

Lesson Evaluation

All About Me: Lesson 4 - Measurement (FNESC, 2012, p. 34)

<http://www.fnesc.ca/wp/wp-content/uploads/2015/06/PUB-LFP-K-3-In-our-Own-Words-for-Web.pdf>

Your Name: Denis Walsh	Student Number & Cohort: 48000087 TELL-3C
Grade the Lesson is Aimed At: Kindergarten	Lesson Theme/Subject Area: Math
Rationale for the Lesson: This lesson is part of a 10 lesson unit called All About Me. It was created by the FNESC authors of "In Our Own Words" with assistance from the BC Ministry of Education (FNESC, 2012). Teachers are showing a desire for guidance in incorporating First Peoples content into their classrooms. This desire reflects an understanding of the importance and commitment educators are showing to providing Indigenous content in their practice due to the values it can bring to all types of learners. Resources guides such as this one have been made in an attempt to guide teachers through the process of introducing Indigenous themes to lesson plans for grades K-3.	
Write a brief description of the Indigenous Content in the lesson The lesson, lesson 4 of the "All About Me" unit, is entitled Measurement. (FNESC, 2012, p. 34) The unit has an overall goal of each student creating a book about themselves. This lesson has students measure their height and weight and fill a page with this information, as well as an animal they weigh more or less than, and/or an animal that they are taller or shorter than. The lesson suggests measuring students with unifix cubes, so any block-style math manipulative will do, and have the students write down the number of cubes tall they are on the page for their book and the number of kilograms they weigh. The students circle the more/less or taller/shorter, then draw a picture of the animal they chose that fits. They can also write the name of the animal, and/or glue a picture of it onto the page. The overarching unit with regard to this lesson continuously hearkens back to Indigenous themes and content. Beginning with the first lesson suggesting the class invite a local Elder to share important aspects of their life, and recommends a book to substitute if an Elder can't be found. For this unit, the teacher must plan to regularly communicate with the Indigenous personnel associated with the school district at which they are working in order to make sure all options are considered and carried out in the best way. Although this lesson is meant to be done in English, a later lesson has the class learning numbers 1-5 or 1-10 in a local First Peoples language. Preparation as to knowing what language the people inhabiting the land the lesson is being taught on is required to maximize the quality of Indigenous teachings in the lesson.	

Connections to Curriculum:

What connections do you see to Curriculum Big Ideas, Competencies and Learning Goals?

This is a math lesson that was created by FNEESC in collaboration with the BC Ministry of Education. This means that it has been scrutinized by respected groups that ensure it meets the standards required for the current BC curriculum. In this particular case, a big idea that sits at the forefront of this lesson is the idea that “Objects have attributes that can be described, measured, and compared” (BC’s..., 2019). This is evident in the fact that the students are measuring themselves, and comparing their heights and weights to that of other animals. Counting is an essential element of this lesson as well. Once the students have stacked the cubes for each other, they will have to be counted. This can be done in many ways, including those which use groups of 5 and 10, familiarizing the students with the fact that these groups are essential to help build fluency with numbers. In terms of reasoning and analyzing, this lesson utilizes manipulatives with the cubes, allowing the students to use reasoning and explore with models to understand how tall they are. Since the activity involves multiple forms of expression to the extent they are stacking blocks and counting them, drawing animals, moving about the classroom, and writing in a book, the students are applying mathematical understanding through play and inquiry and doing so with multiple strategies. The lesson is part of a larger unit where the students create a book about themselves. This accomplishes the goals for communication and self-reflection.

FPPoL Connections

What First Nations Principles of Learning does this lesson cover?

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors (FPPoL, 2019). This unit involves creating a biographical booklet for each student, including pages about themselves, their families, and their community. Aside from the empirical connection to this principle, the lesson involving measurements is meant to allow students and their families to have a keepsake that chronicles the growth of the child. Documenting this information allows it to be passed through generations, referred to once the child is grown, and acts as a way to preserve a special moment in their life, which may fulfil a spiritual need for both the student and their family. Having the students compare their height and weight to that of animals connects their learning to nature and the land. If the goal is to focus on supporting the well-being of the land in which the lesson is taking place, animals of a local nature could be emphasised.

Learning involves patience and time (FPPoL, 2019). The unit that this lesson is part of is meant to be spread over multiple weeks. Kindergarteners will begin to conceptualize long-term projects that require scheduling and commitment. Adequate time to complete the measurement task will also help students develop intrinsic motivation when it comes to counting and math. In a subject area where many students have anxiety, activities like this

can make math fun and interactive while connecting the numbers to familiar elements present within the lives of the students.

Contribution to Decolonization, Reconciliation or Self-Determination:

How does the resource support or contribute to the goal of integrating themes of decolonization, reconciliation, **or** self-determination?

The resource containing this lesson plan was designed by FNEESC in collaboration with the BC Ministry of Education. This relationship, built over the years since FNEESC was founded in 1992, supports the goal of self-determination. FNEESC is responsible for making decisions in the education of our children and have made many strides towards Indigenous self-determination in education and provincial government. FNEESC also has relationships with other organizations that magnifies their influence. Resources such as “In Our Own Words” (FNEESC, 2012) provide a voice for FNEESC and organizations like them, a voice that says ‘this is how our children ought to be taught,’ and when we listen as teachers, or even if we don’t but we still acknowledge the organization’s legitimacy, then we are helping to support the goal of integrating self-determination themes into our teaching, without explicitly stating so. The fact is that any of these three themes are challenging for a kindergarten class to understand outright, so the use of metaphor or the embodiment of the theme in a unit like “All About Me” and a lesson like “measurements” can tacitly support these themes, with particular evidence for self-determination coming from the authority of those who made the resource. Creative projects like book making that also incorporate math and science like with counting and learning about animals, have elsewhere been associated with pedagogies that build reciprocal relationships between Western and Indigenous education (Marin and Bang, 2015). Resources like “In Our Own Words” (FNEESC, 2012) are the result of progressive educational planning policies that are attempting to grant self-determination to Indigenous groups in which they are the arbiters of how to implement curricula, including science and math based curricula, that is immersed in or draws from Indigenous ways of knowing (Marin and Bang, 2015).

References

- BC's New Curriculum. (2019). Retrieved from <https://curriculum.gov.bc.ca/curriculum/mathematics/k>.
- First Peoples Principles of Learning (FPPoL). (2019). Retrieved from <https://www.setbc.org/wp-content/uploads/2018/08/FFPL-full-poster-600.jpg>.
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- Marin, A., & Bang, M. (2015). Designing Pedagogies for Indigenous Science Education: Finding Our Way to Storywork. *Journal of American Indian Education*, 54(2), 29–51. Retrieved from <http://www.jstor.org/stable/10.5749/jamerindieduc.54.2.0029>