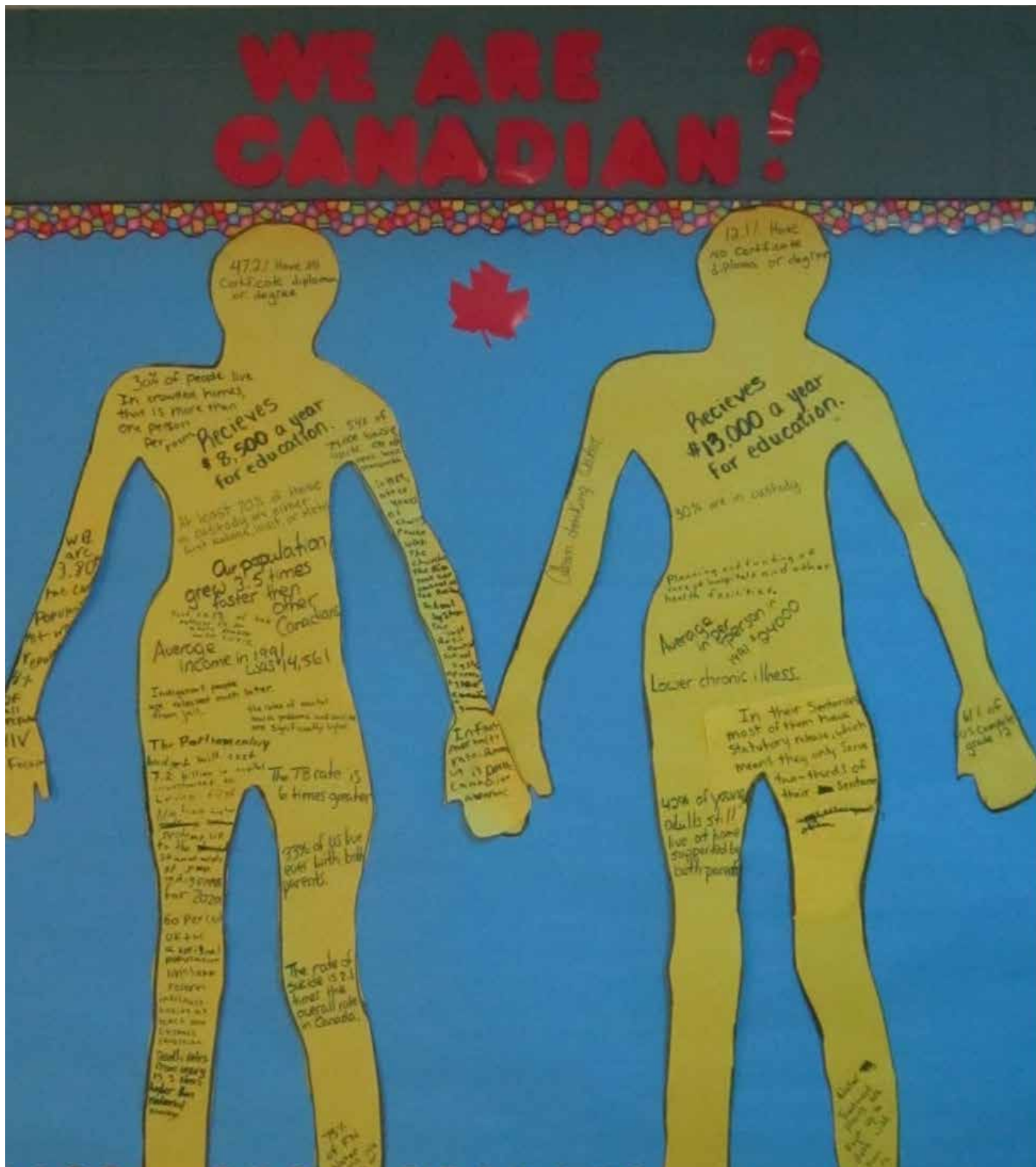


2020 Curriculum

(Inter)national dialogue on advocacy for human rights, equity, and justice for First Nations



Funding discrepancies between Indigenous and non-Indigenous peoples in Saskatchewan

Created by students at Muskoday School for the project, (Inter)national dialogue on advocacy for human rights, equity, and justice for First Nations

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Teacher Guide

How to use this curriculum guide

Welcome! We are so excited to work with educators like you from diverse schools and regions to educate young people for advocacy as we together learn about the current inequities facing First Nations children. This project is possible through a partnership between the Centre for Global Citizenship Education and Research (CGCER) at the University of Alberta and the Faculty of Education at Queen's University.

The introductory section of this guide provides background materials for teachers to help you get started. The second section provides sequenced activities for use in your classrooms.

Part 01

Background

Materials

Advocacy

This project aims to create space for young people to explore forms of public participation, where they may contribute to the decisions affecting their lives and communities. Such participation is key to democracy, wherein all people - including young people - may influence the social domain through various means.

