



Orange Shirt Day

Online Learning Teacher's Resource Guide

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Harbourfront Centre School Visits is committed to the **Truth and Reconciliation Commission's Calls to Action**. To this end, School Visits launched two new Indigenous Studies programs in the 2019–20 school year (7 Gifts and Exploring Our Treaties). In 2020–21, we had the chance to share resources for Orange Shirt Day, consider Indigenous perspectives in conversations about BIPOC representation through our Kuumba Black Futures Month programming, and celebrate First Nations, Métis and Inuit cultures through our Indigenous History Month virtual programming. As we continue to explore ways to build meaningful educational content around these topics, we are presenting a multi-disciplinary approach to Orange Shirt Day, which can be found in this resource.

September 30 is a day to recognize the **impact** and **intergenerational legacy** of residential schools on the First Nations, Métis and Inuit populations, their families and communities. This resource is developed to accompany our online content, including a short video by Harbourfront Centre staff members **Marissa Magneson** and **Danik McAfee**, as well as an author interview with **Bevann Fox**. This resource also includes guided reading suggestions, structured brainstorming activities, creative responses, and an opportunity for students to reflect on the impacts (both historical and present) of residential schools.

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About Us

Harbourfront Centre School Visits is an experiential, hands-on learning program that offers curriculum-focused, inquiry-based programs that explore all aspects of contemporary arts and culture. Every year, we host 26,000 students onsite for meaningful engagements with the arts. We recognize that Harbourfront Centre is on the traditional territories of the Haudenosaunee, Wendat, Anishinaabe and the Mississaugas of the Credit First Nation. Harbourfront Centre recognizes the ongoing presence of Indigenous peoples who have passed on, over or through the lands we now live, work and create on.

About This Resource

Thank you for accessing our Online Learning resource for Orange Shirt Day! These step-by-step instructions will help you and your students express their creativity and build connections to residential schools.

Suggested Grade Range

Grades 1–12

Key Inquiry Question

Grades 1–3

What makes you unique?

Grades 4–8

Given Canada's history and treatment of Indigenous children in residential schools, how can you use your orange shirt to communicate a hopeful, healthy and inclusive future for all children?

Grades 9+

“Every Child Matters” is the slogan for Orange Shirt Day. How can learning about the experiences of residential school survivors deepen our understandings of Orange Shirt Day?

Required Materials

Grades 1–3

- One or more books from the book list (Appendix)
- Ability to play “What is Orange Shirt Day?” video from Harbourfront Centre website (projector, computer, screen, internet connection, etc.)
- Step by Step E-Resource for Community Mobile

Grades 4–8

- Link to the 2020 Orange Shirt Day T-Shirt printmaking activity on the Harbourfront Centre School Visits website
- Orange Shirt Day Kit (orange T-shirts, speedball fabric ink, card stock, X-Acto knives, sponges, wax paper, plastic spoon)

Grades 9+

- Copy of *Genocidal Love: A Life After Residential School* by Bevann Fox
- Ability to play the interview with Bevann Fox video from the Harbourfront Centre website (projector, computer, screen, internet connection, etc.)
- Resources for reflection activity (some options described in this Teacher's Resource Guide)

