

Positive Indigenous-Immigrant Relations and Understanding

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Until recently, immigrants received little information about Indigenous peoples upon arrival in Canada and often had little knowledge of Indigenous history, relations with settler Canadians, and immigrants' responsibilities as new settlers.ⁱ Similarly, there were few opportunities for immigrants and Indigenous peoples to come together and learn about one another's histories and cultures. Misunderstandings and stereotypes are known to result from such situations.^{ii, iii, iv}

This has started to change, particularly with the release of the report of the Truth and Reconciliation Commission (TRC) of Canada in 2015.^v The report specifically emphasizes the need to present immigrants to Canada with “a more inclusive history of the diverse Aboriginal peoples of Canada, including information about the Treaties and the history of residential schools,” and to recognize the importance of Indigenous peoples' role in decision-making surrounding issues that might affect them, which we would argue includes immigration and immigrant integration.^{vi, vii} In recognition of these recommendations and the potential for immigrants and Indigenous peoples to come together for increased mutual understanding and common cause, positive Indigenous-immigrant relations and understanding must be considered an important characteristic of a welcoming community.^{viii}

ⁱ Reesor, R. (2019). *Canada's welcomers building relationships between newcomer settlement organizations and Indigenous organizations and peoples*. [Master's thesis, Toronto Metropolitan University].

ⁱⁱ Foxworth, R., & Boulding, C. (2021). Discrimination and resentment: Examining American attitudes about Native Americans. *The Journal of Race, Ethnicity, and Politics*, 7(1), 9–36.

ⁱⁱⁱ Lashta, E., Berdahl, L., & Walker, R. (2015). Interpersonal contact and attitudes towards Indigenous peoples in Canada's prairie cities. *Ethnic and Racial Studies*, 39(7), 1242–1260.

^{iv} Fryberg, S. A., & Stephens, N. M. (2010). When the world is colorblind, American Indians are invisible: A diversity science approach. *Psychological Inquiry*, 21(2), 115–119.

^v Truth and Reconciliation Commission of Canada. (2015). *Honouring the truth, reconciling for the future: Summary of the final report of the Truth and Reconciliation Commission of Canada*.

https://irsi.ubc.ca/sites/default/files/inline-files/Executive_Summary_English_Web.pdf

^{vi} Truth and Reconciliation Commission of Canada. (2015, p. 337). *Honouring the truth, reconciling for the future: Summary of the final report of the Truth and Reconciliation Commission of Canada*.

https://irsi.ubc.ca/sites/default/files/inline-files/Executive_Summary_English_Web.pdf

^{vii} Bauder, H., & Breen, R. (2022). Indigenous perspectives of immigration policy in a settler country. *Journal of International Migration and Integration*. Advance online publication.

^{viii} Ma, J. (2020). The intersection and parallels of Aboriginal peoples' and racialized migrants' experiences of colonialism and child welfare in Canada. *International Social Work*, 64(6), 901–916.

POSITIVE INDIGENOUS-IMMIGRANT RELATIONS AND UNDERSTANDING

| Name of Practice / Program | Name and Type of Lead Organization(s) | Link(s) | Description of Practice | Tags |
|--|--|---|---|--|
| Resources That Immigrants Can Use on Their Own | | | | |
| Welcome to Our Homelands | Immigrant Services Society of BC (ISSofBC) <i>Service Provider Organization</i> | Program Information Guide Program Video | <p>Overview and Goals:</p> <ul style="list-style-type: none"> • <i>Welcome to our Homelands</i> comprises a seven-minute video and accompanying study guide designed as a starting point for newcomers' continued learning about Indigenous values and culture, while increasing their awareness of First Nations across Canada. • Both resources are part of ISSofBC's ongoing commitment to increasing newcomer education and awareness of Truth and Reconciliation in Canada. <p>Key Features:</p> <ul style="list-style-type: none"> • The program video provides an overview of Indigenous Peoples' diverse values and viewpoints, shedding light on pivotal historical events (i.e., colonization, The Indian Act (1876), Residential Schools, Murdered and Missing Indigenous Women and Girls) that have shaped Canada and the dynamic between Indigenous and non-Indigenous communities. • The supplementary video study guide offers more information, recommended resources, and guidance on terminology (i.e., Indigenous, First Nations, Inuit, and Métis) to assist newcomers in deepening their understanding of Indigenous Peoples in Canada. • The video and study guide are available in 17 languages. | <p>Immigrants</p> <p>British Columbia, Canada</p> <p>Communities of all sizes</p> |
| The Newcomer Handbook: Indigenous Peoples of Canada | Saskatchewan Association of Immigrant Settlement & Integration Agencies (SAISIA); Aboriginal Friendship Centres of Saskatchewan (AFCS) <i>Settlement Umbrella; Non-profit</i> | Program Information Handbook | <p>Overview and Goals:</p> <ul style="list-style-type: none"> • <i>The Newcomer Handbook: Indigenous Peoples of Canada</i> was created to introduce newcomers to the Indigenous Peoples of Canada (focussing on Saskatchewan), with the goal of inspiring them to learn more about Indigenous communities and to engage with Indigenous people with an open mind. <p>Key Features:</p> <ul style="list-style-type: none"> • The handbook includes essential information and guidance about (the importance of) terminology, Indigenous government structures in Saskatchewan (and at the national level), differences between Indigenous and non-Indigenous worldviews, treaties, The Indian Act, land acknowledgments, the Métis and Inuit Peoples, the residential school system, the 94 calls to action resulting from the Truth & Reconciliation Commission (TRC) of Canada, what reconciliation means, missing and murdered Indigenous women and girls, healing, protocols for attending First Nations' Ceremonies, and the medicine wheel among other topics. • The handbook's use of clear and accessible language may suit the needs of newcomers with varying levels of English proficiency. • In addition to providing basic information about historical context and contemporary significance, this resource offers practical guidance and tips for newcomers on how to engage respectfully with Indigenous communities and honour treaty relationships. • The handbook is available in both English and French. | <p>Immigrants</p> <p>Saskatchewan, Canada</p> <p>Small and mid-sized communities</p> |

