

# Indigenous Perspectives on Eco-cultural Revitalization - Lessons Learned

Included are the following lessons learned from participant evaluations and other feedback.

## 1. More clearly articulate and convey the course objectives

- Send course objectives and course outline to participants a week early. Include course logistics, course safety/respect protocols and pre-course survey.
- Send *Saltwater People* to participants with some key sections as pre-course reading.

## 2. Improve course orientation on Day 1

- Orient participants to the curriculum.
- include a brief introduction and an icebreaker exercise with an indigenous dimension.

## 3. Provide more emphasis on braiding W̱SÁNEĆ Traditional Knowledge with climate science

- Include a presentation of Traditional Knowledge and Climate science on each day with an articulation of how they can be braided.
- Avoid "meshing" the two: they each have their own integrity.
- Less emphasis on climate "disaster" and more on climate solutions.
- Provide illustrations of a more holistic world view for climate action.

## 4. Develop a deeper understanding of W̱SÁNEĆ culture, history, and world view

- Include optional water cleanse at dawn each day
- Include a session on the SENĆOŦEN language and the importance of its revitalization.
- Include a session on place names and the need to reconnect with the land.
- Include in the blanket exercise debrief a focus on the path forward to decolonization.
- Include a cultural component (poetry, singing, drumming, braiding cedar).
- Include a ceremonial course closing after action plan presentations on final day.

## 5. Illustrate the climate action strategies to promote climate justice.

- Include a session on Indigenous Rights and Title and right to a healthy environment.
- Include a session on eco-cultural revitalization.

## 6. More emphasis on and support for development of action plans

- Introduce action plans on day 1
- Have presenters include/illustrate action plans as part of their presentations.
- Have an action plan workshop on day 4 involving small groups.

## 7. Provide more time on the land for place-based learning

- Add a trip to Brooks Point to explore protection of marine environment.
- Have lunches on the land on Tuesday, Wednesday & Thursday.

## 8. Provide more time for participant interaction

- Add opening circle brief check-in every morning.
- Add closing circle brief debrief every afternoon.
- Include a sharing of participant special interests on Day 1 or 2.
- Add a drumming/music/cedar roses evening.

**Based on the evaluations, feedback and lessons learned, a possible revised course schedule is provided here for future reference.**

**.TETÁCES: Climate Action Project – Indigenous Perspectives on Eco-Cultural Revitalization: Draft Revisions**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
	7:00 Optional swim Breakfast 8:00-8:45	7:00 Optional swim Breakfast 8:00-8:45	7:00 Optional swim Breakfast 8:00-8:45	7:00 Optional swim Breakfast 8:00-8:45	7:00 Optional swim Breakfast 8:00-8:45
2:30 Swartz Ferry to Otter Bay Pender Island	8:45 opening circle 9:00 <b>WSÁNEĆ culture &amp; Traditional Knowledge:</b> TETÁCES; QENEN,IW LÁU, WELNEW 13 moon calendar Saltwater People SELILIYE, J,SINTEN possibly ÇOSINIYE Smudge/brushing	9:00 opening circle <b>Healing the land, healing ourselves</b> Hay Point Eco-cultural restoration removal of invasive species Judith L. Arney optional Ethnobotany plant walk SELILIYE Earl Claxton Jr. Salmon Pit cook	9;00 opening circle <b>SENĆOTEN language and the importance of place;</b> S,DA'YES, QENEN,IW: PENÁĆ Trip to Medicine Beach E,HO Eco-cultural revitalization; Protecting the land, preserving <b>culture:</b> Dr. Darcy Mathews	9;00 opening circle <b>Climate action Initiatives:</b> protection of the marine environment: resurgence of the Reef net fishery: Dr. Nick Claxton. Hay Point. Trip to Brooks Point: survival of salmon and the SR Orcas: Misty Macduffee	8:45 opening circle <b>Completing the braid:</b> Climate Action Project Presentations weaving it together: a climate action tapestry.  Ceremonial closing: drumming singing SELILIYE, J,SINTEN
	Lunch 12:00 – 1:00	Salmon Pit Cook	Lunch at Slow Coast	Picnic at Brooks Point	Lunch 12:30 – 1:30
4:00 -5:00 Welcoming: SELILIYE (Belinda Claxton) J,SINTEN (John Elliott) Instructors  Brief introductions ice breaker exercise– Brief course overview	<b>From climate science to climate action:</b> Causes of the climate crisis; strategies and action plans for reversing climate change & mitigating impact: Julie Johnston; Braiding Traditional Knowledge with climate science: Instructors 4:30 closing circle	<b>The path to decolonization</b> Kairos Blanket Exercise Lillian Underwood History of colonialism and the way forward to decolonization. Blanket exercise Debrief  4:30 closing circle	<b>Climate Justice:</b> Rights of Nature and the right to a healthy environment: Dr. David Boyd; WSÁNEĆ Natural Law and Indigenous rights and title: the Tsawout Marine use study and the Transmountain pipeline: Robert Clifford 4:30 closing circle	<b>Action plan workshop.</b> Toward a holistic world view: Braiding Traditional Knowledge with climate science Identifying common interests; interest group discussions; sharing collaborative visions and possible interests. 4:00 closing circle	Ferry to Swartz 2:45
Welcome Dinner 6:00	Dinner 6:00	Dinner 6:00	Dinner 6:00	Dinner 6:00	
free evening	Sharing individual interests	Poetry night Kevin Paul	music night/drumming cedar roses	making connections	