

ANTEC (Atlantic Native Teachers Education Conference)
Membertou First Nation; 14-16 May 2008



Panel Discussion: “Community as Educators”
Community includes the Natural World

Cheryl Bartlett, PhD

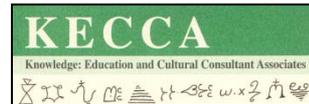
Canada Research Chair in Integrative Science
Professor of Biology
Sydney, Nova Scotia



in association with:

Murdena Marshall, MEd

Elder, Eskasoni Mi'kmaq First Nation
Associate Professor (retired)
of Mi'kmaq Studies, CBU

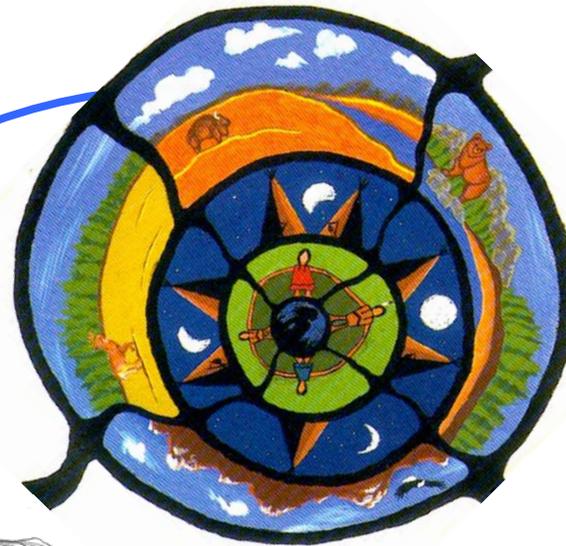
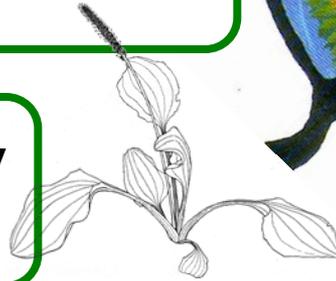


OUTLINE OF TALK

within Bigger Story



example story
(Murdena's)



Artist: Rod Restoule
from: Into the Daylight;
C. Morrisseau, 1998

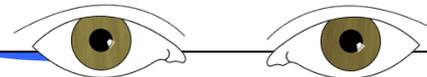
Conclusion

Introduction

natural world is community

Lifelong Learning Models
"community as educators"

Two-Eyed Seeing



Mi'kmaq College Institute
Mi'kmaq Espi Kina'matno'kuom

Integrative Science

CAPE BRETON
UNIVERSITY



Canada Research Chairs / Chaires de recherche du Canada

Canada



Social Sciences and Humanities Research Council of Canada

Conseil de recherches en sciences humaines du Canada



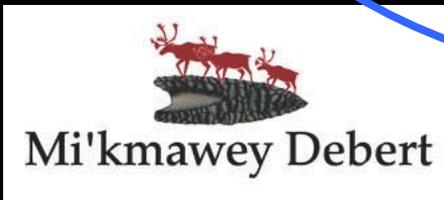
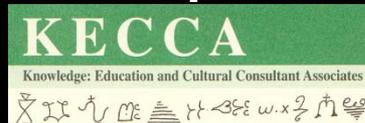
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Wela'ioq / Thank you



Mi'kmaq Elders



Eskasoni Detachment Royal Canadian Mounted Police / Gendarmerie royale du Canada

Integrative Science

SCIENCE

education, research, applications,
youth and community outreach

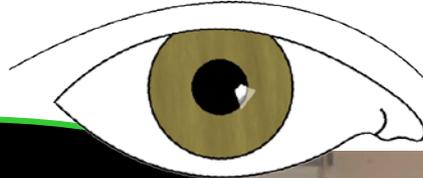
Indigenous

Western

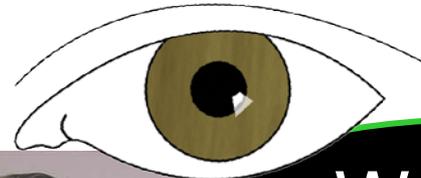
“bringing our knowledges together”

“Two-Eyed Seeing”

learning to see with the strengths of each & together



Indigenous

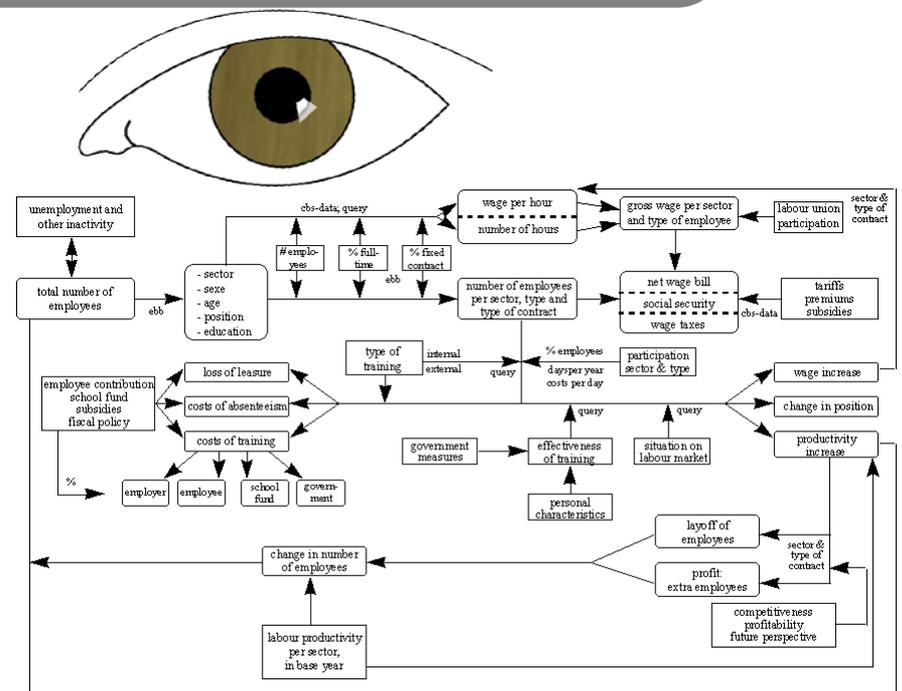
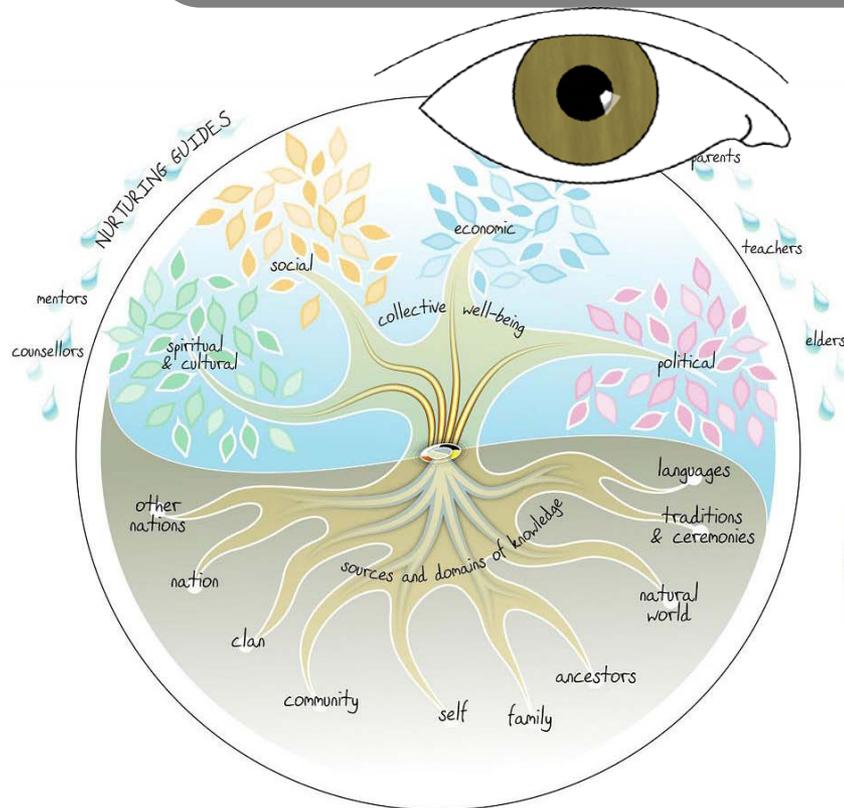


