

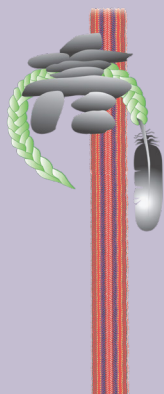


IF THE LAND COULD SPEAK

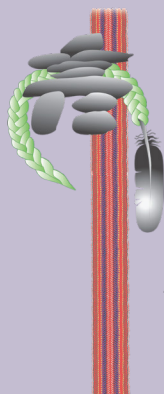
A Digital Food Sovereignty Curriculum

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Canada



*Legacy
of Hope
Foundation*



*Fondation
autochtone
de l'espoir*

WHO WE ARE

The LHF is a national, Indigenous-led, charitable organization that has been working to promote healing and Reconciliation in Canada for over 25 years. The LHF's goal is to educate Canadians about the history and existing intergenerational impacts of the Residential and Day School Systems and subsequent Child Welfare System on Indigenous (First Nations, Inuit, and Métis) Survivors, their descendants, and their communities to address discrimination against Indigenous Peoples, and to promote hope and healing in Canada. The LHF works to encourage Canadians to address discrimination and injustice to contribute to the equity, dignity, and respectful treatment of all.

Our mandate is to educate Canadians about Indigenous history, including the intergenerational impacts of the Residential and Day School Systems, the Child Welfare System, the post-traumatic stress disorders that many First Nations, Inuit, and Métis continue to experience, all while trying to address racism, foster empathy and understanding, and inspire action to improve the situation of Indigenous Peoples today. The LHF supports the ongoing healing process of Survivors and their families, and seeks their input on projects that honour them.

In schools today, there is little mentioned about the amazing contributions Indigenous Nations have made and continue to make to the fabric of our society. A comprehensive history highlighting the diversity of our Nations and our cultures, languages, and traditions is lacking in the current mainstream curriculum. The LHF has created many resources to address this critical gap and to help inject more Indigenous

perspectives and knowledge on relevant issues to support healthy and informed dialogue. We hope to create an ongoing process of establishing and maintaining respectful relationships between Indigenous and non-Indigenous Peoples.

The LHF honours Survivors and their families by taking direction from them to ensure that all of our initiatives consider their true and authentic voices, while providing Survivors with emotional support to ensure their work with us is an empowering and positive experience. We believe that by educating Canadians about both the rich histories of Indigenous Peoples, and the subsequent pain and injustices inflicted on generations after contact, we can highlight the strength and resilience of Survivors. With this approach, we can build respect, understanding, and empathy, so that meaningful connections and Reconciliation can happen across Canada.

It will take generations for solutions to be identified, for relationships to be rebuilt, for racism to be addressed, and for healing and Reconciliation to take root. We will continue to work with schools, governments, unions, police, banks, private businesses, local communities and citizens to help meet these goals. The LHF offers a unique and comprehensive collection of resources, exhibitions, workshops, podcasts and research reports for anyone wanting to learn about Indigenous Peoples and willing to work toward Reconciliation. We believe true Reconciliation requires consistent, positive, and ongoing efforts by everyone.

HOW WE WORK

Our Teaching Tools include the following:

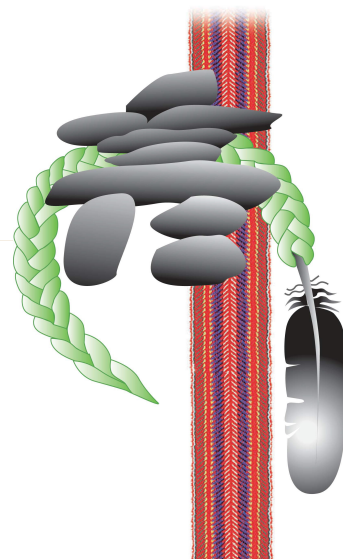
Curriculum Resources that emphasize Indigenous voices and explore First Nations, Inuit, and Métis experiences; provide comprehensive Lesson Plans, Activity Guides with many exercises, resources for the National Day for Truth and Reconciliation, and curricula for K-12.

Exhibitions that are stand-alone, portable, and provide a unique, museum-like experience and include first-hand, Indigenous Testimonies of the Residential and Day School System and the Sixties Scoop. The over 30 mobile exhibitions help to promote healing and encourage acts of Reconciliation. They can be hosted in banks, offices, government buildings, galleries, or in any public space for FREE.

Workshops and Training that foster cultural revitalization and Reconciliation initiatives in your community, office, department, or organization by teaching about the intergenerational impacts of the Residential and Day School System and the Sixties Scoop on Indigenous Peoples. We also teach people how to be an Ally and offer concrete steps to address racism and improve relationships.

