INSTRUCTOR INFORMATION
Instructor: Dr. Moss E. Norman
Phone: 604-827-5786
Email: moss.norman@ubc.ca
Office Hours: Online

COURSE DESCRIPTION
This course provides students with key principles in working with Indigenous peoples and communities. The course examines Indigenous-settler relations within the Canadian context through the lens of sport, physical activity, and physical culture. Sport and physical culture occupy an ambivalent position, it is argued, where they have been (and continue to be) put to service in historical and ongoing processes of settler colonialism, at the same time that they represent critical sites of Indigenous resistance and resurgence. Students will be challenged to reflexively interrogate their own relationships with colonization and the implications this may have for how they understand human movement and its relationship to health and wellbeing. Through guest speakers and experiential learning opportunities, Indigenous worldviews will be introduced and you will be asked to consider the implications different worldviews have for human movement and health. The course will also survey and evaluate various active living interventions that have been implemented both in Canada and globally, and explore the role Kinesiology can play in identifying the strengths and unique needs of Indigenous communities.

COURSE OBJECTIVES & INTENDED LEARNING OUTCOMES
Through this course, you will:
- Develop a critical understanding of the historical and contemporary issues in Canada that shape Indigenous sport, physical activity and recreation;
- Develop an understanding of some of the key policies (both nationally and globally) related to Indigenous sport, physical activity, and recreation;
- Apply Indigenous-centred, community-based, and strengths-based perspectives in understanding physical activity, sport, recreation and health programs and policies;
- Develop skills in creating a safe social and cultural space to engage in class discussions;
- Work collaboratively with peers in small group discussions and activities;
- Develop research, writing, and oral communication skills.

COURSE FORMAT
The course is web-based and involves synchronous and asynchronous learning activities.

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<thead>
<tr>
<th>Name</th>
<th>Contact</th>
<th>Location</th>
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<tbody>
<tr>
<td>Shawnelle Blackbird-Riley</td>
<td><a href="mailto:shawnelleriley@gmail.com">shawnelleriley@gmail.com</a></td>
<td>Woodward 6</td>
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</tbody>
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EVALUATION

<table>
<thead>
<tr>
<th>Evaluation and assessment</th>
<th>% of grade</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>A. Class Participation</td>
<td>20%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>B. Archaeology of Your Footprints</td>
<td>30%</td>
<td>Day-to-day travel-Sept 14th</td>
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<td></td>
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<td>Travel experience-Sept 28th</td>
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<td>Ancestor Interview-Oct. 12th</td>
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<td>Land Pedagogy-Oct. 26th</td>
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<td>Final Creation-Nov. 9th</td>
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<td>C. Group Intervention Project</td>
<td>50%</td>
<td>5% Intervention Outline Nov. 2nd</td>
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<td></td>
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<td>15% Group Presentation Nov 23rd</td>
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<td>30% Final Document Dec 7th</td>
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Policy Regarding Late Submissions: With the exception of approved extensions, late assignments will be penalized 5% per day (e.g. 8.5/10=85% - (one day late) 5%=80% or 8/10), up to ten days, after which they will not be graded. Please see assignment details for deadlines. Assignments and activities submitted after the deadline will be graded late.

EVALUATION:

A. CLASS PARTICIPATION

Value: 20%

Objective: Class participation is designed to facilitate engagement with core course themes and current events related to Indigenous sport, physical activity, health and wellbeing through collaborative, group-based learning.

Description: Class activities, discussions, and group work form an integral part of the learning environment for this course. Active and engaged participation at the individual level will make the group learning experience much richer. In addition to general participation in the course, students will be broken into small groups (approx. 4-5 students) and will be responsible for leading one current issue group led discussion related to Indigenous sport, physical activity, health or wellbeing (see description of Current Issue Group Led Discussion below).

Evaluation: A significant portion of the final grade (20%) will be determined by level of participation in the class. In order to receive a participation grade of good or higher (B+ or higher), students must come to class prepared, having completed weekly assigned readings and tasks (e.g., watched video links) and actively participate in class discussions, activities, and group work. For details about the evaluation of class participation, see General Participation Evaluation chart below.

Current Issue Group Led Discussion

Objective: This assignment is designed to foster critical engagement with current issues related to Indigenous physical activity, health and wellbeing.