Western



Mr. Albert Marshall, Mi'kmaq Elder
Eskasoni First Nation

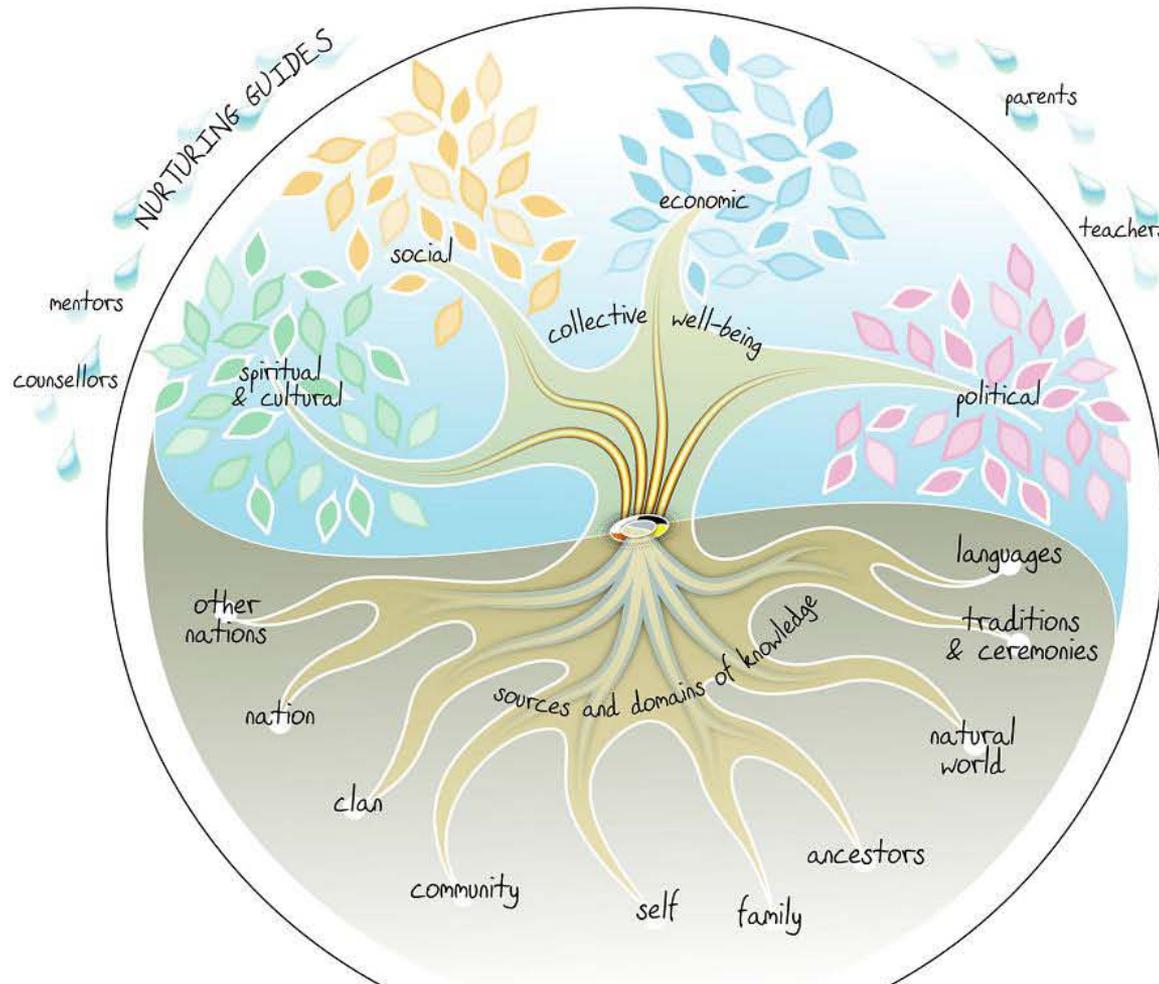
Lifelong Learning knowledge models



from: www.leads.ac.uk

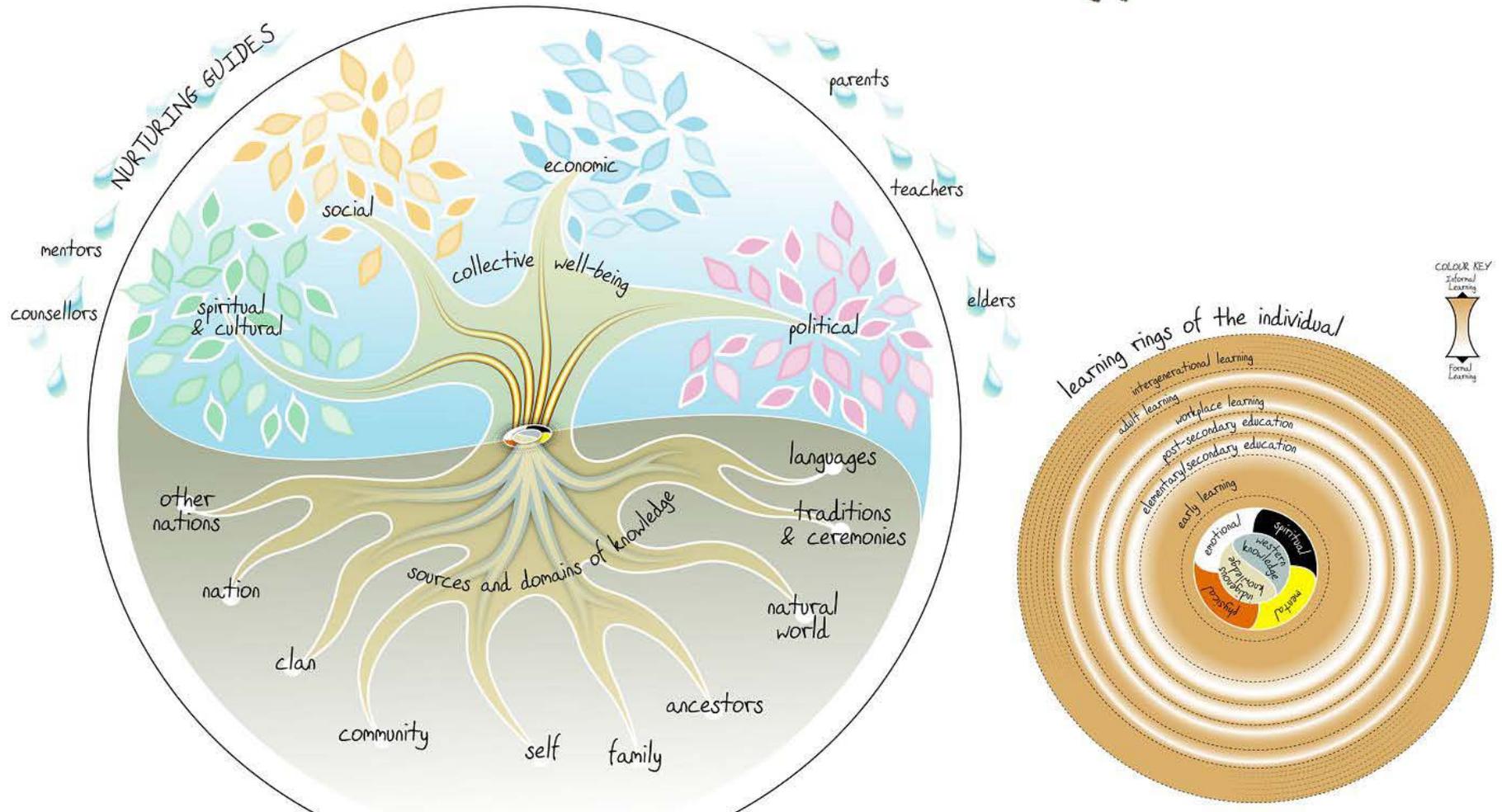
