





# Module 3: Cross-Cultural Engagement in the Community (Part 2)

**SAISIA**

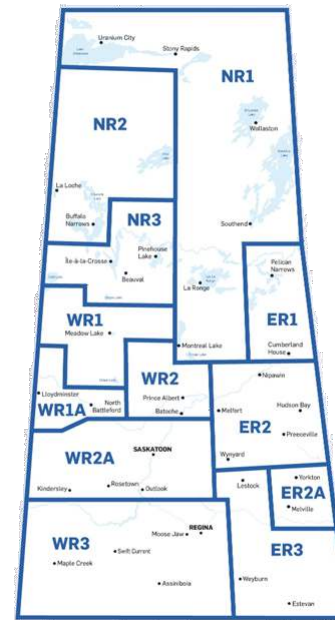
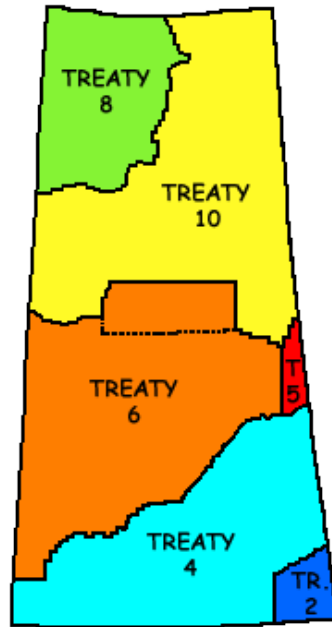
December 10, 2024

Kristin Enns-Kavanagh

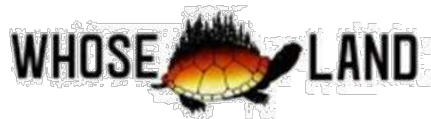
MCoS Intercultural & Anti-racism Facilitator



# Land Acknowledgment



<https://www.whose.land/en/>



<https://metisnationssk.com/governance/#regions>

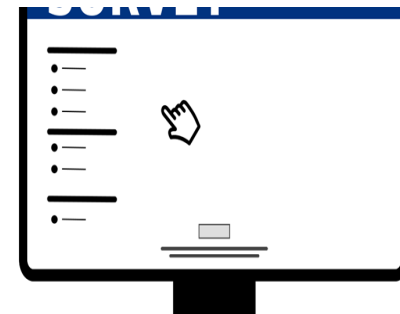
For more information to learn about Treaty

[https://www.otc.ca/pages/about\\_the\\_treaties.html](https://www.otc.ca/pages/about_the_treaties.html)

Land Acknowledgment & its importance:

<https://nativegov.org/news/a-guide-to-indigenous-land-acknowledgment/>

# Housekeeping



After the workshop you will receive a copy of the presentation & support docs

After the workshop the Zoom recording will be available

Send your questions & I will answer them at the end

Tell us how we did in the survey

# Situating Myself- Context

- ◆ Born in Saskatoon
- ◆ Descendant of German, Scottish, Irish, and Danish settlers
- ◆ She/her/hers
- ◆ 49 years old
- ◆ Able-bodied
- ◆ Internet – adult
- ◆ Archaeologist 14 years; ED of Sask History & Folklore 8 years
- ◆ Some training so far: Multicultural Council of Sask (MCoS); Selam Debs the Anti-Racism Course; Saskatoon Anti-Racism Network
- ◆ Still learning and not an expert!





<https://mcos.ca/programs/education/>



## Module 1: Embracing Diversity Beyond the Surface



## Module 2: Intercultural Communication & Competence



## Module 3: Cross-Cultural Engagement in the Community Part 1 Nov 26<sup>th</sup> & Part 2 Dec 10<sup>th</sup>



**Forum and Door Display by Sheena Koops**

On March 21st, the Multicultural Council of Saskatchewan held a Public Forum on Racism in Fort St. James. I was happy to attend with Chris and his daughter Lily. Chris' late dad was a very good friend of mine as well as someone who taught me many things as I spent time in his home in this valley. There were many high lights in the afternoon, but mostly it was a time of relationship building. I was thankful that my sister, dad, Sister's grandmas, Kater, James and



In March, the group got up at 6:00 AM to attend the Door for the

## Module 4: Equity, Diversity, Inclusion (EDI) with an Emphasis on Accessibility Part 1: Jan 7<sup>th</sup> & Part 2 Jan 21<sup>st</sup>, 2025



## Module 5: Recognition & Rejection of Racism. Part 1 Feb 4<sup>th</sup> & Part 2 Feb 18<sup>th</sup>

# Setting the Tone

- 
- 1. Accept today as a starting point, it's a practice of self-awareness
  - 2. Respect differences, be kind to yourself and others
  - 3. Let go of the "good/bad" binary ([www.salamdebs.com](http://www.salamdebs.com))
  - 4. Questioning own attitudes & beliefs - "Cultural humility"
  - 5. Listen & Participate with open ears, mind, & heart
  - 6. Discomfort leads to learning
  - 7. Brief start on a big topic

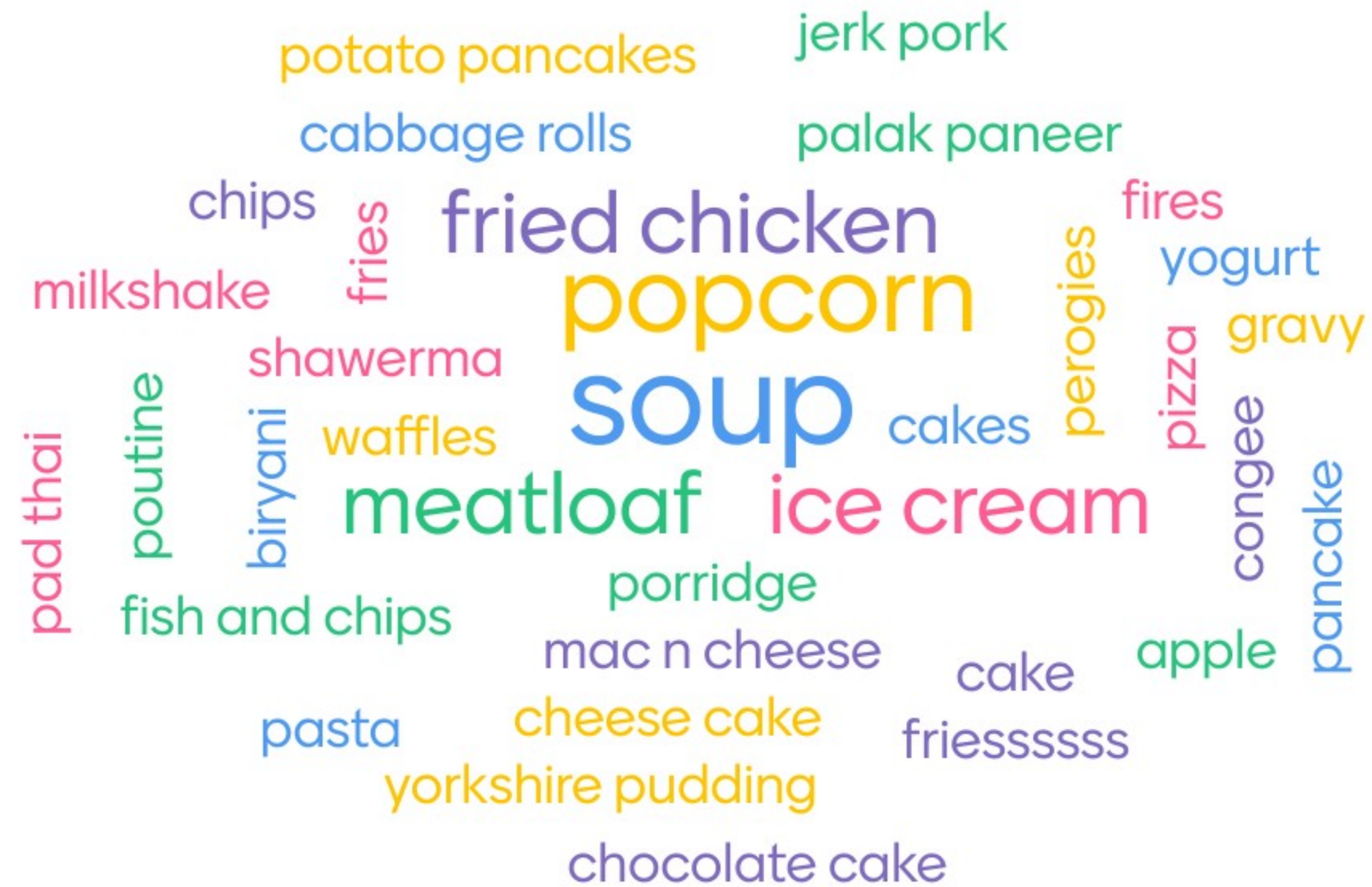
# Mentimeter Question

**What is your go-to  
comfort food?**



# What is your favourite comfort food?

43 responses



## Cross- Cultural Engagement in the Community

### November 26, 2024 (Part 1)

- ❖ Community Engagement - Context for Community Work
- ❖ Building Foundations for Program Design
- ❖ Moose Jaw Newcomer Welcome Centre Healthy Living Project, Melissa Mitchell, Program Manager & MCoS Intercultural Facilitator
- ❖ Small Group Discussion
- ❖ Final Q & A, Evaluation and Closing

### December 10, 2024 (Part 2)

- ❖ Five areas of Promising Practice for Intercultural Relations
- ❖ Small Group Discussion
- ❖ Final Q & A, Evaluation and Closing

# Mentimeter Question

**What do you remember  
from Part I?**

# What do you remember from Part 1?

taking it slow

Collective practice

Community  
engagement is a holistic  
process

mentorship programs

# Review of Part 1

- ◆ **What is community engagement?** (bringing together the people affected to enact change or address issues)
- ◆ **Why is it important?** (relationships, meaningful empowerment; better and more effective solutions)
- ◆ **Conditions for good outcomes** (taking time, learning, understanding root causes of issues, understanding how barriers are systemic, gathering a small group of motivated people, addressing barriers to participation, own skills self-assessment)
- ◆ **Some examples** (Moose Jaw Newcomer Welcome Centre Healthy Living Project)



