



Aboriginal Teacher Education Program

Indigenous Sustainability and Nature Teaching Resources

Teacher Resources:

Berglund, B., & Bolsby, C. E. (1974). *The edible wild: A complete cookbook and guide to edible wild plants in Canada and North America*. Toronto: Modern Canadian Library.

Available at Queen's Education Library.

Bouvier, R. E., Farrell Racette, S., Hodgson, M., & Gabriel Dumont Institute of Native Studies and Applied Research. (2007). *Better that way*. Saskatoon: Gabriel Dumont Institute. (Grades 2–5)

Better That Way is a 32-page children's picture book originally published as Papîyâhtak, in a book of poems written by Rita Bouvier. This bilingual, Michif and English, book contains poems on each page inviting young children to use their imaginations and lick a salt lick just like a cow, hide from adults all day, and run outside in your pajamas during a rainstorm. The text appears in English and Michif. Accompanying the book is an audio CD with the poem read in English and Michif. Michif translation is by Margaret Hodgson. (excerpt from [GoodMinds](#))

Available at Queen's Education Library.

Butzow, C. M., & Butzow, J. W. (1999). *Exploring the environment through children's literature: An integrated approach*. Englewood, Colo: Teacher Ideas Press.

Help students learn about nature and the environment through quality contemporary and classic literature. Hands-on activities span the curriculum and support environmental themes and principles. Puzzles, word searches, suggestions for computer usage, and library connections are also given in each of the 15 chapters. (excerpt from [Amazon](#))

Available at Queen's Education Library.

Caduto, M. J., & Bruchac, J. (1988). *Teacher's guide to keepers of the earth: Native stories and environmental activities for children*. Golden, CO: Fulcrum.

A selection of traditional tales from various [Indigenous] peoples each accompanied by instructions for related activities dealing with aspects of the environment. (excerpt from [Google Books](#))

Available at Queen's Education Library and the Aboriginal Teacher Resource Centre at Queen's.

Carter, J. (2007). *Planet health: An interdisciplinary curriculum for teaching middle school nutrition and physical activity* (2nd ed.). Champaign, IL: Human Kinetics.

The second edition of *Planet Health: An Interdisciplinary Curriculum for Teaching Middle School Nutrition and Physical Activity* offers an innovative approach to teaching health education. You can use this proven, evidence-based curriculum to teach students about nutrition and physical activity while helping them build skills and competencies in language arts, math, science, social

studies, and physical education. The curriculum is designed for use by teachers in core academic areas as well as in physical education and health.

This new edition includes revised nutrition and physical activity information, ensuring that you're equipped with the most up-to-date science. The book also includes an all-new CD-ROM with plenty of reproducible worksheets, parent information and newsletters, school health resources, and other teacher resource materials. Like the popular first edition, *Planet Health* provides 35 complete, ready-to-use lesson plans and 31 micro-units that promote healthy nutrition and activity; materials and instructions to implement Power Down, a two-week campaign to reduce television and other media viewing time, which you can launch in the classroom or school-wide; and FitCheck, a self-assessment tool to help students track and improve their activity levels.

In addition, the book includes access to a Web site, which features a teacher training PowerPoint presentation, a *Planet Health* FAQ, and more. *Planet Health, Second Edition*, encourages students to think holistically about how health behaviours are interrelated, and it offers a constructivist approach to teaching and learning. With this approach, you can build on your students' knowledge and experiences to create an active, inquiry-based, student-centered learning environment--one in which students learn best as they construct meaning for themselves.

Developed by educators and scientists at the Harvard School of Public Health, *Planet Health, Second Edition*, is aligned with the Massachusetts Department of Education Curriculum Frameworks (learning standards) for health, language arts, math, science and technology, and history and social science, and it meets the standards in many other states. Every *Planet Health* lesson incorporates a range of language arts learning standards and engages students through discussion ideas for small or large groups in which they cooperatively learn and solve health-related issues. Active discussions are used to encourage higher-level thinking and cognition, and peer-group work fosters social development.

This new edition of *Planet Health* is the perfect antidote to kids' inactivity, poor food choices, and high levels of screen-viewing time. Acquiring good habits regarding nutrition and physical activity in adolescence often carries over into adulthood. Help your students develop good habits now with *Planet Health, Second Edition*, and they'll have a better chance of growing into healthy adults. (excerpt from [Google Books](#))

Available at Queen's Education Library.

