

TETÁCES Project learning approach

At the heart of the TETÁCES Climate Action Project is the braiding of WSÁNEĆ Traditional Knowledge with current climate science to promote a more holistic approach to climate action. The overall approach to develop the curriculums for the three courses borrows heavily from *Knowing Home: Braiding Indigenous Science with Western Science, Books 1 and 2*; Edited by Gloria Snively and Wanosts'a7 Lorna Williams.

We have attempted to incorporate the Six Principles of Indigenous Science Education detailed in *Book 1*, Chapter 3 – “Coming to Know: A Framework for Indigenous Science Education” by Wanosts'a7 Lorna Williams and Gloria Snively. We have also relied on the insights in *Book 2*, Chapter 9 — “Learning from the Homeland: An Emerging Process for Indigenous Education” by WSÁNEĆ School Board and Tye Swallow.

The TETÁCES project working group ([add link to working group page](#)) that developed the curriculum frameworks and guided the development of the project included representation from WSÁNEĆ Elders, leaders and knowledge keepers along with three Gulf Island Trustees, community leaders, academic colleagues and community activists. The three course frameworks were reviewed in a 2-day curriculum symposium in October 2019 and the feedback from the symposium helped shape the three final course curriculums that were delivered in February and March 2020.

The following illustrate some of the ways we have incorporated the Six Principles of Indigenous science education into the content of our three courses.

Place Based Knowledge: This project has focused on three place-based learning opportunities: course #1 Indigenous Perspectives focused on the Bedwell Harbour basin and its rich eco-cultural values; course #2 Youth Leadership focused more broadly on the four outer Gulf Islands; and course #3 Climate Change in the Salish Sea archipelago widened the lens to the broader Salish Sea and the San Juan and Gulf Islands. SENĆOTEN place names in *Saltwater People* provide meaning in relation to the land. The courses were delivered at Poets Cove Resort adjacent to WSÁNEĆ reserve land and on the site of QENEN, IW, an ancient WSÁNEĆ village.

Multiple Perspectives: Each course had multiple presenters to provide a mosaic of perspectives ranging from WSÁNEĆ creation stories, and Elder led ceremonial activities and cultural lessons to current issues and views on decolonization and climate change challenges from subject experts. The Kairos blanket exercise provided an experiential engagement with the impacts of colonization. Dialogue between course participants and Elders played an important part in connecting with Indigenous perspectives.

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A Living Conscious Universe: a recognition that Nature has a voice and humans are not above other life forms. Elder stories animated this recognition. Time spent on the land reinforced this concept.

Focus on Balance and Harmony: WŚÁNEĆ natural law requires taking only what you need to maintain the balance in Nature. Taking more than you need disrupts the harmony as illustrated by the ŁÁU, WELNEW flood story. Removing invasive daphne on reserve land was a hands on activity to restore the natural balance and heal the land while healing ourselves. Balancing time to receive knowledge with time for reflection and creative expression was important for achieving harmony in the learning process.

Cycles and Circles: Time is perceived as cyclical rather than linear and is connected with the life cycle of plants, animals and natural processes. Elder presentations on the WŚÁNEĆ 13 Moon Calendar were a key component in the curriculum. Elders provided insights on how climate change has impacted the cycles and altered long standing natural relationships.

Interactive and Reciprocal Relationships: The TETÁCES creation story embodies the reciprocal stewardship relationship with the Gulf Islands, the WŚÁNEĆ "Relatives of the Deep." Humans live in harmony with the land nurturing and protecting the land as the land in turn protects them.

There was an emphasis in all three courses on participatory and experiential learning including presentation of the Kairos blanket exercise to engage the history of colonization and participation in a wide range of activities outside the classroom including visits to sites with special significance for WŚÁNEĆ history and hands on removal of invasive daphne from reserve land at QENEN, IW.