Natural Curiosity Presents:

52 Weeks of Reconcili*Action*: Your Guide to Creating Change

Introduction to 52 Weeks of Reconcili*Action*

Are you ready to make a meaningful difference in your community and beyond? Join Natural Curiosity for 52 Weeks of Reconcili*Action*—a year-long journey inspired by David A. Robertson's influential work, *52 Ways to Reconcile*. Each week, you'll receive practical steps, curated resources, and inspiration designed to support your understanding of Indigenous cultures and to actively contribute to reconciliation efforts.

Who Is This Series For?

Whether you are an educator looking to incorporate reconciliation into your classroom, a student eager to learn and act, or a community member committed to positive change, this series is tailored for you. The activities and resources are accessible and adaptable, providing everyone with an opportunity to engage meaningfully.

What Can You Expect?

Throughout the year, you will connect with your community, deepen your learning about Indigenous histories and perspectives, and take concrete actions towards reconciliation. This series offers a supportive pathway for growth, reflection, and meaningful contribution. We invite you to join us on this transformative journey of learning and building relationships. Don't own the book but still want to join? We've put together a list of all 52 Actions, which you can view here: 52 Ways to Reconcile List.

For more inspiration and to connect with others participating in this initiative, view the related post on Facebook or Instagram: Facebook Link or Instagram Link

Take Your Reconcili*Action* Further!

Our partner, the Outdoor Learning School and Store, is offering a **10% discount** on '52 Ways to Reconcile' until December 31, 2026! **Use code 52ways10% at checkout**:
https://outdoorlearning.com/product/52-ways-to-reconcile/

Don't miss David A. Robertson, author of '52 Ways to Reconcile', as part of Natural Curiosity's '4 Seasons of Indigenous Learning' on May 14! Register here:
https://outdoorlearning.com/event/4-seasons-presentations-2025-2026/

Week 1: January 1–7, 2026

Host an Indigenous Movie Night

To begin your journey in **52 Weeks of Reconcili*Action***, bring together your students, family, or friends for an Indigenous Movie Night. Film is a dynamic and engaging medium that can foster empathy and deepen understanding of Indigenous stories and perspectives. This week's activity encourages you to collectively experience and discuss an Indigenous film suitable for all ages, especially K–8 audiences.

Week #1 Resources & Links

List of K–8 Appropriate Indigenous Film Resources

- **National Film Board -** Indigenous Cinema in the Classroom (Ages 9-11)
- 10 Family-Friendly Indigenous Films & TV Shows to Educate Your Kids
- Indigenous-made Films - REEL CANADA

List of Indigenous Film Resources

- National Film Board of Canada – Indigenous Cinema
- 15 Indigenous Movies You Need to See
- Indigenous – CBC Gem

Discussion Guides for Indigenous Films

- Films & Documentaries - Teaching Indigenous Education
- Indigenous Voices – Film Study Guide by The Cinematheque

Week 2: January 8–14, 2026

Start an Indigenous Book Club

Engage with Indigenous Literature, With or Without a Book Club

This week, deepen your engagement with Indigenous voices by exploring works by Indigenous authors. While book clubs provide a structured and supportive environment for discussing literature, there are many ways to connect with Indigenous stories even if you can't join a formal group. Whether you participate in a book club or explore these resources independently, this week offers an opportunity to expand your understanding of Indigenous cultures, histories, and contemporary issues.

For more inspiration and to connect with others participating in this initiative, view the related post on our social media pages: Facebook Link or Instagram Link

Week #2 Resources & Links

Indigenous Book Resources:

- 29 must-read books for children and teens by Indigenous Writers, Curated by Phylis Webstad
- Kids Books by Indigenous Authors and Illustrators
- 30 must-read books to learn about the Indigenous experience in North America
- Must-Read Books by Indigenous Authors | Penguin Random House Canada
- Anishinaabeg - Indigenous & First Nations Kids Books
- Authentic First Nations Books - Discover Best Indigenous Books
- Native American & Indigenous Authors You Should Be Reading Right Now - Bookclubs
- Wisdom from Indigenous authors to guide you into the new year

Tips for Starting a Book Club:

- Getting Started: How to Start a Book Club | Penguin Random House
- Indigenous Book Club & Discover Indigenous Authors
- Disrupting Literature: Facilitating Indigenous Book Clubs

Week 3: January 15–21, 2026

Engage with Indigenous Social Media

This week, expand your online world by actively engaging with Indigenous voices on social media. Following Indigenous creators, activists, and organizations is a powerful way to learn about Indigenous perspectives, experiences, and cultures directly from Indigenous people. This week encourages you to diversify your social media feed and amplify Indigenous voices.

For more inspiration and to connect with others participating in this initiative, view the related post on Facebook and Instagram: Facebook Link or Instagram Link

Week #3 Resources & Links

While we've curated a selection of Indigenous voices to follow on social media, this list is by no means exhaustive. We encourage you to use it as a starting point and to continue seeking out

and amplifying the diverse perspectives of Indigenous creators, activists, and organizations in Canada and beyond.

Arts & Culture:

- **Patrick Hunter** (@patrickhunter_art): (Instagram, Facebook) A Two-Spirit Ojibwe artist from Red Lake, Ontario, known for his vibrant paintings and designs that blend traditional and contemporary styles.

- **Quannah Chasinghorse** (@quannah.rose): (Instagram) A Han Gwich'in and Sicangu Lakota model and land protector. She uses her platform to advocate for Indigenous rights and environmental protection.

- **James Jones** (@notoriouscree): (Instagram) Nehiyaw (Cree) from Tall Cree First Nation in Treaty 8 Territory in Northern Alberta. He is a performance artist, cultural educator, advocate.

- **Shina Nova** (@shinanova) (Instagram) is an Inuk content creator who makes videos about her life in the North, Inuk culture, and her language of Inuktut.

- **Michelle Chubb** (@indigenous_baddie) (Instagram) A Swampy Cree born in Winnipeg. Her social media content focuses on Indigenous rights and education.

- **Tia Wood** (@tiamiscihk) – (TikTok) A Cree and Salish content creator/influencer from B.C. She's also a wonderful singer. She uses her platform to shine a light on Indigenous culture and to educate people on Indigenous history.

Education & Activism:

- **Niigaan Sinclair** (@Niigaanwewidam): (Instagram) An Anishinaabe writer, editor, and professor at the University of Manitoba. He shares insights on Indigenous history, politics, and culture.

- **Chelsea Vowel** (@apihtawikosisan): (Instagram, Blog - apihtawikosisan.com) A Métis writer, educator, and podcaster known for her insightful commentary on Indigenous issues, language revitalization, and decolonization.

- **Pamela Palmater** (@Pam_Palmater): (Instagram) A Mi'kmaw lawyer, professor, and activist. She is a strong advocate for Indigenous rights and social justice.

- **Autumn Pelletier** (@autumn.pelletier): (Instagram) is an Anishinaabe Indigenous rights advocate from the Wikwemkong First Nation on Manitoulin Island, Ontario, Canada.

- **Hayden King** (@Hayden_King): (X - Twitter) Gchi'mnissing Anishinaabe educator, editor, sometimes writer and artist. Executive director at Yellowhead Institute.

Organizations & Initiatives:

- **APTN** (@APTN_CA): (Twitter, Facebook, Instagram) The Aboriginal Peoples Television Network, a Canadian network that showcases Indigenous programming.
- **Anishinaabek Nation** (@anishinabeknation): (Twitter, Facebook, Instagram) The Anishinabek Nation, also known as the **Union of Ontario Indians**, is a First Nations political organization representing 39 member Anishinabek Nation First Nations in Canada in the province of Ontario, Canada.
- **Native Women's Association of Canada (NWAC)** (@nwac_canada): (Twitter, Facebook, Instagram) Focuses on rights and issues affecting Indigenous women.
- **Indigenous Climate Action (ICA)** (@indigenousclimateaction)**:** (Twitter, Facebook, Instagram) Indigenous-led climate justice organization.
- **Indspire** (@indspire.ca)**:** (Twitter, Facebook, Instagram) Supports Indigenous education and career success.
- **Assembly of First Nations (AFN)** (@assemblyoffirstnations): (Twitter, Facebook, Instagram) Represents First Nations in Canada.

Tips for Engaging Respectfully with Indigenous Social Media:

- Value of Engaging With Indigenous Communities via Social Media - Indigenous Corporate Training Inc.
- Best Practices for Indigenous Engagement - Canadian Commission for UNESCO
- Beyond Conservation: A Toolkit for Respectful Collaboration with Indigenous Peoples – IPCA Knowledge Basket

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Week 4: January 22–28, 2026

Learn the Difference between Cultural Appropriation and Cultural Appreciation

This week, deepen your understanding of the critical difference between cultural appropriation and cultural appreciation. Cultural appropriation involves taking elements from a culture that is not your own without understanding or respecting their original meaning, while cultural appreciation involves engaging with another culture with respect, understanding, and reciprocity. This week encourages you to reflect on your own actions and commit to respectful engagement with Indigenous cultures.

For more inspiration and to connect with others participating in this initiative, view the related post on our social media pages: Facebook Link or Instagram Link

Week #4 Resources & Links

Understanding Cultural Appropriation vs Appreciation:

Why Cultural Appropriation is Disrespectful - Indigenous Corporate Training Inc.
The do's, don'ts, maybes, and I-don't-knows of cultural appropriation. Published by âpihtawikosisân - Chelsea Vowel
Cultural Appropriation vs. Appreciation - Elementary Teachers Federation of Ontario
Think Before You Appropriate: A Guide for Creators and Designers – Simon Fraser University
Cultural Appreciation vs. Cultural Appropriation: Why it Matters - Greenheart International
Beyond Conservation: Working Respectfully with Indigenous People and Their Knowledge Systems – IPCA Knowledge Basket
What does it mean to appreciate vs. appropriate culture? - University of British Columbia
Cultural Appropriation vs. Appreciation - CBC Radio - CBC
Appreciation or appropriation? – Royal Alberta Museum
Cultural Appropriation vs Cultural Appreciation - Grades 7 and up - Natural Curiosity

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Week 5: January 29– February 4, 2026

Research Indigenous Place Names

This week, take the time to learn about the Indigenous place names in your area. Many places in Canada have both English/French names and Indigenous names, and researching these names can reveal important information about the history, culture, and language of the Indigenous people who have lived on this land for generations. This week encourages you to uncover the stories behind the names and deepen your understanding of the land you inhabit.

For more inspiration and to connect with others participating in this initiative, view the related post on our social media pages: Facebook Link or Instagram Link

Week #5 Resources & Links

Week #5 Resources & Links

Resources for Researching Indigenous Place Names in Canada:

- Native Land Digital: A great starting point to identify the Indigenous territories in your area.

- Canadian Indigenous Geographical Names Database: Search for official place names and explore their origins.
- **Cape Breton University** – L'nu & Indigenous Studies: Indigenous Place Names: *Indigenous Place Names* Includes translations and pronunciation audio files for many (but not all) places.
- **Carleton University -** A Digital Map to Revitalize Indigenous Placenames: The project uses digital technology, drones and other tools to create a map where areas are labeled with Kanyen'kehà:ka *placenames*, all in an effort to revitalize the language itself.
- **Local Indigenous Organizations and Cultural Centers:** Search online for Indigenous organizations and cultural centers in your area. They may have information about local place names and their meanings.
- **University and Public Libraries:** Search for books, articles, and maps related to Indigenous history and place names in your region.
- **New street signs put Toronto's Indigenous history front and centre**
- **3 places where you can discover Toronto's Indigenous history**
- **The Indigenous History of Tkaronto**

Additional Resources from the Government of Canada:

Best Practices for Indigenous Geographical Names:
The federal, provincial, and territorial naming authorities of the Geographical Names Board of Canada have developed Best Practices for Indigenous Place Naming intended to support naming authorities when naming or renaming geographical features. They provide a set of core principles to consider when addressing geographical names with origins in Indigenous languages or determining if such names exist for a particular geographical feature or place.