<http://www.ccl-cca.ca/CCL/Reports/RedefiningSuccessInAboriginalLearning/>

**“Community as Educators”
includes the Natural World**



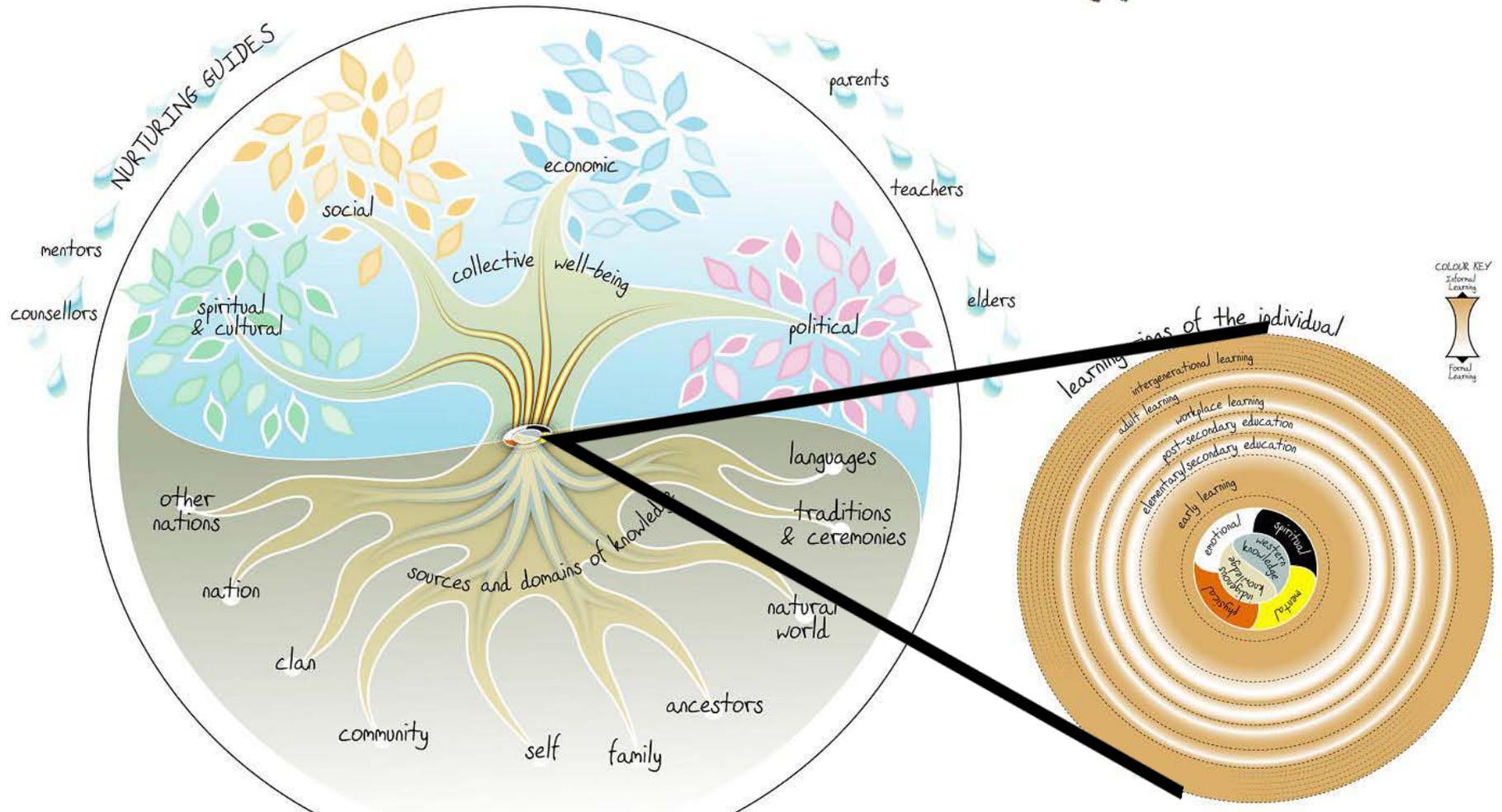
First Nations Holistic Lifelong Learning Model

