



Supporting Youth Mental Health

Noticing

There is value in helping youth take time to stop and notice the good things happening, even if it is a challenging or uncertain time. You can also help youth to settle anxious feelings and return to the present moment by using grounding skills.

Ask your child:

- What are five things you see around you?
- What are four things you can touch or feel with your body (e.g. the chair on my back, feet on the floor, fingers on the table)?
- What are three things you hear (e.g. a car, the clock, humming of a vent)?
- What are two things you smell or taste (or like to smell and taste)?
- Ask them to take one mindful breath.

Youth can engage in a Noticing activity to regulate emotions and support positive mental health.

School Mental Health Ontario has additional stress management strategies at the following [link](#).



this issue

- Supporting Youth Mental Health P.1
- Every Child Matters P.1
- Residential Schools in Canada P.2
- Local Residential Schools P.3
- Honest Conversations with Children P.4
- Healthy Activities for Families P.5
- Additional Information & Resources P.6

EVERY CHILD MATTERS

This edition of ADSB Family Connect is dedicated to the 215 children who were found in unmarked graves at the former site of the Kamloops Residential School at the end of May, and to the thousands of other First Nations, Métis and Inuit children who died at government and church run residential schools in Canada. Across Canada many reacted with surprise and sadness after the discovery, and memorials like the shoes at Shingwauk Hall at Algoma University, appeared across the country. This is an opportunity to learn more about residential schools and the legacy of residential schools in Canada.

**Education has gotten us into this mess, and
education will get us out.**

Hon. Senator Murray Sinclair
Chair, Truth and Reconciliation Commission of Canada

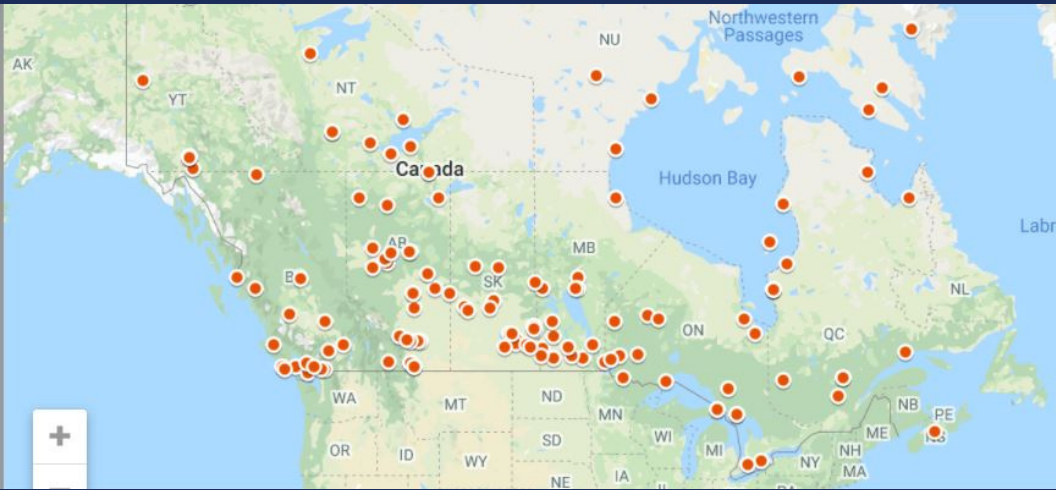


215 set free – [Netsektok Studio](#)



Every Child Matters was painted by Ojibwe artist [Patrick Hunter](#). "I chose 11 eagle feathers to honour the 4 directions because the residential school system stretched in every direction on Turtle Island, and the 7 Grandfather teachings, all arranged in the shape of a sunrise. Everyday is a gift. Every Child Matters is about honouring the victims of residential schools. Not just the people that survived the horrors and lived to talk about it, but also the thousands that were silenced forever. They are not forgotten and we can remember them each new day as the sun rises."

INDIAN RESIDENTIAL SCHOOLS



Residential Schools were in operation in Canada from **1874 – 1996**.

