



CONVERSATIONS
WITH THE **EARTH**



INDIGENOUS VOICES
ON CLIMATE CHANGE

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INDIGENOUS VOICES ON CLIMATE CHANGE

CWE- EDUCATION MANUAL – QUITO Museum Pilote

JUNE 2013



INTRODUCTION

This document has been made to serve as an education guide and participatory learning resource within Conversations with the Earth / Indigenous Voices on Climate Change exhibition frame work. Contents included in this guide, are designed to optimize understanding of the topics addressed in the exhibition and enhance the students school visit experience. It is also intended to awake a more critical and reflexive learning on climate change and indigenous people, from a more personal and less academic perspective.

Throughout these activities students will be able to:

1. Learn about climate change and its impact on the lifestyle of different indigenous communities around the world, based on real stories and testimonies.
2. Become aware of the vulnerability indigenous people face due to changes in their natural environment caused by modern civilization.
3. Reinforce teamwork.

1. Content & photo-stories

2. Exhibition Tour

3. Activities



1. CONTENT AND PHOTO STORIES

Who?



Conversations with the Earth was founded in 2009 by an international indigenous-led advocacy and education organization for the rights of indigenous peoples, **Land Is Life**, renowned experts in participatory video, **InsightShare**, and award-winning photographer and expert in sustaining oral traditions, **Nicolas Villaume**, founder of Conversations du Monde.

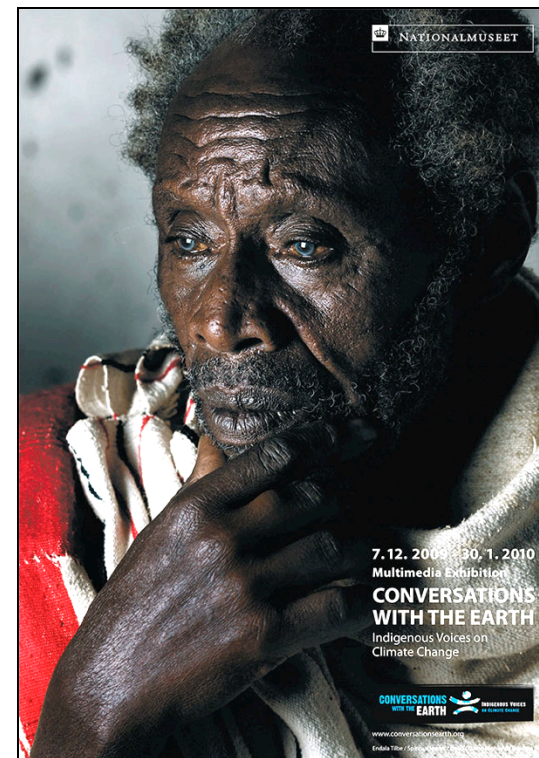


Why?

Traditional and indigenous communities depend on a healthy relationship with the Land and therefore possess a wealth of knowledge, wisdom, and practical experience in adapting to long-term changes in their environment. And yet indigenous communities are extremely vulnerable to the current unprecedented rate of global climate change, with its large-scale external disruptions to the web of life. This threat to traditional communities is a threat to the entire human family.

Compared to the dominant industrialized societies, Indigenous Peoples have contributed least to climate change. Still, they suffer the brunt of the immediate and direct effects of escalating climate disruption. Despite the September 2007 adoption by the UN General Assembly of the UN Declaration on the Rights of Indigenous Peoples (UNDRIP), indigenous peoples have largely been excluded from the UN climate negotiations – the embodiment of climate injustice.

At this critical time of global decision-making, indigenous voices have important knowledge and wisdom to contribute to the global discourse on climate change, which will determine global choices in shaping our collective future. From Manus islanders in Papua New Guinea working together to save their Oceanside homes, to Maasai villagers in Kenya responding to a cattle-killing drought in the open plains, Conversations with the Earth works to enable local indigenous communities to create first-hand accounts of their experience of climate change.