from: Canadian Council on Learning: Aboriginal Learning Knowledge Centre



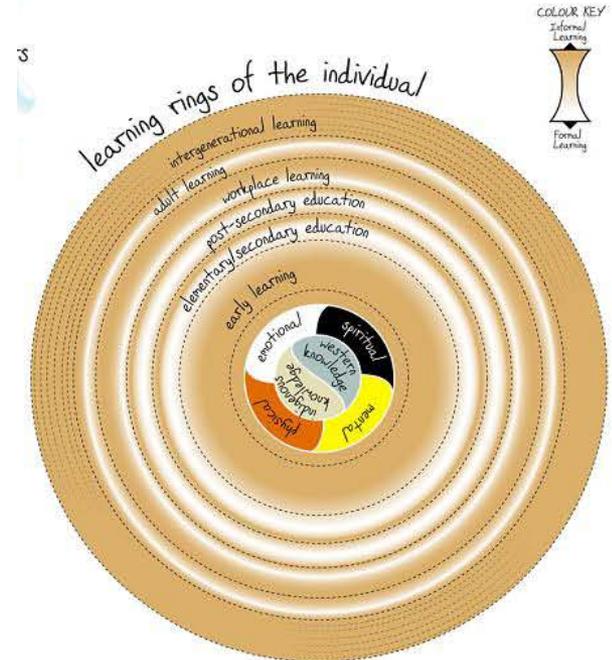
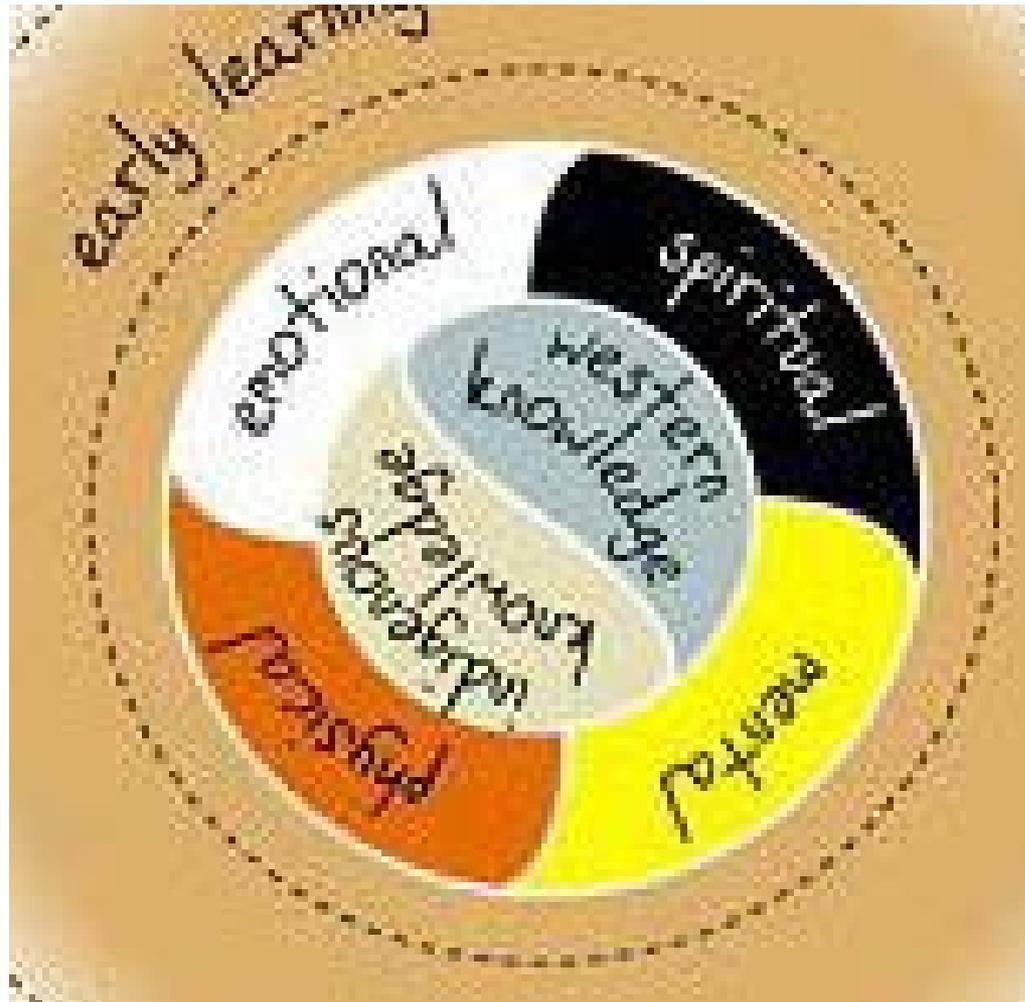
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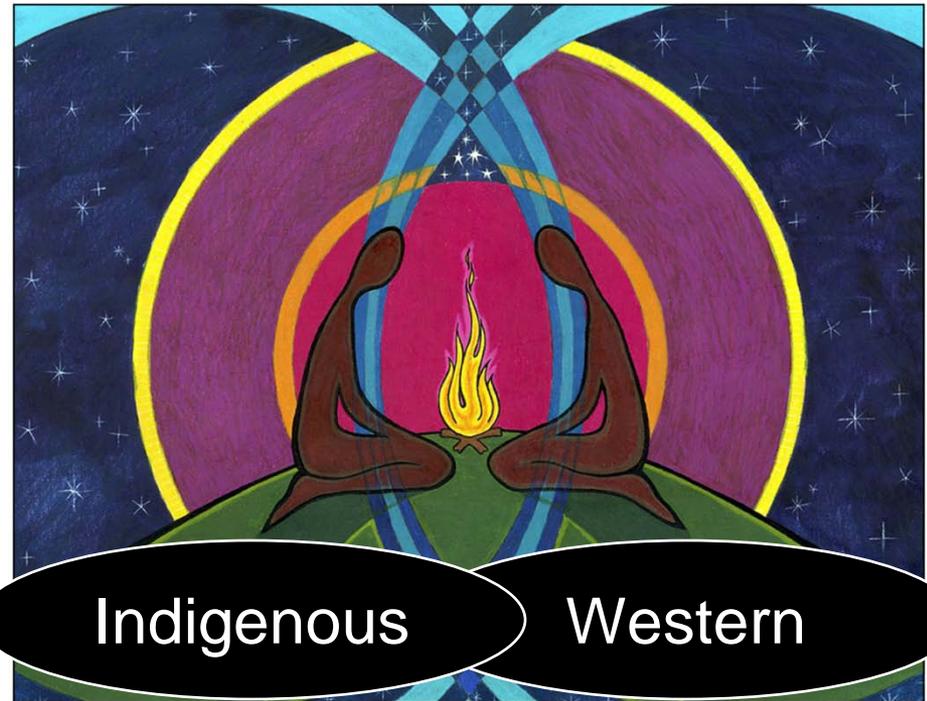
