

NATIONAL CENTRE FOR COLLABORATION IN INDIGENOUS EDUCATION (NCCIE)

NATIONAL INDIGENOUS LESSON PLAN - STRATEGIC REPORT

1. Background

The *Year 3 Scope of Work* of the National Centre for Collaboration in Indigenous Education (NCCIE) revolves around the development of educational resources and ready-to-use lesson plans for educators across Canada. Each province and territory will create its own culturally specific templates for lesson plans that will be approved by NCCIE curriculum specialists and administrators for publication on the NCCIE website. The Lesson Plan Template approaches the process of preparing a lesson plan from Indigenous perspectives (i.e. nation specific). This document set, i.e. the Strategic Report and the Lesson Plan Template Checklist, has been created after an extensive period of research and development, including review and feedback from NCCIE Regional Leads.

The aim of this Template is: a) to ensure that the minimum standards of Ministry of Education lesson plan guidelines are met; b) to ensure that Indigenous principles and values are incorporated into the lesson plans being developed for NCCIE to make available to educators across Canada through the website, nccie.ca; and c) to ensure consistency across the country for curriculum development associated with the *Year 3 Scope of Work* for NCCIE. When several regions (and communities within each region) are involved in designing new or modified lesson plans, having a tool that is consistent across the regions ensures that the process is organized, manageable, and efficient.

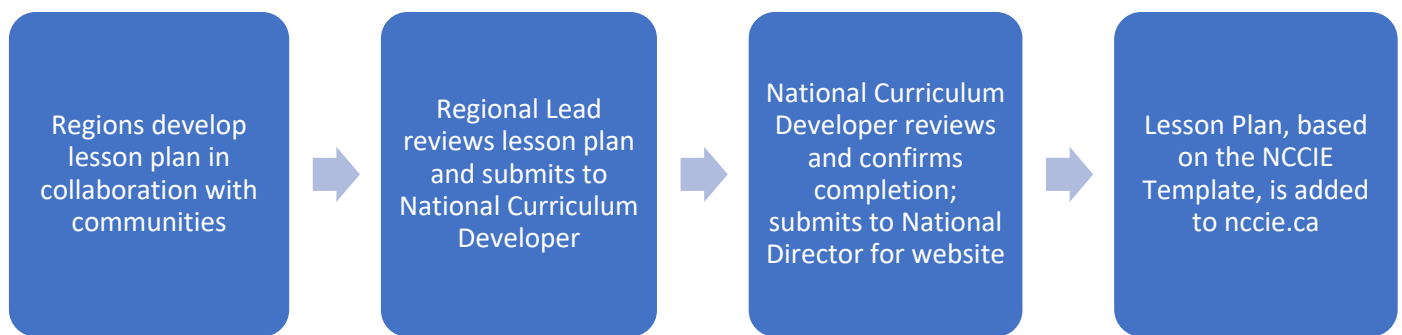
Year 3 Scope of Work is illustrated in the diagram in Appendix A. Part of the work undertaken during Year 3 by NCCIE regions involves: 1) seeking contributions of already-established and Ministry approved lesson plans that involve Indigenous topics (see Appendix A, Eastern Direction), which may or may not be augmented with the NCCIE Template; and 2) developing new educational resources, including lesson plans, with communities with whom Regional Teams have a pre-existing relationship (see Appendix A, Western Direction). The topic of a new educational resource/lesson plan aims to fulfill a need or gap identified by a

community (e.g., a group of Elders, a First Nation, a school or educational authority, a group of Indigenous educators, etc.). The lesson plans generated will be developed with the direction of community members and with the assistance of a local curriculum developer.

When developing a new lesson plan or augmenting a pre-existing lesson plan using the NCCIE Template, the NCCIE Checklist will help guide the process. The NCCIE Checklist summarizes the thirteen components to be completed. *Each of the thirteen components in the NCCIE Template are required*, having been carefully researched for both Ministry of Education standards and for creating lesson plans that embed Indigeneity in the content, delivery, and assessment. Using the Checklist ensures that each lesson plan is complete before the Regional Leads forward the document(s) to the National Curriculum Leads for review. Below is a diagram illustrating the overall process of lesson plan development, using the NCCIE Checklist as a guide and the NCCIE Template as a tool.

