

# The Living Lab Project



Spring 2022 Newsletter  
[www.livinglabproject.ca](http://www.livinglabproject.ca)



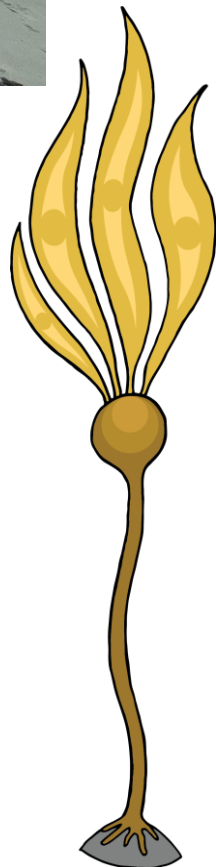
*Circling up on WŁÁU, KEMEN – Read on to learn more!*



## Network News

**Spring has blossomed** and for the first time in two years face-to-face events are almost all possible! Living Lab presented our final 2022-2025 draft strategic plan at our Network gathering on June 1st and will share the final version later this month. Thanks to many partners who contributed their ideas and visions focused on the long term sustainability and impact of our community-based and campus-supported movement and organization.

A 10 person community-campus delegation from the WŚÁNEĆ School Board and Nations, the Songhees Nation, the PEPÁKEN HÁUTW Foundation and UVic are heading to the Netherlands on June 24<sup>th</sup> for the Living Knowledge Network (LKN) 09 Conference



hosted by the University of Groningen <https://livingknowledge.org/lk9/> . The Conference is focused on ***New Synergies in Research with and for Communities: to Meet, to Learn, to Collaborate.*** The team includes: members of W̱SÁNEĆ School Board and Nations, **Esther Morris, Tye Swallow, Robbie Thomas; Desiree Jones**, Pauquachin Nation, UVic student and Living Lab Researcher; **Jessica Joseph**, Songhees Nation, and the Living Lab Arts and Community Engagement Staff Coordinator; **Maeve Lydon**, Living Lab Program Director; **Lyndsey Joseph**, Songhees Nation, UVic student and Living Lab researcher; PEPÁKĒN HÁUTW Foundation members **Sarah Jim (W̱SÁNEĆ)** and **Judith Lyn Arney**; and **Darcy Mathews**, Archaeologist and Ethnobotanist, UVic Environmental Studies Professor/ Living Lab Researcher.

LKN is the key community-campus hub in Europe dedicated to connecting higher education to sustainability and social justice and in creating the 'science/ research shop' infrastructure via a global network. The Living Lab/ WSANEC and Songhees team plans to learn from innovative ecological, climate, and community projects in Europe and abroad, as well as create new collaborative research and schools-exchange partnerships. They will also visit the Holten Cemetery (near Groningen) where Canadian and Indigenous/W̱SÁNEĆ war veterans (who led the liberation of Holland at the end of WWII) are buried.

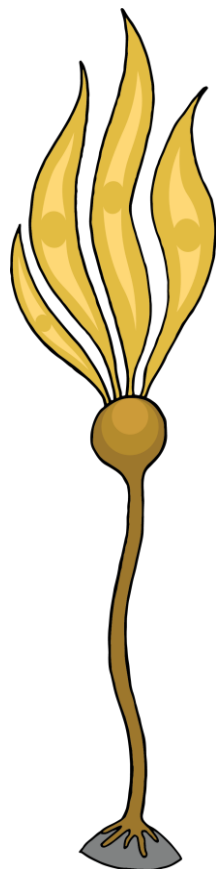
University of Groningen Professor Bettina Van Hoven, who works in BC with community-based research projects, will also be hosting the group in this medieval town (the University of Groningen was built in 1614). The delegation is supported by the Living Lab SSHRCC Indigenous Resurgence Project and community donations.

Living Lab, represented by Jessica Joseph and Maeve Lydon, also presented at the Horizon SFU conference Crisis and Social Transformation in Community-Engaged Research on May 27 with the University of Concordia Professor Natasha Blanchet Cohen and Veronique Picard, both from the Quebec Indigenous Youth Network ([www.chairjeunesse.ca](http://www.chairjeunesse.ca)). Last month John Haris, Desiree Jones and Jessica Joseph also presented at the Salish Sea Ecosystem Conference sponsored by Western Washington University and the Salish Sea Institute.

### **Living Lab Communications Coordinator/ Thank you Stacie!**

Sadly, Stacie Thiessen is leaving her position as the Living Lab Communications Coordinator soon! She will be warmly remembered and much missed for her amazing good nature and talent representing LLab online and via the newsletter, and in working so well with our sometimes complex needs!

