

Spark Climate Conversations: Climate Justice in the Canadian Arctic

Learning Outcomes

- Students will identify ways that climate change is affecting the livelihood of the Inuit in the Arctic.
- Through inquiry, students will examine how climate change disproportionately affects Indigenous Peoples.
- Students will identify ways of taking action to address how climate change disproportionately affects Indigenous Peoples.

Curriculum Connections

- Grade 8 – 9 Geography
- Grade 10 Science – Earth and Space Science in Ontario
- Grade 11 Biology – Diversity of Living Things in Ontario
- Grade 11 Environmental Science – Scientific Solutions to Contemporary Environmental Challenges in Ontario
- Grade 12 Canada & World Studies in Ontario
- Grade 10 – 12 Environmental Science in British Columbia
- Grade 10 – 11 Social Studies in Alberta

Length of Activity

- 1 to 1.5 hours

Materials

- *Printable Card Set for Climate Justice in the Canadian Arctic*
- Internet enabled devices

Activity

Educators are encouraged to read through this resource, from the Inuit Circumpolar Council, as a backgrounder for the activity.

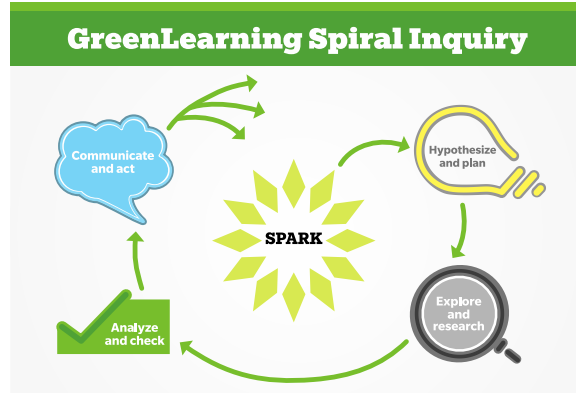
<https://bit.ly/3b4uwV3>

This resource highlights the importance of sea ice from an Inuit perspective, which will help the instructor ensure the discussions during the activity are appropriate and relevant.

Prep: Prepare the cards

The attached conversation cards are designed to facilitate the participants to undergo GreenLearning's Spiral Inquiry Model to facilitate a self-guided learning journey, as shown in the figure. Learn more about the Spiral Inquiry Model here:

<http://www.greenlearning.ca/the-spiral-inquiry-model/>



Referencing the *Deck Organizer* in the *Printable Card Set for Climate Justice in the Canadian Arctic*, ensure sufficient quantities of each card to match the number of participants in the activity.

Ensure that through the activity that each of the explore cards 1, 2, 4, 5, and 6 are at least given to 1 participant as all the information given in this stage is crucial for a group understanding of the activity. For all other cards, having leftovers is OK.

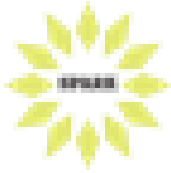
Ensure that each participant also receives a *Hypothesize, Explore, and Analyze Inquiry Cards*, as they will use each to record their own responses and notes during the activity.

Once the cards are printed and cut, follow the directions on the provided *Deck Organizer* to sort out the cards into the respective decks. The *Deck Organizer* references to the cards by the unique card ID given at the bottom of each card. The card ID, along with all other features, are shown below.

The image shows an annotated 'explore' card. The card has a yellow header with a magnifying glass icon, the word 'explore', and a small 'B' in a circle. Below the header is the word 'Read' and a title: 'The Arctic Ocean and the Sea Ice Is Our Nuna UN Chronical'. There is a photograph of a ship on the left and a QR code on the right. Below the QR code is the URL 'https://bit.ly/3pJIGIP'. Underneath the card, there is a section titled 'Explore this resource on your own:' followed by a numbered list item: '1 What role does the sea ice play in the movement and transportation of the Inuit? Why is this transportation important?'. Below the list item is the instruction: 'Use your Inquiry Card to record your own observations based on this resource.' At the bottom of the card, the text 'explore-4' is circled in red.

Labels with arrows pointing to the card components:

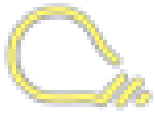
- Spiral Inquiry Model phase (points to the magnifying glass icon)
- Participant group (points to the 'B' in a circle)
- Resource/Activity type (points to the title and image area)
- QR Code and URL to access the resource (points to the QR code and the URL)
- Action items (points to the numbered list item)
- Card ID (points to the circled 'explore-4')



Step 1: Start and Spark phase (15 mins)

Using the *Spark-1* card, as a class, watch the video for the given durations. The link to the video and time stamps are given on the card. Ask the participants to briefly and informally reflect on what was watched. Proceed onto *Spark-2* and collectively examine the data given. Again, reflect using the guiding question provided.

Now, give each student their own inquiry card to record the information on the subsequent steps.



Step 2: Hypothesize phase (10 mins)

Divide the class into two equal sizes; each group is designated as an 'A' or 'B' group, as denoted by the letters in the top right corner of each card. Give each member of the 'A' group the *Hypothesize-1* card (denoted by 'A' on the card); do the same with the 'B' group and the *Hypothesize-2* cards.

In each group, have the participants discuss and answer the hypothesis guiding questions, based on the themes given and the spark materials. Be sure the hypotheses are complete, appropriate, and able to be analyzed towards the end of the activity.

Each group shall discuss the hypothesis to be formed, being sure that each question on the card is answered in some way. Following the group discussion, ensure that each student records their own hypotheses on their inquiry card.



Step 3: Explore phase part 1 (20 mins)

Distribute one of the cards stacked in *Explore decks 1* and *2* to each student in the two groups. For the first 10 minutes, separately in their respective groups, each participant will use the prompts on the card distributed to them to visit the resources and begin making observations. Supervise the participants as they visit the resources to ensure they are on task and making quality observations, as they record on their inquiry cards.

Step 4: Explore phase part 2 (5 mins)

For the next 5 minutes, give each student a card from the *Explore 3* deck, and commence the Share with a Partner activity.

A large green checkmark icon.

Step 5: Analyze phase part 1 (10 mins)

Distribute *Analyze cards 1 and 2* to each respective group, and have the participants discuss their observations, and any more insights from the pair-share activity. Supervise the participants to ensure that any conclusions are appropriate and relevant. Be sure that the participants address all prompts on the cards and record their conclusions on their inquiry cards.

Step 6: Analyze phase part 2 (10 mins)

For the next 10 minutes, distribute a card from the *Analyze 3* deck to each student, and as a class, follow the prompts on the cards to complete this step.

A blue speech bubble icon.

Step 7: Act phase (5 – 20 mins)

Distribute to a card from each *Act 1, 2, and 3* decks to each student (each student should have 3 *Act* cards). The instructor may choose to distribute these items in however they deem fit. Some examples:

- The instructor may ask the participants to take home each act card, where they read and watch the materials on their own time and submit a written assignment (or other medium) that communicates the participants' lessons learned on climate justice in relation to the Inuit and/or Indigenous people as a whole.
- The instructor may go through each act card as a class and answer the prompts on the card as a facilitated question, using chart paper or similar to record thoughts and ideas.
- The instructor asks students to consider how they will take action and spread awareness of what they have learned in this activity. This can include:
 - Personal initiatives to consider carbon footprint reduction
 - Supporting food security initiatives (volunteering at local food banks, making food donations)
 - Sharing content on social media regarding climate justice and food insecurity (suggested organizations on the *Act-3* card)