



Reconciliation Programming: *Letting in Light*

Learning into Practice Activity Template

Catherine Howett 2016 (CC BY-NC-SA 2.5 CA)

Letting in Light is a series of reconciliation programming templates designed for Saskatchewan public libraries.

Based on *Giniigaaniimenaaning* (Looking Ahead), by Christi Belcourt, the stained glass window in Parliament commemorating the legacy of Indian residential schools, these age-appropriate programs use a range of stained glass/sun catcher activities as a defining concept for talking about the history of residential schools.

These activity templates are available in the Library Toolshed.

Letting in Light (PreK/K): 1 - Butterfly sun catchers

- This is a simple, inexpensive and familiar activity for pre-K /Kindergarten or families with young children.
- In this activity we explore visual symbols and symmetry, and practice fine motor coordination.
- Some things to talk about: letters, colours, light effects, butterflies, what a stained glass window is, what an apology is, the concept of change (transformation), or the pictures in the INAC colouring book or brochure.
- In some aboriginal cultures the butterfly is a symbol of childhood and in many cultures butterflies mean hope, rebirth, transformation and transcendence.
- This sun catcher program is a reconciliation activity designed to honour children who were taken away.

Materials:

A copy of the colouring book, brochure about the commemorative stained glass window. (Available to order or print from INAC)

http://www.aadnc-aandc.gc.ca/eng/1332859355145/1332859433503?utm_source=window&utm_medium=url#pb

Coloured construction paper, wax paper, coloured tissue paper, safety scissors, small paintbrushes, white glue.

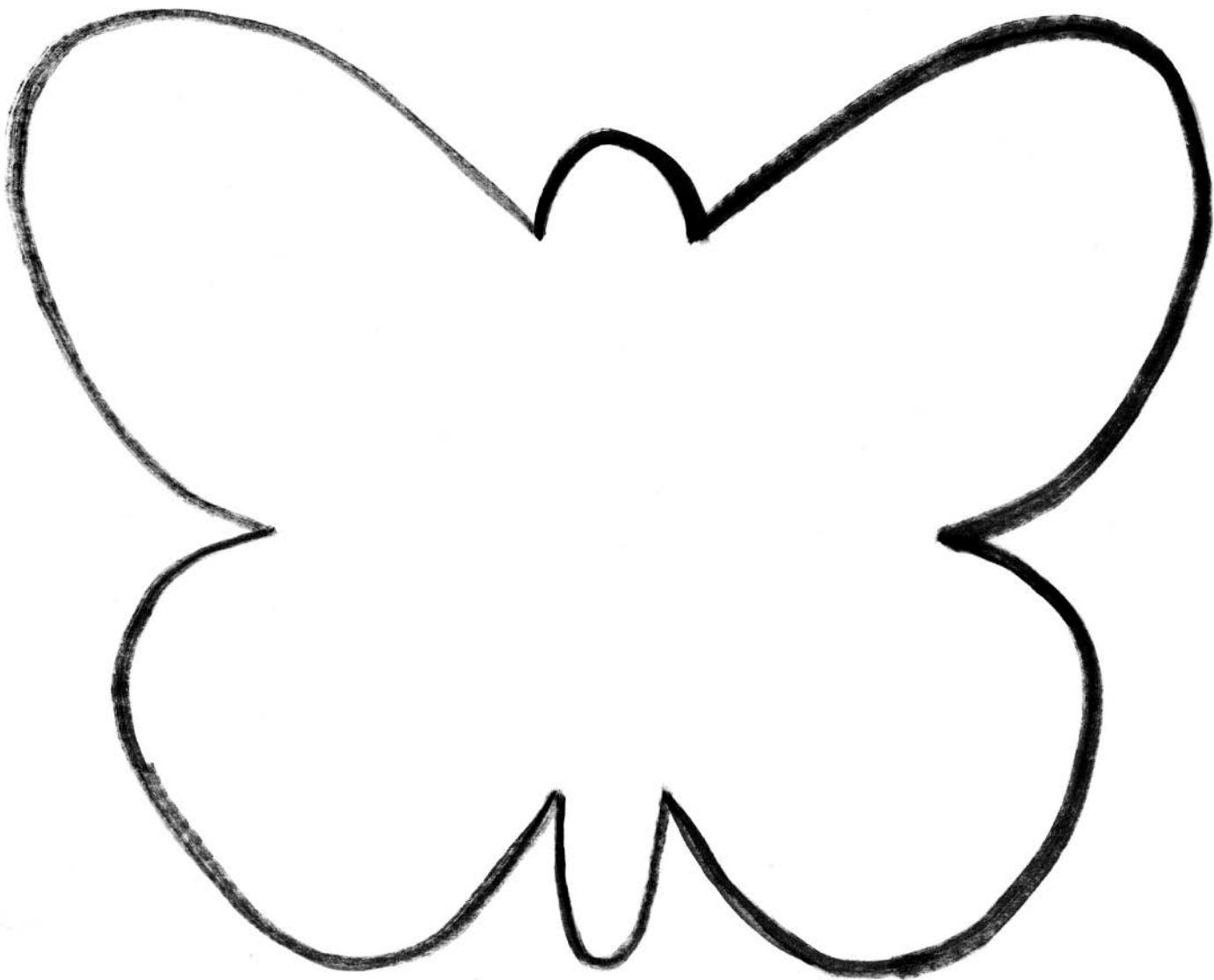
Activity

Creating the butterfly frame and insert.

