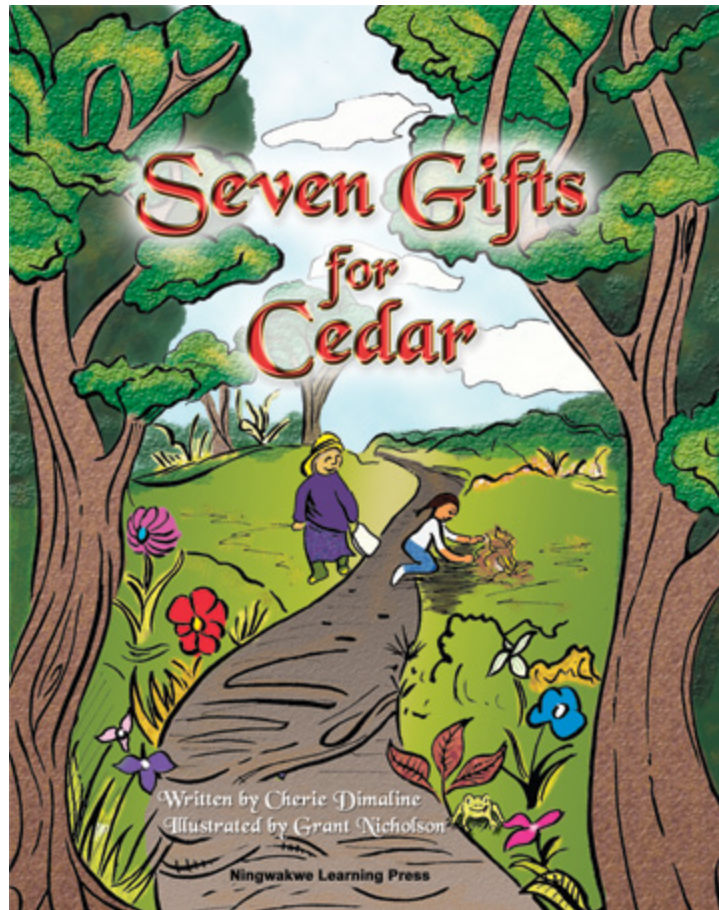


SEVEN GIFTS FOR CEDAR



TEACHER'S GUIDE

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Plot Summary

Seven Gifts for Cedar is the charming, illustrated story of seven-year-old Cedar, whose adventures in the Georgian Bay area of Ontario impart valuable traditional First Nation teachings. Cedar lives in a big city with her mother, but travels to stay with her dad’s family on the reserve near Georgian Bay each summer. Through her family, friends and community, Cedar receives some valuable gifts during her summer visits. Her story portrays the strong ties that exist within First Nation families and communities. *Seven Gifts for Cedar* author Cherie Dimaline is a Métis writer who lives near Georgian Bay.

Practitioner Information

Individual activities may incorporate various Competencies and apply to multiple Goal Paths. This Teacher’s Guide focuses mainly on the specific Goal Path of Independence and on one larger final assignment. The tasks and activities will provide the learners with practice toward their desired outcomes, and align closely with the competencies within the framework. Similarly, each activity aligns with tasks from the Ontario Adult Literacy Curriculum Framework (OALCF).

The activities cover a range – from 1 to 3 – of the OALCF levels. Select appropriate activities with the learners in order to address their specific goals. Please review the OALCF Competencies and Task Groups with the learners prior to using this guide, to help them understand how each activity applies to their Goal Path.

This guide is designed for the learner Goal Path: **Independence**. It is suitable for learners with the goal of improving the competencies: **Find and Use Information, Communicate Ideas and Information** and **Engage with Others**.

Seven Gifts for Cedar was written to two different reading levels. Ontario Literacy and Basic Skills (LBS) Level 5, shown in the smaller-print text, is intended for an adult to read aloud to a child. The larger-print text in the book is intended for a reader assessed as at least a Level 2, and the content targets younger readers. In this Teacher’s Guide, a Level 1 activity may use only a small selection of content from *Seven Gifts for Cedar* or refer to relevant resources, ensuring that the activities and reading selections match the indicated learner level.

For the purposes of classroom instruction, this Teacher’s Guide contains eight sections. Each of the first seven sections corresponds with a chapter in *Seven Gifts for Cedar*. The eighth section instructs the learners to complete one final task, which is relevant to their individual goal path and end goal. Practitioners can use this final task to evaluate the learners’ readiness for continued learning opportunities and progress towards their goals.

While some activities in this Teacher’s Guide can be completed independently from the book, the activities and teachings in each chapter are meant to provide the learners with insight and context. By reading the entire book and performing the assigned activities, learners will develop traditional skills while completing tasks closely aligned with the OALCF.

How This Guide Works:

This Teacher’s Guide is designed to address learners’ goals within the OALCF. A chart outlining the relevant OALCF Competencies & Task Groups precedes each exercise. The activities are numbered with the section number, then the activity number. For example, the three activities in Section One are labelled 1.1, 1.2 and 1.3.

The number codes within each chart consist of a letter and numbers. The letter indicates to which OALCF competency the activity applies. The next number represents the Task Group and the final number, after the period, is the Level indicator. For example, an activity marked as a B3.1 tells the practitioner it is:

- B: from the Communicate Ideas and Information Competency
- 3: from the Complete and Create Documents task group
- 1: task Level 1.

Many activities have a student activity sheet for the learners. You may choose to have each learner complete all of the activities or only those activities up to his or her developing learning proficiency.

Assessment Instructions:

Each activity identifies a learning outcome, a list of materials, the time required for each learner to complete the activity and steps for administration.

Activities may include a learners’ sheet that the practitioner can copy and distribute. Other activities, such as reading exercises, do not require a student worksheet. Where one is available, the worksheet is included in the materials list for each activity.

Practitioners will decide, based on each learner’s goals, whether or not an evaluation of each exercise is necessary. In many cases, completion of the activity may indicate a learner’s success, especially when the learner’s goal is independence.

For this reason, we have left evaluation open, to allow the practitioners to determine the parameters of successful completion of each exercise. Where applicable, the answers are included.

