



ENVIRONMENT AND RELATIONSHIP TO THE LAND

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| PROGRAM QUESTION | What is Reconciliation? |
| TIMELINE | 90-180 minutes |

LEARNING OBJECTIVES

- To understand how colonization has impacted First Nations, Inuit and Métis relationships to land
- To explore instances of environmental racism
- To understand the link between violence against the land and violence against Indigenous peoples
- To take personal responsibility for decolonizing relationship to land

CONTENT

First Nations peoples' worldview includes a special spiritual connection to the earth and all living things based on their subsistence needs and values extending back thousands of years. The Inuit have also been intrinsically linked to the land historically, depending on it for their very survival. Métis societies were communal and therefore the concept of land ownership was not understood. Until recently, that meant they were disenfranchised from any land use rights, disrupting their traditional communities and unique way of life. These needs and values have been acknowledged in Treaties and land claim agreements that Indigenous peoples with land use rights and, in the case of First Nations and Inuit, authority over natural resources on their lands. Industrial development over the past century and a half has negatively impacted the quality of the environment through pollutants, contaminants, urbanization. Large scale industrial projects such as the construction of pipelines, forestry, and water waste management have often led to conflicts with Indigenous communities concerned over the potential long-term degradation to the natural resources and their traditional ways of life. This unit will explore this important relationship, and Indigenous concepts of sustainability, and how industry and Indigenous communities can better work together on mutually beneficial economic projects.



| ACTIVITY | | |
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| ACTIVITY | Whose Land? | |
| TIMELINE | 90-180 minutes | |
| MATERIALS | <ul style="list-style-type: none"> • Reconciliation Conversations: Environment and Relationship to the Land Google Slides • Land acknowledgement from your town or school (if you cannot find one, you will create one together) | |
| 1 Explore the Google Slides together, taking time to watch the videos provided and to consider the discussion questions throughout. | 2 Review Go to https://www.whose.land/en/ or https://native-land.ca/ to determine whose traditional territories you are on. Learn or review the creation story of those people. Read or watch a land acknowledgement for that territory. If you cannot find one, create one as a group. | 3 Discuss Think critically about that acknowledgement. What is the intent? What is its purpose? Does it accomplish what it means to do? |
| Prompts: How in-depth is this land acknowledgement? Does it speak to commitments to protecting that land? Can you pronounce all the words in it? How does it honour the original keepers of that land? | | |



RESOURCES / NOTES

350: <https://350.org/>

4 Rs - LACK BACK! What do we mean?: <http://4rsyouth.ca/land-back-what-do-we-mean/>

Assembly of First Nations - Implementing the UNDRIP: <https://www.afn.ca/policy-sectors/implementing-the-undeclaration/>

The Canadian Encyclopedia - Reserves: <https://www.thecanadianencyclopedia.ca/en/article/aboriginal-reserves>

The Canadian Encyclopedia - Turtle Island: <https://www.thecanadianencyclopedia.ca/en/article/turtle-island>

CBC Docs - Angry Inuk: <https://www.youtube.com/watch?v=85Ns94DWAQ8>

Climate Action Network: <https://climateactionnetwork.ca/>

Eco Justice: <https://www.ecojustice.ca/>

EdCan Network- Land Based Learning Case Study Report <https://www.edcan.ca/articles/land-based-learning/>

Experiences Canada - Treaties and Comprehensive Land Claims in Canada: http://experiencescanada.ca/wp-content/uploads/2018/05/EC_Treaty_Map_EN.pdf

Fridays for Future Canada <https://fridaysforfuture.ca/>

Government of Canada - Aboriginal Treaty Rights Information System: https://sidait-atris.aadnc-aandc.gc.ca/atris_online/home-accueil.aspx

Government of Canada - Treaties and Agreements: <https://www.rcaanc-cirnac.gc.ca/eng/1100100028574/1529354437231>

Indian and Cowboy - Stories from the Land podcast: <https://radiopublic.com/stories-from-the-land-GM0qQ8/episodes>

Indigenous Climate Action <https://www.indigenousclimateaction.com/>

Indigenous Foundations - Reserves: <https://indigenousfoundations.arts.ubc.ca/reserves/>

Kimmerer, R. W. (2020). *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants*. London: Penguin Books Ltd.

Land for Healing: Developing a First Nations Land Based Service Delivery Model <https://thunderbirdpf.org/wp-content/uploads/2018/07/Thunderbirdpf-LandforHealing-Document-SQ.pdf>

The Leap: <https://theleap.org/>

Manidoo Makwa Graphic Novel <https://www.feathersofhope.ca/wp-content/uploads/2019/03/FOH-CIB-Graphic-Novels-Manidoo-Makwa-144DPI.pdf>



MMIWG Student and Youth Engagement Guide: Their Voices Will Guide <https://www.mmiwg-ffada.ca/commemoration-art-and-education/their-voices-will-guide-us/>

Native Counselling Services of Alberta - Water the Sacred Relationship: <https://www.sacredrelationship.ca/videos/>

Native Land: <https://native-land.ca/>

Nature United Emerging Stewards Program: <https://www.natureunited.ca/what-we-do/our-priorities/investing-in-people/seas--supporting-emerging-aboriginal-stewards/>

United Nations Declaration on the Rights of Indigenous Peoples: https://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf

UNDRIP for Indigenous Adolescents: https://files.unicef.org/policyanalysis/rights/files/HRBAP_UN_Rights_Indig_Peoples.pdf

UNESCO - Climate Frontlines: <http://www.climatefrontlines.org/>

Unist'ot'en Camp - Invasion: https://www.youtube.com/watch?v=D3R5Uy50_Ds&vl=en-CA

Whose Land - Territories by Land: <https://www.whose.land/en/>

Yellowhead Institute - Land Back: <https://redpaper.yellowheadinstitute.org/>

CHALLENGE

Places to Protect

Step 1) Take, draw or paint a picture of a place, body of water or non-human being you wish to protect and explain the meaning of that place to you, your family or your culture.

Step 2) Post to Experiences Canada's Reconciliation Conversation [Facebook group!](#)