





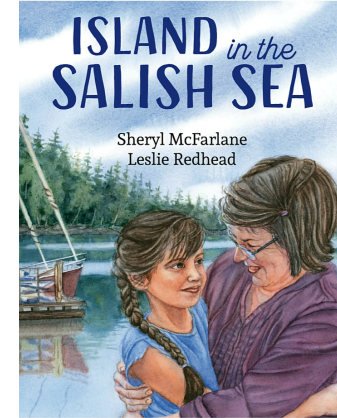
## Finding Common Themes in the Principles

Read through both the First Peoples Principles of Learning and the Early Learning Framework Principles

- \* Highlight or (circle) key words in each list
- \* Compare the two lists and the key words you noted
- \* Reflect on how these principles align, and how they currently guide your practice
- \* Can you identify 1 or 2 First Peoples Principles that could be new additions to your practice, instruction or routines?
- \* Be ready to share a takeaway, connection, or opportunity in the Chatbox when the music timer ends

To: Everyone ▼  
|Type message here...

## Island in the Salish Sea - Read Aloud



What are some of the important places to the character?  
Why do you think they are important to her? Share in the chat box.

## Your Turn: Map of Important Places



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## Making Personal Connections

Reflect on a **personal connection** or **learning you have experienced** in **one or more** of these ways, and **share your thoughts** in the Chat box.

- Learning is connected to land, culture, and spirit.
- We are all related. We must always practice reciprocity through act of giving and receiving.
- Learning honours our Ancestors, Elders, Knowledge Keepers, and Descendants.
- It respects and embraces ceremony, protocol, and teachings that are connected to sacred medicines.
- Important teachings emerge through stories.
- Learning involves developing relationships, respecting distinct cultures, and honouring the perspectives of others in our communities.
- The deepest learning takes place through lived experience, and requires exploring our identities, learning from our mistakes, and having gratitude for our gifts.
- Learning is a journey that takes courage, patience, and humility.
- It is about striving to become a better human being and living with balance in body, mind, heart, and spirit.

## Taking Care of Our Mother Earth

What FPPLs and Aboriginal ways of knowing and being are shared in this text?



## Sit Spots: Storytelling inspired by observing nature



- \* **self-selected spots** that students can return to many times
- \* promotes careful **observation** and **reflection**
- \* stories can be **factual** or **imaginary**, or a **blend** of both
- \* stories can blend what they're seeing in the **natural world** with **their own lives** – *e.g. maybe that spider is a really good drummer*
- \* students might **imagine** what plants or animals are **thinking** or **feeling**; what would they **say** if they could talk?
- \* **repeated visits** to these sit spots can also **highlight changes** in the **seasons** and how these plants and animals are impacted

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