


## Exhibition September 2026 to October 2027

## Educator Activity Guide

Northumberland County Archives & Museum
2-590 Courthouse Rd., Cobourg

## Mnaadendanowdaa iw ntam giigdowin omaa akiing, gaa noondmowaad mewzha minwaa noogom.

Megwaa gnwaabdamon iw ewaajigaademgak, gdaa noondaan anishinaabemlowin omaa nbiing, maamaajiwaad giw mtigoog minwaa nookiinoonwin biimskaawsing. Entaagwak niw kidwinan g'gaa wiindaamaagon nake ezhi aabjitoong niw ji mnotaagwak.

Gidinawendimin zhinkademgad kina nwendiyang, mii iw nake Anishnaabeg omaa endajig entaagziwaad.

Nooji goji ntemgad iw Anishinaabemowin. Mii nake ezhi bmaadziyang omaa akiing.

Wdi niigaanbidoonaawaa iw kina giw egiidojig, iw ewaabjigaademgak gdi nsitaagoo noojigoji. Aapchi gonaa mshkowziimgad minwaa gnaajiwag giw kinaa mewzha gaa daajig omaa akiing, aanwi go bekaanak kidwinan aabjitchigaademgak omaa akiing.

Kinaa da a'aapttonmaading kina niw Niizhwaaswi Mishoomsinaan kinoomaagewnan ji mkendamong e owyang, ge ji mwkendmagid gdanwendaagninaanig minwaa iw aki.

## Honour the first words spoken on this land, heard thousands of years ago and today.

Led by local Indigenous voices, this exhibit celebrates how language connects nature, culture, and spirituality. It reflects the strength and beauty of the people who have always lived here, and the diversity of Anishinaabemowin dialects present in this area today.

Gidinawendimin means "we are all related" in Michi Saagiig, the traditional dialect of Anishinaabemowin spoken by the Michi Saagiig people of this region.

The language is all around us. It is the culture and way of being in the world.

As you journey through the exhibit, the language is carried in the flow of water, the rustle of trees, and the turning of seasons. Experience how sounds awaken words, and words weave into phrases.

Together they share the Seven Grandfather Teachings reminding us of our ties to one another, the ancestors, and this land.

The Gidinawendimin exhibition invites students to explore Michi Saagiig Anishinaabemowin as a living language deeply connected to land, relationships, sound, memory, and identity. Learning in this exhibit emphasizes listening, reflection, respect, and personal connection.

Students are not expected to become fluent speakers or speak on behalf of Indigenous Peoples. Rather, they are invited to reflect respectfully on how language carries relationships, teachings, and worldview.

All videos can be found on our NCAM YouTube Gidinawendimin playlist.

# BEFORE YOUR VISIT

To help students prepare for the exhibition experience, teachers are asked to complete the recommended pre-visit activities with their class during the week prior to visiting. Teachers are encouraged to create a calm listening environment with reduced distractions or dimmed lighting to support focused listening and reflection. Please refer to page 10.

# DURING YOUR VISIT

Students will receive an exhibition activity booklet to complete onsite. The booklet supports observation, listening, reflection, and personal engagement with the exhibition.

Educators and students are encouraged to move through the space thoughtfully and respectfully, allowing time for careful listening and discussion. Additionally, a behind-the-scenes tour of the museum will be provided.

# AFTER YOUR VISIT

Teachers may choose several activities to complete after the field trip day. Activities are intentionally flexible and may be adapted to different grades, learning styles, and classroom needs. These activities help students process their experience and deepen their understanding of Indigenous language revitalization, relationships to land, and Community Knowledge.

# SAMPLE SCHEDULE

These schedules are examples and can be freely modified to meet a classroom's subject requirements and teaching needs. We highly recommend participating in the activities outlined in the Core Experience portion of this booklet and completing Activity 3.1 before arriving at the museum. Please feel free to contact us with any questions.

