



# **LLMC Circle Discussion Guide #4**

## **Diversity, Equity, Inclusion, and Accessibility: A Non-Performative Approach**



# Founders' Message to LLMC Participants



**Nancy Tremblay**  
Assistant Deputy  
Minister, Materiel,  
National Defence

“Thank you” doesn’t feel like enough to describe how happy we are, for you to have made the commitment to join the Lifting as you Lead Mentoring Circles program 4th edition, organized by the Diversity and Inclusion Office, Materiel Group, National Defence, and open to all Federal Public Service members.

What began as a simple idea from our consultations has grown into a thriving network, addressing the desire for meaningful networking and professional growth.

## **There’s Power in People Coming Together**

You're now part of a diverse network of 1100+ inclusive-minded leaders, assigned to a Circle: a small, trusted group for goal achievement in a safe space. This Circle will facilitate learning from others' experiences and diverse perspectives, expanding your knowledge and tactical skills.

LLMC offers a unique opportunity for everyone to feel valued and respected for their contributions. The relationships you build will accelerate progress and drive accountability.

By actively engaging with your Circle, sharing experiences, and fostering connections, you'll unlock personal and professional growth opportunities. This knowledge empowers you to advance in your career.



**Samantha Moonsammy,**  
Diversity and  
Inclusion, Materiel,  
National Defence



# Founders' Message to LLMC Participants

## The Time to Act is Now!

Thank you for answering the call to action, committing to creating a psychologically safer workplace for all, especially those from equity-deserving groups.

We hope you will feel a real and fundamental shift throughout the program. And together we will celebrate all the hard work you put into this experience. Thank you for showing up for yourself, your family, your organization and the communities you're called to serve.

Going forward, take advantage of all the networking that will take place, meet new LLMC members in MS Teams and on LinkedIn. Lean into the Masterclasses.

Choose to stay consistent with that next level version of you. We are rooting for you.

In collaboration,

Nancy Tremblay  
Assistant Deputy Minister,  
Materiel, National Defence

Samantha Moonsammy  
Diversity and Inclusion Section Head,  
Materiel, National Defence

# LIFTING AS

## YOU LEAD

MENTORING CIRCLES PROGRAM

CONNECT • ELEVATE • INSPIRE



# DIRIGER EN

## ÉLEVANT LES AUTRES

PROGRAMME DES CERCLES DE MENTORAT

CONNECTER • ÉLEVER • INSPIRER

## Circle Ground Rules & Values

- **Equality:** Everyone is an equal member
- **Substance:** Share what's important
- **Openness:** Listen and avoid judgements
- **Respect:** Treat others as they would like to be treated

## Participant Ground Rules & Values

- Confidentiality - trust is critical
- Bring your full self and beginner's mindset to each session
- Come nourished and stay hydrated
- Keep your camera on so everyone feels safe and connected
- Be candid and honest - listen with empathy
- Be ready to engage with your peers
- Remove outside distractions
- Keep your audio off, except when asking questions and contributing to the discussion
- Be fully present and attend all five weeks - no multitasking

# Agenda

## Diversity, Equity, Inclusion and Accessibility: A Non-Performative Approach

“As we focus on combating racism, it is not sufficient to simply equip ourselves with knowledge and tools. We must take action in ways we know will be meaningful in addressing all barriers and disadvantages”

**Ian Shugart, Clerk of the Privy Council and Secretary to the Cabinet**

“Our ability to reach unity in diversity will be the beauty and the test of our civilization.”

**Mahatma Gandhi, Indian lawyer, politician, social activist and writer**

### 1. Check-In: Warm up and get going (18 minutes)

#### 1.1 Welcome (1 minute)

Welcome everyone to our fourth Circle which focuses on a non-performative approach to diversity, equity, inclusion and accessibility (DEIA). Why is a non-performative approach to DEIA important? A performative approach to diversity is when an organisation makes superficial efforts to create the appearance of diversity and inclusivity without actually addressing the underlying issues of systemic bias and inequality. True change requires a non-performative approach.

Most people, if given the option, want to do the right thing. But knowing what actions to take is not always obvious. Although most of us have completed awareness training at work, there is no one right answer to the myriad of circumstances that might arise in our workplaces.

It is important that we take action to cultivate diverse and inclusive workplaces. This requires all of us to go beyond just ticking boxes and professing support for marginalised groups.

