

A magical forest scene with a stream, trees, and glowing light effects. The scene is set in a dense forest with tall, dark trees. A stream flows through the center, reflecting the surrounding environment. The water is dark, but the reflections of the trees and the glowing light effects are visible. The light effects are colorful, with shades of blue, purple, and green, and they appear to be emanating from the trees and the water. The overall atmosphere is mystical and serene.

Appendix 1

The Language is All Around Us



Appendix 1.1 – Outdoor Scavenger Bingo

Recommended Grades: 5–6

Time: 30+ minutes

Curriculum Connections: Grades 5–6 Science and Technology, Grades 5–6 Social Studies, Grades 5–6 Health and Physical Education

Materials

- Outdoor Bingo Card (one per student)
- Pencils
- Clipboards (optional)

Instructions

1. Distribute one Outdoor Bingo Card to each student.
2. Identify the boundaries of the exploration area, such as the schoolyard or a nearby park.
3. Divide students into groups of 2–4, or allow students to participate individually if your outdoor space is safely contained.
4. Give students 20–30 minutes to explore the area and record items they observe on their bingo cards.
5. Encourage students to use their senses and pay close attention to details in the environment.
6. Once time is up, or as students complete their cards, gather the class together to discuss their observations.



Appendix 1.1 – Outdoor Scavenger Bingo

Reflection Questions

- Were some items harder to find than others?
- What was the most interesting thing you discovered?
- Did anything surprise you?
- Did different groups notice different things? Why do you think that happened?
- What living things did you find? What non-living things did you find? How are they different?
- Were there any items that nobody could find? Why might that be?
- How did the season or weather affect what you observed?
- What connections did you notice between living things and their environment?

Name _____

Date _____

OUTDOOR SCAVENGER BINGO



Instructions

Do your best to find all the items listed in the boxes below while outside. Make note or draw a picture of what you find. Take your time! Use your senses to experience the land around you.

Find a bird. _____	Find a flower. _____	Find something that is moving. _____	Find something older than you. _____
Find a cool tree. Write why you think it is cool! _____	Find a shadow. _____	Find something green. _____	Find something in nature that makes a sound. _____
Find something growing. _____	Find water. _____	Find an insect. _____	Find a pattern in nature. _____
Find something that has a smell. _____	Find something smooth. _____	Find a cool leaf. Draw it! _____	Find somewhere you can feel the wind. _____

Name _____

Date _____

OUTDOOR SCAVENGER BINGO



Instructions

Do your best to find all the items listed in the boxes below while outside. Make note or draw a picture of what you find. Take your time! Use your senses to experience the land around you.

Find an interesting rock.

Find water.

Find a flower.

Find something younger than you.

Find a cool tree.
Write why you think it is cool!

Find a shadow.

Find something brown.

Find something in nature that makes a sound.

Find the signs of an animal, like tracks or chewed leaves.

Find something that is living.

Find an insect.

Find a pattern in nature.

Find something that has a smell.

Find something rough.

Find a cool leaf.
Draw it!

Find somewhere you can feel the wind.



Appendix 1.2 – Share a Favourite Outdoor Place

Recommended Grades: 5–6

Time: 20–30 Minutes

Curriculum Connections: Grades 5–6 Language, Grades 5–6 Visual Arts, Grades 5–6 Social Studies

Materials

- Favourite Outdoor Memory Worksheet
- Activity Example (PowerPoint)
- Pencils and colouring utensils

Instructions

1. Distribute materials to students at desks or tables.
2. Show students the slideshow featuring the example about Mazinaw Lake in Cloyne, Ontario.
3. Share a brief personal example of a favourite outdoor memory with your class.
4. Invite students to quietly reflect on a favourite outdoor place and complete the Favourite Outdoor Memory Worksheet.
5. If time allows, invite students to share their work with the class or in small groups.



Appendix 1.2 – Share a Favourite Outdoor Place

Reflection Questions (Optional)

- What makes this place special to you?
- What do you notice when you imagine being there?
- How do you feel when you are in this place?
- What sounds, sights, or smells would you experience there?
- How is your place similar or different from others shared in the class?

Extension

Display students' memories in or around the classroom and invite students to revisit them throughout the week.

NAME : _____

DATE: _____

My Favourite Outdoor Place Activity

My Favourite Outdoor Place is...

This place is my favourite because...

What do you see at this place?

What do you hear here?

Who visits this place with you?

What other things do you like to do here?



Appendix 1.3 – Outdoor Observation Journal

Recommended Grades: 7–8

Time: 30–45 Minutes

Curriculum Connections: Grades 7–8 Science, Grades 7–8 Language, Grades 7–8 Visual Arts, Grades 7–8 Geography, Grades 7–8 Health and Physical Education

Materials

- One lined sheet of paper per student
- One blank sheet of paper per student
- Pencils and colouring utensils
- Clipboards

Instructions

1. Distribute materials to students.
2. Identify the boundaries of the outdoor exploration area (e.g., schoolyard or nearby park).
3. Instruct students to spend 10–15 minutes observing and listing every living thing they can find in the area on the lined sheet of paper.
4. Gather students back together after the observation period.
5. Briefly discuss students' findings in a group, and/or some of the reflection questions.



Appendix 1.3 – Outdoor Observation Journal

Instructions (Continued)

6. On the blank sheet of paper, have students choose one organism from their list to draw in detail within its habitat.
7. Encourage students to include surrounding elements such as plants, soil, water, and other organisms.
8. Prompt students to consider both the biotic (living) and abiotic (non-living) components of the ecosystem in their drawing.

