

LEGACY SCHOOLS RECONCILIATION GUIDE



GORD CHANIE
DOWNIE & WENJACK
FUND



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LEGACY SCHOOL

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A MESSAGE FROM THE FAMILIES

Chi miigwetch, thank you, to everyone who has supported the Gord Downie & Chanie Wenjack Fund.

When our families embarked upon this journey, we never imagined the potential for Gord's telling of Chanie's story to create a national movement that could further reconciliation and help to build a better Canada.

We truly believe it's so important for all Canadians to understand the true history of Indigenous people in Canada - including the horrific truths of what happened in the Residential School system - and the strength and resilience of Indigenous culture and peoples.

It's incredible to reflect upon the beautiful gifts both Chanie and Gord were able to leave us with.

On behalf of both the Downie and Wenjack families - Chi miigwetch, thank you for joining us on this path. We are stronger together.

In Unity,

Two handwritten signatures in black ink. The first signature is 'Mike Downie' and the second is 'Harriet Visitor'.

MIKE DOWNIE & HARRIET VISITOR
Gord Downie & Chanie Wenjack Fund

"We truly believe it's so important for all Canadians to understand the true history of Indigenous people in Canada."

INTRODUCTION

The Gord Downie & Chanie Wenjack Fund (DWF) is part of Gord Downie's legacy embodying his commitment, and that of his family, to improving the lives of Indigenous people in Canada.

In collaboration with the Wenjack family, the goal of DWF is to continue the conversation that began with Chanie Wenjack's Residential School story and aid our collective reconciliation journey through a combination of awareness, education, and connection.

Our Mission

Inspired by Chanie's story and Gord's call to action to build a better Canada, DWF aims to build cultural understanding and create a path toward reconciliation between Indigenous and non-Indigenous peoples.

Our Vision

Improving the lives of Indigenous people by building awareness, education, and connections between all people in Canada.



WELCOME TO THE LEGACY SCHOOLS PROGRAM

Thank you for participating in the DWF Legacy Schools program, and for your commitment to learning and teaching about Residential Schools and the rich cultures of Indigenous people. Together through education, awareness, and connection we can continue to build a better, more inclusive Canada.

By providing educational resources and program development for Legacy Schools, DWF is helping to ensure that the unique interests, rights, and perspectives of Indigenous people are recognized and implemented in schools and communities throughout Canada.

“Do Something.”

Each Legacy School is asked to organize reconciliACTIONS throughout the school year. A reconciliACTION is a meaningful action that moves reconciliation forward. ReconciliACTIONS will be unique to each school and community, and may incorporate events, cultural activities, updated inclusivity policies, learning opportunities, fundraising, and/or professional development to support awareness and appreciation of Indigenous cultures and traditions.

ReconciliACTIONS may take place at any time during the year, but we encourage Legacy Schools to join in a national movement of awareness and understanding during **Secret Path Week**, which takes place annually from October 17-22.



Educator Advisory Committee

This year the work of the Legacy Schools program was guided by our Educator Advisory Committee, which is made up of First Nations, Métis, Inuit, and non-Indigenous educators. Members from throughout Canada gathered online throughout the year to discuss the Legacy Schools program, explore new resources, and discuss ways to connect students and educators as we grow. We are excited to have such a strong and dedicated team and look forward to improving the Legacy Schools program with their continued guidance and support.

Resources

Legacy School educational resources are developed on an ongoing basis and shared with schools and students throughout the year. The resources provided are suggestions that educators and community members can use throughout all curriculum from K-12. The resources supplied are from a variety of sources and should be used after review at your discretion. [LegacySchoolResources.ca](https://www.legacy-schools.ca/resources)

BACKGROUND

Chanie Wenjack

Chanie Wenjack was born on January 19, 1954 on the Marten Falls First Nation Reserve, also known as Ogoki Post - a remote Indigenous community in Northwestern Ontario. In 1963 at the age of nine, Chanie, along with three of his sisters, were sent to the Cecilia Jeffrey Indian Residential School in Kenora, Ontario.

In 1966, at the age of 12, Chanie ran away from Cecilia Jeffrey, attempting to reunite with his family who were 600 kilometres away in Ogoki Post. Nine other children ran away that same day, but all were caught within 24 hours.

Chanie's body was found beside the railway tracks on October 22, 1966, a week after he fled. He succumbed to starvation and exposure. In his pocket was nothing but a glass jar with seven wooden matches. Chanie fell victim to Canada's legacy of colonization of Indigenous Peoples.

Chanie's story, tragically, is like so many stories of Indigenous children in this country.



"I think he (Chanie) just wanted to go home, and it didn't matter to him how he was going to get there. It didn't matter to him how scary it was. All I think he must have thought of was the safety of the home. The happiness that he had experienced there with Dad and Mom. He ran away. He took no account of dressing warm for the weather. That was in October. He was trying to walk home,"

Pearl (Wenjack) Achneepineskum

(<https://www.cbc.ca/radio/asithappens/as-it-happens-thursday-edition-1.3814041/gord-downie-s-secret-path-gives-hope-to-chanie-wenjack-s-sister-pearl-1.3814045>) - CBC Radio Posted: Oct 21, 2016 3:04 PM ET / Last Updated: October 19, 2017)

Gord Downie

Gord Downie was a Canadian rock musician, storyteller, and poet. He was the frontman and lyricist for the band The Tragically Hip from 1984 until his passing in 2017.

