

MAAWANJI'IDIWAG - Working Together In A Good Way

Activity: Who Deserves the Chocolate Bar

Overview

As described by Isaac in the video, the central theme of Maawanji'idiwag is on how to have a meeting in order to work together in a good way. He cites this as being a very important word and concept in the story because it was during the meeting of the animals that decisions were made as to how they were going to move forward. Of particular importance is how we conduct ourselves in meetings. We should be respectful of everyone present by listening and allowing everyone to share their ideas. This way, we can draw from everyone's strengths in order to effectively solve problems and work together.

In this lesson, students will focus on the concept of Maawanji'idiwag – working together in a good way. Students will begin by brainstorming some of the important aspects of working together. Following this, they will view *The Sacred Fisher Story* and the lesson from Isaac on Maawanji'idiwag. Students will examine different forms of decision making and how that looks using various examples of governments.

In the *Action* portion of the lesson students will be given a challenge where they must come to a consensus as a whole class on a difficult decision. In *Consolidation*, students will have an opportunity to reflect on the process and create a set of guidelines that they can follow in their class when future decisions need to be made.

Assessment:

Assessment for, as, and of learning is developed through the co-creation of learning goals and success criteria with students, based upon chosen overall and specific expectations. Teachers are encouraged to choose focus areas from the overall expectations listed in relation to this lesson.

Minds on:

Have a brief discussion with students as to why it is important that people are able to work together. Teachers may elect to begin developing a chart of some type demonstrating important skills when working together such as a sounds like/ looks like t-chart or other type of visual reference, and revisit this as the activity progresses.

Watch *The Sacred Fisher Story* as told by Isaac Murdoch. Teachers are also encouraged to use the transcription of the story as a shared reading lesson.

Watch the video by Isaac discussing the concept of Maawanji'idiwag - Working Together in a Good Way. The transcription is also provided.

Revisit the organizer that the class has begun to develop and add any thoughts and words that students feel are important.

Introduce to the class examples of different governments and how they make decisions, (for example, majority rule, 50% plus 1, full consensus, etc.). Create a chart indicating the pros and cons for each example.

Action:

Have the class sit in a circle. In the middle of the circle place a large chocolate bar (or any enticing item) in the middle. Explain to the class that they must come to a decision on who deserves the chocolate bar. They must follow these rules:

- 1) whoever gets the chocolate bar can not share it or give it away
- 2) the decision must come from a consensus where they all agree

Video tape the discussion. Once finished, playback the video and have a discussion on what they witnessed during the process. Some questions for prompting may include:

“What did you notice about how you conducted yourselves?”

“What worked well? What did not?”

“What made this difficult?”

Consolidation:

Working in pairs or small groups, have students create a set a guidelines on how they should conduct themselves in future class decisions in order to communicate effectively and respectfully. Ask students to reflect back on the Fisher Story as well as Isaac's teaching on Maawanji'idiwag - Working Together in a Good Way. Remind students of the important concept of drawing on everyone's strengths in order to work together effectively.

Have the groups share what they come up with as a whole class. Decide what will be the final set of guidelines they will use in their class for future decision making.

Scripture Reflection:

Acts 1:12-14

Then they returned to Jerusalem from the mount called Olivet, which is near Jerusalem, a Sabbath day's journey away. And when they had entered, they went up to the upper room, where they were staying, Peter and John and James and Andrew, Philip and Thomas, Bartholomew and Matthew, James the son of Alphaeus and Simon the Zealot and Judas the son of James. All

these with one accord were devoting themselves to prayer, together with the women and Mary the mother of Jesus, and his brothers.

How does coming together in prayer enrich our faith?

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Grandfather Teaching: Gwayakwaadiziwin—Honesty:

Honesty is often associated with the East where the sun rises as it represents the beginning of things and so honesty should begin with yourself first in order to be honest with others. To be honest must also come from the heart in order to live with integrity. To have the courage be able to face any situation. Honesty is also in our connection to Creation. Mother Earth always provides us with everything we need. We need to be honest with the Earth with what we are taking and why.

