

ReconciliACTION



St. Jean de Brébeuf C.H.S. 2021/2022 and Beyond

St. Jean de Brébeuf was called *Echon*, a Huron word meaning “healing tree”, a reference to his stature. Another translation is “one who carries a heavy burden”. Canadians have inherited the heavy burden in the legacy of residential school and we have a very timely opportunity to actively engage in reconciliation through meaningful action in order to bring about healing.

Our plan is inspired by the legend of [The Flight of the Hummingbird](#). The idea of taking responsibility for Truth and Reconciliation may feel overwhelming, but we will do what we can.

There are four components to the plan:

1. Physical Space and School Culture
2. Connecting with the Land
3. Awareness Raising and Community Building
4. Curriculum and Classroom Connections

SCHOOL

PLAN

Physical Space and School Culture

- YCDSB Four Directions Canoe Project - Ms. Gidaro's gr. 12 class
- New Equity Council
- New artwork for Brebeuf Square, connecting the Seven Grandfather Teachings with our Catholic Graduate Expectations
- Orange Ribbons Remind Us... - honouring the voices and stories of Residential school survivors; orange ribbons tied to trees on property - students in the FLS and SCP programs
- Altar of Remembrance - featuring limited edition print created by Knowledge Keeper Todd Jamieson (proceeds from the purchase of the print donated to The Orange Shirt Society); book of remembrance and reflection for all staff and students

Connecting with the Land

- School land acknowledgement in collaboration with community partners
 - Treaty 13
- Revitalization of the Peace Garden
- Cultivating sacred medicines and incorporating teachings across various curricular areas
 - cultivating, growing, drying Tobacco seeds
 - integrating traditional teachings across multiple curricular areas
 - community service opportunities for students to create pouches to honour our elders and knowledge keepers

- Ms. Gudelj's FIRST EVER all-female manufacturing class to design and build raised planter boxes

Awareness Raising and Community Building

- Orange Shirt Design contest
- Every Child Matters Month - September
 - Weekly resources and reflections about the past and present legacy of residential schools, with emphasis on social justice for future generations
- Ongoing fundraising for The Orange Shirt Society
- Continued relationship building with community partners
 - Retreats
 - Subject-specific guest speaking opportunities
 - Todd Jamieson, Knowledge Keeper
 - John Samosi, Pipe Carrier and Drummer
 - Mim Harder, Grandmother
- Participate in the YCDSB Orange Shirt Day livestream event with all Secondary schools on September 30th
- May 5, 2022: Red Shirt Day in Honour of Missing and Murdered Indigenous Women, Girls and Two-Spirit Persons; weekly awareness-raising on the Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls and the 231 calls to action therein

Curriculum and Classroom Connections

- NBE3U1 and NBE3C1 courses replace all ENG3U1 and ENG3C1 courses
- Equity Resources Hub for staff
- Weekly resources for all teachers and students to review and reflect upon during the month of September; includes personal challenges and community service opportunities



***to be incorporated into department and school improvement planning; not all aspects need to be addressed

Plan Components	Physical Space and School Culture	Connecting with the Land	Awareness Raising and Community Connections	Curriculum and Classroom Connections
Departments				
The Arts	Painting the Canoe group project Based on the teachings of	PHOTOGRAPHY: Photography students will research, locate	VISUAL ART: - Still life drawing of baby shoes after watching the video on	Visual arts Connect our artworks to medicine

	<p>the medicine wheel in consultation and lessons with artist Todd Jamieson</p>	<p>and photograph locations in Vaughan that were once First Nations Settlements.</p>	<p>the hummingbird teaching and stories of Indigenous people of land.</p> <p>MUSIC:</p> <ul style="list-style-type: none"> - Drumming and singing circle for music students with Jacob Charles (or Board colleague). - Introduction to current Indigenous music artists. (Tanya Tagaq, A Tribe Called Red, Inuit throat singing/Caroline Leaf, etc.) <p>PHOTOGRAPHY:</p> <p>ongoing maintenance of www.retrospectivevaughan.ca and expanding the site to include an Instagram account that will include student photographs of former First Nations settlements in Vaughan</p> <p>DRAMA: Docudramas that focus on Indigenous writers to be read and discussed in class.</p>	<p>wheel teachings</p> <p>Contemporary canadian Indigenous artists</p> <p>Carolyn Leaf animator of indigenous stories NFB</p>
<p>Phys. Ed & Health</p>	<p>Create a tile mosaic in the four way hall (athletic wing) with medicine wheel colour and bear logo</p>	<p>include nature hikes in all PE classes with focus on historical significance.</p> <p>Identify Native plants and discuss sustainable conservation of green space in our community.</p>	<p>include indigenous games as part of our intramural program</p>	<p>Introduce Indigenous sport unit</p> <p>Potential grade 11 course indigenous sport and culture focused. Was an idea proposed at</p>