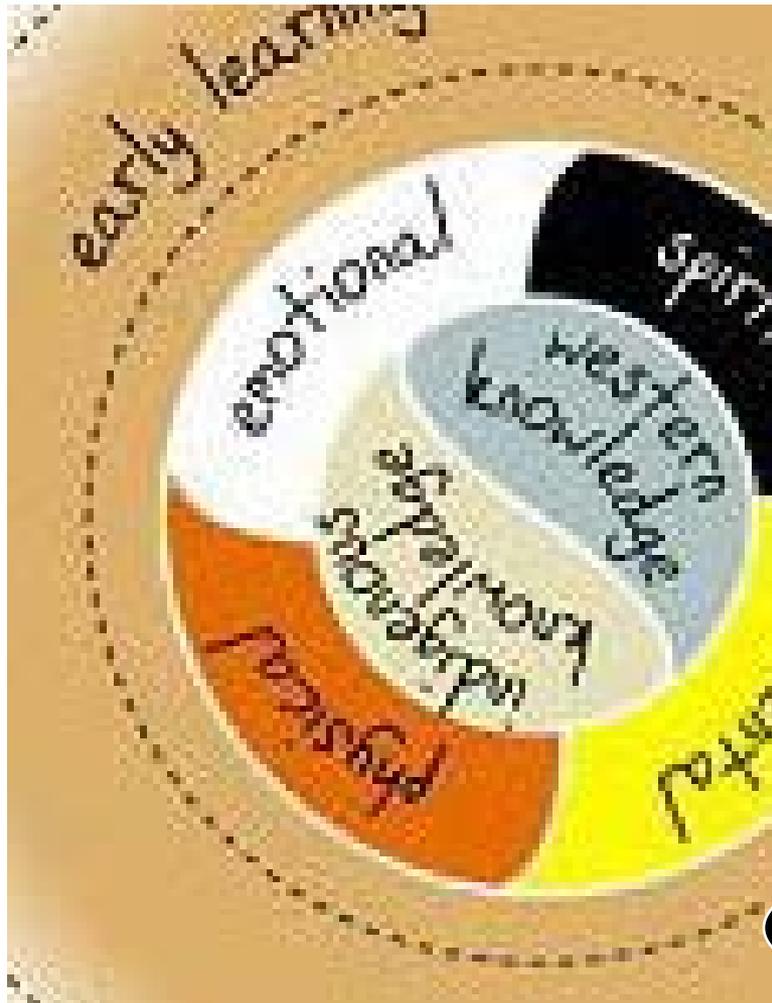
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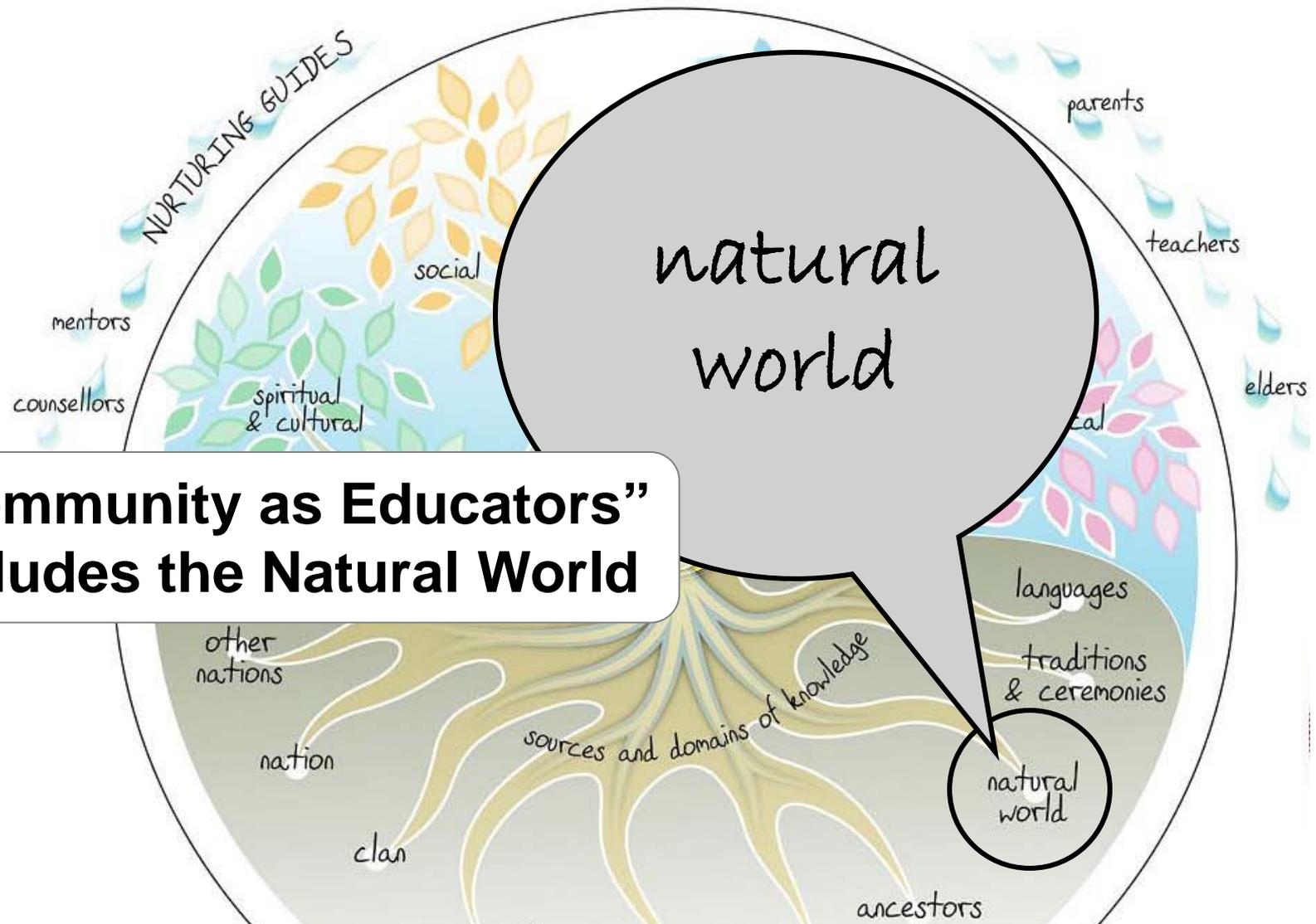
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Integrative Science



