



Sooke
Teachers'
Association

Seven Sacred Teachings

In 2021, the STA Executive struck a Truth and Reconciliation Committee with the directive to build an STA TRC Calls to Action Plan for the 2021-2022 school year. One piece of our Action Plan involved highlighting one of the Seven Sacred Teachings each month in the school year. This year, we will continue to share these teachings with you.

Each of the seven sacred teachings is represented by an animal. We have created posters in English and French that teachers can use digitally or print and use on bulletin boards.

We encourage you to learn with your students about why each animal has been chosen for each teaching.

CLICK ON EACH MONTH BELOW TO TEACHINGS & POSTERS:

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Here is a link to get you started with this work: <https://www.truecanadianart.com/single-post/2018/03/14/what-are-the-seven-grandfather-teachings>.

Hych'ka for bringing Indigenous worldviews into your classroom.

The STA TRC Committee

September – Courage

The focus for September is Courage.

Bravery - Aakwa'ode'ewin:

Commonly referred to as “Bravery” or “Courage.”

Bravery is represented by the bear. The mother bear has the courage and strength to face her fears and challenges while protecting her young. The bear also shows us how to live a balanced life with rest, survival and play.

To face life with courage is to know bravery.

Find your inner strength to face the difficulties of life and the courage to be yourself. Defend what you believe in and what is right for your community, family and self. Make positive choices and have conviction in your decisions. Face your fears to allow yourself to live your life.

To do what is right even when the consequences are unpleasant.

Our goal is that teachers will learn together with their students about these teachings and bring them into their regular classroom activities. In September, with the focus on Courage, students could:

- draw a picture of themselves being brave
- write about a time they needed courage or a time they were courageous
- present something in front of the class (ex, show-and-tell)
- read aloud in class (ex, What does it mean to be brave?/C’est quoi, le courage?; I am courage/Je suis courageux, or other books about facing fears with courage, as shared on [this list](#))
- have students decorate a Bear and write above or below the Bear what represents Courage for them. On the next page, see the Bear art by Michelle Stoney, a Gitksan artist who has graciously given permission for anyone to print off and colour this design - she just asks that it not be used for sale or profit.
- brainstorm a list of situations where it helps to have courage
- Learn and share about someone who was courageous, such as Terry Fox and/or Phyllis Webstad
- September 30 is the National Day for Truth and Reconciliation. Consider sharing a book like “With our orange hearts” (“Avec nos coeurs orange”) and have students share about who/what they love.

COURAGE



LE COURAGE



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October - Respect

The focus for October is RESPECT.

Respect - Mnaadendimowin:

Respect is represented by the buffalo. The buffalo gives every part of his being to sustain the human way living, not because he is of less value, but because he respects the balance and needs of others. For as long as we have been here, we have sustained our lives through the Buffalo in terms of clothing, food, shelter, and expressing ourselves in art.

To honor all creation is to have respect.

Live honorably in teachings and in your actions towards all things. Do not waste and be mindful of the balance of all living things. Share and give away what you do not need. Treat others the way you would like to be treated. Do not be hurtful to yourself or others.

Place others before yourself in your life don't look down on anyone.

Respect your fellow living beings.

All of creation should be treated with respect. You must give respect if you wish to be respected.

<https://www.truecanadianart.com/single-post/2018/03/14/what-are-the-seven-grandfather-teachings>.

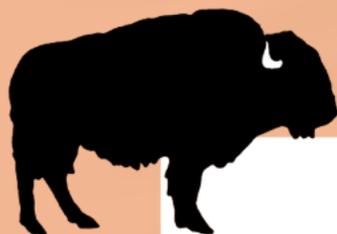
Our goal is that teachers will learn together with their students about these teachings and bring them into their regular classroom activities. With a focus of respect, students could:

- Write, draw, talk about what it means to respect themselves, each other, the school, the environment, etc.
- Give feedback to their peers in ways that are respectful
- Read "The Pencil" by Susan Avingaq or any of [these books](#) about respect
- Have students decorate a Buffalo and write above or below the Buffalo what represents Respect for them. On the next page, see the Buffalo art by Michelle Stoney, a Gitksan artist who has graciously given permission for anyone to print off and colour this design - she just asks that it not be used for sale or profit.
- Have discussions involving respecting those voices that are oppressed and are wanting to be uplifted
- Discuss what it means to have respect for the world and all inhabitants
- Focus on key words of "balance" and "needs of others"
- Pay attention during discussions as to who is speaking, how many times have they spoken, has everyone had a chance to speak?

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LE RESPECT



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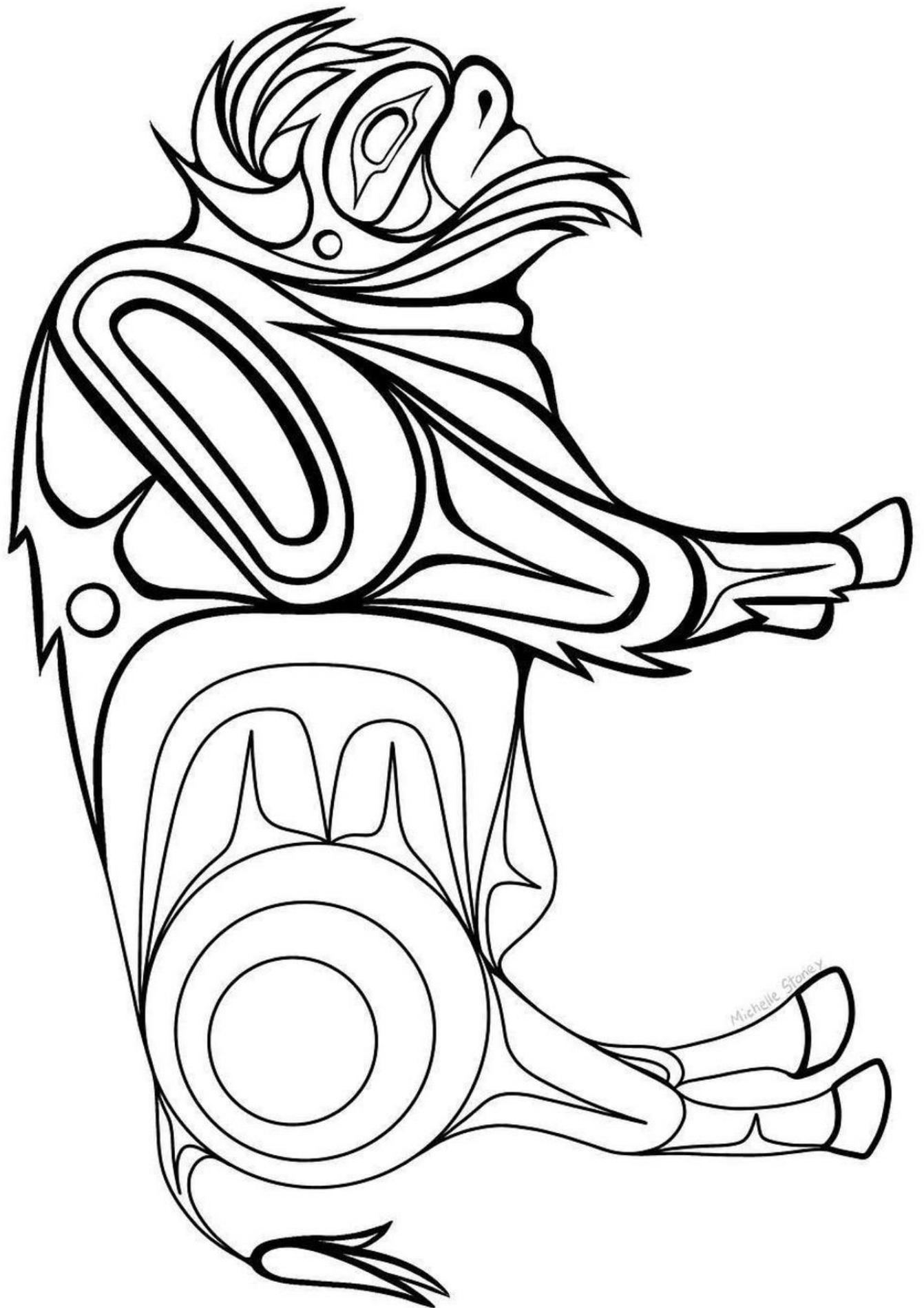
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November - Honesty

