

<p>Lesson Title / Focus : Subject / Grade Level : Science / Grade 7 Unit: Unit A: Interactions and Ecosystems (Social and Environmental Emphasis) Teacher: Karla, Willow, Lindsey, Callie Date: Wednesday, January 26th, 2016 Time / Duration: 40 min.</p>	
<p>Outcomes from Alberta Program of Studies</p>	
<p>General Learning Outcomes:</p>	<p><i>Students will:</i> 1. Investigate and describe relationships between humans and their environments, and identify related issues and scientific questions</p>
<p>Specific Learning Outcomes:</p>	<ul style="list-style-type: none"> ● Illustrate how life-supporting environments meet the needs of living things for nutrients, energy sources, moisture, suitable habitat, and exchange of gases ● Describe examples of interaction and interdependency within an ecosystem (<i>e.g., identify examples of dependency between species, and describe adaptations involved; identify changing relationships between humans and their environments, over time and in different cultures - as, for example, in aboriginal cultures</i>)
<p>Learning Objectives</p>	
<p>Students will:</p>	
<ul style="list-style-type: none"> - Be given examples on how to integrate First Nations, Metis and Inuit perspectives into their lesson plans - Describe how the environment can assist them in their everyday lives and understand the importance of plants and the ecosystem - Discuss how First Nations oral stories/ contemporary examples contain information about how plants can be use 	
<p>Assessments</p>	
<p>Observations</p>	<p>The students will participate and respond to oral stories, illustrated stories, and a clip from a tv show</p>
<p>Key Questions</p>	<p>What different ways do we use plants? How are plants used with an Aboriginal way of life? How can we use plants today?</p>
<p>Products / Performances</p>	<ul style="list-style-type: none"> - Students will be able to match a symptom to a plant remedy.

	<ul style="list-style-type: none"> - Students will utilize oral stories, illustrated stories, and a clip from a tv show to understand the use of plants. - Students will share and discuss their own personal relationships with plants 	
Learning Resources		Materials and Equipment
<ul style="list-style-type: none"> - http://galileo.org/kainai/ - “Keepers of Life” Discovering Plants Through Native Stories and Earth Activities for Children - Aboriginal Plant Use in Canada’s 	<ul style="list-style-type: none"> - Peppermint Tea, Hot Water, Cups - Plant Matching Activity - Large Poster Paper & Markers - ASKIBOYZ: Video http://askiboyz.com/watch/episodes/episode-1/ 	
Procedure		
Prior to Lesson	<p>Tea Time!</p> <ul style="list-style-type: none"> ● We will serve peppermint tea to the students as a way to engage the students and immerse them into our lesson. ● Serving tea to the students creates a calming environment. Peppermint tea has soothing and calming effects, serving tea also allows students to experience a plant's healing property 	
Introduction		Time
Attention Grabber	<p>Welcome - Introduce Ourselves</p> <p>Context - Today we are here to show you how you can integrate FNMI perspectives and outcomes into science lessons.</p> <p>Integrating these perspectives provides rich and valuable learning opportunities for all of your students. When approaching the integration of FNMI perspectives don't be afraid but instead use resources to guide your understanding.</p> <p>When integrating FNMI content be sure you have explored your resources to ensure that they do not perpetuate negative stereotypes or appropriate culture. Think critically about why you are using the resource and the message that it will send to your students.</p>	5 Mins.

	<p>Language is also important. Some literature uses Native, First Nations, Aboriginal, Indigenous, Indian, or FNMI. The acronym FNMI is being used in many contemporary resources. When discussing FNMI people it is important to not just say FNMI, but instead to say First Nations Metis and Inuit because it allows for you to address all of the individual groups that have their own thoughts, beliefs, culture, and values.</p> <p>The lesson we are going to share with you today is from Science 7, the Plants for food and fibre unit. The content of our lesson focuses on plant uses. In a classroom setting prior knowledge about plants would have already been established.</p> <p>We believe that integrating FNMI ways of knowing into science lessons will allow for students to connect deeper to the true Nature of Science which seeks to provide experiential and personal experiences for all students. Enjoy today and let us know if you have any questions along the way.</p> <p>We will be participating in a plant usage game and different stations that integrate FNMI perspectives. After you experience your station we will have a class discussion about the content.</p>	
Assessment of Prior Knowledge	At your table come up with as many different uses for plants uses possible.	5 Mins 2 Mins (Discussion)
Transition to Body	Hand out cards for Plant and Plant useage game	
Body		Time
Learning Activity 1	<p>Ailment/Remedy Matching Game</p> <ul style="list-style-type: none"> ● This game will allow you to become familiar with different purposes for plants. ● The students will receive game cards that describe either a plant or a plant 	8 Min.

