

Inquiry Lesson Plan 2

Lesson How do we learn together on Title: this land? Name: <u>Clint Maltais</u>	Lesson # 2 Subject(s): <u>n/a</u>	Date: _____ Grade(s): <u>Educators</u>
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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?

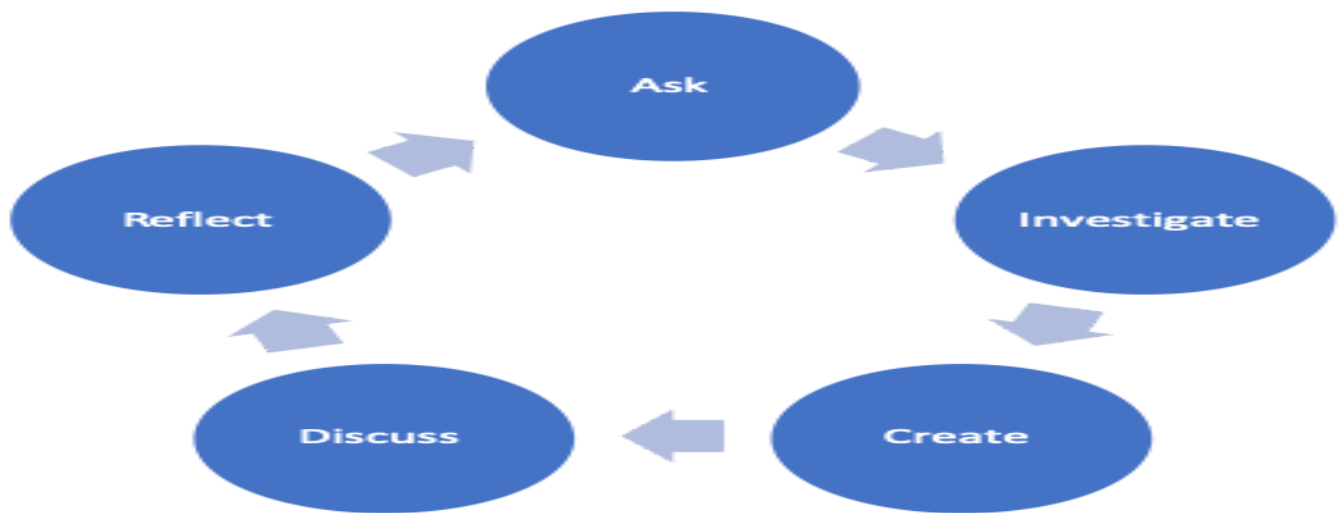
This lesson is Day 1 PM of a two day workshop. It builds on the AM session that explores our current understandings of nature-connectedness and land-based learning. The intention of this session is to use the "define" stage of the design thinking cycle to collectively create a commitment to use next day in the "ideate" stage (i.e. *We are committed to integrating nature-based learning on a routine* basis in our classrooms*).

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

<p>Core Principle 1: Effective teaching practice begins with the thoughtful and intentional design of learning that engages students intellectually and academically.</p> <p><i>*What aspects of the inquiry are the most challenging and meaningful for students?</i></p>	<p>See "Inquiry Demonstration Plan."</p>
<p>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.</p> <p><i>*What makes this inquiry valuable, meaningful, and "alive" for the students and teachers?</i></p>	<p>See "Inquiry Lesson 4"</p>
<p>Core Principle 3: Assessment practices are clearly focused on improving student learning and guiding teaching decisions and actions.</p> <p><i>*How do I define learning and success in this inquiry? How is learning expressed and articulated in peer, self and teacher assessments?</i></p>	<p>This inquiry unit uses essential questions rather than learning outcomes. This is partially in acknowledgment of FPPL and the emphasis on a more holistic and culturally responsive approach to learning, and partially in holding to emergent curriculum and ending the workshop (but not the inquiry) as "something of a surprise to both teacher and</p>

	<p>pupil" (Eisner, 2017, p. 131). Exploration of beliefs, values, and perspectives involves reflective learning that is profoundly personal and I do not wish to constraint the learning to outcomes. Instead, essential questions will "serve as doorways to understanding; that is, by exploring questions, learners are engaged in constructing meaning for themselves" (McTighe and Wiggins, 2013, p. 19). This means that for assessment I will not be looking for what participants might know or be able to do by the end, but rather the connections, extensions and challenges they add to the focus question posters, and their ongoing contributions in the small and whole group conversations.</p>
<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>	See "Inquiry Lesson 1"
<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>	See "Inquiry Demonstration Plan."

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 roles and responsibilities to achieve goals.</p>		<p>I can interact with others and the environment respectfully and thoughtfully.</p>

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	15 mins	Set up chart paper with questions around room (or on Jamboard)	<p>Record on chart paper that is posted around the room your responses to the following questions. Responses can be based on previous experiences, or the previous session:</p> <ul style="list-style-type: none"> -How do we learn? -Who (or what) do we learn from? -Where do we go to learn? <p>Read the responses of others.</p>
Inquiry	40 mins	<p>Provocation:</p> <ul style="list-style-type: none"> -Who (or what) do we learn from? -<i>captikwt</i> of the Four Food Chiefs (<i>How Food Was Given</i> by Barbra Marchand) -Introduce concept of <i>en'owkin wix</i> <p><i>We learn from each other.</i></p>	<ul style="list-style-type: none"> -Listen to the story, and think how it relates to teaching and learning. -Contribute to discussion (small group or whole group) about connections to the story, and how we learn.
Discussion	20 mins	<p>Define</p> <ul style="list-style-type: none"> -What is our one BIG thing. What can we collectively commit to around learning and nature connection. 	<ul style="list-style-type: none"> -Contribute to discussion
Reflection	15 mins	Reflection using <i>Connect, Extend, Challenge</i> on chart paper	<p>-Using a different colour marker than earlier, make connections to, extend the ideas of, or challenge the responses to the focus questions from earlier in the day:</p> <ul style="list-style-type: none"> -Where do people go to learn? -How do people learn? -Who (or what) do they learn from?

Materials and Resources

- Chart paper and markers
- *How Food was Given* by Barbra Marchand (or told by Indigenous advocate)

Organizational Strategies

See "Inquiry Demonstration Plan."

Proactive, Positive Classroom Learning Environment Strategies

See "Inquiry Demonstration Plan."

Extensions

See "Inquiry Demonstration Plan."