



Canada: The Rich & Vibrant History of Indigenous Peoples

ACTIVITIES GUIDE

Kory Wilson & Tami Pierce
March 2025

Funded by:



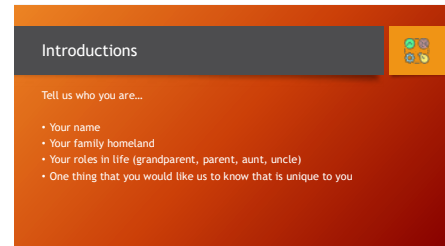
Immigration, Refugees
and Citizenship Canada

Financé par :

Immigration, Réfugiés
et Citoyenneté Canada



INTRODUCTIONS



SLIDE 3:	Tell Us Who You Are
TIME:	10-20 minutes (depending on the size of the group)
OBJECTIVE:	Meet the group.
LEARNING OUTCOME:	Through this activity participants build a sense of community, recognize similarities and unique differences between themselves and others.
PRE-WORK FOR FACILITATOR:	Prepare your own introduction. Only share what you want others to know about you. Do not share what you do not want people to know and certainly do not share things like home address, phone number etc.
SET UP:	Invite participants into a circle. No need for paper or pens.
PREPARATION:	Participants should be encouraged to only share what they are most comfortable sharing. At the least, they should share their names, what roles they play in life i.e. Mom, Aunt, Daughter, Sister, Gramma etc. Also, encourage them to share 1 fun fact about themselves that without them sharing we would not know. For example, a fun fact might be things like: I love snow! I knit! I love to build with wood...etc.
ACTIVITY:	<p>Individuals should be provided 2–3 minutes to share. Given that this is a sharing circle, the information they share is only about themselves.</p> <p>Discourage questions. If there are questions, maybe this is another activity (make it relatable) to another slide.</p>



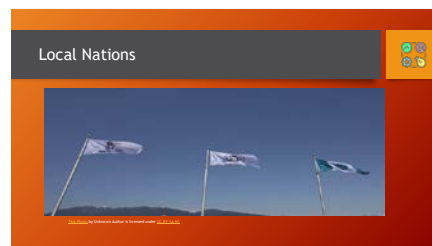
Artwork throughout by Alano Edzerza.

OUR CREATION STORIES



SLIDE 8:	Our Creation Stories
TIME:	30 minutes
OBJECTIVE:	Highlight the value and meaning of Indigenous stories and storytelling.
LEARNING OUTCOME:	Through this activity participants gain a greater understanding of the diversity of Indigenous Peoples and the history of the nations from creation stories from various nations.
PRE-WORK FOR FACILITATOR:	View the creation stories attached. Look for creation stories that represent other regions and other groups. Find the uniqueness and the similarities in each of the stories. Think of your own culture—what creation story have you heard, has it been passed down from generation to generation. If not, why do you think that is?
SET UP:	Invite participants into groups of 3.
PREPARATION:	Share your list of resources that you have prepared in advance and have the group choose the creation story that they will review. Also invite groups to search for other creation stories. Stories from other Indigenous nations in Canada or globally.
ACTIVITY:	<p>Have each group read the creation story. Identify key themes in the story. Each group must have a spokesperson to share their creation story with the class. Other group members can point out the key points or themes in the story.</p> <p>Invite the class to listen for variations or differences in the stories as well as similarities in the stories. Think about what might be missing in the story i.e. how far back does the story go, who are the main characters, does this resemble creation stories that they have heard in their own communities, families or cultures?</p>

