

Defining physical education, sport and movement through a Western lens that excludes Indigenous ways of knowing, being, and doing.

START

Embedding Indigenous physical culture—where movement is connected to community ceremony and land—as valid and essential, in your lessons.

CONSIDER

Working with First Nations, Inuit and Métis educators, Elders and Knowledge Holders to ensure Indigenous physical culture is meaningfully included in your activities.



Dismissing Indigenous perspectives on holistic well-being and assuming that only Western definitions of health—focused on disease prevention and individual responsibility—are valid.

START

Recognizing that First Nations, Inuit and Métis understandings of health include balance between physical, mental, emotional and spiritual well-being and are deeply connected to land, community, and ancestral knowledge.

CONSIDER

Learning from First Nations, Inuit and Métis health frameworks that emphasize inter-connection, intergenerational healing, and the land as a source of medicine.



STOP. START. CONSIDER...



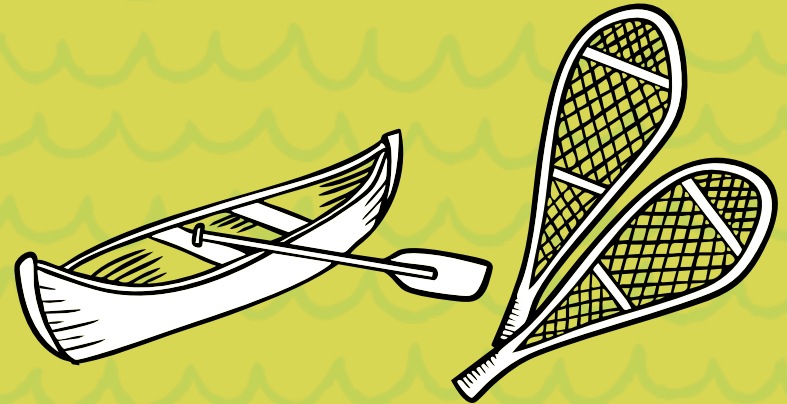
Silencing First Nations, Inuit and Métis students (intentionally or unintentionally) by failing to open up space for their expressions of culture, identity and community.

START

Creating learning spaces that affirm and center the identities of First Nations, Inuit and Métis students, recognize their diverse ways of learning and support them in being their full selves.

CONSIDER

Examining how colonial schooling has historically sought to erase First Nations, Inuit and Métis identities. Actively work to restore Indigenous presence, leadership and self-determination in education.



Limiting physical activity to structured sports and Western fitness models while ignoring the deep connections between movement, land and Indigenous identity.

START

Engaging First Nations, Inuit and Métis educators and Knowledge Holders to teach activities like canoeing, snowshoeing, hunting and foraging as ways to foster physical, mental, emotional and spiritual well-being.

CONSIDER

Partnering with Indigenous communities to develop land-based learning opportunities that respect and uplift Indigenous ways of knowing rather than tokenizing or appropriating practices.