**NATIONAL INDIGENOUS LESSON PLAN TEMPLATE CHECKLIST: K-12**

**INSTRUCTIONS: *AFTER* you have created the Lesson Plan (using pages 5-9 in this package and Appendix A),**

**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 | - Establish the over-all time for the lesson;  - Breakdown the time into allotments for each component, including but not limited to:  i) instruction of lesson  ii) class discussion and other activities  iii) personal student reflection  iv) assessment |  |
| 5. Activities and Indigenous Assessment Methods | - 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 *may not* 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 | - 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 | *i) Culture*  - 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).  *ii) Language*  - 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? |  |
| 8. Holism | - 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 Curriculum Expectations and Outcomes for Province/Territory | 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 *curriculum expectations and outcomes*, 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). |  |
| 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 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. |  |

**INSTRUCTIONS FOR DEVELOPING A LESSON PLAN - USING THE NCCIE INDIGENOUS LESSON PLAN TEMPLATE PROVIDED ON THE NEXT FIVE PAGES (plus APPENDIX A)**

1. Read the ***Strategic Guide*** that accompanies this Lesson Plan template.
   1. In this Template, whenever you see reference to a ‘Component’ (e.g., *Component 1, Component, 2, etc.)*,this refers to the corresponding Component both on the Checklist and in the ***Strategic Guide.***
   2. As you are developing a Lesson Plan using this Template, you can refer to the ***Strategic Guide*** for explanations of each Component.
2. Work on completing this Lesson Plan Template with curriculum resource people and community representatives as necessary.
3. ***Lesson Plan Title Page***: page 5 – complete Components 1, 2, 3, 12, 13 and part of Component 4 of the Checklist.
   1. Complete each section on the *Title Page*.
   2. PLEASE NOTE: More than likely, some sections on this Title Page will need to be filled out and/or revised after completing other sections. Feel free to come back to the Title Page whenever necessary to enter or modify information as your Lesson Plan develops.
4. ***Four Directions Education Model***: pages 6-12 – Developing a Lesson Plan and Filling in the Template.
   1. Print the *Four Directions Diagram* to use as an illustration to help you complete Components 5, 6, 7, 9, 10, 11 and part of component 4 of the Checklist. This is just a visual illustration; you are not expected to fill in the circle diagram.
   2. Copy ‘Appendix A’ into a new Word document.

* Each quadrant of the diagram (spiritual, emotional, physical, and intellectual) has a dedicated page.
* For each bullet on a page, provide the information requested.
* Save the document often.
  1. Create handouts and/or worksheets and attach them to the Lesson Plan you have created.

1. Complete page 7 – *Holism* for Component 8 of Checklist.
2. Complete page 8 – *Additional Notes for Educators*; provide links to applicable NCCIE resources.
3. Complete the Checklist at the beginning of this Lesson Plan Template to make sure you have addressed all the components 1-13.

*Check box when complete*

**A complete NCCIE Indigenous Lesson Plan includes:**

* Lesson Plan Title Page
* Appendix A’ (completed)
* ‘Holism’ page
* ‘Additional Notes for Educators’ page, including links to NCCIE resources, if applicable
* Handouts, worksheets, and other printed material developed for the Lesson Plan

***IMPORTANT NOTE regarding the ‘Four Directions Education Model’ diagram and Pan-Indigenism:***

The Four Directions Education Model in this lesson plan template is circular to represent the holistic approach NCCIE encourages when developing a lesson plan from an Indigenous perspective. It is not to be interpreted as a Medicine Wheel or Medicine Circle. NCCIE acknowledges that not all First Peoples have Medicine Circle teachings, and NCCIE strives to respect the distinctness of Inuit, Métis, First Nations and Indigenous Peoples across Canada. The holistic ways of thinking and being among Indigenous Peoples in Canada are the foundation upon which this Four Directions Education Model and Indigenous Lesson Plan Template have been developed.

**LESSON PLAN TITLE PAGE: Click or tap here to enter title**

**COMMUNITY/NATION/ORGANIZATION WHERE THIS LESSON PLAN ORIGINATES:**

**Click or tap here to enter text.**

*(Components 1, 2, 3, 4, 12, 13)*

**GRADE LEVEL(S):** Click or tap here to enter text.

**SUBJECT(S):** Click or tap here to enter text.

**IF APPLICABLE:**

**-Course Code(s):** Click or tap here to enter text.

**-Unit Plan Title:** Click or tap here to enter text.

**-Stream:** academic  general  n/a

**LEARNING OUTCOMES** *(Component 3)***:** *Upon successful completion of this Lesson Plan, students will be able to:*

1. Click here to enter text.

2. Click here to enter text.

3. Click here to enter text.

**TOTAL LESSON PLAN TIME** *(Component 4)***:** insert timein days, hours, or minutes

**Breakdown of Lesson Plan for Time Management and Instructional Content:**

1. Instructional Time: insert days, hours, or minutes
2. Activity/Interactive/Group Discussion Time: insert days, hours, or minutes
3. Personal Student Reflection Time: insert days, hours, or minutes
4. Assessment Time: insert days, hours, or minutes

**MEETING THE MINISTRY OF EDUCATION STANDARDS** *(Component 12)***:**

*When completing this section, curriculum developers are advised to refer to their region’s Ministry of Education required standards for graduation requirements.*

This Lesson Plan meets the Ministry of Education standards for: insert name of province or territory  Yes  No

If this Lesson Plan does not meet your region’s standards, please explain what is missing:

Click or tap here to enter text.

