

Lesson: Making Connections & Creating Change as an Impactful Ally (Indigenous Children in Care)

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<p>Lesson Description: Students will explore the treatment of Indigenous children through history and making connections to contemporary issues. Students will make connections between Residential schools, the 60's Scoop and the overrepresentation of Indigenous children in care. As a class we will investigate contemporary issues and actions that need to be taken in order to meet the Calls to Action and UNDRIP. Students will engage in a group inquiry and share an action that will create awareness and educate others as an impactful ally and active citizen.</p>		<p>Learning Goals:</p> <ul style="list-style-type: none"> → I can make connections between historic and contemporary issues using the format of a sketchnote or mind map. → I can collaborate with others to engage in an inquiry and create an action as an impactful ally to create awareness and educate others.
<p>Other Possible Course Connections</p>		<p>Triangulation A&E</p>
<p>NAC2 CHC CHV NBE NDW</p>	<p>HSP HSB HSE</p>	<p>Observation Conversation Product</p>

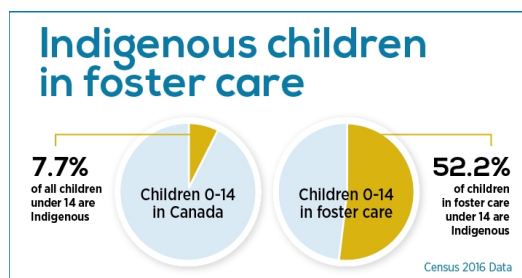
Note: This lesson can be connected to the expectations in multiple courses.

Lesson Plan:		
<p>Minds on....</p>	<ol style="list-style-type: none"> 1. Students will participate in a quick write or draw. They will be given two minutes to jot or sketch all of the issues that they can think of that are impacting Indigenous communities. You may have to prompt them by asking them what they have heard on the news or seen in their social media feeds. You may choose to have students share their list with a partner or as a class. 2. Watch a short video "Rich Country, Poor Nations" from Globe and Mail which explores and compares statistics. Ask students to think about why there is a gap. Students may add to their quick write/draw first to give them time to think of a reason. Note that the data used for 	<p>Use the Social Justice and Action Slideshow</p> <p>Note: Throughout this lesson, we want students to be making connections between contemporary issues. How is it all connected?</p>

	<p>this video used Census data, not all Indigenous people participate in the census process therefore, stats may not be accurate when in actuality they are much worse.</p> <p>3. Watch Cindy Blackstock's video on systemic racism. As students watch the video, have them write down keywords. They will compare their words with a partner and co-create a definition for systemic racism. Have students share their definitions with the class.</p>	
<p>Action</p>	<ol style="list-style-type: none"> 1. Post Images/Graphic Text task around the room. Students will walk around the room with a partner and annotate the images/graphic text by either posing a question, making an inference, prediction, or connection. Students can also respond to the previous postings. Note: these images and infographics are suggestions. 2. Discuss each image/graphic text as a class before moving on. Try to make connections between the graphics and the contemporary issues that students were able to brainstorm. 3. Students will write down S.I.T. - one surprising, one interesting, and one troubling thing they have learned. Students should complete this individually. This is an opportunity to see what students are thinking and adjust your planning or offer feedback. 4. Provide students with tools and large paper to create a sketchnote or mind map. Students will add details about the contemporary and historical issues explored. More importantly they will make connections between the topics and issues they have added to their sketchnote and mindmap. 5. Watch a series of videos exploring residential schools, 60s Scoop, the 	<p>Gallery Walk Images</p> <p>1 - Intergenerational Trauma and Residential Schools - Historica</p>

overrepresentation of Indigenous children in care, and birth alerts. As students watch the videos, have them add to their sketchnotes or mind maps. Discuss: What is the video's message? Evidence? What connections can we make between the information shared in the videos?

6. Read over the statistics from Manitoba. Do these challenge or corroborate the video's message? Highlight the prevention and apprehension quote. Discuss with students what it would mean for Indigenous Children if these statistics were reversed. If a greater focus was put on prevention rather than apprehension how would that change communities? Note - the real problem is jurisdiction. In 1965 jurisdiction was handed over to the province. The chronic underfunding on reserves forced the jurisdiction of the province.
7. Optional - Have students explore the connection between the image and the article & video "[Child foster care is "the new Residential School system."](#) Nunavut MP says" by Theresa White, Canadian Post (June 2, 2021). Students can add to their mind maps or sketchnote to discuss the connection.
8. Post the statistics of children in care and ask students why this is the case. Why are Indigenous children so overrepresented in foster care in Canada?



