

Title: Orange Shirt Day

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Marissa: I am a recent Werklund Graduate with an Undergraduate in Kinesiology majoring in Pedagogy. I have a passion for movement education as well as international teaching and learning experiences. I have taught Physical Education and Health in Antigua West Indies, as well as taught and observed education in Japan. I believe that a classroom is a diverse group of individuals with different experiences, abilities, skills and backgrounds and addressing the needs of every student is my goal in education.

Laura: I am a 2020 Werklund School of Education graduate with an Undergraduate and Graduate degree in Geoscience. I am passionate about providing students with hands-on, memorable learning experiences where they understand why they are learning what they are being taught. I believe in incorporating student voice every step of the way and strive to support the learning needs as well as the personal needs of every student in my classroom.

Resources used and possible concerns	<p>Resource:</p> <ul style="list-style-type: none"> ● Picture Book: <i>The Orange Shirt Story</i> <p>Possible concerns:</p> <ul style="list-style-type: none"> ● The sensitive content about residential school experiences may be challenging for some students and needs to be combined with positivity in order to support students through the difficult subject matter.
Author/creator and/or literature background	<p>Phyllis Webstad</p> <ul style="list-style-type: none"> ● Is Northern Secwepemc (Shuswap) from the Stswecem'c Xgat'tem First Nation (Canoe Creek Indian Band), She comes from mixed Secwepemc and Irish/French heritage ● Has inspired thousands and thousands of people to honour residential school survivors and their families and share the call on September 30th of each year that "EVERY CHILD MATTERS." <p>Brock Nicol</p> <ul style="list-style-type: none"> ● Brock Nicol is an Ottawa, Ontario based full-time professional illustrator with a passion for realism in art
UPE course connections (not exhaustive)	<p>EDUC 450: Diversity in Learning</p> <ul style="list-style-type: none"> ● The diversity course encourages pre-service teachers to consider both historical and

	<p>contemporary perspectives. Indigenous perspectives are an important part of diverse Albertan classrooms and by incorporating the history of residential schools and the present “Orange Shirt Day” events, we are able to acknowledge the past and connect to reconciliation and our hope for the future.</p> <p>EDUC 420: Issues in Learning and Teaching</p> <ul style="list-style-type: none"> • This purpose of this course is to further understand that social justice, equity, diversity, and the political are woven within the threads of education, pedagogy, and knowledge making. This lesson acknowledges these aspects within Canada's past as it discusses the events of residential schools, while highlighting what can and should be done in the future to support reconciliation.
<p>K-12 connection</p>	<ul style="list-style-type: none"> • Target age range: Grade 3-6 • <u>Grade 3:</u> <ul style="list-style-type: none"> • 3.1 Communities in the World <ul style="list-style-type: none"> • 3.1.1 appreciate similarities and differences among people and communities: • 3.2 Global Citizenship <ul style="list-style-type: none"> • 3.2.1 appreciate elements of global citizenship • 3.2.2 • explore the concept of global citizenship • <u>Grade 4:</u> <ul style="list-style-type: none"> • 4.2 The Stories, Histories and Peoples of Alberta <ul style="list-style-type: none"> • 4.2.1 appreciate how an understanding of Alberta’s history, peoples and stories contributes to their own sense of belonging and identity • 4.3.3 examine, critically, Alberta’s changing cultural and social dynamics • <u>Grade 5:</u> <ul style="list-style-type: none"> • 5.2 Histories and Stories of Ways of Life in Canada

