



TRUTH AND RECONCILIATION IN ACTION



**Self-Directed
Learning
Resource**





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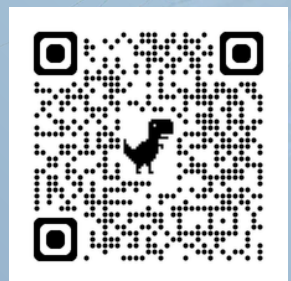
WHAT IS TRUTH AND RECONCILIATION?

Truth and Reconciliation is about acknowledging the harm caused by colonial policies, especially residential schools – and working toward respectful relationships between Indigenous and non-Indigenous peoples.

Practical Steps to Begin

- 1. Understanding what it means.**
- 2. Start with learning.**
 - Read the 94 Calls To Action.
 - Watch/listen to documentaries.
 - Explore local history by learning about the treaties and Indigenous communities in your area.
- 3. Reflect.**
 - What do you know about Indigenous history and culture?
- 4. Engage Respectfully**
 - Attend Indigenous-led events or workshops.
 - Support Indigenous businesses and art.
 - Use proper terminology (e.g., "Indigenous Peoples" rather than outdated terms).
- 5. Take Action.**
 - Share what you have learned with others
 - Celebrate and observe Indigenous dates.
- 6. Accept Imperfection**
 - It's okay to make mistakes as long as you learn from them.
 - It's a journey, not a check list.

Scan the QR Code to learn more about the 94 Calls to Action.



ReconciliAction

Use this space to reflect and record your steps toward ReconciliAction.

I will learn:

I will understand:

I will explore:

I will recognize:

My Actions will be:

2

APPRECIATION VS. APPROPRIATION

Cultural appropriation in the classroom is often unintentional but can have lasting effects. Let's take a closer look at the definitions for appreciation and appropriation.

Appreciation

The act of learning about, respecting, and valuing the traditions, customs, art, music, and practices of a culture different from one's own.



Appropriation

The act of taking or borrowing a culture, without permission, understanding or respect for their significance.



Below are examples of appreciation and appropriation. Use the definitions above to choose the correct label.

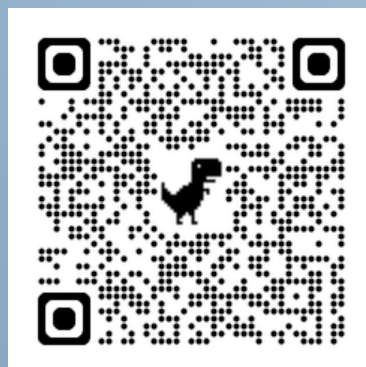
Scan the QR code below to explore further.

Inviting a Knowledge keeper or Elder into your learning space to guide children in creation their own original piece of art.

Using cultural art work as colouring sheets.

Using symbols as decorations, like the Métis Infinity Symbol.

Incorporate experiences that reflect Indigenous perspectives on nature, such as learning about local plants, animals and their significance.



3

YOUR PRACTICE

Let's explore how this information can support your classroom environment. Take a moment to read the reflection questions, as they highlight key things to think about before introducing materials.

Why am I introducing this provocation?

How does it support meaningful learning about Indigenous ways of knowing, being, and doing - not just an activity or "add on"?

Am I presenting Indigenous cultures as diverse, alive - not historical or stereotypical?

Are the materials I've chosen respectful and free from cultural appropriation?

Do the materials invite open-ended exploration and inquiry connected to Indigenous perspectives?

Let's Get Started

Here are some easy and thoughtful experiences you can offer in your program as a starting point.

Connecting children to the Land

Offer tools that help children explore and notice the Land around them. Invite them to use all their senses.

Magnifying glasses
Stethoscopes
Containers

Enjoy stories by Indigenous authors:

"Walking Together" — Elder Dr. Albert D. Marshall

"Winter's Gifts: An Indigenous Celebration of Nature" — Kaitlin B. Curtice

"My Heart Fills With Happiness" — Monique Gray Smith

"With Orange Hearts" — Phyllis Webstad

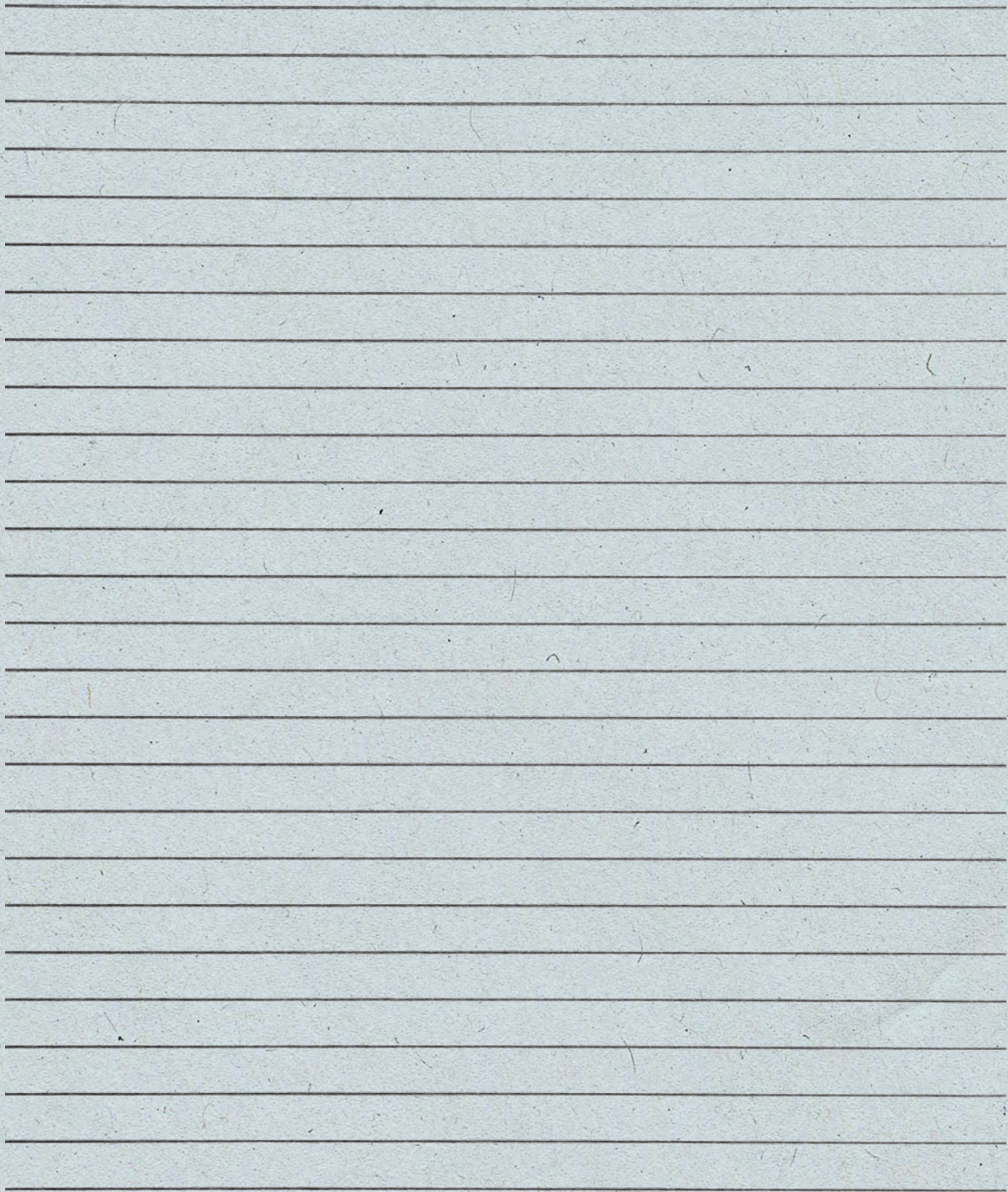
Planting Seeds/Garden

Invite children to care for the plants they grow. Encourage them to record their observations through writing or drawing. Food that grows can be harvested and used in meal planning.

This experience supports learning about respect, care, gratitude, and shared relationships with the Land.

Your Next Steps

Use the space below to think about and note the first steps you can take to build an environment that supports children's learning of Indigenous culture.



A large sheet of light-colored, textured paper with horizontal ruling lines, intended for writing notes. The paper has a slightly rough, recycled appearance and is set against a light blue background. The lines are evenly spaced and run horizontally across the page.

Appendix

Thank you for choosing to explore this learning material. The information in this document is informed by a range of online courses and educational resources that have contributed to my developing understanding of Indigenous cultures and perspectives. I wish to acknowledge the important work of the educators, knowledge-keepers, and content creators whose efforts have made this learning possible.

I do not present myself as an expert; rather I am a lifelong learner committed to ongoing reflection and growth. As I continue to deepen my understanding, I strive to do better. Should you wish to explore your own learning, the resources listed below may be of support.

Additional Learning Resources

The Outdoor Learning Store

Website: <https://outdoorlearning.com>

Program: *4 Seasons of Indigenous Learning*

This series explores the foundational knowledge and perspective from Indigenous educators and Knowledge Keepers

Session 1: Foundations of Knowledge

Session 2: Learning from the Land

Session 3: Reciprocal Relationships

Métis Nation of Ontario

Website: <https://metisnation.org>

The Métis Nation of Ontario (MNO) offers resource, cultural teachings and educational materials that support the understanding of Métis history, identity, and contemporary perspectives.

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