

#### **4-7 Suggested activities accompany reading *The Orange Shirt Story* by Phyllis Webstad:**

Orange Shirt Day Introduction:

The Canadian government believed that Aboriginal children should dress and speak and act like all the other children. Aboriginal children were taken from their families and brought to live at residential school where their hair was cut, they were all dressed the same, and were forbidden to speak their home languages. Only English or French were allowed. Children missed their families and forgot how to speak their language. Their communities missed them. This affected the communities and the future generations. Children were not allowed to speak with siblings or other family members. Students were not treated well. Families can still feel the effects of this treatment to their family member. Today we acknowledge this was wrong and we wear our orange to remember those children, and to remind us that it is okay to keep our traditions.

Resources on Residential Schools:

[Intermediate Carrier Natural Calendar Kit: Residential Schools](#)

[The Canadian Encyclopedia Historica Residential Schools in Canada](#)

[National Centre for Truth and Reconciliation](#)

Why Orange Shirts?

Listen to Phyllis introduce Orange Shirt Day (2 mins): [Phyllis Webstad Orange Shirt Day](#)

Remind students that it is very important to listen when an Elder is speaking, even if it's being shared digitally.

Read: *The Orange Shirt Story*

What are the feelings Phyllis experiences at school?

What makes Phyllis happy?

Play music video (5 mins) [Savage](#): depicts a young Ta'kaiya Blaney being taken to Residential School in the 1950's.

What are the feelings portrayed in the video? Children/Mother?

How does the music affect the viewer's feelings?

When were the children happy? A: When they could express themselves by dancing.

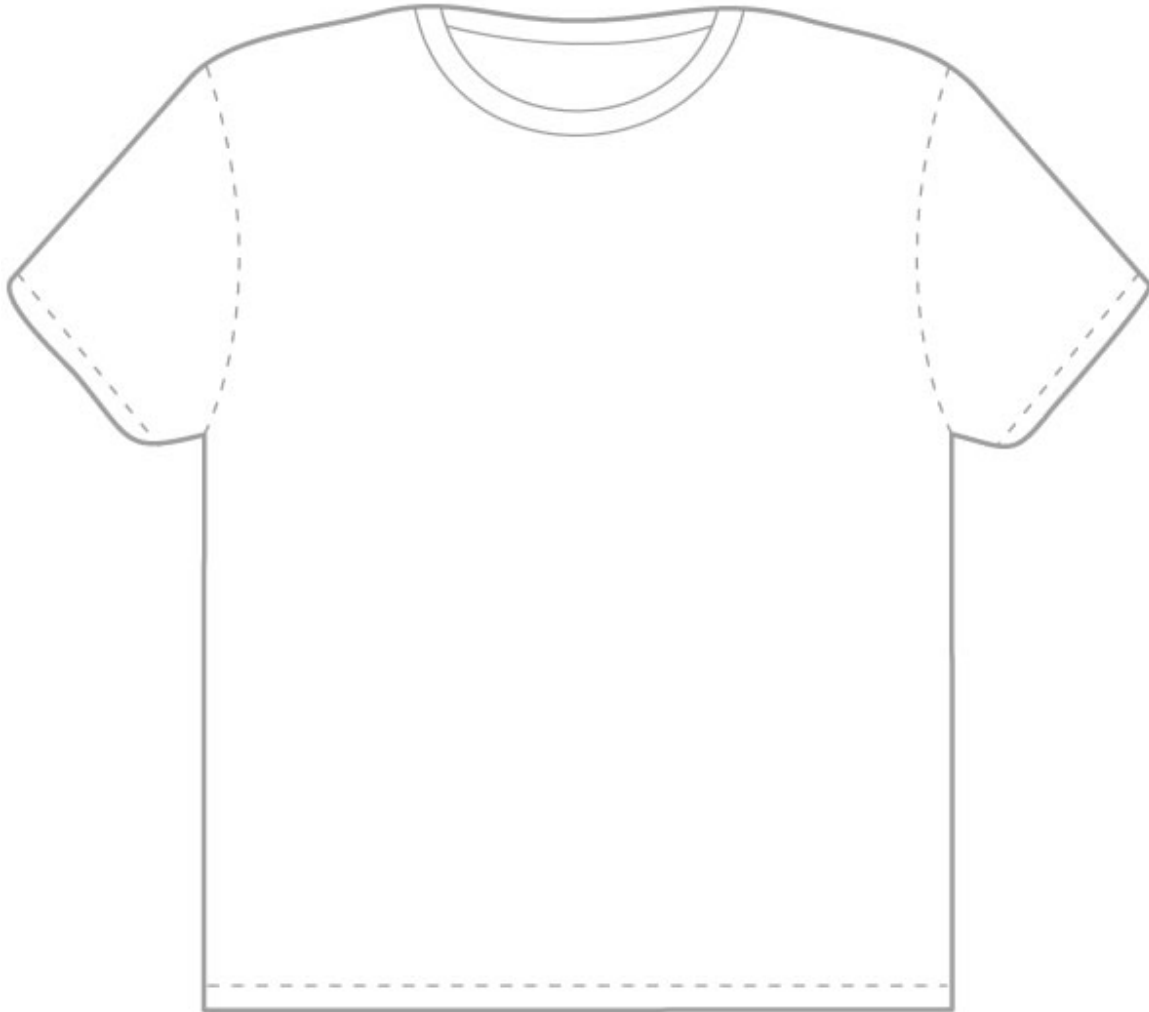
What are the connections between this video and *The Orange Shirt Story*?

