

# Ts'ídañe á' nezen?: Youth for Dignity in Relationships



## Tu Cho Gathering Engagement Report July 4-6<sup>th</sup> 2019



## Acknowledgements

We would like to acknowledge the following staff from LAWS, local agencies, project partners, Elders, and participants who attended the Tu Cho gathering:

<b>Name</b>	<b>Organisation/Position</b>
Ann Maje Raider	LAWS Executive Director
Mary (Rose) Caesar	Liard First Nation Leader
Mary Charlie	LAWS Board of Directors Member
Jody Dick	Advocate
Maryann Dick	Mother of Advocate, Community Member
Michelle Wolftail	Advocate
Rosemary Rowlands	Executive Director- Help and Hope for Families
Kyla Greene Beaulieu	Staff- Help and Hope for Families
Linda MacDonald	Kaska Language Teacher/School Liaison
Renee Claude Carrier	Project Partner/Facilitator
Julie Laliberte	Project Partner/Facilitator
Martina Volfova	Photographer and Videographer
Miranda Lane	LAWS Support Staff
Joey Mitchel	LAWS Support Staff
Allan Wade	Centre for Response Based Practice
Shelly Bonnah	Centre for Response Based Practice
Jeff Cook	Beringia Community Planning Inc. Principal
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*Photo Credits: Martina Volfova and Jeff Cook*

# Table of Contents

Acknowledgements ..... i

Table of Contents ..... i

Executive Summary ..... iii

A. Introduction ..... 1

B. Background ..... 2

C. Summary of Engagement..... 4

    Location..... 4

    Guiding Principles ..... 5

    Participants and Roles in Project ..... 5

    Methods and Guiding Questions ..... 6

D. Summary of Discussions ..... 9

E. Actions and Next Steps ..... 18

F. Conclusion..... 19

Appendix A: ..... 20

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*“We are trying to prepare a context, so women know where to turn for safety.”*  
– Ann Maje Raider

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## Executive Summary

Liard Aboriginal Women's Society (LAWS) *Ts'idāne á' nezen?: Youth for Dignity in Relationships* - referred to in this Report as *Youth for Dignity (YFD)* - proposal was approved by the Public Health Agency of Canada (PHAC) and was awarded funding over 60 months, running from February 14<sup>th</sup>, 2019 to December 31<sup>st</sup>, 2023. The *Youth for Dignity* project aims to address gender-based and relationship violence among Youth in Watson Lake, Yukon. The project focuses on knowledge and skill development among Youth in Grades 8 to 12 at Watson Lake Secondary School in order to increase understanding and prevention of gender-based violence and to mobilize Youth as anti-violence leaders in their community.

The Project launched on February 14, 2019 with Phase 1: Project Set-Up. The 5 Phases of the Project include:

- **Phase 1:** Project Set-Up
- **Phase 2:** Prepare Program, Curriculum and Evaluation for Implementation
- **Phase 3:** Deliver Program Activities, Curriculum and Implement Research and Evaluation Plan
- **Phase 4:** Publish and Communicate Findings
- **Phase 5:** Reflect and Adapt as needed

LAWS Executive Director, Ann Maje Raider extended an invitation to project stakeholders to attend a 3-day gathering, July 4<sup>th</sup> - 6<sup>th</sup> 2019, at Tu Cho traditional Kaska land, to support a collaborative and culturally grounded Project planning activities. The Gathering brought together a diversity of project partners to draw upon the strengths, experience and knowledge amongst the group. It was attended by: LAWS (Executive Director, Board Members and Support Staff), community members, Agency Staff (i.e. Help and Hope for Families), Response Based Practice facilitators and Beringia Community Planning Inc. staff.



The objectives of the gathering were to:

1. Build relationships, trust, safety and mutual understanding amongst project stakeholders
2. Continue the collaborative design of the Youth for Dignity program model and curriculum
3. Explore approaches and develop tools (i.e. cultural protocol, guiding charter) to embed Kaska culture, principles and protocols into YFD curriculum and program activities
4. Identify barriers, gaps in service and priority areas as well as assets in the community
5. Collect feedback on the YFD project monitoring and evaluation plan

The time together helped to build trust and relationships amongst the diverse partners and also contributed to advancing the project deliverables and planning activities. The guiding questions that acted as a compass for the Gathering fell under four categories:

1. Successes and lessons learned from past LAWS initiatives
2. YFD Program Design
3. Needs and Asset Assessment
4. Measures of Success

Out of the Gathering's discussions, there were **10 key themes** that emerged:

**Theme 1:** Successes of Past Initiatives Addressing Gender Based Violence

**Theme 2:** Activism, Social Justice and Systems Change

**Theme 3:** Reclaiming identity and grounding the Project in Kaska cultural teachings- Following our people's way: Gūdené' K'éh Gūs'ānī