# Building Foundations for Program Design

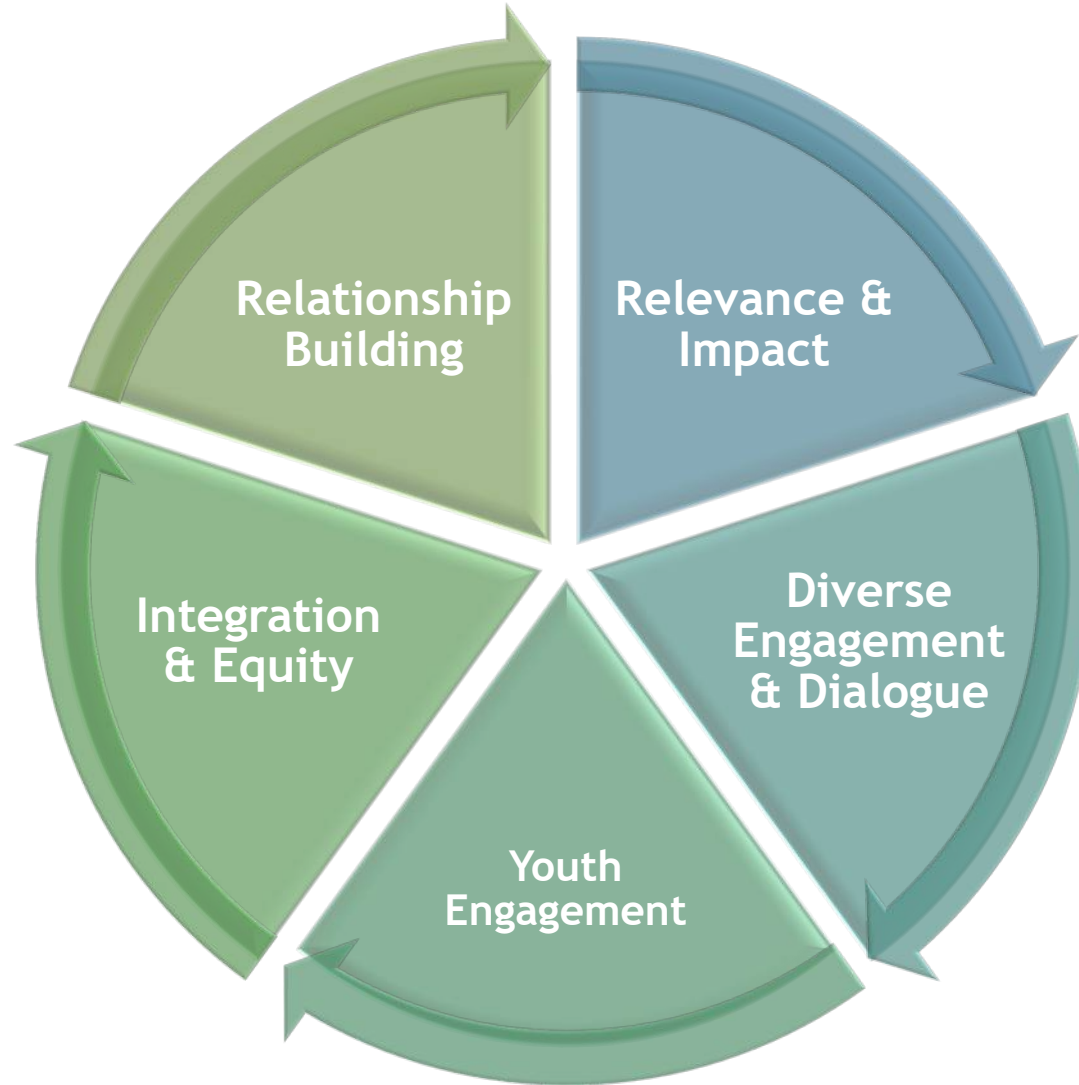


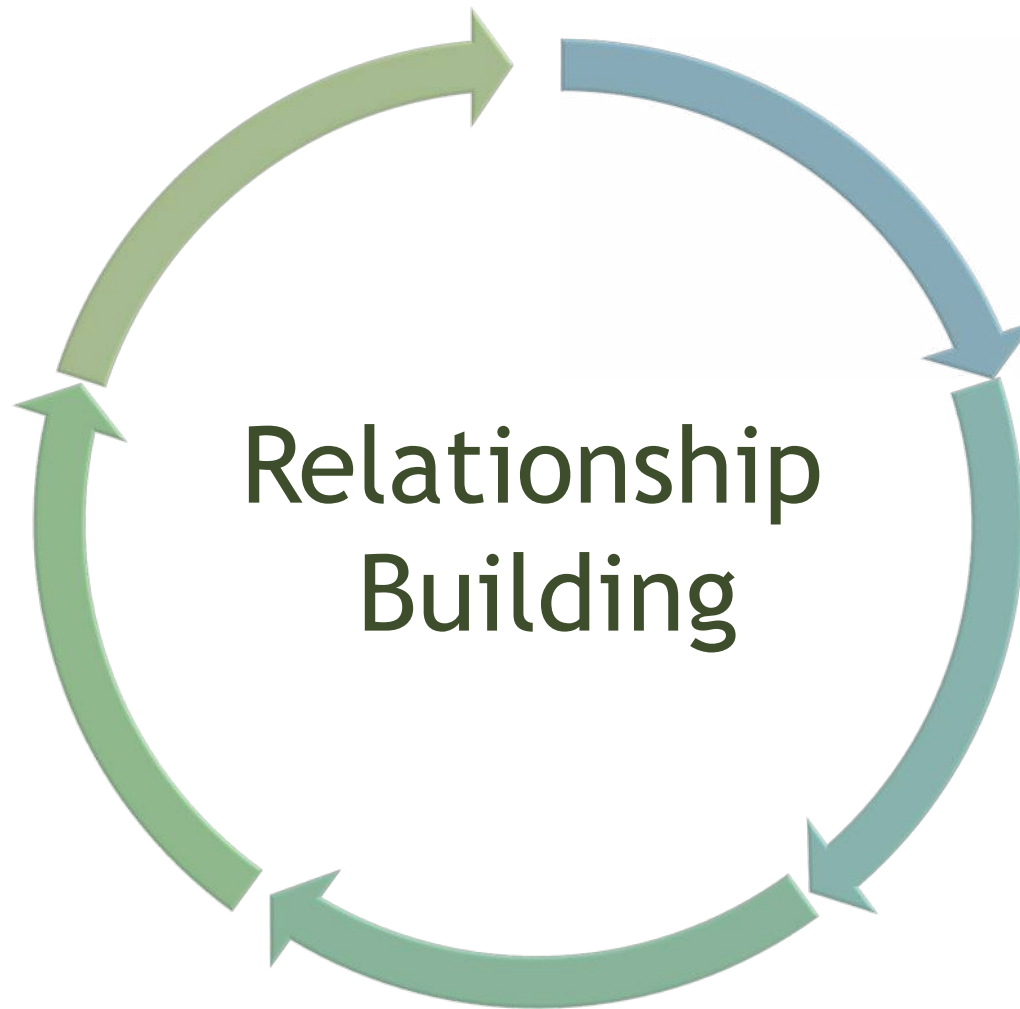
Our learning today will be based on MCoS' research for the Ministry of the Economy (Immigration Services) in 2012 to explore issues related to intercultural dialogue.





# 5 Areas of Promising Practices for Intercultural Relations – MCoS





**Relationship Building** - Relationship building creates the solid foundation to find and implement solutions to prevent tensions and address concerns. Relationships are essential to engaging with any community. They need to be established and nurtured over time.

# Relationship Building

Creates the solid foundation to find and implement solutions to prevent tensions and address concerns.

Fostering greater cultural understanding when multiple groups come together for multicultural, multi-faith & other diverse gatherings through events, dialogues & sharing of spaces.

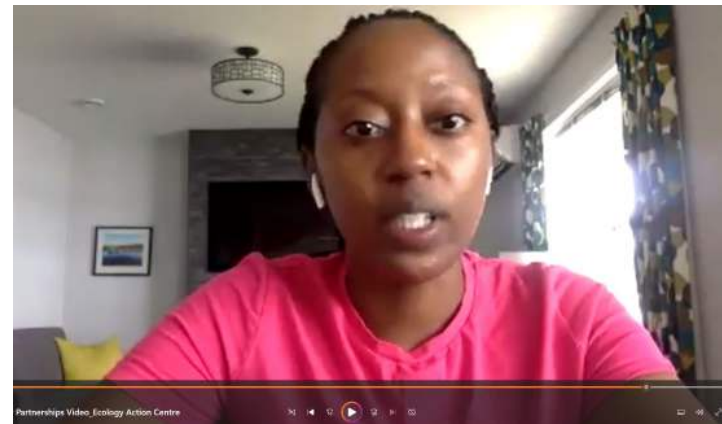
Establishing bridges of awareness & understanding, that acknowledge our multi-faceted identities & shared goals, allowing more collective community planning & problem solving.

# Relational Approach

- Sense of belonging and trust, comfort in expressing all aspects of identity, roots and connections
- Willingness to share power and decision-making
- Relationships take time - conversations with funders

# Relational Approach

- ◆ Building relationships first helps ensure you understand needs and goals of communities before you move to program design and helps ensure you will have interested participants.
- ◆ [Partnership Toolkit: Helping Environmental Not for Profit Organizations Partner with Organizations Serving Diverse Youth](#)
- ◆ Purpose of this toolkit is to deliver collaborative outdoor programs
- ◆ [The value of slow partnerships video](#)



# Mentimeter Question

**What is your best advice  
for someone seeking to  
build relationships in  
communities?**

# What is your best advice for someone seeking to build relationships in communities?

build trust

Participate in their  
events

Don't start with  
expectations.