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| Indigenous Peoples of Manitoba: A Guide for Newcomers | Mennonite Central Committee (MCC) Manitoba <i>Non-profit</i> | Program Information Guide | <p>Overview and Goals:</p> <ul style="list-style-type: none"> • <i>Indigenous People of Manitoba: A Guide for Newcomers</i> aims to educate newcomers to Manitoba—and all Manitobans—about the history, culture, and contributions of Indigenous Peoples in the region. • Its primary goals are to foster understanding, respect, and reconciliation between newcomers and Indigenous communities by providing accurate and comprehensive information on Indigenous history, treaties, and contemporary issues. <p>Key Features:</p> <ul style="list-style-type: none"> • The guide provides overview of Indigenous Peoples in Manitoba (i.e., Cree, Denesuline, Ojibway, Oji-Cree, Dakota, Inuit, Métis), the historical relationship between Indigenous Peoples and the Canadian government (i.e., The Royal Proclamation of 1763, treaties, The Indian Act of 1876, residential schools, the Truth and Reconciliation Commission), current Indigenous initiatives (e.g., the push for self-determination and self-governance, Idle no More, annual events), and a glossary that defines key terminology used throughout. Each section is supplemented with resources for further learning about the Indigenous communities in Manitoba. • The guide’s use of clear and accessible language may suit the needs of newcomers with varying levels of English proficiency. | Immigrants Manitoba, Canada Small and mid-sized communities |
| Surrey First Peoples Guide for Newcomers | Surrey Local Immigration Partnership <i>Local Immigration Partnership</i> | Program Information Guide | <p>Overview and Goals:</p> <ul style="list-style-type: none"> • <i>Surrey First Peoples Guide for Newcomers</i> aims to amplify the voices of the land-based Nations and promote shared understanding between Indigenous and newcomer communities in Surrey. • This guide describes the outcome of a project called <i>Building Solidarity Between Indigenous and Refugee Communities in Surrey</i>. The project was carried out in partnership with the Fraser Region Aboriginal Friendship Centre Association in 2018, with the aim of bringing Indigenous and newcomer youth in Surrey together. The project consisted of various events, focus groups, and reports, all of which were designed to encourage intercultural dialogue. • As a result of this project, the <i>Surrey First Peoples Guide for Newcomers</i> was developed in 2021. The guide was created to address common misconceptions about Indigenous people and to expose the hard truths about their historical and cultural experiences. <p>Key Features:</p> <ul style="list-style-type: none"> • The guide, which addresses the need for accurate resources on the First Peoples of Canada from an Indigenous standpoint, was created and compiled by Jeska Slater, Principal at Littlecrane Consulting and a Nehiyaw iskwew (Cree woman) from Fisher River Cree Nation, Treaty 5 in Manitoba. • It lays the groundwork for mutual understanding, beginning with guidance on terminology; presenting foundational insights into the traditional protocols, histories, and contemporary realities of Indigenous, Métis, and Inuit people in Canada; aiming to rectify common misconceptions about the First Peoples; and empowering and magnifying the voices of the land-based Nations that Surrey occupies. • The guide is available in English, French, Korean, Mandarin, Hindi, Punjabi, and Tagalog. | Immigrants Surrey, British Columbia, Canada Mid-sized community |

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| First Peoples: A Guide for Newcomers | City of Vancouver <i>Municipal Government</i> | Program Information Guide | <p>Overview and Goals:</p> <ul style="list-style-type: none"> • <i>The First Peoples: A Guide for Newcomers</i> was designed to build greater understanding between newcomers and Indigenous communities. • It uses simple language to introduce newcomers to three important topics: <ol style="list-style-type: none"> 1. The Aboriginal people (or First people) in Vancouver and Canada 2. The relationship between the Government of Canada and First people 3. Current initiatives and ways for newcomers to learn more about Aboriginal people in the community <p>Key Features:</p> <ul style="list-style-type: none"> • The guide was developed through comprehensive research incorporating insights from contemporary academic studies, First Nations perspectives, and community resources. A Working Group, comprising both First Nations representatives and community members, offered guidance and shared resources to ensure the guide effectively addresses newcomers' needs and fosters a deeper understanding of Aboriginal communities in Vancouver and across Canada. • The guide addresses a number of pressing topics, including teachings, knowledge, and culture; myths and realities about Aboriginal People; The Indian Act; treaties and self-government; Indian residential schools; the Vancouver Dialogues Project; public art by Aboriginal artists; learning in the community; and truth and reconciliation. • Classroom Materials, tailored for ELL students and instructors, were published to accompany the guide. • This guide is available online and through local organizations including immigrant settlement agencies, the Vancouver Public Library, and ELL language centres across Metro Vancouver. • The guide can be read independently or in the classroom as a learning material. | Immigrants; Language instructors; Non-profit staff; Service providers Vancouver, British Columbia, Canada Large community |
| Indigenous People in Toronto: A Guide for Newcomers | City of Toronto <i>Municipal Government</i> | Program Information Newcomers' Guide Facilitator's Guide | <p>Overview and Goals:</p> <ul style="list-style-type: none"> • <i>Indigenous People in Toronto: A Guide for Newcomers</i> is a comprehensive resource that introduces newcomers to Indigenous communities in the City of Toronto. • This guide aims to foster knowledge exchange and cultivate strong connections between Indigenous people and newcomers. It is accompanied by a facilitator's guide, which provides settlement service providers, ELL instructors, and staff who work with and for newcomers with tools to support this learning. <p>Key Features:</p> <ul style="list-style-type: none"> • <i>Indigenous People in Toronto</i> provides information about the history of Indigenous Peoples of the Toronto Region, contemporary Indigenous life (including ongoing challenges), how newcomers can develop cultural awareness to respectfully engage with Indigenous people and work toward reconciliation, and how to build relationships through local and national projects. • In addition to the guide for newcomers, the <i>Facilitator's Guide</i> provides supplementary information and resources to aid instructors in teaching about the Indigenous Peoples of the Toronto Region, guiding classroom discussions, and involving students in meaningful and culturally relevant learning exercises. • Toronto was one of the first municipalities in Ontario to create this type of resource, which is the result of a collaborative effort that involved the expertise of Indigenous people and newcomers, reflecting the values of multi-sectoral and intercultural collaboration. • The guide aligns with and responds to the Truth and Reconciliation Commission's Call to Action #93 – Newcomers to Canada, as well as the City's Reconciliation Action Plan and its Actions to Restore Truth. | Immigrants; Language instructors; Non-profit staff; Service providers Toronto, Ontario, Canada Large community |

