



Unlearning Club

Learning Schedule



Public Health
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SUDBURY & DISTRICTS

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Citation

Public Health Sudbury & Districts. (2025). *Unlearning Club Learning Schedule*. Sudbury, ON.

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Introduction

The Unlearning Club is an 18-month learning journey that explores racism, white supremacy, and colonization as key factors influencing health outcomes. It aims to provide participants with the tools to recognize how anti-Indigenous racism and white supremacy manifest in our daily work—through policies, practices, and processes—and to actively adopt anti-racist strategies to challenge and dismantle these systems. The Unlearning Club was created for Public Health staff and board of health members, however we believe it will be valuable to everyone. This version of the document has been revised for public use.

The Unlearning Club is part of the larger Unlearning & Undoing White Supremacy and Racism Project (Unlearning Project)¹. The Unlearning Project consists of four components: Cultural Competency², the Unlearning Club, Foundational Obligations to Indigenous Peoples Series³, and an Intersectionality Series⁴. This is currently our only publicly available document about the Unlearning Project and Unlearning Club. Please see the footnotes for guidance on the other components of the Unlearning Project.

The Unlearning Club document contains four sections:

1. monthly learning plans
2. guiding principles
3. evaluation work, and;
4. frequently asked questions.

See the brief descriptions below for more details.

¹ The [Unlearning Project](#) was originally created by the Office of the Provincial Health Officer of British Columbia (OPHO) and adapted, with permission, to the fit local context of Public Health Sudbury & Districts (Public Health).

² Members of the public are encouraged to find cultural competency programming that is accessible to them such as: [Anti-Racism Indigenous Cultural Safety Training Program](#) by San'yas, [Indigenous Relationship and Cultural Awareness Courses](#) by Cancer Care Ontario, [Cultural Competence in Healthcare](#) by Ontario Health, [Indigenous Canada](#) by the University of Alberta.

³ See the Board of Health presentations here: [Foundational obligations to Indigenous Peoples: Missing and murdered Indigenous women and girls](#); [Foundational Obligations to Indigenous Peoples: UNDRIP](#); please search Public Health's YouTube channel for the other Foundational obligation presentations.

⁴ As of the release of this document, the Intersectionality Series has not been released.

Section 1: Guiding Principles

This section provides a visual of our Guiding Principles.

Section 2: Monthly learning plans

In each of the monthly learning plans, a collection of diverse resources will be presented. ‘Teachers’ will be identified at the beginning of the plan, these are primarily Black, Indigenous, People of Colour (BIPOC) experts who have developed these publicly available resources. There are two options for learning: a “quick dip” or “deep dive.” It is recommended to complete the “quick dip” to gain a basic understanding of the concepts. The “quick dip” will generally take under two hours to complete. The deep dive provides a more thorough knowledge of the subject and the optional related resources supplement your learning.

The resources listed as part of the Unlearning Club monthly learning plans are publicly available or low barrier to access, already existing and purposefully selected to avoid putting additional burden on BIPOC people. This selection of resources was done intentionally to uphold one of the projects guiding principles: “Initiative: Do the homework and lean into the discomfort of unlearning. Dig deeper, ask questions, and reflect.” See section two for the full list of guiding principles. The Unlearning Club is deliberate in privileging Indigenous voices and takes a distinctions-based approach.

Section 3: Evaluation work

Evaluation is a key part of the [Evidence-Informed Decision Making in Public Health](#) (National Collaborating Centre for Methods and Tools) framework and a key part of the Unlearning Project. The evaluation aims to measure the effectiveness of the project in shifting perspectives, improving knowledge, and fostering organizational change through structured assessments, reflections, and data collection. If you are interested in the evaluation framework that Public Health has developed for our internal evaluation, please reach out to the project team at unlearning@phsd.ca.

Section 4: Frequently asked questions

Frequently asked questions (FAQs) about the Unlearning Club have been added to this section.

How the Unlearning Club works

Each month has a learning module that includes:

- The names of the primarily Black, Indigenous, and People of colour (BIPOC) experts who have developed this month's resources.
- Two options for prep work, including:
 - A quick dip which includes learning resources with a time commitment of no more than two hours.
 - A deep dive which includes learning resources with a time commitment of two or more hours.
- Optional related resources for participants who want to explore the month's topic further.

You are invited to find others to do this work with you! The Unlearning Club can be used as self-study, but *no one should have to do this work alone* (Guiding principle: *Stand Together*).

Sample agenda for a monthly discussion

The monthly discussions are meant to be a safe space for people on their unlearning journey to discuss that month's learnings. If you are assembling an Unlearning Club, you may wish to follow the agenda below. It is recommended that an Unlearning Club have a consistent facilitator for the monthly discussions to help guide the session. The Unlearning Club monthly discussion sessions are designed to be two hours in length.

- Welcome (5 minutes)
- Opening Circle (15 minutes)
- Key themes (15 minutes)
- Break (5 minutes)
- Discussion Circle (60 minutes)

Section 1: Guiding Principles

Our guiding principles help to keep us grounded, remind us of our collective goal, and keep the tone consistent throughout the project. Our guiding principles are Vigilance, Respect, Humility, Stand Together, Initiative, Trust, Two-Eyed Seeing, and Compassion.



Vigilance

Systemic white supremacy is an everyday problem that requires everyday attention to arrest, unlearn, and undo.



Respect

Privilege the voices and perspectives of Indigenous Peoples, Black Peoples, and Peoples of Colour. Err on the side of Indigenous rights.



Humility

Approach with an open heart and open mind.



Stand Together

No one should have to do this work alone.



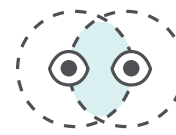
Initiative

Do the homework and lean into the discomfort of unlearning. Dig deeper, ask questions, and reflect.



Trust

Imperfection is part of progress—learning involves taking risks and stumbling. Be willing to own and fix harms that are identified.



Two-Eyed Seeing

Share lessons learned towards the development of evidence-based wise practices from both Indigenous and Western knowledge systems supporting a Two-Eyed Seeing approach.



Compassion

Let love and care guide this work.

Section 2: Monthly learning plans

Module 1. Naming Racism and White Supremacy

Module 1 focuses on making visible three interrelated systems of oppression operating in Canada: white supremacy, settler colonialism, and Indigenous-specific racism. We introduce useful frameworks for shared understanding and build a common vocabulary. We spend time thinking about our own relationship to these and other systems of oppression.

Month #1

Welcome

Our Teacher(s)	DR. CAMARA JONES MD, MPH, PHD is the former president of the American Public Health Association who launched a national campaign against racism.
Quick Dip	<p>TED TALK (20 minutes, 31 seconds) <i>Allegories on race and racism</i> https://youtu.be/GNhcy6fTyBM</p> <hr/> <p>ARTICLE (4 pages) <i>Toward the Science and Practice of Anti-Racism: Launching a National Campaign Against Racism</i> https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6092166/pdf/ethndis-28-231.pdf</p>
Deep Dive	<p>DOCUMENTARY (1 hour, 40 minutes) <i>13th</i> https://youtu.be/krfcq5pF8u8?si=RZ4sHbTi4G8v-OPi</p>
Optional Related Resources	Please bring an object that represents who you are and where you come from to our first monthly session.

