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How teachers can work with the Sámi mathematics curriculum?

Short description / Abstract:

The Sámi parliament in Norway adopted the Sámi mathematics curriculum in october

2025. The curriculum points out that mathematical thinking is part of Sámi culture and identity, and the subject mathematics takes part in developing and strengthening the students' identity and language. One competence aim after Grade 2 is that the student should be able to descibe, compare and measure interior and exterior angles. Researchers as Freudenthal (1991), and LakoU and Núñez (2000) underline the importance of children's own bodies as basis for their space experiences. 'Space' and 'body language' are mathematics education terms. We discuss challenges with expressing these in Sámi language. We suggest examples of how elementary school teachers can base the teaching of angles on Sámi children's own bodily experiences from cultural activities. The cultural activities are čuoigan (skiing) and lávvustallan (work with lávvu). Bishop (1988) describes mathematics as the outcome of six basic mathematical activities which has been found in all studied cultures. One of these activities, 'explaining', includes animistic and spiritual explanations as well as pure mathematical explanations. We will argue why a wider interpretation of 'explaining' is important in Sámi mathematics education.