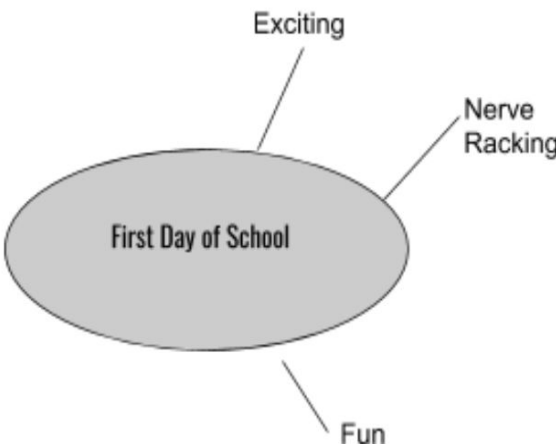


Title: Understanding the Future Impacts of Identity Loss and Generational Trauma

Introduction: I am a junior high school teacher in Calgary and have lived here my entire life. I am an Indigenous woman from George Gordon’s First Nation and many family members of mine have attended the previous residential school on the reservation. I myself have dealt with the impact of being ashamed of my identity and culture and want to share my journey of acceptance to educate and inspire other people to be proud of their identity.

Resources used and possible concerns	The Orange Shirt Story
Author/creator and/or literature background	<p>Authors: Phyllis Webstad</p> <ul style="list-style-type: none"> - “Phyllis Webstad 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, was born in Dog Creek, and lives in Williams Lake, BC.” (Webstad, n.d.) - Phyllis spends her time in the present sharing her story of her experience in residential school and raising awareness about the impacts of the residential school system. - “She has now published two books, the "Orange Shirt Story" and "Phyllis's Orange Shirt" for younger children.” (Webstad, n.d.) <p>Illustrations: Brock Nicol</p> <ul style="list-style-type: none"> - Brock is an Ontario based full-time professional illustrator with a passion for realism in art. “He graduated from the Graphic Design/Illustration program at Algonquin College and subsequently began a career as a freelance illustrator.” (Nicol, n.d.)
UPE course connections (not exhaustive)	<p>Education 450 - Diversity in Learning</p> <ul style="list-style-type: none"> - teaching this lesson will provide teachers an opportunity to look at how students from diverse backgrounds and experiences will all need to be supported and encouraged to be proud of their identity - This lesson will also allow teachers the opportunity to use this lesson to promote diversity in their own classes <p>Education 530 - Indigenous Education</p> <ul style="list-style-type: none"> - This lesson will give the Opportunity to educate students on the potentially strained relationship between Indigenous groups and schools and why it is important to be understanding and nurturing toward

	<p>Indigenous students as well as all students who may have had a poor experience with the school systems</p> <ul style="list-style-type: none"> - Also allows teachers the opportunity to use this lesson to teach the concept of identity and residential schools in their own future classes
<p>K-12 connection</p>	<p>This course is intended to be taught to University students however, these students can use the exact lesson (adapted accordingly) for their own students. For example, the concept of identity and effects of colonialism are included in the grade 7 social studies curriculum.</p> <p>Social Studies 7</p> <ul style="list-style-type: none"> - “thrive in their evolving identity with a legitimate sense of belonging to their communities, Canada and the world” (p. 1, 2005) - “Examining the concepts of power, authority and decision making from multiple perspectives helps students consider how these concepts impact individuals, relationships, communities and nations. It also broadens students’ understanding of related issues, perspectives and their effect on citizenship and identity” (p. 7, 2005) - Confederation, colonialism, Indian Act, etc
<p>Materials</p>	<ul style="list-style-type: none"> - The Orange Shirt Story picture book - on a slide show or on a projector - Blank Laminated cards on lanyards - White board markers - Chart paper - Individual paper - Pens
<p>Rationale</p>	<p>Big idea: The big idea for this lesson is for students to learn about the importance of identity and culture and how negative experiences in school can have influential impacts for the future.</p> <p>Purpose: The purpose of this activity is to have students engage in an authentic activity which sparks a personal connection during the “hook”, which will allow students to connect with an Indigenous author’s story as well as the experience of many other students who attended residential schools and further generations. This lesson is intended to be taught to and experienced by pre-service teachers who will then be able to incorporate the lesson into their own practices.</p>

