



Healing Conversations

A Collection of Activities for the Primary Classroom

Elementary Teachers' Federation of Ontario Equity Statement

It is the goal of the Elementary Teachers' Federation of Ontario to work with others to create schools, communities, and a society free from all forms of individual and systemic discrimination. To further this goal, ETFO defines equity as fairness achieved through proactive measures, which results in equality, promotes diversity, and fosters respect and dignity for all.

ETFO's Equity Initiatives

ETFO is a union committed to social justice, equity, and inclusion. The Federation's commitment to these principles is reflected in the initiatives it has established as organizational priorities, such as ETFO's multi-year strategy on anti-Black racism; two-spirit, lesbian, gay, bisexual, transgender, queer, and questioning education; and addressing First Nations, Métis, and Inuit issues. ETFO establishes its understanding of these issues within an anti-oppressive framework.

The Federation ensures its work incorporates the voices and experiences of marginalized communities, addresses individual and systemic inequities, and supports ETFO members as they strive for equity and social justice in their professional and personal lives. Using the anti-oppressive framework is one of the ways that ETFO is operationalizing its Equity Statement.



Definition of an Anti-Oppressive Framework

An anti-oppressive framework is a method and process in which we understand how systems of oppression such as colonialism, racism, sexism, homophobia, transphobia, classism, and ableism can result in individual discriminatory actions and structural/systemic inequalities for certain groups in society. Anti-oppressive practices and goals seek to recognize and dismantle such discriminatory actions and power imbalances. Anti-oppressive practices and this framework should seek to guide the Federation's work with an aim to identify strategies and solutions to deconstruct power and privilege in order to mitigate and address the systemic inequalities that often operate simultaneously and unconsciously at the individual, group, and institutional or union level.

ETFO Human Rights Statement

The Elementary Teachers' Federation of Ontario is committed to:

- providing an environment for members that is free from harassment and discrimination at all provincial and local Federation sponsored activities;
- fostering the goodwill and trust necessary to protect the rights of all individuals within the organization;
- neither tolerating nor condoning behaviour that undermines the dignity or self-esteem of individuals or the integrity of relationships;
- promoting mutual respect, understanding and co-operation as the basis of interaction among all members.

Harassment and discrimination on the basis of a prohibited ground are violations of the Ontario Human Rights Code and are illegal. The Elementary Teachers' Federation of Ontario will not tolerate any form of harassment or discrimination, as defined by the Ontario Human Rights Code, at provincial or local Federation sponsored activities.

ETFO Land Acknowledgement

In the Spirit of Truth and Reconciliation, the Elementary Teachers' Federation of Ontario acknowledges that we are gathered today on the customary and traditional lands of the Indigenous Peoples of this territory.

Acknowledgements

ETFO works with members, allies, and Indigenous Peoples and/or organizations to develop authentic and relevant resources and professional learning opportunities to support members in integrating First Nations, Métis, and Inuit perspectives, worldviews, and content into their learning and instructional practices.

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Introduction



Colonial practices imposed on Indigenous Peoples – such as the residential school system – led to direct and intergenerational disruptions in the lives of many Indigenous children and families. These disruptions are apparent through the loss of cultural knowledge, traditions, and languages, and ongoing health and social impacts.

In 2023, the Ministry of Education introduced changes to the [Social Studies grades 1-3 curriculum in Ontario](#). The revised document includes new expectations and pedagogical supports focused on the role of family and resilience in First Nations, Métis, and Inuit communities and nations; First Nations, Métis, and Inuit historical and contemporary realities; Indigenous Peoples' interrelationship and connection with the land; the role of the residential school system in Canada; and the reclamation and revitalization of identity, language, culture, and community connections.

September 30, the National Day for Truth and Reconciliation and Orange Shirt Day, comes quickly at the start of the school year, and members across all grades want to share in the acknowledgement of this important day and engage in relevant learning tied to the new curriculum. ETFO believes in a culturally safe and trauma-informed approach to the work of reconciliation and that includes supporting younger grades in this work as well.

Healing Conversations is designed to support educators in Primary classrooms in “building student capacity for intercultural understanding, empathy and mutual respect,” as stated in Call to Action 63 from the Truth and Reconciliation Commission. Delivered in a balanced, scaffolded approach, the activities in this resource speak to both the individual and collective losses and challenges faced by Indigenous Peoples. They also celebrate the resilience and strengths of Indigenous individuals, communities, and nations, and provide opportunities to focus on traditions, reclamation and revitalization, reconciliatory acts, and Indigenous joy.

