

BAGIJIGAN - Offerings

Activity: Giving Back to Earth

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.

In this lesson students will examine the concept of *offerings* and giving back to Mother Earth for all that She provides. Students will begin by watching *The Sacred Fisher Story* followed by Isaac's lesson on *bagijigan* or offerings. Using this as an initial provocation, students will then go for an outdoor nature exploration taking note of the various things that are present in the outdoor world and how these things provide for us. Students will then have an opportunity to inquire into the many ways that Mother Earth provides our food, shelter, water, clothing, etc. what *giving back* or making an *offering* to Mother Earth could look like.

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.

Read the statement: "The Earth can survive without us, but we can not survive without the Earth" Students will then turn and talk and discuss if they agree or disagree.

Ask the students: "If it is true that we can not live without the Earth, what are those things that the Earth provides us with that we can't live without?" Create a list.

Watch the videos by Isaac on Inaaknigewin:
Understanding Our Relationship With Mother Earth
Re-defining Success
<http://www.helpingourmotherearth.com/naaknigewin.html>

With this in mind, take the students outside and ask them to look deeply the many things that are present in the natural world. Ask them to reflect on how they are connected to what they see.

Action:

Having returned from their nature walk (quite likely this would be day 2 of the activity) continue the discussion of all the things that the Earth provides for us. Re-highlight the list created earlier. Ask students to identify ways in which they can express their gratitude on all the things the Earth has to offer.

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

Consolidation:

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?”

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?

Scripture Reflection:

Job 12:7-10

But ask the animals, and they will teach you, or the birds of the air, and they will tell you; or speak to the earth, and it will teach you, or let the fish of the sea inform you. Which of all these does not know that the hand of the LORD has done this? In his hand is the life of every creature and the breath of all mankind.

ONLINE LEARNING SUGGESTIONS

CONTENT:

Upload the video “Bagijigan - Offerings” from the website

DISCUSSION:

Suggested discussion questions:

Why is it important to give back to the Earth?

What is the impact if we fail to do this?

What are some of the things that the Earth provides us with that we can't live without?

ASSIGNMENT:

Gratitude 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

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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 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 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 7

LIVING A MORAL LIFE

ML1: Demonstrate an understanding of the purpose of the Church's teaching role concerning Christian morality.

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.

PRAYING

PR2: Understand that the various forms of prayer have their origin in scripture and are expressed in the Church's tradition of communal prayer.

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.

LIVING IN SOLIDARITY

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.

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.

SCIENCE & TECHNOLOGY

GRADE 7

UNDERSTANDING LIFE SYSTEMS INTERACTIONS IN THE ENVIRONMENT

1. Investigate interactions within the environment, and identify factors that affect the balance between different components of an ecosystem;
2. Demonstrate an understanding of interactions between and among biotic and abiotic elements in the environment.

THE ARTS

GRADE 7 & 8

DANCE

A1. Creating and Presenting: apply the creative process to the composition of a variety of dance pieces, using the elements of dance to communicate feelings and ideas;

DRAMA

B1. Creating and Presenting: apply the creative process to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and multiple perspectives;

MUSIC

C1. Creating and Performing: apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music;

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;