



Indigenous Initiatives Consulting Workshops

Summary Report - Final

08.20.2021



Toronto, ON. sprucelab.ca



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1.0 Summary Report

This report was prepared for the Ted Rogers School of Management (TRSM) at Ryerson University, as a summary/record of feedback collected from consultations on [TRSM's Indigenous Initiatives](#), specifically the TRSM Indigenous Healing Garden project. From these consultations, recommendations were developed for both TRSM and the garden design team. This report will inform TRSM on program development, as well as garden maintenance and stewardship. It will also provide inspiration and guidance for the design team in the development of a landscape concept plan. This document may also be shared publicly as a community building measure, and transparency around this exciting initiative.

1.1 Setting the Context: Indigenous Priorities

As Indigenous values are central to this project, a Healing Garden Indigenous Advisory Circle meeting was held prior to the workshops to inform ideas about the essential values, features, relationships, activities, and art in the space.

Indigenous Advisory Circle

An earlier meeting with the Healing Garden Indigenous Advisory Circle was held with TRSM staff. Comments from Elder Joanne Dallaire and Samantha Howden are summarized below:

Paramount features

- ❖ **Fire Pit:** (if community agrees) with a circle gathering space around, safe, tended to, with access to a hose.
- ❖ **Water:** reminders of responsibility and care for the water, importance of fresh water, water keepers. All elements in the space.

Considerations

- ❖ **Power Dynamics:** acknowledge the plant relations will be different in this space than in the wild, have an Elder help create protocols and procedures for planting medicines. Reciprocal relationship with planters & plants teaching, then sharing these teachings (can use technology /QR codes for digital teaching), include plaques with names of plants in all languages.
- ❖ **Spaces to be alone** with nature, arched gateway, benches for seating looking out while maintaining privacy. Cedar trees surrounding "Alone Time" signed areas. Cameras for safety and security.
- ❖ **Art:** mural on the overhang in the courtyard, incorporate number 7 (important in Anishinaabe teachings)

- ❖ **Teachings:** water is controlled by Grandmother moon, fire is represented by the sun, follow Anishinaabe and Mississauga teachings on their territory and planting this way, feature Father Sky, Sky People, Star teachings, stories.
- ❖ **Meaning:** unwind in the space, let go, be spiritual, get in touch with higher being and higher self, living educational space of the land
- ❖ **Sacred medicines:** healing and safe, no alcohol
- ❖ **Stewardship:** mentorship and students involved, watering & pruning schedule at the beginning of the year
- ❖ **Activities** in the space: drumming is fine (hand drum & shakers), not too much noise, incorporate teachings into curriculum for classes

2.0 Overview of Workshops

To support community engagement and inform the TRSM Indigenous Healing Garden project, three virtual consulting workshops and a ‘fireside chat’ were held in March & April 2021. Facilitated by SpruceLab and design team advisors, the workshops engaged 72 internal and external Indigenous and non-Indigenous participants. The intent was to create safe, creative spaces to share information about the initiative, and to generate ideas and better understand the needs and wishes for the transformation of this significant rooftop courtyard space.

Each of the workshops began with a TRSM host welcome and explanation of the importance of their Indigenous initiatives in addressing the Government of Canada’s Truth and Reconciliation Commission’s Call to Action # 92: ***We call upon the corporate sector in Canada to adopt the United Nations Declaration on the Rights of Indigenous Peoples as a reconciliation framework and to apply its principles, norms, and standards to corporate policy and core operational activities involving Indigenous peoples and their lands and resources.***

The introduction also described the ongoing efforts to reach out to the Ryerson and broader Toronto community, such as through the summer 2020 [Knowledge Keepers Speaker Series](#). While Chief Stacey Laforme, Mississaugas of the Credit First Nation, sent his regrets, he had opened the summer series with TRSM Dean Daphne Taras, and Monica McKay, Director, Aboriginal Initiatives. Elder Joanne Dallaire, involved with a later session in the series, and with the Indigenous Advisory Circle for the project, has provided advice for the garden project throughout its development.

2.1 Description of the Events

The following table outlines the workshop dates, facilitators, and participants.

Table 1: Workshop Details Summary

Date & Time	Community Involved	# Registrants / # Attendees in breakout room(s)	Facilitators (SpruceLab)	Advisors
03 22 2021 (1 - 4 pm)	Indigenous	17 / 8	Sheila Boudreau Cat Sobotta (3 note takers)	Gary Pritchard (4 Directions of Conservation)
03 24 2021 (9am - 12pm)	Non-Indigenous	22 / 8	Sheila Boudreau Cat Sobotta (3 note takers)	Jane Hayes (Garden Jane)
03 26 2021 (9am - 12pm)	Combined	32 / 21	Sheila Boudreau Cat Sobotta Laura Lebel-Pantazopoulos (3 note takers)	Terence Radford (Trophic Design) Eladia Smoke (Smoke Architecture)
04 06 2021 (11:30am - 1:30pm)	Ryerson Aboriginal Student Services	1 (drop-in)	Sheila Boudreau Cat Sobotta	Gary Pritchard (4 Directions of Conservation)

2.2 Workshop Agenda

The following outlines the agenda followed for the three workshops.

1. Ted Rogers School of Management Welcome
2. Traditional Welcoming to the First Nations Territories / Anishinaabe Teaching
3. Project and Design Team Introductions
4. Design Presentation
5. *(25 minute Break)*
6. Facilitated Interactive Sessions (participant introductions)
7. Ideas Shared (main room)
8. Thank-you / Closing

3.0 Summary of Ideas Shared

3.1 Word Cloud Images

Participants were asked **“How do you want to FEEL in the space?”**, and to write their answers using the online Menti program, which created the following images:

the types of art, features, and considerations that would reflect these Indigenous values in the space were discussed.

Values

Respect - a unanimous value that emerged during the Indigenous workshop, and was echoed by all other workshops. Respect for the space, plants, people, creatures, all elements and surroundings of the garden is of highest importance. Other values include **compassion, comfort and care**. A code of conduct for behaviour in the space could outline these values.

Community - at the core of the garden, highly valued and echoed during all workshops. Ceremony, gatherings, jingle dress dances. Entrepreneurship that is community-based and helps build a regenerative local economy. Engagement opportunities and activities, creating social purpose enterprise, with community consultations throughout the process. Building community by encouraging other schools and institutions to create similar spaces, building partnerships with broader community organizations.

Sharing - Indigenous knowledge, teachings, seeds and food in the space.

Connection - with nature, land, plants, friends and family, other cultures and garden techniques. Include soils from different territories. Honour nearby/underground creeks and rivers. Connect to other gardens. **All Our Relations. Respect teachings of the plants.**

Interact with the space; include fun play elements, touch and smell the soil and plants.

Contemplation: Quiet space to breathe deeply, "Step away from Doing", decompress, find balance, an unprogrammed space, reflect on different seasons, feel and enjoy the sun. Relax under a tree and read a book, or learn from the educational signs.

Ceremony - keeping a sacred space for meditation, prayer, ceremony, ancestor honouring, offering tobacco, smudging. Start the planning process by asking through ceremony what the spirit of the space is.

Art & Features

The following ideas were discussed for art in the space:

- ❖ Indigenous art (from all over North America, not just Ontario)
- ❖ Artwork reflecting earth, fire, water, wind
 - Art moving with the wind; Bird hanging mobile or colourful wooden birds
- ❖ Bird-friendly glass art, paintings of birds.
- ❖ Opportunities for Indigenous artists and entrepreneurs to promote their wares, possibly as rotating installations.
- ❖ Plant or art swaps with other community gardens.
- ❖ Rock features to reference Northern Ontario.
- ❖ Representing **Tkaronto 'where trees grow in water'**, either literally: with water being present, or artistically/ figuratively.
- ❖ Large scale art; Incorporate art into structures (ex. carvings in pillars).

The Indigenous Workshop included a discussion with example photos of the **rooftop sweat lodge** at the Native Child and Family Services of Toronto, as a precedent to consider.

The following lists participant responses for the question:

“What do you NOT want to see in the garden?”