Multimedia exhibition with

Over 120 photos and video projections from 20 countries



10 Talking portraits with MP3's and headphones



...more than a million visitors world wide.

Touch screens



Audio



PHOTO STORIES



Ecuador /
Fire on the Paramo (9 photos)
Landscapes and portraits.



USA Arctic /
Caribou People (9 photos)
Landscapes and portraits.



Papua New Guinea /
King Tide (10 photos)
Landscapes and portraits.



Russia Altai /
Sacred Web of Life (10 photos)
Landscapes and portraits.



Huaraz Peru /
Tsunami in the Andes (11 photos)
Landscapes and portraits.



Ethiopia /
Farmers without borders (8 photos)
Landscapes and portraits.



India Himalaya /
Leaving home (9 photos)
Landscapes and portraits.



Brazil /
The Price of Carbon (10 photos)
Landscapes and portraits.



Canada /
Oil Beneath the Forest (10 photos)
Landscapes and portraits.

Caribou People



Where?

- Arctic Village
- Alaska
- USA

Who • Gwich'in • **Livelihood** • Hunting, Fishing • **Ecosystem** • Tundra

Themes Food Security, Permafrost melt, Season Disruption

Key Points

- Indigenous Peoples live all around the world, including in the United States
- In the Arctic village, the lichen moss is drying up, the caribou that rely on the moss for food are disappearing, and the Gwich'in Peoples who have hunted the caribou for generations are in a crisis without their food source of Caribou

Review and Reflect

- What do the Gwich'in eat as part of their diet? What do you think happens when the food source disappears? How will their diet change?
- What are the effects of climate change in this Arctic village?
- What are some of its causes?

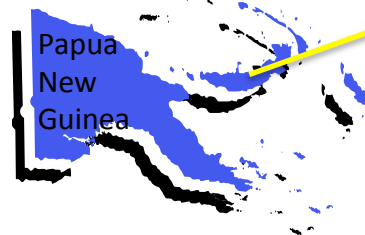
Activity

- Research and draw the food chain in the Arctic Village
- Go outside and find grass, moss, or lichen – are there animals or insects that live off of it? Draw and make observations of its color, texture, etc.

King Tide

Where?

- Manus Islands
- Papua New Guinea



Who • Manus Islander • **Livelihood** • Fishing • **Ecosystem** • Rainforest, Aquatic Island

Themes Displaced Persons, Disrupted Habitat, Food Security, Season Disruption

Key Points

- The Manus islanders are faced with chaotic and unseasonal winds, unpredictable winds, and intensified storms
- In 2008, the sea level rise called King Tide forced the Manus Peoples to leave their homes

Review and Reflect

- What are the costs and consequences of people being disrupted because of climate change?
- Why are storms intensifying and sea levels rising?
- How are ecosystems affected by such unpredictable weather?

Activity

- Ecosystem Exercise: Prepare cards with one of the words: fish, government official, Manus Islander, UN official, tree, forest, storm, rising tide, NGO (other words may be selected). Pass the cards out to the participants standing in a circle. Each participant should express how their particular card relates to another in the circle.

Where?

- Guarquecaba
- Brazil



The Price of Carbon

Who • Guarani • **Livelihood** • Hunting, Fishing • **Ecosystem** • Rainforest

Themes Disrupted Traditional Practice, Carbon Market, Indigenous Rights

Key Points

- The Guarquecaba forest has some 10,000 Indigenous Peoples living on this land and 60 sacred sites
- The land is legally owned by American companies
- The Guarani oygu or shaman believes Indigenous wisdom is the best way for managing the forest

Review and Reflect

- What are carbon credits?
- Who are the players in the carbon market?
- What are the pros and cons of the carbon market?
- What are the consequences of this system to the companies? To the Indigenous Peoples living in the area? To the government? And to the environment?

Activity

- Imagine you are an Indigenous resident of the Guarquecaba forest and were told you could not cut down a tree to repair your home. What actions, if any, would you take?



