

## Integration of Indigenous Culture Focus for March: Land-Based Teaching

### What is Indigenous Pedagogy?

*It is a holistic practice of teaching that incorporates Indigenous worldviews throughout all components of our learning environments, including how we interact with children and families, how we develop our daily routines, how we set up our physical spaces, and how we intentionally engage children in learning opportunities. Educators are viewed as active learners and researchers alongside children, and role model looking and listening as part of the learning process.*

*Some world views we will introduce as we proceed throughout our integration of Indigenous culture include the respect for the environment, animals, and each other, the interconnectedness of all living things, oral traditions, land-based teaching, the appreciation for the wisdom provided by Elders, Knowledge Keepers, and Cultural Advisors, and spiritual wellbeing.*

Our next series of activities will focus on the following:

### Land-Based Teaching and Learning

*"A shared worldview by many Indigenous Peoples is that we are only borrowing the Land from future generations, and that there is a responsibility to be stewards of the Land, to respect, and protect it. The Land provides everything we need as humans to survive. To live in balance with the natural environment, humans must be responsible with the natural resources that the Land provides. The Land is an integral part of Indigenous identity, spirituality, culture and way of life. Indigenous land-based learning recognizes that there is a connection and a relationship with the Land around us. Looking to the Land as our first teacher can help us understand the world and our roles and responsibilities to all living things...Stories and teachings originate from observing and experiencing the world around us; from the changing seasons, to the thirteen moon cycles, the water cycles, and the migration of animals. By observing the animals that live around us, they teach us how to live and survive on the Land."*

[https://etfofnmi.ca/wp-content/uploads/2020/11/Book\\_Land-Acknowledgement.pdf](https://etfofnmi.ca/wp-content/uploads/2020/11/Book_Land-Acknowledgement.pdf)

### Activities:

- Print the phrase "Land-based teaching and learning" on a white board and display to the children. State the phrase clearly for the children emphasizing **"Land-based"**. Explain that it means when we carefully observe the world right outside our windows, we can learn so much about how to live, care for one another, and protect the environment. For



Activity 1, explain to the children that they are going to go on a nature walk in search of their favourite tree.

- Encourage the children to look around them as they walk, observing nature in its glory and taking photos of trees they discover. Discuss the attributes of the trees, such as height, colour, and shape of the leaves.
- Encourage thought about animals that could use the trees for shelter for their homes, or bugs that could be feeding on the trees and using parts of the trees to construct their homes. Print the photos out and display on a board listing the attributes discussed. As each season changes, continue your walks and take photos of the trees in their varying stages. At the end of the year, engage the children in a discussion about how changes in the trees teach us about changes in the seasons and changing needs of the animals and bugs that use them as resources.



each. For example, clouds fill with moisture and rain down on us, filling our streams and offering nourishment to plants and animals.

- As an extension to “Land-based teaching and learning”, present children with a series of photos showcasing elements relevant to their immediate natural environments. Some examples could include photos of grass, plants, shrubs, mountains, fields, clouds, streams and trees. Tell the children we are going on a nature scavenger hunt, and their job is to find each of these items. Provide older children with a clipboard and sheet representing these photos. As you proceed with your hunt, discuss the different attributes of each element and what we can learn from

### Book Suggestion:

#### “Stand Like a Cedar” by Nicola I. Campbell

*‘Stand Like A Cedar by Nicola I. Campbell, Nl̓e7kepmx̌, Syilx and Métis from the Nicola Valley; and illustrated by Carrielynn Victor, S’ólh Temexw, Xwel̓mexw Slhali, is a journey through nature to discover the animals of British Columbia. Learn the names of animals in the Nl̓e7kepmxc̓in or Halq’emylem languages as well as the teachings in this illustrated children’s book. When you go for a walk in nature, who do you see? What do you hear? Discover new sights and sounds with every read.’*

<https://goodminds.com/collections/prek/products/stand-like-a-cedar>

