

OMDENDUM - Hope For the Future Activity - I Can Make a Difference

Overview

As described by Isaac in the video, the central theme of Omdendum is hope, specifically being hopeful for something or for a situation. He referenced how in the story, the animals were hopeful of what was to come and how this exemplifies our need to be hopeful and to gather the “spirit of this land” and move forward with the intent of making life better for all people, all living things, and the earth.

In this lesson students will explore the concept of hope and being hopeful through the study of various songs and stories depicting the importance that hope has on the human spirit and our faith lives. Students will be asked to brainstorm the concept of a world without hope and what this might look like. In the action portion of the lesson, students will further explore the concept of hope, creating a media work (collage, poster, iMovie, powerpoint, etc.) that depicts the concept of hope. In the consolidation, students will discuss where they and their families experience hope and how this concept can bring about things that are better for them, their families, and the world around them.

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 Omdendum - hope. The transcription is also provided.

Discuss how the concept of hope was displayed in the story and how this was a very important trait for the animals to have in order for them to succeed.

Action:

Create a list of current environmental issues that are causing a negative impact on the Earth. Examples should include resource extraction in Canada such as the Tar Sands, mining, fracking, etc. Have students reflect on the list

and share with one another how it makes them feel. (The anticipated response being students might feel discouraged, sad, angry, etc.) Remind students that the animals in the Fisher Story were faced with a similar situation and may have experienced some of the same emotions that the students have identified. Instead of giving up, what did the animals in the story choose to do and why did they make the choice they did? (eg., students may say that the animals decided to try and make things better because they had a strong sense of hope for a better future).

Show the video: Mother Earth

https://www.youtube.com/watch?v=RWn_zETYIJO

Have students reflect on what their action of hope might be in order to help support our Earth. Students will create a media work (collage, poster, iMovie, powerpoint, etc.) that depicts their action of hope and includes the statement “I Can Make A Difference...”.

For an example on a wider school campaign on this topic visit:

www.helpingourmotherearth.com

Consolidation:

Give students the opportunity to share their media works with their classmates.

Re-visit the original list of environment issues created during the *Minds On* section. Ask students if they feel any different about the list.

Watch the video: Should We Manage the Earth or Should the Earth Manage Us

<http://www.helpingourmotherearth.com/managing-earth.html>

Present a blank chart that says “how are we changing the story?”.

Throughout the rest of the year, have students write on post-it notes any time they perform an action to support the Earth (big or small) and add it to the chart. (For example, if a student uses a reusable water bottle instead of a plastic bottle, takes part of an Earth Hour, writes a letter to the government encouraging environmental responsibility, etc.)

Further Reflection Guiding Questions:

How is the concept of hope so important for us in how we look at the world around us?

When Isaac speaks of us being in a story right now and that we can be hopeful “to gather the strength of the spirit of this land and move forward”, what does he mean?

ONLINE LEARNING SUGGESTIONS

CONTENT:

Upload the video “Omdendum - Hope for the Future” from the website and provide a link to the page.

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

Upload the video: Mother Earth

https://www.youtube.com/watch?v=RWn_zETYIJQ

Upload the video: Should We Manage the Earth or Should the Earth Manage Us

<http://www.helpingourmotherearth.com/managing-earth.html>

DISCUSSION:

Suggested discussion questions:

How was the concept of hope displayed in the Fisher Story?

How did hope allow for the animals to succeed in the end?

ASSIGNMENT:

Investigate

Create a list of current environmental issues that are causing a negative impact on the Earth. Examples should include resource extraction in Canada such as the Tar Sands, mining, fracking, etc. Reflect on the list and share how it makes you feel.

Remember how the animals in the Fisher Story were faced with a similar situation and may have experienced some of the same emotions that you have identified. Instead of giving up, what did the animals in the story choose to do and why did they make the choice they did?

Create

Watch the video: Should We Manage the Earth or Should the Earth Manage Us

<http://www.helpingourmotherearth.com/managing-earth.html>

Watch the video: Mother Earth

https://www.youtube.com/watch?v=RWn_zETYIJQ

Reflect on what your action of hope might be in order to help support our Earth. Create a media work (collage, poster, iMovie, powerpoint, etc.) that depicts your action of hope and includes the statement “I Can Make A Difference...”.

