**Buffalo Nations Landmark Program Schedule**

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| **PROGRAM SCHEDULE** |
| **Day** | **Topics/Presenters** | **Schedule** |
| Day 1 Recognition | Ahead of arrival:See readings below | Arrive by 5pm to Lodge5-6:30 Orientation (workshop overview, expectations, safety, YNP as learning site, basic cultural literacy including land acknowledgements) and Self-Location Introductions (Stanton/Mackin) 6:30 Supper and Before There Were Parks (film)7:30-8:30 First impressions from pre-workshop homework in learning circles; Goal setting8:30 Bed! |
| Day 2  Relationships | Historical literacySpeakers/Instructional Leaders:* Jill Mackin with Roxann Smith and Sierra Atkinson
* Alexei Desmarais
* Mike Jetty
* Laura Ferguson
* Kay Ann Miller

Learning circle leaders:* Jill Mackin
* Roxann Smith
* Sierra Atkinson
* Mike Jetty
 | 7:30-8:30 Breakfast8:30 Team building & Supper prep assignments9:30 Orientation to GYE from Indigenous perspective (Mackin, Smith, Atkinson)11:00 Place-*conscious*and place-*relational* (vs. place-based) learning; introduction to historical treaties and InterTribal Buffalo Treaty (Mackin, Stanton)12:00 Lunch and Overview of YNP history (Desmarais)1:00 Exploratory walk/easy hike to journal & connect to GYE (Desmarais)2:00 Overview of history of Indigenous education; culturally sustaining and revitalizing pedagogy, culturally relevant curriculum (Stanton/Smith)3:00 Snacks3:15 Role of *Indian Education for All* in every classroom and using a Buffalo Nations curriculum (Jetty)4:00 Indigenous partner-led learning circles – relationships within Indigenous communities (people, places, animal relatives); reIndigenizing understandings of relationships, responsibilities, citizenship, and “interspecies justice”5:30 Supper prep - learning about Indigenous foods/preparation/ lifeways (Miller & helpers)6:30 Supper –Mackin & Ferguson re Indigenous Food Systems7:30 Introduction to Buffalo Nations curricular materials8:00 Small groups – reflections on the day’s learnings; discuss classroom use of materials (Project Team members facilitating)8:30 Bed! |
| Day 3  Responsibility | Ecological LiteracySpeakers/Instructional Leaders:* Christine Stanton
* Helen Augare Carlson
* Jill Mackin with Sierra Atkinson
* KayAnn Miller
* Alexei Desmarais & Chris Geremia
* Bill Stockton

