

# Liard Aboriginal Women's Society Youth for Safety Project (DRAFT)

## Youth Sessions 1 & 2

*November 19<sup>th</sup> & December 15<sup>th</sup>, 2015  
Watson Lake, Yukon*



## Executive Summary

Watson Lake Secondary School (WLSS), in partnership with community agencies, has embarked on a three-year, Youth-led learning project called “*Youth for Safety*” (YFS). YFS is based on learning topics of safety, dignity, justice, and violence against girls and women; it explores how men keep women safe and how women stay safe.

Youth sessions were held at WLSS in Watson Lake, Yukon on November 19<sup>th</sup> and December 15<sup>th</sup>, 2015. A total of 64 students in grades 8-12 participated in four activities, where they shared their thoughts and opinions on safety in their community. These introductory sessions are in preparation of the upcoming five workshops from January to May 2016.

During the two sessions, Youth were asked the following questions:

- **What does safety mean/look like to you?**
- **Who should be involved in the Youth for Safety (YFS) project?**
- **How do we keep you involved in the project?**
- **What are your ideas for safety initiatives?**
- **What are the values, norms and principles that should guide YFS?**

Several **key themes** (highlights) emerged when Youth discussed safety as follows:

### **Meaning of Safety:**

#### **1. Drugs/Alcohol**

When discussing what a safe community looks like, the majority of responses (11% of total responses) from Youth were about living in a place free of drugs and alcohol. To Youth, this means no underage drinking, no public intoxication, and no drugs or alcohol in the community.

#### **2. Crime/Violence**

Next to drugs and alcohol, crime and violence were viewed as key threats to safety. Fighting, violence, sexual assault, abduction, vandalism and illegal weapons were concerns shared by Youth.

#### **3. Support/Sense of Community**

Overall, having support within the community was very important to Youth. Having someone to talk to and a sense that everyone is watching out for one another were important factors contributing to feelings of safety. Youth also liked the idea of having access to counselling, a helpline and treatment centres when in need of extra support.

### **Community Involvement:**

- Youth feel that they should lead the project and that everyone in the community should be involved, especially teachers/school staff and Elders.

### **Youth Engagement:**

- Youth said that food/drinks, cultural/art activities, sports/recreational activities and games will motivate them to stay involved in YFS.

**Safety Initiatives:****1. Safety/Security**

Safety and security initiatives accounted for a full 79% of initiative ideas generated by Youth. Surveillance initiatives were popular, such as more police patrol, surveillance in schools/lockers and safety cameras and lights/mirrors in public spaces. A desire for more “safe places” was also expressed by Youth, including safety in the home.

**2. Arts/Recreation Programs**

Arts and recreation programs were popular safety initiatives, accounting for 33% of all initiative ideas (second only to direct safety/security measures above). These initiatives address safety by providing fun and safe environments such as camps and recreation centres and with activities and opportunities for Youth.

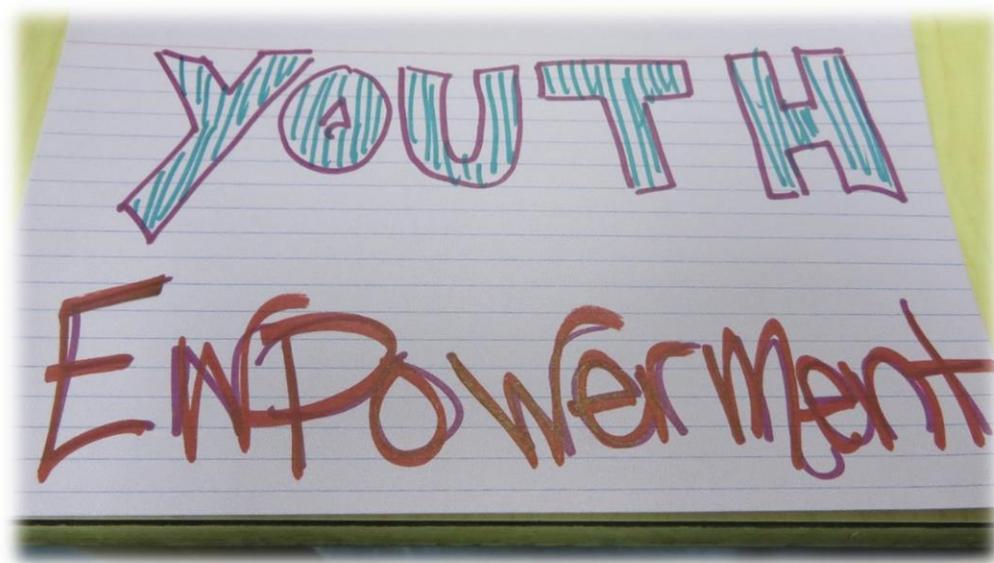
**3. Anti-Drug/Alcohol Initiatives**

When discussing ideas for safety initiatives, Youth wanted to see more controls in place for the purchase and consumption of alcohol, as well as treatment made available to those with substance-abuse problems. Anti-drug and alcohol initiatives accounted for 21% of all initiative ideas.

**Group Values and Norms:**

- Guiding principles stated by Youth include: honesty, trust, respect, confidentiality, communication, listening, creative thinking, teamwork, patience, humour and fun.

This report presents the four main activities that took place during sessions 1 and 2. Results are shared using graphs, photographs, and quotes from the students who participated.



## Acknowledgements

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Kalem	Stewart	Chalifoux	Faith Dennis
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Silvia	Jonathan	Erik Stewart	Raeya Close
Derek Magun	Caesar	Kindra Stewart	Bambi Stewart
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## 1. Introduction

Watson Lake Secondary School (WLSS) in partnership with community agencies have embarked on a three-year Youth-led learning project called “*Youth for Safety*” (YFS). YFS is based on learning topics of safety, dignity, justice, and violence against girls and women; it explores how men keep women safe and how women stay safe. Two introductory sessions were offered to educate and recruit Youth for the project in November and December of 2015.

About 30 to 40 Kaska and non-Kaska Grade 8 to 12 students from (WLSS) are expected to participate in the three part project. It is also open to Youth currently not attending school. Families are encouraged to support Youth as well.

The project will celebrate and honour existing Youth strengths, knowledge, and strategies on how to stay safe. Youth will also learn new tools and skills to increase safety in the community.

There will be a total of five (5) two-day workshops from January to May 2016. All workshops will be in the class room and will explore topics in an interactive way, using youth-led projects to address different aspects of safety in Watson Lake. Youth will propose and work on annual projects of their choice to increase safety in their community.

This report summarizes the results from 64 Youth participants during two introductory workshops that took place on November 19<sup>th</sup> and December 15<sup>th</sup>, 2015. Youth were divided into two groups by grade: 8-9 and 10-12. This report visually presents the results from Youth workshops through graphs, charts and tables. Themes discussed by Youth over the 2 sessions were as follows:

1. What does safety mean/look like to you?
2. Who should be involved in the YFS project?
3. How do we keep you involved in the project?
4. What are your ideas for safety initiatives?
5. What are the values, norms and principles that should guide YFS?

By engaging Youth in creative and collaborative activities, we were able to better understand Youth perspectives regarding safety within the community, and how Youth see safety issues being addressed. A full listing of responses can be found in the Appendix section.

The workshop agendas were as follows:

Day 1: November 19<sup>th</sup>, 2015

Activity 1: Youth Posters – What does safety look like to you?

Activity 2: Questions for Youth – ‘Who should be involved in the project?’ and ‘How do we keep you involved?’

Day 2: December 15<sup>th</sup>, 2015

Activity 3: Group Brainstorming Session – Ideas for youth initiatives

Activity 4: Group Discussion – Establishing norms, values and principles for YFS

## 2. Methodology

The purpose of the initial Youth gatherings was to introduce the project and generate trust to begin building relationships.

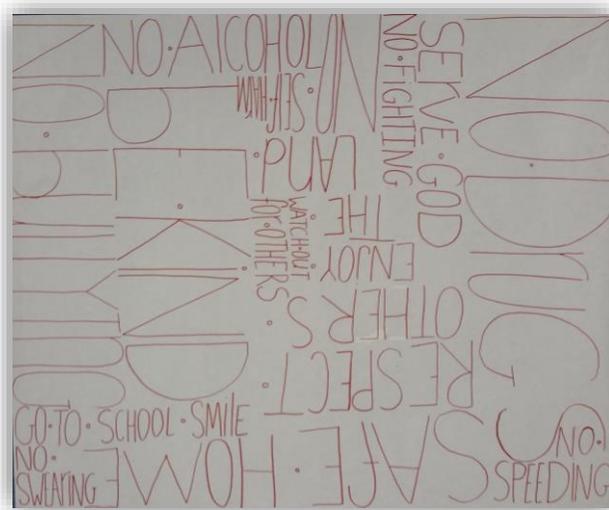
In total, there were 64 Youth participants. Participants were divided into two groups by grade: grades 8-9 and grades 10-12. Sessions for grades 8-9 and 10-12 occurred on the same date and at the same location but at different times (i.e. grades 8-9 from 10:00 am – 12:00 pm and grades 10-12 from 1:00 pm – 3:00 pm).