Sharing age-appropriate activities with suggested resources produced by Indigenous creators is one way to represent the perspectives and honour the lived experiences of Indigenous Peoples accurately and authentically. By incorporating Indigenous children's literature; engaging in dialogue; and integrating aspects of storytelling, creative writing, art and visuals, and music, educators and learners can reflect on the concepts of identity, family relationships, and community and begin to understand the histories and impacts of colonialism on Indigenous Peoples in Canada.

Given the sensitive, often difficult nature of the subject matter, it is important to be conscious of the potential effect of these discussions on students, particularly those from Indigenous backgrounds or those who may have experienced loss or other life traumas. Take necessary steps to prepare and inform learners and their families about the upcoming activities in the classroom and create a supportive environment for open dialogue and reflection. Learners ask a lot of questions, have concerns, and sometimes share emotional responses that need careful consideration and thoughtful, supportive responses that value their perspectives. It is important to speak with cultural sensitivity and be mindful to share age-appropriate content.

In creating this resource using culturally relevant and responsive approaches, authentic voices, multiple perspectives, and an anti-oppressive lens, our hope is that *Healing Conversations* will bring awareness to educators and learners, encourage dialogue, and address systemic racism and oppressive practices that continue to affect Indigenous Peoples today. Starting these conversations with learners early allows for the scaffolding of learning over the course of elementary education and lays the foundation for ongoing reconciliation efforts and understanding.

Considerations for this work

Relationships and collective responsibility are at the core of Indigenous education. In preparation for introducing these activities, you may find it helpful to consult with the Indigenous education lead in your school board. Each board has had a lead in place since 2016 to support the [Indigenous Education Strategy](#) in Ontario, and they are invaluable supports in undertaking this sensitive work.

It is also important that you continue to build your competencies in learning and teaching about the legacy of the residential school system and other colonial impacts on Indigenous Peoples in Canada beyond the activities in this resource. Having knowledge in these areas and taking an anti-oppressive approach makes it easier to convey information accurately and thoughtfully and to encourage engaging activities.

There are many ways to continue your own education: attend public events in Indigenous communities, listen to podcasts, attend online courses including [ETFO's AQ courses](#), and explore Indigenous book and resource lists.

Here are some helpful resources to get you started:

Videos

- [Talking about Residential Schools with When We Were Alone](#) by David A. Robertson
- [Talking to Kids about Residential Schools](#) by Monique Gray Smith

ETFO AQ courses

- First Nations, Métis, and Inuit Peoples: Understanding Traditional Teachings, Histories, Current Issues and Cultures ([Part 1](#), [Part 2](#), and [specialist](#))
- [Teaching First Nations, Métis, and Inuit Children](#)

Lastly, but importantly, the content in these activities is specifically designed to be age-appropriate for Primary learners, but the topics themselves and the pre-learning you as the educator need to do can be difficult. If at any time you find the subject matter overwhelming or traumatic, please seek out whatever support you require.

Artist's Statement

The illustrations created for *Healing Conversations* feature woodland-inspired floral vines, representative of the growth and connection that comes with understanding. Each of the floral vines' growth begins inside a book and from hands to represent that growth and connection comes from knowledge and the use of that knowledge. The colour choices were made to inspire feelings of hopefulness.

About the Artist

[Bridget George](#) (Nimkiinagwaagankwe) is an Anishinaabe author and illustrator from Kettle and Stony Point First Nation. They currently live in London, Ont., with their son, Noah.

Raised in their home community, they grew up along the shores of Lake Huron and found inspiration in the natural world, their ancestral language, love for their community, and the journey of parenthood. Bridget is passionate about positive self-image, life-long learning, visual storytelling, and positive Indigenous representation for children and youth.

A graduate of Fanshawe College's graphic design program, Bridget works as a children's book illustrator and creates graphics for companies, including Disney. Bridget's debut picture book, *It's a Mitig!*, won the 2021-22 Periodical Marketers of Canada's Indigenous Literature Award and was a TD Summer Reading Club recommended read.

Activities: Kindergarten



Suggested approaches for classroom activities and discussion:

1 Traditions and Joy

Read aloud *My Heart Fills with Happiness* by Monique Gray Smith. This book encourages readers to reflect on what brings them happiness, such as spending time with special people in their lives.

Although the story doesn't touch on the residential school system, it can be used as a starting point for a discussion on connections to personal Interests and family or community traditions, or in other classroom activities to highlight what may have been lost because of the system.

