

RIGHTING CANADA'S WRONGS

Resource Guide for Indigenous
Teachers and Students

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James Lorimer & Company Ltd., Publishers
Toronto

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Introduction

This resource guide was designed to accompany the three Indigenous titles in the Righting Canada's Wrong series: *Residential Schools*, *Inuit Relocations*, and *The Sixties Scoop*. The lesson plans within are intended for educators working with First Nations, Inuit, and Métis students across Turtle Island, or in classrooms with a significant number of Indigenous learners.

Rooted in First Nations perspectives and community knowledge, these plans centre cultural teachings, lived experiences, and Indigenous voices. However, they do not represent all First Nations, Inuit, and Métis perspectives, nor can they fully account for the diverse experiences of the students in front of you. It is essential to keep students at the heart of this work as we teach students, not just curriculum. Take what resonates with your classroom, and adapt or leave the rest as need be.

To ensure these topics are taught with care and sensitivity, educators must approach them with a trauma-informed lens and culturally responsive pedagogy, which should be interwoven throughout their teaching. Understanding the lasting impacts of colonialism and intergenerational trauma is crucial when discussing these histories in a classroom setting. This guide offers flexible, Indigenous-centered approaches that honour First Nations, Inuit, and Métis stories, and foster healing and resilience, as well as respectful dialogue.

No one is expected to know everything about these histories, not even First Nations, Inuit, and Métis people. Let the resource guide the learning, and embrace the process of discovery and a stance of "Let's find out together." When we approach education with humility and a shared commitment to learning, we create space for growth, understanding, and deeper connections.

These lesson plan were created by Community and edited by Jana Girdauskas.

RIGHTING CANADA'S WRONGS

Residential Schools

The Devastating Impact on Canada's Indigenous
Peoples and the Truth and Reconciliation
Commission's Findings and Calls for Action

Lesson Plan 1

What Is the Story before European Contact?

Objective

Students will use an inquiry-based approach to learn what Indigenous life was like before European contact.

Key Take-Aways

- Before settlers arrived on Turtle Island, Indigenous people always lived here, and they still do.
- Indigenous people lived on the land, hunting, fishing and growing crops.
- Indigenous communities had rich cultures and vibrant societies.
- Settlers and Indigenous people traded goods for what they needed.

Teacher Note:

Remember that it's okay for teachers not to know everything and say, "I don't know; let's find out together." We don't have to be experts on everything; the resource will help guide us, and some questions can be left unanswered.

It is encouraged for you to identify the treaty or treaties your school is located on. Use resources such as the First Nations and Treaties Map of Ontario to engage students in understanding historical agreements.

Content Warning: Let students know that the lesson will discuss residential schools. Give students space to opt out of certain activities if they feel uncomfortable. Offer alternative activities, if needed.

24-Hour Residential School Crisis Line: 1-866-925-441

Day 1: Overview

- On the Contents page, display the "Life before the Schools" section for the class. Look at the content headers as a class: Food and Medicine; Clothing, Shelter, and Transportation; Educating the Children; etc.
- Discuss: What do you already know about these topics? What stories have you heard of life in your Community before Europeans arrived? What do you wonder?
- Based on students' own curiosities, they investigate "Life before the Schools" (pages 8–31) independently. They should look at the pictures and read some of the captions of that section. They should *not* read the entire section.
- As they look through the resource, students reflect on these questions: What stories have you heard about residential schools? What connections does your Community have with them? What are OUR truths?

Day 2: Activity

This final assignment aims to showcase feelings, thoughts, stories, things students know/learned about their/a Community before European contact, and anything else they learned and want to show.

Students choose how to show their learning from the resource. They can:

- a) **DRAW:** Create a picture to represent your learning about Indigenous life before European contact, following the assignment instructions. You can create your illustration using your preferred method: paper and pencil, paint, digital, collage, etc. Be creative and be sure you can explain what stories and ideas are represented in your art.
- b) **MAKE A VIDEO:** Create a video to represent your learning about Indigenous life before European contact, following the assignment instructions. Jot down your ideas/knowledge, then record a video that explains what you learned and know. The video could feature specific stories that you already knew or that you learned from the resource. The video should be 3 to 5 minutes long and can incorporate images from the resource or other things you think would be important to show.
- c) **WRITE:** Write a journal entry based on the following prompt. Be sure to follow the instructions for the assignment and to show things you already knew and things you learned:
 - o Imagine that you are a child in an Indigenous community before European contact. Describe your day. What would you do? How would you feel about your Community? What connections to your Community would you have?

Activity extensions:

- **Treaties:** Students locate their school on a treaty map and identify the Indigenous nations associated with their region.
- **Science:** Students explore traditional land stewardship practices that Indigenous communities engaged in before European contact.
- **Math:** Students create a map using Indigenous migration routes or trading paths. Connect this to mathematical concepts like distance and scaling.
- **Art:** Students research Indigenous beadwork and report back on their learning.

Day 3: Sharing

- Ask who would like to share their work with the whole class. Alternative activity: Divide the class into four groups. Each group goes to a corner of the room, and each student takes turns presenting their learning (drawing, video, thoughts from writing) to their small group.
- As a class: Discuss what students learned today about Indigenous life before residential schools.
- (Optional) Extension/Homework: Invite students to ask their families: What stories have you heard about life before residential schools in our Community?

Lesson Plan 2

Exploring the Timeline of Residential Schools in Canada

Objective

Students will make connections between the timelines of Canada's residential schools to their own Communities.

Key Take-Aways

- Canadian residential schools' timeline happened over the last two hundred years.
- Residential schools opened and closed in every part of Canada.
- A lot of healing has happened since the last residential school closed in 1996.

Teacher Note

Remember that it's okay for teachers to not know everything and say, "I don't know; let's find out together." We don't have to be experts on everything; the resource will help guide us, and some questions can be left unanswered.

Content Warning: Let students know that the lesson will discuss residential schools. Give students space to opt out of certain activities if they feel uncomfortable. Offer alternative activities, if needed.

24-Hour Residential School Crisis Line: 1-866-925-4419

Day 1: Overview

- Give students time to read the timeline on pages 120–121 independently.
- As students read the timeline, get them to think about (post the instructions for them to read):
 - What connections or prior knowledge can you apply to the timeline?
Students should have a way to record their thoughts or questions (sticky notes, notebook, technology).
- Class discussion: What stood out for you? What was new information for you? What was new knowledge for you? What didn't you understand?

Day 2: Research

- Students will use the internet to research a residential school in their area or one that is relevant to their family/Community (also check out the Canadian map at the front of the resource).