This section outlines the methods used for each activity (1-4) that took place during the sessions held on November 19<sup>th</sup>, 2015 (activities 1 and 2) and December 15<sup>th</sup>, 2015 (activities 3 and 4).

Session 1 – November 19<sup>th</sup>, 2015

### *Activity 1: Youth Posters – What does safety mean/look like to you?*

For this activity, Youth groups were given flipchart paper and markers in assorted colours to display, through pictures and words, what safety looks like to them. Students worked together in groups of 2-4 to create posters illustrating what safety means to them (example below).



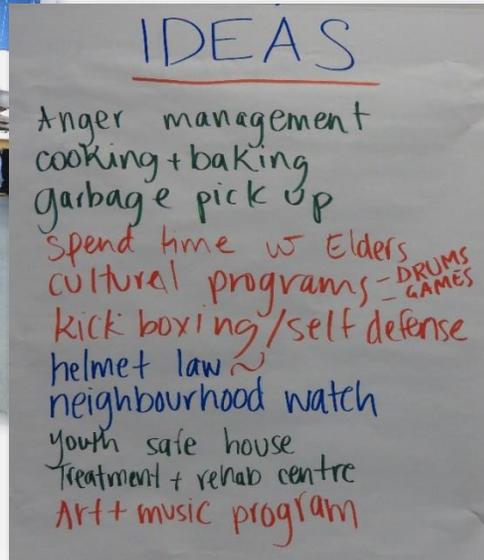
### *Activity 2: Questions for Youth – ‘Who should be involved in the project?’ and ‘How do we keep you involved?’*

Youth were given index cards to write their answers to the above questions. This was an individual exercise. Youth were given 2 cards, one for each question, and asked to list all the people they felt should be involved in YFS and the ways facilitators can keep them involved and interested in participating in the project. Answers were recorded on the cards and collected by facilitators.

Session 2 – December 15<sup>th</sup>, 2015

**Activity 3: Brainstorming Session – Ideas for Youth Initiatives**

During this brainstorming activity, Youth were asked to come up with ideas for safety initiatives that could be started in the community with \$5000. Youth assembled in small groups of 2-4 to record their initiative ideas on flipchart paper.



**Activity 4: Group Discussion – Establishing values, norms and principles for YFS**

Youth were asked to discuss as a group the guiding values, norms and principles needed to guide Youth and build a strong relationship. They also discussed negative attitudes and norms they want to avoid. The groups discussed these concepts together and their input was recorded on flipchart paper by the facilitator and Youth (seen below).



### 3. Results

The following graphs and figures illustrate Youth input and the safety themes that emerged from the data. Results are presented by grade (8-9 and 10-12) and combined (8-12) in some instances to see cumulative trends.

The results of this study will be used to guide and structure future learning sessions (3-5).

#### Session 1

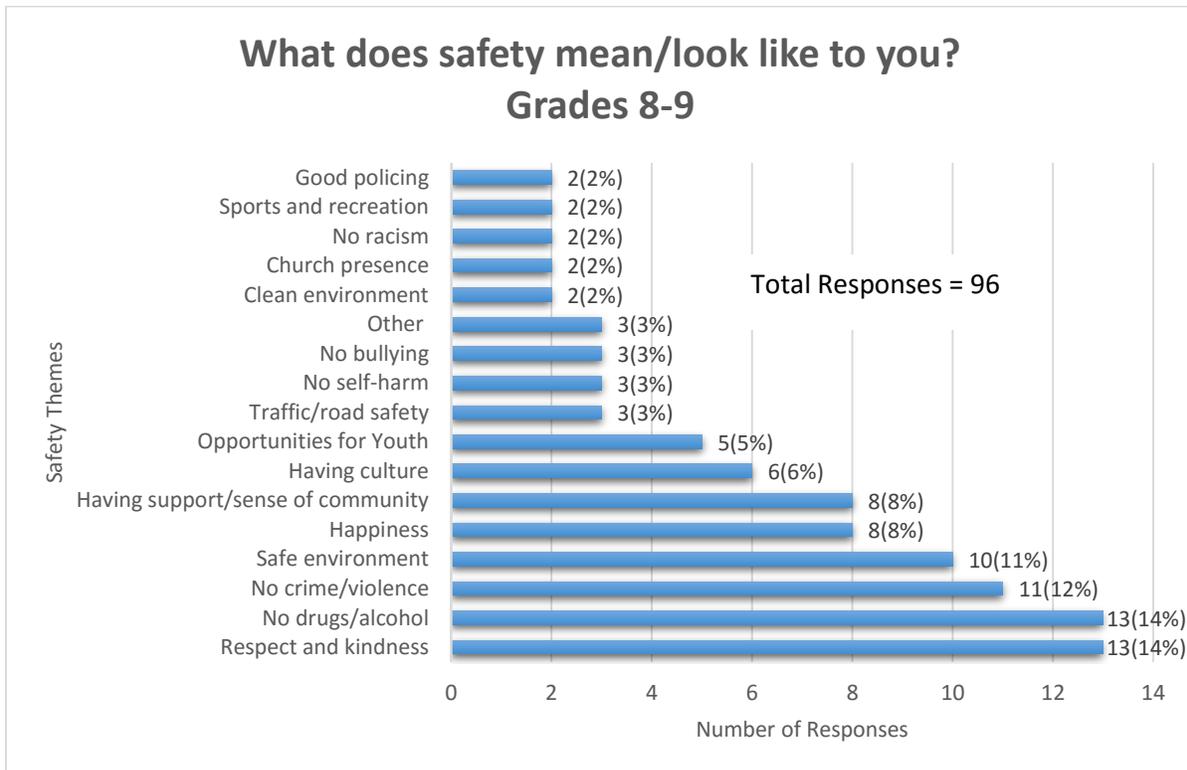
#### Activity 1: Youth Posters – What does safety mean/look like to you?

Youth were asked to describe and illustrate what safety means/looks like to them. The responses from grades 8-9 and 10-12 are as follows (see Appendix A for all responses):

#### Grade 8-9 Responses

As seen in Figure 1, Youth safety is primarily about showing respect and kindness within the community (14% of responses), and an absence of drugs, alcohol (14%) and crime/violence (12%). Being happy and having a supportive and safe community were also very important, as was having culture and opportunities for Youth.

**Figure 1: What safety means to grades 8-9**





*“No violence”*  
*“Walking around seeing nobody drunk”*

*Grade 10-12 Responses*

Within the grade 10-12 group, the most common responses were about having support and a sense of community to draw on (11%), as shown in Figure 2 below. Second was having a healthy community (10%), followed by traffic and road safety (10%) and no crime/violence (10%). An environment free of drugs and alcohol is also important to this group (9%).

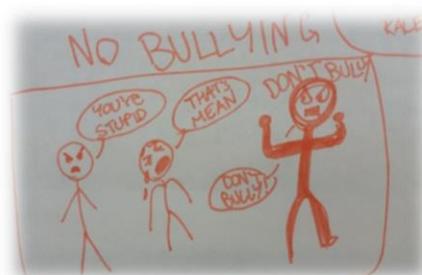
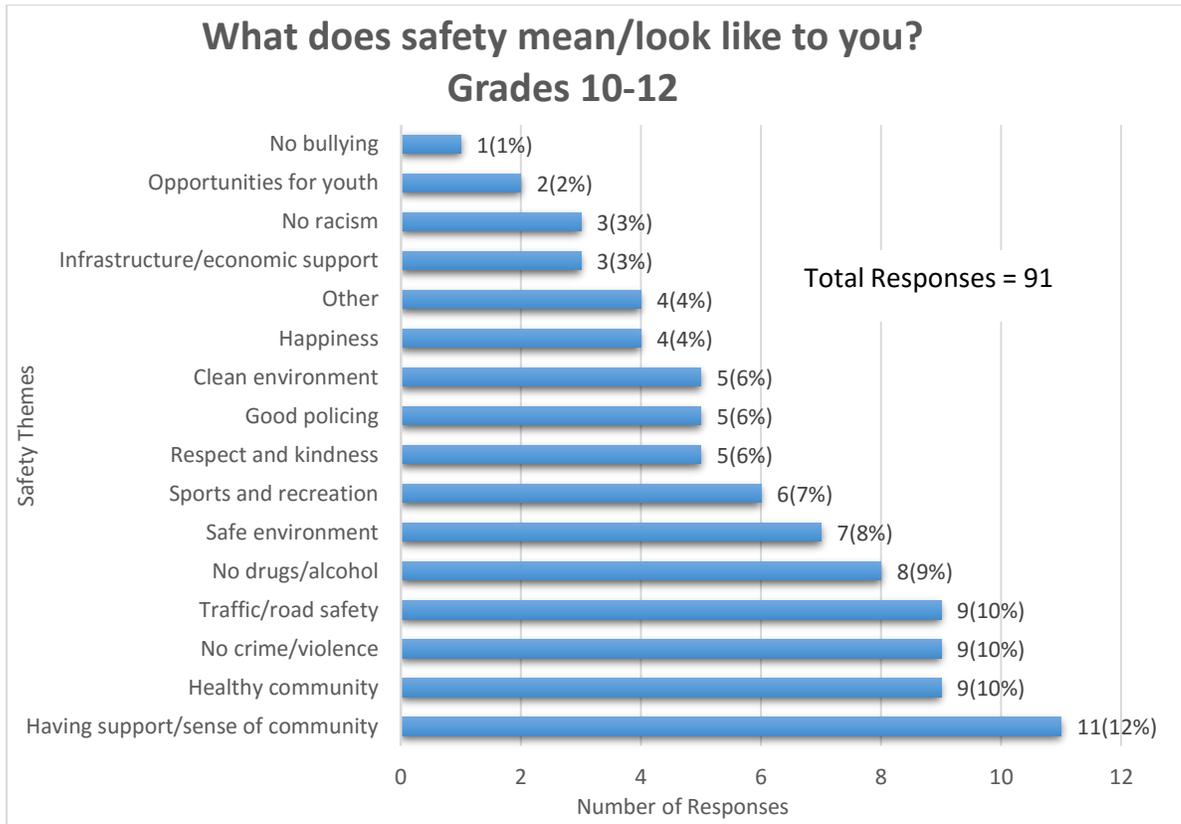


