




### Video 1: **The Four Branches & Indigenous Lenses**

This video provides an introductory overview of Natural Curiosity – its four-branch environmental inquiry framework, deepened by Indigenous perspectives – developed at the Dr. Eric Jackman Institute of Child Study Laboratory School, OISE-University of Toronto.

#### **Suggested Reflection Questions**

- Where do you see possibilities for bringing an inquiry approach into your teaching? Where do you see possibilities for environmental learning, or learning on the land?
- What does environmental inquiry look like when you consider it through an Indigenous lens – more specifically, through your local Indigenous perspectives?
- It is referenced many times that Natural Curiosity is not a product, but a living process towards reconciling relationships. From your understanding, what are the connections between environmental inquiry and Indigenous perspectives?


### Video 2: **Branch I & Indigenous Lens 1**

This video describes the first branch, **Inquiry and Engagement**. Connections to Indigenous perspectives on heart-based, community-oriented learning, are drawn through discussion about the Indigenous lens, **Lighting the Fire**. Leading educators discuss their role in provoking and supporting authentic student questions throughout an inquiry, with help from the land as co-teacher and using stories as a tool for deepening the learning. 

#### **Suggested Reflection Questions**

- How is Natural Curiosity's definition of inquiry similar to or different than your understanding of inquiry-based learning?
- What Indigenous stories (i.e. children's books, videos, poems) can you bring to support your students' inquiry this year?


### Video 3: **Branch II & Indigenous Lens 2**

This video describes the second branch, **Experiential Learning**. The Indigenous lens, **Sending Out Roots** expands on the notion of experiential learning to include a sense of deep rootedness in place. Educators share the importance of nurturing children's sense of place in a nearby piece of the natural world, and the transformative impact that learning "in" the land can have on children throughout the grades. 

#### **Suggested Reflection Questions**

- What are some challenges and barriers to getting outside in your local educational context?
- How can you and your students fall in love with the land? How can you support all of your students in building this relationship? How can your class send out roots? Or what does it look like, when your class sends out roots?


### Video 4: **Branch III & Indigenous Lens 3**

This video describes the third branch, **Integrated Learning**. Rich and integrated learning experiences that reflect the complexity of real life are important. The Indigenous lens, **The Flow of Knowledge**, expands on conventional ideas around integration in education to include a profoundly personal and communal perspective that is informed by seven generations into the past and future. 

#### **Suggested Reflection Questions**

- In what ways can education change to prepare learners to address sustainability issues?
- What lights your fire, have you brought it to the classroom?
- Can you locate local provocations that can lead to a rich inquiry, community partners or experts, and/or places you can revisit over time?
- How can we engage community and Indigenous partners in respectful relationships?

### Video 5: **Branch IV & Indigenous Lens 4**

This video describes the fourth branch of Natural Curiosity, **Moving Towards Sustainability**. Shifting from a stewardship-oriented model of environmental inquiry, the Indigenous lens, **Breathing With The World**, promotes a holistic goal of supporting the development of reciprocal relationships between children and the natural world. 

#### **Suggested Reflection Question**

- "How can we help children develop a culture where they have an ongoing, intimate, & deeply informed relationship with their environment, rather than a sense that their environment must be protected from them, & managed by experts? How can we help future generations shift from suffering with the burden of 'stewardship for the environment' to a life of active participation in, coupled with deep love and respect for, Mother Earth?"  
– *Natural Curiosity 2nd Edition*, p. 136