- Students take notes (journal or digitally) on dates that are relevant to them, such as: When did the school open? When did the school close? When did certain people attend?
- Pair and share: Students share with a partner about what they learned today.
- Class discussion: What did you learn? What questions do you still have?

Activity extensions:

- Reading: Students browse through *Righting Canada's Wrongs: Residential Schools* to look at the pictures and read captions to learn about residential school experiences.
- Science: Investigate the effects of climate displacement on Indigenous communities during the residential school era.
- Math: Have students graph the opening and closing dates of residential schools and analyze patterns over time.
- Art: Explore traditional storytelling through visual arts, such as painting or digital media, reflecting Indigenous perspectives on residential schools.

Days 2 to 4: Activity

This activity might be shorter or longer depending on student engagement. Students can work independently or with a partner.

- Create a timeline (digitally or on paper) of things that stood out for you from the resource timeline (pages 120–121) or through learning about a local residential school.
- Challenge students to make the timeline more personal, using questions:
 1. What residential school was in your area? When did it open and close?
 2. When were members of your family born? Plot a few of those dates on the timeline.
 3. What has happened since 2021 that you could add to the timeline?
 4. Ask your family/caregivers: Is there something specific from your Community that you could add to the timeline? (such as: A relative attended in a specific year; 1967 was the year of the last Indian Agent in my community)

After the Lesson

- Post the paper timelines on the classroom wall or share them in your online classroom for viewing.
- Sitting in Circle: Everyone can share one or two things from their timeline.

Lesson Plan 3

Lived Experiences at Residential Schools

Objective

Students will use an inquiry-based approach to explore various perspectives on the residential school experience.

Key Take-Aways

- Indigenous life before residential schools was rich and fulfilling.
- While First Nations, Inuit, and Métis people survived Canada's residential schools, many lost their identities, languages, spiritual beliefs, and ways of life. Being separated from their communities for so long left many survivors feeling lost, disconnected, and struggling to reclaim their culture. Today, many Indigenous people are actively relearning their languages, dances, songs, and traditions as part of the healing process.
- Healing and learning are happening through sharing stories of residential schools through the generations that followed.

Teacher Note

Use these subject-specific lessons (in no specific order) over three (or more) separate days or periods or use them to weave together various subjects.

Remember that it's okay for teachers to not know everything and say, "I don't know; let's find out together." We don't have to be experts on everything; the resource will help guide us, and some questions can be left unanswered.

Content Warning: Let students know that the lesson will discuss residential schools. Give students space to opt out of certain activities if they feel uncomfortable. Offer alternative activities, if needed.

24-Hour Residential School Crisis Line: 1-866-925-4419

Day 1: Independent Inquiry

As a class, fill out a KWL (know, want to learn, learned) chart about “Canada’s Residential Schools.” (A KWL chart has three columns: What do I know? What do I want to learn? What did I learn?) Students brainstorm answers for the first two questions.

- Independently, students pick one section of the resource that interests them (start with the Contents page for support on what’s interesting to them).
 1. Each student has their own personal KWL chart and fills in a few points under each of the first two columns: What do I know? What do I want to learn?
 2. Now students independently read the section they choose.
- Pair and share: With a partner, students share things they learned from reading that section.

Teacher Note

To be trauma informed, a suggestion is to list sections of the resource that are appropriate choices for student activities that steer away from explicit trauma. Do NOT allow students to act out, write about or draw explicit trauma, such as abuse or death.

Day 2: Drama

- Activity: Working in small groups, students dramatize one scene relating to the section they read that represents the viewpoint of various people (children, parents, Communities, residential staff, etc.) using thoughts explained in the resource to create the scene.
 - Sample scenario: An Indigenous child is learning at school from an English- or French-speaking teacher when the child only speaks and understands another language, their Indigenous mother tongue (from the “Education in English and French” section, pages 60–65). They write an English letter to their family, who do not read English.
- Reflection: After each skit, discuss with students the various viewpoints:
 - How did you feel as the character?
 - What do you think the child might have been thinking at the time?
 - How do you think the family/Community felt when this happened?

Day 3: Language

- Activity: Working in pairs, students choose a viewpoint they want to showcase, relating to the section they read in the resource, through a mock TV interview. They use thoughts explained in the resource to create the interview. Students might choose to interview a child, parents, Community members, residential school staff, etc.
 1. The student writes out interview questions for someone in the resource. They can think of the whole child: mental, physical, spiritual and emotional well-being. They focus mainly on the change from life before the schools to life after residential or day schools.
 2. The student writes the answers to the questions using evidence from the resource.
- Set up the activity like a TV interview: film the questions and answers as the two students act out being the interviewer and interviewee.

Day 4: Visual Arts

- Focus: How can art represent the experience of those who went to residential schools?
- Activity:
 - Give students a few choices of modality of art they can use (depending on what materials your classroom has; even a blank piece of paper and pencil will suffice).
 - After reading a few sections of the resource, students draw an interpretation of their learning.
 - Students have a variety of points in the artwork to explain their understanding of the stories to the class or teacher.
 - When everyone is done, share the artwork in small groups. Post the artwork inside the classroom if the students give you permission.

Lesson Plan 4

Learning about Truth and Reconciliation through Media

Objective

Students will learn about various aspects of life after residential schools by way of many truths and acts of reconciliation through Canada's apologies or/and Calls to Action.

Key Take-Aways

- Residential schools are a devastating part of Canada's history that deeply impacted Indigenous communities, causing loss of identity, language, and cultural traditions.
- Indigenous people are resilient: through healing and relearning cultural traditions, languages, and stories, many are reclaiming their identities and sharing their truths.
- The learning and the truths of what happened continue today, and we can make tangible acts of reconciliation through the 94 Calls to Action.


Teacher Note

Remember that it's okay for teachers to not know everything and say, "I don't know; let's find out together." We don't have to be experts on everything; the resource will help guide us, and some questions can be left unanswered.


Content Warning: Let students know that the lesson will discuss residential schools. Give students space to opt out of certain activities if they feel uncomfortable. Offer alternative activities, if needed.

- Emphasize that while the history of residential schools is painful, the goal is to reflect on these emotions in a way that encourages healing, understanding and reconciliation.
- Reiterate that it is okay to feel angry or sad about Canada's history but that we must also focus on the truth and acts of reconciliation together.

