





# Indigenous Conservation, Culture and Climate Solutions

What Can We Learn From North America's Emerald Edge?



#### **Purpose**

There are many complex intersections between land and water conservation and the rights and Traditional Knowledge of Indigenous Peoples. Colonial governments implemented policies, including the reserve system in Canada and the reservation system in the U.S., as well as residential schools, to remove, suppress and contain Indigenous Peoples with the ultimate goals of assimilation and erasure.

Much of the world's biodiversity is stewarded on Indigenous Peoples' lands. Using this Lesson Guide, explore one of those regions: the Emerald Edge, and discover the connections between people, history, politics and nature.

Located along the Pacific Ocean in the United States and Canada, the Emerald Edge is the largest coastal temperate rainforest in the world. Indigenous Peoples have lived there and stewarded the area's natural resources since time immemorial. Learn about the geography and Indigenous Peoples of the Emerald Edge, the concepts of reciprocity and connecting to nature, Indigenous stewardship of natural resources and how places like the Emerald Edge play a key role in providing natural solutions to climate change.



#### **Students Will:**

- 1. Explore the natural landscapes and learn about the Indigenous Peoples of the Emerald Edge and see how history, culture and language are deeply tied to the natural world.
- 2. Connect with nature through the concept of reciprocity.
- 3. Understand climate change mitigation and adaptation, natural climate solutions, and the importance of Indigenous-led conservation.
- 4. Connect environmental challenges and solutions in the Emerald Edge to their own communities.

U.S. & B.C Curriculum Standards



#### Lessons

- Reciprocity:
  The PeopleNature Connection
- Natural Climate
  Solutions
  & Indigenous
  Leadership
  Resources

### The Nature Conservancy





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#### **U.S Based Curriculum Standards**

Next Generation Science Standards High School, Grades 9-12	HS-LS2 HS-LS4 HS-ESS3	Ecosystems: Interaction Biological Evolution: Use Earth and Human Activ	,		
Disciplinary Core Ideas	LS2.B LS2.C	Ž	ergy Transfer in Ecosystems unctioning, and Resilience	LS4.D ETS1.B	Biodiversity and Humans Developing Possible Solutions
Crosscutting Concepts	• Cause	and Effect	<ul> <li>Energy and Matter</li> </ul>		Stability and Change
Science & Engineering Practices	• Const	ructing Explanations and	Designing Solutions	• Engagir	ng in Argument from Evidence

#### Activities in this lesson can help support achievement of these Performance Expectations

HS-LS2-4	Use mathematical representation	is to support claims fo	or the cycling of matter a	and flow of energy amor	ng organisms in an ecosystem.

**HS-LS2-7** Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

**HS-ESS3-3** Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.

**HS-ESS3-4** Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.

**HS-ESS3-6** Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

#### Common Core English and Language Arts Standards for Writing Grades 9-12

#### CCSS.ELA-LITERACY.RST.9-10.1

Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

#### CCSS.ELA-LITERACY.RST.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.





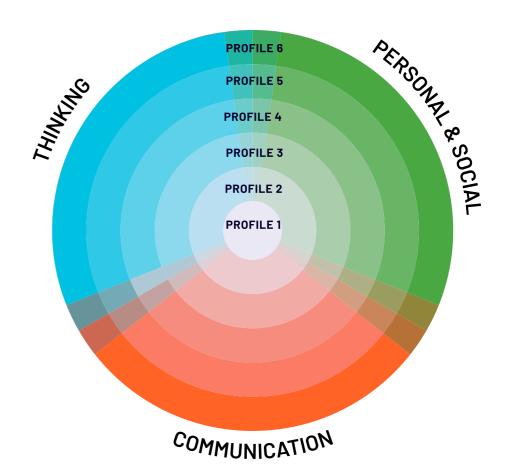


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#### **British Columbia Based Curricular Competencies**

The Core Competencies are sets of intellectual, personal and social and emotional proficiencies that all students need in order to engage in deep, lifelong learning. Along with literacy and numeracy foundations, they are central to British Columbia's K-12 curriculum and assessment system and directly support students in their growth as educated citizens. The activities in this guide link easily to the themes of communication, thinking and personal & social competencies.

