students

Look For

Indigenous students

- Less than half of on-reserve students graduate high school, and majority attend provincial schools
- 84-92% off-reserve have a high school diploma
- Indigenous students are overrepresented in apprenticeships or trade certificates and college diplomas
- Indigenous students are underrepresented in university degrees , only 13% hold a university degree
- Indigenous students are underrepresented in natural and biological sciences careers

- Indigenous students are underrepresented in high school science classes
- Indigenous students crave respect from teachers

Everyone

- Indigenous methods are holistic, incorporating student well being
- Indigenous methods are more experiential
- Indigenous methods connect students to the community and contemporary issues
 - Provides more hands-on, practical, real-world activities
 - Provides more up-to-date materials and resources
- Indigenous methods create greater connectedness to the environment
 - Promotes sustainability, a current issue
- Creates awareness and respect for indigenous knowledge, needed for future careers
- True reconciliation demands a change in education
- Indigenizing the curriculum helps remove colonial narratives that effect other students

Ask

Discuss if there were any surprises, things that stood out, or things they are still unsure about

Our definition of reconciliation

“... reconciliation is about establishing and maintaining a mutually respectful relationship between Aboriginal and non-Aboriginal peoples in this country. In order for that to happen, there has to be awareness of the past, acknowledgement of the harm that has been inflicted, atonement for the causes, and action to change behaviour.”



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Instructor's Notes (4 min)

Ask

What learners think reconciliation means

Reveal the definition of reconciliation (animation to come in on click)

Look For

- Creating mutually respectful relationships
- Awareness of the past
- Acknowledgement of the harm
- Atonement for the past
- Change in behaviour
- Change in policies and laws

Ask

What role do you think high school biology education can play in reconciliation?

Look For

- Acknowledge and become aware of the past
- Change in perception of what Indigenous Knowledge is
- Treat Indigenous Knowledge as valid in the same manner as scientific knowledge
- Make biology more inclusive for indigenous and non-indigenous students

Summary

Indigenizing the biology curriculum has many benefits:

- Increases indigenous graduation rates and university enrolment, especially in STEM
- Provides a respectful and holistic environment for all students to thrive
- Promotes more relevant, experiential, and community-based materials
- Creates awareness of contemporary issues and a stronger connection to the environment
- Removes colonial narratives that also effect non-indigenous students



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Instructor's Notes (5 min)

Say

Review key benefits for indigenous and non-indigenous students and ask if learners have questions (animation to come in individually on click)

Indigenous students

- Less than half of on-reserve students graduate high school, and majority attend provincial schools
- 84-92% off-reserve have a high school diploma
- Indigenous students are overrepresented in apprenticeships or trade certificates and college diplomas
- Indigenous students are underrepresented in university degrees , only 13% hold a university degree
- Indigenous students are underrepresented in natural and biological sciences careers
- Indigenous students are underrepresented in high school science classes
- Indigenous students crave respect from teachers

Everyone

- Indigenous methods are holistic, incorporating student well being
- Indigenous methods are more experiential
- Indigenous methods connect students to the community and contemporary issues
 - Provides more hands-on, practical, real-world activities
 - Provides more up-to-date materials and resources
- Indigenous methods create greater connectedness to the environment
 - Promotes sustainability, a current issue
- Creates awareness and respect for indigenous knowledge, needed for future careers
- True reconciliation demands a change in education
- Indigenizing the curriculum helps remove colonial narratives that effect other students

Ask

Have learners write their names on the posters and pile them so you can collect them

Say

Tell them they will be delivered to their schools

References

- Dion, S. D., Johnston, K., and Rice C. (2010). *Decolonizing out schools Aboriginal education in the Toronto District School Board*. Toronto. Retrieved from <https://www.tdsb.on.ca/Portals/0/Community/docs/Decolonizing%20Our%20Schools%203.pdf>
- Hatcher, A. (2012). Building cultural bridges with Aboriginal learners and their 'classmates' for transformative environmental education. *Journal of Environmental Studies and Science*, 2(4), 346-356. DOI 10.1007/s13412-012-0088-6
- Ministry of Indigenous Relations and Reconciliation. (2017). *In the spirit of reconciliation: Ministry of Indigenous Relations and Reconciliation's first 10 years* (ISBN978-1-4868-0874-8). Retrieved from https://files.ontario.ca/books/in_spirit_of_reconciliation_pdf_0.pdf
- Toulouse, P. (2016). What Matters in Indigenous education: Implementing a vision committed to holism, diversity and engagement. In *Measuring what matters, people for education*. Toronto: March, 2016. Retrieved from <https://peopleforeducation.ca/wp-content/uploads/2017/07/MWM-What-Matters-in-Indigenous-Education.pdf>
- Truth and Reconciliation Commission of Canada. (2015). *Honouring the truth, reconciling for the future: Summary of the final report of the Truth and Reconciliation Commission of Canada* (ISBN 978-0-660-02078-5). Montreal: McGill-Queen's University Press. Retrieved from http://www.trc.ca/assets/pdf/Honouring_the_Truth_Reconciling_for_the_Future_July_23_2015.pdf



