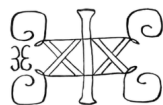
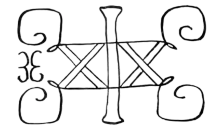


Getting Outdoors!

PK-12 Wabanaki Studies

Educators Guide



Hello teachers!

I am so excited for you to learn *with* your students and help them to create a bond with nature that will last a lifetime while learning about Wabanaki land stewardship and culture.

If you are new to Wabanaki Studies, I encourage you to check out the

[Wabanaki Studies - Framework](#) and the [DOE Wabanaki Studies website](#).

Background:

The Wabanaki have lived in what we now think of as Maine for over 13,000 years. In that time, a strong bond and relationship of mutual respect has been created between this land and its Indigenous peoples. When you care deeply for the earth and its creatures, the earth will care for you, but for students to create that bond with the natural world, they need to get out and experience it!

It can be intimidating to rethink how and where you teach. For some of you, taking students outdoors may not even be an option. You can only do your best with what you have! While these lessons are best paired with trips to the outdoors, whether that be the playground, nature trail, or untamed woods, they can be done in the classroom as well.

In this guide, you will find two main units of study: 1) focuses on helping students foster a relationship with the outdoors while exploring the cultural connection between the Wabanaki and the land, 2) focuses on lessons that will get students physically outdoors to explore and play by learning about traditional Wabanaki games and sports!

Throughout both of these units, you will find art, physical education, science, social studies, and language arts. I encourage you to use these lessons as a starting point for any subject you teach.

What you should know before you get started

This guide is designed to inspire students to venture outdoors, fostering exploration,

curiosity, problem-solving, and a lasting connection with nature. Together with your students, you will delve into the profound relationship that the Wabanaki have with the natural world, exploring traditional games and cultural celebrations in outdoor settings.

Prior to this lesson, it is important for students to learn who the Wabanaki are, as well as what the Wabanaki Nations are and where they are currently located in the area that is now known as Maine.

While using and exploring the resources available in this guide, you may see the names of the Wabanaki Nations represented using varying spellings or pronunciations. Due to the process of colonization, the names of the Wabanaki Nations were also colonized, creating the names you see most often elsewhere (Penobscot, Passamaquoddy, Micmac, etc.). Please refer to the [Wabanaki Nations pronunciation page](#) for the traditional names and pronunciations of the Wabanaki Nations.

Guiding Questions

These questions can help guide your exploration and provide a broader perspective on the relationships between the environment, teaching practices, and student engagement with specific cultural topics.

- How does connecting with the outdoors impact your teaching?
- How do your relationships with the environment influence learning?
- How can you build a relationship with the outdoors? How can you help your students to do the same?
- What strategies can a teacher employ to foster a sense of environmental responsibility and connection among students?
- What lessons can we draw from the Wabanaki to enhance our connection with nature and take on the role of caretakers for the land?
- How do Wabanaki communities come together through physical expression, music, and art?

- What problem-solving skills can we develop by learning about Wabanaki games?

Vocabulary

Indigenous: The original inhabitants of a region or country, often with distinct cultural traditions, languages, and historical ties to the land.

Wabanaki: The Panawahpskek (Penobscot) Nation, Peskotomuhkati (Passamaquoddy) Tribe, Mi'kmaq Nation, (Wolastoqiyik) Houlton Band of Maliseet Indians, and Abenaki (collectively known as the Wabanaki Nations or Wabanaki Confederacy) have lived for thousands of years in the land we now call Maine and Canada. Their name translates to the “People of the Dawnland.”

Hockey: A team sport played on ice, where players use sticks to hit a puck into the opposing team's goal.

Lacrosse: A team sport of Indigenous origin, played with a small rubber ball and a long-handled stick with a netted pouch.

Snowshoes: Footwear designed for walking on snow, consisting of a frame and netting to distribute the wearer's weight.

North American Indigenous Games (NAIG): A multi-sport event for Indigenous athletes in North America, promoting cultural unity and sportsmanship.

Snowsnake: A traditional Indigenous game involving sliding a decorated wooden stick (snowsnake) along a snow or ice track.

Design: The intentional creation or plan for the structure, appearance, and functionality of an object, system, or process.

Motif: A recurring theme, design, or pattern, often used in art, literature, or

decoration.

Thumbnail: A small image or picture that represents a larger object or concept, often used as a preview.

