

mino-pimatisiwin

belonging

language

the good life

holistic

kotawān

creativity

generosity

ethics

ācimowina

iskotew

muskrats

wacask

spiritual

Creator

family

interactions

culture

relationships

laughter

water

land

loving



LAND-BASED LEARNING



Why does land-based learning matter?

- It takes the land and the community to raise a child.
- To share knowledge, skills, and ethics.
- To build relationships with students, community, and place.
- To learn about local language, history, and culture.
- To share the healing power of nature and humans.
- To experience the inter-generational teachings.
- To learn from other Elders and experts on ways of learning.
- To make new connections between curricula and the ways we understand that curricula.

What are the outcomes of land-based learning?

- Land-based learning is pedagogy.
- Cross-curricula teaching.
- Curiosity, imagination, building relationships, the sharing of stories, knowledge, and histories.
- The hands-on sharing of learning of values for self, others, and environment.
- Increased student engagement.
- Increased community and inter-generational collaborations.
- Learning the critical importance of the local language as it shapes one's lived experience and beliefs.

Permissions and barriers ...

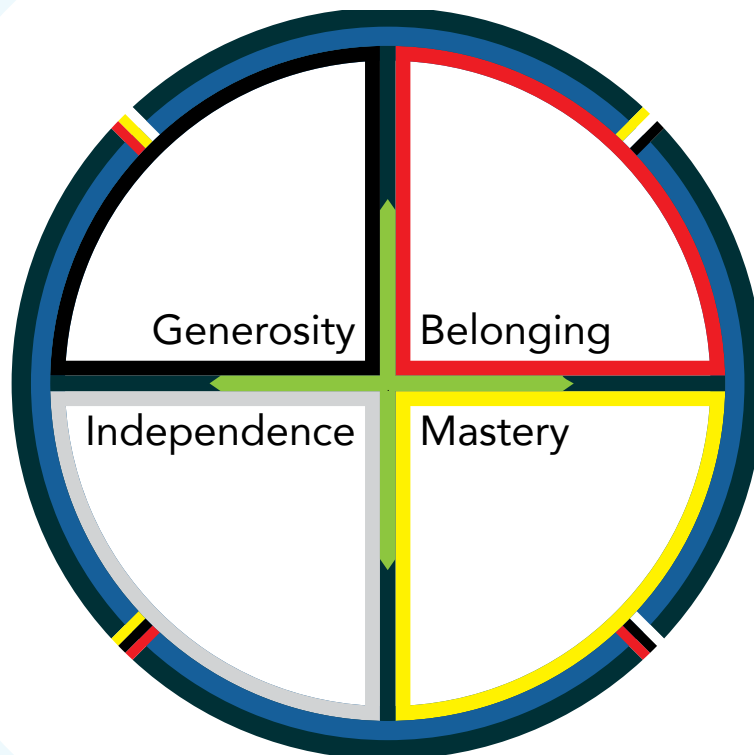
- Start early – some school divisions require permission slips and other approvals depending on school and division policy.
- Reach out to Elders or local experts. Land-based learning is others' ways of teaching and learning.
- Start small – walking around the playground or to your local park.
- Involve your school division coordinators, consultants, and superintendents in the planning process. Help them understand land-based learning is another way to demonstrate the curriculum.

Easy ways to get started in your class ...

- Go for a walk and talk, and connect seasonal practices.
- Plant a garden – either indoors or outdoors.
- Walk to the local cemetery – cemeteries are full of stories and histories.
- Explore your playground – reinforce local language and knowledge.
- Examine the stories of your neighbourhood. Who are the parks named after, and why? What are the street names, river names, and how did people get around in past years?
- Volunteer to shovel snow for seniors and Elders in your area. Talk about the importance of community working together, supporting others, and engaging in storytelling.
- Cook and then eat together. Science and math can both be taught through cooking and baking. Invite others to come in and compare bread recipes. You are building relationships.
- Go to the river, pond, or lake in your area. Take water and plant samples. Listen to the sounds around you and write a poem.
- Go geocaching with compasses or other devices. Land treasure hunts are a great way to engage students and bring play into learning.

Making Connections ...

The Circle of Courage is a model of shared holistic values that create a positive learning environment for everyone. How do you use land-based learning to celebrate generosity, belonging, independence, and mastery?



THE WACASK OR MUSKRAT PROJECT

Tansi.

This project has been a journey in learning.

It started out as a way to find answers to students' questions: "Why is the river water so brown?" "What is rat root?" "Why are all the muskrats gone?"

Here is what has been discovered.

Objectives

- To advance the bridging of Indigenous and Western knowledge.
- To promote the modelling of land- and place-based teaching pedagogy and practices.
- To increase high school credit attainment rates for Indigenous students.
- To include students and community in wetland and fire management research.
- To encourage Indigenous students to enrol and participate in science-related careers and occupations.
- To develop pride in culture, tradition, language, and livelihoods.

Research Activities

- The recording and transcribing by students of Elder trapper interviews.
- Student and Elder photography and language lessons.
- Student wetland and fire studies including GPS work, plant identification, collection, displaying, and weighing.
- Movie presentation of this project's photos.
- Student, teacher, and community participation in wetland and fire management practice development.

Findings and Conclusions

- Student mastery of the curriculum outcomes due to varied teaching settings, resources, and student engagement.
- Student engagement in science curriculum as it helped build relationships with students, community, and parents because science and science issues were authentic and included local community members' knowledge.
- Land- and place-based learning experiences bridge Indigenous and Western knowledge by creating new knowledge. The Muskrat Project is finding answers to the students' questions of "Why is the river water so brown?" "What is rat root?" "Why are all the muskrats gone?"

Film Link

<https://youtu.be/7KYzionDdl8>



Research and brochure funded by the McDowell Foundation
Renée Carrière, Bonnie Werner, Leda Corrigan,
and Dr. Tim Jardine.