- ❖ Artificial sounds or harsh artificial lighting
- ❖ Smoking or drug usage
- ❖ Advertising for sales
- ❖ Leaf blowers or loud engines for maintenance (unless absolutely necessary)
- ❖ Policing of the space use
- ❖ Business meetings, or classes for subjects unrelated to an Indigenous place
- ❖ Invasive species
- ❖ Litter, pesticides, salt, closures during seasons

Recommendations for TRSM

- Code of conduct for behaviour and values listed [above](#):
 - Respect for the space, plants, people, creatures, all elements and surroundings of the garden.
 - Compassion, comfort and care.
 - Provide outlines and education without strict policing in place
 - Discourage smoking, drug usage
- Programming:
 - Encourage community gatherings, ceremony, gatherings, jingle dress dances.
 - Engagement opportunities and activities.
 - Partnerships with community organizations, connect with other gardens.
 - Indigenous knowledge, teachings, seeds and food.
 - Avoid business meetings.
- Maintenance: Avoid machine-powered tools, pesticides, and salt.
- Keep the space access open as long as possible during all seasons

Recommendations for Design Team

- Design & Features: asking through ceremony what the spirit of the space is.
 - Fun play elements.
 - Sacred space: meditation, prayer, ceremony, honour ancestors, offering tobacco, smudging with Traditional sacred medicines.
 - Include soils from different territories.
 - Honour nearby underground creeks and rivers.
 - Sweat lodge, and art & features listed [above](#)
 - Avoid harsh artificial lighting
- Plants: Avoid invasive species

B) Garden & Site Elements - *Plants, Structures, Seating*

Plants

Plants bring many uses of the garden together. To honour the traditional Indigenous and native plants, soils, and techniques, a **planting ceremony** was suggested to begin the implementation of the garden design.

The following topics regarding plants were discussed:

- ❖ **Food** gardens, food security and sovereignty, donating food from the garden.
- ❖ Increasing **biodiversity**, attracting pollinators and birds; include fruit-bearing plants.
- ❖ Recreating different ecosystems from across Ontario; have **soils** from First Nations.
- ❖ Growing **traditional medicines** for Elders (sage is currently hard to find in the city).
- ❖ **Descriptions** of plants and importance in Indigenous culture.
- ❖ **Balancing** seasonal and flowering plants with evergreens.
- ❖ Engaging the **5 senses**:
 - smell the flowers and aromatic herbs
 - feel/touch (textures of plants), sit underneath/ close to trees
 - taste foods and herbs grown
 - hear real sounds of nature
 - watch nature and wildlife (insects, butterflies, other creatures)
- ❖ Incorporating beauty by softening hard concrete with other **natural elements** like live plants, wood, and considering these elements to be appreciated year-round.
- ❖ **Movable /modular** planting structures, possibly a greenhouse, to care for some plants indoors and in winter.

Plant selection would reflect these ideas by offering a diverse range of Indigenous and native species to serve multiple functions; medicinal use, food sources for both wildlife and human community, and providing **ecosystem services**.

A post-engagement recommendation was made to include plant species in the garden that can be harvested and processed for use as **natural dyes**.

Examples of desired plants suggested by participants are shown in the graphic below:



Structures

For structures in the space, the importance of using **organic** shapes, natural elements (no plastic/inorganic/unsustainable materials), non-linear designs (no sharp edges) were preferences discussed in all workshops. The desired features mentioned were:

- ❖ Moving **water** and interactive water features, rain catcher/ rain chain, rain barrel, and clay pot irrigation, watering can, interactions with harvested rainwater.
- ❖ Features that reveal and manipulate the **wind** (wind breaks, wind chimes).
- ❖ **Bird** bath/ hydration station, bird house (birds have a 3:1 water to food ratio).
- ❖ Beehives (noting concerns of bee allergies), consider needs for **native bee habitat**.
- ❖ **Fire** pit, possibly a sacred fire at the eastern door and a second fire elsewhere.
- ❖ **Sweat lodge** with privacy (can be movable screens).
- ❖ **Harvest table** for food preparation and sacred feasts.
- ❖ Tables, areas, spaces for micro entrepreneurial opportunities and/ or for sharing, distributing food/medicine.
- ❖ Using **vertical** space, vertical gardens.
- ❖ **Desks** for studying, independently and in groups.
- ❖ Something that highlights the **entryways**.
- ❖ **Compost** area, vermicompost, some expression of a "closed loop" natural system.

A balance of spaces is also preferred, to allow for both **sacred space** (private, quiet, nooks) and **open space** (public event/social space to gather in circles). Spaces that encourage interaction, and complementary spaces that offer refuge. Summer shade, sun in fall/winter.

Ensuring **accessibility** in the structural design was requested:

- ❖ Visual and audible/ braille signage (possibly speakers and audio infrastructure).
- ❖ Wheelchair access.
- ❖ QR codes or links to resources for further learning.

Infrastructure supporting **year-long access** and four seasons use (winter access and activities) was also requested:

- ❖ Wind/ rain shelters.
- ❖ Area/ storage for garden equipment and maintenance materials.
- ❖ Water bottle filling stations, access to hose.
- ❖ Shady spots to sit under in the summer (sun protection made of climbing plants).
- ❖ Warming stations in the winter.
- ❖ Rainwater harvesting systems; clay pot irrigation.

Signage

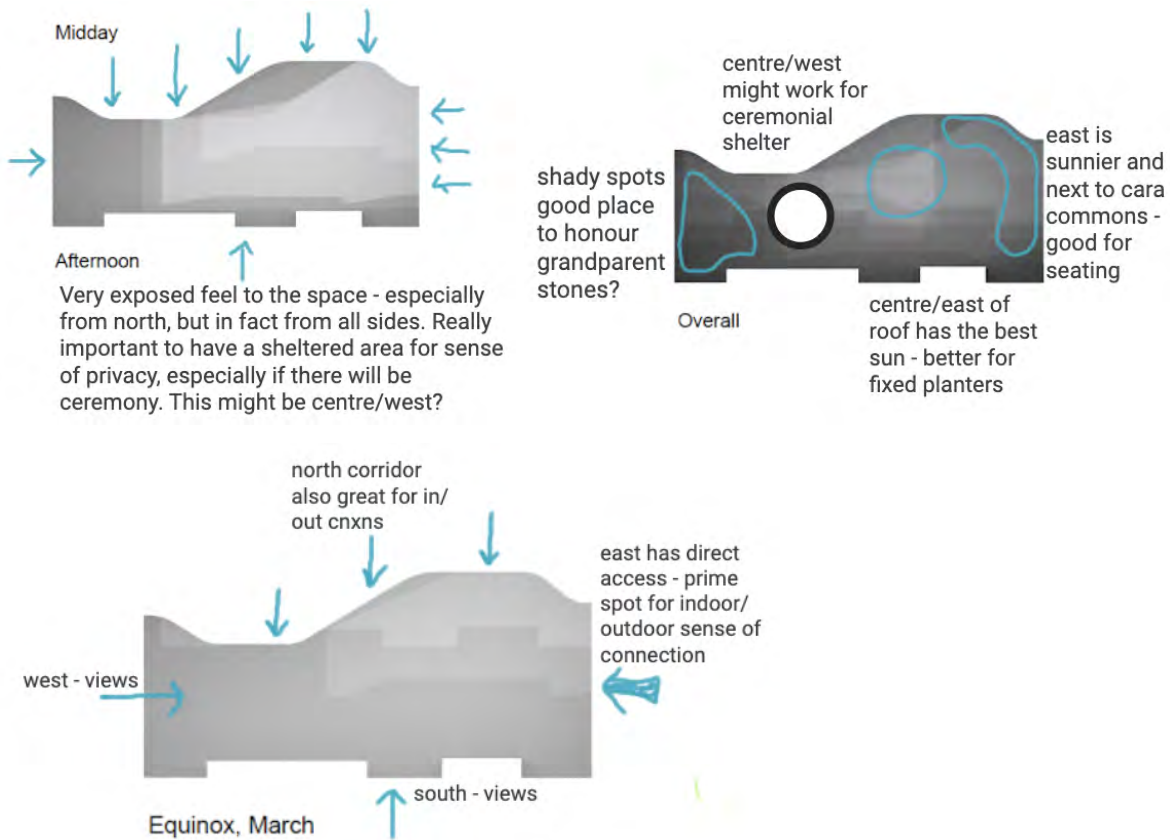
The following ideas for signs were discussed:

- ❖ Signage that incorporates Indigenous languages of First Nations of Toronto.
- ❖ Interpretive signage to teach about each plant and their names (Indigenous/ common/ botanical) and their importance to ecosystems.
- ❖ Information about the plants in the garden, and their historical value/ significance/ sacred purpose, such as in the form of a digital handout.
- ❖ Clear signage for how people can be involved in the garden.
- ❖ Modest (flexible) signage, to avoid having too much signage cluttering the space.

