



## Culminating Activity Idea

### Enhancing Biodiversity by Living in Reciprocity with the Land

**Organization:**

**Title:** Entering into Relationship with our Plant Relatives

**Summary:** Taking inspiration from Ra'nikonhrí:io Lazare and Katsenhaién:ton Lazare, students will create their own videos that capture our relationships with a specific plant.

**Duration:** Over multiple work periods

**Learning Environment:** Indoor classroom, online, outdoor classroom

**Season:** All (Preferrable when all plants chosen by the students can be seen and recorded in real-time).

**Materials:**

- Onkwanońhkwa Episodes:
  - <https://www.youtube.com/watch?v=UYZffB8k6NA&t=1s>
  - <https://www.youtube.com/watch?v=sL70kZyxY3k>
  - <https://www.youtube.com/watch?v=VKdJljlveQ>
  - <https://www.youtube.com/watch?v=sKej2RfG1w>
- Recording technology (phones, class iPads, etc.)

**Meta Data:**

**Content Type:** Culminating Activity

**Bundle:** Gifts of the Earth, IK

**Theme:** Indigenous Knowledge Systems, Biodiversity Crisis

**Subject Area:** Biology, Environmental Education, Science

**Curriculum Focus:** 7

A Knowledge Keeper or community member should be invited in to consult with students as they create their videos.

**Instructions:**

1. Students review video series depicting Ra'nikonhrí:io Lazare and Katsenhaién:ton Lazare from Kahnawake Quebec providing teachings about Mullein, Staghorn Sumac, Plantain, and Milkweed. Videos were developed in partnership with the Kanien'kehá:ka Onkwawénn Raotitíóhkwa Language and Cultural Center:

Mullein: [Onkwanońhkwa Episode 1: Mullein](#)

Staghorn Sumac: [Onkwanońhkwa Episode 2: Staghorn Sumac](#)

Plantain: [Onkwanońhkwa Episode 3: Plantain](#)

Milkweed: [Onkwanońhkwa Episode 4: Milkweed](#)



2. Students choose their own plant species to produce a short video about.

Student videos can include names for the plant species in Anishinaabemowin and Kanyen'kéha in addition to their Western Scientific or Latin name, the gifts the plant provides from an Indigenous land-based perspective and a Western scientific perspective, and ways in which we can give back to the plant species. (Oral recordings of plant names can be found on the QUILLS website.)

3. Teachers can submit videos to the Elbow Lake Environmental Education Centre. Top videos will be included on the website for other classes to view in future years.

Please note that the learning represented in this activity reflects Big Idea B. in the Indigenous Knowledge Learning Bundle: "Indigenous Knowledge is Place-Based". To help your students learn more about this Big Idea check out the Learning Activities titled: *Land-Based Meditation*, *Land Acknowledgement Workshop*, *Ceremony Ensures Right Relations with the Land*, *The Clan System*, and *The 13 Moons* found in the *Indigenous Ways of Knowing and Being with the Natural World* Learning Bundle (Grades 7-10). Learning also reflects Big Idea C. in the Indigenous Knowledge Learning Bundle: "Reciprocity, Interdependence, and Holism are at the Heart of Indigenous Ways of Knowing and Being". To help your students learn more about these ideas, foundational to Indigenous ways of knowing and being, check out the Learning Activities titled: *Holism*, *The Honorable Harvest*, and *Our Responsibilities* found in the *Indigenous Ways of Knowing and Being with the Natural World* Learning Bundle (Grades 7-10).