Access the Best Practices for Indigenous Place Naming.

An Indigenous Place Names Handbook: Sharing the Gwich'in Experience in Canada
On behalf of the Geographical Names Board of Canada, Natural Resources Canada supported the Gwich'in Tribal Council in publishing their documentation and best practices as a handbook with the goal of helping other Indigenous communities repatriate their own place names. The handbook includes an abstract, Elder acknowledgements and biographies.

Access the Indigenous Place Names Handbook and Abstract (also available in Gwich'in).

Week 6: February 5–11, 2026

Write a Land Acknowledgement

This week, take the time to write your own personal land acknowledgement. Land acknowledgements are formal statements that recognize and respect Indigenous Peoples as traditional stewards of the land and the enduring relationship that exists between Indigenous Peoples and their traditional territories. Writing your own land acknowledgement is a powerful way to reflect on your relationship to the land and to acknowledge the history and ongoing presence of Indigenous Peoples.

For more inspiration and to connect with others participating in this initiative, view the related post on our social media pages: Facebook Link or Instagram Link

Week #6 Resources & Links

Resources for Writing a Land Acknowledgement:

- **Territory Acknowledgement Guide** – Native Land Digital
- **Revisiting "Beyond Territorial Acknowledgments"*:** Published by âpihtawikosisân on November 21, 2024
- **A guide to Indigenous land acknowledgment** – Native Governance Centre
- **Guide to Acknowledging First Peoples & Traditional Territory** – Canadian Association of University Teachers
- **Land Acknowledgment Resources: Native American and Indigenous Peoples** – North Western University
- **Are you planning to do a Land Acknowledgement?** by Dr. Debbie Reese of Nambé Pueblo, American Indians in Children's Literature (AICL)
- **Starting from the Heart: Going Beyond a Land Acknowledgement** – Elementary Teachers' Federation of Ontario
- **Why Are Land Acknowledgements Important** – Kim Wheatley explains why it is important for all of us to be aware and show respect for the land we are situated on and the history of its inhabitants.
- **Thinking Critically About Land Acknowledgments** – Social media post by Natural Curiosity
- **Teaching Beyond the Land Acknowledgment** – Article on ETFO blog by Velvet Lacasse
- **Moving Beyond Land Acknowledgments:** Upholding Responsibilities to Truth and Reconciliation without Appropriation – webinar from NC & OLSS

- JICS Lab School's Living Land Acknowledgement
- Student Video of the **Lab School Student Land Acknowledgement**
- **Clipped Video - Building LA's Clipped Video.mp4**
    - **About the Video -** In this engaging video, Krista Spence, Teacher-Researcher at the Dr. Eric Jackman Institute of Child Study Laboratory School (University of Toronto), invites educators to reflect on the importance of incorporating Indigenous perspectives into the classroom. Through her own experience of collaborating with students to create meaningful and living land acknowledgments, Krista highlights how this process can foster deeper understanding, respect, and connection to the land. The video offers practical insights for teachers to reflect on their own practices and explore ways to weave Indigenous histories, cultures, and worldviews into their teaching.

Week 7: February 12–18, 2026

Check Your Idioms

This week's Reconcili*ACTION* is to examine the language we use every day by checking our idioms. Many common phrases in English and French have origins that are rooted in stereotypes, racism, or colonial attitudes toward Indigenous Peoples. By becoming aware of these phrases and choosing to use more inclusive language, we take a small but meaningful step toward respectful communication.

For more inspiration and to connect with others participating in this initiative, view the related post on our social media pages: Facebook or Instagram

Week #7 Resources & Links

Resources for Checking Idioms and Language:

- **Words Matter: Guidelines on using inclusive language in the workplace | BC Public Service Agency :** This guide offers practical, government-endorsed standards for respectful and inclusive language, providing a framework for professional communication beyond just idioms.

- **Use These 7 First Nations Colloquialisms at Your Peril | Indigenous Corporate Training Inc. :** This resource directly addresses specific colloquialisms rooted in stereotypes, explaining *why* they are harmful and should be avoided in respectful dialogue.

- **Idiom-ocracy: Here are some phrases that Canadians need to drop | TVO Today :** A Canadian-focused article that highlights common, everyday phrases—including idioms—that carry colonial or stereotypical baggage, encouraging immediate reflection.
- **Thirty Everyday Phrases that Perpetuate the Oppression of Indigenous Peoples | Radical Copy Editor :** This in-depth list provides numerous examples of problematic language, offering context on how seemingly innocent phrases can reinforce systemic oppression.
- **Terminology Guide | Queen's University :** A university-level guide that offers clear definitions and preferred terminology when discussing Indigenous Peoples, which is essential context for understanding why certain idioms are inappropriate.

Week 8: February 19–25, 2026

Start a Second Book in Your Indigenous Book Club

If you participated in Week 2's activity, this is the perfect time to continue building momentum! This week encourages you to select a second book by an Indigenous author for your book club, classroom, or personal reading. Continuing the conversation deepens your learning and allows you to explore different genres, themes, and perspectives from Indigenous storytellers.

For more inspiration and to connect with others participating in this initiative, view the related post on our social media pages: Facebook or Instagram

Week #8 Resources & Links

Resources for Selecting a Second Indigenous Book:

- **Association of Tribal Archives, Libraries, and Museums:** Compiled a reading list for 2026 that provides a more well-rounded reflection of the past 250 years. This list centers Indigenous intellectual authority, lived practice, and creative expression.
- CBC Books: 25 books that highlight beauty of Indigenous literature: 'It is time to tell our own stories our way'
- The University of Manitoba Press: Contemporary Indigenous Voices Reading List
- **UBC Bookstore: Indigenous Kids Books**
- **Edmonton Public Library: How to Choose Indigenous Books for Children**

- **Kinder Books:** [Canadian Indigenous Children's Book Authors]

Week 9: February 26–March 4, 2026

Support an Indigenous Musician

This week's reconcili*ACTION* is to actively listen to and support the incredible talent within Indigenous music. Music is a powerful medium for storytelling, cultural expression, and healing. By seeking out and supporting Indigenous musicians - whether through streaming, purchasing albums, or attending shows - you are directly contributing to the visibility and sustainability of Indigenous arts and culture.

For more inspiration and to connect with others participating in this initiative, view the related post on our social media pages: Facebook Link or Instagram Link

Week #9 Resources & Links

Discover & Stream

Use these resources to find new Canadian Indigenous artists across various genres:

- Junos on CBC: Indigenous Artists You Should Know: https://junoawards.ca/blog/indigenous-artists-you-should-know/
- Indigenous Music : https://www.indigenousmusic.ca/artists
- APTN Music: https://www.youtube.com/playlist?list=PL58B72EBF2AFD5EED
- **Streaming Platforms & Playlists:** Search Spotify, Apple Music, Bandcamp etc., for playlists like "Indigenous Artists Canada" or "First Nations Music."

Featured Canadian Indigenous Musicians

These artists are making significant contributions across genres. Follow them and explore their work!

- **Aysanabee:** Known for his unique blend of folk and contemporary sound, is a multi-instrumentalist, producer and singer songwriter currently based in Toronto. He is Oji-Cree, Sucker Clan of the Sandy Lake First Nation.
  Website: https://www.aysanabee.com/ **Instagram:** _aysanabee_

- **Tia Wood:** Recognized for her contemporary music style, Tia Wood is a Cree and Salish pop singer-songwriter from Saddlelake Cree First Nation who brings a modern, often pop-infused sound to her work, sharing her contemporary Indigenous experience through music.

Website: https://tiawood.ca/ **Instagram:** tiamiscihk

- **William Prince:** A critically acclaimed contemporary roots artist, William Prince (of Peguis First Nation) is celebrated for his soulful voice and deeply moving songwriting that often touches on themes of family, heritage, and social justice.
  Website: https://www.williamprincemusic.com/ **Instagram:** williamprince

- **Crystal Shawanda:** A respected artist in the Blues and Country genre, Crystal Shawanda is an Ojibwe Potawatomi from Wikwemikong Unceded Territory. She brings powerful vocals and authentic storytelling to her music, earning her significant recognition in the blues community.
  Instagram: crystalshawanda

- **Snotty Nose Rez Kids:** SNRK, are a First Nations hip hop duo composed of Haisla rappers Darren "Young D" Metz and Quinton "Yung Trybez" Nyce. They are originally from Kitamaat Village, British Columbia. This dynamic duo are recognized for their innovative and often politically charged hip-hop, blending traditional narratives with contemporary beats.
  Website: https://snottynoserezkids.com/ **Instagram:** snottynoserezkids

- **Siibii:** Siibii is a Cree singer-songwriter from Mistissini, Quebec,now residing in Montreal. Recognized for their contemporary work, Siibii creates music that often incorporates elements of electronic soundscapes and thoughtful lyricism, reflecting on identity and experience.
  Website: https://siibiimusic.com/ **Instagram:** siibiimusic

- **Jeremy Dutcher:** A classically trained operatic tenor from the Tobique First Nation in New Brunswick, Jeremy Dutcher is renowned for blending his classical training with traditional Maliseet songs, often using archival recordings to revitalize his ancestral language through music.
  Website: https://www.jeremydutcher.com/ **Instagram:** jeremydutcher

Emerging Voices to Support

Take a moment to discover and support these emerging talents!

- **LOV:** LOV is a Treaty 6 Saskatchewan-based artist known for her smoky, expressive voice and empowering odes to independence and strength. LOV is an emerging Indigenous musical artist known for their contemporary style and presence in the music scene. Support their journey by checking out their official website.

Website: https://lovxofficial.com/ **Instagram:** lovxofficial

- **Natasha Fisher:** Natasha Fisher is an Ojibwe singer, songwriter & producer from Thunder Bay, Robinson Superior Treaty, Long Lake 58, She now currently resides in Toronto. Her music can be described as Aboriginal-influenced electronic pop R&B, where she weaves themes of heartbreak, healing, and resilience into every track.
  Instagram: natashafisher_

- **Ruby Waters:** A Métis singer-songwriter from Shelburne, Ontario, Ruby Waters is known for her powerful, bluesy voice and genre-bending music that often explores themes of identity and social commentary.
  Website: https://rubywatersmusic.com/ **Instagram:** rubywatersmusic

- **Elisapie:** Born and raised in Salluit, a small village in Nunavik, Elisapie is a Canadian Inuk singer-songwriter. She is celebrated for her hauntingly beautiful voice and her commitment to singing in Inuktitut, often bridging traditional Inuit music with contemporary sounds.
  Website: https://elisapie.com/ **Instagram:** elisapie

Week 10: March 5–11, 2026

Support the Renaming of Colonial Memorializations

This week, we focus on an act of decolonization: supporting the renaming or recontextualizing of statues, streets, and buildings that honour individuals or events tied to colonial oppression. This reconciliACTION involves learning the history behind these memorializations and advocating for public spaces that reflect a more inclusive and honest historical narrative.

For more inspiration and to connect with others participating in this initiative, view the related post on our social media pages: Facebook Link or Instagram Link

Week #10 Resources & Links

Resources for Learning About and Supporting Renaming Initiatives:

ArcGIS Story Maps: The Renaming of Modern Day Buildings in Canada

- A visual, map-based exploration showcasing specific case studies of building name changes across Canada, providing concrete examples of this reconciliACTION in practice.

Working Draft: Renaming and Reconciling

- This article offers design and planning perspectives on the process of renaming, providing insight into the practical considerations and goals behind recontextualizing public spaces.

First Nations Education Steering Committee FNESC: Unit 4 The Power of Names

- A comprehensive educational unit (primarily for BC educators) that delves into the deep cultural significance of Indigenous names, providing foundational knowledge for why renaming matters.

Shekon Neechie: Naming and Renaming: Confronting Canada's Past

- This piece offers a critical historical perspective on the colonial practice of naming and renaming, framing the current efforts as a necessary step in confronting Canada's past.

