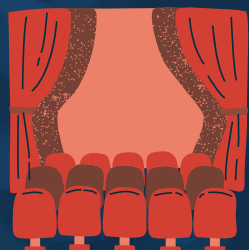


L'ANCÊTRE QUI ÉVEILLE DIALOGUE AVEC L'ENSEIGNANTE QUI ESSAYE AN INVITATION INTO DISRUPTIVE TREATY SCRIPTING*



THE PROJECT

Anchored and humbled by six-years of re/research of Indigenous perspectives and inspired by Augusto Boal's (1974) *Theatre of the Oppressed* and David Diamond's (2007) *Theatre for Living*, these inner-dialogues between *AncestryAnybody* and *TryingTeacher* aim to connect with, unsettle, and incite teachers to push through the fear of wrongdoing currently paralyzing the enactment of their responsibilities in the TRC's (2015) Calls to Action in Ontario's classrooms.

THIS EPISODE

In this vignette, *AncestryAnybody* brings *TryingTeacher* back to the staff room when the general consensus was that there was simply too much to do: curriculum changes, report cards, climate change and parents... Her colleagues wanted to throw in the towel. Today, after listening to Indigenous perspectives, would *TryingTeacher* speak up?



YOUR NEW SCRIPT

After the episode, you are invited to try saying any one of these treaty-inspired responses* in order to practice interrupting some of the damaging discourse that can be heard in our Ontario schools.

“As long as one side sees it as an act of benevolence and the other as an issue of rights, there can be no reconciliation.”
- Mizhana Gheezhik
The Honourable Justice Murray Sinclair

“I know there is so much to be done. Let's look at ways to help each other out in order to do this very important work. We need to get key messages out to our students in order to right the wrongs. It's our responsibility as educators.”

“Land Back and Indigenous language rights concern all of us. They concern fundamental rights violations. Students need to hear about these issues and have a chance to discuss them.”



“We can take it one step at a time. There are so many great resources written by Indigenous authors to help us. We can contact the local friendship office and our Boards consultant for help too.”

“Did you know that the Idle no more movement was created to oppose Bill C-45 which wanted to once again usurp the rights of Indigenous people on their territories and relax environmental requirements in favor of pipeline companies, for example. If we learn these facts, we can talk about them with our students.”

QUICK RESOURCES FOR FURTHER LEARNING



VIGNETTE 8
ADMIT ONE