To be authentic co-conspirators for change, we have to make genuine attempts to foster inclusive workplaces. Our goals should be self-education, promoting DEI through our actions, recognizing and addressing our hidden biases, offering assistance to those requiring it, and embracing the intricacies and discomfort of DEIA work.





### **Bonding Moment**

On a scale of 1-10 (with 1 being the lowest and 10 being the highest), how familiar/comfortable are you around the topic of diversity, equity, inclusion and accessibility (DEIA)?  
(10 seconds each)

## **1.2 Your Health Comes First**

### **(1 minute)**

Before we begin today's Circle, an important reminder. The intent of these sessions is to have safer conversations about important subjects that will help transform the Federal Public Service by creating diverse and inclusive psychologically safer workplaces.

The subjects may be difficult for some people to discuss. If at any point during this session you feel that you need to step away, you may leave the session in order to protect your mental health. There's also a 5 minute break built in partway through the Circle.



### **Your health comes first.**

If you need to talk to someone, whether before, during, or after a circle, there is support available to you 24/7. Please see the support section at the end of this guide for contact information.

## **1.3 Overview**

### **(1-5 minutes)**

As astutely declared within the 2023 Clerk's Call to Action, "the time to act is now." Whether you are new to the topic of DEIA or already very aware, this week we will focus on self-reflection, privilege, and shifting mindsets in the workplace. Today, we take action by confronting and challenging systemic biases through a series of learning activities. Your learning and (un)learning journey continues here!

**For an intro to DEIA terminology, check out the next 2 pages (5 mins to read).  
If the group is already comfortable with the topic, skip ahead to the Icebreaker (1.4).**



## What is DEIA?

DEIA stands for diversity, equity, inclusion and accessibility. At its core, this acronym stands for all we can do to create a greater sense of belonging for everyone in our workplaces and the world as a whole.

## A Business Imperative

DEIA adds value by leveraging the organization's most competitive resource – its human capital. The Harvard Business Review, Boston Consulting Group, McKinsey, and Clear Company studies show how diversity strongly correlates with organizational performance. Diverse organizations can see many benefits including:

- 20% higher innovation
- 87% better decisions
- 2x faster decisions



## Diversity - What does it mean?

While everyone's specific definition of diversity might differ, it fundamentally means the presence of differences. In the workplace, this means there are or should be many different demographics of people working together. These demographics can include different types of people in the following categories: ethnicities, gender identities, marital statuses, national origins, physical abilities, political perspectives, races, sexual orientations, socioeconomic status, and veteran status.

## Equity - What does it mean?

Equity means ensuring everyone receives fair treatment on a level playing field. It also means rooting out any disparities in your department to ensure there is equal opportunity; an equitable distribution of resources among all of your workers; and the potential for equal outcomes for all your employees, regardless of which demographic group they represent.

## Inclusion - What does it mean?

Inclusion means people of all different demographics feel equally treated and welcome in your organization. This means ensuring all employees can build on their core competencies and express themselves in the ways they best see fit. Marginalized and underrepresented groups should feel just as included as anyone else. Inclusion doesn't mean assimilation or forcing people to hide a part of their identity to fit in. It means ensuring everyone feels appreciated and heard as they are.



## Accessibility - What does it mean?

Accessibility provides focused support to remove barriers and provide enhanced opportunities to all individuals, including individuals with disabilities and provides organizational support addressing all aspects of access and accessibility support.



## What is the difference between diversity and inclusion?

Diversity is a focus on the makeup of the workforce; focuses on the characteristics of the people. While in contrast, inclusion comes from deliberate acts of welcoming diversity and creating an environment where all people can succeed, encourages everyone to be their most authentic, genuine selves. When people feel included, they are more engaged, motivated, empowered.

### Personal Reflection Questions on DEIA:

- Consider a time when you felt a strong sense of belonging. What contributed to this feeling?
- Consider a time when you felt disconnected or even excluded. How did this affect your actions or the way you thought about yourself?
- By attending this Circle, how can you positively impact belonging throughout your interactions?

## 1.4 Icebreaker - Rose, Thorn, and Bud

(10 minutes)

**Instructions:** Each member reflects on a Rose, Thorn, and Bud that they have experienced with respect to belonging and psychological safety. Each member shares their Rose, Thorn, and Bud.

