



Activity 1: Short Story

Students will participate in a dynamic reflection about their feelings to a series of statements related to the themes of the book and engage in a discussion with others that felt similarly and differently.

Format:

- Individual

Materials:

- Letter size paper or journal
- Pencil

Instructions:

1. Guide students to reflect on their childhood:
 - Where do you live?
 - Who is important in your life?
 - What are some things you really like doing? With whom?
 - Tell us about your community.
2. Guide students to write a story about growing based on their own experiences (they are the main character).
 - Their story should feel real by including many senses:
 - What does it look like?
 - What does it feel like?
 - What does it smell like?
 - What does it sound like?
3. Ask if anyone wants to share their story with the class.

Activity 2: Generational Trauma

Students will expand on earlier lessons about “those schools” (residential schools) by being introduced to the concept of generational trauma through an animated video. They will then have a discussion about what they’ve learned and go through an activity to help process their feelings.

Format:

- Teacher-Facilitated Group Discussion
- Individual

Materials:

- Computer
- Projector
- Letter size paper or journal
- Colouring pencils, markers, crayons
- Pencil

Instructions:

1. Watch the following video that builds on lessons about residential schools from previous books in the module and introduces the concept of generational trauma (2:19):
https://www.youtube.com/watch?v=IWeH_SDhEYU
2. Give students a few minutes to talk to a partner about how they would explain generational trauma in their own words.
3. Lead a discussion with the class:
 - How did residential schools lead to generational trauma?
 - What can generational trauma look, sound and feel like?
 - Were there any moments in the book that sounded like generational trauma to you? Ex:
 - Peter’s mom being mean to the kids
 - Laurie and her brother missing school because of her family’s drinking and abuse
 - Mia’s aunt telling her cousin he shouldn’t marry an Indian girl
4. Remind students that part of generational trauma is the fact that feelings haven’t been processed and released to allow someone to heal. Acknowledge that this discussion may have brought up many feelings. Give students an opportunity to process their feelings in their own way (examples):
 - Draw a picture about something that makes them feel good
 - Write a letter to someone they are grateful for
 - Talk to a friend
5. Come back together to check in and close the activity

Activity 3: All-Native Tournament

Students will watch a video that explains the impact and importance of the All-Native Basketball Tournament referenced in the book and learn about the event’s connection to the potlatch ban that was part of the federal assimilation project.

Format:

- Teacher-Facilitated Group Discussion

Materials:

- Computer
- projector

Instructions:

1. Watch this video on the All-Native basketball tournament (2:29):
<https://globalnews.ca/video/9484775/all-native-basketball-tournament-now-underway>
2. If you feel comfortable, share with students about the [federal ban on potlatches](#)
 - Ceremonial potlatches differ between nations, but their functions are similar, they are vital to the legal and governance structures of their nations, generally support the redistribution of wealth and reinforce solidarity by bringing community together in ceremony to dance, feast, and sing). Many nations found creative ways to circumvent the potlatch ban despite the risks because of how important it was to their culture and societal structures.
 - They were banned by the federal government from 1885 to 1951 (nearly 65 years!) as part of the policy of assimilation. This means that the government wanted Indigenous cultures to no longer exist and for Indigenous people to be more Christian and European. (Connection to the rationale behind residential schools)
 - The All-Native Basketball Tournament was started in 1960 just after the potlatch ban was lifted, in part as a celebration of being able to gather between nations once again.
3. Lead a discussion with the class:
 - What stood out to you in the video? Did you find anything surprising?
 - Why is the All-Native tournament so special to so many nations?
 - Can you think of any annual events in your community or culture that are really important?

Activity 4: Joyful Futures

Students will watch and discuss a video featuring 3 Indigenous youth focused on a joyful future in an effort to celebrate the resilience and powerful contributions of Indigenous peoples to their communities and broader society.

Format:

- Teacher-Facilitated and Small Group Discussion

Materials:

- Computer
- Projector

Instructions:

1. Watch this video featuring 3 Indigenous youth focused on a joyful future (14:17):
<https://www.cbc.ca/kidsnews/post/watch-reclaiming-joy-how-these-indigenous-teens-are-smashing-stereotypes>
2. Divide the class into small groups to discuss what they learned watching the video and whether they connected to any part of the 3 youths' experiences.
 - How are you focusing on a joyful future?
3. Have each group share back about their discussion – make connections between the group's learnings and experiences.
4. Optional:

- Have each student write a journal about how they are creating a joyful future for themselves.
- Have students (individually or in small groups) research an Indigenous role model (youth or adult) and share back with the class. Here are some examples:
 - <https://www.cbc.ca/kidsnews/post/how-5-indigenous-teens-are-pursuing-their-dreams/>
 - <https://www.cbc.ca/news/canada/north/shina-novalinga-tiktok-star-encourages-igaluit-youth-to-prioritize-personal-health-1.6785309>
 - <https://cleanchoiceenergy.com/news/indigenous-climate-voices>