

PULLING TOGETHER

MANITOBA FOUNDATIONS GUIDE

Brandon Edition

Pulling Together, Learning Together

Facilitated Self-Study & Group
Reflection

Self-Study & Group Learning Circles



Credit: Elder Wendy Phillips -
University of Toronto Scarborough,
Photo by Ken Jones

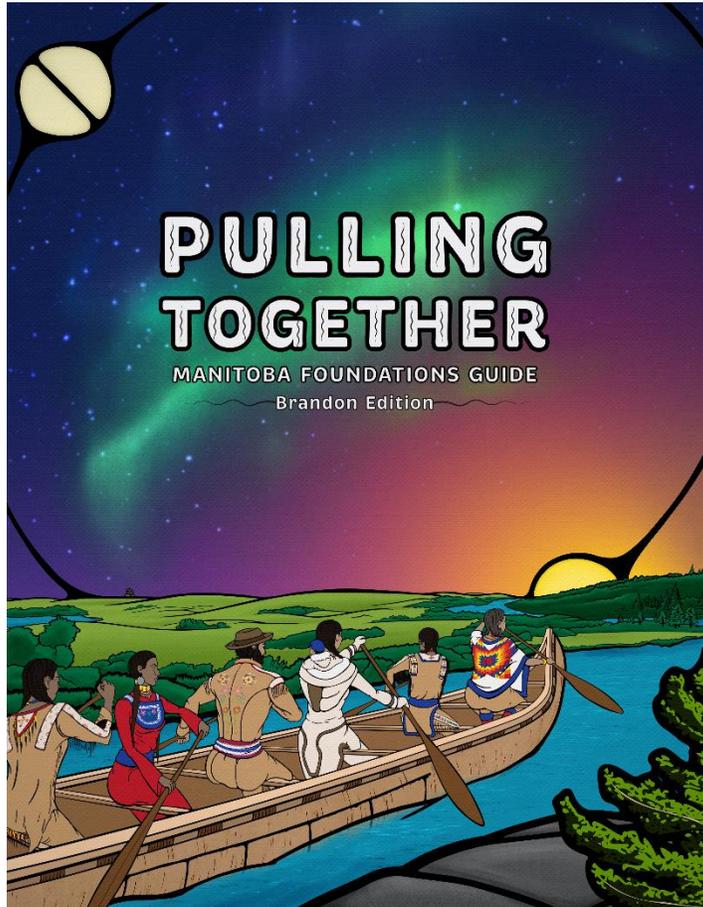
Photo Credit: University of Toronto Scarborough

Reflection Activity:

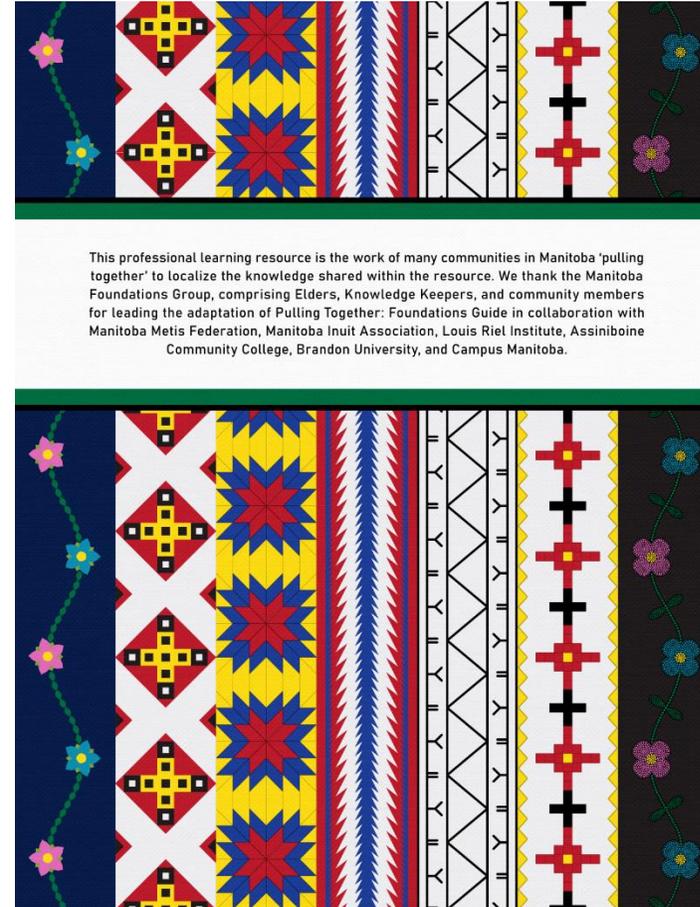


1. Take a few minutes to consider the broader purpose of the guide in relation to your own context and spaces.
2. Share with the group, your purpose for participating in this group exploration of the guide. What do you hope to offer and gain from participating?

Artistic Inspiration for Pulling Together

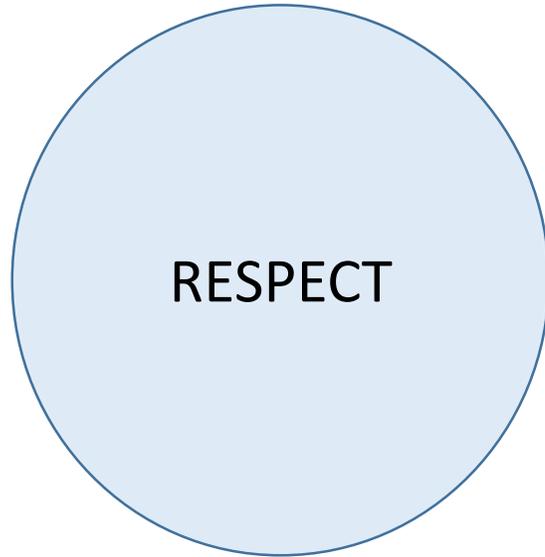


Pulling Together Manitoba Foundations (2021)
Front Cover Art by Anishanaabe Artist Emery Knight



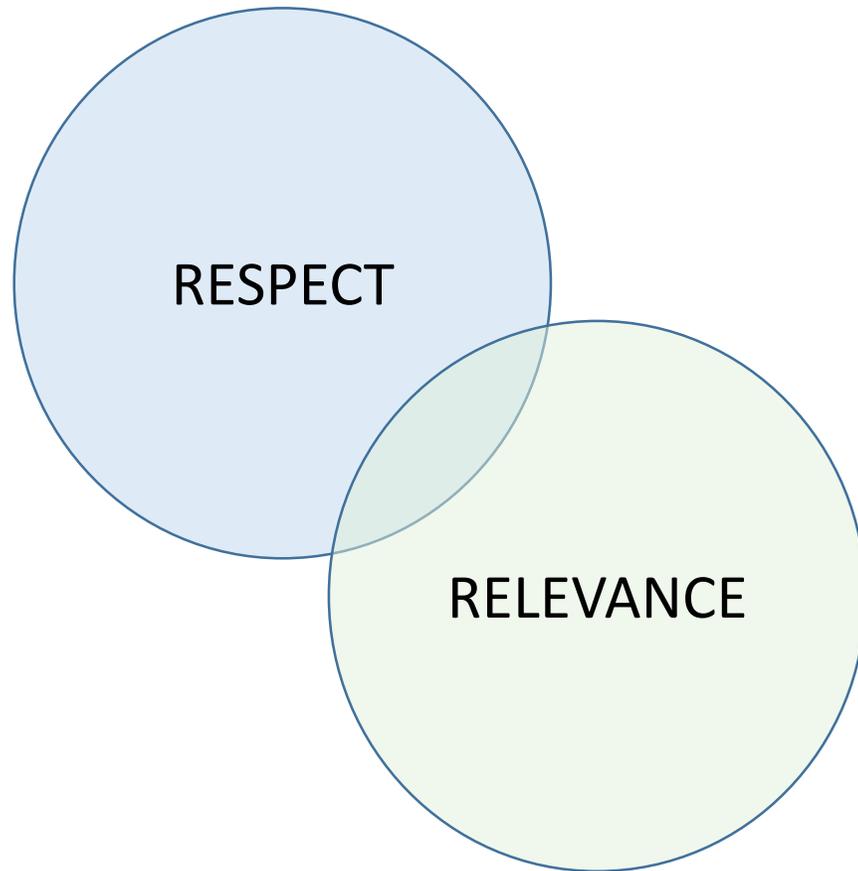
Pulling Together Manitoba Foundations (2021).
Back Cover Art by Anishanaabe Artist Emery Knight

