

Inquiry Demonstration Plan

Lesson

Title: Art in Nature **Lesson #** _____ **Date:** July 28, 2020

Name: Gurreet Dhillon **Subject(s):** Art & ELA **Grade(s):** Kindergarten

Rationale & Overview

Why does this topic matter to students?

Nowadays, children are more invested in technology than anything else. Children nowadays do not have an emotional connection (sense of place) to the natural environment around them (Judson, 2018). Judson (2018) believes all educators can help children develop a sense of place by taking the learning outdoors. I want to help children build a meaningful and authentic connection to the outdoors and understand the impact our behaviours and actions have on the natural environment and community, which can affect our future. I want to help children be responsible citizens and develop an understanding of how and why to care for the natural environment and community.

How does this lesson fit within the larger inquiry project?

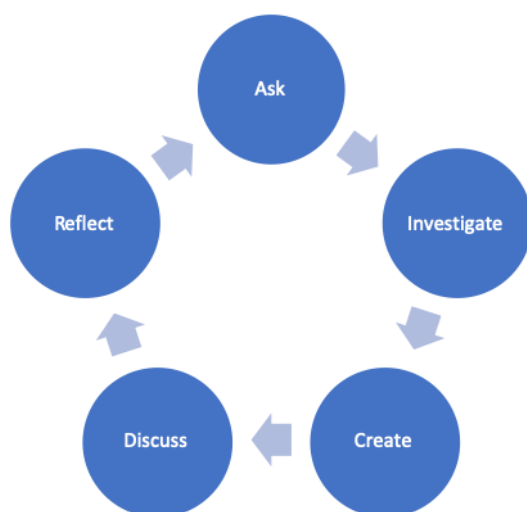
This inquiry project will take place in the forest that is behind my school. All Forest Nature Schools (FNS) regularly and repeatedly go to the same natural space, and are emergent, experiential, inquiry-based, play-based, and place-based (Forest and Nature School in Canada, p. 12). Inspired from Forest and Nature Schools, I will take my class to the same forest regularly and repeatedly to help them become familiar with the local environment and build an emotional connection with it. This lesson will help students become familiar with the things in the natural environment and how to create artwork with them. My hope is that this lesson will help students start to build a connection to the natural environment and learn some ways of how the natural environment can help us.

How does this project incorporate the inquiry cycle?

Students are working on creating a deeper understanding of the natural environment through this inquiry project. Students will have the opportunity to study a living thing of their choice in this inquiry project to help them build a connection to the environment. They will also experience and show their learning in various ways, including artwork, storytelling, sound/colour walks, sharing/talking circles, and connect with field experts.

Key Questions For Inquiry

Core Question & Supporting Questions for Inquiry Project	Question(s) Addressed in This Lesson
<ul style="list-style-type: none"> What do you wonder about in the natural environment? How can we connect to the natural environment? What is our responsibility to the environment and community? How can we take care of our Earth? How does the natural environment and community help me? How does the natural environment and community help the world? 	<ul style="list-style-type: none"> How can we connect to the natural environment? What do you wonder about in the natural environment? How does the natural environment and community help me?



Inquiry Approach and Rationale

This project will use a place-based and discipline-based approach of inquiry to help student build an authentic and meaningful connection to the natural environment. We will regularly and repeatedly visit the forest behind the school as “frequent encounters lead to an increased sense of belonging, and ultimately, to a sense of stewardship for that place, for the broader community, and beyond” (Forest and Nature School in Canada, 2014, p. 31). Place-based learning helps students build an on-going relationship with the land, teacher, one another, and themselves (Forest and Nature School in Canada). It also provides students with hands-on experience with a place and its surroundings. I believe if students engage in the living realities of the discipline being taught, it will help them build a more meaningful connection to the natural environment. Discipline-based inquiry also helps students develop lifelong habits, in addition to learning content (Friesen, Saar, Park, Marcotte, Hampshire, Martin, Brown, & Martin, 2015). This lesson focuses on a place-based learning approach to help students connect with the local forest and its surroundings. In this lesson, students are given the opportunity to connect with nature through art, observations, and reflection. By using a place-based and discipline-based approach for this project, I hope to help students become responsible citizens and develop an understanding of how and why to care for the natural environment and community.

Core Principles of Effective Teaching (Sharon Friesen) Focus on one or more core principles in the lesson

