

Checklist for Teachers Adapting Lesson Plans from Another Region *

1. Preview the ‘Read First’ information on the NCCIE website (and appearing below this checklist; see: <https://www.nccie.ca/teaching-resource-centre/>).
2. Preview the acknowledgement for the lesson plan on the NCCIE lesson plan webpage.
3. Know the territory that you are in so that you can adapt the lesson plan to local First Nations, Metis, or Inuit peoples and territory as well as Ministry of Education and Board documents.
4. Familiarize yourself with the 3-part lesson plan template—Minds On, Activity(ies), and Consolidation—and its learning outcomes (see Chapter 3 of this guide for more information).
5. Review Ministry of Education grade-specific curriculum guides, Ministry policies on Indigenous content, and guides for First Nations, Métis, and Inuit curricula that are relevant to your area.
6. Contact the Indigenous Lead in your school board for guidance. When you meet, come prepared to: share ideas for adapting the lesson plan to local curricula and territory, if needed; ask for guidance for resources that you need to deliver this lesson (i.e., Indigenous resource people, videos, and places to go that are significant in your area); and discuss modifications, if needed, to initiate the lesson plan (see Chapter 4 of this guide for more information).
7. Talk with students about the territory and Indigenous Peoples from the original lesson plan and your area to create a baseline of students’ existing knowledge (see Chapter 4 of this guide for more information).
8. Ask Indigenous Lead to introduce you to local Indigenous Elders and Knowledge Keepers to form a relationship (following local protocols, e.g., tobacco, cloth, etc.)
9. Meet with Elder(s) and/or Knowledge Keeper(s), following local protocols, review the territory and People(s) of the original lesson plan, heed their suggestions to adapt the lesson plan to where you teach, and invite them into your classroom. Clearly explain your request. Wait to see if request is accepted.
10. If accepted, welcome the Elder(s) and/or Knowledge Keeper(s) into the classroom, following local protocols (e.g., tobacco, small gift, honorarium, etc.) and Board and school customs.
11. If Elders and Knowledge Keepers are unavailable or restrictions exist to have them in the classroom, find resources through the NCCIE website (e.g., see interactive map in the “Stories” section of NCCIE.CA) to find videos for your local area. These resources can also augment your lesson plan. Discuss with your board’s Indigenous Lead.
12. If invited into the community, prepare, and offer a gift or honorarium for the Elders or Knowledge Keepers as a way to give back to them for their time and the knowledge they shared (see the Indigenous Lead for an appropriate offering).
13. Remember that your role as an educator is a facilitator and a learner. Learn with your students.

* *This checklist was developed while two teachers adapted a land-based lesson plan from Alberta to their contexts as teachers in Ontario (see section 51:41-1:17:40 in Chapter 4). Please adapt this checklist to your purposes and contexts.*

Important Notes to Read First

These resources are not ‘one-size-fits-all,’ meaning that First Peoples’ cultural practices and knowledges differ from one People to the next. Specifically, the cultural practices or knowledge that may be shared in a lesson plan relate principally to the Land and the People where the lesson plan originates. When using a lesson plan that does not originate in your geographic area, please respect the fact that traditions, protocols and cultures that are described in the lesson may differ where you live. You are welcome to use any of the lesson plans and videos while being cognizant of the distinct differences that exist among First Peoples across Canada (and around the world). You are encouraged to connect with the First Nations, Métis, or Inuit communities and organizations where you live to learn about the diversity of cultures near you.

- The knowledge being shared in each lesson plan is specific to a Land and its People
 - Please respect and read the ‘Acknowledgement Protocol’ that communities have provided before beginning lessons and/or watching videos.
 - If you select a resource that is from someplace else, in addition to using it in its original form (with proper acknowledgements as provided), you are encouraged to contact community members in your area to learn how the resource may be augmented in ways that are connected to the Lands and Peoples where you live
 - NCCIE does not promote the idea of Pan-Indigeneity, meaning the knowledge being shared in each lesson plan is distinct to the Land and the People where that knowledge originates.
- These lesson plans are not intended to be prescriptive, meaning: If you wish to adapt a lesson to suit your class, grade or group, you are welcome to do so.
- If you have any questions about any of the lesson plans, each lesson plan includes a contact email for you to access.
- NCCIE.CA is, by no means, a replacement for the numerous and diverse, or region-specific, websites that exist on the internet, providing educators with lesson plans and other teaching resources. Click [HERE](#) for a list of links to other websites across the country supporting educators in their efforts to incorporate Indigenous perspectives in their teaching environments.

Indigenous Communities

These two words may mean different things to different people. NCCIE supports the following perspectives:

- The use of the word “Indigenous” is in no way intended to make generalizations about the distinctness and diversity of the original Peoples of Canada or the world. “Indigenous” is meant to be inclusive of First Nations, Métis, Inuit, non-status Indians and other rights holders’ classifications.
 - “Peoples” is capitalized to respect the distinctness and nationhood of First Nations, Métis, and Inuit Peoples.
- “Communities” refer to Inuit, Métis, and First Nation groups – on- or off-reserve, urban, rural, or remote. Community partners involved in developing the videos and educational resources with NCCIE may be individuals, schools, First Nations, or organizations.

Giving Back

NCCIE regions across Canada have co-developed these resources with community partners in the spirit of reciprocity – to ‘give back’ and ‘feed’ communities, contributing to the ever-growing set of on-line educational resources that privilege Indigenous perspectives. First Nation, Métis, and Inuit community partners were asked by NCCIE if they would like to develop a learning resource of their choice, with the support of NCCIE teams – as a way of showing gratitude for their participation in NCCIE initiatives in years past. Communities have taken the lead in these projects, with NCCIE providing logistical, technical, and financial support.

Source: This information was retrieved from <https://www.nccie.ca/teaching-resource-centre/>.