



Orange Shirt Day Every Child Belongs



Aen shinihkatayk

Title:

Every Child Belongs

Wiihtamakayhk kaykwy kaa kishkayhtamihk

Explaining what is being learned/overview:

Students will explore the importance of family traditions, culture, and identity by discussing their own experiences and reading *When We Were Alone* by David Robertson. Through reflection and a Roots Flower activity, students will learn why Orange Shirt Day and the message “Every Child Matters” are important and how culture, language, family, and traditions help people feel a sense of belonging.

Kaykwy chi kii ishpayihk

Curriculum Connections:

IN 3.2

Analyze the cultures and traditions in communities studied.

CR 3.1

Comprehend and respond to a variety of grade-level texts that address identity, community, and social responsibility.

Niikaan lii kesyoon

Focus question:

- Why are family traditions and culture important?
- Why do we say **Every Child Matters**?

Lii zafayr poor chi ooshitaahk ooma

Things needed to do this/materials needed.

- Whiteboard
- Copy of *“When We Were Alone,”* by David Robertson
OR access to a YouTube read-a-loud
- Roots Flower Sheets (see **Appendix 1**)

L’aanii d’ikol

Year of school/grade:

Three

Kaykwy kaa kishkayhtamihk

What is being learned/subject:

Social Studies &
English Language Arts

Ispray kaa piikishkwatamihk

Topic:

Orange Shirt Day/National Day
for Truth and Reconciliation

Li taan

Time:

60 Minutes

Gashkihtaan

I can statements:

- I can identify traditions, cultures, and experiences that are important to me.
- I can explain how traditions and culture help people feel like they belong.
- I can describe some ways residential schools affected Indigenous children.
- I can explain the meaning of “Every Child Matters.”

Taanishi aen tipahamihk Assessment:

Formative Assessment

- Assess through observations during group discussions



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Lesson Description

taanishi aen ishi ooshihtaahk:

Motivational Set: 10 Minutes

- Ask, who has heard of the word “traditions” before? What does it mean?
- Traditions are special things that families and communities do often or every year or a few times a year, because they are important to them.

Examples:

- Eating ice cream for supper on the last day of school before summer
- Going to grandma’s house for Christmas
- Camping on the same weekend every year
- Ask students “what are some family traditions you have?”
- Write student responses on the board, asking follow up questions as they respond such as “why is this tradition important to you,” or how does it make you feel?”
- Explain that Métis families have traditions too, and that their culture is often part of those traditions.

*Optional, show photo examples

- Dress (ribbon shirts/skirts, moccasins, sashes)
- Language (some Métis people speak Michif, Cree, and Dene. A lot of jokes are in the language, and language speakers often say a joke is not funny in English the same way that it is funny in their language)

Teacher Note: you could show a video of speakers speaking their language for emphasis, there are lots available here: <https://Métisgathering.ca/michif-language/michif-archive/>

- Art (beading)
- Gatherings (Métis people love to visit, have bannock and tea, listen to fiddle music, dance a jig, etc.)



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Main Procedure: 40 Minutes

- Read the book *"When We Were Alone,"* by David Robertson

Teacher Note: If you do not have a physical copy on hand there are read-a-loud versions on youtube

- Ask students to point out the pieces of culture that were restricted (language use, hair length, outfits, being with family)
- Ask students to close their eyes and imagine "you cannot wear clothes that are important to you, you cannot see your family for a long time, you cannot speak the language your family speaks at home, and you cannot participate in any of your special traditions." Ask students to think about how that would feel. Show of hands, "who would feel sad?" Who would feel like that was unfair?" "Who would feel confused?"
- Bring student attention back to the traditions written on the board. All of these things help people to feel like they belong. This is why we say Every Child Matters, because every child deserves to feel like they belong.
- Explain that many Indigenous children had experiences like the grandmother in the story. One of those children was a girl named Phyllis Webstad. When Phyllis went to residential school, she wore a special orange shirt that her grandmother had bought for her. When she arrived at the school, the shirt was taken away and she never got it back. Years later, she shared her story to help people understand how residential schools made children feel like they did not belong. Her story inspired Orange Shirt Day and the message 'Every Child Matters'.
- Hand out the Roots Flower sheets
- Tell students to write their name in the center of the flower, and explain that they will fill in the five petal sections.
- When we create our Roots Flowers, we are celebrating the things that make us who we are, our traditions, cultures, things we are proud of, things that are important to us, and the things we love. Every child deserves to keep those important parts of themselves.

Closing: 10 Minutes

- Have each student share with the class one thing that is important to them from their Roots Flower.



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Appendix 1: My Roots Flower

I love...

My Culture...

Things that are important to me...

I am proud of...

My Traditions...

Name:

Every Child Matters because: _____



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Appendix 2: Heritage Michif Pronunciation Guide

English	Michif	Pronunciation
<i>Title</i>	aen shinihkatayk	ay SHIN-ick-a-TAKE
<i>Grade ("year of school")</i>	l'aanii d'ikol	la-KNEE dee-COL
<i>Subject ("explaining what is being learned")</i>	Kaykwy kaa kishkayhtamihk	cake-WHY kah kish-KAY-tuh-MICK
<i>Topic ("specifically what we're talking about")</i>	ispray kaa piikishkwatamihk	iss-PRAY kah PEEK-ish-KWAH-tuh-MICK
<i>Overview ("talking about what is being learned")</i>	wiihtamakayhk kaykwy kaa kishkayhtamihk	wee-TUM-a-CAKE cake-WHY kah kish-KAY-tuh-MICK
<i>Assessment ("How it will be measured")</i>	taanishi aen tipahamihk	taan-SHIH ay tip-AH-ha-MICK
<i>Time</i>	li taan	lih TAH
<i>Curriculum Outcomes ("what should happen")</i>	kaykwy chi kii ishpayihk	cake-WHY chih KEY ish-pah-YICK
<i>I Can Statement ("I can do it")</i>	Gashkihtaan	Gahsh-kih-TAHN
<i>Materials Needed ("Things needed to do this")</i>	lii zafayr poor chi ooshitaahk ooma	lee za-FAIR pohr chih oh-sh-TAHCK oh-MA
<i>Focus Questions ("primary questions")</i>	niikaan lii kesyoon	knee-KAHN lee kess-YONE
<i>Lesson Description ("How to do it")</i>	taanishi aen ishi ooshihtaahk	taan-SHIH ay ishih oh-sh-TAHCK

*Capital letters indicate stressed syllables