**Theme 4:** Understanding the Limitations of the Justice System and Change Needed

**Theme 5:** Engaging Safe and Honorable Young Men and Elders

**Theme 6:** Creating more opportunities for the engagement of parents and family

**Theme 7:** Increasing school and teacher engagement

**Theme 8:** Measures of Success

**Theme 9:** Program Dates and Logistics

**Theme 10:** Connections between YFD and Advocacy<sup>1</sup> Projects



The next steps in the Project's development, associated with the deliverables, include:

**1. Youth for Dignity Program and Curriculum Design:**

- **Documentation of draft program Curriculum:** Confirm lead to commence documentation of curriculum. Continue to communicate with Art Stephenson re: accreditation process and resources needed.
- **School Engagement:** Ann to communicate with WLSS principal and school council.
- **YFD Schedule:** Complete schedule for YFD sessions and confirm with school administration.
- **Ethics Review:** Wait for results of Ethics Review and make revisions as needed. Orient partners (e.g. LAWS, facilitators and Linda MacDonald) to evaluation and research tools.

**2. Monitoring and Evaluation (M&E) Plan:**

- Beringia to further develop the M&E plan and associated tools, integrating findings from the Gathering.
- Develop evaluation tools to support facilitators in their tracking of student results and impact of the model.

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<sup>1</sup> The Gathering was an opportunity to discuss planning for Youth for Dignity, as well as another initiative LAWS is leading: *Following Our Peoples' Way: Building a Circle of Dignity* (referred to in this Report as the *Advocacy project*). Whereas YFD is working directly with high school students, the Advocacy project aims to address gender-based and relationship violence more broadly across the community by training a team of community Advocates (who are out of school and are survivors of gender-based violence) to become anti-violence leaders in their communities.

## A. Introduction

Liard Aboriginal Women's Society (LAWS) *Ts'ídāne á' nezen?: Youth for Dignity in Relationships* - referred to in this Report as *Youth for Dignity (YFD)* - project aims to address gender-based and relationship violence among Youth in Watson Lake, Yukon. The project focuses on knowledge and skill development among Youth in Grades 8 to 12 at Watson Lake Secondary School in order to increase understanding and prevention of gender-based violence and to mobilize Youth as anti-violence leaders in their community.



In May 2019, LAWS extended an invitation to Project stakeholders to attend a 3-day gathering, July 4<sup>th</sup> - 6<sup>th</sup> 2019, at Tu Cho to support collaborative and culturally grounded Project planning activities. The Gathering brought together a diversity of project partners to draw upon the strengths, experience and knowledge amongst the group to advance project planning activities. The objectives of the gathering were to:

1. Build relationships, trust, safety and mutual understanding amongst project stakeholders
2. Continue the collaborative design of the Youth for Dignity program model and curriculum
3. Explore approaches and develop tools (i.e. cultural protocol, guiding charter) to embed Kaska culture, principles and protocols into YFD curriculum and program activities
4. Identify barriers, gaps in service and priority areas as well as assets in the community
5. Collect feedback on the YFD project monitoring and evaluation plan

The purpose of this Report is to summarize the results of the time together at Tu Cho, relevant to the Youth for Dignity (YFD) project. The Tu Cho gathering was an opportunity for relationship building between partners and Elders, as well as ensuring a common understanding of the Project's objectives, outcomes, deliverables and roles in the Project. Another key outcome of the gathering was to explore how Kaska culture is to be honored and embedded throughout the Project.

This Report may act as a tool for LAWS and project partners as we collaborate to develop, evaluate, and report on the community-based and culturally grounded program model for increasing safety and supports for survivors of gender-based violence (GBV). This report is organized into 5 sections:

1. The **Background** gives context for the project and the Tu Cho gathering, and an overview of the Project's key components
2. The **Summary of Engagement** provides an overview of the Gathering's development and engagement approach, including the location, guiding principles, participants and their roles, project deliverables, methods and guiding questions
3. The **Summary of Discussions** summarizes the 10 key themes that emerged from the Gathering, along with more detailed notes and quotes associated to each theme
4. The **Actions and Next Steps** highlights the actions to be taken by partners over the coming months, in relation to the Project's deliverables
5. The **Conclusion** wraps up the report with final commentary

## B. Background

At national, territorial and local levels, Indigenous women and Youth face high levels of violence, particularly relationship violence. Announced in June 2017, *It's Time: Canada's Strategy to Prevent and Address Gender-Based Violence* is the Government of Canada's response to gender-based violence (GBV). The Strategy includes initiatives and investments from multiple departments, including the *Public Health Agency of Canada (PHAC)*.

In 2018, PHAC invited applications from organizations to advance promising practices and initiatives to prevent GBV in the form of teen/youth dating violence in Canada. *The Liard Aboriginal Women's Society (LAWS)* application for *Youth for Dignity* was successful with the contribution agreement being signed by both parties on February 14, 2019.

The *Youth for Dignity* 5-year project aims to address gender-based and relationship violence among youth in Watson Lake, Yukon. It focuses on knowledge and skill development among youth in Grades 8 to 12 at Watson Lake Secondary School (WLSS) in order to increase understanding and prevention of gender-based and relationship violence and to mobilize Youth as anti-violence leaders in their community.

