



# Native Traditions, Mythology & Storytelling: A Modern Framework in Education

June 3, 2020



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22<sup>nd</sup> Annual Emergency Management Higher Education Symposium, June 1–4, 2020

# Camaii!



# Welcome!



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# Presenters:

## Jim Cedeno

Educator / Emergency Manager /  
Grants Writer /CI-TQM

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Educator / Program Evaluator /  
Curriculum Developer



*"Bridging the Gap in Indian Country"*



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# Presentation Objectives:

## Participants will be able to:

- Identify the traditional forms of Native education.
- Define the comparative methodologies between Westernized and Native traditional educational.
- Describe student engagement through Storytelling
- Describe the benefits of Storytelling in education
- Describe the integrated educational delivery strategy
- Identify Higher Education's role in developing the next generation of Native Emergency Management leadership.



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# Our Story to You:

1. Traditional Native Education
2. Similarities between Native & Western Storytelling
3. Storytelling and Student Engagement
4. Traditional Storytelling and Educational Benefits
5. Enhancing Higher Education's Delivery Strategies
6. The Next Generation of Native Emergency Management Leadership



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# Our History



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# Traditional Native Education

1. Native American education did not begin with Western-style schools.
2. It began at home with traditional storytelling.
  - a. Original “Home Schooling”.
  - b. To share wisdom, not force it!
  - c. Stories often varied based on the ages of the listeners.
3. Stories taught morals and values, life instructions, and cultural knowledge.
4. Life’s wisdom was shared by storytellers and community elders. (Ancestral Knowledge) (“Keepers of the Wisdom”)



# Traditional Native Education

5. Storytelling helped knowledge to be learned and remembered.
6. Storytelling engaged the youth and adults alike.
7. They taught how to act under both normal and adverse circumstances.
8. Social rules, life lessons, ceremonial knowledge, and historical events were often the nature of the stories.
9. Storytellers and Nature were the “first educators”.
10. Native education built upon itself over time.



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# Traditional Educational Delivery:



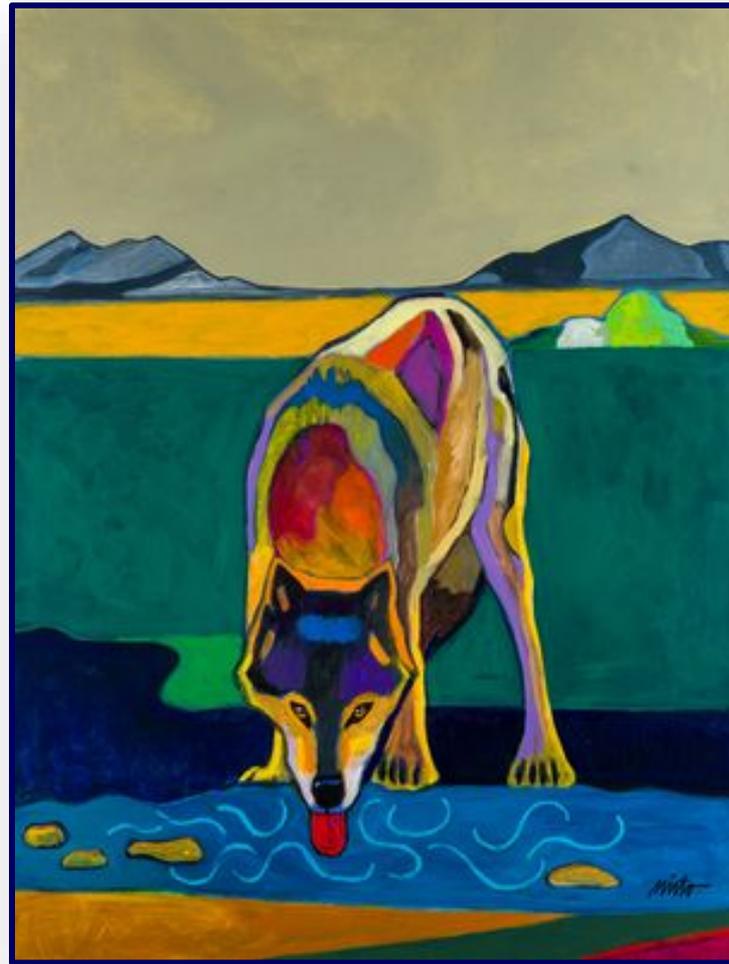
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# Traditional Delivery Outcomes:



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# Story of the Sacred Medicine Water



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# Sacred Medicine Water

The favor of the Great Spirit rested on the abundant forest, flowers, songbirds, and small animals of these quiet hills.

