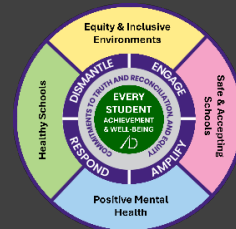


SEPT 16,
2024

ADSB Connect

Equity, Reconciliation & Well-Being



I Lost my Talk

by Rita Joe

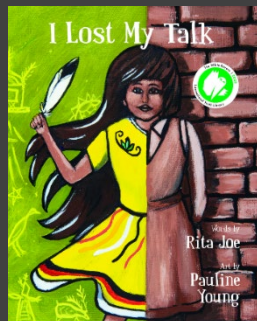
I lost my talk,
The talk you took away.
When I was a little girl
at Shubenacadie school.

You snatched it away:
I talk like you
I think like you
I create like you
The scrambled ballad, about
my word.

Two ways I talk
Both ways I say,
Your way is more powerful.

So gently I offer my hand and
ask,
Let me find my talk
So I can teach you about me.

A lesson activity for "I Lost My Talk" is available at the following [link](#).



The poem "I Lost My Talk" was written by Rita Joe, a survivor of the Shubenacadie Residential School. Through its moving words, it has become the voice of survivors.



this issue

- P.1 National Day for Truth & Reconciliation
- P.1 I Lost my Talk – Rita Joe
- P.2 Reflections on the National Day for Truth & Reconciliation (Niigaan Sinclair)
- P.2 ADSB Honour Walk: National Day for Truth & Reconciliation in the ADSB
- PP 3-6 Curriculum Learning Resources

NATIONAL DAY FOR TRUTH & RECONCILIATION

Over the last few years, September 30th has been recognized as **Orange Shirt Day** and the Government of Canada has now designated September 30th as **National Day of Truth and Reconciliation**. This federal statutory holiday was created to ensure that the history of the residential schools is not forgotten and the ongoing impact in our communities is honoured. Similar to Orange Shirt Day, this is an opportunity to create meaningful discussion about the effects of residential schools and the legacy they have left behind. It is also an opportunity for Canadians to create meaningful dialogue and participate in building bridges with each other for reconciliation. This may present itself as a day of quiet reflection and/or a day of learning and sharing. This edition of ADSB Connect is dedicated to the National Day for Truth and Reconciliation.

When speaking of the graves of residential schools, consider referring to them as

"UNCOVERED"

rather than

"DISCOVERED"

in order to frame them as something revealed or exposed rather than something newly found.

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

Hon. Senator Murray Sinclair

Chair, Truth and Reconciliation Commission of Canada



National Centre for
Truth and Reconciliation

UNIVERSITY OF MANITOBA

The **National Centre for Truth and Reconciliation** is providing virtual programming during Truth and Reconciliation Week, September 23-27, in the week leading up to Monday, September 30.

This year's theme is **"Learn from our Past, Build a Better Future"**. Access to virtual student programs, staff PD and student classroom resources are available at the following links:

[Student Programming Link](#)

[Educator PD Link](#)

[Digital Student Resource Link.](#)

Niigaan Sinclair

Reflecting on the National Day for Truth & Reconciliation and Orange Shirt Day

During the week leading up to the National Day of Truth and Reconciliation, Indigenous community members experience triggers and flashbacks. With every orange shirt, we are reminded of our relatives who attended residential school, the intergenerational harm we have experienced, and the poverty, violence, and struggles that reside in our communities. Like we always do, though, Indigenous Peoples will persevere. This isn't to say this week is easy for Canadians. It's a time when a lot of misperceptions fall apart and challenging ideas enter. Sometimes this leads to guilt, denial, or sadness. Still, most in this community keep wearing orange shirts. Let's just hope it's not used as a blanket or shield, but as a pathway to action.

Orange Shirt Day was designed to honour the experiences of residential school survivors. What it's turned into, though, is an opportunity to take a step together, in unity, and demonstrate a commitment to all. Other words for this are: allyship, kin, and family.

There is so much work to do. Wearing an orange shirt is a beginning, but four other harder and vital steps – requiring much time and resources – are necessary. These are: Listen. Learn. Commit. Act.

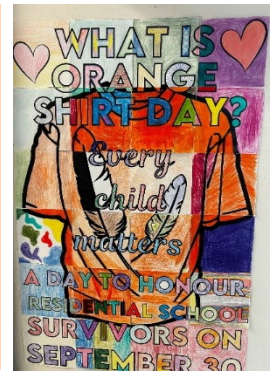
(Niigaan Sinclair, *Winipek: Visions of Canada from An Indigenous Centre*, p. 347)



National Day for Truth & Reconciliation & Orange Shirt Day in the ADSB

ADSB students and staff will join in an **Honour Walk** on September 30th in recognition of the **National Day of Truth and Reconciliation**. This is an opportunity to create meaningful discussion about the effects of residential schools and participate in building bridges with each other for reconciliation.

