



Date: _____

Understanding Indigenous Stories and Storytelling

ACKNOWLEDGEMENT

Please read this Acknowledgement before the start of this lesson to respect the knowledge that is being shared and the Land of the People where the knowledge originates.:

We respectfully acknowledge the original lands of the Indigenous Peoples of Treaty 4: Cree, Saulteaux, Nakota, Dakota, Lakota whose stories are shared through Knowledge Keepers and Elders to inform our understanding of how to live in a good way. As well, we acknowledge the homeland to many winged, four-legged, crawling, and water creatures.

LEARNING OUTCOMES

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

1. View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Growing Up), social responsibility (e.g., Going the Distance), and efficacy (e.g., Making Our Community More Peaceful). [English Language Arts 6 (Comprehend and Respond) - CR6.1]
2. View, listen to, read, and respond to a variety of visual, multimedia (including digital), oral, and print texts that address the grade-level themes and issues related to identity, social responsibility, and efficacy including those that reflect diverse personal identities, worldviews, and backgrounds (e.g., appearance, culture, socio-economic status, ability, age, gender, sexual orientation, language, career pathway). [English Language Arts 6 (Comprehend and Respond) - CR6.1a]
3. Discuss own and others' understanding of various community and cultural traditions in various times and places as portrayed in a variety of visual, multimedia, oral, and print texts. [English Language Arts 6 (Comprehend and Respond) - CR6.1e]

LIST OF ACTIVITIES

1. Inviting an Elder to Tell Stories

MATERIALS

- The Stories I Can Tell
- Dene Legend of The Boy and The Deer



Indigenous Ways of Knowing & Being

Origin

Treaty 4
Regina
Saskatchewan

Learning Level / Grade

6

Also: Kindergarten, 1, 4, 7, 10,
12, 9, 3, 2, 5, 8, 11



60 mins

Related Subjects

English Language Arts

DESCRIPTION

By introducing Indigenous stories to students they will be able to know what Indigenous storytelling is like and why stories are told in the winter season. After reading a couple of stories students should be able to identify what happened in the story and reflect on its meaning.

HOLISM AND ALL OUR RELATIONS

This lesson plan has been developed with an Indigenous lens that is holistic in nature, a way of being and knowing that acknowledges our relationships with 'all our relations', including plants and animals, other human beings, the water, land, wind, sun, moon, stars, and more - everything seen and unseen. With 'all our relations' in mind, this lesson plan has been developed with a focus on:

- Language and Culture
- Intergenerational learning with Elders/Knowledge Holders
- Relationship with family, ancestors
- Ethics in the classroom: care, truthfulness and trust, respect, integrity
- Personal reflection time (connecting with thoughts and feelings)
- Connections are made with everyday life
- Different learning styles; attention given to mind, body, and spirit

TEACHERS' GUIDE

Background/Foundational Information

- Elders, Knowledge Keepers, and local community members are invited to join the classroom to share a story or teaching, respecting the protocol of appropriate season. They will be representatives of the Indigenous groups from Treaty 4: Salteaux, Cree, Dakota, Lakota, and Nakota.

***Each representative group are sharing stories or teachings in the videos.

ACTIVITIES

1 - Inviting an Elder to Tell Stories

Purpose

The students will learn about Indigenous culture and people through stories told in specific seasons. Students will view, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Growing Up), social responsibility (e.g., Going the Distance), and efficacy (e.g., Making Our Community More Peaceful).

Time: 30 mins

Activity Instructions

1. Invite an Elder or Knowledge Keeper to the classroom whose specialty is storytelling.
2. Introduce a story or two for students to know what Indigenous storytelling is like.
3. If an Elder is not available you can always find legends or Indigenous story books in the library or community resources.
4. **If you are unable to find an Elder or Knowledge Keeper, you may choose to use this lesson focusing on the videos with the links in the resources section. In order to acknowledge where the knowledge in the video comes from, the teacher must take care and acknowledge them as an individual with a phone call, email, letter, etc. The teacher must also give back to the land with one of the four medicines (tobacco, sage, sweetgrass, or cedar).*
5. Introduce the guest speaker and have them introduce themselves further by explaining where they come from and what language(s) they speak. Ask them to share an oral story with the students and explain why we only share stories in the winter. The storyteller will decide which story based on content and length appropriate for the students they are addressing.
6. Read the legend or children's book to the students and discuss what happened in the story and what they liked about it. Invite them to draw a picture of their favourite part. You will have to write their thoughts for students in Grades K-1. All other grade levels can add their own words to go with their picture.

