



Date: \_\_\_\_\_

## Land-Based Education: Personal Reflection

### ACKNOWLEDGEMENT

*Please read this Acknowledgement before the start of this lesson to respect the knowledge that is being shared and the Land of the People where the knowledge originates.:*

This lesson comes from the Yellowknives Dene First Nations peoples of Chief Drygeese Territory Treaty 11. The Yellowknives Dene live on the traditional territory of Dettah and Ndiłı́ located near Yellowknife NT. The Dene have lived on the land that surrounds Great Slave Lake where they harvest medicines and hunt to provide for their communities. This history of the Dene shows their migration routes during different seasons where they would fish on the land in the summer and migrate north to hunt for caribou in the tundra. The Dene in this region have lived on and with their land since time immemorial and remain on their traditional land where they continue to pass down their traditional knowledge to generations.

### LEARNING OUTCOMES

*Upon successful completion of this lesson plan, students will be able to:*

1. Describe what land-based education is and how it is different than other forms of learning;
2. Understand the importance of land-based education in relation to the larger historical context of Canadian colonialism;
3. Consider the integration of land-based education into students' own lives and learning.

### LIST OF ACTIVITIES

1. Personal Reflection

### MATERIALS

- Video: Land-Based Education: Interview with Dr. Glen Coulthard



**Indigenous  
Ways of  
Knowing &  
Being**

#### Origin

**Yellowknives Dene First  
Nation; Dechinta Centre for  
Research and Learning  
Yellowknife  
Northwest Territories**

#### Learning Level / Grade

**Youth (up to age  
30)**



**90 mins**

## DESCRIPTION

This lesson plan involves watching a film and reflecting on its insights about land-based learning. The film features Yellowknives Dene First Nation Member and UBC professor Dr. Glen Coulthard discussing Indigenous land-based education in historical context. He defines what land-based education is and why it is important for contemporary Indigenous politics and governance.

## HOLISM AND ALL OUR RELATIONS

*This lesson plan has been developed with an Indigenous lens that is holistic in nature, a way of being and knowing that acknowledges our relationships with 'all our relations', including plants and animals, other human beings, the water, land, wind, sun, moon, stars, and more - everything seen and unseen. With 'all our relations' in mind, this lesson plan has been developed with a focus on:*

- Connections are made with everyday life
- Personal reflection time (connecting with thoughts and feelings)
- Relationship with the land

## TEACHERS' GUIDE

### Background/Foundational Information

## ACTIVITIES

## 1 - Personal Reflection

**Purpose**

Encourage students to consider land-based education in their own life, and how they might integrate their own learning.

**Time:** 90 mins

**Activity Instructions**

Have the group watch the film. After watching the film, invite students on their own time to reflect on the role of land-based education in their own lives. Perhaps this is working in the garden, harvesting with family members, fishing or even going for walks.

Ask students to reflect on a core lesson from their time on the land. This can be either a written or oral presentation, or the creation of something.

**This activity is designed to connect with learners with these learning styles...**

- Spiritual (e.g., Relational) Learners
- Physical (e.g., Tactile, Experiential, Visual) Learners
- Intellectual (e.g., Rational, Logical) Learners
- Emotional (e.g., Feeling, Intuitive) Learners

**... in the following ways:**

This activity is very open for student personal reflection and integration. Because the assessment is based on the students taking responsibility for their own learning, it can reflect the learning needs of all different learners in how they approach the land and their learning.

**Materials**

*Click the 'Link' to open and view videos.*

*To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.*

Resource Title	Type
<b>Video: Land-Based Education: Interview with Dr. Glen Coulthard</b>	<a href="#">Link</a> 

## TEACHING NOTES

## ASSESSMENT

*This section contains information for assessing progress in students' learning. While Indigenous approaches to assessment may be highlighted, conventional assessment methods may also be discussed.*

## ADDITIONAL RESOURCES

*Click the 'Link' to open and view videos.*

*To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.*

Resource Title	Type
<b>Land As Pedagogy</b>	<a href="#">Link</a> 
<b>Video: Land-Based Education: Interview with Dr. Glen Coulthard</b>	<a href="#">Link</a> 
Watch this video in preparation for the personal reflection exercise.	

## HOLISM AND ALL OUR RELATIONS

*This lesson plan has been developed with an Indigenous lens that is holistic in nature, a way of being and knowing that acknowledges our relationships with 'all our relations', including plants and animals, other human beings, the water, land, wind, sun, moon, stars, and more - everything seen and unseen. With 'all our relations' in mind, this lesson plan has been developed with a focus on:*

<b>Relationship with the land</b>
<b>Connections are made with everyday life</b>
<b>Personal reflection time (connecting with thoughts and feelings)</b>

OTHER DETAILS

This Lesson Plan aims to meet curriculum expectations or outcomes for: Northwest Territories Yes

RELATED LESSON PLANS

- Making Spruce Gum Tea
- Consent from the Land with Spruce Boughs

CONTRIBUTORS

Name	Role/Job Title	Place
------	----------------	-------

QUESTIONS/MORE DETAILS

For Questions contact: [Dechinta \(admin@dechinta.ca\)](mailto:admin@dechinta.ca) for more information.