



Indigenous Climate Action

Instructor Guide

Introduction

This module explores the vital concept of Indigenous Climate Justice, shedding light on the unique challenges and injustices faced by Indigenous communities in the context of climate change. Students will delve into the historical and contemporary impacts of climate change on Indigenous peoples, including loss of traditional lands, cultural heritage, and livelihoods. Through various activities and critical analysis, learners will develop a deeper understanding of the need for equitable and inclusive climate action that respects Indigenous knowledge, rights, and sovereignty.

Learning Goals

- Examine the relationship between colonialism and climate change
- Learn about indigenous participation in international climate change efforts
- Research indigenous-led efforts to mitigate and prevent climate change

Activities Included:

1. Watch and Discuss: Indigenous Peoples and Climate Justice
 - a. Students will watch a short clip on climate justice and indigenous populations presented by the Spring Creek Project
 - b. Revisit the prompt: "How is climate change an issue of colonialism for indigenous people?"
 - c. Ask students to discuss and share how their ideas have progressed and changed after watching the video
 - d. Open discussion to broader themes, specifically the importance and benefits of indigenous presence at climate conferences / ways to better empower indigenous voices in climate mitigation efforts
2. Read and Investigate: Climate Justice Adaptation and Investing in Indigenous Power
 - a. Students will read excerpts and review indigenous adaptation plans & strategies and discuss the question: How does self-determination and climate action go hand-in-hand?
3. Case Study: Metlakatla Indian Community Climate Change Adaptation Plan



- a. Not all slides need to be used: they are there for your reference and as a guide through the main ideas within the case study
4. Quick Research: Indigenous led campaigns by the Indigenous Environmental Network
 - a. Visit link: <https://www.ienearth.org/>
 - b. separate into groups or individually investigate one of the campaigns listed under the section "Our Work"
 - c. Summarize what has been learned in a concise 3 sentence format:
 - i. Sentence 1: goal of the campaign
 - ii. Sentence 2: summary of the efforts to achieve this goal
 - iii. Sentence 3: What you found most interesting. Did you learn anything new?
5. Projects: encourage students to think how they can support indigenous climate action in their lives outside of class.
 - a. Create a profile on an Indigenous climate action leader and present the profile to the class, discuss the background and work of your climate action leader. How can you connect their work to your class and the future?
 - b. Write a short paper on how your work can connect to the Metlakatla Indian Community Climate Change Adaptation Plan. How can you support indigenous led climate change solutions?

Key Resources:

- Activity 1: [Indigenous Peoples and Climate Justice by Kyle Powys Whyte](#)
 - Group discussion
- Activity 2: [Climate Justice Adaptation and Investing in Indigenous Power](#)
 - Reading
- Activity 3: [Case Study: Metlakatla Indian Community Climate Change Adaptation Plan](#)
- Activity 4: [Indigenous Environmental Network](#)
 - Individual research

Supplemental Resources:

- (Instagram) Autumn Peltier: Known as 'the water protector', Anishinaabe Indigenous Rights advocate raised in the Wiikwemkoong First Nation'.
- (Book): We Are Water Protectors



- (Academic Publication): Does renewable electricity promote Indigenous sovereignty? Reviewing support, barriers, and recommendations for solar and wind energy development on Native lands in the United States
- [Indigenous Climate Action \(ICA\)](#) is an Indigenous-led organization guided by a diverse group of Indigenous knowledge keepers, water protectors and land defenders from communities and regions across the country
- Charitie Ropati: Yup'ik & Samoan education and environmental activist who worked to implement an accurate and inclusive sub-curriculum of Indigenous peoples in Western pedagogy in Alaska