Through this project, we rely on a definition of advocacy that is different from charity, where the goal is to engage ethically to advance equity and human rights for all, including the First Nations communities who are the focus of this project. Key to advocacy is developing an understanding of the historical, social, and political background which gave rise to the current challenges faced by First Nations communities.

Resources on Advocacy:

- Learn more about the meaningful public participation of children and youth by reading this [excerpt from Children's Participation: From Tokenism to Citizenship \(UNICEF\)](#).
- Watch a [video by students in grades 7-9](#) describing advocacy in their own words.
- Watch a [video featuring Autumn Peltier](#), a young Indigenous woman who acts as an advocate for water protection and safe drinking water for Indigenous peoples.
- Read an academic article: Blackstock, C., & Trocmé, N. (2005). [Community-based child welfare for Aboriginal children: Supporting resilience through structural change](#). Social Policy Journal of New Zealand, 24(12), 12-33.
- [Watch this poetic expedition](#) between Kathy Jetñil-Kijiner and Aka Niviâna, two islanders and advocates, one from the Marshall Islands and one from Kalaallit Nunaat (Greenland), connecting their realities of melting glaciers and rising sea levels.

Here are 4 books we recommend reading as you get started planning your unit. You can find them at your local library or bookstore.

1. Michael Asch. (2014). On Being Here to Stay: Treaties and Aboriginal Rights in Canada.
2. Michael Asch, John Borrows, and James Tully. (2018). Resurgence and Reconciliation.
3. Marie Battiste. (2013). Decolonizing Education: Nourishing the Learning Spirit.
4. Randolph Lewis. (2006). Alanis Obomsawin: The Vision of a Native Filmmaker

Working ethically across difference

This project welcomes teachers and students from a diversity of communities, including people who identify as Indigenous and non-Indigenous. Key to this project is recognizing our diversity and relatedness both within and across our classrooms - including the possibilities and challenges of addressing the challenges of working collaboratively to address a topic with deep historical roots and longstanding injustices.

For context, you may want to read the Summary of the final report of the [Truth and Reconciliation Commission of Canada](#) (2015).

Relationships and protocol

This project is grounded in protocol. Read/view the following to better understand what protocol is and how it contributes to relationships.

- [First Nation Protocol on Traditional Territory \(blog\)](#)
- [Elder in the Making \(video\)](#)
- Michell, H. (2011). Working with Elders and indigenous knowledge systems : a reader and guide for places of higher learning. Kanata, ON: JCharlton Pub.

What are some protocols for your area? Explain what the purpose of the protocols would be and how the protocol would play.

How do new Canadians fit into the picture?

Where treaties exist, new Canadians are “treaty peoples” too! Some locations are not involved in treaties and are referred to as “unceded territories,” where relationships between Indigenous and non-Indigenous peoples (including new Canadians) continue to be negotiated.

Canada’s Truth and Reconciliation commission specifically addresses new Canadians, stating that the “federal, provincial and territorial governments have a responsibility to make newcomers aware of treaties and the history of residential schools, and support their full participation as treaty peoples” (<http://ccrweb.ca/en/resolutions-jun-2016>).

Resource: learn more by reading: [PCO looks to add Indigenous treaties into citizenship oath and New Canadians Know Too Little About Indigenous Peoples](#)

It is important for all students in our classes to understand that regardless of how long their families have been living on this land, the treaties are a legal contract that they must also adhere to as the treaties were signed in perpetuity.

Addressing sensitive or controversial issues in the classroom

Addressing topics at school, whether in the course of classroom instruction or during a club meeting, can raise controversy. It is important that you have a strategy on how you will approach the topic and any difficult conversations that arise.

Learning about poverty and inequality

A particular challenge in educating for advocacy is depicting the lived reality of structural inequity without turning the people who experience these inequities into victims/spectacles. Key to this project is emphasizing the relations of all people, including how political and social structures bind us together even as these structures create unjust situations for only some of us. By examining these structures, we hope to explore how all of us may be part of the solution - as we work together and in relation to each other. It is tempting to motivate students to act by sharing with them the deplorable conditions of others. However, in doing so, we risk objectifying people and representing them as helpless, while simultaneously reinforcing our students as heroes or saviours in comparison. Sometimes, when poverty is used to motivate action, it is referred to as “poverty porn.” Read more about the [issues surrounding poverty porn](#).

Facilitating conversations on First Nations and advocacy

- Agree upon ground rules for discussion as a class. Rules may include an agreement to maintain confidentiality, refrain from using slurs or making personal attacks, and speaking one at a time.
- Work to establish a forum for a free and respectful exchange of ideas. Do not attempt to change anyone’s point of view.
- Be aware that although you may not have any students who come from a First Nations or Indigenous family in your class, students may be affected by negative or hurtful comments whether or not these comments are directed specifically at them.
- Resist the urge to put students who identify as First Nations or Indigenous, or belong to families that identify as First Nations or Indigenous, or those whom have experienced First Nations or Indigenous issues through family or friends, in the spotlight as “experts.” Allow each person in the room to speak only for themselves and on their own terms; avoid inadvertently showcasing someone to their peers.
- Establish as comfortable an environment as possible. Arrange seats in a circle. Intervene when conversations become one-sided and pose questions to keep the conversation on track.
- Be honest about what you do and don’t know. Encourage further exploration of the topic. Use phrases such as, “I don’t know,” “That’s a good question,” or “Let me do some research and get back to you on that.”

What to do if you encounter hurtful responses

1. **Name the moment.** Interrupt the comment. Do not pull a student aside unless absolutely necessary. Allow this to be a teachable moment.
2. **Respond back:** Repeat what was said and add a question. "I think I heard you say... Is that correct" OR "Could you tell me more about what you mean by that comment?"
3. **Articulate why the comment is not okay:** "That was a stereotype. Stereotypes are a kind of lie, and they hurt people's feelings. Our class does not tolerate hurtful words that put people down."
4. **Take the comment off the student. Make it a topic for class discussion:** "Many people think this way. Why do you think they hold such views? What are different views?"
5. **Pause.** Have the students take 3-5 minutes to write about what happened and how it made them feel. Come together as a larger group and share any concerns.
6. **Redirect.** Rather than shutting the conversation down, redirect the attention to the goals of the lesson: "Today we're looking at this topic in order to broaden our perspectives."

Part 02

Student Activities

Activity 1

Create a profile for your classroom

Learning is relational, and it is based on our own experiences, backgrounds, stories, and places that are important to us. Before we begin, we want to reflect on who we are and share a bit about ourselves with others in our class.

1. Each student will create a profile for their classroom by telling the class a bit about themselves. This profile could take the form of a wall display, class profile album, or class webpage.
 - a. Where were you born, where have you lived, and where do you live now? If you are able to find out: where is your family from, and how did your family come to live on this land?
 - b. Share a story from your culture, family, or tradition that explains what it means to build good relationships. If you like, speak to your family about which story you might share, as well as how you might tell this story to others who might be unfamiliar.
 - c. Do you consider yourself as belonging to a nation? Which one(s)?
 - d. Include a picture that shows us something about who you are.
2. Read the profile introductions of students in your class
3. What did you learn about your classmates that you did not previously know?

Activity 2

Learn about relations and land acknowledgements

It is important to think about how settlers and Indigenous peoples are related to each other in the specific place where your school is located.

A land acknowledgement is an act of reconciliation that involves making a statement recognizing the traditional territory of the Indigenous people who called the land home before the arrival of settlers. Its purpose is to introduce a way of thinking about what happened in the past and what changes can be made going forward in order to further the reconciliation process. It is the beginning of a learning process, where we ask, 'How am I benefitting by living on this land that is a traditional territory of Indigenous people?' A guide to the territorial acknowledgement appropriate for each local region in Canada can be found [HERE](#).

1. Watch the following clip: https://www.youtube.com/watch?v=xIG17C19nYo&list=PLo_UQZib9jJyMfyC4p3XH3O1IT1im2Mj&index=22&t=0s
 - a. What questions did it raise about land acknowledgements?
 - b. What should we include in land acknowledgements in order to ensure that they are meaningful?
2. Do some research: does your school or school district have a land acknowledgment already created?
 - a. What does it say?
 - b. Is it meaningful? If not, how could you adapt it to make it more meaningful? You can use the guide for territorial acknowledgement appropriate for each region linked above.

Task: Create a land acknowledgment for your class using your own words. When you are finished, display this in your classroom as a reminder of how people are related on the land where your school is located.

Activity 3

Learning about protocol

Protocols help to guide relations among people. Learn about how to invite Indigenous Elders and community members to your classroom. Read the following and discuss: <https://activehistory.ca/2019/01/how-and-when-to-invite-indigenous-speakers-to-the-classroom/>

- What is the protocol for your community and/or geographical region for inviting an Elder? (you can also ask your school administration if there are guidelines from the school board or community)
- What kinds of tobacco and/or gifts are appropriate?
- What are common terms for protocol in an Indigenous language from your area?
- How should Elders be compensated for their time and knowledge?
- Does your school or school board already have a relationship with an Elder or with an Indigenous community?

Task: As a class, create an anchor chart outlining the specific protocol your class would use when inviting an Elder to your class, school, or to an event.

Activity 4

Un-scavenger Hunt

A scavenger usually hunts for something that is dead or discarded. But in this activity, you will “scavenge” for knowledge that may be kept through oral histories and cultures but not recognized by governments, schools, and society in general. This knowledge is all around us - even right in our classrooms - but this is an opportunity for your class to come to this knowledge together.

Through this un-scavenger hunt, learn about the pre-contact and post-contact history of your local area.

