

OMDENDUM - Hope For the Future Activity - I Believe

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:

Begin by having students explore the concept of hope in the world around them, particularly in regards to their faith, how they respect themselves, and

how they view the world around them. Have students begin to collect images, thoughts, words, songs, stories, etc. that reflect hope.

Review with students various types of media works and how these media works display and share a message. Through collaborative work, allow students the opportunity to create a media work depicting the concept of hope.

Consolidation:

Give students the opportunity to share their media works with their classmates. Discuss how the concept of hope is displayed in the media work.

Extension Activity: Have students create signs with the statement “I Can Make A Difference” with a drawing of how they can contribute to a cleaner environment. Take pictures with the students holding up their signs and create a photo collage. Invite other classes to join in, or involve the whole school. Incorporate technology such as twitter and tweet out the pictures of the signs (omit pictures of students unless there are signed consents). Any activity that gets students motivated to make positive change that will inspire others is great for this topic.

For examples on these types of activities, visit:

www.helpingourmotherearth.com

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?

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

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 1

Living a Moral Life

ML1: Demonstrate an understanding that we are created in the “image of God” and that this gift calls us to live in a way which reflects this truth.

ML2: Demonstrate an understanding that we are able to think (i.e. use our reason) about our actions and to know that they affect our relationship with God, other people, and ourselves.

Living in Solidarity

LS2: Focus: Human Dignity

Understand that as human beings made in God’s image we are social by nature and are called both as individuals and as a community to offer friendship and charity to all people.

GRADE 2

Living a Moral Life

ML3: Demonstrate an understanding that God wants to help us through the gift of His grace to live a Christian life and that we can respond to this gift by the way we live our lives.

Living in Solidarity

LS2: Focus: Option for the poor and vulnerable

Understand that we are responsible for the gift of our dignity as human beings and are to respect this gift in others (i.e. our neighbour) by following the example of Jesus who calls us to share (i.e. Eucharist) serving the needs of others.

GRADE 3

Living a Moral Life

ML1: Demonstrate an understanding of how God teaches us to be good and to reflect this goodness in our actions (i.e. Moral Law – revealed in Scripture e.g. Old Law – Ten Commandments, New Law – Law of the Gospel).

Living in Solidarity

LS1: Understand that the Holy Spirit assists us to develop and strengthen our relationship with Jesus and one another through our participation in society (i.e. human community / Body of Christ).

LS2: Focus: Human dignity

Understand that God created all persons in his one image; equal in their human dignity yet diverse in their being (i.e. male and female, weak and strong, diversity of race, colour, creed, charisms, talents) and this equality and diversity is to be respected.

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.

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;
3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

Media Literacy

1. demonstrate an understanding of a variety of media texts;
2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

SOCIAL STUDIES

GRADE 1

Heritage and Identity: Our Changing Roles and Responsibilities

A1. Application: describe some of the ways in which people's roles, relationships, and responsibilities relate to who they are and what their situation is, and how and why changes in circumstances might affect people's roles, relationships, and responsibilities as well as their sense of self

A2. Inquiry: use the social studies inquiry process to investigate some aspects of the interrelationship between their identity/sense of self, their different roles, relationships, and responsibilities, and various situations in their daily lives

A3. Understanding Context: demonstrate an understanding that they and other people have different roles, relationships, and responsibilities, and that all people should be treated with respect, regardless of their roles, relationships, and responsibilities

People and Environments: The Local Community

B2. Inquiry: use the social studies inquiry process to investigate some aspects of the interrelationship between people and different natural and built features of their

local community, with a focus on significant short- and long-term effects of this interrelationship

GRADE 2

Heritage and Identity: Changing Family and Community Traditions

A2. Inquiry: use the social studies inquiry process to investigate some of the past and present traditions and celebrations within their own family and the communities to which they belong

SCIENCE

GRADE 1

Understanding Life Systems: Needs and Characteristics of Living Things

1. assess the role of humans in maintaining a healthy environment;
2. investigate needs and characteristics of plants and animals, including humans;
3. demonstrate an understanding of the basic needs and characteristics of plants and animals, including humans.

Understanding Matter and Energy: Energy in Our Lives

1. assess uses of energy at home, at school, and in the community, and suggest ways to use less energy;

GRADE 2

Understanding Life Systems: Growth and Changes in Animals

1. assess ways in which animals have an impact on society and the environment, and ways in which humans have an impact upon animals and the places where they live;

THE ARTS

MUSIC

C2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences;

C3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts.

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;

D3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts.