

Inquiry Lesson Plan 1

Lesson How do we learn together on Title: this land? Name: Clint Maltais	Lesson # 1 Subject(s): n/a	Date: Grade(s): Educators
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Rationale & Overview

Why does this topic matter to educators?

See "Inquiry Demonstration Plan."

How does this lesson fit within the larger inquiry project?

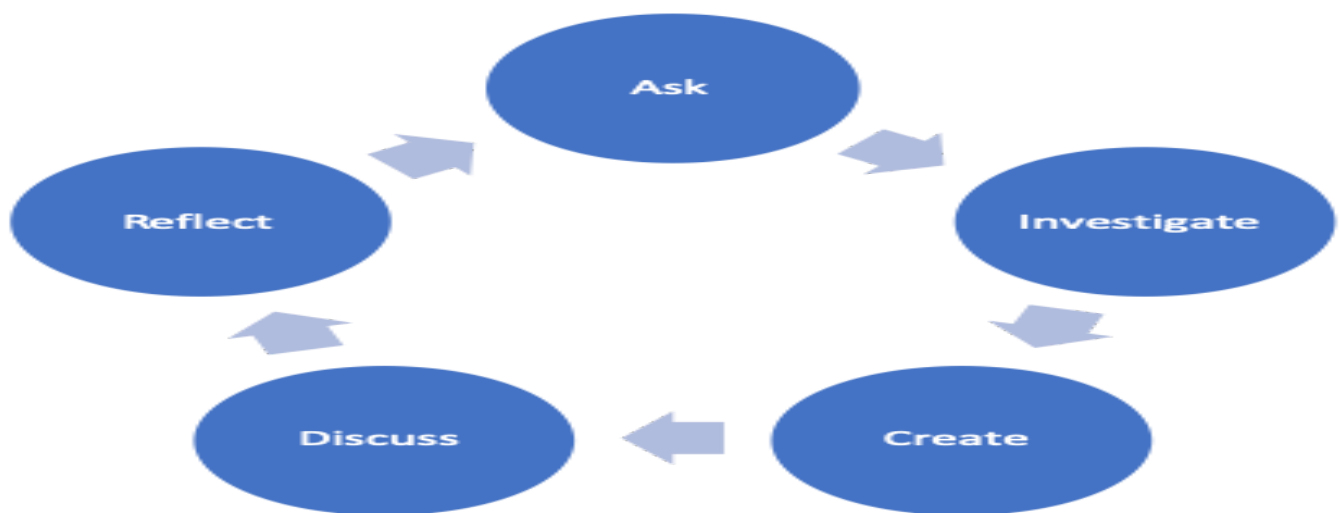
This lesson is Day 1 AM of a two day workshop. We will examine our current understandings and perceptions of nature-connectedness and land-based learning and relating our understandings to what we believe learning is and who (or what) we learn from. Collectively, we are empathising with each other and with our topic to determine opportunities for moving forward.

How does this project incorporate the inquiry cycle?

See "Inquiry Demonstration Plan."

Key Questions For Inquiry

Core Question & Supporting Questions for Inquiry Project	Question(s) Addressed in This Lesson
How do we learn together on this land? <ul style="list-style-type: none"> ● What is learning? ● Where do people go to learn? ● How do people learn? ● Who (or what) do they learn from? ● Why and for what purpose do they learn? 	How do we learn? Who (or what) do they learn from? Where do people go to learn?



Inquiry Approach and Rationale

See "Inquiry Demonstration Plan."

Core Principles of Effective Teaching (Sharon Friesen)

Focus on one or more core principles in the lesson

Core Principle 1: Effective teaching practice begins with the thoughtful and intentional design of learning that engages students intellectually and academically. <i>*What aspects of the inquiry are the most challenging and meaningful for students?</i>	See "Inquiry Demonstration Plan."
Core Principle 2: The work that students are asked to undertake is worthy of their time and attention, is personally relevant, and deeply connected to the world in which they live. <i>*What makes this inquiry valuable, meaningful, and "alive" for the students and teachers?</i>	See "Inquiry Lesson 4"
Core Principle 3: Assessment practices are clearly focused on improving student learning and guiding teaching decisions and actions. <i>*How do I define learning and success in this inquiry? How is learning expressed and articulated in peer, self and teacher assessments?</i>	See "Inquiry Lesson 2"

<p>Core Principle 4: Teachers foster a variety of interdependent relationships in classrooms that promote learning and create a strong culture around learning.</p> <p><i>*How do I connect students with each other, with experts in the field, with larger communities and nature, and across disciplines?</i></p>	<p>This inquiry proposed to use the en'owkin wix approach with the community of learners. En'owkin wix is from the Okanagan-Syilx language, <i>nsyilxcən</i>, and is based on the idea that “everyone in the community has different viewpoints, ideas, concerns, knowledge, and passions. This approach considers these differences to be strengths of community because every single person has a small piece of the answer inside of them to offer” (Cohen and Chambers, 2016, p. 26). Whether participants are experienced outdoor educators or new to the exploration of nature-connectedness, their knowledge and contributions will be valuable to the group</p> <p>In addition, participants will be invited to extend the inquiry - it does not end at the end of the two-day workshop, instead it is hopefully a commitment to a long term, reflective practice on our pedagogical choices and the instructional decisions that we make on a daily basis. This professional learning community will offer means for educators to support one another in testing their assumptions and share their new learnings.</p>
<p>Core Principle 5: Teachers improve their practice in the company of peers.</p> <p><i>*How do I reflect on the inquiry together, and/or collaborate with others?</i></p>	<p>See “Inquiry Demonstration Plan.”</p>

BC Curriculum Core Competencies

Communication	Thinking	Personal & Social
<p>I communicate purposefully, using forms and strategies I have practiced.</p> <p>I contribute during group activities with peers and share</p>		<p>I can interact with others and the environment respectfully and thoughtfully.</p>

roles and responsibilities to achieve goals.		
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BC Curriculum Big Ideas (STUDENTS UNDERSTAND)

Science (Grade 4)

All living things sense and respond to their environment.

English Language Arts (Grade 4)

Exploring stories and other texts helps us understand and make connections to others and to the world.

BC Curriculum Learning Standards (STUDENTS DO)

(STUDENTS KNOW)

Learning Standards - Curricular Competencies	Learning Standards - Content
Science <i>Questioning and Predicting</i> Demonstrate curiosity about the natural world Observe objects and events in familiar contexts	Science Sensing and responding (humans)
English Language Arts <i>Comprehend and Connect (reading, listening, viewing)</i> Use personal experience and knowledge to connect to text and deepen understanding of self, community, and world Identify how story in First Peoples cultures connects people to land	English Language Arts Strategies and processes (metacognitive strategies)

BC Curriculum Indigenous Connections/ First Peoples Principles of Learning

How will I incorporate Indigenous knowledge and principles of learning?

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning requires exploration of one's identity.

Respectful Relations

How will I invite students of all backgrounds, interests and skills into the inquiry?

See "Inquiry Project Plan"

Lesson Activities

Time Allotted (1h30)		Teacher	Students
Invitation	30 mins	Empathise -Overview workshop intentions and set norms for collaborative inquiry - <i>What is learning?</i> (Initial discussion and personal definitions) -Land acknowledgement -Provocation https://www.youtube.com/watch?v=xIG17C19nYo -Practice or Pedagogy? Connected First Peoples' Principles of Learning to a land-based practice and framing land-based learning as an adaptive challenge and not a technical one	-Contribute to norms for collaborative inquiry/ -Define learning on a post-it note and stick to chart paper "What is learning?" Verbally share definition if comfortable.
Inquiry	45 mins	-What are we currently doing to integrate land-based learning in our classrooms? - <i>Where do we go to learn?</i> - <i>Who (or what) do we learn from?</i> -Core routine: nature walk. Thinking about plants - what do we know about dyeing materials? Looking through the forest, what colours do you see? What if we rub these on paper?	-In small groups (or whole group) discuss and record practices you currently engage in or have engaged in that involved taking students outside -Participate in core routine: nature walk.

		<i>We learn from our senses, from our experiences</i>	
Reflection and Discussion	15 mins	Debrief core routine -How do we learn? -What was going on for you on the walk? -What plants did you choose? Why? -How did you figure out what plants worked best? -How did you learn in this situation?	-Contribute to whole group discussion (or pair-share, small group sharing)

Materials and Resources

-Post it notes
 -Chart paper
 -Paper
 -AV equipment and projector

Organizational Strategies

See "Inquiry Demonstration Plan."

Proactive, Positive Classroom Learning Environment Strategies

See "Inquiry Demonstration Plan."

Extensions

See "Inquiry Demonstration Plan."