Clover, D. E., et al. (2013; 2012). *The nature of transformation: Environmental adult education* (1st ed.). Rotterdam; Boston: SensePublishers.

The Nature of Transformation: Environmental Adult Education is based on 15 years of educating for social-environmental change around the world. It is for adult and community educators, trainers, literacy and health care practitioners, social activists, community artists and animators, labour educators, and professors in higher education interested in weaving environmental issues in to their educational practice. It is also for environmental activists and educators who want to link social issues to environmental issues and problems. This book is a contribution to the discourse and practice of adult education in the community and/or the academy, aimed to respond creatively and critically the contemporary socio-environmental crisis and to encourage hope and a stronger sense of political agency through an ecological approach to teaching, and learning.

The Nature of Transformation includes a discussion of key adult education theories we used to augment our educational practice, provides a plethora educational activities, shares workshop design considerations and some of the challenges we faced in our work, as well as stories from adult and community educators around the world. The book concludes with a list of resources to enhance understandings of adult education theory and practice. *The Nature of Transformation* illustrates how to critically and creatively integrate the rest of nature, concepts of ecological and gender and justice, citizenship, critical environmental consciousness and activism into educating and learning in community settings, organisations, education institutions or workplaces. In particular, there is an emphasis on using the arts as a tool for learning and change.

With its emphasis on acknowledging and confronting ecological oppression, working towards socio-environmental justice, ensuring hope and fun are integral to the learning process, encouraging defiance, agency and creativity, challenging assumptions, and helping people to find solutions, environmental adult education is a valuable player in any pedagogical quest for change and transformation. (excerpt from [Amazon](#))

Available at Queen's Education Library.

National Wildlife Federation. (2001). *Schoolyard habitats: A how-to guide for K-12 school communities*. Reston, VA: National Wildlife Federation.

Three-ring binder of materials provides clear directions for those seeking to establish schoolyard habitats in new or renovated schools. Brief background and lists of further resources are provided on gardening for wildlife, teaching with schoolyard habitat sites, gathering information, assembling the elements and monitoring and maintaining projects once established. Includes a glossary, application for membership into the National Wildlife Federation's (NWF) Schoolyard Habitat program and NWF contact information. (excerpt from [NCEF](#))

Available at Queen's Education Library.

Palmer, C. (2006). *Teaching environmental ethics*. Boston; Leiden: Brill.

This collection explores a wide variety of questions, both of a theoretical and a practical nature, raised by teaching environmental ethics. The essays consider general issues such as the place of environmental advocacy in the environmental ethics classroom; using outdoor environments to prompt reflection on environmental ethics; and handling student responses – such as pessimism – that may emerge from teaching environmental ethics. The essays also consider practical issues, including successfully teaching environmental ethics to students without a background in philosophy; promoting the development of interdisciplinarity; useful ways to structure syllabi; and teaching and learning techniques.

This book will be particularly useful to anyone teaching environmental ethics or environmental studies, or interested in the theoretical issues that teaching environmental ethics raises. (excerpt from [Google Books](#))

Available at Queen's Education Library.

Rice, E., Krasny, M. E., & Smith, M. E. (2006). *Garden genetics: Teaching with edible plants*. Arlington, Va: NSTA Press. ([Amazon](#))

Tired of teaching genetic concepts with the same old pink petunias and Mendel's peas? With *Garden Genetics*, you can present core content in ways that are fun for students and fresh for you.

This two-part set, a teacher edition and companion student edition, is adaptable to biology students at all levels, including AP. It uses a series of activities and inquiry-based experiments with familiar foods to teach genetics while helping students make connections to ecology, evolution, plant biology, and even social science. What makes *Garden Genetics* unique is its emphasis on modern food-plant-based situations. For example, to learn about Punnett's squares, students taste variations in bitterness in cucumber seedlings and then design experiments investigating the surprising role that bitterness plays in protecting plants from insects. To learn about plant breeding, students re-enact a trial in which farmers sued seed companies to compensate for \$1 billion in U.S. corn crop losses caused by genetic uniformity.

Garden Genetics is designed to be flexible. You can use each chapter as a stand-alone unit, or teach the book as a whole. Activities range from guided worksheets to open-ended inquiry. Most important, the innovative content emphasizes the problem-solving skills demanded in today's cutting-edge science classes. ([Amazon](#))

Available at Queen's Education Library.

