



Study Guide

Lynda Gray, 2022

www.firstnations101.com

How to use this study guide

This study guide can be used in high school, post-secondary, workplace training and orientation, book clubs, study groups, and in other places and circumstances where readers want, or need, to reflect on and have a deeper engagement with the content in order to gain a more fulsome understanding of the topics covered in *First Nations 101* (2nd edition, 2022). This guide is most appropriate for high school and older.

This guide is not all inclusive, written by an education professional, and does not include how to Indigenize education, teach Indigenous pedagogy, etc. Rather, it includes questions and activities that can help teachers and facilitators help students and participants work systematically through *First Nations 101* in order to gain a deeper understanding of the information and foster empathy which is essential to real allyship and reconciliation.

When using this guide in an educational or other facilitated setting, it is important for educators and facilitators to understand that externally imposed colonial interventions have led to many Indigenous people being dislocated from their history, family, Indigenous Nation, homelands, and/or culture. Therefore, it is important to let Indigenous students and participants volunteer information, rather than asking them to provide input as it could be stressful, embarrassing, painful, and unfair as they are there to learn, not teach or be pressured into sharing their personal story or family history.

Educators and facilitators may be uncomfortable teaching about Indigenous history, but it is important to remember that it is a shared history amongst all people living in what is now known Canada or North America. Whenever possible, it is important for educators and facilitators to have broad-based knowledge of Indigenous history and issues and where to refer students and participants to in order to find out more information.

It is important for all educators and facilitators to recognize when a skilled facilitator is required for group discussion in order to ensure the discussions are respectful and take into consideration how any and all participant's may be affected by other participants questions, comments, body language, and tone. A good facilitator will intervene to stop dismissive, aggressive, and unsafe anti-Indigenous comments or questions and ensure that no one is shamed but rather that it is turned into a teachable moment that brings about empathy, understanding, and resolution. Some question in this guide that could possibly lead to disrespectful, harmful, or dismissive comments or questions are followed by "If a good facilitator is available, this could also be a group discussion topic". Depending on your particular group, other questions in this guide or that you may develop may also require a skilled facilitator. So, it is important that you consider who is in your group, what reactions and questions may arise, if there are already tensions, and other important considerations when deciding if a question or activity should be open to a group.

Other ways to use in tandem with this guide to elicit deeper learning, empathy, cross-cultural learning and appreciation, and team work include using multi-sensory learning, field trips, maps, artwork, class visits from Indigenous culture keepers and educators, group activities, activities that bring people out of their heads, things that promote personal and professional self-reflection, and branching out (to others, to graduated learning, to related information, sharing information with others, etc) and spiralling in (to feelings, self-reflection, your specific situation, incorporating new knowledge, etc). Once you have reviewed the questions and activities in this guide, it is important to expand upon them to fit your specific situation while considering participant needs.

Layout

Each chapter includes a variety of questions including straight forward ones, thought provoking questions that could be turned into a long paragraph, short essay, or group discussion, and more immersive activities that can help participants to gain a deeper understanding and empathy for Indigenous experiences. Each of the 76 chapters will include multiple questions that can be adapted to better suit your particular needs if needed. Every reader and/or group should strive to answer all the questions and do as many activities as they can in order to immerse themselves more fully in the learning process. Chapters also include Further Learning suggestions.

Page counts are provided for each section and individual chapters within sections to help educators and facilitators plan their reading assignments.

Indigenous teaching models, knowledge, and curriculum considerations

If Indigenous teaching models or methods, Indigenous Knowledge, Indigenization of curriculum, how to teach or incorporate Indigenous-focused curriculum, or similar is something you need to learn more about, then please refer to regional Indigenous education specialists in your area such as the First Nations Education Steering Committee in B.C. and read books such as *Resurgence: Engaging with Indigenous Narratives and Cultural Expressions in and Beyond the Classroom* (2022).

Ever evolving

This guide will be updated periodically. If you develop new questions or activities that you think should be included in future iterations of this guide, please feel free to send an email to info@firstnations101.com Please keep the email short.

Introduction – 5 pages

The introduction provides an overview of the significant actions that have taken place since the 1st edition of *First Nations 101* was released in 2011, eleven years before the 2nd edition. Author Lynda Gray notes that much of the information in *First Nations 101* is new information for many people and issues a call for everyone to commit to consistent action to help achieve true reconciliation between Indigenous and non-Indigenous people. The introduction also provides a brief overview of the book's seven sections.

- 1) The author notes the reasons why she chose to write a second edition of *First Nations 101*:
 - What are three major things that have happened since 2011 that pushed her?
 - Did you know that these things happened? If yes, how did you hear about them? Explain.
 - If not, where do you think you should have heard about them (school, media, home, government, etc.)? Explain.
 - Do you think they are important for Canadians to know? Explain.
 - Identify ways that you can encourage your school, workplace, or local media to cover these important stories. Then act!
- 2) The author states that she wants to fill gaps in knowledge that most Canadians do not learn at home, school, or work:
 - Did you learn much about Indigenous history or current realities at home, school, or at work? If not, what do you think you missed out on?
 - In your own words, explain what a shared history between Indigenous and non-Indigenous people means, especially related to Indigenous related issues and concerns.
 - Identify an Indigenous related issue that happened recently. Explain how having more knowledge about the issue could have helped you better understand it and/or have empathy for those in the story.
 - How can you encourage more learning about Indigenous related issues and concerns in your home, school, or work? Explain.
- 3) The author states that it is important for Indigenous people to read *First Nations 101*:
 - In your own words, explain why she thinks it is important.
 - Name at least two reasons that you agree with and/or understand. Explain.
- 4) The author explains why she uses the term 'Indigenous':

- What peoples are included in this broad term?
 - Why is it important for Indigenous people to decide what they are referred to as an overall people? Can you relate to this need? Explain.
- 5) As a group discuss what participants learned from the introduction and how it may impact their thinking and actions in the future. Encourage participants to be curious about the rest of the book. Prepare them for the sections that will describe the harms that were forced onto Indigenous people so that they are mentally and emotionally prepared to get through it. Remind them that guilt, anger, and shame can stifle learning and moving towards true reconciliation as reconciliation efforts require people to be hopeful, committed, and brave.
 - 6) Write a summary of what you think the author's main theme and goal was for the introduction. Consider how you would explain it to a family member or friend.

Section 1 – Indigenous Diversity – 14 pages in the section

This section provides definitions and clarifications for key words and concepts; describes the complexity of First Nations, Métis, and Inuit people's history and identity; identifies how and why Indigenous cultures may differ; and highlights the unique history, identities, and cultures of Inuit and Métis people.

- 1) The author notes who the three 'Aboriginal' groups in Canada are:
 - What section of the Canadian Constitution identifies Aboriginal people? When was the section added to the Constitution?
 - In your own words, explain what that section says.
- 2) The author shares how long each Indigenous group has been in what is now known as Canada:
 - How long has each Indigenous group been in Canada (First Nations, Inuit, and Métis)? Is this new information to you?
 - How does knowing the history of each groups presence in Canada impact your thinking? Explain.
 - Draw a timeline that includes each of these group's presence in Canada: Indigenous people, you or your family, and the government of Canada. What do you see and think about when viewing the timeline? Does it give you a better sense of Indigenous people's connection to this land? Explain.
- 3) Do some research to identify what colonization is.
 - Was the country where your ancestors originated colonized? If yes, what effect did it have on their lives, families, communities, and culture? Explain.
 - Was your/your family's migration to Canada a result of colonization in their homelands? Explain.
 - How have you or your family benefitted from colonized lands in Canada? Explain.
- 4) What are inherent rights? Name two inherent rights that you think that all people are born with. Explain.
- 5) In your own words, describe what substantive equality is. Do you think that substantive equality is required when trying to rebuild Indigenous families, communities, and cultures? Explain.
- 6) The author explains how a region a group lives in influences their culture:
 - What region did you or your parents grow up in? What was unique about the area and how did that influence their housing, work, travel, and clothing? Explain.

- Describe the region you live in now. Research and write a one-page overview of which Indigenous Nation(s) live in your area and identify what unique housing, clothing, and travel they used to survive in the area.

7) The author notes the diversity of unique Indigenous languages in Canada:

- How many unique languages are there in Canada?
- What percentage of languages are in B.C.? Is this surprising to you? Explain.
- Have each member of the group identify a word from their ancestral language to share with the group including its meaning and when it would be used. This exercise may need to happen over a few sessions in order to allow time for members to do any research needed. Suggest talking to family, seeing if there are language apps or programs online that they can use to help them in their research.

8) On page 9, the author lists various social structures:

- Research and describe at least two Indigenous social structures. Did you know about them before? What do you think about their applicability today? Explain.
- What Indigenous social structures do you think are particularly interesting? Explain.
- Are any of the social structures noted similar to those from your culture, heritage, or homelands? Explain.

9) On page 10, the author lists some 'modern beliefs and symbols':

- Have you heard about any of them before? Which ones?
- In your own words, explain why the author thinks many Indigenous people have been "seeking connection to culture through popularized knowledge from various Indigenous Nations."
- Do you know any Indigenous person who has adopted at least one of these into their life? If yes, what things and how? (don't use names; rather, use 'friend', 'family member', or another descriptor).

10) On page 10, the author discusses First Nations Bands:

- Are all First Nations Bands individual Nations? Explain.
- Imagine that your Nation or people used to be made up of tens of thousands of people who governed their land and resources together through traditional governance systems but were forcibly divided into many small Bands that are now dependent on the government without access to your lands and resources. How would that have impacted you, your family, economy, political systems, and social reality today? Explain.

11) Individually or as a shared group exercise: Identify the names of the local First Nations Bands where you live, work, study, and play. What Indigenous Nations are they a part of? Learn the boundaries of their territories and how to correctly pronounce their names. Do their territories overlap with other Indigenous Nations? Are there Inuit and Métis people or organizations in the area? If yes, what are they. This website may be helpful to identify local Indigenous Nations, websites, and maps: <https://native-land.ca>

12) Give 'homework' to individuals or small groups to create a poster board that includes pictures of traditional housing, clothing, and territorial maps from the Inuit people, the Métis people, and three diverse First Nations groups. Share your display with your class, friends, peers, and family so they understand the diversity of Indigenous people across Canada.

Further learning

- ✓ Read the Indigenous Peoples Atlas of Canada which was created in partnership with Indigenous peoples. Read or purchase it at <https://indigenouspeoplesatlasofcanada.ca>
- ✓ Visit the local Indigenous Nations' websites to find out:

- what they share publicly.
- how to correctly pronounce their names.
- how to attend and actively participate in a public activity in their communities.
- how to become a great ally by identifying what initiatives they would like support with
- what businesses and partnerships they have.
- if they have videos, books, or other information about their community, Nation, and history.
- make lists of the above items to remind yourself.

Inuit and Inuit Nunangat – 5 pages

- 1) What is an Inuk? Why is it important to know this? Do you have a similar word in your culture or language?
- 2) How long have Inuit been in what is now known as Canada? Did they originate here? Is this information surprising to you? Explain.
- 3) What is the name of the overall Inuit homelands? What does the name mean in the Inuit language? Why do you think it was important for Inuit to name it this?
- 4) What is Inuit language called?
- 5) Create a chart that includes the names of the four federally recognized Inuit areas, how and when were they created in chronological order, and how big are they. Draw a map of Canada with the four Inuit areas highlighted. Share your work with others.
- 6) According to the 2016 Canadian Census, how many Inuit were there in 2016? What percentage lived in Inuit Nunangat? What percentage were they of the overall Indigenous population?
- 7) Describe two main ways that Inuit are negatively affected by external actions. What are Inuit doing to address these challenges? How would you feel or react if you were living with these challenges? Explain.
- 8) What is unique about Nunavut's governance system? What do you find interesting about it? Do you think it is a system that other provinces and territories should adopt? Explain.
- 9) Choose three things from the 'Find Out More' section that you will follow up on.

Further learning

- ✓ Read Tukliit: The Stone People Who Live in the Wind. N. Hallendy. 2009. Learn the various forms of Inukshuk, what they are used for, and where they might be found.
- ✓ Listen to How changing sea ice is impacting life in the North. The Current Podcast. Mar. 16, 2021.

Metis People – 4 pages

- 1) Where and when did the Métis people originate? What is unique about their origins? Explain. Did you know this information before? Explain.
- 2) What is the name of the Métis language?
- 3) What is the name of the first official document noting the Métis? What is the compensation it calls for?
- 4) What is scrip, and what was it used for? What is the most interesting part of this for you? Explain.
- 5) What was different about the way colonial governments set aside land for First Nations and Métis people? Explain.
- 6) In your own words, describe how Métis land was lost. What percentage of Métis land do Métis organizations think was lost? Is this surprising to you? Explain.
- 7) How many Métis people were noted in the 2016 Canadian Census? Why was there such a large increase from 2011? Explain.
- 8) What is the difference between Métis heritage and Indigenous mixed-blood heritage? Why is this important to know in relation to self-identification and for Indigenous rights in relation to the Government of Canada? Explain.

- 9) What is unique about Alberta's relationship with Métis people? Explain what, where, how much, and why this happened.
- 10) Who defines who is Métis today? What is the criteria to be considered Métis by the Métis National Council?
- 11) Choose three things from the 'Find Out More' section to follow up on.

Further learning:

- ✓ Search online to view a picture of scrip and a Métis sash. Describe what they look like and note what is unique about each.
- ✓ Search online to find out who Louis Riel was and learn about his contributions to formation of Canada and the recognition of Métis people. Do you think that he received proper recognition for his contributions to what became Canada? Explain.

Section 1 overall:

- 1) Write a one page summary of what you think the author's theme and goal was for Section 1. Include your overall learning and how you might apply the knowledge into your personal or work life. Explain.

Section 2 – Who We Aspire to Be Again – 11 pages in the section

This section describes what traditional Indigenous communities were like before new comers began settling what is now known as North America.

Traditional Cultures – 1 page

- 1) What might Indigenous cultures encompass? Are any of these things surprising to you? If yes, in what ways? What things were interesting to you? Explain.
- 2) List three things that culture influences that you did not know before. How does this influence your thinking about the importance of culture now? Explain.
- 3) In what ways were Indigenous people strong community developers? List two of the ways that are most interesting to you. Explain.
- 4) List three things that Tribal systems influenced that you did not know before. How does this influence the ways that you think about Tribal systems? Explain.

Everyone Has a Place in the Circle – 1 page

- 1) In your own words, describe what the four stages of life that a learner went through in traditional Indigenous communities. Do you think this is similar to other people around the world? Explain.
- 2) As age applicable, list 3 things you learned during each of the four stages as you grew up.
- 3) In what new ways did youth begin learning once they were no longer a young child? Explain.
- 4) In your own words, describe what was the significance of Elder's roles.
- 5) In your own words, describe the significance of women's roles.
- 6) What did good relations between women and men depended on to function well? Why are they important? Explain. Do you think these things are important for all people in the world? Explain.
- 7) Who in the community was most influential in teaching about culture? In your own words, describe how they taught others about culture.

Spirituality – 2 pages

- 1) In what ways is traditional Indigenous spirituality different than other spiritualities or religions? Explain.
- 2) Are there certain beliefs in Indigenous spirituality that everyone can benefit from (thoughts versus practices; ie: spiritual connections to...)? Explain.
- 3) In your own words, describe where and when ceremonies might be carried out?
- 4) Why, and how, do Indigenous people honor eagles? Is there something similar in your culture, spiritual beliefs, or religion? Explain.
- 5) In your own words, describe what rites of passage are and why are they important.
- 6) From the bulleted list on the bottom of page 24, which of these things do you think would be meaningful for any person transitioning to take on new responsibilities. Explain. Did you, or would you have liked to have experienced any of these when you were transitioning to new responsibilities? Explain.
- 7) Since Indigenous people were depicted as savages who didn't believe in a 'god', ask each person in the group to share what they've learned about Indigenous spiritual practices that was new to them. Did they know that Indigenous people did have formal worshiping practices? What do they think the misinformation that was spread that Indigenous people were savages and heathens?
- 8) Ask each person in the group to share on thing from the bulleted list that follows the third paragraph on page 23 that they can relate to from their own spiritual or religious belief system and why they are important.

Traditional Teachings / Education – 1 page

- 1) When and why did traditional education end in Indigenous communities? Explain.
- 2) How did Indigenous people traditionally educate children to learn the skills and knowledge needed to contribute to their family and community? Explain.
- 3) Draw a chart with columns to show the differences between traditional Indigenous education and Euro-centric education? Explain.
- 4) What parts of traditional Indigenous education are similar to your culture? Explain.
- 5) Oral traditions were very important in Indigenous communities for passing on knowledge. List at least three times in your life (at different stages of life if possible) that oral teachings were shared with you. Who shared them with you, why, and what impact did it have on your life and learning? Share this with the group.
- 6) Ask each person in the group to share one thing from traditional Indigenous education that is similar to their own culture and/or that they wish was a part of their educational journey.

Traditional Governance – 2 pages

- 1) Research what the 'redistribution of wealth' means. In what ways was wealth redistributed in Indigenous communities? Explain.
- 2) What types of things might limit a traditional Indigenous community from developing complex governance systems? Explain. From your own experience, can you related to this? Explain.
- 3) Does your culture include clans, houses, Tribes, confederacies, or something similar? If yes, are they similar to Indigenous ones? Explain. What do you value about them? Explain.
- 4) The author notes that "there are far too many variations and details to list" about Indigenous governance systems. Does this surprise you, did you realize there was such diversity? Explain.
- 5) In your own words, describe how the Six Nations functioned. Describe how women's roles are significant in this system. Is this surprising, exciting, or _____ to you? Explain.

Traditional Economies – 1 page

- 1) How were respectful relationships ensured in traditional Indigenous economies? Describe two examples of how this is different than today's mainstream economies.
- 2) What two ways or methods would Indigenous communities use to restore the land? Explain.
- 3) The author notes that traditional Indigenous communities included experts, trade relationships and routes, and specialists. Is any of this new information to you? If yes, which things and how does that change the way you think about traditional Indigenous communities and economies? Explain.
 - Does this resemble small town economies? Explain.
- 4) Research what 'circular economies' are and make a list of things that you think Canada and its provinces and territories should do. Share with the group.
 - Are any of these things similar to traditional Indigenous economies? Explain.

Further learning

- ✓ Visit the Indigenomics Institute website to see their '10 or 20 to Watch List' which are "Indigenous businesses or partners that have demonstrated excellence, innovation, leadership and committed action towards the growth of the Indigenous economy." <https://indigenomicsinstitute.com>
- ✓ Read at least one article from the 'Find Out More' list

Potlatches – 2 pages

- 1) How long, and why, were Indigenous potlatches and other Indigenous ceremonies banned in Canada? Explain.
 - What do you think of the ban? Do you think it was fair, needed, or effective in the long-term? Explain.
 - Had you heard about a specific example of how the law was used to stop Indigenous ceremonies? If not, does learning about a real example such as Dan Cranmer's 1921 potlatch make it more real for you? How does it change the way you feel and think about the ban now?
- 2) The author states that "the (re)distribution of wealth and resources at a potlatch was secondary to its cultural, social, and spiritual significance." What does she mean by this? Explain.
 - In your own culture, what types of things would be of great cultural value that might be gifted if your culture had something similar to a potlatch? Explain. Share with the group.
- 3) In learning about the vast amount of hours, funds, gifts, and food needed to plan and carry out a potlatch, what types of activities or events do you know of that might be comparable to the work to host a potlatch? Explain.

Further learning

- ✓ Watch the video Potlatch: To Give by Barb Cranmer to hear directly from those who potlatch and know about its cultural significance.
- ✓ Visit Potlatch 67-67 to view videos about potlatching at <https://potlatch6767.com/videos/>

Section 2 overall

- 1) Write a one page summary of what you think the author's theme and goal was for Section 2. Include your overall learning and how you might apply the knowledge into your personal or work life. Explain.
- 2) Remind participants to think back to this section and focus on the positive ways that Indigenous Peoples lived and how these ways can be (re)learned today to help overcome many of the externally imposed challenges that will be discussed in the next section. Remind them to resist feelings of anger, guilt, shame or other emotions and thoughts that may upset them emotionally. Ensure there are people for participants to discuss emotions and thoughts that may come up for them.

Section 3 – Externally-Imposed Interventions – 17 pages in the section

This section describes the ways that Canada moved from Nation-to-Nation relationships with individual Indigenous Nations to forcibly imposing the Indian Act and other assimilation laws, policies, and actions onto Indigenous people and communities.

Indian Act – 3 pages

- 1) Who are the only people covered by the Indian Act? Explain.
- 2) Name at least two ways that the Indian Act negatively impacts Indigenous individuals and communities today. Why is this important? Explain.
- 3) Why does the author state the “federal government’s self-defined authority to create the Indian Act”? Why is this important? Explain.
- 4) What does the author mean when stating that “the Indian Act was the foundational legislation which supported the forced assimilation of Indigenous people”? Explain.
- 5) Draw out a timeline of the changes to the Indian Act from its introduction up until today. Does the length of time and forced interventions surprise you? Explain.
- 6) In your own words, describe what led to the most recent changes to the Indian Act in 1985 and 2017. Who advocated for the changes and why? Explain.
- 7) As a group discuss gender-based discrimination in the Indian Act. Is it surprising, what do you think about it, can you understand to the suffering it has caused, can you understand why it took so long for the government to remove all known discriminatory gender-based sections?
- 8) What are the two Indigenous organizations who have made recommendations on how to change the Indian Act? What are the key changes they suggest? Why is this important? Explain. As a group, discuss the recommendations.

Further learning

- ✓ Watch the video The Pass System by A. Williams. 2015 at <http://thepasssystem.ca> or <https://gem.cbc.ca/media/the-pass-system/s1226>
- ✓ Read the book 21 Things You May Not Know About the Indian Act. B. Joseph. 2018.
- ✓ Watch Bob Joseph talk about his book at <https://www.youtube.com/watch?v=OhBrq7Ez-rQ>

The Disproving Agenda – 4 pages

- 1) What does the author state are the reasons for people trying to disprove Indigenous people’s rights and title to the land? Why is this important? Explain.
- 2) How many individual Indigenous Nations were in North America before new comers arrived?
- 3) The author notes that most of the Indigenous Nations have creation stories that are ties to North America? Why is this important? Explain.
- 4) How old are the most recent archaeological discoveries that prove Indigenous people were in North America before the last ice age? Why is this important? Explain.
- 5) In your own words describe the potential reality of a land bridge migration. This could also be a group discussion piece if there is a good moderator.
- 6) Do you think that anyone could have survived the lengthy walk/hike/climb from Asia to North America? Explain.
- 7) Do you think that thousands of people could have canoed from Asia to North America without being seen and greeted by the people living along the thousands of miles of shoreline? Explain If and how you think this would have been possible or impossible. This could also be a group discussion piece if there is a good moderator.
- 8) As a group discuss the author’s statement that “many people will never believe Indigenous Nations’ creation stories... [although many] other faiths around the world have equally ‘fantastical or ‘unbelievable’ creation stories” such as Eve being made from Adam’s rib. Ask participants to share their own culture’s creation stories.

Further Learning

- ✓ Read Archeological find affirms Heiltsuk Nation's oral history. R. Nair. 2017.
<https://www.cbc.ca/news/canada/british-columbia/archeological-find-affirms-heiltsuk-nation-s-oral-history-1.4046088>
- ✓ Read Ancient Ruins Older Than the Pyramids Discovered in Canada. G. Paoletti. Sept. 6, 2017.
<https://allthatsinteresting.com/ancient-canadian-settlement-older-pyramids-discovered>

Residential Schools and Day Schools – 4 pages

- 1) What are the two main things the Prime Minister of Canada said were the “primary objectives of the Residential Schools system” were when he publicly apologized to residential school survivors on behalf of the Government of Canada in 2008? Why is it important that the Prime Minister said this? Do you think it make a difference for Canadians hearing it from him instead of Indigenous people?
- 2) Draw a timelines and list each group who funded and operated residential schools. How long did each group operate residential schools? What do you see and think about when reviewing your timeline? Explain.
- 3) As a group discuss when the last residential school closed. How many years ago was that? How old were you and/or your parents? Did you realize the end of residential schools operations was so recent? How does it make you feel to know this? Explain.
- 4) What was the main difference between day schools and residential schools? Explain.
- 5) What did many children spend their time doing in residential schools instead of school work? Explain.
- 6) What do you think are the three greatest losses caused by residential school attendance? Explain.
- 7) As individuals or small groups draw a map of Canada and shade in the broad areas that residential schools were set up and what communities were forced to send their children to residential school. When you're finished, describe what you see in terms of how many Indigenous people were impacted by residential schools. Share with the group.
- 8) The author states that at least seven generations of Indigenous people were forced to attend residential school:
 - In your own words describe what the 'Cycle of Trauma' graphic image on the bottom of page 41 is trying to convey to the reader. Why is this important today? Explain.
 - What if the previous 7 generations of your family were forcibly removed and regularly traumatized? How would that have affected your life today? Explain.
 - If a good facilitator is available, as a group discuss intergenerational trauma and its impacts on individuals and families (Indigenous or not).
- 9) What are the ways that children died in residential schools?
 - When was this first brought to the public's attention?
 - Why do you think the government did not listen to their own expert's advice to take actions that would limit future deaths of children? Explain.
- 10) What are the main public systems or public servants who helped forcibly make children attend residential schools? As a group, discuss how you think their involvement impacts relationships with Indigenous people today? Explain.
- 11) What are some of the lesser known problems at residential schools that are only recently being talked about recently? Explain.

Further learning

- ✓ View the Interactive Map of residential schools in Canada at <https://nctr.ca/records/view-your-records/archival-map/>
- ✓ Read the Summary of the 2015 Truth and Reconciliation Commission Final Report online at https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Executive_Summary_English_Web.pdf

- ✓ Read the Truth and Reconciliation Commission's 94 Calls to Action online at https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_English2.pdf
- ✓ Listen to the song Is Sorry Enough by Murray Porter. 2011. Listen at https://www.youtube.com/watch?v=K6y9N1CGjUM&list=OLAK5uy_n7AmOKt9euvTc2EU_IrHZ9WTrA_4J377o&index=11

Transitioning from Residential Schools to Child Welfare – 2 pages

- 1) When did residential schools start closing? What happened to the children who attended the first residential schools that closed? Draw a timeline that shows this transition. What do you think about when you review your timeline? Share with the group.
- 2) In your own words, explain how provinces and territories gained the authority to enact child welfare laws in relation to Indigenous people.
- 3) What traumas did Indigenous people experience in residential schools that contributed to issues with child welfare? Explain.
- 4) What are learned behaviors? Provide examples of learned negative behaviors from residential school.
- 5) When did the Sixties Scoop happen? What is the other 'scoop' that the author refers to? Explain.
- 6) Where did children taken during the Sixties Scoop end up being raised? Explain.
- 7) Did Indigenous children always receive the protection they needed in foster or adoptive homes? Explain.
- 8) Why don't some Sixties Scoop survivors know what Indigenous Nations or community they come from? Explain.
 - Do you think it was okay to keep this information from them? Explain.

Further Learning

- ✓ Review the Sixties Scoop Network website at <https://sixtiesscoopnetwork.org>
- ✓ Review the Creating Hope Society website at <https://www.creatinghopesociety.ca>

The Loss of Traditional Parenting Skills – 2 pages

- 1) What role, rights, and responsibilities did Indigenous children have, and to who? Explain.
- 2) Who contributed to raising children in traditional Indigenous communities? Explain.

If a good facilitator is available, as a group discuss any of the following questions and its impacts on individuals and families (Indigenous or not).

- 3) Draw a chart that includes the first four generations of Indigenous children who were forced to attend residential schools. Assuming that the first generation of children were 'filled' with 100% good feelings and experiences before attending residential school, estimate how much positive feeling and behaviors were lost by each generation and what percentage of negative behaviors were introduced. What does this chart tell you? Explain.
- 4) The author describes how each of the first few generations of children forced to attend residential school may have been traumatized and unable to grow into kind, loving, and nurturing parents. Does this help you to see how intergenerational trauma progresses and how it can negatively affect inter-personal relationships such as parenting? Explain.
- 5) What are some of the negative or unhealthy behaviors that children witnessed and/or experienced in residential schools? Explain how these experiences contributed to the loss of traditional parenting skills and/or unhealthy coping.
- 6) What does the First Nations Child & Family Caring Society say is the main reason why Indigenous children are apprehended today? Why is this important to understand? Explain.

Section 3 overall

- 1) Write a one page summary of what you think the author's theme and goal was for Section 3. Include your overall learning and how you might apply the knowledge into your personal or work life. Explain.

Section 4 – Fallout from Forced Interventions – 163 pages in the section

This section describes the ways that externally-imposed colonial interventions led to significant negative consequences for Indigenous individuals, families, and communities. At least seven generations of Indigenous families have been forced to live with the negative impacts of residential school and day school abuses and harms since the mid-1800s. The consequences are reflected in current health, social, economic, and other statistics.

UNDRIP – 5 pages

- 1) What led to the development of UNDRIP? Who led the efforts to have the UN develop it? Explain.
- 2) How many articles are in UNDRIP? In your own words, describe what do they affirm.
- 3) Draw a timeline of Canada's reactions to UNDRIP from 2007 to 2021. What do you see when you review your timeline?
- 4) Since most members of the United Nations adopted UNDRIP by 2008, what does it say to you about Canada not adopting it then? Explain.
- 5) Draw a timeline that show the dates that Canada attempted to pass federal legislation to adopt UNDRIP. What do you think about the Government of Canada's effort's when reviewing your timeline? Explain.
- 6) In 2021, what was Canada's next steps in relation to the TRC's Call to Action #44? Had Canada done this as of 2022? If not, why not?
- 7) What did/does Canada have to ensure is aligned with UNDRIP? Explain.
- 8) A misperception is that Indigenous people are granted new rights with UNDRIP, but in reality "UNDRIP only recognizes already existing international, inherent, and other rights of Indigenous people...":
 - Why is this important for Canadians to know? Explain.
 - As a group, discuss the already existing rights that Indigenous people have that are affirmed in UNDRIP.
- 9) The author states that not all Indigenous communities are against natural and other development. In your own words explain what they say must happen for them to support development in their territories.
- 10) On page 52, what does the author state is the significant opportunity and challenge for the Government of Canada in relation to UNDRIP? As a group, discuss these issues.
- 11) Although B.C. should be acknowledged for being the first province or territory to pass UNDRIP legislation in their jurisdiction, what does the Yellowhead Institute say are problems with how B.C. implemented it in its first year? Why is this important? Explain.

Further learning

- ✓ Listen to the podcast Chief Willie Littlechild: UNDRIP & Bill C-15. Ahkameyimok Podcast. Feb. 4, 2021.
- ✓ Read the UN Declaration on the Rights of Indigenous Peoples. 2007.
- ✓ Read UNDRIP for Indigenous Adolescents. United Nations.

Indian Status and Band Membership – 4 pages

- 1) What is eligibility for Indian status primarily based on? Why is this important? Who does the eligibility criteria shut out?
- 2) How were women and their children negatively affected by the Indian Act and Indian status? Who led the charge to make changes to discrimination against Indigenous women in the Indian Act? How long did they fight for change?
- 3) Draw a timeline of the fight to remove sex-based discrimination from the Indian Act. Include the main Bills that led to all known sex-based discrimination being removed from the Indian Act.
- 4) The bulleted lists on pages 55 and 56 note how many women and children were eligible to apply for Indian status due to changes in the Indian Act. How many people were there overall? Are you surprised to see such a large number? Explain.
- 5) Create a chart that includes a column for what Indian status means to the Government of Canada and another column for what many Indigenous people. What do you see as the fundamental difference(s) when you review the chart? Explain.
- 6) Create a chart of the various ways that an eligible individual can become a member of a First Nations Band.

Further Learning:

- ✓ Read What You Need to Know About Sharon McIvor's Major UN Victory on Indian Status. P. Palmater. Jan. 20, 2019.
- ✓ Read Ending sex discrimination in the Indian Act through '6(1)a All the Way'. L. Gehl. May 6, 2019.

Treaties and Specific Claims – 10 pages

- 1) Why don't treaties relate to Metis and Inuit people as individual groups of people? Explain.
- 2) Why does the author use 'Nation-to-Nation' when referring to treaties? Why is this important? Explain. Did you realize that treaties were Nation-to-Nation? How does this make you think differently about treaties in Canada? Explain.
- 3) Create a chart of the historic treaties including names and dates. Draw a map of Canada and draw the areas where each treaty was/is.
- 4) The author states that there were good working relationships between Indigenous people and new comers/settlers in the beginning, but things changes drastically:
 - What does the author say led to the deterioration of the relationship between settlers and Indigenous people? Explain.
 - What does the reasons for the change of behavior towards Indigenous people say to you? Explain.
- 5) What significance did the Royal Proclamation of 1763 have on relationship and Nation-to-Nation treaties with Indigenous people? Do you think this was a fair or good thing to impose? Explain.
- 6) What current court case might further clarify treaties and the relationship between Canada and the Indigenous Nations that signed the treaty? Why is this important? Explain.
- 7) What are modern treaties also known as? What do they entail or address? Explain.
- 8) What parties are involved in modern treaty negotiations, and what are their roles? Explain.
- 9) Do all Indigenous Nations or First Nations Bands want to sign treaties? Why or why not? Explain.
- 10) What stands out about the Nisga'a treaty for you? Explain.
- 11) What does the author say a 'rights denial process' is? Explain.
- 12) As a group, discuss at least three important things about the BC treaty making process. Why are they important? Explain.
- 13) What are specific claims and why are they necessary? Explain.
- 14) Why does the author agree with the AFN's statement that 'Canada's ongoing management and control of the specific claims process constitutes a conflict of interest which can only be addressed by independent oversight'? Explain.