Figure 2: What safety means to grades 10-12



*“We are all safe here”*

*“Speed limits and school zones”*

*“Community gatherings”*

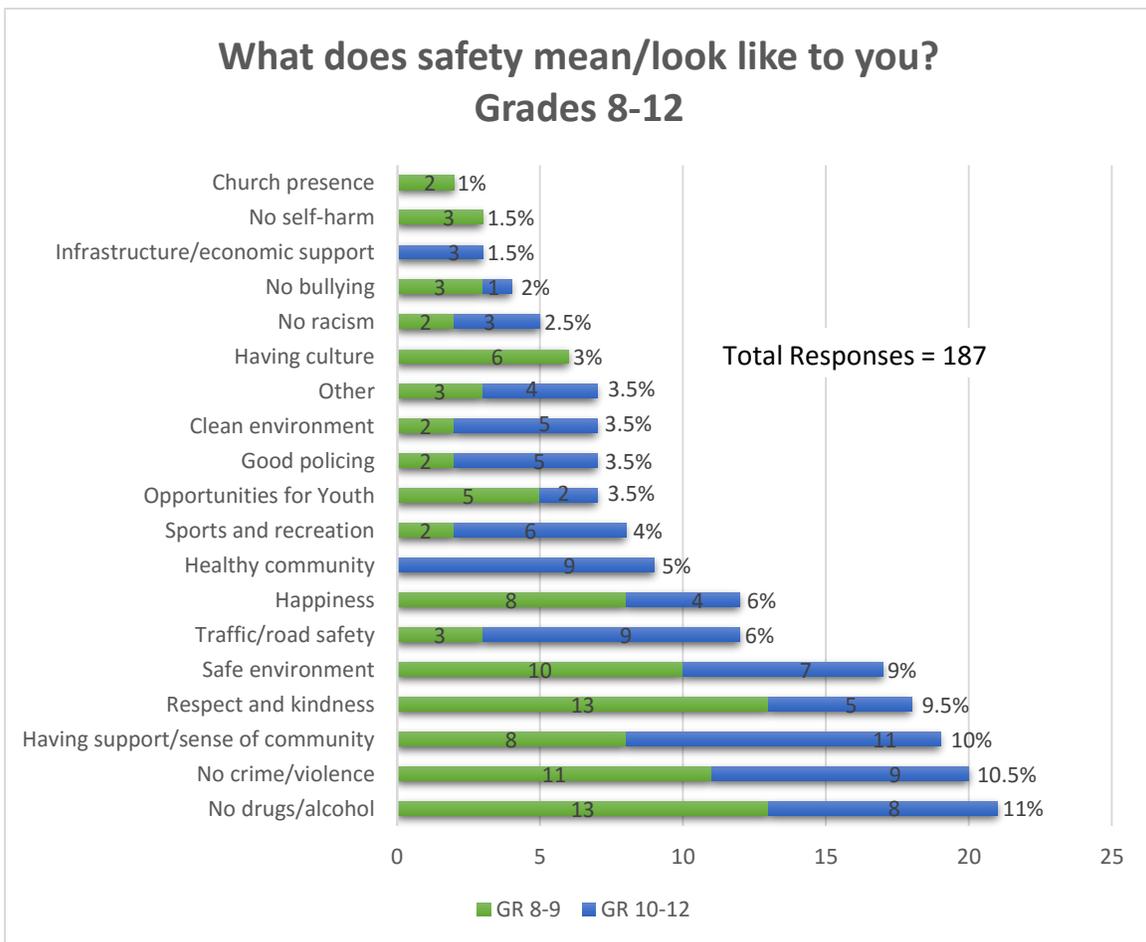


Combined Responses (Grades 8-12)

Similar themes emerged between the grades 8-9 and 10-12 groups, with support and a sense of community and no crime/drugs/violence being key factors for a safe community. Within the grade 10-12 group, however, a healthy community and traffic/road safety were key issues. These issues were discussed less in the grade 8-9 group. Alternatively, within the grade 8-9 group, respect, kindness and being happy were key; themes which were mentioned less frequently by the grade 10-12 group.

Figure 3 shows the combined responses of all grades (8-12). Overall, Youth felt that a safe community is one without drugs and alcohol or crime and violence, with high levels of support, respect and kindness. Traffic and road safety including more stop signs, street lights, speed limits and school zones were also important to Youth, as was happiness and an overall safe environment.

Figure 3: What safety means to grades 8-12 (combined responses)



**Activity 2: Questions for Youth – ‘Who should be involved in the Project?’ and ‘How do we keep you involved?’**

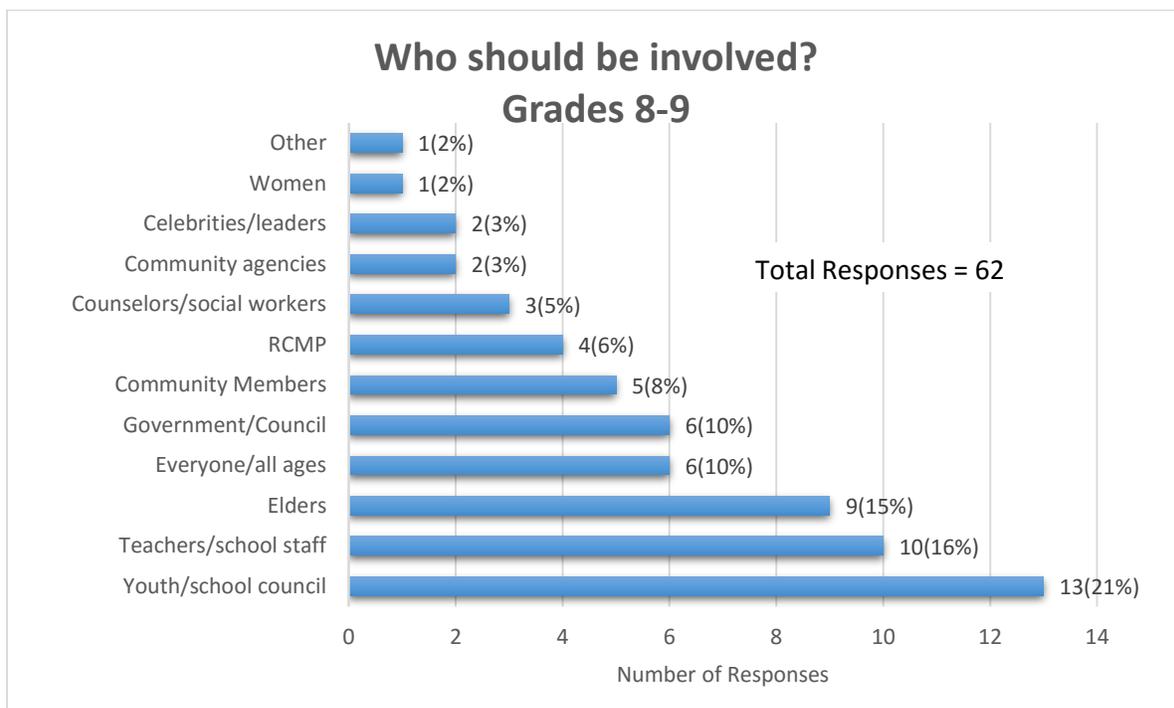
Both groups of participants were asked to answer the above questions individually rather than in a group. The following section shows the key people and agencies Youth feel should be involved in implementing YFS, and also offers insight into the key motivators and incentives that will keep Youth interested in participating in the project. See Appendix B for all responses.