Sketch: A rough or preliminary drawing or outline, typically done quickly to capture basic ideas.

Community: A group of people sharing common interests, characteristics, or living in the same area, often interacting and supporting one another.

Archery: The sport or practice of using a bow to shoot arrows at a target.

Canoeing: The activity of traveling in a canoe, a narrow watercraft typically paddled with a single-bladed paddle.

Kayaking: The sport of paddling a kayak, a small, narrow watercraft, often in whitewater or on the sea.

Elder: A person, usually of advanced age, who is respected for their wisdom and experience in a particular community or culture. [Check out this youtube video!](#)

Seven Generation Thinking: A concept rooted in Indigenous wisdom, emphasizing decisions that consider the impact on the next seven generations, promoting sustainability and responsibility.

Symbol: A visual representation or sign that conveys a specific meaning, often representing an idea, concept, or object.

Unit 1: Connecting with Nature through Journaling

In this unit, you will be using the [Wabanaki Studies in Nature Guide](#). I encourage you to look through this guide before getting started. You may choose to do all lessons and activities or only some depending on your outdoor space and available time.

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Lessons:

- [Create a Code of Honor](#)
- [Explore Leave No Trace with Nature Mandalas](#)
- [Nature Journaling: Writing a Nature Inspired Poem](#)
- [Nature Journaling: Mapping Animals around me](#)
- [Nature Journaling: Explore and Reflect](#)

Unit 2: Traditional Wabanaki Games

This unit can be used in parts and is broken down by lessons below. You can print the whole guide: [Let's Play: Wabanaki Games](#), or print lesson by lesson. This unit will meet standards in art, PE, writing, and science! You can also easily adapt many of these lessons to include additional science and math standards!

Lessons:

- [Crafting Cultural Connections: Designing Wabanaki-Inspired Symbolism on Hockey Sticks](#)
- [Snowshoe Science: Observations, Problem-Solving, and the Art of Efficient Snow](#)

Travel

- [Indigenous Ingenuity: Designing and Building a Wabanaki Ball and Triangle Game](#)
- [Celebrating Culture and Unity: Exploring the Connections Between Community](#)

Building and Sports

- [Learn & Play: Exploring the Educational Power of Games](#)
- [☰ Cultivating Relationships & Reciprocity with Etuaptmunk](#)
- [☰ Symbiosis & Humans](#)

Standards

This guide focuses on getting students outdoors to explore, wonder, problem solve, and build a relationship with nature that will last a lifetime. Lessons range in level and appropriateness from grade pre-K-12. Many of these lessons are easily adaptable to meet standards not specified here. For example you can easily include mathematics by focusing on collecting data when creating nature journals that can be used to track animal activity over time. Below you will find an overview of the standards that can be met.

Art

Standard A1 Generate and conceptualize artistic ideas and work.

Standard A2 Organize and develop artistic ideas and work.

Standard A3 Refine and complete artistic work.

Standard C1 Perceive and analyze artistic work.

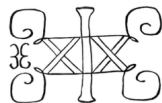
Standard D1 Synthesize and relate knowledge and personal experiences to make art.

Standard D2 Relate artistic ideas and works with societal, cultural, and historical contexts to deepen understanding.

Physical Education

PE 4 Responsible Personal and Social Behavior: Physically literate students exhibit responsible personal and social behavior that respects self and others.

PE 5 Recognition of the Value of Physical Activity: Physically literate students recognize the value of physical activity for health, enjoyment, challenge, self-expression, and /or social interaction.



Writing

Standard 2 Students will develop, strengthen, and produce polished writing by using collaborative processes that include age-appropriate use of technology.

Science

Physics - Motion and Forces:

Understanding the principles of motion, speed, and acceleration while moving with snowshoes.

Exploring the effects of friction and resistance on snowshoe travel.

Physics - Energy:

Investigating the energy transfer involved in walking or running with snowshoes in a snowy environment.

Earth and Space Science:

Exploring the properties of snow and its impact on movement, considering factors like snow density, temperature, and terrain.

Life Science (Ecology):

Studying the adaptations of living organisms (including humans) to different environments, such as the use of snowshoes for mobility in snowy conditions.

Engineering Practices:

Applying engineering skills in designing and improving snowshoes for efficiency, considering factors like weight distribution and material properties.

Additional Resources:

<https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/ofne/wabanaki-framework-educators-guide.pdf>



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