The focus for November is HONESTY.

Honesty - Gwekwaadziwin:

Honesty is represented by the Sabe. The Sabe understands who they are and how to walk in their life. Sabe reminds us to be ourselves and not someone we are not. An honest person is said to walk tall like Kitchi-Sabe.

To walk through life with integrity is to know honesty.

Be honest with yourself. Recognize and accept who you are. Accept and use the gifts you have been given. Do not seek to deceive yourself or others.

The Sabe represents honesty because it is closer to the creator than to humans. It is believed that the Sabe used to walk among humans to remind us of the Creator's wish for us to remain true to our natural forms.

Actions such as being true to our spirit and accepting who we are will guide us in being honest.

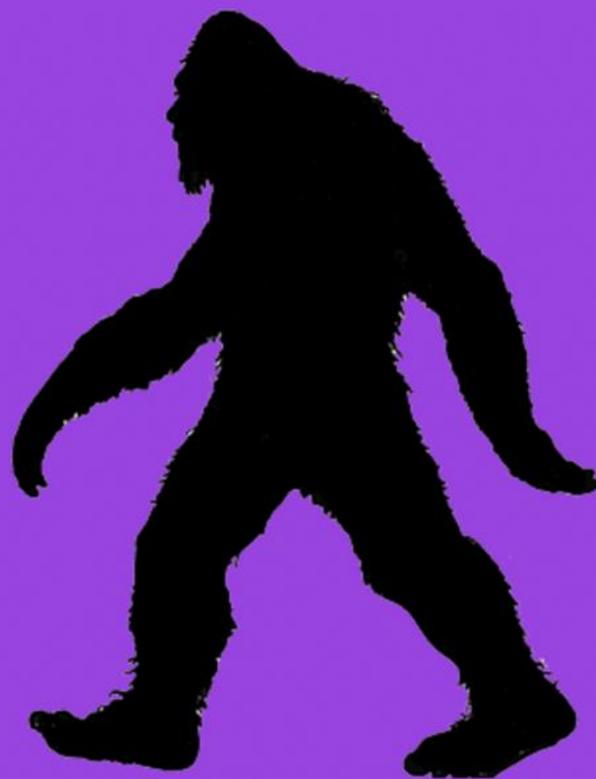
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Our goal is that teachers will learn together with their students about these teachings and bring them into their regular classroom activities.

With a focus of honesty, students could:

- Write, draw, talk about integrity and being honest with oneself.
- Brainstorm "What is integrity" and discuss why it is important.
- Discuss the connections between honesty and trust.
- Have students decorate a Sabe and write above or below the Sabe the effect honesty has in their lives. On the next page, see the Sabe art by Michelle Stoney, a Gitksan artist who has graciously given permission for anyone to print off and colour this design - she just asks that it not be used for sale or profit.
- Engage in self-reflection and self-assessment techniques, being honest and kind with where they are in their learning journeys.
- Read "The Mixed up Chameleon" by Eric Carle or any of [these books](#) about honesty.
- Write poetry or stories about themselves and their identities.
- November 8th is [National Aboriginal Veterans Day](#) please see these sites for lesson ideas from [SD67](#), [SD61](#) and [SD68](#) and consider using the [Thunderbird Poppy](#) - shared via SD61, SD67 and SD68 (design by Cowichan artist, Stuart Pagaduan)

HONESTY



L'HONNÊTETÉ



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Michelle Stoney

December - Truth

The focus for December (and March since both are short months in schools) is TRUTH. This teaching is a little different from honesty which was the Sabe in November (but it never hurts to revisit this idea too). The teaching of Truth is more about integrity and sincerity. Truth means being willing to speak your truth and stand up for who you are and what you believe in.

Truth - Debwewin:

Truth is represented by the turtle as he was here during creation of Earth and carries the teachings of life on his back. One of the oldest animals on our planet. The turtle lives life in a slow and meticulous manner, because he understands the importance of both the journey and the destination.

Truth is to know of these things.

Apply faith and trust in your teachings. Show honor and sincerity in all that you say and do. Understand your place in this life and apply that understanding in the way that you walk. Be true to yourself and all other things.

You have to look at yourself before you judge another's way of walking.

Speak the truth. Do not deceive yourself or others.

The laws of time and life are recorded on the back of the Turtle. There are 28 markings representing the 28 full moons and the 28 days between a woman's cycle for creating and bearing life. There are also 13 moons that represent the 13 times the Earth circles the Sun.

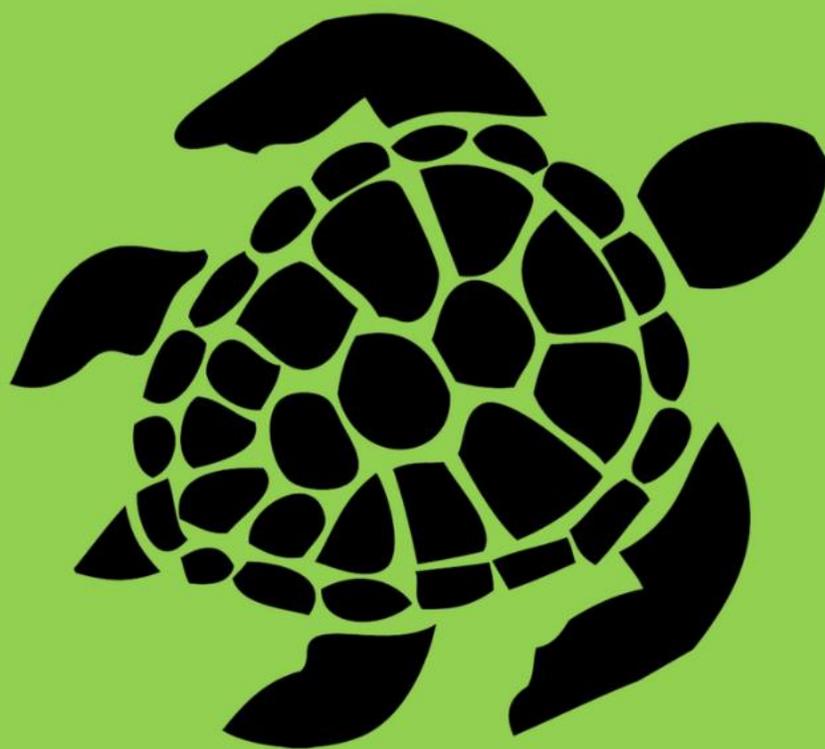
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Our goal is that teachers will learn together with their students about these teachings and bring them into their regular classroom activities. With a focus of truth, students could:

- Write, draw, talk about truth for others and for yourself – what do you do to express truthfulness? How do you show respect for others? What is authenticity? How can you be your true self?
- Learn about each other by playing “Two truths and a lie.” Could you apply this game to local plants and animals?
- Brainstorm “What is truth” and discuss why it is important.
- Discuss the connections between truth, authenticity and respect.
- Have students decorate a Turtle and write above or below the Turtle what represents Truth for them. On the next page, see the Turtle art by Michelle Stoney, a Gitxsan artist who has graciously given permission for anyone to print off and colour this design - she just asks that it not be used for sale or profit.
- Take a look at this [list of books](#) about truth, honesty and truth and this [list of books](#) about integrity.
- Engage in self-reflection and self-assessment techniques, being honest and kind with where they are in their learning journeys.
- At the secondary level, the Leadership classes would likely be an ideal place to generate ideas and activities for schools to engage in.

Explore the 13 Moons of the WSANEC <https://racerocks.ca/the-13-moons-of-the-wsanec/>

TRUTH



LA VÉRITÉ



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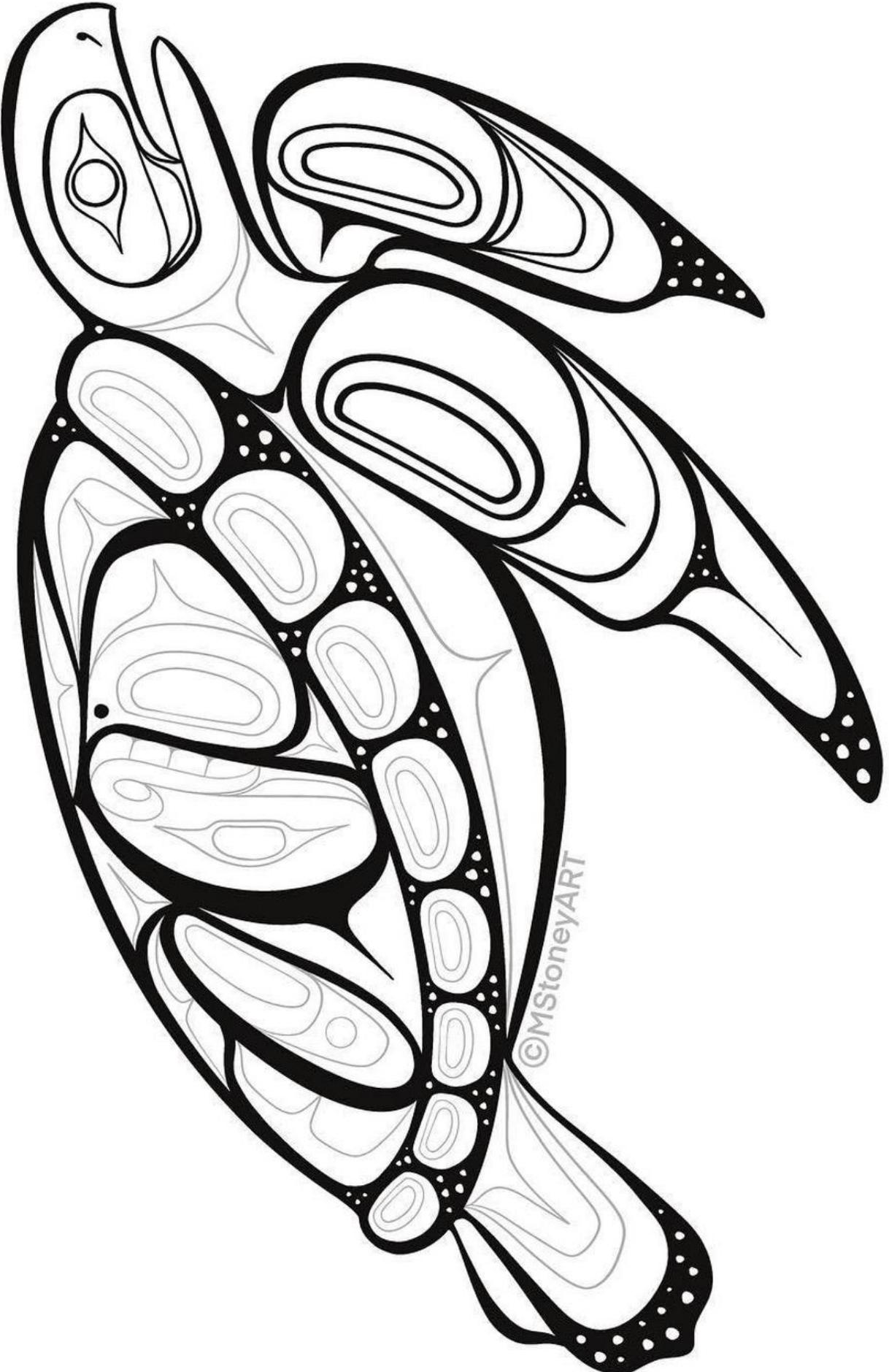
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January - Humility

The focus for January is HUMILITY.

Humility - Dbaadendiziwin:

Humility is represented by the wolf. For the wolf, life is lived for his pack and the ultimate shame is to be outcast.

To accept yourself as a sacred part of creation is to know humility.

Live life selflessly and not selfishly. Respect your place and carry your pride with your people and praise the accomplishments of all. Do not become arrogant and self-important. Find balance within yourself and all living things.