Section 1

Auntie Flora Teaches Cedar Humility

OALCF Competencies & Task Groups															
	Competencies	Find and Use Information			Communicate Ideas and Information				Understand and Use Numbers				Use Digital Technology	Manage Learning	Engage with Others
Activity #	Activity Name	Read continuous text	Interpret documents	Extract info from films, broadcasts & presentations	Interact with others	Write continuous text	Complete and create documents	Express oneself creatively	Manage money	Manage time	Use measures	Manage data			
	Task Group #	A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	C4	D	E	F
1.1	Discover the <i>Seven Ojibwe Teachings</i> Video			A3									D.1		
1.2	Humility Reading Selection and Reflective Question	A1.2				B3.1									
1.3	Humility Reading Selection and Group Activity	A1.3			B1.2										F

OALCF Goal Path	Employment	Apprenticeship	Secondary School Credit	Postsecondary	Independence

- Activity 1.1:** Find and watch the *Seven Ojibwe Teachings* video.
- Learning Outcome:** Have the learners watch the *Seven Ojibwe Teachings* video. The purpose is to introduce the learners to multimedia resources that they can use to learn about their heritage and culture.
- OALCF:** This activity addresses Competencies A: Find and Use Information and D: Use Digital Technology. The applicable Task Group is A3: Extract info from films, broadcasts & presentations.
- Level:** 1
- Materials:** A computer with access to the Internet and youtube.com
Student Activity 1.1
Headphones
- Duration:** 10 minutes
- Steps:**
1. Photocopy Student Activity 1.1 and distribute to the learners, along with headphones for computer speakers, if required.
 2. Explain the reason for the assessment (*You are completing this activity to help us monitor your progress toward your goal*).
 3. Assist learners in accessing the Internet and navigating to the video web address, if necessary.
 4. If learners are unable to find the video using the search function on youtube.com, help them navigate to <http://www.youtube.com/watch?v=RANG90w1110>.
 5. Allow learners sufficient time to watch the approximately six-minute video.
- Evaluation Instructions:** Practitioners must use their judgment to determine whether learners have successfully completed the activity.

Student Activity

Learner Name: _____ Date: _____

Seven Gifts for Cedar has seven chapters. Each chapter teaches one of these traditional First Nation cultural values:

1. Humility
2. Wisdom
3. Respect
4. Bravery
5. Honesty
6. Truth
7. Love.

Traditional teachings are an important way for all of us to learn the knowledge and values of our ancestors.

In this activity, you will watch a video called *Seven Ojibwe Teachings*. The teachings in the video are similar to the seven teachings in *Seven Gifts for Cedar*.

There is no written assignment for this activity, but take a moment to reflect on the teachings after you have watched the video. Think about the values taught in *Seven Gifts for Cedar* and in *Seven Ojibwe Teachings*. Think about how you could use the Internet to learn more about your own tribe's teachings.

How to Watch *Seven Ojibwe Teachings*:

1. On a computer with Internet access, navigate to www.youtube.com.
2. Use YouTube Search to find "*Seven Ojibwe Teachings*" (enter the video name in quotes).
3. If you cannot locate the video, ask your instructor for help.
4. Use a set of headphones so you can listen to the video privately.
5. Watch the video.

OALCF Goal Path	Employment	Apprenticeship	Secondary School Credit	Postsecondary	Independence
	x	x			x

Activity 1.2: Read chapter one of *Seven Gifts for Cedar* and answer a reflective question.

Learning Outcome: Have the learners read the selection about humility and answer the reflective question in the Student Activity. The purpose is to help improve the learners’ reading skills and ability to compile a list based on their own knowledge and experience.

OALCF: This activity addresses Competencies A: Find and Use Information and B: Communicate Ideas and Information. The applicable Task Groups are A1: Read continuous text and B3: Complete and create documents.

Level: 2

Materials: *Seven Gifts for Cedar*
Student Activity 1.2

Duration: 20 to 30 minutes

- Steps:**
1. Copy Student Activity 1.2 and distribute to the learners.
 2. Explain the reason for the assessment (*You are completing this activity to help us monitor your progress toward your goal*).
 3. Allow learners time to read the selection and complete the activity.
 4. Discuss the activity, if appropriate, and file.

Evaluation Instructions: Practitioners must use their judgment to determine whether learners have successfully completed the activity. Consider each learner’s ability to successfully complete the reading selection and write in complete sentences to create a list.

OALCF Goal Path	Employment	Apprenticeship	Secondary School Credit	Postsecondary	Independence
			x	x	x

Activity 1.3: Read chapter one of *Seven Gifts for Cedar* and participate in the group activity.

Learning Outcome: Have the learners read the first chapter of *Seven Gifts for Cedar* and complete the group activity. The purpose is to improve the learners’ literacy skills and encourage engagement with others.

OALCF: This activity addresses Competencies A: Find and Use Information, B: Communicate Ideas and Information and F: Engage with Others. The applicable Task Groups are A1: Read continuous text and B1: Interact with others.

Level: 3

Materials: *Seven Gifts for Cedar*
Student Activity 1.3

Duration: 30 to 50 minutes

- Steps:**
1. Photocopy and distribute Student Activity 1.3. Instruct learners to follow the directions on the worksheet.
 2. Explain the reason for the assessment (*You are completing this activity to help us monitor your progress toward your goal*).
 3. Allow up to 20 minutes for reading and 30 minutes for group activity.
 4. Discuss the outcome of the group activity with learners.

Evaluation Instructions: Practitioners must use their judgment to determine whether the learners have successfully completed the activity. Consider each learner’s ability to successfully complete the reading selection and work with others to achieve a shared outcome.

Student Activity

1.3

Learner Name: _____ Date: _____

In this activity, you will first read a selection from *Seven Gifts for Cedar* independently, then complete a group activity.

Reading Selection:

Read chapter one of *Seven Gifts for Cedar*. You will have up to 20 minutes to complete this portion of the activity.

Group Activity:

Work in pairs or groups of up to four people. Each of you should have completed the reading portion of the activity before beginning the group work.

Together, you will create, rehearse and perform a four- to five-minute presentation or short skit for your class or instructor.

Cherie Dimaline, the author of *Seven Gifts for Cedar*, used the story of Cedar's bragging about her bike and her Aunt's subsequent teachings to impart a lesson for readers.

Your skit will illustrate a scenario with a similar teaching opportunity. Use your characters to demonstrate the virtue of humility. Have one character learn about humility from the other characters. You will have up to twenty-five minutes to create and rehearse your short presentation, then five minutes to perform it.

Don't worry about writing down and memorizing your lines; it is fine to improvise. Just make sure that each person in your group knows his or her role, and understands how the performance will illustrate the teachings on humility, before you present it to your class.

Section 2 Cedar Learns About Wisdom

OALCF Competencies & Task Groups															
	Competencies	Find and Use Information			Communicate Ideas and Information				Understand and Use Numbers				Use Digital Technology	Manage Learning	Engage with Others
Activity #	Activity Name	Read continuous text	Interpret documents	Extract info from films, broadcasts & presentations	Interact with others	Write continuous text	Complete and create documents	Express oneself creatively	Manage money	Manage time	Use measures	Manage data			
	Task Group #	A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	C4	D	E	F
2.1	Thank-You Note and Request					B2.1							D.1		
2.2	Partner Activity: Learning-Styles Debate	A1.2			B1.2										F

OALCF Goal Path	Employment	Apprenticeship	Secondary School Credit	Postsecondary	Independence
	x	x			x

Activity 2.1: Write a thank-you note with a request.

Learning Outcome: Have the learners write a note of thanks that includes a request for more information. The purpose of this activity is to help learners improve their written-communication skills.

OALCF: This activity addresses Competencies B: Communicate Ideas and Information and D: Use Digital Technology. The applicable Task Group is B2: Write continuous text.