K-12 Core Competencies  Indigenous Knowledge and Perspectives in K-12 Curriculum	<ul> <li>Science K-12</li> <li>Cross-Curricular Grade 8 and Grade 9</li> <li>Career Education</li> </ul>
Science Grades 10-12	Science K-10 Curricular Competencies
Social Studies Grades 10-12	Social Studies K-10 - Curricular Competencies
Contemporary Indigenous Studies 12	















Vocabulary



**Questions** 



**Activities** 

- 1 Watch & Reflect
- 2 | See... | Am
- 3 Emerald Edge First Nations: Research, Discuss, & Reflect Group Work

## Background

The story of the Emerald Edge is one of deep connections between the Indigenous inhabitants of this ecosystem, their cultures, and the natural world. For millennia, the Indigenous Nations of the Emerald Edge carefully stewarded the natural world, with a deep investment in the concepts of interdependence and reciprocity: that every plant, every animal and every person is linked to each other and has a role in contributing to life in the Emerald Edge.

This unique approach to caretaking and stewardship created a body of ecological knowledge and methods that maintain the balance of nature. Yet colonization and industrialization forcibly removed Indigenous Peoples from the Emerald Edge, breaking connections between land and people. Furthermore, governments and conservation groups alike have excluded Indigenous Peoples in the Emerald Edge from land-use decision-making and authority over their lands and waters. Over many decades, this exclusion has not led to meaningful environmental protection nor local economic development, but rather it has upheld Western worldviews about conservation disconnected from community well-being. Despite the negative impacts of colonization, Indigenous Peoples have continued to steward their territories and preserve their cultures, languages, and knowledge of the natural world.

As we seek to solve climate change and biodiversity loss, re-connecting with nature and healing those broken connections is an essential part of protecting the Emerald Edge—and nature across the world—for future generations.













Vocabulary



**Questions** 



**Activities** 

- 1 Watch & Reflect
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## Vocabulary

**Biodiversity** - The variety of life in the world or in a particular habitat or ecosystem

**Climate change -** The long-term shifts in temperatures and weather patterns since the 1800s, primarily driven by human activities

**Colonization -** The act of establishing control over a foreign territory or people for the purpose of exploitation, settlement, or trade

First Nation - The earliest known inhabitants of an area that are usually made up of ethnic groups. In Canada, First Nations are used to describe Indigenous Peoples who are not Inuit or Métis

Indigenous Peoples - Inhabiting or existing in a land from the earliest times and during and after the arrival of colonists

**Interdependence -** Take no person, animal or thing for granted. Everyone and everything has a role and a place

**Reciprocity** - The belief that as we receive from others, we must also offer to others; the relational understanding that we must honor relationships with other life

**Repatriation** - The return of people or items to their country or place of origin

Indigenous stewardship - Indigenous Peoples have the right to maintain and strengthen their distinctive relationship with their traditionally owned or otherwise occupied and used lands, territories, waters and coastal seas and other resources and to uphold their responsibilities to future generations in this regard

**Traditional ecological knowledge -** Traditional knowledge is dynamic, holistic, intergenerational, linked to experience on traditional lands and the integrity of the knowledge depends on maintaining the "integrity of the land itself"













Vocabulary



Questions



**Activities** 

- 1 Watch & Reflect
- 2 | See... | Am
- 3 Emerald Edge First Nations: Research, Discuss, & Reflect Group Work

## Questions

- 1 How does history, politics and racism relate to conservation?
- When we listen and reflect on stories about nature from Indigenous

  Peoples, how does this expand our understanding of the importance
  of the natural world?
- How can we better connect with nature and create viable ways to help conserve the planet's natural resources through respecting Indigenous Peoples' knowledge and history?
- How are Indigenous Peoples, living organisms, and nonliving components of the Emerald Edge interdependent of each other? Does everyone and everything have a role and place in the Emerald Edge? How does this link to the concept of reciprocity?

# Reciprocity: The PeopleNature Connection



Background



Vocabulary



Questions



**Activities** 

- 1 Wate
  - Watch & Reflect
- 2 | See... | Am
- 3 Emerald Edge First Nations: Research, Discuss, & Reflect Group Work

#### **ACTIVITY 1**



### Watch & Reflect

- 1 Watch <u>The Emerald Edge: A Culture of Conservation.</u>
- 2 Complete the <u>Watch Guide</u> to capture primary points and your reflections.

#### **Downloads**

The Emerald Edge: A
Culture of Conservation
Watch Guide















Vocabulary



Questions



**Activities** 

- 1 Watch & Reflect
- 2 | See... | Am
- 3 Emerald Edge First Nations: Research, Discuss, & Reflect Group Work

#### **ACTIVITY 2**



### I See... I Am

- Provide each student with a copy of the <u>I See... I Am</u> Guided Reflection.
- This activity works best when students can access outdoor space— at school, in a park, or at home. It can be done individually or as a guided group activity.
- J If your students cannot safely access outdoor space, I See... I Am can be completed in the classroom. Lower the lights and uncover any windows, play the sounds of nature over a speaker, and show scenes of nature—ideally local nature—on a screen.

#### **Downloads**

I See... I Am
Guided Reflection















Vocabulary



**Questions** 



Activities

- 1 Watch & Reflect
- 2 | See... | Am
- 3 Emerald Edge First Nations: Research, Discuss, & Reflect Group Work

**ACTIVITY 3** 



# Emerald Edge First Nations: Research, Discuss, & Reflect Group Work

In the video, The Emerald Edge: A Culture of Conservation, \$\tilde{\lambda}a\text{?uuk Gisele}\$
Maria Martin says, "I am a member of the Tla-o-qui-aht First Nation, one of many nations who are responsible to these lands and waters." The Emerald Edge comprises the territories of more than 50 Indigenous First Nations, Alaska Natives and coastal Tribes who continue to care for the land, waters and communities in the region. This activity guides students through learning about the history, customs and beliefs of three Nations in the Emerald Edge, Xaayda Haida, Nuxalk, and Kwakwakwa'wakw Peoples.

- Print group assignment pages linked below. Break students into at least three groups and assign each group one of the below:
  - Haida Gwaii The Xaayda Haida Peoples
  - Bella Coola The Nuxalk Peoples
  - Northwest Coast The Kwakwaka'wakw Peoples
- Allow time for each group to work through the assigned materials to review and the guided discussion.
- Facilitate each group sharing their learnings and a whole-class discussion to synthesize learning.

#### **Materials**

Printouts

Computer
(at least 1 per group)

#### **Downloads**

Haida Gwaii Group Page



Bella Coola Group Page



Northwest Coast Group Page















Vocabulary



**Questions** 



**Activities** 

- 1
- Watch & Reflect
- 2 | See... | Am
- 3 Emerald Edge First Nations: Research, Discuss, & Reflect Group Work

#### **ACTIVITY 3**



# Emerald Edge First Nations: Research, Discuss, & Reflect Group Work

#### **Class Discussion Ouestions**

- What is the meaning of generosity? How does it factor into the cultures and views of the Nations you learned about? How do you express generosity?
- Compare and contrast your interactions with and values related to nature to the people you read about. How are your life and values different-and similar?
- How does conserving nature and addressing climate change relate to our relationship to place?

#### **Extensions**

- Access the U'mista Cultural Society Virtual Tour. Seeing the treasures and masks housed there, how might this inform the importance of cedar and ceremony to the Kwakwaka'wakw Peoples? How did the Potlatch Ban affect Kwakwaka'wakw ways of being, knowing, and doing? How are they bringing back the Potlatch in their communities?
- Read and discuss the repatriation of the Nuxalk Pole by the Royal British Columbia Museum in 2023













Vocabulary



**Questions** 



Activities

- 1 Watch & Reflect
- 2 Natural Climate Solutions Socratic Seminar

## Background

Natural climate solutions are actions to protect, better manage and restore nature to reduce greenhouse gas emissions and store carbon. Combined with cutting fossil fuels and accelerating renewable energy, natural climate solutions offer immediate and cost-effective ways to tackle the climate crisis. Globally, natural climate solutions could deliver up to a third of the emission reductions needed by 2030 to avoid the worst impacts of climate change.

Protecting and stewarding places like the Emerald Edge are key to that opportunity. The region's old-growth forests sequester carbon and bring additional benefits to people, biodiversity, the land and the planet. Many of the ecological challenges facing the Emerald Edge are the result of logging, mining, fishing and other industries that placed too much demand on natural resources. Those same issues affect landscapes around the world-so lessons learned here can have a broad and positive impact for people and nature.