Reflection Questions (Optional)

- What types of living things did you observe most frequently?
- Were there any organisms that were harder to notice? Why might that be?
- How do living and non-living things interact in the space you observed?
- What “neighbours” share space within this ecosystem?
- What visible impact do people have on this environment? What has been changed/added here by humans?



Appendix 1.4 – Anishinaabemowin Word Art

Recommended Grades: 7–12

Time: 30–45 Minutes

Curriculum Connections: Grades 7–12 Language, Grades 7–12 Visual Arts, First Nations, Métis, and Inuit Studies (where applicable)

Materials

- Cue cards (at least one per student) or paper
- Lists of Anishinaabemowin Words and Phrases from Language on the Land (www.languageontheland.com).
 - Note: Students will need access to a device with internet connection to access the Language on the Land website.
- Word Art Examples PowerPoint
- Optional: This activity could be adapted as a digital art piece by using apps like Canva or Google Drawings at your discretion.
- Pencils and colouring utensils

Instructions

1. Distribute cue cards or paper, electronic devices (if necessary), and any additional art materials to students.
2. Assign or allow students to select an Anishinaabemowin word or phrase from the lists found under the “Words” heading of the Language on the Land website.



Appendix 1.4 – Anishinaabemowin Word Art

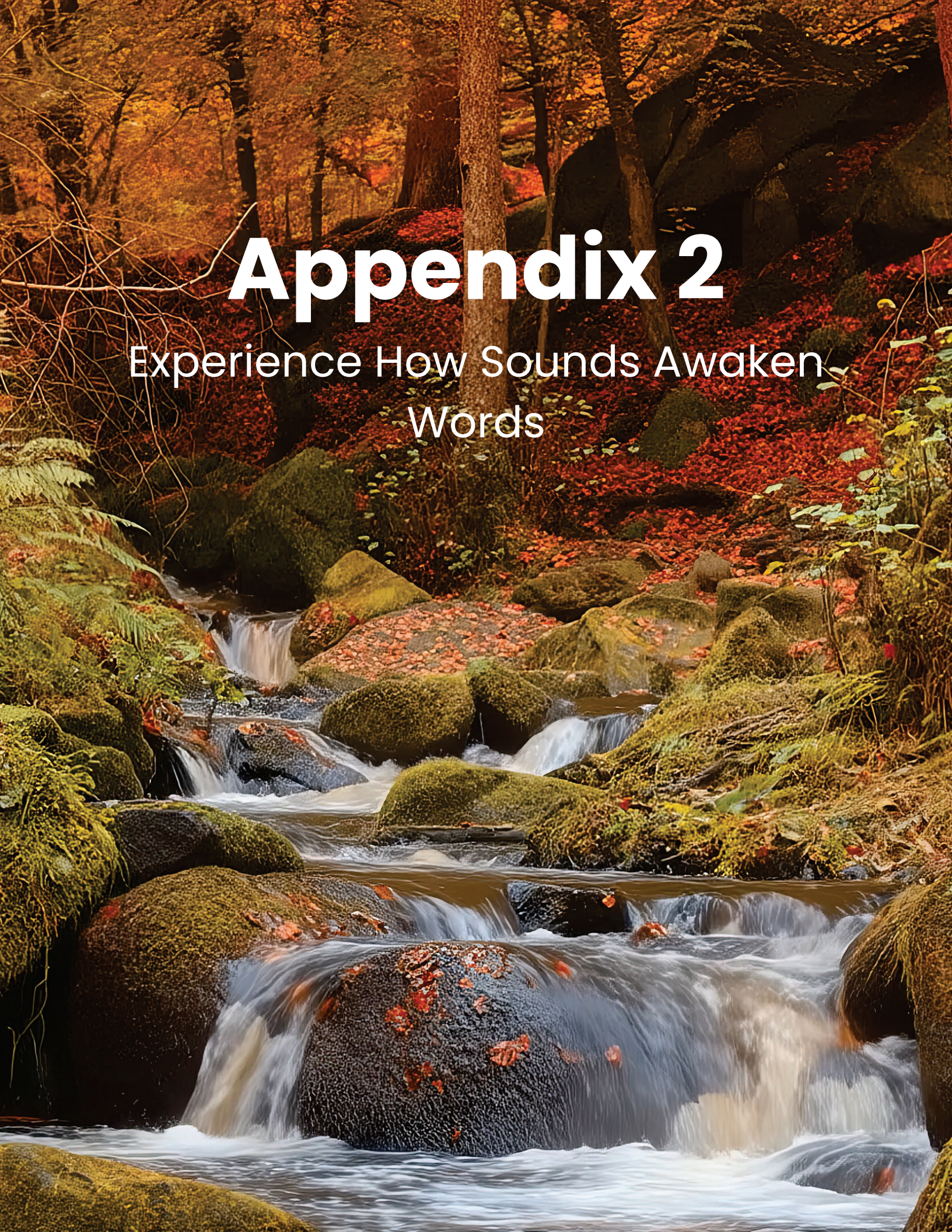
Instructions (Continued)

3. Invite students to create an artwork that represents the feeling, movement, story, or meaning of the word, rather than a literal dictionary definition.
4. On the blank side of the cue card, students illustrate the word using imagery and design.
5. On the lined side, students write the word, its translation, and definition.
6. Once complete, invite students to share their work with a partner or small group.
7. If time allows, have students guess which word their peers have represented through their artwork.
8. Facilitate a class discussion or short written reflection on how words can carry layered meanings beyond literal definitions.

