

Student Teaching Modules: Indigenous Peoples, Education, Family Separation, COVID

1. Why is teaching through stories beneficial or effective? How can it be incorporated into classrooms, and how can teachers invite students to feel-think about listening, reading, and writing in relationship to subjugated histories, stories, and worldviews?
2. What are the roles for students in decolonizing education? What responsibilities and/or opportunities do students have in transforming classroom settings, questioning or challenging the status quo, and having agency in their own education?
3. How can decolonizing our classrooms open integral space for oral traditions, art, writings, and rhetorical strategies that address issues of oppression, subjugation, genocide, colonialism, slavery, patriarchy, and sovereignty as integral parts of our classrooms?
4. What is the significance of kinship? How are indigenous conceptions of kinship similar to, or different from, other forms of kinship across non-indigenous communities? How does the lack of recognition of indigenous kinship—as well as social and political systems that directly curtail these relationships—harm structures of kinship?
5. How has family detention and forced separations affected indigenous communities over time? What are the immediate effects of these policies, and what are the long-term consequences of these policies? How do these policies and experiences compare to contemporary policies and experiences for immigrants in the borderland/border regions?
6. How has COVID-19 affected Indigenous Peoples? In what ways has indigenous experiences of the pandemic been different from non-indigenous experiences of the pandemic?
7. What specific obstacles have Indigenous Peoples faced in protecting their communities in the face of the pandemic?
8. Based upon the teaching module and other resources (like <https://indiancountrytoday.com/news>), how have First Nations overcome many of these obstacles?