



Two-Eared Listening for Deeper Understanding Classroom Resource Kit



Relationships First Newfoundland & Labrador | September, 2025

About This Classroom Resource Kit

This kit was created by [RFNL](#) to help educators, early childhood programs, and youth-serving organizations practice *Two-Eared Listening*, a teaching from Chief Mi'sel Joe of Miawpukek First Nation. Two-Eared Listening means listening with both ears and with our hearts, so that we can understand not only the facts but also the feelings being shared. It is a way of learning together that supports respect, care, and reconciliation.

The activities in this kit connect to National Day for Truth and Reconciliation and Orange Shirt Day, but they can (and should) be used at any time of the school year. They are designed for flexibility: educators can use one lesson on its own, draw activities across grade levels, or adapt them for their local context. Each lesson combines head (information and ideas), heart (feelings and relationships), and hands (reflection and possible action).

What's Inside

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- About Two-Eared Listening: definition and practices
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- Why Two-Eared Listening Matters: for education and reconciliation, linked to TRC Calls to Action 62–65
- Lesson Plans:
 - Early Childhood–Grade 2: *Listening With Our Hearts*
 - Grades 3–6: *Listening to Understand: Indigenous Stories*
 - Grades 7–9: *Listening in Different Ways*
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- Two-Eared Listening protocol posters: two versions (younger/older participants)
- Two-Eared Listening student art poster
- Printables: charts, templates, reflection worksheets
- Suggested Resources: further reading, references, and professional learning opportunities

This resource is an invitation for educators and youth-serving organizations to practice careful listening together, to honour Indigenous voices, and to carry reconciliation forward as a shared responsibility.



Artwork submitted by a student at Joseph R. Smallwood Middle School, Wabush, NL





About the Artwork

This artwork was created in 2021 by sisters Anne and Rachel Cortez. At the time, they were secondary students in Corner Brook, Newfoundland and Labrador. This piece was submitted to RFNL in response to a call for student submissions exploring *"What does Two-Eared Listening mean to you?"* Their piece reflects the wisdom that we have two ears and one mouth so that we can listen more than we talk.

Anne and Rachel explained their vision this way:

*"When we thought of two eared listening, we visualized two ears joined together that forms a heart. We actively listen not only using our ears but our heart, with open-mindedness that will always work towards equality and reconciliation. The hands around the **hEART** is a gesture that symbolizes the sharing of what we have understood and learned."*

This image now accompanies our Classroom Resource Kit as a visual reminder that listening with both ears and an open heart nurtures understanding, trust, and reconciliation.



About Two-Eared Listening

What is Two-Eared Listening?

Two-Eared Listening is a way of listening taught to us by Traditional Chief Mi'sel Joe of Miawpukek First Nation. It means listening with both of our ears and also with our heart. Instead of rushing to respond or judge, we take time to really hear, understand, and learn from each other. By doing this, we can build trust, show respect, and work toward (re)conciliation.

How Do We Practice Two-Eared Listening?

Two-Eared Listening is for everyone. Some people listen with their ears, others with their eyes, or through reading, signing, or by being fully present. However we do it, what matters is giving attention with care, patience, and heart.

We practice Two-Eared Listening when we:

- **Give full attention:** Be present and put away distractions.
- **Listen to understand, not to respond:** Focus on learning before speaking.
- **Welcome new ideas:** Invite different perspectives and see them as a chance to learn.
- **Notice feelings as well as words:** Pay attention to emotions, tone, and body language.
- **Pause before responding:** Wait until others finish, and take time to think before reacting.
- **Act with respect:** Let what we've understood guide how we treat and care for others.

Two-Eared Listening reminds us that new understandings may call us to change ourselves, rather than expecting others to change.



Artwork submitted by a student at Joseph R. Smallwood Middle School, Wabush, NL



How Did Two-Eared Listening Begin?

The first Two-Eared Listening gathering took place in St. John's, NL, in 2021. Elders, Indigenous leaders, educators, and community members came together to listen across cultures. Stories, songs, and teachings were shared, alongside student artwork, live graphic recordings, and a traditional Mide-Wiigwas (Giveaway) Ceremony. The gathering was rooted in the Truth and Reconciliation Commission's Calls to Action and set the foundation for Two-Eared Listening as an ongoing practice of listening with both heart and head.