- Fold coloured construction paper in half and draw $\frac{1}{2}$ a butterfly using a big capital letter B or the attached template as a guide.
- Cut the butterfly template out. Two matching templates make a frame for the wax paper insert.
- Use one open template to draw the outline of the butterfly on a piece of wax paper cut to the same size as the construction paper.

Designing the butterfly.

- Cut coloured tissue paper into small pieces.
- Glue the tissue paper pieces to the wax paper butterfly template. Overlap is okay.
- Allow the picture to dry a little, and then glue it into the construction paper frame matching up all the butterflies.
- Hang /tape your butterfly sun catcher in a window.



Resource: Butterfly template

http://www.templateof.com/postpic/2014/09/butterfly-cut-out-template_576816.jpg

There are lots of suncatcher craft ideas available on the internet. One listing is at <http://artfulparent.com/category/kids-arts-and-crafts-activities/stained-glass-and-suncatcher-ideas>

Resource Books available in SILS

Activities

Dow, Connie Bergstein. *Dance, turn, hop, learn! Enriching movement activities for preschoolers.* 2006

Creative movement lessons built around early childhood themes and learning standards – Caterpillars and butterfly movement activities included.

Butterflies

Cassie, Brian. *The butterfly alphabet book.* 1995

French, Vivian. *Caterpillar, caterpillar.* Cambridge, Mass. : Candlewick Press, 1995.

Howse, P. E. (Philip Edwin). *Butterflies : decoding their signs & symbols.* Richmond Hill, B.C. : Firefly Books, 2010.

Layberry, Ross A. *The butterflies of Canada.* Toronto : University of Toronto Press, in association with NRC Research Press, Canada Institute for Scientific and Technical Information, c1998.

McLellan, Joseph. *Nanabosho and the butterflies.* Winnipeg : Pemmican Publications, c2010.

Pascoe, Elaine. *Butterflies and moths.* Woodbridge, Conn. : Blackbirch Press, c1997.

Sandved, Kjell Bloch. *The butterfly alphabet.* 1996

Lots of beautiful images of alphabet characters in butterfly wings.

Stewart, Melissa. *A place for butterflies.* Atlanta, Ga. : Peachtree Publishers, Ltd., 2006.

Residential school experience/healing

Buckley, Ray. *The wing.* Nashville : Abingdon Press, c2002.

Campbell, Nicola I. *Shin-chi's canoe.* Groundwood Books, 2008

Campbell, Nicola I. *Shi-shi-etko.* Toronto, Ont. : Groundwood Books, 2005.

Loyie, Oskiniko Larry. *As long as the rivers flow.* Toronto, ON: Groundwood Books/House of Anansi Press, 2002

Loyie, Oskiniko Larry. *Residential schools : with the words and images of survivors.*

Symmetry

Allen, Nancy Kelly, 1949-. *Is it symmetrical?.* Vero Beach, Fla. : Rourke Pub. LLC, c2011.

Arias, Lisa, *Glorious geometry.*

Caron, Lucille. *Geometry smarts!.* Berkeley Heights, NJ : Enslow Publishers, c2012.

Clemson, Wendy. *Shape and pattern.* Princeton, NJ : Two-Can, c2002.

Gillis, Jennifer Blizin, *Patterns in nature.* [Vero Beach, Fla.] : Rourke Publishing, c2004.

Large, Tori. *The Usborne illustrated dictionary of maths.* London : Usborne, 2012.

Leedy, Loreen. *Seeing symmetry.* New York : Holiday House, c2012.

Math at the Art Museum. Los Angeles, CA : TanTan Publishing, 2015.

Peppas, Lynn. *Symmetry.* New York, NY : Crabtree Pub., c2010.

Rooney, Anne, *A math journey through the animal kingdom.*

Facilitator's Notes

"Reconciliation is like a 'unicorn' – people talk about it as if it exists, but it's currently a fiction and will remain so not only until the mainstream engages with the material, but also when the necessary structural changes and interventions follow. Cindy Blackstock (FPCFR: v10(2) 2015)

Letting in Light is a series of reconciliation programming template prototypes designed for Saskatchewan public libraries. These are dedicated, art-related program plans for public library programming designed to engage with Truth and Reconciliation related materials – in this case **Giniigaaniimenaaning** (Looking Ahead), by Christi Belcourt, the stained glass window in Parliament commemorating the legacy of Indian residential schools.

The intent of these programs is to acknowledge the history of the residential school experience as truth and relate to it in an informal teaching environment in an everyday way. Incorporating the stained glass window and its story as a starting point for discussions of symbolism, culturally significant imagery, mathematical concepts like symmetry, feelings, or concepts of hope and healing is designed to be a positive, honouring practice.

A full program associated with the sun catcher craft could include reading a story, talking about the design elements in the stained glass window, creating a butterfly and having a short activity break. The colouring book could be an alternative activity. Takeaways could include the colouring book, or single pages along with the sun catcher. A library display could be created with the sun catchers.

This template is planned as an *invitation* to create a program that works for your particular library and patrons, based on early learning pedagogy.

