

Manager's Guide



Living Well Together

Indigenous Cultural Awareness and Sensitivity
Training for GNWT Employees



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Background

Living Well Together is the Government of the Northwest Territories' (GNWT) Indigenous Cultural Awareness and Sensitivity Training for employees.

The primary goal of this training is to help create a public service that is grounded in knowledge of the history and context of the Northwest Territories, where cultural diversity is appreciated, and where people from diverse cultural backgrounds communicate and work with mutual respect. The training also aims to:

- create awareness and understanding of the impact of colonization;
- help all GNWT employees understand their individual and collective role in reconciliation; and
- provide the necessary foundation and tools to move towards cultural competency.

As such, this training is mandatory for all GNWT employees.

The training time will vary for each employee depending on how much of the supplementary *Learn More* content employees choose to explore, and how many of audio and video personal accounts and revitalization stories employees choose to watch.

The training is accompanied by *My Path*—a printable learner's guide—to support employees by promoting deeper learning through self-reflection and personal action planning. Employees will use this guide during each module by responding to reflective questions posed throughout the training.

The training is provided in two series: The **Truth series** (Modules 2-5), which focuses on awareness about colonization, residential schools and Indigenous, non-Indigenous relations, and the **Reconciliation series** (Modules 6-8), which focuses on developing cultural sensitivity and the practice of reconciliation.

This 8-module training is intended to fulfill the GNWT's commitment of the Truth and Reconciliation Commission Calls to Action #57:

"To provide professional development and training for public servants on the history of Indigenous peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Indigenous rights, Indigenous law, and Indigenous–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism."

Supporting Employees

Guidelines for Managers

An initiative of this magnitude and importance must be championed by leadership. As a manager, you are accountable for ensuring that your employees complete this mandatory training and know how to apply what they've learned into their roles as public servants. You will also be expected to complete the training and play a leadership role in the attitude yourself and your employees bring to the training.

Lead by example by discussing what you've learned after taking the training and how it applies to your workplace. Not only does this show employees the importance of taking the training, it will prepare you for reactions and questions employees may have.

You also play an important role ensuring they have the appropriate support resources as they work through the modules, as the content may be triggering or distressing for employees. The content in Living Well Together can cause strong emotional reactions in individuals, especially if the person is directly or indirectly impacted by residential schools (i.e. a former student, Survivor or relative).

Many resources are provided within the training and can be found under the Self Care & Support menu option and within section 2, Self-Care and Preparation for Learning.



Allocate time
for training



Create a learning
environment



Encourage wellness
and self-care



Know the signs of
trauma



Use available
supports



Hold a group
discussion



Allocate time for training

Due to the potential of this training eliciting an emotional reaction, it is recommended that departments develop a plan with front-line staff to ensure they can complete the training in an environment that allow staff to process the content and any reactions that may ensue.

The time to complete this training will vary with each employee and individual plans will need to be made with each employee and adjusted as required.

The average time to complete each module is 1 ½ - 2 hours. However, the time will vary for each employee depending on how much of the Learn More (supplementary) content employees choose to explore.

Employees should be provided with adequate time to ensure they can work through the material without feeling rushed and allow enough time to reflect and process content.

Adjust work schedules for front-line staff to allow for completion. Employees who work with clients or the public should not be required to complete this training while completing their daily tasks due to the potential for this training to elicit emotional reactions.



Create a learning environment

Offer options to employees who work in open areas or are subject to frequent interruptions. For example, employees can take turns using a vacant office /training room or coordinate groups of employees to take the training at the same time (group training can offer more support for staff).

Take the training with your staff as a group. This can result in an opportunity to discuss how the training impacts your workforce and the public service as a whole.

Some employees will prefer to complete the training individually, the *My Path* learner's guide will assist with their reflections and processing of information. Ensure employees have earphones or headsets if needed.



Encourage wellness and self-care

In addition to making a plan to allocate time and space to take the training, ask employees to make a plan for how they will take a break or ask for support from you or another staff member if needed.



