

Thank you for being here.

It is with gratitude and humility that we acknowledge that we are learning, speaking, and gathering on the ancestral homelands of the Mohican people, who are the indigenous peoples of this land. Despite tremendous hardship in being forced from here, today their community resides in Wisconsin and is known as the Stockbridge-Munsee Community. We pay honor to their ancestors by continuously aiming to better understand and integrate their history into school curricula. We show respect to their descendants by engaging with their living culture, which has endured the repercussions of the westward diaspora. We acknowledge that the place names of our rivers, towns, roads, and landmarks have significant meaning to the Stockbridge Munsee Community and we strive to know, understand, and respect their origin. We understand that our privilege has allowed us to live and learn here as a result of broken promises, unfair negotiations, and racist mindsets and we address the need for awareness, visibility, and advocacy. As we make progress regarding restorative justice practices in education, we commit to building connections, understandings, and partnerships to provide a more inclusive and equitable space for all.



Berkshire County-Wide Hexagon Project

Info session • Aug 30, 2022

TE REO WERO

Parakitihi tō koutou reo Māori!

Check this board each week to learn our weekly Te Reo Wero. Our goal is to normalise these te reo words/phrases/sentences and use them everyday at home and school!

Tēnā koe

Hello (to one person)

Tēnā kōrua

Hello (to two people)

Tēnā koutou

Hello (to three or more)



1.1b Tēnā tātou katoa. Hello everyone.

WAIAKO.COM

Tēnā tātou katoa

Hello everyone

Nau mai, haere mai

Welcome, welcome



1.1b Tēnā tātou katoa. Hello everyone.

WAIAKO.COM

Practise your te reo
at the bus stop

Where is the bus?

Kei whea te pa

There is no bus.

Kāore he pahi.

Brief background:

- NZ inspiration
- Curriculum gaps
- Research
- Connections

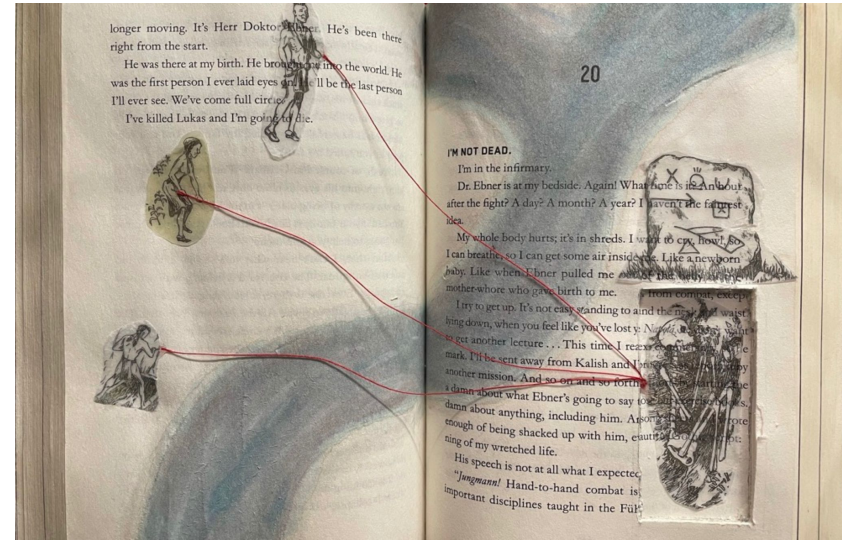


Agency

-Partnerships

-Programs

-Projects





payback

d a few days later, it was my time to put Tad
Just getting dressed in shorts is a chore for
he eventually came out onto the floor. I
ouple of kids noticed that he was prepared,
ange, because there was definitely some
ng as he wheeled his way across the gym.
we went into the workout room, he asked
what's the plan, Jeff? Do I just jump on the
I and start running? Or are we doing calis-
first? I do a mean jumping jack, except
part where your feet are supposed to leave
r. OK, it's more like I'm miming along to
A.,' but still. . . ."
ped him. "Listen, the important thing is that
t you off slowly, with low-impact activities.
is to build your aerobic capacity, while
ing the major muscles in your legs, without
; too much stress on your joints before they
dle it. Oh, and we have to work on your

flexibility. You've probably lost some ran-
motion."