First Nations Holistic Lifelong Learning Model

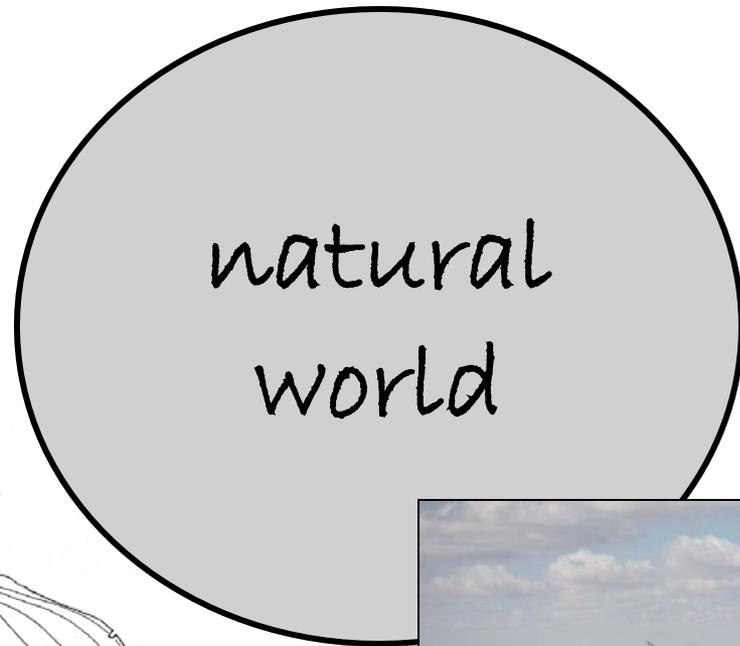
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**“Community as Educators”
includes the Natural World**

First Nations Holistic Lifelong Learning Model

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Circle Teaching: reality passes from generation to generation via storytelling and participation in ceremony



Elder Murdena Marshall, MEd
Mi'kmaq Elder & Spiritual Leader
Eskasoni First Nation



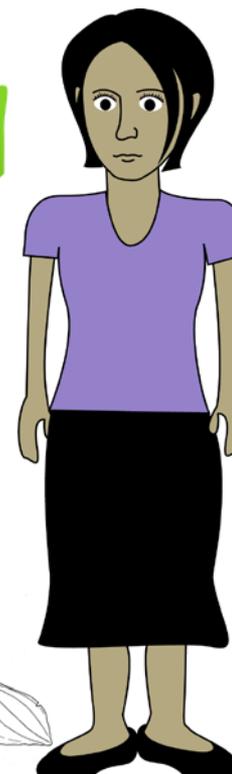
Murdena's Story

(with permission)

from: Marshall, M. 2008.
Traditional Health & Healing
and Women's Roles.
Workshop Module Materials.

Story 1: Every day a young Mi'kmaq girl watches one of the local boys who has a bike. He is the only kid with a bike in the community. Everyday as he flies past her house she runs alongside him asking for a ride. The response is always the same 'No!'. One day the boy leaves his bike outside a shop. She hesitates. She wonders. She gets on the bike and rides away as fast as she can. She has never been on a bike before and after only a few metres she falls off. Her hand is badly scraped up on the dirt road. She can't tell anyone she has hurt herself or they will learn of how she had taken the bike. Stolen the bike. Her injured hand is her punishment.





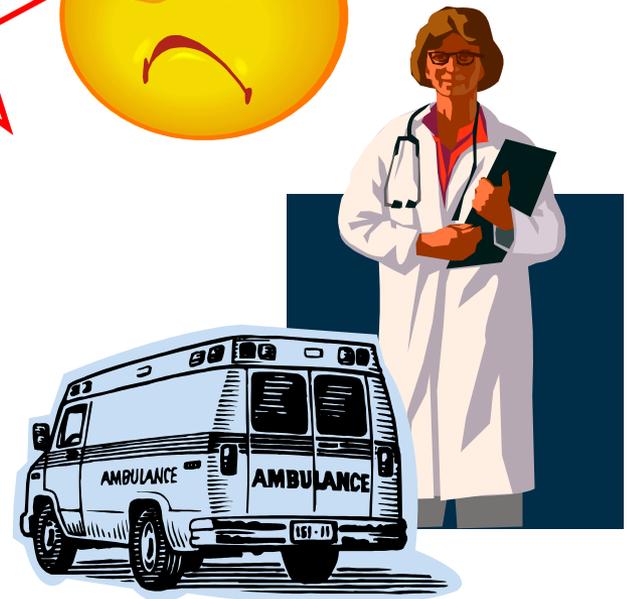
After a few days her hand has become infected. She can't use it. Her arm hurts. There is a sore lump under her armpit. Her pain is noticed by her aunt. She washes the wound in warm water. Then she wraps a plantain leaf around the infected hand. 'It will bring the infection out' she says.

The girl goes to bed, still sore. The next day she wakes and the lump under her arm is gone. The pain is gone. Her aunt soaks the hand again and again puts a plantain leaf on the injury.

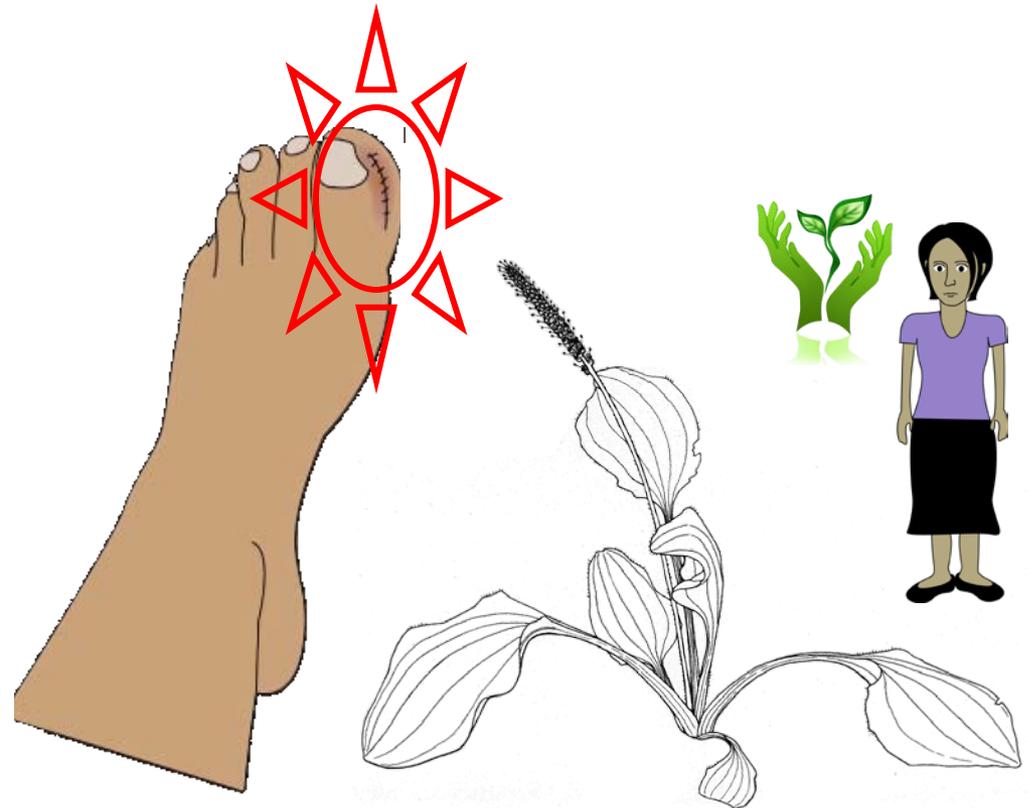
'One more time after this', she says. By the third time the Plantain Leaf is taken off her hand, the infection is completely healed, the girl is fully recovered.