Know the signs of trauma

Videos on the signs and symptoms of vicarious trauma and prevention techniques can be found within the training in Module 4. Signs and symptoms can include:

- Difficulty managing your emotions,
- Difficulty accepting or feeling okay about yourself,
- Difficulty making good decisions,
- Problems managing the boundaries between yourself and others (e.g., taking on too much responsibility, having difficulty leaving work at the end of the day, trying to step in and control others' lives),
- Problems in relationships,
- Physical problems such as aches and pains, illness and accidents,
- Difficulty feeling connected to what's going on around and within you,
- Loss of meaning and hope,
- Trouble sleeping and having nightmares.

There are a number of stress management techniques employees can utilize if they are experiencing any of the signs or symptoms of trauma.



Use available supports

Become aware of available resources so you can provide advice and recommendations to employees who need support as they take this training.

The GNWT provides a number of resources, such as the Employee and Family Assistance Program or LifeSpeak that employees may find useful as they complete the training. There are also a number of national and territorial resources that can provide assistance.

A list of employee resources and supports is provided in the Appendix. We also encourage managers to take the time to research additional options that are available in your community.



Hold a group discussion

Be proactive and hold a group discussion about the potential impact of the training and self-care plans with your employees. Encourage staff to think about how the training may affect them and what may help them process the learning material and their reactions to it. This will help prepare staff for their learning experience and also encourage peer support.

Supporting Managers

Throughout Living Well Together, employees are encouraged to reflect on the impact of colonization, their role in reconciliation, and are encouraged to develop an Action Plan. Those reflections could result in employees engaging in in-depth discussions about what they learned and the impacts. At times, those conversations will be challenging for both you and your employee(s).

We recognize that managers will also be processing their own journey through the material and may not feel comfortable in leading individual or group discussions on these topics. In addition to the many strategies discussed throughout the training, internal resources within the GNWT, and resources within our communities, trained facilitators will be available.

Monthly sessions will be available on the [Learning and Development Calendar](#). Trained facilitators will lead discussions and provide support to employees.

If departments would like to discuss additional support, please contact the Diversity and Inclusion Unit at 767-9152 or diversityandinclusion@gov.nt.ca.

Frequently Asked Questions

1. Who should take this training?

Living Together is mandatory for all GNWT employees, and all managers and supervisors are expected to provide the support needed for them to complete it within one year.

2. I took the previous Aboriginal Culture Awareness Training (ACAT). Do I have to take this?

Yes. This training is mandatory for all GNWT employees. It differs from—and improves upon—the previous ACAT training. *Living Together* includes new information on the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Indigenous rights, Indigenous law, and Indigenous–Crown relations that provide valuable context for all GNWT employees.

3. How do I register for the course?

GNWT employees can sign up for *Living Together* through the GNWT [Learning and Development Calendar](#).

4. How long does it take to complete each module?

The average time to complete each module is 1 ½ - 2 hours. However, the time will vary for each employee depending on how much of the supplementary *Learn More* content employees choose to explore.

5. When should employees take this training?

Whenever possible, you should encourage employees to take the training during their regularly scheduled hours so they can symbolically “leave” it behind” when they go home.

Limiting learning sessions to 1-3 hours at a time will also help employees to take the necessary time to think about what they’ve learned and process their reactions.

6. What if someone is emotionally impacted by the training?

The self-care and support tab within the training provides employees with a direct link to helpful resources while they are completing the course.

You can also share information about other resources available through the GNWT and their community (see Appendix).

It is also good practice to encourage employees to take Wellness Breaks during the training and to talk with you or others, as needed.

7. What resources are available?

There are a number of resources offered by the GNWT and other organizations that can support employees as they take the training. A suggested list of resources is available in Appendix X.

8. What if an employee is reluctant or refuses to take all/part of the training because of concerns that they will have a negative reaction (e.g. vicarious trauma)?

The GNWT believes that *Living Together* is a valuable resource that will help build the cultural competency of our workforce. However, we also recognize that taking this training may be more challenging for some with past experience with residential schools.

Managers may delay or waive certain parts of the training (Modules 2-4) if there are concerns that they may cause negative reactions for the employee, such as vicarious trauma.

In these cases, employees should be encouraged to complete the *Reconciliation* series of the training (modules 6-8) that focuses on developing cultural sensitivity and the practice of reconciliation.

Employees can also be told that there is no specific time frame for completion of this training. They can start and complete it when/if they are ready.