Learning circle leaders:* Jill Mackin
* Roxann Smith
* Sierra Atkinson
* Bob McAnally
* Helen Carlson
 | 7:00-8:00 Breakfast8:15 Depart for the park9:30 Arrive at Specimen Ridge/Yellowstone Picnic Area: Discussion of Indigenous vs. Western teaching/research methods (Stanton, Stockton) 10:30 Intro to TEK, implications for STEM literacy (Carlson, Stockton)11:30 Depart for Lamar Valley12:00 Lunch in the Lamar12:30 TEK and ecological literacy (Mackin/Atkinson)1:30 Western Science methodologies of field research. Data collection for the YNP Bison Ecology Management Team’s Home on the Range project. (Desmarais & Geremia). Field work will consist of using radio telemetry and gps data to locate collared animals, conducting observational demographic counts of the herds we encounter, and collecting fecal samples. Field work will be largely road-based, with some short (under a mile) hikes possible. Total active data collection time of 1-1.5 hours expected.\*\*3:00 Drive back to lodge; Discussion on-site and en route - developing ecological literacy4:30 At lodge; Indigenous partner-led learning circles – foundations for Buffalo Nations lessons5:30 Supper prep - learning about Indigenous foods/preparation/ lifeways (Miller & helpers)6:30 Supper - View and Discuss Video (29 minutes): [In the Spirit of Atatice](https://www.youtube.com/watch?v=S1WvkSN8zDQ&t=1s)7:30 Draft Buffalo Nations curriculum maps for grade levels/content areas8:30 Bed! |
| Day 4  Respect   | Political and Economic LiteracySpeakers/ Instructional Leaders:Roxann Smith Jason Baldes Dennis Jorgensen (buffalo restoration)Chris Geremia (YNP bison management)Christine StantonBob McAnally  | * 7:30-8:30 Breakfast
* 8:30 Buffalo Nations lifeways & stories; classroom connections (Smith, Mackin)
* 10:00 contemporary buffalo context—Intertribal Buffalo Council; YNP buffalo restoration to Indigenous nations (Baldes, Jorgensen)
* 12:00 Lunch and Curriculum Group Discussions
* 1:00 YNP Interagency Bison Management Plan; Tour to Beady Gulch, Stephens Creek (Geremia, Desmarais, Jorgensen); Snacks
* 5:30 Supper preparation - learning about Indigenous foods/preparation (Miller & helpers)
* 6:30 Supper – Talk on sovereignty and leadership structures, Bob McAnally
* 7:30 Structured Academic Controversy activity (Buffalo Management Planning - Stanton)
* 9:00 Bed!
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| Day 5  Relevance/ Resilience   | Cultural and Interdisciplinary literacySpeakers/ Instructional Leaders:Jill MackinShane DoyleResource people:Shane DoyleProject Team | * 7:30-8:30 Breakfast
* 9:00 Revisit cultural literacy; Identity work (Mackin, Doyle)
* 9:30 Tour to Obsidian Cliff (Doyle)
* 12:00 Lunch
* 1:00 Community Wellness and Restorative Justice in schools (Smith, Stanton) (how schools have historically minoritized Indigenous students)
* 2:00 Meet in grade-band groups to discuss interdisciplinary connections & Buffalo Nations curricular content
* 3:00 Snacks
* 3:15 Meet in curricular subject groups to discuss prior knowledge, experience with content standards, and IEFA essential understandings.
* 5:30 Supper prep - learning about Indigenous foods/preparation/ lifeways (Miller & helpers)
* 6:30 Supper
* 7:30 Curriculum map revisions
* 8:30 Bed!
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| Day 6  Reciprocity  | How can we (and our students) support the efforts of Buffalo Nations?Speakers/Instructional Leaders:Christine StantonJill MackinResource people:Project Team | * 7:30-8:30 Breakfast
* 9:00 Discuss importance of reciprocity, avoiding romanticism and stereotypes, involving community partners in curriculum development, etc. (Stanton; Mackin; Smith)
* 10:00 Explore and critique digital and media resources surrounding Buffalo Nations topics (Mackin)
* 11:00 Brainstorm and critique ideas for service learning and other methods for reciprocity (Stanton)
* 12:00 Lunch
* 1:00 Meet in Grade-band or geographic teacher groups to discuss these teaching strategies.
* 2:45 Snacks
* 3:00 Geographic or subject-matter cohort groups to develop/refine learning sequences.
* 4:00 Finish adapting curriculum maps
* 5:00 Supper prep - learning about Indigenous foods/preparation/ lifeways
* 6:00 Supper
* 7:00 Visit to Yellowstone Hot Springs for a soak and overall workshop debrief.
* 9:30 Bed!
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| Day 7  Reflection and Revitalization | What will we do with this knowledge and these experiences? | * 7:30-8:30 Breakfast
* 9:00 Commitments to Action
* 10:30 Final goodbyes and travel home
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\*\* Once in the Lamar valley, the group will break up into teams to collect data in service of the YNP Bison Ecology Management Team’s Home on the Range project. This project is looking at interactions between the historically high numbers of bison in the park and other ungulates, and specifically the impact of bison’s status as the dominant grazing presence in the park on forage quality and primary productivity, other ungulates’ diets and ability to secure necessary nutritional quality, as well as spatial overlap of ungulates and a comparison of migration routes and cues. The goal is to understand how best to manage bison population numbers for overall ecosystem health—including bison population health and the well-being of the other ungulate guilds. Participants will be trained in field methods, and will be given the context to understand the impact of our data collection activities on bison management.

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