



THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Education



Master of
Educational
Technology
Program

Inclusive Makerspace Provocations

My Place on the Land

Connecting Critically

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Overview of the provocation

You are invited to think about your place on the land. Turtle Island has been the home to First Peoples since time immemorial. Those who use the land presently (Indigenous peoples and uninvited settlers) are asked to connect their identity to the land and think critically about how to acknowledge the land and commit to an action toward reconciliation and/or decolonization.

Materials and Resources Required

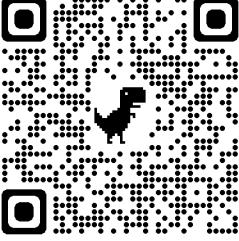
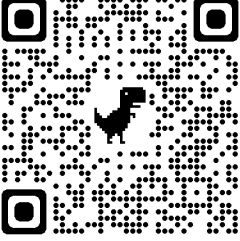
Materials may include any or all of the following. Links are provided in this section and QR codes are provided throughout this document where needed.

Website Links	Technology	Other Materials
<ul style="list-style-type: none">• Delta animation video• Native Land website• Honourable Harvest video	<ul style="list-style-type: none">• Chromebook or personal device with camera• Padlet	<ul style="list-style-type: none">• Items from nature• Artifact to represent identity• Craft supplies to create personal identity artifact

Inclusive Maker Provocation Instructions

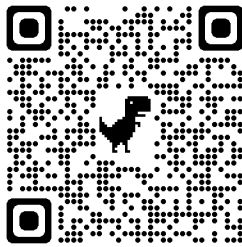
Part 1: Identity & Learning about the Land

1. Choose an item that represents you and think about all the elements of your identity that are present in your item.
 - a. Does your item connect to the land on which you live, work, and play?
 - b. If so, how?
 - c. If not, talk about the land on which you live, work, and play.
2. Watch the [delta animation video](#) and look for ways that the land has changed.
3. Visit the [Native Land](#) website and learn the names of the First Peoples who lived on this land.

	
Delta Animation	Native Land Website

Part 2: Connect to the Land

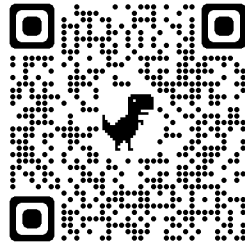
1. Participate in a walk on the land. You can do this in an area near your home, school, or outside your neighbourhood. You can do this walk:
 1. With an Elder or Knowledge Keeper
 2. Participate in a local plant walk. See an [example here](#).
 3. With your school group
 4. With your family
 5. Alone (with adult permission)



Sample Nature Walk

2. While on your walk, think about how the land has changed and look for the ways in which the land has been used by people who lived here before you. What stories would the trees tell, if they could? How many feet have walked on this path before you? Take time to stop, sit, and think.

3. Before you leave, gather a few items from the land. Use the principles of the [Honourable Harvest](#) to gather items, ensuring to be as respectful as possible.



Honourable Harvest

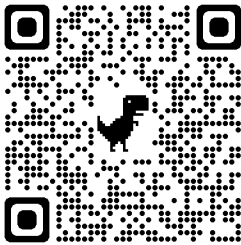
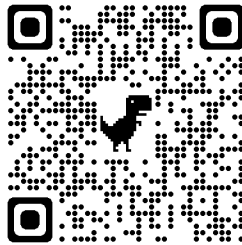
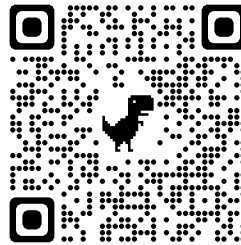
Critical Questions for Consideration

1. What did you notice about the delta animation?
2. How does that land change over thousands of years?
3. Why is the history of the land important?
4. What are three ways you can acknowledge the history of the land?
5. What are three ways you can commit to acts of reconciliation and/or decolonization?
6. How might you start to create a personal Land Acknowledgement?