Hexagon Project

Indigenous Peoples' Day

Berkshire County, 2022

Spread the meaning of interdependence through school- and community-created hexagons. Themes of social justice, identity, peace and the environment are expressed, through the power of the arts, in an increasingly interconnected world.

Hexagon Project

Interdependence means transforming our energies toward coexistence through collaboration, cooperation and coming together to solve local, regional and global challenges



Guiding Questions:

How can finding our indigenous mindsets foster empathy and instill stewardship of the land?

How can we use place-based knowledge to engage students in learning?

Project Goals:

To educate students about traditional practices of Indigenous Peoples' ancestral past;

To understand how intertribal relationships developed over thousands of years, including after colonization;

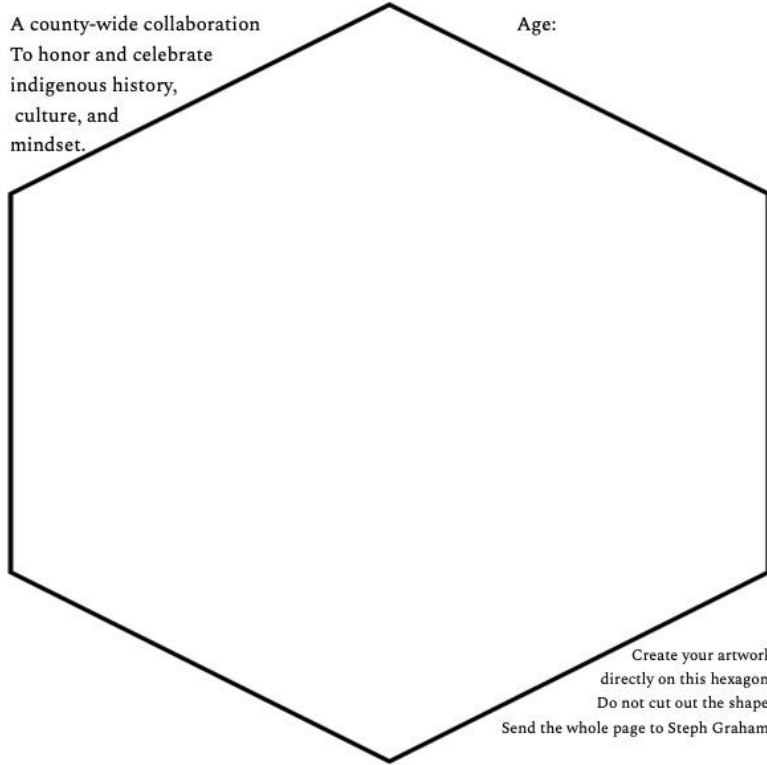
To develop a relationship among communities in the Berkshires in shared knowledge and collaborative projects.

Student name:

School:

Age:

A county-wide collaboration
To honor and celebrate
indigenous history,
culture, and
mindset.

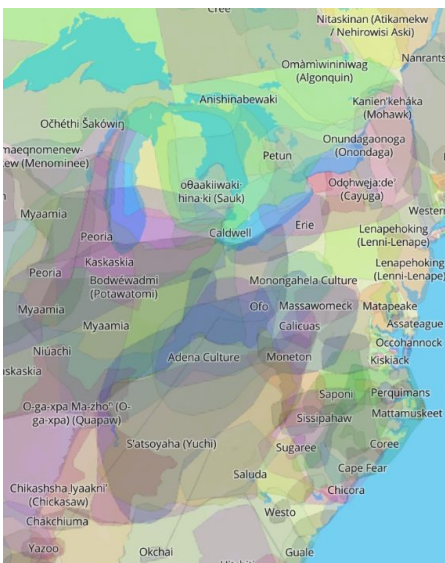


Create your artwork
directly on this hexagon.
Do not cut out the shape.
Send the whole page to Steph Graham.

Use your indigenous mindset to illustrate the idea of CONNECTION. You may use text, collage, and 2-d drawing materials. Draw your ideas from lessons learned through Place, Storytelling, Intergenerational Interaction, Experience, and Interconnectedness. Sign your work!