In August of 2016, Gord asked all Canadians to look at the true history of this country and to "Do Something" to change the state of Indigenous-settler relations for the better. Following that, Gord released his last solo project, *Secret Path*, which includes an album, graphic novel, and film. It tells the story of Chanie Wenjack, and calls attention to the challenges faced by Indigenous people as a result of the Canadian Indian Residential School system. We are pleased to offer you the graphic novel in your Legacy School toolkit for use in the classroom. The film is available at: <https://gem.cbc.ca/series/the-secret-path/all/9b3ea985-cccf-45a8-9c87-8745cbca48f>



In December of 2016 at the Assembly of First Nations in Gatineau, Quebec, National Chief Perry Bellegarde honoured Gord with an eagle feather, a symbol of the creator above, for his support of Indigenous peoples in Canada. Gord was also given an honorary Indigenous name, Wicapi Omani, which is Lakota for "man who walks among the stars".

In October 17, 2017, Gord Downie passed away surrounded by his children and family. His messages of hope and powerful calls to action remain. Gord's legacy to create lasting, positive change in Canada lives on through you.



"The last 150 years aren't as much worth celebrating as we think," says Downie. "But the new 150 years can be years of building an actual nation. Imagine if they were part of us and we them, how incredibly cool it would make us? That's what's missing as we celebrate doughnuts and hockey."

Gord Downie

In August of 2016, Gord asked all Canadians to look at the true history of this country and to "Do Something" to change the state of Indigenous-settler relations for the better.

A Little DWF History

On October 13, 2016, Gord, his brother Mike, and the Wenjack family announced the founding of the Gord Downie & Chanie Wenjack Fund.

In November of 2016, educators from throughout Canada were asked to meet in Ottawa to begin to develop what would become our Legacy Schools program. There were 33 educators, representing every province and territory, who met with Mike Downie, *Secret Path* illustrator Jeff Lemire, and the Wenjack family. Gord always knew that the way to truly change Canada for the better was through education.

In 2017, the Gord Downie & Chanie Wenjack received official status as a registered charity. We are an Indigenous-led organization and are governed by a Board of Directors made up of outstanding professional Indigenous and non-Indigenous leaders. **We are not affiliated with any other charity or non-profit group.**

Language throughout this guidebook

Please note, throughout this document we include the term 'Indian' only for historical accuracy when referencing official names of schools and government documents. The term 'Indian' is no longer used and can be considered offensive. Aboriginal has also been replaced with the internationally accepted term "Indigenous". The term Indigenous includes First Nations, Métis and Inuit (FNMI).

Explicit Lyrical Content

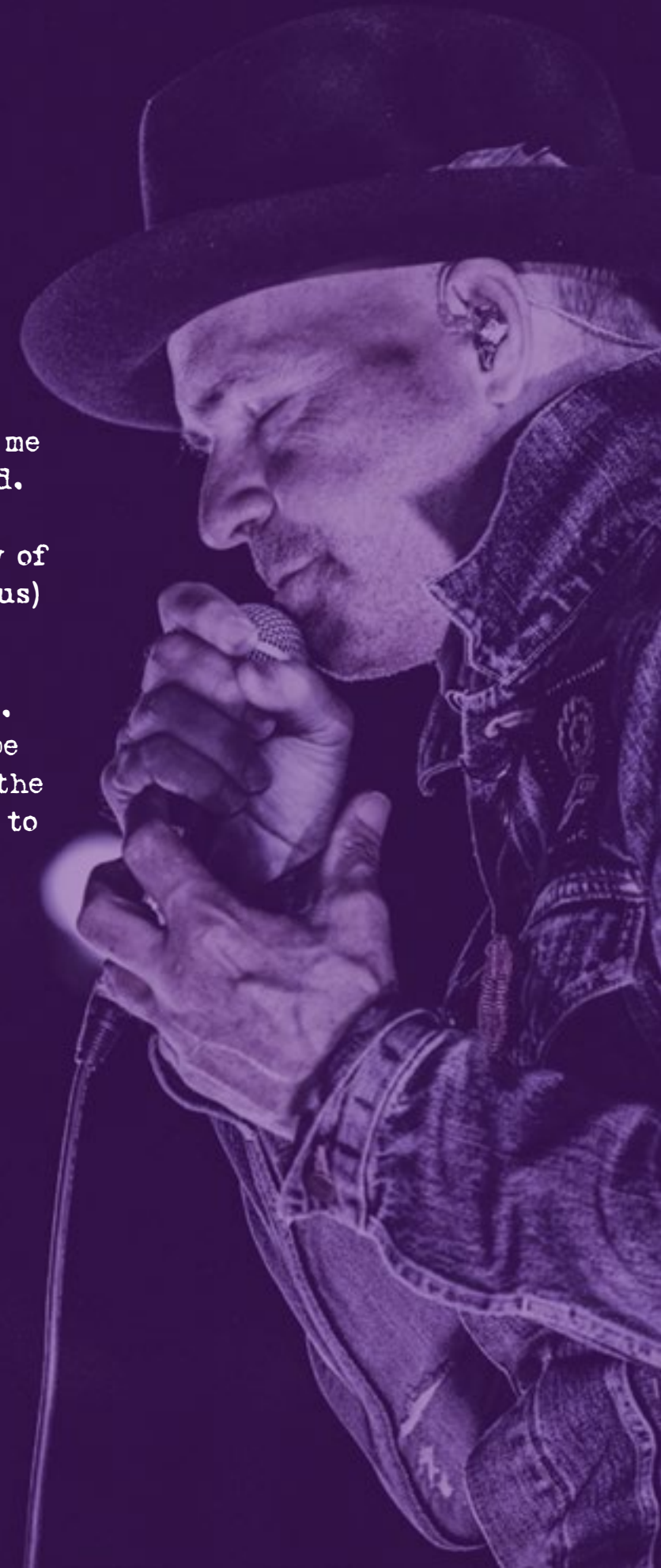
Please be sure to read the provided materials thoroughly before introducing content to your students. The song "Secret Path" contains an explicit lyric. It is up to the individual teacher to ensure that they have a good understanding of the material before teaching any lessons, and to determine what is appropriate for their classroom and/or school community.