Pre-contact history refers to the time period in which only Indigenous peoples lived on this land, prior to the arrival of peoples from Europe. Post-contact history refers to history of the area and peoples from the first interactions with peoples from Europe until the present day.

Prior to starting the un-scavenger hunt, please review the [timeline of key moments in Indigenous history](#). Teachers may want to consider discussing with students the long and rich history of Indigenous peoples prior to contact with Europeans.

***Note: always remember to offer protocol when asking information from Elders, according to what you learned in Activity 3.**

Activity:

1. If your class is already familiar with the Indigenous peoples in your area, move on to 2, if you like. If not, visit <https://native-land.ca/> to find the First Peoples group(s) in your local area. Then, follow the links to the websites for these groups. Read about the history of these groups in your area.
 - a. Optional resource: [Indigenous Peoples Atlas of Canada](#)
2. Use the protocol you learned about earlier to invite an Indigenous Elder, community member, or leader who is willing to come talk to your class about the Indigenous peoples and histories in your community. These histories could include the relations between Indigenous and non-Indigenous peoples.

Some questions to ask:

- a. Who are the Indigenous peoples in your local area?
- b. What are the Indigenous languages spoken in the area you now call home?
- c. Are there place names in your area that are in an Indigenous language? If so, how are they pronounced? And what language is it? What do the words mean?

Example 1

The tribes that are found in the area in and around Edmonton are nehiyawak (Cree), Nakoodi (Stoney), Saultueax, Dene, Metis, and Beaver. Other tribes found in Alberta that are closer to Calgary are Blackfoot (Mohkinstsis), Sacree (Dene), Nakoda, and Metis, some Cree. The Cree word for Calgary is atoskwanihk (Elbow as in the Elbow River).

Example 2

Edmonton, Alberta is known as amiskwaciw wâskahikanihk or Beaver Mountain/Hill Lodge. It is told that the name came from the abundance of Beaver that were originally found there, and that the lodge they inhabited resembled a mountain or a large hill.

- d. Are there any pictographs, pictograms, or other symbolic forms or major landmarks? If so, where are they located? What is the story behind them according to experts/Elders?
- e. When did non-Indigenous peoples first settle in the area you now live?
- f. What are the historical and current relations among Indigenous and settler groups/people in your locale? What responsibilities did each party agree to keep? What are the responsibilities for new Canadians?
- g. How are Indigenous peoples in your community treated unfairly? Consider issues with regards to health care, education, housing, clean drinking water, and the justice system. How is this treatment connected to the historical contexts you've learned about so far?
- h. How do Indigenous peoples in your areas practice their cultures and traditions?

For some of you, this may be new information, and for others, these may be things you've learned before - maybe even for your whole lives! Whichever is true for you, try to come to a deeper understanding than before. Listen carefully to what you hear, and pay attention to how you react. Why are some things hard for you to hear? Why are some things positive or inspiring? Think about your responses, and talk about them with your teacher. Think about how your own personal experiences, what you've learned in school and from your parents, and the culture around you shape how you respond to what you learn.

Task

In a group of 3-4, prepare a short video of your school and community. Introduce your school in relation to your learnings of your community's history and current relationships between Indigenous and non-Indigenous peoples of your region. If you like, you can record some of your un-scavenger hunt activities. You can talk about what you've learned about your community, who lives there, and how they came to live there. Are there differences and similarities in the experiences of Indigenous and non-Indigenous peoples? Be as creative as you like!

Watch the videos created by your classmates. Take some time to comment on each other's videos. Let each other know what you noticed, what you learned, and what you enjoyed! You might even want to share your videos with your school, so that they can learn more about the community too.

Activity 5

Equity and advocacy - community context

Now that you have some understanding of the community in which you live, we will move on to understanding advocacy and equity.

Note for teachers: materials for this activity are attached in the Appendix.

1. Introduction: Advocacy
 - a. Let's get started! Watch the following video for a simple definition of advocacy. This definition will be our foundation. Throughout Activity 5, we will begin to develop a deeper understanding of advocacy. https://www.youtube.com/watch?v=0F_PxzLllzQ.
 - i. To learn more, watch a [video made by students in grades 7-9 about how they understand advocacy](#). You could also [listen to Carole Lindstrom read her story, We Are Water Protectors](#).
 - b. Complete the worksheet ([in the Appendix](#)) to show your understanding of advocacy.
2. Equity
 - a. Discuss as a class: How would you define equity? What does it look like? Watch this video to help you think about equity: https://www.youtube.com/watch?v=vX_Vzlr8NY&feature=youtu.be
 - b. Complete the worksheet ([see Appendix](#)) to show your understanding of equity
3. Let's return to our understanding of advocacy. Discuss the following questions as a class, keeping in mind how you defined equity and advocacy.
 - a. Think of an example when something may be unfair. How could we go about making it to be fair?
 - b. What do you think may be the connection between fairness and equity?
 - c. What does it mean to come together with others to advocate for equity for all?
 - d. How do we know what is right?
4. What do we need to learn from our own communities and those who have faced unfair treatment in order to act to ensure equity for all? Watch the following video and discuss as a class: based on the teaching of the 7 grandfathers, how can we understand equity? <https://ojibwe.net/projects/prayers-teachings/the-gifts-of-the-seven-grandfathers/>

