

## Curriculum Planning with First Peoples Principles of Learning

The Ministry of Education requires teachers to **intentional application** of First Peoples Principles of Learning (FPPL) into lesson planning. This application information can be included either in the FPPL section OR it could be included within your lesson plan, showing how the FPPL will be applied in the learning.

**What is not** considered an intentional application of FPPL? Intentional application of FPPL is not merely planning an activity where students create an Indigenous craft, play an Indigenous game or teach other specific Indigenous content materials/activities.

**What is** considered an intentional application of FPPL? While you may include such activities in your lesson planning (where relevant), intentional application means being mindful and intentional about using the principals of First Peoples Principles of Learning when planning your regular curriculum content. The following two are examples:

### 1. Example of Kindergarten Math Lesson Plan:

| LESSON TOPIC       | FPPL  | ACTIVITIES  | ASSESSMENT  | RESOURCES  |
|--------------------|---|---|---|--|
| Numbers 0-10       | <ul style="list-style-type: none"> <li>FPPL #1: Ensure there are multiple access points for students, ensure learners have various ways to represent what they learn.</li> <li>FPPL #2: Include experiential learning, develop a healthful relationship with learner, use humor, provide choice and flexibility, ensure learner see relevancy in what they are learning.</li> </ul> | <ul style="list-style-type: none"> <li>Writing numbers</li> <li>Counting using a chart</li> <li>Counting objects in different arrangements</li> <li>More, less, fewer</li> <li>Number order</li> <li>Number story books</li> <li>Matching counters to numbers</li> <li>Activity practice pages</li> <li>Counting games</li> </ul> | <ul style="list-style-type: none"> <li>Observation of student work</li> <li>Student work</li> <li>Performance activity</li> <li>Student interviews</li> </ul> | <ul style="list-style-type: none"> <li>JumpMath</li> <li><i>Four Furious Flamingos: A 1-10 Counting Book of Big Feelings</i></li> <li>Dinosaur Color By Numbers activity pages</li> <li>YouTube counting videos</li> </ul> |
| Recognizing Shapes |   | <ul style="list-style-type: none"> <li>Shape matching games</li> <li>Activity practice pages</li> <li>Shape books &amp; manipulatives</li> </ul>  |   | <ul style="list-style-type: none"> <li>YouTube shapes songs/videos</li> <li><i>Tangles: A Story About Shapes</i></li> <li>Dot Markers activity book</li> </ul>   |

### 2. FPPL application ideas for Language Arts lesson plan:

- a. Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
  - i. Create learning opportunities for students to make deeper connections between information/knowledge and the world outside classroom
  - ii. Use teaching strategies that allow for choice and personalization and build a sense of belonging
  - iii. Value the uniqueness and strengths of each individual learner
  - iv. Provide multiple access points for students to learn and multiple ways to represent learning
- b. Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

- i. Create learning opportunities for “interdisciplinary” learning that help students “connect the dots” to understand relationship of various pieces of information and form bigger picture
- ii. Use circles for group discussion – ensure equity in student voice
- iii. Provide opportunities for students to mentor others
- iv. Teacher decision making and practice is responsive to relevant evidence
- v. Use scaffolding strategies to build deeper understanding
- vi. Use teaching strategies that promote student engagement
- vii. Provide lots of opportunity for student talk, building of peer relationship, and sharing of learning
- viii. Use local resources and contexts to support learning