

## Bachelor of Education (Elementary) EDTL 3200 Unit Plan Template

**Unit Title:** Identity Through Indigenous Perspectives      **Number of Lessons:** 6 lessons      **Days:** 11 Days  
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**Your Name(s):** Horvath, Desiree Bracey      **Subject:** Social Studies      **Grade:** Grade 3

### Rationale

This unit introduces students to exploring relationships between the self, community, animals, and the land through local Indigenous perspectives, stories, and experiences. The unit incorporates Secwepemc oral histories, cultural values, and place-based learning. Students will develop an understanding of how beliefs, values, and worldviews shape people's views and relationships with each other, the land, and the animals. Through storytelling, nature walks, creative expression, mapping, and reflection, students engage in experimental learning that emphasizes respect, responsibility, and kinship with all living things. The unit deepens students' awareness of diverse perspectives, develops empathy, and builds a stronger sense of belonging and responsibility within their communities and the land they live on.

### Overview

This unit looks at personal identity through Indigenous perspectives, through values, connection, safe spaces, and connection to the self and the land. Students begin by engaging with the oral story *Coyote and the Kukpi7 Tree*, using it as a foundation to understand kinship, respect, and connection beyond human relationships. Throughout the unit students will reflect on their own connections, identify places where they feel safe, and practice listening to the land through a guided nature walk. Creative activities such as spirit rock creation, mapping meaningful places, journaling, and art making allows the students to express understanding in multiple ways while reinforcing cultural respect.

A field trip to the Tk'emlúps museum deepens students' understanding of Secwepemc values and ways of life by providing authentic, place-based learning experiences. Students analyze how the values taught in this unit guide relationships with the land, community, and animals, and compare these perspectives with their own family and personal values. Throughout the unit students will engage in sharing circles, partner discussions, and reflective activities to support respectful language, diverse perspectives, and social-emotional learning.

By the end of this unit the students will have developed a stronger awareness of Indigenous world-views and an appreciation for the land they live on, and a deeper understanding of their own identity and values. This unit focuses on experiential learning, respect, and responsibility, and encourages students to see themselves as part of a larger interconnected community of people and place.

**CORE COMPETENCIES**

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> <li>• <a href="#">Communicating</a> &amp; Collaborating</li> </ul> <p>Students will engage in communication and collaboration through sharing circles, discussing the meaning behind choices, and responding to open-ended questions that involve interaction with peers and the class. They will also communicate their understanding through written and visual activities, connecting personal experiences to the lessons.</p>	<ul style="list-style-type: none"> <li>• Critical thinking &amp; Creative thinking</li> </ul> <p>Students critically think when analyzing the stories, animals, land, and objects. Students will also reflect on personal connections to their own values and experiences in relation to Indigenous perspectives. Students will engage in creative thinking to express their ideas and create visual assignments.</p>	<ul style="list-style-type: none"> <li>• Personal awareness and responsibility &amp; Positive personal and cultural identity &amp; Social awareness and responsibility</li> </ul> <p>Students will personally reflect on their own values and connection to the land, animals, and stories. They will critically consider what environment or space makes them feel safe. Students will be personally and culturally responsible through listening and communicating respectfully, while also considering multiple perspectives.</p>

**BIG IDEA:** Indigenous peoples nurtures multicultural awareness and respect for diversity  
**Subject Name:** Social Studies

**LEARNING STANDARDS**

Curricular Competencies	Content
<ul style="list-style-type: none"> <li>• <b>C1</b> Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</li> <li>• <b>CC2:</b> Explain why people, events, or places are significant to various individuals and groups.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>C1:</b> Cultural characteristics and ways of life of local First Peoples and global Indigenous peoples.</li> <li>• <b>C2:</b> Aspects of life shared by and common to people and cultures.</li> </ul>

<ul style="list-style-type: none"> <li>● <b>CC5:</b> Recognize the causes and consequences of events, decisions, or developments.</li> <li>● <b>CC6:</b> Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events.</li> <li>● <b>CC13</b> Create stories and other texts to deepen awareness of self, family, and community</li> </ul>	<ul style="list-style-type: none"> <li>● <b>C5:</b> Oral history, traditional stories, and artifacts as evidence about past First Peoples cultures.</li> <li>● <b>C6:</b> Relationship between humans and their environment.</li> </ul>
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**Prerequisite Concepts and Skills**

<p><b>Knowledge &amp; Skills</b></p> <ul style="list-style-type: none"> <li>● Ability to speak in a group and give space for others to share without interruptions.</li> <li>● Basic understanding that people belong to families and communities.</li> <li>● Ability to express personal connections.</li> </ul> <p><b>Social &amp; Emotional Skills</b></p> <ul style="list-style-type: none"> <li>● Practice respectful listening.</li> <li>● Share space and materials.</li> <li>● Ability to follow simple safety rules.</li> </ul> <p><b>Cultural Understanding</b></p> <ul style="list-style-type: none"> <li>● Basic understanding that Indigenous people have a unique culture and way of life.</li> <li>● Indigenous people lived on the land first.</li> <li>● Understanding that stories can teach lessons.</li> <li>● Awareness that all cultures think about land the same way.</li> </ul>
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**Teacher Preparation Required**