- 15) The author notes the many ways that the specific claims process is bogged down. Why do you think it is important to fix the process and resolve claims as quickly as possible? Explain.
- 16) After reading the list of “Current Key Issues” on pages 64-67:
 - What themes do you notice?
 - Why do you think these cases are important for Canadians to know about?
 - Do you think fairly settling these types of cases will help to foster true reconciliation between Indigenous people and Canadians? Explain.

Further Learning

- ✓ Watch the 2014 film Trick or Treaty by Alanis Obomsawin at https://www.nfb.ca/film/trick_or_treaty/
- ✓ Read the Indigenous Peoples Atlas of Canada. Canadian Geographic. 2018 at <https://indigenouspeoplesatlasofcanada.ca>
- ✓ Find out what Indigenous Nation(s) lands you live, work, study, and play on at www.native-land.ca

Reserve Lands – 5 pages

- 1) Why does the author only use the term “First Nations” in this chapter? Why is this important? Explain.
- 2) Create a chart that shows what the benefits or negative consequences that Indigenous people and settlers experienced when the newly formed government began giving away land? What does this chart show you? Do you think it was a fair thing to do? Explain.
- 3) The author states that all lands reserved for “First Nations people with Indian status” equal less than 1/3 of one percent (<0.00333%):
 - Is this surprising to you?
 - What percentage of the land in Canada did you think First Nations people had? What do you think about the difference in your assumptions and the reality? Explain.
 - Where did you get the idea of how much land First Nations people had? Explain.
- 4) As a group, discuss how it makes you feel knowing that Indigenous people have so little land because the Crown never fulfilled their responsibilities to create reserves or took land in unfair, unlawful, or unethical ways?
- 5) As a group discuss what you think the benefits of the Addition to Reserve Policy are, or can be.
- 6) When reading about the Musqueam Band’s experience with the federal government leasing their lands to non-Musqueam people? Do you think this was fair or ethical? Why or why not?
- 7) In your own words, describe some of the barriers or challenges to creating economic opportunities on some reserves.
- 8) Create a chart and make a list of pros and cons of making reserve lands fee simple. You can include ideas of your own also.

Further Learning

- ✓ Look at the Indigenomics 10 To Watch List to see what the criteria is to be considered for the list and the types of Indigenous economic activities that are doing well.
- ✓ Read the article A nation dispersed: The Tlowitsis lay foundations to rebuild community. Mar. 23, 2021. <https://www.thestar.com/news/canada/2021/03/23/a-nation-dispersed-the-tlowitsis-lay-foundations-to-rebuild-community.html>

Governance 'Options' – 4 pages

- 1) What Act imposed new governance models on First Nations? Why is this important? What were the negative outcomes for First Nations people? Explain.
- 2) Create a chart of the various forms of governance categories for First Nations including types, numbers of Bands in each category, and the year each started. What does this chart show you? Do you notice any problem or good opportunities? Explain.
- 3) Create a chart of the various forms of Band Council elections including types, numbers of Bands in each category, and the year each started. What do you notice or think about when you review the chart? Explain.
- 4) The author states that advocates “believe that elected Band Councils only have jurisdiction over reserve lands, while hereditary leaders have jurisdiction over all of their traditional territory, including reserve lands.” Write a short paragraph stating your thoughts on this issue. This could also be a group discussion topic if there is a good facilitator.
- 5) Do you think that Hereditary Leaders should help govern First Nations communities? Explain. To what degree should they participate? Explain.
- 6) Draw a chart or have a group discussion about the benefits and challenges of off-reserve voting.

Further Learning

- ✓ Read about the Rebuilding First Nations Governance Project at <https://carleton.ca/rfng/>
- ✓ Read A Brief History of Our Right to Self-Governance: Pre-Contact to Present at https://fngovernance.org/wp-content/uploads/2020/05/Self-Governance_Right_CFNG.pdf

The Politics of Voting – 3 pages

- 1) Create a timeline of when Indigenous people gained the right to vote in federal, provincial, and territorial elections. What do you see when you review the chart? Explain.
- 2) What do you think are the two or three most important barriers to Indigenous people voting in mainstream elections? Explain.
- 3) Create a chart that shows how First Nations' Band Councils can be elected including types, numbers of Bands in each category, what is unique about each category, and the year each started. Also, note if you think any are better than the others and why.

Further Learning

- ✓ Do an internet search on 'Indigenous Rock the Vote' to see what actions were promoted and used to increase Indigenous voter turnout.
- ✓ Read the Comparison Chart: elections under the Indian Act vs. elections under the First Nations Elections Act at <https://www.sac-isc.gc.ca/eng/1323195944486/1565366893158>
- ✓ Read the The Five Pillars of Effective Governance at <https://fngovernance.org/five-pillars-of-effective-governance/>

Anti-Indigenous Racism – 8 pages

- 1) In the first paragraph on page 81, the author provides a list of ways that Indigenous people face anti-Indigenous racism on a daily basis. Does this shock you? Explain.
- 2) In your own words, describe what systemic racism is and entails?
- 3) The author lists many far reaching investigations and reviews related to anti-Indigenous racism. Does it surprise you that there is still this much specific anti-Indigenous racism in Canada? Explain.
- 4) On page 82, the author lists various reasons that an Indigenous person might be refused service in the medical system. What do you think about these 'reasons'? Explain. Would it be more offensive if the reasons were attributed to your ethnic, social, or cultural group? Explain.

- 5) As a group discuss the ways that some businesses, governments, and others might deny racism exists, what evasive tactics might be used, and what performative measure are.
- 6) The author describes the evolution of specific anti-Indigenous racism:
 - Were you aware that it all started as soon as non-Indigenous people started arriving and settling on Indigenous lands? How does it make you feel to know that the roots of anti-Indigenous racism go so deep within the history of this country. Explain.
 - Draw a timeline of the actions and Acts that were used to marginalize Indigenous people. What does the timeline and concerted efforts tell you? Explain.
 - This can also be a discussion subject if there a good facilitator available.
- 7) In your own words, describe what confirmation bias is. Provide an example of confirmation bias towards Indigenous or other marginalized people.
- 8) On page 84, the author states that competition for resources can lead to increases in racist actions:
 - In your own words describe what she means by this. Give a specific example if possible.
 - How are “misconceptions, half-truths, lies, and misleading information” used to further marginalize Indigenous people? Explain.
- 9) The author notes how racism can have negative effects on the system itself as well as the people working there. Why do you think the author included this information? Explain.
- 10) In your own words, describe what the author says must be done to eliminate systemic racism (starting on the bottom of page 84). This can also be a discussion point if there is a good facilitator available.
- 11) Have you heard of or witnessed any of the bullet points on page 85? If yes, how did it make you feel about the people who were being racist and the person/people being provided “unequal and racist service”? Explain.
- 12) Do you think that staff, volunteers, or others should be able to get away with being racist towards those who come to them for help? Explain. What if it were you, your grandmother, or a friend that had to experience higher rates of racism towards you? Would it make you think differently about this issue? Explain.
- 13) Starting on page 86, the author discusses cultural safety and anti-Indigenous racism work:
 - In your own words, describe why people might misunderstand what culturally safe care is.
 - As a group discuss which of the suggested interventions might be effective in moving “people along a continuum from resistance to becoming a champion for anti-racism work.”
 - The author states that in order to tackle systemic racism, there must be a plan with measurable goals, timelines, areas of responsibility, and many other key things. Do you agree? Explain.

Further Learning

- ✓ Read 10 Examples That Prove White Privilege Protects White People in Every Aspect Imaginable. J. Greenberg. July 24, 2017. <https://www.yesmagazine.org/social-justice/2017/07/24/10-examples-that-prove-white-privilege-exists-in-every-aspect-imaginable>
- ✓ Watch videos/webinars from the Indigenous Cultural Safety Collaborative Learning Series. <https://www.icscollaborative.com/webinars>
- ✓ Read Racism in Health Care: An Apology to Indigenous People and a Pledge to Be Anti-Racist. BCCNM, et al. May 11, 2021.
- ✓ Listen to The Social Psychologist Who Works To Reduce Harm In Policing podcast. Fresh Air Podcast. Apr. 22, 2021. <https://www.npr.org/2021/04/22/989816599/the-social-psychologist-who-works-to-reduce-harm-in-policing>

Inappropriate Phrases – 2 pages

- 1) Why is it important to carefully consider words that are used when referring to a particular people or group of people? Explain.
- 2) The author notes that “just because one Indigenous friend does not mind being called ‘Chief’, it does not mean that it is okay to use that term with other Indigenous people. Why is it important? Explain.
- 3) Can you list two or three names or phrases that are not appropriate to use towards your own people, religion, group, or similar?
- 4) In your own words, list some of the ways, tactics, or methods people use to try to deny racist behavior?
- 5) Have you or your family, friends, or coworkers used any of the inappropriate phrases listed (either directly to an Indigenous person or not)? Now that you know these phrases, and others like them are not appropriate to use, how can you help reduce their use by yourself or others? Explain.
- 6) As a group discuss why it is important to support groups who are saying that certain phrases are not appropriate to use in relation to themselves. How can we support them? How can we help others to understand the harm that can be caused with certain words or phrases? Explain.

Common Misperceptions – 2 pages

- 1) The author notes that common misperceptions “can lead to envy, misunderstandings, or anger about benefits Indigenous people are assumed to obtain” such as paying taxes or getting things for free:
 - ✓ Did you have some of these misperceptions before? Do you have a better understanding now of the reality surrounding these issues?
 - ✓ How does it change your feelings or thoughts towards Indigenous people to better understand things?
 - ✓ In your own words, describe why Indigenous people do not actually get things for free.
 - ✓ Why does the author say that there is “no debate, argument, or logic that can reduce [Indigenous] rights? Do you agree with her? Explain.
- 2) The author notes that “there is no debate, argument, or logic that can reduce these rights as they do not expire, cannot be eroded, and are not defined, granted, or terminated by popular opinion or government decree.” Why is this an important point to consider? Does it change the way that you understand, think, or feel about Indigenous rights? If yes, how?

Further Learning

- ✓ Read *Do All Indians Live in Tipis? Second Edition: Questions and Answers from the National Museum of the American Indian*. NMAI. 2018.

What’s in a Name? – 1 page

- 1) The author believes that the words Chief, Elder, and Indigenous should be capitalized. Why does she think it is necessary? Do you agree? Explain.
- 2) The author notes that various ways that Indigenous people want to be referred to as a broader people. Why is this important? Explain.
- 3) The author states that “a good ally makes every effort to properly pronounce Indigenous names as a show of respect and reciprocity.” When thinking about this statement in relation to names or phrases related to your own background, beliefs, or community, can you understand why this is important to Indigenous people? Explain.

Further Learning

- ✓ Visit the www.native-land.ca website to identify which Indigenous Nation(s) land you live on. Follow any links to their website to see if they have written and/or audio samples of how to properly pronounce Indigenous names or words. There may also be Indigenous people who have posted pronunciations on Tiktok, Facebook, or YouTube.
- ✓ Think about words or names in English or another language that you once thought were too difficult to learn or pronounce but can pronounce now. Write out two Indigenous words or names that you want to, or should, learn. Then break them down into syllables just like you would with English or another language. This will make it easier to learn.
- ✓ Find names that you are familiar with, and try to pronounce them using the guide at https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/a_guide_to_pronunciation_of_bc_first_nations_-_oct_29_2018.pdf

Acts of Genocide – 2 pages

The author highlights the United Nations' definition of genocide to help readers understand why Indigenous people say genocide happened to them, when politicians and others deny genocide happened. The definition includes "*acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group*" including the bulleted list on pages 94-95:

- 1) After reading the bulleted list on pages 94-95, do you have a better understanding of what genocide entails? Explain.
 - Do you better understand why many Indigenous people state that genocide happened in Canada? Explain.
 - If a good facilitator is available, as a group discuss at least two of the bulleted points.
- 2) The author notes that the United Nations says genocide can happen "in an armed conflict or peaceful situation." Why does she think this is important for readers to know in relation to Canada? Explain.
- 3) If a good facilitator is available, as a group discuss whether or not the current issues the author discusses on page 95 should be considered genocide or acts of genocide according to the United Nations' definition of genocide.
- 4) As a group discuss why many politicians would deny genocide happened in Canada, rather than helping Canadians to understand the United Nations definition, especially since the Prime Ministers acknowledged in 2018 that "what happened amounts to genocide."

Further Learning

- ✓ Read the United Nations Convention on the Prevention and Punishment of the Crime of Genocide at https://www.un.org/en/genocideprevention/documents/atrocities-crimes/Doc.1_Convention%20on%20the%20Prevention%20and%20Punishment%20of%20the%20Crime%20of%20Genocide.pdf
- ✓ Read Trudeau's acknowledgment of Indigenous genocide could have legal impacts: experts. M. Alhmidi. June 5, 2021. <https://www.thestar.com/politics/2021/06/05/trudeaus-acknowledgment-of-indigenous-genocide-could-have-legal-impacts-experts.html>

(Mis)Appropriation – 11 pages

- 1) The author provides dictionary definitions of appropriation and misappropriation to help the readers better understand what each is, and their difference. In your own words, explain what the main difference is between the two.

- 2) The author states that the “mass displacement of Indigenous art, treasures, and ancestors occurred through theft, trade, deception, sale, coerced sale or trade, and laws created to forcibly assimilate and civilize Indigenous people. Does this list surprise you? Explain.
- 3) In the 2nd paragraph on page 96, the author lists the many things that are (mis)appropriated today primarily for profit.
 - After reading the list, does it help you understand why Indigenous people are worried about (mis)appropriation? Explain.
 - As a group discuss how
- 4) The Indian Act criminalized many Indigenous ceremonies, cultural practices, and the items related to them from 1880 to 1951. Today, some people state that it is lucky that museums have some items so that Indigenous and non-Indigenous people can see them today. However, if the items were not confiscated or stolen, the items would have remained within their families and communities and cultural practices would have continued without disruption so there would likely be no need for Indigenous people to seek out examples of the art and culture in museums to learn from. Imagine that your culture, religion, or other equally important part of your life and identity were criminalized and taken in this way, how would that have affected you, your family, and community? Write a short paragraph giving examples and explaining the impact. You do not have to share this publicly.
- 5) Most art collectors and museums insist on having provenance for every item to prove its origin and history of ownership to help prove its authenticity. Despite this practice, most Indigenous items that have been in museums and private collections for up to a hundred years or more are in the early stages of being authenticated with the help of Indigenous people or experts who have gained their knowledge from Indigenous people. The original illegal or unethical taking of these items without noting where they came from, who made it and when, what it is used for, or who the original owners were show that the intent was not to document history or save an important part of Canada’s pre-history, rather it indicates a
- 6) The author notes that Indigenous art, songs, dances, and other cultural items don’t usually just belong to one person; rather, they are owned by families, clans, Tribes, or communities. Are there similar things in your culture, religion, or community? Do you understand the author’s point that in many cases no one Indigenous person has the right to give permission? Explain.
- 7) The author notes that some Indigenous people do not have the training or experience to fill some jobs due to non-Indigenous people filling those training spots or jobs.
- 8) The author notes that some Indigenous people do not yet have connections to or from Indigenous communities due to colonization. Why do you think she views this as an important thing to note? Explain.
- 9) On pages 102 and 103, the author provides a list of reasons that contribute to the appropriation of Indigenous identity. Do you think these are good reasons to not make faster changes that will stop the appropriation? Why or why not?
- 10) On page 103, the author discusses problematic DNA-related issues. Choose one of the four bullet points on the bottom of page 103 and write in your own words how you understand it and how it might relate to something in your own life.
- 11) The author notes that while NAGPRA needs to be stronger, it has helped repatriate many items back to Indigenous communities since 1990. Is it surprising to you that Canada does not have a similar Act or laws that would “facilitate the return of Indigenous human remains, funerary objects, sacred objects, and objects of cultural patrimony to their original family or Tribe”? Why or why not?

Further Learning

- ✓ Read Hundreds of Indigenous leaders take aim at false claims of Indigeneity. G. Leo. Mar. 10, 2022 at <https://www.cbc.ca/news/canada/saskatchewan/hundreds-of-indigenous-leaders-take-aim-pretend-indians-1.6380566>

- ✓ Read the NAGPRA Comics. S. Atalay, et al. 2017 at <https://nagpracomics.weebly.com/the-comics.html>
- ✓ Listen to Contemplating the Consequences of Colonial Cosplay. Media Indigena. Feb. 24, 2021 at <https://mediaindigena.libsyn.com/contemplating-the-consequences-of-colonial-cosplay-ep-245>

Poverty – 2 pages

- 1) Create a wall of poverty by drawing six bricks (3 on top of the other 3), then label each with issues that the author states are contributors to historic and current poverty for Indigenous people. When viewing this wall as barriers that stop a person from finding or working their way out of poverty, explain how having multiple barriers, and these barriers in particular, can make it harder for a person or family to overcome them.
- 2) The author notes that poverty also “leaves individuals vulnerable to unsafe situations, exploitation, and abuse.” Explain what she means and why it is important to know this.
- 3) Review the statistics on Indigenous poverty on page 107 and explain what you see in comparison to mainstream poverty.
- 4) How does the intergenerational effects of residential schools impact a person’s ability to “take hold of, and make the most of, opportunities”? Explain.

