

MANGIDE'E - Courage

Activity: Conversations on Courage

Overview

As described by Isaac in the video, the central theme of Mangide'e is to be courageous. He defined this as "having the strength and the passion to do what is right". He spoke of the need to have a strong heart and that we could learn from the animals on how to do this.

In this lesson students will explore the concept of Mangide'e, meaning courage. Beginning with the viewing of *The Sacred Fisher Story* followed by Isaac's synopsis of the concept of *courage*, students will identify the meaning of courage within the context of their daily lives. Following the development of a class definition of *courage*, students will choose an animal from the Fisher Story to create a series of journals written by their chosen animal. Students will also have an opportunity to express their feelings when demonstrating acts of courage and make connections to their faith.

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:

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 discussing the concept of Mangide'e. The transcription is also provided.

Discuss with students how the animals in the story had the courage to do what is right even though they faced many challenges in completing their task.

As a group, work on creating a definition for courage. Definitions could be similar to: Courage: the ability to be brave when faced with fear or a challenge; to face fears with determination and confidence; to make the right decisions when faced with difficult situations.

Action:

Ask students to choose an animal from the story. Have students write a series of journal entries from the perspective of their chosen animal. Remind students that the journal entries are not just a recount of what happened, but a personal narrative about what they did and how they felt about it. There are many possibilities for the form of the journal including digital forms such as blogs, audio recording, or video monologues.

Consolidation:

In discussion, ask students to consider how their animal felt when demonstrating courage. Identify the positive ways that we feel when we show courage. Ask students where we see examples of courage in our faith.

ONLINE LEARNING SUGGESTIONS

CONTENT:

Upload the video “Mangide’e - Courage” from the website and provide a link to the page.

Have students refer back to the Fisher Story and provide the link

Provide an example of the definition of courage: the ability to be brave when faced with fear or a challenge; to face fears with determination and confidence; to make the right decisions when faced with difficult situations.

DISCUSSION:

Suggested discussion questions:

What are some ways that the animals in the story demonstrate that they had the courage to do what is right even though they faced many challenges in completing their task?

ASSIGNMENT:

Create

Choose an animal from the story. Write a series of journal entries from the perspective of your chosen animal. The journal entries should not just be a recount of what happened, but a personal narrative about what they did and how they felt about it. Choose a creative platform for your journal e.g., a blog, audio recording, or video monologue.

Summarize

Consider how your animal felt when demonstrating courage. Identify the positive ways that we feel when we show courage.

MANGIDE'E - Courageous

Grandfather Teaching: Aakode'ewin—Bravery:

Bravery is not being afraid of being who you are. It is also being able to admit when you have erred and to know when to make amends so that you do not cause harm to yourself or others. To be brave is being able to face new challenges and to look for new lessons that will help you to grow personally. Bravery must come from the heart in order to do something you have never done before or to face something that you fear. Bravery is about doing what is right even when the consequences are unpleasant.

~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:

A Reflective, Creative and Holistic Thinker: *who solves problems and makes responsible decisions with an informed moral conscience for the common good.*

Virtues Program

Virtue: Self-Control (January) is regulating your thoughts and actions so that you stop any pressures from within or without and act the way you know and feel is right. Developing loving habits helps us to respond lovingly to others in our choices and actions.



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

LS1: Understand that through the sacraments of service we receive the gift of grace to live our vocations as Catholic Christians for the benefit of society and the world.

GRADE 8

LIVING A MORAL LIFE

ML1: Demonstrate an understanding of how living the Christian moral life in accordance to the Moral Law is a witness to the Truth, the Dignity of the Human Person and the building up of the Church and Society.

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 COMMUNION

LC1: Demonstrate an understanding of how the Church community supports one's life of faith and how our participation in the Church witnesses to the reign of God.

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.

LS2: Focus: Principle of Rights and Responsibilities



Understand that the principles of responsibility and participation in society are Christian social virtues, which call us to roles of leadership, to evangelize through our witness of the Gospel and through the promotion of social justice in the world.

PRAYER

PR2: Understand how one develops the habits of prayer according to the spirit and example of Jesus Christ.

THE ARTS

GRADE 7 & 8

VISUAL ARTS

D1. Creating and Presenting: apply the creative process to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies

D2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences

LANGUAGE ARTS

GRADE 7 & 8

ORAL COMMUNICATION

1. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;

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;

MEDIA LITERACY

1. Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;

