

# ANNUAL REPORT

2020-21

*The Legacy of Hope Foundation*



# Our Story

In 2000, the Legacy of Hope Foundation (LHF) was created as the national charitable arm of the Aboriginal Healing Foundation (AHF) with a mission to continue to educate and create awareness and understanding about the impacts of Residential Schools on First Nations, Inuit, and Métis Survivors and their descendants. LHF works collaboratively with Survivors and their families to ensure all of its initiatives and resources consider their authentic experiences and support healing, including addressing the intergenerational effects of Residential Schools. Our hope is to educate people about the disturbing facts of the horrific treatment Indigenous children faced in these schools, the harm caused to generations of families, and the ongoing systemic racism still faced today. We can build empathy and understanding for our Indigenous Peoples plight while recognizing that discrimination and injustices must end to achieve healing and Reconciliation.

The Foundation is working on several projects, which will aim to assist Indigenous Peoples in overcoming the damaging effects of Residential Schools, including the subsequent impacts of the Sixties Scoop (SS), to educate the public about these untold parts of Canadian history. These projects will involve working with educators and Indigenous communities to collect and preserve the Testimonies of Survivors from Residential Schools, their families, and from the Sixties Scoop. The LHF highlights the resilience, strength, and many rich contributions from Indigenous Peoples by developing more resources and tools that can help Canadians to act to build respectful, and just relationships with Indigenous Peoples in Canada today.

## History

- In 1991, the Government of Canada created the Royal Commission on Aboriginal Peoples (RCAP) in response to the recent events of the Oka Crisis and the Meech Lake Accord.
- By 1996, a five-volume 4,000-page report was completed, and as a follow up to the RCAP report, the Government of Canada then released *Gathering Strength; An Aboriginal Action Plan* in 1997.
- In 1998, as part of the Gathering Strength Action Plan, the AHF was formed. This foundation became pivotal in addressing the impacts of Residential Schools and creating strategies for healing Residential School Survivors.
- In 2000, the LHF was created as a not-for-profit charitable arm of the AHF. However, when the AHF closed, the LHF continued its operations and is continuing to expand its reach.
- The first LHF exhibition, *Where are the Children? Healing the Legacy of Residential Schools* was launched at the Library and Archives Canada by the Governor-General, Her Excellency the Right Honourable Adrienne Clarkson in 2002.
- The Indian Residential School Settlement Agreement (IRSSA) was approved by the Government of Canada in 2006. In 2007, the agreement was implemented with four components. The first component was Common Experience Payments for some of the former students, the second being an Independent Assessment Process to be able (in order) to proceed with claims of sexual and severe abuse. The third component was to create the Indian Residential School Resolution Health Support Program (IRSRHSP) and to make a \$125-million-dollar endowment to the AHF. The fourth component ensured that commemorative activities took place concerning the Residential School experience.
- In 2008, the Truth and Reconciliation Commission (TRC) was established for a fixed period of seven years.
- The TRC mandate ended December 18, 2015, when the 94 Calls to Action were released. These Calls to Action were crucial in spearheading Reconciliation dialogues and initiatives across the country. In that same year, the TRC was given a directive to establish a National Center for Truth and Reconciliation (NCTR), located at the University of Manitoba. LHF had exhibitions present at every national event held by the TRC and continue to be on display across Canada today. People often mistakenly attribute them to the TRC but they were created by LHF.
- The LHF gathered over 600 testimonials from Residential School Survivors before the Indian Residential School Settlement Agreement, and was tasked with preserving the Oral Testimonies of Survivors in a project called *Our Stories...Our Strength*. LHF remains the custodian of these truths and uses these first-person accounts to educate Canadians about this sad chapter in our history and the ongoing impacts on Indigenous Peoples today.
- In June 2008, *Where are the Children?* displayed on Parliament Hill during the official Apology to Residential School Survivors made by our then Prime Minister, Stephen Harper, on behalf of the Federal Government.



## About Us

The Legacy of Hope Foundation (LHF) is a national Indigenous-led charitable organization whose purposes are to educate and to raise awareness and understanding about the intergenerational impacts of Residential Schools on First Nations, Inuit, and Métis. This includes supporting the ongoing healing process of Residential School Survivors all while trying to address injustices and racism in policy, programs and legislation against Indigenous Peoples. Fulfilling this mandate contributes to Reconciliation among generations of Indigenous Peoples, and Non-Indigenous people in Canada.

This mandate is achieved by:

- Working in partnership with First Nations, Inuit, and Métis schools and educators, private businesses, policing agencies and unions, communities, governments, and organizations across Canada to build accurate educational resources that depict history and foster healthy and respectful relationships.
- Undertaking communications, research and policy initiatives that support the development and implementation of our culturally appropriate educational programming.
- Maintaining current partnerships while continuing to create new alliances in the public and private sectors with other stakeholders that are willing allies who support Reconciliation in Canada.

All of these activities are informed by the experiences and stories of Residential School Survivors, their families, Sixties Scoop Survivors, and Indigenous communities and organizations. Our work within Indigenous communities and with Survivors is guided by ethical guidelines and principles that are based on: 1) a deep concern and compassion for, and honouring of, Survivors, their families and communities; 2) a clear understanding of the need for, and importance of, the Oral Traditions of Indigenous Peoples; and 3) that our work will benefit Survivors, their families and people in Canada.

Our fundamental guiding principle is that the work of the LHF must contribute to the health, safety, well-being, and healing of Survivors, their families and communities, address racism and injustices in Canada, and promote Reconciliation. In addition to working with Residential Schools Survivors, their families, Sixties Scoop Survivors, and Indigenous communities, the LHF continues to be the world's leading developer of the most comprehensive collection of exhibitions and commemorative projects on the Residential School and Sixties Scoop experience. We do not charge for the use of Exhibitions, and host venues pay only for the shipping costs. The LHF solicits competitive quotes to ensure cost efficient rates.

2020-2021 has been a very successful year of partnering with Indigenous Survivors, community, School Boards and educators, Universities, Federal and Provincial Governments, businesses, unions, law enforcement, and many other Canadians. We continue to expand awareness and increase access to the rich legacy and contributions of Indigenous Peoples in Canada, in addition to promoting education about the true history of injustices. This encourages our partners and all Canadians to honour and acknowledge our past and present, to build empathy and understanding, and inspire action that will improve the lives of Indigenous Peoples today. As a result, we can live as equals in a mutually beneficial, caring, dignified, and just relationship among all and foster true Reconciliation in Canada.



# *Board of Directors*

## *Adam North Peigan, President*

Adam North Peigan is from the Piikani First Nation in Treaty 7 and currently resides in Edmonton. During his career, Adam has advocated for Aboriginal Programs and Services in Health, Child and Family, Employment and Training, Education, Housing, Justice, and Reconciliation. He has numerous years of experience in governance as a member of Boards and Committees in the Indigenous communities in BC and in Alberta. Adam showed leadership in his community of Piikani, by serving on Chief and Council. He also held Public Office by being appointed by the Minister of Health in British Columbia in 1998 as a Governor to one of the largest Health Authorities in BC, the South Fraser Health Region. Adam has held positions of leadership as the Senior Administrator for the Tsawwassen First Nation in BC, the Chief Executive Officer for the Wesley First Nation in Morley, and the Chief Executive Officer for the Canadian Native Friendship Center in Edmonton. As an Indigenous man, Adam's culture and tradition enrich his life to the fullest. Adam is a Pow Wow dancer in the Men's Traditional dance category and he has traveled all across Canada and the US participating in Pow Wow celebrations.

Currently, Adam is the President of the Sixties Scoop Indigenous Society of Alberta. Under Adam's leadership, the Society works closely with the Government of Alberta and the Government of Canada to foster Reconciliation efforts for all Sixties Scoop Survivors in the Alberta region and across Canada. Adam was appointed to the Legacy of Hope Foundation Board in January 2018.

## *Jonathon K. Swanson, Vice President*

Jonathon Swanson is First Nations from Northern Ontario. He studied International Relations in Canada, New Zealand, and Russia. Previously, Jonathon taught and lectured in Political Science, Media, and International Relations at the University of Auckland, the Diplomatic Academy of the Ministry of Foreign Affairs of the Russian Federation, and the Auckland University of Technology.

Since 2005, Jonathon has worked in senior and executive management with a variety of First Nations communities and organizations in BC and across Canada in the areas of Governance, Research, and Capacity Development. Jonathon has two daughters.

## *Nina Segalowitz, Secretary & Treasurer*

Nina was born in Fort Smith, NWT, and is Inuvialuit and Dene. In addition to being a proud mother of three, Nina has been a community service worker for the past 25 years. She is a Cultural Consultant for the Canadian Armed Forces, the City of Montreal Police Department, in addition to universities and schools. She also facilitates the KAIROS Blanket Exercise, which includes sharing her experiences as a Sixties Scoop Survivor. Presently, Nina holds a B.A. in Applied Human Relations and works as a Cultural Consultant. Nina was appointed to the Legacy of Hope Foundation's Board in January 2018.



## *Dr. Cindy Swanson*

Dr. Cindy Swanson is a Cree/Métis woman from Edmonton, Alberta, and has completed her Ph.D. at the Centre for Research for Teacher Education and Development, at the University of Alberta. Her doctoral studies focus on the experiences of Indigenous children and their families as they first enter school landscapes. She studies the concepts of familial curriculum-making and how children's worlds are shaped within, by, and in-between, their experiences in the school curriculum-making world. Since 2000, she has worked with the Edmonton Public School Board. She has also served on the Board of Directors with the Aboriginal Healing Foundation since 1998 and has served on the LHF Board since 2005.

## *Victoria Lynn Tenasco-Commanda*

Victoria Lynn Tenasco-Commanda is Algonquin-Anishinabe from Kitigan Zibi Anishinabeg, Québec. She was born and raised in her community and spent much of her young life with her grandparents Mary and William Commanda. Moving to Ottawa to pursue post-secondary education, Victoria has a Bachelor of Arts degree in Communications and Aboriginal Studies from the University of Ottawa and a Master of Arts degree in Canadian Studies from Carleton University. Victoria is currently pursuing a PhD in Education from the University of Ottawa where her research examines Indigenous cultural safety and cultural revitalization in the context of maternal health. She actively pursues her equally important Algonquin-Anishinabe education by learning about her pimàdjiwōwin (culture) and anishinabemowin (language) whenever possible. Passionate about learning and education, Victoria works in curriculum and program development with a focus on Indigenous cultural safety and anti-racism.

## *Ejinagosi (Richard) Kistabish*

Mr. Kistabish is an Algonquin from the Abitibiwinni First Nation, Québec, who speaks English, French and Algonquin fluently. He is the former president of Social Services Minokin and has been involved in the field of health and social services at the regional and provincial levels for many years. He served as an administrator and manager of the health committee, at Kitcisakik First Nation. In addition, he was the Chief of Abitibiwinni First Nation and Grand Chief of the Algonquin Council of Québec for two terms. Mr. Kistabish has been published in the *Mental Health and Aboriginal People of Québec*, the *Green Book Position, Paper of the Algonquin Nation on Environmental Issues*, and the *National Inquiry into First Nation Child Care*.

