**Seven Sacred Teachings – An overarching set of lessons**

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| **OBJECTIVES** | | | |
| *Learning Objectives* | - I can name the Seven Sacred Teachings and their associated animals  - I can explain how each virtue applies to myself and the classroom  - I can follow the Seven Sacred Teachings to create an inclusive classroom environment  - I can explain how the virtues connect to CNGS’s EPIC | | |
| **ASSESSMENTS** | | | |
| *“Looking for”* | | - *What are the Seven Sacred Teachings?*  *- How can we apply these teachings within the classroom?*  *-* Animal art with words/phrases/pictures depicting each virtue  - Product depicting their favourite/most resonating virtue(s) for them | |
| *Key Questions* | |
| *Products / Performances* | |
| **RESOURCES** | | | **MATERIALS/EQUIPMENT** |
| - S.S.T. Powerpoint  - Virtue stories Document  - Final Mini Project Document  - Random Team Generator (like ClassDojo)  - <https://youtu.be/K_jeDOgKzJs> (great for your own background learning and also pronunciations) | | | - Smartboard/Projector  - Internet  - Animal line art print outs  - Recognition feathers |
| **LESSON OUTLINE** | | | |
| **Lesson One: Introduction** | | | |
| *Intro (~5 mins):*  *-* Introduce the Seven Sacred Teachings as a classroom virtue-building and learning experience.  - Read the short explanation of the story of the Grandfather Teachings  - Explain that by learning the ways of the Teachings, we will all become better versions of ourselves, and together we can create a more inclusive and positive classroom environment. | | | |
| *Body (~15 mins):*  *-* Show learning objectives and explain that each Teaching will include a reading of a short indigenous story, some short discussions, group brainstorming, and a small art activity. Also, each student will be completing a project at the end, showing their learning of the Sacred Teachings.  - Ask students if they have any questions about what they will be doing or why they will be doing it. | | | |
| *Closure: (~3 mins):*  *-* Show the music video: [7 Teachings](https://youtu.be/ZGh1BXrf_Os) as an introduction to all of the virtues. | | | |
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| **Lesson Two: Respect** (can be spread out over several days) | | | |
| *Intro (~5 mins):*  - First of the Seven Teachings that we will be starting with is Respect or Minaadendamowin (min-ah-den-da-mow-win), represented by the buffalo.  - Read through the slide on how the buffalo represents Respect | | | |
| *Body (~30-45 mins): (can be broken into 10-15 min chunks)*  1. Read through the slide on what respect means  - Introduce the first story: Grandfather Thunder; and read the three questions so students know what to think about while listening.  - Read the story and then have a short discussion to answer the questions.  2. Divide the students into random groups of 2-3 and explain that they will be answering three questions, but it will be answered in a shared document that all the class will be editing at the same time. (\*\*Remind them to be respectful and not delete or edit anything other than their own work\*\*)  - Tell them that they only need one student typing their answers (pick a fast typer), and then read out the three questions and send them off to work with a 10-minute timer on the board.  - After the time limit, make a quick review of the notes added in the document  3. Explain to the students that they will now make a small personal art piece representing respect on a line-art buffalo. They should write something on the buffalo that either shows or means respect to them and give it some good colour. Can write ways they show respect, a situation depicting respect, or can be just other words they feel represent respect. | | | |
| *Closure (~2-3 mins):*  - Student may hand in their buffalo when complete to be hung up in the classroom, or can keep it to finish in their free time.  - Let students know that they will be repeating this process for the other Teachings, will some minor differences here and there. | | | |
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| **Lesson Three: Love** (can be spread out over several days) | | | |
| *Intro (~5 mins):*  - Second of the Seven Teachings is Love or Zaagi’idiwin (Zah-gee-di-win) represented by the Eagle.  - Read through the slide on how the Eagle represents Love.  - Introduce the Eagle Feather recognition slips for exemplifying a virtue. Students or Teachers may nominate a student for recognition, they get their name and the virtue written on a feather and attached to the bulletin board. | | | |
