



Date: _____

Bringing Indigenous Education Lesson Plans to Pre-service Teachers



Teacher
Training

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.:

This lesson plan was developed at Lakehead University, which is located on the traditional territory of Fort William First Nation, signatory to the Robinson Superior Treaty of 1850. The land on which we gather is the traditional territory of the Anishinaabeg.

LEARNING OUTCOMES

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

1. Identify components of wholism, Indigenous cultural perspectives, intergenerational learning, and reflection in lesson plans.
2. Revise a lesson plan to greater incorporate wholism, Indigenous cultural perspectives, intergenerational learning, and reflection.

LIST OF ACTIVITIES

1. Introduction
2. Small Group Activity
3. Whole Class Sharing

MATERIALS

- Lesson Plan Review Handout
- Assessment Resource: Feedback Form
- Assessment Resource: Lesson Plan Review Handout Exemplar
- Sample Lesson Plan
- Supplies: chart paper and markers
- Assessment Resource: Feedback Form
- Assessment Resource: Lesson Plan Review Handout Exemplar
- Assessment Resource: Feedback Form
- Assessment Resource: Lesson Plan Review Handout Exemplar

Origin

Northwestern Ontario
Thunder Bay
Ontario

Learning Level / Grade

Post-Secondary



75 mins

DESCRIPTION

The purpose of this lesson plan is for pre-service teachers to explore lesson plans using an Indigenous Education checklist (provided by NCCIE). The checklist supports the development of wholism, localized cultural inclusion, intergenerational learning, and ethics in the classroom. The goal of this lesson is to show pre-service teachers how to apply aspects of Indigenous education (i.e. wholistic engagement and nurturing of their students) into their future lesson planning.

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:

- Nurturing healthy relationships in school and community
- Ethics in the classroom: care, truthfulness and trust, respect, integrity
- Personal reflection time (connecting with thoughts and feelings)
- Participatory and experiential learning activities

TEACHERS' GUIDE

Background/Foundational Information

- The foundations for this lesson plan activity emerge from the Association of Canadian Deans of Education (ACDE) *Accord on Indigenous Education (AIE)* and the Truth and Reconciliation Commission's (TRC) *Calls to Action*. The authors of the *Accord* - Archibald, Lundy, Reynolds, and Williams - call for "increased national dialogue and cooperative action for improving Indigenous education" (p. 2) within Initial Teacher Education (ITE) and Indigenous Initial Teacher Education (IITE) programs.

Lakehead University is one of many Canadian universities that signed the *Accord on Indigenous Education* and agreed to aspire to its vision, principles, and goals in their education programs (p. 1). Relatedly, the TRC's (2015) *Calls to Action* include action items for administrators and faculty members within post-secondary institutions to educate teachers on how to integrate Indigenous knowledge(s) and teaching methods into their classrooms. Teacher-educators are well-positioned to do this work with teacher candidates/pre-service teachers.

This lesson plan activity with pre-service teachers is grounded in calls from the AIE and the TRC. The specific areas that pre-service teachers will explore include: Community/Nation acknowledgement; the inclusion of Indigenous cultural perspectives and language; wholism; intergenerational learning; participatory and experiential learning activities; and manifesting ethics in the classroom. Each of these components can be explored in depth prior to this lesson plan.

ACTIVITIES

1 - Introduction

Purpose

Pre-service teachers are provided the opportunity to explore different components of an Indigenous Education lesson plan.

Time: 20 mins

Activity Instructions

1. Ask students to brainstorm what they believe are necessary components of a lesson plan. For example, what are features of a lesson plan that they believe educators should include to support students?
2. Students can respond individually or in small groups. As students share their responses, a recorder writes them down on a smart board or chart paper.
3. Before distributing the 'Lesson Plan Review Handout' to students, review it with the class. If there were components listed on the handout that were not identified during the brainstorm or in the small groups, take time to review them.
4. Distribute the 'Lesson Plan Review Handout.' Ask students to share an example for each component.

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

- Intellectual (e.g., Rational, Logical) Learners

... in the following ways:

This activity connects with intellectual learners through a brainstorming activity. Pre-service teachers share their prior knowledge on the topic.

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 |
|--|---|
| Lesson Plan Review Handout | File (Lesson Plan Review Handout.pdf)  |
| This handout is used in all activities in this lesson. | |

TEACHING NOTES

2 - Small Group Activity

Purpose

Pre-service teachers review a lesson plan provided by the instructor and identify the components listed in the 'Lesson Plan Review Handout.'

Time: 35 mins

Activity Instructions

Ask pre-service teachers to form small groups. Hand out a sample lesson plan to each group, chart paper, and the 'Lesson Plan Review Handout' (if they do not already have it). Each pre-service teacher group can work on the same lesson plan (or different lesson plans).

Ask each small group to review the lesson plan to find examples of each component on the handout and note the examples in the 'Notes' column. When done, a group member transfers this information to chart paper.

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

- Spiritual (e.g., Relational) Learners
- Intellectual (e.g., Rational, Logical) Learners

... in the following ways:

This activity connects with spiritual learners as students work in small groups to complete handout. This activity connects to intellectual learners as students review and identify components from the handout.