Month #2

Orientation to Anti-Racism

Our Teacher(s)	DR. IBRAM X. KENDI is one of America's foremost historians and leading antiracist scholars. He is the Andrew W. Mellon professor in the Humanities and the Founding Director of the Boston University Center for Antiracist Research.
Quick Dip	TED TALK (51 minutes, 14 seconds) <i>Difference between being "not racist" and antiracist</i> https://youtu.be/KCxbI5OgFZw
Deep Dive	BOOK <i>How to Be an Anti-Racist</i> , by Ibram X. Kendi https://chatnoirbooks.com/item/3bfSPEKfdTeKI2rTqYm7sw
Optional Related Resources	CBC DOCUMENTARY (44 minutes, 18 seconds) <i>The Skin We're In: Pulling back the curtain on racism in Canada</i> https://www.youtube.com/watch?v=msoBTIv1VqM
Discussion Questions	<ol style="list-style-type: none"> 1. What is the difference between being "not racist" and being "antiracist"? Have you ever previously used the phrase "I'm not racist" before? How can this phrase prevent us from examining our own ideas, thoughts, and actions? What language can you use in place of saying, "I'm not racist"? 2. Why does Kendi recommend that we approach antiracist work with vulnerability? Why is it difficult to acknowledge our own beliefs or perspectives as being racist? How can recognizing and sharing our own beliefs create an opportunity for self-reflection? How can you help others with their own reflection and learning? <p>Source: Zafer R. (n.d.) First-Year and Common Reading Guide for Ibram X. Kendi's <i>How to Be an Antiracist</i>.</p>

	https://images.randomhouse.com/promo_image/9780525509288_6609.pdf
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Month #3

My Relationship to White Supremacy

Our Teacher(s)	<p>DR. STEPHANIE NIXON, BA, BHSC, MSC, PHD is a white settler and a physiotherapist. She is an associate professor in the department of physical therapy, the Dalla Lana School of Public Health, and Director of the International Centre for Disability and Rehabilitation at the University of Toronto.</p> <p>DR. AMY TAN, MD, MSc (Palliative Medicine), CCFP(PC), FCFP is an academic family and hospice palliative care physician, associate professor, Department of Family Medicine, Cumming School of Medicine, University of Calgary.</p> <p>LAYLA SAAD is an author, speaker, and teacher on the topics of race, identity, leadership, personal transformation, and social change.</p>
Quick Dip	<p>VIDEO (10 minutes, 19 seconds) <i>Role of privilege in relation to public health ethics and practice</i> https://youtu.be/a30a_NiT5zc</p> <hr/> <p>ARTICLE (13 pages) <i>The coin model of privilege and critical allyship: implications for health</i> https://bmcpublichealth.biomedcentral.com/articles/10.1186/s12889-019-7884-9</p> <hr/> <p>INFOGRAPHIC (2 pages) <i>Power & Privilege in Canada</i> https://lddi.educ.ubc.ca/equity-diversity-inclusion/</p>
Deep Dive	<p>BOOK <i>Me and White Supremacy</i>, by Layla Saad https://chatnoirbooks.com/item/yxefp03frD7n6nM-4FjB5g</p>

Optional Related Resources	<p>VIDEO (50 minutes, 47 seconds)</p> <p><i>What Every Health Researcher Needs to Know About Health Equity: Privilege, Oppression and Allyship</i></p> <p>https://youtu.be/yiWZK2Ax7M</p> <hr/> <p>ARTICLE (9 pages)</p> <p><i>White Supremacy Culture (& Antidotes)</i></p> <p>https://www.whitesupremacyculture.info/uploads/4/3/5/7/43579015/okun_-_white_sup_culture_2020.pdf</p> <hr/> <p>ARTICLE</p> <p><i>Ways to Be an Ally</i></p> <p>https://thetyee.ca/Analysis/2020/06/09/Ways-To-Be-An-Ally/</p> <hr/> <p>ARTICLE (3 pages)</p> <p><i>White Privilege: Unpacking the invisible backpack</i></p> <p>https://tinyurl.com/2s3ceuyu</p> <hr/> <p>ARTICLE (12 pages)</p> <p><i>Keeping it Political and Powerful: Defining the Structural Determinants of Health</i>, by J. Heller, M. Givens, S. Johnson, and D. Kindig (2024)</p> <p>https://onlinelibrary.wiley.com/doi/epdf/10.1111/1468-0009.12695</p>
Discussion Questions	<ol style="list-style-type: none"> 1. What have you begun to see that you cannot unsee? 2. What have you begun to unearth about yourself when it comes to privilege, and particularly in relation to white supremacy? 3. How do you think about the role of privilege in relation to population and public health?

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| | 4. What is the issue in positioning ourselves as “neutral” in relation to systems of inequity? |
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Month #4

Challenging Racist 'Ontario'

Our Teacher(s)	<p>CHIEFS OF ONTARIO (COO) “supports all First Nations in Ontario as they assert their sovereignty, jurisdiction, and their chosen expression of nationhood. Guided by the Chiefs-in-Assembly, we uphold self-determination efforts of the Anishinabek, Mushkegowuk, Onkwehonwe, and Lenape Peoples in protecting and exercising their inherent and Treaty rights. Keeping in mind the wisdom of our Elders, and the future for our Youth, we continue to create the path forward in building our Nations as strong, healthy Peoples respectful of ourselves, each other, and all creation. The activities of the Chiefs of Ontario are mandated through and guided by:</p> <ul style="list-style-type: none"> • resolutions passed by the Chiefs-in-Assembly of the 133 First Nations in Ontario • the Leadership Council (formerly known as the Political Confederacy) made up of the Grand Chiefs of Political Territorial Organizations (PTOs), Independent and unaffiliated First Nations • the elected Regional Chief for the Chiefs of Ontario.” <p>For more information, visit their website https://chiefs-of-ontario.org/about/.</p> <p>INDIGENOUS PRIMARY HEALTH CARE COUNCIL</p> <p>“The Indigenous Primary Health Care Council (IPHCC) is an Indigenous governed, culture-based, and Indigenous-informed organization. Its key mandate is to support the advancement and evolution of Indigenous primary health care services throughout Ontario. It works with 25 Indigenous primary health care organizations (IPHCOs) across Ontario including Aboriginal Health Access Centres (AHACs), Indigenous Interprofessional Primary Care Teams (IPCTs), Indigenous Community Health Centres (IHCs) and Indigenous Family Health Teams (IFHTs) to address the physical, spiritual, emotional, and mental wellbeing of First Nations, Inuit, and Métis (FNIM) peoples and communities being served.” https://iphcc.ca/about-the-iphcc/</p>
Quick Dip	<p>REPORT (40 pages)</p> <p><i>7 Things You May Not Know Were Systemic Racism</i></p>

	<p>https://chiefs-of-ontario.org/wp-content/uploads/2023/05/Chiefs-ON-Anti-Racism-Campaign-Report-AODA-v1.pdf</p> <hr/> <p>GUIDE (7 pages) <i>Culturally Appropriate Language Guide</i> https://iphcc.ca/post_resources/culturally-appropriate-language-guide/</p> <hr/> <p>TIMELINE (4 pages) <i>Timeline of Social and Cultural Injustices in Canada</i> https://www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr9/blms/9-1-4c.pdf</p>
Deep Dive	<p>REPORT (52 pages) <i>Confronting Anti-Indigenous Racism and Building Safe and Comprehensive Mental Health & Addictions Systems for Indigenous People</i> https://thunderbirdpf.org/?resources=what-justice-looks-like</p>
Optional Related Resources	<p>BOOK <i>Living in Indigenous Sovereignty</i>, by Elizabeth Carlson-Manathara with Gladys Rowe https://fernwoodpublishing.ca/book/living-in-indigenous-sovereignty</p> <hr/> <p>BOOK <i>Historical and Contemporary Realities: Movement Towards Reconciliation</i>, by Susan Manitowabi https://ecampusontario.pressbooks.pub/movementtowardsreconciliation/</p>
Discussion Questions	<ol style="list-style-type: none"> 1. Consider your own connection to racism in Ontario. 2. What are some historic and present-day examples of institutional racism in Ontario and Canada?