Description: As part of the expectations for participation in this course, students will be asked to work in small groups (approx. 3-5 students) in leading a brief class discussion (approximately 20 minutes) on a current issue related to Indigenous sport, physical activity or health and wellbeing. The discussion is designed to be relatively informal and should not require extensive preparations (for example, a presentation or lecture are not expected). The current issue should be introduced to the class and this would normally be followed by a facilitated class discussion.
Instructions:

1) Students will divide themselves into small groups of approximately 3-5 during class on September 14th.

2) Students will choose an issue to share with the class that has been relatively prominent in the media in the last 2 or 3 years. Although the area should relate to Indigenous physical activity, health and wellbeing, this is quite a broad description, so it could include many issues. For example, it might focus on the Indigenous resistance to the Kinder Morgan pipeline, which ultimately relates back to health. In other words, as long as you are able to connect the issue back to the relevant themes of physical activity, health and wellbeing, it is an acceptable issue for this activity.

3) Once an issue has been selected, decide how you are going to familiarize the class with the details of this issue. This could be done sharing a brief newspaper article, a video clip, or a verbal overview of the issue.

4) Each group should encourage students to engage in discussion related to the details of the issue by preparing questions to prompt discussion.

5) The entire activity should last between 15-20 minutes.

6) Students will engage in a very basic peer-evaluation (see ‘Peer Evaluation’ chart below).

7) For demonstration purposes, the course instructor will lead the first current issues discussion at the beginning of the September 14th class.

8) Current issue presentation can occur on the following dates: September 21st, 28th, October 5th, 19th, 26th or November 3rd. Typically, there will only be two group led current issue discussions on each of these dates.

<table>
<thead>
<tr>
<th>Peer Evaluation Chart</th>
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<tr>
<td>Evaluator Name:</td>
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<td>Names of Group Members:</td>
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<tr>
<th>1. The current issue was clearly described and the relevance to the course was clear.</th>
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<th>2. List one thing that you learned from this discussion.</th>
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<tr>
<th>Rubric—General Participation Evaluation</th>
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<tr>
<td>Grade Range</td>
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<td>A-, A, A+</td>
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### B. ARCHAEOLOGY OF YOUR FOOTPRINTS

**Grade:** 30%

**Due:** Tuesday November 9<sup>th</sup> (11:59pm PST).

**Overview:** This assignment is designed to get you to critically analyse your relationship to historical and ongoing processes of settler colonialism.

> “When we speak of layers of stories and relationships, we often imagine an X-ray allowing us to peer down through the layers of earth to see the footprints of all those who preceded us on this land. Our footprints join those of the first Indigenous person who walked here and all those who followed. Our stories are layered on theirs just as the footprints are layered on one another.”

(Styres, Haig-Brown & Blinkie, 2013, p. 45)

An important part of this course specifically, and working with Indigenous peoples and communities generally, is an understanding and acknowledgement of our individual and ancestral relationships with settler colonialism. Everyday we move about the city, town, neighbourhood, and various public and private spaces often giving little consideration to the lands we are moving across. Using the ‘footprint’ as a metaphor, we are going to examine how our steps or footprints leave a trace on the lands we walk, run, bike, and move across. This assignment is intended to get you to think critically and reflexively about human movement generally, and your ‘footprints,’ as well as those of your ancestors and relations, and how these steps intersect with the “layers of stories and relationships” of “all those who preceded us on this land” (p. 45). The assignment is not an easy one, however, as it is designed to challenge some of the core assumptions of settler colonialism, particularly the assumption of ‘settler innocence’ (Tuck & Yang,
As a group, we will read and discuss a number of articles (specifically, see Snelgroove, Dhamoon & Corntassel, 2014; DiAngelo, 2018), which should help you to self-reflexively think and write about your relationship to colonization. Everyone in the class is positioned differently in relation to colonialism, with some being relatively new to Canada, while others will have histories that stretch back several generations, and still others will share relations with some of the first people to walk this land. In the process of your archaeology, you should be able to witness privilege and oppression as more than static categories, but as a set of shifting historical and ongoing power relations.

**Instructions:** This assignment is broken down into five components, including an examination of:

1. your daily routine or ‘footprints’; a vacation-travel experience; the ‘footprints’ of your ancestors or kinship relations in the form of an interview; and land-based reflection. These four components will be used to produce the fifth and final component, a creative representation of your ‘footprint’. For this representation, you will design a creative work that is reflective of the archaeological research you have done on your individual and ancestral footprints. You may want to use text, audio, video, images (e.g., magazine pictures, digital photos, etc.), collage, drawings, poetry, and so on. Unlike past years, however, you will not be able to submit a hard copy of your final creation. With this in mind, you will have to consider how your creation translates to digital sphere. We have provided some suggestions on canvas for how you can share your final creation (see Tools for Final Creation on Canvas). Keep in mind, these are just suggestions, you are welcome to use a method of your own choosing to submit your final creation. However, this is an important consideration as the final creation represents a significant portion of your final grade. Given that students often use novel and creative means to convey their message for this project (e.g., poetry, drawings, visual images, and so on), you are welcome to include a 1-2 page, double-spaced, single-sided explanation of your creation. This explanation will help your audience (and graders!) understand your creation.

