



Honoring First Peoples Principles of Learning within the Development of Design Challenges

EXECUTIVE SUMMARY

During a recent maker day in a Northern BC school district, a team of educators participated in an immersive Maker Day professional learning experience. The goal was to build capacity in design thinking and to learn how to bring the new ADST curriculum to life by taking making into their classrooms.

ORGANIZATION or SITUATION BACKGROUND

Working with Aboriginal Elders and educators, teachers within this school district have integrated *Taking Making into Classrooms* with the five learning foci of the Aboriginal Education Department:

- Culture and Indigenous Knowledge
- Elders and Language
- Rediscovery
- *Restitution and Restorative Practice*
- Youth Leadership

Setting the Stage

During the Maker Day event the teachers acknowledged how the first steps in design thinking and fostering empathy, aligned with and informed holistic learning and the importance of identity, knowledge and culture. The teachers considered the needs of the regional Aboriginal population and discussed ways of developing culturally responsive design challenges that would incorporate [First Peoples Principles of Learning](#) into their work with students, and integrate the ADST curriculum in cross curricular ways.

Case description

This case is presented in video format. Please watch the following videos:

- [Making and First Peoples Principles of Learning](#) (2:11)
- [The Mask and the Paddle](#) (3:01)

Key Terms & Definitions

First Peoples Principles of Learning