Day 1: Independent Inquiry

- Students read a selected text about Canada's residential schools: page 82 of *Righting Canada's Wrongs: Residential Schools* (check out the Contents page).
- Pair and share: After reading, students share their thoughts with a partner with these prompting questions (post for students' reference):
 - What was and continues to be the struggle for survivors of residential schools?
 - How are these schools Canada's history and not the history of Indigenous people in Canada?
 - What impact have the 94 Calls to Action had on Indigenous people?
 - What changes have telling their stories had on truth and healing?
- As a class, watch Prime Minister of Canada Stephen Harper's apology (<https://www.youtube.com/watch?v=-ryC74bbrEE>). 
- Discuss the questions listed above as a class.

Days 2 to 4: Creative Tech Product

- Final product: students create a multimedia project to show how the truth and acts of reconciliation have changed both Indigenous and non-Indigenous people.
 - Remind students that music, art and videos are powerful ways to express emotions and can help us understand difficult topics.
- Students work independently or in small groups (two to four students) to create their multimedia project.
 - What story from the resource do you want to tell? Sketch out ideas on a paper or digital storyboard, using evidence and facts from the resource.
 - The Beyond 94 website (<https://www.cbc.ca/newsinteractives/beyond-94>) might also be helpful. 
- Provide the necessary tech tools (laptops, tablets, cameras, music apps, drawing programs) for students to use.
- Encourage students to:
 - Show evidence of learning about the truth (what happened, life after residential school) and acts of reconciliation as an individual (Indigenous people healing or non-Indigenous people doing a call to action) or as a government (such as apologies).
 - Use music, art or video to tell a story about the residential school experience, focusing on how children might have felt and how we can heal. The end product might be a poster, video storytelling, presentation, animation, etc.
 - Include a message of hope, resilience or healing to show that we are learning the truths and taking action.

Lesson Plan 5

Speeches Showing Various Perspectives of the Impact of Residential Schools

Objective

Students will use an inquiry-based approach to explore various perspectives of the impact of residential schools through apologies and impact statements.

Key Take-Aways

- Apologies and calls to action have been delivered since residential schools closed, but many steps are still needed for meaningful healing and justice.
- Residential school survivors and leaders continue to reclaim their cultures and speak their truths, showing resilience despite the harm caused by residential schools.
- Residential schools left deep wounds for Indigenous communities, causing generations to lose their connection to their identities, languages, and traditions. Survivors and their families still navigate the impacts today.


Teacher Note

Remember that it's okay for teachers to not know everything and say, "I don't know; let's find out together." We don't have to be experts on everything; the resource will help guide us, and some questions can be left unanswered.

- Emphasize that while the history of residential schools is painful, the goal is to reflect on these emotions in a way that encourages healing, understanding and reconciliation.
- Reiterate that it is okay to feel angry or sad about Canada's history, but that we must also focus on the truth and acts of reconciliation together.

Content Warning: Let students know that the lesson will discuss residential schools. Give students space to opt out of certain activities if they feel uncomfortable. Offer alternative activities, if needed.


Before the Lesson

1. Introduce the resource *Righting Canada's Wrongs: Residential Schools*.
 - Explain that today's lesson will focus on understanding the lies and promises made by the Canadian government about residential schools and how Indigenous people were affected by these actions.
 - Briefly summarize the history of residential schools and their devastating impact on Indigenous communities.
2. As a class, watch Prime Minister of Canada Stephen Harper's apology (<https://www.youtube.com/watch?v=-ryC74bbrEE>). 

Day 1: Independent Inquiry

- Have students read a selected portion from *Righting Canada's Wrongs: Residential Schools* (this could be from the chapters that specifically discuss government promises, policies and the perspective of Indigenous communities, pages 98–119).
- Prompt students with questions to guide their understanding (post them for students' reference):
 - What do you understand about the survivors of the residential school story? Give evidence of this.
 - What apologies have been made since residential schools have closed? (from the Canadian government and church organizations)
 - How have the Truth and Reconciliation Commission's Calls to Action made an impact?
 - What are the next steps that need to be taken for healing and reconciliation?
- Students take annotative notes to serve as the foundation for their future work.
- Pair and share: After reading, students share their thoughts with a partner and discuss the prompting questions.

Days 2 to 4: Group Work

- Watch Prime Minister of Canada Stephen Harper's apology again (<https://www.youtube.com/watch?v=-ryC74bbrEE>). 
 - Each group creates a fictional person who will make a 2- to 4-minute speech in the House of Commons about the impact of residential schools on them (such as a residential school survivor, someone from a church making an apology, someone from the Truth and Reconciliation Commission).
- Students work in pairs or small groups to collect evidence from the resource and websites to support their evidence through a speech on the impact of residential schools. All students in the group help to find evidence and structure the writing of the speech, and one student delivers the speech.

Day 5: Sharing the Speeches

- Students can do the speech live, have it recorded and played in front of the class, or be recorded for the teacher's viewing.
- Class discussion: After the debate, ask students to reflect on what they learned:
 - How did the speeches help you understand the different perspectives on residential schools?
 - What can we learn from these speeches about truth and reconciliation and moving forward?
 - What still needs to be done to support the Calls to Action and to get more of them completed?

RIGHTING CANADA'S WRONGS

Inuit Relocations

Colonial Policies and Practices,
Inuit Resilience and Resistance

Lesson Plan 6

Before and After: Inuit Relocations

Objective

Students will use inquiry-based learning to explore Inuit life on the land before European contact and explore High Arctic relocations.

Key Take-Aways

- Inuit life was fulfilling and sustainable prior to Europeans settling in North America.
- Settler policies led to the High Arctic relocations of Inuit, causing them to move to various locations south of their own land.

Teacher Note

Remember that it's okay for teachers to not know everything and say, "I don't know; let's find out together." We don't have to be experts on everything; the resource will help guide us, and some questions can be left unanswered.

You and the class are encouraged to explore Inuit land agreements and the policies that shaped High Arctic relocations.

Content Warning: Let students know that the lesson will discuss Inuit relocations. Give students space to opt out of certain activities if they feel uncomfortable. Offer alternative activities, if needed.


Day 1: Life on the Land

- Look at the Contents page in the resource and find the "Life on the Land" section (pages 8–25).
- As a class, fill out a KWL (know, want to learn, learned) chart about Inuit relocations. (A KWL chart has three columns: What do I know? What do I want to learn? What did I learn?) Students brainstorm answers for the first two questions.

During the Lesson

- Students read and look through pages 8–25, reflecting on: What background knowledge can I connect this information to?
- Students share something verbally with a classmate when they're done.