Guidelines for Engagement - The 4 Rs



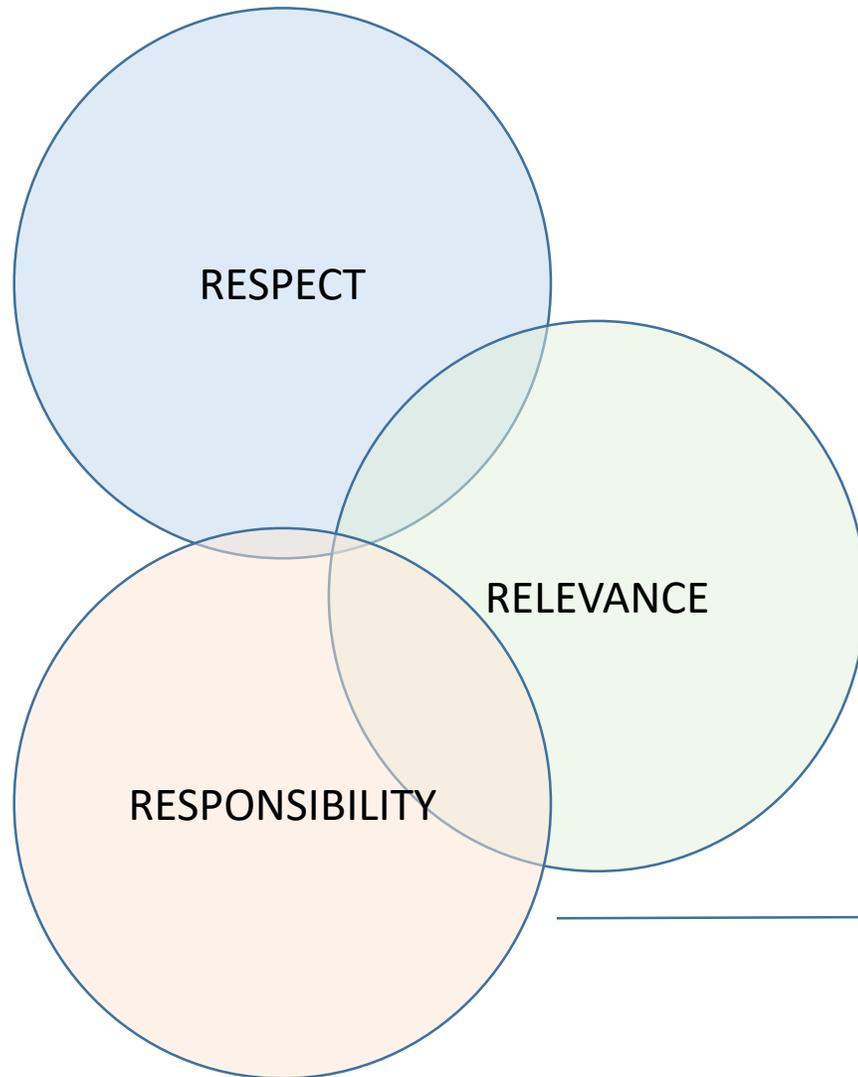
For the land we gather on and the lessons it offers. For the teachings and traditions shared by Indigenous Elders and Knowledge Keepers. For the stories shared by all in attendance – both Indigenous and non-Indigenous participants.

