



STANDING BEAR

INDIGENOUS YOUTH LEADERSHIP PROGRAM

FACILITATORS GUIDE

A PROGRAM DEVELOPED BY
INDIGENOUS SPORT AND WELLNESS ONTARIO



ISWO.CA

FUNDED BY:



SPONSORED BY:



RBC Future Launch

TABLE OF CONTENTS

Introduction	1
Background	2
Youth-Led	3
Role of Facilitators	3
Standing Bear Program Overview	4
Flexible Options For Completion	5
Standing Bear program Evaluation	6
Standing Bear Program Guide	7
My ISWO Portal Helpful information	15
Teachers Platform	18
Standing Bear Core Indigenous Leadership Certificate	23
Creative Arts	39
Community Changemakers	44
Cultural Education	55
Career & Life Skills	67
Health & Wellness	78
Sport & Recreation	99
Appendix	123
Standing Bear Alternative Activity Form	125
Standing Bear Evaluation Forms	126
Standing Bear Core Activities	137
Standing Bear Streams Activities	184





INTRODUCTION



Thank you for your interest in learning more about the Standing Bear Indigenous Youth Leadership (SB) program. The SB Facilitators Guide provides an overview of the program and streams; a detailed description of the learning events available on the My ISWO portal for online learning; and a range of alternative interactive activities you can facilitate, as credit for specific learning events and certifications. The alternative learning activities in this Facilitators Guide are designed to support SB's core program and the six streams, and offer a range of activities for in-person or guided facilitation. The SB guide is meant to provide you with flexibility and ideas in creating a program that fits the needs of the youth you are supporting as a facilitator. As a facilitator, you are engaging youth to achieve their Standing Bear program certification, on their journey to becoming future Indigenous leaders in Ontario.

BACKGROUND

The Standing Bear program is a comprehensive, youth-led leadership initiative developed by Indigenous Sport & Wellness Ontario (ISWO). ISWO is the designated Provincial/Territorial Aboriginal Sport Body for Ontario, with a mandate to promote and create opportunities for participation in sport and cultural activities that promote wellness and positive lifestyles for Indigenous Peoples across Ontario. The Standing Bear program is intended for Indigenous youth (First Nations, Métis and Inuit), residing in Ontario, between the ages of 14-24 years.

The Standing Bear program endorses a for-youth-by-youth approach. In the development of the Standing Bear program, ISWO consulted with more than 500 Indigenous youth from across Ontario to provide meaningful input into all aspects of the program. The continued involvement of Indigenous youth in decision-making processes related to Standing Bear programming, will ensure all components of the Standing Bear program remain relevant to Indigenous youth and impactful to their lives.

The Standing Bear Facilitators Guide has been developed in response to requests from teachers, community leaders and program partners for tools to better understand the Standing Bear program, its intended outcomes and to support the delivery of program activities. Within this Facilitators Guide you will find a comprehensive overview of the Standing Bear curriculum available on the My ISWO portal, in addition to detailed instructions for delivering alternative program activities that meet the credit requirements for the foundational leadership certification, as well as for the six elective specialization streams.

YOUTH-LED

One of the key principles guiding the development of the Standing Bear program is that it encourages participation, regardless of the level youth are at. ISWO recognizes that youth may come to the program from different contexts in their personal leadership development. The Standing Bear program supports leadership learning and growth at different rates of development. This is achieved by the flexible approach youth have to complete their certification(s), whether it be in a camp setting or through the on-line Standing Bear program portal. Youth have the opportunity to guide their own leadership learning based on community realities and personal, cultural or career interests.

ROLE OF FACILITATORS

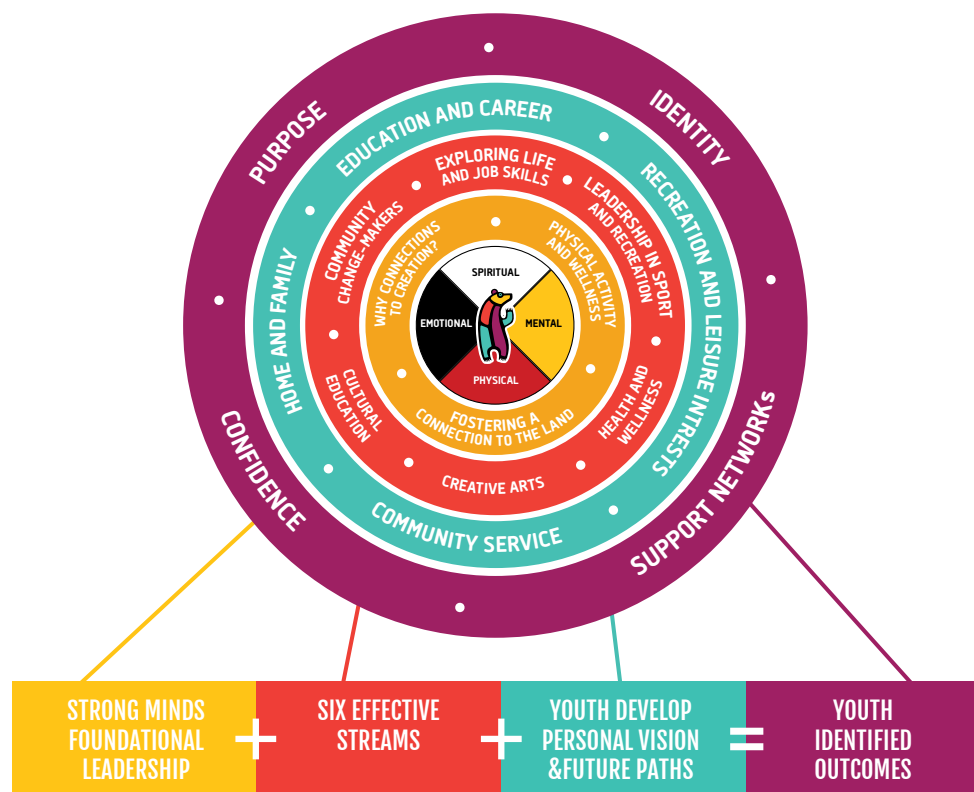
Standing Bear facilitators act as guides for participants throughout their involvement in the Standing Bear Program and their leadership learning journey. Youth may enter the Standing Bear program at different stages of their learning journeys. It is the role of Standing Bear facilitators to meet youth where they are at and support their interests as they work through the program. The task of the facilitator may look different depending on the needs of the youth and the program setting (i.e., classroom, Friendship Centre, Indigenous community, after-school or community program, mentor, coach, etc.). Typical tasks will include:

- Preparing a lesson plan for individual learning events and activities.
- Planning and delivering activities for an 8 to 12-week program to support youth in completing the Standing Bear Core Indigenous Leadership Certificate.
- Planning could include:
 - creating a lesson plan for the program;
 - scheduling activities and providing the materials and instruction needed;
 - arranging for workshop instructors, elders, knowledge keepers, community leaders, artists and others to share knowledge and support the learning for any given activity;
 - assigning work, evaluating work and providing feedback;
 - answering questions;
 - encouraging youth to continue with the program until certification is achieved; and
 - conducting an evaluation with participants.

STANDING BEAR PROGRAM OVERVIEW

The Standing Bear program utilizes a holistic approach to address Indigenous youth leadership and addresses four key outcomes as identified by Indigenous youth: identity, purpose, confidence and support networks. The Standing Bear program's learning events support youth in clarifying their identity, purpose, and confidence, as well as building their support networks. To address these outcomes, the Standing Bear program connects youth to the land, encourages physical activity, and encourages youth to think about their place in the world (family, community, nation). The Standing Bear program further exposes youth to six areas of interest (or elective streams), in which youth participants can earn additional certification. Finally, the program encourages youth to think about their futures in education/career, recreation, home/family, and community. The Standing Bear program content, along with the six streams, has been designed to ensure that the four identified outcomes can be achieved.

This is illustrated by the model shown below.



Youth are encouraged to focus on the foundational leadership modules first, and once they complete the Core certification, move on to expand their learning in one of the six elective streams. As part of ISWO's

ongoing programming, SB events and camps are offered in all regions across the province. Participation in these camps provides opportunities for experiential, land-based learnings, which contribute to achieving their certification. The activities in this Facilitator's Guide are additional activities that can help youth earn credits towards their certification. To ensure that youth receive credit for their work, they will need to create a profile on the My ISWO Portal, and submit the required materials for each learning event. For any 'supplementary activities' completed from this facilitators guide, facilitators will need to use and submit the form (**Credit for Alternative Activities Form**) included in the Appendix, to ensure participants receive credit.

Facilitators can also use the **Standing Bear Program Checklist** to keep track of student progress and success through the program.

FLEXIBLE OPTIONS FOR COMPLETION

Standing Bear is designed to be very flexible so that youth can complete the program in a way that meets them where they are at and recognizes both their past experiences and unique cultural identity. By registering through an on-line portal, youth can join the program at any time and achieve certification at their own pace. As such, youth can identify prior experiences and learning to earn credit towards the streams or substitute existing learning activities for similar activities to earn credit towards the stream. Note: for some activities, youth may still have to complete additional work (i.e., a reflection) to meet the requirements of the activity. The role of the facilitator in this process is to determine if the youth's past experience and/or complementary activities achieve the outcomes of the streams by completing and submitting the **Proposed Activity Form**.



STANDING BEAR PROGRAM EVALUATION

The Standing Bear (SB) program endorses a for-youth-by-youth approach. In the development of the SB program, ISWO consulted with more than 500 Indigenous youth from across Ontario to provide meaningful input into all aspects of the program. The continued involvement of Indigenous youth in decision-making processes related to Standing Bear programming, will ensure all components of the Standing Bear program remain relevant to Indigenous youth and impactful to their lives. Conducting a program evaluation will help to ensure that the youth's voice continues to drive the design and implementation of the SB program.

To determine the impact of the SB program, ISWO is gathering information from participants to evaluate whether the program is meeting their needs. One of the responsibilities of the facilitator is to conduct a pre-program evaluation and a post-program evaluation, from all participants. Facilitators also need to complete a facilitator evaluation at the end of the program.

The information gathered from SB participants prior to beginning and upon completion, of the program will help ISWO determine if the delivery model of the program supports youth's learning styles, as well as whether the program content is resonating with youth. The program evaluation questions were developed to assess the SB program outcomes statements which are:

- Youth have an increased sense of self identity and confidence
- Youth feel more connected to their culture and community
- Youth have a better understanding of leadership
- Youth are thinking about their future
- Youth feel the SB program is worthwhile

Simply, the information collected from the program evaluations will help ISWO answer two important questions: **"Are we doing things, right?"** and **"Are we doing the right things?"**

ISWO has created standard participant (pre and post) and facilitator evaluation forms to be used after delivering the SB program, which can be found in the Appendix section of this guide. The questions are presented in sections that align with the SB program outcome statements.

As a facilitator, you can also incorporate any of the questions into your SB program content discussions or present them at the completion of the program using online platforms such as Survey Monkey or Google Forms, or other creative ways. The participant evaluation forms will also be available in the Teachers Platform and through the My ISWO Portal. The important thing is that ISWO receives feedback from youth, and from facilitators delivering the program, to support each one of the SB program outcome statements. The feedback will be used to continually enhance and improve the SB program, ensuring that youth have the best possible experience and outcome.

If you require support in conducting your SB program evaluation, please contact ISWO and one of our staff will be pleased to assist you.



STANDING BEAR PROGRAM GUIDE



The Standing Bear program consists of a core leadership certificate and six elective streams for additional certification. The learning events are detailed below for both the core certificate and the six additional certifications, each representing a unique stream of interest.

NOTE: While the majority of content expressed below is representative of a First Nations perspective, facilitators are able to adjust or modify the learning events or selections (i.e., for cultural activities or art projects), based on their own cultural background and that of their participants. ISWO is working on phase three of the Standing Bear Program, which will include more diverse representations of Indigenous cultures and experiences.



STANDING BEAR CORE INDIGENOUS LEADERSHIP CERTIFICATE

This is a foundational certificate and is required before youth can complete any of the six elective streams, for additional certification. The Standing Bear Core Indigenous Leadership Certificate consists of the following learning events, with detailed activities for each.

TRAD 101: Worldviews

- Exploring worldviews.
- Defining your own worldview: Create a poster, graphic or short video that outlines your own worldview.
- Learn about the Seven Grandfather Teachings: Read the information provided about the Seven Grandfather Teachings.
- Create and submit a photo story for four of the Seven Grandfather Teachings you learned about and explain why you chose the images you did.
- Complete and submit the reflection on the relationship between the Seven Grandfather Teachings and leadership.

TRAD 102: Individual Holistic Health

- Participate in Two Land-based Activities (we have listed some examples for you, but it could be any land-based activity you choose):
 - Nature-walk
 - Going into the bush
 - Hunting
 - Fishing/Ice fishing
 - Canoeing
 - Building a shelter
 - Snowshoeing
 - Trapping
- Reflect on Land-Based Activities: share and submit your personal reflections using the Land-based Activity Reflection document.
- Be a Wellness Warrior: Share your experiences with others by producing a presentation (video, poster, etc.) that communicates how the land-based activities you participated in, impacted your wellness.

TRAD 103: Traditional Knowledge

- Complete and submit the Traditional Knowledge Self Assessment.
- Complete and submit an Interview with an Elder, traditional knowledge keeper, grandmother, teacher, auntie or other leader in your community.
- Review the Traditional Selections document and select your five activity choices.
- Participate in your five chosen activities and provide a brief description of each based on your learning.
- Reflecting on Traditional Knowledge: Complete and submit the reflection questions about the traditional activities you chose.



**STANDING
BEAR CORE
INDIGENOUS
LEADERSHIP
CERTIFICATE**

**TRAD 104:
Holistic
Leadership for
Community
Well-being**

- Get to Know Your Community: Work individually or in a group to complete and submit the 'Getting to Know Your Community' worksheet.
- Expand your networks: Complete and submit the 'Expanding the Definition of Community' activity.
- Showing Gratitude: Write a letter, create a card, or make a video thanking someone in one of your communities that's made a positive difference in your life.

**INTRO 101
Introduction to
Creative Arts**

- Create a piece of art based on the territory, community, or nation you are from (on and off-reserve) and share it on the portal as a photo or video.
- Reflect on the experience and its relationship to leadership.

**INTRO 102
Introduction
to Community
Changemaker**

- Identify an Indigenous changemaker and answer the reflection questions provided.

**INTRO 103
Introduction
to Cultural
Education**

- Introduce yourself in your language.
- Participate in at least one of the activities on the list and reflect on the experience and its relationship to leadership using the attached template.

**INTRO 104
Introduction to
Career and Life
Skills**

- Create a personal vision addressing your own future in terms of: education/career; family and friends; recreation and leisure; and community service.

**INTRO 105
Introduction
to Health and
Wellness**

- Complete the pre-wellness assessment.

**INTRO 106
Introduction
to Sport and
Recreation**

- Who is your Indigenous Sport Role Model? Use the template provided to complete the activity.
- Winning Mentality: Complete the activity and upload your work to the portal.

STANDING BEAR ELECTIVE STREAMS



CREATIVE ARTS STREAM

(for additional
certification)

- | | |
|------------------|--|
| CARTS 101 | <ul style="list-style-type: none"> • Create a piece of art representing confidence. • Reflect on what confidence means to you and its connection to leadership. |
| CARTS 102 | <ul style="list-style-type: none"> • Create a piece of art representing identity. • Reflect on what identity means to you and its connection to leadership. |
| CARTS 103 | <ul style="list-style-type: none"> • Create a piece of art representing purpose. • Reflect on what purpose means to you and its connection to leadership. |
| CARTS 104 | <ul style="list-style-type: none"> • Identify three artists you would like to learn from and complete the activity. • Reflect on the connection between art and leadership based on what you've learned. |



COMMUNITY CHANGEMAKERS STREAM

(for additional
certification)

- | | |
|------------------|--|
| COMMC 101 | <ul style="list-style-type: none"> • Attend a community event and answer the reflection questions provided. |
| COMMC 102 | <ul style="list-style-type: none"> • Volunteer at a community event. Answer the reflection questions provided. |
| COMMC 103 | <ul style="list-style-type: none"> • Plan a community event using the planning template provided. |
| COMMC 104 | <ul style="list-style-type: none"> • Implement a community event or program and complete the post-event report. |
| COMMC 105 | <ul style="list-style-type: none"> • Create a Presentation Summarizing your Key Learnings. |



CULTURAL EDUCATION STREAM

(for additional
certification)

CULTR 101

- Participate in a cultural activity that fosters a connection to the land and/or requires you to be physically active. Reflect on your experience and learnings using the attached template.
- Upload a picture or video of your participation.

CULTR 102

- Attend a cultural event taking place near you. Reflect on your experience and learnings using the attached template.

CULTR 103

- Connect with a local Elder or Knowledge Keeper and ask them to share a story with you. Reflect on your experience and learnings using the attached template.

CULTR 104

- Collect a minimum of 10 action verbs/statements in the traditional Indigenous language you identify with and use them to describe sport and/or recreation activities of your choosing.



CAREER AND LIFE SKILLS STREAM

(for additional
certification)

EXPLR 101

The Elevator Pitch

- Read through the information provided about what an elevator pitch is and how to develop one for yourself. Write your own elevator pitch and upload a copy for credit.

EXPLR 102

Career Planning

- Complete the career planning activity that goes through the 4 stages of exploring careers.

EXPLR 103

Prepare a resume and cover letter

- Review the Mock Job Posting.
- Upload a resume.
- Upload a cover letter.

EXPLR 104

Complete ONE of the templates below as a step to help you move forward to achieve your education and career plans.

- Post Interview Reflection.
- Attend an employment fair and complete the post-fair questionnaire.
- Arrange an Informational Interview with an Entrepreneur, using the provided question template.



HEALTH AND WELLNESS STREAM

(for additional
certification)

HLTHW 101

SMART Goals

- Develop SMART goals and activities for a three-month period, using any 3 of the 4 areas of health (physical, spiritual, mental, emotional).

HLTHW 102

Health and Wellness Activity Reflection

- After completing some of the activities listed in your SMART GOALS planner, reflect on how this activity helped you achieve your wellness goals.
- Plan a wellness program for others based on your learnings.

HLTHW 103

Addressing a Community Health Issue

- For this activity, you will select a community that you belong to, identify a health issue, decide which area(s) of wellness this issue might be part of and suggest ways for the community to address this issue.

HLTHW 104

Being a Leader in Health & Wellness

- Choose one of the issues you addressed in the HLTHW 103: Addressing a Community Health Issue, and create a media product (poster, radio ad, pamphlet, phone script, short video, etc.) that endorses why people should do/not do it. Be persuasive to convince others of your position.
- Showcase your product to people in your community or to your group members and ask them to provide responses to the questions provided in the template.



SPORT AND RECREATION STREAM

(for additional
certification)

SPORT 101

Participate in a sport or recreation activity (you can choose any sport or traditional Indigenous game you like)

- Submit a photo or video of your participation.
- Complete a reflection on your participation.

SPORT 102

- Research and learn about physical literacy using the template provided.

SPORT 103

- Learn about three traditional Indigenous Sports: complete the chart with your research and upload it to the portal for full credit.
- Keeping Knowledge Alive through Storytelling: Tell the story of one of the traditional Indigenous sports you learned about by creating a children's book. Upload your book for full credit.

SPORT 104

Learn how to motivate, coach and inspire others in sport

- Reflection on leadership in sport.
- Motivate others in sport.

MY ISWO PORTAL

HELPFUL INFORMATION


The My ISWO Portal is an online moderated digital platform where users can create a profile, be recognized for their achievements, connect with other Indigenous youth, register for events, join discussions, complete course materials and earn credits for the Standing Bear Youth Leadership Program. The My ISWO Portal is accessible via the ISWO website, at iswo.ca or directly at my.iswo.ca.

Online registration is required to earn certification in the Standing Bear Indigenous Youth Leadership Program.

Online registration ensures that ISWO staff have all of the required information, including parental consent and contact information, for all participants. Evaluation for all Standing Bear Learning Events (or online courses for the Core Indigenous Leadership Certificate or certification in one of the six streams), is done online through the portal. Participants complete the requirements for each Learning Event and upload their completed work for credit.

The My ISWO Portal will require parental permission (via email); the parent/guardian will receive an email informing them that their child has registered and will ask them to confirm and provide their permission to finalize the registration. The My ISWO Portal will use the parent/guardian email to communicate any important information, such as event registrations, achievements, updates, etc., which ensures that parents are kept informed along the way.

The My ISWO Portal is for Indigenous youth between the ages of 14 and 24, and no private messages are allowed on the platform. The platform is monitored and regulated for appropriate comments and language, and users may be blocked or banned from using the My ISWO Portal if they do not adhere to the use guidelines and respect other users.



MYISWO PORTAL - NEW USER REGISTRATION.
Reload the page to start over.


WEBSITE CREDENTIALS

Youth Email Address*
This email address will be used for communication with your Youth user account.

Username (Nickname)*
This Username will be used for you for signing in to the Portal together with your password. Example: jillmiller2000

Password*
This password will be used for you for signing in to the Portal together with your username.

Next

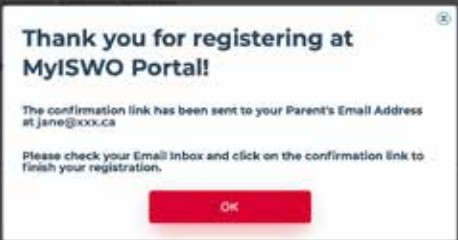


MYISWO PORTAL - NEW USER REGISTRATION.
Reload the page to start over.

ISWO REGION
Click on the map or select your region from the drop-down list.

Select

Next



Thank you for registering at MyISWO Portal!

The confirmation link has been sent to your Parent's Email Address at jane@xxx.ca

Please check your Email Inbox and click on the confirmation link to finish your registration.

OK

Youth must complete the Core Indigenous Leadership Certificate first before they can obtain additional certification in any one of the six streams.

Credit for alternative activities completed, will be given once the form 'Credit Request for Alternative Activities' (which can be found in the appendix of this guide), is completed, submitted and approved by ISWO staff.

The image shows a screenshot of the Standing Bear website. The top section features a navigation bar with a search icon and a red sidebar with various icons. Below the navigation bar is a large banner image showing a group of Indigenous youth cheering. To the right of the image is a button that says "BEGIN THE STANDING BEAR COURSE HERE". Below the banner is a red bar with the text "SHE:KON / AANII / BOOZHOO / WELCOME".

The main content area is titled "WELCOME TO STANDING BEAR". It contains the following text:

The Standing Bear (SB) program consists of a core Indigenous component and six elective streams, to align with your interests and needs. The SB program is for Indigenous youth, residing in Ontario, between the ages of 14-24. You can join the program at any time and achieve certification at your own pace. You can work towards achieving a foundational leadership certification, with the option of obtaining additional specialized leadership certificates, by specializing in one of the six elective streams. ISWO offers a number of SB events and camps, which will contribute towards achieving certification.

The six streams offer a range of activities and options for credit towards achieving certification in that stream. You can apply many of the activities you may have already accomplished prior to joining Standing Bear, or work you are currently doing in your community, as credit towards the streams.

To learn more about the foundational Standing Bear Youth Leadership Certificate, and how you can begin your journey, click on the icon below.

Below this text is a circular icon featuring a stylized bear and the words "STANDING BEAR".

If you've already completed the required foundational Standing Bear Youth Leadership Certificate and would like to work towards a Specialized Leadership Certificate in any one of the six streams, click on the icons below:

There are six icons representing the elective streams:

- CREATIVE ARTS (purple icon with a stylized flower)
- COMMUNITY CHANGEMAKER (red icon with a stylized flame)
- CULTURAL EDUCATION (orange icon with a stylized cornucopia)
- CAREER AND LIFE SKILLS (yellow icon with a stylized flower)
- HEALTH AND WELLNESS (purple icon with a stylized flower)
- SPORT AND RECREATION (blue icon with a stylized person running)

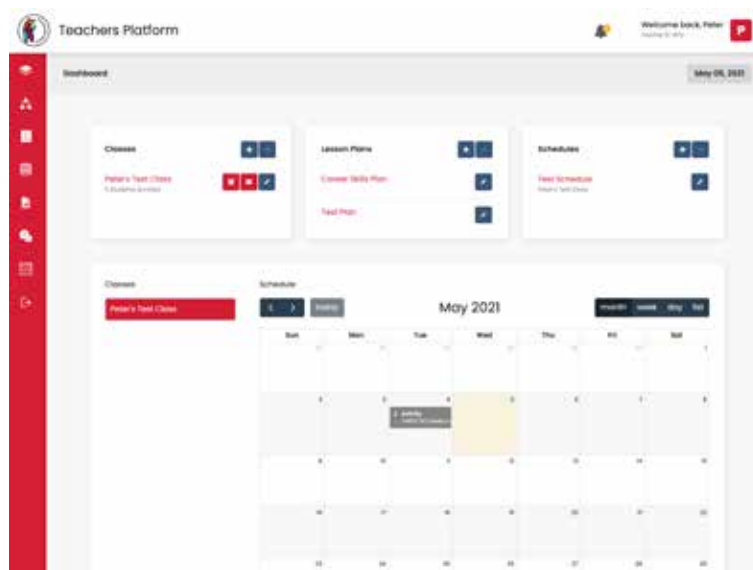
The bottom of the page features a red bar with the text "CONNECT WITH US" and social media icons for Instagram, Twitter, and Facebook. Below this bar is a black footer with the text "© 2018 ISWO" and "Terms of Use Privacy Policy".

TEACHERS PLATFORM

The Standing Bear Teachers Platform is an online interactive platform built to support facilitators (i.e., anyone delivering a Standing Bear program) with the delivery of the Standing Bear program. The SB Teachers Platform provides support for facilitators to easily keep track of the program schedule and activities, share important information for each class or workshop, and also, to automatically keep track of student progress and reports.

More specifically the platform allows for facilitators to:

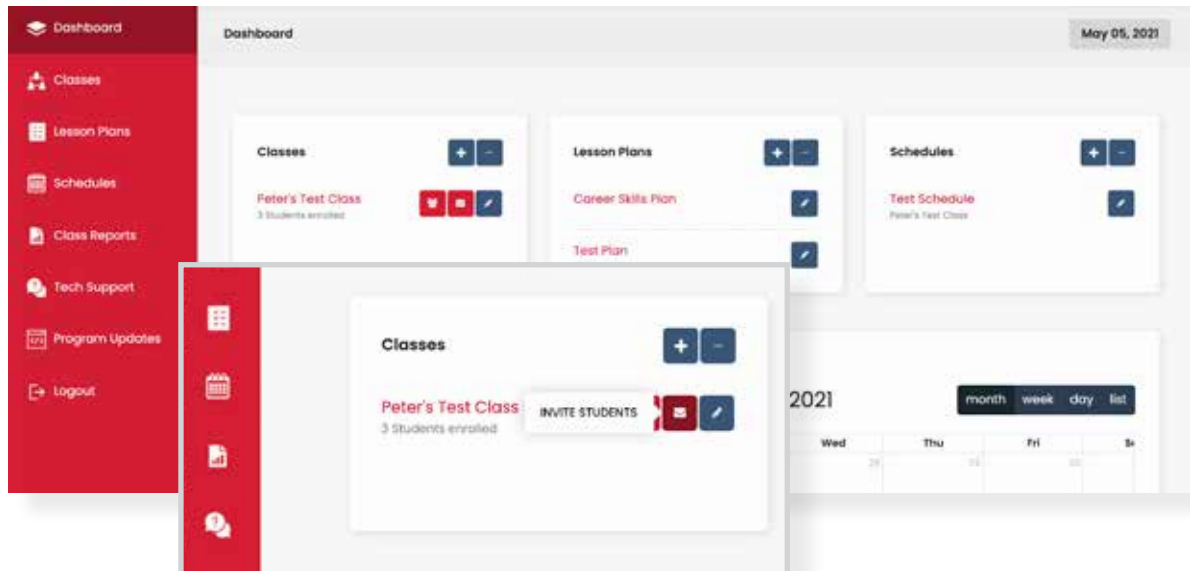
- create a class and invite youth to join;
- build a lesson plan and program schedule;
- assign work; share resources, videos and links to information with youth;
- share video meeting information with their youth for specific classes or programs (i.e., zoom or google video meets link);
- communicate and email participants; and
- review submitted work and assign credits to youth participating in the program.



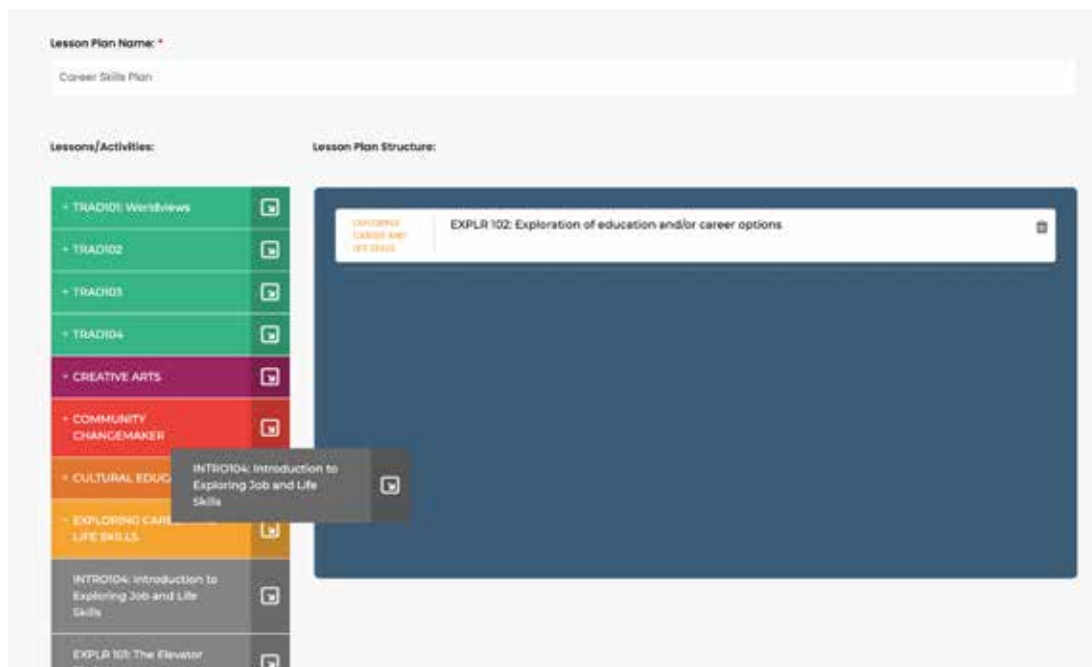
How do I register and use the platform?

If you are facilitating a SB program for a group of youth, you can register as a 'facilitator' on the Teachers Platform found at teachers.iswo.ca and click on 'register'. You will need to create an account by providing some information; please note you will need to provide a copy of a valid Vulnerable Sector Check and references from either the community or organization you are working with. This information will be sent to our Standing Bear team for verification before your account can be confirmed. Once your account has been confirmed, you will receive an email and then you will be able to access the Teachers Platform. This verification step was included to ensure the safety and wellbeing of SB youth participants.

Once you are signed into the Teachers Platform, you can easily set up a class and invite youth to attend by adding in their names and email addresses. An email will be automatically sent to each participant inviting them to join your class and to login. You can manage your class, by adding or removing participants, resending invites and even set up additional classes, at any time.



You can then create a lesson plan with daily, weekly and monthly schedules for your Standing Bear program, using the drag and drop feature, which allows you to drag any of the Standing Bear Learning Events and Activities, into the lesson plan creator.



You can further expand the details in the calendar by clicking on the lesson, including times, and relevant links or video meeting links, and other information. Your participants will receive an update of the new lessons in their schedule once they've logged in.

The screenshot shows a web interface titled "Editing 'Test Schedule'" with a sub-header "Class Assignment: Peter's Test Class". A modal window titled "Session Settings for 'Career Skills Plan'" is open. It contains the following fields: "Brief Description" with the text "Zoom session on career planning"; "Recurring event?" with radio buttons for "Yes" and "No" (the "No" button is selected); "Media Type" with a dropdown menu showing "Zoom Meeting"; "Meeting URL"; "Meeting Password"; and "Resources" with an "Add Resource" button. Below these, there is a "Resource Type" section with radio buttons for "URL" and "File Upload (PDF or PPT format)". At the bottom of the modal are three buttons: "SAVE CHANGES" (green), "CANCEL" (grey), and "DELETE EVENT" (red).

When participants click on a new lesson for that day, it will open up into a new page and provide them with all the information for that specific Standing Bear lesson.

The screenshot shows a page titled "Lesson CREATIVE ARTS". On the left, there is a sidebar with an "EDIT SCHEDULE" button and a "Task" section. The task is "CARTS 101: Create a piece of art based on the territories one is from (on and off-reserve)". It also lists "Session start" as May 4, 2021 10:00am, "Session end" as May 4, 2021 11:30am, and "Additional info" as "zoom". The main content area has a heading "Create a piece of art based on the territories one is from (on and off-reserve)". Below this, it says "We have created a list of suggested art forms for you to consider that you can view in the list for Creative Arts Stream Attachment below." There is a "File attachment" section with a button "List-for-Creative-Arts-Stream.pdf" and a "File upload required" section with the text "Upload a photo of your art piece". Below that, there is another "File attachment" section with a button "SB-CREATIVE-ARTS-REFLECTION.pdf" and a "File upload required" section with the text "Reflect on the experience and its relationship to leadership using the attached template for your creation." On the right, there is a "Zoom Meeting" section with a "LAUNCH MEETING" button, a "Password: Passcode: 704270", and a "Download Zoom client" link. Below that is a "Session Host" section with a profile picture of Peter Jensen and his name. At the bottom right is a "Students" section with a list of names: Asia Jensen, Leo N., and Dmitri B., each with a red button next to it.

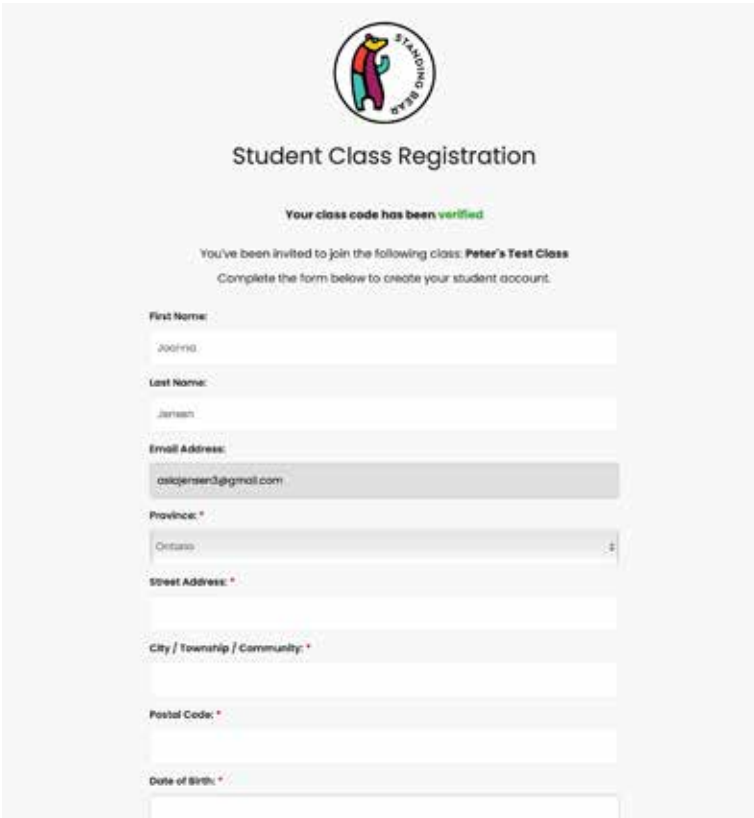
Once students upload their work, you will be notified and will have the opportunity to review their work and assign credits. You can assign credits individually or for the entire class (or group of youth). You can also export reports of your participants.

Please note that any credit given to youth for completion of SB activities, will be uploaded to the My ISWO Portal as well, so they can go in at anytime (or at a later date) to complete more work or to progress to the next level of SB, even outside of a SB facilitator-led program.

How do youth register and use the platform?

Youth will receive an invite via email to use the Teachers Platform and join a class. They will click on the link provided and be asked to complete the registration (creating a username and password). Please note that if youth already have a My ISWO Portal account, they will be able to register using the same login information and will be prompted to do so. Any credits they already have accumulated for the SB program in the My ISWO Portal will be visible on the Teachers Platform and will appear in their progress tracker.

Once logged in, they will then see any information their facilitator has posted and as well, any lessons, program activities or assignments in their calendar.

A screenshot of a web form titled "Student Class Registration". At the top is a circular logo with a stylized figure and the text "STANDING BEAR". Below the logo, the title "Student Class Registration" is centered. A green message states "Your class code has been verified". Below this, it says "You've been invited to join the following class: Peter's Test Class" and "Complete the form below to create your student account." The form contains several input fields: "First Name:" with the value "JODYNG", "Last Name:" with the value "JAMES", "Email Address:" with the value "oslojensen3@gmail.com", "Province:" with a dropdown menu showing "Ontario", "Street Address:" (empty), "City / Township / Community:" (empty), "Postal Code:" (empty), and "Date of Birth:" (empty). Each field has a red asterisk indicating it is required.

Youth will receive notifications for new activities, lessons, or for any credits they may have received. Youth will be able to view their progress on the progress tracker, and see what learning events and activities they have completed. Youth will also automatically receive a certificate once they have completed the requirements for each certification. They will also receive an email regarding their reward options for each level of certification. Once they complete their program, they will be sent a program evaluation form from their facilitator and will be required to complete the form, in order to receive their final certificate and be eligible for their reward.

What's the difference between the My ISWO Portal and the Standing Bear Teachers Platform?

The My ISWO Portal (my.iswo.ca) is a youth only portal intended to support access, registration and participation in a wide range of ISWO programs, including the SB program. Youth between the ages of 12 and 24 can create an account (with the help of an adult if required) and register for upcoming events such as SB camps and workshops, Team Ontario tryouts, and multi-sport camps. Youth must provide the contact information of a parent or guardian (if they are under the age of 18) who will be required to give permission for youth to be able to use the My ISWO Portal. Once registered on the portal, youth can easily register and participate in programming. All registration and event confirmations, progress, event fees, etc. will be emailed to parents for completion and/or communication purposes. Youth can also create a profile on the portal, display their achievements, access resources, connect with other youth and join discussion groups. The My ISWO Portal is a safe and moderated space for Indigenous youth residing in Ontario. ISWO staff have access to the portal and engage with youth to share programming updates, important discussions, event information, etc. Youth can reach out at anytime if they have questions or are looking for more information.

The Teachers Platform is intended to support facilitators in the delivery of the Standing Bear program. Youth may only utilize the Teachers Platform when invited as part of a class or SB program, by a facilitator.



STANDING BEAR CORE INDIGENOUS LEADERSHIP CERTIFICATE





The following learning events must be completed in order for youth to obtain the Standing Bear Core Indigenous Leadership Certificate. Youth can complete the learning events in any order they wish, however we recommend completion in the order listed.

TRAD 101: INDIGENOUS WORLDVIEWS

For Indigenous peoples, our world-views are based on values found within our stories. Often when teaching stories, we start with creation. To learn about Indigenous world-views, youth will choose to watch or research a creation story of their choosing. Links to Anishnaabe, Haudenosaunee, Cree, and Inuit creation stories will be listed on the MyISWO portal. Youth can also choose to learn more about the 7 Grandfather Teachings or other teachings of this nature that focus on how one should carry themselves as Indigenous people. Youth will then answer reflection questions based on the story/teaching of their choice.

TRAD 101 REQUIRED ACTIVITIES

Note: All of the activities within this learning event have been included in the Appendix for your reference. Please note that youth must be registered on-line (either on the My ISWO Portal or the Teachers Platform) to submit their completed work for credit.

- **Exploring Worldviews.**
- **Defining your own worldview: create a poster, graphic or short video that outlines your own worldview.**
- **Learn about the Seven Grandfather Teachings from the information provided.**
- **Create and submit a photo story for four of the Seven Grandfather Teachings you learned about and explain why you chose the images you did.**
- **Complete and submit the reflection on the relationship between the Seven Grandfather Teachings and leadership.**



ALTERNATIVE ACTIVITIES

TRAD 101 – INDIGENOUS WORLDVIEWS

ACTIVITY NAME	ANISHNAABE CREATION STORY
SB Program Outcome	Purpose, Identity, Confidence and Support Networks
Brief Description	Participants will listen carefully to a creation story of the facilitator's choice, then participate in a facilitated group discussion.
Objective/Purpose of Activity	To allow youth to reflect on their values as Indigenous youth in relation to the values outlined within Indigenous stories/ teachings.
Aligns with (Stream and Learning Event):	<p>Facilitators can choose to tell a creation story they are already familiar with, or access existing copies of creation stories either digitally (via websites, video, audio recordings) or in book form.</p> <p>Examples of Creation Story Resources:</p> <p>Mishoomis Book: Edward Benton Banai</p> <p>Ojibway Heritage: Basil Johnston</p> <p>Haudenosaunee Creation Story https://www.oneidaindiannation.com/the-haudenosaunee-creation-story/</p> <p>Cree Creation Story Video – Stan Wesley https://www.youtube.com/watch?v=Qn0zJ1QH2Zc</p>
Setup	Gather participants in either a circle or theatre style seating to listen to the creation story. This can be done both indoors and outdoors.



Activity Instructions	<ol style="list-style-type: none">1. Participants listen carefully to the creation story.2. Participants engage in a facilitated discussion. <p>Who in the story facilitated creation? (i.e. Gzhemnidoo) What was the first step in creation? Why was this important? What was the order of creation? Is the order important? What were the laws (rules) of nature covered in the story? Do these laws (rules) still apply today? What were some of the values covered in this story? Do any align with your values?</p>
Variations - Optional	<p>Creation or re-creation stories from different Indigenous nations. (i.e. Anishnaabe, Cree, Haudenosaunee, Metis, Inuit). Facilitators can choose to tell different stories that cover world-views (i.e. 7 Grandfather Teachings, Migration Stories, Good Mind Teachings). Elders, and storytellers may be invited to cover the storytelling aspect of this activity.</p>
Wrap-Up	<p>Wrap-up this activity through the facilitated discussion.</p>
Things to look for during the activity	<p>Active listening Active engagement and contributions to the discussion Connections made between key themes to personal values</p>

TRAD 102: INDIVIDUAL HOLISTIC HEALTH

The individual holistic health core activities focus on individual reflection as well as connection to our responsibilities as Indigenous people. Indigenous peoples stress the importance of relationships to land as a core strategy for holistic health. With this in mind, youth will participate in two activities that emphasize connections to the land (i.e. picking medicines, trapping, canoeing, etc.) and reflect on their experiences.



TRAD 102 REQUIRED ACTIVITIES

Note: All of the activities within this learning event have been included in the Appendix for your reference. Please note that youth must be registered on-line (either on the My ISWO Portal or the Teachers Platform) to submit their completed work for credit.

- **Participate in two on-the-land activities (we have listed some examples for you, but it could be any land-based activity you choose):**
 - Nature-walk
 - Going into the bush
 - Hunting
 - Fishing/Ice fishing
 - Canoeing
 - Building a shelter
 - Snowshoeing
 - Trapping
- **Reflect on Land-Based Activities: share and submit your personal reflections using the On-the-Land Activity Reflection document.**
- **Be a Wellness Warrior – share your experiences with others, communicate how land-based activities impacted your wellness.**

ALTERNATIVE ACTIVITY

TRAD 102 – INDIVIDUAL HOLISTIC HEALTH

ACTIVITY NAME	LAND-BASED ACTIVITY AND CONNECTIONS
SB Program Outcome	Purpose, Identity, Confidence, Support Networks



Brief Description	To complete this activity, youth must participate in any outdoor activity, based on the expertise of the facilitator (i.e. canoeing, nature/medicine walk, fishing, etc.), that involves a connection to the natural world (i.e. forest/trees/plants/waters). Upon completing the outdoor activity, facilitators will lead a debrief that highlights connections to the land.
Objective/Purpose of Activity	To engage youth in outdoor physical activity while considering Indigenous values related to the land.
Aligns with (Stream and Learning Event):	TRAD 102 – Individual Holistic Health
Materials/Equipment required	Materials depend on the activity chosen by the facilitator.
Setup	Prior to participating in the chosen activity, remind youth of proper behaviour when on the land and review any safety information required (i.e. leave lands in better condition than before).
Activity Instructions	<ol style="list-style-type: none">1. Actively participate in an outdoor activity that connects youth to lands (forest/trees/plants/waters)2. Find a place to sit as a group and facilitate a debrief at the end of the outdoor activity. You can use the following questions to guide your discussion.<ul style="list-style-type: none">• What did you notice about the territory? (water ways, paths, animals, plants)• Why do you think it is important to behave respectfully when on the land?• Why do you think it is important for Indigenous people to connect with the land? How do you like to connect with the land?
Variations - Optional	Variations - Optional



Wrap-Up	It is important to wrap up the land-based activity with a debrief that connects the activity itself to Indigenous values, the lives of the youth and the connection to land.
Things to look for during the activity	<ul style="list-style-type: none">• Active participation;• Positive interactions and connections between youth participants;• Respectful behaviour when on the land;• Active participation in the debrief; and• Connections between the land-based activity to personal lives and values.

TRAD 103: TRADITIONAL KNOWLEDGE

The third core Indigenous learning event focuses on connecting with Knowledge Keepers and their stories. A Knowledge Keeper could be anyone with knowledge of land-based activities (i.e. hunting, trapping, fishing, medicines, etc.) or anyone who has knowledge of legends/teachings. Learning stories and in turn, traditional knowledge, is reciprocal. This learning event will focus not only on learning new Indigenous skills/knowledge but also developing respectful relationships with those who carry knowledge. Resources will be provided to assist youth in connecting with knowledge keepers in an appropriate and meaningful manner. Upon connecting with knowledge keepers, youth will participate in a series of activities related to the transmission of traditional knowledge and reflect on the stories/teachings that are shared.

TRAD 103 REQUIRED ACTIVITIES

Note: All of the activities within this learning event have been included in the Appendix for your reference. Please note that youth must be registered on-line (either on the My ISWO Portal or the Teachers Platform) to submit their completed work for credit.

- **Complete and submit the Traditional Knowledge Self Assessment**
- **Complete and submit an Interview with an elder**



- **Review the Traditional Selections and Reflections document and determine your five activity choices to participate in from the following list:**
 - **Animal symbolism**
 - **Beadwork**
 - **Berry teachings**
 - **Ceremony preparation**
 - **Cultural songs**
 - **Different seasons/ceremonies**
 - **Dream interpretation**
 - **Fasting**
 - **Full moon ceremony**
 - **Importance of tobacco mindset**
 - **Meaning of prayer**
 - **Memorial ceremonies**
 - **Naming ceremony**
 - **Role of elders**
 - **Role of knowledge keepers**
 - **Sacred medicines**
 - **Sharing circles**
 - **Smudging**
 - **Spring and fall equinox**
 - **Sweat lodge**
 - **Traditional roles as women/men**
 - **Use of drum, pipe, shaker**
 - **Use of natural foods**
 - **Water teachings**
- **Complete and submit the questions in the Traditional Selections and Reflections document.**



ALTERNATIVE ACTIVITIES

TRAD 103 – TRADITIONAL KNOWLEDGE

ACTIVITY NAME	SWEAT LODGE
SB Program Outcome	Purpose, Identity, Confidence, Support Networks
Brief Description	A local Elder/ceremony conductor will instruct youth on the purpose, roles/responsibilities, and protocols for sweat lodge ceremonies. Based on facilitator discretion, this learning event could include building and participation in a sweat lodge ceremony.
Objective/Purpose of Activity	The purpose of this activity is to teach youth the role of ceremony in Indigenous communities and the work that goes into ceremony.
Aligns with (Stream and Learning Event):	TRAD 103 – Traditional Knowledge
Materials/Equipment required	Tobacco and a gift for the Elder. Materials to be determined by the Elder/ceremony conductor. (i.e. saplings, canvas/tarp, tobacco, cedar, sage, sweat grass, rocks/grandfathers, water, feast materials)
Setup	Participants assist with the set up and building of the sweat lodge. The local Elder/ceremony conductor will lead the building of the sweat lodge.



Activity Instructions	<ol style="list-style-type: none">1. Before the Elder/ceremony conductor arrives, remind youth of appropriate protocols and courtesy, when assisting/listening to an Elder (i.e. respectful listening, responsibility to the knowledge that is shared by the Elder in ceremony, etc.).2. Provide the Elder/ceremony conductor with tobacco.3. Elder/ceremony conductor explains the meaning of the sweat lodge (where it comes from) and its purpose (allow for questions from youth).4. Elder/ceremony conductor to go over proper conduct while participating in/preparing for a sweat lodge ceremony.5. Optional - Elder/ceremony conductor to lead the building of the sweat lodge (note: depending on the conductor, this could take anywhere from an afternoon to multiple days).6. Optional - Elder/ceremony conductor to lead a short sweat for youth participants.7. Optional - feed youth participants and Elder/ceremony conductor after sweat.8. Facilitated debrief (Elder/ceremony conductor can participate).
Variations - Optional	<p>This activity does not need to include building and participating in a sweat. Participation in those elements are left to the discretion of the facilitator.</p> <p>Elders/knowledge keepers can be brought in to discuss and/or facilitate other ceremonies relevant to local communities.</p>
Wrap-Up	<p>This activity should be wrapped up with food (especially if a sweat lodge ceremony takes place) and a debrief. Debrief questions will depend on the ceremony.</p> <p>In addition to the debrief youth will write a short letter to their future selves outlining key takeaways from the sweat lodge experience. Youth can share if they wish, otherwise these letters will be private.</p>
Things to look for during the activity	<ul style="list-style-type: none">• Respectful behaviour when listening to the Elder/ceremony conductor, when building the sweat lodge, during the sweat lodge ceremony, and during the debrief.• Active participation throughout the activity (i.e. lodge building, questions for the Elder/ceremony conductor).• Teamwork and collaboration (i.e. lodge building).



TRAD 104 REQUIRED ACTIVITIES

Note: All of the activities within this learning event have been included in the Appendix for your reference. Please note that youth must be registered on-line (either on the My ISWO Portal or the Teachers Platform) to submit their completed work for credit.

- **Get to Know Your Community:** work individually or in a group to complete and submit the 'Getting to Know Your Community' worksheet.
- **Expand your networks:** Complete and submit the 'Expanding the Definition of Community' activity.
- **Showing Gratitude:** Write a letter, create a card, or make a video thanking someone in one of your communities that's made a positive difference in your life.

ALTERNATIVE ACTIVITIES

TRAD 104 – HOLISTIC LEADERSHIP FOR COMMUNITY WELLBEING

ACTIVITY NAME	INDIGENOUS GOVERNANCE
SB Program Outcome	Purpose, Identity, Confidence, Support Networks
Brief Description	Participants will listen to and reflect on teachings related to Indigenous forms of governance. This can be done through exploring clan teachings or other forms of community structures. To facilitate this activity an Elder or knowledge keeper should be invited.
Objective/Purpose of Activity	The purpose of this activity is to engage youth in concepts of Indigenous leadership and how they might be applied in their communities today.



Aligns with (Stream and Learning Event):	TRAD 104 – Community Leadership
Materials/Equipment required	<p>Gift and tobacco (when/where appropriate) for the Elder/knowledge keeper.</p> <p>If facilitating this activity without an Elder or knowledge keeper, these concepts can be taught using online resources. For example:</p> <p>i.e. Anishnaabeg Clan Teachings by Alan Corbiere (note this teaching is 1.5hrs long, breaks and energizers are recommended)</p> <p>https://www.youtube.com/watch?v=szg5MJdv2yo&t=2665s</p>
Setup	Youth can gather and sit in the format best suited to the presenter to hear the teachings. AV may need to be set up if using online resources/videos.
Activity Instructions	<ol style="list-style-type: none">1. Remind youth of proper protocol for listening to Elders/Knowledge keepers (respectful listening).2. Elder/Knowledge keeper is given tobacco (when appropriate).3. Youth listen carefully to the Elder/knowledge keeper.4. Youth ask questions of the Elder/knowledge keeper.5. Facilitated discussion on key themes, including:<ul style="list-style-type: none">• Were there similarities between how communities functioned in the teachings and how your community functions now? Why or why not?• Did any of the clans or community responsibilities (hunting, medicine, warrior, etc.) interest you? Why or why not?• Was there a particular clan or community responsibility (hunting, medicine, warrior, etc.) that you would like to learn more about? Why or why not?
Variations - Optional	Elders/knowledge keepers from different nations could discuss their clan teachings or community structure (i.e. Anishnaabe, Cree, Metis, Inuit, Haudenosaunee).
Wrap-Up	Wrap-up this activity with a facilitated discussion. The Elder/knowledge keeper can choose to stay for this discussion. Provide the gift to the Elder/knowledge keeper.



Things to look for during the activity	<ul style="list-style-type: none">• Active listening;• Active engagement in discussion• Connections made between teachings and communities today
--	--

***Note:** There are no alternative activities available for the introductory courses for each stream, outlined below, which make up the second half of the Standing Bear Indigenous Core Leadership Certificate.

INTRO 101: INTRODUCTION TO CREATIVE ARTS	<ul style="list-style-type: none">• Create a piece of art based on the territory, community, or nation you are from (on and off-reserve) and share it on the portal as a photo, video, or podcast.
	<ul style="list-style-type: none">• Reflect on the experience and its relationship to leadership; upload your completed reflection to the My ISWO Portal for full credit.

INTRO 102: INTRODUCTION TO CULTURAL EDUCATION	<ul style="list-style-type: none">• Identify an Indigenous changemaker. An Indigenous changemaker can be anyone that is active in your community. They could be an author, an Elder, a knowledge keeper (i.e. hunter, trapper, someone who knows medicines), a parent/grandparent, teacher, a coach, or volunteer. To complete this introductory activity, answer the reflection questions and upload to they My ISWO Portal for full credit.
---	---



INTRO 103: INTRODUCTION TO COMMUNITY CHANGEMAKERS

- Introduce yourself in your language: In this learning event, the focus is connecting with your traditional language. For this learning event you will be required to introduce yourself and include your name, clan (if applicable), where you are from, family (parents and/or grandparents), and one thing you like to do in your traditional language (i.e. Anishnaabemowin, Mohawk, Cree, Inuktitut, Michif, etc.). Please note that you can use any dialect for this learning event. The introduction in your language should be videotaped and uploaded here for full credit.

- Participate in at least one of the activities on the list and reflect on the experience and its relationship to leadership using the template provided; upload the completed reflection to the My ISWO Portal for full credit.

List of suggested activities:

- Land-based survival skills
- Cleaning and preparing a fish, beaver, goose, deer, moose or other wild animal
- Shelter making
- Traditional games
- Hunting and gathering skills
- Learning about traditional foods and how to prepare them
- Making regalia and understanding its significance
- Learning an Indigenous language (i.e. Cree, Ojibwe, Mohawk, mi)
- Participating in cultural dances
- Learning about sacred places and their symbolism
- Hide making and tanning
- Participating in a blanketing or welcome ceremony
- Participating in a naming ceremony
- Volunteering or helping to coordinate a community cultural event or pow-wow
- Taking part in a community exchange
- Attending a cultural camp, program or event
- Attend and taking part in a pow-wow



INTRO 104: INTRODUCTION TO CAREER AND LIFE SKILLS

- Where would you like to be in 20 years in terms of work, family, friends, home and community? Create a personal vision addressing your own future in terms of: education/career; family and friends; recreation and leisure; and community service. This may be presented as a vision board, video, story, or podcast and uploaded as a .jpg, .pdf, video or .doc file to the My ISWO Portal for full credit.

INTRO 105: INTRODUCTION TO HEALTH AND WELLNESS

- Complete the pre-wellness assessment and upload the completed document to the My ISWO Portal for full credit.

INTRO 106: INTRODUCTION TO SPORT AND RECREATION

- Who is your Indigenous Sport Role Model? Use the template provided to complete the activity.
- Winning Mentality: Complete the activity and upload your work to the portal.





CREATIVE ARTS



The creative arts stream is about a connection to spirit, identity and creativity. Leadership in creative arts is about demonstrating pride in where we come from as well as respect for the world around us. Indigenous art is often a reflection of where we come from, our teachings, and our values.

Within the introduction to creative arts, youth will create a piece of art in the style of their choosing that highlights the territory they are from. Territory could include reserve, rural, or urban settings. To specialize in the creative arts stream, youth will create a series of art pieces using different mediums (painting, beading, multimedia, creative writing, etc.) as well as develop connections to Indigenous artists.

Upon completing the creative arts stream, youth will demonstrate pride in their identity and the territory they are from, through art. Youth will reflect on spiritual, mental, emotional, and physical elements of the arts. Through expressing pride in where they are from, youth will build on their confidence and self-esteem. Through specializing in the creative arts stream youth will consider their purpose and responsibilities as Indigenous artists, youth will also build on their support networks by connecting with Indigenous artists and role models.

ACTIVITIES ON THE PORTAL

Note: For access to these activities, youth must register on the My ISWO Portal and navigate the learning events for each stream, which include all of the links, templates and instructions; youth will upload their completed documents for each learning event for credit).

CARTS 101:	<ul style="list-style-type: none">• Create a piece of art representing confidence.
	<ul style="list-style-type: none">• Reflect on what confidence means to you and its connection to leadership.
CARTS 103:	<ul style="list-style-type: none">• Create a piece of art representing identity.
	<ul style="list-style-type: none">• Reflect on what identity means to you and its connection to leadership.
CARTS 103:	<ul style="list-style-type: none">• Create a piece of art representing purpose.
	<ul style="list-style-type: none">• Reflect on what purpose means to you and its connection to leadership.



CARTS 104:

Connecting with an Artist:

- Identify three artists you would like to learn from and complete the activity.
- Reflect on the connection between art and leadership based on what you've learned.

LIST FOR CREATIVE ARTS STREAM

You can choose from a wide range of art forms to complete the required learning event for the Creative Arts Stream. We have created a list of suggested art forms for you to consider, but you select any art form you would like to use.

Suggested Art Forms:

- Basket making
- Beading
- Cartooning
- Crafts
- Create a piece of original written or recorded music
- Create and deliver a comedy routine
- Dot art
- Drama (write, direct or act in a play or theatrical performance)
- Drawing
- Drum making
- Drumming
- Finger Weaving
- Jewelry making
- Jigging
- Leatherwork
- Painting (You may use any type of paint, brush or technique you like)
- Photography
- Puppetry
- Quilling
- Regalia making
- Ribbon shirt and skirt making
- Sculpting
- Storytelling
- Tattooing
- Traditional/pow wow dance
- Wood or soapstone carving
- Writing poetry

**Other Culture-Based Arts*



ALTERNATIVE ACTIVITIES

ACTIVITY NAME	ROCK PAINTING
SB Program Outcome (Purpose, Identity, Confidence, Support Network)	Identity
Brief Description	This activity will teach youth how to create Métis dot painting on rocks (rocks may vary in size).
Objective/Purpose of Activity	To engage youth in Indigenous arts and crafts while teaching them cognitive skills and social/emotional skills. Indigenous background of Métis painting will also be recognized and questions will be asked based on the background of Métis dot painting.
Stream and Learning Event	Creative Arts 101: Creating a piece of art.
Materials/Equipment needed	<ul style="list-style-type: none">• Rock for each participant• Paint brushes (in various sizes and shapes)• Paint (share lots of colours)• Water cups for washing paint off• Paper towel• Table coverings and smocks (if desired)• Examples of already painted rocks, images, abstract designs, etc. to inspire youth's artwork
Setup	Have designated tables with tablecloths; have the youth gather around with their own set up station and follow the instructor step by step on how to get started and let their imagination and creativity take them.



ACTIVITY NAME	ROCK PAINTING
Instruction/ Demonstration	<p>The youth would follow the instructor and/or paint how they would like to, depending on designs that they choose.</p> <p>Step 1: Pick desired rock.</p> <p>Step 2: Pick a design (or make up your own) as your inspiration.</p> <p>Step 3: Decide what colours are needed and begin painting!</p> <p>Step 4: Let rocks completely dry.</p>
Variations	<p>Each youth may customize their own rock, depending on designs and colours selected. The rocks can be painted according to a theme, or represent a particular experience, subject matter, or story.</p>
Activity Wrap Up/Debrief/ Participant Observations	<p>Let the rocks dry and afterwards gather youth and ask the youth, how they felt, if they enjoyed the activity and what they would like to do next time as an art activity. You can also engage in a conversation about what inspires them, what the images mean to them and if they are trying to convey a message.</p>
Assessment/Feedback/ Tips	<p>Provide each participant the opportunity to showcase their rocks, see what could work better next time, evaluate what could be improved for delivery and assess what was learned from the activity (i.e. helping others, showcasing their beliefs or stories through art, having patience, etc.).</p>



COMMUNITY CHANGEMAKERS



The community changemakers stream stresses the importance of understanding one's strengths as it relates to the facilitation of change at the community level. Leadership in community changemaking is to be educated in our gifts and act on our gifts. To be a community changemaker is to be conscious of the world around us and actively work to improve it, using one's gifts.

Within the introduction to community changemaking, youth will reflect on what being a changemaker means to them, and identify Indigenous changemakers. Youth will be provided with resources related to Indigenous law/natural law to assist with reflections related to community change from an Indigenous perspective. To specialize in the community changemaking stream, youth will attend community events, volunteer at community events, participate in the planning and implementation of community events, and reflect on their experiences.

Upon completing the community changemaking stream, youth will become more active members of their communities through actively engaging in community events as participants, volunteers and organizers. As active members of their community, youth will build on their confidence as community leaders, further develop their sense of purpose and roles in their communities, form their sense of identity based on activities/ events that interest them, and finally build support networks within their community through attending various community events.

Upon completion of the Community Changemakers Learning Event(s) participants will:

- Demonstrate personal growth as a community leader.
- Educate and advocate for the delivery of youth-led community initiatives.
- Serve as a catalyst for implementing strategies for positive community change and growth.
- Learn and implement strategies for continuing your journey as a community or project ambassador, making a positive impact in your community.



ACTIVITIES ON THE PORTAL

Note: For access to these activities, youth must register on the My ISWO Portal and navigate the learning events for each stream, which include all of the links, templates and instructions; youth will upload their completed documents for each learning event for credit).

COMMC 101:

- Attend a community event and reflect on your experience using the reflection template provided. Answer the questions and upload to the portal for full credit.

COMMC 102:

- Volunteer at a community event and reflect on your experience using the reflection template provided. Answer the questions and upload for credit.

COMMC 103:

- Plan a community event, program or initiative using the instructions and planning template provided. Complete your plan (using the template provided) and upload for credit.

COMMC 104:

- Implement a community event or program using your project plan and complete a Post-Event Report, using the template provided. Upload the completed Post-Event Report and include three images of your event or program to the portal for full credit.

COMMC 105:

- Create a 10-minute presentation summarizing your event and key learnings. You can create the presentation online using either PowerPoint or another type of presentation software (i.e. Prezi, Visme, Smilebox, etc.), or write out your presentation on paper and videotape yourself presenting it.

ALTERNATIVE ACTIVITIES



BUSINESS PLAN

ACTIVITY NAME	BUSINESS PLAN
SB Program Outcomes	Support Networks, Confidence, Purpose
Brief Description	Have the participants draft a business plan in groups of three. You will need approximately 1 – 1.5 hours (estimated time) to complete this activity.
Objective/Purpose of Activity	<ul style="list-style-type: none"> • Have youth think about the future • Help facilitate and strengthen communication skills. • Teach a process from taking an idea and developing a plan for a project (i.e. project planning and project management skills). • Foster creativity and thinking outside of the box. • Inclusion of others and their ideas. • Teamwork
Stream and Learning Event	Community Changemakers: COMMC 103
Materials/Equipment needed	Pencil, pens, markers and paper.
Setup	<ul style="list-style-type: none"> • Have the business plans ready and outlined beforehand. • Will need approximately 15 – 20 blank pieces of paper for each of the groups • Enough pencils, markers and pens for 20 participants. • This can be completed in a classroom or camp setting.



ACTIVITY NAME	BUSINESS PLAN
Instruction/ Demonstration	<p>Instruct the group to break up into smaller groups of 3 or 4 participants.</p> <ul style="list-style-type: none">• Hand each group one 'Business Plan' or to follow along and create one.• 2 papers needed in total for each group - 1 for the business plan and one for the logo and name of their business. <p>The business plan should include the following sections:</p> <ul style="list-style-type: none">• Business Plan• Business Name• Target Audience• Marketing• Pricing• Profit <p>On the second piece of paper, ask the participants to come up with a name and logo for their business.</p> <p>At the end of the activity, each small group will share their business plan with the larger group.</p> <ul style="list-style-type: none">• Instruct that each member should read the parts that they have contributed to; if it was a collaborative effort, have each member of the group take turns reading the business plan.
Assessment/Feedback	<ul style="list-style-type: none">• Assess each business idea collected: how much thought was put into the plan; did each member of the group contribute; did they provide insights or additional information outside of the required headings?• Observe throughout the activity for engagement, discussion, participation, attitude and teamwork.

FIND THE ROOT PROBLEM



ACTIVITY NAME	FIND THE ROOT PROBLEM
SB Program Outcomes (Purpose, Identity, Confidence, Support Network)	Confidence, Purpose, Support Network
Brief Description	This activity offers a process for youth to address issues that relate to communities that youth are involved in. The issue could be anything in relation to their home communities, sport organizations or academic institutions, or any level of form of government.
Objective/Purpose of Activity	Participants will increase their ability to see themselves as capable individuals in identifying and offering solutions, and thereby contributing positively to the communities they belong to.
Stream and Learning Event Equivalency	Community Changemakers: COMMC 101
Materials/Equipment needed	Chart Paper, flip paper, regular paper, markers, large sticky notes or smaller pieces of paper cut into apples.
Setup	The room should be set up to include tables and chart paper, sticky notes and ability to tape the tree to a wall or project a tree onto a screen so that sticky notes can be placed on the tree for everyone to be able to see the progression through the activity.



ACTIVITY NAME	FIND THE ROOT PROBLEM
Instruction/ Demonstration	<p>Start off by explaining the concept of this activity. For this activity you would use the example of a tree, with the leaves representing the problems that you can see. The trunk would represent the structures, practices and policies that normalize the problem. The roots would represent the systemic historical, social and economic problems. Ask the youth participants to identify an issue for the activity and then think through each level from the leaves, to the structure to the roots; evaluate as the participants follow down to the roots. You can have the participants do this exercise individually to then share with each other, or you can form groups to have them to discuss together. If they complete as individuals, having them share what they wrote will help youth identify that they aren't alone in recognizing issues and that there are other youth that are able to identify the same problems. This will confirm that they are not alone in dealing with those issues. The group version allows for more idea generation and opportunity to expand on each other's thought processes.</p>
Activities	<p>After participants have identified issues, it is imperative to lead the discussion in to tangible ways that youth can help address the issues. They may not be able to solve the problem on their own, but they can be encouraged to make changes in their own behavior or opinions that will ripple out to the greater community. For this part of the activity have participants brainstorm ideas as to how they can contribute positively to the tree. Ask participants to write their contributions on the apple stickers that they can then place around the bottom of the tree, these represent how small things can change the original landscape as they take root in the ground below them.</p>



ACTIVITY NAME	FIND THE ROOT PROBLEM
Activity Wrap Up/Debrief/ Participant Observations	<p>Ensure that youth are not left hopeless after Identifying issues and systems at play. Rely on Indigenous inherent resiliency, and emphasize that choices they make do have impacts, on themselves and on their relationships, which can create ripples, that create waves. If needed, direct youth to a Mental Health Advisor or Councilor.</p> <p>Observe participants closely. These are not always easy conversations, make yourself open for them to approach you. Make sure that the space is welcoming and safe. Safe spaces create opportunity for dialogue but must be monitored closely. Utilize open body language and check in with participants as they progress through discussions.</p>
Assessment/Feedback/Tips	<p>Recommended that an Elder/Knowledge Keeper/Mental Health Advisor be present for this activity.</p>

'PASSIONS OF MINE AND PROBLEMS OF OURS' ACTIVITY

ACTIVITY NAME	'PASSIONS OF MINE AND PROBLEMS OF OURS' ACTIVITY
SB Program Outcome	Support Networks, Purpose, Confidence
Brief Description	<p>This activity focuses on generating social change by having participants discover their passions by identifying and working through the problems that exist in their communities. The participants will brainstorm as a group and generate ideas to help make a difference in their communities.</p>



ACTIVITY NAME	'PASSIONS OF MINE AND PROBLEMS OF OURS' ACTIVITY
Objective/Purpose of Activity	<ul style="list-style-type: none">• Communication• Inclusion• Relatability• Recognition of problems in the community• Individuals discovering their passions and what they might be able to do for themselves and others• Self-empowerment• Leadership and accountability
Stream and Learning Event Equivalency	Community Changemaker: COMMC 103
Materials/Equipment needed	Markers, Pens, Pencils and Paper, Chart Paper or Dry Erase Board or Poster Board
Setup	Classroom setting



ACTIVITY NAME	'PASSIONS OF MINE AND PROBLEMS OF OURS' ACTIVITY
Instruction/Demonstration	<ul style="list-style-type: none">• Introduce yourself and the activity• This activity may be completed in a larger group or in smaller groups of 3-4 participants each• If using the large group format, draw 2 columns on the chart paper, chalk board or dry erase board; for the smaller groups, have them do it on a piece of paper or large poster board.• Column 1 will be labeled as "Passions of Mine".• Column 2 will be labeled as "Problems of Ours".• Ask the groups to come up with a few topics (1 – 4 short words) that they are passionate about for each column.• For example, under Column 1 topics could be: animals, outdoors, family, land, music, traveling to new places, meeting new people, sports, etc.• Write as suggested words come up during the brainstorm.• Give the group approximately 5 minutes to do this portion.• Once that is completed move on to Column 2 which is Problems of Ours.• Examples for this column could include topics such as poverty, suffering, negativity, drug or substance use, no access to sports, lack of opportunities, unemployment, bullying, etc.• You can suggest some words to the group to get them thinking of things they would like to see in their community, or things they may have noticed that are a problem in the community or something they would like to see changed.• Give the group an additional 5 minutes to complete the second column.• Once both columns have been completed with their topic words, give participants a new sheet of paper or a different space on the board to start a word web.• Have a volunteer pick a word from the Problem Column and then ask the group to come up with ideas on how their listed Passion topics, could help solve or deal with their listed Problems.• Give as much time as needed.• The purpose of the activity is to come up with ways to link Passions with Problems and to see what kinds of ideas the participants can come up with to make a difference in their communities, utilizing the things they enjoy and the skills that they currently have.



ACTIVITY NAME	'PASSIONS OF MINE AND PROBLEMS OF OURS' ACTIVITY
Variations	<p>You can use a specific topic to help guide the discussion:</p> <ul style="list-style-type: none">• Community sports – smaller scale (minor problems)• Community poverty – larger scale (major problems)
Assessment/Feedback	<ul style="list-style-type: none">• Take note on what the participants list for Passions and Problems, and observe their ideas and proposed solutions to the problems in their communities.• Observe each participants contributions, attitude, support and kindness to others, ability to work as part of a team and their focus on the activity.





CULTURAL EDUCATION



Leadership in cultural education is to understand the importance of understanding where we come from as Indigenous peoples. Cultural activities provide us with strength to be resilient and live in balance with the world around us.

Within the introduction to cultural education, youth will complete a language activity (introduce yourself in an Indigenous language of your choice) as well as attend a community cultural event (land-based camp, ceremony, community teaching, etc.). To specialize in the cultural education stream, youth will participate in land-based activities, attend further community cultural events, develop connections to Elders/knowledge keepers, and continue their language learning.

Upon completing the cultural education stream, youth will feel confident in their ability to survive in their territory (on the land and in harmony with creation and non-human relations), have a greater understanding of who they are and where they have come from, continue their language learning, and further understand the role of culture in everyday life. When youth understand where they come from and the values that influence Indigenous identity, youth in turn, will experience a greater sense of pride in their identity. Youth who actively participate in cultural activities are better prepared to consider their purpose as Indigenous peoples and in turn the support networks that are in place in Indigenous contexts. These support networks could consist of family, community, clan, nation, ancestors, and lands/territory (i.e. waters, forests, sacred sites, plants, animals, etc.).

ACTIVITIES ON THE PORTAL

Note: For access to these activities, youth must register on the My ISWO Portal and navigate the learning events for each stream, which include all of the links, templates and instructions; youth will upload their completed documents for each learning event for credit).

CULTR 101:	<ul style="list-style-type: none">• In this learning event, you will participate in a cultural activity that fosters a connection to the land and/ or requires you to be physically active (i.e. hunting/ harvesting/trapping, land-based survival skills, shelter making, cleaning/preparing wild game, cultural dance, traditional games, etc.).
	<ul style="list-style-type: none">• Reflect on your experience and learnings using the attached template.
	<ul style="list-style-type: none">• Upload a picture or video of your participation



CULTR 102:

- In this learning event (home community or friendship centre) you will attend a cultural event taking place near you (either in your home community, the community where you reside, a friendship centre or urban centre) such as: a sweat, full moon ceremony, sunrise ceremony, naming ceremony, cultural camp, beading/regalia making, drum group, preparing traditional food, assisting with a community feast.
- Reflect on your experience and learnings using the attached template.

CULTR 103:

- In this learning event, you will be required to connect with a local Elder or knowledge keeper and ask them to share a story with you (for example: history of your community, a teaching, creation story, a legend, etc.). Reflect on your experience and learnings using attached template.

CULTR 104:

- In this learning event, you will be required to collect a minimum of 10 action verbs/statements to in the traditional Indigenous language you identify with (i.e. Anishnaabemowin, Mohawk, Cree, Inuktitut, Michif etc.), describe sport and/or recreation activities of your choosing. Please note that you can use any dialect you are familiar with for this learning event.
- The language learned should be videotaped and/or presented via slides with audio and uploaded for full credit.



ALTERNATIVE ACTIVITIES

ALIGNS WITH **CULTR 101**: Participate in a cultural activity on the land.

ACTIVITY NAME	'WRIST CARRY
SB Program Outcome(s) (Purpose, Identity, Confidence, Support Network)	Support Network, Confidence
Brief Description	The Wrist Carry activity consists of a team of 3 people. Two teammates will carry one person using a stick. The person being carried will need to hang onto the stick by way of using ones' wrist. The carriers proceed to lift the person off the ground and race to the designated finish line or goes the greatest distance without touching the ground.
Objective/Purpose of Activity	Team to the finish first wins OR Team to go the furthest distance.
Stream and Learning Event Equivalency	Cultural Education 101
Materials/Equipment needed	<p>Sticks - 48inches in length and has a diameter of 1 5/16. Sticks used need to be able to carry the weight of multiple people, provide enough space and grip for the carriers.</p> <p>Horn/Whistle/Voice – to be able to ensure all participants clearly hear the start of the race</p> <p>Start/Finish line – this can be created by using 2 pylons to create a start line and 2 pylons to create a finish line. If don't have pylons, you could use any 4 objects if you need to be creative. Tape for inside is an idea or outside possible a washable environmentally friendly spray paint.</p> <p>Pen & Paper – *Optional - to record your winners if need to have multiple races.</p>



ACTIVITY NAME	'WRIST CARRY
Setup	<p>Determine if your race will be by way of crossing the finish line first or if want challenge of furthest distance. Designate someone to watch teams for possible elimination during each race.</p> <p>Race</p> <p>You will need to create a start and finish line. Your course could be a straight line or circle. If using the straight course, be sure to designate someone to be at the start and someone at the finish line to determine the winner.</p> <p><i>*If you have more teams than sticks, can carry multiple races out as heats and complete a final race of all your first-place heat winners to get your champions.</i></p> <p><i>(Note - If taking the first team to finish in each heat, there is no need to keep time).</i></p> <p>Identify an area of those who win each heat to have the winners of that heat go to designated area to wait for the final race. This will help you to keep track of those in final and creates a stage of excitement.</p> <p>Distance</p> <p>It is recommended to use the circle course and keep track of how many times around and mark spot where team finished.</p>



ACTIVITY NAME	'WRIST CARRY
Activity Instructions	<p>Create groups of 3 (be sure to try and take into consideration person size and strength). Once placed into groups, have your groups come to the start line and let them determine whom will be carriers and the carried. The carriers hand positions on the stick can be one of two variations:</p> <ol style="list-style-type: none">1. Hold stick at waist height using hands (hand grip can be variation of hand over or under); or2. Cradle the stick in their elbow holding onto their fist. <p>The person being carried will sit on the ground legs crossed and take dominant hand and make a fist to prepare wrist or hand grip on the stick. The other hand will grip the dominant hand forearm. Once lifted, the person may then uncross legs or keep them crossed and tuck their legs up so to not touch the ground.</p> <p>Rules of the race:</p> <ul style="list-style-type: none">• Must be a clean carry. Person being carried cannot touch the ground during the race.• Face or feet cannot come into contact with the stick or carriers.• No use of tape, gloves, etc., can be worn. <p>When teams are ready and your designates for the start and finish are in place, using the commands "On your marks", "Set" and for go either use "Go" or blow your horn or whistle.</p>
Variations - Optional	<p>Instead of using the wrist, allow to grip the stick using one hand.</p> <p>Challenge variations:</p> <p>For an additional challenge, go three rounds and have each team member switch up their position so that by the end of round three, all three have been carried.</p>



ACTIVITY NAME	'WRIST CARRY
Wrap-up	Awards or acknowledgement of the winners.
Things to look for during the activity	It is a game that requires strength and endurance. Be sure to watch proper form.
Resources/References	YouTube: https://www.youtube.com/watch?v=eJlbNz9jwnl NYO Games Alaska Handbook 2018
Background	This game comes to us from Alaska where the Wrist Carry shows the significance of a successful hunt, traditionally tests the strength and endurance of hunters, and shows appreciation for the animal giving itself.

ALIGNS WITH **CULTR 102**: Cultural Education Activity

ACTIVITY NAME	FRIENDSHIP DANCE - TRADITIONAL MI'KMAQ DANCE
SB Program Outcome (Purpose, Identity, Confidence, Support Network)	Confidence, Support Networks
Brief Description	The Mi'kmaq people performed this dance which was easy enough for everyone to do



ACTIVITY NAME	FRIENDSHIP DANCE - TRADITIONAL MI'KMAQ DANCE
Objective/Purpose of Activity	<ul style="list-style-type: none">• Introduce a new cultural dance which can include as little as 8 participants• The participants will learn of a new cultural activity• It will help get the participants moving and connecting
Stream and Learning Event	Cultural Education 102
Materials/Equipment required	Recorded Mi'kmaq music or 1 Drum
Setup	This activity can be done indoors or outdoors.
Activity Instructions	<ul style="list-style-type: none">• Participants should gather in a circle and hold hands• While the music begins, the circle will start to move in a clockwise direction• Participants will move 3 steps forward and 1 step back with the rhythm of the drum
Activities	<ul style="list-style-type: none">• Begin the song and guide the group of participants• The dance will continue until the end of the song
Variations	There are other variations to Mi'kmaq dances, it depends on the occasion.
Wrap Up	After the song finishes, seek feedback from participants

ACTIVITY NAME	FRIENDSHIP DANCE - TRADITIONAL MI'KMAQ DANCE
Things to look for during the activity	<ul style="list-style-type: none"> Assess the group during the dance Are they in tune with the drum? How is their foot coordination? Did they enjoy the dance? What did they find challenging?

ALIGNS WITH **CULTR 101:** Land Based Cultural Learning

ACTIVITY NAME	WELLNESS WALK SCAVENGER HUNT
SB Program Outcome (Purpose, Identity, Confidence, Support Network)	Identity, Confidence, Purpose
Brief Description	This scavenger hunt should be used to help youth gain knowledge or strengthen teachings as it relates to the natural world. Use of traditional knowledge to implement into the game will help solidify new information through experience.
Objective/Purpose of Activity	The objective is to use traditional languages and teachings to help connect youth to the natural world. Using a teaching or story that is relevant to the season that the programming is taking place, after hearing a story/teaching or new words in the language, youth try and find items or take pictures of the items that the facilitator referred to in the teaching.



ACTIVITY NAME	WELLNESS WALK SCAVENGER HUNT
Objective	Take the scavenger hunt items from the teachings that are being shared with the youth. This activity should be able to be utilized with any Nation's story and/or language.
Stream: Career & Life Skills, Community Changemakers, Creative Arts, Cultural Education, Health & Wellness, Sport & Recreation	<ul style="list-style-type: none">• Have the list of items compiled and ready for distribution to youth after the teaching.• determine if you will ask youth to collect examples of the items, or simply take a photo of the picture• potentially will need to have camera's on hand for youth that may not have any• a bell or whistle to bring all the youth back in from their search• pens and pencils if you are requiring the youth to check off items on the list
Setup	Have the youth form groups or work individually to search for the items listed. Go through the words in the language as a reminder before you release the youth to the activity so they can be better equipped to find the correct items, if you are using this as a language activity.
Instruction/Demonstration	Advise youth of any rules that may be in place around time limits, group sizing, boundaries of the game while outside, if there's a prize, etc.
Variations	You can increase difficulty by asking participants to list the items they found in the language before they "finish". Likewise you can add english beside the language descriptions to decrease difficulty.

ACTIVITY NAME	WELLNESS WALK SCAVENGER HUNT
Activity Wrap Up/Debrief/ Participant Observations	<p>Ask youth how it felt to be using the language as they interacted with the natural world?</p> <p>Was it harder or easier?</p> <p>Did they remember the words better or worse when they saw the scavenger items?</p>
Assessment/Feedback/Tips	Can be a repeat activity to help develop language use over time, or just as a one time use as a game.

ALIGNS WITH **CULTR 102:** Cultural Education Activity

ACTIVITY NAME	TRADITIONAL INUIT GAME – BACK PUSH
SB Program Outcome (Purpose, Identity, Confidence, Support Network)	Support Networks
Brief Description	Participants form a circle around two competitors while they try to push one another out of the circle
Objective/Purpose of Activity	<ul style="list-style-type: none"> • Push the opponent out of the circle • Strength • Communication • Endurance
Stream and Learning Event	<p>Sport & Recreation (SPORT 103)</p> <p>Cultural Education (INTRO 101)</p>



ACTIVITY NAME	TRADITIONAL INUIT GAME – BACK PUSH
Materials/Equipment needed	String, cones – anything that can be used as a marker
Setup	It can be done indoors or outside
Instruction/Demonstration	<p>Instruct the group to gather in a circle, ask 2 volunteers to meet in the middle of the circle</p> <ul style="list-style-type: none">• Instruct the 2 to sit on the ground with their backs touching• Knees should be slightly bent; right hand must be between legs touching the ground and left hand on the outside of the left leg• Feet must stay flat on the ground• Explain that they are able to use hands and legs to help push the opponent• The goal of the game is to get the opponent out of the circle or to cross a line <p>The game will be played tournament style which can be best of 3 or 5</p> <p>After the first pair go through their series of games, choose the next two to compete</p> <ul style="list-style-type: none">• Winners will play against each other until the end where 1 individual is the winner
Variations	The game can be done best of 3, best of 5
Assessment/Feedback	<ul style="list-style-type: none">• Observe the engagement• Ask if the participants enjoyed the game and if they would share with family and friends



CAREER & LIFE SKILLS



The career and life skills stream first emphasizes the development of life skills, and second, assists youth in setting and achieving career and education goals, based on their passion/gifts. Leadership in career and life skills is about being able to take care of oneself and positively contribute to family, community, nation and creation.

Within the introduction to career and life skills, youth will reflect on self-care techniques, and develop strategies for taking good care of oneself. To specialize in the career and life skills stream, youth will develop skills for their education and career paths (i.e. elevator pitch), set goals for education and career, and begin to take steps to further their education and/or career paths.

Upon completing the career and life skills stream, youth will be more confident in their ability to take care of themselves, youth will be more confident in their career and education skills, and youth will be more aware of the career and education opportunities available to them. Youth will continue to form their professional identity as they prepare for education and employment. Youth will consider their personal values and in turn purpose as they set career and education goals. Finally, youth will expand their professional support networks through attending a variety of community events related to career/education opportunities.

ACTIVITIES ON THE PORTAL

Note: For access to these activities, youth must register on the My ISWO Portal and navigate the learning events for each stream, which include all of the links, templates and instructions; youth will upload their completed documents for each learning event for credit).

EXPLR 101

- The Elevator Pitch: Read through the information provided about what an elevator pitch is and how to develop one for yourself. Write your own elevator pitch and upload a copy for credit.



EXPLR 102

- Exploring your 'career fit' and 'skills inventory': Identify three careers that you would be interested in pursuing, answer the questions in the table to identify the fit. Complete a skills inventory to see what amazing skills you already have and what you need to focus on. Identify what steps you need to take in order to reach your career goals.

EXPLR 103

- Prepare a resume and cover letter. Using the tip sheet provided, prepare a resume and cover letter in response to the 'mock' job posting provided. Upload a copy of your newly created resume and cover letter for full credit.

EXPLR 104

- Complete ONE of the templates below as a step to help you move forward to achieve your education and career plans.
 - Post Interview Reflection
 - Attending an Employment Fair
 - Arrange an Informational Interview with an Entrepreneur

ALTERNATIVE ACTIVITIES

ALIGNS WITH EXPLR 104:

Moving forward with your education and career plans.

ACTIVITY NAME	GOAL SETTING CHART
SB Program Outcome (Purpose, Identity, Confidence, Support Network)	Purpose, Network, Confidence



ACTIVITY NAME	GOAL SETTING CHART
Brief Description	An advanced goal setting and evaluation tool for youth that have a clear idea on the achievements that they would like to make.
Objective/Purpose of Activity	Participants will learn how to goal set and create a step by step process to achieving goals. Using SMART processes, (Specific, Measurable, Attainable, Relevant, Time Based) Students will learn how to engage in constructive evaluation and feedback.
Stream and Learning Event	Career and Life Skills: EXPLR 104
Materials/Equipment needed	Use the example of the chart below, or another template, print or distribute chart to individuals. Charts can be used on an individual basis. Charts can also be used in a “team environment”, e.g. to set program goals as a collective, or classroom achievements.
Setup	Tables, pens/markers, paper.
Instruction/ Demonstration	Participants select an area that they would like to improve or learn in. The area can be broad, and as participants work through the chart and the steps they need to take to improve on and achieve their goal, they will be able to define what is successful. Creating a target date for completion or evaluation if it is a progressive goal is important, as it will give participants a sense of direction and accountability. Having a strategy helps define the goal and identifies if there are steps that need to be taken to improve the overall ability that is required before the goal is reached. It will also inform participants if the goal is more long term or short term, and therefore informing the participant of how attainable it may be; this helps to set goals that are attainable, so that feelings of failure are minimized. Evaluation and Feedback consists of working with adults or “professionals” that the participant knows, bouncing ideas off them or asking them for guidance when they come across a hurdle; this exercise is key for identifying and developing a support network.



ACTIVITY NAME	GOAL SETTING CHART
Activities	<p>This may be done in groups or as individuals. Completing this as an individual will facilitate individual learning and self-awareness. In a group setting this activity can be used a means to define acceptable behaviors, and/or redirecting to what is acceptable and having a plan for dealing with conflicts. The activity may also be utilized in an environment that requires different groups to achieve different tasks that support the overall agenda of the entire group. For example: getting camp sites ready, one group unloads the vehicles, one group sets up tents, one group organizes the supplies that come from the vehicles.</p>
Activity Wrap Up/Debrief/ Participant Observations	<p>Unless you've been asked to give feedback on goal specifically, evaluation or feedback it is not necessary to observe. During the exercise it is good to encourage goal setting in any area, participants are not limited to sport achievement, it can be in the form of education, arts, outdoor learning, culture, inter & intra-personal relationships. Remember we aren't there to critique goals but to help assist critical thinking development.</p> <p>After you've gone through the templates with the participants, asking open ended questions of the group or individuals can help solidify the experience. E.g. What made you choose your goal? How do you feel after working through your plan? When did you realize your goal would be attainable? How will you ask for help from a trusted instructor/adult/coach?</p>



EXAMPLE:
May 14, 2020

PERFORMANCE QUALITY	GOALS	TARGET DATE	GOAL ACHIEVEMENT STRATEGY	GOAL EVALUATION & FEEDBACK
Puck Handling Skills	Improve keeping my head up while I handle the puck	September 2020	<ol style="list-style-type: none">1. Seek help from coaching staff on initial technique to nail down correct forms2. Utilize those successful and coached times as visualization tool for future practice when I don't have a puck and stick with me3. Practice moving the ball without looking4. Slowly build challenges into moving the ball without looking, walking, turning, etc.	Coach will provide feedback for initial practice and provide tools for continued improvement



ACTIVITY NAME	3 WAYS TO DO BUSINESS IN CANADA
SB Program Outcome (Purpose, Identity, Confidence, Support Network)	Purpose, Support Networks
Brief Description	This activity covers the three types of business models (sole proprietorship, partnership, corporation) that must be set up with revenue Canada, and the benefits and drawback of each option.
Objective/Purpose of Activity	This activity gives youth, who might be interested in going into business, a sense of purpose through exposing them to the different support networks for Indigenous business owners in Canada.
Stream and Learning Event	Exploring Career & Life Skills (EXPLR 102)
Materials/Equipment needed	Internet access and a projector screen (AV), and/or the CRA -business guide, available from Canada post. Pens and scrap paper for youth participants.
Setup	Set-up in a theater style format to present on CRA business information.



ACTIVITY NAME	3 WAYS TO DO BUSINESS IN CANADA
Instruction/Demonstration	<p>https://www.canada.ca/content/dam/cra-arc/formspubs/pub/rc4070/rc4070-17e.pdf</p> <p>Refer to the CRA's information for small businesses.</p> <ul style="list-style-type: none">• Start on page 8 of the CRA small business information document.• Explain the concept of business numbers.• Cover how each business number can have 4 types of program accounts RT- GST/HST, RP-payroll deductions, RC-Corporation income tax, RM-import/export.• Define sole proprietorship, partnership, and corporation.• Discuss the benefits and drawbacks of each format.• Discuss how each form of business impacts Indigenous people in Canada.• Engage in a discussion and focus on the types of businesses that interest youth in attendance most.
Activities	<p>Youth participants come up with a business idea, either on their own or in groups.</p> <ul style="list-style-type: none">• Youth must identify what type of business they're interested in and what type of program accounts they will need.• Youth present to other youth.• Discuss the different levels of paperwork that must be completed with each business type.
Variations	<p>Bring in local partners in indigenous business development. Partners can speak to the youth about how they can get startup funding for a business, or how they can use their support networks once they are already started on their business.</p>



ACTIVITY NAME	3 WAYS TO DO BUSINESS IN CANADA
Activity Wrap Up/Debrief/ Participant Observations	Form a sharing circle to discuss how youth see themselves in the future regarding their employment and business options (self-employed, etc.). Assess through the discussion if some youth have changed their perspective after learning about the different options that exist. Has the activity sparked an interest? Are they eager to learn more? Do they have questions? Are they inspired?
Assessment/Feedback/ Tips	Engage youth to talk about what interests them in the world of business and entrepreneurship.

ALTERNATIVE ACTIVITY ALIGNS WITH EXPLR 102

ACTIVITY NAME	LEARNING HOW TO REPORT INCOME TAX
SB Program Outcome (Purpose, Identity, Confidence, Support Network)	<ul style="list-style-type: none">• Confidence• Support Networks
Brief Description	Reporting Income Tax can be an overwhelming experience if you don't have the social supports to teach you how to proceed. Addressing some of the questions and sharing the basic information of how the process works, will be helpful to youth approach it without hesitation in the future.
Objective/Purpose of Activity	Learning how to file your income taxes.
Stream and Learning Event	Exploring Career and Life Skills (EXPLR 102)



ACTIVITY NAME	LEARNING HOW TO REPORT INCOME TAX
Materials/Equipment needed	<p>Examples of T4</p> <p>Optional:</p> <ul style="list-style-type: none">• Examples of Donation Receipts• Rent Receipts• RRSP's• Childcare Expenses• Union Dues• Northern Resident Deductions• Interest paid on Student Loan
Setup	<p>Introduction:</p> <p>For this activity, begin by asking if anyone in the group has ever filed their income taxes. Provide a walk-through of the basic information of how to file income taxes and who is required to file income taxes. Provide resources for how they can find additional help and information.</p>
Instruction/ Demonstration	<p>Distribute examples of T4's and/or additional documents for youth to look over and become familiar with. It may be helpful to have an accountant or someone who is extremely familiar with the process come in and speak with the group, provide information and help answer questions.</p>
Activities	<p>This activity is more of a show and tell. Remind participants about specific eligible expenses that might relate.</p>
Variations	<p>Can also use this activity to go over understanding bank statements, other financial documents, the basics of loans, mortgages and credit.</p>



ACTIVITY NAME	LEARNING HOW TO REPORT INCOME TAX
Activity Wrap Up/Debrief/ Participant Observations	Assist in any questions, if you are unsure of the answer to a participant's question, advise that you will look into it and follow up with them.
Assessment/Feedback/Tips	H&R Block or the Government of Canada website on Income Tax (https://www.canada.ca/en/services/taxes/income-tax.html) is a good place to look into for documents that may be relevant to research prior to discussion.





HEALTH & WELLNESS



The health and wellness stream emphasizes strategies for taking a holistic approach to one's health. Leadership in health and wellness is to respect ourselves, our wellness, and our reciprocal relationship with the natural world (lands, animals, plants, medicines).

Within the introduction to health and wellness, youth will participate in activities that address mental, emotional, physical or spiritual aspects of the self. From here, youth will reflect on how these activities relate to their wellness from a holistic perspective. To specialize in the health and wellness stream, youth will set goals for their wellness, continue to participate in a variety of wellness activities, and share their strategies for wellness with other youth.

Upon completing the health and wellness stream, youth will be more confident in their ability to address mental, emotional, physical, and spiritual health. Finally, youth will develop strategies for sharing their personal strategies for maintaining wellness. Thus, expanding their wellness networks both as role models and mentees. Youth will decide which wellness strategies/concepts best fit their personality, ideal lifestyle, values, and in turn identity. Youth will explore the role of wellness in their lives, and how wellness relates to their purpose as Indigenous people.

Upon completion of the Health and Wellness Learning Events) participants will:

- Be better positioned to feel well physically, mentally, emotionally and spiritually.
- Develop strategies for sharing one's learnings and knowledge with others.

ACTIVITIES ON THE PORTAL

Note: For access to these activities, youth must register on the My ISWO Portal and navigate the learning events for each stream, which include all of the links, templates and instructions; youth will upload their completed documents for each learning event for credit).

HLTHW 101:

SMART Goals:

- Develop smart goals and activities for a three-month period, using any 3 of the 4 areas of health (physical, spiritual, mental, emotional).

HLTHW 102:

Health and Wellness Activity Reflection:

- After completing some of the activities listed in your SMART GOALS planner, reflect on how this activity helped you achieve your wellness goals by completing the following sentence prompts.
- Plan a wellness program for others based on your learnings.



HLTHW 103:

Addressing a Community Health Issue:

- For this activity, you will select a community that you belong to, identify a health issue, decide which area(s) of wellness this issue might be part of and suggest ways for the community to address this issue.

HLTHW 104:

Being a leader in Health & Wellness:

- Review your chart from HLTHW 103 and choose one way for the community to address the health issue (the last row in the chart).
- Design a poster, radio ad, phone script, short video or anything else to convince people to do it/or not do it.
- Showcase your product to people in your community or to your group members and ask them to provide responses to the questions provided in the template.

LIST OF SUGGESTED ACTIVITIES FOR HLTHW:

- Traditional healing learning opportunity, program, event or workshop.
- First Aid and/or CPR certification.
- Mental Health learning opportunity, program, event or workshop.
- Coaching workshop, learning event or certification.
- Learning about a healthy lifestyle and eating right.
- Learning about healthy nutrition through a learning opportunity, program, event, or workshop.
- Learning more about food security, particularly in remote Indigenous communities, through a hands-on learning opportunity, program, event, workshop or visit to a remote community.
- Learning new healthy recipes and using them to create meals for yourself and/or family and friends.
- Learning how to prepare food for yourself.
- Taking part in community feasts by helping to plan, organize or host one in a community.
- Gathering food, hunting, fishing, trapping, and harvesting on the land and water.
- Learning more about wild plants and traditional medicines in your territory or community through a hands-on learning opportunity, conversation with an elder or knowledge keeper, attending a program, event or workshop.
- Gardening activities.
- Contributing to community building by volunteering to support a community program, event or project.
- Strengthening relationships with Creation and World around you by hiking, meditating, participating in a sacred fire, or a ceremony that honours nature, cleaning and taking care of the environment in your community

ALTERNATIVE ACTIVITIES



ACTIVITY NAME	TRADITIONAL INUIT GAME – BACK PUSH
SB Program Outcome (Purpose, Identity, Confidence, Support Network)	Purpose, Confidence
Brief Description	<p>The Physical Activity Log is a tool to improve physical wellbeing by keeping track of physical activity as a way to measure the activity level of a person. When striving to meet a goal this is a tool that can be used to maintain discipline and accountability to yourself. Physically writing your plan down and checking it off will give you a sense of accomplishment and pride in completing a task that you have set for yourself. Sharing your completed logs with an instructor, facilitator or team leader of the program, allows them to guide and support you on your wellness journey; there is no pass or fail. If you are missing your target or missing an activation, your instructor can help you work through that barrier and determine a new course of action. It is important to set goals that are challenging but also achievable. This tool will also help you understand the connections that occur between your state of mental wellbeing and how active you've been. In some instances, lower levels of activity may coincide with reduced mental wellbeing, illustrating a link between physical activity and positive mental health. Identifying those patterns may help you reduce the likelihood of those experiences. Sleep and self-care are important component of physical and mental wellbeing, be sure to engage in activities that will support your physical and mental wellbeing.</p>
Objective/Purpose of Activity	Participants will learn about time management, goal setting, healthy goal fails and realignment, and recognizing and building self-awareness (mental and physical wellbeing connection).



ACTIVITY NAME	TRADITIONAL INUIT GAME – BACK PUSH
Stream and Learning Event Equivalency	Health & Wellness: HLTHW 101
Materials/Equipment needed	<p>For in-person delivery of this program, you will need access to a printer and paper. Print the Physical Activity log worksheets and hand them out to the participants. You may need to format the table to a bigger size to accommodate writing.</p> <p>Access to facilities for workouts, can be within a gym. You can also create a “gym” by utilizing public spaces found in your area, public parks may have benches for altered push-ups, box jumps and tri-dips. Sheets can be tailored to the specific activities being utilized by Instructor or participant. Participants can also stay active at home, by utilizing exercises that use their own body weight (i.e. planks, burpees, push-ups, mountain climbers, lunges, squats, yoga, stretching, Pilates, etc.).</p>
Setup	Unless you are anticipating to work through the sheets together, there is no set up for this activity. It can be completed together, or as individuals on their own time. Facilitators, coaches, teachers or instructors can check-in with participants and review the completed activity logs and provide support, encouragement and guidance as needed.
Instruction/Demonstration	Providing a completed example sheet can help participants understand what may be needed for each of the blanks.
Activities	<p>Swimming, Running, cycling, walking, rollerblading, skating, cross country skiing, hiking, dancing, work outs, yoga, Pilates, boot camp, etc.</p> <p>Sports: Team or Individual Land Based: Trapline Checks, Tracking, portaging, etc.</p>



ACTIVITY NAME	TRADITIONAL INUIT GAME – BACK PUSH
Activity Wrap Up/Debrief/ Participant Observations	At the end of your program it is important to highlight the progress that a participant has made, acknowledge the accomplishments and encourage growth in the areas that have been a struggle. Remind participants that this exercise is not a pass or fail but a continuous journey in learning to be accountable to themselves.
Assessment/Feedback/Tips	This Section to be completed for feedback to participants. Observing skill development or improvement in an area will help when it comes time to acknowledge a participant's engagement and perhaps aid in motivation for any low points a participant may experience. Should be completed for each participant involved. Can be delivered remotely or in a long-term program, if you are looking for an element of physical wellbeing that is done on participants own time.

NAME:		DATE STARTED: _____			
		DATE ENDED: _____			
MONDAY	RUN	STRENGTH	OTHER ACTIVITIES	SELF-CARE ACTIVITY	
	Duration:	Duration:	Sport/Activity:	Method:	
	Distance:	Location:	Duration:	Duration:	
	Indoor:	Upper Body:	Location:		
	Outdoor:	Lower Body:			
	Location:	Description:		Sleep:____hrs	



NAME: _____		DATE STARTED: _____		
		DATE ENDED: _____		
TUESDAY	RUN	STRENGTH	OTHER ACTIVITIES	SELF-CARE ACTIVITY
	Duration:	Duration:	Sport/Activity:	Method:
	Distance:	Location:	Duration:	Duration:
	Indoor:	Upper Body:	Location:	
	Outdoor:	Lower Body:		
	Location:	Description:		Sleep:____hrs

NAME: _____		DATE STARTED: _____		
		DATE ENDED: _____		
WEDNESDAY	RUN	STRENGTH	OTHER ACTIVITIES	SELF-CARE ACTIVITY
	Duration:	Duration:	Sport/Activity:	Method:
	Distance:	Location:	Duration:	Duration:
	Indoor:	Upper Body:	Location:	
	Outdoor:	Lower Body:		
	Location:	Description:		Sleep:____hrs



NAME: _____		DATE STARTED: _____		
		DATE ENDED: _____		
THURSDAY	RUN	STRENGTH	OTHER ACTIVITIES	SELF-CARE ACTIVITY
	Duration:	Duration:	Sport/Activity:	Method:
	Distance:	Location:	Duration:	Duration:
	Indoor:	Upper Body:	Location:	
	Outdoor:	Lower Body:		
	Location:	Description:		Sleep:____hrs

NAME: _____		DATE STARTED: _____		
		DATE ENDED: _____		
FRIDAY	RUN	STRENGTH	OTHER ACTIVITIES	SELF-CARE ACTIVITY
	Duration:	Duration:	Sport/Activity:	Method:
	Distance:	Location:	Duration:	Duration:
	Indoor:	Upper Body:	Location:	
	Outdoor:	Lower Body:		
	Location:	Description:		Sleep:____hrs



NAME: _____		DATE STARTED: _____		
		DATE ENDED: _____		
SATURDAY	RUN	STRENGTH	OTHER ACTIVITIES	SELF-CARE ACTIVITY
	Duration:	Duration:	Sport/Activity:	Method:
	Distance:	Location:	Duration:	Duration:
	Indoor:	Upper Body:	Location:	
	Outdoor:	Lower Body:		
	Location:	Description:		Sleep:____hrs

NAME: _____		DATE STARTED: _____		
		DATE ENDED: _____		
SUNDAY	RUN	STRENGTH	OTHER ACTIVITIES	SELF-CARE ACTIVITY
	Duration:	Duration:	Sport/Activity:	Method:
	Distance:	Location:	Duration:	Duration:
	Indoor:	Upper Body:	Location:	
	Outdoor:	Lower Body:		
	Location:	Description:		Sleep:____hrs



COMMUNITY FEAST

ACTIVITY NAME	COMMUNITY FEAST
SB Program Outcome (Purpose, Identity, Confidence, Support Network)	Support Networks, Confidence, Identity
Brief Description	Youth led feast that brings the community together to share food, while encouraging youth to lead a community event.
Objective/Purpose of Activity	To promote life skills and social networking. Running this event will increase confidence through organizational skills and a leadership role. Community feast will help strengthen relationships within community and increase the wellness of all participants.
Stream and Learning Event Equivalency	Health & Wellness: HLTHW 101 or HLTHW 102
Materials/Equipment needed	\$500 budget, in addition to donations youth will need to secure in order to cover additional expenses.
Setup	In a meeting room or outside (for planning the event). Community center or gym (for the actual feast).



ACTIVITY NAME	COMMUNITY FEAST
Instruction/Demonstration	<p>Meet with your youth group before the event to delegate roles and responsibilities.</p> <ul style="list-style-type: none">• Menu: Food purchasing and preparation.• Booking/confirmation of location (host venue) and supplies needed (i.e. plates and cutlery, tables and chairs, etc.).• Budgeting and Finances: plan a budget and collect receipts. Ensure to reserve a contingency fund.• Marketing: Create promotional materials and invite people to attend.• Partnerships/community volunteers: reach out to Friendship Centres, the health department, youth department, community clubs, etc.
Activities	Youth plan and lead event.
Variations	Traditional Feast, different types of menu. Specific audience, Elders, children, parents, sit in your clan section.
Activity Wrap Up/Debrief/ Participant Observations	<p>Identify a spokesperson, chief, Elder or other community leader to speak at the community feast and provide blessings for an opening. Think of having a voluntary draw or door prize to make it exciting. Thank everyone for coming and ensure that everyone is greeted and welcomed upon arrival.</p> <p>Take pictures/video of the event and share it with the participants and community following.</p>
Assessment/Feedback/Tips	Take attendance surveys for people at the feast. Have youth fill out a journal on how the event process went.



FITNESS MANIA (WELLNESS)

ACTIVITY NAME	FITNESS MANIA (WELLNESS)
SB Program Outcome (Purpose, Identity, Confidence, Support Network)	Confidence, Identity
Brief Description	This activity provides youth with a fun way to participate in fitness programming while working as a team.
Objective/Purpose of Activity	To provide participants with a fun way to test their strength and conditioning, in a team-building setting.
Objective	Team building, Being Active, Social, Physical
Stream and Learning Event Equivalency	Health & Wellness: HLTHW 101; HLTHW 102
Materials/Equipment needed	<ul style="list-style-type: none">• A deck of playing cards.• Activity Slips with a movement written on them: movements could include things like burpees, push-ups, squats, jumping jacks, lunges, skipping rope, high knees, sit-ups, planks, etc.• Open space, like a gym, community centre, or can be done outside (however you would need to outline boundaries).
Setup	Split participants into two teams and place the deck of cards and activity slips in the middle.



ACTIVITY NAME	FITNESS MANIA (WELLNESS)
Instruction/Demonstration	<p>Start with a warmup of a few stretches. Split participants into 2 equal teams. Each number on the deck of cards represents the number of repetitions that are performed for each exercise on the activity slips (Jack=11, Queen=12, King=13, Ace =14). One participant from each group will run to the middle and grab a card and an activity slip. This will determine how many times you perform a given exercise (i.e. pushups, jumping jacks, burpees, etc.). All of the participants in their team will all perform each exercise, the team may only get another card and activity slip once everyone has completed their part. The winner is determined by who finishes with the most activity slips at the end. The instructor will provide an example of each exercise and an easier modification for each one. End with a cooldown.</p>
Activities	Relay contest for each team to test conditioning and strength.
Variations	<p>Modifications for any exercise can be provided if needed. More than two teams can be made if the group would like and is big enough. A timer may also be implemented to see who gets through the quickest.</p>
Activity Wrap Up/Debrief/ Participant Observations	<p>The instructor will lead a cooldown stretch with debriefing questions like how they felt during the activity and what/if they enjoyed it.</p> <p>Questions to help facilitate discussion could include:</p> <ul style="list-style-type: none">• Which activities did you like the most?• What kept you motivated to finish?• What did you think about your performance?• Did you perform better than you thought you would?• Did this activity inspire confidence? Why or why not?• What helped your team perform better?



MEDICINE WHEEL SELF CARE

ACTIVITY NAME	MEDICINE WHEEL SELF CARE
SB Program Outcome (Purpose, Identity, Confidence, Support Network)	Purpose
Brief Description	This activity aligns self-care strategies with the four aspects of wellness as outlined in the medicine wheel (physical, mental, emotional, spiritual), to engage youth in meaningful self-care discussions in both small and larger groups.
Objective/Purpose of Activity	Youth consider and discuss self-care strategies to support physical, mental, emotional and spiritual wellness.
Stream and Learning Event Equivalency	Health & Wellness: INTRO 105; HLTHW 101; HLTHW 102
Materials/Equipment required	<ul style="list-style-type: none">• Chart Paper• Tape• Markers• *Amount dependent on participant numbers
Setup	<p>Set up chart paper around the room/space with markers at each station.</p> <p>The number of stations will depend on participant numbers.</p>



ACTIVITY NAME	MEDICINE WHEEL SELF CARE
Activity Instructions	<ol style="list-style-type: none">1. Break the group down into smaller groups consisting of 4 participants.2. Ask the groups to designate 1 person to each quadrant of the Medicine Wheel.3. Ask the groups to brainstorm and write down on the chart paper provided which activity of self-care falls under each category.4. Identify self-care activities for each of the quadrants (physical, emotional, mental and spiritual).5. Groups present their work to each other at the end of the activity.
Variations - Optional	<p>Variation 1: Groups can identify any challenges or barriers that they face in achieving the self-care activities listed and work together to find solutions.</p> <p>Variation 2: Once all of the groups have presented, ask each participant to create a self-care plan for themselves, using the ideas they liked best. Make sure that youth include details as to how they will achieve their plan and incorporate the activities into their everyday lives.</p>
Wrap Up	<p>Once groups have presented their work, ask youth to share if any of the activities presented interest them, and if they can see themselves trying those activities in the future.</p>



ACTIVITY NAME	MEDICINE WHEEL SELF CARE
Things to look for during the activity	<p>Active engagement from all group members (everyone has a chance to contribute).</p> <p>Team work which includes: taking turns, active listening, supporting others, encouragement and positivity, conflict resolution.</p> <p>Active listening/engagement when other groups present and respect for others.</p>

MINDFULNESS ACTIVITY

ACTIVITY NAME	MINDFULNESS ACTIVITY
SB Program Outcome (Purpose, Identity, Confidence, Support Network)	Confidence, Identity
Brief Description	<p>Mindfulness is an activity that engages a stronger connection with one's self and the environment around an individual. Taking time to connect with one's self can help reduce tension within the body and mind, and connect you to the world around you and others.</p>
Objective/Purpose of Activity	Increased self-awareness, stressors are identified as they manifest in the physical make up of an individual, recognizing those stressors and helping to relieve them.
Objective	Recognizing involuntary body movements that inhibit full breathing and healthy postures.



ACTIVITY NAME	MINDFULNESS ACTIVITY
Stream and Learning Event Equivalency.	Health & Wellness: INTRO 105; HLTHW 101; HLTHW 102
Materials/Equipment needed	Open space for participants to be comfortably seated or lying down in a resting position. Yoga Mats, blankets or cushions. Soothing music, nature sounds through a speaker or music player.
Setup	Dim the lights, draw the curtains and create a relaxing atmosphere.
Instruction/Demonstration	<p>In a seated or resting position participants are asked to close their eyes and focus on their breathing. Drawing deep breaths into their belly button holding briefly and exhaling slowly. Eyes still closed, participants are asked what they hear, (ideal for outdoors) they don't need to explain, they just need to listen. Ask participants to stretch through what they hear. How far away is it?</p> <p>Eyes open, what can the participants see from their position. Ask them to remain in their seated or resting position and to look through all sides of vision, use their peripheral vision, can they see clearly or is it blurry, how much do they have to turn before it becomes clear?</p> <p>Ask participants to feel and hear their bodies – their heartbeat, their pulse, their breathing. What do they feel? What do they hear?</p> <p>Ask participants to close their eyes and let their minds wander. If thoughts come to their mind, ask participants to simply acknowledge the thought and move on.</p>



ACTIVITY NAME	MINDFULNESS ACTIVITY
Activity Wrap Up/Debrief/ Participant Observations	Close the activity with additional belly breaths, release participants slowly, close activity and advise participants to rise when they are ready to do so.
Assessment/Feedback/Tips	Music can help when doing this exercise indoors. On the land is ideal for visual and listening aids.

