

## Spark Climate Conversations: Climate Justice in the Canadian Arctic

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### 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.

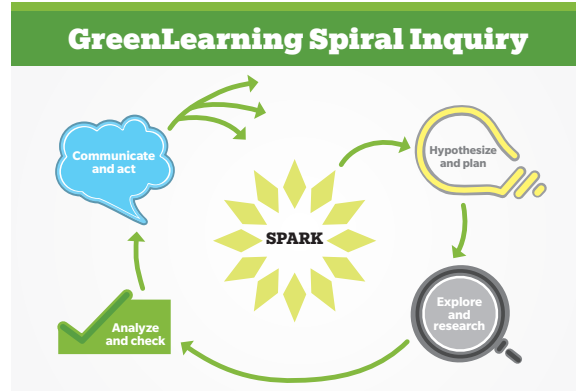
<https://bit.ly/3b4uwV3>

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/>

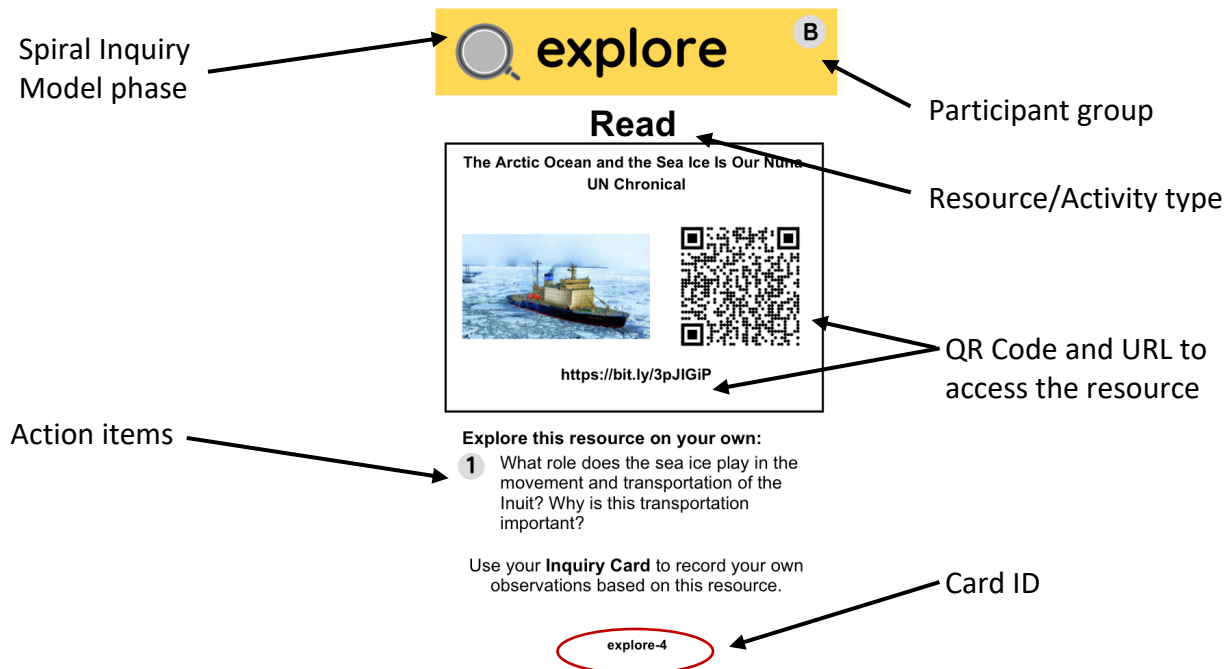


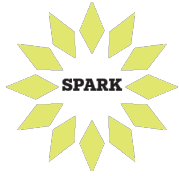
Referencing the *Deck Organizer* in the *Printable Card Set for Climate Justice in the Canadian Arctic*, ensure sufficient quantities of each card to match the number of participants in the activity.

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.





### 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)

Use *Explore decks A and B*, and in each respective group, give each student a single explore card. For the first 10 minutes, the participants shall use the prompts on the cards 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 2* deck, and commence the Share with a Partner activity.



### **Step 5: Analyze phase part 1 (10 mins)**

Use *Analyze decks A and B*, and in each respective group, have the participants discuss collectively 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 2* deck to each student, and as a class, follow the prompts on the cards.



### **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)