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Continuing Education and Life[long] Learning Ideas for BC Landscape Architects

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Quote Sources

- 1 Julia Child – quoted by Nancy Verde Barr in *Backstage with Julia: My Years with Julia Child*, 2007, p.246.
- 2 Eric Hoffer, *Reflections on the Human Condition* (1973, Section 32, p.22)
- 3 John Holt, *What Do I Do Monday?* (1970, p.22)

Find something you're passionate about and keep tremendously interested in it. — Julia Child¹

In a time of drastic change it is the learners who inherit the future. The learned usually find themselves equipped to live in a world that no longer exists. — Eric Hoffer²

There is no difference between living and learning, that living is learning, it is impossible, and misleading and harmful to think of them as being separate. — John Holt³

Preface

Protocol with First Nations acknowledges and gives thanks for welcoming us uninvited into their territories. Therefore, to the Skwxwú7mesh (Squamish Nation) and K'ómoks (Comox Nation), who are recognized as different language groups), and to the xʷməθkwəyəm (Musqueam), Səlilwətaʔ (Tsleil-Waututh), and Qw'ntl'en (Kwantlen) nations I say in Hən̓q̓əmiḥən̓, the downriver Halkomelem dialect, hay ce:p q̓aʔ si:em' nu st'ich si'emstuhw šxʷʔamət. As a settler, I am thankful every day for their sharing of land, knowledge, culture, and teachings. I am grateful to live, work, learn, and play on the unceded, occupied, and ancestral territories of the Coast Salish Peoples.

Why Continuing Education for Landscape Architects?

In BC, the British Columbia Society of Landscape Architects is governed and regulated by provincial legislation — Architects (Landscape) Act, [RSBC 1996] c.18, s.11 [as am. November 2, 1999] which includes the following *Objects* of the Society:

- (a) to uphold public health, safety and welfare as it relates to the professional practice of landscape architecture in British Columbia;
- (b) to nurture and further the professional application of landscape architectural knowledge and technique as it relates to the planning, design, development, preservation, protection, restoration, reclamation, rehabilitation, enhancement and management of the environment;
- (c) to advance landscape architectural knowledge and technique;
- (d) to further and maintain proper standards of professional Landscape Architectural practice in British Columbia.”

The *Objects* of the BCSLA are elaborated in the Bylaws (1.1 through 1.14 – Principles of the Profession) of the Society. The *Principles* establish that as Members, we currently (2010) have the following Duties:

- Duties to the Public
- Duties to the Client
- Duties to the Environment
- Duties to the Profession
- Duties to Oneself

Continuing education is considered an essential component to meet our legislated duties to the public. To accomplish this, By-law 1.4 sets out exactly what we mean:

*“The Landscape Architect owes a duty to the public to uphold the public trust in the expertise and judgment of professionals, through **continuing education** in the art, science and skills of landscape architecture, the thoughtful consideration of the social, environmental and economic impact of their professional activities, and the exercise of learned and uncompromised professional judgment.”*

To download a complete copy of the current BCSLA Standards of Professional Conduct and Practice go here: https://www.bcsla.org/sites/default/files/documents/profession/StandardApril24-2010adp_2016Final.pdf

About 151 ideas:

The world, and our little corner of it, has changed a lot since the first printing of *101 Ways* in 2015. While the suggestions in *101 Ways* remain very useful motivators for exploring knowledge gaps and will continue to be available as a pdf on the BCSLA website, there is great urgency in staying current within the profession, because landscape is both a human construct, a way of culturally organizing territory, and with human agency can transform and redefine human settlements, meet essential needs, and enrich human lives.

Much of what we learned in school two, ten, twenty, or thirty years ago, or thought was irrefutable knowledge a year ago no longer holds valid space in our profession or in society. Innovative technologies, a revival of old ways of thinking, an urgent need to learn more about coping with challenging issues and wicked problems, and to actively pursue new knowledge are essential to finding currency, and maintaining relevancy in our applied practice, where human life depends so much more on the survival of plants that feed, clothe, shelter, and protect us from the vagaries of climate.

While it's not all on our shoulders, figuring out how to save the world from negative human energy is on our watch. We can intentionally direct our talents and energy towards to changing the world towards a better, healthier, and positive future.

Life learning about human survival on this changing planet gives us the knowledge and skills to help us work, play and live healthy, happy and safe lives which we must pass on to present and next generations. **Lifelong learners** have a passion for learning, and we are empowered by that passion to create a life that fulfills our dreams and those of others.

The completion of the Truth + Reconciliation Commission hearings and release of the 94 Calls to Action in 2016 has both personal and collective implications, and as you will see, has pushed the direction and organization of the 151 ideas in this edition into some specific and timely topics to explore and absorb:

- Indigenous Issues | Reconciliation | Decolonization (1—46)
- TEK | Indigenous Ecological Knowledge | Local Knowledge (47—55)
- Cultural Survival + Resilience + Land Struggles (56—63)
- MOOCS + More (64—70)
- Podcasts | Online Audio/Video Broadcasts (71—83)
- Climate Adaptation | Resilient Places | Low Carbon Resilience (84—109)
- Planting Design – Adaptation (110—115)
- Urban Forests and Trees (115—118)
- Biophilic Cities and Design (116—119)
- Food [In] Security | Food Sovereignty (127—135)
- Play: Outside | Natural Play (136-140)
- Transportation (141—145)
- Design for Social Impact + Inclusivity + Engagement (146-151)

Tips for using the Guide

The format for this version is letter-size, landscape, and is sequentially-paged for web reading. A back-to-back booklet format can be downloaded from <https://kora.kpu.ca/islandora/search/Dunster?type=dismax>

Start at the beginning. The *Canadian Landscape Charter* sets the ethical compass bearing for landscape architects in Canada and should be internalized and then externalized in your practice. Many of the ideas suggested below will help enrich your mind. The first section on Indigenous Issues | Reconciliation | Decolonization can be followed sequentially if you are just stepping on the path. If you are already on your way — skim through the ideas and explore topics that catch your eye, heart, or mind.

The other themes evolved from many conversations, conferences, social media, and discussions with friends and allies. Otherwise, have fun exploring. Hit the books, MOOCs, or the movies – lots to choose from and mostly FREE!

If you have any suggestions for the next edition, email me at kathy.dunster@kpu.ca

Kathy Dunster, 21 June 2018 from *Iháyta'yich* (Pentlach / K'ómoks Territory)

Indigenous Issues | Reconciliation | Decolonization

In 2015 the component associations of the CSLA (including BCSLA) ratified the Canadian Landscape Charter (CLC). <http://www.csla-aapc.ca/charter> There are five Core Principles that define a standard for the practice of landscape architecture in Canada:

- *Recognize landscapes as vital:* By ensuring that all landscapes are understood and respected for their geographic, cultural, heritage, social, aesthetic, economic and environmental values, whether as cultural and/or natural features, or as physical and/or abstract entities. By ensuring that all landscapes are considered, from the most precious and well-known to the most ignored and spoiled, whether they are wild, rural or urban.
- *Consider all peoples:* By increasing the awareness and understanding of the traditional values, ecological knowledge and practices of the various Canadian communities, including First Nations, Inuit, and Métis Peoples, which relate to customary stewardship of the land, and by considering these values and practices in both management and design.
- *Inspire stewardship:* By embracing new knowledge, practices and tools together with traditional ecological knowledge and practices.
- *Expand knowledge:* By acknowledging that our understanding of the natural and cultural processes that create landscapes is incomplete, and that those processes are dynamic, not static. By seeking a better understanding of the links between landscapes and governance, culture, physical and mental health, economic development and environment. By identifying and assessing the complex, multi-dimensional and interdependent values of landscapes, regardless of temporal and spatial scales and origin, as a primary tool for sustainable landscape management.
- *Show leadership:* By inspiring through principles, guidelines and metrics, exchanges on the subject of landscape amongst institutions, complementary disciplines and the general population across Canada; and by encouraging knowledge development and sharing, recognition of best practices, collaboration and outreach amongst multidisciplinary practitioners.

I Download the **Canadian Landscape Charter**, absorb it, and take another step onto the path: Individual members are encouraged to endorse the CLC <http://www.csla-aapc.ca/endorse> Consistent with the CLC principles, in November 2016 the CSLA Board of Directors established the **Indigenous Issues Task Force** (IITF) with a mandate to prepare a discussion paper on the findings and recommendations of the Truth and Reconciliation Commission of Canada. A BC regional working group was activated in 2017 and undertook an environmental scan of the state of knowledge in BC. That information is being used to inform preparation of a forthcoming (late-2018) national (CSLA) discussion paper.

Meanwhile, here are some CE resources to help you get started on the path, or to expand the knowledge you already have. What follows is not exhaustive or is necessarily the definitive or final word. But it is easily accessible, will help you walk along the Reconciliation Path, and will point you in various self-learning directions.