Independent Inquiry

- Students pick one part of “Life on the Land” (pages 8–25). They independently look at the pictures and read the captions of that section.
- Extension: “Watch the Video” (<https://www.youtube.com/watch?v=rIpYsWubDg&t=808s>) linked on page 11. (6 minutes) 
- Think: Students make notes in their journal (paper or digitally), adding pictures, words or a written reflection: What did you learn?
- Pair and share: Students share what they’ve learned with a classmate. Encourage them to ask each other questions about someone they read about in the resource.


Day 2: High Arctic Relocations

- As a class, look at the Contents page in the resource and find the “High Arctic Relocations” section (pages 26–47).
- Discuss: What do you already know? What do you wonder?
- Add thoughts to the KWL chart made on Day 1.

During the Lesson

- As students read and look through pages 26–47, they reflect on these questions: What background knowledge can I connect this information to? What changed in their life?
- Students should be ready to share something verbally with a classmate when they are done.

Independent Inquiry

- Students pick one part of “High Arctic Relocations” (pages 26–47) and independently look at the pictures and read the captions of that section.
- Extension/ homework: “Watch the Video” (https://www.nfb.ca/film/broken_promises_-_the_high_arctic_relocation) linked on page 34. (52 minutes) 
- Think: Students make notes in their journal (paper or digitally), adding pictures, words or a written reflection: What did you learn?
- Pair and share: Students share what they’ve learned with a classmate. Encourage them to ask each other questions about someone they read about in the resource.

Day 3: Before and After

Consolidate learning through a class discussion:

- Ask the students: What did you notice in the resource? What did you learn? What did you connect with?
- Discuss and view pictures in the resource together.

Activity

Students choose how to show their learning from the resource. They can:

- a) **DRAW:** Draw a picture (using whatever mode they'd like) of the learning: make a collage of pictures, pick one story and draw that, draw feelings, draw thoughts, draw stories, show life on the land versus relocations.
- b) **MAKE A PRESENTATION:** Make a digital presentation to show the learning about life on the land or Inuit relocations, or the comparison of before and after.
- c) **WRITE:** Complete a personal story or create a graphic story: Imagine you are a child in an Inuit community before the relocations. Describe your day, family, activities. Then relocation: What happened? Where did you go? What did you struggle with?

Activity extensions:

- **Science:** Students study Inuit survival skills and sustainable living, connecting them to modern ecological practices.
- **Math:** Students map out distances traveled in the relocations and calculate survival resource needs (food, shelter, etc.).
- **Art:** Introduce students to Inuit soapstone carvings as a form of artistic resilience.

Sharing

- Divide the class into four groups to share with each other. Each student takes a turn presenting their learning (drawing, presentations, story) to their small group.

Lesson Plan 7

Exploring the Timeline of Inuit Relocations

Objective

Students will understand the timelines of Inuit relocations and rebuilding after colonization.

Key Take-Aways

- The Canadian government relocated Inuit from their homelands for multiple reasons.
- Stories of impact are vast as Inuit were relocated south of the Arctic.
- Apologies and correction of wrongdoings (settlements) by the Canadian government continue today.

Teacher Note

Remember that it's okay for teachers to not know everything and say, "I don't know; let's find out together." We don't have to be experts on everything; the resource will help guide us, and some questions can be left unanswered.

Content Warning: Let students know that the lesson will discuss Inuit relocations. Give students space to opt out of certain activities if they feel uncomfortable. Offer alternative activities, if needed.

Day 1

- Give students time to read the timeline on pages 136–137 independently.
- As students read the timeline, get them to think about (post the instructions for students to read):
 - What connections or prior knowledge can you apply to the timeline? Students record their thoughts or questions on sticky notes, in a notebook or using technology.
- Extension: Browse through the resource to look at the pictures and read some captions. Goal: Learn another story in the resource.
- Pair and share: Students share with a partner about what they learned today.
- Class discussion: What stood out for you? What was new information for you? What was new knowledge for you? What didn't you understand?


Day 2: Independent Inquiry

- Students scan the “Dealing with Colonialism” section (pages 126–135). They pick one story that stands out for them. Then they read it, including the captions, and look at the pictures.
- They add sticky notes to the resource or write their thoughts in their journal, adding pictures, words and/or written reflections to show their understanding.
 - Can you add to the timeline something new that you read?
- Pair and share: Students share with a partner about what they learned today.

Days 3 to 4: Class Timeline

- This activity might be longer, depending on student engagement.
- Give students time to browse through the rest of the resource and look at the pictures and captions. Have them add sticky notes or write in their journal about other things that stood out for them that could be added to the timeline.
- Create a class timeline of Inuit relocations around the classroom. All students can pull items from the timeline (pages 136–137) in the resource and other sections they have read. Writing should be in their own words.

Day 5: Apologies

- As a class, watch the video (2:06) of Canada’s apology in 2024 for the slaughter of Inuit dogs (<https://youtu.be/WHG0ItBFUUo?si=NhUDkSXRXIj06BFb>). Note that this apology occurred after *Righting Canada’s Wrongs: Inuit Relocations* was initially published. 
- There are other apologies in the resource you can focus on as well as or instead of the 2024 apology: see pages 40, 68 and 86.
- Class discussion:
 - What did you hear? What do you think? What do you still have questions about?
 - How can we add this to our timeline?

Lesson Plan 8

Inuit Are Resilient!

Objective

Students will understand and demonstrate the resilience of Inuit living in Canada by exploring stories, engaging in discussions and creating soap carvings.

Key Take-Aways

- Inuit stories show how the High Arctic relocation impacted them profoundly in various ways and how they showed their resilience.
- Some Inuit were skilled carvers of materials such as soapstone, bone and walrus tusks.
- Some Inuit created soapstone carvings during their long days in the hospital.

Teacher Note

Remember that it's okay for teachers to not know everything and say, "I don't know; let's find out together." We don't have to be experts on everything; the resource will help guide us, and some questions can be left unanswered.

Content Warning: Let students know that the lesson will discuss Inuit relocations. Give students space to opt out of certain activities if they feel uncomfortable. Offer alternative activities, if needed.

Trauma Informed: It's important to emphasize that when discussing difficult topics like Inuit relocations and survivor stories, we must be sensitive and avoid victim blaming. Always remind students that the experiences of the survivors are not their fault and that they are not to blame for the hardships they faced. We should highlight the strength and resilience of survivors rather than focus on the circumstances that were beyond their control. Encourage a safe, compassionate classroom environment where students feel comfortable learning and asking questions, while reinforcing the importance of empathy and understanding.

