

The SEVEN GRANDFATHER TEACHINGS

Bundle One

Creative activities to foster an understanding of the teachings that are universal to most First Nation peoples.



GRADES 3 – 8



LOVE RESPECT COURAGE HONESTY WISDOM HUMILITY TRUTH

SEVEN GRANDFATHER TEACHINGS BUNDLE

1. Understanding the Seven Grandfather Teachings -

Social Studies, Visual Arts, Language Arts

- The Seven Grandfather Teachings - Read for understanding.
- Check For Understanding - Quiz
- The Grandfather Teaching, Humility - Paint and Model Magic
- The Grandfather Teaching, Respect - Paint
- Seven Grandfather Teachings - Oil Pastel
- Tracking Sheet Master



LEARNING STANDARDS

Learning Standards describe what students should know, be able to do, and understand by the end of each grade. Learning standards frame the important competencies/expectations and big ideas for each grade. Lessons in this bundle address the following standards:

VISUAL ARTS

- Apply the creative process to produce works of art using the elements, principles and techniques of visual arts to communicate feelings, ideas, and understandings.
- Use the critical analysis process to describe, interpret and respond to works of art.

LANGUAGE ARTS

- Listen to understand and respond appropriately.
- Use speaking skills and strategies appropriately to communicate.
- Read and demonstrate an understanding of texts.
- Write for an intended purpose.

SOCIAL STUDIES

- Understand significant characteristics of Indigenous nations in Canada.
- Develop a sense of personal identity.

SCIENCE

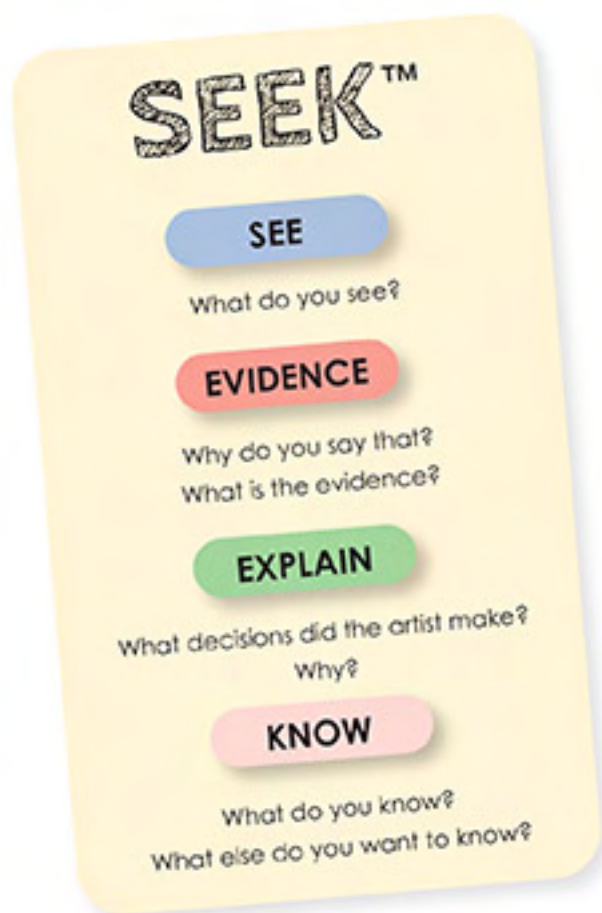
- Demonstrate curiosity about the natural world.
- Explore how living things interact with each other.

INTERNET RESOURCES

Use story and video to introduce the Seven Grandfather Teachings to your students.

Make sure students understand who wrote the teachings and where they are from. First Nations Peoples from different communities will have different understandings and perspectives on the teachings.

1. Download the **Traditional Teachings Handbook** in pdf form, from the Native Women's Centre. This booklet provides background information for the teacher on the seven Grandfather teachings from the perspective of the authors.
2. Read the book, 'Seven Sacred Teachings, Niizhwaaswi Gagiikwewin', by David Bouchard & Dr. Joseph Martin, paintings by Kristy Cameron, and/or watch the **video** of David Bouchard reading the book. This book and/or video will give you background knowledge about the Seven Grandfather Teachings from the perspective of the writers.
3. Download 'The Seven Grandfather Teachings', by **Rabbit and Bear Paws**. The teachings by Rabbit and Bear Paws can be shared and reflected on daily (one teaching each day) with your students.



LOOKING AT ART

Each lesson in this bundle introduces students to an Indigenous artist and their work.

Use **SEEK™** to help students organize their thinking and build their observational skills. Guide them to support their ideas with evidence they see in the artwork.

Make sure everyone can see the image.

SEE – Look closely at the image for about a minute. What do you see?

EVIDENCE – What do you see that makes you say that?

EXPLAIN – What choices did the artist make? How did those choices help communicate the message?

KNOW – What do you know about the artist's intent? What else do you want to know?

THE SEVEN GRANDFATHER TEACHINGS

First Nations Peoples from different communities will have different views on the seven Grandfather teachings. Most indigenous communities share some version of the teachings. They have been part of the First Nations culture for thousands of years. It is important to know who wrote the teachings and where they are from. The teachings are a guide to proper behaviour. They teach you how to lead a good life. The teachings are shared in stories and ceremonies. In the stories animals act as guides and teachers. The stories have been passed down from one generation to the next. Each of the seven teachings is represented by an animal. Some versions of the stories involve different animals. For example, Honesty may be represented by Raven not Sabe. Humility may be represented by Mouse not Wolf.

LOVE – Eagle	Have unconditional love for all things. When you love and accept yourself you will have peace. The eagle represents love because it can fly higher than other animals. It is closer to the Creator. The eagle is strong and carries all the teachings.
RESPECT – Buffalo	Treat others as you want to be treated. Respect all living things. When you respect yourself and others you live in harmony. The buffalo represents respect because it provided everything people needed to live a balanced life.
COURAGE – Bear	Stand up for yourself and what you believe. When you draw on your inner strength you can overcome obstacles. The bear represents courage because a mother bear is not afraid to stand up for and protect her cubs from any threat.
HONESTY – Sabe (Kitche-Sabe or Big-Foot a mythical giant)	Be honest and true to yourself. When you are honest and true to yourself you will be trusted and welcomed by others. Sabe represents honesty because he used to walk among humans reminding them to be themselves.
WISDOM – Beaver	Value knowledge. Know how to use your gifts wisely. When you use your gifts wisely you contribute to the good of the community. The beaver represents wisdom because it uses its teeth and the knowledge of how to build to survive.
HUMILITY – Wolf	Know that you are equal to, but not better than others. Be proud of working with the group. When you work cooperatively you contribute to everyone's success. The wolf represents humility because it works for the good of the pack.
TRUTH – Turtle	Know who you are in your heart and live with truth. When you know your cultural teachings you can speak the truth. The turtle represents truth because it was here when the earth was created. It carries all of life's lessons on its back. It lives in a slow and careful way. Turtle understands that the journey is as important as the destination.

What do you remember?

Take the Quiz!



1. The Seven Grandfather Teachings teach you how _____
_____.



2. The teachings are shared in _____.



3. Each of the teachings is represented by an _____.



4. It is important to know who wrote the teachings because _____
_____.



5. _____ represents Love because _____
_____.



6. Bear represents _____ because _____
_____.



7. Respect is important because _____.



8. To live with humility you have to _____
_____.

NAME: _____



Education

FILL IN THE BOX

The Grandfather teachings are shared in stories. Animals act as teachers in the stories. There are different versions of the stories. Some versions involve different animals. Some versions of the stories involve these animals.

1. Name the Grandfather teaching.
2. Write something important about the teaching.

LOVE

RESPECT

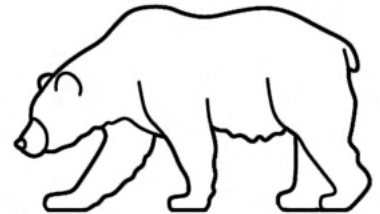
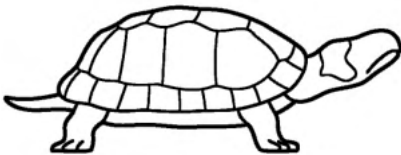
COURAGE