Background/ Additional Information

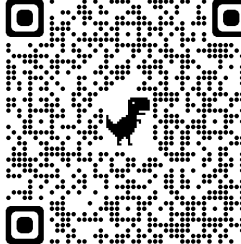
Information for Teachers

Teaching about Land Acknowledgements is more than simply reading a script. Resources that can support a decolonized, anti-racist approach to this lesson are:

<u>Teaching Beyond the Land Acknowledgment</u>	<u>Kairos Blanket Exercise</u>	<u>CARE Framework</u>
<p>This blog provides helpful suggestions to teachers who are looking for a culturally respectful starting place and pedagogy that goes beyond the surface culture.</p>	<p>The blanket exercise is an experience that has been designed and adapted for all people to participate in to experience the effects of colonization on Indigenous Peoples on Turtle Island.</p>	<p>The Centre for Anti-Racist Education offers a framework to guide instruction and classroom culture to create an environment that is responsive to race and supports inclusion.</p>
		

Information for Students

Students can benefit from learning about the purpose of Land Acknowledgements and how to commit to Reconciliation through videos created by CBC Kids News and a book on the Truth and Reconciliation Commission Calls to Action has been provided in an easy-to-understand language.

		
<p><u>What is a Land Acknowledgement?</u></p>	<p><u>What is Reconciliation?</u></p>	<p><u>TRC Calls to Action Picture Book</u></p>

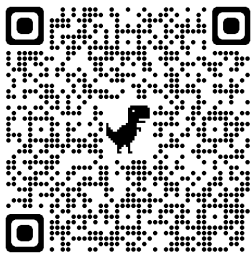


Inclusivity Focus

This provocation is rooted in the First People’s Principles of Learning, specifically:

- Learning requires exploration of one’s identity.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.

Because this provocation begins with student identity, consider introducing the concept of intersectionality in an age-appropriate way. Visit this [website](#) for an accessible metaphor to help explain the concept to students.

Consider student needs (physical, cognitive, social, and emotional) and identify accommodations and supports that may be offered to ensure all students can successfully participate in this provocation. Please use the [Accommodations Checklist](#) and [Inclusivity Guide](#) for some ideas.

		
Inclusivity Metaphor	Accommodations Checklist	Inclusivity Guide

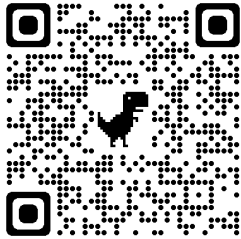

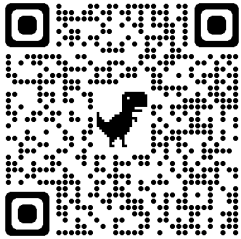
No Tech, Low Tech, High Tech Options

Learners may choose the way they share their ideas using:

- paper and pencil on a [placement template](#) or in a journal
- a collaborative sharing document like [Google Docs](#), [Google Jam Board](#)
- create a blog post or article to share with a local or global audience

Because this is a very personal provocation, students are encouraged to spend some time thinking and working on their own and sometimes collaborating in groups.

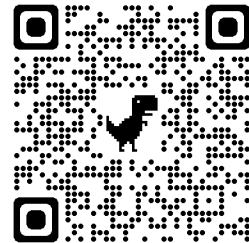
Students must be given the option to keep all or part of their work private, given the personal nature of the task. Teachers are encouraged to invite students who want to keep their work private, to share the necessary aspects of the provocation in a one-on-one conference.

		
Placemat Template	Google Docs	Google Jam Board

Extension

This provocation can be extended into a [Maker Challenge](#) that tasks students to create a personal Land Acknowledgement and commit to an act of reconciliation. Students can choose **low tech options** such as:

- sharing text, audio, images, or video on a Padlet with their personal Land Acknowledgement and commitment to reconciliation.
- create an annotated image with students' identity items, items from the land, and annotations about the significance.



Students can also redefine the concept by creating their own audio display of their connection to the land through these **high-tech options** using Scratch and Makey Makeys:

- Assign a sound to each nature item and use the sounds to create a song or rhythm that represents students' connection to the land.
- Record personal Land Acknowledgements and create a walkabout tour, allowing participants to touch the item from the land and hear the students' personal Land Acknowledgement and commitment to action.

References

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- Lacasse, V. (2020, August 28). *Teaching beyond the land acknowledgment*. Elementary Teachers' Federation of Ontario. <https://heartandart.ca/teaching-beyond-the-land-acknowledgment/>
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