Day 1: Before the Lesson

- Note: It is helpful if teachers carve a bar of soap before this lesson to use as a model for students.
- Vocabulary lesson: What is resilience? (noun, definition, example, root word)
 - Extension: What is a survivor? What is survivance?
- Review with students: What reading strategies will you use?
 - Ask students to think while they are reading: How are the stories you read showing resilience?
 - Option: Get students to create a T-chart with “story” and “resistance” to help knowledge collection as they read.

Independent Inquiry

- Think: Students flip through the resource and pick one part, section or story that stands out for them. They make notes, doodles, drawings and/or a mind map as they go.
 - Optional: Watch a video that is listed under “Watch the Video” on pages 11, 34, 65 and 68.
 - Extension discussion: How was the person a survivor? How did they show survivance?
- Pair and share: Students share a story they learned from the resource and how the individual(s) showed resilience.

Day 2: Class Discussion and Soap Carving

- Class discussion: What stories did you hear? What did you learn about Inuit resilience?
 - Extension: Discuss examples of survivance.
- Look at page 61, on carvings, together and read the captions.
 - Discuss: What materials did they use? Why did they use natural resources? Why did they do these carvings? Where were they and why did they carve soapstone? Have you seen some of these carvings in real life? (If not, google a few more pictures to show the students.) How does this show resilience?

Soap Carving

- Note: Before the soap carving, you need these materials for each student: 1 bar of soap, a carving device (such as sticks from outside or utensils). Review safety procedures with students.
- Soap carving: Show a model of soap turned into a shape, animal, etc.
 - Together, watch a how-to video on YouTube for support, such as “How to Carve a Soap Sculpture” (<https://www.youtube.com/watch?v=io6rwLJrJ1s>).
 - Have students independently sketch their idea for their carving. Then they carve their soap.
 - When done, these soap carvings can be displayed around the classroom. A title and the artist’s name should also be displayed, such as “The Bear,” by Student ABC.



Lesson Plan 9

Inuit Biographies

Objective

Students will analyze the historical and personal impacts of High Arctic relocations showing resilience and determination through creating biographical fictional narratives.

Key Take-Aways

- Inuit life was sustainable, with food, transportation, living and ways of life, before any Europeans settled in North America.
- Inuit were relocated by the Canadian government and promised many things. These promises were not kept.
- Inuit stories are all different, but together they show the resilience of Inuit culture and Community.

Teacher Note

Remember that it's okay for teachers to not know everything and say, "I don't know; let's find out together." We don't have to be experts on everything; the resource will help guide us, and some questions can be left unanswered.

Content Warning: Let students know that the lesson will discuss Inuit relocations. Give students space to opt out of certain activities if they feel uncomfortable. Offer alternative activities, if needed.

Trauma Informed: It's important to emphasize that when discussing difficult topics like Inuit relocations, residential schools, dog slaughter and more, we must be sensitive and avoid victim blaming. Always remind students that the experiences of the survivors are not their fault and that they are not to blame for the hardships they faced. We should highlight the strength and resilience of survivors rather than focus on the circumstances that were beyond their control. Encourage a safe, compassionate classroom environment where students feel comfortable learning and asking questions, while reinforcing the importance of empathy and understanding.

Day 1: Pre-learning

- As a class, watch a movie to add to students' knowledge of Inuit and Canadian history through a story from 1953, when the Canadian government relocated seven Inuit families from Northern Quebec to the High Arctic.
 - *Broken Promises: The High Arctic Relocation* (https://www.nfb.ca/film/broken_promises_-_the_high_arctic_relocation, 52 minutes)



Class discussion

- Discuss as a class: What did you learn from the movie? What do you still wonder? Where did you see resilience and determination?
- Discuss the difference between:
 - Inuit (a group of people) versus Inuk (one person).
 - Fiction (imagination) versus nonfiction (facts).
- The next step of learning is to find one story in the resource and write that person's biography. Part of their story will be non-fiction (facts from the resource), and part will be fiction (students creating a story), so the final result of their work will be fiction.

Day 2: Independent Inquiry

- Students browse the resource and read some personal stories of Inuit. Each student finds one story that resonates with them. Remind students that they will write the fictional part of the person's biography.
 - Encourage students to research online apologies that have happened since the resource was published (such as the apology for slaughtering Inuit dogs).
- Each student reads parts of the resource, makes notes and adds annotation notes to the resource as they go. Viewing the timeline on pages 136–137 might be helpful to the students.

Day 3+: Create a Story

- Students pull out factual pieces of one person's story, adding fictional ideas about their life. They can work independently or in small groups.
- The final presentations must have:
 - Facts from the resource showing historical significance, such as: "Minnie spent two years in the Mountain Sanatorium in Hamilton, Ontario, being treated for TB."
 - Biography from birth to death, with details (most will be fictional), and how relocation affected them.
 - Points showing Inuit resilience and determination: such as in "Strengthening Inuit Voices" (page 128) and "Promoting Inuit Culture" (page 132).
 - An explanation of how they felt about the government's action and apology.
- The presentation style of each group is their choice: for example, a podcast, a mind map, presentation slides, posters, a written speech or an interview.
- When complete, groups present to the entire class or leave presentations to be viewed by their classmates.

Lesson Plan 10

Apologies . . . Then What?

Objective

Students will explore and understand the historical and contemporary impacts of Inuit relocations, residential schools and other events fostering critical thinking and a deeper appreciation for Inuit survivance resilience and cultural heritage.

Key Take-Aways

- Inuit life was sustainable, with food, transportation, living and ways of life, before any European contact with Inuit two hundred years ago.
- Inuit were negatively impacted by the Canadian government over the last two hundred years, with cultures and communities deeply affected.
- Inuit stories are all different, but together they show the survivance and resilience of their culture and Community.

Teacher Note

Remember that it's okay for teachers to not know everything and say, "I don't know; let's find out together." We don't have to be experts on everything; the resource will help guide us, and some questions can be left unanswered.


Content Warning: Let students know that the lesson will discuss Inuit relocations. Give students space to opt out of certain activities if they feel uncomfortable. Offer alternative activities, if needed.

Trauma Informed: It's important to emphasize that when discussing difficult topics, such as Inuit relocations, residential schools, dog slaughter and more, we must be sensitive and avoid victim blaming. Always remind students that the experiences of the survivors are not their fault and that they are not to blame for the hardships they faced. We should highlight the strength and resilience of survivors rather than focus on the circumstances that were beyond their control. Encourage a safe, compassionate classroom environment where students feel comfortable learning and asking questions, while reinforcing the importance of empathy and understanding.