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| Activities that Bring Indigenous People and Immigrants Together | | | | |
| <p>Talking Circle: Building Stronger Communities Between Indigenous Peoples and Intercultural Communities Through Sharing Stories and Histories</p> | <p>Edmonton Multicultural Coalition Association (EMCA)</p> <p><i>Non-profit</i></p> | <p>Report</p> | <p>Overview and Goals:</p> <ul style="list-style-type: none"> The <i>Talking Circle</i> report has two objectives: (1) to summarize the findings of community-based research seeking to pinpoint the obstacles and hurdles encountered by newcomers, intercultural community members, and Indigenous people in establishing meaningful connections; and (2) to understand how intercultural and Indigenous communities can foster significant and mutually transformative relationships. <p>Key Features:</p> <ul style="list-style-type: none"> To establish mutual connections and understanding between people from Indigenous and intercultural backgrounds, the researchers selected a talking circle as the medium to unite the two communities. Participants gained insights into each other's backgrounds by exchanging their experiences as either settlers or Indigenous individuals. During the dialogue, they discussed common experiences and posed questions to deepen their understanding and connection with one another. The majority of participants who identified as settlers or newcomers agreed that they had little to no knowledge about the history of Indigenous Peoples in Western countries colonized by Europeans upon their arrival. Settler and newcomer participants also explored the parallels between their communities as they gained insight into Indigenous people and culture. They noted similarities such as shared experiences of colonial history, the prevalent collectivist culture among recent migrants to Canada from the global South and Indigenous communities, the systemic racism ingrained in institutions (which stems from colonial legacies and affects both Indigenous and racialized communities), and a lack of feeling of belonging. In the second part of the talking circle, participants offered recommendations on the most effective approaches to enhancing and sustaining recent efforts to foster connections between Indigenous people and intercultural communities, including addressing individual and collective trauma, more opportunities for Indigenous people in leadership roles, being an engaged learner, making personal commitments in building relations and learning, connecting through literature and arts, and coming together to address societal concerns. | <p>Immigrants; Indigenous people</p> <p>Edmonton, Alberta, Canada</p> <p>Mid-sized community</p> |

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| <p>The Land of Dreams Farm</p> | <p>Calgary Catholic Immigration Society (CCIS)</p> <p><i>Service Provider Organization</i></p> | <p>Program Information</p> <p>P2P Brief</p> <p>P2P Video</p> | <p>Overview and Goals:</p> <ul style="list-style-type: none"> The Land of Dreams (LOD) Farm project aims to support the settlement, integration, and well-being of immigrant and refugee families by providing them with plots of land and matching them with local mentors who teach them regenerative farming practices. In partnership with Miskanawah, a local Indigenous organization, the farm has also become a place where newcomers can connect directly with the Indigenous community to support their healing processes and to learn about the history of the land. <p>Key Features:</p> <ul style="list-style-type: none"> Each year, with the guidance of Indigenous Elders, the Land of Dreams Farm hosts several events designed to build bridges between CCIS' immigrant clients and the Indigenous community. Examples include the Land of Dreams Tipi Raising Ceremony, "Story Tea" Cross-Cultural Sharing Circles, Spirit Doll-Making Workshops, KAIROS Blanket Exercises, Circle Teachings with Elder Herman Many Guns, and Purification Ceremonies led by Indigenous Elders. The farm offers refugees, in particular, many of whom have endured high levels of trauma, the chance to spend time in nature, engage with their new surroundings, and cultivate food collectively. The farm has been a great source of support and healing for the immigrant community, particularly through the guidance of Indigenous Elders. The two groups have shared their stories and drawn connections between their experiences of genocide and oppression in their respective homelands. Additionally, the farm has provided immigrants with a stronger sense of belonging and connection to their new home. The LOD offers the Indigenous community and newcomers formal and informal opportunities for socialization and cross-cultural knowledge sharing. The program holds regular meetings with farm participants to gather feedback and insights about their needs and the program's efficacy. This feedback is important as it is also used to inform the development of the program's activities. The LOD also effectively mitigates barriers to participation by being inclusive to all individuals, and providing transportation, farming supplies and other resources. The program also encourages clients to experiment with their own growing techniques to cultivate culturally appropriate foods, maximizing inclusivity. | <p>Immigrants; Indigenous people</p> <p>Calgary, Alberta, Canada</p> <p>Large community</p> |
| <p>Indigenous & Newcomer Bridge Building: Healing Hearts Through Discussion and Action</p> | <p>Immigration Partnership Winnipeg (IPW)</p> <p><i>Local Immigration Partnership</i></p> | <p>Program Information</p> <p>YouTube Channel</p> | <p>Overview and Goals:</p> <ul style="list-style-type: none"> Healing Hearts Through Discussion and Action aims to promote reconciliation and relationship-building between Indigenous and newcomer communities by sharing the stories and knowledge of respected Knowledge Keepers and providing the foundation for future discussions and positive action. <p>Key Features:</p> <ul style="list-style-type: none"> The material is presented in a series of videos that showcase the perspectives of respected Elders and community members from both Indigenous and newcomer communities residing in Winnipeg. The conversations revolve around Indigenous culture and history and focus on a variety of current issues. The aim is to find common ground between communities as they work together towards reconciliation. The program recognizes the significance of building bridges between Indigenous and newcomer communities through acknowledging shared histories, cultural exchange and appreciation, respecting Indigenous knowledge and practices, collaborative initiatives, and creating safe spaces for dialogue. The videos are available on the Healing Hearts YouTube channel and interested parties can also join live transmissions through Facebook. | <p>Immigrants; Indigenous people</p> <p>Winnipeg, Manitoba, Canada</p> <p>Mid-sized community</p> |

