

PADDLING CANOES

Exploring local flora & fauna, Indigenous culture, and so much more!



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26.03.2020

UNIT PLAN

INTRODUCTION

This unit plan is intended to work in partnership with the local Songhees, Esquimalt, or W̱SÁNEĆ Nations to share stories and cultural practices. Modifications will be necessary to avoid cultural appropriation if representatives of the Nations are not available to visit the classroom.

This unit is part of an inquiry approach to curriculum, where students will dive deeply into a topic; lessons are fully multi-disciplinary and curriculum is spiraled throughout the year to maximize learning and retention.

BIG IDEAS

Science	Plants and animals have observable features.
Art	People create art to express who they are as individuals and community.
Math	Objects have attributes that can be described, measured, and compared.
S.S.	Stories and traditions about ourselves and our families reflect who we are and where we are from.
P.H.E.	Daily physical activity helps us develop movement skills and physical literacy, and is an important part of healthy living.
E.L.A.	Through listening and speaking, we connect with others and share our world.

COMPETENCIES

Students are expected to be able to do the following:

Science	Ask simple questions about familiar objects and events	Experience and interpret the local environment	Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge
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Art	Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts	Explore artistic expressions of themselves and community through creative processes	Observe and share how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques
Math	Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving	Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures	Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts
S.S.	Explain the significance of personal or local events, objects, people, or places (significance)	Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence)	Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same (continuity and change)
P.H.E.	Develop and demonstrate safety, fair play, and leadership in physical activities	Participate daily in physical activity at moderate to vigorous intensity levels	Develop and demonstrate respectful behaviour when participating in activities with others
E.L.A.	Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of	Exchange ideas and perspectives to build shared understanding	Explore oral storytelling processes

	self, identity, and community		
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ESSENTIAL QUESTIONS

1. How does the local environment influence wildlife habitation?
2. How does art connect us, our communities, and our cultures?
3. How do measuring, counting, sorting, and patterns help us make sense of the world?
4. How does oral storytelling connect us to places and people?
5. How can an open mind lead us to deeper understandings about ourselves and other cultures?

OBJECTIVES AND ASSESSMENT

The objective of this unit is to explore all subjects through an inquiry into canoes. Curriculum will be spiraled and assessment will include:

1. Photo/Video documentation
2. Interactive Student Notebooks
3. Final project of students' choice: storyboard, short skit, recording, art piece, etc.

SEQUENCE OF LESSONS

Lesson	Outcomes or Expectations	Assessment or Evaluation	What will the teacher do?	What will the students do?
1. Indigenous Perspectives	<p>Students will learn about local Indigenous paddling traditions and stories.</p> <p>Students will create their own paddles and learn a paddling song.</p> <p>Students will be given their Canoe Explorer booklets</p>	<p>Draw/write in booklet: What is one thing you know now that you didn't know before?</p> <p>Photo/video recording of</p>	<p>Facilitate visit from representatives of local First Nations.</p> <p>Prepare cardboard paddles and art supplies.</p>	<p>Listen attentively and ask questions when invited by class visitors.</p> <p>Decorate their own paddles and learn paddling song.</p>

		paddles/song		
2. Canoes Count	<p>Students will learn about different canoes for different waterways/conditions.</p> <p>Students will explore measurement, counting, sorting and patterns.</p>	<p>Class list: at least 3 individual attributes of at least 3 different canoes, waterways, and conditions</p> <p>Booklet: write/draw about one thing that is sticking in your brain about today</p>	<p>Set out foam floor tiles and prepare photos/videos of various canoes and water environments</p> <p>Facilitate class discussion</p>	<p>Explore measuring, counting, sorting, and re-creating patterns using foam floor tiles to choose the right canoe for paddling in different water environments</p>
3. Learning to Paddle	<p>Students will begin to learn to paddle in rhythm together.</p> <p>Students will be introduced to the local environment: flora and fauna and weather conditions</p> <p>Class will go outside (if possible) for a walking “canoe trip”, with booklets</p>	<p>Respectful participation in paddling activity</p> <p>Booklet: name, write, or draw both a local animal and plant in booklet</p>	<p>Facilitate paddling song and rhythm exploration with paddles and instruments</p> <p>Prepare centres with flora/fauna cards, toys, and clippings.</p>	<p>Work towards synchronized paddling rhythm</p> <p>Move about centres and interact with flora/fauna and weather patterns through inquiry and play</p>
4. Help them Get Home	<p>Students will discover local wildlife, habitats, and the needs of living things</p> <p>Students will go on an imaginary canoe journey</p> <p>Students will go on a guided scavenger hunt to explore and apply new environmental knowledge to gather ‘lost’ creatures and return them to their appropriate ‘home’ or habitat</p>	<p>All animals have been returned to their proper habitat</p>	<p>Facilitate inquiry and exploration of local wildlife with both an outdoor visit and in-class photos, toys, and videos</p> <p>Set up and guide scavenger hunt</p>	<p>Students will go on a walking “canoe trip”, where they will find hidden animals and work together to complete the scavenger hunt</p>
5. The Perfect Machine	<p>Students will explore the form, materials, art and function of canoes as machines</p>	<p>Booklet: write/draw about animals in their habitats</p> <p>Photo/video documentation of</p>	<p>Set up centres for canoe-building, cooperative floor puzzle, canoe origami, and buoyancy experiments</p> <p>Facilitate smooth transitions</p>	<p>Move about and explore centres</p> <p>Exploring First Nations’ materials for building canoes</p> <p>Conduct experiments on buoyancy,</p>

