A photograph of a person standing in a forest of tall, thin trees. The person is wearing a traditional Indigenous garment, a long, fringed tunic made of animal skins, and a wide-brimmed hat. They are standing on a dirt path, looking towards the trees. The forest is dense with tall, thin trees, and the ground is covered in moss and ferns. The lighting is soft, suggesting a misty or overcast day.

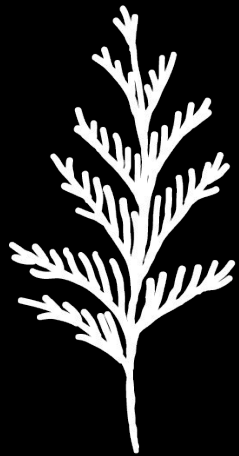
# Introduction to Indigenous Cultural Safety & Humility

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Foundational training for corporate teams  
and organizations (2024)



# Intention Setting



My intention is to create a safe space for exchanging knowledge, conversations, and to support one another in solidarity. I come with an open heart and open mind and hope to be received in the same way.

I welcome questions throughout the session but will also leave time to address them at the end as well. You can do both!



# Overview

## PART 1 - Why Indigenous Cultural Safety?

- Terminology
- Canadian Socialization & Anti-Indigenoussness

## PART 2 - Understanding colonialism

- Examining the relationship between Canada and Indigenous Peoples

## PART 3 - Bringing it all together

- What can we do to mobilize ICS and bring about change?



# Indigenous & Aboriginal

In the Canadian context both are used to describe the original peoples before the colonial country was formed: First Nations, Metis, & Inuit (FNIM).







# First Nations



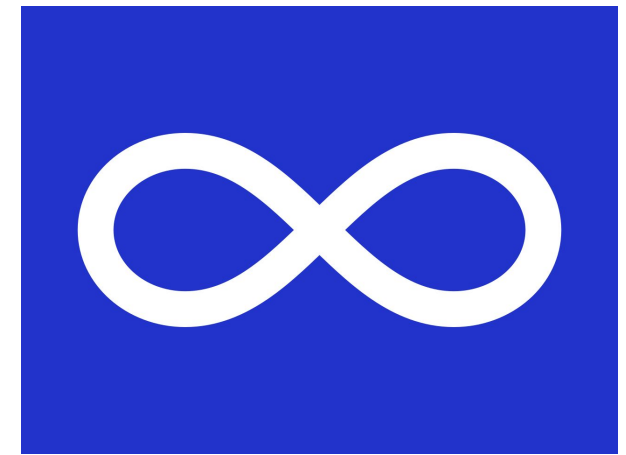
a term that eventually replaced the term “Indian” in the 1970’s. First Nations peoples are land-based nations that trace their heritage back to their traditional territory



the singular “First Nation” can refer to a [band](#), a [reserve](#)-based community, or a larger tribal grouping and the [status](#) Indians who live in them. For example, the Stó:lō Nation (which consists of several bands), or the Tseil-Waututh Nation (formerly the Burrard Band). -UBC

# Metis

Nation is made up of the descendants of Indigenous women and Euro-Settler men. The Métis are a distinct Indigenous nation with their own history, culture, languages and territories with deep historical roots in the three Prairie provinces







# Inuit



live in communities across the Inuvialuit Settlement Region (Northwest Territories), Nunavut, Nunavik (northern Quebec), and Nunatsiavut (northern Labrador). The Inuit call this vast region Nunangat.





# Culturally Safer Terminology

## Semi-retired terms

- Eskimo
- Native
- Indian
- NDN

## Cultural Safety Strategies

- Avoid possessive terminology
- Always capitalize the “i” in Indigenous
- Pluralize “people” to Indigenous peoples
- People can self-identify how they choose, follow their lead






# 1

## PART 1

# Why Indigenous Cultural Safety?

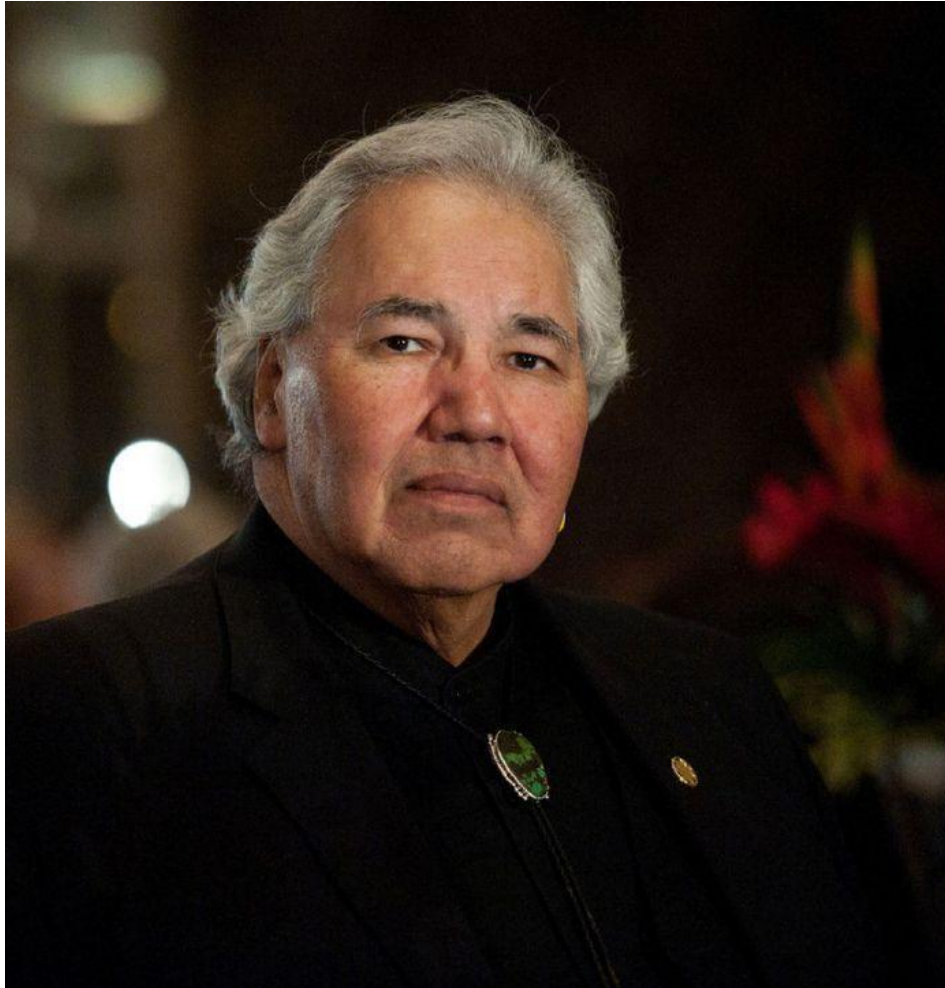


“A bird doesn't sing because it has an answer. It sings because it has a song..”

-Maya Angelou



# Socialization



“While Indigenous children were being mistreated in residential schools by being told they were heathen, savages and pagans and inferior people -- that same message was being delivered in the public schools of this country.”

-Justice Murray Sinclair







Illustration: Vernon Mould, Upper Canada College

This image from *Breastplate and Buckskin*, a Canadian history textbook used for several decades from the 1950s on, depicts Indian "warriors" "dressed as devils" who "pranced about" trying to scare Cartier. In response, the text claimed, "The Frenchman smiled."

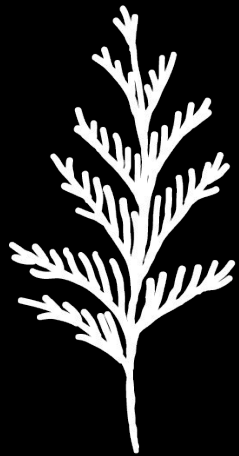








# Reaction Commercial Break



Turn to your neighbour.

Offer a reaction to what you just heard or learned:

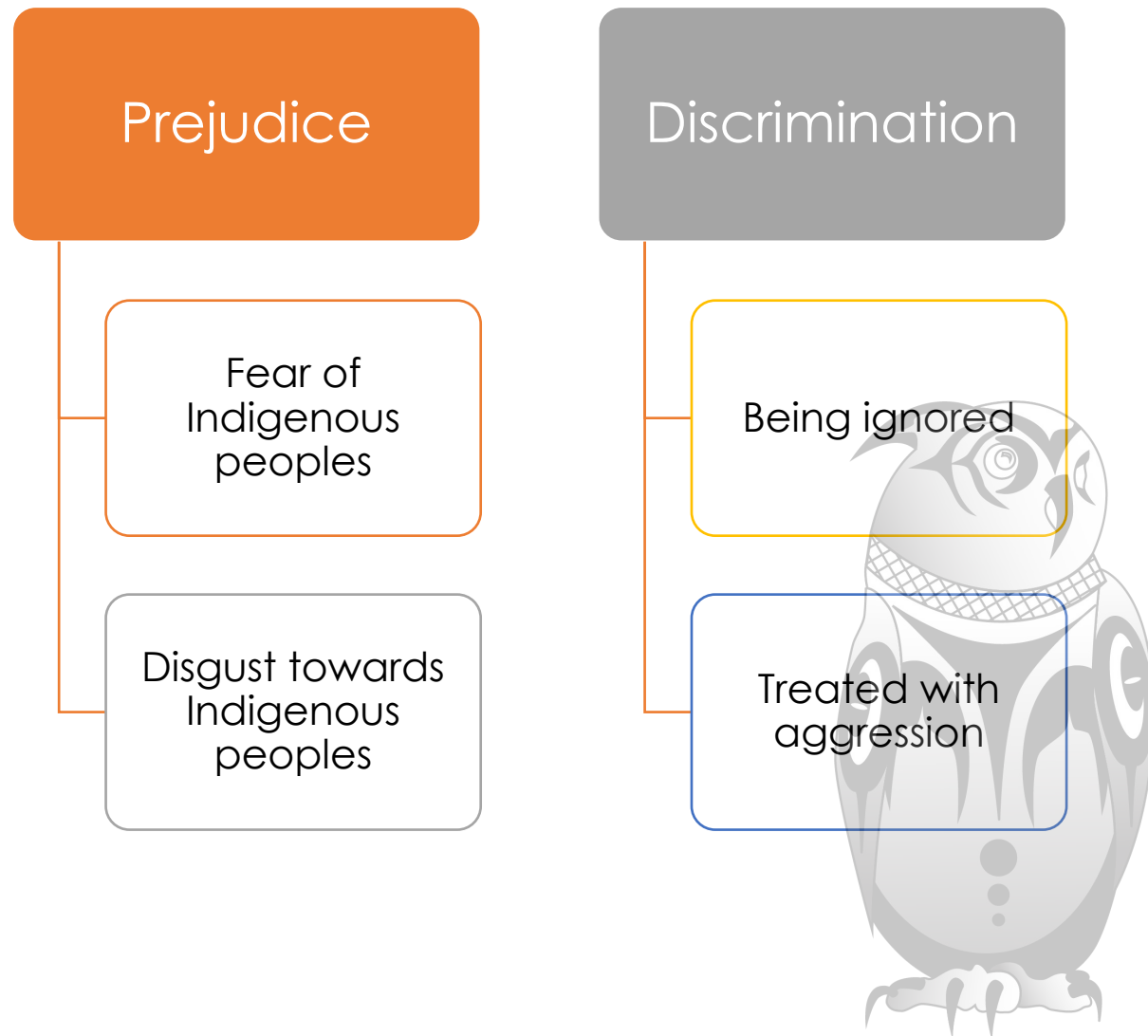
- Comment
- Question
- Doubt
- Frustration
- Excitement
- Aha moment