2 BC is home to 203 First Nations. The BC Assembly of First Nations has profile pages and a map to help you get to know them, where they are located, and their contact information: <http://bcafn.ca/community-profiles/>

3 The BC Government has a legal obligation to meaningfully consult, accommodate and receive the consent of First Nations on land and resource decisions that could impact their interests (FPIC)[BC has stated that it wishes to operate within the framework of UNDRIP, see below)] For some basic resources related to working with First Nations in BC <https://www2.gov.bc.ca/gov/content/environment/natural-resource-stewardship/consulting-with-first-nations>

The **BC Ministry of Indigenous Relations and Reconciliation** provides advice and guidance in First Nations consultation, reconciliation. <https://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/ministries/indigenous-relations-reconciliation>

For Indigenous people land is more than simple geography or ownership of “property.” Land roots and connects spirit, belonging, being, and way of life to the ancestors. A few Treaties may have been signed over a hundred years ago during the Colonial period, but they are still valid, living legal documents that must be upheld – particularly when they assigned the rights to land, water and resources to a First Nation. **Treaty Texts** are here <http://www.aadnc-aandc.gc.ca/eng/1370373165583/1370373202340>

Relevant to BC are the **Douglas Treaties** (Vancouver Island) and **Treaty 8** in north-eastern BC. Currently before the BC Supreme Court are two separate civil claims filed by the West Moberly and Prophet River First Nations, members of the Treaty 8 Tribal Association whose treaty rights are directly affected by the proposed Site C Hydro Dam Project.

The Site C Dam, which has been proposed since the 1970s and has been opposed by First Nations for the same duration of time, would create a reservoir 83 km long with a surface area of 9,310 hectares. Construction of the dam could impact up to 337 archaeological sites that have been recorded in its identified study area and would impact Treaty 8 First Nations’ constitutionally protected treaty rights.

<http://www.peacevalley.ca/> <https://keepingthepeace.wordpress.com/>

<https://www.youtube.com/watch?v=6sO3t-0UADs&feature=share>

<https://www.youtube.com/watch?v=oUpPzEYzY5k>

4 Learn more about the **Royal Proclamation of 1763** by watching the 20-minute documentary *Broken Covenant* produced by the Mennonite Church of Canada <https://www.youtube.com/watch?v=vhTg4hUG548> Dig deeper by listening to Justice Murray Sinclair, Senator and former chair of the Truth and Reconciliation Commission of Canada, discuss the Proclamation and its implications for the nation-to-nation relationships between the Indigenous peoples of Turtle Island (North America) and specifically, Canada (30 minutes). <https://www.youtube.com/watch?v=dSQsyZDGoX0>

5 UNDRIP – Wherever you are working on this beautiful planet, the **United Nations Declaration on the Rights of Indigenous Peoples** was adopted by the General Assembly in 2007 (Canada initially voted against). In 2016, Canada officially adopted **UNDRIP** and promised to fully implement it <https://www.youtube.com/watch?v=yOCmEHdqoPc> Beyond the symbolism of land acknowledgements wherever you are working, you should be aware that UNDRIP addresses the rights of Indigenous peoples to the lands, territories, and resources which they have traditionally owned, occupied or otherwise used or acquired. Indigenous peoples have the right to own, use, develop, and control the lands, territories, and resources that they possess by reason of traditional ownership or other traditional occupation or use, as well as those which they have otherwise [re]-acquired.

You can download the UNDRIP document here: <https://www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html>

Kairos Canada summarizes the history of UNDRIP and FPIC here <https://www.kairoscanada.org/what-we-do/indigenous-rights/free-prior-informed-consent>

6 Free Prior and Informed Consent (FPIC) is a specific right of Indigenous peoples and is recognized in UNDRIP Article 19. It allows Indigenous peoples to give or withhold consent to a project that may affect them or their territories. Once they have given their consent, they can withdraw it at any stage. Furthermore, FPIC enables them to negotiate the conditions under which the project will be designed, implemented, monitored and evaluated.

The UN Office of the High Commissioner for Human Rights (OHCHR) has a 2-page FPIC Summary here <https://www.ohchr.org/Documents/Issues/IPeoples/FreePriorandInformedConsent.pdf> The UN FAO has a practitioner's manual: *Free Prior and Informed Consent: An indigenous peoples' right and a good practice for local communities* <https://www.un.org/development/desa/indigenouspeoples/publications/2016/10/free-prior-and-informed-consent-an-indigenous-peoples-right-and-a-good-practice-for-local-communities-fao/>

Consultation is a component of FPIC and the Duty to Consult is embedded in Section 35 of the Canadian *Constitution Act* (1982). The easiest to read explanation that I have found so far, which describes the consultation continuum, including meaningful and deep is here http://www.cba.org/cba/cle/PDF/ADM09_Veale_slides.pdf

7 Bill C-262 On April 21, 2016 Indigenous MP Romeo Saganash presented a Private Members Bill: *An Act to ensure that the laws of Canada are in harmony with the United Nations Declaration on the Rights of Indigenous Peoples* (short form: The United Nations Declaration on the Rights of Indigenous Peoples Act). Five elements are identified in C-262 as essential to implementation of UNDRIP in Canada: The **key principles** that must guide implementation of the *Declaration*; clear public affirmation that the standards set out in the UNDRIP have “application in Canadian law”; a process for the review of federal legislation to ensure consistency with the minimum standards set out in UNDRIP; requires the federal government to work with Indigenous peoples to develop a national action plan to implement UNDRIP; provide for transparency and accountability by requiring annual reporting to Parliament on progress made toward implementation of UNDRIP. Bill C-262 had its 2nd Reading on February 7, 2018 and was referred to Committee (Parliamentary Standing Committee on Indigenous and Northern Affairs), which met 11 times, heard 71 delegations and witnesses, and referred it back to Parliament with no changes. On May 30th 2018 the 3rd Reading passed 206 to 79 and was sent to the Senate for 1st reading on May 31st. Full text here <http://www.parl.ca/DocumentViewer/en/42-1/bill/C-262/first-reading> To follow progress go here: <http://www.parl.ca/LegisInfo/BillDetails.aspx?Language=en&Mode=1&billId=8160636>

And read this by Bob Joseph **21 Things You May Not Know About the Indian Act** and buy the book <https://www.ictinc.ca/books/21-things-you-may-not-know-about-the-indian-act> also follow the link at top right to free ebooks

8 Learn the Truth: Over 150,000 Indigenous children were removed and separated across Canada by churches and other agencies. Most stopped operating by the mid-1970s but the last federally-run school closed in the late 1990s. In May 2006, the *Indian Residential School Settlement Agreement* was approved by all parties to the Agreement and implementation began in 2007 with the aim of bringing a fair and lasting resolution to the legacy of the Indian Residential Schools (IRS). In 2008 the Government of Canada issued a *Statement of Apology* to former students of Indian Residential Schools <http://www.aadnc-aandc.gc.ca/eng/1100100015644/1100100015649>

9 If you grew up in Canada, did you live near a Residential School? Check out this interactive map from the CBC <http://www.cbc.ca/news2/interactives/beyond-94-residential-school-map/>

10 In 2009, the **Truth and Reconciliation Commission of Canada** began a multi-year process to listen to IRS survivors, communities and others affected by the Residential School system. The resulting collection of statements, documents and other materials now forms the heart of the National Centre for Truth and Reconciliation located at the University of Manitoba. <https://nctr.ca/map.php>

11 For deeper reading, download **“Honouring the Truth, Reconciling for the Future, Vol. I Summary Report”**. You can find this at <http://nctr.ca/reports2.php>

12 In 2015 the TRC published **94 Calls to Action** in response to the hearings into the history and legacy of Canada's residential school system for Indigenous children. Reconciliation cannot happen until non-Indigenous Canadians learn the Truth, learning the Truth cannot happen without engaging personally with Indigenous people and their communities. http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf

13 Deconstruct, unsettle, and banish any **stereotypes** you have of Indigenous people in your heart, mind, or community <http://mythperceptions.ca/>

14 Read this article by Dr Jeffrey Schiffer **Why Aboriginal Peoples Can't Just "Get Over It"** <http://www.heretohelp.bc.ca/visions/indigenous-people-vol11/why-aboriginal-peoples-cant-just-get-over-it>

15 Acknowledging our **personal and collective roles** in this colonial mess and the struggle for Indigenous survival is essential to understanding 12 above. Kiera Ladner and Myra Tait have co-edited **Surviving Canada: Indigenous Peoples Celebrate 150 Years of Betrayal** (2017, ARP Books) which includes essays, art, and literature on topics such as The Indian Act, Idle No More, and the legacy of residential schools covered by a wide range of elders, scholars, artists, and activists including Mary Eberts, Buffy Sainte-Marie, and Leroy Little Bear. <https://arpbooks.org/Books/S/Surviving-Canada> Learn more about cultural genocide, particularly the colonial takedown of the 1921 Cranmer Potlatch (Kwakwaka'wakw) <https://beta.humanrights.ca/story/bringing-the-ancestors-home>

