

Jessica Merrikin's Annotated Bibliography of Top Ten Teaching Resources.

**1) First Peoples Cultural Council. (n.d.). First Voices Secwepemc. Retrieved April 25, 2023, from: [www.firstvoices.com/explore/FV/sections/Data/Secwepemc/Secwepemctsin/Secwepem](http://www.firstvoices.com/explore/FV/sections/Data/Secwepemc/Secwepemctsin/Secwepem)**

First Voices is an online platform for Indigenous communities to share and promote oral culture including language and linguistic history. First Voices language teams collaborate with elders to curate and upload stories, songs, dictionaries and audio recordings. The content is then shared with communities and the broader public. I utilize First Voices so regularly that I have it saved to my bookmarks bar. I utilize this website to learn pronunciation, connect language to context and to inform the indigenization of my lessons and classroom routines. What's more, students can be shown how to navigate and utilize the website in order to answer their own curiosities. It is an incredible, invaluable resource that we are so lucky to have access to as educators.

**2) *Indigenous Dancepl3y Resource*. PL3Y International Inc. (n.d.). Retrieved April 25, 2023, from <https://learn.pl3yinc.com/courses/aboriginal-dancepl3y-resource>**

Dancepl3y is a program designed to get students engaging with movement through dance. Roxane Letterlough worked with Dancepl3y to Indigenize their programming, creating a beautiful, engaging, culturally empowering and educational resource. As a BEd student, I was granted access to the Indigenous Dancepl3y resource for free. Since then I have utilized it many times during physical education, brain breaks and in school-wide activity blocks. The programming is not composed of one-off dances but multifaceted lessons which can be explored in depth, over and over. I have included it here as I will continue to explore the resource and learn from it for a long time.

**3) Judson, G. (2015). *Engaging imagination in ecological education: Practical strategies for teaching*. Pacific Educational Press.**

Engaging Imagination in Ecological Education offers detailed solutions for bridging the gap between teaching about ecology and facilitating experience and connection to ecology. Judson has designed this book to be used with any curriculum from K-12. I argue her methodologies could extend into postsecondary and beyond. I praise this resource for its simplicity and practicality. Going beyond the classroom walls can intimidate many or pose potential barriers to equity. Judson demystifies the process so that place-based education will not seem so “alternative” by the last pages.

**4) Judson, G. (2018). *Walking curriculum: Evoking wonder and developing a sense of place*. INDEPENDENTLY PUBLISHED.**

The Walking Curriculum outlines 60 easy-to-use walking-focused activities for students K-12. The concept is interdisciplinary in nature allowing it to blend effortlessly into BC Curricular goals while supporting development of sense of place. The book serves as a quick reference to low to no prep opportunities to make meaning out of simple walks with students. I have included this resource as it is helping me to ease my transition from outdoor educator into classroom teacher.

**5) National Film Board of Canada. (n.d.). Education. Retrieved April 20, 2023, from <https://www.nfb.ca/>**

The National Film Board of Canada is an agency of the Government of Canada which produces and distributes a vast and growing collection of award-winning creative documentaries, amature animations, interactive stories and experiences. The NFB website has an Education section which holds a plethora of free, relevant media for use in classrooms. I included this website as it has allowed me to explore the voices and creative expressions of otherwise

un-heard peoples throughout our country. It also allows a unique opportunity to contrast modernity with a past Canadian mosaic.

**6) *Native Land Digital*. Native Land. (2021, October 8). Retrieved April 24, 2023, from <https://native-land.ca/>**

Native Land Digital is a registered Canadian not-for-profit organization. The Board of Directors is nearly all Indigenous, representing people who have close ties to land bases, communities, and deep knowledge about Indigenous ways of being and knowing. On this website, you can explore territories, languages and treaties all over the world. While the creators make no claim to be fully comprehensive, the tool does allow for anthropological exploration without cartesian influence. For this reason, I use this resource to inform my own learning, while also introducing the tool to students so that they can explore the land they have moved across and better conceptualize differences in worldview.

**7) Ontario Teachers Federation. (n.d.). Teaching Strategies for Students with Special Needs | Teach Special Education. Retrieved April 25, 2023, from <https://www.teachspeced.ca/teaching-strategies-students-special-needs>**

The OTF has created an easily navigated, concise webpage that provides comprehensive strategy lists specific to various learner needs. Users can access the student needs section of the site then focus on specific needs, diagnosis or behaviors that they are trying to understand. From there, characteristics of the need are detailed as well as environmental, instructional and assessment based strategies for teachers to consider. As a new teacher, I have found this website to be really helpful in informing my approach to universal design of learning and differentiated instruction. Many of the suggested strategies often jog my own creativity and curiosities. I refer to it often, while maintaining a critical lens.

**8) *Science World For Educators*. Science World. (2023, April 12). Retrieved April 25, 2023, from <https://www.scienceworld.ca/for-educators/>**

Science World has made their fun, experiential curriculum available to those who cannot access their facilities in Vancouver by creating the “For Educators” section on their website. There are hundreds of well structured, detailed and functional lesson plans in English and French, for K-12 students that can be accessed free of charge. I have utilized this website many times over all practicums to generate ideas for ADST, Math, Science, Music and even Language arts lessons. As a teacher, I would share this resource with caregivers who may want to explore fun, low-prep weekend or holiday exploration with their children.

**9) *SplashLearn. Fun Math & Ela Program for prek-grade 5*. (n.d.). Retrieved April 25, 2023, from <https://www.splashlearn.com/>**

Splash Learn is an online platform for K-5 students to explore mathematics and english language arts through engaging, practical, real-world inspired games. The site is informed by the American curriculum, however many benchmarks from K-5 are similar to that of the BC curriculum. Teachers can easily go “behind the scenes” to track student progress, check for level of understanding and discretely differentiate access points by assigning specific curriculum to each student. Teachers can also easily share progress with caregivers. While this website is not meant to replace mathematics lessons it has been, in my experience, a great way to supplement and support learning.

**10) *Walking curriculum 30 Day Challenge*. SD36 Surrey. (n.d.). Retrieved April 25, 2023, from <https://aboriginalresourcesforteachers.weebly.com/walking-curriculum.html>**

The Walking Curriculum 30 Day Challenge is a resource designed in the Surrey School District. They have outlined 30 themed walks based on the aforementioned work of Gillian Judson with new, explicit connections to Indigenous worldviews each day. The two resources, while similar, inform my work in different ways. The Walking Curriculum 30 Day Challenge uses Judsons work as the scaffolding to facilitate deeper lessons about Place, Indigenous relationship to land and post-colonialism. The resource can be followed as a 30 Day Challenge for classrooms, or it can be dissected to inform weekly walks. The detail of this resource makes it readily usable and informative.