

# **Creating Spaces for Playful Inquiry**

## *Provocations: Thinking about Place*

*What makes this place special?  
Qu'est-ce qui rend ce lieu spécial?*

*What mathematics lives in this place?  
Where do we see mathematics?  
How does mathematics help us to connect to  
and understand this place?  
Quels mathématiques retrouve-t-on dans ce lieu?  
Où est-ce qu'on voit les mathématiques?  
Comment les mathématiques nous aident à faire les  
liens et comprendre ce lieu?*

*How does Susan Point reveal a  
connection to place in her art?  
Comment Susan Point expose un lien  
au lieu dans ces arts?*

*What does it mean to have been here  
since time immemorial?  
How do the stories of a place change over time?  
Que veut-dire d'avoir être ici depuis  
temps immémorial?  
Comment les histoires d'un lieu change  
au fils du temps?*

*Think of a time you felt small and the world  
around you seemed big.  
What feelings lived inside you?  
What stories come to life through your eyes?  
Pensez-y à un moment quand vous sentez petit et le  
monde qui vous entourez ressemblez grand.  
Comment ressentiez-vous?  
Quelles histoires se réalisent à travers vos yeux?*

*What places in your community can you create  
with these materials?  
What math stories live in these places?  
Quels lieux dans votre communauté pouvez-vous  
créer avec le matériel?  
Quelles histoires de mathématiques retrouve-t-on  
dans ces lieux?*

*How does weaving make things stronger?  
How does weaving make our ideas stronger?  
How can tension create something new?  
How do the materials inspire you to create?"  
How do the materials connect to this place?  
Comment le tissage rend les choses plus fortes?  
Comment le tissage rend nos idées plus fortes?  
Comment la tension peut créer  
quelque chose nouveau?  
Comment est-ce que le matériel nous  
inspire de créer?  
Comment le matériel est lié au lieu?*

*What memories come to life when you think  
about these places?  
What stories can you share with your community?  
Quels souvenirs se réalisent quand  
vous pensez à ces lieux?  
Quelles histoires pouvez-vous partager  
avec votre communauté?*

*How does our connection to place inspire caring relationships and community?*

*How does working in an outdoor space make you feel?*

*Comment notre lien au lieu inspire les relations bienveillants et la communauté?*

*Quand vous travaillez dans un espace extérieur comment sentez-vous?*

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*Place is a big idea or theme that crosses curricular content areas and is embedded in the personal and social core competencies.*

*Consider how students are connected to place – what places are significant to them and why? What is the story of this place where we live, play, work and go to school? Do others have a shared or different story of place? What contributes to our connection to and understanding of place?*

# Connections in the BC Curriculum: Place

*(not a comprehensive compilation)*

## First Peoples Principles of Learning

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning recognizes the role of indigenous knowledge.

## Social Studies

Big Idea:

We shape the local environment, and the local environment shapes who we are and how we live. (grade 1)

Curricular Content:

Relationships between a community and its environment, natural and human-made features of the local environment (grade 1)

Curricular Competencies:

Explain the significance of personal or local events, objects, people, or places (gr 1)

Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place (grade 4-6)

## Mathematics

Big Idea (Number) Elaboration:

*How do numbers help us communicate and think about place?*

(Kindergarten – Grade 5)

Curricular Competency (K-9):

Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures

Elaboration:

Have students pose and solve problems or ask questions connected to place, stories, and cultural practices.

## Arts Education

Big Idea:

Artistic expressions differ across time and place. (grade 6)

Curricular Competencies:

Explore identity, place, culture, and belonging through arts experiences. (gr 3&4)

Explore connections to identity, place, culture, and belonging through creative expression. (grade 5)

Explore relationships between identity, place, culture, society, and belonging through the arts. (grades 6&7)

## Science

Curricular Competency:

Express and reflect on personal or shared experiences of place (variations from K-7)

Elaboration:

Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives of the world.

Key questions about place (varies K-9):

*What is place?*

*What are some ways in which people experience place?*

*How can you gain a sense of place in your local environment?*

*How can you share your observations and ideas about living things in your local environment to help someone else learn about place?*

*How does what you know about place affect your observations, questions, and predictions?*

*How does understanding place help you analyze information and recognize connections and relationships in your local environment?*

*How does place connect with stewardship?*

*How can you be a steward in your local environment?*

*How does place influence your ability to plan and conduct an inquiry?*

*How does your understanding of place affect the ways in which you collect evidence and evaluate it?*

*How do the place-based experiences and stories of others affect the ways in which you communicate your findings and other information?*

*Ways of knowing refers to the various beliefs about the nature of knowledge that people have; they can include, but are not limited to, Aboriginal, gender-related, subject/discipline specific, cultural, embodied and intuitive beliefs about knowledge. What are the connections between ways of knowing and place?*

*How does place inform your questions and inquiries?*

*How does place influence your ability to plan and conduct an inquiry and make predictions about outcomes?*

*How does your understanding of place affect the ways in which you collect evidence and evaluate it?*

*As you consider the significance, worth, or value of an outcome or finding, how can you show different ways of knowing?*

*How can your understanding of place influence project designs?*

*How do the place-based experiences and stories of others affect the ways in which you communicate and collaborate?*

# Positive Personal and Cultural Identity Competency (Personal & Social Core Competency)

## 1. Relationships and cultural contexts

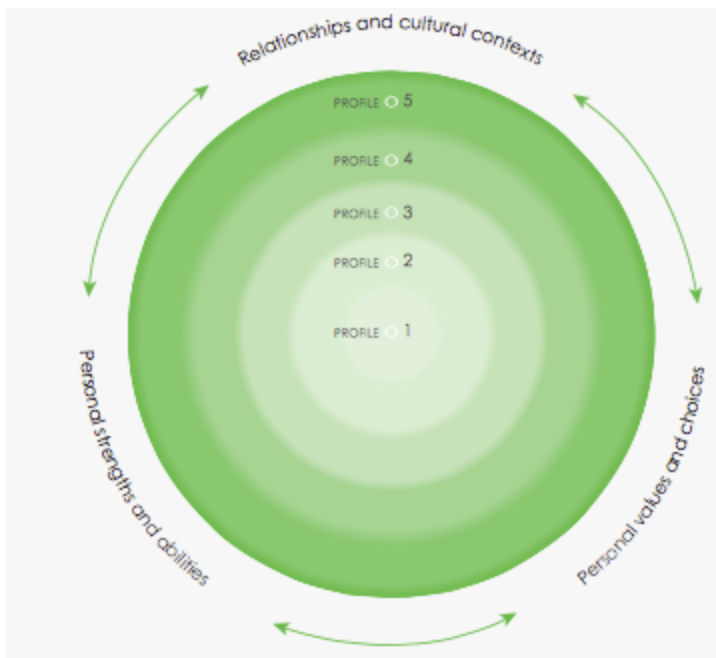
Students understand that their relationships and cultural contexts help to shape who they are. ("Culture" is meant in its broadest sense, including identifiers such as ethnicity, nationality, language, ability, sex/gender, age, geographic region, sexuality, and religion.) Students define themselves in terms of their relationship to others and their relationship to the world (people and place) around them.



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### SAMPLE "I" STATEMENTS

- I can describe my family and community.
- I am able to identify the different groups that I belong to.
- I understand that my identity is made up of many interconnected aspects (such as life experiences, family history, heritage, peer groups).
- I understand that learning is continuous and my concept of self and identity will continue to evolve.



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