

# NCTR Truth and Reconciliation Week Curriculum Package 2023

## Honouring Survivors

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## **Introduction**

This curriculum package provides a brief overview of the NCTR’s Truth and Reconciliation Week Curriculum program, sets out the learning objectives, and includes discussion questions, activities, and additional resources that aim to build on and extend the content within this program.

The overall objectives of this educational program are to:

- Honour Survivors for surviving their residential school experiences, as well as their lives before and after residential school.
- Contribute to educational programs that fulfill the TRC Calls to Action (see especially no. 63), to provide education on the history and legacy of residential schools.
- Empower students to take action and move forward toward reconciliation in Canada.

### **New to talking about reconciliation?**

If you are new to talking about reconciliation and residential schools in your classroom, you can refer to the Starter’s Guide in the [Truth and Reconciliation Week 2022 Teacher’s Guide](#).

### **Prepare for difficult conversations**

How can you prepare yourself for having difficult conversations with students about the history and legacy of residential schools? How do you respond to students’ questions and feelings? How can you support students when they are learning about these histories?

We recommend reading *Teacher Reflections* and *Preparing for Difficult Conversations* in the [Truth and Reconciliation Week 2022 Teacher’s Guide](#).

### **Promote cultural safety in your classroom**

<b>Dos</b>	<b>Don’ts</b>
Encourage questions and invite dialogue.	Don’t put Indigenous students on the spot to be experts in language, beliefs, culture, or residential schools. Students may themselves be learning. However, inviting students to share their own personal experiences with the larger class will help build connection and understanding of different experiences.
Translate statistics into people to show that individuals —grandparents, parents, communities, and children—are behind the	Don’t homogenize Indigenous people or their experiences in residential schools.

statistics and emphasize the diversity of personal experiences within the larger historical narrative.	
Accept Survivor testimony as a personal interpretation of the individual’s lived experience. Their truth is their truth, it is not up for debate.	Don’t compare the pain or suffering of Survivors.
Select activities that encourage critical analysis.	Don’t offer simple answers to complex questions.

### Introduce the topic and check students’ knowledge

Before engaging with the Truth and Reconciliation Week 2023 program and the activities contained within this package, introduce the topic to students and check their prior knowledge. You can complete the *Path One: What Are Residential Schools?* activity in the [Truth and Reconciliation Week 2021 Teacher’s Guide](#).

### Additional Resources

- Residential School history: <https://nctr.ca/education/teachingresources/residential-school-history/>
- Remembering the Children: Truth and Reconciliation Publication 2022: <https://www.canadashistory.ca/education/classroom-resources/remembering-the-children/remembering-the-children-educational-package>.
- “How to Talk to Kids About the National Day for Truth and Reconciliation” <https://www.cbc.ca/parents/learning/view/how-to-talk-to-kids-about-nationalday-for-truth-and-reconciliation>
- “Old Enough to Go, Old Enough to Know: Talking Residential Schools with Kids,” with Rebecca Thomas: <https://www.youtube.com/watch?v=dqM6B5pXA3U>
- “What Does It Mean to Wear an Orange Shirt,” with Theland Kicknosway: <https://www.youtube.com/watch?v=BYqkJ3jJrbM>
- Indigenous children’s writer Monique Gray Smith & TRC Honorary Witness/CBC Journalist Shelagh Rogers talk how to speak to youth about residential schools: <https://www.youtube.com/watch?v=Tczbs8EAeE1>

### Recommended books for younger children

- *My Heart Fills with Happiness* (Monique Gray Smith)
- *Shi-shi-etko* (Nicole I. Campbell)
- *When We Were Alone* (David A. Robertson)
- *When I Was Eight* (Christy Jordan-Fenton and Margaret Pokiak-Fenton)

### **Recommended books for older children**

- *Fatty Legs* (Christy Jordan-Fenton and Margaret Pokiak-Fenton)
- *A Stranger at Home* (Christy Jordan-Fenton and Margaret Pokiak-Fenton)
- *My Name Is Seepeetza* (Shirley Sterling)
- *These Are My Words* (Ruby Slipperjack)
- *Speaking Our Truth* (Monique Gray Smith)

### **Curriculum links**

Each of the activities contained within this package include examples of learning outcomes from various provincial curriculums that link with the activities.

## **Day 1—The Gifts Indigenous Peoples Bring to the World**

### **Survivors' Stories**

#### **Early Years**

##### **Learning Objectives**

Students will:

- engage with residential school Survivor testimony and stories
- value the importance of Survivor testimony/lived experience and oral histories
- understand that Survivors are more than their residential school experience
- view, listen to, read, comprehend, and respond to a variety of visual, multimedia, oral, and print texts that address identity

##### **Curriculum Links (Alberta)**

English Language Arts K–9:

- Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings and experiences.
- Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts.
- Students will listen, speak, read, write, view, and represent to manage ideas and information.
- Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.
- Students will listen, speak, read, write, view, and represent to respect, support, and collaborate with others.

Social Studies Grade 4:

- Students will demonstrate an understanding and appreciation of the role of stories, history, and culture in strengthening communities and contributing to identity and a sense of belonging.

##### **Discussion Questions Based on Pre-Recorded Videos and Live Sessions**

- Where was the Survivor born? What did you learn about their family life before residential school?
- When did the Survivor first enter residential school, and how did living in residential school change their life?
- What happened to the Survivor after residential school?