Summarize

How is the concept of hope so important for us in how we look at the world around us?

When Isaac speaks of us being in a story right now and that we can be hopeful “to gather the strength of the spirit of this land and move forward”, what does he mean?

OMDENDUM - Hope For the Future

Grandfather Teaching: Nibwaakaawin—Wisdom:

Wisdom comes from how we know things. Wisdom is connected to truth and experience. It doesn't come from a book. It comes from experience and sharing that knowledge for the betterment of others without expecting anything in return. Wisdom also comes from the Great Spirit of this land to continuously guide us in our own learning journey.

~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 Self-Directed, Responsible, Lifelong Learner: who develops and demonstrates their God-given potential.

Virtues Program

Virtue: Hope (December) is the virtue of relying on God. It keeps us searching for true happiness, sustains us during hard times, and keeps us from being discouraged.

Possible Connections to Ontario Ministry of Education Curriculum Documents

RELIGIOUS EDUCATION

GRADE 7

LIVING A MORAL LIFE

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.

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.

LS3: Understand that as Christians we can enter into dialogue with the world's major religions concerning common elements.

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.

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 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.

LS3: Demonstrate an understanding of the mission of the Church as animated by the Holy Spirit and focused on sharing the Good News of Jesus Christ with all people of the earth.

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.

LIVING IN THE WORLD

E1. Appreciating God's Goodness: appreciate that humans are called to image the love of God by caring for all of God's gifts of creation.



E2. Exploring Human Nature: demonstrate an understanding of the ways in which humans participate in society and fulfill the responsibility to care for and build God's world.

E3. Reflecting, Responding, and Analyzing: apply an understanding of the global dimension of human nature in personally relevant contexts.

LANGUAGE ARTS

GRADE 7 & 8

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;

MEDIA LITERACY

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

GEOGRAPHY

GRADE 7

PHYSICAL PATTERNS IN A CHANGING WORLD

A1. Application: analyse some challenges and opportunities presented by the physical environment and ways in which people have responded to them
(FOCUS ON: Spatial Significance; Interrelationships)

A2. Inquiry: use the geographic inquiry process to investigate the impact of natural events and/or human activities that change the physical environment, exploring the impact from a geographic perspective
(FOCUS ON: Geographic Perspective)

A3. Understanding Geographic Context: demonstrate an understanding of significant patterns in Earth's physical features and of some natural processes and human activities that create and change those features
(FOCUS ON: Patterns and Trends; Spatial Significance)

NATURAL RESOURCES AROUND THE WORLD: USE AND SUSTAINABILITY

B1. Application: analyse aspects of the extraction/harvesting and use of natural resources in different regions of the world, and assess ways of preserving these resources
(FOCUS ON: Spatial Significance; Interrelationships)

B2. Inquiry: use the geographic inquiry process to investigate issues related to the impact of the extraction/harvesting and/or use of natural resources around the world from a geographic perspective

(FOCUS ON: Geographic Perspective)

B3. Understanding Geographic Context: demonstrate an understanding of the sources and use of different types of natural resources and of some of the effects of the extraction/harvesting and use of these resources

(FOCUS ON: Spatial Significance; Geographic Perspective)

GRADE 8

GLOBAL SETTLEMENT: PATTERNS AND SUSTAINABILITY

A1. Application: analyse some significant interrelationships between Earth's physical features and processes and human settlement patterns, and some ways in which the physical environment and issues of sustainability may affect settlement in the future (FOCUS ON: Interrelationships)

A2. Inquiry: use the geographic inquiry process to investigate issues related to the interrelationship between human settlement and sustainability from a geographic perspective

(FOCUS ON: Geographic Perspective; Interrelationships)

A3. Understanding Geographic Context: demonstrate an understanding of significant patterns and trends related to human settlement and of ways in which human settlement affects the environment

(FOCUS ON: Patterns and Trends; Spatial Significance)

SCIENCE & TECHNOLOGY

GRADE 7

UNDERSTANDING LIFE SYSTEMS INTERACTIONS IN THE ENVIRONMENT

1. Assess the impacts of human activities and technologies on the environment, and evaluate ways of controlling these impacts;
2. Investigate interactions within the environment, and identify factors that affect the balance between different components of an ecosystem;
3. Demonstrate an understanding of interactions between and among biotic and abiotic elements in the environment.

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