Reflection Extension (Optional)

On a separate sheet of paper, ask students to respond to:

- Why can words and names carry stories beyond their dictionary definitions?
- What examples have you seen of storytelling through language in your own life? What oral traditions are there?
- Do you know how you got your name? Do you know what it means?

A scenic photograph of a forest stream. The water flows over several large, moss-covered rocks, creating small cascades and white foam. The surrounding forest is dense with trees and foliage in vibrant autumn colors, including shades of orange, red, and yellow. The ground is covered with fallen leaves, and the overall atmosphere is serene and natural.

Appendix 2

Experience How Sounds Awaken
Words



Appendix 2.1 – Meaning in Motion

Recommended Grades: 5–6

Time: 30–45 Minutes

Curriculum Connections: Grades 5–6 Language, Grades 5–6 Drama

Materials

- Anishinaabemowin Word Cards or Lists of Anishinaabemowin Words and Phrases from [Language on the Land](http://www.languageontheland.com) (www.languageontheland.com).
 - Note: Students will need access to a device with internet connection to access the Language on the Land website.
- Open space for movement

Instructions

1. Begin by explaining that words can communicate actions, feelings, relationships, and stories, not just definitions.
2. Divide students into small groups of 3–5.
3. Give each group an Anishinaabemowin Word Card.
4. Allow groups 10–15 minutes to discuss the meaning of their word and create a short tableau or simple movement sequence that represents its feeling, action, or story. Encourage students to think beyond literal meanings and consider how the word might be experienced.



Appendix 2.1 – Meaning in Motion

Instructions (Continued)

5. Invite each group to perform their movement for the class without saying the word aloud.
6. After each performance, ask the audience what they think the movement communicates before revealing the word and discussing its meaning together.
7. Conclude with a brief discussion about how movement, expression, and storytelling can communicate ideas in different ways, just as spoken language can.

Reflection Questions (Optional)

- How did movement help communicate the meaning of the word?
- Were some words easier to represent than others? Why?
- How can actions tell a story without using spoken language?
- What did you notice about how different groups interpreted their words?
- How do movement and storytelling help us understand ideas in new ways?



Beings

**Amik
Beaver**



Beings

**Migizi
Eagle**



Beings

Mshkode-bizhiki
Buffalo



Beings

M'koonse
Bear



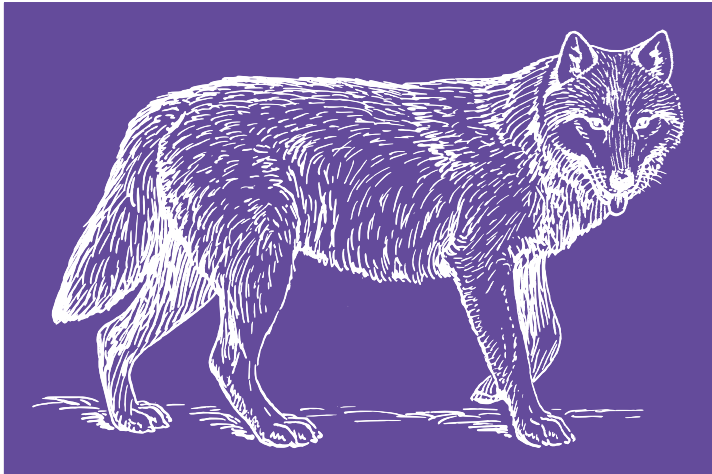
Beings

Saabe



Beings

**Kagige
Raven**



Beings

**Ma'iingan
Wolf**



Beings

**Mshiikenh
Snapping Turtle**

Debwewin

**Seven Grandfather
Teachings**

**Debwewin
Truth**

Gwekwaakziwin

**Seven Grandfather
Teachings**

**Gwekwaakziwin
Honesty**

Dbaadendizwin

**Seven Grandfather
Teachings**

**Dbaadendizwin
Humility**

Zaagidwin

**Seven Grandfather
Teachings**

**Zaagidwin
Love**

Nbwaakaawin

**Seven Grandfather
Teachings**

**Nbwaakaawin
Wisdom**

Mnaadendmowin

**Seven Grandfather
Teachings**

**Mnaadendmowin
Respect**

Aakd'ehewin

**Seven Grandfather
Teachings**

**Aakd'ehewin
Bravery**



Places and Activities

**Enji-dazhiikeng
At the park**



Places and Activities

**Enji-waanzhibiiyaag
In muddy puddles**



Places and Activities

**Enji–babaamaadagaang
In the swimming pool**



Places and Activities

**Enji–bkwaakdokeng
On the basketball court**



Places and Activities

**Miikanensing
On the walking trail**



Places and Activities

**Zhooshkwaade gamigong
Skating Rink**



Appendix 2.2 – Listening to Songs

Recommended Grades: All Grades

Time: 5+ Minutes

Curriculum Connections: Grades 5–12 Music, Grades 5–6 Social Studies

Materials

- Exhibition Songs Playlist
 - This can be found on the NCAM YouTube page

Instructions

1. Play one or more songs from the exhibition playlist for your class.
2. Encourage students to listen carefully to the sounds, rhythms, and words they hear.
3. Use the playlist during classroom work periods, transitions, or other activities to increase students' familiarity with the language.
4. If desired, invite students to share observations about the songs after listening.

