



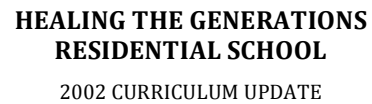
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2002 CURRICULUM UPDATE

TRYING TO ADJUST

- Source: http://www.ainc-inac.gc.ca/ks/pdf/e_guide3.pdf



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2002 CURRICULUM UPDATE

Name: _____



Nishnawbe Aski Nation

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HEALING THE GENERATIONS
RESIDENTIAL SCHOOL

2002 CURRICULUM UPDATE

CENTRE 3

THE ROLE OF THE ELDERS

First Nations had well-developed systems of education before the arrival of Europeans. The bases of traditional education were the lessons and teachings of First Nations Elders and parents. They educated their children in the skills necessary to survive on the land; their family and tribal history; language, fine arts such as music and storytelling; the appropriate social and political behaviour; and moral and religious values.

Residential school disrupted the transmission of beliefs, skills, and knowledge from one generation to the next. Despite residential schools, Elders continue to be respected in First Nations communities for their wisdom and experience.

Source: http://www.ainc-inac.gc.ca/ks/pdf/e_guide3.pdf



2002 CURRICULUM UPDATE

NEW SCHOOL

- **Group:** Choose a recorder.
- Have a group discussion about the following:
 - *Read aloud:* Imagine you were seven years old and you were separated from your parents for most of the year and placed in a school where no one spoke your language. In this situation, language spoken to you is written very differently from your native tongue.
- **Read aloud:** Imagine your teachers don't understand many of the things that are very important to you, such as hockey, snowboarding and skateboarding, music videos and computer games.
 - As a group make a list of things that are important to you. Recorder write the list on paper.
- If you were a student at residential school and you had a difficult time there, would it mean that you are a failure?



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CENTRE 5

GOING HOME

- In your group create a short skit in which a family is adjusting to having their children return home from residential school after a three-year absence.
- Put yourself into the shoes of the character that you are portraying.
- What are some of the problems experienced by the children and their parents when the students arrived home?
- What effect did the residential school have on the way First Nations felt about themselves, as students and parents?
- Present play to class on the last day of centre's, therefore, make sure you record your skit and lines on paper.
- Some Characters could be:
 - Residential school student
 - Parent(s)
 - Mother, father, brother, sister
 - Grandparent, Elder

READ

When children returned to their communities after several years at residential schools, they often found it hard to fit back into family life, and parents found that the children had changed. Some parents also found that the children argued with them frequently, and with other children and family members. Also, some children seemed unconcerned about hurting others and often appeared unwilling to respect Elders.

Also difficult for many parents was their children's loss of their language. At residential school, many students were often punished for speaking their own language. After several years away at school, children generally found it difficult to speak their mother tongue.

From a First Nations perspective, the most damaging part of residential schools was that children were taught their culture was unimportant. They were told that the values with which they had been raised were primitive, and that non-Aboriginal people in Canada were part of a more "advanced" society. The schools' organization and the curriculum content gave First Nations children the impression that the beliefs, political institutions, religious practices and the economic system of non-Aboriginal people in Canada were superior to the traditional ways of First Nations.