## Activities to Continue the Learning

- As part of learning more about the gifts that Indigenous peoples bring to the world, ask students to research a local Indigenous hero. Ask students to make short presentations to the class about the hero they have selected, including the hero's name and contributions.
- You can share the information back to the NCTR and the Truth and Reconciliation Week learning community through the app "Flip." Educators have been invited to the flip app directly. Place your videos under the answer to the questions under the appropriate age range. You can post a video of students sharing their hero, or take a video of a powerpoint slide.

## Middle Years

### Learning Objectives

Students will:

- engage with residential school Survivor testimony and stories
- value the importance of Survivor testimony/lived experience and oral histories
- understand that Survivors are more than their residential school experience
- view, listen to, read, comprehend, and respond to a variety of visual, multimedia, oral, and print texts that explore Indigenous identity

### Curriculum Links (Alberta)

English Language Arts K–9:

- Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.
- Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, print, and other media texts.
- Students will listen, speak, read, write, view, and represent to manage ideas and information.
- Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.
- Students will listen, speak, read, write, view, and represent to respect, support, and collaborate with others.

Social Studies Grade 7:

- Students will demonstrate an understanding and appreciation of the distinct roles of, and the relationships among, the Aboriginal, French and British peoples in forging the foundations of Canadian Confederation.

### Discussion Questions

- Where was the Survivor born? What did you learn about their family life before residential school?
- When did the Survivor first enter residential school, and how did living in residential school change their life?
- What happened to the Survivor after residential school?
- How are oral stories and the skill of storytelling important to Indigenous cultures?
- How is the experience of listening to and telling oral stories different from the experience of reading and writing stories?

### Activities

Ask students to work in small groups to research and identify different Indigenous heroes: people who are making a difference in their own communities and to the broader Canadian society. Ask students to find prominent Indigenous leaders in Canada in different fields (law, medicine, media, education, social work, trades, business, politics). Encourage students to look for Inuit, First Nation, and Métis leaders. Encourage students to find leaders who are male, female, and gender-diverse. Ask students to make short presentations to the class about the different contributions Indigenous peoples are making in Canada.

### **Senior Years**

#### Learning Objectives

Students will:

- engage with residential school Survivor testimony and stories
- value the importance of Survivor testimony/lived experience and oral histories
- understand that Survivors are more than their residential school experience
- view, listen to, read, comprehend, and respond to a variety of visual, multimedia, oral, and print texts that explore Indigenous identity

#### Curriculum Links (Alberta)

English Language Arts Grades 10 to 12:

- Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.
- Students will listen, speak, read, write, view and represent to comprehend literature and other texts in oral, print, visual, and multimedia forms, and respond personally, critically and creatively.
- Students will listen, speak, read, write, view and represent to manage ideas and information.
- Students will listen, speak, read, write, view, and represent to manage ideas and information.
- Students will listen, speak, read, write, view, and represent to respect, support and collaborate with others.



Social Studies Grade 10 Program of Studies:

- Students will understand, assess, and respond to the complexities of globalization.

### Discussion Questions

- Where was the Survivor born? What did you learn about their family life before residential school?
- When did the Survivor first enter residential school, and how did living in residential school change their life?
- What happened to the Survivor after residential school?
- What themes are prominent in the survivor's story?
- How does learning about Survivors' stories contribute to our learning about and understanding of Indigenous peoples?
- How is the experience of listening to and telling oral stories different from the experience of reading and writing stories?

### Activities

Note: These activities are adapted from Learn Alberta's "[English Language Arts 10 | Social Studies 10 | Drama 10 | Indigenous Heroes of Reconciliation Sample Lesson Plan.](#)"

Introduce Justice Murray Sinclair and share a biography of his life and his role in the process of truth and reconciliation.

Share Justice Sinclair's speech on truth and reconciliation by reading it aloud to the class from *Strength and Struggle* (p. 108). Justice Murray Sinclair states that Indigenous heroes must be "showcased just as much" as non-Indigenous heroes "in our history books" (p. 110).

Have students read Wab Kinew's rap lyrics titled "Heroes" (*Strength and Struggle*, pp. 140–41).

Discuss as a class:

- What commonalities are shared between the "Heroes" lyrics and Justice Murray Sinclair's speech?
- With which heroes referenced in the "Heroes" lyrics are you already familiar?
- What do you know about these Indigenous heroes?
- Why might Indigenous heroes not be well-known?
- What could be the cause of this lack of awareness?

Have students research a local Indigenous hero (or group) and prepare a presentation to share with the class.

### Additional Resources

- Government of Canada, "Indigenous trail-blazers," <https://www.rcaanccirnac.gc.ca/eng/1559226684295/1559226709198>.

- CBC, “Top 10 Indigenous Heros Include Elijah Harper and Alanis Obomsawin,” <https://www.cbc.ca/news/indigenous/top-10-indigenous-heroes-includes-elijah-harperalanis-obomsawin-1.2678637>.