Mr. Kistabish spoke at the United Nations Educational, Scientific and Cultural Organization (UNESCO). Mr. Kistabish was the Vice-Chair of the Aboriginal Healing Foundation and was the President of Legacy of Hope Foundation for more than 10 years. He has served the Legacy of Hope Foundation's Board of Directors since 2002.



# *A Message from the President - Adam North Peigan*

Ahnee, Tansi, Oki, Hello, Bonjour,

My name is Adam North Peigan and I am Blackfoot from the Piikani First Nation in southern, Alberta. I am very honoured to serve as the President of the Legacy of Hope Foundation (LHF). This past year the LHF Board has faced two significant challenges: delivering services through a global health pandemic and responding to the news of numerous unmarked graves at Indian Residential School sites across Canada.

While the LHF Board has not been able to meet in-person this past year, all our meetings have been facilitated through virtual gatherings which is something we are all becoming more familiar with. As soon as the pandemic hit all Canadians, and we saw Provinces and Territories go into lockdowns, I can say how proud we were with how our LHF Staff responded to ensure all health restrictions were in compliance to protect our cohorts, colleagues and each other through a difficult time. Despite the challenges, the LHF went above and beyond to ensure that business continued and to be readily available for Survivors, colleagues, partners and all Canadians.

In early summer 2021 when the devastating news broke about the findings of unmarked graves at the Kamloops Indian Residential School and later Cowessess First Nation and others Residential Schools across Canada, we can all agree that it was very upsetting. As the LHF prides itself in being a nationally led charitable Indigenous organization to promote Reconciliation, we saw it as a responsibility to implement a strategy to deal with the onslaught of correspondence, messaging, phone calls and emails. The Board worked closely with the LHF Human Resources to ensure that our response was timely and efficient to address all concerns. It was with the kindness of all Canadians that the LHF was a recipient of numerous donations that came in from all over and on behalf of the LHF Board of Directors we thank all those who contributed donations as we are committed that your contributions will allow the LHF to continue raising awareness of the atrocities the Indigenous Peoples have faced that contributes to meaningful Reconciliation for all Canadians. On behalf of our Board, we acknowledge and honour all Residential and Day School and Sixty Scoop Survivors, along with your families for your courage, strength and resiliency. Together we are working to ensure a better life for future generations, a future filled with hope.

This past year we saw one of our exhibitions launched to address the national inquiry of the Missing Murdered Indigenous Women and Girls (MMIWG) as a response to the tabling of the Government of Canada's final report on the MMIWG that talks about *231 Calls to Action* on Justice. The President of the LHF had the opportunity to provide opening remarks at the launch and unveiling of this powerful and emotional exhibition.

This past year we opened the doors to recruit new Board Members, and we are happy to welcome Dr. Allyson Stevenson, Nadine Delorme and Hatav Shalileh. They each come to the LHF with unique skills and experiences that will no doubt complement the work of the LHF.

Upon completion of another Annual General Meeting and another successful audit we look forward to the next twelve (12) months as the future looks bright for the LHF as we will continue to lead the truth and bring about Reconciliation for all Canadians.

Meegwetch, Merci, Thank you.

Adam North Peigan, President, Legacy of Hope Foundation



# *A Message from the Executive Director and In-House Legal Counsel – Teresa Edwards*

This year has continued the LHF progress of growth and outreach. Every area of the LHF, education, training and workshops, exhibitions and curatorial projects, and research has seen developments and successes. As we prepare to conclude this year and look forward to the next, I continue to feel honoured with the role of Executive Director and In-House Legal Counsel for the Legacy of Hope Foundation, and I am looking forward to sharing all of our progress for the year in this Annual Report.

The LHF continues to expand its efforts and reach. We have continued to add more employees, who bring with them valued and varied perspectives and new skill sets. We have continued our outreach and training, and this year has seen many successful educational events. This includes training for the Ottawa police, for French teachers in Ontario, and Federal Government employees about the histories and traumas caused by Residential and Day Schools and the Sixties Scoop on generations of Indigenous Peoples. Education is essential for change, and it remains vitally important that we educate decision-makers and people in positions of authority so that it will lead to changes in the outcome for Indigenous Peoples.

The LHF team has also been hard at work on producing more resources to help teachers and facilitators so they can teach others. The new curriculum resource *Let the Truth Be Told*, which helps support anyone in engaging with the Oral Testimonies of Survivors, is now available. The new Sixties Scoop curriculum that has been in the works, as well as *Generations Lost: The Residential School System in Canada*. Soon, to add to these, we will have our first ever K-6 curriculum resource, *Seeds of Change: Exploring Truth and Reconciliation*, which approaches the subject of Residential Schools in an age and culturally appropriate way. There is a need to address what happened at Residential and Day Schools and within the Sixties Scoop across the grades – that is a need the LHF is happily fulfilling. Our curricula is filled with hope and empowerment, and that is the type of approach that is needed to move people to an informed place that leads to positive action to address the ongoing discrimination in Canada.

This year included another milestone of tremendous importance for Indigenous Peoples and Canada as a whole: the release of the final report by the Inquiry of the Missing and Murdered Indigenous Women and Girls. The trauma and harm inflicted on Indigenous women, girls, and the LGBTQ2S+ community is one of the clearest, most damaging impacts of colonial practices like the Residential and Day Schools and the Sixties Scoop. We at the LHF are doing what we can in our own way to help address this issue. This year, we are looking for funding to create a truly valuable and needed exhibition project called *Waniskahtan – Honouring the Lives and Legacies of Missing and Murdered Indigenous Women and Girls and LGBTQ2S+*. The project will help educate and raise awareness of the high rates of violence targeting Indigenous women and girls and LGBTQ2S+ and its links to Residential Schools, racism, male violence and work toward promoting peace.

Thank you for joining the LHF on this journey of education, awareness, and commitment to change! We will continue to work to touch the hearts of Canadians by highlighting the experiences of First Nations, Inuit, and Métis, the incredible resilience and strength of Survivors, their families, and communities, and by inviting people to be an active part of the change for a better, more equitable Canada. We must all remember, acknowledge, honour, and inspire positive action towards equity! Collectively we must be part of the ongoing changes that need to happen to address injustice. I am so grateful to the Staff, LHF Board and the public for all of their hard work and support. I am thrilled to be continuing to foster Reconciliation in Canada with them.

Wela'lioq, Marsi Cho, Megwetch, Nakurmiik, Marsee, Niá:wen, Chi-miigwech.



# *Continuing our Journey...*

*A New Way Forward – Strategic Plan 2016-2021*

During the 2020-2021 fiscal year, the Legacy of Hope Foundation continued to fulfill the strategic goals and objectives as defined in *A New Way Forward*, our Strategic Plan for 2016 – 2021. Our new Vision and Mission statements are our guiding foundational tenets.

*The VISION of the Legacy of Hope Foundation is of...*

Informed, capable, and respectful persons who live as equals in Canada in a mutually beneficial, caring, dignified and just relationship of Reconciliation, for the better future of all Peoples and this Land.

*The MISSION of the Legacy of Hope Foundation is...*

To remember our past, share knowledge, develop a mutual understanding and support actions for a just and equal relationship of Reconciliation and healing for all Canadians.



# *A Summary of What We Do...*

The Legacy of Hope Foundation (LHF) is a national, Indigenous-led, charitable organization that has been working to promote healing and Reconciliation in Canada for more than 20 years. The LHF's goal is to educate and raise awareness about the history and existing intergenerational impacts of the Residential School System (RSS) and subsequent Sixties Scoop (SS) on Indigenous (First Nations, Inuit, and Métis) Survivors, their descendants, and their communities to promote healing and Reconciliation.

Part of the LHF's goals are to provide needed resources for schools. The history and information about residual trauma and the links to current social and economic issues are rarely taught in schools, which can lead to misinformation and foster racism, all of which underlines the need for more public education and resources on the topics of the RSS, SS, and other colonial acts of oppression. In schools today, there is little mentioned about the amazing contributions Indigenous Nations have made and continue to make to the fabric of our society. A comprehensive history highlighting the diversity of our Nations and our cultures, languages, and traditions are lacking in the current curriculum. The LHF has created many resources to address this critical gap and help inject more perspectives and knowledge on these issues to foster healthy and informed dialogue and action.

The LHF honours Survivors and their families by taking direction from them to ensure that our initiatives consider their true and authentic voices, while providing Survivors with emotional support to ensure their work with us is an empowering and healing experience. We believe that by educating Canadians about both the rich histories of Indigenous Peoples prior to the disruption caused by colonial contact, and the subsequent pain and injustices inflicted on generations, we can highlight the strength and resilience of Survivors. With this approach, we can build respect, understanding, and empathy, so that meaningful connections can happen and we can inspire action that works toward equality, hope, and healing in Canada.

The LHF works to encourage people to address racism and discrimination so as to contribute to the equality, dignity, and just relationships among all. We will continue to work with teachers, school boards, universities, policing agencies, governments, officials, banks, unions, private businesses, and citizens to help meet these goals. The LHF offers a unique and comprehensive collection of resources, exhibitions, workshops, and research reports to anyone wanting to learn about Indigenous Peoples and that are willing to work toward Reconciliation. We believe true Reconciliation requires consistent, positive, and informed effort and action by everyone. Our teaching tools include the following:

## *1. Curriculum Resources that:*

Emphasize Indigenous voices and explore First Nations, Inuit, and Métis experiences; provide comprehensive lesson plans, activity guides, and other resources; and feature two new curricula: one for K-6 and a new Sixties Scoop curriculum for 7-12.

## *2. Exhibitions that are:*

Stand-alone, mobile exhibitions that provide a unique, museum-like experience and include first-hand, Indigenous Testimonies of the RSS and SS. The exhibitions, which promote healing and encourage acts of Reconciliation, can be hosted in schools, offices, parliaments, galleries, or in any public space.

## *3. Workshops and Training:*

The LHF offers workshops and training that fosters Reconciliation initiatives in your community, department, or organization by teaching about intergenerational impacts of the RSS and the SS. We teach people how to be an ally and the steps needed to address racism and work for positive change for future generations.

## *4. Research Reports:*

The LHF has research reports available on the impacts of Residential Schools in the areas of justice, domestic violence, suicide, inequality, health, and history of Indigenous Peoples; and research reports on best practices for supporting Indigenous well-being, culture, and economic prosperity are also available from the LHF for free, and some at a minimal cost to support learning within your organization.



### 5. Podcasts:

Please tune in to access our *Indigenous Roots and Hoots* and *Voices from the Land: Indigenous Peoples Talk Language Revitalization* to listen and learn while our host, Gordon Spence, discusses a variety of topics with our Indigenous guests, highlighting their experience, strength and hope.

