

Seven Sacred Teachings Book Lesson
 Created by Peter Le, 2020 Werklund Graduate

Peter Le is a K-12 Mathematics teacher passionate about contextualized, relevant, and meaningful learning experiences for all students through multiple forms of teaching. He has worked across various fields and disciplines including Sciences, Technology, and ELL, with diverse demographics. Recently, Peter has worked through a Two-Eyed Seeing approach with Indigenous communities, mentors, and elders, in coordinating and planning events, workshops, and STEAM activities in robotics over the summer.

Resource	Seven Sacred Teachings: Niizhwaaswi gagiikwewin By David Bouchard (Author), Joseph Martin (Author), Kristy Cameron (Illustrator)
Book Description	The Seven Sacred Teachings is a message of traditional values and hope for the future. The Teachings are universal to most First Nation peoples. These Teachings are seen in school communities from coast to coast across North America. They are a link that ties all Native, Inuit and Metis communities together. This book beautifully goes through all the teachings in both English and Ojibwe. (49th SHELF, n.d.)
Author/creator and/or literature background	David Bouchard is one of Canada's most renowned and awarded Metis authors. David Bouchard has written many bestselling and award-winning books for children. David grew up on the prairies, where he lived and breathed street hockey. David is a Member of the Order of Canada, and in 2013 he had a public school named after him in Oshawa, Ontario. He currently lives in Victoria, British Columbia, with his wife, daughter and two dogs. Dr. Joseph Martin has spent his life coming to understand the Sacred Teachings. Joseph Martin Tehanakerehkwen has lived and trained with Native Elders of the three Americas since he was seven. Adopted into the Mohawk Nation as a young man, Joseph became a professor of First Nations Studies in the Anthropology Department of the University of Toronto for over a decade. Kristy Cameron is a teacher and Métis artist from Canada's Canoeing Capital, Atikokan, Ontario. The Surrounding forests and waterways have always given her inspiration, while her Aboriginal and Voyageur ancestors have provided endless stories to tell on canvas. (Look for the sash in all her work.) Metis Kristy Cameron took a year out of her life to interpret the Teachings through her art. (49th SHELF, n.d.)
UPE course connections	Educ 551 - This lesson is a good example of building social, and emotional wellness in any classroom by exploring key moral concepts from the Seven Teachings, and building those into the classroom culture. This book highlights the importance of relationships with the community, the self, nature/environment, and others. This lesson sets up the class atmosphere and the expectations that will help students succeed in all areas of wellness and is a building block for social, and emotional wellness. Educ 450 – This text can provide pre-service teachers a simple and clear way of exposing

	<p>students to moral teachings of different cultures, that are embedded in all cultures/societies, and the diversity we all embrace and share. It can help students appreciate and demonstrate sensitivity towards individual and cultural differences. This text helps students highlight and recognize the importance of relationships with the community, the self, nature/environment, and others; providing meaningful and relevant ways to demonstrate and celebrate the Teachings, creating an open and safe space for diversity in everyday life throughout the school year. Lastly, pre-service teachers can formulate strategies for incorporating a respect for diversity based on the Teachings.</p> <p>Educ 435 - These texts are an excellent example of diversity in literature, exploring meaning making from imagery and symbolism from the perspective of Indigenous moral lessons and seeing their importance and relevance in everyday life by making meaning of the Teachings in a personal way, and applying them inside and outside the classroom. This text also highlights the importance of the Seven Sacred Teachings that have great significance across various groups and the oral stories/language that have been passed down, preserved and although different across various Indigenous groups, all have the same message passed on. Teachers can use these texts to explore and celebrate culture, morals, and stories of other cultures and languages (meaning making in both English and Ojibwe).</p> <p>460 - This lesson plan is an excellent example of engaging with Indigenous perspectives, concepts, and authentic voices in social studies in a meaningful way through exploring the symbolism used in the Sacred Teachings shared by many Indigenous peoples. These Teachings provide students another way of seeing the world, ultimately preparing young students to be global citizens.</p>
<p>K-12 connection</p>	<p>This text has connections to English, Social Studies, and Art. This can easily be an interdisciplinary project spanning over 2-3 days.</p> <p>Grades 5-7</p> <p>English: Express ideas and develop understanding Experiment with language and forms Express preferences Set goals Consider the ideas of others Combine ideas Extend understanding Use prior knowledge Use comprehension strategies Use phonics and structural analysis Construct meaning from texts Appreciate the artistry of texts Understand techniques and elements Experiment with language</p>

Generate ideas
Elaborate on the expression of ideas
Structure texts
Organize information
Share ideas and information
Appraise own and others' work
Expand knowledge of language
Enhance artistry
Cooperate with others
Work in groups

Social Studies:

Grade 5

5.2 Histories and Stories of Ways of Life in Canada

General Outcome

Students will demonstrate an understanding of the people and the stories of Canada and their ways of life over time, and appreciate the diversity of Canada's heritage.

Stories: Stories provide a vital opportunity to bring history to life. Through stories, people share information, values and attitudes about history, culture and heritage. Stories are communicated through legends, myths, creation stories, narratives, oral traditions, songs, music, dance, literature, visual and dramatic arts, traditions and celebrations.

5.2.2 examine, critically, the ways of life of Aboriginal peoples in Canada by exploring and reflecting upon the following questions and issues:

- What do the stories of First Nations, Métis and Inuit peoples tell us about their beliefs regarding the relationship between people and the land?

5.3 Canada: Shaping an Identity

5.3.1 appreciate how changes impact citizenship and identity:

- recognize how economic and political changes impact ways of life of citizens

5.S.5 demonstrate skills of cooperation, conflict resolution and consensus building

5.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community

5.S.8 demonstrate skills of oral, written and visual literacy

Grade 6

6.S.1 develop skills of critical thinking and creative thinking

6.S.5 demonstrate skills of cooperation, conflict resolution and consensus building

Grade 7

7.1.2 appreciate the challenges of coexistence among peoples

Art

APPRECIATION: Students will interpret artworks for their symbolic meaning.

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	<p>Component 10 (i) PURPOSE 1: Students will record or document activities, people and discoveries.</p> <p>PURPOSE 4: Students will express a feeling or a message.</p> <p>PURPOSE 5: Students will create an original composition, object or space based on supplied motivation.</p>
<p>Rational</p>	<p><u>Big Idea:</u></p> <p>Introduction to key moral concepts from the Seven Teachings. The class will develop a deep understanding of the Teachings and what it means for each of them and how to embody them in everyday life- ultimately preparing young students to be global citizens, appreciating other ways of knowing/understanding. The 7 Sacred Teachings have a great significance across many Indigenous groups and have been passed down through many generations. Not only will students learn the moral teachings needed in order for communities to survive (past, present, and future), but they will also make connections with these teachings with nature/ the environment, and the animals associated with each other and approach this lesson through a holistic lens.</p>
<p>Materials</p>	<ul style="list-style-type: none"> ● Seven Sacred Teachings Book or pdf version http://www.btgwinnipeg.ca/uploads/5/2/4/1/52412159/the_seven_sacred_teachings_.pdf Accessed from http://www.btgwinnipeg.ca/ ● 7 blank poster paper for 7 stations ● Colourful markers for each student ● Multiple copies of the same teaching for all 7 teachings
<p>Lesson Activities</p>	<p>Before class, set up 7 stations around the classroom. Each station will have multiple copies of the sacred teaching from the book (Station 1= Humility, Station 2= Honesty, etc.). Along with 7 poster papers stack on top of one another with the discussion/guiding questions (see Appendix A). Each group will have the opportunity to answer the particular questions at each station.</p> <p>1. Let students know: Before early settlers arrived in what is Canada today, there were already many Indigenous peoples living here. Each of these groups had unique beliefs. These beliefs are often passed down orally from generation on to generation through traditional teachings by Elders. The Elders have used their experience and wisdom to help people in their communities make good decisions. Many Indigenous communities have adopted 7 guiding principles/ideas, in one form or another, as a moral guide. Each group/community has adapted the teachings to suit their community values. Despite where the teachings may have originated, they all share the same concepts of abiding by a moral respect for all:</p> <ul style="list-style-type: none"> ● Respect ● Truth ● Humility ● Honesty

- Love
- Wisdom
- Courage

Please see the following for more information:

<http://empoweringthespirit.ca/cultures-of-belonging/seven-grandfathers-teachings/>

<http://ojibwe.net/projects/prayers-teachings/the-gifts-of-the-seven-grandfathers/>

<https://www.southernnetwork.org/site/seven-teachings>

2. Present the book to the class, talk about the images on the front, skim through the book, talk about how the text is in both English and Ojibwe. Ask students to make predictions on how the text will be written, what messages it is trying to tell us as the readers, and what are the connections between the pictures and the Sacred Teachings.
- Read the Preface and the Foreword to the class. Pick out a few paragraphs to ask questions or make comments to ensure comprehension. For example:
 - ◆ *“Open your minds and your hearts to Grandfather Universe, Father Sun, Grandmother Moon, Mother Earth and to all of the flyers, swimmers, walkers, crawlers, burrowers and standing ones. Accept the Teachings of Grandfather Rock, the elements, the colours and my Seven Sacred Dimensions. Be open to All Your Relations, so that through them you can walk your journey through life along The Good Red Road.”* → this paragraph is telling you to be open-minded and approach the Teachings in a holistic view, whether that be through nature, colors, or songs.
3. Divide the class into 7 groups & assign them to a station at random to start with. Instruct that students will have about 5 mins at each station to read their teaching. Once done reading, students silently write/draw their responses to the guiding questions (see Appendix A). Once all students are done, ask the groups to put their group response at the bottom of the poster paper pile so the next group has a clean poster sheet to work with. Various other discussion protocols may be used as well.
<https://www.cultofpedagogy.com/speaking-listening-techniques/>
 - Try to ensure each station is set up as a circle -participants are facing one another equally in an interconnected circle, so that all aspects of the human being (i.e. mental, physical, social, emotional, spiritual) are equally present, where each student is accountable to one’s self and one another in learning/sharing.
4. Groups will then circulate until each group has had an opportunity to visit all 7 stations the 7 Teachings stations, and fill in the poster paper addressing the guiding questions.
5. **Class Discussion:** The teacher will then facilitate a class discussion based on students’ responses. Start with one of the teachings, reveal what each of the 7

groups has written at that station. Write on the board next to that station ideas are similar or come up often, and what ideas are unique.