About Chief Mi'sel Joe



Chief Mi'sel Joe is a respected Mi'kmaq leader from Miawpukek First Nation in Newfoundland and Labrador. Born in 1947, he has devoted much of his life to serving his community. He became Chief in 1982 and led for more than forty years, guiding Miawpukek through major changes in governance, education, language, culture, and economic development. His leadership has been recognized across Canada with honours such as the Order of Canada and an Honorary Doctor of Laws from Memorial University.

He is also an author and storyteller. His books *My Indian* (2021) and *Suliewey* (2023), both co-written with Sheila O'Neill, reclaim the story of Sylvester Joe, a Mi'kmaw guide to the colonial explorer William Epps Cormack in 1822. These works give voice to Indigenous perspectives and centre Mi'kmaw knowledge, history, and values.

Chief Joe coined the term Two-Eared Listening. He was inspired by Elder Albert Marshall and his late wife Murdena Marshall of Eskasoni First Nation, who introduced the guiding principle of Two-Eyed Seeing (Etuaptmuk). Two-Eyed Seeing teaches us to look at the world with the strengths of both Indigenous and Western ways of knowing. Building on this teaching, Chief Joe invited us to think about listening in a similar way, with both ears, with heart and head, and with respect for all voices.

At the first Two-Eared Listening event in 2021, Chief Joe reminded participants that we must first hear the stories of injustice before we can begin the work of restorative justice. His example shows that listening with both heart and head is essential for building understanding, respect, and the possibility of transformation.



About RFNL

Relationships First Newfoundland and Labrador (RFNL) is a provincial restorative justice initiative housed in the Faculty of Education at Memorial University. Since 2012, RFNL has been working with educators, youth, and community partners to imagine schools and organizations where relationships are at the centre of learning and living.

RFNL's work is guided by the belief that justice begins with respect, dignity, and mutual concern. By nurturing healthy relationships, creating just and equitable environments, and offering transformative ways to respond to harm, RFNL supports a vision of communities where everyone can thrive.

RFNL collaborated with Indigenous and non-Indigenous partners to host the first Two-Eared Listening gathering in 2021 and each gathering since. These events, inspired and guided by Chief Mi'sel Joe's teaching, have become spaces where voices are uplifted, stories are shared, and reconciliation is practiced in daily, relational ways.

Through professional learning, research, and partnerships across Newfoundland and Labrador, RFNL continues to walk alongside schools, early childhood programs, and youth-serving organizations who want to live out these values.



Why Two-Eared Listening Matters...

Two-Eared Listening is more than a way of paying attention. It is a practice for everyone in schools: students, teachers, staff, and families/caregivers. When all of us practice it, we create stronger, more respectful, and more caring communities of learning.

... For Education

Building relationships: Two-Eared Listening supports social-emotional learning and helps everyone in the school community practice empathy, patience, and respect.

Restorative justice in education: Two-Eared Listening is a foundation of restorative justice approaches in schools. Listening with care and openness strengthens community, supports belonging, and helps repair harm when it occurs.

Communication skills: Two-Eared Listening develops and strengthens listening, speaking, and comprehension across subject areas.

Critical thinking: Two-Eared Listening encourages us to pause, reflect, and consider new perspectives before responding or reacting.

Citizenship education: Two-Eared Listening fosters inclusion, responsibility, and community-building, aligning with goals of creating caring, democratic learning environments.

... For Truth and Reconciliation

Learning from Indigenous voices: Two-Eared Listening follows Chief Mi'sel Joe's teaching that we must listen with two ears and one heart.

Practicing reconciliation in daily life: Chief Joe reminds us that we must first hear the stories of injustice before we can begin the work of restorative justice. Two-Eared Listening helps us do this by listening deeply to the stories of Indigenous peoples, including those about residential schools, to build understanding and awareness.

Call to Action 62: Two-Eared Listening helps schools deliver age-appropriate learning about residential schools, Treaties, and the contributions of Indigenous peoples. This responds to the TRC's call for curriculum that teaches the true history of Canada and honours Indigenous knowledge.

Call to Action 63: Two-Eared Listening builds the capacity of educators and students for intercultural understanding, empathy, and mutual respect. This reflects the TRC's call to help educators develop the skills needed to teach in ways that build equity and respect.

Call to Action 65: Two-Eared Listening strengthens community-based and culturally relevant practices of reconciliation in education. This supports the TRC's call to create programs where Indigenous and non-Indigenous communities learn together and share ways of knowing.



