



Online Course

Module Descriptions and Learning Objectives

Sept. 8, 2023

We welcome you on this path towards increasing your cultural awareness of Indigenous Peoples across Canada. This program is a first step in meeting the Truth and Reconciliation Commission's Call to Action for Canadians to receive 'cultural competency training'¹; we hope it will be the first of many steps along your own personal path of discovery.

This online course consists of six modules, each of which includes two, three or four lessons. Each module is between 40 and 75 minutes in length, with a total time approximately six hours. Each module includes narrated videos, reflection questions, video clips, interactive exercises, and knowledge check questions. Learners are provided with a certificate of completion and a workbook.

The online modules cover a wide range of historical, social, and legal subjects. Key topics include:

- terms and words used to describe Indigenous peoples
- defining moments that shaped the modern history of Indigenous peoples and their relationship with European settlers, the British Crown, and the Dominion of Canada
- the background and practical impact of key legal documents like the *Indian Act*, historical and modern treaties, and recent rulings by the Supreme Court of Canada
- Contemporary urban Indigenous realities and identity.
- the importance of cultural traditions and values of Indigenous peoples
- ways to strengthen relationships with First Nations, Inuit and Métis peoples, communities, and governments.

This course was developed and is offered by NVision Insight Group Inc. www.nvisiongroup.ca

¹ "Provide education...on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism."

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Introductory Module (5 minutes)

Description

- Technical requirements
- How to navigate
- What is Indigenous cultural awareness?
- Meeting the Calls to Action from TRC
- Module outlines
- Learning objectives
- Content warning

Module 1: Name Calling (40 minutes)

Lesson 1: Indians, Inuit, Métis (20 minutes)

Your journey begins with an exploration of what the Canadian Constitution calls the 'Aboriginal people of Canada,' and a review of why and how First Nations, Inuit, and Métis are distinct. We will delve into some of the common words used to describe Indigenous people, past and present, and help you understand how and why to use (or not use!) certain terms.

Learning Objectives

Upon completion of this lesson, you will be able to:

- Identify the three Indigenous groups named in Canada's *Constitution Act, 1982*
- Define terms such as 'First Nations', 'Aboriginal', and 'Indigenous', and know when to use specific terms; and
- Understand why it is important to recognize and affirm the diversity of First Nations, Inuit, and Métis in Canada

Lesson 2: Stereotypes and Misconceptions (20 minutes)

Words can wound; and many words, terms, and descriptions of Indigenous peoples reflect and sustain racist, stereotypical narratives. We will debunk some of the most egregious of these stereotypes and misconceptions, and encourage you to counter them.

Learning Objectives

Upon completion of this lesson, you will be able to:

- Identify and describe some enduring and harmful stereotypes about Indigenous peoples in Canada
- Explain why stereotypes about First Nations, Inuit, and Métis in Canada are pervasive, and how to counter them

Module 2: Land and Stories (40 minutes)

Lesson 1: Land Acknowledgements (15 minutes)

To really understand the Indigenous peoples in Canada; it is important to acknowledge their past, present and ongoing relationship to their land. It has become a common convention to begin events with land acknowledgements, to include them on web sites, and even to add them to email signatures. But what exactly IS a land acknowledgement? Why do people do land acknowledgements? When and how should they be used? In this lesson you will learn about the meaning and importance of land acknowledgements.

Learning Objectives

Upon completion of this lesson, you will be able to:

- Understand the origin of land acknowledgements in Canada
- Explain why land acknowledgments are important
- Understand that land acknowledgements are a First Nations convention
- Describe whose land you live and work on
- Make your statement meaningful, and not performative

Lesson 2: Origin Stories (10 minutes)

Author Thomas King said, “The Truth about Stories is, That’s All We Are.” Stories are integral to Indigenous culture; they shape our societies. You will learn about the importance of storytelling, with examples from across the land now called Canada. You will understand why First Nations say they have been here ‘since time immemorial,’ and explore the origin of laws, societies and cultures that have existed for thousands of years. You will also learn how the Métis Nation emerged with the growth of the fur trade in the 17th century.

Learning Objectives

Upon completion of this lesson, you will be able to:

- Understand the importance of storytelling to Indigenous peoples
- Provide examples of First Nations stories, laws, societies, and cultures that have existed here ‘since time immemorial’
- Locate on a map, some of the nations that existed here prior to European contact

Lesson 3: Inuit across the North (15 minutes)

Description

For many Canadians 'Indigenous' cultural awareness refers to 'First Nations' and sometimes 'Métis', with little or no awareness of Inuit. This Lesson will introduce you to pre-contact Inuit culture, review the major milestones that have impacted Inuit since the arrival of Europeans, and describe how each unique Inuit region came to be shaped and defined through the land claim process.

