

My Home is Manitoba
Diversity Awareness for Newcomers

Facilitators' Guide

Segment 3: The First People of Manitoba

ABOUT THE VIDEO

This 4-part video series, commissioned by the Manitoba government, introduces newcomers to their new home and to the many cultures that exist here. It shows Manitobans as a multicultural blend. It teaches that new neighbours may be indigenous, descendants of immigrants or immigrants themselves.

Segment 1. Many Cultures, One Neighbourhood

Manitoba's population includes people from many different countries, cultures, races and religions. Manitobans welcome and celebrate these different cultures and explore the benefits of diversity.

Segment 2. Sharing our Cultures

Although the residents of Manitoba enjoy maintaining their own cultures, they also enjoy blending in, sharing and learning from each other's cultures.

Segment 3. The First People of Manitoba

Diversity has always existed here. Aboriginal people were the first inhabitants of the land known today as Manitoba. First Nations, Métis and Inuit developed unique languages, cultures and spiritual beliefs. However, reserves and residential schools changed Aboriginal culture and ways of life. Although faced with challenges, Aboriginal people today are celebrating their culture and re-defining their role in society.

Segment 4. Values We Cherish in Manitoba

Manitoba has laws which protect your human rights. Those laws give everyone equal opportunity and equal protection. Being aware of your rights and speaking up if you face discrimination helps make our people and our province stronger.

ABOUT THE GUIDE AND PRESENTATION ACTIVITIES

Welcome and thank you for sharing this video with Manitoba's newcomers. These activities can be used before, during and after viewing each segment. Since each group will have its own language ability, historical background and needs, please feel free to select parts that will work for your audience.

Details to consider

- *time available*
- *segments you will show*
- *purpose of the viewing*
- *size and make-up of the audience*
- *physical arrangement of the venue*
- *interests and comfort level of participants*
- *your comfort level with potentially controversial topics*
- *your skills as a facilitator*

Guide to planning your presentation

1. Preview the segment(s) you plan to show.

- *estimated time provided as a guide only*
- *actual time required will depend on number of participants, level of enthusiasm, language abilities, etc.*

2. Be sensitive to the possibility that deeply personal issues may arise.

- *prepare the audience by introducing the context and vocabulary for each segment*
- *provide time after viewing for any discussion required to provide support and closure*

3. Set boundaries for a respectful discussion environment.

- *be clear that although free discussion is desired, everyone is expected to speak with respect*
- *ensure all discussion takes place in an environment of learning and growth*
- *if necessary, pull back discussion and re-direct potentially hurtful conversations*

4. Please consider the environment. Print only what you plan to use.

- *make back-to-back copies and print on recycled paper*
- *set your printer to the quick print option to save ink*

Enjoy the materials and good luck with your presentation.

BEFORE VIEWING (See Participant Worksheet 1)

Make introductions (2-10 minutes)

If the group is meeting for the first time, introduce them to each other. If the group is large, have them introduce themselves to the people next to them. Establish and maintain a relaxed, comfortable atmosphere to promote sharing and stimulate discussion.

Establish objectives (5 minutes)

Provide the context for the gathering. Who is hosting this video presentation and why? Explain to your group of newcomers that the goals of segment three of this video created by the Manitoba government are:

- to provide an understanding of Aboriginal history
- to learn about prejudice and stereotypes

Invite a participant or display an item linked to Aboriginal culture (5-10 minutes)

- If it is possible, to do so, invite an Aboriginal Elder (perhaps from a friendship centre) to demonstrate a sweetgrass burning ceremony for your group. Make sure everybody can tolerate the smoke before lighting. Some people are allergic to burning grasses.
- Bring a Metis sash so you can explain its practical origins and its use as a cultural symbol.

Preview definitions (5-10 minutes)

Ask participants what they think these words mean, and if you are comfortable, consider providing a neutral example from your own cultural background. (ex: Irish people like green.)

- Stereotype:** an opinion or generalization that people have about a person or group based on prior assumptions.
- Prejudice:** attitudes against a person or group because of race, gender or religion based on judgements formed without accurate knowledge.

Preview the glossary game (5-10 minutes)

Introduce the group to the following vocabulary: **diversity, barrier, marginalized, stereotype, resilience, disassociation, isolation, reconciliation.** Make predictions together in pencil about the correct definitions for the words that will be heard in the video.