Activity 6

Rethinking government policy - Treaties

One important aspect of advocacy is understanding the historical contexts that have led to present-day inequities. In other words, how did events in the past lead to the present day inequities? There are various laws that affect the relationships between Indigenous and non-Indigenous peoples in Canada - these go back to Canada's beginnings as a nation and still exist today. Two examples include the Treaties and the Indian Act. These laws have significant impacts on people's daily lives.

1. Time to learn about treaties!

- a. Read this magazine to learn about Treaties: <https://www.canadashistory.ca/getmedia/e491995f-0d3a-44a0-aa74-04d22901308c/Kay2018Treaties.pdf.aspx>.

Not all places have treaties, nor have they been acquired by the Canadian government in any way. These areas are referred to as "unceded territory." Do some research to learn more about the land that you are on.

b. Is there a Treaty in your area?

- i. If so, what is the treaty in your area? Who is it between? What does the treaty mean to the peoples in your location? Are there disagreements about what this treaty means?
- ii. If a treaty was not signed in your area, what does "unceded territory" mean? Who are the Indigenous peoples whose land your community is on? Are there disagreements about who the land belongs to and how it should be used?
- iii. Think back to our discussions on equity and advocacy. Now consider what the treaties mean for advocacy. How can we move forward together based on these important relationships?
- iv. For those who live on unceded land, what does that mean in your area? What sort of relationship should be rebuilt? What would need to change in order to ensure that equity is centred?

Activity 7

Rethinking government policy - Indian Act

The Treaties between Indigenous nations and the Canadian government are one set of government legislation that shapes the relationship between the Canadian government and Indigenous peoples. Another is the Indian Act.

The Indian Act was not part of any treaty between First Nations peoples and the British government. It was created by the government of Canada to assimilate and colonize/control First Nations peoples. By creating the Indian Act, the Canadian government created its own legal authority to control the lands, identities, local governments, and resources of First Nations peoples in return for certain “protections” and services. The Indian Act is still in place today, and is used by the Canadian government to manage and assimilate First Nations peoples and their lands. It is one of the reasons for the many inequities faced by First Nations people today.

NOTE: The Indian Act applies to First Nations peoples, but it does not apply to Inuit or Metis people.

1. View this summary infographic of the Indian Act: https://twitter.com/michael_tdsb/status/1093246807545733123/photo/1
2. Select one component from the infographic and do some online research to find out more about what it means for First Nations peoples in Canada. Write a paragraph that answers the following:
 - a. List the component (e.g. “could not use native language”)
 - b. Describe how this impacts First Nations people’s daily lives.
 - i. How was/is the regulation enforced? (e.g. children are/were taught only English and French in school and punished for speaking their native languages)
 - ii. How did/do people resist this regulation? (e.g. people still spoke their native languages in private, today they create language apps to teach their languages)

EXTENSION QUESTIONS (see “ADDITIONAL RESOURCES” to respond):

- c. How does the Indian Act relate to you and your local community?
- d. How do different communities feel about the Indian Act, and why do some people seek to abolish it?

ADDITIONAL RESOURCES

View Video - The Indian Act and You, by Raven: <https://www.youtube.com/watch?v=cPimQFUSQ4>

Read "Things You May Not Have Known About the Indian Act": <https://www.ictinc.ca/blog/21-things-you-may-not-have-known-about-the-indian-act->

Read sections of the current Indian Act. <https://laws-lois.justice.gc.ca/eng/acts/i-5/>

- Make note of what the Indian Act says about the government's responsibility for services and infrastructure, including education, child welfare, health care, clean water, etc.

The injustices of the Indian Act are still felt today. Watch the following video: <https://www.youtube.com/watch?v=LfMUKIIM224>

Task:

Research your province and create a visual representation of the funding discrepancies between Indigenous, First Nations and non-Indigenous peoples with regards to health care, education, housing, clean drinking water, and the justice system. Connect these issues to the government policies and historical contexts you learned about in this activity.

Activity 8

Human rights, equity, and advocacy

In the last activity, we saw how government decisions like laws, policies, and funding discrepancies impact the lives of Indigenous people. These impacts include the abilities of Indigenous peoples to access their rights. Now, let's define human rights and explore how rights are protected under international law. We will use what we learn to understand the case of the Canadian Human Rights Tribunal.

Note for teachers: the wants/needs cards for this activity are included [HERE](#).

