



Face Toward Reconciliation:

The Indigenous Action Plan for
Southeast College
2024-2028





Southeast College acknowledges that we are located on the traditional lands, referred to as Treaty 2 and 4 Territories, the original lands of the Cree, Ojibwe (OJIB-WĒ), Saulteaux (SO-TO), Dakota, Nakota, Lakota, and on the homeland of the Métis Nation.

We respect and honour the Treaties that were made on all Territories, we acknowledge the harms and mistakes of the past, and we are committed to moving forward in partnership with Indigenous Nations in the spirit of reconciliation and collaboration.

We would like to express our gratitude to the following Nations who represented at the Southeast College 2024 Connecting Day:

Cowessess First Nation, Estevan Métis Local #25, Moosomin Métis Local #44, Ocean Man First Nation, Ochapowace Nation, Piapot First Nation, Weyburn Métis Local #87, White Bear First Nations, Zagime Anishinabek.

It was their collective input and feedback that formulated the goals and action items of this document.

Special appreciation to Chief Johnathan Pasap, Elder Doreen Pasap, Elder Lorna Standingready, and Marg Friesen, Minister of Finance, Minister of Health, Regional Representative for MN-S Eastern Region III.

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Message from the CEO & President Jody Holzmilller



Southeast College's commitment to creating a supportive environment for students and staff includes embracing *Truth and Reconciliation Commission of Canada: Calls to Action*. This Indigenous action plan is a four-year roadmap designed to help meet our commitment to those calls to action and build an inclusive community for everyone.

Our Commitment to Truth and Reconciliation

We are focused on building genuine relationships with Indigenous communities and addressing educational inequities. We want to make sure Indigenous voices are at the heart of shaping our programs and policies.

Support for Indigenous Learners

Our plan includes targeted initiatives to boost enrolment diversity and offers tailored academic and social support to help Indigenous students thrive.

Sustainable Development with Indigenous Communities

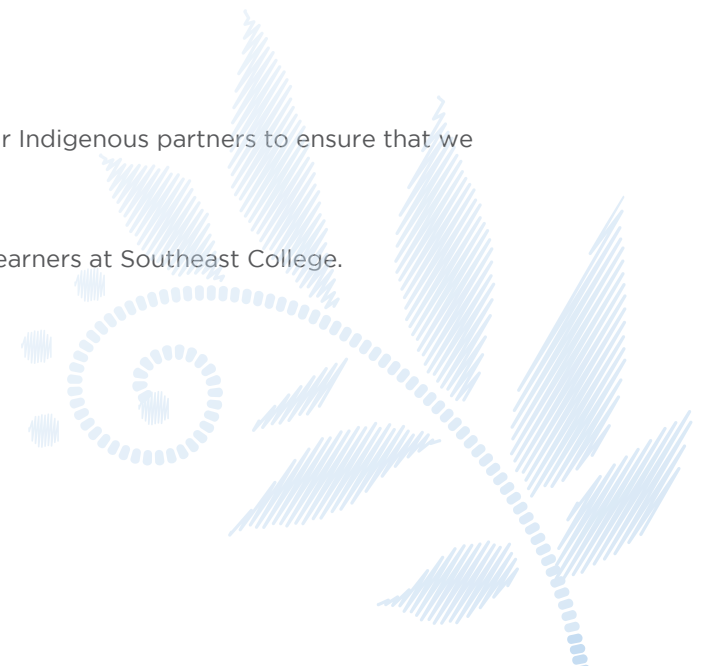
This document was founded through partnerships with Indigenous communities in southeast Saskatchewan, and we will continue to partner with Indigenous communities to create programs that support environmental care, economic growth, and social well-being, contributing to the overall sustainability of our broader community.

Bringing the Plan to Life

Over the next four years, we will roll out these initiatives with regular and ongoing communication with our Indigenous partners to ensure that we stay true to their voice. We are committed to being transparent about our progress.