Visit and attend events  
in the community.

go in with an open mind

Talk to everyone you  
can

be patient

LISTEN



# What is your best advice for someone seeking to build relationships in communities?

Information about our work and where they can participate

Don't be afraid to ask questions

become volunteer

Be intentional

getting to know different cultures

be kind to others, and yourself

Learn about protocols

Do not let the fear of being judged hold you back from joining activities you like to do



# What is your best advice for someone seeking to build relationships in communities?

respect

Open your mind

Be inclusive!!

involvement in community  
activities

go to the spaces they  
are already comfortable  
in

# Human Rights Day and the Universal Declaration of Human Rights

**Human Rights Day** is observed on 10 December world-wide.

It commemorates the anniversary of the United Nations Universal Declaration of Human Rights (UDHR).

This landmark document enshrines the inalienable rights that everyone is entitled to as a human being - regardless of race, colour, religion, sex, language, political or other opinion, national or social origin, property, birth or other status.

**Truth and Reconciliation Commission** addresses human rights abuses for Indigenous Peoples in Canada



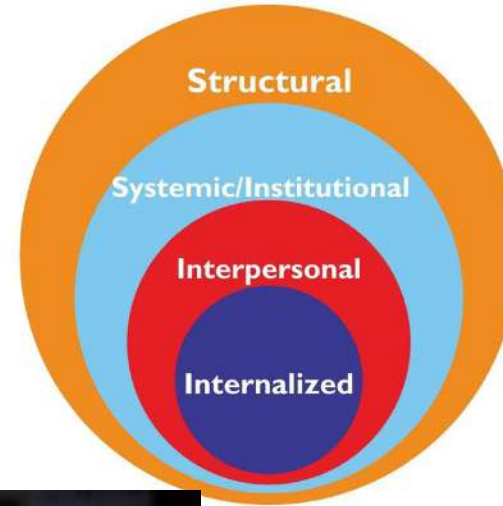
# Colonial and Systemic Challenges

## Structural racism

Structural racism is the established hierarchy of groups based on perceived "race". The hierarchy was created to designate superiority to one group in order to benefit from the oppression and exploitation of other groups.

## Systemic/ Institutional racism

Systemic/Institutional racism is prejudice and privilege embedded in the policies, practices, and programs of systems and institutions, including in the public, private, and community sectors. Representatives may act with or without racist intention.

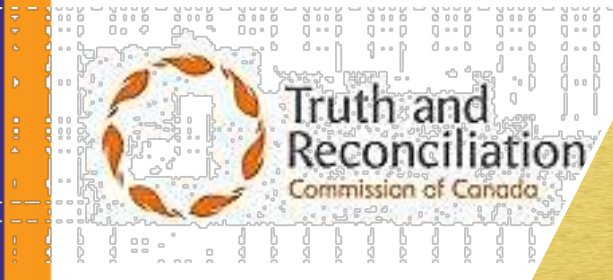


## Interpersonal racism

Interpersonal racism is the beliefs, attitudes, and behaviours of individuals based on bias, stereotypes and prejudice. Expressions may be conscious or unconscious, and range from subtle to violent.

## Internalized racism

Internalized racism lies within individuals. We absorb the cultural racism ideas of the racial hierarchy and accept inequity as normal. People targeted by racism come to believe that the stereotypes & prejudices of racism are valid. People privileged by racism believe their own superiority.



[cbc.ca/unreserved](http://cbc.ca/unreserved)

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

- Justice Murray Sinclair,  
TRC chairperson

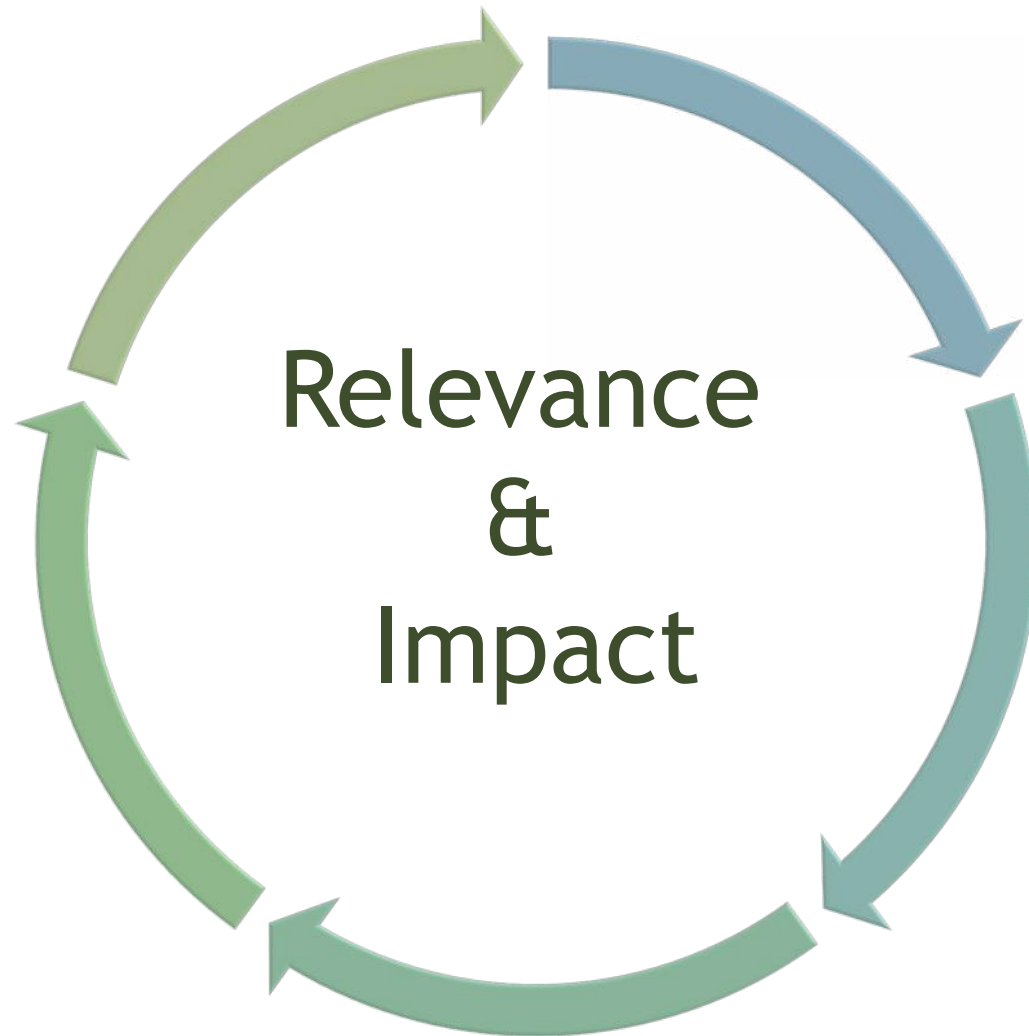
(CBC)