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| | <ol style="list-style-type: none">3. What is the relationship between government policies and the instituting of racism? What specific examples illustrate that relationship?4. Reflect on the idea of people “just doing their jobs” in upholding institutional racism. |
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Month #5

Indigenous Perspectives: Land, Self-Determination, and Health

Our Teacher(s)	DR. ROBIN WALL KIMMERER is a mother, scientist, decorated professor, and enrolled member of the Citizen Potawatomi Nation. She lives in Syracuse, New York, where she is a SUNY Distinguished Teaching Professor of Environmental Biology, and the founder and director of the Center for Native Peoples and the Environment.
Quick Dip	<p>VIDEO (14 minutes, 48 seconds) <i>Lekwungen: Place to Smoke Herring</i> https://vimeo.com/275788251</p> <hr/> <p>VIDEO (5 minutes, 41 seconds) <i>GWEK Health Practitioner, Gwekwaadziwin Miikan</i> https://www.youtube.com/watch?v=9dbuKjbl_uE</p>
Deep Dive	<p>BOOK or AUDIOBOOK <i>Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants</i>, by Robin Wall Kimmerer https://www.strongnations.com/store/6102/braiding-sweetgrass-indigenous-wisdom-scientific-knowledge-and-the-teachings-of-plants-pb</p>
Optional Related Resources	<p>BOOK <i>Therapeutic Nations: Healing in an Age of Indigenous Human Rights</i>, by Dian Million https://chatnoirbooks.com/item/a67M81nIZxg_ks9eThbFig</p> <hr/> <p>ARTICLE (13 pages) <i>Practicing sustainable self-determination: Indigenous approaches to cultural</i></p>

	<p><i>restoration and revitalization</i></p> <p>https://repository.library.brown.edu/studio/item/bdr:1078716/PDF/</p> <hr/> <p>GRAPHIC</p> <p><i>Wellness on the Land</i></p> <p>https://thunderbirdpf.org/land-for-wellness/</p>
Discussion Questions	<ol style="list-style-type: none"> 1. Reflect on tensions between Indigenous worldviews and settler colonial worldviews. Has your own way of seeing the world ever clashed with mainstream approaches? 2. Dr. Wall Kimmerer talks about receiving a gift as creating responsibility for those who receive it. What gifts did you receive from this month's materials? 3. A major theme this month is reciprocity—that humans, the land, and environment depend on each other, and this relationship is sacred. How do we/ can we/will we honour teachings of gratitude, reciprocity, and responsibility in relation to our work?

Month #6

Whiteness, Public Health, and Health Equity

Our Teacher(s)	<p>NANCY LALIBERTE, PHD (C) is Nêhiyaw/Métis from the Beaver River area of what is now known as Saskatchewan and works for PHSA Indigenous Health.</p> <p>SUME NDUMBE-EYOH is the Director of the Black Health Education Collaborative and an Assistant Professor in the Clinical Public Health Division at the Dalla Lana School of Public Health at the University of Toronto.</p> <p>ALYCIA FRIDKIN is an Urban Health Planner for the City of Vancouver.</p>
Quick Dip	<p>ARTICLE (9 pages)</p> <p><i>Let's Talk: Whiteness and health equity</i></p> <p>https://nccdh.ca/resources/entry/lets-talk-whiteness-and-health-equity</p>
Deep Dive	<p>WEBINAR (90 minutes over 5 videos)</p> <p><i>Let's talk: Whiteness and health equity (2021)</i></p> <p>https://www.youtube.com/playlist?list=PLFvgvG0dOW24f9sSc0HG5W5icuWcKcEq_</p>
Optional Related Resources	<p>POSITION STATEMENT (8 pages)</p> <p><i>Canadian Public Health Association Racism & Public Health Position Statement</i></p> <p>https://www.cpha.ca/sites/default/files/uploads/policy/positionstatements/racism-positionstatement-e.pdf</p> <hr/> <p>POLICY STATEMENT (10 pages)</p> <p><i>Canadian Public Health Association Indigenous Relations & Reconciliation</i></p> <p>https://www.cpha.ca/sites/default/files/uploads/about/reconciliation/indigenous-reconciliation-policy-e.pdf</p>

	<p>DECLARATION</p> <p><i>Addressing Anti-Black Racism as a Public Health Crisis in the City of Toronto</i></p> <p>http://app.toronto.ca/tmmis/viewAgendaItemHistory.do?item=2020.HL17.9</p> <hr/> <p>ARTICLE (8 pages)</p> <p><i>White Supremacy Culture. Dismantling racism: A workbook for social change</i>, by Tema Okun and Kenneth Jones.</p> <p>https://www.dismantlingracism.org/uploads/4/3/5/7/43579015/okun_-_white_sup_culture.pdf</p>
Discussion Questions	<p>Individual self-reflection questions:</p> <ol style="list-style-type: none"> 1. How do you define your racial identity? What emotions come up for you? 2. How do you see your role and responsibility in disrupting Whiteness and White supremacy? 3. What actions can you undertake to make Whiteness visible in your organization? <p>Organizational questions:</p> <ol style="list-style-type: none"> 4. What can support organizational leaders to increase their awareness of Whiteness and racial identity and actions to disrupt Whiteness? 5. How do values and practices of Whiteness show up in your organizational programs, policies, and processes? 6. What practices can your organization put in place to recognize and disrupt systems of Whiteness? <p>Source: Laliberte, N., Fridkin, A., & Ndumbe-Eyoh, S. (2020). Let's Talk Whiteness and Health Equity.</p> <p>https://nccdh.ca/images/uploads/comments/Lets-talk-whiteness-and-health-equity_2020_EN.pdf</p>

Module 2. How is it operating here? Systemic Racism and Settler Colonialism

Module 2 focuses on the structures, policies, practices, norms, and values of ongoing settler colonialism in Ontario and Canada. We will hear about tools of settler colonialism that are still active in the present day—in our lives on stolen lands, and health care system. We will also hear about tools of settler colonialism that have officially come to an end, but their impact is still active. It is important to emphasize that while we may sometimes be looking to the past to help our understanding, what we are learning about is occurring in this place, at this time (here and now).

Month #7

Indian Act (Structures)

Our Teacher(s)	<p>THE HONOURABLE MR. JUSTICE MURRAY SINCLAIR, LL.B, DU, DCL, H.DR OF LAWS is a former member of the Canadian Senate and First Nations lawyer who led the Residential Schools Truth and Reconciliation Commission. His Ojibway name Mizanay Gheezhik, means “the One Who Speaks of Pictures in the Sky.”</p> <p>BOB JOSEPH, founder and President of Indigenous Corporate Training, has provided training on Indigenous relations since 1994. He is an initiated member of the Hamatsa Society and has inherited a chief’s seat in the Gayaxala (Thunderbird) clan, the first clan of the Gwawa’enuxw one of the 18 tribes that make up the Kwakwaka’wakw.</p>
Quick Dip	<p>VIDEO (4 minutes, 29 seconds)</p> <p><i>What is the Doctrine of Discovery?</i></p> <p>https://www.youtube.com/watch?v=Z3xUSTWJ1qc</p> <hr/> <p>VIDEO (1 hour, 6 minutes)</p> <p><i>Doctrine of Discovery: Stolen lands, Strong Hearts</i></p> <p>https://youtu.be/mOwkB1hn5E8</p>

	<p>ARTICLE</p> <p><i>21 things you may not know about the Indian Act</i></p> <p>https://www.cbc.ca/news/indigenous/21-things-you-may-not-know-about-the-indian-act-1.3533613</p>
Deep Dive	<p>BOOK</p> <p><i>21 Things You May Not Know about the Indian Act</i>, by Bob Joseph</p> <p>https://www.strongnations.com/store/7047/21-things-you-may-not-know-about-the-indian-act</p> <p>Alternatives to the book:</p> <hr/> <p>VIDEO (1 hour, 6 minutes)</p> <p><i>21 Things You Didn't Know About the Indian Act Presentation</i></p> <p>https://www.youtube.com/watch?v=nnZGQ5qb_nw</p>
Optional Related Resources	<p>PAPAL BULL (English translation)</p> <p><i>Romanus Pontifex</i></p> <p>https://caid.ca/Bull_Romanus_Pontifex_1455.pdf</p> <hr/> <p>LAW</p> <p><i>Indian Act</i></p> <p>https://laws-lois.justice.gc.ca/eng/acts/i-5/</p> <hr/> <p>PODCAST (44 minutes, 51 seconds)</p> <p><i>Secret Life of Canada S2: The Indian Act</i></p> <p>https://www.cbc.ca/listen/cbc-podcasts/203-the-secret-life-of-canada/episode/15721469-s2-the-indian-act</p>

	<p>RESEARCH PAPER (34 pages)</p> <p><i>Seven Generations, Seven Teachings: Ending the Indian Act</i>, by John Borrows for the National Centre for First Nations Governance, 2008</p> <p>https://fngovernance.org/wp-content/uploads/2020/05/john_borrows.pdf</p>
Discussion Questions	<ol style="list-style-type: none">1. What did you see that was once invisible to you? How did you react?2. Now that we have witnessed these truths and carry these sacred responsibilities, what is the work we are doing in response?

