THOMPSON RIVERS UNIVERSITY | Education & Social Work

Inquiry Lesson Plan 4

Lesson Title:	How do we learn together on this land?	**Lesson #**	4	**Date:**	
Name:	Clint Maltais	**Subject(s):**	n/a	**Grade(s):**	Educators

Rationale & Overview

Why does this topic matter to educators?

See "Inquiry Demonstration Plan."

How does this lesson fit within the larger inquiry project?

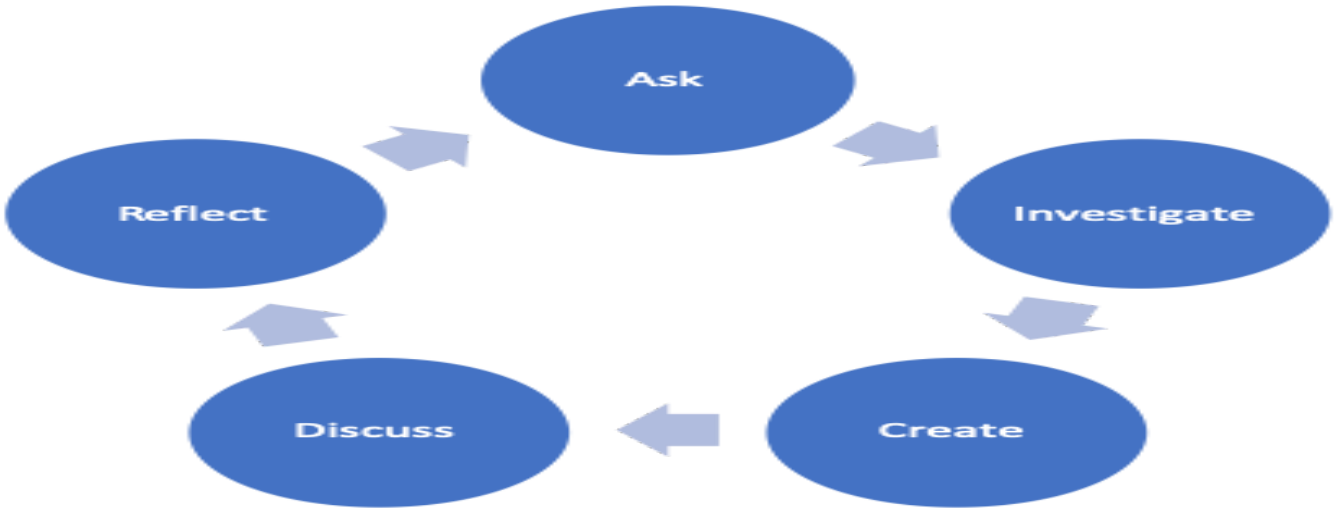
This lesson is Day 2 PM of a two day workshop and builds on the previous sessions that explore land-based learning and how it relates to our perceptions of learning (supporting questions). This lesson further shifts the conversation from learning through sensory experiences (first day), to learning through introspection (second day) as educators reflect on their beliefs, values, and assumptions around learning. By the end of the session, the intention is for educators to develop an actionable step that will challenge one of their big assumptions that might represent a barrier to their approach to a land-based practice.

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? • 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?



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. **What aspects of the inquiry are the most challenging and meaningful for students?*	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. **What makes this inquiry valuable, meaningful, and "alive" for the students and teachers?*	Land-based learning is inherently imaginative, engaging, and with teacher support, students will develop the habits of thought for connecting learning to themselves, to others, and to place (Clifford and Friesen, 2003). Yet school yards and local greenspaces continue to be an underutilised curricular resource in teaching and learning practices (Judson, 2018). In order to capitalize on these resources and the benefits of routine nature-connectedness, educators need to look inwards at their own beliefs, values, and assumptions and explore how learning and place can be perceived. The focus of our

	inquiry will be on educators developing adaptive expertise, that is using "deep conceptual knowledge to understand and work effectively to problem solve in novel situations" (La Fevre et al., 2015, p. 1). This means that just because a school doesn't have close access to a green space or forested-area, that land-based learning shouldn't be a part of our pedagogical repertoire. Instead, we can explore what is available in our specific context and how we can connect that to a land-based practice using adaptive expertise. Building our collective capacity and adaptive expertise of land-based learning, educators can be supported in transferring and applying these principles across grade-levels and curriculum.
Core Principle 3: Assessment practices are clearly focused on improving student learning and guiding teaching decisions and actions. **How do I define learning and success in this inquiry? How is learning expressed and articulated in peer, self and teacher assessments?*	See "Inquiry Lesson 2"
Core Principle 4: Teachers foster a variety of interdependent relationships in classrooms that promote learning and create a strong culture around learning. **How do I connect students with each other, with experts in the field, with larger communities and nature, and across disciplines?*	See "Inquiry Lesson 4"
Core Principle 5: Teachers improve their practice in the company of peers. **How do I reflect on the inquiry together, and/or collaborate with others?*	See "Inquiry Demonstration Plan."

BC Curriculum Core Competencies

Communication	Thinking	Personal & Social
I communicate purposefully, using forms and strategies I have practiced. I contribute during group activities with peers and share roles and responsibilities to achieve goals.		I can interact with others and the environment respectfully and thoughtfully.

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 *Questioning and Predicting* Demonstrate curiosity about the natural world Observe objects and events in familiar contexts **English Language Arts** *Comprehend and Connect (reading, listening, viewing)* 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	**Science** Sensing and responding (humans) **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	20 mins	**Prototype** *What learning do we need to continue to engage in?* -Core routine: nature walk (wandering). Passage from *Embers* by Richard Wagamese as prompt.	-Participate in 10 minute sit spot routine (walk around neighbourhood, sit spot in yard, looking out window)
Inquiry	15 mins	-Complete immunity map -Participants to Identify a big assumption that is true for them and that is in conflict with our one BIG thing.	-Identify a big assumption that is true for me and that is in conflict with our one BIG thing (We are committed to integrating nature-based learning on a routine* basis in our classrooms.)
Reflection	10 mins	-Prompt: What concrete action can I take to test this assumption to determine if it is actually true for me?	-What concrete action can I take to test this assumption to determine if it is actually true for me?

Discussion	15 mins	-Sharing circle: Share (or pass) your actionable step moving forward. -Open discussion: -Has your definition of learning changed or stayed the same? -What learning do we need to continue to engage in?	-Contribute to sharing circle -Revisit definition of learning from last day. Has it changed? Has it stayed the same?
Approximately 30 minutes of flexible time build in to accommodate extended discussions/activities or add to the Connect, Extend, Challenge posters			

Materials and Resources

-Post its
-Charter paper and markers
-*Embers* by Richard Wagamese

Organizational Strategies

See "Inquiry Demonstration Plan."

Proactive, Positive Classroom Learning Environment Strategies

See "Inquiry Demonstration Plan."

Extensions

See "Inquiry Demonstration Plan."