ReconciliACTION YEG: Reclaiming Indigenous Names and Reconciliation

- A local-focused resource (from Edmonton, YEG) that connects the act of reclaiming Indigenous names directly to the broader goals of reconciliation in community action.

Canadian Examples of Reclaiming Place Names:

- Ogimaa Mikana: This grassroots effort actively restores Anishinaabemowin placenames to the streets and trails of Gichi Kiiwemaking (Toronto), working to transform a landscape that often obscures the presence of Indigenous peoples.

- Mississaugas of the Credit First Nation: Highlighting successful local advocacy, this example notes the collaboration that led to the renaming of Lower Coxwell Avenue to **Emdaabiimok Avenue**, affirming the First Nation's connection to the land.

- U of T Scarborough: Four major campus spaces have either been renamed or had their names translated into Indigenous languages, demonstrating how institutions can actively decolonize their physical spaces.

- Saugeen First Nation: Councillors from the Chippewas of the Saugeen First Nation affirmed that the decision to change the name of Sauble Beach reflects and affirms the fact that the land remains theirs, showcasing community-led reclamation.

Week 11: March 12–18, 2026

Learn Everyday words in Indigenous Languages

This week's reconcili*ACTION* is a wonderful, accessible way to connect with Indigenous cultures: learning a few everyday words in a local Indigenous language. Learning greetings, "hello's" and "thank you's", or simple phrases shows respect for the languages that have thrived on this land for millennia. This is a small act that supports language revitalization efforts.

For more inspiration and to connect with others participating in this initiative, view the related post on our social media pages: Facebook Link or Instagram Link

Week #11 Resources & Links

Resources for Learning Indigenous Words and Languages:

- First Peoples' Cultural Council - Language Resources: A comprehensive hub, primarily focused on BC languages, offering tools and guides for language learners and revitalization supporters.
- Resource Bank - Cree Language Learning Resources: A collection of materials dedicated to learning the Cree language, perfect for finding basic greetings and vocabulary.
- FNMIEAO - Anishnabe Language Resource Bank: A specific bank of resources dedicated to the Anishinaabemowin language, offering materials for learners interested in that language family.
- Six Nations Public Library - Language Resources: Localized resources from the Six Nations Public Library, likely focusing on Cayuga (Haudenosaunee/Iroquois) language learning.
- Anishinaabemdaa (Kenny Pheasant): An accessible platform offering lessons, stories, jokes, and cultural context in Anishinaabemowin, ideal for beginners.
- National Centre for Collaboration in Indigenous Education (NCCIE) - Hear Indigenous Languages: Features stories and examples of Indigenous education programs across Canada, allowing you to hear Dene, Inuktitut, Kanien'kéha (Mohawk), Michif, and Nehiyawak (Plains Cree) spoken.

Deeper Dive & Structured Learning

- Natural Curiosity and Outdoor Learning School and Store - Indigenous Language Online Courses: A selection of online courses open to all participants (Indigenous and non-Indigenous) who wish to actively support language revitalization.

Week 12: March 19–25, 2026

Support Indigenous Athletes

This week's reconcili*ACTION* encourages us to support and celebrate Indigenous sporting events. Attending these events is a meaningful way to experience the strong sense of community, pride, and connection they foster.

Whether it is a local tournament or a large national gathering, showing up to support Indigenous athletes is a powerful way to learn, connect, and celebrate Indigenous communities across the country. This week's resource list also highlights stories of Indigenous athletes, celebrating their achievements and the important role sport plays in Indigenous communities.

For more inspiration, check out our related social media post highlighting several Indigenous sporting events and to connect with others participating in this initiative, view the related post on our social media pages: Facebook Link or Instagram Link

Week #12 Resources & Links

Resources for Learning about Indigenous Athletes and Sporting Events:

- Ontario Institute for Studies in Education - Indigenous Athletes: An educational resource that links to a collection of webpages profiling influential Indigenous athletes in Canada, providing context about their achievements, challenges, and contributions to sport and Indigenous representation.

- Indigenous Sports Gallery: An online version of the physical exhibit at the BC Sports Hall of Fame in Vancouver, British Columbia, which celebrates the achievements and stories of Indigenous athletes across Canada.

- Great Athletes from Our First Nations by Vincent Schilling: Profiles 13 Indigenous athletes across different sports, sharing their life stories, achievements, and experiences, and serving as a valuable resource for classroom or youth settings.

· North American Indigenous Games Council: A major quadrennial event bringing together Indigenous youth athletes from across North America, with the website showcasing the culture of the event and highlights from past editions.

Week 13: March 26 – April 1, 2026

Educate Yourself about the Sixties Scoop

This week requires a commitment to learning about a difficult and painful chapter in Canadian history: the Sixties Scoop. This refers to the widespread, mass removal of Indigenous children from their families and communities by child welfare services in Canada from the late 1950s to the 1980s. Educating ourselves on this history is a crucial step toward understanding intergenerational trauma and the ongoing need for reconciliation.

For more inspiration and to connect with others participating in this initiative, view the related post on our social media pages: Facebook Link or Instagram Link

Week #13 Resources & Links

- **The National sixties Scoop Healing Foundation of Canada- Education:** We encourage all Canadians to learn more about the Sixties Scoop and its impact on individuals, families, communities, and nations.
- **The Canadian Encyclopedia: The Sixties Scoop:** This article is a full-length entry about the Sixties Scoop.
- **CBC Indigenous: The Sixties Scoop Explained:** The Sixties Scoop happened in Canada from the 1960s to the late '80s and saw thousands of Indigenous children taken from their parents to be placed with white families.
- **Indigenous Foundations - The Sixties Scoop:** This resource clearly outlines how the practice was an extension of assimilation policies, noting the disproportionate numbers of children apprehended and the subsequent abuse and denial of heritage in many placements.
- **Debwewin Speaking from the Heart: A 60's Scoop Podcast:** 60s Scoop folks from across the world to join is conversations about our experiences, engaging topics and even some Indigenous experts, colleagues and authors!

Books Focusing on Systemic Impact & Survivor Journeys:

· **Little Bear in Foster Care / Mkoons iiyaad Naagidwendgamaik** – by S.P. Joseph Lyons: This is an important book for adults to read to all young children. Little Bear in Foster Care is

geared for young school-aged children. Little Bear gives voice to the feelings and fears children experience when placed in confusing and unfamiliar environments.

- **Sixties Scoop** by Inez Cook: Available in English and French, Sixties Scoop is an essential read for educators, students, and anyone seeking to understand this dark chapter of Canadian history.

- **Ohpikiihaakan-ohpihmeh (Raised somewhere else): A 60s Scoop Adoptee's Story of Coming Home** - by Colleen Cardinal foreword by Raven Sinclair (Ótiskewápíwskew: The personal story of a 60s scoop survivor — the loss, the trauma and the journey to heal.

- **Righting Canada's Wrongs: The Sixties Scoop and the Stolen Lives of Indigenous Children** - by Andrew Bomberry and Teresa Edwards: Through hundreds of photos and primary documents, readers will meet many survivors of the Scoop. They'll also learn how Indigenous communities fought back to save their children and won, and how Indigenous communities across Canada are working towards healing today.

Week 14: April 6 – 10

Volunteer Your Time

This week requires a commitment to taking action through volunteering our time. Giving back to communities, supporting local initiatives, and offering our skills where they are needed are meaningful ways to engage in reconciliation. Volunteering is not just about helping, it is about building relationships, showing up with humility, and contributing to collective well-being. Taking the time to support others is a crucial step toward meaningful allyship and sustained action.

For more inspiration and to connect with others participating in this initiative, view the related post on our social media pages: Facebook Link or Instagram Link

Week #14 Resources & Links

- **Indian Residential School Survivors Society:** For over 30 years, IRSSS has delivered essential Indigenous-led wellness, emotional, and crisis support services to Indian Residential School Survivors, intergenerational families, and communities across British Columbia. Their services include emergency and environmental crisis response and supporting those impacted by colonial systems, including child welfare policies, the Sixties Scoop, and the ongoing MMIWG2S crisis.

- **The Canadian Encyclopedia: The Sixties Scoop:** They are a national Indigenous charitable organization with the mandate to educate and create awareness and understanding about the Residential School System. Including the intergenerational impacts such as the removal of generations of Indigenous children from their families, including the Sixties Scoop, and the post-traumatic stress disorders.
- **CBC Indigenous: The Sixties Scoop Explained:** As a Canadian registered charity, their mandate is to provide practical humanitarian assistance through initiatives established on eight foundational stones of support. These include self-determination, reconciliation, water, food, health, housing, culture and education.
- **Toronto Indigenous Harm Reduction:** They are a grassroots initiative that endeavors to reduce the harm and burden that society places on Indigenous people with stigmatized experiences such as substance use, houselessness, incarceration and most recently, covid-19 and more. Through access to ceremony, traditional food and medicines, essential survival items, transportation, communication networks, access to healthcare and aid. They firmly believe harm reduction is a lifesaving practice.

Week 15: April 13 – 17

Help Fund Indigenous Education

This week requires a commitment to supporting Indigenous education. Contributing to scholarships, community-led programs, and educational initiatives helps create more equitable access to learning opportunities for Indigenous peoples. Supporting Indigenous education is not just about funding, it is about investing in future generations, uplifting Indigenous knowledge systems, and addressing longstanding educational inequities. Taking action in this way is a crucial step toward meaningful allyship and ongoing reconciliation.

For more inspiration and to connect with others participating in this initiative, view the related post on our social media pages: Facebook Link or Instagram Link

Consider Making a Donation to Organizations that Support Indigenous Education

- **Natural Curiosity**: NC is a 100% donor-funded organization created in collaboration with Indigenous educators and partners, providing professional development for educators enabling them to address a critical link between environmental and Indigenous education.
- **The Moccasin Identifier**: Moccasin Identifier™ is a First Nations-led initiative dedicated to weaving a deeper understanding of Canada's rich Treaty history into the

fabric of our nation. Through the symbol of Indigenous moccasins, we aim to connect all Canadians—rooted and newly planted—to the land beneath our feet and the Treaties that bind us.

- **Tracks Youth Program**: TRACKS offers a variety of programming including school workshops, camp programs and the Oshkwazin Trailblazer Program.
- **National Centre for Collaboration in Indigenous Education**: First Nations University of Canada is the home of the National Centre for Collaboration in Indigenous Education, connecting communities with each other to share their stories about Indigenous education across Canada and around the world.
- **Indispire**: Indspire is a national Indigenous registered charity that invests in the education of First Nations, Inuit and Métis people for the long term benefit of these individuals, their families and communities, and Canada.
- **Kenjgewin Teg**: Kenjgewin Teg is an Indigenous-owned and accredited post-secondary institute on Manitoulin Island that provides culturally grounded education rooted in Anishinaabe language, knowledge, and community values. It focuses on building skills and supporting learners so they can contribute to the well-being and development of their communities.
- **Seven Generations Education Institute**: Seven Generations Education Institute is an Indigenous-led educational organization that provides high school, post-secondary, training for employment and cultural programming to all Indigenous and non-Indigenous people in the Treaty 3 area and beyond.

Thank you to Natural Curiosity Donors

- **TD Friends of the Environment Foundation**: Founded by TD Bank Group in 1990, TD Friends of the Environment Foundation (TD FEF) is a national charity that funds environmental projects across Canada.
- **Johansen Larsen Group**: The Johansen Larsen Foundation works to enhance the lives of those marginalized in our communities, through supporting inclusive initiatives that foster learning and well-being.
- **Meridian Credit Union**: Meridian is dedicated to supporting individuals facing economic barriers across Ontario through their grants and sponsorships. They ensure that the principles of diversity, equity, inclusion, belonging and reconciliation (DEIBR) are embedded in everything they do.
- **The McLean Foundation**: The McLean Foundation supports charitable organizations in Canada that help make life more fulfilling, communities more vibrant and our environment more durable.
- **The Barry and Laurie Green Family Charitable Trust**: The Barry and Laurie Green Family Charitable Trust supports the Indigenous economy through impact-focused

data-driven research. It aims to enhance the economic well-being of Indigenous communities by providing strategic insights and solutions.
- **The Peterborough K. M. Hunter Charitable Foundation**: The Peterborough K. M. Hunter Charitable Foundation funds projects in Indigenous communities, international development, and environmental education and focuses on small grassroots initiatives.

