**Focus Group/Interview Day 4/3**

Notes - Troy

1. **Can you name instances or examples where you have seen Indigenous knowledge implemented in MOBOT?**
* **Person 1 (John)**- Interpretive team research and ethnobotanic aspects, exhibit with corn
* **Person 2 (Katherine)**- she is with media idk she didn't really answer
* **Person 3 (Emily Spooler)**- indigenous people day and month as well as weeks? Indigenous weeks. They have several programs with indigenous culture. We want more than just the days or weeks. American HISTORY
* **Person 4 (Sean)**- think tank, meet with community, and think of ways to integrate. How tell stories with more than just a day or week. Also shows/movies being made? Illinois has legislation to teach indigenous and wants to connect to garden
* Person 5 (**Morgan**)- yes. We have been looking at knowledge and plants, trying to spread as much as possible. She is talking alot i cannot keep up. Corn stuff yet again... Oklahoma?
* Person 6 (Robbie Heart)- a lot of small ways... about to open kernals of culture – maize around the world exhibit to show varieties of corn. Indigenous ideas/knowledge will be within that? Awards to people who studied indigenous knowledge that can be super helpful?

Notes?

1. Where do you believe Indigenous knowledge is lacking within the garden?
* Person 1 - education and interpretation, horticulture, technical and logistical side, financial side, hr side, organization side of garden.
* Person 2 - horticulture and education and within plants
* Person 3 – interpretation team? Tower grove house? We need to do garden and st louis history as a whole. People pick and choose what topics they work within interpretation team. Digital routes needed to display history
* Person 4 – Shaw natures reserve needs a better telling of history because of indigenous people have been there. Land acknowledgements are picked and choose when they are used... consistency.
* Person 5 – working on how to share it publicly... so a lot is missing? First year of full acknowledgement of indigenous peoples month
* Person 6 – agreeing with 5... uplift knowledge but not share inappropriately... do not speak for other people... case based...follow policy and relationship building

Notes?

* Website
	+ Knowledge is there but hard to find?
1. Where do you think Indigenous knowledge belongs in the Garden?
* Person 1 - a good part... diy section where people can learn. Yap yap yap, the programming offered, its too showcased... more at entrance building.
* Person 2 – n/a
* Person 3 – wants display where you can see all plants with cultural uses included? But how do we do that... instead of just signage around the garden
* Person 4 –Integrated with plants, corn display is coming 😊
* Person 5 -
* Person 6 -

Notes?

1. If the garden tells the story of this knowledge, where should the garden draw the line to not invade the privacy of the Indigenous communities?
* Person 1 - everything is voluntary, following regulations. Most info is from a written source, they are not peeking “into backyards”.
* Person 2 – we never want to speak on behalf of people, and have proof of what we speak on
* Person 3 – agreeing with person 4, go to source and people to fact check. Inclusion of people who actually know the information
* Person 4 – no assumptions and think tank to get input and information from ancestors/indigenous people. We do not want to be disrespectful
* Person 5 – trying to not cross lines and reach out and communicate... acknowledgement and not speaking for people
* Person 6 – yap yap yap... basically what everyone else said... consultation and aware of what is sensitive... and be very careful

Notes?

1. Describe to me where you see the priorities of Indigenous knowledge being within the Garden?
* Person 1 - representation NEEDED. More and more knowledge everyday from indigenous
* Person 2 – i think it can wait????? Thoughtful and thorough, she does not want anything rushed and half-assed
* Person 3 – it is becoming a priority... change mindset and make sure not performative... make it part of landscape and routine
* Person 4 – focus on plants? Priority that we tell story right and consistent... do not want to be performative. So it should be a priority but isnt yet? Make sure staff has understanding of indigenous knowledge no matter where they work. Do not repeat mistakes of past
* Person 5 – struggling and making a face... there is a priority to provide correct information and they are working on it... acknowledging current work and looking at overlooked past stories
* Person 6 – global one... working with indigenous communities... appropriate documents... incorporate it within actions made... links in with stories we share... wants to share full story.

Notes?

1. What knowledge should be honored and protected within the information gathered?
* Person 1 - everything is voluntary. We do not know what is sensitive and protected.
* Person 2 - does not want to speak on anyone else
* Person 3 – all history is valuable.. Make sure everything is factual and never assume for people... do not provide extra information
* Person 4 – I don't know... do not fill in blanks.. Does not want to be disrespectful
* Person 5 – long pause... any knowledge put out is accurate and true and also has backgrounds of who got the knowledge... everything needs to be accurate.. idk
* Person 6 – long pause – importance of attribution, everything is correct and preserve chain of information... inclusive of value? Recognize diversity and things are not monolithic to countries or groups... knowledge is always being produced and benefits from attribution and

Notes?

Notes on questions from 3/27

* Logistics of focus group and schedule aligning issues
* Meet with interpretation team?
* Ashley is important
* Bear center with Ashley then garden with interpretation team?
* Questions are great 😊