*QUESTION 1: Who should be involved in the YFS project?*

*Grades 8-9 Responses*

Grade 8-9 participants favour the involvement of Youth and school staff in YFS, with a combined total of 23 of 67 responses (37%), followed by Elders (15%), then equally everyone/all ages and government/council (10%) (see Figure 4).

**Figure 4: Grade 8-9 responses on who should be involved in YFS**



*“I think that teenagers should be involved in this”*

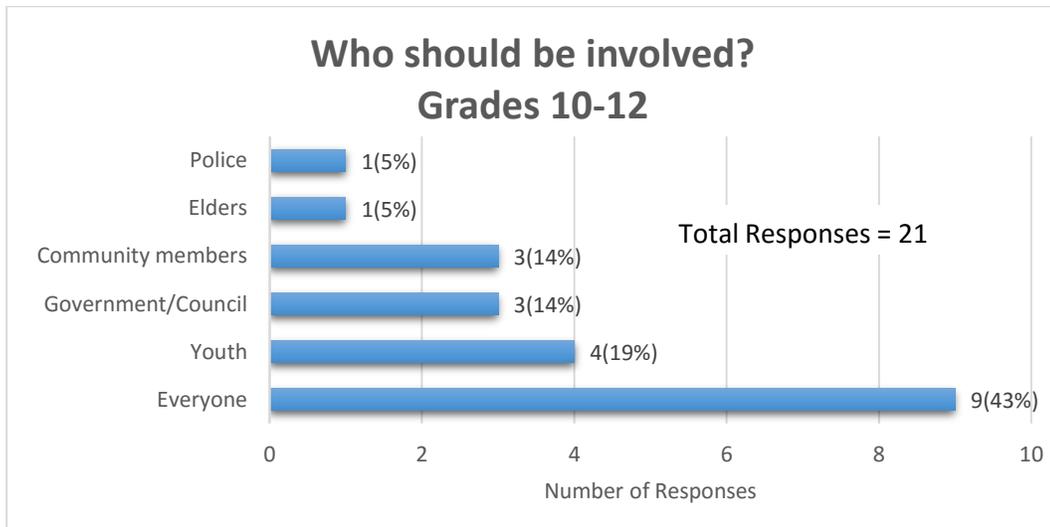
*“Liard Aboriginal Women’s Society”*

*“NADAP workers”*

Grade 10-12 Responses

Within the grade 10-12 group, most felt that everyone should be involved in the YFS project. Involvement of Youth was also important, followed by community members and government/Council. It is interesting to note that teachers and school staff were not specifically mentioned by this group, although they may be included in the 'everyone' category (see Figure 5).

Figure 5: Grade 10-12 responses on who should be involved in YFS



*“Everybody in WLSS”*  
*“Why does it matter? Everyone I guess.”*

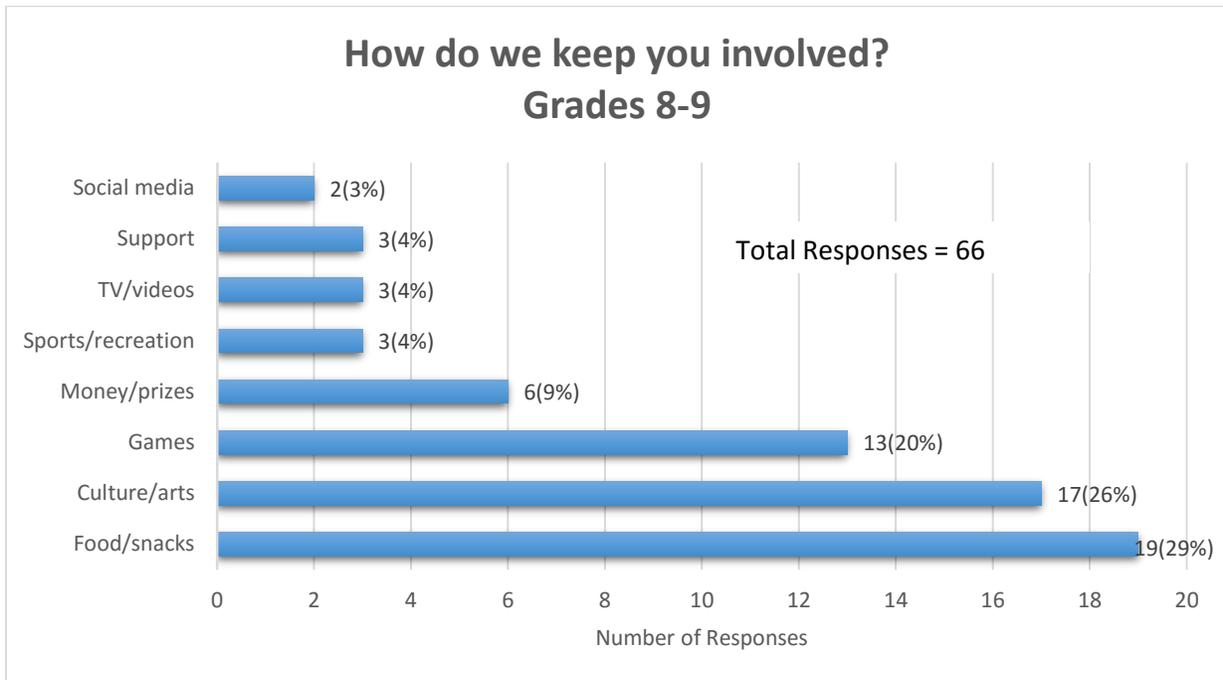


**QUESTION 2: How do we keep you involved?**

*Grade 8-9 Responses*

Food and snacks were a major motivator for this group (19%). They were also very interested in cultural and artistic activities, such as music, dancing, drumming, traditional teaching and art/drawing (17% of responses, see Appendix B for details). Games were also very popular, followed by incentives like money and prizes for participating.

**Figure 6: Grade 8-9 responses on how to keep them involved in YFS**



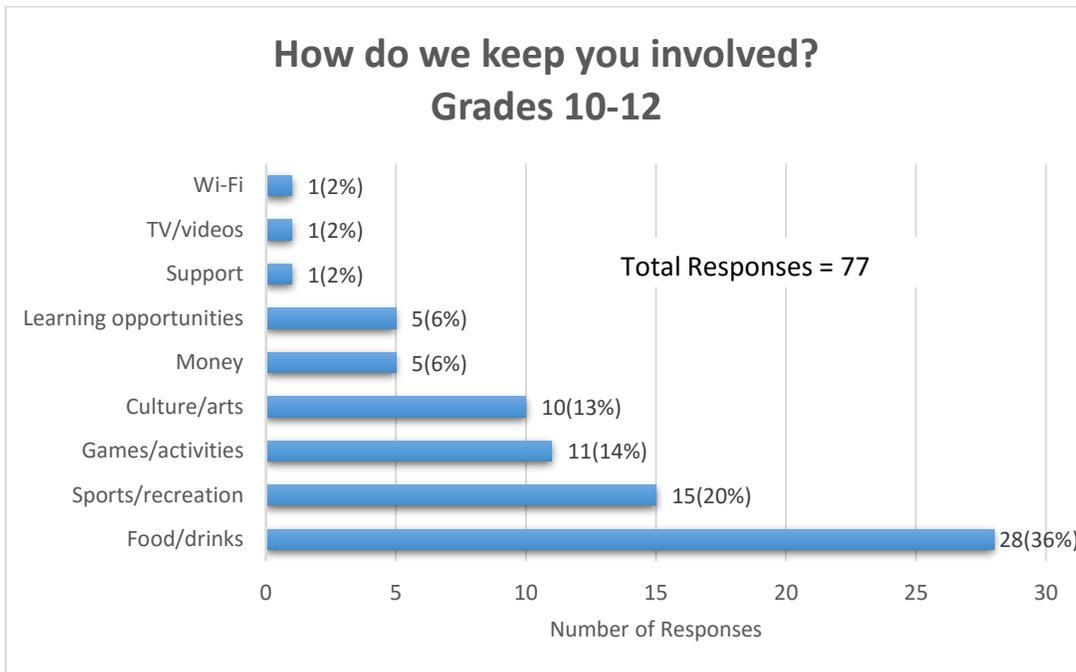
*“Being able to make things”*  
*“More games”*  
*“Continue with the snacks”*



Grades 10-12 Responses

Food was also the most common response from grades 10-12 when asked how to keep them interested in the project. Sports and physical activity were more popular among this group compared with grades 8-9 (19% of responses versus 5%). Games and fun activities were also key to keeping the interest of these participants.

