



IMAGINE A CANADA

2021 HONOUREES GRADE 6 – GRADE 12

PRESENTED BY:  **WEALTH
MANAGEMENT**



National Centre for
Truth and Reconciliation
UNIVERSITY OF MANITOBA



IMAGINE A CANADA

The Imagine a Canada program asks youth from Kindergarten to Grade 12 and CÉGEP to envision a Canada reconciled.

Since 2016, the National Centre for Truth and Reconciliation (NCTR) has received over 1,350+ Imagine a Canada submissions and has worked with thousands of students to realize their hopes and dreams of a Canada they wish to see.

For the 2021 program, students in Kindergarten to Grade 5 were invited to submit artwork, essays, or other representations of a reconciled Canada. Students in Grade 6 to 12 and CÉGEP designed plans for projects that address Reconciliation in their community or school.

In March 2022, ten projects from Kindergarten to Grade 5 and fourteen projects from Grade 6 to 12 and CÉGEP were selected for recognition for being uniquely beautiful, inspiring, and educational. These projects, and the meaning behind them, have been reproduced in one of two publications showcasing the creativity of youth as well as their understanding of Reconciliation.

In addition to being featured in the publication, the chosen projects from Grade 6 to 12 and CÉGEP received a grant of up to \$1,500 to turn their visions into reality.

Youth from all twenty-four projects participated in virtual leadership training exercises where they learned directly from Elders, Survivors, and Knowledge Keepers as well as special guests about Reconciliation, resilience, entrepreneurship, how to manage projects, and how and where to secure funds for future projects.

A national celebration was held on June 10, 2022, to honour the youth and their projects and to learn more about their visions of Reconciliation.

Imagine a Canada 2022-2023 will be launching this fall. Visit education.nctr.ca for more information and to get involved.

The Imagine a Canada program has evolved with the ever-changing education landscape in this country. Knowledge of the residential school system and its impacts is becoming more accessible thanks to the efforts of residential school Survivors who have long hoped their stories and experiences could be used to educate others.

Indigenous and non-Indigenous youth, now more than ever, have a greater understanding of the complex and difficult history of residential schools and this is evident in the number and content of submitted projects.

We are proud to share and celebrate the accomplishments of amazing youth involved in the 2021-2022 Imagine a Canada program. The twenty-four projects featured in these two publications show us what Canada's future can look like if we listen to and support our future leaders.

This year, we were excited to expand the program and offer grants to assist youth to address Reconciliation in their school or community. Reconciliation requires constructive action to address the ongoing impacts of colonial systems like residential school. We were truly inspired by the diversity of submissions based upon respect, understanding, inclusivity, and cultural revitalization.

Each of us has the responsibility to advance Reconciliation in Canada. The Imagine a Canada program helps us to realize youth

visions of a Reconciled Canada to make our country a better place for all.

On behalf of the Governing Circle and the Survivors Circle of the National Centre for Truth and Reconciliation at the University of Manitoba, I wish to congratulate the youth who have shared their visions with the Centre and all Canadians. I also wish to commend their teachers and mentors, guardians and families, schools and communities for supporting the next generation.

Stephanie Scott
Executive Director, National Centre for Truth and Reconciliation



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Truth and Reconciliation**
UNIVERSITY OF MANITOBA



IG Wealth Management is honoured to be a part of the Imagine a Canada initiative. We all have a role to play in helping create a more inclusive society that respects and recognizes a reconciled Canada.

Through this amazing program, Canadian youth from across the country have had the opportunity to express their vision of Canada through the lens of reconciliation and to envision what our future together could look like. The results are truly inspiring and empowering.

The collection of art and projects featured in these books celebrates the impactful work of the students, teachers and families who continue to embrace the full scope of Canada's history. Each piece does an amazing job showcasing the bravery and innovation of Canada's young people today as they champion the rich history and culture of our Indigenous communities.

The unique visions expressed through these pieces of work demonstrate the strength and commitment that young people have towards building a more equitable future for Canadians coast-to-coast.

On behalf of IG, I'd like to thank all the parents, teachers and mentors who supported these extraordinary youth through their journeys of expression and education. And thank you to the National Centre for Truth and Reconciliation, and the Imagine a Canada initiative, for inspiring hope and change for future generations.

