

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

Youth Sessions 1 & 2

*November 19th & December 15th, 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 19th and December 15th, 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.

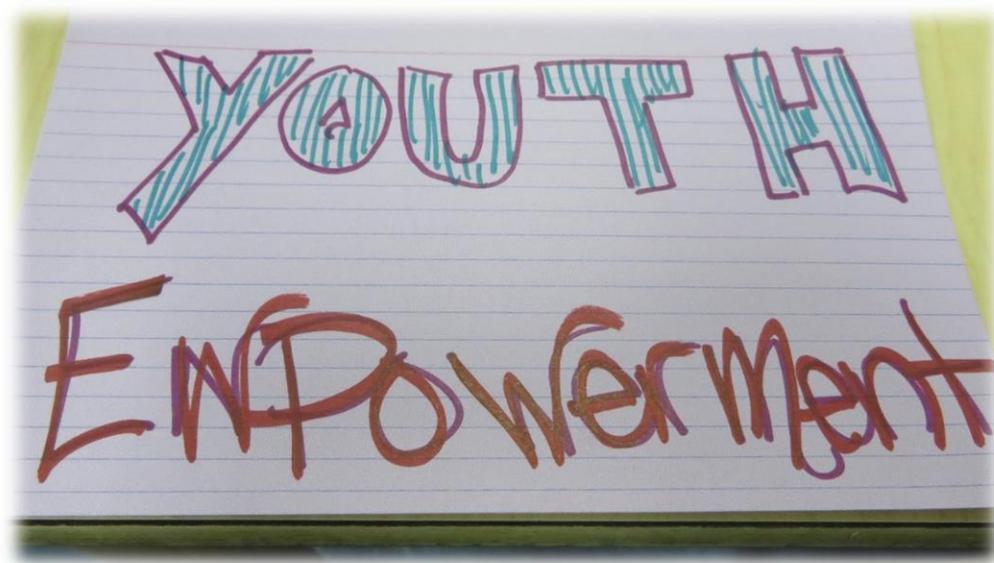
3. Anti-Drug/Alcohol Initiatives

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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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 19th and December 15th, 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 19th, 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 15th, 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.

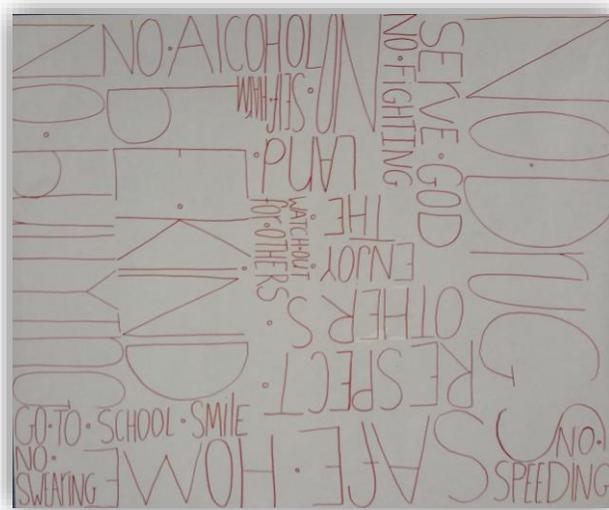
In total, there were 64 Youth participants. Participants were divided into two groups by grade: grades 8-9 and grades 10-12. Sessions for grades 8-9 and 10-12 occurred on the same date and at the same location but at different times (i.e. grades 8-9 from 10:00 am – 12:00 pm and grades 10-12 from 1:00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

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

Session 1 – November 19th, 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).



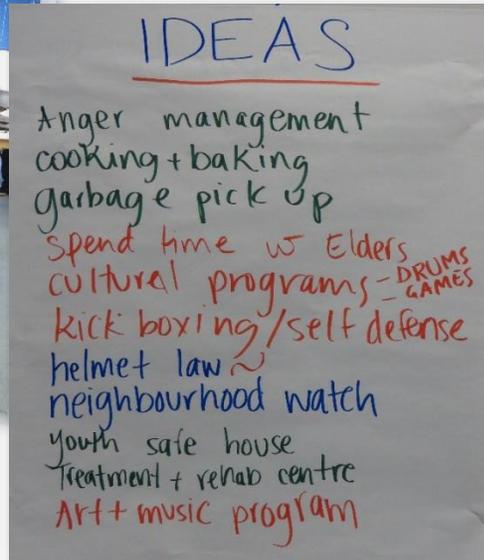
Activity 2: Questions for Youth – ‘Who should be involved in the project?’ and ‘How do we keep you involved?’

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 15th, 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

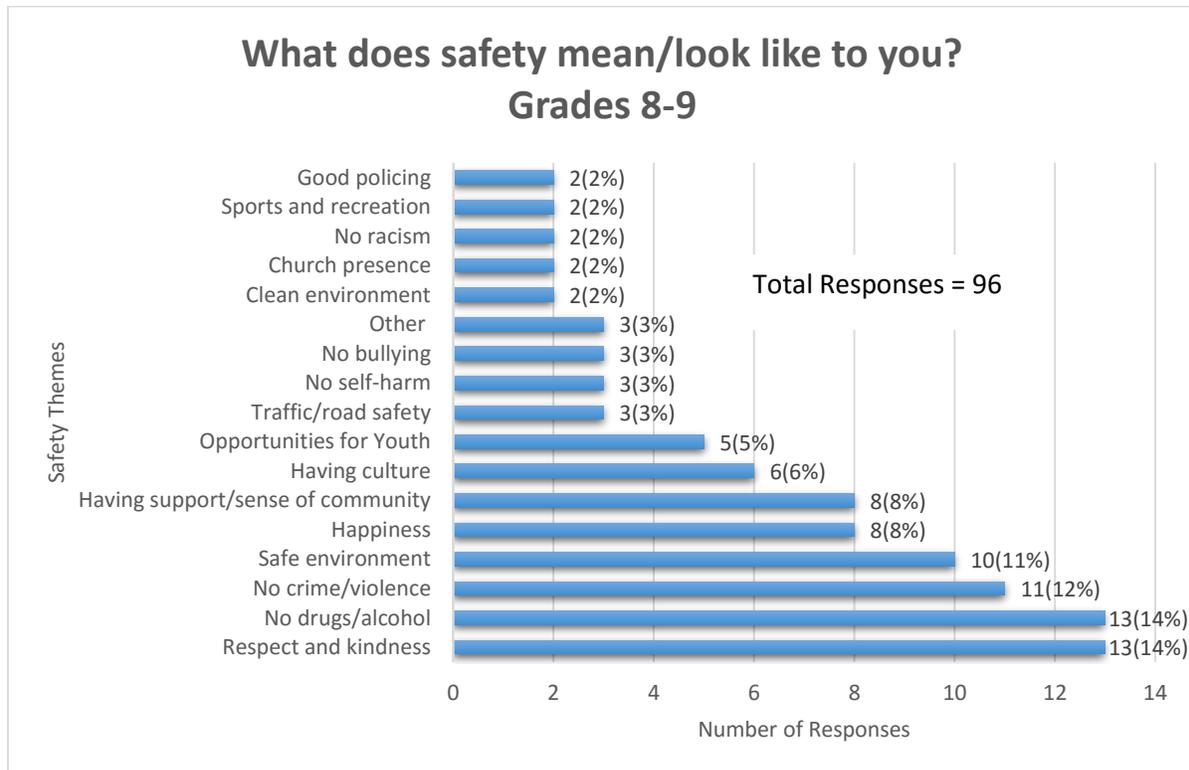
Activity 1: Youth Posters – What does safety mean/look like to you?

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%).