(4 minutes to reflect, then 1 minute per member to share)

- **Rose** = A highlight, success, small win, or something positive that happened
- **Thorn** = A challenge you experienced or something that you could use more support with
- **Bud** = New ideas or initiatives that have emerged (something you are looking forward to knowing more about or experiencing)





## 1.5 One Action from the last meeting (5 minutes)

**Instructions:** Go around your Circle and have each member share their One Action update from week #3, Mastering the Art of Negotiation.

Your One Action is a concrete commitment you made during your previous Circle session.  
(1 minute or less per member)



## 2. Educational activity: Lean in, get inspired, and add to your toolkit (32 minutes)

### 2.1 Video: Watch the “Inclusion Means Everyone Video” created by the Diversity and Inclusion Office, Materiel Group, National Defence (17 minutes)

**Instructions:** As a group, watch the “Inclusion Means Everyone” video (5m 20s), take a moment to reflect, then each member shares one key takeaway from the video.

**(7 minutes viewing and reflection, then 1 minute per member to share)**

**Wiki:** [https://wiki.gccollab.ca/Inclusion\\_Means\\_Everyone\\_Video](https://wiki.gccollab.ca/Inclusion_Means_Everyone_Video)

**DWAN:** <https://018gc.sharepoint.com/:v/s/WKG-2177-0003/EZ66EWxtBx5HqKsleqF5UIABJncBzC3RKAeVTRh5CCLoFw?e=6gDzat>



**The story behind the video:** At the Materiel Group at National Defence, we want everyone to feel that sense of belonging. We want every Defence Team Member and Federal Public Servant to experience this on their teams and in their organizations.

That's why we created this video. We wanted to create a video to connect everyone and celebrate everyone's talents and layers. Diversity and inclusion is not just about gender, ethnicity, sexual orientation, background, disability, culture, age, or mental health—it's about everyone.



- Inclusion acknowledges that we all just want an equal chance.
- A chance to feel appreciated and respected for who we are.
- To be strengthened through our differences.
- We are all unique. We are all human.
- Inclusion promotes belonging, purpose and well-being.
- Diversity and inclusion work takes commitment. It takes the responsibility to work together to improve ourselves, and to focus on the people-side of business. It takes accountability to recognize and learn from our mistakes. It's about making the conscious decision to do better today than yesterday.

**YouTube:** [https://wiki.gccollab.ca/Inclusion\\_Means\\_Everyone\\_Video](https://wiki.gccollab.ca/Inclusion_Means_Everyone_Video)

**DWAN:** <https://018gc.sharepoint.com/:v:/s/WKG-2177-0003/EZ66EWxtBx5HqKsleqF5UIABJncBzC3RKAeVTRh5CCLoFw?e=6gDzat>



## 2.2 Group activity: Dr. Peggy McIntosh on White Privilege and Forming Stereotypes

(15 minutes)

**Instructions:** Please read aloud together as a group. Circle members can take turns reading the paragraphs below aloud. A suggestion for the activity to flow more smoothly would be to pre-determine who would like to read parts of the text and in what order. Then, have a discussion about the content, using the questions below as a guide.  
(10 minutes for reading, then 5 minutes for discussion)



Privilege is defined as “an invisible package of unearned assets”. There are many sources of privilege, depending on social context. Let’s discuss together, beginning with the groundbreaking article by Dr. Peggy McIntosh.

Entitled "White Privilege: Unpacking the Invisible Knapsack" and first published in 1989, this seminal work continues to be widely cited around the world on the subject of privilege.

In this article, Dr. McIntosh introduces the concept of privilege as "an invisible weightless knapsack of special provisions, maps, passports, codebooks, visas, clothes, tools, and blank checks."

Discussions about privilege often revolve around facets of identity like gender, race/ethnicity, age, sexual orientation, disability status, and religion, which can all contribute to privilege in society and in the workplace. But Dr. McIntosh emphasizes that privilege can stem from a variety of social contexts. National origin, dominant language, and accents are some examples of other factors that contribute to privilege (or lack thereof).

Note that everyone will have a lifetime of experiences of both advantage and disadvantage, empowerment and disempowerment within many different systems of power. We recognize that all people are both located in systems and also uniquely individual.