Month #8

Residential Schools (Structures)

Our Teacher(s)	<p>GINGER GOSNELL-MYERS, of Nisga'a and Kwakwaka'wakw heritage, was the City of Vancouver's first Indigenous Relations Manager, where she advanced Vancouver as the world's first "City of Reconciliation," and ensured that Indigenous recognition and meaningful inclusion was reflected throughout all City departments and plans.</p> <p>PHYLLIS WEBSTAD is Northern Secwepemc (Shuswap) from the Stswecem'c Xgat'tem First Nation (Canoe Creek Indian Band). She comes from mixed Secwepemc and Irish/French heritage, was born in Dog Creek, and lives in Williams Lake, BC. Today, Phyllis is married, has one son, a stepson and five grandchildren. She is the Founder and Ambassador of the Orange Shirt Society and tours the country telling her story and raising awareness about the impacts of the residential school system. She has now published two books, the "Orange Shirt Story" and "Phyllis's Orange Shirt" for younger children.</p> <p>DUNCAN MCCUE is a Canadian television and radio journalist for the Canadian Broadcasting Corporation. He is Anishinaabe, from Ontario, a member of the Chippewas of Georgina Island First Nation.</p>
Quick Dip	<p>TED TALK (15 minutes, 25 seconds)</p> <p><i>Canadian Shame: A History of Residential Schools</i></p> <p>https://youtu.be/U1EDbbse2BM</p>
Deep Dive	<p>DOCUMENTARY (1 hour, 12 minutes)</p> <p><i>Returning Home</i></p> <p>https://www.cpac.ca/cpac-documentaries/episode/returning-home-english-dv-version?id=3c77088b-d8b4-45a4-8c66-7576a1a38de8</p> <p>"Returning Home" weaves the story of two parallel narratives. The first is the story of Phyllis Webstad, a Survivor of the former St. Joseph's Mission residential school</p>

	<p>in Williams Lake and originator of Orange Shirt Day. The second is the story of the steady decline of wild pacific salmon.</p> <p><u><i>AND/OR</i></u></p> <hr/> <p>PODCAST SERIES (8 episodes × 30 minutes)</p> <p><i>Kuper Island</i></p> <p>https://www.cbc.ca/listen/cbc-podcasts/1062-kuper-island</p> <p>An 8-part series that tells the stories of four students: three who survived and one who didn't. They attended one of Canada's most notorious residential schools—where unsolved deaths, abuse, and lies haunt the community and the survivors to this day. Hosted by Duncan McCue.</p> <hr/> <p>WEBINAR (1 hour, 32 minutes)</p> <p><i>Finding a Better Way: Strengths-Based Trauma-Informed Practice</i></p> <p>https://www.gbvllearningnetwork.ca/webinars/recorded-webinars/2021/webinar-2021-4.html</p>
Optional Related Resources	<p>BOOK (Novel)</p> <p><i>Five Little Indians</i>, by Michelle Good</p> <p>https://chatnoirbooks.com/item/ihViYpG-txU00A5lmMRdTO</p> <hr/> <p>PODCAST (35 minutes and 43 minutes)</p> <p><i>Stolen: Surviving St. Michaels</i> (Season 2, Episode 1 and 2)</p> <p>https://open.spotify.com/playlist/2DDlgILjaU7xYstXYpuPAT</p> <hr/> <p>DOCUMENTARY (1 hour, 22 minutes)</p> <p><i>We Were Children</i></p> <p>https://www.nfb.ca/film/we_were_children/</p>

	<p>WEBSITE <i>Indian Residential School History and Dialogue Centre</i> at the University of British Columbia https://irshdc.ubc.ca/</p> <hr/> <p>MOVIE (1 hour, 41 minutes) <i>Indian Horse</i> https://www.indianhorse.ca/en</p> <hr/> <p>BOOK (Fiction) <i>Indian Horse</i>, by Richard Wagamese https://www.indianhorse.ca/en/book</p>
Discussion Questions	<ol style="list-style-type: none"> 1. What did you see that was once invisible to you? How did you react? 2. Now that we have witnessed these truths and carry these sacred responsibilities, what is the work we are doing in response?

Month #9

Sixties Scoop and Millenial Scoop (Policies)

Our Teacher(s)	DR. CINDY BLACKSTOCK, PHD. A member of the Gitxsan First Nation, Cindy is honoured to serve as the Executive Director of the First Nations Child and Family Caring Society and a professor at McGill University's School of Social Work.
Quick Dip	<p>VIDEO (1 hour, 16 minutes)</p> <p><i>Dr. Cindy Blackstock: Reconciling History</i> (presentation to the University of Ottawa Faculty of Medicine)</p> <p>https://www.youtube.com/watch?v=dph7ShlD6mg</p>
Deep Dive	<p>DOCUMENTARY (2 hours, 42 minutes)</p> <p><i>We Can't Make the Same Mistake Twice</i>, by Alanis Obomsawin</p> <p>https://www.nfb.ca/film/we_can_t_make_the_same_mistake_twice/</p>
Optional Related Resources	<p>ARTICLE</p> <p><i>The Story of a National Crime</i>, by Andrew Nikiforuk</p> <p>https://thetyee.ca/Analysis/2021/06/02/National-Crime-Residential-Schools/</p> <hr/> <p>PODCAST SERIES</p> <p><i>Finding Cleo</i></p> <p>https://www.cbc.ca/radio/findingcleo</p> <hr/> <p>REPORT (40 pages)</p> <p><i>Guiding our path - Together we heal: Human trafficking and intimate partner violence tool kit for survivors</i>, Greater Sudbury Police Services (2023)</p> <p>https://www.gsps.ca/en/reporting/resources/Documents/Toolkit2023-Condensed-</p>

	<p>Apr14.pdf</p> <hr/> <p>TIMELINE (4 pages)</p> <p><i>Making Change Happen: A History for First Nations Children and Families</i>, Assembly of First Nations</p> <p>https://afn.bynder.com/m/cc68b89af27af6a/original/Making-Change-Happen-A-History-for-First-Nations-Children-and-Families-Timeline.pdf</p>
Discussion Questions	<ol style="list-style-type: none">1. What did you see that was once invisible to you? How did you react?2. Now that we have witnessed these truths and carry these sacred responsibilities, what is the work we are doing in response?

