

Introduction:

In 2013, in the State of Hawai'i, Former Board of Education Member Cheryl Lupenui gathered various community and HIDOE (Hawai'i Department of Education) representatives to participate in an audit and redraft of Board of Education (BOE) Policy 4000, General Learner Outcomes, and created a new kind of policy. This new policy, E-3 (which stands for Ends Policy 3), would provide a framework for the Department to develop in its employees and students the skills, behaviors, and dispositions that are reminiscent of Hawai'i's unique context and to honor the qualities and values of the indigenous language and culture of Hawai'i. In June 2015, the policy was approved by the Hawai'i BOE.

So far as we, as scholars, interculturalists and instructors know, the Hawaii initiative may well stand alone in the world as a system-level example of re-centering education for all learners around a value system that is non-white. Of course, educator and scholar calls-to-action about centering non-white ways of knowing abound in the scholarly literature, as do examples of attempting to center indigeneity in educational contexts within tribal-only communities. To the best of our knowledge, though, examples of working models are very rare. (Although we'd love to be proven wrong.)

This activity will challenge participants to reflect upon the systems that exist within their programs and institutions and consider ways to decenter whiteness and recenter Indigenous values.

Objectives:

As a result of this activity, participants will be able to:

1. Identify the values of indigenous populations who previously owned the land upon which they now live.
2. Reconsider the current values that program and education systems are centered upon.
3. Apply indigenous values to these contexts by reflecting upon how to successfully decenter whiteness and center indigeneity.

Time:

1 hour.

Group Size:

Entire group.

Materials:

Participant Instructions (in [Downloads](#)); Computer with access to the internet.

Intercultural Development Continuum Stages:

- Minimization

- Acceptance
- Adaptation

AAC&U Intercultural Knowledge and Competence Goals:

Knowledge of Cultural Worldview Frameworks

- To demonstrate sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs & practices.

Verbal and Nonverbal Communication

- To articulate a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings).
- To skillfully negotiate a shared understanding based on these differences.

Other Skills:

Diversity, Equity, & Inclusion.

Activity Instructions:

1. Instruct participants to watch this 5-minute video: <https://vimeo.com/219016009> about the Hawaii initiative. They do not need to sign into Vimeo to view it. You can ask participants to watch the video prior to activity facilitation, or you can show it during the activity.

*Asynchronous option: You can paste the above and below activity instruction steps into a virtual platform for participants to complete individually if desired.

2. Ask participants to look up the name or names of an indigenous population who once owned the lands on which their educational institution now stands. They can use this website: <https://www.maps.com/products/indigenous-peoples-of-north-america-1500->[ce](https://www.maps.com/products/indigenous-peoples-of-north-america-1500-). To increase variety of answers, folks educated outside of the current location are encouraged to consider looking up the indigenous group who once owned the lands upon which their secondary school or undergraduate or graduate alma mater exists, instead.
3. Using their favorite internet search engine, ask participants to try to source a short list of the values of the indigenous population they identified. For example, they can search for values of Dakota if their graduate school is in Minnesota. Ask participants to write down or print out the list of values. If they cannot find a value statement of an indigenous group in their immediate area, they can feel free to explore the values of a group from an adjacent area or state or of a group that was forcibly re-located from their current location.

4. Now, ask participants to spend a few moments envisioning a paradigm shift, and be prepared to discuss it, with the following debrief questions:
 - What would it look like if your program, department, school system, or university successfully centered the values of this indigenous group? Please focus on successes, not on possible barriers.
 - What steps would need to be taken to successfully center these values? What support would be needed to take action?
 - What emotions would you, personally, feel engaging in this work? What about if you began this conversation with those you work with? Please use Plutchik's emotion wheel to identify and describe them better:
<https://www.6seconds.org/2022/03/13/plutchik-wheel-emotions/>.
 - What would be different/better as result of this paradigm shift? What would NOT change much?

Related Tools:

- [Chair Power](#)
- [Fence In or Fence Out](#)
- [LaFever's Medicine Wheel of Learning Outcomes](#)
- [Perspective-Taking Activity](#)