16 Look at more maps. Understand territories, traditional territories, overlapping and shared territories, treaty territories – they can be different, and some mapping information is protected. Whose land, ancestors, and languages are you standing on? Who made the map and for what purpose? Just because a map is unavailable online does not mean the map is non-existent. And just because a place is not on a map does not mean it's not there. First People's Language Map of BC <http://maps.fphlcc.ca/> What nations are directly affected by pipelines? <http://www.tribalnationsmaps.com/uploads/1/0/4/5/10451178/pipeline.pdf> Here's the ᑭᓴᑕᓴᑭ (Katzie) First Nation perspective on territorial overlaps, as one example <https://www.katzie.org/view-on-overlaps> The 4-volume **Indigenous Peoples Atlas of Canada (2018)**, including an online interactive atlas and other resources, is a multi-year TRC collaboration between the Royal Canadian Geographical Society, and national Indigenous organizations, and the National Centre for Truth and Reconciliation. <https://indigenouspeoplesatlasofcanada.ca/>

17 The Federation of Post-Secondary Educators of BC have published **"Whose Land Is It Anyway? A Manual for Decolonization"**. Inspired by a 2016 speaking tour by the late Arthur Manuel, there are two essays from Manuel and essays from 12 renowned Indigenous writers. Free download (pdf or ebook links at bottom) https://fpse.ca/decolonization_manual_whose_land_is_it_anyway

18 Assembly of First Nations (AFN) has developed a tool kit *"designed to bring together First Nations and non-First Nations people and foster a spirit of cooperation, understanding, and action"*. <https://education.afn.ca/toolkit/>

19 Take a MOOC. From time to time UBC offers a free online course **Reconciliation Through Indigenous Education** <https://www.edx.org/course/reconciliation-through-indigenous-education-0> **University of Alberta** offers a free, very popular, and highly-regarded course developed by Dr. Paul Gareau that explores Indigenous histories and contemporary issues in Canada <https://www.ualberta.ca/admissions-programs/online-courses/indigenous-canada> to hear a CBC interview about this MOOC go to <https://www.cbc.ca/i/caffeine/syndicate/?mediald=1197414979816>

20 Reconciliation Canada is a not-for-profit organization providing programs and initiatives to inspire reconciliation and positive change in communities throughout Canada <http://reconciliationcanada.ca/> They have resources and tools, such as guides to planning your own reconciliation event <http://reconciliationcanada.ca/resources/toolkits/>

21 Acknowledgements: Territory acknowledgements help disrupt and dismantle colonial structures such as land ownership and jurisdiction. Beginning a meeting or event with a land acknowledgement is one very small step in the complicated and continuous process of personal, corporate, and institutional decolonization. **If you say it, you must mean it.** Understanding world history is key. Land acknowledgements are a symbolic way to counteract the ideologies, policies, and practices that followed from the *"Doctrine of Discovery"* (Papal Bulls of Discovery), issued by the pope in 1493, which gave approval for Christian explorers, in the name of their sovereign, to lay claim to territories previously uninhabited by Christians. If the lands were perceived to be vacant, then they could be defined as "discovered" and sovereignty was then claimed. In 1494, the Treaty of Tordesillas declared that only non-Christian lands could be colonized under the Doctrine of Discovery and the pope divided up the planet, giving half to Spain and the other half to Portugal. Indigenous peoples in the Americas were considered non-human, and because they were not Christians the land was deemed *terra nullius*, or "nobody's land" and was therefore free for the taking. These concepts have had an enduring impact on Indigenous peoples and established their right to redress under Articles 28 and 37 of the UNDRIP. In 2012 the UN formally denounced the "Doctrine of Discovery and other morally condemnable, socially unjust, and racist policies used for centuries by colonizers as legal justification to disenfranchise indigenous peoples and seize their lands." <https://www.un.org/press/en/2012/hr5099.doc.htm>

22 To read more background from the UN, including statements from Indigenous people harmed by the Doctrine of Discovery and *terra nullius*: <https://www.un.org/press/en/2012/hr5088.doc.htm> Also, read Ken Coates **#IDLENOMORE and the Remaking of Canada (2015)** https://www.strongnations.com/store/item_display.php?i=5538&f=3109,2754,2795

23 Try this website for even more reading and resources on the **Doctrine of Discovery** <http://www.doctrineofdiscovery.org/index.htm>

24 A land or territory acknowledgement recognizes up front that your current presence on colonized land means that you are inherently benefiting from an oppressive system that evolved from the Doctrine of Discovery and terra nullius. By acknowledging, you further acknowledge that the system continues to allow the gross inequalities faced by Indigenous peoples to endure. “*Merely mouthing the names of local Indigenous nations does not automatically confer understanding.*” Read what **Chelsea Vowel** has to say <http://apihtawikosisan.com/2016/09/beyond-territorial-acknowledgments/>

25 Colonial history: Intergenerational Trauma and Making Peace With European Heritage, with Lyla June Johnston, a Diné (Navajo) and Tséts’ehéstâhese (Cheyenne) scholar from New Mexico <https://www.youtube.com/watch?v=06vMGp2GGY4&feature=share> is part of a series of **A Worldview Apart** podcasts by Eric Garza <http://ericgarza.info/podcast/> See also Lyla June Johnston’s “**The Story of How Humanity Fell in Love with Itself Once Again**” <https://writingforpeace.org/how-humanity-fell-in-love-with-itself-once-again-by-lyla-june-johnston/>

26 Decolonizing: *Yes! Magazine* (Spring 2018) has devoted an entire issue, “The Decolonize Issue”, to articles from around the world on decolonizing and dismantling oppressive domination. <https://www.yesmagazine.org/issues/decolonize>

27 Vancouver Public Library has a resource guide to point you towards some helpful websites and places for information on many issues and topics, including lists of recommended books and other resources held within the VPL catalogue <http://guides.vpl.ca/indigenoupeoples> **Vancouver Island Regional Library** hosts Indigenous Voices events across its region <http://virl.bc.ca/indigenous-voices> The **Okanagan Regional Library** provides *Read for Reconciliation* resources such as booklists, and hosts readings and workshops. <https://read-reconcile-okanagan.ca/>

28 Writing about Indigenous peoples and getting it ‘write’: *Elements of Indigenous Style: A Guide for Writing by and about Indigenous Peoples* (2018) by Gregory Younging is the first published Indigenous style guide and is excellent and essential for anyone creating works that reference Indigenous peoples and First Nations. The *Guide* covers 22 style principles, editing, cultural rights, and culturally appropriate publishing practices and process, as well as the historical portrayal of Indigenous peoples in literature. Ebook or hard copy well worth the \$20 investment. https://www.brushededucation.ca/books/elements-of-indigenous-style#author_65

29 CBC Indigenous: tune in for news, culture, music, and much more. <https://www.cbc.ca/news/indigenous> **CBC Everything Indigenous** provides links to programs that explore the Indigenous experience across Canada, from docs to interviews to dramas. <https://watch.cbc.ca/category/everything-indigenous/featured-all/fc9505b4-0cb5-4a16-aadf-863654041afb>

30 Vancouver Co-op Radio 100.5 FM and on the web at <http://www.coopradio.org/content/cfro-1005fm> is the host station for several Indigenous programs including arts, music, culture, language, news, and current affairs. Listen live on a real radio, via the internet and on podcasts. **Think NDN** - local First Nations artists, community leaders, activists, elders, traditional performers and role models sharing stories, talent and community news on Mondays 9-10pm | **sne’waylh** - aboriginal language-learning program on Tuesdays 1-2pm | **Kla How Ya FM** current affairs on Thursdays 5 – 6 PM | **Late Night with Savages** - indigenous programming covering traditional and contemporary artists, musical releases, and current cultural affairs on Wednesdays 11pm- midnight

31 Also have a listen at **Reporting in Indigenous Communities** to hear stories gathered by students in a course offered at the UBC Graduate School of Journalism <http://indigenousreporting.com/>

32 June 21 is **National Indigenous Day** in Canada and June is **Indigenous History Month**. CBC TV has a dedicated site with quick links to docs and short docs you can watch online. <https://watch.cbc.ca/category/through-our-eyes-indigenous-short-docs/featured-all/49e1596f-58c9-423f-9799-486ddedec3b4>

33 CBC: Unreserved <http://www.cbc.ca/radio/unreserved> for current affairs and **Reclaimed** for music and culture <https://www.cbcmusic.ca/programs/reclaimed>

34 Stay current on Indigenous News around Turtle Island by subscribing to a weekly email (Wednesday) from the **Animikii Indigenous News River** containing Indigenous news related to community, youth, technology, & business. <http://www.animikii.com/news-river>

35 APTN News and cultural programming by, on, and for Indigenous people is online and through cable TV (**Aboriginal Peoples Television Network**) <http://aptn.ca/>

36 Read some books by Indigenous authors to deepen your learning. A few choices below, for example,

fiction / creative non-fiction / sci-fi Richard Wagamese *Medicine Walk: A Novel* (2014); Ruby Slipperjack *These Are My Words: The Residential School Diary of Violet Pesheens* (2016); David Alexander Robertson *Sugar Falls: A Residential School Story* (2011); Katherine Vermette *The Break* (2016); Jeannette Armstrong *Slash* (1990); Patti LaBoucane-Benson *The Outside Circle: A Graphic Novel* (2015); Sylvia Olsen, Rita Morris, and Ann Sam *No Time to Say Goodbye: Children’s Stories of Kuper Island Residential School* (2001); Leanne Betasamosake Simpson *Islands of Decolonial Love* (2013); Eden Robinson *Son of a Trickster* (2017); Cherie Dimaline *The Marrow Thieves* (2017).