Week 16: April 20 – April 24, 2026

Read Indigenous Comics

This week requires a commitment to engaging with Indigenous storytelling through reading Indigenous comics. Comics offer a distinct form of storytelling that combines visual art and text, creating an accessible and immersive way to share stories, knowledge, and lived experiences. Reading Indigenous comics is a meaningful way to learn from Indigenous voices, perspectives, and creative expression. Engaging with these stories is a crucial step toward deepening understanding and supporting ongoing reconciliation.

For more inspiration and to connect with others participating in this initiative, view the related post on our social media pages: Facebook Link or Instagram Link

Week #16 Resources & Links

- Vancouver Public Library Picks: Indigenous Graphic Novels
- OISE Library - Indigenous Graphic Novels: The OISE Library has many examples of graphic novels by Indigenous authors and artists, covering a wide range of topics. Many of these selections are from the Margo Sandor Children's Literature Collection. For a commentary on how settler teachers can teach with Indigenous graphic novels, please see McCall, S. (2022). Teaching Indigenous graphic novels: English / Indigenous studies 360. *Studies in American Indian Literatures*, *34*(1), 92–111.
- Indiginerds: First Nations culture is living, vibrant, and evolving, and generations of Indigenous kids have grown up with pop culture creeping inexorably into our lives. From gaming to social media, pirate radio to garage bands, Star Trek to D&D, and missed connections at the pow wow, Indigenous culture is so much more than how it's usually portrayed. INDIGNERDS by Alina Pete is here to celebrate those stories!
- The Adventures of Rabbit and Bear Paws: This series are graphic novels for the young and the young at heart. The stories are set in colonized North America during the 1750s

and feature the comical adventures of two brothers, Rabbit and Bear Paws, with traditional native teachings sprinkled throughout.

- This Place - 150 Years Retold: Explore the past 150 years through the eyes of Indigenous creators in this groundbreaking graphic novel anthology. Beautifully illustrated, these stories are an emotional and enlightening journey through Indigenous wonderworks, psychic battles, and time travel.
- A Girl Called Echo: A Girl Called Echo is a graphic novel series by Governor General Award-winning writer and author of The Seven Teaching Stories Katherena Vermette. This graphic novel series explores the life of a Métis teenager through illustrated storytelling. Part coming-of-age story, this book follows Echo, a young Métis girl struggling to fit in and find her place in her new school.
- The Scout, Tommy Prince: A search down a wooded path for a well-hit baseball turns into an encounter between Pamela and a veteran soldier standing in front of a monument. The statue commemorates the heroism of Sgt. Tommy Prince, the most decorated Aboriginal soldier in Canada.

Week 17: April 27 – May 1, 2026

Support an Indigenous Business

This week requires a commitment to supporting Indigenous businesses. Choosing to purchase from Indigenous-owned companies and uplifting Indigenous entrepreneurs contributes to economic empowerment and community well-being. Supporting Indigenous businesses is not just about buying products. It is about recognizing and valuing Indigenous innovation, knowledge, and self-determination. Taking action in this way is a crucial step toward meaningful allyship and ongoing reconciliation.

For more inspiration and to connect with others participating in this initiative, view the related post on our social media pages: Facebook Link or Instagram Link

Week #17 Resources & Links

Indigenous Businesses

- The Wild Native Collection: Paula, a past Indigenous Program Coordinator with Natural Curiosity runs The Wild Native Collection. It began with a simple belief: that nature has a way of bringing us back to ourselves. What started as a creative practice has grown into

a collection of handcrafted and thoughtfully curated pieces inspired by land, language, and natural form. Each item is created or chosen with intention, to reflect the beauty, balance, and quiet strength found in the natural world.

- Wildling and Willow: Alyson, a past Indigenous Program Manager with Natural Curiosity runs Wildling and Willow, where she sells beautiful beadwork.
- Native Arts Society: An Indigenous and 2S owned gallery and studio space located in so-called Toronto, ON. Grounded in values of Indigenous self-determination in the arts, the Native Arts Society is a grassroots space that supports the flourishing of art that is rarely platformed, with a focus on art created by the street community, incarcerated or recently incarcerated artists, and contemporary Inuit artists.
- GoodMinds: An Indigenous-owned book retailer, acting as a leading source of Indigenous education resources for schools and libraries in North America. They promote and publish Indigenous authors, and 5% of their sales are donated to the Supporting Indigenous Libraries Today Fund.
- Cheekbone Beauty: Cheekbone Beauty Cosmetics is an Indigenous owned beauty brand. Their products are sustainable, high-quality, clean, vegan, and cruelty-free. From the ingredients to the packaging, they make every effort to use only what's needed for the least amount of environmental impact and maximum wearability.

Resources to Find Other Indigenous Businesses

- Ontario First Nations Business Directory
- Canadian Council for Indigenous Business
- Fashion Takes Action's Indigenous Thrift & Vintage Shop Highlight

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Week 18: May 4 – May 8, 2026

Watch an Indigenous Television Show

This week is dedicated to watching Indigenous television shows and supporting the talented individuals behind them. There are so many powerful Indigenous-led shows brought to life by incredibly talented writers, actors, and crew. Television offers a meaningful way to engage with stories, lived experiences, and perspectives. Choosing to watch and uplift these voices is a step toward learning, reflection, and reconciliation.

For more inspiration and to connect with others participating in this initiative, view the related post on our social media pages: Facebook Link or Instagram Link

Week #18 Resources & Links

Indigenous TV Shows

- CBC Gem: Indigenous
- Raven: Top 10 Indigenous Movies/TV Shows
- Reservation Dogs: Recommended by David Robertson in *52 Ways to Reconcile,* Reservation Dogs is a half-hour comedy that follows the exploits of four Indigenous teenagers in rural Oklahoma. Filmed on location in Okmulgee, Oklahoma, the series is a breakthrough in Indigenous representation on television both in front of and behind the camera. Every writer, director and series regular on the show is Indigenous. This first-of-its-kind creative team tells a story that resonates with them and their lived experiences – and invites audiences into a surprisingly familiar and funny world.
- Little Bird: In 1968, five-year-old Bezhig Little Bird was forcibly removed from Long Pine Reserve and adopted into a Jewish family in Montreal, and renamed Esther Rosenblum. Eighteen years later, she embarks on a journey to unravel her history. Through this epic journey of connection and self-discovery, Bezhig Little Bird begins to find her lost family and put the pieces of her fragmented past back together.
- Treaty Road**:** This show follows Saxon de Cocq and Erin Goodpipe as they examine the role that Saxon's ancestors played in the Numbered Treaties in Canada and work to discover the reality of these controversial agreements in both the past and present.
- Molly of Denali**:** Step into the village of Qyah (pronounced "Kai-ah) in Alaska and follow Molly Mabray as she celebrates the unique culture, community, and language of her Indigenous community.
- North of North: A young Inuk woman wants to build a new future for herself after a spontaneous and extremely public exit from her marriage. It won't be easy in a small Arctic town where everybody knows your business.

Week 19: May 11 – May 15, 2026

Honour an Indigenous Worldview

This week is dedicated to honouring Indigenous worldviews. Indigenous worldviews are collections of values, beliefs, attitudes, and stories about the world around us, and they vary across Indigenous cultural groups. Learning about and honouring these worldviews is one way to deepen understanding and carry reconciliation into daily life.

To support that learning journey, we've gathered examples of Indigenous worldviews found within our resources, along with one highlighted in *52 Ways to Reconcile* by David Robertson.

For more inspiration and to connect with others participating in this initiative, visit the related post on our social media pages: Facebook Link or Instagram Link

Week #19 Resources and Links:

- *Natural Curiosity 2nd Edition:* The second edition of Natural Curiosity supports a stronger basic awareness of Indigenous perspectives and their importance to environmental education. The Indigenous lens in this edition represents a cross-cultural encounter supporting what can become an ongoing dialogue and evolution of practice in environmental inquiry. Some important questions are raised that challenge us to think in very different ways about things as fundamental as the meaning of knowledge.
- Natural Curiosity FREE Self Guided Learning Series: Designed for self-guided learning, this free program includes a 5-part instructional video series that provides an introductory exploration of Natural Curiosity's four-branch environmental inquiry framework, deepened by Indigenous perspectives. Join the 3,575+ educators who have already registered for the program.
- *Hiawatha and the Peacemaker:* Hiawatha and the Peacemaker is an outstanding picture book that explains the essential knowledge about the Haudenosaunee Great Law of Peace retold for readers in grade 4 and up. Six Nations musician Robbie Robertson (formerly of The Band) teams up with American artist David Shannon to create a richly illustrated account of the journey of Hiawatha and the Peacemaker who brought the message of peace, power, and righteousness to five warring nations (the Mohawk, Oneida, Cayuga, Seneca, and the Onondaga). This book is mentioned in Chapter 19 of 52 Ways to Reconcile as a great way to learn about the Haudenosaunee Great Law of Peace.
- National Centre for Collaboration in Indigenous Education: Culture Lesson Plans: These lesson plans relate to Indigenous culture including remembering ancestors, understanding treaties, archeology, learning from the land, exploring the past, and understanding climate change. Many lessons in this category explore culture through traditional land-based practices (such as hunting, gathering medicines, weaving, drumming, shelter building, tree tapping, etc.), storytelling, and the arts.

Week 20: May 18 – May 22, 2026

Support Indigenous Tourism

This week is dedicated to supporting Indigenous tourism. By supporting Indigenous tourism, through experiences, hotels, cruises, and tours run by Indigenous peoples, we promote Indigenous communities and foster ongoing learning about Indigenous ways of knowing and

being. Engaging in Indigenous-led activities offers Canadians and visitors an opportunity to view the world from an Indigenous perspective and directly supports local communities.

To support you in exploring Indigenous tourism experiences, we've put together a list of resources for finding Indigenous tourism opportunities and experiences that Natural Curiosity staff and Lab School teachers have taken part in.

For more inspiration and to connect with others participating in this initiative, visit the related post on our social media pages: Facebook Link or Instagram Link

Week #20 Resources and Links:

- Destination Indigenous: A national platform that helps people discover and support Indigenous tourism experiences, businesses, and cultural destinations across Canada.
- Indigenous Tourism Ontario: Indigenous-led organization that promotes authentic Indigenous tourism experiences across Ontario while supporting Indigenous communities, cultures, and businesses through tourism.
- St Eugene Resort: Once a residential school, the Ktunaxa Nation reclaimed the Mission Building and turned it into a full-service resort. The Natural Curiosity team visited this resort in 2018 for the EECOM conference.
- Woodland Cultural Centre:Brings the story of the Haudenosaunee people of the Eastern Woodlands to life by preserving and promoting language, history and culture. It also showcases the unique voices of Indigenous artists and honours Residential School survivors.
- Canadian Bushcraft: An Indigenous owned and operated wilderness living skills school, and land-based learning company. Krista, the teacher-librarian at the JICS Lab School, went ricing on Rice Lake with Caleb Musgrave from Canadian Bushcraft.
- Wikwemikong Tourism: Wikwemikong Tourism offers guided nature based and cultural tourism experiences for schools and groups on Manitoulin Island and Killarney Region. Programs range from soft adventure to wilderness eco-adventures and educational interpretive tours.

Week 21: May 25 – May 29, 2026

Mentor Indigenous Youth

This week is dedicated to mentoring Indigenous youth. Mentorship can be a powerful way to foster confidence, connection, leadership, and opportunity for young people. Having supportive

role models and community networks can make a lasting difference in helping youth feel seen, empowered, and encouraged to pursue their goals.