Further Learning

- ✓ Read the First Nations Perspectives on Poverty: “It’s not in our culture to be poor”. FNIGC. 2020 at https://fnigc.ca/wp-content/uploads/2021/05/FNIGC-Research-Series-Perspectives-on-Poverty_21.04.28.pdf
- ✓ Read First Nations Child Poverty: A Literature Review and Analysis. M. Brittain & C. Blackstock. 2015. <https://fncaringociety.com/publications/first-nations-child-poverty-literature-review-and-analysis-2015>
- ✓ Read First Nations Perspectives on Poverty: “It’s not in our culture to be poor”. FNIGC. 2020. https://fnigc.ca/wp-content/uploads/2021/05/FNIGC-Research-Series-Perspectives-on-Poverty_21.04.28.pdf

Women and Girls – 7 pages

- 1) The author notes what Indigenous women and girls roles and responsibilities were prior to colonization:
 - List 5 ways that women and girls roles have drastically changed from traditional communities to today. Include what contributed to those changes. What does this list tell you? Explain.
 - In your own words explain what the author means by “where gendered roles existed, they were usually complimentary to and dependent on each other.” Are there similar complimentary roles in your community? Explain.
- 2) In the last paragraph on page 109, the author list the many things that led to the displacement of Indigenous women from their “communities, families, homelands, roles, authority, and cultures”:
 - If a good facilitator is available, discuss the issues as a group.
 - In your own words, explain what the author means by “being displaced”.
- 3) In your own words, explain what led to there being three different reports being released regarding the Inquiry into Missing and Murdered Indigenous Women and Girls (MMIWG). Can these issues be overcome? Explain.
- 4) On page 111, the author states that “it is important for Indigenous people to reconcile with their individual selves, families, communities, cultures, and history in order to return Indigenous women to their traditional roles and responsibilities.” What does the author mean by this and why is this important? Explain.

- 5) On page 111, under the heading 'A Return to Indigenous Traditions is Needed', the author notes why a return to traditions is needed. Write a short paragraph on how a return to traditions could help to strengthen Indigenous communities.
- 6) Write a short paragraph on the impact of the Native Women's Association of Canada.

Further Learning

- ✓ Read Toolkit: Sisters In Spirit Vigils "A Movement for Social Change". NWAC at <https://www.yumpu.com/en/document/view/30322468/sisters-in-spirit-vigils-a-movement-for-social-change-native->
- ✓ Read Beyond Red Dress Day: Seven Calls to Action for allies. B. Morgan. May 6, 2021 at <https://indiginews.com/vancouver-island/beyond-red-dress-day-seven-calls-to-action-for-allies>
- ✓ Read Aboriginal Lateral Violence: what is it? NWAC. <https://www.nwac.ca/assets-knowledge-centre/2011-Aboriginal-Lateral-Violence.pdf>
- ✓ Choose at least two items from the Find Out More section to follow up on.

Sterilization – 3 pages

- 1) Draw a timeline that show when sterilization began being highlighted as a problem. Include what the issue is, where it was, and who and what was involved. Is it surprising to you to see how long forced and coerced sterilization of Indigenous women and girls has been an unresolved issue? Explain.
- 2) Make a list of the people and organizations that may be involved leading up to, during, and after an Indigenous woman or girl has been sterilized or was strongly pushed to consent to being sterilized. What does it mean to have so many people involved in the sterilization or attempted sterilization? Explain.
 - If there is a good facilitator available, discuss the list as a group. Also consider why there might not be as many people helping the person before and after giving birth so that she is able to keep her children and potentially have more.
 - The author notes that some believe that sterilization is an attack on Indigenous nationhood. What does she mean by this statement? Explain. If there is a good facilitator available, discuss how the list of people involved in sterilizations might contribute to this belief.
- 3) Were you aware of the Saskatoon cases where Indigenous women state that they were coerced into being sterilized? How did it make you feel to know this could happen to women? Explain.
 - Do you think it was covered enough by the news media? Explain.
- 4) The Government of Canada says there are already laws against forced or coerced sterilization, yet very few if any people are ever charged or convicted of the crime. How do you think Canada can ensure the laws are utilized and effective? Explain.

Further Learning

- ✓ Read the Expert Forum on Forced Sterilization: Summary Report. NWAC. 2019 at <https://nwac.ca/policy/forced-sterilization>
- ✓ Read TRC heard concerns about coerced sterilization of Indigenous women. Nov. 22, 2018 at <https://www.cbc.ca/news/indigenous/trc-concerns-coerced-sterilizations-murray-sinclair-1.4917321>
- ✓ Read Forced and coerced sterilization of Indigenous women ongoing, Senate report reveals. June 4, 2021. <https://chatnewstoday.ca/2021/06/03/forced-and-coerced-sterilization-of-indigenous-women-ongoing-senate-report-reveals/>

Sexual Exploitation and Human Trafficking – 2 pages

- 1) Who in the Indigenous community is vulnerable to exploitation?
- 2) From the first paragraph on page 118, as a group discuss the ways that someone may benefit from the sexual exploitation of another person.
- 3) From the 3rd paragraph on page 118, draw out the stages and as a group discuss the ways that that grooming can happen.
- 4) Indigenous people are sexually exploited and trafficked at higher rates than non-Indigenous people due to many historic and current factors that leave them vulnerable to those who are skilled at grooming and exploiting others. The author hopes to help individuals recognize the vulnerabilities, causes, and ways to escape exploitation. What are some of the ways that she lists as key interventions?
- 5) As a group discuss how everyone can contribute to preventing sexual exploitation by learning about the signs, vulnerabilities, and where to seek help.

Further Learning

- ✓ Read Human Trafficking: What You Need to Know. ONWA. <https://www.onwa.ca/learning-resources-ht>
- ✓ Read Reclaiming Power and Place: The Final Report from the National Inquiry into Missing and Murdered Indigenous Women and Girls. 2019. <https://www.mmiwg-ffada.ca/final-report/>
- ✓ Read at least one other report from the Find Out More section.

Criminal Justice – 7 pages

- 1) After reading the first paragraph of the chapter, review the Overview of the Adult Criminal Justice System chart to get a better understanding of all the points that Indigenous people may experience barriers, little to no understanding, or troubles. Discuss as a group. <https://www150.statcan.gc.ca/n1/pub/85-005-x/2018001/article/54967-eng.htm>
- 2) As a group discuss the 2nd paragraph and bulleted points on page 120. Do you see how someone can quickly wind up with a criminal record and/or serving a jail sentence? How can communities help prevent this?
- 3) As a group discuss the Corrections Investigator's quote on page 121: "you can use the profile of the inmate population as a barometer if you want to gauge the success or failures of public policies." What does this mean? What types of public policies?
- 4) On page 122, Senator Kim Pate is quoted as saying if all public "systems fail, the only system that cannot refuse people is the prison system." What does she mean by this in relation to important public systems such as health, housing, and child welfare? Why is this important? Explain.
- 5) As a group discuss the bulleted list on page 122. Can you see connections to over-incarceration? In what ways? What should be done about these issues?
- 6) On page 122, the author lists the many ways that systemic racism negatively affects Indigenous people. Do you think that this is fair? Should workers in these systems be required to take anti-racism training? Explain.
- 7) On page 123, the author notes many situations where Indigenous people are depicted as criminals, squatters, and protesters rather than people who are standing up for their inherent and other rights. She lists ways that court injunctions are used to stop them from asserting their rights. Why is this important to know? How does this relate to UNDRIP, treaties, or other Indigenous rights and title to their lands and resources? Explain.
- 8) Starting on page 124, the author provides a list of promising initiatives. Choose 3 and explain why you think they may be effective in helping to improve the criminal justice system for Indigenous people.

Further Learning

- ✓ Read Beyond Gladue: How the Justice System is Still Failing Indigenous Offenders. A. Smith. Nov. 21, 2018. <https://thetyee.ca/News/2018/11/21/Failing-Indigenous-Offenders/>
- ✓ Read Justice Canada study finds own criminal courts stacked against Indigenous accused. B. Forester. Oct. 19, 2021. <https://www.aptnnews.ca/national-news/justice-canada-study-finds-courts-stacked-against-indigenous-accused/>
- ✓ Read First Nations' Injunctions & Unfairness. C. Robinson. 2020. <https://www.cbabc.org/BarTalk/Articles/2020/August/Columns/First-Nations'-Injunctions-Unfairness>

Mainstream Policing of Indigenous People – 3 pages

- 1) The author notes many ways that mainstream police forces have been found to be failing Indigenous people due to systemic racism:
 - Why is this important for the public to know?
 - In your own words, what should be done about it?
 - Do you think racism and discrimination also negatively affects other groups of people? Explain.
- 2) The RCMP are contracted to provide policing services to many Indigenous communities, yet they are still found to be struggling with systemic anti-Indigenous racism:
 - Do you think it would be easy to trust those who are supposed to protect and serve you if they are found to be committing unjust acts against you? Explain.
 - How would that affect your trust and feeling of safety? Explain.

Further Learning

- ✓ Read APTN's Policing in Canada Story Archives. <https://www.aptnnews.ca/topic/policing/>
- ✓ Read Systemic racism exists in RCMP, commissioner admits after backlash. K. Breen. June 12, 2020. <https://www.cbc.ca/news/politics/brenda-lucki-systemic-racism-rcmp-1.5610355>
- ✓ Listen to the Social Psychologist Who Works To Reduce Harm In Policing. Fresh Air podcast. Apr. 22, 2021. <https://www.npr.org/2021/04/22/989816599/the-social-psychologist-who-works-to-reduce-harm-in-policing>

Environmental Concerns – 6 pages

- 1) In your own words, write a paragraph about the challenges and another paragraph about promising initiatives. Have you heard about these things? Can you relate to them? What can be done to stop problems or expand successes?
- 2) As a group discuss the ongoing work of the Idle No More Movement. Did you know they were still active? Why do you think they are no longer in the news? Which of their actions most interest you? What ways might you support their work?
- 3) In your own words, describe some of the challenges listed and how they affect the environment and people living with those effects.
- 4) In your own words, describe the benefits of Guardian Networks on page 133.

Further Learning

- ✓ Do an internet search on at least two of the “key defenders” listed on page 130.
- ✓ Read Sockeye salmon stocks are crashing. Long-lost notebooks saw it coming. A. Mitchell. Nov. 13, 2019. <https://www.macleans.ca/news/canada/sockeye-salmon-stocks-are-crashing-long-lost-notebooks-saw-it-coming/>

- ✓ Read Canada votes to collect data to document 'environmental racism'. T. Reuters. Mar. 26, 2021. <https://www.cbc.ca/news/science/environmental-racism-data-1.5963248>
- ✓ Read Pacific Northwest's 'forest gardens' were deliberately planted by Indigenous people. A. Curry. Apr. 22, 2021. <https://www.science.org/content/article/pacific-northwest-s-forest-gardens-were-deliberately-planted-indigenous-people>
- ✓ Read If We Plant Billions of Trees to Save Us, They Must Be Native Trees. A. Nikiforuk. Feb. 28, 2020. https://thetyee.ca/News/2020/02/28/If-We-Plant-Trees-They-Must-Be-Native-Trees/?utm_source=daily&fbclid=IwAR09zdFpJ8B_SyS2FdR31qWmWCGrP_87nhj6sk5NpyCk3Z74nQXXJGbd4xk

Veterans – Finally Recognized – 3 pages

- 1) The author states that “Indigenous people often faced racism and unequal treatment during their service and when they returned home.”:
 - Was this unknown, surprising, or shocking to you? Explain.
 - How does it make you feel knowing that benefits were denied to a veteran just because of their heritage (Indigenous)? Do you think this was fair? What if this happened to your mother, grandfather, or friend? How would/does it make you feel? Explain.
- 2) Why do you think Indigenous people still join the armed forces at high rates despite the historical bad treatment they received during and after their military service? Does it have to do with military, Indigenous rights, treaty relationship with Government of Canada, or ? Explain or discuss as a group.
- 3) In your own words state why some Indigenous people are against using Indigenous culture, traditions, images, and phrases to recruit Indigenous youth into the armed forces.
- 4) Had you heard of the Navajo or Cree Code Talkers before? Do you think that their contributions to military secret/stealth communications should be more publicly known? Why or why not?

Further Learning

- ✓ Watch Forgotten Warriors. L. Todd. 1997. https://www.nfb.ca/film/forgotten_warriors/
- ✓ Watch the movie Wind Talkers. 2002.
- ✓ Review the Last Post Fund's Indigenous Veterans Initiative at <https://www.lastpostfund.ca/indigenous-veterans-initiative/>

Child Welfare – Reclaiming Responsibility – 8 pages

- 1) The author notes that learned negative behaviors and low coping skills are main contributors to Indigenous children being apprehended by child welfare agencies. Can you see the connection? In your own words, provide a short summary.
- 2) Create a chart that shows the losses of the first four generations of Indigenous children taken into residential schools. Add another column that lists the negative behaviors they may have learned. Does this chart help you to further understand how intergenerational issues evolved due to unresolved trauma? Explain.
- 3) Draw a timeline to show when residential schools started closing, when the Sixties Scoop started and ended, and when the Millennial Scoop started.
 - Include the numbers of children taken in each system.
 - What do you see happening over time?
 - How does it make you feel to see this timeline of actions that separated Indigenous youth from their families, communities, and cultures? Explain.
- 4) The First Nations Child and Family Caring Society says that “many Indigenous children are apprehended due to issues such as poverty and neglect rather than maltreatment [abuse].” Why is

this important to know? Does it make you think differently about how and why Indigenous children get apprehended by child welfare agencies? Explain.

- 5) In your own words explain why foster or adoptive homes may not have been safer and/or better places for Indigenous children to be.
- 6) In your own words explain what the two federal ministers were referring to in their quotes on page 142.
- 7) Why does the author say some people now use the term 'caregiver' rather than 'parent'? Why is this an important distinction in relation to some Indigenous children and youth? Explain.
- 8) As a group discuss how requiring "professional colleges or bodies, educational institutions, and others" to include historical and current experiences and challenges would help professionals in the field better respond to the unique needs of Indigenous people.
- 9) If a good facilitator is available, as a group discuss the losses listed on pages 143-144 that an Indigenous child might experience after being removed from their home. How does this make you feel? Do you think it is important that social workers, foster parents, and adoptive parents understand the potential losses and how to help a child positive deal with them? Explain.
- 10) Create a list of ways that Indigenous communities are working to improve child welfare systems and outcomes for Indigenous children and families. Do you think more of these types of interventions can help to reduce the number of Indigenous children being taken into the child welfare system? Explain.

Further Learning

- ✓ Read the latest report card on TRC Calls to Action on the Indigenous Watchdog website.
<https://www.indigenouswatchdog.org/calls-to-action/>
- ✓ Watch We Can't Make the Same Mistake Twice. A. Obomsawin. 2016.
https://www.nfb.ca/film/we_can_t_make_the_same_mistake_twice/
- ✓ Watch Governments need to stop politicizing the lives of First Nations children says Blackstock. APTN. Jan. 19, 2022. <https://www.youtube.com/watch?v=HzCYDtHKiUM>
- ✓ Choose at least two other items from the Find Out More section to follow up on.

Child Welfare On-Reserve and Substantive Equality - 5 pages

- 1) After a nine-year court battle, the Canadian Human Rights Tribunal found that the Government of Canada was discriminating against on-reserve First Nations children:
 - Why is this an important decision? Explain.
 - How can full funding and systemic change lead to positive outcomes for on-reserve First Nations children? Explain.
- 2) Draw a timeline that starts with the filing of the human rights case to 2022:
 - Include what happened at each point/date.
 - Starting in 2007, note how old a 5, 10, and 12 year old child would be at various points/dates along the timeline.
 - What do you see when viewing the timeline?
 - Guess how many children would have 'aged out' of child welfare without having experienced many, if any positive changes while Canada continued to fight and delay the case on technicalities. How does it make you feel for those children? Explain.
- 3) In your own words provide a brief summary about what Jordan's Principle is.
- 4) Create a chart with some of the potential benefits and challenges of Bill C-92. Do you think there needs to be improvements to the Bill and resulting child welfare services? Explain.
- 5) In your own words explain what Dr. Cindy Blackstock and the Government of Canada say 'substantive equality' is and includes. Do you think substantive equality is needed, rather than just financial equality? Explain.