Where?

- Peru
- South America



Andean Tsunami

Who • Andean • **Livelihood** • Agriculture • **Ecosystem** • Mountain
Themes Glacier Melt, Agriculture, Water Issues, Ecosystem Disruption

Key Points

- The indigenous Peoples living in the Andes Mountain are faced with melting glaciers which can cause large waves in the lakes which can overwhelm natural dams and destroy homes
- The Andes Peoples depend on the natural source for their access to water

Review and Reflect

- How have the Andes Peoples coped with environmental change?
- What is the effect of melting glaciers?
- How are the animals affected by climate change?

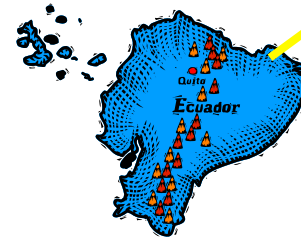
Activity

- Draw a chain of events by describing and placing these elements in the chain:
- You and your actions
- Environment around you
- The Andean Peoples
- Warming temperature
- Melting glaciers
- Animals
- Food source

Fire on the Paramo

Where?

- Mojandita
- Ecuador



Who • Kichwa • **Livelihood** • Subsistence Agriculture, Pastoral • **Ecosystem** • Mountains

Themes Disrupted Habitat, Carbon Market, Ceremony and Beliefs, Female Leadership, Drought

Key Points

- Kichwa Peoples express their reciprocal relationship with Mother Earth through ritual acts of reverence

Review and Reflect

- Why did the fire start so easily?
- What could have been done to prevent the devastating fire?
- What is an important philosophy in the Kichwa Peoples' belief system?
- What are some of your own family traditions?

Activity

- Choose a picture from the selection and write a story about what you think happened, then compare with what actually happened

Where?

- Altai Republic
- Russia



Restoring the Sacred Web of Life

Who • Altai • **Livelihood** • Subsistence agriculture, pastoral, hunting • **Ecosystem** • Mountains

Themes Disrupted Habitat, Disrupted Traditional Practice

Key Points

- The Altai Peoples herd their livestock across the plateaus and through mountain passes
- Reverence, respect, and reciprocity are at the heart of the sacred relationship between the local people and the Altai Peoples

Review and Reflect

- What are the two threats to petroglyphs?
- Why are petroglyphs important to the culture and traditions of the Altai Peoples? Should they be protected? Why?
- What is a glacier? How is climate change impacting glaciers in the Altai?

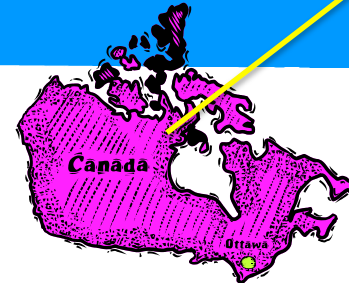
Activity

- What is a petroglyph?
Draw a story using petroglyphs.

Oil Beneath the Forest

Where?

- Canada



Who • Cree-Dene—Metis • **Livelihood** • Hunting, Fishing, Gathering • **Ecosystem** • Mountain
Themes Displaced Persons, Disrupted Habitat, Oil Production,

Key Points

- The land that contains oil deposits underneath the surface has been leased to oil companies though it is also the traditional territory of many Indigenous communities
- Toxins, which leak into river ecosystems, are produced with each barrel of oil produced

Review and Reflect

- Why is oil necessary?
- What are the consequences for oil production?
- Are there options for oil production?

Activity

- Role Play: Imagine all parties to the land were to sit down and discuss the future production of oil on the land. Choose one of the roles below and respond as they would: Indigenous Leader, Oil Company Representative, Government Official. How will you negotiate your interests?

Where?