Core Principle 1: Effective teaching practice begins with the thoughtful and intentional design of learning that engages students intellectually and academically. <i>*What aspects of the inquiry are the most challenging and meaningful for students?</i>	
Core Principle 2: The work that students are asked to undertake is worthy of their time and attention, is personally relevant, and deeply connected to the world in which they live. <i>*What makes this inquiry valuable, meaningful, and “alive” for the students and teachers?</i>	This inquiry focuses on building an emotional connection to the natural environment. This particular lesson aims to help students develop a connection to the outdoors by using materials in nature to create artwork.
Core Principle 3: Assessment practices are clearly focused on improving student learning and guiding teaching decisions and actions. <i>*How do I define learning and success in this inquiry? How is learning expressed and articulated in peer, self and teacher assessments?</i>	
Core Principle 4: Teachers foster a variety of	This inquiry focuses on helping students develop

interdependent relationships in classrooms that promote learning and create a strong culture around learning. <i>*How do I connect students with each other, with experts in the field, with larger communities and nature, and across disciplines?</i>	an emotional connection to nature as children nowadays do not have an emotional connection (sense of place) to the natural environment around them (Judson, 2018). This particular lesson focuses on students' developing a connection to nature and with each other. Other lessons in the unit plan will focus on students' developing connections with experts in the field, with larger communities, and across disciplines.
Core Principle 5: Teachers improve their practice in the company of peers. <i>*How do I reflect on the inquiry together, and/or collaborate with others?</i>	

BC Curriculum Core Competencies

Communication	Thinking	Personal & Social
I communicate purposefully, using forms and strategies I have practiced.	I can get new ideas or build on or combine other people's ideas to create new things within the constraints of a form, a problem, or materials.	I can interact with others and the environment respectfully and thoughtfully.

BC Curriculum Big Ideas (STUDENTS UNDERSTAND)

<p>ELA</p> <ul style="list-style-type: none"> Through listening and speaking, we connect with others and share our world. Curiosity and wonder lead us to new discoveries about ourselves and the world around us. <p>Art</p> <ul style="list-style-type: none"> Engagement in the arts creates opportunities for inquiry through purposeful play. People connect to others and share ideas through the arts.

BC Curriculum Learning Standards (STUDENTS DO)

(STUDENTS KNOW)

Learning Standards - Curricular Competencies	Learning Standards - Content
<p>Art</p> <ul style="list-style-type: none"> Exploring and creating – create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play. Communicating and documenting <ul style="list-style-type: none"> Express feelings, ideas, stories, observations, and experiences through the arts Experience, document and share creative works in a variety of ways Reasoning and reflecting <ul style="list-style-type: none"> Reflect on creative processes and make connections to other experiences 	<p>Art</p> <ul style="list-style-type: none"> personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment <p>ELA</p> <ul style="list-style-type: none"> Strategies and processes – oral language strategies

ELA <ul style="list-style-type: none"> Comprehend and connect <ul style="list-style-type: none"> Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community 	
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BC Curriculum Indigenous Connections/ First Peoples Principles of Learning

How will I incorporate Indigenous knowledge and principles of learning?

Throughout the project, I will incorporate Indigenous knowledge by sharing Indigenous storybooks (with permission and books for kindergarten students) related to the outdoors and inviting Elders to our outdoor learning environment to share their stories and experiences with the outdoors.

Principles of Learning

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

Respectful Relations

How will I invite students of all backgrounds, interests and skills into the inquiry?

All students will be given opportunities to share questions, their interests or comments related to the lesson/inquiry. Students will have the opportunity to study a living thing they are interested in to help them build a connection to the natural environment. They will have opportunities to share their work/findings and any questions and/or observations of the natural environment. Students will also have the option of working individually, in partners or small groups to invite all backgrounds and skills into the inquiry.

Lesson Activities

Time Allotted		Teacher	Students
Invitation	10 mins	<p>Introduce essential questions for today's lesson:</p> <p><i>-How can we connect to the natural environment?</i></p> <p><i>-What do you wonder about in the natural environment?</i></p> <p><i>-How does the natural environment and community help us?</i></p> <p>Read or screenshare a read aloud of "We're going on a nature hunt" by Steve Metzger then explain we will be doing art in our backyards</p>	<p>-Reflect on essential questions and share question or comment related to essential questions if they wish</p> <p>-Listen to story attentively</p> <p>-Share some things of what we need to keep in mind when we are outside</p>

		today. You will find things outside to create a piece of art with. What things do we need to keep in mind when we are outside? (e.g respect things, no pulling, etc. we would have discussed this in previous lessons already too). If face-to-face lesson, students they may work in small groups, partners, or individually in the forest at the back of the school. Explain to students they will share their artwork with each other after. Students may take a picture of their artwork and share through online platform (jamboard), roughly sketch their artwork when they are finished to share online, or explain in detail so we are able to picture the artwork in our minds (e.g. through hand motions). If face-to-face lesson, we would do a gallery walk.	
Inquiry	15-20 mins	Be available to support students whether online or face-to-face instruction.	Find materials in nature to create artwork with.
Reflection	10 mins	Listen to students' sharing their artwork and ask questions.	Share artwork they created in nature using objects/things in nature.
Discussion	5 mins	Everyone join talking/sharing circle, then teacher ask students – what did you learn about nature through your artwork? What did you find easy/difficult in this lesson? What did you enjoy or not enjoy about this lesson?	Share thoughts about what they learned in nature and what they found easy/difficult in this lesson, and what they enjoyed/ did not enjoy.

Materials and Resources

-Book "We're going on a nature hunt" or Read aloud from youtube

<https://www.youtube.com/watch?v=OuDnUW5j9Mo>

-Objects in nature

-Camera or paper/pencil

-Jamboard

https://jamboard.google.com/d/1fZEg1d_RJfYH_8CjZ96Tccq76NmC6dyKRQ47EbOt3fw/viewer

Organizational Strategies

-Sharing/talking circle

- Chime or cue (e.g. hands on top) to get students' attention
- Pair or group students up if they are having difficulty getting started in art activity

Proactive, Positive Classroom Learning Environment Strategies

- Review outside expectations and safety before going outside

Extensions

- Next lesson could focus on environmental artist Andy Goldworthy and compare/contrast students' artwork from this lesson with Goldworthy's

Other lessons: Sound walks, colour walks, storytelling with objects in nature about living things, students experience the role of a forest expert through field labs, bring in forest experts into the class and have them lead the field labs.

Reflections (to be completed after the lesson demonstration)

Classmates interpreted lesson differently than I had expected. They made sketches of their backyards and materials they could use from nature to create artwork with instead of creating (or drawing) a piece of art with materials from their backyards/nature. My classmates explained that they got confused with the story (nature hunt) so for next time, I will be more clear with the activity directions once the story is finished or change the story so it relates more to creating artwork in nature or expectations/safety in nature. I am glad I had the opportunity to try out this lesson online as I have not had experience teaching online yet. My classmates and I discussed how teaching online at all levels is difficult because things can be interpreted in different ways by everyone, especially if the teacher is not present in real time to answer questions or clarify instructions when you are doing an assignment or activity.

Geraldine suggested to do a lesson on materials and how they are important to Indigenous culture to incorporate Indigenous education into my project (e.g. rocks are important in Indigenous education, eagle feather, water, leaves – form of cooling, pinecones – to put colour to hides, sticks – for drying fish and drying deer meat, etc.). I plan to look further into materials in nature and their significance to Indigenous cultures so I can explain the importance to my students or bring in an Indigenous guest speaker to help us learn the importance of nature in their culture.

References

British Columbia Ministry of Education. (2019). BC's redesigned curriculum. Retrieved from

<https://curriculum.gov.bc.ca/>

Dhillon, G. (2020). *Art in Nature*. Jamboard.

https://jamboard.google.com/d/1fZEq1d_RJfYH_8CjZ96Tccq76NmC6dyKRQ47EbOt3fw/viewer

Forest and Nature School in Canada (2014). *Forest and nature school in Canada: A head, heart, hands approach to outdoor learning*. Forest School Canada.

Friesen, S., Saar, C., Park, A., Marcotte, C., Hampshire, T., Martin, B., Brown, B., & Martin, J.

(2015). *Focus on inquiry*. Galileo Educational Network.

GSDS 2's (2020, April 23). *We're going on a nature hunt* [Video]. Youtube.

<https://www.youtube.com/watch?v=OuDnUW5j9Mo>

Judson, G. (2018). *A walking curriculum: Evoking wonder and developing sense of place (k-12)*. Gillian Judson.

Inquiry Demonstration Plan

Lesson _____ **Lesson #** _____ **Date:** August 6, 2020
Title: Living vs. Non-living
Name: Gurreet Dhillon **Subject(s):** Science/ELA **Grade(s):** Kindergarten

Rationale & Overview

Why does this topic matter to students?

Nowadays, children are more invested in technology than anything else. Children nowadays do not have an emotional connection (sense of place) to the natural environment around them (Judson, 2018). Judson (2018) believes all educators can help children develop a sense of place by taking the learning outdoors. I want to help children build a meaningful and authentic connection to the outdoors and understand the impact our behaviours and actions have on the natural environment and community, which can affect our future. I want to help children be responsible citizens and develop an understanding of how and why to care for the natural environment and community.

How does this lesson fit within the larger inquiry project?

Students will have the opportunity to study a living thing of their choice during this inquiry project in addition to developing an emotional connection to the natural environment. This lesson is intended to help students understand the difference between living and non-living and discover the living things that live in the local forest.

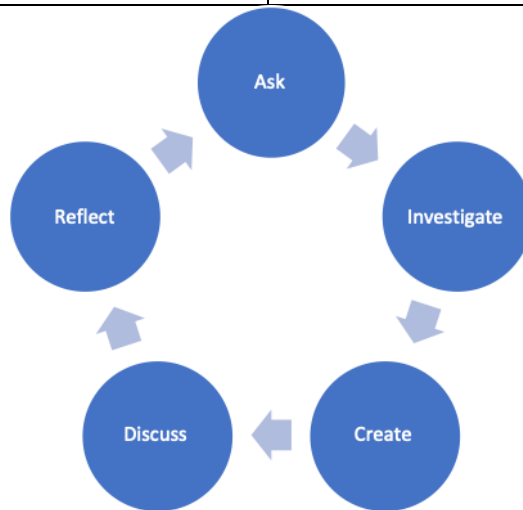
How does this project incorporate the inquiry cycle?