Resource: Essential Learning Experiences: Into Practice Booklet. Early Years, Ministry of Education, Saskatchewan.

http://publications.gov.sk.ca/documents/11/89611-Essential_Learning_Experiences.pdf

<http://curriculum.nesd.ca/Curriculum%20Documents/Essential%20Learning%20Experiences.pdf>

				
Social Emotional	Physical	Spiritual	Intellectual	
Developing Self-awareness	Developing Loco-motor Skills	Experiencing a Sense of Wonder, Awe, and Joy	Solving Problems	Language and Emerging Literacy
Developing Self-worth	Developing Fine Motor Skills	Experiencing Heightened Sensory Awareness	<ul style="list-style-type: none">• Curiosity• Exploring• Observing• Cause/effect• Predicting	<ul style="list-style-type: none">• Listening with Interest• Engaging in Conversation• Exploring Words• Gaining Meaning from Visual/Text Materials• Representing Ideas• Exploring How Print Works
Developing a Sense of Belonging	Developing Stability/Balance	Developing an Appreciation of Beauty and Connection to the Natural and Man-made World	Creating and Imagining	
Separating from Family Without Distress	Developing Manipulative Skills	Recognizing Attributes and Characteristics	Exploring Numeracy	
Identifying and Regulating Emotions	Developing Space and Body Awareness	Exploring Time	Exploring Position/Direction	
Interacting with Others	Developing Healthy Habits			
Perspective Taking and Empathy				
Resolving Conflicts				

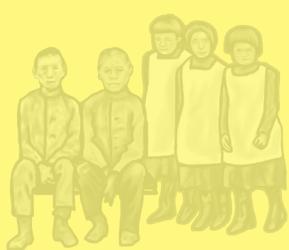
Learning into Practice Activity Framework

Based on	Giniigaaniimenaaning (Looking Ahead) By Christi Belcourt: Stained Glass Window in Parliament Commemorating the Legacy of Indian Residential Schools, and Statement of Apology – to former students of Indian Residential Schools (materials available from Indigenous and Northern Affairs Canada) http://www.aadnc-aandc.gc.ca/eng/1332859355145/1332859433503?utm_source=window&utm_medium=url#pb Colouring book: http://www.aadnc-aandc.gc.ca/eng/1415375882354/1415375910465
Created for this age group	<input type="checkbox"/> Infant/Toddler <input checked="" type="checkbox"/> Preschool Age <input checked="" type="checkbox"/> Multi-Ages <input checked="" type="checkbox"/> Family
Reflecting this essential learning experience	<input checked="" type="checkbox"/> Social Emotional <input type="checkbox"/> Physical <input type="checkbox"/> Spiritual <input checked="" type="checkbox"/> Intellectual
Focused on the Essential Skill (Literacy/ECRR)	<input type="checkbox"/> Print Motivation, <input type="checkbox"/> Print Awareness <input checked="" type="checkbox"/> Letter Knowledge <input type="checkbox"/> Vocabulary <input type="checkbox"/> Narrative Skills <input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Write/Represent ideas
Topics/Content	Exploring Visual Symbols: Butterflies in many cultures mean hope, rebirth, transformation and transcendence. In some aboriginal cultures the butterfly is a symbol of childhood. Shapes & Space: Symmetry, Colours, Lines. Reasoning: Visualization, making connections. This is an old form, new function practice designed to inspire the incorporation of reconciliation activities into regular programming.
Used with these Activities	<input checked="" type="checkbox"/> Talking <input type="checkbox"/> Singing <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input type="checkbox"/> Playing <input checked="" type="checkbox"/> Other

Stages of Literacy Development					
All children go through stages of literacy development at their own pace, and in a variety of ways					
Playing Supports Literacy Development	Literacy Skills	Infant	Toddler	Preschool/PreK/K	Grades 1, 2 and 3
	Listening	rhymes, songs, music, sounds , conversations	songs, sounds, music, words, rhymes, phrases, conversations	various texts, rhymes, poems, songs, stories, digital media, conversations	listens to a variety of texts varied in length and purposes
	Speaking/Talking Singing	coos, babbles, cries	first words, 2-word phrases	phrases, sentences, takes turns, questions	storytells, inquires, predicts, infers, retells, reflects
	Viewing Looking	environment, board books	environment, objects in texts	names, letters, common environmental print	views books as sources of information & pleasure
	Reading	observes illustrations	requests re-reading stories	makes up stories, explores books on own	independently reads (home & school), understands different text types
	Representing Showing Ideas	Imitates, signs, gestures	scribbles, copies	draws, creates, builds, paints, sculpts, dramatizes	re-enacts, displays and creates stories both orally and written
	Writing	explores writing mediums and tools		role-play writing, creates lists & cards, copies letters or writing	attaches meaning to text, interested in story structure



Livre à colorier Colouring Book



**Vitrail au Parlement
commémorant les séquelles
des pensionnats indiens**

**Stained Glass Window in Parliament
Commemorating the Legacy of
Indian Residential Schools**



Gouvernement
du Canada

Government
of Canada

Canada

Un vitrail installé au Parlement du Canada

Se souvenir des enfants qui ont fréquenté un pensionnat indien

Pendant plus de 100 ans, le gouvernement du Canada a retiré plus de 150 000 enfants autochtones de leur famille pour les placer dans des pensionnats indiens, loin de leur maison. Dans ces écoles, les enfants n'avaient pas le droit de parler leur langue autochtone, celle qu'ils utilisaient à la maison. Ils devaient porter des vêtements différents et manger de la nourriture qu'ils ne connaissaient pas. Les enfants étaient séparés de leur famille pendant de longues périodes.

Le 11 juin 2008, le premier ministre du Canada a offert des excuses aux anciens élèves, à leurs familles et à leurs collectivités. Il a dit, au nom de tous les Canadiens, qu'il était désolé pour les souffrances vécues par certains des élèves. Il a demandé aux Autochtones de pardonner le gouvernement du Canada d'avoir fait une si grosse erreur.