Vocabulary



**Ouestions** 



**Activities** 

- 1 Watch & Reflect
- 2 Natural Climate Solutions Socratic Seminar

## Vocabulary

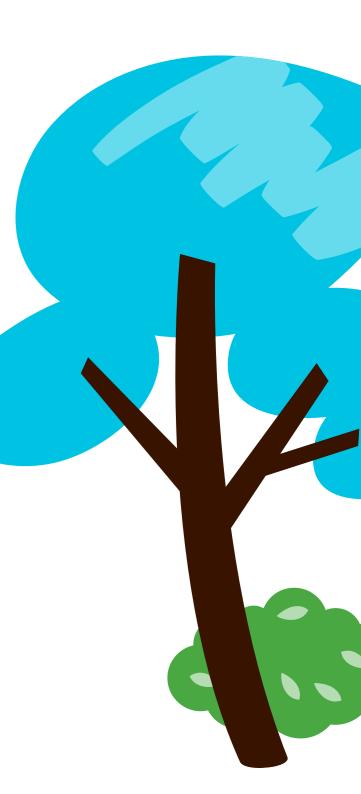
**Carbon sequestration -** The process of capturing and storing atmospheric carbon dioxide. It is one method of reducing the amount of carbon dioxide in the atmosphere with the goal of reducing global climate change.

**Greenhouse gas emissions -** Gases such as carbon dioxide, methane, nitrous oxide and others that trap heat in the atmosphere

**Fossil fuels** - Fossil fuels, including coal, oil and gas, are made of fossilized plant and animal remnants from millions of years ago

Natural climate solutions - The process of using nature to reduce carbon and store greenhouse gasses, such as improving forest management to help land managers and caretakers increase the carbon stored in their trees; reducing fertilizer use for fewer greenhouse gas emissions; restoring coastal wetlands to sequester carbon in submerged soil

**Renewable energy** - Renewable energy comes from unlimited, naturally replenished resources, such as the sun, tides, and wind















Vocabulary



Questions



**Activities** 

- 1 Watch & Reflect
- Natural ClimateSolutions SocraticSeminar

## Questions

- 1 How do natural climate solutions and sustainable practices like ecotourism work hand in hand to tackle the issue of climate change?
- Who is responsible for enacting these solutions?
- How are these kinds of initiatives being implemented in other countries?
- How do you see these climate change solutions being enacted (or not) in your own community?



#### Natural Climate Solutions & Indigenous Leadership Resources



Background



Vocabulary



Questions



**Activities** 



2 Natural Climate Solutions Socratic Seminar **ACTIVITY 1** 



### **Watch & Reflect**

- 1 Watch <u>The Emerald Edge: A Cedar's Story.</u>
- 2 Complete the <u>Watch Guide</u> to capture primary points and your reflections.

#### **Downloads**

The Emerald Edge: A Cedar's Story Watch Guide















Vocabulary



Questions



**Activities** 



Watch & Reflect



Natural Climate Solutions Socratic Seminar



Socratic Seminar Preparation Worksheet



**ACTIVITY 1** 



DISCUSSION

### **Natural Climate Solutions Socratic Seminar**

Socratic seminars are powerful opportunities for students to explore complex questions by learning from one another. They use Socrates' dialectic, a method of reaching truth by asking questions, to better understand a specific text or topic. The goal is for students to speak, listen, share ideas and diverse perspectives, challenge assumptions, and ultimately gain deeper understanding.

Provide students with the <u>Socratic Seminar Preparation Worksheet</u>. Allow time for review in and out of class. Based on the material, facilitate a Socratic Seminar in-class that focuses on:

#### **Essential questions**

In the video <u>Voices of the Great Bear: Chief Marilyn Slett</u>, Chief Marilyn of the Heiltsuk First Nation in Bella Bella says, "The Heiltsuk oppose Enbridge for one very basic reason, that we will cease to be Heiltsuk if there is an oil spill."

- · What does she mean by this?
- How does her statement reflect the complex of issues of land and water ownership, stewardship and responsibility?
- How do we determine who protects the natural world, when no matter where we live or what choices we make, we all are impacted by the dual crises of climate change and biodiversity loss?