Students are working on creating a deeper understanding of the natural environment through this inquiry project. Students will have the opportunity to study a living thing of their choice in this inquiry project to help them build a connection to the environment. They will also experience and show their learning in various ways, including artwork, storytelling, sound/colour walks, sharing/talking circles, and connect with field experts.

Key Questions For Inquiry

Core Question & Supporting Questions for Inquiry Project	Question(s) Addressed in This Lesson
<ul style="list-style-type: none"> What do you wonder about in the natural environment? How can we connect to the natural environment? What is our responsibility to the environment and community? How can we take care of our Earth? How does the natural environment and community help me? How does the natural environment and 	<ul style="list-style-type: none"> What do you wonder about in the natural environment?

community help the world?	
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Inquiry Approach and Rationale

This project will use a place-based and discipline-based approach of inquiry to help student build an authentic and meaningful connection to the natural environment. We will regularly and repeatedly visit the forest behind the school as “frequent encounters lead to an increased sense of belonging, and ultimately, to a sense of stewardship for that place, for the broader community, and beyond” (Forest and Nature School in Canada, 2014, p. 31). Place-based learning helps students build an on-going relationship with the land, teacher, one another, and themselves (Forest and Nature School in Canada). It also provides students with hands-on experience with a place and its surroundings. I believe if students engage in the living realities of the discipline being taught, it will help them build a more meaningful connection to the natural environment. Discipline-based inquiry also helps students develop lifelong habits, in addition to learning content (Friesen, Saar, Park, Marcotte, Hampshire, Martin, Brown, & Martin, 2015). This lesson focuses on a place-based learning approach to help students connect with the local forest and its surroundings. In this lesson, students are given the opportunity to connect with nature through art, observations, and reflection. By using a place-based and discipline-based approach for this project, I hope to help students become responsible citizens and develop an understanding of how and why to care for the natural environment and community.

Core Principles of Effective Teaching (Sharon Friesen)

Core Principle 1: Effective teaching practice begins with the thoughtful and intentional design of learning that engages students intellectually and academically. <i>*What aspects of the inquiry are the most challenging and meaningful for students?</i>	It may be challenging for students to classify between living and non-living things on their own, however, the teacher will be there to support them and provide more details if needed.
Core Principle 2: The work that students are asked to undertake is worthy of their time and attention, is personally relevant, and deeply connected to the world in which they live. <i>*What makes this inquiry valuable, meaningful, and “alive” for the students and teachers?</i>	Students will have the opportunity to explore and become familiar with the local forest in this lesson.
Core Principle 3: Assessment practices are clearly focused on improving student learning and guiding teaching decisions and actions.	

<i>*How do I define learning and success in this inquiry? How is learning expressed and articulated in peer, self and teacher assessments?</i>	
Core Principle 4: Teachers foster a variety of interdependent relationships in classrooms that promote learning and create a strong culture around learning. <i>*How do I connect students with each other, with experts in the field, with larger communities and nature, and across disciplines?</i>	This lesson focuses on developing a relationship with nature. Students will hopefully get some ideas of living things that interest them to study and further their connection with nature through this lesson.
Core Principle 5: Teachers improve their practice in the company of peers. <i>*How do I reflect on the inquiry together, and/or collaborate with others?</i>	

BC Curriculum Core Competencies

Communication	Thinking	Personal & Social
I communicate clearly and purposefully, using a variety of forms appropriately.	I get ideas when I play.	<ul style="list-style-type: none"> I can be aware of others and my surroundings. I can interact with others and the environment respectfully and thoughtfully.

BC Curriculum Big Ideas (STUDENTS UNDERSTAND)

Science

- Plants and animals have observable features

English Language Arts

- Through listening and speaking, we connect with others and share our world.
- Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

BC Curriculum Learning Standards

(STUDENTS DO)

(STUDENTS KNOW)

Learning Standards - Curricular Competencies	Learning Standards - Content
Science <ul style="list-style-type: none"> Demonstrate curiosity and a sense of wonder about the world Make exploratory observations using their senses Experience and interpret the local environment Discuss observations ELA <ul style="list-style-type: none"> Exchange ideas and perspectives to build shared understanding Use language to identify, create, and share ideas, feelings, opinions, and preferences 	Science <ul style="list-style-type: none"> Living things make changes to accommodate daily and seasonal cycles Basic needs of plants and animals Adaptations of local plants and animals ELA <ul style="list-style-type: none"> Oral language strategies

BC Curriculum Indigenous Connections/ First Peoples Principles of Learning

How will I incorporate Indigenous knowledge and principles of learning?

As students find living/non-living things, we will discuss the significance of some of the materials in nature to Indigenous culture. Before starting the activity, we will review respecting nature (e.g. no pulling things if they are “stuck” in the ground or on a tree, etc.) and why we want to respect nature.

Principles of Learning being used in this lesson:

- Learning ultimately supports the well being of ... the land
- Learning involves recognizing the consequences of one's actions

Respectful Relations

How will I invite students of all backgrounds, interests and skills into the inquiry?