The oldest continually operating residential school in Canada was the Mohawk Institute in Brantford, Ontario. *1831 - 1970

In many instances, Indigenous children were forcibly removed by the RCMP and Priests from their homes and communities. This was documented from the ages of 4 – 16 years old. Although, in some cases the age was even younger.

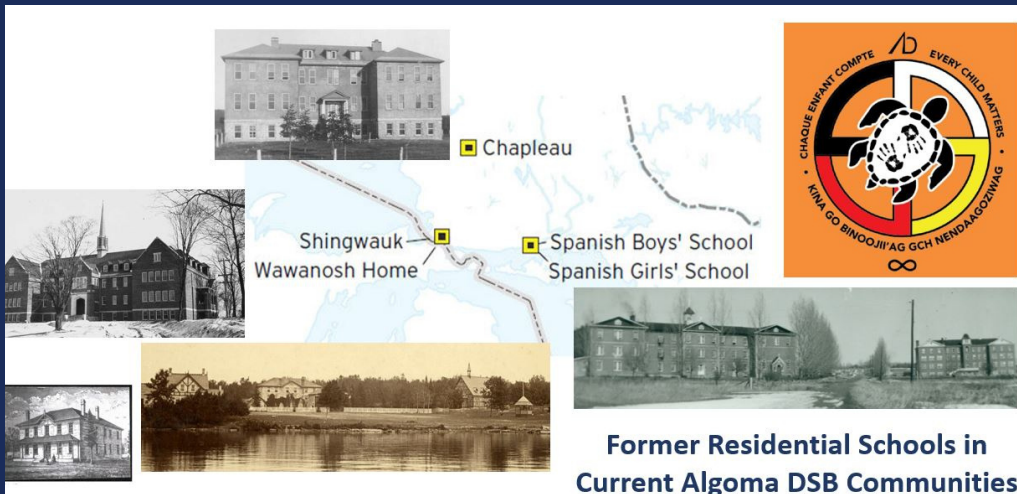
The goal of residential schools was to “kill the Indian in the child” and assimilate Indigenous peoples into colonial society by converting them to Christianity. Many survivors stated they suffered physical, emotional, and sexual abuse with deplorable living conditions. Children were not allowed to speak their traditional languages, and in many instances, they were punished and abused severely for doing so. Many children never returned home, and many died because of the abuse suffered in Residential Schools. The actual number remains unknown.



The last residential school closed in *1996. **Grollier Hall** closed in 1997, however, this school was not a state-run residential school in that year.

It is estimated that over **150 000** First Nations, Métis, and Inuit children attended Residential Schools.

IN A LOCAL CONTEXT



**Former Residential Schools in
Current Algomau DSB Communities**

The five former Residential School sites across ADSB.

Shingwauk School 1878 – 1970
Denomination – Anglican

"If anything is to be done with the Indian, we must catch him very young. The children must be kept constantly within the circle of civilized conditions."

– Nicholas Flood Davin, Report on Industrial Schools for Indians and Half-Breeds, 1879

Wawanosh Home 1879 – 1892
Denomination – Anglican

"I want to get rid of the Indian problem. I do not think as a matter of fact, that the country ought to continuously protect a class of people who are able to stand alone... Our objective is to continue until there is not a single Indian in Canada that has not been absorbed into the body politic and there is no Indian question, and no Indian Department, that is the whole object of this Bill."

– Duncan Campbell Scott, Department of Indian Affairs, 1920

Spanish Boys School 1879 – 1959
Denomination – Catholic
(St. Peter Claver)

"The Canadian government pursued this policy of cultural genocide because it wished to divest itself of its legal and financial obligations to Aboriginal people and gain control over their land and resources. If every Aboriginal person had been 'absorbed into the body politic,' there would be no reserves, no Treaties, and no Aboriginal rights."

– Truth and Reconciliation Commission Canada, Honouring the Truth, Reconciling the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada, p. 3

Spanish Girls School 1868 -1962
Denomination – Catholic
(St. Joseph's)

For more information go to: www.archives.algomau.ca

Honest Conversations

Sharing Tough News with Kids



For all kids: Children will look to you for safety and reassurance. Prepare yourself and explain in terms that are age appropriate. Listen and let children express their thoughts and feelings. You do not have to know all of the answers, this is an opportunity to learn together.



