



### FIRST PEOPLE'S PRINCIPLES OF LEARNING:

1. Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
2. Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, reciprocal relationships, and a sense of place)
3. Learning involves recognizing the consequences of one's actions.
4. Learning involves generational roles and responsibilities.
5. Learning recognizes the role of indigenous knowledge.
6. Learning is embedded in memory, history, and story.
7. Learning involves patience and time.
8. Learning requires exploration of one's identity.
9. Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

### WAYS IN WHICH SLC: 'STUDENT LEADERSHIP FOR CHANGE' INCORPORATES FIRST PEOPLE'S PRINCIPLES OF LEARNING:

1. *Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.*

SLC identifies key issues that are harmful to the *well-being of people, the community, the land, and future generations* throughout the 5 Modules on **Health, Conscious Consumption, Conservation, Connection and Justice**. The learning process of the SLC student Action Packs helps students understand the global sustainability issues and how they are **connected** to local systems and individual habits. Most importantly, SLC guides the learner to consider how they can make **other choices** to support the *well-being of the self, the family, the community, and the land*. The **Connection** module provides experiential opportunities to connect with **spirit in nature** and to consider the **bigger spiritual context of life**.

2. *Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, reciprocal relationships, and a sense of place)*

SLC materials take a **holistic** approach, encompassing the many ways our entire lifestyle can be complicit in creating the wasteful overconsumption of natural resources and destruction of ecosystems with non-biodegradable plastics, disposables, and toxic chemicals. Critical thinking questions in every SLC student Action Pack encourage students to be **reflexive**, to examine their own values, feelings, and reasons for acting, and how these influence what they do or think in a situation. Every Action Pack includes an **experiential** activity where the student examines the systems and popular behaviours in their community (connecting to their local **place**) and/or interviews a family or community member to hear their perspective on the issue. **Relational** and critical thinking questions lead the student to consider all the stakeholders (**reciprocal**



**relationships) connected** to and impacted by any given issue, including indigenous communities.

3. *Learning involves recognizing the consequences of one's actions.*

**Recognizing the consequences of one's actions** is, of course, the core premise and purpose of the SLC learning materials. SLC goes further to empower changing one's actions and every action pack includes a full spectrum of change actions which progress from simple individual choices, to those engaging peers and family, to those influencing systemic change within the school or community and to those advocating for political and large scale changes in public policy and practice.

4. *Learning involves generational roles and responsibilities.*

Many of the actions outlined in the SLC Action surveys encourage students to engage with their parents, grandparents and elders. In the **Family Roots** Action Pack students interview their elders to find out more about their ancestral cultural values. Interestingly, in these times it is often the youth who are speaking out and calling for **generational roles and responsibilities** of our political and business leaders. Their future is in serious jeopardy.

5. *Learning recognizes the role of indigenous knowledge*

SLC includes an 'Indigenous wisdom quote' in every Lesson Plan and Action Pack, to highlight the striking wisdom that indigenous worldviews embrace. This has always been an important part of SLC, and when the materials were first developed 8 years ago over 40 quotes were compiled for BTCEA by Aline LaFlamme, Metis elder. For example, in the GMO Action Pack the Indigenous quote is: "The industrial world people are smart, very smart and they know many things, but much of what they know is false. We prefer the wisdom that comes from knowing nature, for it is always true." ~ Ishi, last Yahi elder; and in Conscious Consumption: "Anyone who is attached to the things of this world is one who lives in ignorance and is being consumed by the snakes of his own passions." ~ Black Elk Lakota Elder.

6. *Learning is embedded in memory, history, and story.*

The Connection module is devoted to learning from the **stories of others**, and from the land. And in every Action Pack there are recommended Actions that encourage students to talk with their parents, grandparents and community elders about values that preceded the wasteful consumption of today's society. Further, the students learn to reflect upon their experience and to share their **personal stories of change** in a presentation to their classmates.

7. *Learning involves patience and time.*

SLC outlines a learning process that includes reading about global issues and researching habits in their own lives, homes, communities, and schools; dialogue with peers and family; reflecting upon what they have learned and sharing it with others. This process takes patience and time...



which may be seen as a detriment by some educators. But SLC is devoted to creating ‘intrinsic motivation’ for long-term change, not just ‘extrinsic motivation’ with directives for short-term change.

*8. Learning requires exploration of one’s identity.*

The SLC program is designed to help students explore their own identity and to question unhealthy social norms. Every SLC module/unit begins with a Lesson Plan called ‘Living My Values’ where students are given an opportunity to consider what their priority values are and then to reflect upon how they are living and acting upon those values in their day to day life.

*9. Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.*

BTCEA is sensitive to this learning principle and conscientious to always ask permission before sharing Indigenous knowledge.