

Cuystwi: Indigenous Youth Wellness

Facilitator and Curriculum Guide

July 20th, 2015





- Eagle Talk.....20
- Theme 2: Identity.....22
 - Your Family Home.....22
 - Who Are We?.....24
 - Where Are You?.....26
- Theme 3: Culture.....28
 - What Is Culture Anyway?.....28
 - What Is In Your Culture?.....30
 - What Does Your Culture Look Like?.....32
 - Puzzle Talk.....33
 - Who We Are!.....35
- Theme 4: Colonization.....37
 - What Happened Anyhow?.....37
 - Walking Through History.....39
 - The Hammers.....41
 - Return of the Eagle.....43
- Theme 5: Racism.....44
 - Got Game? Get Real!.....44
 - What’s this all about?.....46
 - The Roots of Racism.....48
 - What can you do About Racism?.....50
- Theme 6: We Are All Warriors.....52
 - Warrior Song.....52
 - What Now?54
 - Living Like A Warrior.....55
 - Eagle Invites You.....57
 - You Are A Young Warrior!59
- Resources for Youth and Facilitators.....61
- References.....62

Acknowledgements

This online project is dedicated to youth who are walking forward into their future, while they learn the wisdom of the generations that have walked before.

We thank all those who have contributed time and expertise to the development of the Cuystwi: Indigenous Youth Wellness Online Program. In particular, our community partners have inspired and walked along side us in this development process.

At times, Indigenous youth require support to manage the complex factors that they confront in their daily lives. In some cases, the cumulative effects of colonization have resulted in dislocation from land, language, culture, identity, family, and community.

Community partners from the north of British Columbia recognized this need, and with Provincial Health Services Authority, Aboriginal Health has taken action to begin addressing some of these issues. The Indigenous Youth Wellness online program was created for those youth aged 10-12 who might live in difficult circumstances to begin creating connections with other youth and their community.

PART ONE: INTRODUCTION

Project Overview

- *Learning requires the active participation of the learner*
- *Learning is both an individual and group process*
- *Learners learn at different rates and in various ways*

This facilitator/curriculum guide offers suggestions for active participation after time spent on the activities in the online quest. This document will incorporate suggested activities from our pilot communities and encourage culturally unique activities, specific to community and Nation.

The youth participating in focus groups for this project have stated their priorities as learning about their own culture, Nation, community, traditional territory, and language. They wish to engage with Elders to learn the values of living in harmony and interconnection with our land and each other.

Learning about this interconnection to each other, our land and our culture are characteristics of the young warrior that this curriculum strives to inspire. *Passion, perseverance, prayer* and *purpose* are often identified as four characteristics needed by a young warrior in transformation.

Although this program considers core Indigenous values, it does not try to address specific spiritual teachings or information about community cultural beliefs. It is our hope that the curriculum will lead each individual and community group to identify and explore their own culture within each family and community.

The online portion of the curriculum is presented first in each task as a guide for the instructions and activities. Each task has a closing question that is the clue to unlock the next task on the quest. An image will be entered into the shadow box that records a cumulative record of the young warrior's journey. At the end of

the quest it will be available to represent the journey online or in printed form as a record of completion.

Did You Know?

First Nations youth suicide statistics:

- 30% of First Nations people have felt sad or depressed for 2 or more weeks
- Suicide and self-inflicted injuries are the leading causes of death for First Nations youth
- First Nations youth commit suicide about 5-6 times more often than non-Aboriginal youth
- The suicide rate for First Nations Males is 126 per 100,000 compared to 24 per 100,000 for non-Aboriginal males
- For First Nations females, the suicide rate is 35 per 100,000 compared to only 5 per 100,000 for non-Aboriginal females

(Health Canada, n.d.)

Themes

Identity: Building on interconnection of family, community, and the land.

Culture: introduction of the concept with videos sharing cultural activities from different Nations across the province: culture is food, art, song, respecting the land, living in balance. We invite the youth groups to produce and upload their own 'culture is wellness' videos.

Colonization: Introduces the concept, historical context, major elements and the ongoing cumulative effects on Aboriginal people: youth become aware of how it impacts them.

Racism: Addresses different types of racism experienced by Aboriginal people, youth learn the rights of children, and skills and tools to deal with racism and bullying.

We are all Warriors: Emphasizing personal and collective strengths and values with themes of culture, interconnection, and community. This area includes inspiring video stories of youth who have overcome challenges.

Identity

There was a systematic attack on our people through colonization and genocidal policies set to “kill the Indian in the child”. By doing so, the intergenerational impacts are still felt today. “In the context of Residential Schooling, “killing the Indian” meant dis-connecting children physically, emotionally, mentally and spiritually from their language, culture and their communities and also, but most painfully, from their own sense of identity as being Indian”. Even though this happened, somehow we must support our youth to reconnect with their sense of belonging to their families and communities. Also, we must work on how we support and encourage First Nations youth to form their identity.

(Manson, 2013, p. 9, 13)

Culture

By connecting, re-connecting or discovering our Indigenous culture we can begin to heal the disruption caused by colonization. As part of identity development the exploration of culture can lead to a sense of belonging and pride in ourselves and our people. Connecting with culture and the values of Indigenous culture can strengthen youth and make them more resilient in dealing with the challenges that life presents.

Colonization

Since European contact, First Nations people have struggled with the imposed laws and regulations that have ruled First Nations lives. These laws and regulations were imposed by the Government of Canada. “In 1867 the federal government of Canada, through the terms of the British North American Act, took on the official responsibility for managing Indians and Indian lands”. Europeans believed that Indians were savages and uncivilized because of the differences in lifestyle and beliefs. This Act would later be renamed Canada’s Constitution Act. In Canada we have federal legislation that governs status Indians. The Davin Report of 1879, which laid out the future of Residential Schools and included recommendations for cultural genocide against the First Nations, noted “... that western Indians were merely at an earlier stage of evolution than their white

brothers and sisters”. There have been numerous Acts that have governed First Nations’ day-to-day lives and these have rippled out to impact our way of connection, belonging and identity for our First Nations youth.

(Manson, 2013, p. 9-10)

Effects of Colonization:

Physical – The introduction of infectious diseases that wiped out the Indigenous population and resulted in an intergenerational and culturally produced form of complex post-traumatic stress disorder related to effects of colonization and oppression

Economic – The violation of Native stewardship of land and forced removal of people from their traditional territory, way of life and economy

Cultural – The wave of Christian missionization intended to bring about religious transformation and cultural destruction through prohibitions imposed on Aboriginal culture and belief systems

Social – Associated with the stages of Aboriginal displacement through colonial settlement, which brought alien social structures, introduced non-traditional coping mechanisms and silenced “knowledgeable subjects” within the Aboriginal population; thus, damaging families, altering gender roles, authority and diminishing cultural values

Psychological – Associated with the marginalization of Aboriginal people, as their social selves became largely diminished and impoverished. In addition, any perception of control that they had over their lives became reduced and badly undermined and, ultimately, placing perceptions regarding locus of control on the colonizers.

(Wesley-Esquimaux, Cynthia C & Smolewski, 2004, p. 6)

Racism

We know that Indigenous specific racism still exists in Canada. It is important that youth understand the factors that lead to racism and how they can deal with racist situations when they arise. Understanding the issues around discrimination, stereotyping and prejudice provide the foundation for youth to challenge racism today.