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| <p>Indigenous Education for Newcomers (IEFN)</p> | <p>Centre for Newcomers (CFN) <i>Service Provider Organization</i></p> | <p>Program Information Program Video</p> | <p>Overview and Goals:</p> <ul style="list-style-type: none"> The Indigenous Education for Newcomers (IEFN) program, which is the first of its kind in Calgary, has two primary objectives: (1) to create opportunities for interaction and mutual understanding between newcomers and Indigenous participants, and (2) to support efforts to end systemic discrimination faced by Indigenous people. <p>Key Features:</p> <ul style="list-style-type: none"> To bring these communities together, the program incorporates activities like dialogue circles and storytelling, designed to honour and bridge different historical and cultural perspectives and foster a shared understanding and appreciation. Efforts to end anti-Indigenous systemic racism include: (1) delivering culturally appropriate educational workshops on Indigenous issues, and (2) building partnerships with service provider organizations and Indigenous services to promote public education and awareness within the broader community. Following recommendations from the Truth and Reconciliation Commission of Canada, the program revised its newcomer information kits to capture the diversity of Indigenous Peoples and provide a more comprehensive history, including information about treaties and residential schools. | <p>Immigrants; Indigenous people Calgary, Alberta, Canada Large community</p> |
| <p>Indigenous Educational Workshop for Newcomer Youth</p> | <p>Regina Open Door Society (RODS) <i>Service Provider Organization</i></p> | <p>Program Information</p> | <p>Overview and Goals:</p> <ul style="list-style-type: none"> The Indigenous Educational Workshop for Newcomer Youth (aged 13 to 34) seeks to promote cross-cultural understanding and connections between newcomer and Indigenous youth by creating a secure environment for dialogue and fostering a feeling of belonging. Its goal is to develop communities that are open and inclusive, placing importance on the needs, interests, and contributions of Indigenous people, newcomers, and the wider community. <p>Key Features:</p> <ul style="list-style-type: none"> This initiative, which is part of RODS' broader A Welcoming Community for Newcomers (WCN) program, comprises a series of presentations featuring educators, facilitators, artists, and storytellers from Indigenous communities. Newcomer youth not only gain insights into Indigenous culture but also interact and engage with Indigenous youth. Previous workshop topics include treaty responsibility as newcomers, Indigenous dance, the Cree language (Nehiyaw) and Indigenous way of knowing, Indigenous art and performance, and Indigenous food culture. | <p>Immigrant youth; Indigenous youth Regina, Saskatchewan, Canada Mid-sized community</p> |

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| <i>Training for Individuals and Organizations Working with Immigrants</i> | | | | |
| Indigenous Dialogue Circles | Affiliation of Multicultural Societies and Service Agencies of BC (AMSSA) <i>Settlement Umbrella</i> | Program Information P2P Brief P2P Video | <p>Overview and Goals:</p> <ul style="list-style-type: none"> Indigenous Dialogue Circles, facilitated by AMSSA, was designed to hone British Columbia Settlement and Integration Services (BCSIS) service providers' awareness and understanding of how their work aids settlement on unceded and occupied territories. Another important aim was also to establish a meaningful connection between service providers and the stewards of the land by respectfully participating in discussions, asking questions, and listening to each other. <p>Key Features:</p> <ul style="list-style-type: none"> The Dialogue Circles were delivered together with Indigenous leader Norm Leech, from the T'it'q'et, a St'at'imc Nation community, who also acted as a consultant and collaborator on the project. The funder's flexibility, which enabled AMSSA to integrate an Indigenous leader and approach while respecting Indigenous culture, enhanced the effectiveness of the Dialogue Circles. For example, the program's outcomes were not predetermined but evolved collectively within the Circles. Likewise, funders refrained from participation to maintain the integrity of the process. To ensure the effectiveness of the program, clear expectations were communicated to prospective participants, who, at the time of registration, had to respond to an Expression of Interest survey demonstrating their prior engagement with Truth and Reconciliation, as well their commitment to sharing information learned with their organization. Five Dialogue Circles took place between June 25 and August 23, 2021, with one Dialogue Circle per broad British Columbia geographic region. Each circle was 90 minutes long and held virtually using Zoom. Active engagement, respectful participation, and attentive listening were emphasized during the Circles, with participants expected to keep their cameras on and participate without muting. Creating an effective environment for the Dialogue Circles involved fostering comfort and openness, exemplified by capping participation at 10 individuals per Circle, allowing unrestricted questioning, and a guideline of one participant per service provider agency. This approach facilitated a clearer understanding of knowledge gaps and enhanced participants' connection and understanding of Truth and Reconciliation, with sessions free from external observers or recording to encourage open dialogue. A total of four themes emerged: <ol style="list-style-type: none"> Indigenous worldview versus colonized worldview Decolonization Intergenerational trauma and the inherited survivor spirit We all have our own indigeneity | <p>Service providers</p> <p>British Columbia, Canada</p> <p>Communities of all sizes</p> |

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| Indigenous Orientation Toolkit (IOTK) | Immigration Partnership Winnipeg (IPW); Manitoba Association of Newcomer Serving Organizations (MANSO) <i>Local Immigration Partnership; Settlement Umbrella</i> | Program Information Toolkit P2P Brief P2P Video | <p>Overview and Goals:</p> <ul style="list-style-type: none"> The <i>Indigenous Orientation Toolkit</i> was created to promote cultural understanding and awareness of Indigenous perspectives among service providers and organizations in Winnipeg, Canada. It was designed to be used as a training curriculum by Indigenous trainers to provide settlement workers, ethno-cultural community leaders, EAL teachers, and newcomers with information on Indigenous history, culture, and contemporary realities to help foster positive relationships and support reconciliation efforts. <p>Key Features:</p> <ul style="list-style-type: none"> The development of the toolkit has involved extensive consultations with community leaders, Elders, and activists from both Indigenous and newcomer communities, alongside contributions from partner agencies. The modules are interactive and easy to understand, providing context, stories, and concrete information. The toolkit is organized into seven distinct themes that are covered in workshops: <ol style="list-style-type: none"> Askii Akawa Asotamaatowin (Land and Treaties) explores the impact of treaty agreements on Indigenous-European settler relations. Gawiin Bimikawesiwan (Assimilative Policies) explains how assimilative policies forced Indigenous Peoples to adopt Western culture and ways of life, leading to the loss of their traditions, languages, and land. Gonezo Agót'é Gogha (Resilience & Resurgence) discusses the importance of culture and explores the contemporary resurgence of traditional principles. Iagiiit (Families) explores traditional teachings and worldviews about family structure. It also considers the impact of colonization on family units and attitudes towards gender roles and childrearing. Otipemisiwak (Métis) explore the unique culture and historical experiences of the Métis people. Iyowadwakiya (Worldviews & Spirituality) explores some universal teachings and the importance of making distinctions between separate First Nations communities. Anishinimowin (Connection to Land) discusses Indigenous Peoples' connection to natural resources and how colonialism has impacted their relationships with the land. The curriculum contains content-based teaching materials that are useful for informal language programs, including conversation circles / classes or one-on-one tutoring. The curriculum also includes teacher notes, activities, additional resources and assessment tasks, as required by Portfolio Based Language Assessment. All materials have been approved by Indigenous consultants and educators. All materials are available online on the program website. | <p style="color: #e67e22;">Ethno-cultural organization staff; Immigrants; Language instructors; Service providers</p> <p style="color: #27ae60;">Winnipeg, Manitoba, Canada</p> <p style="color: #3498db;">Mid-sized community</p> |
| Resources for Individuals and Organizations Working with Immigrants | | | | |
| Disrupting Current Colonial Practices and Structures in the Immigration and Non-Profit Sector | Affiliation of Multicultural Societies and Service Agencies of BC (AMSSA) <i>Settlement Umbrella</i> | Program Information Booklet | <p>Overview and Goals:</p> <ul style="list-style-type: none"> <i>Disrupting Current Colonial Practices and Structures in the Immigration and Non-Profit Sector</i> aims to raise awareness about the impact of colonization and the importance of settler reflexivity among service providers and non-profit staff. Additionally, it gives priority to the Truth and Reconciliation Commission Calls to Action as a means to create a more inclusive and welcoming community. <p>Key Features:</p> <ul style="list-style-type: none"> The booklet is divided into 5 sections: <ol style="list-style-type: none"> Centring Indigenous Peoples and ways of being The truth about Canada's historic and ongoing colonization How racism is learned and legitimized Settler accountability, allyship, and organizational change What you and your organization can do in solidarity with the calls to action by Indigenous Nations | <p style="color: #e67e22;">Non-profit staff; Service providers</p> <p style="color: #27ae60;">British Columbia, Canada</p> <p style="color: #3498db;">Communities of all sizes</p> |