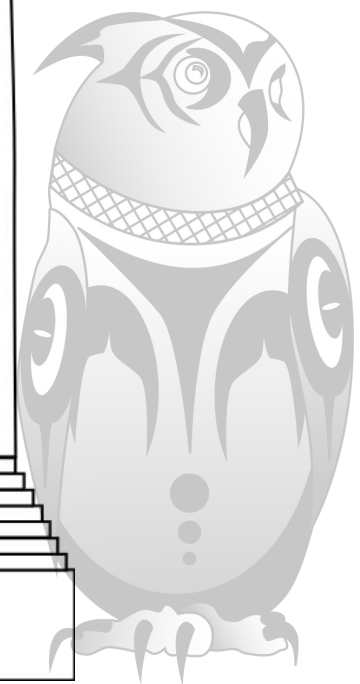
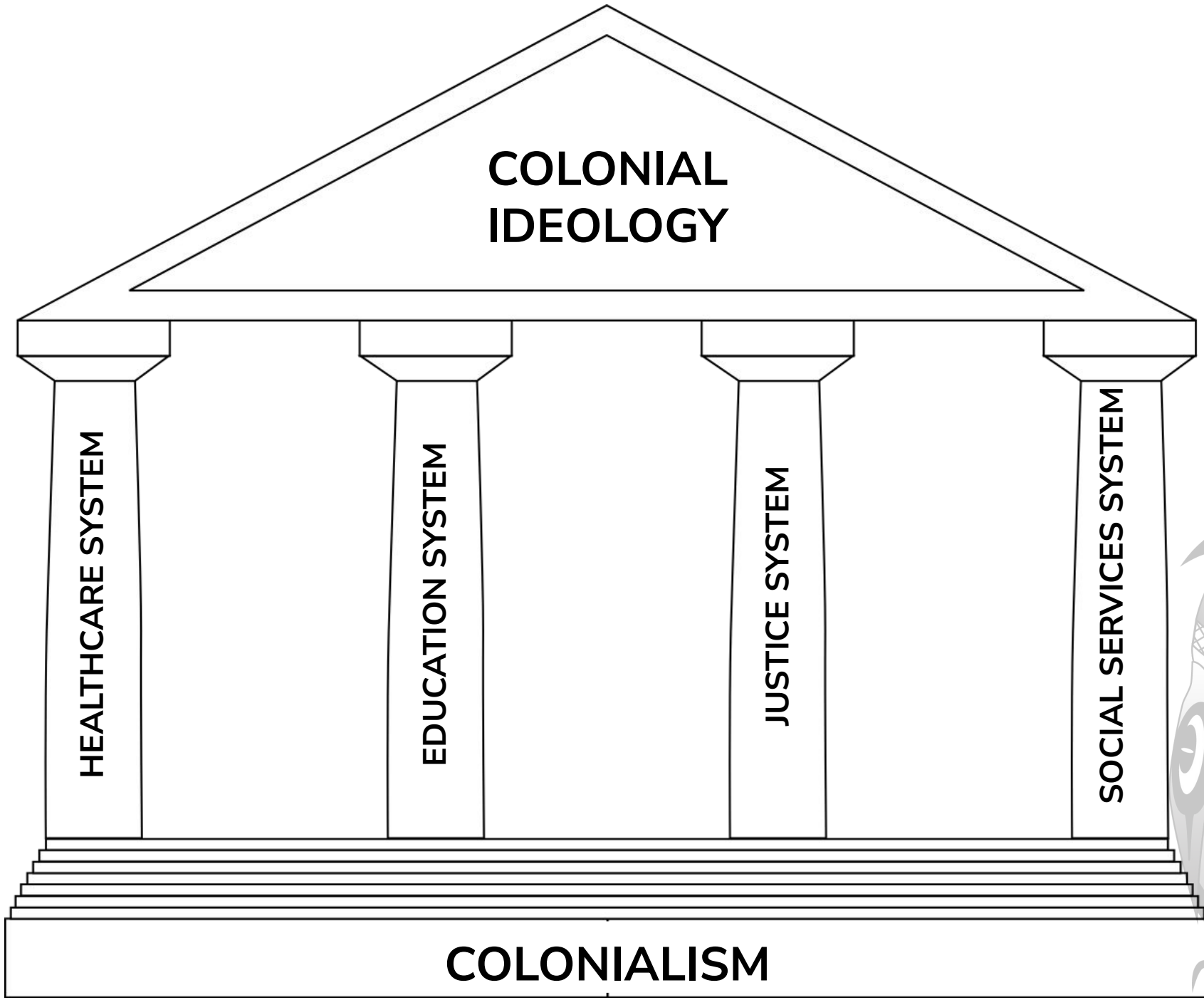
# Cultural Safety & Anti-racism tools

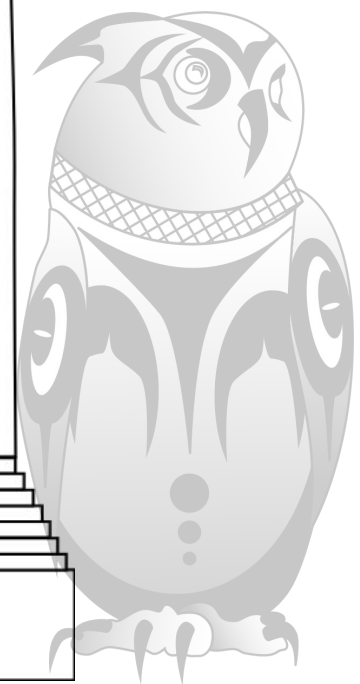
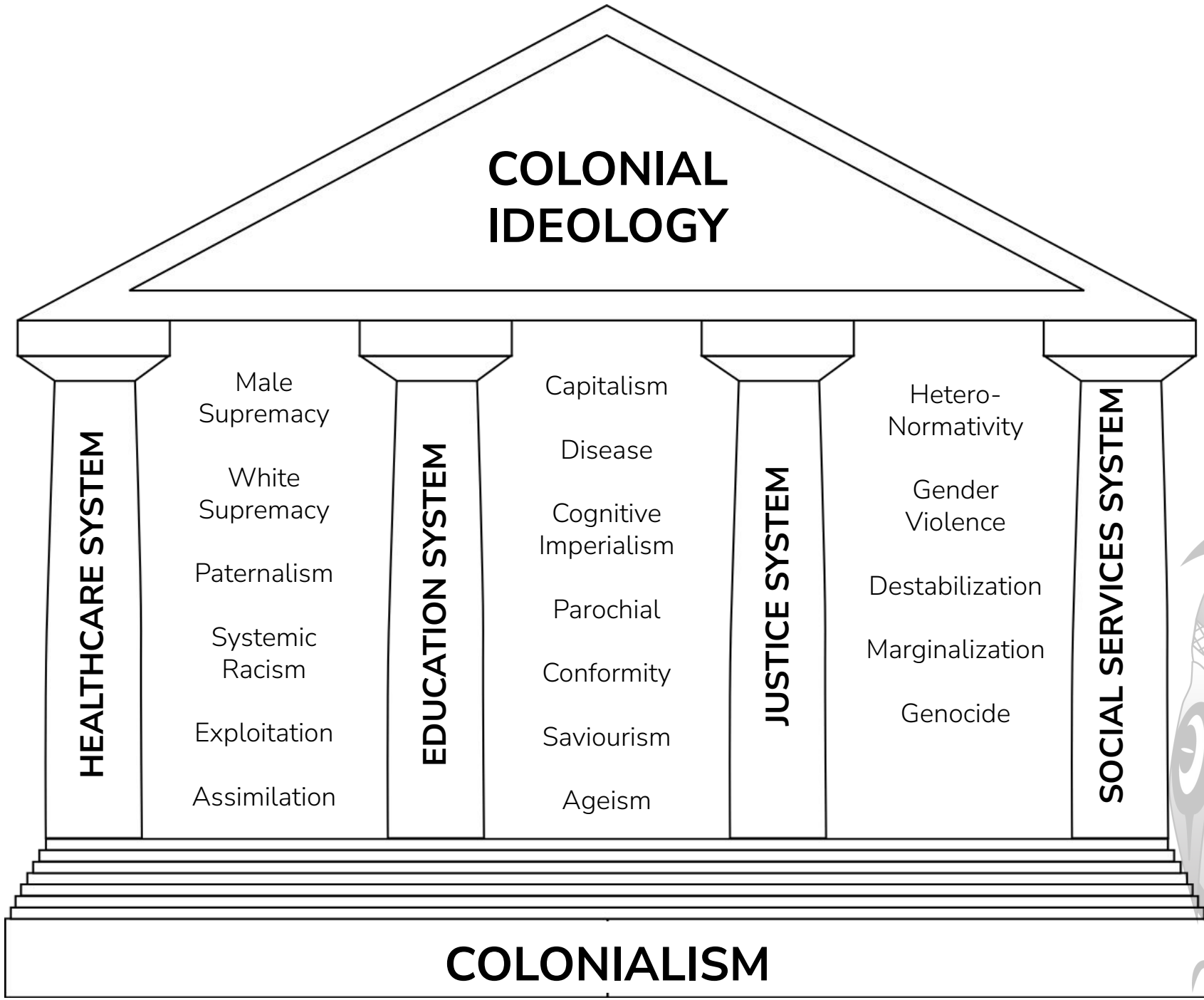
## Canadian Socialization:

- School
- Peers
- Friends
- Media: news & TV
- Social media
- Myths
- Family narratives
- Segregation
- Erasure of Indigenous peoples

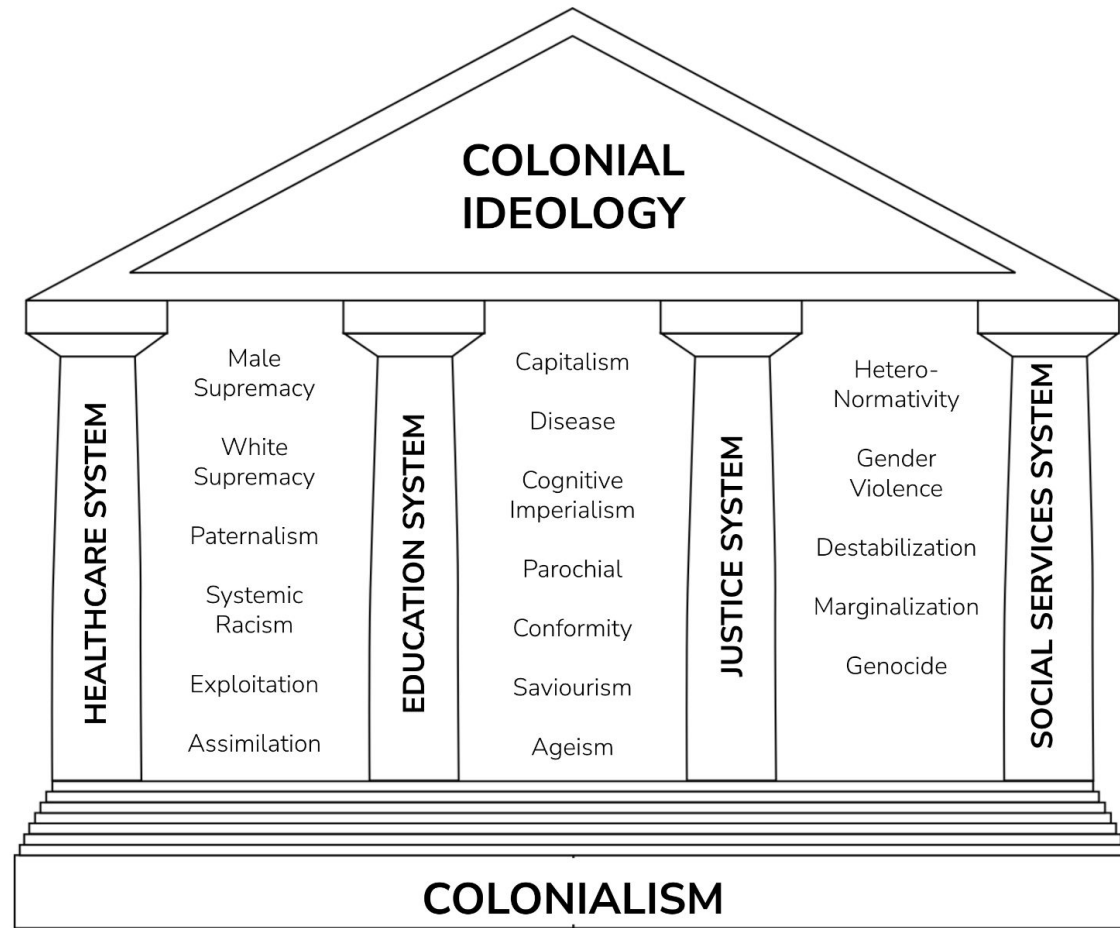




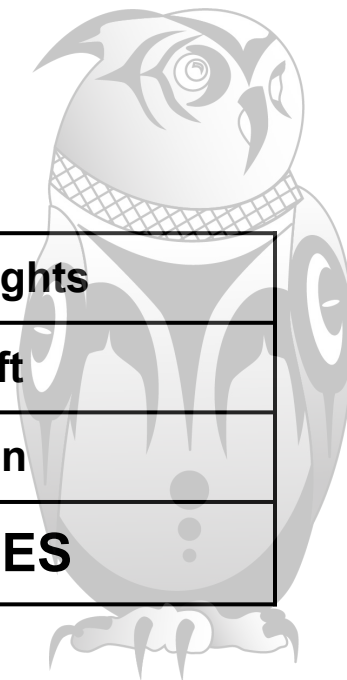








<b>The Indian Act</b>	<b>The Civilization Act</b>	<b>The Bill of Rights</b>
<b>The Residential Schools</b>	<b>The 60's Scoop</b>	<b>Land Theft</b>
<b>The Electoral Franchise Act</b>	<b>Beast of the Land</b>	<b>Prohibition</b>
<b>STATE &amp; STRUCTURAL VIOLENCE AGAINST INDIGENOUS PEOPLES</b>		



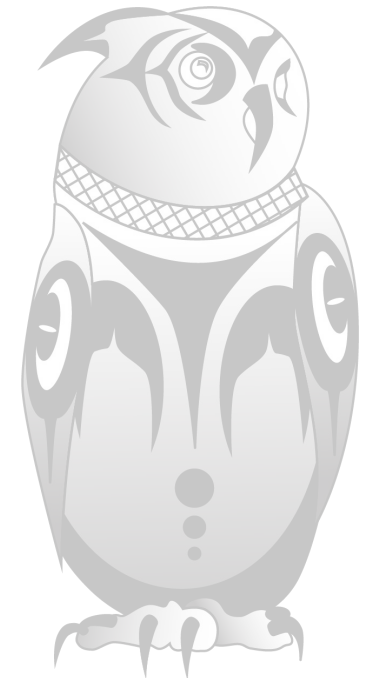


## **Colonial socialization:**

- The means of colonial societies of training or conditioning its citizens into being anti-Indigenous to advance colonization

## **Colonial ideology:**

- The idea that Indigenous peoples are less deserving and less worthy people within colonial societies.