| *Body (~30-45 mins): (can be broken into 10-15 min chunks)*  1. Read through the slide on what love means.  - Introduce the story: The Strawberry Legend; and read the three questions so students know what to think about while listening.  - Read the story and then have a short discussion to answer the questions.  2. Divide the students into random groups of 2-3 and explain that they will be answering three questions, but it will be answered in a shared document that all the class will be editing at the same time. (\*\*Remind them to be respectful and not delete or edit anything other than their own work\*\*)  - Tell them that they only need one student typing their answers (pick a fast typer), and then read out the three questions and send them off to work with a 10-minute timer on the board.  - After the time limit, make a quick review of the notes added in the document  3. Explain to the students that they will now make a small personal art piece representing love on a line-art eagle. They should write something on the eagle that either shows or means love to them and give it some good colour. Can write ways they show love, a situation depicting love, or can be just other words they feel represent love. | | | |
| *Closure (~2-3 mins):*  - Student may hand in their eagle when complete to be hung up in the classroom or can keep it to finish in their free time. | | | |
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| **Lesson Four: Bravery** (can be spread out over several days) | | | |
| *Intro (~5 mins):*  - Third of the Seven Teachings is Bravery or Aakode’ewin (aah-ko-day-eh-win) represented by the Bear. Read through the slide on how the Bear represents Love. | | | |
| *Body (~30-45 mins): (can be broken into 10-15 min chunks)*  1. Read through the slide on what bravery means.  - Introduce the story: The Great Flood; and read the two questions so students know what to think about while listening.  - Read the story and then have a short discussion to answer the questions.  2. Divide the students into random groups of 2-3 and explain that they will be answering three questions, but it will be answered in a shared document that all the class will be editing at the same time. (\*\*Remind them to be respectful and not delete or edit anything other than their own work\*\*)  - Tell them that they only need one student typing their answers (pick a fast typer), and then read out the three questions and send them off to work with a 5-minute timer on the board.  - After the time limit, make a quick review of the notes added in the document.  3. Give students their next line-art animal. They should write something on the Bear that either shows or means bravery to them and give it some good colour. Can write ways they show bravery, a situation depicting bravery, or can be just other words they feel represent bravery. | | | |
| *Closure (~2-3 mins):*  - Student may hand in their Bear when complete to be hung up in the classroom or can keep it to finish in their free time. | | | |
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| **Lesson Five: Humility** (can be spread out over several days) | | | |
| *Intro (~5 mins):*  - Fourth of the Seven Teachings is Humility or Dabaadendiziwin (da-baa-den-dee-zee-win) represented by the Wolf. Read through the slide on how the wolf represents Love. | | | |
| *Body (~30-45 mins): (can be broken into 10-15 min chunks)*  1. Read through the slide on what Humility means.  - Introduce the story: The Opossum’s Tail; and read the two questions so students know what to think about while listening.  - Read the story and then have a short discussion to answer the questions.  2. Divide the students into random groups of 2-3 and explain that they will be answering three questions, but it will be answered in a shared document that all the class will be editing at the same time. (\*\*Remind them to be respectful and not delete or edit anything other than their own work\*\*)  - Tell them that they only need one student typing their answers (pick a fast typer), and then read out the three questions and send them off to work with a 5-minute timer on the board.  - After the time limit, make a quick review of the notes added in the document.  3. Give students their next line-art animal. They should write something on the Wolf that either shows or means humility to them and give it some good colour. Can write ways they show humility, a situation depicting humility, or can be just other words they feel represent humility. | | | |
| *Closure (~2-3 mins):*  - Student may hand in their Wolf when complete to be hung up in the classroom or can keep it to finish in their free time. | | | |
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| **Lesson Six: Wisdom** (can be spread out over several days) | | | |
| *Intro (~5 mins):*  - Fifth of the Seven Teachings is Wisdom or Nibwaakaawin (neb-wah-kaw-win) represented by the Beaver. Read through the slide on how the Beaver represents Wisdom. | | | |