Level: 1

Materials: Student Activity 2.1
A computer with access to the Internet and an email program

Duration: 5 to 10 minutes

- Steps:**
1. Photocopy Student Activity 2.1 and distribute to the learners.
 2. Explain the reason for the assessment (*You are completing this activity to help us monitor your progress toward your goal*).
 3. Allow 5 to 10 minutes for learners to complete the exercise.
 4. Assist learners with printing their completed emails, if necessary.
 5. Review the completed activity with the learners, discuss and file.

Evaluation Instructions: Practitioners must use their judgment to determine whether the learners have successfully completed the activity. Consider each learner’s ability to write a brief letter and to complete the task in the allotted time.

Student Activity

2.1

Learner Name: _____ Date: _____

In the second chapter of *Seven Gifts for Cedar*, Cedar learns an important lesson about wisdom from Auntie Flora. She thanks Auntie Flora for this lesson, but she struggles to express why it means so much to her that her aunt takes the time to teach her lessons in a way that makes it easy for Cedar to remember them.

Seven Gifts for Cedar, page 16:

The old woman smiled. "Learning is important. Don't your teachers tell you that?"

"Yeah, but this is different," Cedar struggled to say what she meant. "It's like I learn things in my school because I have to. I say them over and over again so they stick in my head. The stuff you teach me just kind of grows there and it gets bigger and bigger on its own. Like one of those plants."

Instructions:

1. **Read the italicized passage** from the book, above.
2. **Open your email account on** a computer. If you do not have an email account, ask your instructor to assist you in setting one up. If this is not possible, use Microsoft Word or another word-processing program to complete this exercise.
3. **Create a new email.** You do not need to actually send this to anyone, but you will print a copy for your file.
4. **Write a thank-you note and request additional information**, based on the following scenario. Your note should be three or four sentences long.

A classmate took the time to explain how to do a math exercise you had been unable to complete. She was able to break it down into small, separate steps, then explain each step in a way that you were able to understand. Now you know how to do this yourself, so most of your math assignments make sense and you no longer struggle with them.

5. Write an email to this classmate to thank her for helping you, and to ask if she can help you with a different type of math problem that has you stumped.

Review the completed activity with your instructor.

OALCF Goal Path	Employment	Apprenticeship	Secondary School Credit	Postsecondary	Independence
	x	x	x	x	x

- Activity 2.2:** Discuss and debate ideas about learning styles with a partner.
- Learning Outcome:** Have the learners perform this task in pairs; they will have a brief exchange, with each learner sharing and supporting his or her opinion on the activity topic. The purpose is to help the learners improve their verbal-communication skills and ability to work with others.
- OALCF:** This activity addresses Competencies A: Find and Use Information, B: Communicate Ideas and Information and F: Engage with Others. The applicable Task Groups are A1: Read continuous text and B1: Interact with others.
- Level:** 2
- Materials:** Student Activity 2.2
Seven Gifts for Cedar
- Duration:** 15 to 20 minutes
- Steps:**
1. Photocopy Student Activity 2.2 and distribute to the learners.
 2. Explain the reason for the assessment (*You are completing this activity to help us monitor your progress toward your goal*).
 3. Allow learners to choose partners or assign partners for the activity. If a partner is unavailable, allow learners to complete their portion of the exercise with you (the instructor) acting as their partner.
 4. Allow up to 10 minutes for learners to complete the reading selection and 10 minutes to complete the debate.
 5. Discuss the activity with learners and file their worksheets.
- Evaluation Instructions:** Practitioners must use their judgment to determine whether the learners have successfully completed the activity. Consider each learner’s ability to verbally support a position, as described in the activity sheet, and the ability to complete the task within the allotted time.

Student Activity

Learner Name: _____ Date: _____

Read pages 15 and 16 of *Seven Gifts for Cedar*.

Cedar has discovered that she remembers things more easily and completely when her Aunt Flora conveys information and knowledge to her in a way that Cedar can understand. In school, Cedar must repeat lessons over and over to make them “stick in her head.”

Partner Activity: Mock Debate

For the purpose of this activity, you will work in pairs and have a mock debate. Each learner will have two minutes to simultaneously explain to his or her partner and the instructor why the learner believes one of the following two statements:

1. It is easier to learn new ideas and skills in a classroom, by being told about the idea and writing it down, and then repeating or rereading it until it “sticks.”
2. It is easier to learn new ideas and skills outside the classroom, by actively participating in the teaching or lesson and completing an activity using the new knowledge.

Neither of these statements is more right or wrong than the other. You and your partner might both choose to defend the same statement, which is fine. Pick the one you most agree with and explain, in about two minutes, why you think it is true, then your partner takes a turn to do the same.

You do not need to write a script or make notes. Your answer is your opinion and should be based on your own thoughts and experience.

Please ask your instructor for assistance if you have questions.

Section 3

Teachings About Respect

OALCF Competencies & Task Groups															
	Competencies	Find and Use Information			Communicate Ideas and Information				Understand and Use Numbers				Use Digital Technology	Manage Learning	Engage with Others
Activity #	Activity Name	Read continuous text	Interpret documents	Extract info from films, broadcasts & presentations	Interact with others	Write continuous text	Complete and create documents	Express oneself creatively	Manage money	Manage time	Use measures	Manage data			
	Task Group #	A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	C4	D	E	F
3.1	Manage-Learning Checkup													E.1	
3.2	Respected People in Your Community: Group Activity	A1.2					B3.2								F
3.3	Teaching Through Storytelling Writing Assignment	A1.3				B2.3							D		

OALCF Goal Path	Employment	Apprenticeship	Secondary School Credit	Postsecondary Credit	Independence
	x	x	x	x	x

Activity 3.1: Discuss how to manage learning.

Learning Outcome: Have the learners verbally communicate how they are managing their learning. The purpose is to help learners better understand how to manage their learning programs.

OALCF: This activity addresses Competency E: Manage Learning.

Level: 1

Materials: Pen or pencil and paper

Duration: 15 minutes

- Steps:**
1. Schedule a time to speak privately with each learner.
 2. Explain the reason for the assessment (*You are completing this activity to help us monitor your progress toward your goal*).
 3. Ask the learners a series of questions (see below) to determine how they manage their learning.

- Learning-Checkup Questions:**
1. How have you begun to demonstrate that you can set realistic short-term goals?
 2. How have you demonstrated your ability to use learning strategies from these activities?
 3. Explain how you monitor your own learning.

Evaluation Instructions: Practitioners must use their judgment to determine whether learners have successfully completed the activity.

OALCF Goal Path	Employment	Apprenticeship	Secondary School Credit	Postsecondary	Independence
	x	x			x

Activity 3.2: Work with others to identify respected people in your community.

Learning Outcome: Have learners work in groups of two to four to create a list of people within their community who they respect. The purpose is to improve the learners' document-creation and group-work skills, while reflecting on the teachings of respect.