All Canadians are called to engage with the TRC's 94 Calls to Action (2015)

# TRC Calls to Action #93



- TRC Calls to Action # 93 Newcomers to Canada  
*“calling upon the federal government to advance the knowledge of newcomers to Canada of the diverse Aboriginal peoples of Canada, including information about the Treaties...,”*
- Visit SAISIA <https://saisia.ca/inbuilt93-indigenous-newcomer-engagement.html>



**Relevance & Impact** - Promising practices begin with determining goals and identifying relevant needs for the community.

# Relevance & Impact

Promising practices begin with determining goals and identifying relevant needs for the community.

Policy

- Canada's Multiculturalism Act
- Provincial acts:
  - the Saskatchewan Multiculturalism Act,
  - Saskatchewan cultural policy (the cultures of First Nations and Métis, and Multiculturalism as 2 of the 5 pillars)

Saskatchewan's  
Motto

- *From Many Peoples' Strength*

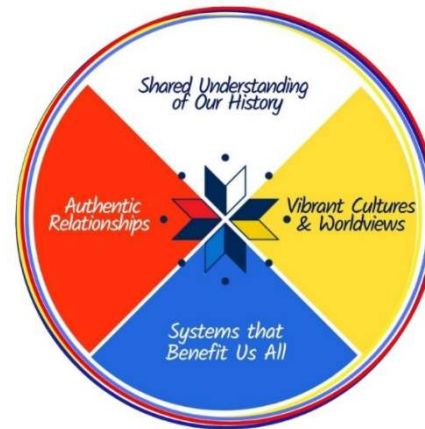


# Relevance & Impact

*“It begins with a vision of reconciliation and measuring all that we do against whether it will allow us to meet that vision.” - Senator Murray Sinclair, Chief Commissioner of the Truth and Reconciliation Commission*

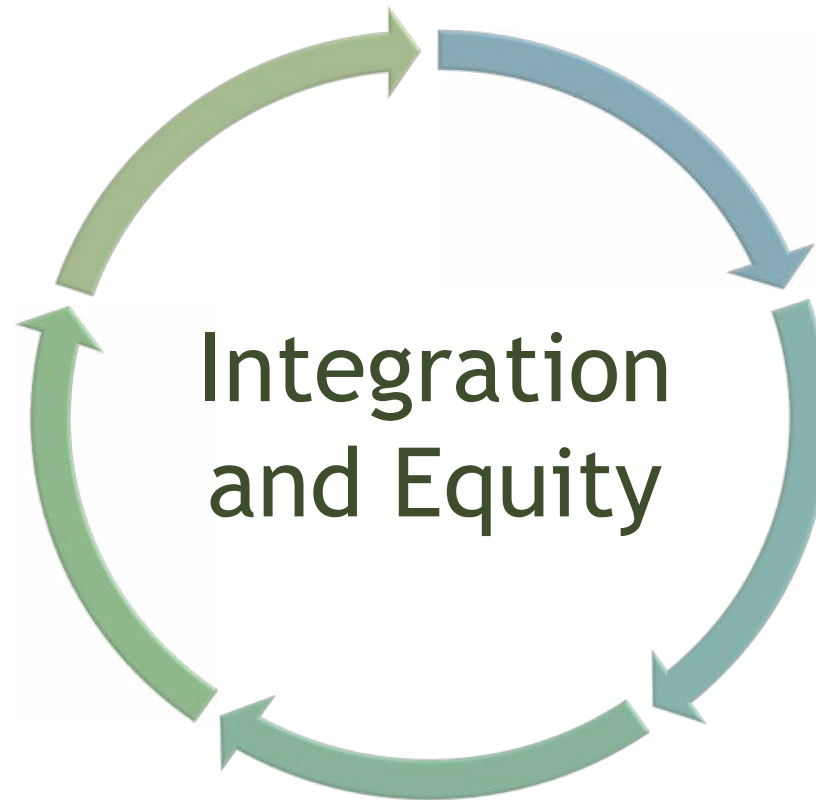
## We Are All Treaty People

A Vision for Truth and Reconciliation through Treaty Implementation



The Office of the Treaty Commissioner has been working with hundreds of partner organizations since 2014 to develop a common Vision for Truth and Reconciliation through Treaty Implementation. In this process, we have asked thousands of Indigenous and non-Indigenous citizens from Saskatchewan about the reconciliation story they would like to tell

Source: Office of the Treaty Commissioner web page [http://www.otc.ca/pages/what\\_is\\_reconciliation.html](http://www.otc.ca/pages/what_is_reconciliation.html)



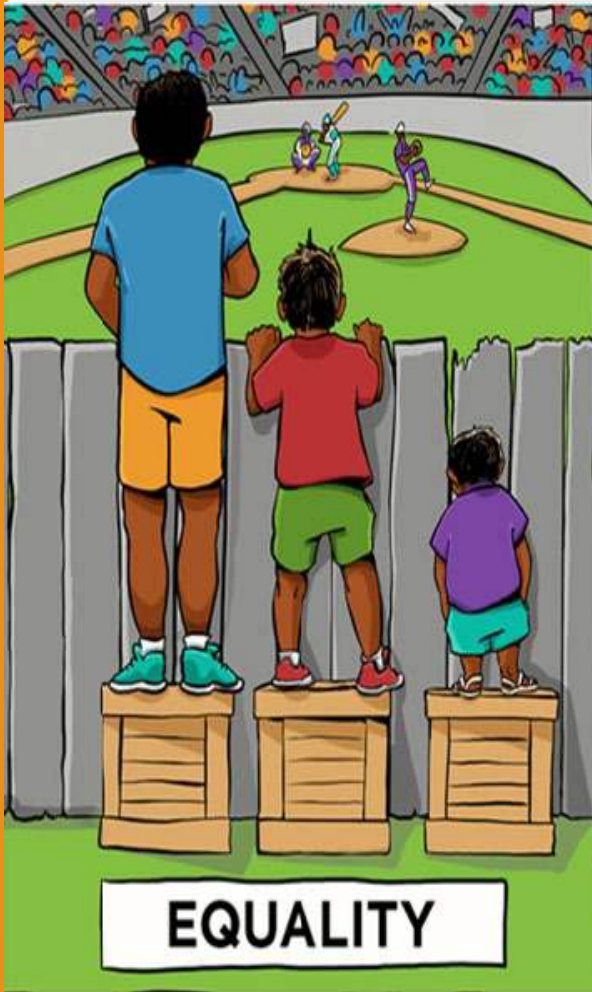
**Integration** is often discussed as the process immigrants and refugees experience beyond settlement to become part of their new Canadian communities. It can include all community members to see themselves and be seen as contributors and feeling welcome to be themselves in many contexts.