- 6) As a group discuss the three bulleted items listed on page 149.
- 7) The Government of Canada has chosen not to use the funding model for on-reserve child welfare services that the AFN recommended which “measures what First Nations children, families and communities need to thrive, including connection to culture, community engagement and education.” Do you think this was a good, just, or fair decision to disregard their recommendation? Explain.

Further Learning

- ✓ Read Confidentiality agreements a ‘red flag’ in exercising Bill C-92. Feb. 27, 2021.
<https://www.thestar.com/news/canada/2021/02/26/confidentiality-agreements-a-red-flag-in-exercising-bill-c-92-says-indigenous-leader.html>
- ✓ Review the I am a Witness: Tribunal Timelines and Documents. FNCFCS.
<https://fncaringsociety.com/i-am-witness-tribunal-timeline-and-documents>
- ✓ Watch Jordan’s Principle Youth PSA on YouTube. FNCFCS. 2018.
<https://www.youtube.com/watch?v=RatzhHmFd-M>
- ✓ Read Federal government, AFN reach \$20B final settlement on First Nations child welfare agreement. D. Major. July 4, 2022 (or search for most up to date info).
<https://www.cbc.ca/news/politics/final-settlement-first-nation-child-welfare-agreement-1.6509956>
- ✓ Choose at least two other items from the Find Out More section to follow up on.

Gangs – Filling a Void – 3 pages

- 1) Where can Indigenous gangs be found? Do any of these locations surprise you? Explain.
- 2) As a group discuss the commonalities amongst young males who join gangs and how young females recruited into gangs and what roles they fill or are forced to fill.
- 3) Did you know about the pathways to entry into gangs? From reading previous chapters, can you see how Indigenous youth may be vulnerable to being lured into a gang? Explain.
- 4) Why do you think Indigenous gangs might use a name that is connected to Indigenous people or culture? Explain.
- 5) What are some of the things needed to help people trying to safely exit a gang? Explain.
- 6) On page 153, the author notes that “often youth are set up for success months before” gang prevention programs start. Why is this important to know? Explain. This can also be a group discussion question.
- 7) As a group discuss what successful programs might include. Explain.

Further Learning

- ✓ Review the STR8Up Initiative website to see what Indigenous youth say is working for them.
<https://www.str8-up.ca>
- ✓ Choose at least one other item from the Find Out More section to read or watch.

Urban Considerations – 5 pages

- 1) What are some of the reasons that Indigenous people move to urban settings from rural or remote Indigenous communities? Explain.
- 2) What are some of the challenges that Indigenous people may experience in urban settings? Explain how these might leave individuals at a competitive disadvantage for job or other opportunities. This could also be a group discussion topic.
- 3) Create a chart that includes what positive and negative things Indigenous people may leave behind when moving to an urban setting, and what positive or negative things they may experience when relocating to an urban setting. When viewing your chart, what thoughts and feelings come up for you? Explain.

- 4) The author shows various ways that Indigenous people in urban settings are being ignored and services are under-funded. Why is this important? Explain. How can it negatively affect the lives of Indigenous individuals and families? Explain.
- 5) The author notes that urban partnership agreements “must be assessed within the proper context of helping to improve the lives of Indigenous individuals and families in order to understand if they are truly impactful.” In your own words explain what the author means.

Further Learning

- ✓ Review the National Association of Friendship Centres website. Use the links provided to visit the Friendship Centre association in your province or territory to see what they are doing, what the local issues are, and what activities you may be able to attend as a community member.
<https://nafc.ca/?lang=en>
- ✓ Read What’s wrong with land acknowledgements, and how to make them better. K. Deer. Oct. 21, 2021. <https://www.cbc.ca/news/indigenous/land-acknowledgments-what-s-wrong-with-them-1.6217931>
- ✓ Choose at least one item from from the Find Out More section to follow up on.

Housing and Homelessness – 4 pages

- 1) List at least five things that contribute to Indigenous homelessness. Do you think that these would be hard for you to overcome? Explain. This could also be a group discussion topic.
- 2) In your own words, what are different types of things that are helping to decrease homelessness in Indigenous communities? Which of these are most interesting or exciting to you? Explain.
- 3) Did you know about the issues that First Nations Bands face with federally funded housing? What was surprising? Explain.
- 4) If you’ve heard about mould issues in on-reserve houses before, did you learn anything new in this chapter? Explain.
- 5) Were you surprised to learn about home ownership on reserves? In your own words, describe some of the challenges and potential solutions. This could also be a group discussion topic.

Further Learning

- ✓ Read NAN Calls on Canada to Act on Report Linking Health Issues to Poor Housing Conditions. Jan. 24, 2022. <https://www.nan.ca/news/nan-calls-on-canada-to-act-on-report-linking-health-issues-to-poor-housing-conditions/>
- ✓ Read about the First Nations Market Housing Fund at <https://www.fnmhf.ca/english/>
- ✓ Choose at least one other item from the Find Out More section to follow up on.

Decolonization – 5 pages

- 1) In your own words, describe what colonization includes. Include examples to make your point.
- 2) In your own words, describe the difference between people who were colonized in their own lands and those who later entered those colonized lands. This could also be a group discussion area.
- 3) The author states that others who have to leave their own homelands due to colonization are coming to another colonized country (Canada) and benefitting from the colonization of Indigenous people and their lands and resources. In your own words explains what she means by this. Provide hypothetical or real examples of others benefitting from colonization in Canada. This could also be a group discussion topic.
- 4) What is the difference between true decolonization and specific efforts that are decolonial in nature? Explain.
- 5) On page 166, the author lists the many ways that governments, companies, military, and many others continue to benefit from the colonization of Indigenous land and resources. If Indigenous people were paid a fair share for all the land and resources, do you think they would be self-

sufficient and able to provide food, housing, child care, education, health, and other services to their members? Explain. This could also be a group discussion topic.

- 6) Why does the author state that it is important for Indigenous people to decolonize their minds. Explain. This could also be a group discussion question (for Indigenous groups).

Further Learning

- ✓ Read Decolonization is not a Metaphor. E. Tuck & K.W. Yang. 2012.
<https://clas.osu.edu/sites/clas.osu.edu/files/Tuck%20and%20Yang%202012%20Decolonization%20is%20not%20a%20metaphor.pdf>
- ✓ Read Cash Back: A Yellowhead Institute Red Paper. 2019.
<https://cashback.yellowheadinstitute.org>
- ✓ Listen to What it does it mean to give land back? Unreserved Podcast. Jan. 30, 2021.
<https://www.cbc.ca/listen/live-radio/1-105-unreserved/clip/15821520-what-mean-give-land-back-indigenous-communities>

Research Issues – 4 pages

- 1) In your own words describe ways in which research could be considered unethical.
- 2) Why do many Indigenous people want full control over data about Indigenous people? Explain.
- 3) What are the four principles of OCAP. Explain why are these important?
- 4) The author lists ways that researchers could improve their working relationship with Indigenous communities, and therefore improve their research. Choose two examples and explain what the benefits could be for both researcher and the community.
- 5) What are some current changes that could help improve research practices with Indigenous communities? Explain.
- 6) Starting on the bottom of page 171, the author talks about “when an Indigenous person was hired to work on a research project...”:
 - Explain the unique benefits that they contributed to the projects.
 - Do you think that the way they were treated and how they were or were not acknowledged was fair or ethical? Explain. This could also be a group discussion topic.

Further Learning

- ✓ Listen to Taking the Measure of Data on Indigenous Peoples. Media Indigena podcast. Sept. 29, 2019. <https://mediaindigena.libsyn.com/ep-179-taking-the-measure-of-data-on-indigenous-peoples>
- ✓ Review the Indspire Research Knowledge Nest. <https://indspire.ca/programs/research-and-impact/research-knowledge-nest/>
- ✓ Read Decolonizing Research: Indigenous Storywork as Methodology. Ed. J. Archibald, et al. 2019.
- ✓ Watch three short videos with Dr. Jo-ann Archibald discussing the importance of Indigenous stories. <https://indigenoustorywork.com/1-for-educators/>

Human Rights – 4 pages

- 1) What are some of the reasons that Indigenous people may not know about human rights? Explain.
- 2) Draw a timeline that includes the key points related to Indigenous people and human rights. What does this timeline show you? Is it surprising to you that Indigenous people’s human rights were ignored and/or violated for so long compared to other Canadians? Do you think it is fair, right, or ethical to treat people differently in this way? Explain. This could also be a group discussion topic.
- 3) What are some of the unique challenges regarding human rights for Indigenous people living on reserve? Explain.

- 4) On page 175, the author lists some of the current challenges related to human rights for Indigenous people. Is it surprising to you that human rights problems like this still happen in Canada today? Explain. This could also be a group discussion topic.

Further Learning

- ✓ Read the Human Rights Handbook for First Nations. CHRC. https://www.chrc-ccdp.gc.ca/sites/default/files/fn_handbook.pdf
- ✓ Read the United Nations Declaration on the Rights of Indigenous Peoples. 2007. https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf
- ✓ Read the youth-friendly version of UNDRIP at <https://un-declaration.narf.org/wp-content/uploads/un-adolescents-guide2013.pdf>
- ✓ Read Why Canada needs an independent Indigenous human rights commission. N. Obed. Feb. 19, 202. <https://www.macleans.ca/opinion/why-canada-needs-an-independent-indigenous-human-rights-commission/>

Violence Against Indigenous People – 5 pages

- 1) The author notes that Indigenous people experience violence by non-Indigenous people that goes under-reported or is not addressed fairly, while violence by Indigenous is highlighted. Why is this important to know? Explain. This could also be a group discussion topic.
- 2) Does understanding some of the root causes of violence help you to understand why Indigenous people might commit violent acts? Explain.
- 3) On page 178, the author lists 6 key principles noted in the 2017 report Indigenous Communities and Family Violence: Changing the Conversation. Choose two of the principles that you think can help lead to the most positive change in Indigenous communities. Explain why you think they are important in reducing violence.
- 4) Create a chart that includes the contributors to violence in one column and the potential solutions in another column. If possible, line up the ones that are related. What does this chart tell you? Explain. This could also be a group discussion topic.
- 5) On page 180, the author states that “those who are violent also need support...” Why is this important to understand and acknowledge? Explain.

Further Learning

- ✓ Review the Warriors Against Violence Society to see how they are working with community members to reduce violence. <http://wav-bc.com>
- ✓ Review the Kizhaay Anishinaabe Niin: I am a Kind Man: Tool Kit for Action. <https://iamakindman.ca>
- ✓ Review the Moose Hide Campaign: Stand Up Against Violence Towards Women and Children website. <https://moosehidecampaign.ca>

Suicide – The Loss of Hope – 5 pages

- 1) The author states that it is important to “consider suicide within a broader context rather than just as an individual mental health concern”. Why is this important? Explain.
- 2) The author highlights that the Government of Canada acknowledges that high rates of suicide for Indigenous people are “linked to a variety of factors including the consequences of colonialism, discrimination, community disruption and the loss of culture and language.” All of these things are outside of a person’s control yet can greatly negatively impact them. In your own words, explain why you think the author is making this point. This could also be a group discussion topic.

- 3) On page 183, the author lists actions that may lead to death but are not considered suicide. Why do you think the author makes this point? Explain.
- 4) What does “life affirming” activities mean to you? In your own words, list at least three activities that could be considered life affirming. Explain. This could also be a group discussion topic.
- 5) On pages 184-185, the author lists activities that can help to reduce suicides in Indigenous communities. Of these seven bullet points, what three do you think could make the biggest difference. Explain. This could also be a group discussion question (for Indigenous groups).
- 6) Starting in the last paragraph on page 183, the author states that “experts agree that the difference in suicide rates between Indigenous communities...” In your own words, explain how the list of things can make a positive difference. This could also be a group discussion topic.
- 7) Use the last paragraph on page 185 to create a chart that includes a column showing what will happen in a community if little to no action is taken and another column that lists what can happen if meaningful commitment and action are taken. What does this chart show you? Explain. This could also be a group discussion topic.

Further Learning

- ✓ Watch at least three of the videos on the Connect with Culture for Life website. <http://cultureforlife.ca>
- ✓ Review the Community-led life promotion plans for Indigenous youth and communities guide. CSP. 2019. <https://www.suicideinfo.ca/wp-content/uploads/2019/11/Indigenous-Youth-Life-Promotion-Plan-Guide.pdf>
- ✓ Review the Life Promotion Toolkit by Indigenous youth on the Thunderbird Partnership Foundation website. <https://thunderbirdpf.org/wp-content/uploads/2021/08/Life-Promotion-Toolkit-WEB.pdf>

News Media – 5 pages

- 1) Why does the author state that “if the news media’s role is also as historian, then they have failed miserably regarding Indigenous people”? Explain.
- 2) Why does the author state that news media should provide more information about Indigenous related stories if it is about a particular Indigenous demographic, issue, or incident? Write a short paragraph about a news story that was confusing to you, and what information could have made it clearer and more meaningful for you.
- 3) On page 188, the author list what she states was “under-reporting on Indigenous issues”. Why is this important to know from your perspective? What information would you have liked to know to help you better understand a specific issue? Explain.
- 4) On pages 189-190, the author lists some promising practices in news reporting. Have you heard of any of these? Who can you share this information with to help promote these activities? This could also be a group discussion topic.
- 5) Use the list on page 190 of ways the average person can critically assess new stories to review at least two current Indigenous-related news stories. Does the list help you to see what is missing from the story? Does it help you to make an assumption about the reporter’s goal in presenting the story? Explain. This could also be a group discussion topic.

Further Learning

- ✓ Review the Reporting in Indigenous Communities website. <https://riic.ca> Share this resource with to help improve reporting in your area.
- ✓ Sign up for at least one of the Indigenous news media outlet’s newsletter.
- ✓ Listen to Social Media for the Resistance podcast. Warrior Life Podcast. Oct. 15, 2018. <https://soundcloud.com/pampalmater/social-media-for-the-resistance-part-1-the-basics?in=abmoha/sets/warrior-life-podcast-by-pam>
- ✓ Read the Truth & Reconciliation Commission’s Calls to Action 84-86 related to media. https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_English2.pdf

Communication Technology and Access – 3 pages

- 1) Rural and remote communities usually have less access to the outside world through technology due to remoteness, cost to build, and cost for individuals to pay for the service. Explain the ways that it could negatively affect you or your families personal and professional lives if you were to face these challenges.
- 2) Why do Indigenous organizations and communities say it is important to be involved from the First Mile to the Last mile of connectivity? What does this entail? Explain.
- 3) On page 194, the author states that “these are important criteria that must recognized and prioritized over low cost and expediency. In your own words, state why you agree or disagree.
- 4) On page 194, the author says that infrastructure is often used as a bargaining tool to influence Indigenous communities to provide support for resource extraction in their territories. As a group discuss the implications of this strategy.

Further Learning

- ✓ Read the First Mile Q & A at <http://firstmile.ca/first-mile-2/>
- ✓ Review the First Nations Technology Council’s website at <https://technologycouncil.ca>

Water for Life – 2 pages

- 1) Why is access to water considered a human right? Explain.
- 2) The author notes that although some water treatment plants were fixed on some reserves, others stopped working well. Why is this important to know? Thinking back to the News Media chapter, is it important for media and governments to highlight this when announcing how many water systems have been fixed? Explain. This could also be a group discussion topic.
- 3) How do water advocates say resource extraction and water issues are related? Explain. This could also be a group discussion topic.
- 4) What types of health issues are caused by unsafe drinking water? Explain.
- 5) Do you think this would have taken so long to fix water issues if the problem were in a mainstream town? Explain. This could also be a group discussion topic.

Further Learning

- ✓ Read about the first recipient of the National First Nations Water Leadership Award at <https://www.canada.ca/en/indigenous-services-canada/news/2021/12/jonathan-riberdy-of-zhiibaahaasing-first-nation-announced-as-recipient-of-the-2021-national-first-nations-water-leadership-award.html>
- ✓ Read the article Liberals cut reserves’ boil advisories, but water-system problems linger. M. McClearn. Jan. 28, 2019. <https://www.theglobeandmail.com/canada/article-ottawa-says-its-on-track-to-end-drinking-water-advisories-on-reserves/>
- ✓ Read the article Federal government falling short on funding to help First Nations operate water systems, PBO says. C.P. Dec. 1, 2021. <https://www.cbc.ca/news/politics/first-nations-water-pbo-1.6269437>
- ✓ Read about the Geospatial analyst creates online app to raise awareness of the water crisis in First Nations communities. <https://www.uwindsor.ca/dailynews/2021-11-16/geospatial-analyst-creates-online-app-raise-awareness-water-crisis-first-nation>

Post-Residential School Era – Educating a Nation – 15 pages

- 1) The 2008 Government of Canada’s apology to residential school survivors has not resulted in meaningful positive change for Indigenous people. Do you think that “Canadians are walking with Indigenous people along the journey to recovery and healing?” Explain.
- 2) Draw a chart to show the important aspects of each of the three class action lawsuits (year, who, what, when, why). Did you know about the differences, or that there were differences? Explain.

Thinking back to the News Media chapter, is it important for media and governments to highlight the differences in these lawsuits? Explain.

- 3) The author notes that it was residential school survivors who insisted on the creation of the Truth & Reconciliation Commission of Canada, not the Government of Canada. Why is this important to know? Do you think most Canadians know this? This could also be a group discussion topic.
- 4) Do you think that the Prime Minister of Canada should have accepted the invitation and attended any or all of the TRC's seven national events over the four year period? Explain. What type of message do you think his absence sent to the TRC, residential school survivors, and Indigenous people in general about Canada's commitment to reconciliation? Explain. This could also be a group discussion topic.
- 5) Indigenous people have been saying for decades that many children never returned home from residential schools, yet nothing was done by governments or churches to find them and bring them home. In 2021 in Kamloops, BC the potential unmarked graves of 215 children were located near the former residential school site. Since that time, many Canadians have gained a broader understanding of what was hidden from them. In 2009, the TRC requested \$1.5 million to locate unmarked graves, but the request was denied by the Government of Canada which further delayed the locating of missing children, prolonged the suffering of their families, and now will cost Canada (and Canadians) tens of millions of dollars more to allow Indigenous communities to do this important work. When did you hear about the issue of unmarked graves? What did you feel when you first heard about the missing children? What do you think governments and churches need to do to help bring those children home in a respectful and culturally appropriate way? If a good facilitator is available, this could also be a group discussion topic.
- 6) On page 202, the author notes several issues that the National Centre for Truth & Reconciliation identified that lead to difficulty in estimating the actual number of Indigenous children who died in residential schools. Do you think churches and governments should have to provide documentation that can help locate the missing children, identify who is missing, and other important information and actions? Explain. If a good facilitator is available, this could also be a group discussion topic.
- 7) On page 204, the author notes that settlers should not rely on or impose upon Indigenous people who are likely negatively affected by an 'issue' such as the locating of unmarked graves so that they can understand, learn about, or process their emotions. Why is this an important recommendation? How can you ensure you do not cause harm by asking questions at the wrong time, in the wrong way, or to a harmed person? Explain.
- 8) The TRC's 94 Calls to Action were released in 2015, yet much of the work has yet to be started, have good progress, or be completed. When reviewing the progress reports, what are your thoughts and feelings towards government and for Indigenous people? This could also be a group discussion topic.
- 9) Information about day schools became more publicly known in recent years with class action suits being settled:
 - Create a chart that includes columns for residential schools, federal Indian day schools, and residential day schools. For the rows, include the timeframe that schools existed (ie: 1900-1923), who funded them, who operated them, the type of facility the children attended, if the children lived there, if there were reported abuses. What do you see when you review the chart?
 - How does it help you to better understand the many ways that Indigenous children were separated from their families?
 - Why do you think governments that funded the schools never acted on abuse complaints? How does it make you feel to know that they did little to nothing to stop abuses against helpless children?
- 10) The author states that it is time for a more fulsome apologies from the various church denominations that operated residential schools. Do you agree with her? Explain. What would you

like to hear or see if there were to be more fulsome apologies given? If there is a good facilitator available, this could also be a group discussion topic.

Further Learning

- ✓ View at least two videos on the National Centre for Truth & Reconciliation's YouTube channel at <https://www.youtube.com/c/NationalCentreforTruthandReconciliation>
- ✓ Review the website and plan a visit to the Indian Residential School History and Dialogue Centre in Vancouver, BC. <https://irshdc.ubc.ca/visit/plan-a-visit/>
- ✓ Review the Orange Shirt Day website <https://www.orangeshirtday.org>
- ✓ Listen to Murray Porter's song Is Sorry Enough. 2011. <https://www.youtube.com/watch?v=DAzWPQlcwPE>
- ✓ Read at least one article from the Find Out More section and write a brief summary on it.

Section 4 overall

- 1) Write a one page summary of what you think the author's theme and goal was for Section 4. Include your overall learning and how you might apply the knowledge into your personal or work life.

Section 5 – Towards Health & Wellness – 163 pages in the section

This section highlights “the ways that Indigenous individuals, families, groups, organizations, and communities are actively working to overcome social and economic problems in order to (re)build overall community health and wellness” through culturally appropriate programs and services and “reasserting self-sufficiency and sovereignty.”

- 1) On page 213, the author notes that “meaningfully supporting one generation can have significant long-lasting positive changes within a family and future generations.” Why is this an important statement to remember? Explain. This could also be a group discussion topic.

Rematriation – 3 pages

- 1) Rather than trying to provide a definition for ‘rematriation’ the author offers three “foundational words that encompass most of its actions and possibilities.” In your own words write a few sentences for each of her three key words: Return, Balance, and Relationality.
- 2) The author states that rematriation is “not just about, or for the benefit of, Indigenous women.” In your own words explain what she means. This could also be a group discussion topic.
- 3) On page 215, Dr. Robin Gray is quoted as saying that rematriation “involves both a turn away from the colonial order of things and a turn toward Indigenous resurgence.” In your own words, explain what she means.
- 4) The author cautions that the term ‘rematriation’ must not be appropriated by non-Indigenous people. In your own words, explain why.

Further Learning

- ✓ Review the Rematriation website at www.rematriation.com
- ✓ Listen to Kim Tallbear on Native Identity & Relations. Warrior Life Podcast. Jan. 22, 2021. <https://soundcloud.com/pampalmater/kim-tallbear-on-native-identity-and-relations>
- ✓ Review Working with Elders. First Peoples Cultural Council. <https://fpcc.ca/resource/working-with-elders/>
- ✓ Read at least two resources from the Find Out More section.

Culture – What's the Big Deal? – 3 pages

1. The author states that “culture encompasses a people’s shared worldview, beliefs, and values.” In your own words explain what each of these include.
2. On page 217, the author states that culture must be “remembered, nurtured, celebrated, embodied, practiced, and lived.” In your own words, explain and give examples what she means by “embodied” and “lived”. This could also be a group discussion topic.
3. On page 218, the author states that “investments in cultural learning will have huge impacts on the lifeskills, sense of purpose, and belonging that Indigenous individuals need to reach their dreams goals, and full potential.” Do you think that culture can have this type of impact? Explain.
4. On the bottom of 218, the author suggests that a lack of culture is replaced by other things. Do you agree with her? What types of things might culture be replaced with? This could also be a group discussion topic.
5. On page 218, the author states that “not every Indigenous person finds culture meaningful for themself”:
 - Explain at least one reason why they might not find it meaningful.
 - How does this impact your work and how will you ensure you are not imposing culture on to someone who is not open to it at a particular time? Explain. This could also be a group discussion topic.
 - Starting in the last paragraph on page 218, the author discusses what culture may be replace by. As a group discuss this in terms of creating and/or finding a sense of belonging.

Further Learning

- ✓ Review the Culture for Life website www.cultureforlife.ca
- ✓ Read Culture Survival Quarterly magazine. <https://www.culturalsurvival.org/publications/cultural-survival-quarterly/46-2-securing-indigenous-rights-green-economy>
- ✓ Read Land as teacher: understanding Indigenous land-based education at <https://en.ccunesco.ca/idealab/indigenous-land-based-education>
- ✓ Review the #CultureIsStrength webpage at <https://thunderbirdpf.org/about-tpf/scope-of-work/honouring-our-strengths-culture-as-intervention-in-addictions-treatment/cultureisstrength/>

Health and Wellness – 6 pages

- 1) The author states that “Indigenous people lived community-focused, self-sufficient, cultural, and active lives...” What does she say changed that way of living? In your own words, explain the difference the change made in the lives of Indigenous people.
- 2) The author states that various experiences that led to trauma or unresolved trauma can lead to negative coping mechanisms and behaviors. In your own words, explain what she means and give at least one example.
- 3) Choose two of the ‘Key Health Issues’ to comment on. Is the issue surprising to you? Does it help you better understand health concerns? Which one(s) would you like to learn more about? Explain.
- 4) The author shows how environmental pollution can contaminate much of the food chain, including humans. Did you realize this was possible? How does it make you feel and think about environmental contamination now and your own health? Explain. This could also be a group discussion topic.
- 5) Starting on page 223, the author lists many promising initiatives. Choose three of these that you find interesting or exciting. Explain why.
- 6) In your own words, explain why the author thinks it is important to provide cultural safety training to staff in organizations, businesses, and government systems. This could also be a group discussion topic.

Further Learning

- ✓ View the Native Wellness Assessment at <https://thunderbirdpf.org/about-tpf/scope-of-work/native-wellness-assessment/>
- ✓ Review the We Matter campaign website at <https://wemattercampaign.org>
- ✓ Read Indigenous kids were healthy before they were sent to residential schools: study. C. Puxley. June 28, 2016. <https://www.cbc.ca/news/indigenous/indigenous-kids-healthy-before-they-were-sent-to-residential-schools-1.3656631>
- ✓ Read the Vicarious Trauma Fact Sheet. TPF. 2021. <https://thunderbirdpf.org/fact-sheet-vicarious-trauma/>
- ✓ Review the San'yas Indigenous Cultural Safety Online Training website. <https://sanyas.ca>
- ✓ Watch at least two videos from the National Indigenous Cultural Safety Collaborative Learning Series. <https://www.icscollaborative.com>

Traditional Medicines – 2 pages

- 1) In your own words, explain what the author means when she says on page 226 that “Indigenous people do not view traditional medicines from a purely mainstream medical model...”
- 2) What can traditional Indigenous medicinal plants be used for today?
- 3) Indigenous people utilize tobacco as a medicine in some ceremonies, rather than recreational use. Did you know this? How do you view the uses of tobacco now? Explain.
- 4) What benefits can come from planting traditional plants in an area?
- 5) Of the list on page 227, which ones most interest you? Why? Which ones could benefit the most community members?

Further Learning

- ✓ Read Medicine in your backyard. C. Markewich. Aug. 5, 2017. <https://www.cbc.ca/news/canada/saskatoon/indigenous-medicinal-walk-1.4235900>
- ✓ Do an internet search for Indigenous plants in your area to identify what they were used for, where they were planted, and what First Nations may have used them. Are there ways to help Indigenous communities to reintroduce these plants in their territories?

Medicine Wheel – 1 page

- 1) Were you aware that there were many versions of the medicine wheel, including areas of focus and colors? Do an internet search to identify and list various iterations of the medicine wheel and share it with the group.
- 2) The author provides example questions for a community to consider when assessing their holistic health. Do you think other questions could be helpful in assessing the overall health of a community? Explain.

Further Learning

- ✓ Draw a medicine wheel and populate it with your health information. Review it and take note as to which areas of your health needs more attention in order to achieve more balanced health. Implement this into your life.

Indigenous Feminisms – 2 pages

1. In the first paragraph on page 229, the author explains what Indigenous feminisms are focused on. In your own words, explain what is unique about Indigenous feminisms.
2. The author states that most Indigenous women are “focused on working together on collective empowerment and healing” that can be considered feminist in nature:

- In your own words, explain the similarities and differences between Indigenous feminisms and mainstream feminism.
- In your own words, explain why Indigenous women and women of color may not feel or believe that mainstream feminism is relevant, welcoming, or useful for them.

Further Learning

- ✓ Do an internet search to see what results come up when you search for “Indigenous feminism,” then make a list of the various areas of focus. What does your search tell you about Indigenous feminisms? Explain.
- ✓ Read at least one of the books from the Find Out More section.

Food Security – 3 pages

1. Draw a chart which includes the following columns: Indigenous people, all people living in rural and remote areas, all people living in urban areas. Populate the rows of the chart with the reason noted for food insecurity amongst Indigenous people. Then fill in the chart. What does the chart tell you about how the overall contributors affect certain people? What does this make you think about in terms of fair access to healthy food? Explain.
2. What are some of the ways that Indigenous individuals and communities are trying to increase access to healthy food? What other ways do you think would work in rural and remote communities that have lots of rain or snow, no access roads, and short growing seasons? Explain.
3. The report by Duncan Wartier highlighted the cost to replace harvested wild food with store bought food. What did you think about the cost estimations? Were they surprising, okay, outrageous, acceptable, or other? Explain.
4. On page 232, the author states that resource industries are “all known to negatively impact the health of the environment by spilling, emitting, or dumping into waterways, on the land, and into the air”:
 - Should they be able to get away with these actions, especially if they are surpassing their legal limits? Explain.
 - Should governments allow them to negatively affect the water, land, and air? What should be done to limit the negative consequences? Explain.
 - In your own words, explain how these toxins might negatively impact various parts of the food chain, including humans. This could also be a group discussion topic.
5. From the list of promising initiatives, note at least two that you think are interesting and can make a meaningful difference regarding food security. List other things that you know about.

Further Learning

- ✓ Read the First Nations Traditional Food Fact Sheet. FNHA. https://www.fnha.ca/Documents/Traditional_Food_Fact_Sheets.pdf
- ✓ Read Forest gardens show how Native land stewardship can outdo nature. G. Popkin. Apr. 23, 2021. <https://www.nationalgeographic.com/environment/article/forest-gardens-show-how-native-land-stewardship-can-outdo-nature>
- ✓ Read Food security in Nunavut following the introduction of Nutrition North Canada. A.F. St-Germain, et al. 2019. <https://www.cmaj.ca/content/191/20/E552>

Addictions – 3 pages

1. The author states that many non-Indigenous people suffer from addictions, but the history that led to addictions for Indigenous people is unique. In your own words, explain why this is important to know and consider.

2. The author notes many ways that “Indigenous communities are addressing the problem of addictions”:
 - Do you think that cultural interventions can work? Explain.
 - What things on this list look promising to you? Why?
 - Would you add other things to this list? What?
3. Research Indigenous Wellbriety:
 - Share your findings with others.
 - In your own words, explain what the main aspects of Wellbriety are. Explain how it is different than Alcoholics Anonymous.

Further Learning

- ✓ Watch videos on the Wellbriety Movement website at <https://wellbriety.com/wellbriety-teachings/>
- ✓ Review the Native Wellness Assessment Tool. TPF. <https://thunderbirdpf.org/about-tpf/scope-of-work/native-wellness-assessment/>
- ✓ Read Grassy Narrows First Nation asserts sovereignty to pass Anishinaabe law on alcohol use. L. Turner. May 5, 2021. <https://www.cbc.ca/news/canada/thunder-bay/grassy-narrows-traditional-law-alcohol-1.6013562>

Sexual and Reproductive Health – 3 pages

1. What “Indigenous traditions” helped to develop a healthy sense of sexuality?
 - Did someone teach you these types of things within your own culture? Do you think that these things would have been helpful to learn?
 - What other things would you add to a list like this for your own family or community?
2. What are some of the things that negatively affected sex, sexuality, and reproductive health amongst Indigenous people?
3. Why does the author explain what “toxic masculinity is”?
 - Does this help you better understand how the power and authority of men is built and maintained? Explain.
 - What do you think can be done to help reduce these behaviors in general, or in your community?
4. The author notes that victims of sexual abuse need to “overcome the fear, betrayal, shame, pain, and loss of trust in order to heal and lead a healthy life with a healthy sense of sexuality.” What types of supports do you think can help facilitate this healing? Explain.
5. The author reminds us that many Indigenous people “have overcome much of the unhealthy issues related to sex, sexuality, and reproductive health...”, why do you think this was important for her to note? Explain.

Further Learning

- ✓ Review the I Am a Kind Man website at www.iamakindman.ca
- ✓ Review the Native Youth Sexual Health Network website at <https://www.nativeyouthsexualhealth.com>
- ✓ Read the You Are Made of Medicine: A Mental Health Peer Support Manual for Indigiqueer, Two-spirit, LGBTQ+, and Gender Non-Conforming Indigenous Youth. NYSHN. <https://www.nativeyouthsexualhealth.com/peersupportmanual>
- ✓ Choose at least two things from the Find Out More section to follow up on.

Childbirth and Parenting – 3 pages

1. In your own words, explain the benefits for Indigenous people being supported by a doula and/or midwife.
2. The author notes that good parenting starts before the birth of a child. Why is this important to note? Explain what you see as the benefits.
3. Did you know about the activities that are included in many Indigenous parenting skills programs? Which activities do you think can be most helpful with parenting? Explain. Are there other things that you think might also be helpful?
4. The author notes that whoever is raising Indigenous children, they need to be the best caregivers they can be to those children. In your own words, talk about why this is important.