Day 1: Posters and Research Projects

- Put up four posters around the room with one title on each poster: High Arctic Relocations; Tuberculosis (TB) & Inuit Relocations; Inuit & Residential Schools; Inuit Relocations to Settlements.
 - Students rotate around the room, spending a few minutes at each poster: What do they know? What questions do they have?
 - They write directly on the poster their thoughts and questions about each topic.

Group Work

- Divide the class into four groups for their research projects:
 - Each group takes one of the four topics: High Arctic Relocations (pages 26–47); TB: Exiled for a Cure (pages 48–77); Leaving for School (pages 78–89); Relocating to Settlements (pages 90–109).
- Review with students what each project should include (where possible):
 - What: What was the situation? What was the problem?
 - Where: Where did this happen? Where did the people go?
 - Why: What were the reasons why the government acted this way? How did Inuit respond?
 - The Apology: When and why did the Canadian government apologize?
 - Suggestion for non-Indigenous students: Take the role of a leader (such as the RCMP, the Canadian government, an official) and write an apology to Inuit affected by this situation.
 - Then What: Students research online: What has happened since the publication of this resource around your topic? For example: Has there been another apology? Has there been a settlement?
 - Survivance: Each presentation needs to include a story of Inuit survivance and resistance.
 - Extension: How is the topic connected to the 94 Calls to Action? Use the resource Beyond 94: Truth and Reconciliation in Canada (<https://www.cbc.ca/newsinteractives/beyond-94>). 
- The presentation style of each group's project is their choice: a podcast, a mind map, presentation slides, posters, a written speech, an interview, etc.

Day 2+: Research Project

- Start each class in circle for the remainder of the unit. Students can share one thing they've learned so far. Or you can create a question to elicit feelings, thoughts and analysis connected to the resource.
- Vocabulary lesson: (noun, definition, example, root word)
 - What is resilience? What is a survivor? What is survivance?
- Students continue working on their research project.
 - Note: This research project will probably take one to two weeks to complete (depending on your schedule and students' needs). Suggestion: Use week one to collect information and organize, and week two to create and finalize the presentation.
- When the research projects are complete, groups present them to the entire class.
- All students go around the room again and add another idea or learning to the four posters on the wall (from Day 1): High Arctic Relocations; Tuberculosis (TB) & Inuit Relocations; Inuit & Residential Schools; Inuit Relocations to Settlements.

RIGHTING CANADA'S WRONGS

The Sixties Scoop
and the Stolen Lives
of Indigenous Children

Lesson Plan 11

What Is the Story before European Contact?

Objective

Students will use an inquiry-based method to explore Indigenous life before European contact.

Key Take-Aways



- Indigenous people and communities had rich lives and cultures prior to European contact.
- Indigenous people have different stories and experiences. It is not a monolith culture.
- Many cultural ways of being and knowing of Indigenous people that were present within Indigenous cultures prior to European colonization continue today.

Teacher Note

Remember that it's okay for teachers to not know everything and say, "I don't know; let's find out together." We don't have to be experts on everything; the resource will help guide us, and some questions can be left unanswered.

Content Warning: Let students know that the lesson will discuss the Sixties Scoop. Give students space to opt out of certain activities if they feel uncomfortable. Offer alternative activities, if needed.

Day 1: Overview

- Watch a short video (2:27) of The Word Indigenous (<https://youtu.be/CISeEFTsgDA?si=89ry590mPGadLFww>). 
- Students browse the "Life before the Sixties Scoop" section (pages 6–21) for a few minutes.
- Discuss as a class (connect to prior knowledge):
 - What do you already know about these topics?
 - What stories have you heard of life in your Community before European contact?
 - What do you wonder? What questions do you have of Indigenous life before European contact?
- Watch a short video (1:15) of Pre-Contact and First Peoples (https://youtu.be/5bJtkhONf0s?si=g7yXKmw34GZa8H_B). Discuss: 
 - What did you learn about First Peoples pre-contact?

Independent Inquiry

- Students look through resource and choose one part of “Life before the Sixties Scoop” (pages 6–21) to independently look at the pictures and read the captions of that section. Students will ask themselves questions:
 - What evidence through the stories shows the lives of Indigenous peoples before European contact?
 - What connections can you make to your family, your Community or the land you are on now?
 - What similarities in the lives of Indigenous people do you see now compared to before European contact?

Day 2+: Activity

Students choose how to show their learning from the resource. They can:

- a) **DRAW:** Students can draw a picture (using whatever mode they’d like) of the learning: make a collage of pictures, draw feelings, draw thoughts, draw stories. Encourage them to be creative and be able to explain to a peer what stories are in the drawings.
- b) **VIDEO:** Students can jot down notes of their learning in a few points, adding anything they’ve known or learned about life in their Community or the land they are on before European contact. They will then record a short video (2 to 3 minutes) of their learning.
- c) **WRITE:** Students can complete a journal entry:
 - Imagine you are a child in an Indigenous community before European contact. Describe your day. What would you do? How would you feel about your Community? What connection to your Community would you have?

Sharing

- Ask who would like to share their learning with the whole class.
 - Alternative: Divide the class into four groups. Each group goes to a corner of the room, and students take turns presenting their learning (drawing, video, thoughts from writing) to their small group.
- As a class: Discuss what students learned today about Indigenous life before European contact.
- Optional homework: Students can ask their families what stories they have heard about life before European contact.

Lesson Plan 12

Learning from and with a Guest Speaker

If you work in a public school board, reach out to your Indigenous Education department to arrange for a guest speaker with the proper protocols rather than cold emailing someone you find online. Indigenous people work based on relationships, and they will know people connected to the land you are on, in their Community, and will help bridge that relationship for them to share their stories with you properly and respectfully in the classroom.

Ask: “We are looking to have a guest speaker come in to discuss their story of being a Sixties Scoop survivor. If they can teach or incorporate a skill they use (such as drumming, smudging, singing) to tell their stories through this storytelling, that would be an additional learning for us.” (Building cultural learning through storytelling is a positive way for students to learn more.)

Objective

Students will learn about the Sixties Scoop through the personal story of a guest speaker, who will foster respect, empathy and cultural understanding and will provide students with multiple ways to reflect on their learning.

Key Take-Aways

- All Indigenous stories, although they are different, are true to the person.
- It is important to learn more about an Indigenous guest or creator before learning from and/or with them. Knowing their Nation or Community and learning about their protocols is important to make a safe space for them.
- Sixties Scoop survivors are healing through their storytelling and sharing with others.