* DWF sometimes uses Ojibwe language, practices, and traditions in our materials to honour Chanie and the Wenjack family's culture. The Ojibwe are an Indigenous People who are part of a larger group known as the Anishinaabe.



"This experience has both opened my mind and made me feel ashamed and humbled. Seeing the resilience, endurance and the beauty of people in these (Indigenous) communities however has given me hope - that a better Canada is possible. Through this fund my hope is that others will have the same experience and come to the same conclusion."

Gord Downie



The Secret Path

Mike Downie introduced Gord to Chanie Wenjack's story when he shared with Gord "The Lonely Death of Charlie Wenjack" by Ian Adam. The article originally appeared in Maclean's magazine on February 6, 1967 – a date that also happens to be Gord's birthday. <https://www.macleans.ca/society/the-lonely-death-of-chanie-wenjack/>

After learning of Chanie's ordeal, Gord began a personal project to tell Chanie's story and share it with others. The project began as ten poems written by Gord as he imagined what it would have been like to be Chanie. These poems later became the lyrics to the Juno-award winning album *Secret Path*.

In 2014, Gord and his brother Mike Downie brought *Secret Path* to comic artist Jeff Lemire for his help bringing Chanie and the many children sent to Residential Schools to life through illustration. Despite his busy schedule, Jeff saw the merit in committing time to this project, and together with Gord created the *Secret Path* illustrated book. Mike then enlisted the help of Justin Stephenson to animate the entire novel for the 50th anniversary of Chanie's passing. The animated film was broadcast on CBC across Canada in an hour-long commercial-free television special on Sunday, October 23, 2016.

Secret Path acknowledges a dark part of Canada's history—the long-suppressed mistreatment of Indigenous children and families by the Residential School system in the hope of starting our country on a road to reconciliation.

"Just because of the way the world is now we're all connected in some way. I don't know how, but I know that. You may be connected to somebody almost like a sister or a brother and I think that's why Gord was connected to Charlie."

Pearl (Wenjack) Achneepineskum



LEGACY SCHOOLS COMMITMENT

Your commitment means so much

In becoming a Legacy School, you have committed to:

- Inspiring students, staff, and the school community to engage in acts of reconciliation through continued awareness and education.
- Using both Gord and Chanie's stories and the *Secret Path* as a tool to further reconciliation within your classroom and throughout the school community.
- Participate in reconciliATIONS, ideally taking place during Secret Path Week (October 17-22). Events and engagements should continue throughout the year and not just involve just one lesson or event. This process is on-going, and though it may be difficult at times, it is necessary in order to truly move forward.
- Share information about the impact of the Legacy Schools toolkit and reconciliATIONS with us! Send photos and stories to LegacySchools@DownieWenjack.ca.
- Engage in DWF Legacy Schools contests, events, and activities which may include Artist Ambassador visits, guest speakers, Wenjack and Downie family visits, Walk for Wenjack, and various other events that may arise.



Support

Topics and materials used in educating people about the Residential School system and Canada's true history can include highly sensitive subject matter and may cause a negative emotional response. The impact and effects of Residential Schools still exist today and are experienced by many Indigenous people, families, and communities. For this reason, subjects and material may be even more difficult and upsetting for Indigenous students, teachers, staff, and those directly affected by Residential Schools.

Be aware that emotional stories can be shared, strong feelings may present themselves, and uncomfortable questions may be asked. Always review material and be familiar with the content prior to beginning any presentations relating to this subject matter. Be certain that staff know how to access support if they need it.