Further Learning

- ✓ Read Indigenous birth knowledge fills massive gaps in healthcare, but needs support. A. Review the Deep Dive into Indigenous reproductive health series at IndigiNews.
<https://indiginews.com/deep-dive/indigenous-reproductive-health>
- ✓ McKenzie. Dec. 4, 2020. <https://www.thestar.com/news/canada/2020/12/09/indigenous-birth-knowledge-fills-massive-gaps-in-healthcare-but-needs-support--a-qa-with-danette-jubinville.html>
- ✓ Read BALANCE: Parenting Booklet for Native Youth. UNYA. 2011.
<https://unya.bc.ca/news/published-unya-resources/>

Education – 7 pages

- 1) The author states that “Indigenous people’s experience in residential schools and day schools left most with trauma and a lack of respect and faith in education systems:
 - Why is this an important consideration today? Explain.
 - How can teachers and school staff utilize this information to better engage with Indigenous youth and their caregivers? Explain. This could also be a discussion topic.
- 2) In your own words, describe some of the reasons that educational opportunities might not be accessible and relevant to Indigenous youth.
- 3) Which of the supports from the bulleted list on page 243 do you think can be most helpful to help support Indigenous students? Would you add anything else to this list?
- 4) The author notes that schools should also engage Indigenous caregivers in activities other than beading, bannock making, or other Indigenous activities. Why is this important? How can it improve the experience for Indigenous caregivers? This could also be a discussion topic.
- 5) The list on pages 244-246 contain many items that could be beneficial to all students, not just Indigenous students. Given the history of colonization and socio-economic challenges faced by some Indigenous families, which items do you think are most important to offer? Explain.
- 6) Were you aware that on-reserve K-12 students are required to pass provincial exams? Is this surprising to you? If yes, where did that assumption come from? Do you view on-reserve schools differently now? Explain. This could also be a discussion topic.
- 7) In your own words, describe the system that can allow First Nations Bands to have responsibility for education transferred to them.
- 8) Do you think that the transfer of responsibility and authority to First Nations Bands can have a positive impact on student outcomes? Explain.
- 9) The author highlights how poorly graduation rates have been kept and reported by the federal government. Is this surprising to you? Would you expect better? What are the implications of this inaccurate reporting? This could also be a discussion topic.
- 10) Were you aware that post-secondary funding for on-reserve First Nations students was so limited, and capped for many years? Do you view the issue differently now? Explain.

Further Learning

- ✓ Read a recent article on a First Nations, or group of First Nations gaining responsibility for education. What did you learn from this article?
- ✓ Read Holding Our Ground: Indigenous Student Post-Secondary Persistence & Early Leaving. Indspire. 2021. <https://indspire.ca/wp-content/uploads/2021/12/Holding-Our-Ground-Report-EN-Final-WEB1.pdf>
- ✓ Listen to the Reconciliation with Indigenous Peoples in Universities and Colleges podcast. Warrior Life Podcast. May 17, 2019. <https://soundcloud.com/pampalmater/indigenous-reconciliation-in-university-and-colleges>

Employment – 6 pages

- 1) The author explains how Indigenous people were kept out of the mainstream economy since it first began. Does this match with what you have learned and/or assumed about Indigenous people's access to the mainstream economy? How so? Does it make you view Indigenous people's willingness to work differently now? Explain. If a good facilitator is available, this could also be a discussion topic.
- 2) In your own words, describe how Indigenous people were kept out of the mainstream economy. Do you think that your family or mainstream families could have survived living within these limitations? Explain. Do you think that it was fair to create these barrier for Indigenous people? Explain.
- 3) On page 250 the author lists ways that colonization negatively affected many Indigenous people's lives, so much so that it is difficult for them to find and maintain employment. Can you see how these personal factors can limit a person's ability to do well in employment? Explain.
- 4) In your own words, describe how employment statistics have changed, or not changed, since 2001.
- 5) The author states that mainstream entrepreneurs "have hundreds of years head start" over Indigenous entrepreneurs. Explain what she means by this statement. This could also be a discussion topic.
- 6) What do the entrepreneur statistics tell you? Is this surprising to you? Explain.

Further Learning

- ✓ Read Universities look to combat 'Indigenous identity fraud' after string of recent cases. I. Coutts. Feb. 16, 2022. <https://www.universityaffairs.ca/news/news-article/universities-look-to-combat-indigenous-identity-fraud-after-string-of-recent-cases/>
- ✓ Review the Indigenous Tourism Association of Canada's website. <https://indigenoustourism.ca>
- ✓ Read the Recommendations Report on Improving Access to Capital for Indigenous People in Canada. NAEDB. 2017. <http://www.naedb-cndea.com/en/recommendations-report-on-improving-access-to-capital-for-indigenous-peoples-in-canada/>
- ✓ Choose at least one item from the Find Out More section to follow up on.

Economic Development – 6 pages

- 1) Draw a circle with "Indigenous economic development" in the middle. Then create individual lines that branch out to various things that would help support Indigenous economic development. Examples: sustainable infrastructure and consumers would each have their own connecting line. After you've finished drawing, review it and note beside each item whether it could be easy, challenging, or difficult to achieve. What do you see now in terms of how easy or difficult overall economic development can be? Explain.
- 2) In your own words describe what "economic reconciliation" is. Do you think this is a good way to work towards reconciliation? Explain.

- 3) Research the term “land back” within an Indigenous context in Canada. In your own words, explain what land back would mean.
- 4) Choose at least three items from the list on pages 256-259 that you think have the greatest possibility for success. Explain. What other things would you add to this list?
- 5) In your own words explain what some of the challenges are for (re)building Indigenous economies. Do you think these challenges can be overcome? Explain.

Further Learning

- ✓ Read Land Back and Cash Back from the Yellowhead Institutes Red Paper Series. <https://redpaper.yellowheadinstitute.org> and <https://cashback.yellowheadinstitute.org>
- ✓ Review the Indigenomics Institute website at <https://indigenomicsinstitute.com>
- ✓ Read Indigenous Economic Reconciliation: Recommendations on Reconciliation and Inclusive Economic Growth for Indigenous Peoples and Canada. NIEDB. 2020. <http://www.naedb-cndea.com/reports/NIEDB%20-%20Economic%20Reconciliation%20-%20Final%20Report.pdf>
- ✓ Review the Coast Funds website at <https://coastfunds.ca/about/our-mandate/>
- ✓ Read A Summary of FNFA’s Loans. June 1, 2021. <https://www.fnfa.ca/wp-content/uploads/2021/06/loans-summary-booklet-2020-v.11-June-1-2021-1.pdf>
- ✓ Review the RoadMap webpage at <https://fnfmb.com/en/leadership/roadmap>

Police, Fire and Emergency Preparedness – 4 pages

- 1) Were you aware of the First Nations Policing Program? In your own words describe its goals and what Indigenous communities it does and doesn’t serve. Explain.
- 2) The author notes that funding has increased but is still far short of what is required to meet community needs. Explain how do you think the limitation in funding and other resources might negatively affect a community.
- 3) The author notes that Indigenous people are far more likely to die in a fire than non-Indigenous people but that something as simple as installing smoke alarms can save many lives. In your own words, describe what challenges must be overcome to reduce fire deaths in Indigenous communities.
- 4) Were you aware that Indigenous communities, property, and people were greatly impacted by the wildfires of 2017, including mass evacuations? Thinking back to the News Media chapter, do you think that this should have been reported on more regularly? Explain. This could also be a discussion topic.
- 5) The author notes that Indigenous communities have “consistently warned governments that forestry practices... greatly increase the potential for landslides.” Can you see the relationship between forestry and landslides that put people and property in danger? Explain. This could also be a discussion topic.

Further Learning

- ✓ Read First Nations Want Overhaul of Emergency Planning and Response. F. Fionda. Dec. 2, 2021. <https://thetyee.ca/News/2021/12/02/First-Nations-Want-Overhaul-Emergency-Planning-Response/>
- ✓ Read Fire as Medicine: Learning from Native American Fire Stewardship. J. Palmer. Mar. 29, 2021. <https://eos.org/features/fire-as-medicine-learning-from-native-american-fire-stewardship>
- ✓ Review the First Nations Emergency Services Society website at <https://www.fness-eoc.ca>
- ✓ Choose at least two items from the Find Out More section to follow up on.

Early Childhood Development – 3 pages

- 1) Reports, governments, and Indigenous people have noted that in addition to early childhood development programs, helping families to address social and economic issues can help to improve the lives of Indigenous children. In your own words, explain how this could make a difference in the life of a child. This could also be a discussion topic.
- 2) In the first paragraph on page 265 the author lists things that can leave some Indigenous children struggling to keep up in elementary school:
 - In your own words, explain what she means by this.
 - How can ECD staff use this information to help better prepare Indigenous children to enter elementary school? Explain. This could also be a discussion topic.
- 3) On page 266, the author says that many Indigenous ECD programs are incorporating “culture, parental involvement...” and more. Which three of these items in the list do you think can have the greatest positive impact? Explain. This could also be a discussion topic.

Further Learning

- ✓ Review the First Nations Child & Family Caring Society’s website at <https://fncaringsociety.com/welcome>
- ✓ Find out more about Aboriginal Head Start and Aboriginal HIPYPY programs in your area.
- ✓ Read at least one of the reports from the Find Out More section.

Two-Spirit / 2SLGBTQQIA+ – 6 pages

- 1) Why do Indigenous people think it is important to have specific terms for Indigenous LGBTQ+ identities? Explain. How have these modern terms evolved?
- 2) Why does the author say it is important that only Indigenous people use the term “Two-spirit”? Do you understand the reasoning behind this assertion? Explain.
- 3) How was/is being 2SLGBTQQIA+ thought of in traditional Indigenous communities? How does this differ from mainstream thinking in this area? Explain.
- 4) On page 268, the author lists ways that 2SLGBTQQIA+ individuals might express their identity and how they might be included in specific roles in traditional communities. What does this tell you about traditional Indigenous communities beliefs about 2SLGBTQQIA+ individuals? Explain.
- 5) The author states that many Indigenous people and communities still need to reclaim their traditional 2SLGBTQQIA+ teaching. Why does she think this is important?
- 6) What do the statistics provided tell you about the lived experience of 2SLGBTQQIA+ individuals? How does that make you feel? If a good facilitator is available, this could also be a discussion topic.
- 7) The author states that “since traditional values do not allow for picking and choosing of what or who to reclaim, reclamation efforts must include roles, responsibilities, spiritual beliefs, and language related to 2SLGBTQQIA+ people.” Why is this an important statement? Explain. If a good facilitator is available, this could also be a discussion topic.
- 8) The author states that many recorded Indigenous words related to 2SLGBTQQIA+ identity have likely been over-simplified for various reasons. What do you think about this assumption? Explain. Do you think it is important for traditional 2SLGBTQQIA+ related words to be identified and restored? Explain.
- 9) What does Dr. Alex Wilson mean by “coming in” to the Indigenous community? Do you think this is important? Explain. This could also be a group discussion topic.

Further Learning

- ✓ Watch the video Two Spirit! Let’s Hear It! Q&A with Dr. Sarah Hunt. NCCA. 2016. <https://www.youtube.com/watch?v=m1iw12-iMew>

- ✓ Watch the video NCTR Dialogues Two-Spirit Reconciliation. 2020. <https://www.youtube.com/watch?v=plZZahy-37k>
- ✓ Read the MMIWG2SLGBTQQIA+ National Action Plan. 2SLGBTQQIA+ Sub-Working Group Report. Apr. 2021. <https://mmiwg2splus-nationalactionplan.ca/wp-content/uploads/2021/06/2SLGBTQQIA-Report-Final.pdf>
- ✓ Choose at least two items from the Find Out More section to follow up on.

Indigenous Knowledge – 2 pages

- 1) The author provides a broad overview of what Indigenous Knowledge (IK) is. In your own words, provide a one paragraph summary.
- 2) The author provides a fish related example for IK. Can you provide a similar example from your own culture or background? Explain. This could also be a group discussion topic.
- 3) On page 275, the author provides a list of challenges related to incorporating IK without appropriating it. What do you think the author means by appropriating it? Explain. This could also be a group discussion topic.
- 4) Can you think of an example of one or more challenges related to appropriating IK and how they could have been avoided or positively addressed? Explain. This could also be a group discussion topic.

Further Learning

- ✓ Read Working with Elders. First Peoples Cultural Council. <https://fpcc.ca/resource/working-with-elders/>
- ✓ Read the Native American and Indigenous Studies Journal. NAISA. <https://naisa.org/journal-nais/>
- ✓ Read Land as Teacher: understanding Indigenous land-based education. June 21, 2021. <https://en.ccunesco.ca/idealab/indigenous-land-based-education>

Sports and Recreation – 2 pages

- 1) In your own words, describe some of the challenges for Indigenous youth related to participation in sports and recreation activities.
- 2) In your own words, describe some of the main benefits noted by athletes who participated in the North American Indigenous Games. Were you aware of these potential benefits in your own sports and recreation experiences? Explain.
- 3) Had you heard of the North American Indigenous Games or other major Indigenous sporting events before? If not, why do you think that is? Explain.
- 4) The author notes sports that Indigenous people have made a significant contribution to. Did you know about any of these? How does knowing this information now make you see the sport or Indigenous people differently? Explain.

Further Learning

- ✓ Visit the NDNSPORTS: Native American Sports News website to see if you recognize any of the Indigenous athletes. <http://www.ndnsports.com>
- ✓ Review the National Coalition on Racism in Sport and the Media Facebook page at <https://www.facebook.com/NCARSM>
- ✓ Review the North American Indigenous Games to see the many sports and other activities that are offered. <http://www.naigcouncil.com>
- ✓ Choose at least one item from the Find Out More section to follow up on.

Canoe Journeys – 2 pages

- 1) In your own words describe the various types of canoes used by Indigenous peoples. You can also draw them on a map in the part of the country they are/were used or in terms of size in relation to each other.
- 2) Research what types of canoes were/are used in the province or territory that you live in. Create a poster board or other art piece and share it with your family and friends.
- 3) Draw a timeline of the resurgence of sea-going canoe culture (include the 1800s when many canoes ended up in museums). What were you or your parents doing during the revival period. Did you hear about the large canoe journeys? If yes, what did you think about it. If no, why do you think you didn't hear about it? Explain.
- 4) Were you surprised to hear about the barriers to having canoes created today? Explain.
- 5) Did you realize how much time, money, human resources, and effort go into planning and carrying out a canoe journey? Does this remind you of anything in your own culture or background? Explain.

Further Learning

- ✓ Review the Sacred Journey: The resurgence of Indigenous Canoes website at <https://sacredjourneyexhibit.com>
- ✓ Watch Qatuwas: People Gathering Together. B. Cranmer. 1997. <https://www.nfb.ca/film/qatuwas-people-gathering-together/>
- ✓ Watch 'Glwa: Resurgence of the Ocean-Going Canoes. V. Brown & H. Beattie. 2017. <https://www.glwafilm.com>

National Days of Recognition – 2 pages

- 1) How many of the national days of recognition have you heard of before? Have you attended any? Why or why not? If you hadn't heard of the days before, why do you think that is? Explain.
- 2) Draw a timeline that include the national days of recognition. Is this surprising to you given the fact that Indigenous people were the first people in the land now known as Canada? Explain. This could also be a group discussion topic.

Further Learning

- ✓ Do research to find out what types of events happen in-person or online. Identify how you, your family, peers, friends, classmates, or co-workers can participate and support these efforts.
- ✓ Use the list provided to find a national day of recognition day event near you, and then attend it with family and friends.
- ✓ Watch Indigenous People's Day live performances on APTN at <https://www.apntv.ca>

Language Revitalization – 6 pages

- 1) Did you know that there were so many Indigenous languages around the world? Were you surprised that there were so many Indigenous languages in Canada and in BC? Explain.
- 2) What do you think the term "sleeping language" means? Why is it important? Explain.
- 3) The author explains why she thinks the negative actions that governments took to dismantle cultures and languages is the reason that governments must help revive Indigenous languages. What do you think about this? Explain. This could also be a group discussion topic.
- 4) A 2017 national survey showed that "the majority of Canadians support legislation to preserve, protect, and revitalize Indigenous languages." Do you agree with this? Explain.

- 5) The author advocates for the (re)naming of geographic sites such as streets, buildings, and mountains to Indigenous names. Do you think this is important? Explain. If a good facilitator is available, this could also be a group discussion topic.
- 6) The author notes the many ways that non-Indigenous people can contribute to helping to revitalize Indigenous languages. List at least two ways that your organization, business, church, community centre, library, or school could do some of the items on the list, then share it with them. This could also be a group discussion topic.
- 7) What are at least three of the most interesting ways that Indigenous people are trying to revitalize their languages? Explain.