Figure 7: Grade 10-12 responses on how to keep them involved in YFS



*“Moose meat steak”*  
*“Bring in different activities every time”*  
*“Learning new things”*



## Feedback – What did you like about today?

*Grades 8-9*

There was very positive feedback and high levels of enthusiasm from Youth who participated in this session. Many Youth stated they enjoyed connecting with and learning from other Youth; that they enjoyed getting together and getting involved. The games, fun and laughter were also well received, and many liked the food provided and having snack breaks. They only suggestion was to provide juice with the food (see Appendix D for details).

*“All students participate with the project starting off. Good ice breaker.”*

*“The food (lol), the games we played and learning ‘bout safe communities.”*

*“Inspire Youth! Listen and learn from Youth.”*

*Grades 10-12*

Similar to grades 8-9, participants in grades 10-12 enjoyed the teamwork and interacting with peers. Most liked the food and games/activities including the ice breakers and being able to write their thoughts (see Appendix D for details).

*“I like that we sat down and played a new game without fighting.”*

*“This activity was awesome.”*

*“Everything! Games, posters, fun!”*

”



## Session 2

### Activity 3: Group Brainstorming Session – Ideas for Youth Initiatives

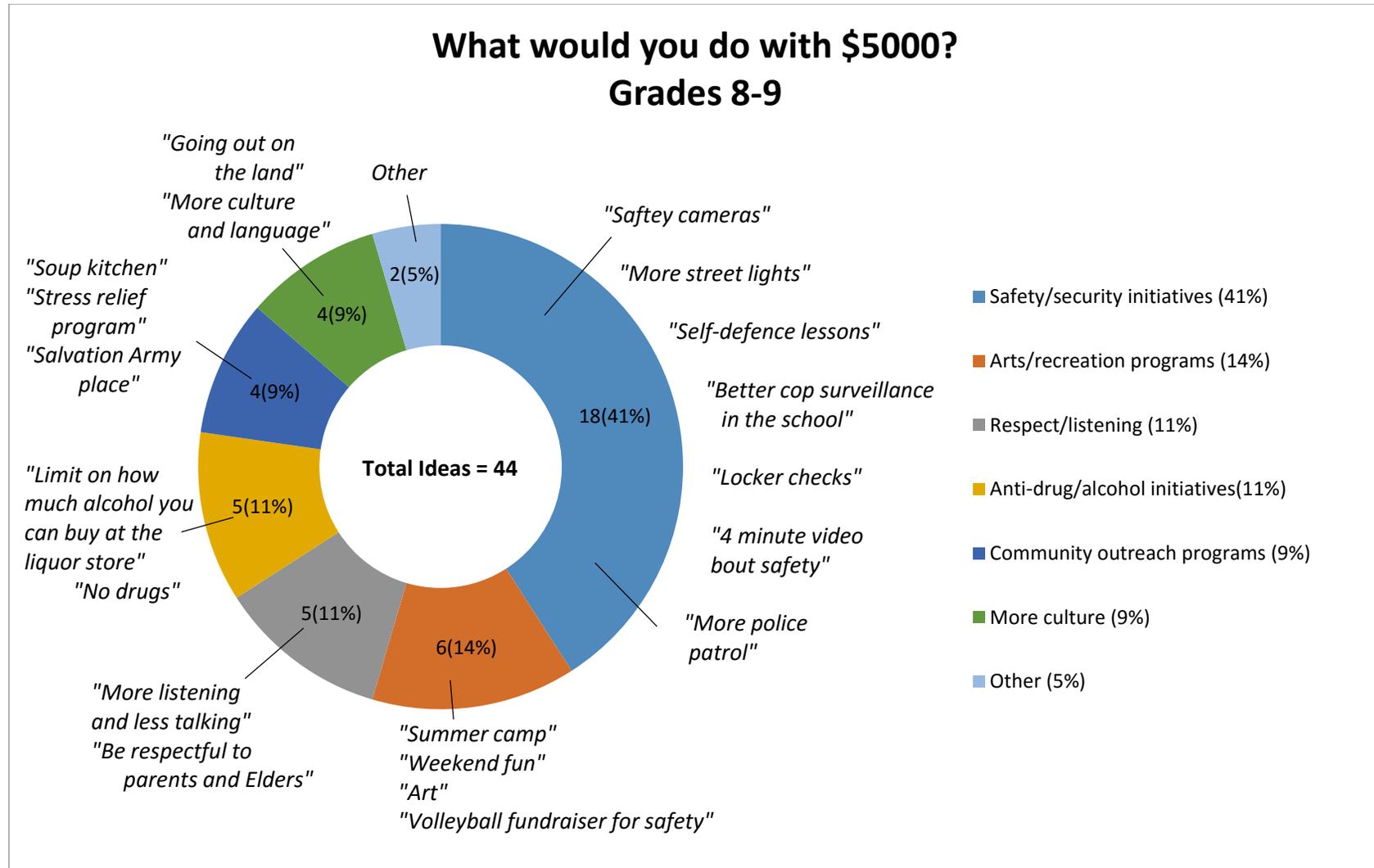
Youth were asked what they would do with \$5000 to start safety initiatives within their community. Figures 8 and 9 summarize the programs and initiatives Youth came up with during this brainstorming session (see Appendix C for all initiative and program ideas).

#### *Grade 8-9 Responses*

Youth provided a total of 44 ideas for safety initiatives during this session. Of those 44 ideas, most were direct safety/security measures such as safety cameras, street lights and police surveillance (41%). Other measures, however, promoted safety in a less direct manner, such as by encouraging more listening and respect within the community, and providing more art/recreational programs. Anti-drug and alcohol initiatives were also seen as very important.



Figure 8: Grade 8-9 ideas for safety initiatives



Grade 10-12 Responses

Similar to grades 8-9, the grade 10-12 initiatives and program ideas focused on direct safety/security measures like more street lights and police patrol. Arts and recreation programs are also second to safety/security (as with grades 8-9) with art and community activity ideas seen as a way to create safety in the community. In addition, community outreach and anti-drug/alcohol initiatives were common choices for promoting safety (see Figure 9 on next page).