Preview discussion questions (10-30 minutes)

If you deliver these questions as an oral discussion, you might provide time for participants to think about their answers before speaking. Alternatively, partners or small groups could discuss different questions (provided in written form), with a short time afterwards to debrief with the whole group. The object is to stimulate discussion and activate prior knowledge. There are no right or wrong answers:

1. Does your culture pass down teachings, values or beliefs from one generation to the next? Are they verbal or written? What are they called?
2. What do you know already about the first people of Manitoba? What do you want to learn?
3. Does anyone in the group know the origin of the names Manitoba and Winnipeg? Would you like to guess? (The Aboriginal names mean **where the Creator sits and muddy water.**)
4. What similarities do newcomer communities share with Manitoba's Aboriginal populations?
5. Would you say you have positive or negative impressions of Manitoba's Aboriginal people? Do you know why?

DURING VIEWING (See Participant Worksheet 2)

Provide instructions (5-10 minutes)

Before showing the video, provide instructions for these activities, which may be completed during or after viewing. Consider pausing the video at certain points or perhaps replaying certain scenes after viewing.

Activity 1. Find out who's who

Before starting the video, distribute the names of the video's characters among the participants. For example, you may have these prewritten on index cards for handing out to groups or pairs. You may assign one or more characters to observe and be prepared to discuss after the viewing. Instruct participants to listen carefully, because you will ask them to introduce a character after the video and report what they found interesting.

This segment features the following characters:

- Tasha Spillet, woman at the museum (video time 3:50)
- First man at the museum (video time 3:58)
- Second man at the museum (video time 13:00)
- The Honourable Justice Murray Sinclair
- Veronica Dyck

Activity 2. Find the missing words in Veronica's quote - (video time 14:53)

Depending on the language ability of your group, consider writing the words on a board, or print and cut them out like puzzle pieces (see word list below). Remember to scramble the word order. Have participants complete this activity in teams or pairs.

diversity **nations** **traditions** **value** **participate**

*"Manitoba is a province that's been committed to the values of multiculturalism, the value of **diversity**, the value of respect, the recognition of different **nations** coming together and sharing their knowledge, their **traditions** and their voices. Here in Manitoba, we not only **value** that but we celebrate it. And communities work hard to ensure that they are welcoming, that there is opportunity for all nations to **participate** at the community level." — Veronica Dyck, Manitoba Government*

Activity 3. Find the missing words (Cloze) – An exercise for definitions (video time 7:40)

Provide teams or pairs with a cloze version of the definitions that they can complete during the video (see participant worksheet 2). You may decide to pause the video to allow for writing time. Return to this after viewing to ensure groups have the correct definition. You may choose to provide the missing words (below) for the definitions.

- Stereotype:** an **opinion** or generalization that **people** have about a person or **group** based on prior assumptions.
- Prejudice:** **attitudes** against a person or group because of **race**, gender or **religion** based on judgements formed without accurate knowledge.

AFTER VIEWING

Debrief activity 1 (5-10 minutes)

Debrief from the “Find out who’s who” activity with questions such as:

- *What did you find interesting about your character?*
- *What did they say that stands out for you the most?*

Review definitions (5-10 minutes)

- *Review the definitions from the cloze activity.*
- *Confirm the predictions to the Glossary Game. Correct answers are in alphabetical order and “stereotype” is the remaining word.*

Discuss topics (10-30 minutes)

1. *You learned about some of the history of Manitoba’s first people. What can you do to learn more about current Aboriginal culture in Manitoba?*
2. *You heard a little about Louis Riel and Metis history. Do you know that we honour Louis Riel by celebrating with a holiday in February?*
3. *If you had negative impressions of Manitoba’s Aboriginal populations before, is it easier for you to be more understanding now that you know about the negative legacy of Canada’s former residential schools policy?*
4. *What similarities can you see now that newcomer communities share with Manitoba’s Aboriginal populations?*
5. *Veronica compares diversity and multiculturalism to a sash. What would you compare them to?*

Veronica’s quote (video time 9:08)

“One of the important teachings that I was able to hear and learn from my father is the teaching of the Metis sash; and recognizing the value of what’s contained in the actual sash itself. Each of these strands represents a different nation, and it’s the coming together of nations, and the realization that our own individual values or beliefs are woven within this sash.