Further Learning

- ✓ Visit a local First Nations website to see if they provide resources to help you learn to pronounce Indigenous names.
- ✓ Identify what Indigenous languages are spoken in your area, then search to see if they have a language app.
- ✓ Find ways that local Indigenous Nations are (re)learning their traditional languages. Identify if there are ways that you, or those in your circles of influence, can help support their efforts.
- ✓ Search for Indigenous languages on various social media platforms to see how Indigenous people are using social media to teach and (re)learn their languages.
- ✓ Visit the First Voices website to explore Indigenous language apps, search for words, and listen to Indigenous people speak their languages. www.firstvoices.com

Volunteerism – 2 pages

- 1) The author believes that many Indigenous people do things that are considered volunteering but consider it a part of their daily life and culture rather than what mainstream definitions of volunteering would be. Can you think of ways that people in your own culture or background 'volunteer' in this way? Does the author's description help you to more fully appreciate the 'volunteer' work that is done in your community? Explain.
- 2) The author states that many urban Indigenous organizations "could not do half of what they do without volunteers." Did you realize the financial constraints of urban Indigenous organizations, and why volunteers are so important in helping them to fulfill their mandates? How does this knowledge make you think or feel about the works that urban Indigenous organizations do? Explain. This could also be a group discussion topic.
- 3) Were you surprised to hear that non-Indigenous people are welcome to volunteer in many Indigenous organizations? Explain.
- 4) In your own words, describe the challenges of an Indigenous organization having to educate volunteers about Indigenous culture and/or issues. Does the author's explanation help you to think about this differently? Explain. This could also be a group discussion topic.
- 5) The author states that there should be a separate volunteer organization led by Indigenous people. What do you think about this idea? Explain.

Further Learning

- ✓ Search out Indigenous organizations in your area to identify what areas they need volunteers for. Find out what skills they need and how you or others might be able to learn and offer those skills.
- ✓ Read and download the expanded chapter of How to Become a Great Ally from First Nations 101, 2nd edition on the author's website to learn more about volunteering. www.firstnations101.com

Friendship Centres – 2 pages

- 1) Draw a timeline of the friendship centre movement up to today. Include key dates, actions, opportunities, and challenges. After reviewing your timeline, what does it make you think about, feel, or realize? Explain.
- 2) In your own word describe the reasons why many Indigenous people have migrated to urban areas. Has this changed over time? Explain.
- 3) Were you aware of the many programs and services that Friendship Centres provide? Research your local Friendship Centre's website to see what they are able to offer and share that with others.
- 4) In your own words, describe the six common areas that successful friendship centres share on page 291.

Further Learning

- ✓ Look up #fundfriendshipcentres to see if the federal government is sustainably funding Friendship Centres. Find out how you can support Friendship Centres to pressure the federal government to sustainably fund Friendship Centres (also territorial, provincial, and municipal governments).
- ✓ Review the National Association of Friendship Centres' website to see what they mandate is and what programs or services they may offer. www.nafc.ca
- ✓ Review your local friendship centre's website to see what events, workshops, or activities you may be able to attend.

Arts and Culture – 4 pages

- 1) In your own words describe what 'tangible' and 'intangible' heritage is. Provide examples from your own culture or background.
- 2) In your own words describe the advocacy and policy work that is being done to protect Indigenous heritage. Do you see the need for, or value, in this work? Explain. If a good facilitator is available, this could also be a group discussion topic.
- 3) The author included a statement by the Indigenous Screen Office about culture and identity appropriation. In your own words, explain what they are saying in their statement. Do you think this is an important statement to make? Explain.
- 4) Had you heard of the many Indigenous creators and arts and culture organizations before? Does this information pique your interest in seeking out their work to view, hear, or experience? Explain. This could also be a group discussion topic.
- 5) Have each member of the group research one of the Indigenous arts organizations or activities and share with the group.

Further Learning

- ✓ Choose at least three films, podcasts, or articles in the Find Out More section to follow up on.
- ✓ Watch Indigenous created videos and films for free at https://www.nfb.ca/indigenous-cinema/?&film_lang=en&sort=year:desc,title&year_min=1939&year_max=2022
- ✓ Read: CBC and APTN announce agreement to support Indigenous programming. Mar. 3, 2022. <https://www.cbc.ca/news/entertainment/cbc-aptn-1.6371283>
- ✓ Read the She is Wise magazine at <https://www.mediaedgemagazines.com/ontario-native-womens-association-onwa/oi221/>

Family Tree & Genealogy Research – Finding Our Way Home – 5 pages

- 1) In your own word explain why the author chose to write this chapter.
- 2) In your own words, describe why "Indigenous individuals may not know their genealogical information." How does it make you feel to know that so many people are still in search of this

information and where they belong? If a good facilitator is available, this could also be a group discussion topic.

- 3) Draw a timelines of the key dates regarding Indigenous-related statistics. What do you think about when you view this timeline. How would/do you or your family feel or cope if they had to face these challenges? Explain. If a good facilitator is available, this could also be a group discussion topic.
- 4) The author states that a lack of genealogic information “could lead to future problems for individuals trying to prove who they were, what their birthdate was, or apply for a job or various benefits, applying for compensation for residential school or day school harms, or even that they existed.” Did you realize how problematic a lack of information could be for someone? Describe how you would/do feel if were to or did if it happened to you or someone you know.
- 5) The author describe how not knowing what family you belong to can be very challenging when (re)connecting with Indigenous communities as knowing what family a person belongs to is how many Indigenous people place each other. Can you empathize with how this makes a person with little or no knowledge of their own family history feel? Explain.
- 6) The author has stated in interviews that she included how to search for genealogic information in her book because almost all Indigenous people she talks with about family trees are searching for information for themselves and their families. Does this surprise you? Explain.

Further Learning

- ✓ Listen to Kim TallBear on Native Identity and Relations. Warrior Life Podcast. Jan. 22, 2021. <https://soundcloud.com/pampalmater/kim-tallbear-on-native-identity-and-relations>
- ✓ Review the Indigenous Genealogy page at Library and Archives Canada at <https://www.bac-lac.gc.ca/eng/discover/aboriginal-heritage/Pages/genealogy.aspx>

What is Reconciliation? – 7 pages

- 1) In your own words, describe what reconciliation between non-Indigenous and Indigenous people is and should include. This could also be a group discussion topic.
- 2) The author states that “the length of time reconciliation will take in any one community, town, region, province, or territory will depend on the consistent efforts, financial and human resources, and other commitments of governments, and those in public systems...” Why is this an important statement for people to pay attention to? Explain.
- 3) The author states that true reconciliation can happen faster if “individuals, groups, businesses, and governments focus on more than one area of reconciliation within their spheres of influence and beyond.” Why do you think she made this specific statement which seems to be a call to action? Explain.
- 4) What items on the list on pages 301-302 do you think can make the largest impact? Explain. What other things would you add to this list? This could also be a group discussion topic.
- 5) On page 302, the author notes that there is many diverse opinions amongst Indigenous people related to reconciliation. What do you think she was hoping settlers would learn from this statement? Explain. This could also be a group discussion topic.
- 6) The author notes that there has been very little progress across the country on reconciliation due to limited action. How can you as an individual within your spheres of influence actively commit to reconciliACTION? Explain. This could also be a group discussion topic.
- 7) The author states that “a meaningful act of reconciliation is done purposefully with the intent of fostering reconciliation; and is not self-serving.” Why is this an important statement to remember? Explain. This could also be a group discussion topic.
- 8) The author states that “meaningful acts of reconciliation must ensure ongoing changes and positive impacts in at least one of the [the] ways” she listed. Use this list to identify ways that you and those in your spheres of influence could contribute to reconciliation.

- 9) From the list on page 308, choose at least 3 items that you think could make the most positive impact. Would you add other things to this list? What?
- 10) The author states that interacting with Indigenous people and becoming a great ally are very important parts of working towards reconciliation. Make a list of ways that you and others could do both of these things and share it with others.
- 11) Had you heard of the initiatives listed on pages 305-306? Do an internet search to find local initiatives that you and others may be able to support. Don't forget to ensure they are initiative supported by local Indigenous people, organizations, and communities.

Further Learning

- ✓ Read The Ultimate Act of Letting Go of Privilege: Giving Up Land. K. Lafferty. Aug. 25, 2021. <https://thetyee.ca/Culture/2021/08/25/Ulimate-Act-Letting-Go-Privilege-Giving-Up-Land/>
- ✓ Review the National Centre for Truth & Reconciliation website at www.nctr.ca
- ✓ Review and commit to at least one of the Caring Society has 7 free Ways to Make a Difference for First Nations children and their families. FNCFCFS. <https://fncaringsociety.com/7-free-ways-make-difference>
- ✓ Read My Conversation with Canadians. L. Maracle. 2017.
- ✓ Choose at least three items from the Find Out More section to follow up on.

Youth – A Clear Majority – 2 pages

- 1) In your own words, describe some of the barriers to Indigenous youth being able to “lead safe, healthy, productive, and happy lives.” Include how this makes you feel and what you think can be done to remove some of the barriers.
- 2) The author notes that Indigenous youth are often sidelined once they are no longer needed, have gained media attention that others are capitalizing on, or while they volunteer on committees. Can you relate to this exclusion, marginalization, or dismissiveness? Explain. In what ways do you think that Indigenous and non-Indigenous leaders, organizations, and communities are missing out on by not meaningfully and respectfully including the voice of Indigenous youth? If a good facilitator is available, this could be a group discussion topic.
- 3) In your own words, what do you think the author meant when saying that “there are many statistics that show the over-representation of Indigenous youth in socio/economic challenges, but that is not who they are.” This could be a group discussion topic.

Further Learning

- ✓ Review the Guidelines for the Engagement of Young People. FNCFCFS. <https://fncaringsociety.com/publications/guidelines-ethical-engagement-young-people>
- ✓ Watch videos on The Assembly of Seven Generations' YouTube channel. https://www.youtube.com/channel/UCpp_zs5DeUUkDDdwqkBQytQ
- ✓ Review the We Matter website at <https://wemattercampaign.org>
- ✓ Read at least one of the magazines in the Find Out More section

Section 5 overall

- 1) Write a one page summary of what you think the author's theme and goal was for Section 5. Include your overall learning and how you might apply the knowledge into your personal or work life. Explain.

Section 6 – How to Become a Great Ally – 8 pages in the section

- 1) Have you heard of the term ally before? How has your understanding of what an ally is and does changed after reading this chapter? Explain. This could also be a group discussion topic.
- 2) From the list of page 311, make a list of the things that you already do, a list of what you want to do, and a list of what you are not ready to do yet. Review the list and see if there is room for improvement in your allyship efforts. Also, use your lists to make goals with timelines attached.
- 3) What are the 3 most important things to do from the list on page 311? Would you add anything else to this list? Explain.
- 4) From the first list on page 312, make a list of the things that you can do to help make Indigenous people more visible in your community. Use your list to make goals with timelines attached.
- 4) The last bullet on page 313 says that you should “be aware of privilege you may have or are benefitting from.” After reading and reflecting on the entire bullet point, list ways that you may have unintentionally or intentionally benefitted from any privilege that you may have. If you are comfortable, share this with others to start a conversation about privilege and how it can take away opportunities from and negatively affect certain groups of people. If a good facilitator is available, this could be a group discussion topic.
- 5) In your own words, describe what the author means when she says on page 289 that educating potential volunteers or allies can “become a net deficit to the organization.” Identify at least 3 books, 3 websites, and 3 podcasts that you and others can use to educate yourselves about Indigenous history, culture, and issues. Then share the lists with others.
- 6) In your own words, summarize what the author means by “show empathy without causing harm” on page 315.
- 7) On page 316, the author talks about building alliances. In your own words describe why this is an important avenue to foster positive change. This could also be a group discussion topic.
- 8) Had you heard about the work of Dr. Cindy Blackstock, Chief Dr. Robert Joseph, or Roberta Jamieson before? Share this information with others as a way to start conversations about allyship and coalition building as a way to foster widespread positive change.

Further Learning

- ✓ Read Microaggressions don't just 'hurt your feelings'. A.E. Dastagir. Feb. 18, 2018.
<https://www.usatoday.com/story/news/2018/02/28/what-microaggressions-small-slights-serious-consequences/362754002/>
- ✓ Visit www.native-land.ca to find out what Indigenous Nation(s) territory that you are living or working on. Visit any links to their website to find out more about them and to pronounce Indigenous names (if they have it).
- ✓ Read What is a microaggression? 14 things people think are fine to say at work – but are actually racist, sexist, or offensive. M. Ward & R. Premack. June 3, 2020.
<https://www.businessinsider.com/microaggression-unconscious-bias-at-work-2018-6>
- ✓ Choose at least 3 things from the 'Find Out More' section to following up on.

Section 6 overall

- 1) Write a one page summary of what you think the author's theme and goal was for Section 6. Include your overall learning and how you might apply the knowledge into your personal or work life. Explain.

Section 7 – The Way Forward: Paddling Together – 10 pages in the section

- 1) In your own words, describe what the author means by when referring to Indigenous people's canoes on page 319. What does this tell you about fairness, justice, equality, or history in Canada? Explain. This could also be a group discussion topic.
- 2) On page 319, the author encourages us all to find common ground to work together to foster positive change on Indigenous related issues and notes that it will benefit everyone. Why do you think she suggest this? Do you think it's a good idea? Explain. List any examples of these types of alliances that bring people together on common goals, especially Indigenous related ones. What made them successful? Explain. This could also be a group discussion topic.
- 3) In your own words, describe what the author is saying on page 319 about individuals, groups, and businesses "proactively and consistently making small and large reconciliation-based efforts." Do you agree with her assertion? Explain. This could also be a group discussion topic.
- 4) From the list "Things Everyone Can Do" on page 320, identify at least three things that you are or can be doing. Reflect on what you have been doing and what more you could be doing. Identify things or thoughts that may be stopping or delaying you from doing them.
- 5) From the list "Things Indigenous People Can Do" on page 321, identify at least three things that you are or can be doing. Reflect on what you have been doing and what more you could be doing. Identify things or thoughts that may be stopping or delaying you from doing them.
- 6) On page 322, the author says that the federal government "has the authority and power to fulfill all items on this list, but it must also have the will and commitment to do so." Why is this an important statement? When thinking back to the What is Reconciliation chapter which notes the slow progress on the Truth & Reconciliation Commission's 94 Calls to Action, explain in your own words why commitment is essential to making progress on reconciliation. This could also be a group discussion topic.
- 7) Choose at least 5 items from the list of things that Things the Government of Canada Must Do that you think are the most important in helping to achieve reconciliation between Indigenous and non-Indigenous people. Explain. What else would you add to this list? In what economic, social, political, or other ways might reconciliation and partnership initiatives help to improve the overall country? Explain. This could also be a group discussion topic.
- 8) Choose at least 5 items from the list of Things Provincial and Territorial Governments Must Do that you think are the most important in helping to achieve reconciliation between Indigenous and non-Indigenous people. Explain. What else would you add to this list? Do you think that provinces and territories have a moral, legal, or ethical responsibility to help support, encourage, and work with Indigenous people? Explain. Do you think that provinces and territories that work with Indigenous people on areas of common interest is reconciliation in action (reconciliACTION)? Explain. In what economic, social, political, or other ways might reconciliation and partnership initiatives help to improve the overall province and territory? Explain. This could also be a group discussion topic.
- 9) Choose at least 5 items from the list of Things City, Town, and Village Governments Must Do that you think are the most important in helping to achieve reconciliation between Indigenous and non-Indigenous people. Explain. What else would you add to this list? Do you think that cities, towns, and villages have a moral, legal, or ethical responsibility to help support, encourage, and work with Indigenous people? Explain. Do you think that cities, towns, and villages that work with Indigenous people on areas of common interest is reconciliation in action (reconciliACTION)? Explain. In what economic, social, political, or other ways might reconciliation and partnership initiatives help to improve the overall city, town, or village? Explain. This could also be a group discussion topic.
- 10) The author notes that Indigenous organizations help to fulfill federal, provincial, territorial, city, town, and village mandates. Why is this important to know? Explain. Should funding be provided to organizations that help to fulfill government mandates? Explain. This could also be a group discussion topic.

Further Learning

- ✓ Do some research to find out what your village, town, city, province, territory, and federal governments are doing to foster reconciliation with Indigenous people, to meaningfully implement UNDRIP, and to partner with Indigenous group and organization and First Nations Bands. Are these just statements, or is there budgets, actions, plans, and accountability measures included. Are Indigenous people actively included and do they endorse these actions?
- ✓ Continually return to each list that pertains to you, to ensure that you are working towards any items that are achievable for you.
- ✓ Download the How to Become a Great Ally chapter in pdf from www.firstnations101.com and share it with others in order to promote and foster great allyship and reconciliation.
- ✓ Think about how you and those in your spheres of influence could work together to create effective coalitions to work on initiatives important to Indigenous people in your area.

Section 7 overall

- 1) Write a one page summary of what you think the author's theme and goal was for Section 7. Include your overall learning and how you might apply the knowledge into your personal or work life. Explain.

In closing

Thank you for taking the time to consider how you may be able to help foster deeper learning for those reading *First Nations 101*. Please join me in fostering true reconciliation by referring others to www.firstnations101.com to order books or download resources including this study guide.

Lynda Gray, 2022

www.firstnations101.com