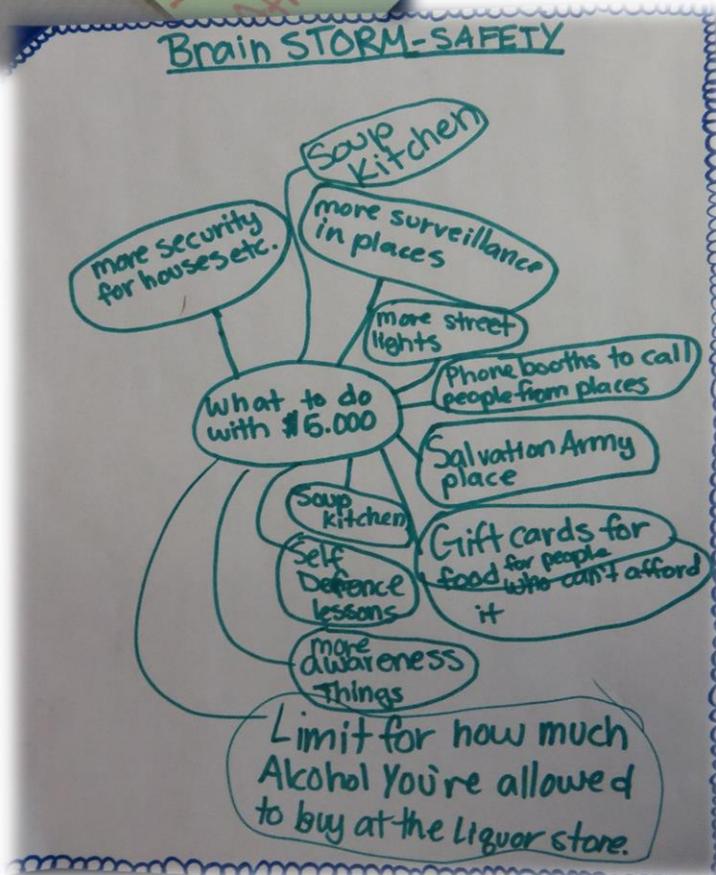
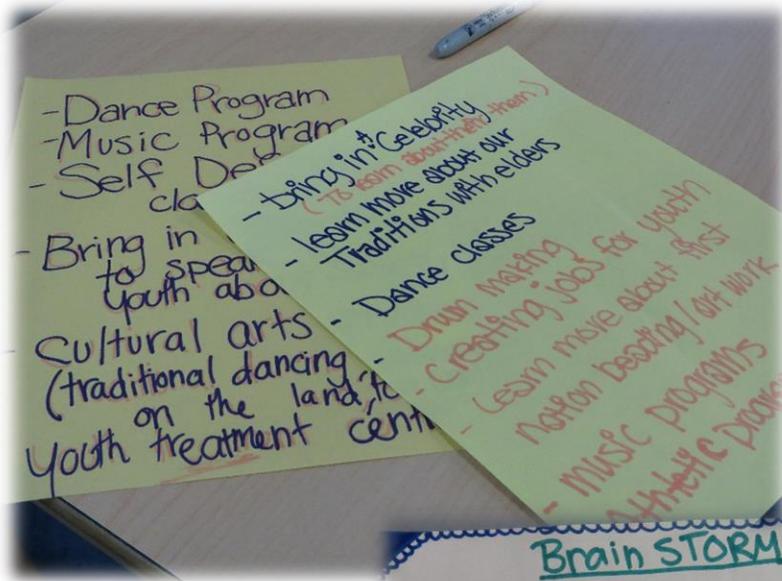
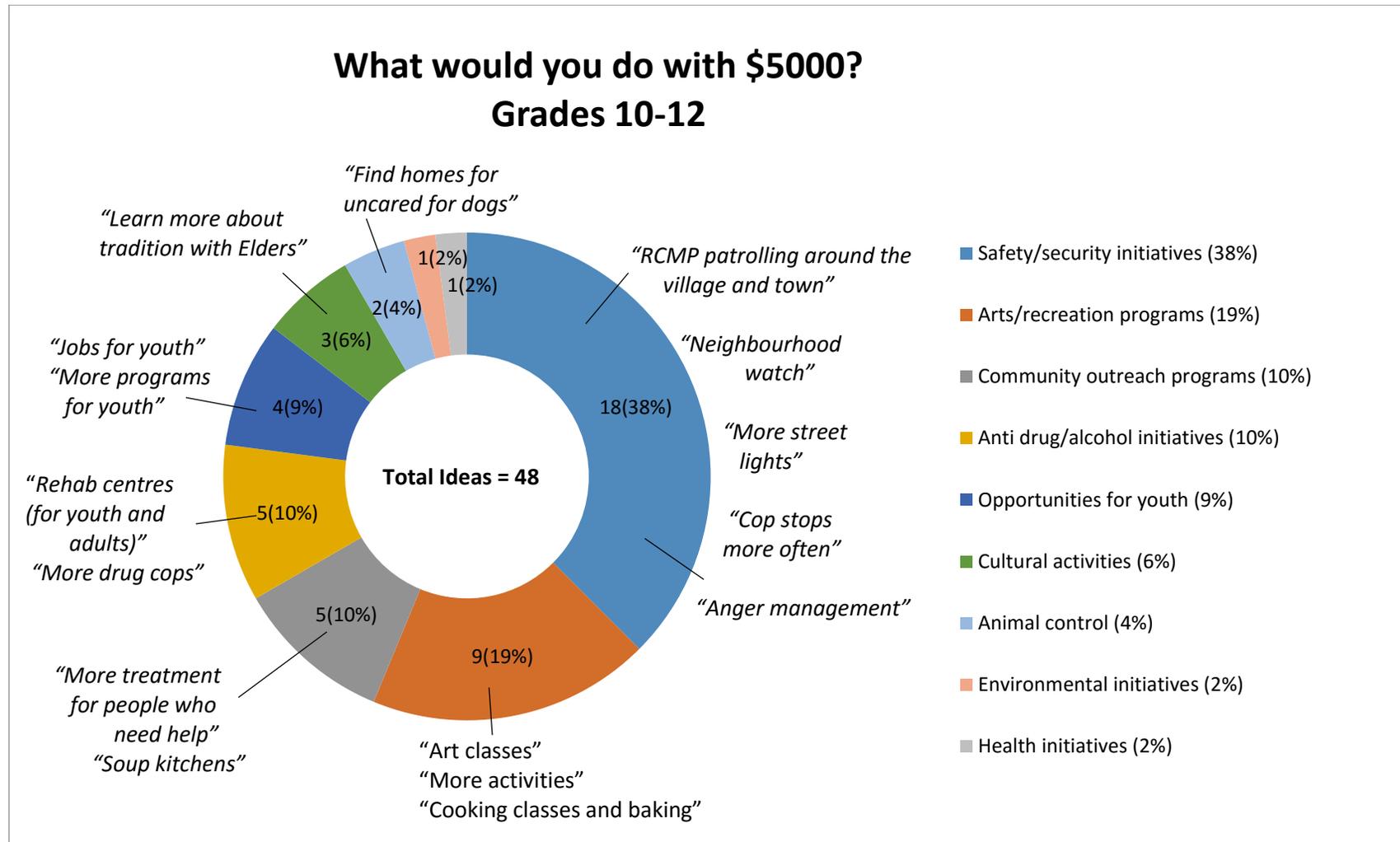


Figure 9: Grade 10-12 ideas for safety initiatives



#### Activity 4: Group Discussion – Establishing norms, values and principles for YFS

During this activity, students were asked to list the guiding norms, values and principles that would be useful to the Youth for Safety project moving forward. Their agreed upon values and norms are listed below, as well as negative attitudes and behaviours they felt should be avoided.

##### *Grade 8-9 Responses*

Figure 10 shows that Youth feel listening with respect and keeping thoughts and opinions confidential are key to the YFS project moving forward. Keeping food and fun in the meetings and gatherings are also seen as important. Judgement, gossip and violence are seen as behaviours to be avoided for the project to be successful.

**Figure 10: Grade 8-9 guiding values, norms and principles for YFS**

YES	NO
Confidentiality	Judgement
Food	Gossip
Listen with respect	Violence
Fun	

Grade 10-12 Responses

The values, norms and principles listed below reflect an environment that is welcoming and creative. Grade 10-12 students felt that, by following these guidelines and avoiding negativity and inappropriate behaviour, the YFS program could proceed in a productive and successful way.

Figure 11: Grade 10-12 guiding values, norms and principles for YFS



## Youth Interested in Participating

Youth participants were given index cards and asked to write their names on the cards and return them to the workshop facilitator if they are interested in participating in the Youth for Safety program. Below is the response by grade:

### *Grades 8-9 (19 out of 21 cards returned)*

1. Silvia
2. Derek Magun
3. Joleen Spencer
4. Devin Fox
5. Kaleb
6. Sabrina Jensen
7. Dakota
8. Hanna Raileen Brunot
9. Nathaniel McMillan
10. Anna
11. Kelley Nolan
12. Kolby J. Schmidt
13. Gunther Stewart
14. Jenny
15. Piper
16. Charlayne
17. Dryden
18. Victoria Dickson
19. Gabriel Goupil

### *Grades 10-12 (12 out of 14 cards returned)*

1. Cian Hobbis
2. Mairead Hotson
3. Erik Stewart
4. Lilian Brunet
5. Vanessa Chaput
6. Amber Jensen
7. Bailey White
8. Rebecca Allen
9. Raeya Close
10. Shane Bergeron
11. Bryan Dickson
12. Tony Gioia



## Feedback – What did you like about today?

### Grades 8-9

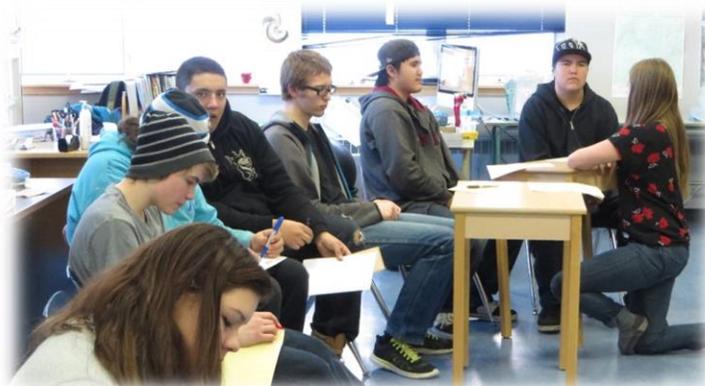
Students liked many aspects of the workshop, including the games, food, ice breakers/activities and the chance to win \$200. One student appreciated the review of the last workshop, and others enjoyed sharing their ideas and being with other youth (see Appendix D for all feedback).

- |  |  |
|--|--|
| ✓ <i>“Laughter”</i>  | ✓ <i>“Having a chance to win \$200”</i>      |
| ✓ <i>“I enjoyed connecting with our Youth”</i>                             | ✓ <i>“I liked everything about today!”</i>   |
| ✓ <i>“The snack breaks”</i>  | ✓ <i>“The review of last time”</i>           |
| ✓ <i>“Thumbs up!”</i>  | ✓ <i>“Fun + laughter”</i>                    |
| ✓ <i>“Inspire Youth! Listen and learn from Youth”</i>                      | ✓ <i>“Thumbs up!”</i>                        |
| ✓ <i>“In a way, we are one step closer to making our community safer.”</i> | ✓ <i>“All my bros, FOOD, all my Indians”</i> |
| ✓ <i>“The games we played”</i>   | ✓ <i>“Food, games, and you guys!”</i>        |
| ✓ <i>“Positive turnout. Can’t wait for the other one.”</i>                 |  |

### Grades 10-12

Participants enjoyed the workshop sessions and said they had fun. The games were popular and students expressed enthusiasm about learning how to make their community safer.

