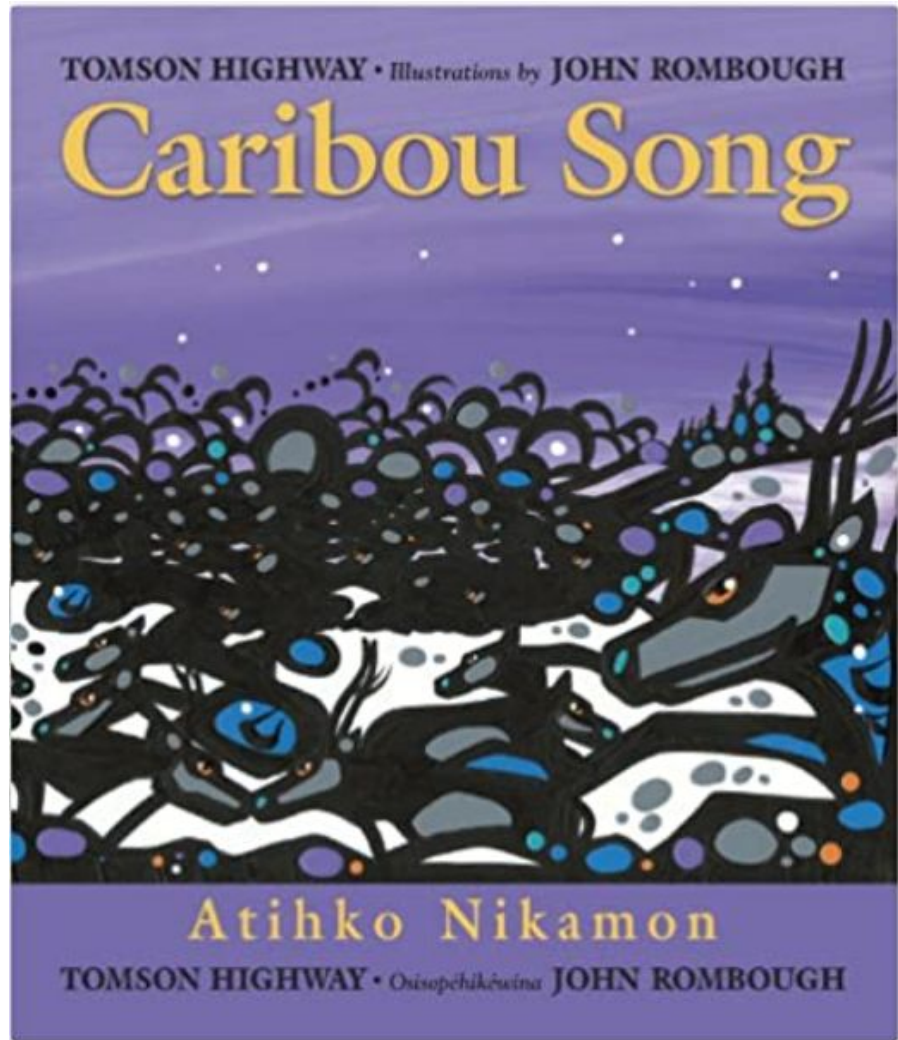


Teacher Bio: My name is Adonica Ferdinand. I have a Bachelor of Health and Physical Education in Ecotourism and Outdoor Leadership and a Bachelor of Education. I am a new graduate as of 2020 and will be working in an elementary classroom this fall. I am passionate about alternative learning environments; in particular, I enjoy getting students outside where I have seen them learn, grow and absolutely thrive. I want to bring as much diversity and varying perspectives into the classroom as possible in order to help students develop into caring, inquisitive, life-long learners and active citizens.

Caribou Song Lesson Plan

Resources used and possible concerns

Picture book: Caribou Song by Tomson Highway



This book tells a story based on the author's own experiences growing up and living in North Western Manitoba. It exemplifies the connection between the people and the land of this area, and how they are all connected through the caribou.

