

Brightwater Experience

Administrative Details:	School: Nutana	Teacher Name(s): Dan Clarke/Kim Daniels	Date of Experience: Oct 1 & 9										
	Course Name: Native Studies 10	Number of Learners: 12-15	Number of Learning Sessions: 2										
Areas of Curricular Emphasis (Based on Number of Learning Sessions)													
Curricular Connection(s): _____		Curricular Connection(s): _____											
Unit(s): Community & Kinship		Unit(s): Identity											
Outcome(s):		Outcome(s):											
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; height: 20px;"></td> <td style="width: 50%;"></td> </tr> <tr> <td style="height: 20px;"></td> <td></td> </tr> <tr> <td style="font-weight: bold;">Illustrate the importance of traditional Aboriginal family values today.</td> <td></td> </tr> <tr> <td style="font-weight: bold;">Detail how Aboriginal societies cultivated a sense of belonging.</td> <td></td> </tr> <tr> <td colspan="2">Appreciate the relevance of traditional Aboriginal child-rearing philosophies to contemporary society.</td> </tr> </table>						Illustrate the importance of traditional Aboriginal family values today.		Detail how Aboriginal societies cultivated a sense of belonging.		Appreciate the relevance of traditional Aboriginal child-rearing philosophies to contemporary society.			
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Level of Inquiry:		Level of Inquiry:											
<input type="checkbox"/> 1: Confirmation <input type="checkbox"/> 2: Structured <input checked="" type="checkbox"/> 3: Guided <input type="checkbox"/> 4: Open		<input type="checkbox"/> 1: Confirmation <input type="checkbox"/> 2: Structured <input type="checkbox"/> 3: Guided <input checked="" type="checkbox"/> 4: Open											

<p>Facilitator Requested:</p> <p><input type="checkbox"/> Liz: Science <input type="checkbox"/> Sandra: Social Studies <input type="checkbox"/> Kevin: Art</p> <p><input type="checkbox"/> Henry: Traditional Knowledge <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other</p> <p>Inquiry Question: How did the land influence the structure of communities in First Nations culture.</p> <p>C</p> <p>ollaboration Notes:</p>		<p>Facilitator Requested:</p> <p><input type="checkbox"/> Liz: Science <input type="checkbox"/> Sandra: Social Studies <input type="checkbox"/> Kevin: Art</p> <p><input type="checkbox"/> Faye: Traditional Knowledge <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other</p> <p>Inquiry Question:</p> <p>Collaboration Notes:</p>	
<p>Pre-teaching: What do students need to know or be able to do before going to Brightwater?</p>	<p>Post-teaching: What follow up will happen after the Brightwater experience? What opportunities will students have to explore new questions from their Brightwater Experience?</p>	<p>Pre-teaching: What do students need to know or be able to do before going to Brightwater?</p>	<p>Post-teaching: What follow up will happen after the Brightwater experience? What opportunities will students have to explore new questions from their Brightwater Experience?</p>
<p>Assessment: What evidence will students show of their learning?</p> <p><input type="checkbox"/> Observation Description: <input type="checkbox"/> Conversation I was hoping for some written stories that we could later share in the oral tradition. Also masks or other products that might connect to <input checked="" type="checkbox"/> Product identity</p>		<p>Assessment: What evidence will students show of their learning?</p> <p><input type="checkbox"/> Observation Description: <input type="checkbox"/> Conversation <input type="checkbox"/> Product</p>	

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<p>Unit(s):</p>		<p>Unit(s):</p>	
<p>Outcome(s):</p>		<p>Outcome(s):</p>	
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