En octobre 2012, on a installé un vitrail au Parlement. Le vitrail explique aux visiteurs cette triste période de l'histoire canadienne. Il nous permet aussi d'espérer en un avenir meilleur pour tous les Canadiens.

Le vitrail a été conçu par Christi Belcourt, une artiste métisse (www.christibelcourt.com).

Pour en apprendre davantage au sujet de ce vitrail, visitez le site www.aadnc.gc.ca/vitrail.

A Stained Glass Window in Canada's Parliament

Remembering Children who went to an Indian Residential School

For more than 100 years, the Canadian government took more than 150,000 Aboriginal children away from their families and put them in residential schools that were far away from their homes. At these schools, the children were not allowed to speak in their own Aboriginal language which they spoke at home. They had to wear different clothes and eat different kinds of food. They didn't get to see their families for a long time.

On June 11, 2008, the Prime Minister of Canada apologized to the former students, their families and their communities. On behalf of all Canadians, he said sorry for the hurt that some students experienced. He asked the Aboriginal people to forgive Canada for making such a big mistake.

In October 2012, a stained glass window was installed in the Parliament buildings. This window will teach visitors to Parliament about this sad time in Canadian history. The window also gives us hope for a better future for all Canadians.

The window was designed by Christi Belcourt, a Métis artist (www.christibelcourt.com).

For more information on the stained glass window, visit www.aandc.gc.ca/window.

