

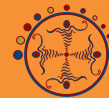
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Aboriginal Cultural Awareness

- Delivers the absolute best online Aboriginal cultural awareness program on the market today.
- Designed specifically for non-Aboriginal people who will be working and/or interacting with Aboriginal people.
- Prepare a welcoming workplace by eliminating myth, misconceptions and negative stereotyping regarding Aboriginal people.
- Introduce the concept of cultural awareness and a view of Canadian history from an Aboriginal perspective.
- Invest in your employees, your organization and, enhance your strategic positioning within your market place.



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The Aboriginal Cultural Awareness Path

UNIT ONE

The importance of Cultural Awareness

Examines the concept of culture and the role it plays in interactions between people

OBJECTIVES:

Upon completion of Unit One, participants will be able to:

- Explain the concept of culture and describe the various characteristics of culture
- Identify the four main components of culture: values, norms, symbols and artifacts
- Understand why miscommunications and frustrations frequently occur during interactions between people from differing cultural backgrounds
- Define cultural identity
- Define and differentiate between cultural awareness and cultural self-awareness
- Recognize the importance of cultural sensitivity and its role in developing cultural awareness
- Define and differentiate between prejudice and discrimination
- Explain the role cultural awareness plays in reducing discrimination



UNIT TWO

The Aboriginal Peoples of Canada

Identifies the three Aboriginal Peoples of Canada and differentiates between the three groups based on how they identify themselves and how they are identified by others.

OBJECTIVES:

Upon completion of Unit Two, participants will be able to:

- Identify the three Aboriginal Peoples of Canada
- Know what groups are identified as First Nations
- Recognize the differences between First Nations, Inuit and Metis, based on geography, cultural diversity and access to rights and benefits under the Indian Act.
- Know the origin of the word Indian
- Define and differentiate between the terms Status Indian and Non-Status Indian
- Understand what the term Treaty Indian means

UNIT THREE

Canadian History from an Aboriginal Perspective

Examines the history of Aboriginal people in Canada from an Aboriginal perspective

OBJECTIVES:

Upon completion of Unit Three, participants will be able to:

- Recognize the European bias that exists in Canadian history classrooms and the way this bias affects both Aboriginal and non-Aboriginal students
- Define and differentiate between “oral traditional” and “written tradition”
- Explain the difference between the Aboriginal and non-Aboriginal views of land ownership
- Describe North American society before the arrival of the Europeans
- Describe the relationship between European explorers, traders, and Aboriginal people and the ways that early European contact affected Aboriginal Nations
- Describe the relationship between European settlers and Aboriginal people
- Explain the issues and problems associated with the early treaties
- Identify government assimilation policies and explain the results on Aboriginal people
- Understand the long-term effects of the Aboriginal Residential School experience on Aboriginal people and their communities
- Understand the purpose of The Indian Act, how it was implemented and its effects on Aboriginal culture
- Explain the historical significance of The White Paper



UNIT FOUR

Present and Future Challenges for Aboriginal People

The important issues facing Aboriginal communities today and the issues that must be addressed in order to prepare Aboriginal youth for a better future

OBJECTIVES:

Upon completion of unit four, participants will be able to:

- Define “self-government” from an Aboriginal perspective
- Recognize the importance of Land Claims to Aboriginal people
- Provide examples of positive developments to regain Aboriginal autonomy
- Recognize that the Aboriginal population of Canada is increasing quickly
- Know that the Aboriginal population is very young, when compared to non-Aboriginal Canadians
- Understand the future economic possibilities that will exist as a result of an increasing Aboriginal presence in the workforce
- Explain the obstacles facing Aboriginal youth
- Recognize the established link between cultural identity and decreased suicide risk among Aboriginal youth