## Administrative and General Matters

### Press Releases

The LHF has been active in raising attention and awareness on matters related to Residential Schools, the Sixties Scoop, justice issues related to these, and highlighting the accomplishments of key individuals. The following are some examples:

- The LHF issued a press release to announce that it has held its sixth and seventh final regional group session for the Waniskahtan Project, which was held through two online virtual sessions, due to the ongoing COVID-19 pandemic.
- The LHF issued a press release to announce its partnership with KAIROS, and to announce the release of *Ravens: Messengers of Change* a resource designed to create awareness and action for Reconciliation in Canada.
- The LHF issued a press release to announce that June 11, 2020, marks the 12-year Anniversary of the Federal Government's Apology to Residential School Survivors. June 11, 2008, then Prime Minister Stephen Harper stood in the House of Commons and delivered a formal Apology on behalf of the Government of Canada and all Canadians, to students of the Residential School System in Canada.
- The LHF announces that the exhibition *Where are the Children? Healing the Legacy of the Residential Schools* lives on as part of the [Residential Schools Land Memory Atlas](#) (RSLMA) launched by Carleton University's [Geomatics and Cartographic Research Centre](#).
- The LHF congratulates the Sixties Scoop Network for launching a ground-breaking, interactive map to visualize the displacement of Sixties Scoop Survivors and share their experiences.
- The LHF thanks the Ontario Trillium Foundation for generously funding our Seed project, which will engage Indigenous youth volunteers, guided by Elders, to take on leadership roles in their community.
- The LHF is pleased to announce the exhibition, *Escaping Residential Schools: Running for their Lives*, is now available through an animated virtual video, along with the Survivors' video testimonies.
- July 20, 2020 – The LHF is happy to celebrate their 20-year anniversary of fostering Reconciliation in Canada. For the past two decades, the organization has worked to raise awareness about Indigenous history and its impacts in Canada through educational resources and multiple exhibitions.
- With great gratitude, the LHF acknowledges Anne Nation for launching the project Sea Star. Anne Nation is a fandom group of the TV series Anne with an E, that values friendships, education, inspiration, and opportunity.
- The LHF is proud to continue celebrating its 20-year Anniversary with our new podcast. Each episode of *Roots & Hoots*



Gordon Spence, the host, is joined by a new guest. Guests include Ejinagosi (Richard) Kistabish, Paul Okalik, Albert Beck, Adam North-Peigan, Erroll Kinistino, and many more.

- The LHF is encouraged to see that the Federal Government has decided to designate two Residential Schools (Portage La Prairie Indian Residential School in Manitoba along with Shubenacadie Indian Residential School in Nova Scotia) as national monuments.
- The LHF is pleased to congratulate Adam North Peigan on his appointment as the new Board of Directors President. Adam has been an active LHF Board member for 2 years and brings with him decades of experience as an Indigenous rights advocate, activist and leader.
- The LHF supports the efforts of the numerous Sisters in Spirit vigils that are held in communities across Canada in order to honour our missing and murdered Indigenous women, girls, and two-spirit people, and to support family members and loved ones. This year, October 4th will be a bit different because of the pandemic. Some communities may hold outdoor, physically distanced or even virtual vigils.
- The LHF has entered into a partnership with Music in the Barns (MitB) in a visionary project that aims to create a digital musical instrument for remote learning and composing.
- The LHF is proud to announce the launch of our new curriculum, *Bi-Giwen: Coming Home - Truth-Telling from the Sixties Scoop*. This resource teaches about the Sixties Scoop through the use of Survivors' Testimonies and helps both facilitators and participants recognize the impacts it has had and continues to have on Indigenous peoples.
- The LHF acknowledges and honours Equitable Bank for their generous donation to LHF to support Reconciliation. In honour of Orange Shirt Day, Equitable Bank decided to do a fund-raiser and donate \$2500 to the LHF to show their commitment to the ongoing Reconciliation efforts.
- The LHF honours the Ottawa- based Indigenous store, Beaded Dreams, and its owner, Kim Vincent, for selling the LHF's Orange T-shirts in their store to support Orange Shirt Day and Reconciliation in Canada.
- The LHF expresses their gratitude for the men and women who serve or have served in our nation's military in honor of Indigenous Veterans Day.
- The LHF issued a press release to congratulate and honour Glenn Courchene, who received his high school diploma from the Empower Adult Education Centre on November 18, 2020 for his resilience and success. 61-year-old Glenn Courchene proved to the world that it is never too late to keep learning.
- The LHF is marking International Women's Day by honouring Indigenous (First Nations, Inuit, and Métis) women around the world as life-givers, nurturers and providers and for their continuing contributions to improving the lives of Indigenous Peoples since time immemorial.
- The LHF has partnered with three Indigenous Artisans who have created four pairs of unique handcrafted mittens to be raffled off in a fundraiser whose proceeds will go to support our education efforts by helping us print off and distribute our new Seeds curriculum for K-6.
- The LHF issued a press release to announce the virtual launch of our newest traveling exhibition, titled *Waniskahtan – Honouring the Lives and Legacies of Missing and Murdered Indigenous Women and Girls and LGBTQ2S+*.



# *Additional Highlights*

- Continued to seek core funding from the Department of Crown-Indigenous Relations and Northern Affairs (CIRNA) but was unsuccessful.
- LHF met and worked with Universities on numerous projects.
- LHF presented on panels, conferences, workshops on Indigenous Law Issues on the topic of the Equity, Diversity and Inclusion about Indigenous history and colonial acts of oppression and existing impacts.
- LHF has more than 25 Exhibitions, old and new, and the LHF has cut our shipping expenses in half by having a competitive process for trucking companies to bid on for our exhibition shipments. This has provided the LHF with savings of approximately \$1,000-\$15,000 a month, depending on the number of exhibitions being shipped and stored monthly.
- The LHF staff are continuing to deliver and ship English and French books across Canada to our many partners, which include: policing agencies, governments, libraries, schools, Tribal Councils, Band Offices, to name a few, that we have encountered in British Columbia, Alberta, Manitoba, Saskatchewan, Ontario, Québec, NWT, Nunavut, Yukon, New Brunswick, Nova Scotia, Prince Edward Island, Newfoundland and Labrador.
- The LHF staff distributed materials at several conferences and events such as at the Assembly of First Nations, University of Ottawa and the Indigenous Awareness Week with Federal Government Departments, Policing Forums, Pow wows, the Forward Summit to name a few. All LHF Staff are being trained so that they can attend events in the community to give presentations.
- The LHF is granting permission for use of our materials and resources, so long as we are accredited throughout the project appropriately to educational institutions and the LHF is paid royalties when materials are being sold as part of required course readings which have to be purchased.
- The LHF is selling USBs with bilingual curricula and educational materials to be used in training as a method of raising funds.
- The LHF staff came up with a unique design for our own Orange Shirt Day. Staff created and began marketing them to different schools, First Nations organizations and other partners. Shirts were given out to all staff and Board members. The Education Department collaborated to create an activity to accompany LHF's new Orange T-shirts in time for Orange Shirt Day on September 30th. The culminating activity interconnects the history of Orange Shirt Day, while increasing overall awareness of the Residential School experience in Canada.
- The LHF and Teresa Edwards held numerous Community Partnership Sessions with Minwaashin Lodge, Odawa Native Friendship Centre, Wabano, Davalon Farm, etc. regarding partnership funding and other collaborations. They provided free space for our Youth Crate Building Project, Staff Cultural Event and Strategic Planning Session with Staff and we donated gifts for the Angel Tree for parents and their children, and provided help in assembling Christmas hampers and groceries, and delivering them to the Indigenous community in need.
- The LHF staff and volunteers successfully completed the Indigenous Canada course offered by the University of Alberta through Coursera and other webinars as part of their learning plan.
- The LHF had various outdoor and hiking activities with Staff to encourage on-going team building and promoting good mental health and self-care within the workplace. When in-person meetings were not permitted, the LHF staff held occasional



staff social meetings over Zoom to catch up and keep up morale. The LHF also had Management, Departmental and all Staff Meetings to ensure accountability while working from home.

- Teresa Edwards attended a meeting at the Office of the Mayor, Jim Watson in Ottawa for Orange Shirt Day and worked with the City to arrange for workshops and exhibition presentations with their Staff.
- Teresa Edwards and Adam North Peigan took part in numerous interviews with the media, organizations, businesses and the public to promote LHF and to educate Canadians about Indigenous history to address ongoing racism and to foster Reconciliation in Canada.



# Commemoration & Exhibitions

The Legacy of Hope Foundation (LHF) continues to be the leading source for high quality educational materials and resources on the genocide of Indigenous Peoples of Canada. In addition, we are the only Indigenous organization in Canada that has curated this data into travelling exhibitions available to loan for free to host across Canada.

The LHF Commemoration and Exhibitions department develops one to three new exhibitions each year, manages the LHF's extensive travelling exhibition portfolio of 21 exhibitions, and works with hosts and partners across Canada to help them achieve their programming goals to support Reconciliation. The LHF specializes in curating and designing meaningful exhibitions and educational resources that come "from the people, for the people", and tackle difficult subject matter using culturally relevant practices while being mindful of the many linkages and inter-sectoral aspects related to the topic.

The LHF's key museological activities and services relate to the conceptualization, development, and distribution of innovative and informative exhibitions relating to the genocide of Indigenous Peoples in Canada, its history and many impacts, both past and present. Our exhibition-based projects include Indigenous People who are Survivors, Intergenerational Survivors, Truth Tellers, and subject matter experts that are supported by traditional and contemporary systems such as Elders and mental health support workers. We also partner with Indigenous curators, scholars, and regional representatives and organizations in the preparation of all our exhibitions, and later to host them to communities, organizations and agencies, conference planners, and those working towards Reconciliation across the country.

Since 2001, the LHF has developed twenty-one thematic exhibitions with various presentation styles to better accommodate the diverse needs of hosts across Canada. Designed to be light weight and travel friendly with ease of installation in mind, all LHF exhibitions include an installation guide and most have activity guides all related to Residential Schools, Indian Day Schools, Sixties Scoop, and Missing and Murdered Indigenous Women and Girls.



*Where Are The Children Version 2, Launched 2018 with photos from original version displayed on monitor.*

Our exhibitions are intended to educate and build an emotional connection with the viewer, to make personal contact that will encourage reflection, learning and compassion. Reconciliation between Indigenous peoples and Canada continues to be important to Canadians and many seek new and effective ways to do this. The travelling exhibition format allows individuals to explore and learn about these complex issues at their own pace and in a space that is familiar and safe to them and enables hosts to further engage them in dialogue.

The LHF believes that people learn most effectively when they gain an understanding of disturbing subject matter in a way that is relatable and meaningful to them on a personal level. Diverse media, such as testimony, exhibitions, art experience, and art making, offer learners alternate pathways to processing difficult and emotional material. This powerful need for education and awareness raising tools on genocide and its ongoing impacts, and how Indigenous Peoples and Canadians can pursue truth, Reconciliation, and healing together continues to drive the energies of the exhibition department to curate unique, quality, and engaging exhibitions.

**Covid Virus Impact:** The current pandemic (Covid-19) directly impacted in-person events right across Canada during the 2020 – 21 year with many hosts needing to postpone, cancel events, and/or extend exhibition loan periods. However, as Canadians learned to adapt to a new normal supported by public health planning and implementation, these impacts have been lessened. The majority of hosts who had LHF exhibitions on loan when the pandemic started extended their loan agreements and were able to achieve their goals. New hosts during the pandemic modified their events as per pandemic control measures, such as mask wearing, limiting numbers in a designated space, and frequent cleaning. Where required, exhibition features that enabled interactions were disabled, for example, exhibition tablets were not made available. The LHF resolved this by making tablet contents available on the LHF website including animated videos of the newer exhibitions. In addition, the LHF extended all loan agreements and enabled hosts to book for longer periods so that they could better respond to changing circumstances related to the pandemic. This change resulted in LHF exhibitions having wider than anticipated exposure, for example, a host may first plan to have an exhibition on loan for a one-month period with a two-week public viewing period – the extension from one month to six months, now enables the host to open the public viewing period in response to pandemic measures. In this scenario, the host may have initially expected three class groups, two public sessions for regional First Nation and Indigenous community members, and another two for the general public – with the extension, the number of exhibition viewers is increased substantially. For LHF exhibition project work, the exhibitions team shifted in-person working sessions to virtual working sessions; and staff became skilled communicators and presenters in this format.



