

Teacher Guide

Respect - Manaaji'idiwin

Caring for Mother Earth

Land-Based Learning • Citizen Science • Two-Eyed Seeing

Thomas Fiddler Memorial School • Sandy Lake First Nation

Waaciye - Welcome.

This unit connects deeply to what students in Sandy Lake already know and live.

The slides do the teaching. Follow this guide one slide at a time.


What This Unit Covers

This module has four lessons. Together they teach students that caring for the land is a form of Respect — and that there are many ways to do it.

Slides	Lesson	What Students Do
1–5	Introduction	Connect caring for the land to the teaching of Respect. Hear the Wabun story.
6–12	Story Panels	Follow the story of Wabun — audio or read aloud — then discuss.
13	Discussion	Answer 4 discussion questions about the story.
14–22	Lesson 1	What is Land-Based Learning? Definition + 4 videos + extra videos.
23–29	Lesson 2	Land-Based Learning in Sandy Lake — activities + Elder wisdom + project link.
30–36	Lesson 3	What is Citizen Science? Video + examples + Water Rangers project + planning tool.
37–50	Lesson 4	What is Two-Eyed Seeing? 2 videos + content slides + project download.

Before Class — Things to Have Ready

- SLIDE 5 — Print the Respect Poster. Put it on the wall. Have a small copy for each student's binder.
- SLIDE 29 — Open the Land-Based Learning project link before class. Share the link or print the handout.
- SLIDE 36 — Open the Citizen Science (Water Rangers) planning tool. Have it ready to show.
- SLIDE 51 (last slide) — Open the Two-Eyed Seeing project ideas download.

✨ Many slides in this unit are visual with audio. Click the  audio button to play narration — or read the text aloud yourself. Both work well.

Introduction — Slides 1 to 5

SLIDE

1

Title Slide — Respect: Caring for Mother Earth

 **Say this:**

"Today we are starting a new unit about Respect — one of the Seven Sacred Teachings. We are going to learn about one of the most important ways to show Respect: caring for Mother Earth."

? Ask: "What does it mean to respect the land?"

SLIDE

2–4

Introduction Overview Slides — Click Through

- Click through slides 2, 3, and 4 slowly. These set up the unit.

 **Say this:**

"Your Sandy Lake school and community believe that caring for Mother Earth is one of the four most important ways to become a Respectful Person.

Respect means treating the land, the animals, and each other with kindness and care. Everything is connected. And we have a responsibility to protect it."

- Point to the Respect Poster on the wall. Students find their copy in their binders.
- Print the Respect Poster if needed — click the link on this slide.


? Ask: "Can you think of one way you already show respect for the land?"

The Story — Wabun and the Sacred Gift of the Land — Slides 6 to 13

 **Say this:**

"We are going to hear a story about a young boy named Wabun who lives in the lands surrounding Sandy Lake. Wabun is curious and loves exploring — but he often takes from the land without thinking.

Listen for what he learns."

(Click the  audio button on each slide to play the narration — or read the text yourself.)

SLIDE

7

Wabun — A Curious Boy Who Takes Without Thought

- Play the audio or read the text aloud. Click through at a pace that matches the narration.

SLIDE

8

The Elders Notice Wabun's Actions


- Play audio or read aloud.

SLIDE

9

Gitchi-Nibi Appears — Spirit of the Land and Waters

- Play audio or read aloud.

 Pause here briefly. Say: 'An old man appeared from the mist — Gitchi-Nibi, the Spirit of the Land and Waters. What do you think he is going to teach Wabun?' Then continue.

SLIDE

10

Wabun Sees a Sick and Dying Land


- Play audio or read aloud.

SLIDE

11

Gitchi-Nibi's Teaching — The Cedar Branch

- Play audio or read aloud.

 The key teaching is here: 'Give thanks. Take only what you need. Leave the land better than you found it.' Slow down and let students hear this clearly.

SLIDE

12

Wabun Returns to His Village — Changed

- Play audio or read aloud. This is the final story panel.
- After Slide 12, allow a quiet moment before moving to the discussion.

SLIDE

13


Story Discussion Questions

 **Say this:**

"Let's talk about the story. Take your time. There are no wrong answers."

The four discussion questions on this slide:

1. Why was Wabun's behaviour harmful to the land in the beginning?
2. What lessons did Gitchi-Nibi teach Wabun about respecting the land?
3. How can we show gratitude to the land in our daily lives?
4. Why is it important to leave the land better than we found it?

