

**SESSION 3: CASE STUDIES +
ENGAGING WITH
INDIGENOUS KNOWLEDGES**

February 11, 2026

Elder Copper Joe Jack



**Land and Peoples
Relationship Model**



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WELCOME AND OPENING FROM ELDER COPPER JACK



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HOUSEKEEPING

Questions: Please always type your questions in the chat; we will note them down and either address them today or by email. We appreciate good questions, so please keep them coming.

Mic & Camera: Please mute yourself, and feel free to turn off your camera during the teachings if you prefer. Please turn on your camera during discussion time, if you can!

Media Release: Please sign and return the waiver if you haven't done so yet.

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SESSION FLOW

50 MINS – A review of four LPRM case studies

5 MINS – Body Break

10 MINS – Protocol for Public Sharing, Power & Privilege

45 MINS – Breakout groups, report back

10 MINS – Closing thoughts from Elder Copper

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LAND AND PEOPLES RELATIONSHIP MODEL IN ACTION: A REVIEW OF CASE STUDIES



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LPR MODEL PROJECTS

2020

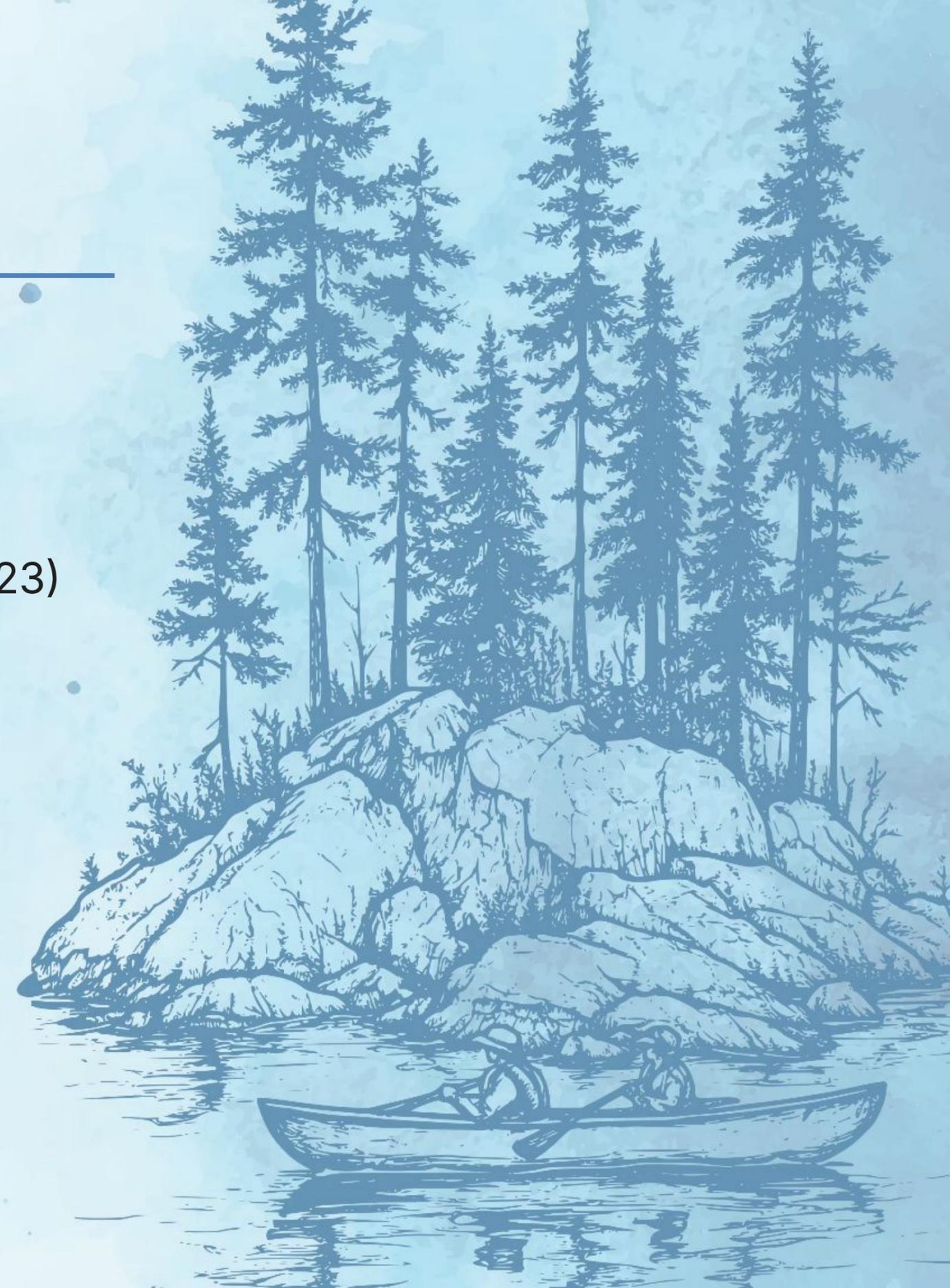
- Caribou in Schools: K-12 Learning Resources (-2023)
- Yukon Mineral Development Strategy