6. **Assignment:** Debrief with the class. Are there any teachings that particularly stand out for you? Why? Any themes that were similar? Anything that was unique? Encourage students to share their feelings, thoughts and experiences with this activity.

As an assignment, let students know they have the creativity to create a piece of work that focuses on one particular teaching, and what it personally means for them.

Depending on whether it is an English, Art or Social studies the following suggestions would be given. Below are ideas for the assignment students are open to choose from, or if not in the list, then they are encouraged to explore and create their own idea with your consultation. Teachers can pick out one idea below for an individual/group assignment, or you can pose these ideas as choices for students (depends on grade level):

- Create an art piece personifying feelings, ideas, concepts from the text, personal ideas/thoughts, or about something special about them in relation to a Teaching or the Teaching that had the greatest impact/speaks out the most to you.
- Create a narrative/song/writing piece/artwork/collage to convey students' interpretation/feelings of a Teaching, or a personal event related to a Teaching. Challenge students to play with concepts regarding text and image and what they want the viewer to perceive.
- Write about the knowledge and understanding you have gained from this story, and how you plan to demonstrate each value, either at school, in their family or in your community.
- Student Group Activity→ Plan a design-based thinking project/fundraiser based on a teaching that simulates awareness or change towards a meaningful and relevant issue in the school/community. For example: Sacred Teaching: Love, students could create a mental health awareness project specifically to self-love and self-care. The student expresses that through the sacred teaching of love, it is important to love thyself before loving others, hence by promoting mental well-being towards self love (that may be positive coping techniques when preparing for an exam, positive body image, etc.)
- Create a self-portrait/model/3d object based on one's understanding and life/lived experiences with one of the 7 Teachings.
 - Encourage students to start by making a mind map.

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| | <ul style="list-style-type: none">○ Begin with one of the 7 Grandfather teachings of their choice in the centre of your mind map.○ Brainstorm the Teaching using words, colours that come to mind, and drawings of the animals connected to it○ Reflect on personal life experiences that are connected to and exemplify the Teaching.○ Choose one life experience and use words/images to describe it.<ul style="list-style-type: none">- <i>What did you say?</i>- <i>How did you feel?</i>- <i>What did you do?</i>- <i>Would you do anything different?</i>○ Reflect on how your life is connected to the teaching you chose- can be written, voice recording, video, etc. |
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Appendix A: Sample Questions at the stations

Respect

- In my life, respect looks, feels, sounds like...
- In what ways can we build respect, and the power of shared knowledge within communities, to help with human development?
- In what ways can you apply this teaching in your own personal life.
- In your own opinion, how do you see the Buffalo as a representation of respect?

Truth

- In my life, truth looks, feels, sounds like...
- In what ways can you apply this teaching in your own personal life.
- Truth is to know that all of these philosophies are an integral part of character development and building emotional intelligence, no matter what our age might be.
- In your own opinion, how do you see the Turtle as a representation of truth?

Humility

- In my life, humility looks, feels, sounds like...
- In what ways can you apply this teaching in your own personal life.
- Who in your life has shown humility, and how do they show this?
- In your own opinion, how do you see the Wolf as a representation of humility?

Honesty

- In my life, honesty looks, feels, sounds like...
- In what ways can you apply this teaching in your own personal life.
- In your own opinion, how do you see the Kitchi-Sabe as a representation of honesty?

Love

- In my life, love looks, feels, sounds like...
- How can we better love one another (and ourselves, and future generations).
- In what ways can we better listen to differences of opinion and consider other people's (and cultures) perspectives and knowledge
- In what ways can you apply this teaching in your own personal life.
- In your own opinion, how do you see the Eagle as a representation of love?

Wisdom

- In my life, wisdom looks, feels, sounds like...
- How can we be more open to different perspectives, ideas, ways of knowing to better affect the quality of life for us and future generations?
- In what ways can you apply this teaching in your own personal life.
- In your own opinion, how do you see the Beaver as a representation of wisdom?

Bravery

- In my life, bravery looks, feels, sounds like...
- How can we show bravery and courage to speak up for those facing injustice, and inequality in our everyday lives?
- In what ways can you apply this teaching in your own personal life.
- In your own opinion, how do you see the Bear as a representation of bravery?

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