Then a fierce dragon devastated the land, bringing disease and hunger on the people. The Indian Nations pleaded with the Great Spirit to subdue the dragon, and the might of all the heavenly forces buried the dragon deep under the mountain, where it still shakes the earth even today. Once the Great Spirit had reclaimed his beautiful resting spot, he caused pure water to gush from the earth at the mountain and asked that this place be held neutral ground, so that all may share in the healing mountain spring waters.



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# Shift in Education: Acculturation



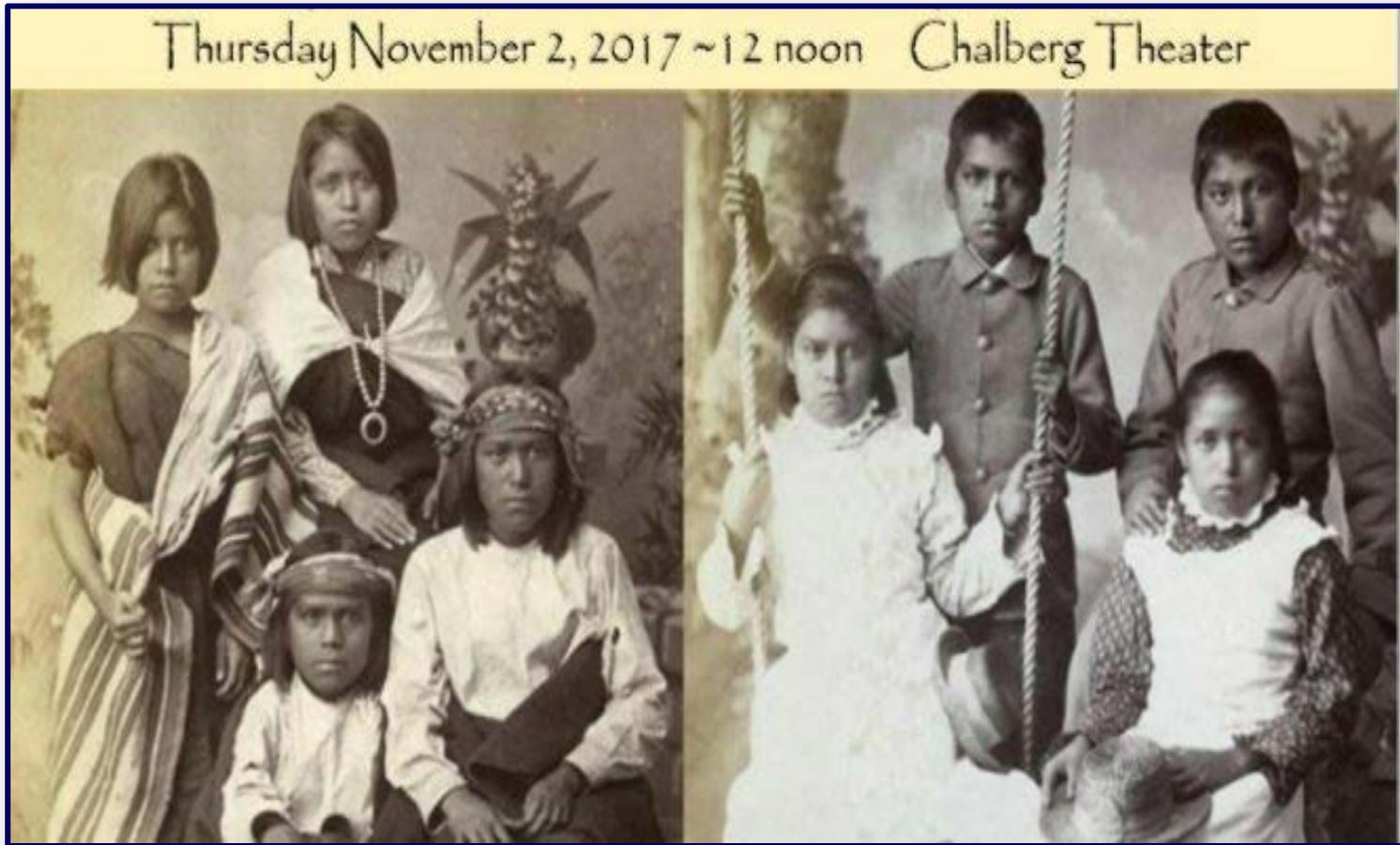
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# Shift in Education: Acculturation



