



Culminating Activity

Organization:

Title: Becoming a Change Maker

Summary: After communicating with local Indigenous and non-Indigenous leadership, students propose a plan for how to deal with a local climate change issue. Students are provided with different options for how they will demonstrate their understanding.

Duration: Approximately 1-2 weeks

Learning Environment: Classroom, online

Season: All

Materials:

- Computers with internet connection
- Materials students require to demonstrate/show their understanding

Meta Data:

Content Type: Activity, community action project, culminating activity

Bundle: Food

Theme: Global Climate Change

Subject Area: Just subject ie: Art, Biology, Chemistry, Drama, Environmental Education, Geography, Health, History, Language Arts, Outdoor Education, Physics, Science, Social Studies

Curriculum Focus: 10

Students will contact community leadership about a climate change related issue that they feel is important. Leadership should include local Indigenous community leaders as well as their MP and/or mayor etc. Students will be expected to express their understanding of the issue using drawing on Indigenous land-based and Western Scientific examples. Students will also outline an action plan that can be followed to address the issue (eg: the steps required to plant a tiny forest to sequester carbon etc.). Students should be given options for how they would like to showcase their understanding ie: comic book, poetry, prose, video, etc.

The following tasks should be completed:

- Describe the problem from different lenses (government, corporation, student, Indigenous communities etc.).
- Determine the local/national/global impacts/outcomes of the problem.
- Decide what policy changes need to happen to address the problem.
- Explain how Indigenous ways of knowing, being and relating to the land help guide the action that needs to be taken.
- Articulate how individuals help guide the action that needs to be taken.
- Present an action plan intended to enact change (i.e. step by step).
- Explain how the change helps to restore relations of reciprocity with the natural world.



QUILLS

Queen's University Indigenous Land-Based Learning STEM
Queen's University Biological Station

The learning represented in this activity reflects Big Idea D. in the Indigenous Knowledge Learning Bundle: “Drawing on both Indigenous Ways of Knowing and Being and Western Science will Help us to Address the World’s Problems”. To help your students learn more about this Big Idea check out the Learning Activities titled: *Two-Eyed Seeing*, *Drawing on Two-Eyed Seeing to Seek Solutions to Real World Issues*, *Two-Row Wampum*, and *Tying it All Together* found in the *Indigenous Ways of Knowing and Being with the Natural World* Learning Bundle (Grades 7-10).