Lesson 1	<p>Printed out story of Coyote and the Kukpi7 Tree: By Kenthen Thoms</p> <ul style="list-style-type: none"> <li>● <a href="https://thewrennews.ca/story-of-tkemplups/">https://thewrennews.ca/story-of-tkemplups/</a></li> </ul> <p>Printed out copies of worksheet</p> <ul style="list-style-type: none"> <li>● Worksheet—What are YOU connected to?</li> <li>● Have completed examples on the board for students to refer to.</li> </ul> <p>Videos that display different sounds of animals</p> <ul style="list-style-type: none"> <li>● MUST HAVE COYOTE</li> </ul>
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	<p>Materials needed to complete the worksheet</p> <ul style="list-style-type: none"> <li>● Draw or write: pencils, crayons, markers</li> <li>● Collage: Magazines, pictures, scissors, glue, tape</li> </ul>
Lesson 2	<p>Mystery bag:</p> <ul style="list-style-type: none"> <li>● Filled with items and pictures that are in the teachers safe space</li> </ul> <p>Gather materials for the activity</p>
Lesson 3	<p>*Before class the teacher collects a bucket of river rocks that are smooth and small enough to fit in students hands nicely but are large enough to draw on. I would just go to a local river but garden or pond rocks can also be purchased at garden centers.*</p> <p>Before class:</p> <ul style="list-style-type: none"> <li>● Teacher spreads rocks out around the school yard preferable where there are already other rocks already (don't spread them on the soccer field)</li> <li>● Prep observation worksheets and print them off</li> </ul> <p>Basket or small bag</p> <ul style="list-style-type: none"> <li>● To hold rocks students collect</li> </ul> <p>Black sharpies</p> <ul style="list-style-type: none"> <li>● Students to write names on one side of the rock</li> </ul> <p>Clip-boards &amp; pencils</p> <ul style="list-style-type: none"> <li>● Blank paper &amp; Observation worksheets</li> <li>● Students write or draw observations about the walk and what they noticed, where their rock was, why they chose it etc.</li> </ul>
Lesson 4	<p>Supplies:</p> <ul style="list-style-type: none"> <li>● Rocks collected from lesson 3</li> <li>● Coloured sharpies and Paint pens</li> <li>● Black sharpies (for outlines)</li> </ul>

	<ul style="list-style-type: none"> <li>● Modge podge &amp; paint brushes</li> <li>● Paper towels/ Newspaper to place under rocks while students draw/ paint on them, and when finishing with a protective coat of modge podge.</li> <li>● Printed off sheets of reference images with simple drawings of local animals</li> <li>● Separate (unattached) sheets of local indigenous meanings for referenced animals</li> </ul> <p>Set-up projector or smart board to access YouTube read-aloud video</p>
<b>Lesson 5</b>	<ul style="list-style-type: none"> <li>● Contact school bus to arrange time slot and driver</li> <li>● (Digital and paper) permission forms printed and signed</li> <li>● Double check students have their water and snacks</li> <li>● Print out Way of Life Organizer</li> <li>● Have students placed into pairs before lesson</li> <li>● Supplies ready (lots of old magazines, paper, felts, crayons, etc)</li> <li>● Side tasks or helping jobs for students who need to keep busy</li> </ul>
<b>Lesson 6</b>	<ul style="list-style-type: none"> <li>● Secwepemcul'ecw map and Secwepemc land image</li> <li>● Teacher's map project</li> <li>● Identity collection folder</li> <li>● Various paper sizes and colors</li> <li>● Side tasks or helping jobs for students who need to keep busy</li> </ul>

### **Cross-Curricular Connections**

- **ELA:** Students will have the opportunity to write responses and stories and listen to oral story tellings
- **Art:** Students will engage in creative thinking with materials to offer different representations for assignments
- **Science:** Students will observe and engage with the natural, local environment, gain understanding of living vs non-living things, have respectful interactions with ecosystems in nature, learn about local animals their habitats, and human/ animal relationships
- **PHE:** Students will engage in physical movement in outdoor spaces, practice healthy habits for mental wellbeing & regulation

## **Indigenous Connections/ First Peoples Principles of Learning (FPPoL)**

*Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors*

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

**These principles are woven throughout the lesson in the following ways:**

### **Learning supports well-being**

- The lessons help students understand themselves, their relationships, and what makes them feel safe and connected. By reflecting on personal experiences, family, community, and land, students develop emotional and social well-being.

### **Learning is relational**

- Students learn through relationships with each other, their teacher, Indigenous stories, animals, and the land. Sharing circles, storytelling, and collaborative discussion reinforce respect, listening, and connection.

### **Learning is experiential and reflective**

- Students learn by doing and thinking about what they experience. Nature walks, hands-on art, and reflection activities allow students to observe, create, and deepen their understanding over time.

### **Learning is rooted in place**

- Lessons are grounded in the local Kamloops area and Tk'emlúps te Secwépemc territory. Using local stories, animals, and land-based activities helps students develop a sense of place and respect for the land and those who have lived there for generations.

