

# National Centre for Truth and Reconciliation

## Background and Educational Training Options

### Background:

The National Centre for Truth and Reconciliation (NCTR) is the permanent, safe home for all statements, documents, and other materials gathered by the Truth and Reconciliation Commission of Canada (TRC). The Centre works with a network of partners and supporters to continue to expand this collection and promote ongoing research and learning around the Residential School system and its legacy and impacts.

As the permanent home for the TRC's archival collection the NCTR will ensure that:

- Survivors and their families have access to their own history,
- educators can share history of the schools with students,
- researchers can delve more deeply into the Residential School experience,
- the public can access historical records and other materials to help foster reconciliation and healing, and that
- the history and legacy of the Residential School system is never forgotten.

### Available programming:

Presentations and activities are available upon request and are tailored to the audience's knowledge and interest in topics. Whether the audience is just learning about Residential Schools for the first time or is interested in learning how to engage the Calls to Action.

The Education Unit provides presentations and activities to students in K-G12, post-secondary, and to the public and private sectors. In addition to lecture-style engagements, the Centre also supports information tables and booths at conferences or events and access to educational materials such as the *Calls to Action* and *They Came for the Children* publications.

### Content:

It's advised that within a 1-hour block of time, up to 2 topics can be covered broadly and we advise not to do more than 4 topics in a single hour. Any single topic listed can be explored in greater depth.

Program content from the NCTR can include, but is not limited to:

- Residential School denialism,
- how to speak to youth about Residential Schools,
- Residential School history and experiences,
- First Nations, Métis, or Inuit specific history and experiences at Residential Schools,
- the Indian Residential Schools Settlement Agreement (IRSSA),
- TRC history, mandate, and activities,
- NCTR history, mandate, and activities,
- the archival collection and how to access it,
- primary source document analysis and working with archival documents,
- colonial systems and impacts (sixties scoop, Federal Day Schools, Indian hospitals, sanatoriums),

# National Centre for Truth and Reconciliation

## Background and Educational Training Options

Program content from the NCTR can include, but is not limited to:

- intergenerational trauma, healing, and resilience,
- the student memorial register, missing children and unmarked burials,
- allyship, the Calls to Action, and ReconciliACTION.

The expertise of staff at the NCTR is related to Residential School history and experiences and of contemporary history related to the impacts and legacy of Residential Schools.

Content covered under Residential School history and experiences can include, but is not limited to:

- Early reports and the Indian Act related to Residential Schools,
- Early and late history of the Residential School System,
- Construction of buildings and living conditions, and
- Arrival and departure, segregation and marriage, education and training, student labour, staff, food and hunger, health and death, sports and accomplishments, discipline and abuse.

Length:

The length of a session starts at thirty minutes and increases incrementally up to a full day session of six hours' worth of content and engagement. Additionally, sessions can be arranged across several weeks or months to cover all content desired and to allow time for the information to be absorbed.

Delivery, recording, participants:

Delivery of educational content can be done online (Zoom, Microsoft Teams, Cisco WebEX, GoToMeeting, etc.), in-person either at the NCTR or out in community, or in a blended format (online and in-person). There is no limit on the number of virtual or in-person participants, however, for in-depth discussion it is recommended to cap the number at 25 persons for fullest engagement.

Recording a session or sessions for use by employees is permitted depending on the final use. If there is a desire to record and re-use the presentation for future learning a separate agreement must be discussed.

Booking a presentation:

To book a tour, engagement, presentation, or series please complete the online form to be added to the queue. Please allow at least 2 weeks' time between submitting your request and the day you are requesting our service.

<https://nctr.ca/education/educational-programs/nctr-education-presentations/>

## National Centre for Truth and Reconciliation Background and Educational Training Options

### Costs:

The NCTR works on a sliding fee scale to ensure all groups and organizations have access to presentation content and information. No group will be barred if they are unable to pay for a session. We recommend a donation of \$300 for every 1-hour worth of engagement or development of new content.

Length	Cost	3-Part Series	7.5 hours	4.5 hours	3 hours
30 minutes	\$150.00	Session 1	\$900.00	\$450.00	\$300.00
1 hour	\$300.00	Session 2	\$900.00	\$450.00	\$300.00
1.5 hours	\$450.00	Session 3	\$900.00	\$450.00	\$300.00
2 hours	\$600.00	Total	\$2,700.00	\$1,350.00	\$900.00

An invoice can be created for a session or series and can be arranged with the Education Unit Admin Assistant, Amber Ali.

