



## Minds on: Seeing the World Through the Lens of Gratitude

### Organization

**Title:** Seeing the World Through the Lens of Gratitude

**Summary:** Students learn about the Haudenosaunee Ohén:ton Karihwatéhkwen (Thanksgiving Address) and are invited to reflect on all of the things in the natural world Indigenous people rely on locally for their tools and technologies. Students then spend time in sit spots on the land and reflect on what they grateful for in nature.

**Duration:** 1 class period

**Learning Environment:** Outdoor

**Season:** Summer, Spring, Fall

**Materials:**

- Segment from ten-minute video accompanying the Indigenous Knowledge Bundle with Liv Rondeau sharing the Haudenosaunee Ohén:ton Karihwatéhkwen and discussing its significance
- Outdoor learning journals
- Instructions regarding how to conduct a talking circle

### Meta Data:

**Content Type:** Activity

**Bundle:** Tools

**Theme:** Invasive Species

**Subject Area:** Biology, Environmental Education, History, Outdoor Education, Science,

**Curriculum Focus:** 7, 9

**We recommend inviting an Indigenous community member into your learning space to share the teachings of the Ohén:ton Karihwatéhkwen.**

- Ask students to consider what tools and technologies local Indigenous groups traditionally relied upon and continue to rely upon today for their livelihood and well-being. Focus areas to prompt discussion may include fire starting, cooking, hunting and trapping, shelter, transportation, ceremony, etc.
  - Ask students to brainstorm what these tools and technologies provide(d) for community.
  - Ask students to consider what natural materials were/are used to construct and/or facilitate the use of these tools and technologies. Time permitted this could be extended into an inquiry project.
- Ask students what in the natural world they are grateful for and how it enriches their lives. Ask students if they do anything to give back to the element of the natural world that provide them with gifts.



- Review the Haudenosaunee Ohén:ton Karihwatéhkwen (Review from Activity 1 in the Indigenous Knowledge Bundle). As a refresher teacher can play segment from [Deepening Our Understanding | Indigenous Ways of Knowing and Being in the Natural World](#), a ten-minute video accompanying the Indigenous Knowledge Bundle with Kanyen'kehá:ka educator Liv Rondeau sharing the address and discussing its significance. Liv Rondeau is a Kanyen'kehá:ka (Akwesasne Mohawk Territory) educator who sits with the Wolf Clan.
- Send students to sit spots to journal in their Outdoor Nature Journals (introduced in the QUILLS Teacher's Guide) about what they are grateful for.
- Option for students to share what they are grateful for in a Talking Circle. (Instructions regarding how to facilitate a Talking Circle in a good way are included in the Teacher's Guide.)

Please note that learning represented in these activities reflects Big Idea A. in the Indigenous Knowledge Learning Bundle: "Indigenous knowledge is contained in language and storytelling". To help your students learn more about this Big Idea check out the Learning Activities titled: *Ohén:ton Karihwatéhkwen (The Words that Come Before All Else)*, *The Importance of Storytelling*, and *Creation Stories and Language* found in the *Indigenous Ways of Knowing and Being with the Natural World* Learning Bundle (Grades 7-10). The learning also reflects Big Idea C. in the Indigenous Knowledge Learning Bundle: "Reciprocity, Interdependence, and Holism are at the Heart of Indigenous Ways of Knowing and Being". To help your students learn more about these foundational concepts check out the Learning Activities titled: *Holism*, *The Honorable Harvest*, and *Our Responsibilities* found in the *Indigenous Ways of Knowing and Being with the Natural World* Learning Bundle (Grades 7-10).