Option: Developing new Lesson Plans

When developing new Lesson Plans the process is:



Option: Gathering pre-existing Lesson Plans

When gathering pre-existing Lesson Plans the process is:



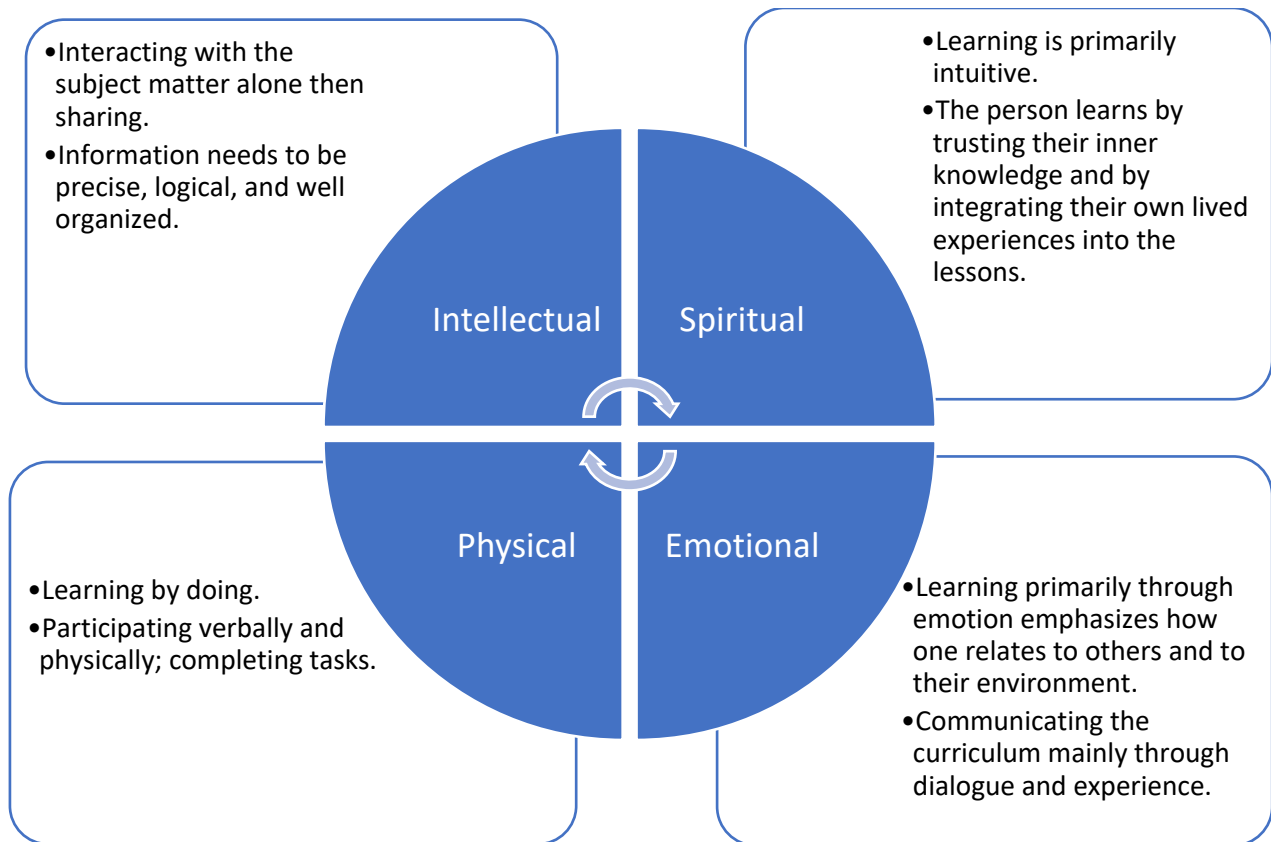
Notes for completing the NCCIE Template:

- Regional variations will be evident in components '5' and '7-10' on the template (below). These components create opportunities for distinct Indigenous cultures and knowledges to be represented and embodied in a Lesson Plan.
- 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.
- This statement of recognition (or 'acknowledgement language') will be included in the footer of each page of the Lesson Plan and accompanying documents made available on nccie.ca.