		students exploring Completed canoe craft	Photo/video documentation	flotation, and surface tension (play with water table)
6. Bark, Skin and Cedar	Students will compare different Indigenous watercraft - materials, form, and function Students will work together to explore the basics of mapping	Class list: attributes of at least 5 cross-Indigenous canoes Can students point to and name the parts of a map? Booklet: Create your own map that shows the location of an object in the room and ask a friend to try to follow it	Lay out pictures, models, and prepare videos Facilitate attributes discussion	Students will work in small groups to find attributes and prepare for class discussion Students will play with maps and notice what is on each one
7. Paddle to the Sea	Students will explore water safety with a NFB video (Paddle to the Sea) and cooperative game Students will build their own canoes out of found materials	Photo/video documentation of cooperative game Found-object canoes	Prepare NFB video and set up floor map for cooperative game Prepare art materials to facilitate found-object canoes	Students will watch film together and play game Students will gather materials and build canoes (lego, sticks, paper, etc.)
8. Carving	Welcome local First Nations carver to class OR go on field trip to visit carver at a current project Students will learn about the process of carving/making a local traditional canoe	Booklet: Write/draw about building a canoe - can you identify the materials it is made from?	Organize field trip OR class visit	Students will interact with and ask questions of their class visitor Students will explore the process of building a traditional canoe by hand
9. Canoe Senses	Students will explore 5 senses in an interactive day of guided centres	Booklet: write/draw about the senses you explored today. How many can you remember?	Make and bring bannock and jam Read canoe story with puppets	Students will smell & taste bannock/jam, hear a story, see & touch puppets

10. Storytelling #1	Students will create their own storyboards about what they have learned	Photo/video documentation of storyboards Booklet: Write/draw about your story	Set up storyboard materials (optional: paint rocks with canoes, maps, animals, and plants)	Students will work individually or in pairs to create a story
11. Optional: Let's Paddle! OR Storytelling #1.5	Students will go on a field trip to go paddling in a dragon boat or other canoe OR Students work individually or in pairs to develop a story, drama, written piece, recording, or piece of art about what they have learned	Photo/video documentation	Organize field trip Take photos/videos OR Facilitate story creation (& take photos/videos)	Students will be prepared to spend the day out of the class/on the water Students will go for a canoe trip OR Students will decide the format for their final presentation and start working on it
12. Storytelling #2	Students will use everything they have learned to present a final project	Photo/Video documentation Booklets	Facilitate story creation and presentation	Students will complete and present a story, drama, written piece, recording, or piece of art to demonstrate what they have learned

EXPANDED LESSONS

LESSON 4: HELP THEM GET HOME

Grade	K	Subject	Science; Plants and Animals; habitats
Date		Allotted Time	Full Day

RATIONALE

Students will use their environment to explore flora and fauna and learn about relationships between land, animals, plants, and people.

KEY QUESTIONS

What is a habitat?

How do animals and plants help each other to live and grow?

What do the different features of plants and animals tell you about where they live, what they need, and what they can do?

How can humans help plants and animals live and grow?

CORE COMPETENCIES: COMMUNICATION (C), THINKING (T), PERSONAL & SOCIAL (PS)

(C)	Connecting and engaging with others; working collectively; supporting group interactions; determining common purpose.
(T)	Creating and innovating; generating and incubating; analyzing and critiquing; questioning and investigating; reflecting and assessing.
(PS)	Self-regulating; understanding relationships and cultural contexts; building relationships; contributing to community and caring for the environment; valuing diversity.

BIG IDEAS

Plants and animals have observable features

ASSESSMENT

Formative - Students will demonstrate their understanding of habitat relationships by returning all 'lost' animals to their correct habitats by the end of the day.

FIRST PEOPLES' PRINCIPLES OF LEARNING

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 involves patience and time.

RESOURCES/MATERIALS

Laminated large print-outs of Fauna cards (see Appendix A)

Flora cards: https://www.strongnations.com/store/item_display.php?i=6277&f=

Colouring sheets with local Flora/Fauna

Decorated paddles from Lessons 1 & 2

Optional: stuffed animals/toys representing local animals AND/OR animal puppets (see [Strong Nations](#) website)

Story recommendation: "One Dog Canoe" by Mary Casanova

Book recommendation: "Plants of the Pacific Northwest Coast" by Pojar and Mackinnon

Unit Booklets (students' interactive notebooks for the unit)

Coloured pencils

First Aid Kit for leaving the school grounds

Teacher binder (class list, contact information, etc.)

PREPARATION

- Notify parents and administration that you will be leaving school grounds to walk to nearby park; ensure proper ratios of adults:children
- Print and laminate Fauna cards
- Purchase or create Flora cards
- Practice pronouncing the SENĆOŦEN names on cards until you are comfortable

assisting students with pronunciation

- While students are lunching, gather and hide Flora/Fauna cards (or toys, if you have them) in preparation for scavenger hunt

Sequence of Events	Approximate Time
<p>Students arrive and move into morning centres:</p> <ul style="list-style-type: none"> • Puppets and animal toys • Colouring pages • Flora/Fauna cards • Blankets and pillows • Interactive Student Notebooks • Storyboard table: <ul style="list-style-type: none"> ○ Small toy animals ○ Painted rocks ○ Twigs, moss, leaves, etc. ○ Felt and wool pieces ○ Miscellaneous items 	<p>8:40-9:15</p>
<p>Circle Time</p> <ul style="list-style-type: none"> • What are we going to do today? <ul style="list-style-type: none"> ○ Remind students that we're going outside for a "paddling trip" after lunch • What kinds of animals and plants live near you? (<i>ask someone to bring Flora and Fauna cards from the centres to help inspire; make a list</i>) • What do you notice about these animals and plants? (<i>make a new list</i>) <ul style="list-style-type: none"> ○ Do they have ears? ○ Do they walk or fly? ○ What kind of skin do they have? ○ Can you eat it? ○ Does it have bark or leaves or flowers? • What kinds of homes do the animals live in? • Do the plants need anything special in order to grow and live? (shade, lots of sunshine, etc.) 	<p>9:15-9:45</p>