<https://firstpeoplesprinciplesoflearning.wordpress.com/professional-development-activity/>

## **Universal Design for Learning (UDL)**

### **Multiple Means of Representation:**

- Oral storytelling and discussion (Indigenous ways of knowing)
- Visual supports: animal images, modeled examples, charts
- Real-world materials (rocks, land, animals) instead of only text
- Teacher modeling and think-alouds
- Use of simple language with opportunities to deepen understanding

### **Multiple Means of Engagement:**

- Choice (animal selection, materials, how to participate)
- Hands-on, land-based learning (nature walk)
- Personal relevance (connection to Kamloops and students' own lives)
- Opportunities for movement and outdoor learning
- Sharing circles that build belonging and emotional safety

### **Multiple Means of Action & Expression:**

- Drawing, painting, collage, or oral explanation
- Writing at varying levels (words, phrases, sentences)
- Verbal sharing, gestures, or one-on-one explanation
- Use of symbols and images instead of text
- Flexible pacing and extended time when needed

**Differentiated Instruction (DI)**

- Students can demonstrate their learning in multiple different ways, and receive supports as needed by:**
- Body breaks/ movement breaks
  - Adapt/ modify content or work sheets
  - Drawing, or writing observations
  - Orally explain their observations if preferred
  - Have a choice to work in partners or independently
  - Are provided with guided prompts, and open-ended inquiries when needed
  - Flexible grouping/ seating options
  - One on one check-ins
  - Outdoor learning for regulation and engagement
  - Clear routines & expectations for safety and respect
  - Suitable extensions for students who are ready to extend their thinking
  - Wobbel chair/Chair band
  - Teacher helping jobs

**Overview of Lessons:**

**Lesson 1**

Lesson Name & Time ( <b>45 Minutes</b> ):	<b>The Connections Between Humans, Animals, and the Land</b>
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> <li>● Story of Tk'emlúps: Coyote and the Kukpi7 Tree: By Kenthen Thoms</li> <li>● <b>CC2:</b> Explain why people, events, or places are significant to various individuals and groups (significance)</li> <li>● <b>CC6:</b> Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events.</li> </ul>
Learning Standards: Content	<ul style="list-style-type: none"> <li>● <b>C1:</b> Cultural characteristics and ways of life of local First People and global Indigenous peoples.</li> </ul>
Instructional Objectives (SWBAT...):	<b>SWBAT</b> identifies things they are personally connected to in their lives.

	<p><b>SWBAT</b> explains the main message of the Coyote and the Kukpi7 Tree story. <b>SWBAT</b> deepen their understanding of why animals, land, and stories hold meaning for Indigenous peoples.</p> <p><b>SWBAT</b> makes connections between their own lives and Indigenous ways of understanding relationships.</p>
Assessment:	<ul style="list-style-type: none"> <li>● Completion of the worksheet</li> <li>● Oral response/discussion participation</li> </ul>
Teaching Strategies:	<ul style="list-style-type: none"> <li>● <b>Active prior knowledge:</b> through animal sounds questioning to engage students—introduce the coyote as a central figure</li> <li>● <b>Use of oral storytelling:</b> teach values, perspectives, cultural significance, and modelling respectful listening and reflection</li> <li>● <b>Guide discussion:</b> open-ended questions, worldviews, and different perspectives, and recording the key ideas visually</li> <li>● <b>Support personal connection:</b> through a visual connection circle</li> <li>● <b>Reinforce learning through reflection:</b> revisiting key ideas and inviting voluntary sharing to connect the story to students' lives.</li> </ul>
Materials:	<ul style="list-style-type: none"> <li>● Printed copy of the story: <a href="https://thewrennews.ca/story-of-tkemplups/">https://thewrennews.ca/story-of-tkemplups/</a></li> <li>● Videos that display 6 different sounds of animals—MUST HAVE COYOTE</li> <li>● Worksheet—What are YOU connected to? <ul style="list-style-type: none"> <li>○ <b>Draw or write:</b> pencils, crayons, markers</li> <li>○ <b>Collage:</b> Magazines, pictures, scissors, glue, tape</li> </ul> </li> </ul>
<b>LESSON ACTIVITIES</b>	
Introduction/Hook:	<p><b>Do you know what sound a coyote makes?</b></p> <ul style="list-style-type: none"> <li>● Play different animal sounds (approx. 6) (YouTube) <ul style="list-style-type: none"> <li>○ End with coyote howling.</li> </ul> </li> <li>● Discuss that a coyote</li> </ul>
Body:	<ul style="list-style-type: none"> <li>● <b>Interactively read the story:</b> Story of Tk'emlúps: Coyote and the Kukpi7 Tree By Kenthen Thoms</li> <li>● <b>Engage in a discussion about the meaning of the story.</b> Put points on board, Takeaways from the story</li> </ul>

	<ul style="list-style-type: none"> <li>○ The Coyote story from Tk'emlúps is not only about breath and love but also about kinship with all living things.</li> <li>○ “All my relations” refers to more than just human relationships; it includes animals, land, and all forms of life.</li> <li>○ All living things deserve respect and care.</li> <li>○ Each community and society has its own laws, principles, worldviews, and ways of knowing.</li> <li>● <b>Worksheet:</b> What is connected to my circle (have a made example on the board for students to reference to). <ul style="list-style-type: none"> <li>○ Circle with them in the middle - write, draw, or make a collage of things that are connected to them in the circle around them.</li> </ul> </li> </ul>
Closure:	<ul style="list-style-type: none"> <li>● <b>Class discussion:</b> Name one thing that you are connected with.</li> <li>● Can you show me what a coyote sounds like.</li> </ul>