Guidelines for Engagement - The 4 Rs



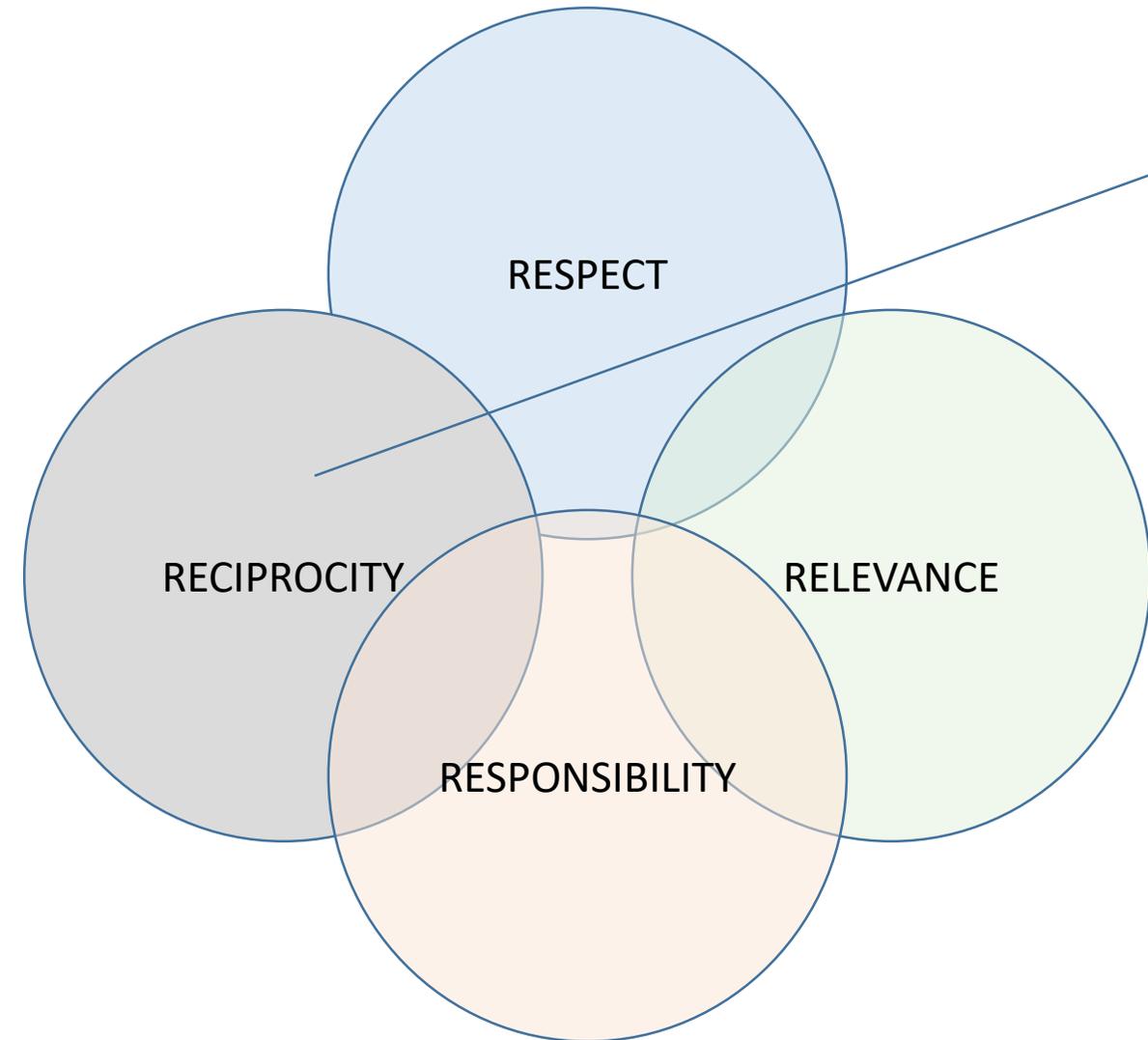
We reflect on the stories and personal experiences that are shared and consider how they relate to our own. In doing so, we build on and expand understanding of ourselves in relation to those around us and the world we live in.

