

- understand the impact individual actions have on the local environment and on reducing and reusing waste
- recognize our society's wasteful tendencies and the steps that can be taken to reuse waste
- identify multiple uses for individual items

IRP outcomes

It is expected that students will:

[SS] Describe Aboriginal people's relationship with the land and natural resources (4)

[SS] Describe technologies used by Aboriginal People in BC and Canada (4)

[SS] Apply critical thinking skills to selected problems and issues (4-5)

[SS] Explain why sustainability is important (5)

[SS] Analyse the environmental effects of settlement in early BC and Canada (5)

[SC] Determine how personal choices and actions have environmental consequences (4)

[SC] Analyse how the Aboriginal concept of interconnectedness of the environment is reflected in responsibility for and caretaking of resources (5)

Wisdom From The Past (4-5)

Intro: British Columbia's indigenous people lived off the land and existed in harmony with their natural environment. In essence, they were environmental stewards. So much can be learned from their experiences, their routines and their lifestyles.

Materials:

- photocopy one set of activity cards
- 5-6 dictionaries

Activity: Students will be divided into groups of four. Each group of students will be asked to work on one activity card at a time, rotating stations during designated work time. As an alternative, the teacher could use the activity cards as a basis for group discussions.

Conclusion/Discussion: After completing the card activities, discuss the differences between the past and present:

- use and value of resources;
- basic needs and wants; and,
- balance of resource supply and demand.

Discuss other ways of life. What can we learn from the past? From other cultures?

Extension Activities: ■ Royal BC Museum's First Peoples Gallery: contact the Victoria Native Friendship Centre for an interpretive tour of the Gallery and the role of reuse and recycling. Discuss if a sustainable society is still possible today.

<http://www.vnfc.ca/programs-services/culture-community-relations>

■ Visit the **Hornby Recycles** website to see why they were awarded the 2001 Merit Award from the Recycling Council of BC.

<http://www.hirra.ca/recycle/>

Activity Card 1

The Haida people were hunters and gatherers. They ate salmon, halibut, cod, sea mammals, shellfish, seaweed, eulachon, wild animals and a variety of native plants. They made their baskets, blankets, mats, capes, clothes, hats and fishing tools out of twined material such as animal hair, feathers, bark from cedar and cherry trees, and stems of water reeds. Think about where we get our food, clothing and utensils from.

Why do you think the Haida people produced little waste?

Make a list of at least 5 reasons.

Activity Card 2

The Haida people used every part of a tree including the roots, inner bark, twigs and trunk. Trees were used to build houses, canoes, winter storage boxes and tool handles. Clothing, baskets, mats and rain hats were woven from spruce roots or the inner bark of cedar trees. Later, they added art to their functional tools with carvings and designs. They were able to meet most of their basic needs from the complete use of a natural resource, leaving very little waste.

Discuss how we use B.C.'s natural resources today.

Activity Card 3

The Haida people lived in harmony with the environment. There was an abundance of natural resources; however, they only took what they needed. Their needs were simple and included food, shelter, clothes, ceremonial attire and objects. While most of their time was taken up with meeting their basic needs, their limited free time was often spent creating art.

How are we different today?

ACTIVITY CARD 4

The definition of stewardship is the careful and responsible management of something entrusted in your care. For example, we must practice stewardship of our environment and natural resources for us today and for the future. Stewardship can mean planting a tree in your backyard for you to enjoy today and others to enjoy in the years to come. Stewardship can also involve a community project such as saving a large forest from logging and turning it into a provincial park.

Discuss this definition with your group. List two ways you personally have been, or could be, a steward in your home, school or community.

ACTIVITY CARD 5

Using a dictionary, find and record the definition of sustainability. Think of this word in terms of the environment. How did the Haida people maintain a sustainable society? How did society change after the European traders and settlers arrived? Provide four examples.

ACTIVITY CARD 6

With the ever-increasing population, mass production of man-made materials and strong desire for material possessions, do you think it is possible to have a sustainable society in the future? Decide yes or no. Give four reasons why you think this may or may not happen.