| *Body (~30-45 mins): (can be broken into 10-15 min chunks)*  1. Read through the slide on what Wisdom means.  - Introduce the story: The Willow Tree; and read the two questions so students know what to think about while listening.  - Read the story and then have a short discussion to answer the questions.  2. Divide the students into random groups of 2-3 and explain that they will be answering three questions, but it will be answered in a shared document that all the class will be editing at the same time. (\*\*Remind them to be respectful and not delete or edit anything other than their own work\*\*)  - Tell them that they only need one student typing their answers (pick a fast typer), and then read out the three questions and send them off to work with a 5-minute timer on the board.  - After the time limit, make a quick review of the notes added in the document.  3. Give students their next line-art animal. They should write something on the Beaver that either shows or means wisdom to them and give it some good colour. Can write ways they show wisdom, a situation depicting wisdom, or can be just other words they feel represent wisdom. | | | |
| *Closure (~2-3 mins):*  - Student may hand in their Beaver when complete to be hung up in the classroom or can keep it to finish in their free time. | | | |
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| **Lesson Seven: Honesty** (can be spread out over several days) | | | |
| *Intro (~5 mins):*  - Sixth of the Seven Teachings is Honesty or Gwayakwaadiziwin (gway-ak-wah-ah-dee-zee-win) represented by the Sabe (Sah-bey), aka Bigfoot. Read through the slide on how the Sabe represents Honesty. | | | |
| *Body (~30-45 mins): (can be broken into 10-15 min chunks)*  1. Read through the slide on what Honesty means.  - Introduce the story: The Invisible One and the Rough-Faced Girl; and read the two questions so students know what to think about while listening.  - Read the story and then have a short discussion to answer the questions.  2. Divide the students into random groups of 2-3 and explain that they will be answering three questions, but it will be answered in a shared document that all the class will be editing at the same time. (\*\*Remind them to be respectful and not delete or edit anything other than their own work\*\*)  - Tell them that they only need one student typing their answers (pick a fast typer), and then read out the three questions and send them off to work with a 5-minute timer on the board.  - After the time limit, make a quick review of the notes added in the document.  3. Give students their next line-art animal. They should write something on the Bigfoot that either shows or means honesty to them and give it some good colour. Can write ways they show honesty, a situation depicting honesty, or can be just other words they feel represent honesty. | | | |
| *Closure (~2-3 mins):*  - Student may hand in their Bigfoot when complete to be hung up in the classroom or can keep it to finish in their free time. | | | |
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| **Lesson Eight: Truth** (can be spread out over several days) | | | |
| *Intro (~5 mins):*  - Last of the Seven Teachings is Truth or Debwewin (day-eb-way-win) represented by the Turtle. Read through the slide on how the Turtle represents Truth. | | | |
| *Body (~30-45 mins): (can be broken into 10-15 min chunks)*  1. Read through the slide on what Truth means.  - Introduce the story: The Two Wolves; and read the three questions so students know what to think about while listening.  - Read the story and then have a short discussion to answer the questions.  2. Divide the students into random groups of 2-3 and explain that they will be answering three questions, but it will be answered in a shared document that all the class will be editing at the same time. (\*\*Remind them to be respectful and not delete or edit anything other than their own work\*\*)  - Tell them that they only need one student typing their answers (pick a fast typer), and then read out the three questions and send them off to work with a 5-minute timer on the board.  - After the time limit, make a quick review of the notes added in the document.  3. Give students their last line-art animal. They should write something on the Turtle that either shows or means truth to them and give it some good colour. Can write ways they show truth, a situation depicting truth, or can be just other words they feel represent truth. | | | |
| *Closure (~2-3 mins):*  - Student may hand in their Turtle when complete to be hung up in the classroom or can keep it to finish in their free time. | | | |
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| **Lesson Nine: Culmination** (can be spread out over several days for project work time) | | | |
| *Intro (~3 mins):*  Revisit the learning outcomes from the beginning and reiterate what the students should have learned over the lessons. | | | |
| *Body (~15 mins + Project time):*  - Connect the Seven Teachings to CNGS’s EPIC, read through the slides showing how the teachings fit into Excellence, Perseverance, Integrity, and Courage.  - Hand out the criteria for the Mini Project and walk students through the assignment. Allow however much time you wish to give them for working on their projects. | | | |
| *Closure (~15 mins):*  - Have some students present their work if they wish to, or have it displayed in the classroom (if possible).  - Ask students how they feel about the virtues and how they feel they have developed as a class in creating a more inclusive classroom. | | | |
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