# Language Reclamation

## Early Years

### Learning Objectives

Students will:

- understand that there are many different Indigenous languages spoken across Canada
- understand the impact of residential schools on Indigenous language
- understand the significance of Indigenous languages and their role in preserving culture
- recognise the importance of Indigenous language reclamation and how different communities, especially youth, are reclaiming their languages
- understand how music can be used as an avenue for language revitalization
- recognize the challenges faced by Indigenous communities in language revitalization

### Curriculum Links (Manitoba)

English Language Arts Grade 1:

- Research and study topics and ideas.
- Interpret and integrate information and ideas from multiple texts and sources.
- Manage information and ideas.

Social Studies Grade 3:

- Identify factors that may influence their identities.
- Describe personally significant aspects of their Aboriginal community.
- Define the elements that constitute a culture.
- Identify the protocols within their Aboriginal culture.

Aboriginal Languages and Cultures Kindergarten to Grade 2:

- Listen and respond to words, phrases, and simple sentences (e.g., greetings, questions, instructions) in guided situations.
- Associate language with known actions and verbs.
- Listen attentively to aid comprehension.

### Discussion Questions

- What language(s) do you speak?
- What language(s) do your parents and grandparents speak?
- How does the language(s) you speak allow you to express who you are?
- How is language an essential element in keeping a culture alive?
- How might being forbidden to speak your language impact your identity and connection to culture?
- Why is Indigenous language reclamation important?

## Activities

Using the map of Indigenous languages, find out what Indigenous language(s) are spoken in your area. See if you can find out how to say a few words, such as “hello,” “family,” numbers, colours, etc.

## **Middle Years**

### Learning Objectives

Students will:

- understand that there are many different Indigenous languages spoken across Canada
- understand the impact of residential schools on Indigenous language
- understand the significance of Indigenous languages and their role in preserving culture
- recognise the importance of Indigenous language reclamation and how different communities, especially youth, are reclaiming their languages
- understand how music can be used as an avenue for language revitalization
- recognize the challenges faced by Indigenous communities in language revitalization

### Curriculum Links (Manitoba)

English Language Arts Grades 6 to 8:

- Research and study topics and ideas.
- Interpret and integrate information and ideas from multiple texts and sources.
- Manage information and ideas.

Social Studies Grade 6:

- Select information from a variety of oral, visual, material, print, or electronic sources.
- Select and use appropriate tools and technologies to accomplish tasks.
- Listen to others to understand their perspectives.
- Value their First Nation, Inuit, or Métis language, heritage, and culture.

Aboriginal Languages and Cultures Grades 7 and 8:

- Derive meaning from and respond to multiple visual elements in a variety of media in guided situations.
- Observe, demonstrate understanding of, and respond to complex representations of familiar ideas, events, and information.

### Discussion Questions

- What language(s) do you speak?
- What language(s) do your parents and grandparents speak?
- How does the language(s) you speak allow you to express who you are?
- How is language an essential element in keeping a culture alive?

- How might being forbidden to speak your language impact your identity and connection to culture?
- Why is Indigenous language reclamation important?

### Activities

Ask students to create posters or artwork that celebrate Indigenous languages and cultures. Allow each student to present their artwork to the class, explaining the meaning behind their creation. Conclude with a class reflection on what they've learned and how they can contribute to language revitalization efforts.

## **Senior Years**

### Learning Objectives

Students will:

- understand that there are many different Indigenous languages spoken across Canada
- understand the impact of residential schools on Indigenous language
- understand the significance of Indigenous languages and their role in preserving culture
- recognise the importance of Indigenous language reclamation and how different communities, especially youth, are reclaiming their languages
- understand how music can be used as an avenue for language revitalization
- recognize the challenges faced by Indigenous communities in language revitalization

### Curriculum Links (Manitoba)

English Language Arts (Grades 9 to 12):

- Clarify and shape understanding by assessing connections between new and prior knowledge, ideas, and experiences.
- Explain opinions, providing support or reasons; anticipate other viewpoints.
- Select, describe, and use comprehension strategies to monitor understanding and develop interpretations of a variety of texts.
- Determine inquiry or research focus based on personal knowledge and interests and on others' expertise.
- Formulate questions to focus and guide inquiry or research.
- Organize information using appropriate forms for specific purposes.

Social Studies Grade 10 (Senior 2):

- Explain the relationship between place and identity.

### Discussion Questions

- What language(s) do you speak?
- What language(s) do your parents and grandparents speak?

- How does the language(s) you speak allow you to express who you are?
- How is language an essential element in keeping a culture alive?
- How might being forbidden to speak your language impact your identity and connection to culture?
- Why is Indigenous language reclamation important?

### Activities

Present a specific case study of an Indigenous community's efforts in language revitalization. (You can use the links in the Additional Resources section below.) Highlight the successes and ongoing challenges. Divide students into groups and assign each group a specific challenge (e.g., lack of resources, intergenerational language loss). Have each group brainstorm and present possible solutions to their assigned challenge.