9. What leave can an employee use if they need to leave work after being emotionally impacted?

Employees who might need to take the remainder of the day off work due to the impact on them from this training would be entitled to use casual leave:

(5) With the concurrence of the Employer, in circumstances where an employee feels that he is unable to effectively continue to work due to an adverse situation occurring during regularly scheduled shift or workday hours, the employee will

receive casual leave with pay for the remainder of that shift or work day. Said leave shall not be charged against any leave credits.

Employees who might need to take subsequent time off work due to the impact from this training would be entitled to use sick leave credits. Employees should follow leave request protocols when requesting the use of sick leave. Leave will be granted at the discretion of the manager and should be assessed on a case by case basis. No request for sick leave in this circumstance should be unreasonably denied. The manager should connect with the employee to ensure that they are accessing appropriate resources. If sick leave resulting from this training continues beyond one day it is recommended that the manager contact their human resource representative for advice on next steps.

10. My family member would really like to take this training too, and this person isn't a GNWT employee. Are they allowed to take it and how?

This training will be available to the public from the [Department of Finance](#) website.

11. Who was involved in writing this training?

The Department of Finance, in collaboration with Education, Culture and Employment, and Health and Social Services collaborated with many Indigenous Elders, community members and Indigenous artists to ensure the training reflected the diverse and authentic perspectives of Indigenous peoples from across the North.

Appendices

A. Stress management techniques

Videos on the signs and symptoms of vicarious trauma and prevention techniques can be found within the training in Module 4. There are a number of stress management techniques employees can utilize if they are experiencing any of the signs or symptoms of trauma:

Wellness Activities

- **Breathe deeply:** close your eyes and scan your body for tension. Place your hand on your belly; feel it expand as you take a deep breath in through your nose. Breathe all the way out through your mouth allowing your belly to go in. Repeat, feeling your belly move with each breath.
- **Move your body:** walk, stretch, dance, exercise.
- **Limit your trauma input:** watch lighter shows instead of violent or abuse-related ones.
- **Connect with others:** have tea with a friend, play with a child, share a meal with someone.
- **Take time:** allow yourself the time to process feelings.

Calming Activities

- **Drink water in peace:** slowly sip cold water and concentrate on how you feel. Imagine the cool water washing away the stress.
- **Listen to music:** gently move with the rhythm of some soothing music.
- **Take a “mental vacation”:** meditate or do yoga.
- **Write in a journal using your non-dominant hand.**
- **Be in nature:** get outside and admire the beauty of nature.
- **Use a tapping technique:** Tap your left foot then right foot on the floor repeatedly.

Balance Activities

- **Draw a circle representing a clock:** Mark off the hours of the day according to your activities. Be realistic and include responsibilities like laundry, cooking, volunteering. How much time is slated for your self-care?
- **Set realistic expectations:** Leave the “superhero” cape at the door; have realistic expectations of yourself.
- **Learn to ask for support when you need it:** Treat yourself like you would treat your best friend.

Closure Activities:

- **Cleanse with water:** wash your hands in warm water, visualizing the emotion flowing into the water, out of your body.

B. Available resources

GNWT Resources

The Employee and Family Assistance Program (EFAP) provides 24/7 confidential support for employees and eligible family members for a wide range of life's challenges.

- Supports are available over the telephone, in-person, online, video conferencing and via mobile app. Refer to the [Promote EFAP](#) page on MyHR for promotional and communication materials such as brochures or posters.
- EFAP can provide confidential support for managers and supervisors that are helping their employees face difficult situations. [Managers and supervisors' consultations](#) are available through the EFAP program to enhance intervention skills when dealing with employees who may be having personal issues and to assist them in getting appropriate help.
- EFAP also provides programming and supports for managers and supervisors, such as assistance with addressing sensitive situations with employees and promoting a healthy workplace.
- Use the following links to download your EFAP orientation. The videos are in a .wmv video file format that may require you to download a current video player:
 - [Manager Orientation: Addressing Sensitive Situations](#)
 - [Manager Orientation: Shepell Supports People Leaders](#)
 - [Manager Orientation: Signs and Sources of a Troubled Employee](#)

LifeSpeak is a 24/7, total well-being platform where all GNWT employees and their families and friends can access expert information on a wide range of topics when and where they need, via mobile app or on any desktop computer.

