

Great Bear Rainforest Activity Plan

Inquiry:

What is world view?

Students will define and discuss “world view” and “culture,” and describe the differences between Indigenous and non-Indigenous world views. They will create a collage that either represents their own world view, or compares Indigenous and non-Indigenous world views.

Learning Objectives

Students will:

- Define “world view” and “culture”
- Create a collage representing their world view and/or culture
- Reflect on what they learn from examining world views

Preparing for the Activity Plan

Watch the videos and read backgrounders listed in the materials section.

Materials

- computer and projector
- student computers / tablets / devices
- internet access
- for collage: art supplies, poster paper, old magazines, images, etc.

Blackline masters

- World View

Rubric

Reflection Self-Assessment Rubric

Videos

The 6,000-Year-Old Village (7:24)

This video tells of a collaborative project that combines Western science with traditional knowledge to tell the story of Hauyat.

<https://www.hakaimagazine.com/videos-visuals/6000-year-old-village/>

Empowering First Nation Youth (4:11)

First Nations youth are learning about their culture and the environment of the Great Bear Rainforest.

https://www.youtube.com/watch?time_continue=50&v=kjIwyu97njU

Great Bear (18:06)

This video highlights the history, First Nations culture, and biodiversity of the Great Bear Rainforest. It also discusses how First Nations collaborate with scientists studying bears in the region.

<https://vimeo.com/105569648>

Nature's First Defenders (3:48)

The Heiltsuk people's culture is inextricably linked to the land where their ancestors lived for centuries.

<https://global.nature.org/content/natures-first-defenders>

Supplementary Resource

ENOUGHNESS: Resorting Balance to the Economy (5:26)

This video explores how Western philosophical traditions contrast with Indigenous world views. May be challenging concepts for some students.

<https://www.youtube.com/watch?v=hsh-NcZyuil>

Backgrounders

- The Voice of the Land is Our Language
- Relationships to the Land
- Living on the Land
- Education: Learning About Values and Resource Use
(in the backgrounder "Sharing the Land and Resources, page xx.)

Article

Indigenous Peoples' World Views vs Western World Views

<https://www.ictinc.ca/blog/indigenous-peoples-worldviews-vs-western-worldviews>

Delivering the Activity Plan

Access Prior Knowledge

- Ask students what their definitions of “world view” and “culture” are. Write down students’ thoughts / examples on the board. You may also want to discuss values and beliefs as they relate to world view and culture.

Possible definitions:

- **World view:** a collection of values and beliefs about the world that is common to a group of people. World view is the basis of how people act and how they feel about the world.
 - **Culture:** the way of life of a group of people. This includes language, rules of behaviour, religion, spirituality, arts, literature, sciences, traditions, and other everyday aspects of life that can be observed.
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- Hand out the World View blackline master and have students read it.
 - Discuss examples of Western world view (societies that are based on world view developed in Western Europe) in terms of:
 - » rights and freedoms (people treated as equals, freedom of speech, religion, etc.)
 - » time (see time as linear – beginning to end)
 - » families (an important social unit)
 - » politics (democracy is best way to involve citizens in decision-making)
 - » land and resources (exploited for development for human use, or protected for human enjoyment—parks, or animal habitat—ecological reserves)
 - » science (explains the world, things have to be proven to be believed)

- » humans (superior to all other life forms)
- » education (basic education is a right and should be available to everyone)
- » wealth (gaining wealth is desirable to have a comfortable life)
- Ask the class:
 - » What other factors may shape world view?
 - » What are your important values and beliefs?
 - » How do they agree or disagree with the world view of your culture?

Inquire

- Project the video, *Nature's First Defenders*. The video is narrated by Heiltsuk people living in the Great Bear Rainforest. Discuss the elements of world view expressed in the video with the class.
Nature's First Defenders (3:48)
<https://www.nature.org/en-us/what-we-do/our-insights/perspectives/natures-first-defenders/>
- You may also want to project the video on Indigenous world view vs Western world view, *ENOUGHNESS: Resorting Balance to the Economy*.
ENOUGHNESS: Resorting Balance to the Economy (5:26)
<https://www.youtube.com/watch?v=hsh-NcZyuil>
- Divide the class into small groups, and provide each group with the backgrounder "Relationships to the Land." Have them read the backgrounder and answer the following question:
 - » What are some differences and commonalities between Indigenous world views and non-Indigenous world views of land ownership and resources?
- Come back as a class and discuss.
 - » Tell the class that other aspects of Indigenous world view among some First Nations in Canada include:
 - » Elders are respected for their wisdom.
 - » Governance takes place through group agreement, not through one leader.
 - » All life is sacred and equally important.
 - » Human experience includes spiritual, physical, emotional, and mental aspects.
 - » Life is a circle; time moves through cycles.
 - » The well-being of the Earth is essential for the survival of all being