non-fiction Sheila Watt-Cloutier *The Right to be Cold: One Woman's Story of Protecting Her Culture, the Arctic and the Whole Planet* (2015); Lee Maracle *My Conversations with Canadians* (2017); Arthur Manuel and Ronald Derrickson *Unsettling Canada* (2015) and *The Reconciliation Manifesto: Recovering the Land Rebuilding the Economy* (2017); Bev Sellars *Price Paid: The Fight for First Nations Survival* (2016); Katherena Vermette (ed) *Impact: Colonialism In Canada* (2017); Thomas King *The Inconvenient Indian: A Curious Account of Native People in North America* (2013); Chelsea Vowel *Indigenous Writes: A Guide to First Nations, Métis, and Inuit issues in Canada* (2016); Elsie Paul *Written as I Remember It: Teachings From the Life of a Sliammon Elder* (2014); Kay Johnston *The Amazing Mazie Baker: The Squamish Nation's Warrior Elder* (2016); Wendy Wickwire and Harry Robinson *Living By Stories: A Journey of Landscape and Memory* (2005).

poetry Rosanna Deerchild *Calling Down the Sky* (2015); Gregory Scofield *Witness, I am* (2016); Louise Bernice-Halfe *Burning in This Midnight Dream* (2016); Marilyn Dumont *The Pemmican Eaters* (2015); Philip Kevin Paul *Taking the Names Down from the Hill* (2003); Katherena Vermette *North End Love Songs* (2012); Leanne Betasamosake Simpson *This Accident of Being Lost* (2017).

More reading suggestions:

BC BookWorld has a searchable database of authors: use the keyword "Indigenous" <https://abcbookworld.com/search-home/>

CBC Indigenous writers list: <http://www.cbc.ca/books/108-indigenous-writers-to-read-as-recommended-by-you-1.4197475>

37 Find a deeper **decolonization reading list** here: https://docs.google.com/document/d/1Hrxir_IMWU48yeI_WuIEF4DvxQIR7HOEYIkilaSk9Tk/edit

38 Read an online magazine - **WIOT Magazine** is "a response to the growing wave of consciousness towards Indigenous voices across the country. We're writers, artists, activists, filmmakers, scholars, knowledge keepers, and generally awesome doers. Our strength is rooted in community, and we're all contributing to it in our own way." Includes audio episodes from National Centre for Truth and Reconciliation. <http://workingitouttogether.com/?id=16>

39 Watch some livestream films. As part of their Indigenous Action Plan, the **National Film Board** has curated a website for Indigenous filmmakers and their work. https://www.nfb.ca/indigenous-cinema/?&film_lang=en&sort=year:desc,title&year=1917

40 The **City of Vancouver** has declared itself a "City of Reconciliation" and provides background on what that actually means, as well as information on the Indigenous communities in Vancouver <https://vancouver.ca/people-programs/indigenous-communities.aspx>

41 Visit the **UBC Museum of Anthropology** in person <https://moa.ubc.ca/> or view their collections online – do a keyword search of the First Nations on whose unceded lands you live, work, and play <http://collection-online.moa.ubc.ca/> Check out the MOA commitment to UNDRIP and Indigenous access and engagement. Over in Victoria, the **Royal BC Museum** <https://www.royalbcmuseum.bc.ca/> is where you can find information on collections, repatriation of cultural objects, the Vancouver Island Treaties, archival material and more.

42 Visit First Nations museums, cultural centres, and heritage sites – the best place to find information is though **Indigenous Tourism BC**, where you can find a trip planner, events, and locations of places to visit <https://www.indigenoustourismbc.com/> or check out the **Indigenous Tourism Association of Canada**. (ITAC) <https://indigenoustourism.ca/en/> Be an active visitor: engage, ask questions, absorb everything. Heading up-Island? Visit the **U'mista Cultural Centre** <https://www.umista.ca/> and learn about their work to ensure the survival of all aspects of the cultural heritage of the Kwakwaka'wakw with a special focus on potlatch <https://umistapotlatch.ca/> Heading to Whistler? Visit the **Squamish Lil'wat Cultural Centre** <https://slcc.ca/> In the Okanagan (Penticton), the **En'owkin Centre** of the Syilx (Okanagan) First People's validates their culture, heritage and identity through various programs. <http://www.enowkincentre.ca/home.html>

43 **UBC Library** is located on the traditional, ancestral, and unceded territory of the hən̓q̓əmiñəm speaking xʷməθkʷəy̓əm (Musqueam) people. It has resources to deepen understanding of what that means through a web resource called *Musqueam: Land Beneath Our Feet* <http://guides.library.ubc.ca/Musqueam> The Xwi7xwa Library at UBC is a centre for academic and community Indigenous scholarship and has collections accessible to anyone looking for Aboriginal approaches to teaching, learning, scholarship, and research.

44 **Library and Archives Canada** is the portal into the federal government holdings, including research guides and finding aids, digital material, and virtual exhibits <http://www.bac-lac.gc.ca/eng/discover/aboriginal-heritage/Pages/introduction.aspx>

45 The **Royal BC Museum and BC Archives** is the place to go to for video, audio, visual and documents from first contact to the present. <https://royalbcmuseum.bc.ca/collections-areas#ethnology-collection> They are currently working on the return of cultural treasures (repatriation) to First Nations and in response to the TRC are collaborating with FN to make their holdings more accessible and more compatible with Indigenous ways of knowing <https://royalbcmuseum.bc.ca/first-nations/first-nations-repatriation> The Spring 2017 edition of the RBCM eJournal **Curious** has 12 essays by Indigenous scholars that relate their ways of knowing, and their personal connections to specific (impersonal) holdings in the RBCM/Archives <https://curious.royalbcmuseum.bc.ca/>

46 Indigenous Language Fonts. How do you get an upside down ə or an θ ? There are several sources for Indigenous fonts, and usually requires switching out an installed language such as the English (United Kingdom) or any unused language, and installing an open access or free font such as Aboriginal Sans, which you make as your default font, and then the glyphs will work when you switch the language.

- Aboriginal Sans <https://www.wfonts.com/font/aboriginal-sans>
- Aboriginal Serif <https://www.wfonts.com/font/aboriginal-serif>
- Gentium <https://software.sil.org/gentium/>
- Lucida Grande <https://www.wfonts.com/font/lucida-grande>
- Lucida Sans Unicode <http://fontsgreek.com/fonts/Lucida-Sans-Unicode-Regular>

Read the “readme’s” as some can be twitchy or will not work on the OS you might have, and some do not convert to pdf format. If you are having keyboard trouble try <https://help.keyman.com/keyboard/> **Keyman** also has links to downloadable fonts.

UBC has developed the **First Nations Unicode** - a Windows/Mac font that has diacritics, glyphs, and orthographs for some FN languages across Turtle Island <https://fnel.arts.ubc.ca/resources/font/> **Language Geek** has keyboards for all the Salishan dialects including both Interior and Coastal and many more organised by language group. http://www.languagegeek.com/keyboard_general/all_keyboards.html Another site for desktop keyboards is **First Voices** (part of First Peoples’ Cultural Council) <https://www.firstvoices.com/> who have just released (June 23, 2018) an Indigenous language keyboard app for Apple and Android mobile devices. <https://www.firstvoices.com/content/apps/>

SENĆOŦEN, the language of the W̱SÁNEĆ First Nations on the Saanich Peninsula, is one of the one of the Coast Salish group of languages that is written mainly in uppercase alphabet. They also have a new dictionary! <http://www.washington.edu/uwpress/search/books/MONSEN.html>

In June 2017 the Tla’amin Nation gifted the word **qathet** (working together) to the Powell River Regional District and the name **qathet Regional District (qRD)** was approved by BC on July 5, 2018. qathet is intentionally lowercase because tla’amin traditional orthography does not include uppercase <http://www.powellriverrd.bc.ca/2018/07/qathet-regional-district-a-new-identity/>

TEK | Indigenous Ecological Knowledge | Local Knowledge

47 First Nations in BC Knowledge Network has resources to point you down the path, including traditional knowledge, lands and resources, and community services <https://fnbc.info/navigation-category/traditional-knowledge>

Parks Canada (PC) is a lead agency in Canada and has done pioneering work to bring science-based knowledge and traditional /indigenous ecological knowledge together - whether for national parks and protected areas planning and management or species and ecosystems at risk planning and management. The PC Indigenous Affairs Branch is your portal <https://www.pc.gc.ca/en/agence-agency/aa-ia>

Key PC background documents:

48 State of Canada’s Natural and Cultural Heritage Places 2016: Working Together With Indigenous Peoples <https://www.pc.gc.ca/en/docs/pc/rpts/elnhc-scnhp/2016/index>