Site

The following suggestions were discussed for the site layout:

- ❖ Avoid trapping creatures in the garden; add bird-friendly designs to glass windows.
- ❖ Bring fresh air from the garden into the interior hallways so that students coming out of classes can be brought into nature, and there can be more air circulation into the building.
- ❖ Paths navigating to pull people into the garden space.
- ❖ Being able to look down at the garden from above, walk on interesting patterns on the ground, on a meditative walking path.
- ❖ The existing Cara Common courtyard access may be kept as a spillout patio that acts as a transition zone buffering the rented venue space (which permits alcohol for special events) to the separate healing garden.



(Source: Google Jamboard sketch by Eladia Smoke, Smoke Architecture).

Seating

- ❖ Logs as benches, organic shaped seating (*images below from design presentation*).
- ❖ Spaces to share, spill over edges, sitting amongst the plants.
- ❖ Enough seating for gatherings and social distancing (to meet public health requirements as needed).
- ❖ Many seating options (informal and formal seating), a variety of kinds of seating (chairs, sofas), with seating for groups and also for more intimate settings.
- ❖ Natural rocks to touch and to sit on.
- ❖ Grandparent Stones in the shade.
- ❖ Ability to connect with the earth-seating on the ground or representations of the ancestors.
- ❖ A place to lie down.
- ❖ Comfortable and accessible (benches with backs, and arms for support at ends).

Recommendations for TRSM

- Host a Planting Ceremony to begin the implementation of the Garden
- Consider and maintain partnerships to donate food and grow medicine for Elders
- Smooth transition zone between Cara Commons & Garden

Recommendations for Design Team

- Plants ([section above](#)): diverse range of Indigenous and native species; medicinal use, food sources (wildlife and human community), providing ecosystem services
- Balance of **sacred space** (private, quiet, nooks) and **open space** (public event/social space to gather in circles). Summer shade, sun in fall/winter.
- See sections above on [structures](#), [signage](#), [site](#) & [seating](#)
 - use **organic** shapes and natural elements
 - Ensuring **accessibility** in the structural design
 - Infrastructure supporting **year-long access**

C) Community Program - *Activities, Research Partners*

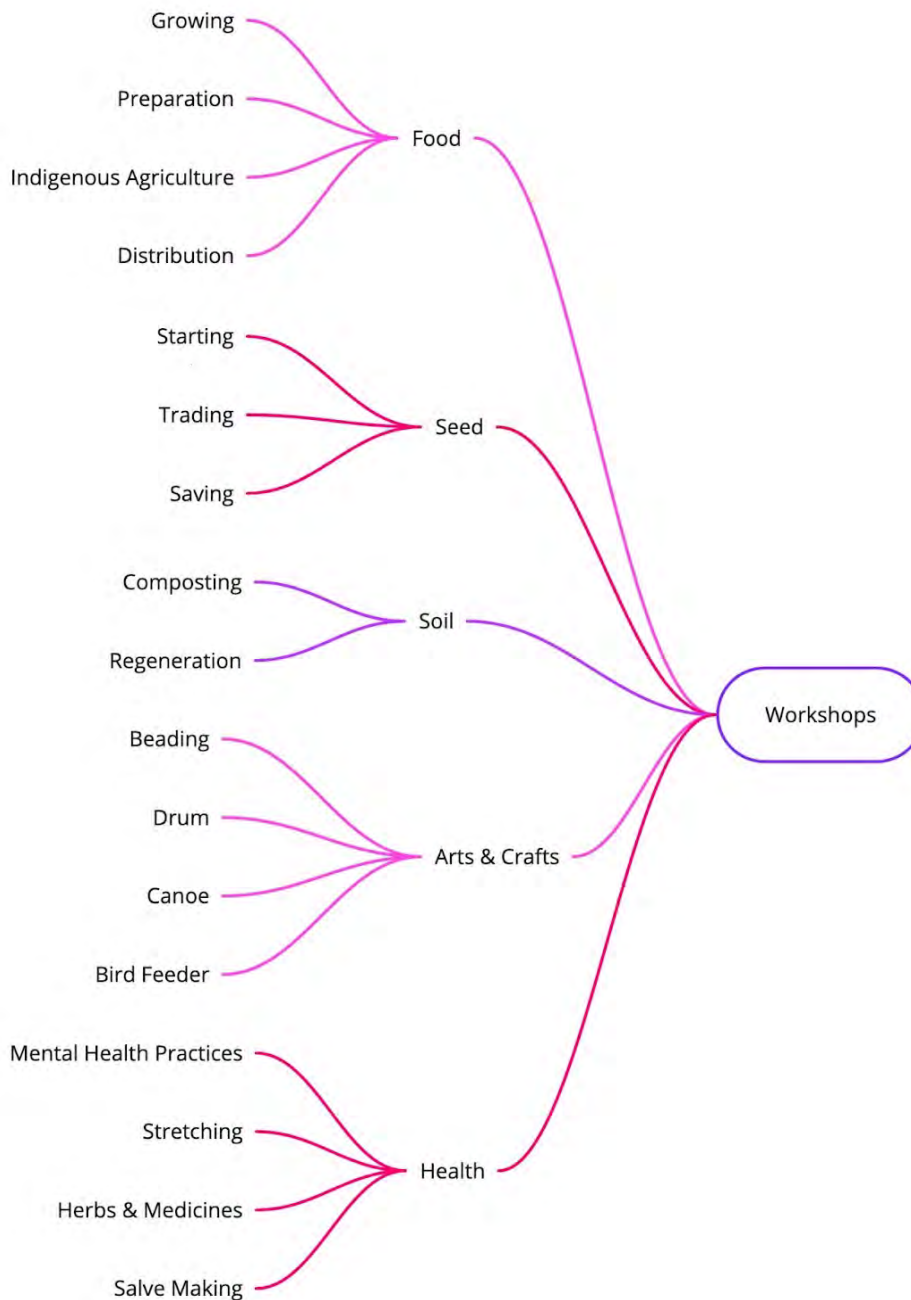
Participants were in agreement that both the healing garden and the community will benefit from engagement through programming and events, to learn about and celebrate Indigenous cultures, traditional medicine plants and planting techniques. Outdoor classrooms were suggested in the garden as a space to learn and study, separated from a space for relaxing. It is encouraged to bring together different generations for workshops and events, to connect the youth with Elders, students with professionals, and internal and external Ryerson communities. Then connecting beyond this garden, to other Indigenous or community or rooftop gardens across the City.

Indigenous programs

- ❖ Storytelling
- ❖ Harvest feasts, sacred gatherings
- ❖ 7 grandfather teachings
- ❖ Indigenous entrepreneurship (sustainability) discussion
- ❖ Meet with elders
- ❖ Medicine tea parties
- ❖ Songs
- ❖ Indigenous youth training (Indigenous Guardians youth visits)
- ❖ Traditional teachings, high school youth programs
- ❖ Nighttime activities like skygazing, astronomical learning

Workshops

The following workshops were requested by participants:



Public events

- ❖ Tours, audio tour
- ❖ Renting the space for small community group events when it's not being used otherwise, for high school student groups or community organizations
- ❖ Bringing family and children to learn and relax on weekends

Research partners

- ❖ Ryerson departments, School of Urban and Regional Planning, Ryerson Urban Farm
- ❖ Indigenous Guardians
- ❖ Community groups
- ❖ Ojibikaan
- ❖ Native Women's Association of Canada (for seed saving and seed sovereignty), as they launch a major seed saving and sovereignty initiative

Recommendations for TRSM

- Offer programming for outdoor use, all age groups, and extending beyond Ryerson Community
- Include [Indigenous Programs](#), [Workshops](#) and [Public Events](#) listed above
- Create connections and partnerships with [Research Partners](#) listed

Recommendations for Design Team

- Ensure adequate open space for [Indigenous Programs](#), [Workshops](#) and [Public Events](#) listed above

D) Operation & Maintenance - *Stewardship, Access*

Participants from all workshops were excited to continue to be **involved** with the development of the healing garden, through community group collaboration and stewardship to continue to co-create the space. People would like to be involved with planting, tending to and caring for the plants, for the opportunity to interact with the soil and earth, while learning and sharing knowledge. The following activities were suggested:

- ❖ Indigenous programming; naming the garden event.
- ❖ Students from different disciplines 'adopting' / sharing a planter.
- ❖ Volunteer programs for maintenance.
- ❖ Spreading the word through the local newspaper.
- ❖ Chalk boards, message boards, or event boards to communicate messages to the public about activities and volunteer opportunities or other information about the gardens.
- ❖ Continue to collaborate on the creation of the space through polls, workshops etc.
- ❖ Helping with horticulture or technical landscape aspects (soil, plants, pest & disease management).

