



Native Teachings – Seeing our Traditional Beliefs



Lesson No. Two: My Balance

Please see lesson one for teacher self questioning suggestions.

Specific Expectations for Native Studies

Course Code: (NBV3C) Course Title: Aboriginal Beliefs, Values and Aspirations in Contemporary Society

Describe how Aboriginal practices, behaviours, beliefs and symbols (e.g., hunting and fishing traditions; ceremonies and feasts; the use of drums, music and dance) strengthen Aboriginal cultural identities.

Specific Expectations for Visual Arts

Course Code: AVI 3M Course Title: Visual Arts, Grade 11, University/College Preparation

Plan and transform images using new technology (e.g., photo manipulation programs, CAD/CAM) as a resource for their work

Identify and explain the visual information used to communicate meaning in particular works of art

Essential Questions for this Lesson

- What is balance?
- How can one be healthy?

Vocabulary Introduced in this Lesson

- Teachings
- Balance
- Healing
- Health
- Spiritual
- Emotional
- Physical
- Intellectual

Prior Knowledge they need for this Lesson
See lesson one.

Resources:

- Balance Handout – one on regular paper
- Balance Handout Two - one on cardstock.
- Rubric and Peer Assessment tool

Consider asking an elder from the land in which you teach, to share his/her perspectives on medicine wheel teachings.

Materials, supplies needed:

- Watercolour pencil crayons – 5 or 6 sets
- Class set of pencils
- Class set of fineliner sharpies
- Water containers
- Soft Bristle Brushes
- Paper Towel

Lesson Two: Minds On Activities (Feeling, Thinking, Questioning, Knowing, Experimenting, Planning)

1. Teacher will hand out the medicine wheel template for Balance that shows the four areas a person needs to be healthy in, in order to be in balance.

The teacher will go over each domain on these topics, giving examples and having students discuss what balance and health means in relation to each direction. The teacher will have four groups: one for each topic. She/he will give examples of what a person needs to be healthy.

- Physical: enough water, sleep, exercise, hugs, etc.
- Spiritual: A life purpose or path, an understanding of the unknown, spirit, etc.
- Emotional: Healthy relationships free from any form of controlling or abusive behaviour, self awareness, self confidence, etc.
- Intellectual: Challenges and Interests, skills, knowledge gathering, etc.

2. The teacher will let students choose their groups and then give them the task
 - Each group will be given a quarter of the medicine wheel cut out from one large Bristol board wheel.
 - That group will discuss what they think people need to be healthy in that domain.
 - After about 15 minutes of small group discussions, the groups will chose a spokesperson who will add the paper to the medicine wheel that is posted on the blackboard or bulletin board.
 - She or he will explain what they came up with.

The students will take notes in the lesson template from what each group presented.

3. Students will look at four artworks:
 - a. *Giving Thanks* by Frederick McDonald which is found at:
<http://web.mac.com/frederickrmcdonald/iWeb/frederickrmcdonald%40mac.com/Frederick%27s%20Homepage.html>
 - b. *Great Métis of My Time: Maria Campbell* by Christi Belcourt is found at:
<http://www.belcourt.net/Gallery/gallerySERIESgmMariaCampbell.html>
 - c. *From Me to You* by LauraLee K. Harris found in her gallery entitled: Gallery of Shapeshifting New Skins – 2007 at her website:
<http://lauraleekharris.com/>
 - d. *Young Couple* by Jim Logan http://jimlogan.net/young_couple.htm

Students will look at the works in small groups and will discuss which direction(s) on the medicine wheel each could relate to. They will look at the works carefully and consider whether the imagery, colours, shapes, and feel of the artwork relate to one or more directions in relation to balance.

The groups will present the artwork and show their ideas about it.

Action: (Rich Performance tasks/Culminative Task/ Social Action task, etc.)

Students will be given another handout copied on white 8.5 x 11 cardstock paper. The one they received at the start of the lesson is for writing notes and doing practice sketches. This one, on cardstock, is for a final medicine wheel art work.

Each group of students will be given a package of water colour pencil crayons, pencils and fineliner sharpies.

Students will be encouraged to draw an image in each direction that represents who they are: physically, emotionally, intellectually and spiritually. They will be told that it can be done using colours and shapes they feel are appropriate, or using realistic images that show scenes or aspects of their lives. Students who are less confident about their artistic abilities will be encouraged to use shapes and colours or simplistic symbols to represent this aspect of self. They can use sharpie or pencil first and then the watercolour pencil crayons.

After they have finished drawing the image, they will be shown how to use water to turn their works into paintings.

Next , the students should be directed to:

- look in the empty space around the circle
consider what is missing from inside the wheel that can further communicate who they are
- consider their personality, strengths and challenges.

Students can add words, images, colours, patterns, etc. and be instructed to fill that space in it's entirety.