Listening With Our Hearts

Early Childhood-Grade 2 Lesson Plan

This lesson helps younger children begin to understand that Two-Eared Listening means paying attention with both the heart and the head. Students will practice noticing how listening connects to feelings of belonging, explore how it feels to be listened to, and express these feelings through art and a shared class promise. The activities are designed to show that every person's voice matters and that careful listening helps everyone feel cared for and connected. The circle prompts are designed to help children explore belonging in a concrete way, by talking about moments when they feel like part of the group.

Preparation:

- Display or review the Two-Eared Listening poster.
- Choose a talking piece (stone, shell, soft toy).
- Print or prepare the Listening with Our Hearts art sheets and gather crayons/markers.
- Have chart paper ready for the class promise (if creating your own).
- Reserve wall space to display the artwork and promises later.



Lesson Flow

Welcome and Introduction

- Gather in a circle.
- Say: *"Today we will practice listening with our hearts and our minds. That means listening to what people say and also to how they feel."*
- Show the poster and quickly review the Two-Eared Listening reminders.

Storycircle: Belonging

- Explain the talking piece and how to use it (only the person holding it speaks, we pass from one to the next, it's okay to pass if you aren't ready).
- Choose from the following two prompt options, or create your own, so that it best fits your students. Younger children may find it easier to share a single word, while older children may wish to share a short story.
 - Option 1: Feelings Focus
 - *"What is one word for how you feel when someone cares about you or includes you?"*
 - Share examples if needed: *Happy, safe, loved, excited.*
 - Option 2: Story + Feelings
 - *"Tell us about a time when someone cared about you or included you. What happened? How did it make you feel?"*
 - Encourage short responses (1-2 sentences). Share examples if needed: *"My friend shared their toy and I felt happy," "My teacher helped me when I was scared. I felt safe."*
- Pass the talking piece so each person can contribute in the way that is most comfortable.

Art Activity

- Give each child a copy of the printable Listening With Our Hearts sheet and crayons/markers.
- Say: *"Inside the heart, draw or write how it feels when someone really listens to you."*
- Encourage the use of colours, symbols, faces, or simple words to show their feelings.
- When finished, have children lay all of the hearts on the floor in the middle of the circle so everyone can see them together.
- At the end of class, collect the sheets and display them together as a mural titled "Listening With Our Hearts."