Learning Objectives

Upon completion of this Lesson, you will be able to:

- Describe major milestones in Inuit history
- Understand the nature and basis for Inuit land claims across the North
- Summarize the history and defining moments in the creation of the modern Nunavut, Nunavik, Nunatsiavut, and the Inuvialuit regions



Module 3: Canada's Colonial History (75 minutes)

Lesson 1: From the Arrival of Strangers to a Royal Proclamation (20 minutes)

The first Europeans to arrive on these shores were looking for a shortcut to Asia. They did not find one; but once they saw the vast natural wealth (first fish, then furs, then minerals, timber, and other resources), they were keen to exploit this “new” world, colonize and Christianize what the “savages”, and settle and populate the land with Europeans who shared their racist assumptions of superiority and supremacy. First Nations and Métis were integral to the fur trade, and early agreements were based on Peace and Friendship; and when the British defeat of France and became the leading colonial power, the Crown proclaimed that First Nations and their land must be respected. It seemed a promising beginning; but as you will learn, those original colonial assumptions have had enduring and disastrous impacts on Indigenous peoples.

Learning Objectives

Upon completion of this Lesson, you will be able to:

- Describe the perspectives of First Nations and Europeans upon first contact
- Link the establishment of the fur trade with the emergence of the Métis Nation in Canada
- Describe Peace and Friendship Treaties
- Summarize the importance of the Royal Proclamation of 1763

Lesson 2: Denial of Rights from 1763 to the Dominion of Canada (15 minutes)

Description: While the Royal Proclamation acknowledged that there was such a thing as ‘Indian land;’ the relationship between the British Crown, European settlers and First Nations and Métis peoples began to unravel in the 19th century. Partnerships based on mutual benefits, peace, friendship, and respect collapsed under the weight of coercion, broken treaty promises, displacement, forced assimilation and genocide, all of which were enshrined when Canada became a Dominion in 1867.

Learning Objectives

Upon completion of this Lesson, you will be able to:

- Explain why and how the British Crown paid restitution to British loyalists after the American Revolution and the War of 1812
- Describe the historical and legal nature of a treaty



- Summarize the Upper Canada Land Surrenders, the Douglas Treaties, and the Robinson treaties

Lesson 3 Colonization since Confederation—Numbered Treaties (20 minutes)

The new Dominion of Canada was keen to build a railroad across the country and ‘open the West’ for agriculture, resource development and settlement. They first needed to purchase Rupert’s Land from the Hudson’s Bay Company, then enter into treaties with First Nations. Time and time again, the treaty negotiations were marred by dishonesty and bad faith on the part of the Crown, with benefits flowing primarily to Canada to the detriment of First Nations.

Learning Objectives

Upon completion of this Lesson, you will be able to:

- Describe the sale of Rupert’s Land
- Summarize the numbered treaty process after 1870
- Recognize the differences between how Canada saw these treaties, and how the First Nations saw these treaties

Lesson 4 Colonization since Confederation—Other Defining Moments (20 minutes)

When the Dominion of Canada was created by the *British North America Act* in 1867, the new government introduced laws, policies and processes that devastated Indigenous peoples. These included the oppression embedded in the *Indian Act*; the intergenerational trauma caused by the Indian Residential School system; Métis resistances and Métis scrip; the hardships imposed by the forced Inuit relocations; the fostering out and adoption of Indigenous children during the Stolen Generation (Sixties Scoop); and the underlying causes and events that fueled the Oka Crisis.

Learning Objectives

Upon completion of this Lesson, you will be able to:

- Describe the history, background, and scope of the *Indian Act*
- Summarize the legacy and long-term impacts of Residential Schools
- Describe the failed Northwest Half-breed Commission and Métis scrip
- Describe the events and impact of forced Inuit relocations
- Recognize the individual and social impact of the “Sixties Scoop”
- Summarize the circumstances and historical events that led to the Oka Crisis.



Module 4 Contemporary Realities (30 minutes)

Lesson 1 : We Reap what We Sow (15 minutes)

Despite Canada's attempts at genocide, displacement, forced assimilation, and colonization, Indigenous peoples are still here. In this lesson, you will explore how the past informs the present; the consequences of colonial laws and policies on Indigenous peoples; why Indigenous peoples continue to lag behind on all indicators of health and community wellbeing; and the ever-present reality of racism in Canada today.

