

# MANGIDE'E - Courageous

## Grandfather Teaching: Aakode'ewin—Bravery:

Bravery is not being afraid of being who you are. It is also being able to admit when you have erred and to know when to make amends so that you do not cause harm to yourself or others. To be brave is being able to face new challenges and to look for new lessons that will help you to grow personally. Bravery must come from the heart in order to do something you have never done before or to face something that you fear. Bravery is about doing what is right even when the consequences are unpleasant.

~Nancy Rowe

“Every struggle, whether won or lost, strengthens us for the next to come. It is not good for people to have an easy life. They become weak and inefficient when they cease to struggle. Some need a series of defeats before developing the strength and courage to win a victory.”

Victorio

<http://www.davidbouchard.com/mtw/sst1.pdf>

## 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 Reflective, Creative and Holistic Thinker:*** *who solves problems and makes responsible decisions with an informed moral conscience for the common good.*

## Virtues Program

**Virtue: Self-Control** (January) is regulating your thoughts and actions so that you stop any pressures from within or without and act the way you know and feel is right. Developing loving habits helps us to respond lovingly to others in our choices and actions.

# 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**

LS1: Demonstrate an understanding of what it means to be made in God’s image both in our equality and diversity and explain why this is the source of our human dignity.

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**

ML2: Demonstrate an understanding that God has established Laws to guide us (i.e. to judge) in deciding (i.e. choice) how to act and that when we act in ways that break God’s Law of Love we need to seek forgiveness from God and from the ones we have offended.

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).

ML2: Demonstrate an understanding of the gift of freedom and responsibility that we have in the choices that we make in trying to live a good Christian moral life.

## **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.

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.

### **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**

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.

### **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;

## 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

## THE ARTS

### **DRAMA**

- B1. Creating and Presenting: apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories;
- B2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences;

### **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;

**MANGIDE'E - Courage**  
**Activity: A Strong Heart**  
**Primary**

**Overview**

As described by Isaac in the video, the central theme of Mangide'e is to be courageous. He defined this as "having the strength and the passion to do what is right". He spoke of the need to have a strong heart and that we could learn from how animals on how to do this.

In this lesson students will explore the concept of Mandige'e, meaning courage. Beginning with the viewing of *The Sacred Fisher Story* followed by Isaac's synopsis of the concept of *courage*, students will identify the meaning of courage within the context of their daily lives. Following the development of a class definition of *courage*, students will work through various situations that require acts of courage – overcoming a difficult situation, doing what is right when confronted by peer pressure, stepping into a situation to stand up for someone who is vulnerable, etc.

Once students have had an opportunity to share their situation and share how they could demonstrate courage in that particular circumstance, students will have an opportunity to individually identify a situation in which they have demonstrated courage.

**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 Mangide'e. The transcription is also provided.

Discuss with students how the animals in the story had the courage to do what is right even though they faced many challenges in completing their task.

Watch the video, *Word of the Day – Courage*.

<https://www.youtube.com/watch?v=wmaNdN05KSI>

As a group, work on creating a definition for courage. Definitions could be similar to: Courage: the ability to be brave when faced with fear or a challenge; to face fears with determination and confidence; to make the right decisions when faced with difficult or situations . Please keep in mind that the *Grandfather Teaching* for the lesson which is *bravery*, the *Ontario Catholic School Graduate Expectation* of being a *reflective, creative and holistic thinker*, and the focus *virtue* of *self control*.

**Action:**

Discuss with students that they are going to be given a situation where they are going to talk about and act out a situation that requires courage. A list of possible situations has been attached and teachers may add additional situations as they see fit.

Allow students to work in small groups and discuss then act out the situation, providing a solution to the problem that demonstrates an act of courage be it overcoming a difficult situation, dealing with a bullying situation, using self control to not do something that they know they shouldn't do, etc.

**Consolidation:**

Ask students to share the situation (scenario) that they dealt with, providing a solution to the problem that demonstrates courage.

In discussion, ask students how they feel when they show courage. Identify the positive ways that we feel when we show courage. Ask students where we see examples of courage in our faith. What are some examples of our courage of faith?

As a final piece, ask students to draw a picture of a time they showed courage and write a sentence or two explaining their picture and how they showed courage.