What does "Every Child Matters" mean? How we can work towards showing that Every Child Matters? What connections are in a community? Why are they important?

Compiled by Noelle Pepin, District Aboriginal Resource Teacher; School District 57 Learning Innovations Department and Aboriginal Education Department, Sept. 11<sup>th</sup>, 2018

Activities based on the work of School District 36:

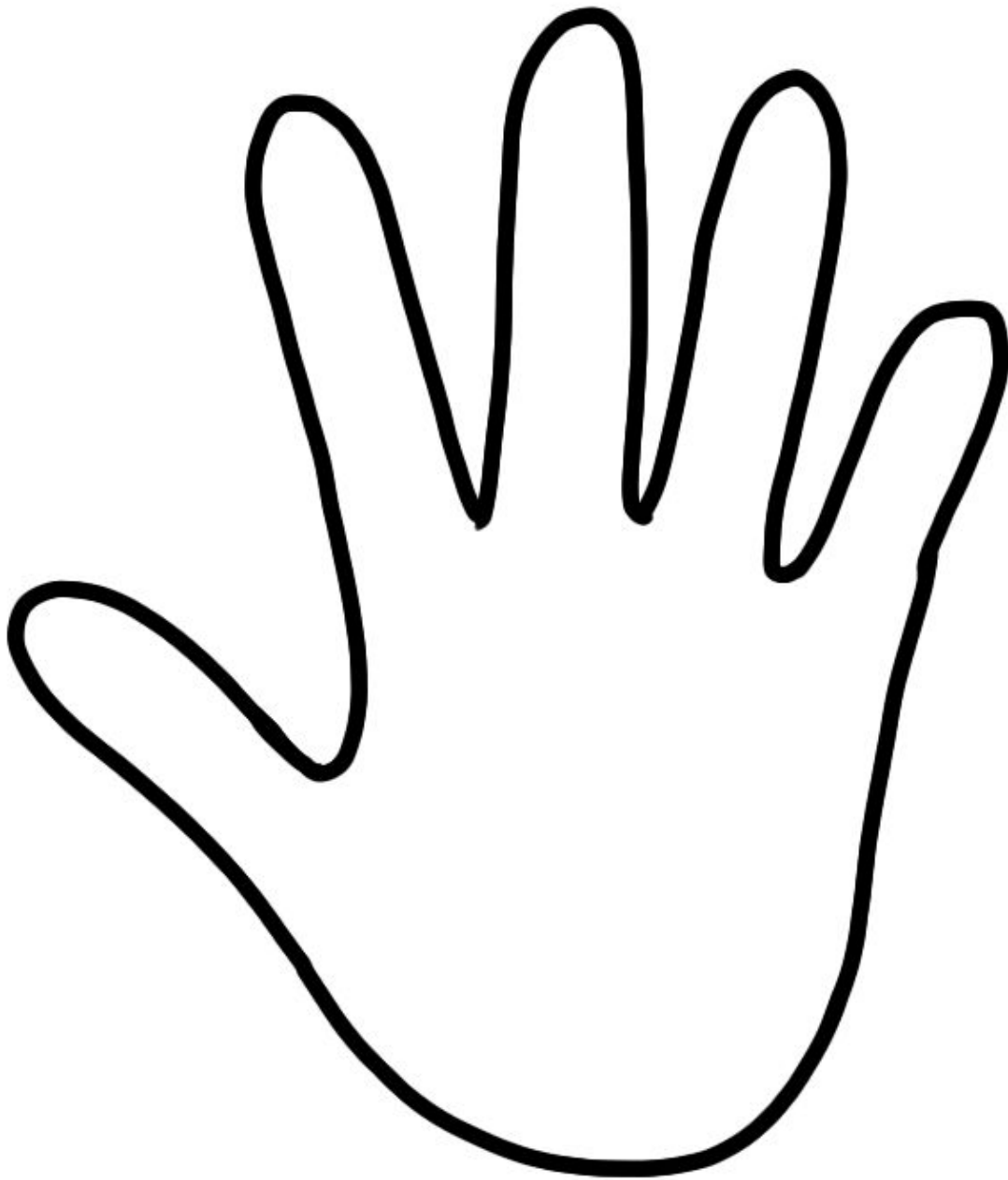
1. Cut out small T shirts from orange construction paper. (or print blank on for colouring)  
Students can decorate the shirts with images or quotes that reflect “Every Child Matters”
2. Trace hands on orange construction paper. Write an “act” we can do to help show every child matters.
3. Wear orange shirts or ribbons
4. Design a logo to show that every child matters
5. Write a response or create an original piece of art to reflect every child matters
6. Join the conversation: #everychildmatters