Respecting the distinct cultures and knowledges of diverse Indigenous nations in what is now Canada stands at the forefront of the NCCIE template. At the same time, commonalities are found among foundational teachings and pedagogies; NCCIE's template is grounded in these commonalities through the use of a 'Four Directions Education Model' (below).



FOUR DIRECTIONS EDUCATION MODEL



Paulsen, R. L.

The pedagogy represented in the 'Four Directions Education Model' is reflective of holism, i.e. to consider each other, ourselves, and all things connected in a balance of four dimensions of human beings: spiritual, emotional, physical, and intellectual. Although not all Indigenous Peoples use the circle as a representation of thought or as a teaching tool, the circle in this context is just one of the many ways of demonstrating: i) the concept of interconnections within ourselves and between each other; ii) holistic ways of thinking; and iii) the different learning styles that are unique for each individual (e.g., visual learners, auditory learners, etc.). The importance of addressing each direction is so the various learning styles of students are recognized and supported. The student is acknowledged and respected as an individual while being part of a larger group, and the classroom environment is based on equity and respect.

2. Addressing Learning Styles in the Curriculum

At first glance, it may seem daunting to include the various learning styles of students, yet following the process outlined below will make this task manageable.

Learning Styles in Theory

- Individuals have a dominant learning style (the 'Four Directions Education Model' identifies four principal learning styles). Learning in an environment that emphasizes the student's dominant learning style supports student success.
- It is to the advantage of all students that each of the four learning styles are incorporated into the instruction. Doing so ensures that each student is offered the opportunity to learn both in the environment in which they are most comfortable and also experience learning that emphasizes other's predominant styles. This practice facilitates respect for self and others, as well as providing an opportunity to expand one's comfort level by learning in various ways.

Learning Styles in Practice

- Lesson Plans are written for either one class or a cluster of classes within a Unit Plan.
- Using the 'cluster' as an example, if there are four classes in a plan of lessons then one class focuses on the Spiritual direction, one class focuses on the Physical direction, and so on.
- Using one class as an example, if the class is 40 minutes then the time can be broken into 10 minute intervals that focus on each of the directional learning styles, e.g. shifting from direct instruction (10 minutes), to a physical activity (10 minutes), to a class or small group discussion period (10 minutes), to an introspective time for absorbing the lesson (10 minutes). See the National Indigenous Lesson Plan Template for more details and examples of class planning.

3. Instructional Strategies in a Lesson Plan

Lesson Plans that are effective teaching and learning tools combine direct and indirect instruction, which is beneficial to accommodating the various learning styles of students. Examples are provided in the chart below.