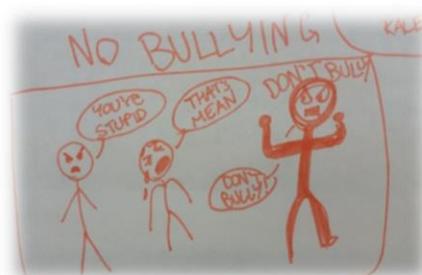
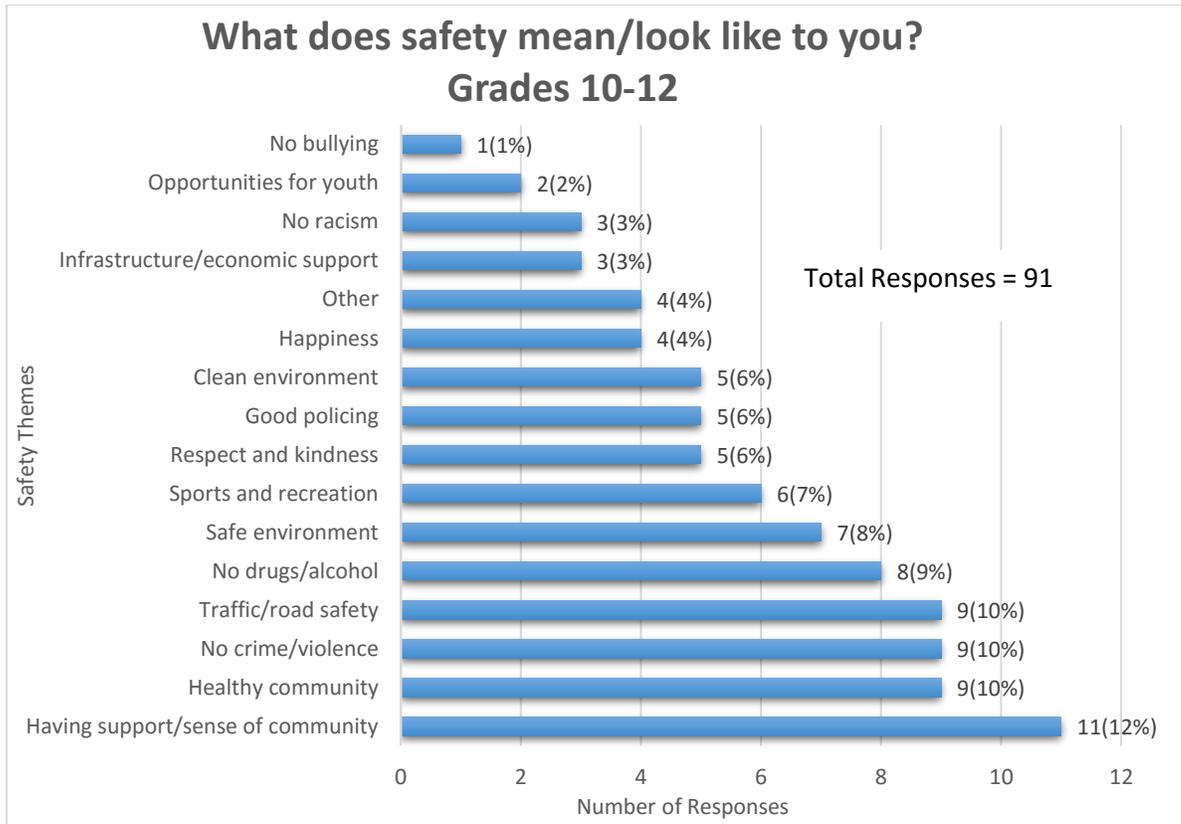


Figure 2: What safety means to grades 10-12



“We are all safe here”

“Speed limits and school zones”

“Community gatherings”