- LifeSpeak videos are 5-8 minutes in length and are great tools for staff meetings and safety meetings with your units or departments to initiate discussions related to Mental Health, Professional Development, and various Wellness topics.
- Access [LifeSpeak](#) by entering into the GROUP ACCOUNT using the password: gnwt.

C. Pre-training group discussion guide

1. Introduce the concept of safety and self-care

Self-care strategies are discussed in Module 2 of the training and in the *My Path* learner's guide.

2. Review the topics covered in the training

An overview of each module is provided in the Appendix.

3. Discuss potential impacts of training.

As a group, brainstorm some examples of the ways different people may be affected by—or respond to—learning about these topics. You can start the discussion by using different “what if?” prompts, such as:

- What if someone hasn't been taught or are unaware of Canada's governmental policies and programs that targeted Indigenous peoples, such as residential schools and Indian hospitals?
- What if someone hasn't heard personal accounts by former students and Survivors of residential schools?
- What if someone hasn't been directly affected by these oppressive systems or are related to people who have been?
- What if someone has experienced the impacts of colonization, such as racism and oppression, but is unaware of Canada's history of colonization?
- What if someone strongly believes that Canada is and has always been a fair, just and accepting society?
- What if someone is not open to the training or examining their own biases?

4. Talk about self-care

Describe what a self-care plan is and brainstorm self-care strategies or activities – what might you do to debrief or process what you're learning and the effect it's having on you?

Direct staff to the self-care and support information and resources in the training and note that Wellness Breaks have been built into the modules in the Truth series. Self-care information and support resources can be found in the top menu of each module, and can be accessed at any point in the training.

A summary of self-care information is also provided in the *My Path* learner's guide.

Pre-training group discussion guide (continued)

5. Plan to support one another

Brainstorm things that the group can/will do to support each other.

Invite staff to contact you if they are having difficulty and need help accessing support or crisis resources. Watch for signs that team members are having difficulty. Invite co-workers to do some of the wellness activities together.

6. Make a plan

Ask staff to write down at least one self-care activity / strategy they will use throughout the training and to identify someone they feel safe to debrief with in case they need help.

Examples of self-care activities include exercise, listening to music, going for a drive, or talking with a friend.

7. Do a wellness activity together

End with a short self-care / wellness activity. Wellness activities can include breathing deeply, going for a walk, or stretching.

D. Training outline

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This training contains some content that has been specifically identified as containing emotionally challenging content that may trigger past trauma or vicarious trauma for some employees. Challenging sections are underlined in red and are accompanied by a brief description.

Remember: Individual employees may have a different response to the same content. The best way to prepare yourself to support your employees is to do the training yourself so you can be ready for their reactions and questions.

Module 1: The Journey Ahead

Section 1: Getting Oriented

- System and Equipment Check.
- Introduction.

Section 2: About This Training Initiative

- Training goals and how it will benefit GNWT employees.
- Connection to Truth and Reconciliation Commission Report and the 94 Calls to Action.

Section 3: Essential Information for Getting Started

- Overview of training and structure of modules.
- Introduction to *My Path* learner's guide.

Module 2: Exploring the Truth

Section 1: Getting Oriented

- A four question survey to check employees' level of understanding.
- Using the *My Path* learner's guide to record reflections.

Section 2: The Truth Process

- Background on the Truth and Reconciliation Commission.
- Reflective questions on how information relates to government employees and the importance of participating in the truth process. This section can also help employees understand why this training is necessary.
- Testimonials from residential school Survivors, their importance and why this information was documented by the Truth and Reconciliation Commission.
- **Links to how colonization is still present within our society.** including the work we do as GNWT employees and the public we serve. This content may provide a better understanding for employees on the continued colonial impacts Indigenous people face on a daily basis.
- Five questions asking employees to identify the approach they would like to take at the completion of this training.
- **"How should people feel" from Dr. Marie Wilson.** This video addresses questions such as "this doesn't have anything to do with me, I wasn't part of that" and what actions staff can do with the feelings they have from this training.

Section 3: Recurring Themes and Contemporary References

- Reviews Indigenous & non-Indigenous populations.
- An interactive activity on language and regions, including how language is used to advance reconciliation.
- **An interactive activity on employment and income rates.** This content encourages understanding on how smaller communities and residents are impacted by lack of employment and competition for jobs.
- Discusses traditional economy, importance of Elders within communities, and the concept of "Strong like two people".