Out of the mountain of  
despair, a stone of hope.

Martin Luther





# There is some good news!



## Resocialization is in progress:

- New K-12 education
- Post-secondary requirements
- ICS health standards
- National Day for Truth & Reconciliation
- BC UNDRIPA
- FNHA
- Land back!







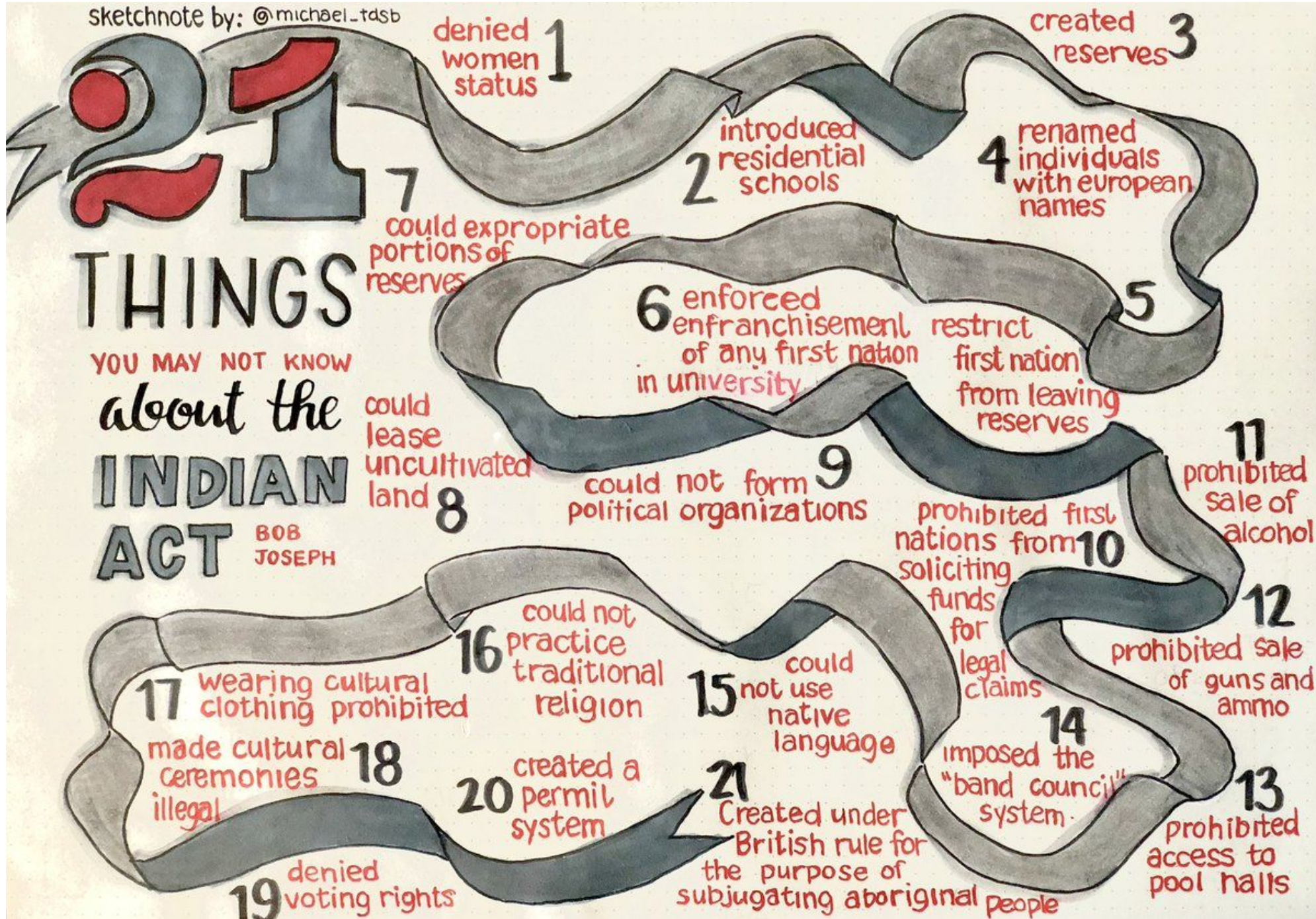
## Quick debrief chat:

- What resonated with you the most?
- What feelings came up for you?
- What questions does this bring up for you?





sketchnote by: @michael\_tdsb



# THINGS

YOU MAY NOT KNOW

about the

# INDIAN

# ACT

BOB JOSEPH



# PART 2: Understanding colonialism in Canada

# 02



# CONTENT WARNING

Some of the content in this segment can have an emotionally triggering effect for some participants.

This emotional response is normal and your vulnerability is appreciated for this learning transformation.

Please remember to take care of yourself, you can mute the call or walk away from your device for a moment until you are ready to come back.

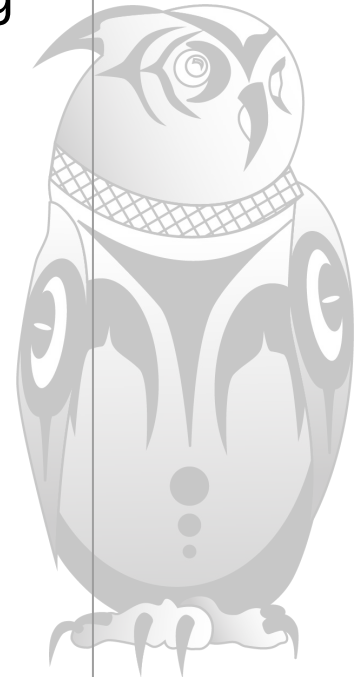


# Indigenous Specific Trauma

Pre-contact
Death Starvation Tribal War Separation Flood Fire Earthquake Physical injury

Targeted Trauma
Mass murder Cultural genocide Bio-warfare Land theft Displacement Residential Schools Indian Hospitals Health experimentation Child theft Dog slaughters State violence Religious violence Economic violence MMIWG2S Theft horses Manufactured consent

Intergenerational Trauma
Psychological assault Ritual abuse Gender violence Cultural alienation Suicidality Mental illness Toxic drug poisoning Mass incarceration Houselessness Poverty Survival crime Addiction Lateral violence Blood quantum Sexual assault Political violence