The Socratic Seminar preparation worksheet was adapted from <u>source documents</u> and <u>resources</u> produced by AVID— <u>Advancement Via Individual Determination</u>— a nonprofit that fosters a safe and open culture, high expectations for teachers and students, and collaboration in all classrooms.









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#### **Pronunciation Guide**

A resource to ensure accurate pronunciation of names and terms, fostering clear and respectful communication



#### Saltwater People by Dave Elliott Sr.

Saltwater People is a collection of the history of the Saanich and Coast Salish peoples as told by Dave Elliott Sr., who was a Saanich Elder and educator.



#### **Inuit Knowledge and Climate Change**

This feature documentary takes viewers "on the land" with Elders and hunters to explore the social and ecological impacts of a warming Arctic.



#### **Métis Perspective on Climate and Conservation**

From renewable projects and land-based education to Indigenous Protected and Conserved Areas (IPCAs), learn how the Métis people are leading the way on climate action.

#### **Acknowledgements**

The Indigenous-based knowledge and educational activities were provided by two Indigenous educators/knowledge holders who were included in the creation of this teaching guide. Nature Lab thanks both educators for sharing their expertise and perspectives in education to create this resource.

#### Dr. Carmen Rodríguez de France

With over 40 years of experience as an educator, Dr. Carmen Rodríguez de France acknowledges the privilege and responsibilities she holds for living on the land of the WSÁNEĆ Nation, and the lakwaŋan people from the Songhees and Esquimalt Nations in British Columbia. A member of the Department of Indigenous Education at the University of Victoria, Carmen's work focuses on social justice, anti-racist education, and the experiences of in-service and pre-service teachers engaged in decolonizing teaching practices. In addition to this work, Carmen collaborates with other programs across campus such as Social Justice and the Latin American Studies Program. Outside of the university, she works as a consultant and facilitator in diverse capacities.

#### Natasha-Faye Parrish

Sing.gaay'laa everyone! I am Sk'ing Lúudas Natasha Parrish. I am a Kyaanuuslii Haida through my mother and English settler womxn through my father. I was raised in Teechamitsa Lekwenen Territory in a large family. I graduated UVic with a Postgraduate Degree in Secondary Teaching and later a Master of Arts in Indigenous Nationhood. I am excited to share Indigenous ways of knowing, being, and doing through a Haida lens. We had a lot of fun supporting the development of this guide, and I hope you have fun using it. Stay curious and open-minded and you will learn many new things!

#### **Indigenous Conservation and Climate Solutions**

The Emerald Edge

The Emerald Edge comprises the territories of more than 50 Indigenous First Nations, Alaska Natives and coastal Tribes who care for the land. waters and communities in the region. It offers many lessons-including how protecting nature is essential to addressing climate change.





← Back to instructions

#### Watch "The Emerald Edge: A Culture of Conservation" and fill in the blanks below.

,	ecoast of North America.
Indigenous communities wand old-growth	work to protect the Emerald Edge, and in particular, ancestral
In the 1980s, the	government sold illegal logging licenses for Meares Island. The local

#### **Reflect & Discuss**

How are Indigenous stewards, living organisms and nonliving components of the Emerald Edge interdependent of each other? Why is that important in today's global fight against climate change?

#### What Can You Do to Help?

When we listen and reflect on stories about nature from Indigenous Peoples, we can expand our understanding of the importance of the natural world. In your mind, go through your daily routine. Consider the natural resources and the people involved in every moment. The fibers used to make your bedding-and the workers who manufacture it; the materials that form the structure of your home-and the loggers who harvest timber, the water, soil, micro-organisms and energy-and the people on farmsneeded to grow your breakfast.

#### **VOCABULARY**

#### Conservation

n. the protection of plants and animals, natural areas, and interesting and important structures and buildings, especially from the damaging effects of extractive practices

#### Interdependence

n. the understanding that everyone and everything has a role and a place

#### Potlatch

v. a ceremonial feast marked by the host's distribution of gifts

#### Reciprocity

n. the belief that as we receive from others, we must also offer to others: the relational understanding that we must honor relationships with other life.

#### **Traditional** Knowledge

n. dynamic, holistic and intergenerational experiences on lands

Describe a specific part of your day. Consider each tiny aspect of it-and write about how nature makes it possible. Include how people are involved; who must do what for your day to happen?







