



Equipment	Necessary equipment for chosen activity
Learning Outcome	Follow instructions to participate in a traditional or modern land-based education activity demonstrating appreciation for Indigenous Ways.
COVID-19 Safety Precautions	Remind students to keep a safe physical distance from each other. If utilizing equipment, clean or sanitize it before and after the activity.

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 land-based learning. 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 support in planning and implementation of land-based activities.

Share with students that Indigenous Peoples have developed specific concepts, practices, and standards of care that are derived from and used on the land, which commonly aim to maintain spiritual, emotional, mental and physical wellness. Explain that Mother Earth provides for all our needs and these Teachings are an important component to knowing how to live in harmony with the land and take on the responsibility of stewardship of the land. Ask students to reflect on what they know about Indigenous Peoples and their connection to the land. Ask students with Indigenous backgrounds to reflect about what they would share with non-Indigenous students about the land.

Activity Description

In advance of the activity, 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 support in planning and implementation of land-based activities.

Additionally, in advance of the activity, contact your provincial/territorial PHE Association for Health and Safety protocol for outdoor activities that can be utilized in for land-based learning.

If utilizing a flipped classroom strategy, review the concept of land-based learning in advance of the activity. Invite students whom are comfortable to share what they reflected about in advance of the activity.

If not utilizing a flipped classroom strategy, share with students that Indigenous Peoples have developed specific concepts, practices, and standards of care that are derived from and used on the land, which commonly aim to maintain spiritual, emotional, mental and physical wellness. Explain that Mother Earth provides for all our needs and these Teachings are an important component to knowing how to live in harmony with the land and take on the responsibility of stewardship of the land. Ask students to reflect on what they know about Indigenous Peoples and their connection to the land. Ask students with Indigenous backgrounds to reflect about what they would share with non-Indigenous students about the land.

There are both *Traditional* and *Modern Ways* of approaching Land-Based Education. Both present an opportunity to obtain expertise from a local contact:

Traditional	Modern
<p>It is essential that Elders accompany your class on their outing to provide the expertise and Teachings of the <i>Traditional Ways</i>. This also provides an historical perspective of how things changed through time because many of the <i>Old Ways</i> were passed down orally from generation to generation.</p>	<p>Contacting and utilizing local Trapper's Associations, Regional Ministry of Natural Resources & Forest (MNR), local Conservatory Associations, local Horticultural Associations, or Hunter & Safety Course personnel are excellent resources to provide your student with <i>Modern Ways</i> of providing expertise of laws and regulations and current/recent information about gaining hands-on experience in Land-Based Education.</p>

Confirm a land-based learning activity - which may include berry harvesting, animal tracking, or winter shelter preparation - and implement it with students.

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 stewardship of the land by participating in the activity?*
- *How did the activity focus on spiritual, emotional, mental, and physical wellness?*



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.		Modify the chosen activity as required to ensure the inclusion of all students.		Students use the required equipment for them to complete the activity successfully.		Group students as required to ensure an appropriate level of challenge and success for all.



Observing Learning Outcomes

Consider the following when observing student learning.

- Is the student able to demonstrate how to follow the instructions to participate in the activity successfully?
- Does the student demonstrate an appreciation for Indigenous Ways through their observed interactions throughout the activity?