When we look at systemic issues, we are looking at the systems in our organizations, policies, and society. We are looking to change to be more inclusive systemically, and structurally, rather than only in terms of individuals making individual choices.

Let’s look at some examples:



Examples of Personal Privilege	Examples of Privilege in the Public Service
Sexual orientation Employment Families' relation to class Physical ability Education Money Region Handedness Housing Religion Language Neighbourhood Gender Nation of origin Families' languages of origin Gender identity Ethnicity	Medical benefits Regular pay Continuity of employment Flexible work hours/compressed work week Paid leave and vacation Maternity & parental benefits People you know / your network

Now that we've seen some examples of privilege, let's consider how privilege comes into being by taking a look at Jane Elliott's "Brown Eyes, Blue Eyes" experiment.

In 1968, Jane Elliott, a Grade 3 elementary school teacher, conducted an experiment with children to explore social and psychological dynamics affecting one's sense of belonging. She showed that privilege could quite easily be assigned to individuals based on an arbitrary characteristic – eye colour – and still take on significant social meaning.

Dividing her students into two groups based on their eye colour, Elliott initially declared that those with blue eyes were superior, smarter, and nicer than those with brown eyes. The privileged blue-eyed students also received praise, preferred treatment, and enjoyed extended recess breaks.

On the following day, she reversed the roles, making the brown-eyed students the dominant group. Remarkably, the children who were designated as inferior on a particular day not only faced criticism and treatment as inferior but also exhibited decreased confidence and performed worse on tests.

The experiment revealed the profound impact of attaching social value or significance to arbitrary characteristics like eye colour. Initially, the children had no inherent social divisions based on their eye colour, and it didn't matter to them whether they had brown or blue eyes.

However, as soon as the teacher attributed social value to each eye colour, the children started to group themselves into higher and lower status categories. They began seeing each other as representatives of these categories, reinforcing stereotypes established by the teacher.

Research indicates that stereotypes form early in life, even in children as young as two to four years old. Gender stereotypes, for instance, show that children already have clear ideas of how boys and girls should behave. These stereotypes become cognitive structures in the brain, getting strengthened with each association of a trait or characteristic to a particular label.

This top-down information processing leads people to categorise others based on labels, and once categorised, individuals tend to apply all the associated traits to that person, regardless of how well they fit the label. This process is linked to a basic human need to categorise others as friend or foe, which is almost automatic in the brain.

Overall, the Brown Eyes, Blue Eyes experiment underscored the power of social values and stereotypes in shaping how individuals interact with one another and highlights the early formation of such cognitive structures in human development.

Because of how ingrained these structures become, McIntosh's article continues to serve as a vital resource for understanding and addressing privilege in various spheres of life. By recognizing the inherent privileges we possess, we can strive for a more equitable and inclusive society that challenges the invisible advantages some individuals enjoy while advocating for fairness and justice for all.

**Inclusion means everyone, always, and we all have a responsibility to take action.**

### **Discussion Questions:**

- In what ways can privilege be both visible and invisible in our society and workplace?
- How can recognizing and understanding our own privileges help us become more empathetic and supportive allies to deserving equity groups?



## Your Health Comes First!

Before the next activity, take a 5 minute mind & body break. Grab some water, use the washroom, stretch—whatever you need!



## 3. Group activity: Share your story, learn from others, and make new connections (15 minutes)

### Group discussion: Check your privilege

Are there privileges that you enjoy within the workplace, perhaps without being aware of them? Review each of the statements provided and indicate whether you can count on this privilege at work. What does this tell you about the privileges that attach to different categories of people?



**Instructions:** Read the statements below (next 2 pages). For each statement, answer yes or no, then be ready to discuss your answers with the group.

- For each question, if you answer **Yes**, consider which of your identities afford you that privilege
- For each question, if you answer **No**, consider what types of people do enjoy that privilege

(5 minutes individual review, then 1 minute share per member)



## Check Your Privilege Checklist

Statement	Yes	No
I can count on looking at the top level of management in most organisations in the Government of Canada and seeing people (i.e., more than just a “token” individual) who belong to my identity group.		
I can trust that I will get credit for my ideas and contributions.		
I can feel comfortable being my preferred self, showing my true personality, at work without worrying that people will judge me negatively for it.		
I am confident that people will attribute my success to my ability rather than to luck or to the goodwill of others.		
I can speak up within my work group and not worry that others will attribute something about what I said to my identity category; instead, they will focus on the idea itself.		
I can trust that my behaviour will be viewed as only my own and not representative of a wider group.		
I can trust that I won't be talked over in a meeting.		
I can talk about what I did over the weekend without worrying about what it will reveal about me.		
I can trust that my peers and colleagues assume I have earned my position through my abilities.		
I can mention my family responsibilities without being perceived as a less valuable contributor.		
I can speak up without being interrupted.		