- Doko
- Ethiopia



Farmers without Borders

Who • Gamo • **Livelihood** • Subsistence Agriculture, Pastoral • **Ecosystem** • Mountain

Themes Food Security, Seasonal Disruption, Agriculture, Drought

Key Points

- The Gamo Peoples depend on the plant, outsa, for many of their materials, including fences, curtains, seat cushions, string, and animal feed
- Because the change and blurring of seasons, this staple crop has been threatened causing strain in their livelihood

Review and Reflect

- What is a drought? Are you familiar with a drought?
- Is there a plant (like Outsa for the Gamo Peoples) that you could not live without?
- Give an example of a natural landmark in your community (like the lakes to the Gamo Peoples). How is it being protected?

Activity

- Trace where your food comes from! Is it grown locally? What would happen to our food source if there is a drought? Do you know where it is grown, how it is processed, and what ingredients are in your food?
- Write a letter to the Gamo Peoples. What questions would you ask? What would you say?

Leaving Home

Where?

- Kumik
- India



Who • Zanskari **Livelihood** • Subsistence Agriculture, Pastoral • **Ecosystem** • Mountain
Themes Displaced Persons, Disrupted Habitat, Food Security, Glacier Melt

Key Points

- The Zanskari Peoples whose livelihood is dependent on water are faced with drier climates and are forced to relocate to find a new source of water
- Fetching water is a fundamental daily routine in a Zanskari village

Review and Reflect

- What are the economic, cultural, and social issues that come with relocation?
- What is the role of girls and women in a Zanskari village? In our own society?
- What is the source of your water?

Activity

- Close your eyes and imagine that you are a leader in a Zanskari village. Your people need more water to survive. Would you make the decision to move your people? What factors do you take into account?



2. EXHIBITION TOUR

Exhibition Tour

1

Welcome: Introducing CWE initiative, presenting objectives of the exhibition and participating countries (use the CWE map display).

Ask questions about climate change (optional) (Estimated time: 10mn)

What is climate change?

Who is affected? In what way?

Examples of climate change in your country/world.

2

Students will be divided into two groups (A and B): Group A will be guided through four stories and the video room while group B, will be guided through 5 stories, different from those of group A. So the tour will be done in a parallel manner. Estimated time for each story will go from 10 to 15mn, including 5 free mn that will be given to students at the end of each explanation, so they can listen to the audio, view photos and read the captions.

3

Tour: The tour will be done using a participatory approach, involving questions and answers about the main ideas of each photo story.
(Estimated time: 1h 15mn)

4

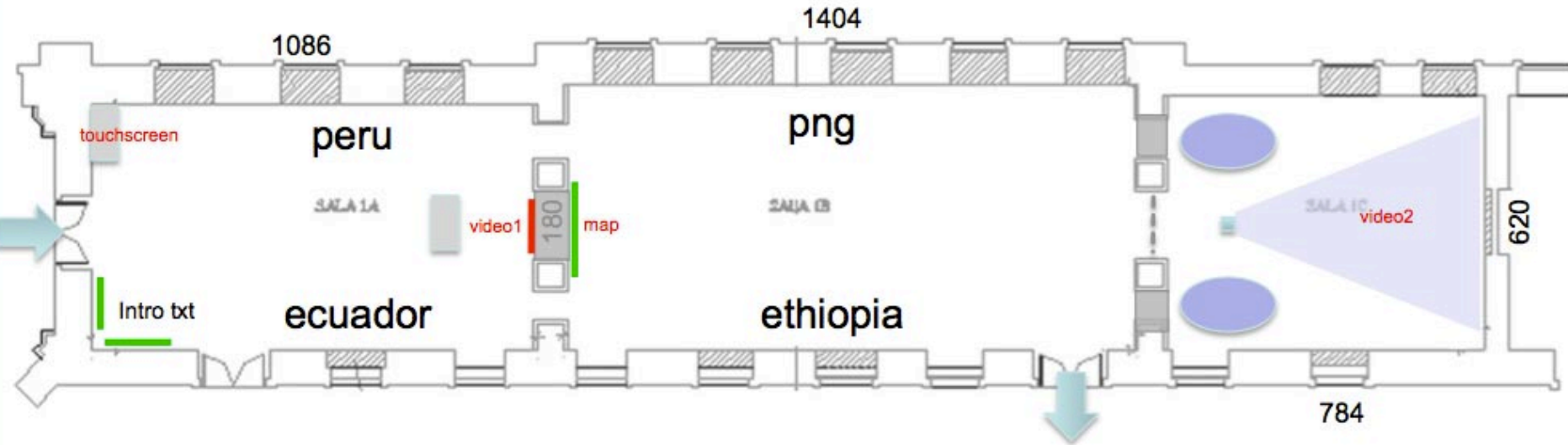
Completion of Tour: Group activities (Estimated time: 1h)