## Lesson 2

Lesson Name & Time (60 Minutes):	<b>What and where makes you feel safe</b> <ul style="list-style-type: none"> <li>● Create an environment or place where you feel safe and comfortable</li> </ul>
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> <li>● <b>CC2:</b> Explain why people, events, or places are significant to various individuals and groups (significance)</li> </ul>
Learning Standards: Content	<ul style="list-style-type: none"> <li>● <b>C2:</b> Aspect of life shared by and common to peoples and cultures</li> <li>● <b>C6:</b> Relationship between humans and their environment</li> </ul>
Instructional Objectives (SWBAT...):	<p><b>SWBAT</b> identify places where they feel safe and comfortable</p> <p><b>SWBAT</b> understand why feeling safe and comfortable is important in their communities and homes</p> <p><b>SWBAT</b> express ideas about how to create a positive environment for themselves and others</p>
Assessment:	<ul style="list-style-type: none"> <li>● Observation of the process and approach to creating their safe environment</li> <li>● Completion of their project</li> <li>● Participation: Contributions to discussion and reflection</li> </ul>

Teaching Strategies:	<ul style="list-style-type: none"> <li>● Competition of the Exit ticket</li> <li>● <b>Active prior knowledge:</b> engaging the students' existing experiences and making the lesson personal and meaningful.</li> <li>● Refer to the week before in the coyote story where he runs back home to his safe space after he would lose his breath.</li> <li>● <b>Guide discussion:</b> Build students' understanding and connect ideas to real-world situations and places (significance, shared aspects, human-environment relationships). Open-ended questions, different perspectives, and recording some ideas visually.</li> <li>● <b>Reinforce learning through reflection:</b> Deepen understanding and allow the students to process what they learned.</li> <li>● <b>Ensure instructions are clear and concise.</b></li> </ul>
Materials:	<ul style="list-style-type: none"> <li>● Mystery bag with items that highlight the teachers safe space</li> <li>● Premade model for students to refer to/get ideas from</li> <li>● Paper</li> <li>● Pencils, markers,</li> <li>● Optional manipulatives</li> <li>● Pictures</li> <li>● Craft supplies</li> <li>● Clay</li> </ul>
<b>LESSON ACTIVITIES</b>	
Introduction/Hook:	<p><b>Mystery bag:</b> (with pictures of things that make up the teacher's safe space) - Having them guess what they are going to be creating.</p> <ul style="list-style-type: none"> <li>● The forest</li> <li>● Cabin</li> <li>● Fire with camping chairs</li> <li>● Cozy blankets</li> <li>● Hot chocolate</li> <li>● Family</li> </ul> <p><b>Ask students:</b></p> <ul style="list-style-type: none"> <li>● Where do you feel safe? Who and what makes this place feel safe for you?</li> </ul>

Body:	<p><b>Students brainstorm where their safe space is.</b></p> <ul style="list-style-type: none"> <li>• Have them write down at least 3 ideas before they are able to start creating.</li> </ul> <p><b>Create/draw/write what their safe space is.</b></p> <ul style="list-style-type: none"> <li>• Loose parts</li> <li>• 3D model</li> <li>• Painting</li> <li>• Drawing</li> </ul>
Closure:	<p><b>Exit ticket:</b> How can you make others feel safe in your environment?</p> <ul style="list-style-type: none"> <li>• I can make family and friends feel safe in my space by...</li> </ul>

### Lesson 3

Lesson Name & Time (45 minutes):	<b>Listening to The Land &amp; Learning From Nature</b>
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> <li>• <b>CC5:</b> Recognize the causes and consequences of events, decisions, or developments (cause and consequence)</li> </ul>
Learning Standards: Content	<ul style="list-style-type: none"> <li>• <b>C6:</b> Relationship between humans and their environment</li> </ul>
Instructional Objectives (SWBAT...):	<p><b>SWBAT</b> demonstrate respect and responsibility when gathering their rocks</p> <p><b>SWBAT</b> describe what they noticed about the land on the nature walk using their senses (sight, sound, touch, smell)</p> <p><b>SWBAT</b> explain why they chose their rock, what about it stood out to them, what was the connection to the land or their own lived experiences</p>
Assessment:	<ul style="list-style-type: none"> <li>• Observation of respectful participation during the nature walk</li> <li>• Oral responses during discussion and reflection</li> <li>• Exit ticket reflection/observation on walk (verbal, written, or drawn)</li> </ul>
Teaching Strategies:	<ul style="list-style-type: none"> <li>• Observation of respectful participation during the nature walk</li> <li>• Oral responses during discussion and reflection</li> <li>• Exit ticket: reflection/ observation (verbal, written, or drawn)</li> </ul>