Curriculum Links

Grade 1

Language

- Oral Communication 1.1, 1.2, 1.3, 1.4
- Reading 1.8
- Media Literacy 1.1, 1.4

Social Studies A1.1, A1.4, A2.1, A 2.2, A3.1, A3.2, A3.5

The Arts D1.1, D2.1

Grade 2

Language

- Oral Communication 1.1, 1.2, 1.3, 1.4
- Reading 1.8
- Media Literacy 1.1, 1.3

Social Studies A3.1, A3.2, A3.6

The Arts D1.1, D2.1

Grade 3

Language

- Oral Communication 1.1, 1.2, 1.3, 1.4
- Reading 1.8
- Media Literacy 1.1, 1.3

Social Studies A1.2, A1.3, A2.2, A3.1, A 3.2, A3.6, A3.7,

The Arts D1.1, D2.1

Grade 4

Language

- Oral Communication 1.1, 1.2, 1.3. 1.4, 1.6

Social Studies B3.4, 3.6

The Arts D1.1, D1.2, D1.3, D2.1, D3.2

Grade 5

Language

- Oral Communication 1.1, 1.2, 1.3. 1.4, 1.6

Social Studies B1.2

The Arts D1.1, D1.2, D1.3, D2.1, D3.2

Grade 6

Language

- Oral Communication 1.1, 1.2, 1.3. 1.4, 1.6

Social Studies A3.5

The Arts D1.1, D1.2, D1.3, D2.1, D3.1

Grade 7

Language

- Oral Communication 1.1, 1.2, 1.3. 1.4, 1.6

History A3.2, B1.2, B1.3, B3.4

The Arts D1.1, D1.2, D1.3, D2.1, D3.1, D 3.2

Grade 8

Language

- Oral Communication 1.1, 1.2, 1.3. 1.4, 1.6

History A2.1, A2.5, A3.3, B1.2, B2.1, B2.5, B2.6, B3.1, B3.3, B3.5

The Arts D1.1, D1.2, D1.3, D2.1, D3.2

Grade 9

AVI1O A1.1, A1.2, A2.2

NAC1O B3.3, D1.2, D2.2

Grade 10

AVI2O A1.1, A1.2, A2.2

CHC2D B2.5, C1.4, D3.3, E2.3, E3.3

CHC2P A1.5, B2.3, C1.4, C3.2, D3.2, E1.4, E2.2, E3.4

NAC2O A1.4, A1.7, E1.1, E1.3, E3.1, F1.5

Grade 11

AVI3M

AVI3O

CHT3O A1.2

CLU3M/3E C1.2

CPC3O C2.2

NBE3U A2.1, B2.6

NBE3C B2.6, D4.3, E1.3

NBE3E A1.3, C3.3, C4.2,

NDA3M C1.3, D3.3

NBV3C C2.2, D2.3, D2.4

NBV3E C1.2

Grade 12

AVI4M

AVI4O A1.1, A1.2, A2.1, A2.2, B2.2

CHI4U D1.1, D1.6, E 2.3

CHY4U E2.4

CLN4U C2.3

NDG4M A1.7, B2.2, C3.2, D3.3

What is Orange Shirt Day?



As per the Orange Shirt Day website:

“Orange Shirt Day is a legacy of the St. Joseph Mission (SJM) Residential School (1891–1981) Commemoration Project and Reunion events that took place in Williams Lake, BC, Canada, in May 2013. This project was the vision of Esketemc (Alkali Lake) Chief Fred Robbins, who is a former student himself. It brought together former students and their families from the Secwepemc, Tsilhqot’in, Southern Dakelh and St’at’imc Nations along with the Cariboo Regional District, the Mayors and municipalities, School Districts and civic organizations in the Cariboo Region.

The events were designed to commemorate the Residential School experience, to witness and honour the healing journey of the Survivors and their families, and to commit to the ongoing process of truth and reconciliation. Chief Justice Murray Sinclair challenged all of the participants to keep the reconciliation process alive, as a result of the realization that every former student had similar stories.

Orange Shirt Day is a legacy of this project. As spokesperson for the Reunion group leading up to the events, former student Phyllis (Jack) Webstad told her story of her first day at Residential School when her shiny new orange shirt, bought by her grandmother, was taken from her as a six-year-old girl.

The annual Orange Shirt Day on September 30th opens the door to global conversation on all aspects of Residential Schools. It is an opportunity to create meaningful discussion about the effects of Residential Schools and the legacy they have left behind. A discussion all Canadians can tune into and create bridges with each other for reconciliation. A day for Survivors to be reaffirmed that they matter, and so do those that have been affected. Every Child Matters, even if they are an adult, from now on.

The date was chosen because it is the time of year in which children were taken from their homes to Residential Schools, and because it is an opportunity to set the stage for anti-racism and anti-bullying policies for the coming school year. It is an opportunity for local governments, schools and communities to come together in the spirit of reconciliation and hope for a better future for the generations of children to come.

On this day of September 30th, we call upon humanity to listen with open ears to the stories of Survivors and their families, and to remember those that didn’t make it.”

(*Orange Shirt Day*. <https://www.orangeshirtday.org>. Accessed September 2, 2020.)

Visit harbourfrontcentre.com for more E-Learning Resources

Lesson Plan Gr. 1–3

80 minutes*

*Please note: This can be delivered in one 80-minute block or two 40-minute blocks. For two 40-minute blocks, use the first lesson for Steps 1 and 2 and the second for Steps 3 and 4.

Step 1

Introduction to Orange Shirt Day

Time: 10 minutes

Engage students in a conversation about Orange Shirt Day. Ask students if they have ever worn something special to show how they feel and/or something they connect with. Examples may include wearing pink on Pink Shirt Day, wearing a poppy on Remembrance Day, wearing specific clothing as part of a celebration or a tradition, etc. Share with the group that they will be learning about a day in our communities in which people choose to wear orange shirts, and today we will explore why.

Step 2

Access Harbourfront Centre’s website and show the video “What is Orange Shirt Day”

Time: 20 minutes

This video will provide an overview of what Orange Shirt Day is. It also features two Harbourfront Centre staff members who talk about their background and connections to Orange Shirt Day and residential schools. After the video, consider reading a book from our suggested list of resources and/or asking students to share what they learned from the video in any format you like – discussion, graphic organizer, creating a class list of questions generated from the video, and so on.

Step 3

Lead the Visual Arts Response Activity for Grades 1–3

Time: 30 minutes

Familiarize yourself with the Community Mobile activity found on our website. This activity asks students to consider their unique contributions within their school community and represent them visually as part of a large classroom mobile.

Step 4

Consolidation

Time: 10 minutes

Have students share with you what they learned about Orange Shirt Day, residential schools and other Indigenous content through this lesson. Consider reading one of the suggested books from the book list and/or have students reflect on the Classroom Community Mobile activity.

Lesson Plan Gr. 4-8

80 minutes*

*Please note: This is designed as an 80-minute lesson, but feedback from some teachers who facilitated this program in previous years shared the need for additional time to support student participation in the printmaking activity.

Step 1

(Re)introduction to Orange Shirt Day

Time: 10 minutes

Have students complete a mind map on Orange Shirt Day. Start with students working on their own graphic organizers, then facilitate a broader discussion using the board or projector to capture their thoughts. Be sure to prompt and clarify if any misunderstandings arise.

Step 2

What is Orange Shirt Day?

Time: 15 minutes

Based on the information shared by your students in the mind map exercise, consider the best way to continue to build deeper understandings of Orange Shirt Day. Consider using a 5Ws graphic organizer while sharing information with students from the list below.

*NB: Please note that this content may elicit an emotional response from Indigenous and non-Indigenous students. You may need to consider a content warning before sharing these clips and/or preview the clips beforehand. Consider what resources are available in your school, school board and/or community. Please also keep the National Indian Residential School Survivors line (1-866-925-4419) along with the Kids Help Phone line (1-800-668-6868 or text 686868) available for students.

Consider any of the following as a starting point:

1. Share the City News video recording of Phyllis Webstad retelling the origin of Orange Shirt Day in their own words – click [here](#) (2 minutes 20 seconds)
2. Share the written version of Phyllis Webstad’s story as posted on the Orange Shirt Day website – click [here](#)
3. Share this audio recording from CBC Radio on Phyllis Webstad’s story – click [here](#) (4 minutes 12 seconds)
4. Look at the resource list at the end of the Teacher’s Resource Guide, which includes several read-aloud options to share with your students
5. Preview the “What is Orange Shirt Day?” video from Harbourfront Centre’s website and consider sharing it with students. Please note that while the video was developed with Grades 1-3 in mind, it may support your students as well.

Step 3

Complete the Orange Shirt Day Activity from the Harbourfront Centre website

Time: 55 minutes

Instructions: Access the Harbourfront Centre Orange Shirt Day website. Explore the tutorial from the 2020 website about making a wearable call to action on your orange shirts. For this activity, each student will need their own orange shirt, card stock, scissors or an X-Acto knife, black printing ink, a popsicle stick, a sponge, a pencil and some masking or painter’s tape. Please see the [link](#) for the tutorial.

