

Bagijigan - Offerings

Activity: Selfish or Selfless

Overview

As described by Isaac in the video, the central theme of *Bagijigan* is giving offerings. In particular, he speaks of the need to give an offering back to Mother Earth, thanking her for all that we have, and for providing everything for all mankind. He referenced the story in which the *two legged* became very greedy and selfish and how this is very representative of our world today.

He also spoke of the meaning of success and what success really means, that success is not being a wealthy person, but someone who is able to live in harmony with their ecosystem and allow their ecosystem to flourish.

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.

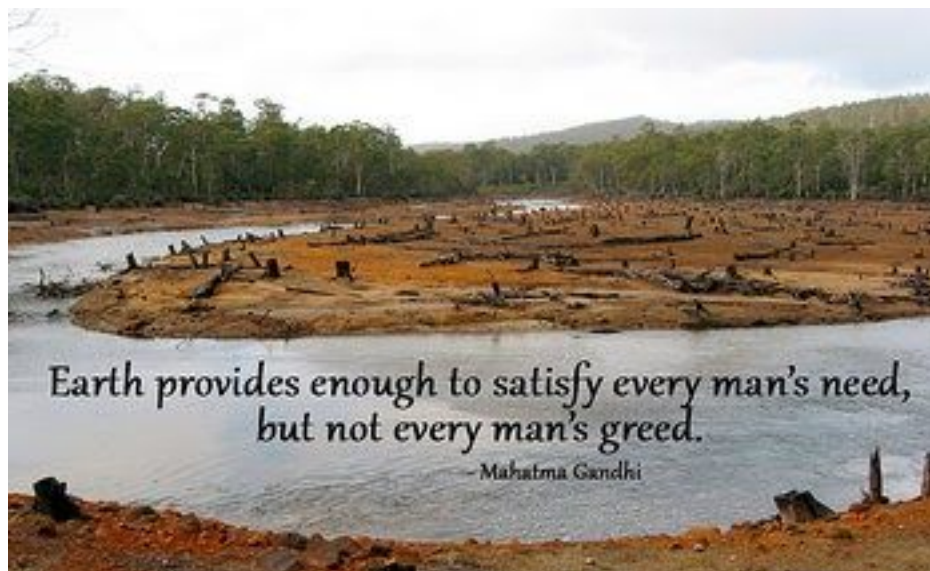
Minds on:

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 Bagijigan - Offerings. The transcription is also provided.

Discuss with students the concept discussed by Isaac of 'giving back', and ask students, "What does this mean?" and "Where have you or experienced the concept of *giving back*?"

Have students examine the two images and their quotes. Ask them what conclusions they can draw from them and discuss as a class.



How Much Is Enough?

The rich industrialist from the North was horrified to find the southern fisherman lying lazily beside his boat, smoking a pipe.

"Why aren't you out fishing?" said the industrialist.

"Because I have caught enough fish for the day," said the fisherman.

"Why don't you catch some more?"

"What would I do with them?"

"You could earn more money," was the industrialist's reply. "With that you could have a motor fixed to your boat and go into deeper waters and catch more fish. Then you would make enough to buy nylon nets. These would bring you more fish and more money. Soon you would have enough money to own two boats . . . maybe even a fleet of boats. Then you would be a rich man like me."

"What would I do then?" asked the fisherman.

"Then you could *really* enjoy life."

"What do you think I am doing right now?"

Anthony DeMello

From: Chicken Soup for the Soul at Work

Now discuss the concept of greed with the students and ask students, "How is this different from giving back or being generous?"

Ask students, "What is greed?" Discuss.

Subsequently, ask students "Where do we see greed?" Chart the discussion responses.

Action:

Working in pairs, ask students to research the concepts of greed and giving or generosity. Ask them to find keywords, phrases, and illustrations that demonstrate these qualities both in people and in larger companies and corporations.

On a large piece of bristol board have each pair of students display and differentiate the two concepts using the words, phrases, and illustrations that

they have collected. In most cases, students will split the bristol board vertically, demonstrating giving on one side and greed on the other.

Consolidation:

To demonstrate their gratitude, invite students to create an artistic piece (eg., dance, song, painting, sculpture).

Share with each other their creations of gratitude and reflect on the question: “Why is it important to give back to the Earth? What is the impact if we fail to do this?”

Ask students, “How do the teachings of Jesus guide us to be a people of generosity and goodness rather than greed?”