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 |
|---|------------|
| Sample Lesson Plan | Supplies 📄 |
| The teacher will supply a sample lesson plan for students to use in this activity. In their small groups, students will review the sample lesson plan to find examples of each component on the 'Lesson Plan Review Handout.' | |
| Supplies: chart paper and markers | Supplies 📄 |
| Each small group will need chart paper and markers to record their findings. | |

TEACHING NOTES

3 - Whole Class Sharing

Purpose

Using the 'Lesson Plan Review Handout,' pre-service teachers share their small group responses for the purpose of reflection and discussion on the components presented in this lesson.

Time: 40 mins

Activity Instructions

One member from each small group first explains the activity within their lesson plan, then describes how the lesson plan meets each component of the 'Lesson Plan Review Handout' with the whole class. In addition, each group submits this activity to the instructor for assessment.

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

- Physical (e.g., Tactile, Experiential, Visual) Learners
- Emotional (e.g., Feeling, Intuitive) Learners

... in the following ways:

This activity connects to physical learners as each small group provides one representative to share their group's responses to the class. This activity connects with emotional learners through the opportunity for reflection of the different components within the lesson plan.

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.

Assessment can be done through using the Assessment "Feedback Form" (attached) that includes an area for notes. This can be done by the teacher with the pre-service teachers individually or in groups.

Also, as a learning tool individually or in their small groups, pre-service teachers can use the "Feedback Form" themselves to review their work and determine which of the items they addressed in their project(s) and which items were not addressed. They are provided the opportunity to make any changes.

Upon completion of the assessment, an open dialogue as a whole class provides an 'Assessment for Learning' approach.

| Resource Title | Type |
|---|--|
| Assessment Resource: Feedback Form | File (Assessment-Feedback Form.pdf)  |
| As explained in the "Assessment" section of this lesson plan, this "Feedback Form" can be used by either the teacher or the pre-service teachers to assess their use of the "Lesson Plan Review Handout." | |
| Assessment Resource: Lesson Plan Review Handout Exemplar | File (Lesson Plan Review Handout Exemplar.pdf)  |
| This 'Exemplar' uses this lesson plan, <i>Bringing Indigenous Education Lesson Plans to Pre-service Teachers</i> , as an example when completing the "Lesson Plan Review Handout" in Activities 1 and 2. It illustrates for the teacher and pre-service teachers the kind of information and detail that can be provided in the 'Notes' section for each component. | |

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 |
|--|---|
| Resource for Instructors and Students: ACDE Accord on Indigenous Education | File (Accord on Indigenous Education.pdf)  |
| The Association of Canadian Deans of Education (ACDE) produced this 'Accord' in 2010 and is used along with the TRC <i>Calls to Action</i> to ground this lesson plan. | |
| Resource for Instructors and Students: TRC Calls to Action | File (TRC Calls to Action.pdf)  |
| The <i>Truth and Reconciliation Commission: Calls to Action</i> , published in 2015, along with the ACDE <i>Accord on Indigenous Education</i> are both used to ground this lesson plan. | |
| Video resource on Ethics in the Classroom | Link  |
| This resource, 'Acting on Our Ethics: Caring for Anishinaabe Children,' is presented by the Ontario College of Teachers. | |
| Our Words, Our Ways | File (Our Words Our Ways.pdf)  |
| This resource focuses on teaching First Nations, Métis, and Inuit Learners. | |
| Exploring the Ethical Standards for the Teaching Profession through Anishnaabe Art | Link  |
| This resource, published by the Ontario College of Teachers in collaboration with Bruce K. Beardy, shares insights about ethics in the classroom from an Indigenous perspective. The video on ethics in the classroom (also in this resource list) augments this written document. | |

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:

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|--|
| Participatory and experiential learning activities |
| Intergenerational learning with Elders/Knowledge Holders |
| Were Elders or Knowledge Holders involved in the development of this Lesson Plan? No Can Elders or Knowledge Holders be invited to help teach part of this lesson plan? Yes |
| Ethics in the classroom: care, truthfulness and trust, respect, integrity |
| Care includes compassion, acceptance, interest, and insight. In this lesson, pre-service teachers reflect on lesson plans that emphasize care for the whole person. For more information about Ethics in the Classroom, please see <i>Exploring the Ethical Standards for the Teaching Profession through Anishinaabe Art</i> published by the Ontario College of Teachers in collaboration with Bruce K. Beardy. https://www.oct.ca/-/media/PDF/Exploring%20Ethical%20Standards%20through%20Anishinaabe%20Art/2015%20Ethical%20Stndrds%20and%20Anishinaabe%20Art_en%20web_accssble.pdf |
| Healthy relationship with self and identity |
| By engaging in the activities of this lesson plan, pre-service teachers are considering who they are as teacher-educators. As teachers, how we design our lessons implicitly and explicitly indicates what we value how we evaluate learning. Using this approach, teacher-educators model how to integrate Indigenous ideas such as care for the whole person into their classrooms for students. |
| Personal reflection time (connecting with thoughts and feelings) |
| Pre-service teachers are provided time to reflect in different ways during the activities. For example: i) In the Introduction, pre-service teachers reflect on the features and components of a lesson plan. This draws on their prior knowledge and experience of developing and using lesson plans. ii) As pre-service teachers listen to each group share as a whole class, they are able to reflect on the examples shared and use this knowledge to complete their final activity. |

OTHER DETAILS

Stream: Na

CONTRIBUTORS

| Name | Role/Job Title | Place |
|---------------------|----------------------|-------------|
| Leisa Desmoulins | Curriculum developer | Thunder Bay |
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QUESTIONS/MORE DETAILS

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