49 Promising Pathways <https://www.pc.gc.ca/en/agence-agency/aa-ia/parcours-pathways>

50 The Land is Our Teacher (2015) <https://www.pc.gc.ca/en/agence-agency/aa-ia/terre-land>

51 Links to specific Parks Canada projects incorporating **Indigenous ecological knowledge** <https://www.pc.gc.ca/en/nature/science/autochtones-indigenous>

52 The Committee on the Status of Endangered Wildlife in Canada (**COSEWIC**) has an 8-step process for bringing **Aboriginal Traditional Knowledge** into the assessment of wildlife species (prior to any potential listing under the Species at Risk Act). There is no generic practice across the country – every Nation is unique and may have different or locally specific protocols, consultation processes, research ethics, and guidelines. <https://www.canada.ca/en/environment-climate-change/services/committee-status-endangered-wildlife/aboriginal-traditional-knowledge.html>

53 The **Indigenous Circle of Experts (ICE)** released a report, *We Rise Together*, in March 2018 which sets out biodiversity conservation goals and targets for how Canada will “by 2020, ensure that at least 17% of terrestrial areas and inland water, and 10% of coastal and marine areas, are conserved through networks of protected areas and other effective area-based conservation measures.” Achieving the 17% Target will now happen through the creation of **Indigenous Protected and Conserved Areas** in the spirit and practice of reconciliation. <http://www.conservation2020canada.ca/who-we-are/> watch a video summary of the report here https://www.youtube.com/watch?time_continue=1&v=THFAJS-XgVM

Here’s a clip showing how the ICE process went in western Canada <https://www.youtube.com/watch?v=zvw5djVRjE0>

54 Alberta has a helpful *Best Practices Handbook for Traditional Use Studies* http://indigenous.alberta.ca/documents/tsu_BP_Internet_Handbook.pdf

55 And if you are looking to move your office or studio into a shared creative space have a look at **Reconciliation Zones**: “innovative shared work spaces that are specifically designed for and dedicated to Reconciliation, Biodiversity, and Sustainability” – there’s one happening in Victoria <https://www.reconciliationzones.ca/>

Cultural Survival + Resilience + Land Struggles

56 Resilience, The National Billboard Exhibition Project (2018) is an Indigenous response to Call to Action #79 of the Truth and Reconciliation Commission Report: the integration of “Indigenous history, heritage values, and memory practices into Canada’s national heritage and history.” Installations for this cross-country highway billboard exhibition counter the historical erasure of Indigenous women’s bodies and the exclusion of their art and places the pieces on highways where many Indigenous women have disappeared. Images by 50 First Nations, Inuit, and Métis women artists embody the multitude of connections and contradictions that constitute contemporary Indigenous identities whose voices can no longer be ignored or mis-interpreted. <https://resilienceproject.ca/en/>

57 Gabrielle L’Hirondelle Hill & Sophie McCall have edited **The Land We Are: Artists + Writers Unsettle the Politics of Reconciliation** (2015) a four-year collaboration between artists and scholars actively engaged in resurgence, resilience, and decolonization from both settler and Indigenous viewpoints. For a review in BC Studies go to <https://www.bcstudies.com/?q=book-reviews/land-we-are-artists-and-writers-unsettle-politics-reconciliation> to order: <https://arpbooks.org/>

58 Richard William Hill has written a short article highlighting “10 Indigenous Artworks that Changed How We Imagine Ourselves” in **Canadian Art** April 28, 2016 <https://canadianart.ca/features/ten-indigenous-artworks-changed-imagine/>

59 Christi Belcourt is a Métis artist, read her artist statement and explore her works that amplify the need for social change and justice for Indigenous Peoples <http://christibelcourt.com/artist-statement/>

60 Rebecca Belmore is a respected interdisciplinary Anishinaabekwe artist recognized for her politically conscious and socially aware performance and installation works. <http://www.rebeccabelmore.com/home.html> See for example, *Worth* (2010) performed outside of VAG <https://www.youtube.com/watch?v=Cv9DfVAzok4>

61 Seek out the work of **Lawrence Paul Yuxweluptun** (Quw’utsun/Cowichan and Okanagan). <http://lawrencepaulyuxweluptun.com/> If you missed his solo exhibition at the UBC MOA in 2016, read the book that accompanied the exhibition, *Lawrence Paul Yuxweluptun: Unceded Territories* (Karen Duffek and Tania Willard, eds. 2016, UBC Museum of Anthropology). Buy one and donate it to your local library.

62 Thom Henley, an environmental educator and rights advocate, co-founded with Haida Elders the first wilderness **Rediscovery** camp on Haida Gwaii in 1978 and since then the Rediscovery International Foundation has reconnected Indigenous and non-Indigenous youth to the land, culture, and their communities increasing understanding and strengthening bonds between cultures in camps around the world and has become a global model for reconciliation and cultural resilience. <http://rediscovery.org/> His new memoir *Raven Walks Around the World* (2017) tells the story of Rediscovery, his role in the creation of Gwaii Haanas National Park, and his global work for social and environmental justice.

63 Indigenous Climate Action is the Indigenous-led climate justice organization in Canada. <https://www.indigenousclimateaction.com/> Climate change is a major issue for Indigenous Peoples in Canada because it has broad impacts on their territories, and affects rights and way of life. Indigenous resilience to climate change is not limited to BC, and there is much to learn from elsewhere – impacts, perspectives, new pathways forward. A good place to start is with this compendium of essays edited by Zoltan Grossman and Alan Parker (eds.) *Asserting Native Resilience: Pacific Rim Indigenous Nations Face the Climate Crisis* (2012) <http://osupress.oregonstate.edu/book/asserting-native-resilience>

MOOCS + More

Massive Open Online Courses (aka MOOCs) are online courses coordinated by www.mooc.org MOOC.org is an extension of edX, a leader in online learning and education. Courses are offered tuition-free and are accessible to anyone with internet, anywhere. Length of course depends on the topic and the course developer, who is usually someone attached to a post-secondary institution somewhere on the planet. Some are self-paced while others have weekly timetables. Go here to search the catalogue <https://www.mooc-list.com/>

64 For example, “*Public Good: Dutch Urbanism*”, an 8-week course/ 4 to 6 hours per week <https://www.mooc-list.com/course/urban-design-public-good-dutch-urbanism-edx> and the **University of Michigan** offers “*Principles of Designing for Humans*”, a self-paced 4-week course/ 3 to 4 hours per week <https://www.edx.org/course/principles-designing-humans-michiganx-ux503x>

65 Open edX <https://open.edx.org/> is where you can go if you want to develop and offer to teach a MOOC course yourself. And there is something quite lovely about the fact that the platform for Open edX is called “Ginkgo”.

66 Open Culture is a website <http://www.openculture.com> coordinated by Dan Coleman, Director of Stanford University Continuing Studies. This site sources free online courses, MOOCs, ebooks, movies, language lessons, audio books, art inspiration, spoken word recordings (e.g. if you ever wanted to hear Allen Ginsberg read *Howl* or JRR Tolkien reading from *The Two Towers*, the second book of *The Lord of the Rings* trilogy, this is a great place to seek enlightenment). e.g. a free course from MIT, “*Architecture Studio: Building in Landscapes*” <http://www.openculture.com/architecture-studio-building-in-landscapes-a-free-course-from-mit>

67 Canvas Network <https://www.canvas.net/> was created with the intention of promoting openness, innovation, and experimentation in education, and to give back to the academic community. Use the search feature to see what free courses are on offer in the catalog, e.g., Oregon State University offers “*Introduction to Permaculture Design*.”

68 Project Gutenberg <http://www.gutenberg.org/> offers over 50,000 free ebooks in the public domain, mostly because the copyright has expired. Many are out-of-print or hard to find. This is the place to go for classics such as *Walden* by Henry David Thoreau, *Lectures on Landscape* by John Ruskin, *Garden Design and Architects’ Gardens* and *The Wild Garden* by William Robinson, *Wood and Garden* by Gertrude Jekyll, and *A Woman’s Hardy Garden* by Helena Rutherford Ely (1930).

69 Librivox <https://librivox.org/> has a catalog of free public domain audiobooks read by volunteers from around the world, e.g. you can listen to someone reading *Lectures on Landscape* by John Ruskin or all four volumes (20 books) of Pliny the Elder’s *The Natural History* published back around 77-79 CE (Volumes 3 and 4 are where you will find everything the world knew about plants, their uses, care, and cultivation 2000 years ago).