PART TWO: GUIDING PRINCIPLES

A Facilitators Role

You may be asking yourself, what is my role as a facilitator? Your role is to promote discussion, the sharing of ideas, and explore different approaches to the topic. As a facilitator, you are responsible for the following:

- Introducing the program
- Maintaining organization and time
- Creating an open environment for discussion
- Leading and encouraging discussion
- Asking open-ended questions to encourage thought
- Making sure all of the youth have an opportunity to participate

A facilitator should also be aware of the following:

- Be aware that there may be cultural differences between regional groups of Indigenous youth.
- Be sensitive to and adjust language and have youth express any differences they observe.
- Be alert to youth who have been affected by the discussion. If you have a co-facilitator it is helpful to have one observe while the other leads the discussion. It is good to ask if anyone has uncomfortable or strong feelings about the discussion at the end of sharing time. If they are not willing to speak, perhaps they will write a note for the discussion box that you can prepare in advance of the first sharing circle. It can be left in a convenient location for youth who wish to use it.
- You are not expected to be a teacher or a therapist. Be honest and say when you don't know. It is important to be yourself to develop the best relationship you can with the youth.

Facilitator Tips

- Speak in a clear voice so that everyone can hear you. Speak slowly enough to be understood
- Make eye contact with participants and make an effort to learn their names
- Try to use humor. Humor eases tension and will make the activities more fun for everyone
- Create opportunities for questions and sharing
- Keep the group on track and stay focused on the discussion
- Listen through active listening; write comments in the “Additional Notes” section after each task
- Remain open to feedback
- Involve an Elder or role model when possible for cultural perspective and/or teaching
- Be aware of, and model, appropriate dress, language and respect
- Your role is to facilitate the exploration of the material, no matter how informal
- Be honest and genuine
- Ensure a safe environment
- Be aware of when participants are uncomfortable or unwilling to share. Do not push them

Adapted (Manson, 2013)

How do I run a facilitated discussion?

- Start by introducing yourself and set a positive tone for the group
- State your role, goals and hopes for the session
- Make the group objective clear before you begin – the group must agree on this before it can move on.
- Start with an **icebreaker** to encourage participation.
- Make sure only one person speaks at a time and the others listen
- Make sure you have some knowledge about the topic of discussion
- If you are asked a question that you are unable to answer, offer alternative resources

- Your role is not to lecture or answer the questions. Don't be judgmental – allow everyone to express their views
- Finish the discussion by asking, “what have we learned?” Highlight one or two points that the group thought was important

Why Icebreakers?

Icebreakers can play an important role in helping young people connect with one another in a group environment. Icebreakers can also help to stimulate participation. Below is a link for examples of 40 Icebreakers for Small Groups:

http://insight.typepad.co.uk/40_icebreakers_for_small_groups.pdf

How do I handle challenging group members?

The over-talker: This individual has plenty to say and likes to be the first to speak up. Remind the group that the discussion requires equal participation. If the problem continues, talk to the individual outside of the group. Ask them for help in getting other group members to contribute more.

The non-talker: This individual is generally shy. Try calling on him or her to contribute to the discussion. Make sure to provide lots of support to their contribution to build confidence.

The tangent-starter: This individual tends to get the group off track. You may allow this person to go off on these tangents once in a while, but you need to firmly bring the group back on track. If the problem continues, talk to the individual outside of the group and express your appreciation for their contribution. Ask for their help to keep the group on track.

The insensitive person: This individual can offend other group members. Remind everyone of group guidelines and speak with this person outside of the group. Offer advice on how he or she can be a better group member. Seek extra help if necessary.

(The Law Society of Upper Canada, n.d.)

Conducting a Sharing Circle

- Explain that the circle is a very important structure in Aboriginal cultures and worldviews. In a circle everyone is equal, as well as interconnected. This ‘coming together in unity’ builds a strong sense of ‘community’. Sharing, communication and decision-making are facilitated well in a circle.
- Show the Talking Stick or object and explain that it will be passed around the circle from person to person. Participants are only allowed to talk when they are holding the Talking Stick. If they are not holding the Talking Stick they are listening. Explain that there is always the ‘right to pass’ but encourage them to share.
- Review the following “**Standards of Presence**” to the group
- Begin by asking each participant to introduce themselves by sharing their name and comment on the topic at hand. The topic can be determined by the group or the facilitator.
- Begin by going first (modeling) or by asking if there is a volunteer who would like to start. Leave the room silent; a pause will allow the youth time to find their words.

(Ravenspeaks, n.d.)

Standards of Presence

Take responsibility for yourself: You are the only person you can change. Use “I” statements. Own your feelings, perceptions, wants, etc. Recognize that this is an opportunity for you to exercise self-care by speaking your truth, being heard and expressing more of who you really are.

Confidentiality: What you see, speak, share or hear that is personal or specific to another, remains with you. When sharing refrain from being name specific and share your story in an honoring manner that relates to your own experience.

Adopt a beginner’s mind: Consider the possibility that there may be more for you to learn and benefit from, than what you’re currently aware of, or have experienced.

Maintain a positive focus: Focus your positive attention on the person sharing. Look for the gifts being shared (e.g. their openness, vulnerability, caring, etc.)

Connect at a heart level: Open your heart to the essence of what is being conveyed. Be willing to get “out of your mind” and release the need to evaluate, judge or compare.

Be fully engaged with the speaker: Refrain from side talk, cross talk or interrupting when someone is sharing

Give only positive support: Always see what is positive and possible! Don't give any unwanted advice, criticism or counseling.

(Ravenspeaks, n.d.)

Potential Risk Factors

Youth who participate in this online curriculum could be in difficult circumstances and need assistance and support. Please be aware of the steps that can be taken to assist with identification of these situations. Signs of suicide risk factors are listed below:

Important suicide risk factor signs to be aware of:

1. Talking or threatening to kill or harm oneself.
2. Previous suicide attempts.
3. Severe depression (feelings of hopelessness, helplessness, loneliness, withdrawal, changes in appetite, sleep, and school or work performance).
4. Sudden energy following a period of depression (energy is needed to take one's life).
5. Loss of an important person, object, ideal or self-esteem.
6. Making final arrangements (saying goodbye, getting rid of friends, giving away prized possessions).
7. Abusive use of drugs and alcohol.
8. Themes of death and dying in the youth's writing and artwork.
9. High stress in the youth's life or loss of loved ones by death, divorce or separation, sickness, changes in environment.

10. Youth has a suicide plan that is logical and well thought out.
11. The youth does not have many sources of support (does not have friends or family, or they are not available to help).
12. Severe health problems or constant complaints of illness.
13. Communication is very limited; and, if tried to communicate was not successful.

Actions to take:

- Continue to monitor and make contact with youth who have 3 or less of these signs.
- Persuade the student to seek help from a school counselor or Indigenous health services psychologist if there are up to 7 of these signs.
- Take action by informing Indigenous health services psychologist about the youth if there are 7 or more of these signs and try to get additional help.

(LaFromboise, 1996)

Medicine Wheel

The Medicine Wheel is a symbol that represents holism. “Holism means awareness of a sensitivity to the interconnectedness of all things: of people and nature; of people, their kin and communities; and within each person, the interconnectedness of body, mind, heart and spirit.”

Balance and holism are the fundamental principles underlying the Indigenous worldview and concept of spirituality. The circle is one of the most sacred spiritual symbols because it expresses a unifying force in life.

(Aboriginal Healing Foundation, 2005, p. 23)

It is a visual reminder that balance and harmony are necessary to living a healthy life. Examples of this include: healthy relationships between women and men, between individuals and community, and between the social and the spiritual (Waldram, 2008).

PART THREE: GETTING STARTED

Cuystwi

is a word from the Stl'at'imx language that was provided by our Elder, Gerry Oleman. It means, "let's go." It is pronounced 'cwho wheesh twee'. The Eagle will introduce the name to the youth on the site along with the meaning.