### Additional Resources

- Map of Indigenous languages: <https://canadiangeographic.ca/articles/mappingindigenous-languages-in-canada/>
- Indigenous words colouring pages: <https://nac-cna.ca/en/indigenoustheatre/colouring-pages>
- Supporting Indigenous Language Revitalization: <https://silr.ca/>
- Canadian Encyclopedia, "Indigenous Language Revitalization in Canada": <https://www.thecanadianencyclopedia.ca/en/article/indigenous-language-revitalization-in-canada>

## **Song and Dance**

### **Early Years**

#### Learning Objectives

Students will:

- understand the varied culture of Indigenous peoples across Canada
- understand that Indigenous peoples' cultures continue to evolve and change: some songs and dances are traditional (have been practices for centuries), other songs are modern (have been created recently), and both are part of Indigenous peoples' cultures
- appreciate that Indigenous peoples have different songs and different dances
- research how examples of cultural traditions, including music, are used to help people with reconciliation

#### Curriculum Links (Ontario)

Health and Physical Education Grade 3:

- Actively participate in a wide variety of program activities.
- Perform controlled transitions between static positions, using different body parts and shapes and different levels, with and without equipment.

#### Discussion Questions

- How did you feel when you heard the music and saw the dancing?
- Have you ever seen powwow dancing or jigging?

#### Activities

Get up and dance with the video. Practise the steps as a class. Look for tutorials online to learn other Indigenous dances such as Métis jigging, or perhaps learn how to do Inuit throat singing.

### **Middle Years**

#### Learning Objectives

Students will:

- understand the varied culture of Indigenous peoples across Canada
- understand that Indigenous peoples' cultures continue to evolve and change: some songs and dances are traditional (have been practices for centuries), other songs are modern (have been created recently), and both are part of Indigenous peoples' cultures
- appreciate that different Indigenous peoples have different songs and different dances
- research how examples of cultural traditions, including music, are used to help people with reconciliation

#### Curriculum Links (Ontario)

### The Arts Grade 8:

- express analytical, personal responses to musical performances in a variety of ways
- analyze, using musical terminology, ways in which the elements of music are used in various styles and genres they perform, listen to, and create analyze some of the social, political, and economic factors that affect the creation of music.

### Language Arts Grade 7:

- analyze themes explored in First Nations, Métis, and Inuit cultures to demonstrate an understanding of the varied identities, perspectives, relationships, legacies, truths, and ways of knowing, being, and doing
- gather and synthesize information and content relevant to a topic, using a variety of textual sources and appropriate strategies; evaluate the quality, bias, and accuracy of information; verify the reliability of sources; and record the creator and source of all content created by others.

### Discussion Questions

- How did you feel when you heard the music and saw the dancing?
- Have you ever seen powwow dancing or jigging?
- What instruments were used?
- How did singing complement the instrument(s)?
- What was done in unison?
- What was performed individually?
- Describe the tempo, rhythm, dynamics, and pitch.

### Activities

Provide students with profiles of two or three Indigenous musicians, or have students research and report on an Indigenous musician, responding to the following questions:

- What Nation is the musician from?
- How did this person become a musician?
- How might the musician's background have influenced their music?
- What are the central themes in the musician's music?
- How do these themes support/promote reconciliation?

### Senior Years

#### Learning Objectives

Students will:

- understand the varied culture of Indigenous peoples across Canada



- understand that Indigenous peoples' cultures continue to evolve and change: some songs and dances are traditional (have been practiced for centuries), other songs are modern (have been created recently), and both are part of Indigenous peoples' cultures
- appreciate that Indigenous peoples have different songs and different dances
- research how examples of cultural traditions, including music, are used to help people with reconciliation

### Curriculum Links (Ontario)

#### English Grade 9:

- Develop and explain interpretations of both simple and complex oral texts, using evidence from the text and the oral and visual cues used in it to support their interpretations.
- Interpret simple media texts and some teacher-selected complex media texts, identifying some of the overt and implied messages they convey.
- Identify, sort, and order main ideas and supporting details for writing tasks, using a variety of strategies and organizational patterns suited to the content and the purpose for writing.
- Determine whether the ideas and information gathered are relevant to the topic, accurate, and complete and appropriately meet the requirements of the writing task.

### Discussion Questions

- How did you feel when you heard the music and saw the dancing?
- Have you ever seen powwow dancing or jigging?
- What instruments were used?
- How did singing complement the instrument(s)?
- What was done in unison?
- What was performed individually?
- Describe the tempo, rhythm, dynamics, and pitch.

### Activities

Divide the class into groups and assign one of the contemporary Indigenous music examples and one of the traditional Indigenous music examples to each group

(<https://guides.library.queensu.ca/is-music/indigenous-music>). Task each group with analyzing the song and answering the following questions for each example (you may like to use the Elements of Music check list: <https://www.omea.on.ca/wp-content/uploads/2019/11/Exploring-Indigenous-Music-in-the-Intermediate-and-Secondary-Classroom-Fratia.pdf>):

- What instruments were used?
- How did singing complement the instrument(s)?
- What was done in unison?
- What was performed individually?
- Describe the tempo, rhythm, dynamics, and pitch.

- What emotions does the music evoke?
- What are the central messages or themes in the music?
- How do these themes/messages help promote reconciliation?

Have each group present and share back to the class.

### **Additional Resources**

- Métis Nation of Alberta, “Métis Jigging”:  
[https://www.youtube.com/watch?v=WKlEt\\_ImSV8](https://www.youtube.com/watch?v=WKlEt_ImSV8)
- “Inuit Throat Singing Introduction, Inuit Cultural Online Resource”:  
<https://www.youtube.com/watch?v=kbg6BltCr-g>
- First Nations, Métis and Inuit Music and Dance:  
<https://legacy.teachers.ab.ca/SiteCollectionDocuments/ATA/For%20Members/ProfessionalDevelopment/Walking%20Together/PD-WT-16j-10%20Music%20and%20Dance.pdf>
- Contemporary Indigenous Music: <https://guides.library.queensu.ca/is-music/indigenous-music>.

