

It is with deep gratitude that I acknowledge The Peoples, The Energies, and The Ways of Being and Knowing that have and continue to caretake This Land. I am humbled and honoured for the opportunity to live and be on the traditional, ancestral, and unceded territories of the $wm\theta k w\acute{e}y\grave{a}m$ (Musqueam), $skwxw\acute{u}7mesh$ (Squamish), and $sel\acute{i}lwit\acute{u}lh$ (Tsleil-Waututh) First Nations.



x^wməmə́q^we:m (Camosun Bog)

x^wməmə́q^we:m (Camosun Bog) is located on the unceded territory of the x^wməθk^wə́yəm (Musqueam) Nation. This is the beautiful place where I sleep, eat, work, rest, breathe, meditate, and grow







I have had the privilege of raising my children on these lands



I continue every day to live
and thrive
and play on These Lands





Amber Shaw
amber.shaw@ubc.ca
(She/Herself)
Vantage College
Science Stream
ORCH 3013

I would like to personally acknowledge that I was born and educated on the traditional lands of the Powhatan People.

Teacher, Scholar, Writer, Advocate, Indigenous Ally, Mum, Volunteer, Vegan Foodie, Lover of Co-ops, Local Farms, Fair Wages, Science, **Queer** Pride, and My Dog.

Welcome

We will:

- acknowledge The Land
- acknowledge each other and create a safe/brave space for our exchanges
- look at the basic principles of Universal Design for Learning (UDL) and Multi-Modality
- experience a multimodal Land/Territory Acknowledgment
- cover some best practices for making Land Acknowledgements accessible to students
- explore an example of assignment instructions. This assignment aims to be a model in honour of the TRC Call to Action sections 62 ii and 63 ii, iii, iv
- reflect on ways to encourage students to incorporate Land Acknowledgements into different types of common assignments

Welcome to our Safe/Brave Space

Respect
Encouragement
Empathy
Support
Open Minds
Assume Positive Intent

Workshop Requests:

- Please only take away from this workshop what resonates with you in your context
- Leave behind anything that does not intuitively seem helpful at this time

Worthwhile considerations:

- There is no “right” or “correct” way to do this
- We all have different tool, resources, experiences, gifts, and contexts
- Not all is to be accepted (n)or applied
- This is an attempt to acknowledge, honour, and serve Indigenous Peoples, The Land, our students, colleagues, and selves well....it is not an invitation to overwhelm you

My Main Goal:

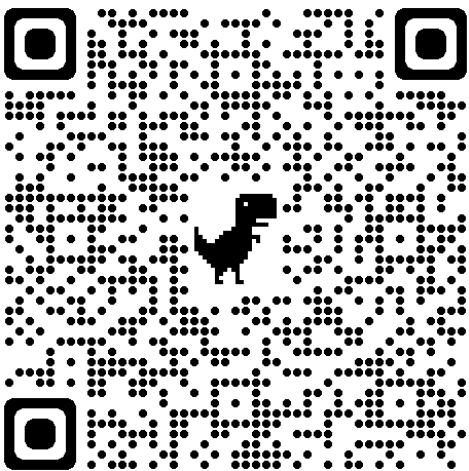
To provide enough UDL background for an experience of creating accessible Land Acknowledgement opportunities