We are excited to make this plan a reality, creating a more inclusive and supportive space for Indigenous learners at Southeast College. Together, let's move forward on this journey of inclusivity and respect, and build a brighter future for all.

Jody Holzmilller
CEO & President,
Southeast College



An Important Story to Guide Our Actions

The natural world is full of interesting behaviour that can teach us valuable lessons about life. One such example is the way that herds of buffalo and cows react to storms.

When a storm is approaching, cows will typically start to panic and run away from it. They may attempt to seek shelter and often try to outrun the storm, exhausting themselves. The power of the storm can rage on for hours or even days. At some point the cows will inevitably have to confront the storm and may be exposing themselves to additional dangers such as lightning or flooding, and may now be in a weakened state.

This behaviour is a great metaphor for life. We all face storms in our lives, whether they be conflicts with family members, challenges at work, or unexpected setbacks. It's natural to want to avoid these storms, but the truth is that we can't. We need to confront them head-on if we want to move past them. As people, we tend to run from conflict, hide from the unknown, accept the status quo. We find reasons not to act. "There is no point." "That has been tried." "It will cost too much money." We fall prey to accepting media images and what the world wants us to believe, without investigating or reflecting. In short, we do not confront the storm.

Bison, on the other hand, have a very different strategy. When a storm is approaching, they run directly into it. This may seem counterintuitive, but it actually makes a lot of sense. By running towards the storm, the buffalo are able to get through it more quickly. They also minimize their exposure to the most dangerous parts of the storm, such as the leading edge where the winds are strongest.

Bisons turning to face a storm? Surely that goes against every instinct in their bodies.

But what if we approached our problems with courage and determination. What if we turned around and took time to pause and reflect, instead of running or avoiding. This may seem far too difficult, but it is the only way to make progress to change the status quo.

Just like the bison, we need to be strategic in the way we approach our problems. We should look for the most efficient way to lean into the storm.

Let's consider applying the "bison solution" to our challenges in a way that we may have more of an opportunity to grow and progress and be powered by courage rather than fear. This is the work of reconciliation.

Photo by
Tracy Kerestesh



Introduction

Face Toward Reconciliation: The Indigenous Action Plan for Southeast College 2024 - 2028

Guided by our commitment to Truth and Reconciliation, our strategic plan is focused on deepening relationships with Indigenous communities in Southeast Saskatchewan. We aim to foster an environment of respect, trust, and inclusivity. To that end, it was of priority to develop an Indigenous Engagement Strategy, resulting in an Action Plan. The Indigenous Action Plan is a dynamic response to the Calls to Action, reflecting our Nation Partners' needs, voices, and experiences.

We recognize that the histories, languages, and practices of the Nations encompassed in our catchment area are diverse. We are appreciative that the collaborative work undertaken with our Métis and Nation partners resulted in a unified voice. Six themes emerged, stated as needs, that were important to all:

The need:

- For improved communication
- For collaboration amongst all
- For an Indigenous Student Recruitment Strategy
- To utilize Elders to guide both staff and students
- For student supports
- For specific Indigenous content classes –
incorporation of history and treaties, Indigenous culture, special interest classes,
ways of knowing, land-based learning, traditional languages

These six themes are interwoven into the five goals
of the Southeast College Indigenous Action Plan.

Each of the five goals are supported by specific action items.

We turn toward the work of those actions.

Goal #1

To improve communication and collaboration between Southeast College and Indigenous Partners through increased sharing of information and increased face to face interactions

