

**Michael Lucero and Beverlee McClure, Indian Pueblo Cultural Center**

For our upcoming January 5 meeting, our discussion will focus on Indigenous Knowledge or **Traditional Ecological Knowledge, known as TEK**. We will also be focusing on local **economic development in indigenous food systems**. We are lucky to have an amazing example of this in our local Indian Pueblo Cultural Center. Please watch **Michael Lucero and Beverlee McClure's** recorded presentation on the IPCC's Indian Pueblo Opportunity Center- an incubator for a number of culturally situated incubator programs. Additionally, please read "The Importance of Traditional Ecological Knowledge (TEK) When Examining Climate Change" by Samantha Chisholm Hatfield, PhD. <https://blog.ucsusa.org/science-blogger/the-importance-of-traditional-ecological-knowledge-tek-when-examining-climate-change>

For additional resources on this critical issue, check out:

- <https://www.nativebusinessmag.com/coming-to-albuquerque-makerspace-and-business-incubator-for-native-entrepreneurs-in-creative-industries-food-production/> (local article on native food entrepreneurs)
- <https://www.americadapt.org/episodes/tribes-indigenous-people-and-the-false-urgency-of-climate-adaptation-with-dr-kyle-white> (podcast)
- <http://pro169.org/res/materials/en/development/IPs%20and%20Local%20Economic%20Development.pdf> (overview of indigenous economic systems)

View their presentation here: <https://www.youtube.com/watch?v=XIE2fr4j6Zw>

**Kateri Sava, Albuquerque Public Schools**

Why are school gardens important in the face of climate change? We experience and cultivate interdependent relationships with the living environment through school gardens (and more! - with our public shared spaces, parks, community gardens, and open spaces).

School gardens and other "green space" within the city are vehicles for environmental and ecological literacy.

School gardens provide the sacred space for harmonization of humanity with the rest of the natural world. Why is harmonization as a small step meaningful for our communities and the future? Because it allows us to scale up! From building individual relationships with the environment to relationships together in community, then as cities, and as nations. Public parks and school gardens are steppingstones to the larger journey of experiencing all of the intimacy and breadth of the natural environment and what we are - a grand solution.

For the presentation, Kateri interviewed two rad women in our eco-ed community.

**Bridget Llanes** wears several hats - including Sunflowers for Change, the International District Healthy Communities Coalition (IDHCC) and Bernalillo County Urban Agriculture Plan. She gives environmental justice presentations to groups like FoodCorps, SWOP, and classrooms in APS schools. [Watch Bridget and I's conversation about the work she is doing with school gardens and urban regenerative agriculture as a response to climate change here.](#)

**Endion Schichtel** is a local organizer and eco-performer with Conservation Carnivale - a mobile environmental education circus featuring Albuquerque's Bosque. Endion plays a porcupine named

**CABQ Climate Action Task Force: Please Read Before January 5, 2021**

Prudence who is worried about climate change. I thought the task force could use a little comic relief. This piece is meant to demonstrate how performance and art can play a powerful role in climate change solutions - especially as they pertain to young people and the future they face. Performance and art education can provide space for belonging, security, and inspiration. These are venues for the school garden and other public spaces! [Watch "Prudence: A Porcupine's Story" with Endion and the Conservation Carnivale here.](#)

Finally, [here is a resource sheet if people want to learn more about school gardens in APS, Bridget's work with Sunflower's for change, or the Conservation Carnivale.](#)