Research Reports are available about the impacts of Residential Schools in the areas of justice, domestic violence, suicide, inequality, health, and history of Indigenous Peoples. Reports on best practices for supporting Indigenous well-being, culture, language revitalization and economic prosperity, are also available for FREE, and some at a minimal cost to support learning within your organization.

Projects that involve Survivors, Knowledge Keepers, and Elders. We work alongside Indigenous communities to support the transmission of Traditional Knowledge and cultural reclamation, which were disrupted by Residential and Day Schools and the Sixties Scoop. In addition, the LHF has completed a small project with Indigenous youth to transfer knowledge relating to traditional medicines, seeds, growing, and harvesting, focusing on Food Sovereignty. LHF has also hosted virtual workshops and supported the development of Indigenous organizations' Food Sovereignty projects within their communities, and we continue to build resources for Indigenous and non-Indigenous Peoples across Canada to connect to the land; to learn the history of the place we call home; and to deepen these relationships through a connection to Indigenous food pathways.



A NOTE TO TEACHERS

It is important to know that the lessons presented are intended to offer a deeper, more personal understanding of First Nations, Inuit, and Métis histories including their unique cultures, languages, traditions, food pathways and experiences. Lessons guide learners through pre-contact culture, the period of colonial disruption including:

- the Residential School System and its subsequent impacts
- the ongoing resistance of colonization
- the preservation, reclamation and revitalization of Indigenous food sovereignty, land use, traditions, and languages.

There are more than 60 Indigenous Nations, all with unique languages, traditions and territories. It's important to realize and explain this to students at the outset. The activities and strategies to direct and implement these understandings are not intended to be used in isolation of ongoing teacher and student learning; rather, teachers may modify the activities presented and enrich their students' learning experiences with information relevant to their specific territory and area.

We encourage teachers to read through the lessons and seek to tailor the terminology, traditions, and activities to be inclusive of the Indigenous Peoples on whose territories the teachers are learning and living. The curriculum includes interactive maps so you

can find out about the First Nations, Inuit and Métis lands and communities in your area, as well as Indigenous organizations and other community allies near you.

This curriculum is designed to engage students in the learning modules through a holistic approach. Holistic meaning everything is connected and also that our actions are not without consequences. Students today are much more attuned and aware of the climate crisis and the fragility of our world systems. With this awareness a growing anxiety in youth might rise - but it is not all "doom and gloom".

This curriculum will acknowledge and address the real impacts of colonization, Residential Schools, food insecurity, and climate change. It will also provide examples of resistance and clear examples as to how Indigenous knowledge systems contain many of the solutions that we need to continue the work of Reconciliation, address food insecurity, and protect our environment. For today and tomorrow.

The goal of this curriculum is to leave students feeling empowered and wanting to learn more. Each lesson includes tangible real world actions that students, teachers and schools can take to continue learning and support the work of Reconciliation. In this way, we all become better ancestors to future generations.

HOW TO USE THIS RESOURCE

This curriculum is designed for learners in Grades 6-10, and provides content that teachers can use to teach about the history of the First Peoples of Turtle Island (Canada), through various food 'pathways' that demonstrate the diversity, ingenuity and resourcefulness of First Nations, Inuit and Métis from pre-contact to the modern day.

Every effort was made to include a diverse array of Indigenous voices, sources, and perspectives. Teachers using this text are strongly encouraged to adapt, modify, and localize these lessons for their territories and communities. These lessons can work as models for Teachers to adapt so that they may better reflect the Indigenous Peoples within their territory. This process has the dual benefit of teaching about the real history of Canada in a respectful way while also introducing Indigenous knowledge, experience, and voice in the classroom.



This resource was made with a few goals in mind.

1. To provide lesson plans that could be used to introduce the topic of Indigenous history and Reconciliation to students in an age-appropriate and culturally respectful way.
2. To increase awareness, understanding and empathy around Indigenous issues, and to promote activism and allyship in an effort to empower students to continue the work of Truth and Reconciliation into the future.
3. To use food "pathways" to introduce learners to Indigenous history, both pre and post contact. Each food pathway allows us to explore a variety of topics including traditional skills and knowledge needed to hunt or harvest, gender roles, colonization, treaties and land claims, astronomy, climate change and environmental conservation.
4. To provide flexible lessons that Teachers can use as a foundation to bring Indigenous history, culture, and community contexts into their classrooms. Each lesson provides a variety of materials that teachers can select based on the level of their students' interest and abilities. Interactive maps help teachers identify the cultures and communities most relevant to their area.
5. To help decolonize the way Indigenous content is presented in the classroom. Teachers are not expected to be experts and are positioned as fellow learners on the path of Reconciliation. The curriculum teacher preparation is designed to help build confidence and provide tangible resources and support.

