



The  
Manitoba  
Teachers'  
Society



# EVERY CHILD MATTERS

ORANGE SHIRT DAY  
SEPTEMBER 30

In recognition of the harm the residential school system did to children's sense of self-esteem and wellbeing, and as an affirmation of our commitment to ensure that everyone around us matters.

## Shi-Shi-etko by Nicola I. Campbell & Kim LaFave

Submitted by Bobbie-Jo Leclair, Indigenous Programming Support Teacher, Winnipeg School Division

### Before Activities:

- Teacher create a bag of memories. Introduce the author's notes at the beginning of the book. The introduction gives students background knowledge on Residential Schools. Talk about laws.
- 4 Quadrants (Pictures / Senses / Words / Feelings)
- Use coloured plates from book on overhead to: Predict, Question, Access Background Knowledge, and Connect.

### During Activities:

- Picture walk emphasizing the feelings that the images in the book provoke. These images enhance the sense of loss and sadness that the story's ending conveys. The beauty in Shi-shi-etko's surroundings is starkly contrasted to the time children spent at Residential School.
- At the end of the story Shi-shi-etko does not take the bag of memories with her, instead she buries them at the roots of a fir tree.
- 4 Quadrants (Pictures / Senses / Words / Feelings)
- G.O.S.S.I.P. – work with partners to selectively search out important points

### Reciprocal Questioning

In partners create questions of the text; next partner narrow down to powerful questions, next partner really important questions; each partnership poses questions to class

### After Activities:

- Student create a personal bag of memories. Share with the class.
- Students write a letter to Shi-shi-etko to tell her how they feel about the way she spend her four days before leaving home and how she may have felt the day she left home.
- Students order the events four days before Shi-shi-etko left home, naming persons she spent the day with, the places they went and some sights and sounds she experienced. Refer to the 5 senses and relate them to the things in nature that were important to Shi-shi-etko (nature walks, study & collection of plant species, animal tracks).
- Discuss: moving to a new place or school and leaving a safe or familiar place (A/B partner talk)
- Discuss: being away from your family; and feelings around this (A/B partner talk)
- List 3 things you would miss from home, if you had to live away. What would you take?
- How would your family feel every night when you are not sitting at the table and getting ready for bed, and could not hear your laughter? (A/B partner talk)

### Indigenous Connections:

- Science & Ethnobotany – Traditional / Medicinal uses of plants in your region
- Cultural Practice/Traditions – Talking Circle
- Significance of sacred herbs such as tobacco, sage, cedar, sweet grass, lavender. Burning them is traditional as it transforms from physical form (of this world) into smoke (spirit world form).
- Indigenous relationship with the land.
- Clans – many Nations are divided into clans or families that are connected to particular animals (ex. Eagle clan, Killer whale clan, Wolf clan, Raven clan)
- Feast – “give away” was the legal system and oral history of certain nations;
- A naming ceremony is one reason to hold a Feast.

### Themes:

Memories, Resilience, Courage

### References/Resources:

No Time to Say Goodbye, Sylvia Olsen; My Name is Seepeeetza, Shirley Sterling; Federal Gov't Apology (June 11, 2008), Secret of the Dance, Andrea Spalding & Alfred Scow Local First Nations bands, elders, Aboriginal staff