2021

- Cultural Tourism Association: Protocol Handbook (-2023)
- Yukon Water Branch: TK Circle (-2025)

2022

- Tahltan Stewardship Plan
- G7 Research Summit
- Alaska/Canada ILUP Series; Fish & Wildlife Service; Gravel to Gravel; Alaskan Tribes; Ahtna IRC (-2024)



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2023

- Facets Science Journal
- BMC: Liard Basin Learning Plan (- 2025)
- DUC: Yukon Wetlands Field Guide (-2024)

2024

- YLUPC (UFA Ch. 11): TK Circle (-2025)
- U of Sask: IIC Symposium: No Voice Connectors
- Together for Wildlife: Northern Roundtable
- Mackenzie Delta Permafrost Study: Inuvik-Tuktoyaktuk
- Rivers to Ridges SDG Mentorship Program (-2026)

2025

- U of Calgary Visiting Scholar LPRM 101; Collaboration Template

2026

- Sho Than K'e Ho Chi Dok 1st cohort



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DOES OUTCOME MEET SPIRIT + INTENT?

Project overview

What was the hope or intention?

Project outcomes

What actually happened?

Working with ITK

Areas of strength?

Areas of improvement?



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5-MINUTE BODY BREAK



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POWER, PRIVILEGE, AND NAVIGATING THESE DYNAMICS WITHIN OUR COURSE

Power: ability to influence and make decisions that impact others. *

Power offers privileges to those in power

The dynamics of power, privilege, and intersectionality are always present

What does this mean within our course?

