

Topic: Indigenous Garden	Lesson: 1	Date:
Subject: Science	Time: 1 hour-3 hours (depending)	Grade: 1

Intents/Objectives/Purpose

Curricular Connection:

- Students investigate and examine the needs of plants and animals.
 - Share examples of plants and animals native to Alberta and Canada.
 - Represent plants and animals in various environments.
 - Observe and describe similarities and differences between plants and animals.
 - Discuss how humans depend on plants and animals to meet their basic needs.

<i>Activities</i>	<i>Time</i>	<i>Displays/Resources</i>
<p>1. Introduction/Set/Advanced Organizers</p> <p><u>Option 1: This may be best suited for summer/ spring, but may also work in winter with the Evergreen trees.</u></p> <ul style="list-style-type: none"> ● Take students on a quick walk near the school if weather permits. Tell them to point out all the plants and animals that they can see/hear on the walk. ● Also ask them to describe the plants and animals through saying if the plants look prickly, if they have round leaves or needle leaves, etc and if the animal has claws, fins, fur or beaks, etc. ● At the end of the walk, ask students: <ul style="list-style-type: none"> ○ “What do you think that the plants needed to grow so big?” ○ “What do you think that the animals needed to grow so big?” <p style="text-align: center;"><u>OR</u></p> <p><u>Option 2: if weather does not permit or there are no living things around)</u></p> <ul style="list-style-type: none"> ● Show a short clip from an Alberta Hike. You may use this one: Virtual Hike: Moraine Lake, Banff, Alberta, Canada, with Scenic Views. Any short segment from 1:30 would work. I recommend showing only 2-3 mins. ● Ask students to point out the plants they see and the animals they see/hear 	<p>Option 1: 15-30 mins</p> <p>Option 2: 7-10 mins</p>	<p>For option 2: - https://www.youtube.com/watch?v=Bjug2DoVk3c -SMART board</p>

<ul style="list-style-type: none"> ● Also ask them to describe the plants and animals through saying if the plants look prickly, if they have round leaves or needle leaves, etc and if the animal has claws, fins, fur or beaks, etc. ● At the end of the segment, ask students: <ul style="list-style-type: none"> ○ “What do you think that the plants needed to grow so big?” ○ “What do you think that the animals needed to grow so big?” 		
<p>2. Clarifying/Creating -Understanding/Concept-Development</p> <ul style="list-style-type: none"> ● Show the following Indigenous Garden PowerPoint 	15-20 mins	Indigenous Garden PowerPoint
<p>3. Coached/Guided-Practice/Seatwork</p> <ul style="list-style-type: none"> ● Work on classifying animals is embedded in the slide show on slides 16-17 and 27-28. 	(see section 2)	
<p>5. Review/Assessment</p> <ul style="list-style-type: none"> ● Students should design an Indigenous garden featuring at least 3 Indigenous plants and 3 Indigenous animals. Students can design the garden to look however they want it to look. You can have students just draw their garden with the animals and plants or you can have them make a model of their garden with 3D plants and animals. You may also have them draw first then create a model depending on what your time permits. <ul style="list-style-type: none"> ○ Have students carefully think about which plants and animals they are putting together and why <ul style="list-style-type: none"> ■ Remind them that all beings in the garden are connected and that they need to consider how their chosen plants and animals are connected. ● As per protocols of Indigenous gardens, only Indigenous plants (and animals) are allowed. 	-30 mins-2 hours (depends on if students are drawing or creating a model)	For drawing: -paper -pencils -crayons -sharpeners -erasers For model (suggested): -cardboard -markers -clay -other craft supplies -other items from their home

6. Extension

1. You may invite an Indigenous Elder, Knowledge Keeper or Cultural Advisor to tell students about the Indigenous plants and animals in Alberta. For guidelines on how to invite them into your classroom, please consult your principal as well as the Stepping Stones Elder protocol document which can be found here:
<https://legacy.teachers.ab.ca/SiteCollectionDocuments/ATA/For%20Members/ProfessionalDevelopment/Walking%20Together/PD-WT-16g%20-%20Elder%20Protocol.pdf>
2. You may also start an actual Indigenous Garden at your school/ classroom.
3. With your students, map the local trees around the school.

References

The Alberta Teachers' Association. (n.d.). *Elder Protocol*. Stepping Stones .

<https://legacy.teachers.ab.ca/SiteCollectionDocuments/ATA/For%20Members/ProfessionalDevelopment/Walking%20Together/PD-WT-16g%20-%20Elder%20Protocol.pdf>

Government of Alberta. (n.d.). *Science*. new LearnAlberta .

<https://curriculum.learnalberta.ca/curriculum/en/c/sci1?s=SCI>

TallSkyWalker. (2022). *Virtual Hike: Moraine Lake, Banff, Alberta, Canada, with Scenic Views*. Retrieved October 29, 2023, from <https://www.youtube.com/watch?v=Bjug2DoVk3c>.