While many Indigenous youth mentorship programs prioritize Indigenous mentors and leadership, non-Indigenous supporters can still play an important role by donating to organizations doing this important work. Supporting Indigenous-led programs helps create spaces where Indigenous youth can thrive, build community, and feel supported in their identities, futures, and aspirations.

For more inspiration and to connect with others participating in this initiative, visit the related post on our social media pages: Facebook Link or Instagram Link

Week #21 Resources and Links:

- Indspire: a national Indigenous charity focused on supporting First Nations, Inuit, and Métis students through education, scholarships, and mentorship programs. Their "Rivers to Success" program specifically connects students with Indigenous mentors, Elders, and Indigenous alumni.
- TRACKS Youth Program: provides land-based Indigenous education and mentorship programming that combines Indigenous knowledge with science and environmental learning. Their Oshkwazin Connections and Trailblazer programs specifically support Indigenous youth through mentorship from Indigenous Elders and Knowledge Holders.
- AFOA Canada: an Indigenous-led organization focused on governance, finance, and leadership development. Their Indigenous youth mentorship initiatives connect Indigenous youth with Indigenous professionals in leadership and finance fields.
- ImaGENation: an Indigenous clean energy mentorship initiative led by SevenGen, Indigenous Clean Energy, and Student Energy. The program supports Indigenous youth in developing community-based clean energy projects through mentorship, coaching, cultural support, and peer-to-peer learning.
- Indigenous Youth Mentorship Program (IYMP): a relationship-based healthy living and leadership program where Indigenous high school students mentor younger Indigenous children. The program is delivered "by, with, and for" Indigenous communities and centres, Indigenous youth leadership.
- Indigenous Youth Roots: an Indigenous youth-led organization that offers leadership, research, and peer mentorship opportunities for Indigenous youth. Their programs allow participants to later become mentors for newer cohorts, creating a peer-support model.

Week 22: June 1 – June 5, 2026

Learn the History of the Potlatch ceremony

This week is dedicated to learning the history of the Potlatch ceremony. The Potlatch ceremony originated from different Indigenous groups on the Northwest Coast, including Coast Salish and Kwakwaka'wakw. Rooted in generosity and caring for the community, the ceremony was outlawed by the Canadian government for more than sixty years because it did not align with European worldviews that emphasized the accumulation of wealth. Despite the ban, Indigenous peoples on the Northwest Coast continued to hold Potlatches in secret. Today, the ceremony stands as an important example of cultural reclamation and reflects the resilience of Indigenous cultures and traditions.

To support your learning, we've compiled a selection of resources, including two books and two lesson plans that explore the history, significance, and ongoing practice of the Potlatch ceremony. Whether you're learning on your own or facilitating discussions in the classroom, these resources are a great place to begin.

For more inspiration and to connect with others participating in this initiative, visit the related post on our social media pages: Facebook Link or Instagram Link.

Week #22 Resources and Links:

- Potlatch as Pedagogy by Robert Davison and Sarah Florence Davidson
- Celebrating Potlatches by Samantha Beynon
- Welcome Family and Friends to Our Bighouse
- kʷθə sʎ̓ənəq ʔə ʎ̓ ʔəy̓almәxʷ—Potlatch at Jericho Village and Musqueam Teaching Kit
- Living Tradition The Kwakwaka'wakw POtlatch on the Northwest Coast Lesson Plan

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Week 23: June 8 – June 12, 2026

View the Sky through an Indigenous Lens

This week is dedicated to viewing the sky through an Indigenous lens. Many Indigenous cultures hold rich stories, teachings, and traditions connected to the constellations and planets. Learning these stories is a meaningful way to begin seeing the sky in a whole new light while integrating Indigenous ways of knowing into your daily life.

The book Tipiskawi Kisik: Night Sky Star Stories by Cree astronomer Wilfred Buck is a wonderful place to start. You can also explore the documentary Wilfred Buck, available on Crave, which highlights his work and teachings. We've linked a few lesson plans for different age groups, along with a fun children's YouTube episode featuring Buck.

For more inspiration and to connect with others participating in this initiative, visit the related post on our social media pages: Facebook Link or Instagram Link.

Week #23 Resources and Links:

- Crave: Wilfred Buck Documentary
- Tipiskawi Kisik: Night Sky Star Stories, 2018 - Indigenous & First Nations Teen Books
- Star Travelers: Episode 7: Star Knowledge with Wilfred Buck

Lesson plans:

- Grade 1: Stories from the Sky
- Grade 6 Lesson Plan: Northern Lights
- Grade 9: Lessons from the Night Sky - NCCIE
- Star Stories | Indigenous Culture-Based Learning
- lessons from the earth & beyond
- The Barren Grounds: Looking at the Stars

Week 24: June 15 – June 19, 2026

Recognize Indigenous Innovation

This week focuses on recognizing Indigenous innovation. There are so many innovations used in everyday life that were created by Indigenous peoples, with credit often going elsewhere and these contributions frequently left out of the stories we've been taught.

Last year, for National Indigenous History Month, we created an educator resource highlighting Indigenous scientific innovations and the ingenuity, creativity, and knowledge they reflect. Exploring these contributions helps challenge the incomplete narratives many of us have inherited and broadens our understanding of science and innovation.

Recognizing Indigenous innovation means acknowledging Indigenous ingenuity and ensuring these contributions are seen, named, and properly credited.

For more inspiration and to connect with others participating in this initiative, visit the related post on our social media pages: Facebook Link or Instagram Link.

Week #24 Resources and Links:

- Indigenous Scientific Contributions Educator Resource

Week 25: June 22 – June 26, 2026

Celebrate National Indigenous Peoples Day

On June 21st, as the Summer Solstice marks a new season of life and the longest day of the year, we also acknowledge all Indigenous Peoples across Turtle Island. This is a day dedicated to celebrating and learning more about Indigenous cultures, histories, and experiences, while honouring the ongoing contributions of First Nations, Inuit, and Métis communities. 🌿

Week 25 of #52WeeksOfReconciliACTION encourages people to celebrate National Indigenous Peoples Day. Chapter 25 of 52 Ways to Reconcile by David A. Robertson is dedicated to this action, and provides a list of ways he suggests you can celebrate the day.

Additionally, the previous weeks of our 52 Weeks of ReconciliAction campaign provide many great resources and recommendations that align with David Robertson's suggestions for today, and offer further ideas for how to spend your day and topics to explore further.

For more inspiration and to connect with others participating in this initiative, visit the related post on our social media pages: Facebook Link or Instagram Link.

Week 26: June 29 – July 3, 2026

Take Part in a Smudge and Learn about Sacred Medicines

This week is dedicated to learning about Indigenous sacred medicines and the practice of smudging. For many Indigenous Peoples, sacred medicines such as sage, sweetgrass, cedar, and tobacco play important roles in ceremony, prayer, healing, and connecting with the land. Learning about these medicines is a meaningful way to deepen your understanding of Indigenous cultures, teachings, and ways of knowing.

Natural Curiosity recently participated in the annual TDSB EcoSchools year-end event, at the Bickford Centre. We were fortunate to be guided by Johl Whiteduck Ringuette, of Miinikaan

gardens, along with gardener Sara George, as we explored the medicine gardens and the Red Urban Nations murals. During the event, participants took part in a smudge and learned about the significance of sacred medicines through stories, teachings, and conversations shared by Johl and Sara. It was an incredible learning opportunity, and we were grateful for the chance to deepen our understanding of these important plants and the knowledge they carry.

If you have the opportunity, we encourage you to visit the Bickford Centre to explore the 20 Red Urban Nations murals surrounding the building and the medicine garden located on the northeast side of the property. You may even be lucky enough to meet Sara tending the garden and sharing stories and teachings with visitors.

We've linked some resources from our friends and partners that explore the teachings behind sacred medicines, the cultural importance of smudging, and guidance for respectful learning. Check these out at the shared resource list linked in our bio.

For more inspiration and to connect with others participating in this initiative, visit the related post on our social media pages: Facebook Link or Instagram Link.

Week #24 Resources and Links:

- Red Urban Nation Artist Collective
- Miinikaan Gardening
- Seasonal Feasting | ONWA
- Downie Wenjack: Anishinaabe Teachings Of The Four Sacred Medicines
- Indigenous gardens in Ontario
- Indigenous Plants Memory Matching Cards - Outdoor Learning School & Store
- Interactive Video - Fourdirectionsteachings.com

Books:

- Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants - Outdoor Learning School & Store
- Plants Have So Much to Give Us, All We Have to Do Is Ask - Outdoor Learning School & Store
- Medicines to Help Us: Traditional Métis Plant Use - Outdoor Learning School & Store
- Held by the Land: A Guide to Indigenous Plants for Wellness - Outdoor Learning School & Store

Week 27: July 6 – July 10, 2026

Donate to Support Survivors and Families

This week is dedicated to supporting Survivors of the residential school system and their families. While learning about the history and ongoing impacts of residential schools is an important step toward truth and reconciliation, meaningful action also includes supporting Indigenous-led organizations that provide healing, cultural revitalization, advocacy, and community-based programs.

Making a donation to an Indigenous-led organization is one way to contribute to this ongoing work. Whether supporting Survivors, helping families reconnect with language and culture, or funding community-led healing initiatives, every contribution helps strengthen Indigenous communities and advance reconciliation in meaningful ways. We've linked a few Indigenous-led organizations and initiatives where you can learn more about their work and consider making a donation.

For more inspiration and to connect with others participating in this initiative, visit the related post on our social media pages: Facebook Link or Instagram Link.

- Orange Shirt Society
- Donate - Legacy of Hope Foundation
- Donate Now — IRSSS | Indian Residential School Survivors Society
- Donate — Survivors' Secretariat
- True North Aid
- Donate | First Nations Child & Family Caring Society
- Support Us - The Gord Downie & Chanie Wenjack Fund
- Ways to Give | North Point Douglas Women's Centre

Week 28: July 13 – July 17, 2026

Create and Take, Your Own Action

This week is dedicated to creating and taking your own action toward reconciliation. Reconciliation is an ongoing practice that asks us to continue learning, reflecting, and building relationships with Indigenous Peoples, communities, and ways of knowing. Setting aside intentional time to learn, whether individually or as a team, is one meaningful way to turn our commitments into action.

As a team, Natural Curiosity took time out of the workday to visit two Indigenous art exhibitions and reflect together on the stories, perspectives, and teachings shared through the artwork. We visited *Earthwork*, curated by Mikinaak Migwans at the University of Toronto Art Centre, and *Acknowledging the Land* at Simcoe Hall, featuring works by some of today's most respected Indigenous artists from across Canada. Art has long been a powerful form of cultural expression, storytelling, and resistance, offering opportunities to deepen our understanding of Indigenous histories, experiences, and contemporary voices. Taking time to learn together sparked thoughtful conversations and reminded us that reconciliation is strengthened through curiosity, reflection, and a willingness to keep learning.

This week, consider creating your own action toward reconciliation. Every intentional step contributes to a lifelong journey of learning and relationship-building.

- *acknowledging the land*
    - For the first time in its history, the storied Simcoe Hall hosts a long-term installation of contemporary photography from the university's permanent collection foregrounding some of today's most respected Indigenous artists from across Canada, spanning several generations. Traditionally, Simcoe Hall displays portraits of leaders who shaped the University of Toronto's development over nearly two centuries. In a significant gesture acknowledging the importance of making space for Indigenous voices and presence, these portraits have been moved aside to make way for works of art that honour Indigenous continuity and resilience in confronting the colonial occupation of the land.
- *Earthwork*
    - *Earthwork* critically reassesses the art historical framings of "earthwork" popularized by the Minimalist and Land Art movements of the 1960s and 1970s, reclaiming the term through an Indigenous lens. The exhibition re-imagines what it means to work with and for Earth, building on ancestral and contemporary practices of repair and resilience toward possible futures.
    - Educator Engagement Guide
- Moccasin Identifier
    - Check out Moccasin Identifier for all of the additional ReconciliActions that they have shared.