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# Shift in Education: Acculturation



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# Acculturation: Boarding Schools



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# Western Fireside Stories



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# Similarities:

## Westernized and Native Education

1. Native and Western cultures both used storytelling prior to the widespread literacy of the written language.
2. Mythology in stories were part of both cultures.
3. Children were raised to know the meaning of family, clan, tribe, culture, and a sense of spirituality.
4. Children listened to the stories and often shared and re-told the stories to their younger siblings.
5. Storytellers became valued orators (educators)



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# Similarities:

## Westernized and Native Education

7. Stories taught about relationships and co-existence.
8. Stories were a guidance that helped shape a child into a productive adult.
9. A connection to the past was created and maintained.
10. Identity was strengthened each time a story was heard.
11. Stories helped maintain social control and legal practices.
12. They helped build trust between the listeners and storyteller.
13. Stories also taught about what needed to be done to recover from adverse times.



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# Learning from Each Other



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# Current Educational Delivery Methods

## Teaching - Instructing – Lecturing

- **Teaching**: Imparts knowledge. A teacher teaches about a subject and helps the individual to reach an understanding.
- **Instructing**: Imparting skills. Instructing on how to accomplish a task.
- **Lecturing**: Giving formal talks to a group of people often at a college or university.

Source: Cambridge Dictionary



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# Effective Learning

Domains of Learning	Mode of Learning	Example Abilities
 <i>Cognitive Domain</i>	<i>Thoughts/ Thinking</i>	<i>Memorizing, Reasoning etc.</i>
 <i>Affective Domain</i>	<i>Emotions/ Feeling</i>	<i>Appreciation, Motivation etc.</i>
 <i>Psychomotor Domain</i>	<i>Actions/ Doing</i>	<i>Typing, Playing etc.</i>



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# *Indian Proverb*

*“Tell me a fact and I’ll learn it.*

*Tell me the truth and I’ll believe.*

*But tell me a story and it will live in my heart forever.”*

*- Indian Proverb*



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# Storytelling Delivery - Benefits

1. Storytelling translated practical prescriptions of survival into stories filled with myths, animals and dramatic encounters, into “lessons learned”.
2. They reached within the listener, commanded emotions, compelled involvement, as they were transported into timelessness by the story. (emotional engagement)
3. The music and the dance helped the listener imitate actions to be taken. (skills-development exercise)
4. Listening to the story was the initial lesson. Singing and dancing, were the “table-top” exercise.



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# Storytelling Delivery - Benefits

5. Re-telling the story to others, or discussing the story after it was heard, was a way to engrain the story into oneself, and carry out “community outreach”.
6. Through stories and their mythology, the community was educated on how to respond to changes from the normal and the corrective actions to take.
7. Each story told created other story-tellers and, in turn, a storyline “force multiplier”.
8. New events created new stories as a form of explanation to their occurrence and new survival actions. (After-Actions & Lessons-Learned).



