

## How can we live mino bimaadiziwin?

### Respecting

How can “respecting” help us live mino bimaadiziwin (the good life)?

### Student Tasks

#### Begin with Your Experience

Think about these questions as you start:

- *How does it feel when someone shows you respect?*
- *How do you show respect to others, to the Land, or to something important?*

#### Listening to Teachings

##### [Indigenous Knowledge | Respecting: Video 1](#)

Morris Shapwaykeesic from Whitesand First Nation explains how smudging connects him with his ancestors, and how the eagle feather carries his prayer.

##### Questions:

- *What do you notice about how Morris prepares and speaks before ceremony?*
- *Why it be important to show respect before doing something sacred?*
- *How might being in the right mindset or heart space be important when sharing teachings?*

##### [Indigenous Knowledge | Respecting: Video 2](#)

Elder Tony De Parry from Ginoogaming First Nation describes how to properly give and receive tobacco.

##### Questions:

- *What is one important reason that tobacco used in these teachings?*
- *How might offering tobacco show respect for the Land, spirit, or knowledge?*
- *What does this teaching remind us about the value of giving before receiving?*

**How can we live mino bimaadiziwin?****[Indigenous Knowledge | Respecting: Video 3](#)**

Tom Lachinette from Whitesand First Nation describes how Spirit Helpers are there to guide and protect us.

**[Indigenous Knowledge | Respecting: Video 4](#)**

Tom Lachinette from Whitesand First Nation shared what he learned when listening to an Elder answer a question about the meaning of the word “Anishinaabe.”

**Questions:**

- *Why might it be important to honour Spirit helpers?*
- *How does the elder in Tom’s teaching model the importance of respect?*
- *How are equity/equality and respect connected?*
- *Why do you think some knowledge is only shared when people are ready or respectful*

**[Indigenous Knowledge | Respecting: Video 5](#)**

Erin Kelly, an Environmental Technician at Four Rivers Environmental Services Group with the Matawa Tribal Council, teaches youth from the Matawa Education and Care Centre how to evaluate the biology and health of fish in Makokibatan Lake, Ontario.

**Questions:**

- *What do you see the students doing as they work with the fish?*
- *How are they showing respect for the fish and the Land?*
- *How might learning more about the fish impact our ability to respect it?*

**[Indigenous Knowledge | Respecting: Video 6](#)**

Erin Kelly, an Environmental Technician at Four Rivers Environmental Services Group with the Matawa Tribal Council, teaches youth from the Matawa Education and Care Centre about freshwater mussel biology and physiology.

**Questions:**

- *What are two important things everyone in the video is learning about mussels?*
- *How might we show respect to other species?*

**How can we live mino bimaadiziwin?****Indigenous Knowledge | Respecting: Image**

A Matawa Education and Care Centre student plucks feathers from a goose during the annual spring bird hunt.

**Questions:**

- *What do you notice about how the bird is handled?*
- *What do you think it means to show respect for animals we hunt?*
- *Are there any stories or teachings that might be remembered when doing this kind of work?*

**Reflect and Share (Putting It Together)****Choose one or more to write, draw, or talk about:**

- *One way someone has shown you respect that you remember clearly.*
- *A teaching or story from this collection that helped you think differently about respect.*
- *One small way you want to show more respect to yourself, someone else, or the Land.*

**Optional embodied/sensory prompt:**

- *Think of a time you were on the Land. What sounds, smells, or feelings helped you feel connected and respected.*
- *What is one thing you carry from these stories and experiences that you want to remember? How might it help you live in a good way?*