Experience

World View Collage

Option A: Students find images that they believe represent common characteristics of their culture and world view, and make a collage. These images may be taken from magazines, newspapers, other print-based media, or they may use digital imagery. Instead of selecting pre-existing images, they may choose to design their own graphic representation of the material.

Students may include images that reflect the following themes:

- Social roles: What roles do people play in your culture?
- The individual and the group: What does your culture value more: the needs of the individual or the needs of the group?
- Social organization: What do differences in class and status look like in your culture?
- Ownership of land and resources: Does your culture believe that people have a right to buy and sell the land and its resources?

Option B: Students create a collage that represents the similarities and differences between Indigenous world views and their own cultural world view.

For inspiration, have students view one or more of the videos listed in the resources section.

Explore

Direct students to the [Great Bear Rainforest educational website](#) for further information on the Great Bear Rainforest.

Reflect and Connect

Have students write a 250-300 word reflection describing how the images they chose are reflective of their world view.

Assess

- Collage Assessment
 - » Can the student represent his/her learning and tell how it connects to his/her experiences and efforts?
 - » Does the collage demonstrate a thorough knowledge of world view?
 - » Are the images in the collage organized and well presented?
- Reflection Self-assessment Rubric

Go Beyond

Students write an essay or create an infographic that illustrates the relationship between:

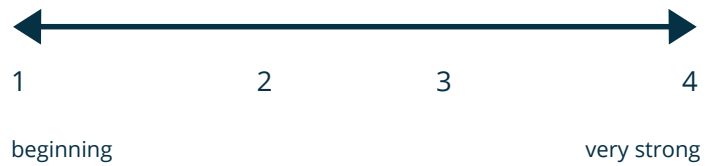
- values and beliefs
- social systems
- culture
- political and economic systems

Reflection Self-assessment Rubric

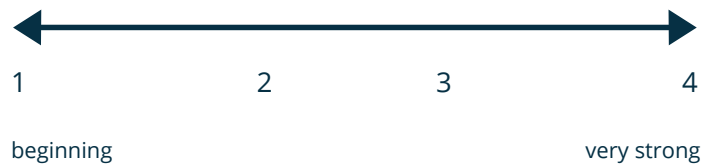
I can reflect on and evaluate my thinking.



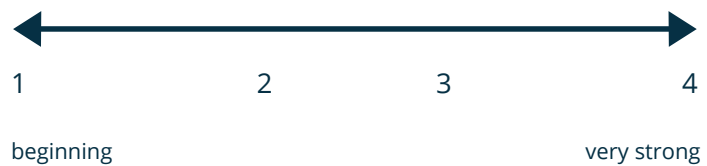
I can analyze my own assumptions and beliefs.



I can describe what is important to me.



I can recount simple experiences and describe something I learned.



World View

How do we make sense of the world? Largely it is through our world view, the combination of personal and social understandings that we have of reality. World view is like an invisible set of rules, behaviours, and experiences that help us understand how the world works. We learn much of our world view from the culture we live in, from our family, and from significant people in our communities. We build our attitudes, values, and norms of behaviour based on what we learn through social interaction, languages, food, customs, gestures, rewards, and punishments. Through the lens of our world view, we make judgements about people based on how they act and what they say.

Often we make assumptions about other people based on our world view, but if our assumptions are wrong, misunderstandings may arise. Sometimes, if we do not take into account other viewpoints, we may act in a biased or prejudiced way. Problems occur when people hold the mistaken belief that their world view is the only correct view, or that it is better than others. By becoming aware of our own world view, and understanding the cultural context of people with other world views, we can learn to value the rich diversity of cultures.



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