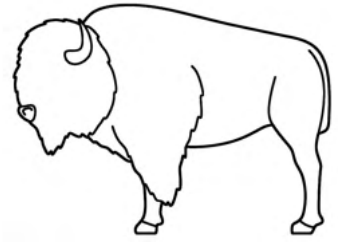
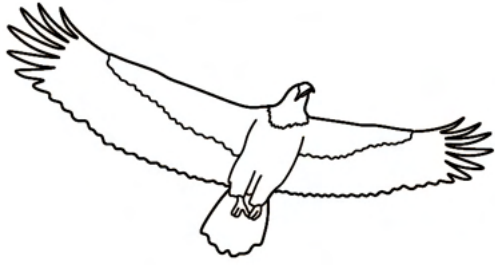
HONESTY

WISDOM

HUMILITY

TRUTH





HUMILITY

SEVEN GRANDFATHER TEACHINGS

Supplies

- Crayola Model Magic
- Crayola Variety Brushes
- Crayola Acrylic Paint
- Crayola Marker & Watercolour Paper
- Crayola Fine Line Markers
- Large Flat Stones
- Photograph of a Flower
- Water Containers
- Paper Towels

Vocabulary

balance
form
mandala

pattern
repetition
shape

Learning Goals

Students will be able to:

- describe and respond to works of art;
- support their ideas with evidence found in the artwork;
- apply the creative process to create a personal artwork;
- explain the meaning of HUMILITY according to the Grandfather teaching;
- demonstrate technical accomplishment and creativity.

Prepare

1. Download images from the Internet, or find images in books or magazines of **flowers** in Ontario.
2. Download and view the video, **Inside the Studio: Christi Belcourt**, which provides an interview with the artist.
3. The image, **The Wisdom of the Universe**, by Christi Belcourt is available at the Art Gallery of Ontario website.
5. Preview the **Multisensory Moments**, an inclusive, multisensory translation of Christi Belcourt's Wisdom of the Universe (2014).
6. Prior to this lesson use story and video to introduce the seven Grandfather teachings (pages 3-4) to your students.



Success Criteria

As a class identify 'look fors' that will demonstrate what students have learned and are able to do, e.g.,

I know I am successful when I have:

- painted a flower in the style of Christi Belcourt;
- used Model Magic to create a 3-dimensional self-portrait, and an animal;
- used modeling techniques skillfully;
- communicated the meaning of the Grandfather teaching, humility, through human, animal and plant connections/relationships;
- created my own unique design.

INTRODUCTION



PART 1

Introduce students to the Métis artist Christi Belcourt. View and discuss her painting, **The Wisdom of the Universe**, 2014.

1. Display the image so everyone can see it.
2. Ask students to look at the work closely for about 30 seconds without speaking.
3. Invite students to share their first impressions of the painting.
4. Use **SEEK™** to help students organize their thinking.
5. Once students have discussed the painting you may want to show them the **Multisensory Moments** video.

PART 2

Review the purpose of the Grandfather teachings.

1. Have a class discussion about the Grandfather teaching HUMILITY:
 - know that you are equal to, but not better than other forms of life;
 - be proud of working with the group;
 - cooperate and work for everyone's success;
 - show care and compassion for all of creation;
 - wolf represents humility because it is a pack animal who works for the good of the group.
2. Ask students to share examples from their own life in which they have made connections to the Grandfather teaching courage/bravery.

Ask probing questions such as:

- What else?
- What do you see that makes you say that?
- Could you explain that further?
- What do you mean by that?
- That's interesting, why do you say that?
- How might the artist get the idea to make it like that?

THE CHALLENGE



1. Share your understanding of the artwork, *The Wisdom of the Universe*, painted in 2014 by Métis artist Christi Belcourt.
2. Find and identify an interesting flower.
3. Paint the flower on a stone in the style of Christi Belcourt.
4. Use Model Magic to create 3-dimensional forms of an animal and a self-portrait.
5. Communicate the meaning of the Grandfather teaching, humility, through human, animal, and plant connections/relationships.
6. Demonstrate technical accomplishment and creativity.