	<p>This book has some Cree language within it and is a great resource. There are no obvious possible concerns.</p>
<p>Author/creator and/or literature background</p>	<ul style="list-style-type: none"> - Tomson Highway is most famous for being a Canadian playwright, but he is also a novelist and a children’s author. His first language is Cree, and this was his first picture book. - John Rombough is a Chipewyan Dene artist. He grew up with his adoptive parents who supported his passion for art. Eventually, he reconnected with his birth parents where he was able to reconnect his cultural identity, inspiring many pieces of Indigenous art (DaVic Gallery, 2020).
<p>UPE course connections (not exhaustive)</p>	<ul style="list-style-type: none"> - EDUC 450 Diversity in Learning: This book provides cultural representation. Students get to experience a glimpse into the spiritual, musical, practical and linguistic realities of a Cree family. - English Language Arts Specialization (Elementary): This is an example of a nonfiction writing unit. Students are doing hands-on activities, linking their project to a read aloud, researching and presenting information in a certain style. This book in particular contains Cree words which is also a great way to teach students about different languages. - EDUC 530 Indigenous Education: This book would be great to examine as part of the resource analysis assignment. It is written by a famous Cree author, although he has said some interesting things about the positive experience he had with residential schools which is a great conversation piece for the class. The illustrator is a well known Dene artist. There are bits of Cree language within the book as well. It is all around a good example of a “good” resource. - EDUC 551 Comprehensive School Health and Wellness: Get your students outside! Outdoor learning is one way you can support student health and wellbeing. Fresh air, connection to nature, and space to move around will provide your students with an engaging school experience.
<p>K-12 connection</p>	<p>Grade 2 Social Studies</p> <ul style="list-style-type: none"> - Students will demonstrate an understanding and appreciation of how geography, culture, language,

	<p>heritage, economics and resources shape and change Canada's communities.</p> <ul style="list-style-type: none"> - What kinds of natural resources exist in the communities (e.g., fishing, agriculture, mining)? (ER, LPP) - What are the linguistic roots and practices in the communities? (CC) <p>Grade 3 Science</p> <ul style="list-style-type: none"> - Compare the range of hearing in humans to that in other animals; e.g. dogs and bats.
<p>Materials</p>	<ul style="list-style-type: none"> - Caribou Song book by Tomson Highway - "Sit-upons" if you students have them and if you take this lesson outside - Research booklets printed for each student - Research material/resources (books, something to search the internet with, an expert, etc.) - Colouring supplies
<p>Rationale</p>	<p>Big idea: Introduce Caribou and the importance of these animals to many Indigenous communities.</p> <p>Purpose: Using this book as a catalyst, students will become researchers/investigators and learn about nonfiction writing with Caribou as their focus. Indigenous ways of life will be integrated into this learning experience as we explore the relevance of the Caribou in Indigenous cultures.</p> <p>→ Indigenous ways of knowing/decolonizing methodologies incorporated into the following lesson plan:</p> <ul style="list-style-type: none"> ◆ Representing <p>See Decolonizing Methodologies by Linda Tuhiwai Smith for more information on these focus areas (1995). In short, Smith summarizes that "Representation of Indigenous peoples by Indigenous people is about countering the dominant society's image of Indigenous peoples, their lifestyles and their belief systems" (1995, p.149-152).</p>
<p>Lesson/activities</p>	<ol style="list-style-type: none"> 1. Take your students outside! Get them gathered up and ready for a read aloud. You can do this year round, and

I will provide you with some tips to help support you in getting students outside:

- Make “sit-upons” with your student. These will provide them a place to comfortably sit outside no matter the season.
- Encourage students to come to school prepared for the possibility of going outside. They should have layers and proper clothes. You can also keep some spare gloves and hats to share with them in a pinch.
- Teach students how to layer, teach them protocols to make going outside safe and controlled, and show them that their classroom doesn't have to be confined to four walls if they are able to follow the rules.
- Another great step when taking students outside is to show them how to complete their very own risk assessment. Give them a checklist that looks at the following: What is the weather like? Are we all dressed for the weather? Are there any hazards on the ground (i.e. roots to trip over, dips in the ground, garbage, dog poop)? Are there any hazards above us (i.e. loose tree branches)? I have provided a kid friendly risk assessment sheet in Appendix A.

