

# SOCIAL JUSTICE: LAND-BASED LEARNING

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# LAND-BASED LEARNING

“the best education does not happen at a desk but rather engaged in everyday living – hands on exploring in active relationship with life”

Vince Gowmon



LAND-BASED  
LEARNING: WHY DO  
OUR YOUTH NEED TO  
BE APART OF THIS

- Learning in an outdoor environment has mental health benefits
- Improves understanding for active learners
- Help students develop environmental awareness connection to land
- I was told by my uncle many times, he barely had anything, but he was a rich man in his own eyes because he knew how to live of the land, and he knew his culture and language
- SD73 promoting health community health partners work with schools in supporting health education to contribute to healthy lifestyles that promote overall well-being.
- Our health education priority focus areas include awareness, active living, mental health literacy, and fostering attitudes and values that promote respect for diversity.



# CONNECTIONS BC CURRICULUM

## KINDERGARTEN

### Curricular competency

- Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same (continuity and change)

### Content

- people, places, and events in the local community, and in local First Peoples communities

### Big Idea

- Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.

### First Peoples Principles of Learning

- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations





# CONNECTIONS BC CURRICULUM

## GRAD 7

### Curricular competency

- Assess the significance of people, places, events, or developments at particular times and places (significance)

### Content

- anthropological origins of humans, the shift of early humans from a nomadic hunter-gatherer way of life to more settled agricultural communities

### Big Idea

- Geographic conditions shaped the emergence of civilizations.

### First Peoples Principles of Learning

- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations





# Indigenous Land-based Learning Programs

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## Syilx Indigenous Land-Based Learning Project

Indigenous Aboriginal outdoor learning project is to engage students from K-12 in memorable, meaningful and transformative outdoor learning experiences that encompass Syilx (Okanagan) Indigenous Aboriginal perspectives, values and practices. The project involves pairing school teachers with Indigenous Okanagan educators, elders, and culture and language specialists to co-develop and co-deliver curriculum in local outdoor settings, and in a way that honours Indigenous Aboriginal values and ways of learning.

It will also connect students to the local environment in the presence of an Okanagan elder or knowledge keeper.

Activities:

Aquatic based: Salmon harvest and fishing methods, salmon feast, resource use of salmon, salmon drying, amphibian monitoring, water quality testing



**The contents of this document are inspired by the work of the Misipawistik Pimatisiméskanaw land-based learning Program in Misipawistik Cree Nation, Manitoba, and by Becky Cook, the coordinator of the program. Thank you to the Elders, youth, helpers, and to Becky for creating a wonderful program, and for welcoming me to participate and observe.**

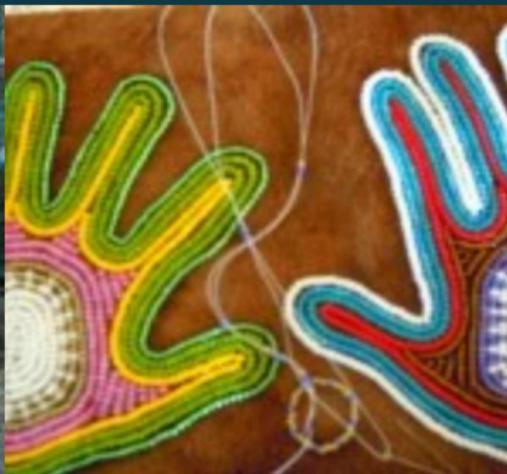
**All photos were taken by Danielle Cherpako during the program.**



**WHAT IS INDIGENOUS-LED,  
LAND-BASED EDUCATION?**



# Learning from the Land in the North: The Dechinta Centre, Yellowknife







## CHALLENGES

### PARENTS

- Some parents can be against land-based learning because safety concerns or liability
- Some parents don't like change so they might not like change to the classroom

### COMMUNITY INVOLVMENT

- The community might not want to get involved because passing of knowledge is sacred
- The community might not agree on who will be the knowledge keeper

### FUNDING

- Gifting to the knowledge keepers will cost money
- some of the activities will cost money for example beading or drum making or honorarium.