For more inspiration and to connect with others participating in this initiative, visit the related post on our social media pages: Facebook Link or Instagram Link.

Week 29: July 20 – July 24, 2026

Learn about Indigenous approaches to Land Stewardship

This week is dedicated to learning about Indigenous approaches to land stewardship. Rather than seeing humans as separate from nature or solely responsible for protecting it, Indigenous teachings often remind us that we are part of the natural world and are in relationship with the lands, waters, plants, and animals around us.

As explored in Natural Curiosity (2nd edition), stewardship through a Western lens differs in important ways from stewardship through an Indigenous lens. Framing humans as protectors of nature can unintentionally reinforce the idea that people exist outside of the natural world. Indigenous perspectives offer a different vision, one rooted in reciprocity. The land cares for us, and in turn, we have responsibilities to care for the land. This understanding invites us to move beyond the nature-culture divide and instead recognize ourselves as participants in an ongoing relationship of giving, receiving, and learning with the more-than-human world.

For educators looking to deepen their understanding of Indigenous approaches to stewardship and reciprocity, Season 2 of 4 Seasons of Indigenous Learning focuses on land relations and is a wonderful place to begin. The series offers opportunities to reflect on our relationships with the land and to learn from Indigenous perspectives and teachings.

This week, consider what reciprocity with the land might look like in your own life. Perhaps it means tending a garden, learning the names of local plants, participating in a community clean-up, harvesting respectfully, or simply taking time to express gratitude for the places that sustain you. Every small act of reciprocity helps strengthen our relationships with the land and with one another.

We've linked some resources that explore Indigenous perspectives on reciprocity, relationships with the land, and the responsibilities we share as members of the natural world.

For more inspiration and to connect with others participating in this initiative, visit the related post on our social media pages: Facebook Link or Instagram Link.

Lesson Plans:

Indigenous Land-Based Learning

Sila and the Land Lesson Plan (Sila and the Land - Purchase Book)

Teacher PD:

Native Land Digital Teacher's Guide 2025

Season 2: Learning from the Land (2026-2027) - Outdoor Learning School & Store

Helpful resources and books:

Can Geo Education's Indigenous Resources

Animals Care for Mother Earth - Indigenous Learning Book - Outdoor Learning School & Store

Free Teacher Guide "The Bee Mother"

Free Teacher Guide "ɬaɡəɬ hiyt ṯoxʷʊm / Herring to Huckleberries"

Week 30: July 27 – July 31, 2026

Learn Indigenous History Concerning Agriculture

Week 30 of #52WeeksOfReconciliACTION is dedicated to learning about Indigenous histories of agriculture. Long before European contact, Indigenous Peoples across Turtle Island cultivated diverse food systems, developed sophisticated agricultural practices, and stewarded the land through knowledge refined over countless generations. These practices were rooted in reciprocity, sustainability, and deep relationships with the land.

Learning about Indigenous agriculture also means understanding the profound impacts of colonialism. Through the dispossession of Indigenous lands, many Nations were forcibly removed from their traditional territories and relocated to reserves with land that was often smaller, less fertile, and unsuitable for sustaining their traditional agricultural practices. Colonial policies disrupted Indigenous food systems, restricted access to hunting, fishing, and harvesting grounds, and undermined knowledge that had been passed down through generations. Despite these challenges, Indigenous communities have continued to protect, revitalize, and reclaim traditional agricultural knowledge and food sovereignty.

This week, consider exploring the history of Indigenous agriculture in your region. You might learn about the Three Sisters (corn, beans, and squash), read about Indigenous food sovereignty, visit an Indigenous-led garden or farm, or seek out resources created by Indigenous authors and organizations. Every step we take to learn about Indigenous histories helps build a more complete understanding of the land we live on and the resilience of the Indigenous communities who continue to care for it.

We've linked a few resources that explore Indigenous agriculture, traditional food systems, and the enduring knowledge of Indigenous communities, as well as ready-to-use lesson plans for the classroom.

For more inspiration and to connect with others participating in this initiative, visit the related post on our social media pages: Facebook Link or Instagram Link.

Professional Developmet:

- ONEIDA AGRICULTURE An Oneida Elder Speaks About the Three Sisters Garden
- A Brief History of Indigenous Agriculture - Manitoba Museum
- Ontario Heritage Trust | Understanding indigenous agricultural systems
- Understanding the History of Indigenous Farming Barriers
- Book: Lost Harvests: Prairie Indian Reserve Farmers and Government Policy, 2nd Ed.

Lesson and Unit Plans:

- Three Sisters (Grades 3-5)
- Lesson Plan - Three Sisters (Grade 7)
- Grade 11 Biology - Plants: Anatomy, Growth, and Function Unit The Three Sisters (Grade 11 Bio)

Week 31: August 3 – August 7, 2026

Learn about Traditional Indigenous Governance and Political Structures

This week, Week 31 of #52WeeksOfReconciliACTION, is dedicated to learning about traditional Indigenous governance and political structures. Long before the establishment of Canada, Indigenous Nations across Turtle Island had diverse and sophisticated systems of governance that reflected their distinct cultures, laws, values, and relationships with their territories. These systems were grounded in principles of responsibility, reciprocity, consensus, and the well-being of future generations.

Learning about traditional Indigenous governance also means understanding the impacts of colonialism. Through policies such as the Indian Act, many traditional governance systems were disrupted or replaced with imposed colonial structures that undermined Indigenous self-determination and leadership. Despite these efforts, many Indigenous Nations have maintained, revitalized, or reclaimed their traditional governance practices and continue to exercise their inherent rights to self-government and nationhood today.

This week, consider learning about the governance traditions of the Indigenous Nations whose lands you live on. You might explore the Haudenosaunee Confederacy and the Great Law of Peace, learn about the governance practices of local First Nations, Inuit, or Métis communities, or read about contemporary Indigenous self-governance and nation rebuilding. Every step we take to understand Indigenous governance helps deepen our appreciation of the rich political traditions that have shaped these lands for thousands of years.

Check out the resources below to support your learning, including ready-to-use lesson plans on Indigenous governance, leadership, and decision-making as well as professional learning resources that explore traditional governance systems, the impacts of the Indian Act, and the enduring strength of Indigenous self-determination.

For more inspiration and to connect with others participating in this initiative, visit the related post on our social media pages: Facebook Link or Instagram Link.

Ready-to-use lesson plans:

Grades 7-9 – Tipi, Circle Model, and Governance

All – How We Lead: Leadership, Governance, and Decision Making

Grade 3 – Dish with One Spoon

Grade K-3 – The Haudenosaunee People and Confederacy - BC Lesson Plan

Professional Development/Resources:

What does traditional consensus decision making mean?

LibGuides: Intermediate Social Studies eResource Sets: Indigenous Governance

21 Things You May Not Know About the Indian Act

Book: Hiawatha and the Peacemaker

https://youtu.be/QRzxFULuTz4?si=TlpOmyFyiZ2PIMs

Hodinohso:ni Governance & the Great Law of Peace - Conversations in Cultural Fluency #4

Traditional Governance - Research Guides at University of British Columbia

The "Roles" of Mi'kmaw Women | Mi'kmaq Grand Council | UNSM

Week 32: August 10 – August 14, 2026

Visit a Cultural Centre

Week 32 of #52WeeksOfReconciliACTION, is dedicated to visiting a cultural centre and creating opportunities to learn from Indigenous communities, histories, cultures, and ways of knowing. Cultural

centres can offer meaningful spaces to learn through exhibits, stories, art, community programming, and teachings shared by Indigenous Peoples.

Taking the time to visit an Indigenous cultural centre is one way to move learning beyond the classroom or a book. These spaces provide opportunities to engage with Indigenous perspectives, learn about the histories and cultures of the Nations connected to the places where we live, and support Indigenous-led education and cultural revitalization.

This week, consider visiting a cultural centre in your community. Explore an exhibition, attend a cultural event, participate in a workshop, or simply take time to learn from the resources and stories being shared. As educators, visiting these spaces can also help us bring richer, more locally grounded learning experiences back into our classrooms.

We've linked a few cultural centres and resources to help you get started. Before visiting, take a look at their current exhibitions and programming to find an opportunity that interests you.

For more inspiration and to connect with others participating in this initiative, visit the related post on our social media pages: Facebook Link or Instagram Link.

Some Cultural Centres in Ontario:

Native Canadian Centre of Toronto

Toronto Council Fire Native Cultural Centre

https://curvelakefirstnation.ca/cultural-centre/

Woodland Cultural Centre

The Village at Black Creek

Native North American Travelling College

Week 33: August 17 – August 21, 2026

Visit a Local Indigenous Restaurant

Week 33 of #52WeeksOfReconciliACTION is dedicated to supporting Indigenous foodways and Indigenous-owned food businesses. Food is deeply connected to culture, community, land, and identity, and Indigenous chefs and food businesses are helping to revitalize traditional ingredients, recipes, and food practices while creating new expressions of Indigenous cuisine.

As educators, there are many ways we can support Indigenous food businesses beyond visiting a restaurant ourselves. Consider ordering from an Indigenous caterer for a staff meeting, school celebration, professional learning event, or classroom gathering. Choosing an Indigenous-owned food business is one small but meaningful way to direct support toward Indigenous entrepreneurs and create opportunities for others in your school community to discover Indigenous foodways.

Indigenous chefs can also be a wonderful entry point for classroom learning. Explore the work and stories of Indigenous chefs with your students and consider how food can connect to learning about culture, history, land, community, and sustainability. Rather than treating Indigenous food as something belonging only to the past, learning about contemporary Indigenous chefs can help students see Indigenous cultures as living, evolving, and present today.

This week, consider looking for an Indigenous-owned restaurant, caterer, café, or food business in your community. Could you order from an Indigenous caterer for your next school event? Could you introduce your students to the work of an Indigenous chef? Small choices about where we spend our food dollars and whose stories we bring into our classrooms can be meaningful steps toward reconciliation.

We've linked a few Indigenous catering businesses and educational resources to help you get started.

For more inspiration and to connect with others participating in this initiative, visit the related post on our social media pages: Facebook Link or Instagram Link.

Here's why it's so hard to find Indigenous cuisine in Toronto | CBC News

Indigenous Catering in Toronto:

Candace's catering

NishDish Marketeria & Catering

Indigenous Catering Toronto

Catering Services | NCCT

Rez Cafe Toronto

Lesson Plans:

Lesson Plan: Food Sovereignty Storytelling with Indigenous Chefs

Week 34: August 24 – August 28, 2026

Attend a Powwow

This week, Week 34 of #52WeeksOfReconciliACTION, is dedicated to attending a Powwow. Before 1876, powwows were a culturally significant event for Indigenous communities signifying the unity of tribes. This ceremony normally occurs once a year and includes food, dancing, drumming, and healing. The Canadian government through the Indian act banned powwows as well as certain dances including the Potlatch, Sun Dance, and Ghost Dance up until 1951 when these restrictions were lessened.

Today, powwows stand for the reclamation of land and their connection to song, regalia, community, and tradition.

As educators, it is important to teach our students about these traditions and have resources that ensure students have cultural awareness towards these ceremonies. Emphasize the need to respect Indigenous culture while explaining that they are allowed to make mistakes as long as they learn how to act more respectfully in the future.

Powwows occur often throughout Ontario and North America in various places. The two links below display the powwows which will happen this year! Please look at these resources to advertise these events to your students or plan a trip with your class.

North American Powwow Calendar

Ontario Powwow Calendar

Picture books are a wonderful way to introduce these events to your students in an easily accessible and understandable environment.

