



# PULLING TOGETHER

MANITOBA FOUNDATIONS GUIDE

Brandon Edition

## Pulling Together, Learning Together

Facilitated Self-Study & Group  
Reflection

# 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?

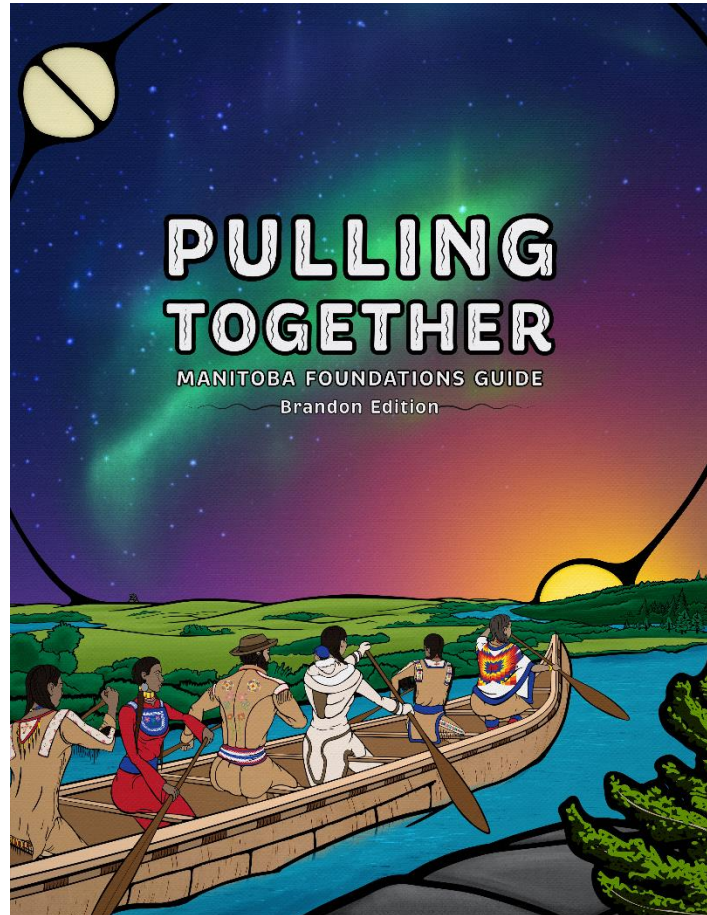
# Self-Study & Group Learning Circles



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

Photo Credit: University of Toronto Scarborough

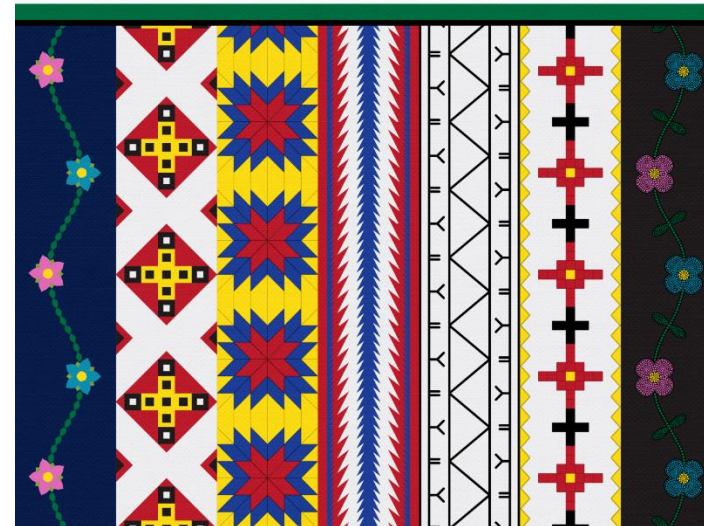
# Artistic Inspiration for Pulling Together