Materials:	<ul style="list-style-type: none"> <li>● Basket or bag for rocks</li> <li>● Clip-boards &amp; pencils</li> <li>● Blank paper &amp; Observation Guide (graphic organizer if wanted)</li> <li>● Black sharpie to write names on rocks</li> </ul>
<b>LESSON ACTIVITIES</b>	
Introduction/Hook:	<p><b>Ask: Have you ever wondered what rocks sound like? Or what listening to the land means?</b></p> <p><b>State:</b>“Today we are going to practice listening to the land just like Indigenous peoples have for thousands of years.”</p>
Body:	<p><b>In a circle or class discussion ask questions like:</b></p> <p>Where do you think stories come from?  Do you think the land can teach us things?  Why do you think Indigenous peoples treat land like relatives instead of like an object?</p> <p><b>Connect back to Coyote and the Kukpi7 Tree:</b></p> <ul style="list-style-type: none"> <li>● Coyote listens to the land and learns from it</li> <li>● The land gives life, safety, and knowledge</li> </ul> <p>Read the Oral History aloud about Coyote Rock  <a href="https://epe.lac-bac.gc.ca/100/205/301/ic/cdc/secwepemc/orhist.html">https://epe.lac-bac.gc.ca/100/205/301/ic/cdc/secwepemc/orhist.html</a></p> <p><b>Before going outside (discuss land protocol):</b></p> <ul style="list-style-type: none"> <li>● Discuss respect; we only take what we need, we do not harm living things, we move slowly and quietly</li> <li>● Go over expectation, rules, and guidelines related to the nature walk and desired behaviour (staying together, not walking faster than the teacher, patience etc)</li> <li>● Explain that they want to look for rocks that are the right size (fit in their hand) and have a smooth texture</li> <li>● Acknowledge the land in an age appropriate way “We are thankful to be able to learn on and from this land”</li> </ul>

	<p><b>Nature Walk:</b></p> <ul style="list-style-type: none"> <li>● Model walking slowly and quietly</li> <li>● Encourage students to listen for sounds, notice shapes, textures, scents, colours ect...</li> <li>● Students each choose a rock and write their name on it before putting it in the bag</li> <li>● Guided questions to ask students during the walk “what do you notice about this place?” “Why did this rock stand out to you?”</li> </ul>
Closure:	<p>Circle share/ Class discussion:</p> <ul style="list-style-type: none"> <li>● “What did you notice when we slowed down?”</li> <li>● “How did it feel being outside and quiet?”</li> </ul> <p>Exit ticket reflection:</p> <ul style="list-style-type: none"> <li>● “One thing the land taught you today?” choose 3 students to answer who want to share</li> </ul>

#### Lesson 4

Lesson Name & Time (35-45 mins):	<b>Spirit Rocks: Animals, Stories (History) and Connection</b>
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> <li>● <b>CC6:</b> Explain why people’s beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events.</li> </ul>
Learning Standards: Content	<ul style="list-style-type: none"> <li>● <b>C5:</b> Oral history, traditional stories, and artifacts as evidence about past First Peoples cultures.</li> <li>● <b>C6:</b> Relationship between humans and their environment.</li> </ul>
Instructional Objectives (SWBAT...):	<p><b>SWBAT:</b> identify local Indigenous animals from the Kamloops area</p> <p><b>SWBAT:</b> understand that animals have meaning and teach lessons in Indigenous cultures</p>

	<b>SWBAT:</b> create their own spirit rock that represents them, and explain its meaning
Assessment:	<ul style="list-style-type: none"> <li>• Completion of spirit rock</li> <li>• Students explanation (oral or written) of meaning</li> <li>• Participation in activity and discussion</li> </ul>
Teaching Strategies:	<ul style="list-style-type: none"> <li>• <b>Activate prior knowledge:</b> Visual examples and storytelling</li> <li>• <b>Guided discussion:</b> Open ended inquiry based questions</li> <li>• <b>Support personal connection:</b> Creative expression</li> <li>• <b>Reinforce learning through reflection:</b> Modeling cultural respect (no appropriation, focus on learning), revisiting key ideas and voluntary sharing to connect the lesson to students’</li> </ul>
Materials:	<ul style="list-style-type: none"> <li>• Rocks collected from lesson 3</li> <li>• Paint pens &amp; Coloured Sharpies</li> <li>• Black sharpies for outline</li> <li>• Modge podge &amp; paint brushes (optional add a layer of protection)</li> <li>• Paper towels or newspapers to protect surfaces during painting and modge podging (if using)</li> <li>• Reference of images (easy to draw) of local animals and Indigenous to Kamloops</li> <li>• Separate sheet of references for Indigenous Tk'emlups inspired meanings or characteristics for the chosen animals</li> <li>• Blank paper for practice drawings</li> <li>• Projector connected to YouTube for read-aloud</li> </ul>
<b>LESSON ACTIVITIES</b>	
Introduction/Hook:	<b>Hold a rock up and say: “These rocks are not simply decorations or inanimate objects. They are symbols that help tell stories and teach values.”</b>
Body:	<b>Show images of local animal reference sheet on the white board or projector and ask students:</b> <ul style="list-style-type: none"> <li>• “Why do you think these animals appear in Indigenous stories?”</li> </ul>

	<ul style="list-style-type: none"> <li>● “What do you think animals can teach humans?”</li> </ul> <p><b>Connect back (review):</b></p> <ul style="list-style-type: none"> <li>● Coyote as a trickster, teacher, and helper</li> <li>● Animals represent lessons like strength, wisdom, sharing, and respect</li> </ul> <p><b>Choosing an animal for their spirit rock:</b></p> <ul style="list-style-type: none"> <li>● Students choose an animal from their image reference page (just pictures of animals no meanings... yet) that they feel connected to</li> <li>● Prompts “what lesson might this animal teach you, or offer you?” “think about why you connect with this animal. Is it wise, strong, tricky, inquisitive?”</li> <li>● Practice on a piece of blank paper so mistakes happen before your drawing on the rock</li> </ul> <p><b>Creating Spirit Rocks:</b></p> <ul style="list-style-type: none"> <li>● Teacher demonstrates drawing in pencil first then students will draw in pencil first then outline with black sharpie over the pencil</li> <li>● While students are drawing play read aloud <i>Kindness Rocks by Sonica Ellis</i> <a href="https://www.youtube.com/watch?v=mBLQm4_I4IY">https://www.youtube.com/watch?v=mBLQm4_I4IY</a></li> <li>● Using paint pens or coloured sharpies students will share colours and wait patiently for their turns to draw their chosen animal on their rocks</li> <li>● Teacher encourages simple designs using symbols and shapes</li> <li>● Optional extension, students could write one word on their rock that they feel represents it (strength, respect, kindness)</li> </ul>
Closure:	<p><b>Sharing discussion/ circle teacher chooses a few students who want to share and prompts discussion by stating their answers for the questions and then having students share:</b></p> <ul style="list-style-type: none"> <li>● “The animal I chose for my spirit rock is _____ it means _____.”</li> <li>● Or “_____ animal teaches or reminds me _____.”</li> </ul>

## Lesson 5

Lesson Name & Time (Minutes Allotted):	<b>Identity Through Values</b>
Learning Standards: Curricular Competencies	<p><b>CC2:</b> Explain why people, events, or places are significant to various individuals and groups</p> <ul style="list-style-type: none"> <li>● What values were significant for local First Nations Peoples?</li> </ul> <p><b>CC13</b> Create stories and other texts to deepen awareness of self, family, and community (ELA)</p>
Learning Standards: Content	<p><b>C1:</b> cultural characteristics and ways of life of local First Peoples and global indigenous peoples</p> <ul style="list-style-type: none"> <li>● Local BC First Peoples</li> <li>● Ceremonies, values</li> </ul>
Instructional Objectives	<p><b>SWBAT:</b> Identify and discuss several values of local Secwepemc First Nation people, and arrange these values into <i>way of life</i> categories. .</p> <p><b>SWBAT:</b> Show their understanding of their unique values (personal or family values ) through a written journal entry.</p>
Assessment:	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>● The teacher will take note of what students share during circle time, as well as walk around the classroom to see how students are working through their way of life organizer task.</li> <li>● The teacher will pay attention to which items are being collected or drawn to represent their values.             <ul style="list-style-type: none"> <li>○ Ask questions like, “Why did you choose this image, or what do you like best about this drawing?”</li> </ul> </li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>● The teacher will assess the content of the partner’s way of life organizer and journal entry.</li> </ul>

	<ul style="list-style-type: none"> <li>● The teacher will enter assessment information into a unit plan document that has each student's name listed with a section for notes.</li> </ul>
Teaching Strategies:	<ul style="list-style-type: none"> <li>● <b>Activate Schema:</b> Teacher prompts students to think about what it means to value something.</li> <li>● <b>Calm space:</b> For students who need a moment during the tour</li> <li>● <b>Guided Circle Time:</b> Teacher gives reminders for time allotment and gives space for others to speak without interruptions.</li> <li>● <b>Pairing:</b> Placing students in groups of 2 to utilize MKO students and allow increased learning opportunities.</li> <li>● <b>Sharing Circle:</b> Students spend time in sharing circles to discuss and reflect on learning.</li> </ul>
Materials:	<ul style="list-style-type: none"> <li>● White board markers</li> <li>● White board</li> <li>● Way of Life organizer (pg. 4 of pdf)</li> <li>● Pencils, pen, crayons, felts</li> <li>● Old magazines, various colored paper, ipads or laptops</li> <li>● Journals</li> <li>● Laptop/Ipad (students who need speech to text, or choose to enter their digital journal)</li> </ul>
<b>LESSON ACTIVITIES</b>	
Introduction/Hook:	“What do you think it means to value something?”
Body	<p><b>Day 1:</b></p> <p><b>Field trip to <i>Tk'emlups</i> museum (2 hours)</b></p> <p>Load the bus and travel to (30 mins).</p> <p>Welcome and tour (45 mins)</p> <p>Snack (15 mins)</p>

Load bus and return (30 mins).

## **BREAK**

### **Sharing circle (10 mins)**

- Share one thing you noticed from the museum that the Secwepemc people value (plant, community, medicine, animal, hunt, fish, creator, etc.) and give evidence.
  - Teacher records items on chart paper or whiteboard

### **Organize how values create a way of life (15 min).**

- **Ex: Respect the land, respect the animals, care for the community, respect the elders, and storytelling/knowledge**
- Place students into randomized groups of 2.
- Hand out Way of Life organizer (concept wheel pdf pg 4)
  - Have students label each five sections with the examples up top.
  - Together they will decide which items from the sharing circle (on the board) should go into each category. Use pencils, colours or felts.
    - EX: Praying when they harvest = Respect the Land (way of life)

## **Day 2:**

### **What are your values? (20 mins)**

- Students will collect or create images/words that represent their and their families values.
  - Using pencils, crayons, felts, magazines, online images, drawn images, words, and more.

## **BREAK**

### **Write about your values in your journal (10 mins)**

- Sentence starter, “Something that is important to my family is...”, “My family thinks \_\_\_\_\_ is really important.”

	<ul style="list-style-type: none"> <li>○ 3-4 sentences (can add drawings)</li> </ul>
Closure:	Ask “Share your journal entry with a table partner. Your partner needs to ask 1 question, and give 1 happy comment.”

### Lesson 6

Lesson Name & Time (Minutes Allotted):	<b>Mapping Your Place &amp; Values</b>
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> <li>● <b>CC6:</b> Explain why people’s beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events <ul style="list-style-type: none"> <li>Identify features of Indigenous cultures that characterize their relationship to the land</li> </ul> </li> <li>● <b>C1</b> Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decision <ul style="list-style-type: none"> <li>○ Gather information on a topic from more than one source (e.g.; book, magazine, web site, interview)</li> </ul> </li> </ul>
Learning Standards: Content	<ul style="list-style-type: none"> <li>● <b>C6:</b> relationship between humans and their environment <ul style="list-style-type: none"> <li>- Protocols around the world that acknowledge and respect the land</li> </ul> </li> </ul>
Instructional Objectives	<p><b>SWBAT:</b> State and discuss one value of the local Secwepemc people that shows their value for and relationship to the land.</p> <p><b>SWBAT:</b> apply their understanding of how Indigenous values are represented in place by creating a personal map that highlights their own values within a meaningful place.</p>
Assessment:	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>● Can the student remember and talk about at least one value the Secwepemc people have that shows their care and relationship for the land? <ul style="list-style-type: none"> <li>○ Take mental note during discussion</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● Walk around the class listening to partner conversations. Are students able to think of one or two values and share these?</li> </ul> <p><b>Summative:</b></p> <p>* The teacher will assess the created maps and their presentation.</p> <p>Presentation</p> <ul style="list-style-type: none"> <li>● Can the student explain how their place is meaningful to them?</li> <li>● Do they clearly identify and explain the values they represented on their map?</li> <li>● Extension-Can students explain how their values create meaning in their place?</li> <li>● Is there thoughtful reflection showing why certain images, symbols, or sections were included?</li> </ul> <p>Map</p> <ul style="list-style-type: none"> <li>● Does the map clearly reflect the student’s own values?</li> <li>● Does the map show the student’s meaningful place?</li> <li>● Does the map show creative reflection of personal meaning?</li> <li>● Are there at least 2 values added to the map that support the place’s meaning?</li> </ul>
Teaching Strategies:	<ul style="list-style-type: none"> <li>● <b>Activate Schema:</b> The teacher checks for prior knowledge.</li> <li>● <b>Provides Examples:</b> To support learning and help ideas flow.</li> <li>● <b>Think-pair-share:</b> allow students to explore their values and discover others.</li> <li>● <b>Support Learning through Reflection:</b> Group and paired reflection and communication.</li> <li>● <b>Scaffold</b> respectful circle time and presentation skills/listening.</li> </ul>
Materials:	<ul style="list-style-type: none"> <li>● Map -<a href="https://epe.lac-bac.gc.ca/100/205/301/ic/cdc/secwepemc/map.html?noder=1">https://epe.lac-bac.gc.ca/100/205/301/ic/cdc/secwepemc/map.html?noder=1</a></li> </ul>

	<p>Teachers map project</p> <ul style="list-style-type: none"> <li>● Folder of collected cut-outs and drawings, etc., from lesson 5</li> <li>● Various sizes of paper, various colours</li> <li>● Pencils, pens, crayons, felts, Sharpies</li> <li>● Completed maps</li> </ul>
<b>LESSON ACTIVITIES</b>	
<p>Introduction/Hook:</p>	<p><b>Day 1:</b></p> <p><b>Show an image of Secwepemc land (5 mins)</b></p> <ul style="list-style-type: none"> <li>● Ask, “Do you remember one special place that the local First Nation expressed were was important to them? What things do we see being important in this place?” <ul style="list-style-type: none"> <li>○ Students raise their hands and share ideas from the tour and learnings.</li> </ul> </li> <li>● The teacher shows students a map of the Secwepemcul'ecw and points out the many communities and rivers. The teachers might point out the value of a particular river and why it is so important to the First Nation. The river is the place, and the fishing, family gathering, and tradition are the values.</li> <li>● <a href="https://epe.lac-bac.gc.ca/100/205/301/ic/cdc/secwepemc/map.html?noder=1">https://epe.lac-bac.gc.ca/100/205/301/ic/cdc/secwepemc/map.html?noder=1</a> <ul style="list-style-type: none"> <li>○ Say, “This map does show everything that is important to the Secwepemc people, but it does show the rivers. Do you think the river is an important place for the First Nation? What about being near the river do you think the First Nation values?” <ul style="list-style-type: none"> <li>■ Fishing, food supply, family connection, tradition</li> </ul> </li> </ul> </li> </ul>
<p>Body:</p>	<p><b>Brainstorm your map (5 mins)</b></p> <ul style="list-style-type: none"> <li>● The teacher says, “I want you to spend 1-2 quiet minutes thinking about a place in your life that means a lot to you.”</li> </ul>