## Day 2—Learning the Truth from Survivors

### Early Years—Food

#### Learning Objectives

Students will:

- understand the different foods that Indigenous peoples traditionally consumed
- understand the impact of residential schools on Indigenous peoples' relations with food
- understand how food has been central to the formation of Canada

#### Curriculum Links (Saskatchewan)

Social Studies 1:

- Describe the diversity of traditions, celebrations, or stories of individuals in the classroom and school.

English Language Arts 2:

- Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address:
  - identity (e.g., Just Watch Me)
  - community (e.g., People and Places)
  - social responsibility (e.g., Friendship) and make connections to prior learning and experiences.
- Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and directions.

#### Discussion Questions

- What are some traditional Indigenous foods?
- How did residential school change access to traditional foods?
- What foods did students have access to in residential schools?
- Why is food important to culture?

#### Activities

Note: These activities are adapted from Canada's History's "[A Shared History Through Food Lesson Plan](#)."

As a class, read about the foods and drink featured in the article "[Nine Foods \(and One Drink\)](#)" and then discuss how both settlers and Indigenous peoples used/transformed these foods. Then discuss with students what foods they associate with "home" and how no longer having access to these foods would feel.

## **Middle Years—Coping**

### Learning Objectives

Students will:

- understand that residential school was a harsh environment for Survivors
- understand the experiences of Survivors in residential school and that Survivors had different ways of coping
- understand the intergenerational impacts of residential schools

### Curriculum Links (Saskatchewan)

English Language Arts 7:

- View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., *Thinking for Oneself*), social responsibility (e.g., *Participating and Giving Our Personal Best*), and efficacy (e.g., *Doing Our Part for Planet Earth*).
- Read independently and demonstrate comprehension of a variety of specialized information texts including non-fiction books, grade-level instructional materials, articles, reports, reference materials, instructions, advertising and promotional materials, and websites.

Health Education 6:

- Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations.
- Assess the role of personal standards in decision-making related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions.
- Examine health opportunities and challenges to establish personal goal statements related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions.

### Discussion Questions

- What are some of the challenges Survivors faced in residential schools?
- What are the different ways Survivors coped with being in residential schools?
- What would have been their coping mechanisms to deal with language barriers, unknown customs, isolation, loneliness, and lack of family and community supports?

### Activities

Ask students to explore the Digital Witness Blanket (<https://witnessblanket.ca/>) and read stories of Survivors to identify the challenges they faced during residential school, and the different coping strategies they used. Discuss as a class and identify any common themes that emerge. Then discuss what strategies students can use in their own life when they face challenges, and the support mechanisms they can draw on.

## **Senior Years—Sports**

### **Learning Objectives**

Students will:

- understand that residential school was a harsh environment for Survivors
- understand the challenges and opportunities that were brought to students who were able to participate in sports

### **Curriculum Links (Saskatchewan)**

English Language Arts 10:

- View, interpret, summarize, and draw conclusions about the ideas and information presented in a variety of illustrations, charts, and graphs and in a variety of television, film, and video presentations including a documentary or current affairs program.
- Read, interpret, and draw conclusions about the ideas, information, concepts, and themes presented in a variety of literary (including poems, plays, essays, short stories, novels) and informational (including magazines, newspapers, and on-line information) texts.
- Create and present a visual or multimedia presentation supporting a prepared talk on a researched issue, using either digital or other presentation tools.

### **Discussion Questions**

- What role did sports play in the broader policy of assimilation?
- What were the challenges and opportunities that were brought to students who were able to participate in sports?
- What role does sports today play in promoting reconciliation?

### **Activities**

Ask students to explore the Digital Witness Blanket to read about the role of sports (<https://witnessblanket.ca/story/skate>). Ask students to identify one sport that is mentioned (e.g., hockey, skiing) and to research what, if any, actions have been taken in that sport to promote reconciliation and to make recommendations on what further actions could be taken to further promote reconciliation. Students should present their findings to the class.

### **Additional Resources**

- The Witness Blanket: <https://witnessblanket.ca/>
- The Witness Blanket: “Mush Hole Bowl”: <https://witnessblanket.ca/story/mush-hole-bowl>
- “Aboriginal Kids Were Healthy before Residential Schools: New Study”: [https://nunatsiaq.com/stories/article/65674aboriginal\\_kids\\_were\\_healthy\\_before\\_residential\\_schools\\_new\\_study/](https://nunatsiaq.com/stories/article/65674aboriginal_kids_were_healthy_before_residential_schools_new_study/)
- “The Dark History of Canada’s Food Guide: How Experiments on Indigenous Children Shaped Nutrition Policy”: <https://www.cbc.ca/radio/unreserved/how-food-in-canada-is-tied-to-land-language-community-and-colonization-1.5989764/the-dark-history-of->

[canada-s-food-guide-how-experiments-on-indigenous-children-shaped-nutrition-policy-1.5989785](https://www150.ca/canada-s-food-guide-how-experiments-on-indigenous-children-shaped-nutrition-policy-1.5989785).