Please contact Living Lab if you are keen on joining our team for part-time communications work, mainly focused on the website and producing the quarterly newsletter. Thank you again Stacie from the Living Lab team for an incredible job and for being so great to work with.



## Funding News

**Good News!** Living Lab's 2022-2023 UVic Aboriginal Service Plan funding from the Ministry of Advanced Education and managed via the UVic Office of Indigenous Academic and Community Engagement (OIACE), has been renewed for another year. This supports the following: core youth eco-stewardship summer programs for WSÁNEĆ, Songhees, Esquimalt and Pauquachin Nations; the PEPÁKEN HÁUTW schools and community restoration program; and core Living Lab infrastructure.

On March 31 the OIACE team, led by Indigenous Initiatives Coordinator Matthew Simpson, VP Indigenous Robina Thomas, Songhees Elder Skip Dick and UVic President Kevin Hall held a vibrant half-day planning and celebration gathering at First Peoples House.

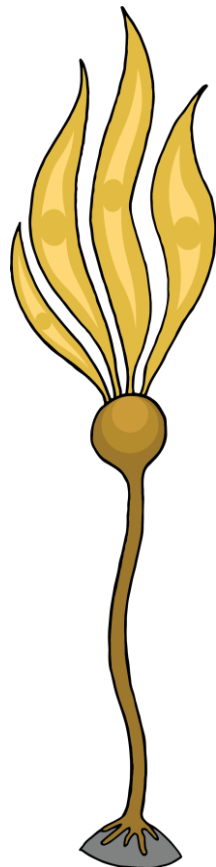


*Mavis Underwood, Tsawout Community Member (UVic Ph.D student and Living Lab Researcher /Advisor), addressing President Kevin Hall and the ASP-OIACE gathering at the First People's House on March 31*

## Community News

### **Schools Hub Gathering**

On May 5, School District 61 and 63 teachers gathered at UVic to learn about campus resources and to plan together what they want to see happen for the Living Lab Schools Hub. UVic Education Professor, Kathy Sanford, and Ph.D student / Living Lab Schools Coordinator, Tracey Murphy, lead the schools hub. UVic Professors Elaine Humphrey (Microbiology), Darcy Mathews (Environmental Studies / Archaeology), Nancy Shackelford (Environmental Studies / Restoration) and Community Engaged Learning





Coordinator Rhianna Nagel joined John Harris (SD#61 Indigenous Education) and Jessica Joseph (Songhees Nation / Living Lab) in the planning session.

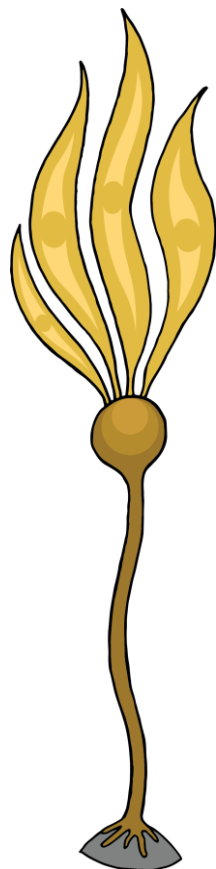
Many vibrant and creative ideas were shared and a collective commitment to growing the Living Lab School Network to promote land-based learning, science, and outdoor education. Related curriculum, accreditation, and educational pathways for students and how best to support Indigenous resurgence and reconciliation were shared and will become the foundation for future planning.



*Schools Hub Gathering (Professor Kathy Sanford speaking) on May 5 at UVic*

### **PÁSTEN-WSÁNEĆ ÁLENEŃEÇ - Relational Indigenous Resurgence in the Salish Sea**

“This is the first time I have ever camped, and I loved it,” said one of the grade 7 ŁÁU,WELNEW Tribal School students who has been in the SENĆOFEN immersion program since Kindergarten. She was talking about her recent trip to WŁÁU,ĶEMEN (Sucia Island), one of the northeastern San Juan Islands. The “place of the mussels” sits squarely in the middle of WSÁNEĆ territory but is essentially cut off by the modern border. For this student, and 75 of her peers, family members, teachers, and relations, WŁÁU,ĶEMEN reawakened as part of their homeland from its colonially-enforced slumber.