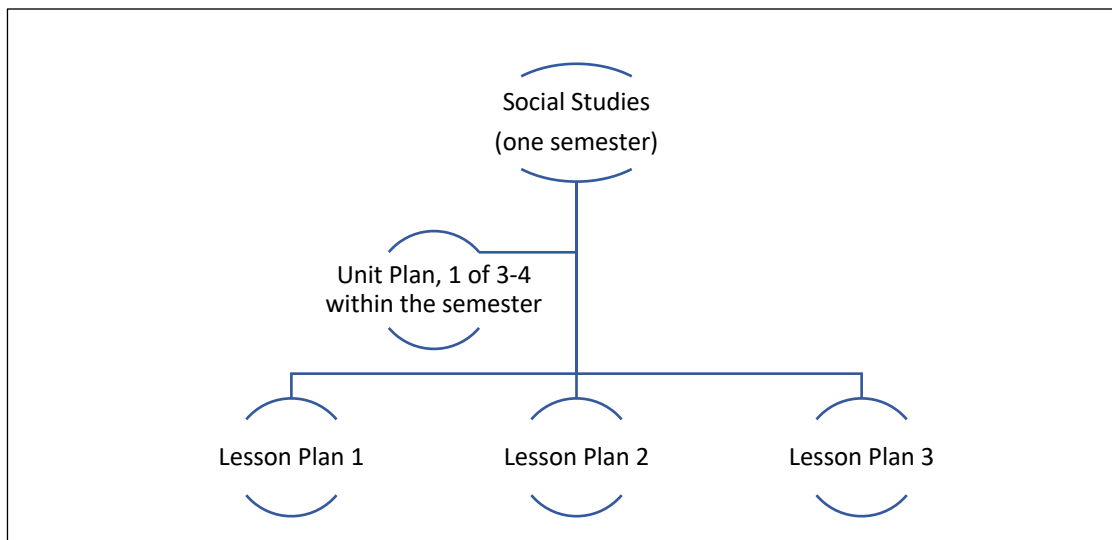
INSTRUCTIONAL STRATEGIES

DIRECT INSTRUCTION	INDIRECT INSTRUCTION
Lecture	Self-directed discovery
Guest speakers	Guided inquiry
Practice and drills	Concept mapping
Research reports	Case studies
Assigned questions	Composing

4. Lesson Plan Context

Following is a depiction of the context of Lesson Plans within the broader curriculum for K-12. This diagram uses the example of a Social Studies *course* that is one semester in length, i.e. usually sixteen weeks. The course is then sub-divided into a number of *Unit Plans*, usually three to four weeks in duration. Then, within each Unit Plan are *Lesson Plans* (usually 3-5 days in length) that build upon each other in sequence. Lesson Plans can also be written for one class only. These curriculum development steps meet the criteria for the course as established by the Ministries of Education across the regions. Meeting the Ministry standards, while at the same time developing Indigenous culturally specific curriculum, is essential for ensuring that Indigenous students graduate on par with their peers.

LESSON PLAN CONTEXT



5. Writing a Lesson Plan

Developing a Lesson Plan follows three steps:

- i) *planning* – which grade level; what is the subject within a specific Unit Plan
- ii) *designing* – how to put your plan into action in the classroom and incorporate different learning styles; how much time is required; what materials are required
- iii) *assessment* – what are the ways in which learning can best be assessed in order to establish the strengths and/or challenges for the student individually.

Embedding Indigeneity in the Curriculum

In addition to the requirements of Ministries of Education, an Indigenous curriculum adds the following principles to the design, content, delivery, and assessment of a Lesson Plan:

- *Local Needs*: recognizes communities, histories, and contemporary contexts of diverse Indigenous nations.
- *Holistic*: cross-curricular subjects link the content of the lessons so that learning is interdisciplinary, connections are drawn between the various contents of lessons, and the students are acknowledged as individuals within a group who have distinct talents, skills, knowledge, and experiences.
- *Culturally and Linguistically Focused*: The content, delivery, and assessment practices utilize the traditional and contemporary pedagogies that are specific to the diverse Indigenous nations. The community in which the Lesson Plan is being used is represented in both the content and the language/dialect of the community.
- *Community-based and Flexible*: The research and development is completed in partnership with the local community in which the Lesson Plan originates. This can be modified to fit the community which is accessing the Lesson Plan through nccie.ca. Elders, Knowledge Holders, community members, and family are included in the process.
- *Experiential and Participatory*: Life is not a spectator sport; neither is learning (which is a life-long process). Lessons are designed to provide ample opportunity for shared learning within the community, on-the-land learning, and student involvement in the learning and assessment process. Learning by doing is emphasized.

6. Lesson Plan Template

The 'National Indigenous Lesson Plan Template' (below) has been designed specifically for NCCIE Lesson Plan development across the regions nationally to ensure consistency.

The order of the components (1-13) is a sequence to follow when teachers plan their lessons. Each component builds on the other and using the check list ensures that every Lesson Plan meets all of the criteria. For example, this template serves for all grade levels and subjects from K-12. Hence, the first component for the Lesson Plan is to identify the grade level; from there the subject within that grade's Unit Plan is defined; from there the teacher can determine Learning Outcomes that apply to the grade level and subject matter, and so forth.

