



Orange Shirt Day

The Power of Voices



Aen shinihkatayk

Title:

The Power of Voices

Wihtamakayhk kaykwy kaa kishkayhtamihk

Explaining what is being learned/overview:

Students will explore the impact of residential schools on Indigenous peoples by examining how identity, culture, language, and personal stories are connected to experiences of belonging and change. Through discussion, reflection, and research into reconciliation efforts, students will consider how individuals, organizations, and communities are taking action to support truth, healing, and a better future.

Teacher Note: It is important to know your students and families before teaching this lesson. The activities encourage students to share and discuss their perspectives on potentially sensitive topics. Students may bring personal or family experiences that shape their views, and discussions may unintentionally cause discomfort for some participants. Establish respectful discussion guidelines, create a supportive learning environment, and be prepared to provide alternative ways for students to participate if needed.

Kaykwy chi kii ishpayihk

Curriculum Connections:

CC A30.1

Create a range of visual, multimedia, oral, and written texts that explore:

- identity (e.g., Define the Individual, Negotiate the Community),
- social responsibility (e.g., Shift Centres, Blur Margins), and
- social action (agency) (e.g., Understand Beliefs, Initiate Action).

NATIVE STUDIES 30

Develop a sense of personal and social responsibility to participate in change for social justice.

Niikaan lii kesyoon

Focus question:

- What is the difference between knowing the truth and taking action toward reconciliation?

L'aanii d'ikol

Year of school/grade:

Twelve

Kaykwy kaa kishkayhtamihk

What is being learned/subject:

Native 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 describe how residential schools affected Indigenous peoples and their connection to culture, family, and identity.
- I can understand why survivor stories are important in remembering and learning from history.
- I can respectfully discuss different perspectives about history, responsibility, and reconciliation.
- I can identify ways organizations and communities are working toward truth and reconciliation.
- I can reflect on how learning about the past can influence the choices we make moving forward.



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Lesson Description

taanishi aen ishi ooshihtaahk:

Motivational Set: 10 Minutes

- Show a photo of an orange shirt
- Ask students the following questions, to be discussed in groups or pairs:
 - How can objects represent a person's identity, culture, or experiences?
 - How does a person's experience create change?
 - Can personal stories influence how historical moments are remembered? In what ways?
- Play the video about Phyllis Webstad's experience:
<https://youtu.be/c3q7byZhbal>

Main Procedure: 30 Minutes

Teacher Note: Some of the topics today might be difficult for students, please encourage students to take breaks and breaths as needed.

• Show these two videos:

- <https://youtu.be/-4wExQG9Dyk>
- <https://youtu.be/UGSWIa5vCH0>
- Reiterate to students that pieces of culture and identity were intentionally restricted at these schools. That was the goal, to assimilate. Things like their language, family, traditions, clothing, and stories were taken away.
- Set a 2 minute timer for a quick write, and tell students to contemplate what parts of their identity would be the hardest to lose, and **what would be the lasting impact or result of that loss?**

Transition

- Explain that students will split into four groups and will rotate through the four corners of the room. There are four statements, one in each corner, to discuss (see **Appendix 1**).
 - History should focus mostly on positive events
 - Learning about difficult parts of history helps society improve
 - People today should not be responsible for things that happened before they were born
 - Sharing stories can create change

Teacher Note: Some of these statements might spark dialogue between students, ensure that you monitor to ensure the debate remains healthy.

Taanishi aen tipahamihk Assessment:

Formative Assessment

- Assess through observations during group discussions
- Assess the hand-in worksheets

Lii zafayr poor chi ooshitaahk ooma Things needed to do this / materials needed:

- Projector/sound
- YouTube videos:
 - <https://youtu.be/c3q7byZhbal>
 - <https://youtu.be/-4wExQG9Dyk>
 - <https://youtu.be/UGSWIa5vCH0>
- Four corner activity (see Appendix 1)
- Worksheets (see **Appendix 2**)



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Closing: 20 Minutes

- Learning about residential schools and the experiences of survivors is one part of reconciliation, but reconciliation also requires action. Many individuals, communities, and organizations are working to rebuild relationships, protect Indigenous cultures, and address the impacts that continue today.
- Students will choose one group, organization, initiative, or mandate that is taking steps toward truth and reconciliation, (see **Appendix 2**).
- Collect worksheets



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Appendix 1:

History should focus mostly on positive events.

Learning about difficult parts of history helps society improve.

People today should not be responsible for things that happened before they were born.

Sharing stories can create change.



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Appendix 2: Moving Towards Reconciliation

Name: _____

Research one group, organization, initiative, or mandate that is taking steps toward truth and reconciliation.

What is this group/organization/initiative?

What issue are they addressing?

What steps are they taking toward reconciliation?

Why is their work important?

How does this connect to what we learned today about identity, culture, and stories?

In your own words, respond to the following:

Picture Canada in 10, 50, 100 years. What will true reconciliation look like?

Truth is about learning and acknowledging what happened. Reconciliation is about the choices we make after learning that truth. The stories we heard today are not only about the past, they help us understand how we can move forward respectfully.



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Appendix 3: 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