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

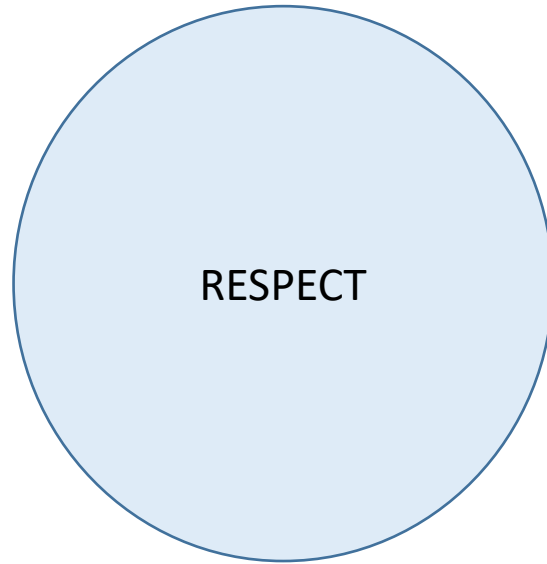


This professional learning resource is the work of many communities in Manitoba 'pulling together' to localize the knowledge shared within the resource. We thank the Manitoba Foundations Group, comprising Elders, Knowledge Keepers, and community members for leading the adaptation of Pulling Together: Foundations Guide in collaboration with Manitoba Metis Federation, Manitoba Inuit Association, Louis Riel Institute, Assiniboine Community College, Brandon University, and Campus Manitoba.



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

# Guidelines for Engagement - The 4 Rs

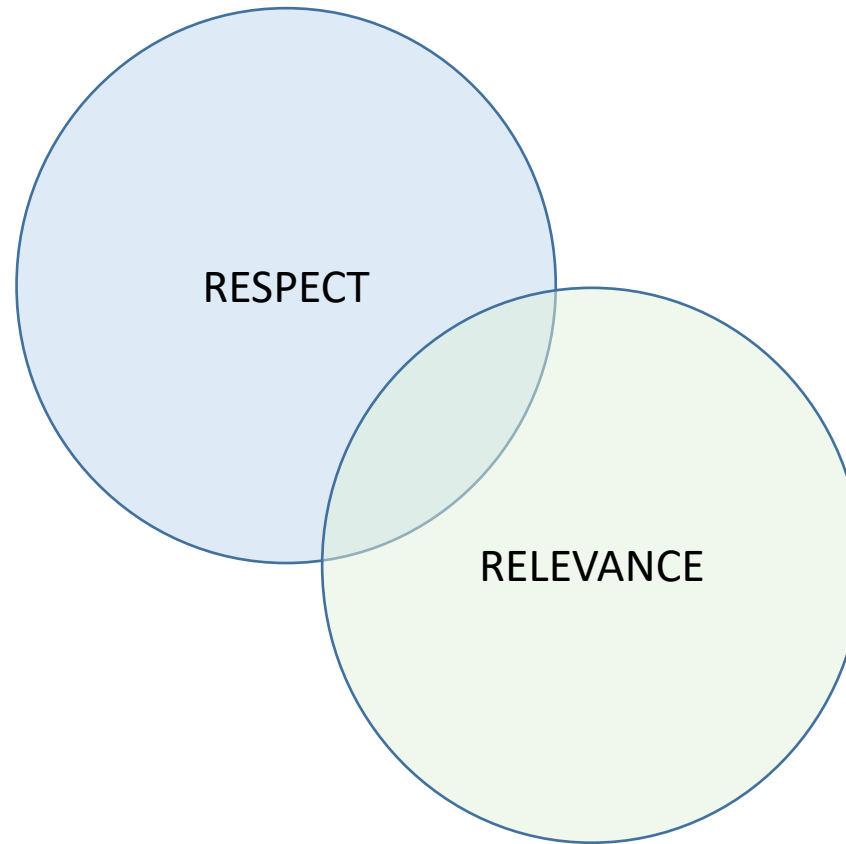


For the land we gather on  
and the lessons it offers.

For the teachings and  
traditions shared by  
Indigenous Elders and  
Knowledge Keepers.