The project will weave together an interconnected relationship between the core elements of the project – the *Workshop programming* and, the *Intervention Research and Evaluation, Knowledge Dissemination* and *Sustainability* initiatives, and *Partner* contributions. These elements will be combined with what are two distinct strengths-based and culturally-appropriate approaches – the grounding in Kaska Culture and Response-Based Practice (RBP)<sup>2</sup>.



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*“Rooting yourself in culture before it is lost. There is an urgency in it.” - Elder*

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The Project will span over a 6-fiscal year period from February 14<sup>th</sup>, 2019 to December 31<sup>st</sup>, 2023. There are three phases to the Project that are spread out over 6-fiscal years:

### **Phase 1: Pre-Planning (January to August 2019)**

1.1 Project Set-Up

1.2 Prepare for Implementation

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<sup>2</sup> Response-based practice (RBP) is an evidence-based methodology with a foundation in social justice and human rights. It has been proven to be effective in diverse situations (therapy, school settings, counseling) as it acknowledges the systematic nature of violence and provides an alternative to diagnostic and pathology-oriented practices. It works to preserve dignity, moving beyond traditional victimizing language and acknowledges an individual's physical and emotional resistance to violent assault. (Centre for Response-Based Practice, 2019; BC Society of Transition Houses, 2015)

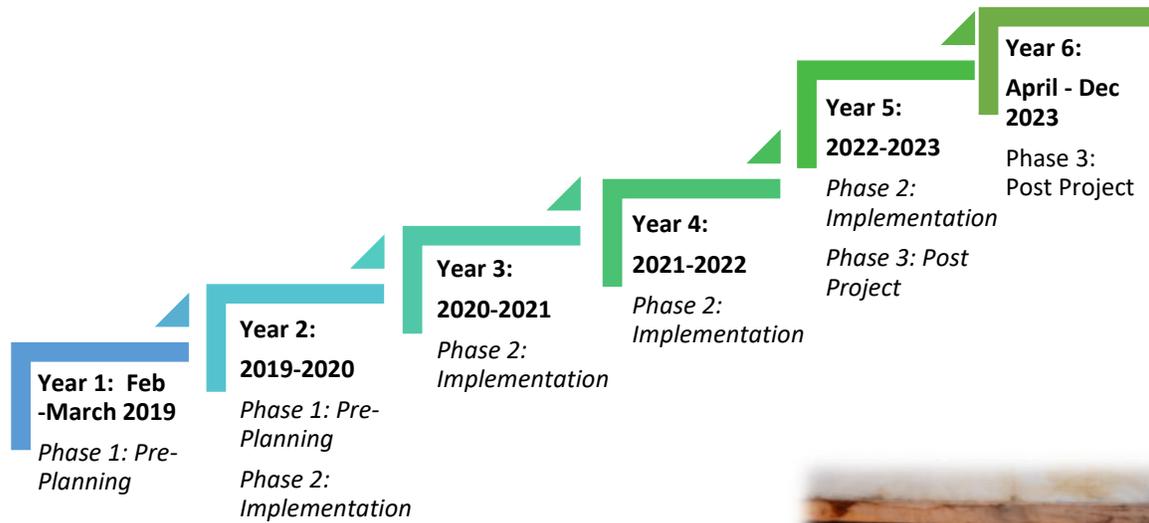
**Phase 2: Implementation (4 YFD Program Cycles: October to May 2019-2023)**

- 2.1 Support the Delivery of Program Activities and Curriculum
- 2.2 Implement Intervention Research and Evaluation Plan
- 2.3 Communicate Findings, Reflect and Adapt as Needed

**Phase 3: Post Project (September - December 2023)**

- 3.1 Project Sustainability and Knowledge Dissemination
- 3.1 Final Reporting

**Diagram 1:** Phases of YFD Project by Fiscal Year



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*“The youth have been courageous- telling it like it is.”*  
*Project partner*

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### C. Summary of Engagement

This section includes an overview of the Gathering’s approach including location, guiding principles, methods and guiding questions and an overview of participants and their roles in the Project.

#### Location

The Gathering was hosted at Tu Cho on traditional Kaska land at the Elders Culture Camp, approximately 170km north of Watson Lake. The location of the Gathering grounded the event offering a place that is connected to Kaska culture and the land. It was an environment where participants would feel comfortable sharing their views with limited interruptions. The location allowed for diverse partners to come together to co-create the project in a way that honors the experience and wisdom of partners, survivors of violence and community members, as well as Kaska traditional teachings and our connection to ancestors, the land and each other.



#### Kaska Elders Culture Camp

The Liard Aboriginal Women’s Society, the Liard First Nation and the Ross River Dena Council partnered to offer a summer camp GUK’EH GU’SANI – “Living our Kaska Way” at Frances Lake during the summer months of July and August 2019.