**Grades 5-6**

Pre-Visit: Grandfather Teachings and Beings Presentation (3.1), Outdoor Scavenger Bingo (1.1), Share a Favourite Outdoor Place (1.2)

Post-Visit: Five Senses Outdoor Activity (4.1), Sharing Circle (4.2)

**Grades 7-8**

Pre-Visit: Grandfather Teachings and Beings Presentation (3.1), Meaning in Motion (2.1), Outdoor Observation Journal (1.3)

Post-Visit: Environmental Stewardship Response (5.1), Critical Exhibit Review (4.3)

**Grades 9-10**

Pre-Visit: Grandfather Teachings and Beings Presentation (3.1), The Significance of Bannock (3.2), Creating an Introduction (2.4)

Post-Visit: Environmental Stewardship Response (5.2), Critical Exhibit Review (4.3)

**Grades 11-12**

Pre-Visit: Grandfather Teachings and Beings Presentation (3.1), Anishinaabemowin Word Art (1.4), 10-Word Stories (2.3)

Post-Visit: Paper Dioramas (4.4), Critical Exhibit Review (4.3)

# RESPECTFUL LEARNING GUIDELINES

Students and educators are asked to approach the exhibition with openness, care, and humility.

Listen first and speak thoughtfully.

Respect different perspectives and experiences.

Pronounce words with your best effort and humility.

Ask permission before recording or sharing.

Acknowledge the First Nations and traditional territories connected to this place and these teachings.

# KEY WORDS AND PHRASES

| ANISHINAABEMOWIN | ENGLISH |
|---|---|
| Gidinawendimin | We are all related |
| Aaniin | Hello |
| Boozhoo | Greetings |
| Biindigen | Welcome, come in |
| Miigwech | Thank you |



**The Seven Grandfather Teachings are represented by Seven Beings.**

**Students and educators should familiarize themselves with the Beings, their teachings, and their names.**

# AAKD'EHEWIN

## BRAVERY

Aakd'ehewin wii mshkogaabiwetamon wii-debwenman wii-waawyeziiying.

Bravery is the courage to stand up for what you believe in to keep the circle strong.

M'koonse (Bear)





# DEBWEWIN

## TRUTH

Ka-debswentaanaa wii debwe'ing miinwaa pane wii-kidyeng ezhi-debweying. Debwe'endan debwewin mii dash ji-kenman ezhi-mshkoozlimgak.

Live by the truth and always tell the truth, believe in truth and you will know its power.

Mshiikenh (Snapping Turtle)

# GWEKWAADZIWIN

## HONESTY

Gwekwaadziwin gwek mii iw dbaajimying. Menj go wii dik go gwek ka-dbaajim, gwek ka-dbaajmimi.

Honesty is to tell the truth. In any situation speak the truth, no matter what the consequences.

Saabe





# DBAADENDIZWIN

## HUMILITY

Dbaadendizwin aabdig kwii-bgidnaan miinwaa pii nenman wi-mji'il miinwaa shkaadenmod noojgway bmaadzid.

Humility is the ability to forgive and forget so we can let go of the arrogance and hatred that divides all the races.

Ma'iingan (Wolf)

# ZAAGIDWIN

## LOVE

Zaagidwin temgad kina enchiiying, aabdig kwii shaandiz miinwaa kina kwii waamdowen. Ka-mnadodaadis mii dash gchi-nenmowin ka biigagwan.

Love is in all of us, but you have to feed it within you and show it to others. Act with kindness and happiness will follow you.

Migizi (Eagle)





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# NBWAAKAAWIN

## WISDOM

Nbwaakaawin kina ekenmeng bmaadziweninaa binjibaamgad ezhi bmaadiziyang miinwaa ezhi-kinoomaagoyeng.

Wisdom is all about knowledge acquired through life and teaching by our Elders.

Amik (Beaver)

# MNAADENDMOWIN

## RESPECT



Mnaadendmowin naadendmowi Mno-doodoo ge'ek aanind bemaadizijig, ka mino-doodaagog dash gegii Mnaadendan akl enaaniibwetaadimon.

Treat others the way you want to be treated. Treat the land you stand on with respect.

Mshkode-bizhiki (Buffalo)

# PRE-VISIT ACTIVITIES

Select activities that work for your students, timeline, and environment. Worksheets are available in the appendices of this booklet. Please note that the grade levels assigned are recommendations, and that activities can be modified to meet other grade level requirements at your discretion.

