



# RECONCILIATION BRAINSTORM POSTERS (RR7)

## OVERVIEW

Reconciliation means many things to many people. This learning experience will encourage learners to think through what reconciliation means in five core contexts: family, netukulimk, education, leadership, and health. A two-step process includes a brainstorming session to create reconciliation strategies for these specific areas and the creation of an informative poster that shares one of the strategies created during the brainstorming session.

## LEARNERS WILL...

- ▶ Understand a simple concept of reconciliation (as defined right).
- ▶ Identify and understand consequences of the residential school for five primary areas: family, netukulimk, education, leadership, and health.
- ▶ See that each area affected every other area—damage from residential schools did not happen in isolation: whole communities and multiple generations have been affected.
- ▶ Brainstorm creative strategies that will create reconciliation for their area.
- ▶ Convey their strategy in a visually compelling and informative manner.

## FOCUS

Teachers will need to activate prior knowledge about reconciliation and allow students to absorb the concept of reconciliation as described in this unit. Then, using the chart provided in the supplementary materials (see example on page 68), and working together with the entire class, the consequences of residential school should be identified in five areas: family, netukulimk, education, leadership and health. When the consequences have been identified, the class then brainstorms strategies that will support and encourage reconciliation in each area.

Five groups are created in the class (one for each area) and each group then creates an informative poster for their area. The strategy can follow the who, what, where, when and why format. Elements for posters include titles, bold words, short (catchy) phrases, quotes and images. Posters are shared with the entire class as a wrap-up activity.



It is important that learners engaging in this experience have a clear understanding of the following content:

- The Mi'kmaq as the Indigenous people of Nova Scotia and the Atlantic region.
- Mi'kma'ki as the ancestral homeland of the Mi'kmaq.
- The family as the heart of Mi'kmaw culture and practice.
- Mi'kmaw core cultural values.
- Understand the concepts of *netukulimk* and *ms-ít no'kmaq*. The concept of netukulimk is included in the script as well.
- The oral traditions inherent in Mi'kmaw practice.
- The treaty denial period is defined by British governance and culture that denied treaty agreements and by an overwhelming colonial experience of environmental and cultural disruption.



## TEACHER TIP

At its core, *reconciliation* is the process of acknowledging past wrongs and seeking ways of moving forward that assist individuals and communities in healing and that do not create further harm.



### ADDITIONAL RESOURCES

There are many resources online to support learning about residential schools:

- **Library and Archives Canada:** <http://www.collectionscanada.gc.ca/native-residential/index-e.html>
- **Legacy of Hope** (see in particular **Where Are the Children?**): <http://legacyofhope.ca/> and/or <http://wherearethekids.ca/en/>
- **Mi'kmawey Debert Cultural Centre** (note that some survivor profiles on the MDCC website are not age appropriate for grades 4-6): <http://www.mikmaweydebert.ca/home/sharing-our-stories/indian-residential-schools-legacy-project/>

<b>Areas of Impact</b> <i>The residential school system had, and continues to have, far-reaching impacts on many parts of Mi'kmaw life.</i>	<b>Impacts: Past and Present</b> <i>What are some of the impacts of residential schools that we can see in each of these areas? Write some of them here.</i>	<b>Strategies for Reconciliation</b> <i>Working with your classmates, brainstorm different ways that we can support and encourage reconciliation in each area.</i>
<b>Family</b>		
<b>Netukulimk</b>		
<b>Education</b>		
<b>Leadership</b>		
<b>Health</b>		

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