

Cultural Sensitivity Training



2014/2015

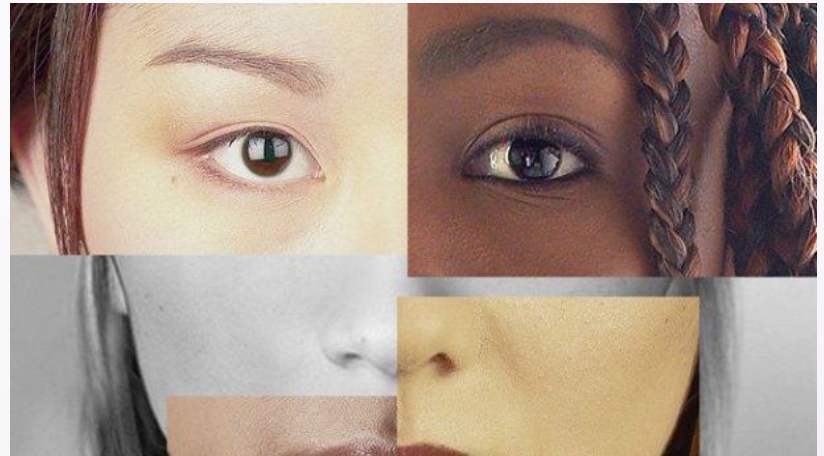


Lakehead
Public
Schools

We would like to thank Fort William First Nation for welcoming us all to this territory, as well as to the Ojibwe people who have been the original caretakers of this land since time immemorial.

Cultural Sensitivity Training

- Introduction
- Re-cap from last Cultural Sensitivity Training
- Walk a Mile Films:
 - Racism and Stereotypes
 - Treaties
 - Self-reflections
 - Impacts on work and place