Picture Books to Learn More About Pow Wows:

On Powwow Day by Traci Sorell - Preschool to Kindergarten

Celebration by Wooshkindein Da.áat Lily Hope - Preschool to Kindergarten

Powwow Counting in Cree by Penny M. Thomas - Kindergarten to Grade 2

Powwow Day by Traci Sorell - Kindergarten to Grade 2

Powwow's Coming by Linda Boyden - Kindergarten to Grade 3

Jingle Dancer by Cynthia Leitich Smith - Kindergarten to Grade 5

It's Powwow Time! by Martha Troian - Kindergarten to Grade 5

Loaf the Cat Goes to the Powwow by Nicholas DeShawn - Grade 1 to 3

Why We Dance: A Story of Hope and Healing by Deidre Havrelock - Grade 1 to 3

Siha Tooskin Knows - The Love of the Dance by Charlene Bearhead and Wilson Bearhead - Grade 3 to 5

Sarah Ponakey, Storycatcher, and Âhâsiw's Forest Powwow by Sita MacMillan - Grade 3 to 6

Powwow: A Celebration through Song and Dance by Karen Pheasant-Neganigwane - Grade 3 - 7

The Ribbon Skirt by Cameron Mukwa - Grade 3 to 7

For more inspiration and to connect with others participating in this initiative, visit the related post on our social media pages: Facebook Link or Instagram Link.

Week 35: August 31 – September 4, 2026

Attend a Demonstration or a Gathering

This week, Week 35 of #52WeeksOfReconciliACTION, is dedicated to attending a demonstration or a gathering.

On Wednesday, September 23, Natural Curiosity took part in the Grassy Narrows River Run. Community members and leaders travelled 1,700 km to Toronto to demand justice for decades of mercury poisoning.

They are called on Ontario and Canada to:

- Compensate everyone in Grassy Narrows fairly for the mercury crisis
- End the pollution by stopping the Dryden mill and ending mining and nuclear waste plans that threaten Grassy Narrows
- Support Grassy Narrows in restoring their community and way of life from the damage that mercury has done.

9,000 people filled the streets of Toronto alongside Grassy Narrows — bringing generations, movements, art, drumming and ceremony together in the fight for mercury justice.

Grassy Narrows has led a powerful movement for Indigenous sovereignty and environmental justice and the Natural Curiosity team was proud to walk alongside them.

If you would like to learn more, below are two videos about Grassy Narrows' history of resistance or

- The Blockade that Became a Movement
- The Youth Rising Up Against Canada's Mercury Crisis.

References

- freegrassy.net
- Anderson, C. (2009). Grassy Narrows. The Canadian Encyclopedia. https://www.thecanadianencyclopedia.ca/en/article/grassy-narrows
- Law, S. (2024). Grassy Narrows First Nation sues Ontario, Ottawa over Mercury contamination “nightmare” | CBC news. CBCnews. https://www.cbc.ca/news/canada/thunder-bay/grassy-narrows-first-nation-lawsuit-1.7223442
- Porter, J. (n.d.). Children of the poisoned river. CBCnews. https://www.cbc.ca/news2/interactives/children-of-the-poisoned-river-mercury-poisoning-grassy-narrows-first-nation/
- RAVEN. (n.d.) *Justice for Grassy Narrows*. RAVEN (Respecting Aboriginal Values & Environmental Needs). https://raventrust.com/campaigns/grassy-narrows/

Unable to attend a demonstration or a gathering with your class? Picture books can be a great way to introduce demonstrations and gatherings to your class. Please check out our recommendations below.

Noni Speaks Up by Heather Hart-Sussman Preschool to Grade 2

Momma's Going to March by Jennifer Maruno and Vivian Rosas Preschool to Grade 1

A is for activist by Innosanto Nagara Preschool to Grade 2

Peaceful Fights for Equal Rights by Rob Sanders Preschool to Grade 3

Resist! Peaceful Acts that Changed Our World by Diane Stanley Grade 2 to Grade 5

Rise Up! The Art of Protest by Jo Rippon and Mari Copeny Grade 3 to Grade 7

Together We March by Leah Henderson Grade 2+

Sometimes People March by Tessa Allen Preschool to Grade 3

Bruce Saves the Planet by Ryan T Higgins Preschool to Kindergarten

For more inspiration and to connect with others participating in this initiative, visit the related post on our social media pages: Facebook Link or Instagram Link.

Week 37: September 14 – September 18, 2026

Watch Survivor Video Testimony

Week 37 of #52WeeksOfReconciliACTION is dedicated to watching Survivor video testimony.

It isn't enough to simply read the Final Report and its Calls to Action.

Reading matters. Learning matters. But there is something deeply different about seeing someone speak, seeing their face, meeting their eyes, and hearing the emotions in their voice.

Survivor testimony creates an intimate connection to histories that can otherwise feel distant or abstract. These are not simply stories about the past. They are lived experiences that continue to affect Survivors, families, communities, and generations.

This week, take some time to watch, listen, and learn directly from residential school Survivors.

Learning about residential schools is not only about knowing what happened. It is also about listening to the people who lived through it. Take the time to watch a testimony. Listen to a Survivor. Sit with their words.

🧡 A note about care: Content about the Canadian Indian Residential School system and Survivors' experiences can be deeply emotional. If you find yourself overwhelmed, please refer to this comprehensive list of healing and wellness resources for Indigenous and non-Indigenous individuals.

Survivor Video Testimony

🎥 Indian Residential School Survivors' Storybase — The OISE Library maintains an online collection featuring more than 600 stories from Residential School Survivors.

🎥 Residential School Survivor Stories — Legacy of Hope — Explore Survivor stories and educational resources about residential schools and their ongoing impacts.

Podcasts/Radio

🎙️ A Day to Listen — Hear Indigenous voices and stories through this national initiative focused on listening and learning.

Documentaries

REDI's Media List: Indian Residential School Experiences

🎬 WaaPaKe (Tomorrow) — Dr. Jules Arita Koostachin's deeply personal documentary explores residential schools, intergenerational trauma, healing, and Indigenous strength.

🎬Becoming Nakuset — As a small child, Nakuset was taken from her home in Thompson, Manitoba and adopted into a Jewish family in Montreal. The story of how she reclaimed her Indigenous identity, with help from her Bubby.

🎬 Bimibatoo-Win: Where I Ran — In 1967, Charlie Bittern was forced to run 80 km through a blizzard by a residential school principal. 55 years later, he's embarking on the same journey — this time, surrounded by his family.

🎬 Lillian Elias: A Residential School Survivor's Story — This is the story of how Elias helped many Inuvialuit grow up with a better understanding of their language, who they are, and where they come from. Lillian Elias first arrived at residential school in 1950 when she was 8 years old. Despite attempts by residential school administrators to strip her of her language and culture, Elias was determined to prevent her Inuvialuktun language from being lost in her community.

News Articles

📰 The Narwhal: Canada plans to destroy thousands of residential school testimonies — Read about the ongoing questions surrounding the preservation and accessibility of Survivor testimony.

Indian Residential School Records Project — Yellowhead Institute — Preserving the documented truth of abuse, deaths, and disappearances of children at Indian Residential Schools, and working with Survivors, their families, and communities to decide how this documentary history should be managed.

Resources for Educators

🎓 NCTR Virtual Educational Programming — Explore educational programming and resources from the National Centre for Truth and Reconciliation. Students will have the opportunity to learn directly from residential school Survivors, Indigenous artists and athletes, and other subject matter experts through pre-recorded content where educators can decide how best to showcase them based on their lesson

plans. Learning topics will include the truths, history, and impacts of the residential school system and what learners and educators can do to take action toward truth and reconciliation. **Available to Teachers and Educators Year-Round**

For more inspiration and to connect with others participating in this initiative, visit the related post on our social media pages: Facebook Link or Instagram Link.

Week 38: September 21 – September 25, 2026

Make Time for Quiet Reflection

Week 38 of #52WeeksOfReconciliACTION is dedicated to making time for quiet reflection. Learning about the history and ongoing impacts of residential schools can involve reading, listening, and seeking out knowledge, but it can also be important to simply pause and reflect on what we have learned.

One way to do this is by visiting a former residential school site or a building that still exists today. Being physically present in these places can offer an opportunity to reflect on the children and families whose lives were affected by the residential school system, and to consider the history that took place on the land around us. These visits should be approached thoughtfully and respectfully, recognizing that these sites can hold difficult and deeply personal histories for Survivors, families, and communities.

This week, consider setting aside some quiet time to reflect on what you have learned about residential schools and what reconciliation means to you. If there is a former residential school site or commemorative space in your community, consider visiting it, taking time to learn about its history, and sitting quietly with what you have learned.

Reconciliation is not only about learning more—it is also about taking the time to listen, reflect, remember, and consider how we carry that learning forward.

For more inspiration and to connect with others participating in this initiative, visit the related post on our social media pages: Facebook Link or Instagram Link.

Interactive Map - NCTR

Woodland Cultural Centre

Week 39: September 28 – October 2, 2026

Go Even Further on the National Day for Truth and Reconciliation

Week 39 of #52WeeksOfReconciliACTION is dedicated to going further on the National Say for Truth and Reconciliation. It is a day for us to face the harm done to the victims of the Residential School system.

We are invited to wear orange to honor the children who did not come home. To honor the survivors. To be in solidarity with their families. To hear their stories and sit with them. This is not however a checkbox ticked once until it rolls around next year. It is a start and or renewal of a constant motion; our path, collectively and individually, toward reconciliation. Some of us will be taking action for the very first time. Robertson encourages us to gather, participate in learning and unlearning, and stand in action together.

In the past two weeks of ReconciliAction, we have been called to learn the true history by seeking out survivor video testimonies, and then to look inwards, reflecting on what reconciliation could mean for each of us. Commit to going even further with your learning this September 30th and beyond. We are all able to take one step, and one step at a time we'll move forward in truth and reconciliation.

Books such as "When We Were Alone" meet us at an intersection of Indigenous history and art. Children thrive by learning through stories, and so do we. Going into books like this with kids in your family and or community helps inspire reflection and action, together.

Residential School History - NCTR - A Residential School History Education Resource by the National Center for Truth and Reconciliation. The NCTR is hosted by the University of Manitoba.

"When We Were Alone" - David A Robertson **-** A thoughtful children's book about the Residential School System. By David A Robertson, this came out about a decade before his book 52 Ways to Reconcile. Illustrated by Julie Flett, a Cree-Métis author and illustrator.

For more inspiration and to connect with others participating in this initiative, visit the related post on our social media pages: Facebook Link or Instagram Link.

Week 40: October 5 – October 9, 2026

Wear an Orange Shirt on Orange Shirt Day

Week 40 of #52WeeksOfReconciliACTION is about wearing orange on September 30 for the National Day for Truth and Reconciliation. Since 2021, this day has offered an opportunity to come together, listen, learn, honour survivors, and take meaningful action toward reconciliation.

Phyllis Webstad, a Northern Secwépemc (Shuswap) woman and residential school survivor, inspired Orange Shirt Day through her story. In 1973, when Phyllis was six years old, her grandmother bought her a beautiful orange shirt for her first day at St. Joseph Mission Residential School in British Columbia. Upon arrival, her shirt and clothing were taken away, and she never saw them again.

Her experience reflects the painful realities of residential schools, where Indigenous children were separated from their families, cultures, identities, and communities. The impacts continue across generations.

As Phyllis reminds us, wearing orange represents recognition, justice, and a commitment to ensuring these harms never happen again.

🧡 **How can you take action?**

- Wear orange and invite friends and family to participate.
- Learn about the history and ongoing impacts of residential schools.
- If purchasing an orange shirt, support Indigenous-owned businesses and Indigenous artists. Look for designs by Indigenous creators and proceeds that support survivors and their families.

The schools have closed, but their impacts remain. **Every action matters. Every child matters. Reconciliation requires all of us.**

“I want to thank everyone for participating in orange shirt day, and wearing an orange shirt. When you wear an orange shirt, it’s like a little bit of justice for us survivors in our lifetime, and recognition of a system we can never allow again.” - Phyllis Webstad

Below are some resources to encourage further learning for both adults and children.