**Equity** is identifying and implementing policies and practices to reduce barriers for full participation and reflection.

# Integration & Equity

1. Sense of belonging comfort in expressing all aspects of identity, roots and connections
2. Ability to contribute to community, free of barriers, with safety and trust, and mistakes are learning opportunities
3. All community members are seen as contributors and their contributions are valued
4. Leadership at all levels, including decision-making, reflects community diversity
5. Cultural identity remains strong and is seen as an asset
6. Individuals no longer need specialized programs and services that are different from mainstream

# Equality Vs Equity



Source: 'Equality' google image

# Organizational and Personal Equity & Community Engagement Work

- ◆ Make sure your own organization is in a state of readiness, including the staff who will be doing the work.
- ◆ Self-educate and do advance homework!

# Organizational and Personal Equity & Community Engagement Work

- ◆ Leadership is committed to equity-based approaches and has committed resources to addressing and dismantling systemic barriers
- ◆ Staff at all levels are taking training and are working to understand and become aware of their own biases
- ◆ Leadership at all levels, including decision-making, reflects community diversity
- ◆ There are open and safe processes by which BIPOC staff can make suggestions for change.
- ◆ Organizational commitment to study and learn about the barriers that exist to dismantle them.



# Break







**Diverse Engagement & Dialogue** - Community engagement for the understanding of racism and cultural relations through dialogue and sharing spaces helps to bring all facets of the community together.

# Diverse Engagement & Dialogue



2

## **“When I Came to Canada like I Heard Lots of Bad Stuff About Aboriginal People”: Disrupting Settler Colonial Discourses Through English Language Teaching**

Andrea Sterzuk and Simone Hengen

### **Introduction**

“Settler societies” such as Canada, South Africa, Mexico, and New Zealand are places where Europeans, and subsequently others, permanently settled on land seized from Indigenous peoples (Stasiulis & Yuval-Davis, 1995). As it evolves, a settler society continues to be structured by a racial hierarchy (Razack, 2002), one which positions white settlers and settlers of color above Indigenous peoples. Just as Indigenous and settler peoples continue to live with colonial systems and racial hierarchy, newcomers to Canada cannot make their lives outside this colonial hierarchy. Indeed, Sunera Thobani describes the “subjugation of Native peoples” as the “common cause” of settlers, however different non-Aboriginal people are from one another in terms of class, race, and ethnicity (2007, p. 56). In fact, Thobani’s discussion of race and nation in Canada suggests that the subjugation of Indigenous peoples is “at the heart” of how heterogeneous settler populations reconstitute themselves as Canadians. From this perspective, the process of becoming Canadian,

Combining language lessons  
with intercultural dialogue  
on racism

Source:

[https://www.academia.edu/68682765/  
\\_When\\_I\\_Came\\_to\\_Canada\\_like\\_I\\_Heard  
\\_Lots\\_of\\_Bad\\_Stuff\\_About\\_Aboriginal\\_P  
\\_eople\\_Disrupting\\_Settler\\_Colonial\\_Disco  
\\_urses\\_Through\\_English\\_Language\\_Teachi  
\\_ng?email\\_work\\_card=view-paper&li=0](https://www.academia.edu/68682765/When_I_Came_to_Canada_like_I_Heard_Lots_of_Bad_Stuff_About_Aboriginal_People_Disrupting_Settler_Colonial_Discourses_Through_English_Language_Teaching?email_work_card=view-paper&li=0)

# Overcoming Obstacles



Create opportunities for private, or even anonymous, offers of ideas (e-mail, drop box).

Be aware of when someone might need a conversation and initiate it.

Even with learning, some people will experience or perceive barriers.

Create multiple avenues for people to express their perspectives



**Youth Engagement** - Youth leadership capacity is valuable and can be nurtured through engaging young people in dialogue, analysis and action. Youth driven leadership can stem from a cultural education perspective and helps to address rising concerns that may not appear in older generations.

# Youth Engagement

Home > Programs > Settlement Services > Settlement Support Workers in School (SSWIS)  
Settlement Support Workers in School (SSWIS)

Settlement Support Workers in School (SSWIS)



## Elements of the Workshops:

- Skill Building (e.g. trust and team-building, cooperation)
- Sense of belonging/community
- Acceptance of many diverse, creative and innovative leadership styles
- Youth voices
- Opportunities for action
- Ownership and relevance
- Shared decision-making and collaboration with others
- Responsibility and purpose
- Validation of Individuals' experiences and ideas

MCoS

Racism: Recognize it. Reject it!

Youth Leadership Workshops



# Sask History & Folklore

## Living in SK - Youth Storytelling Workshops



one, we new-  
visioning session for  
the outcomes people would  
like to see in the future:

In the future....  
It's the end next year's Storytelling Project.  
It was great!  
You're telling a friend about it, and you say:  
"At the end of it, I felt proud/happy  
because I got to spend time with people  
I like. I imagine how it we did project  
but we would do."

**Vision for Future Storytelling Projects**

"I got to meet new people and every time I learned something new. I made new friends"

"I made some new friends. I learned so many new things"

"I got to meet different diverse mentors who help..."

"I learned how to participate more. I've met new people. Found my voice (speak up) learned new social..."

*a d got to dance!*

**The Story So Far**  
LIVING IN SK YOUTH STORYTELLING PROJECT 2018-2021

IN THIS ISSUE:

- what was this project about?
- what were people hoping to take away?
- vision for future storytelling programs
- what worked well?
- what was challenging?