FOLLOW THE STEPS

1



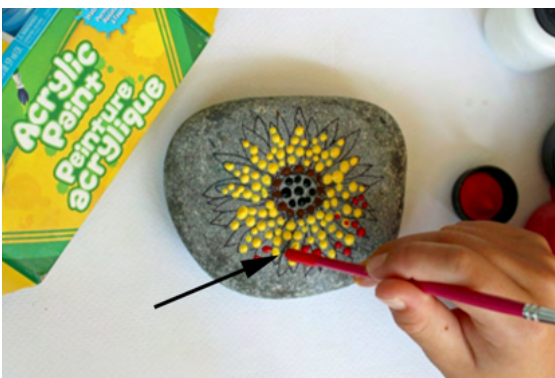
1. Find a flower outside, or choose from a variety of flower images.
2. Begin at the centre of the flower and draw the image outward on sketch paper creating a balanced, circular pattern, and repeating shapes.

2



1. Find a large flat stone outdoors.
2. Ask permission to use the stone in an artwork, and thank the earth for sharing the stone with you.
3. Draw the flower image onto the stone, beginning in pencil with the centre of the flower.
4. Use a balanced, circular pattern and repeat shapes and contrasting colours.
5. Trace over the pencil drawing with a black fine line marker.

3



1. After viewing the artwork of artist Christi Belcourt, examine the flower drawn on the stone and decide on a variety of colours to paint the flower.
2. Paint in the style of Christi Belcourt.
3. Use the end of a paint brush to paint bead-like circles onto the flower.
4. Make sure the colours contrast with each other in different sections of the flower so that the image is clear.

FOLLOW THE STEPS

4



1. Fill the entire flower with colour, working from the centre outwards (similar to a mandala).

5



1. Brainstorm the Grandfather teaching of humility.
 - What animals represent humility?
 - What does humility mean to you?
 - Share a time you have experienced humility in your life.
 - What do humans need to survive?
 - How do plants and animals help humans live?
 - What animal do you feel connected to? Why?
 - What is your relationship with animals?
2. Reflect on the word humility and your relationship to plants and animals.

6



1. Choose an animal you feel connected to.
2. Use Model Magic to form the animal, smoothing together separate pieces.
3. Add detail to the animal using markers that contrast with the Model Magic.

FOLLOW THE STEPS

7



1. Create a self-portrait using Model Magic.
2. Mix colours together to make a variety of skin tones, for example, red, white, yellow, with some blue makes a skin tone.

8



1. Add clothes to your self-portrait using a variety of colours.
2. Use markers to add detail to your face.

9



1. Set up your self-portrait and the animal you feel connected to on top of the painted flower stone.
2. Share your sculpture with your classmates.
3. Reflect on the connections between plants, animals, and people, and the meaning of humility.

SHARE



Ask students to set up their artworks outdoors. Bring students together in a circle and invite each student to share their thoughts, feelings and reflections about their artworks. During the circle discussion include references to colours, contrast, shape, form and pattern. Share personal understandings of the relationships and connections between plants, animals, humans, and humility.



Have students connect their personal experiences of humility with the Grandfather teaching, humility. Discuss what they have learned about themselves by experiencing humility. Ask them to think about someone in their life who demonstrates humility. Have them think about how sometimes it is difficult to be humble. How do they feel when they act in a humble way? What does the Grandfather teaching, humility mean to them?

ASSESSMENT

1. Observe students as they work – discriminating, seeking more information, elaborating, experimenting.
2. Observe students as they discuss their work – speaks with a clear voice, points to areas in the artwork, provides accurate information, answers questions from the audience effectively.
3. Observe students as they listen – listens attentively, responds with meaningful questions, sends positive nonverbal cues.
4. Use a checklist to track progress.
5. Have students reflect on their own artworks in their sketchbooks. Ask students:
 - What worked well in your artwork?
 - What do you see that makes you say that?
 - What would you change or do differently next time?
 - What does the Grandfather teaching humility mean to you?



Education

RESPECT

SEVEN GRANDFATHER TEACHINGS

Supplies

- Crayola Acrylic Paint
- Crayola Round Brushes
- Crayola Marker & Watercolour Paper
- Crayola Fine Line Markers
- Crayola Scissors
- Crayola Sketchbooks
- Crayola Watercolour Pencils

Vocabulary

background	foreground	space
cool colours	middle ground	viewfinder
emphasis	monoprint	warm colours

Learning Goals

Students will be able to:

- describe and respond to works of art;
- support their ideas with evidence found in the artwork;
- apply the creative process to create a personal artwork;
- explain the meaning of RESPECT according to the Grandfather teaching;
- demonstrate technical accomplishment and creativity.