Health Canada provides a free 24-hour crisis line for those affected by Residential Schools (also available in French). **The 24-HOUR CRISIS LINE is 1-866-925-4419.** Mental health assistance is available for everyone. Please visit: canada.ca/en/public-health/services/mental-health-services/mental-health-get-help. Students are also encouraged to take advantage of counselling services through Kids Help Phone (kidshelpphone.ca) or call: **1-800-668-6868.**

RECONCILIATIONS

A reconciliACTION is the answer to Gord's call to "Do Something". Do something to raise awareness, do something that improves the lives of Indigenous peoples, do something that improves the relationship between Indigenous and non-Indigenous peoples.

Students and educators recognize that change starts with every single one of us, and that everybody can make an impact.

Here are some examples of reconciliACTIONS from Legacy Schools throughout Canada. We hope these wonderful examples inspire you to "Do Something"!

Comox Valley District School Board, BC – Every school in Comox Valley is a registered Legacy School. They were the first school board with full participation in Canada.

Airport Elementary, Lazo, BC – The school had a school-wide month-long inquiry where classes learned various things about Chanie Wenjack and Gord Downie from the kit. Students made white handprint doves to represent peace as part of a larger project and they hosted a DWF assembly where the whole school also sang Susan Aglukark's "O Siem", with the Grade 7 class playing various instruments.



Queeneesh Elementary School, Courtenay, BC – Staff hosted an assembly that answered the question of who Chanie Wenjack and Gord Downie were, and then looked at the symbolism of the "feather" in the hat from Gord Downie from an Indigenous perspective, and explored how we can all work together to make Canada a better place. There was also a walk in the forest with factual information about Residential Schools. One of the teachers, Matt Zadvorny, is a Tragically Hip superfan, and he has met Gord on a few occasions. He talked to the students about what an honour it was to meet his real-life hero, and that really inspired them!



McKim Middle School, Kimberley, BC – Staff wore their DWF shirts and set up displays for Secret Path Week.



St. Augustine Fine Arts School, Calgary, AB – On Tuesday, October 22, the students of St. Augustine Fine Arts School participated in a Walk for Wenjack with the older students explaining Chanie's residential school story to the younger grades. This was followed by a play.

The Grade 6 students spent two weeks researching Chanie Wenjack, his story and Residential Schools prior to the walk. Stations were set up around the school grounds each with props, paintings, and information relevant to this story. Elementary classes visited each station to learn more about this aspect of Canadian history.

Junior high students participated in an off-campus Walk for Wenjack.

As a Legacy School, it is their hope that this reconciliACTION is merely the beginning of the call to "Do Something".

Sherwood School, Calgary, AB – The Drama, Art, Music team connected Secret Path to Orange Shirt Day and DWF. The school hosted a couple of performances in honour of reconciliation through song, art, and performance. Additionally, one of their goals for the year was to increase the amount of reading our students do with Indigenous authors.



Winston Knoll Collegiate, Regina, SK – Opened a Cultural Room on Sept. 30 in honour of Orange Shirt Day remembering Residential School Survivors. Mike Downie visited the school where students shared with Mike some similarities between Secret Path and their field trip to Gordon's Indian Residential School. Gordon's Indian Residential School was the last to close in 1996.



École Ste-Marguerite Bourgeoys, Kenora, ON – Staff and students hosted a hockey game to raise awareness.

École St. Patrick High School, Yellowknife, NT – Wesley Hardisty visited as an Artist Ambassador with President & CEO Sarah Midanik.



Pond Inlet, NU – Student exchange took place with Ontario students.



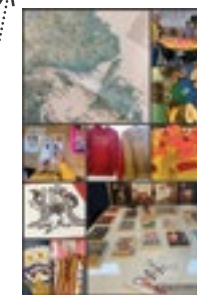
James Bay, ON – The Juno award-winning band Whitehorse visited three high schools in the James Bay region of Northern Ontario; Vezina Secondary School in Attawapiskat, ON; Francine J. Wesley Secondary School in Kashechewan, ON and Delores D. Echum Composite School in Moose Factory, ON.



Sugarloaf Senior High School, Campbellton, NB – Flags hung at school of local nations to further land acknowledgements, and knowledge of traditional territory.



PEI – Legacy School educator and Educator Advisor Corrine Chappell set up a wonderful DWF display at the PEI Teachers conference. PEI has the most Legacy Schools per capita nationwide!



St. Peter's Junior High, Mount Pearl, NL – Organized a showcase of materials created by Indigenous artists, authors and crafts people, as well as Indigenous language flashcards and maps of Indigenous territories and place names. They also created a land acknowledgement that is announced school-wide every Monday morning on our PA system, and created announcements for Secret Path Week pertaining to Indigenous issues, as well as Indigenous successes.



Halifax, NS – Student orchestra from throughout Halifax gathered during Secret Path Week to play the entire Secret Path album. St. Andrew's Consolidated School enjoyed reading the Secret Path as a class!



