

# ZAAGI'IDIWIN - Love

## Grandfather Teaching: Zaagi'idiwin—Love:

Love comes from our heart through our feelings. We should be encouraged to listen to our hearts. We need to trust our feelings. Too often we live in our minds which creates fear and anxiety. We no longer trust in that we will always be looked after by Mother Earth, that she provides us everything that we need. We must also show our love to Mother Earth through gratitude, giving thanks to creation and to acknowledge all things that came before us. Love must be unconditional. To know love is to also know peace.

~Nancy Rowe

“I have been called The Greatest Warrior among All Our Relations. This may be so. What I learned to conquer were the challenges to my Heart Unity within my chest. Self-confidence and love strengthen everything inside you. This you can also do, my sister and brother. This is the time to continue your Good Red Road Journey,  
while still in the body.”

Tashunke Witko, Crazy Horse

## 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 Collaborative Contributor:** *who finds meaning, dignity, and vocation in work which respect the rights of all and contributes to the common good.*

## Virtues Program

**Virtue: Love (April)** God wants us to serve and to see the goodness in everyone we meet.

**Virtue: Conscience (November)** is the voice of God within us. A developed conscience helps us make decisions that encourage and support truly loving relationships.

# 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**

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).

ML3: Demonstrate an understanding of the nature of sin and our human capacity to choose to commit actions which do not show love for God or neighbour (i.e. personal sin, and social sin).

#### **Living in Solidarity**

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.

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;
3. Use knowledge of words and cueing systems to read fluently;

## **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;

## **Media Literacy**

2. Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;

# **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**

B1. Application: describe some aspects of the interrelationship between people and the natural and built features of their community, with a focus on how the features of and services in the community meet people's needs

## **GRADE 2**

### **People and Environments: Global Communities**

B1. Application: describe some similarities and differences in the ways in which people in two or more communities in different parts of the world meet their needs and have adapted to the location, climate, and physical features of their regions

B2. Inquiry: use the social studies inquiry process to investigate aspects of the interrelationship between the natural environment, including the climate, of selected communities and the ways in which people in those communities live

## 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;

#### **Understanding Earth and Space Systems: Daily and Seasonal Changes**

1. Assess the impact of daily and seasonal changes on living things, including humans;
2. Demonstrate an understanding of what daily and seasonal changes are and of how these changes affect living things.

### **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;
2. Investigate similarities and differences in the characteristics of various animals;
3. Demonstrate an understanding that animals grow and change and have distinct characteristics.

#### **Understanding Earth and Space Systems: Air and Water in the Environment**

1. Assess ways in which the actions of humans have an impact on the quality of air and water, and ways in which the quality of air and water has an impact on living things;

## THE 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;
- 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.

**ZAAGI'IDIWIN – Love**  
**Activity: The Power of Love**  
**Primary**

**Overview**

As described by Isaac in the video, the central theme of Zaagi'idiwin is love. He spoke of the different forms that love may take, particularly the type of love that has to do with caring and providing. Examples included the sun shining on flowers, the goodness of rain, the flowing rivers, and the love of a mother and father for their children. Isaac also spoke of the need to take the perspective of love in that it is “not what you get, but what you give”.

In this lesson students will explore the concept of love, in particular the concept of unconditional love and what this means for them, those around them, Mother Earth, and their faith. Students will have an opportunity to enrich their perspective of this concept through the retelling of The Sacred Fisher Story from the perspective of one of the animals. Following this they will create their visual representations of love. Through consolidation questions, students will further explore how the concept of love is present in their lives in many different forms.

**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:**

From various sources choose a number of pictures that display the concept of love. Have students describe the caring that they see displayed in the pictures. Identify who or what is providing the love and caring in each of the photos and who or what is benefitting from the love and care being provided to them. Discuss the concept of unconditional love, what it means, and some examples of this.

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 Zaagi'idiwin - Love. The transcription is also provided.

Discuss where unconditional love was demonstrated in the story.

**Action:**

Ask students to choose an animal from the story. Working with a partner who chose a different animal, have each student begin to give an oral retell of the story to their partner. Encourage students to identify key points within the story as well as including reflective aspects of the story impacting the particular animal and their perspective.

Ask students to continue to explore the perspective of their animal through their own illustrations depicting the events of the story, in particular the story of their animal. Their narrative could include imagined events prior to the story and after the story occurred.

Students may also wish to create their own story book telling the story from their animal's perspective including their own illustrations of the story.

**Consolidation:**

Revisit the words from Isaac, "It's not what you get but what you give". Ask students how this is related to unconditional love.

Students may also wish to have opportunities to share their stories and artworks with the class and teachers may very well wish to display this work.

*Further Reflection Guiding Questions:*

*How does God provide for us?*

*How is God's love unconditional?*

*How does Mother Earth provide for us?*

*How is the love of Mother Earth unconditional?*

*What can we do to show our love for Mother Earth?*