Seven and under: Be aware of what your children are hearing and seeing, being sensitive to their perceptions of events. Reassure them that they are safe. As a family try some of the activities in this guide to learn more about Residential Schools and how you can support your community.



Eight to Twelve: You know the temperament and sensitivity of your child the best. Many kids at this age see events in concrete terms. It is a good age to have discussions and ask what they know. Watch for BIG feelings and help kids to acknowledge that these feelings are okay.



Teens: Teenagers get news from many different sources such as school, social media, friends, and community leaders. Touch base to see what they know and how they perceive the current events. Give them space to share their views.



If you or loved ones are in distress, support is available through the Indian Residential Schools Crisis Line at 1-866-925-4419. In addition, culturally relevant mental health support services for members of the Indigenous community are accessible through Hope For Wellness (<https://www.hopeforwellness.ca/>)



HEALTHY ACTIVITIES FOR FAMILIES AND CHILDREN

Create

A Heart Garden or leave shoes on the front steps to remember and pay respect to

Residential School

Survivors and those who were lost.

Learn more here: <https://fncaringsociety.com/>

Kina go Binoojii'ag Gch nendaagoziwag

Every Child Matters

Chaque Enfant Compte



Read

The Truth and Reconciliation Commission of Canada 94 Calls to Action with your children. A youth friendly guide has been published by First Nations Child & Family Caring Society of Canada. (Go to page 6 for a direct link)

Wear

An orange shirt or something orange, to bring awareness and to promote reconciliation and hope.
www.orangeshirtday.org

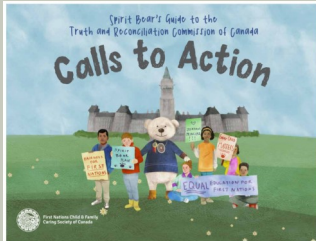
Educate

Read, research, and learn about the Residential Schools in our area. Listen to how these experiences impacted others.

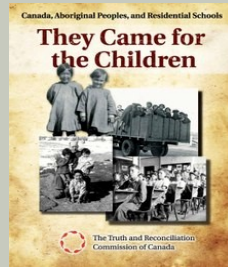


Because you want to know more ...

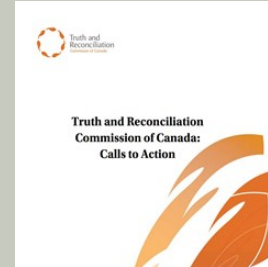
The **Truth and Reconciliation Commission (TRC)** was initiated in 2015 as part of the Indian Residential Schools Settlement Agreement. It was mandated to inform all Canadians about what happened in Indian Residential Schools (IRS). **TRC** documented the truth of survivors, families, communities and anyone affected by the IRS experience. It is hoped that the **TRC** will guide and inspire Indigenous Peoples and Canadians to reconciliation and a relationship based on mutual understanding and respect.



Click [here](#) to access a child friendly version of the **TRC Calls to Action**.



Click [here](#) to access, **They Came for the Children** from the TRC.



Click [here](#) to access the **TRC Calls to Action**.

Legacy of Hope Foundation

The Legacy of Hope Foundation is a national Indigenous charitable organization with the mandate to educate and create awareness and understanding about the Residential School System through sharing stories and educating Canadians. The website includes exhibitions, resources and Justice Murray Sinclair speaking on the discovery at the Kamloops' site. Click [here](#) to access the website.



Click [here](#) to access two videos: *The Forgotten Métis* (7.14) and *Where are the Children* (27.49).



Guiding the Conversation About Orange Shirt Day

This site offers advice for educators, parents and families on what the orange shirt signifies and how to have conversations around Orange Shirt Day and Residential Schools. Click [here](#) to access the site.

Children's Stories

Below are some sample children's stories that are based on residential schools experiences. Click on the book image to access a read-aloud for the story.