And, most importantly, congratulations to the young people represented in this book for creating their visions!

Damon Murchison
President and CEO, IG Wealth Management
Burnaby, BC



WESTRIDGE ELEMENTARY SCHOOL

JOEY XU, SAMUEL GROPEN, RAVEN ROCHA, MANA AHNADI, AND STUDENTS

Burnaby, BC \$ 750

Students at Westridge Elementary were inspired to paint a crosswalk orange with a symbol to stand for Indigenous peoples. They believed crosswalk, something people use every day, could inspire people to work on their path toward Reconciliation.

With the assistance from Nicole Preiszl from the Burnaby Village Museum and Atheana Picha, a Kwantlen Nation artist, a design was developed for the crosswalk. Students involved attended meetings, surveyed pedestrians, and presented their project to the school, the Parent Advisory Committee, school board members as well as the Mayor of Burnaby and a Trustee Chair. The city of Burnaby contributed an additional \$20,000 to complete the project.



Our Thoughts On Reconciliation Are:

We think reconciliation is a very sad topic which talks about not only Indigenous peoples but everyone in our country. Reconciling means recognizing all the mistakes we made as settlers and acting on the Calls to Action.



ROSSER ELEMENTARY SCHOOL

AUBREE MISKINACK, TIA BENEDETTI ORIECUA, AUGUST BRISTOWE NAGY, AND STUDENTS
 Burnaby, BC \$1000

Students at Rosser Elementary held assemblies with Elder Roberta Price to talk about residential schools and truth and reconciliation. Elder Roberta shared stories about family and resilience with primary students and shared how residential schools had an impact on her family with intermediate students.



Afterwards, students reflected on what they heard and decorated paper feathers to reflect what Reconciliation means to them. The feathers were collected for a raven display, which is the school

mascot. Some classes had further in-depth conversations, with some students choosing to write letters to Elder Roberta to share their learning and gratitude.

Our thoughts on Reconciliation are:

To us, Reconciliation means a restoration of a well-disposed relationship along with forgiving what cannot be fixed. Because there are many things that can never be fixed, it also means educating students and schools about reconciliation and whose land they live on.

Finally, Reconciliation means striving for justice, hope, and peace as one nation. We aren't sure what that nation will look like yet, but if we create it together it will be a good place to live.



HORSE LAKE ELEMENTARY

DOMINICK NELSON, ADRIANNA NEELS, MAX SANKEY, AND STUDENTS

Lone Butte, BC \$1500

Students at Horse Lake Elementary developed an Indigenous plant garden, under the direction of Elder Maddy Boyce, with a reflection rock and gravel path. Secwépmc Knowledge Keeper



Joe Archie and Elder Grace Archie lead students over two days through the identification, harvesting, and transplanting local plants into the garden.

In addition to the garden, there will tentatively be plaques with the names of the plants in Secwépmc (Shuswap language) and a booklet with photos and information about the plants for medicinal, spiritual / ceremonial, or technological purposes.

Our thoughts on Reconciliation are:

Reconciliation means truly respecting, honouring, living and learning together so that the harm and hurt from the past is one day a distant memory.



FOREST LAWN HIGH SCHOOL

DANIKA ARMITAGE, ANGEL DESSUS-DAY CHIEF, AND KREELYNN SPARVIER

Calgary, AB \$1000

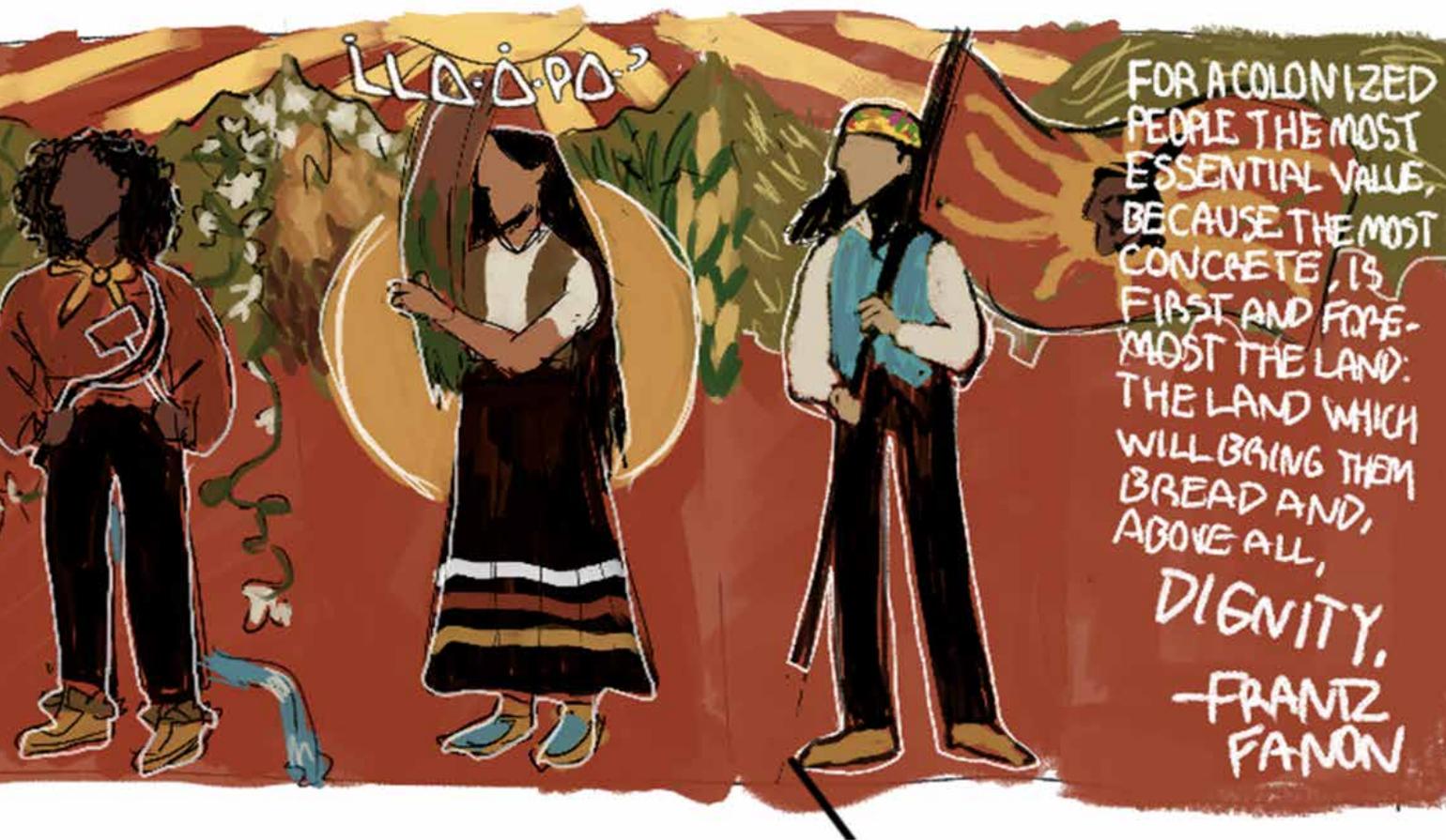
Students at Forest Lawn developed a traditional medicinal garden to make a space that students could use to connect to the land and to each other. Additionally, an Indigenous welder and artist, Flora Johnson, worked with students to design and create a metal sculpture as the garden's center-piece.

Students have conducted a site evaluation survey, consulted stakeholders about their hopes, ideas, and commitment to the garden, planned and designed the welded sculpture, created seed bombs and started the care of plants in preparation for planting. An Elder will be invited in the fall to speak about the plants selected and give advice on how to move forward, what additional plants to include, and any knowledge needed to best care for the land.

Our thoughts on Reconciliation are:

Reconciliation is action. It is the process of repairing broken or damaged relationships. It is more than talk or just one moment; it is on-going, it is constant, it is a way of being. It is finding a way for us all—Indigenous, non-Indigenous, animals, plants, etc. to live together in a good way.

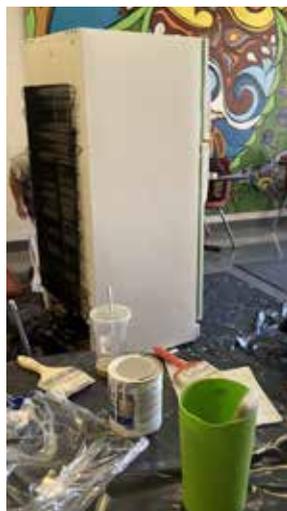
Reconciliation is about overcoming fear. Indigenous people and non-Indigenous people are afraid of each other, so we need to change that. It is realizing that we are all connected – past, present, and future. Reconciliation is about the basics of how we treat each other and the kind of relationships and communities we want to build in the future.



VICTORIA SCHOOL OF THE ARTS

STEVIE LAWRENCE

Edmonton, AB \$1500



Stevie Lawrence, a student at Victoria School of the Arts, envisioned a community fridge to assist anyone in need while also existing as a means of cultural expression. The fridge promotes wellbeing, spiritual health, and solidarity with Indigenous peoples and brings attention to how poverty and food inaccessibility disproportionately impacts Indigenous communities.

The Mâmawiwikiwin Fridge was named with the assistance of a Nehiyawewin (Cree) language teacher and was chosen as it refers to communal living. The fridge will be located on the grounds of the school and will continuously be restocked and cleaned by students. Food is healing, it is medicine, it connects us to each other.

My thoughts on Reconciliation are:

Reconciliation, to me, would mean having all Indigenous land in the hands of Indigenous people and there would be an end to colonialism. There would be no reserve system and we would be able to change the colonial present and have a decolonial future by reconnecting to Indigenous histories. We would not be in a settler colonial state. That would be Reconciliation, however many small steps that lead up to it are also Reconciliation.



BEDFORD ROAD COLLEGIATE

TYARAH INKSTER, CHLOE WALKER, ANGEL MOSQUITO, ASIA WALKER, AND STUDENTS
Saskatoon, SK \$750



Members of the Indigenous Student Council at Bedford Road Collegiate decided that a large interest for them was getting to know their cultural identity. One goal was to hold a moccasin-making workshop as

it was wide-reaching and applicable for many Indigenous students who attend their inner-city school.

Multiple workshops were held for students from Grades 9 to 12 with the hope that the students learning these skills in Grades 9 or 10 will be able to utilize their skills to teach younger students. Having the knowledge of "how-to" within the school helps increase the self-confidence of the students involved.

Our thoughts on Reconciliation are:

Reconciliation means coming together as one and working together towards a common goal. We are a group comprised of Indigenous youth from many different communities of origin and through our involvement with the Indigenous Student Council (ISC), we have begun the important work of reclaiming our identities as Indigenous people.

Living in an urban centre, it is easy to be consistently fed negative ideas of what it means to be Indigenous, or what it means to be a youth. The ISC gives us a safe space to learn more about our culture and practice our leadership skills in an environment that is safe for us to share and grow.



TREHERNE COLLEGIATE INSTITUTE

KALYA KUCHARSKY, NYSSIM GERVAIS, NICOLE LI, AND STUDENTS

Treherne, MB \$750

Students in Grade 7 and 8 at Treherne Collegiate Institute developed an Indigenous medicine garden comprised of four curved bench planters. This garden will be a place of meditation and reflection for students, staff, and the community.

Each planter has its own plant and on the outside is a painting to represent one of the Grandfather Teachings with the corresponding word in Inninimowin (Cree), Anishinaabemowin (Ojibway), French, and English. The last planter one will have a heart with three feathers, with "Truth and Reconciliation" and "Every Child Matters" around it.

Students have sanded, painted, and assembled the garden benches in their free time with all planters and are hoping to have an open house during Truth and Reconciliation Week in

September 2022. Students will learn how to care for the plants and how to harvest each one appropriately.

Our thoughts on Reconciliation are:

Reconciliation is a process in which Indigenous knowledge and methods of passing on that knowledge must be acknowledged, valued, and implemented as a regular part of Canadian history, science, art, etc. This will require an unlearning and relearning of the traditional white-settler history, as well as a totally different approach to education systems. This will not be a quick process, but it will eventually be accepted as "normal" when a generation of students has been through this system.



ÉCOLE VAN WALLEGHEM SCHOOL

CARTER SHOTTON, ADDISON PRICE, JODENE ANDRES, AND STUDENTS

Winnipeg, MB \$1000

Youth at École Van Wallegem focused on bringing Métis culture, an important part of Manitoban history, to students and staff through beading projects. Youth from Kindergarten to Grade 8 learned about the Métis Nation, Louis Riel and Gabrielle Dumont, the battle of Batoche, and about Métis beadwork before they started their projects.

Kindergarten students created bracelets, Grade 1 to 4 students created beaded pins, and Grades 5 to 8 students created beaded pins and / or traditional designs. Nicole Lavallée, an Indigenous Education Teacher, helped teach traditional Métis beadwork.

Our thoughts on Reconciliation are:

Reconciliation to us means understanding the history of Indigenous People in Canada and making a commitment to do

better. There needs to be action behind words. Without creating authentic relationships with Indigenous community members, there will always be a divide.





ST. BENEDICT CATHOLIC SECONDARY SCHOOL

AURA OROZCO AND EMMA SCAIFE

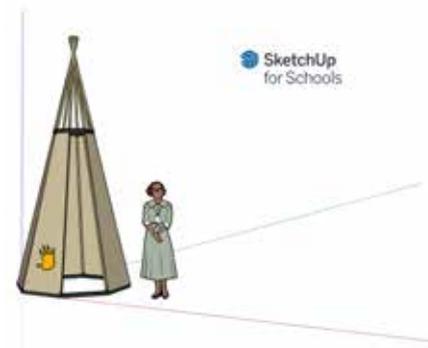
Sudbury, ON \$750

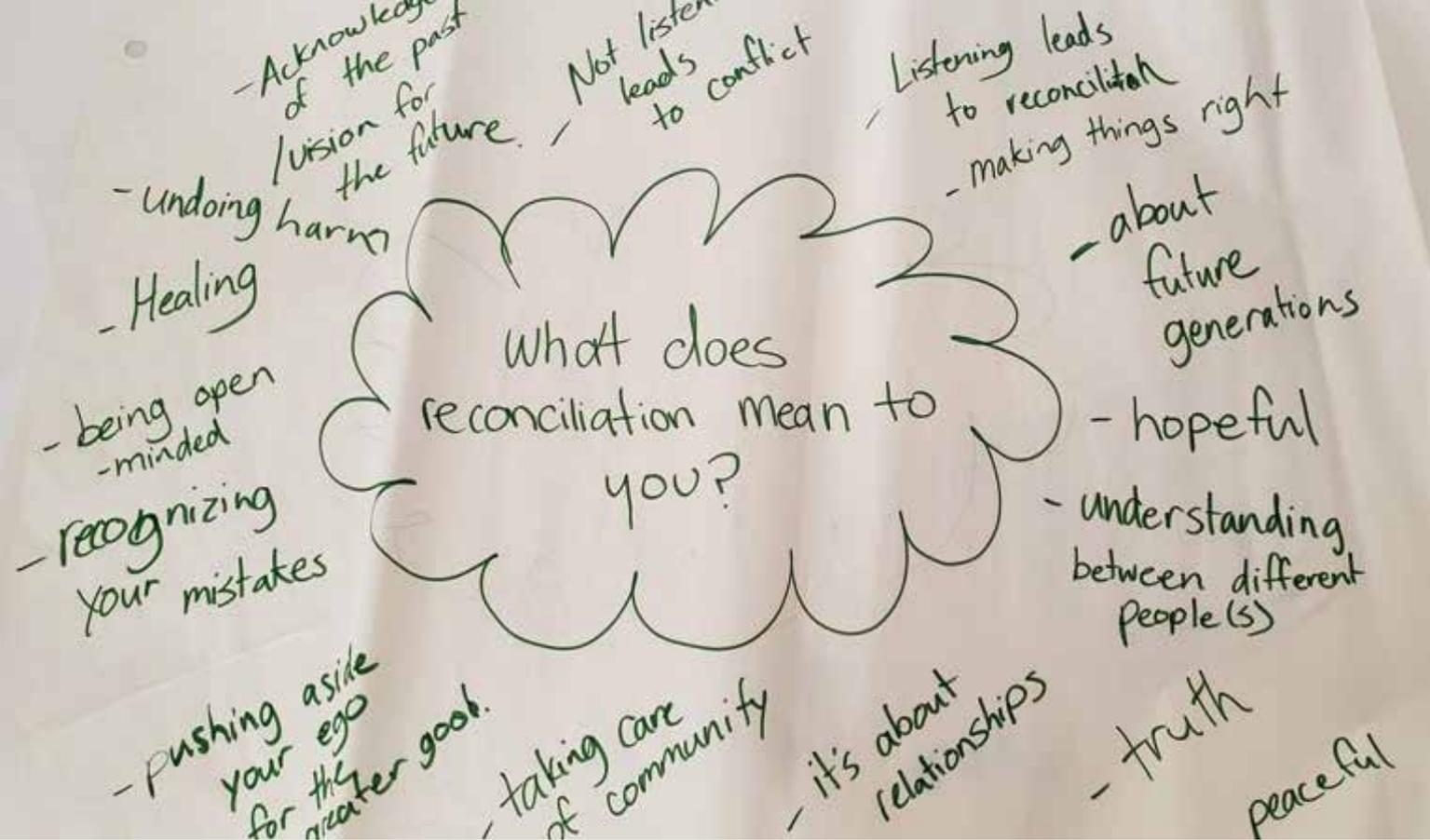
Aura Orozco and Emma Scaife, students at St. Benedict, envisioned a teepee covered with 4,118 handprints of local students representing children lost due to Canada's residential school system.

'What was Lost and Learned' is an art installation where students will learn about residential school history as well as Indigenous history and culture. In addition to sharing this history with their school, Aura and Emma have also discussed travelling with the teepee to local schools and having elementary students experience the installation as well.

Our thoughts on Reconciliation are:

Reconciliation is the ongoing pursuit of acknowledgment, acceptance and amelioration for the atrocities caused during the time of Canada's residential schools.





DANFORTH COLLEGIATE AND TECHNICAL INSTITUTE

ANTONIA PITAWANAKWAT, CHRISTINA PITAWANAKWAT,
AND ANGEL GEBREMETHIN-TAYLOR

Toronto, ON \$1000

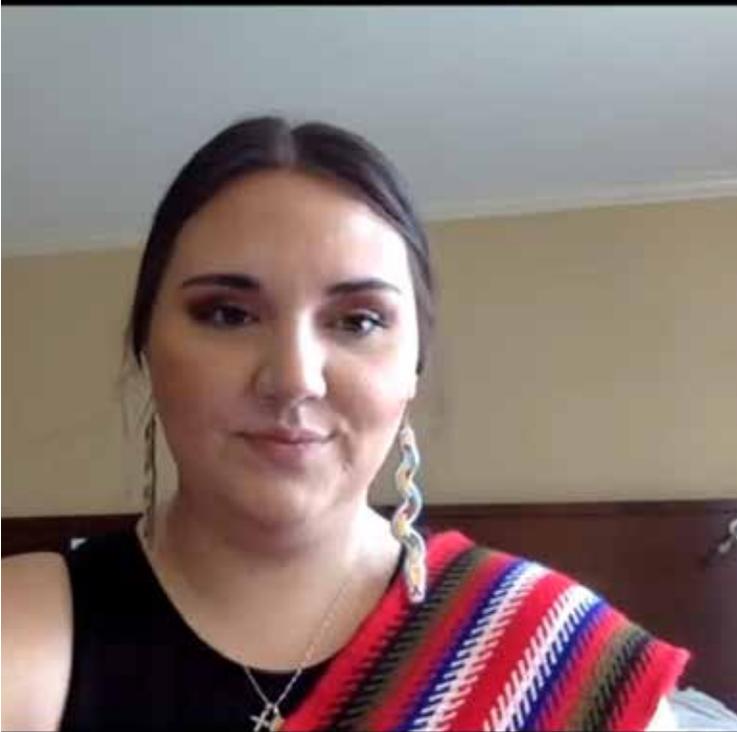
Members of the Oshkii-Oshkaabewis (Young Messengers) Indigenous Youth Group at Danforth CTI are working together to make a statement within their school. A blank wall outside of the school's Child and Youth Counsellor's Room will be painted with an inspirational mural with the help of an Indigenous artist and the Danforth CTI Arts Council to guide them.

Students held brainstorming sessions to better understand what reconciliation meant to them and will use the information to help inform the design of the mural. An artist has been selected and the mural is to be completed in the new school term.

Our thoughts on Reconciliation are:

Reconciliation. For most students it is just a word. A word that we don't really talk about enough. It's a word we hear on the Land Acknowledgement announcement we hear every morning but yet we rarely stop to think about its meaning.

After learning more, I now know that Reconciliation is about truth, peace and healing. It's about making relationships with people, and for some creating relationships with the sun, moon and mother earth and the Creator. It's about understanding the past mistakes the Canadian government and the settlers made and from that making the past mistakes right. We must acknowledge the dark history to make a better future for all First Nations, Metis, Inuit and Canadian people.



LIMESTONE DISTRICT SCHOOL BOARD

BREANNA ROY

Kingston, ON **\$ 1 5 0 0**

Breanna Roy, a student with the Limestone District School Board, envisioned a garden full of traditional vegetables and herbs and established the Sunshine Courtyard Restoration Committee. Students from multiple classes, such as construction and woodworking, were involved in the project meant to form a beautiful, knowledgeable environment for every student coming from any ethnicity to have a taste of a long-lasting culture.

Indigenous Knowledge Keepers visited with classes to engage with the garden. Any extra food that is harvested will be given to food distribution centers in Napanee and Tyendinaga with the goal that this project will benefit the next seven generations. Although Breanna has graduated, support and work on the project is ongoing to grow more food and medicine and make signage in multiple languages.

Our thoughts on Reconciliation are:

Reconciliation isn't about erasing all the pain, but it's about revealing the truth and educating people. It's about celebrating the courage and strength of Indigenous people. Celebrating that we are still here. Developing an understanding of what we've been through helps people to better understand how amazing that is. Reconciliation can be a very positive and energizing process.



BEURLING ACADEMY

KAYLEE WONG, KISHONTE MILLAR JAMES, AND STUDENTS

Montreal, QC \$1000



Students at Beurling Academy discovered the importance of beading while creating Orange Shirt Day pins under the support of Jessica Hernandez and Kateri Oesterreich of Kahnawà:ke. Later in

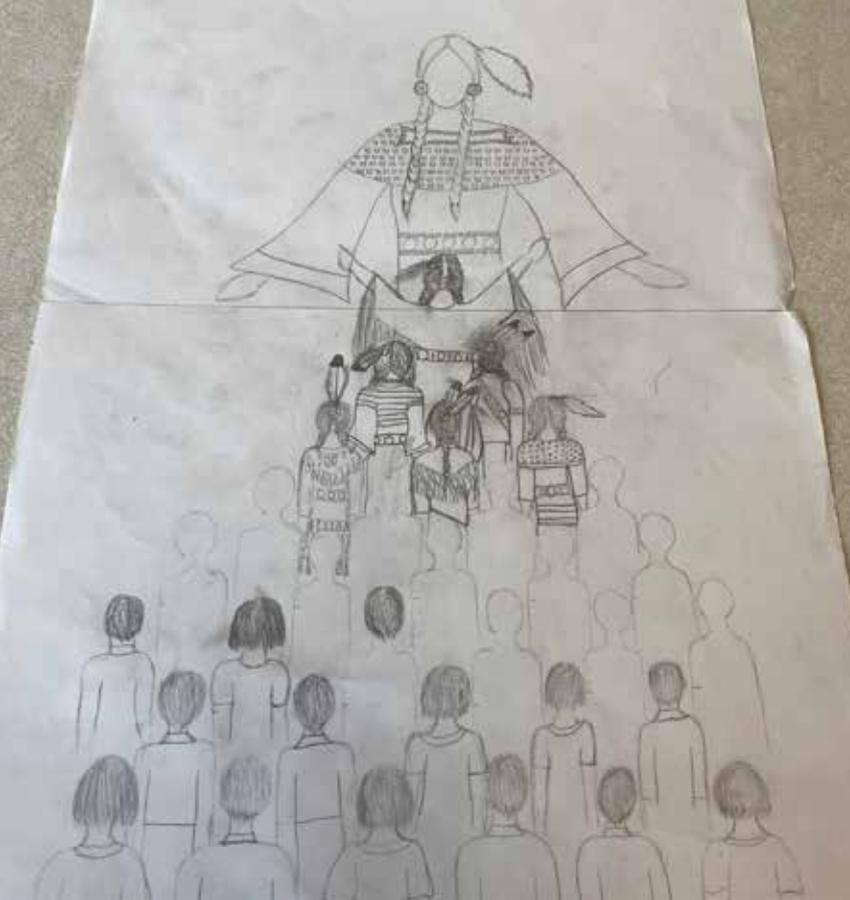
the year, students learned about residential schools, intergenerational trauma, and about Project 215+ meant to honour children lost at residential school.

Students planned a moccasin-making workshop to contribute to Project 215+ supported by Rebekah Elkerton, an Anishinaabe

artist from Chippewas of the Thames. The students put together a memorial in the school with their finished moccasins and presented their project to parents, school staff, and school board directors and consultants. The memorial is currently placed at the entrance of the school along with a Truth and Reconciliation themed mural.

Our thoughts on Reconciliation are:

Reconciliation cannot happen without Truth. We must first acknowledge the truth of what happened before reconciliation can happen. Something we talk about often in class is that reconciliation has still not happened. So many more steps need to be taken by the government and society. We hope that one day Reconciliation can be possible.



CDC LACHUTE

JADE TOUCHETTE

Lachute, QC \$750

Jade Touchette (Maccomas), a student at CDC Lachute, designed a mural to raise awareness about the truths of residential schools and to bring people together to promote Truth and Reconciliation. The mural will be on display at the entrance of the school and depicts children who passed away at residential school being accepted into the arms of Geezhigo-Quae (Sky Woman) for their final resting place of peace.

Over the course of the year, students heard from Elder Gabriel Whitefeather, Jade presented the project to the school board's Council of Commissioners, and educators involved participated in workshops that promoted First Nations culture. Due to delays, the mural is scheduled for completion by the end of September 2022.

My thoughts on reconciliation are:

My life. This is how I have lived my life since I was born. I am grateful for my culture, and I am encouraged that we are now taking steps to acknowledge the truth and speak of it. Residential schools are a shame on Canada's history that was hidden and kept secret for too long.

Reconciliation is possible now that the truth is starting to come out and more and more babies are being found. I am grateful to be taking part in this project, and hope that many other students from around the country join in this all important objective. Reconciliation represents hope for the future for me.



MOUNT STEWART CONSOLIDATED SCHOOL

NORAH KNOCKWOOD, EMMARIE KNOCKWOOD, LEAH SABATTIS, AND STUDENTS

Mount Stewart, PEI \$1000



Students in Grades 6 to 8 at Mount Stewart envisioned the creation of a unique quillwork piece to represent Mount Stewart by local Mi'kmaq artist, Melissa Peter Paul. Students learned about the history of Mi'kmaq quillwork, about the design process,

and recreated the work as a 3-foot mural that is on display in the school with the original piece. Students also learned how to blend the mural together in preparation for final display before the final piece was completed.

Our thoughts on Reconciliation are:

Reconciliation means helping and teaching children about the Mi'kmaq and spreading awareness of what happened to them and sharing their music, dance, and art. Reconciliation is teaching the younger generations traditions and supporting Mi'kmaq culture in PEI.

Our whole culture is about celebrating, I know we are trying hard to teach others in our school and teaching children young about our culture and how to be respectful of my culture. We shouldn't be treated like we are different from others.

Survivors' Flag

“WE MUST REMEMBER THE CHILDREN WHO NEVER MADE IT HOME AND INSPIRE THE YOUTH OF TODAY TO BE THE LEADERS OF TRUTH, RECONCILIATION AND HEALING.”

- KUKDOOKAA TERRI BROWN, SURVIVOR

The image is a story derived from a culmination of hours of sustained dialogue with residential school Survivors across Canada. It carries the lived experiences of Survivors and is an expression of remembrance, meant to honour residential school Survivors and all the lives and communities impacted by the residential school system in Canada.

For more information on the Survivors' flag, visit nctr.ca/exhibits/survivors-flag/



