



Equipment	List of natural items (see activity description for examples)
Learning Outcome	Listen to Indigenous creation stories and identify different natural items on the land.
COVID-19 Safety Precautions	Remind students to keep a safe physical distance from each other.

Flipped Classroom Strategy (Optional)

A flipped classroom is an instructional model where direct instruction is delivered to students *outside of and before* instructional time. Students are introduced to content that supports the introduction, comprehension, and recall of content and then instructional time is utilized to apply, analyze, synthesize, or evaluate content.

Before implementing this activity during instructional time, share a video or written instructions with students introducing or reviewing Indigenous creation stories. If possible, contact a local Friendship Centre, Métis Community Council, First Nations Band Office or Inuit group to establish a connection with an Elder who may be able to provide a written or recorded version of a creation story.

Share with students that traditionally Indigenous Peoples lived with the land versus off the land, and continue to do this today. The land is not viewed as something to be owned but rather is associated with being a part of themselves, their family, and their history. Ask students to consider how they see the land and how they use it everyday?



Activity Description

If utilizing a flipped classroom strategy, review the creation stories that were shared with students in advance of the activity.

If not utilizing a flipped classroom strategy, consider contacting a local Friendship Centre, Métis Community Council, First Nations Band Office or Inuit group to establish a connection with an Elder who may be able to provide a written, recorded, or in-person version of a creation story. Share the creation story with students. Discuss with students that traditionally Indigenous Peoples lived with the land versus off the land, and continue to do this today. The land is not viewed as something to be owned but rather associated with being a part of themselves, their family, and their history. Ask students to consider how they see the land and how they use it everyday?

Take students to a forest, trail, or greenspace. For urban environments, consider if there is any area with natural elements (e.g., grass, trees, flowers, etc.) available to you to complete the activity. Provide students with a list of items to locate, inspect, and reflect about. For example, the list can include bark, leaves, flowers, bushes, rocks, berries, mushrooms, squirrels, birds, insects, grass, and more.

Allow students to move around the space on their own looking for the items on the list provided to them. Be sure to review safety considerations and provide students with a boundary to stay within. As student locate different items, encourage them to take time to inspect the item considering what it provides to the natural environment as well as how they, or their ancestors, connect with this natural being. After an allotted amount of time, invite students into a sharing circle to discuss their thoughts, feelings, and learnings. To read about implementing a sharing circle, [click here](#).

For comprehensive activities, units, and stories about Indigenous Ways, visit the [Teaching Resources](#) page of Crown Indigenous Relations and Northern Affairs Canada.

For more information about Land-Based Education, visit the [Teaching in Alternative Learning Environments](#) resource of PHE Canada's Return to School PHE resources.

Physical Education Competencies



MOVE

Develop psychomotor skills, tactics, and strategies that facilitate a variety of physical activities across diverse environments.



THINK

Develop cognitive skills and strategies for a variety of movement contexts that facilitate critical thinking, decision-making, and problem solving.



FEEL

Develop affective skills and strategies that facilitate healthy and safe relationships with themselves, with others, and with their environment.



ACT

Practice behaviour skills and strategies that facilitate movement competence and confidence.



Reflection Questions

Reflection is important to support learning during physical education. Consider asking students the reflection questions below and discuss the answers together.

- How did you demonstrate respect for the land by participating in the activity?
- What did you notice about your thoughts and feelings as you connected with different items on the list?



Inclusion Considerations

Modifications can be made to a variety of activity components to ensure inclusion. As you plan activities, consider how everyone can be involved and how to modify or adapt the activities to ensure the full inclusion of all. The STEP framework provides modifications to the following activity components — space, task, equipment, and people.

S Space	T Task	E Equipment	P People
Complete the activity in a modified space to ensure the inclusion of all students.	Students observe different elements of the natural environment without following a list.	Students use the required equipment for them to complete the activity successfully.	Students complete the activity in pairs.



Observing Learning Outcomes

Consider the following when observing student learning.

- Is the student able to successfully identify natural elements on the land?
- Does the student demonstrate an ability to reflect about the natural elements of the land and make connections to the self and their ancestors?
- Does the student demonstrate appreciation and respect for Indigenous creation stories?