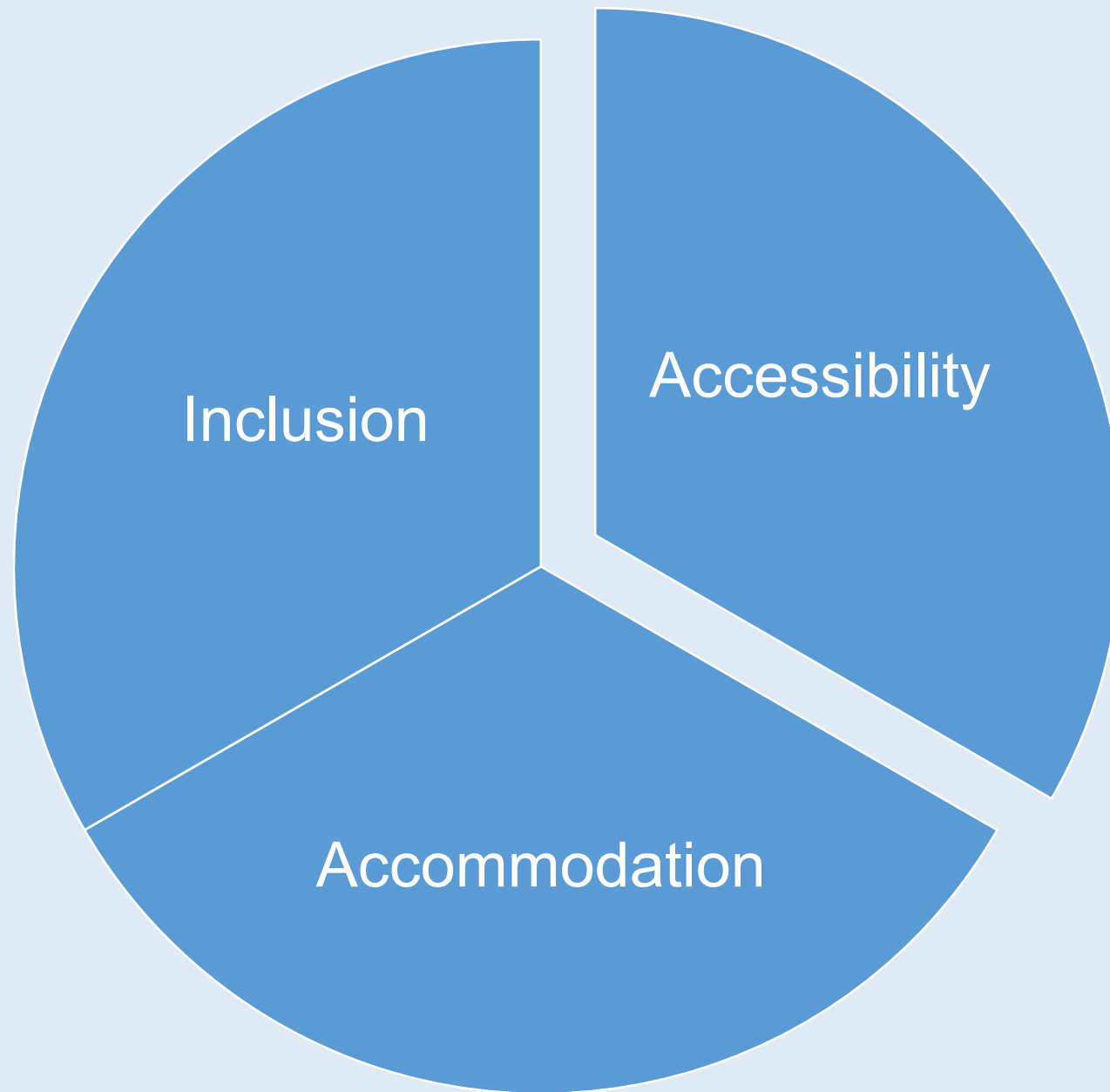
In the end, I leave it to each of you to evaluate which pieces are of value to you in your own practice

MultiModal Land Acknowledgement

- Work In Groups, Pairs or Individually
- Create a multimodal Land Acknowledgement

https://docs.google.com/document/d/1fiRMcROcgJNqafrB_YVVvFQ2hH617kM3hE3zureCIng/edit?usp=sharing





Basic Principles of Universal Design for Learning (UDL)

UDL has three core principles

Incorporate Multiple Means of:

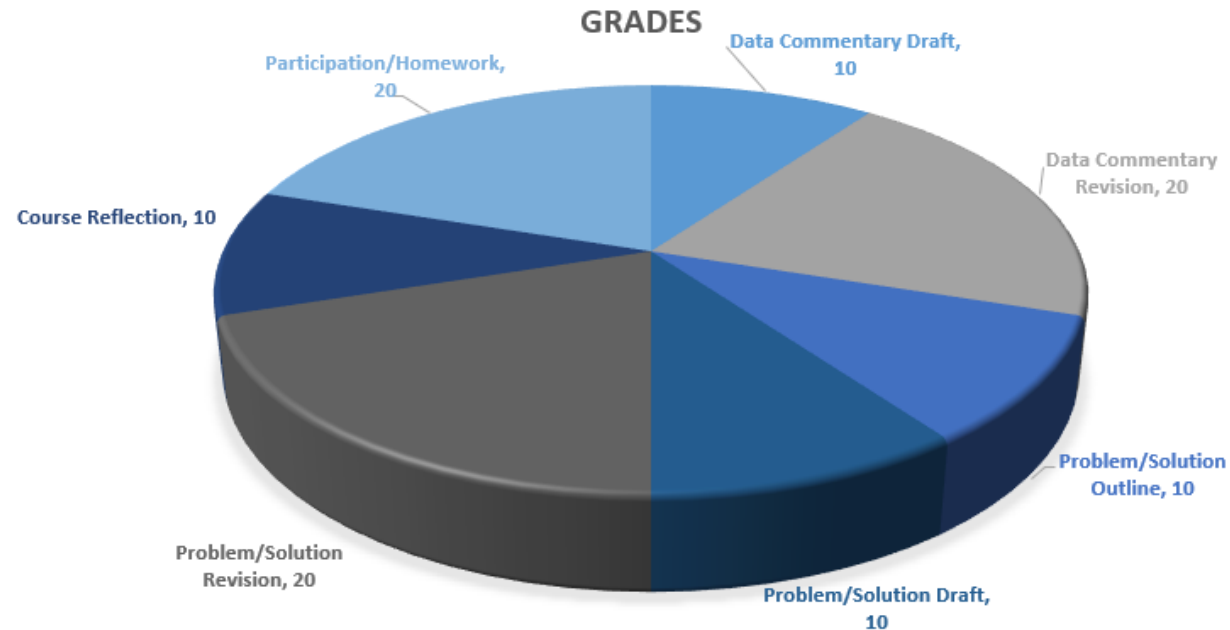
1)Representation

2)Expression

3)Engagement

Multiple Means of Representation

Weight	Major Assessments	Evidence	Learning Outcomes
30%	Data Commentary	Data Commentary Draft (10%)	1,2,3,5
		Data Commentary Final (20%)	
40%	Problem/Solution	Problem/Solution Outline (10%)	1,2,3,5
		Problem/Solution Draft (10%)	
		Problem/Solution Final (20%)	
10%	Reflection	Reflection (10%)	1,2,6,7
20%	Participation	Participation/Online Homework (20%)	1,2,3,4,5,6,7



Multiple Means of Expression

UBC is located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) People

Assignment #1: Land Acknowledgment

Instructions: Choose either A OR B to demonstrate what you have learned about Land Acknowledgments

Option A: Draft your personal Land Acknowledgment as a short paragraph (~100-150 words). Remember to include a reconciliation commitment/goal and a visual (picture).

Option B: Draft your personal Land Acknowledgment as a short video (~ 1 minute). Remember to include a reconciliation commitment/goal.

Useful Nouns:

Land	Territory	Connection(s)	(De)colonization
History	Caretakers	Reconciliation	Elders

Common Adjectives:

Indigenous	Sacred	Beautiful	Uninvited
Traditional	Ancestral	Unceded	Stolen

* Remember it is important to choose adjectives that are respectful and accurate

Suggested Verbs:

To acknowledge	To study	To reside	To <u>honour</u>
...is located (on)	To live	To commit (to)	To recognize



xʷməθkʷəy̓əm at sunrise

Multiple Means of Engagement

What are some different ways students engage in your classes?

Some Examples of Common Accessibility Issues

Spaces (Physical/Virtual)

Sight

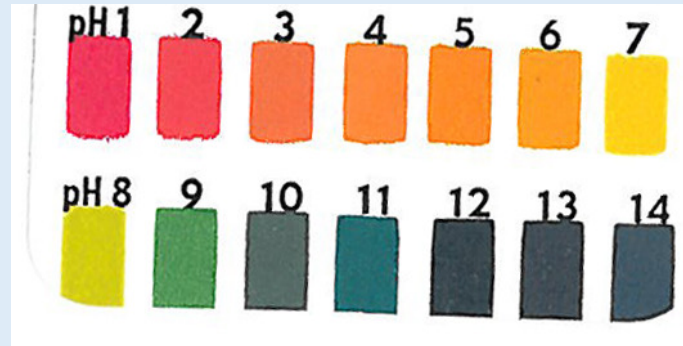


Photo by: Joseph Thibault

Hearing

Including Closed Captioning



Photo by: Ildar Sagdejev

More Accessible Land Acknowledgments

When do you use Land Acknowledgements?

- First day of the course?
- Start of each class/meeting/lab/etc.?
- On course materials?

When do some students use Land Acknowledgements?

- When prompted by the instructor or assignment?
- For marks?

Student Reflection Example



What pieces do students need?

- Background Information
- Expectations
- Examples
- Language Choices
- Are There Teaching Materials?

Multiple Means of Expression

UBC is located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) People

Assignment #1: Land Acknowledgment

Instructions: Choose either A OR B to demonstrate what you have learned about Land Acknowledgments

Option A: Draft your personal Land Acknowledgment as a short paragraph (~100-150 words). Remember to include a reconciliation commitment/goal and a visual (picture).

Option B: Draft your personal Land Acknowledgment as a short video (~ 1 minute). Remember to include a reconciliation commitment/goal.

Useful Nouns:

Land	Territory	Connection(s)	(De)colonization
History	Caretakers	Reconciliation	Elders

Common Adjectives:

Indigenous	Sacred	Beautiful	Uninvited
Traditional	Ancestral	Unceded	Stolen

* Remember it is important to choose adjectives that are respectful and accurate

Suggested Verbs:

To acknowledge	To study	To reside	To <u>honour</u>
...is located (on)	To live	To commit (to)	To recognize



xʷməθkʷəy̓əm at sunrise

Student Examples

Some students made it about:

- **UBC**

“We [I] would like to begin by acknowledging that the land on which we gather is the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) People.”

“I would like to acknowledge that UBC Vancouver campus is situated on the traditional, ancestral, and unceded territory of Musquam People.”

- **Themselves**

“I would like to acknowledge that I am learning on the traditional, ancestral, and unceded territory of the Musqueam People”

“I would like to acknowledge that we are studying, living, and playing on the Vancouver campus on the traditional, ancestral, and unceded territory of the Musqueam People.”

- **Research/study**

“I would like to acknowledge that this research and experiment took place on the traditional, ancestral, and unceded territory of the Musqueam People.”

“The study was conducted on the traditional, ancestral, and unceded territory of the Musqueam People.”

Some Reflections

- Flexible Means of Expression
- Have an Opportunity for Formative Feedback

<https://youtu.be/EFWtod1cHXY>

- Offer Templates
- Provide Language Choices/Support

Additional Resources (Among Many)

McFarlane, P., & Schabus, N. (2018). *Whose Land is it Anyway? A Manual for Decolonization*.

https://fpse.ca/sites/default/files/news_files/Decolonization%20Handbook.pdf

Smith, L. T. (2021). *Decolonizing Methodologies: Research and Indigenous Peoples* (Third ed.). Zed Books.

Truth and Reconciliation Commission of Canada. (2015). *Calls to Action*.

https://alpha.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls_to_action_english2.pdf

Tuck, E., & Yang, K. W. (2012). Land acknowledgment: A critical geography of Indigenous presence. *Decolonization: Indigeneity, Education & Society*, 1(1), 1-25. <https://jps.library.utoronto.ca/index.php/des/article/view/18630/15554>

University of Alberta. (n.d.). *Indigenous Canada*. <https://www.coursera.org/learn/indigenous-canada>

Additional Online Resources (Among Many)

1. CAST: The Center for Applied Special Technology (CAST) is a nonprofit education research and development organization that focuses on expanding learning opportunities for all individuals, especially those with disabilities, through UDL. Their website has many resources, including an introduction to UDL, implementation strategies, and professional development opportunities.
2. UDL Implementation and Research Network: This is a community of researchers and educators who are interested in promoting and implementing UDL in their classrooms and schools. They offer a variety of resources and opportunities for collaboration, including online discussions, webinars, and research projects.
3. UDL Exchange: This is a free online resource for educators to share and access UDL lesson plans, activities, and assessments. It was created by CAST and has a large collection of resources that can be searched by subject, grade level, and UDL principle.
4. UDL on Campus: This is a website that focuses on applying UDL principles to higher education. It offers resources for faculty and staff on how to create accessible and engaging learning environments for all students.
5. Teach Access: This organization focuses on increasing the accessibility of technology and has resources and training programs for educators, developers, and designers. They offer webinars, online courses, and a certification program.

Resources from:

OpenAI. (2023, April 29). Chat with ChatGPT on Universal Design for Learning [Msg 1]. Retrieved from <https://chat.openai.com>