McCaig Elementary School, Rosemère, QC – Displayed their Legacy Schools flag was part of a lunchtime awareness campaign.



Wagar Adult School, Côte Saint-Luc, QC – Artist Ambassador Maize Longboat visit with students.



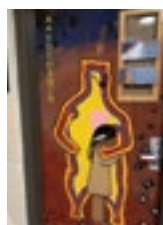
Timiskaming District Secondary School, New Liskeard, ON – MMIW red feathers were hung to increase knowledge and support families of missing and murdered Indigenous women.



District School Board of Niagara (DSBN), ON – The DWF flag was raised at each of the 83 registered Legacy Schools in the DSBN for Secret Path Week. Classes all watched the Chanie Wenjack Heritage Minute and Secret Path, included daily announcements, held school assemblies, bake sales, and classroom activities.



Linwood Public School, Linwood, ON – Mr. Piva's grade 8's hosted Mike Downie and members of the DWF team. Mr. Piva is using Secret Path to educate about social justice.



G.C. Huston Public School, Southampton, ON – Painted the classroom doors with a lesson in Indigenous culture on each door. They also invited representatives from DWF to present at an assembly and to tour the school.



"I think creating an environment where it is safe is important for kids who don't necessarily know how to have open dialogue about things like imperialist practices and residential schools."

Student from Ecole St. Patrick School, NWT

More reconciliACTION ideas:

ReconcilACTIONS can be one big action involving the whole school community or several small actions making daily change, one step at a time. Here are some great examples of reconciliACTIONS:

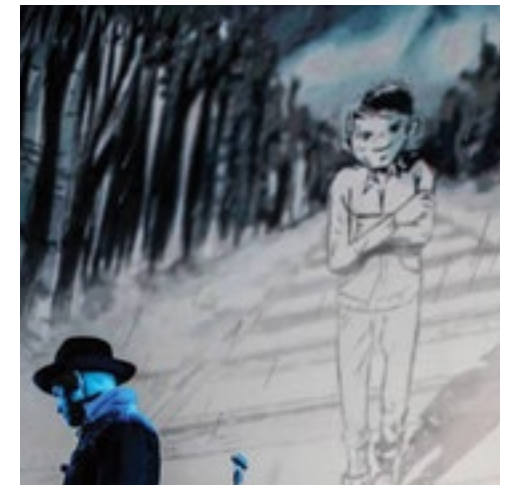


1. Learn the land acknowledgement in your region. In doing so, be sure to carefully consider your relationship to the land that you live on, the treaties that govern it, and the Indigenous peoples who have lived on this land for 1000s of years.
2. Have your school give a daily land acknowledgement as part of the morning routine, as well as to open assemblies and important events like graduations and commencement ceremonies. Learn more from: www.whose.land.
3. Find out if there was a Residential School in your area or where the closest one is located. To learn more visit <https://www.cbc.ca/news2/interactives/beyond-94-residential-school-map/>.
4. Visit an exhibit that honours the survivors and victims of Residential Schools at projectofheart.ca.
5. Invite an Indigenous speaker or elder into your classroom to learn about local Indigenous communities and to share their stories and knowledge. Be sure to budget for these visits, as your guests should be paid for their time at your school. Work with your school board's Indigenous education department to find the best speakers, resources and organizations.
6. Research local Indigenous organizations to support. Again, work with your school board's Indigenous education department to find the best local organizations to support.
7. Participate in Orange Shirt Day at the end of September by understanding why wearing an orange shirt is significant to Residential Schools. To learn more, visit orangeshirtday.org.
8. Visit a local Indigenous organization, friendship centre, community group, or museums. Many groups have virtual experiences you can experience.
9. Watch DWF's National Indigenous History events with your class or as a school: <https://www.youtube.com/watch?v=ogC1b8EAbWM>.
10. Create a presentation for your classroom, school, or community. Share your knowledge to spread the word and engage others in conversation. As an example, Dufferin-Peel Catholic District Board has done some amazing work in providing webinars for their educators: <https://www3.dpcdsb.org/programs-services/indigenous-education/webinars>.
11. When open to the public or invited, attend Indigenous cultural events taking place in your community.
12. Research the contributions that Indigenous people from your community and/or surrounding communities have made to the world through science, architecture, and invention.
13. Engage in meaningful reconciliation activities to ensure that Indigenous young people have the same opportunities as others. You can participate in Bear Witness Day on May 10 in support of Jordan's Principle; Have a Heart Day on February 14; and School is a Time for Dreams to learn about and support Shannen's Dream. Visit: fncaringsociety.com (available in French).
14. Study an Indigenous language—especially one that is spoken in your region. Learn some common words and why it is important to appreciate and protect Indigenous languages.
15. Take the Indian Horse #Next150 Challenge <https://next150.indianhorse.ca/>.
16. Understand appropriation and what that looks like with your students to ensure Indigenous art and culture is respected and valued throughout your school.
17. Participate in the Gord Downie & Chanie Wenjack Fund's spring poster contest! See last year's winners here: <https://www.downiewenjack.ca/congratulations-to-the-legacy-schools-poster-contest-winners/>.
18. Listen to and study music made by Indigenous artists, such as Buffy Sainte-Marie, Tanya Tagaq, Midnight Shine, and Drezus. Find more great artists who have participated in our ArtistAmbassador.ca program.
19. Organize a movie night screening for your school and community of Gord Downie's *Secret Path*, Tasha Hubbard's *'nîpawistamâsowin: We Will Stand Up*, Michelle Latimer's *RISE*, or Chrisann Hessing's *Turning Tables*. Find other Indigenous movies to watch for free through the NFB or ImagiNATIVE.
20. Sign your class up to participate in Secret Path Week's Indigenous Educator Series at Exploring by the Seat of Your Pants (exploringbytheseat.com) from October 17-22.
21. Organize a school-wide *Walk for Wenjack* event during Secret Path Week (facebook.com/walkforwenjack).
22. Invite an elder to begin your graduation or commencement ceremony. Ask Indigenous singers, dancers, and/or drummers to perform as well.