Teacher Note

Remember that it’s okay for teachers to not know everything and say, “I don’t know; let’s find out together.” We don’t have to be experts on everything; the resource will help guide us, and some questions can be left unanswered.

Content Warning: Let students know that the lesson will discuss the Sixties Scoop. Give students space to opt out of certain activities if they feel uncomfortable. Offer alternative activities, if needed.

Day 1: Pre-learning before the Guest Speaker Arrives

- Reading: Browse through the resource. Have students pick a part that stands out for them. Read the section together, investigating the main text and the captions.
 1. Remember that everyone’s story is different. Their story is true. There are many stories. Each one is true and factual as it happened to them.

2. Highlight the resilience and bravery of these people telling their story now. Discuss: Why would they want to tell their story in a public way through a book or through speaking to others? How could that be healing for them?
- Preparing for your guest: Spend some time learning about your guest and how to be with them before they visit.
 1. Who is your guest speaker? Place them: for example, Bob Joey, First Nations, from (specific Nation or Community). Share what you know about them. Does a student in class know them? Do they have a website?
 2. Brainstorm questions that the class can ask them.
 3. Review classroom expectations on how to treat a guest: how to show active listening, how to sit in circle and listen to a story, how and when to ask questions. Set up your visit for success!
 4. Know the protocols for the guest (or ask the Indigenous Education department in your school board). If it's a relationship through someone in your school, what do they need? Do they accept tobacco? If so, make a tobacco tie for them.
 5. Talk about how the stories of the guest are to stay in Circle. The personal stories stay, and the learning of the Sixties Scoop is what we are going to take away.
 6. Ask what your guest needs on the day of their visit. Will they be doing a presentation on screen or sharing oral stories?

Day 2: During the Visit

- Students or staff can meet your guest at the school's front door to welcome them. Follow their protocols: for example, share with them the tobacco tie that was made for them, if appropriate.
- Sit in a circle. Follow the guest's lead as they share their story.
- When the guest is finished sharing, students can ask questions.

Day 3: After the Visit

Students choose how they'd like to reflect on what they heard and learned from the guest speaker. They can:

- a) WRITE a journal entry or a thank-you letter to the speaker.
- b) DRAW what they've learned in the modality of their choice.
- c) TALK through a video recording, describing who visited, discussing some things they heard, explaining things they learned, mentioning things they still wonder.

Lesson Plan 13

Exploring the Timeline of the Sixties Scoop in Canada

Objective

Students will understand the timelines of the Sixties Scoop and connect it to their own life and community.

Key Take-Aways

- The Sixties Scoop happened over several decades, not just in the 1960s.
- The stories experienced through the Sixties Scoop varied from one individual to another and across Canada.
- Apologies and correction of wrongdoings (settlements) by the Canadian government continue today.

Teacher Note

Remember that it's okay for teachers to not know everything and say, "I don't know; let's find out together." We don't have to be experts on everything; the resource will help guide us, and some questions can be left unanswered.

Content Warning: Let students know that the lesson will discuss the Sixties Scoop. Give students space to opt out of certain activities if they feel uncomfortable. Offer alternative activities, if needed.

Day 1: Overview

- Give students time to read the timeline on pages 104–105 independently.
- As students read the timeline, get them to think about (post the instructions for students to read):
 - What connections or prior knowledge can you apply to the timeline? Students record their thoughts or questions on sticky notes, in a notebook or using technology).
- Extension: Students browse through the resource to look at the pictures and read some captions. Goal: Learn another story in the resource.
- Pair and share: Students share with a partner on what they learned today.
- Class discussion: What stood out for you? What was new information for you? What was new knowledge for you? What didn't you understand?

Days 2-4: Timeline

This activity might be longer depending on student engagement. Students can work independently or with a partner.

- Students create a timeline (digitally or on paper) of things that stood out for them from the timeline at the end of the resource.
- They pull out a few dates from the resource and add them to their own timeline.
- Have them make the timeline personal and show their knowledge. Prompting questions:
 - Were there stories of the Sixties Scoop in your Community? When did things happen? If so, add them to your timeline.
 - When were members of your family born? Plot a few of those on the timeline.
 - What has happened since 2023 (the end of the timeline in the resource) that you could add to the timeline? Do some research on events, announcements, apologies, financial settlements, etc.

Sharing

- Share the timelines on the classroom wall or in your online classroom for viewing.
- Sitting in Circle: Everyone can share one or two things from their timeline.

Lesson Plan 14

Survivors' Stories

Objective

Students will understand the concepts of survivance by exploring survivor stories related to the Sixties Scoop and expressing their learning through discussion and creative media projects.

Key Take-Aways

- Sixties Scoop survivors might tell their story of resilience as an act of healing and survivance.
- There are many different stories from the Sixties Scoop: all stories are true and are another part of Canada's history and what was done to Indigenous people.
- Understanding of the definition of what a survivor is and how they show survivance.

Teacher Note

Remember that it's okay for teachers to not know everything and say, "I don't know; let's find out together." We don't have to be experts on everything; the resource will help guide us, and some questions can be left unanswered.

Trauma Informed: It's important to emphasize that when discussing difficult topics like the Sixties Scoop or survivor stories, we must be sensitive and avoid victim blaming. Always remind students that the experiences of the survivors are not their fault and that they are not to blame for the hardships they faced. We should highlight the strength and resilience of survivors rather than focus on the circumstances that were beyond their control. Encourage a safe, compassionate classroom environment where students feel comfortable learning and asking questions, while reinforcing the importance of empathy and understanding.

Content Warning: Let students know that the lesson will discuss the Sixties Scoop. Give students space to opt out of certain activities if they feel uncomfortable. Offer alternative activities, if needed.

Day 1: Overview

Before the Lesson

- Vocabulary lesson: What is a survivor? (noun, definition, example, root word)
 - Extension: What is resilience? What is survivance?
- Review with students: What reading strategies will you use?

During the Lesson

- Class discussion:
 1. What do you know about the Sixties Scoop?
 2. What stories have you heard?
 3. How could storytelling be a way of healing for a Sixties Scoop survivor?
- As a class, fill out a KWL (know, want to learn, learned) chart about the Sixties Scoop. (A KWL chart has three columns: What do I know? What do I want to learn? What did I learn?) Students will brainstorm answers for the first two questions.

