

Title / Topic: Marvellous Mycelium	Subject Areas: Science, Physical health
Big Idea(s): (understand) <ul style="list-style-type: none"> • Good health comprises physical, mental, and emotional well-being. • Plants and Animals have observable features 	
First People's Principles of Learning: <ul style="list-style-type: none"> • Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. • Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). • Learning recognizes the role of indigenous knowledge. • Learning involves patience and time. Indigenous Competencies: <ul style="list-style-type: none"> •Belonging Indigenous Pathways to Learning: Strategies <ul style="list-style-type: none"> •Cross Curricular •Kinship Dialogue •Place-based •Purposeful •Collaboration 	Curricular Competencies: (do) <ul style="list-style-type: none"> • I can practice breathing and use my senses to feel calm and connected • I use tools and natural materials to show my thinking
	Concepts and Content: (know) <ul style="list-style-type: none"> • Plants and animals all have needs • Plants and animals can communicate • Mushrooms are a type of fungus and fungi are all around us • All living things are connected
	Essential Questions: <ul style="list-style-type: none"> • Can trees and other plants communicate? How? • What do we have in common with trees? • How are living things connected?
	Scope and Sequence of Lesson: <p><i>This is a class that is well-versed in place-based learning. I have taught MANY lessons in this space prior to this, so students know the systems and ways that we learn here. Mindfulness and gratitude are being practiced here, not introduced for the first time. I would not attempt this lesson with a class new to outdoor learning. Also, key vocabulary will be pre-taught and cards with images and vocabulary will be onsite and available to all.</i></p> <ul style="list-style-type: none"> • Opening circle: to connect and center ourselves in this place and set our intentions for learning. During this time, I will lead a mindfulness activity (focused on senses), then tell a story about the trees "talking to each other" and pose the essential questions to the group. Students, parents, and teachers will have some time to discuss and explore the area / materials / provocations I've set up to think about the essential questions • When the group is ready to come back together, I use my drum to call them back with the "popcorn" song (I beat the drum at a variety of speeds and the class returns to a circle with me dancing/moving along with the beat) • I ask the group to share their ideas and observations about the essential questions. I then share with them in (story format) knowledge about how mycelium are the conduits for information and resource sharing in the forest. We discuss what trees need to live. • We dramatize what is happening in the soil below our feet. Students, parents, and teachers link hands to connect from one tree to another, to another. I am touching one tree and essentially, we play

<p>Indigenous Knowledge:</p> <ul style="list-style-type: none"> •Identity (worldviews and relationships) •Culture (language, oral traditions, practices, ceremonies, traditions, artistic expressions) •Contributions •Lands & Rights 	<p>“telephone” to tell another tree “I’m hungry”, the other tree replies with food / water. We repeat the process one or two times connecting different flora to ensure students understand.</p> <ul style="list-style-type: none"> • Students are given 15 mins for “self-exploration” which means they can have a snack, play, explore, run. • We return to the circle for closing debrief of our learning and mindfulness practice (same as before, but will be deeper now thanks to our time/learning in this space) and I will finish with a statement of gratitude to wrap up. <p>Differentiation:</p> <ul style="list-style-type: none"> • ELL: Pre-teaching key vocabulary and use of hands-on materials to support understanding. Also, dramatizing the process with the entire class will allow ELL learners opportunity to experience the lesson in multiple ways. • Refugee: this student will require similar support to the ELL students, but also needs some extra emotional support when learning outside as they are a little anxious in open, informal teaching areas. Keep close to me, partner up with friend, and check in regularly to ease any concerns as needed. • Gifted: discuss possible extension questions with EA prior to lesson and get EA to prepare student for the collaborative aspect of this learning (as this is a struggle for them) by role playing respectful conflict negotiation language
	<p>Ways of Expressing Learning /Assessments:</p> <ul style="list-style-type: none"> • Students are encouraged to share their observations and thinking using the clipboards and paper onsite via drawing and writing. This is supported by the provocations set out onsite and they will also be out in the classroom during the week for students to continue their inquiry. I will document their learning as it progresses and ask questions and supply materials / resources as needed. • Special painting materials will be set out that are created with natural materials for students to explore and experiment with as well.
	<p>Resources / Materials:</p> <p><i>These will be laid out on a tarp when we arrive, students know how to care for materials and use them in this setting</i></p> <ul style="list-style-type: none"> • Variety of dried mushrooms • Netting made of various, natural materials • Books / field guides on fungus • Laminated cards with the essential questions and key vocabulary (with pictures) printed on them • Clipboards, paper, pencils for every student • Natural painting /printing materials in art center