Reflection Questions (Optional)

- What sounds or instruments did you notice?
- How did the music make you feel?
- Were there any words or sounds that stood out to you?
- How can songs help preserve and share language?



Appendix 2.3 – 10-Word Stories

Recommended Grades: 7–12

Time: 15–20 Minutes

Curriculum Connections: Grades 7–12 Language, Grades 9–12 English

Materials

- 10-Word Story Worksheet and/or lined paper
- Pencils

Instructions

1. Use this activity as a short introduction or warm-up.
2. Share examples of 10-word stories from the teacher worksheet.
3. Discuss how a small number of words can communicate a larger idea, emotion, or story.
4. Ask students to write their own story using exactly 10 words.
5. Encourage students to write about any topic they wish.
6. Once complete, invite students to share their stories with a partner, small group, or the class.
7. Facilitate a discussion about how different readers may interpret the same story in different ways.



Appendix 2.3 – 10-Word Stories

Reflection Questions (Optional)

- What made it challenging to tell a story in only 10 words?
- Which words in your story were most important?
- Did different people interpret your story differently than you expected?
- How can a few carefully chosen words communicate a larger idea?
- What details are left unsaid, and how does the reader fill them in?



Name: _____ Date: _____

10-Word Stories Brainstorming Sheet

A 10-word story is ten words long. Not nine. Not eleven. Ten. Writing a story in ten words is a creative task that requires you to capture an idea or picture in very few words.

10-word stories can take on any genre. Feeling funny? Write a comedy! Feeling edgy or sad? Write a tragedy. The beauty of creative practices like this are that they are only limited by your own creativity!

Have fun, good luck!

Here is an example:

The Penguin ordered sunscreen, forgetting Antarctica rarely gets scorching sunshine.



Here is another example:

They found paradise and fame but forgot their own names.

Now, flip over this page to make 10-Word Stories of your own!



Now you try!

Here is some brainstorming space!

Story 1:

Story 2:



Appendix 2.4 – Creating an Introduction

Recommended Grades: 9–12

Time: 20–30 Minutes

Curriculum Connections: Grades 9–12 English, First Nations, Métis, and Inuit Studies (where applicable)

Materials

- YouTube Video: *How I Introduce Myself Says a Lot About My First Nation*
 - This can be found in the NCAM YouTube Playlist.
- Lined paper
- Pencils
- Device(s) with internet access

Instructions

1. Introduce the idea that people may choose to introduce themselves in different ways depending on their culture, community, experiences, and relationships.
2. Show the video *How I Introduce Myself Says a Lot About My First Nation*.
3. Ask students to reflect on how they typically introduce themselves to others.
4. Distribute lined paper and invite students to privately respond to the reflection questions below.



Appendix 2.4 – Creating an Introduction

Instructions (Continued)

5. Remind students that they may choose how much personal information they wish to share.
6. If appropriate, invite students to share portions of their reflections with a partner, small group, or the class.

