



# YOUTH VOICES : LUNCH + LEARN

Do you want to contribute to the reconciliation movement? Well, now's your chance! Reconciliation Canada is calling upon student leaders who are ready to explore and embed within their personal lives, and for their communities. We need you to start the conversation, and encourage increased efforts towards reconciliation within your school, family, and social networks.

## ABOUT THIS CALL TO ACTION

We are counting on you to start the conversation within your student council, student body, friends and family to encourage openness and renewed relationships. Invite your peers to take part in this movement because at the end of the day, we are all one and we must move forward together.

Included in this package are reconciliation engagement ideas (including step-by-step 'how-to' instructions) and the materials that you will need to implement them.

## BACKGROUND

### Who is Reconciliation Canada?

#### Our vision

A vibrant Canada where all peoples achieve their full potential and shared prosperity

#### Our purpose

Reconciliation Canada is an Indigenous-led charity building meaningful relationships through transformative experiences.

Reconciliation Canada is building new relationships between Aboriginal peoples and all Canadians – relationships built on a foundation of openness, dignity, understanding and hope. Our focus extends beyond the Indian Residential School experience to those communities who have received official apologies from the government of Canada, including the Jewish, Sikh, Chinese and Japanese peoples.

Our initiatives engage people from every part of Canadian society in open and honest conversation about our diverse histories and experiences in order to build resilient and sustainable communities.

## RECONCILIATION EDUCATION AND 'HOW-TO' INSTRUCTIONS

### Student Leader Reconciliation 'Lunch and Learn'

**Who?** We suggest inviting a diverse range of participants from the student body. A 'Lunch and Learn' is intended to introduce participants to the idea of reconciliation. The casual setting provides an introduction to the urgency of the need for renewed relationships and reconciliation for Aboriginal peoples and all Canadians.

### Materials (See Appendix 1)

- A copy of the agenda for each participant (see Appendix 1.1)
- Facilitator Guidelines (see Appendix 1.2) – you or your pre-designated facilitator will use this to keep the discussion on track, and within the one-hour timeframe
- Projector and Screen
- Videos (find here): [www.reconciliationcanada.ca/explore/video-stories/page/2](http://www.reconciliationcanada.ca/explore/video-stories/page/2) and [www.reconciliationcanada.ca/explore/video-stories/page/5](http://www.reconciliationcanada.ca/explore/video-stories/page/5)
- Pens and blank paper for those who want to take notes

### How-to

1. Decide who you would like to invite to participate in this initiative. Ideally you will want 8-12 attendees. Encourage the group to bring a lunch and to eat during the meeting.
2. Gather your materials: copies of the agenda, Facilitator Guide, projector and screen, videos and a pen for each participant.
3. Set up the room in a circle formation, either with or without tables (whatever the room allows for), and place an agenda and pen at each seat.

## Reconciliation Action Ideas

Once you, your peers, family and friends have had an introduction to our shared history of Indigenous and Canadian history, you will be better equipped to create, plan and implement action for reconciliation.

Work with your teachers and administrators to discuss the following potential opportunities, here are few ideas to get you started:

- Invite guest Elders and guest Indigenous instructors to share their stories, wisdom and/or craft.
- Work with the local First Nation(s) to understand the significance of a community cultural piece; fundraise for this cultural piece (i.e. totem pole) and ceremony to accompany its raising.
- Indigenous Student Council or student-led club on reconciliation.
- Request mandatory Indigenous representative(s) on student council.
- Acknowledge and honour traditional territories before meetings, events and public gatherings.
- Indigenous Culture Day to share traditions, knowledge, culture, language, food, games and sport.

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## APPENDIX 1

### 1.1 Student Council Reconciliation ‘Lunch and Learn’ Agenda

2-3 min	<b>Welcome and Introduction to Reconciliation Canada</b>
5 min	<b>Introductions (30 sec. each)</b> <ul style="list-style-type: none"> <li>Name (including traditional name), where you are from, cultural identity/ background?</li> </ul>
5-7 min	<b>History and Impacts of Indian Residential School and Inter-generational Trauma</b> <ul style="list-style-type: none"> <li>Chief Robert Joseph’s Residential School Story Video</li> <li>Language of Reconciliation Video</li> </ul>
20 min	<b>Creating Sacred Space (1-2 groups dependent on size)</b> <ul style="list-style-type: none"> <li>What is my experience to share?</li> <li>Why is reconciliation meaningful to me?</li> </ul>
20 min	<b>Planning for a future of reconciliation (large group)</b> <ul style="list-style-type: none"> <li>What does reconciliation look like in practice?</li> <li>What action towards reconciliation can I make as a leader in my school, in my family and/or friends group?</li> </ul>
5 min	<b>What will I take away from the dialogue today?</b>

## 1.2 Facilitation Guidelines

### Environment

- Create an environment that is safe, welcoming, accepting and forgiving; ask participants to help you design and maintain this space.
- Remind participants to be mindful of shared space and time; all participants must have equal opportunity to contribute.
- Prompt those who are hesitant, and politely remind those who over-speak to be mindful of their group members.

### Facilitator Tools

- Allow small groups to self-facilitate; natural roles will emerge.
- Large group: Listen, encourage and help focus the conversation;
- Try to avoid adding content or conveying any judgment on the content provided by participants.
- Avoid misunderstanding by asking for clarification and using the speakers' own words and phrases as much as possible when paraphrasing or summarizing (when you use your own language to confirm, you risk misinterpreting what has been said).
- Ensure safe space is maintained and all participants feel supported.

## 1.3 Quick Facts about Indian Residential Schools

- Indigenous children were forcibly taken from their homes by RCMP.<sup>1</sup>
- 150,000 Aboriginal children were taken from their families.<sup>3</sup>
- 90 to 100% suffered severe physical, emotional, and sexual abuse.<sup>1</sup>
- There was a 40 – 60% mortality rate in Indian residential schools.<sup>1</sup>
- Residential schools date back to the 1870s.<sup>3</sup>
- Over 130 residential schools were located across Canada, and the last school closed as recently as 1996.<sup>3</sup>
- Two-thirds of Canadians believe (and four in ten strongly believe) that Canadians with no experience in Indian Residential Schools have a role to play in reconciliation between Aboriginal peoples and all Canadians.<sup>2</sup>

1. Dr. Bryce Report 1907, Medical Inspector, Department of Indian Affairs

2. 2008 National Benchmark Survey, Indian Residential Schools Resolution Canada

3. Truth and Reconciliation Commission of Canada

## 1.4 Reconciliation Dialogue Guide

The Reconciliation Canada Dialogue Guide is typically used for official Reconciliation Dialogue Workshops and is intended only to be a reference source for this Community Action Toolkit.

To download, visit the following link:

[www.reconciliationcanada.ca/dialogue-workshop-guide](http://www.reconciliationcanada.ca/dialogue-workshop-guide)