				Subject Council a few years ago. HPE resources from OISE
Special Education	Designate an area of the school for a meeting place for reconciliation; The physical place would symbolize our commitment to recognizing the injustice of the past by providing a real place of reconciliation today.	Ceremonial planting of flowers connection to social justice awareness (integration of land acknowledgement and connect to a prayer of reconciliation)	Promoting and becoming familiar with the community resources that are specific to the needs of indigenous students (eg. nativechild.org)	FLS Program - art projects (dream catchers), literacy (cards) , hosting monthly moments of reconciliation in class/peer-to-peer Purchase and use inspiring children's books from Indigenous writers to connect in FLS, ASD, GLE class.
Technological Studies	Each class creates a poster to represent a tradition/symbol of Indigenous community. Classrooms can use Canva to create posters. (Location: the 5 concrete pillars where the Martyrs banners are) ie. 100 teachers - 11"x17" (like a Totem Pole)	Connecting with representatives with each group, create content with elders/chiefs	Pick a class that you want to create with	-yearbook page spread -pages that explore different groups. -Comtech -Visuals -Design -Native Design Research -symbol association in design elements.
Guidance	1) Zen Room - paint the Hummingbird with an inspirational Indigenous quote 2) Wall to right of Luana's office - Every BODY has a story, Get to Know these stories, Get to Know YOURSELFIE (blank slate where students can take		-research any local organizations that are Indigenous based that offer community service opportunities to our students (reach out to Todd Jamieson for contacts)	A1-5 - Overcoming Life's Obstacles Activity; comparing/contrasting obstacles; link to YouTube video (Recounting the Horrors of St. Anne's Residential School)

	SELFIES); we need to know ourselves first before we can know / understand others			
Library Commons	<ul style="list-style-type: none"> -Respectfully & positively showcasing indigenous authors and their works -Ensure resources that are over 10 yrs are removed - as they may provide a view that is unsupportive or even detrimental to the reconciliation process -Resources are easily accessible for students, As well as providing, helpful starting resources to build an understanding of Truth & Reconciliation -Permanent, prominent display in front portion of the LLC 		<ul style="list-style-type: none"> -Continue to work with & support Good Minds Library & Book Store - a First Nations family owned business, passionate about Indigenous education. Utilizing their lists for further resource development, as well as supporting SILT (Supporting Indigenous Libraries Today) - supports Indigenous Communities that don't have a public library or those that do expand. -Addition to our LLC library website -Begin the journey by READ, LISTEN, WATCH & MAKE 	<ul style="list-style-type: none"> -The LLC will continue to acquire and highlight authentic resources (ebooks, videos/audios, etc) that show indigenous communities in a positive & respectful light. -coordinate with English dept (as well as others) to ensure we have the available resources to support curriculum expectations.
Moderns	<ul style="list-style-type: none"> Classroom prayer tables to include sacred items ie - sacred pouch -Indigenous representations of Jesus 	<ul style="list-style-type: none"> -Collaborative class discussion In the form of a circle -French mass/rosary celebrated in the outdoor garden 	<ul style="list-style-type: none"> Co-construct classroom commitment, in French, guided by Indigenous values and beliefs (ie respect for cultural integrity, responsibility through participation, etc) 	<ul style="list-style-type: none"> Le Petit Prince gr 12 - theme of caring for the environment, CST's, planting a legacy garden Gr 9 - Previous CPT on Saints to now include Canadian Martyrs and their relationship with Indigenous Peoples of