Prepare

1. Download images from the Internet, or find images in books or magazines of animals connected to the Grandfather teaching, RESPECT such as, **Buffalo Herd**
2. Download images from the Internet, or find images in books or magazines of Jane Ash Poitras' artwork, **Buffalo Heirophony (1992)** – click on the image to enlarge it.
3. Prior to this lesson use story and video to introduce the seven Grandfather teachings (pages 3-4) to your students.



Success Criteria

As a class identify 'look fors' that will demonstrate what students have learned and are able to do, e.g.,

I know I am successful when I have:

- used words and images to communicate the meaning of respect between plants and humans;
- created a watercolour painting of a variety of plants inspired by an outdoor area;
- used words that identify and deepen the meaning and understanding of the leaf/plant;
- used warm and cool colours to create a background and foreground in the painting;
- created a monoprint of a leaf/plant skillfully;
- created my own unique design.

INTRODUCTION



PART 1

Introduce students to **Jane Ash Poitras** (an artist who was born Cree in Fort Chipewyan, Alberta). View and discuss her mixed media artwork, **Buffalo Heirophony (1992)**, focusing on the meaning of the images she uses, and discussing the importance of the buffalo, when plentiful, to the survival of the people.

1. Display the image so everyone can see it.
2. Ask students to look at the work closely for about 30 seconds without speaking.
3. Invite students to share their first impressions of the painting.
4. Use **SEEK™** to help students organize their thinking.
5. Explore her use of drawing, photography and writing/words to communicate her ideas.

PART 2

Review the purpose of the Grandfather teachings.

1. Have a class discussion about the Grandfather teaching RESPECT:
 - treat others as you would like to be treated;
 - respect all living things;
 - in order to receive respect you have to give respect;
 - respect comes when you gain a deep relationship with the other;
 - when you respect yourself and others there is harmony.
2. Ask students to share examples from their own life in which they have made connections to the Grandfather teaching respect.

Ask probing questions such as:

- What else?
- What do you see that makes you say that?
- Could you explain that further?
- What do you mean by that?
- That's interesting, why do you say that?
- How might the artist get the idea to make it like that?

THE CHALLENGE



1. Use watercolour pencils to paint a scene of a natural outdoor area containing a variety of plant life.
2. Use a variety of warm and cool colours to create a foreground and background in the watercolour painting.
3. Create a monoprint using a found leaf that is not part of a living, growing plant.
4. Use words and images to communicate respect, one of the 7 Grandfather teachings, between plants and humans.
5. Reflect on why the relationship between plants and humans is important.
6. Demonstrate technical accomplishment and creativity.

FOLLOW THE STEPS

1



1. Choose an area outside with interesting plant growth.
2. Find a natural space with a variety of plants that you would enjoy drawing.
3. Use a view finder (a small piece of Bristol board with a rectangular shape cut out of the centre) to frame your natural space.

2



1. Begin with a flat board (clipboard) and a rectangular piece of watercolour paper.
2. Choose a variety of watercolours.
3. Use warmer colours in the foreground and cooler colours in the background.
4. Observe closely, and draw the shapes and colours of the plants you see.

3



1. Fill your watercolour paper with colour, trying your best to draw what you see in the natural world.



Education

FOLLOW THE STEPS

4



1. When you have finished drawing, use a container of water and a paint brush to brush water over your drawing changing it into a watercolour painting.
2. Dip your brush in water each time you paint a new area of your drawing.

5



1. Paint the entire drawing, allowing some colours to flow into each other.
2. Make sure your painting is dry before beginning the next step.

6



1. Find a leaf on the ground that you are curious about, make sure it is not attached to a living plant.
2. Do not take any leaves or plant parts that are still alive, and connected to roots.
3. Thank the plant whose leaf you have found on the ground.
4. Place the leaf on a recycled piece of paper and paint one side of the leaf with black acrylic paint.



Education

FOLLOW THE STEPS

7



1. Carefully lay the painted side of the leaf onto your watercolour painting, and delicately press the painted leaf onto the painting.

