

Accepting Consequences

Two Paths -- Understanding Consequences -- Sacred Art of Apology -- Making Amends -- Growing Through Mistakes

Thomas Fiddler Memorial School -- Sandy Lake First Nation

The Elders say: Do not be afraid of making mistakes. Be afraid of not learning from them.

This is the most practical unit in the Honesty series. Students learn what consequences are, how to apologize the right way, and how to grow from their mistakes. Keep the tone calm and non-judgmental throughout.

Before Class

- Print the Class Worksheet -- one per student.
- Slide 3: Have the Two Cousins story ready (read or listen links on slide).
- Slide 22: Have the Apology Role-Play scenarios ready -- students will need partners.
- Slide 35: Have the Honest Footprints Project ready to open or distribute.

Tip: This unit covers consequences and apologies. Some students may have strong feelings about past mistakes or times they were wronged. Keep the focus on learning and growth, not blame. Normalize that everyone makes mistakes -- including Elders and teachers.

Story -- Two Paths: The Story of Two Cousins -- Slides 2 and 3

SLIDE

2

Introduction -- Two Paths: The Story of Two Cousins

Say this:

We are going to read a story about two cousins. Niibin and Waaban are Grade 8 students in Sandy Lake. One day they accidentally break a school window. They each make a different choice about what to do next. As you read, think about: which cousin's path would you choose?

- Read the story text aloud from the slide, then click to read or hear the full story.

SLIDE

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Read or Listen to the story HERE

- Click the read link or the listen link. Give students time to process the story.

Ask: *Niibin told the truth. Waaban hid what happened. What was different about what each cousin experienced afterward?*

Lesson 1

Understanding Consequences -- Slides 4 to 12

Key Idea: *Consequences are not punishments -- they are what naturally happens next. You cannot avoid them. You can only choose which ones you want.*

SLIDE

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Think of an Echo

Say this:

Think of shouting into the forest. Your actions are like the shout. Consequences are like the echo. What you send out comes back to you.

SLIDE

6

Consequences = What Happens Next

Say this:

When you do something, something else happens. Always. That is a consequence. It is not a punishment -- it is just what happens next.

SLIDE

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The Echo in Action

Say this:

If you shout something mean, the echo is mean. If you shout something kind, the echo is kind. You cannot stop the echo once you shout. You can only choose what you shout.

SLIDE

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At School -- 4 consequence examples

Say this:

You skip breakfast -- you are starving by lunch. You ignore your friend -- they stop texting you. You practise your skills -- you get better. You copy homework -- you do not learn.

□ Point to each of the four examples on the slide.

SLIDE

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At Home -- 4 consequence examples

Say this:

You leave dirty dishes -- someone gets annoyed. You help with chores -- your parents trust you more. You stay up late on your phone -- you are exhausted. You tell the truth -- people respect you.

SLIDE

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With Friends -- 4 consequence examples

Say this:

You share a secret -- your friend stops trusting you. You stand up for someone -- they remember. You ghost their texts -- they stop trying. You apologize sincerely -- the friendship can heal.

SLIDE

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Here's the Thing

Say this:

You control your choices. You do not control what happens after. But different choices lead to different consequences.

SLIDE

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So Ask Yourself -- Which consequences do I want?

Say this:

The question is never: Can I avoid consequences? The question is: Which consequences do I want? Because consequences are coming no matter what.

Ask: Looking at Niibin and Waaban -- what consequences did each cousin get? Which would you rather have?

Worksheet Activity

1

Lesson 1 -- Understanding Consequences

Time: 5 min

1. T/F (teacher reads aloud): 5 statements about consequences.
2. Match: Each action to its consequence. Teacher reads each action aloud.
3. Fill line: A consequence I experienced from a good choice was: ____ A consequence from a hard choice was:
4. Exit slip: Consequences are not punishments. They are:

Lesson 2**The Sacred Art of Apology -- Slides 13 to 22**

Key Idea: A true apology has 4 directions -- Acknowledgment, Responsibility, Understanding, and Repair.

SLIDE

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Lesson 2 -- The Sacred Art of Apology

□ Click through.

SLIDE

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Why Do We Apologize?

Say this:

An apology is a gift we give. We apologize to acknowledge truth. To honor the person we hurt. To take responsibility. And to begin healing. But not all apologies are equal. A true apology requires courage and humility. The Sabe walks hand in hand with honesty.

SLIDE

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Four Directions of a True Apology

Say this:

We use the Four Directions to build a true apology. East is Acknowledgment -- a new beginning. South is Responsibility -- growth. West is Understanding -- reflection. North is Repair -- wisdom.

□ Point to each direction on the medicine wheel slide.

SLIDE

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East Direction -- Acknowledgment

Say this:

Be specific about what you did. Wrong: I am sorry for whatever I did. Right: I am sorry I shared your secret with others. When you name what you did, it shows you know what happened and you are not hiding from the truth.

SLIDE

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South Direction -- Responsibility

Say this:

Own your choice with no excuses. Wrong: I only did it because they made me mad. Right: I chose to say those hurtful words. Taking responsibility means: not blaming others, not making excuses, and standing in your truth.