Statement	Yes	No
If I opt not to take on volunteer tasks (like organising team social functions, workspace clean-up efforts, or taking the time to orient newcomers), or decline requests to do so, I don't usually worry about appearing selfish or feeling guilty.		
I can count on my coworkers wanting to include me in their conversations.		
I can display photographs of my family or my personal life without worrying that it will invite negative perceptions.		
I can count on my coworkers assuming that we will have things in common that unite us.		
I feel comfortable asking questions or asking for help because my coworkers assume I am competent.		
When I am asked to serve on committees or task forces, I assume it's because people value what I have to offer, not because they need a representative from my identity group.		
I am never asked to speak for all the people of my identity group e.g., "What do X-type of people think about this issue?").		
If I feel I've been mistreated in some way by a coworker, I usually do not wonder whether it's because of my membership in a particular identity group.		
I am confident that people will attribute my success to my ability rather than to luck or to the goodwill of others.		

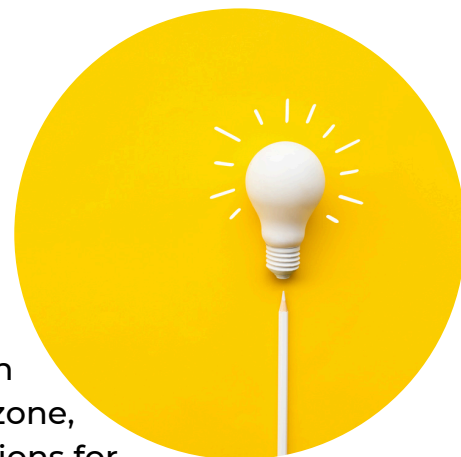




## 4. One Action: Apply yourself, pledge to grow, and inspire others (10 minutes)

### Group Discussion: Apply what you have learned

Your “One Action” is a concrete commitment that you will undertake this week related to the topics discussed during each Circle. The goal of a One Action is to step outside your comfort zone, practise a new skill, or try something new. Examples of One Actions for this Circle can be found in the table below.



**Instructions:** Each member declares their One Action commitment for this week.  
(1 minute per member)



Diversity, Equity, Inclusion and Accessibility		One Action
1	I will take action to effect culture change within my organisation by encouraging participation in DEIA training and activities.	Use the Circle activities, the Continue on Your Path to Learning blog post (see page 16), and the <a href="#">Circle 4 resources</a> to prepare your One Action.
2	I will take multiple measures to ensure that diverse perspectives, cultures and identities are represented at decision-making tables.	
3	I will actively promote an atmosphere of inclusivity within the team. I will cultivate a safe and respectful space that values diverse perspectives, cultures and identities, demonstrating a genuine interest in each team member's unique background and experiences.	
4	Take your learning Beyond the Circle!	Explore the Learning Library Resources at the end of this guide
5		Write down your One Action commitment in the table cell to the left and get ready to report about it at Circle #5.



## 5. Wrap-up: What's next and a few final words (5 minutes)

Thank you everyone for your active participation in this week's topic – Diversity, Equity, Inclusion and Accessibility: A Non-Performative Approach. We hope that today's Circle has broadened our views on privilege and provided us with a better understanding of how privilege affects us all.



**Recap:** To recap today's Circle, please review this discussion guide to help you reflect on this Circle session and implement your One Action for diversity, equity, inclusion and accessibility.

**Masterclass:** Join us for our final Masterclass taking place on Monday, November 18, 2024 at 1:00 pm Eastern Time. This 90-minute Masterclass is a hands-on coaching class on Self-Compassion and Neuroplasticity. Invitations to all 5 Masterclasses have been sent to you prior to the start of this LLMC cohort. Please see your calendar for details.