OALCF: This activity addresses Competencies A: Find and Use Information, B: Communicate Ideas and Information and F: Engage with Others. The applicable Task Groups are A1: Read continuous text and B3: Complete and create documents.

Level: 2

Materials: *Seven Gifts for Cedar*
Student Activity 3.2
Pen or pencil and paper

Duration: 30 to 40 minutes

- Steps:**
1. Photocopy Student Activity 3.2 and distribute to the learners.
 2. Explain the reason for the assessment (*You are completing this activity to help us monitor your progress toward your goal*).
 3. Allow up to 15 minutes for learners to independently complete the reading selection and 25 minutes for the group activity.
 4. Make a copy of the completed list for each learner's file and review the completed list with the group.
 5. File Student Activity 3.2 with the completed lists for learners.

Evaluation Instructions: Practitioners must use their judgment to determine whether learners have successfully completed the activity. Consider each learner's ability to complete the reading selection and their collective ability to work together toward a shared outcome.

Student Activity

3.2

Learner Name: _____ Date: _____

There are two parts to this activity: a reading selection and group activity.

You will have up to 40 minutes to complete the activity, 15 minutes for reading and 25 minutes for creating a list with your group.

Reading Selection:

Read page 22 of *Seven Gifts for Cedar*.

Group Activity:

Work in groups of two to four people to complete this activity.

You and your group are going to work together to create a list of respected people in your community. If you are from different communities, each of you can contribute people from your area to the list.

1. With your group, create a chart on a piece of paper.
2. Make one column for names, a second for occupations, a third for a short explanation of why each person is respected, and a fourth column for the name of the group member who recommended that this person be included on the list.
3. Make sure there is enough room on the chart to list at least fifteen to twenty people.
4. Work as a group to identify respected people from your community and, on the chart, record their names, occupations, the reasons they are respected and the names of the group members who suggested that they be included.

As you work together to complete the task, members of the group may disagree on particular suggestions, but, as long as a group member can explain why a person belongs on the list, that entry should be added.

Once you have completed your list, review it as a group with your instructor. Discuss any disagreements and challenges that your group experienced.

OALCF Goal Path	Employment	Apprenticeship	Secondary School Credit	Postsecondary	Independence
	x	x			x

- Activity 3.3:** Write a story which conveys knowledge and a teaching.
- Learning Outcome:** Have learners write a one- to two-page story as described in the activity assignment. The purpose is to improve the learners’ literacy skills, while imparting knowledge about the purpose of storytelling in Native Canadian culture.
- OALCF:** This activity addresses Competencies A: Find and Use Information, B: Communicate Ideas and Information and D: Use Digital Technology. The applicable Task Groups are A1: Read continuous text and B2: Write continuous text.
- Level:** 3
- Materials:** Student Activity 3.3
Seven Gifts for Cedar
 A computer with word-processing program
- Duration:** At the instructor’s discretion
- Steps:**
1. Photocopy Student Activity 3.2 and distribute to the learners.
 2. Explain the reason for the assessment (*You are completing this activity to help us monitor your progress toward your goal*).
 3. Allow sufficient time at your discretion for learners to complete the exercise. Allow opportunity for learners to ask questions, if necessary.
 4. Discuss the completed activity with learners and file the worksheets with the completed writing assignments.
- Evaluation Instructions:** Practitioners must use their judgment to determine whether learners have successfully completed the activity. Consider grammar and writing skills, as well as the learners’ success in addressing the assigned task.

Student Activity

3.3

Learner Name: _____ Date: _____

Read chapter three of *Seven Gifts for Cedar*.

Auntie Flora often uses storytelling to teach Cedar important lessons. In a report¹ on storytelling in Native Canadian culture, authors Melanie MacLean and Linda Wason-Ellam state:

Stories hold the key to the traditions, the rituals and the social ways of Indigenous peoples passed on messages about loyalty, respect, responsibility, honesty, humility, trust and sharing – all those qualities that helped them within the relationships in their daily lives.

Storytelling was much more than a pastime. Storytelling was a social institution, an “oral university” that taught people young and old about being “human” – that is, how to function in the community. Traditional repertoires of oral tales embody systems of belief and guiding principles of personal behaviour that are as relevant today as they were in centuries past (Cruikshank, 1990, p.x). In today’s communities, storytelling can be an important teaching strategy as it creates bonds, increases listening skills, and fosters communication. Unlike the passivity of television and videos which are pervasive in the child and youth culture, storytelling is interactive. Television and videos are one-way communication whereas storytelling, by its very nature, is a two-way communication. Storytelling is mouth-to-ear, eye-to-eye and face-to-face communication that answers questions about our daily lives. The stories we tell and retell about our significant small moments or big ideas help us return to moments that mark us in some way, to search for a moment’s meaning or to repeat its meaning to ourselves or our students.

Write a single-spaced, one- to two-page story of your own, teaching wisdom. This may be a story that you remember from your youth or one that you have created for the purpose of this activity.

Use a computer and word-processing program to write your story, then print the finished story for your instructor.

¹MacLean, M. and Wason-Ellam, L (2006), *When Aboriginal and Métis Teachers Use Storytelling as an Instructional Practice* (p. 9), Saskatchewan: Aboriginal Education Research Network, Saskatchewan Learning

Section 4

A Lesson in Bravery

OALCF Competencies & Task Groups

Competencies		Find and Use Information			Communicate Ideas and Information				Understand and Use Numbers				Use Digital Technology	Manage Learning	Engage with Others
Activity #	Activity Name	Read continuous text	Interpret documents	Extract info from films, broadcasts & presentations	Interact with others	Write continuous text	Complete and create documents	Express oneself creatively	Manage money	Manage time	Use measures	Manage data			
	Task Group #	A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	C4	D	E	F
4.1	Set Up <i>Paddle to the Sea</i> Film Screening: Group Activity			A3									D		F
4.2	Reading Selection and Partner Discussion	A1.2			B1.2										

OALCF Goal Path	Employment	Apprenticeship	Secondary School Credit	Postsecondary	Independence
		x	x		

Activity 4.1: Organize *Paddle to the Sea* film screening, working as a group.

Learning Outcome: Have learners work together to set up an in-class screening of *Paddle to the Sea*. The purpose is to introduce an historically-important Canadian film to learners, while improving their digital-technology and group-work skills.

OALCF: This activity addresses Competencies A: Find and Use Information, D: Use Digital Technology and F: Engage with Others. The applicable Task Group is A3: Extract info from films, broadcasts & presentations.

Level: 1

Materials: A computer with access to the Internet and a projector with screen OR an individual computer with Internet connection for each learner
 Student Activity 4.1
 Website address to view film: www.nfb.ca/film/paddle_to_the_sea

Duration: 45 minutes

- Steps:**
1. Photocopy Student Activity 4.1 and distribute to the learners.
 2. Explain the reason for the *assessment* (*You are completing this activity to help us monitor your progress toward your goal*).
 3. Instruct learners to work in a group to connect a projector to a computer, in order to display the film on a screen for all learners to view. If a projector and screen are unavailable, allow learners to use individual computers or share, two to a computer, to watch the film simultaneously.
 4. Allow about 30 minutes for learners to watch the film.
 5. Have learners discuss the film.
 6. Review the completed exercise with learners and file worksheets.