HACKY SACK FOR LIFE

ACTIVITY NAME	HACKY SACK FOR LIFE
SB Program Outcome (Purpose, Identity, Confidence, Support Network)	Confidence, Purpose
Brief Description	Using Hacky Sack for vision planning.
Objective/Purpose of Activity	This is a group setting activity demonstrating how learning physical literacy skills can also be applied to life goals. Youth have the opportunity to improve their hand-eye coordination, visualization, and planning skills.
Stream and Learning Event Equivalency	Health & Wellness: INTRO 105; HLTHW 101; HLTHW 102.
Materials/Equipment needed	Pen, paper, printed Standing Bear logo, hacky sack.



ACTIVITY NAME	HACKY SACK FOR LIFE
Setup	Gather participants in a circle outside, with the instructor at the center of the circle.
Instruction/Demonstration	Introduce yourself to the participants and ask the youth participants to introduce themselves to each other. Provide a short introduction to the Standing Bear program and explanation of what physical literacy and wellness can mean. Have youth try to count how many times they can hit the hacky sack in the air.
Activities	<p>Explain the concept of physical literacy and the idea of visualization. Use the activity to reinforce ideas of how practice and planning can have a positive effect on performance and ability.</p> <p>Once youth have learned about these concepts, have them use these tools and then try to hit hacky sack again and see if they have improved their score. Explain to youth that these same tools can be applied to life goals, employment, and school.</p>
Variations	Youth can work in groups and strategize on techniques that will help to increase their score.
Activity Wrap Up/Debrief/ Participant Observations	Ask youth to plan some life wellness goals using the paper and materials available. Encourage youth to share if they are comfortable in doing so.
Assessment/Feedback/Tips	The facilitator can lead a discussion and provide examples of how they have achieved some of their own life goals using the techniques covered in this activity.



WELLNESS WALK SCAVENGER HUNT

ACTIVITY NAME	WELLNESS WALK SCAVENGER HUNT
SB Program Outcome (Purpose, Identity, Confidence, Support Network)	Confidence
Brief Description	<p>Each participant is given a sheet of items they need to find and take a picture of.</p> <p>For example, take a picture of a purple flower, take a picture of an animal, take a picture of a sunset, etc.</p>
Objective/Purpose of Activity	This activity is aimed at encouraging youth to be out in nature and go for a walk, but also keep them engaged and connected to the environment around them.
Objective	Encourage youth to be outside and be comfortable with being on a walk. Show them there are things to do and see during walks.
Stream and Learning Event Equivalency	Health & Wellness: HLTHW 101; HLTHW 102
Materials/Equipment needed	Clipboards, pencils, paper, a camera or phone to take pictures, map of the trail, list of scavenger hunt items, water, snacks, etc.
Setup	Have a designated walking area for the participants to stay in or use a well-marked trail. Ensure youth to take part in small groups to make sure no one gets lost and for safety reasons.



ACTIVITY NAME	WELLNESS WALK SCAVENGER HUNT
Instruction/Demonstration	<p>Review the scavenger hunt list to ensure all participants know what they are looking for. There are a number of free printable sheets available online or you can create your own list.</p> <p>Ensure you outline the time limit and meeting place for the completion of the activity if you are using a large area to take a walk in.</p>
Variations	<p>Set a time amount. Provide details for specific plants or animals to take pictures of. Include questions around habitats and environments for each item on the list.</p>
Activity Wrap Up/Debrief/ Participant Observations	<p>Upon completion of the activity ask the groups to share 3-4 of the best images they captured with everyone. Reward the group that completes the list in the least amount of time. You could also reward the individual or group with the best photo.</p> <p>After the scavenger hunt lead a discussion and ask the group what they enjoyed the most, how the walk made them feel, and what they observed along the way. Additional questions could include the role of mother nature, environments and habitats, plants and traditional medicines, ceremonies, or a discussion of animals.</p>



SPORT & RECREATION



The sport and recreation stream focuses on trying a variety of sport/recreation activities, enjoying participating in sport and recreation, and finally giving back to communities through sport and recreation (coaching, officiating, volunteering). Leadership in sport and recreation is about being a positive role model and carrying oneself with humility.

Within the introduction to sport and recreation, youth will participate in new sport and recreation activities and identify/learn from Indigenous role models in sport. To specialize in the sport and recreation stream, youth will continue to explore new sport and recreation activities, explore new Indigenous games/physical activities, begin to give back to their communities through sport and recreation (i.e. achieve coaching/officiating certifications, volunteer at community sport and recreation events).

Upon completing the sport and recreation stream, youth will understand the importance of sport and recreation in relation to community, well-being, and quality of life. Youth will be more confident in their sport and recreation ability. Youth will actively participate in, and contribute to sport and recreation initiatives in their communities. Through sport participation and contributing to sport and recreation initiatives, youth will continue to form their identity in sport as athletes, coaches, officials, and/or volunteers. Youth will consider their purpose as athletes, coaches, officials, and/or volunteers in Indigenous communities. Finally, youth will build on their networks in sport and recreation through participating in and contributing to a variety of sport and recreation initiatives in their communities.

Upon completion of the Sport and Recreation Learning Event(s), participants will:

- Understand the importance of physical literacy to participation in sport.
- Learn strategies and techniques to improve their ability to motivate, coach and inspire others.
- Participate in a sport/recreation activity that is new to them.
- Create a sport/recreation plan that fits their unique lifestyle and needs.
- Understand the role of sport as it pertains to culture, history, traditions and way of life.



ACTIVITIES ON THE PORTAL

Note: For access to these activities, youth must register on the My ISWO Portal and navigate the learning events for each stream, which include all of the links, templates and instructions; youth will upload their completed documents for each learning event for credit).

SPORT 101:	<ul style="list-style-type: none">Learn about three traditional Indigenous Sports: complete the chart with your research and upload it to the portal for full credit.
	<ul style="list-style-type: none">Keeping Knowledge Alive through Storytelling: Tell the story of one of the traditional Indigenous sports you learned about by creating a children's book. Upload your book for full credit.
SPORT 102:	<ul style="list-style-type: none">Research and learn about physical literacy using the template provided.
SPORT 103:	<ul style="list-style-type: none">Participate in a sport or recreation activity (you can choose any sport or traditional Indigenous game you like)
	<ul style="list-style-type: none">Submit a photo or video of your participation.
	<ul style="list-style-type: none">Complete a reflection on your participation.
SPORT 104:	<ul style="list-style-type: none">Learn how to motivate, coach and inspire others in sport and reflect on leadership in sport.
	<ul style="list-style-type: none">Complete the 'Motivating Others' activity to recognize leadership in sport.



ALTERNATIVE ACTIVITIES

THE SPORT ALTERNATIVE ACTIVITIES ALL ALIGN WITH **SPORT 103**

BEAR WALK RELAY RACES

ACTIVITY NAME	BEAR WALK RELAY RACES
SB Program Outcome (Purpose, Identity, Confidence, Support Network)	Confidence, Networks
Brief Description	An activity to support increased mobility and team work.
Objective/Purpose of Activity	Participants work together to complete a relay. The relay can be as long or as short as needed and can include additional variations, activities or obstacles. The instructions provided are for the Bear Crawl relay only.
Stream and Learning Event Equivalency	Sport & Recreation: INTRO6; SPORT 102
Materials/Equipment needed	<p>Pylons, an open space (indoors or outdoors) and running shoes.</p> <p>For an expanded relay race consider including the following items: hoola hoops, skipping ropes, collapsible tunnels, etc.</p>
Instruction/Demonstration	<p>Ask the participants to pair up or form groups. Designate the start line and finish areas and explain the relay concept. Demonstrate the movement as it can be difficult to master. The movement does take a bit of practice; give the participants an opportunity to practice the movement.</p>



ACTIVITY NAME	BEAR WALK RELAY RACES
Activities	<p>The first participant gets ready at the start line and on the start of race they must reach down hands flat on the floor and begin moving. Start with the left hand moving forward while simultaneously bringing the right leg forward. Then reach forward with the right hand while the left leg comes forward. The arm and the opposite leg must move forward together to be considered a Bear Crawl. Arms and legs can be stretched out far or close together, the closer your arms and legs are the increased difficulty in moving in tandem and holding tension within muscle groups.</p>
Variations	<p>Variations could include using a crab walk, spider man crawl, etc.</p>
Activity Wrap Up/Debrief/ Participant Observations	<p>Following the activity, it is important to lead a discussion with the participants to assess experiences and learnings. Open ended questions to close out the activity could include: Was it helpful to have a partner watching you complete the task? How did you support others in your group or how did they support you? How did you feel as you started the activity and went through the activity? Was it helpful to have a demonstration prior to beginning? Why is it important to connect mind and body movement together? How does that connection help you understand yourself more?</p>
Assessment/Feedback/Tips	<p>Videos on Bear Crawls are available on YouTube.</p>



TRADITIONAL INUIT GAME – BACK PUSH

ACTIVITY NAME	TRADITIONAL INUIT GAME – BACK PUSH
SB Program Outcome (Purpose, Identity, Confidence, Support Network)	Support Networks
Brief Description	Participants form a circle around two competitors while they try to push one another out of the circle.
Objective/Purpose of Activity	This activity supports: <ul style="list-style-type: none">• Strength• Communication• Endurance• Mental Focus
Stream and Learning Event Equivalency	Sport & Recreation: INTRO 6; SPORT 102; SPORT 103 Cultural Education: INTRO 103
Materials/Equipment needed	String, pylons or anything that can be used as a marker.
Setup	This activity can be done indoors or outside.



ACTIVITY NAME	TRADITIONAL INUIT GAME – BACK PUSH
Instruction/Demonstration	<p>Instruct the group to gather in a circle, ask 2 volunteers to meet in the middle of the circle.</p> <ul style="list-style-type: none">• Instruct the 2 participants to sit on the ground with their backs touching.• Knees should be slightly bent; right hand must be between legs touching the ground and left hand on the outside of the left leg.• Feet must stay flat on the ground at all times.• Participants are able to use hands and legs to help push the opponent.• The goal of the game is to get the opponent out of the circle or to cross the marked line.• The game is played tournament style which can be best out of 3 or 5 attempts.• After the first pair of participants complete their series of games, select another two participants to compete.• Winners will play against each other until the final tournament, where one participant will be the overall winner.
Variations	<p>The game can be played as a series out of three or five.</p>
Assessment/Feedback	<ul style="list-style-type: none">• Observe the engagement and participation.• Ask if the participants enjoyed the game and if they would share with family and friends.• Ask them what helped them to succeed – positive thoughts, focusing, etc.• Discuss the history of this game and provide more information and cultural context of the Inuit Peoples and other traditional Games.



KICKBALL (SPORTS)

ACTIVITY NAME	KICKBALL (SPORTS)
SB Program Outcome (Purpose, Identity, Confidence, Support Network)	Confidence
Brief Description	This activity will teach youth about how to run a kickball program.
Objective/Purpose of Activity	To enhance team-building skills while participating in a sport activity.
Objective	Development of team building skills, increase in confidence and perceived ability, and opportunity to increase physical activity.
Stream and Learning Event Equivalency	Sport & Recreation: INTRO 106; SPORT 102
Materials/Equipment needed	<ul style="list-style-type: none">• One ball• Four Bases
Setup	Set bases in a diamond shape like a baseball field in a large open space.



ACTIVITY NAME	KICKBALL (SPORTS)
Instruction/Demonstration	<p>Start by dividing participants into teams with equal numbers based on the number of participants (about 2-4 teams). One team will “kick” and the other will go to the field. The team in the field will cover the bases with one player while having one be the pitcher and the rest in the outfield. The “kicking” team will send one participant up to kick. The pitcher will roll the ball to the home base and the kicker will kick the ball. Once the ball is kicked, the kicker will attempt to run around the bases back home. The fielding team’s goal is to catch the ball and get the opposing player out. A player is out when the ball is caught in mid-air, tagged with the ball, or the ball makes it to a base before the player. Games will be played with 3 innings with each inning-ending after everyone gets a chance to kick. The team with the most points at the end wins.</p>
Activities	<ul style="list-style-type: none">• Begin with dynamic warmup stretches (i.e. high knees, butt kicks, hip openers, etc.).• Start with drills to practice kicking the ball (i.e. kicking the ball without it moving) and catching the ball (playing catch with a partner).• Play a real game afterward.
Variations	<p>Add different rules like only running to one base. Split participants into fair teams. Participants can also be split into more than 2 teams.</p>
Activity Wrap Up/Debrief/ Participant Observations	<p>End with a stretch and short discussion to assess if participants enjoyed the program. Questions could include asking if participants have prior experience with sporting activities, if participants have ever played baseball or softball, what they enjoyed, what they found challenging, how they think they improved and what new skills they were able to develop. It’s important to observe the physical abilities of your participants so that you can make adjustments in the style of play to accommodate any physical ability barriers and ensure an inclusive experience for all.</p>



MINE FIELD

ACTIVITY NAME	MINE FIELD
SB Program Outcome (Purpose, Identity, Confidence, Support Network)	Support Networks, Confidence
Brief Description	<p>This activity is meant for building communication between partners. One person will be blindfolded and the other will be navigating them through a “Mine Field”.</p> <p>The participant with the blindfold will need to trust their partner while moving through the obstacles.</p>
Objectives/Outcomes	<ul style="list-style-type: none">• Building Strong Communication• Building Trust (Important for Team Sports)• Ability to follow directions• Ability to give direction
Stream and Learning Event Equivalency	Sport & Recreation: INTRO 106; SPORT 102
Materials/Equipment needed	Pylons, water bottles, watch for timing, other items as desired to increase the difficulty of the obstacle course or “mine field”.
Setup	<p>It can be done indoors or outdoors (large space or field). Place bottles and Pylons in a random and challenging order.</p> <p>Have the setup approximately 40ft long and 20ft wide. The setup should be large enough to accommodate 4 groups of 2, participating at the same time.</p>



ACTIVITY NAME	MINE FIELD
Instruction/Demonstration	<ul style="list-style-type: none">• Introduce yourself and the activity, including any instructions and rules.• Divide the group into pairs of 2 – instruct the group that 1 individual will be blind-folded, and the partner will be instructing them through an obstacle setup.• Designate volunteers to help with timing.• Have the pairs compete for the quickest time and the least pylons or water bottles hit/knocked over.• The pair to successfully complete the course without touching anything and the quickest time wins.• As each of the pairs complete the Mine Field – yell out their time to them and instruct them to remember for the end of the activity or have a board or paper to record the times.
Variations	You can use a variety of objects, such as pylons and meter sticks, to make it more challenging (having to go over or under objects).
Assessment/Feedback	<ul style="list-style-type: none">• Observe the engagement, participation and team work.• Actively listen.• At the end – acknowledge the winners and ask some questions to facilitate a short discussion. Questions could include:<ul style="list-style-type: none">– Was the activity fun?– What did you enjoy the most and why?– What was the most challenging part of the activity and why?– What did you learn about yourself and teamwork?– What do you think you did well on? What could you improve?



MOBILITY EXERCISES

ACTIVITY NAME	MOBILITY EXERCISES
SB Program Outcome (Purpose, Identity, Confidence, Support Network)	Identity, Confidence
Brief Description	Participants will engage in a range of mobility exercises that can be built up and advanced over time.
Objectives/Outcomes	Increased level of movement and body awareness.
Stream and Learning Event Equivalency	Sport & Recreation: INTRO 106; SPORT 102
Materials/Equipment needed	Non-restrictive clothing and an open and clear space for participants.
Setup	This activity requires a large open area so participants have adequate space to complete movements. This activity can be done indoors or outdoors.



ACTIVITY NAME	MOBILITY EXERCISES
Instruction/Demonstration	<p>Start the session off with some light movements such as the following, to ensure participants are warmed up.</p> <p>Forward Stretches: Slide left foot forward and reach to toes, bring right foot forward. Slide right foot forward and reach to toes. Continue for length of room.</p> <p>Butt Kicks: Butt Kicks for length of room. Bring one heel at a time back to your behind for the length of the room, alternating each leg and moving forward as you switch each leg.</p> <p>High Knees: Bring one knee as high as you can to a 90 degree and alternate for the length of the room, you should have a slight hop as you alternate legs and move forward.</p> <p>Karaoke: Begin in a standing position and perform a grapevine pattern, while picking up speed in a sideways direction. Relax your arms at your side and as you run, place one-foot or step in front of the other leg, step out to the side and bring the other leg behind you. Repeat evenly on both sides. Be sure to turn with your pelvis and keep your abs pulled into the back of your spine.</p>



ACTIVITY NAME	MOBILITY EXERCISES
Activities	<p>After completion of the above activities determine the ability for youth to complete the following more advanced activities:</p> <p>Spider Man Planks: Start in a plank position, bring one heel up as close to your hand position as possible. Release heel and return to plank. Bring the opposite heel up to your hands, release and return to plank position. Repeat anywhere between 5-10 rounds</p> <p>Single Leg Stretch: Stand with feet together. Lift one leg and extend backwards as you reach to touch your toes. Return to normal, repeat 10 times. Switch legs and repeat 10 times.</p> <p>Standard Squat: Place feet shoulder width apart, bend at the knees keeping arms up for balance and squat deeply. Do your best to keep your chest and head upright, like your sitting in a straight chair. Return to standing position. Repeat 10-15 times for each set. Feet are set far apart, find the position that suits you. Squat deeply on the left side, your right leg should be straight and long while your left leg is bent. Return to standing position, you can alternate or do one side and then the other, repeat 10 times.</p> <p>Standing Lunge: Hold a lunging position and dip with you knee staying straight above your foot. Return to upright position, repeat 10 times. Switch legs and repeat.</p> <p>Arm Raises: From a seated position on knees, bring your head down to the floor with your knees tucked under your body, with arms extended. Lift one arm and turn your shoulders to face the ceiling, hold position for 3 belly breaths. Return to the original position. Alternate to the other arm, lift and turn shoulders to face the ceiling, 3 belly breaths and return to original position. Perform 8-10 reps.</p>



ACTIVITY NAME	MOBILITY EXERCISES
Variations	Any activity that gets the body moving can be used; ensure proper form and instruction to avoid injury. For less advanced movements refer to simple stretches or yoga positions.
Activity Wrap Up/Debrief/ Participant Observations	Observe participants as they work through the movements and help to correct form. Encourage participants in alternatives or less deep movements if there are issues in mobility. After completion lead participants through some simple stretching and calming relaxation to cooldown. Ask the participants how they felt as they moved through the exercises. Ask them what they enjoyed and what they found challenging. Ask participants if they would like to do this again and how they feel after completing the movements (i.e. mental and physical health).
Assessment/Feedback/Tips	There are lots of videos and resources available online which describe and demonstrate a wide range of movements, including the movements outlined in this activity.

HOW TO RUN A SPORT NIGHT OR OPEN GYM NIGHT

ACTIVITY NAME	HOW TO RUN A SPORT NIGHT OR OPEN GYM NIGHT
SB Program Outcome (Purpose, Identity, Confidence, Support Network)	Purpose, Confidence
Brief Description	Running an activity for other youth in your community.



ACTIVITY NAME	HOW TO RUN A SPORT NIGHT OR OPEN GYM NIGHT
Objectives/Outcomes	To get youth active and moving and to provide community based programs.
Objective	Learn how to run activities in your community and how to get other youth involved.
Stream and Learning Event Equivalency	Sport & Recreation: INTRO 106; SPORT 102.
Materials/Equipment needed	Various sports equipment. For example: basketballs, soccer balls, volleyballs and a net, hockey sticks and a goalie net, hockey pucks, floor hockey equipment, etc.
Setup	Work with the community and the sport and recreation department for additional support and to have access to venues. Plan a sport drop-in or gym night program and designate the location, timing and date of the event. Share the details with leaders in your community and on your community's social media page to let community members know what you're planning. Recruit some local youth volunteers with sport knowledge to help you set-up and get the word out.
Instruction/Demonstration	<p>Pick activities that you are comfortable running, and/or a game you can explain well.</p> <p>Examples of activities that you could run for an open gym basketball night are things like Bump, Horse, Raptors vs. T-Rex or 3 on 3 games.</p>
Activities	Soccer, Kickball, Basketball, Volleyball, Freeze tag, Dodgeball, Ultimate Frisbee, Street/Indoor Floor Hockey



ACTIVITY NAME	HOW TO RUN A SPORT NIGHT OR OPEN GYM NIGHT
Variations	Depending on the locations available (indoor vs. outdoor), you can change the activity or sports offered.
Activity Wrap Up/Debrief/ Participant Observations	Finish with a stretching circle and ask your participants if they liked the activity or what activities they would like to do in the future. Ask for volunteers or assign small tasks to youth who attend regularly; this will make them feel valued and appreciated. Tasks could include setting up the equipment and signs, ensuring the space is clean and ready to use, handing out water bottles, helping to promote the event, keeping score or officiating, etc.
Assessment/Feedback/Tips	Take the information shared by the youth participants in the stretching circle and apply it to your future sport nights. This allows youth to see that their thoughts and ideas have impact and are reflected in real action.

CYBERNETIC FREE THROWS

ACTIVITY NAME	CYBERNETIC FREE THROWS
SB Program Outcome (Purpose, Identity, Confidence, Support Network)	Purpose, Confidence
Brief Description	Teach youth the concept of using visualization and planning as tools to improve free throw performance.



ACTIVITY NAME	CYBERNETIC FREE THROWS
Objective/Purpose of Activity	Through the teaching of cybernetic free throw technique, youth can realize the value in visualization, planning, practice and goal setting.
Stream and Learning Events Equivalency	Sport & Recreation: INTRO 106; SPORT 102
Materials/Equipment needed	Gym space, basketball nets and basketballs.
Setup	Gather participants in a circle to explain the concept of Standing Bear and the history of mental struggles in free throws. Have youth shoot 20 free throws on their own in any way they wish. Return the group to the circle and ask youth for their scores and input.
Instruction/Demonstration	<p>Explain the concept of visualization and goal planning. Explain the process of cybernetic free throws:</p> <ol style="list-style-type: none">1. Standing, square your shoulders to the rim at the free throw line. Ensure feet are properly set.2. Relax shoulders and take a deep breath.3. Hold the ball and in your mind visualize the ball going perfectly through the net two times.4. Bend your knees and dribble the ball three times and then shoot your shot.5. When you release your shot say something to yourself as a repetitive mental trigger i.e. swish, money, all day, etc. whatever the youth wish, but this will be their “cybernetic marker” that they say every time they shoot. <p>A demonstration video of this technique can be found here: https://www.latest.facebook.com/nlballacademy/videos/1900915073372794/</p>



ACTIVITY NAME	CYBERNETIC FREE THROWS
Activities	<p>Youth shoot 20 free throws before teaching technique and 20 free throws again after. As a group, compare the results after shooting. The facilitator explains how these processes help overcome the mental barriers when achieving your goals.</p>
Variations	<p>Shoot any number of free throws. Youth can compete against each other and have a winner for the group.</p> <p>Invite one participant to shoot in front of everyone without visualization. Next, ask the participant to jump as high as they can and touch the backboard. Then take the same participant aside and have them visualize jumping higher. Finally, ask them to achieve their goal of jumping higher in front of everyone.</p>
Activity Wrap Up/Debrief/ Participant Observations	<p>The facilitator explains how these techniques can be applied to any goal youth are striving for in life. The facilitator can ask questions about how visualization can help in other areas of life, including school, employment, confidence, etc. Ask the participants for any other techniques or practices that have helped them to perform better.</p>
Assessment/Feedback/Tips	<p>Encourage a positive and kind environment with no teasing or judgement. Reinforce that everyone is at a different level of play and that no matter what level someone plays at, they can always get better and improve. Select high-performing players to help 'coach' other younger or less experienced players. Ask players what inhibits them from playing or to assess if they have any negative mental thoughts prior to shooting the ball or playing.</p>



HACKY SACK FOR LIFE

ACTIVITY NAME	HACKY SACK FOR LIFE
SB Program Outcome (Purpose, Identity, Confidence, Support Network)	Purpose, Confidence
Brief Description	Using Hacky Sack for vision planning.
Objective/Purpose of Activity	This is a group setting activity demonstrating how learning physical literacy skills can also be applied to life goals. Youth have the opportunity to improve their hand-eye coordination, visualization, and planning skills.
Stream and Learning Event Equivalency	Health & Wellness: INTRO 105; HLTHW 101; HLTHW 102.
Materials/Equipment needed	Pen, paper, printed Standing Bear logo, hacky sack.
Setup	Gather participants in a circle outside, with the instructor at the center of the circle.
Instruction/Demonstration	Introduce yourself to the participants and ask the youth participants to introduce themselves to each other. Provide a short introduction to the Standing Bear program and explanation of what physical literacy and wellness can mean. Have youth try to count how many times they can hit the hacky sack in the air.



ACTIVITY NAME	HACKY SACK FOR LIFE
Activities	<p>Explain the concept of physical literacy and the idea of visualization. Use the activity to reinforce ideas of how practice and planning can have a positive effect on performance and ability.</p> <p>Once youth have learned about these concepts, have them use these tools and then try to hit hacky sack again and see if they have improved their score. Explain to youth that these same tools can be applied to life goals, employment, and school.</p>
Variations	<p>Youth can work in groups and strategize on techniques that will help to increase their score.</p>
Activity Wrap Up/Debrief/ Participant Observations	<p>Ask youth to plan some life wellness goals using the paper and materials available. Encourage youth to share if they are comfortable in doing so.</p>
Assessment/Feedback/Tips	<p>The facilitator can lead a discussion and provide examples of how they have achieved some of their own life goals using the techniques covered in this activity.</p>



SOCCER RELAY

ACTIVITY NAME	SOCCER RELAY
SB Program Outcome (Purpose, Identity, Confidence, Support Network)	Confidence, Identity
Brief Description	Participants will work in small groups to go through a soccer relay course.
Objective/Purpose of Activity	<ul style="list-style-type: none">• Foot coordination and footwork techniques• Visualization techniques to improve performance• Communication with team members and active listening• Developing strategies for success.• Teamwork
Stream and Learning Event Equivalency	Encourage youth to be outside and be comfortable with being on a walk. Show them there are things to do and see during walks.
Stream and Learning Event Equivalency	Sport & Recreation: INTRO 106; SPORT 102
Materials/Equipment needed	<ul style="list-style-type: none">• 16 – 20 Cones/Pylons• 4 - 6 Soccer balls• 1 Whistle
Setup	<p>This activity can be completed within a gymnasium or an outdoor field. For the setup:</p> <ul style="list-style-type: none">• 4 lines that consist of 4 cones/pylons setup in a straight line.• Setup pylon/cones 3ft apart.



ACTIVITY NAME	SOCCER RELAY
Instruction/Demonstration	<p>Number the participants 1-2-3-4 and instruct them to divide into their groups:</p> <ul style="list-style-type: none">• 1's will be the first team,• 2's will be a second team,• 3's will be the third team,• 4's will be the fourth team <p>After the participants get into their teams, have them line up behind the cones/pylons which were arranged in a straight line.</p> <p>Introduce the actions to the group.</p> <p>Dribble and Passing the ball (you may need to demonstrate this activity):</p> <ul style="list-style-type: none">• Instruct the participants that on the sound of the whistle, the 1st participant of each of the 4 groups will take the ball and dribble with their feet doing a complete circle around each pylon.• After they complete a full circle around the last pylon, they will have to move with the ball to the outside and dribble back to the first pylon.• When the first participant reaches the first pylon again, they will pass the ball to the next participant in their group.• The first participant will go to the back of their line and have a seat.• The 2nd participant in the group will now repeat the same actions as the 1st participant.• The first team to have all participants sitting (completed) wins the relay.



ACTIVITY NAME	SOCCER RELAY
Variations	<p>There are a number of variations you can employ to make the relay more challenging or to focus on different skill sets. Examples include:</p> <ul style="list-style-type: none">• Placing the pylons further apart.• Have the participants complete it backwards to increase the difficulty.• Have the participants complete figure 8's with the cones/ pylons.• Incorporate physical movements throughout the course (i.e. bear crawl, crab walk, lunges etc.).
Assessment/ Feedback	<ul style="list-style-type: none">• Observing participants communication and encouragement with team members.• Making sure everyone has had the chance to participate.• Observing the participants attitudes towards one another.• Ask for feedback: What did they enjoy? What did they find challenging? What were some strategies they used to improve their performance? How important was a clear and confident mental focus to achieving success?



APPENDIX



STANDING BEAR FORMS

Facilitator Evaluation

Name:	
Organization/ Community:	
Program Length:	Number of participants:

Program Delivery

1. Did you find the SB tools and resources provided, useful in helping the youth understand the program? ☐ Yes ☐ No

2. Did you find the 8–12-week program guideline was adequate to deliver TRAD 101-104 material? ☐ Yes ☐ No

3. Did you provide activity kits to youth to enhance their experience and participation? ☐ Yes ☐ No

If Yes, were the activity kits well received?

4. Do you feel the amount of work required of participants was appropriate? ☐ Yes ☐ No
If not, please explain.

5. Did you use guest speakers during your program? ☐ Yes ☐ No
If so, how did the youth respond?

6. What would have helped you to deliver a better program?

Self-identity and Confidence

7. Based on your observations, did you notice a change in youths' confidence levels, after completing the SB program? ☐ Yes ☐ No

If yes, please provide more details.

8. Would you say that youth had a stronger sense of identity to support them in taking on leadership roles in their community, after participating in the program? ☐ Yes ☐ No

Culture and community

9. Do you feel youth have learned more about Indigenous culture throughout the program? ☐ Yes ☐ No

10. Did youth express interest in learning more about their culture after completing the SB program? ☐ Yes ☐ No

11. Do you feel youth have a stronger sense of belonging after completing the SB program? ☐ Yes ☐ No

Leadership

12. Do you feel youth have a better understanding of leadership after completing the program? ☐ Yes ☐ No

If yes, please provide an example.

13. Do you feel youth have enhanced leadership qualities after completing the SB program? ☐ Yes ☐ No

14. Do you feel youth are more confident to take on a leadership role after completing the SB program? ☐ Yes ☐ No

Future Planning

15. Do you feel youth learned new skills that they can apply to their everyday life? ☐ Yes ☐ No

If yes, please list a few new skills learned.

16. Has participating in the program influenced youths' thinking towards further exploring their education options? ☐ Yes ☐ No

17. Do you think participating in the SB program influenced youths' thinking towards their career goals and aspirations? ☐ Yes ☐ No

Program Evaluation

18. Do you feel the Standing Bear program was beneficial overall for the youth who participated? ☐ Yes ☐ No

19. How would you rate your experience facilitating the SB Program?

☐ Negative ☐ Somewhat negative ☐ Neutral ☐ Somewhat positive ☐ Positive

20. Did the SB program enhance your own skills and increase your confidence? ☐ Yes ☐ No

21. Would you facilitate another SB program? ☐ Yes ☐ No

If no, please explain why.

22. What suggestions or comments do you have to help us improve the program, and the youth's experience?

Standing Bear Youth Leadership Program Participant Survey

Name:

Organization/
Community:

Teacher/Facilitator Name:

Program Delivery

1. Were you able to relate to the information presented? ☐ Yes ☐ No ☐ Somewhat
2. Did you find any of the learning activities too difficult? ☐ Yes ☐ No ☐ Somewhat
If so, which ones and why were they challenging?

3. How did you feel about the length of the camp?
☐ Too short ☐ Just right ☐ Too long
4. Did you like the scheduling of the camp (time, length of the sessions, days, etc.)? ☐ Yes ☐ No ☐ Somewhat
5. How did the camp kits enhance your experience and encourage you to complete the program?
☐ Did not enhance or encourage me to complete the program ☐ Somewhat enhanced or encouraged me to complete the program ☐ Were useful but not necessary ☐ Were useful and necessary ☐ I would not have been able to complete the program without the camp kits
6. Would you have participated if there were no weekly incentives (e.g. gift cards)? ☐ Yes ☐ No
7. Did the leaders challenge you to develop new skills? ☐ Yes ☐ No ☐ Somewhat
8. Were the leaders/facilitators effective in helping you understand the program material and supportive of your needs? ☐ Yes ☐ No ☐ Somewhat

9. Were the leaders/facilitators encouraging? ☐ Yes ☐ No ☐ Somewhat
10. Did you feel the leaders provided you with choices and options throughout the program? ☐ Yes ☐ No ☐ Somewhat
11. Did the leaders provide you with a comfortable space to express your thoughts and opinions? ☐ Yes ☐ No ☐ Somewhat

Self-identity and Confidence

12. Do you feel an increased sense of confidence and self-identity within yourself after completing the program? ☐ Yes ☐ No ☐ Somewhat
13. On the scale below, please indicate your confidence level now?
- ☐ ☐ ☐ ☐ ☐
- Decreased Somewhat decreased Same as before Somewhat increased Greatly increased
14. Do you feel like you have more confidence/skills to make a difference in your community after completing the program? ☐ Yes ☐ No ☐ Somewhat
15. On the scale below, please indicate your confidence level to make a difference in your community after completing the program.
- ☐ ☐ ☐ ☐ ☐
- Decreased Somewhat decreased Same as before Somewhat increased Greatly increased
16. Did the 12-week Standing Bear Camp make you feel empowered? ☐ Yes ☐ No ☐ Somewhat

Culture and Community

17. Do you feel you have learned more about Indigenous cultures through the program? ☐ Yes ☐ No ☐ Somewhat
18. If so, to what degree has your self-identity and confidence increased?
- ☐ ☐ ☐ ☐ ☐
- Decreased Somewhat decreased Same as before Somewhat increased Greatly increased
19. Are you interested in learning more about your culture after completing the Standing Bear program? ☐ Yes ☐ No ☐ Somewhat
20. Have the activities in the Standing Bear program helped you feel more connected to a community? (Community - a group or place to which you feel you belong to)? ☐ Yes ☐ No ☐ Somewhat
21. Has your participation in the Standing Bear program helped you identify people (role models, Elders, knowledge keepers, etc.) who you can turn to for support? ☐ Yes ☐ No ☐ Somewhat

21. Has your participation in the Standing Bear program helped you identify people (role models, Elders, knowledge keepers, etc.) who you can turn to for support? ☐ Yes ☐ No ☐ Somewhat

Leadership

22. Through your participation in this program, what did you learn about leadership?

23. Do you feel you have more leadership qualities after completing the Standing Bear program? ☐ Yes ☐ No ☐ Somewhat

24. Do you feel more confident to take on a leadership role after completing the Standing Bear program? ☐ Yes ☐ No ☐ Somewhat

Future Planning

25. Did you learn new skills that you can apply to your everyday life? ☐ Yes ☐ No
If yes, please list a few of the new skills you have learned.

26. Did participating in the Standing Bear program influence your thinking towards further education? ☐ Yes ☐ No ☐ Somewhat

27. Did participating in the Standing Bear program influence your thinking towards career goals and aspirations? ☐ Yes ☐ No ☐ Somewhat

Program Evaluation

28. Do you feel the Standing Bear program was worth participating in? ☐ Yes ☐ No ☐ Somewhat

29. Would you recommend the program to your friends? ☐ Yes ☐ No

30. How would you rate your experience with the Standing Bear Program?

☐ ☐ ☐ ☐ ☐
Negative Somewhat negative Neutral Somewhat positive Positive

31. Did the program have an impact on you?

☐ Yes ☐ No ☐ Somewhat

If yes, please explain what the biggest impacts were.

32. Please provide any highlights and favourite moments of your experience with the program.

33. What suggestions do you have for improving the program?



Standing Bear Pre-Program Participant Survey

Name:
Organization/ Community:
Teacher/Facilitator Name:

Self-identity and Confidence

1. Do you consider yourself to be a confident person?

☐ ☐ ☐ ☐ ☐

Not Confident at All Slightly Confident Confident Fairly Confident Very Confident

2. Do you think you can contribute to making a change in your community?

☐ Yes ☐ No ☐ Somewhat

Culture and Community

3. Would you say you know a lot about your Indigenous Culture?

☐ ☐ ☐ ☐ ☐

I know nothing about my culture I know very little about my culture I know some things about my culture I know a fair amount about my culture I know a lot about my culture

4. Do you feel connected to a community (a group or place to which you feel you belong to)?

☐ ☐ ☐ ☐ ☐

I do not feel connected to a community I feel somewhat connected to a community I feel connected to a community I feel fairly connected to a community I feel very connected to a community

5. Do you feel you have a place where you belong and feel comfortable?

☐ Yes ☐ No ☐ Somewhat

6. Do you have people that you can turn to when you need help or support?

☐ Yes ☐ No ☐ Somewhat



Leadership

7. How would you define leadership?

8. What qualities do you think a good leader should have? Select all that apply:

- | | | | | |
|--|--------------------------------|---|---------------------------------|-------------------------------------|
| <input type="checkbox"/> Kindness | <input type="checkbox"/> Brave | <input type="checkbox"/> Honesty | <input type="checkbox"/> Humble | <input type="checkbox"/> Respectful |
| <input type="checkbox"/> Good Communicator | <input type="checkbox"/> Wise | <input type="checkbox"/> Shared/Strong Core Value | <input type="checkbox"/> Other: | |

9. What leadership qualities would you say you have? Select all that apply:

- | | | | | |
|--|--------------------------------|---|---------------------------------|-------------------------------------|
| <input type="checkbox"/> Kindness | <input type="checkbox"/> Brave | <input type="checkbox"/> Honesty | <input type="checkbox"/> Humble | <input type="checkbox"/> Respectful |
| <input type="checkbox"/> Good Communicator | <input type="checkbox"/> Wise | <input type="checkbox"/> Shared/Strong Core Value | <input type="checkbox"/> Other: | |

Future Planning

10. Do you have a clear plan for your future (i.e. family, school, and/or job)?

- | | | | | |
|--|-----------------------------------|---|--|--|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I do not have a clear plan for my future | I have a vague plan for my future | I have somewhat of a clear plan for my future | I have a fairly clear plan for my future | I have a very clear plan for my future |

Program Expectations

11. How did you hear about the Standing Bear program?

- | | | | |
|----------------------------------|--|--|---------------------------------------|
| <input type="checkbox"/> Friends | <input type="checkbox"/> School | <input type="checkbox"/> Community Program | <input type="checkbox"/> ISWO Website |
| <input type="checkbox"/> Online | <input type="checkbox"/> Word of Mouth | <input type="checkbox"/> Social Media | <input type="checkbox"/> Other: |



12. What are some topics/activities you would like to learn more about during the Standing Bear program?

13. Are there any guest speakers that you would like to hear from during the camp?

14. What are you hoping to achieve/accomplish from your participation the Standing Bear program?



CORE STREAMS

TRAD 101



TRAD 101: EXPLORING WORLDVIEWS

NAME:

Every person and every culture has a unique understanding and perspective from which they see, interact, and interpret the world in which they live. This world view can be described as a combination of beliefs and values that are honoured and held by a number of people. It's not how one physically sees the world but more about a philosophical view or about everything that matters to us.

Perform research from different sources to complete the "Western" and "Indigenous" columns for each element. You can work individually or in a group. Sources may include:

- the internet;
- books;
- family and friends;
- Elders;
- teachers; and
- other knowledge keepers.

"Any individual within a culture is going to have his or her own personal interpretation of the collective cultural code; however, the individual's world view has its roots in the culture - that is, in the society's shared philosophy, values and customs. If we are to understand how Aboriginal and Eurocentric worldviews clash, we need to understand how the philosophy, values and customs of Aboriginal culture differ from those of Eurocentric cultures"

-- Leroy Little Bear

Based on your research from the previous activity, reflect on what you found in your research, then complete the "Self" column individually based on your own personal worldview for each element.

Element	Questions to Answer	Western	Indigenous	Self (how do I view this element?)
Geography	What are the perceptions and beliefs about the land and its resources? Who is the land for? How does climate, location, etc., impact how people view the world?			

Element	Questions to Answer	Western	Indigenous	Self (how do I view this element?)
Time	How is time viewed and measured? Does it go according to the clock and calendars or are there other ways to measure and think about time.			
Beliefs	Are beliefs more spiritual or scientific? Importance of humans in relationship to other animals and the world around them? What beliefs do people hold about life and death? About their environment, nature, the earth?			
Society	Who holds power and how is it maintained? Who has status and how do they get it? What roles are available to individuals in society? How important are relationships?			
Values	How do people act toward one another? What are the quality of relationships and what are they based on. How important is it to achieve one's goals? Why?			

Element	Questions to Answer	Western	Indigenous	Self (how do / view this element?)
Economy	Who controls the money and resources? What things are produced and who makes money from these things? Who owns most of the things in society?			
Knowledge	How do people develop knowledge? Spiritual or fact-based? How do they learn? What ways of knowing are accepted? Who has access to knowledge? How is it valued? Where or in whom does the knowledge reside?			



TRAD 101: DEFINING YOUR WORLDVIEW

NAME:

Create a poster, graphic or short video that outlines your own worldview and its impact on your own leadership development based on your reflections for each of the elements. Upload your file to the "File Upload Required" in TRAD 101. You can choose whatever format you want, but the product must contain:

- A description of your own worldview and what knowledge (Western, Indigenous, other sources, etc.) it draws from.
- Your viewpoint on each of the 7 elements described.
- 3 ways that your worldview affects how you will lead your community.

TRAD 101: SEVEN GRANDFATHER TEACHINGS

1. Humility – Dbaadendiziwin

Humility is represented by the wolf. For the wolf, life is lived for his pack and the ultimate shame is to be outcast. Humility is to know that you are a sacred part of creation. Live life selflessly and not selfishly. Respect your place and carry your pride with your people and praise the accomplishments of all. Do not become arrogant and self-important. Find balance within yourself and all living things.

2. Bravery – Aak’ode’ewin

Bravery is represented by the bear. The mother bear has the courage and strength to face her fears and challenges while protecting her young. The bear also shows us how to live a balanced life with rest, survival and play. To face life with courage is to know bravery. Find your inner strength to face the difficulties of life and the courage to be yourself. Defend what you believe in and what is right for your community, family, and self. Make positive choices and have conviction in your decisions. Face your fears to allow yourself to live your life.

3. Honesty – Gwekwaadiziwin

Honesty is represented by either the raven or the sabe. They both understand who they are and how to walk in their life. “Sabe reminds us to be ourselves and not someone we are not. An honest person is said to walk tall like Kitchi-Sabe. Like Kitchi-Sabe, Raven accepts himself and knows how to use his gift. He does not seek the power, speed or beauty of others. He uses what he has been given to survive and thrive. So must you.” *The Seven Sacred Teachings of White Buffalo Calf Woman*, by: David Bouchard & Dr. Joseph Martin. To walk through life with integrity is to know honesty. Be honest with yourself. Recognize and accept who you are. Accept and use the gifts you have been given. Do not seek to deceive yourself or others.

4. Wisdom – Nbwaakaawin

The beaver represents wisdom because he uses his natural gift wisely for his survival. The beaver also alters his environment in an environmentally friendly and sustainable way for the benefit of his family. To cherish knowledge is to know wisdom. Use your inherent gifts wisely and live your life by them. Recognize your differences and those of others in a kind and respectful way. Continuously observe the life of all things around you. Listen with clarity and a sound mind. Respect your own limitations and those of all of your surroundings. Allow yourself to learn and live by your wisdom.

5. Truth – Debwewin

Truth is represented by the turtle as he was here during the creation of Earth and carries the teachings of life on his back. The turtle lives life in a slow and meticulous manner because he understands the importance of both the journey and the destination. Truth is to know all of these things. Apply faith and trust in your teachings. Show honor and sincerity in all that you say and do. Understand your place in this life and apply that understanding in the way that you walk. Be true to yourself and all other things.

6. Respect – Mnaadendimowin

Respect is represented by the buffalo. The buffalo gives every part of his being to sustain the human way of living, not because he is of less value, but because he respects the balance and needs of others. To honor all creation is to have respect. Live honorably in teachings and in your actions towards all things. Do not waste and be mindful of the balance of all living things. Share and give away what you do not need. Treat others the way you would like to be treated. Do not be hurtful to yourself or others.

7. Love – Zaagidiwin

The eagle represents love because he has the strength to carry all the teachings. The eagle has the ability to fly highest and closest to the creator and also has the sight to see all the ways of being from great distances. The Eagle's teaching of love can be found in the core of all teachings and therefore an eagle feather is considered the highest honor and a sacred gift. To know love is to know peace. View your inner-self from the perspective of all teachings. This is to know love and to love yourself truly. Only then will you be at peace with yourself, the balance of life, all things and also with the creator.

TRAD 101: CREATE A PHOTO STORY FOR SEVEN GRANDFATHER TEACHINGS

Name: _____

Instructions:

- Read the document provided which provides information on the Seven Grandfather Teachings.
- Think about any learnings or teachings you may have received and/or family/community traditions you have experienced or learned regarding the Seven Grandfather Teachings.
- Based on your reading and lived experience, think about what each of the Seven Grandfather Teachings means to you.
- Choose four (4) out of the seven (7) teachings and create a photo story depicting what each of those teachings mean to you. Take four (4) photos (1 for each teaching you have chosen) depicting what the teachings look like to you, and upload them to the portal. Explain why you chose them and their meaning, story, connection or significance to you, using the template below. **ALTERNATIVE OPTION:** If you do not have access to a phone or camera to take and upload the pictures, you are welcome to draw or describe images that represent the teachings you have selected.
- For each of the teachings you have selected, explain one, a few or all of the following:
 - How does the image I have selected represent this teaching?
 - What does it mean to me?
 - What's the story behind the image?
 - What is the significance of the image I have chosen?
- Please provide 2-3 sentences for the four (4) teachings you have selected.

1. Humility – Dbaadendiziwin:

2. Bravery – Aak’ode’ewin:

3. Honesty – Gwekwaadiziwin:

4. Wisdom – Nbwaakaawin:

5. Truth – Debwewin:

6. Respect – Mnaadendimowin:

7. Love – Zaagidiwin:

TRAD 101: REFLECTION QUESTIONS FOR SEVEN GRANDFATHER TEACHINGS

Name:

Instructions:

- Read the document provided which provides information on the Seven Grandfather Teachings.
- Think about any learnings or teachings you may have received and/or family/community traditions you have experienced or learned regarding the Seven Grandfather Teachings.
- Based on your work in the previous TRAD 101 activities, reflect on your learnings and answer the questions below regarding the Seven Grandfather Teachings and their connection to leadership and what it means to be a good leader.

Reflection Questions:

(Please provide 2-3 sentences for each question)

1. Do good leaders carry these qualities? Why or why not?

2. Who are the individuals or groups that embody these qualities in your own life? Why do these people come to mind?

3. How does your family, or community describe good leaders? Do they mention any of these teachings?

4. How do you want to incorporate these qualities and values in your life? Why do you want to incorporate these qualities and values into your own life?

TRAD 102



TRAD 102: PARTICIPATE IN TWO LAND-BASED ACTIVITIES

Name:

Land is important to all aspects of physical, spiritual, emotional, and mental health and well-being, as it is through the land that Indigenous People have learned to live. Indigenous scholars George Manuel and Vine Deloria Jr. have stated that the land (Mother Earth) has always been the traditional place to learn and teach about Indigenous languages, culture, connections, roles in community and nature, and environmental conservation.

Indigenous-led, land-based learning can re-engage Indigenous youth in their own education, build community connectedness, and revitalize Indigenous languages and practices.

Explore the connection between land-based learning, culture and leadership, by participating in two land-based activities. You can choose any land-based activity you would like. Some examples include:

- medicine walks
- fishing
- tracking
- harvesting
- open fire cooking
- canoeing
- shelter building
- solo survival
- daily reflection
- ceremonies
- elder talks
- traditional land-based practices
- storytelling
- sharing circles
- field trips
- drumming and dancing

Upload a photo or video of each of the two activities for full credit.

TRAD 102: LAND-BASED ACTIVITY REFLECTION

NAME:

INTRODUCTION

Health, healing and wellness for Indigenous communities is often about balancing oneself in four areas: emotion, mind, body and spirit or soul. This balance contributes to achieving harmony with family, nature, spirituality and community. Traditional healing incorporates various practices, such as healing ceremonies with dances, songs, prayers and natural medicines; talking circles; sweat lodges; and other higher-level medicine society healing ceremonies conducted by authentic and highly trained medicine society leaders, traditional healers and Elders or knowledge keepers. This holistic approach is in contrast to more mainstream treatment models that tend to focus more on the individual than the community, and on the physical body and medication rather than the whole human being.

For more information about Indigenous perspectives of wellness, you can explore the following links, connect with an Indigenous health organization or Friendship Centre, speak to traditional knowledge keepers, Elders or others with knowledge in your community, or do your own research.

Links to explore:

- <https://www.fnha.ca/wellness/wellness-and-the-first-nations-health-authority/first-nations-perspective-on-wellness>
- <https://thunderbirdpf.org/about-tpf/first-peoples-wellness-circle/>
- <https://www.metisnation.org/programs-and-services/healing-wellness/>
- <https://tiontario.ca/>

Land is important to all aspects of physical, spiritual, emotional, and mental health and well-being, as it is through the land that Indigenous People have learned to live. Indigenous scholars George Manuel and Vine Deloria Jr. have stated that the land (Mother Earth) has always been the traditional place to learn and teach about Indigenous languages, culture, connections, roles in community and nature, and environmental conservation.

Some scholars have argued that the underlying knowledge embedded in Indigenous languages ensures the continuation of culture and the ways of knowing that Indigenous people value. For many First Nations communities, ways of knowing and being are inherently embedded in the cultures and languages to ensure that knowledge about humans, plants, animals, the environment, and all things in creation are kept and added to through the very languages that are used. These knowledge systems are deeply linked to traditional territories, and by using the Indigenous cultures and languages in a particular territory, culture and people, unique knowledge is passed between and among generations of the language speakers and culture keepers. Some Indigenous scholars label this knowledge as ‘traditional ways of knowing’, and other scholars use the term ‘traditional ecological knowledge’.

Indigenous-led research shows that Indigenous people who have knowledge of their Indigenous language can connect to their cultural identity in a positive way that promotes resiliency, good health and well-being, which leads to a positive sense of self that can help individuals, families, communities, and nations heal from inter- and intra-generational traumas. Chandler and Lalonde (27) found that having a connection to Indigenous cultures and languages can act as a protective factor against traumas and continued structural racism. When there are many cultural activities (i.e., ceremonies, traditional healing, traditional foods, activities, etc.) and people have some knowledge of the local Indigenous language, there is a lower number of youth suicides. Other scholars have shown that cultural continuity can also have a positive effect on physical and mental health and well-being. Therefore, the connection to the land (traditional territories or the land available to Indigenous people in cities and rural areas) is highly important for the positive health and well-being of Indigenous peoples.

The above information was taken from: "[Akiikaa \(it is the land\): exploring land-based experiences with university students in Ontario.](#)"

Participating in land-based activities can help us reconnect with the land, which in turn may help us improve our health in one or more of the four aspects of wellness:

- Physical (Identity)
- Emotional (Confidence)
- Mental (Support Networks)
- Spiritual (Purpose)

LAND-BASED ACTIVITY REFLECTION

List the two land-based activities you participated in:

- 1.
- 2.

Reflect on the above activities by answering the following questions:

1. How did you feel when you participated in the land-based activities?

2. Did it impact or improve any aspect of your wellness? If so, which aspects did it impact/improve?

3. Explain how the activities you chose improved the aspects of wellness you identified?
4. Take a moment to reflect on your own wellness. What are some areas of your wellness that you would like to work on?
5. Create a list of land-based activities that could help you with those areas of wellness, try to list at least 4-5 activities. You can reach out to your family, community, local health authorities, knowledge keepers, aunties, grandmothers or anyone for ideas, knowledge and inspiration.



TRAD 102: BE A WELLNESS WARRIOR

NAME:

Leaders can also guide others to participating in land-based activities by sharing with others how these activities helped them to improve their health.

Based on your earlier **land-based activity reflection**, with a partner or individually produce a video, presentation, or poster recommending/sharing your own experiences of how this activity positively impacted your wellness, with someone else who might be struggling with their own wellness.

Upload your file to the "File Upload Required" in TRAD 102. You can choose whatever format you want, but the product must contain:

- A description of the on-the-land activity.
- Which category (s) of wellness this activity might improve.
- Why someone else who is struggling should try it (reflect from your own experience with the activity).

TRAD 103

TRAD 103: TRADITIONAL KNOWLEDGE SELF-ASSESSMENT

PARTICIPANT NAME: _____

YOUR TRADITIONAL KNOWLEDGE	Question #1						Question #2					
	HOW WOULD YOU ASSESS YOUR EXPERTISE IN THIS SUBJECT?						HOW INTERESTED ARE YOU IN LEARNING MORE ABOUT THIS SUBJECT?					
Place a checkmark ✓ in the box that best describes your answer	Poor	Fair	Good	Very Good	Excellent	Not sure	Not Interested	Somewhat Interested	Neutral	Interested	Very Interested	Not sure
1. Animal Symbolism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Beadwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Berry Teachings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Ceremony Preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Cultural Songs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Different Seasons/Ceremonies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Dream Interpretation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Importance of Tobacco Mindset	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Meaning of Prayer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Memorial Ceremonies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Naming Ceremonies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Role of Elders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Role of Knowledge Keepers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Sacred Medicines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Importance of Sharing Circles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Smudging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Sweat Lodge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Traditional Roles as Women/Men	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Use of Drum, Pipe, Shaker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Use of Natural Foods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Water Teachings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Other? _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My greatest areas of knowledge are:

I am most interested in learning more about:



TRAD 103: INTERVIEW WITH AN ELDER

YOUR NAME:

LOCATION OF YOUR STANDING BEAR PROGRAM e.g. name of school, camp program

ELDER INTERVIEW QUESTIONS (use at least three of these or add your own).

1. What would you say are the major values or principles that you live by?
2. What makes a good community leader?
3. Can you share a happy experience from your childhood?
4. What was it like growing up in your community?
5. Can you share a story that your parents or grandparents told you?
6. If you are from a culture that speaks English as a second language, do you speak your native language? If not, why?
7. What is considered most disrespectful in your culture?
8. What is considered most respectful in your culture?
9. From your perspective, what is the most commonly held misconception about people of your culture?
10. What have you learned in your life that is important for others to know?
11. Some people say that they have had difficult or stressful experiences but they have learned important lessons from them. Is that true for you? Can you give an example?
12. As you look back over your life, do you see any "turning points" such as a key event or experience that changed the course of your life or set you on a different path?
13. What would you say you know now about living a happy and successful life that you didn't know when you were young?
14. What can younger people do to avoid having regrets later in life?
15. Other questions? _____

REFLECTIONS:

1. What were your most important learnings from the interview? (*You can share your learnings as a written report, a video, a number of drawings, a story, song, rap etc. You will just need to make sure your activity reflects what the Elder has shared so that others will benefit from the learnings.*)
2. What will you do differently as a result of what you learned?

TRAD 103: TRADITIONAL SELECTIONS

NAME:

LOCATION:

STANDING BEAR FACILITATOR/INSTRUCTOR/TEACHER (if applicable):

WHICH OF THE FOLLOWING HAVE YOU CHOSEN AS THE FIVE TRADITIONAL ACTIVITIES YOU WOULD LIKE TO LEARN MORE ABOUT (please check off your selections)?