Seabury, D. (2000). *Ready-to-use earth science activities for the elementary classroom*. West Nyack, N.Y: Center for Applied Research in Education

For the elementary classroom teacher, here are 180 illustrated reproducible activities that challenge students to become actively involved in their own learning and the world in which they live as they explore our environment, ecological principles, and conservation.

Conveniently organized into five sections:

- For The Teacher -- special art and creative projects, reproducible forms, planning calendars and student awards.
- Environment -- Where Are We?
- Ecology -- How Do We Fit In?
- Conservation -- What Can We Do?
- Answer Key -- Complete answers to activity sheets

Sure to engage students, the variety of activity formats includes word searches, crossword puzzles, hand-writing pages, and more. (excerpt from [Amazon](#))

Available at Queen's Education Library.

Seale, D., & Slapin, B. (2005). *A broken flute: The native experience in books for children*. Berkeley, CA; Walnut Creek, CA: AltaMira Press.

A Broken Flute is an indispensable selection and book review tool for teachers and librarians interested in avoiding biased, inaccurate, and stereotyping in children's books. This 463-page volume contains over 600 individual book reviews by Native American and Aboriginal librarians, educators and scholars covering resources published from 1900s to 2004. Books published in Canada and the United States are included.

In addition to the reviews the book contains bibliographic essays on a variety of subjects such as Thanksgiving; A Guide for Evaluating Photoessays; the Indian boarding or residential schools,

Coyote, Raven, and dreamcatchers. Multiple indexes (titles, authors/editors artists/illustrators/photographers, poets, reviewers, storytellers/essayists, and subjects) add to the functionality of this must-have resource. The reviews contain positive and negative points about each title under review. The authors explore themes, bias, inaccuracy, stereotyping, and voice in each review. *A Broken Flute* is the winner of a 2006 American Book Award and a 2006 Skipping Stones Honor Award. (excerpt from [Goodminds](#))

Available at Queen's Education Library.

Selly, P. B. (2012). *Early childhood activities for a greener earth* (1st ed.). St. Paul, MN: Redleaf Press
More than 100 classroom activities to help children learn about and care for the Earth, educate young children about the environment through experience and play. These activities encourage children to develop a sense of wonder, curiosity, and joy for nature. Each chapter focuses on a common and important environmental topic—from waste reduction and recycling to air quality, weather, climate change, and energy reduction—and provides information to help you present these topics to children in developmentally appropriate ways. *Early Childhood Activities for a Greener Earth* will help you excite children, engage families, and encourage your community to be green. Age focus: 3-8. Softbound, 224 pgs. (excerpt from [Redleaf Press](#))

Available at Queen's Education Library.

Timpson, W. M. (2006). *147 practical tips for teaching sustainability: Connecting the environment, the economy, and society*. Madison, WI: Atwood Pub.

"We are the first generation capable of determining the habitability of the planet for humans and other species," writes Anthony Cortese in the Foreword. Teachers at every level can play an important role in helping us find a sustainable path. One educator is fond of saying that the Stone Age didn't end because of a lack of rocks While there was certainly an abundance of rocks available, Stone Age people moved on to a new era because it became possible for them to envision and create a different and more useful way of organizing life.

Many believe that we are currently at a similar juncture and can begin to imagine and construct new ways to live on our planet. All who work with sustainability issues realize that it is a community project. We must decide collectively about the earth and its future. As a community, be it a geographic, social, academic, or professional community, we need to know where to begin, how to collaboratively work, and where to find resources. Most of us belong to communities that are concerned about sustainability issues, but do not have that as their primary mandate, such as a business, a history class, or a civic group. These groups have a tremendous opportunity to incorporate sustainability awareness into their activities. And this volume will help find those opportunities and make the best use of group resources. (excerpt from [Amazon](#))

Available at Queen's Education Library.

Walker, P., & Wood, E. (2008). *Hands-on general science activities with real-life applications: Ready-to-use labs, projects, & activities for grades 5-12* (2nd ed.). San Francisco: Jossey-Bass.

In this second edition of *Hands-On General Science Activities with Real Life Applications*, Pam Walker and Elaine Wood have completely revised and updated their must-have resource for science

teachers of grades 5–12. The book offers a dynamic collection of classroom-ready lessons, projects, and lab activities that encourage students to integrate basic science concepts and skills into everyday life. (excerpt from [Amazon](#))

Available at Queen's Education Library.