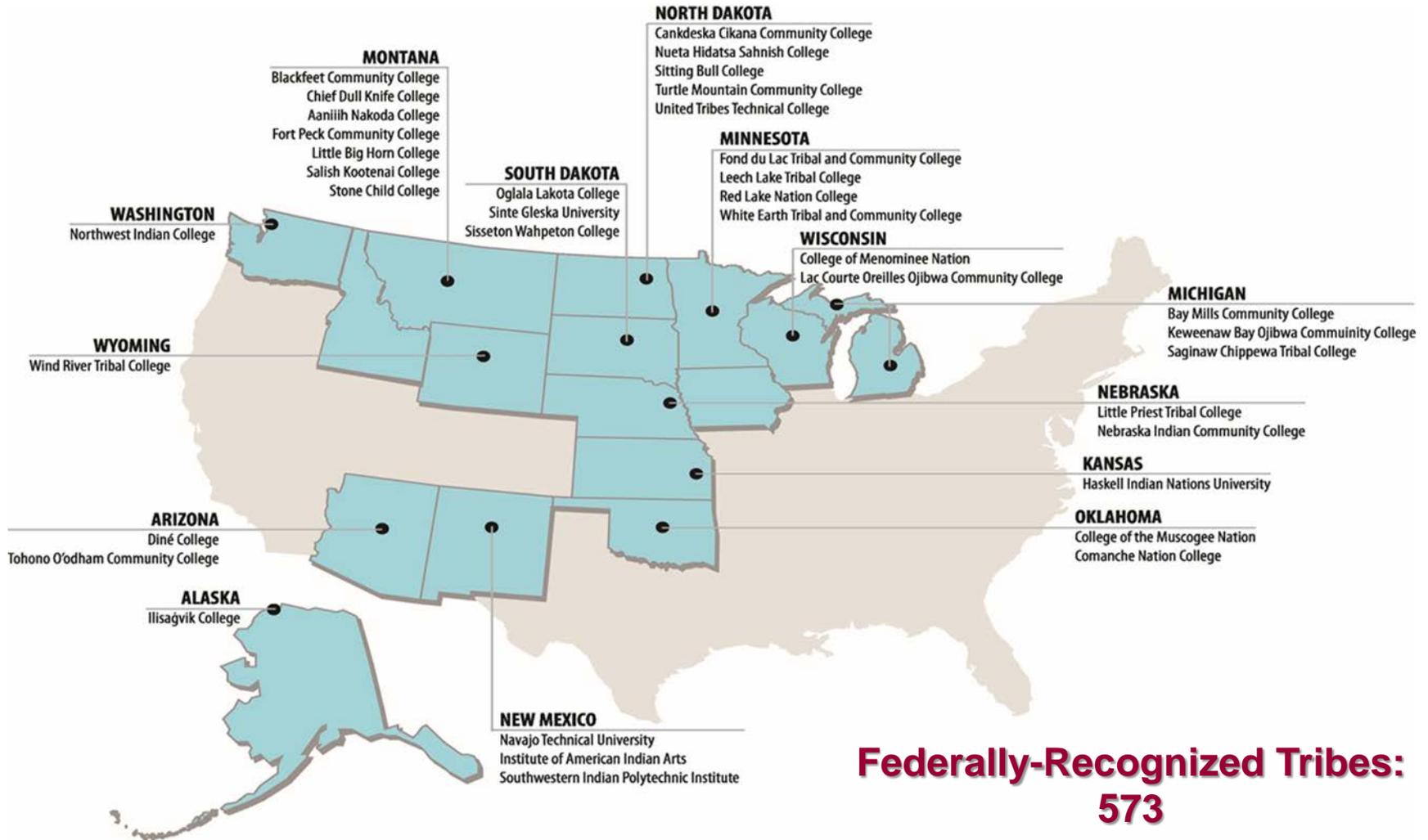
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# Our New Journey



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# U.S. Tribal Colleges



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# Niitsitapi (Real People) Values

**Kakoysin**

-be aware of your environment; be observant

**Aatsimoyikaan**

-spirituality

**Kimmapiiyitsinni**

-kindness to others

**Pommotsiiysinni**

-to transfer something to others

**Red Crow  
Community College**



**Innakotsiiyinni**

-respect for others

**Ihkanaitaptsiwa**

-everything that is given to a person to do what they want with (knowledge, etc.)

**Ihpiopotsp**

-purpose for being there

**Aoahkannaistokawa**

-everything comes in pairs (balance)

