spark A B

Spark Deck 1

Stack all *Spark-1* cards here

During step 1, distribute one *Spark-1* card to each participant

spark A B

Spark Deck 2

Stack all *Spark-2* cards here

During step 1, distribute one *Spark-2* card to each participant

hypothesize A

Hypothesis Deck 1

Stack all *Hypothesis-1* cards here

During step 2, distribute one *Hypothesis-1* card to each participant in the 'A' group

hypothesize B

Hypothesis Deck 2

Stack all *Hypothesis-2* cards here

During step 2, distribute one *Hypothesis-2* card to each participant in the 'B' group

explore A

Explore Deck 1

Place half the total quantity of *explore-4, explore-5*, and *explore-6* cards here.
Next, place all *explore-1* cards here.
Then shuffle this deck of cards.

During step 3, distribute one random card from this deck to each participant in the 'A' group.

explore B

Explore Deck 2

Place half the total quantity of *explore-4, explore-5*, and *explore-6* cards here.
Next, place all *explore-2* cards here.
Then shuffle this deck of cards.

During step 3, distribute one random card from this deck to each participant in the 'B' group.

explore A B

Explore Deck 3

Stack all *explore-3* cards here

During step 4, distribute one *explore-3* card to each participant

analyze A

Analyze Deck 1

Stack all *Analyze-1* cards here

During step 5, distribute one *Analyze-1* card to each participant in the 'A' group

analyze B

Analyze Deck 2

Stack all *Analyze-2* cards here

During step 5, distribute one *Analyze-2* card to each participant in the 'B' group

analyze A B

Analyze Deck 3

Stack all *Analyze-3* cards here

During step 6, distribute one *Analyze-3* card to each participant

act A B

Act Deck 1

Stack all *Act-1* cards here

During step 7, distribute one *Act-1* card to each participant

act A B

Act Deck 2

Stack all *Act-2* cards here

During step 7, distribute one *Act-2* card to each participant

act A B

Act Deck 3

Stack all *Act-3* cards here

During step 7, distribute one *Act-3* card to each participant

spark A B

Video

Reaching Remote Inuit Tribes in the Arctic Documentary - Sebastian Tirtirau

Please watch from minute

17:20 to 20:23 setting out to fish
21:37 to 28:20 sea ice fishing, hunting, and igloo building

https://bit.ly/3uo8tAn

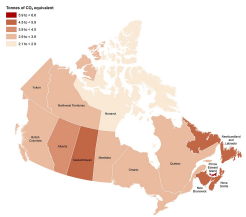
As an entire group:

1. How important are the sea ice and snow to the Inuit Peoples hunting and fishing traditions?

spark A B

Data

Household greenhouse gas emissions per capita, by province and territory, 2016
Statistics Canada



https://bit.ly/2ZCWroT

As an entire group:

1. What is this data showing? Reflect how carbon intensive your province or territory is compared to Nunavut. Based on this graph, what can you deduce about the lifestyles or livelihoods of people in those provinces/territories?

hypothesize A

Theme: Wildlife and Fish

With your group, use the question prompts below to develop a hypothesis:

1. How is climate change, sea ice conditions, and the movement, population, and/or distribution of various animals and fish related to hunting and fishing on the ice.
2. How might the change in one animal/fish population affect the population of other animals and fish?
3. How can changes in populations/ distribution of animals and fish affect the livelihoods of the Inuit?
4. Consider how carbon intensive the Inuit livelihoods are compared to the Canadian average. How would you describe the northern contribution towards climate change versus the effects of climate change in the Arctic? Is this fair? Why or why not?

Use your **Inquiry Card** to record your own hypothesis based on the discussion with your group.

hypothesize B

Theme: Transportation and Culture

With your group, use the question prompts below to develop a hypothesis:

1. Hypothesize how climate change, sea ice conditions, and the movement on the sea ice by Inuit hunters/fishers are related. Consider ease of accessing sites, safety, visiting other communities, and culture. Also consider what alternatives to moving on solid sea ice there are to access hunting/fishing sites.
2. How does changing ice conditions affect the livelihoods of the Inuit? How will impact them if these conditions continue to worsen?
3. Consider how carbon intensive the Inuit livelihoods are compared to the Canadian average. How would you describe the northern contribution towards climate change versus the effects of climate change in the Arctic? Is this fair? Why or why not?

Use your **Inquiry Card** to record your own hypothesis based on the discussion with your group.

explore A

Read

The right to food security in a changing Arctic: the Nunavut Food Security Coalition and the Feeding My Family Campaign

Mary Robinson Foundation - Climate Justice

Please read page 3, box 1 "Leesee's Story"

https://bit.ly/37AxYVC

Explore this resource on your own:

1. From the story, how does sea ice make food more inaccessible? What alternatives are there for affordable and nutritious food?

Use your **Inquiry Card** to record your own observations based on this resource.

explore B

Read

The Arctic Ocean and the Sea Ice Is Our Nuna
UN Chronical

https://bit.ly/3pJIGiP

Explore this resource on your own:

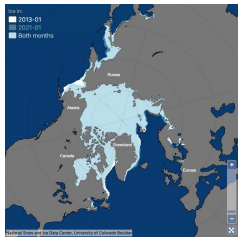
1. What role does the sea ice play in the movement and transportation of the Inuit? Why is this transportation important?