All students will be given opportunities to share questions, their interests or comments related to the lesson/inquiry. Students will have opportunities to share their work/findings and any questions and/or observations of the natural environment in a group setting or individually with the teacher. Students will also have the option of working individually, in partners or small groups to invite all backgrounds and skills into this lesson.

Lesson Activities

Time Allotted		Teacher	Students
Invitation	5 mins	<p>-Introduce guiding question for today: What do I wonder about in the natural environment?</p> <p>-Explain we will explore forest for living things today then sort into living/non-living through drawings in our journals. Draw the living objects you found on one page and non-living on another page. Review outdoor expectations, boundaries of forest, and how to be respectful with nature (e.g no pulling things that are 'stuck' in the ground or on something like a tree or plant, look with your eyes, take a mental picture, etc.).</p>	-Listen to instructions, participate in discussion of outdoor expectations/how to be respectful with nature, and ask any questions if they arise.
Inquiry	10-15 mins	Circulate and help students as needed	Explore forest for living/non-living things.
Reflection	10-15 mins	Circulate and help students as needed. When students finished sketching, have them think about guiding question for today: What do you wonder about in the natural environment? What do you wonder about the living or non-living things you saw today?	Draw living and non-living things they found in their journals. Think about what they wonder about in the natural environment and/or the living or non-living things they saw today.
Discussion	10 mins	-Listen to students sharing about living/non-living things they saw today. Share Indigenous importance of some living/non-living things	<p>-Share living/non-living things they saw today.</p> <p>-Participate in discussion of living vs. non-living. Share what they wonder about in the natural environment or</p>

		found by students. -Lead discussion of living vs. non-living if needed. Clarify difference if needed. Ask students what they wonder about in the natural environment or about the living or non-living things they saw today.	living/non-living things they saw today.
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Materials and Resources

Journals, pencils, clipboards

Organizational Strategies

- Sharing/talking circle
- Chime or cue (e.g. hands on top) to get students' attention
- Pair or group students up if they are having difficulty getting started in art activity

Proactive, Positive Classroom Learning Environment Strategies

- Review outside expectations, forest boundaries, and respecting nature before starting activity

Extensions

Find living and non-living things in your backyard and draw or take pictures of them and sort and think about what you wonder about the things you found.

References

British Columbia Ministry of Education. (2019). BC's redesigned curriculum. Retrieved from

<https://curriculum.gov.bc.ca/>

Forest and Nature School in Canada (2014). *Forest and nature school in Canada: A head, heart, hands approach to outdoor learning*. Forest School Canada.

Friesen, S., Saar, C., Park, A., Marcotte, C., Hampshire, T., Martin, B., Brown, B., & Martin, J. (2015). *Focus on inquiry*. Galileo Educational Network.

Judson, G. (2018). *A walking curriculum: Evoking wonder and developing sense of place (k-12)*. Gillian Judson.

Inquiry Demonstration Plan

Lesson
Title: Introduction to storytelling **Lesson #** _____ **Date:** August 6, 2020
Name: Gurreet Dhillon **Subject(s):** ELA **Grade(s):** Kindergarten

Rationale & Overview

Why does this topic matter to students?

Nowadays, children are more invested in technology than anything else. Children nowadays do not have an emotional connection (sense of place) to the natural environment around them (Judson, 2018). Judson (2018) believes all educators can help children develop a sense of place by taking the learning outdoors. I want to help children build a meaningful and authentic connection to the outdoors and understand the impact our behaviours and actions have on the natural environment and community, which can affect our future. I want to help children be responsible citizens and develop an understanding of how and why to care for the natural environment and community.

How does this lesson fit within the larger inquiry project?

Students will have the opportunity to study a living thing of their choice located in the local forest. In this lesson, students will have the opportunity to create stories with objects in nature about how they think the living thing they are studying came to Earth or this forest and/or create a story in the perspective of the living thing they are studying.

How does this project incorporate the inquiry cycle?

Students are working on creating a deeper understanding of the natural environment through this inquiry project. Students will have the opportunity to study a living thing of their choice in this inquiry project to help them build a connection to the environment. They will also experience and show their learning in various ways, including artwork, storytelling, sound/colour walks, sharing/talking circles, and connect with field experts.

Key Questions For Inquiry

Core Question & Supporting Questions for Inquiry Project	Question(s) Addressed in This Lesson
<ul style="list-style-type: none"> What do you wonder about in the natural environment? How can we connect to the natural environment? What is our responsibility to the environment and community? How can we take care of our Earth? How does the natural environment and community help me? How does the natural environment and community help the world? 	<ul style="list-style-type: none"> How can we connect to the natural environment? What do you wonder about in the natural environment?