Independent Inquiry

- Think: Each student reads parts of “Survivors’ Stories” (pages 46–53) and/or watch a video or two listed under “Watch the Video” in that section.
- Pair and share: Students share what they’ve learned with a classmate. Encourage them to ask each other questions about someone they read about in the resource.
 - Extension: How did they show survivance? How did they show resilience?
- Students share back with the whole class: What did you learn about a survivor’s story?
 - Extension: Discuss examples of survivance and resilience from the resource or from the students’ experiences.

Day 2+: Activity

- Students work with a partner and pick one survivor’s story told in the resource through images, print or video.
- They create a media story to honour one survivor’s story through slides, a mock video interview, a news report, drawing animation or a medium of their choice.
 - Goal: Show the story of one person who is a Sixties Scoop survivor.

Presenting

- Set up students in four groups. Each group goes to a corner of the classroom. Each person can share the survivor’s story that they chose. (If a student does not want to present to a small group of peers, they can present only to the teacher, or the teacher can view their work.)
- As a class, return to the KWL chart. Fill in the “What I learned” section. (Note: Make sure the timeline of the scoop happening not just in the 1960s comes up and is a learning point for all students.)
- Discuss with the class:
 - What is similar about these stories? (e.g., The Canadian government did this to them. It is not their fault.)
 - What are some differences throughout the stories? (Point out that stories vary, but they are all true.)
 - How would we make our own definition(s) of a survivor?
 - Extension: How would we define resilience and survivance?

Lesson Plan 15

The Modern System: The Millennium Scoop

Objective

Students will explore the historical context and impacts of the Millennium Scoop connected to the Truth and Reconciliation Commission of Canada's Calls to Action and understand the resilience and healing of survivors.

Key Take-Aways

- The Sixties Scoop in Canada has shifted into the Millennium Scoop, which is still happening today.
- The Truth and Reconciliation Commission created the 94 Calls to Action in 2015. Very few have been completed as of today.
- Agreements and apologies continue to come in from the government, churches and other groups responsible for harm done to Indigenous people.

Teacher Note

Remember that it's okay for teachers to not know everything and say, "I don't know; let's find out together." We don't have to be experts on everything; the resource will help guide us, and some questions can be left unanswered.

Trauma Informed: It's important to emphasize that when discussing difficult topics like the Millennium Scoop or survivor stories, we must be sensitive and avoid victim blaming. Always remind students that the experiences of the survivors are not their fault, and that they are not to blame for the hardships they faced. We should highlight the strength and resilience of survivors rather than focus on the circumstances that were beyond their control. Encourage a safe, compassionate classroom environment where students feel comfortable learning and asking questions, while reinforcing the importance of empathy and understanding.

Content Warning: Let students know that the lesson will discuss the Sixties Scoop. Give students space to opt out of certain activities if they feel uncomfortable. Offer alternative activities, if needed.

Before the Lesson

- Put up five posters around the room, with one heading on each poster: Sixties Scoop; Millennium Scoop; Calls to Action; Truth and Reconciliation; Settlement Agreement.
- Students rotate around the room and reflect for a few minutes at each poster. They add a note to each poster (on a sticky note or directly on the chart paper):
 - What do they know (about the words on the poster)?
 - What questions do they have?

Day 1: Overview

- Think: Students independently investigate and read “The Modern System” section of the resource (pages 80–91), including some videos listed there.
- Pair and share: They discuss with a partner what they have learned.
- Reflect: Students add a new learning to the Millennium Scoop poster from their reading.
- Class discussion:
 - What is one thing that was interesting to you about the Millennium Scoop?
 - What do you still wonder?


Day 2: Investigate and Discuss the TRC Calls to Action

- Think: Students independently investigate, read and look through the “TRC Calls to Action 1–5” section (pages 60–63), including the videos listed there.
- Pair and share: Students discuss with a partner what they have learned.
 - With that partner, students investigate Beyond 94: Truth and Reconciliation in Canada (<https://www.cbc.ca/newsinteractives/beyond-94>). With evidence, have Calls to Action 1 to 5 been completed? Are they in progress? Not started?
 - Add your learning from Beyond 94 to the poster with Calls to Action 1 to 5 showing your evidence.
- Reflect: Students add a new learning to the Millennium Scoop and/or Calls to Action poster.
- Class discussion:
 - Share one thing you added to the poster or read from a classmate.
 - How is the Millennium Scoop connected to Calls to Action 1 to 5?
 - What conclusions can you draw about the number of completed Calls to Action? What needs to happen next? What action can we take as individuals?
 - What do you still wonder about the Calls to Action or the Millennium Scoop?



Day 3: Investigate and Discuss Provincial Apologies, Final Settlement Agreement and Timeline

- Think: Students independently investigate, read and look through these sections, including the videos linked in the resource:
 1. Provincial Apologies (pages 64–69)
 2. The Final Settlement Agreement (pages 92–93)
 3. Timeline (pages 104–105)

- Pair and share: Students discuss with a partner what they have learned.
 - With that partner, students read Calls to Action 1 to 5 again using the online tool Beyond 94: Truth and Reconciliation in Canada (<https://www.cbc.ca/newsinteractives/beyond-94>).  What personal connections can be made to these Calls to Action?
- Reflect: Students add a new learning to the Settlement Agreement and/or Calls to Action poster.
- Class discussion:
 - Share one thing you added to the poster or read from a classmate.
 - How are the apologies and the settlement connected to the Millennium Scoop?
 - How are the apologies and settlement connected to Calls to Action 1 to 5?

Day 4: Investigate and Discuss Moving Forward

- Think: Students independently investigate, read and look through the “Moving Forward” section (pages 94–103) in the resource, including the videos listed there.
- Pair and share: Students discuss with a partner what they have learned.
- Reflect: Students write (in their notebook, class journal, online classroom) their reflections on “moving forward.”
- Class discussion:
 - Should there be an order to the posters? How are they connected?
 - How are survivors of the Sixties Scoop and Millennium Scoop showing resilience? How are they healing and moving forward?
 - What do you still wonder?

Day 5: Activity/Reflection

Students choose how to show their learning from the resource. They can:

- WRITE a letter to a survivor of the Millennium Scoop, celebrate the person moving forward and ask any questions they still have. (Note: These letters are for reflection/ assessment only and are not to be mailed.)
- MAKE A POSTER: Create a poster of how the Millennium Scoop is connected to Calls to Action 1 to 5, an apology and/or settlement, and how the survivors are moving forward. Students can draw, make a web, add written details or add photos from the internet or magazines.
- DO A PODCAST: Create a podcast with a partner to highlight a survivor and celebrate their healing and moving forward from the Millennium Scoop. This podcast could be set twenty years from now, interviewing the survivor but centring on their survivance.

Contributors

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