

## HEALING PROGRAMS

## Grade 9

## MAIN IDEA

The legacy of residential schools in Canada lives on through the generations of First Nations children who returned home. They brought with them various abuses they experienced that have impacted their families and their communities for generations to come. Fortunately, the Canadian government and other organizations saw the need to establish various healing programs to aid residential school Survivors, their families and their communities. The healing programs had similar goals such as:

- Raise awareness about the legacy of residential schools.
- Support survivors, family members and communities through the healing process.
- Educate all Canadians regarding the impacts of the residential school experience.
- Contribute to reconciliation between Aboriginal and non-Aboriginal people.

## ONTARIO SPECIFIC EXPECTATIONS

## SOCIAL SCIENCES

**Students will...**

- Record information and key ideas from their research, and document the sources accurately.
- Organize, interpret, and communicate the results of their inquiries, using a variety of methods (e.g., graphs, charts, diagrams, oral presentations, written reports, newspaper articles, videos).
- Demonstrate an understanding of the natural tension that exists between family and government as a result of government policy (e.g., the difficulty that adopted children face in locating birth parents; censorship).

MATERIALS	RESOURCES & SOURCES
Computer/Computer Lab	Truth and Reconciliation Commission - <a href="http://www.trc.ca/websites/trcinstitution/index.php?p=3">http://www.trc.ca/websites/trcinstitution/index.php?p=3</a>
Internet	Aboriginal Healing Foundation - <a href="http://www.ahf.ca">http://www.ahf.ca</a>
Printer Access	National Day of Healing and Reconciliation - <a href="http://ndhr.ca/wordpress/">http://ndhr.ca/wordpress/</a>
Rubric	National Residential School Survivor's Society - <a href="http://www.nrsss.ca/Resource_Centre/Resource_Centre_Index.htm">http://www.nrsss.ca/Resource_Centre/Resource_Centre_Index.htm</a>
Peer Evaluation Sheets	Legacy of Hope - <a href="http://www.legacyofhope.ca">http://www.legacyofhope.ca</a>
Poster Board & Materials (Markers, Scissors, glue, paper)	Equay-wuk Woman's Group "The Kookum Project" - <a href="http://www.equaywuk.ca">http://www.equaywuk.ca</a>



## CURRICULUM GR. 9-12

1. Divide students into six (6) groups and assign a healing program. Explain to the students that they will be conducting research on a Canadian residential school healing program, creating a poster board display about their healing program and presenting their poster to the class.

- Truth and Reconciliation Commission
- Aboriginal Healing Foundation
- National Day of Healing and Reconciliation
- National Residential School Survivor's Society
- Legacy of Hope
- Equay-wuk Women's Group

2. In the computer lab have students research their assigned healing program (allow 1 class period to do this).
3. Provide each group with the **Poster Board Guidelines** sheet and a copy of the **Rubric** so they are fully aware of what is expected of them. Have them create their poster (allow 1 class period to do this).
4. Have students present their Poster Boards allowing approximately 4-6 minutes each. Rubric evaluations will be done at this time. Each student will be responsible for speaking.
5. Once all the presentations are complete, hand out a **Peer Evaluation** sheet to each student. Explain to the students that only the teacher will be reviewing these.
6. Gather all poster boards and display them in the classroom or around the school in order to promote awareness about these important healing programs.

### Summative: Oral Presentation & Poster Board Rubric

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CURRICULUM GR. 9-12

## Name: \_\_\_\_\_

1. Give your group a name for the Rubric Assessment.
2. Name of program, when established, which region it serves.
3. Main objective(s) of program. Why was it established?
4. How the program can help survivors of the residential school program?
5. Is the Canadian government involvement, if so, what is their role?
6. Progress made to date. Ongoing and/or upcoming activities, future endeavors.
7. If possible, find an example of how or whom the program has helped. Perhaps contact the organization and inquire about possible survivor's who'd like to share their experience with high school students.
8. Program contact information.
9. Any other relevant information.
10. Be sure to follow the Rubric so you know what is expected of you.

## PEER EVALUATION

**Group Member's Name** \_\_\_\_\_  
**Evaluator's Name** \_\_\_\_\_

	Poor	Fair	Good	Very Good	Outstanding
Group member was actively involved in the research portion of project.	1	2	3	4	5
Group Member offered ideas and suggestions.	1	2	3	4	5
Group member was actively involved in the creation of the poster board.	1	2	3	4	5
Group member spoke clearly during the presentation.	1	2	3	4	5
Group members' overall performance.	1	2	3	4	5

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## RUBRIC

**Group Name:** \_\_\_\_\_

## ORAL PRESENTATION & POSTER BOARD

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<p><i>Content:</i></p> <p>Meets the required elements.</p>	Several required elements were missing.	All but (1) of the required elements are included in the poster.	All required elements are included on the poster.	The poster includes all required elements as well as additional information.
<p><i>Attractiveness:</i></p> <p>The poster is attractive in terms of design, layout and neatness.</p>	The poster is distractingly messy or very poorly designed. It is not attractive.	The poster is acceptably attractive though it may be a bit messy.	The poster is attractive in terms of design, layout and neatness.	The poster is exceptionally attractive in terms of design, layout and neatness.
<p><i>Grammar:</i></p> <p>Spelling, punctuation and grammar.</p>	There are more than (4) grammatical mistakes on the poster.	There are (3-4) grammatical mistakes on the poster.	There are (1-2) grammatical mistakes on the poster.	There are no grammatical mistakes on the poster.
<p><i>Design-Layout and Organization:</i></p> <p>Well-organized and easy to read.</p>	Poster was hard to read. There is no clear structure. Text and graphics were randomly placed.	Most of the poster was organized. The placement of text and graphics sometimes made the poster hard to read.	Poster was organized with headings and subheadings. Text and graphics were placed to make the project easy to read.	Poster content was organized with headings and subheadings. Text and graphics were neatly organized and made the poster easy to read.
<p><i>Presentation:</i></p> <p>All group members participated, speak clearly, are easy to understand and visually organized.</p>	Only 1 or 2 group members participate. Most group members speak only to part of the audience. Presentation was disorganized or incomplete.	Some group members participate. Group members speak to only part of the audience. Presentation is complete.	All group members participate. Most group members speak to the entire audience. Presentation is organized and complete.	All group members participate equally. All group members speak to the entire audience. Presentation is visually organized and complete.

*Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.*