Evaluation Instructions: Practitioners must use their judgment to determine whether learners have successfully completed the activity. Consider learners' ability to work together in an efficient and co-operative manner to set up the media player and access the film online.

Student Activity

4.1

Learner Name: _____ Date: _____

In chapter four of *Seven Gifts for Cedar*, the main character learned to be brave by standing up to her cousins when she felt they were bullying a friend.

Paddle to the Sea is an important film in Canadian history, based on a book of the same name that was written in 1941 by Holling C. Holling, an American author. It tells the story of a young Native boy who carves a man in a canoe out of wood. He calls the man “Paddle to the Sea,” and carves the name across the hull of the canoe.

In 1966 Bill Mason, a Canadian artist and filmmaker, made the story into a movie, using a canoe carved by a Native Canadian boy from Nipigon, Ontario. Mr. Mason carved the oars himself.

Generations of Canadian children have watched and loved this film, which was nominated for an Oscar.

Organize an In-Class Film Screening

Work as a group with other learners to arrange a film screening of *Paddle to the Sea*. Depending on the equipment available, you will do this in one of two ways:

1. As a group, work together to connect a computer with Internet access to a projector or SMART Board. The projector will need to be able to play sound for this assignment.
2. As a group, set up individual computers or laptops, which have Internet access, so that each person in the class (sharing with partners, if necessary) will be able to watch and hear the movie at the same time.

Navigate to the film on the National Film Board of Canada website:

http://www.nfb.ca/film/paddle_to_the_sea.

Watch the film as a class. It will take less than thirty minutes. When the film is finished, have a group discussion about it with your instructor.

Ask your instructor for assistance if your group has difficulty setting up the equipment or accessing the film online.

OALCF Goal Path	Employment	Apprenticeship	Secondary School Credit	Postsecondary	Independence
	x	x	x	x	x

Activity 4.2: Read page 30 of *Seven Gifts for Cedar* and discuss it with a partner.

Learning Outcome: Have learners read the selection about bravery from *Seven Gifts for Cedar* and have a short discussion with a partner. The purpose is to improve the learners' literacy skills and their ability to verbally support their opinions.

OALCF: This activity addresses Competencies A: Find and Use Information and B: Communicate Ideas and Information. The applicable Task Groups are A1: Read continuous text and B1: Interact with others.

Level: 2

Materials: Student Activity 4.2
Seven Gifts for Cedar
Pen or pencil

Duration: 15 minutes

- Steps:**
1. Photocopy Student Activity 4.2 and distribute to the learners.
 2. Explain the reason for the assessment (*You are completing this activity to help us monitor your progress toward your goal*).
 3. Allow up to 15 minutes for learners to complete the exercise.
 4. Review the completed exercise with learners and file.

Evaluation Instructions: Practitioners must use their judgment to determine whether learners have successfully completed the activity. Consider learners' ability to complete the reading portion of the activity and to verbally express their opinions.

Student Activity

4.2

Learner Name: _____ Date: _____

Read page 30 of *Seven Gifts for Cedar*.

Cedar surprised herself by showing bravery and standing up for a boy she felt was being bullied.

For this activity, you will choose a partner. Each of you will have up to two minutes to explain your opinion of one of the following statements to your partner (each of you will choose one statement):

1. It wasn't very smart for Cedar to yell at her cousins, because they are bigger than she is. She should have walked away and ignored what she saw.
2. Cliff was being a bully towards Cedar.

You do not need to write a script for this activity.

Start your explanation by saying either, "I agree with this statement." or "I disagree with this statement." Continue, by explaining why you feel this way.

Please ask your instructor if you have any questions about this assignment. Once you and your partner are finished, discuss the activity with your instructor.

Section 5

Honesty is the Best Policy for Cedar

OALCF Competencies & Task Groups

Competencies		Find and Use Information			Communicate Ideas and Information				Understand and Use Numbers				Use Digital Technology	Manage Learning	Engage with Others
Activity #	Activity Name	Read continuous text	Interpret documents	Extract info from films, broadcasts & presentations	Interact with others	Write continuous text	Complete and create documents	Express oneself creatively	Manage money	Manage time	Use measures	Manage data			
	Task Group #	A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	C4	D	E	F
5.1	Individual Activity of Learners' Choice: Honesty				B1.1			B4							
5.2	Manage-Learning Checkup													E.2	
5.3	Cedar's Bad Day: Create a Chart	A1.3					B3.3						D.3		

OALCF Goal Path	Employment	Apprenticeship	Secondary School Credit	Postsecondary	Independence
	x	x	x	x	x

Activity 5.1: Choose and complete an activity about honesty.

Learning Outcome: Have learners express themselves creatively about honesty, using a medium of their choice, then share their work with the class. The purpose is to help learners gain confidence in their creative abilities and take pride in their creations.

OALCF: This activity addresses Competency B: Communicate Ideas and Information. It may also incorporate other competencies, depending on the medium of expression. The applicable Task Groups are B1: Interact with others and B4: Express oneself creatively.

Level: 1

Materials: Student Activity 5.1

Duration: At the instructor’s discretion

- Steps:**
1. Photocopy Student Activity 5.1 and distribute to the learners.
 2. Explain the reason for the assessment (*You are completing this activity to help us monitor your progress toward your goal*).
 3. Allow sufficient time for learners to complete the exercise.
 4. Have learners make brief presentations to share their creations with the class. Discuss the activity with the learners, review the worksheets and file.

Evaluation Instructions: Practitioners must use their judgment to determine whether learners have successfully completed the activity. Consider each learner’s ability to plan and complete a task independently.

Student Activity**5.1**

Learner Name: _____ Date: _____

In chapter five of *Seven Gifts for Cedar*, Cedar learns an important lesson about being honest. She spilled a pitcher of juice on an envelope containing two photographs that Auntie Flora was going to have blown up for her.

In her panic, Cedar hid the ruined photos and lied to her aunt about what had happened to them. Lying to her aunt made Cedar feel guilty, though, and she realized she needed to be honest. Once she was honest with Auntie Flora, Cedar learned that the pictures were only copies that could be replaced.

In this activity, you will use a medium of your choice to illustrate what honesty means to you. You could express this through a written story, a painting, a drawing, a song or any other creation you choose.

Discuss the activity with your instructor to outline what you are planning and how much time you will need. Make sure the materials you need to complete the activity are available.

Once you are finished, share your creation with the class and explain why it represents honesty to you.

OALCF Goal Path	Employment	Apprenticeship	Secondary School Credit	Postsecondary	Independence
	x	x	x	x	x

Activity 5.2: Discuss how to manage learning.

