



My ReconciliACTION Plan – example for missing children and burial information (71-76)

- Learn and Understand by** Visiting the NCTR's Student Memorial and by reading the TRC's report, *Missing Children and Unmarked Burials*.
- Explore by** Reading the Declaration's articles related to repatriation and control over human remains (12).
- Recognize by** Reading about the principles of community-based participatory research from Indigenous scholars like Sonya Atalay and their implementation in archaeology.
- Take action by** Reaching out to MPs to develop and implement strategies for the identification, documentation, maintenance, commemoration, and protection of residential school cemeteries.
- Teach by** Sharing Dr. Scott Hamilton's report on where the children who died at residential school are buried.

Learn and Understand: Visit the NCTR's Student Memorial Webpage (<https://nctr.ca/memorial/>) and learn more about the children who died or went missing while attending residential school by reading the TRC's report, *Missing Children and Unmarked Burials* (https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Volume_4_Missing_Children_English_Web.pdf).

Explore: Read the Declaration's articles related to repatriation and control over human remains (12) (https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf).

Recognize: Read about the principles of community-based participatory research from Indigenous scholars like Sonya Atalay and their implementation in archaeology (<https://www.ucpress.edu/book/9780520273368/community-based-archaeology>).

Take action: Reach out to MPs to develop and implement strategies for the identification, documentation, maintenance, commemoration, and protection of residential school cemeteries.

Teach: Share Dr. Scott Hamilton's report on where the children who died at residential school are buried (<https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/05/AAA-Hamilton-cemetery-FInal.pdf>).