1. Introduction to human rights.
 - a. Activity
 - i. Divide the class into groups of 3 or 4.
 - ii. Hand each group one set of the needs/wants cards.
 - iii. Ask students to divide the cards into three piles: 1) Needs, 2) Wants, 3) Anything you can't agree on or have a question about.
 - iv. Give the class 5-10 minutes to go through and discuss the cards in their groups.
 - v. Have a teacher led discussion on where each group decided the card belonged. The teacher may need to prompt students to articulate why they chose that particular group.
 - vi. Point out to students that NEEDS are protected as RIGHTS in the Convention on the Rights of the Child whereas WANTS are not protected as rights since they generally are not necessary for a child's survival, growth and development.
 - b. Discuss: How would you define "human rights"? Do you think "human rights" should be the same for all people everywhere? Does everyone in your class agree on what should be counted as a "human right"? Do you think people in different cultures might see these rights differently?
 - i. Do you think every child in Canada has access to these rights?
 - ii. Read/view 2-3 of the following on child and youth well-being in Canada:
 1. UNICEF's Report Cards
 - a. 2016: <https://www.unicef.ca/en/unicef-report-card-13-fairness-for-children>
 - b. 2017: <https://www.unicef.ca/en/unicef-report-card-14-child-well-being-sustainable-world>
 - c. Discussion on UNICEF's report: <http://www.cbc.ca/news/health/unicef-child-well-being-1.4161875> (focus on "Calls for equitable treatment on reserves")
 - d. Why does Canada rank so low?

2. Chelsea Vowel's discussion on the child welfare system: <http://apihtawikosisan.com/2012/04/the-stolen-generations/>
3. Chelsea Vowel's discussion on Indigenous access to clean drinking water: <http://apihtawikosisan.com/2012/11/dirty-water-dirty-secret-full-article/>
4. Health Canada: <https://www.cbc.ca/news/indigenous/health-canada-ruling-children-1.4368393>
5. First Nations Child and Family Caring Society (p. 2-5 only) <https://www.ccnsa-nccah.ca/docs/health/FS-RightsFNChildren-Bennett-Auger-EN.pdf>

EXTENSION: UN Declaration on the Rights of Indigenous Peoples (UNDRIP)

Discuss: Self-determination of Indigenous peoples is ensured under international treaty law, known as the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). The term “self-determination” means that people may freely determine their political status. This leads to systems and societies that are just and equitable in all parts of life: economic, social, political, and cultural. How does the idea of self-determination fit with the idea of “human rights”?

Activity: Read UNDRIP for Indigenous Adolescents (http://files.unicef.org/policyanalysis/rights/files/HRBAP_UN_Rights_Indig_Peoples.pdf), and draw connections between the rights listed here and those listed under the UN Rights of the Child (<https://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf>).

- How are these lists similar? How do they differ?
- Why might it be necessary for Indigenous children to be protected by both of these lists of human rights?
- What needs to be considered in addressing the rights of Indigenous children that does not need to be considered for non-Indigenous children?

ADDITIONAL RESOURCES:

- For a snapshot of UNDRIP: <https://www.ictinc.ca/united-nations-declaration-on-the-rights-of-indigenous-peoples-snapshot>.
- For the full UNDRIP document: http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf.

Task

Research the Canadian Human Rights Tribunal and its verdict regarding First Nations children. Find and read two news articles, videos, or advocacy web pages or social media sites that describe the issues faced by First Nations children and the ways in which communities have advocated for justice and equity in relation to the Tribunal. Based on these articles, develop a mind map that lays out multiple aspects of advocacy that are key to acting for justice through changes to policy.

How to make a mind map:

- Choose a central idea. This central idea captures the topic you are going to explore.
- Add branches to your map by jotting down any thoughts, ideas, or pictures that come into your mind that are related to your central idea.
- Use arrows, circles, or other images and words to connect your ideas. This helps you show how ideas and concepts relate to each other.
- Add keywords, images, and examples to create further branches, and use colors to cluster themes together.
- Ask questions at the outside of your map to show what you don't know or could explore.

OPTIONAL RESOURCES:

Human Rights Tribunal

1. Video: https://www.youtube.com/watch?time_continue=162&v=7sZkB5p4e6c
2. Website with supporting materials and campaigns: <https://fncaringsociety.com/i-am-witness>

Activity 9

What does it mean to be an advocate?

Now it is time to put everything together by acting as advocates to address an issue of inequity or injustice.

Reconnect with a local Indigenous community and have a discussion together. Discuss together what could be done in your community to bring about justice and equity. Please consider how Indigenous perspectives need to shape such conversations and work.

***Note: always remember to offer protocol when asking information from Elders**

- Discuss an issue facing Indigenous youth that the community would like to focus on. Consider how this issue impacts Indigenous communities. What research exists that talks about this issue in the wider context?
- Discuss with the community if/how they would like to share this information about justice and equity (in written form, through video, etc.). Who do they want to share it with?

