**Do - Activity Outline**

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| **Elements of the lesson** | **Estimated Time** | **Activity** |
| **MENTAL SET** *(Opener/”hook”)* | 1. minutes
 | 1-Question: Does consumption deplete our natural resources ?2- “In the case of plants, is the elimination of harvest a good way to protect vulnerable populations?” 3-There has been a reporting of a decline of sweetgrass, however there has been a distribution around Indigenous territories where basketmakers are active.Why do you think this happened ?- Think, pair and share or popcorn responsesCould be referred to answer at the end of the lesson: “Plant gatherers say : If we don’t use it, itwill go away. If we use it respectfully, it will stay with us and fluorish” |
| **Introducing the Learning Intention** *(concept to be taught)* |  | An understanding of humans not as dominators, but as humble students of earth’s other beings, learning of how to be alive on earth.Indigenous notion of the role of humans as active participants in the well- being of the landscape. |
| **Activity Sequence** | 10 minutes15 minutes20 minutes15 minutes | 1- Read out story of Nanabozho, original man placed on earth (*Mishkos Kenomagwen*, the Lessons of Grass: Restoring Reciprocity with the Good Green Earth, p. 27) Students discuss to what extent is this story illustrated in our real life; reflecting on current practices.2-Ongoing challenges such as human unrestrained consumption of living world, resource extraction and habitat destruction have been of concern to many people. We hear about many sustainaibility initatives. However there has been a recent critique.**Share article of :** Professors urge against ‘uncritical adoption’ of the UN Sustainable Development Goals as UBC Sustainability framework <https://www.ubyssey.ca/news/ubc-professors-SDG-open-letter/>In groups, students discuss the article.Do you agree ?3- In groups, students read pages 33-35 of “The Lessons of Grass” and search for the Pinch and Pull harvesting methods, and research for various harvesting methods.Discuss the concepts of compensatory growth, and post harvest recovery.4- Students develop a hypothesis and design an experiment to assess the potential outcomes of different harvesting methods. (might include plot with different harvest treatments)Upcoming weeks: In greenhouse plots or sweetgrass meadows, students conduct their experiments and follow up the plots. Students draw conclusions on different harvesting treatments |
| **Extension** activity for students who are ready. |  | Explore the school garden and search for possible applications of complementarity  (three different root systems occupy different regions of the soil, again promoting efficiency of resource use by avoiding competition). |
| **Closure:** an opportunity to revisit the learning intention |  | Students share their hypothesis and expectations.How could you further implement these notions of gratitude and appreciating gifts in your daily life, when eating, for example, or in other situations ? |