## SOLUTIONS

### PARENTS

- Send out list of activities to the parents so they can pick and choose what their child can join
- I can send out permission slips
- At the start I can have a meeting with all the parents

### COMMUNITY INVOLVMENT

- I can start with my knowledge first while community can come to an understanding

### FUNDING

- We can have fundraisers through out the year, do activities that don't cost anything.
- Apply for grants
- Talk to the school board
- Have a partnership with local band or Indigenous organization
- Look at other organization in the Kamloops community



# STEPS TO IMPLICATIONS FOR MY CLASS

## Step 1. Have a meeting with the parents

- Create a permission slip for them to look at
- Create a schedule for the parents to take home

## Step 2. Plan the activities for at least 2 months, if we start in September start with food preparation or stories

## Step 3. After couple months it will just be a plan as you go





## STUDENT INVOLVEMENT

- Students can have a committee every month and talk about what we can learn in the next month
- It can be the same students, or we can switch it up every month to get as much students as possible
- We can have student helpers, so if we have a guest or knowledge keeper, they can make sure they know where class is or if they need water.
- For older classes like grad 6 and 7 they can do the research and teach a class for example on the plants or animals







## INDIGENOUS ORGANIZATIONS

- TK'emlúps te Secwepemc Band (KIB)
- Kamloops Aboriginal Friendship Society (KAFS)
- The Gathering Place (House 5) Thompson Rivers University
- Aboriginal Education (District 73)



# RESOURCES

MAKING INDIGENOUS-LED EDUCATION A PUBLIC POLICY PRIORITY: THE BENEFITS OF LAND-BASED EDUCATION AND PROGRAMMING

[HTTPS://WWW.SOCIALCONNECTEDNESS.ORG/WP-CONTENT/UPLOADS/2019/10/LAND-BASED-EDUCATION-PAMPHLET.PDF](https://www.socialconnectedness.org/wp-content/uploads/2019/10/Land-Based-Education-Pamphlet.pdf)

INDIGENOUS LAND-BASED LEARNING PROGRAMS

[HTTPS://LANDBASEDLEARNING.WORDPRESS.COM/INDIGENOUS-LAND-BASED-LEARNING-PROGRAMS/](https://landbasedlearning.wordpress.com/indigenous-land-based-learning-programs/)

50 WAYS TO INCORPORATE LAND-BASED LEARNING DURING COVID

[HTTPS://LEARNINGBIRD.COM/50-WAYS-TO-INCORPORATE-LAND-BASED-LEARNING-DURING-COVID/](https://learningbird.com/50-ways-to-incorporate-land-based-learning-during-covid/)

TEACHING RESOURCE CENTRE

[HTTPS://WWW.NCCIE.CA/TEACHING-RESOURCE-CENTRE/](https://www.nccie.ca/teaching-resource-centre/)

LAND BASEDLEARNING

[HTTPS://WWW.INSTRUCTIONALLEADERSHIPTEAM.COM/LAND-BASED-LEARNING](https://www.instructionalleadershipteam.com/land-based-learning)

PROMOTING HEALTH IN SCHOOLS AND COMMUNITY

[HTTPS://WWW.SD73.BC.CA/EN/COMMUNITY-PARENTS-AND-STUDENTS/HEALTHY-SCHOOLS.ASPX](https://www.sd73.bc.ca/en/community-parents-and-students/healthy-schools.aspx)

LEARNING FROM THE LAND: RESOURCES AND STORIES FROM K-12 SCHOOLS TO SUPPORT ENGAGEMENT WITH INDIGENOUS PLANTS AND PEDAGOGY

[HTTPS://FARMTOSCHOOLBC.CA/WP-CONTENT/UPLOADS/SITES/3/2021/11/LEARNING-FROM-THE-LAND\\_COMPLETE.PDF](https://farmtoschoolbc.ca/wp-content/uploads/sites/3/2021/11/Learning-From-The-Land_Complete.pdf)





An illustration featuring two hands, one palm up and one palm down, holding a small green plant with several leaves. The hands are rendered in a textured, brownish-gold style. The background is a dark, starry space with a pattern of light blue and purple wavy lines. A black rectangular box is centered over the hands and plant, containing the text 'Limlimt /kukwstsétsemc' in a bold, black, sans-serif font.

**Limlimt /kukwstsétsemc**