

Module 4: Courage – Being Proud of Who You Are and Where You Came From Teacher Guide

Aim of the Slideshow

To help Sandy Lake Junior High students explore the meaning of pride in identity, family, and culture through Indigenous innovations, clan teachings, and personal reflection projects. This module fosters courage and self-respect by connecting students to their ancestral knowledge and community roles.

Learning Objectives

By the end of this module, students will be able to:

1. Recognize key Indigenous innovations and their influence on modern life.
 2. Understand the purpose and importance of clans (doodem) in Anishinaabe culture.
 3. Reflect on their personal identity and connections to family, land, and traditions.
 4. Express pride in their cultural background through a personal project.
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Introduction: What Does It Mean to Be Proud of Who You Are? (Slides 1–3)

Summary:

Students consider what pride means, exploring whether it comes from achievements, family, culture, or identity. The introduction encourages reflection on how all these elements contribute to a strong sense of self.

Teacher Narration:

"Being proud of who we are isn't just about what we do—it's also about where we come from, who we belong to, and the teachings that guide us. Today, we'll explore what makes each of us unique and connected."

Open-Ended Questions:

- What makes you feel proud of who you are?
 - How does your family or community help shape your pride?
 - Can pride also mean being humble or thankful?
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Lesson 1: Indigenous Innovations (Slides 4–14)

Summary:

This section introduces brilliant First Nations inventions that changed the world, such as the birchbark canoe, snowshoes, atlatl, maple syrup, lacrosse, pemmican, herbal medicine, Three Sisters agriculture, wild rice, and the toboggan. Students learn about the genius, science, and cultural knowledge behind each innovation.

Teacher Narration:

"Our ancestors were scientists, engineers, and artists long before modern schools existed. Let's celebrate the knowledge that made survival—and thriving—possible in this land."

Open-Ended Questions:

- Which invention surprised you most? Why?
 - How do these innovations show intelligence and creativity?
 - Can you think of something in your own life that could be improved using traditional knowledge?
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Lesson 2: Indigenous Innovation Experiments (Slides 15–18)

Summary:

Students apply scientific thinking through hands-on experiments inspired by traditional technologies—snowshoes, canoes, and hunting tools.

Experiments:

1. **Snowshoe Engineering Challenge** – Test materials and designs.
[Handout link in slide: Snowshoe Experiment Challenge]
2. **Canoe Engineering & Water Transportation** – Compare canoe designs.
[Handout link in slide: Canoe Experiment Challenge]
3. **Physics of Traditional Hunting Tools** – Study leverage and aerodynamics.
[Handout link in slide: Hunting Tools Experiment Challenge]

Teacher Narration:

"These experiments show that Indigenous innovation is both science and tradition. Encourage teamwork and curiosity—let students test, fail, and learn like real engineers."

Open-Ended Questions:

- What scientific principles are behind these traditional tools?
- Why is it important to test and adapt ideas?

- How might your experiments honour traditional knowledge?
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Lesson 3: What is a Clan? (Slides 19–38)

Summary:

Students explore the Anishinaabe clan (doodem) system, learning about identity, roles, and responsibilities. Through stories like *When the River Changed*, they connect to Sandy Lake's five clans: Sucker, Pelican, Crane, Sturgeon, and Caribou.

Teacher Narration:

"Clans are more than family groups—they are part of who you are. Each clan has teachings, strengths, and responsibilities that help the whole community work together."

Open-Ended Questions:

- What role does your clan play in the community?
 - How did clans help people survive in the north?
 - How can clan teachings guide us today?
 - What does it mean that these teachings have survived for generations?
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Lesson 4: My Clan, My Pride – A Personal Journey Project (Slides 39–41)

Summary:

Students begin a personal project to discover and express their clan identity through research, art, writing, or interviews with Elders.

Teacher Narration:

"This project helps you explore your roots and share what makes you proud to be who you are. It's about connecting your story to your community and ancestors."

Open-Ended Questions:

- What stories have you heard from your family or Elders about your clan?
- How can you show your clan pride creatively?
- What responsibilities come with being part of your clan?

Project Link:

[Click here to access the My Clan Project]

Closing Reflection (Final Slide)**Teacher Narration:**

"Every one of us carries a story. By learning about our clans, innovations, and teachings, we carry the courage of our ancestors forward. Be proud, be strong, and remember—you belong to something amazing."

Open-Ended Reflection:

- How has your understanding of courage and pride changed?
- What is one way you can honour your culture in daily life?