



# Tribal Resilience Youth Art Contest

## Mentor Guide: Documenting a Resilient People, a Resilient Culture

### SNAPSHOT



The art contest allows students to think about what they value- cultural, physical, environmental, and more- through the lens of a changing climate and environment. What vulnerabilities might their traditional foods, medicinal plants, cultural practices, or favorite places face? In what ways can they be resilient and find solutions and hope? Tribal students can create artwork expressing their ideas through photography, painting/drawing, poetry, or even making 3-D conceptualizations. Captions for their artwork can describe their thoughts on impacts, vulnerabilities, hope, and resilient actions they or their community can take to address changes to their environment.



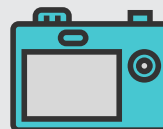
## Preparation and Materials

### Preparation:

- Test the upload process, the file naming protocol, and the folder system. Students with these skills and internet access can upload on their own!
- Chose an age appropriate level of detail for a climate change lesson plan (examples of climate change-related primers on page 3).

### Camera or other materials:

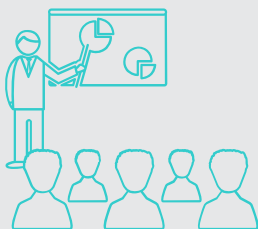
- Can be personal or school issued
- Determine a sharing system for school equipment



## Objective

### IDENTIFY:

- Help students to identify their values
- Facilitate discussion around how a **changing climate** may affect these values, and how **communities are working toward solutions**
- Help them to understand how their artwork can tell stories with their captions, and can further help the viewer to **understand that story**



## Example Lesson Plan

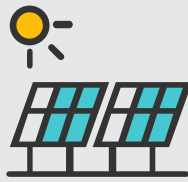
- Introduction of the contest, the link between climate change and the values (people, resources, traditions). Consider not just the impacts but solutions
- Discuss expressing their ideas, observations, or feelings in artform. Demonstrate basic examples with photography (subject, background, lighting), or other media
- For older students, go through the upload process, file labels, group or individual submissions, and example climate captions
- Close the lesson, rules for school equipment security & sharing system (if school is providing devices)

See the TCRP Youth Site for more info:

<https://www.bia.gov/bia/ots/tribal-resilience-program/youth>

# Useful Vocabulary

- Climate changes
- Value
- Temperature
- Storms
- Sea level rise
- Vulnerability
- Future
- Air/Water/Land Pollution



- Resilience
- Connections
- Traditional Knowledge
- Adaptation
- Innovation



- Clean Energy
- Culture
- Generation
- Tribe or Community
- Responsibility



## Previous Photo Contest Entries



Daunavya Asmond, 2nd Grade  
Stillaguamish Tribe

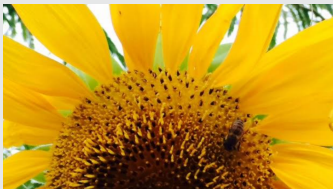
Josephine Stanley, 4th Grade  
Stillaguamish Tribe



Anjolette Johnson, 8th Grade  
Canyon Day Jr. High School



Aailyah Woodberry, 8th Grade  
Canyon Day Jr. High School



Dakoda A. Moore, 3rd Grade  
Lewis E. Rowe Elementary



Tammy Iyatunguk, 12th Grade  
Shishmaref High School



Natalie Lavender, 7th Grade  
Canyon Day Jr. High School

## Resilience Communications

Studies have demonstrated that people, especially **children**, may feel alarmed, ambivalent, distant, or **overwhelmed** with the concept of a changing climate. It's important to keep your message **simple**, personal, relevant, and **positive**. Focus on the benefits of taking small actions now, toward a better future later, and discuss **opportunities to act** in ways that build community momentum toward solutions over time



### Helpful Links:

- <https://ecoamerica.org/wp-content/uploads/2016/06/ecoAmerica-15-Steps-To-Create-Effective-Climate-Communications.pdf>
- [http://guide.cred.columbia.edu/pdfs/CREDguide\\_full-res.pdf](http://guide.cred.columbia.edu/pdfs/CREDguide_full-res.pdf)
- <https://ensia.com/voices/to-build-a-better-future-we-must-imagine-ourselves-there/>
- <https://www.climatekids.org/resources>
- <https://drive.google.com/file/d/1c0LVlafmVcsOjhZYtKwOdS3Dgk4ltkX/view>

## Photo Creativity

- Rule of thirds – the human eye will be drawn to the **top, bottom, and left third** of the artwork
- Try taking the photo at **different times of day** or the same photo at **different distances**



## Captivating Captions & Artist Statements

Thread in specific changes facing your community related to climate changes, but also messages of hope and resilience. What actions can the student and/or the community take today or later to make it more resilient? **Keep the caption short**, no more than a sentence or two. Focus on highlighting some aspect of the photo which will help the observer to connect to the photo in the way the student does. Consider adding longer, more detailed artistic statements in addition to a caption, to **more fully express their story**.

# Selecting a Climate Primer

Interactive tools that introduce students to changes in climate are often most effective. Many Tribal, Federal, State, and local agencies and groups have developed useful primers. Try a short, pointed, **age-appropriate** lesson plan to provide context for the art contest exercise to tie the new knowledge to their home.