Provide learners with a choice of blank paper or leaf outlines to cut out and have them draw an activity or tradition from their own family or community. The leaves can be attached to a large outline of a tree hung on the wall that represents each of the student's lived experiences. Learners can share their activity or tradition with the class to get to know each other and support building community within the classroom.

Sample prompt questions

- What special things are mentioned about the main character in the book?
- What is special about you?
- What are some things that the family celebrates in the book?
- What are some of your family's or community's favourite activities or traditions?

2 Spotlight on Indigenous Culture – Vocabulary and Terminology

Show the video [The Word Indigenous – Explained](#) from CBC Kids News to the class.

This activity can begin to guide young learners in understanding the uniqueness and complexities of Indigenous Peoples. Record words identified in the video (e.g., Indigenous, First Nations, Métis, Inuit, nation) on a chart that learners can refer to throughout classroom activities to help them recognize some of the identities of diverse Indigenous communities and nations.

First Nations, Métis, and Inuit Peoples are diverse in terms of their worldviews, languages, cultures, and expressions; whenever possible, try to not group them together in one category. Continue to use the words on the chart during the school year and identify ways to communicate that different communities have their own unique histories, cultures, traditions, and languages. Some of these differences may be the result of specific lived experiences and the ways that colonization and government policies affected the distinct communities.

Additional words may be added to the chart to include names Indigenous Peoples use from their languages to describe themselves and their communities. For example, the Ojibway use the name Anishinaabe, which means “the original people.”

3

Retelling of the Story with Musical Instruments

Have learners use musical instruments to support the retelling of the book *I'm Finding My Talk* by Rebecca Thomas, which is a follow-up to the poem *I Lost My Talk* by Rita Joe. The story is about a young Indigenous girl rediscovering her community and finding her culture. Share with learners that adding elements of music can enhance how stories are told and communicate emotions.

Give every learner a musical instrument (e.g., shakers). Read the story to the class and guide them to connect with different emotions, words, or phrases by using their musical instruments at different points. Invite learners to identify patterns in the story, such as the phrase "I am finding my talk."

Sample prompt questions

- What is happening in the story when the music gets softer? Louder? Faster?
- How does the addition of the music make you feel when listening to the story?
- What colours would you use to create a painting that goes with the story?

4

Exploring Orange Shirt Day

Read aloud *Phyllis's Orange Shirt* by Phyllis Webstad, the founder of Orange Shirt Day. The book tells the true story of how, when Phyllis was a young Indigenous girl, the new orange shirt that had been a gift from her grandmother was taken away on her first day at a residential school. Have learners make predictions about what the story will be about based on the title and illustrated cover. Engage learners in a discussion about the story and their understandings and feelings.

Sample prompt questions

- Why do you think the orange shirt was so special to Phyllis?
- Why do you think the author says, "Every child matters"?
- If you could speak to Phyllis about her story, what would you say to her? Or what questions would you ask her?
- How can we show that we care about everyone in our school community?
- What can we do on September 30 to support Orange Shirt Day?

5

Honouring Memories

This activity and the one that follows help learners begin to look at ways to create a visual image to honour the Indigenous children who were forced to attend residential schools, demonstrate their commitment to reconciliation, and develop a sense of community. We recommend introducing these two activities in sequence, or in combination if that is appropriate for your learners.

In 2015, as part of the Truth and Reconciliation Commission's closing ceremonies, Survivors, families, and the community were invited to plant paper hearts to remember the Indigenous children who went to residential schools, to honour Indigenous cultures and traditions, and to show a commitment to act on the 94 Calls to Action.

Watch the second part of the video [Spirit Bear: Honouring Memories, Planting Dreams](#), which begins at the 8:52 mark.

Review the meaning behind the symbol of the heart and heart gardens. Provide learners with a choice of blank paper or paper heart outlines to cut out and decorate with loose parts, craft items, kind and caring words, and/or drawings and symbols. The hearts can be attached to a stick. Have learners verbally share the process of creating their hearts.

Sample prompt questions

- How did you make your heart? What did you put on it? Can you tell us why you chose to decorate it that way?

6

Planting a Heart Garden

Invite learners to display their hearts on a bulletin board with a garden theme or "plant" them in a garden area around the school to create a heart garden for Orange Shirt Day and the National Day for Truth and Reconciliation on September 30.

Sample prompt questions

- When you see the hearts together in the garden (or bulletin board garden), how do they make you feel? How can you express that emotion through movement?