3.3 Comments from Fireside Chat & Ryerson Aboriginal Students Services (RASS)

A drop-in session was held on April 6th for RASS students. Only one student was present, and the following comments were gathered for the garden design:

- ❖ Include spaces to grow medicines and 3 sisters plantings.
- ❖ Ensure there is enough soil: 3-4 ft wide and 2-3 ft deep soil.
- ❖ Combination of plants working together; companion planting and food forest planting on different levels.
- ❖ Tangible plants; interactive connection with the plants, physically feeling and harvesting plants.
- ❖ Relaxation in the garden.
- ❖ Training and teachings about planting: community engagement & stewardship program with Indigenous knowledge/ Traditional methods.
- ❖ Canoe for land-based teachings (preference to source locally).
- ❖ A potting area can be added that is easy to clean by sweeping the pavers.
- ❖ Plants from local seed orchards to be used in the garden.

4.0 Summary & Next Steps

4.1 Summary

From the discussions and participant comments, the healing garden space is preferred to be an Indigenous prioritized space, with a combination of open spaces for gathering and quiet, and more secluded areas for private contemplation and meditation. The structure and design would be using organic shapes, and natural materials/ elements. Participants desire a comfortable, safe, peaceful space to be totally immersed in plant and animal life.

The Indigenous Healing Garden should be created as a space to feel:

connected, peaceful, calm, relaxed, inspired, grounded, energized, and safe.

The workshops' participants expressed high interest in continuing to be involved with the garden. For successful engagement of the community, programs and planned activities, in addition to those mentioned above in Sections [3.2C](#) & [3.2D](#) in this report, could include:

- ❖ Setting up a garden stewardship committee.
- ❖ Mentorship programs and students involved with garden implementation.
- ❖ Creating a watering and pruning schedule at the beginning of the year.
- ❖ Consider how to keep in touch/ be engaged with the Ryerson community as well as outside of the Ryerson community.
- ❖ Create a mailing list or registry, and online website presence, for those interested to be notified about what is happening in the space.

4.2 Next Steps

- ❖ Sending out survey questions to community members who could not attend the workshops and incorporating comments and ideas into the conceptual design development.
- ❖ Receiving additional feedback and comments from workshop participants.
- ❖ Feasibility study for conceptual design (roof structure, door access).
- ❖ Design team development of landscape concept plan.
- ❖ Developing and implementing safety measures and protocols for the proposed garden space, while maintaining access to the public and inclusion for all.
- ❖ A plan for faculty and student education and awareness about the sharing and respectful use of the space.
- ❖ Create guidelines for sponsorship by outside corporations (involve collaborative 'otter' corporations, which have good Indigenous relationships, as TRSM was advised by Elder Duke Redbird). Avoid branding in the garden.
- ❖ Stewardship and outreach programs and constant communication for Truth and Reconciliation Commission's Calls to Action to the Ryerson and broader community.
- ❖ Assigning specific roles and responsibilities in the garden for each season.

Appendix A - Reference Images, Art & Workshop Boards

TRSM Indigenous Healing Garden - Indigenous Design Workshop Garden Information

Site

Dundas St. W., east
of Bay St.

approx. 11500ft2
rooftop conditions
enclosed space
controlled access
open to public
accessible
sun/shade areas
hardscaped
gravel surfaced
few garden beds
one tree
few shrubs
irrigation system



TRSM Indigenous Healing Garden - Indigenous Design Workshop - March 22, 2021

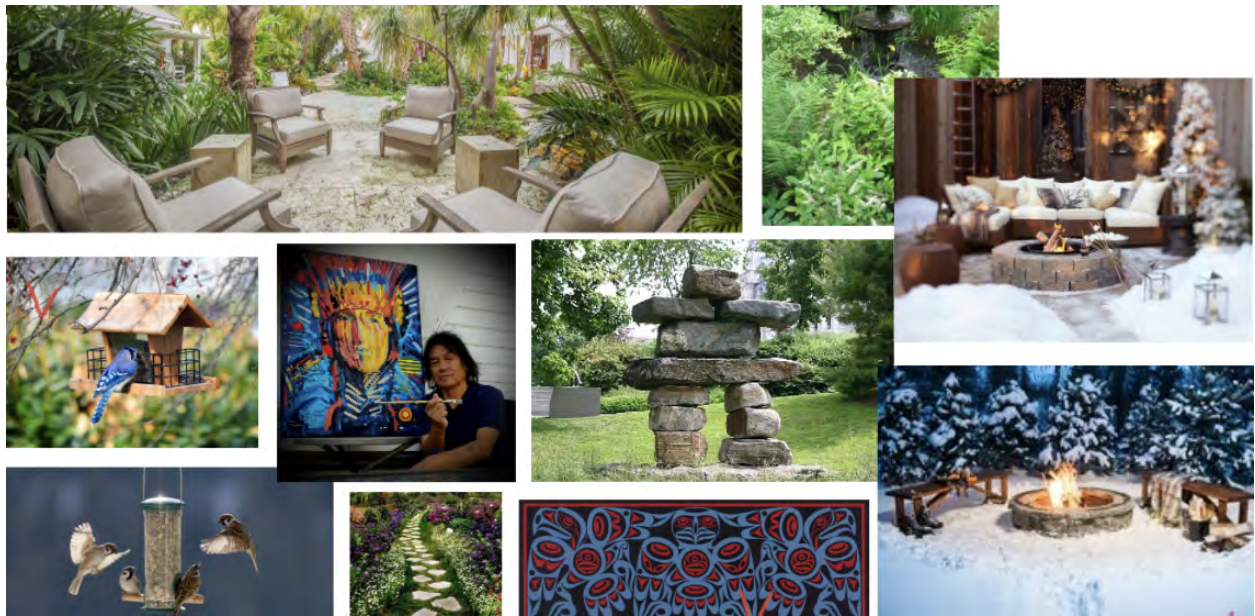


What do you want to do in the garden? TRSM Indigenous Healing Garden - Design Workshop

Space to sit and enjoy the outdoors	sit and read	Outdoor classes would be cool!!	feel part of the community	Composting on campus ✓	Want to feel surrounded by nature	<p>Talking circle space</p>  <p>Keep bees?</p>  <p>who can access this space? is it a public space? Do we have a right to close it off to any particular people?</p>
view indigenous art	relax, take a break from the urban surroundings	Enjoy/participate in a community garden	connect with nature	Learn about indigenous plants ✓	Smudging area for Indigenous ✓	
plant flowers	Have a coffee and work on my laptop (quietly) if other cultural activities aren't happening.	learn about indigenous plants	Relax	Traditional medicines		



March 26, 2021 - Interactive Session



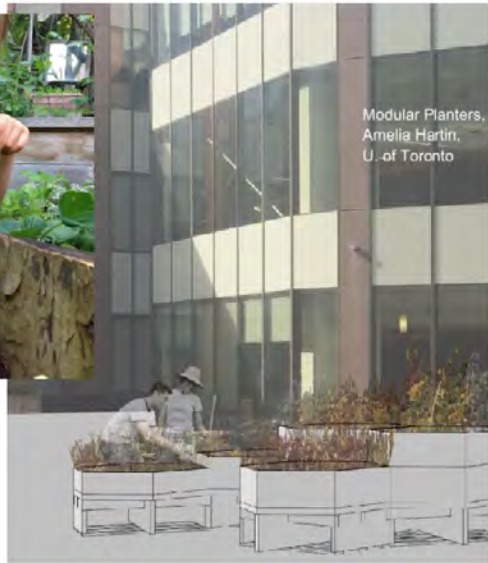
(Source: Collage of Photos from Google Jamboard Session)

