

Title: What can we learn from Indigenous views on sustainable food production?

<p>Resources used and possible concerns</p>	<p><i>Seeds of Our Ancestors, Seeds of our Lives</i> (Laduke, 2012) [TedTalk] https://youtu.be/pHNlel72eQc</p>
<p>Author/creator and/or literature background</p>	<p>Winona LaDuke:</p> <ul style="list-style-type: none"> ● An internationally-renowned activist working on issues of sustainable development, renewable energy and food systems. ● Lives and works on the White Earth reservation in northern Minnesota. ● Program director of Honour the Earth ● Founder of the White Earth Land Recovery Project, which works to protect Indigenous plants and heritage foods from patenting and genetic engineering ● Graduated from Harvard and Antioch universities ● LaDuke has written extensively on Native American and environmental issues ● Author of five books including <i>Recovering the Sacred</i>, <i>All Our Relations</i>, and <i>Last Standing Woman</i> (LaDuke, 2012)
<p>UPE course connections (not exhaustive)</p>	<ul style="list-style-type: none"> ● EDUC 460 Specialization I: This resource could be used in Specialization I as an example of Indigenous perspectives that can be used in the classroom either in Social Studies, Science or English Language Arts at a secondary level (or Community-based programs). Discussions regarding how the TRC: Calls to Action (2015) can be taken up in a meaningful and ethical way in SS, science, or ELA could benefit from a relevant example such as this Ted Talk. ● EDUC 520 Interdisciplinary Learning: The Interdisciplinary Learning course addresses how teachers can “integrate ideas to connect learning and knowledge between subject specializations in attending to complex forms of learning and understanding” (University of Calgary, n.d., EDUC Interdisciplinary Learning). This is a great resource that could be used as an example in Interdisciplinary learning. In this case, a lesson could cover outcomes in CTF Home Economics or CTS Food Studies in combination with secondary Science or Biology and ELA outcomes. An exploration of the foods that can be grown in the area the lesson is taught and how to prepare them would be

	<p>a great extension activity. The interdisciplinary lesson could also include written responses, a look at ecosystems and the different types of plants used for food and fibre.</p> <ul style="list-style-type: none"> ● EDUC 530 Indigenous Education: Students are asked to complete a resource evaluation for one of their summative assessments in the Indigenous Education course. This is meant to provide pre-service teachers with the tools to evaluate the classroom suitability of books and films with Indigenous content. It might also be worth considering Ted Talks, such as this one, as they are great resources for the classroom. They provide an opportunity to bring authentic Indigenous voices into the classroom if used appropriately. In the course Appendix 6 in <i>Our Words, Our Ways: Teaching First Nations, Métis, and Inuit Learners</i> (Alberta Education, 2017) are used by students to assess the resources. In addition, this could provide a great example of a resource for place/land-based education, which is also discussed in the course.
<p>K-12 connection</p>	<ul style="list-style-type: none"> ● This lesson is created for a grades 7-9 CTF Home Economics course to address the required outcome for students to demonstrate environmental stewardship associated with occupational areas. This lesson will be part of a unit where students will look at sustainable practices they can adopt, both within their sphere of influence regarding the food they consume, and what can be done on a larger scale in the food industry. Consideration of the food industry also addresses the CTF outcome to explore occupational area skills, knowledge and technologies (Alberta Education, 2017). ● Could also be used for: <ul style="list-style-type: none"> ○ ELA at various grades to address outcomes such as: <ul style="list-style-type: none"> ■ 1.1 Discover and Explore; Express Ideas and Develop Understanding; ■ 1.2 Clarify and Extend: Consider the ideas of Others; ■ 2.2 Respond to Texts: Experience a Variety of Texts <p style="text-align: right;">(Alberta Education, 2000)</p> ○ Grade 7 science to address the outcomes in units such as:

	<ul style="list-style-type: none"> ■ Unit A: Interactions and Ecosystems ■ Unit B: Plants for Food and Fibre <p>(Alberta Education, 2003)</p>
<p>Materials</p>	<ul style="list-style-type: none"> ● Smartboard or screen to view slide/video ● Google slide w/ information and embedded video ● Graphic organizer for KWL exercise ● Object to be passed for a talking circle
<p>Rationale</p>	<p>Big idea: Discuss Indigenous views on sustainable practices in food consumption and production.</p> <p>Purpose: To begin to consider the different ways we can encourage sustainable practices within our sphere of influence and the food industry.</p> <p>As stated in the K-12 connections, this lesson is part of a unit addressing sustainable practices in food consumption and production. LaDuke's (2012) Ted Talk is being used to explore the different ways of addressing environmental sustainability in the food industry in addition to including relevant Indigenous knowledge and science. This resource explains some of the Ojibwe peoples' worldviews of the White Earth reservation, how they view the food they produce and consume, and examples of what can be done with regards to adopting sustainable food production, making it a very valuable resource for this unit. Health concerns related to the diets of the peoples in the reservations in America, in general, are discussed, which are also very relevant in a food studies unit. Additionally, this Ted Talk addresses the differences and similarities between different Indigenous cultures as it mentions different groups and their knowledge, values, and concerns about sustainable food production, which is an important concept to acknowledge in the classroom.</p>
<p>Lesson/activities</p>	<ol style="list-style-type: none"> 1. Explain the lesson's intent, which is to explore different ways to encourage sustainable practices in food consumption and production. 2. Discuss the speaker's biography and the Indigenous culture and knowledge that she is predominantly referring to in this Ted Talk. In this case, LaDuke lives on the White Earth Reservation in Northern Minnesota, home to the Ojibwe people, who are related to the Anishinabe people on the East coast. Showing a map of the location of the reservation would also be helpful. 3. Play the Ted talk for students. 4. Conduct a whole-class discussion to obtain the

	<p>students' impression and understanding of the Ted Talk.</p> <ol style="list-style-type: none">a. What are the Ojibwe worldviews regarding food?b. What was the main message of this Ted Talk about food production? <p>5. After the whole-class discussion, have students conduct a KWL (I know, I wonder, I will learn from) exercise in small groups using a graphic organizer, as explained in Our words, our ways: Teaching First Nations, Métis, and Inuit learners (Alberta Education, 2017), to expand on the discussion about the resource.</p> <p>6. After the KWL exercise, conduct a talking circle. First, establish the proper protocols as described in the fact sheet available on the Talking Together website. Then, have each student share what they personally want to learn more about with regards to sustainable practices moving forward. Their answers should be based on the information in the Ted Talk and what they discussed in the KWL exercise with their group.</p> <p>7. Collect the KWL graphic organizers to inform future lessons.</p>
Content Creator Biography	<p>I am a graduate of the Olds College Fashion Merchandising program with a major in apparel production who worked for 23 years in that field before entering the Community-based Bachelor of Education program with the University of Calgary in 2016. I am excited to begin my new career this fall, teaching the CTF/CTS programs for Home Economics and Fashion in my small community, which has been my dream since graduating from Olds. I hope to bring my experience as a mother, volunteer, tailor, and small business owner, as well as the knowledge and experience I have attained during my studies with the Werklund School of Education, into the classroom this fall to address the needs of my students successfully.</p>

Supporting Sources (APA):

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