Exhibition Tour

Example:

TOUR GROUP A

Show Room 1 Map - Centro Metropolitano Quito

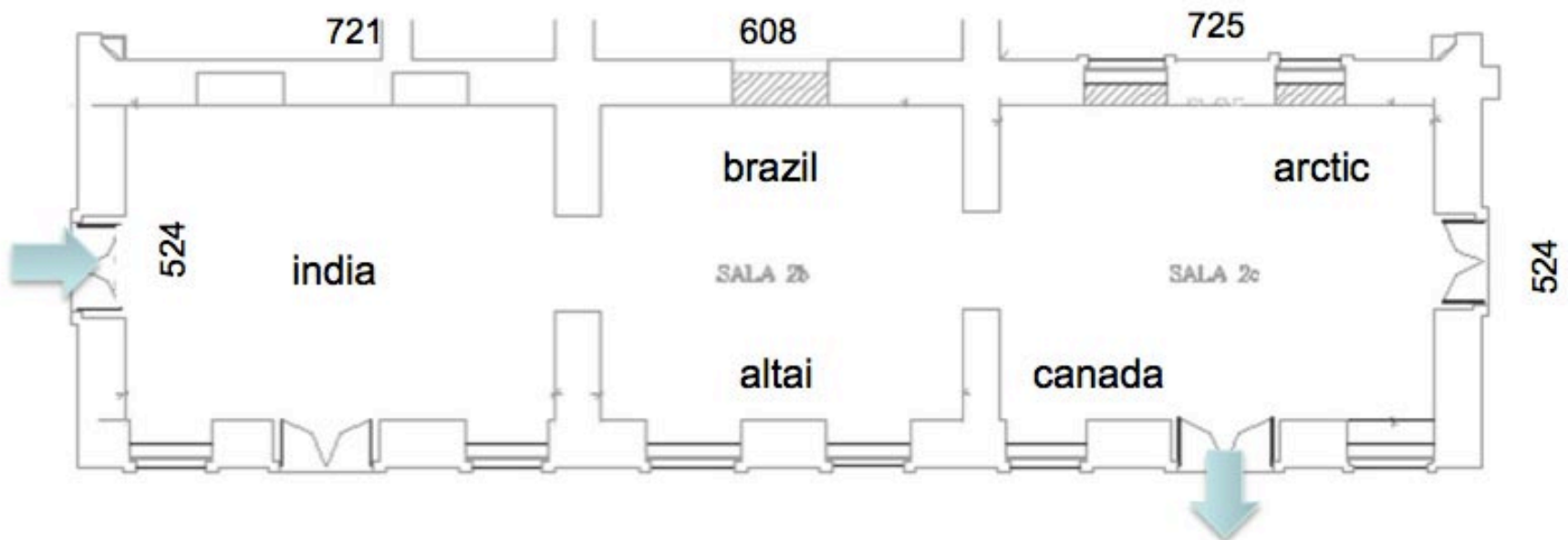


Exhibition Tour

Example

TOUR GROUP B

Show Room 2 Map - Centro Metropolitano Quito



Exhibition Tour

GROUP A	GROUP B
Peru	India
Ecuador	Brazil
Papua New Guinea	Russia
Ethiopia	Artic
Video Room	Canada
Aprox. Estimated time: (1hr 15mn)	