Learning Objective

This is a quest that will encourage youth to become young warriors. They are invited to understand the world as it is now and learn how it came to be this way. Holism and interconnection with each other and the land is integrated in the concepts that the youth come to understand during their quest to wellness. The quest connects youth to Indigenous culture, their land and the community.

Youth learn to understand their connection to others while they develop their own character. They recognize that they have the ability to make wise decisions, as demonstrated by other Indigenous youth, no matter what adversity may surround them.

Youth will follow a path through the topics of family, community, colonization, and racism that leads them to learn many valuable lessons about identity, participation, character, pain and endurance. As young warriors, youth learn the most important way to help people is through connecting with them. They seek knowledge by observing traditional ceremonies in their own community and other communities.

As warriors in training, youth mature and learn to have a healthy love and respect for themselves and others. They will acquire life skills and knowledge to begin the journey of a young warrior. They will learn many things about themselves, their community and the world they live in along the way.

Cuystwi replicates the traditional teaching relationship between Elder and youth. Cuystwi's site guide and narrator is Eagle, the voice of Stl'at'imx Elder, Gerry Oleman.

Sharing Circle Discussions

Notes are provided throughout this manual with the model of the online curriculum. These are suggestions for the facilitator to use at their own discretion. Not all of the suggestions will suit every situation that facilitators may find themselves in. Please choose the suggestions that work best for your group, and modify them as necessary. Encourage expression in an emotionally safe environment with the following four principles:

- 1. Attentive listening**
- 2. Appreciation**
- 3. Mutual respect**
- 4. The right to pass if not ready to speak**

A review of the questions raised in the activity will provide much discussion if youth are interested in sharing their ideas.

Talking Stick

A Talking Stick is a very special tool that gives us the courage to speak the truth and the power to speak from the heart. It is a symbol of respect for the thought, stories, and individual histories of each member participating in a circle. When a person is holding the item in a sharing circle, they speak from the heart without interruption. Other people in the circle respectfully listen to the speaker and take in their message

Creating one's own Talking Stick by including aspects that are special to you such as special colours, specific bird feathers, beads, become powerful tools that help give one the courage to share openly.

(Ravenspeaks, n.d.)

Registration

****Please note Google Chrome** is the best web browser to use for Cuystwi. Other browsers, like Internet Explorer will not show the activities in the proper format. Google Chrome is free to download.

The participant will first complete the registration process on the website. Please circulate and assist youth with any problems.

1. Type your name or a nickname you would like to be known by.
2. Click on the animal icon that you want for your companion on the quest.

Choose Your Animal (icons provided):

- Bald Eagle
- Beaver
- Black Tailed Deer
- Butterfly
- Coastal Grey Wolf
- Dragon Fly
- Elk
- Green Frog
- Lady Bug
- Loon
- Moose
- Orca Killer Whale
- Raven
- Seal Lion
- Spirit Bear

3. Entering participant information:

Please enter your age, whether you are a boy or a girl and what area of the province you are from (Nation, community, city or town).

The Shadowbox

- Each time a question is answered by the youth, it becomes the clue that unlocks the next task on the online quest
- An image is automatically saved to a shadowbox upon completion of the task
- This shadowbox will provide a record of the journey through the quest for the youth when the last activity is completed
- At the end of the program, it will be available to print off to keep as a record of completion

Facilitator Preparation

- A talking stick will be helpful when sharing. It is passed to the next person who wishes to speak, according to cultural tradition.
- Now would be a good time to have an Icebreaker activity
- Choose which icebreaker activity you would like to use for your group. Refer to the link on page 11 for examples
- The facilitator should have some background information on the themes that the youth are learning about.

Facilitator Checklist

- Complete online registration and login
- Take attendance using the list provided below (page 19)
- Ask the youth to gather in a sharing circle to facilitate conversation. A talking stick will be helpful when sharing. It is passed to the next person who wishes to speak, according to cultural tradition.
- Introduce yourself and explain the program objective
- Encourage a safe environment with the four principles: Attentive Listening, Appreciation, Mutual Respect, and the right to pass if one is not ready to speak
- Ask the participants to introduce themselves to their neighbor. The purpose is for them to learn something interesting about each other. For example, they can share what their favorite hobby is, or their favorite food.
- Review the Standards of Presence on page 12. You may choose to print off the Standards of Presence for each of the youth or write it on a board so that they can see it. Ask the youth to go around in a circle and read them aloud.
- Icebreaker activity
- Summary of what the youth will learn today.



Cuystwi: Indigenous Youth Young Warrior Quest

Attendance List

List the name of each youth in your group. Check off w

Name	Identity	Culture	Colonization	Racism	Warrior
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

PART FOUR: YOUNG WARRIORS QUEST

Theme 1: Introduction

Task 1: Eagle Talk	
Introduction	<p>Welcome to Cuystwi! Let's start our quest together! We will make many stops on our quest where we will learn about our history, our cultures, and who we are. To get started, print out the attached PDF called Best Bud's. This activity will get you up and moving and hopefully learning new things about your friends!</p> <p>Download Best Bud's (PDF) Did you learn anything new about your friends? Did you find that you had many unique answers? Or did you have a lot in common?</p>
Video	<p>Eagle's Message speaking (Duration 01:34) Kim Harvey welcome (Duration 00:16)</p>
What does an Eagle Sound Like?	<p>Check out the audio clips below! Listen carefully and see if you can tell which one is an eagle.</p> <p>2 audio clips Bird #1- (Duration 00:05) Bird #2- (Duration 00:07)</p>
Clue Question	<p>Which one is the Eagle?</p> <p><input type="checkbox"/> Bird #1 - Try again, this is a red-tailed hawk!</p> <p><input type="checkbox"/> Bird #2 - Yes, this is the Eagle!</p>
Instructions	<p>Click the button to hear Eagle's Message (Duration 00:32)</p>

<p>Image for Shadowbox (Andrew Dexel)</p>	
<p>Instructions</p>	<p>Click to listen to Eagle’s Reflection (Duration 04:43)</p> <p>Listen as Eagle reflects on his life and the experiences he’s had. In this clip he also introduces ideas that you will learn more about throughout the quest. Does anything he said sound familiar to you? What are you most interested in learning more about? Did anything he said make you think about your own experiences?</p>

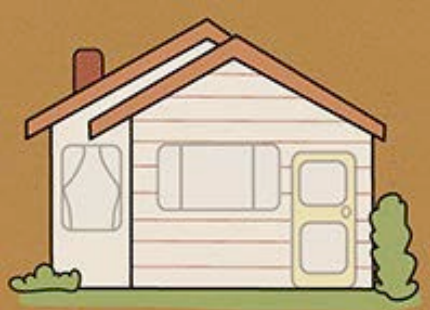
Sharing Circle Discussion:

- *Discuss the meaning of the word from the Stl’atl’imx language that was provided by our Elder, Gerry Oleman.*
- *Is there anything that the Eagle said in the introduction that youth would like to talk about?*
- *Gerry Oleman was fooled by the eagle sound initially. This shows us that we can all get confused and misdirected at times. Emphasize that it is okay to make mistakes. Nobody is perfect.*
- *The sound of the hawk has replaced the authentic sound of an eagle in the media. What does this mean? (E.g. the loss of culture through media misrepresentation)*
- *Encourage discussion about the importance of the program to help us remember our way of life, and learn about the land and its resources.*

Additional Notes:

Theme 2: Identity


Task 1: Your Family Home	
Introduction	<p>Video - Kim Harvey (duration 00:50)</p> <p>The people we live with and spend time with shape who we are. Your parents or care-givers often pass down their beliefs, while your friends may influence your hobbies and interests. Sometimes we live with these people; sometimes we don't. Who lives with you?</p>
Instructions	<p>Look at the pictures on the side of the page and drag them into your house.</p> <p>Did you remember to include yourself in your house? You are an important part of your family!</p>
Activity	<p>We're going to briefly examine the people, events, and places in your life that are important to you. Get a blank piece of paper and write your name in the middle. Brainstorm the names of people that are in your life, events or activities you participate in that are meaningful to you, and the names of special places you like to go.</p> <p>See an example of a web in the attached PDF to get some ideas if you're stuck. Example Web (PDF)</p> <p>Now that you have come up with a bunch of good ideas, write them out one by one on your sheet of paper. Connect the people, events, and places with lines if they go together. Does your web have many connections? Were you surprised at how many parts of your life are connected to each other? Take a moment to share your web with a friend!</p>
Clue Question	<p>Which part of the house and web activities surprised you the most?</p> <p><input type="radio"/> Seeing how many family members I live with! - Living with a lot of family members is awesome! But it can also be hard sometimes.</p> <p><input type="radio"/> I never thought about how my favorite memories of places were connected with the important people in my life. - Yes, it's</p>

	<p>amazing how sometimes we don't see the big picture. Our lives are full of amazing experiences that probably wouldn't have happened without those close to us.</p> <p><input type="radio"/> I wasn't surprised at anything! - That's great! It's awesome that you often take the time to think about how those closest to you impact your life in positive ways.</p>
<p>Image for Shadowbox</p>	

Sharing Circle Discussion:

- *Further discussion of the connections on their webs.*
- *Talk about different people in their family or household who they connect with.*


Additional Notes:

Task 2: Who Are We?	
Introduction	BC has the most diverse population of First Nation's people in Canada and many of us are from more than one place! Watch the video below to hear youth share where they are from and other details about themselves.
Video	Lake Babine, Squiala First Nation, and Cowichan Tribes (Duration 02:59)
Activity	<p>Knowing where we come from and knowing our culture helps us to know who we are. Do you know what Nation you are from? If not, ask the youth worker for some help.</p> <p>Now we are going to play a game to get to know each other better! The facilitator will get a small ball, or other small soft object. Everyone will stand up in a circle together. For this activity you will need to think of something unique about you, or something that is rare or uncommon about you, or something that you have done that you haven't ever seen anyone else do. The facilitator will start the game off, they will say their name and one thing that is unique about them, he/she will then toss the ball to someone else. This will continue on until everyone has said their name and one interesting fact about themselves.</p>
Clue Question	<p>Did any of the youth introduce themselves like you have been taught? Did you have anything in common with the youth in the video?</p> <p><input type="checkbox"/> Yes - That's great! Take a moment to talk to a friend about what you had in common with the youth in the videos.</p> <p><input type="checkbox"/> No - That's ok! We're all unique and have very different likes and dislikes. Take a moment to talk to a friend about the ways you are different than the youth in the videos.</p>
Image for Shadowbox	

Sharing Circle Discussion:

- *Discussion may focus on similarities and differences between the youth in the video.*
- *Some may wish to share personal stories about how their own lives are similar or different.*
- *The practice of sharing in a safe group is a valuable exercise in emotional and mental health.*

Additional Notes:

Task 3: Where Are You?	
Introduction	Think about where you live and who lives around you. Do you know whose traditional territory you live on, if not your own? Why is this important? Let's take some time to explore the map below and find our communities and discover who lives around us!
Instructions	This is a map of BC. Each pin represents a town in BC like "Vancouver". Find your town, and click on the pin to explore the Indigenous communities that live near you.
Activity	Make arrangements to bring in photos of places you have been or of people or things that are special to you. Create a collage with your photos and share with the group.
Clue Question	<p>Check the box that fits the closest with how you feel</p> <p><input type="checkbox"/> I have explored a lot of the community I live in. - Wow that's great! There are lots of amazing things to do right in our own backyards. Take a moment to share with a friend the most fun thing you've done in your community.</p> <p><input type="checkbox"/> I have travelled to many different nations or cities. - Very cool, what was the coolest place you've been to so far? Take a moment to share with a friend where that was</p> <p><input type="checkbox"/> I'm not much of a traveler but I like to learn about different communities. - Great! There are so many ways to learn about different places in the world. What place have you researched a lot that looks the coolest? Take a moment to share with a friend.</p>
Image for Shadowbox	

Sharing Circle Discussion:

- *Youth may want to gather in the sharing circle to discuss the areas that they discovered on the map.*
- *Encourage them to share if they were able to find their own home and anything else they noticed on the map about their own location.*
- *Did they notice any other location or Indigenous community that was not on the map?*

Additional Notes:

Theme 3: Culture


Task 1: What Is Culture?	
Introduction	Culture is what we do in our everyday lives. You may not see culture. It might be invisible to us because it is something we do every day - like breathing air! Culture is our way of doing things. It is important because it connects us to our family, our community and our land. It makes us feel like we belong. Listen to Eagle describe what culture means to him.
Video	Click to hear Eagles message (Duration 02:21)
Activity	Gather together in pairs or small groups. Get a piece of blank paper and some pens. This activity is about thinking about the past, and what culture looked like then. Together brainstorm ideas about how you think your grandparents and great-grandparents lived when they were your age. What games do you think they played? What did they eat? How did they cook? What did their traditions include? Write down your ideas or draw some pictures about what your group talked about. When all the groups are finished come back together as a large group and share your ideas!
Clue Question	<p>What is your favourite part of your culture?</p> <p><input type="radio"/> Food - Great choice! Food is a huge part of our cultures. Talk to a friend about which foods are your favourite.</p> <p><input type="radio"/> Music, signing, or dancing - Definitely! Music, singing and dancing are all super important parts of our cultures.</p> <p><input type="radio"/> Clothing or Regalia - Yes! The clothing we wear is a great way to express our culture. Talk to a friend about why clothing or regalia are so special to you.</p> <p><input type="radio"/> Art or Ceremony - Very nice! Art and ceremony are very important parts of our cultures. Share with a friend why you chose this answer.</p> <p><input type="radio"/> I don't have just one favourite - Yes, it can be very hard to choose just one aspect of our cultures. Talk to a friend to see what they said.</p>

<p>Image for Shadowbox (Andrew Dexel)</p>	
<p>Instructions</p>	<p>Click the button to hear Eagles Message (Duration 00:30)</p>

Sharing Circle Discussion:

- *Eagle says “Sometimes we don’t recognize culture because we live it every day.” We do things without even thinking about it. Discuss things with the youth they do every day to explore the concept of culture.*
- *Culture is simply a way of life. What kind of food, clothing, language, music, and art do the youth see as part of their culture?*

Additional Notes:

Task 2: What Is In Your Culture?	
Introduction	Have you ever taken the time to think about your own culture? What things in your life are the most important to you? When we take the time to notice our culture we can start to make connections to the world around us.
Instructions	Look at the pictures on the side of the page. Drag the pictures that matter to you into the canoe.
Think About	<p>Culture is interesting to think about! Did you learn something new about your culture?</p> <p>Now we're going to take a bit of time to think about what's important to us in our culture right now, but also what you think the most important parts of your ancestor's culture were?</p> <p>Click to download the Culture Venn Diagram. Print it off and start brainstorming what's important to you, to your ancestors, and which parts you think are important to both you and your ancestors. Once you are done take a moment to share your ideas with a friend!</p> <p>Download Culture Venn Diagram (PDF)</p>
Clue Question	<p>Why do you think it's important to learn about the culture of our grandparents and great-grandparents?</p> <p><input type="radio"/> It's important because our Elders are our knowledge keepers - Correct! Our Elders carry a lot of knowledge about our culture and traditions.</p> <p><input type="radio"/> It's a cool thing to do! - Yes! There are lots of things our ancestors can teach us. Like language, dancing, songs, traditions, and so much more!</p> <p><input type="radio"/> Our past is important to our future! - Yes! There are many things to learn about from our past that will help guide us in the future.</p>
Image for Shadowbox	