Actions	Timeline Year 1	Required Support from Nation Partners
1. Produce a calendar of both internal and external Indigenous events and activities	Mar 2024 onward	<ul style="list-style-type: none"> • Provide information to Indigenous Initiative Coordinator • Promote Southeast College calendar items
2. Indigenous Initiatives Coordinator will travel to each Nation regularly and periodically with another staff member to: <ul style="list-style-type: none"> • Acquaint staff member with contacts on Nation • Garner feedback on current initiatives • Illicit supports for upcoming initiatives/events • Visit ABE Campuses and other Southeast College Campus Programs and invite feedback from Instructors/Facilitators • Be visible and accessible to Indigenous students, promoting use of Elder services, resources, bursaries, other 	Sept 2024 onward	<ul style="list-style-type: none"> • Engage in conversations that assist in developing value added initiatives • Volunteer time/expertise and resources such as physical space
3. Staff and student attendance when possible at Treaty Four Celebrations in Fort Qu'Appelle	Sept 2025	<ul style="list-style-type: none"> • Collaborate with Southeast College staff regarding student attendance and transportation • Promote in publications/social media
4. Staff attendance at Batoche Days in July	July 2024	<ul style="list-style-type: none"> • Provide learning opportunity via possibility of Southeast College staff volunteering at event • Promote in Métis publications/ social media and Southeast College publications/website
5. Southeast College to give presentations on Nations regarding upcoming classes	Oct 2024 - May 2026	<ul style="list-style-type: none"> • Host information sessions

The previous goal and the goals that follow cannot be made possible without the support, guidance, and input from our Nation partners. Engaging our partners began with a Connecting Day held at our Weyburn Campus in the winter semester of 2024. All who attended faced their fears head on and were vulnerable in sharing their vision and asking for what is needed, in terms of practical and tangible steps, to bolster the well-being and academic success of Indigenous students.

Our partners were emphatic that:
“Nothing can happen without the Elders.”

Goal #2

To utilize Elders in guiding and teaching both students and staff at Southeast College

Actions	Timeline Year 1	Required Support from Nation Partners
1. Regularly scheduled teaching time by Elders/ Knowledge Keepers/Old Ones; livestreamed to campuses <i>Note: The Métis refer to their Elders as Old Ones</i>	Nov 2024 - May 2026	<ul style="list-style-type: none"> • Demonstrated community support and participation • Promotion by Education Coordinators
2. Make Elders available to Southeast College staff and executive	Nov 2024 - May 2026	<ul style="list-style-type: none"> • Increased attendance of Nation community members on campus at Southeast College • Support of rotational utilization of Elders, which is current status quo, moving toward Elder in residence
3. Inclusion of Elders to assist in planning/executing events for National Truth and Reconciliation Day and National Indigenous Peoples Day	Annually	<ul style="list-style-type: none"> • Participation of Nation members at on-campus events
4. Inclusion of Elders in classroom presentations	Nov 2024 - Nov 2026	<ul style="list-style-type: none"> • Participation in/support of classroom instructors/students for scheduled presentations
5. Elder/Knowledge Keeper input/blessing on physical design and layout of cultural space <ul style="list-style-type: none"> • Draft a plan of intention for the space • Commence to create space as proposed • Commission Indigenous local artist for painting on wall/s • Purchase aesthetic and practical items for the space • Grand opening of space <i>Note: We respect and implement proper protocols when invitations for cultural supports are made</i>	Pending announcement of chosen space on the Weyburn campus	<ul style="list-style-type: none"> • Volunteerism to attend at Weyburn campus for the purpose of sharing knowledge and guiding Southeast College staff on setup and intention of utilization of footprint of cultural space • Support the coming together of diverse Elders – Nakota, Cree, Saulteaux, Métis

The use of Elders is the cornerstone of all additional goals in this Action Plan. Elders are individuals who are deeply respected within their communities.

An Elder is any person recognized by an Indigenous community as having knowledge and understanding of the traditional life, history, and heritage of the community, who speaks an Indigenous language fluently, and who is knowledgeable and supportive of Indigenous ceremonies, protocols, and songs. An Elder is not determined by reaching a specific age, but rather is someone in an Indigenous community who has knowledge and wisdom in all aspects of a traditional life.

Their guidance in supporting staff, students, and student initiatives is invaluable. Elders promote the teachings of keeping the physical, spiritual, emotional and mental aspects of self healthy and in balance.