Cultural Sensitivity Training

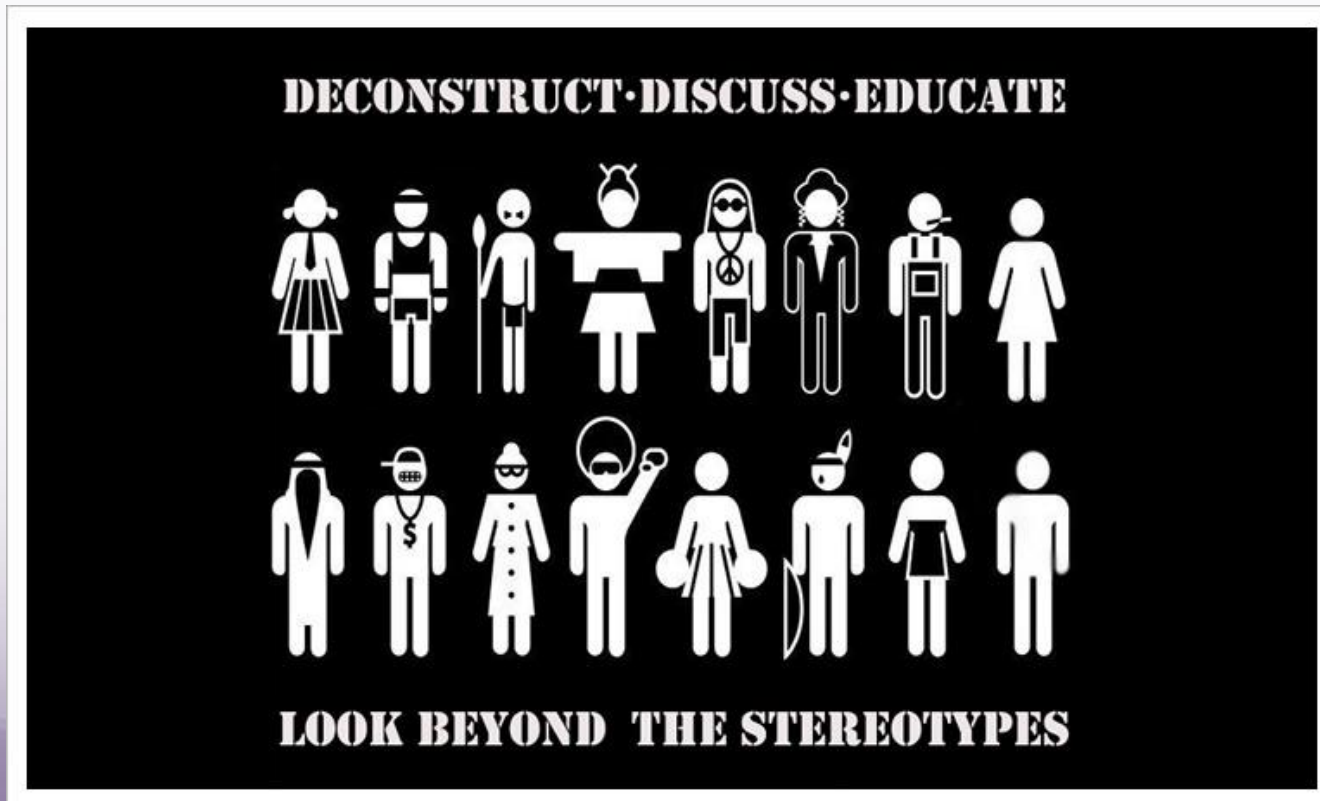


- Walk a Mile
 - Film 1: Coming to Terms
 - Film 2: We Are All Treaty People
 - The overall objective of this project is to address the misinformation and myths, which persists in the broader Canadian community about Aboriginal peoples. This is dealt with so that our Thunder Bay community can have informed discussion about moving forward together on the path towards respectful relationships and joint community building processes.



Stereotypes

What is a
Stereotype?



Categories of Racist Behaviour

Physical Assault & Harassment

Racist Propaganda

Institutional Racism

Incitement of
Others to
Behave in a
Racist Manner

Refusal to
Cooperate with
other People
because of their
Colour, Ethnicity,
Religion, or
Language

Verbal Abuse
Threats

Derogatory Language
Ridicule
Stereotyped Comments



Recognizing Racist Behaviours

Telling “ethnic” jokes	Making stereotyped statements about particular ethnic or cultural groups	Making judgements about a person’s language ability according to his/her accent	Wearing badges or insignia
Allocating tasks to colleagues according to their ethnicity or culture	Lower educational outcomes for students of some ethnic or cultural groups than from others	Making fun of people’s clothes or food	Purposely avoid having to talk to someone who is of another racial background
Not allowing people to speak their first language at work	Making fun of the physical appearance of people from different cultural or ethnic groups	Saying “why don’t you go back to where you come from?”	Mimicking the accents or gestures of people from different ethnic or cultural groups





