



# What is 'Indigenous' about the Lesson Plans

**In this Tip Sheet:** You will learn about the Indigenous lens with which the lesson plans on NCCIE.CA have been created.

Lesson plans on NCCIE.CA have been created with an Indigenous lens, which means:

- The NCCIE [lesson plan templates](#) have been designed with the guidance of the Elders' Council at First Nations University of Canada, kêhtê-ayak.
- Lesson plans on NCCIE.CA have been created with the direction and guidance of **First Nation, Métis, and Inuit Peoples and organizations**;
- Respect is shown to the People and the Land where the knowledge originates with an '**Acknowledgement Protocol**.'
- A **holistic lens** respecting Indigenous ways of knowing and being is applied (see the document "[Holism: Everything is Relational](#)");
- **Students are placed at the centre of learning.**

## ACKNOWLEDGEMENT PROTOCOL

- The Peoples collaborating with NCCIE were asked to create an '*Acknowledgement Protocol*,' they would like educators or learners to read before teaching each lesson.
- The '*Acknowledgement Protocol*' honours the People and the Land where the knowledge originates.
- Please read the '*Acknowledgement Protocol*' at the beginning of the lesson to your group of learners.
- If the lesson plan is from a place different from where you are, in whose territory are you located?
- Search the internet to find information about '*Land Acknowledgements*' and their purpose.
- Have a discussion with your class about the meaning of '*Land Acknowledgements*' and how you can make '*Land Acknowledgements*' more meaningful to you and your class.

## HOLISM AND ALL OUR RELATIONS

- Each lesson plan has been developed with an Indigenous lens that is holistic, a way of seeing the world that acknowledges our relationships with 'all our relatives' - the land, the waters, plants and animals, wind, the sun, moon, stars, other human beings, and more - everything seen and unseen.
- With 'all our relations' in mind, the lesson plan developers have considered how a lesson provides and/or nurtures:
  - *Relationship with the land*
  - *Outdoor learning experiences*
  - *Language and culture*
  - *Intergenerational learning with Elders or Knowledge Holders*
  - *Relationship with family, ancestors*
  - *Ethics in the classroom (care, trust, respect, integrity)*
  - *Healthy relationships in school and community*
  - *Different learning styles of students*
  - *Connections with everyday life*
  - *Participatory and experiential learning*
  - *Healthy relationship with self and identity*
  - *Personal reflection time*

## Students are at the centre of learning.

### ACTIVITIES

- In '*Activities*' read how each activity may connect to learners with different learning styles:
  - *Spiritual (e.g., Relational) learners*
  - *Physical (e.g., Tactile, Experiential) learners*
  - *Intellectual (e.g., Rational, Logical) learners*
  - *Emotional (e.g., Feeling, Intuitive) learners*

### ASSESSMENT

- Indigenous approaches to assessment may be suggested as alternatives to conventional assessment methods.