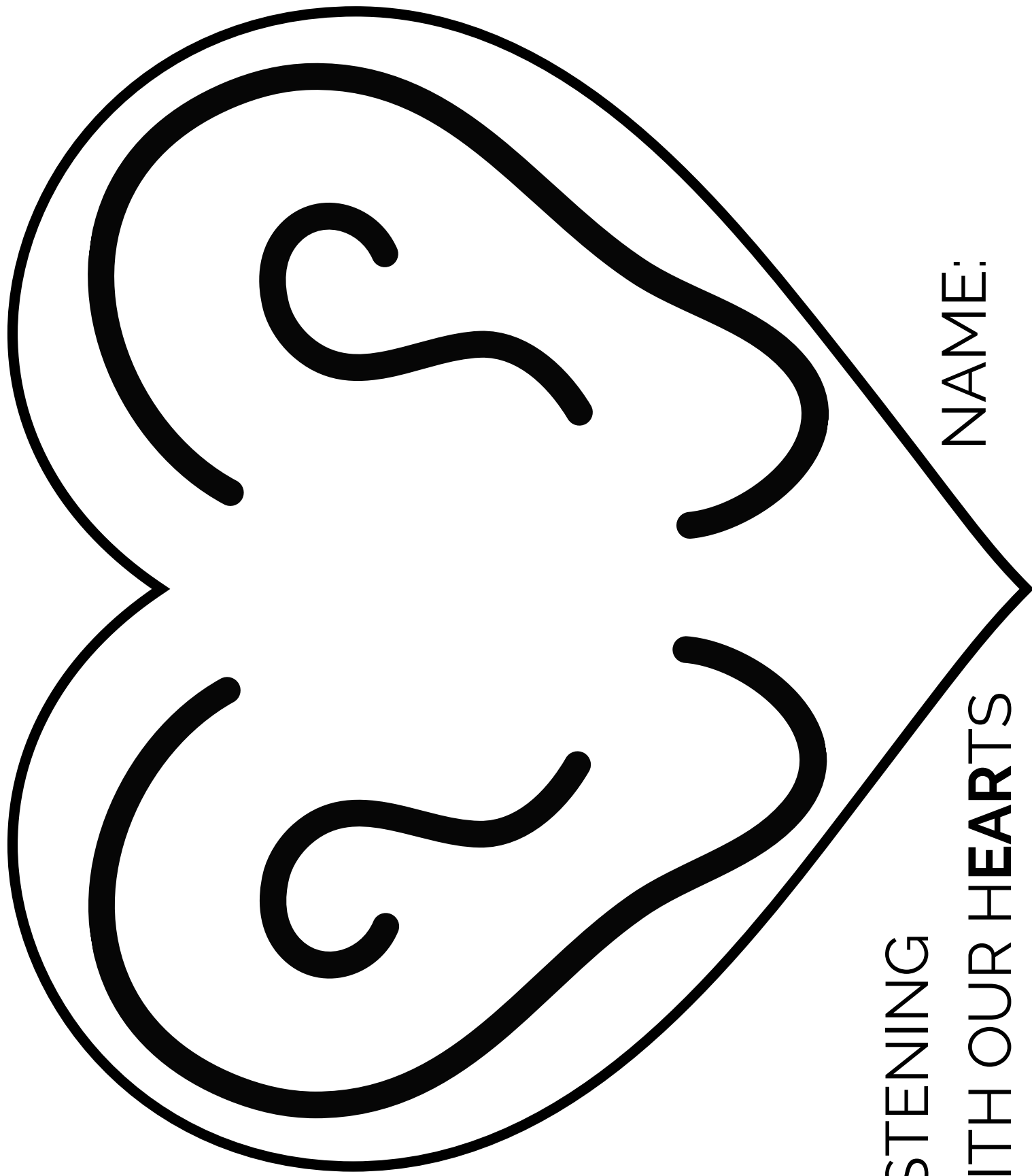
Listening Promise

- Say: *"Now that we have shared and listened with our hearts, let's make a promise to keep practicing Two-Eared Listening together."*
- Choose one of the following:
 - Use the Two-Eared Listening Poster from this kit: Display the poster and invite each child to sign their name or add a small drawing beside it as a way of saying "yes" to the promise.
 - Create a Class Promise Poster: Ask the class *"How can we practice listening with our hearts and our heads at school?"* Record student responses (examples: *"I will look at the person talking," "I will wait my turn," "I will think about how my friends feel"*). Once the list is complete, title the page "Our Two-Eared Listening Promises" and invite each child to add their name or a small drawing to show their commitment.
 - Display the signed or created promise poster so it can be seen from the circle. When time allows, hang both the hearts and the promises together to create a class mural.

Closing Reflection

- With the hearts and promises still visible, say: *"Today we practiced Two-Eared Listening with our hearts and our heads. We shared what it feels like to be cared for, we showed our feelings in art, and we made promises about how we will listen to each other."*
- Invite students into circle to share their thoughts:
 - Option 1: *"What is one word for how you feel now that we listened and made our promises?"*
 - Option 2: *"Which promise do you want to remember the most when you are listening tomorrow?"*
- End by saying: *"All of our hearts and promises together show what it means to listen with care, connection, both of our ears, and our hearts."*





LISTENING

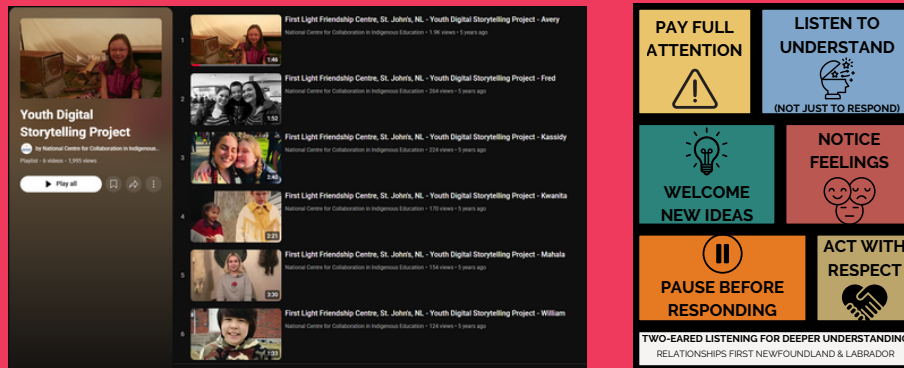
WITH OUR **HEARTS**

NAME:

Listening to Understand: Indigenous Stories

Grades 3-6 Lesson Plan

This lesson helps students in grades 3-6 practice Two-Eared Listening by engaging with Indigenous stories shared through video, books, or local Indigenous Elders and Knowledge Keepers. Students reflect with their heads (details, facts, events) and their hearts (feelings, emotions, connections). They practice responding with gratitude, showing that listening with care builds empathy, respect, and stronger relationships.



