

“Falling Leaves Moon” or “Harvest Moon”

“...we gift others with what we have gathered. We are respectful in our giving, knowing the honour it brings. During this moon, we look inward and understand the journey of letting go of what we no longer need to carry”.

Three Sisters Soup Recipe

Ingredients

- 10 mL (2 tsp) vegetable oil
- 1 onion, diced
- 4 carrots, chopped
- 4 cloves garlic, minced
- 4 stalks celery, chopped
- 2 L (8 cups) vegetable broth
- 1 butternut squash, peeled and cubed
- 375 mL (1 ½ cups) frozen corn
- 2 cans (2 x 540 mL/19 oz) no salt added kidney beans, drained and rinsed
- 10 mL (2 tsp) dried thyme (or 60 mL/4 tbsp fresh)
- 5 mL (1 tsp) ground pepper

Directions

1. Heat oil in a large saucepan. Add onion and sauté over medium heat, stirring often until golden, about 2 minutes.
2. Add carrots, garlic and celery and sauté for another 8 minutes, or until softened.
3. Add vegetable broth and bring to a boil.
4. Turn down heat and add cubed squash. Simmer, covered, for 8 minutes, stirring occasionally.
5. Add beans, corn, thyme and pepper. Stir and simmer another few minutes, until squash is soft with a fork.





The Agricultural Lesson: How the Sisters Work Together



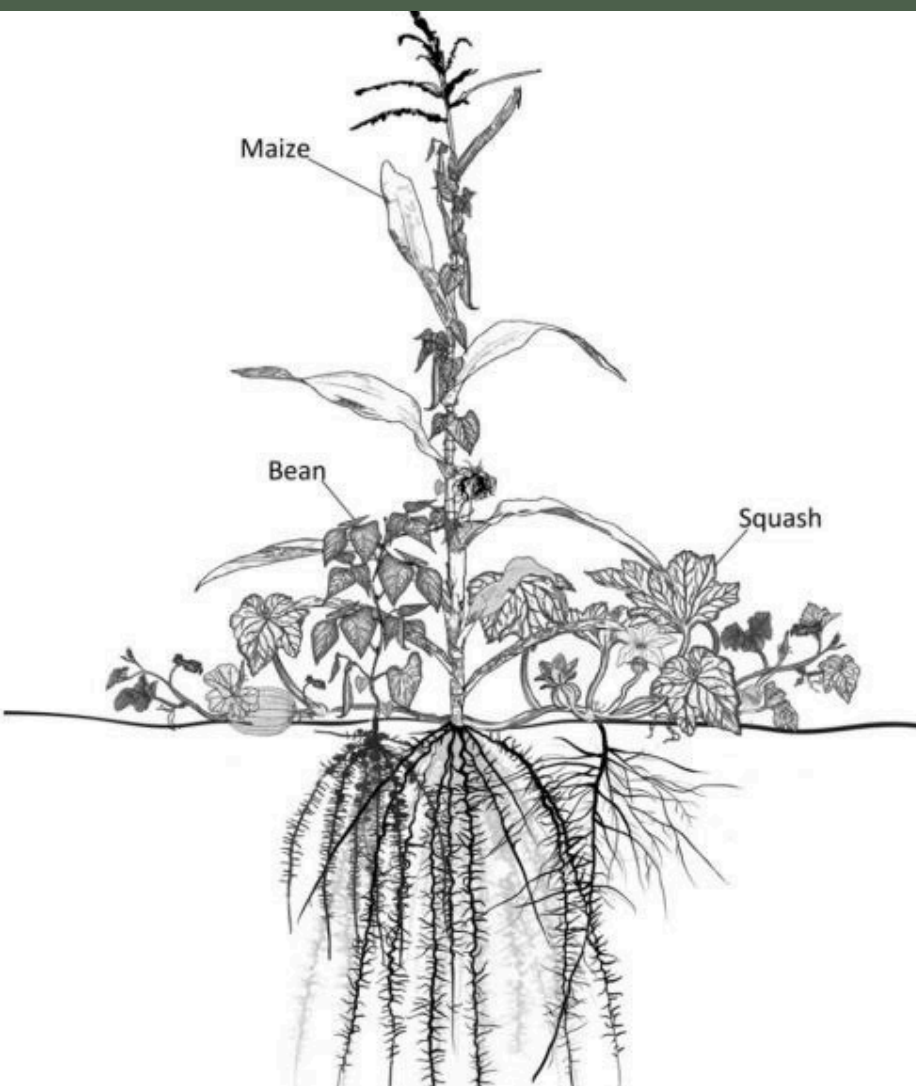
The companion planting method for the Three Sisters demonstrates a sustainable agricultural system and teaches about reciprocity in nature.

Corn (The strong, tall sister): As the corn grows, its sturdy stalk provides a natural pole for the climbing beans to wind around.