The Exhibitions and Curatorial Department has worked hard over the course of the year to ensure that the LHF exhibitions were available to as many people in Canada as possible so that they could have a chance to interact with and reflect on these exhibits and consider their own knowledge and commitments on the issues and Reconciliation.

In the 2020 – 21 year most museums, galleries, and exhibition spaces were closed to the public during pandemic lock-down periods. Regardless, LHF exhibitions continued to be requested by hosts across Canada with exhibitions in high demand from September and into the Spring of 2021. In this fiscal year, 14 LHF exhibitions were on loan with hosts for a total of 3,733 days, compared to the 2019 – 20 fiscal year total of 1152 days. In the previous fiscal year, pre-pandemic, there were many hosts who booked exhibitions for one to three days and for one-week periods, whereas, in this fiscal year there are fewer hosts but they booked exhibitions for longer periods (three to six-month period, with several booking for nine to twelve months).

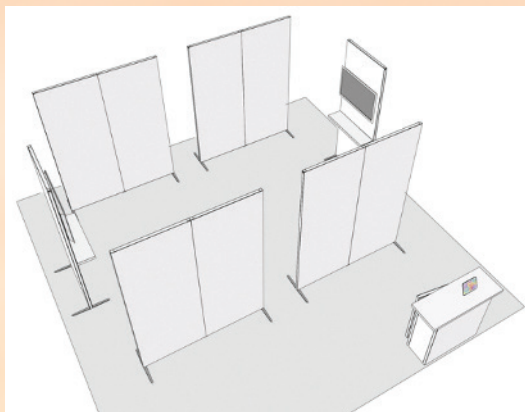
Hosts who borrow LHF's exhibitions for free come from every sector of Canadian society and include government departments, remote, rural and urban communities, schools and other academic organizations, religious congregations and groups, community groups and conference planners with targeted audience groups as well as Indigenous communities, friendship centers, and national Indigenous organizations. Many hosts will borrow more than one exhibition at a time. Many hosts are also now advance booking several exhibitions in sequence, while others are moving towards booking exhibitions a full year in advance of their planned events to ensure availability of the specific exhibition that they are interested in. Also, increasingly, hosts are returning yearly to request different exhibitions. The exhibition team maintains active communication lists and re-engages past hosts periodically, and to inform them of new exhibitions that have been recently launched and current projects so that they can plan in advance.

To borrow LHF exhibitions, host organizations will need to sign a loan agreement, provide a certificate of insurance for the loan period, and are responsible for shipping and handling fees. The exhibitions team works with hosts to support their planning and scheduling of the exhibition(s) and any additional LHF educational resources requested for their events. Additionally, the exhibitions team are available to assist and respond to host questions or queries regarding the exhibition during the installation process, while on public display, and while dismantling and repacking the exhibition(s).

While the pandemic has impacted many things across Canada, it has also demonstrated that in general, Canadians, through the continued demand and request for LHF exhibitions, want to learn more about the Indigenous experience, genocide, and its ongoing impacts. In this fiscal period, we have been able to respond to this need, develop and launch new exhibitions and initiate current and new partners leading to workshops, donations, and other opportunities of engagement with Indigenous Peoples and communities. Further, the department continues to monitor current Indigenous issues and related funder calls for opportunities to advance the LHF mandate and to support the Reconciliation efforts of all Canadians; the Manager regularly responds to evolving issues and develops new exhibition project concepts enabling the LHF to continually be at the forefront and ready to respond with resources when requested by the public (host exhibition borrowers).

## *Project Development and Exhibition Curation*

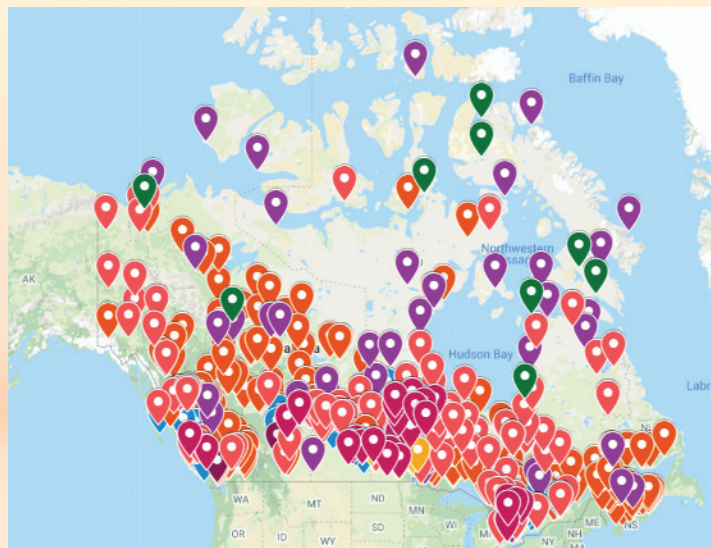
As part of our commitment to Survivors and to providing resourceful materials to support the mandate of the LHF, the exhibitions department continually seeks funding to develop new exhibitions and materials. This fiscal year the department had managed four projects, including the development of two new exhibitions and the launch of a third exhibition, summarized below:



### *Indian Day Schools in Canada*

- Less is known about Indian Day Schools among most Canadians and not often talked about in Indigenous communities. What is known and can be attested to by many Survivors of Indian Day Schools is that the trauma experienced in these schools was just as severe as what has been reported in Residential Schools, with the only difference being that Indian Day School students went home at night.
- It is estimated that over 200,000 Indigenous children attended close to 700 Federally-run institutions called Indian Day Schools from 1920 to 2000 when the last Indian Day School closed in Ontario.
- In response to the Federal Indian Day School Class Action Settlement agreement and to answer the questions being asked about it, the LHF sought to educate and raise awareness among Canadians on the subject of Indian Day Schools to support healing and Reconciliation.

- This project curated a travelling exhibition and included a research paper with Survivor interviews, an activity guide, installation guide, and promotional strategy.
- This project was funded in part by Canadian Heritage, Museums Assistance Program, Aboriginal Heritage Component for one fiscal year, starting April 1, 2020 and ending March 31, 2021. This introductory exhibition will be launched in the Fall of 2021 and will include an animated video of the exhibition which will be available on the LHF website.
- This project also created the first map of Federally-run Indian Day Schools in Canada, which can be accessed using the following link:  
<https://www.google.com/maps/d/viewer?mid=1ommNY-MsAX8nWL1SfrRqnBc53MK0iFSL&ll=61.96701087407797%2C-101.04828425286519&z=3>



### *The Waniskahtan project:*

- The Waniskahtan project was designed to educate and create greater awareness about the high rates of Missing and Murdered Indigenous Women and Girls (MMIWG), and lesbian, gay, bisexual, transgender, queer, and 2-Spirit (LGBTQ2S+), in order to commemorate them and to prevent future occurrences through a unique exhibition with customized central piece.
- Pivotal to the success of this project was the inclusion of families of MMIWG and LGBTQ2S+ from across Canada through five regional sessions (Ottawa, ON, Terrace, BC, Thunder Bay, ON, Kahnawake, QC, and Miramichi, NB), two virtual sessions for the Manitoba and North regions (virtual due to covid), and as representatives on the voluntary Project Advisory Committee. Through these activities, families of MMIWG were able to provide input into the project, exhibition design and content development, and in the national exhibition launch event. Finally, and most importantly, families were able to participate in the virtual event.

- This project curated a travelling exhibition, an activity guide, installation guide, and marketing strategy. The exhibition launch was a virtual two-day event with over ten hours of speakers, entertainers, and family members sharing time together.
- This project was funded by the Canadian Department of Women and Gender Equality, Commemoration Fund, for two fiscal years, starting April 1, 2019 and ending March 31, 2021. The exhibition was launched March 2021 and included an animated video of the exhibition which is available on the LHF website along with video from the launch event, at the following link: <https://legacyofhope.ca/waniskahtan-wake-up-virtual-exhibition-english/>



### *Escaping Residential Schools – Running for Their Lives exhibition project:*

- This exhibition gives voice to seven Indigenous Survivors of the Residential School System who either escaped the school and survived to share their Testimony, or who shared a story about someone who did not survive, or went missing from the school. The exhibition also highlights findings from the Truth and Reconciliation Commission Reports, research, news, and information on other commemoration projects, and includes a Memorial Wall that contains the names of Indigenous children that are known to have died while attending Residential School which was compiled by the National Centre for Truth and Reconciliation, and further researched by the LHF.
- This exhibition was initially set to be launched March 2020, but due to Covid-19 lockdowns, the launch was postponed to the Fall of 2020, within this fiscal period.
- This project was funded primarily by the Canadian Heritage, Museums Assistance Program, Aboriginal Heritage Component for one fiscal year, starting April 1, 2019 and ending March 31, 2020 and in part by the LHF. The exhibition was launched the Fall of 2020 and included an animation of the exhibition which is on the LHF website along with the seven Survivor video testimonies, at the following link: <https://legacyofhope.ca/escapingr/>



### *LHF Exhibition Circulation Two Year Project (20-19-20, 2020-2-1):*

- The purpose of this project is to create an exhibition that teaches Canadians about Indigenous history and heritage in order to preserve Canada's Indigenous culture. Borrowers of LHF's exhibitions include Indigenous communities, schools and other academic organizations, community group and conference planners with targeted audience groups, many of whom, have limited budgets and are unable to afford all or part of the cost of shipping and handling for the exhibitions. This project enables hosts to access these important exhibitions through this shipping grant if needed.
- During this two-year project, more than 25,000 Canadians had direct access to 16 exhibitions that were made available to ten hosts who could not otherwise have hosted an exhibition without this Exhibition Circulation project.
- Part of the promotional strategy for this project included a Win Your Shipping Free Content which resulted in three winners.
- This project was funded by Canadian Heritage, Museums Assistance Program, Aboriginal Heritage Component for two fiscal years, starting April 1, 2019 and ending March 31, 2021.



## *New Projects!*

- The LHF exhibitions team regularly applies for funding so that we can respond to and develop exhibitions that are meaningful to society and that cover current events. We are also mindful of what we have learned from Survivors, intergenerational Survivors, Sixties Scoop Survivors, families of MMIWG, the Indigenous community and the wise guidance of our Knowledge Keepers and Elders when considering what exhibition will be developed next.
- Increasingly, Indigenous Peoples have been reporting incidents of racism within the health sector right across Canada. Several high-profile events have occurred to bring this issue to the forefront, and have revived dialogue among Survivors of medical experiments conducted on them while in RS. The exhibitions team have conducted some preliminary research and applied for funding to develop a new exhibition on this subject matter.
- The issue of Indian Day Schools continues to be a priority for the LHF, with an introductory exhibition set to be launched, the LHF is readying itself to move forward, in the years to come, to develop several more exhibitions in this topical area. Plans for a comprehensive exhibition project that would delve deeper into Indian Day Schools and include the voices of many Survivors is currently being developed.
- Recently identified issues that may lead to future exhibition projects include cultural revitalization, food security and links to food quality in RSS, Indigenous languages, healing, Elder care, child welfare system and incarceration as the new forms of RSS, trafficking, sexism, among others. The department welcomes recommendations from community members on exhibition work and appreciates invitations to submit proposals from potential funders.