- The teacher provides suggestions, “This could be a place indoors or outdoors. Around your house, your yard, a vacation spot, another person’s home, a particular location, a lake, etc.”

- Have students share their ideas with a table partner

### **Map Creation (25 mins)**

- The teacher can show their own *map of place* to support creative flow and ideas.
- **Say** “Now we are going to create a map of a place that is meaningful to you. Add **at least 2–3 images** from your folders to show why this place is important.”
  - **Example:** My special place is the peach tree in my backyard. My family values spending time together and making memories, and this tree has become meaningful because of that.
  - Your goal is to use the supplies provided to represent your meaningful place and include images that clearly show **why this place matters to you.**”

Students will decide their paper colour and size, within reason, and begin planning out what they need to add to their map to show their place and values.”

- Students will gather different types of paper from a pile.
- Students will be handed their folder from the last lesson to use items they cut or drew that represent their values.

### **Day 2**

- **Map Completion & Presentations (25 mins)**

- Students finish up their maps (those who are just starting can create a map on a smaller piece of paper if needed).

	<ul style="list-style-type: none"> <li>• The teacher draws straws for which half of the class presents today and which half presents the next day. Placing students who haven't started or finished into the next day's slot.</li> </ul> <p><b>Say</b>, "Before we start presentations, we need to remember a few things."</p> <ul style="list-style-type: none"> <li>• The teacher tells students they have (1 minute) to share and to pick one aspect of the map to share. Share what that item is and why you added it.</li> <li>• Reminds students to always clap after a presentation to show honour for stepping out in front of others."</li> <li>• Questions allowed if there is time (2 per presentation)</li> </ul> <ul style="list-style-type: none"> <li>• Students present (5-6) with a break in between (add day 3 to allow more time for presentations).</li> </ul> <p><b>Day 3 &amp; 4</b></p> <p>The teacher prepares time for 5-7 students to share their presentations with a break in between (each day).</p>
Closure:	<p><b>Final Sharing Circle (15 min)</b></p> <ul style="list-style-type: none"> <li>• Students share one thing they found difficult and one thing they really enjoyed from this project.</li> </ul>

### Resources

**Story for lesson 1:** Coyote and the Kukpi7 Tree: By Kenthen Thoms <https://thewrennews.ca/story-of-tkemplups/>  
 Oral history story for lesson 3 <https://epe.lac-bac.gc.ca/100/205/301/ic/cdc/secwepemc/orhist.html>

**Story for lesson 3:** <https://epe.lac-bac.gc.ca/100/205/301/ic/cdc/secwepemc/orhist.html>

**Read aloud for Lesson 4:** *Kindness Rocks* by Sonica Ellis [https://www.youtube.com/watch?v=mBLQm4\\_I4IY](https://www.youtube.com/watch?v=mBLQm4_I4IY)

**Video for Lesson 5:** Watch video -<https://www.youtube.com/watch?v=VUPxbeHviDo>  
[https://www.youtube.com/watch?v=Vqf7IPuj7gw&list=RDVqf7IPuj7gw&start\\_radio=1](https://www.youtube.com/watch?v=Vqf7IPuj7gw&list=RDVqf7IPuj7gw&start_radio=1)

**Location for Lesson 5:** Secwepemc Museum and Heritage Park  
Way of life concept wheel (pg. 4)

### Extensions to Unit

**If there is time in the unit or there are quick finishers during lessons, these can be introduced.**

**Lesson One:**

- Coyote as a Teacher - What does Coyote teach us in the story (love, breath, respect, kinship)?
- Compare World Views - All communities have different ways of knowing.

**Lesson Two:**

- Sense: Have students add at least two senses to their safe space.
- People: Who helps you feel safe?

**Lesson Three:**

- If the land could talk prompts - “the land would tell us...,” “the land teaches me...”
- Imagine the rock's story - How long has your rock been there? What has your rock seen?

**Lesson Four:**

- Make another rock - for a friend, parent, or guardian.
- Write the meaning behind your rock.

**Lesson Five:**

- Draw an image to go with your way of life organizer.

**Lesson Six:**

- Extend what they put on their map - Go Further

### Reflections & Revisions

Our group worked very well together. We each did two lessons each, ensuring they worked together and that the unit plan had an effective flow. We started with the BC curriculum and worked from there. Our communication was amazing, through in-class discussions, on breaks, and in our group chat.

I would like to acknowledge that we used AI to edit our unit plan for clarity. AI supported our idea generation for a couple of formative assessments.