<https://www.truecanadianart.com/single-post/2018/03/14/what-are-the-seven-grandfather-teachings>

Our goal is that teachers will learn together with their students about these teachings and bring them into their regular classroom activities. With a focus of humility, students could:

- Write, draw, talk about humility for others and for yourself – what do you do to live selflessly? How do you balance your needs with those of the group?
- Brainstorm “What is humility” and discuss why it is important
- Discuss the connections between humility and balance with the earth
- Discussions around recognizing that everyone has different strengths
- Practice a weekly compliment circle. Have everyone sit in a circle with their legs out. Take turns passing a compliment to someone in the group. When you receive a compliment, bring your legs in and share a compliment to someone else. Continue until everyone has received a compliment.
- Take a look at this [list of books](#) about humility.
- Have students decorate a Wolf and write about how being part of a pack is part of Humility for them. The wolves of the whole class/school could be put together to show the pack. On the next page, see the Wolf art by [Michelle Stoney](#), a Gitksan artist who has graciously given permission for anyone to print off and colour this design - she just asks that it not be used for sale or profit.
- Have students create and present a skit about humility
- Engage in self-reflection and self-assessment techniques, being honest and kind with where they are in their learning journeys.
- January 7th is Sakado Sasaki’s birthday. Before her death, she set a goal of folding 1000 paper cranes. Fold paper cranes with your students and appreciate the visual of working in community.
- At the secondary level, the Leadership classes would likely be an ideal place to generate ideas and activities for schools to engage in.
- February 22 is Humility Day

HUMILITY



L'HUMILITÉ



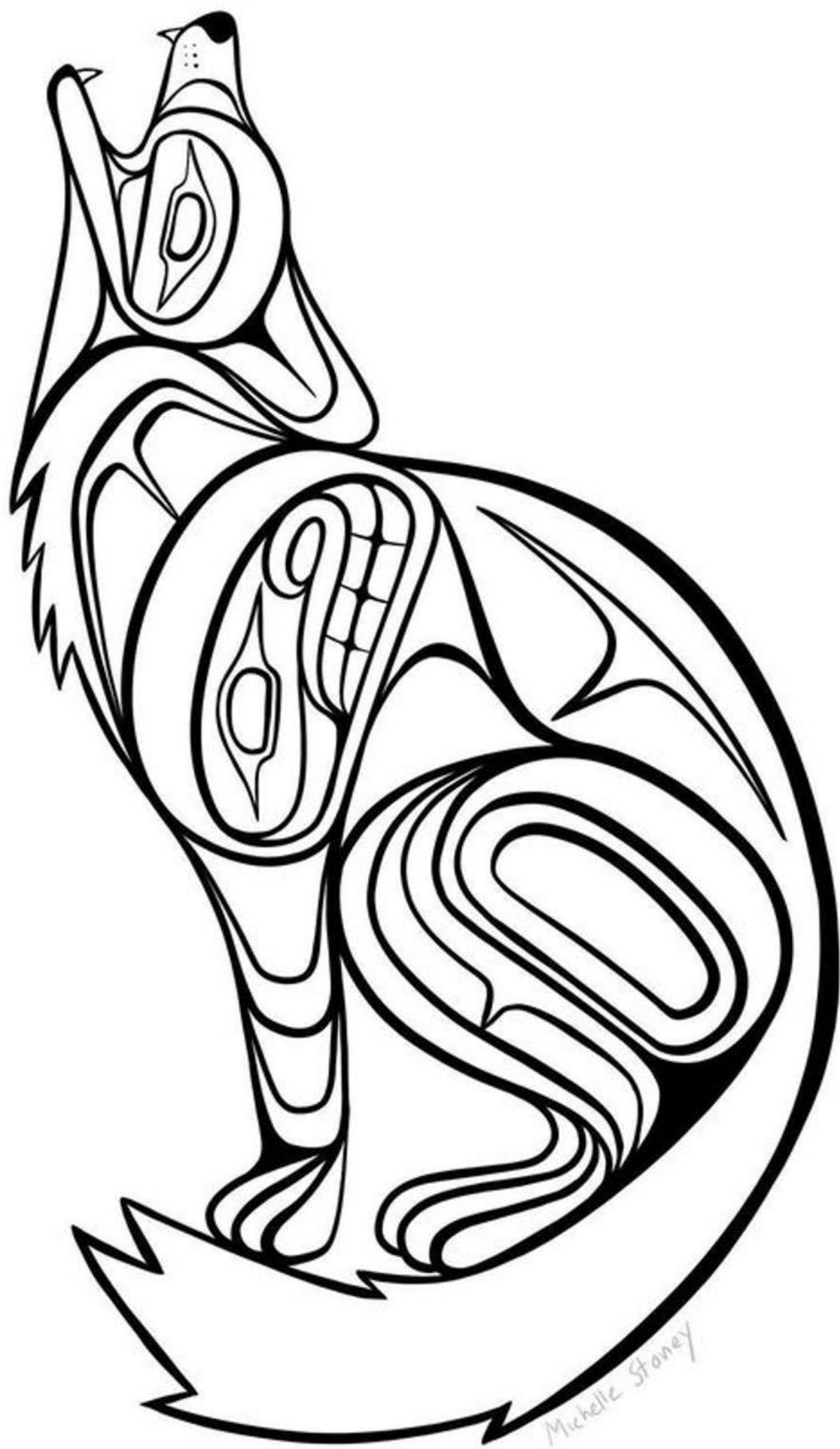
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February - Love

The focus for February is LOVE.

Love - Zaagidwin:

Love is represented by the eagle because he has the strength to carry all the teachings. The eagle has the ability to fly highest and closest to the creator and also has the sight to see all the ways of being from great distances. The Eagle's teaching of love can be found in the core of all teachings, therefore an eagle feather is considered the highest honour and a sacred gift.

Eagles are loving parents and teachers to their offspring, protecting and guiding them.

To know love is to know peace. Love must be unconditional.

View your inner-self from the perspective of all teachings. This is to know love and to love yourself truly. Then you will be at peace with yourself, the balance of life, all things and also with the creator.

<https://www.truecanadianart.com/single-post/2018/03/14/what-are-the-seven-grandfather-teachings>

Our goal is that teachers will learn together with their students about these teachings and bring them into their regular classroom activities. With a focus of love, students could:

As a class/school, on Feb. 14th, recognize [Have a Heart Day](#) – a child and youth-led reconciliation event – this year is Have a Heart Day's 10th year anniversary! See the link for ideas and resources on how to commemorate this day and help students stand up for love and fairness.

- Write, draw, talk about love for others and for yourself – what do you do for self-care? How do you take care of yourself. Share interests.
- Brainstorm “What is love” and discuss why it is important
- Discuss the connections between love and protection.
- Conversations around how following COVID protocols is showing love to your community.
- Stewardship lessons - love for earth and others
- Take a look at this [list of books](#) about love.
- Have students decorate an eagle feather and write above or below the feather someone they love and or how they might show their love. The feathers of the whole class/school could be put together in the shape of an eagle. On the next page, see the Feather art by Michelle Stoney, a Gitksan artist who has graciously given permission for anyone to print off and colour this design - she just asks that it not be used for sale or profit.
- Family tree with the eagle on top then branching down to people and things you love and why as the base and the roots could be foundational character pieces.
- Engage in self-reflection and self-assessment techniques, being honest and kind with where they are in their learning journeys.