70 NextGenU <http://www.nextgenu.org/> is a portal to the world’s first free, accredited, higher education with a focus on health sciences. They have developed a free **Climate Change and Health** online course <http://www.nextgenu.org/course/view.php?id=73#0> and a course on **Environmental Health** <http://www.nextgenu.org/course/view.php?id=52#0>

Podcasts | Online Audio Broadcasts

Podcasts are digital audio files downloadable on demand from the Internet to a computer or mobile device via iTunes, Soundcloud and other platforms, often as a series. A few examples follow:

71 Landscape Conversations <http://www.landscapeconversations.com/>
If you are interested in hearing podcasts about land and food systems, the best of food-related podcasts, covering many topics, can be found through **FoodTank** <https://foodtank.com/news/2018/08/announcing-food-talk-with-dani-nierenberg-food-podcast/>

72 Disruptive Technologies from APA <https://www.planning.org/multimedia/podcasts/>

73 Sasaki Podcast: Design Chatter <https://soundcloud.com/user-337599695>

74 Native Plant Podcast series <https://www.nativeplantpodcast.com/>

75 99% Invisible – enriching podcasts about “*all the thought that goes into the things we don’t think about*”. <https://99percentinvisible.org/about/the-show/>

76 CBC Massey Lectures – the archive to deeply enrich your mind, starting with Barbara Ward “*The Rich Nations and The Poor Nations*” in 1961 <http://www.cbc.ca/radio/ideas/past-masseys-lectures-1.4439273>

77 CBC Ideas – podcasts for the previous 3 months such as *Decoding the resistance to climate change: Are we doomed?* (Encore September 14, 2017) and many episodes on Indigenous issues. <http://www.cbc.ca/radio/podcasts/documentaries/the-best-of-ideas/>

78 ASLA – New York has a podcast series called the *Roots of Design* featuring history, interviews and stuff about the creative process. http://aslany.org/podcast/?cbg_tz=240

79 The Landscape Podcast has been put together by Michael Todoran and features the voices of 30 movers and shakers in LA (mostly US) <https://itunes.apple.com/ca/podcast/the-landscape-architecture-podcast/id968245724?mt=2>

80 The Cultural Landscape Foundation has researched many pioneers of North American landscape architecture, and filmed the oral histories of a few, including Cornelia Hahn Oberlander. <https://tclf.org/pioneer/oral-history-project>

81 Open Space is the official blog and podcast of the National Recreation and Park Association <https://www.nrpa.org/blog/>

82 The Green Channel has an edited on-line selection of films about climate change, habitat destruction, agriculture, alternative energy, endangered species, and activism. The first 7 days are free so binge watch before you are charged the \$10 a month fee <https://thegreenchannel.tv/>

83 KarmaTube <http://www.karmatube.org/index.php> is a place to go for uplifting, inspirational videos on the environment, art, business, science + tech, and talks + interviews. To inspire individuals to make a change in their own lives, alongside each video KarmaTube offers three suggestions for viewers to support the spirit or intention of the video. These can be as simple as reflecting on a topic, reading up on the subject, planting a tree, or performing a random act of kindness. **Films for Action** is another org that has a catalogue of 3000 short docs, videos and films arranged around topics such as food, sustainability, economics, activism, solutions or big ideas that can be watched free online. <https://www.filmsforaction.org/>

Climate Adaptation | Resilient Places | Low Carbon Resilience

This is a good time and place to review your professional duties and why you have to adapt your practice.

84 Start by reading *Resilient, Transformative and Sustainable: A Positive Approach to a Changing Future*, a position paper prepared by the CSLA Climate Change Adaptation Committee. [http://www.csla-aapc.ca/sites/csla-aapc.ca/files/CSLA%20CC%20Position%20Paper%20\(1\).pdf](http://www.csla-aapc.ca/sites/csla-aapc.ca/files/CSLA%20CC%20Position%20Paper%20(1).pdf) The CSLA work led to asking IFLA top adopt a similar position which we call the **IFLA Global Climate Accord** and to which CSLA was the first signatory in Montréal in 2017 http://iflaonline.org/wp-content/uploads/2018/05/IFLA_GA_NOV10_Eng.pdf More on the IFLA Global Accord here: <http://iflaonline.org/professional-practice-and-policy/working-groups-and-task-forces/climate-change/>

85 For practical reading download the four **Adaptation Primers** written by Colleen Mercer Clarke (FCSLA) and Alex Clarke. #1 summarizes current science on climate change, and what it means for Canada. #2 focuses on framing policy and planning approaches to mitigation and adaptation with special emphasis on building resilience, designing for positive transformation, and ensuring sustainability in ecosystems and societies. #3 provides an overview of the opportunities to create resilient communities that enhance public well-being, integrate nature, and ensure a prosperous future. #4 focuses on the options for response to rising waters, ranging from persisting in place to migration to better circumstances. <http://www.csla-aapc.ca/primers>

86 The **ASLA Policy on Climate Change Adaptation** https://www.asla.org/uploadedFiles/CMS/About_Us/Climate_Blue_Ribbon/climate%20interactive3.pdf is supported by a number of background videos featuring “Blue Ribbon” landscape architects. <https://www.asla.org/climatepolicies.aspx>

87 The **World Health Organization** has released a draft decision on Health, Environment and Climate Change. You can read it here <http://www.who.int/globalchange/mediacentre/events/Ministerial-declaration-EN.pdf> For useful infographics and other resources go here <http://www.who.int/globalchange/environment/en/>

88 We have reached the point where mitigation is not going to fix our climate changing mistakes. From a cities perspective, **ICLEI Canada** has a lot of resources such as archived webinars and other resources <http://icleicanada.org/resources/item/69-past-webinars> and if you are working for a local government that has joined ICLEI, you have access to much more. Read *Changing Climate, Changing Communities: Guide and Workbook for Municipal Climate Adaptation* http://www.icleicanada.org/images/iclei-canada/pdfs/GuideWorkbookInfoAnnexes_WebsiteCombo.pdf

89 The Federation of Canadian Municipalities (**FCM**) has **adaptation resources** aimed at local government levels <https://www.fcm.ca/home/issues/climate-change-and-resiliency.htm> and runs the **Partners for Climate Protection Program** that helps with GHG emissions reduction <https://www.fcm.ca/home/programs/partners-for-climate-protection.htm>

90 Sea level rise and flooding: CBC Doc Project “**Fighting to save your home from rising waters**”. Have a listen (29:11) <http://www.cbc.ca/radio/docproject/fighting-to-save-your-home-from-rising-waters-1.4318750?autoplay=true>

91 The **Pacific Climate Impacts Consortium (PCIC)** has data, tools, and resources. <https://www.pacificclimate.org/analysis-tools/plan2adapt>

92 At the national level, Natural Resources Canada (**NRCAN**) is responsible for science-based climate change information, research, energy conservation, and adaptation <https://www.nrcan.gc.ca/environment/10760>

93 The Fraser Basin Council is home to the **BC Regional Adaptation Collaborative** of NRCAN and they are building capacity around key focus areas including: Community Adaptation, Water Allocation and Use, Coastal Flood Management, Mining Sector Adaptation, Energy Sector Adaptation. Check out their YouTube channel for 21 related videos. https://www.youtube.com/playlist?list=PLEWijif_KOwvbK9XGM-NKzX4hokG9rj4W

94 In March 2018 the Auditors General (Canada, provinces, and territories) issued *Perspectives on Climate Change Action in Canada—A Collaborative Report from Auditors General* which specifically notes our shortcomings in addressing climate change and the economic impacts of not addressing climate change. http://www.oag-bvg.gc.ca/internet/English/parl_otp_201803_e_42883.html

95 The **Community and Regional Resilience Institute** (CARRI) has resources to assist strengthening a community or region's ability "to prepare for, respond to, and rapidly recover from significant human caused or natural disaster with minimal downtime for the community." <http://www.resilientus.org/>

96 The **Security and Sustainability Forum** has an archive of webinars and on the home page you can sign up for webinar alerts <http://securityandsustainabilityforum.org/archives/webinars>

97 The ACT (**Adaptation to Climate Change Team**) at SFU is a local point of entry. <http://act-adapt.org/lcr-report/> for example, find out more about the local impacts of extreme weather – flooding, fire, drought.... <http://act-adapt.org/category/programs/extreme-weather-programs/>

98 Download and read the ACT Whitepaper - *Low Carbon Resilience: Transformative Climate Change Planning for Canada* <http://www.toolkit.bc.ca/News/Whitepaper-Low-Carbon-Resilience-Transformative-Climate-Change-Planning-Canada>

99 Resilience Alliance is a group of researchers working on resilience: assessment and analysis, theory, scale, ecosystem services, governance, and regime shifts You can find a repository of resources at <https://www.resalliance.org/>

100 For further reading download the free book **Assessing Resilience in Social-Ecological Systems: Workbook for Practitioners** https://www.resalliance.org/files/ResilienceAssessmentV2_2.pdf

101 Ecological Resilience refers to the ability of an ecosystem to maintain key functions and processes in the face of stresses or pressures, either by resisting or adapting to change. Resilient systems are characterized as adaptable, flexible, and able to deal with change and uncertainty. Natural/semi-natural ecosystems and human-constructs (aka urban ecosystems, agroecosystems, and novel ecosystems).