Inquiry Approach and Rationale

This project will use a place-based and discipline-based approach of inquiry to help student build an authentic and meaningful connection to the natural environment. We will regularly and repeatedly visit the forest behind the school as “frequent encounters lead to an increased sense of belonging, and ultimately, to a sense of stewardship for that place, for the broader community, and beyond” (Forest and Nature School in Canada, 2014, p. 31). Place-based learning helps students build an on-going relationship with the land, teacher, one another, and themselves (Forest and Nature School in Canada). It also provides students with hands-on experience with a place and its surroundings. I believe if students engage in the living realities of the discipline being taught, it will help them build a more meaningful connection to the natural environment. Discipline-based inquiry also helps students develop lifelong habits, in addition to learning content (Friesen, Saar, Park, Marcotte, Hampshire, Martin, Brown, & Martin, 2015). This lesson focuses on a place-based learning approach to help students connect with the local forest and its surroundings. In this lesson, students are given the opportunity to connect with nature through art, observations, and reflection. By using a place-based and discipline-based approach for this project, I hope to help students become responsible citizens and develop an understanding of how and why to care for the natural environment and community.

Core Principles of Effective Teaching (Sharon Friesen)

Core Principle 1: Effective teaching practice begins with the thoughtful and intentional design of learning that engages students intellectually and academically. <i>*What aspects of the inquiry are the most challenging and meaningful for students?</i>	
Core Principle 2: The work that students are asked to undertake is worthy of their time and attention, is personally relevant, and deeply connected to the world in which they live. <i>*What makes this inquiry valuable, meaningful, and “alive” for the students and teachers?</i>	In this lesson, students will have the opportunity to create their own stories that relate to the living thing they chose to study.
Core Principle 3: Assessment practices are clearly focused on improving student learning and guiding teaching decisions and actions. <i>*How do I define learning and success in this inquiry? How is learning expressed and articulated in peer, self and teacher assessments?</i>	Students will co-create criteria with the teacher in previous lessons about the elements of a story and how to create an effective story. Students will participate in self and peer assessments once their stories have been created.

Core Principle 4: Teachers foster a variety of interdependent relationships in classrooms that promote learning and create a strong culture around learning. <i>*How do I connect students with each other, with experts in the field, with larger communities and nature, and across disciplines?</i>	Students have the opportunity to work with an Elder in this lesson. They will also have the opportunity to work in partners or small groups to create an oral story in this lesson.
Core Principle 5: Teachers improve their practice in the company of peers. <i>*How do I reflect on the inquiry together, and/or collaborate with others?</i>	In this lesson, the teacher will be collaborating with an Elder to learn about oral storytelling in Indigenous culture.

BC Curriculum Core Competencies

Communication	Thinking	Personal & Social
I contribute during group activities with peers and share roles and responsibilities to achieve goals	I can get new ideas or build on or combine other people's ideas to create new things within the constraints of a form, a problem, or materials.	I can interact with others and the environment respectfully and thoughtfully

BC Curriculum Big Ideas (STUDENTS UNDERSTAND)

English Language Arts

- Language and story can be a source of creativity and joy
- Everyone has a unique story to share
- Through listening and speaking, we connect with others and share our world

BC Curriculum Learning Standards (STUDENTS DO)

(STUDENTS KNOW)

Learning Standards – Curricular Competencies	Learning Standards – Content
<ul style="list-style-type: none"> • Recognize the structure of a story • Use language to identify, create, and share ideas, feelings, opinions, and preferences • Create stories and other texts to deepen awareness of self, family, and community • Explore oral storytelling processes 	<ul style="list-style-type: none"> • Structure of a story • Oral language strategies

BC Curriculum Indigenous Connections/ First Peoples Principles of Learning

How will I incorporate Indigenous knowledge and principles of learning?

Students will learn the importance of oral storytelling to Indigenous culture with a guest speaker (Elder) at the beginning of this lesson. The Elder will help us create our own stories in this lesson as well.

Principles of learning used in this lesson:

- Learning is embedded in memory, history, and story.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

Respectful Relations

How will I invite students of all backgrounds, interests and skills into the inquiry?

In this lesson, students will have the option of working individually, in pairs or small groups. In the following lessons, students will also have the option to share their oral stories with each other in person, video record and/or scribe (with the teacher's help if needed) their stories if they are not comfortable sharing them in a group setting and would prefer for only the teacher to see their work.

Lesson Activities

Time Allotted		Teacher	Students
Invitation	15-20 mins	Elder sharing an oral story (about living things/how they came to Earth) and importance of oral storytelling to Indigenous culture	Listening attentively
Inquiry	20 mins	<p>-Explain to students now they will have the opportunity to create their own oral stories about the living things they are studying (students will have more time in the next lesson too). Students could create stories of how they think the living thing they are studying came to Earth or this forest and/or create a story in the perspective of the living thing they are studying. Students could also use objects from nature they collected in previous lessons as props in the story. Explain students may work individually, in pairs or small groups.</p> <p>-Teacher and Elder circulate/help students as needed</p>	Create oral stories about how they think the living thing they are studying came to Earth or this forest and/or create a story in the perspective of the living thing they are studying individually, in pairs, or small groups. Use objects from nature they collected in previous lessons as props in the story if they wish.
Reflection	5-10 mins	<p>-Have students reflect on the story creation process individually. Questions to consider:</p> <p>-What did you find challenging/difficult?</p> <p>-What did you enjoy or not enjoy about creating your own stories?</p>	-Reflect on the story creation process
Discussion	5-10 mins	Listen to students' reflection on story creation process. Explain to students they will have more time to edit/add to oral stories next class and share with the class if they are ready/want to, video record, or write it down.	-Share reflection on story creation process with partner then the class.