- Sports and Reconciliation: <https://www.rcaanc-cirnac.gc.ca/eng/1524505883755/1557512006268>
- Sport and Reconciliation: Books: <https://www.canadashistory.ca/explore/books/sport-and-reconciliation>
- “How Hockey Offered Salvation at Indian Residential Schools”: <https://www.cbc.ca/news/indigenous/how-hockey-offered-salvation-at-indian-residential-schools-1.2583531>
- “The Impacts of the Residential School System on Inductees’ Lives: <https://sasksportshalloffame.com/the-impacts-of-the-residential-school-system-on-inductees-lives/>
- “Reconciliation through Sports, a Public Forum”: <https://news.umanitoba.ca/reconciliation-through-sports-a-public-forum/>
- “Three Former Players on Residential School Hockey Team Reflect on 1951 Exhibition Tour”: <https://ucalgary.ca/news/3-former-players-residential-school-hockey-team-reflect-1951-exhibition-tour>.

## **Day 3—Researching Residential School History**

### **Early Years**

#### Learning Objectives

Students will:

- learn about the National Centre for Truth and Reconciliation
- understand the distinction between the National Centre for Truth and Reconciliation and the Truth and Reconciliation Commission of Canada
- develop foundational research skills through simple exploration activities

#### Curriculum Links (Québec)

English Language Arts (Elementary):

- Construct her/his own view of the world through reading and listening to literary, popular and information-based texts.
- Construct her/his own view of the world through the media.
- Apply appropriate strategies for constructing meaning.
- Use language (talk) to communicate information, experiences and point of view.

#### Discussion Questions

- What did you learn from the story shared by the Survivor?
- What is the main message in the story?
- What does it tell us about Indigenous peoples/cultures?

### Activities

Note: These activities are adapted from the Alberta Teachers' Association's [\*Indigenous Education Resource Guide\*](#) (pg. 17).

Discuss what it means for classrooms and schools to be safe, warm and welcoming. Invite students to imagine how they would feel going to school away from their families and being told they can't speak their language. Using the [Google Earth: Canada's Residential Schools](#) interactive map, identify the closest residential school and share the information with students. Discuss what it was like at the school for students based on the information. Use the information from the search and talk about the ways First Nations, Métis, and Inuit children at residential schools had many of these things taken away from them. Invite students to reflect or share about something or someone who holds them up.

### **Middle Years**

#### Learning Objectives

Students will:

- learn about the National Centre for Truth and Reconciliation
- understand the distinction between the National Centre for Truth and Reconciliation and the Truth and Reconciliation Commission of Canada
- build research skills through simple research activities

### Curriculum Links (Québec)

Secondary History of Québec and Canada:

- Establishes historical facts.
- Establishes a chronology.

Secondary English Language Arts, Cycle One:

- Develops a research process to collect data.
- Analyzes the data and constructs a working theory to explain and interpret the data.
- Consults a variety of sources.
- Collects and organizes information relevant to the context to be created.
- Uses information, with guidance, to support a point of view/stance and/or create an authentic description of a time and place.

### Discussion Questions

- What does the NCTR do, and how do they help us learn more about residential schools?
- Why is the work of the NCTR important for reconciliation?

### Activities

Introduce students to the [Google Earth: Canada's Residential Schools](#) interactive map to conduct research to answer the following questions:

- What is the closest residential school to you?
- What years did it operate?
- What church or missionary group operated it?
- Is the building still standing?
- How is the property used now?

### **Senior Years**

#### Learning Objectives

Students will:

- learn about the National Centre for Truth and Reconciliation
- understand the distinction between the National Centre for Truth and Reconciliation and the Truth and Reconciliation Commission of Canada
- build research skills through research activities

### Curriculum Links (Québec)



## Secondary History of Québec and Canada:

- Establishes historical facts.
- Establishes a chronology.

## Secondary English Language Arts, Cycle One:

- Develop a research process to collect data.
- Analyze the data and constructs a working theory to explain and interpret the data.
- Consult a variety of sources.
- Collect and organizes information relevant to the context to be created.
- Use information, with guidance, to support a point of view/stance and/or create an authentic description of a time and place.

## Discussion Questions

- What does the NCTR do, and how do they help us learn more about residential schools?
- Why is the work of the NCTR important for reconciliation?

## Activities

Introduce the [Google Earth: Canada's Residential Schools](#) interactive map, and as a class conduct research to answer the following questions:

- What is the closest residential school to you?
- What years did it operate?
- What church or missionary group operated it?
- Is the building still standing?
- How is the property used now?

Next, divide students into groups and assign them one school that was/is located in your province or territory (not the one you explored together as a class). Assign each group the task of using the NCTR archives to find a Survivor story or an item from that school. Each group should answer the following questions and present back to the class:

- What is the name of the residential school?
- Where is/was it located?
- What years did it operate?
- What church or missionary group operated it?
- Is the building still standing?
- How is the property used now?
- Describe the item you found in the archives and what it tells you about the school OR share the Survivor story and what it tells you life was like at the school.