many, many years pass ... memories fade ... and Murdena is now a Grandmother

Story 2: We jump ahead a few decades. The girl who loved bikes is a grandmother. She still can't ride a bike! Her 12 year old grandson comes in one day limping and in pain. He has just returned from the doctor. He shows her his big toe. An ingrown toenail has become infected. Badly infected. 'I've got to go to the hospital tomorrow', he tells his grandmother, 'they are going to cut the toe open and get all of the infection out. I'm scared.'



‘That is a big thing to do’ the grandmother agrees. She thinks back to the Medicine of the Plantain Leaf. ‘Let me do something’. She takes a walk and finds some Plantain.



When she gets back to her home she washes the foot and wraps the plantain leaf around the toe. That night, when the child is sleeping, she hears him cry out. He is restless. She goes to him and he tells her how his toe is hurting so bad, so bad. 'That is the Plantain Medicine pulling the infection out' she tells him. He settles and sleeps. In the morning the toe is looking much better and there is no pain. The Plantain Leaf is covered in pus. She cleans the area again and again puts a new plantain leaf on the infected area. 'One more time after this,' she says.

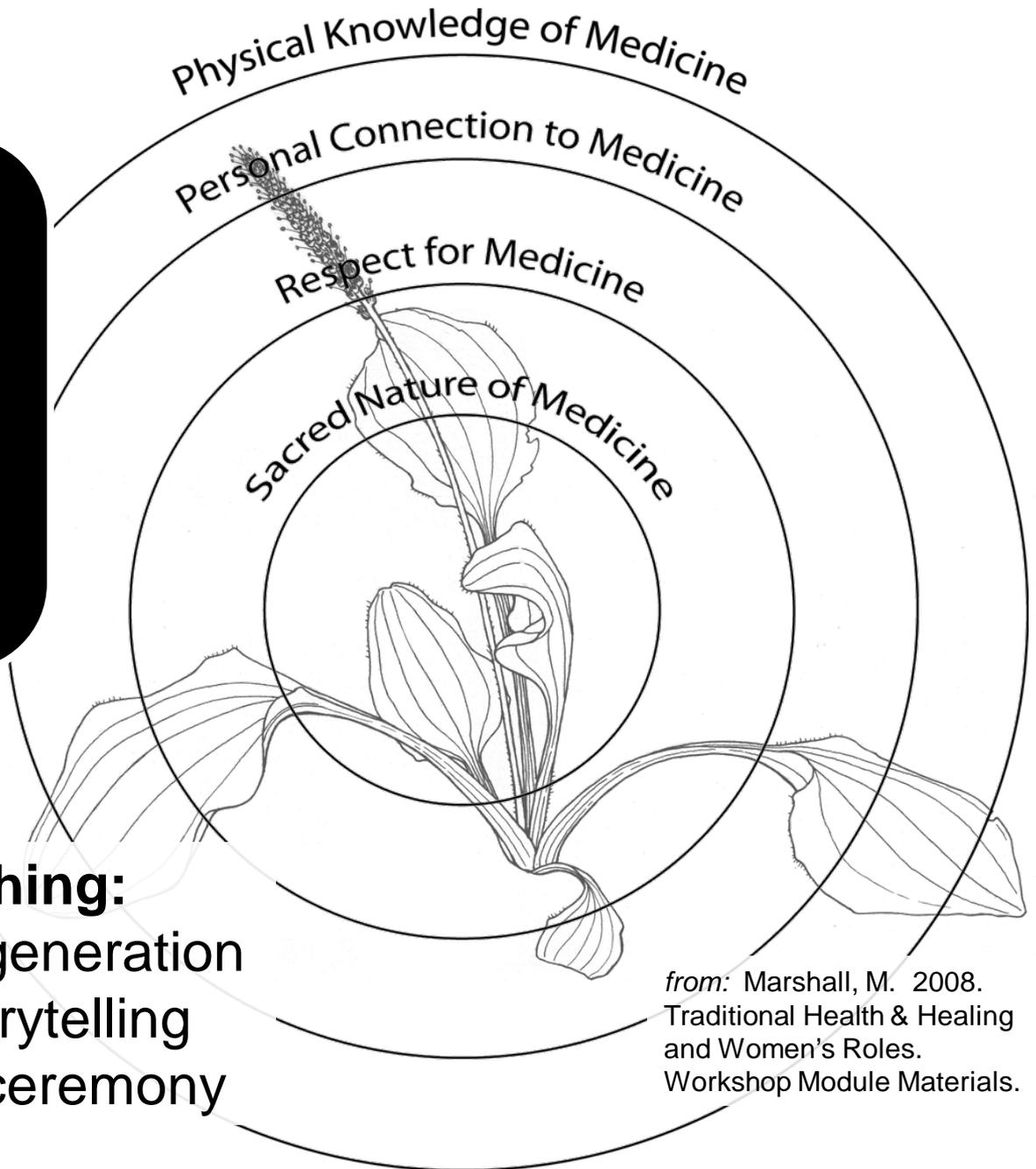
By the third time the Plantain Leaf is taken off the toe looks healthy and healing. There is no need for the boy to go to hospital. There is no need to have a doctor lance his toe.



