DOMINATOR AND INDIGENOUS WORLDVIEW MANIFESTATIONS

Common Dominant Worldview Manifestations

- 1. Rigid hierarchy
- 2. Fear-based thoughts and behaviors
- 3. Living without strong social purpose
- 4. Focus on self and personal gain
- 5. Rigid and discriminatory gender stereotypes
- 6. Materialistic
- 7. Earth as an an unloving "it"
- 8. More head than heart
- 9. Competition to feel superior
- 10. Lacking empathy
- 11. Anthropocentric
- 12. Words used to deceive self or others
- 13. Truth claims as absolute
- 14. Rigid boundaries and fragmented systems
- 15. Unfamiliarity with alternative consciousness 16. Disbelief in spiritual energies
- 17. Disregard for holistic interconnectedness
- 18. Minimal contact with others

Common Indigenous Worldview Manifestations

- 1. Non-hierarchical
- 2. Courage and fearless trust in the universe
- 3. Socially purposeful life
- 4. Emphasis on community welfare
- 5. Respect for various gender roles and fluidity
- 6. Non-materialistic
- 7. Earth and all systems as living and loving
- 8. Inseparability of head and heart
- 9. Competition to develop positive potential
- 10, Empathetic
- 11. Animistic and biocentric
- 12. Words as sacred, truthfulness as essential
- 13. Truth seen as multifaceted, accepting mysterious
- 14. Flexible boundaries and interconnected systems
- 15. Regular use of alternative consciousness
- 16. Recognition of spiritual energies
- 17. Emphasis on holistic interconnectedness
- 18. High interpersonal engagement, touching

19. Emphasis on theory and rhetoric 19. Inseparability of knowledge and action 20. Resistance to authoritarianism 20. Acceptance of authoritarianism 21. Time as linear 21. Time as cyclical 22. Dualistic thinking 22. Complementary duality 23. Intolerance of injustice 23. Acceptance of injustice 24. Emphasis on rights 24. Emphasis on responsibility 25. Generosity as highest expression of courage 25. Fighting as highest expression of courage 26. Ceremony as life-sustaining 26. Ceremony as rote formality 27. Learning as didactic 27. Learning as experiential and collaborative 28. Trance as dangerous or stemming from evil 28. Trance-based learning as natural and essential 29. Human nature as corrupt or evil 29. Human nature as good but malleable 30. Humor as entertainment 30. Humor as essential tool for coping 31. Conflict mitigated via revenge, punishment 31. Conflict resolution as return to community. 32. Learning is fragmented and theoretical 32. Learning is holistic and place based 33. Personal vitality is essential 33. Personal vitality minimalized 34. Laws of Nature are primary 34. Social laws of society are primary 35. Self-knowledge not prioritized 35. Holistic Self-knowledge is most important 36. Autonomy for self 36. Autonomy for group and future generations 37. Nature as dangerous 37. Nature as benevolent 38. Other-than-human beings are not sentient 38. All lifeforms are sentient 39. Low respect for women 39. High respect for women 40. Linear thinking 40. Non-linear thinking

Wahinkpe Topa (Four Arrows), a.k.a. Don Trent Jacobs, Ph.D., Ed.D (2020). The Red Road (chanku luta): Linking Diversity and Inclusion Initiatives to Indigenous Worldview Find Four Arrows at www.KindredMedia.org