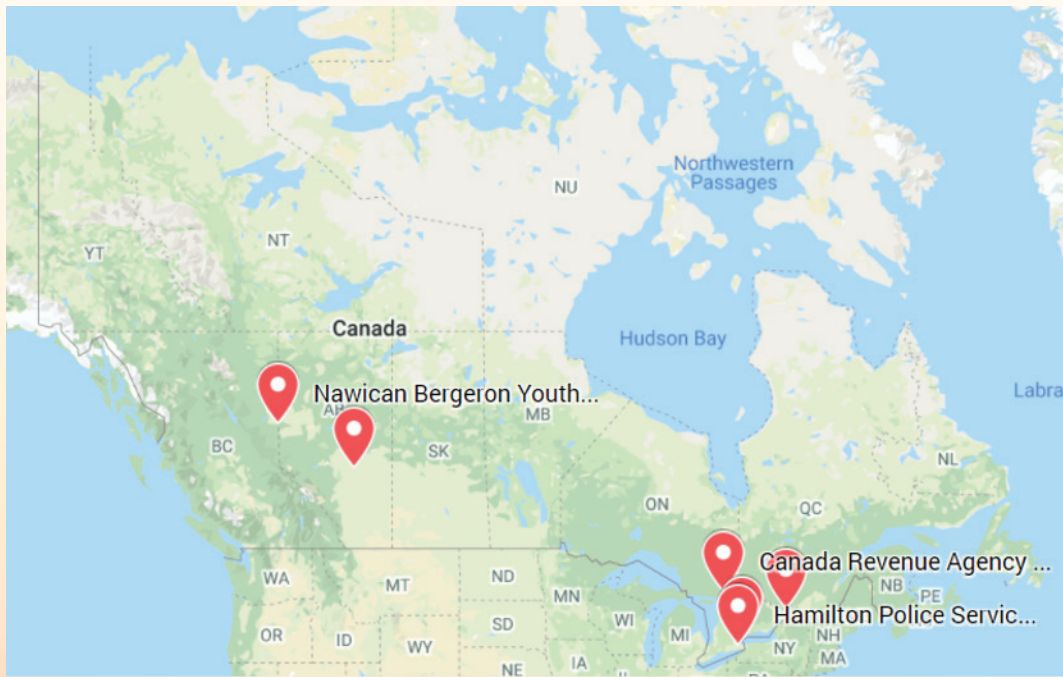
## *Exhibition Scheduling & Host Locations*

In the 2020-21 fiscal period, the LHF had a total of 21 Exhibitions available for circulation. These exhibitions vary in design, structure, composition, and weight with some purposefully built for gallery or museum presentations, and some designed to allow for ease in transportation so that they are accessible to more remote regions in Canada. Each exhibition has been designed with the end-user and Survivors in mind and as such most have unique Activity Guides that are developed to engage those exposed to the exhibition in more meaningful ways. With a no-cost exhibit loan hosting program, all LHF exhibitions are free for borrowers or individuals to host for periods ranging from a few days to up to six months for larger installations. LHF exhibition hosts need only provide a certificate of insurance during the loan period, and hold an exhibition opening reception to include Survivors and their descendants. For legal purposes, a loan agreement and insurance certificate are required to formalize the process.

The exhibitions team has mapped the exhibition host locations which can be viewed online at the following link: <https://www.google.com/maps/d/edit?mid=1ofhK7QNpsFnMGoXefSW42g95ce0t2WdH&ll=49.03870399655209%2C-109.51785875000002&z=4>

The following map provides a visual of host locations and exhibitions that were available to the between April 1, 2020, to March 31, 2021.





Listed below are the host organizations and the exhibitions they presented:

- **BC Teachers' Federation**, Vancouver BC. Bi – Giwen V1.1: December 19, 2019 – December 2022
- **Canada Revenue Agency Tax Centre**, Sudbury, ON. National Crime V1.2 Dec 18, 2019 - End of March 2022
- **Ministry of Ontario Education Department**. Youth Banners: Dec 18, 2019 – August 2021
- **Odawa Native Friendship Centre**, Ottawa, ON. Bryce V1.2: January 2019 – August 2021
- **Fairbairn Heritage House**, Wakefield, QC. WATC V1.1.1 and WATC Crate 7 May 1st - October 30, 2021
- **College of Alberta School Superintendents**, Edmonton, AB. Gen Lost and Bryce V1.1: April 12, 2021 – March 31, 2022 with multiple locations
- **Lakehead University**, Thunder Bay, ON. Waniskahtan V1.1: June 14 – November 1st 2021
- **School District 22**, Aboriginal Education Department, Vernon, BC. WATC V1.1.2 and Remembering: April 30 – December 20, 2021 with multiple locations
- **Nawican Bergeron Youth and Cultural Centre (NBYCC)**, Dawson Creek, BC. 100 YOL V1.1 and Bi-Giwen V2.1: April 30 – August 2021
- **Hamilton Police Services**, Hamilton ON. Forgotten V2.1, Inuit experience V2.1 and National Crime V1.1: May 14 - November 29, 2021

The following map provides a visual of host locations and exhibitions that utilized the exhibition circulation project shipping grant between April 1, 2019 to March 31, 2021.

Listed below are the host organizations and the exhibitions they presented:

- **Vancouver Coastal Health Authority**, Vancouver BC. Exhibit: *100 Years of Loss*. May 31 – July 2, 2019
- **Rocky View School Division**, Airdrie, AB. Exhibits: *Dr. Bryce* and *Youth & Reconciliation*. May 20 – July 27, 2019
- **Lethbridge University**, Lethbridge, AB. Exhibits: *100 Years of Loss*, *Inuit Experience*, and *Forgotten: Métis Experience*
- **Wolfville Baptist Church**, Wolfville, NS. Exhibits: *Dr. Bryce*, and *National Crime*. Oct 16 – Nov 4, 2019
- **Norquest College**, Edmonton, AB. Exhibit: *Forgotten: Métis Experience*. Nov 14, 2019 – April 31, 2020
- **BC Teachers Federation**, Vancouver, BC + multiple locations across the Province of BC during loan period. Exhibit: *Bi-Giwen: Truth Telling from the Sixties Scoop*. Dec 10, 2019 – Dec 31, 2022
- **Alberta University**, Edmonton AB. Exhibition: *Forgotten: Métis Experience*. March 2 – August 2020
- **Fairbairn Heritage House**, Wakefield QC. Exhibition: *Where are the Children* March 2021 – October 2021
- **CASS**, Edmonton AB + multiple locations across the province. Exhibitions: *Generation Lost* and *Peter Bryce*. March 2021 – March 2022. Direct and Virtual impact: 10,000
- **School District 22 Aboriginal Education Department**, Vernon BC + multiple locations across the province. Exhibition: *Where are the Children V1.1.2* and *Remembering, Honouring and the Way Forward* March 2021 – December 2021
- **Lakehead University**, Thunder Bay, ON. Exhibition: *Waniskahtan - Honouring The Lives and Legacies of Missing and Murdered Indigenous Women and Girls and 2SLGBTQQA+*. June 2021 – November 2021



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# Education & Outreach

## Education Department

As we began the new fiscal year, it seemed inconceivable, that we were all still working from home because of the COVID-19 pandemic. Despite the difficulties that this situation has presented, we remained productive, connected, and determined to rise to meet the challenges that came our way. In many ways, working from home reinforced the need for our team to communicate regularly and work together. With the help of the virtual meeting application, Google Meet, we shifted our way of working which resulted in a level of productivity equal to, and sometimes greater than, in-office work levels. The Education Department has been occupied with many diverse projects over the past year. These include activities such as curricular initiatives, fundraising, and other outreach projects. I want to share a few inspiring examples of our productivity and of our resilience over these challenging months that the world has seen.

## Staff Training and Volunteers

Andrew Bomberly has, among other projects, been reviewing provincial curriculum, including the new grade 11 NDE course selections, to identify ideal literature titles to focus on for developing literary analysis guides with an Indigenous focus.

Gordon Spence, as a Residential School Survivor attended the Escaping Project weekend with Escaping Project staff and participants and was interviewed and photographed as part of the exhibition. Gordon has also been working for the Exhibitions Department and made calls to various east coast Indigenous organizations to promote the Legacy of Hope Foundation's resources and exhibitions. He has been developing his interviewing skills as he moves into his new role as a podcast host.

Heather Harnois has been trained on InDesign and has proven herself invaluable for inserting changes into large text documents. She has worked to insert a considerable number of changes into the *Seeds of Change* curriculum and without her ability, we would have incurred considerable costs from designers. Heather also attended the Indigenous Sovereign Seeds workshop in Cornwall, Ontario to gather notes in relation to our proposal to the Ontario Trillium Foundation (OTF) under the Seed Grant stream for our indoor, youth-run hydroponic food farm.

Mariah Shecapio-Lacroix continues to hone her Design skills as she works on projects for the Exhibitions Department and many of the Legacy of Hope publications. She was responsible for designing the orange t-shirt that has become a popular item for those wishing to recognize Orange Shirt Day, September 30 and for honouring Residential School Survivors year-round.

We have welcomed a number of volunteers to our department and are pleased to announce that many have elected to stay on with us after they met their hours requirement. In addition, Michelle Fraser, who worked with us on her student placement, has joined us as a staff member for the summer.



# *Synopsis of Projects for the Education Department*

## *Collaborations:*

Ravens: Messengers of Change with KAIROS  
Summer Solstice Indigenous Festival Virtual Program  
Connaught Community Partnership Research Program – Indigenous Stream: Tkaronto Lab Project  
Canadian Museum of History (CMH)  
Sixties Scoop Book with Lorimer Publishing  
Medicine Study with Lynn Barwin and Julian Robbins  
Music in the Barns/iViolin: Canada Council of the Arts  
Digital Resource Consortium  
UBC on-going partnership  
Film Project with Jamie Bourque

## *Grant Projects*

Ontario Trillium Foundation Seeds Grant  
Canadian Heritage: Voices from the Land Podcast

## *Activity Guides and Curricula*

Bi-Giwen – Coming Home: Truth Telling from the Sixties Scoop- senior curriculum  
Escaping: Running for their Lives - Activity Guide  
Hope & Healing: Fostering Reconciliation in Canada -reprint  
Listen, Hear our Voices – Teacher's Guide  
Remembering, Honouring, and the Way Forward - Activity Guide  
Seeds of Change: Exploring Truth and Reconciliation - K-6 curriculum  
Waniskahtan - Activity Guide

## *Other Endeavours:*

Orange Shirt Day – information pamphlet  
CanadaHelps fundraising Campaigns  
Flotilla for Friendship with Ottawa Police Ontario Provincial Police and the Royal Mounted Police  
Summer Solstice booth and exhibition  
ForeverFest Celebration and Fundraiser

# Collaborations

## *Ravens: Messengers of Change*

LHF worked with KAIROS on a joint project to produce an activity pamphlet to celebrate the 5<sup>th</sup> anniversary of the TRC Final Report as well as to promote allyship across Canada. Although the idea for this project came out of a discussion with KAIROS about what participants could do after the Blanket Exercise, it included information about allyship and Dr. Peter Henderson Bryce, which can be used as an adjunct exercise to the *Peter Henderson Bryce: A Man of Conscience* exhibition. The French version of the pamphlet has been completed. The text was finalized by KAIROS, before it went to our in-house designer Mariah Shecapio-Lacroix who had already produced a template for the activity, including illustrations by local Indigenous Tattoo Artist Mariah Landers. The final version of this collaborative project produced an e-published PDF booklet called *Ravens: Messengers of Change* in English and in French, which was distributed through the Summer Solstice Indigenous Festival Virtual Edition.