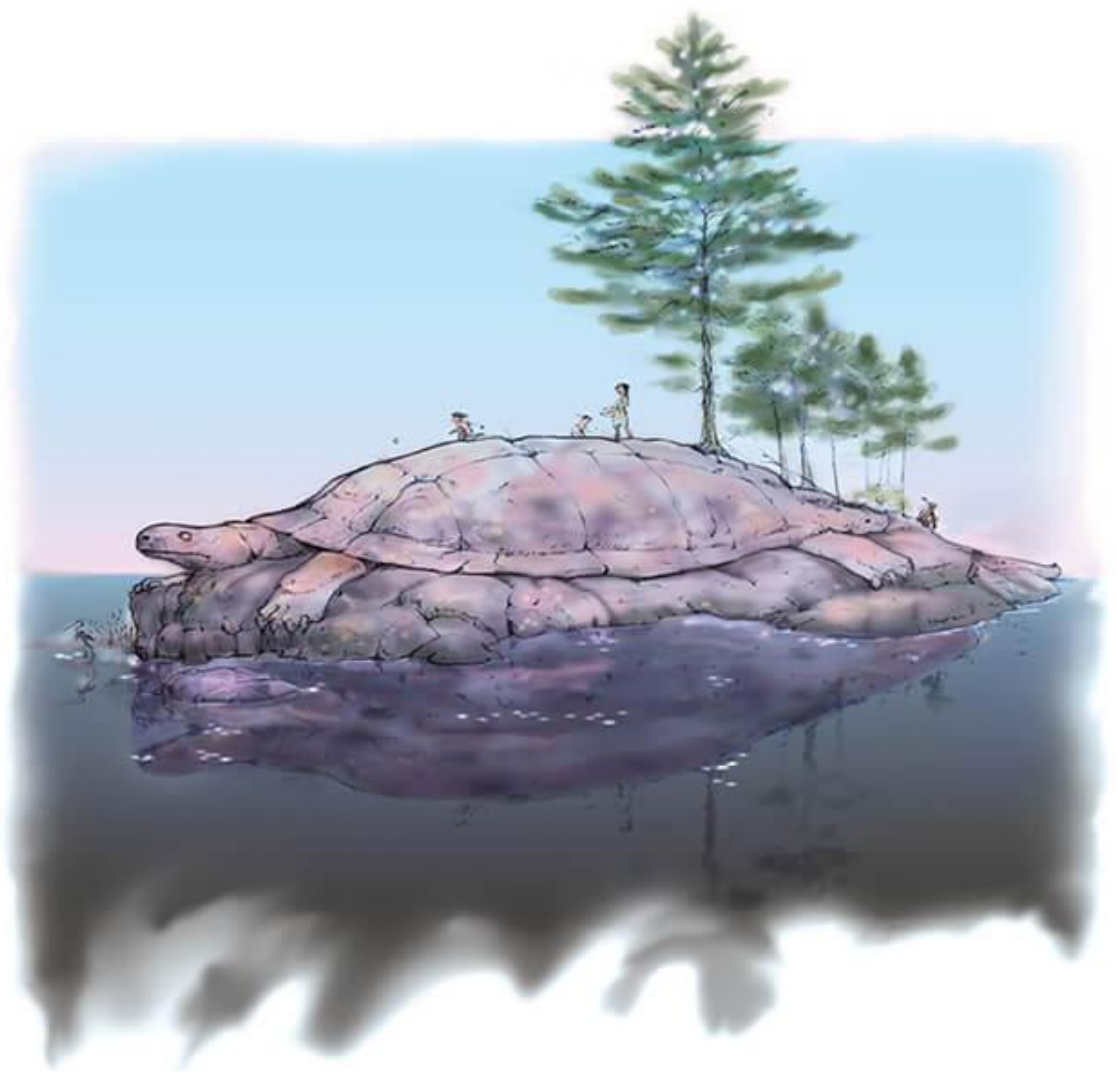
Approach

–Explore culture and history through the five threads of the Standard Model of Indigenous Learning: Place, Storytelling, Intergenerational Interaction, Experience, Interconnectedness.



Place

Storytelling





Intergenerational Interaction



Edward Moran, Henrik Hudson
Entering NY Harbor,
September 11, 1609; 1892

Experience



Saturday *August* 30. 1735.

The Conference Continued.

P R E S E N T

His Excellency *Jonathan Belcher*, Esq;

Captain General and Governour in Chief, &c.

Cuncaupot Captain, and others of the *Houffatonnoc* Tribe.

Governour.