2. Read the book.

3. Question/Discussion time:

- Where does this story take place? The Tundra!
- Do you know what a caribou is? Why do you think they are important to the Indigenous people living on the Tundra?
- Have a printed off map of Canada as we most commonly know it, as well as an Indigenous Cultural Map of the area. If you are outside and worried about the weather and possible precipitation you may even want to laminate them or stick them in a plastic sleeve. Talk to your students about where they live and about where the author lived/where this story is set (Northern Manitoba). Discuss what life might be like there, what people may do for transportation in the long winter months such as traveling by dogsled, and come around to point out the importance of the Caribou.

	<ol style="list-style-type: none">4. Students of this age group need frequent body and brain breaks. Demonstrate the following activity for your students using a volunteer:<ul style="list-style-type: none">- Stand face to face with a partner, check behind you to make sure you aren't going to trip over anything as this activity involves walking slowly backwards. Start on a designated starting line.- One partner will be the storyteller and the other will be the listener. Have the story teller tell a story (any story! Talk about their day etc. as long as they keep talking) using a regular talking voice (no yelling!).- The storyteller will slowly back away from the listener. The listener will stay put, listening intently. As soon as the listener can no longer hear their partner's voice clear enough to understand what they are saying they will put up their hand to say "stop".- After demonstrating, have the students complete this part of the activity.5. Bring the students back together after they complete this activity. Talk about how Caribou ears must be very good at listening as they must know when a predator is nearby. Cup your hands around your ears and have the students repeat the activity. They will need to see if they can hear further while cupping their ears. Typically, they will notice a big difference!6. Bring everyone together again to talk about how the big ears of the Caribou help them to capture sound from all angles as their ears can flip around to listen all around them.7. Leading up to the assignment in the next section, discuss non-fiction as a genre, and talk about how you can read to learn new information by being an investigator and researcher.
Assignment	<p>Non-Fiction Caribou Information Report (template provided in Appendix D).</p> <p>Students will compose research reports to learn about Caribou. They will be looking at the migratory areas that the Caribou cover, the Indigenous communities they pass through, their various adaptations and facts about the species, and the importance of the Caribou to various Indigenous communities.</p>

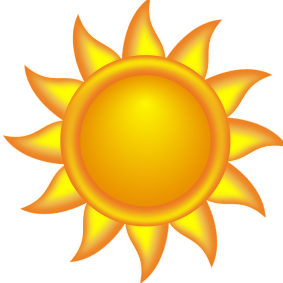
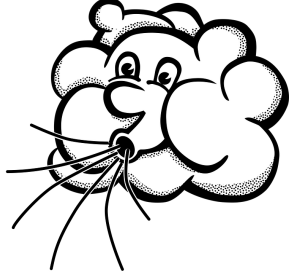






	<p>This could be an entire unit on its own but I have provided an example of a booklet that could be filled out. Your students will use whatever is available to them for researching. This might be some books, ipads, computers, consulting an expert, etc.</p>
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References

