

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
1. SWBAT cite examples of things that people do that hurts our planet.	Observation of + Conversation with students as they partner share examples of things that people do that are bad for the planet (example: littering).
2. SWBAT relate their learnings how Indigenous peoples care for the land to their own lives in the talking circle.	Observation of students as they share in the talking circle.
3. SWBAT create a labeled drawing to show understanding of how they can take care of the environment.	Product: Labeled drawing of ways they want to take care of the environment.

Prerequisite Concepts and Skills:

Students must be able to share ideas with partners and in the talking circle. Students must understand and respect talking circle protocols and have participated in talking circles prior to this lesson..

Indigenous Connections/ First Peoples Principles of Learning:

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Students will learn how different Indigenous communities care for the land across North America (Ojibwe and Secwépemc). It is important that students learn how our actions impact the land we live on and the communities around us.

Universal Design for Learning (UDL):

Using triangulated assessment allows the teacher to collect assessment information in various ways. This creates a full picture of students' learning.

Differentiate Instruction (DI):

The teacher will adapt the lesson to fit the needs of all students' learning abilities.

Some examples include:

- The teacher can weigh student assessment more heavily in different areas (discussion in talking circle/partner share, product) depending on the learning abilities of the student.
- If a student struggles with fine motor skills, the student can dictate labels of their drawing to the teacher.

Materials and Resources

- *We Are Water Protectors* by Carole Lindstrom (storybook)
- Bin of talking sticks (sticks and stones collected by students from outside)
- White board
- Talking circle protocols written ahead of time on white board
- Paper for students' drawings
- Pencils
- Colouring pencils

Lesson Activities:

Teacher Activities	Student Activities (Students will...)	Time
<p>Introduction (anticipatory set – “HOOK”):</p> <p>The teacher invites the students to the carpet.</p> <p><u>Hook</u>: The teacher asks if students know what it means to take care of our planet.</p> <p>The teacher explains that today we will be reading a book called <i>We are Water Protectors</i> by Carole Lindstrom. The teacher explains that this book is about an Ojibwe girl who wants to protect the waters of her people from pollution. The teacher explains what pollution means.</p>	<p>Students sit quietly on the carpet, listening. Students raise their hands to answer the hook question.</p> <p>Students sit quietly on the carpet, listening.</p>	<p>2 minutes</p>

<p>CFU: After the book is finished, we will partner share about ways that people sometimes do not take care of the planet. Thumbs up, down, or sideways if you understand.</p>	<p>Students respond to CFU.</p>	<p>1 minute</p>
<p>The teacher reads <i>We are Water Protectors</i> with an animated and engaging voice, ensuring to show pictures to all students.</p>	<p>Students will sit quietly on the carpet and listen to the story.</p>	<p>4 minutes</p>
<p>CFU: Your task is to talk with your elbow partner about ways that people sometimes do not take care of the planet. For example, if I eat my lunch outside and throw my wrappers all over the ground rather than throwing them in the garbage, am I taking care of the land? Remember, if your partner is talking, you should be listening. Thumbs up, down, or sideways if you understand.</p>	<p>Students respond to CFU.</p>	<p>1 minute</p>
<p>While students partner share: Observation and Conversation (assessment #1). The teacher will take notes.</p>	<p>Students discuss in partners ways people do not take care of the land.</p>	<p>4 minutes</p>
<p>"If you can hear me, put your hands on your head" to regain students' attention. "Great sharing everyone! There was a lot of good turn taking!"</p> <p>CFU: After recess, we will come back to the carpet and talk about how the Secwépemc traditionally care for the land. Thumbs up, down, or sideways if you understand.</p>	<p>Students listen and respond to CFU.</p>	<p>1 minute</p>
<p style="text-align: center;">*Students go out for recess*</p>		