Additional Background Information for this Activity

Resources for Indigenous children's literature: Your local library First Nations, Inuit, and Métis Books <https://goodminds.com>

This activity is designed to connect with learners with these learning styles...

- Spiritual (e.g., Relational) Learners
- Physical (e.g., Tactile, Experiential, Visual) Learners
- Intellectual (e.g., Rational, Logical) Learners
- Emotional (e.g., Feeling, Intuitive) Learners

... in the following ways:



The following activities reflect the four principal learning styles:

1. Physical: Listening: this is the most important element for active learning in storytelling.
2. Emotional: story is a gift that teaches something important for life.
3. Spiritual: the spirit and emotion are tied here as both are moved through story.
4. Intellectual: learning lessons from an oral story or Indigenous children's book requires attention and listening in order to understand new knowledge and/or the lesson of the story.

Materials

Click the 'Link' to open and view videos.

To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.

Resource Title	Type
The Stories I Can Tell	Link 
Dene Legend of The Boy and The Deer	Link 

TEACHING NOTES

ASSESSMENT





This section contains information for assessing progress in students' learning. While Indigenous approaches to assessment may be highlighted, conventional assessment methods may also be discussed.

The teacher can assess the students learning by their aesthetic response in either painting or drawing a picture of something they have learned. The older students can write about what they have drawn or painted.

ADDITIONAL RESOURCES

Click the 'Link' to open and view videos.

To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.

Resource Title	Type
Office of the Treaty Commissioner	Link 
The Office of the Treaty Commissioner has resources for groups or individuals in school or in workplaces who want to be educated.	
Walking Together: First Nations, Métis, and Inuit Perspectives in Curriculum	Link 
Oral Traditions	
Full Circle: First Nations, Métis and Inuit Ways of Knowing	Link 
"Full Circle: First Nations, Métis and Inuit Ways of Knowing is the fifth in a series of Common Threads classroom resources produced by and for Ontario Secondary School Teachers' Federation (OSSTF/FEESO) members. Each project in the series tackles an important social issue that is cross-curricular in nature and compels students to examine their beliefs, choices and actions."	
Inspiring Success: First Nation's and Métis, Pre K – 12 Education Policy Framework	Link 
The Saskatchewan Ministry of Education's <i>Inspiring Success: First Nation's and Métis, Pre K – 12 Education Policy Framework</i> is being followed. It contains guidelines and protocols for Indigenous content, as well as the content itself.	

HOLISM AND ALL OUR RELATIONS

This lesson plan has been developed with an Indigenous lens that is holistic in nature, a way of being and knowing that acknowledges our relationships with 'all our relations', including plants and animals, other human beings, the water, land, wind, sun, moon, stars, and more - everything seen and unseen. With 'all our relations' in mind, this lesson plan has been developed with a focus on:

Language and Culture
The telling of story by a storyteller or Elder is embracing the oral tradition of how knowledge is passed on. Indigenous languages may be used in the oral storytelling. The Elder or storyteller may introduce a work or two in sharing their story.
Relationship with family, ancestors
Once students have learned the story they are encouraged to share the story with their parent(s)/guardian(s).
Connections are made with everyday life
How the story relates to everyday life will depend on which story is shared. The students will be able to identify with the story in one way or another. A story as a teaching tool will have students reflect on relationships in general – human or creation.

Intergenerational learning with Elders/Knowledge Holders

Were Elders or Knowledge Holders involved in the development of this Lesson Plan? Yes
Can Elders or Knowledge Holders be invited to help teach part of this lesson plan? Yes

Intergenerational learning with Elders/Knowledge Holders**Ethics in the classroom: care, truthfulness and trust, respect, integrity**

This lesson plan manifests respect by being a "good listener" to the storyteller or Elder.
Respecting protocol and offering tobacco to the Elder or storyteller by the teacher or a select student models an ethical practice.

Different learning styles; attention given to mind, body, and spirit**Personal reflection time (connecting with thoughts and feelings)**

After the story, students will reflect on what they have learned in their writing journals. Student's reflective journals will show their learning.

OTHER DETAILS

This Lesson Plan aims to meet curriculum expectations or outcomes for: Saskatchewan Yes

Stream: Academic

RELATED LESSON PLANS

- [Projet de narration numérique avec les aînés](#)
- [Histoires de Premières Nations](#)
- [Elder Digital Storytelling Project](#)
- [Youth Digital Storytelling Project](#)
- [First Nation Stories](#)

CONTRIBUTORS

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QUESTIONS/MORE DETAILS

For Questions contact: [Bettina Schneider \(bschneider@fnuniv.ca\)](mailto:bschneider@fnuniv.ca) for more information.