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| <p>Unsettling Settlement: Creating Relationships between Newcomers and Indigenous Peoples In the Greater Saskatoon Area</p> | <p>Truly Alive Youth and Family Foundation Inc.</p> <p style="text-align: center;"><i>Non-profit</i></p> | <p>Program Information</p> <p>Guide</p> | <p>Overview and Goals:</p> <ul style="list-style-type: none"> The <i>Unsettling Settlement</i> guide focuses on helping organizations foster meaningful relationships and dialogues between newcomer communities and Indigenous people in Canada by establishing a resource for reconciliation and decolonization at the individual, workplace, and community levels. <p>Key Features:</p> <ul style="list-style-type: none"> Adopting a framework of cultural safety, this short guide compiles resources for community-based organizations aiming to disrupt and rethink the psychological and physical environments they work within. It offers tools for organizations and individuals in the newcomer services sector to enhance cultural awareness and improve services for both Indigenous and newcomer communities. To promote inclusivity of Indigenous experiences in newcomer spaces, this guide offers a step-by-step strategy, comprising a series of questions, to help individuals to examine their personal beliefs and behaviours. The prompts are designed to be relevant for staff, board members, and clients within an organization. To improve the environmental design of organizations, the guide provides recommendations about signage and infrastructure, policies and procedures, and programming. The guide is intended to be adaptable, with resources that should be periodically updated to reflect the evolving political, economic, and cultural contexts of Indigenous and newcomer populations, as well as changes in the services provided in these areas. The guide is available in both English and French. | <p>Non-profit staff; Service providers</p> <p>Saskatoon, Saskatchewan, Canada</p> <p>Mid-sized community</p> |
| <p>Reconciliation Action Plan</p> | <p>Settlement Services International (SSI Group)</p> <p style="text-align: center;"><i>Non-profit</i></p> | <p>Program Information</p> <p>Program Video</p> <p>Plan</p> | <p>Overview and Goals:</p> <ul style="list-style-type: none"> The <i>Reconciliation Action Plan</i> is a two-year plan that provides a framework for organizations to leverage their structures and diverse spheres of influence to support the national reconciliation movement. The plan's framework aims to encourage collaboration and consultation with Aboriginal and Torres Strait Islander people and communities and empower staff to participate in the process. By doing so, the plan endeavors to create a mutually beneficial relationship between all parties involved. <p>Key Features:</p> <ul style="list-style-type: none"> The plan has 18 actions addressing the following four themes: <ol style="list-style-type: none"> Relationships: Establish connections between Aboriginal/Torres Strait Islander and culturally and linguistically diverse communities. Respect: Establish genuine reconciliation by acknowledging and respecting the Traditional Custodians who care for and protect the lands. Opportunities: Create long-term relationships with Aboriginal and Torres Strait Islander peoples and communities to build opportunities (e.g., economic and community participation). Governance and Tracking: Create a governance framework that is structured, transparent, and supportive, and includes accountability for commitments to RAP actions and deliverables. | <p>Non-profit staff; Service providers</p> <p>Australia</p> <p>Communities of all sizes</p> |

POSITIVE INDIGENOUS-IMMIGRANT RELATIONS AND UNDERSTANDING

| Name of Practice / Program | Name and Type of Lead Organization(s) | Link(s) | Description of Practice | Tags |
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| <p>Fostering Safe Spaces for Dialogue and Relationship-building Between Newcomers and Indigenous Peoples</p> | <p>Immigration Partnership Winnipeg (IPW)</p> <p><i>Local Immigration Partnership</i></p> | <p>Program Information</p> <p>Report</p> | <p>Overview and Goals:</p> <ul style="list-style-type: none"> The <i>Fostering Safe Spaces for Dialogue and Relationship-building Between Newcomers and Indigenous Peoples</i> report aimed to bring together different voices and viewpoints to explore the significance of building relationships between Indigenous and newcomer communities and develop strategies for doing so. <p>Key Features:</p> <ul style="list-style-type: none"> The report outlines a range of methods and actions that can be used to initiate and strengthen engagement and interaction between newcomer and Indigenous communities. To achieve this, the report collects stories from various community leaders, knowledge keepers, Elders, academics, support workers, and activists with links to both newcomer and Indigenous communities. The insights and stories gathered in the report inform recommendations for practices to facilitate the relationship-building process. The report is available for download in English and French. The leadership involved in this project also recommended the development of a toolkit containing relevant information on Indigenous history and culture, treaty-related information, discussions on stereotypes, positive stories, and a list of relevant resources. This recommendation resulted in the development of the <i>Hope Toolkit</i>, also known as the <i>Indigenous Orientation Toolkit</i>. | <p>Educators; Non-profit staff; Policymakers; Service providers</p> <p>Winnipeg, Manitoba, Canada</p> <p>Mid-sized community</p> |