<p>Lesson/activities</p>	<ol style="list-style-type: none"> 1. Ask students to write on a laminated card on a lanyard <i>an item, memory or experience of theirs</i> that is sentimental, makes them feel comfortable/confident or something they're proud of. Have the students put this "item" around their neck. 2. (5 MIN) Put students into small groups (4-6) and provide each group with a piece of chart paper and pens. Pre-prepare the chart paper by writing the words "first day of school" in a circle on it. Instruct the groups to surround the center circle with words that relate to "The First Day of School". Give students approximately 5 minutes to brainstorm as many words possible. <div style="text-align: center; margin: 20px 0;">  <p>The diagram consists of a central grey oval containing the text "First Day of School". Three lines radiate from the top and right sides of the oval to three separate text labels: "Exciting" at the top, "Nerve Racking" to the right, and "Fun" at the bottom.</p> </div> 3. (5-7 MIN) While students stay in their groups, the instructor will ask for examples from each group as they volunteer what words they could come up with. Focus on the point that the First Day of School elicits many different emotions and perspectives based on past experiences. Potential statements: <ol style="list-style-type: none"> a. Notice how one event can elicit so many different emotions from each of us. b. Notice how each person's own experience impacts their opinion or outlook on a particular event. 4. Ask the probing question: Would any of the experiences/items you wrote down on your lanyard bring comfort to you on an anxious time such as a first day at a new school? (This question is not intended to be answered, instead ask students to think to themselves their answer to the question) 5. (5-7 MIN) In the groups students are already in, have each person take 1 minute to explain the reason they
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	<p>wrote down the item/memory on their lanyard (have a timer at the front to ensure they only take one minute for time and equal sharing time purposes).</p> <ol style="list-style-type: none">6. (2 MIN) When groups are done sharing what their item means to them, ask one person from each group to bring the lanyards to the front of the room, away from the students. Instruct students that in this hypothetical scenario, they will “lose” that item, activity or memory. You are purposefully taking their items, activities, and memories. After all items are brought to the front of the room, hand out an exit slip paper.7. (5 MIN) On the exit slip, ask students to draw a line vertically down the paper. On the left side of the paper instruct them to write “Thoughts and Feelings” and on the right side have them write “Future Impacts”.8. (5 MIN) Instruct students to fill out ONLY the left side of the exit slip (“Thoughts and Feelings”), asking them to write down any feelings they have when they were told they would not receive their item or memory back OR if they were told their item, activity or memory is not important or inferior. Potential Questions<ol style="list-style-type: none">a. How would you feel if you were told you would not see or experience (ever again or for a very long time) the item memory you wrote down? - here you may use specific examples from what was written down at the beginning of the activity, for example: “How do you think this person would feel if their family support was now permanently gone?”b. How would you feel if someone told you your item or memory was not important?9. (15 MIN) Leaving the right column blank for now, read the “The Orange Shirt Story” by Phyllis Webstad to the class, projecting the images so all students can see, perhaps using a document camera.<ol style="list-style-type: none">a. Ensure to comment on the memories Phyllis has and how much she misses her grandmotherb. Comment on how Phyllis felt when her item was taken away.c. Also comment on things she missed out on during her schooling simply due to her identity and culture10. (10 MIN) After reading the story, have a group discussion on how Phyllis’ experience of losing her
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	<p>culture, personal items and the experiences she had prior to the schools impacted her life in the future. Probing questions: “How might these experiences had by students of residential schools impact future generations and their outlook on the institution of education as a whole?” “How would being told that your culture and/or identity needed to be changed impact your future as a student and/or person in society?”</p> <ol style="list-style-type: none">11. (10 MIN) Finally, have students write any reflections they have on the right side of the exit slip (“Future Impacts”), having students reflect on what potential impacts there are when students are stripped of or told their identity was inferior. Ask students to reflect on their own experience with the activity earlier as well as comment on how the relationship between schools and Indigenous students who were told to get rid of their identity and culture when attending residential school may impact their future.12. (Whatever time is left) Finish off the lesson with an opportunity to share the importance of celebrating Orange Shirt Day as well as an opportunity for students to ask any further questions on the purpose of and potential experiences in residential schools. Additionally, use this time to highlight how each student you teach comes to school with previous experiences that may impact their outlook on schooling and their identity, making it important to encourage students to be proud of their culture and identity.13. Inform students that this lesson was created with intent to be used in future classrooms and can be adapted according to the grade.
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Supporting Sources (APA):

Alberta Education (2001) *Social Studies Kindergarten to Grade 12*. Alberta.
<https://education.alberta.ca/media/160200/program-of-study-grade-7.pdf>

Nicol, Brock (n.d.) Brock Nicol Illustration. Ottawa, ON.

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Webstad, P. (n.d.). *Phyllis (Jack) Webstad's story in her own words*. Williams Lake, B.C.

<https://www.orangeshirtday.org/board-of-directors.html>

Webstad, P., & Nicol, B. (2019). *The Orange Shirt Story*. Victoria, B.C.: Medicine Wheel Education.