Materials and Resources

Resource: Elder
 Materials: objects from nature (previously collected by students)

Organizational Strategies

- Materials and resources prepared before lesson
- Students working in an area that is comfortable
- Sharing/talking circle
- Chime or cue to get students' attention

Proactive, Positive Classroom Learning Environment Strategies

- Review expectations when listening to a guest speaker before lesson
- Encourage students to work with peers if having difficulty getting started

Extensions

- Students could record or write oral stories with support in the next lesson
- Share oral stories with other classes or invite families to listen to students' stories
- Students do self and peer assessments on oral stories

References

British Columbia Ministry of Education. (2019). BC's redesigned curriculum. Retrieved from

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Forest and Nature School in Canada (2014). *Forest and nature school in Canada: A head, heart, hands approach to outdoor learning*. Forest School Canada.

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Judson, G. (2018). *A walking curriculum: Evoking wonder and developing sense of place (k-12)*. Gillian Judson.

Inquiry Demonstration Plan

Lesson
Title: Questions for the experts **Lesson #** _____ **Date:** August 7, 2020
Name: Gurreet Dhillon **Subject(s):** ELA & SS **Grade(s):** Kindergarten

Rationale & Overview

Why does this topic matter to students?

Nowadays, children are more invested in technology than anything else. Children nowadays do not have an emotional connection (sense of place) to the natural environment around them (Judson, 2018). Judson (2018) believes all educators can help children develop a sense of place by taking the learning outdoors. I want to help children build a meaningful and authentic connection to the outdoors and understand the impact our behaviours and actions have on the natural environment and community, which can affect our future. I want to help children be responsible citizens and develop an understanding of how and why to care for the natural environment and community.

How does this lesson fit within the larger inquiry project?

Experts will be a part of this project as it uses a place-based and discipline-based approach to inquiry. In this lesson, students will brainstorm interview questions to ask an expert in the field and interview an

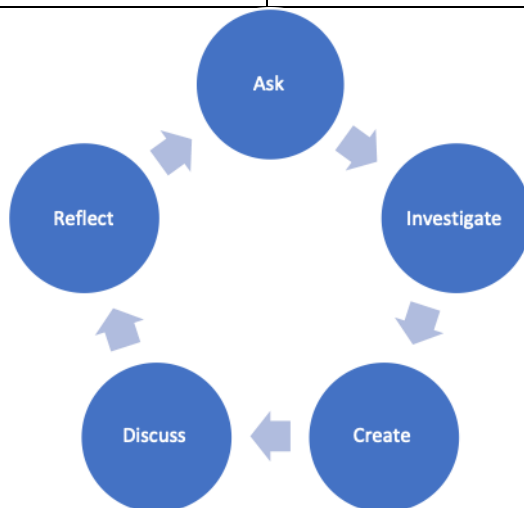
expert at a later date.

How does this project incorporate the inquiry cycle?

Students are working on creating a deeper understanding of the natural environment through this inquiry project. Students will have the opportunity to study a living thing of their choice in this inquiry project to help them build a connection to the environment. They will also experience and show their learning in various ways, including artwork, storytelling, sound/colour walks, sharing/talking circles, and connect with field experts.

Key Questions For Inquiry

Core Question & Supporting Questions for Inquiry Project	Question(s) Addressed in This Lesson
<ul style="list-style-type: none">• What do you wonder about in the natural environment?• How can we connect to the natural environment?• What is our responsibility to the environment and community?• How can we take care of our Earth?• How does the natural environment and community help me?• How does the natural environment and community help the world?	<ul style="list-style-type: none">• What do you wonder about in the natural environment?



Inquiry Approach and Rationale

This project will use a place-based and discipline-based approach of inquiry to help student build an authentic and meaningful connection to the natural environment. We will regularly and repeatedly visit the forest behind the school as “frequent encounters lead to an increased sense of belonging, and ultimately, to a sense of stewardship for that place, for the broader community, and beyond” (Forest and Nature School in Canada, 2014, p. 31). Place-based learning helps students build an on-going relationship with the land, teacher, one another, and themselves (Forest and Nature School in Canada). It also provides students with hands-on experience with a place and its surroundings. I believe if students engage in the living realities of the discipline being taught, it will help them build a more meaningful connection to the natural environment. Discipline-based inquiry also helps students develop lifelong habits, in addition to learning content (Friesen, Saar, Park, Marcotte, Hampshire, Martin, Brown, & Martin, 2015). This lesson focuses on a place-based learning approach to help students connect with

the local forest and its surroundings. In this lesson, students are given the opportunity to connect with nature through art, observations, and reflection. By using a place-based and discipline-based approach for this project, I hope to help students become responsible citizens and develop an understanding of how and why to care for the natural environment and community.