SLIDE

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West Direction -- Understanding

Say this:

Show that you understand the harm you caused. Wrong: Sorry you are upset. Right: I understand my words made you feel betrayed and hurt. This means listening to how they feel, not minimizing their pain, and seeing through their eyes.

SLIDE

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North Direction -- Repair

Say this:

Ask how to make amends: What can I do to make this right? Then follow through: Keep your commitments. Change your behavior. Be patient while trust rebuilds. Remember: the person you hurt may not be ready to forgive right away. That is their right. Your job is to make amends anyway.

Tip: Some students may ask: what if the person never forgives me? Acknowledge that this can happen, and that we make amends for ourselves as much as for the other person -- because integrity matters.

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20–22

Apology Role-Play Activity -- 4 scenarios

Say this:

We are going to practise a true apology. Work with a partner. Use the Four Directions for each scenario.

□ Read the four scenarios from slide 22: 1) You spread a rumour about a classmate. 2) You broke something borrowed from a friend. 3) You excluded someone from your group. 4) You lied to a teacher and got someone else in trouble.

□ Partners take turns being the person apologizing and the person receiving the apology. Give each other feedback.

Worksheet Activity

2

Lesson 2 -- The Sacred Art of Apology

Time: 5-6 min

1. T/F (teacher reads aloud): 5 statements about what makes a true apology.
2. Four Directions: Label each direction of the apology and write one thing it requires.
3. Wrong vs Right: Students identify which apology is wrong and which is right for each example.
4. Write your own: Write a true apology using all four directions for a scenario of your choice.
5. Exit slip: A true apology has four parts:

Lesson 3

Making Amends the Anishinaabe Way -- Slides 21 to 25

Key Idea: *An Anishinaabe saying -- Watch what they do, not just what they say. Words AND actions together make amends.*

SLIDE

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Lesson 3 -- Making Amends the Anishinaabe Way

□ Click through.

SLIDE

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Actions Speak Louder Than Words

Say this:

An Anishinaabe saying: Watch what they do, not just what they say. A true apology includes three things: words that acknowledge, actions that repair, and changed behavior that rebuilds trust. Words without action are empty promises. Action without words is unspoken truth. We need both.

Sandy Lake: This teaching connects to the tradition of Elders watching behavior over time before trusting. In Sandy Lake, consistency and follow-through matter more than words alone.

Worksheet
Activity

3

Lesson 3 -- Making Amends

Time: 4 min

1. T/F (teacher reads aloud): 5 statements about making amends.
2. Fill line: The difference between a real apology and an empty one is:
3. Three parts of amends: Students list the word, action, and behavior change for a scenario.
4. Exit slip: Making amends the Anishinaabe way means:

Lesson 4

Growing Through Mistakes -- Slides 26 to 33

Key Idea: *Mistakes are teachers. The question is not 'Did I make a mistake?' -- it is 'What am I going to do about it?'*

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Lesson 4 -- Growing Through Mistakes

Click through.

SLIDE

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Mistakes as Teachers on the Good Path

Say this:

Everyone makes mistakes. Even the greatest leaders, Elders, and teachers. What matters is: how we respond to our mistakes, what we learn from consequences, and how we grow into better people. The Elders say: Do not be afraid of making mistakes. Be afraid of not learning from them.

SLIDE

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Mistakes Are Part of the Journey

Say this:

The question is never: Did I make a mistake? The question is: What am I going to do about it? That question is where growth begins.

Ask: *Think about a mistake you made that you learned something from. You do not have to share it. Just think about what you learned.*

Move through slides 29-33 at a calm pace. Each slide builds on what mistakes teach us and how to grow from them.

Lesson 4 -- Growing Through Mistakes*Time: 4-5 min*

1. T/F (teacher reads aloud): 5 statements about learning from mistakes.
2. Fill lines: A mistake I made and what I learned from it. One mistake I have seen become a strength.
3. Reflection (private): What would I do differently?
4. Exit slip: Mistakes are teachers. That means:

Lesson 5**The Honest Footprints Project -- Slides 34 onward**

Key Idea: *Take everything you have learned and do something real with it.*

SLIDE

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Lesson 5 -- The Honest Footprints Project**Say this:**

This is your chance to take everything you have learned and do something real with it. The project has three parts.

Three parts of the Honest Footprints Project:

- Part 1: Your Personal Growth Map -- where you have been and where you are going
 Part 2: A Real Act of Repair -- something real you will do to make amends
 Part 3: Share Your Story -- with your Elder, teacher, and community

Tip: This project runs over two weeks. Your Elder, teacher, and community will witness students' growth. Keep the tone celebratory, not evaluative.

Lesson 5 -- Honest Footprints Project*Time: 5 min*

1. Students read the project overview from the slide or handout.
2. Fill line: My Personal Growth Map will focus on:
3. Fill line: My Real Act of Repair will be:
4. Exit slip: What I want people to see in my honest footprints is:

***Do not be afraid of making mistakes.
Be afraid of not learning from them.***