INTRODUCING OUR NATION PARTNERS:

Kahkewistahaw First Nation

Kahkewistahaw First Nation believes the ability to provide optimal lives for its members requires self-sufficiency, financial stability, and economic prosperity, now and into the future. It takes a village to raise our children, and we are grateful that our entire community understands the importance of a solid education from an early age. In fact, education is one of the key components to a successful, happy life, and we are happy to provide support for our adult members as well.

Councillor William Kaysaywaysemat holds the Education Portfolio and acts as the Chairperson of the Education Committee.

Economic development info and a base on our education and employment opportunities for Kahkewistahaw Members: The KEMC (Kahkewistahaw Economic Management Corporation) is governed by the principles of professionalism, autonomy, and financial and economic responsibility. Its goal is to provide a safe, sound, and secure path towards economic prosperity. We are approaching the future with a clear vision, enthusiasm, and excitement. KEMC continually assesses opportunities in various industry sectors and believes the key to successful economic development is diversification. Recent discussions have included the areas of renewable energy, construction, value-added agriculture, oilfield, and mining.

Our Vision: We are a prosperous, self-sustaining, and proud Nation working with strong, healthy, and educated members to empower current and future generations.

Our Mission: We combine the strengths and voices of our people and Nation to create opportunities and enhance the way we deliver services. We are progressive, dedicated, and committed to working towards excellence through building strong and accountable governance. We partner and work together using our assets for the long-term community benefit.

Our Values: Through the teachings of our Elders, we can learn to respect and understand our language, heritage, traditions, and ceremonies, which will enable us to find our identity within ourselves. We will achieve success through education, learning about our treaties and leading by example, which will create positive role models for the future.

Total population: **2066**

On reserve members: **723**

Off reserve members: **1586**

51% under the age of 18

70% under the age of 40

Population growth rate: **31.4%**

INTRODUCING OUR NATION PARTNERS:

Cowessess First Nation

History of the Cowessess First Nation

Founding

Chief Cowessess (Ka-wezauce, "Little Boy") adhered to Treaty 4 on September 15, 1874, on the Hudson's Bay Company reserve, at the southeastern end of Echo Lake, with his Saulteaux, Cree, and Métis followers.