Walk a Mile

Film 1:
Coming to Terms

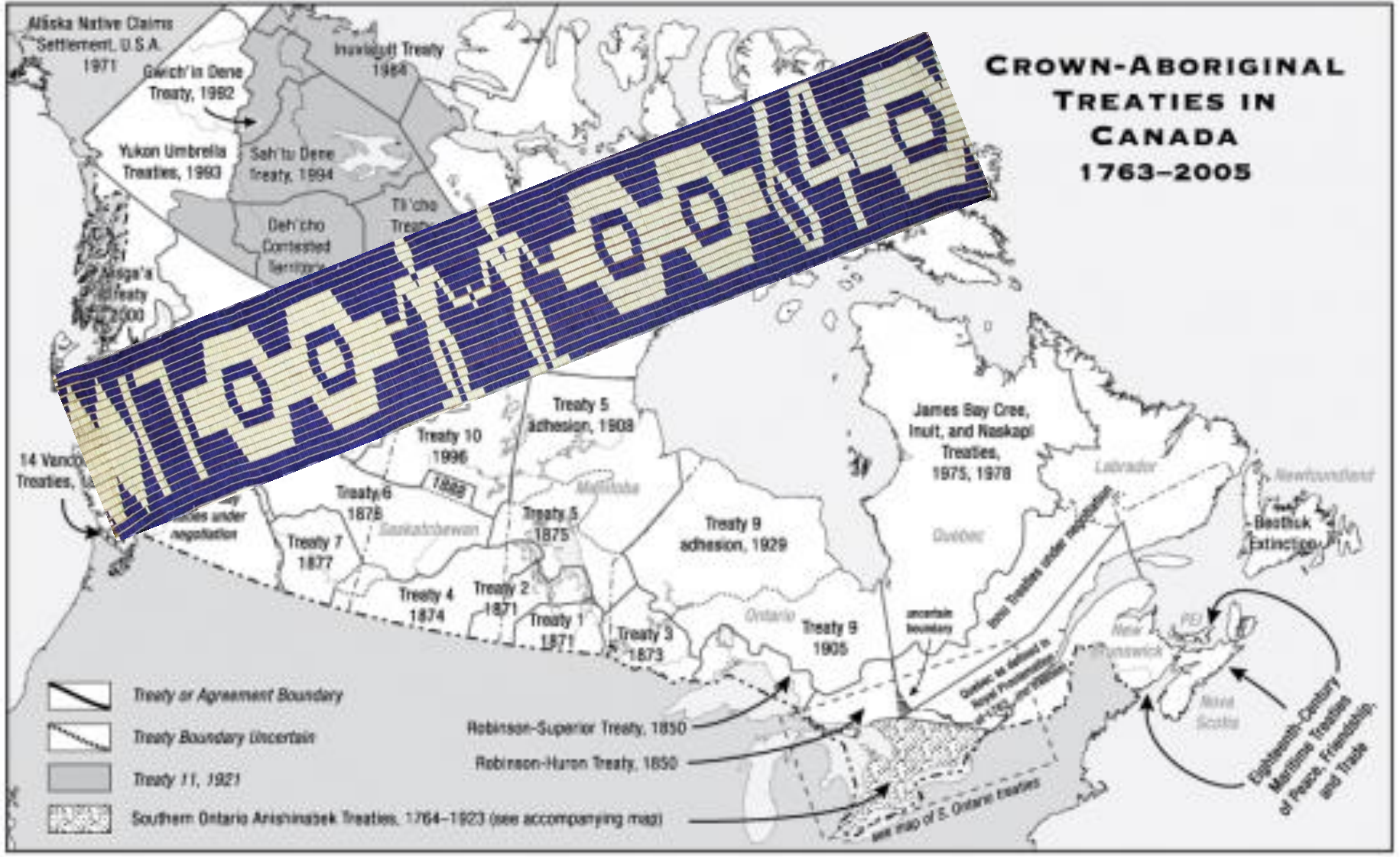
Walk A Mile

Film 1: Coming to Terms

- After the Film
 - What creates conditions that perpetuate stereotypes?
 - How can a community erase or change stereotypes?
 - On form: What can your school/office/Board do to make it more welcoming for Aboriginal people?



Treaties



Treaties

- Organize your thoughts about **treaties** into a chart, and consider these first two things:

What I Know About Treaties	What I Want to Know About Treaties	

- Share your thoughts with a partner or at your table



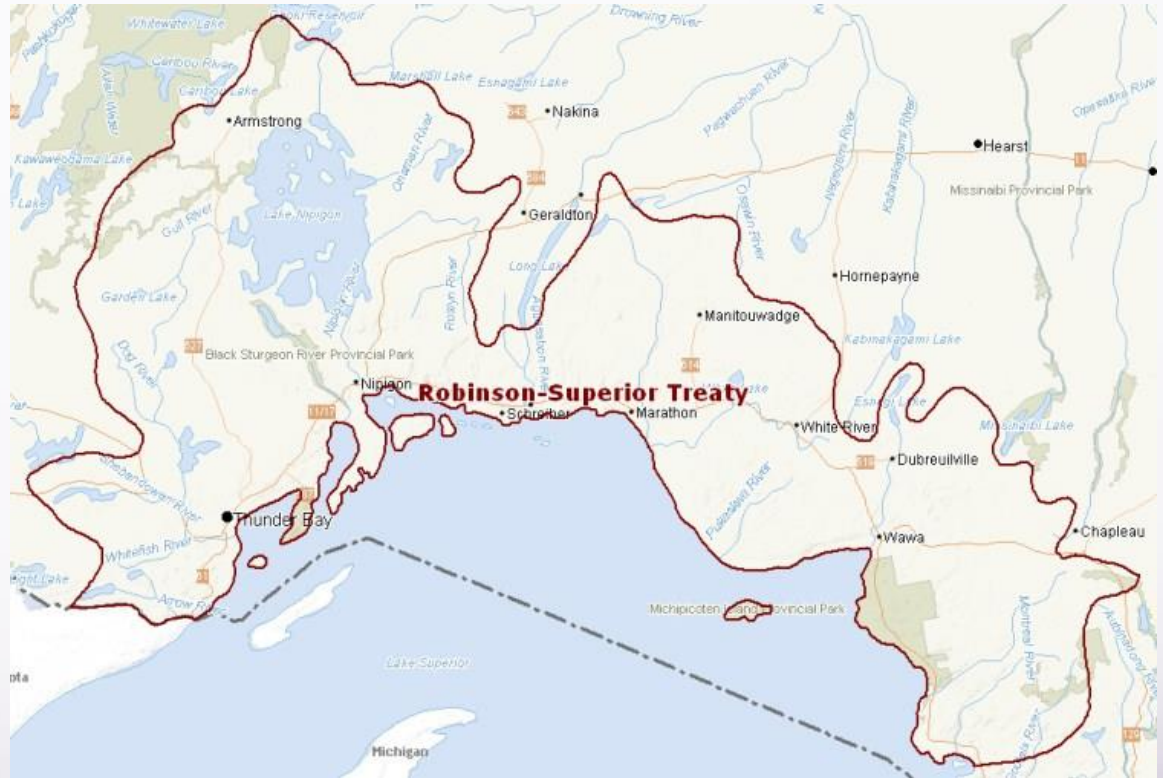


Walk a Mile

Film 2:
We Are All Treaty
People

Robinson Superior Treaty

- Treaty #60
- Signed in 1850
- Area: 92,463 km²



Our Treaty History...

- William Benjamin Robinson, issued in April 1850 to buy as much land as possible, but not settle for less than “the north shore of Lake Huron and the mining sites along the eastern shore of Lake Superior”
- September 7, 1850, Robinson-Superior Treaty is signed
 - Chief Peau de Chat was the spokesperson for Fort William
 - Contained three clauses: the question of mineral rights, the rights of “half-breeds”, hunting and fishing rights

Our Treaty History...

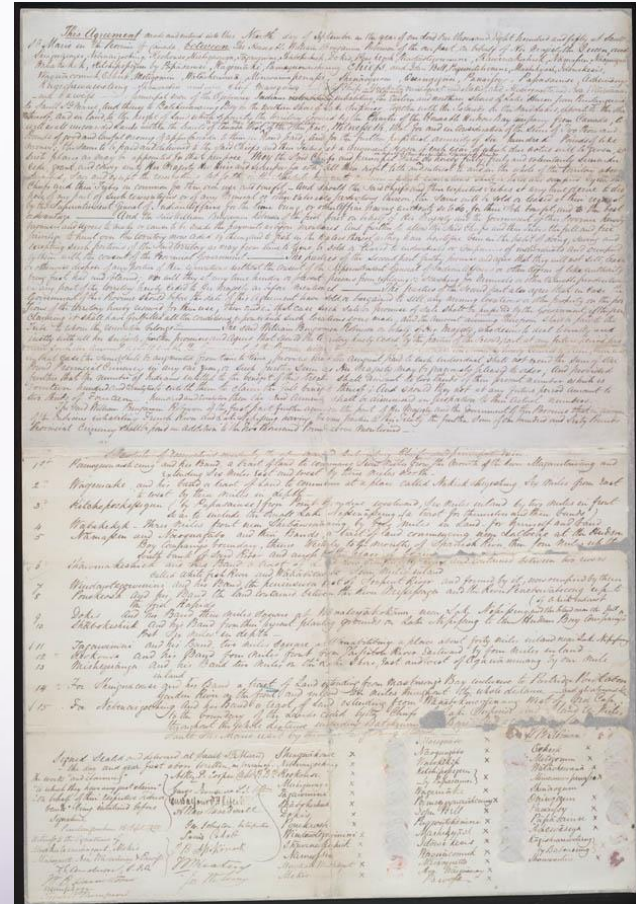
- “Indians” agreed to refrain from interfering with mining activities in the ceded area
 - Valuable deposits on reserves could be sold off by the band but only if conducted by Indian Affairs “for their sole use and benefit and to the best advantage”
- Schedule of reserves (most groups chose own site)
- Each group of “Indians” received an initial sum of £2000. An annuity of £500 was to follow each year.
- Hunting and fishing rights: “the full and free privilege to hunt over the territory now ceded by them and to fish in the waters thereof as they have heretofore been in the habit of doing”

Our Treaty History, Métis

- Métis (“half-breeds”) were “passed by” in discussions at the Treaty meetings
- Two chiefs tried to secure a large number of “half-breeds” a free grant of 100 acres of land each, but Robinson informed them that he had “no power to give them free grants of land”
- The Métis sought to be recognized by the Government and in future annuity payments
 - Robinson: “I told them I came to treat with the chiefs who were present, that the money would be paid to them--and their receipt was sufficient for me--that when in their possession they might give as much or as little to that class of claimants as they pleased. To this no one, not even their advisers, could object and I heard no more on the subject.”
- Métis had to declare themselves as “Indian” or “non-Indian”

Thoughts About Treaty

- If someone asked you why treaties are important, how would you respond?
- How might the understanding of treaties impact the work you do?