At the secondary level, the Leadership classes would likely be an ideal place to generate ideas and activities for schools to engage in.

There are a number of ‘days’ to celebrate throughout February with a link to love.

- Have a Heart Day – February 14th See above for details.
- Valentine’s Day – February 14th
- Family Day – different types of families (see book: First Nations Families/“Les familles des Premières Nations by Karin Clark)
- Pink Shirt Day (last Wednesday of February)
- Moose Hide Day – taking care of one another, standing up against violence
- Black History Month
- United Nations Social Justice Day

LOVE



L'AMOUR



Love - Zaagidwin:

Love is represented by the **eagle** because he has the strength to carry all the teachings. The eagle has the ability to fly highest and closest to the creator and also has the sight to see all the ways of being from great distances. The Eagle's teaching of love can be found in the core of all teachings, therefore an eagle feather is considered the highest honor and a sacred gift.

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March - Truth

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Truth - Debwewin:

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Truth is to know of these things.

Apply faith and trust in your teachings. Show honor and sincerity in all that you say and do. Understand your place in this life and apply that understanding in the way that you walk. Be true to yourself and all other things.

You have to look at yourself before you judge another's way of walking.

Speak the truth. Do not deceive yourself or others.

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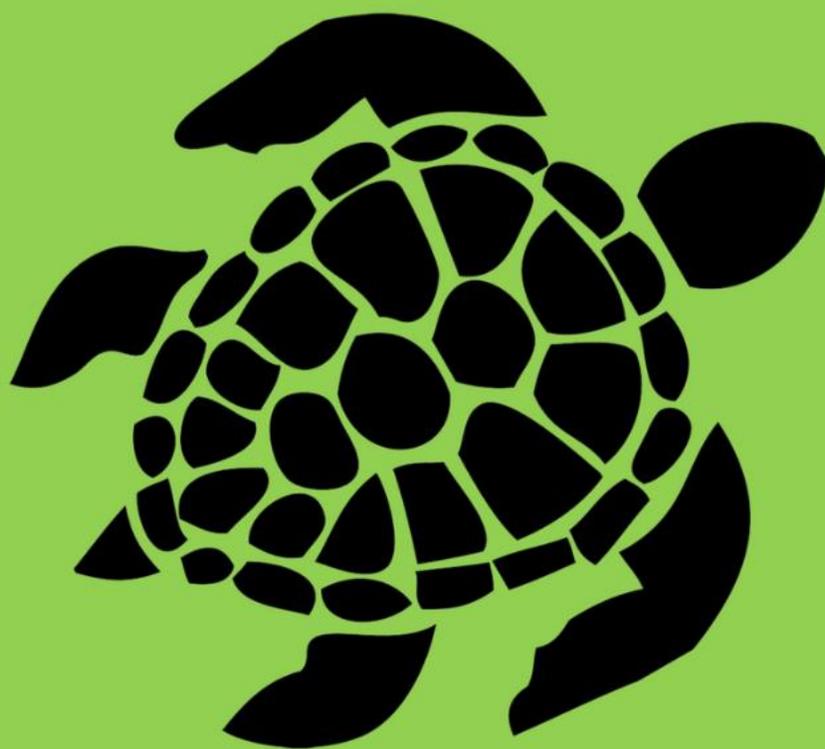
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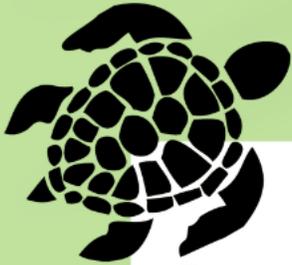
- Write, draw, talk about truth for others and for yourself – what do you do to express truthfulness? How do you show respect for others? What is authenticity? How can you be your true self?
- Brainstorm “What is truth” and discuss why it is important
- Discuss the connections between truth, authenticity and respect.
- Have students decorate a Turtle and write above or below the Turtle what represents Truth for them. On the next page, see the Turtle art by Michelle Stoney, a Gitksan artist who has graciously given permission for anyone to print off and colour this design - she just asks that it not be used for sale or profit.
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- This is a link to the WEXES moon (March) (pronounced “Wuck-Us”):
<https://engage.sd62.bc.ca/system/files/uploads/documents/WEXES%20-%20Moon%20of%20the%20Frog.pdf>
- Reflection Questions for WEXES Moon: Celebrate the coming of Spring and the Spring Equinox with these questions. Who do you honour in your life? What signals does nature give us to start or end things? In what ways do you and your family prepare for Spring? What does WEXES the Frog represent for you? Have you started to hear the frog song?
- Elderbeary Day: March 20th. [Elderbeary Day](#) is a day to honour our Elders and all they bring to our lives. How do you show truthfulness, respect and love to your Elders? How can we show our Elders how much they mean to us? Use this special day to help students reflect on how their Elders show guidance, love and support. What can we do to give back to the Elders in our lives?
- National Indigenous Languages Day is March 31st! To celebrate this special day, [invite an Elder](#) into your class to talk about the importance of Indigenous Languages. Alana Johnson (Haida) can instruct students on the Nuu-chah-nulth alphabet. Brother Rick Peter can highlight the importance of his native languages of SENCOTEN and Hul’qumi’num. Kookum Jo-Ina can speak to the importance of the Metis language, Michif.
- Explore [First Voices](#) - Discuss why Indigenous languages are vital to the Indigenous worldview and ways of knowing. Learn how to say a few words or phrases.