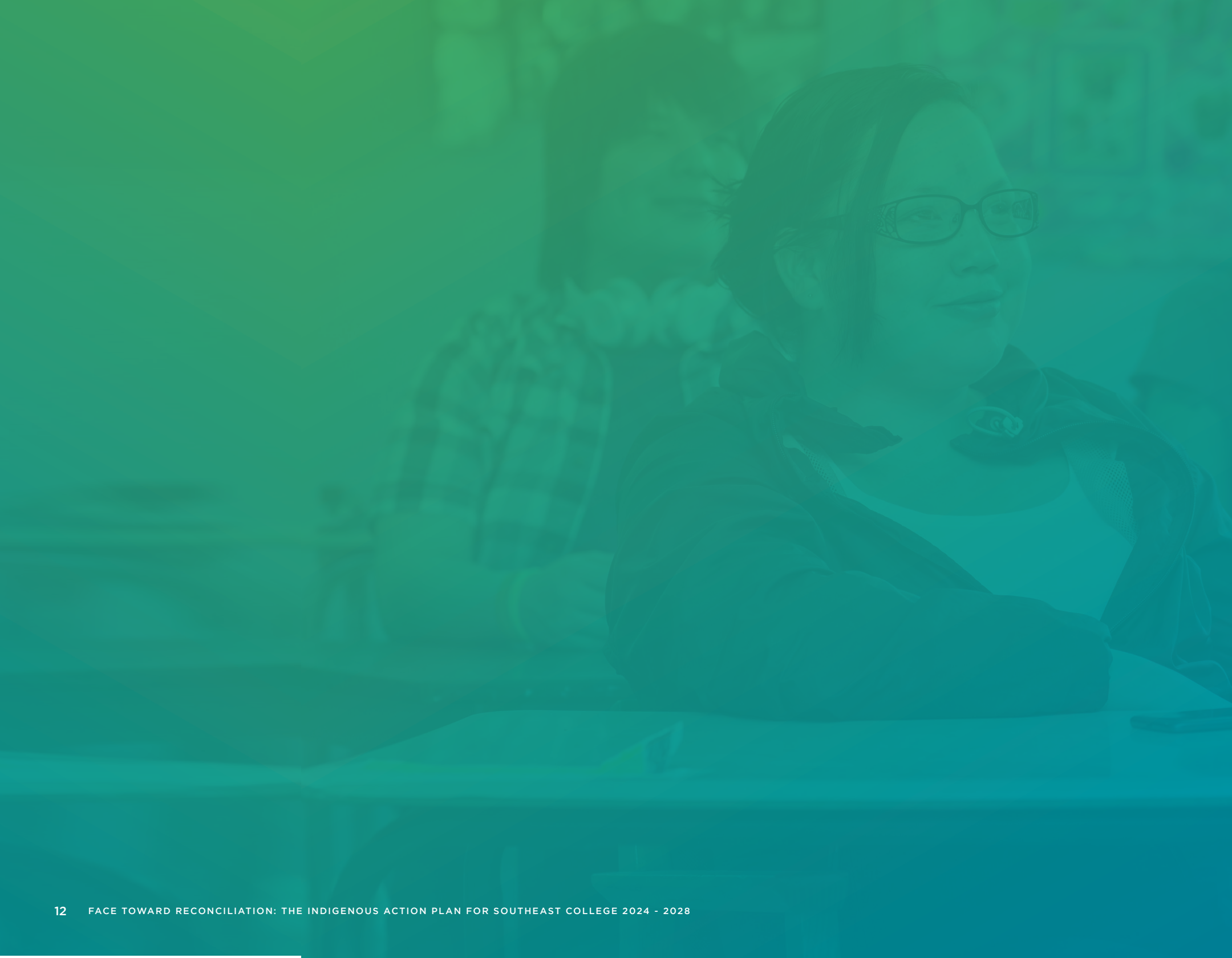
Today

The 21,488 hectare Cowessess Reserve is 13 kilometres northwest of Broadview, and an additional 257.1 hectare reserve (73A) is situated 31 kilometres west of Esterhazy. There are 3,266 band members, 597 of whom live on reserve.

Goal #3

To provide increased student supports utilizing culturally based resources, diversified instructional support, increased access to/awareness of informational resources and increased offerings of pre-employment and life skill courses

Actions	Timeline Year 1	Required Support from Nation Partners
1. Utilization of Elders/Knowledge Keepers/Old Ones in Classroom Presentations **See Goal 2.4	Nov 2024 - May 2025	<ul style="list-style-type: none"> Encourage community attendance, food preparation at times
2. Available access to cultural/ceremonial supports	Nov 2024 - May 2025	<ul style="list-style-type: none"> Support diverse Elder approaches/ backgrounds, mentoring students
3. Provide Career Readiness supports and Post-Secondary preparation to students via development and delivery of workshops on: <ul style="list-style-type: none"> Resume Writing, Interview Preparation Job Search Skills Class Selection for Career Choices Budgeting and Financial Literacy Housing Information Tenancy Rights and Responsibilities 	Sept 2024 - May 2026	<ul style="list-style-type: none"> Request and host presentations and promote workshops <p><i>**Advance notice will be required</i></p>
4. Make students aware of bursaries and scholarships available to them: <ul style="list-style-type: none"> Assist with management of timelines and application process 	Sept 2024 - May 2026	<ul style="list-style-type: none"> Assist with and promote fundraising of scholarships for Indigenous Southeast College students Encourage participation of Nation community members/business owners and Indigenous corporate business in Swing for Scholarships
5. Life skills programming/Essential Skills for the Workplace (ESWP)	Sept 2024 - May 2026	<ul style="list-style-type: none"> Provide support for student placements, job opportunities Provide guest speaker names in specific career areas
6. Increase student awareness of counselling supports and resources available in the community, with focus on specific sourcing of Indigenous content or Indigenous knowledgeable resources <ul style="list-style-type: none"> Visible postings Periodic reminders and updates Provide assistance with application for Non-insured Health Benefits (NIHB) Make hard copy resources available to support grief and loss and specific to trauma loss 	Sept 2024 - May 2026	<ul style="list-style-type: none"> Advise of any Indigenous wellness/mental health initiatives conferences, on Nation events



