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| **Physical (Body)** | **Intellectual (Mind)** |
| * Classroom zones/workspaces (quiet space/collaborative spaces) * Flexible and/or preferential seating * Sound field system * Special lighting (dark/light spaces), natural lighting * Good sightlines/placement & lighting to facilitate communication for oral & visual language * Separate setting * Acoustic (quieten noisy spaces) * Reduced visuals on walls * Safe and accessible classroom layout with areas that can accommodate movement & traditional practices * Access to land-based education and outdoor learning spaces * Wellness workshops on traditional medicines and nutrition * Assistive technology (e.g. speech-to-text, audiobooks) * Alternatives to notetaking (scribe/audio recording/photo/provide notes etc.) * Sensory-friendly environment * Nature-based movement activities, such as snowshoeing, canoeing and hiking | * Integration of Indigenous perspectives in curriculum & instruction * Storytelling, oral traditions & experiential learning methods * Inclusion of Indigenous history & governance * Use of visual aids, graphic organizers & hands-on learning materials * Oral, written and/or visual instructions “to do” lists, or other organizational structures. * Explicit instructions and repeat in another way if needed * Provide cues/mnemonics as a memory tool * Alternatives to print (audiobooks, movies, videos, digital media) * Re-teach key concepts & provide notes * Offer extra time * Front loading * Reader or text reader * Teach notetaking, finding information in text * Adapt assignments and tests (shorten, enlarge, revise format, multiple mini-tests) * Reduce questions/assignment length * Oral, written, creative, student choice etc. for demonstrating learning * Offer retests, pretests, and/or previews * No penalty for spelling and grammar * Use of spelling dictionary, proofreading, word bank, checklists etc. * Allow one page “cheat sheet” (notes) for tests |
| **Emotional (Heart)** | **Spiritual (Spirit)** |
| * Check-ins with Elders and/or knowledge-keepers * Trauma-informed approaches to teaching and learning * Implementation of self-regulation strategies (deep breathing, mindfulness, etc.) * Culturally relevant sensory tools * Strengths-based feedback * Quiet spaces for self-regulation (indoors and outdoors) * Buddy system * Opportunities for community connection * Culturally appropriate mental health supports, including access to Indigenous therapists/counsellors or people familiar with the impacts of colonization * Talking circles for discussion and conflict resolution | * Inclusion of Indigenous language, stories, songs and traditional practices * Support from Elders and/or knowledge keepers * Time on the land to connect with nature, including fishing, hunting, harvesting, etc. * Acknowledgement and celebration of diverse backgrounds and traditions * Accommodations for cultural and spiritual observances * Outdoor retreats for healing and connection * Adaptations for learners who are new to ceremony and/or reconnecting to culture |