Sharing Circle Discussion:

- *Ask the youth if they have any stories they can share about their grandparents or great-grandparents.*
- *Further discussion and sharing of what items youth put in their canoe.*

Additional Notes:

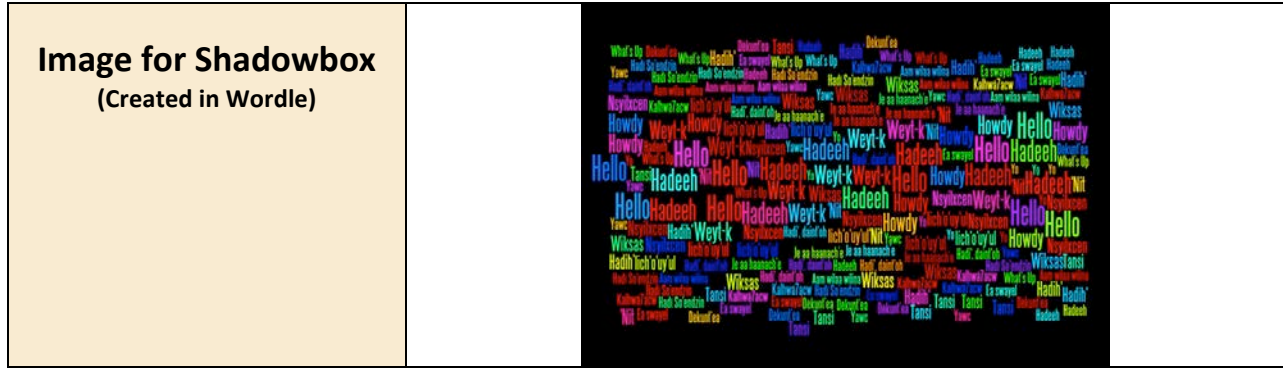
Task 3: What Does Your Culture Look Like?	
Introduction	Culture is everywhere! For some of us, culture is going to sit at the river. For others, it is hunting or fishing, or being a part of one's community. Think about your culture.
Instructions	Can you find 4 pictures of your culture to upload here? On your computer, on the internet or with help from the Youth Worker.
Think About	Why did you choose these pictures? Take a moment to share your pictures with a friend.
Clue Question	Which cultural picture do you like the best? <input type="radio"/> Picture #1 <input type="radio"/> Picture #2 <input type="radio"/> Picture #3 <input type="radio"/> Picture #4 <input type="radio"/> I will upload pictures later. – OK

Sharing Circle Discussion:

- *The youth may want to gather in the sharing circle to discuss the speaking points about culture after any of these activities.*
- *Encourage the youth to share anything they know about their culture, or have just realized after this activity.*

Additional Notes:

Task 4: Puzzle Talk	
Introduction	<p>Our languages are important! Language connects us to our land and our culture and every nation has one. There are lots of words that exist in our languages that can't be easily translated to English.</p> <p>To get started, think of 3 words that you would like to learn in a First Nations language. Write them down on the sheet provided. Talk to people in your community who speak the language you are interested in or check out the First Voices website to learn about the words you have chosen.</p> <p>Check out First Voices Website</p> <p>Download First Nations Language Activity (PDF)</p> <p>Once you have learned the 3 words share what you have learned with the rest of your group.</p>
Instructions	<p>Drag the puzzle pieces to the map</p> <p>Now click on the puzzle pieces. Look at the list of cultural groups that belong to that language family. Did you find your cultural group?</p>
Think About	<p>Did you know that there are 11 language groups in Canada? Did you find your language family? Check out the link for First Voices above to hear people sharing words in their language!</p>
Clue Question	<p>What was the most interesting thing you learned while exploring our languages?</p> <p><input type="checkbox"/> How many there are! - Yes, definitely! It's amazing to realize how many different languages we have as First Nation's peoples.</p> <p><input type="checkbox"/> That our languages all sound so different! - Yes! It's amazing how distinct our different languages are.</p> <p><input type="checkbox"/> Something else. - Share with a friend what you found the most interesting.</p>



Sharing Circle Discussion:

- *The last two activities have helped you look at your own culture to help identify what is important to you.*
- *Have you ever thought about your culture like this before?*
- *Is there anything new that you learned that you would like to share?*

Additional Notes:

Task 5: Who We Are!	
Introduction	<p>You may know about your culture, you may not. It's okay if you don't - ask the youth worker for some help with this.</p> <p>We are a strong and proud people and we are all connected to family, community, land and culture.</p> <p>Here are some videos made by youth just like you. Listen to the youth talk about culture and what it looks like in their community.</p>
Video	<p>Lake Babine Nation (Duration 02:03)</p> <p>Squiala First Nation (Duration 02:06)</p> <p>Nak'azdli First Nation (Duration 03:00)</p> <p>Urban Native Youth Association (Duration 03:00)</p> <p>Nisga'a (Duration 06:33)</p> <p>Cowichan Tribes (Duration 04:22)</p> <p>Okanagan Nation Alliance (Duration 03:43)</p> <p>Carrier Sekani (Duration 05:41)</p> <p>Gitsegukla (Duration 4:20)</p>
Think About	<p>Did you learn about a different culture? Now it's your turn! Print off the storyboard below. Think about what you would want to include in a video about your own culture. Draw or write in the key things you would cover. Share your finished storyboard with a friend!</p> <p style="text-align: center;">Download Storyboard Template (PDF)</p>
Clue Question	<p>Pick the video you like the best.</p> <p><input type="checkbox"/> Video#1- Lake Babine. - Great choice!</p> <p><input type="checkbox"/> Video#2- Squiala First Nation.</p> <p><input type="checkbox"/> Video#3- Nak'azdli First Nation.</p> <p><input type="checkbox"/> Video#4- Urban Native Youth Association.</p> <p><input type="checkbox"/> Video#5- Nisga'a.</p> <p><input type="checkbox"/> Video#6- Cowichan Tribes.</p> <p><input type="checkbox"/> Video #7- Okanagan Nation Alliance.</p> <p><input type="checkbox"/> Video #8 - Carrier Sekani</p> <p><input type="checkbox"/> Video #9 - Gitsegukla</p>



Sharing Circle Discussion:

- *These videos show us the activities of many Indigenous youth in their various communities. What did you notice about the videos?*
- *Do any of them do the same things you do?*
- *What is important to you about your culture?*

Additional Notes:

Theme 4: Colonization


Task 1: What Happened?	
Introduction	Colonization is a word that we use to talk about our history and what continues to happen to our people and our traditional territory. Watch the video to learn more about how colonization affects us!
Video	Click to hear Rita and Clayton talk about colonization. (Duration 03:26)
Activity	<p>Have you heard about Colonization, The Indian Act, or Residential Schools before? Even if you haven't, did you learn something new? What jumped out at you the most?</p> <p>Print off the document below. Take a moment to think about what you heard in the above video. Check out the pictures and rearrange them in the order that they happened.</p> <p>Ask your facilitator for help if you're unsure.</p> <p>What Happened - Question (PDF) What Happened - Answer (PDF)</p>
Clue Question	<p>Are there any other events that occurred during colonization that you would have included on the timeline activity?</p> <p><input type="checkbox"/> The 60's Scoop - Yes, the 60's scoop is a sad part of our history when many of our children were taken away from their families</p> <p><input type="checkbox"/> The Indian Act - Yes, these laws governed many aspects of our lives and still do</p> <p><input type="checkbox"/> Other - That's great you thought of another example. Share your idea with a friend.</p>