2) **Footprint 1:** Choose an ordinary day in your life (this could be a ‘remembered’ day of, for example, your movement patterns back ‘home’). Keep a journal of all of your daily movement practices, specifically writing about where you move (i.e., geographical locations) and how you move (i.e., car, bike, walking, etc.). Once you have collected your daily movement data, describe the contemporary and historical relations of the territories you have moved across. For example, you might want to discuss the original inhabitants of the land (see Native Land) whether the land is Treaty territory, when it was ‘settled’, who ‘owns’ it now, and any other relevant descriptions, such as the buildings or natural environments of the lands. You may also want to record some of your critical and reflexive impressions in doing this journaling activity. You will be expected to hand in your journaling activity on September 14th (11:59pm PST). There is a completion grade associated with this journal activity. This means that your journal **will not be assessed, but if it is uploaded on Canvas on time, you will receive 1.25 marks towards your final grade out of 30.**

3) **Footprint 2:** Think back to a vacation experience (e.g., trip to Europe or Kelowna). Do a little research (Google Search is fine) on the contemporary and historical relations of the territories you moved across on your vacation. You might want to ask some of the same reflective questions you did for Footprint 1 and record some of your critical and reflexive considerations you had doing this activity. You will be expected to hand in your journaling activity on September 28th (11:59 pm PST). There is a completion grade associated with this journal activity. This means that your journal **will not be assessed, but if it is uploaded on Canvas on time, you will receive 1.25 marks towards your final grade out of 30.**

4) **Footprint 3:** Choose a family member, someone close to you, or kinship relation to interview. The relation you interview should be somewhat familiar with the history of you, your family, or the territory you call ‘home’. Your interview should be digitally recorded and you should transcribe (i.e., type out) key passages from the interview (although not necessarily the whole interview!). At the very least, you should ask the questions below (or similar questions), although you may want to add others.
I. Can you tell me about what you know about our family tree/history?
II. Can you tell me about our family’s history in Canada/North America/Turtle Island? For example, has our family always lived here? If not, when did they move here? Where did they move from and where did they settle?
III. Where else did our relations move to after they settled in Canada/North America/Turtle Island?
IV. Has our family/our relations always lived in this territory? If not, where else have we/they lived?
V. What sports/physical activities did you do growing up? Have these activities changed over time? If so, how so?

Once you have completed your interview, trace the histories of movement and do a land-based history of the lands occupied and the activities practiced. For example, consider how the land was settled (i.e., purchased, land grant, inherited, etc.)? Who else occupied those lands (e.g., other settlers, First Nations, etc.)? What happened to their connections to those lands (e.g., Treaty lands, forced re-location, freely moved to other lands, etc.). Consider how sport and physical activity have changed over time and perhaps think about the changing relations between land/environment and sport/physical activity. You will be expected to hand in your transcribed interview and reflective writings on October 12th (11:59pm PST). There is a completion grade associated with the interview summary. This means that the interview summary will not be assessed. but if it is uploaded on Canvas on time, you will receive 1.25 marks towards your final grade out of 30.

4) Footprint 4: This activity is a land-based walking reflection and Footprint 4 is an attempt to engage experiential learning. The activity is designed to get you to consider your emotional, physical and, depending on your worldview, spiritual response to the environment in which you find yourself. Last week we read an article by Anishinaabeg scholar Leanne Simpson (2014), in which she talks about movement as a way of knowing. In so doing, she draws upon a long tradition of approaching walking as a complex social, cultural, spiritual, and physical phenomenon, a complexity which is sometimes obscured in a Western worldview. Walking can also be a form of raising awareness, resisting oppression, and advocacy for social change. For example, consider the protest marches of Black Lives Matter, Idle No More, the healing of the Reconciliation Walk, or the environmental sustainability action of the Women Who Walk for the Water to name a few. Notwithstanding this rich culture of walking as a form of knowledge generation, social mobilization, and spiritual renewal, too often in the West we focus on movement as an instrumental means to an end (i.e., to get somewhere, to be healthier, to achieve the goal of 10,000 steps).

Purpose: The purpose of this assignment is to form a different relationship with walking that fosters an embodied and placed-based approach to movement as knowing.

NOTE: If you are a person with disabilities, experience chronic health issues, or have an acute condition or mobility issue, feel free to adapt the assignment to an outdoor (or even indoor) activity that works best for you. Inform the instructor of the changes that work best to support your experiential learning activity.

Instructions:
A. This assignment should be conducted after you have completed the readings and activities for Week #7.
B. Set aside time to walk 3 or 4 times this week. Try and walk between 30-40 minutes each time. Walking for this activity should be deliberate and not attached to some other activity (e.g., walking to the grocery store). This is a walking activity, if you are able walk. If not, taking time outside in your environment is also acceptable. For those of you who run or bike, this is not a running or biking activity.

NOTE: Choose a safe walking space that is accessible. If you find the day is coming
to a close and it is dark or even late, do NOT walk just to fulfil the assignment goals. Make safe walking decisions always.

C. The pace and distance are not important. Draw your attention to the environment, your sensory relationship with your body, and the land that surrounds you (this could be an urban environment—even urban spaces are land-based!). You can return to the same walk daily or explore other places. Plan your walking time as though it was part of time spent in the course, this should hopefully reduce any stress you feel about this assignment.

D. Document your walking activity:

i. Start a Powerpoint Presentation

ii. Add a slide about your initial response to this activity (include an image, share ideas, engagements or resistances)

iii. Using minimal detail, state where you walked (i.e. park near my house, Kerrisdale neighbourhood, UBC campus, suburb in Richmond, etc.), time of day (i.e. morning, afternoon, evening), and how you were feeling (e.g. a table or a few words about each day). Also be deliberate and contemplative in paying attention to the built and natural landscapes you walk through (i.e., the buildings, sidewalks, roads, vegetation, waterscapes, animals—remember, humans are animals too!). Be sure to record your experiences of the environment.

iv. Add a slide to the document for each daily reflection. You may also want to note changes in your daily reflections (e.g., feelings, observations). You may want to take a picture, video, or an audio recording during your walks, all of which can be included in your reflections. These reflections should represent your embodied experiences for that walking experience and should pay attention to the relationship between your body and environment.

v. Add a concluding slide or two where you briefly summarize your engagement with the environment for this assignment. Reflect on the notion of movement as knowledge, and share what you learned (or did not learn) and ask yourself about your body, feelings, and the environment, along with any other observations you would like to share. If relevant, draw upon course readings or class discussions to help articulate your experience.

You will be expected to hand in your land-based walking reflection on October 26th (11:59pm PST). There is a completion grade associated with this activity. This means that your submission will not be assessed, but if uploaded to Canvas on time, you will receive 1.25 marks towards your final grade out of 30.

5) Final Creation: Use the data and histories you have collected to design a creation that overviews the historical and contemporary footprints of you, your family, or close relations. You can use whatever materials you want to construct your creation (e.g., video, audio, text, images, photos, art supplies such as paint, construction paper, etc.). Your creation should use your four footprints to help you reflect on your historical and ongoing relationship to place, land, colonization and human movement. Use course readings and class discussions to critically think about you and your family’s, or your kin’s, relationship with colonization. In terms of representing your final creation, we have provided some suggestions on Canvas (see Tools for Final Creation on Canvas).

However, you do not need to use these tools—they are merely suggestions. The final creation is due on Tuesday November 9th (before 11:59pm PST).

### Evaluation

<table>
<thead>
<tr>
<th>Rubric—Archaeology of Your Footprints Evaluation</th>
<th>Excellent A-Range</th>
<th>Good B-Range</th>
<th>Adequate C-Range</th>
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<tbody>
<tr>
<td>Completeness</td>
<td>All components of</td>
<td>All of the components</td>
<td>Some components</td>
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<tr>
<td></td>
<td>assignment have been fulfilled to a high level of detail reflected in creative representation.</td>
<td>of the assignment have been fulfilled, some components better done than others.</td>
<td>incomplete, adequate detail across components.</td>
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<td>-----------------------------------------------</td>
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<tr>
<td>Critical &amp; Reflexive</td>
<td>Demonstrates deep, compelling, and layered critical analysis of individual and ancestral relationship to colonization.</td>
<td>Strong critical analysis of individual and ancestral relationship to colonization.</td>
<td>Some initial considerations of individual and ancestral relationship to colonization.</td>
</tr>
<tr>
<td>Connection to Course Material</td>
<td>Ideas emerging from course material are effectively and seamlessly woven into the creative representation.</td>
<td>Some ideas from the course are connected to the creative representation. Connections are somewhat effective.</td>
<td>Few ideas from course material are utilized in the creative representation. Connections between course material and representation are somewhat weak and vague.</td>
</tr>
<tr>
<td>Creativity and Design</td>
<td>Creative representation is visually engaging and appealing, and is highly effective in design.</td>
<td>Creative representation is good and somewhat effective in design.</td>
<td>Little attempt at creativity, design is relatively straightforward.</td>
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### C. GROUP INTERVENTION PROJECT

