



Human Movement: Supporting Indigenous Research Capacity through Physical Health Education

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Abstract

Background: This project brings together university researchers and the Canoe Lake Cree First Nation to co-create an online learning module that enhances Grade 10 Physical and Health Education (PHE). The project is guided by three areas of inquiry: how collaborations between Indigenous communities and academic researchers can enhance engagement with human movement science within physical health education; how Indigenous knowledge related to movement and the body can inform and reshape physical health education curricula; and how Indigenous-led approaches to science and technology can support Indigenous research capacity within and beyond the field of physical health education.

Methodology: Methodologically oriented in Indigenous Science, Technology, and Society (Indigenous STS), the project centres Indigenous control of research capacity building and locally identified priorities in PHE. Through a participatory design process involving youth, teachers, and Elders, the module introduces students to the science of human movement, including biomechanics. This approach not only seeks to strengthen engagement in PHE and sport but also support youth in developing foundational research skills that can foster interest in post-secondary pathways in kinesiology, education, and STEM fields.

Significance: By co-creating and delivering this online module, the project positions Indigenous youth as active knowledge producers, challenges colonial exclusions in PHE and STEM, and creates meaningful pathways into future study and careers in movement-related disciplines such as PHE.

Keywords: knowledge translation; higher education; physical education



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