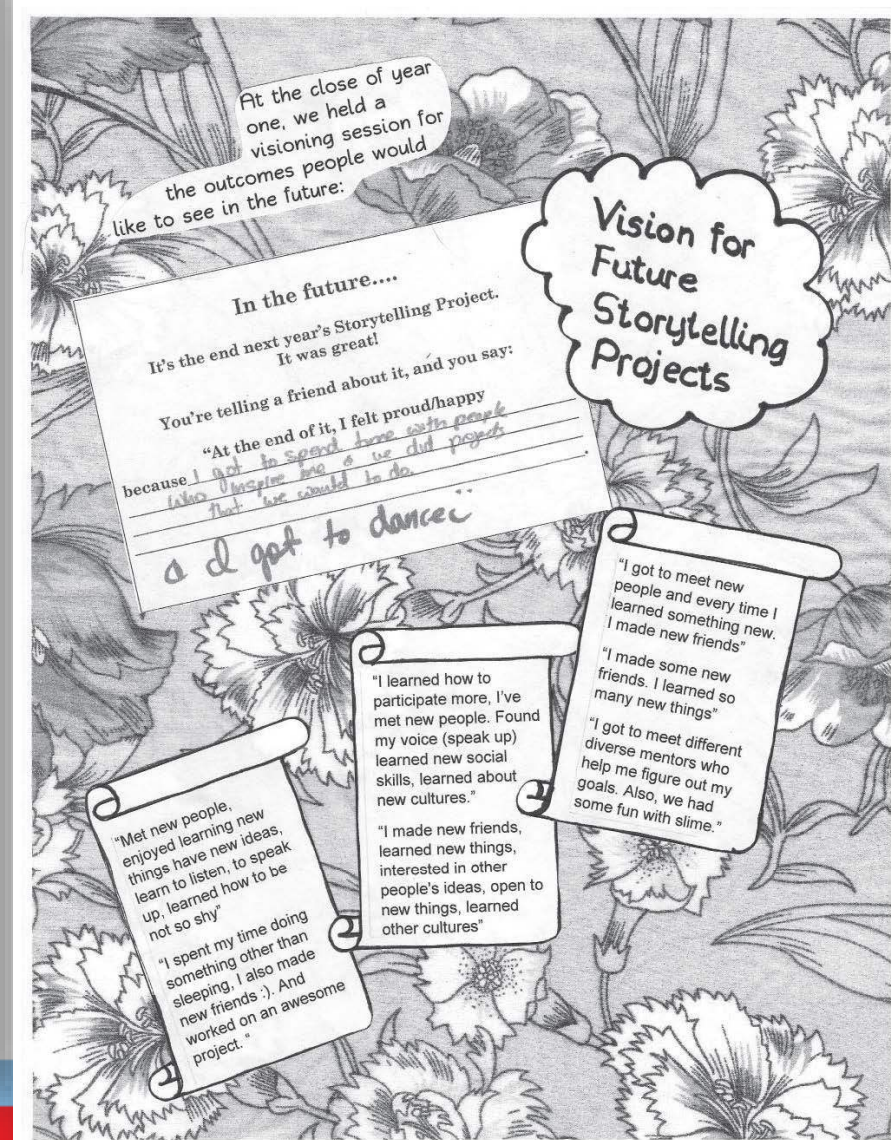
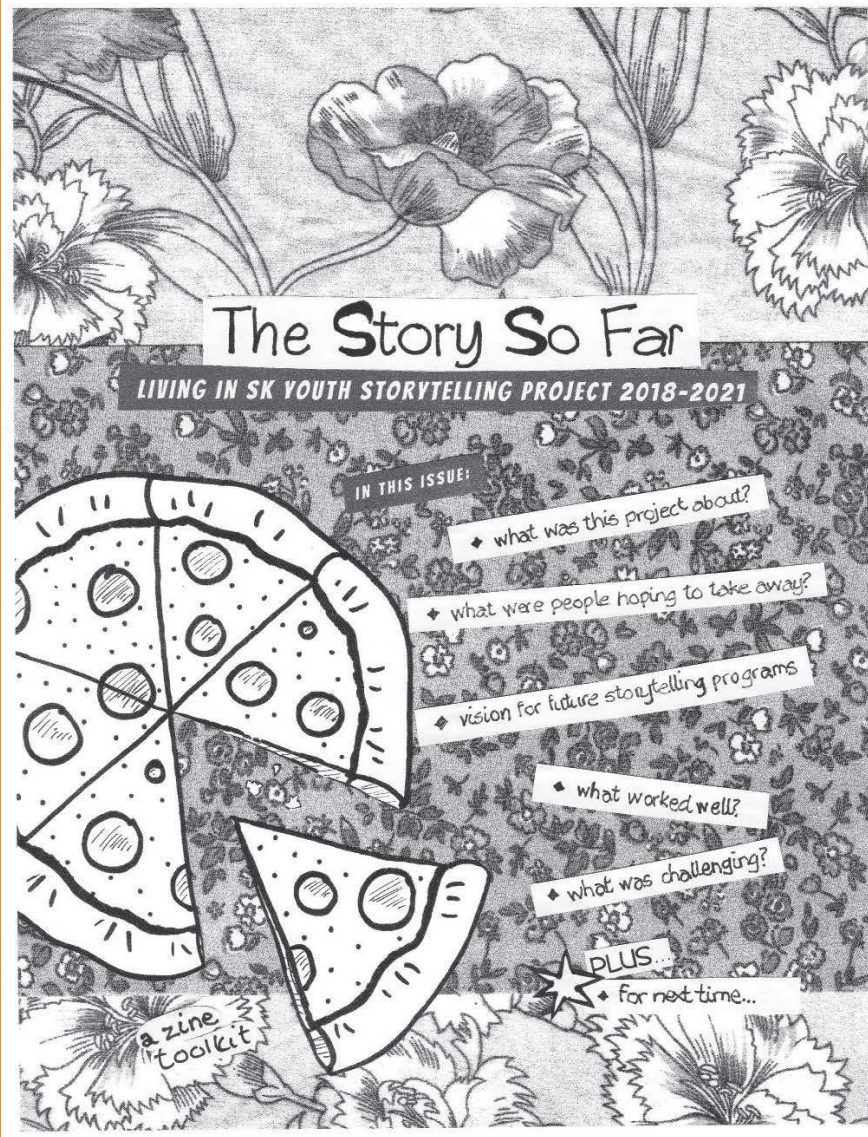
PLUS  
• For next time...

*Magazine Toolkit*



# Promising Practices

<https://www.skhistory.ca/storytelling-resources>





For Next Time...

informal social time

Family stories - who we are & where we come from

Social Conn

Food

invite everyone

What we know

tailored workshops for EAL



personal storytelling inspires language learning

We initially began giving classroom presentations as part of our recruitment strategy. Although some of the students (and teachers) saw a benefit in the program, there were some issues that made it difficult for some young people to participate in a program on the evenings and weekends.