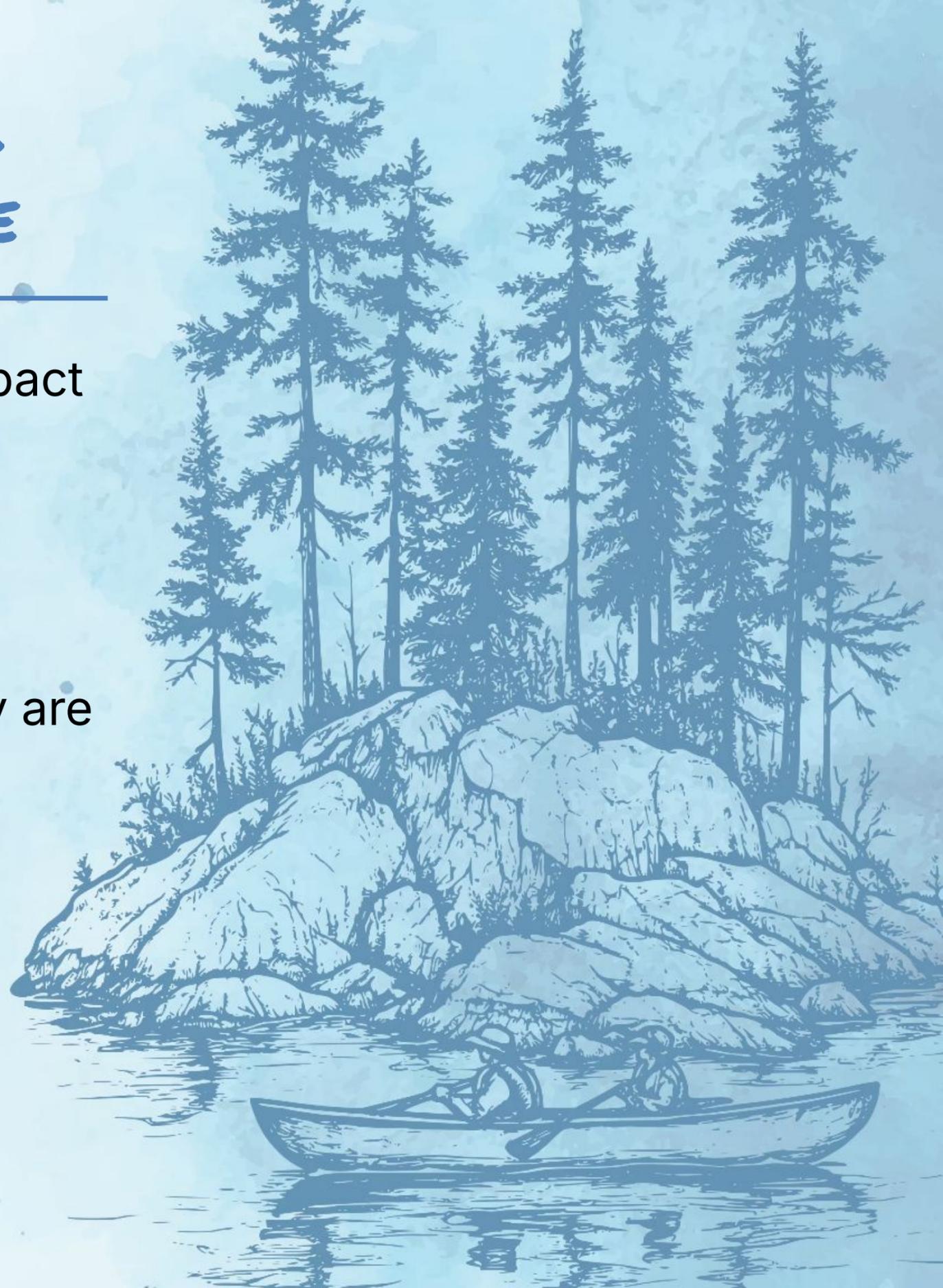
*<https://uwaterloo.ca/equity-diversity-inclusion-anti-racism>

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POWER, PRIVILEGE, AND NAVIGATING THESE DYNAMICS WITHIN OUR COURSE

The LPR model is spiritual, working with it is ceremony

Working with, and discussing spirituality is a **VULNERABLE** process.