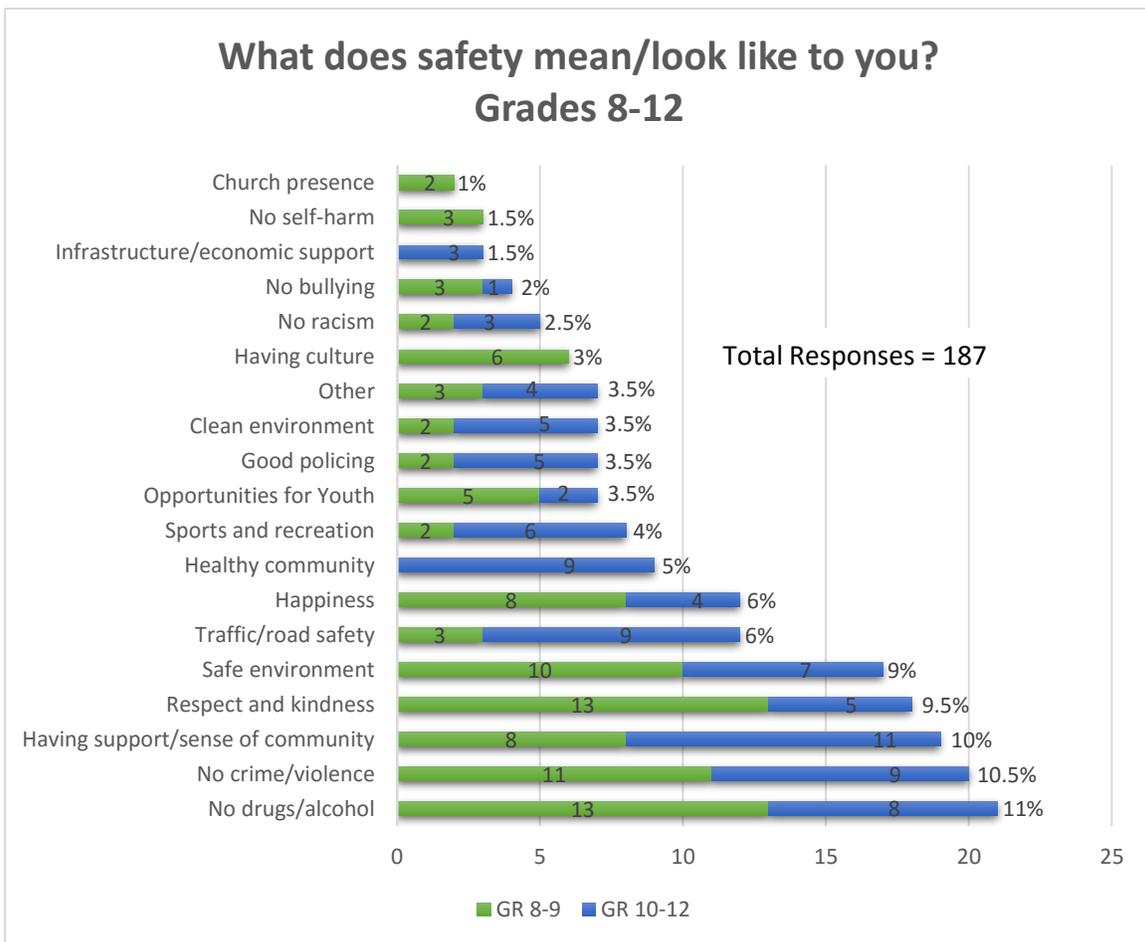


Combined Responses (Grades 8-12)

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?’

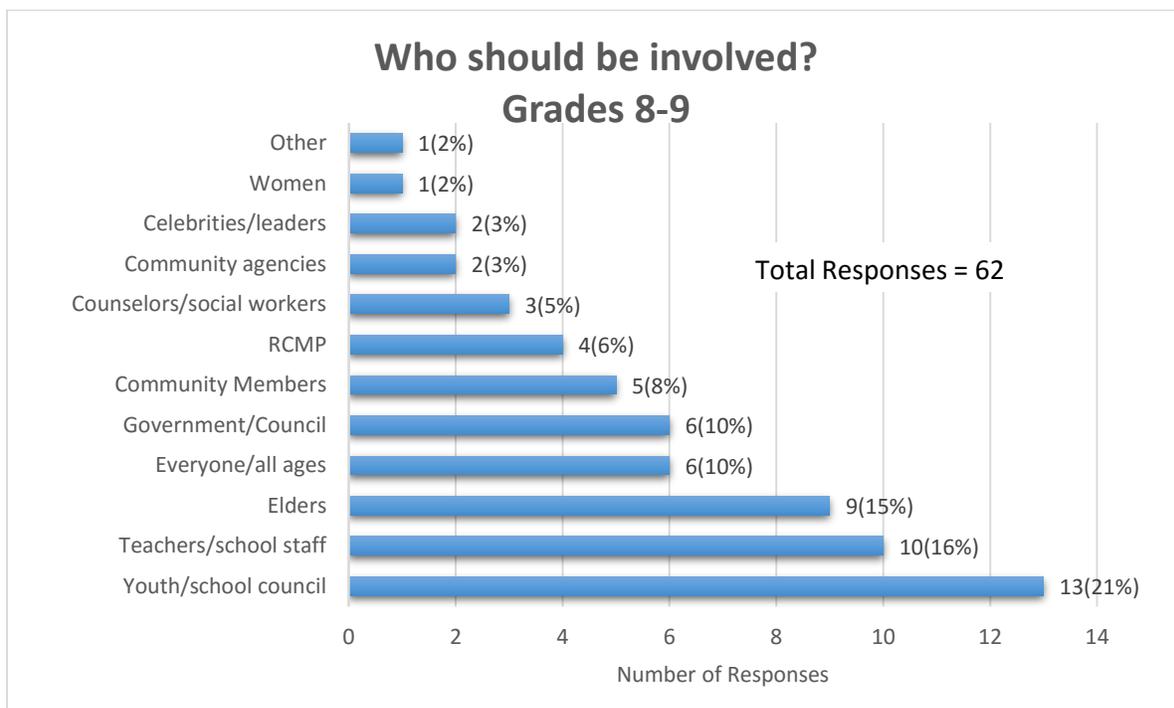
Both groups of participants were asked to answer the above questions individually rather than in a group. The following section shows the key people and agencies Youth feel should be involved in implementing YFS, and also offers insight into the key motivators and incentives that will keep Youth interested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

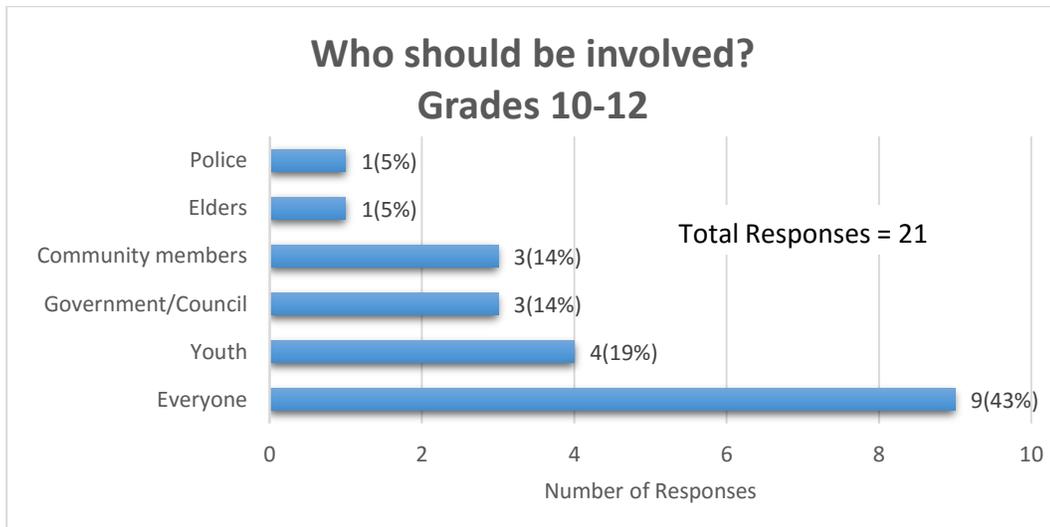
“Liard Aboriginal Women’s Society”

“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.”

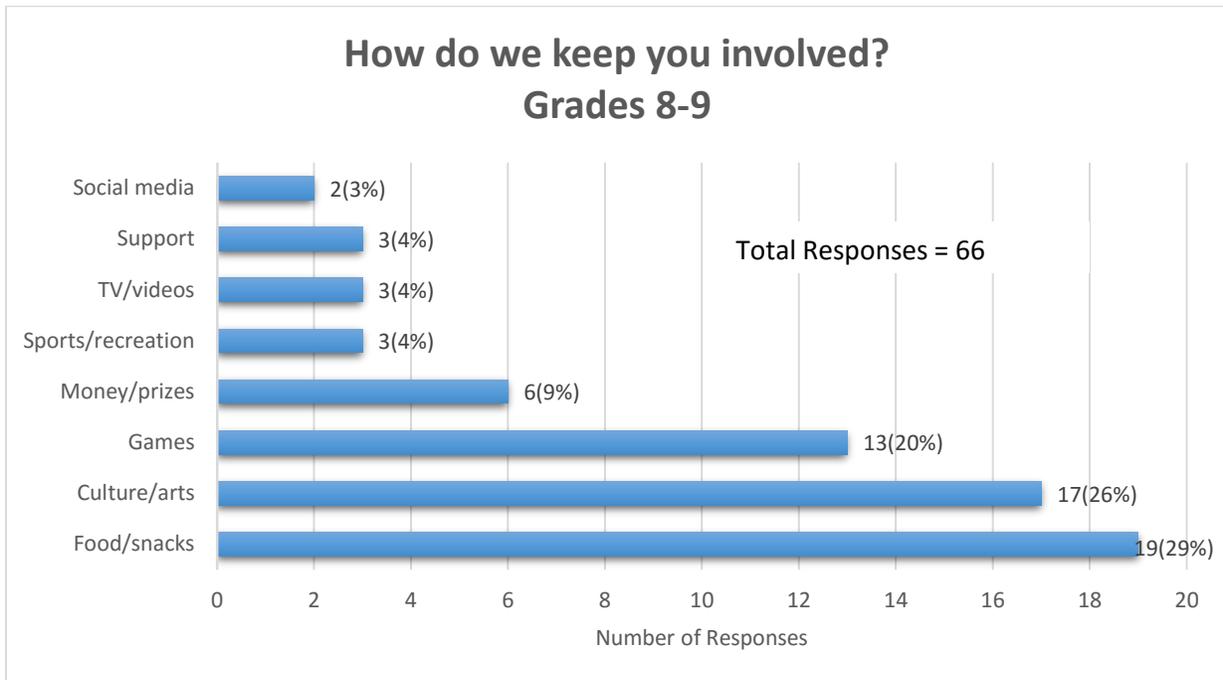


QUESTION 2: How do we keep you involved?