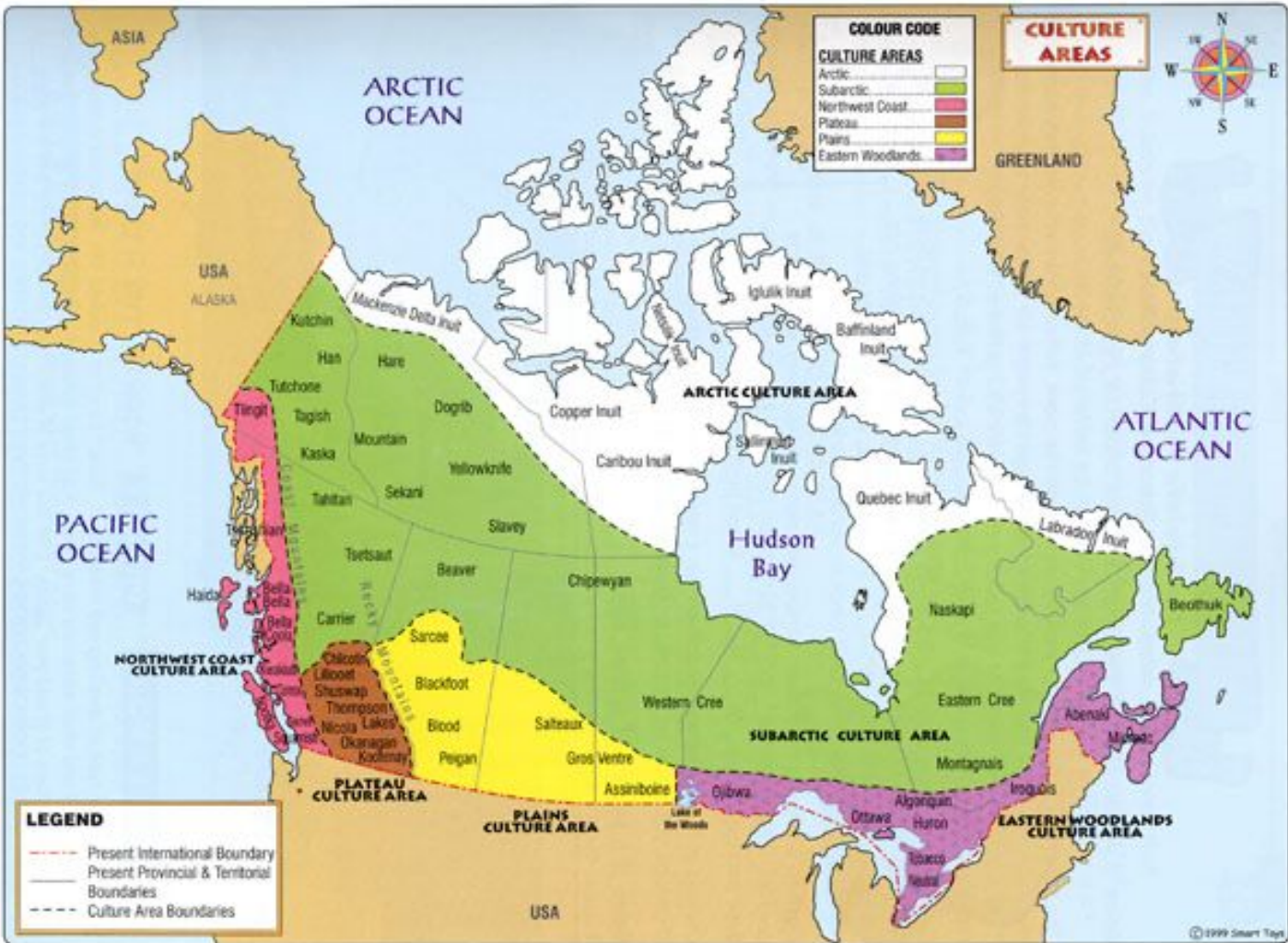
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Appendix A

Outdoor Class Time Risk Assessment

			
<p>Hazards on the ground:</p>	<p>Hazards up above:</p>	<p>People and animal hazards:</p>	<p>Other:</p>
	<p>Safe Happy Aware</p> 	<p>Unsafe Not Happy Go inside</p> 	

Appendix B Cultural Map of Indigenous Nations in Canada



(Canada's History, 2014)

Appendix C Map of Canada



(KidsPress Magazine, 2017)

Appendix D- Non-Fiction Caribou Information Report Assignment Template

All About Caribou

Use the space below to draw a cover page for your report.

A large, empty rectangular box with a thin black border, intended for the student to draw a cover page for their report.

By: _____

Caribou Migration

On the map below, show and represent Caribou migration patterns:



(Sporcle, 2017)

List the names of Indigenous communities that the Caribou might pass along their migration:

Caribou Facts

What does a Caribou look like?

- _____
- _____
- _____
- _____

Female Vs. Male

What does a Caribou eat?

- _____
- _____
- _____
- _____

What is a Caribou's habitat?

- _____
- _____
- _____
- _____

What are some interesting facts about Caribou?

- _____
- _____
- _____
- _____

Why are the Caribou important to Indigenous people?

- _____
- _____
- _____
- _____