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| <p>Foundations for Belonging: Exploring Refugees' Understanding and Engagement with First Nations Issues and Histories</p> | <p>Settlement Services International (SSI Group) Non-profit</p> | <p>Research Information Report</p> | <p>Overview and Goals:</p> <ul style="list-style-type: none"> • <i>Foundations for Belonging: Exploring Refugees' Understanding and Engagement with First Nations Issues and Histories</i> aims to address the lack of understanding of Aboriginal and Torres Strait Islander communities among refugees and identify how this can be improved. • The project was led by Madison Shakespeare, a researcher from the Australian First Nations community, and used a methodology that combines First Nations knowledge with Western research methods. The project involved engaging refugees in research through a series of three stages: in-person workshops held on Country, use of a mobile phone app, and online focus group discussions. These stages were facilitated by First Nations-led yarning opportunities (a conversational method where stories are shared to transmit cultural knowledge) that incorporated Aboriginal knowledge and practices. <p>Key Features:</p> <ul style="list-style-type: none"> • The study advocates for a decolonizing approach to drive future efforts in building stronger connections between First Nations and refugee communities. The aim is to establish more authentic and resilient frameworks for belonging and reconciliation in Australia. • The publication provides recommendations for government officials, settlement service providers, migrant and refugee organizations, and reconciliation groups (place-based). • Government and policymakers: <ul style="list-style-type: none"> - Enhance refugee integration by incorporating education on First Nations histories and issues into key onshore settlement programs. - Encourage community engagement, particularly at the local level, and emphasize opportunities for refugees and First Nations peoples to connect. • Settlement service providers: <ul style="list-style-type: none"> - Establish structured engagement activities between First Nations peoples and refugees across major settlement programs, focusing on experiential learning and cultural exchange at the local level. - Expand the adoption of Reconciliation Action Plans (RAPs) within service provider organizations to strengthen reconciliation efforts between refugees and First Nations. • Migrant and refugee advocacy organizations: <ul style="list-style-type: none"> - Use existing research to support future action research and advocacy, particularly regarding migrants' and refugees' perspectives of truth and reconciliation. - Foster dialogue with advocacy bodies and communities to recognize and address shared and distinct experiences of exclusion between newcomers and First Nations peoples, informing advocacy and policy efforts related to truth and reconciliation. • Reconciliation groups (place-based): <ul style="list-style-type: none"> - Organize opportunities for local-level engagement, allowing refugees and newcomers to learn about and participate in reconciliation and allyship efforts. - Establish ongoing engagement opportunities between refugees and First Nations communities at the local level, promoting experiential learning and interaction. | <p>Non-profit staff; Policymakers; Service providers</p> <p>Australia</p> <p>Communities of all sizes</p> |

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| <p style="text-align: center;">IRCOM's Model of Engagement with Indigenous Communities</p> | <p style="text-align: center;">Immigrant and Refugee Community Organization of Manitoba (IRCOM) <i>Service Provider Organization</i></p> | <p style="text-align: center;"><u>Program Information</u></p> | <p>Overview and Goals:</p> <ul style="list-style-type: none"> IRCOM's Model of Engagement with Indigenous Communities outlines how the organization's strategy and program development have fostered robust connections between Indigenous and newcomer communities. IRCOM endeavours to collaborate with Indigenous and various community groups to contribute to the creation of safe, inclusive, and resilient neighbourhoods for everyone in Winnipeg. This commitment has been bolstered by the recommendations outlined in the Truth and Reconciliation Commission's Calls to Action, specifically #93 and #94, which target newcomers, as well as by the principles and terminology associated with reconciliation. <p>Key Features:</p> <ul style="list-style-type: none"> Incorporating Indigenous-newcomer relations into the strategic plan ensures that IRCOM staff, board members, and volunteers maintain a consistent and enthusiastic commitment to cultivating and reinforcing relationships. Collaborations with Indigenous organizations and the counsel provided by Indigenous staff, cultural advisors, and Elders are fundamental to IRCOM's efforts in bridge-building. IRCOM engages in partnerships with Aboriginal Youth Opportunities, an advocacy organization driven by Indigenous youth, and other similar groups to grasp the realities of cultural genocide spanning 500 years, recognizing it as a pivotal aspect of reconciliation. The Model of Engagement details how awareness of Indigenous issues is integrated in various programs, such as inviting Indigenous guest speakers to English language learner classes; incorporating Indigenous-themed activities like crafts in the childcare program and an Indigenous map of Canada in the ELL program; supporting integrated sports and youth events; and welcoming Indigenous children to IRCOM's after-school drop-in programs. Through their <u>Common Ground, Stronger Voices</u> program, which seeks to strengthen relationships between Indigenous and newcomer communities, IRCOM identified a need to specifically recruit staff dedicated to fostering these connections, while emphasizing the importance of hiring Indigenous-identifying members of the community. Regularly participating in Indigenous cultural events hosted by other organizations, such as attending Ka Ni Kanichik's Keep the Fires Burning or Rossbrook House's Annual Pow Wow, are also identified in this model. Education and awareness raising are fundamental to IRCOM's strategy, as demonstrated through workshops for newcomers, bridge-building events, and the creation of welcoming spaces. Finally, the organization actively develops resources, such as the Pow Wow Protocol, Indigenous History Simulation for Newcomers, and staff education and awareness (like mandatory training, which includes the well-known <u>Kairos Blanket Exercise</u>). | <p style="color: orange;">Educators; Immigrants; Non-profit staff; Service providers</p> <p style="color: green;">Winnipeg, Manitoba, Canada</p> <p style="color: blue;">Mid-sized community</p> |