# CORE EXPERIENCE

## ALL GRADES

**All video and audio files can be found on our NCAM YouTube Gidinawendimin playlist.**

1. Watch the 2-minute promo video.

2. Participate in the “Shhhh” collective sound activity inspired by the sound of Creation:

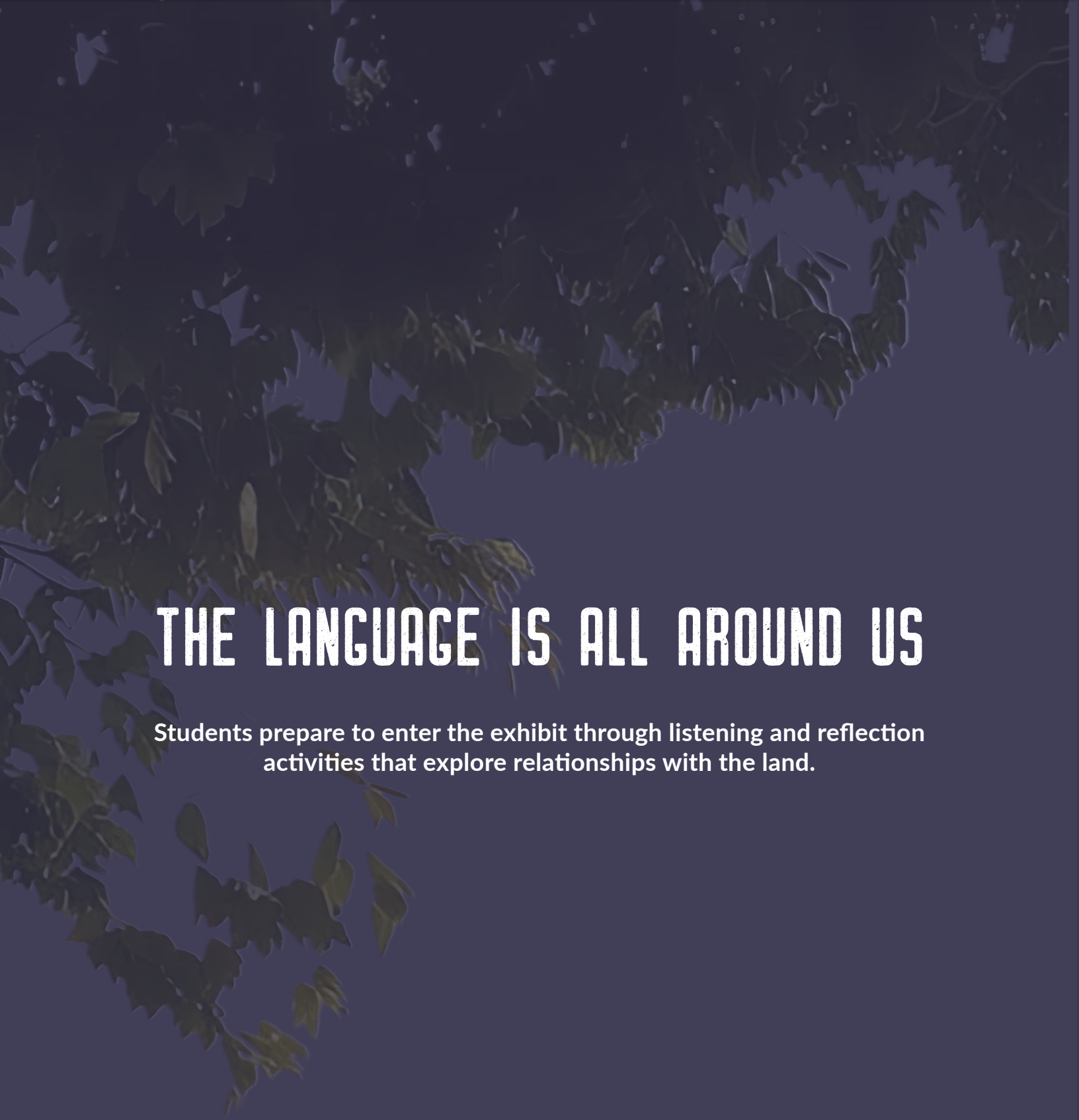
The first time doing this warm-up please watch the short video about how the Indigenous Elders, Community, and design team produced this sound recording for the exhibit.

Form a circle.

One student begins rubbing their hands together to create a soft “shhhh” sound. One at a time, students join in around the circle until the full group creates the shared sound together.

This activity encourages students to slow down, listen carefully, and become present within the learning space.