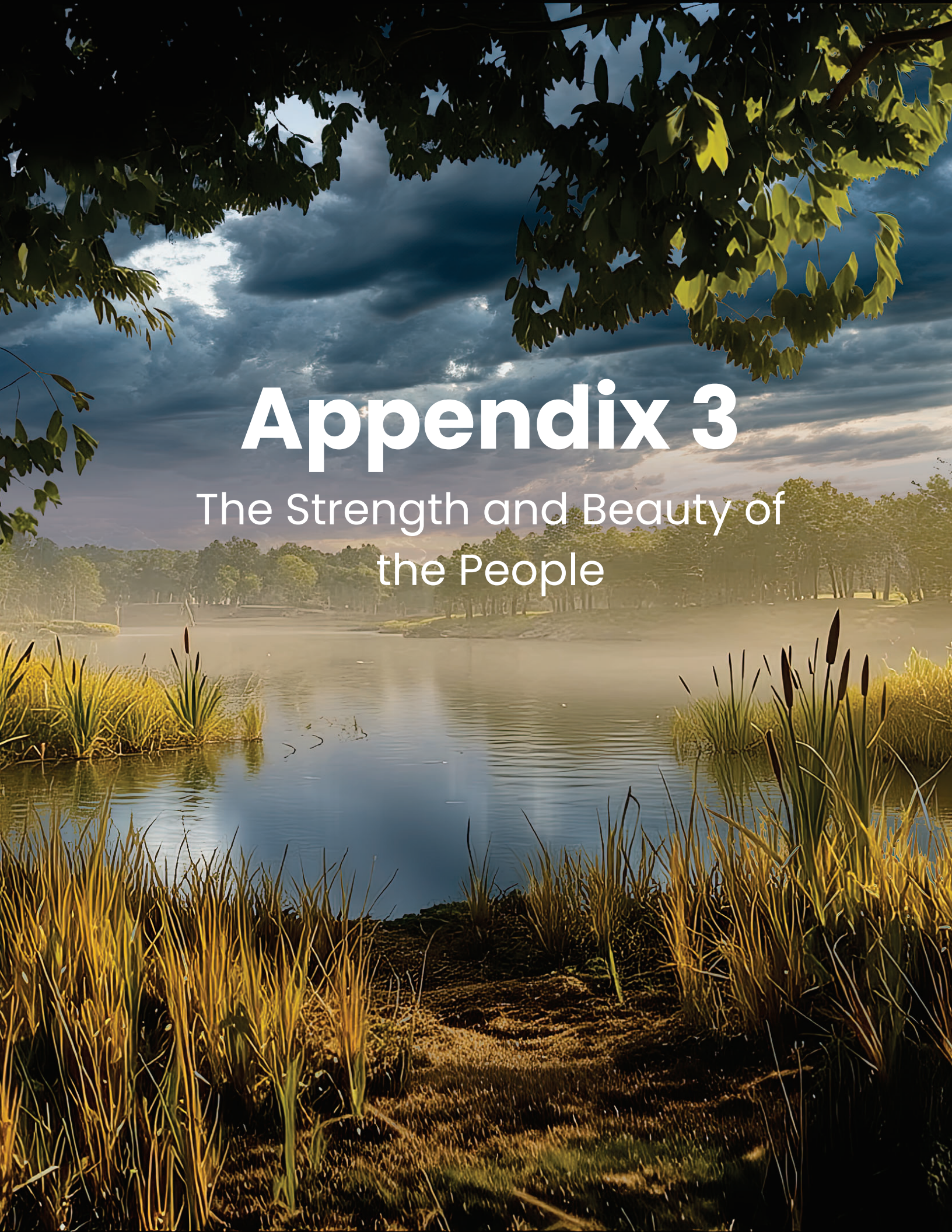
Reflection Questions

Note: Be mindful that some students may not have the ability to find the answers to all of these questions.

- What is my name?
- Do I know what my name means? If not, can I find out?
- Why was my name chosen?
- Where was I born?
- Where do I live now?
- What roles do I fill in my community (e.g., friend, sibling, teammate, neighbour, volunteer, artist, etc.)?
- What information do I choose to share when introducing myself?
- What information helps others understand who I am?

Extension

Invite students to use their reflections to draft a personal introduction that highlights the relationships, places, and experiences that are meaningful to them.



Appendix 3

The Strength and Beauty of
the People



Appendix 3.1 – Grandfather Teachings and Beings Presentation

Recommended Grades: All Grades

Time: 15–20 minutes

This activity is strongly recommended

Materials

- Grandfather Teachings and Beings Presentation (PowerPoint)

Instructions

1. Review the presentation and speaker notes before delivering the lesson.
2. Present the slideshow to students using the accompanying speaker notes.
3. Encourage students to ask questions and share observations throughout the presentation. Utilize the included reflection questions as needed.
4. Discuss key concepts introduced in the slideshow, including the Seven Grandfather Teachings, relationships to land, language, and the beings featured in the exhibition.
5. Use the presentation as an introduction to prepare students for their visit to the Gidinawendimin: We Are All Related exhibition.



Appendix 3.1 – Grandfather Teachings and Beings Presentation

Reflection Questions (Recommended)

- Which teaching stood out to you the most? Why?
- How are the Seven Grandfather Teachings connected to relationships between people, communities, and the natural world?
- What new information did you learn about Michi Saagiig language, or ways of knowing?
- What are you most interested in learning more about during your museum visit?



Appendix 3.2 – The Significance of Bannock

Recommended Grades: All Grades

Time: 30+ Minutes

Curriculum Connections: Health and Physical Education, Hospitality and Tourism/Technological Education, Social Studies, History (varies by grade and course)

Materials

- Video featuring Chris and Carl Beaver from CBC Gem titled “What’s in Bannock?”
- Flour
- Baking soda
- Water
- Mixing bowl(s)
- Measuring cups and spoons, and other cooking utensils
- Stove or electric griddle

Instructions

1. Begin by watching the video featuring Chris and Carl Beaver discussing bannock (scone) and its cultural significance.
2. Facilitate a brief discussion about the memories, teachings, and experiences shared in the video.
3. Divide students into groups of 2–4.



Appendix 3.2 – The Significance of Bannock

Instructions (Continued)

4. **Review kitchen and food safety expectations before beginning. Remind students to be cautious around hot elements.**
5. Follow the recipe and instructions demonstrated by Carl Beaver to prepare bannock.
6. Assist students as they mix ingredients, prepare the dough, and cook the bannock.
7. Once cooked, invite students to enjoy the bannock together while discussing the role of food in sharing culture, stories, and community.

Reflection Questions (Optional)

- What did you learn about bannock from the video?
- Why do you think food is often connected to family, culture, and memory?
- What stories or traditions are connected to foods in your own family or community?
- How does sharing food help bring people together?
- What did you enjoy most about making bannock?



BANNOCK ("SCONE") RECIPE

A RECIPE FROM THE BEAVER FAMILY

COOK TIME: 10-12 MINUTES

ABOUT 12 PIECES

Ingredients:

2 cups (500 mL) all-purpose flour,
plus extra for rolling

2½ tsp (12 mL) baking powder

½ tsp (2 mL) salt

¾ to 1 cup (185 to 250 mL) water,
to start

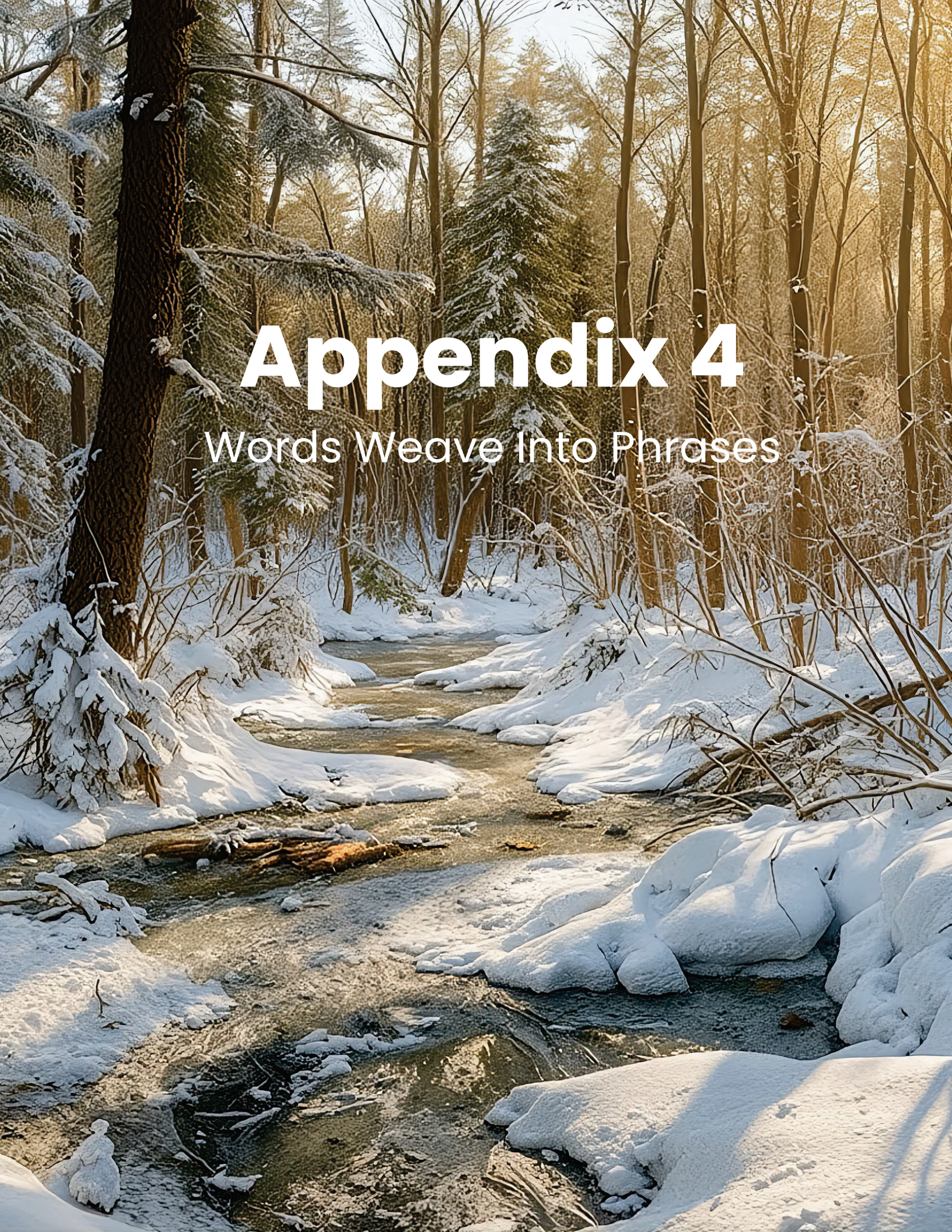
Oil, for frying

Directions:

In a large bowl, mix the flour, baking powder, salt, and water together to form a dough. If the dough is a bit dry, add more water 1 Tbsp (15 mL) at a time.

Turn the dough out onto a floured surface and roll out into a 9- × 12-inch (23 × 30 cm) rectangle about ¼-inch (6 mm) thick. Cut into approximately 3- × 3-inch (8 × 8 cm) squares.

Heat about ¼ inch (6 mm) of oil in a large frying pan over medium-high heat, and fry the bannock—being careful not to crowd them—until golden brown, about 2 minutes on each side. Serve warm.

A serene winter landscape featuring a narrow, partially frozen stream flowing through a dense forest. The ground is covered in a thick layer of snow, with some patches of ice and water visible in the stream. Tall, slender trees with bare branches stand on either side, their surfaces dusted with snow. The lighting is warm and golden, suggesting a low sun, which creates long, soft shadows and a peaceful atmosphere. The overall scene is quiet and beautiful, capturing the essence of a cold winter day in nature.

Appendix 4

Words Weave Into Phrases



Appendix 4.1 – Five Senses Outdoor Observations

Recommended Grades: 5–6

Time: 20–30 Minutes

Curriculum Connections: Grades 5–6 Science and Technology, Grades 5–6 Language, Grades 5–6 Health and Physical Education

Materials

- Five Senses Outdoor Observations Worksheet
- Pencils and colouring utensils
- Clipboards (optional)

Teacher Note: Before heading outdoors, remind students not to eat or taste anything they find during this activity.

Instructions

1. Distribute worksheets and pencils to students.
2. Identify the boundaries of the outdoor exploration area (e.g., schoolyard or nearby park).
3. Invite students to explore the area and record observations for each of the five senses: sight, hearing, smell, touch, and taste.
4. Remind students that they should not taste anything during the activity. Instead, they may record foods, plants, or other items whose taste they already know.