Phyllis Webstad’s Story

Govt. of Canada - National Day for Truth and Reconciliation

First Peoples Council of Canada - History and Places to donate

NC Instagram - Purchasing an Orange Shirt for the Day for Truth and Reconciliation

Indian Residential School Survivor Society

Picture books:

Today Is Orange Shirt Day - Phyllis Webstad, Natassia Davies - EC, Kindergarten

Phyllis's Orange Shirt - Kindergarten to Grade 1

Walking Together - Elder Dr Albert D Marshall, Louise Zimanyi - Grade 1 to 3

Stolen Words - Melanie Florence, Gabrielle Grimard - Grades 1 to 4

Shi-shi-etko - Nicola Campbell, Kim Lafave - Grads 1 to 5

The Orange Shirt Story - Phyllis Webstad Grades 1 to 8

For more inspiration and to connect with others participating in this initiative, visit the related post on our social media pages: Facebook Link or Instagram Link.

Week 41: October 12 – October 16, 2026

On the Matter of Accountability

Week 41 of #52WeeksOfReconciliACTION is dedicated to Accountability. The Government of Canada has a bad record of staying accountable to the promises made to Indigenous peoples. This can be traced back to the treaty signings which did not uphold the orally agreed-upon Indigenous rights, to the present as the government makes slow progress on the Truth and Reconciliation Commission's 94 Calls to Action.

It is the responsibility of all Canadians to research, educate themselves, and advocate for the promises made toward Indigenous peoples as well as be aware of treaty agreements, the Indian Act, and the legacy of Residential Schools. This commitment to reconciliation and accountability can also include cross-cultural training for police officers, teachers, and other professionals.

The most important part of accountability is to understand that there are ongoing systemic impacts to Indigenous communities due to continued colonization:

- 💧Long term boil water advisories
- 🔴Thousands of Missing and Murdered Indigenous Women, Girls, and Two-Spirit people
- 🚨Overepresentation of Indigenous people in prisons

Understanding that colonization is a constant and powerful mechanism which still runs systematically through governmental systems and impacts Indigenous communities is important to learn so we can stay accountable as settlers on Turtle Island. Teaching this truth appropriately in classrooms can assist in creating a better environment for all learners while increasing student's understanding about the importance of Truth and Reconciliation in Canada.

Below are some resources to assist on your journey of accountability:

National Inquiry into Missing and Murdered Indigenous Women and Girls

United Nations Declaration on the Rights of Indigenous Peoples

Book recommendations:

Seven Fallen Feathers by Tanya Talaga - Grade 10 and above

21 Things You May Not Know about The Indian Act by Bob Joseph - Grade 10 and above

Free Personal Development Courses:
Cycles of Indigenous Learning - This course supports the participants understanding of Indigenous knowledge and their connection to land to take action and support more reciprocal relationships

Advancing Re(al)conciliation by First Nations University of Canada - This course educates participants through truth-telling to inspire action through understanding how the past experiences of Indigenous peoples in Canada impact present and future realities.

For more inspiration and to connect with others participating in this initiative, visit the related post on our social media pages: Facebook Link or Instagram Link.

Week 42: October 19 – October 23, 2026

Read the Truth and Reconciliation Commission of Canada's Final Report

Week 42 of #52WeeksOfReconciliACTION is dedicated to reading the *Truth and Reconciliation Commission of Canada's Final Report*. The report documents the history and lasting impacts of the residential school system, sharing the experiences of Survivors and their families while outlining the steps needed to address the ongoing legacy of these institutions. It is an essential resource for understanding the truth about residential schools and our shared responsibility to advance reconciliation.

Reading the report is an opportunity to listen to Survivors, learn about the harms caused by the residential school system, and reflect on how colonial policies continue to affect Indigenous Peoples and communities today. The Commission's 94 Calls to Action provide a framework for moving from learning to meaningful action, calling on governments, institutions, organizations, and individuals to take responsibility for advancing reconciliation.

This week, consider setting aside time to explore the Final Report and reflect on what it asks of us. The full report is extensive, so you might begin with the executive summary, focus on a section that connects to your work, or explore the Calls to Action. As educators, we can also use this resource to deepen our understanding of residential schools and inform how we teach Indigenous histories and perspectives in our classrooms.

For more inspiration and to connect with others participating in this initiative, visit the related post on our social media pages: Facebook Link or Instagram Link

Links to The Final Report & Calls to Action

Aboriginal Healing Foundation Reports - TRC Final Report Summary

The Final Report of the Truth and Reconciliation Commission of Canada

Truth and Reconciliation Commission of Canada: Calls to Action

Indigenous Watchdog - TRC Calls To Action Status: October 1, 2026

Truth and Reconciliation Commission Reports

Resources for Educators

🎓National Centre for Truth and Reconciliation (NCTR) Education Hub: Provides over 300 English and French archival resources, lesson plans, guides, and free programs like Truth and Reconciliation Week for grades 1 through 12.

🎓The Gord Downie & Chanie Wenjack Fund Lesson Plans: Offers unit plans, educator guides, and specific curriculum modules (including high school resources focused on former TRC Chair Honourable Murray Sinclair) spanning grades 1 to adult education.

🎓First Nations Education Steering Committee (FNESC) Teacher Resource Guides: Features peer-reviewed social studies units for grades 5, 10, and 11/12 grounded in First Peoples Principles of Learning.

🎓Royal BC Museum Truth and Reconciliation Lesson Plan: A structured Grade 4–10 social studies unit examining the 2008 government apology, survivor audio/video testimonies, and youth-led reconciliation brainstorming.

For more inspiration and to connect with others participating in this initiative, visit the related post on our social media pages: Facebook Link or Instagram Link.

Week 43: October 26 – October 30, 2026

"Talk to Your Kids about a Hard History"

Week 43 of #52WeeksOfReconciliACTION, is dedicated to talking to children about difficult histories. Learning about the history of residential schools, colonialism, and their ongoing impacts can be challenging, but these conversations are an important part of truth and reconciliation. By creating space for honest, age-appropriate conversations, we can help children develop a deeper understanding of the past and how it continues to shape the present.

Books can be a meaningful starting point for these conversations, offering children opportunities to learn through stories, illustrations, and the experiences of others. As educators and caregivers, it is important to approach these topics with care, making room for children's questions, emotions, and reflections while ensuring that difficult histories are not avoided or oversimplified.

This week, consider sharing a book about Indigenous histories and experiences with your students. The OISE Alumni Association has recommended a collection of books to help get these conversations started, including *When We Were Alone* by David A. Robertson and Julie Flett, and *A Stranger at Home* by Christy Jordan-Fenton and Margaret Pokiak-Fenton. These stories offer opportunities to learn about the impacts of residential schools, the importance of family and cultural identity, and the strength of Indigenous children and communities.

We've shared a selection of recommended books to help educators and families begin or continue these important conversations. Remember that talking about difficult history is not a one-time lesson, but an ongoing opportunity to listen, learn, ask questions, and build understanding together.

For more inspiration and to connect with others participating in this initiative, visit the related post on our social media pages: Facebook Link or Instagram Link

OISE Alumni book recommendations:

- With Our Orange Hearts
- When We Were Alone
- Shin-chi's Canoe
- Fatty Legs : A True Story. 10th Anniversary Edition. (PB)
- A Stranger at Home

Useful resources:

- Teaching Young Children about Residential Schools Guide
- A Teachers Resource for Every Child Matters: Reconciliation Through Education September 2020

For more inspiration and to connect with others participating in this initiative, visit the related post on our social media pages: Facebook Link or Instagram Link.

Week 44: November 2 – November 6, 2026

Advocate for Our Freedom to Read

Week 44 of #52WeeksOfReconciliACTION is focussed on advocating for our freedom to read.

This week addresses the importance of access for children to read, the freedom to read. In childhood, the stories we read help shape our understanding of ourselves, the world around us, and how we take shape in it. They can help us greatly in our ability to understand and live well with one another.

District school boards in North America, have at times banned or “shadow/soft” banned books with little regulation or review. Many times this has occurred to children's stories created from marginalized and oppressed communities. Robertson’s own books have been restricted from schools in the past.

Stories from our past deserve to be told especially if they address truths about colonialism and power structures which have harmed Indigenous and other communities in Canada. The banning of any book is an action that can’t be taken lightly. All children’s books deserve a fair process, where everyone's freedom to read is considered.

There are actions that you can take, such as:

- Purchase or borrow books from the library that are being “challenged” or banned.

- Organize and contact your school board. Whether it's your school or not, community pressure can sway opinions on any plans to block a book from a school.
- Ensure your school board has and maintains an established policy to handle book challenges.

Library Associations On Book Restrictions

Ontario Library Association: Publishes statements on intellectual freedom, guidelines for collection development and deselection, and responses to school board book-restriction directives.

Freedom to Read: Offers a resource with challenged publications, timelines of censorship in Canada, border censorship data, and guides for addressing book bans.

Canadian School Libraries (CSL): Has a Collection Diversity Toolkit, policy development guidelines, and position statements on handling book challenges and maintaining inclusive collections.

Centre for Free Expression (CFE): Hosted at Toronto Metropolitan University, the CFE tracks censorship cases, administrative bypasses of formal review policies, and internal school-library challenges across Canada.

The Helen Betty Osborne Story : By David A. Robertson, this book sheds light on the subject of missing and murdered Indigenous Women, and was put on a not recommended list in 2018 by the Edmonton Public School District.

The Misewa Saga Book 2: The Great Bear This book, also by Robertson, sheds light on the subject of missing and murdered Indigenous Women, and was banned in the Durham District School Board.

For more inspiration and to connect with others participating in this initiative, visit the related post on our social media pages: Facebook Link or Instagram Link.

Week 45: November 9 – November 13, 2026

Make Some Bannock

Week 45 of #52WeeksOfReconciliACTION is focussed on making bannock, the history of bannock and its significance in Indigenous culture.

This week invites us to explore how food can be a meaningful way to connect with Indigenous cultures, histories, and communities. While bannock has become a familiar food in many Indigenous communities across Canada, it also represents adaptation, resilience, and the enduring strength of Indigenous Peoples in the face of colonial policies that disrupted traditional food systems and ways of life.

Food is more than nourishment. It carries stories, teachings, relationships, and memories. Gathering to make and share bannock can create opportunities for learning, conversation, and reflection about the histories and experiences of Indigenous Peoples. It reminds us that reconciliation is built not only through reading and listening, but also through participating in experiences that deepen our understanding and respect for Indigenous cultures.

As Robertson reminds us throughout *52 Ways to Reconcile*, reconciliation is an ongoing practice. Small, intentional actions can help us build stronger relationships and foster a greater appreciation for Indigenous perspectives, traditions, and contributions.

There are actions that you can take, such as:

- Learn about the history of bannock and the impact of colonialism on Indigenous food systems.
- Attend a community event, workshop, or cultural gathering where traditional foods are shared and celebrated.
- Support Indigenous-owned restaurants, caterers, and food businesses in your community.
- Share what you learn with friends, family, colleagues, or students and continue the conversation about reconciliation.
- Reflect on the role food plays in preserving culture, identity, and community connections.

👩‍🍳 **Bannock recipes:**

Jodi's Best Bannock 'I developed this bannock recipe after years of observing Kokums and Aunties in their kitchens. Each made their recipe slightly different and not a single one of them measured precisely, nor shared their "recipe". Bannock has a very complex food symbol of individuality and identity so after lots of trial and error I found my own recipe. It is easy enough to modify and make additions to or substitute other ingredients without changing the outcome of delicious bannock.'

Baked Bannock Recipe with Jenny "Buckshot" Tenasco

📚 **Picture book recommendations:**

Bannock and Beyond (Calgary Public Library Staff-Created List) | For foodies of all ages, explore these storybooks and cookbooks featuring Indigenous ingredients and recipes from across Turtle Island.

Storytime: Bannock in a Hammock 📖 Forest of Reading | CBC Kids

For more inspiration and to connect with others participating in this initiative, visit the related post on our social media pages: Facebook Link or Instagram Link.