SECRET PATH WEEK

Secret Path Week is an annual campaign which takes place from October 17-22. The week raises awareness of the history and continued trauma caused by Residential Schools. This is a special week as October 17th and 22nd respectively mark the dates that Gord Downie and Chanie Wenjack joined the spirit world.

During Secret Path Week, DWF invites all Legacy Schools, Legacy Spaces, volunteer champions, organizations, and individuals to host and/or celebrate their own reconciliACTIONS and fundraising events. We invite you to share your photos, videos, and stories via social media and with DWF. Send your photos to: LegacySchools@DownieWenjack.ca



WALK FOR WENJACK

Walk for Wenjack was started by a group of dedicated volunteers, inspired by the *Secret Path* story, Gord Downie's determination to make Canadians aware of Residential Schools, and the on-going traumatic effects that they continue to have on our society. Walk for Wenjack was organized to honour Chanie Wenjack and the 150,000+ Indigenous children like him, who were forced to leave their families to attend Residential Schools.

The first Walk for Wenjack was held on November 20, 2016 and retraced the steps of Chanie Wenjack. It started at the Cecilia Jeffrey Indian Residential School in Kenora, Ontario, and continued to Redditt for a ceremony representing Chanie's final resting spot near Farlane, Ontario. The next Walks took place in October 2018 and 2019 during Secret Path Week at Evergreen Brick Works in Toronto. These full-day events had over 500 students participating from Legacy Schools, with Pearl and her sisters opening the day with a beautiful song. It was an experience that touched the hearts of many. All donations from Walk for Wenjack support the work of the Gord Downie & Chanie Wenjack Fund.



Walk for Wenjack encourages Legacy Schools to walk for Chanie Wenjack and his family on October 22, the day Chanie succumbed to the elements as he was trying to get home. Walks can also be organized on other dates during Secret Path Week (Oct. 17-22) or throughout the school year.

Let's come together as a nation and walk the over 600 kilometres Chanie Wenjack needed to get home. More information about Walk for Wenjack is available on our website: DownieWenjack.ca

This year due to the cancellation of mass gatherings, we'd like to encourage individuals to Walk for Wenjack remotely while sharing your stories and photos with us on socials [@DownieWenjack](https://twitter.com/DownieWenjack) [#WalkforWenjack](https://twitter.com/WalkforWenjack).

Can you walk the 600km Chanie was trying to cover the entire month of October? Share your stories with us and the Wenjack family. This is a sad time for the Wenjack and Downie families, but your words and acts of reconciliACTION give them hope as Chanie and Gord's legacy continues.

CANADA'S INDIAN RESIDENTIAL SCHOOL SYSTEM

For over 100 years - from 1831-1996 - Indigenous children were removed from their families and sent to institutions called Residential Schools. The government-funded, church-run schools were located across Canada and established with the purpose of eliminating parental involvement in the spiritual, cultural, and intellectual development of Indigenous children. The last Residential School closed in 1996. More than 150,000 First Nations, Métis, and Inuit children were forced to attend these schools, some of which were hundreds of miles from their home. The cumulative impact of Residential Schools is a legacy of unresolved trauma passed from generation to generation and has had a profound effect on the relationship between Indigenous Peoples and other Canadians. (*Truth and Reconciliation Commission Canada, 2015*)

Questions for consideration:

1. What is Canada's Residential School system?
2. Who attended Residential Schools?
3. Why was the system developed?
4. Who developed it?
5. What was its intention?
6. When did it operate?
7. Who ran the schools?
8. How many schools were there?
9. What was the experience of children attending Residential Schools?
10. What is the long-term impact on children who attended these schools?
11. What is the long-term impact on the Indigenous parents, families, and communities? What is the impact of these schools on non-Indigenous children, parents, and communities?



The cumulative impact of Residential Schools is a legacy of unresolved trauma passed from generation to generation and has had a profound effect on the relationship between Indigenous Peoples and other Canadians.