<ul style="list-style-type: none"> • Why don't _____ live here? • Why don't _____ grow here? 	
<p>Snack and Recess</p>	9:45-10:20
<p>Calm Spaces</p> <ul style="list-style-type: none"> • Vancouver Island wildlife video: https://www.youtube.com/watch?v=gBqbQROvZJE (~9mins) • Storytime: <i>One Dog Canoe</i> by Mary Casanova 	10:20-11:00
<p>Habitat Building</p> <ul style="list-style-type: none"> • Use blankets, pillows, and other classroom/found objects to build habitats for 10 of our animal cards that live in this area (<i>make sure students see that the animal cards are in their habitats when they leave for lunch</i>) <ul style="list-style-type: none"> ○ What kind of home do they need? Why? ○ What plants grow nearby? ○ How have humans changed the habitats that animals and plants need to live? 	11:00-11:45
<p>Recess and Lunch (Remember to hide Flora/Fauna cards in park at this time!)</p>	11:45-12:45
<p>Canoe Trip Oh no! Our animal and plant friends went outside to play and they got lost! We need to find them and help them get home. Do you think you can help them?</p>	12:45-1:45
<p>Let's get our paddles and canoe down the river to the park!</p> <ul style="list-style-type: none"> • See Appendix B for park games and activities 	
<p>Wrap-up/Home time</p> <ul style="list-style-type: none"> • Return animals to their habitats • Play/Centres until home time 	1:45-2:20

ACCOMMODATIONS

This lesson can be easily modified to be indoors, though it is best to go outside to build relationships with the land.

EXTENSIONS

Students can turn their questions into inquiry projects of their own

REFERENCES

The Canadian Canoe Museum: Schools and Youth programs JK-Gr 3

(<https://canoemuseum.ca/grades-jk-3/#!>)

Songhees Nation: Lekwungen Traditional Dancers perform Paddle Welcome song

(<https://www.songheesnation.ca/news/lekwungen-traditional-dancers-perform-paddle-welcome-song>)

NVSD44: Curriculum Hub - Unit Plan: First Nations Paddles

(<http://nvsd44curriculumhub.ca/unit-plan-first-nations-paddles-math-visual-arts-language-arts-grade-4-7/>)

OpenTextBC: Appropriate Use of Indigenous Content

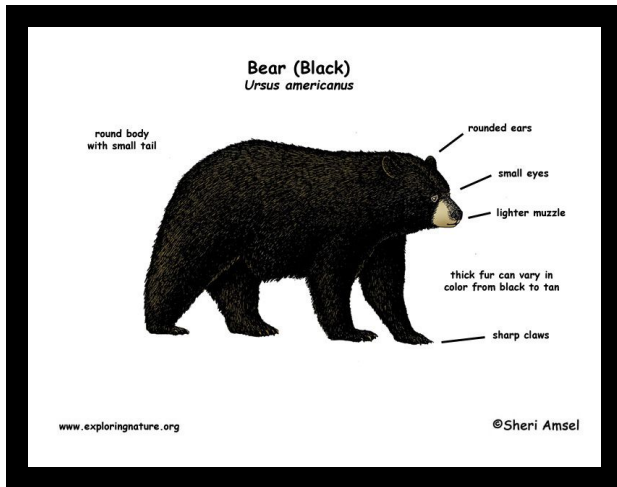
(<https://opentextbc.ca/indigenizationcurriculumdevelopers/chapter/appropriate-use-of-indigenous-content/>)

National Film Board: Paddle to the Sea (https://www.nfb.ca/film/paddle_to_the_sea/)

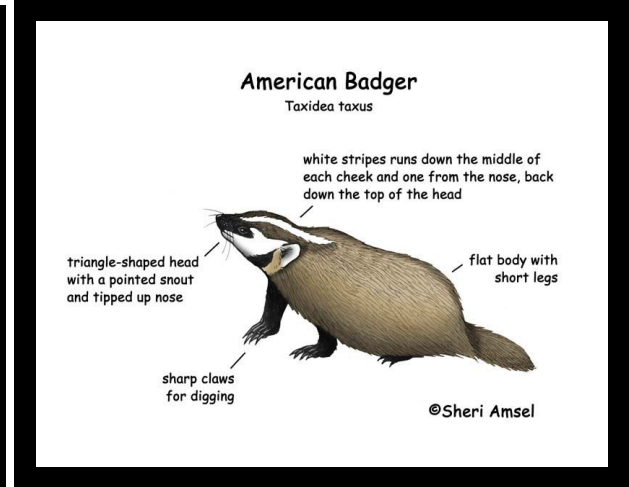
Exploring Nature Science Education Resource: Life Science, Earth Science, and Physical Science Resources for K-12

(<https://www.exploringnature.org/db/view/Canadian-Province-British-Columbia>)