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QUESTIONS FOR THOSE WITH GREATER PRIVILEGE IN THE ROOM

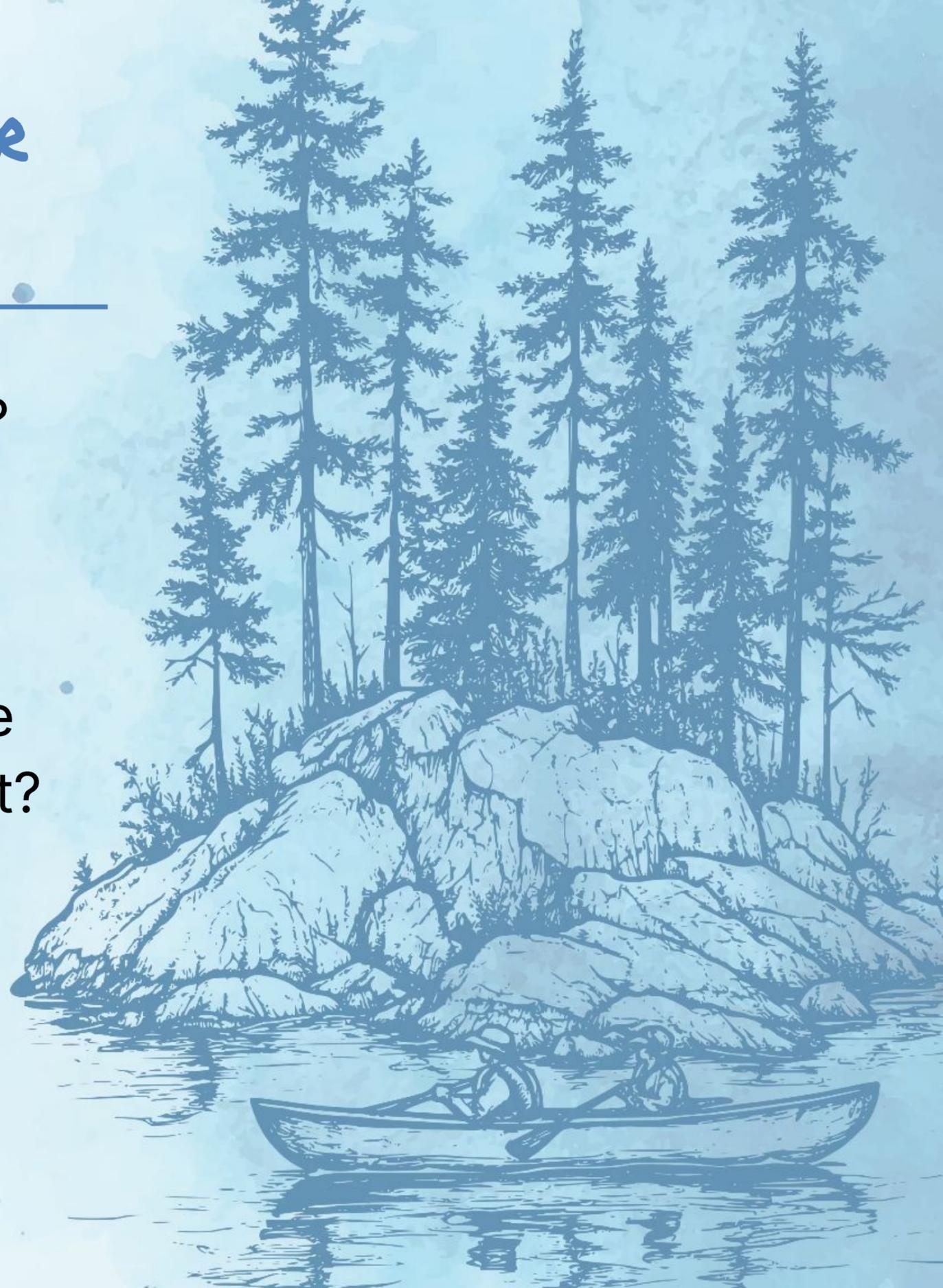
- What emotions do I feel in this conversation? How are they affecting how I show up?
- Are any voices missing in this conversation?
- Is mine or other voices taking up more space than others right now? What can I do about it?
- In moments of inequality in the room, how might equity be restored?

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SHARING CIRCLE - BREAK OUT GROUPS

In 6 groups, take **25 minutes** to discuss:

- What rules of engagement do you feel we should follow in this cohort? (in addition to the 5 built into the model)

Remember to designate someone to **take notes in the shared Google Doc + someone to **report back****

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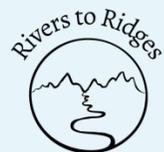
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FOR NEXT SESSION