In an effort to explore how these young people could still participate in Living in Saskatchewan, we made arrangements to provide many of the same workshops from the regular programming in the classroom setting. The project coordinator was able to attend almost weekly classes for 1 hour to 1.5 hours from the November to the end of March. During those sessions a significant amount of time was spent introducing students to asking and answering open ended questions. Specific sessions included photovoice, deciding what stories to share and what stories not to share, respecting our cultures (and those of the people we talk to), developing interview questions, conducting a practice interview in the class, as well as a variety of drama and visual art activities. Four students conducted an interview with a friend or family member outside of the class and shared with the rest of the class what they learned from that conversation.

Based on our initial feedback session, the students in the class saw a significant value in having a storytelling and arts program in their class. One student noted enjoying a chance to talk about her family and country - and to learn about her classmates. Other students enjoyed the chance to explore different art forms. In terms of English Language acquisition, there was a perceived value of having a different English speaker in the classroom. The majority of the students asked that the sessions extend beyond the original program, and that they be more frequent (either longer sessions or more than one session per week).

partnering with an existing program makes it easier for people to participate

In the classroom workshops for the EAL class, lower language

For Next Time

inspiration from amazing artists

partner with existing settlement organizations - bring storytelling to new Canadians in programs they are already attending

flexibility in how to participate (public or not)

## \* Gathering Goals & Evaluating \*

One thing I loved:

One thing that surprised me:

One suggestion for next time:

-starting each year with "what is one thing you'd like to take away" & closing each year with a short evaluation

level youth (GBR 1-3)  
built skills for higher language levels (for example, through learning to craft open-ended questions for interviews).  
As well, because speaking about one's own personal history and experience is personally and emotionally rewarding, it provides added motivation for learning new words and phrases to best describe and share those experiences out loud.

So... further integrate storytelling as a core-extended activity for settlement organizations - continuity & cumulative skill/benefit gains

# Promising Practices

- ◆ Go to people in their spaces
- ◆ Be flexible and adaptable, based on the needs of the client
- ◆ Holistic approach to healthy living - mind, body, soul
- ◆ Build capacity - train participants to become mentors or trainers
- ◆ Keep fees low
- ◆ Food!
- ◆ Facilitators
- ◆ Multiple organizations working together on engagement events
- ◆ Transport and child-minding

# Mentimeter:

**What other promising practices do you know for engaging with youth?**



# What other promising practices do you know for engaging with youth?

focusing on fun!

Physical activity

have a bag of sandwiches  
or muffins with you,  
sometimes you need to feed  
the kids if a group is getting  
stressed out

Involve Youth in  
Decision-Making

motivation and  
incentives in the form of  
prizes

Transportation

not assume you know  
youth culture

Focus on Mental Health  
and Well-Being



# What other promising practices do you know for engaging with youth?

Doing group activities, especially when there is a competition between groups.

Give them time to know you and then explain what do you want them to do. Youth are very smart and don't like you to come and ask them about their own issues.,

Mentorship Programs

Start with keeping them in their comfort zone and then take it from there.

Find out about their interests. Music, slangs, etc

celebrating achievements

LISTEN to them

be supportive



# What other promising practices do you know for engaging with youth?

Ask about what the current trends are and incorporate them into the work being done.

show respect

# Small Group Discussion (10 min)

In Groups of 8-9, discuss (or reflect on own):

- ◆ What are some of the initiatives your organization (department, program etc.) has done (or is doing) to educate and foster relationships between Indigenous and newcomer communities?

Report back 1-2 insight/highlight of your discussion.

# In Plenary

Please briefly share 1-2 insight/highlights  
from your conversation.

# Summary of Learnings

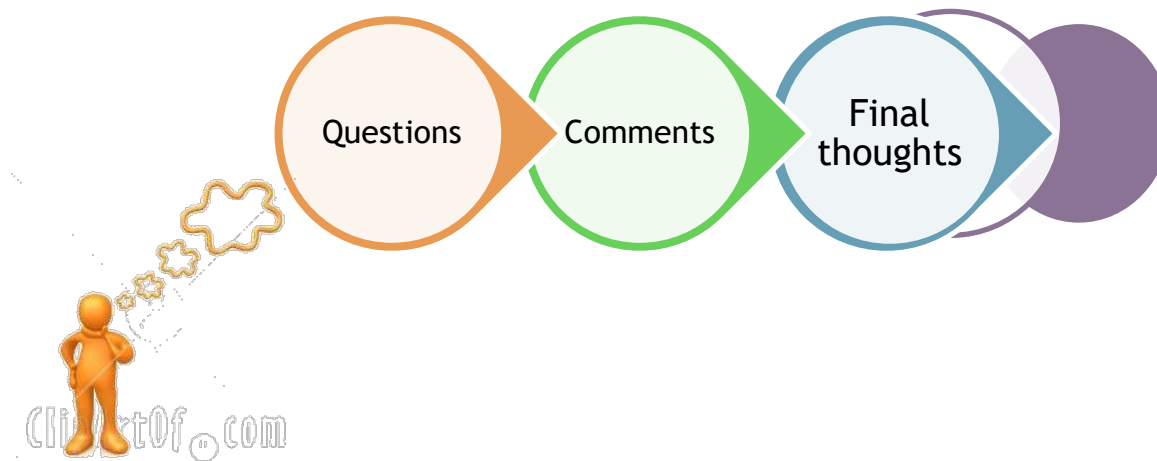
- ◆ Build relationships by bringing people together with food, fun, and friendship
- ◆ More voices = higher quality solutions
- ◆ Bring diverse people together to set goals and provide a framework for location actions
- ◆ ‘Set the table’ with personal and organizational readiness
- ◆ Reduce barriers to participation
- ◆ Listen and build relationships slowly, whether it’s with individuals, groups or through formal partnership with other organizations
- ◆ Include youth – youth bring a unique and relevant perspective
- ◆ Be flexible, adaptable, holistic, and build space for social connection.

# Evaluation

SAISIA - MCoS Module 3 (Part 2)  
Intercultural Competence &  
Communication - Dec 10, 2024



# Q & A







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**[mcos.ca](http://mcos.ca)**



감사합니다

Ameseginalehu Arigato

Iwi-Midawasi

Kinanaskomitin

NGIYABONGA

Danke

Jag tackar

Dhannvaad

Sas qharisto

Thank ye

Toda

Ose Grazie

Dziekuje

Gracias

Ugiwadong

Da blu

Salamat

Mahadsantahay

IntumThaybeen

Khawp Khun

Thank you

Xie Xie

Merci

Dyakooyu

Tesekkur ederim