Activities: Grade 1



Suggested approaches for classroom activities and discussion:

1 Walking Together in a Good Way

Read *Walking Together* by Elder Albert D. Marshall and Louise Zimanyi. This book explores the concept of two-eyed seeing and highlights fostering mutual respect and understanding.

Create three class posters using chart paper. At the top of the papers write the title “When we walk together in a good way.”

Write one of the following questions on each chart under the title:

- What does it look like when we walk together in a good way?
- What does it sound like when we walk together in a good way?
- What does it feel like when we walk together in a good way?

Ask learners: What does this look, sound, feel like inside the classroom, the hallways, and during recess outside?

Learners can use sticky notes to draw or write their answers and stick them to the posters under each heading. Share the results with the learners and talk about any similarities that emerge about being kind and respectful to themselves and others around them.

2 Memory Bag

Read aloud *Shi-shi-etko* by Nicola I. Campbell. The book focuses on young Shi-shi-etko and the days she spends with her family learning important teachings from their culture and community before she leaves for residential school.

Have learners examine the book’s cover and make predictions about what the story will be about based on the title and image of the young girl and what she is doing. Next, read the author’s notes at the beginning of the story.

Draw a memory bag like Shi-shi-etko’s on large chart paper or a projected screen. Have learners listen closely to the story and identify memories that Shi-shi-etko collects from her home community before she leaves for residential school. Draw and label the items that go into the bag. Learners may also be shown digital photographs of the plant life that goes into Shi-shi-etko’s bag of memories.

Learners will reflect on what they would want to put in their own memory bag in Activity 3.

Sample prompt questions

- Why did Shi-shi-etko hide the bag of memories? Why do you think she did not bring the bag with her to residential school?
- Was there a particular item that Shi-shi-etko put in her bag that surprised you?
- Why was Shi-shi-etko’s family and community so important to her?
- What would you add to the story, if you could add one page?

3

What's Inside Your Memory Bag?

In the story *Shi-shi-etko* by Nicola I. Campbell, Shi-shi-etko collected items that would help her remember her home community while she was at residential school. Invite the learners to reflect on what things remind them of home. This activity aims to highlight how memories and cultures shape who they are rather than draw comparisons to Shi-shi-etko's experience.

Ask learners to think of three items that they would want to keep in a memory bag of their own. Learners can draw their memory bag and label the items inside. Put learners in small groups to share what they have in their memory bags.

Sample prompt questions

- What knowledge have the adults in your family or community shared with you?
- What items would you want to keep in a memory bag of your own? What do these items mean to you?
- What questions do you have when you look at another student's memory bag?

4

What is Orange Shirt Day?

Read aloud *With Our Orange Hearts* by Phyllis Webstad, the founder of Orange Shirt Day, in which the author shares the story behind this important day. Have learners look at the cover of the book and predict what they think the story might be about based on the title and illustrated cover. Provide learners with art supplies to create sketches or doodles during the read aloud. Learners can explain their sketches.

Supplementary resource

[CBC Kids Book Club, *With Our Orange Hearts* read by the author](#)

Sample prompt questions

- What does Phyllis mean when she says, "Every child matters"?
- What did you learn from Phyllis's story about listening to and caring for each other?
- What can you do on September 30 to support Orange Shirt Day?



In 2015, as part of the Truth and Reconciliation Commission's closing ceremonies, Survivors, families, and the community were invited to plant paper hearts to remember the children who went to residential schools, to honour Indigenous cultures, and to show a commitment to act on the 94 Calls to Action.

Watch the video [*Spirit Bear: Honouring Memories, Planting Dreams*](#).

Sample prompt questions

- How does planting a heart garden honour and remember the Indigenous children that were forced to attend residential schools?
- How can making our own heart garden contribute to efforts of understanding in our school community?

This heart garden activity will be specifically for Orange Shirt Day and the National Day for Truth and Reconciliation on September 30. Through this activity, learners can create a visual image to honour the Indigenous children who were forced to attend residential schools, demonstrate their commitment to reconciliation, and develop a sense of community.

Learners will create paper hearts and decorate them using loose parts, craft items, kind and caring words, and drawings and symbols to honour the children who were forced to attend residential schools. The hearts can be attached to a stick.

Learners will either display their hearts on a bulletin board with a garden theme or plant them in a garden area. Learners will share their artwork through a gallery walk. Pair learners up to discuss their favourite hearts and how the artwork made them feel.

