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# Building Bridges

**By Building Understanding Through Current Events**

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This theme-based resource examines Canada's colonial history and its impact on Indigenous Peoples through the lens of current events. Articles paired with background information build the understanding that is a key step on the road to reconciliation, while lesson plans that reflect the First Peoples Principles of Learning encourage students to adopt a respectful, reflective, empathetic, and inquiring frame of mind.

*I enjoy the Building Bridges publications because they provide me with relevant, reliable and authentic information I can share with my students.*

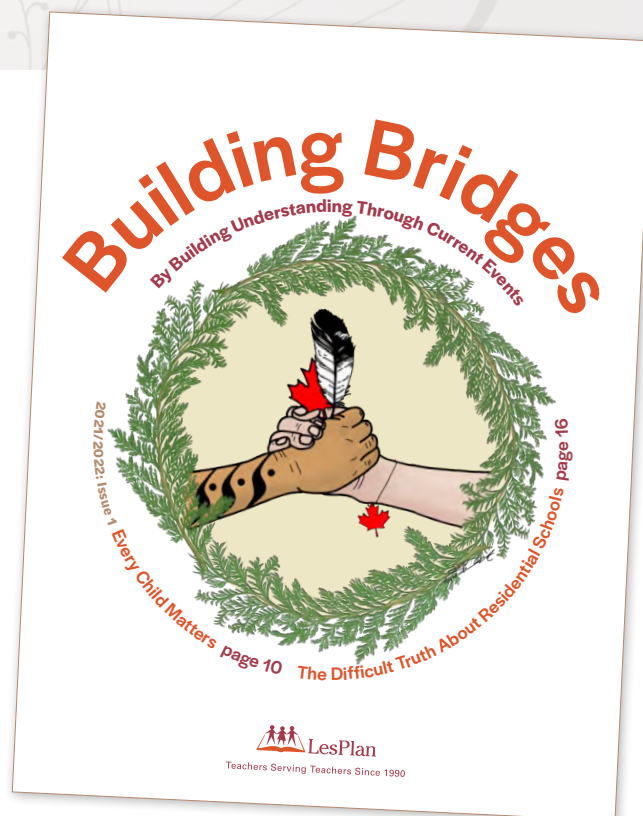
**C. Ryan, Calgary, AB**

*"Best teaching practice" is incorporated into the thoughtful lessons and content of this excellent resource, which focuses on exploring Indigenous issues. Extremely useful!*

**L. Ikeda, Coquitlam, B.C.**

*I love using Les Plan Building Bridges curriculum. The guide for conducting a listening/speaking circle is invaluable - my students were drawn in to the class community effortlessly. The lessons are thorough and easy to follow. The stories are touching and provide a conduit into the lives of Indigenous Peoples and their true history. Thank you for this amazing resource provided in both French and English.*

**L. Blouin, Gr. 6 French immersion, Victoria, B.C.**



**See next page for samples and ordering details!**

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**Autumn Peltier: Water Warrior**

When Autumn Peltier is asked what is the hardest thing she has ever had to do, she says it was the first time she spoke in front of a crowd. It was at a 2015 Children's Climate Conference in Sweden. She was 11 years old, and so nervous, she cried before going on stage.

Today, the 14-year-old Anishinaabe teen from Wikwemikong Unceded Territory on Ontario's Manitoulin Island still gets nervous in front of an audience. But she has become a **veteran** speaker and **advocate** for clean drinking water, particularly for Indigenous communities in Canada.

On March 22, 2018 – World Water Day – she addressed the **United Nations (UN) General Assembly** in New York. She told **delegates** it was time to "warrior up" and protect the world's water. According to UN figures, over two billion people lack access to safe drinking water.

"No one should have to worry if the water is clean or if they will run out of water," she said in her speech. "No child should grow up not knowing what clean water is or never know what running water is."

"We all have a right to this water as we need it – not just rich people, all people."

On that occasion, she wasn't nervous. "I felt like they all wanted to hear what I had to say, and I felt heard," she said. "It's just a great feeling to be speaking in front of world leaders."

"It's definitely not very common to see a 13-year-old girl addressing the 193 member states of the United Nations," said one UN official.

**Definitions**  
**advocate**: someone who strongly and publicly supports someone or something  
**delegate**: someone who is chosen to represent a group of other people at a meeting  
**United Nations General Assembly**: the main organ of the United Nations (an intergovernmental organization based in New York that 193 countries belong to, created in 1945 to maintain international peace and security, develop friendly relations among nations, achieve international co-operation, and be a centre for harmonizing the actions of nations)  
**veteran**: someone who has a lot of experience doing a particular activity

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**Orange Shirt Day**

The 6-year-old Phyllis Webstad was excited about her first day at St. Joseph's Residential School in Williams Lake, B.C. in 1972. Her grandmother brought her a new orange shirt for the occasion. But when she arrived at the school, she was told that the orange shirt was taken away and she never got it back.

"This orange shirt has always remained in my mind, and how my feelings about it changed over time," said Phyllis, 64 years later.

**Phyllis' Story**

I went to the residential school when I was 6 years old. I was excited to go to school, but I was also nervous. I had never been away from home before. I was told that I would be given a new orange shirt. I was so happy to have a new shirt. I was told that I would be given a new orange shirt. I was so happy to have a new shirt. I was told that I would be given a new orange shirt. I was so happy to have a new shirt.

**The Difficult Truth About Residential Schools**

Right from the start, the children were told that they were going to be given a new name. They were told that they were going to be given a new name. They were told that they were going to be given a new name. They were told that they were going to be given a new name. They were told that they were going to be given a new name.

**Post-Reading Activities**

1. Write a letter to the children who were taken from their homes. Tell them how you feel about what happened to them. Tell them how you feel about what happened to them. Tell them how you feel about what happened to them.

**One Indigenous Worldview**

Creator

Earth

Water

Plants

Animals

Humans

Community

Relationship

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