Schools and classroom teachers are also encouraged to think about planning for classroom/school activities to observe **Truth and Reconciliation Week (September 23-27)**. Suggested activities and learning resources are available on pages 1, & 3-6.



The **ADSB Honour Walk** is our public statement that our school communities support the Truth Reconciliation Commission Calls to Action in Canada through an experiential learning opportunity that impacts both students and staff, while promoting allyship within our schools. Staff are also encouraged to **wear Orange shirts on September 30th**. Wearing an orange shirt is an active act of reconciliation to bring awareness to the importance of the National Day of Truth and Reconciliation and make a visible statement within our community, promoting allyship. Many people across Canada choose to wear an orange shirt to honour the children who survived the residential schools and remember those who did not. This tradition was inspired by Phyllis Webstad's experience as described in her book *Phyllis's Orange Shirt*. Wearing orange recognizes the harm the residential school system had on children's sense of self-esteem and well-being, and as an affirmation of our commitment to ensure that everyone around us matters. Wearing orange and promoting the slogan, *Every Child Matters*, is an affirmation of our commitment to reconciliation and raising awareness of the residential school experience, to ensure that we focus on our hope for a better future in which children are empowered to help each other.

We encourage all schools to participate in an Honour Walk on September 30. We also encourage everyone to engage in meaningful reflection, discussion and community building opportunities to further our knowledge about the history and impacts of residential schools. However, conversations and learning about these important topics must extend beyond September 30 and can be supported by the learning resources on pages 1 and 3-6.

Thank you for your participation and commitment to making a positive impact. Your involvement helps us build a more inclusive and understanding community.





National Day for Truth & Reconciliation

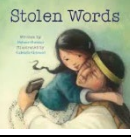
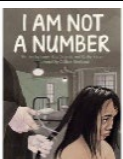
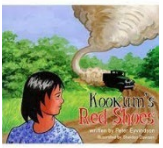
Learning Resources & Ideas

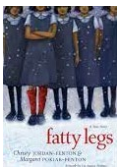


This moment offers Canadians a chance to engage in meaningful conversations and work together to build bridges toward reconciliation. It's not about teaching everything, but rather having the integrity and humility to share something valuable—and to do so with care and respect.

Resource	Activity	Links
Video (3:14)	Phyllis Webstad talks about Truth and Reconciliation	Truth and Reconciliation in Canada
Class Collaborative Poster 	This project will have each student colouring and cutting out a part of the “puzzle” then putting it together	Collaborative Poster
KWL	Track your students learning about Residential School with a KWL	KWL.docx
Child Friendly Calls to Action	This booklet is written by Spirit Bear as a Youth guide to the TRC’s 94 Calls to Action. Spirit Bear is a “Bearrister,” which means when he sees something wrong, he must learn about it and try to help. Some problems seem big and hard to fix, but Spirit Bear’s Mom, May the Bear; says the first step in fixing a problem is believing you can.	Calls to Action Ideas on how to take part
Shirley Horn shares her story (Residential School Survivor) 5:56		Shirley Horn
Barbara Nolan shares her story (Residential School Survivor) 5:23		Barbara Nolan
St. Joseph Mission Residential School Commemoration 3:02		Commemoration Project
‘It’s our story’: Eight residential school survivors on the importance of gathering APTN News 30:00		It's Our Story
Prime Minister Harper; Federal Apology for Residential Schools 12:55		PM Harper Apology
Heritage Minutes – Chanie Wenjack 1:00		Chanie Wenjack
Watch the “ Residential Schools in Canada Timeline ” video to learn about the significant dates in its history — from the landing of Jesuits in what is now known as Quebec, to the release of the Truth and Reconciliation Commission of Canada’s final report in 2015		Residential School Timeline
In this video we put faces to the event - we hear from the founder of Orange Shirt Day Phyllis Webstad, Martha Cahoose, and Leona Carter; all residential school survivors. (35:56)		Faces of Orange Shirt
CBC Kids News Video (4:46)	What is reconciliation? Isabel DeRoy Olson explain: The history of reconciliation. The two groups were involved in making the process work. A brief explanation of the Truth and Reconciliation Commission.	What is Reconciliation?
Video (6:01)	CBC Kids News asked a group of First Nations, Inuit and Métis people to share their thoughts on Sept. 30 and why it’s meaningful to them.	Messages for Orange Shirt Day