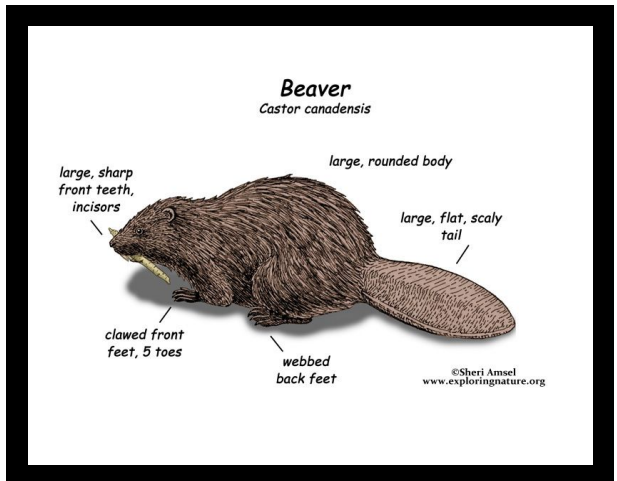
APPENDIX A



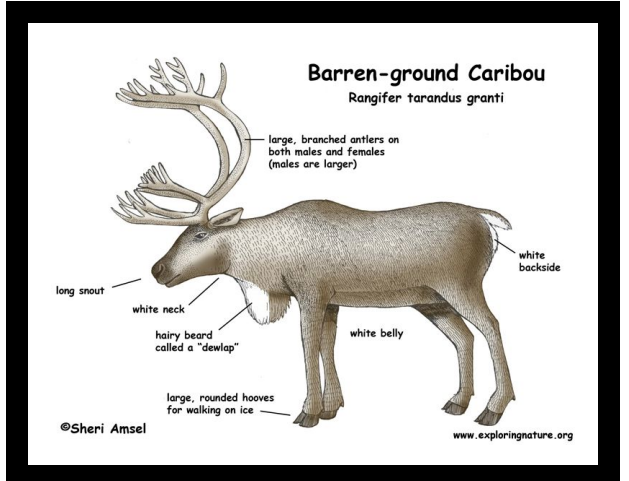
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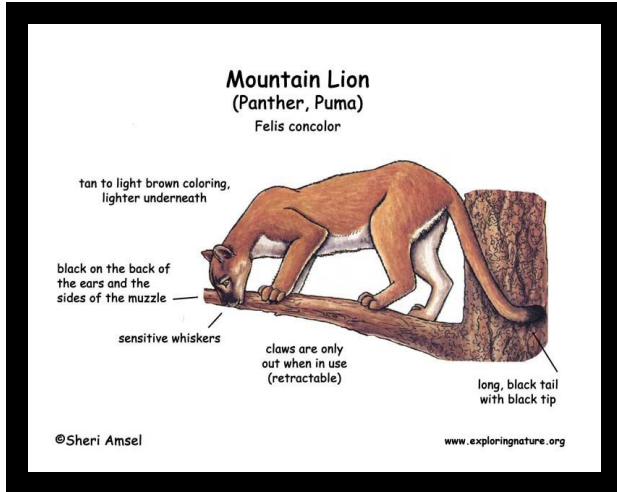
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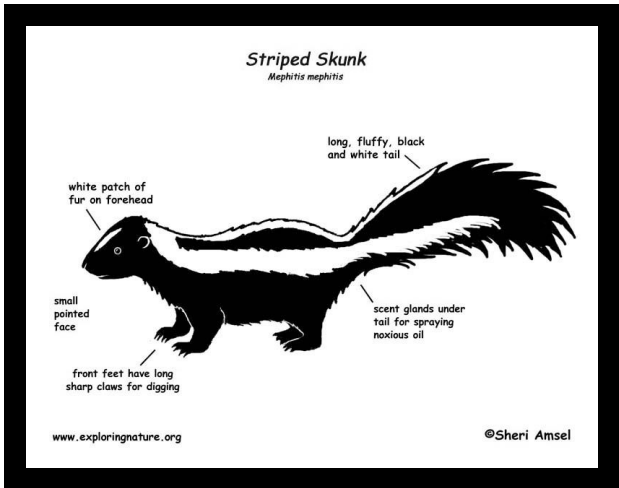
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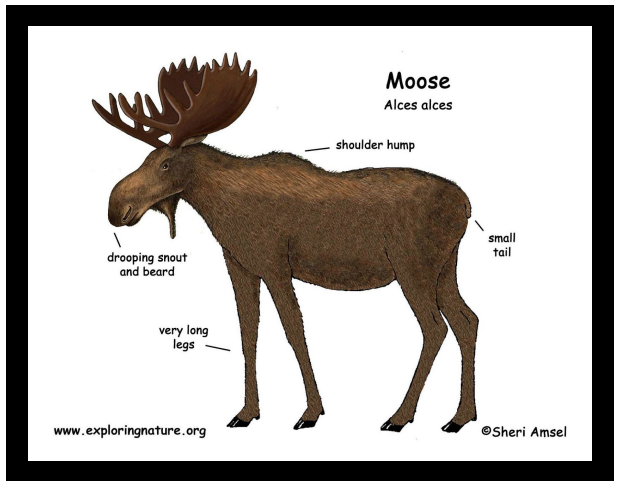
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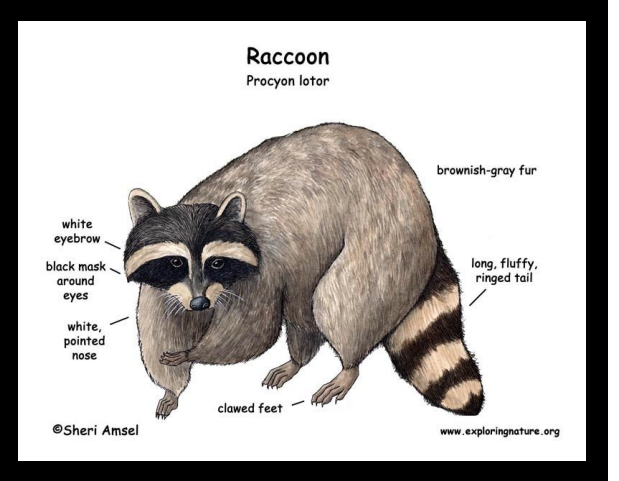
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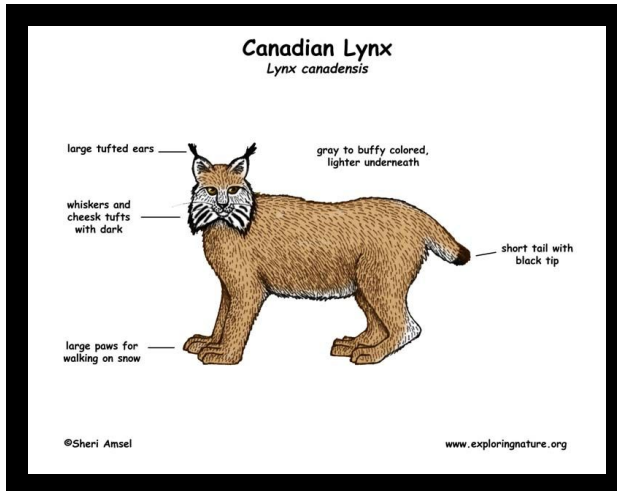
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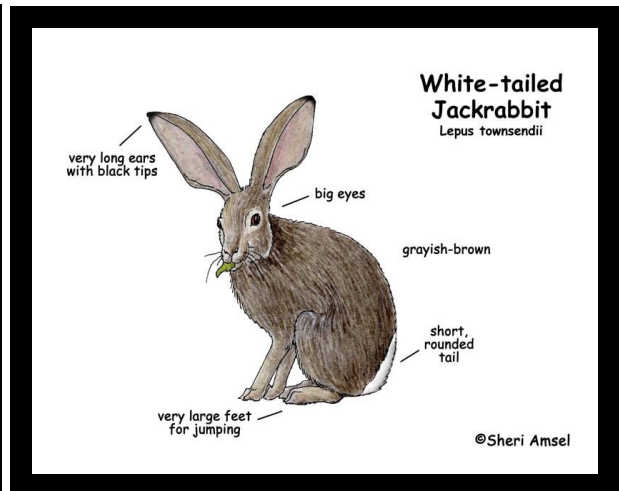