Beans (The supportive, nurturing sister):

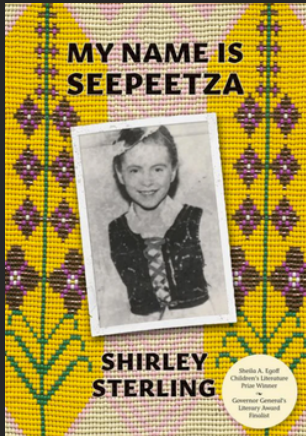
The bean plants draw nitrogen from the air and enrich the soil, providing essential nutrients for the heavy-feeding corn and squash.

Squash (The protective sister): The large, spiny leaves of the squash plant spread across the ground. They act as a "living mulch," shading the soil to conserve moisture, preventing weeds, and deterring pests with their prickly vines.





The Book Nook



Seepeetza loves living on her family's ranch. At 6 years old, she is taken to Kamloops Indian Residential School. This book is made up of Seepeetza's daily journal entries about her experiences.



Grampy's chair sits in the living room, always keeping an eye on My Love as she grows. Grampy gets older, and My Love takes care of him. One day, Grampy is gone and the chair is moved - will it ever see My Love again?



Spooky Reads



Four Faces of the Moon by Amanda Strong

Spotted Fawn travels through time and space to discover her family's history. Through her darkroom, Spotted Fawn uses her photos to look into the lives of her ancestors and reignite her connection to her people and the land.

Grade Levels - 6,7,8,9



The Ghost Collector by Allison Mills

Shelly can see the ghosts who have not transitioned, like all of the women in her family. She and her grandmother help the ghosts along their journey, but when her mom suddenly dies, Shelly's relationship to ghosts changes.

Grade Levels - 5,6,7,8



The Qalupalik by Elisha Kilabuk

A traditional folklore creature, the qalupaliit live under the sea ice and carry away children who stray too close. One bright orphan strays too close to the ice and discovers that, while qalupaliit may be scary, they are also easily tricked!

Grade Levels - 1,2,3,4



National Day of Action for MMIWG2S



The National Day of Action for MMIWG2S is a day to bring awareness to and advocate for justice for Missing and Murdered Indigenous Women, Girls, and 2SLGBTQQIA+ people. This day serves as a reminder of the ongoing crisis across Turtle Island.

October 4th is specifically a day for action and remembrance, emphasizing the need for justice and accountability as called for by the National Inquiry into Missing and Murdered Indigenous Women and Girls.

Sisters in Spirit **National Day of Action**

for Missing and Murdered
Indigenous Women, Girls,
and 2SLGBTQQIA+ People

October 4th





Orange Shirt Day Photos



National Day
**for Truth and
Reconciliation**





Orange Shirt Day Photos



Orange Shirt Day Photos







Orange Shirt Day Photos



Orange Shirt Day Photos





RETURN TO SCHOOL

SCHOOL TIPS

AFTER A PROLONGED ABSENCE (EX:
ILLNESS, INJURY)



- Open Communication with the school to discuss your child's needs
- Bring in a letter from your child's doctor outlining their condition, symptoms, issues to watch for, and necessary accommodations.
- Be sure to inform the school of any medications your child takes and possible side effects.
- Prepare your child for their return by practicing what they want to say to classmates if they are asked about their absence (You can practice by role playing scenarios with your child).
- Practice your child's school routine, waking and bedtime are especially important to consider.
- Help your child identify a specific person at school they can speak to if they have any problems or concerns.
- Once your child returns to school, check in with them regularly. Allow your child some quiet time after school, so they can be relaxed and refreshed before talking. Ask what's working and what's not, or if they have any concerns. If they don't feel like talking, don't pressure them. Let them know you are there when they are ready.
- Keep in touch with your child's school regularly and monitor how your child is adjusting



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Take 5

Grounding Activity



- 5 THINGS YOU CAN SEE
- 4 THINGS YOU CAN FEEL
- 3 THINGS YOU CAN HEAR
- 2 THINGS YOU CAN SMELL
- 1 THING YOU CAN TASTE

If you're feeling stressed or anxious, step outside and take in your surroundings.

5 things you can see: details of trees, seams of your clothes

4 things you can feel: ground beneath your feet, wind

3 things you can hear: birds calling, cars/trucks driving

2 things you can smell: wet leaves, cut grass

1 thing you can taste: sour candy, minty gum

Happy Halloween



The Indigenous Education Team

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[Click here, this will bring you to our Indigenous Education Landing Page,](#)
which has numerous resources,
educational videos, and information
on what we do for our schools and
students.

“The way of the Three Sisters reminds me of one of the basic teachings of our people. The most important thing each of us can know is our unique gift and how to use it in the world. Individuality is cherished and nurtured, because, in order for the whole to flourish, each of us has to be strong in who we are and carry our gifts with conviction, so they can be shared with others”

*Robin Wall Kimmerer, Braiding Sweetgrass:
Indigenous Wisdom, Scientific Knowledge
and the Teaching of Plants*