TRSM Indigenous Healing Garden - Indigenous Design Workshop
 Design Images (for discussion only)

Activities



Indigenous Plant Knowledge



Modular Planters,
 Amelia Hartin,
 U. of Toronto



Canoe Markings / Petroglyph Images



Algonquin birch bark canoe detail decorative

Birch bark canoe builder Todd Lahrder incorporated this petroglyph from Fairy Bay - across - going canoe with a whale

TRSM Indigenous Healing Garden - Indigenous Design Workshop - March 22, 2021



TRSM Indigenous Healing Garden - Indigenous Design Workshop
 Design Images (for discussion only)

Art



Panther, by Terence Radford



Roncesvalles BIA, Philip Cote



Turtle Island, by Patrick Hunter

TRSM Indigenous Healing Garden - Indigenous Design Workshop - March 22, 2021

TRSM Indigenous Healing Garden - Design Workshop
Design Images (for discussion only)

Structures



Wesley Kwong, Daniels, UofT



OJIBEWAY BIRCH-BARK LODGES

Kate Lyne, Daniels, UofT



Natalie Sisson, Daniels, UofT

March 24, 2021



Source: Native Child and Family Services Toronto, 2020

Appendix B - Design Presentation





Welcome!

Ted Rogers School of Management
Ryerson University
Indigenous Healing Garden
- Indigenous Design Workshop



March 22, 2021

TRSM Indigenous Healing Garden - Indigenous Design Workshop

Values



EARTH



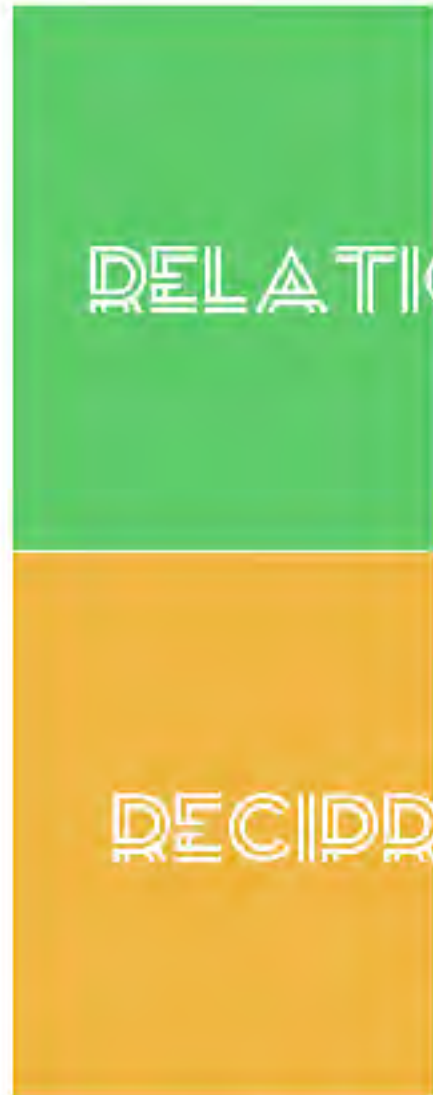
WATER



FIRE

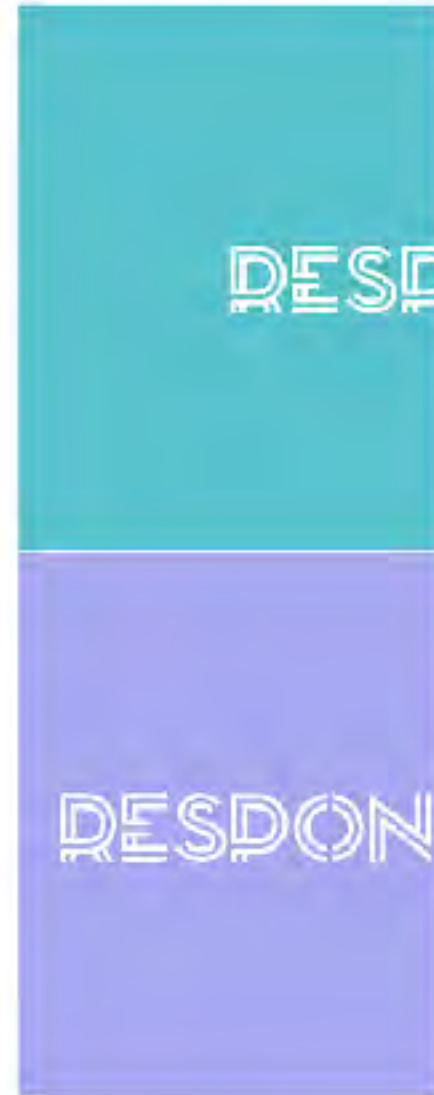


WIND



RELATIONSHIP

RECIPROCITY



RESPECT

RESPONSIBILITY

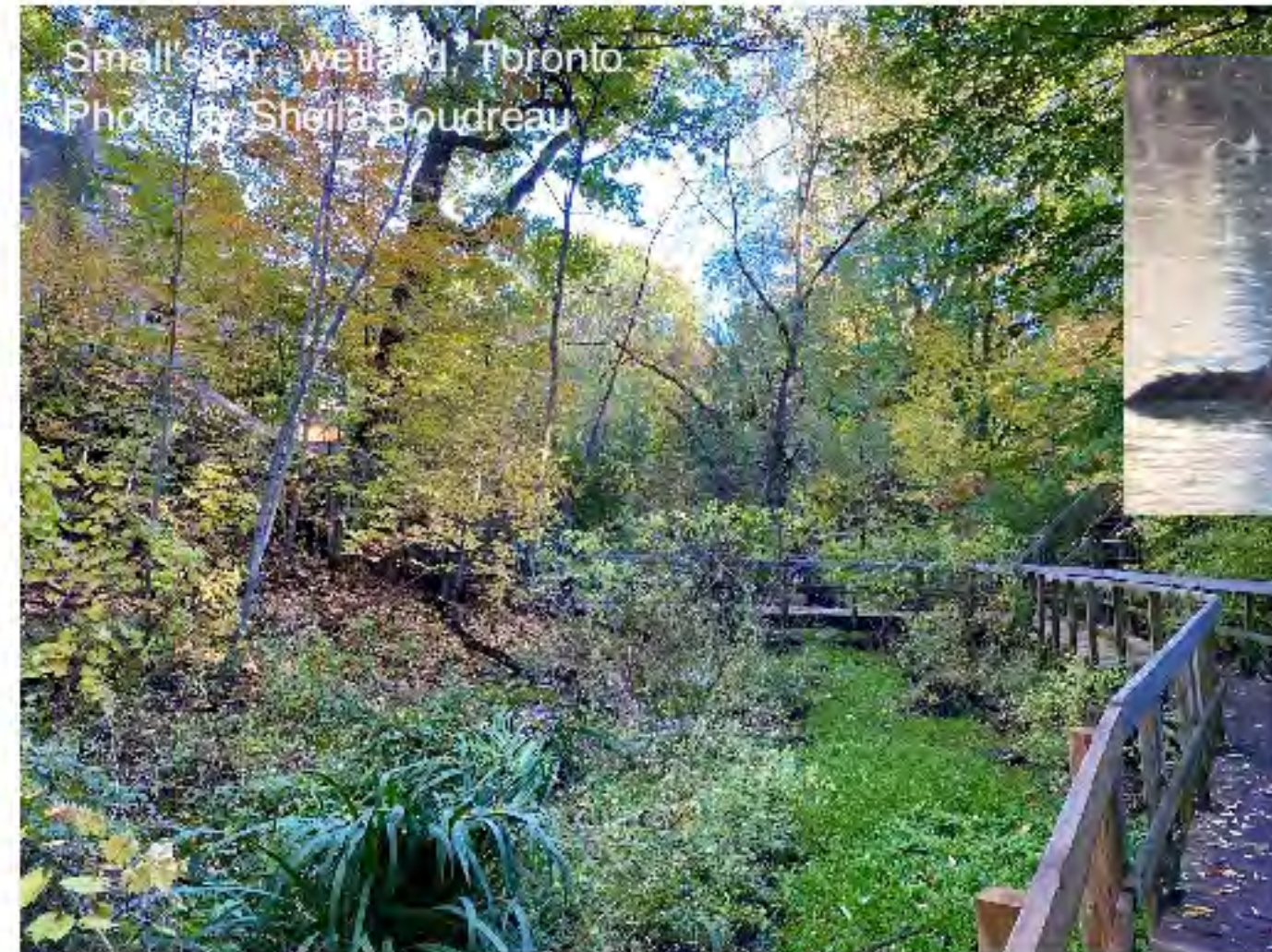


Photo by Gary Pritchard

TRSM Indigenous Healing Garden - Indigenous Design Workshop

Garden Information

Site

Dundas St. W., east
of Bay St.