Sharing Circle Discussion:

- *Further discussion of the Indian Act, Residential Schools or the 60's scoop.*
- *Could get in a guest speaker to talk about Residential Schools to supplement the learning of the youth.*
- *Search for YouTube videos by Residential School survivors.*

Additional Notes:

Task 2: Walking Through History	
Introduction	Understanding our past as Indigenous peoples is important to help us connect to what we are experiencing now. Watch Wab Kinew's "Walk Through History" video clip to learn more about our relationship with European settlers.
Video	Click to watch Wab Kinew's "Walk Through History" (Duration 02:02)
Activity	<p>We as Indigenous people had lots of knowledge about living off the land. Wab Kinew talked about how we helped the settlers when they arrived in Canada. In what ways do you think we helped them? What skills and knowledge do you think we shared?</p> <p>Take some time to brainstorm on your own or as a small group and come up with 3 ideas. Talk about what you came up with as a group!</p> <p>Have you ever thought about where the word Canada came from? Have you ever seen it spelled Kanata? When you get a chance, look it up. It's interesting!</p>
Clue Question	<p>What did the newcomers really want?</p> <p><input type="checkbox"/> Land - Yes, you are correct!</p> <p><input type="checkbox"/> Beaver Fur- Yes, you are correct!</p>
Image for Shadowbox	


Sharing Circle Discussion:

- *Wab Kinew introduces the fur trade history. Youth might want to discuss the fur trade, as it is how the Métis Nation developed from the children of the fur trade.*
- *First Nations women were married at a young age to fur traders, to help the fur traders survive and prosper. They were the mothers of their children as well as their servants.*

CUYSTWI: INDIGENOUS YOUTH WELLNESS

- *It was the taking of the resources, like beaver pelts, that included the Métis people as trading partners.*
- *The Métis are those whose First Nation mothers were married to fur traders of European descent or other Métis traders. Métis means mixed blood.*
- *The Métis were recognized as a distinct First Nation just over 25 years ago. They became a distinct nation as a result of the Louis Riel resistance.*
- *There may be other aspects of history that have not been discussed yet, such as the Indian Act, treaties, and reserves. This is a chance to revisit those topics from previous activities.*

Additional Notes:


Task 3: The Hammers	
Introduction	We keep talking about colonization and how it effects our people. What does this really mean? Watch this video and find out. Keep an eye out for something called The Hammers. Feel free to pause the video if you need to!
Video	Click to watch this video about colonization (Duration 07:06)
Activity	<p>Did you see the Hammers? Can you remember some of them? Take a minute and talk about the Hammers with your friend. Remember we share this history with all Indigenous people in Canada.</p> <p>Now, we're going to take some time to learn about the Hammers in more depth. Download the PDF below this box. By yourself or in pairs complete the word search below and take time to read the definitions of each word!</p> <p>Download Hammers Activity (PDF)</p>
Clue Question	<p>What was one of the nasty Hammers?</p> <p><input type="checkbox"/> Residential School – Yes, you are correct!</p> <p><input type="checkbox"/> The Indian Act – Yes, you are correct!</p> <p><input type="checkbox"/> Reserves – Yes, you are correct!</p>
Image for Shadowbox	

Sharing Circle Discussion:

The words used in this video may be at a high level for the youth in the group. A simplified version of the message is provided in this manual for use in discussion. The simplified points below will help guide the discussion if needed:

- *It is important to understand how the Europeans came to North America and called the people Indian. The term 'Indian' comes from the Latin 'in Dios', meaning 'in God'. Christopher Columbus, a Latin scholar, noted the many spiritual practices of prayer and respect for the Creator that the First People practiced. India was called Hindustan at the time, so they were not called 'Indians' by mistake when he thought he had reached India. That is an example of a colonial version of history that is inaccurate.*
- *The friendly First People shared what they had and did not know the Europeans were planning to stay and take over the land and resources. There was loss of land, culture, language, resources, family and community. Canadian government rules were formed by the European men, which gave them control of the land and First Peoples.*
- *The rules included the Indian Act, which forced the Indigenous people on to reserves and residential schools and took the children away from their families and communities.*
- *The official languages of English and French were forced upon the children with punishment for speaking in their own language.*
- *Bad leaders of the churches used their power to abuse the children and force their religious views on the children.*
- *The Europeans brought diseases with them and many Indigenous people died.*
- *All of these hammers of colonization beat the First People down, but they survived and are still here, coming back stronger than ever.*

Additional Notes:


Task 4: Return of the Eagle	
Introduction	Wow! That was a lot of information wasn't it? Listen to Eagle talk about where we are today!
Video	Eagles Message (Duration 01:24)
Think About	Eagle says " We are still here, still strong, and we can still learn". What do you think he means? Eagle talked about how we are strong and proud people! Can you think of stories you have heard about how your family or ancestors stayed strong?
Clue Question	What stood out for you about our history? <input type="checkbox"/> Loss of land - Do you know about your traditional territory? <input type="checkbox"/> Loss of culture - Have you felt this? <input type="checkbox"/> Loss of language - Are you learning your language now?
Image for Shadowbox	

Sharing Circle Discussion:

- *Share stories of resistance from family histories.*
- *Have a guest speaker to talk about how their families stayed strong.*

Additional Notes:

Theme 5: Racism

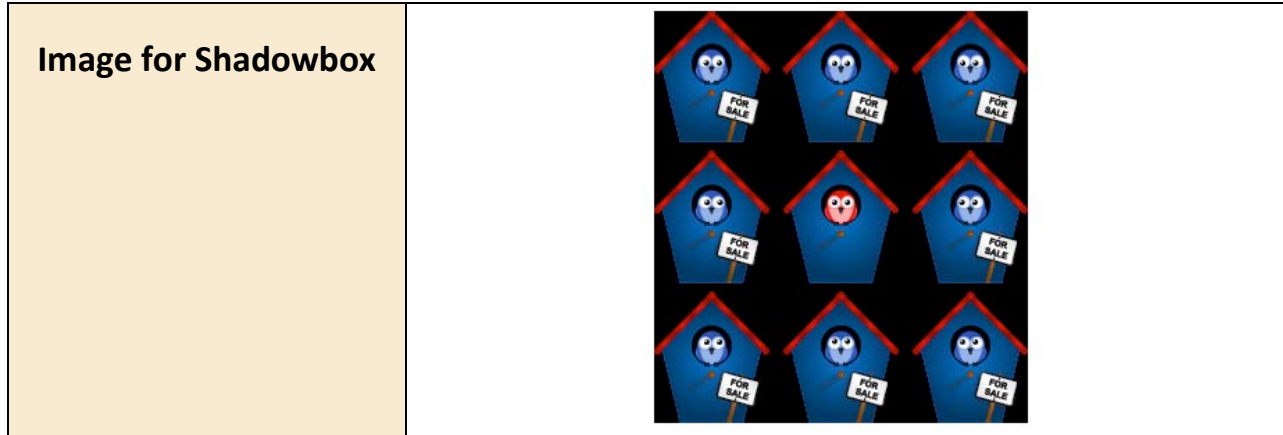
Task 1: Got Game? Get Real!	
Introduction	Listen to the video to start learning about what racism is and where it comes from.
Video	Kim talks about racism (Duration 01:01)
Instructions	Take a look at the image to the left and do your best to answer the question.
Clue Questions	<p>Do you think a mascot picture like this is ok?</p> <p><input type="checkbox"/> Yes – Are you sure?</p> <p><input type="checkbox"/> No – Question to think about: Mascots that are based on race are not ok. So, why do so many sports teams use Aboriginal people as their mascots?</p> <p>Which one of the 3 pictures above is an example of a positive mascot?</p> <p><input type="checkbox"/> The Eagles – Yes, you are correct!</p> <p><input type="checkbox"/> The Bears – Yes, you are correct!</p> <p><input type="checkbox"/> The Wolves – Yes, you are correct!</p>
Image for Shadowbox	