Signed Robinson-Superior Treaty



Treaty

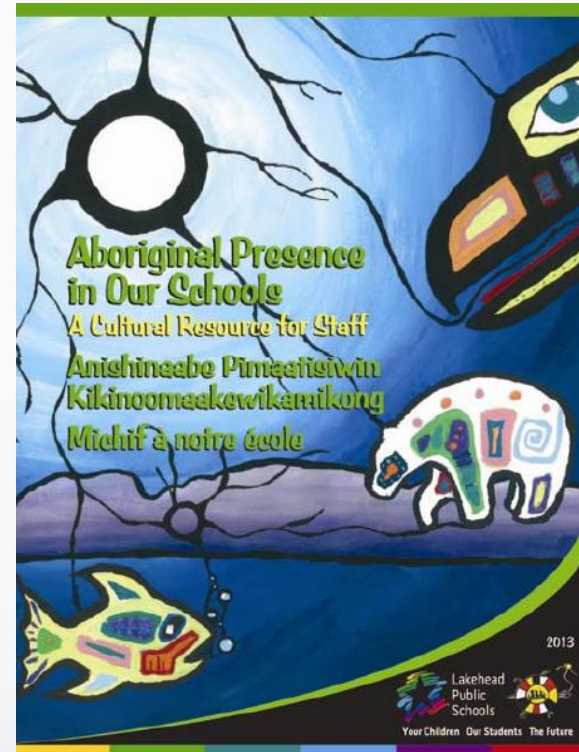
- Think back to your thought chart, consider how this knowledge of treaties will impact your work
- Think of at least ONE personal commitment you will make regarding treaty. Share with a partner. (On form)

What I Know About Treaties	What I Want to Know About Treaties	Personal Commitment

Treaty Resources



<https://dr6j45jk9xcmk.cloudfront.net/document/s/2637/firstnationsandtreaties-en-may202014.pdf>



http://www.lakeheadschoools.ca/aborigenaleducation/cultural_resource

Treaty History

<http://www.metisnation.org/media/141017/inac%20report%20-%20robinson%20treaty%20metis.pdf>

<http://www.parl.gc.ca/content/sen/committee/411%5CAPPA/28EV-49854-e.HTM>



Other Resources

The screenshot shows a web browser window displaying the Lakehead Public Schools website. The browser's address bar shows the URL www.lakeheadschoools.ca/aborigenaleducation/main. The website header features the Lakehead Public Schools logo and the slogan "Your Children Our Students The Future". A navigation menu includes links for "ABOUT US", "BOARD", "FIND A SCHOOL", "NEWS", "DEPARTMENTS", "PARENTS/COMMUNITY", "EMPLOYMENT", and "STAFF". Below this, a secondary menu highlights "Elementary", "Secondary", "Aboriginal Education", "Special Education", "French Programs", and "Adult Education". The "Aboriginal Education" section is active, displaying a "Connecting for Success" article. A yellow arrow points to the "Resources" link in the left sidebar. The right sidebar contains sections for "CONTACT US", "TRANSPORTATION", "PURCHASING Bid Opportunities", "SCHOOL CALENDARS", "RECENT TWEETS", and "ABSENCE REPORTING".

Lakehead Public Schools
Your Children Our Students The Future

BACK ... | ABOUT US | BOARD | FIND A SCHOOL | NEWS | DEPARTMENTS | PARENTS/COMMUNITY | EMPLOYMENT | STAFF |

Elementary | Secondary | **Aboriginal Education** | Special Education | French Programs | Adult Education

Aboriginal Community Liaison Officer
Aboriginal Education Advisory Committee (AEAC)
Aboriginal Transitions
Cultural Resource
Parent/Guardian Volunteer Advocacy Program
Resources
Video Resources
Voluntary Aboriginal Self-ID

Aboriginal Education

Home

Connecting for Success

The Aboriginal Community is the fastest growing segment of the population in Thunder Bay. Lakehead Public Schools is committed to improving and supporting Aboriginal student success by providing the resources required to assist staff and administrators. Our goal is to build an Aboriginal cultural awareness in every school that promotes sensitivity to educational needs, a welcoming school climate and active parental involvement.