Learning Objectives

Upon completion of this Lesson, you will be able to:

- Describe the connection between colonial policies and health inequities for Indigenous peoples today
- Explain the lack of progress in reducing the gaps between Indigenous and non-Indigenous peoples in community wellbeing
- Explain the overrepresentation of Indigenous peoples in Canada's criminal legal system.
- List examples of racism in Canada's health system

Lesson 2: The City is Home (15 minutes)

Indigenous peoples leave the reserve, move south, or migrate to cities for a variety of reasons. This Lesson discusses the realities faced by First Nations, Inuit and Métis who live in urban settings; how they remain connected to culture, language, and land; and the importance of the Friendship Centre movement for connection, support and program and service delivery.

Learning Objectives

Upon completion of this Lesson, you will be able to:

- Describe some key reasons why Indigenous peoples move into urban centres
- Explain the challenges faced by Indigenous peoples in urban centres
- Summarize the establishment of the Friendship Centre movement and the role that Friendship Centres play in supporting Indigenous peoples in cities and towns across Canada

Module 5 Relationship Building (40 minutes)



Lesson 1 Worldviews and Cultural Values (25 minutes)

This Lesson discusses some of the rich and diverse cultural values and traditions of First Nations, Inuit, and Métis in Canada, and describes how these shape and influence Indigenous perspectives and practices today.

Learning Objectives

Upon completion of this Lesson, you will be able to:

- Recognize some distinctive cultural values and traditional beliefs of First Nations, Inuit, and Métis peoples in Canada
- Describe the ways in which cultural and traditional beliefs about the land, kinship systems, culture, language, and ways of knowing continue to shape Indigenous perspectives

NOTE: this lesson is not intended to provide cultural teachings or offer spiritual guidance. It is for educational purposes only.

Lesson 2: Increasing your Engagement IQ (15 minutes)

This Lesson provides some suggestions on how to work and communicate with Indigenous colleagues and partners, and strengthen your relationships with Indigenous peoples - a process we call increasing your Indigenous Engagement Quotient (IQ).

Learning Objectives

Upon completion of this Lesson, you will be able to:

- Describe examples of protocols for working with First Nations, Métis and Inuit communities and Elders
- Describe examples verbal and non-verbal styles of communication among First Nations, Inuit, and Métis
- Explain ways in which embracing cultural diversity and distinctiveness can lead to successful partnerships and practices; and
- Describe some First Nations, Inuit and Métis cultural symbols and elements.

Module 6 Towards Truth and Reconciliation (45 minutes)

Lesson 1: Rights and Resurgence (30 minutes)

This Lesson discusses the growing assertion of Aboriginal and Indigenous rights, including the Federal government's White Paper of 1969, the creation of modern treaties, the emergence of movements like Idle No More, recent Supreme Court of Canada cases, the growth of self-government, and the United Nations Declaration on the Rights of Indigenous Peoples. These are all milestones in the recognition and evolution of Aboriginal rights.

Learning Objectives

Upon completion of this Lesson, you will be able to:

- Describe the importance of the "White Paper" of 1969 in the resurgence of the modern Indigenous rights movement
- Understand how modern treaties differ from historic treaties
- Identify the major Supreme Court rulings regarding Aboriginal Title, the Duty to Consult and Accommodate, and Métis rights
- Discuss the significance of the United Nations Declaration on the Rights of Indigenous Peoples
- List and summarize the roles of the major Indigenous political organizations in Canada

Lesson 2: The Path Forward (15 minutes)

Truth comes before reconciliation. The truth is that Canada must reckon with its colonial past, and the devastation this has caused to Indigenous peoples. But Indigenous peoples are still here, and are showing the way forward. In this final Lesson, you will learn what true reconciliation can look like, and about First Nations, Inuit and Métis individuals, communities and governments leading efforts in different sectors. There are examples of Indigenous and non-Indigenous people coming together in what Elder Marshall calls 'two-eyed seeing'. You will be introduced to the findings and recommendations of the Royal Commission on Aboriginal Peoples, Truth and Reconciliation Commission, the investigation into Missing and Murdered Indigenous Women and Girls, and other landmark documents that point to clear Calls to Action. While progress has been made, there is still much work ahead on this path.

Learning Objectives

Upon completion of this Lesson, you will be able to:

- Describe some movement and advancements regarding Truth and Reconciliation in the areas of:

- a. Health care
 - b. Criminal legal system
 - c. Business and economic development
 - d. Women, children, and families
- Summarize these key reports, and speak to their relevance to Canadians on the path of Truth and Reconciliation
 - a. Royal Commission on Aboriginal People reports.
 - b. Truth and Reconciliation Commission reports
 - c. Missing and Murdered Indigenous Women and Girls reports.
- Describe and provide an example of 'two-eyed seeing' as a way to consider reconciliation
- Understand the personal and societal need for Indigenous cultural awareness