**Next Circle:** The next Circle session will be focused on Self-Compassion and Neuroplasticity. We will learn how to see change as an opportunity instead of an obstacle or barrier. Please review the Discussion Guide prior to the Circle #5 session.

**Circle Leader and Assistant Circle Leader Selection:** Do we have our circle leader and assistant circle leader for next week? If leaders for the next Circle were not chosen, ask for volunteers for both positions.

**LLMC Written Component:** Please share your comments by completing the bi-weekly Written Component forms. A link to the form can be found in your calendar. Completion of these forms is one of the commitments you made when you applied. The LLMC Program team relies upon your feedback to continue to grow the program.

**LLMC Lounge:** Join this Friday's LLMC Lounge if you would like to connect and engage more on this week's topic. This 60-minute session is facilitated by the LLMC Program Team at Materiel Group's Diversity and Inclusion Office (DIO) every Friday. [Join here.](#)

**Thank you everyone!**

**Be well, take care and see you at Circle #5 on Self-Compassion and Neuroplasticity**



## To Do Checklist: Next Week at a Glance

- Consult the [LLMC Program Overview Wiki page](#) for all checklist links
- Fill out the Reflection Questions (next page)
- Complete your One Action
- Complete your Written Component
- Review Discussion Guide #5 on Self-Compassion and Neuroplasticity
- Watch Your body language may shape who you are
  - YouTube: <https://youtu.be/ugBrrNS9fKE>
  - DWAN: [https://018gc.sharepoint.com/:v/s/WKG-2177-0003/EfFJPeZVO25No9OL\\_Imc33QBmPhjGHvUCsQFeZbLLTqpRg?e=HnNHff](https://018gc.sharepoint.com/:v/s/WKG-2177-0003/EfFJPeZVO25No9OL_Imc33QBmPhjGHvUCsQFeZbLLTqpRg?e=HnNHff)
- Attend the Masterclass on November 18 at 1:00pm Eastern
- Attend the LLMC Lounge on Friday at 1:00pm Eastern (optional)
- Think of a compliment you'd like to give to each other member of your Circle
- Join the [LLMC LinkedIn group](#)
- Check out the Beyond the Circle bonus content at the end of this guide & the [LLMC Learning Library](#)
- Continue on your path to learning
  - Check your assumptions & question your ideas
  - Consider looking at workplace situations from the perspective of those who risk exclusion (equity-seeking groups)
  - Be curious and STAY curious
  - Complete the [Harvard Implicit Bias Test](#) and learn more about yourself





## Reflection Question

**Instructions:** Write down 3 insights/key takeaways learned from the session

1	
2	
3	

## Next Week

**Instructions:** Write the names of next meeting's Circle Leader and Assistant Circle Leader

CL	
ACL	

## Beyond the Circle

### Diversity, Equity, Inclusion & Accessibility- Learning Library Resources

#### Government of Canada Resources

- Government of Canada Diversity and Inclusion Conference Web Resources
  - Web Resources Focused on Anti-Racism, Diversity, and Inclusion
- Statistics Canada: Gender, Diversity, and Inclusion Statistics
  - Statistics covering the population of Canada from children and youth to the various employment seeking groups
- Treasury Board of Canada Secretariat: Centre on Diversity and Inclusion
  - Centre dedicated to the barriers and challenges to achieving a diverse and inclusive workforce
- Inclusive Hiring Practices for a Diverse Workforce
- Canadian Centre for Diversity and Inclusion
- Making Documents More Accessible - GC Guide

#### Books

- The Skin We're In: A Year of Black Resistance and Power by Desmond Cole
- Les diversités en milieux de travail: Discrimination, égalité des chances et inclusion par Michel Racine et Yves Hallée
- Building a House for Diversity: A Fable about a Giraffe & an Elephant Offers New Strategies for Today's Workforce by Roosevelt Thomas and Marjorie Woodruff
- How to Be an Anti-Racist by Ibram Kendi
- Viola Desmond's Canada: A History of Blacks and Racial Segregation in the Promised Land by Graham Reynolds et al

