

ZHAWENJIGE - Walking With A Good Heart

Activity: My Digital Footprint

Overview

As described by Isaac in the video, the central theme of Zhawenjige, means to live your life with a Good Heart. It also means to have pity, to be kind, and compassionate towards one another, the earth, and all its living things. He also spoke of the importance of recognizing the impact of our actions with regard to the environment and the importance of choosing a life path that is respectful of the environment and the resources of our world.

In this lesson students will examine their digital footprint. Through this activity students will explore the impact of social media and how it can be used as a tool to create awareness about the environment as well as how to take action. Through the teachings of the Sacred Fisher Story students will investigate how they can improve upon their lifestyle practices. Students will create a public service announcement that can be used through a variety of social media outlets.

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:

Discuss the concepts of greed and selfishness. Ask students for examples of these character traits that they see in their lives and in the people around them. Teachers may wish to chart student responses and compare them to the concepts of caring and compassion.

Ask students how we can demonstrate caring and compassion to one another and then extend this thinking process to the natural environment, including the animals, the earth, the sky, water, and plants.

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 Zhawenjige - Walking With a Good Heart. The transcription is also provided.

Ask students the following questions as prompts for a class discussion:

“What is a digital footprint?”

“What are some examples of social media?”

“What types of social media do you use?”

“What is the purpose that you use social media for?”

Action:

Have students look for examples of positive digital footprints. Examples could include environmental organizations such as Greenpeace, celebrities such as Leonardo DiCaprio as well as the Pope.

Have students define what makes a positive digital footprint.

Working in small groups, have students demonstrate how to “walk with a good heart” in the digital world by creating a public service announcement using their choice of social media (ex., twitter, facebook, blog) on an environmental issue.

Consolidation:

Ask students to reflect on the Ontario Catholic School Graduate Expectation of being a *Responsible Citizen*.

Ask students to summarize what it means to “Walk With a Good Heart” in a digital world.

ONLINE LEARNING SUGGESTIONS

CONTENT:

Upload the video “Zhawenjige - Walking With a Good Heart” from the website

Provide examples of what a digital footprint is

DISCUSSION:

Suggested discussion questions:

What types of social media do you use?

How can social media be used in a negative way? In a positive way?

ASSIGNMENT:

Investigate

Find 3 examples of positive digital footprints. (Examples could include environmental organizations such as Greenpeace, celebrities such as Leonardo DiCaprio as well as the Pope.)

One example must include an Indigenous person, community or organization.

Create

Create a public service announcement using your choice of social media (ex., twitter, facebook, blog) on an environmental issue that demonstrates how to “walk with a good heart” in the digital world.

Summarize

Write a summary on what it means to “Walk With a Good Heart” in a digital world and what role you will play in this.

ZHAWENJIGE - Walking with a Good Heart

Grandfather Teaching: *Debwewin*—Truth:

Natural law consists of balance and harmony. Truth is in knowing this and all Sacred Teachings. All natural laws come from the Earth and this is why it is considered to be true because of how the Earth and all of creation works in balance. Our truth comes from an acceptance of this - that creation provides everything that we need. To live with truth is to know the difference between what we need and what we want. We should live with compassion for everything around us, with integrity, honesty and kindness.
~ 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 Responsible Citizen: *who gives witness to Catholic social teaching by promoting peace, justice, and the sacredness of human life.*

Virtues Program

Virtue: Kindness (March) is the act of loving, and giving generously to others as God does. Our empathy for others is transformed into action, an action that extends beyond concern for ourselves.

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.

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

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 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.

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.

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.

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*)

GLOBAL INEQUALITIES: ECONOMIC DEVELOPMENT AND QUALITY OF LIFE

B1. Application: analyse some interrelationships among factors that contribute to global inequalities, with a focus on inequalities in quality of life, and assess various responses to these inequalities
(*FOCUS ON: Interrelationships*)

B2. Inquiry: use the geographic inquiry process to investigate issues related to global development and quality of life from a geographic perspective
(*FOCUS ON: Geographic Perspective*)

B3. Understanding Geographic Context: demonstrate an understanding of significant patterns in and factors affecting economic development and quality of life in different regions of the world
(*FOCUS ON: Spatial Significance; Patterns and Trends*)

SCIENCE

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.