TRUTH



LA VÉRITÉ



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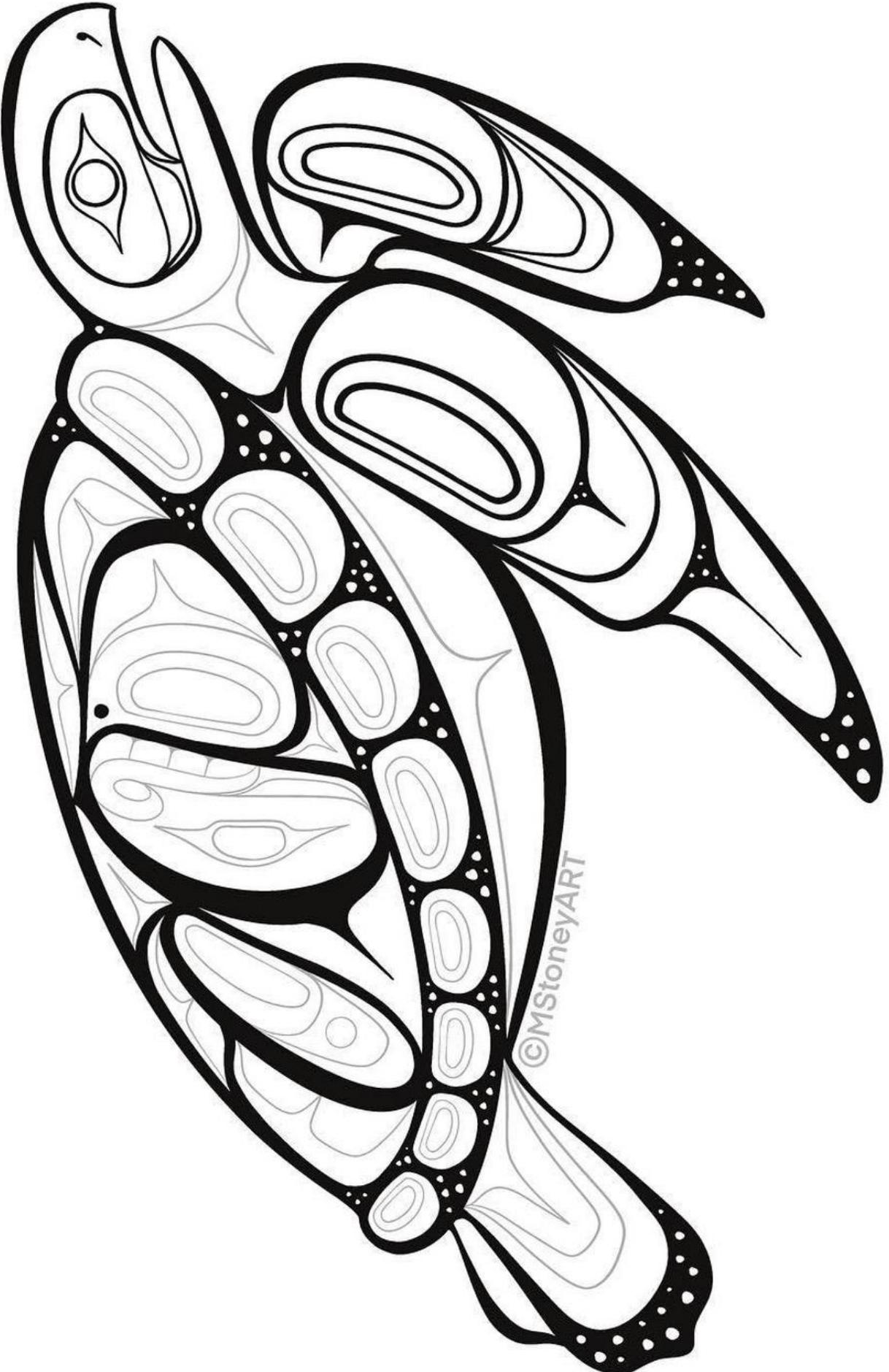
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April - Wisdom

The focus for April is Wisdom.

Wisdom - Nbwaakaawin:

Wisdom is represented by the beaver because he uses his natural gift wisely for his survival. The beaver also alters his environment in an environmentally friendly and sustainable way for the benefit of his family.

To cherish knowledge is to know wisdom.

To have wisdom is to know the difference between positive and negative and know the result of your action.

Use your inherent gifts wisely and live your life by them. Recognize your differences and those of others in a kind and respectful way. Continuously observe the life of all things around you. Listen with clarity and a sound mind. Respect your own limitations and those of all of your surroundings. Allow yourself to learn and live by your wisdom.

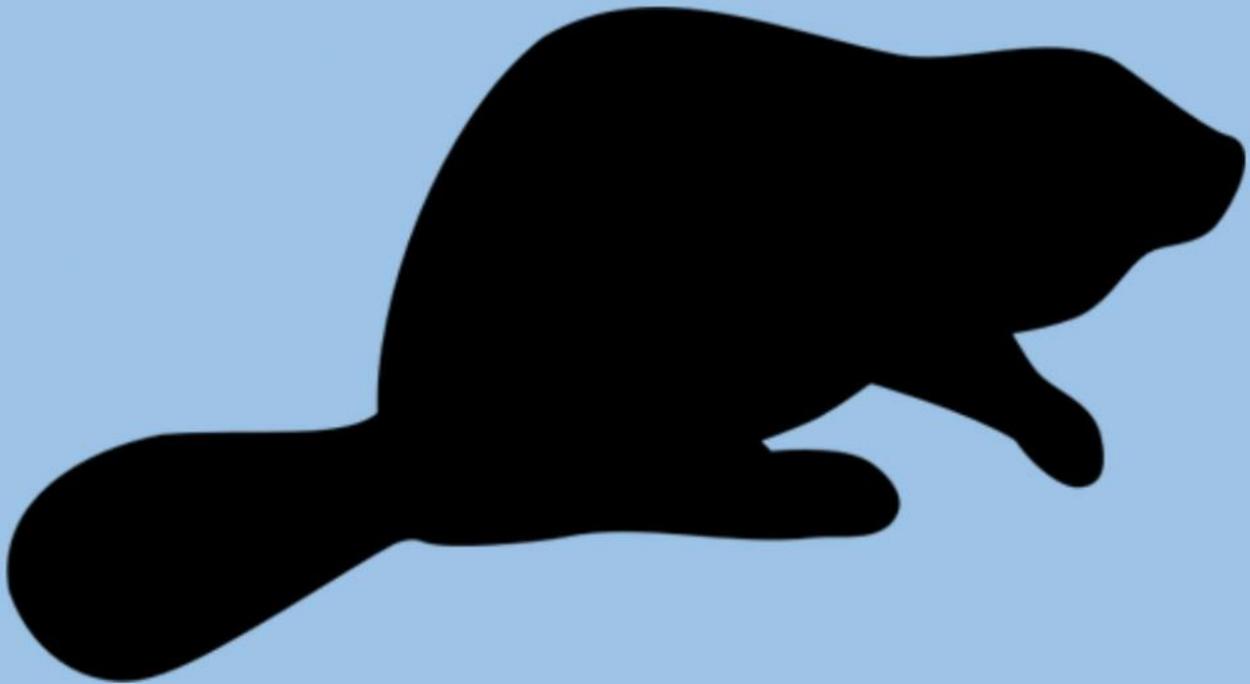
The Creator gave the Beaver large teeth and the knowledge of how to build. This has enabled the Beaver to positively impact its environment and create a more sustainable world.