Core Principles of Effective Teaching (Sharon Friesen)

Core Principle 1: Effective teaching practice begins with the thoughtful and intentional design of learning that engages students intellectually and academically. <i>*What aspects of the inquiry are the most challenging and meaningful for students?</i>	It may be challenging for students to understand the difference between a question and a comment at this age, however, students will have opportunities throughout the project to learn the difference and before this lesson. This lesson will help students understand what effective questions are.
Core Principle 2: The work that students are asked to undertake is worthy of their time and attention, is personally relevant, and deeply connected to the world in which they live. <i>*What makes this inquiry valuable, meaningful, and “alive” for the students and teachers?</i>	Students will have the opportunity to come up with their own interview questions for an expert in the field, who they will interview at a later time.
Core Principle 3: Assessment practices are clearly focused on improving student learning and guiding teaching decisions and actions. <i>*How do I define learning and success in this inquiry? How is learning expressed and articulated in peer, self and teacher assessments?</i>	
Core Principle 4: Teachers foster a variety of interdependent relationships in classrooms that promote learning and create a strong culture around learning. <i>*How do I connect students with each other, with experts in the field, with larger communities and nature, and across disciplines?</i>	Students may work in partners or small groups to come up with interview questions for an expert in the field. They will connect with an expert in the field at a later day.
Core Principle 5: Teachers improve their practice in the company of peers. <i>*How do I reflect on the inquiry together, and/or collaborate with others?</i>	The teacher will be collaborating with experts in the field before and after this lesson.

BC Curriculum Core Competencies

Communication	Thinking	Personal & Social
I communicate clearly and purposefully, using a variety of forms appropriately.	I can ask questions and consider options. I can use my observations, experience, and imagination to draw conclusions and make judgments.	In familiar settings, I can interact with others and my surroundings respectfully.

BC Curriculum Big Ideas (STUDENTS UNDERSTAND)

ELA

- Everyone has a unique story to share
- Through listening and speaking, we connect with others and share our world

Social Studies

- Our communities are diverse and made of individuals who have a lot in common.

**BC Curriculum Learning Standards
(STUDENTS DO)**

(STUDENTS KNOW)

Learning Standards - Curricular Competencies	Learning Standards - Content
ELA -Exchange ideas and perspectives to build shared understanding -Use language to identify, create, and share ideas, feelings, opinions, and preferences SS -Use SS inquiry processes and skills to ask questions	ELA -oral language strategies SS -people in the local community and in local First Peoples community

BC Curriculum Indigenous Connections/ First Peoples Principles of Learning

How will I incorporate Indigenous knowledge and principles of learning?

By inviting an expert in the field of Indigenous decent so we can learn about their role in the field and how Indigenous knowledge is used in the field.

Principles of learning used in this lesson:

- Learning is holistic, reflexive, reflective, experiential, and relational
- Learning recognizes the role of Indigenous knowledge

Respectful Relations

How will I invite students of all backgrounds, interests and skills into the inquiry?

To cater to all interests and skills, students may work individually, in partners or small groups to come up with interview questions for experts in the field. To cater to all skills, students will have the options to write or audio record their interview questions for future reference.

Lesson Activities

Time Allotted	Teacher	Students
Invitation 5 mins	Ask students: what is a question? -Review with students (would have discussed already in previous lessons and done activities)	Share what a question is.
Inquiry 15-20 mins	Explain activity: Come up with interview questions to ask an expert in the field individually, in pairs or small groups. Provide some examples of questions we could ask an expert in the field if needed. Circulate and help students when needed. Provide feedback to students on their questions (e.g. effective or not and why/why not)	Come up with interview questions to ask an expert in the field individually, in pairs or small groups.
Reflection 10 mins	Circulate and help students	Write in journals or audio record

		when needed.	questions for future reference.
Discussion	5-10 mins	Listen to students' questions. Explain next class students will get to ask an expert or experts (depending on if students' questions can be answered by one expert or not) in the field the questions they came up with today.	Share questions with class.

Materials and Resources

Journals, pencils, audio recorders or iPad audio recording app

Organizational Strategies

- Materials and resources prepared before lessons
- Sharing/talking circle
- Chime or cue to get students' attention

Proactive, Positive Classroom Learning Environment Strategies

- Technology supports
- Pair or group students up (have one student in each group that understands what a question is to help all group members understand task/stay on task)

Extensions

- Video call an expert once students have come up with questions to ask expert right away
- Have an expert in the field lead field labs that help answer students' questions
- Students do self and peer assessments on quality of questions

References

British Columbia Ministry of Education. (2019). BC's redesigned curriculum. Retrieved from

<https://curriculum.gov.bc.ca/>

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