Sample prompt questions

- How did you make your heart? What did you put on it?
- Which heart is your favourite?
- When you see the hearts together in the garden area (or bulletin board garden), how do they make you feel? What questions arise when you look at the display?
- What is one fact that you learned about the residential school system? In what way could you share that information through the heart garden display?

Activities: Grade 2



Suggested approaches for classroom activities and discussion:

1

Building Community and Understanding

This activity is intended to help learners understand the significance of empathy and collective responsibility in building community.

One student should hold a ball while the class sits in a circle. The student will roll the ball toward another student after making eye contact. While keeping eye contact, the learner who received the ball will roll it to another student. Have learners pass the ball gently, to show respect within the community group. Introduce additional balls into the circle and remind learners to make eye contact before and after they pass the balls around the circle.

Sample prompt questions

- How did it feel keeping up with all the balls at once? What did you find difficult about passing the ball?
- How did you work together to keep the balls moving around the circle? What would make this more successful?
- How can we ensure that everyone feels included or that they belong?
- What can we/you do if someone feels left out?

Read aloud *You Hold Me Up* by Monique Gray Smith. Though this story does not touch on the residential school system, it can be used as a starting point to promote themes of kindness, community, and belonging. The book is about how people can support one another.

Sample prompt question

- What are some kind words or actions we can use to create a supportive classroom where we all feel included and that we belong?

2 Shin-Chi's Life in a Residential School

This activity can be paired with Activity 3.

Read aloud *Shin-chi's Canoe* by Nicola I. Campbell, a picture book about a young boy's experiences at a residential school. Have learners listen to the story and identify ways in which Shin-chi's school is different from their own school experiences. Record the responses on two separate charts. Make certain to highlight the distinctions rather than comparing the lived experiences.

3 Shin-Chi's Home Community

This activity should follow Activity 2. If introducing as a standalone activity, read *Shin-chi's Canoe* by Nicola I. Campbell as the first step.

On chart paper, draw a Venn diagram, labelling one of the circles "Shin-chi's Community" and the other circle "Our Community." In each circle, work with the learners to list ways each community supports its children. Similar activities can be listed in the intersecting area. Invite learners to discuss the similarities and differences between the two communities. Focus on the differences rather than drawing comparisons between the two experiences.

4 Reflection Journal

Read aloud the book *I'm Finding My Talk* by Rebecca Thomas, which is a follow-up to the poem *I Lost My Talk* by Rita Joe. The story is about a young Indigenous girl rediscovering her community and finding her culture. Share with learners that included elements of music and art can enhance how stories are shared and communicate emotions.

Play the [multimedia experience of *I'm Finding My Talk*](#) featuring Rebecca Thomas's spoken-word poetry, Mi'kmaw artist Pauline Young's vibrant illustrations, and composer India Gailey's moving orchestrations. Have learners write a reflection journal entry about what they learned; how the narration, music, and/or art affected their understanding; or their thoughts on the story's main themes (e.g., identity, language reclamation, healing, reconciliation, empowerment, community connections). Learners can share their reflections in small groups.

Sample prompt questions

- What things do Shin-chi's family and community do to continue their traditions?
- Why do you think it is important for a community to remember and celebrate their culture and traditions?
- How do you think Shin-chi's feelings change throughout the story? What happens to cause these changes?
- In what ways did residential schools affect Indigenous children, their families, and communities? What lessons can we learn from this story?

Sample prompt questions

- What do you know about how the residential school system impacted Indigenous languages?
- How does the addition of the multimedia experience (e.g., storytelling, music, and art) make you feel?

Sample reflection journal prompts

- In what ways did the use of storytelling, music, and art help you better understand the role that language plays in preserving cultural identity?
- In what ways did the use of storytelling, music, and art help you better understand the role that language plays in strengthening relationships with community?
- What parts of the narrated story did the music highlight the best? What did you find meaningful?

5 Honouring Memories

In 2015, as part of the Truth and Reconciliation Commission's closing ceremonies, Survivors, families, and the community were invited to plant paper hearts to remember the children who went to residential schools, to honour Indigenous cultures, and to show a commitment to act on the 94 Calls to Action.

Watch the video [*Spirit Bear: Honouring Memories, Planting Dreams*](#).

Sample prompt questions

- What are some things you can do to honour the memory of the Indigenous children who were forced to attend residential school?