Guidelines for Engagement - The 4 Rs



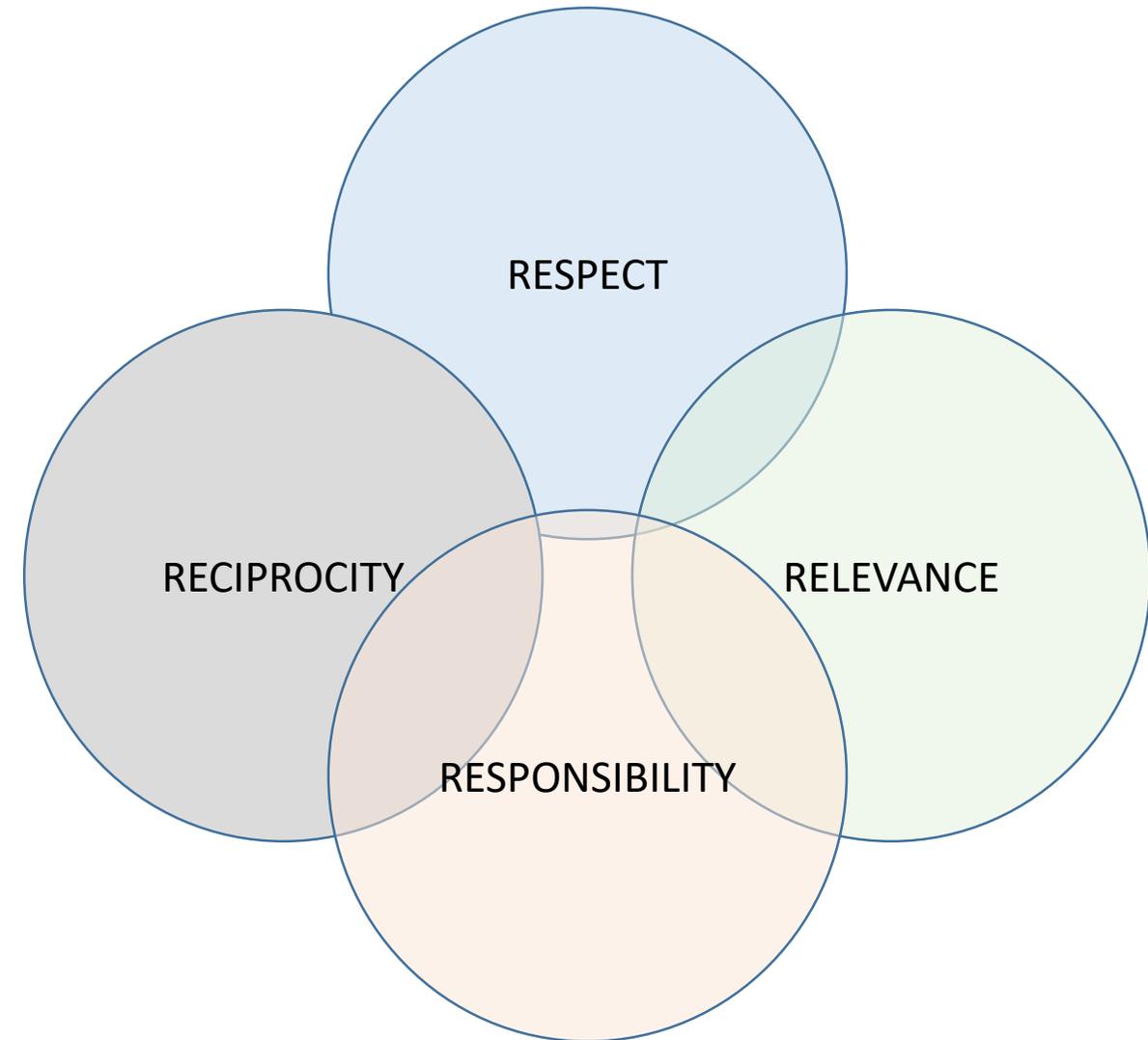
We create and contribute to a space that honours Indigenous knowledges and cultures and brings people with diverse backgrounds and experiences together.