Video (4:20)	Chief Robert Joseph shares his experience as a residential school survivor and the importance of truth and reconciliation in Canada.	Truth and Reconciliation in Canada
Power Point	Truth and Reconciliation PowerPoint, includes speaker notes, and questions that can help guide your teaching	PowerPoint with speaker notes
Collection of Videos	A collection of 23 residential school survivors' testimonies, filmed by Zacharias Kunuk and Peter Irniq. Most testimonies are shared in Inuktitut, accompanied by English text.	Testimonies from 23 Survivors
Poetry Grades K-12	Canada's History's edition to TRC, Listening to Survivors has a poem by <i>local Makayla Webkamigad</i> (opportunity for <i>guest in your classroom</i>)	Poem and Lesson Plan
Written Short Accounts Grades 7-12	These speakers are Indian Residential School Survivors that speak about their lived experiences and the impacts of Indian Residential Schools. Possible Activity – Print out the stories, and have students summarize what the speaker is sharing, google them to see if there are videos and more info etc.	Speakers - Residential School Survivors
This resource is intended for educators in Canada who are teaching in English.	Rita Joe, a Mi'kmaw poet and songwriter, expresses what it was like to be forced to give up her language	Poem and Lesson Plan
Grades 6-11 Website	This program is designed to support educators and administrators in raising awareness and teaching about the history and legacy of residential schools – effectively providing practical tools that can be implemented in classrooms. Serves as an entry point to both the subject matter and to existing resources currently available at <i>wherearethechildren.ca</i>	Teacher Guides/Lessons The curriculum packages are comprised of videos including Survivor testimonials, a Teacher's Guide with six customizable Lesson Plans (12-24 hrs of activities), teacher resources and extension activities.
Premade word searches/crossword puzzles	Try out some word searches. Did you know you boost your memory retention, improve your mental health, and grow your vocabulary all at the same time!	Crossword Puzzle Word Searches
Why is reconciliation important?	Writing Lesson: Have students think about what reconciliation is and what they can do in their school? Print handprints on Orange Paper OR have them colour it, cut out, and make a display.	Hand Writing.docx

READ ALOUDS (If you don't have a physical copy, there are links to recorded videos)		
Joyful Learning – Various Books	Here is a list of various Indigenous Books	Read Alouds
Grades K-4 	From sewing regalia to dancing at pow wow to learning traditional language, I'm Finding My Talk is about rediscovering community and finding culture. Features stunning, vibrant illustrations by Mi'kmaw artist Pauline Young.	I'm finding my talk
AGES 6-9 GRADES 1-4 	Stolen Words can be used to help young students begin to understand concerns raised by the Truth and Reconciliation Commission (TRC) Call to Action.	Stolen Words by Melanie Florence Teacher Guide
Grades 1-4 	True story of Margaret Pokiak-Fenton's experiences at an Indian Residential School in Aklavik, in what is now known as Canada. Olemaun's parents do not want her to attend the school away from her home of Banks Island, but Olemaun longs to learn to read like her older sister. The nuns try to humiliate and shame her in many ways. Margaret-Olemaun was determined to learn to read and prove to the nuns that she was a strong and capable student, and she did.	When I Was Eight by Christy Jordan-Fenton and Margaret Pokiak-Fenton When I was Eight Questions
Ages 7–10 (24:55) 	The true story of the author's grandmother's harrowing experience when she and her brothers were taken from their community of Nipissing First Nation to live at a Canadian Residential School in 1928.	I Am Not a Number by Jenny Kay Dupuis and Kathy Kacer
Grades 2-5 This is a Portal that has book and links	 Click the picture for direct links to books, videos.	http://joyfulllearningcanada.ca/wp-content/uploads/2023/09/JLC-OSD-2023-Free-Resource-Package.pdf Includes 1) Lesson plans 2) Colouring Pages
GRADES 3-7 	This book addresses the topic of Residential Schools, and the long-term effects of colonialism. It gives students an understanding of the importance of family and culture. It highlights the importance of nurturing children, protecting them, and providing them with safe and supportive environments regardless of their race and culture.	Kookum's Red Shoes by Peter Evyindson Kookums Red Shoes questions Drama Lesson Grade 6

Grade 5 6 Week Unit Plan	 <i>A True Story</i> is the 2010 autobiographical account of author Margaret-Olemaun Pokiak-Fenton's childhood experience in one of Canada's residential schools for Indigenous children in the 19th and 20th centuries.	Unit Plan Fatty Legs
Grades 9-12 Secret Path (2:08:35)	After reading or watching the Secret Path with your students, ask them if they noticed how Cecilia Jeffrey Residential School tried to take away Chanie's Anishinaabe identity and how the residential school system tried to remove the Indigenous identities of the children. - List any specific items that were taken or removed. - Sketch out items or words that stood out. - Now think of ways that identity can be kept or reclaimed. - Create a collage of ideas to display	Secret Path Video Resources for Walk for Wenjack Planning Walk for Wenjack

Here are pictures of different art activities you may want to do



About our Cover Page:



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."