8



1. Slowly and carefully pull the leaf off your watercolour painting.
2. Make sure you do not touch the black print left by the leaf.
3. Allow the monoprint to dry before beginning the next step.

9



1. After your monoprint is dry, closely observe the leaf or plant you used to make the print.
2. Use a fine line black marker to add detail to the print (e.g., the pattern of lines in the individual leaves).



Education

FOLLOW THE STEPS

10



1. Create a mind map to brainstorm the word 'respect'.
2. Make connections to the Grandfather teaching, the plant world, and your own life experiences.
3. Research the plant or leaf you used in your monoprint.
 - Identify the plant.
 - Is it edible?
 - Where can the plant be found?
 - What conditions does it need to grow?

11



1. Use a larger piece of white paper to mat your artwork.
2. Glue or tape your monoprint to the larger paper.
3. Close your eyes and reflect on the word 'respect', remembering the connections you have just made in your mind map, and the discoveries you have learned about the plant you chose.
4. Use a fine line black to marker to write your thoughts and feelings around your artwork, framing your watercolour print with your reflections.

12



1. Reflect on the plants, words and images you have chosen to represent the Grandfather teaching, respect.
2. Write about your personal connection between the plant and the meaning of respect.

SHARE



Once all the artworks and reflections are complete ask students to bring their artworks into a large circle. Invite each student to share their artwork. During the circle discussion include references to colours, space, texture, line, and emphasis. Have students share their own personal understandings of the relationship between plants, humans, and respect.



Have students connect their personal experiences of being respectful with the Grandfather teaching, respect. Discuss what they have learned about themselves by being respected by and respectful of others. Ask them to think about someone in their life who demonstrates respect. What do they say and do that shows respect? Ask students to think about how they feel when they see plants and humans being disrespected? What does the Grandfather teaching, respect mean to them?

ASSESSMENT

1. Observe students as they work – discriminating, seeking more information, elaborating, experimenting.
2. Observe students as they discuss their work – speaks with a clear voice, points to areas in the artwork, provides accurate information, answers questions from the audience effectively.
3. Observe students as they listen – listens attentively, responds with meaningful questions, sends positive nonverbal cues.
4. Use a checklist to track progress.
5. Have students reflect on their own artworks in their sketchbooks. Ask students:
 - What worked well in your artwork?
 - What do you see that makes you say that?
 - What would you change or do differently next time?
 - What does the Grandfather teaching, respect mean to you?



Education

SELF-PORTRAIT

SEVEN GRANDFATHER TEACHINGS



Learning Goals

Students will be able to:

- describe and respond to works of art;
- support their ideas with evidence found in the artwork;
- apply the creative process to create a personal artwork;
- explain the meaning of one of the Grandfather teachings;
- demonstrate technical accomplishment and creativity.

Prepare

1. Download images from the Internet, or find images in books or magazines of animals connected to the seven Grandfather teachings, such as, **Buffalo Bear Eagle Beaver Turtle Wolf Sabe**
2. Download images from the Internet, or find images in books or magazines of Arthur Shilling's portraits. **Arthur Shilling**, 'The Ojibway Dream', by Arthur Shilling, 1999, is a beautiful book containing 21 portrait paintings by the artist.
3. Preview the Art Gallery of Ontario video, **Close Looking: Arthur Shilling Self-Portrait** for a guided, close look at a self-portrait painted by Arthur Shilling and a brief biography outlining his life and importance.
4. Prior to this lesson use story and video to introduce the seven Grandfather teachings (pages 3-4) to your students.

Supplies

- Crayola Oil Pastels
- Crayola Marker & Watercolour Paper
- Crayola Fine Line Markers
- Pencils
- Erasers

Vocabulary

contrast	self-portrait
cool colours	shape
warm colours	space
emphasis	

Success Criteria

As a class identify 'look fors' that will demonstrate what students have learned and are able to do, e.g.,

I know I am successful when I have:

- used words and images to communicate the meaning of one of the Grandfather teachings;
- created a self-portrait with correct proportions;
- used warm in the face and cool colours in the background;
- created my own unique design;
- demonstrated technical accomplishment.