Preparation:

- Display or review the Two-Eared Listening poster.
- Spend time previewing and selecting resources before class:
 - **Video option:** View the [First Light Friendship Centre Youth Digital Storytelling Project](#) videos. Select one or two youth stories that fit your students' age and context to show to your class.
 - If you choose to share videos from this project, prepare to read aloud the required acknowledgement: *"We acknowledge the Inuit and Mi'kmaq Peoples of Newfoundland and Labrador, whose ways of knowing and being are represented in these videos. We also recognize First Light Friendship Centre of Newfoundland and Labrador where these videos originate."*
 - **Storybook option:** Work with your school librarian or your public library to find an Indigenous-authored storybook that is appropriate for your class. You may find inspiration in Newfoundland & Labrador Public Libraries' Book List: [Indigenous Stories for Children](#).
 - **Community option:** Invite a local Elder or Knowledge Keeper to share a story.
 - *This should never be taken for granted.* Always prepare respectfully and follow proper protocol. If you are unsure what that looks like, reach out to your local Indigenous organizations. You can also contact [RFNL](#) for support in making these connections and for learning about local expectations. You may wish to review sample resources such as the [First Nation Elder Protocol](#).
- Review and prepare to share the [First Light NL Land Acknowledgement](#) (written/video options).
- Prepare a large Head-Heart T-chart on chart paper or as individual handouts (see printable page below).
- Gather materials for thank-you cards (paper, markers).
- Select a talking piece (stone, shell, soft toy).

Lesson Flow

Welcome and Introduction

- Gather in a circle with the talking piece.
- Say: *"Today we will practice Two-Eared Listening. That means listening with our hearts and our heads, paying attention to what we hear and how it makes us feel."*
- Show the poster and briefly review the Two-Eared Listening reminders on it.

Land and Story Acknowledgement

- Share the First Light Land Acknowledgement by showing the video or reading the written version.
- If you are using a First Light Youth Storytelling video, also read the required acknowledgement above.
- If you are using a book or inviting an Indigenous Elder or Knowledge Keeper to share a story, invite students to pause and recognize the gift of the story being shared.

Listening to Story

- Share the selected video, read the chosen book aloud, or listen to the Elder/Knowledge Keeper.
- Explain or remind students how the talking piece works: one person speaks at a time, it moves around the circle, you may pass, and everyone listens with care.
- After listening, pass the talking piece with prompts:
 - Head: *"What happened in the story? What details stood out to you?"*
 - Heart: *"How do you think the storyteller felt? How did it make you feel to listen?"*

Head-Heart Chart

- Bring a large T-chart into the circle or distribute individual sheets.
- Title one side *What We Heard* and the other *How It Made Us Feel*.
- Go around the circle with the talking piece so that each student can add one idea to either side.
- Observe together: *"Two-Eared Listening helps us learn what happened and how people feel."*

Hands Activity: Expressions of Thanks

- Say: *"Listening with two ears means we do not just hear stories. We also stop to think about them. Then we can respond with care."*
- Students create thank-you cards:
 - If you watched a youth video, cards can be addressed to the youth storytellers or to First Light.
 - If you read a book, cards can be for the author or illustrator.
 - If you welcomed an Elder/Knowledge Keeper, cards can be presented to them.
 - Cards may include drawings, a sentence about what they learned, or a word of appreciation.

