Life Promotion Toolkit

INFO SHEET 03/04

Cultural Appreciation vs. Appropriation in the Life Promotion Toolkit



Understanding the difference between appreciation and appropriation helps school staff respectfully implement life promotion activities while honoring Indigenous knowledge.

What's the difference between appreciation and appropriation?

Appreciation	Appropriation
 learning about Indigenous cultures with respect inviting a Knowledge Keeper to share teachings acknowledging Indigenous contributions supporting Indigenous-led initiatives admiring Indigenous culture without claiming it as your own 	 using Indigenous symbols, stories or activities without proper understanding teaching ceremonial or cultural practices without guidance presenting Indigenous knowledge as universal or personal expertise adapting cultural activities in ways that misrepresent or erase meaning

When do I need a Knowledge Keeper?

Some activities can be facilitated by anyone, but others require cultural expertise.

- Activities that can be facilitated by anyone: nature walks, reflective journaling, discussions about connection to land.
- Activities that require a Knowledge Keeper: teachings about medicines, making drums or dreamcatchers, ceremonies.

How can I engage respectfully?

- Refer to our <u>Facilitation Guide for Non-Indigenous School Staff</u> it outlines when and how non-Indigenous school staff can facilitate activities in the Life Promotion Toolkit.
- Practice <u>cultural humility</u> recognize your role as a facilitator, not a knowledge holder.
- Consult with Indigenous education teams, Elders or Knowledge Keepers before introducing cultural components.
- Create space for Indigenous students to engage with their culture on their terms, without placing the burden or expectation of teachings on them.

Visit our website for a link to the Life Promotion Toolkit and companion resources

smho-smso.ca/online-resources/life-promotion-toolkit-and-supporting-resources/





