

# Stories in the Schoolyard

## Outline

### **Introduction**

Help students orient to the idea of learning outdoors. Set expectations for respectful ways of being together. Invite students to pay attention to the stories of nature that are unfolding around us all the time.

### **Land Acknowledgement**

Connect to each of the Indigenous groups that signed Treaty 7, as well as to the Métis people. Acknowledge that each group is unique, yet all have in common a deep and respectful relationship to the land. Learn a word in the Îethka, or Stoney Nakota language.

### **Canada Goose Song and Dance**

How do you know a goose is a goose?

### **Story of Gary the Goose – Part 1**

Throughout the program, students will follow along with the story of our puppet Gary the Goose. Gary had a frightening experience with a muskrat when he was just a fluffy gosling. He's never been able to go near a muskrat since! The trouble is his flock and family will be meeting tonight at Muskrat Pond to start their migration. He's feeling too frightened to meet up with them for fear of encountering a muskrat. Throughout the program, we return to Gary's story. We cheer him on and learn how to help him care for his fear and find courage. Will he be able to face his fear, or will he be stuck here in Calgary, alone for the rest of the season?

### **Zoom into Place**

Using movement and imaginative visualization we locate ourselves right here in the school field. Where are we? The jungle? The desert? Where in the world is our school?

### **Bird Corners**

Get to know some of the birds that call Calgary home. An active game that helps familiarize students with 4 different birds, including their songs.

# Stories in the Schoolyard

## Outline

### Story of Gary the Goose – Part 2

#### Getting to Know the One

Run as fast as a Pronghorn in a relay race to choose which local animal you want to role play. Connect to this animal's dominant sense to get to know one particular tree in the schoolyard. Have you noticed this tree before? Is this tree noticing you? Engage in group poetry writing to share your experience.

### Story of Gary the Goose – Part 3

#### Happy Place with Loose Parts

Sometimes we need to find a place where we feel safe and peaceful to care for our emotions. Nature can be that place for us. Using a variety of loose parts from nature (wooden blocks, tree cookies, pine cones, rocks, sticks), build a mini happy place for one of our bird puppets.

### Story of Gary the Goose – Part 4, conclusion

#### Up the Coulee, Down to the Creek

An active, running game where students act out an adventure in the coulee. Grade 4s, instead, play a similar game called “Up the Mountain, Down to the Prairie”, connecting to the natural vegetative regions of Alberta.

#### Talking Circle

We'll acknowledge again the land that we're on. We'll talk about ways that we can care for this place, and for each other. Each student will have the chance to share something that they would like to remember about the day.

# Stories in the Schoolyard

## Curriculum Connections

### Kindergarten

#### **English Language Arts and Literature (2022)**

- Practise listening and speaking skills through sharing oral stories
- Share personal experiences and stories through listening and speaking with others
- Participate in group discussions
- Share stories...as part of a group
- Listen to and follow simple one- or two-step instructions

#### **Science**

- Environmental and community awareness
- Five senses
- Seasons
- Animal adaptations

#### **Social Studies**

- I am unique
- I belong
- Care and concern for environment

#### **Physical Education and Wellness (2022)**

- Physical activities are informed by the seasons
- Explore movement in a variety of indoor and outdoor physical activity contexts
- Identify how characteristics can be unique or shared
- Feelings and emotions can be identified, expressed, and described
- Express feelings in a variety of ways
- Recognize that feelings and emotions are part of the human experience
- Individuals can develop strategies to respond to feelings and emotions
- Identify strategies to recognize and respond to feelings and emotions in a variety of situations

# Stories in the Schoolyard

## Curriculum Connections

### Grade 1

#### English Language Arts and Literature (2022)

- Poems can describe ideas and feelings in creative and joyful ways
- Poetry explores ideas and feelings and helps us to connect to our experiences
- Practice listening and speaking skills through sharing oral stories
- Respond orally to questions during discussions
- Contribute to discussions as a listener and a speaker
- Creative ideas for expression can be inspired by personal experiences with: people, places, things, stories, images, information
- In creative writing, word choice can paint a picture in the reader's mind
- Creative ideas can be clarified by adding words that describe things that can be seen, heard, smelled, tasted, or touched (sensory language)
- Include sensory language to enhance ideas in creative writing

#### Science

- Seasonal changes
- Five senses
- Needs of animals and plants

#### Social Studies

- My world: home, school, and community
- Moving forward with the past: my family, my history, my community

#### Physical Education and Wellness (2022)

- Immediate changes from participating in physical activity include: faster breathing, faster heart rate, feeling good
- Participate in physical activity in a variety of contexts to improve well-being
- Recognize how individual and group characteristics are unique and valued
- Reactions to feelings and emotions can be experienced and observed
- Identify and communicate feelings in a variety of contexts
- Awareness of the body's reaction to emotion helps an individual to choose appropriate responses, such as focusing on breathing
- Reflect on feelings and emotions that result from various personal experiences

# Stories in the Schoolyard

## Curriculum Connections

### Grade 2

#### **English Language Arts and Literature (2022)**

- Poetry can expand how we think and feel about what can be seen, heard, smelled, tasted, touched, or experienced in the world
- Participate in a sharing circle
- Contribute to a variety of listening and speaking activities to build confidence in oral language skills
- Contribute to discussions as a listener and a speaker
- Include adjectives and adverbs to enhance ideas in creative writing

#### **Science**

- Small crawling and flying animals
- Hot and cold temperature

#### **Social Studies**

- Communities in Canada
- Appreciation of physical and human geography where we live

#### **Physical Education and Wellness (2022)**

- Physical activity can be connected to experiences on the land
- People, land, and animals are interconnected
- Explore how the roles and responsibilities of people, land, and animals contribute positively to community well-being.
- Self-regulation strategies include: breathing techniques
- Practice a variety of self-regulation strategies
- Self-regulation is connected to signals from the body, mind, and spirit
- Identify signals that support self-regulation

# Stories in the Schoolyard

## Curriculum Connections

### Grade 3

#### **English Language Arts and Literature (2022)**

- Participate in presentations as a respectful audience member
- Make connections between a text and personal feelings, experiences, or background knowledge

#### **Science**

- Hearing and sound
- Animal lifecycles

#### **Social Studies**

- Quality of life

#### **Physical Education and Wellness (2022)**

- Each season offers different opportunities for active living
- Modify plans for physical activity in response to changing seasons and diverse environments
- Practice self-regulation to maintain engagement in a variety of situations
- The development of resilience is supported through understanding of emotions
- Identify emotions in a variety of situations

# Stories in the Schoolyard

## Curriculum Connections

### Grade 4

#### **English Language Arts and Literature (2022)**

- Poetry engages the imagination and can encourage individuals to connect with other people, places, ideas, or emotions
- Experiment with creating free verse
- Contribute respectfully to a variety of interactions that involve listening and speaking
- Vary word choice to appeal to an audience
- Experiment with sensory detail or figurative language to add interest and keep audiences engaged

#### **Science**

- Plant growth and changes – observe plant growth within the community

#### **Social Studies**

- Alberta: relationships between Indigenous people and the land
- Value and respecting one's relationship with the environment
- Natural regions of Alberta

#### **Physical Education and Wellness (2022)**

- Experiences on the land are significant to learning and personal development in FNMI communities
- Experiences can lead to personal development
- Examine how experiences with places or artifacts can be meaningful
- Resilience is supported by development of perseverance over time
- Describe strategies that support resilience
- Social-emotional factors influence positive mental health and well-being
- Explore ways of supporting personal development