Learning Outcome: Have the learners verbally communicate how they are managing their learning. The purpose is to help the learners better understand how to manage their learning programs.

OALCF: This activity addresses Competency E: Manage Learning.

Level: 2

Materials: Pen or pencil and paper

Duration: 15 minutes

- Steps:**
1. Set aside time to speak privately with each learner.
 2. Explain the reason for the assessment (*You are completing this activity to help us monitor your progress toward your goal*).
 3. Ask the learners a series of questions, below, to determine how they manage their learning.
 4. File your notes in the learners' files.

- Learning Checkup Questions:**
1. How have you begun to demonstrate that you can set realistic short-term goals?
 2. How have you demonstrated your ability to use learning strategies from these activities?
 3. Explain how you monitor your own learning.

Evaluation Instructions: Practitioners must use their judgment to determine whether the learners have successfully completed the activity.

OALCF Goal Path	Employment	Apprenticeship	Secondary School Credit	Postsecondary	Independence
		x	x		

- Activity 5.3:** Read chapter five of *Seven Gifts for Cedar* and create a chart to illustrate Cedar’s bad day.
- Learning Outcome:** Have learners read the selection and create a chart as described in the Student Activity. The purpose is to improve learners’ reading and document-creation skills.
- OALCF:** This activity addresses Competencies A: Find and Use Information, B: Communicate Ideas and Information and D: Use Digital Technology. The applicable Task Groups are A1: Read continuous text and B3: Complete and create documents.
NOTE: If a computer or software is unavailable, have the learners complete the activity using a pen and paper. This will remove the D: Use Digital Technology of the activity.
- Level:** 3
- Materials:** *Seven Gifts for Cedar*
Student Activity 5.3
A computer with access to the Internet or productivity software such as Microsoft Office
- Duration:** 40 to 60 minutes
- Steps:**
1. Photocopy Student Activity 5.3 and distribute to the learners.
 2. Explain the reason for the assessment (*You are completing this activity to help us monitor your progress toward your goal*).
 3. Allow learners up to 60 minutes to complete the exercise.
 4. Review the completed worksheets with the learners and file.
- Evaluation Instructions:** Practitioners must use their judgment to determine whether the learners have successfully completed the activity. Consider each learner’s ability to extract information from the reading selection, create a working flowchart and complete the activity within the allotted time.

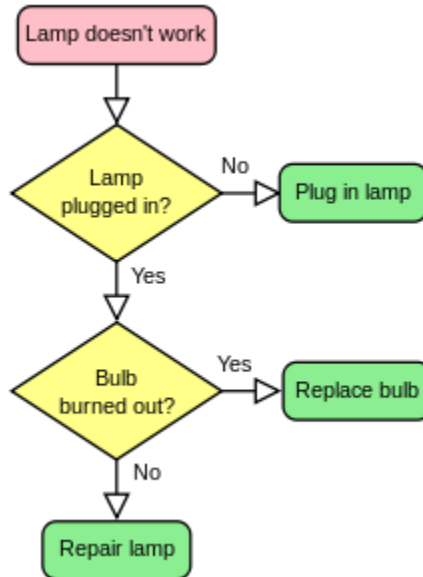
Student Activity

5.3

Learner Name: _____ Date: _____

Read chapter five of *Seven Gifts for Cedar*.

In this activity, you will create a flowchart. This is an example of a flowchart:



Use a program, such as Microsoft Word or Excel OR search for and find a flowchart program on the Internet using Google.

Your flowchart is called Cedar’s Bad Day.

You are going to document the choices that Cedar made throughout the day, then show how, if she had made different choices, the outcomes would have been different.

For example, Cedar came home alone and helped herself to the Kool-Aid in the fridge without permission.

Should Cedar pour herself a Kool-Aid?

Yes: Cedar spills the Kool-Aid.

No: Cedar waits for Auntie Flora to come home so she can ask permission to help herself.

If the answer is “Yes,” the flowchart must point to the next choice Cedar has to make. If the answer is “No,” she does not spill the juice and nothing else happens.

Please discuss any questions about this assignment with your instructor.

Section 6

Cedar Discovers the Importance of Truth

OALCF Competencies & Task Groups															
	Competencies	Find and Use Information			Communicate Ideas and Information				Understand and Use Numbers				Use Digital Technology	Manage Learning	Engage with Others
Activity #	Activity Name	Read Continuous Text	Interpret documents	Extract info from films, broadcasts & presentations	Interact with others	Write continuous text	Complete and create documents	Express oneself creatively	Manage money	Manage time	Use measures	Manage data			
	Task Group #	A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	C4	D	E	F
6.1	Reading Selection and Partner Discussion: Truth and Honesty	A1.1			B1.1										F
6.2	Truth-and-Honesty Comparison Table	A1.3	A2.2				B3.2								

OALCF Goal Path	Employment	Apprenticeship	Secondary School Credit	Postsecondary	Independence
					x

Activity 6.1: Read and discuss page 47 of *Seven Gifts for Cedar* with a partner.

Learning Outcome: Have learners read the selection from *Seven Gifts for Cedar* and discuss their thoughts with a partner. The purpose is to improve the learners' literacy and communication skills.

OALCF: This activity addresses Competencies A: Find and Use Information, B: Communicate Ideas and Information and F: Engage with Others. The applicable Task Groups are A1: Read continuous text and B1: Interact with others.

Level: 1

Materials: *Seven Gifts for Cedar*
Student Activity 6.1

Duration: 10 to 15 minutes

- Steps:**
1. Photocopy Student Activity 6.1 and distribute to the learners.
 2. Explain the reason for the assessment (*You are completing this activity to help us monitor your progress toward your goal*).
 3. Instruct learners to work in pairs.
 4. Allow up to 15 minutes for learners to complete the reading and discussion.
 5. Allow time for learners to ask questions or discuss their findings, if desired.

Evaluation Instructions: Practitioners must use their judgment to determine whether learners have successfully completed the activity. Consider their ability to verbally communicate their thoughts on the topic and to have a respectful discussion, even when their opinions differ.

Student Activity

6.1

Learner Name: _____ Date: _____

Read page 47 in *Seven Gifts for Cedar*.

Cedar learned a lesson about truth when neighbourhood children tried to shame her cousin into using a dangerous bike jump. She realized it wasn't right and stepped in to stop him, even though she was made fun of for doing so.

However, Cedar is confused about the difference between truth and honesty.

Partner Discussion:

Auntie Flora said that truth is different from honesty. According to Auntie Flora, truth is "being honest and living true to yourself and your family. It's living with honour and integrity."

Take turns explaining in two minutes or less whether you agree or disagree with Auntie Flora's statement and explain why.

If you disagree with Auntie Flora, explain to your partner what you believe truth really means.

If you agree with Auntie Flora, explain why, then tell your partner what else truth might look like.

Once you have each spoken, discuss the activity with your instructor.

OALCF Goal Path	Employment	Apprenticeship	Secondary School Credit	Postsecondary	Independence
	x	x			x

Activity 6.2: Create a comparison table showing the difference between truth and honesty.