Sharing Circle Discussion:

- Ask the youth if they have heard about any of the mascot debates ongoing in the news.
- YouTube Link <https://www.youtube.com/watch?v=mR-tbOxlhvE> to Change the Mascot campaign in the US.
- News Link http://www.vice.com/en_ca/read/a-tribe-called-reds-deejay-ndn-is-being-threatened-for-pointing-out-racism to DJ NDN's (A Tribe Called Red) human rights complaint to have the Nepean Redskins change their name.

Additional Notes:


Task 2: What’s this all About?	
Introduction	Now we are going to listen to Kim talk to us about racism and some important terms we should know.
Video	<p>1.Prejudice Listen to Kim to learn more about what prejudice is (Duration 00:57).</p> <p>2.Stereotype Listen to Kim talk about what a stereotype is (Duration 00:53).</p> <p>3.Discrimination Listen to Kim explain what discrimination is (Duration 00:50).</p>
Definitions	<p>Stereotypes are shared views about a group of people that can be related to how they look, talk, act, express feelings, or their culture. Stereotypes are views that are placed on the whole group and can seem nice, mean, or neutral. Even if they seem nice or neutral they can still be hurtful if they don’t look at how each person is different.</p> <p>Prejudice means that someone has an unfair and mean view or feeling about a person based on the group they belong to. It is a view or feeling that you have before you have even met them and is not based on fact or truth. Prejudice isn’t always seen or heard.</p> <p>Discrimination means to treat a person badly based on the group they belong to or appear to belong to. It also does not take into account a person’s talent or value. Discriminated is against the law.</p>
Matching Game	Please click play to hear Kim read these instructions (00:25)
Clue Question	<p>Which of the following is an example of stereotyping?</p> <p><input type="checkbox"/> Pocahontas character – Yes! This is an example of a stereotype.</p> <p><input type="checkbox"/> Whites mascot – Yes! This is an example of a stereotype.</p> <p><input type="checkbox"/> Indians mascot – Yes! This is an example of a stereotype.</p>



Sharing Circle Discussion:

- *What does racism look like?*
- *How can racism hurt you?*
- *What might you be feeling?*
- *Have you heard these words used or experienced these situations before? (E.g. put downs, bullying, cyber bullying, graffiti, being ignored, physical violence, emotional abuse)*
- *How do these words show what general racism is? (E.g. School Curriculum, Being Turned Down For a Job, How We are Seen in the Media, Communities, Stereotypes, Indian Act, Status/non-status, Indigenous rights, Justice, Prison, Education, Health care, Government Rules)*
- *How do the following words refer to institutionalized racism? (E.g. Death of Culture, European Culture, Residential Schools)*


Additional Notes:

Task 3: The Roots of Racism	
Introduction	Click to listen to Kim explain the connections between colonization, racism, stereotypes, prejudice, discrimination and where we are today as Indigenous people.
Instructions	Click the play button and learn about the effects of racism
Clue Question	<p>Which definition goes with the word discrimination?</p> <p><input type="radio"/> Treating a person badly based on the group they belong to or appear to belong to. It also does not take into account a person’s talent or value. It is against the law. – Correct! Nice job.</p> <p><input type="radio"/> Shared views about a group of people that can be related to how they look, talk, act, express feelings, or their culture. These views are placed on the whole group and can seem nice, mean, or neutral. – Not quite! Try again.</p> <p><input type="radio"/> Someone has an unfair and mean view or feeling about a person based on the group they are in. It is a view or feeling that you have before you have even met them and is not based on fact or truth. It isn't always seen or heard. – Not quite! Try again.</p>
Image for Shadowbox	

Sharing Circle Discussion:

- *What are some responses to racism?*
- *What are healthy and appropriate ways to handle racism?*
- *What are some ways to cope when you experience or witness racism?*
- *What does being a bystander mean in regard to racism?*

Additional Notes:


Task 4: What can you do about Racism	
Introduction	Watch the videos below to see youth standing up against racism
Video	<p>1. Introduction Click to listen to Kim introduce some ways to deal with racism. (Duration 01:24)</p> <p>2. On the School Bus (Duration 02:29)</p> <p>3. Security Guard (Duration 02:10)</p> <p>4. School Project (Duration 02:03)</p> <p>5. What Now? (Duration 00:37)</p> <p>6. Instructions Use the sliding scale below to determine how you are feeling. Comfortable - Uncomfortable</p> <p>7. Check-in Video Kim (Duration 00:53)</p>
Clue Question	<p>Have you seen someone stand up to racism before?</p> <p><input type="checkbox"/> Yes – Do you have any ideas of how you can too?</p> <p><input type="checkbox"/> No – Do you have ideas of how you can stand up to racism?</p>
Image for Shadowbox	

Sharing Circle Discussion:

- *Youth from all over are doing great work to transform themselves. Does it make you want to do something cool yourself?*
- *Who do you need to help you? Is there anything stopping you?*
- *How do we fight racism?*
- *What have other youth done?*
- *What have adults/elders done?*
- *Why should I fight racism?*
- *What does transformation look like?*

Additional Notes:


Theme 6: We Are All Warriors

Task 1: Warrior Song	
Introduction	Singing is part of our culture and healing. Listen to the Women's warrior song. Remember our ancestors. Listen to the strength of our women.
Video	Click to listen and watch the Women's Warrior song (Duration 02:55)
Activity	<p>As we are starting to think about what keeps us strong, but it is also important to talk about our rights. Print off the PDF below to check out what our rights are!</p> <p>Download UN Convention on the Rights of the Child (PDF)</p> <p>Did you know you had all these rights? Which ones stood out to you the most? Were you surprised by any of the rights you have? Ask your youth worker if you have any questions.</p>
Clue Question	<p>How do songs like this help us?</p> <p><input type="checkbox"/> They remind us who we are - Do you know a song from your culture?</p> <p><input type="checkbox"/> They make us proud of our culture - Songs are an important part of culture.</p> <p><input type="checkbox"/> They make us want to learn more about our culture and songs - That's awesome! Share with a friend what you want to learn.</p> <p><input type="checkbox"/> They make me want to take up singing - Very cool! Singing is a great way to connect with people.</p>
Image for Shadowbox	

Sharing Circle Discussion:

- *Why is music so important for our strength and wellness?*
- *What message does this song bring to us?*
- *Does being a warrior included singing, dancing, and/or celebrating?*
- *What are we celebrating? Is it a form of giving thanks to the Creator?*


Additional Notes:

Task 2: What Now?	
Introduction	Watch this video for some thoughts people have about what it means to be a warrior!
Video	Click to hear what it means to be a warrior (Duration 03:32)
Activity	<p>Now that you've heard some people talk about what it means to be a warrior, we're going to take some time to think about a warrior or role model in our lives.</p> <p>Today we are going to make a collage or drawing of a person who has played a positive role in your life. If you aren't comfortable sharing your role model's name that's okay! Take a moment to think of the characteristic that you admire about your role model. Are there any characteristics you would like to have? Or ones that you think you both have? Once you've brainstormed your idea get started on your collage!</p> <p>After you've finished share your collage with the group.</p>
Clue Question	<p>Do these youth sound like warriors to you?</p> <p><input type="checkbox"/> Yes- Do you want to be a young warrior?</p> <p><input type="checkbox"/> No- What words make you think of a warrior?</p>
Image for Shadowbox	

Sharing Circle Discussion:

- *What did the youth hear that resonated with them in the video about living like a warrior?*
- *Who are their role model warriors?*

Additional Notes:

Task 3: Living Like A Warrior	
Introduction	What comes to your mind when you think of living like a warrior? Listen to Codi, Faren, Britney and Carson share what being a warrior means to them.
Video	<p>1. Click to hear about Living like a Warrior (Duration 06:15) If you want to hear more from these youth, click below to watch their full videos.</p> <p>2. Click to listen to Codi's story (Duration 03:27)</p> <p>3. Click to listen to Faren's story (Duration 02:38)</p> <p>4. Click to listen to Britney's story (Duration 02:15)</p> <p>5. Click to listen to Carson's story (Duration 03:38)</p>
Activity	<p>Does any of this sound familiar to you? Who are the warriors in your community?</p> <p>Now we're going to do an activity. Print off the PDF below titled "My Character Strengths". Follow the instructions on the print out.</p> <p>Download Activity (PDF)</p> <p>Now that you have filled out your sheet, think about what you chose as your strengths and where you think you could improve.</p>
Clue Question	<p>Who do you connect with?</p> <p><input type="checkbox"/> Codi- What jumped out at you in his story?</p> <p><input type="checkbox"/> Faren- How do you relate to this story?</p> <p><input type="checkbox"/> Britney- How is her story like yours?</p> <p><input type="checkbox"/> Carson- Have you been touched by this?</p>
Image for Shadowbox	

Sharing Circle Discussion:

- *Discuss the stories and difficulties faced by each of these people*
- *What is Codi's challenge?*
- *What is Faren's difficulty?*
- *What has Britney learned from her hardships that keep her standing strong?*
- *How is Carson a good example of a warrior?*
- *How are they all standing strong as warriors?*
- *How are they all alike?*
- *What are their differences?*

Additional Notes:


Task 4: Eagle Invites You	
Introduction	<p>We are nearing the end of our quest. Together we have learned about who we are as Indigenous people, celebrated our cultures, learned about our history, learned ways to keep ourselves strong in tough situations, and talked about what it means to be a warrior.</p> <p>Listen to Eagle talk about the journey we have been on together.</p>
Video	<p>Click to listen to Eagle (Duration 1:32)</p>
Activity	<p>With our journey together coming to a close, we are now going to take some time to look into the future. First by yourself, then as a group, we are going to think about what we want our community and lives to be like in 100 years.</p> <p>For this activity you will need to get your imagination fired up. The further you can stretch your imagination the more you can dream of the best future possible.</p> <p>Download Activity (PDF)</p> <p>To get started, brainstorm ways that life in your community could look like in 100 years. What are the houses like? How many people are living there? What activities do people do together? How do they feel about living in your community? What is school like? What is life like for your community? What problems exist in your community today that aren't present in 100 years?</p> <p>Once you've come up with your ideas, write them down, or draw a picture to represent how your community would look in 100 years. As a group share what you came up with.</p> <p>Did your group have any common ideas or goals for your community? Do you think that there's a goal you could work on together as a group to make it a reality?</p>
Clue Question	<p>Becoming a warrior:</p> <p><input type="checkbox"/> Takes time - You are patient!</p> <p><input type="checkbox"/> Is important - Absolutely!</p> <p><input type="checkbox"/> Is cool - Way cool</p>



Sharing Circle Discussion:

- *Review what it means to be a warrior*
- *What does it mean to 'stand strong'?*
- *Discussion about our daily activities that show we are living like a warrior could be helpful after watching the videos (E.g. standing up for what you believe in, making healthy lifestyle choices)*

Additional Notes:

Task 5: You Are A Young Warrior!	
WAY TO GO! YOU HAVE COMPLETED THE YOUNG WARRIOR QUEST!	
Activity	<p>Congratulations on finishing your quest! But before you go we have one last activity for you to complete. You've had the chance to think a lot about who you are and where you would like to go. So we're going to take this opportunity to invite you to make some goals for the future.</p> <p>Print off the PDF below and follow the instructions to fill out your goal sheet. This sheet is only for you. It is to help you remember where you want to go now that you have completed Cuystwi!</p> <p>Download Young Warrior Activity (PDF)</p>
Instructions	<p>Add the last item to your shadowbox and then click here to view your shadowbox.</p>
Image for Shadowbox	

Sharing Circle Discussion:

- *A celebration of the completion of the warrior quest is highly recommended*
- *This would be a good time to ask the youth: Have you changed? How have you changed? How will this make a difference in your life?*
- *Or it could include a gathering with food, music, dancing, or whichever seems appropriate for the situation*

Additional Notes:

Resources for Youth and Facilitators

The youth may disclose challenging circumstances in their lives, and may need to connect with online or telephone assistance. The following contact information is a place to begin:

- Aboriginal Healing Foundation
www.ahf.ca
- ERASE Bullying,
www.erasebullying.ca
- Fraser Region Aboriginal Youth Suicide Prevention
www.fraserhealth.ca/media/AH_suicide-prevention.pdf
- Guidelines for Talking, Healing, and Sharing Circles and Principles of Consultation
<http://www.fwii.net/profiles/blogs/guidelines-for-talking-healing-and-sharing-circles-and-principles>
- Kids Help Phone: 1-800-668-6868
- Suicide Line: 1-800-SUICIDE (1-800-784-2433)
- Suicide Prevention Lifeline: A free 24-hour hotline in Canada or the U.S. at 1-800-273-8255
- The Truth and Reconciliation
<http://www.trc.ca/websites/trcinstitution/index.php?p=3>
- Youth in BC: 1-866-661-3311 (toll-free); this is an online crisis service where you can chat one-on-one with a trained volunteer 24 hours a day.

References

Health Canada. (n.d.). Mental Health and Wellness (report). Retrieved on January 3, 2014 from

<http://www.hc-sc.gc.ca/fniah-spnia/promotion/mental/index-eng.php>

Kahui Tautoko Consulting Ltd. (2012). Fraser Region Aboriginal Youth Suicide Prevention

Collaborative. *Suicide Prevention, Intervention and Postvention Initiative*. Retrieved on

January 3, 2014 from www.fraserhealth.ca/media/AH_suicide-prevention.pdf

LaFromboise, T. D. (1996). American Indian Life Skills Development Curriculum. The University

of Wisconsin Press: ISBN 13:978-0-299-14924-6

Manson, E. (2013). Youth Matter. A Facilitator's Manual Exploring Youth Identity and Belonging.

University of Victoria, School of Social Work. Retrieved on January 3, 2014

Ravenspeaks. (n.d.). About Sharing Circles. Retrieved on December 17, 2013 from

http://ravenspeaks.ca/aboriginal/wp-content/uploads/2012/04/Sharing_Circle_Instructions_SECONDARY.pdf

The Law Society of Upper Canada. (n.d.). Continuing Professional Development Facilitator's

Guide. Retrieved on December 16, 2013 from

<http://www.lsuc.on.ca/WorkArea/DownloadAsset.aspx?id=2147490613>