The United Nations Declaration of the Rights of Indigenous Peoples (UNDRP)

The United Nations Declaration of the Rights of Indigenous Peoples (UNDRIP) is an international document adopted by the United Nations on September 13, 2007, to enshrine (according to Article 43) the rights that "constitute the minimum standards for the survival, dignity, and well-being of the Indigenous peoples of the world." The Declaration is the product of almost 25 years of deliberation by U.N. member states and Indigenous groups to protect the collective rights of Indigenous Peoples that may not be addressed in other human rights charters and emphasizes individual rights. **The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) was adopted by the General Assembly on Thursday, 13 September 2007**, by a majority of 144 states in favour, 4 votes against (Australia, Canada, New Zealand and the United States) and 11 abstentions.



Since the United Nations Declaration on the Rights of Indigenous Peoples was adopted by the General Assembly, the four countries voting against have reversed their position and now support the Declaration. We are happy to provide you with this document for use in your classrooms and schools in our Legacy Schools toolkits.

National Centre for Truth and Reconciliation (NCTR)



For over 150 years, Residential Schools operated in Canada. Over 150,000 children attended these schools; many never returned. Often underfunded and overcrowded, these schools were used as a tool of assimilation by the Canadian state and churches. Thousands of students suffered physical and sexual abuse. All suffered from loneliness and a longing to be home with their families. The damages inflicted by these schools continue to this day. In 2009, the Truth and Reconciliation Commission of Canada began a multi-year process to listen to survivors, communities and others affected by the Residential

School system. The resulting collection of statements, documents and other materials now forms the heart of the National Centre for Truth and Reconciliation. (**National Centre for Truth and Reconciliation, 2020**)

Questions for consideration:

1. Why is it important to know the truth about Canada's history and the Residential School system? Why does the truth matter?
2. What does truth and reconciliation mean?
3. Why is reconciliation important?
4. What does reconciliation mean to me?
5. What does reconciliation look like? What does it involve?
6. Who does reconciliation involve?
7. What is the Truth and Reconciliation Commission of Canada (TRC)?

EDUCATION RESOURCES

Selecting Resources

Every school board and each community will have unique protocols to gain support of local Indigenous knowledge and expertise. To start, educators are encouraged to contact their school board's Indigenous education instructors, board leads, co-ordinators, support workers, and counsellors who may be able to facilitate the proper protocol and suitable local contacts for your classroom and community. When selecting Indigenous resources for the classroom, educators are responsible for ensuring the resources are culturally relevant, authentic, and are from reputable sources.



Suggestions on determining if a learning resource is suitable for use:

- Indigenous Peoples have been involved in development and vetting the resources.
- Information accurately reflects Indigenous knowledge, perspectives, and teachings, and you have permission to use it.
- Resources reference local Indigenous Peoples in your community, where possible.
- Indigenous worldviews and cultural differences between Nations are evident.
- Indigenous people are not stereotyped, portrayed in a negative tone, given a subtle bias, or paternalism (a sense of non-Indigenous superiority).
- The use of language and terminology is appropriate. Indigenous perspective is evident.

If you have additional resources that may be useful, please consider sharing them with DWF so we can make them accessible for other educators. Resources can be sent to LegacySchools@DownieWenjack.ca.

Resources can be viewed at: LegacySchoolResources.ca



Adrian Sutherland of Midnight Shine visits Forest Hill Collegiate Institute, Toronto, Ontario

ARTIST AMBASSADOR PROGRAM

The Legacy Schools High School Artist Ambassador program brings Indigenous and non-Indigenous musicians and other artists into high schools across Canada to inspire student leadership and forward the journey of reconciliation in school communities. Since the outset of COVID-19, we have been presenting these sessions online as a series called 'DWF LIVE' where students can tune in and ask questions from schools or homes anywhere in Canada (or the world).

DWF LIVE Sessions

We have a growing number of educational videos for use in the classroom available on our YouTube channel. These informative sessions cover a huge range of subjects and can be used in schools throughout Canada. Pearl Wenjack, Mike Downie, Artist Ambassadors, elders and knowledge keepers, scientists, and artists (Indigenous and non-Indigenous), share knowledge and inspire.

Subscribe to our YouTube channel: <https://www.youtube.com/channel/UCF1oxa50qy8aFHxolGiFQZQ>.



FUNDRAISING

Thank you for your commitment as a Legacy School to act by supporting DWF in fundraising events. Funds raised help support the development of program resources and DWF programs.

Possible fundraising ideas are:

- 1. Walk for Wenjack during Secret Path Week (October 17-22)
- 2. Host an evening of music with Indigenous musicians
- 3. Host a screening of *Secret Path*
- 4. Pancake Breakfast
- 5. PizzaDay/HotDogDay/Indigenous Foods Day
- 6. Create and sell a cookbook with students' family recipes
- 7. Sell student-created art
- 8. Host a raffle or silent auction
- 9. Sell awareness bracelets
- 10. Have a BBQ or school picnic
- 11. Have a garage sale/flea market/green market, selling used clothing and unwanted household items
- 12. Put on a production of a *Secret Path* play, student concert, or theatrical event
- 13. Dance-a-thon
- 14. Read as many Indigenous books as you can-a-thon
- 15. Host an Indigenous trivia competition at lunch or afterschool
- 16. Organize a video game competition
- 17. Host an open mic night for student musicians
- 18. Have a board game bonanza!