Learning Outcome: Have learners read chapter six of *Seven Gifts for Cedar* and create a table for comparing the differences between truth and honesty. The purpose is to improve learners' reading-comprehension and document-creation skills.

OALCF: This activity addresses Competencies A: Find and Use Information and B: Communicate Ideas and Information. The applicable Task Groups are A1: Read continuous text and B2: Write continuous text.

Level: 3

Materials: *Seven Gifts for Cedar*
Student Activity 6.2
Pen or pencil and paper, or a computer with productivity software such as Microsoft Office

Duration: 30 to 40 minutes

- Steps:**
1. Photocopy Student Activity 6.2 and distribute to the learners.
 2. Explain the reason for the assessment (*You are completing this activity to help us monitor your progress toward your goal*).
 3. Allow up to 40 minutes for learners to complete the reading and comparison table.
 4. Print or photocopy the completed tables and attach to appropriate learner's worksheet.
 5. Review the completed activity with the learners and file.

Evaluation Instructions: Practitioners must use their judgment to determine whether the learners have successfully completed the activity. Consider the learners' ability to extract information from the reading selection and create a functioning table for comparing the two virtues, according to the learners' understanding of them.

Answer Key: While the answers are subjective, the table should be set up as follows:

Title				
	What It Looks Like	Why It Is Important	Other Qualities that are Similar	Example
Truth				
Honesty				

Student Activity

6.2

Learner Name: _____ Date: _____

Read chapter six of *Seven Gifts for Cedar*.

Cedar learned an important lesson about being truthful, even when she feels under pressure or when telling the truth may not be the most comfortable thing for her to do.

She was confused by the difference between truth and honesty, though.

How do you think truth and honesty differ?

In this activity, you will create a table to compare truth and honesty. You may use a computer program, such as Microsoft Excel, or draw your table by hand on paper.

Your table needs:

- A title
- One row each for Truth and Honesty
- Four columns headed What It Looks Like, Why It Is Important, Other Qualities that are Similar and Example.

Under each column heading, fill in the space for Truth and Honesty, drawing from your own experience and opinions on what these virtues mean and how they differ.

Please ask your instructor if you have any questions about this activity and review your findings with the instructor once you are finished.

Section 7

Learning About Love

OALCF Competencies & Task Groups															
	Competencies	Find and Use Information			Communicate Ideas and Information				Understand and Use Numbers				Use Digital Technology	Manage Learning	Engage with Others
Activity #	Activity Name	Read Continuous Text	Interpret documents	Extract info from films, broadcasts & presentations	Interact with others	Write continuous text	Complete and create documents	Express oneself creatively	Manage money	Manage time	Use measures	Manage data			
	Task Group #	A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	C4	D	E	F
7.1	Grandfather Teachings To-Do List	A1.1					B3.1								
7.2	Reading Selection and Group Discussion	A1.2			B1.2										F
7.3	Manage-Learning Checkup													E3	

OALCF Goal Path	Employment	Apprenticeship	Secondary School Credit	Postsecondary	Independence
	x	x			x

Activity 7.1: Create a Grandfather Teachings to-do list.

Learning Outcome: Have learners create a to-do list as described. The purpose is to help learners develop document-creation skills and explore the Grandfather Teachings.

OALCF: This activity addresses Competencies A: Find and Use Information and B: Communicate Ideas and Information. The applicable Task Groups are A1: Read continuous text and B3: Complete and create documents.

Level: 1

Materials: Student Activity 7.1
Pen or pencil and paper

Duration: At the instructor’s discretion

- Steps:**
1. Photocopy Student Activity 7.1 and distribute to the learners.
 2. Explain the reason for the assessment (*You are completing this activity to help us monitor your progress toward your goal*).
 3. Review the completed lists with learners and file.

Evaluation Instructions: Practitioners must use their judgment to determine whether the learners have successfully completed the activity. Consider each learner’s ability to create an organized list in a timely fashion.

Student Activity

7.1

Learner Name: _____ Date: _____

Read the following selection from page 50 of *Seven Gifts for Cedar*:

Cedar piped up. “Yeah, mom. Auntie’s taught me all kinds of cool things, too.”

Her mother smiled, “Really? Did you learn how to bead, too?”

“No, I learned about Humility, Bravery, Respect, Truth, Wisdom and Honesty.” She counted them off on her fingers.

Mom put the hide down, “Really? That’s great! Those are really important things to know. They sound like the Seven Grandfathers to me.”

Great Auntie looked up, “Yes, they are the Grandfathers.”

Cedar wrinkled her forehead, “But there are only six? I’m still missing one.”

Auntie chuckled. “No, my girl, you aren’t missing anything. The last teaching is Love and you’ve reminded me about that one all by yourself this summer.”

On a piece of paper, write a Grandfather Teachings To-Do List.

Make a list of the seven Grandfathers. Leave two or three empty lines for each Grandfather Teaching.

For each one, list two or three things you could do right now to show your understanding of that teaching. For example, you might show respect by making an effort to do something nice for a stranger or helping an elderly neighbour with a household chore.

Once you have completed your list, review it with your instructor.

OALCF Goal Path	Employment	Apprenticeship	Secondary School Credit	Postsecondary	Independence
		x	x		

Activity 7.2: Read chapter seven of *Seven Gifts for Cedar* and participate in a group discussion.

Learning Outcome: Have learners read the selection and discuss Cedar’s seventh teaching about love. The purpose is to help learners improve their literacy and verbal-communication skills, while encouraging discussion about the Grandfather Teachings.

OALCF: This activity addresses Competencies A: Find and Use Information, B: Communicate Ideas and Information and F: Engage with Others. The applicable Task Groups are A1: Read continuous text and B1: Interact with others.

Level: 2

Materials: *Seven Gifts for Cedar*
Student Activity 7.2

Duration: At the instructor’s discretion

- Steps:**
1. Photocopy and distribute Student Activity 7.2 to the learners.
 2. Explain the reason for the assessment (*You are completing this activity to help us monitor your progress toward your goal*).
 3. Instruct learners to read the assignment and reading selection independently, then come together as a group to discuss the teachings.
 4. Allow sufficient time for learners for discussion.
 5. File completed worksheets for learners.

Evaluation Instructions: Practitioners must use their judgment to determine whether learners have successfully completed the activity.

Student Activity

7.2

Learner Name: _____ Date: _____

Read page 52 of *Seven Gifts for Cedar*.

At first, Cedar thought she had missed a teaching. Her mom told her there were Seven Grandfathers, yet Cedar had only learned six: Humility, Bravery, Respect, Truth, Wisdom and Honesty.

In this passage, Auntie Flora explains how Cedar had learned the seventh, Love.

With your classmates, discuss the Seven Grandfathers.

Depending on the size of your class, you may wish to split up into smaller groups of five to seven people for the discussion.

Sit in a circle and work clockwise around the circle, with each person sharing a story of his or her learning about one of the teachings.

