



Drawing on Two-Eyed Seeing to Seek Solutions to Real World Issues

Organization:

Title: Drawing on Two-Eyed Seeing to Seek Solutions to Real World Issues

Summary: Students explore Indigenous and Western perspectives on forests. Examining logging protests that occurred in Fairy Creek, BC as a case study, students consider how drawing on two-eyed seeing can help to generate meaningful solutions to complex global issues.

Big Idea: Big Idea D. Two-Eyed Seeing will Help us to Address the World's Problems: *Indigenous science (Indigenous land-based knowledge) is both similar to and different from Western science and has legitimacy; For future generations, Indigenous land-based knowledge, in the face of environmental change, is crucial for human survival and well-being; Indigenous land-based knowledge and Western Science can be used together to seek shared solutions to global problems.*

Inquiry Question: Inquiry Question 4. How can drawing on both Indigenous knowledge and Western science help us to address complex global challenges such as climate change, invasive species, loss of biodiversity, and contaminants in the environment?

Duration: 1 class period

Learning Environment: Classroom, outdoor

Season: Summer, Spring, Fall,

Materials:

- Fairy Creek Background Information.pdf
- Fairy Creek, BC Prompting Discussion Questions.pptx

Meta Data:

Content Type: Activity

Bundle: IK

Theme: Indigenous Knowledge Systems

Subject Area: Biology, Environmental Education, Geography, Health, History, Outdoor Education, Science, Social Studies

Curriculum Focus: 7-10

- Teacher shares Indigenous and Western perspectives on forests.

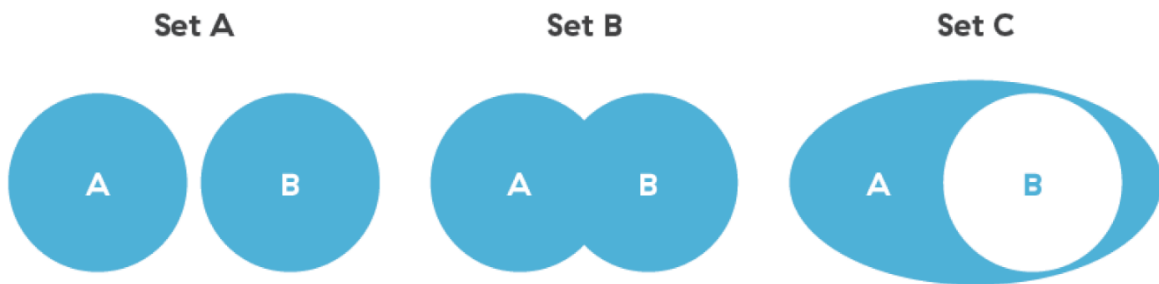
<i>Indigenous:</i> Forests unify life; forests have a spirit; forests are ceremonial grounds; forests can provide spiritual and healing power.	<i>Western:</i> Forests are comprised of biotic and abiotic elements; forests are made up of physical material that assists living things in an ecosystem; forests are full of resources that can be bought and sold.
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- Students look at three different graphics and choose the one that best represents the relationship between Indigenous and non-Indigenous ways of knowing.

Make a decision:

Which set of circles best shows the relationship between Indigenous Peoples' ways of knowing and Western ways of knowing?



Point is that students see how Western knowledge is given primacy.

Fairy Creek Case Study

- Teacher introduces the Fairy Creek Logging Protests as a case study. (There are many other case studies that could be used instead. Teachers should choose issues that are of interest to their students)
- To familiarize themselves with the issue, teachers can review the Teacher Information page in the **Fairy Creek Background Information.pdf**.
- Teachers can also review the PowerPoint found in **Fairy Creek, BC Prompting Discussion Questions ppt**.
- Teacher discusses with students how the decision to cut down Old Growth Forest at Fairy Creek was not informed by Indigenous land-based knowledge.
- Teacher continues to discuss with students how things might have been decided differently if informed by two-eyed seeing.
- Teacher should encourage students to dig deep in order to consider the historical context informing this contemporary reality. For instance, Western knowledge informs how things are done now because of colonization and the construction of land as a commodity and IK as being inferior. If we are to become decolonized as a Nation and work towards reconciliation, it is important that we understand this reality. It is also important that through Indigenous land-based practices we come to see different ways of living on and relating to land.