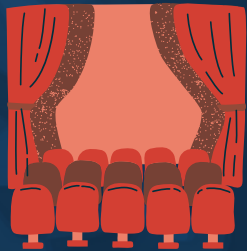


# L'ANCÊTRE QUI ÉVEILLE DIALOGUE AVEC L'ENSEIGNANTE QUI ESSAYE AN INVITATION INTO DISRUPTIVE TREATY SCRIPTING\*



## THE PROJECT

Anchored and humbled by six-years of re/search of Indigenous perspectives and inspired by Augusto Boal's (1974) *Theatre of the Oppressed* and David Diamond's (2007) *Theatre for Living*, these inner-dialogues between *AncestryAnybody* and *TryingTeacher* aim to connect with, unsettle, and incite teachers to push through the fear of wrongdoing currently paralyzing the enactment of their responsibilities in the TRC's (2015) Calls to Action in Ontario's classrooms.

## THIS EPISODE

In this vignette, *AncestryAnybody* reminds *TryingTeacher* of two incidents involving colleagues: a math teacher who did not see his role in 'all this stuff' and a French teacher who forced an Indigenous student to present her culture. Today, after listening to Indigenous perspectives, would *TryingTeacher* speak up and engage?



## YOUR NEW SCRIPT

After the episode, you are invited to try saying any one of these treaty-inspired responses\* in order to practice interrupting some of the damaging discourse that can be heard in our Ontario schools.

“As long as one side sees it as an act of benevolence and the other as an issue of rights, there can be no reconciliation.”  
- Mizhana Cheezhik  
The Honourable Justice Murray Sinclair

“I learned that initial Treaty relationships quickly turned into oppressive and racist control of Nations by laws such as the Indian Act. How did your student feel about speaking about her experiences? How was her Nation and family affected?”

“I think it's sad how the initial Nation to Nation relationship based on respect changed into European knowledge replacing traditional Indigenous knowledge. The history of math is so interesting! It's crazy how we are so used to Base 10 math! The Inuit used base 20 I think, and the Mayans also!?”

“Have you ever seen the BC initiative called *Math First Peoples*? Or *MathCatchers*? Check them out online! Very eye-opening!”

“I wonder how many self-identified students I have in my class. I wonder how many choose not to self-identify.”



## QUICK RESOURCES FOR FURTHER LEARNING