## Additional Resources

- NCTR Interactive Map: <https://nctr.ca/records/view-your-records/archival-map/>
- NCTR Archives: <https://archives.nctr.ca/>

- Legacy of Hope Exhibit: <https://legacyofhope.ca/home/exhibitions/>
- TRC Final Report: <https://nctr.ca/records/reports/>

## **Day 4—Live Youth Empowerment Event**

### **Early Years**

#### Learning Objectives

Students will:

- appreciate Indigenous songs as a way of storytelling
- foster an appreciation for Indigenous cultures through music
- practise active listening and understanding of messages conveyed through songs
- describe their emotional response to a song and the meaning, message, or viewpoint of the songwriter

#### Curriculum Links (British Columbia)

English Language Arts Grade 2:

- Use sources of information and prior knowledge to make meaning.
- Use developmentally appropriate reading, listening, and viewing strategies to make meaning.
- Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community.
- Show awareness of how story in First Peoples cultures connects people to family and community.

#### Discussion Questions

- What did you like about the song?
- How did the song make you feel?
- Did you hear any words that you understood?
- What might people learn from music, or how might they be influenced or inspired by music?

#### Activities

Select one of the songs performed by an Indigenous artist (or select another Indigenous artist), look up and print the lyrics for that song, and share the song and its lyrics with the students. Discuss the messages in the song as a class, identifying any themes that emerge. Ask students to individually create an illustration related to the lyrics and share with the class.

### **Middle Years**

#### Learning Objectives

Students will:

- practise active listening and understanding of messages conveyed through songs

- analyze lyrics to determine the songwriter’s intended message
- identify a common theme, issue, point of view, and/or facts from the song
- conduct research and gather information about songs and write a brief summary of the intended message of the song

### Curriculum Links (British Columbia)

#### English Language Arts Grade 7:

- Apply appropriate strategies to comprehend written, oral, and visual texts; guide inquiry; and extend thinking.
- Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.
- Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts.
- Respond to text in personal, creative, and critical ways.
- Recognize an increasing range of text structures and how they contribute to meaning.
- Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.
- Recognize the validity of First Peoples oral tradition for a range of purposes.

### Discussion Questions

- What do you think the song is about?
- What emotional response does the song evoke?
- What words, lines or phrases in the song do you personally relate to?
- What might people learn from music, or how might they be influenced or inspired by music?
- How might the song help achieve or promote reconciliation?

### Activities

Ask students to select one of the songs performed (or select a song by another Indigenous artist), look up the lyrics and write a brief summary of the intended message of the song, including how the song relates to reconciliation. As a class, create a reconciliation playlist to share all of the songs selected (this can be shared on the platform).

### **Senior Years**

#### Learning Objectives

Students will:

- practise active listening and understanding of messages conveyed through songs
- analyze lyrics to determine the songwriter’s intended message
- identify how songwriters use poetic devices to convey their message

## Curriculum Links (British Columbia)

### English Language Arts Grade 10:

- Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples' perspectives, values, beliefs, and points of view.
- Recognize and appreciate the diversity within and across First Peoples societies as represented in texts.
- Recognize and appreciate how different forms, formats, structures, and features of texts enhance and shape meaning and impact.
- Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.

### Discussion Questions

- What do you think the song is about?
- What emotional response does the song evoke?
- What words, lines or phrases in the song do you personally relate to?
- What might people learn from music, or how might they be influenced or inspired by music?
- How might the song help achieve or promote reconciliation?

### Activities

Ask students to select one of the songs performed (or select a song by another Indigenous artist), look up and analyze the lyrics, identifying how the song relates to reconciliation and how the songwriter uses poetic devices (metaphor, simile, personification, imagery, etc.) to convey their message. Present back to the class.

### Additional Resources

- “Influential Indigenous Musicians in Canada”: <https://www.thecanadianencyclopedia.ca/en/article/influential-indigenous-musicians>
- “Six Indigenous Artists You Need to Know in 2021: <https://www.cbc.ca/music/6-indigenous-artists-you-need-to-know-in-2021-1.6067395>
- “Ten Great Indigenous Musicians to Listen to in 2022”: <https://raventrust.com/top-10-indigenous-musicians/>
- “Twelve Indigenous Artists Canadians Should Be Listening To”: <https://thereviewsarein.com/2021/06/13/12-indigenous-artists-canadians-should-be-listening-to/>

## **Day 5—ReconciliACTION**

### **Early Years**

#### Learning Objectives

Students will:

- reflect on the losses and impact caused by residential schools
- reflect on the stories of Survivors and other lessons shared over the week
- define reconciliation in terms of the relationship between Indigenous and non-Indigenous peoples

#### Curriculum Links (New Brunswick)

English Language Arts Transitional (3–4):

- Describe, share, and discuss thoughts, feelings, and experiences and consider others' ideas.
- Ask and respond to questions to clarify information and to explore possibilities or solutions to problems.
- Express and explain opinions and respond to the questions and reactions of others.
- Listen critically to others' ideas and opinions.
- Participate in conversation, in small group and whole-group discussion, understanding when to speak and when to listen.

#### Discussion Questions

- What does reconciliation mean to you?
- How can we support reconciliation?

#### Activities

Note: These activities are adapted from the First Nations Education Steering Committee and First Nations Schools Association's [\*Indian Residential Schools & Reconciliation Teacher Resource Guide\*](#) (pg. 64).