	<ul style="list-style-type: none"> • 5.2.1 appreciate the complexity of identity in the Canadian context • 5.2.2 examine, critically, the ways of life of Aboriginal peoples in Canada • <u>Grade 6:</u> <ul style="list-style-type: none"> • 6.1 Citizens Participating in Decision Making <ul style="list-style-type: none"> • 6.1.3 analyze how the democratic ideals of equity and fairness have influenced legislation in Canada over time
Materials	<ul style="list-style-type: none"> • The Picture Book, <i>The Orange Shirt Story</i> • Chart paper/board, markers • Orange shirt template (Appendix A) • Orange markers, crayons, pencil crayons, construction paper, etc
Rationale	<p>Big Idea:</p> <ul style="list-style-type: none"> • This lesson introduces students to the concept of Orange Shirt Day in a realistic way as it keeps in mind that September 30th is very early in the school year. Students will learn background information about residential schools and receive a basic introduction to the topic through this picture book. For younger elementary grades, students are encouraged to consider how residential school felt for children and to compare how they feel at school and how they think that children should feel at school. For older elementary students, students are encouraged to think about reconciliation and what this word means. They are also encouraged to think about what we can do to contribute to reconciliation and what it means to acknowledge and learn from the past. <p>Purpose:</p> <ul style="list-style-type: none"> • Designed for different grade levels, students are able to connect the events of residential schools to their own experiences at school or their own experience with the topic of reconciliation. By having students learn the story behind Orange Shirt Day, the day is more meaningful to them

	<p>and they are able to share with their families the importance of reconciliation and acknowledging the past.</p>
<p>Lesson/activities</p>	<ol style="list-style-type: none"> 1. Explain that the story you are going to read is about something that happened in real life in Canada. There were laws made that were not equal or fair. These laws made it okay to take Indigenous children away from their families and put them into schools. These schools were called Residential Schools and were not very good places. They did not treat the children nicely, or let them do the things that were important to their Indigenous backgrounds. Tell the students you are going to read the story so we can see what it was like and how the children felt. 2. Read the story, <i>The Orange Shirt Story</i> 3. Grade 3-4: 4. Talk with the students about feeling words, explain that they express what we are thinking or feeling at any moment, for example, <i>“At lunch time I feel happy because I can play”</i> 5. Brainstorm with the class how the children might have felt at residential school; record the list on the board or chart paper (sad, upset, angry, furious, unsure, lost, etc.) 6. Then turn the discussion to how children SHOULD feel at school, make a list of these words, (Safe, happy, loved, joyful, confident, secure, etc.), record on chart paper on board. Prompt with the question <i>“how do YOU feel at our school”</i> 7. Create a <i>“How children should feel at school”</i> title/header 8. Hand out the orange shirt templates and ask the students to pick a couple words from the list, or anymore they can think of, and write them on the shirt 9. They can colour the shirts orange and cut them out for display 10. Put up the shirts on a bulletin board with the <i>“How children should feel at school”</i> prompt 11. Grade 5-6:

	<p>12. Discuss with the students how now in Canada we are working towards Reconciliation. <i>“Reconciliation is about establishing and maintaining a mutually respectful relationship between Aboriginal and non-Aboriginal peoples in this country. In order for that to happen, there has to be awareness of the past, an acknowledgement of the harm that has been inflicted, atonement for the causes, and action to change behaviour”</i></p> <p>13. Understanding and acknowledging our shared history is a vital part of working towards Reconciliation.</p> <p>14. Brainstorm with the class ways that we can move reconciliation forward; create a list on chart paper or on the board. List could include: Acknowledging the past and ensuring that history never repeats, Learning about Indigenous history, Never utter, accept, or ignore a racist comment, Never utter, accept, or ignore a statement that includes a stereotype about Indigenous Peoples, Respect for Indigenous individuals, Respect for Indigenous beliefs, cultures, traditions, worldviews, challenges, and goals, building relationships, etc.</p> <p>15. Hand out the orange shirt templates and ask the students to pick a couple things from the list, or anymore they can think of, and write them on the shirt as endings to the sentence “To help reconciliation we can . . .”</p> <p>16. They can colour the shirts orange and cut them out for display</p> <p>17. Put up the shirts on a bulletin board with the <i>“To help reconciliation we can”</i> prompt</p>

Supporting Sources (APA):

Blank T-shirt. [Online image]. Retrieved from

<http://www.clipartbest.com/clipart-MKcjz8KTq>

Indigenous Corporate Training Inc. (2018). *What reconciliation is and what it is not*. Retrieved from

<https://www.ictinc.ca/blog/what-reconciliation-is-and-what-it-is-not>

Strong Nations. (n.d.). Kids Books: *The Orange Shirt Story*. Retrieved from

https://www.strongnations.com/store/item_display.php?i=7133

Appendix A