3. ACTIVITIES



Activities- Age Range

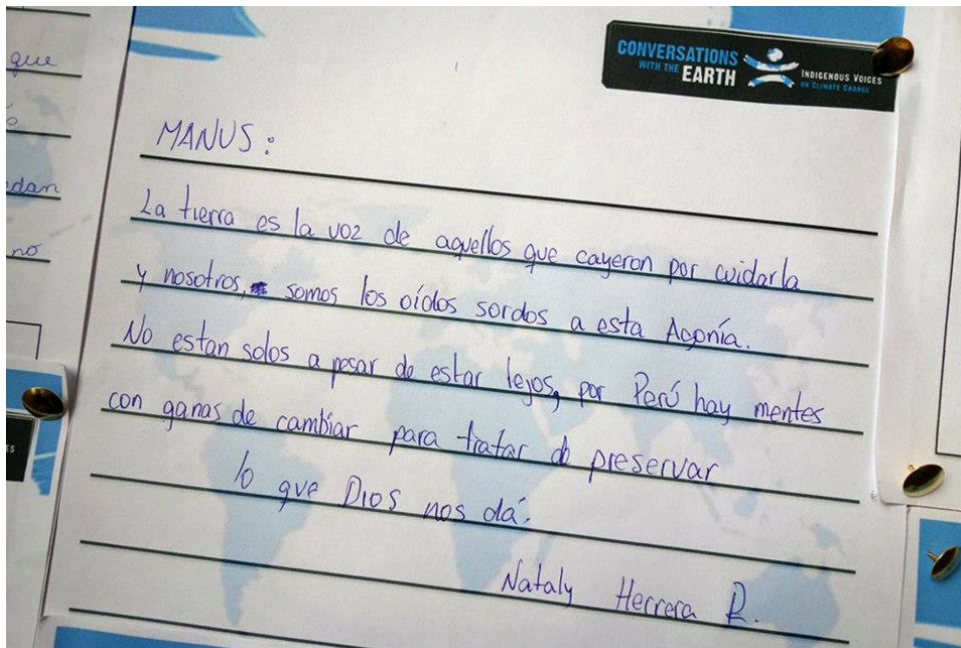
Age Range	Grade	Activity
6 – 8 years	1st – 2d grade	Imaginary Friend
9 - 12 years	3rd -6th grade	Infographics/collage
13 – 17 years	7th – 12th grade	Circle of ideas Indigenous Voices