3. Recommended: Complete 1-2 more activities from the corresponding grade level(s) pre-visit and post-visit.



# THE LANGUAGE IS ALL AROUND US

**Students prepare to enter the exhibit through listening and reflection activities that explore relationships with the land.**

# OUTDOOR SCAVENGER BINGO

**Grades 5-6**
**Time: 30+ minutes**
**Appendix 1.1**

Curriculum Connections: Grades 5-6 Science and Technology, Grades 5-6 Social Studies, Grade 5-6 Health and Physical Education

The exhibition explores Michi Saagiig Anishinaabe language and culture through the interconnected relationships between people, land, water, plants, animals, and community. Through a fun combination of a scavenger hunt and bingo, students are encouraged to slow down, observe their surroundings, and discover the many living and non-living elements that shape their local environment.

# SHARE A FAVOURITE OUTDOOR PLACE

**Grades 5-6**
**Time: 20-30 minutes**
**Appendix 1.2**

Curriculum Connections: Grades 5-6 Visual Arts, Grades 5-6 Social Studies, Grades 5-6 Language

This activity invites students to reflect on an outdoor place they find meaningful and share a memory from that place. Students explore how experiences of the natural world can be communicated in many ways, such as describing their memory through a writing prompt or drawing a picture. This supports the exhibition's focus on personal relationships to land and the many ways people form connections to place.

# OUTDOOR OBSERVATION JOURNAL

**Grades 7-8**
**Time: 30-45 minutes**
**Appendix 1.3**

Curriculum Connections: Grades 7-8 Science, Grades 7-8 Language, Grades 7-8 Visual Arts, Grades 7-8 Geography

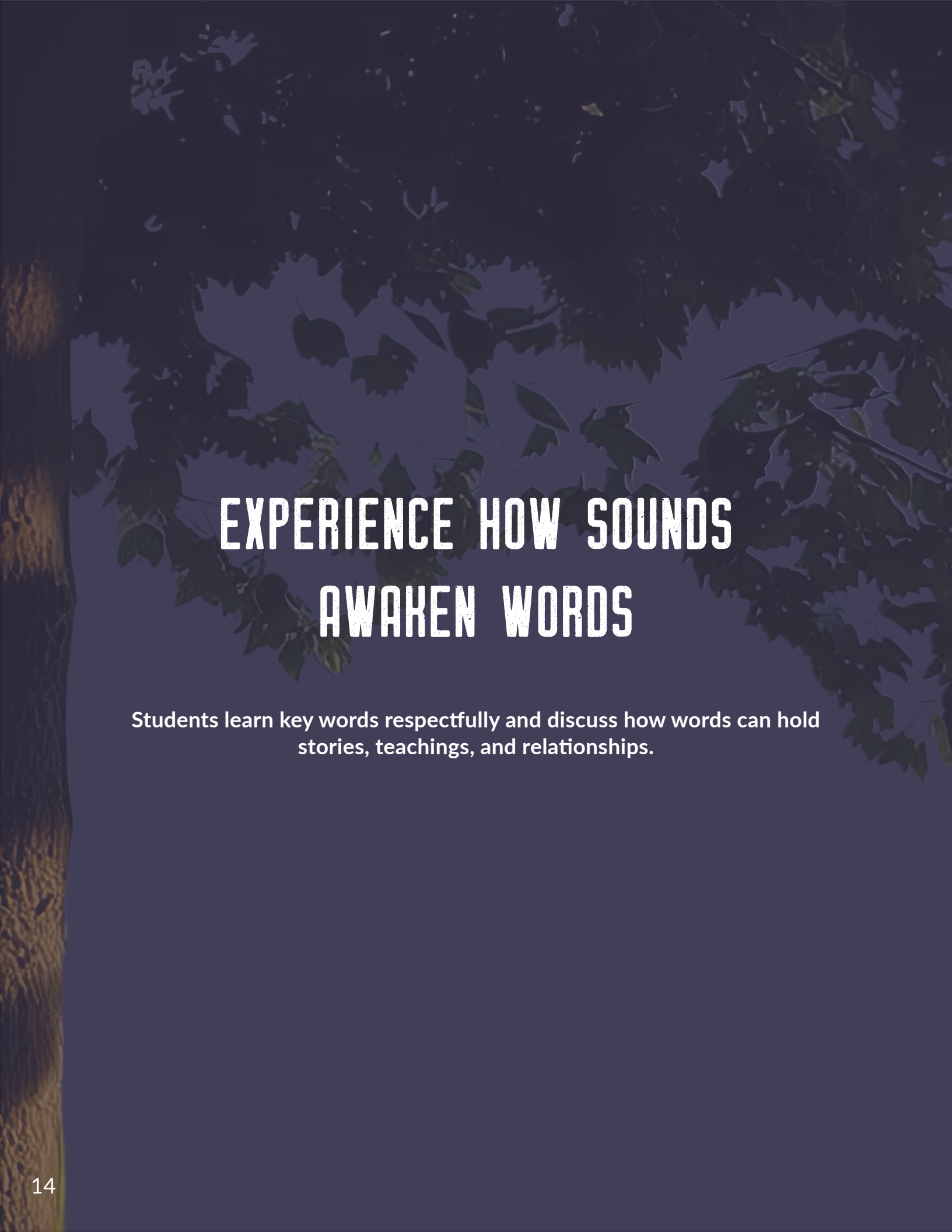
This activity invites students to closely observe a local outdoor environment and document the living things within it. By shifting from listing observations to creating a detailed habitat drawing, students explore relationships between organisms and their environments. This supports the exhibition's focus on interconnectedness while allowing students to explore their relationship with the land around them.

# ANISHINAABEMOWIN WORD ART

**Grades 7-12**
**Time: 30-45 minutes**
**Appendix 1.4**

Curriculum Connections: Grades 7–12 Language/English, Grades 7–12 Visual Arts, First Nations, Métis, and Inuit Studies (where applicable)

This activity invites students to explore Anishinaabemowin words through artistic expression, emphasizing meaning beyond direct translation. Students consider how language can carry emotion, story, and cultural knowledge, rather than only dictionary definitions. This supports the exhibition's focus on language as living, relational, and deeply connected to identity and place.



# EXPERIENCE HOW SOUNDS AWAKEN WORDS

**Students learn key words respectfully and discuss how words can hold stories, teachings, and relationships.**

# MEANING IN MOTION

**Grades 5-6**
**Time: 30-45 minutes**
**Appendix 2.1**

Curriculum Connections: Grades 5-6 Language, Grades 5-6 Drama

This activity invites students to explore how words can communicate meaning through movement, expression, and storytelling. By working together to represent an Anishinaabemowin word physically through techniques such as tableau, students discover that language can convey actions, relationships, and emotions beyond simple definitions.

# LISTENING TO SONGS

**All Grades**
**Time: 5+ Minutes**
**Appendix 2.2**

Curriculum Connections: Grades 5-12 Music, Grades 5-6 Social Studies

This activity introduces students to the sounds and rhythms of Michi Saagiig Anishinaabemowin through music. This supports the exhibition's focus on language as a living part of culture, community, and everyday life. We encourage your class to become familiar with some of the sounds and songs they will hear in the exhibit before you arrive.

# 10-WORD STORIES

**Grades 7-12**
**Time: 15-20 minutes**
**Appendix 2.3**

Curriculum Connections: Grades 7-8 Language Arts, Grades 9-12 English

This activity challenges students to communicate meaning using a limited number of words. 10-word stories are a popular format for micro-expressions that convey larger stories. As students craft and interpret short stories, they explore how language can convey emotion, imagery, and narrative beyond literal definitions.

# CREATING AN INTRODUCTION

**Grades 9-12**
**Time: 20-30 minutes**
**Appendix 2.4**

Curriculum Connections: Grades 9–12 English, First Nations, Métis, and Inuit Studies (where applicable)

This activity encourages students to reflect on identity, belonging, and the many ways people introduce themselves. By considering the meaning of their names, their connections to place, and the roles they hold in their communities, students explore how introductions can communicate relationships and personal stories. This supports the exhibition's focus on language as a way of expressing identity, connection, and lived experience.



# THE STRENGTH AND BEAUTY OF THE PEOPLE

**Students explore how Indigenous languages and cultures have continued through resilient communities and relationships.**

# GRANDFATHER TEACHINGS AND BEINGS PRESENTATION

**All age groups**
**Time: 15-20 minutes**
**Appendix 3.1**

**This activity is strongly recommended for all learners.**

This presentation introduces students to key themes, Grandfather Teachings, and Beings featured in the Gidinawendimin exhibition. Through guided discussion and reflection, students explore concepts of relationship, responsibility, respect, and interconnectedness. This activity helps prepare students for their museum visit by providing foundational knowledge and context for the stories, language, and cultural teachings they will encounter.