Cheques can be made out to the 'University of Manitoba' and mailed to our office c/o Emmanuel MODOZIE, National Centre for Truth and Reconciliation (Chancellor's Hall), 177 Dysart Road, Winnipeg, MB, R3T 2N2.

A cheque for the University of Manitoba is the preferred choice in payment. Credit card payments are only available through donation on the NCTR website (<https://give.umanitoba.ca/national-centre-for-truth-and-reconciliation-alt>) and an invoice cannot be prepared for payments by credit card.

### Print Materials:

In addition to engagement sessions, there are print materials available for purchase such as the NCTR's pocket-sized *Calls to Action* booklets which contain the Calls to Action, Principles of Reconciliation, and the Articles of the Declaration of the Rights of Indigenous Peoples. These are available in English and French for \$7.00 plus applicable tax per copy.

There are also print versions of *They Came for the Children* available for \$2.50 per copy of bulk orders. Digital copies of these materials are available for download without any cost.

### Example of a 3-Part Series:

Below is an example of a 3-part series with three 2.5-hour sessions for a total of 7.5-hours' worth of content. Each session includes a 10-minute break, more or longer breaks can be accommodated, and dedicated time for discussion or Q&A.

# National Centre for Truth and Reconciliation

## Background and Educational Training Options

Educational content covered includes foundational knowledge on Residential School history and experiences from Survivors, an activity with records from the collection, contemporary history related to the Settlement Agreement including the TRC and NCTR, colonial systems (sixties scoop, federal day schools, segregated medical care system) and their impacts, cemeteries and unmarked burials, reconciliation and its barriers, the Calls to Action and creating a reconciliACTION plan.

### Part 1 of Learning Series

<b>15 min</b>	Introductions and an outline of the series
<b>60 min</b>	Residential School history Residential School experiences
<b>10 min</b>	Break
<b>55 min</b>	Activities using NCTR records
<b>10 min</b>	Outstanding questions and wrap up

### Part 2 of Learning Series

<b>10 min</b>	Housekeeping and check-in with participants
<b>60 min</b>	Indian Residential Schools Settlement Agreement (IRSSA) Contemporary history of the TRC and the NCTR
<b>10 min</b>	Break
<b>60 min</b>	Missing children and unmarked burials Colonial systems and impacts OR trauma, healing, and resilience
<b>10 min</b>	Address outstanding questions, wrap up, and prepare for Part 3

### Part 3 of Learning Series

<b>10 min</b>	Housekeeping and check-in with participants
<b>50 min</b>	Reconciliation, definitions, barriers, and challenges What can Reconciliation look like? Calls to Action
<b>10 min</b>	Break
<b>70 min</b>	Resources and other learning opportunities Creation of a ReconciliACTION plan
<b>10 min</b>	Wrap up

# National Centre for Truth and Reconciliation

## Background and Educational Training Options

### Activity 1:

Participants will be led through primary source document analysis and shown how to use a series of guiding questions to make an informed decision about a situation outlined in Residential School records. There are several record-sets available to analyze based on content and include, but are not limited to:

- The impact of the medical evacuation program in the north
- comparing Residential School menus for authenticity
- response of staff and others to incidents of runaways
- response of staff and others to accidents or fire
- treatment of students by staff

### Activity 2:

Participants are provided a list of resources to review and use to create a reconciliACTION plan. There are 6 actions to reconciliACTION:

- **learn** and **understand** the history of Indigenous peoples and history and impacts of Residential Schools and other colonial systems,
- **explore** the unique intersections between constitutional, Treaty, Indigenous, and human rights,
- **recognize** the rich contributions Indigenous peoples have made to Canada,
- **take action** to address historical and present-day wrongs, and
- **teach** others.

Participants will browse and be led through a collection of resources to complete a plan for the coming year based on what books, movies, training and education, activities, etc. they will do to address reconciliation. The ultimate goal is to identify a resource type that resonates with each participant and to set a goal to achieve in the future.

### Activity 3:

Participants will review a handful of sample land acknowledgements, learn about why land acknowledgments are used today, and will explore the principles behind the creation of a personalized land acknowledgement through guided questions.

1. Who are the Indigenous Peoples of the land?
2. Who are you and what are your intentions?
3. What are your responsibilities?
4. How will you take action?