Use your **Inquiry Card** to record your own observations based on this resource.

explore A B

Data

Sea Ice Spatial Comparison Tool
National Snow & Ice Data Center



https://bit.ly/3pKEP4K

Explore this resource on your own:

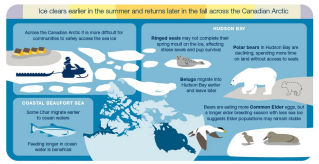
1. Choose between two dates and compare how the sea ice extent changes. For reference, try to use a day in the winter time, and use the same day for different years to best compare the extent.

Use your **Inquiry Card** to record your own observations based on this resource.

explore A B

Read

New report illustrates the domino effect of Arctic sea-ice change
Nunatsiaq News



https://bit.ly/3keifAz

Explore this resource on your own:

1. What animals and fish are affected by sea ice melt? How might this affect the hunters and fishers? How does this affect the balance of the ecosystem?

Use your **Inquiry Card** to record your own observations based on this resource.

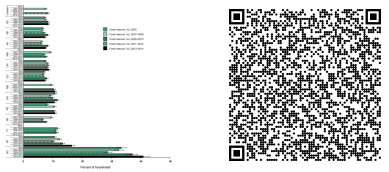
explore

A B

Data

Monitoring Household Food Insecurity Over TIme

Health Canada



https://bit.ly/3pGTVZi

Explore this resource on your own:

1. Use the archived data from Health Canada and examine food insecurity trends. What province or territory has the highest percentage of food insecure households? Is the situation improving or worsening between 2005 and 2015? Make predictions for the future based on trends.

Use your **Inquiry Card** to record your own observations based on this resource.

explore

A B

Share with a Partner

With a partner:

1. For a few moments, one partner will share first their observations with the other. The educator will signal when to switch places.

   Switch places and repeat until the instructor signals the end.

   Repeat this process for as many times as instructed with new pairs.

Use your **Inquiry Card** to record new observations made as shared from your partner.

analyze

A

Discuss

With your group:

1. Share the observations made as a collective.
2. What is the data and stories telling you in relation to your hypothesis about wildlife and fish?
3. Does the data and stories confirm your hypothesis?

   If so, describe.

   What data would you need to explore and drive your conclusions further?
4. Reflect again on how climate change is affecting the livelihoods in the North compared to how much carbon per capita Nunavut emits. What does this tell you?

Use your **Inquiry Card** to draw conclusions based on the observations and hypothesis you've made and the group discussion.

analyze

B

Discuss

With your group:

1. Share the observations made as a collective.
2. What is the data and stories telling you in relation to your hypothesis about transportation and culture?
3. Does the data and stories confirm your hypothesis?

   If so, describe.

   What data would you need to explore and drive your conclusions further?
4. Reflect again on how climate change is affecting the livelihoods in the North compared to how much carbon per capita Nunavut emits. What does this tell you?

Use your **Inquiry Card** to draw conclusions based on the observations and hypothesis you've made and the group discussion.

analyze

A B

Present and Discuss

As an entire group:

1. If you choose, share your hypothesis, observations, and conclusions from the exercise with the entire group.
2. During the presentations, note any agreeing or conflicting information.
3. Discuss how climate change is affecting the livelihoods of the Inuit in the Arctic. Could there be more impacts that climate change might affect these livelihoods?
4. What resources or kinds of data would you want to further investigate this and draw stronger conclusions?

Use your **Inquiry Card** to make any additional notes during this discussion.

act

A B

Consider

United Nations: Department of Economic and Social Affairs

"Climate change poses threats and dangers to the survival of indigenous communities worldwide, even though indigenous peoples contribute the least to greenhouse emissions. In fact, indigenous peoples are vital to, and active in, the many ecosystems that inhabit their lands and territories and may therefore help enhance the resilience of these ecosystems."

https://bit.ly/3sgnen6

As an entire group:

1. Reflect on the lessons you've learned with this statement; what kinds of words or concepts would you use to describe the affects of climate change on the Inuit in the context of their livelihoods, carbon intensity, and history of colonization?

act

A B

Watch

Why climate change in the Arctic affects us all
Global News

Please watch from minute

2:35 to 5:46 **Sheila Watt-Cloutier explaining what's at stake for Canada and beyond**

https://bit.ly/37EAwBS

On your own:

1. Reflect on the resilience and outlook that she shares. How does her testimony compare with your conclusions?

act

A B

Think

On your own:

1. Consider your personal carbon emissions and how it might affect some communities more than others.
2. How will you share the information you learned from this exercise with your community?
3. What kind of policies and/or investments would you advocate for to address the gaps identified in this exercise?

Consider reading more and supporting these organizations:

Inuit Tapiriit Kanatami (ITK)
Inuit Circumpolar Council (ICC)
World Wildlife Foundation (WWF)
Arctic Council
Indigenous Climate Action

inquiry card

1 Hypothesize

Record your hypothesis statement(s) here:

greenlearning.ca

inquiry card

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greenlearning.ca

inquiry card

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greenlearning.ca

inquiry card

1 Hypothesize

Record your hypothesis statement(s) here:

greenlearning.ca

inquiry card

2 Explore

Record all your observations here: use additional sheets if necessary

greenlearning.ca

inquiry card

2 Explore

Record all your observations here: use additional sheets if necessary

greenlearning.ca

inquiry card

2 Explore

Record all your observations here: use additional sheets if necessary

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inquiry card

2 Explore

Record all your observations here: use additional sheets if necessary

greenlearning.ca

inquiry card

3 Analyze

Record any conclusions or need for more data here:

greenlearning.ca

inquiry card

3 Analyze

Record any conclusions or need for more data here:

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inquiry card

3 Analyze

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greenlearning.ca