Lesson Plan Gr. 9–12

75 minutes

Step 1

(Re)Introduction to Residential Schools

Approximate Time: 10 minutes

Have students participate in a mind map. Ask students to consider what school means to them. Encourage considering the role school plays in their lives and/or community and how changing schools, neighbourhoods, or social groups would impact their social, cultural, linguistic group. Additionally, ask students how removal from the social support network of peers could affect their social, emotional, or mental health needs.

Step 2

Think, Pair, Share: What is Orange Shirt Day?

Approximate Time: 10 minutes

Activate prior knowledge of your students by asking them to participate in a think, pair, share.

Think: What is Orange Shirt Day?

Pair: Discuss with a neighbour

Share: Discuss with the class

Conclude this discussion by reading/sharing the statement about Orange Shirt Day aloud.

Step 3

Author Spotlight: Bevann Fox

Approximate Time: 40 minutes

Introduce Bevann Fox's video. Remind students that the content they are about to watch and listen to will discuss abuse in residential schools and the impacts

on Survivors through addiction and other forms of intergenerational trauma.

*NB: Please note that this content may elicit an emotional response from Indigenous and non-Indigenous students. You may need to consider a content warning before sharing these clips and/or preview the clips beforehand. Consider what resources are available in your school, school board and/or community. Please also keep the National Indian Residential School Survivors line (1-866-925-4419) along with the Kids Help Phone line (1-800-668-6868 or text 686868) available for students.

Step 4

Reflection Activity

Approximate Time: 5 minutes

After watching our Author Spotlight on Bevann Fox, introduce different ways your students may want to respond to their experience. These activities can be started in class, assigned as homework or used as the basis for a second lesson. See the following page for further instructions.

Step 5

Consolidation

Appropriate Time: 10 minutes

As noted in the video clip with Bevann Fox, the term residential schools has come into question. Ask your students to consider whether they believe it is suitable to describe these places based on their personal connections to school, the effects of colonization/assimilation and their understandings of residential schools.

Step 4

Grade 9–12 Lesson Continued

Reflection Activity

Approximate Time: 5 minutes

After watching our Author Spotlight on Bevann Fox, introduce different ways your students may want to respond to their experience.

1. Free Writing Exercise

Let students know they will be participating in a free writing exercise. The goal of this exercise is to let thoughts flow freely from one's mind onto paper. Set a timer for a pre-determined length of time. Tell students they must continue writing for the entire duration of the time. As much as possible, this exercise should be about self-expression and not about restricting our thoughts and feelings.

2. Prompted Writing Exercise

Let students know they will be participating in a prompted writing exercise. In this exercise, students will all be responding to one or more writing prompts. Like a free writing exercise, students should be encouraged to keep writing for a pre-determined length of time.

Possible writing prompts include the following:

- Before listening to Bevann Fox, I didn't realize...
- After listening to Bevann Fox, I wish more people knew...

3. Reimagined Title Page Activity

Share the cover image of *Genocidal Love: A Life After Residential School*. Ask students to consider why it was chosen, what thoughts or connections they have, and how the cover relates to the excerpts Bevann Fox shared during her reading. Then, give students the chance to recreate and/or redesign an alternative cover. This could be a sketch, could make use of available art materials or take the form of a photography exercise if you are a bring-your-own-device school. Ask students to consider that a dynamic cover page should entice the audience to

read the book, share some insight/connection to the subject matter, but not provide so much information that a potential reader would not see value in reading the book.

4. Write a letter to Bevann Fox

As you listened to the interview and read-aloud from Bevann Fox, perhaps questions, connections, and thoughts were running through your head. Draft a letter to Bevann that shares some of your thoughts and feelings.

5. Write a poem

Themes of relationships, love, self-care, perseverance in the face of adversity and community resonate throughout *Genocidal Love*. Ask your students to use these topics as a starting point for a poem. Review poetry conventions with your students if you would like to consider this as a jumping-off point for a deeper understanding of the medium.