One of the Raven images designed by Indigenous Tattoo Artist Mariah Landers



Booklet cover designed by Mariah Shecapio-Lacroix

## *Summer Solstice Indigenous Festival Virtual Program*

This Ottawa mainstay is a popular event, which due to the current pandemic situation, was held in a virtual format in 2020 from June 1<sup>st</sup> – June 21<sup>st</sup>. The link to our *Where are the Children*, online exhibition (<http://wherearethechildren.ca/en/exhibition/>) was featured during the Summer Solstice online event as well as our newly developed *Raven: Messengers of Change* activity.

## *Connaught Community Partnership Research Program – Indigenous Stream: Ikaronto Lab Project*

A partnership with Dr. Eve Tuck, the Canada Research Chair of Indigenous Methodologies with Youth and Communities, a tenured professor in the department of Social Justice Education at the University of Toronto has resulted in our joint, Education Design Project being selected to receive an inaugural Connaught Community Partnership Research Program – Indigenous award.

This study is concerned with how best practices in land education can be engaged to create spaces for meaningful learning and change at both the personal and social levels. The goal was to learn how Indigenous community organizations can facilitate, and in many cases, recover for themselves, a positive and meaningful relationship to land and waters, as it relates to Residential School Survivors, Sixties Scoop Survivors, and their families and communities. This new partnership seeks to understand best practices in the community-led creation of land education programs. We are excited about how this project serves as a jumping off point for us to access other funders to support our research aspirations.

## *The Sessions*

Working with Dr. Tuck at the University of Toronto was the beginning phases of the partnership between LHF and the lab from University of Toronto's OISE campus. The teachings were around more ethical Participatory Action Research (PAR) with Indigenous communities. This six-week training session was open to all LHF staff to attend and to participate in weekly meetings. Andrew, Heather, Jane, Irene, and Michelle took part in these sessions. Michelle created an Introductory Booklet based on the 6-week training sessions. It includes a synopsis on community-based and Participatory Action Research, as well as terms associated with these methodologies. It also includes the Problem Tree Activity as a way of diagnosing an issue and a review on the articles and themes covered during the training (harmful legacies of research, reporting back to communities, how to design research). This synopsis document is available on the drive for all staff to access.

## *Continuing Indigenous Research at the University of Toronto*

LHF liaised with Dr. Cathy Fournier from the University of Toronto to gather details about an upcoming community-based action research project. This research initiative would see us explore the viability of a community project, funded by \$50,000 seed money, which may lead to the execution of a larger research undertaking as well as the development of a Healing Toolkit for communities. We submitted a review of the opportunity with an outline of next steps. Upon approval, we developed a strategy to review potential past projects in land-based healing and treatment for Indigenous Peoples to create a project that builds on previous work by the AHF and other organizations within the landscape. We have come up with several potential projects that could be submitted to the University of Toronto for follow-up funding, support, and action.



## *Canadian Museum of History (CMH)*

We have been in discussion with the Canadian Museum of History (CMH) to work with them on their Residential School Education resource and we continue to work with the CMH to select a four oral history video clips that represent experiences of First Nations, Métis, and Inuit Survivors across Canada to be included in their online teaching module. The videos will be selected based on suitability for the target audience of students and teachers.

## *Sixties Scoop Book*

LHF liaised with representatives of the Lorimer book publishing company to work on a small publishing project on the Sixties Scoop with the LHF. It is an ongoing project for the Education Department and is a book that tells the story of the Sixties Scoop. Andrew and Teresa reviewed the layout of the proposed book for potential changes and considerations, and Andrew is preparing to work on content and a draft outline for the layout. This image-rich book has required us to procure over 380 images that tell the story of events and ways of life leading up to the Sixties Scoop; what has been lost, and what is being done to rectify and rebuild relationships. The images are what guide the story and this includes identifying, cataloguing, and ordering images to coincide with the timeline. Michelle and volunteers have been working on procuring images.

## *Medicine Study*

LHF met with Lynn Barwin and Julian Robbins, the original authors of the Medicine study that was started by the AHF. They agreed that they would like to revitalize this document but not in its current format. Their wishes are to have it aimed at an adult audience, in an illustrated, easily “digestible” format while still delivering a meaningful message. We have started to develop the outreach materials for the original participants and now have their contact information.

## *iViolin/Music in the Barns*

The Education Department began working with Music in the Barns on a Canada Council for the Arts project called: iViolin, which is seeking engagement with communities to assist with the development of a digital instrument prototype. This project will explore strategies for making music pedagogy more accessible with the development and early testing of a prototype digital musical instrument designed for creating and learning music at home and in the digital space.

The first phase of the project will gather perspectives from various communities in order to explore barriers to participation due to cultural differences and traditional ways the art form is presented and taught.

## *Grants and Proposals*

### *Ontario Trillium Foundation*

The Education Department developed and submitted a grant proposal to the Ontario Trillium Foundation (OTF). This proposal, valued at \$75,000, was successful and we were granted the full amount to create an urban Indigenous, youth-led, culturally relevant hydroponic and greenhouse-based Food Farm. This project engaged Indigenous youth to volunteer and take on leadership roles in their community. Along the way, they were guided by community gardening experts, who shared their knowledge with youth, to facilitate the ability to develop, and then pilot a sustainable means of improving food security while practicing and promoting Indigenous Food Sovereignty in an urban environment. The project worked to renew and grow culturally relevant food to the benefit of the community, while also supplying produce to local Indigenous food banks. This is to help repair the loss of Traditional Food Knowledge and healthy eating, due to the loss of the transference of this knowledge, as a result of the Residential



School System and colonial policies that weakened the availability of quality nourishment to Indigenous communities. Indigenous ways of growing, gathering, hunting, and eating are enjoying a resurgence in interest. People are wanting to learn how to grow their own food and much of this knowledge can be restored. Across the country, Knowledge Keepers who carry this information are working hard to teach these ways through what has become known as the Indigenous Food Sovereignty movement.

The Local Food by Local Youth project's aim was to empower Indigenous youth and impart them with the skills and knowledge needed to lead a sustainable food project in and for their own community. In order to achieve this, LHF and Indigenous youth met (virtually) with experts to learn about Indigenous and non-Indigenous knowledge and methods of producing food. These learning workshops explored traditional Indigenous ways of planting, foraging, and caring for seeds, as well as newer food-producing methods, such as ways to grow food with hydroponics, that in the long run make growing more accessible. This Pilot Project was carried out in partnership with the Chippewas of the Thames First Nation. It went through many changes and faced numerous obstacles due to Covid-19. This youth project, which brought hydroponic and traditional in-ground growing to community, was largely an online forum through Google Classroom. Heather Harnois facilitated 12 workshops on issues relating to Indigenous Food Sovereignty, Governance and Growing. The delivery of project folders and growing kits were provided to participants. Extensive knowledge on Indigenous Seeds was shared with Indigenous youth, as was a summary of workshop notes compiled for youth, with help from one of our volunteers, Olivia. A Hydroponic system and greenhouse setup is in the final phase as well as the creation of a best-practices toolkit for youth.

## What is this project?



This project aims to empower Indigenous youth with the skills and knowledge needed to lead a sustainable food project in and for their own community. In order to achieve this, LHF and Indigenous youth volunteers will work together to learn about Indigenous and non-Indigenous methods of producing food. This includes Traditional Food Knowledge such as Indigenous ways of planting, foraging, and caring for seeds, as well as newer methods, such as the various ways to grow food with hydroponics.

This knowledge will then be used to co-develop, and then pilot, a sustainable local food system that can produce food for years to come. At the end of the project, LHF will use our experience of working together to create an informed resource for other Indigenous communities to be able to create their own culturally-relevant local food.

*Slide from the welcome presentation for youth group*

# *Indigenous Roots and Hoots*

Gordon Spence continues in the extension of his role as Community Liaison, to host *Roots and Hoots* a podcast that features Indigenous People who are leaders in their fields.

*Some of the recent recordings of Roots & Hoots feature:*

- Christian Spence (Cree and Inuk man who is a Policy Advisor at Inuit Tapirit Kanatami (ITK), as well as Gordon's son)
- Anna Lambe (Inuk actress and student who has been in CBC's *Trickster* as well as *The Grizzlies*)
- Thomas Matthew Lambe (Inuk rapper from Grise Fiord)
- Tommy Weenusk (Member of Bunibonibee Cree Nation, former Chief and Councillor)
- Manito Thompson (Inuit woman extraordinaire and educator from near Coral Harbour, NWT who also attended Day School)

These podcast episodes can be found here: <https://legacyofhope.podbean.com/>

## *Heritage Canada - Enhancement of Official Languages Program, Promotion of Linguistic Duality Component. Language Podcast Project – Voices from the Land*

### *A Dialogue on Revitalizing Indigenous Languages*

The goal of this project was to provide a highly accessible podcast series aimed at a target audience of Indigenous language teachers. By interviewing key people identified in our environmental scan, we were able to share in an accessible podcast format, important discussions about techniques and approaches to revitalizing Indigenous languages that are relevant to a wider audience. We interviewed people about the basics of their approach, what is essential to understand about what they are doing and why they are using that approach. This way, teachers elsewhere can listen and evaluate if what one community, program, or school is doing might be relevant for their own context. By using a podcast approach, we were able to make this discussion accessible through multiple mediums, be convenient for teachers to listen to, and provide a more accessible alternative than purchasing research articles or expensive handbooks on language revitalization.

*To accomplish this project, we produced the following:*

- An environmental scan (roughly 20 pages) – an important precursor to the podcasts that informed our podcast interview selection.
- Podcast interviews (11 interviews in total) with people highlighted from the environmental scan.
- Teacher Resource (also referred to as Resource Document) (roughly 27 pages) called: “*Voices from the Land: Indigenous Peoples Talk Language Revitalization – Teacher Resource: From Interviews to Action.*” It includes summaries of the content of the different interviews as well as a list of the resources interviewees mentioned with some unpacking of what those resources are.
- Teacher Resource: This document will be released on our website as well as to partners.

This project had a goal of providing a highly accessible podcast series aimed at a target audience of Indigenous language teachers. By interviewing key people identified in our environmental scan, we were able to share in an accessible podcast format important discussions about techniques and approaches to revitalizing Indigenous languages that are relevant to a wider audience than the interviewee's community.



Together, Gordon and Andrew coordinated outreach and developed questions. Andrew reviewed audios of interviews for edits, worked on transcripts, drafted press releases, and produced the Teacher Resource. With the Education team, Andrew and Gordon have applied for an additional \$100,000 of funding to continue the work of Indigenous language revitalization begun during this project as a part of Healing and Reconciliation work.