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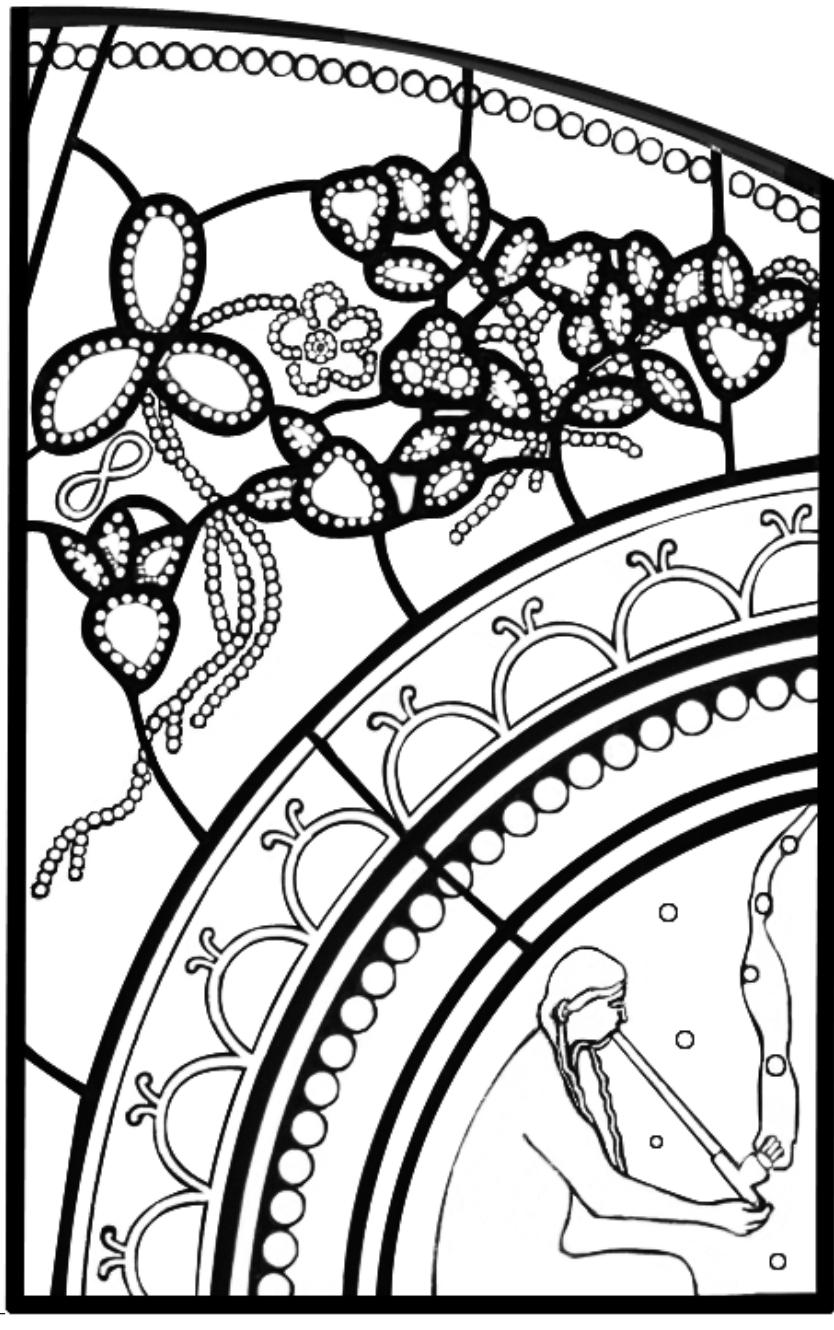
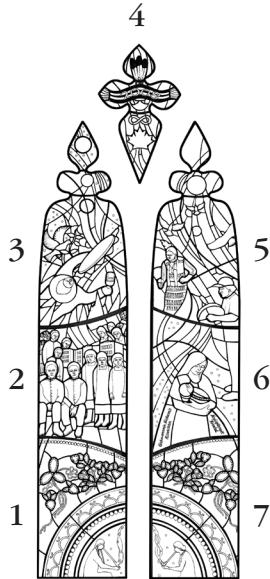
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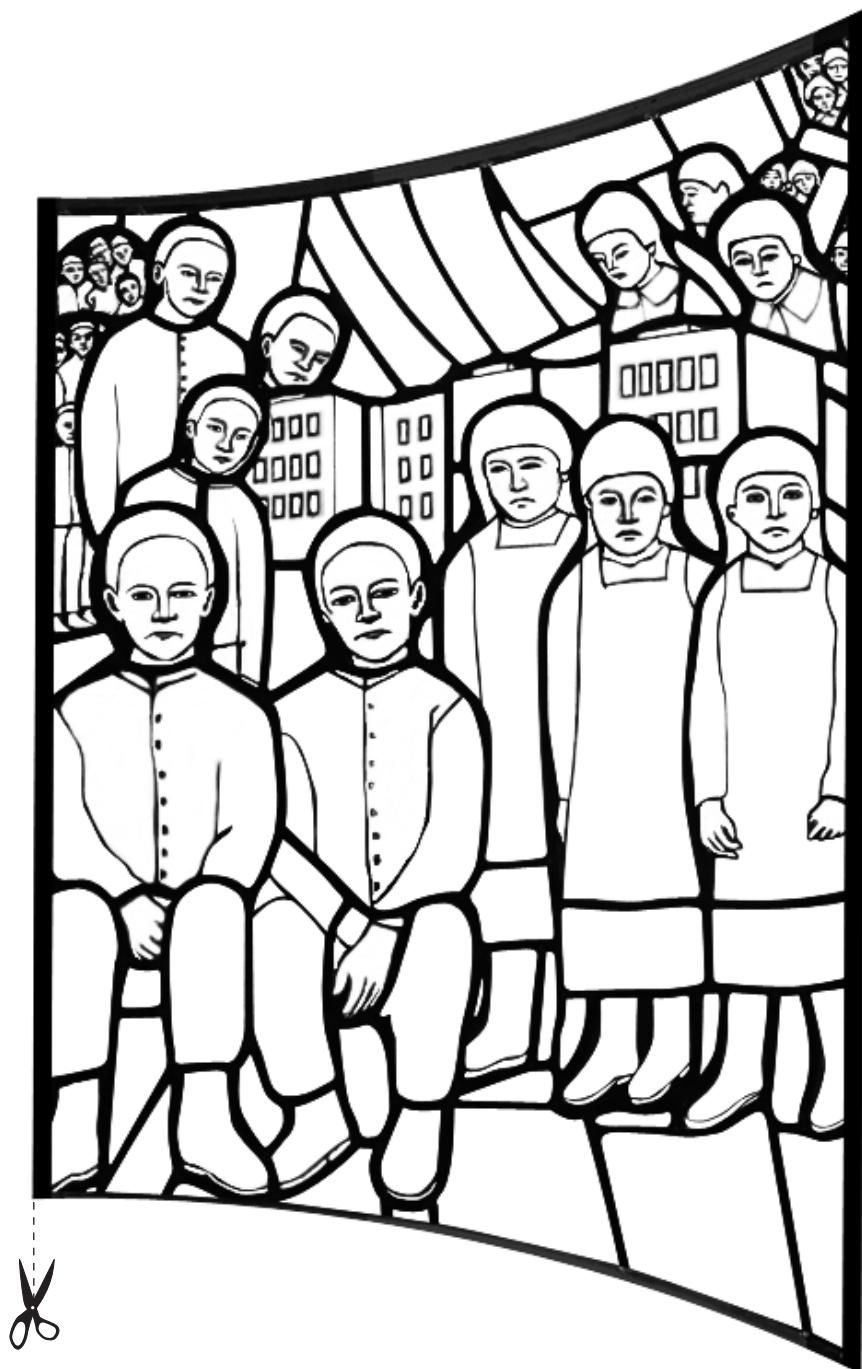