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| <p>Land and Treaties: Indigenous Orientation Toolkit for Newcomers to Canada</p> | <p>National Centre for Collaboration in Indigenous Education (NCCIE) <i>Post-secondary Institution</i></p> | <p>Program Information</p> | <p>Overview and Goals:</p> <ul style="list-style-type: none"> The <i>Land and Treaties: Indigenous Orientation Toolkit for Newcomers to Canada</i> is a comprehensive resource designed to facilitate a one-day workshop that introduces newcomers to the foundational history of Indigenous Nations and their historical and contemporary contributions to the country's development. <p>Key Features:</p> <ul style="list-style-type: none"> The toolkit includes an acknowledgement protocol, learning outcomes, a guide to provide teachers with background/foundational information, a series of activities to help facilitate the workshop, an assessment tool to track student's learning, and additional information and resources. The learning outcomes state that upon successful completion of the workshop, students will be able to: <ul style="list-style-type: none"> - Identify benefits and beneficiaries of treaties. - Relate to First Nation experiences with treaties and treaty-making. - Describe treaties and the treaty-making process. - Understand Indigenous peoples' enduring relationship with land. - Identify how colonization has impacted Indigenous peoples' relationships with land. - Understand land protection movements. - Develop a framework for critical reflection and informed action. Workshop activities, which range from 20 to 60 minutes, accompany each section of the workshop from opening and introductions, unpacking treaty acknowledgements, building personal connections, contextualizing treaty, exploring worldviews, blanket exercise and debrief, Indigenous resurgence, personal action, and closing and evaluation. The <i>Facilitator's Guide</i> is also available on the website and provides crucial information for each activity, along with an overview and two videos featuring interviews with the workshop/lesson plan developers. | <p>Educators; Immigrants; Non-profit staff; Service providers</p> <p>Winnipeg, Manitoba, Canada</p> <p>Mid-sized community</p> |
| <p>First Nations History Simulation for Newcomers</p> | <p>Immigrant and Refugee Community Organization of Manitoba (IRCOM) <i>Service Provider Organization</i></p> | <p>Program Information Instructional Material</p> | <p>Overview and Goals:</p> <ul style="list-style-type: none"> The <i>First Nations History Simulation for Newcomers</i> helps participants visualize and empathize with the colonization of Indigenous Peoples of Canada. This resource was developed for use in language classrooms (suitable for CLB 3+). The resource has been piloted with adult newcomers in the Newcomer Literacy Initiative Program at IRCOM. <p>Key Features:</p> <ul style="list-style-type: none"> This is a 2-hour session that begins with learning the foundations about treaties and the Indigenous Peoples of Canada. During the simulation activity, participants get to engage in a 'game' that takes them through various historical events such as the arrival of Europeans and the migration of Indigenous people to cities. The participants are divided into family units of 4-9 individuals and are assigned roles such as parents, grandparents, uncles, aunts, children, babies, and so on. Through this exercise, participants explore important aspects of colonization, such as the fur trade, residential schools, displacement, the Indian Act, reserves, and the banning of ceremonies. | <p>Immigrants; Language instructors; Non-profit staff; Service providers</p> <p>Winnipeg, Manitoba, Canada</p> <p>Mid-sized community</p> |

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| Indigenous Orientation Toolkit (IOTK) | Immigration Partnership Winnipeg (IPW); Manitoba Association of Newcomer Serving Organizations (MANSO) <i>Local Immigration Partnership; Settlement Umbrella</i> | Program Information Toolkit P2P Brief P2P Video | <p>Overview and Goals:</p> <ul style="list-style-type: none"> The <i>Indigenous Orientation Toolkit</i> was created to promote cultural understanding and awareness of Indigenous perspectives among service providers and organizations in Winnipeg, Canada. It was designed to be used as a training curriculum by Indigenous trainers to provide settlement workers, ethno-cultural community leaders, EAL teachers, and newcomers with information on Indigenous history, culture, and contemporary realities to help foster positive relationships and support reconciliation efforts. <p>Key Features:</p> <ul style="list-style-type: none"> The development of the toolkit has involved extensive consultations with community leaders, Elders, and activists from both Indigenous and newcomer communities, alongside contributions from partner agencies. The modules are interactive and easy to understand, providing context, stories, and concrete information. The toolkit is organized into seven distinct themes that are covered in workshops: <ol style="list-style-type: none"> Askii Akawa Asotamaatowin (Land and Treaties) explores the impact of treaty agreements on Indigenous-European settler relations. Gawiin Bimikawesiwan (Assimilative Policies) explains how assimilative policies forced Indigenous Peoples to adopt Western culture and ways of life, leading to the loss of their traditions, languages, and land. Gonezō Agót'é Gogha (Resilience & Resurgence) discusses the importance of culture and explores the contemporary resurgence of traditional principles. Iagiiit (Families) explores traditional teachings and worldviews about family structure. It also considers the impact of colonization on family units and attitudes towards gender roles and childrearing. Otipemisiwak (Métis) explore the unique culture and historical experiences of the Métis people. Iyowadwakiya (Worldviews & Spirituality) explores some universal teachings and the importance of making distinctions between separate First Nations communities. Anishinimowin (Connection to Land) discusses Indigenous Peoples' connection to natural resources and how colonialism has impacted their relationships with the land. The curriculum contains content-based teaching materials that are useful for informal language programs, including conversation circles / classes or one-on-one tutoring. The curriculum also includes teacher notes, activities, additional resources and assessment tasks, as required by Portfolio Based Language Assessment. All materials have been approved by Indigenous consultants and educators. All materials are available online on the program website. | <p>Ethno-cultural organization staff; Immigrants; Language instructors; Service providers</p> <p>Winnipeg, Manitoba, Canada</p> <p>Mid-sized community</p> |
| LINC Curriculum Resources | NorQuest College <i>Post-secondary Institution</i> | Program Information | <p>Overview and Goals:</p> <ul style="list-style-type: none"> LINC Curriculum Resources was created to help language instructors establish a foundational understanding of Indigenous Peoples in Canada among newcomers participating in Language Instruction for Newcomers (LINC). <p>Key Features:</p> <ul style="list-style-type: none"> LINC Curriculum Resources are tailored to help new Canadians appreciate the significance of topics, such as the history of residential schools and treaties. There is an emphasis on cultivating an appreciation for diverse cultural and historical perspectives on Canada and drawing on connections between Canadian history and newcomers' own cultural backgrounds and journeys. Additionally, the program seeks to reassess and potentially redesign classroom materials to incorporate a broader range of perspectives, supporting initiatives to Indigenize the curriculum. | <p>Immigrants; Language instructors; Service providers</p> <p>Edmonton, Alberta, Canada</p> <p>Mid-sized community</p> |