*Some of the Voices from the Land guests have been:*

- Michele K. Johnson
- Harriet St-Pierre
- Emily Angulalik
- Brian Maracle – Co-founder of Onkwawenna Kentyohkwa, an adult immersion Mohawk language program on the Six Nations of the Grand River territory
- Zebedee Nungak – Fluent speaker of Inuktitut, as well as writer, satirist, radio commentator, former political leader
- Colleen Omand – Cree language teacher at Isaac Brock School in Winnipeg
- Kevin Lewis

This project was completed successfully, and the podcasts can be listened to here: <https://voicesfromtheland.podbean.com/>

## *Activity Guides and Curricula*

### *Bi-Giwen – Coming Home: Truth Telling from the Sixties Scoop*

The Sixties Scoop Curriculum for the senior grades entitled, *Bi-Giwen – Coming Home: Truth Telling from the Sixties Scoop* was written collaboratively by Dr. Sarah Wright Cardinal and Albert Beck with much input by LHF curriculum developer Andrew Bomberry. It is in the final design stages and is almost ready for publication. Additionally, it will be available in French.

### *Escaping: Running for their Lives*

For this cross-departmental project, the Education Department was working to produce an activity guide to accompany our newest exhibition, *Escaping: Running for their Lives*. This guide includes a drama activity, a doll-making activity, and a found poem activity. The text and peripheral sources have been translated, so that a French version of the Activity Guide will also be produced. This resource is in the final editing stage.

### *Hope & Healing: Fostering Reconciliation in Canada*

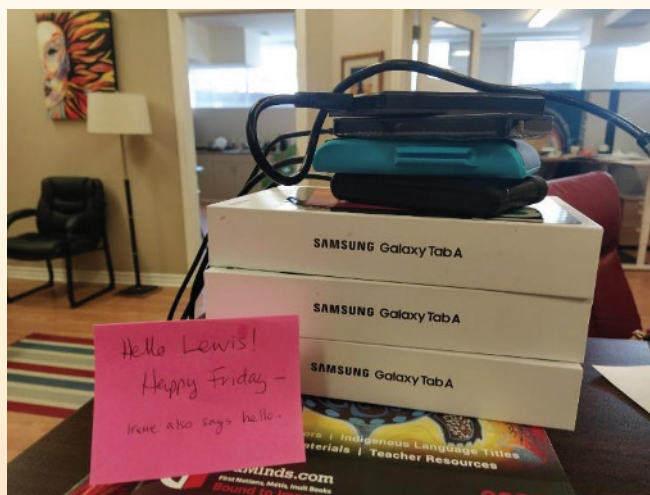
We have just published a new version of one of our most sought-after resources, *Hope and Healing: Fostering Reconciliation in Canada*. This resource includes a brief history of the Residential School System (RSS), an explanation as to why learning about the RSS is important for all Canadians, what people can do to take action, and a timeline of events pertinent to the RSS.

### *Listen, Hear our Voices*

Listen Hear Our Voices (LHOV) was a project funded by Library and Archives to re-format and store Survivor Testimonies digitally. We were also able to produce a second version of the testimony archive which has been compressed, had the soundtrack converted to stereo, and optimized for web viewing. In addition, any multi-part testimonies have been combined so that they are each a single video. We added a number of new Survivor Testimony videos to the LHF website and have written a manual so that staff understand where the Testimonies are stored, how to access the Testimonies and the Testimony transcripts, and how



to search the transcripts by themes. We have also discovered additional footage on hard drives which had been in storage of the national gatherings held by AHF/LHF 2005-2009.



*A new contact-less way to communicate. IT equipment for Exhibitions and Listen, Hear our Voices project.*

## *Remembering, Honouring, and the Way Forward*

The Activity Guide for the exhibition, *Remembering, Honouring, and the Way Forward* is under development so that eventually each of our exhibitions will have an accompanying resource. The inspiration for the activities in the guide came from the floral design on the metal basket which is a central feature of the exhibition, and which holds the messages of Reconciliation shared by visitors to the installation. There are three activities in the guide that will help participants gain a deeper understanding. In the first activity learners are introduced to the Residential School System and its on-going impacts on Survivors, their families, communities, and their descendants. The second activity has participants interacting with Survivor Testimonies to honor the agency and resilience of Survivors and to connect with their stories on a heart level. The final activity urges participants to reflect on what they have learned and commit to an act of Reconciliation.

## *Seeds of Change: Exploring Truth and Reconciliation*

This K-6 curriculum continues to be a work in progress as we are preparing it for a first release in digital format. This curriculum project is titled *Seeds of Change: Exploring Truth and Reconciliation* and introduces the issue of Residential Schools to students from kindergarten to grade six through culturally and age-appropriate lesson plans. Over the course of the different grades, learners' understandings will be appropriately challenged and expanded to increase their depth of understanding of this important subject.

The curriculum has been reviewed by practicing teachers across the K-6 grades, and it has been piloted in both Indigenous and non-Indigenous classrooms. The feedback from the reviews and pilot testing has been incorporated into the final curriculum.

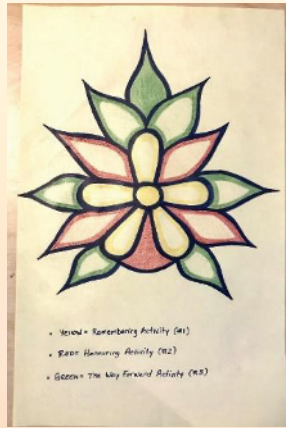
## *Heritage Canada - Enhancement of Official Languages Program, Promotion of Linguistic Duality Component.*

We were successful in securing a \$5000 grant from Canadian Heritage in order to translate the *Seeds of Change: Exploring Truth and Reconciliation* document into French. The English document is still under revision and is soon expected to be completed in-house.



## *Waniskahtan Exhibition and Activity Guides*

Education worked with Exhibition and Commemoration staff to review and make suggestions for the Waniskahtan Exhibition Activity Guide. This guide includes three activities that will allow participants to interact with the exhibition content and deepen their knowledge by engaging in activities that encourage learning to action. Mariah continued to work with Exhibition staff on the exhibition design and the design of this document.



*Preliminary sketch for the RH & tWF Activity Guide*

## *Other Endeavors*

### *Orange Shirt Day*

This year, LHF offered our unique, in-house designed t-shirts for Orange Shirt Day. We have also developed a short activity guide for download so that educators can involve their students in an engaging and meaningful exercise.

This is the text from the Facebook post about the t-shirts:

September 30th is Orange Shirt Day and we have new stock of our Orange Shirts for sale! Adult sizes start at \$20 and our youth sizes start at \$15. For adult sizes visit [bit.ly/orangeshirtadult](http://bit.ly/orangeshirtadult) and for youth sizes visit [bit.ly/orangeshirtyouth](http://bit.ly/orangeshirtyouth). For information on bulk orders please contact [info@legacyofhope.ca](mailto:info@legacyofhope.ca)

Orange Shirt Day is a day to Remember and Honor Indigenous children who attended Residential Schools. It is also a day to inspire action to improve relationships with Indigenous Peoples. Orange Shirt Day began in William's Lake British Columbia and was started by Stswecem'c Xgat'tem First Nation Elder, Phyllis Jack Webstad who had her new orange shirt taken away on her first day at the St. Joseph Mission Residential School when she was six years old. Since 2013, Canadians of all backgrounds have been wearing orange shirts to acknowledge the experiences of Indigenous students who attended Residential Schools across Canada and to ensure that every child matters in future generations.

To download our Orange Shirt Day Activity please visit: <https://bit.ly/orangeshirtday20>



Image from Facebook post advertising Orange T-shirts for sale.

## Fundraising

Education staff and volunteers worked to develop mini-campaigns which are to be posted on the LHF's CanadaHelps page.

## Where are the Children - Mapping Project

The Education Department continues to work with Dr. Stephanie Pyne on the ongoing work of mapping the *Where are the Children* Exhibition (WATC) Project. Dr. Pyne is working with her students and the Curator of the WATC exhibition, Jeff Thomas, to tell the story of the WATC exhibition through maps.

## Resource Distribution

The LHF continues to provide educational resources to the public, as well as publications by the Aboriginal Healing Foundation (AHF), of which we became stewards when the AHF closed. Thousands of publications and DVDs have been distributed nationally in addition to thousands of file downloads from our website. The table below is a small sample of some of the places that received books and other resources, such as First Nations, Inuit, and Métis communities, schools, and organizations, as well as non-Indigenous organizations, policing agencies, libraries, schools, among many others. Below is a sample of some of the places. Please visit <http://legacyofhope.ca> to see a current list of our available publications and to request hard or electronic copies.



Resource distribution was temporarily suspended due to Covid stay-at-home orders and businesses and schools working from home, however, we continued to mail out resources, and email downloadable resources throughout Canada

# *Human Resources and Well-Being*

## *Human Resources Department*

Throughout the year the department eagerly applied to well-being proposals that were aligned with LHF and could benefit the foundation and staff alike. We did our very best to be informed as the pandemic was unfolding and were in constant search for tools or shareable content that would provide our staff with additional supports through this very difficult time.

## *Staff Training and Volunteers*

Casey Gransden has received additional coaching training through Erikson College to further his education on providing our staff and members of projects additional well-being skills.

Ariel Toulouse undertook training in payroll so that she can work a hybrid position between HR and Finance in a payroll position to give Shannon help in the financial department

We have welcomed a number of volunteers to the LHF over the last fiscal year and the majority have been split between the Education and Exhibition department to assist in meeting project deadlines. Finance welcomed student volunteers from Ryerson University and they provided a huge helping hand to Shannon with a lot of tasks. HR welcomed Mia Dubus to our department as she was a volunteer student from Ottawa U who decided to stay on with us and has provided such amazing help to all departments at LHF since joining to volunteer.

## *Proposals applied for in Well-Being department*

### *Applications:*

Trillium COVID-19 Benefit  
Community Resiliency Fund  
Emergency Community Support Fund  
Family Violence Fund with Exhibitions  
Anti-Racism Proposal  
Reapplied for Community Resiliency Fund  
Bell Canada's Community Fund  
Youth – Canada Summer Jobs

### *Projects currently approved:*

- Emergency Community Support Fund (proposal for a well-being toolkit to help Indigenous mental health during the Pandemic)
- Bell Canada's Community Fund (Interweaving our communities project is aimed to deliver Tribal Theory Global to front line workers working with Indigenous populations and survivors)
- Youth – Canada Summer Jobs (Applied for three summer student positions and all were approved for 2021)



# Approved Grants and Proposals Information

## *Interweaving Our Communities*

This project intends to provide front line workers, who work with Indigenous Peoples, with a trauma therapy course that complements the Indigenous spiritual way of healing. The project will also develop on the land cultural workshops and videos to add to a collection of mental health resources across Canada into a toolkit (with a special focus on COVID support) that will be developed in Ottawa, Ontario and then the toolkit will be disseminated across Canada by mail and email to more than 600 First Nations communities, Inuit communities and Métis settlements, listing resources for each province and territory with an online support group with cultural sessions offered.