The camp will focus on remembering our culture by practicing our language, by storytelling, and by joining together in traditional medicine, traditional crafts, traditional sewing, and traditional ceremonial practices. The camp will honor the central place of our Elders in remembering our culture, partnering participants Kaska language speakers to practice our language through immersion.

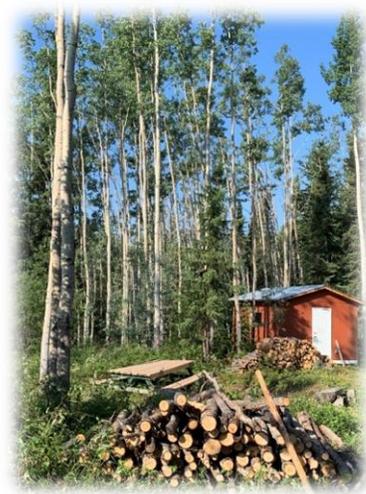


*LAWS Newsletter, May 2019*

## Guiding Principles

The Tu Cho gathering was guided by the following principles:

- **Culturally-responsive and relevant** – Respect for Kaska culture, values, knowledge, protocols and customs that support a culturally safe process was central to the Gathering
- **Holistic** – The interrelated nature of all aspects of relationship violence were respected: mental, emotional, spiritual and physical health, social, cultural, economic, and environmental
- **Capacity-driven and empowering** – The Gathering honored the existing capacities of the group and supported capacity building through collaboration and community self-determination
- **Strength-based** – Community assets and strengths, including the valuable work done by LAWS and partners up to this point, were honored and celebrated
- **Collaborative and participatory** – The Gathering was a deeply valuable opportunity for diverse partners who care deeply about this work to build relationships, listen to one another and begin to co-create the project
- **Adaptive and reflective** – The Project and Gathering supported a process of continuous feedback, reflection, and learning to adapt throughout the project.
- **Communicative** – The gathering strived to use accessible communication tools (e.g. a Project Information booklet)



## Participants and Roles in Project

The Gathering was attended by the following 18 Project partners and stakeholders:

Ann Maje Raider	LAWS Executive Director
Mary (Rose) Caesar	Liard First Nation Leader
Mary Charlie	LAWS Board of Directors Member
Jody Dick	Advocate
Maryann Dick	Mother of Advocate, Community Member
Michelle Wolftail	Advocate
Rosemary Rowlands	Executive Director- Help and Hope for Families
Kyla Greene Beaulieu	Staff- Help and Hope for Families
Linda MacDonald	Kaska Language Teacher/School Liaison
Renee Claude Carrier	Project Partner/Facilitator
Julie Laliberte	Project Partner/Facilitator
Martina Volfova	Project Partner
Miranda Lane	LAWS Support Staff
Joey Mitchel	LAWS Support Staff
Allan Wade	Centre for Response Based Practice
Shelly Bonnah	Centre for Response Based Practice
Jeff Cook	Beringia Community Planning Inc. Principal
Naomi Schatz	Beringia Community Planning Inc.
Paula Hay	Beringia Community Planning Inc.

There were several key groups and organizations represented at the Gathering. Below is an overview of the groups present and their role in the Project:

Partner Organization/Group	Role in Projects
<b>LAWS (Executive Director, Board Members and Support Staff)</b>	LAWS is the lead organization of the Project. LAWS Board members are Kaska Elders who will support Project activities and will help to guide cultural practices and protocols in the Project.
<b>Community Members and Survivors of Violence</b>	Community members also joined the Gathering to contribute to the design of the project and program model. The community members are young women who are survivors of violence themselves who want to be anti-violence leaders in their community.
<b>Agency Staff (i.e. Help and Hope for Families)</b>	Supporting the Project design and implementation, including partnership components with local service delivery organizations (i.e. job shadowing)
<b>Centre for Response Based Practice practitioners</b>	Consultants from the Centre for Response Based Practice
<b>Beringia Community Planning Inc.</b>	Consultants leading the Project’s monitoring and evaluation; Interim LAWS Project Manager role and duties until LAWS staff is hired.

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*“There are many women who have not survived, and who are still experiencing violence.” – Community member*

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### Methods and Guiding Questions

Prior to the gathering, Beringia, LAWS and project partners collaborated to develop an agenda for the gathering that was shaped by Project deliverables and planning objectives. The semi-structured agenda guided the Gathering’s discussions, supported shared facilitation between project partners, and allowed for flexibility and responding to the group’s safety needs. A key deliverable the Gathering worked on was the YFD Program and curriculum design and the research and evaluation plan.



The Gathering began with a welcome and prayer by Ann Maje Raider, LAWS Executive Director and she shared context on why we were all gathered together. We did a round of introductions, including name, organization and role in the project. The Day 1 morning session included an overview of Response-Based Practice from Dr. Allan Wade and Dr. Shelly Bannah, as well as an overview of the Project from Naomi Schatz, Beringia Community Planning Inc.

