



THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Education

Master of Educational Technology Program



Inclusive Makerspace Provocations

See, Think, Wonder- Connecting to the Land

Indigenous Ways of Learning, Knowing, and Doing

Overview of the challenge

Learners will investigate their relationship with materials in their environment and artifacts traditional to Canadian Indigenous lands for the purpose of acknowledgement and appreciation.

Materials and Resources Required

Materials may include any or all of the following (if you are using this provocation to get your learners to think critically and creatively about storytelling, you might want to include visuals of each of these materials).

- Visual associated with this provocation
- Any material from the environment
- Artifacts traditional to Indigenous People of Canada or your geographic location (educational museums often have artifacts which can be loaned to schools, institutions, or organizations for the purpose of this provocation)

Inclusive Maker Provocation Instructions

Examine the materials that you see in this picture (educators/leaders, you may choose to replicate these materials in person or choose some of your own specific, applicable, and important to your location). As you examine these artifacts and engage with this visual, take note of what you see and observe, what you think and what connections you can make to these objects, and what you wonder about these objects/what questions do you have as you experience these materials and artifacts.



Critical Questions for Consideration

1. What is your relationship with these materials?
2. What stories do you have?
3. How do these materials inspire you?

Background/ Additional Information

First Nations Story of Turtle Island can be shared with learners. You can also investigate the UN's Sustainability Goals and identify the symbolism behind these artifacts and objects to global sustainable development.



Inclusivity Focus

You will want all objects to be available to diverse learners be it digitally and tangibly. You might have audio links available through digital forms to describe the artifacts and provide the learner with more detail. You will want to ensure that the objects are experienced from a place of cultural sensitivity, appropriateness, and relevancy. If materials are removed from the environment, you will want to acknowledge the land from which they are removed and discuss the importance of environmental sustainability. You might consider inviting learners to bring in artifacts that are important to

themselves, their culture, and their environment. You will want to ensure that all learners are represented and all voices are included.

No Tech, Low Tech, High Tech Options

Objects and artefacts can be viewed digitally and in-person. As part of the provocation, learners can go and collect materials and objects from their local environment. You might consider having learners create a digital documentation of the process of collection and their acknowledgement of the land from which they are collecting the objects. This digital documentation can be shared with others. Learners can respond to the prompting ideas in the instructions section and the questions from the critical questions via paper and pencil or by means of a digital tool such as Google jam board, Padlet, or Poppet.

Extension

Extensions can include having learners research their local environment and dig deeper into the symbolic representation of the artifacts featured in the visual for this provocation. They can investigate the importance of these artifacts to Indigenous peoples and their ways of learning, knowing, and doing. Learners can prepare a presentation, podcast, or infographic to display their learning. All work with this provocation should take into consideration the need for cultural sensitivity, cultural appropriateness, and cultural relevance. Inviting an Indigenous community member to speak with learners about the artifacts featured in this provocation and share stories about each of the artifact and their relevance would be a great way to dive deeper into this provocation. Additionally, investigating real issues in Indigenous communities such as environmental racism, woman and girls disappearances, etc. can extend this provocation even further. This provocation can be paired with a few of the Inclusive Makerspace Challenges and lesson plans/unit plans featured on this website.