	<p>use. The students will have to “mingle” amongst themselves to find their partners. Coordinating plants and symptoms. The cards for this activity will be colored coded so that we can easily transition into group for the next activity.</p> <ul style="list-style-type: none"> ● Partner lost and found will be at the front of the classroom ● If students cannot find their partner they can remove the star stickie note from the back and find the person with the same number <p>Play song All That I Know by Winnipegs Most in the background</p> <p>https://www.youtube.com/watch?v=5VAF3ypMS84</p>	
<p>Transition:</p>	<p>Have students group together according to the color represented on their game cards. This will allow us to maximize the time spent during the transition.</p> <p>** Color of group will be on the star stickie not on the back of the plant game card</p> <p>Green - Karla’s Group ~ AskiBoy Video Yellow - Willow’s Group ~ Buffalo Bull Story Red- Callie’s Group ~ The First Basket Story Black - Lindsey’s Group ~ Picture Books</p>	<p>2 Mins.</p>
<p>Learning Activity 2</p> <p><i>(Students will be divided into 4 groups from previous activity)</i></p>	<p>For this activity the students will listen and respond to Oral Stories and a video that incorporate different plants and the use of these plants in our everyday lives.</p> <p>Contemporary Example</p> <ul style="list-style-type: none"> ● ASKIBOYZ Video - Episode 1 5:00-8:02 <ul style="list-style-type: none"> ○ Two brothers, born in Ontario of mixed ancestry, Cree from Attawapiskat First Nation and Inuk from Inuvik, North West Territories. They go on 	<p>8Min. / station</p>

adventures to reconnect and learn about traditional ways of knowing.

- What was the relationship /interactions between the boys and the elder like?
- What the process of collecting the healing plants tell you?
- How are they using plants?
- Why do you think they offer tobacco?

Oral Stories

Oral Stories are a very important aspect of FNMI traditions. Stories have been passed down from generation to generation. Stories keep the past alive and to remind us just how important every aspect of our world is. Although many oral stories have now been written and have become accessible to the rest of the population, there still remains stories that are not meant to be heard by everyone. These are sacred stories that must be passed down to you from an elder when he or she believes you have earned the right to hear them.

● The First Basket - Keepers of Life

- What does the woman make her basket out of?
- Why is the woman so careful when digging up the roots of the cedar tree?
- Whats happens when another woman steals from the mouse people?
- How can these actions demonstrate our stewardship with natural resources?

● The Buffalo Bull and the Cedar Tree - Keepers of Life

- What does Buffalo Bull show to the people?
- How do the people interact with the plants and animals in the story? - Importance of plants for food and healing.

	<p><input type="radio"/> What did you learn from the story?</p> <p>Picture Books Using picture books as another example of a resource a teacher may use. Showing how using picture in higher grades, instead of only is elementary, is possible.</p> <ul style="list-style-type: none"> ● Lessons From Mother Earth - Elaine McLeod & Collen Wood <ul style="list-style-type: none"> <input type="radio"/> “We might be looking at a picture book but we are grade 7 scientists. We are going to be listening to this story and see how much information about plants we are able to pull from it.” <input type="radio"/> What did we learn about plants? <input type="radio"/> What are the do’s and don’ts of interacting with plants? <input type="radio"/> Would you be willing to use a picture book in a grade 7 classroom? <ul style="list-style-type: none"> - Students at each station will look at the number on the back of their card and go to that table for a large group discussion - Students will be numbered from 1-6 - Students will go to the table labeled with their number 	
Closure		Time
Consolidation of Learning	<p>At their jigsaw tables the students will share their thoughts on the learning center that they attended.</p> <ul style="list-style-type: none"> - Summarize your station - What did they like about it? - Ideas for implementation <p>Exit Slips: From the examples provided during this lesson, how could you implement these activities into your own class?</p> <ul style="list-style-type: none"> - Prompt will appear on smartboard. Students can write their answer down on a post-it <p>Last slide will contain: Top 5 Tips for Moving Forward</p> <ul style="list-style-type: none"> ● Explore your program of studies to see if there are an FNMI outcomes 	8 Min.

	<ul style="list-style-type: none">● Look for resources● Consult with an Aboriginal liaison worker at your school● Take a risk● Don't be afraid to make mistakes	
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