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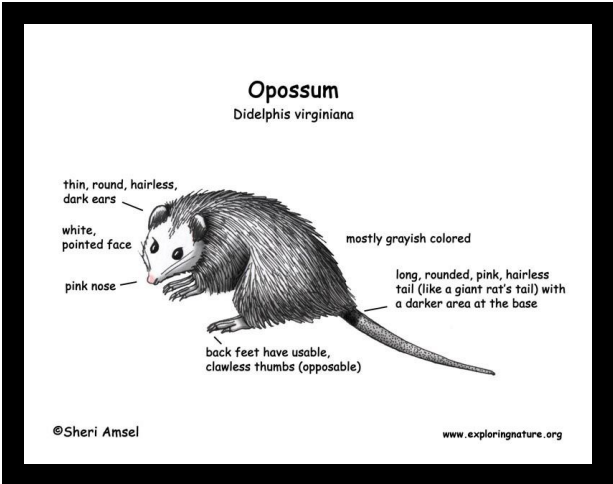
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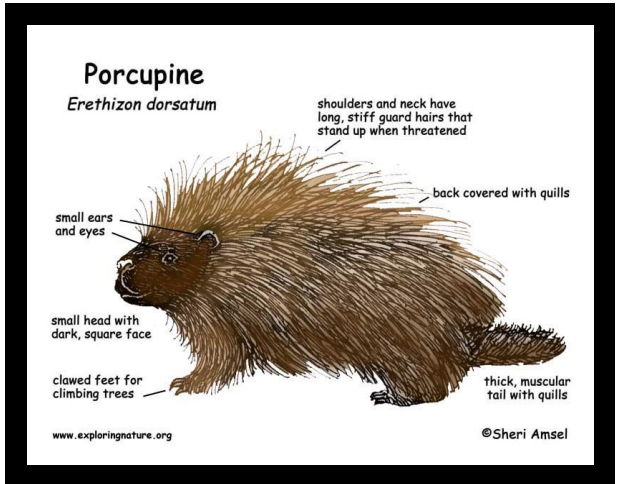
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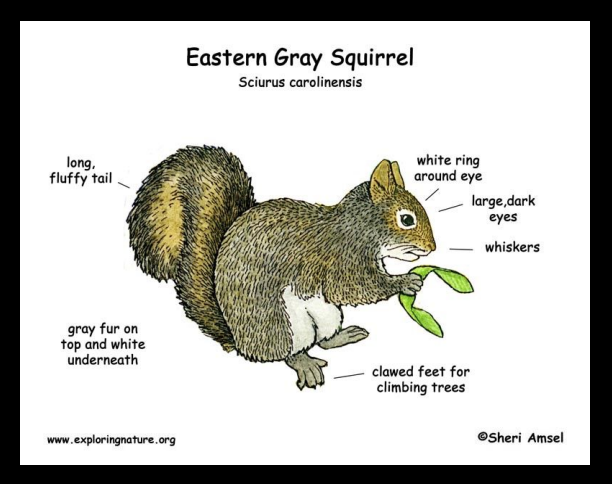
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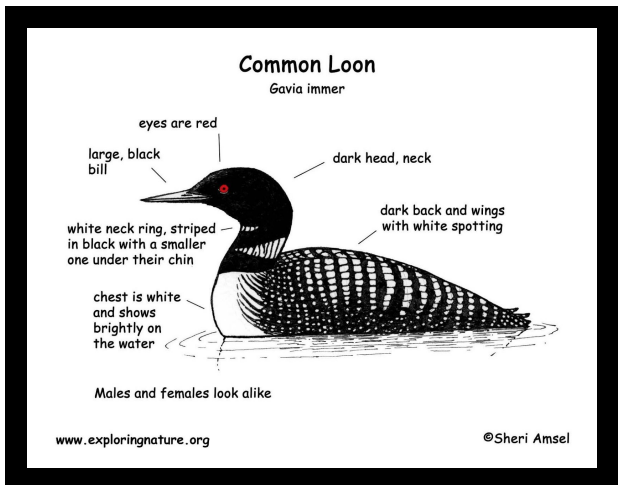
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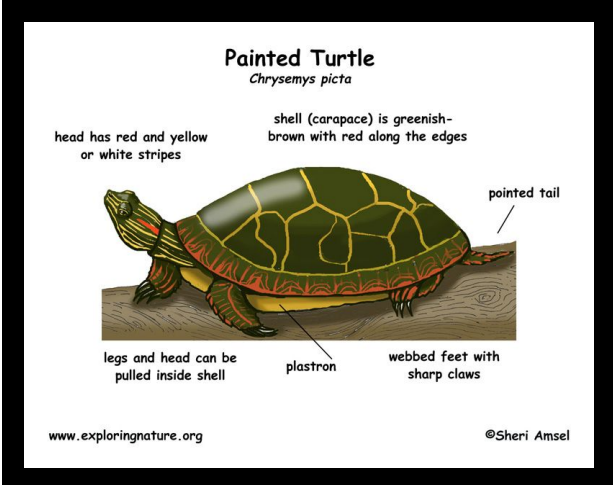
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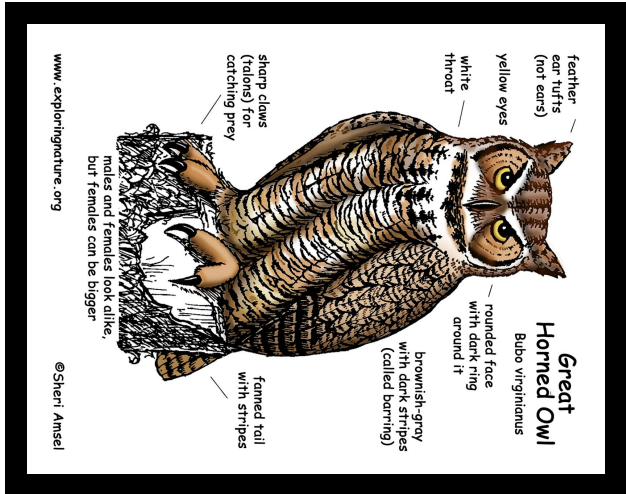