# Indigenous Specific Trauma

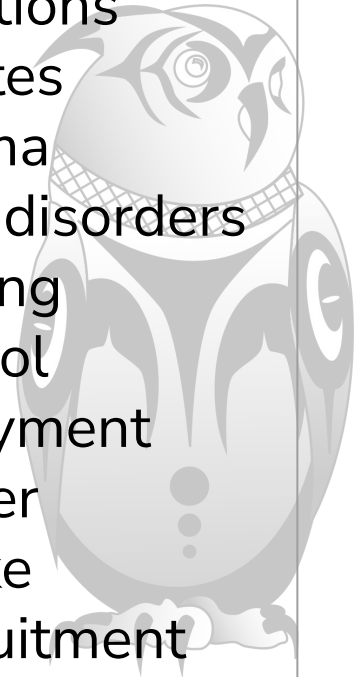
Pre-contact
<ul style="list-style-type: none"> <li>Death</li> <li>Starvation</li> <li>Tribal War</li> <li>Separation</li> <li>Flood</li> <li>Fire</li> <li>Earthquake</li> <li>Physical injury</li> </ul>

Targeted Trauma
<ul style="list-style-type: none"> <li>Mass murder</li> <li>Cultural genocide</li> <li>Bio-warfare</li> <li>Land theft</li> <li>Displacement</li> <li>Residential Schools</li> <li>Indian Hospitals</li> <li>Health experimentation</li> <li>Child theft</li> <li>Dog slaughters</li> <li>State violence</li> <li>Religious violence</li> <li>Economic violence</li> <li>MMIWG2S</li> <li>Theft horses</li> <li>Manufactured consent</li> </ul>

Intergenerational Trauma
<ul style="list-style-type: none"> <li>Psychological assault</li> <li>Ritual abuse</li> <li>Gender violence</li> <li>Cultural alienation</li> <li>“Suicide”</li> <li>Mental illness</li> <li>Toxic drug poisoning</li> <li>Mass incarceration</li> <li>Houselessness</li> <li>Poverty</li> <li>Survival crime</li> <li>Addiction</li> <li>Lateral violence</li> <li>Blood quantum</li> <li>Sexual assault</li> <li>Political violence</li> </ul>

## Indigenous Health & Social Inequities

- Mental illness
- “Suicide”
- Obesity
- Heart disease
- Kidney Disease
- Incarceration
- Drop-out of school
- Designations
- Diabetes
- Asthma
- Autoimmune disorders
- Smoking
- Alcohol
- Unemployment
- Cancer
- Stroke
- Gang Recruitment







# We are not our traumas.

We are our intergenerational strength, grace, & resilience

Pre-colonization
Social cohesion Tribalism Autonomy Sovereignty Culture Spirituality

Protecting community
Advocacy Solidarity Allyship Comradery Matriarchy Matrilineal 2S Authority Children are Central Land as Relative Stewardship Authority Self-determination Sovereignty Unity Consensus No one left behind

Intergenerational Strength
Ceremony Indigenous Knowledge Elders Knowledge Keepers UNDRIP Human Rights Indigenous Equity Reconciliation Two-Eyed Seeing Social Justice Diversity Harm Reduction Poverty Reduction Lateral Kindness Compassionate Leadership



# 3

PART 3

Bringing it all together



# Misconceptions about racism

Proximity to Indigenous peoples

“I can’t be racist, I have a friend who is Indigenous...”

“We don’t need cultural safety... we don’t have any Indigenous people...”

“We treat everyone the same”

“I don’t see colour”

“I don’t see culture”

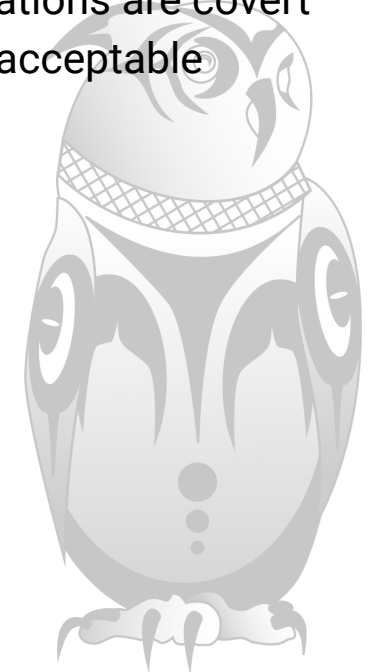
“Racism doesn’t exist here”

“We have a diverse team”

“We have a diverse neighbourhood”

“Racism is easy to spot”

90% of racist acts, behaviours, or systemic manifestations are covert (socially acceptable)







10% of racism is overt

RACIST JOKES  
 HATE CRIMES  
 RACIAL SLURS  
 MICROAGGRESSIONS  
 GENOCIDE  
 DISCRIMINATORY LAWS



90% of racism is covert

AMBER ALERTS  
 MASS INCARCERATION  
 EDUCATION DROPOUT RATES  
 "JUST GET OVER IT"

ECONOMIC VIOLENCE  
 MALTREATMENT IN HEALTHCARE  
 POVERTY  
 CLEAN WATER ACCESS  
 EDUCATION ACCESS  
 TOKENISM

CULTURAL APPROPRIATION  
 NOT LEARNING ABOUT INDIGENOUS CULTURE IN SCHOOL  
 RCMP/POLICE BRUTALITY  
 CHILD THEFT  
 LAND THEFT & EXPLOITATION  
 SETTLER SAVIOURISM

ASSIMILATION  
 REWARD FOR CONFORMITY  
 RACIAL PROFILING  
 INDIGENOUS STEREOTYPES  
 MANUFACTURED CONSENT





# The pathway to harm

Colonial ideology

“They just need to get over it”

Stereotypes

- Don't feel pain
- Drug seeking
- Drunk
- Bad parents
- Non-compliant
- Less capable
- Less worthy

Prejudice

- Patronizing, pity, anger, resentment, hostility, disgust, contempt

Discrimination

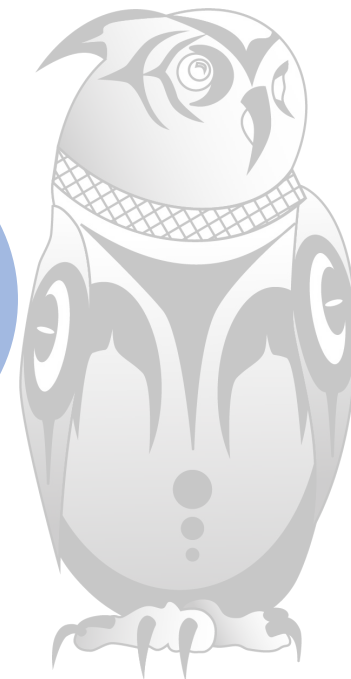
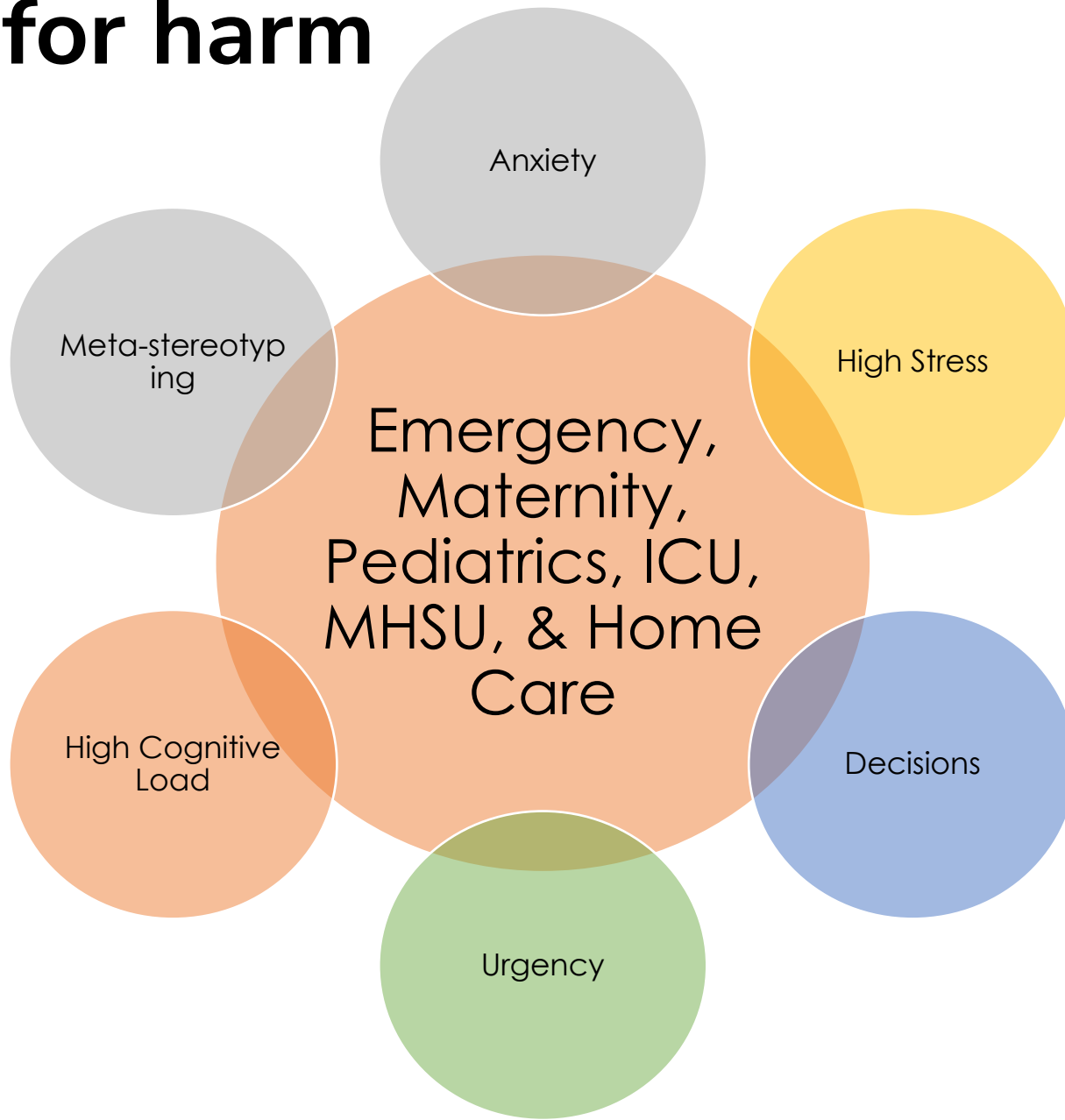
- Ignored, labelling, violence, aggression, maltreatment, avoidance, denial of care, misdiagnosis





# Common areas for harm

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SECTION 03

# What is cultural safety?

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Cultural safety is an outcome based on **respectful engagement** that recognizes and strives to **address power imbalances** inherent in colonial systems. It results in an environment **free of racism and discrimination**, where people **feel safe** when receiving services.





# Allyship

“We hold each other accountable and promote anti-racism”

## Cultural Safety

“We see racism as a workplace safety issue”

## Cultural Sensitivity

“We acknowledge racism exists and make time to listen to others who look differently than me”

## Cultural Awareness

“We educate ourselves and are ok with vulnerability”

## Cultural Avoidance

“We don't see colour/culture”



# Our value system

---

## Corporate Values

Science  
Literacy  
Nuclear family  
Bureaucratic authority  
One reality  
Success by material gain  
Competition  
Dominating conversations  
Restrict emotions

## Indigenous Values

Spirituality  
Orality  
Community of families  
Relational authority  
Multiple realities  
Success by relationships  
Cooperation  
Influencing conversations  
Encourage emotions