Month #10

Indigenous Perspectives: Resistance and Resilience

Our Teacher(s)	<p>CHIEF DAN GEORGE was Chief of the Tsleil-Waututh Nation. He was also an actor, poet, and author; his best-known written work was “My Heart Soars”. As an actor, he is remembered for portraying Old Lodge Skins opposite Dustin Hoffman in <i>Little Big Man</i> (1970), for which he was nominated for the Academy Award for Best Supporting Actor.</p> <p>MUMILAAQ QAQQAQ is an Inuk activist and former politician who served as the Member of Parliament (MP) for Nunavut in the House of Commons of Canada from 2019 to 2021.</p> <p>LOUIS RIEL was a Métis political leader in their resistance against the Canadian government in the Canadian Northwest.</p>
Quick Dip	<p>VIDEO (6 minutes, 16 seconds) <i>Lament for Confederation Chief Dan George 1967</i> https://vimeo.com/216569738</p> <p>Text: https://www.timescolonist.com/editorials-archive/editorial-looking-back-at-chief-dan-georges-lament-for-confederation-4690396</p> <hr/> <p>VIDEO (10 minutes, 10 seconds) <i>Mumilaaq Qaqqaq House of Commons Farewell Speech</i> https://youtu.be/-vOnzOION48</p> <hr/> <p>VIDEO (44 minutes, 5 seconds) <i>Faking Indigenous identity: the rise and fall of the “pretendian”</i> https://www.youtube.com/watch?v=FoVE9JaIFJg</p>

	<p>NEWS ARTICLE</p> <p><i>Identity wars: What makes an Indigenous person Indigenous, and how do ‘pretendians’ complicate things?</i></p> <p>https://www.cbc.ca/documentaries/the-passionate-eye/identity-wars-what-makes-an-indigenous-person-indigenous-and-how-do-pretendians-complicate-things-1.6595901</p>
Deep Dive	<p>GRAPHIC NOVEL</p> <p><i>Louis Riel: A Comic-Strip Biography</i>, by Chester Brown</p> <p>https://www.strongnations.com/store/1428/louis-riel-a-comic-strip-biography</p>
Optional Related Resources	<p>DOCUMENTARY (1 hour, 56 minutes)</p> <p><i>Kanehsatake: 270 Years of Resistance</i>, by Alanis Obomsawin</p> <p>https://www.nfb.ca/film/kanehsatake_270_years_of_resistance/</p> <hr/> <p>GRAPHIC ANTHOLOGY</p> <p><i>This Place</i></p> <p>https://www.portageandmainpress.com/Books/T/This-Place</p>
Discussion Questions	<ol style="list-style-type: none"> 1. What did you see that was once invisible to you? How did you react? 2. Now that we have witnessed these truths and carry these sacred responsibilities, what is the work we are doing in response?

Month #11

Epoch of Coercion: The Indian Problem and Colonialism

Our Teacher(s)	<p>THE YELLOWHEAD INSTITUTE is an Indigenous-led research and education centre based in the Faculty of Arts at Toronto Metropolitan University. The Institute privileges Indigenous philosophy and amplifies Indigenous voices that provide alternatives to settler colonialism in Canada today. Rooted in community networks, Yellowhead offers critical and accessible resources to support the reclamation of Indigenous land and life.</p> <p>PAM PALMATER, is an award-winning lawyer, professor, and author who has been engaged in Indigenous education and advocacy for over 30 years. She is a regular media commentator and public speaker on Indigenous rights. Pam is a citizen of the Mi'kmaw Nation and member of Ugpi'ganjig (Eel River Bar First Nation).</p>
Quick Dip	<p>ARTICLE <i>The Mounties: 150 years of conflict with Indigenous Peoples</i> https://www.aptnnews.ca/national-news/150-years-conflict-rcmp/</p> <hr/> <p>ARTICLE <i>Yes, Canada has a racism crisis and it's killing Black and Indigenous peoples</i> https://canadiandimension.com/articles/view/yes-canada-has-a-racism-crisis-and-its-killing-black-and-indigenous-peoples</p> <hr/> <p>ARTICLE <i>Police Brutality in Canada: A Symptom of Structural Racism and Colonial Violence</i> https://yellowheadinstitute.org/2020/07/15/police-brutality-in-canada-a-symptom-of-structural-racism-and-colonial-violence/</p> <hr/> <p>ARTICLE</p>

	<p><i>Two Weeks, Six Dead: Police Violence, Indigenous Dehumanization & Canadian Indifference</i></p> <p>https://yellowheadinstitute.org/2024/09/24/two-weeks-six-dead-police-violence-indigenous-dehumanization-canadian-indifference/</p> <hr/> <p>ARTICLE</p> <p><i>Canada's Best-Kept Secret: Starlight Tours</i></p> <p>https://spheresofinfluence.ca/canadas-best-kept-secret-starlight-tours/</p> <hr/> <p>DOCUMENTARY CLIP (2 minutes, 17 seconds)</p> <p><i>The RCMP was created just to forcefully remove Indigenous people off their lands</i></p> <p>https://youtu.be/6RqqjtAc6bI</p>
Deep Dive	<p>ARTICLE (25 pages)</p> <p><i>The Pass System in Practice: Restricting Indigenous Mobility in the Canadian Northwest, 1885–1915</i></p> <p>https://www.researchgate.net/publication/367752408_The_Pass_System_in_Practice_Restricting_Indigenous_Mobility_in_the_Canadian_Northwest_1885-1915</p> <p><u>AND</u></p> <hr/> <p>WEBINAR (52 minutes, 43 seconds)</p> <p><i>Legacy of Policing Lands and Bodies</i> with Pam Palmater for Scholar Strike Canada</p> <p>https://www.youtube.com/watch?v=YB1Mwjda5RY</p> <p><u>OR</u></p> <hr/> <p>PODCAST (1 hour)</p> <p><i>Policing Indigenous Lands & Bodies, Warrior Life</i> with Pam Palmater</p>

	https://soundcloud.com/pampalmater/policing-indigenous-lands-bodies
Optional Related Resources	<p>VIDEO (13 minutes, 37 seconds)</p> <p><i>Redlights</i></p> <p>https://youtu.be/IfOule5LWJI</p> <hr/> <p>BOOK</p> <p><i>Storying Violence</i>, by Gina Starblanket</p> <p>https://arpbooks.org/product/storying-violence/</p>
Discussion Questions	<ol style="list-style-type: none"> 1. How can Canada overcome the widespread denial of systemic racism by political leaders and society to foster accountability and implement reforms, particularly in addressing police violence rooted in colonial history and disproportionately targeting Indigenous and Black communities? 2. How does the historical relationship between Indigenous communities and law enforcement contribute to the ongoing pattern of violence? 3. In what ways can understanding the historical context of policing inform efforts to reform or dismantle oppressive practices? 4. What are some of the health impacts of police violence and how can addressing police violence and its health impacts today contribute to the long-term well-being and empowerment of future generations within Indigenous and racialized communities?

Month #12

Settler Colonialism, Racism, and Health (Norms, Values)

Our Teacher(s)	<p>GERALDINE MASON, 36, from God's Lake First Nation, spent a month in jail so public health officials could make sure she was taking her tuberculosis medication (2024).</p> <p>BRIAN SINCLAIR was an Indigenous man who used a wheelchair living in Winnipeg, Manitoba. Indigenous is used here, because his parents lost their 'status' as a result of discriminatory Canadian law. He died without receiving care at the Emergency Department of the Winnipeg Health Sciences Centre in 2008.</p> <p>KEEGAN COMBES "of Skwah First Nation was a high school graduate, a grade 10 pianist and a chess champion enrolled in a trades college at the time of his death. Keegan also lived with disabilities and was non-verbal by choice. He passed away on September 26, 2015, from a delayed diagnosis following an accidental poisoning. He was 29 years old. He is remembered, missed and loved." Retrieved from https://www.fnha.ca/what-we-do/chief-medical-office/remembering-keegan</p> <p>JOYCE ECHEQUAN was a 37-year-old Atikamekw woman and mother of seven. She died shortly after filming herself being insulted and mocked by staff at a hospital northeast of Montreal in 2020.</p>
Quick Dip	<p>VIDEO (4 minutes, 35 seconds)</p> <p><i>Manitoba woman jailed under Public Health Act to treat tuberculosis</i></p> <p>https://www.cbc.ca/player/play/video/9.6579391</p> <hr/> <p>VIDEO (0 minutes, 40 seconds)</p> <p><i>Manitoba premier orders practice of jailing people with TB to end after CBC investigation</i></p> <p>https://www.cbc.ca/player/play/video/9.6580958</p> <hr/> <p>CASE STUDY (52 pages)</p>