6. Research other authors who explore Residential Schools in their work.

As a suggestion, start with Harbourfront Centre's 2020 Orange Shirt Day website to watch interviews with author David A. Robertson and visual artist Brian Kon. Explore how storytelling in many formats helps people of all backgrounds and experiences process, express and connect. Consider how you may want to share your findings (oral presentation, picture essay, so on).

Extensions & Additional Resources

What can the participant do to continue working on this technique or project beyond the step by step?

Online Resources (order based on applicability to Orange Shirt Day)

Phyllis Webstad Orange Shirt Day Presentation

https://www.youtube.com/watch?time_continue=27&v=E3vUqr01kAk&feature=emb_logo

Orange Shirt Day

<https://www.orangeshirtday.org/>

National Centre for Truth and Reconciliation

(includes map of residential schools across Canada, information on virtual Orange Shirt Day)

<http://nctr.ca/map.php>

Legacy of Hope Foundation

(Residential School Survivor testimonial videos; Residential School, Sixties Scoop, Reconciliation exhibitions; Podcasts)

<http://legacyofhope.ca/>

Truth and Reconciliation Commission of Canada (Justice Murray Sinclair)

<https://www.youtube.com/watch?v=swo9flbACho&feature=youtu.be>

CBC (other books and interviews addressing residential schools)

<https://www.cbc.ca/search?q=residential%20schools§ion=books&sortOrder=relevance&media=all>

The Elementary Teacher's Federation of Ontario

<https://www.etfo.ca/BuildingAJustSociety/FNMI/pages/orangeshirtday.aspx>

The Witness Blanket Project (collaborative art project in response to residential schools)

<http://witnessblanket.ca/#!/project/>

Extensions & Additional Resources

Books (alphabetical by book title)

Ages 4–8

- Amik Loves School* by Katherena Vermette (2015)
- The Diamond Willow Walking Stick* by Leah Marie Dorion (2013)
- Kookum's Red Shoes* by Peter Eyvindson (2015)
- My Heart Fills with Happiness* by Monique Gray Smith and Julie Flett (2016)
- Not My Girl* by Christy Jordan-Fenton, Margaret-Olemaun Pokiak-Fenton and Gabrielle Grimard (2014)
- Phyllis's Orange Shirt* by Phyllis Webstad (2019)
- Shi-shi-etko* by Nicola Campbell (2005)
- Shin-chi's Canoe* by Nicola Campbell (2008)
- When We Were Alone* by David A. Robertson (2016)
- When I Was Eight* by Christy Jordan-Fenton and Margaret Pokiak-Fenton (2013)

Ages 9–12

- A Stranger at Home: A True Story* by Christy Jordan-Fenton and Margaret Pokiak-Fenton (2011)
- Dear Canada: These Are My Words* by Ruby Slipperjack (2016)
- Fatty Legs: A True Story* by Christy Jordan-Fenton and Margaret Pokiak-Fenton (2017)
- I Am Not a Number* by Dr. Jenny Kay Dupuis and Kathy Kacer (2016)
- My Name is Seepeetza* by Shirley Sterling (2011)
- No Time to Say Goodbye: Children's Stories of Kuper Island Residential School* by Sylvia Olsen (2002)
- The Orange Shirt Story* by Phyllis Webstad (2018)
- Secret Path* by Gord Downie and Jeff Lemire (2016)
- We Feel Good Out Here – Zhik gwaa'an, nakhwatthajjitat gwiinzii (The Land Is Our Storybook)* by Julie-Ann André and Mindy Willett (2008)

Ages 14+

- Broken Circle: The Dark Legacy of Indian Residential Schools: A Memoir* by Theodore Fontaine (2010)
- Calling Down the Sky* by Rosanna Deerchild (2015)
- Five Little Indians* by Michelle Good (2020)
- Genocidal Love: A Life After Residential School* by Bevann Fox (2020)
- Indian Horse* by Richard Wagamese (2018)
- Kiss of the Fur Queen* by Thomson Highway (1998)
- Nishga* by Jordan Abel (2021)
- They Called Me Number One* by Bev Sellars (2012)

