

Giant Floor Map of Canada

***** Some considerations: Shoes can NOT be worn on the mat. Must be taken off beforehand.**

Activity Overview:

The goal of this station is to familiarize students with the water systems in Canada through a series of instructions to aid in the exploration of the map. This will allow the later discussion of how global issues such as Climate Change can affect Canada, its water systems and its inhabitants.

Objectives:

The key messages participants should learn:

- What is climate change?
- How climate change impacts Canadian water systems.
- Students will be able to understand the effects of climate change on Indigenous and non-Indigenous people in Canada.
- Familiarize students with maps, how to read them, and how to explore them.

Materials:

- Giant Floor Map (stored in a hockey bag)

Please note: More materials available if we want to change or add any additional activities.

Setup: (requires at least 2 people)

Will have to unfold, and place on a relatively flat surface. The map is about the size of half a school gymnasium and is heavy, so it requires a large area to set up. You must use pylons or tent weights on each corner to prevent wind from folding the map.



Takedown: (requires at least 2 people)

Please make note of how it was taken out, as it will have to be folded back and placed in the hockey bag in the same way. Before putting it away, please make sure that there is no debris on the map and that it is as clean as

possible.

Safety Considerations:

- Set up the map on a flat surface.
- Shoes must be **off** before getting onto the floor map.
- No running allowed on the map.
- Some activities will have students close to one another, so make sure they are respecting personal space.
- Can be used in the rain, but participants will NOT be allowed on the map, just along the borders to avoid slips, trips and falls.

Vocabulary:

Climate: the average course or condition of the weather at a place usually over a period of years as exhibited by temperature, wind velocity, and precipitation. Looking more at patterns/trends over a long period of time.

Climate Change: the long-term alteration of temperature and typical weather patterns in a place. Climate change could refer to a particular location or the planet as a whole.

Indigenous: In Canada, the term Indigenous peoples (or Aboriginal peoples) refers to **First Nations, Métis and Inuit peoples**. These are the original inhabitants of the land that is now Canada.

Water Systems: the bodies of water that surround us (oceans, lakes, rivers, etc.)

Weather: the state of the atmosphere at a place and time as regards heat, dryness, sunshine, wind, rain, etc. Regarding the more day-to-day, whereas Climate is more long term.

What will I be doing? (Procedure)

Ensure students are stepping onto the map with their shoes OFF. From there, you will be giving the students the following instructions to help them orient themselves with the map: (please note that this is for reference, volunteers have the flexibility to alter or change these based on levels of comfort)

- 1) Give participants 2 minutes to look around the map, its borders, and everything in-between.
- 2) Stand where you think you live or where we are right now. (might get crowded so doesn't have to be exact)
- 3) Find the legend (go through the legend together).
- 4) Where is the furthest you have travelled?
- 5) Choose a body of water anywhere on the map.
- 6) Find an Indigenous language.
- 7) Now that we are a bit more familiar with the map, let's do our main activity: Follow the Leader:

How to play: Play Follow the Leader or walk around the map's perimeter, identifying water systems (i.e., lakes, oceans, rivers) as you go. Explore how water connects us all and the effects that climate change has on water systems, and the domino effect of it all.

Important points to bring up: Low water levels inland, rising sea levels due to melting ice caps (floods, loss of habitat in more northern regions), unmanageable invasive species entering our ecosystems, increased wildfires,

heat waves, changes in growing season, animals having to relocate based on food, habitat scarcity, etc.

Background Information:

The Indigenous Peoples Atlas of Canada tiled map offers a unique perspective on our country's geography that is vital to understanding the history and diverse cultures of the Indigenous Peoples of Canada. The giant floor map does not contain provincial boundaries, names of provinces, or many of the current names of cities and towns. It shows unsettled land claims, treaties and settlement lands, reserves and locations of former residential schools in Canada.

The map is intended to be walked on and is accompanied by a binder of educational resources and activities designed for elementary and secondary students. This fun and interactive experience allows students to explore multiple aspects connected to history and present-day Indigenous Peoples living in Canada. The map is large enough to cover the gymnasium floor and has numerous layers of information that highlight the complexity of Indigenous histories and the diversity of cultures among Métis, Inuit and First Nations peoples living in Canada.

Please see the following excerpt from "Climate" by Catherine Lafferty, in the First Nations volume of the Indigenous Peoples Atlas of Canada "...Traplines and hunting grounds are affected by unpredictable weather. Many plants and animals that once provided the Indigenous people of the North with nourishment are now considered unsafe or in decline because of irresponsible development. Since we can no longer survive solely on our traditional ways of life, many remote northern residents must rely on barges to supply costly processed food, but the barges are becoming less and less reliable due to increasingly low water levels. This combination of limited traditional food ways and costly processed food has significantly impacted and drastically diminished northern Indigenous culture and lifeways in a short amount of time."

It is important to note the consequences of climate change, and how they affect both non-indigenous and indigenous peoples.

Source: [Indigenous Peoples Atlas of Canada Giant Floor Map | Sustainability Classroom Resources at Resources for Rethinking \(resources4rethinking.ca\)](#)