Module 2: Exploring the Truth (continued)

Section 4: Contemporary References on Governmental Relations

- Reviews Indigenous governments, the GNWT and their roles and relationships.
- Reviews the most recent devolution and the impacts to the NWT and Indigenous governments and organizations.
- **Reviews historical treaties and how the GNWT is involved.** This section will provide insight into how relationships with GNWT employees and communities are impacted, sometimes in a negative manner.

Section 5: The Take-Aways

- Encourages reflection in *My Path* learner's guide.

Module 3: The History of Colonization

Section 1: Getting Oriented

- A short survey (10 questions) to gauge the starting point of employees is provided. Your answers will not be kept or viewed.

Section 2: What happened

- Introduction to colonization.
- **Summary on the history of colonization in a Northern context is explained with a video.** Employees could have a personal connection to the presenter or have not heard that history before.
- Encourages use of *My Path* document by asking reflective questions.

Section 3: Origins

- Reviews origin stories from the Cree, Dene, Inuvialuit, and Métis.
- Reviews concept of sovereign nations.

Section 4: Contact & Cooperation

- Reviews 4 concepts relating to colonial powers and Indigenous peoples.
- Background information on how and why European settlers came to North America and the impacts.
- Survey provided to gauge understanding and provides more information after each selection.

Section 5: The Crown Imposes Control

- **Reviews change in relationship, creation of policy and legislation to assimilate Indigenous people.** Employees could have mixed feelings when learning how the GNWT has negatively impacted Indigenous peoples. Talk to employees about ways the GNWT is moving towards reconciliation and what can be done within your unit/department to achieve that goal.
- **An overview of residential school including background information on The Indian Hospital System and the “Eskimo” identification tag system.** Information can result in employees feeling upset over the treatment of Indigenous peoples. A discussion acknowledging the harm and impacts may assist the employee with processing feelings and information.

Module 3: The History of Colonization (cont.)

Section 6: Times of Darkness

- **Reviews foreign disease, population decline and redistribution of populations.**
Three personal accounts of impacts are provided. Employees could have personal relationships to the presenters or that NWT region. It could also be the first time employees are hearing about this part of history.
- **An overview of the widespread disruptions to Indigenous societies with personal NWT examples.** After reviewing accounts, employees could reflect on how their families or others were impacted and what was lost.
- **Elder interview on state apprehension of Indigenous children.** This explanation could result in empathy and a better understanding of how state apprehension has affected (and continues to affect) individuals and families, how reconciliation is still occurring and the importance of it.
- Reinforcement of racism is explained by discussing how it relates to colonization, decolonization and reconciliation.
- **A definition of genocide is presented along with questions on the ways in which the definition applies to Canadian government policy and programs.** Employees could reflect on other genocides that occurred throughout the world and see comparisons that result in a deeper understanding of how Indigenous peoples are similarly impacted.

Section 7: Decolonization

- Examples of decolonization initiatives within the NWT and decolonization through collective resistance.
- **Review of potential power imbalances within the GNWT.** Employees are asked to consider areas where power imbalances may occur and reflect on what actions can lead to improvements. This exercise may result in employees feeling empowered to make changes within their career or have a better understanding of how these imbalances are still present.

Section 8: The Take-Aways

- Employees are asked to reflect on the information they learned and are provided with activities that could assist.

Module 4: The Residential School System in Canada

Section 1: Getting Oriented

- Overview of menu tabs and identifies how employees can access support at any time.
- Short survey on knowledge about residential school, including reflective questions.

Section 2: Self Care & Preparation for Learning

- Caution provided about content and encouragement for employees to follow suggestions for self-care.
- **Survey to determine if content increases risk of vicarious trauma is provided.** Almost all employees will score in such a way that indicates they could be at risk of vicarious trauma.
- Employees may feel apprehensive about moving forward with material. Assurances can be made that training provides support to identify and address vicarious trauma if it occurs.
- Remind employees to take a break to mentally prepare and return to training when they are ready.

Section 3: Before Residential Schools

- **Reviews how children were taught before residential schools, includes personal testimonials from Elders/past residential school Survivors.** Some employees could have a personal connection to the former residential school Survivors who shared their stories.
- For employees impacted by residential school, they may reflect on how their lives could be different if Indigenous culture was incorporated within their family or have a deeper understanding of what was lost.