INTRODUCTION



PART 1

Introduce students to the artist, Arthur Shilling, an Ojibwa artist from the Rama Reserve on Lake Couchiching, Ontario. Have students look at a variety of Arthur Shilling's paintings. Explore his use of colour, especially paintings where he has used warm colours on the faces and cooler colours in the background. Choose one self-portrait, **Arthur Shilling** to discuss in depth.

1. Display the image so everyone can see it.
2. Ask students to look at the work closely for about 30 seconds without speaking.
3. Invite students to share their first impressions of the painting.
4. Use **SEEK™** to help students organize their thinking.

PART 2

Review the seven Grandfather teachings.

1. Introduce each of the seven teachings with an image of the animal that represents it. Discuss the main ideas of each of the teachings.
2. Ask students to share examples from their own life in which they have made connections to one of the Grandfather teachings.

Ask probing questions such as:

- What else?
- What do you see that makes you say that?
- Could you explain that further?
- What do you mean by that?
- That's interesting, why do you say that?
- How might the artist get the idea to make it like that?

THE CHALLENGE



1. Choose one of the 7 Grandfather teachings that connects to a personal life experience and write about it.
2. Follow the steps involved in drawing the human face to draw a self-portrait.
3. Draw with oil pastels using warm colours on your face, and cooler colours in the background.
4. Use contrasting colours to bring out your facial features.
5. Use the element of line to draw the image of an animal connected to the Grandfather teaching your self-portrait exemplifies.
6. Combine the drawing of your face with the writing of your life experience to create a mixed media artwork.
7. Demonstrate technical accomplishment and creativity.



Education

FOLLOW THE STEPS

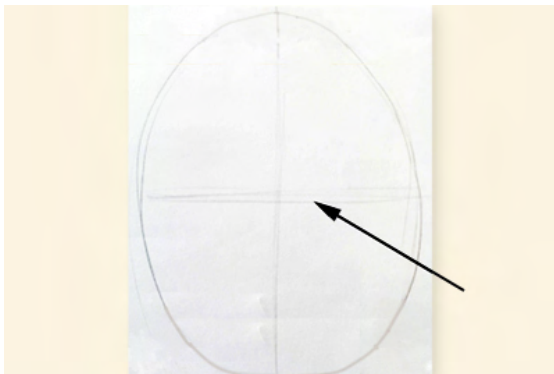
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6. Reflect on how your life is connected to the Grandfather teaching you chose.
7. Share your reflections with a partner.

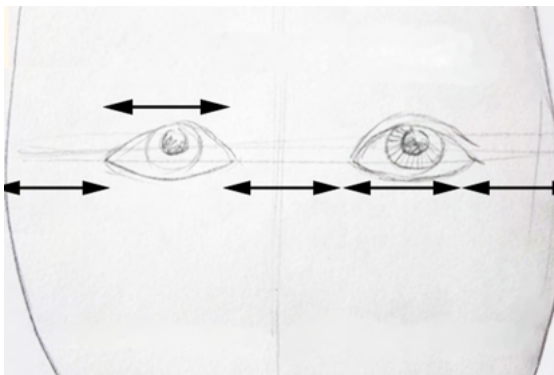
1. Make a mind map.
2. Begin with the 7 Grandfather teachings in the centre of your mind map.
3. Brainstorm the Grandfather teachings using words, and drawings of the animals connected to each of the teachings.
4. Reflect on personal life experiences that are connected to and exemplify the Grandfather teachings.
5. Choose one life experience and use words/images to describe it.
 - What did you say?
 - How did you feel?
 - What did you do?

2



1. Begin your self-portrait by drawing a large oval about the size of your head on drawing paper.
 - lightly draw a vertical line dividing the oval in half
 - then draw a horizontal line dividing the oval into 4 equal quarters

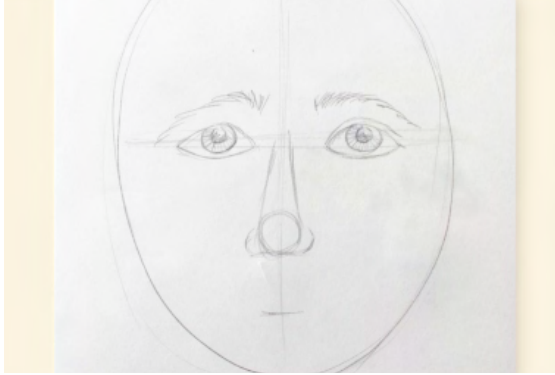
3



1. Draw the eyes on the horizontal line.
2. Use the eye as a unit of measurement, imagining the length of 5 eyes fitting across the face.
 - begin the eye by drawing an almond shape, then a small black pupil inside, and a circular iris surrounding the pupil inside the eye
 - the line forming the top of the eye is echoed by another line which creates an eyelid
 - leave a space that is the length of an eye, and draw the second eye
 - the eyebrows form a frame around the eye and echo the line of the eyelid above the eyes