How old were you when you learned about it?

Who taught you the lesson and how did they do it – by telling you a story, by letting you learn “the hard way” or by some other way?

Try to keep each story two or three minutes long, to give all of the learners in the group an opportunity to tell their stories.

OALCF Goal Path	Employment	Apprenticeship	Secondary School Credit	Postsecondary	Independence
		x	x	x	x

Activity 7.3: Discuss how to manage learning.

Learning Outcome: Have the learners verbally communicate how they are managing their learning. The purpose is to help the learners better understand how to manage their learning programs.

OALCF: This activity addresses Competency E: Manage Learning.

Level: 2

Materials: Pen or pencil and paper

Duration: 15 minutes

- Steps:**
1. Set aside time to speak privately with each learner.
 2. Explain the reason for the assessment (*You are completing this activity to help us monitor your progress toward your goal*).
 3. Ask the learners a series of questions, below, to determine how they manage their learning.
 4. File your notes in the learners' files.

- Learning-Checkup Questions:**
1. How have you begun to demonstrate you can set realistic short-term goals?
 2. How have you demonstrated your ability to use learning strategies from these activities?
 3. Explain how you monitor your own learning.

Evaluation Instructions: Practitioners must use their judgment to determine whether the learners have successfully completed the activity.

Section 8 Final Task

OALCF Competencies & Task Groups

Competencies		Find and Use Information			Communicate Ideas and Information				Understand and Use Numbers				Use Digital Technology	Manage Learning	Engage with Others
Activity #	Activity Name	Read Continuous Text	Interpret documents	Extract info from films, broadcasts & presentations	Interact with others	Write continuous text	Complete and create documents	Express oneself creatively	Manage money	Manage time	Use measures	Manage data			
	Task Group #	A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	C4	D	E	F
8	The Seven Grandfathers Research, Writing and Performing	A1.3	A2.3	A3	B1.3	B2.3	B3.2	B4					D.3		F

OALCF Goal Path	Employment	Apprenticeship	Secondary School Credit	Postsecondary	Independence
	x	x	x	x	x

Activity 8: Research, write and perform a short script about the Seven Grandfathers.

Learning Outcome: Have learners complete this multi-faceted final task. The purpose is to help instructors gauge learner readiness for next steps, and to allow learners to combine multiple skills in one task that has several aspects. This activity is designed for learners assessed as at least a Level 3, who will be moving on to further educational, employment or apprenticeship training

OALCF: This activity addresses Competencies A: Find and Use Information, B: Communicate Ideas and Information, D: Use Digital Technology and F: Engage with Others. The applicable Task Groups are A1: Read continuous text, A2: Interpret documents, A3: Extract info from films, broadcasts & presentations, B1: Interact with others, B2: Write continuous text, B3: Complete and create documents and B4: Express oneself creatively.

Level: 3

Materials: Student Activity 8
Pen or pencil and paper
A computer with access to the Internet and word-processing software

Duration: At the instructor’s discretion

- Steps:**
1. Photocopy and distribute Student Activity 8 to the learners.
 2. Explain the reason for the assessment (*You are completing this activity to help us monitor your progress toward your goal*).
 3. Instruct learners to carefully read the instructions and all activities on the Student Activity sheet before beginning.
 4. Allow learners to ask questions or seek information online to help them complete their tasks, if necessary.
 5. Help learners organize themselves into small groups, if necessary, to perform the short scripts.
 6. Review the completed activity with learners and file worksheets.

Evaluation Instructions: Practitioners must use their judgment to determine whether the learners have successfully completed the activity. Consider each learner’s ability to efficiently complete all aspects of the different sections of the activity. If necessary, instructors may choose to have a learner repeat a section of the task.

Task A Answer Key: See next page.

Answer Key for Task A: Researching the Seven Grandfathers

The Seven Grandfathers

	Anishinaabe word	Animal spirit
Humility	<i>Dabaadendiziwin</i>	Wolf
Wisdom	<i>Nibwaa</i>	Beaver
Respect	<i>Minaadendamowin</i>	Buffalo
Bravery	<i>Aakode'ewin</i>	Bear
Honesty	<i>Gwayakwaadiziwin</i>	Sabay (Bigfoot)
Truth	<i>Debwewin</i>	Turtle
Love	<i>Zaagi'idiwin</i>	Eagle

Student Activity

8

Learner Name: _____ Date: _____

Throughout these *Seven Gifts for Cedar* exercises, you've put a number of your skills to use in a variety of creative, communication and technology activities, individually and as part of a group. This final activity will have you employ all of these skills, as you work your way to the end of the assignment.

Read the entire activity sheet before beginning.

Task A: Research the Seven Grandfathers

The Seven Grandfathers are at the heart of *Seven Gifts for Cedar*. Through tales of Cedar's summer adventures, readers can see each of these qualities in action, and appreciate the creative way that Auntie Flora shared the teachings with Cedar.

Not everyone has relatives who will share their knowledge. Not everyone lives in a community where there are Elders who pass down their teachings. Where can people go to learn more about the Seven Grandfathers, if the teachings are not a part of their upbringing?

In this initial task, you will use the Internet to find information about the Seven Grandfathers.

On a computer with Internet access, use a search engine (such as google.com or bing.com) to research the Seven Grandfathers.

Search for reputable resources – such as educational websites, Native blogs or videos created by Native Canadians – to find reliable information. Fill in the answers below.

The Seven Grandfathers

Anishinaabe word

Animal spirit

Humility		
Wisdom		
Respect		
Bravery		
Honesty		
Truth		
Love		

Task B: Write a Short Script

In this task, you will write a script for a five- to seven-minute skit that features the animal spirits of the Seven Grandfathers.

Use a word-processing program, such as Microsoft Word, to write your script. Your first paragraph should describe the setting and plot. Remember to list the name of each character, followed by his or her lines, in each new paragraph.

In the skit, each of the animal spirits should share knowledge of their teaching with the other characters. Remember chapter two of *Seven Gifts for Cedar*? It was easy for Cedar to learn and remember the teachings because of the way Auntie Flora shared her stories. Focus on storytelling that illustrates the teachings in action – and involves your listeners – rather than describing or defining the teachings for them.

Please ask your instructor if you have questions about writing a short script.

Task C: Create a Craft or Piece of Art

In this task, you will create a craft or piece of art (painting, illustration, etching, carving) of your choice. Make sure the required materials are available to you before beginning.

You can choose the type of art or craft you prefer. The theme is: The Seven Grandfathers.

Task D: Perform Your Skit

In this final task, you will practice and perform your skit, showcasing your craft or artwork.

Ask other learners to act out a role in your skit. Photocopy the script so that each actor has a copy. It is not necessary to memorize each line, but everyone in your group should practice their lines and run through the skit at least once to ensure a smooth performance. Be sure to display your art or craft prominently throughout the performance.

If you have any questions or need assistance finding a suitable location for your performance, please ask your instructor for guidance.