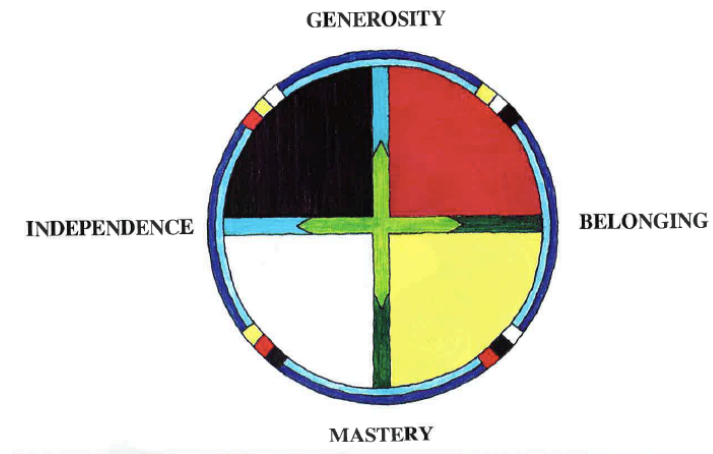


The Circle of Courage as a framework for exploring Global Issues



To read a short summary of the Circle of Courage, click on the following link:
http://www.edu.gov.mb.ca/k12/cur/cardev/gr9_found/courage_poster.pdf

Big Ideas:

Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.

Curricular competencies:

- Thinking critically, creatively, and reflectively to explore ideas within, between, and beyond texts.
- Responding to text in personal, creative, and critical ways.
- Develop a plan of action to address a selected problem or issue

Driving Questions: What is the Circle of Courage? What can we learn from it?



Learning Targets: I can consider traditional indigenous values described in the *Circle of Courage*. I can investigate stories for evidence of traditional values and consider how these values empower individuals to make a difference.

Co-constructing Ideas: 4 key questions on 4 large charts- What does it mean to belong? What does it mean to have mastery? What does it mean to be independent? What does it mean to be generous?

Students work independently and then with a partner to define each idea on a post-it note and then hang their post-it notes on each chart.

Next, split the group into 4 small groups (one for each lead question). Invite these small teams to read the contributed ideas/definitions, and sort them for common ideas/themes/examples.

Then, invite small groups to rotate to each of the four charts to explore the shared thinking.

Finally, introduce and describe the Circle of Courage in student friendly language.

Establishing a Need to Know: Investigating the video clip “*What is it you desire most?*” (3:05)
<https://www.youtube.com/watch?v=We3lYkgWEh0>

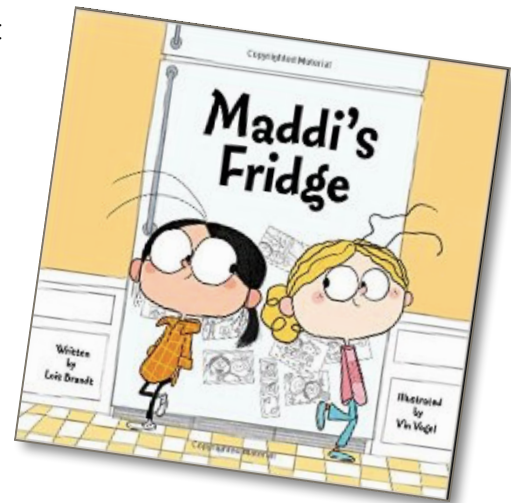
Post-video clip partner Turn and Listen: What did you notice? What do you wonder? What traditional values did you see evidence of in this story? Did the stranger demonstrate courage? How so? What impact did his actions have for himself and others?

Shared Read: *Maddi's Fridge* written by Lois Brandt, illustrated by Vin Vogel.

Before reading: Establish a purpose for listening/viewing: investigating the story for evidence of traditional values: belonging, mastery, independence and generosity.

Activate background knowledge. This can be done by asking for predictions about the story based on the title and cover picture, and/or by offering a general statement about the book and asking if students have ever experienced the topic.

During Reading: Talk about the story as it unfolds. Invite students to make connections, to look carefully at the pictures, to visualize, ask questions, and make inferences.



Performance of Understanding:

Returning to the *Circle of Courage* framework to prompt thinking and conversation, invite students to collaborate and brainstorm using the *Circle of Courage* Think Mat. What traditional indigenous values did you find evidence of in this story? What can we learn from Sofia and Maddi? Did Sofia demonstrate courage, and if so, how? Students are invited to document their shared thinking on the Think Mat.

Whole group reflection: Invite students to share their findings back to the whole group. Is there anything we can add to our 4 anchor charts defining belonging, mastery, independence and generosity?

Exit slip: Describe something you learned from either Sofia or Maddi that helps you have a deeper understanding of the traditional indigenous values outlined in the *Circle of Courage*.