Fundraising events can be reconciliACTIONS too!

Fundraising events are a great way for students, staff, volunteers, and the community to come together to bring awareness and educate people about residential schools. They can act as a catalyst for participants to explore a subject they are particularly interested in or passionate about, and that motivation can drive powerful change both on an individual and collective level. Students can feel empowered by experiencing how their actions effect change and engage others in their community. Fundraising events are considered a reconciliACTION and can be a meaningful way to continue the journey of reconciliation.

Legacy Schools Fundraising Policy

Legacy School fundraising initiatives are recognized as DWF third-party fundraising activities, wherein the school assumes all responsibility for the event or initiative. DWF assumes no responsibility for the event or initiative, and we are unable to provide any additional administrative, marketing, or fundraising support. Legacy Schools are welcome to solicit sponsors, community partners, and individual donations to support their activity. Schools shall ensure sponsors demonstrate values that are consistent to that of DWF and of the school. Sponsorships do not require DWF approval.

Event Promotion

DWF will provide the use of an official logo for promotion with the understanding that the logo is being used in good faith. Legacy Schools shall ensure that the event or initiative is being carried out by the school and that the net proceeds will be donated to DWF when our logo is used. DWF should be referenced as the beneficiary of the event, not an event partner or organizer (e.g. Walk for Chanie in support of the Gord Downie & Chanie Wenjack Fund).





FUNDRAISING TOOLS

Personal Fundraising Pages

Legacy Schools have access to online, personal, or team fundraising pages through one of Canada's most trusted sites for online fundraising, CanadaHelps.org. Pages can be customized for fundraising initiatives and donors are provided a tax receipt directly, making your fundraising efforts simple and easy to activate. This feature will be made available throughout the school year and directions can be emailed directly to the school.

Text To Give

Legacy Schools may choose to fundraise with the convenience of text-to-give. This service enables supporters to make donations directly to DWF from their smartphones. Simply instruct donors to text 'DWF' to 20222, and they will be prompted to select a \$10, \$20, or \$25 donation. Charitable tax receipts are issued directly to each donor.

TEXT DWF TO 20222 TO GIVE

DWF Online Donation Page

Supporters can also be directed to make online donations through the DWF website's donation page. Please visit DownieWenjack.ca and click on the 'Donate' button to access the webpage.

Donations by Cheque

To make a donation by cheque, please ensure cheques are made payable to **The Gord Downie & Chanie Wenjack Fund and are mailed to PO BOX 749, Ohsweken ON, N0A 1M0**. A gift acknowledgement will be issued to the school upon receipt of the donation. Donations of \$10 or more received from individual donors will receive charitable tax receipts.

Share your events with us!

DWF requests that schools please share information about their fundraising initiatives, including approximate number of those who participated in, attended, or were impacted by your event(s). Pictures, quotes, and stories are also welcome. Please reach out to Legacy Schools programming staff for more information.

SOCIALS

With reconciliATIONS occurring in Legacy Schools & Legacy Spaces nationwide, DWF would like to celebrate and showcase the reconciliATIONS created and organized by all Legacy Schools. We invite you to post the amazing events and actions on social media using posts, photos, videos and tweets.

Please note if you are posting photos of students on social media, you must have the consent of the parents or/and guardians of students, and of any individuals who are over 18. By sharing your photos and video with us you agree to allow us to use the photos and videos on our website and on social media channels. You also agree that you own the photos and/or videos that you submit and grant us the permission to use them on our website and on social media channels.



@downiewenjack



#DoSomething #LegacySchool #SecretPathWeek #ReconciliACTION

Please tag us **@downiewenjack** so we can like and share your post! Include the following hashtags on your social posts: **#DoSomething #LegacySchool #SecretPathWeek #ReconciliACTION**

Email us your reconciliATIONS at: LegacySchools@DownieWenjack.ca



THANK YOU

Special thanks to:

Educator Advisory Committee for their continued support with the Legacy Schools program & The DWF Educator Resource Committee

We would also like to thank the dedicated teachers who have signed up as Legacy School educators; the success of this program is because of you and your students.

The Gord Downie & Chanie Wenjack Fund gratefully acknowledges Northland Power and the T. R. Meighen Family Foundation for their generous support of the Legacy Schools program. The Legacy Schools program and the contents of the accompanying resource kit are made possible because of their support.

DWF would also like to acknowledge the Nuclear Waste Management Organization for their contribution to the 2019-2020 Legacy Schools program.

We thank our sponsors for their commitment to the work of reconciliation.



PO Box 749, Ohsweken, ON N0A 1M0

DownieWenjack.ca