IMAGINARY FRIEND

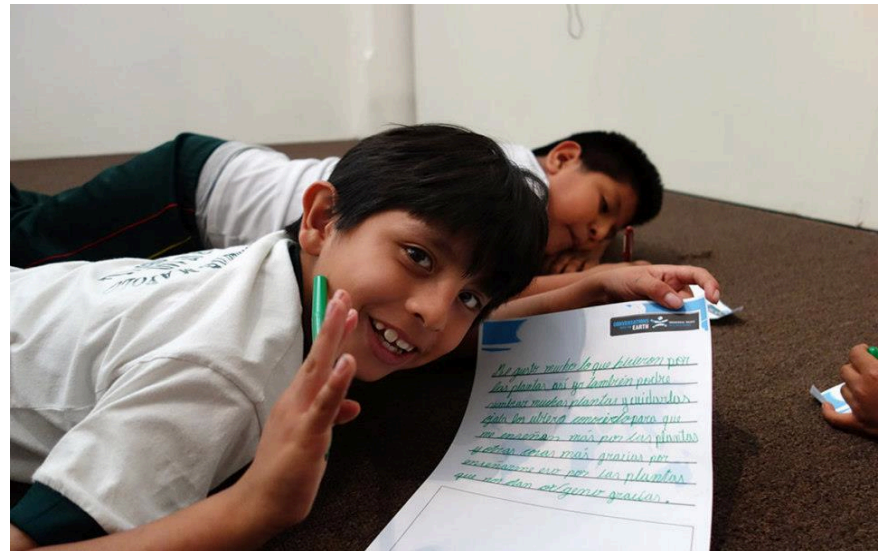
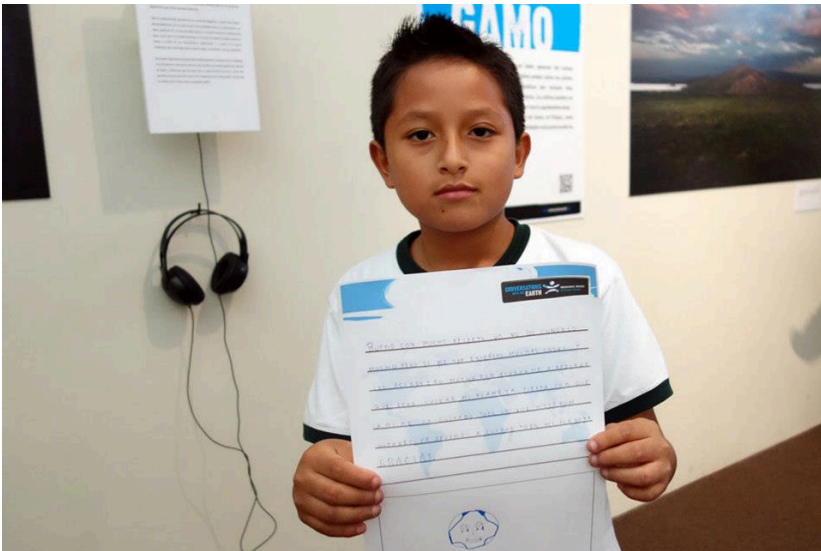
1st & 2nd grade

OBJECTIVE: To understand what climate change is and how it is affecting the life of indigenous people around the world.

- ✓ Each student will receive a blank sheet of paper on which to write a letter, to an imaginary indigenous kid their same age, living under the consequences of climate change. The letter may include, comments, good wishes or questions they might have. What would they say?
- ✓ They may also include a drawing to help them express their ideas and feelings about the issues reviewed in the stories presented in the exhibition tour.
- ✓ Some of these letters / drawings could be shared on the Facebook page dedicated to the Conversations with the Earth.



IMAGINARY FRIEND



INFOGRAPHICS

3rd to 6th grade

OBJECTIVE: To raise awareness and reinforce comprehension skills in students, on emerging social and environmental problems related to climate change and its impact on indigenous population.

Strengthen the ability to work in teams.,



- ✓ Students will be divided in groups, depending on the total number of students.
- ✓ Each group will be assigned a subject / consequence of climate change, discussed in the exhibition tour.
Example: Droughts, deforestation, high tides, melting glaciers etc.
- ✓ Each group will be provided with necessary material (magazine cut outs, small prints of the pictures shown in the exhibition, phrases from testimonies of indigenous leaders, titles, arrows etc) in order to assemble an infographic map.
- ✓ Students are expected to use analytical skills and creativity to locate the material and put together an infographic / collage that best represents their assigned topic.