- respect
- relationship
- reverence
- reciprocity
- ritual (ceremony)
- repetition
- responsibility

from: J. Archibald, 2001.
Can. J. Native Ed. 25(1):1-5

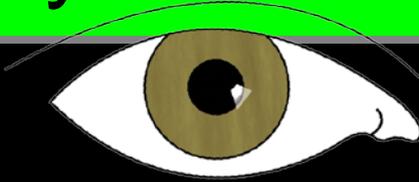
Sacred Circle Teaching:
reality passes from generation
to generation via storytelling
and participation in ceremony



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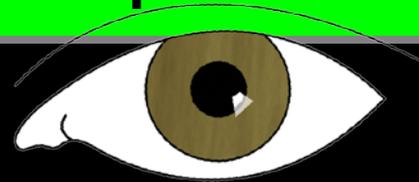
Two-Eyed Seeing

our key science concepts & actions



- respect
- relationship
- reverence
- reciprocity
- ritual (ceremony)
- repetition
- responsibility

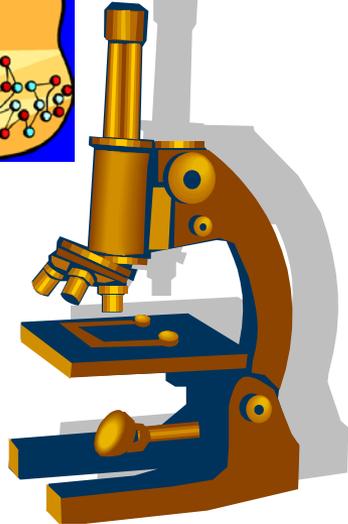
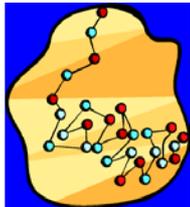
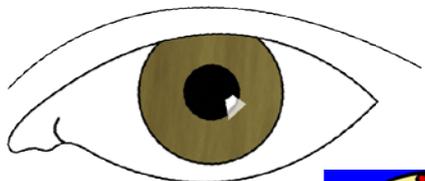
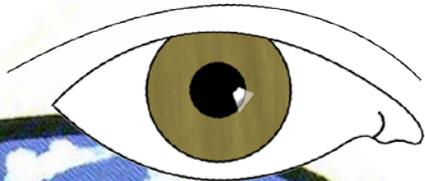
Indigenous



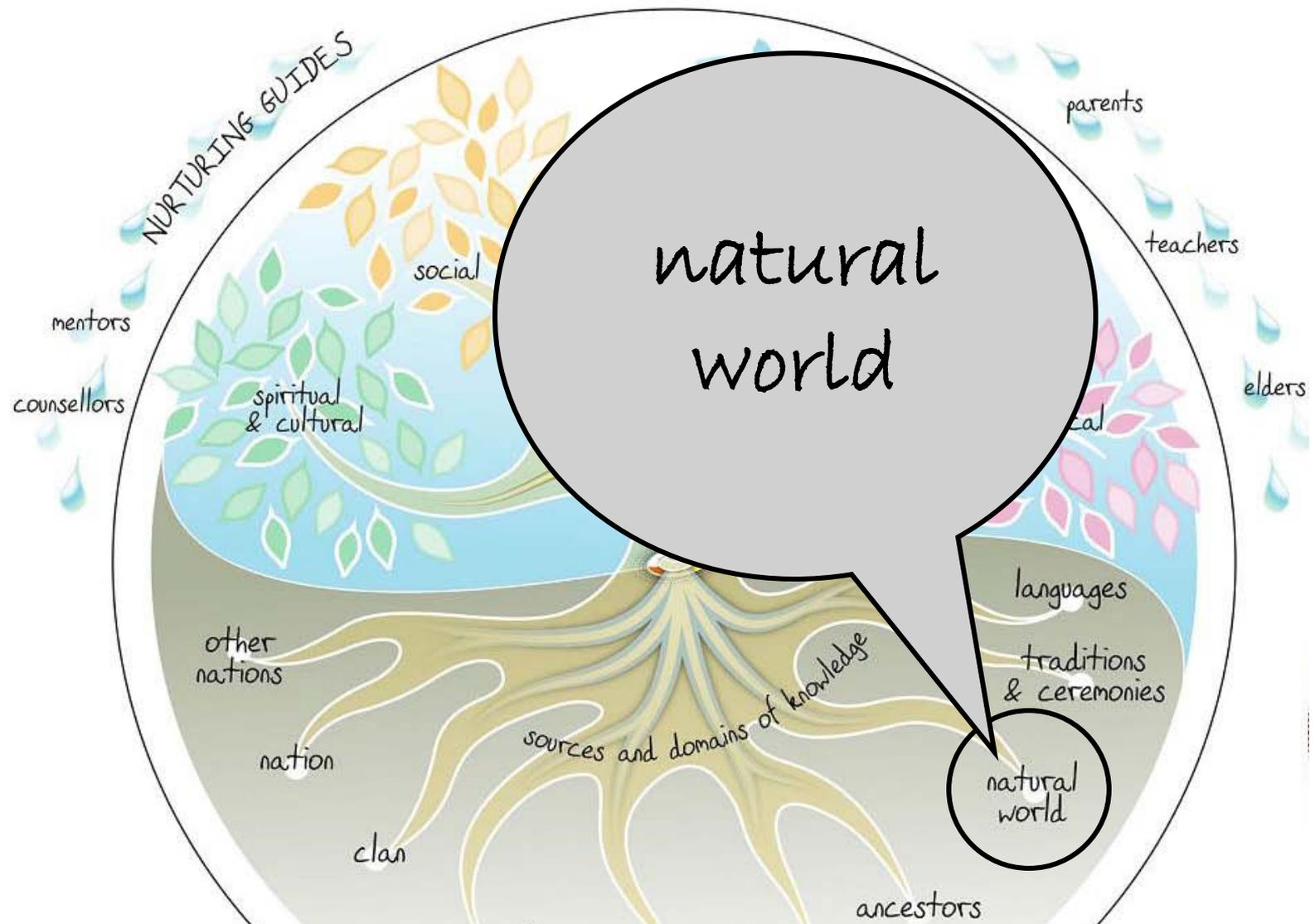
- hypothesis
(making & testing)
- data collection
- data analysis
- model & theory
construction

Western

HUMAN HEALTH



Artist: Rod Restoule
from: Into the Daylight;
C. Morriveau, 1998.



First Nations Holistic Lifelong Learning Model

from: Canadian Council on Learning: Aboriginal Learning Knowledge Centre

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Canada



Social Sciences and Humanities Research Council of Canada

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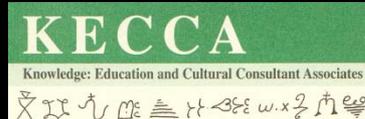
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Wela'ioq / Thank you



Mi'kmaq Elders



Eskasoni Detachment Royal Canadian Mounted Police / Gendarmerie royale du Canada