**Value:** 50%

**Overview:** For the Group Intervention Project, the class will engage in a number of activities (Weeks 2, 3 & 4) to determine thematic interests in the area of Indigenous sport, physical activity, and recreation (e.g., sport for reconciliation, community-based sport and physical culture, Indigenous girls and women in sport and physical activity, etc). Based on these interests, the class will be divided into small groups (4-6 students), which will be the groups for this assignment. Once your groups are formed, you will notify the course instructor of your group and the theme for your group.  

In terms of the assignment, the Group Intervention Project is divided into three components: the Outline of the Group Intervention, the Group Intervention Presentation and the Group Intervention Final Document. Each component is outlined below.

**Preamble:** For many students trained in Western academic institutions, group work presents a unique set of challenges. This is partly because Western institutions privilege an individualist and competitive approach to teaching and learning (Harris, 2002). For this assignment, you are encouraged to consider a more collaborative approach to learning. To this end, one of the tasks of the group will be to collectively identify and build on the strengths that each individual brings to the group. For example, this means that if some group members are better at writing and synthesizing knowledge than they are developing a creative intervention or public speaking, the group should work to incorporate these strengths into the assignment. Canvas provides a number of resources for you to work in groups (see People—Groups—Click three dots—Visit Group Home Page) and as a UBC student you also have access to a number of tools (see Tools for Collaboration).

**Learning Objectives for the Group Intervention Project:**
- To have you engage with key policy documents related to decolonization, Indigenous self-determination and resurgence, wellbeing, and Indigenous-settler reconciliation;
• To apply these documents in developing a strengths-based, Indigenous-centred sport and recreation intervention (e.g., policy, research project, curriculum, or program);
• To understand and apply the best practices of working with or for (as opposed to ‘on’) Indigenous communities;
• To work collaboratively and build on the collective strengths of the group in completing the assignment.

PART I: Group Intervention Outline

**Value:** 5%

**Due Date:** November 2\textsuperscript{nd} (11:59pm PST)

**Purpose:** This assignment is designed to get you to actively and collaboratively think about, and outline, your group’s intervention project. Additionally, you will have the opportunity to engage in peer assessment, where you will assess the intervention outline of another group in the class. The peer assessment is designed to help you develop a more thorough, well-conceptualized group intervention presentation and final document.

**Instructions:**

1) Your group will be working collaboratively to produce an outline of your proposed group intervention. This outline will be submitted for peer evaluation (see details below). This means you will be partnered with another group and the groups would exchange outlines. Each group will review the other group’s outline and provide detailed feedback (see Tips for Providing Feedback below). This is a completion assignment, meaning that if your group completes both tasks (i.e., the outline and the peer assessment, see below) on time, your group will receive full marks (5%).

2) Using assigned readings, associated resources, and other materials you deem relevant, your group is going to create a response to one or more themes emerging from the TRC Calls to Action, the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), and/or UBC’s Indigenous Strategic Plan (2020).

3) Review the assigned readings and associated resources for this week. Although you are welcome to read through the entire document, TRC Calls to Action, United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and UBC Indigenous Strategic Plan, there are sections that may be particularly relevant for Kinesiology students in the Faculty of Education. These sections include:
   • TRC Calls to Action: 6-12 Education; 18-24 Health; 87-91 Sport and Recreation
   • UBC Indigenous Strategic Plan: Action Plan (pages 22-34)
   • UNDRIP: Article 31

I have also included a number of supplementary resources that may be helpful in creating your document. These include:
   • **Northern Health: Indigenous Health (Cultural Safety)** – Guiding Principles
   • **Nothing About Us Without: Indigenous Engagement** – A presentation prepared for UBC Athletics and Recreation by KIN students from the 2019 KIN 368 class.

4) As a group, look at the Calls to Action, UBC Indigenous Strategic Plan, the United Nation Declaration on the Rights of Indigenous Peoples and related resources and decide on a theme that your group wants to address in your document.