Closing Reflection

- Gather in circle with the T-chart(s) and thank-you cards in the centre.
- Pass the talking piece with a reflective prompt: *"What is one word that describes what you learned by listening today?"* Or *"What is one promise you can make to listen more carefully this week?"*
- Say: *"Today we listened with our hearts and our heads. When we listen with care, we honour the stories shared with us and grow in respect and connection."*



NAME:

DATE:

STORY TITLE: _____

STORY TELLER/AUTHOR: _____



WHAT I HEARD



HOW IT MADE ME FEEL

TWO-EARED LISTENING FOR DEEPER UNDERSTANDING

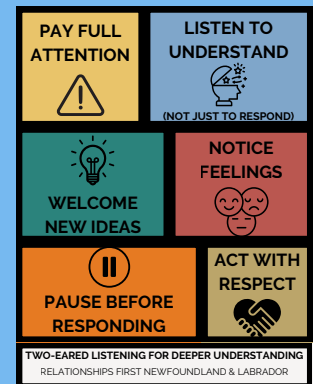
Listening in Different Ways

Grades 7-9 Lesson Plan

This lesson helps students in grades 7-9 practice Two-Eared Listening by exploring graphic recordings created at the very first Two-Eared Listening event in 2021. Students learn how listening can happen not only through spoken words but through images that capture voices, feelings, and ideas. By reflecting on what they notice and considering how to carry it forward, students discover that listening with both heart and head can nurture understanding, respect, and the possibility of transformation.

Preparation:

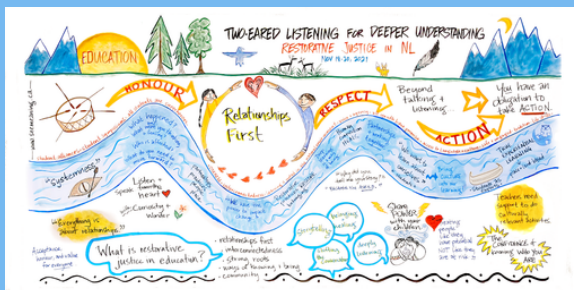
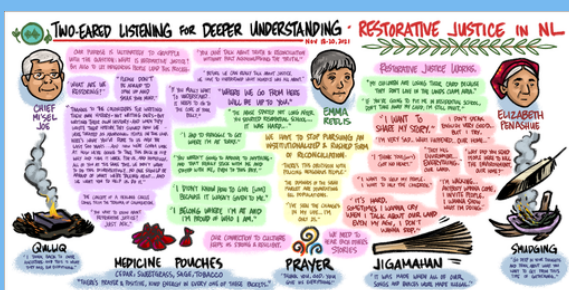
- Display or review the Two-Eared Listening poster.
- Select several graphic recordings from the first Two-Eared Listening event to print or project.
- Read this blog post and prepare to share a short excerpt about what graphic recording is, why it matters, and how the 2021 Two-Eared Listening event impacted one of the graphic recording artists.
- Select a talking piece (stone, shell, soft toy).
- Gather chart paper and markers.
- Optional: Print reflection pages for gallery walk.



Lesson Flow

Welcome and Introduction

- Gather in a circle with the talking piece.
- Develop or review guidelines for how to use the talking piece, such as:
 - Only the person holding it speaks.
 - The piece is passed around the circle so everyone has the chance to share.
 - It is okay to pass.
 - Everyone listens with care while others are speaking.
- Say: *"Today we will learn to listen in different ways. Sometimes listening is about hearing words. Sometimes listening is about looking closely at stories shown in pictures."*
- Share an excerpt from one of the graphic recording artists: *"At the Two-Eared Listening event in 2021, people were encouraged to 'speak from their hearts', not just deliver prepared statements. The graphic recordings were a way to capture what people said, how they felt, and what questions they raised – so others who were not there can still experience those voices and ideas."*
- Show the Two-Eared Listening poster as a visual reminder.



Listening to Graphics

• Graphic Recording Gallery Walk

- Display selected graphic recordings around the room (projected, on screens, or printed).
- Students circulate silently, observing closely. Encourage them to jot words, feelings, or questions.
- Prompts (see optional printable below):
 - *"What do you notice?"*
 - *"What questions do you have?"*
 - *"What connections can you make?"*

• Circle Reflection

- Gather back in circle while keeping graphics visible in the room.
- Say: *"These drawings come from the 2021 Two-Eared Listening event. They are another way of listening. They capture stories, feelings, and voices through images."*
- Use the talking piece to invite sharing:
 - *"What part of a graphic stood out to you most? Why?"*
 - *"What feelings or ideas do you think the artists wanted to show?"*
 - *"How is this different than listening to someone speak live/in-person?"*
- Optional: Students sketch their own version of a small element of one of the graphic recordings and choose a word to capture a feeling or idea, then share with the group.