**Niitsitapiisinni**

-to be Blackfoot

**Isspommaanitapiisinni**

-being helpful to others

**Aksistoiyipaittapiisinni**

-being able to take on tasks independently



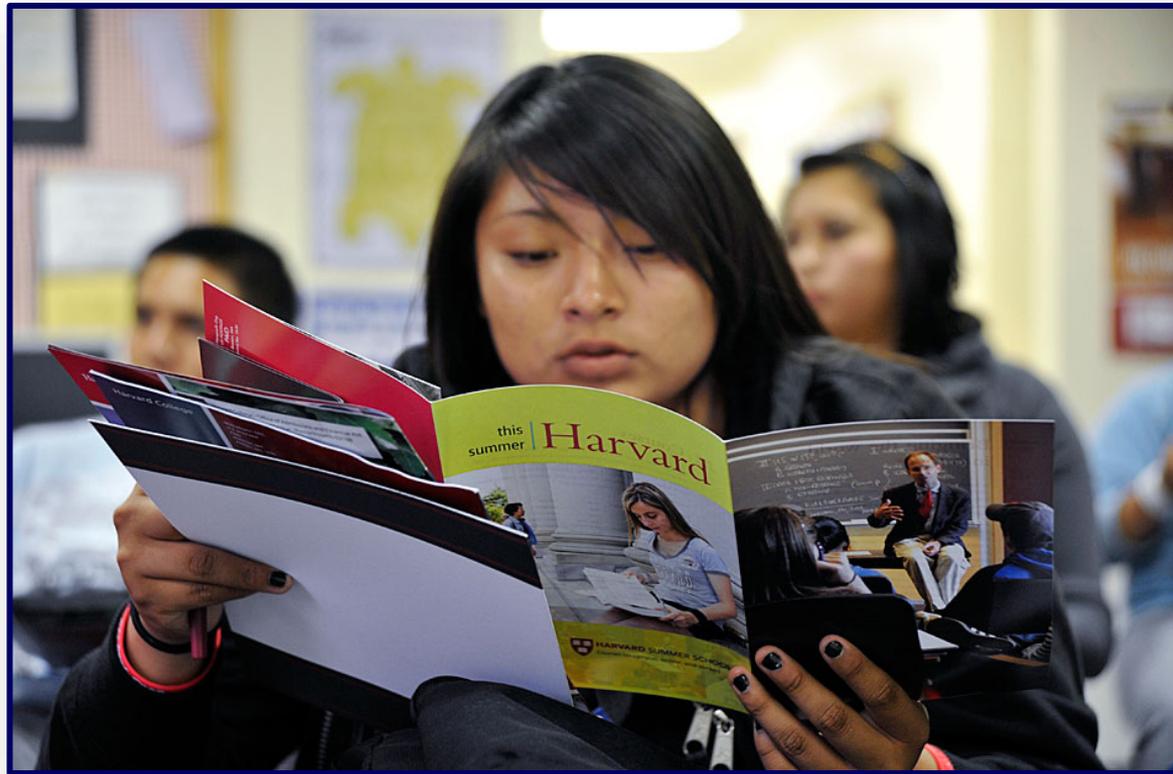
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so that's good news me away	Mission / Vision Statements	Integration
	<p><b>Mission</b>          ...Inspired by Chief Dull Knife's determination, our mission is to provide Northern Cheyenne culturally influenced education through quality life-long learning opportunities.</p> <p><b>Vision Statement</b>          "We can no longer live the way we used to. We cannot move around anymore the way we were brought up. We have to learn a new way of life. Let us ask for schools to be built in our country so that our children can go to these schools and learn this new way of life."          - Chief Dull Knife          Northern Cheyenne</p>	<p><b>Cheyenne Studies</b>  <b>CH 181 Foundations in Cheyenne Oral Tradition I</b> 3(F) An introduction to the philosophy and psychology of the Northern Cheyenne people as expressed and retained by tribal oral tradition.  <b>CH 182 Foundations in Cheyenne Oral Tradition II</b> 3(S) A continuation of Northern Cheyenne philosophy and psychology maintained by the oral tradition of the tribe. PREREQUISITE: CH 181</p> <p><b>Communications</b>  <b>CA 161 Introduction to Intercultural Communication</b> 3(OD) This course examines communicative encounters among people of different cultural, ethnic, and minority groups. Local, national, and global in scope, the course also analyzes identity, verbal and nonverbal communication, popular culture, intercultural relationships, and multicultural communication in applied settings. Practical guidelines for enhancing intercultural interactions will be offered while noting the layers of complexity in communicating across cultural boundaries.</p>
	<p><b>Mission Statement</b>          The Mission of Mi'kai'sto Red Crow Community College is to meet the cultural, educational, and training needs for Kainaiwa and beyond. The college will provide leadership through its programs and services to nurture self-realization based on Kainaiysinni.</p>	<p><b>Elders Advisory Council</b>          Elder's Advisory Council has existed within RCCC's organization for some time (approx. 22+ years). This group comprised of Elders from the Blood Tribe community. This prestigious council of Elders provides spiritual help to RCCC staff and students. It also acts in an advisory capacity on all spiritual and Blackfoot Cultural matters within the college and beyond. Their role is vital in providing expertise in developing Kainai Studies/Blackfoot Studies curriculum to the community of Kainai. All members of Elders Advisory Council must have had a transfer within the spiritual societies of Kainai and must act in the capacity of <b>Kaahsinnooni (Grandparent)</b>.</p>



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# Navigating Higher Learning Institutions



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# Enhancing Adult Learning:

1. Adult students are often not well-prepared for college or higher education academic success in today's system.
2. Adult students are often not familiar with academic expectations and how to navigate the system.
3. Adult learners have to balance multiple and competing roles and responsibilities.
4. Storytelling teaches adult orating skills necessary for academic and life-long success.
5. They engage adults so much that they look forward to the next story.....the next lesson!



