

Integration of Indigenous Culture

Focus for October: Understanding Land Acknowledgements

What is Indigenous Pedagogy?

It is a holistic practice of teaching that incorporates Indigenous worldviews throughout all components of our learning environments, including how we interact with children and families, how we develop our daily routines, how we set up our physical spaces, and how we intentionally engage children in learning opportunities. Educators are viewed as active learners and researchers alongside children, and role model looking and listening as part of the learning process.

Some world views we will introduce as we proceed throughout our integration of Indigenous culture include the respect for the environment, animals, and each other, the interconnectedness of all living things, oral traditions, land-based teaching, the appreciation for the wisdom provided by Elders, Knowledge Keepers, and Cultural Advisors, and spiritual wellbeing.

We will begin this cycle by starting with understanding what land acknowledgements are and why they are so important.

Land Acknowledgements

Activities:

1. Print the words “**Land Acknowledgement**” on a whiteboard and explain to the children that when we acknowledge something, we are recognizing that the information presented is true. When we use Land Acknowledgements, we are recognizing the names of the groups of people who first discovered and developed their homes and communities on the land we now live. These First People are called Indigenous Peoples, and they truly valued, protected, and loved the land for thousands of years that we now share with them. They have been living in areas throughout Canada long before Canada even had a name! There are different groups of Indigenous people living throughout Canada today, including First Nations, Inuit, and Metis Peoples. We want to recognize the names of the Indigenous groups of people whose traditional territories include the land on which are Centre is standing!



2. Print the following (refer to the Centre Land Acknowledgement document and insert the corresponding names of Indigenous Peoples based on your centre name):

❖ “We respectfully acknowledge that the land on which our centre stands, in which we learn, work, and play together, is part of the traditional territory of the

_____ Peoples. We recognize and celebrate the Indigenous Peoples on whose land we share, past, present, and future. “

- ❖ For example, for the Clayton Hills location, the acknowledgment would read: *“We respectfully acknowledge that the land on which our centre stands, in which we learn, work, and play together, is part of the traditional territory of the Kwantlen, Tsawwassen, Katzie, Saanich, Saanich, Stahlo, and Semiahmoo First Nations Peoples. We recognize and celebrate the Indigenous Peoples on whose land we share, past, present, and future.”*
 - ❖ Display within your program and familiarize children with the names of the Indigenous Peoples by speaking of them consistently. Reach out to your local Friendship Centre for guidance on how to connect with your local Indigenous groups for more information on land-based teachings.
3. For a follow up activity, invite children to create Personal Land Acknowledgements. Using a poster board, ask children to describe what they love the most about the natural environment around the centre. Challenge children to think of the unique details in the land to showcase, such as the trees, the plants, and wildlife. Document their responses accordingly.

Book Suggestion:

“Wild Berries”

By [Julie](#) Flett

‘Tch, tch, sh, sh, tup, tup.

Spend the day picking wild blueberries with Clarence and his grandmother.

Meet ant, spider, and fox in a beautiful woodland landscape, the ancestral home of author and illustrator Julie Flett. This book is written in both English and Cree, in particular the n-dialect, also known as Swampy Cree from the Cumberland House area.’