Discuss the meaning of *reconcile* and *reconciliation*. View the video "[What is Reconciliation?](#)" Explain who Justice Murray Sinclair is (Chair of the Truth and Reconciliation Commission). Discuss what students think the main idea of the video is (one main idea is that it took a long time—seven generations—to create the damage of today, and it will take several generations to truly heal.) Make a video of what reconciliation means to you using Flip (formerly flip grid, <https://info.flip.com/en-us.html>) and commit to taking action.

### **Middle Years**

#### Learning Objectives

Students will:

- reflect on the losses and impact caused by residential schools
- reflect on the stories of Survivors and other lessons shared over the week
- define reconciliation in terms of the relationship between Indigenous and non-Indigenous peoples
- understand the TRC’s Calls to Action and what steps are being taken to implement the calls
- identify signs and goals of the reconciliation process
- generate their own ideas about reconciliation and community action

### Curriculum Links (New Brunswick)

#### English Language Arts Grade 8:

- consider and reflect upon the contribution of others’ ideas during discussions
- ask questions that probe for accuracy, relevancy, and validity; respond thoughtfully and appropriately to such questions  
state a point of view in a convincing manner, offering relevant information to support that viewpoint
- employ various relevant research strategies such as generating questions, drafting an outline, or interviewing peers to determine what questions they would like answered by their research
- gather information from a variety of sources (interviews, film, CD-ROMs, texts) and integrate ideas in communication.

### Discussion Questions

- What does reconciliation mean to you?
- How can we support reconciliation?

### Activities

Note: These activities are adapted from the Royal BC Museum’s [“Truth and Reconciliation Lesson Plan.”](#)

Introduce the 94 Calls to Action to your students. (You may like to use the [Spirit Bear’s Guide to the Truth and Reconciliation Commission of Canada](#), which presents the Calls to Action using youth-friendly language.) Introduce students to the 6 Actions of ReconciliACTION that were developed to assist the public in supporting reconciliation:

- **Learn** the history between Indigenous and non-Indigenous peoples;
- **Understand** the history and legacy of residential schools;
- **Explore** the unique intersections between treaty, constitutional, Indigenous, and human rights that we have in Canada;
- **Recognize** the rich contributions that Indigenous peoples have made to Canada;
- **Take action** to address historical injustices and present-day wrongs; and
- **Teach others.**

Divide students into groups to brainstorm how they can help create change and promote reconciliation using the [ReconciliACTION Plan template](#). Students can look at the 94 Calls to Action for inspiration as well as sample ReconciliACTION Plans. Ask each group to focus on one of the categories that the report uses and to think about how they can help reach reconciliation in school, on sports teams or in other youth programs. Each group should report back to the class and share their ReconciliACTION Plan.

## **Senior Years**

### Learning Objectives

Students will:

- reflect on the losses and impact caused by residential schools
- reflect on the stories of Survivors and other lessons shared over the week
- define reconciliation in terms of the relationship between Indigenous and non-Indigenous peoples
- understand the TRC's Calls to Action and what steps are being taken to implement the calls
- research and assess progress on the TRC's Calls to Action
- identify signs and goals of the reconciliation process
- generate their own ideas about reconciliation and community action

### Curriculum Links (New Brunswick)

Political Science 120 (Grades 11/12):

- Students will examine the rights, responsibilities, roles, and status of individuals and groups in Canada.
- Students will investigate methods used by media, governments, and political groups to influence public opinion.
- Students will model responsible citizenship.

Indigenous Studies 120:

- Students will analyze current Indigenous and non-Indigenous relations.
- Students will investigate significant Indigenous-led movements for social change.
- Students will describe the tools for systemic and societal change including the national inquiry process.
- Students will identify local initiatives that are addressing systemic and social inequities in First Nation realities.
- Students will take action in ways that reflect their learning and context.

### Discussion Questions

- What does reconciliation mean to you?
- How can we support reconciliation?



## Activities

Note: These activities are adapted from the Royal BC Museum's "[Truth and Reconciliation Lesson Plan](#)."

Introduce the 94 Calls to Action to your students. Divide students into groups to research the extent to which the Calls to Action have been implemented (you may like to assign each group a specific category of Calls to Action, or they can select one).

Next, introduce students to the 6 Actions of ReconciliACTION that were developed to assist the public in supporting reconciliation:

- **Learn** the history between Indigenous and non-Indigenous peoples;
- **Understand** the history and legacy of residential schools;
- **Explore** the unique intersections between treaty, constitutional, Indigenous, and human rights that we have in Canada;
- **Recognize** the rich contributions that Indigenous peoples have made to Canada;
- **Take action** to address historical injustices and present-day wrongs; and
- **Teach others.**

Then have each group brainstorm how they can promote reconciliation using the [ReconciliACTION Plan template](#). Students can look at the 94 Calls to Action for inspiration as well as sample ReconciliACTION Plans available on the NCTR's website. Each group should focus on the same category of Calls to Action that they researched earlier and should think about how they can promote reconciliation in their school and communities.

Each group should report back to the class and share their findings from their research and their ReconciliACTION Plan.

## Additional Resources

- Imagine a Canada: <https://nctr.ca/education/educational-programs/imagine-a-canada/>.
- Calls to Action: <https://www.indigenouswatchdog.org/calls-to-action/>
- Webinar on How to Create a ReconciliACTION Plan: <https://www.youtube.com/watch?v=LDIj7JUIXNk>