# THE SIGNIFICANCE OF BANNOCK

**All age groups**
**Time: 30+ minutes**
**Appendix 3.2**

Curriculum Connections: Health and Physical Education, Hospitality and Tourism/Technological Education, Social Studies, History (varies by grade and course)

This activity introduces students to bannock through storytelling and hands-on learning. As students learn about the significance of bannock and prepare it together, they explore how food can carry memories, cultural knowledge, and community connections. Featuring Carl Beaver of Alderville First Nation, this activity supports the exhibition's focus on the strength of Indigenous cultures and the relationships that help traditions continue across generations.

# POST-VISIT ACTIVITIES

# WORDS WEAVE INTO PHRASES

**Students reflect on the exhibit experience, revisit sound, language, and relationships and create a personal or creative response.**

# FIVE SENSES OUTDOOR OBSERVATIONS

**Grades 5-6**
**Time: 20 minutes**
**Appendix 4.1**

Curriculum Connections: Grades 5–6 Science and Technology, Grades 5–6 Language, Grades 5–6 Health and Physical Education

This activity encourages students to use their senses to observe and connect with the world around them. Through outdoor exploration and reflection, students consider how sight, sound, smell, touch, and taste help us understand relationships between people, places, and living things. This supports the exhibition's focus on observation, connection, and experiencing the world through multiple ways of knowing.

# SHARING CIRCLE

**Grades 5-6**
**Time: 20-30 minutes**
**Appendix: 4.2**

Curriculum Connections: Grades 5-6 Language, Grades 5-6 Social Studies, Grades 5-6 Religious Education, Grades 5-6 Health and Physical Education

This activity invites students to reflect on relationships, responsibility, and community through a guided sharing circle. As students listen and share in a structured format, they consider the meaning of "Gidinawendimin" and the ways people are connected to one another, the land, and past and future generations. This supports the exhibition's focus on respect, and interconnectedness.

# CRITICAL EXHIBIT REVIEW

**Grades 7-12**
**Time: 30-40+ minutes**
**Appendix 4.3**

Curriculum Connections: Grades 5-8 Language, Grades 9-12 English

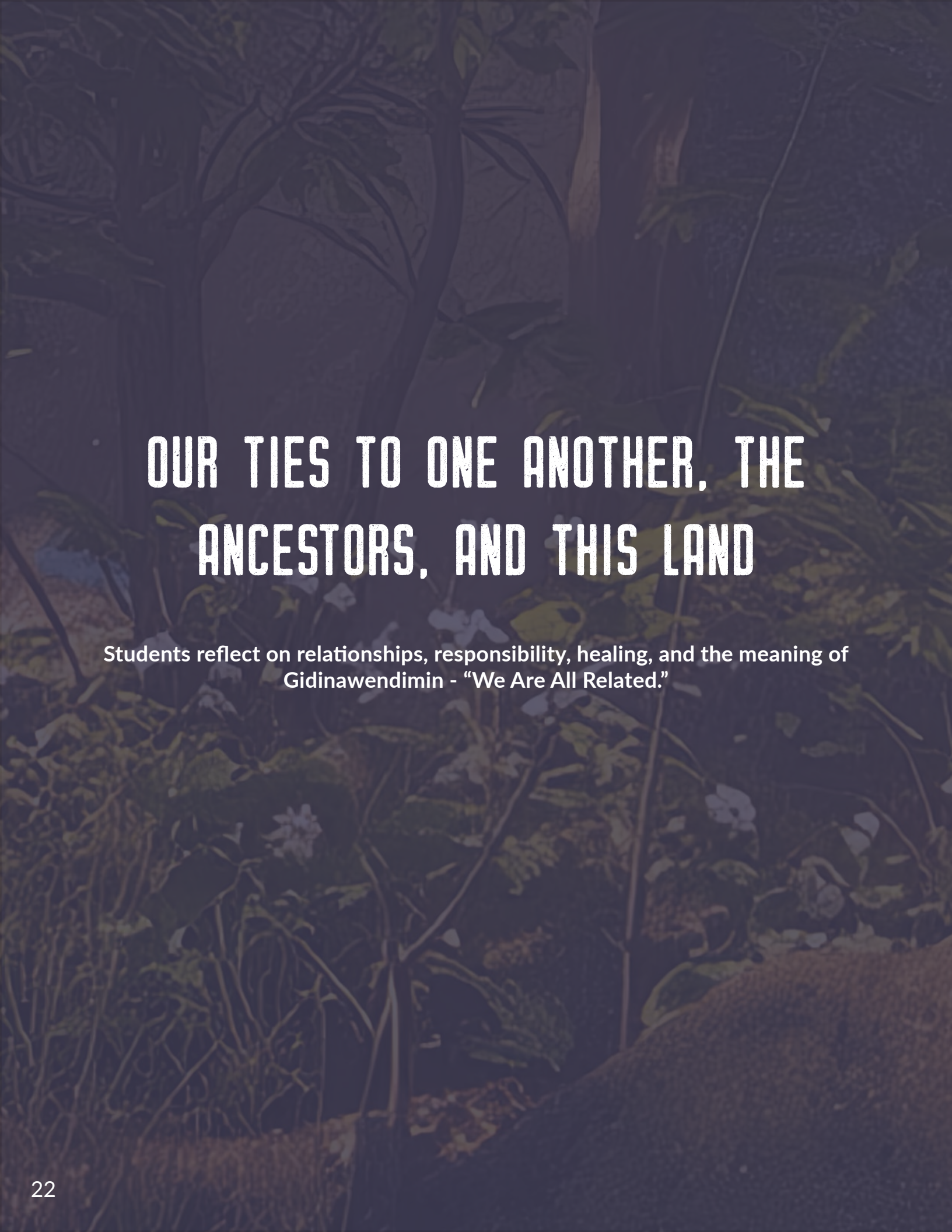
This activity invites students to reflect critically on their museum experience by writing and designing a formal review of the exhibition. As students analyze content, design, and storytelling, they develop critical thinking, media literacy, and communication skills. This supports the exhibition's focus on interpretation, storytelling, and engaging with cultural spaces as active learners and observers.