#### **Indigenous Conservation and Climate Solutions**

### The Emerald Edge: A Cedar's Story

As you watch the video, record and reflect on key concepts to see a holistic view of the interconnections of different aspects of Indigenous culture and your life.



Back to instructions

	Emerald Edge	Your Community
Language	Write and practice saying a place name from the (language)	Write the name of your city/town, school, street you live on.
Values	Write a value of Tla-o-qui-aht First Nation	Write a value of your family that you think is shared by Tla-o-qui-aht First Nation
Traditional Knowledge	Give an example of traditional knowledge from Tla-o-qui-aht First Nation	Give an example of knowledge or wisdom you have gained from one of your elders
Geography	Where is the Emerald Edge? Write five adjectives to describe the region.	What major geographical region do you live in? Write five adjectives to describe where you live.
Environment	How is the Emerald Edge changing? What environmental challenges are they confronting?	What environmental challenges do you observe in your community?

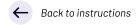
#### Reflection

Think of a memory in nature that is associated with strong feelings. Fishing with an elder, getting lost, conquering a hill, seeing an animal that scared or excited you. Share your memory through writing or drawing.









**INDIGENOUS CONSERVATION, CULTURE & CLIMATE SOLUTIONS** 

**GROUP WORK** 

## Northwest Coast

#### The Kwakw<u>a</u>k<u>a</u>'wakw Peoples

Dive into understanding what a Potlatch is by accessing the <u>Potlatch Resource Guide</u> created by the U'mista Cultural Society called Living Tradition, The Kwakw<u>a</u>k<u>a</u>'wakw Potlatch on the Northwest Coast.

Describe what a Potlatch is. What is the purpose of a Potlatch?

**9** When and where are they held?

**3** Who is invited?

What gifts have been given in the past? What gifts are given away in the present?

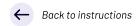
What other treasures are valuable in Kwakwaka'wakw society? Consider material and non-material treasures.











**INDIGENOUS CONSERVATION, CULTURE & CLIMATE SOLUTIONS** 

**GROUP WORK** 

## **Bella Coola**

#### The Nuxalk Peoples

Review the story <u>Riches from the Sea</u>. Begin by watching the <u>interview with Snxakila Clyde Tallio</u>, Storyteller and Culture Bearer of the Nuxalk Nation in Bella Coola, who speaks of the traditions shared through the totems. Read The Story of Talio (located on the same website).

Why is this story important to Nuxalk People?



**1** How do stories strengthen human determination to protect and conserve places like Talio Point?

Can you describe three Nuxalk values from the interview and the story of Talio?









**INDIGENOUS CONSERVATION, CULTURE & CLIMATE SOLUTIONS** 

**GROUP WORK** 

## **Haida Gwaii**

#### The Xaayda Haida Peoples

Read page 3-5 of <u>St'alaa Kun Collision Point</u>

<u>Publication</u> created by the Council of the Haida

Nation and written by Skil Gyaa.ans *Graham Richard*. Discuss the following:

Look up when the Egyptian and Meso-American pyramids were built, the dates of the European Renaissance and the establishment of Canada and/or the United States. Consider those dates in relation to the reading. What do you think or wonder when you look at that timeline?



2 List three supernatural beings discussed in the reading. What special powers do they have and how might their existence influence the worldviews of Haida people in the past, present and future?

Supernatural Beings	Special Powers	How might their existence influence the worldviews of Haida people in the past, present and future?







### I See... I Am

Go to the land. Choose an outdoor space where you feel safe and comfortable sitting alone for a period of time. Bring along a blanket or a chair. Where are you? What is your relationship to this place? What meaning does it hold for you?



← Back to instructions



Once you are comfortable, close your eyes and take a few deep breaths. Feel the land and the surrounding air. The damp soil and the rough tree bark.



Open your eyes and see the features of the land-hills and valleys, ponds or creeks, tall trees, tiny flowers.



Close your eyes again and hear the animals, the wind in the trees, and everything around you.



Open your eyes and see the colorsthe shades and hues, light and dark, bold and muted. Watch the light and the shadows.



Close your eyes again and smell the soil, the grass, the drying leaves. Open your mouth and consider what you taste in the air.



