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| **Activity Phase** | **Description** | **Guiding Questions** | **Planning Notes** |
| **Background (optional)** | Share any necessary background knowledge. | What do students **need to know** in order to engage fully with this activity? | Share the first four Indigenous Storywork Principles (respect, responsibility, reverence, reciprocity) to provide a framework for becoming story ready. Brainstorm with students how we can enact all of those principles in preparation to listen to the story. |
| **Learn** | Share Indigenous perspectives with students. | What **resources** can be shared with students to provide **Indigenous perspectives** on the topic of the activity? | Share the story Lady Louse (told by Jo-Ann Archibald/Q’um Q’um Xiiem) with the students. <https://indigenousstorywork.com/lady-louse/> |
| **Explore** | Provide students an opportunity to explore an aspect of the art form. | What activity/ies can support students to **explore the artform** or an aspect of the artform? | In small groups, invite the students to engage with the story physically through drama activities to make meaning from the story and gain a deeper understanding of the story’s teachings. This can be done by re-enacting part of the story or imagining what might come next. |
| **Respond** | Create an opportunity for students to respond to the art. | What activity/ies can support students to **respond to the artform** or an aspect of the artform? | Invite the small groups to share the actions they have developed (to accompany a part of the story or what comes next in the story) with the class. |
| **Share** | Create an opportunity for students to share what they learned from the experience. | What activity/ies can support students to share their learning based on their engagement with this artform or aspect of the artform? | Invite students to share what they learned from the story or the activity in a learning circle.  \*I have suggested using a learning circle as opposed to a Talking Circle, which has specific regional protocols associated with its use. |

Example in red is based on the Holistic Engagement with Story activity developed by Sara Florence Davidson and is based on Jo-Ann Archibald’s Indigenous Storywork.

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