You will notice that the Calls to Action, UNDRIP and UBC Indigenous Strategic Plan outline broad objectives. You are being asked to identify and respond to the intention behind the broad objective. I have given an example below:

**Example:** Call to Action 90(i) calls for “stable funding for, and access to, community sport programs that reflect the diverse cultures and traditional sporting activities of Aboriginal
peoples” (p. 10). Your group may decide to create a proposed program to support a campus sports program for Indigenous students at UBC (or some other community). Your task is to outline such a program.

5) Once your group has determined a theme, you are going to build an outline of a proposal that demonstrates how you will address this theme. This proposal outline is a rough sketch or ‘road map’ for how your group intends to develop their final group intervention project. This outline or road map should include the following (you are welcome to add additional components):
   - Rationale for the chosen theme—Why it is important?
   - Overview of the proposed course of action (e.g., proposed program)
   - Clear identification of the Call(s) to Action the proposal responds to.
   - Articulation of how the proposed intervention is embedded in the best practices of working with Indigenous peoples (e.g., consider Principles of Allyship, strengths- and community-based approaches).

6) The format for the outline of the proposal is open, meaning that you may use the format that best serves the intention of your document. Formats may include, but are not limited to, a Word document, power point slides with voice recording, a video, a podcast or another format. Keep in mind, this is an outline, not the proposal itself, so the outlines should reflect the level of detail appropriate for an outline. For example, if your group decides to prepare a power point presentation, I would think it should be a minimum of four slides, with each slide addressing one of the components listed above (i.e., rationale, overview of course of action, identification, etc.), and a maximum of 7-8 slides (depending on the level of detail). Your group outline is due November 2nd (11:59pm PST). You can submit your outline by uploading it to Assignments on Canvas.

7) Peer Assessment: There are two steps to the peer assessment for the outline. First, you will be partnered with another group and you will exchange outlines (Nov 2nd). You will review and assess the outline of the group who you are partnered with. Second, once each member of the group has reviewed the outline individually, your group should collectively compile the feedback. This feedback should then be given to the group whose outline your group reviewed (Due Date: November 9th). Feedback between the two partnered groups should be completed and returned by November 9th (see Tips for Providing Feedback). If you complete both tasks—the outline and the peer review—in a comprehensive and timely manner, your group will receive full marks (5%).

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<thead>
<tr>
<th>Tips for Providing Feedback &amp; Evaluating Feedback Provided</th>
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<td>Providing Feedback</td>
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PART II: Group Intervention Presentation

Value: 15%
Due Date: November 23rd
Purpose: This assignment is designed to get you to actively and collaboratively engage with course materials in presenting a summary of the group intervention project. Additionally, you will gain oral communication and presentation skills.

Instructions:
1) Each group will present an overview of their group intervention project.
2) Where possible, you should try and incorporate course content into your presentation.
3) Each group will have 20 minutes to present their group intervention. You are encouraged to use creative and novel techniques (e.g., videos, diverse teaching methods, class activities, handouts) in both presenting your topics as well as engaging class participation. When thinking about your presentation, you are encouraged to consider incorporating some of the principles we have learned in the course related to Indigenous philosophies of teaching and learning (e.g., Harris’s article *Coyote Goes to School: First Peoples Principles of Learning*). You are welcome to present ‘live’ or use a pre-recorded presentation.
4) Groups will be provided opportunities throughout the course to ask questions about both the group intervention presentation as well as the group intervention project.
5) At the end of the presentation, each group will receive feedback from their peers and the course instructor. This feedback can be incorporated into the group intervention project.

### Rubric—Group Presentation Evaluation

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<th>Criteria</th>
<th>Components</th>
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</thead>
<tbody>
<tr>
<td>Concepts</td>
<td>Is the information presented relevant to the course? Does the information incorporate course content/assigned readings? Does the information connect to both Indigeneity and the discipline of kinesiology (broadly defined)?</td>
</tr>
<tr>
<td>Organization</td>
<td>Is the information clearly and effectively organized? Do the presentation components/presenters work together? Are the objectives of the presentation clearly outlined? Is the presentation effectively concluded/summarized? Does the timing of the presentation work?</td>
</tr>
<tr>
<td>Class Engagement</td>
<td>Does the presentation effectively engage the class? Does the presentation use more than one technique for engagement (e.g., brainstorming, small group discussion, lecture)? Does the presentation effectively use other resources for engagement (e.g., video, articles, web, personal experiences, etc.)?</td>
</tr>
</tbody>
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PART III: Group Intervention Final Document

Value: 30%

Due: December 7th at 11:59pm (last day of classes)

Purpose: This assignment is designed to have you engage with concepts from the course, relevant policies (e.g., the United Nations Declaration on the Rights of Indigenous Peoples Act (BC-UNDRIPA), the Truth and Reconciliation Commission of Canada—Calls to Action (TRC—Calls to Action) and the UBC Indigenous Strategic Plan--Draft (UBC Indigenous Strategic Plan) and research literature in designing an Indigenous-centred sport, physical activity, or recreation intervention. This assignment is also designed to have you apply some of the principles of collaboration that we have attempted to model in this course.