<https://www.truecanadianart.com/single-post/2018/03/14/what-are-the-seven-grandfather-teachings>

Our goal is that teachers will learn together with their students about these teachings and bring them into their regular classroom activities. With a focus of wisdom, students could:

- Write, draw, talk about wisdom for others and for yourself – how do people in your life show wisdom? What is the difference between wisdom and knowledge? Brainstorm “What qualities make someone wise?”
- Have students decorate a Beaver and write above or below the Beaver what represents Wisdom for them. See the Beaver art by [Michelle Stoney](#), a Gitksan artist who has graciously given permission for anyone to print off and colour this design - she just asks that it not be used for sale or profit.
- Share some picture books about wisdom such as [The Sharing Circle](#), [Amik Loves School](#), [The Whale Child](#), [The Dancing Trees](#), or books from [this list](#).
- Engage in self-reflection and self-assessment techniques, being honest and kind with where students are in their learning journeys. When do students see yourself showing wisdom? How do they use their knowledge to support the learning of others?
- Explore the 13 Moons of the [WSANEC](#)
- Highlight the Moon of [PEXSISEN](#) (pronounced Puck-See-Sung): The Moon of Blossoms and Opening Hands. Learn about the activities that take place during the PEXSISEN Moon. Particularly, consider the impact of weaving and knitting.
- Explore the importance of the [Salish Woolly Dog](#) and its connection to weaving and knitting. We would like to highlight some related artwork by Indigenous Artist Sarah Jim of the [Salish Woolly Dog](#). She has also [posted](#) some information about the Woolly Dog.
- Invite an Elder to join your class! Elders and Role Models can be [booked through Engage](#):
- Explore the First People’s Principle of Learning: “Learning involves generational roles and responsibilities.” [This principle](#) highlights the importance of Elders.
- April 22 is Earth Day. How can we use the teaching of Wisdom to take care of Mother Earth? What does Mother Earth teach us? Explore what taking care of our environment looks like. Engage in activities that support nurturing and appreciating the local environment. Spend time outside, enjoying all our natural environment has to offer.
- Help students learn how to acknowledge the traditional territory we reside on. Have students explore what [territorial acknowledgements](#) sound like and discover why they are important. Invite students to write their own territory acknowledgement.
- Learn about one of our local native plants, like [TEX TEX](#) (Stinging Nettle). Why is this plant important? What can we learn from this plant?

WISDOM



LA SAGESSE



Wisdom - Nbwaakaawin:

Wisdom is represented by the **beaver** because he uses his natural gift wisely for his survival. The beaver also alters his environment in an environmentally friendly and sustainable way for the benefit of his family.

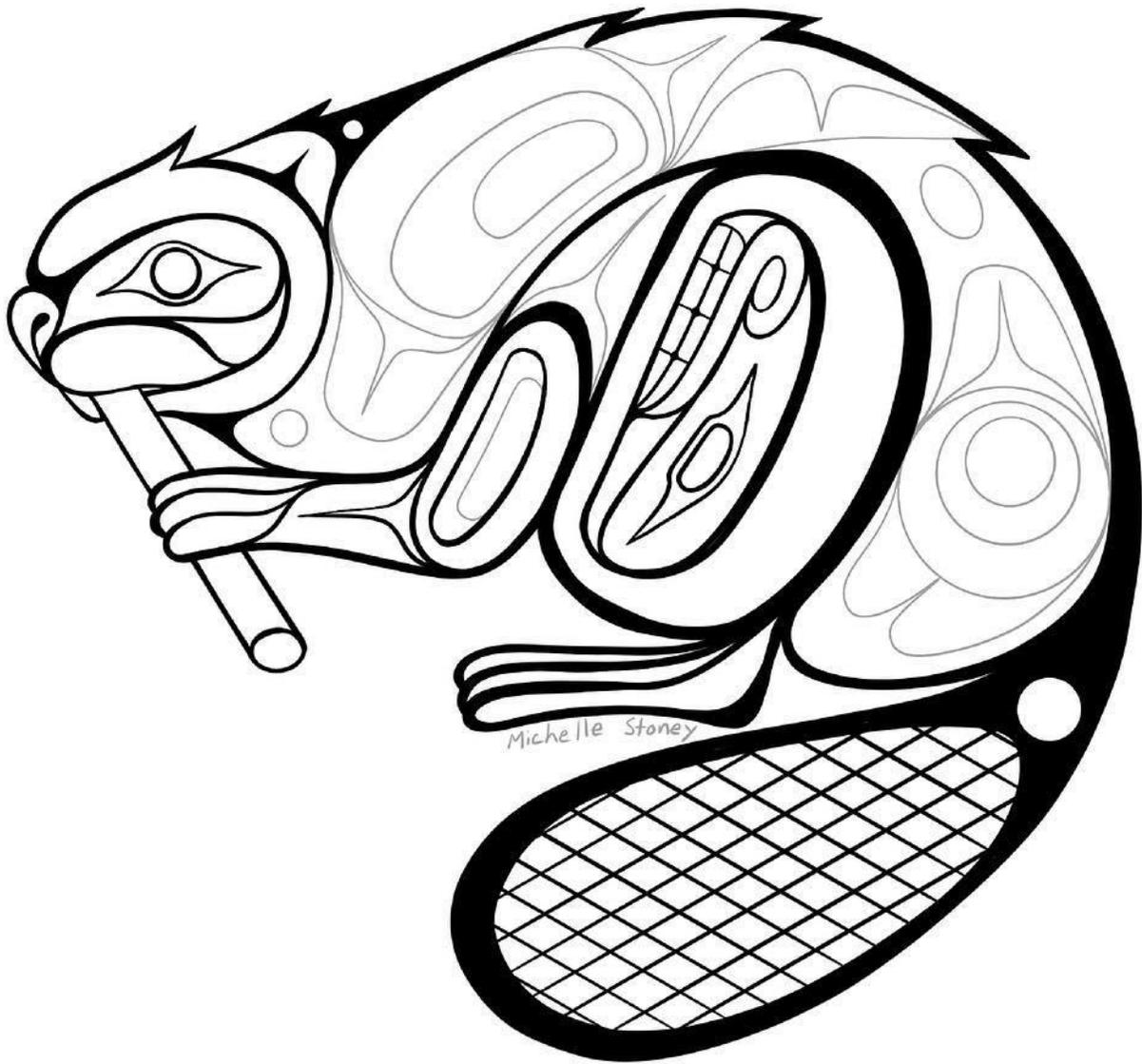
To cherish knowledge is to know wisdom.

To have wisdom is to know the difference between positive and negative and know the result of your action.

Use your inherent gifts wisely and live your life by them. Recognize your differences and those of others in a kind and respectful way. Continuously observe the life of all things around you. Listen with clarity and a sound mind. Respect your own limitations and those of all of your surroundings. Allow yourself to learn and live by your wisdom.

The Creator gave the Beaver large teeth and the knowledge of how to build. This has enabled the Beaver to positively impact its environment and create a more sustainable world.

Source: <https://www.truecanadianart.com/single-post/2018/03/14/what-are-the-seven-grandfather-teachings>



May - Respect

The focus for May is Respect.

Respect - Mnaadendimowin:

Respect is represented by the buffalo. The buffalo gives every part of his being to sustain the human way living, not because he is of less value, but because he respects the balance and needs of others.

For as long as we have been here, we have sustained our lives through the Buffalo in terms of clothing, food, shelter, and expressing ourselves in art.

To honor all creation is to have respect.

Live honorably in teachings and in your actions towards all things. Do not waste and be mindful of the balance of all living things. Share and give away what you do not need. Treat others the way you would like to be treated. Do not be hurtful to yourself or others.

Place others before yourself in your life, don't look down on anyone.

Respect your fellow living beings.

All of creation should be treated with respect. You must give respect if you wish to be respected.