~Nancy Rowe, Mississaugas of New Credit First Nation

Ontario Catholic School Graduate Expectations

The Ontario Catholic Graduate School Expectations provide a set of overriding principles that serve to guide Catholic students through their Catholic education faith journey. The expectations serve as a continuous reminder of the behaviours that are to be exemplified throughout their lives.

Connected Expectation:

An Effective Communicator who: *speaks, writes, and listens honestly and sensitively, responding critically in light of gospel values*

Virtues Program

Virtue: Acceptance (May) is the ability to respect the dignity and rights of all persons, even those whose beliefs and behaviours differ from our own. Everyone should strive to love and respect their neighbour, as they love and respect themselves.

Virtue: Fairness (June) is the ability to be open minded and act in a just and fair way. Fairness allows us to treat others with mercy and compassion – to feel and act with and for another person.

Possible Connections to Ontario Ministry of Education Curriculum Documents

RELIGIOUS EDUCATION

GRADE 7

LIVING A MORAL LIFE

ML1: Demonstrate an understanding of the purpose of the Church's teaching role concerning Christian morality.

ML2: Demonstrate an understanding that when faced with a moral choice in our life, the judgement of our conscience can be right or wrong.

ML3: Demonstrate an understanding of the importance of developing a life of virtue in order to discern and implement the moral teachings found in the Gospels and applied through the teachings of the Church.

LIVING IN COMMUNION

LC1: Understand that belonging to the community of the Church involves responsibilities of faith and of Christian living.

LIVING IN SOLIDARITY

LS2: Focus: Principle of Human Solidarity

Understand that the principle of human solidarity is a Christian social virtue which promotes the individual and communal sharing of material and spiritual goods, and obligates us to seek individual and communal conversion.

GRADE 8

LIVING A MORAL LIFE

ML2: Demonstrate an understanding of the important roles of Scripture, the Church and the Holy Spirit in the formation of a healthy conscience.

ML3: Demonstrate an understanding that the grace received through the Holy Spirit calls us to holiness and gives us the gifts we need to be justified in the Christian life.

LIVING IN SOLIDARITY

LS1: Understand that the principle of human dignity, revealed in Scripture requires Christians to work for the common good of all people and to participate in society.

FAMILY LIFE

GRADE 7 & 8

CREATED AND LOVED BY GOD

A1. Appreciating God's Goodness: demonstrate an appreciation that humans have been created in the image of a loving God.

A2. Exploring Human Nature: demonstrate an understanding of the ways in which humans are both unique and share a common human nature with each other.

A3 Reflecting, Responding, and Analyzing: apply an understanding of the unique and shared aspects of human nature in personally relevant contexts.

LIVING IN RELATIONSHIP

B1. Appreciating God's Goodness: appreciate that humans are called to image the love of God by living in relationship with others.

B2. Exploring Human Nature: demonstrate an understanding of the ways in which the bonds of family and friendship are central to human life and shape human identity and development.

B3. Reflecting, Responding, and Analyzing: apply an understanding of the role of relationships in shaping human identity and development in personally relevant contexts.

GROWING IN COMMITMENT

D1. Appreciating God's Goodness: appreciate that humans are called to image the love of God by committing to faithful relationships.

D2. Exploring Human Nature: demonstrate an understanding of the ways in which humans grow in their ability to develop committed and trustworthy relationships.

D3. Reflecting, Responding, and Analyzing: apply an understanding of the role of commitment in human relationships in personally relevant contexts.

LANGUAGE ARTS

ORAL COMMUNICATION

1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. Reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

WRITING

1. Generate, gather, and organize ideas and information to write for an intended purpose and audience;

2. Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;

THE ARTS

GRADE 7& 8

DRAMA

B1. Creating and Presenting: apply the creative process to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and multiple perspectives;

B2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences;