

IMAGINE A CANADA

LEARN TOGETHER!
CREATE TOGETHER!

SHARE WITH US!



EXPLORE THE PAST AND OUR SHARED
JOURNEY INTO THE FUTURE!

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Questions – Can be sent through email to imagineacanada@umanitoba.ca or you can call the NCTR directly at 204-474-6069

PLEASE NOTE THE PROCESS AND DEADLINE FOR SUBMISSIONS. FEEL FREE TO CONTACT US WITH ANY QUESTIONS OR CONCERNS.



#MYIMAGINEACANADA



IMAGINE A CANADA

WHAT IS IMAGINE A CANADA?

Imagine a Canada is an annual national campaign calling all young people from across the country from kindergarten to grade 12, including CÉGEP, to lead our nation through Reconciliation. Students can create a poem, song, painting, drawing, sculpture, rap, essay, or any other artistic medium of their choosing. Their work should show us how they can be a leader in Reconciliation, to make the future of Canada a more respectful place. Submissions are recognized, honoured and displayed throughout the country and one young person is chosen from each province and territory to join the National Leadership Workshop and Ceremony. The youth who are selected will have the opportunity to learn directly from Residential School Survivors, Elders and other youth while having their work honoured during the three-day event.

WHO CAN PARTICIPATE?

All youth! Submissions will be accepted by students from kindergarten to grade 12, including CÉGEP. Students who have previously attended the national event as provincial or territorial honourees are welcome to participate but will not be invited a second time to attend the national celebration.

HOW CAN MY CLASS PARTICIPATE?

Send us your student's submissions by the deadline. It's that easy! Please review the *Submission Form* and *Submission Guidelines* on our website education.nctr.ca for a thorough description of how to incorporate Imagine a Canada and Reconciliation into your classroom.

HOW ARE THE HONOREES CHOSEN FOR THE NATIONAL CELEBRATION?

All submissions are sent to and catalogued by the NCTR. From there submissions are sent to a Selections Committee in each province and territory. Selection Committees are made up of community members and partners of the NCTR, from that province or territory. Selection Committees evaluate the submissions based on the criteria below and select a student from each province and territory to attend the national leadership gathering and celebration.

SELECTION CRITERIA

HERE ARE THE SELECTION CRITERIA WE SUGGEST TO LOCAL SELECTION COMMITTEES:

1. Does the submission reflect the theme of Imagine a Canada, to lead our nation through Reconciliation, to make the future of Canada a more respectful place.
Is the message of Reconciliation clear and on point?
2. Is there an accompanying write-up to explain symbolism used, or to explain deeper meanings within the piece?
3. Is the submission reflective, thoughtful and creative
(personalized, absence of clichés)?
4. Is the submission fully developed, spell-checked (if appropriate), and polished?
5. Is the young person a good candidate for participating in the national leadership gathering and celebration? (This section is evaluated based on each student's understanding of Reconciliation and how they are contributing to Reconciliation in their community).
6. Does the submission make extra effort in terms of being bilingual, include an Indigenous language, or Indigenous cultural knowledge (where appropriate)?

MOST IMPORTANTLY, IMAGINE A CANADA IS ABOVE GIVING ALL STUDENTS THE OPPORTUNITIES TO LEARN ABOUT RESIDENTIAL SCHOOL HISTORY AND TO BEGIN TO THINK ABOUT THEIR ROLE IN RECONCILIATION IN CANADA!

GUIDING PRINCIPLES

IMAGINE A CANADA IS NOT A CONTEST! IT IS AN OPPORTUNITY TO LEARN TOGETHER, SHARE TOGETHER, CREATE TOGETHER AND SHARE WITH US!

YOUTH - Imagine a Canada is all about the voice of youth! It gives youth the opportunity to not only engage as concerned citizens but to become transformative citizens. Through the Indian Residential School Settlement Agreement (IRSSA) and the Truth and Reconciliation Commission of Canada (TRC), Residential School survivors have given Canada the opportunity to heal as a nation. Youth deserve to be a part of the conversation and to contribute to the vision of hope for this country.

EDUCATION - It is well understood that education is a cornerstone of Reconciliation in Canada. Imagine a Canada gives teachers and students the opportunity to Learn Together about Residential School History, to Share Together what they have learned and what they think Reconciliation may mean for them now and in their future, to Create Together their own creative expressions of Reconciliation, and to Share with Us those creative works! We hope that Imagine a Canada is an opportunity for students to grow as critically engaged, nationally minded citizens.

ART - We believe that Art can be a powerful tool of Reconciliation. Understanding Residential School history will require us to engage in

sometimes challenging and difficult topics. Art can be a transformative, healing and empowering expression of these topics. Most importantly, it allows us to give voice to our hopes and wishes in a way that might not otherwise be possible. Ry Moran, Director of the NCTR, has said, "I think in many ways, this is a conversation that needs to be led by the heart first, and art is particularly effective to have that conversation."

REFLECTING THE CALLS TO ACTION - Imagine a Canada is born from the 94 Calls to Actions offered by the TRC, particularly the section *Education for Reconciliation*. The NCTR is always grateful to receive work from students that was made in collaboration with Indigenous communities and Elders, or submissions that incorporate Indigenous languages. Call to Action #63.3 calls for education that "build(s) student capacity for intercultural understanding, empathy, and mutual respect". This is at the core of what we hope Imagine a Canada will help to achieve.

HISTORY OF IMAGINE A CANADA - Imagine a Canada was created in 2016 by the National Centre for Truth and Reconciliation, with the intent of involving youth in the conversation about Reconciliation. Since 2016 the number of submissions has grown and more partnerships have been made across the country.

LEARN TOGETHER! SHARE TOGETHER! CREATE TOGETHER!

SHARE WITH US!

LEARN TOGETHER

Many of us did not grow up learning about Residential School history and experience. For many of us, our school education did not include explorations of Indigenous cultures, histories or contemporary experiences. The cultural, social and political contributions of Indigenous peoples to Canadian identity were not in most schools, even up to and including today. In some cases, this erasure has been so complete that many Canadians feel that learning about Indigenous people is somehow a detriment or a burden. Imagine a Canada is an opportunity for teachers and students to learn together. We don't have to know all of the answers. In fact, the very act of being willing to learn alongside our students conveys a powerful message about how we feel about Reconciliation.

SHARE TOGETHER

Learning about Residential Schools may be unlike many other topics you may cover in school. There are likely to be many questions, feelings, concerns and disputes that arise. All of these are to be expected and can be a valuable part of transformational learning. We have found that simply giving students opportunities to share, perhaps in a sharing circle, can be a powerful way to debrief and process the emotions involved in this learning journey.

CREATE TOGETHER

Creativity and art can be powerful tools of healing and empowerment and a way to give voice to those who may not otherwise find theirs. Imagine a Canada is an invitation to be creative! We have learned from teachers across Canada that there are many ways to support this process. Through physical activity, through Creative Problem Solving exercises, through drama, and industrial arts. The possibilities are limitless and provide great opportunities for students to express their learning.

SHARE WITH US

Submissions to Imagine a Canada do not disappear! They are shared, talked about, celebrated and ultimately curated into our growing online collection. Members of the Residential Schools Survivors community see these works. We respond to every submission with a letter from the National Centre for Truth and Reconciliation. The NCTR is grateful for every submission and more importantly, the learning that takes place prior to the creation of the submission.

**IMAGINE A CANADA IS AN OPPORTUNITY TO SHARE
IN A LEARNING JOURNEY THAT HAS BEEN PREVIOUSLY
DENIED TO MANY OF US.**

WHERE DO I BEGIN?

WHERE TO START

Orange Shirt Day (September 30th) is a great place to start. It is a day for First Nations, Métis and Inuit governments, schools, and communities to come together in the spirit of Reconciliation and hope for generations of children to come. The day falls at the beginning of the school year, to honour the time of year in which children were removed from their homes and taken to Residential School. Additionally, it provides an opportunity for schools to set their plan for anti-racism policies and give teachers the platform to start introducing Reconciliation and Residential Schools in their classroom.

TEACHING RECONCILIATION, RESIDENTIAL SCHOOLS, AND INDIGENOUS CULTURE

In order for students to make meaningful connections to their work and produce culturally competent pieces it is critical that students have foundational knowledge of Reconciliation, Residential Schools, and Indigenous culture before creating their submissions. Teaching guides, lesson plans, and other resources can be found from a variety of school boards, organizations, and committees from across Canada to help teachers implement Indigenous education in their classroom. You will find many great resources on our website, however, we always recommend that teachers investigate what is available locally as it provides an opportunity to connect your classroom work with what is happening in your community.

THINGS TO CONSIDER BEFORE STUDENTS START SUBMISSIONS

- **STAFF COMMUNITY** – Before starting Imagine a Canada in your classroom, reach out to other teachers in your school and see if anyone else is planning on doing the same. Imagine a Canada encourages submissions from any artistic medium. A collaboration between literacy, art, music, and drama teachers, for example, would make for an incredibly successful and well-rounded collection of submissions.
- **STUDENT SUPPORT** – Learning about Reconciliation and Residential Schools can sometimes be an emotional and triggering experience for students. Identifying support staff in the school and letting students know they can reach out can help students to process this material in a healthy way. Reaching out to connect to Elders and Knowledge Keepers from your local Indigenous community to request their advice and support can also be very helpful. Additionally, letting parents and guardians at home know that students are working on this content and might come home with a variety of questions or emotions helps build a strong supportive community for students.

- **INDIGENOUS VOICE** - Inviting Indigenous Elders, Knowledge Keepers and Residential School Survivors to come to your classroom and share their experiences and perspectives first-hand is very good practice and will support the important work you are doing.
- **MATERIALS** – Depending on their chosen medium students may require a variety of materials. Thinking about collecting these materials throughout the year can help last minute costs and stress.

THINGS TO CONSIDER DURING STUDENTS' WORK ON SUBMISSION

- **TIME** – Make sure to give students plenty of time to complete their work. This is complex and heavy subject matter and it is important that students have the time and space they need to process whatever emotions and realizations they experience during this learning process. Having lots of time to devote to their work will give students the opportunity to feel invested and confident in the work they submit. Allow for the possibility that a student may feel they need to take some time away from their work before it is complete.
- **SUPPORT** – Creating reconciliatory art is an emotive and cathartic exercise. Offering opportunities for reflection, talking circles, smudges, time with elders, and allowing students to step away from their work, are all ways to support students through the process.

THINGS TO CONSIDER AFTER STUDENTS FINISH SUBMISSIONS

- **COPYRIGHT PERMISSION FORMS** – Due to privacy and copyright laws, we are unable to accept any submissions without a signed form giving us the legal right to use and share student artwork for the purpose of Imagine a Canada. There are two different forms available, one for individual submissions and one for group submissions involving large numbers of students working on a single submission. To submit individual projects please use the online portal on our website. To submit group projects please email us (imagineaCanada@umanitoba.ca) to receive the group submission form. Either the individual submission form or the group submission form **MUST** be completed and signed by parents/guardians or school division representatives for the submission to be complete.
- **SUBMITTING** – The online submission form is set up in such a way as to ensure that all the required fields are completed before the submission can be entered. There are two ways teachers can approach the online submission process:
 1. Request that parents fill out the online submission forms on behalf of their children.
 2. Teachers can fill out the forms on behalf of their students. *Please note that you will still need a parent/guardian signature for each child. We suggest that you send home paper copies of the parent consent form to have parents

sign them and then you can upload the consent form to the online forms. Other points to note which will help with the submission process:

- (A) It is possible to submit multiple entries in one form on behalf of different students in the same class. This option saves you the necessity of filling out a separate form for each student.
- (B) To enter all your students under one form enter info into the first few fields: Province, School, Grade, and Teacher at the top of the form and then enter the relevant information for an individual student's work. Once you have finished entering the info for the first student you have the option of adding additional students until the information for your class is complete.
- (C) There are different fields on the submission form, which allow you to upload photos of artwork and parent consent forms.

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#MYIMAGINEACANADA



WHAT IS RECONCILIATION?

WHAT DOES THE WORD RECONCILIATION MEAN?

The TRC defined Reconciliation as the establishment and maintenance of mutually beneficial, mutually respectful relationships. This definition reminds us that Reconciliation is not just *for* Indigenous people, but everyone's responsibility, with room for everyone in the discussion.

WHAT IS RECONCILIATION?

Reconciliation is a concept that carries a lot of meaning and responsibility in society. It can be difficult to understand the complexities of Reconciliation because it is often referred to in a broad sense. The list below offers some key concepts that often come up in conversations about Reconciliation.

- **A GIFT** – Reconciliation is a gift that has been given to Canada by Indigenous people. The survivors of the Indian residential school bravely shared their truths with us, creating an opportunity for Canada to learn, understand, heal, and move forward as a country.
- **THE ROLE OF TRUTH** – Honoring and acknowledging the truth of Canada's history, as shared by Indigenous peoples, particularly Survivors is essential. For Reconciliation to be successful, we must be willing to listen to each other's truths in a meaningful way. For many, learning about the Calls to Action will be an exposure to truths about Canada that we may not be familiar with, which can sometimes feel threatening. We may have to remind each other often that the point of this journey is healing and empowerment for all Canadians and that Reconciliation cannot happen without truth.
- **RELATIONSHIPS** – Reconciliation is a process of building relationships between people. These relationships are meant to be equitable and based on a respectful understanding of each other's history, culture, and needs within this country. It is important to remember that the relationship as it stands today is fundamentally unequal. As Canadians we have all inherited the wreckage of a broken, unjust relationship.
- **JUSTICE** – We have found that when students are given the opportunity to learn about the need for Reconciliation they quickly realize that the Indigenous experience in Canada has often been profoundly unfair. In adult terms we talk about the fundamental injustices facing Indigenous communities and individuals. These injustices are not just unethical but often contrary to our own legal definitions of justice and fairness. Reconciliation is not just about what we learn, but also about what must be done to address injustices, and how each of us can contribute.
- **JOURNEY**– Reconciliation is a broad term that represent a lot of history, and vast array of societal issues Canada currently faces. It is a hopeful and inspiring journey that all of us get to be a part of, if we want to. Healing and rebuilding the broken relationships we have inherited will not be easy, and may take many generations, however we can seek justice immediately and plant the seeds of lasting change.

BUT I'M WORRIED ABOUT...

We have found that many teachers are hesitant to begin exploring Residential School, Indigenous history, or Reconciliation, not because of a lack of willingness, but out of fear of doing the wrong thing. There is a growing social sensitivity to co-opting someone else's story, of misrepresenting other peoples, and of appropriation. These are valid concerns and we applaud any teacher willing to try something new. Remember, it is a bigger mistake to do nothing at all!

That being said, here are some common worries that we have encountered.

*... **not having all of the information or answers.** For those of you with these concerns let us assure you that you most certainly don't have all of the information or answers! Neither do we. The fact that we are willing to learn and grow alongside our students is truly an act of Reconciliation. Connect yourself with others who can offer more of the story. We don't have to know everything if we are willing to connect with others who can help us with our knowledge gaps. This is an educational situation where showing students a willingness to learn may sometimes convey more in terms of the importance of Reconciliation than the content itself.*

*... **of cultural appropriation.** Cultural appropriation is a form of cultural plagiarism. Indigenous people have experienced a long history of cultural appropriation in Canada that unfortunately continues today. Cultural appropriation is the adoption or use of elements of one culture by*

“NATIVE PEOPLE SHOULD BE ALLOWED TO EXPLAIN WHO AND WHAT THEY ARE [BECAUSE] WE'RE TALKING ABOUT A GROUP THAT HAS BEEN CONSCIOUSLY ATTEMPTED TO BE ASSIMILATED [AND] THEIR IDENTITY HAS EITHER BEEN SUPPRESSED OR IGNORED.”

- James Dempsey, director of the School of Native Studies at the University of Alberta on including Indigenous authors in classrooms

members of a different culture for their own benefit and without acknowledging the original creators. Tokenism, on the other hand, is the practice of making only a symbolic effort, particularly through stereotypical imagery or superficial engagement. This is sharply contrasted by cultural appreciation, which is a genuine or authentic interest in a peoples culture, their history, their people, and perspectives; built through genuine relationships with the people themselves.

The best practice we can suggest to avoid appropriation or tokenism is to work directly with Indigenous allies. Many school districts or divisions work with Elders, advisors, Knowledge Keepers, or community organizations that can help you find partners willing to walk with you on your journey. Local is always best! With over 1.6 million First Nations, Metis and Inuit people in Canada, it is very hard to find authenticity at a pan-Indigenous level. Remember, you're not alone!

... exposing young children to trauma. *Understanding Reconciliation does not require us to expose children to age-inappropriate content. We have witnessed kindergarten teachers successfully lay the foundations for future learning through themes and concepts that underpin Reconciliation and justice. Themes such as family, culture, identity, and the importance of belonging. Fortunately, there are many resources available for teachers at all levels that can help you begin the journey. You will find many of these, in both English and French, on the NCTR website.*

... what parents will say. *We recognize that Canada is still impacted by the long-term consequences of attempts to erase Indigenous peoples and assimilation policies. On our journey of Reconciliation we inevitably encounter those who do not understand, support or appreciate the importance of this work. We have found that the more that a school community can stand together in unity regarding Reconciliation, the better-positioned individual teachers are to respond to parental concerns. This can be achieved through policy statements, Treaty acknowledgements, or administrative support. The bottom line is that Reconciliation is not a win/lose journey. One group does not end up losing if we are able to achieve equity. All students should benefit from Reconciliation, with absolutely no loss of academic integrity or educational value. This has been proven to us time and again across Canada, in just about every educational environment that you might imagine. There are no losers in genuine Reconciliation.*

This journey will feel uncertain sometimes because we have never done this before as a country. One thing we can be certain of though, is that Education will be at the heart of any successful efforts.

WE ALL HAVE A ROLE TO PLAY IN RECONCILIATION.

RESOURCES

The NCTR has a large collection of teaching resources on Residential Schools, Reconciliation, and Indigenous content for kindergarten to adult learners. There is also a large selection of resources for teachers. You can access this at <https://education.nctr.ca/link-to-page-2/>

The TRC published many reports including the 94 Calls to Action they can all be accessed here <https://nctr.ca/reports2.php>

A book on previous year's Imagine a Canada submissions has been put together and can be found here <https://education.nctr.ca/link-to-page-3/>

Is there something missing from our website?
Something inaccurate or something that shouldn't be there?
Please let us know. We would love to dialogue with you.
ImagineaCanada@umanitoba.ca

EVEN MORE RESOURCES!

On the next page are some sample activities that have been shared with us which may be helpful in getting started. Please understand that these are not meant to be prescriptive! Change them, ignore them, send us other ideas! We mean for these to be starting points, shared by teachers in the field, for those who may be looking for ideas.

Please remember, these activities are meant to be ideas only! There are unlimited ways to begin Imagine a Canada projects. Check our website and social media accounts for more ideas to come, or send us your own! We would love to hear from you!

WHAT'S IN YOUR BUNDLE?

ALL AGES

EXPLANATION:

- Have students individually make a list of the things that they consider “make them who they are”
- This can include...
 - Experiences
 - Family or friends
 - Attributes or attitudes
 - Material items
 - Culture, traditions, ancestral history
- When students are done have them think about their list and what perspective or biases may come from what they wrote down
- Have them consider what this may mean for what they produce for Imagine a Canada

PURPOSE:

- This is an individual reflexive exercise
- The list is meant for students to understand and recognize their own biases that they bring to their work
- This is not meant to impose a sense of shame on their biases but rather show awareness to them in order to better their work

DIFFERENTIATION:

- For younger students' the concepts of biases or perspectives may be too abstract and better taught as “what makes us all different”, younger students could also create the list as an illustration of themselves
- For older students who have a good understanding of bias the list may seem too simplistic. Starting out by posing the questions such as make a list of perspectives or biases you bring to your work? How do you think that will manifest in what you create or how you see Reconciliation?

MAKE YOUR OWN ART EXHIBIT

ALL AGES

EXPLANATION:

- Have each student find a piece of Indigenous art that they like
- Have them do a short write up about the piece and the artist
- Each student can submit their piece as a class collective using google books, or book creator to create their own class art exhibit

PURPOSE:

- Imagine a Canada allows for any art medium to be used, by creating a collaborative exhibit such as this one students will be exposed to a variety of artistic styles that they themselves could use for their piece

DIFFERENTIATION:

- If time or other restrictions would not allow this to be successful, an alternative would be to find an Indigenous art exhibit to take your students to
- For younger students who do not have the research skills to find pieces on their own they could participate in this activity as a class, such as at carpet time using a smart board

NEWS ARTICLES

ALL AGES

EXPLANATION:

- Pick a selection of news articles about Indigenous issues
- The articles can be from a variety of sources, dates, and topics. It is up to the discretion of the teacher
- Have students read through the articles in small groups
- When they are done reading them ask them to put them in order of their choosing such as chronological, by theme or topic, articles they least liked to most liked, etc.
- Then discuss how they ended up with the order they did

PURPOSE:

- The purpose of this activity is to have students critically look at pertinent issues that Indigenous people face
- One of the articles could spark a passion or subject matter in a student that they may want to do their imagine a Canada piece on

DIFFERENTIATION:

- For younger grades there are children's news sites to pull articles from. Technologies such as an iPad can read articles to students that do not yet have the ability to read.
- For groups that may not be able to come up with a sorting system the teacher could pose one to the group for them to follow
- If this would not work as a full class activity it could also be done in small groups, however it would require more copies of articles
- This could also work as an extra-curricular club. Some name it Breaking Breakfast, or Coffee and Current Events for example.

KNOWLEDGE BUILDING CIRCLE

MIDDLE YEARS/ SENIOR YEARS

EXPLANATION:

- A knowledge-building circle does not have a lead or structured discussion questions. The purpose is for students to have a self-run conversation. Without a lead, or raising hands, a collaborative productive conversation is definitely a skill students need to practice, to not be discouraged if it does not go perfectly first time around.
- Pick a podcast, radio show, TedTalk, or documentary about Reconciliation
- Move classroom set-up into a circle
- Give students their time allotment for the conversation and let them conduct the conversation
- As a teacher listen and record for some main themes or sentiments being shared

PURPOSE:

- Having a conversation with others about Reconciliation is a great way to spark interest and thoughts in students before they start creating their Imagine a Canada pieces
- The themes and notes that the teacher keeps during the conversation can be shared later on for students who may be struggling with their piece
- By having limited parameters around their conversation, it allows students to discuss where their interest and curiosity lies

DIFFERENTIATION:

- In primary grades knowledge building circles are possible, however the goal is less for refined transformative discourse and more for information sharing, they also may require more leadership from the teacher

IF KIDS RULED THE WORLD

MIDDLE YEARS/ SENIOR YEARS

EXPLANATION:

- Pose to the students that they are in charge of Canada for the day, they have no limits and can make exactly 5 changes/decisions
- Ask what 5 changes they would make to Canada

PURPOSE:

- Imagine a Canada requires students to use their imagination and think critically and outside of the box
- This exercise requires them to use and practice those same imaginative skills they need

DIFFERENTIATION:

- There is a book called "If Kids Ruled the World" by Linda Bailey that could be used as a good introduction for younger grades
- Depending on the teacher's goal of the exercise and the student level, certain parameters could be put on task. For example, what five changes would they make to politics, the environment, and their city for Reconciliation?
- For higher grades, you could take away the idea that there are no roadblocks or limits and see if they can critically think about what issues they would run into with their proposed changes.

IT'S MY COUNTRY AND I'LL TWEET IF I WANT TO!

SENIOR YEARS

EXPLANATION:

- Have students write a 280-character tweet discussing anything they want about Reconciliation
- Have students that are comfortable share their tweets with the class and create a discussion on some of the similarities and differences were amongst the tweets

PURPOSE:

- By creating a 280-character maximum it allows students to pinpoint what they most want to express about Reconciliation. This can then be used as their plan for what sentiment they want their Imagine a Canada piece to represent.

- This activity shows the vast perspectives within the class. Every person approaches Reconciliation with a different background and perspective and it is important for students to recognize that

DIFFERENTIATION:

- This activity can be done on actual twitter accounts
- This activity is not appropriate for younger grades

#NOTYOURPRINCESS

SENIOR YEARS

EXPLANATION:

- #NotYourPrincess edited by Lisa Charleboy and Mary Beth Leatherdale is a book of many art forms discussing a variety of Indigenous issues from the perspective of Indigenous women
- Allow students to look through the book and choose one piece to do a close examination of
- They could do this on their own, in partners or small groups
- Have them then present their thoughts on their particular piece to the class
- Another way to engage students in the materials is by using the hashtag on social media

PURPOSE:

- The artistic works do cover topics of Reconciliation that may spark thoughts for the students
- Despite the content being well worth it, the main purpose of this exercise would be to show students that multitude of forms their 'Imagine' a Canada piece could take. The book may inspire a type of artwork, writing, or multi-media the students had not yet been exposed to

DIFFERENTIATION:

- For younger grades the content in the book can be heavy and potentially not age appropriate, however if properly screened before the lesson there is definitely lots that could be shared with them

SAMPLE LETTER TO PARENTS

Dear Parents/Guardians

In the upcoming weeks our class will be working on submissions for the Imagine a Canada campaign. Imagine a Canada is a national project hosted by the National Centre for Truth and Reconciliation (NCTR) that invites youth from kindergarten to grade 12 to be a leader in Reconciliation. Each student will have the opportunity to create an artistic piece of their choosing: it can be a painting, drawing, sculpture, poem, essay, song, or any other form of creative expression they choose! This project is all about engaging youth in national conversations of Reconciliation and allowing them to envision the future they would like to inherit.

If your child wishes to send in their submission to the NCTR you will need to fill out the online form at: <https://education.nctr.ca/imagineacanada/> (I can provide you with photos of the artwork) or sign the parent consent form and I will submit your child's entry on their behalf. I encourage all students to submit their work, however, if your child does not feel comfortable sending in their art, there will be other opportunities to present and share their work within our classroom community.

Additionally, the topic of Reconciliation can bring up a variety of emotions, questions, and commentary from students. If you or your student requires any support through this experience, please do not hesitate to reach out to me. Our exploration of Reconciliation is meant to be a safe, empowering and an engaging learning opportunity for all.

I look forward to seeing all the lovely art work our class creates.

Sincerely,