 Pick one or two questions that feel right for your class. You don't need to ask all four.

1

What is Land-Based Learning?

Slides 14–22

SLIDE

14

Transition — How Can We Care for Mother Earth?

 **Say this:**

"We just heard Wabun's story. Now we are going to look at two real ways we can care for Mother Earth — land-based learning and citizen science. Let's start with land-based learning."

SLIDE

Lesson 1 Title — What is Land-Based Learning?

- Click through to the next slide.

What is Land-Based Learning? — Definition

Say this:

"Land-based learning means learning by spending time in nature, listening to Elders, and using traditional knowledge to understand the world around us — to live with it and to protect it.

It is not just something from the past. It is happening right now — all around us, and right here in Sandy Lake."

- ? **Ask:** "What is something you have already learned by spending time on the land?"

Land-Based Learning Videos 1 to 4

Say this:

"Let's watch some videos that show land-based learning in action. Watch how people are using traditional knowledge to connect with nature. Pay attention to what surprises you."

- Play each video. Pause between videos for a brief reaction.
 - ▶ **Video 1:** Camp Morningstar — students learning about land and conservation after a mine was proposed near their territory (APTN)
 - ▶ **Video 2:** A Woodland Cree teacher in Saskatchewan — trapping and harvesting with students (APTN)
 - ▶ **Video 3:** Oskayak Minowin Project — multi-day hunting and fishing trips with students from Poundmaker First Nation (CBC)
 - ▶ **Video 4:** National forum on land-based learning — teachers and educators from across Canada (NCCIE)

? **Ask:** "What did you notice about the relationship between the people and the land in the videos?"

SLIDE
21

More Land-Based Learning Videos — Extra Links

This slide has 5 extra video links if you want to explore more. These are optional — use them if students are engaged and you have time.

- These are clickable links on the slide. You can open them in class or share the links with students for home viewing.

SLIDE
22–23

Transition Slides — Click Through

- Click through.

2

Land-Based Learning in Sandy Lake

Slides 24–29

SLIDE
24

Lesson 2 — Land-Based Learning in Sandy Lake

 **Say this:**

"Land-based learning is not just something that happens elsewhere. It happens right here in Sandy Lake. We live on a land that has provided for our people for generations. Let's look at how we connect with it."

SLIDE
25

Activities We Do in Sandy Lake

 **Say this:**

"Let's look at the land-based activities that students in Sandy Lake already do — or can do. Things like fishing, harvesting wild rice, identifying plants, tracking animals, and monitoring water."

- Work through the slides in this section. Pause to let students share their own experiences.

? Ask: "Which of these activities have you done? What did you learn from it?"

SLIDE

26

Learning From Elders

 **Say this:**

"Our Elders hold wisdom about this land that cannot be found in any book. They know the seasonal patterns. They know the medicines. They know where the animals go. By listening to them, we learn how to live in harmony with nature and honour its gifts."

? Ask: "What is one thing you have learned from an Elder about the land or the seasons?"

SLIDE

27

Seasonal Calendar Project

 **Say this:**

"A seasonal calendar is a way to track the changes we see in nature throughout the year — when the geese arrive, when the ice breaks, when the berries ripen, when the fish spawn. We can combine Elder knowledge and our own observations to make one together."

- Optional project: have students start a class seasonal calendar. Each week, add one observation from a student. By year-end, the calendar tells the story of Sandy Lake's seasons.

? Ask: "What seasonal change in Sandy Lake would you add to a calendar right now?"

SLIDE

28

A Bigger Land-Based Learning Project

 **Say this:**

"If you want to take land-based learning further, here is a bigger project idea. This could involve going out on the land with Elders, documenting what you learn, and sharing it with the community."

SLIDE

29

Land-Based Learning Project — Link

- Click the link on this slide to open the Land-Based Learning Project. Open or print before class.
- Introduce the project to students. They can do it as a class or individually.
- ? **Ask:** "What big land-based project idea excites you the most?"

3

What is Citizen Science?

Slides 30–36

SLIDE

30–31

Transition Slides — Click Through

- Click through.

SLIDE

32

What is Citizen Science? — Video

 **Say this:**

"Citizen science is a way for regular people — not just scientists — to help protect the environment by collecting real data. You don't need a lab. You just need to pay attention to the world around you.

Watch this short video about citizen science."

- Play the video on the slide.

? **Ask:** "How can citizen science empower our community?"

