



## Culminating Activity

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

#### Organization:

**Title:** Snapshot of Resistance: Showcasing Indigenous Leadership

**Summary:** Students will explore and share the importance of Indigenous leadership in protecting biodiversity.

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

**Season:** All

#### Materials:

- Culminating 2. Article.pdf
- <https://wwf.ca/about-us/indigenous-led-conservation/>
- <https://rb.gy/84wi3>
- <https://www.ilinationhood.ca/indigenous-protected-and-conserved-areas>
- List of Indigenous leaders
- Writing tools/computers

#### 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

1. Students read the following news article:

<https://www.uleth.ca/unews/article/little-bear-plays-role-bringing-bison-back-banff-.YMF60y0ZnQI>

2. Teacher leads class discussion focused on the manner in which Indigenous leaders, through regenerating land-based practices, came together to preserve and promote biodiversity.

Links to guide discussion on Indigenous led initiatives promoting biodiversity:

- <https://wwf.ca/about-us/indigenous-led-conservation/>
- <https://rb.gy/84wi3>
- <https://www.ilinationhood.ca/indigenous-protected-and-conserved-areas>

3. Students choose an Indigenous leader to learn more about. A preliminary list of names students can choose from includes:



Autumn Peltier (Wiikwemkoong First Nation), James Whetung (Curve Lake First Nation), Josephine Mandamin (Wikwemikong First Nation), Winona La Duke (Ojibwe Nation), Tara Houska (Couchiching First Nation), Dallas Goldtooth (Dakota and Dine Peoples), Leanne Simpson (Michi Saagiig Nishnaabeg), Leroy Little Bear (Blackfoot), Helena Gualinga (Equador), Isaac Murdoch (Serpent River First Nation), Kanahus Manuel (Seewepemc and Ktunaxa), Skyler Williams (Mohawk Wolf Clan from Six Nations of the Grand River), Tasha Beeds (nêhiyaw ancestry), Ellen Gabriel (Kanehsatà:ke), Vanessa Gray (Aamjiwnaang First Nation), Judy Da Silva (Asubpeeschoseewagong, Grassy Narrows) etc.

4. Students are asked to pick one of these leaders and write a “snapshot of resistance”.

Snapshots should detail:

- What is the individual doing to promote biodiversity?
- What community members are involved?
- How do the land-based practices the individual is actively striving to restore preserve biodiversity?

5. Students can choose the way they want to share their snapshot with the class. As an example, snapshots can be posted to class website or printed out and displayed around the classroom.

6. When possible, students should incorporate Indigenous language(s) into their snapshot.

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 concepts, 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).