Guidelines for Engagement - The 4 Rs



We listen to and learn from the knowledge, stories and experiences of others, while also offering our own (give and take). In doing so, we cultivate mutually respectful relationships from which we all benefit.

Guidelines for Engagement - The 4 Rs



Individual Activity:

In addition to the 4Rs, is there anything else you might need from each other so that we are contributing to a supportive space for learning, growth, and change?

Details for Section I: Intro to Indigenous Peoples

Self-Study (approx. 1.5 hours)

- Read Preface, watch video & complete activity
- Read Glossary of Terms
- Read Section I – Intro to Indigenous Peoples
 - (pgs 1 – 9)
 - Including links & watch videos
- Complete Intro: Locate Yourself Activity
 - (pg 1)
- Complete Knowledge Check
 - (appears at end of section)

Reflection Questions for Next Gathering Discussion

1. Share one particular aspect within the first section (e.g. topic, video, activity) that really resonated with you and why?
2. What is one new thing you learned (or unlearned) and how might you carry that learning forward in your own context (e.g. professionally, personally)

Welcome back!



Section I: Learning Circle
Reflecting & Discussing
Together

Section I: Learning Circle



1. Share one particular aspect within the first section (e.g. topic, video, activity) that really resonated with you and why?
2. What is one new thing you learned (or unlearned) and how might you carry that learning forward in your own context (e.g. professionally, personally)?

Details for Section II: Colonization

Self-Study (approx. 3 hours)

- Read Section II – Colonization
 - (pgs 10 – 22)
 - Including links and watch videos
- Complete Intro Activity: Locate Yourself
- Complete Knowledge Check

Reflection Questions for Next Gathering Discussion

1. What are some of the ways we see our colonial history reflected in our own institutional systems, in day-to-day interactions with colleagues, students and the community, and what are the broader impacts of this, particularly for Indigenous members of the campus community?
2. Share one particular aspect within the first section (e.g. topic, video, activity) that really resonated with you and why?
3. What is one new thing you learned (or unlearned) and how might you carry that learning forward in your own context (e.g. professionally, personally)?

Welcome back!



Section II: Learning Circle
Reflecting & Discussing
Together

Section II: Learning Circle



1. What are some of the ways we see our colonial history reflected in our own institutional systems, in day-to-day interactions with colleagues, students and the community, and what are the broader impacts of this, particularly for Indigenous members of the campus community?
2. Share one particular aspect within the first section (e.g. topic, video, activity) that really resonated with you and why?
3. What is one new thing you learned (or unlearned) and how might you carry that learning forward in your own context (e.g. professionally, personally)?

Details for Section III: Decolonization

Self-Study (approx. 1 hours)

- Read Section III – Decolonization
 - (pgs 23 – 28)
 - Including links and watch videos
- Complete Intro Activity: Locate Yourself
- Complete Knowledge Check

Reflection Question for Next Gathering Discussion

“As Canadians, we can all take part in building a genuine decolonization movement. This movement would respect the land on which we are all living and the people whom it inherently belongs.” (Pulling Together, 2021, pg 26)

1. What would decolonization look like in your context (professional and/or personal)?

Welcome back!



Section III: Learning Circle
Reflecting & Discussing
Together

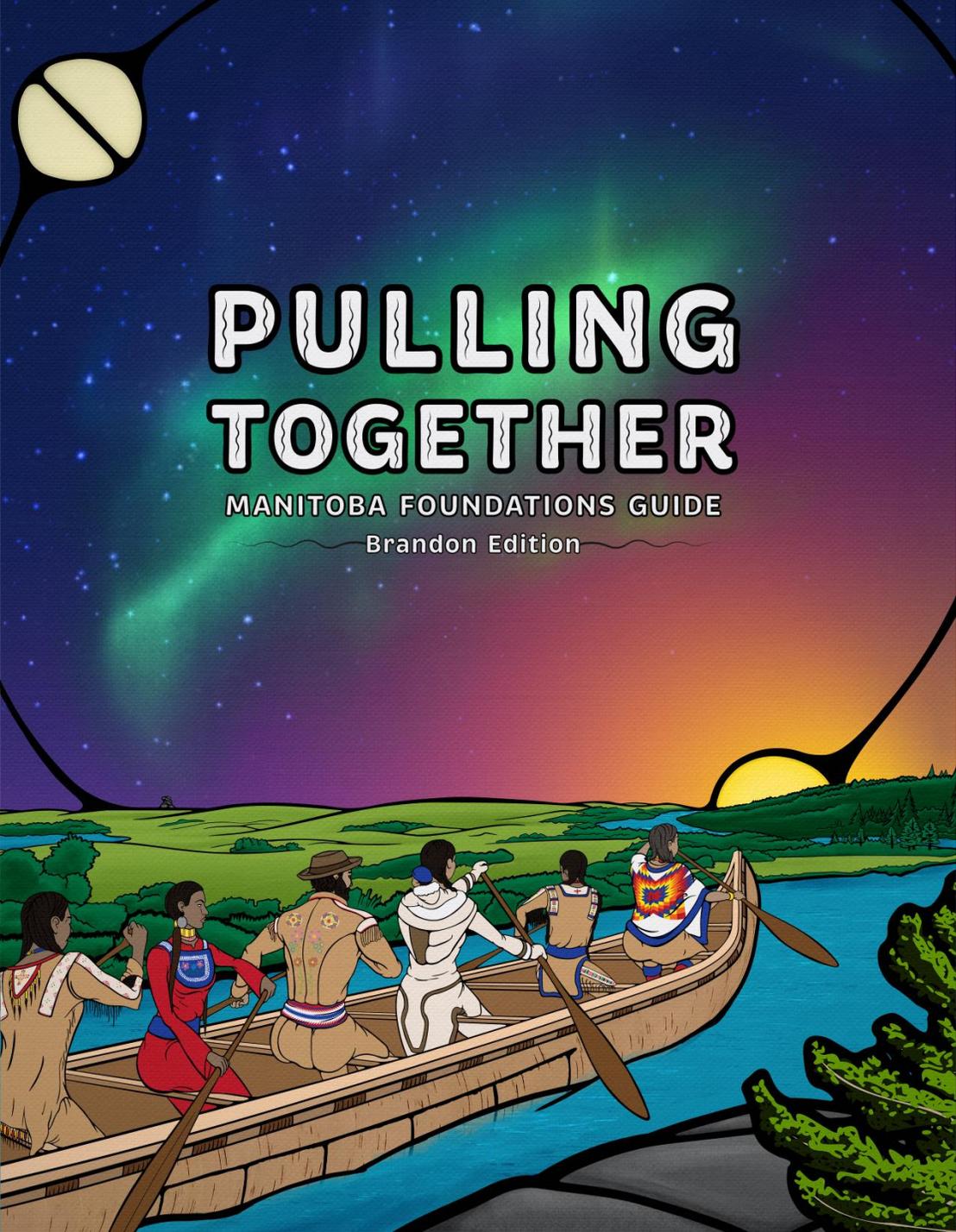
Section III: Learning Circle



“As Canadians, we can all take part in building a genuine decolonization movement. This movement would respect the land on which we are all living and the people whom it inherently belongs.”

(Pulling Together, 2021, pg 26)

1. What would decolonization look like in your context (professional and/or personal)?



PULLING TOGETHER

MANITOBA FOUNDATIONS GUIDE

Brandon Edition

Thank you for making the
Pulling Together
Manitoba Foundations Guide
part of your learning journey.

Additional Facilitator Resources

- [About Sharing Circles](#), Raven Speaks
- List of Local Support Resources, BU Indigenous Peoples Centre
<insert link>