Module 4: The Residential School System in Canada (cont.)

Section 4: What happened?

- **Video on Residential Schools and the context of the Truth and Reconciliation Commission by Dr. Marie Wilson.** The video includes intergenerational trauma, negative experiences, and how to move forward as a country.
- Other factors in the creation of residential schools are discussed, including the *Indian Act* and impacts, leader's views on education and economy, treaty obligations and impacts.
- **Tools of "civilization".** Discusses topics such as confiscation of traditional clothing, mandatory uniforms, haircuts, assignment of Christian names or numbers, separation of siblings, prohibition of Indigenous languages. Employees could experience negative emotions when they imagine or recall growing up in that environment.
- **Perspectives: Was it all bad?** Individuals share perspectives on their personal experiences in residential schools and note some positive aspects. The video takes care to note that such experiences are exceptions, and that most people had negative experiences with residential schools.

Section 5: The Northern Context

- **Implementation of residential schools in the NWT and how it differed from the systems in southern Canada.** Employees may reflect on how that experience was for Survivors.
- **Eleven personal stories from Survivors which include accounts of abuse.** Employees could have a personal connection to persons interviewed and may reflect on their parent's or their own parenting techniques, response to affection, trust of others/authority figures, use of alcohol and drugs, and how/if it could be linked to residential schools. Employees should be encouraged to take breaks between stories and to select 2-3 videos to watch rather than all of them.
- **Stories of Resistance.** Employees could have a personal connection to the persons interviewed. Could also result in employees reflecting on how they would react if that happened to their children or what that must have been like for families.

Module 4: The Residential School System in Canada (cont.)

Section 6: The Impact of Residential School in the North

- **Two personal stories about to the impacts of the separation of children and family are provided.** Employees could have a personal connection to persons interviewed.
- **Four personal stories on intergenerational impacts are provided.** Employees may have a personal connection to the persons interviewed and/or ask themselves how they can be better public servants in the context of addressing intergenerational trauma and supporting others.

Section 7: Righting the Wrongs

- **Criminal charges and convictions that occurred during residential schools.** Employees could be impacted by listening to the personal story or hearing the names of the persons charged with criminal offences.
- Reviews The Call for a Public Inquiry, Class Action Lawsuit against the government of Canada, negotiation of the Indian Residential School Settlement Agreement, the Truth and Reconciliation Commission, and the formal apology.

Section 8: The Take-Aways

- Employees are asked to reflect on the information they learned.
- Managers are encouraged to check-in with their employees at the completion of the module.

Module 5: Negotiation & Renewal

Section 1: Getting Oriented

- Overview of learning objectives for module.
- Reflective questions on how information relates to the employees of the GNWT.

Section 2: Land & Rights: The Heart of the Matter

- 6 personal accounts on the importance of the land are available.
- Rights are Separate and Distinct.
- Rights are Inherent.
- Rights and Interpretation.
- Indigenous Title.
- Right of Self-Government which includes perspectives from the Sahtu, Gwich'in, Délı̨ne, federal government, and United Nations.
- Treaty Rights.
- Recognition of Indigenous Rights.

Section 3: Treaties: Frameworks for Relationships

- Why we learn about treaties?
- What is a treaty?
- We are all treaty people.
- Treaty making traditions which includes two videos.
- Fundamentally different traditions.
- Historic Treaties: Pre-confederation.
- The Royal Proclamation of 1763.
- Post-Confederation: The Numbered Treaties.
- Métis Land Rights.
- Treaties in the North: Treaty 8, Treaty 11 – The Métis Experience.
- The Inuvialuit and Treaty 11.
- Treaties 8 & 11: A Difference in Perspectives – includes 2 perspectives to consider.
- Implications for today.

Section 4: Growing Concerns for Indigenous Rights

- New Disruptions.
- Disruptions to Governance which includes 1 perspective.
- Community Perspectives: Autonomy.
- Learn more topics available: Mineral Exploration & Mining, Oil & Gas Exploration, Game Laws & Sanctuaries, Migration of Southerners, and Transportation Developments.
- Community Perspectives: The impacts of game laws.
- Social & Political Mobilization.
- Social & Political Leaders.
- Community Perspectives: Story of an emerging leader.
- The Berger Inquiry: A Dilemma.
 - The Inquiry.
 - Berger Inquiry Testimonies which includes 19 testimonials.
 - The Berger Report.
- Gratitude for the Earth, includes a video with Paul Andrew on the story of Dene Love Songs.