Teachers

- A Knock on the Door: The Essential History of Residential Schools from the Truth and Reconciliation Commission of Canada* by Phil Fontaine et al. (2015)
- A National Crime: The Canadian Government and the Residential School System, 1879 to 1986* by John S. Milloy and Mary Jane Logan McCallum (2017)
- Canada's Residential Schools: The Final Report of the Truth and Reconciliation Commission of Canada* by Truth and Reconciliation Commission of Canada (2015)
- Indigenous Writes: A Guide to First Nations, Métis, and Inuit Issues in Canada* by Chelsea Vowel (2016)
- Picking Up the Pieces: Residential School Memories and the Making of the Witness Blanket* by Carey Newman and Kirstie Hudson (2019)
- Residential Schools and Reconciliation: Canada Confronts Its History* by J.R. Miller (2017)
- Shingwauk's Vision: A History of Native Residential Schools* by J.R. Miller (1996)
- The Sleeping Giant Awakens: Genocide, Indian Residential Schools, and the Challenge of Conciliation* by David B. MacDonald (2019)
- Unsettling the Settler Within: Indian Residential Schools, Truth Telling, and Reconciliation in Canada* by Paulette Regan and Taiaiake Alfred (2011)

Glossary

Definitions taken from the Ontario Curriculum – Social Studies/History and Geography, 2018 and/or the First Nations, Métis and Inuit Curriculum, 2019

Community: A group of people who have shared histories, culture, beliefs and values.

Culture: The customary beliefs, values, social forms and material traits of an ethnic, religious or social group. Examples of culture include language, beliefs, traditions, celebrations, food and drink, the arts, music, sports/recreation.

First Nations: The term used to refer to the original inhabitants of what is now known as Canada, except the Inuit and Métis. A term that came into common usage in the 1970s to replace the word “Indian”, which many found offensive. The term “First Nation” has been adopted to replace the word “band” in the name of communities.

Genocide: The planned, systematic destruction of a national, racial, political, religious or ethnic group.

Indigenous: A term referring to the original peoples of a particular land or region. First Nations (status and non-status), Inuit and Métis are recognized as the Indigenous peoples of Canada.

Indian Act: Federal legislation that regulates “Indians” and reserves and sets our current federal government powers and responsibilities regarding First Nations and their reserved lands. The first Indian Act was passed in 1876. Since then, the act has undergone numerous amendments, revisions and re-enactments.

Indians: Under the Indian Act, “a person who pursuant to this Act is registered as an Indian or is entitled to be registered as an Indian.” Outside this specific legal purpose, the term is often seen as outdated and offensive, and the term “First Nations” or “Indigenous” is preferred.

Intergenerational Trauma: The transmission of the negative consequences of a historical event across generations.

Inuit (singular, Inuk): Indigenous people in northern Canada, living mainly in Nunavut, the Northwest Territories, northern Quebec and northern Labrador. The word means “the people” in the Inuit language of Inuktitut. Inuit are not covered by the Indian Act. The federal government has entered in several major land claim settlements with Inuit peoples.

Métis: People of mixed First Nations and European ancestry. The Métis history and culture draws on diverse ancestral origins, such as Scottish, Irish, French, Ojibwe and Cree. For additional information on the Métis Community, check out this article. <https://www.cbc.ca/news/indigenous/metis-identity-history-rights-explainer-1.5098585>

Reconciliation: The act of restoring peaceful relations. In Canada, the term is used to refer to the process of restoring and renewing relationships between First Nations, Métis and Inuit and the rest of Canada.

Residential School System/Residential Schools: A network of government-funded, church-run schools for First Nations, Métis and Inuit children, the goal of which was to eradicate Indigenous languages, traditions, knowledge and culture and to assimilate Indigenous peoples into mainstream settler society.

Truth and Reconciliation Commission of Canada (TRC): A federally-commissioned investigative body whose mandate was to learn the truth about the experience of Residential School Survivors and, in so doing, to create a historical record of and promote awareness and public education about the history and impact of the residential school system.

Two-Spirit: An Indigenous person who possesses both a masculine and feminine spirit. The term can also be used to identify gender, sexual, and spiritual identities outside of traditional Western definitions and binaries.

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