FOOD PATHWAYS TO LEARNING AND RECONCILIATION

The Challenge

The LHF's prior engagement with educators revealed several common challenges faced when teaching the history of colonization and Residential Schools. It can be difficult for kids today to grasp and understand concepts like systemic discrimination, cultural genocide, colonization, and Reconciliation. It can be even more daunting for teachers to present these often complex and difficult topics. The curriculum strives to support learning about Indigenous history and issues through food 'pathways' in three main ways. While First Nations and Inuit peoples had rich and varied diets, the lessons focus on several important staple foods from a variety of territories across Turtle Island. The foods and territories in this resource do not come close to representing the many nations and cultures that exist, but instead are meant to demonstrate that there is a huge variety and richness of Indigenous cultures and traditions. Food is a way to explore the stories and traditions in your own area and a great way to engage youth.

Pre-Contact Culture, Skills and Innovation

Food pathways look at all the necessary inputs needed for a Nation or community to feed itself. This would include knowledge of the land, plants and animals, climate and cultivation, gender roles, songs, art and ceremonies, as well as specialized skills for hunting. In many cases, (like the Buffalo) bones, hides and other non-edible parts provided essential materials for

tools, clothing, ceremonial objects, and even housing.

Colonial Disruption and Loss of Culture

Food is also used to illustrate what was "lost" when children were removed from their families and sent to Residential Schools. We often hear that the children lost their culture, their language and their traditional ceremonies and spiritual beliefs. Food, and the many connections it has to culture, language, identity and feelings of safety, is used as a tool to create awareness and real understanding about this difficult chapter of our collective history.

Resilience and Revitalization

And finally, food pathways are used here to illustrate and highlight the work happening in communities today and engage students in meaningful acts of Reconciliation and create strong allies. There is a surge in seed rematriation (the act of returning Indigenous lands and resources to Indigenous Peoples), food sovereignty, and the revitalization of traditional Indigenous food knowledge. The curriculum uses food pathways to highlight the Indigenous voices who are sharing their stories, breaking stereotypes and creating positive changes in their community. We hope these stories uplift and inspire students to become agents of Reconciliation in their own lives and better Ancestors of the future.

WHAT IS FOOD SOVEREIGNTY?

The curriculum uses food as a theme of instruction throughout the lessons. For thousands of years, Indigenous Peoples enjoyed food security and had food sovereignty. Up until the recent impact of colonization, their cultural practices, sustainable harvesting methods, and deep knowledge of, and connection to the land, created food security for communities across Turtle Island for countless generations.

Having safe, reliable, and nutritious food is essential for community health and well-being. Food insecurity is on the rise on Turtle Island, many families are struggling and Indigenous communities are disproportionately affected. Food sovereignty is something that affects us all, especially today when many of us live in urban centers, or have lost traditional food skills like growing, cooking and preserving.

7 Pillars of Food Sovereignty

- Focuses on Food for People;
- Builds Knowledge and skills in the community;
- Works with Nature;
- Values Food Providers;
- Localizes Food Systems;
- Puts Control Locally, in the hands of the community;
- Food is Sacred.

Food as a Weapon in Residential Schools

Food has been used as a weapon by the Government and settlers against Indigenous Peoples. Learn how it was used against children who were forced to attend Residential Schools.

Seven generations of Indigenous children attending Residential Schools in Canada has led to higher rates of long-term health problems and illnesses, loss of languages, cultures, and traditional hunting or other food skills. Today, work is being done to make positive changes, and often, food is the path to healing, physically, emotionally, culturally, and spiritually.

The Wheel Framework

Using the Medicine Wheel as a framework, 'decolonized' lessons will promote balance between knowledge, social justice, action and empathy for self, community and nature. Educators and learners alike can use these self assessment and quantitative tools to set goals and gauge success in ways that are meaningful and produce real world action.



INDIGENOUS FOOD PATHWAYS AS THE TEACHERS

The Medicine Wheel Framework introduces concepts of balance and promotes a more holistic approach to learning that addresses the cognitive and emotional needs of students when dealing with difficult subject matter like climate change and Residential Schools. At the same time, the lessons and framework are designed to provide students with historical context, information on modern social justice movements and action outcomes (like DIY projects) that give students the skills needed in order to continue being agents for positive change in their homes, schools and communities. The Medicine Wheel Framework is meant to expand the awareness/skills/knowledge of the learner. The goal is to create learners who will understand that their goals and outcomes can, and should, have a wider impact. This Framework can be used for any subject or learning goal, at any level of experience and by teachers and students alike.

The Four Elements

These lessons were designed with the Medicine Wheel in mind. Using the four elements of Water, Air, Fire and Earth as inspiration, these lessons will inspire and empower you as we walk the path of Truth and Reconciliation together.

Social and Emotional Learning

Water is connected to our emotions, our tears. We all need water to survive, and it connects all life on Earth.