I Am glad to see you this Morning : I hope you are all in good Health. I shall now make you a particular Answer to what you said to me yesterday.

My good Friends of Houffatonnoc,

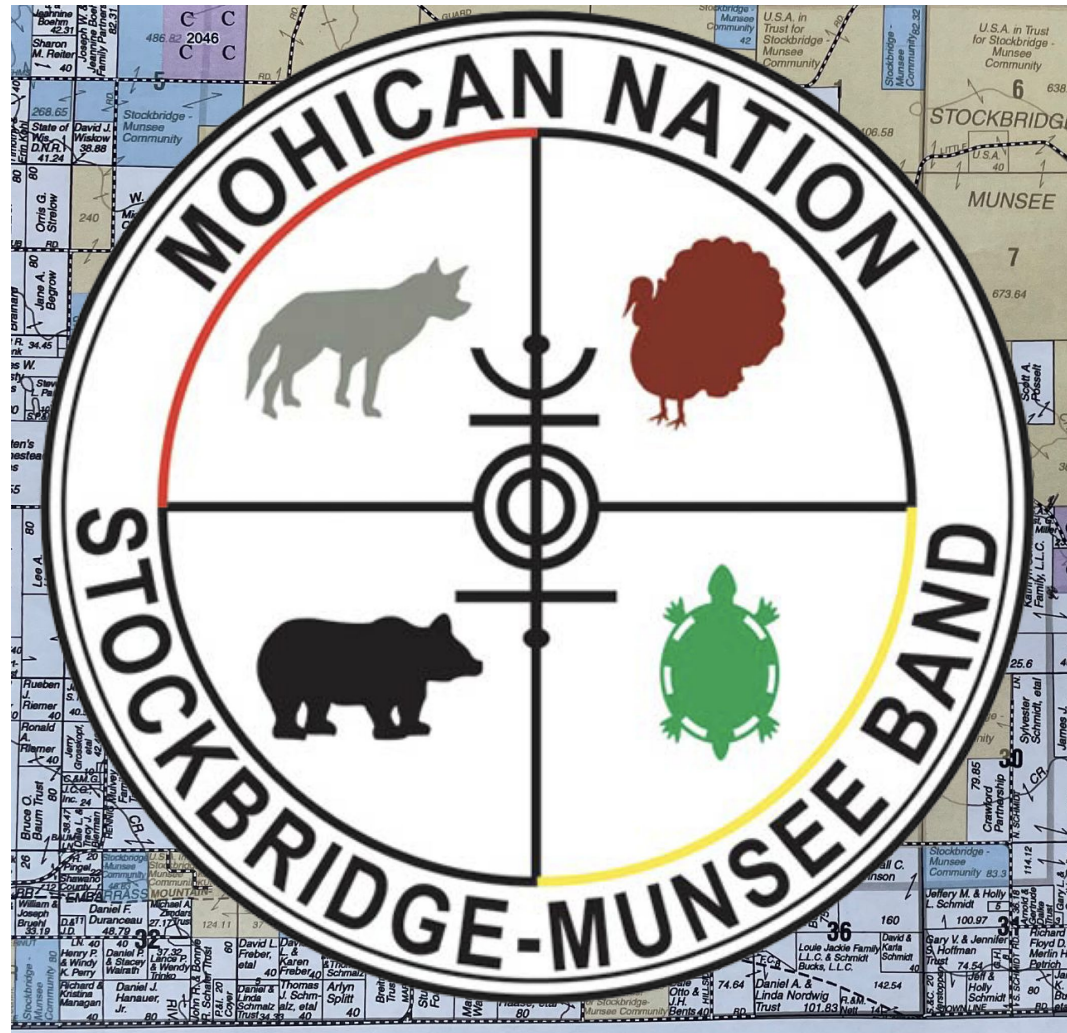
I take very well the Expressions of your Duty and Loyalty to Our com-

Interconnectedness

How can we as educators create an opportunities for students to feel connected to history and culture?

To themselves?

To each other?



Timeline:

9/9: Deadline to confirm participation

Now until 9/30: Suggested implementation period

10/2: Deadline for project submission

10/7: Opening reception 2:00 at the Gazebo behind town hall in GB

Your responsibilities:

Create a project plan that suits your content area and grade level.

Coordinate with collaborating partners; Gather materials.

Document your journey.

Questions