## *Youth – Canada Summer Jobs*

Canada Summer Jobs is an initiative of the Youth Employment and Skills Strategy, which aims to provide flexible and holistic services to help all young Canadians develop the skills and gain paid work experience to successfully transition into the labour market. The Canada Summer Jobs program objectives align with the redesigned Youth Employment and Skills Strategy and are as follows:

- Provide quality work experiences for youth
- Respond to national and local priorities to improve access to the labour market for youth who face unique barriers
- Provide opportunities for youth to develop and improve their skills

## *Bell Community Fund*

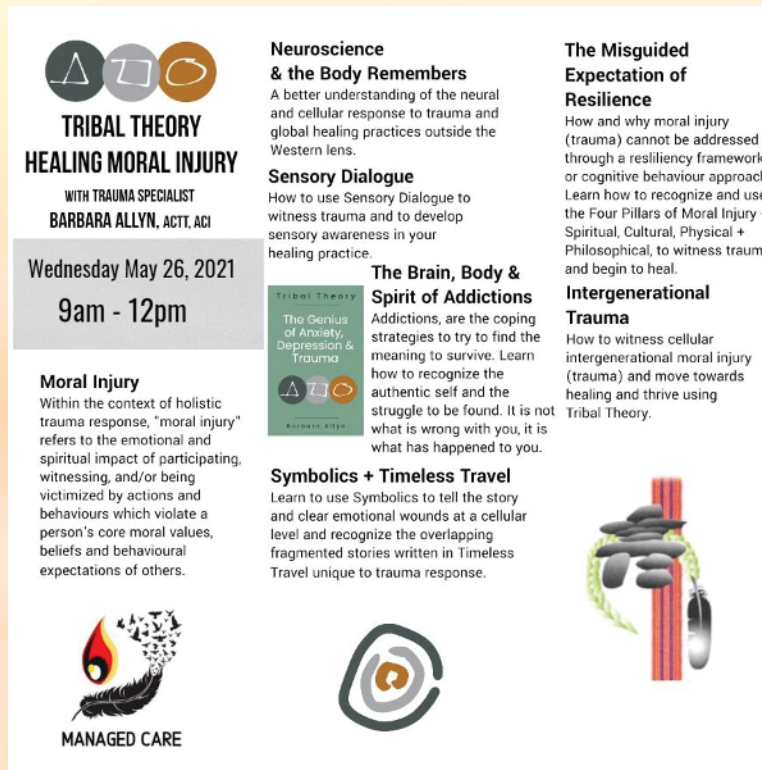
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# Collaborations and Supports

## Tribal Theory Global

LHF worked with Tribal Theory Global to deliver trauma informed therapy to participants in our Interweaving our Communities project.



**TRIBAL THEORY**  
**HEALING MORAL INJURY**  
WITH TRAUMA SPECIALIST  
**BARBARA ALLYN, ACTT, ACI**  
Wednesday May 26, 2021  
9am - 12pm

**Moral Injury**  
Within the context of holistic trauma response, "moral injury" refers to the emotional and spiritual impact of participating, witnessing, and/or being victimized by actions and behaviours which violate a person's core moral values, beliefs and behavioural expectations of others.

**Neuroscience & the Body Remembers**  
A better understanding of the neural and cellular response to trauma and global healing practices outside the Western lens.

**Sensory Dialogue**  
How to use Sensory Dialogue to witness trauma and to develop sensory awareness in your healing practice.

**The Brain, Body & Spirit of Addictions**  
Addictions, are the coping strategies to try to find the meaning to survive. Learn how to recognize the authentic self and the struggle to be found. It is not what is wrong with you, it is what has happened to you.

**The Misguided Expectation of Resilience**  
How and why moral injury (trauma) cannot be addressed through a resiliency framework or cognitive behaviour approach. Learn how to recognize and use the Four Pillars of Moral Injury - Spiritual, Cultural, Physical + Philosophical, to witness trauma and begin to heal.

**Intergenerational Trauma**  
How to witness cellular intergenerational moral injury (trauma) and move towards healing and thrive using Tribal Theory.

**Symbolics + Timeless Travel**  
Learn to use Symbolics to tell the story and clear emotional wounds at a cellular level and recognize the overlapping fragmented stories written in Timeless Travel unique to trauma response.

**The Genius of Anxiety, Depression & Trauma**  
Barbara Allyn

**MANAGED CARE**

One of the pamphlet/posters for our Tribal Theory Global workshops

## Lifeworks

Staff were able to access our digital resource Lifeworks – this is an online service that allows staff to have access to well-being supports and to be able to give fellow staff members all sorts of different recognition to one another for their work they do.

 **Lifeworks**

## *Other Endeavors*

The following are tasks that were once a year tasks or ongoing HR tasks throughout the year:

- Gathering all the timesheets for the previous fiscal year and proofing all the Staff Annual Leave Reports (2019-2020)
- Gathering signed version of annual reports approved by each staff member
- HR Policy Manual edit with Teresa to come to a finalized version to give to all staff and volunteers
- Monthly Staff Check-Ins (check-ins with staff members to see how they are coping and if they require any additional supports, more specific check-ins with staff who were struggling with stress about COVID, helping them through with relief strategies and resources)
- Researching and sorting Grants to apply to for specific proposals related to well-being
- Researching methods, workshops and trainings for staff in regard to working at home during the CO-VID 19 pandemic & ways to support them
- Collecting timesheets bi-weekly
- Weekly staff debriefs regarding work goals, accomplishments, training
- Recruited, followed up, and provided orientation to several volunteers and student placements for LHF from Carleton and Ottawa University throughout each term
- Managed all requirements for Ottawa U student volunteers, completed orientations, interviews and placement required documentation for terms throughout fiscal year
- Prepared letters of interest for 20 possible funders
- Searched for workshops, webinars and any type of online course we could find to provide the staff with beneficial tools to increasing their overall mental health and well-being to support them while working through COVID
- Developed a self-care daily advent calendar for the month of December for staff
- Began collecting information and forms for 2020 fiscal information with Ariel the Junior HR Office



# Upcoming Priorities

More than seven generations of Indigenous children attended Residential Schools across Canada. The effects of attending these schools were detrimental to many Survivors and their families, having severely impeded many of these children's ability to develop life skills and/or to thrive as adults or as parents. Intergenerational effects on families were also felt through their loss of language, culture, traditions, identity, and poor mental and physical health factors, disruption of family and community relationships, poverty, amongst much more. These deep traumas, along with all forms of racism that still exist; have significantly contributed to the social and economic conditions of Indigenous Peoples in Canada today. Through education and awareness efforts, more Canadians are beginning to learn, understand and empathize with this largely untold story of Indigenous Peoples.

Although various initiatives have begun across the country with intentions to help restore what was lost, there is still a long journey ahead of us in establishing Reconciliation. Our organization has made considerable advancement this past year, as we have already signed a Memorandum of Understanding with several Universities, and agreements with Governments across Canada continue to be made. While many projects are being worked on, new and creative ways of educating Canadians about the true histories of First Nations, Inuit, and Métis, the Residential and Day School System and the Sixties Scoop are being developed. To expand our connection with the public, we are working with a communications company to enhance our use of social media platforms. We look forward to this additional opportunity to educate an even broader audience, along with the prospective partnerships that we anticipate will follow.

With our Strategic Plan in progress and guidance from our Mission and Mandate, the Legacy of Hope Foundation will continue to work on its own and with its many partners, in contributing to the health, safety, well-being and healing of Survivors, their families and communities, addressing racism and most importantly, towards promoting Reconciliation in Canada. We are confident that we will have yet another successful year of working together to create a country that we can be proud to share based on honour, justice, and mutual respect. We look forward to continuing building new and respectful relationships which will expand awareness and access to the history of Indigenous Peoples in Canada.

Wela'liq, Marsi Cho, Megwetch, Nakurmiik, Marsee, Niá:wen, Chi-miigwech, Woliwon, Thank you!

The 2020-2021 fiscal year was one of transformative change for the LHF. During the past year, our team has grown considerably, and we have gained more resources to foster our mandate. We look forward to collaborating with our partners and educating Canadians about the Residential School Systems and about inspiring action that will create just and respectful living conditions and treatment of Indigenous Peoples.



*We are grateful for the funding and collaboration from many of our supporters. LHI has partnerships and project funding come from the following:*

Government of Canada  
Algonquin Landscaping and Property Maintenance  
The Home Depot Foundation  
Ladedo Visual Concepts  
Odawa Native Friendship Centre Carleton University  
Catholic District School Board of Eastern Ontario  
Ottawa University  
University of British Columbia - Indian Residential School History and Dialogue Centre  
Kagita Mikam - Aboriginal Employment and Training  
St. Lawrence College – Aboriginal Employment and Training First Nations Child & Family Caring Society  
Assembly of First Nations  
National Indian Brotherhood Trust Fund  
Ontario Secondary Schools Teachers' Federation Ottawa  
Police Equity Council  
Indigenous Bar Association  
Ottawa Carleton District School Board  
Ottawa Catholic District School Board Ontario Ministry of Education  
Ontario Provincial Police and other policing agencies  
Alberta Education, Alberta Government  
KAIROS Canada  
Sixties Scoop Indigenous Society of Alberta  
National Indigenous Education and Reconciliation Network  
National Association of Friendship Centre  
Canadian Human Rights Commission  
Private donations



*The Legacy of Hope Foundation is grateful to everyone who has helped us produce curricula, resources and exhibitions. We could not have done it without your help! We are grateful for your ongoing support.*

We want to acknowledge the Survivors, Elders, Knowledge-Keepers and the LHF Board who have helped us in producing our resources and activities this year:

Irene Compton - Knowledge-Keeper  
Dr. Thomas Loutit - Elder  
Rita Gordon - Métis Elder and Métis Nation of Ontario  
Senator Sally Webster - Inuit Elder  
Brian Isadore - Mi'kmaq Knowledge Keeper  
Angela Ashawasegai - Native Angel Trauma Recovery Coach  
Verna McGregor - Algonquin Knowledge Keeper  
Richard (Ejinagosi) Kistabish - Residential School Survivor and LHF Board Member  
Adam North Peigan - Sixties Scoop Survivor and LHF Board President  
Nina Segalowitz - LHF Secretary and Treasurer and Board Member  
Dr. Cindy Swanson - LHF Board Member  
Jonathon Swanson - LHF Vice President and Board Member  
Victoria Toulouse - LHF Board Member  
Albert Beck - Author and Sixties Scoop Survivor  
Dr. Sarah Wright Cardinal - Author and Sixties Scoop Survivor  
Gerri Sharpe - Residential School Survivor  
Lillian George - Residential School Survivor  
Daryle Gardipy - Residential School Survivor  
Victor and Gordon Spence - Residential School Survivor  
Sharon Slippery - Residential School Survivor  
Jaime Morse - Residential School Survivor  
Madelaine Kioke - Residential School Survivor  
Jacqueline Hookimaw Witt - Residential School Survivor  
Lynda McDonald - Residential School Survivor  
Margaret Mary Ward - Residential School Survivor  
Bernadette Dean - Residential School Survivor  
Gordon Spence - Residential School Survivor  
Sherry Condo - QC/NU Region  
Sharon Johnson - ON Region  
Gladys Radek - B.C/YK/AB Region  
Sarah Ward - Atlantic Region  
Tania Budgell - Work on Hope and Healing