Sourced from:

[Gordon Powell- District Admin -Aboriginal Education Dept- Surrey School District 36](#)

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Big Ideas:

	4	5	6	7
LA	Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.			
SS	The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.  Interactions between First Peoples and Europeans lead to conflict and cooperation, which continues to shape Canada's identity.	Canada's policies and treatment of minority peoples have negative and positive legacies.	Economic self-interest can be a significant cause of conflict among peoples and governments  Systems of government vary in their respect for human rights and freedoms	Religious and cultural practices that emerged during this period have endured and continue to influence people.
PE and Health	Developing healthy relationships helps us feel connected, supported, and valued.		Learning about similarities and differences in individuals and groups influences community health.	
Careers	Family and community relationships can be a source of support and guidance when solving problems and making decisions.		Practicing respectful, ethical, inclusive behaviour prepares us for the expectations of the workplace.	
Art	Creative expression is a means to explore and share one's identity within a community	Engaging in creative expression and experiences expands people's sense of identity and belonging.	Experiencing art is a means to develop empathy for others' perspectives and experiences.	Engaging in the arts develops people's ability to understand and express complex ideas.

Core Competencies:

This lesson will hit on all the core competencies. Emphasis on Positive and Cultural Identity, Personal Awareness and Responsibility.

Extensions:

[Beyond 94 Interactive Map](#): Where was the closest school to you? Beyond 94 from CBC has created an interactive map to check the year you were born and address providing a connection through either place or time. What were the changes over time. Be aware that the last residential school closed in 1998.

[KAIROS Blanket Exercise](#):

[Sisters and Brothers](#): 3 minute video available from National Film Board (NFB) shows the story of residential schools and has the end message of hope and resiliency and moving towards reconciliation. What is the importance of the buffalo? Why is it being shown to parallel residential schools?

Show the short video of Shi-Shi Etko, with live actors: <https://youtu.be/tKErhCGjSDE>

Make memory bags (see FNESC IRSR Grade 5 activity) <http://www.fnesc.ca/grade5irsr/>

Project of the Heart has some resources that could be used/adapted depending on your grade level:

<http://projectofheart.ca/step-1-investigation-into-the-history-and-legacy-of-indian-residential-schools-incanada/>

Other Resources:

[Residential School of Canada and Reconciliation Kit](#)

[Truth and reconciliation cross curricular journey \[kit\]: grade 4-6](#)