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



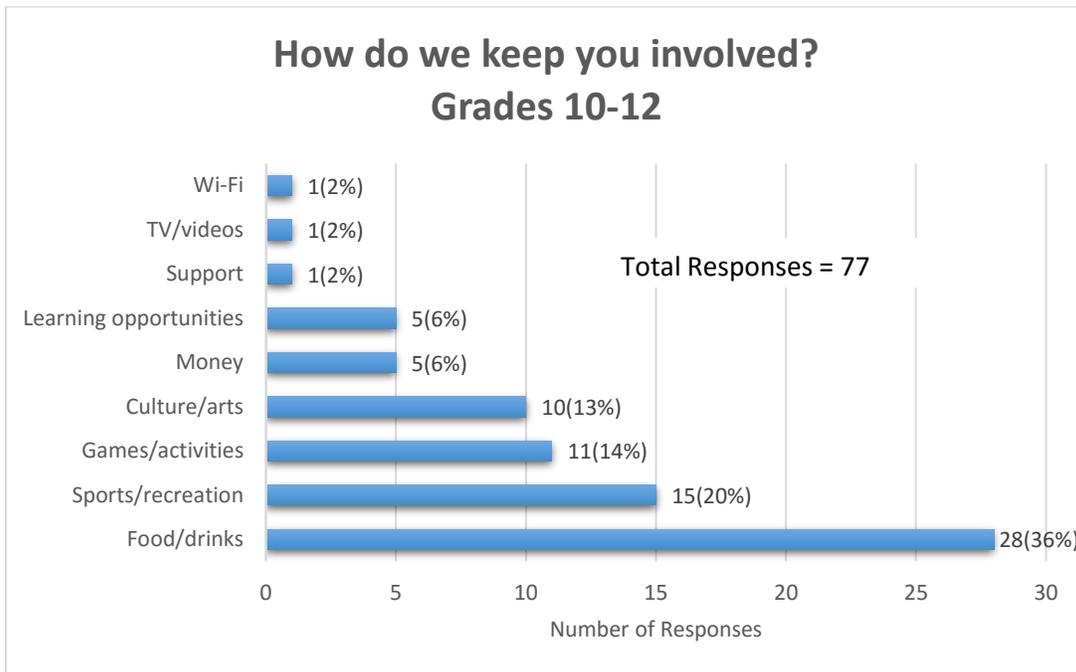
“Being able to make things”
“More games”
“Continue with the snacks”



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

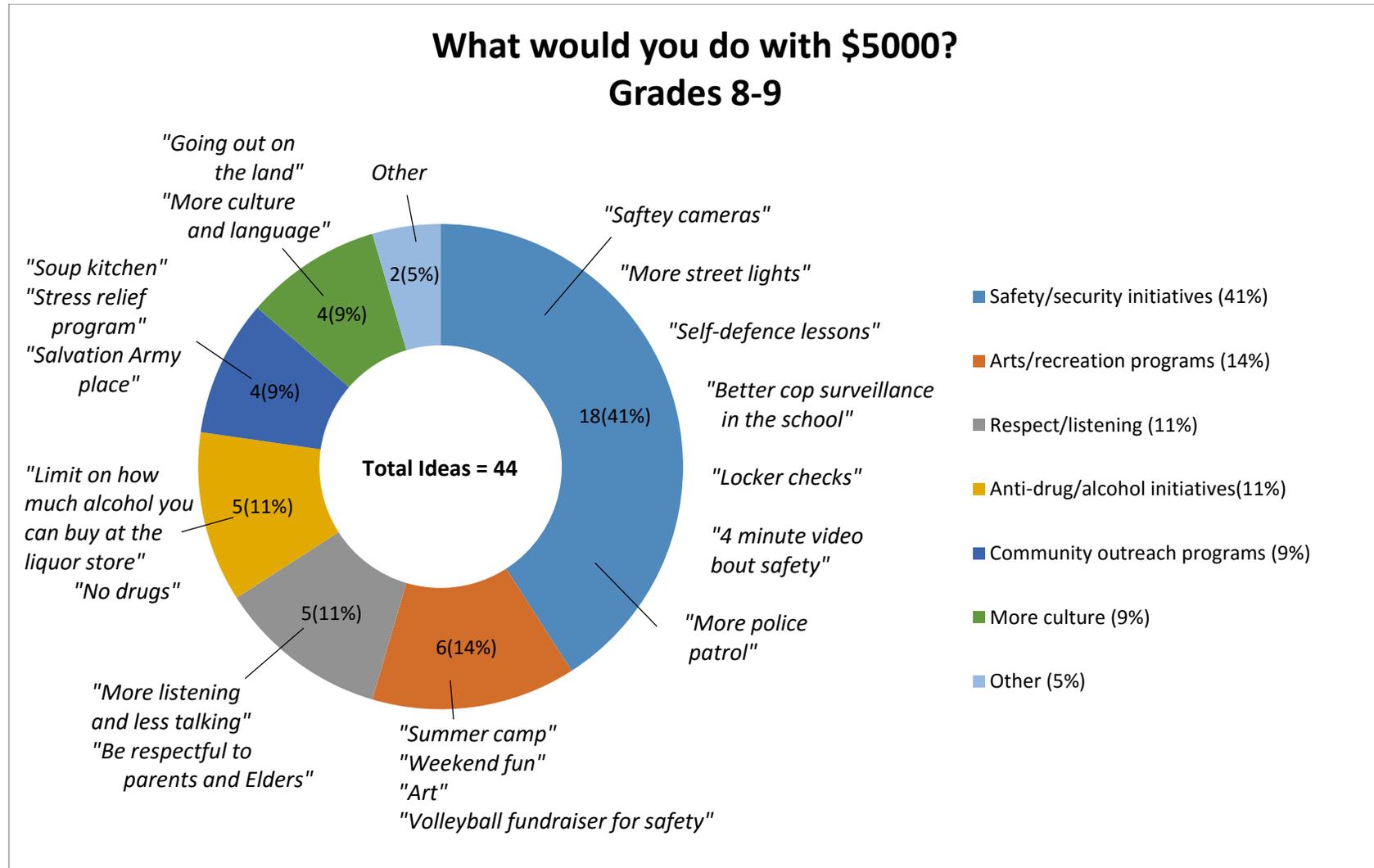
Youth were asked what they would do with \$5000 to start safety initiatives within their community. Figures 8 and 9 summarize the programs and initiatives Youth came up with during this brainstorming session (see Appendix C for all initiative and program ideas).