approx. 11500ft²
rooftop conditions
enclosed space
controlled access
open to public
accessible
sun/shade areas
hardscaped
gravel surfaced
few garden beds
one tree
few shrubs
irrigation system





View looking west

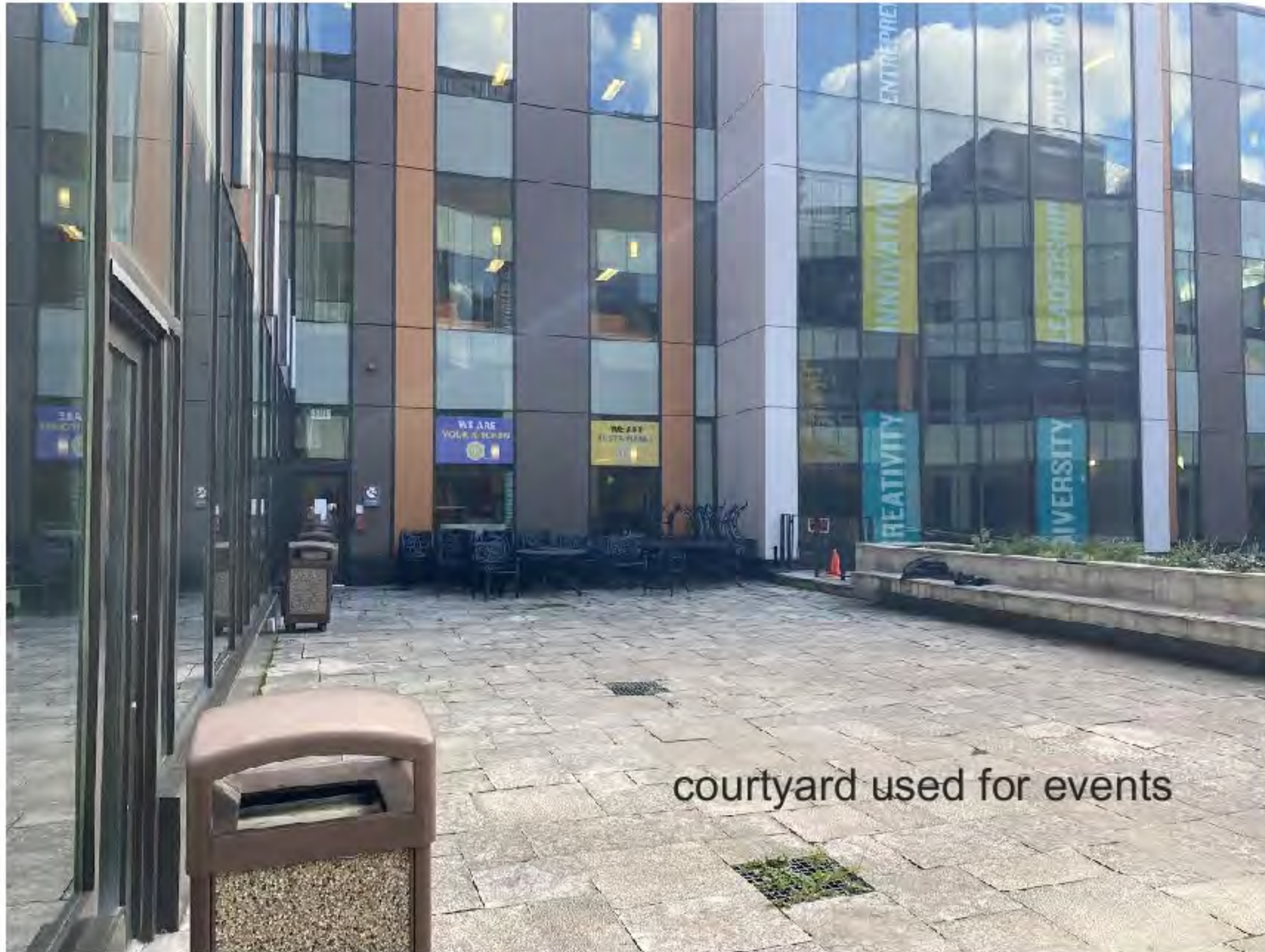
See short film of the garden space here:
<https://vimeo.com/520012998/54a1fbef6>



View looking south

View looking south, outside of Cara Common doors.

Consider being in the space, itself, and imagine it without the planters!



courtyard used for events

View
looking
west.

Consider
being in the
space,
itself, and
imagine it
without the
planters!



View
looking
north.

Consider
being in the
space,
itself, and
imagine it
without the
planters!



View
looking
east.

Consider
being in the
space,
itself, and
imagine it
without the
planters!



TRSM Indigenous Healing Garden - Indigenous Design Workshop
www.Menti.com CODE: 3221 0751 / <https://www.menti.com/trdnyjk8ze>

How do you want to FEEL in the garden?



TRSM Indigenous Healing Garden - Indigenous Design Workshop

Design Images (for discussion only)

Art



Panther, by Terence Radford



Turtle Island, by Patrick Hunter



Roncesvalles BIA, Philip Cote



TRSM Indigenous Healing Garden - Indigenous Design Workshop

Design Images (for discussion only)

Art



Red Embers, Smoke Architecture



Wandering Spirit School



The Mocassin Identifier Project, former Chief MCFN Carolyn King



TRSM Indigenous Healing Garden - Indigenous Design Workshop

Design Images (for discussion only)