“What challenges do we all face in becoming a person who isn’t greedy and wants to be generous with what we have?”

Upon reflection, ask students, “What is your definition of success? How will you become successful?”

Scripture Reflection:

Luke 19: 1-10

Jesus entered Jericho and was going through the town when a man whose name was Zacchaeus made his appearance; he was one of the senior tax collectors and a wealthy man. He was anxious to see what kind of man Jesus was, but he was too short and could not see him for the crowd; So he ran ahead and climbed a sycamore tree to catch a glimpse of Jesus who was to pass that way. When Jesus reached the spot he looked up and spoke to him: ‘Zacchaeus, come down. Hurry, because I must stay at your house today.’ And he hurried down and welcomed him joyfully.

They all complained when they saw what was happening. ‘He has gone to stay at a sinner’s house’ they said. But Zacchaeus stood his ground and said to the Lord, ‘Look, sir, I am going to give half my property to the poor, and if I have cheated anybody I will pay him back four times the amount’ And Jesus said to him, ‘Today salvation has come to this house, because this man too is a son of Abraham; for the Son of Man has come to seek out and save what was lost’.

Extension: Reflect on the reality of the types of “offerings” they give in their daily lives. For example, we give offerings (money) for cell phones (that we don’t need to survive) but we give nothing to water (that we need to survive)



and actually pollute it to the point where we no longer have clean drinking water. How can the act of giving offerings to the water help shift our relationship with the Earth.

ONLINE LEARNING SUGGESTIONS

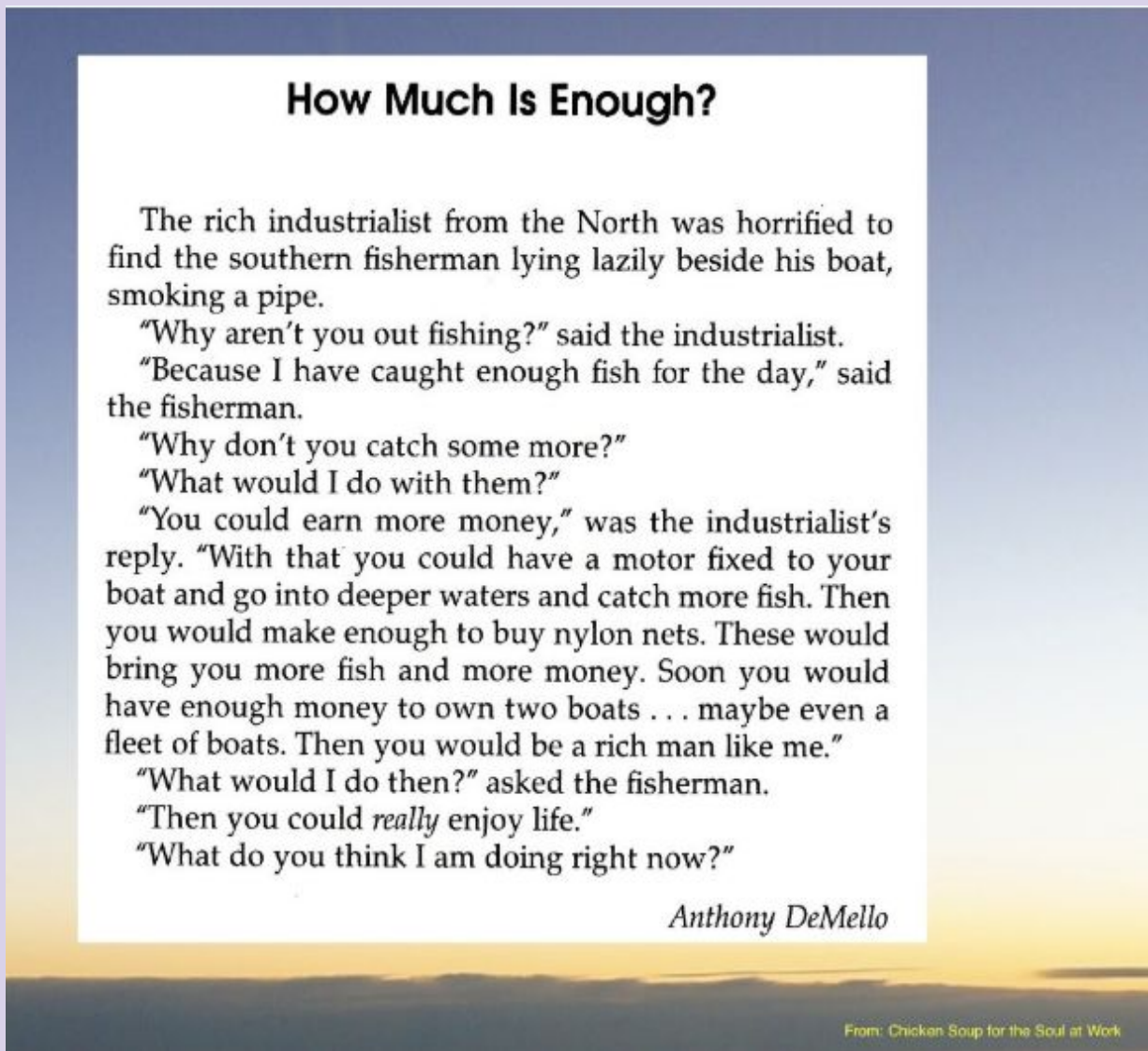
CONTENT:

Upload the video “Bagijigan - Offerings” from the website

Provide the quote:

“Earth provides enough to satisfy every man's needs, but not every man's greed.” — Mahatma Gandhi

Provide the picture:



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DISCUSSION:

Suggested discussion questions:

Examine the image provided and the quotes. What conclusions can you draw from them?

Why is it important to give back to the Earth? What is the impact if we fail to do this?

ASSIGNMENT:

Investigate

Research the concepts of greed and giving or generosity. Find keywords, phrases, and illustrations that demonstrate these qualities both in people and in larger companies and corporations.

Create

Create a visual display and differentiate the two concepts using the words, phrases, and illustrations that you have collected. In most cases, students will split the bristol board vertically, demonstrating giving on one side and greed on the other.

Journal

Keep a journal for one week. For each day, write down three things you are grateful for.

For each entry, identify what you are grateful for and explain why you are grateful for it

(Today I am grateful for ... because ...)

Consider...

How does it make your life better? Safer?

What would your life be like without it?

Post your weekly entries

BAGIJIGAN - Offerings

Grandfather Teaching: Dabaadendiziwin—Humility:

To be humble is to listen and to not interfere. To listen is to also learn, which is the point to all these teachings. To be humble is to try to live in balance with the Earth and to recognize where we sit in creation. Part of doing this is through offerings, by giving without expecting anything in return. Humility is knowing that we are all a sacred part of Creation and that we are equal, no better than anything else. Humility is to be practiced with all of Creation. It is to live in service to others. Knowing that you cannot know everything.

The opposite of this is ego.

~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 Discerning Believer: *formed in the Catholic Faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection, and moral living*

Virtues Program

Virtue: Faith (September) is an attitude which encourages us to involve God in our lives and helps us to maintain and develop our relationships with God and with others both when things are going well and when they are not.

Possible Connections to Ontario Ministry of Education Curriculum Documents

RELIGIOUS EDUCATION

GRADE 4

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

LS1: Understand that there is a legitimate role and need for the charism of authority to ensure and promote the common good of society and that the Christian witness is a duty of obedience to the just laws (i.e. moral order) which promote the human community.

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 5

Living a Moral Life

ML2: Demonstrate an understanding of conscience as a source of help in judging our moral actions and our responsibility for the results of our actions.

ML3: Explain the importance of the teaching role of the Church (i.e. Magisterium) in assisting society and individuals to reflect on moral issues and to respond in ways that promote the dignity of the human person and the call to holiness.

Living in Solidarity

LS2: Focus: Fundamental love for the poor and vulnerable

Understand that human solidarity in our Christian living, understood as "friendship", is reflected in the example of Jesus who calls us to act justly by putting the needs of the poor and vulnerable first.

LS3: Demonstrate an understanding of Christianity as a religion that seeks unity within the experience of diversity.

GRADE 6

Living in Solidarity

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

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.

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.

Growing in Commitment

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

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)

GRADE 6

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

- B1. Application: explain the importance of international cooperation in addressing global issues, and evaluate the effectiveness of selected actions by Canada and Canadian citizens in the international arena (FOCUS ON: Interrelationships; Perspective)

SCIENCE

GRADE 4

Understanding Life Systems: Habitats and Communities

1. analyse the effects of human activities on habitats and communities;

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;
2. investigate, test, and compare the physical properties of rocks and minerals;

GRADE 5

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;

ARTS

VISUAL ARTS

D1. Creating and Presenting: apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;

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;