	<p><i>Remembering Keegan: a BC First Nations Case Study Reflection</i> https://www.fnha.ca/Documents/FNHA-Remembering-Keegan.pdf</p>
Deep Dive	<p>BOOK <i>Structures of Indifference</i>, by Mary Jane Logan McCallum and Adele Perry https://chatnoirbooks.com/item/U0JBKMUC5_-8UWqNdG8aug <u>OR</u></p> <hr/> <p>WEBINAR (57 minutes) <i>Structures of Indifference Presentation</i> with Mary Jane Logan McCallum and Adele Perry https://youtu.be/CKzLqeGAFXM</p>
Optional Related Resources	<p>WEBSITE <i>Joyce's Principle</i> https://principedejoyce.com/en/index</p> <hr/> <p>BOOK <i>White Benevolence: Racism and Colonial Violence in the Helping Professions</i>, edited by Amanda Gebhard, Sheelah McLean, and Verna St. Denis https://chatnoirbooks.com/item/BZH86oGT5-l_Wvvl--ukxg</p> <hr/> <p>BOOK <i>Separate Beds</i>, by Maureen Lux https://www.strongnations.com/store/10468/separate-beds-a-history-of-indian-hospitals-in-canada-1920s-1980s</p> <hr/> <p>BOOK</p>

	<i>Inflamed: Deep Medicine and the Anatomy of Injustice</i> , by Raj Patel and Rupa Marya https://chatnoirbooks.com/item/3Czr8TaWU99cGW3LnIVsZQ
Discussion Questions	<ol style="list-style-type: none">1. What did you see that was once invisible to you? How did you react?2. Now that we have witnessed these truths and carry these sacred responsibilities, what is the work we are doing in response?

Month #13

Economic Racism: Myths and Misconceptions about Treaties and Indigenous Peoples

Our Teacher(s)	MATTHEW WILDCAT: His specialization is Indigenous governance which includes an understanding of our political histories and Indigenous political thought: he is interested in how Indigenous peoples govern today in relationship with Canadian society.
Quick Dip	<p>ARTICLE</p> <p><i>Myth Busters: Debunking Myths About Indigenous Peoples in Canada</i></p> <p>https://www.indigenouseaware.com/post/myth-busters-indigenous-edition-1</p> <hr/> <p>NEWS ARTICLE</p> <p><i>Canada owes First Nations billions after making ‘mockery’ of treaty deal, top court rules</i></p> <p>https://www.theguardian.com/world/article/2024/jul/26/canada-payment-first-nations-indigenous-treaty-deal</p> <hr/> <p>ARTICLE</p> <p><i>Indigenous people pay taxes: Demythologizing the Indian Act tax exemption</i></p> <p>https://theconversation.com/indigenous-people-pay-taxes-demythologizing-the-indian-act-tax-exemption-186100</p> <hr/> <p>WEBSITE with VIDEO (3 minute read and 2 minute, 26 second video)</p> <p><i>The Indian Trust Fund: Debunking Myths and Misconceptions</i></p> <p>https://cashback.yellowheadinstitute.org/indiantrustfund/</p>

Deep Dive	<p>PODCAST (1 hour, 42 minutes) <i>127-Canada, a Treaty Story with Matthew Wildcat</i> https://yourforestpodcast.com/episode-1/2022/9/13/127-canada-a-treaty-story-with-matthew-wildcat</p> <p><u>AND/OR</u></p> <hr/> <p>WEBSITE <i>Community Tools and Resources</i>, Yellowhead Institute https://cashback.yellowheadinstitute.org/community-tools-and-resources/</p>
Optional Related Resources	<p>REPORT (76 pages) <i>Cash Back: A Yellowhead Institute Red Paper</i> https://cashback.yellowheadinstitute.org/</p> <hr/> <p>PODCAST (11 episodes) <i>Telling Our Twisted Histories</i> https://www.cbc.ca/listen/cbc-podcasts/906-telling-our-twisted-histories</p> <hr/> <p>PODCAST (27 minutes, 35 seconds) <i>Tilted Ground</i>, This Place Podcast https://www.cbc.ca/listen/cbc-podcasts/1020-this-place/episode/15852330-tilted-ground</p> <hr/> <p>ARTICLE <i>Modern misconceptions on treaty rights</i> https://www.dal.ca/faculty/law/news-events/news/2020/10/02/modern-misconceptions_on_treaty_rights.html</p>

	<p>ARTICLE (7 pages) <i>Dispelling the Misconceptions About Indigenous People</i> https://circlesforreconciliation.ca/wp-content/uploads/2022/03/8-202203-Dispellingthe-Misconceptions-about-Indigenous-People-MB-Version.pdf</p> <hr/> <p>VIDEO (1 minute) <i>Robinson Huron Treaty Settlement Announcement</i> https://www.rht1850.ca/copy-of-settlement-announcement</p> <hr/> <p>VIDEO (8 minutes, 8 seconds) <i>Stereotypes: How they affect Indigenous people in Canada & at Mount Royal Collegiate</i> https://www.youtube.com/watch?v=6lni4yO1pDQ</p> <hr/> <p>NEWS ARTICLE <i>Dispelling commonly held myths around First Nations and status cards</i> https://www.cbc.ca/news/indigenous/indian-status-5-more-things-you-need-to-know-1.3109451</p> <hr/> <p>WEBSITE <i>Membership (and Status) Myths & Facts</i> https://jfklaw.ca/our-resources/membership-and-status-myths-facts/</p> <hr/> <p>NEWS RELEASE <i>‘Settlements are not taxpayer dollars’: Grand Council Chief Linda Debassige</i> https://www.anishinabek.ca/2024/12/17/settlements-are-not-taxpayer-dollars-grand-council-chief-linda-debassige/</p>
Discussion Questions	1. How do these myths and misconceptions foster racism towards Indigenous

	<p>Peoples?</p> <ol style="list-style-type: none">2. Were there any misconceptions you were surprised by?3. How can you be a good Treaty Partner?4. After learning about how racism is embedded in our economy, what is your perspective on this quote by former Prime Minister Pierre Elliot Trudeau whose goal was to eliminate the Indian Act, Indian Status and the Department of Indian Affairs and Northern Affairs? <p><i>“If you no longer speak your language and no longer practice your culture, then you have no right to demand aboriginal rights from us, because you are assimilated with the ruling power.”</i></p>
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Month #14

Environmental Racism

Our Teacher(s)	<p>DR. INGRID WALDON “is a Professor and HOPE Chair in Peace and Health in the Global Peace and Social Justice Program at McMaster University, the Founder and Executive Director of the Environmental Noxiousness, Racial Inequities and Community Health Project, and the Co-Founder and Co-Director of the Canadian Coalition for Environmental and Climate Justice. Her research focuses on the health and mental health impacts of social inequalities and discrimination in Black, Indigenous, and other racialized communities, including mental illness, dementia, environmental racism and climate change inequities, and COVID-19. Her research and advocacy, as well as her 2018 book <i>There’s Something in the Water: Environmental Racism in Indigenous and Black Communities</i> and her 2020 Netflix documentary of the same name have played a pivotal role in creating awareness about and addressing environmental racism.”</p> <p>ASUBPEESCHOOSEWAGONG (Grassy Narrows) FIRST NATION is a community north of Kenora, Ontario, on the Wabigoon River. Throughout the 1960’s, the Dryden Chemical Company dumped mercury, and other waste, into the Wabigoon River. This improper waste disposal effected the environment, wildlife, and people that depend on the river. The fisheries shut down as levels of mercury in the fish were found to be almost 50 times the upper limit of safe consumption. The community continues to feel the lasting effects to this day.</p>
Quick Dip	<p>WEBSITE</p> <p><i>Environmental racism in Canada: What is it, what are the impacts, and what can we do about it?</i></p> <p>https://ecojustice.ca/news/environmental-racism-in-canada/</p> <hr/> <p>WEBSITE</p> <p><i>Canadian Museum for Human Rights. The story of Africville, by Matthew McRae</i></p>