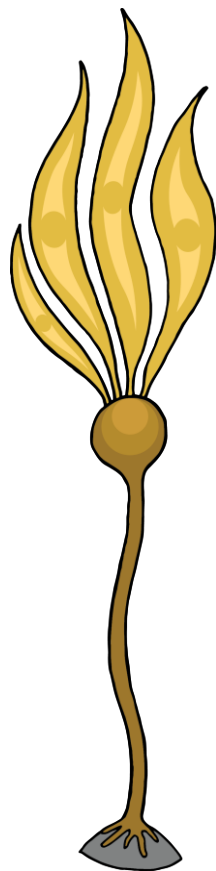




*Circling up on WŁÁU, KEMEN with Western Washington University students and WSÁNEĆ and Lhaq'temish members*

In April and May of this year, two special land/sea-based learning experiences invited WSÁNEĆ members and Lhaq'temish (Lummi people) to come together to share language, culture, learning, and food. Partnering with Western Washington University's (WWU) field-based spring program for environmental educators, the WSÁNEĆ School Board (WSB) created a field experience for their grade 7/8 ŁÁU, WELNEW Tribal School and 11/12 WSÁNEĆ Leadership Secondary School students, as well as the WSENÓFEN, ISTW program (adult language learners). This work is supported by a Social Sciences Humanities Research Council Partnership Development Grant. Co-PIs include Drs. Nick Claxton, Darcy Mathews, and Nick Stanger, along with researchers/students Mavis Underwood (TSAWOUT Ph.D Anthropology), Desiree Jones (Pauquachin Indigenous Studies student) and Lyndsey TESTESTE Joseph (Songhees Education Student).

For the WSB it was important to get to WŁÁU, KEMEN by crossing the water directly rather than around the circle by ferry as a way to celebrate the historical approach to the island. We engaged a friend from the US side who was able to help navigate the complicated cross-border traverse from Sidney to WŁÁU, KEMEN using a special new app from the US Government that allows for on-the-water border crossing. And of course, we used his big boats! Using a mixture of passports, Indigenous Status Cards, birth certificates, and grit, this process proved to be not as daunting as many of us thought it would be. This alone was a victory of resurgence by finding pathways for crossing the border in an effective manner that doesn't impede traditional activities.

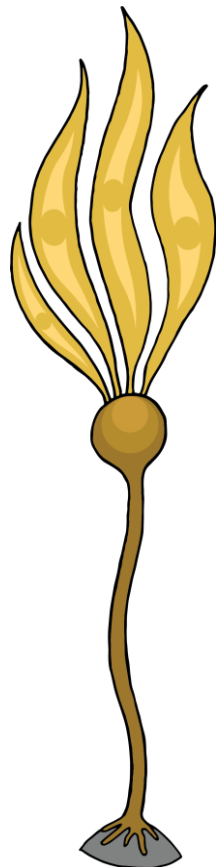




*Grade 7/8 ŁÁU, WELNEW Tribal School and 11/12 WSÁNEĆ Leadership Secondary School students with Western Washington University students singing over the salmon*

While on WŁÁU, KEMEN, non-Indigenous WWU students helped organize, administer, feed, and practice risk management while teaching some scientific natural history. Their task was to create an open-enough curriculum that invited Indigenous science and language into the learning space. And weaving happened in a massive way! Whether learning about life cycles, sea otters, microclimates, or intertidal species, faculty, and knowledge keepers from both the Lummi and WSÁNEĆ communities offered teachings. The traditional uses of fire, the complexity of naming a tree frog (WEKEK) versus all frogs (WEXES), the sharing of traditional songs, the practice of SDIWIEŁ (grounding prayer) all showed up and created a fabric for healing and connection across tribal communities, and re-awakening WŁÁU, KEMEN.

For each of the trips, first-run chinook salmon was purchased from Lummi Fish Store (caught by Skagit Nation Fishers) for traditional salmon barbeque. The learning in this seemingly simple act of preparing and cooking salmon became a pinnacle moment for all involved. Celebratory song was shared and taught to everyone, non-Indigenous and Indigenous alike, while PI, ŹEN (salmon barbecue sticks) made of KÁŹELĆ (ocean spray) were being delicately chewed on to not waste any morsel of the delicious fish.







*Troy Olsen sharing his knowledge and PÍ, ZEN (salmon BBQ sticks)*

These trips exemplified the focus of this research grant: to support the resurgence, presence, and practice of Indigenous cultures in their territories. However, these trips mark just a small moment in the much larger context of resurgence. It supports these great students in all their ÁLENENEÇ (learning from the homeland) activities, and yet a need for gear, capacity, and planning persists. The Living Lab commits to continue working with the WŚÁNEĆ School Board to further their great work by building on these pilot projects to get students, faculty, and staff out on the land and sea.



### **Friends of Bowker Creek New Watershed Model**



*Stay tuned for the Bowker Creek Watershed Model – Coming to community events near you!  
Check out the Friends of Bowker Creek website here: <http://bowkercreek.org/>*