- |  |   |
|--|---|
| ✓ <i>“Ice breakers, games and all the funny stuff”</i>       | ✓ <i>“I like that we sat down and played a new game without fighting”</i> |
| ✓ <i>“Games – games were fun ☺”</i>                          | ✓ <i>“The activity was awesome”</i>                                       |
| ✓ <i>“Everything was great!”</i>                             | ✓ <i>“The friendly speakers”</i>  |
| ✓ <i>“Lunch”</i>   | ✓ <i>“Thank you”</i>  |
| ✓ <i>“ Trying to make our community better”</i>              | ✓ <i>“Really enjoyed it. Had lots of fun”</i>                             |
| ✓ <i>“Interacting more with my peers”</i>                    | ✓ <i>“This session was fun”</i>   |
| ✓ <i>“Everything! Games, posters, fun!”</i>                  | ✓ <i>“My favourite part about today was the last game we played”</i>      |
| ✓ <i>“Pretty fun, good games, good laughs, good meeting”</i> |   |



## 4. Conclusion

Students of WLSS shared a great deal of insight on safety from a Youth perspective. They provided key safety themes to be addressed in order to improve safety in Watson Lake and to contribute to a sense of community. From the reoccurrence of these themes, **primary safety issues** to be addressed include:

- Drugs and alcohol (substance abuse and public intoxication among Youth and adults)
- Crime and violence (fighting, sexual assault, illegal weapons)
- Need for a support network/counselling and more community outreach programs
- Desire for tradition and culture to guide safety programs and more cultural learning opportunities for Youth
- Desire to feel safe and secure in their environment. More safety initiatives will be required to achieve this (especially in regards to traffic/road safety and have safe spaces).

In addition, Youth have a clear idea of **who they want to see involved** in safety initiatives and planning, including:

- Youth themselves. Youth want to see Youth-led programing, especially in school involving staff and teachers.
- Youth would like everyone involved: all ages, all sectors (government, Elders, community agencies, police/RCMP, social workers, school staff, etc.)
- Many Youth specifically want to see Elders and Council more involved in safety programing

Also of importance is **keeping Youth involved** and interested in YFS. Youth shared many tips to keep their interest. At the fore was:

- Providing food, drinks and snacks at workshops, meetings and activities
- Offering a variety of fun games and activities, especially traditional/cultural, artistic and sport/recreational activities
- Offering money and prizes to Youth as an incentive for participation

Youth had many ideas for safety initiatives. The **most popular initiatives** included:

- Safety/security initiatives (increased surveillance, policing, school security, safe places)
- Arts/recreation programs (summer camp, sports, music and art programs)
- Anti-drug/alcohol initiatives (no drugs/alcohol, no public intoxication, limits on selling alcohol)

In summary, in the process of spearheading safety initiatives within their community, Youth are empowered to create the type environment they wish to live in. Youth need continued support and guidance from community members and agencies, Elders, government, police, social workers and, most importantly, their peers, to improve safety in Watson Lake.

The **next steps** of the Youth for Safety project include Youth recruitment and consent sign-off, curriculum design and preparation for the five upcoming Youth Sessions from January to May, 2016.

## 5. Appendices

### Appendix A: Activity 1 - Youth Posters

*What does safety mean/look like to you?*

*Grades 8-9 Responses:*

#### **Respect and Kindness (13)**

Respect others  
Be kind x2  
Be nice  
Manners  
Be nice to elders – ok  
No taking advantage of anyone  
Friendly people  
Being respectful to Elders  
Being/having a friendly community  
Being respectful  
Respect each other and land  
No swearing

#### **No Drugs/Alcohol (13)**

No drugs x3  
No alcohol x3  
No alcohol/drugs x2  
Walking around seeing nobody drunk  
No underage drinking  
No drunks in public  
No being high in public  
No high kids or adults

#### **No Crime/Violence (11)**

No fighting x2  
No fights  
No violence x2  
No guns  
No crime  
No sexual assault  
No vandalism  
No illegal weapons  
No abducting

#### **Safe Environment (10)**

Safe home

Neighbourhood watch  
This town is safe  
Safe/up to code buildings  
Safe environment  
Don't lock your door!  
Don't have to worry about youth being harmed  
Safe home  
A safe community would be more safe places  
No fear – honour to youth

#### **Having Support/Sense of Community (8)**

Watch out for others  
Having Batman/Robin – super heroes  
Youth treatment centre  
Phone line  
Knowing everyone  
Having someone to talk to you (counselling)  
Elders  
Helping each other

#### **Happiness (8)**

Smile  
Everyone happy  
Everyone being happy  
Celebration of life!  
Have a nice day!  
Have a happy day!  
Drawing of happy family  
No divorce

#### **Opportunities for Youth (5)**

Go to school  
No Bronx  
Move out of this town  
A bright future  
Follow your dream!

**Having Culture (6)**

Enjoy the land  
 No Rez  
 Being taught your culture  
 Everybody living culture  
 Traditional teaching  
 Drawing of person roasting food over fire with teepee in background

**No Bullying (3)**

No bullying x2  
 Don't bully! (cartoon)

**No Self-Harm (3)**

No self-harm x3

**Traffic/Road Safety (3)**

No speeding  
 Stop signs  
 No underage driving

**Clean Environment (2)**

No garbage

*Grades 10-12 Responses***Having Support/Sense of Community (11)**

Gatherings  
 Communities work together – support (drawing of globe with people surrounding it holding hands)  
 Everyone working together  
 Dream team  
 Teamwork  
 Friendships  
 Communication  
 Drawing of people smiling and holding hands  
 Community gatherings x2

**No Crime/Violence (9)**

No violence x3  
 No fighting  
 Following rules  
 No rape  
 Crime prevention  
 People not beating each other

Clean community

**No Racism (2)**

No racism x2

**Church Presence (2)**

Serve God  
 Church

**Sports and Recreation (2)**

More sports being played  
 Drawing of kids sledding down a hill with school in background

**Good Policing (2)**

RCMP  
 Better cops

**Other (3)**

IdK?  
 No Piccolo  
 Wear proper clothing

No animal abuse

**Healthy Community (9)**

Healthy communities  
 Healthy kids  
 Learn drug use affects (no misused substances)  
 Good activities that include everyone  
 Healthy activities for Youth  
 Do sports not drugs  
 Public health – less smoking  
 Public health  
 Better medical equipment

**Traffic/Road Safety (9)**

Speed limits and school zones  
 Street mirrors  
 Street lights x2  
 Better stop sign  
 Drawing of "School Zone 30 km/h" sign  
 Drawing of "Speed Limit 20 km/h" sign with figure holding stop sign  
 Drawing of stop sign

**No Drugs/Alcohol (8)**

No drugs (picture of syringe with strikethrough)  
Don't do drugs (cartoon drawing of boy's head with red eyes and joint in nose)  
No alcohol  
No cocaine  
No smoking  
Responsible drinking  
Drawing of "No Smoking" sign  
Drawing of "No Drugs or Alcohol" sign

**Safe Environment (7)**

We are all safe here  
Safe park (drawing of kids swinging and on slide)  
Safe  
Safe sliding (picture of person sliding)  
School security system (SSS)  
Fire and emergency services  
Four fire trucks

**Respect and Kindness (5)**

Treats everyone as equals  
Positive community – GG – Kumbaya  
Peace  
Love  
Respect

**Good Policing (5)**

No police brutality  
Police patrol  
Thousands of police officers  
Good cops (drawing of friendly police officer)  
Drawing of WLPD officer with a beat stick  
(under no police brutality)

**Clean Environment (5)**

Saving the environment  
Non poison lake  
Recycle x2  
Ecological footprint

**Happiness (4)**

Hakuna Matata x2  
Happy days  
World peace (with drawing of peace symbol and people surrounding globe holding hands)

**Other (4)**

Learning about the Watson past of abuse  
No Syrian 25,000 refugees  
N.W.A.  
Less social studies

**No Racism (3)**

No discrimination  
No racism x2

**Infrastructure/Economic Support (3)**

Free food and Wi-Fi  
Renovated housing  
Better equipment for our soldiers

**Opportunities for Youth (2)**

More jobs  
Better paying jobs

**No Bullying (1)**

No bullying

## Appendix B: Activity 2 - Questions for Youth

### Question 1: Who should be involved in the project?

#### Grades 8-9 Responses

##### **Youth/School Council (13)**

Youth x4  
 Teenagers  
 High school kids grades 8-12  
 School council  
 School council members  
 I think that ages from 12-19 should be involved  
 I think that teenagers should be involved in this  
 Youth that's not in the classroom  
 Students x2

##### **Teachers/School Staff (10)**

Teachers x7  
 Principal  
 Vice Principal  
 School Superintendent

##### **Elders (9)**

Elders x9

##### **Everyone/All Ages (6)**

Everyone x3  
 All ages x2  
 All my niggas

##### **Community Members (5)**

Volunteers  
 Helpers  
 Parents  
 Community

More family

##### **Government/Social Services (6)**

Yukon Government  
 Mayor  
 Social Services x2  
 Chief and Council x2

##### **RCMP (4)**

RCMP x4

##### **Counselors/Social Workers (3)**

Youth workers  
 Counselors/Help+Hope  
 NADAP workers

##### **Community Agencies (2)**

You people (referring to workshop facilitators)  
 Liard Aboriginal Women's Society

##### **Celebrities/Leaders (2)**

Donald Trump/Trump's hair  
 Obama

##### **Women (1)**

Women

##### **Other (1)**

No one I'm too heartbroken to think.