*** Details of the components follow below the template ***

NATIONAL INDIGENOUS LESSON PLAN TEMPLATE CHECKLIST

NOTE: The design of this Template is applicable to all regions, however, the content is designed regionally and therefore will be Nation-specific.

INSTRUCTIONS: AFTER you have created the Lesson Plan, please complete this Checklist to ensure all required content has been addressed in your Lesson Plan

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 specific subject within a Unit 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"> - Choose activities that reflect the four principal learning styles (spiritual, emotional, physical, and intellectual). - Is there an outdoor activity that is part of this Lesson Plan? (some Lesson Plans <i>may not</i> have an outdoor activity) - Inuit, Métis, or Indigenous assessment practices are incorporated into the Lesson Plan that 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	<p><i>i) Culture</i></p> <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 Language', Component 13, below). <p><i>ii) Language</i></p> <ul style="list-style-type: none"> - Is one of the first languages of the territory or region incorporated into the Lesson Plan? (e.g. through invitation of speakers or use of videos). - Are opportunities included for oral, written, and visual communication? 	
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	- 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 the Ministry of Education Standards	In order to ensure that all students graduate with the same credentials, this Lesson Plan meets the Ministry of Education standards and requirements for the grade(s) for which this Lesson Plan has been designed. Indigenous specific content is added.	
13. Acknowledgement Language	- 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 on every page of the Lesson Plan in the footer. This is equivalent to your copyright. - In addition, the origin of this Lesson Plan is clearly articulated at the top of the Lesson Plan beneath the title (People and place where Lesson Plan originates). This identification lets others know that the content of the Lesson Plan is Indigenous nation-specific.	



7. Additional Details of Template Components

- **Learning Outcomes**

Learning outcomes establish intent. Defining learning outcomes for each Lesson Plan creates a clear vision of the goal for the lesson as well as clarifying: i) what you want to achieve, what is your intent; and ii) how you are going to assess whether or not you have met the intent of your plan. Below is one example.

Learning Outcomes: Upon successful completion of this lesson, students will be able to

1. Demonstrate effective interpersonal communication (written, oral, and non-verbal) with parent(s)/caregiver(s), community members, Grandmother and Grandfather Elders, and each other in promoting healthy behaviour and a good mind.
2. Demonstrate an understanding of holistic learning that addresses the spiritual, emotional, physical, and intellectual aspects of knowledge and learning.

- **Activities**

In keeping with the 'Four Directions Education Model' discussed above, the following are examples of four directions-associated learning style related activities.

1. Spiritual Direction

- a) self-awareness exercises
- b) varied activities, some alone and some group
- c) sharing discussions
- d) debates, word games, acting.

2. Emotional Direction

- a) role-play/role-reversal
- b) learning with props/interactive
- c) video/audio use
- d) volunteering.

3. Physical Direction

- a) hand-outs with exercises
- b) role-play, storytelling
- c) hands-on detailed projects
- d) on-the-land learning.

4. Intellectual Direction

- a) clearly defined tasks
- b) organizing events
- c) field trips
- d) debates/role-play.

Other activities can include:

- outdoor experiential learning (see Appendix B for an guide to planning outdoor learning)
- participation in community events (e.g., including assisting with planning and organizing)
- personal inquiry exercises: journaling, word search and crossword puzzles (which can be an assignment for students to create), photo essays
- seasonal specific activities, e.g. building outdoor shelters, learning canoeing (the history of trade routes, original building techniques), culturally specific food sourcing and preparation
- drama/singing/drumming/dancing
- videos created specifically for the Lesson Plan and/or recommended videos/story pages found on nccie.ca

Activities can be modified for individual, small group, or whole class interactive learning experiences.