Option 1:

Design your own advocacy project based on your conversations with the community around Indigenous youth well-being in your community. If you choose Option 1, it's important to work with the community to ensure your project is something the community actually wants and will benefit them.

Option 2:

Research and join an already established advocacy project in your community.

Things to consider:

Context

- a. What is the historical and current context addressed by the campaign? How does this affect how I/we might act as an advocate as part of the project? What information do I/we need to know before getting involved?

Who's involved?

- b. How are Indigenous people already taking action on this issue (within or beyond this project)?
- c. What does it mean to be part of a national community where injustice towards First Nations/Indigenous children is happening now?
- d. What is my/our role with regards to enacting change?

Personal reflection on my role

- e. How am I connected to the problem? What does this mean for my role as an advocate? (How could I participate? Should I participate? Why?)
- f. What specific skills, passions, and interests do I have? How could these contribute to this advocacy project?
- g. What shared concerns emerged from our personal reflections?

How can we participate together?

- h. What tools/technologies/networks/strategies are used in this advocacy project? How many and what kinds of people are involved?
- i. If we work together, using our skills, passions, and interests, what could a group of students at my school do to address this issue? At two schools together?

Results

- j. What are the possible positive outcomes of this project? What are the limits? Are there potential harms?
- k. Who benefits from the project? Consider material, economic, political, and social benefits as well as benefits such as prestige, "feeling good," etc.
- l. How will I know if I am doing the right thing?
- m. What may stop us from engaging in such campaigns?

Anything missing?

- n. Students may add additional questions for consideration.

Activity 10

Reflection on advocacy project

During and following the completion of your advocacy project, complete a reflection (individually, in small groups, or as a class) on the unit as a whole. The purpose of this reflection is to share your learning with a broader community. This may take the form of a video presentation for your school assembly or website, TikTok or Instagram reel, presentation for your principal as to why advocacy should be part of your school, an editorial for your community paper/newsletter, mural for your school hallway, or something else.

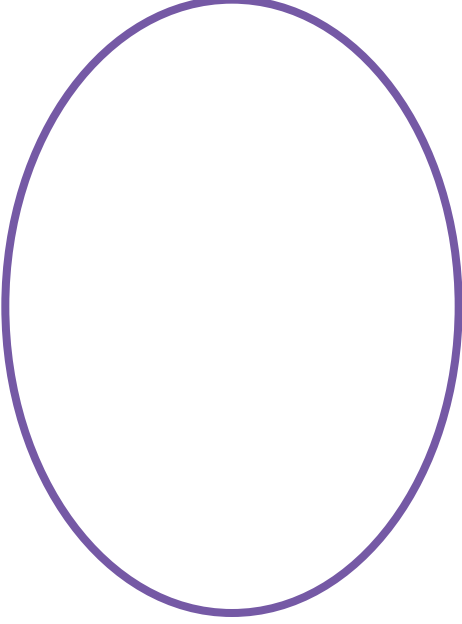
Some questions to consider in your final reflection:

- What is an advocate? What are the qualities of an advocate?
- How is advocacy different from charity?
- What does it mean to engage ethically with others to advance equity, justice and human rights for all? More specifically, what can all people do to ensure that the rights of Indigenous youth are protected?
- What does justice entail? What does living in a just society entail?