The students who come through the doors of Southeast College will be welcomed, respected, and honoured. We hope to increase the number of Indigenous students enrolling and experiencing success at Southeast College. We strive to support students in ways that they desire support, from onboarding to graduation.

Our Indigenous students will have a distinct advantage with a two-eyed seeing approach to learning and interacting with their world.

INTRODUCING OUR NATION PARTNERS:

White Bear First Nations

The White Bear First Nations is located 13 kilometres north of Carlyle, Saskatchewan on Highway 9 and is 12,040 hectares (120.4 square kilometres) in size. The 12,000 hectares of land include the beautiful White Bear Lake Resort, White Bear Golf Course, Bear Claw Casino, and the spiritual Heart Hill.

Chief Wahpemakwa (White Bear) signed Treaty 4 on September 15, 1875 and accepted a reserve on the east side of Moose Mountain in 1877. Although he signed an adhesion to Treaty 4, the reserve is located within the Treaty 2 boundaries.

Upon signing Treaty 4, the White Bear First Nations already included peoples from diverse cultural backgrounds, primarily Saulteaux, Cree, and Assiniboine. But with the forced amalgamation of White Bear First Nations with two adjacent nations in 1901, the cultural diversity was broadened even further. The Nations' historical traditional land extends west to Cypress Hills, south to Fort Brenton, and east to Turtle Mountain.

Total population is 2,925 citizens strong. The land is rich with wildlife, berries, plant medicine, waterfowl, and other gifts from the Creator.

INTRODUCING OUR NATION PARTNERS:

Piapot First Nation

Piapot First Nation is a Treaty 4 First Nation, located in Saskatchewan, Canada. Our community maintains a deep connection to cultural roots and traditions while actively pursuing growth and development in a contemporary context.

Preservation of cultural heritage, including the Cree language, traditional ceremonies, and intergenerational teachings, remains a cornerstone of our efforts. Ongoing cultural revitalization initiatives ensure that our youth forge strong connections to their identity and heritage. The annual arts festival at Chief Piapot School serves as a platform for students to discover and showcase newfound skills and knowledge.

Guided by elected leadership, Piapot First Nation prioritizes effective governance and sustainable development. Our leaders tirelessly address community needs, advocate for our rights, and seek opportunities for economic self-sufficiency. Economic initiatives promoting self-reliance and growth are actively pursued, with a focus on agriculture, tourism, and renewable energy projects that harness natural resources while respecting environmental and traditional land considerations. Education and health are fundamental priorities. We are committed to providing quality education that integrates cultural teachings and prepares youth for future success. Our health programs and services prioritize community well-being. Piapot First Nation also hosted the inaugural mental health and wellness conference, addressing community-wide issues with a focus on wellness strategies, cultural practices, and various support programs.

In essence, Piapot First Nation today is a vibrant community embracing its cultural heritage while pursuing sustainable growth. We are steadfast in our commitment to building a prosperous future rooted in our values, traditions, and the well-being of our people.