- ☐ animal symbolism
- ☐ beadwork
- ☐ berry teachings
- ☐ ceremony preparation
- ☐ cultural songs
- ☐ different seasons/ceremonies
- ☐ dream interpretation
- ☐ fasting
- ☐ full moon ceremony
- ☐ importance of tobacco mindset
- ☐ meaning of prayer
- ☐ memorial ceremonies
- ☐ naming ceremony
- ☐ regalia
- ☐ role of elders
- ☐ role of knowledge keepers
- ☐ sacred medicines
- ☐ sharing circles
- ☐ smudging
- ☐ spring and fall equinox
- ☐ sweat lodge
- ☐ traditional roles as women/men
- ☐ use of drum, pipe, shaker
- ☐ use of natural foods
- ☐ water teachings
- ☐ other? (please describe in more detail in the chart below)

Now that you have selected your five choices, complete the chart and upload this document for full credit.

TOPIC or ACTIVITY CHOSEN	WHAT MADE YOU INTERESTED IN THIS TOPIC?	HOW WILL YOU LEARN MORE? (i.e. find an expert or elder, watch a video, take a class, attend a workshop or session, create something, volunteer in your community, etc.)	NAME, PHONE NUMBER, EMAIL ADDRESS AND SIGNATURE OF PERSON WHO CAN VERIFY YOUR PARTICIPATION

TRAD 103: DESCRIPTION OF TRADITIONAL ACTIVITIES

Name: _____

In TRAD 103, you were asked to choose five traditional activities to learn more about or to participate in. Based on your learnings and participation, please provide a brief description of the traditional activity (3-5 sentences) below. Upload this completed document for full credit.

1. Name of Traditional Activity Chosen:

Description of the traditional activity based on my learnings and/or participation (3-5 sentences):

2. Name of Traditional Activity Chosen:

Description of the traditional activity based on my learnings and/or participation (3-5 sentences):

3. Name of Traditional Activity Chosen:

Description of the traditional activity based on my learnings and/or participation (3-5 sentences):

4. Name of Traditional Activity Chosen:

Description of the traditional activity based on my learnings and/or participation (3-5 sentences):

5. Name of Traditional Activity Chosen:

Description of the traditional activity based on my learnings and/or participation (3-5 sentences):

TRAD 103: REFLECTING ON TRADITIONAL ACTIVITIES

Name: _____

In the previous activity, you chose five traditional activities that you wanted to learn more about or participate in. In this activity, you will be asked to reflect on your experiences of learning and participating in the traditional activities you selected.

Please complete the reflection questions below and upload to the portal for full credit:

REFLECTIONS

1. What did your traditional activities teach you about yourself?
2. What did your traditional activities teach you about your culture and community?
3. Would you do anything differently in the future based on your learnings and experiences?
4. Do you plan on learning more about traditional activities? Why or why not? Which activities would you like to learn more about?

TRAD 104

TRAD 104: GETTING TO KNOW YOUR COMMUNITY

Name: _____

While it is possible to do this activity on your own, it would be easier and more fun to gather with other local Standing Bear members to put a plan into place for working together to gather the information below.

Some of the information you may already know or will be able to find online but most of it should take place by connecting in person with other adults and leaders in your community.

Information Gathering Checklist

General Information

- ☐ How many people live in your community?
- ☐ How are the ages distributed? (approximate percentage)
 - _____ Children (0--14 years)
 - _____ Youth (15-24 years)
 - _____ Adults (25-34)
 - _____ Adults (35-64).
 - _____ Older Adults (65 years and over)
- ☐ Economic Activities (what sectors do the most important employers in your community represent? e.g. natural resources, tourism, government etc.)
- ☐ What is the average or typical education level achieved by people in your community? (K-8, 9-12, college, university, etc.)
- ☐ Community history (what past events - good and bad - have helped shaped your community?)

- ☐ Chief and Council Members (who are your chief and council members?) How would you describe their leadership?

Existing Resources in Your Community (under each category below, include names of nonprofit organizations, businesses, and government agencies or organizations)

1. Arts and Cultural
2. Educational
3. Food Kitchens, Emergency Shelters
4. Health and Medical Facilities
5. Heritage
6. Housing and Community Facilities
7. Local/municipal government
8. Recreation and Sport
9. Seniors/Elders Support
10. Social Services
11. Tourism
12. Agencies for Community planning and coordination
13. Other _____

Research shows that recreation, sport, and arts and culture can help strengthen important benefits in our communities. Which of the following would be most important in your community? Check all that apply. (Source: benefitshub.ca)

- ☐ Community pride and spirit
- ☐ Leadership development
- ☐ Respect for the environment
- ☐ Maximizing peoples' potential
- ☐ Quality of life
- ☐ Strong families
- ☐ Reduced health care, social service; and police/justice costs
- ☐ Economic activity
- ☐ Other?

General Summary:

1. What is your community doing well that should be CONTINUED?
2. What is your community doing that should be STOPPED?
3. What is your community doing that would make a DIFFERENCE?
4. HOW can Standing Bear best help you to make a difference?
5. Compile a list of contact names of people in the community who are involved or want to support Standing Bear.

TRAD 104: EXPANDING THE DEFINITION OF COMMUNITY

NAME:

In the previous activity, you answered questions about *your* community. What community did you choose? Was it the town/city/reserve you currently live in? We typically use the word community to describe where we live, but real community is more likely to be about acceptance, contributing and belonging, not just geography.

Community doesn't fit into a neat package: it comes in many shapes, sizes, and locations—no two of which are alike. It is further complicated by the possibility that there may be communities within communities, and people can belong to multiple communities at the same time. A community is a group of people that share something in common. It could be a shared space (like a city, a neighbourhood or a reserve), or a shared culture or nationality (Nunavummiut, Haudenosaunee, Canadian, Metis, Cree, etc.), a shared language (Algonquin, French, Inuktitut) and/or a shared identity (two-spirited, parents, people recovering from addiction, athletes, etc.), or even a shared hobby (gamers, beaders, etc.), job (teachers, youth workers, etc.) or shared participation in ceremonial events (Shkabawis/Fire Keepers, fancy shawl dancers, etc.).

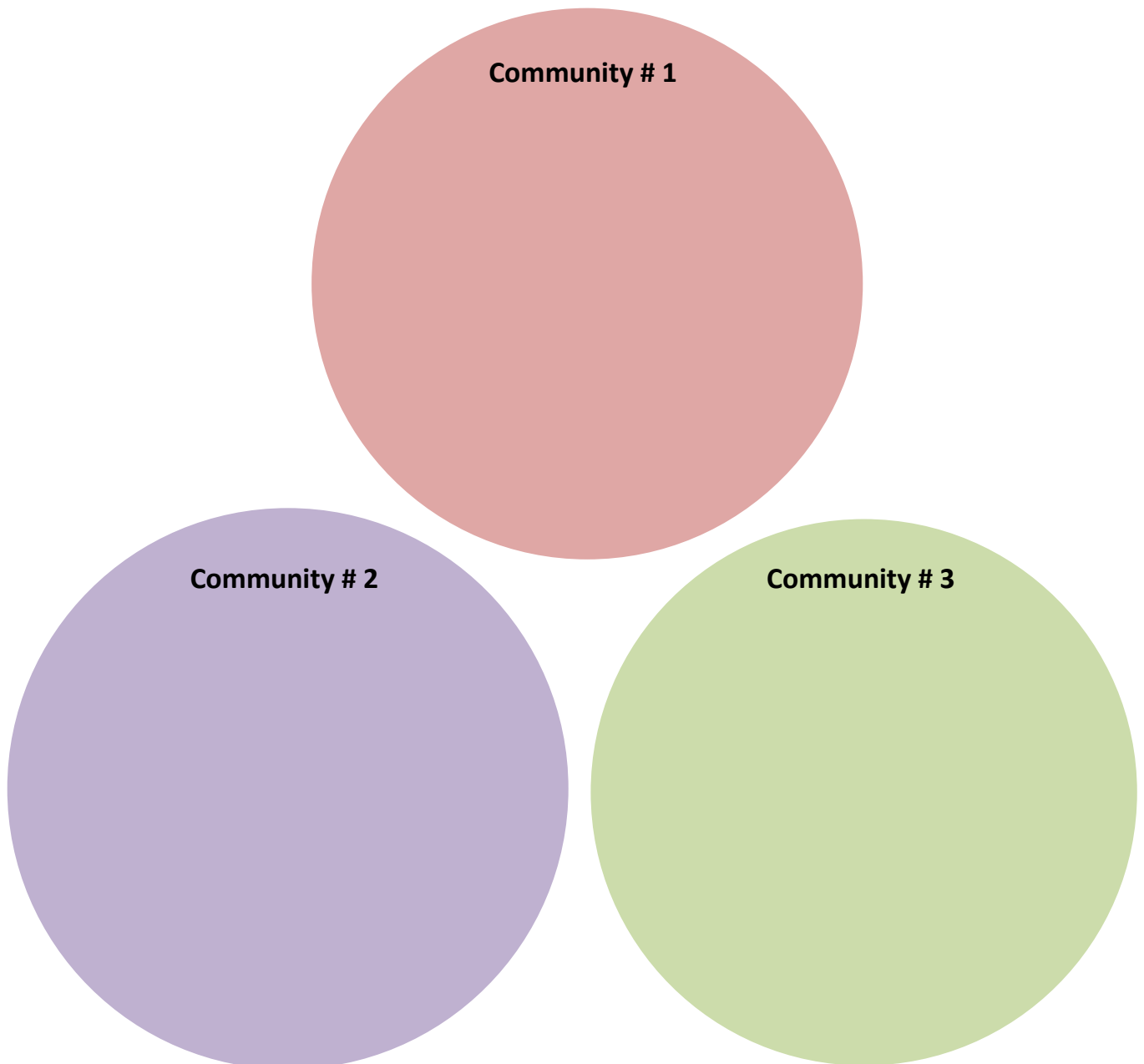
DEFINING SUCCESSFUL COMMUNITIES

While community, in one form or another, is important to everyone, we typically spend little time defining and assessing the elements that make up a strong and healthy community. As a leader, you may be called upon to form communities, lead struggling communities or be a member of existing communities. To lead well, you need to have a vision of what a strong and healthy community should look like, regardless of what brought the people in it together. Then, as an Indigenous leader, you need to share the gifts the Creator gave you with your community to turn your vision of a strong and healthy community into action. For example, you might be a good speaker and be able to speak to people in a way that they understand. If communication is an important element in your community, your gift might be to foster good communication between people by speaking to everyone in a way that brings people together. You might use this gift to hold effective community meetings, or by hosting a radio show or podcast, or by sitting with people in the community and having conversations to make sure everyone knows what's going on.

To get started look at your existing communities. Then, analyze what elements go into making communities strong and healthy. Next, decide how to make those elements happen in a community by identifying your own gifts. The next two activities will guide you through this process.

PART 1 - ENVISIONING THE IDEAL COMMUNITY

1. Name 3 communities you belong to. If you need help deciding which communities you want to use and/or are a part of, see the list above.
2. Write the names of the communities in each of the circles below, or leave blank if you want to keep the name of the community private.
3. For each community, describe elements about that community that make it strong and healthy for its members. If you can't think of positive elements and/or the community needs some work, list elements that *could* make it strong and healthy.
4. Circle the top 5 elements that all 3 communities have in common, then write them in the chart below for PART 2.



PART 2 - ENVISIONING THE IDEAL COMMUNITY

- 1. Write the top 5 elements from the previous activity into the first column of the chart.
- 2. Describe 1-2 ways to create this element in a community in the middle column.
- 3. List 1-2 gifts that the Creator gave to you that you could use to help you create this element in the community.

Element	How to create this in a community	Gifts I can share to make this happen
1.		
2.		
3.		
4.		
5.		



TRAD 104: SHOWING GRATITUDE

NAME:

Good leaders recognize and thank others for their contributions. Write a letter, create a thank you card, or make a video thanking someone in one of your communities that has made a positive difference in your life. This could be anyone that has inspired, motivated or supported you in your journey. Make sure you identify their gifts and leadership qualities in your letter, card or video.

You do not have to send the actual letter, card or video, but you can if you want to.

Upload your finished work for full credit.

INTRO

INTRO 101: CREATE A PIECE OF ART

List for Creative Arts Stream

You can choose from a wide range of art forms to complete the required learning event for the Creative Arts Stream. We have created a list of suggested art forms for you to consider:

- Basket making
- Beading
- Crafts
- Create a piece of original written or recorded music
- Create and deliver a comedy routine
- Dot art
- Drama (*write, direct or act in a play or theatrical performance*)
- Drum making
- Drumming
- Finger Weaving
- Jewelry making
- Jigging
- Leatherwork
- Other culture-based arts
- Painting (*You may use any type of paint, brush or technique you like*)
- Photography
- Puppetry
- Quilling
- Regalia
- Ribbon shirts and skirt making
- Storytelling
- Tattooing
- Traditional/pow wow dance
- Wood or soapstone carving
- Writing poetry

INTRO 101: CREATIVE ARTS REFLECTION

NAME:

HOW WOULD YOU DESCRIBE YOUR ART OR CRAFT?

SOURCE OF YOUR LEARNING REGARDING THIS ART OR CRAFT?

- ☐ Self-directed learning
- ☐ a Standing Bear program or camp
- ☐ other community program or course
- ☐ an individual e.g. elder, adult, friend

WHICH OF THE FOLLOWING HAVE YOU CHOSEN AS YOUR ARTS AND CRAFTS CATEGORY?

- | | | |
|--|---|---|
| <input type="checkbox"/> beading | <input type="checkbox"/> basket making | <input type="checkbox"/> ribbon shirts and skirt making |
| <input type="checkbox"/> painting | <input type="checkbox"/> jewelry making | <input type="checkbox"/> storytelling |
| <input type="checkbox"/> leatherwork | <input type="checkbox"/> photography | <input type="checkbox"/> regalia |
| <input type="checkbox"/> drum making | <input type="checkbox"/> crafts | <input type="checkbox"/> tattooing |
| <input type="checkbox"/> wood or soapstone carving | <input type="checkbox"/> drumming | <input type="checkbox"/> other culture based arts |
| <input type="checkbox"/> traditional/pow wow dance | <input type="checkbox"/> drama | _____ |
| <input type="checkbox"/> written/recorded music | <input type="checkbox"/> poetry | _____ |
| | <input type="checkbox"/> comedy | |
| | <input type="checkbox"/> puppetry | |

WHAT PROMPTED YOUR INTEREST IN THIS TOPIC?

NAME, PHONE NUMBER, EMAIL ADDRESS AND SIGNATURE OF PERSON WHO CAN VERIFY THIS AS YOUR ORIGINAL CREATION?

YOUR REFLECTION

1. What did your art activity teach you about yourself? About your culture?
2. What was the inspiration for your art piece?

3. What story does it tell? What does it symbolize for you?
4. How have others reacted to your piece? What feedback have you received?
5. Will you do anything differently as a result?
6. How has doing this art project shaped your interests moving forward? Has this inspired your next art piece?

INTRO 102: INTRODUCTION TO COMMUNITY CHANGEMAKERS

Name: _____

Identify an Indigenous changemaker. An Indigenous changemaker can be anyone that is active in your community. They could be an author, an Elder, a knowledge keeper (i.e. hunter, trapper, someone who knows medicines), a parent/grandparent, teacher, a coach, or volunteer.

For additional ideas for community changemakers refer to the video resources linked on the MyISWO Portal. To complete this introductory activity, answer the reflection questions below and upload to the MyISWO portal.

REFLECTION QUESTIONS

1. Who did you select as an Indigenous Changemaker? What makes them a community changemaker?
2. What values (i.e. humility, respect, initiative, etc.) does your Indigenous changemaker demonstrate in the work that they do? How do they demonstrate these values?
3. Do the values demonstrated by your chosen community changemaker align with your values? Why or why not?
4. Can you see yourself getting involved in the work of your chosen community changemaker? Why or why not?



INTRO 103: INTRODUCE YOURSELF IN YOUR LANGUAGE

Name:

INTRODUCTION

Language is the foundation of a culture. For Indigenous oral societies, words hold knowledge amassed for millennia. A language also holds the stories, songs, dances, protocols, family histories and connections. Languages also often hold the community's customary laws that were eroded by the policies of the *Indian Act*. As many communities move towards a return to self-government, this loss of laws and systems of governance means some communities don't have that knowledge to draw upon.

When a language dies so does the link to the cultural and historical past. Without that crucial connection to their linguistic and cultural history, people lose their sense of identity and belonging.

There are currently many efforts to revitalize Indigenous languages and ensure the passing down of knowledge, from generation to generation. This is also a form of healing, after the effects of the Residential School System and other forms of oppression endured by Indigenous Peoples.

ACTIVITY

Introduce yourself in your Indigenous language and record it using audio or video recording. The introduction can be reflective of your Indigenous ancestry, community or current place or location of residence. If you don't know the words to introduce yourself, connect with a family member, community member, Elder, traditional knowledge keeper, etc., and ask them to teach you. You can also do research online to learn the words and find videos to help you with the pronunciation. For some Indigenous languages, there are a variety of online resources available, for others, there are only a handful of speakers able to teach and pass the knowledge on. Do the best you can and use whatever resources you have available. We have shared a brief list of language resources below for you to explore.

Your introduction should include:

- your name
- clan (if applicable)
- where you are from
- family (parents, guardians and/or grandparents) (if applicable)

Upload your video or audio recording of your introduction for full credit.

LANGUAGE RESOURCES

- [Ojibwe](#)
- [Blackfoot](#)
- [Mohawk](#)
- [Inuktituk](#)
- [Michif](#)
- [Mi'Kmaq](#)
- [Atikamekw](#)
- [Haida](#)
- [Cree](#)

INTRO 103: CULTURAL EDUCATION REFLECTION

YOUR NAME:

WHAT CULTURAL ACTIVITY DID YOU PARTICIPATE IN?

- | | |
|---|--|
| <input type="radio"/> Survival skills | <input type="radio"/> Hide making and/or tanning |
| <input type="radio"/> Cleaning fish, beaver, goose | <input type="radio"/> Blanketing, welcome ceremony |
| <input type="radio"/> Shelter making | <input type="radio"/> Naming Ceremony |
| <input type="radio"/> Traditional games | <input type="radio"/> Volunteer at a community event or pow-wow |
| <input type="radio"/> Hunting and gathering skills | <input type="radio"/> Take part in a community exchange |
| <input type="radio"/> Traditional foods and how to prepare them | <input type="radio"/> Attend a Cultural Camp |
| <input type="radio"/> Regalia and it's significance | <input type="radio"/> Attend a pow-wow |
| <input type="radio"/> Learn Language (Ojibwe, Mohawk, etc.) | <input type="radio"/> Future-focused/ Seven generations leadership |
| <input type="radio"/> Cultural dances | <input type="radio"/> Spiritual paths |
| <input type="radio"/> Sacred places | <input type="radio"/> Other: |

WHERE DID THE ACTIVITY TAKE PLACE? WHO PROVIDED THE LEARNING? (i.e. Standing Bear program or camp, other community program or course, school, an elder)

WHAT PROMPTED YOUR INTEREST IN CHOOSING THIS PARTICULAR CULTURAL ACTIVITY?

NAME, PHONE NUMBER, AND EMAIL ADDRESS OF PERSON WHO CAN VERIFY YOUR PARTICIPATION:

FIRST NAME: _____ LAST NAME: _____

PHONE NUMBER: _____ EMAIL ADDRESS: _____

YOUR REFLECTION

1. What did your cultural activity teach you about yourself? About your culture?
2. What inspired you to choose the cultural activity you did?
3. What was your favorite part about the activity?
4. Has this inspired you to learn more about this activity or to learn about another cultural activity?
5. Was this a positive or negative experience for you? Why? Explain.
6. Did you face any challenges in doing this activity? What could help you participate in more cultural activities?
7. Will you do anything differently as a result?

INTRO 104: CREATE A PERSONAL VISION FOR YOUR FUTURE

Name:

Where would you like to be 20 years from in terms of work, family, friends, home and community? Create a personal vision addressing your own future. Be sure to include a vision for the following areas:

- education/career;
- family and friends;
- recreation and leisure; and
- community service.

Your vision may be presented as a vision board (either using a computer or on a poster board, you can paint, draw or make a collage), video, story, or podcast and uploaded as a .jpg, .pdf, video or .doc file for full credit.



INTRO 105: PRE-WELLNESS ASSESSMENT

Name: _____

Health and wellness is about taking only what is needed and always giving thanks (being thankful) for all that sustains us. It is about respecting ourselves and our wellness. It is acknowledging our deep connection to the world around us and the reciprocal relationship this entails.

Please answer the following questions to help you understand about your current position to feel physically, mentally, emotionally, and spiritually well. This pre-assessment will help you to develop strategies to improve your wellness in the future.

Overall Wellness

1. **What does wellness look like to you? Is it important to you? Why or why not?** (express yourself with pictures and or/words)

2. **What factors contribute to my overall wellness?**
 - Perceptions of physical activity, nutrition, mental health, emotional health, spiritual health, and impact
 - Participation in physical activity (organized or not)
 - Screen time and impact
 - Explore the activities you already participate in

3. Who plays a significant role in supporting my wellness?

4. What can I do in the future to maintain my wellness?

- Coping strategies
- Support systems
- Building habits

5. How strongly do you agree with the following statement: I have a strong vision for my future?



INTRO 106: WHO IS YOUR INDIGENOUS SPORT ROLE MODEL

NAME:

Role models are people who we learn from when we are determining what type of leader we want to be. Role models can be anyone in your life that has influenced you in a positive way. You may have lots of role models, but how often have you thought about what you could learn from them to help you become a good leader?

In this activity, you will identify two (2) Indigenous sport role models that you either identify with or would like to learn more about, then determine what characteristics of a leader they possess. You can do research on the internet or speak to others in your community to identify some Indigenous sport role models you may want to consider.

1. Choose two individuals that you consider to be a role model in the area of sport and recreation. They can be living or someone from the past. They can be an Indigenous athlete, a pro Athlete, coach, or sport program leader.
2. Write their names in the chart below and answer the questions for each person. If you don't know the answer, leave it blank.

	Role Model 1:	Role Model 2:
What activities do they do that make them a good role model?		
How do they walk in this world? How do they treat others (i.e., with wisdom, pride)?		
How do they contribute to making their communities healthy and strong?		
What contributions have they made to sport and recreation?		
What experiences do they have that made them the person they are today?		

INTRO 106: WINNING MENTALITY

NAME:

Imagine you are winning an award in the area of sport and recreation 10 years in the future. It is an award given to those who have shown outstanding leadership. Someone has been given the task of introducing you to the audience and they have to describe the ways in which you have been a leader in sport. Using the descriptions about your role models from *INTRO 106: WHO IS YOUR INDIGENOUS SPORT ROLE MODEL* as a guide, record a video or audio of how you would like to be introduced for this award. Think about what qualities you would like people to admire you for, based on what you've observed in your own role models.



ELECTIVE STREAMS

CARTS

CARTS 101: CREATE A PIECE OF ART

List for Creative Arts Stream

You can choose from a wide range of art forms to complete the required learning event for the Creative Arts Stream. We have created a list of suggested art forms for you to consider:

- Basket making
- Beading
- Crafts
- Create a piece of original written or recorded music
- Create and deliver a comedy routine
- Dot art
- Drama (*write, direct or act in a play or theatrical performance*)
- Drum making
- Drumming
- Finger Weaving
- Jewelry making
- Jigging
- Leatherwork
- Other culture-based arts
- Painting (*You may use any type of paint, brush or technique you like*)
- Photography
- Puppetry
- Quilling
- Regalia
- Ribbon shirts and skirt making
- Storytelling
- Tattooing
- Traditional/pow wow dance
- Wood or soapstone carving
- Writing poetry

CARTS 101: REFLECTION – REPRESENTING CONFIDENCE THROUGH ART

Name: _____

SOURCE OF YOUR LEARNING REGARDING THIS ART OR CRAFT?

- ☐ Self-directed learning;
- ☐ A Standing Bear program or camp;
- ☐ Other community program or course; or
- ☐ An individual (i.e. elder, adult, teacher, parent, friend).

WHICH OF THE FOLLOWING HAVE YOU CHOSEN AS YOUR ARTS AND CRAFTS CATEGORY?

- | | | |
|---|--------------------------------------|--|
| <input type="radio"/> beading | <input type="radio"/> basket making | <input type="radio"/> ribbon shirts and skirt making |
| <input type="radio"/> painting | <input type="radio"/> jewelry making | <input type="radio"/> storytelling |
| <input type="radio"/> leatherwork | <input type="radio"/> photography | <input type="radio"/> regalia |
| <input type="radio"/> drum making | <input type="radio"/> crafts | <input type="radio"/> tattooing |
| <input type="radio"/> wood or soapstone carving | <input type="radio"/> drumming | <input type="radio"/> other culture-based arts (please describe) |
| <input type="radio"/> traditional/pow wow dance | <input type="radio"/> drama | |
| <input type="radio"/> written/recorded music | <input type="radio"/> poetry | |
| | <input type="radio"/> comedy | |
| | <input type="radio"/> puppetry | |

YOUR REFLECTIONS

1. Describe your art, what it means to you and how it makes you feel.
2. What does confidence mean to you?
3. Describe how your art piece represents confidence?
4. What did your art activity teach you about yourself? About your culture?
5. Through this activity, did you identify a connection between art, confidence and leadership? Why or why not?
6. How can art increase your confidence?

CARTS 102: CREATE A PIECE OF ART

List for Creative Arts Stream

You can choose from a wide range of art forms to complete the required learning event for the Creative Arts Stream. We have created a list of suggested art forms for you to consider:

- Basket making
- Beading
- Crafts
- Create a piece of original written or recorded music
- Create and deliver a comedy routine
- Dot art
- Drama (*write, direct or act in a play or theatrical performance*)
- Drum making
- Drumming
- Finger Weaving
- Jewelry making
- Jigging
- Leatherwork
- Other culture-based arts
- Painting (*You may use any type of paint, brush or technique you like*)
- Photography
- Puppetry
- Quilling
- Regalia
- Ribbon shirts and skirt making
- Storytelling
- Tattooing
- Traditional/pow wow dance
- Wood or soapstone carving
- Writing poetry

CARTS 102: REFLECTION – REPRESENTING INDENTITY THROUGH ART

Name: _____

SOURCE OF YOUR LEARNING REGARDING THIS ART OR CRAFT?

- ☐ Self-directed learning;
- ☐ A Standing Bear program or camp;
- ☐ Other community program or course; or
- ☐ An individual (i.e. elder, adult, teacher, parent, friend).

WHICH OF THE FOLLOWING HAVE YOU CHOSEN AS YOUR ARTS AND CRAFTS CATEGORY?

- | | | |
|---|--------------------------------------|--|
| <input type="radio"/> beading | <input type="radio"/> basket making | <input type="radio"/> ribbon shirts and skirt making |
| <input type="radio"/> painting | <input type="radio"/> jewelry making | <input type="radio"/> storytelling |
| <input type="radio"/> leatherwork | <input type="radio"/> photography | <input type="radio"/> regalia |
| <input type="radio"/> drum making | <input type="radio"/> crafts | <input type="radio"/> tattooing |
| <input type="radio"/> wood or soapstone carving | <input type="radio"/> drumming | <input type="radio"/> other culture-based arts (please describe) |
| <input type="radio"/> traditional/pow wow dance | <input type="radio"/> drama | |
| <input type="radio"/> written/recorded music | <input type="radio"/> poetry | |
| | <input type="radio"/> comedy | |
| | <input type="radio"/> puppetry | |

YOUR REFLECTIONS

1. Describe your art, what it means to you and how it makes you feel.
2. What does identity mean to you?
3. How does your art represent your identity and who you are?
4. What did your art activity teach you about yourself? About your culture? About your community?
5. Through this activity, did you identify a connection between art, identity and leadership? Why or why not?
6. How is identity important for leadership?