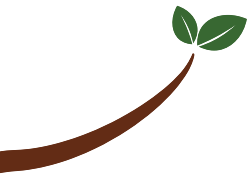
Appendix 4.1 – Five Senses Outdoor Observations

Instructions (Continued)

5. Allow students time to observe and complete the front of their worksheet.
6. Gather students together and discuss their observations.
7. Encourage students to describe their sensory experiences in greater detail. For example:
 - What did the bark of a tree feel like?
 - What sounds did you hear near the grass or trees?
 - What scents did you notice?
8. Have students complete the reverse side of the worksheet by drawing their favourite sensory observation in detail or as a labelled diagram

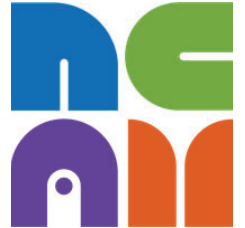
Reflection Questions (Optional)

- Which sense helped you notice the most things?
- Which sense was the most difficult to use? Why?
- Did anyone notice something that others missed?
- How do our senses help us understand the world around us?
- What was your favourite observation and why?



Using My Senses

Use this page to fill out observations you make
outside of the classroom in nature!



I See...



I Hear...

I Smell...



I Feel...

I Can Taste...

*Remember not to eat anything outside!





Appendix 4.2 – Sharing Circle

Recommended Grades: 5–6

Time: 20–30 Minutes

Curriculum Connections: Grades 5–6 Language, Grades 5–6 Social Studies, Grades 5–6 Religious Education, Grades 5–6 Health and Physical Education

Materials

- Sharing Circle Prompts (included at the end of these instructions)

Instructions

1. Introduce the purpose of a sharing circle as a respectful space for listening, reflection, and speaking one at a time.
2. If possible, hold the circle outdoors or in a calm, open space.
3. Review active listening expectations with students before beginning.
4. Use the prompts provided to guide discussion.
5. Ensure each student has an opportunity to share, while respecting that students may choose their level of participation.
6. Encourage respectful listening without interruption or side conversations.



Appendix 4.2 – Sharing Circle

Sharing Circle Prompts

- What makes a community strong?
- What is respect, and how do we show it in different spaces (school, home, sports, community)?
- What responsibilities do we have to the land? How do we care for it, and how does it care for us?
- What did you learn from the museum visit or exhibition experience?
- What was your favourite part of the museum visit or exhibition experience?
- What Beings, seasons, or images were your favourite?
- What is something you appreciate about your community?
- What communities are you a part of (For example, your school community, etc.)?
- What is something about yourself that you are proud of?
- What is one thing you'll remember from this trip and program?

Teacher Note

Sharing circles are intended to support respectful communication, listening, and relationship-building. Students should be reminded that they may choose what and how much they wish to share.



Appendix 4.3 – Critical Exhibit Review

Recommended Grades: 5–12

Time: 30–40+ Minutes

Curriculum Connections: Grades 5–8 Language, Grades 9–12 English

Materials

- Critical Exhibit Review PowerPoint
- Devices for writing or publishing (optional for digital blog format)

Instructions

1. Introduce students to the idea of a critical review and explain that they will be responding to their museum experience as an art or culture critic.
2. Provide students with the guiding questions found in the PowerPoint.
3. Have students complete written responses based on their experience at the museum and exhibition.
4. Once responses are complete, students will transform their writing into a formatted review.
5. Students may choose one of the following formats:
 - A newspaper-style review (e.g., letter to the editor or critical article), or
 - A blog post using Google Slides or another digital platform



Appendix 4.3 – Critical Exhibit Review

Instructions (Continued)

6. Encourage students to include detail, examples from the exhibit, and thoughtful reflection in their final piece.
7. Allow time for editing, design, and presentation where possible.

Reflection Questions

- What stood out to you most in the exhibition? Why?
- How did the exhibit communicate its themes and ideas?
- What emotions or thoughts did the exhibit evoke for you?
- What worked well in the exhibit design or storytelling?
- What would you improve or change, and why?



What to include in a Museum Exhibit Review

Reviews help attract (or deter) future visitors. Writing a review lets you share your experience, your likes and your dislikes, and helpful information for potential guests!

Tell us other things like:

- What was your favourite part?
- What was something you would change?
- What surprised you?
- Did you learn anything?
- What groups of people do you think would enjoy the museum? Children? Adults? Families?

And give an overall rating, which for this exercise is through a 1-to-5 star rating!





My Museum Review

Author: _____

Star Rating



Reason for my star rating:



My Museum Review

Author: _____

Star Rating



Reason for my star rating:



My Museum Review

Author: _____

Star Rating



Reason for my star rating:



My Museum Review

Author: _____

Star Rating



Reason for my star rating:



Appendix 4.4 – Paper Dioramas

Recommended Grades: 7-12

Time: 1 or more classroom periods

Curriculum Connections: Grades 7-12 Visual Arts

Materials

- Paper (various colours if available)
- Scissors
- Glue Sticks AND Quick Dry Glue/Liquid Craft Adhesive
- Pencils
- Paper Diorama Student Instruction Sheets
- Optional: In the exhibit, the dioramas are made of file folders.

Teachers are welcome to try this medium with their classrooms if it is available!

Instructions

1. Students will be introduced to the concept of layered dioramas as a way of visually representing space, place, and storytelling, in the Gidinawendimin: We Are All Related exhibition.
2. In the classroom, distribute the instruction sheet and materials.
3. Invite students to design a scene, place, or story to develop in their paper diorama. There are no “right answers,” so encourage students to practice their creativity.



Appendix 4.4 – Paper Dioramas

Instructions (Continued)

4. Students then create their dioramas by creating an origami box (more information below) and cutting out paper elements to glue inside of their box(es).
5. Provide time for construction, refinement, and detailing over one or more class periods.
6. If possible, display completed dioramas in the classroom or school space.