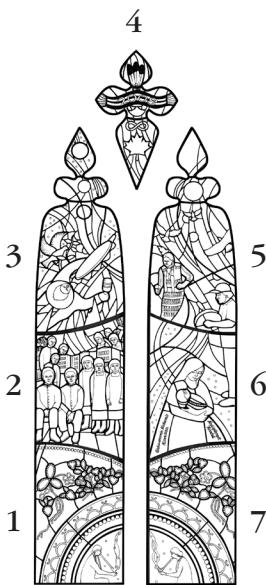
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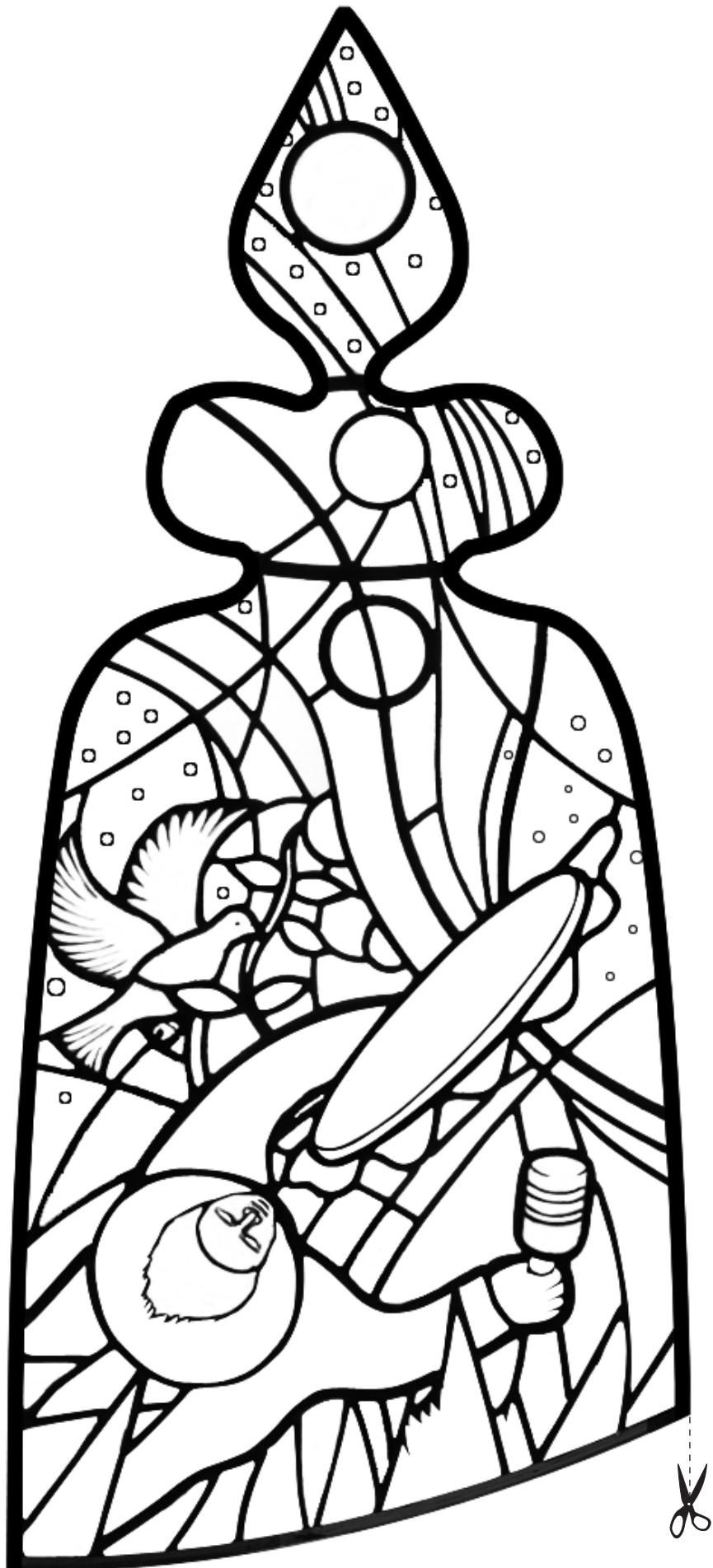
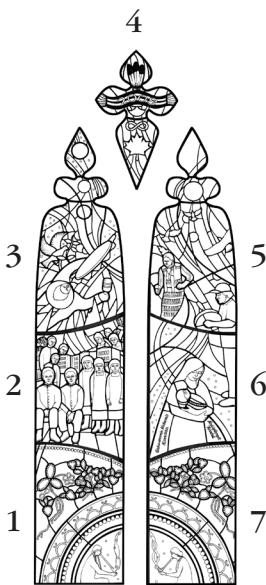