- **Student Well-being and Activities**

Due to the history of Indigenous Peoples in Canada (which includes tragic events and processes of colonization, genocide, the residential school system, etc.), student well-being stands at the forefront of curriculum design, teaching, and assessment practices. Students need to be made aware, in advance, of the nature of the activity, specifics of what it involves, and all topics that will be covered. Prior to role-playing, showing videos, or initiating any activity, please discuss your plans with your community Elders, Knowledge Holders, community and family members, school counsellor and/or the district school board's First Nations, Metis, or Inuit representative. Having support available after an activity is also highly recommended.



- **Culture and Language**

Culture and language are synonymous and permeate all levels of education. Lesson Plans emphasize the intrinsic connection between our perceptions, thought processes, behaviours, norms and mores, identity, and language (including written, oral, and dialects).

When the Lesson Plan, that is developed by a specific Indigenous nation, is accessed on NCCIE's website by another Indigenous nation, there is flexibility for the Lesson Plan to be adjusted to meet the cultural focus of the local community.

- **Holism**

Holistic education, which is teaching and learning through interconnecting, ensures that knowledge is not deconstructed into isolated segments. Learning, in the holistic sense, is a cycle of awareness and cumulative in processes that are embedded in each Lesson Plan.

Holism recognizes the interconnection between all living things and all of Creation. Further, each student is recognized and appreciated as a whole person. Connections are made between the content and everyday life in a positive sense.

- **Intergenerational Learning**

Traditional Indigenous education is based on the shared responsibility of the family and community. Incorporating assignments/activities to be completed at home encourages intergenerational learning with parent(s)/guardian(s), family, and community.

Intergenerational learning with Elders promotes cohesion within the community as well as a model of values such as respect for self, others, and all living things. Upholding this pedagogy, Elders are understood to be the most significant and valued 'educational resource', who are respectfully perceived as 'living libraries'.

Additionally, members of the community and Knowledge Holders can be invited to share their teachings with the class. In that role these community members engage with the teacher and students both within and outside of the classroom for holistic learning through participation and experience.

- **Participatory and Experiential Learning**

Participatory and experiential learning is at the heart of Indigenous education; it is a holistic framework that supports learning-through-doing so that learning becomes internalized and is life-long. This framework considers spiritual, emotional, physical, and intellectual aspects of our being, particularly in relation to our natural, built, and cultural world.

Holistic and interrelated inquiry processes of experiential education include:

- critically exploring facilitation for and through team-building
- presenting content, dialogue, and experiential learning through a positive lens
- cultivating inclusive and innovative learning environments that integrate a variety of instructional strategies, including: intergenerational learning with Elders, family, and community members; storytelling; and respectfully sharing and listening to personal and inter-personal perspectives
- critically exploring strategies to promote learning and sharing of experiential learning, including the use of Learning Lodges and pow wow grounds
- identifying that students' lived experiences, identities, narratives, development, strengths, interests, and individual needs inform lesson planning and implementation.

- **Manifesting Ethics in the Classroom**

The classroom, lessons, and evaluation processes that manifest the following attributes encourage teachers to be responsive pedagogical leaders, reflective and knowledgeable practitioners, self-assured problem solvers, and collaborative partners and leaders in learning environments and in communities. Doing so is positive role modeling for students.

- *Care*: includes compassion, acceptance, interest, and insight
- *Respect*: encapsulates trust and fair-mindedness; honours human dignity, emotional wellness, and cognitive development; models respect for spiritual and cultural beliefs
- *Trust*: embodies openness and honesty in professional relationships with students, colleagues, parent(s)/guardian(s), Elders, the community, and the public
- *Integrity*: is reflected through reliability and moral action.

Ontario College of Teachers, 2016

- Meeting the Ministry of Education Standards

In order to ensure that Indigenous students graduate on par with their peers, it is essential that curriculum developed for NCCIE meets regional Ministry of Education standards while at the same time maintaining Indigenous pedagogy.

- Assessment

Indigenous pedagogy and holistic education encapsulate a variety of teaching styles and similarly, a variety of assessment methods. Ensuring that the individuality of the student is fully recognized and respected supports and encourages their personal learning experience, self-identity, and well-being.

Assessment strategies provide consistent communication, meaningful feedback, and a progressive learning model so that students are afforded every opportunity to build on their learning experiences and absorb the lessons into their own understanding and everyday lives.

