

Yummo Comes Home

A Residential School Healing Journey



a Study Guide

Introduction

The documentary “Yummo Comes Home” was designed to be used by Christian churches and groups of people who desire improved relationships between Aboriginal and non-Aboriginal Canadians. The study guide below provides discussion questions that can help provide focus and direction for conversations around the important issues that the documentary touches on. Scripture is referred to throughout the guide and the hope is that the discussions that follow will result in the practical application of those scriptures in the lives of the participants. Although the term “Indian” is not considered to be an appropriate term as applied to Canada’s Indigenous Peoples today it was the historical term used in naming the industrial boarding schools that were established for Aboriginal children. The minute markers after each heading refer to the section of the film that best applies to the questions below.



Yummo Comes Home: A Residential School Healing Journey

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1. Canada's Indian Residential Schools

and the Challenges Created (Minutes 00 – 4:34)

- a. Before watching this video what did you know about Indian Residential Schools (IRS)?
- b. How does the quote from Duncan Campbell Scott make you feel?
- c. Why did the Canadian government seek to civilize and Christianize Aboriginal children?
- d. Read Matthew 18:1-6 and discuss how much Jesus valued children and how serious it is when children are offended.
- e. Are the descendants of newcomers to Canada still benefiting from the IRS program? Explain.
- f. Have you personally seen any evidence of how the discontinued IRS program still creates barriers between Indigenous and non-Indigenous people?
- g. Does Matthew 5:23-24 inform a Christian's response to offenses that many residential school survivors have towards the Christian Church? Why or why not?

Notes

2. Early Childhood and Indian Residential Schools

(Minutes 4:34 – 17:10)

- a. Recall some of your early happy childhood memories. How many of these memories relate to good family or community connections? How would your life be different today if you did not have those happy childhood memories?
- b. How would you react if a powerful group attempted to take your six year old child or grandchild the way Isadore and his brothers were taken away?
- c. How are you moved by Isadore's emotions as he retells his experiences at IRS?
- d. How are Isadore's childhood experiences similar to childhood victims of trauma today?
- e. Would the church and individuals within it benefit from listening to and empathizing with the pain of those who went to residential school or grew up in families of those who did?
- f. Does Romans 12:15-16 apply to empathizing with former IRS students?
- g. Read through Matthew 5:3-7 and identify who Jesus would consider blessed in the Residential School program and who missed the blessing. Do these verses inform how Christ Followers should respond to residential school survivors? Why or why not?

Notes

3. **Long term effects of the Indian Residential Schools and the church's responsibility** (Minutes 17:10 20:56)

- a. Describe what you have seen or experienced regarding how adolescents develop their independence and self-confidence. How can the maturing process be compromised through a negative Indian Residential Schools experience?
- b. Why does childhood trauma often nudge victims in the direction of substance abuse?
- c. Describe the journey of healing that you have seen people attempt when they are recovering from traumatic childhood experiences. What factors help or hinder a person from staying on a healing path?
- d. What is the Christian church's responsibility to broken and traumatized people?
- e. After reading Matthew 25:31-46 discuss how Jesus intended his words to be applied.

Notes

4. **Life as a Christ Follower** (Minutes 20:56 – 27:04)

- a. What influenced you to make or confirm your adult decision to follow Christ and be part of a church community? Identify factors that might make former Residential School students wary of making similar decisions?
- b. What are the world view differences between Aboriginal and non-Aboriginal people that lead to different conclusions regarding becoming a Christ follower or living as a Christ follower?
- c. Read Acts 15 and identify the key issues causing friction between Jewish and non-Jewish believers in Christ. Do the conclusions of Peter and the apostles in 15: 8–11 & 15:28-29 shed light on solving disagreements regarding faith practice between some non-Aboriginal and Aboriginal believers in Christ?
- d. Can artistic expression play a part in bringing about relational or emotional healing? Discuss ways that you or your church can use artistic expression to create an environment conducive to healing.
- e. List ways that your church or group might benefit from including Aboriginal people and survivors of Indian Residential Schools.
- f. What motivates Isadore to seek healing and reconciliation? Are your motivations for success any different from his?
- g. Isadore says in his prayer that when we all work together “we are going to move mountains”. What mountains do you think need to be moved? What practical steps can be taken to move them?

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