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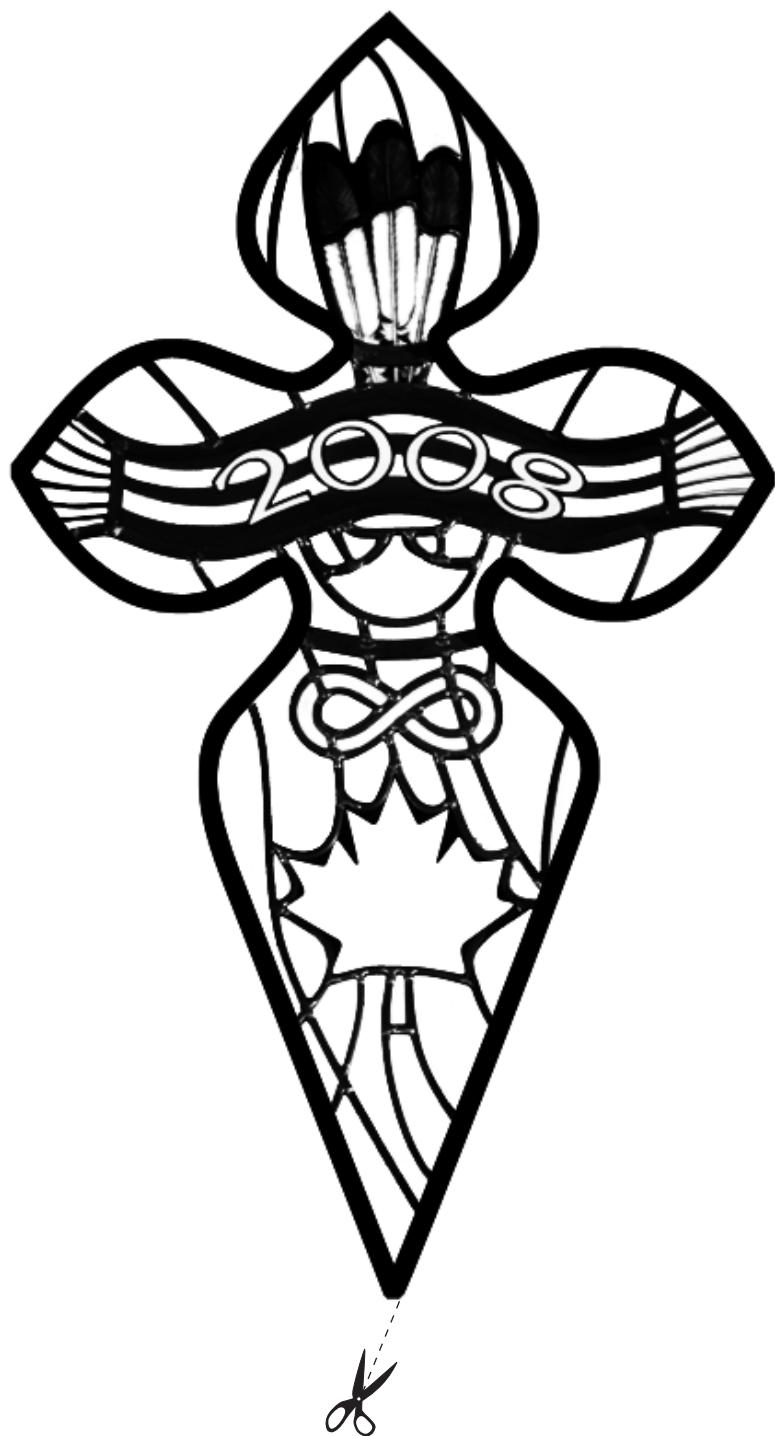
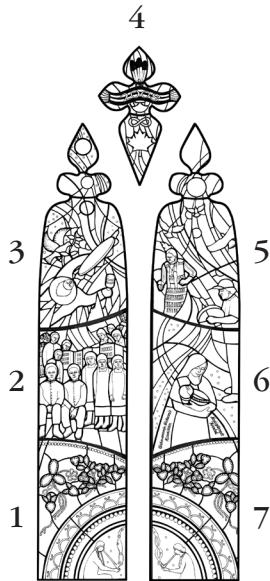
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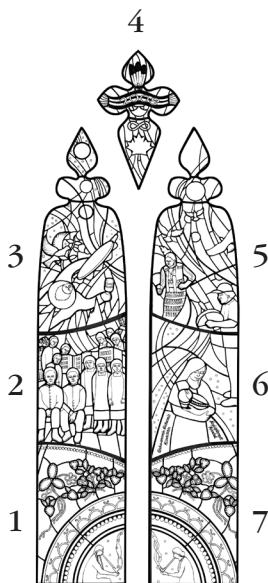