#### Grades 10-12 Responses

##### **Everyone (9)**

Everyone x4  
 Everyone who's willing to participate 😊  
 Everybody in WLSS  
 Why does it matter? Everyone I guess.  
 Anyone who isn't mean 😊

All the chill people 😊

##### **Youth (4)**

Youth  
 All grade 10's  
 15+

Ages 15-20 males and females

**Government/Council (3)**

First Nation Council

Mayor

Council

**Community Members (3)**

Open-minded people

*Question 2: How do we keep you involved?*

*Grades 8-9 Responses*

**Food/Drinks (28)**

Food x8

More food

Pizza x5

Bannock x4

Dried meat x3

Water x2

Moose meat steak

Pepsi

Pop

Hot chocolate

Cookies

**Food/Snacks (19)**

Continue with the snacks

Food x5

Dried meat x2

Feed them

Food (bannock)

More food

Food (traditional)

Bannock x2

Feed us x4

Dry fish

**Culture/Arts (17)**

Cultural arts

Being able to make things

Building/making things

Music

More art/drawing stuff

Skits x3

Improve would be fun

Music x3

Adults of the community who want change  
Community

**Elders (1)**

Elders

**Police (1)**

Police

Dancing

Drumming

Stories

Traditional teaching

Start with a prayer

**Games (13)**

Games x6

Have games

It would be more fun if there were more and  
different games

Fun games

More games x2

Warm up games x2

**Money/Prizes (6)**

Prizes x4

Pay us (please)

Everyone gets prizes

**Sports/Recreation (3)**

Sports

Go out on land

Go out camping/hunting

**TV/Video (3)**

Watch videos x2

Watch shows

**Support (3)**

Notice me

Listening to the people that have ideas

Showing you care about what we have to say

**Social Media (2)**

*Grades 10-12 Responses*

**Games/Activities (11)**

More games x2  
First Nations' traditional activities  
Activities x2  
Fun  
Teamwork  
Games x2  
Bring in different activities every time  
More activities

**Sports/Recreation (15)**

Sports x8  
Volleyball  
Hockey  
Yoga  
Fitness/health activities  
Dirt bikes  
Physical activity  
It's going to take some more gym classes – you need skates to skate

**Culture/Arts (10)**

Anime x4  
Music  
Photography  
Good music x2  
Art  
Writing

**Learning Opportunities (5)**

Bring in different public speakers  
Bring others not just yourself  
Learning new things  
Hands-on learning

**Money (5)**

Money x3  
Mostly money  
\$20 bucks

**Support (1)**

Support for different ages

**TV/Video (1)**

Movie nights

**Wi-Fi (1)**

Wi-Fi

## Appendix C: Activity 3 - Brainstorming Session – Ideas for Youth Initiatives

### Grades 8-9

#### **Safety/Security Initiatives (18)**

RCMP x2  
 Safe home x2  
 More street lights  
 Safety cameras  
 Better cop surveillance in the school/locker checks  
 Hand held metal detectors  
 More patrol  
 Larger jail  
 Security guards  
 More surveillance in places  
 Phone booths to call people from places  
 Self-defense lessons  
 First aid training  
 4 minute video about safety  
 Car crash commercial  
 More cop stops

#### **Arts/Recreation Programs (6)**

Volleyball + fundraiser for safety  
 Music  
 Art  
 Food games  
 Weekend fun  
 Summer camp

#### **Respect/Listening (5)**

Respectful communication

Respect for self, peers, parents, community  
 Be respectful to your parents and Elders  
 Listening  
 More listening and less talking

#### **Anti-Drug/Alcohol Initiatives (5)**

No dumb drunks talking to our women  
 No drugs  
 Limit for how much alcohol you're allowed to buy at the liquor store  
 Homemade morphine  
 No alcohol

#### **Community Outreach Programs (4)**

Soup kitchen  
 Salvation Army place  
 Gift cards for food for people who can't afford it  
 Stress relief program

#### **More Culture (4)**

More culture and language  
 Stillness  
 Prayer  
 Going out on the land (hunting, camping, learning)

#### **Other (2)**

Dena Au' Nazen  
 Cannon/catapult

*Grades 10-12***Safety/security initiatives (18)**

Safe places to go: 24 hour place to stay (safe house)  
 Fun activities safe house  
 Safer places to go  
 No dirty cops  
 More check stops throughout town/villages  
 Bring in a celebrity to speak to Youth about safety, learn about them  
 More street lights  
 Cops stops more often  
 RCMP patrolling around the village and town  
 Neighbourhood watch  
 LED street lights  
 Anger management  
 Kick boxing/self defense  
 Safe places for people to stay  
 Mirrors  
 Fun safety workshops  
 Safety t-shirt campaign  
 Helmet laws

**Arts/Recreation Programs (9)**

Art classes  
 Art studio and music centre  
 More free things to do like skiing/skating  
 More activities  
 Cooking classes and baking  
 Better places for people to hang out  
 Dance classes  
 Music programs  
 Athletic programs

**Community Outreach programs (5)**

Help and Hope (youth)  
 Counselling

Soup kitchens  
 Salvation Army (for people who may be cold or don't have anywhere to go)  
 More treatment for people who need help

**Anti-Drug/Alcohol Initiatives (5)**

Eat food not drugs  
 More drug cops  
 No drugs  
 No alcohol  
 Rehab centres (for youth and adults)

**Opportunities for Youth (4)**

More activities for Youth  
 If you're starting a career or thinking about one you can have courses  
 Create jobs for Youth  
 More programs for Youth to do

**Cultural Activities (3)**

Cultural: learn more about traditions, time with Elders, traditional games, drum making  
 Learn more about First Nation beading/art work, drumming, on the land, pow wow  
 Learn more about our traditions with Elders

**Animal Control (2)**

Find home for uncared for dogs/animals  
 Get rid of untied dogs/find home for unwanted dogs

**Environmental Initiatives (1)**

Picking up garbage

**Health Initiatives (1)**

Healthier foods

## Appendix D: Feedback

Students were asked what they liked about the workshops. Here are their responses:

### Session 1

#### Grades 8-9

- All students participate with project starting off. Good ice breaker.
- “I enjoyed connecting with our Youth” Souga Sinla
- Fun + laughter
- Getting together, playing
- Inspire youth!, Listen and learn from youth
- The food
- The snack breaks
- The games
- I liked the guy’s hair
- The food!
- All my bros, FOOD, all my Indians
- I liked the games
- Perfect spiral!!!!
- I liked the snacks and games
- I enjoyed the games (we should play a game called signs)
- \* ***Should have juice with the food – Kelly***
- The games
- Games ;)
- The enthusiasm
- Youth getting involved
- Games
- The games we played
- The food (lol), the games we played and learning ‘bout safe communities
- Food, games
- Everything turned out good most of everyone enjoyed. Positive turn out. Can’t wait for the other one.

#### Grades 10-12

- Games – games were fun ☺
- Lunch
- \* *Got bit by a dog*
- The games and food ☺
- Fun activities, teamwork, Dexter stinks (not good)
- Games and almonds
- The activities
- Games
- Everything! Games, posters, fun!
- Games
- Interacting more with my peers
- I like it
- Pretty fun, good games, good laughs, good meeting
- Lunch
- Nothing
- I like that we sat down and played a new game without fighting
- The games and making community better ☺
- My favourite part about today was the last game we played
- \* *I haven’t ever been bit by a dog*
- This activity was awesome
- The friendly speakers
- Learning what students though makes a safe community, ice breakers, snacks, writing our thoughts
- Games
- Thank you
- Thank you ☺ (W.L. N.W.A)

## Session 2

*Grades 8-9*

- Games
- Food!!!!
- Having a chance to win \$200
- First ice breaker
- I liked everything about today!
- I also liked sharing ideas with people, in a way we are one step closer to making our community safer.
- I enjoyed the idea of the activities
- It was amazing
- Thumbs up!
- Activities
- The youth
- The review of last time
- Laughter
- Food, and games and you guys!

*Grades 10-12*

- Ice breakers, games and all the funny stuff
- It was a'ight
- It was alright. Pretty cool
- Really enjoyed it, had lots of fun. I am really looking forward to learning more and finding ways to make our community safer
- Everything was great!
- Games
- I liked how nice you are ☺
- Lots of dancin'
- Trying to help make our community better ☺
- It was fun
- This session was fun