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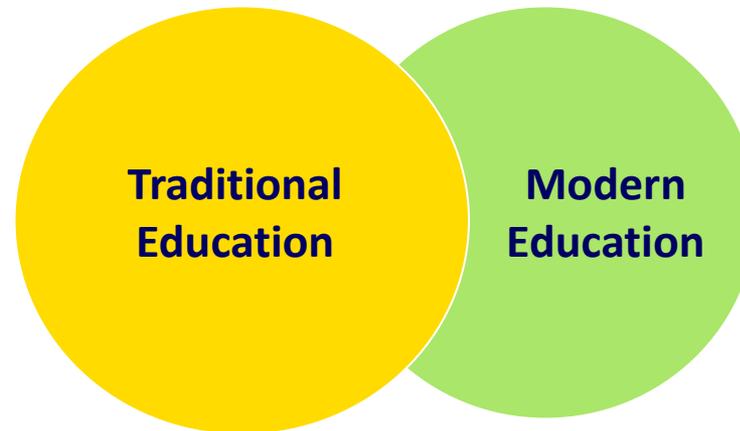
# Enhancing Adult Learning

6. Stories interact with the person's ability to create a mental picture which deepens the story into the person's mind.
7. A story often included music, dancing and the storyteller, who helps the listener "live" the story. (a form of ancient audio-visuals that created interaction and participation).
8. In Native Education, elders have been revered as the "knowledge keepers" and still command a position of authority in decision-making.
9. The Elders: They remembered, they taught, and they evaluated performance of the younger generation as part of standard rituals.



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# Higher Education's Role in Developing the Next Generation of Emergency Managers & Leaders

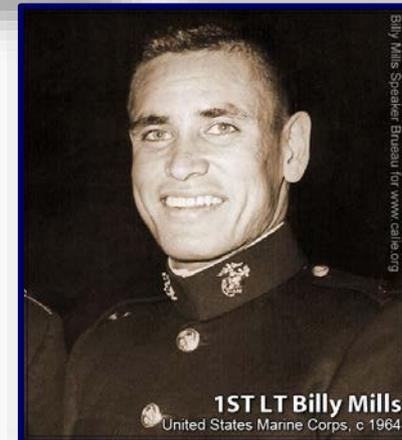


**Combined Educational Strategies**



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# A Shared Responsibility: Our Common Ground



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# Veteran Service: A Foundation for Higher Learning



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# Recommended Strategies for Combined Higher Education Practices in Emergency Management Programs

- Creating the “new” Emergency Management Educator
  - Enhanced Delivery Methodology
    - Interactive Education Strategies (Active Learning)
    - Concept-Based Education
    - Application Reasoning (Critical Thinking)



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# Higher Education Graduates



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# Higher Education Graduates



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# Forgetting the Past:

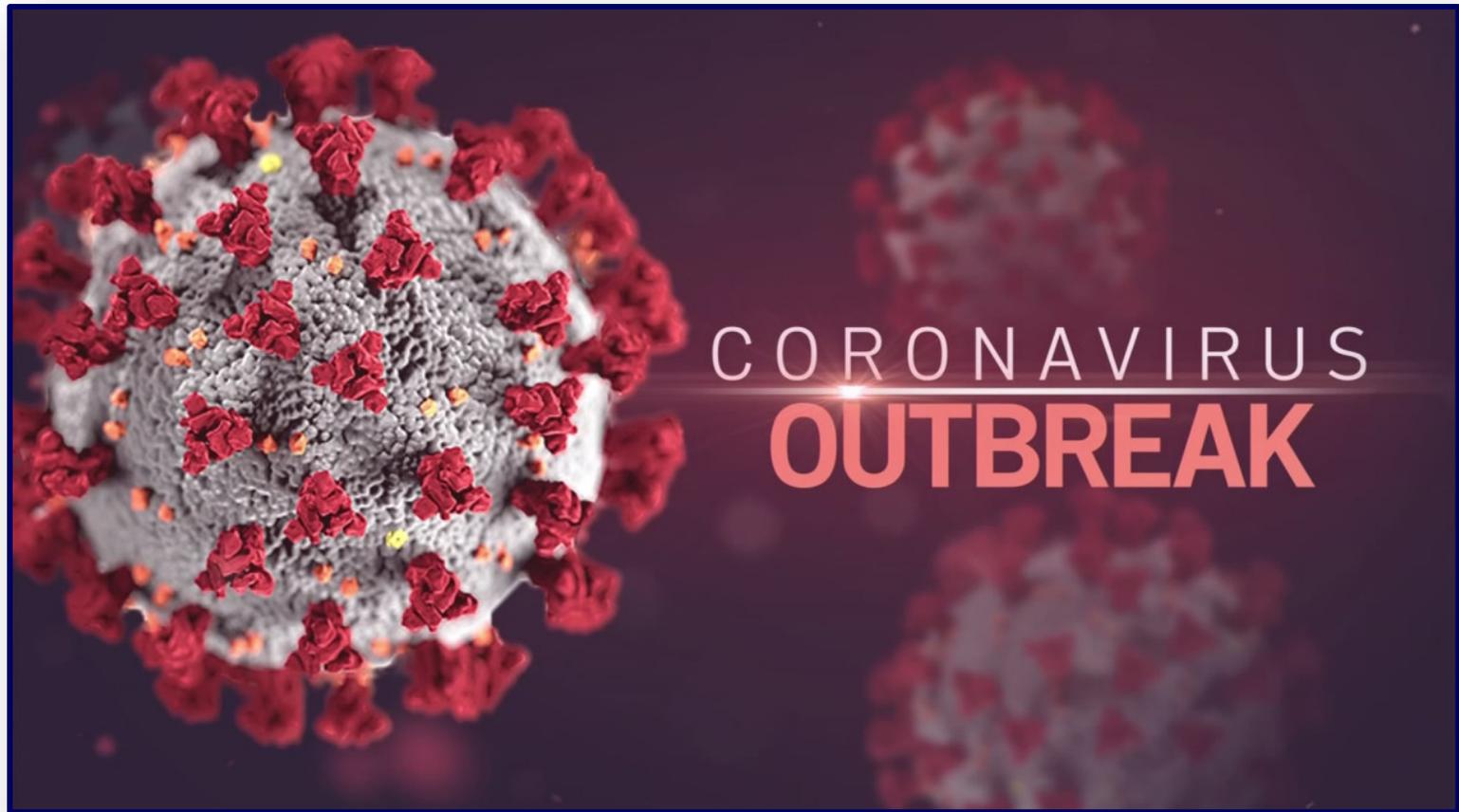
*“In ages past, our old ones were the storytellers. This was the way things were passed along to the generations that followed. For this reason, the aged people made it a point to remember every detail so they could relate it at a later time. They were the word and picture carriers making history and spiritual values alive and important. In recent times we have made our old ones think they are not so important. We spoof their stories and make them feel foolish. Rigidity can creep in and set in even in the youngest minds if there are no soft memories, no laughter and no times too deep for tears. Age and knowledge are a grace — too valuable to waste.”*

— Joyce Sequichie Hifler from her book *A Cherokee Feast of Days*



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# A New Challenge: A New Story



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# 2020 COVID-19 Tribal Declarations



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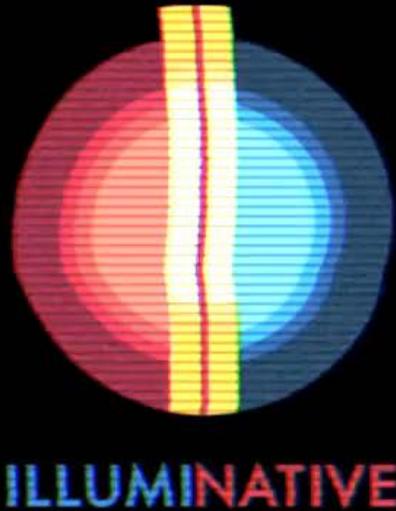
# Summary:

- ✓ Storytelling has been a long-standing approach to passing knowledge to newer generations in both the Western and Native worlds.
- ✓ Stories helped maintain social norms, productive communities, and public safety.
- ✓ Our individual and joint histories have included stories that eventually became our foundation for managing all aspects of life.
- ✓ The inclusion of storytelling in higher learning strategies for adult learning can help increase student engagement and lead to academic success.
- ✓ Higher Educations can play an important role in creating the new storylines for more complex challenges.



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# “One World: We Are One”



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# Quyaana! – Thank you!



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# Questions?



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