SLIDE

33–35

Citizen Science Examples

 **Say this:**

"These slides show examples of citizen science projects — things like water quality monitoring, counting species, and tracking changes in the environment. Each project contributes real data that scientists and communities can use."

- Work through the example slides. Let students react to each one.

? **Ask:** "Which citizen science project would you want to try? Why?"

SLIDE

36

An Interesting Citizen Science Project — Water Rangers

 **Say this:**

"Here is a citizen science project that everyone can do — including students at Sandy Lake. It is called Water Rangers. You test the water in a local lake or river and upload your results. Real scientists use the data.

Sandy Lake has water. We have lakes. This is something we could actually do."

- Click the Water Rangers link on the slide. Show the website to students.

 **Water Rangers website:** <https://waterrangers.ca>

? **Ask:** "What could we learn about Sandy Lake by testing the water regularly?"

 **Say this:**

"If you want to plan your own citizen science project — about water, wildlife, plants, or anything in your community — here is a planning tool to help you get started."

- Click the planning tool link on the slide. Open or print.

4

What is Two-Eyed Seeing?

Slides 38–51

Two-Eyed Seeing (Etuaptmumk) was developed by Mi'kmaq Elder Albert Marshall. It means learning to see from one eye with the strengths of Indigenous knowledge, and from the other eye with the strengths of Western science — and using both eyes together.

**The Indigenous Eye**

Traditional knowledge from Elders. Land-based wisdom. Ceremonies and protocols. Understanding the land as alive and sacred.

**The Science Eye**

Research and data. Testing and measuring. Scientific methods. Understanding systems and patterns.

✨ You do not need to be an expert on Two-Eyed Seeing to teach this lesson. The videos explain it clearly. Your job is to help students talk about it.

- Click through.

 **Say this:**

"Two-Eyed Seeing is an idea from Elder Albert Marshall of Eskasoni First Nation. It says we can use TWO ways of knowing at the same time — Indigenous knowledge AND Western science. Both have strengths. Both are needed.

Let's watch the first video."

- Play Video 1.

? Ask: "In your own words, what does Two-Eyed Seeing mean?"

What is Two-Eyed Seeing? — Video 2

 **Say this:**

"Here is a second video — this one from Mi'kmaq Elder Albert Marshall and his colleague Dr. Cheryl Bartlett. Listen for what Elder Marshall says about WHY we need both eyes together."

- Play Video 2.

? Ask: "Why does Elder Marshall say we need BOTH eyes — not just one?"

Two-Eyed Seeing Content Slides

 **Say this:**

"These slides look at how Two-Eyed Seeing works in real life — how we can combine traditional knowledge and modern science to protect the land, care for our health, and make better decisions as a community.

Look for examples that connect to Sandy Lake."

- Work through these slides at your own pace. Let students point out examples they recognize.
 - Optional discussion: look at a Sandy Lake issue — for example, water quality. How would you approach it with the Indigenous eye? With the science eye? With both?
- ? Ask:** "Can you think of a problem in our community that could be solved better by using both eyes?"

SLIDE
50 **Two-Eyed Seeing Project Ideas — Download**




Say this:
"Now it is your turn to try Two-Eyed Seeing in action. Here are some project ideas. Choose one that connects to something you care about."

- Click 'Download the Project Ideas Here' on the slide. Open or print.
 - Give students time to read through the options and choose one.
- ? Ask:** "Which Two-Eyed Seeing project idea interests you most? How could it help Sandy Lake?"

Quick Reference — Keep This at Your Desk

Wabun's teaching — 3 things to remember:

- Give thanks — be grateful to the land for what it gives you
- Take only what you need — do not waste or take too much
- Leave the land better than you found it

<p> Land-Based Learning</p> <p>Learning by spending time in nature, listening to Elders, and using traditional knowledge to understand and protect the world around us.</p>	<p> Citizen Science</p> <p>Regular people collecting real data to help scientists protect the environment. Water Rangers is a great example anyone can try.</p>	<p> Two-Eyed Seeing</p> <p>Using Indigenous knowledge AND Western science together. Both eyes are needed. Neither is enough alone. (Elder Albert Marshall, Eskasoni First Nation)</p>
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Optional extension — connect to the Land-Based Learning and Two-Eyed Seeing projects you already have:

- The Guardians of Sandy Lake project (Two-Eyed Seeing water investigation)
- The Knowledge Keepers project (Land-Based Learning skill tracks)

Thank you for doing this work.

Teaching students to care for Mother Earth
is one of the deepest forms of respect — for the land, for the ancestors, and for the
children to come.