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Instructor's notes (0 min)

*Skip over this slide

They will be emailed the presentation and additional resources will be provided through their portal




Instructor's Notes (<1 min, 30-min unit)

Say

Indicate there are some concluding activities
They will be given instructions for the afternoon

Course summary

- Unit 1: Knowledge systems
- Unit 2: Historical context
- Unit 3: Benefits to Canadian science
- Unit 4: Benefits for all students



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Instructor's notes (8 min)

Ask

Have a few learners share their take-a-ways from each unit

Fill in any gaps from lists below

Look For

Unit 1

Unit 2

Unit 3

Unit 4 - Indigenizing the biology curriculum has many benefits:

- Increases indigenous graduation rates and university enrolment, especially in STEM
- Provides a respectful and holistic environment for all students to thrive
- Promotes more relevant, experiential, and community-based materials
- Creates awareness of contemporary issues and a stronger connection to the environment
- Removes colonial narratives that also effect non-indigenous students

Additional resources



Instructor's notes (2 min)

Say

Tell learners that the materials from this session and additional resources will be available on their portal

Briefly review what will be there:

- All slides from the two days
- Journal articles uploaded as PDFs
- TED Talks and other videos
- Curriculum resources
- Local Indigenous community leaders and contact
- Further optional courses

Evaluation

1. You will be given 4 questions to answer and a survey
2. We will collect your assessment and survey after 20 minutes
3. You will receive feedback on the assessment within two weeks
4. We will use your feedback to organize additional support and resources for you



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Instructor's notes (20 min)

Say

Review the instructions on the slide or have learners read them

Answer any questions

Ask

Tell learners we value their feedback on the session

Ask them to complete the L1 evaluations when they are done the assessment

Next steps

- Lunch will now be served in the cafeteria
- At 1:15 pm, please make your way to the <gymnasium or auditorium> for our first guest speaker
 - <Information about the guest speaker>



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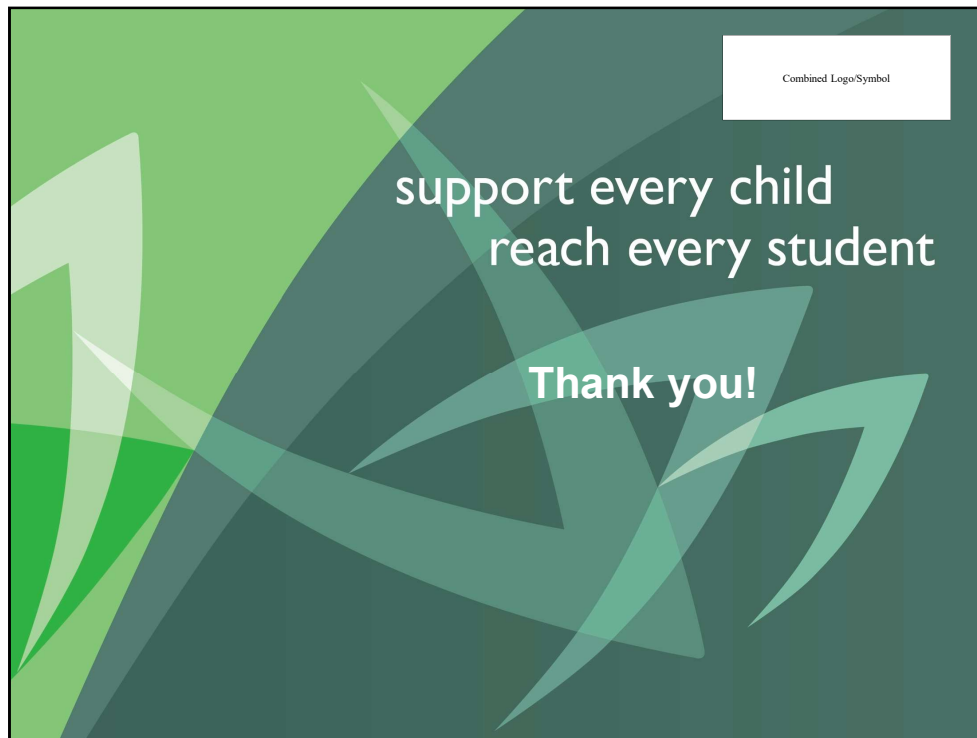
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Instructor's notes (5 min)

Say

Review locations for lunch and the following speaker

Answer any questions



Instructor's Notes (<1 min)

Say

Thank them for the session and ask them to head to the cafeteria for lunch

*After they leave, refer to the close out list

**Once the items are complete, please join us for lunch – will be served until 2:00 pm for staff