**ACKNOWLEDGEMENT LANGUAGE** *(Component 13)***:**

* How do you wish for your community/school/organization to be acknowledged as the source for this Lesson Plan?
* The wording you provide will appear on every page of the Lesson Plan in the footer. This is equivalent to your copyright.

Click here to enter text.

Visual Illustration of the NCCIE Lesson Plan Template – Using a Four-Directions Model

**Intellectual -**

***Nurturing the Mind***

**Physical -**

***Activities and Experiences***

**Spiritual -**

***All Our Relations***

**Emotional -**

***Thoughts and Feelings***

**STUDENTS**

***BEGIN HERE:***

* Introductory/Foundational Knowledge for Educators on Lesson Plan subject matter:
* Intergenerational learning with Elders and/or Knowledge Holders:
* Where to find additional information on topic (oral or written):
* **Activity:***Personal Reflection Time*

*(relationship with oneself - nurturing identity and connecting with thoughts and feelings):*

* ***Indigenous Ways of Assessing Progress with Learning Outcomes:***
* NCCIE Videos and Resources related to Lesson Plan:
* **Description of Activities:**
* **Relationship with**

**The Land – Outdoor**

**Activity***(this may also*

*be described in the*

*‘Physical’ quadrant):*

* **Materials for each of the Activities***(note: if worksheets, videos, assessment tools, or other handouts accompany this Lesson Plan, attach them to the end of this document)****:***
* ***Ho*How are Language and Culture included?**
* **Relationship with Other Classmates – Practicing Ethics in the Classroom through:**

**Care**

**Respect**

**Truthfulness and Trust**

**Integrity**

* **Relationship with Family:***Homework or assignments to do together with parents/guardians/ siblings/extended family/community members:*

**HOLISM: EVERYTHING IS RELATIONAL**

***‘The whole is greater than the sum of its parts.’***

Family

Class

Teacher

Support

Services

Community

Territory/’The Land”

The centre dot represents each student in a class or learning space. The student’s relationships with family, classmates, the teacher, and a support service network all contribute to a student’s well-being and progress as a learner.

- The concentric circles represent how each student is part of a larger whole, how everything and everyone is related and connected to one another.

- The Community can be a First Nation, a city, town, neighbourhood, and/or school.

- Territory/“The Land” represents all Creation – land, water, air, plants, animals, the sun, the moon, the stars, everything seen and unseen – upon which human beings are dependent for our survival and well-being.

- Holistic Indigenous education occurs in all places: school, home, the community, and on the land.

***In the list below: - How many components are incorporated into this Lesson Plan?***

***- The more boxes you can check, the more ‘relational’ and ‘holistic’ your Lesson Plan is.***

Language and culture

Participatory and experiential

learning activities

Intergenerational learning with

Elders/Knowledge Holders

Intergenerational learning with

family and community

Learning on-the-land: developing

a respectful relationship with

the land

Lesson Plan offers a variety of ways

for students to learn according to

different learning styles and attention to the whole being

Attention is given to developing healthy

relationships in school, with family, and in the

community

Lesson Plan provides opportunities to practice

and learn ethics regarding one or more of the

following:  *care, respect, truthfulness and*

*trust, and integrity*

Lesson Plan provides an opportunity to help

students develop a positive relationship with

oneself through respect and care for oneself

Lesson Plan provides at least one

opportunity for personal reflection on thoughts and feelings on the lesson

Connections are made with everyday life

**ADDITIONAL NOTES FOR EDUCATORS**

1. ***Additional information*** *(i.e., subject matter, content, etc.):*

This section provides additional information to supplement the ‘Introductory/Foundational Knowledge’ provided in the *Intellectual* quadrant of the Lesson Plan.

Where can the educator go to find additional background information if necessary? (if none, enter 'n/a')

Click here to enter text.

1. ***Documents Attached*** (e.g., Worksheets, Handouts, Background Literature, Assessment Tools, Video links, etc.).

List all attachments here:

Click here to enter text.

1. ***NCCIE Videos****:* Are there any videos or features on NCCIE.CA that relate to and can be used in this Lesson Plan?

**Yes  No**

If Yes, list NCCIE.CA videos and/or features here:

Click here to enter text.