Again, check out the **Resilience Alliance** for resources, and have a browse through <https://www.ecologyandsociety.org/> for open access on-line articles on this topic. **NOAA** has an extensive climate resilience toolkit for the US - worth scavenging through <https://toolkit.climate.gov/#expertise>

102 Cultural Resilience is all about cultural survival - <https://www.cultural-survival.org/> and you can sign up to get the free quarterly e-magazine <https://www.culturalsurvival.org/publications/cultural-survival-quarterly/41-3-rights-self-determination-resilience> For audio, listen to **Indigenous Rights Radio** <http://rights.culturalsurvival.org/>

103 Our actions in southern Canada have profound direct, indirect, and cumulative cultural and environmental impacts on the north. The **eNuk Program** is an integrated environment and health monitoring smart phone app created at the University of Guelph by, with, and for the Inuit in Rigolet, Nunatsiavut Labrador to monitor in real-time the changes happening in their home place. Check it out: https://enuk.eco/?page_id=429

104 Community Resilience describes the ability of a community to utilize all available resources (energy, communication, transportation, food, shelter, sanitation, health) to respond to, withstand, and recover from adverse situations whether human-induced disasters such as economic meltdowns, or natural disaster ranging from flood, fire, earthquake, volcanic eruptions, extreme weather events, total crop (food) loss due to pests or diseases, all the way to global climate change which is actually human-induced. The Community and Regional Resilience Institute (part of the Meridian Institute in Washington DC), has developed a **Community Resilience System** to help communities build resilience and manage risk <http://www.resilientus.org/about-us/what-is-community-resilience/> **NIST** (US National Institute of Standards and Technology) published a two-volume guide *Community Resilience Planning Guide for Buildings and Infrastructure Systems* <https://www.nist.gov/topics/community-resilience/community-resilience-planning-guide> If you only have time for a **quick background-er read**, go here https://www.nist.gov/sites/default/files/documents/2016/09/07/brochure_final_print_rightside_up.pdf

105 Low income and marginalized neighbourhoods are often more exposed to the effects and impacts of climate change. Ensuring that community resilience is equitable requires different forms of bottom-up community-driven design, Barbara Brown Wilson has just (2018) published *Resilience for All: Striving for Equity Through Community-Driven Design* <https://islandpress.org/books/resilience-all>

106 Many communities are developing **local climate change adaptation plans** and strategies: here's **Vancouver's** <https://vancouver.ca/green-vancouver/climate-change-adaptation-strategy.aspx> and **Victoria's** <https://www.victoria.ca/assets/Departments/Sustainability/Documents/Adaptation%20Phase%201%20and%202%20Report.pdf> as well as **Climate Action Victoria** – connecting you to what's happening around low carbon resilience <https://www.victoria.ca/EN/main/residents/climate-change/climate-action.html>

Here's the FCM inventory of **communities with Climate Action Plans** <https://www.fcm.ca/home/programs/partners-for-climate-protection/members---partners-for-climate-protection-program/british-columbia.htm>

107 Transition Towns started in the UK and became a movement that has spread around the world to help communities creatively find resilient solutions, and move towards a peak-oil post-carbon economy. The main portal is through <https://transitionnetwork.org/> where you can also order books and films. There are other local adaptation resources gathered by the **Canadian Centre for Community Renewal (CCCR)** out of Port Alberni <http://communityrenewal.ca/about-transition-movement>

108 West Coast Environmental Law published in 2012 *Preparing for Climate Change - An Implementation Guide for Local Governments in British Columbia* <https://www.toolkit.bc.ca/Resource/Preparing-Climate-Change-Implementation-Guide-Local-Governments-British-Columbia>

109 The BC Climate Action Toolkit has lots more stuff to have a look at <https://www.toolkit.bc.ca/>

Planting Design - Adaptation

Changes in climate affect changes on the ground that will, and already are influencing seasonal timing of plant growth, changes in plant, insect, and animal life-cycles including migration patterns, local biodiversity loss, shifts in suitable habitat for indigenous species, northward movement of species from further south, loss of keystone species that cannot adapt to a new environment quickly enough, new pests and diseases – planning, design and management have to adapt to these realities. If you are doing any planting design or planning any project that involves plants, YOU need to adapt.

110 Climate Change is altering our **regional climate patterns**. For example, the Lower Mainland has now been divided into 5 sub-regional weather zones and this finer scale look at weather and climate must be taken into account when working on planting design, biodiversity and ecosystem repair, and design for human health and well-being. Why waste time, energy, and money specifying something that cannot handle the changing climate? We need those trees to grow big, strong, and healthy so they can provide shade, cool the urban heat island, absorb air pollution, and store carbon. Other regions of the province have also been subdivided: Fraser Valley, North Coast (inland) and East Vancouver Islands have each been subdivided into 3 sections, and the Sunshine Coast and the Fraser Canyon are both split into two sub-regional climates. <https://www.canada.ca/en/environment-climate-change/services/types-weather-forecasts-use/public/important-changes-british-columbia.html>

111 Have a look at the **Climate Atlas of Canada** and start adapting your design work <https://climateatlas.ca/>

The **UBC Collaborative for Advanced Landscape Planning (CALP)** has released a **Citizen's Coolkit on Climate Change and Urban Forestry: A Visual "Do-it-Yourself" Toolkit for Engaging Neighbours on Your Block** (Test Version 3.0) which includes a neighbourhood engagement process, advice on planting low maintenance native species of shrubs and trees, retrofitting your home with energy saving features, and reducing your risk to the effects of climate change and many links and references to chase. http://calp2016.sites.olt.ubc.ca/files/2018/07/CALP-UBC_Coolkit-reduced-size.pdf

112 PCIC says climate change in the **Lower Mainland** translates into a 15% longer growing season, a 45% increase in warm days above 5°C that support plant growth, and a 22% increase in consecutive dry days in summer – predicting 28 days in a row without precipitation). Our planting design palettes have to adapt to these realities. Have a listen to this or any other **America Adapts** podcast: <https://americaadapts.org/2017/11/14/landscape-architects-adapt-to-climate-change/>

113 In the UK the Landscape Institute has published a solid position paper on **Landscape Architecture and the Challenge of Climate Change**. Read the recommendations on page 8 (Section 5) and at the least skim through the Case Studies that show how planning and design are changing to adapt to the realities that [even if you are a recent graduate], everything is very different and there is an urgent imperative to adapt and become resilient both personally, and as a profession <https://www.landscapeinstitute.org/PDF/Contribute/LIClimateChangePositionStatement.pdf>

114 On the south coast of BC, we must adapt our designs to accommodate species that can thrive in wet winter/dry summer conditions. **What plants to select?** As plants are on the move, what is "native" is now moot, and biodiversity as a key principle is also a good strategy to protect from new pests and diseases. San Diego worked with a group of partners to develop a watershed approach to landscaping that has transferable concepts and ideas – download the 71-page guide <https://sustainable-landscapesd.org/guidelines/>

115 Hurricane Sandy messed up a lot of waterfront parks. In 2017 New York City published *Design and Planning for Flood Resiliency: Guidelines for NYC Parks*, a transdisciplinary guide for developing and renovating coastally resilient waterfront parks. https://www.nycgovparks.org/pagefiles/128/NYCP-Design-and-Planning-Flood-Zone__5b0f0f5da8144.pdf

On the topic of fires: **FireSmart Canada** has lots of resources including a guide to landscaping <https://www.firesmartcanada.ca/resources-library/firesmart-guide-to-landscaping>

Urban Forests and Trees

I16 TreeCanada hosts the **Canadian Urban Forest Network** where you can find the *Canadian Urban Forest Strategy (2013-2018)* <https://treecanada.ca/engagement-research/canadian-urban-forest-strategy> and other tree-related resources <https://tree-canada.ca/resources/>

I17 **USDA Forest Service Climate Change Resource Centre** has both general CC topics online and tabbed pages that focus specifically on Urban Forests and Climate change. <https://www.fs.usda.gov/ccrc/topics/urban-forests-and-climate-change>

I18 Where are we at in our understanding of the cultural value of urban forests? Download and read *The Social and Economic Values of Canada's Urban Forests: A National Synthesis (2015)* – amongst the co-authors are Sara Barron (MLArch, UBC) and Judith Cowan (MBCSLA) <http://urbanforestry.sites.olt.ubc.ca/files/2016/09/The-Social-and-Economic-Values-of-Canada%E2%80%99s-Urban-Forests-A-National-Synthesis-2015.pdf>

I19 **Walkable Org** has a short refresher on the benefits of street trees [22 of them] http://www.walkable.org/download/22_benefits.pdf

Biophilic Cities and Design

Building from EO Wilson's work on the concept of biophilia, a biophilic city, as defined by Tim Beatley at the University of Virginia Department of Urban and Environmental Planning is one that is "natureful".

"A natureful city puts nature at the core of its design and planning, rather than treating nature as an afterthought, ornament, or density bonus." Nature is the key to everything that happens in a city. Tim Beatley founded the **Biophilic Cities Network** to connect cities working on bring more nature into cities. What do Edmonton, Alberta and Singapore have in common? They are both biophilic cities.

