



Culminating Activity Idea

Enhancing Biodiversity by Living in Reciprocity with the Land

Organization:

Title: Living in Reciprocity: Contributing to a Pollinator Garden

Summary: Students explore pollinator gardens and how they can give back to them.

Learning Environment: Indoor classroom, online, outdoor classroom

Season: All

Materials:

- Access to computers for student research
- **Pollinator Garden pdf:** <https://rb.gy/0mxv3>
- Building Materials

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

Instructions:

Students support a local pollinator garden. Follow link below for a pollinator garden website developed by Kanyen'kehá:ka community member Kelly Maracle. Resource is also available in the **Pollinator Garden pdf:** <https://rb.gy/0mxv3>

Class One:

1. Students asked the following question(s):

- In what ways are humans reliant on pollinators?
- In your opinion do humans have any responsibility to protect pollinators?

2. Students are given 10-20 minutes to find out as much information out about this topic as possible.

3. In circle students share their thoughts related to the prompts.

4. Teacher reviews the *7 Generation Teachings* with students. This is the idea that we have a responsibility to protect the natural world (our relatives) for the next 7 generations. Students



will utilize the principles of the Seven Generations stewardship to support healthy relationships with themselves, others and plant and animal life.

5. Time permitting teachers can research, find and play clips showcasing what youth around Turtle Island are doing to protect the natural world.

6. Students given a list of resources on pollinator gardens to review. Teacher should do research prior to this lesson to compile a comprehensive list for their students.

7. Students are asked to brainstorm ways they can give back to pollinators.

Class Two:

1. In small groups students come up with an action plan of how they can give back to pollinators:
 - **Build a bee bath**
 - **Build a bat box**
 - **Make a bird bath**
 - **Make an insect hotel**
 - **Builds a bird apartment**

2. Students conduct research into these ideas and work on their projects. The teacher can find a local pollinator garden to donate student creations too. Some local universities/colleges, as well as parks will be good starting points.

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).