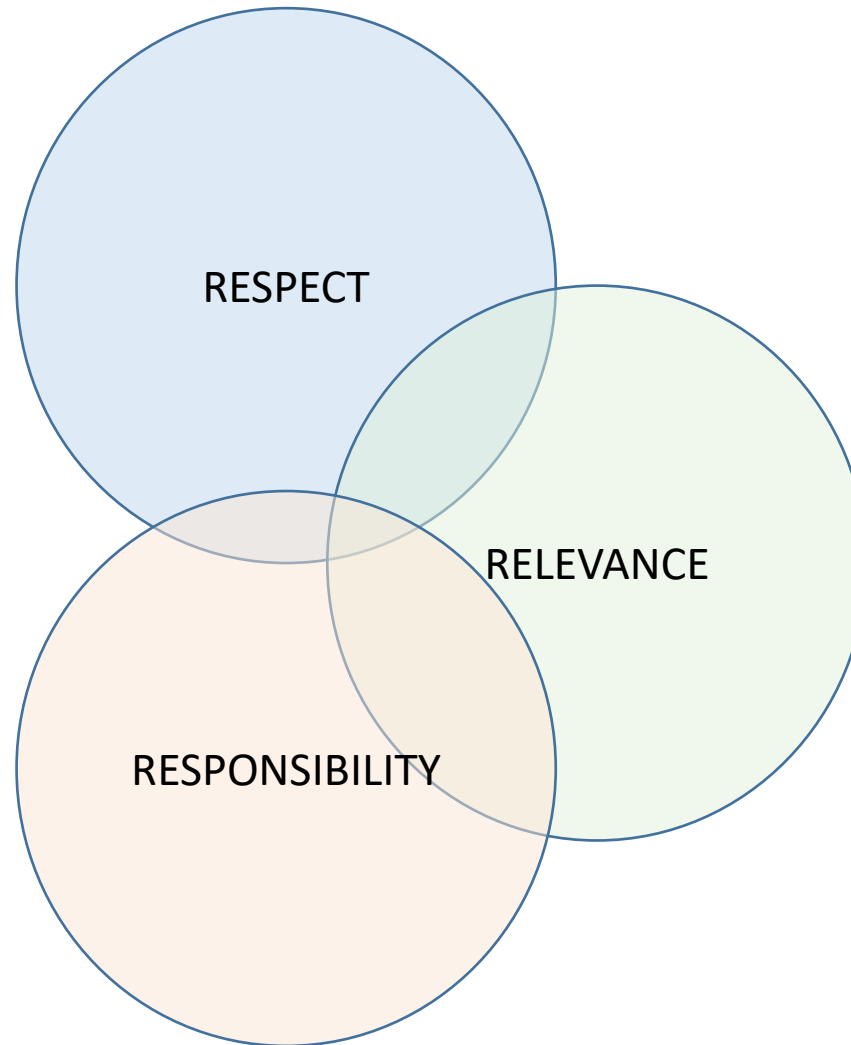
For the stories shared by  
all in attendance – both  
Indigenous and non-  
Indigenous participants.