Module 5: Negotiation & Renewal (cont.)

Section 5: Negotiating Rights in the Modern Era

- What are Modern Treaties?
- The Modern Treaty Era.
- Calder Case: Recognition of Indigenous Title.
- Paulette Caveat: Stimulus to Modern Treaty Making in the NWT & the Decision.
- Modern Treaties in the NWT.
- Scope of Comprehension Claim Negotiations.
- Regional Agreements in the NWT.
- Nunavut Land Claims Agreement: New Borders.
- Recognizing & Affirming Métis Rights.
- Modern Era, Modern Approach?
- Doctrine of Discovery: Still with Us? Jim Antoine provides his perspective.
- Self-Government & the Constitution of Canada.
- Recognition & Negotiation of Self-Government.
- Self-Government & Modern Treaties.
- Community Perspectives: Nation-to-Nation Relationship which includes 8 perspectives to consider.

Section 6: Indigenous Rights Negotiations & the GNWT

- Devolution.
- NWT Lands and Resources Devolution Agreement.
- The Intergovernmental Council.
- Rights Negotiations: The GNWT's Role.
- Indigenous Self-Governments & the GNWT.

Section 7: The Take-Aways

- Summary and final reflection within *My Path* learner's guide.

Module 6: Toward Reconciliation

Section 1: Getting Oriented

- Overview of learning objectives for module.
- Reflective questions posed on reconciliation and encouragement of use of *My Path* learner's guide.

Section 2: Perspectives on Reconciliation

- Perspectives on Reconciliation: 9 GNWT employees provide their perspectives on reconciliation.
- 4 Community Perspectives: Relationships & Forms of Reconciliation.
- Reconciliation Through Teacher Training with 2 perspectives on the impacts of this training.
- Reconciling One's Self which includes a community perspective.
- A Time of Courage.
- Poses reflective questions for *My Path* learner's guide.

Section 3: Perspectives on Culture

- Culture & the Iceberg.
- Worldview, Values, & Attitudes.
- Worldviews Differ.
- Our Enduring & Guiding Force which includes 1 perspective to consider.
- Jagged Worldviews Colliding article.
- Reflecting on Relationships within *My Path* learner's guide.

Section 4: Understanding Cultural Change

- Effects of Cultural Change.
- Identity.
- Cultural Identity.
- Names & Identity.
- Community Perspectives: Reclaiming Our Names.
- Identity & the Right to Choose.
- Cultural Appreciation & Cultural Appropriation.
- Understanding the Difference between Appreciation & Appropriation.

Module 6: Toward Reconciliation (cont.)

Section 5: Reconciliation through Cultural Respect & Safety

- The Cultural Safety Model: Awareness, Sensitivity, Competence, & Safety.
- Reflecting Critically on Our Own Cultural Sensitivity: Denial & Defensiveness, Minimization & Acceptance, & Adaptation & Integration.
- Dear Qallunaat (White People) and debriefing through use of *My Path* learner's guide.
- Community Perspectives: Choose Listening Over Fear.
- Cultural Competence & Systemic Barriers.
- White Privilege. Perspectives on parenting and privilege and invisible privilege.
- White Fragility. A personal example is included, and reflection is encouraged.
- Individualized Racism which includes an example from a community contribution participant.
- Societal Racism.
- Systemic Racism which includes examples from the healthcare and education systems.
- Internalized Racism.
- Reverse Racism: Correcting Misconceptions About GNWT Affirmative Action Policies.
- White Supremacy.
- Moving Towards Cultural Safety: Reflection within *My Path* learner's guide.

Section 6: The Take-Aways

- Summary and final reflection within *My Path* learner's guide.

Module 7: Stronger Together

Section 1: Getting Oriented

- Module Overview and Objectives.
- Reconciliation: Understanding, Action & Practice.
- Personal Reconciliation Action Plan.

Section 2: Finding Inspiration & Getting Started

- Reconciliation Action in the GNWT: 7 GNWT employees describe initiatives within their departments.
- Finding Direction: 1 perspective is provided.
- The Public Service & Indigenous Peoples: 4 perspectives.
- Tips for Re-Thinking Your Approach.
- *My Path* Reflection: New Ideas.

Section 3: Supporting Cultural Safety

- Community Perspectives: Cultural Safety: 4 perspectives.
- Speaking Up & Calling Racism Out.
- Tangible Strategies for Speaking Up.
- It's a Job Responsibility.
- *My Path* Reflection: Your Perspective.

Section 4: Using Culturally Sensitive Communication

- Awareness.
- Communication in Your Workplace.
- Silence & Non-Verbal Communication.
- Different Perspectives on Silence: 3 ways silence is used.
- Sensitivity to Self-Silencing.
- Community Perspectives: Place Names & Reconciliation.
- Appreciating Language Diversity.
- Respectful Language Practices: 2 perspectives.
- Tips for Culturally Sensitive Communication.
- Language Learning Resources.
- *My Path* Reflection: Communication.

Section 5: Engaging with Communities

- Defining Community Engagement
- Planning & Preparing: 1 perspective.
- The Land Acknowledgement: 1 perspective.
- Making a Land Acknowledgement.
- Conducting Meetings.
- 10 Community Perspectives: Tips for Successful Meetings.
- GNWT Protocol.
- *My Path* Reflection: Applying these Practices.

Module 7: Stronger Together (cont.)

Section 6: Respecting Cultural Protocols

- Understanding the Significance of Cultural Protocol: 1 perspective.
- Cultural Protocols & Respectful Relations.
- Unique Communities, Unique Protocols.
- Cultural Ceremonies & Gatherings.
- Prayers.
- Elder Protocol.
- The Role of Elders: Respectful Practices for Working with Elders.
- *My Path* Reflection: Applying these practices.

Section 7: Culturally Sensitive Approaches to Work

- Power in Policy & Programs.
- Approaches to Policy & Programs.
- Considerations for Policy & Program Creators.
- Reconciliation through Human Resources.
- The Inclusive Workplace.
- Ensuring Cultural Safety.
- Cultural Awareness & Competence.
- Career Advancement.
- *My Path* Reflection: Promising Practices.

Section 8: The Take-Aways

- Summary and final reflection within *My Path* learner's guide.

Module 8: Indigenous Voices

Section 1: Getting Oriented

- Module Overview and Objectives.
- Framing your learning.
- Continuing Your Reconciliation Action Plan.

Section 2: Who We Are

- Dene: Video called “Dene: People of the Land”.
- Inuvialuit: Video called “Taimani – At that Time”.
- The Métis: 2 videos.
- Nehiyawak: 2 stories.
- Continuing Your Learning.
- Self-Education in Reconciliation. Video called “Reciprocity”.
- Know before you go. 2 perspectives.
- *My Path* Reflection: The Obligation to Self-Educate.
- Getting Involved. Video called “Pualuk – Learning how to make seal skin mittens”.
- A Reminder About Respectful Practices: 1 perspective.

Section 3: Celebrating Resilience & Resurgence

- Understanding Resilience.
- Considering Context.
- Traditional Knowledge.
- Honouring Elders. Includes pictures of many Elders, some of which have passed away.
- Healing Traditions. 1 perspective.
- You Were Already Strong. Video called “The Tłı̨chǫ Nation and Nowhere Else”.
- Community Perspectives: Sustaining Forces. 3 perspectives.
- Community Perspectives: Dene Humour. 1 perspective.
- Understanding Resurgence.
- Everyday Acts of Resurgence.
- Speaking Our Truth.
- Reconnecting Culture, Language and Community. 6 acts of resurgence.
- Indigenous Guardians Program. Video called “Indigenous Guardians – Caring for the Land”.
- Reviving Land-Based Education. Video called “Introduction to Land-Based Education”.
- Recovering Place Names. 3 perspectives.
- Regenerating Indigenous Leadership & Governance. 2 perspectives.
- Community Perspectives: Restoring the Right to Natural Resources. 1 perspective.
- Re-energizing Knowledge: The IFA-101 Project
- Nurturing Emerging Leaders – Northern Youth Abroad
- *My Path* Reflection: Reconciliation.

Section 4: Reconciliation in Action

- Your Reconciliation Plan.
- From Plan to Action.
- Message from narrator – Ashley Ens.
- Gho-Bah/Gombaa: The First Light of Dawn.