Open your eyes and see the shapes of nature-thin plant stems, triangular trees, round pebbles.



Repeat this cycle-turning in a circle, taking two or three deep breaths each time to feel, see, hear, smell and taste -for at least 10 minutes.

List everything you have seen while outdoors. Use adjectives and adverbs from your time paying attention to what you felt, heard, smelled and tasted to give details to what you observed.

Example: I see a small creek with trickling brown water and surrounded by tall, whispering trees. I see a small brown bird delicately balancing on a thin branch of an evergreen tree.

Restate your "I See" statements to instead be "I Am". See each of them in your minds eye as your hand moves to write the words.

Example: I am an oval-shaped pond, surrounded by softly waving golden grass. I am a whining mosquito, awkwardly darting on the warm air.

Take the time to imagine yourself as each of those features of nature. Is there a difference in what you feel or sense when you change the words to I AM? Why do you think you experience that shift-or not?

What can you learn from this place?







### **Socratic Seminar Preparation**

The following sections will guide you through the research you'll need to do prior to our Socratic seminar, guidelines to follow during the discussion, and a reflection question to submit afterwards.



Back to instructions

**BEFORE SEMINAR** 

#### Background Research

The Coastal First Nations Alliance is a unique alliance of nine Nations living on British Columbia's North and Central Coast and Haida Gwaii.

The goal of the Alliance is to "restore sustainable resource management practices [in order to both] protect ecosystems and improve the quality of life for coastal communities." They're exploring options such as ecotourism, renewable energy, and sustainable forestry that allows nature and local economies to thrive together.

Explore the Coastal First Nations Alliance's work using their <u>Our Communities</u> webpage. Access the Coastal First Nations Declaration for additional information.

Review the Why a Conservation-Based Approach, under the 'Economy' tab.

- 1. What does a "conservation-based approach" mean?
- 2. Identify and define three non-traditional economies in this region
- 3. Next, examine the <u>Climate Action in Coastal First Nations</u> resource. This resource gives examples of tangible solutions First Nations are taking towards sustainability and climate action. The resource <u>Local Economic Development Fact Sheet (Coastal First Nations)</u> provides additional information.
- 4. Identify three projects that are underway to respond and manage the climate crisis.

#### Other examples of climate solutions:

- From Peru to Ghana: how technology is transforming community reforestation
- Water resilience: resisting the tide in the Dominican Republic
- Panama: the return of an ancestral forest

#### **BEFORE SEMINAR**

#### Your Reflections

#### For the Socratic Seminar, we will consider the following questions:

In the video <u>Voices of the Great Bear: Chief Marilyn Slett</u>, Chief Marilyn of the Heiltsuk First Nation in Bella Bella says, "The Heiltsuk oppose Enbridge for one very basic reason, that we will cease to be Heiltsuk if there is an oil spill."

- · What does she mean by this?
- How does her statement reflect the complex of issues of land and water ownership, stewardship and responsibility?
- How do we determine who protects the natural world, when no matter where we live or what choices we make, we all are impacted by the dual crises of climate change and biodiversity loss?

Your Answers:







### **Socratic Seminar Preparation**

The following sections will guide you through the research you'll need to do prior to our Socratic seminar, guidelines to follow during the discussion, and a reflection question to submit afterwards.



Back to instructions

**DURING SEMINAR** 

## Seminar Guidelines

Focus on discussing, not debating.

Be patient and respectful.

Listen to others: let everyone ask questions and finish their thoughts.

Support your ideas with evidence.

Respect different thoughts and ideas.

Share your own ideas with the group.

Remember: The goal is the pursuit of deeper understanding.

#### **Guiding Questions**

Use the questions below to foster dialogue, understand others' perspectives, and to work toward shared understanding. Remember: the goal of the seminar is dialogue, not debate!

- · Can you say more about that?
- · What led you to that belief?
- Lagree with you because \_\_\_\_.
- I disagree with the part where you said \_\_\_\_ because \_\_\_\_.
- · Could you put that another way?

#### **Discussion & Debate Notes**

Speaker's Name

Ideas and evidence I heard during the discussion

**AFTER SEMINAR** 

Did the seminar change your perspective? Why or why not?

## After Discussion