From Graphics to Reflection to Action

- Say: *"Two-Eared Listening is not only about paying attention to what was shared, it is also about pausing to reflect and then deciding how we might carry what we heard into our own lives."*
- In pairs or small groups, ask students to look again at the graphic recordings and choose one theme that stood out for them the most (respect, reconciliation, sharing, language, belonging, care).
- Invite them to talk together about:
 - *"Why is this theme important?"*
 - *"What might it mean for us in our classroom or school?"*
- Say: *"Sometimes listening leads us to action. Other times it leads us to think more deeply. If your theme does call us to action, what is one small, thoughtful step we could take as a class?"*
- Gather back in circle and invite groups/pairs to share their reflections. If appropriate, decide on one action for the class to take together, but highlight that the reflection itself is also part of listening well with head and heart combined.

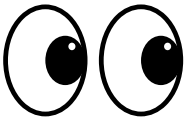
Closing

- Say: *"Listening with two ears can stay with us in different ways. Sometimes it leads to action. Sometimes it simply gives us something to keep thinking about."*
- Invite a quick one-word round: *"Share one word you are carrying with you from today's listening."*
- Say: *"When we listen with both our hearts and heads, whether through words, stories, or images, we honour the voices shared and strengthen our own capacity to understand and care."*



MY GALLERY WALK REFLECTIONS

WHAT DO I NOTICE?



WHAT QUESTIONS DO I HAVE?



WHAT CONNECTIONS CAN I MAKE?



Listening for Responsibility and Change

Grades 10-12 Lesson Plan

This lesson helps students in grades 10-12 practice Two-Eared Listening through the song *Warrior*, a collaboration between Eastern Owl and Lady Cove Women's Choir. By listening to both the sound and the message of the piece, students reflect on the meaning of reconciliation as a shared responsibility. The lesson emphasizes that reconciliation is not the sole burden of Indigenous peoples. Non-Indigenous people must also listen, reflect, and carry the work of change.

Preparation:

- Display or review the Two-Eared Listening poster.
- Cue up the [Warrior music video](#) (Eastern Owl and Lady Cove Women's Choir).
- Review TRC Calls to Action 62 and 63.
- Select a talking piece (stone, shell, soft toy).
- Prepare chart paper or digital space for student reflections.



About the Song

Warrior is a powerful collaboration between Eastern Owl and Lady Cove Women's Choir. Eastern Owl is an All-Nations, Indigenous-led ensemble that blends First Nations drum traditions with folk and contemporary music. Since 2011, they have been creating music with themes of culture, social justice, and hope for the future. Lady Cove, founded in 2003 and directed by Kellie Walsh, is a treble choir dedicated to the strength, community, and versatility of women's voices in choral and collective singing.

Together, the two groups adapted *Warrior*, a song originally written by Kim Baryluk and first performed by the Wyrd Sisters, for this music video collaboration. The piece celebrates women's voices, empowerment, and solidarity, while also modelling the power of Indigenous and non-Indigenous groups working together.

This version of *Warrior* was adapted by Natasha Blackwood with a chant written by Stacey Howse, in collaboration with Eastern Owl. Sheet music for the arrangement has been published by Cypress Choral Music, and the music video was directed by Angela Antle.

As Eastern Owl writes in the published choral score:

This version of "Warrior," which includes a Mi'kmaq chant, was written and performed in the spirit of collaboration. We hope that it inspires diverse groups to unite and promote female empowerment. We encourage respectful relationships with all cultures and do not consent to cultural appropriation. We encourage groups to collaborate with Indigenous performers, to learn about the history and significance of Indigenous culture.

Lesson Flow

Welcome and Introduction

- Gather in a circle.
- Develop or review guidelines for how to use the talking piece, such as:
 - Only the person holding it speaks.
 - The piece is passed around the circle so everyone has the chance to share.
 - It is okay to pass.
 - Everyone listens with care while others are speaking.
- Say: *"Today we will practice Two-Eared Listening with both heart and head. We will view and listen to a music video created through collaboration between Indigenous and non-Indigenous musicians. This can help us understand that reconciliation is a shared journey that requires all of us."*
- Provide context about Eastern Owl and Lady Cove (see above).

Listening to "Warrior"

- Play the music video once through with no instructions other than to listen.
- Play it a second time, inviting students to jot down words, images, or feelings that stand out.

