**FACILITATOR(S):**

|  |  |  |
| --- | --- | --- |
| **LESSON TITLE**: | | |
| **GRADE LEVEL:** | **TIME FRAME:** | **STUDENT CAPACITY**: |
| **LESSON** | | |
| **RATIONALE** | | |
| **BIG IDEAS** | | |
| **CURRICULAR CONNECTIONS/COMPETENCIES** | | |
| **LESSON CONSIDERATIONS**  **COMMUNITY: (Indigenous Education Worker, Elder or Knowledge Keeper)**  **LAND & EXPERIENTIAL LEARNING:**  **PROTOCOL:**  **LANGUAGE:** | | |
| **EVIDENCE OF LEARNING** | | |
| **MATERIALS** | **FIRST PEOPLES PRINCIPLES OF LEARNING** | **DAKELH WAYS OF KNOWING & UNDERSTANDING** |
|  | * 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). * Learning involves recognizing the consequences of one’s actions. * Learning involves generational roles and responsibilities. * Learning recognizes the role of indigenous knowledge. * Learning is embedded in memory, history, and story. * Learning involves patience and time. * Learning requires exploration of one’s identity. * Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. | **Self Identity**  Culture  Spirituality  Individuality  **Respect**  For All Life  Animism  Diversity  **Truth & Honesty**  Living it  Telling the Truth  **Responsibility**  Land & Environment  Familial  Social Responsibilities  **Community**  Generosity  Collaboration  Unity |
| **LESSON REFLECTION** | | |