<p>Body:</p> <p><u>After recess</u>, the teacher invites students to sit in a circle on the carpet. The teacher asks for a volunteer to summarize the story that was read before recess.</p> <p>The teacher explains that <i>We are Water Protectors</i> is an example of how the Ojibwe care for the water but all Indigenous peoples do not care for the land in the same ways. The teacher explains that Indigenous peoples have a very important relationship with the land and the waters which affects their lives, relationships, languages, and worldviews. The teacher explains that in the Secwépemc territory, it is important that the land and the waters are cared for so that future generations can enjoy them. The teacher explains that the Secwépemc care for areas like "salmon spawning grounds, moose calving areas, freshwater springs, food and medicine gathering areas, ceremonial spaces and burial grounds" (Jacinda Mack, n.d.). The teacher explains that the Secwépemc traditionally relied on the resources of the land: fishing, hunting, and gathering roots and berries (Tk'emlúps te Secwépemc, n.d.). The teacher explains that the Secwépemc made sure not to take too much from the land and cared for it to keep it healthy.</p>	<p>Students sit quietly on the carpet.</p> <p>Students may raise their hands quietly to answer the question.</p> <p>Students listen.</p>	<p>2 minutes</p> <p>5 minutes</p>
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<p>Now, we are going to have a talking circle. Teacher reminds students of talking circle protocols and shows students where the protocols are written on the white board. CFU: When it is your turn, you can share something you learned, or a way you would like to take care of the environment. After the talking circle, you are going to create drawings about how you might like to care for the environment. Thumbs up, down, or sideways if you understand.</p> <p>The teacher asks the student helper of the day to pick a talking stick from the talking stick bin. The teacher will go first to model (ex: recycling instead of throwing things in the garbage) then pass the talking stick in a clockwise direction.</p>	<p>Students listen and respond to CFU.</p>	<p>2 minutes</p>
<p>Talking circle: Observation (assessment #2). If students try to chime in or create conversation, the teacher will gently remind them of the talking circle protocols.</p>	<p>Students participate in the talking circle and follow talking circle protocols.</p>	<p>10 minutes</p>
<p>CFU: Now that we have had our talking circle, I would like you to create a drawing that shows how you would like to take care of the environment. You must label your drawing and you cannot colour the drawing until the drawing is finished and you have all your labels. Thumbs up, down, or sideways if you understand.</p>	<p>Students respond to CFU.</p>	<p>1 minute</p>
<p>Teacher directs students to return to their tables to create their drawings . While students</p>	<p>Students return to their tables to create their drawings. When finished, students</p>	<p>15 minutes</p>

<p>draw, the teacher will circulate to observe, answer questions, and spark discussion.</p> <p>Teacher asks students to bring their finished drawing to the front of the room in a designated spot (assessment #3).</p>	<p>will place their finished drawing to the front of the room.</p>	
<p>Closure:</p> <p>Teacher: "If you can hear me, put your hands on your head" to regain students' attention. "Today, we read <i>We are Water Protectors</i> and talked about how the Secwépemc traditionally care for the land. Who can give me an example of how the Secwépemc care for the land? Raise your hand if you have a guess."</p> <p>The teacher reminds students that different Indigenous communities care for the land in different ways depending on where they live. The teacher reaffirms that it is important that we all care for the land we live on.</p>	<p>Students listen and raise their hands to respond to the question.</p> <p>Students are listening.</p>	<p>3 minutes</p> <p>2 minutes</p>

Organizational Strategies:

- Attention grabber: "If you can hear me, put your hands on your head."
- Colouring pages and colouring materials will be placed on tables during recess.

Proactive, Positive Classroom Learning Environment Strategies:

- The teacher will observe students during partner sharing to answer questions or aid conversation.
- The teacher will go over talking circle protocols with students and ensure all students are following the protocols.
- The teacher will circulate the classroom, asking students questions about their drawings, praising students for their good work.

Extensions:

- For older students, this lesson could be extended to a science lesson where students study the effects of pollution on the environment.
- This lesson could be extended to teach students about the consequences that occur when we do not take care of the environment.
- A visit to the salmon run would be a good addition to this lesson, as this lesson discusses taking care of salmon spawning grounds. The salmon run would show students a real-life example of why it is important to care for the land and waters.

Reflections (if necessary, continue on separate sheet):

Write up:

I found this lesson difficult to create. At first, I chose a non-Indigenous book to use as my anchor book. I think this is where a lot of my struggles came from as I was trying to Indigenize the book rather than starting with something Indigenous in the first place. I specifically struggled with the assessment portion of the lesson plan, which has been a struggle of mine throughout this semester. With this lesson plan, I tried to have my assessments align with my core competencies, which helped a bit. Completing this lesson plan showed me that it is not as difficult to create Indigenous-inspired lesson plans as I had thought. At the beginning of this semester especially, I thought this would be a very daunting task, but found that by starting with Indigenous material, it really flows quite naturally. I look forward to continue Indigenizing my teaching practices throughout this program and once I am a certified teacher and know that it will become easier with time and practice.

Resources:

Mack, Jacinda. (2018, June 14). *Protected Areas*. IPAC.

<https://indigenouspeoplesatlasofcanada.ca/article/protected-areas/>

TkEmlúps Te Secwépemc. (2017, October 18). *Our Land - TkEmlúps te Secwépemc*. TkEmlúps Te

Secwépemc. <https://tkemlups.ca/profile/history/our-land/>