



# Tip Sheet

## Indigenous Education in FSL

and in general education

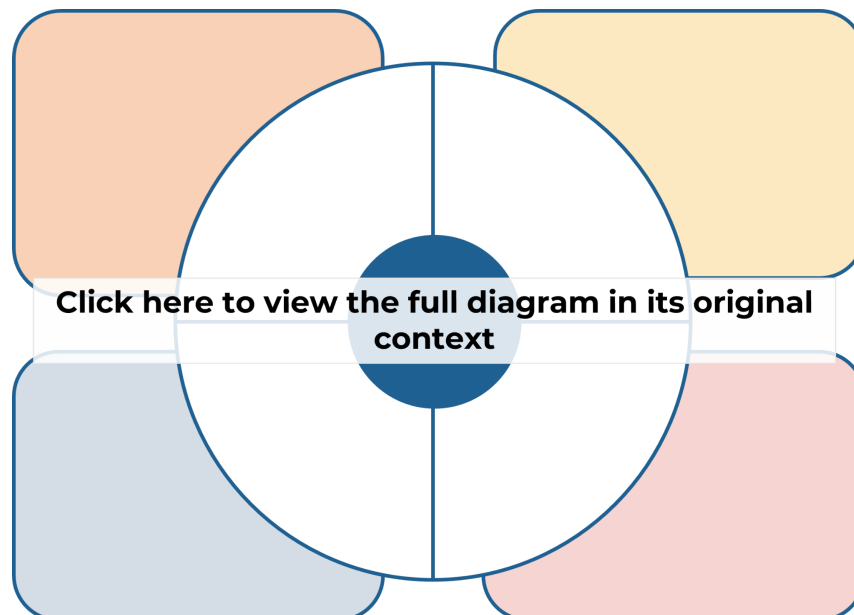
Taciana de Lira e Silva, CC BY-NC-SA

### What is 'indigenous' about lesson plans?

According to National Center for collaboration in [Indigenous Education \(NCCIE\)](#) teachers can facilitate four types of **activities** that may connect learners with different learning styles ([NCCIE tip sheet #7](#)):

- A. Spiritual (e.g., Relational) learners
- B. Physical (e.g., Tactile, Experiential) learners
- C. Intellectual (e.g., Rational, Logical) learners
- D. Emotional (e.g., Feeling, Intuitive) learners

Please click on the diagram below or on this [link to view the full diagram in its original context](#).



# When creating a lesson, teachers should nurture a holistic approach to learning (NCCIE tip sheet #5):

1. Relationship with the land
2. Outdoor learning experiences
3. Language and culture
4. Intergenerational learning with Elders or Knowledge Holders
5. Relationship with family, ancestors
6. Ethics in the classroom (care, trust, respect, integrity)
7. Healthy relationships in school and community
8. Different learning styles of students (emotional, intellectual, physical, and spiritual).
9. Connections with everyday life
10. Participatory and experiential learning
11. Healthy relationship with self and identity
12. Personal reflection time



# Key Principles That Inform Indigenous Education<sup>1</sup>

Click on the image below or on the following link to view the **poster [First Peoples Principles of Learning](#)** created by the First Nations Education Steering Committee in its original context.



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<sup>1</sup>First Nations Education Steering Committee. [First Peoples Principles of Learning](#) (Poster)

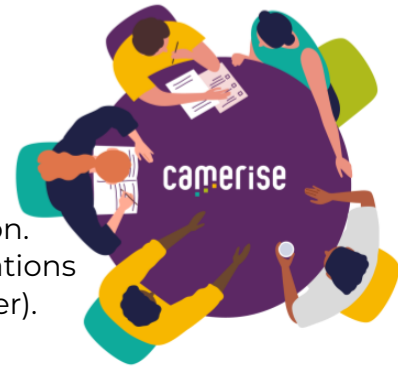
# Preparing a Lesson Plan and Incorporating Indigenous Principles

## **Before teaching:**

### **Teacher reflection:**

- ★ Why am I teaching this topic?
- ★ What do I want students to learn?
- ★ Do I have enough knowledge of the subject I plan to teach?

For additional knowledge please visit: The National Centre for Collaboration. Indigenous Education. [More Teaching Resources on the Web](#) and First Nations Education Steering Committee. [First Peoples Principles of Learning](#) (Poster).



### **Teacher's learning goals:**

#### Lesson goals:

- What do I want my students to learn?
- Language and inter- cultural (indigenous) objectives

#### Plan how learning is going to take place.

- ❖ How is the learning going to happen?
  - Gestures, visuals, talk, opportunities to access background knowledge through KWL charts ( K - student prior knowledge, W - what students want to learn or will learn, L - what students learned), games, discussion activities...
- ❖ How can I include the holistic approach to my teaching?
- ❖ How can I include the diverse learning styles?
- ❖ Students will be able to... (choose an academic and an ethical/cultural goal)

#### Materials needed:

- ❖ Outdoor activities and relationships with the land
  - (promotes all 4 learning styles shared above; and holistic values # 1, 2, 10).
- ❖ Videos, books, artifacts, worksheets, etc.

### **Through Mala's Eyes**

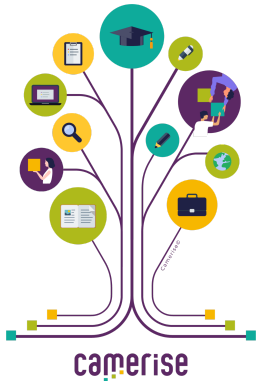
[This hyperlink](#) sends you to the structure of a lesson plan that is holistic and includes different activities and learning styles.

(Government of Canada. Kids' Stop. *Through Mala's Eyes*. 2003.

<https://www.rcaanc-cirnac.gc.ca/eng/1302888259029/1535461298365> )



# Strategies to Promote Thinking



1. Use a KWL chart before you begin teaching to explore students' prior knowledge of the subject (there is no wrong answer), what they would like to learn about the topic, what they learned and what is not clear yet (this will happen at the end of the learning process).



2. Activating learners' schema and putting things in context to motivate students to explore new topics and make connections with everyday life and previous knowledge. Divide the class into groups and ask questions about the topic to be taught (e.g., what do you think about...?, what does... means to you?, How..., why..., etc.)

Have students choose three social or cultural aspects of their culture they would like to share with indigenous students (promotes holistic value #11 Healthy relationship with self and identity, shared above).



3. At the end of the learning unit teachers and students should reflect on learning:

What did you notice during the lesson  
What did you appreciate?  
What stood out to you?

## Resources

### Indigenous Storybooks

Storybooks for elementary students written in several languages

### First Nations Education Steering Committee

Authentic First Peoples' resources

### Indigenous education. The national centre for collaboration

Educational resources, videos, games

### Kids' Stop. Government of Canada.

Educational resources, games and stories for youth and educators about Indigenous peoples' culture, history, languages and more.