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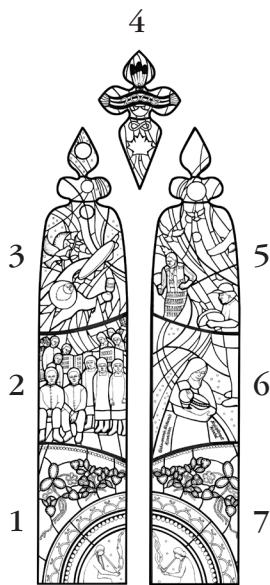
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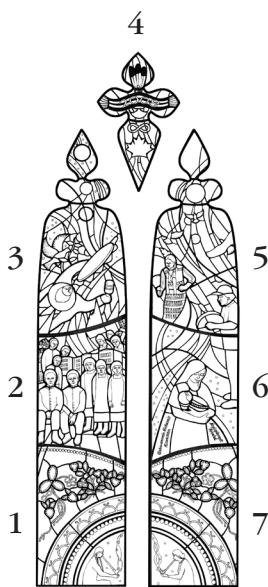
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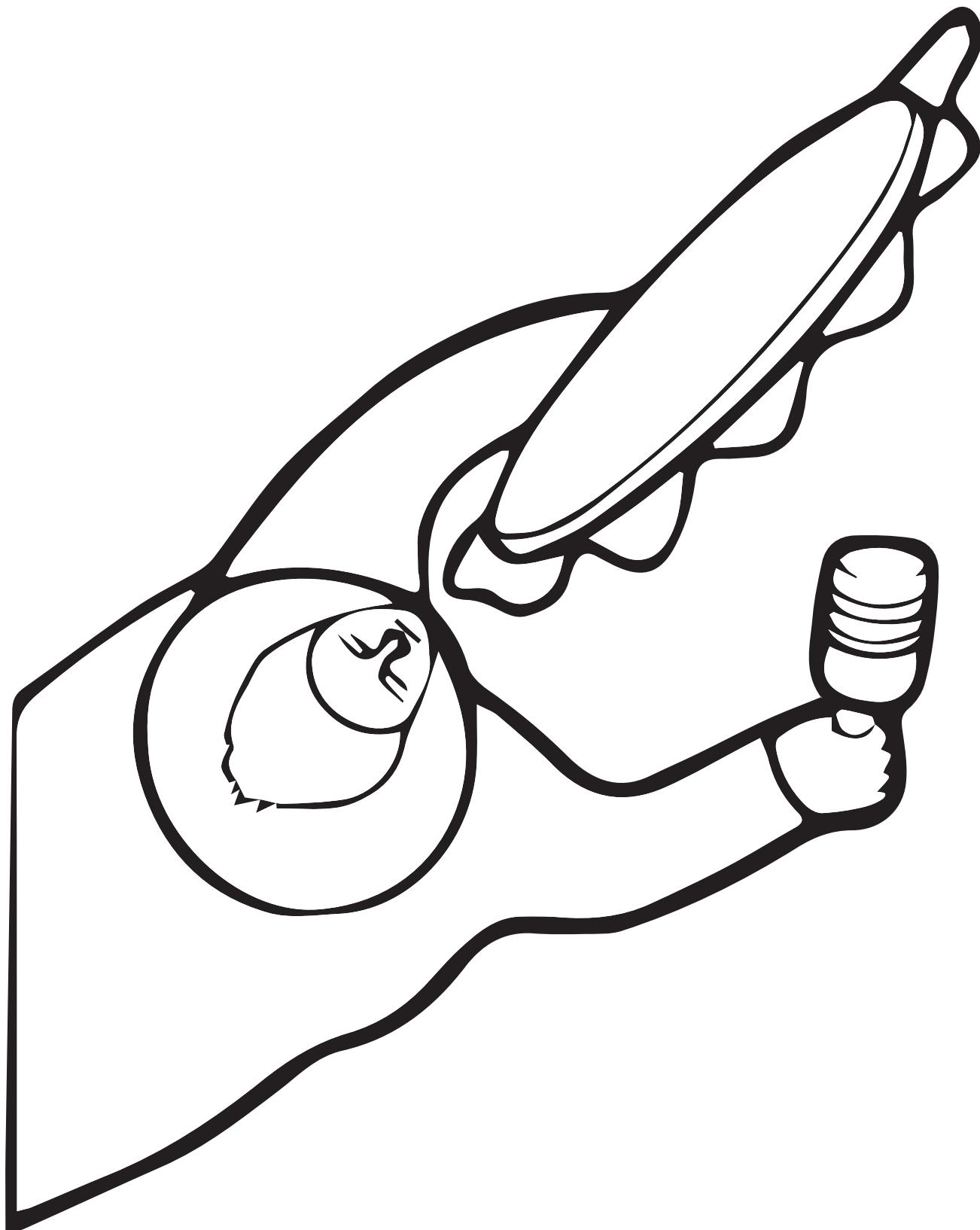
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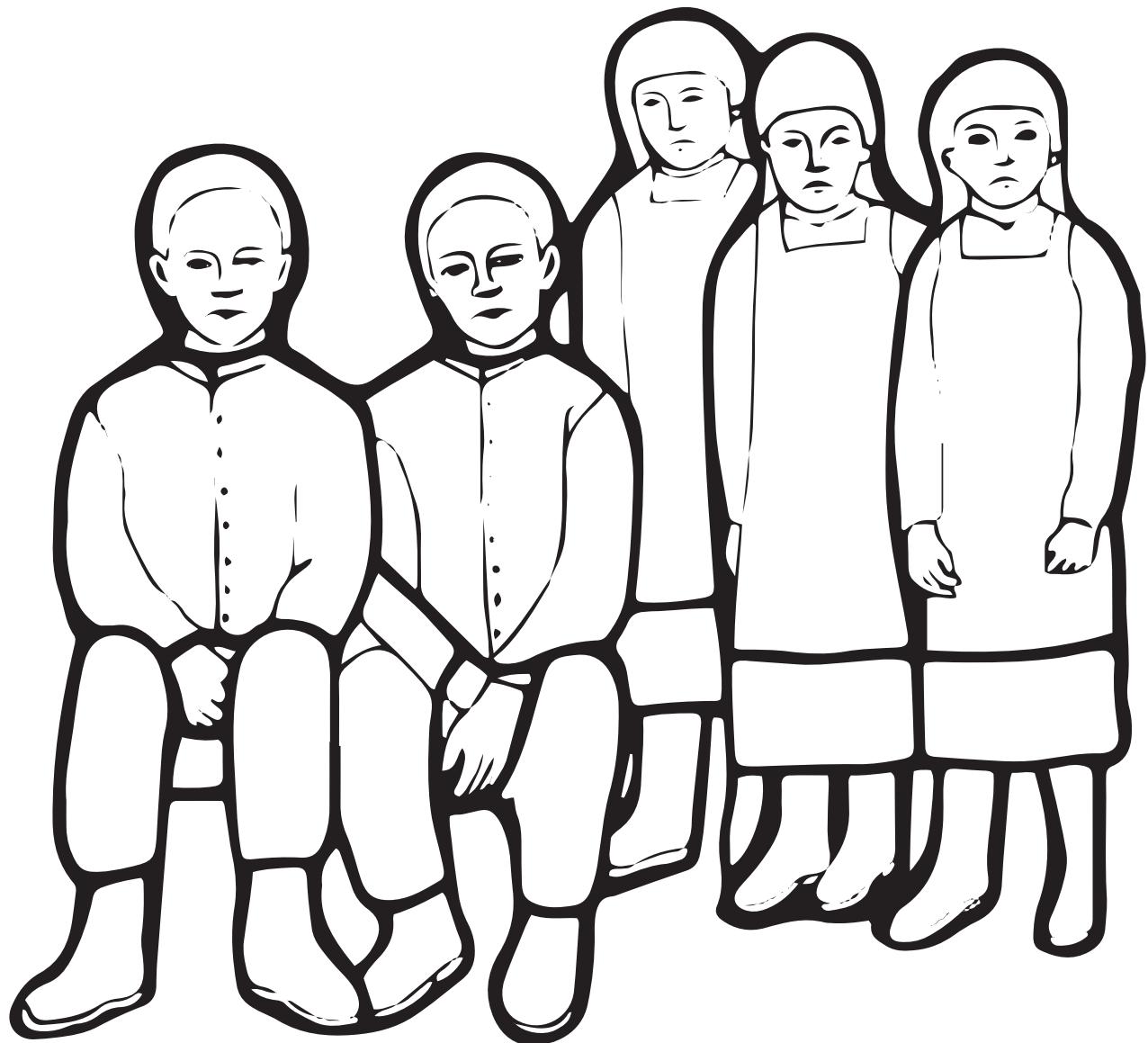
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