# PAPER DIORAMAS

**Grades 7-12**
**Time: 1 or more classroom periods**
**Appendix 4.4**

Curriculum Connections: Grades 7–12 Visual Arts

This activity invites students to create a layered visual representation of a place, story, or relationship using paper construction techniques. As students build depth and structure in their dioramas, they consider how meaning can be communicated visually through space, layering, and composition. This supports the exhibition's focus on storytelling, relationships, and the interconnectedness of people, land, and environment.



# OUR TIES TO ONE ANOTHER, THE ANCESTORS, AND THIS LAND

**Students reflect on relationships, responsibility, healing, and the meaning of Gidinawendimin - “We Are All Related.”**

# ENVIRONMENTAL STEWARDSHIP RESPONSE: GOAL SETTING

**Grades 5-8**
**Time: 30-40 minutes**
**Appendix : 5.1**

Curriculum Connections: Grades 5–6 Science and Technology, Grades 5–6 Social Studies, Grades 5–8 Religious Education, Grades 7–8 Geography, Grades 7–8 Science

This activity encourages students to consider their role in environmental stewardship and their relationship with the land. By setting realistic personal or collective goals, students reflect on how everyday actions contribute to broader environmental responsibility and sustainability. This supports the exhibition's focus on interconnectedness, responsibility, and caring for the land across generations.

# ENVIRONMENTAL STEWARDSHIP RESPONSE: ADVOCACY LETTER WRITING

**Grades 7-12**
**Time: 1 or more classroom periods**
**Appendix: 5.2**

Curriculum Connections: Grades 7-8 Language, Grades 7-8 Geography, Grades 9-12 English, Grade 10 Civics, Grade 9 Geography

This activity encourages students to connect environmental stewardship with civic engagement and advocacy. By writing a persuasive letter, students consider how individuals and communities can respond to environmental challenges through informed action and communication. This supports the exhibition's focus on responsibility, interconnectedness, and the role of language in shaping change.

# EXPLORE FURTHER WITH E WIINDMAAGZIJIG

Click on the links below to learn more about the Indigenous Advisory Circle.
For addtional resources, videos, and music click here.



Chris Beaver, Alderville First Nation
Chris Beaver | TVO Today



Tom Cowie, Hiawatha First Nation
Hiawatha First Nation



Melody Crowe, Alderville First Nation
Thunderer's Necklace



Kim Lamothe, Cultural Resource Coordinator
Nogojiwanong Friendship Centre



Elizabeth Osawamick, Wiikwemkoong Unceded First Nation
Trent University



Elizabeth Stone, Urban Indigenous Community
Mishiikehn Consulting



Anne Taylor, Curve Lake First Nation
All land is sacred

Please feel free to share your learnings, artwork,
and reflections with the museum team:

ncam@northumberland.ca

MIIGWECH