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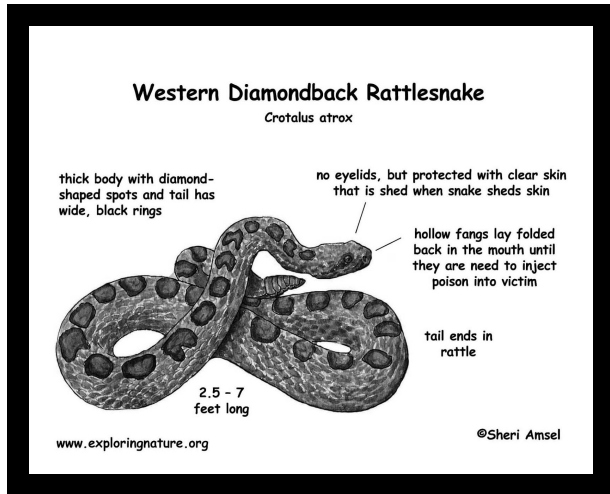
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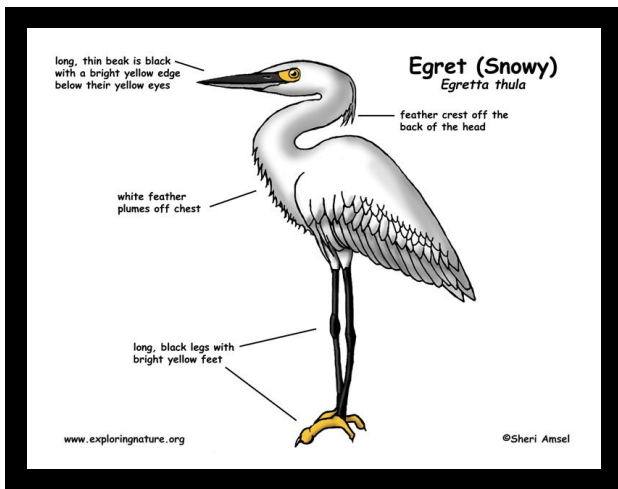
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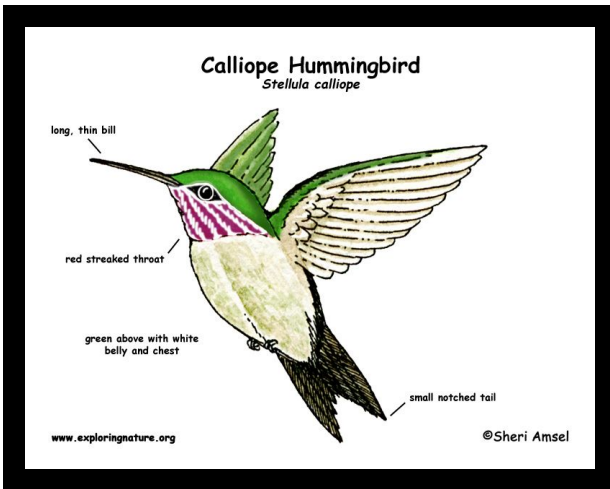
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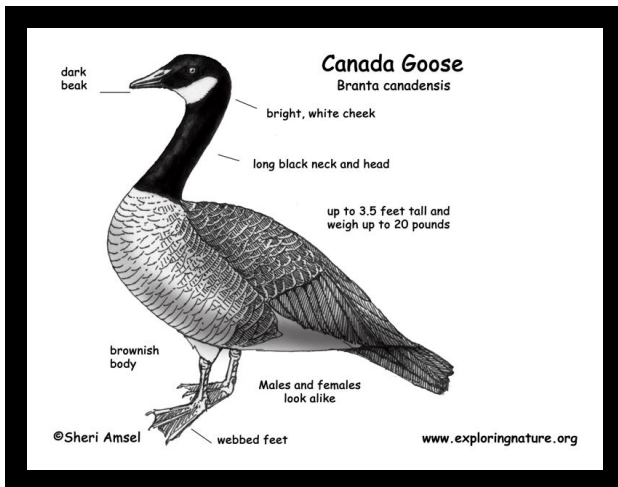
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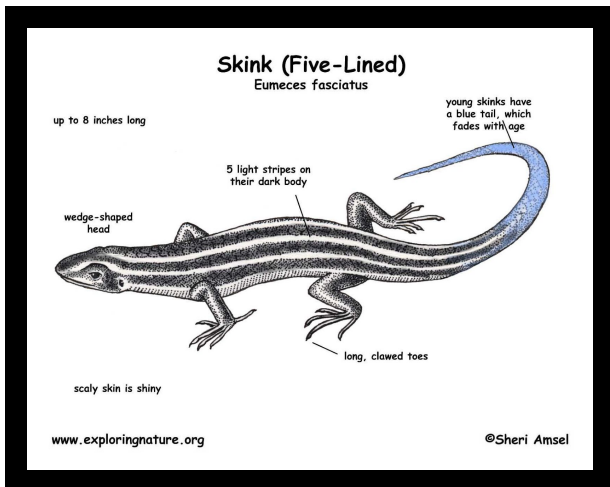
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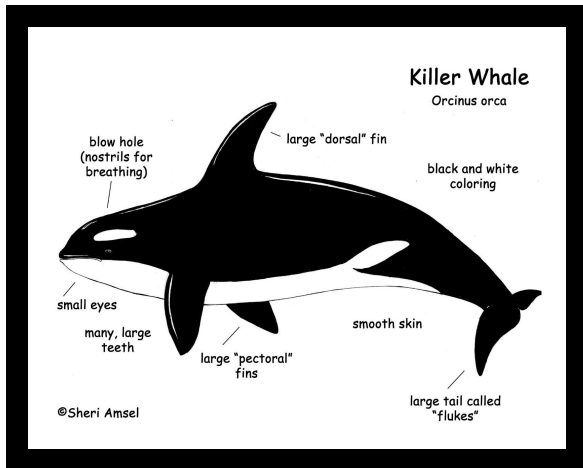
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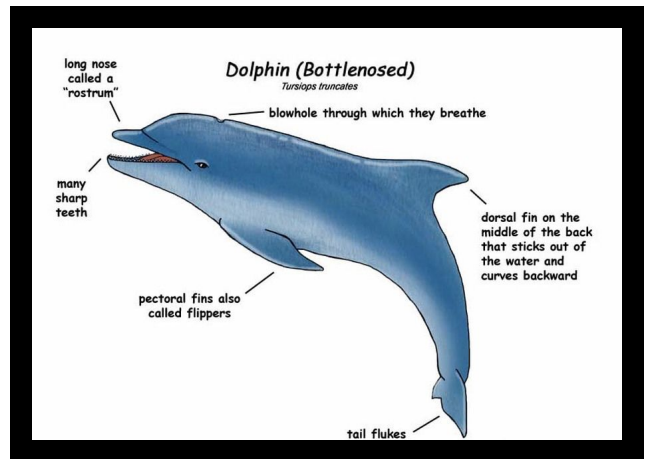
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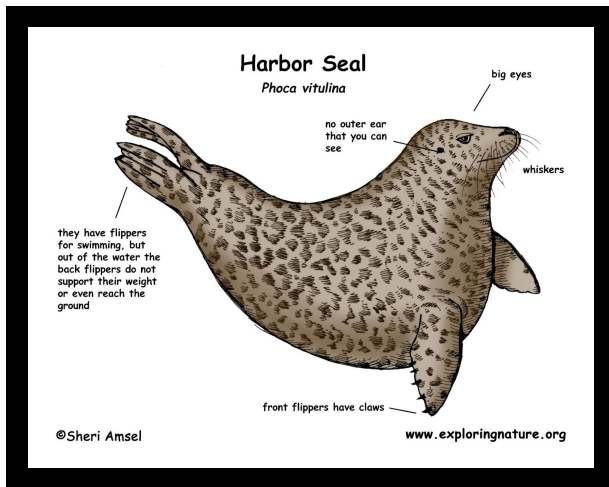
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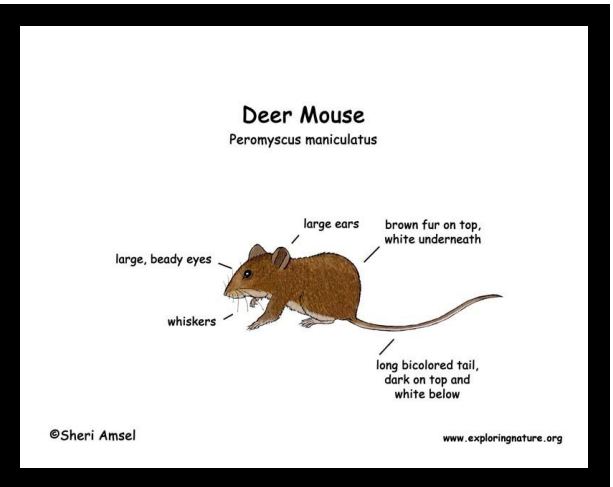
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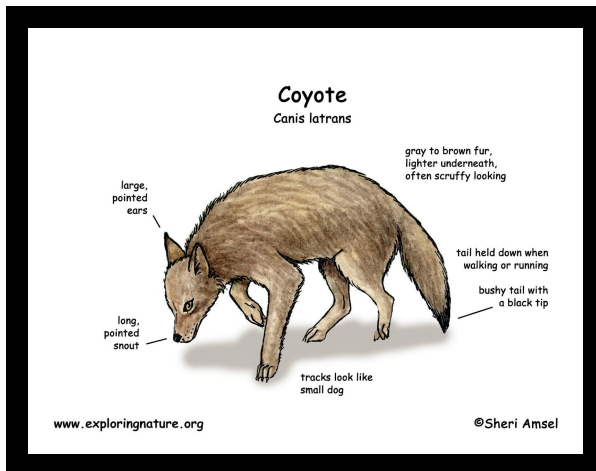
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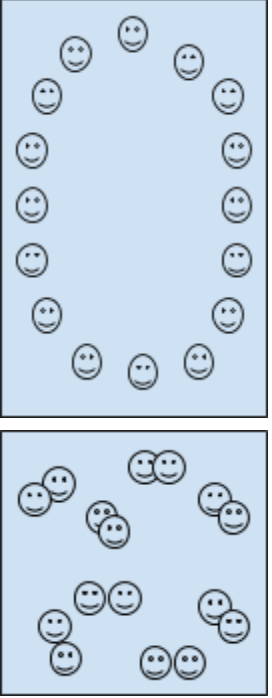
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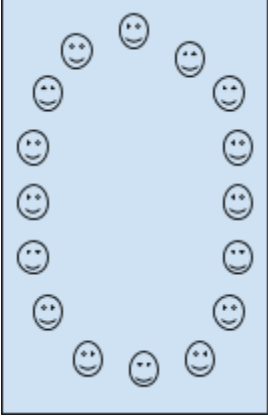
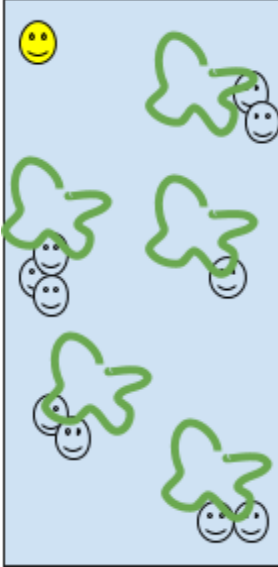


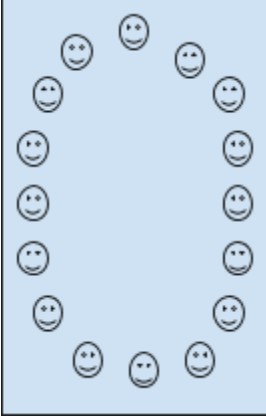
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STKAYE,- wolf

APPENDIX B

<p>Equipment:</p> <ol style="list-style-type: none"> 1. Laminated cards with local fauna (see below) 2. Paddles from Lessons 1 & 2 3. optional: One-Dog Canoe by Mary Casanova 	<p>Lesson learning outcomes – Students will be able to:</p> <ul style="list-style-type: none"> • identify some of the local fauna in bio region • mimic animal movements and recognize unique animal behaviour • connect on a more personal level to local flora/fauna • recognize vocabulary: bio region, environment, flora, fauna, predator, prey 	
<p>(1) Introductory activities/warm-up</p>	<p>Organization</p>	<p>Teaching points</p>
<p><i>We're going on a paddling trip! Head outside, if possible, with paddles and paddling song from Lessons 1 & 2.</i></p> <p>Ask students to stand in a circle and hold out a hand in front of them. Place a fauna card face-down in their hand. Remind them not to peek!</p> <p>When you say GO!, ask students to find their pair by asking questions about what they look like, act like, etc.</p> <p>When they have found their pair, encourage students to either sit down together, create an action that represents their animal, learn how to say the name in SENĆOŦEN and/or practice spelling the word.</p>		<p><i>Describe activity before handing out cards so that students are not tempted to peek!</i></p> <p><i>Cue Yes/No questions:</i></p> <ul style="list-style-type: none"> • Do I live in the water? • Do I have fur? • Do I fly? • Do I...? <p><i>When everybody has found their pair, ask students to form a circle again for the next activity.</i></p>
<p>(2) Animal Form Guessing Game</p>		

<p>Cultivates agility and health of the body. A way of embodying animal and developing a natural relationship with its natural history and strategies</p> <ul style="list-style-type: none"> ● In a circle ● students think of animals local to area without telling anyone ● one student acts out the animal, while others try to guess what it is ● then they all do the action for that animal ● the next student acts out their animal of choice for class to guess... <p>https://www.youtube.com/watch?v=y6Xmgh5RcM0</p>		<p><i>Ask students to think of an animal that they just saw on the cards or that they know lives in the local bio region.</i></p> <p><i>When they have thought of one, ask them to put their finger on their nose to show that they are ready.</i></p> <p><i>Remind everyone to try the action and cue in why that animal behaves the way it does. ie:</i></p> <ul style="list-style-type: none"> ● what does it eat? ● does anything eat it? ● what kind of home does it live in? <p><i>Be sure to pick one and act it out as well, teachers!</i></p>
<p>(3) Eagle Eye Activity</p> <ul style="list-style-type: none"> ● there is a eagle nest, one eagle, everyone else are mice in hiding ● Eagle is going to sleep and closes eyes and ears and counts slowly to 30 ● mice must be able to see eagle with at least one eye ● boundary should be established ● precautions regarding any hazards ● after counting eagle says “EAGLE IS WAKING UP” ● Eagle describes what they see first, I see a red shirt and blue shoes... ect, then say “I think it is...”. <p>https://www.youtube.com/watch?v=dy miUefKsQY</p>		<p><i>Ensure boundaries and hazards are clearly demarked and ask students to repeat it back to you</i></p> <p><i>Eagle: close your eyes and your ears and count slowly to 30</i></p> <p><i>Give each Eagle 3 minutes of play time (including 30 second count) so that rotation is frequent and many students get a chance to play the Eagle.</i></p>

Closure		
<p>Come back into a circle, seated.</p> <p>Ask each student to think about what kinds of flora and fauna they learned about today. If they learned something new, ask them to put a finger on their nose. Invite discussion.</p> <p>Everyone get their paddles and let's paddle home!</p>		<p><i>Cue vocabulary, such as bio region, environment, flora, fauna, predator, and prey.</i></p>
<p>Assessment (What I am looking for to judge achievement of learning outcomes)</p> <p>Students should have participated in all activities, or been able to voice why they did not want to/could not participate (demonstrating self-regulation strategies).</p> <p>Exit "Slip": <i>Name one animal from this bio region that you might not have known about before today and describe one of its features.</i></p> <p><i>When students return animal cards, ask them to tell you the name of the animal and describe one thing about it: what does it eat, what eats it, etc.</i></p>		