

KEEWATINASE LESSON PLAN CHECKLIST: 10 QUESTIONS TO FACILITATE YOUR LESSON PLANNING



When creating a lesson plan, ask yourself:

1. Why am I teaching this lesson?

How does this lesson align with curriculum expectations and learner needs? How does it align with Indigenous community needs and school Indigenous learning goals? Does it honour learner interests, community context, and potential teachable moments? Does it reflect Indigenous knowledge and perspectives, or Indigenous ways of Knowing, Seeing, Doing, and Being?

2. What do I hope learners will understand, experience, or be able to do?

What skills, concepts, and/or understandings are being developed? How will my pedagogy privilege local Indigenous culture and traditions? How do the learning goals support learners' wholistic growth (emotional, mental, physical, and spiritual)? Are the goals meaningful, achievable, and clearly connected to curriculum expectations?

3. Who are the learners?

What are their strengths, identities, backgrounds, and lived experiences? Do they have experience in traditional Indigenous culture or ceremony? What range of abilities, needs, and learning preferences must I consider? How will I affirm learner voice, belonging, and well-being?

4. What is the timeframe and learning context?

Is this lesson part of a unit, sequential learning process, or isolated experience? How does timing influence depth, pacing, and opportunities for reflection or experiential learning?

5. How will I begin the lesson in a way that builds connection and engagement?

How will I establish relevance and relational trust? Can I connect the lesson to local family experiences or traditions? Can I incorporate local culture, traditions, storytelling, circle processes, community, or Aki (land)-based connections? How will I foster curiosity and a safe, inclusive environment? If I am not from the community, how can I position myself to the lesson, so I demonstrate respect for local culture?

6. What resources and knowledge sources are needed?

What materials, technologies, visuals, or texts will support understanding? Are Indigenous perspectives, community voices, Elders or Knowledge Keepers, or local context meaningfully included? Do resources reflect cultural respect and authenticity? Are there local texts or resources already developed that could be used?

7. How will learners actively engage in the learning?

What developmentally appropriate strategies will I use (e.g., ceremony, discussion, collaboration, experiential learning, reflection)? How do activities balance the wholistic dimensions of learning? How will I support learner agency, voice, and identity?

8. How will assessment be embedded throughout the lesson?

How will I practice assessment as, for, and of learning? Is it appropriate for me to conduct the assessment or should I use local knowledge keepers to help me with this? What culturally responsive methods can I use (observation, conversation, products, reflection)? What are the success criteria, and can they be co-constructed with learners, or where appropriate, with local community members? How will my feedback be specific, timely, and culturally respectful?

9. How will I close the lesson meaningfully?

How will I support consolidation, reflection, and learner voice? Can closure include ceremony, sharing, circle reflection, self-assessment, or connection to future learning? How will I maintain a respectful, calm transition? Does my lesson help students work toward being “kind/good people?”

10. How will I reflect on my effectiveness and professionalism?

Did my decisions embody care, respect, integrity, and the 7 Grandfather teachings (love, truth, honesty, respect, humility, courage, wisdom)? How will I respond to feedback from learners and the Associate Teacher? Did I model respectful relations towards local culture and helpers?