

## Lesson Plan: Empathetic Adaptability

### 4. Learning Activity

Divide your class into two groups, one representing the Schitsu'umsh, who know and practice hñkhwelkhwlnet perspective, and the other representing Euro-Americans, who know and practice science. Have each group thoroughly review the materials in this module that are linked with their assigned identity. The students of each group should be able to think, act and communicate grounded from their assigned perspective. Set aside time in class for each group to discuss and explore amongst themselves, and separate from the other group, the attributes and characteristics of their way of knowing and doing. Have each group select "leaders" who can best speak and advocate from their group's perspective.

The assigned task:

- is to have both groups meet together (for at least one face-to-face meeting, if not more, and monitor the meeting(s) so the each group has equal time to present and ask questions)
- the "leaders" will verbally articulate and share their group's particular ways of knowing and doing with the other group, while other members are to ask questions of and dialogue with members of the other group (ideally, every group member should participate; it is best if there were no written handouts, no PowerPoint presentations)
- based upon the knowledge shared during the meeting(s), the students will collaborate to develop an innovative strategy for addressing the possible effects of climate change on *sqigwts/Sagittaria latifolia*, projected for the year 2050
- it would be a strategy that includes the insights and knowledge of both *hñkhwelkhwlnet* and science
- a second or third meeting might be needed to allow for reflecting on what was presented and discussed, and for the strategy to be fully articulated by both groups
- to more fully that the students think through and articulate the strategy, it should be written out, at least in outline form

As the instructor, assess the students on their ability to:

- effectively articulate their assigned identity, i.e., demonstrate cultural competency in a particular way of knowing, even when challenged by the presentation of another perspective
- effectively listen and appreciate the perspective of another group, i.e., demonstrate empathetic competency and divergent thinking (distinguishing and compartmentalizing different epistemologies)
- effectively listen and incorporate the ideas and perspectives of another group, i.e., as shared in the group meeting(s), demonstrate cultural competency in another way of knowing, and demonstrate convergent thinking (re-connecting diverse perspectives in novel and innovative ways)

As the instructor, plan two follow-up meetings with each group separately. Ask the members of each if they felt that the two groups were able to effectively communicate and collaborate? Did they feel that they (as members of their own group), and that the members of the other group, were all able to "suspend disbelief" in each other's perspectives, and disavow any assertion of

“my way or the highway”? Were they and the others truly empathetic and respectful? Was the developed strategy seen by members of both groups as a “win-win,” with both groups compromising, and with both groups feeling their perspectives were represented?