Goal #4

To develop an Indigenous Student Recruitment Strategy that promotes the College as cross-culturally inviting, communicates important timelines to a targeted audience, and conveys success of Indigenous alumni

Actions	Timeline Year 1	Required Support from Nation Partners
<p>1. Annual review of promotional materials to assess if they are reflective of targeted audience. Consider a recruitment brochure highlighting small class size, Elder supports, messages from alumni, community highlights of main campuses</p> <p>Advertising campaigns that include the highlights listed above</p>	Timeline as it relates to update of or new promotional materials	<ul style="list-style-type: none"> • Provide feedback/input on promotional materials • Develop a list of volunteers as it pertains to above task • Rotate Nation input subject to availability • Complete any corresponding questionnaires/polls
<p>2. Noon hour lunch-and-learns with student alumni, now in post-secondary or graduated from Southeast College</p>	Three times per year	<ul style="list-style-type: none"> • Volunteerism from alumni residing/working on Nation
<p>3. Nation graduate/ethnic diversity alumni wall</p> <ul style="list-style-type: none"> • Student engagement – to correspond with alumni wall 	Commence with Grad 2025 onward	<ul style="list-style-type: none"> • Promotion of student grads in local newspapers and/or communication venues used on Nation • Print and promotion of student engagement initiatives and grad photos by corresponding Nation through their desired communication venues
<p>4. Promote and support reciprocal attendance at Nation career fairs and Southeast Career Fair</p>	Sept 2024 - May 2026	<ul style="list-style-type: none"> • Make Southeast College staff aware of upcoming career fairs on Nation, extend invite to Southeast College • Provide promotional materials to Southeast College
<p>5. Promote program offerings and improve communication of same via:</p> <ul style="list-style-type: none"> • Timely and consistent email communications • Delivery of in-person presentations, including community engagement sessions 	Sept 2024 - May 2026	<ul style="list-style-type: none"> • Post secondary/educational coordinators or designated person to make visible and discuss with potential students • Communicate to Southeast College the deadline for funding applications • Promote and provide space for in-person presentations
<p>6. Development of a strategic enrolment plan that prioritizes Indigenous student access to education in all programs</p> <p><i>**Benchmarking completed – policy currently going to draft to address Indigenous identity theft</i></p>	Fall 2024	<ul style="list-style-type: none"> • Promote programs, assist students in meeting deadlines • Provide feedback as to enrolment numbers to support Southeast College in making improvements in the strategic enrolment plan
<p>7. Draft a guiding practices document pertaining to Indigenous graduates and graduation ceremonies at Southeast College that addresses:</p> <ul style="list-style-type: none"> • Option for special recognition of Métis and Indigenous graduates • Honouring all graduates by inviting First Nation drum groups • Invitation of Indigenous delegates • Implement practice ongoing 	Dec 2024	<ul style="list-style-type: none"> • Present Métis graduates with sash – Métis Elder or Métis local representative • Consult with Southeast College in regard to presentation of Eagle Feather/other • Nation Member/Elder/Chief to present • Support inclusivity and encourage their students to attend main campus ceremonies • Support students on their Nation by attending or naming a designate to attend



Culture can be defined as all the ways of life including arts, beliefs, and institutions of a population that are passed down from generation to generation. Culture has been called “the way of life for an entire society.” As such, it includes codes of manners, dress, language, religion, rituals, art, identity, norms of behaviour, such as law and morality, and systems of belief.

An understanding of culture requires an understanding not only of language differences, but also differences in knowledge, world views, beliefs, attitudes, and behaviours.

Goal #5

Offer specific Indigenous content classes with focus on Indigenous culture, incorporation of history and treaties, traditional languages, and special interest classes

