

## Educator Primer

# Video 2: These Lands

Video 2 introduces your students to one of the foundational principles of the Vancouver Plan, reconciliation with Indigenous Peoples. As a City of Reconciliation, Vancouver has committed to a sustained relationship of mutual respect, understanding and working with the **hən̓q̓əmi̓n̓əm** and **Sḵw̓x̓w̓ú7mesh** speaking peoples, the **xʷməθkʷəy̓əm (Musqueam)**, **Sḵw̓x̓w̓ú7mesh (Squamish)** and **səlilwətał (Tsleil-Waututh) Peoples (MST)**, whose unceded and ancestral homelands we occupy as settlers.

The video and optional activity for this section introduces the concept of territorial acknowledgements as a way of thinking about the impacts of colonization, its ongoing impacts, and students' own connection to the land. While territorial acknowledgments can often be standardized for schools or organizations, they can also allow for personal reflections about how the students have arrived in these territories and how they have been impacted or have benefited from living here. The activity is based on the City's "How to do a Territorial Acknowledgement" primer developed for Phase 2 of the Vancouver Plan. The optional activity recognizes that land acknowledgements are a small step on the path towards reconciliation, but it will allow students the opportunity to start the Young Planners Program reflecting on an issue of national importance and one that is foundational to the Vancouver Plan.

### The Optional Activity:

The class can work all together, or in small groups and will be asked to develop a territorial acknowledgement for the group. The activity includes a suggested introduction to the acknowledgement, the recognition of the local Nations, and a series of prompts to give each member of the group an opportunity to reflect and contribute. The group's should be encourage to share their land acknowledgements with the whole class both as a way to build public speaking skills and to allow the class to learn from and reflect on the experiences of their peers.

Land acknowledgements are different from welcomes and are only given by settlers. For your Indigenous students, we would like to create space for them to think about ways the city could support them and members of their communities. This could be with a focus on reconciliation, or it could be any other topic or observation or reflection they may have. As part of making reconciliation central to the Vancouver Plan, we would also like to provide these students with the chance to share their reflections, suggestions, ideas and needs directly with the city (and completely anonymously). Educators, parents, facilitators, program leaders can send through any materials to Stina Hanson at [stina.hanson@vancouver.ca](mailto:stina.hanson@vancouver.ca) for inclusion as part of feedback on the Vancouver Plan. Input related to other divisions or projects will be forwarded to relevant staff.

This video and activity may bring up complicated feelings for students, especially in light of ongoing national conversations about residential schools. An aftercare program of culturally appropriate resources, including Indigenous Resource Teachers and counselors should be in place and students should know that there are places for them to go if they need additional support.