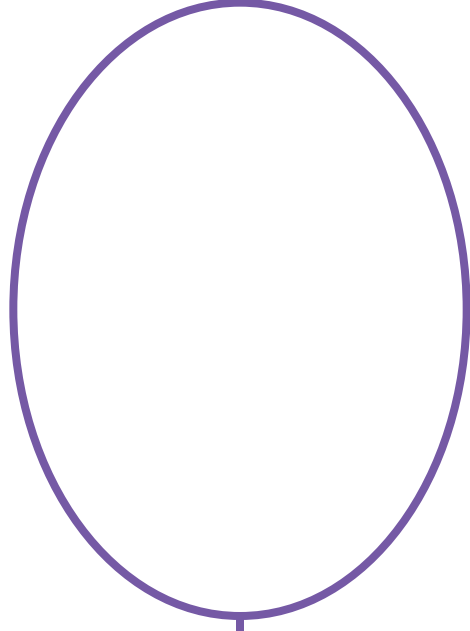
Appendix

**Worksheets for Activity 5:
Equity and advocacy - community context**

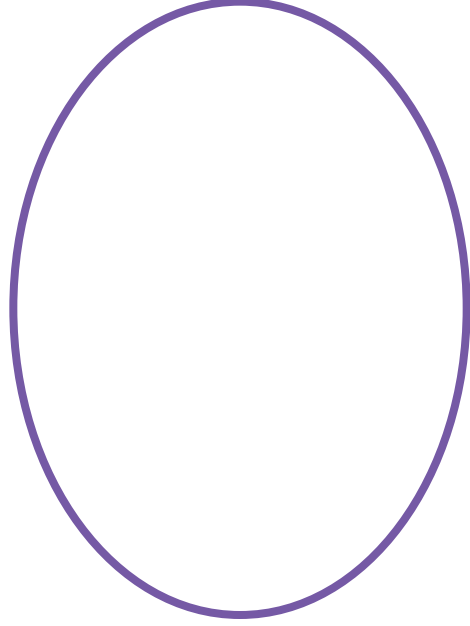
My Definition



Example



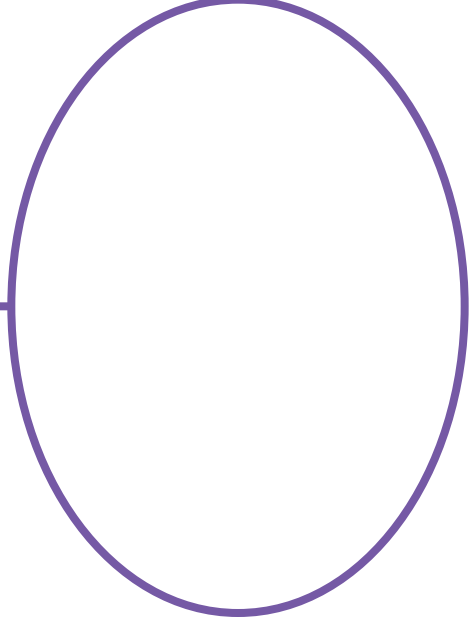
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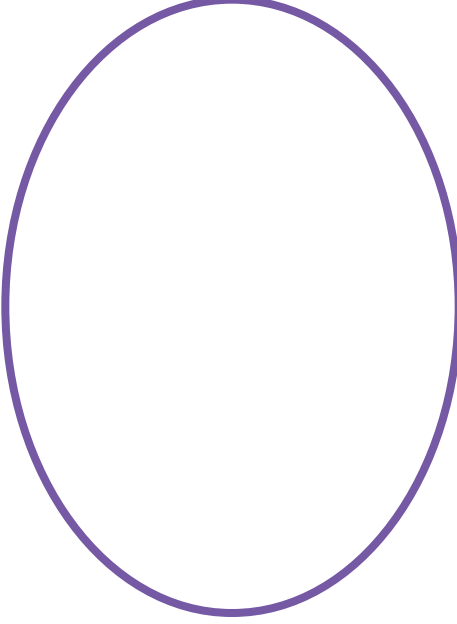
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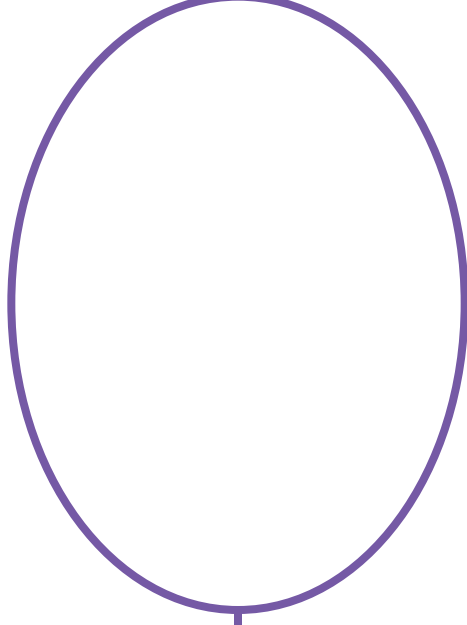
Picture



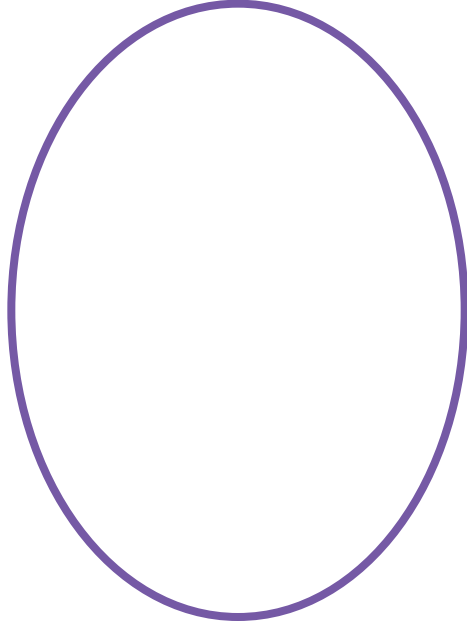
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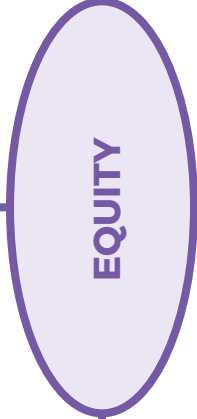
Example



Dictionary Definition



EQUITY



Picture