<https://www.truecanadianart.com/single-post/2018/03/14/what-are-the-seven-grandfather-teachings>

Our goal is that teachers will learn together with their students about these teachings and bring them into their regular classroom activities. With a focus of respect, students could:

- Write, draw, talk about respect for others and for yourself – what do people in your life show respect? Brainstorm “What does respect look/sound/feel like?” and discuss why respect is important.
- Have students decorate a Buffalo and write about what represents Respect for them. On the next page, see the Buffalo art by [Michelle Stoney](#), a Gitksan artist who has graciously given permission for anyone to print off and colour this design - she just asks that it not be used for sale or profit.
- Share some picture books about respect such as [You Hold Me Up](#) [I Am Like a Tree: Bark and Knots](#) or books from [this list](#).
- Engage in self-reflection and self-assessment techniques, being honest and kind with where they are in their learning journeys. Have students reflect on their ability to show respect, be kind to others and to themselves.
- Explore the First Peoples Principle of Learning: “Learning involves recognizing that some knowledge is sacred and only shared with permission and-or in certain situations.” This [principle highlights](#) the importance of respecting the sacred.

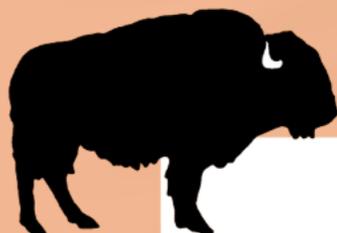
- Explore the 13 Moons of the [WSANEC](#)
- Explore PENAWEN the Moon of the Camas Harvest. Use this slideshow to highlight all the traditional activities that take place during [PENAWEN](#).
- Explore the importance of Camas and Garry Oak Ecosystems. The following [lesson plan](#) is designed for secondary but could easily be adapted for all grade levels:
- May 5th is the National Day of Awareness for Missing and Murdered Indigenous Women and Girls. “Missing Nimama” by Melanie Florence is an [excellent resource](#) for all grade levels and explains the concept of MMIW in a gentle way.
- Bear Witness Day - May 10th - Spirit Bear’s birthday and an important date in the history of Jordan’s Principle at the Canadian Human Rights Tribunal. Click [here](#) for more information and ideas for activities for your class.
- Celebrated in May and June, [Honouring Memories, Planting Dreams](#) invites people of all ages to plant heart gardens in memory of children lost to the residential school system, to honour residential school survivors and their families, and support the legacy of the Truth and Reconciliation Commission (TRC).
- May is the season of Cedar Harvesting. Learn about the importance of Cedar from Elder Henry Chipps and Brother Rick Peter in this [video](#) from Royal Roads: Consider inviting Elder Henry or Brother Rick into your classroom to engage your students in a Cedar Weaving lesson.

June 21 is National Indigenous Peoples Day. If you were considering using this opportunity to engage with Indigenous Elders or Role Models, remember that the deadline for district funding is during May. School funds will need to be used for June if you want to invite an Elder or Role Model into your classroom to teach about local Indigenous culture. Please check with the Indigenous Education Teacher(s) or Indigenous Classroom Assistant(s) at your school if you would like some support or advice with making the [bookings](#).

RESPECT



LE RESPECT



Respect - Mnaadendimowin:

Respect is represented by the **buffalo**. The buffalo gives every part of his being to sustain the human way living, not because he is of less value, but because he respects the balance and needs of others.

For as long as we have been here, we have sustained our lives through the Buffalo in terms of clothing, food, shelter, and expressing ourselves in art.

To honor all creation is to have respect.

Live honorably in teachings and in your actions towards all things. Do not waste and be mindful of the balance of all living things. Share and give away what you do not need. Treat others the way you would like to be treated. Do not be hurtful to yourself or others.

Place others before yourself in your life don't look down on anyone.

Respect your fellow living beings.

All of creation should be treated with respect. You must give respect if you wish to be respected.



June - Courage

The focus for June is Courage/Bravery.

Courage/Bravery - Aakwa'ode'ewin:

Commonly referred to as "Bravery" or "Courage."

Bravery is represented by the bear. The mother bear has the courage and strength to face her fears and challenges while protecting her young. The bear also shows us how to live a balanced life with rest, survival and play.

To face life with courage is to know bravery.

Find your inner strength to face the difficulties of life and the courage to be yourself. Defend what you believe in and what is right for your community, family and self. Make positive choices and have conviction in your decisions. Face your fears to allow yourself to live your life.

To do what is right even when the consequences are unpleasant.

<https://www.truecanadianart.com/single-post/2018/03/14/what-are-the-seven-grandfather-teachings>

Our goal is that teachers will learn together with their students about these teachings and bring them into their regular classroom activities. With a focus of respect, students could:

- Write, draw, talk about courage for others and for yourself – what do people in your life show courage? Brainstorm “What qualities make someone courageous or brave?” and discuss why having courage is important.
- Have students decorate a Bear and write above or below the Bear what represents Courage for them. On the next page, see the Bear art by [Michelle Stoney](#), a Gitksan artist who has graciously given permission for anyone to print off and colour this design - she just asks that it not be used for sale or profit.
- Share some picture books about [respect](#) or books from [this list](#).
- Engage in self-reflection and self-assessment techniques, being honest and kind with where they are in their learning journeys. Have students reflect on their ability to show courage to others and to themselves.
- Explore the 13 Moons of the [WSANEC](#)
- June is CENTEKI (Chen-Thucky) the Sockeye Moon. Refer to the following slideshow for information about [CENTEKI](#):
- Celebrated in May and June, [Honouring Memories, Planting Dreams](#) invites people of all ages to plant heart gardens in memory of children lost to the residential school system, to honour residential school survivors and their families, and support the legacy of the Truth and Reconciliation Commission (TRC). You may also want to use this Honouring Memories, Planting Dreams [Colouring Sheet](#).
- June 21 is National Indigenous Peoples Day. Take this opportunity to engage with Indigenous Elders or Role Models. Invite an Elder or Role Model into your classroom to teach about local Indigenous culture. School funds will need to be used for this since the district Role Model funds need to be used by the end of May. Please check with the Indigenous Education Teacher(s) or Indigenous Classroom Assistant(s) at your school if you would like some support or advice with making these [bookings](#).
- More National Indigenous Peoples Day Activities:
<https://engage.sd62.bc.ca/system/files/uploads/documents/National%20Indigenous%20Day%20-%20Land%2C%20Sea%2C%20Sky%2C%20Spirit.pdf>

COURAGE



LE COURAGE



Bravery - Aakwa'ode'ewin:

Commonly referred to as “Bravery” or “Courage.”

Bravery is represented by the **bear**. The mother bear has the courage and strength to face her fears and challenges while protecting her young. The bear also shows us how to live a balanced life with rest, survival and play.

To face life with courage is to know bravery.

Find your inner strength to face the difficulties of life and the courage to be yourself. Defend what you believe in and what is right for your community, family and self. Make positive choices and have conviction in your decisions. Face your fears to allow yourself to live your life.

To do what is right even when the consequences are unpleasant.

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