

RECOMMENDATIONS FOR THE DISCOVER CANADA STUDY GUIDE: PRESENTED BY THE INBUILT93 PROJECT IN SASKATCHEWAN

INBUILT93 is a partner project between **SAISIA** (*Saskatchewan Association of Immigrant Settlement and Integration Agencies*) and **AFCS** (*Aboriginal Friendship Centres of Saskatchewan*), as a response to TRC's Call to Action #93, calling upon the federal government—in collaboration with national Aboriginal organizations “to revise the information kit for newcomers to Canada and its citizenship test to reflect a more inclusive history of the diverse Aboriginal peoples of Canada, including information about the Treaties and the history of residential schools” (*TRC Commission of Canada: Calls to Action*).

The INBUILT93 project invited community members to form five focus groups in the communities of Saskatoon, Regina, La Ronge, North Battleford and Prince Albert. The project's aim from July 2019 to March 2020 was to develop a grassroots-informed strategy and process for reducing stereotypes, increasing understandings, and improving relations between Indigenous people and newcomers to Canada.

The five focus groups in each community were comprised of people from the following:

1. Indigenous communities and Indigenous serving agencies,
2. settlement and newcomer serving agencies,
3. a grassroots community group, association, or individual,
4. the INBUILT93 project coordinator.

The INBUILT-93 project in Saskatchewan recommends the following changes be made to the Discover Canada study guide as part of the information kit for newcomers to Canada:

1. Ensure Indigenous topics are not described in past tense.
2. There should be an update in the section “Modern Canada”.
3. Include more Indigenous visual symbols on the cover and within book content.
4. Present illustrations of Treaty Maps and treaty agreements with a historical background. Present a timeline of the history of treaties and a map of the treaty areas.
5. Include the residential schools' legacy and their impact on First Nations people in Canada. Present a visual map of Indian Residential Schools that shows the existence of the schools. Include a story from a residential school survivor and from a Sixties Scoop survivor.
6. Include history descriptions and visuals on great Indigenous leaders. Examples: Sitting Bull, Louis Riel. Famous outstanding people who are Indigenous.
7. Include common terminology related to Indigenous people. “Indigenous” “Inuit versus Eskimo”. Terms to be avoided.
8. Present the cultural values of Indigenous people. Spirituality and similarities with other cultures. Give descriptions about Indigenous culture, which need a good introduction before explaining. Examples: ‘Why Indigenous people use the circle and the meaning behind it.’ ‘Why do women need to wear a skirt in ceremonies.’
9. Explain the communication styles of Indigenous people and the cultural protocol to be aware of when one approaches or interacts with Indigenous people.
10. Provide references to additional resources if people would like to learn more about Indigenous people, history, treaties, and culture.

Thank you!

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