Handbook

The handbook "Aboriginal Presence in Our Schools: A Guide for Staff" provides an excellent background and context for teaching. Further resources for secondary schools are included in "Building Social Inclusion by Combating Racism." Additional assistance can be accessed through the Ontario Native Education Counselling Association at www.oneca.com

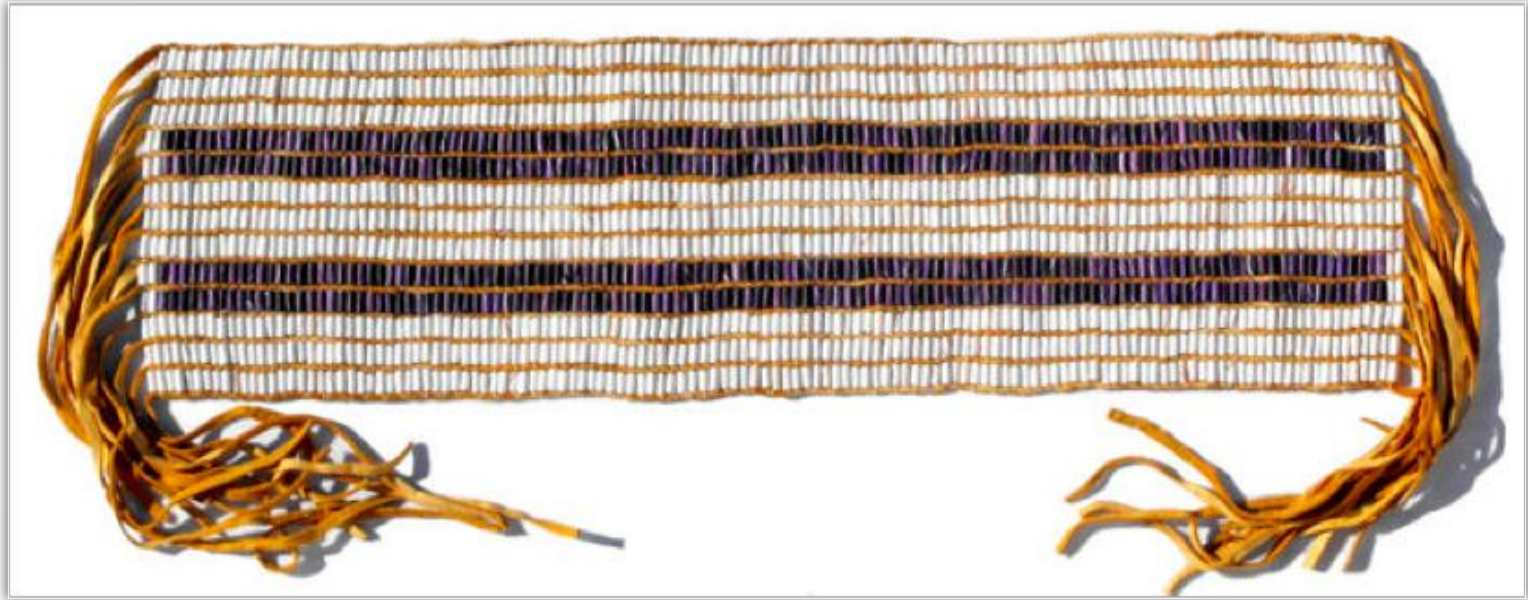
Aboriginal Education Advisory Committee (AEAC)

The Board has also established the Aboriginal Education Advisory Committee (AEAC) to provide ongoing advice on matters relating to the education of Aboriginal students.

In 2006, Lakehead Public School students were invited to submit artwork that would represent Aboriginal presence in our schools. This design by Cairan Carson of

RECENTLY ▶ This Week at Lakehead Public Schools - September 26, 2014 (Friday September 26th)

Please complete a
Feedback Form before
you leave today



Questions & Comments

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