Instructions:
1) Based on course activities (i.e., readings and learning resources, break-out class discussions, and the group intervention outline), your group has identified a theme and an outline for your group intervention final document. In this final phase, your group is going to create a final group
intervention project. The final document is broken into two parts: the written report (see #2 for details) and the intervention (see #3 for details).

2) The **written report** should be between 4 and 7 pages (i.e., double spaced pages, single-sided, 12-point font) and should have the following components (feel free to add additional components, as relevant):

i. Executive Summary: An executive summary is similar to a research abstract. It summarizes the contents of the larger report, giving readers a general familiarity of the report. For this assignment, the executive summary should be between 1 and 2 paragraphs.

ii. Introduction: The introduction should provide a brief overview of all components of the project. The introduction should be no more than 2-3 paragraphs.

iii. Review of literature: The review of literature overviews the resources that are relevant to the project. This section systemically reviews available resources, explaining what research has been done and the findings, recommendations or conclusions of this research. The review of literature will support the specific intervention your group is proposing: introduces research in the thematic area; highlights the issue or problem under investigation; identifies gaps and controversies in the literature, and justifies the need for additional research (for example, see Guide to Writing a Literature Review). In this section, you are welcome to use readings and resources from the course, as well as 2-5 **additional peer-reviewed** research articles. Given the practical nature of this assignment, you are also welcome to include relevant reports, strategic plans, position papers, as well as other sources such as institutional brochures and media sources. That said, the report should have at least two peer-reviewed articles. The review of literature will be approximately 2-3 pages in length.

iv. Rationale: A basic definition of a rationale is a set of reasons for a course of action. In this way, you will provide the reasons for why you have selected the theme you have and the intervention you are proposing. Connecting your set of reasons back to the review of literature and key policy documents will be an important part of your justification. Here is an example:

As discussed in our review of literature, community-based sport and physical activity are critical aspects of Indigenous health and wellbeing (see Forsyth & Heine, 2008; Mason et al., 2018). Motivated by Call to Action 90(i) from the Truth and Reconciliation Commission, which calls for “stable funding for, and access to, community sports programs that reflect the diverse cultural and traditional sporting activities of Aboriginal peoples” (p. 12), we are proposing an Indigenous-focused and led physical activity program on UBC campus. [And you would continue to explain why this program is important…].

The rationale will be approximately 1-3 paragraphs in length.

3) The **intervention** explains the action that is being proposed. The intervention could be a policy statement, program, set of guiding principles, a research proposal, a public service announcement or call to action (e.g., “We call upon the Government of Canada to recognize Indigenous peoples right to self-determination…” or some other intervention your group designs. If it is helpful for your group, imagine that you are presenting the intervention to a specific individual (e.g., the President of UBC, the Prime Minister of Canada), group (e.g., amateur coaches of British Columbia), or organization (e.g., the YMCA). If you decide to present the intervention to an imaginary person, group, or organization, be sure you clearly identify and address the target audience throughout the report and intervention. The presentation of your intervention can take one of a variety of formats, including a word document, video, podcast, narrated power point presentation, or another format of your group’s choosing. Whichever format your group selects, be
thinking about how the chosen format \textit{translates} the message of the intervention. In other words, be sure the medium is appropriate for the message!

\textbf{a.} Length: Although parameters on the length of the final intervention are hard to provide given the different formats, an approximate guideline would be: 3-5 double-spaced pages for a written document and 3-7 minutes in length for a podcast, video, narrated presentation.

\textbf{b.} Uploading Files to Canvas: Larger files may be difficult to upload to Canvas. If this is the case, you can create a YouTube video and upload the link to Canvas (see \textit{How to upload videos to YouTube}).