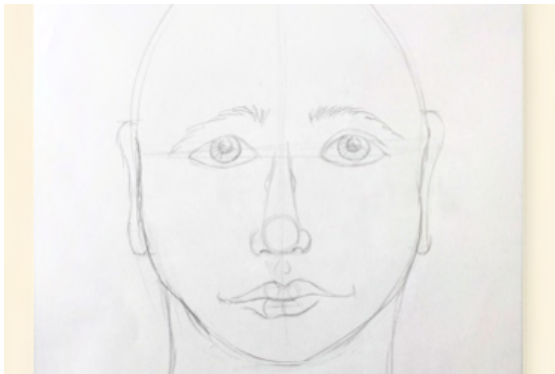
FOLLOW THE STEPS

4



1. Lightly draw a small horizontal line halfway between the eyes and the chin.
2. This line crosses the vertical line marking the location for the nose.
3. Draw a second horizontal line about halfway between the nose and the chin for the mouth.
4. Create the nose by drawing a triangle shape with a ball at the end.
5. The nostrils are made by drawing 2 brackets, one on each side of the nose.
6. Keep your pencil lines light.

5



1. Draw the mouth on the horizontal line between the nose and the chin.
2. Begin the mouth by drawing a bow-shaped line where the lips meet.
3. Next draw 2 small circles below the line, and 3 small circles above the line.
4. Lightly outline the outer edges of the circles forming the top and bottom lips.

6



1. Draw the top of the ear at the same height as the eyebrow.
2. Draw the bottom of the ear at the same height as the bottom of the nose.
3. Draw the neck from the ears down.



Education

FOLLOW THE STEPS

7



1. Choose a variety of cool colours to draw the background of your self portrait.
2. Bring some of your cool colours into your face to integrate your self portrait with your background.

8



1. Cut a strip of drawing paper that is the same width as your self-portrait.
2. Use markers that are similar colours to the oil pastels to write about your life experience connected to the Grandfather teaching you chose.
3. Make sure your writing clearly reflects your life experience, and connects to the Grandfather teaching you chose in a meaningful way.
4. Add drawings connected to the Grandfather teaching.
5. Glue the strip of paper to the bottom of your self portrait.

9



1. Add an animal image to your background that is connected to the Grandfather teaching you chose.
2. Make sure the colour you use to draw the animal shapes contrast with the background colours.
3. Stand back from your artwork and view it with fresh eyes.
 - Does your self-portrait reflect who you are?
4. Decide whether you need to add more colour or detail to connect your artwork to yourself.



Education

SHARE



Ask students to bring their artworks into a large circle. Invite each student to share their thoughts, feelings and reflections about their artworks. During the circle discussion include references to warm and cool colours, contrast, emphasis and space. Share life stories connected to the seven Grandfather teachings.



Have students connect their day to day lives with what they have learned about the Grandfather teachings. Discuss what they have learned about themselves as they try to live by the teachings. Ask them to think about someone in their life who demonstrates one of the teachings. What do they do? How do others respond to them? How do the Grandfather teachings reflect who they are?

ASSESSMENT

1. Observe students as they work – discriminating, seeking more information, elaborating, experimenting.
2. Observe students as they discuss their work – speaks with a clear voice, points to areas in the artwork, provides accurate information, answers questions from the audience effectively.
3. Observe students as they listen – listens attentively, responds with meaningful questions, sends positive nonverbal cues.
4. Use a checklist to track progress.
5. Have students reflect on their own artworks in their sketchbooks. Ask students:
 - What worked well in your artwork?
 - What do you see that makes you say that?
 - What would you change or do differently next time?
 - What does the Grandfather teaching you chose mean to you?