# Perceptions and values of time

---

## Cronos: chronological

Quantitative

Measured in minutes

A minute is a minute

Past, present, future

Finite

## Kairos: “higher” time

Kairos is qualitative

Measured in moments

Moments vary

Eternal dimension

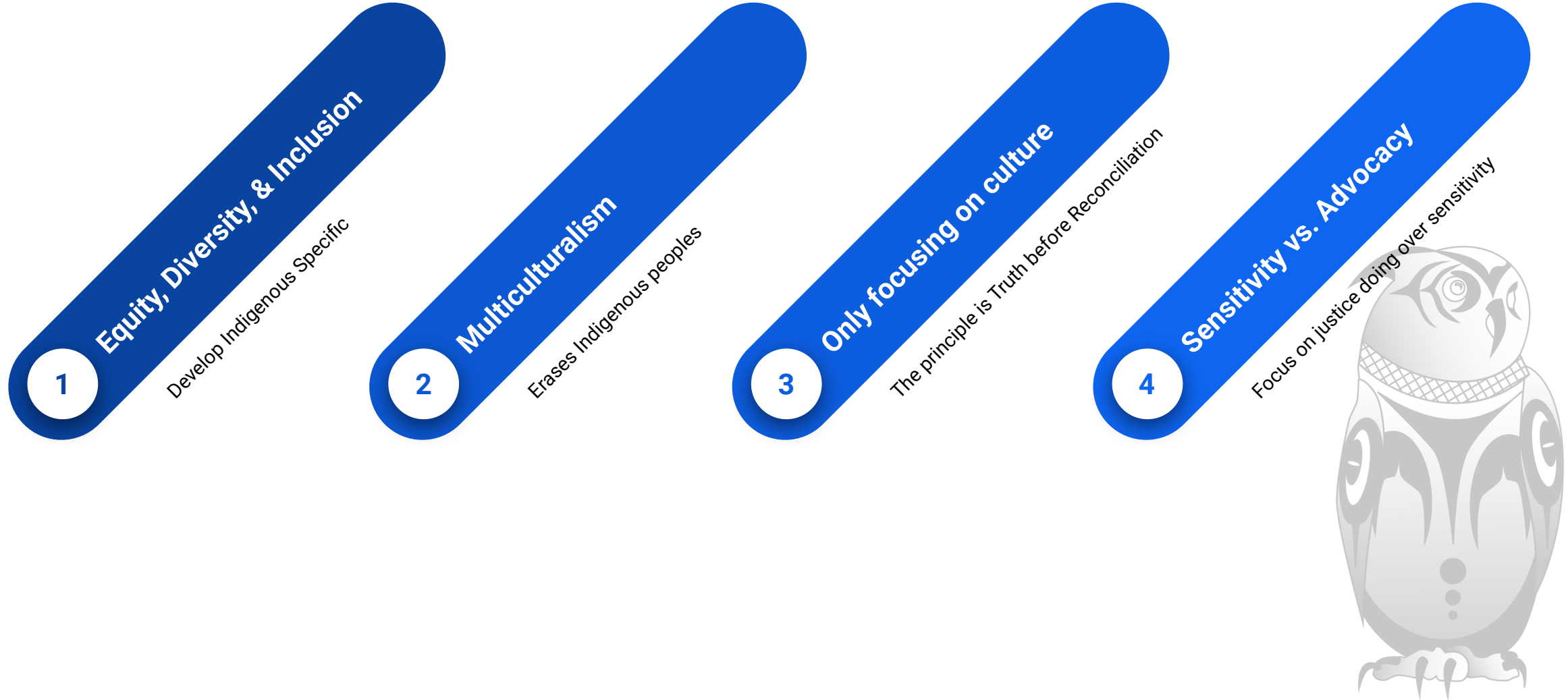
Infinite

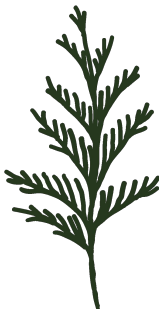
- Follow the peoples lead with time
- Slow things down to let life in
- Focus on the people in front of your rather than on the clock on the wall
- Some ceremonies and cultural events (like birth or death) will have strict time protocols





# Cultural Safety Pitfalls





# Progressive transformation

- EDI operationalizes and reinforces colonialism rather than disrupting it
- To be welcomed is to be not at home
- You cannot “include” us on our own lands and territories
- No evidence that demonstrates EDI work has recognized or surfaced Indigenous issues
- Reinforces Canadian Socialization (erasure of Indigenous peoples)

**EDI 50+ Years**

**Cultural Safety  
&  
Reconciliation:  
1-5 years**

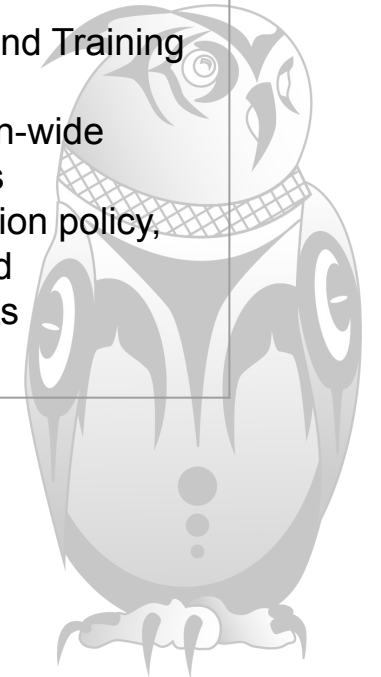






# Embedding Cultural Safety:

Professional Practice	Processes	Physical Places	Policies
<ul style="list-style-type: none"><li>● Make a commitment</li><li>● Make a Reconciliation Reflection Journal</li><li>● Advocate for change</li><li>● Be an ally</li><li>● Speak up</li><li>● Lead the change</li><li>● Learn how to be anti-racists</li><li>● Learn about Two-Eyed Seeing</li><li>● Read/research about decolonizing methodologies</li></ul>	<ul style="list-style-type: none"><li>● Job postings</li><li>● Hiring</li><li>● Performance reviews</li><li>● Feedback processes</li><li>● Team meetings</li><li>● Orientation and onboarding</li><li>● National Truth and Reconciliation Day</li><li>● Reconciliation Committee</li></ul>	<ul style="list-style-type: none"><li>● Territorial Acknowledgements</li><li>● Local Indigenous art contracts</li><li>● Wellness rooms</li><li>● Naming of spaces</li><li>● Architecture</li><li>● Medicine corners</li><li>● Sacred Spaces</li><li>● Naming buildings, wings, and spaces in the local Indigenous language</li></ul>	<ul style="list-style-type: none"><li>● Territory acknowledgements</li><li>● Anti-racism policy statements</li><li>● UNDRIP Policy Statements</li><li>● Education and Training Initiatives</li><li>● Organization-wide recognitions</li><li>● Decolonization policy, clauses, and amendments</li></ul>





# What?

What did you learn?

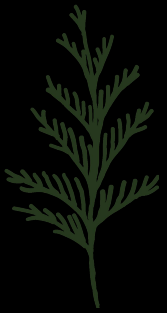
# So What?

Why does this matter in the work you do?

# Now what?

What can we do differently moving forward?





## INDIGENOUS CULTURAL SAFETY

### 1 CONSTANTLY RE-EXAMINE YOUR LANGUAGE & BEHAVIOUR

Train yourself to constantly examine and re-examine your professional language and behaviour. Be open to feedback on your behaviour. If someone ever corrects you, say "thank you" instead of apologizing.



### 2 COMITT TO ONGOING LEARNING

Learning about Indigenous cultural safety and our colonial history is a lifelong learning and unlearning journey. Create your own commitment to ongoing learning through books, videos, workshops, training, and experience.

### 3 CHECK IN WITH YOUR PREJUDICES

Understand that prejudice is natural and innate. Rather than asking yourself if you are prejudice, ask yourself how you are being prejudice. Check in with your prejudices.



### 4 PASS ON WHAT YOU ARE LEARNING

Our elders teach us to pass on our knowledge. This is one of the most important actions you can do for cultural safety. Pass on what you are learning to your friends, family, and colleagues.



### 5 ASPIRE TO BE AN ALLY

Allyship is not proclaimed and it is not a badge of honour. Only Indigenous peoples can deem you to be an ally. Begin to do the internal work of preparing for the moment you will have to be an ally in action and use your voice and privilege to speak up.





“

**“Safety is not the absence of threat... it is the presence of connection”**

---

DR GABOR MATE

THANK YOU  
HAY CX<sup>W</sup> Q&Θ



LEN  
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**Feedback is  
our friend!**

**PLEASE  
EVALUATE  
THIS  
SESSION  
WITH THIS  
CODE:**