Actions	Timeline Year 1	Required Support from Nation Partners
1. Support and development of Indigenous language or cultural classes as per Nations request <ul style="list-style-type: none"> • Blackboard/online introductory course 	Timeline in consultation with training and design specialist	<ul style="list-style-type: none"> • Connect the college with designated language specialist/language speakers to work with training and design specialist
2. Utilization of Elders/Knowledge Keepers, storytellers/historians to enhance curriculum in applicable classes	Sept 2024 - May 2025	<ul style="list-style-type: none"> • Assist in connecting Southeast College with appropriate cultural experts
3. Poll the Nations as to what special interest classes they would like and possible provision of subject matter experts <i>i.e. Beading, ribbon skirt making, moccasin making, native-to-Saskatchewan plants used for herbs/healing (gathering, storage, and usage)</i>	2024 - 2025	<ul style="list-style-type: none"> • Participate and provide feedback • Provide local resource persons
4. To support all students in recognizing that the Métis Nation has a distinct and unique history	Sept 2024 - Sept 2025	<ul style="list-style-type: none"> • Métis locals support initiatives with providing information/contacts for resources
5. Offer Michif as a special interest class; supported by Southeast College's training and design specialist	Sept 2024 Commence inquiry/community engagement process	<ul style="list-style-type: none"> • Partner with Métis locals/Michif speakers • Provide leads for resources/speakers • Consult with Métis Nation – Saskatchewan Ministry of Language
6. Southeast College to promote, support, initiate, and attend at social justice events and initiatives <ul style="list-style-type: none"> • Promote awareness • Become active partners in being a voice and/or show of support 	Sept 2024 - June 2025	<ul style="list-style-type: none"> • Partner on initiatives for the purpose of student learning and to assist Nation project coordinators • Invite Southeast staff to on-Nation events • Elders to attend and speak to staff/students
7. Diversify swag options for staff members to increase participation of visible orange on Sept 20th <i>*Utilize local Indigenous-made items/items that support Indigenous business, where possible</i>	June 2025 - Sept 2025	<ul style="list-style-type: none"> • Provide names of artisans/other
Actions	Timeline Year 2	Required Support from Nation Partners
1. Ensure that the Indigenous Action Plan is an evergreen document	Sept 2024 - onward	<ul style="list-style-type: none"> • Host and/or attend meetings to provide input into planning, support in execution, follow-up, and evaluation of the Indigenous Action Plan so that it remains a dynamic response to the Truth and Reconciliation calls to action

Note: The Indigenous Action Plan is a cyclical plan that can result in initiatives in addition to those listed here. Over the four-year timeline, we will hold annual engagement and revision meetings and look forward to growing in relationships and to the work of reconciliation.

INTRODUCING OUR NATION PARTNERS:

Métis Nation – Saskatchewan Eastern Region III

Métis Nation-Saskatchewan (MN-S) is a government that represents Métis citizens in Saskatchewan. Eastern Region III is one of 12 regions of Métis Nation Saskatchewan and home to nine Locals which include the southern communities of Estevan (Métis Local 25), Weyburn (Métis Local 87), and Moosomin (Métis Local 44). Eastern Region III (ERIII) covers the southeastern part of Saskatchewan to the Manitoba border and south to the US border. The regional office is located in Indian Head, in the central part of the region.

Eastern Region III includes historical Métis communities, settlements, and Métis homesteads that we consider to be a part of the homeland. As Métis people, we have our own identity, culture, values, and language that are distinct from any other Indigenous peoples.

The Métis are recognized in the *1982 Canadian Constitution*, Section 35, which states:

- (1) The existing Aboriginal and treaty rights of the Aboriginal peoples of Canada are hereby recognized and affirmed.
- (2) In this Act, “Aboriginal peoples of Canada” includes the Indian, Inuit, and Métis peoples of Canada. Métis Nation-Saskatchewan (MN-S) announced its path for the pursuit of self-government through Kishchi Mashinaayikun Ooshchi Michif, the Sacred Document from the Michif. This self-government agreement is a modern treaty being negotiated with Canada and will constitutionally protect the right of self-government of the Métis in Saskatchewan, recognizing its jurisdiction over core governance matters.

“By exercising our right to self-determination, we are enhancing our government’s ability to support a healthy, vibrant, and prosperous Métis Nation in Saskatchewan for this generation and the next.”



Final Lessons From Bison – The Gift of Herd Mentality

The concept of a herd mentality is often given a negative connotation, but there is inspiration in how a herd of bison care for one another.

We know that bison run into the storm together. Together it's so much easier to face challenges with hope and courage.

If there is a predator, the female bison circle the young bison and the male bison circle around the females, creating two rings of defense. When we are faced with difficult things to overcome, it is so much easier to have a herd, or a support system. Remember, what happens to one individual, happens to all.



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