# 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.

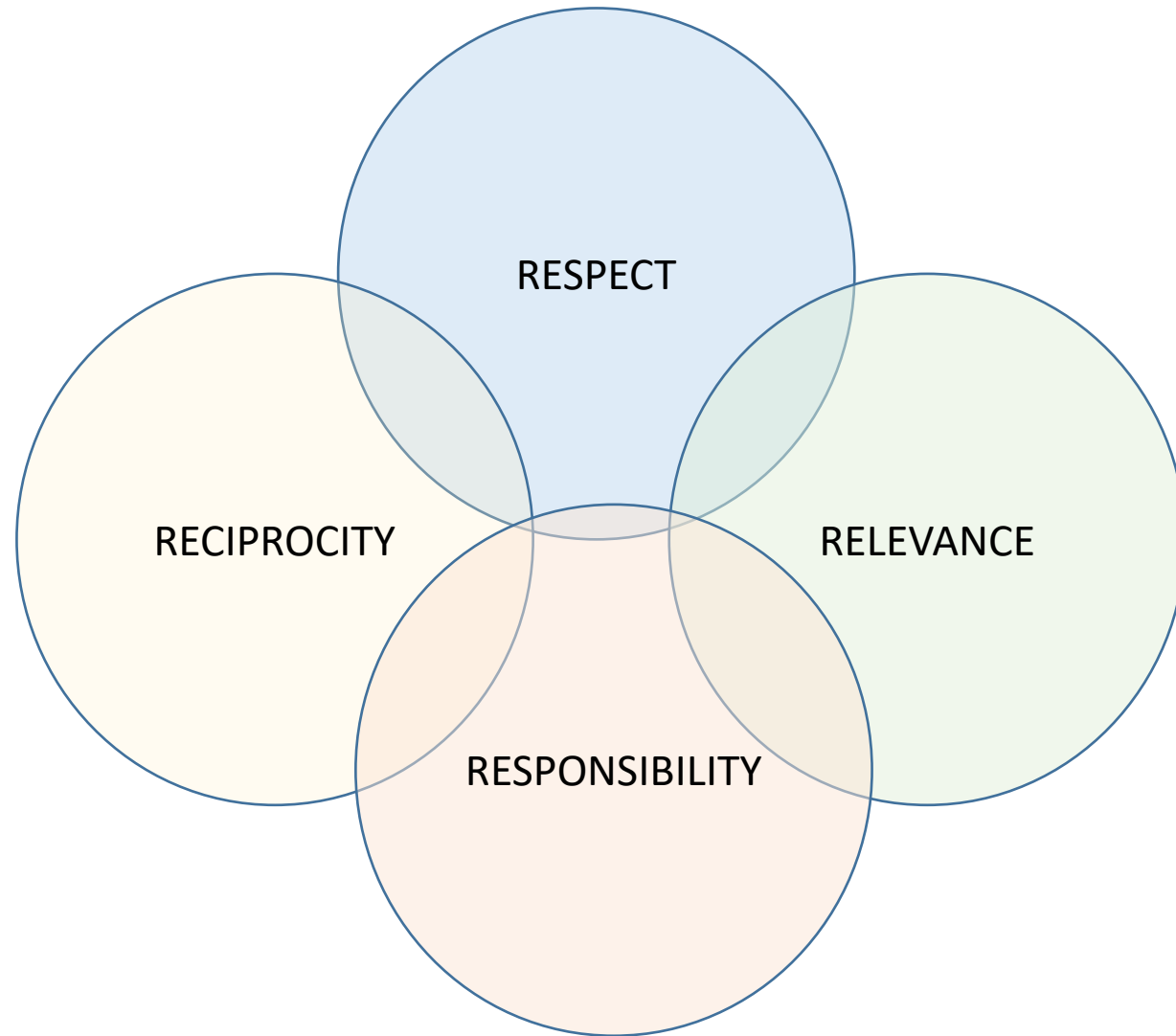
# Guidelines for Engagement - The 4 Rs



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

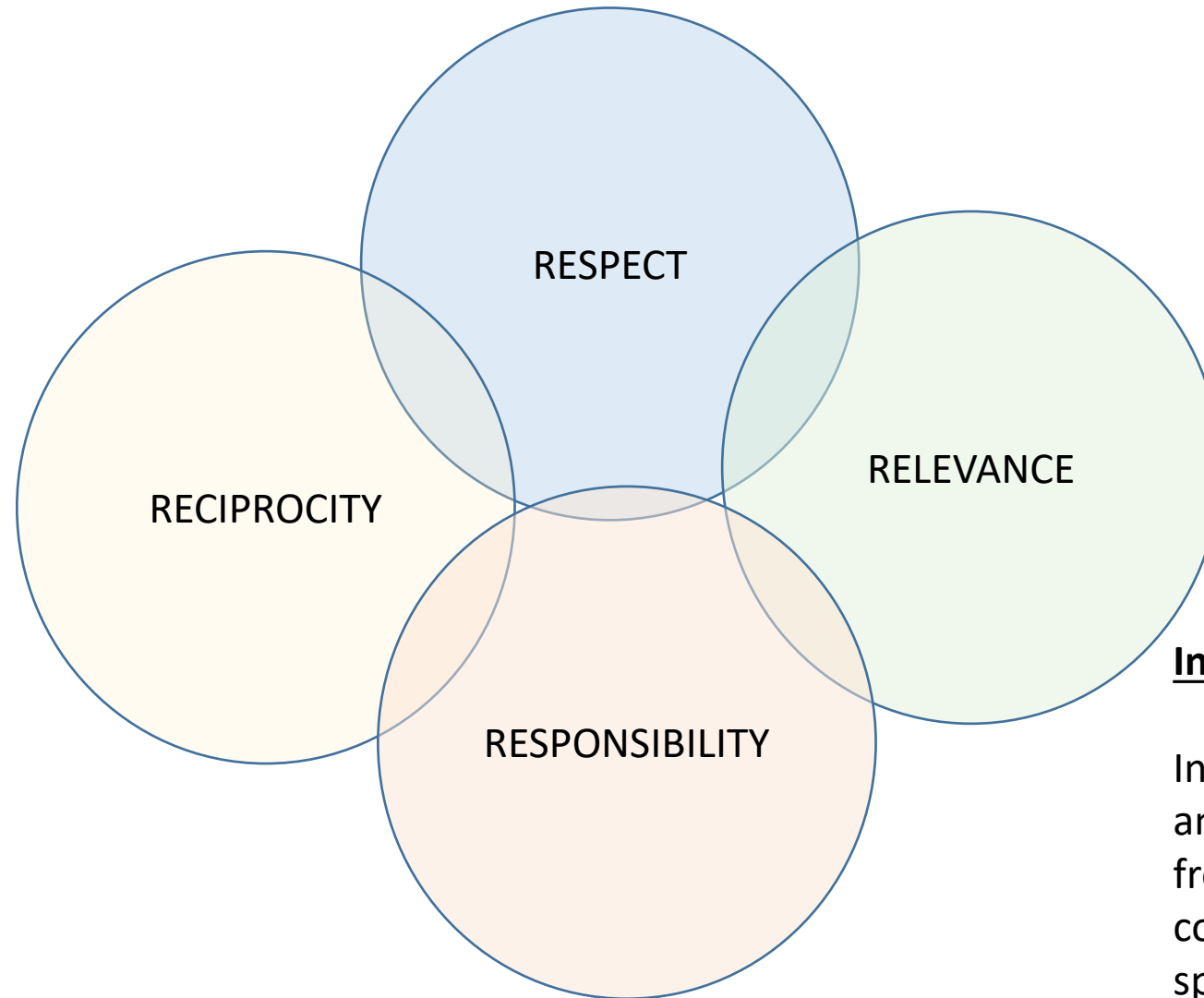
# Guidelines for Engagement - The 4 Rs

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
  - Including links & watch videos
- Complete Intro: Locate Yourself Activity
- Complete Knowledge Check
  - (appears at end of section)