Throughout these lessons, you'll learn about First Nations families and communities that have been living on Turtle Island for thousands of years. You'll hear the voices of people who attended Residential Schools as well as learn about Indigenous youth who are using social media to express themselves and share their foods and cultures. Water reminds us to tap into empathy and learn with our hearts and not just our minds.

Skill Building and Knowledge

Moving to Air on our Medicine Wheel Framework, we start to look more analytically at the issues of colonization, land use, and the skills, both traditional and modern, that are being used by communities today to provide better food security. Air is connected to thoughts, analysis and reasoning. Air asks us to think critically and learn new skills. In many of the lessons, students will learn about the vast scientific and ecological knowledge, skills, and talents that First Nations and the Inuit possessed in order to thrive across the many landscapes and climates of Turtle Island.

Social Justice and Reconciliation

The Fire portion of our framework seeks to “light a fire under us” as we learn more about the ongoing impacts of colonization on food pathways and people up to the present day. Fire sometimes reminds us to “burn it down” but it can also beckon us to gather close and repair relationships.

INDIGENOUS FOOD PATHWAYS AS THE TEACHERS

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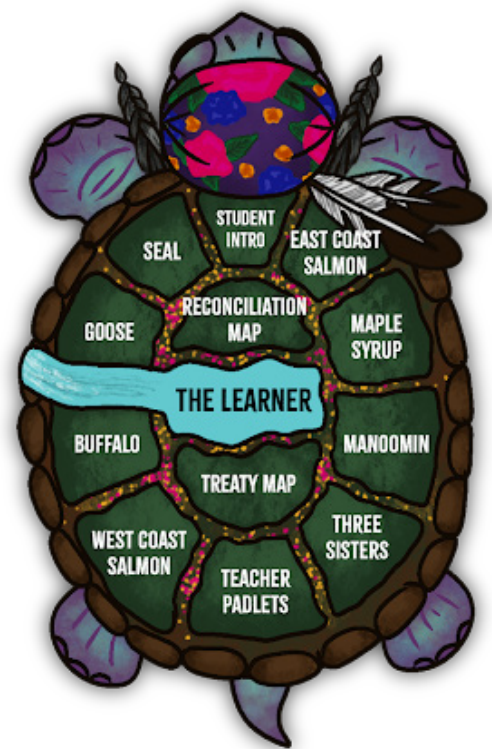
Fire is about the impacts of colonization, being inspired to seek social justice, questioning our privilege and challenging the status quo. You will learn about the often dark and difficult history of colonization and the Residential School System. You will also learn about the work that is happening in communities today to restore food security and healing. The work of Truth and Reconciliation is well underway across the country, and it's important for you to know and understand the injustices of the past so you can contribute to a better future.

Action and Outcomes

In the Earth section of the Medicine Wheel Framework, we ask everyone to make measurable actions out in the world. We ask you to “get your hands dirty” to bring about change, and work towards Reconciliation. Earth is anchored in action oriented outcomes, at the individual, classroom and community level.

Earth reminds us to be hands on, set a goal and perform real action in our homes and communities. Goals can be big or small, but each action is vital to our personal growth, as well as the work of Reconciliation at large. The activities in these lessons will highlight real-world actions you can take to practice being an Ally. The interactive maps give plenty of examples of communities and organizations working in Reconciliation.

This curriculum looks at 7 different Indigenous food pathways. We use the food pathways to explore different geographic areas and communities that relied on those food resources. Buffalo, East Coast Salmon, The Three Sisters, Goose, Seal, Maple Syrup, West Coast Salmon and Manoomin are the food pathways currently explored in the curriculum.



Contact
education@legacyofhope.ca
to learn more and integrate
the curriculum into your
learning spaces!



The Legacy of Hope Foundation is a national, charitable organization

whose purpose is to **educate** and

create awareness and understanding

about the impacts of Residential Schools, including intergenerational impacts on First

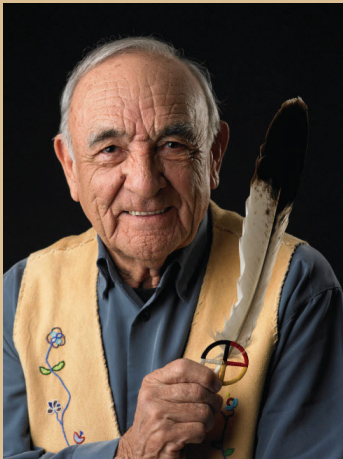


Nations, Inuit, and Métis and to **support** the ongoing **healing** process of



Residential School Survivors.

We hope to build **empathy** and respect and inspire
positive actions



by all **Canadians** to foster **Reconciliation.**

www.legacyofhope.ca

1427 Ogilvie Road/1427 Chemin Ogilvie, Suite 4B/pièce 4B, Gloucester, ON K1J 8M7

613-237-4806 • 1-877-553-7177 • fax: 613-237-4442 • info@legacyofhope.ca • legacyofhope.ca

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