



Oil Pipelines—Taking a Broader View

By Julie Johnson, Environmental Justice Action Group member, CASJ

At the BCTF's 2018 Annual General Meeting, Resolution 302, regarding the Kinder Morgan pipeline was passed by the membership. It reads:

That in light of the 28 (now over 200) demonstrators arrested this weekend, the Federation encourage all locals to stand in solidarity with Indigenous water and land protectors in opposition to the Kinder Morgan pipeline expansion by lobbying their local politicians and by participating in any protests or actions.

The BCTF table officers issued a memo reminding locals to let their Aboriginal and social justice contacts know about this AGM decision and to consider working together. Also, members who are part of these protests and actions or have considered being part of them, can know that they are supported by their union. Further information can be found at www.protecttheinlet.ca, www.coastprotectors.ca, and www.burnabypipelinewatch.ca.

But what does a pipeline running to the south coast of BC have to do with teachers elsewhere in the province? That question is answered in *The Reconciliation Manifesto: Recovering the Land, Rebuilding the Economy*, by Arthur Manuel ("Canada's Nelson Mandela") and Grand Chief Ronald Derriksen.

Naomi Klein sums it up in the Preface (which is a speech she gave at Art Manuel's funeral in January 2017):

What Art taught me that changed me and changed my life forever, was that what is good for Indigenous people, what will ultimately fight poverty and heal trauma, is the return of the land. And he also taught me that what is good for Indigenous people is good for the land, is good for the water, and ultimately is our only hope for fighting catastrophic climate change and ecological collapse. Our only hope. That connection between respect for Indigenous rights and the safety of all of humanity is the greatest lesson.

When Eugene Kung, a lawyer with West Coast Environmental Law, spoke to the BCTF's Committee for Action on Social Justice soon after Earth Day 2018, he suggested grounding the anti-Kinder Morgan pipeline movement in the bigger picture of human rights, solidarity with Indigenous rights and communities, and unceded jurisdiction.

Solidarity also means looking at the Kinder Morgan pipeline through the climate change lens. The climate change emergency forces us to consider the upstream and downstream impacts of new (and existing) fossil fuel infrastructure on climate. Any doubt about that? Just ask the millions who have already lost their loved ones and their livelihoods, their food security and water sources, their homes and entire homelands:

www.daraint.org/wp-content/uploads/2012/09/CVM2ndEd-FrontMatter.pdf. Why are we building costly new pipelines at a time when we must be reducing greenhouse gas emissions to virtually zero by mid-century?

resources, including videos, music, and lesson plans to help examine the issue of child labour in your classroom.

June 20 is World Refugee Day. The [Canadian Council for Refugees](http://www.ccr.ca) website contains information about a number of campaigns addressing issues facing refugees overseas and in Canada. The [Refugees Welcome Here Toolkit](http://www.ccr.ca/refugees-welcome-here-toolkit) contains a variety of resources for teachers.

June 21 is National Indigenous Peoples Day:

www.aadnc-aandc.gc.ca/eng/1100100013718/1100100013719.

Join the call to make this a national holiday: www.ndp.ca/indigenous-people.

Workshops



Environmental Justice



Teaching Green: Integrating Environmental Justice Issues Across the Curriculum (90 minutes to all day)

One of the modules in Teaching Green is **Sustainable Resource Use** (90–120 minutes). This workshop introduces strategies to support students in exploring the social, economic, and environmental impacts of our natural resource use. Participants will consider how to successfully bring this topic into their classrooms by using techniques to discuss controversial issues. The workshop introduces a number of teaching resources and explores ways to link them to the revised curriculum.

This module is an exploration of natural resource use in British Columbia and around the world through the lens of sustainability and social justice. It offers critical thinking and inquiry-based strategies for discussing controversial issues in the classroom through a look at mining, logging, fishing and drilling for fossil fuels. The goals of this module are:

1. to explore the intersection of sustainability and social justice through the lens of natural resource use in British Columbia and around the world
2. to experience a critical thinking strategy for teaching controversial issues in the classroom
3. to use inquiry into sustainable development principles and processes to come up with solutions to unsustainability.





What we stand to lose with pipelines and supertankers

[What we stand to lose with pipelines and supertankers.](#)

Watch for a new poster and resources in this series, **What We Stand to Lose with Climate Change**, coming soon.

Climate Change Heroes is a series of four posters encouraging teachers to help their students create the best possible future.



Coming Soon!



Sharing Social Justice Resources on TeachBC



[Climate Change Science: An Updated Resource with Canadian and Global Impacts, Mitigation & Adaptation](#)
2018 Revision

[Climate Justice in BC: Lessons for Transformation](#)—How climate action intersects with social justice.

Go to the Teach BC website. Put environmental justice, climate change, or disaster relief in the search area to find lesson plan ideas on environmental justice. If you have a lesson to share, please post it there!

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