INFOGRAPHICS



INDIGENOUS VOICES

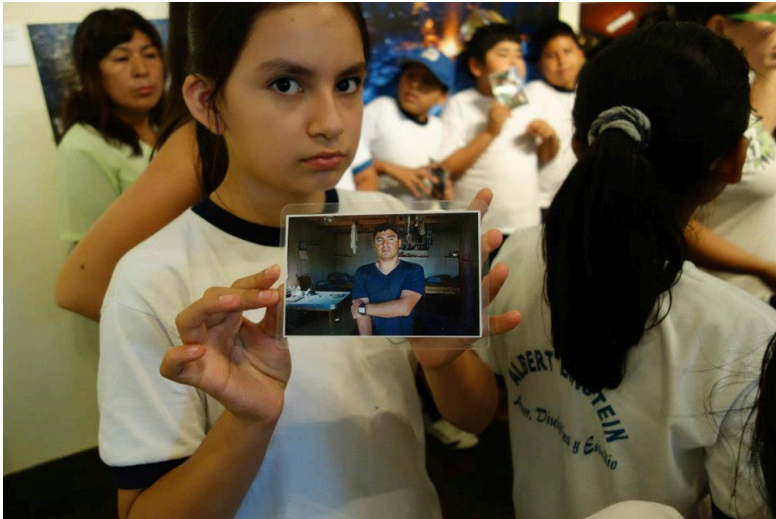
7th to 12th grade

OBJECTIVE : This activity seeks to recreate a collaborative model of decision taking on matters concerning indigenous groups and climate change, simulating a UN meeting. Students are given the chance to represent indigenous leaders, expressing their concerns, claims and solutions on this matter, based on what has been learned throughout the exhibition tour.



- ✓ Before starting the exhibition tour, each student will receive a photo - portrait of an indigenous leader of any of the 11 stories presented in the exhibit. The same picture may be given out a few times, depending of the total number of students.
- ✓ This picture will accompany them during the tour and each student will discover more about their character along the way: Who he/she is, where does he/her live, what are the existing problems in his/her community etc.
- ✓ At the end of the exhibition tour, students will form groups based on picture affinity. Example: All students who got Shagre's picture will form a group, all students who got Sara's picture will form a group etc.
- ✓ All groups will have 30mn to go back to the story of their assigned leader, take another look at the pictures, read the stories, listen to the audios and discuss about the problematic this community faces. They will then write a short speech discussing the problems, and actions that should be taken, in order to rol play their representation of their leader .
- ✓ Each group will present their work to the rest of the class.

INDIGENOUS VOICES



CIRCLE OF IDEAS

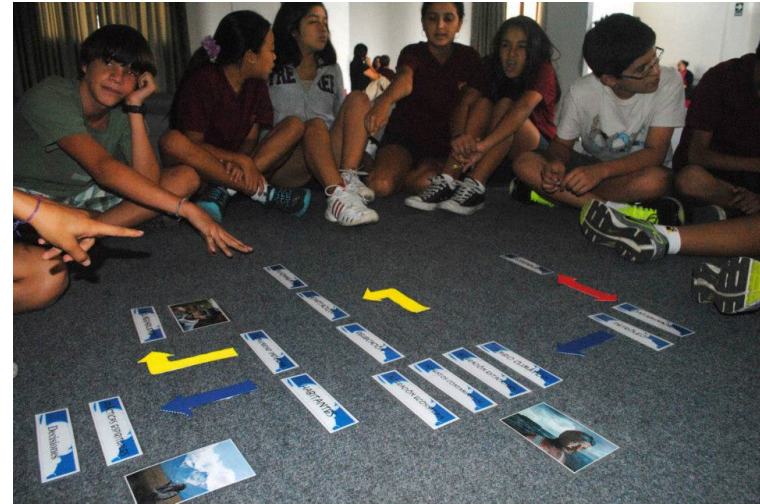
7th to 12th grade

OBJECTIVE: Acquire a global understanding of climate change/ indigenous people problematic by Identifying and relating key concepts addressed in the different photo stories reviewed.



- ✓ Once the the exhibition tour has been completed, students will be divided into groups (5-10 in each group, depending on the total number of students).
- ✓ Each student will be given 3-5 flashcards, containing terms related to the photo stories. One student will start by placing one flashcard in the center of the circle followed by a second student who should connect this word to one of his own using arrows to show the relation.
- ✓ Students must explain why they chose that specific word. The activity continues until all words have been used.
- ✓ (optional) Photos may also be given to each group to support ideas.

CIRCLE OF IDEAS



MESSAGES

To round up, students will be provided to blank CWE cards, so they have the chance to write a personal message to any Indigenous community and/or leader of their choice, seen during the exhibition tour. These cards can be pinned to a cork wall located in the showroom. this way messages from all participating students will be collected and displayed.



CONTACT

**> For further information on CWE school Visit Program
Please contact:**

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