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

|  |
| --- |
| **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. |
| **REFLECTION** |
|  |
| **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 document3. 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.  |
| **REFLECTION** |
|  |
| **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 document3. 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.  |
| **REFLECTION** |
|  |
| **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. |
| **REFLECTION** |
|  |
| **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. |
| **REFLECTION** |
|  |
| **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. |
| **REFLECTION** |
|  |
| **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. |
| **REFLECTION** |
|  |
| **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. |
| **REFLECTION** |
|  |
| **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.  |
| **REFLECTION** |
|  |