WRITE A LAND ACKNOWLEDGEMENT




SLIDE 10:	Local Nations
TIME:	30 minutes
OBJECTIVE:	To illustrate how Indigenous Peoples take responsibility and care deeply for the land, and to demonstrate how non-Indigenous people can acknowledge and appreciate the efforts of the original Peoples of the land.
LEARNING OUTCOME:	Participants will reflect on the efforts of Indigenous Peoples to protect and preserve the lands and demonstrate their understanding through a written land acknowledgement.
PRE-WORK FOR FACILITATOR:	Determine the lands you live on and the lands you work on. The nations that were there long before you could be 2 different nations. Know how involved these nations are in the sustainability of the lands. Are they involved in further developing the lands? Be prepared to share your own acknowledgement to including what you appreciate most about the place and space you occupy.
SET UP:	Invite participants into groups of 3 or 4.
GROUP DISCUSSION QUESTIONS:	<p>Select 2 or more of the following questions to inform your land acknowledgement. Note that you do not have to answer every question but they are good questions to consider.</p> <ul style="list-style-type: none"> • Which Indigenous nation represents the land, region you live? • What have the Indigenous Peoples done on this land, for this land to preserve and protect it? • What are the future plans for these lands? • What do you do on this land? • What do you appreciate most about the land? • What do you appreciate about this place and space you occupy on this day? • What might you say to the Indigenous Peoples of this land to acknowledge their efforts?
ACTIVITY:	<p>The group will collaborate on a land acknowledgment.</p> <p>Have one person in the group present the land acknowledgment to the larger group. Alternatively, each member of the group can take turns reading a line or sentence.</p> <p>Ask the class if they have comments or questions.</p>

LAWS & POLICIES



SLIDE 14:	Indian Act
TIME:	25 minutes
OBJECTIVE:	To understand the impact of government policies, past, present and future and to gain a greater understanding of the harm caused by this policy.
LEARNING OUTCOME:	Through this activity participants will learn how Indigenous people continue to be impacted by this policy.
PRE-WORK FOR FACILITATOR:	View the video in advance. Research the Indian Act to better explain the 4 key policies: residential schools, reserve system, identity and the imposed system of governance.
SET UP:	Large group discussion.
PREPARATION:	Research the Indian Act, focus on the 4 key policies. Print the timeline and post it for participants to view.
ACTIVITY:	<p>This can be done in groups or individually. Give participants about 10 minutes to research one of the 4 key policies.</p> <p>Invite the group to present their findings, prepare to add your findings to the discussion.</p> <p>To wrap up this activity, ask participants to consider what can be done to prevent history from repeating itself.</p>

LAWS & POLICIES

United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)


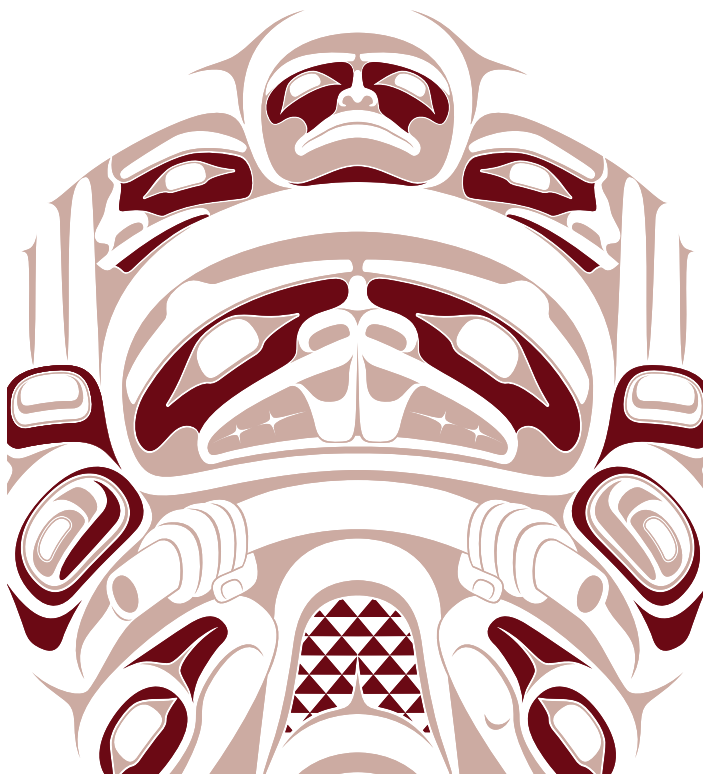
September 13, 2007 the United Nations adopted an International Declaration on the Rights of Indigenous Peoples

June 21, 2021 the United Nations Declaration on the Rights of Indigenous Peoples received royal assent in Canada