“And when you look at this sash and you see all of the individual strings or the individual threads, they are relatively weak, but when you weave them together you can see the breadth of the sash and the strength of the sash. And that’s what the Metis nation is about, and that’s what multiculturalism and diversity is about.” — Veronica Dyck

Follow-up Internet search (10-30 minutes)

If there is Internet access onsite, or as follow-up, have participants investigate some of these websites individually or with a partner or group.

- *Truth and Reconciliation Commission*
- *Winnipeg Art Gallery*
- *Manitoba Museum*
- *Friendship Centres*
- *Aboriginal Peoples Television Network*
- *Exploring Reconciliation (by Global College)*

WORKSHEET 1

FOR SEGMENT 3: THE FIRST PEOPLE OF MANITOBA

Objectives for this Segment

- *To provide an understanding of Aboriginal history*
- *To learn about prejudice and stereotypes*

Discussion questions

1. *Does your culture pass down teachings (values or beliefs) from one generation to the next? Are they verbal? Written? What are they called?*

2. *What do you know already about the first people of Manitoba? What do you want to learn?*

3. *Do you know the origin of the names Manitoba and Winnipeg? Would you like to guess?*

4. *What similarities do newcomer communities share with Manitoba's Aboriginal populations?*

5. *Would you say you have positive or negative impressions of Manitoba's Aboriginal people? Do you know why?*

WORKSHEET 2

FOR SEGMENT 3: THE FIRST PEOPLE OF MANITOBA

Write in the missing words in this quote by Veronica Dyck.

"Manitoba is a province that's been committed to the values of multiculturalism, the value of _____, the value of respect, the recognition of different _____ coming together and sharing their knowledge, their _____ and their voices. Here in Manitoba, we not only _____ that but we celebrate it. And communities work hard to ensure that they are welcoming, that there is opportunity for all nations to _____ at the community level."

Definitions

Stereotype: an _____ or generalization that _____ have about a person or _____ based on prior assumptions.

Prejudice: _____ against a person or group because of _____, gender or _____ based on judgements formed without accurate knowledge.

WORKSHEET 3

FOR SEGMENT 3: THE FIRST PEOPLE OF MANITOBA

The glossary game

Match the following words to the definitions below. Identify and define the remaining word.

Diversity **Marginalized** **Resilience** **Isolation**
Barrier **Stereotype** **Disassociation** **Reconciliation**

- _____ obstacle; anything that blocks progress, access, etc.
- _____ partial or complete disconnecting or separating of normal mental processes; can be caused by life events so painful they are too big for the mind to accept
- _____ people from different countries, cultures, races and religions living in one place
- _____ a state or process by which individuals, groups or cultures lose or do not have communication and co-operation with one another
- _____ to treat a person, group, or concept as insignificant, peripheral or outside the norm
- _____ the process of making good again, bringing acceptance, restoring
- _____ the ability to recover from adversity
- _____ remaining word

Discussion questions after viewing

1. You learned about some of the history of Manitoba's first people. What can you do to learn more about current Aboriginal culture in Manitoba?

2. You heard a little about Louis Riel and Metis history. Do you know that we honour Louis Riel by celebrating with a holiday in February?

3. If you had negative impressions of Manitoba's Aboriginal populations before, is it easier for you to be more understanding now about some of the negative impacts of Canada's residential schools legacy?

4. What similarities can you see now that newcomer communities share with Manitoba's Aboriginal populations?

5. The correct reference to Canada's first peoples is Aboriginal People, using the word Aboriginal as an adjective. What is the correct way to describe your cultural heritage?

6. Veronica compares diversity and multiculturalism to a sash. What would you compare it to?

WORKSHEET 3 (CONTINUED)

FOR SEGMENT 3: THE FIRST PEOPLE OF MANITOBA

Follow-up Internet Search

If there is internet access onsite, or as follow-up, you may want to investigate these websites:

Truth and Reconciliation Commission	<i>trc.ca/websites/trcinstitution/index.php?p=3</i>
Winnipeg Art Gallery	<i>wag.ca/</i>
Manitoba Museum	<i>manitobamuseum.ca/main/</i>
Friendship Centres	<i>mac.mb.ca/online/</i>
Aboriginal Peoples Television Network	<i>aptn.ca/</i>
Exploring Reconciliation (by Global College)	<i>vimeo.com/20563864</i>