6 Planting a Heart Garden

Through this activity, learners can create a visual image to honour the children who were forced to attend residential schools, demonstrate their commitment to reconciliation, and develop a sense of community. This heart garden activity will be specifically for Orange Shirt Day and the National Day for Truth and Reconciliation on September 30.

Learners will create paper hearts and decorate them using loose parts, craft items, kind and caring words, and drawings and symbols to honour the children who were forced to attend residential schools. The hearts can be attached to a stick.

The hearts can be displayed in a common area of the school such as a garden-themed bulletin board in the hallway or library, or planted in a school community garden area. Connect with colleagues and encourage them to invite their classes to visit the heart garden.

Sample prompt questions

- How does planting a heart garden honour and remember the Indigenous children that were sent to residential schools?
- How can the heart garden encourage us to bring about change within our own community?

Activities: Grade 3



Suggested approaches for classroom activities and discussion:

1 Building Community

Read aloud *You Hold Me Up* by Monique Gray Smith. Although this story does not touch on the residential school system, it can be used as a starting point to promote themes of kindness, community, and belonging. The book is about how people can support one another.

Have students sit in a circle so everyone can see each other. Engage learners in a discussion about what it means to belong to a community. Students can take turns talking about what makes them feel supported and consider ways in which they can support their community.

2 Teaching with Sticky Notes: At Home and Away from Home at Residential School

Read aloud *When We Were Alone* by David A. Robertson. The book tells the story of Nókóm (Cree for grandmother), and her experiences both at home in her community and away at residential school. Create two charts, one for the category “At home in the community” and one labelled “Away from home at residential school.”

Give learners sticky notes. Invite them to make connections to the two categories as they listen to the story and jot down key points, make drawings, ask questions, etc., based on the information shared. Add the sticky notes to the charts under the appropriate category.

3 Compare and Contrast Children’s Books

Compare and contrast the two children’s books *I Lost My Talk* by Rita Joe and *I’m Finding My Talk* by Rebecca Thomas. In *I Lost My Talk*, Rita Joe writes about her time at Shubenacadie Residential School, while Rebecca Thomas’ *I’m Finding My Talk* centres on a young Indigenous girl who discovers her culture and her community.

Create a Venn diagram on the board with one circle labelled “I Lost My Talk” and the other circle labelled “I’m Finding My Talk.” Focusing on the concept of community, have learners examine the two stories and identify which parts they found similar and different. Record their thoughts on the diagram.

4 Orange Shirt Day Designs and Connections to Indigenous Artists

Provide learners with shirt designs created for Orange Shirt Day by Indigenous artists. Learners can look at the words, symbols, messaging, and the artist’s inspiration or story behind their work. Images with their descriptions can be printed from online news sources and organizations, or groups or schools that support Orange Shirt Day. Have learners work in small groups to select their favourite design, identify their reasoning for their selection, and share their thoughts with the class.

Related resources

- [Canadians should buy orange shirts from Indigenous artists, shirt maker urges](#) (CBC News)
- [5 Indigenous artists on their designs for Orange Shirt Day 2023](#) (CBC)
- [6 Indigenous artists share the inspiration behind their Orange Shirt Day designs for 2022](#) (CBC)



Sample prompt questions

- Which design made by an Indigenous artist for Orange Shirt Day is your favourite?
- What further information would you like to know about the design?

5

Honouring Memories

This activity can be introduced before or in combination with Activity 6.

In 2015, as part of the Truth and Reconciliation Commission's closing ceremonies, Survivors, families, and the community were invited to plant paper hearts to remember the children who went to residential schools, to honour Indigenous cultures, and to show a commitment to act on the 94 Calls to Action.

Watch the video [Spirit Bear: Honouring Memories](#), Planting Dreams and have learners form a sharing circle to discuss the following prompts:

- What questions would you ask a former residential school student about their experiences?
- How would you create space in a heart garden display for their experiences so that others can also learn about history and impacts of the residential school system?
- What are some additional things you can do to honour the memory of the Indigenous children who were forced to attend residential school?

6

Making Orange Heart and Shirt Garden Ornaments

This activity can be introduced after or in combination with Activity 5.

Learners will make orange heart and orange shirt garden decorations using self-drying clay. The clay items will be dried overnight and decorated.

Clay hearts and shirts can be decorated using various loose parts, craft items, kind and caring words, and symbols to honour the Indigenous children who were forced to attend residential schools.

Once dried and painted, the educator can apply a waterproof sealant to protect the items from the weather. These items can be placed or hung in a garden area or taken home. Learners can share what they like about each other's work.





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