Activities



A Tool Of Reconciliation: Chuck Commanda Master Canoe Builder

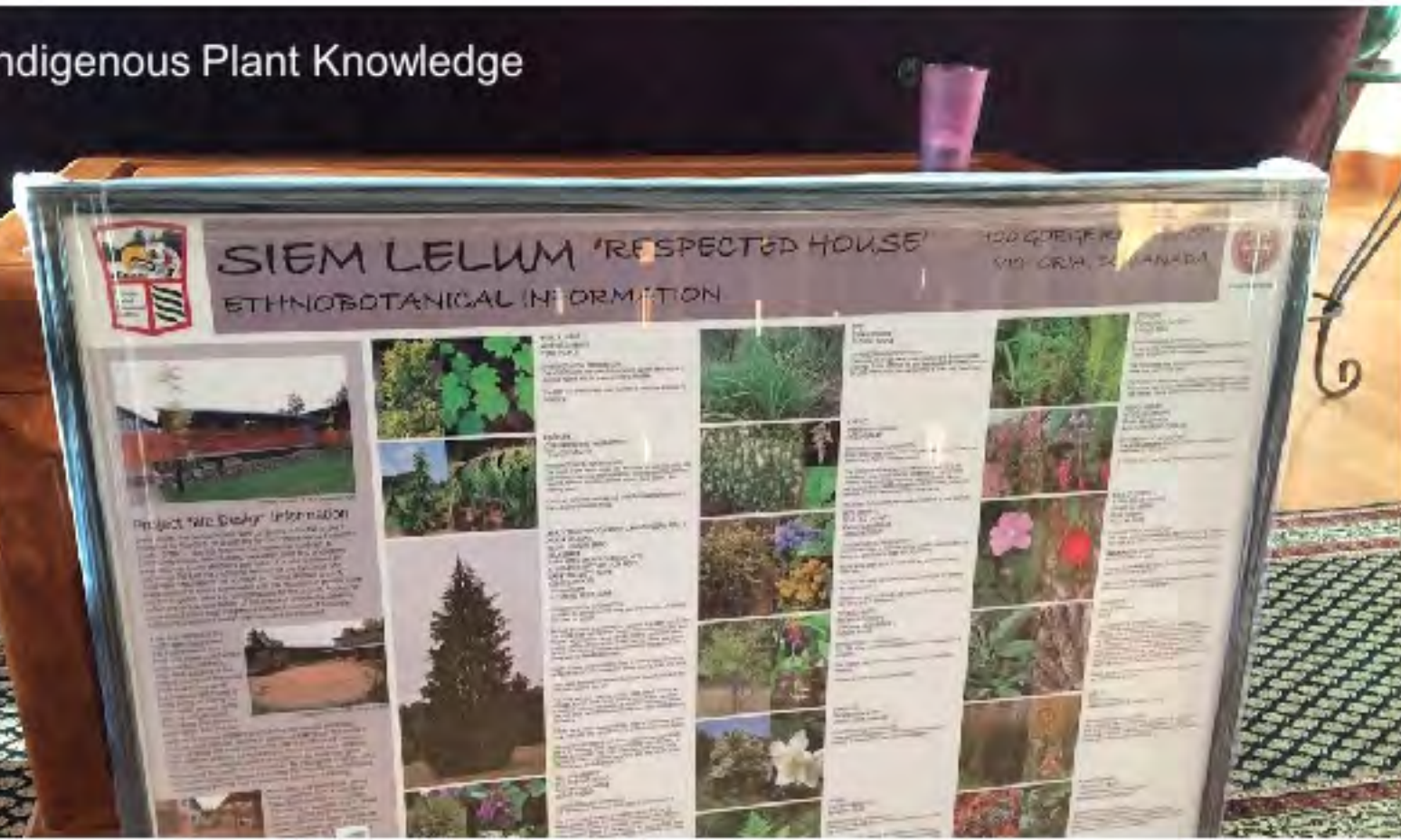
Teaching Workshop 2019 Past Events

TRSM Indigenous Healing Garden - Indigenous Design Workshop

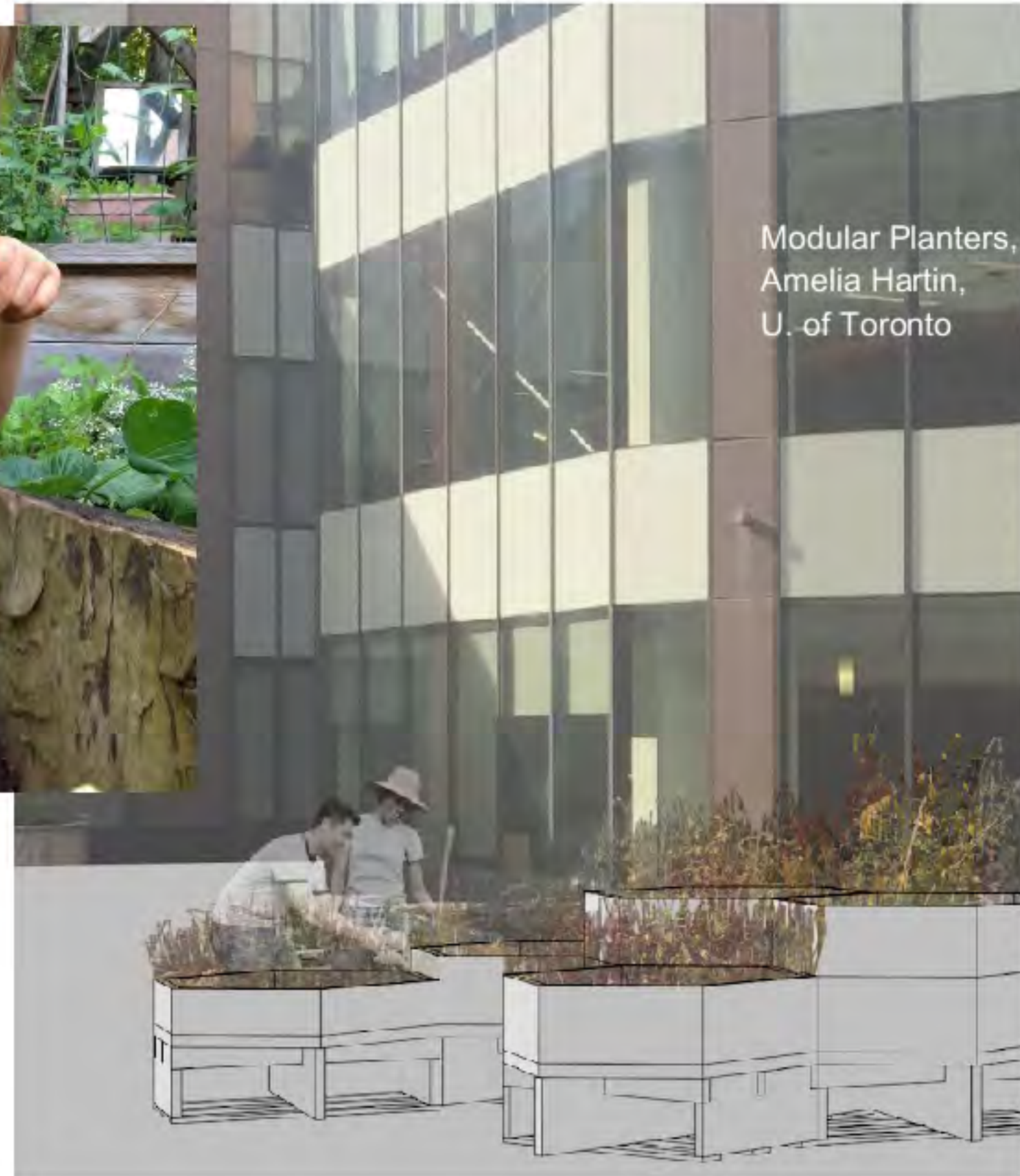
Design Images (for discussion only)

Activities

Indigenous Plant Knowledge



Modular Planters, Amelia Hartin, U. of Toronto



Canoe Markings / Petroglyph Images

Birch bark canoe builder Todd Labrador incorporated this petroglyph from Fairy Bay - ocean - going canoe with a whale



Algonquin birch bark canoe detail decoration



The Red Willow Basket

The National Inquiry will include the Miskwaabimaag Basket (red willow basket) at each of the hearings to symbolize the process of gathering truths.



TRSM Indigenous Healing Garden - Indigenous Design Workshop

Design Images (for discussion only)

Structures

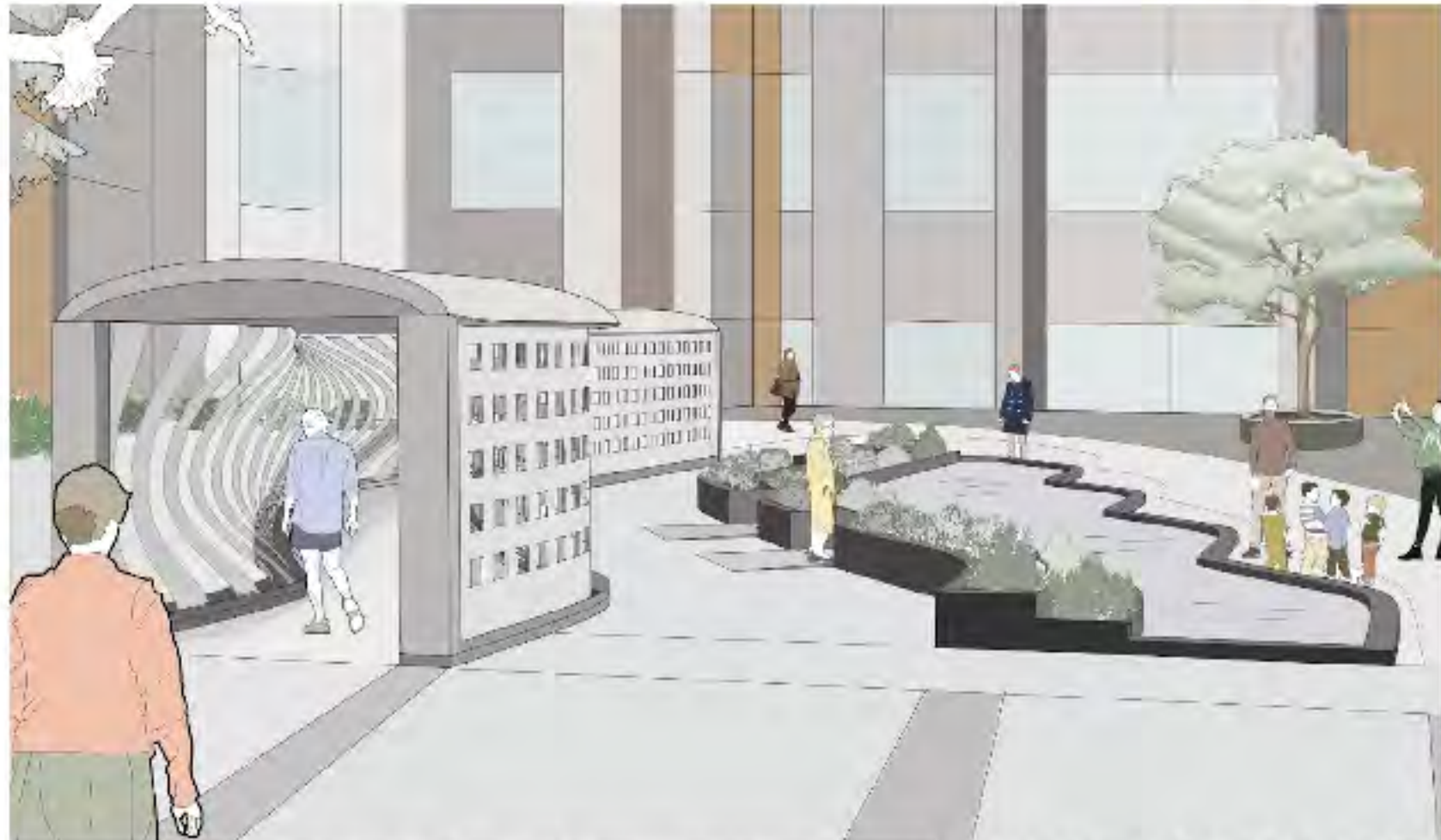
Ryerson Metal Ring - Clans, Two Row Architect
(NOT PUBLIC: DO NOT COPY)