4) A rubric for the Group Intervention Final Document can be found on Canvas.

\begin{center}
\begin{tabular}{|l|l|}
\hline
\textbf{Letter Grade} & \textbf{Percentage} \\
\hline
A+ & 90-100 \\
A & 85-89 \\
A- & 80-84 \\
B+ & 76-79 \\
B & 72-75 \\
B- & 68-71 \\
C+ & 64-67 \\
C & 60-63 \\
C- & 55-59 \\
D & 50-54 \\
F & 0-49 \\
\hline
\end{tabular}
\end{center}

\textbf{POLICIES & EXPECTATIONS}

\textit{Class Attendance}
Regular attendance is expected for all classes. Students who neglect their academic work and assignments may be excluded from final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.

\textit{Academic Accommodation for Students with Disabilities}
The University’s goal is to ensure fair and consistent treatment of all students, including students with a disability, in accordance with their distinct needs and in a manner consistent with academic principles. Students with a disability who wish to have an academic accommodation should contact Student Services Access and Diversity without delay.

\textit{Classroom Etiquette}
Students are expected to come to class having read weekly assigned readings and prepared to discuss and apply them in class discussions and activities.

\textit{Academic Dishonesty}
Please review the UBC calendar “Academic Regulations” for the university policy on cheating, plagiarism, and other forms of academic dishonesty (see link: \textit{Academic Dishonesty Policy}).

\textit{Inclusivity Statement}
Education is a multidisciplinary field that brings together faculty, students and others from diverse academic and personal backgrounds. UBC’s Faculty of Education is committed to
creating a respectful workplace and learning environment that supports inclusion based on the principles of equity, diversity and social justice in order to create an environment that supports its community members’ full participation. The Faculty of Education is committed to providing accessible, usable, and welcoming spaces for faculty, staff, students, and visitors who have disabilities, are members of racialized communities, Indigenous, transgender, two-spirit and gender-diverse people, regardless of their age, sexual orientation, social status, religion, ethno-linguistic, nationality and/or citizenship status.

Faculty of Education courses take place in learning environments that are inclusive of gender identity, gender expression, sex, race, ethnicity, class, sexual orientation, ability, age, etc. Learners and educators expect to be treated respectfully at all times and in all interactions. Non-sexist, non-racist, non-homophobic, non-transphobic and non-heterosexist language is expected in Faculty of Education classes, course content, discussions and assignments. Please feel welcome to e-mail your instructor your name and pronoun and how you would like these to be used.

UBC Values and Policies
UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available (Policies-Resources-Support).

REQUIRED READINGS
Required readings include ALL listed texts, electronic resources, journal articles, and internet linked articles. You are responsible for acquiring appropriate reading materials.

CLASS SCHEDULE

Week #1 Sept 7th Let’s Get Started!

Film: *I’m Not the Indian You Had in Mind* (Link)
Video: *Welcome to Musqueam Territory* (Link)

Week #2 Sept 14th Teaching and Learning Differently

Readings: Terminology, A Discussion on Aboriginal Identity
Found at: http://indigenousfoundations.arts.ubc.ca/terminology/

Week #3: Sept 21st Unpacking Identity: Settler Colonialism & White Fragility


**Week #4 Sept 28th Historical Context—Colonial Policy in Canada**


Government Policy—Reserves

Readings: Government Policy—The Residential School System

Found at: (Link)

**Week #5 Oct 5th Sport & Residential Schooling in Literature**


Film: Residential Schools and Hockey: (Link)

**Week #6 Oct 12th The Indigenous Experience in “Canada’s Game”**


**Week #7 Oct 19th Indigenous Land Pedagogies**


Guest Speaker: Gerry Mason, Land-Based Educator, Fisher River High School

Film: I Hold the Deh-Cho In My Heart (Link)

**Week #8 Oct 26th Truth and Reconciliation Through Sport and Physical Activity**


*UBC Indigenous Strategic Plan (2020)* [UBC Indigenous Strategic Plan]


**Week #9 Nov 2nd Sport, Gender, Sexuality & Indigenous Feminisms**


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Week #10 Nov 9th Decolonizing Sport & Decolonization Through Sport
Guest Speaker: Patrick Lucas, Aboriginal Youth Mountain Bike Program
Film: *Twilight Dancers*. Link: [Link](#)

Week #11 Nov 16th Indigenous Self-Determination & Resurgence Through Sport
Guest Speaker: Dr. Rosalin Miles, Founder of Indigenous Physical Activity and Cultural Circle
(Potential—Not confirmed)

Week #12 Nov 23rd Group Presentations

Week #13 Nov 30th Group Intervention Project—Work Class

Week #14 Dec 7th Summary & Wrap Up