				Canada -using storytelling as a technique when learning about <i>La Francophonie</i>
Chaplaincy	Indigenous artwork in the chapel e.g. Indigenous Jesus, saints	Prayer services/masses Huron carol at Advent mass in the outdoor garden Smudging ceremony	Chaplaincy instagram to raise awareness Invite Indigenous guest speakers to present to parents/students/ teachers	Highlight Brebeuf's story (the whole story) and other indigenous saints
CWS	Closing Circles - consolidate lesson Maps of Indigenous lands	Smudging ceremony Learning more about Indigenous lands https://native-land .ca/	Each class creates a poster to represent a tradition/symbol of Indigenous community. Classrooms can use Canva to create posters. Guest speakers Blanket activity	HPC301- Child rearing practices HHS-Wedding practices and family culture of First Nations, Inuit, and Métis HFA4C- Indigenous foods and diet CGC1D1- Forest Fires and Indigenous Communities ; Population & Demographics CGG30-Indige nous communities around the world & travel excursions
English	-Developing media assignments (book cover redesigns, movie posters for novels being studied in NBE course, character sociograms, etc.)		-Virtual guest speaking opportunities to support student learning in different units of study (i.e. providing historical context at the beginning of Indian Horse unit, or insight from actual residential	Continuing to develop and support the NBE courses in Gr. 11 Incorporate short stories and/or picture books in

	to be displayed in the English classrooms - Literature circles (where students can share their learning through different roles)		school survivors) -keeping up with current events in the news/media regarding Indigenous communities and people and having students making connections to course themes and works under discussion	English courses by indigenous author
Business	Posters/quotes/artwork around the classrooms and prayer table	Plant orange flowers in the spring in planters in front of school and or outdoor classroom	Start class with recorded video/message/songs of indigenou community	Use case studies, current events, highlight indigenous business owners, entrepreneurs etc. Ethical issues related to their communities
Mathematics	Indigenous artworks and items in mathematics classrooms and add to prayer tables found in each class	-understanding the hunting and fishing for the indigenous community -respecting the land and animals. -spiritual connection with land and animals	As part of raising awareness of the importance of mathematical proficiency for all children, particularly those that are members of marginalized communities, ensuring that students have role models in their mathematical journey, such as Dr. Eric Doolittle, who is Mohawk from Six Nations in southern Ontario and completed his PhD in pure mathematics. They need to see themselves represented in their math for some kids to see it as valid and meaningful.	Making sure that the curriculum reflects concepts and examples that are meaningful to all students (be aware of language posed and make sure it's inclusive) and research activities and exemplars that help consider the perspective of the Indigenous child in the classroom. -use maps of special indigeous lands for calculation ie lengths, area
Religion	Indigenous artwork in classrooms and on prayer tables (ie. Today We Cry) Include	Outdoor Chapel indigenous theme Creation of a Medicine Wheel, dream catcher, etc... on schools	-Smudging by Indigenous knowledge keepers (ie. Todd Jamieson) in outdoor Peace Garden Start the Religion	Update lessons and projects to cover indigenous Look at

	indigenous artwork in the religion wing of the school	grounds	<p>Department Instagram and showcase what we are doing in our school eg. (Todd Jamieson) coming in to present</p> <p>Departmental social media posts ie., weekly Indigenous spirituality facts</p>	department material with an equity lens to make sure it is appropriate .
Science	<p>Include Indigenous art around the class and other items on the prayer table.</p> <p>Having the canoe showcased in Brebeuf square or other materials in each science class.</p>	<p>By connecting our current understanding of the land with the knowledge and interpretations of Indigenous peoples. Continuing to connect Indigenous discoveries and ways of knowing with the curriculum topics covered throughout our courses (in particular land connections). Reading the land acknowledgement at assemblies or other gatherings and having a reflection on it.</p>	<p>Starting classes by incorporating Indigenous quotes or facts which will allow a class discussion.</p> <p>Showing our classes some art work done by Indigenous people and allow them to explain what they see and feel.</p>	Use the peace garden to teach science lessons that are related to indigenous material/projects.
Coop	Prayer table incorporating indigenous art and prayers.	Consider community service opportunities for students with our community partners for ways in which students can honor our elders and knowledge keepers.	Continue to build relationships with community partners and use resources to share with students weekly such as: Local Indigenous businesses, Indigenous Art, Quotes, Current Events,	During preplacement and integration days with students we discuss the Human Rights Code and the connection to equity and Indigenous communities.

S T U D E N T

I N P U T

As part of their reflection during Week 3 of Every Child Matters Month, students were asked to contribute ideas under the same component areas. Click [here](#) to see their offerings.