The Gathering used a sharing circle method to support the planning process<sup>3</sup>. Guiding questions were posed to the group which supported storytelling and important sharing from the diverse perspectives present. Discussions were documented by Beringia Community Planning staff. The discussions were complemented by additional activities just as the Vision Tree (results under Measures of Success of this report). Interviews with Project partners were also conducted and filmed by Martina Volfova with the aim to document the Project



planning process. Kaska cultural practices were embedded throughout the gathering, for example through prayer, smudging ceremony, a communal fire area for listening and sharing, walks around the land, and fishing in Frances Lake. Small group and one on one conversations between partners naturally occurred throughout the Gathering, which allowed partners to get to know one another, and explore the Project in smaller group settings.



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*“The story of each individual is important. The effects don’t get to the story behind the person.” – Project Partner*

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<sup>3</sup> Sharing circles are a discussion process in which participants share their feelings, experiences, and insights in response to guiding topics and questions. They are loosely structured, promote the goals of the process, and support cooperation, effective communication, trust, and confidentiality. (Innerchoice Publishing, 2012)

The sharing circle discussions were guided by a number of questions fall under 4 categories:

Successes and lessons from past LAWS initiatives	YFD Program Design	Needs and Asset Assessment	Measures of Success
<ul style="list-style-type: none"><li>•What were successes of past LAWS initiatives?</li><li>•What are you proudest of?</li><li>•What did we learn? What improvements can be made?</li></ul>	<ul style="list-style-type: none"><li>• How can Kaska cultural principles, teachings, and protocols can help guide the project?</li><li>•What are the resources and partnerships needed to launch and run YFD?</li><li>•How does the allied group stay and work together to affect change over time? How might we live the solidarity?</li><li>•How do we get the town of Watson Lake involved?</li></ul>	<ul style="list-style-type: none"><li>•What challenges are women, youth and the community facing in regards to violence and safety?</li><li>•What is working to support survivors?</li><li>•What are the gaps in services, supports and justice system for responding to violence and supporting survivors?</li><li>• What are the types of personal, community and systemic changes needed?</li></ul>	<ul style="list-style-type: none"><li>•What is the biggest change you would like to see in 5 years?</li><li>•How will we know if the Project is successful?</li><li>•What kind of change will we see amongst Youth, community members, agencies and Elders?</li></ul>

Day 1 focused on exploring successes and lessons from past LAWS initiatives, needs assessment and Program design.

Day 2 discussions dove into exploring how to embed and honor Kaska culture in the Project, as well as identifying measures of change and success.

Day 3 was a half-day which focused on working closely with Elders to identify ways to honor and embed Kaska culture into the Project, as well as Program logistics (i.e. training dates).



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*“We are so eager to label, but you need to explore the context- you then start to understand.” – Ann Maje Raider*

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## D. Summary of Discussions

This section includes an overview of the key themes that surfaced from the discussions along with more detailed points and quotes from participants.

### Theme 1: Successes of Past Initiatives Addressing Gender Based Violence

The group also wanted to celebrate and honor the work to address gender-based violence to date. We explored the proudest moments, strengths and highlights.

#### SUCCESES

- Positive programming
- Transition from grade 7 to grade 8 is threatening for youth- YFD addresses this transition and supports the Youth
- Elders involvement and being in the room
- Youth as speech writers
- We evolved as facilitators and as a group
- Having youth, facilitators. Linda and Elders working together
- Culture through drum-making and learning the women's warrior song
- Giving permission to think differently
- Paying community members to teach the traditional way
- Slowly building trust and teambuilding
- People in and outside of comfort zones
- Aligning with Truth and Reconciliation findings
- Having flexibility to adjust and meet the needs of the youth and community

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*"Culture makes it successful."- Elder*

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#### IMPACTS

- Accumulative results- watching and experiencing results over time
- Invitation for the rest of the community to step it up
- Addressing racism by raising awareness amongst peers
- Youth feel proud
- Making voices heard
- Youth feel proud
- Youth passing on teachings to others
- Students become grounded and calmed down in year 2
- Connect with graduates from past programs to learn more about longer term impacts

## Theme 2: Activism, Social Justice and Systems Change

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*“Speaking truth to power.”- Project partner*

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The themes of activism and social justice had a strong presence throughout the Gathering. It was heard and felt in the voices that spoke to the urgent need for change. When asked to reflect on what works and propose what activities Youth and partners might undertake, the following ideas were discussed to tackle the enormity of systems change:

- Seeing that action is possible, what we can do
- Challenging and revealing acts of racism and disrespect (i.e. Stop Rape sign)
- Developing alternatives, another way, towards justice. Youth bringing forward ideas around alternative justice.
- Need to confront municipal government (public system) their collusion with violence. Therefore, need to ask Town of Watson to be accountable to youth
- Building up a system of positive social response in Watson Lake
- Giving the language to survivors of violence to confront the system
- Bring back the Stop Rape sign- confronting the town of Watson lake for the circumstances and decision to pull sign down
  - The youth deserve to address the stop rape sign removal- The town being accountable to Youth.
  - Conduct an interview town of Watson lake to understand more about why the sign was taken down and the decision-making process
  - Involve YFS grads in process
  - Invite Mayor and council to an event to put up a new sign
  - Create another sign forest to expose the truth about rape
- Started a review of school policies in past program- continue to work on this in YFD by reviewing sections of school policies
- Giving the language and tools to confront the system
- Dignity preserving actions- Demonstrating we can show just as much dignity for the perpetrator as the victim
- Creating a cycle of (social) justice for youth to understand (attention to language) and work with

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*“Youth already know, it’s giving the language to confront the system.”  
- Project Partner*

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Theme 3: Reclaiming identity and grounding the Project in Kaska cultural teachings-  
Following our people’s way: Gūdené’ K’éh Gūs’ānī

*“You need to know who you are and where you come from.” - Elder*

- Learning about one’s personal lineage through a genogram- a response to systemic assault
- Restoring the role of women
- Helping Youth connect with Elders and to know who their ancestors are
- Cultural learning
- Ancestors are guiding us- including physical and spiritual dimensions
- Elders are needed to teach Dene au Nazen
- Restoring the role of women
- Talking about who are our ancestors, we cannot forget our ancestors otherwise we lose connection to the land and who we are
- Dena Nedi is a Kaska word meaning ‘helping’
- Drum making to be included throughout (e.g. learning to make a drum, teachings, and songs).



**Kaska Cultural activities to include in YFD Program**

Mapping safety in the community	Lineage (geneology) of students	Hand games
Plan a respectful event for men	Kaska legends or stories every morning of training from an Elder	Kaska language included throughout
Create a Kaska calendar that also aligns with response-based ideas (i.e. the eagles coming back- what Kaska teachings and RBP principles does that align with?)	September event to unveil mural up in the signpost forest	December 6 <sup>th</sup> event for families invited to join- Put up pictures of loved ones to honor MMIW



- The justice system confusing sex with violence- you can't treat a sexual problem when it is actually a violence problem
- There is no access to justice and no way to deal with violence and victimization
- The importance of paying attention to language and challenging colonial language that conceals (i.e. residential schools are prison camps)
- The justice system is not healing the perpetrator
- The need to address systemic racism and bullying
- Confronting government and public institution collusion with violence (E.g. Government collusion with porn industry)
- Helping youth and women (survivors) to see they do not need to be fixed




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*“Not deficits in people, but a deficit in the system and institutions.” - Project Partner*

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## Theme 5: Engaging Safe and Honorable Young Men and Elders

When reflecting on the role of men, the following approaches and reflections were raised:

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*“Stand up proud and know who your grandpa is. You can feel him in your veins. You can hear him. That is where the power is.” – Elder*

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- Our men are neglected. Our men need to be seen as honorable
- Including honorable and respectful men who have resisted violence and asking them how they have resisted? How is it that they were able to be safe and honorable men?
- Supporting mentorship opportunities between men and youth
- Inviting male Elders to teach young men and boys
- Approaching men as knowledgeable and asking them how men can help to make it safer for women.

## Theme 6: Creating more opportunities for the engagement of parents and family

Partners explored the potential role of families and parents in the Project and how we might increase engagement opportunities. Overall it was discussed that more involvement and support from the families of YFD students would be beneficial.

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*“We have to engage the community in prevention. I honor this work and want to support it any way possible.” – Agency partner*

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- Helping people take ownership of keeping the community safe
- Parents for Justice/ Parents for Safety group is needed

- Bring awareness to existing partnerships supporting safety
- Past community wide survey surfaced a gap between how safe youth feel, and how safe parents think their kids are
- Offer workshops for teachers (i.e. PD days for teachers)
- Parents for Justice and Safety group
- Build in more community support
  - Create a pledge (community wide response) for community to sign on to
- Information session or booth/campaign to promote program to families
- Interview parents as part of evaluation:
  - What changes have you seen in your child? What has been the impact on them?
  - How is it that you helped your child participate in the YFS? What do you want your children to learn about safety? What do you wish you had known?
- Family gathering event
- LAWS Newsletters- students can bring home to provide updates to parents and family
- Asking students non-threatening questions- How are you talking to your brothers and sisters about this?
- A card that kids bring home with questions on it for family
- Inviting supportive parents to school board meeting to demonstrate support for YFD program

## Theme 7: Increasing school and teacher engagement

Partners also discussed challenges and strategies moving forward to increasing school support and involvement in the Program.

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*“Seeing that we can learn in a different way.” - Project partner*

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- How do we engage teachers to help change the culture of organizations (school)? How can we engage more teachers into the program, and more First Nations teachers?
- Challenge of teacher turnover and teachers see the Program as a burden as they are already overextended as is.
- Approaches to engagement discussed:
  - Offer workshops for teachers (i.e. PD days for teachers)
  - Info session for teachers at the beginning of school year
  - Ask for a half day with the whole school



## Theme 8: Measures of Success

This section summarizes the discussions on how we will know if the project is successful. As captured in the diagram below, we explored the change we might see amongst Youth, as well as agencies, community and Elders.

### Vision Tree: What is the biggest thing that would be different in 5 years?

Justice, helping hands, respect

Leaders who are not criminals

Respectful. Lineage. Knowledge development

Our community is a violence free environment

Men and women united to create safety

Kaska dene au nazen training for all services professionals

Stronger cultural systems of support

Get men involved to advocate young guys, boys

Youth who know about respect and consent

More Kaska speakers

Laws to change for sexual predators

Protect our community from violence

Rebuilding hope and strength



<p style="text-align: center;"><b>YOUTH</b></p> <p><i>Why type of change will Youth experience if the Project is successful?</i></p> <ul style="list-style-type: none"> <li>• No bashing</li> <li>• Building and solidifying relationships</li> <li>• Communication- using social response language</li> <li>• Dedicated youth space and day camps</li> <li>• Youth are teaching teachers</li> <li>• Youth will be taking charge of the program</li> <li>• Job searching and resume building skills</li> <li>• The stop rape sign is back up in the forest</li> <li>• All youth graduating understand what consent is</li> <li>• Increased connection</li> <li>• Youth are cooperating, supporting each other and walking together</li> <li>• Youth are defining what advocacy means in their own context</li> <li>• It will be easy for them to describe what they are doing</li> <li>• The type and quality of the relationships they have developed with other youth, with the team, and themselves</li> <li>• Youth are not misusing consent</li> <li>• More language that creates safety</li> <li>• Helping people think about violence</li> <li>• No. of youth asking for help</li> <li>• Less bullying</li> <li>• More language that creates safety</li> <li>• Youth are changing the narrative- Interrupting negative perceptions of Watson lake and first nation</li> </ul>	<p style="text-align: center;"><b>CULTURE AND ELDERS</b></p> <p><i>How will we know Kaska culture is guiding the Project?</i></p> <ul style="list-style-type: none"> <li>• Youth are building relationships with Elders</li> <li>• Elders are teaching what they learned growing up</li> <li>• Respect for family</li> <li>• Elders are less isolated</li> <li>• More relationships between elders and youth</li> <li>• Youth knowing their roots and who they are</li> <li>• Singing Kaska songs</li> <li>• Starting point is grounding in a culture- who are you?</li> <li>• Genogram- response to systemic assault</li> <li>• So important that it is rooted in culture</li> <li>• Connecting with culture</li> <li>• Non-native can also explore where they come from</li> </ul>
	<p style="text-align: center;"><b>COMMUNITY</b></p> <p><i>What kinds of changes might we see in the community and amongst agencies?</i></p> <ul style="list-style-type: none"> <li>• Changing the narrative in Watson lake</li> <li>• Increase in community voices</li> <li>• Interrupting negative perceptions of Watson lake and first nation</li> <li>• Paradigm shift- accountability of agencies</li> </ul>

**Theme 9: Program Dates and Logistics**

Day 3 of the Gathering focused in more on Program dates and logistics, as summarized here below.

- YFD session dates (Note: these dates may change but will try to align program with these national awareness raising dates). Other session dates will be chosen once program is running in September.

- Sept 23<sup>rd</sup>, 2019: Student Orientation- orientation may stretch to 24<sup>th</sup> to so teacher orientation as well
- March 8<sup>th</sup>, 2019: Event- International Women’s Day
- May 5<sup>th</sup>, 2020: Annual Community Event- National Day of Awareness for Missing and Murdered Indigenous Women and Girls
- December 6<sup>th</sup>, 2019: Community Vigil- National Day of Remembrance and Action on Violence Against Women in Canada
- Some sessions may include 2 days of training with Julie and Renee, and Day 3 being dedicated for a guest (i.e. drum making)- Ann will talk to people about filling this day with guests
- Challenge: Maintaining momentum between monthly sessions to keep Youth engaged

### Theme 10: Connections between YFD and Advocacy Projects

With two programs getting ready to launch in the fall 2019, one focused in the high school and the through out the community through Advocates, discussions at the Gathering explored ways that the Projects align and can support each other.

- Both part of a vision to create more safety
- Combine Program activities/campaigns
- Youth scale up from YFD into positions of Advocates
- Learning from each other (e.g. youth learning from Elders, youth teaching Advocates)
- Advocates could co-facilitate YFD
- Support for keeping youth engaged in the time between monthly sessions

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*“Youth have a voice and adults need to listen.” - Project partner*

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#### RESOURCE IDEAS

- Health and Hope- Circles of Safety program
- [Gordon Foundation](#)
- Kaska Land Conference- October 5-6th 2019
- Movies: Wind River; Finding Our Way
- [FOXY](#)
- [Verbal Judo](#)
- [Mining Watch](#)



### E. Actions and Next Steps

This section provides an overview of the next steps in the Project planning process in relation to the Project's deliverables.