#### Articles

- Unpacking the Invisible Knapsack
- How to Use Your Privilege to Level the Playing Field
- Racism in Canada is ever-present, but we have a long history of denial
- Comment l'inclusion et la diversité peuvent améliorer votre entreprise
- Gestion de la diversité, de l'équité et de l'inclusion (GÉDI)
- Diversity wins: How inclusion matters
- Keeping Up-To-Date With 2SLGBTQIA+ Terminology
- Advancing Strategy through Staffing
- Paying Attention to White Culture and Privilege: A Missing Link to Advancing Racial Equity

## Beyond the Circle

### Diversity, Equity, Inclusion & Accessibility- Learning Library Resources

#### Videos

- Black in the Matrix - 2023 LLMC Masterclass #4 (1h 11m)
- Get comfortable with being uncomfortable (10m 44s)
- How to get serious about diversity and inclusion in the workplace (10m 54s)
- How diversity makes teams more innovative (10m 56s)
- The world needs all kinds of minds (19m 26s)
- Disability Inclusion in the Public Service of Canada: Hélène's Story (2m 08s)
- The Urgency of Intersectionality (18m 39s)
- Heartbeat of a Nation (20m)
- First Stories - Two Spirited (6m)
- New World Ideas: Indigenous Innovations that Changed Everything (20m)
- Jeu ancestral : La crose (7m)
- Kuujjuaq 1 | Les grandes entrevues avec Patrice Roy (26m)
- Métis Hunt for Justice: The Powley Story (documentary film) (62m)
- Miss Campbell: Inuk Teacher - NFB (15 min)
- Elisapie : faire face à la musique (52m)
- Zaagi'idiwin (9m)
- The Lake Winnipeg Project: Matheson Island (14m)

#### Web Resources

- Harvard Implicit Bias Test
- Georgetown University's Anti-Racism Toolkit Glossary
- LinkedIn Learning Online Anti-Racism Courses
- LinkedIn Learning Online Diversity Courses

## Contact Us



Contact us on the [LLMC Support Form](#)





## Support

### Employee Assistance Program (EAP)

EAP provides free short-term counselling for personal or work-related problems as well as crisis counselling.

Toll-free: 1-800-268-7708

TTY (for people with hearing impairments): 1-800-567-5803

<https://www.canada.ca/en/government/publicservice/wellness-inclusion-diversity-public-service/employee-assistance-program.html#E>



### Hope for Wellness Helpline

24/7 access to Indigenous Counsellors

Available in French and English and, upon request, Ojibway, Cree and Inuktituk.

1-855-242-3310

Chat line via: <https://www.hopeforwellness.ca/>

### Member and Family Assistance services (Canadian Armed Forces)

The Member and Family Assistance services is a 24 hour, 7 days a week bilingual telephone and face to face counselling service that is voluntary, confidential, and available to Canadian Armed Forces (CAF) members and their families who have personal concerns that affect their well-being and/or work performance.

<https://www.canada.ca/en/department-national-defence/services/benefits-military/health-support/member-family-assistance-services.html>

### Sexual Misconduct Support and Resource Centre (National Defence)

The Sexual Misconduct Support and Resource Centre (SMSRC) was created by the Department of National Defence but is independent from the CAF chain of command and is not required to report incidents of sexual misconduct to the CAF. Support services for CAF members, National Defence public service employees, Cadets and Junior Canadian Rangers affected by sexual misconduct and their families, aged 16 and older. Guidance and support for leaders and management on addressing sexual misconduct.

<https://www.canada.ca/en/department-national-defence/services/benefits-military/health-support/sexual-misconduct-response.html>

Contact us on the [LLMC Support Form](#)



## Support

### **The Canada Suicide Prevention Service**

Talk Suicide Canada provides nationwide, 24-hour, bilingual support to anyone who is facing suicide.

Toll-free: 1-833-456-4566.

<https://www.crisisservicescanada.ca/en/>



### **Wellness Together Canada**

Mental Health and Substance Abuse Support.

Toll free 1-866-585-0445

<https://wellnesstogether.ca>

**The Lifting as you Lead Mentoring Circles Discussion Guide was created by the Diversity and Inclusion Office, Materiel Group, National Defence.**

 [diversityandinclusion-diversiteetinclusion@forces.gc.ca](mailto:diversityandinclusion-diversiteetinclusion@forces.gc.ca)

 [https://wiki.gccollab.ca/Diversity\\_and\\_Inclusion\\_Office](https://wiki.gccollab.ca/Diversity_and_Inclusion_Office)