**APPENDIX A**

**Indigenous Lesson Plan Template – Detailed Form**

INTELLECTUAL – *Nurturing the Mind*

*Checklist Components:*

*- 4: ‘Instructional Content’ (Background/Foundational Information)*

*- 9: ‘Intergenerational Learning’*

* ***Introductory/Foundational Knowledge for Educators:*** *This may be a few paragraphs or a few pages. What background information does the educator need to know to use this Lesson Plan?*

Click here to enter text.

* ***Intergenerational Learning - Were Elders, Knowledge Holders, and/or knowledgeable and respected community members invited to be a part of the Lesson Plan development?*** *Please describe how they were involved in the creation of this lesson plan.*

Click here to enter text.

* ***Intergenerational Learning – how can Elders, Knowledge Holders, and/or knowledgeable and respected community members be invited to participate in the delivery of this lesson plan?***

Click here to enter text.

* ***Where to find additional information on topic (oral or written):*** *e.g., articles, videos, websites, etc.; provide url links wherever possible.*

Click here to enter text.

* ***NCCIE Videos and Resources related to the Lesson Plan:*** *Please list any NCCIE videos and/or other NCCIE resources that may i) provide educators with additional background knowledge and insights; or ii) that may be incorporated into Lesson Plan activities (e.g., watching a video, exploring a map, etc.).*

Click here to enter text.

PHYSICAL – *Activities, Experiences, and Materials*

*(Copy-and-Paste this page as many times as you need – one per Activity)*

*Checklist Components:*

*- 5: ‘Activities and Indigenous Assessment Methods’*

*- 6: ‘Materials’*

*- 7: ‘Culture and Language’*

*- 9: ‘Intergenerational Learning’*

*- 10: ‘Participatory and Experiential Learning’*

**ACTIVITY #­­\_\_\_\_ Class/Group Activity: Name of Activity**

*e.g., Group Discussion Time, Class Interaction (role play, interviews), On-the-land, Elders’ teachings, etc.*

**Time: in hours and/or minutes**

**Purpose of this Activity: How does this Activity contribute to the Learning Outcomes?**

Click here to enter text.

**What will the students be doing? Describe what the educator will be asking students to do.**

Click here to enter text.

**Are there a variety of activities or assignments that reflect different ways students learn (e.g., if they are relational learners (spiritual); intuitive learners (emotional); hands-on, experiential learners (physical); logical learners (intellectual); or a combination thereof? Check all that apply and briefly explain the relevant task, assignment, etc.:**

**Spiritual**  briefly note how Activity connects with relational learners

**Emotional** briefly note how Activity connects with intuitive learners

**Physical**  briefly note how Activity connects with experiential or visual learners

**Intellectual** briefly note how Activity connects with logical learners

**Where can the educator go to find additional background information if necessary? (if none, enter 'n/a')**

Click here to enter text.

**Materials for this Activity** If worksheets, videos, assessment tools, or other handouts accompany this Lesson Plan, list them here and attach copies.

Click here to enter text.

SPIRITUAL – *All Our Relations*

*Checklist Components:*

*- 5: ‘Activities and Indigenous Assessment Methods’*

*- 7: ‘Culture and Language’*

*- 9: ‘Intergenerational Learning’*

*- 11: ‘Manifesting Ethics in the Classroom’*

* ***Relationship with The Land – Outdoor Activity*** *(this may have already been noted/described in the ‘Physical’ quadrant; if there is no outdoor component, write ‘n/a’ or leave blank):*

Click here to enter text.

* ***How are Language and Culture included?*** *For example, if an activity contains a language exercise, or if a story is shared in a language, etc., please note here.*

Click here to enter text.

* ***Relationship with Other Classmates – Practicing Ethics in the Classroom around:***

***How does this Lesson Plan create opportunities to practice one or more of these ethical values? Check one or more, depending on focus of Lesson Plan.***

***Care***

***Respect***

***Truthfulness and Trust***

***Integrity***

Click here to briefly explain how one or more of these ethical values are included in activity

* ***Relationship with Family: Homework or assignments to do with parents/guardians/ siblings/extended family/community members:***

Click here to enter text.

* ***How are students encouraged to reflect and think about ways in which the Lesson Plan applies to one’s everyday life?***

Click here to enter text.

EMOTIONAL *– Connecting with Thoughts and Feelings*

*Checklist Components:*

*- 5: ‘Activities and Indigenous Assessment Methods’*

*- 8: ‘Holism’*

* ***Activity******: Personal Reflection Time (nurturing identity and relationship with self).***

*What assignment or assignments can an educator give to students that provide(s) time for them to think and reflect on the lesson? What are/were their thoughts and feelings during and after activities/experiences associated with the lesson? What have they learned from the lesson?*

Click here to enter text.

* *How are students encouraged to reflect on their identity: who they are; where they/their ancestors are from; what is important to them? If not applicable, write n/a.*

Click here to enter text.

* ***Indigenous Ways of Assessing Progress with Learning Outcomes:***

*What are alternative ways an educator can assess a student’s learning progress? If worksheets are associated with an assessment practice, please attach copies.*

Click here to enter text.