Project Deliverable	Action Items	Deliverable Target Date
Youth for Dignity Program and Curriculum Design	<ul style="list-style-type: none"> <li>• <b>Documentation of draft program Curriculum:</b> Confirm lead to work on documentation of curriculum. Continue to communicate with Art Stephenson re: accreditation process and resources needed.</li> <li>• <b>YFD Schedule:</b> Complete schedule for YFD sessions and confirm with school administration.</li> <li>• <b>Ethics Review:</b> Wait for results of Ethics Review and make changes as needed. Communicate with partners (e.g. LAWS, facilitators and Linda MacDonald) regarding evaluation and research tools).</li> <li>• <b>School Engagement:</b> Ann to communicate with WLSS principal and coordinate meetings with school council.</li> </ul>	August 30, 2019
Monitoring and Evaluation plan	<ul style="list-style-type: none"> <li>• Beringia to further develop the M&amp;E plan and associated tools, integrating findings from Gathering.</li> <li>• Develop evaluation tools to support facilitators in their tracking of student results and impact of model.</li> </ul>	August 30, 2019

## F. Conclusion

The Tu Cho gathering was a symbolic and foundational event for the Youth for Dignity project. It brought together a diverse group of partners, survivors of violence, and community members, each with their own experiences and wisdom, to work together. Being on traditional Kaska land was grounding and guided us in listening to ancestors and traditional teachings and honoring the circle of partners and community members that continue to work together.

The Gathering was a rich opportunity for building trust and getting to know one another, as well as exploring the potential and possibility of the Project. The work ahead of us is to weave the experience, teachings, resources, ideas, and learnings together towards supporting, responding and restoring dignity and safety amongst survivors of gender-based violence.



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*"I am listening to our ancestors. They will guide us." – Ann Maje Raider*

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## Appendix A: Agenda

An overview of the Gathering's semi-structured agenda is as follows:

### DAY 1- THURSDAY, JULY 4<sup>TH</sup>, 9AM-5PM

Time	Activity	Topics
8:30-9AM	Breakfast	
9 – 9:30AM	Welcome and Introductions	<ul style="list-style-type: none"> <li>○ Opening Prayer and Welcome</li> <li>○ Introductions</li> </ul>
9:30 – 10AM	Gathering Overview	<ul style="list-style-type: none"> <li>○ Review agenda</li> <li>○ Goals for Tu Cho gathering</li> </ul>
10-10:45AM	Project Overviews	<ul style="list-style-type: none"> <li>○ Overview of YFD and Advocacy Projects</li> <li>○ Themes from March meetings</li> </ul>
10:45-11AM	Break	
11AM – 12PM	Project Overviews	<ul style="list-style-type: none"> <li>○ Response- based practice Introduction</li> </ul>
12 – 1PM	Lunch	
1-2:30PM	Design Advocacy Program Model	<ul style="list-style-type: none"> <li>○ Energizer/Trust Activity</li> <li>○ Sharing circle with Advocates and Elders (Needs assessment)</li> </ul>
2:30-3PM	Break	
3-4:30PM	Design Advocacy Program Model	<ul style="list-style-type: none"> <li>○ Discussion/activities to design Advocacy Program model</li> </ul>
4:30-5PM	Closing	<ul style="list-style-type: none"> <li>○ Closing circle</li> </ul>
5PM-Onward	Supper and Evening Activities	

### DAY 2 - FRIDAY, JULY 5<sup>TH</sup>, 9AM-5PM

Time	Activity	Topics
8:30-9AM	Breakfast	
9 – 9:30AM	Day 2 Prepare	<ul style="list-style-type: none"> <li>○ Review/reflections on Day 1</li> <li>○ Day 2 Agenda Review</li> </ul>
9:30 – 10AM	Past LAWS initiatives	<ul style="list-style-type: none"> <li>○ Successes and Lessons Learned</li> </ul>

10-11AM	Kaska Culture in Projects	<ul style="list-style-type: none"> <li>○ How can Kaska culture and Dene Au Nezen guide the Projects?</li> </ul>
11-11:15AM	Break	
11:15 – 12PM	Kaska Culture in Projects	<ul style="list-style-type: none"> <li>○ How can Kaska culture and Dene Au Nezen guide the Projects?</li> </ul>
12 – 1PM	Lunch	
1-2PM	Design Advocacy Program Model	<ul style="list-style-type: none"> <li>○ Activities/discussion to support design of Advocacy curriculum and model</li> </ul>
2-2:15PM	Break	
2:15-4PM	Project Results (Evaluation)	<ul style="list-style-type: none"> <li>○ Discussion- What does a successful project look like? What are the results?</li> </ul>
4-5PM	Closing	<ul style="list-style-type: none"> <li>○ Closing Circle</li> <li>○ Acknowledgements</li> </ul>

**DAY 3- SATURDAY, JULY 6<sup>TH</sup>**

Time	Activity	Topics
9 – 11	Kaska culture in YFD	<ul style="list-style-type: none"> <li>○ Elders involvement</li> <li>○ Kaska cultural activities</li> </ul>
11 – 12PM	YFD Program Logistics	<ul style="list-style-type: none"> <li>○ Program dates and activities</li> </ul>