



# Aboriginal Perspectives

## The Teacher's Toolkit

Aboriginal perspectives bring the curriculum to life!

## Grade 1 Social Studies

Heritage and Citizenship

- Relationships, Rules, and Responsibilities

Aboriginal Teaching Strategy

### Respecting Mother Earth

Students explore Aboriginal and other community perspectives on respect for the land, and develop a personal connection to protecting the earth.

#### Related Curriculum Policy

- *The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 2004*

#### Specific Expectations

*Knowledge and Understanding*

- describe how they follow the rules about respecting the rights and property of other people and about using the shared environment responsibly (e.g., by sharing, being courteous, cooperating, not littering)

*Application*

- identify an area of concern (e.g., littering, sharing, conflicts), and suggest changes in rules or responsibilities to provide possible solutions

#### Teaching Strategies

- Brainstorm with students reasons that people recycle goods and waste products. Students make personal connections to “reducing, reusing, and recycling” that is done at home, in the community, and at school.

*Teacher prompts:* Why is protecting the earth so important? Identify some areas of concern (environmental, social) in the class or neighbourhood.

- Introduce to students some of the common recycling symbols found in Ontario communities (e.g., a recycling box, recycling symbols on the bottom of plastic bottles).

- Generate some ideas for activities that the students could undertake to help provide possible solutions to the problem of protecting the earth (e.g., start a recycling program in the classroom, involve parents and students in demonstrating their ideas for recycling at home). If appropriate, follow through with some or all of these activities.
- Share with students a story that tells of an Aboriginal perspective on respect for the land. Explore other perspectives with students (e.g., those of a farmer, an environmentalist, a forester) and how they are the same or different.

## Resources

*The following recommended resource was accurate at the time of publication. Teachers are encouraged to check that reference listings remain current.*

Eyvindson, Peter. *Jen and the Great One*. Winnipeg: Pemmican Publications, 1990. A story about how children can make a difference in making the environment a healthier place for everyone.

## Making Community Connections

- Invite a knowledgeable member of the Aboriginal or broader community into the classroom to speak about his or her perspective on respect for the land. Possible sources include local friendship centres; Métis Nation of Ontario offices; Elders, senators, or wisdom keepers; Indian and Northern Affairs Canada; the Ministry of the Environment; or local environmental organizations.

### **ABOUT THE TEACHER'S TOOLKIT**

This teaching strategy is one component of *Aboriginal Perspectives: The Teacher's Toolkit*, a collection of resources designed to help Ontario educators bring Aboriginal perspectives into the classroom. Based on the revised Ontario curriculum, the collection includes resources for educators at both the elementary and secondary levels. Other resources in this series can be found on the ministry website, at [www.edu.gov.on.ca](http://www.edu.gov.on.ca).