When students have completed their image, they should allow it to dry . During the next class students will be directed to flip over their image and write their own statements about what the image means to them.

Reflection and Consolidation (e.g., self questioning, peer assessment, teacher feedback, teacher wrap up activity for entire class, etc.)

Students share their wheel in pairs (whole circle sharing of imagery may be uncomfortable for shy students. Also the intimacy of a pair allows for more open explanations of intent and meaning.

Journal writing about one's sense of balance could be done as a follow-up activity.

Evaluation (Overview of how students will be evaluated)

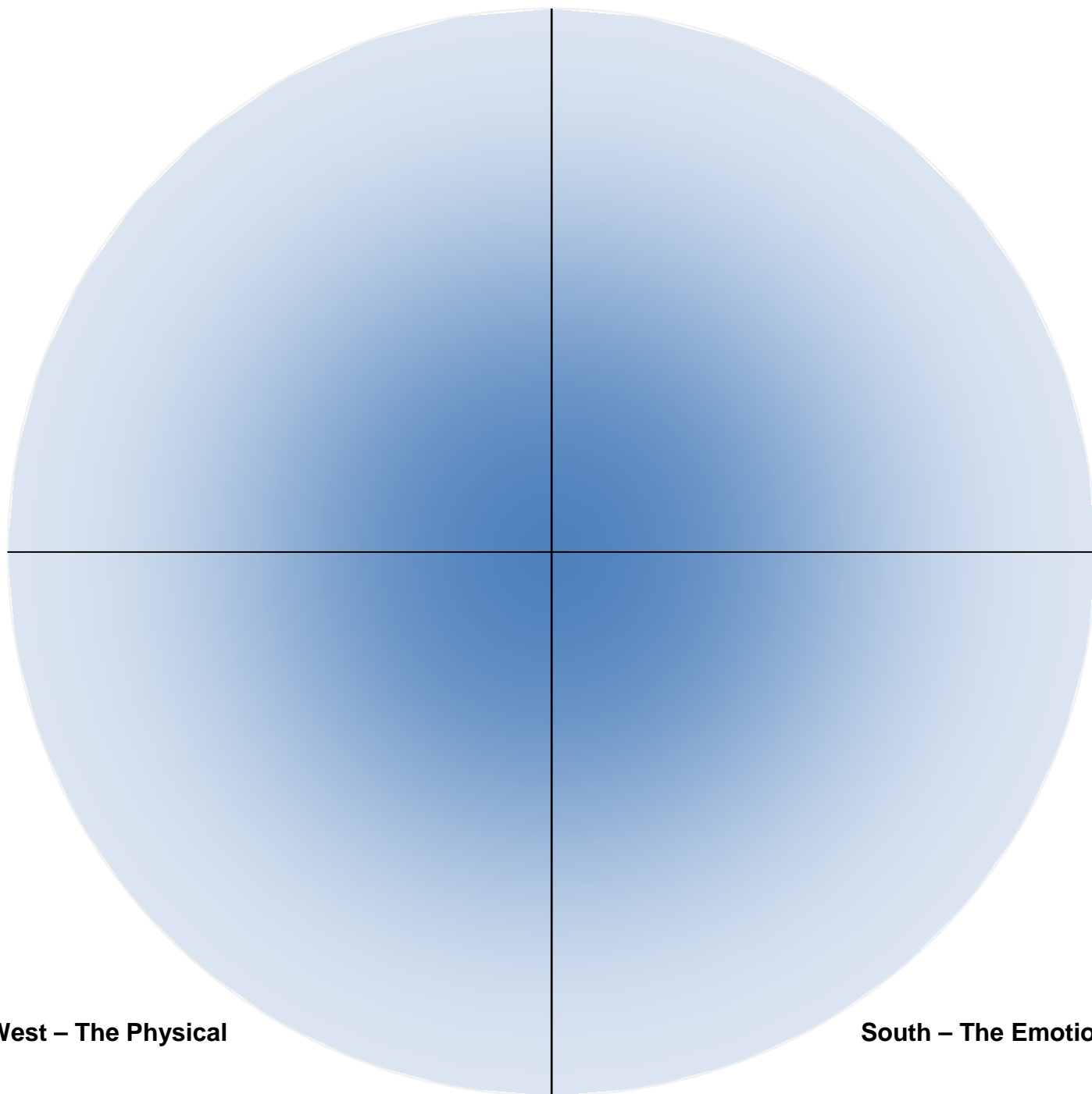
- Rubric evaluation of the artwork
- Peer assessment of learning skills for the small group work.

Teacher Reflections (Questions for the teacher to consider)

- Have the students learned from this task and met the expectations?
- Could these teachings be taught in another manner that will combine visual, written and verbal literacies?

North – The Mental / Intellectual

East – The Spiritual



West – The Physical

South – The Emotional