Elementary

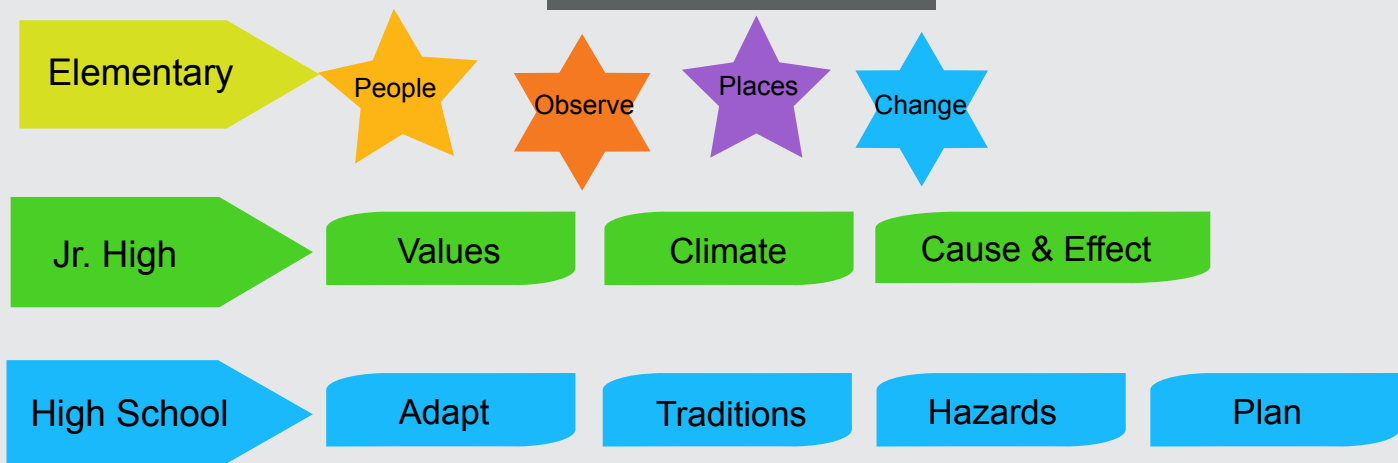
Jr. High School

High School

## Examples for how to create climate-related primers:

- <https://www.climate.gov/teaching>
- <https://climatekids.nasa.gov/>
- <http://oacurriculumcollection.org/>
- <https://climate.nasa.gov/resources/education/>
- <http://www.g-wow.org/en-us/default.aspx>
- <https://nasagcce.wordpress.com/about-the-project/>
- [https://www.fema.gov/media-library-data/5d4242c890468d5d94ed42e9d1671c0c/FEMA\\_HS\\_TG\\_082613\\_508.pdf](https://www.fema.gov/media-library-data/5d4242c890468d5d94ed42e9d1671c0c/FEMA_HS_TG_082613_508.pdf)
- <https://acespace.org/2018/03/16/our-climate-our-future-just-got-a-makeover/>
- <https://www.nps.gov/teachers/classrooms/exploring-climate-science-climate-change.htm>
- <https://video.nationalgeographic.com/video/00000144-0a2c-d3cb-a96c-7b2da4fd0000>
- <https://www.climatekids.org/>
- [https://downloads.globalchange.gov/Literacy/climate\\_literacy\\_lowres\\_english.pdf](https://downloads.globalchange.gov/Literacy/climate_literacy_lowres_english.pdf)

## Primer Focus



Younger age groups can focus on more **simple concepts**, such as making observations about how the people and places that they know are changing around them, and finding ways to represent aspects of their culture that they value. Older age groups will likely focus on more **advanced concepts** in their artwork, such as what is climate and how do we see it affecting the traditions that have shaped our cultures? Or, how can we adapt or plan for protection of the things that we value, to prevent climate-related hazards from affecting them?

Send in submissions to:

Youth.Art.Contest@bia.gov

For questions, please contact:

Tribal Resilience Program Coordinator: Rachael Novak, Rachael.Novak@bia.gov or

Natural Resources Specialist: Alyssa Samoy, AlyssaSamoy@bia.gov



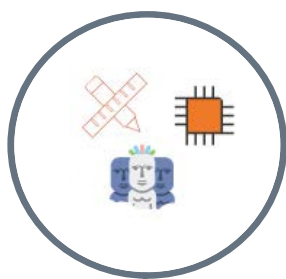
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## Semester Timeline

### Spring 2021 Contest

1

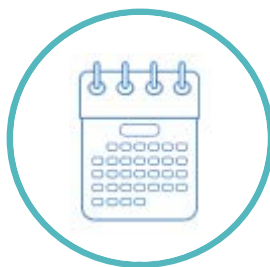
Students may  
submit artwork  
- contest  
begins!



March 30th

2

Deadline for  
submissions



May 14th

3

Winners are  
notified - framed  
photos are sent  
and art displayed!



May 28th

### Highlights of other Climate-Related Youth Artwork

#### Art of Change

The Climate Science Alliance collections engage the community by using art from Affiliated Artists and local youth in their Climate Kids program

<https://www.climatesciencealliance.org/art-of-change>

#### Climate Kids

Educating youth on climate change through science, art, and storytelling. The Climate Science Activity Book has some great online learning activities!

<https://www.climatekids.org/>

#### Climate Literacy

The essential principles of climate science: A climate-oriented approach for learners of all ages. A guide for individuals and communities

[https://downloads.globalchange.gov/Literacy/climate\\_literacy\\_lowres\\_english.pdf](https://downloads.globalchange.gov/Literacy/climate_literacy_lowres_english.pdf)

#### Toolbox for Teaching Climate & Energy

Created to organize and highlight resources from numerous science and educational partners and programs all working toward supporting teachers

<https://www.climate.gov/teaching#slideshow-1>