

ZHAWENJIGE - Walking with a good heart

Activity: Actions and Consequences

Overview

As described by Isaac in the video, the central theme of Zhawenjige, translated Walking with a Good Heart, is pity, kindness, and compassion for 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. Isaac also spoke of the need to look for ways to improve the world around, and the need to desire a more kind and compassionate world.

In this lesson students will examine various environmental issues in the world that are a result of current lifestyle choices and practices. Through various discussions and explorations, students will inquire into the damaging effects that these practices are having on the environment and the long term effects of these choices. Students will also be encouraged to think about ways in which some of these issues could be resolved.

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.



Action:

Listed below are a number of links to articles discussing a number of very serious environmental issues that we are facing today.

Working in pairs, have students research one of these topics or perhaps another similar topic of their choosing. Ask students to inquire as to how our daily actions have influenced these issues and the consequences that these actions have had and continue to have on the health of our planet.

<http://education.nationalgeographic.org/encyclopedia/great-pacific-garbage-patch/>

<http://ocean.nationalgeographic.com/ocean/critical-issues/gulf-oil-spill/>

<http://ngm.nationalgeographic.com/2013/09/rising-seas/superstorm-surge-graphic>

<http://environment.nationalgeographic.com/environment/global-warming/pollution-overview/>

<http://environment.nationalgeographic.com/environment/freshwater/pollution/>

<http://channel.nationalgeographic.com/channel/human-footprint/trash-talk.html>

Consolidation:

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

Ask students to reflect upon what underlying human characteristics have led to such severe environmental issues. Chart these characteristics and discuss how we might continue to enlighten ourselves on the importance of *Zhawenjige*.

How are these teachings supported by the story and their explorations into how they can make a positive impact on the environment?

ONLINE LEARNING SUGGESTIONS

CONTENT:

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

Provide links to articles discussing a number of very serious environmental issues that we are facing today, such as:

<http://education.nationalgeographic.org/encyclopedia/great-pacific-garbage-patch/>

<http://ocean.nationalgeographic.com/ocean/critical-issues/gulf-oil-spill/>
<http://ngm.nationalgeographic.com/2013/09/rising-seas/superstorm-surge-graphic>
<http://environment.nationalgeographic.com/environment/global-warming/pollution-overview/>
<http://environment.nationalgeographic.com/environment/freshwater/pollution/>
<http://channel.nationalgeographic.com/channel/human-footprint/trash-talk.html>

DISCUSSION:

Suggested discussion questions:

What are some examples of how we can demonstrate caring and compassion to one another?

What are some examples of how we can demonstrate caring and compassion to the natural environment, including the animals, the earth, the sky, water, and plants?

ASSIGNMENT:

Investigate

Research one of the environmental issues in the links provided or choose another similar topic.

Create

Create a public service announcement using your choice of social media (ex., twitter, facebook, blog) on an environmental issue and how we need to “walk with a good heart” in order to help. Provide examples of being a responsible citizen.

Summarize

Write a summary on how you can make a positive impact on the environment.

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 the 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 4 & 5

Living a Moral Life

ML2: Explain how we are called, through the help of our consciences, to discover God's truth and obey God's will.

Living in Solidarity

LS2: Focus: the common good and stewardship of creation

Demonstrate an understanding of how the gifts received as human beings invite us to be responsible stewards of creation (i.e. natural world created by God) and to bring about His reign in the human community (i.e. common good of societies and nations of the earth).

GRADE 6

Living a Moral Life

ML1: Demonstrate an understanding of how the Natural Moral Law is the foundation for the Decalogue (i.e. Ten Commandments) and that they express the norms of reason for judging human morality and the building of the human community.

ML3: Demonstrate an understanding of the important personal responsibility that each person has to form their moral conscience as a sign of Christian maturity and a commitment to the call to holiness.

Living in Solidarity

LS1: Understand that each person is responsible for participation in society, to discern, to freely choose their vocation and to make a contribution in the world.

LS2: Focus: Principle of Rights and Responsibilities

Understand that by virtue of our human dignity, out of respect for equality and diversity of being and the common good, all human beings are to enjoy certain fundamental human rights (e.g. the right to life, liberty, religious freedom, food, shelter, health care, education, and employment).

FAMILY LIFE

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.



Living in Relationship

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.

Created Sexual: Male and Female

C1. Appreciating God's Goodness: appreciate that humans are called to image the love of God by creating, protecting, and sustaining life.

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

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;

Reading

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;

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;

SOCIAL STUDIES

GRADE 4

People and Environments: Political and Physical Regions of Canada

B1. Application: assess some key ways in which industrial development and the natural environment affect each other in two or more political and/or physical regions of Canada (FOCUS ON: Cause and Consequence; Interrelationships)

B2. Inquiry: use the social studies inquiry process to investigate some issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada (FOCUS ON: Perspective)

GRADE 5

People and Environments: The Role of Government and Responsible Citizenship

B1. Application: assess responses of governments in Canada, including First Nations, Métis, and Inuit governments, to some significant issues, and develop plans of action for governments and citizens to address social and environmental issues (FOCUS ON: Interrelationships; Cause and Consequence)

B2. Inquiry: use the social studies inquiry process to investigate Canadian social and/or environmental issues from various perspectives, including those of Indigenous peoples as well as of the level (or levels) of government responsible for addressing the issues (FOCUS ON: Perspective)

B3. Understanding Context: demonstrate an understanding of the roles and key responsibilities of citizens and of the different levels of government in Canada, including First Nations, Métis, and Inuit governments (FOCUS ON: Significance)

GRADE 6

People and Environments: Canada's Interactions with the Global Community

B2. Inquiry: use the social studies inquiry process to investigate some global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues (FOCUS ON: Cause and Consequence)

SCIENCE

GRADE 4

Understanding Matter and Energy: Light and Sound

1. assess the impact on society and the environment of technological innovations related to light and sound;

Understanding Earth and Space Systems: Rocks and Minerals

1. assess the social and environmental impacts of human uses of rocks and minerals;

GRADE 5

Understanding Life Systems: Human Organ Systems

1. analyse the impact of human activities and technological innovations on human health;

Understanding Matter and Energy: Properties of and Changes in Matter

1. evaluate the social and environmental impacts of processes used to make everyday products;

Understanding Earth and Space Systems: Conservation of Energy and Resources

1. analyse the immediate and long-term effects of energy and resource use on society and the environment, and evaluate options for conserving energy and resources;

2. investigate energy transformation and conservation;

3. demonstrate an understanding of the various forms and sources of energy and the ways in which energy can be transformed and conserved.

GRADE 6

Understanding Life Systems: Biodiversity

1. assess human impacts on biodiversity, and identify ways of preserving biodiversity;

3. demonstrate an understanding of biodiversity, its contributions to the stability of natural systems, and its benefits to humans.