

Candidate's name:

Grade:	K-3	Topic/title:	Cultural foods
Subject:	ELA, ART, Science, Social Studies	Allotted Time:	30 min.

LESSON ORIENTATION

The purpose of this lesson is to introduce Ts'msyen cultural foods, have students explore their own identity and *add* to comprehension of geography. Ideally before you arrive at this lesson students should have an understanding of maps or the Indigenous Peoples of the territory they are living on.

This lesson could also be used to *expand* awareness of Sm'algyax, but can also be done entirely in English. I would not suggest including Sm'algyax in this lesson unless students have already been introduced to the language as likely there are unfamiliar foods in the story and too much new information may overwhelm students.

CORE COMPETENCIES

Core /Sub-Core Competencies	
1. COMMUNICATION A) Communicating B) Collaborating 2. THINKING A) Creative Thinking B) Critical Thinking C) Reflective Thinking 3. PERSONAL AND SOCIAL A) Personal Awareness B) Positive Personal and Cultural Identity C) Social Awareness	1. A) Students practice listening to the teacher and are expected to describe a food that they like to the teacher. Conversation about food between peers is encouraged. B) B) Students will work independently towards a group project. They will see how their work and the work of their peers have come together to create a single book. 2. A) Students will have to think about how to represent the food they like on paper. B) Students will have to think about foods they may not be familiar with. C) Students will have to reflect about what kinds of foods they eat at home. 3. A) Students will think about where they live in the world and how the foods they eat may be different than Rachel or their peers. B) Students will see themselves represented in the class book C) Students will become more aware of their peers' lives away from school, and where they are in the world.

INDIGENOUS WORLDVIEWS AND PERSPECTIVES

FPPL to be included in this lesson	
A) Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). B) Learning recognizes the role of Indigenous knowledge. C) Learning is embedded in memory, history, and story. D) Learning requires exploration of one's identity.	A) The class book focuses on connectedness and the map component fosters a sense of place. B) The book or resource places an emphasis on indigenous foods. C) The class book is a story made up of student memories. Traditional foods are rooted in history as well as the present. D) Students explore their identity through food.

BIG IDEAS

Photos from <https://curriculum.gov.bc.ca/>

ELA -K

ART - K

Social Studies - K

Science - K

Big Ideas

Language and [story](#) can be a source of creativity and joy.

[Stories](#) and other [texts](#) help us learn about ourselves and our families.

[Stories](#) and other [texts](#) can be shared through pictures and words.

Everyone has a unique [story](#) to share.

Through listening and speaking, we connect with others and share our world.

Playing with language helps us discover how language works.

Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

Big Ideas

People create art to express who they are as individuals and community.

Engagement in the [arts](#) creates opportunities for [inquiry](#) through purposeful play.

Dance, drama, music, and visual arts express meaning in unique ways.

People connect to others and share ideas through the [arts](#).

Big Ideas

Our communities are diverse and made of individuals who have a lot in common.

Stories and traditions about ourselves and our families reflect who we are and where we are from.

Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.

Big Ideas

[Plants and animals have observable features.](#)

[Humans interact with matter every day through familiar materials.](#)

[The motion of objects depends on their properties.](#)

[Daily and seasonal changes affect all living things.](#)

ASSESSMENT PLAN

Formative assesment of students ability to tell instructor about a food they like and why they like it, draw their food using at least 3 colors, write their name on assignment (appropriate writing goals for grade, for example grade 3 might write the whole sentence copying hard words), and be able to talk to their peers about their project.

DESIGN CONSIDERATIONS

Required preparation:

If you have a map in the classroom move it to story area.

Book: Rachel Likes... by Hartley Bay School, or simular book - any simple resource with traditional foods to your area could subsitute. If you are in Terrace and would like to borrow my copy in the future you can email me at oceang101@gmail.com.

Print worksheet for class.