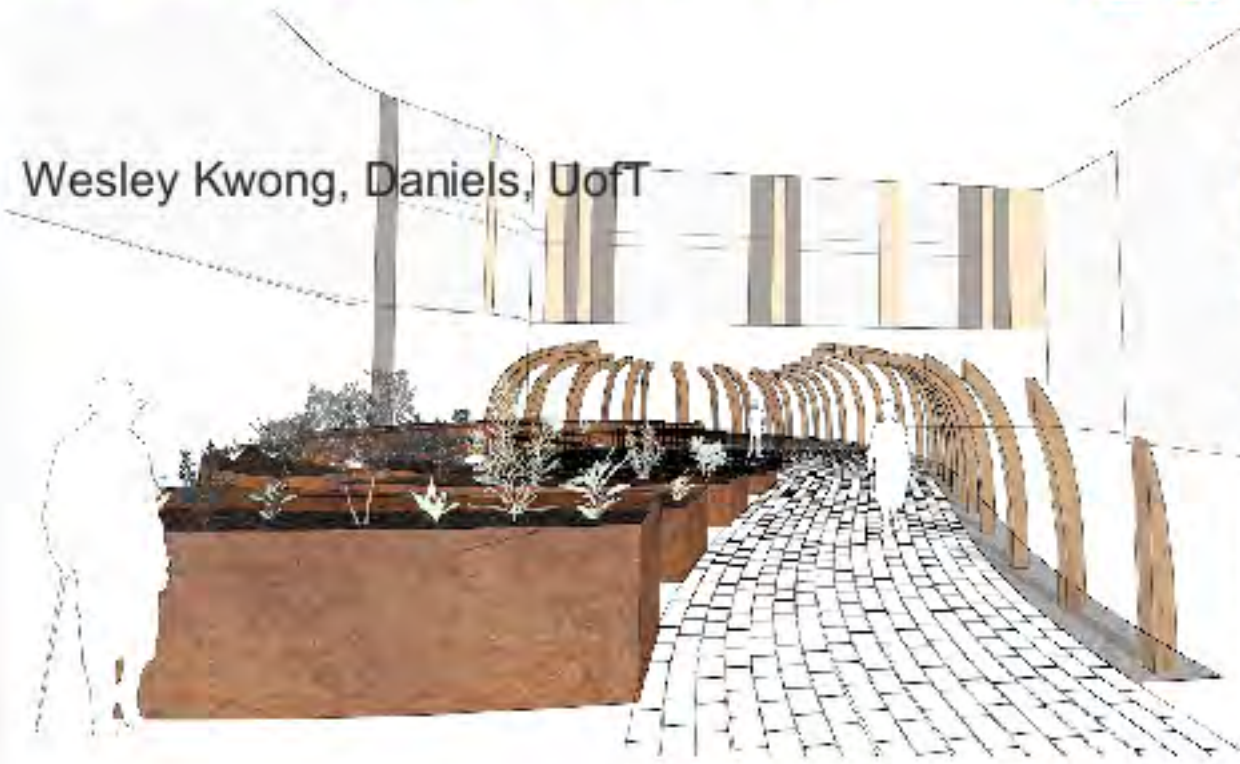
TRSM Indigenous Healing Garden - Indigenous Design Workshop

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Structures



Wesley Kwong, Daniels, UofT

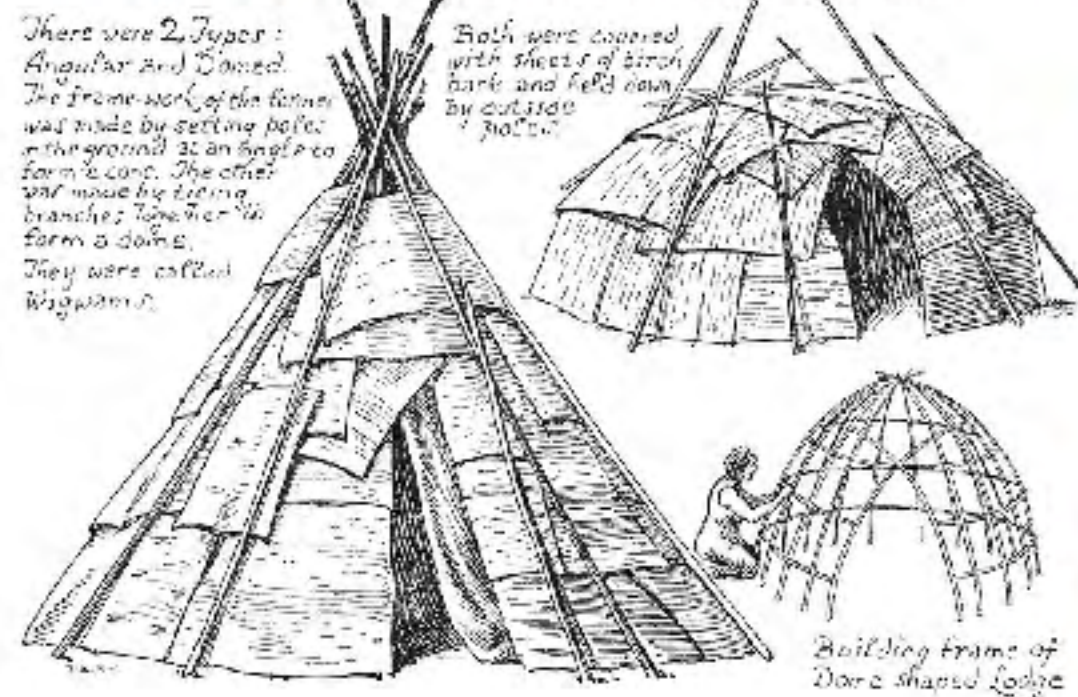


OJIBEWAY BIRCH-BARK LODGES

Kate Lyne, Daniels, UofT



Natalie Sisson, Daniels, UofT



TRSM Indigenous Healing Garden - Indigenous Design Workshop Design Images (for discussion only)

Seating



TRSM Indigenous Healing Garden - Indigenous Design Workshop

Research and partners wanted / not wanted...

Research Partners



Green Roof research (ZinCo),
Avling Brewery, Toronto



2019 Connecting Indigenous
Placemakers Retreat, Toronto
(Mississaugas of the Credit First
Nation, Nga Aho, and U. of Toronto).

TRSM Indigenous Healing Garden - Indigenous Design Workshop

Designing

Break / followed by interactive session



Jane Hayes (Garden Jane)
garden workshop



Bolton Camp Healing Garden
Design Workshop (2019) with
Nikibii Dawadinna Giigwag