For Help Creating the Origami Box and Diorama:

We used the following links:

- <https://www.instructables.com/Classic-Origami-Box/>
- <https://www.instructables.com/Make-a-Paper-Diorama/>

Feel free to also use other resources that you may find!

Reflection Questions

- What place or story or idea did you choose to represent? Why?
- Did you use layers to show depth or meaning? How were layers used to show depth and meaning in the exhibition's dioramas?
- What was challenging about representing your idea visually?
- How does your diorama tell a story without using words?

A lush, misty forest scene with tall trees and a calm pond in the foreground. The water reflects the surrounding greenery and the soft light filtering through the canopy. Large, moss-covered rocks are scattered along the shoreline, and various plants and ferns grow in the undergrowth. The overall atmosphere is peaceful and natural.

Appendix 5

Our Ties to One Another, the
Ancestors, and this Land



Appendix 5.1 – Environmental Stewardship Response: Goal Setting

Recommended Grades: 5–8

Time: 30–40 Minutes

Curriculum Connections: Grades 5–6 Science and Technology, Grades 5–6 Social Studies, Grades 5–8 Religious Education, Grades 7–8 Geography, Grades 7–8 Science

Materials

- Individual Goal-Setting Worksheet
- *and/or* chart paper / whiteboard for classroom goal setting

Instructions

1. Begin with a class discussion about environmental stewardship and how caring for the land is connected to caring for communities and future generations.
2. Invite students to share examples of actions that support the environment (at home, school, or in the community).
3. Introduce the goal-setting task and review examples of realistic environmental actions.
4. Have students create one personal or classroom environmental stewardship goal.



Appendix 5.1 – Environmental Stewardship Response: Goal Setting

Instructions (Continued)

6. Encourage students to ensure their goals are specific, realistic, and actionable.
7. If using chart paper or a whiteboard, record classroom goals together as a shared commitment.

Reflection Questions (Optional)

- Why is caring for the land important?
- How do our daily actions affect the environment?
- What is one change you can realistically make in your routine?
- How can small actions contribute to larger environmental change?
- How can we support each other in achieving our goals?

Teacher Note

This activity can be adapted as an individual reflection or a collaborative classroom agreement. Emphasize that stewardship can include personal, consistent actions as well as larger community initiatives.



NAME : _____

DATE: _____

ENVIRONMENTAL STEWARDSHIP

GOAL SETTING TEMPLATE

THINK

What actions could you take to support the environment at school? At home? In your community?

FOCUS

Pick what aspect of the environment you want your goal to focus on.

SET

Set a specific and realistic goal that you can take action on.

REFLECT

Reflect on what steps you need to take to commit to achieving your goal.



Appendix 5.2 – Environmental Stewardship Response: Advocacy Letter Writing

Recommended Grades: 7–12

Time: 1 or more classroom periods

Curriculum Connections: Grades 7–8 Language, Grades 7–8 Geography, Grades 9–12 English, Grade 10 Civics, Grade 9 Geography

Materials

- Writing materials or digital devices
- Optional: Letter Writing Template

Instructions

1. Begin with a class discussion about environmental stewardship and its connection to community responsibility and decision-making.
2. Identify local or broader environmental issues that affect students' communities (e.g., waste management, water quality, green space, pollution, climate impacts).
3. Introduce the purpose and structure of a persuasive activism letter.
4. Have students select an audience for their letter, such as:
 - A local government official
 - A community organization
 - School administration
 - A newspaper or media outlet



Appendix 5.2 – Environmental Stewardship Response: Advocacy Letter Writing

Instructions (Continued)

5. Students write a persuasive letter that:
 - Identifies an environmental concern
 - Explains why it is important
 - Proposes realistic actions or solutions
6. Provide time for drafting, revising, and editing.
7. If time permits, facilitate a short classroom discussion to summarize the experience utilizing the included reflection questions or other topics at your discretion.
8. Teachers may choose whether letters are submitted, shared aloud, displayed, or sent to their intended audience.

Reflection Questions (Optional)

- What environmental issue did you choose and why?
- Who is your intended audience? Why did you select them?
- What change are you trying to encourage?
- What solutions did you propose, and how realistic are they?
- How can writing be used as a form of action or advocacy?

Advocacy Letter Writing

Planning and Letter Template

Before You Write

Who are you writing to?

What is the address of their public office?

What issue do you wish to address?

Why is this issue important to you?

Know Your Audience

Who has the power to make this change?

What action do you want them to take?

Build Your Argument

Write a one sentence argument that encapsulates your point of view.

State Your Reasons

Brainstorm 3-5 reasons your argument should be considered.

Determine evidence and/or examples for each reason.

Consider Another Perspective

What might someone who disagrees with you say?

How would you respectfully respond?

Your Call to Action

What do you want the reader to do after reading your letter?

Summarize your recommendations in 1-2 sentences.

Closing Remarks

Thank the reader for their time and consideration.

Leave the reader with one positive change you wish to see come from your recommendations..

Before You Write

Who are you writing to? What is the address of their public office?

What issue do you wish to address and why?

Know Your Audience

Who has the power to make this change?

What action do you want to encourage them to take?

Build Your Argument

Write a one sentence argument that encapsulates your point of view.



State Your Reasons

Brainstorm 3-5 reasons your argument should be considered and evidence/examples for each reason.

**Consider
Another
Perspective**

How might you respond respectfully to someone who disagrees?

**Your Call to
Action**

Summarize your recommendations in 1-2 sentences.

Closing Remarks

Thank the reader, and leave them with one positive change you wish to see come from your recommendation.

