

- Hand out the Mrs. Gren Note Sheet and have students fill it out as they follow along. [Mrs Gren Posters](#)
- Explain each of the 7 criteria (Movement, Respiration, Sensitivity, Growth, Reproduction, Excretion, and Nutrition).
- Engage students in discussion to provide examples of each of the criteria (Do plants move? How do they move?)
- Now that they have this new information, let's look at another image and see what living things we can identify using Mrs. Gren to help us.
- Display the Rainforest image and have students write down what living things they see (can write on the back of Mrs.Gren if they would like. Give students 2-3 minutes to work on their own.
- Bring the class back together and discuss as a group what they found.
- Ask students about the rocks and the water in the rainforest image. Are they living or not living? Share with students that while we gave them the scientific criteria for what is living, some cultures may have different criteria.
- Explain that in the Indigenous culture they believe that everything on Earth has spirit flowing through it and is living. So every thing, even a rock, is alive with spirit and each thing is related to every other thing through this spirit. Every tree, every sandy beach, every hummingbird is sacred. This sacredness causes many First Nations and Métis people to show respect for all things, as if all things were family. Different communities show respect in different ways. For example, In a talking circle, for example, a rock may be passed around from person to person. If you have the rock, you may speak. The rock is a living thing in this culture. The rock's spirit gives strength to the speaker. It links everyone in the circle together. Some First Nations and Métis people believe they have a spirit guide to watch over their clan or family. It could be an animal, a plant, a mountain, or even something like thunder.. A person has a special relationship with his or her spirit guide. A person is also related to everything in Mother Earth. In this way of thinking, everything is alive with spirit.
- With this new information and what you previously learned, let's look at one more example, a put up the image of the zoo. Discuss with the other people at your table group, what living and nonliving things do you see? Give about 5 minutes for discussion.
- Come back together as a group and have each group share one thing they decided was living and one non-living.

Learning Closure:

Time: 5 - 10 minutes

- Provide students with a copy of the Living or Not Ilving Exit Slip and have them complete it to show their learning and understanding.

**Possible Adaptations/
Differentiation:**

- If there is someone with a visual impairment may need to provide a verbal description of the images or larger font may be needed on worksheets.

Management Strategies:

- Walking the room to ensure students are on task.
- During small group discussions, stop at groups and ask students to share one thing they found to ensure understanding.
- Verbal reminders of time remaining.
- In class discussions, encourage and support all students to share their ideas.

Safety Considerations:

- Reminder of being respectful of other cultures and beliefs (cultural sensitivity)
- Not all students may be comfortable sharing their ideas with the whole class so have small groups choose a spokesperson that is comfortable speaking.

Stage 4: Reflection

- Mrs Gren anagram was extremely effective
- students were very engaged
- introducing the Indigenous perspective created significant discussion (overheard talking about it after recess)
- Co-op teacher extended and really got them thinking by asking whether fire is living or not living