



WHO LIVES HERE

GRADE: Early Years–Grade 2

TIME: 30-45 minutes

THEME: Indigenous Knowledge

CURRICULUM CONNECTIONS:

Science, Language, Social-Emotional Learning, Arts

MATERIALS:

- Clipboards or notebooks
- Pencils or crayons
- Optional: magnifying glasses, cameras or tablets

LEARNING GOALS:

- observe and identify living things in a familiar outdoor space
- recognize that people share places with plants, animals and other living beings
- begin to notice relationships between living things and their surroundings
- practise curiosity, careful observation and respect
- connect the idea of being a good ancestor with caring for a place today and into the future

ACTIVITY OVERVIEW

After listening to Leona Prince's reading of *Be a Good Ancestor*, learners take the idea of being a good ancestor outside.

Through careful observation, they discover some of the plants, animals and other living things that share their outdoor space. Learners are encouraged to think about themselves as part of this place, notice relationships between living things, and consider how their actions can show care and respect for the land and the beings with whom they share it.

This activity is not intended to teach Indigenous Knowledge or teachings independently of the speaker's presentation. Instead, it gives learners an opportunity to reflect on and respond to ideas they heard during Leona Prince's session through their own observations and actions.



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BEFORE GOING OUTSIDE:

After Leona Prince's presentation, revisit the phrase: **Be a good ancestor.**

Ask learners what they remember from the story or conversation.

You might ask:

- What do you think it means to be a good ancestor?
- Who and what can we care for?
- Can we care for something that isn't a person?

Explain that the group is going outside to think about these ideas in a place they know.

Tell learners: We share our outdoor spaces with many other living beings. Let's go outside and find out who is here.

Ask: Who else shares our space/schoolyard?

Invite learners to predict what they might discover: plants, birds, insects, fungi, animals and other living things.

Explain that today they are going outside as careful observers. They don't need to collect or disturb anything. Their job is to slow down, look closely and notice.

TAKE IT OUTSIDE:

Go outside and give learners time to explore quietly. Encourage them to look up, down and all around. They might discover:

- trees and other plants
- insects
- birds
- animal tracks or other signs
- webs
- fallen leaves
- seeds, cones or nuts
- fungi
- moss or lichens
- evidence of decomposition
- places where animals might find food, water or shelter
- relationships between living things

Encourage learners to notice how living things are responding to the changing season.

Ask learners to choose one living thing or sign of life that catches their attention. Spend a little time with it. Rather than immediately naming it, encourage learners to notice:

- What do you see?
- What is it doing?
- What is around it?
- What might it need?
- Is it connected to anything else here?

Learners can draw or photograph what they notice.

Before leaving the outdoor space, gather together and ask: **If we want to be good ancestors, how could we show care for the beings and places we discovered today?**

BACK INSIDE:

Create a class display titled: **Who Shares This Place With Us?**

Add learner drawings, photographs and observations.

Invite each learner to share something they noticed. Then return to the idea from Leona Prince's presentation: **What could being a good ancestor look like in our schoolyard?** Record learners' ideas.

They might suggest:

- leaving living things where they find them
- giving animals space
- taking care of trees and plants
- picking up litter
- protecting habitats
- noticing before disturbing something
- learning more about the beings that live there
- returning to see how the place changes

Emphasize that caring for a place can begin with noticing it, respecting it and thinking about how our actions affect other beings.



WHO LIVES HERE?



QUESTIONS TO PROMPT THINKING:

Notice

- Who shares this place with us?
- What did you notice that you had never noticed before?
- What signs tell us that other beings live here?

Relationships

- What does this living thing need?
- What does this place provide for it?
- What other living things might it be connected to?
- How are we connected to this place?

Care and responsibility

- How can we show respect for the living things we find?
- What happens when people change this place?
- What could we do to care for this place?
- How might our choices today affect what lives here in the future?
- What could being a good ancestor look like here?

OPTIONAL EXTENSIONS:

Create a class “Care for Our Place” poster.

Ask each learner to contribute one action that could help care for the outdoor place they explored. Then choose one small action the class can actually do.

This might be as simple as picking up litter, protecting an area from being trampled, checking on a tree throughout the seasons, or continuing to learn about the beings that share the schoolyard.

Return to the poster later and ask:

Are we doing what we said we would do?

This helps move the idea of being a good ancestor from something learners discuss to something they practise.

ADAPTATIONS & ACCESSIBILITY:

- Provide seated observation areas.
- Learners do not need to travel far. A single tree, garden, patch of grass or small outdoor area can provide many opportunities for observation.
- Pair learners as observation partners.
- Allow learners to communicate through drawing, pointing, photography, movement or verbal responses.
- Provide magnifying tools for learners who benefit from focusing on one small area.
- Offer a quieter observation space for learners who may find a busy outdoor environment overwhelming.
- If physical access to the chosen area is limited, select an accessible outdoor location rather than replacing the outdoor experience wherever possible.

TEACHER NOTE: CONNECTING RESPECTFULLY TO INDIGENOUS KNOWLEDGE

- This activity is designed as a response to Leona Prince's presentation and Be a Good Ancestor, not as a replacement for Indigenous teaching.
- Avoid presenting ideas as though there is one universal “Indigenous perspective” on nature. Indigenous Peoples, Nations and communities have distinct cultures, teachings, languages and relationships with their lands.
- Let Leona Prince's presentation provide the Indigenous voice in this activity. Your role afterward is to help learners listen, reflect, observe and consider how they can put the ideas they heard into practice in the place where they learn.
- Where appropriate, educators can deepen place-based learning through relationships and resources from the Indigenous Nation(s) whose lands their school is located on.