Explore continuity and change - what has stayed the same? What has changed? What are some connections you have made? Gives students a chance to

Canada
2-[The Sixties Scoop](#) - CBC News
3-[Why Indigenous children are overrepresented in Canada's foster care system](#) - Maclean's
4-APTN National News - [What is a birth alert and why does it matter?](#)
5-APTN National News [Ontario announces end to 'birth alerts' by October 2020.](#)

engage in a think-pair-share to refine their thinking and add to the mind maps or sketchnotes. Students can also use two different colours to highlight continuities and changes on their work.

9. Ask students what they know about being an ally? Brainstorm what that means. Watch the video ["How to be an ally to Indigenous Peoples in Canada"](#) CBC Kids News. As students watch the video, have them add to the list of what it means to be an ally. Have students read over the list of do's and don'ts with a partner or in small groups. Ask them to highlight and annotate any words or ideas they would like to further discuss for clarification. Discuss as a class - How can you be an ally in creating change as an active citizen? Optional: co-create criteria for Impactful Ally. Students will be able to use this criteria to judge their action and impact on the group inquiry task at the end of the lesson.
10. Give students a copy of slide 23 so that they can take jot notes on each of the resources explored to prepare for a group discussion.
11. Ask students what they know about the Truth and Reconciliation Commission and the 94 Calls to Action. Focus on the Calls to Action pertaining to Child Welfare by [listening to Justice Murray Sinclair](#). Give students a chance to jot down their thoughts on the question: To what extent is this call to action being met?
12. As a class read over the section of the International Human Rights Framework for Indigenous Children and Youth.
13. Listen to the [short video from Cindy Blackstock](#). What is her message? Have students jot down their thinking for the question: Based on Cindy Blackstock's message what actions need to be taken

	<p>by the government?</p> <p>14. Listen to Isaac Murdoch's suggestions for change and have students jot down their thinking. (Who has jurisdiction? What needs to change?)</p> <p>15. Explore four quotes from two articles on the systemic issues with apprehension. explore who has jurisdiction over child welfare - right now it is the province. What do you think they meant by "they have commodified our children"? What are the consequences of this? Also discuss what each quote is saying about how the system needs to change. It is not more money that is needed to make this system work, we need a new system that invests in people and communities. Students will jot down their thinking.</p> <p>16. Have a class discussion on the 5 questions posed. What questions do students still have?</p>	<p>1-"First nations leader calls Manitoba a 'child apprehension machine'" CBC News, Jan. 26, 2016</p> <p>2-"'Liberals' Indigenous child welfare bill just about 'politics,' says prof who saw draft'" CBC News, Feb. 13, 2019</p>
<p>Consolidation</p>	<p>17. Students will engage in a group inquiry. They will start by exploring the five sources. As a group they can view and read them together or divide the resources in a jigsaw (where they explore different sources and then share their thinking). Once they have explored all sources each group will engage in a discussion:</p> <ol style="list-style-type: none"> What is happening now? What connections can you make? What does this reveal? What questions do you have? <p>Once the group has completed the discussion, they will collectively create an action that can be taken to be an impactful ally in educating and creating awareness. Each group will complete the slide and present to the class.</p>	<p>Inquiry Resources:</p> <p>1-Video: The Agenda with Steve Paiken, Child Welfare Unfair for First Nations</p> <p>2-Podcast: Warrior Life: Cindy Blackstock on CHRT Compensation Order</p> <p>3-Article: Stealing Indigenous Human Rights in 2021 by Cindy Blackstock</p> <p>4-Video: CityTv, U.N. report slams Canada's treatment of Indigenous children</p> <p>5-Video: Aura Freedom, Targeted Before Birth: Birth Alerts in Canada</p> <p>Student Templates for Group Investigation</p>
<p>Resources and Further Reading to support the lesson:</p>		
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Optional Videos on Curio from The National [Ottawa unveils 'historic' Indigenous child welfare overhaul](#) And [Mansbridge One on One](#) - Cindy Blackstock

Optional: Have students participate in the [Moccasin Project](#) - make baby moccasins with your students to promote active citizenship and participate in an act of reconciliation. Connect with your school board Indigenous Education Lead.

[Calls to Action](#)