The following guiding concepts are facilitated through holistic inquiry processes:

- implementing fair, equitable, transparent, valid, and reliable assessment and evaluation methods that honour the dignity, emotional wellness, identity, and development of all students
- assessment *for* learning: implement on-going dialogue for feed-back, i.e. from teacher to student and vice-versa, in order to assess and adjust instruction
- assessment *as* learning: engage the student in their assessment and evaluation processes as a means to foster self-esteem, identity, maturation, and professionalism, as well as developing the students' capacity to be independent, autonomous learners
- assessment *of* learning: critically exploring feedback processes that empower and inspire students to make informed judgements about the quality of their learning
- learning processes support an in-depth exploration of concepts and inquiry.



Holistic Approaches to Assessment

- *Optional methods of inquiry:*
Teachers can empower students by giving them optional methods of inquiry (e.g. verbal, written, visual, tactile) through which students can discover and develop their personal learning processes.
- *Interactive learning:*
Culturally responsive instruction moves away from drills and towards interactive learning.
- *Working together collectively:*
Listening to student comments and letting each person explain their opinion and experience helps students accept and celebrate each other as individuals working together collectively.
- *Process and absorb the lessons:*
Be aware of non-verbal cues (participation is more than verbally expressing oneself), provide pauses between the question and the answer, and reflect a sense of pacing that includes times of silence and personal reflection for students to process and absorb the lessons.

- **Acknowledgement Language**

Acknowledging the origins of a Lesson Plan is essential to honour principles of ownership and control a partnering community has over its knowledge, culture, and language. NCCIE aims to ensure that anyone using a Lesson Plan accessed through the NCCIE website is fully informed of the necessity to respectfully acknowledge the People and place from where the Lesson Plan originates. The NCCIE team and the partnering community will collaborate on articulating a clear statement that meets the expectations of the partnering community in ensuring they are wholly acknowledged as the source of the knowledge being shared. More information will be provided to Regions on this important task.

- Each Lesson Plan that is accessible through nccie.ca will 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).

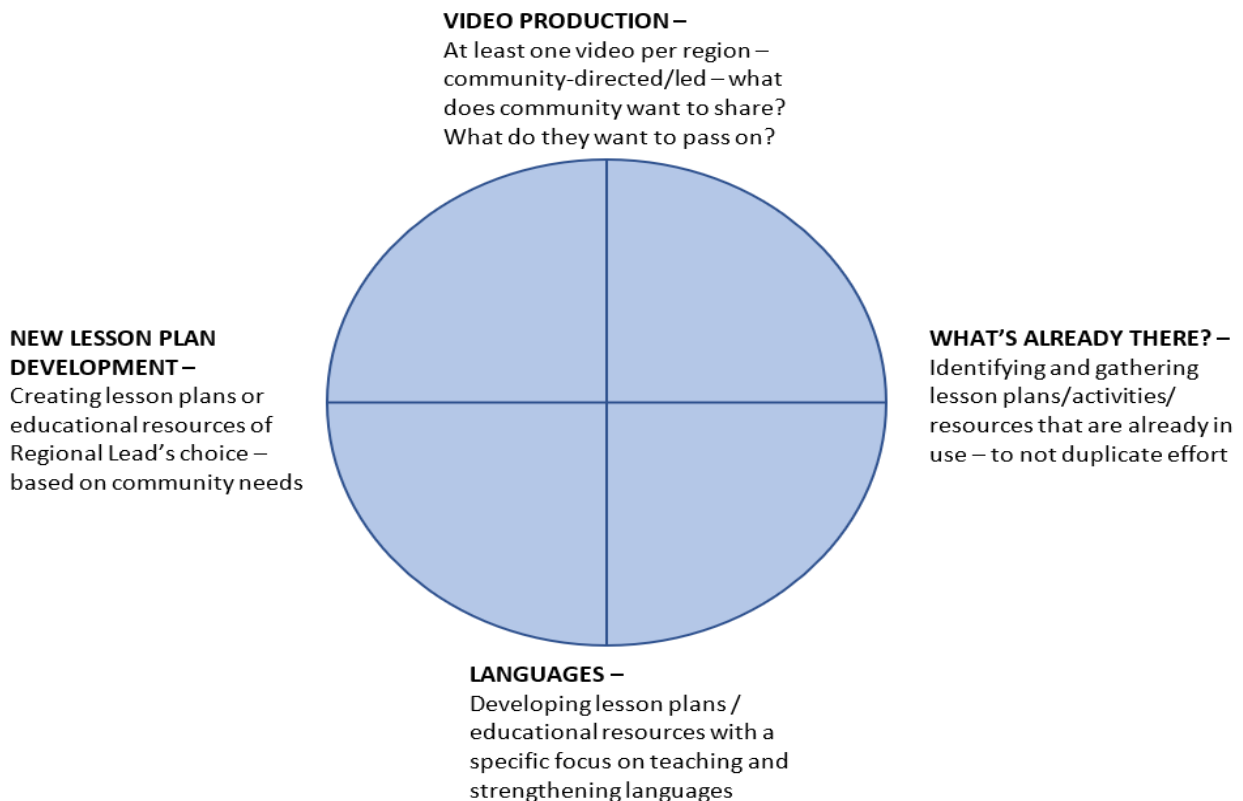
- The wording provided will appear on every page of the Lesson Plan in the footer. This is equivalent to the partnering community's copyright.
- In addition, the origin of the Lesson Plan is the first thing readers will see beneath the Lesson Plan title.