I20 To find out about **what makes cities biophilic**, go to <http://biophiliccities.org/> or just follow them on Twitter https://twitter.com/BiophilicCities?ref_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwgr%5Eauthor

I21 Watch lots of **short videos** about biophilic cities on YouTube and get ideas <https://www.youtube.com/channel/UCR1OKw8CA2IsK-TnEjdDflw/videos>

I22 Download the **Journal**: <http://biophiliccities.org/journals/>

I23 Read Tim Beatley's book: **Biophilic Cities: Integrating Nature into Urban Design and Planning** (2010) Island Press <https://islandpress.org/books/biophilic-cities>

I24 Tim Beatley has also written **Handbook of Biophilic City Planning & Design** (2016) Island Press <https://islandpress.org/books/handbook-biophilic-city-planning-design>

I25 Or read any other book by Tim Beatley <https://islandpress.org/author/timothy-beatley>

I26 Download and read **14 Patterns of Biophilic Design: Improving Health and Well-being in the Built Environment** <https://www.terrabinbrightgreen.com/reports/14-patterns/>

If you want to broaden your knowledge about urban studies, need some theory or science, and want to splurge, Springer now has a dedicated page for all their **Urban Studies** publications – books and journals. <https://www.springer.com/us/marketing/urban-studies?sap-outbound-id=070B04621DBDA5AA90554DADCD966FADD13A51D5>

You can also download some **open access books** as pdfs such as *Nature-Based Solutions to Climate Change Adaptation in Urban Areas—Linkages Between Science, Policy and Practice* <https://link.springer.com/content/pdf/10.1007%2F978-3-319-56091-5.pdf>

Food [In] Security | Food Sovereignty

I27 **Indigenous Food Systems Network** is the BC group working towards meeting immediate and long-term Indigenous needs for healthy, culturally adapted Indigenous foods provided for, protected, and sustained by hunting, fishing, gathering, and farming. <https://www.indigenousfoodsystems.org/>

I28 The UN Food + Agriculture Organization (**FAO**) has published a book (437p.) *Indigenous Peoples' Food Systems & Well-being: Interventions & Policies for Healthy Communities* <https://docplayer.net/337049-Indigenous-peoples-food-systems-well-being-interventions-policies-for-healthy-communities.html>

I29 Global in scope, the McGill University **Centre for Indigenous Peoples' Nutrition and Environment** (CINE), has a focus on righting food insecurity in Northern Canada. <https://www.mcgill.ca/cine/> CINE has also published a web resource of the published literature on traditional animal foods known and used by Indigenous Peoples of northern North America. <http://traditionalanimalfoods.org/>

130 Over 20 years ago the *FAO Rome Declaration on World Food Security* stated that **food security** exists “when all people, at all times, have physical and economic access to sufficient, safe and nutritious food to meet their dietary needs and food preferences for an active and healthy life”, and commented that poverty is a major cause of food insecurity, and elimination of poverty is critical to improving access to food. <http://healthydocuments.org/nutrition/healthydocuments-doc32.pdf>

131 The **City of Vancouver Food Strategy** (2013) addresses food security issues and opportunities <https://vancouver.ca/files/cov/vancouver-food-strategy-final.PDF>

132 ‘Food Security’ and ‘**Food Insecurity**’ are used in different contexts, with varied interpretations, and may not simply be the opposite of each other. The term ‘food insecurity’ has been defined as the inability to obtain or consume an adequate quality diet or a sufficient quantity of food in socially acceptable ways, or the uncertainty that one can do so. **PROOF – Food Insecurity and Policy Research** is a multi-institution research team based at the University of Toronto and has downloadable infographics, fact sheets, reports and other resources you can find at <http://proof.utoronto.ca/>

133 The high cost of **importing non-traditional food into Northern and remote areas of Canada** is both a barrier to healthy eating, and an anti-poverty obstacle. According to Health Canada, “*food insecurity exists within a household when one or more members do not have access to the variety or quantity of food that they need due to a lack of money.*” <https://www.feedopportunity.com/wp-content/uploads/2016/11/Stats-Can-Food-Insecurity-Report.pdf>

134 **Food Secure Canada** is a pan-Canadian alliance working to advance food security and food sovereignty through three goals: zero hunger, healthy and safe food, and sustainable food systems. <https://foodsecurecanada.org/who-we-are>

135 Canada does not yet have a **national food policy** however, a task assigned the Minister of Agriculture by the Prime Minister is to develop a national food policy to enable and ensure access for all Canadians to good, healthy food. For background information, big ideas, and briefing notes submitted to the federal government see <https://foodsecurecanada.org/policy-advocacy/five-big-ideas-better-food-system>

Play: Outside | Natural Play

136 **NatureGrounds** is an organization whose purpose designing nature back into children’s lives on the playground and to engage communities in working together to create richer play experiences for all users. Through the website you can download *Creating & Retrofitting Play Environments: Best Practice Guidelines* <http://www.naturegrounds.org/>

137 The **British Forestry Commission** has an online resource called **Nature Play: Simple and fun ideas for all** and you can download “*Places to go? A summary of research evidence in 2008*” which looked at creating safer streets and neighbourhoods that embrace children playing in them, as well as an affordable public transport system to take young people where they want to go – essential elements to meet needs in the public realm. <http://www.playengland.net/wp-content/uploads/2015/09/places-to-go-research-summary.pdf>

138 **The Nature Playbook: Take Action to Connect a New Generation of Canadians with Nature** is a 2016 publication of the Canadian Parks Council that looks practical ideas for connecting a new demographic and the most diverse urban populations to nature. <http://www.parks-parcs.ca/pdf/playbook/nature-playbook.pdf>

139 **Canadian Parks Council** published *Connecting Canadians with Nature: An Investment in the Well-being of our Citizens* (2014) which presents the health and well-being benefits of getting Canadians outside and into nature. http://www.parks-parcs.ca/english/ConnectingCanadians-English_web.pdf

140 The **Play England** research helped provide the impetus to reintroduce a very old idea: **Play Streets** – city streets that are temporarily closed to traffic to provide a safe place for children, their families, and neighbors to get together and play outside. It started in England and has spread to North America. https://www.londonplay.org.uk/content/30290/our_work/recent_work/play_streets/play_streets

Transportation

141 **Walkable Cities** has a lot of resources and links to explore. <http://www.walkable.org/>

142 **Complete Streets** are streets that are designed to be safe for everyone [all ages and abilities], whether walking, bicycling, taking transit, or driving. Complete Streets Canada has policy and design resources. <http://completestreetsforcanada.ca/>

143 The **Toronto Centre for Active Transportation** (TCAT) has a downloadable handbook, *Complete Streets by Design* that covers the basics. <http://www.tcat.ca/knowledge-centre/complete-streets-by-design-toronto-streets-redesigned-for-all-ages-and-abilities/>

144 **8-80 Cities** is a Toronto-based organization founded by Gil Penalosa with a mission to people in communities together to enhance mobility and public space in order to create more vibrant, healthy, and equitable communities. They do this by offering consulting services to local governments. <https://www.880cities.org/>

I45 Travelling to England? Check out the Walkit **city walking maps** (also available as an app) to see how close places are in e.g. London – cheaper and healthier to walk than be stuck in the Tube. It calculates distances, time it takes (fast, medium, slow) calories used, CO2 saved, and provides a hill profile so you know what you are in for <http://walkit.com/cities/london/>

Design for Social Impact + Inclusivity + Engagement

I46 The University of Michigan **Center for Social Impact** defines it as “*a significant, positive change that addresses a pressing social challenge.*” Making a social impact is the effect your work (company, project, activity) has on others. The **Center for Social Impact Strategy** at the University of Pennsylvania is the place to go to learn more by watching some videos <http://studio.socialimpactstrategy.org/> or to take a free online course on designing, developing, and launching a social impact organization (non-profit or for-profit) <http://socialimpactstrategy.org/online/coursera/>

I47 Stone Soup Films in DC exemplifies social impact through their organization, which makes free films for not-for-profits to amplify their stories and through highlighting the social impact of the not-for-profits themselves. For example, watch a 4-minute doc on the Dumbarton Oaks Park Conservancy and Beatrix Farrand. <http://www.stonesoupfilms.org/film/dumbarton-oaks-park-conservancy/>

I48 [A lot] more fun is “*Dick & Rick: A Visual Primer for Social Impact Design*” by the **Center for Urban Pedagogy** (CUP), the Equity Collective, and illustrator Ping Zhou, “*a visual exploration of community-engaged design practices and how they can be — but aren’t always — used to create great design projects as well as greater social justice.*” http://welcometocup.org/file_columns/0000/0789/dick_rick.pdf

I49 CUP is based in Brooklyn and uses the power of design and art to increase meaningful civic engagement. The CUP website is overflowing with resources neatly arranged alphabetically. <http://welcometocup.org/Resources>

I50 Progrss is a hub for innovation, trends, and best practices (positive social impacts) in the transformation of cities all over the world. <https://progrss.com/>

I51 Design for the Common Good. **SEED Network** (Social Economic Environmental Design) is made up of professionals dedicated to building and supporting a culture of civic responsibility and engagement in the built environment and the public realm. You can check out an interactive projects map and look at case studies here. <http://www.designforcommongood.net/map/>

Notes + Suggestions for Future Editions

Send an email (especially if you find a broken link): kathy.dunster@kpu.ca