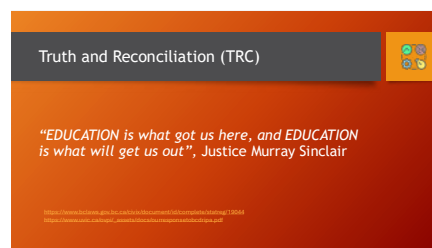
The Declaration contains 46 articles that aim to defend the survival, dignity and well-being of Indigenous people

<https://www.unhcr.org/refugees/pdf/indigenousrights.pdf>

SLIDE 17:	United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)
TIME:	30 minutes
OBJECTIVE:	To understand this policy, the original and the necessity.
LEARNING OUTCOME:	Participants will know the fundamental rights of Indigenous Peoples.
PRE-WORK FOR FACILITATOR:	Review UNDRIP in advance. Read the importance of UNDRIP, know how it is implemented and its application.
SET UP:	Individual and large group discussion.
PREPARATION:	Break class into groups of 3. Have each group select 3 articles.
ACTIVITY:	Read and discuss as a group. Have one member of each group present one article back to the class. Ask the class to “Imagine a Canada”—that effectively addressed UNDRIP. Identify a block of time where each person can write about what this would be.

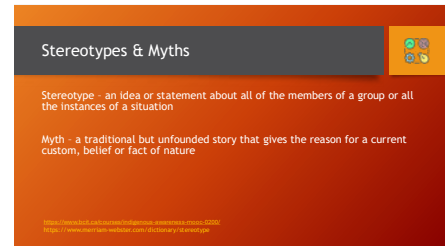


TRC, CALLS TO ACTION REPORT CARD REVIEW



SLIDE 19:	Truth & Reconciliation
TIME:	45 minutes
OBJECTIVE:	To illustrate that reconciliation is something that we all need to work toward.
LEARNING OUTCOME:	Participants will gain a greater understanding of the TRC's Calls to Action, recognize the relevance and the need to address these calls. As well as determine how they can do their part to advance reconciliation.
PRE-WORK FOR FACILITATOR:	Review the TRC's Calls to Action on Education and the CBC Report Card and determine how you are working to advance reconciliation in your workplace and in your community and home. Be prepared to share your commitment, include any challenges or successes you have experienced in doing this work.
SET UP:	Participants work individually.
PREPARATION:	Read the 94 Calls to Action.
ACTIVITY:	<p>Participants will be divided into 14 groups.</p> <p>Each group will receive and review a copy of the report card on Canada's response to the Calls to Action.</p> <p>Ask the groups to consider barriers or challenges, then come up with suggestions on how to address the current status of the C2A they reviewed.</p> <p>Ask the participants to write their commitment to reconciliation on a piece of paper.</p> <p>Share with the group.</p>

THE ORIGINAL OF STEREOTYPES AND MYTHS



SLIDE 23:	Stereotypes and Myths
TIME:	30 minutes
OBJECTIVE:	To recognize the difference between stereotypes and myths, to understand the harm caused by harmful beliefs and learn how to address them.
LEARNING OUTCOME:	Participants will learn to recognize and address a stereotype or myth.
PRE-WORK FOR FACILITATOR:	Research stereotypes and myths about Indigenous people. Think about where they come from, media, movies, books, people. Look for movie clips, newsclips or comic books that contribute to the stereotypical beliefs and bring them to share with the group.
SET UP:	Invite participants into groups of 3 or 4.
PREPARATION:	Participants should be encouraged to log into the internet and search movies that portray Indigenous people inaccurately or negatively. Look up stereotypes and myths. Think about how they can be addressed.
ACTIVITY:	Discuss stereotypes, myths, contributors to these falsehoods in groups. Think about how they can be addressed when they do come up, practice with your group how you might address these things. Create a personal action plan.

TRADITION & CULTURE



SLIDE 28:	Oral Tradition
TIME:	35 minutes
OBJECTIVE:	To learn the history, purpose and value of oral story-telling.
LEARNING OUTCOME:	Identify lessons and morals in traditional stories.
PRE-WORK FOR FACILITATOR:	Read the coyote story, look for the key lessons in the story. Research other Indigenous stories that you can recommend to participants that also carry life lessons and teachings.
SET UP:	Video link on slide, ensure this works before the lesson.
PREPARATION:	No preparation required for participants.
ACTIVITY:	Group discussion—share the lessons you heard in this story.