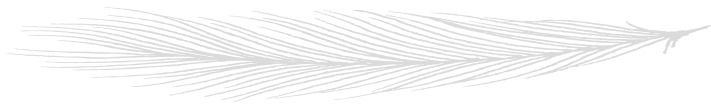
8. Conclusion

The responsibility of teachers is a sacred trust to the student as an individual and as part of a collective learning environment in the classroom; to parent(s)/guardian(s), family, and the community (teachers cannot operate remotely from them); and to their own well-being as teachers. The use of a National Indigenous Lesson Plan Template will help NCCIE members adhere to this trust through designing, implementing, and assessing curricula with consistency across all regions.

Appendix A

NCCIE YEAR 3 FOCUS LESSON PLAN/EDUCATIONAL RESOURCE DEVELOPMENT





Planning Outdoor/Community Experiential Education

Below is a checklist that can help in organizing an outdoor activity. Outdoor activities can be extended to develop a stand-alone on the land accredited course.

TEACHER'S CHECKLIST FOR PLANNING OUTDOOR EXPERIENCES IN EDUCATION

One month prior to the excursion:

- Confirm your request with your local school and district school board.
- Request your plans with the communities/centers/parks etc. which you will be visiting.
- Make alternate plans if the excursion relies on weather and needs to be cancelled.
- Articulate your goals for the excursion; plan related assessment and evaluation tools.
- Identify safety and risk management issues and corresponding processes.
- Contact volunteers and supports (including buses, food provision, etc.).
- Engage the students in creating a website for the excursion.

One week prior to the excursion:

- Send a Letter of Permission to the students' homes for signatures.
- Confirm with communities or centers that will be visited, volunteers, and supports.
- Ensure that all students know to bring their personal identification, medical needs, and emergency contact(s); emphasize that this information needs to be on their person at all times.
- Discuss excursion goals and protocols with the students.
- Review requirements for food (allergies), clothing, waste-free beverages, cell phone use, etc.

The day of the excursion:

- Arrive early to be available to organize buses, food, volunteers, and students.
- Collect all Letters of Permission; count, identify, and record each student.
- Ensure that any student with medical needs has appropriate accommodations in place and any medications required documented.
- Confirm that parent(s)/guardian(s) know the *exact* return time and place for picking up the students.

Following the excursion:

- Review the excursion in future classes to continue the learning and apply it to everyday life.
- Engage students in maintaining the website with pictures, text, links, and space for dialogue.
- Send notes of appreciation to all involved (have the students hand write them).

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