## Reflection Questions for Next Gathering Discussion

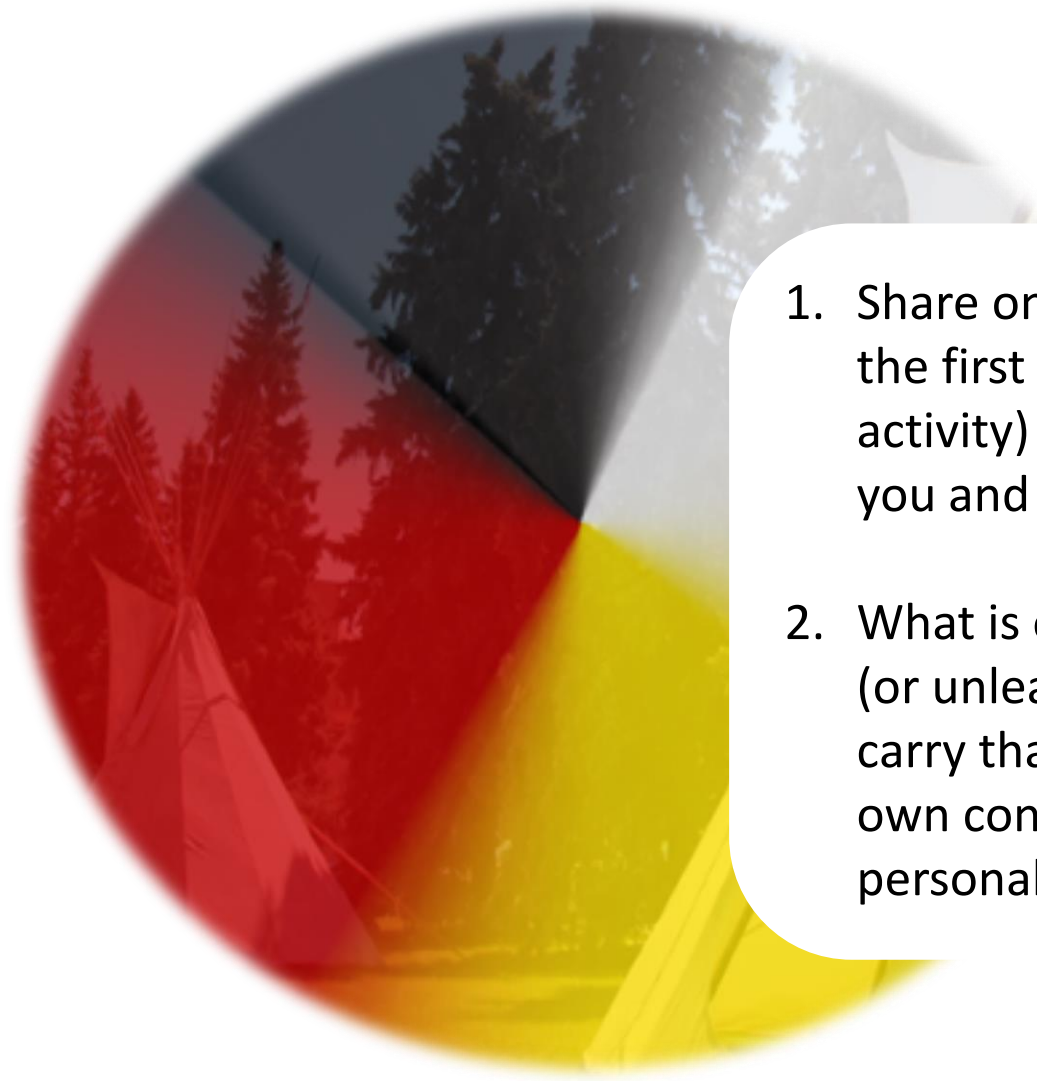
1. Share one particular aspect within the first section (e.g. topic, video, activity) that really resonated with you and why?
2. What is one new thing you learned (or unlearned) and how might you carry that learning forward in your own context (e.g. professionally, personally)

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

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## Self-Study (approx. 3 hours)

- Read Section II – Colonization
  - Including links and watch videos
- Complete Intro Activity: Locate Yourself
- Complete Knowledge Check

## Reflection Questions for Next Gathering Discussion

1. a. 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?  
b. 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. a) What are some of the ways we see our colonial history reflected in our own institutional systems, as well as day-to-day interactions with colleagues, students and the community?  
  
b) 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
  - 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)?
2. What are your hopes for the future for the relationship between Indigenous and non-Indigenous peoples?
3. What will you START, STOP and/or CONTINUE doing over the next month (and beyond) to continue advancing your learning and impact in relation to decolonization and reconciliation?

The book cover features a vibrant illustration of a group of six people in a wooden canoe on a blue river. The scene is set against a night sky with a large yellow moon in the top left, a colorful aurora borealis in the center, and a sunset or sunrise on the horizon. The people in the canoe are dressed in traditional Indigenous clothing, including beaded tunics and moccasins. The title 'PULLING TOGETHER' is written in large, white, stylized letters with a black outline, and the subtitle 'MANITOBA FOUNDATIONS GUIDE' and 'Brandon Edition' are in smaller white text below it.

# PULLING TOGETHER

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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>