	<p>https://humanrights.ca/story/story-africville</p> <hr/> <p>WEBINAR (1 hour, 5 minutes) <i>From Harm to Harmony: Ecocide through the lens of Indigenous sovereignty</i> https://raventrust.com/articles/from-harm-to-harmony-ecocide-as-an-instrument-of-international-law/ <u>AND/OR</u></p> <hr/> <p>REPORT (21 pages) <i>Working to Preserve: Environmental Racism and Indigenous Resilience in Canada</i>, by Levin Chamberlain https://raventrust.com/articles/working-to-preserve/</p> <hr/> <p>ASUBPEESCHOSEEWAGONG (Grassy Narrows) FIRST NATION VIDEO (7 minutes, 18 seconds) <i>Justice for Grassy Narrows: Judy Da Silva</i> https://www.youtube.com/watch?v=6GHpyZaiI64 <u>AND/OR</u></p> <hr/> <p>ARTICLE <i>'For Them, It's Money. For Us, It's Life': Grassy Narrows' 60-year Legacy of Poison</i> https://www.culturalsurvival.org/publications/cultural-survival-quarterly/them-its-money-us-its-life-grassy-narrows-60-year-legacy</p>
Deep Dive	<p>BOOK <i>There's Something in the Water: Environmental Racism in Indigenous and Black Communities</i>, by Ingrid R. G. Waldron</p>

	<p>https://chatnoirbooks.com/item/BZH86oGT5-ls6lWwxyMB20</p> <hr/> <p>VIDEO (1 hour, 31 minutes) <i>There's Something in the Water: A Panel on Environmental Racism in Nova Scotia</i> https://www.youtube.com/watch?v=pJrTP7vq8ZE</p> <hr/> <p>PODCAST (59 minutes, 38 seconds) <i>Mind the Disruption Podcast: Disrupting Environmental Racism</i> (Season 2, Episode 1) https://nccdh.ca/learn/podcast/disrupting-environmental-racism</p> <hr/> <p>DOCUMENTARY (47 minutes) <i>Uranium</i>, by Magnus Isacson https://www.nfb.ca/film/uranium/</p>
Optional Related Resources	<p>ARTICLE (3 pages) <i>Environmental racism in Canada</i> https://pmc.ncbi.nlm.nih.gov/articles/PMC9374073/#:~:text=The%20United%20Nations%20noted%20that,in%20Canada%2C%20resulting%20in%20hazardous</p> <hr/> <p>VIDEO (5 minutes, 3 seconds) <i>Mercury poisoning near Grassy Narrows First Nation worsened by ongoing industrial pollution: study</i> https://www.youtube.com/watch?v=8ZrbTKUXUuM</p> <hr/> <p>VIDEO (1 minute, 50 seconds) <i>There's Something in the Water Official Trailer</i> https://www.youtube.com/watch?v=nKhIYFDnCoY</p>

Discussion Questions

1. What important past and current events still affect our community today?
2. Whose stories are left out of local or national history?

Month #15

Indigenous Perspectives: Land-Based Activity

Our Teacher(s)	Our affinity group peers.
Quick Dip	<p>WEBPAGE</p> <p><i>Summary of the photovoice methodology</i></p> <p>https://researchmethodstoolkit.com/more-approaches/photovoice/</p>
Deep Dive	<p>ARTICLE (19 pages)</p> <p><i>Photovoice: Concept, Methodology, and Use for Participatory Needs Assessment</i></p> <p>https://deepblue.lib.umich.edu/handle/2027.42/67790</p>
Prep Work	<p>Please review the quick dip resource.</p> <p>Your photovoice question is:</p> <p>Connection to the land and water are important parts of Indigenous wellness. Based on what you have learned about so far, please take a photo of something that inspires your physical, mental, emotional, or spiritual wellness.</p> <p>Examples can include but are not limited to:</p> <ul style="list-style-type: none"> • Connection to the water, nature trails, wildlife, etc. • Connection to family and community. • Connection to resources throughout the project. <p>Please email your photo to your facilitator at least one week in advance of the scheduled meeting time. Your facilitator will include each of your photos in the upcoming PowerPoint presentation at random.</p> <p>You will be asked to discuss your photo using the SHOWED method.</p> <ul style="list-style-type: none"> • What do you see here?

	<ul style="list-style-type: none">• What is really happening here?• How does this relate to our lives?• Why does this concern, situation or strength exist?• How can we become empowered through our new understanding?• And, what can we do?
Discussion Questions	Reflections on the photo voice experience.

Module 3. Where do we go from here? Organizing and Strategizing to Act

Module 3 focuses on identifying and undoing harm done by settler colonialism and reorienting policy towards active reconciliation. We will learn how to discern between performative and effective allyship, and recognize and eliminate racism embedded in processes, practices, and our physical environments. We will also learn how to enact systems change through objective outcome-based goals to achieve and safeguard equitable health services for all.

Month #16

Reflecting on Personal Journey

Our Teacher(s)	<p>THE HONOURABLE MURRAY SINCLAIR, C.C., O.M., M.S.C., K.C., served as an Associate Chief Judge in the Provincial Court of Manitoba starting in 1988. This appointment made Sinclair the first Indigenous judge in Manitoba and the second in Canada. He is most known for his groundbreaking work as the Chair of the Truth and Reconciliation Commission, leading to the 94 Calls to Action.</p> <p>THE HONOURABLE JODY WILSON-RAYBOULD, P.C., O.B.C., K.C., served as the Independent Member of Parliament for Vancouver Granville, Minister of Justice and Attorney General of Canada, Minister of Veterans Affairs and Associate Minister of National Defence until her resignation in 2019. Wilson-Raybould is a Principal of JWR Group, a lawyer, an advocate and leader among Canada's Indigenous Peoples with a strong reputation as a bridge builder between communities, and a champion of good governance and accountability. She has been a provincial crown prosecutor, a councillor for the We Wai Kai Nation, a chair of the First Nations Finance Authority and has served as the BC regional chief of the Assembly of First Nations.</p> <p>CHIEF DR. ROBERT JOSEPH, OC, OBC. is a true peacebuilder whose life and work are examples of his personal commitment. A Hereditary Chief of the Gwawaenuk First Nation, Chief Joseph has dedicated his life to bridging the differences brought about by intolerance, lack of understanding and racism at home and abroad.</p>
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Quick Dip	<p>DOCUMENTARY (29 minutes) <i>Honour to Senator Murry Sinclair</i>, by Alanis Obomsawin https://www.nfb.ca/film/honour-to-senator-murray-sinclair/</p> <hr/> <p>ARTICLE (3 pages) <i>Reflective practice in health care and how to reflect effectively</i> https://journals.lww.com/ijsoncology/fulltext/2017/07000/reflective_practice_in_health_care_and_how_to.2.aspx</p> <hr/> <p>VIDEO (3 minutes, 39 seconds) <i>Avoiding Performative Reconciliation The Hon. Jody Wilson-Raybould</i> https://www.youtube.com/watch?v=X6DacqwK90Y</p> <hr/> <p>ARTICLE <i>True Reconciliation Means Action</i> https://www.omssa.com/true-reconciliation-means-action/</p>
Deep Dive	<p>BOOK <i>Who We Are: Four Questions for a Life and a Nation</i>, by Murray Sinclair https://storestock.massybooks.com/item/ssARrWrToAY_K-FBPyIp5Q</p> <hr/> <p>BOOK <i>True Reconciliation: How to Be a Force for Change</i>, by Jody Wilson-Raybould https://storestock.massybooks.com/item/ssARrWrToAbt8No8UBcRjw</p> <hr/> <p>BOOK <i>Namwayut-We Are All One: A Pathway to Reconciliation</i>, by Chief Robert Joseph</p>