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).

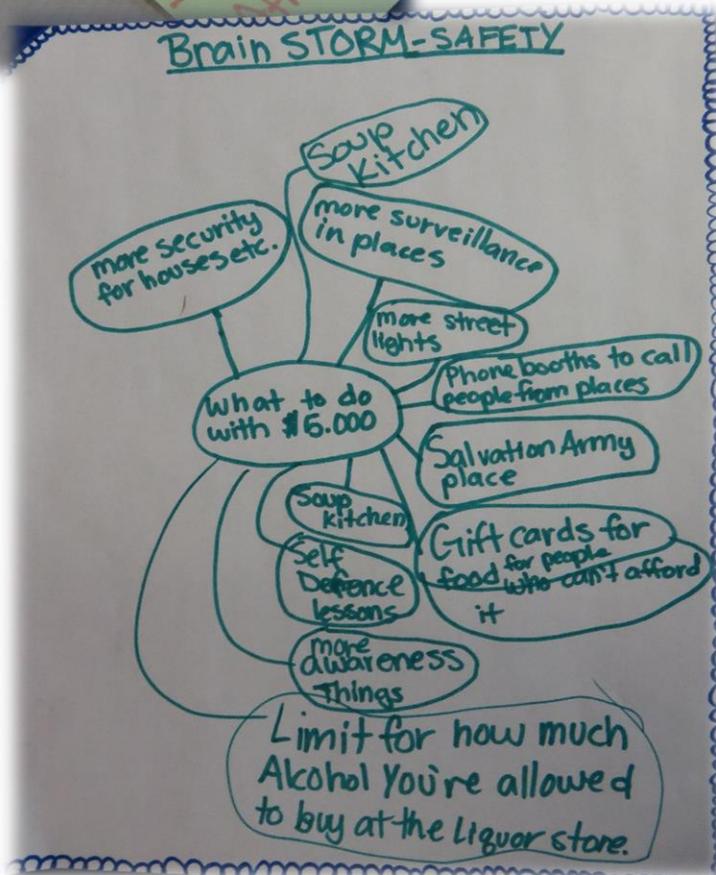
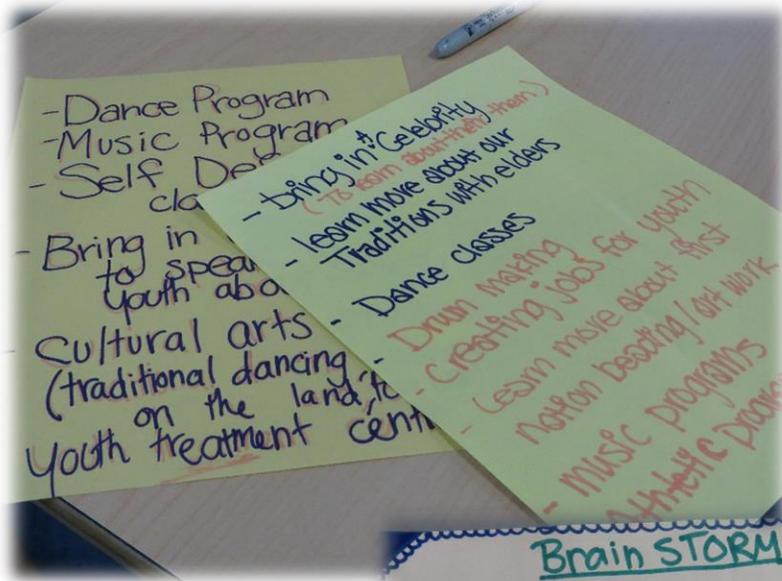
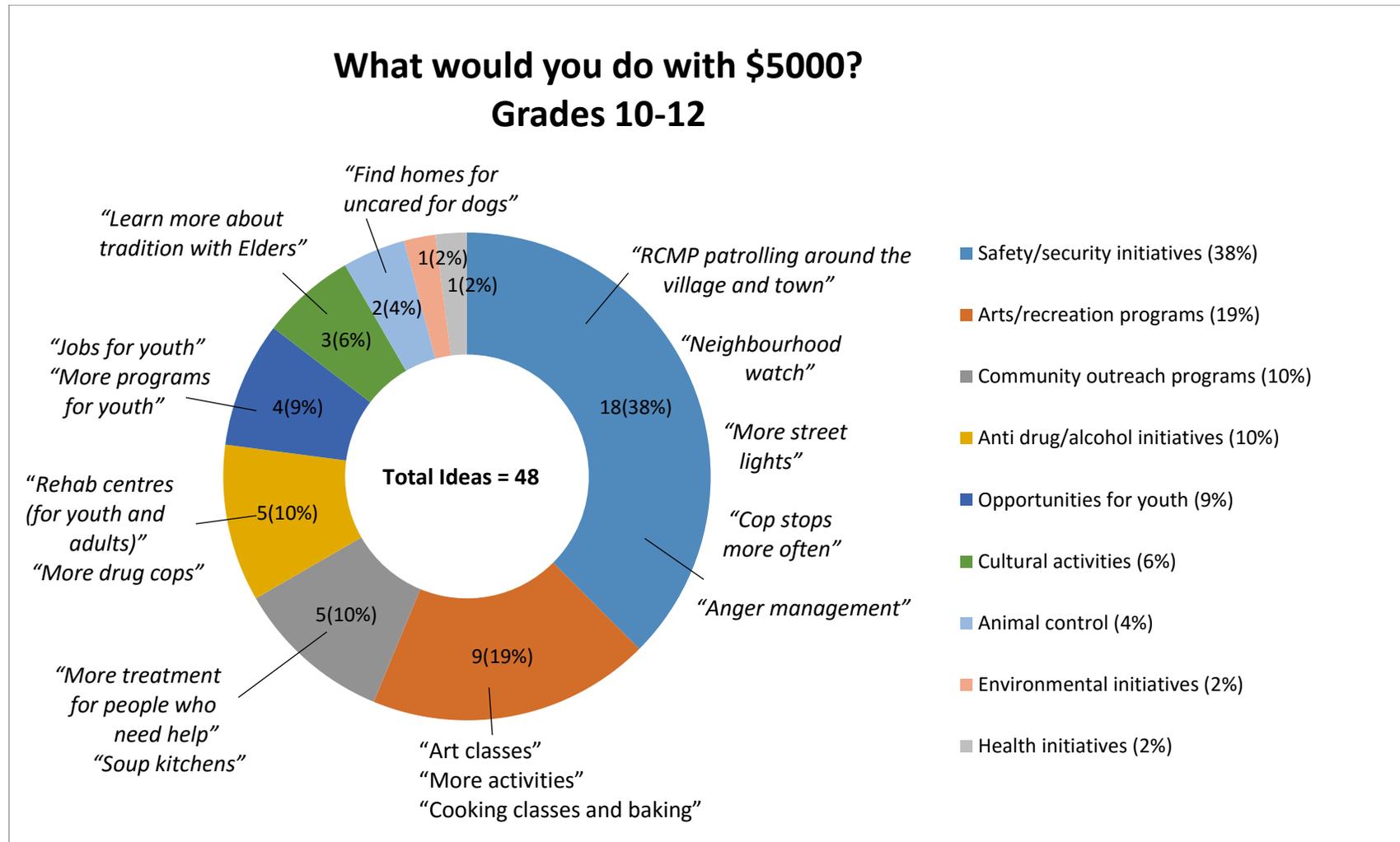


Figure 9: Grade 10-12 ideas for safety initiatives



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

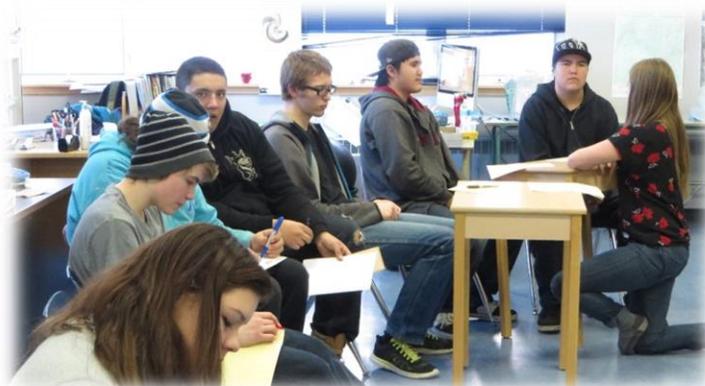
Students liked many aspects of the workshop, including the games, food, ice breakers/activities and the chance to win \$200. One student appreciated the review of the last workshop, and others enjoyed sharing their ideas and being with other youth (see Appendix D for all feedback).

- | | |
|--|--|
| ✓ <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