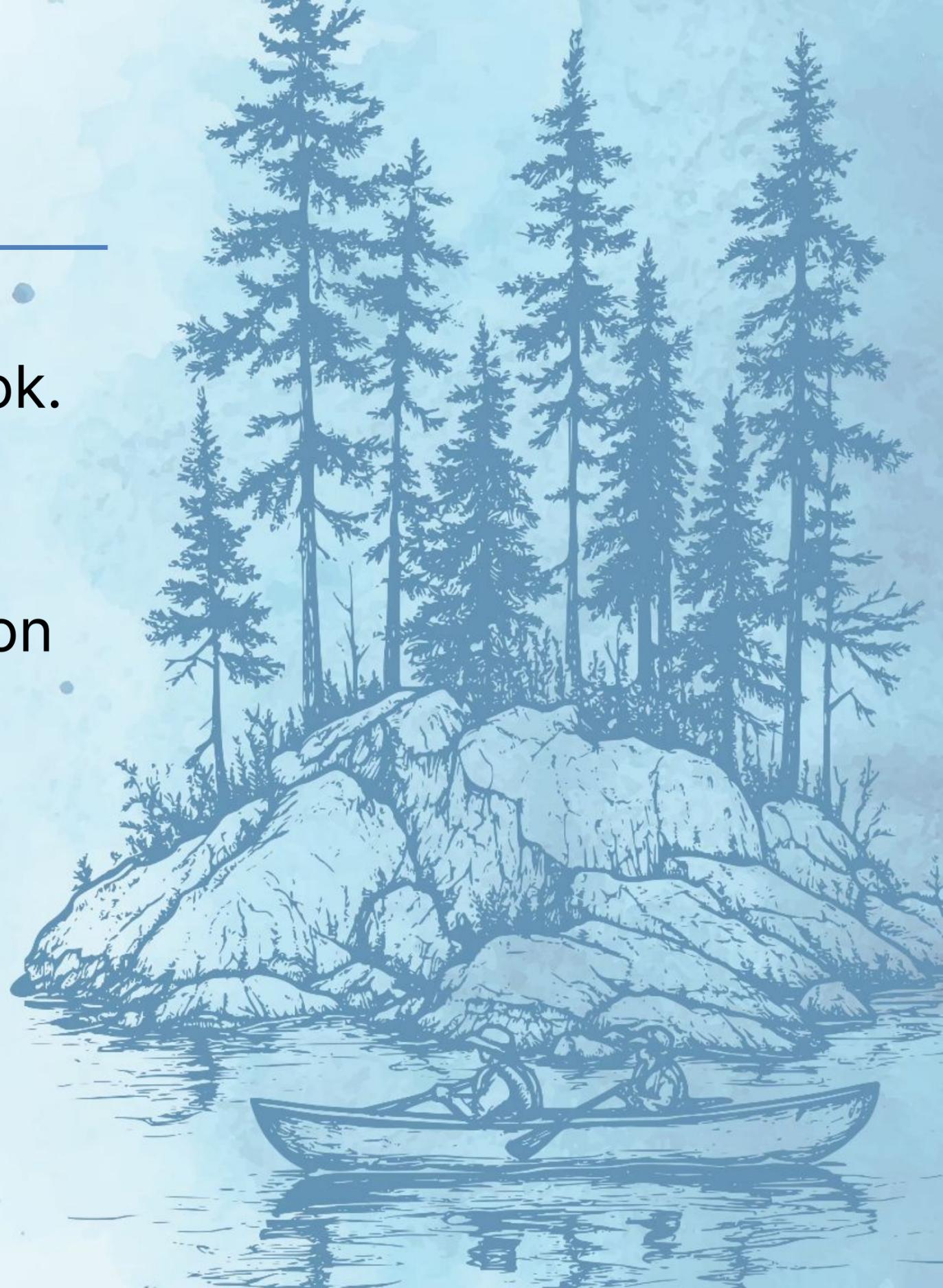
- Complete Week 3 in the Project Workbook.
- Review **Session 4** content on the course page, including watching and reflecting on the story:
 - “Taicho and Shra Cho (Grizzly Bear)”

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info@respectcareshare.ca
www.respectcareshare.ca

Gunatchéesh Ho Ho (Teslin Tlingit)
Shaw Nithan (Southern Tutchone)
Shaw Than (Northern Tutchone)
Mahsi Cho (Gwich'in; Tr'ondek Hwech'in)



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