	https://storestock.massybooks.com/item/08ixgDXLFavaVFtIwcJZhg
Additional Prep	<p>PERSONAL REFLECTION QUESTION</p> <p>The documentary <i>Honour to Murray Sinclair</i> tasks the audience to, “Look at what you can do. Look at the Calls to Action of the Truth and Reconciliation Commission and pick one. Do what you can to make it happen.”</p> <ul style="list-style-type: none"> • Review the Calls to Action related to health, 18–24. https://nctr.ca/records/reports/ • Pick one. • With this month’s resources in mind, critically reflect on what you can do to make it happen. Try to avoid performative allyship and reconciliation. <p>You will be asked about your personal reflection in group discussion.</p>
Optional Related Resources	<p>WEBINAR (1 hour, 31 minutes)</p> <p><i>Connecting Indigenous Cultural Safety & Addressing Racism in the Health Care System w/ Harley Eagle</i></p> <p>https://www.youtube.com/watch?v=G1OIHOSmiVO</p> <hr/> <p>ARTICLE (12 pages)</p> <p><i>Towards an understanding of performative allyship: Definition, antecedents and consequences</i></p> <p>https://compass.onlinelibrary.wiley.com/doi/10.1111/spc3.12724</p>
Discussion Questions	<ol style="list-style-type: none"> 1. Who would like to share their personal reflection question work? 2. Of the 94 TRC Calls to Action, 7 of them are directly related to health. How can these be supported in the work that you do? 3. How can these be supported by the work Public Health does?

Month #17

Anti-Racist Health Leadership

Our Teacher(s)	<p>DR. MARCIA ANDERSON is Cree-Anishinaabe and grew up in the North End of Winnipeg. Her family roots go to the Norway House Cree Nation and Peguis First Nation in Manitoba. She practices both Internal Medicine and Public Health as a Medical Officer of Health with the Indigenous Services Canada-Manitoba Region. She is the Vice-Dean, Indigenous Health and the Executive Director of Indigenous Academic Affairs in the Ongomiizwin Indigenous Institute of Health and Healing, Rady Faculty of Health Sciences, University of Manitoba. She serves as the Chair of the Indigenous Health Network of the Association of Faculties of Medicine of Canada. She is a Past President of the Indigenous Physicians Association of Canada and Past Chair of the Pacific Region Indigenous Doctors Congress. She was recognized for her contributions to Indigenous peoples health with a National Aboriginal Achievement Award in March 2011. In 2018 she was named one of the one hundred most powerful women in Canada by the Women's Executive Network.</p> <p>DR. ESTHER CHOO is Associate Professor in the Center for Policy and Research in Emergency Medicine, Oregon Health & Science University and Founding Member for TIME'S UP Healthcare</p> <p>DR. J. NWANDO OLAYIWOLA is the inaugural Chief Health Equity Officer and Senior Vice President for Humana, Inc., a role she assumed in April 2021. Until March 2021, Dr. Olayiwola served as Chair and Professor of the Ohio State University Department of Family and Community Medicine, and Chief of Family Health Services for the OSU Health System.</p>
Quick Dip	<p>ARTICLE (1 page)</p> <p><i>Seven things organisations should be doing to combat racism</i></p> <p>https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(20)31565-8/fulltext</p>

	<p>ARTICLE (1 page)</p> <p><i>Seven more things organisations should be doing to combat racism</i></p> <p>https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(20)31718-9/fulltext</p>
Deep Dive	<p>YOUTUBE (1 hour, 59 minutes)</p> <p><i>The Imperatives of Anti-Racism in Leadership - Dr. Marcia Anderson AHSLP Keynote</i></p> <p>https://youtu.be/4jbGROZd02I</p>
Optional Related Resources	<p>REPORT (30 pages)</p> <p><i>Bringing Reconciliation to Healthcare in Canada: Wise Practices for Healthcare Leaders</i>, by Lisa Richardson and Tracy Murphy</p> <p>https://www.healthcarecan.ca/wp-content/themes/camyno/assets/document/Reports/2018/HCC/EN/TRCC_EN.pdf?target=blank</p> <hr/> <p>WEBPAGE</p> <p><i>An apology for harms to Indigenous Peoples</i></p> <p>https://www.cma.ca/our-focus/indigenous-health/apology-harms-indigenous-peoples</p>
Discussion Questions	<ol style="list-style-type: none"> 1. What does anti-racist leadership mean to you? 2. What strategies are you/is your team currently using to combat racism? 3. What aren't you doing but would like to start doing?

Month #18

An Anti-Racist Future for Public Health

Our Teacher(s)	Indigenous Public Health Thought Leaders from across Canada & Hanlon et al., a team of public health experts from the UK.
Quick Dip	<p>ARTICLE (7 pages)</p> <p><i>Making the case for a ‘fifth wave’ in public Health</i></p> <p>https://www.sciencedirect.com/science/article/abs/pii/S0033350610003197?via%3Dihub</p> <p><u>AND/OR</u></p> <hr/> <p>REPORT CHAPTER (10 pages)</p> <p><i>Visioning The Future: First Nations, Inuit & Métis Population & Public Health</i>, National Indigenous Organizations: Public Health Visions from the Assembly of First Nations, Métis National Council, and Inuit Tapiriit Kanatami</p> <p>https://www.nccih.ca/Publications/lists/Publications/VF/Visioning-the-Future_EN_Web_2021-12-14.pdf</p>
Deep Dive	<p>REPORT (64 pages)</p> <p><i>Visioning The Future: First Nations, Inuit & Métis Population & Public Health</i></p> <p>https://www.nccih.ca/Publications/lists/Publications/VF/Visioning-the-Future_EN_Web_2021-12-14.pdf</p> <hr/> <p>REPORT (56 pages)</p> <p><i>Future Search: Action for Disrupting White Supremacy and Racism in Public Health Systems Workshop Report</i></p> <p>https://nccdh.ca/resources/entry/future-search-action-for-disrupting-white-</p>

	<u>supremacy-and-racism-in-public-health-systems-workshop-report</u>
Optional Related Resources	<p>WEBINAR SERIES</p> <p><i>Visioning the Future: First Nations, Inuit & Métis Population and Public Health</i></p> <ul style="list-style-type: none"> • ITK, MNC, AFN (Inuit Tapiriit Kanatami, Métis National Council, and the Assembly of First Nations) <u>https://www.youtube.com/watch?v=3i-joiffJIg</u> • Governance and Data <u>https://www.youtube.com/watch?v=PdNPLi9XWvA&t=2s</u> • Environmental and Mental Health <u>https://www.youtube.com/watch?v=bItSrjv2AM</u> • Determinants of Health <u>https://www.youtube.com/watch?v=F0lcEkjL8mo</u>
Discussion Questions	<ol style="list-style-type: none"> 1. How has your understanding of population and public health changed over the past 17 months? 2. What do you imagine for the fifth wave of public health? 3. How has your sense of responsibility shifted?

Section 3: Evaluation framework

Public Health has created an internal evaluation strategy to help tell our agency's unlearning journey. For more specific information to support creating your own evaluation plan, please reach out to the project team at unlearning@phsd.ca.

Evaluation is a key part of the [Evidence-Informed Decision Making in Public Health](#) (National Collaborating Centre for Methods and Tools) framework and a key part of the Unlearning Project. The evaluation aims to measure the effectiveness of the project in shifting perspectives, improving knowledge, and fostering organizational change through structured assessments, reflections, and data collection.

Individuals and organizations who launch their own Unlearning Club are encouraged to evaluate their experience. This evaluation can be done formally or informally, like journaling your experience, reflecting on your learnings, and sharing your experiences with those who are interested in hearing about it. Each conversation we have affects our sphere of influence (those we interact with personally and professionally), and by sharing what you are learning you can affect greater changes in the community.

We invite you to share your experience with our project team as well. We look forward to unlearning with you!

Section 4: Frequently asked questions

An online version of the Unlearning Club FAQ is [available here](#).