Circle Reflection

- Using the talking piece, invite students to share. Prompts may include:
 - *"What did you notice in the voices and rhythms of this piece?"*
 - *"What feelings or images came up for you?"*
 - *"What does the word "warrior" mean in this song? How might it differ from the usual meaning of the word?"*
 - *"How does the collaboration between Indigenous and non-Indigenous groups connect to what you understand about reconciliation?"*

Connecting to the TRC Calls to Action

- Share [TRC Calls to Action](#) 62 and 63.
- In small groups, students discuss:
 - *"How does this song connect to the TRC Calls to Action about education and reconciliation?"*
 - *"What responsibilities do non-Indigenous people carry in the journey toward reconciliation?"*
 - *"What responsibilities do Indigenous people already carry, and how can others support?"*
- Groups share one key idea back in circle.

Closing

- Invite a one-word circle round: *"What responsibility are you carrying from today's listening?"*
- Say: *"When we listen with both our hearts and our heads, and when Indigenous and non-Indigenous peoples walk together, reconciliation becomes possible."*





Two-Eared Listening for Deeper Understanding

"When we thought of two eared listening, we visualized two ears joined together that forms a heart. We actively listen not only using our ears but our heart, with open-mindedness that will always work towards equality and reconciliation. The hands around the hEART is a gesture that symbolizes the sharing of what we have understood and learned."

-Anne and Rachel Cortez, artists



**PAY FULL
ATTENTION**



**LISTEN TO
UNDERSTAND**



(NOT TO RESPOND)



**WELCOME
NEW IDEAS**

**NOTICE
FEELINGS**



**PAUSE BEFORE
RESPONDING**

**ACT WITH
RESPECT**



TWO-EARED LISTENING FOR DEEPER UNDERSTANDING



RELATIONSHIPS FIRST NEWFOUNDLAND & LABRADOR

**LOOK AND
LISTEN**



**TRY TO
UNDERSTAND**



**BE OPEN TO
NEW THINGS**

**WAIT YOUR
TURN**



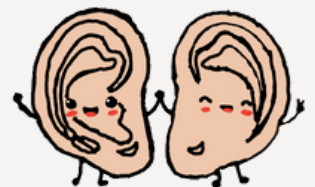
**CARE
ABOUT
FEELINGS**



BE KIND



TWO-EARED LISTENING



RELATIONSHIPS FIRST NEWFOUNDLAND & LABRADOR

Suggested Resources

The activities in this resource kit are a starting point. To deepen learning and practice, educators and youth-serving organizations may wish to explore the following resources:

From the Classroom Resource Kit:

- Two-Eared Listening: twoearedlistening.com
- Relationships First Newfoundland & Labrador: rfnl.org
- The National Centre for Collaboration in Indigenous Education (NCCIE): nccie.ca
- First Light: firstlightnl.ca
- Miawpukek First Nation: mfngov.ca
- Eastern Owl: easternowl.wordpress.com
- Lady Cove Choir: ladycove.ca
- First Light Youth Digital Storytelling Project: youtube.com/playlist?list=PLF4laWyz-XqlhUJWt_Ra8hSeyGtZNnNMC, nccie.ca/videos/first-light-friendship-centre-youth-digital-storytelling-project
- NL Public Libraries Indigenous Stories Book List: guides.nlpl.ca/ld.php?content_id=36505561
- Graphic Recordings from the 2021 Two-Eared Listening Gathering: twoearedlistening.com/resources/graphic-recordings
- Graphic Recorder's Reflection on Two-Eared Listening: seachangeacolab.com/two-eared-listening

For Digging Deeper:

- The National Centre for Truth and Reconciliation (NCTR): nctr.ca
- Truth and Reconciliation Commission of Canada Calls to Action: https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls_to_action_english2.pdf
- Spirit Bear's Guide to the Truth and Reconciliation Commission of Canada Calls to Action: https://pacificmountain.ca/wordpress2021/wp-content/uploads/child_friendly_calls_to_action_web.pdf
- Books by Chief Mi'sel Joe and Sheila O'Neill (Breakwater Books): breakwaterbooks.com/collections/vendors?q=Sagamaw+Mi%27sel+Joe+%28CA%29%2C+Sheila+O%27Neill+%28CA%29
- Free downloadable Study Guides for My Indian and Suliewey: breakwaterbooks.com/pages/resources

Credits & Acknowledgements

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