

LLRC FULL CIRCLE 2020

Denegódhé asíe ghanjł'eth ha beghonít'a

mamāhtawimihtānihk ki-toskayāmināwahk

Empowering Our Youth



Gloria Greyeyes

I have been working with Muskeg Lake Cree Nation since I received my social work degree from First Nations University of Canada in 2015. Most of my work was coordinating Land Based Learning for Kihiw Waciston School and the two neighbouring town schools.

This year I am working with the Prairie Spirit School Division as the Land Based Learning Consultant working with these same three schools creating and coordinating Land Based Learning, through this program I have been working with Spec.ed program in Muskeg Lake.

Land as Textbook: Learning for Students with Special Gifts

This presentation takes an Indigenous perspective of land based learning for students who have special gifts, not special needs. The Western view of children with special needs are seen as a deficit, disorder, or disability. In the Indigenous worldview, children who were special were seen as holding special gifts and powers which were given from the Creator. The children with special gifts will be reintroduced back to the ancestral lands, nature's classroom, where they can learn Indigenous ways of knowing and the land's connection with the Cree culture and language. When teaching children with special gifts, we begin from Elders' stories and experiences. Then take the children onto the land and discover the stories through experiential learning and spiritual connection. The teachings through an Indigenous lens needs to happen first, so that children with special gifts may understand through their entire being while learning curricular outcomes. I come to offer my learnings from Elders, the land, and how that may be tied to a cross curricular approach and Personal Program Plans (PPPs). I want to show the process of how that framework for learning is developed and planned. Students will learn the outcomes for literacy, technological literacy, math, science, social studies, and the arts while experiencing their own language and culture through land based learning and Elders' teachings.

Land, Language, Relationships and Culture