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| <p>Reconciliation Awareness LINC Lessons (RALL)</p> | <p>Immigrant Services Society of BC (ISSofBC)</p> <p><i>Service Provider Organization</i></p> | <p>Program Information</p> <p>Program Video</p> | <p>Overview and Goals:</p> <ul style="list-style-type: none"> The Reconciliation Awareness LINC Lesson (RALL) packages aim to assist language instructors in introducing English language learners to the rich diversity and culture of the Indigenous Peoples of Canada and the historical injustices Indigenous people have and continue to face, with the ultimate goal of fostering understanding and reconciliation. <p>Key Features:</p> <ul style="list-style-type: none"> While RALL packages are designed for English language students participating in the Language Instruction for Newcomers to Canada (LINC) English program (from Literacy to Canadian Language Benchmark, CLB, Level 8) and include tools for Portfolio-Based Language Assessment (PBLA), they can also be used by other organizations and programs with similar objectives. Indigenous voices are centred in the content, ensuring accuracy and authenticity. The program encourages participants to consider what reconciliation means and how they can contribute to positive change in Canada. Each lesson is based on the video <i>Welcome to Our Homelands</i>, directed by Kamala Todd of Indigenous City Media, and the accompanying <i>Study Guide</i> (available in 17 languages), authored by Kory Wilson. The materials use language suitable for various CLB levels and include visuals and handouts for all activities. The <i>Teacher's Guide</i> offers a summary of RALL content, guidance on terminology, finding suitable supplementary lesson materials, and reaching out to local Indigenous Peoples or Nations for visits, among other resources | <p>Immigrants; Language instructors; Service providers</p> <p>British Columbia, Canada</p> <p>Communities of all sizes</p> |
| <p>Indigenous Voices in the Classroom (IVC)</p> | <p>The Immigrant Education Society (TIES)</p> <p><i>Service Provider Organization</i></p> | <p>Program Information</p> | <p>Overview and Goals:</p> <ul style="list-style-type: none"> Indigenous Voices in the Classroom (IVC) intends to address historic prejudice and discrimination against Indigenous people in Canada, by bridging the gap between Indigenous and non-Indigenous communities. The project seeks to counteract the erasure of Indigenous perspectives caused by historic prejudice, providing newcomers with opportunities to engage with Indigenous voices and stories, fostering understanding, empathy, and respect. <p>Key Features:</p> <ul style="list-style-type: none"> Suzanne Clavelle-Christensen, an Indigenous Curriculum Developer, collaborated with Indigenous Elders and community members spanning southern Alberta, Saskatchewan, and British Columbia to develop comprehensive CLB-appropriate lesson plans for Language Instruction for Newcomers to Canada (LINC) learners and other English language learners. By incorporating Indigenous voices and individuals into the classroom, this program makes Indigenous stories and storytellers more accessible and humanizes their experiences. Engaging with real people and their narratives allows newcomers to gain a deeper understanding of the triumphs and obstacles Indigenous communities continue to confront today. Establishing these connections empowers teachers and administrators to incorporate Indigenous history and culture into newcomer classrooms more effectively and more frequently. This learning also encourages newcomers to form relationships with Indigenous communities, helping them avoid societal biases and encouraging them to combat entrenched prejudices in Canadian society. Curriculum booklets for CLB2 (Canadian Indigenous Culture), CLB4 (Indigenous Voices in the Classroom), and CLB 5/6 (Reconcili-action) are available to download at no cost. | <p>Immigrants; Language instructors; Service providers</p> <p>Calgary, Alberta, Canada</p> <p>Large community</p> |

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| <p>Indigenous People in Toronto: A Guide for Newcomers</p> | <p>City of Toronto <i>Municipal Government</i></p> | <p>Program Information Newcomers' Guide Facilitator's Guide</p> | <p>Overview and Goals:</p> <ul style="list-style-type: none"> • <i>Indigenous People in Toronto: A Guide for Newcomers</i> is a comprehensive resource that introduces newcomers to Indigenous communities in the City of Toronto. • This guide aims to foster knowledge exchange and cultivate strong connections between Indigenous people and newcomers. It is accompanied by a facilitator's guide which provides settlement service providers, ELL instructors, and staff who work with and for newcomers with tools to support this learning. <p>Key Features:</p> <ul style="list-style-type: none"> • <i>Indigenous People in Toronto</i> provides information about the history of Indigenous Peoples of the Toronto Region, contemporary Indigenous life (including ongoing challenges), how newcomers can develop cultural awareness to respectfully engage with Indigenous people and work toward reconciliation, and how to build relationships through local and national projects. • In addition to the guide for newcomers, the <i>Facilitator's Guide</i> provides supplementary information and resources to aid instructors in teaching about the Indigenous Peoples of the Toronto Region, guiding classroom discussions, and involving students in meaningful and culturally relevant learning exercises. • Toronto was one of the first municipalities in Ontario to create this type of resource, which is the result of a collaborative effort that involved the expertise of Indigenous people and newcomers, reflecting the values of multi-sectoral and intercultural collaboration. • The guide aligns with and responds to the Truth and Reconciliation Commission's Call to Action #93 – Newcomers to Canada, as well as the City's Reconciliation Action Plan and its Actions to Restore Truth. | <p>Immigrants; Language instructors; Non-profit staff; Service providers</p> <p>Toronto, Ontario, Canada</p> <p>Large community</p> |
| <p>First Peoples: A Guide for Newcomers</p> | <p>City of Vancouver <i>Municipal Government</i></p> | <p>Program Information Guide</p> | <p>Overview and Goals:</p> <ul style="list-style-type: none"> • <i>The First Peoples: A Guide for Newcomers</i> was designed to build greater understanding between newcomers and Indigenous communities. • It uses simple language to introduce newcomers to three important topics: <ol style="list-style-type: none"> 1. The Aboriginal people (or First people) in Vancouver and Canada 2. The relationship between the Government of Canada and First people 3. Current initiatives and ways for newcomers to learn more about Aboriginal people in the community <p>Key Features:</p> <ul style="list-style-type: none"> • The guide was developed through comprehensive research incorporating insights from contemporary academic studies, First Nations perspectives, and community resources. A Working Group, comprising both First Nations representatives and community members, offered guidance and shared resources to ensure the guide effectively addresses newcomers' needs and fosters a deeper understanding of Aboriginal communities in Vancouver and across Canada. • The guide addresses a number of pressing topics, including teachings, knowledge, and culture; myths and realities about Aboriginal People; The Indian Act; treaties and self-government; Indian residential schools; the Vancouver Dialogues Project; public art by Aboriginal artists; learning in the community; and truth and reconciliation. • Classroom Materials, tailored for ELL students and instructors, were published to accompany the guide. • This guide is available online and through local organizations including immigrant settlement agencies, the Vancouver Public Library, and ELL language centres across Metro Vancouver. • The guide can be read independently or in the classroom as a learning material. | <p>Immigrants; Language instructors; Non-profit staff; Service providers</p> <p>Vancouver, British Columbia, Canada</p> <p>Large community</p> |