

1. Activity: Rolling for Riches¹! (15 minutes)

Dice games: At many social events in Nunavut it is common for the community to play games together. One game that is commonly played is called the dice game. In this adapted version of a dice game, students will learn about the importance of resource conservation.

Preparation for the Activity:

- Prior to the game count out ten tokens (Bou Bucks) for each student that will be playing the game.
- Place one fourth of these tokens in the middle of the circle. Set the other tokens aside to add later in the game (i.e. If you have 20 students, you will have a total of tokens, with 50 tokens in the center to begin).
- Note: Tokens print offs can be found at the end of this lesson plan. There are fifty tokens per sheet.

Start of Activity:

Have students sit together in a circle. Explain that you they will begin today's class with a game. The rules are as follows.

- Students are not permitted to speak during the game.
- Each student is allowed to take out as many tokens as they like from the center on their turn if they roll a 1, 3, or 5.
- You can trade 10 tokens for a reward at the end of the game.
- Once you have rolled, pass the dice to the person on your left.
- When a 2 is rolled, the teacher will double the amount of tokens left in the pile. For example if there are 5 tokens in the center, then the teacher will add 5 more tokens. However, there will never be more tokens in the pile then the amount that was started with.
- Once the pile has been replenished we will continue the game.

Notes for the Teacher:

- Do not explain the significance of the tokens prior to beginning the game.
- Students will likely take all the tokens the first time the game is played. Note that it is impossible to double zero. If this is the case, offer to start the game over, continuing not allowing the students to speak.
- When doubling the amount of tokens in the middle note that the amount that you double cannot be more than you started with (i.e. if you started with 50 tokens in the center, you can never have more than 50 in the center at any given time). This number represents the species' carrying capacity, the number of species that an environment can sustain.

2. Class Discussion: Rolling for Riches! (10 minutes)

Suggested Questions for Class Discussion:

- How did you feel about how the game worked out?
- What happened (or would happen) when only a few people took all of the tokens? (*Cannot double zero! Need to have some tokens to produce more tokens for everyone.*)
- Why was the game better when people shared the tokens?

¹ Adapted from Population Connection: www.populationeducation.org/media/upload/some-fevery1.pdf

- What else could the tokens represent in nature? The tokens represent renewable resources such as caribou, trees, fish etc. Explain that gasoline, coal, iron etc. are non-renewable and cannot be regenerated.
- How did not being able to communicate affect how the game was played?
- Why is communication important when managing our natural resources?
- Are there any similarities to the way the game was played and how we as a society use or exploit our natural resources (i.e. deforestation, over hunting)?
- Why is it important to respect our natural resources?

3. Video: *Simon Awa Respecting the Environment* (10 minutes)

Prior to watching the video, tell the students that they are going to watch a video about someone from Nunavut speaking about the connections between Inuit and the Environment. The word "Inuit" means "people" in Inuktitut.

- Ask students to locate Nunavut on the map.
- Ask students share ideas about what they know about the arctic. How is the arctic environment different from the environment where they live (*Tundra vegetation and wildlife, no trees, cold climate, longer winters, shorter summers, 24hour darkness in the winter and 24hour daylight in the summer etc.*).
- Watch the video from The Canadian Wildlife Federation *Voices of the North Series, Simon Awa*. The video can be accessed at: <http://www.cwf-fcf.org/en/educate/programs/learning-institute/video.html>
- Have students watch the video clip again this time with the following questions in mind (post the following questions on the board):
 - What do you think is meant by "respect(ing) the environment and the wildlife"?
 - Why is it important for us to not take more than what we need?
 - How is hunting for subsistence different than sports hunting?

4. Think Pair Share: *Simon Awa Respecting the Environment* (10 minutes)

- Once students have re-watched the vignette, have students discuss the questions in small groups (3-4 students).
- Have students create a mind map of the ideas that are discussed.
- Instruct that in each group there should be a recorder (to record ideas), a time keeper (to keep the team on task), a presenter (to present the ideas to the class) and a manager (to ensure that everyone in the group is contributing).

5. Wrap Up and Discussion: (15 minutes)

- Bring the small groups back together for a whole class discussion. Have the presenter from each group present their mind map of the main ideas that were discussed in their small groups.

Additional Questions for Class Discussion:

- In what other ways, besides overhunting, do humans negatively impact our environment (deforestation, habitat loss, pollution)? In what ways do humans positively affect our environment?
- Why does Simon Awa think that attitudes towards wildlife would change if there were different resources available, like agriculture?
- How are we dependant on our ecosystems to survive?
- What would happen if certain resources were no longer available?
- Why is it important to keep Simon's message of respecting the environment in mind when we are managing our natural resources?
- How can we better manage our resources to ensure that there will be resources for our children and our children's children?
- At the end of the video, Simon Awa says that the connection between Nunavummiut (people living in Nunavut) and the environment is very strong. Why do you think this connection is so strong?
- What can we take away from what Simon Awa says about respecting the environment for our own communities?

Assessment:

- At the end of the class have each student individually complete the *Activity Self-Evaluation* form (see attached).

Extensions:

- Have students create a poster, radio or T.V. commercial, rhyme, rap, skit, etc., about why it is important to respect our environment. Students can present their work to their classmates and post posters around the school.
- Have students create their own game about the importance of resource conservation.