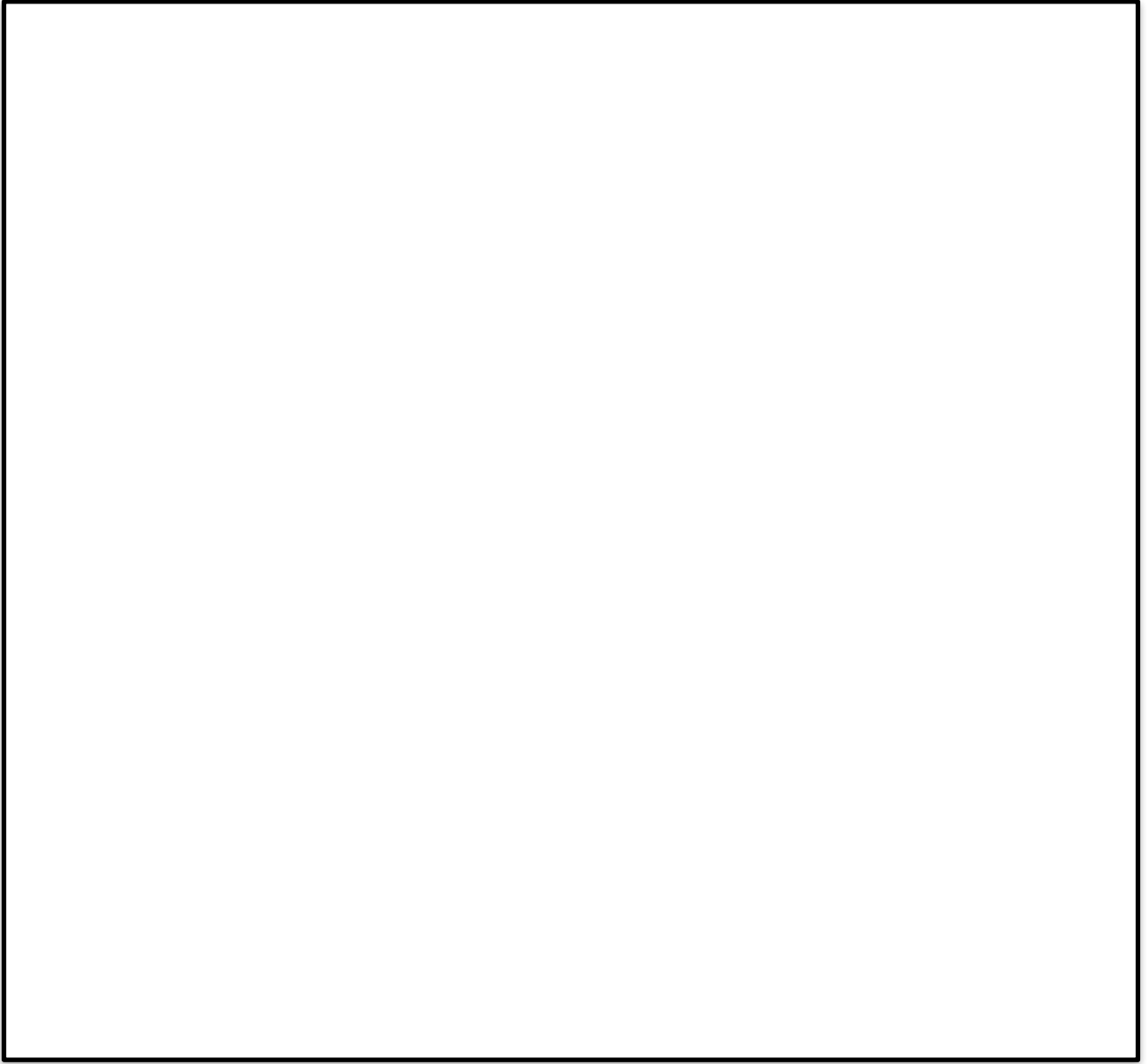
Have a completed worksheet about yourself.

LESSON OUTLINE

Instructional Steps	
OPENING:	1) Introduce Rachel <ul style="list-style-type: none"> - show front cover, name and age - Talk about where she is from. Reference map where school is and where Hartley bay is. 2) Cultural specific Information <ul style="list-style-type: none"> - If there is <i>already</i> an understanding of Indigenous Peoples you can include that she is Ts'msyen and <i>review</i> any knowledge from previous lessons that may be relevant. - If the students have already been exposed to Sm'algyax, mention that the book is in Sm'algyax and you are going to translate it. Some instructors may wish to read Sm'algyax name for each food in the story before translating it to English. 3) "Rachel is going to tell us what kinds of foods she likes to eat."
BODY:	4) Read Story <ul style="list-style-type: none"> - pause on each page, point to food, get students to put up a thumb if they like that food. - Briefly explain unfamiliar foods. Example where it comes from. 5) Question\Brainstorm Time <ul style="list-style-type: none"> - Were there any foods that Rachel likes that you want another look at? - What kind of foods do you like? 6) Activity Explanation <ul style="list-style-type: none"> - "We are going to make our own book about what we all like to eat" - Explain that each student is going to pick a food they like, draw it (using 3 colors), and write it down (K students may only be required to write name and you will fill in the blank). - Show example page and point out how you did it. Explain why you like the food. - Tell the students when and how you are going to share the finished book * notes at end. 7) Work time <ul style="list-style-type: none"> - Students transition to desks or tables. - Take time with each student to hear what they have chosen and why. - Write their food of choice or an example for them to copy. - Collect finished worksheets. - some instructors may choose to have a publishing party, * notes in closing section
CLOSING:	8) Instructure creates book. <ul style="list-style-type: none"> -If there are foods that most of the class or you are unfamiliar with I suggest looking them up. - The book can be as simple as stapling pages together 9) Read finished book to class <ul style="list-style-type: none"> - you can read this during regular story time, during lunch, during a planned party or expand into another lesson. - If there is a variety of cultural foods I recommend showing pictures of the different foods and/or where they originate from on a class map. I would do this before reading the story to front-load knowledge. - ** "Originate" is an optional vocab word, make sure to explain it! 10) Tell the students the book will be in the class library

Notes

I think this lesson would be a great way to lead into a unit about seasons and harvesting. If so I would add to the book or resource with comments about when said food is harvested. Two formally published books that I recommend including in a unit about seasons and harvesting are 'Wii Amap'asm Hang'ax Sleeping Beauty Mountain by Mildred Roberts, and Let's go! A Harvest Story by Hannah Lindoff.



_____ **likes** _____.



Galts'abm Ts'msyen