

Learning Activity	Description	Type of High Impact Practice (HIP)	HIP Features Present
Cultural burn workshops	Cultural burn workshops are led by North Fork Honorable Chairman Ron Goode in Mariposa, CA. These workshops typically last 3-4 days and bring together university students, professors, researchers, state and federal agency professionals, prescribed burn professionals, Native community members, cultural burn practitioners to culturally burn on the land. They can occur once or twice a quarter.	Community-based learning	<ul style="list-style-type: none"> - Significant investment of concentrated effort by students over an extended period of time - Interactions with faculty and peers about substantive matters - Opportunities to discover relevance of learning through real-world applications - Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar
Field days at the Tending and Gathering Garden (TGG)	Students have opportunities to form a relationship with the land and one another through field days at the TGG, under the guidance of Native cultural practitioner, Diana Almendariz. The garden holds culturally important native plant species that are stewarded by Indigenous basket weavers using different management practices. Students learn about these stewardship practices including cultural burning.	Community-based learning	<ul style="list-style-type: none"> - Significant investment of concentrated effort by students over an extended period of time - Interactions with faculty and peers about substantive matters - Opportunities to discover relevance of learning through real-world applications - Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar
Group project	Students work in a team to either create a video or a podcast episode, highlighting issues relevant to cultural burning and the work of our Indigenous partners. Students submit various staggered assignments throughout the quarter which scaffold the group project. (Examples: team contract, project proposal, detailed project proposal, project, presentation).	Collaborative learning	<ul style="list-style-type: none"> - Significant investment of concentrated effort by students over an extended period of time - Public demonstration of competence

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Discussion posts	Students have assigned readings, interactions with guest speakers as well as experiential/hands-on learning opportunities. Students reflect on a weekly basis with the help of guided questions.	N/A	- Periodic, structured opportunities to reflect and integrate learning - Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar
Lectures	The class includes class speakers who carry expertise on centering cultural fire in California and beyond. Guest speakers are accomplished leaders in the movement to return fire back to the landscape.	N/A	- Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar

Table 2. Keepers of the Flame learning activities, their descriptions, type of high impact practice (HIP), and HIP features present within each learning activity.