

AN HOLISTIC APPROACH TO LESSON PLAN DEVELOPMENT

CHECKLIST OF NCCIE INDIGENOUS LESSON PLAN COMPONENTS

COMPONENT	DESCRIPTION	Enter checkmark to indicate completion
1. Grade level	Establish the grade level and stream (academic or general), if applicable.	
2. Subject	Define the title and specific subject(s) covered in this lesson plan.	
3. Learning Outcomes	Determine at least two learning outcomes specific to the lesson plan, with which your content will be aligned.	
4. Time Management and Instructional Content	<ul style="list-style-type: none"> - Establish the over-all time for the lesson; - Breakdown the time into allotments for each component, including but not limited to: <ul style="list-style-type: none"> i) instruction of lesson ii) class discussion and other activities iii) personal student reflection iv) assessment 	
5. Activities and Indigenous Assessment Methods	<ul style="list-style-type: none"> - Recognizing the many different ways students learn, develop and propose activities that accommodate different learning styles: <ul style="list-style-type: none"> • Spiritual (relational learners) • Emotional (feeling, intuitive learners) • Physical (tactile, experiential, visual learners) • Intellectual (logical, rational learners). - Is there an outdoor activity that is part of this lesson plan? (some lesson plans <i>may not</i> have an outdoor activity) - Consider including Inuit, Métis, or Indigenous assessment practices into the lesson plan to accommodate various learning styles and culturally specific pedagogies. 	
6. Materials	<ul style="list-style-type: none"> - Itemize materials required for each activity. - Determine if consent forms are required (e.g. for outdoor education). - Keep in mind safety and allergies of students. - Ensure background materials for the teacher(s) are provided, including links, documents, and NCCIE videos for additional information and learning tools. 	
7. Culture and Language	<ul style="list-style-type: none"> <i>i) Culture</i> <ul style="list-style-type: none"> - If cultural representations are included, are they done so respectfully, with permission, and acknowledged where applicable? - Each lesson plan should include a statement of recognition for the source of the knowledge, the community, and the People whose contributions are being shared (see 'Acknowledgement Protocol,' Component 13, below). - Is there an outdoor activity that is part of this lesson plan? (some lesson plans <i>may not</i> have an outdoor activity) <i>ii) Language</i> <ul style="list-style-type: none"> - Is one of the First languages of the territory/region incorporated in the lesson plan? (e.g. through invitation of speakers, use of videos). - Are opportunities included for oral, written, and visual communication? 	

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8. Holism	<ul style="list-style-type: none"> - Draw connections between the various components of the lesson plan. - Relate the content to everyday life in a positive sense. - Recognize each student as a whole person with their own experience and concept of self-identity. - Does the lesson plan provide opportunities to reflect on relationships with oneself, one another, and Creation? 	
9. Intergenerational Learning	<ul style="list-style-type: none"> - Can Elders or Knowledge Holders be involved in the development of a lesson plan? - Are community members, Knowledge Holders, or Elders invited to share in the learning process? - Are assignments/activities included that are to be completed at home, encouraging intergenerational learning with parent(s)/guardian(s), family, and community? 	
10. Participatory and Experiential Learning	Include at least one learning and/or assessment opportunity that is participatory and/or experiential, if applicable.	
11. Manifesting Ethics in the Classroom	The lesson plan manifests ethics in the form of: care, respect, truthfulness and trust, and integrity.	
12. Meeting Curriculum Expectations and Outcomes for Province/Territory	<p>In order to ensure that all students graduate with the same credentials, does this lesson plan meet provincial/territorial curriculum expectations or outcomes for the grade(s) for which this lesson plan has been designed? Indigenous specific content is added. (Note: NCCIE focused on meeting provincial or territorial <i>curriculum expectations and outcomes</i>, rather than Ministry or Departmental education standards. Certification that lesson plans meet these standards requires an approval process that NCCIE did not pursue due to time constraints. Teachers interested in using this template can pursue requisite certification/approvals).</p>	
13. Acknowledgement Language	<ul style="list-style-type: none"> - Each Lesson Plan needs to include a statement of recognition for the source of the knowledge, the community, and the People whose contributions are being shared (see 'Culture and Language', Component 7, above). -The wording you provide will appear at the beginning of your Lesson Plan. This is equivalent to your copyright. - In addition, the origin of this Lesson Plan is clearly articulated (People and Land where lesson plan originates). This identification lets others know that the content of the Lesson Plan is Indigenous Nation-specific. 	