CARTS 103: CREATE A PIECE OF ART

List for Creative Arts Stream

You can choose from a wide range of art forms to complete the required learning event for the Creative Arts Stream. We have created a list of suggested art forms for you to consider:

- Basket making
- Beading
- Crafts
- Create a piece of original written or recorded music
- Create and deliver a comedy routine
- Dot art
- Drama (*write, direct or act in a play or theatrical performance*)
- Drum making
- Drumming
- Finger Weaving
- Jewelry making
- Jigging
- Leatherwork
- Other culture-based arts
- Painting (*You may use any type of paint, brush or technique you like*)
- Photography
- Puppetry
- Quilling
- Regalia
- Ribbon shirts and skirt making
- Storytelling
- Tattooing
- Traditional/pow wow dance
- Wood or soapstone carving
- Writing poetry

CARTS 103: REFLECTION – REPRESENTING PURPOSE THROUGH ART

Name: _____

SOURCE OF YOUR LEARNING REGARDING THIS ART OR CRAFT?

- ☐ Self-directed learning;
- ☐ A Standing Bear program or camp;
- ☐ Other community program or course; or
- ☐ An individual (i.e. elder, adult, teacher, parent, friend).

WHICH OF THE FOLLOWING HAVE YOU CHOSEN AS YOUR ARTS AND CRAFTS CATEGORY?

- | | | |
|---|--------------------------------------|--|
| <input type="radio"/> beading | <input type="radio"/> basket making | <input type="radio"/> ribbon shirts and skirt making |
| <input type="radio"/> painting | <input type="radio"/> jewelry making | <input type="radio"/> storytelling |
| <input type="radio"/> leatherwork | <input type="radio"/> photography | <input type="radio"/> regalia |
| <input type="radio"/> drum making | <input type="radio"/> crafts | <input type="radio"/> tattooing |
| <input type="radio"/> wood or soapstone carving | <input type="radio"/> drumming | <input type="radio"/> other culture-based arts (please describe) |
| <input type="radio"/> traditional/pow wow dance | <input type="radio"/> drama | |
| <input type="radio"/> written/recorded music | <input type="radio"/> poetry | |
| | <input type="radio"/> comedy | |
| | <input type="radio"/> puppetry | |

YOUR REFLECTIONS

1. Describe your art, what it means to you and how it makes you feel.
2. What does purpose mean to you?
3. How does your art represent purpose?
4. What did your art activity teach you about yourself? About your role in your family and in the community?
5. Through this activity, did you identify a connection between art, purpose, and leadership? Why or why not?
6. Does art help you to realize your purpose? Do you see a vision for yourself in the future? What does it look like?

CARTS 104: CONNECTING WITH AN ARTIST

YOUR NAME:

Throughout the activities in this stream, you have been looking at how creating art can contribute to your own sense of balance as a leader by enhancing your own identity, purpose, confidence and connection with your culture.

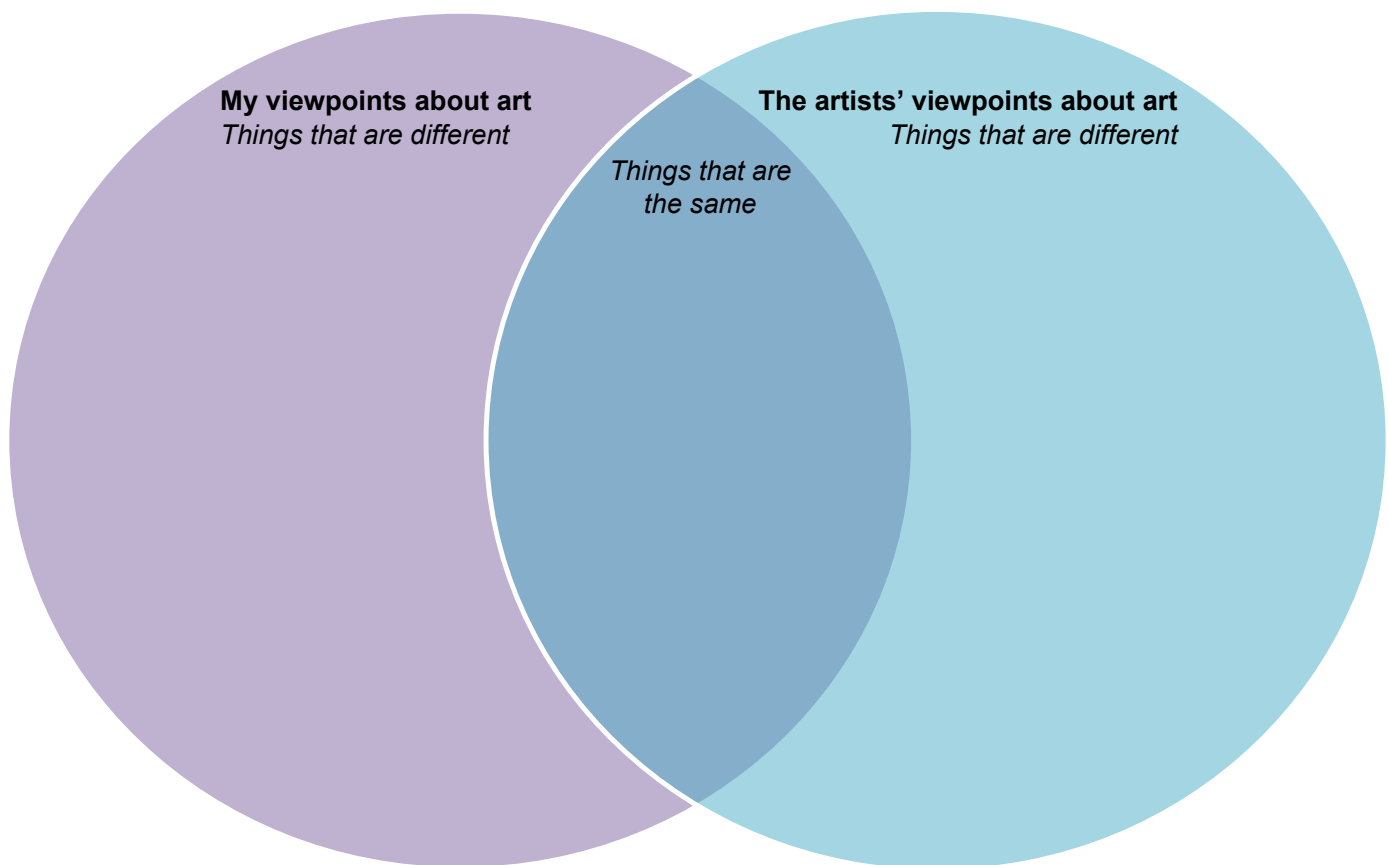
To broaden your perspective, try comparing your own reflections on art to the reflections of someone else who creates art to see if they draw similar conclusions about the value of art for themselves, their communities and their culture. An added bonus in this learning event is that it gives you the chance to build up your own community of artists, enhancing your support network.

1. Identify three (3) artists who you would like to learn from. The term “artist” could include artists, family members, community members, teachers, performers, Elders, craft makers, or anyone else who creates any type of art.

Name	Art Expertise	Reason for Connecting - What would you like to learn from this person

2. Reflect back on your connections between confidence, identity and purpose that you discussed in the previous three learning events (CARTS 101-103) in this stream. Create questions (a minimum of three) for your discussion with the artists that ask them how they experience these three things through their art. Write the questions below:

3. Have a conversation with at least two of the artists you identified (you can speak with all three if you like). Remember to follow any cultural protocols and take notes for later.
4. Complete the Venn diagram below with *similar viewpoints about art* with the artists and *different viewpoints about art* with the artist.



CARTS 104: CONNECTING WITH AN ARTIST REFLECTION

YOUR NAME:

Based on your own reflections and the information you gathered from the artists in your community, write, record with video or create an image that finishes the following three sentences. Upload your work to the CARTS 104 Connecting with an Artist.



COMM C

COMMC 101: ATTEND A COMMUNITY EVENT

Attend a community event of your choice. A community event includes any public activity organized by your community (i.e. community festival or celebration, ceremony or feast, fundraiser, sport or wellness event, lunch or elders' event, etc.).

Once you have attended a community event, complete the following reflection and upload your answers to the MyISWO portal.

REFLECTION QUESTIONS

1. What community event did you attend and why?
2. Did you enjoy the community event you attended? Why or why not?
3. Did you develop any new skills by attending this community event? Why or why not?
4. Do you think this event is important for the community? Why or why not?
5. Can you see yourself organizing events like this one day? Why or why not? If yes, how might you get involved further?

COMMC 102: VOLUNTEER AT A COMMUNITY EVENT

Volunteer in your community. Volunteering can include helping at a community event or ceremony; helping to plan an event and sitting on a committee; supporting schools and teachers in your community; helping Elders; assisting at a local organization or service center (i.e. library, gym, hospital, senior centre, etc.). Find something you are interested in and passionate about, or something you want to learn more about. Volunteering can also be a great way to identify potential career paths.

REFLECTION QUESTIONS

1. Where did you choose to volunteer and why?
2. Do you think it is important to volunteer in your community? Why or why not?
3. What were your volunteer responsibilities? What did you enjoy most? What did you enjoy least?

4. Did you develop any new skills while volunteering? Why or why not? If yes, what were the skills?
5. Do you think your volunteer efforts made an impact on the community? Why or why not and in what way?

COMMC 103: PLAN AN EVENT IN YOUR COMMUNITY

Now that you have attended a community event and volunteered at a community event, it is time for you to plan and deliver your own community event. This could be as simple as you want or you could work with others in your community, to make it a community-wide event.

The important thing is to plan with a purpose.

Here are some questions you can ask yourself to help you plan your community event:

Planning with a Purpose

1. What do you Value?
 - a. Make a list of things that are important to you.
 - b. What are the needs of the people in my community?
2. What do you want to have happen as a result of your event/activity?
 - a. This is important to understand the deeper meaning of our choices and how we spend our time and resources in fulfilling our purpose.
 - b. Go back to your list of values often to help you answer this question.
3. What is the best way to make this happen? (plans and implementation)
 - a. How does this help me reach my goals of what I want to have happen?
4. Evaluate Often. When planning, ask these types of questions:
 - a. What did I want to have happen?
 - b. Is that actually happening?
 - c. Do I need to change something to get closer to the things I value?
 - d. How can I do that?

Ideas for your community event (this is just a short list, the sky's the limit):

- Plant a community garden.
- Create a lunch program for elders once a week.
- Arrange a celebration lunch for those in your community who volunteer or give back.
- Create a book club or a reading club to provide support to those learning to read.
- Acknowledge your elders with a weekly or monthly tea program.
- Set up a 'community clean-up' event to pick up garbage and clean up shared areas in the community.
- Set up a beading circle.
- Create a book exchange program.
- Create a recreation program.
- Create a dance or pow wow group to share skills and practice your moves.
- Coordinate a first aid training session with experienced professionals in your community.

EVENT PLANNING SHEET

Event / Activity Title: _____

Date / Time / Location: _____

1. Refer to your VALUES before you begin.
2. List your GOALS for this activity: WHAT DO YOU WANT TO HAVE HAPPEN?
 - a.
 - b.
 - c.
 - d.
3. Plans and Implementation: HOW ARE YOU GOING TO MAKE THIS HAPPEN?

Goals	Amount of Time / When	Funds (\$) Needed	Who's in Charge

4. SET UP PLAN: Identify all the things that will need to be done and who is responsible for doing them.

5. EQUIPMENT: What equipment or items will you need to run this event or activity? Where will you obtain these items from?

6. CLEAN UP PLAN: Identify tasks and who will be responsible for them.

7. HOW WILL YOU LET PEOPLE KNOW ABOUT THIS EVENT / ACTIVITY? (i.e. invites, flyers, texts, phone calls, announcements, etc.)

8. EVALUATION: Did you meet your goals? What went well? What can you do better next time?



COMMC 104: IMPLEMENT AND REPORT ON YOUR COMMUNITY EVENT

Name:

In COMMC 103, you were asked to develop a plan for your community event or program. In this learning event (COMMC 104), you will implement your plan and deliver your event or program. Once you have delivered your event or program, please complete the following:

- Upload three (3) pictures taken from your event.
- Complete the Post-Event Report Template provided below, with as much detail as possible.

POST-EVENT REPORT

EVENT DETAILS: Please provide details about when and where your event took place, the number of people who attended and any other staff or volunteers who helped you.

EVENT SUMMARY: Please provide a summary of your event and what took place.

EVENT REFLECTION: Did the event meet the goals and objectives you had outlined in your event planning sheet? Why or why not?

EVENT SUCCESSES: Did the event go as planned? What went well?

EVENT CHALLENGES: Did you encounter any challenges leading up to or during the event? What would you improve for the next time?

EVENT IMPACT: In your opinion, what was the impact of the event for those attending? How did it impact you? What did you learn?

NEXT STEPS: What are your recommendations for this event? Would you recommend hosting it again? Every year? How will you achieve your next steps?

COMMC 105: PRESENTATION ON YOUR KEY LEARNINGS

In COMMC 104 you implemented the event you planned and completed a post-event report. In this learning event (COMMC 105), you will be summarizing your event and key learnings into a 10-minute presentation. You can create the presentation online using either PowerPoint or another type of presentation software (i.e. Prezi, Visme, Smilebox, etc.), or write out your presentation on paper and videotape yourself presenting it.

It's important to synthesize your information and provide key highlights. Ensure to include titles, visuals and interesting facts in your presentation. You can upload anyone of the following for credit:

- Option A: PowerPoint or any other digital presentation file.
- Option B: Video of you presenting your presentation.

As a next step, you could find opportunities in your community to present your learnings. For instance, if your event is something you think would benefit the community, you could present your learnings and recommendations at a local band council or community organization meeting.

CULTR



CULTR 101: REFLECTION ON LAND-BASED ACTIVITY

DESCRIBE THE LAND BASED CULTURAL ACTIVITY YOU PARTICIPATED IN:

WHERE DID THE ACTIVITY TAKE PLACE? WHO PROVIDED THE LEARNING (i.e. Standing Bear program or camp, other community program or course, school, an elder, etc.)?

YOUR REFLECTION

1. What did your cultural activity teach you about yourself? About your culture?
2. What inspired you to choose the cultural activity you did?
3. What was your favorite part about the activity?
4. Has this inspired you to learn more about this activity or to learn about another cultural activity?
5. Was this a positive or negative experience for you? Why? Explain.
6. Did you face any challenges in doing this activity? What could help you participate in more cultural activities?
7. Will you do anything differently as a result?

CULTR 102: ATTEND A COMMUNITY CULTURAL EVENT/CEREMONY

In this learning event you will attend a cultural event or ceremony taking place near you (i.e. in your home community, the community where you reside, a friendship centre or urban centre) such as: a sweat, full moon ceremony, sunrise ceremony, naming ceremony, cultural camp, beading/regalia making, drum group, preparing traditional food, assisting with a community feast, etc.

Once you have attended a community cultural event/ceremony, reflect on your experience and learnings using the attached template and upload your answers to the My.ISWO portal.

REFLECTION QUESTIONS

1. What cultural event/ceremony did you attend and why?
2. Was the cultural event/ceremony you attended meaningful to you? Why or why not?
3. Do you think the event/ceremony you attended is important for the community? Why or why not?
4. Can you see yourself attending other community events/ceremonies? Why or why not? If yes, how might your experience be enhanced?
5. Did attending the event/ceremony help you to understand the benefit of establishing a support network e.g. family, community, clan, nation, ancestors, lands/territory? If so, describe ways your support network can help you broaden your cultural education.



CULTR 103: REFLECTING ON ELDER KNOWLEDGE AND STORIES

In this learning event, you will be required to connect with a local Elder or knowledge keeper and ask them to share a story with you (for example: history of your community, a teaching, creation story, a legend, etc.). Reflect on your experience and learnings using this template.

1. Please provide the name of the Elder/Knowledge keeper you spoke with?
2. What was the story about? Please describe it in detail.
3. Name the top three (3) learnings you took away from the story?
4. Did the story impact you? Why or why not?
5. How did the story you learned help you understand more about yourself, your community, or your culture?

CULTR 104: LEARNING LANGUAGE FOR SPORT & RECREATION IN YOUR COMMUNITY

NAME:

In this learning event, you will be required to collect a minimum of 10 action verbs/statements in the traditional Indigenous language (or dialect) you identify with (i.e., Anishnaabemowin, Mohawk, Cree, Inuktitut, Michif, etc.), which describe sport and/or recreation activities of your choosing.

If your language/dialect does not have sport and/or recreation verbs, you can select any 10 words that reflect movement, different aspects of wellness (i.e., mental, emotional, spiritual, physical), traditional games, land-based activities, etc.

We encourage you to work with Elders, traditional language speakers, knowledge keepers in the community, grandparents, aunties, parents or other family and community members who may be able to assist. You can also use the internet or language Apps if they are available for your traditional Indigenous language/dialect.

Please note that you can use any language/dialect you are familiar with for this learning event. The language terms learned should be spoken, and either videotaped and/or presented via slides with audio and uploaded for full credit. Please include the translation for each word and its meaning in English.

EXPLR

EXPLR 101: THE ELEVATOR PITCH

Introducing yourself well sets the stage for a professional conversation, whether that's at a networking event, with a colleague or at the beginning of an interview. One tool many people use to make introductions simple and effective is the elevator pitch.

What is an elevator pitch?

A personal elevator pitch is a quick summary of yourself. It's named for the time it takes to ride an elevator from bottom to top of a building (roughly 30 seconds or 75 words). Elevator pitches are sometimes thought to be specific to an idea or a product, but having a pitch to sell yourself as a professional is a common use case for elevator pitches, too.

Why do we use them?

An elevator pitch will be useful to have ready throughout the interview process as it is typically a great icebreaker to start a conversation. No matter the type of interview, whether over the phone or in person, you'll be asked to provide a summary of who you are, your background and what you want from your next job. The elevator pitch can also be a helpful framework as you're planning your answer to the popular interview question, "Tell me about yourself", or when considering what to include in a cover letter. This is a great exercise to learn now as it can help you in the long run.

Another benefit of a personal elevator pitch is that it prepares you to introduce yourself when exciting opportunities present themselves in everyday life. In line at the grocery store, at a job fair or networking event, maybe even in an actual elevator, the pitch can quickly help new contacts understand why they should connect with you or consider you when an opportunity arises.

An advantage to using an elevator pitch when speaking about your career or aspirations is that you can take the lead. Instead of waiting on the other party to direct the conversation, you can assertively explain what you have to offer. In many interactions, such as a job interview or mentorship proposition, this can be a relief to your audience—they will be glad to see you know both what you want and how to ask for it.

How do you write an elevator pitch?

Your elevator pitch should answer the following questions: Who are you? What do you do? What are you looking to gain?

Start by introducing yourself

As you approach someone to pitch to, whether that's at an event, interview or anything in between, start off with an introduction. Give your full name, smile, extend your hand for a handshake and add a pleasantry like, "It's nice to meet you!".

Provide a summary of what you do

This is where you'll give a brief summary of your background. You should include the most relevant information like your education (highest grade completed), work experience and/or any key skills or strengths.

If you're not sure what to include, try writing everything that comes to mind down on a piece of paper. Once you've recorded everything, go through and remove everything that's not absolutely critical to explaining your background and why you've got what your audience may be looking for. Consider the most important highlights on your resume. Once you've got it down to just a few points, organize them in a way that makes sense in your story.

Some things to think about including would be:

- If you have any prior work or volunteer experience that would be relevant;
- If you have coaching, leadership or any management experience (it's important to let future employers know you can lead) that could enhance your ability to do the job;
- The types of activities and hobbies you like to do in your free time; and
- Any groups or clubs that you are part of or participate in.

Here's an example of a student from WDSS who is interested in working for a Summer Rec Program at the arena. This student knows the Manager of the summer program and that the Manager will be hiring students for next summer. The student approached the Manager while visiting the arena:

Hi! My name is Kelsey, it's nice to meet you. I'm in grade 10 at Wallaceburg District Secondary School where I'm part of the Standing Bear Youth Leadership Program and the Future Elders group.

Explain what you want

This step will depend on what you're using the pitch for. The "ask" of your pitch could be consideration for a job opportunity, internship, or simply to get contact information. This is a good opportunity to explain the value you'll bring, why you're a good fit for a job, or generally what your audience has to gain from this interaction. Focus on what you have to offer during this section of the speech.

We'll use Kelsey's pitch as an example again:

Hi! My name is Kelsey, it's nice to meet you. I'm in grade 10 at Wallaceburg District Secondary School where I'm part of the Standing Bear Youth Leadership Program and the Future Elders group. I participated in the summer program at the arena on the island for 3 years straight and I loved my summers at the arena. I would love to sit down with you to share some ideas I had for some new and different activities we can try with the youth?

Finish with a call to action

You should end your elevator pitch by asking for what you want to happen next. You should always begin with the goal of gaining a new insight or next steps. Examples can include asking for a meeting, expressing interest in a job, or asking someone to be your mentor.

Asking for what you want can be intimidating, but it's important you give the conversation an action item instead letting it come to a dead end. Remember: You've just met this person, so make the ask simple with very little required on their part.

We'll finish using Kelsey's example:

Hi! My name is Kelsey, it's nice to meet you. I'm in grade 10 at Wallaceburg District Secondary School where I'm part of the Standing Bear Youth Leadership Program and the Future Elders group. I participated in the summer program at the arena on the island for 3 years straight and I loved my summers at the arena. I would love to sit down with you to share some ideas I had for some new and different activities we can try with the youth? If you're interested, I can send you an email and we can set up a time to chat?

If they agree to your request, be sure to thank them for their time and get their contact information. End the conversation with a concise and action-oriented farewell, such as, "Thank you for your time, I'll send you a follow-up email tonight. Have a great day!" If they don't agree to your request, gracefully end the conversation with a polite, "I understand, thank you for your time! If it's all right, I'll send you a follow-up email and see if there's a better time for us to connect."

Activity to Complete: Write Your Own Elevator Pitch

Steps

1. Start with an Introduction
2. A summary of what you do (*students may need time to list their skills and summarize*)
3. Explain what you want (*The "ask" of your pitch could be consideration for a job opportunity, internship, or simply to get contact information*)
4. Finish with a call to action (*Examples can include asking for a meeting, expressing interest in a job, or asking someone to be your mentor*)



EXLPR 102: CAREER PLANNING

Name:

Career planning is the process of identifying a career path that fits your interests, skills, and values, and the journey to get to that goal. It is not a one-time process – it is an ongoing cycle that will change to reflect your interests, the work landscape, and available resources. Taking part in career planning allows you to prepare for the journey towards the career path you would like to end up on. For EXLPR 102, you will take part in career planning, and have a chance to reflect on your interests and work values in a self-assessment, apply that to different career options you are interested in, and then planning out the steps on how to make it a reality.

Being Self-Aware

The first step of career planning is to discover self-awareness. This step will help you become more aware of some of your skills. This assessment will help you identify your interests, strengths, values, and work style that may help you find your career fit. Complete the quizzes on [Job Bank Canada](#) to discover more about your qualities and interests.

What are some of the skills and values you discovered you had? Complete a skills inventory to see what amazing skills you already have and what you need to focus on.

What are some of the considerations/factors that are important to in your future career choice?
(Working on a team; working close to home, etc.)

Explore Different Career Paths

The second step is to explore your options. Your career options are unlimited, so you need to find the best one for you. In this section, identify three (3) career options that you would be interested in pursuing, and answer the questions in the table to identify if the choice is a good fit.

	Career Option #1	Career Option #2	Career Option #3
List your career options			
Why did you choose this career?			
Does it align with your interests and values?			
What skills, education and training are required?			
Can you imagine staying in this career field for 10 years?			

Making Decisions

This is the step where you decide on a career path. Reflecting on the above table and thinking about your interests, which one (1) of the three (3) career choices is a good fit for you? Why do you think it is the best option?

Taking Action and Moving Forward

Lastly, once you determine which career path you want to head towards, you will need to make an action plan and steps needed to achieve that goal. Identify what steps you need to take in order to reach your career path. Think about what you would need (ex. education level, experience, finances, support, etc.) to help plan out the next steps.

EXPLR 103: MOCK JOB POSTING

About Indigenous Sport and Wellness Ontario

Indigenous Sport and Wellness Ontario (ISWO) is the designated Provincial/Territorial Aboriginal Sport Body (P/TASB) for the province of Ontario, funded through the Ministry of Tourism, Culture and Sport and Sport Canada. ISWO serves all Indigenous Peoples and communities across Ontario, including First Nations, Inuit and Métis, living on and off-reserve, in rural and urban settings, encompassing more than 350,000 Indigenous Peoples in the province.

ISWO promotes and creates opportunities for participation in sport and cultural activities that promote wellness and positive lifestyles for Indigenous Peoples across Ontario. ISWO is recognized by the Aboriginal Sport Circle (ASC) and the North American Indigenous Games Council, and is the designated sport body for the development, selection and management of Team Ontario, for participation at the National Aboriginal Hockey Championships and North American Indigenous Games.

For more information, please visit iswo.ca.

Position Overview and Description

The Standing Bear Program is an innovative, by youth-for youth, Indigenous youth leadership program developed by Indigenous Sport & Wellness Ontario (ISWO), in consultation with more than 500 Ontario Indigenous youth. The program, intended for Indigenous youth (First Nations, Métis and Inuit) residing in Ontario between the ages of 14-24, consists of a core Indigenous component and six elective streams, to align with youth interests and needs. The Program Development Coordinator, reporting to the Manager of Standing Bear and Regional Development, is responsible for the day-to-day operations of the Standing Bear program. They will support the planning and ongoing developments of the program to ensure continued participant engagement and efficient operations. The coordinator will maintain communications with communities and Standing Bear participants to provide support and build a strong network. In addition to overseeing operations, the Program Development Coordinator would work to set priorities for growing the program and coordinate the activities of the program and set yearly targets.

Primary Duties and Responsibilities

- Oversee the day-to-day operations of the Standing Bear program.
- Identify best practices and processes to help support the seamless delivery of program content and activities and provide guidance to other staff or project members.
- Lead the development of resources and materials required to support Standing Bear youth participants.
- Provide support to project members and teams to adhere to established standards, processes, and project timelines.
- Respond to questions or requests and provide guidance and support to communities and partners.
- Support the drafting and distribution of agendas and minutes etc. for all Standing Bear meetings.
- Develop and implement databases to record and track information and key metrics and produce reports for a variety of audiences.
- Other duties as assigned.

Qualifications:

- Excellent interpersonal and networking skills, with the ability to manage issues and identify solutions to problems.
- Degree or diploma in recreation, child and youth development or related field and expertise in youth program development and implementation is preferred.
- Previous experience in a camp or youth program setting is preferred.
- Highly organized self-starter with project coordination experience, with the ability to manage a complex workload and meet competing deadlines.
- Knowledge of Microsoft Office and Google Suite and willingness to learn new platforms and applications, as required.
- Excellent oral and written communication skills.

How to Apply:

A resume with a cover letter is to be submitted by January 28, 2021. Please submit your application to: careers@iswo.ca, or by mail to 1090 Aerowood Drive, Mississauga, Unit #1A, Ontario, L4W 1Y5.

Indigenous Sport & Wellness Ontario (ISWO) is an equal opportunity employer. We thank all applicants for their interest and invite applications from Women, Indigenous People, Persons with Disabilities and Visible Minorities, however only those selected for an interview will be contacted. Preference will be given to Indigenous candidates (First Nations, Métis and Inuit).

EXPLR 103: PREPARE A RESUME

Your Resume

Though it might seem obvious, creating a resume that is inclusive of your most relevant skills and experience is vital to securing your next job. This section is designed to provide you with the necessary tips and skills to attain that extra edge, and create a well-refined and polished resume.

It is important to create a resume that is reflective of your unique personality, and showcases your achievements, experiences, and successes.

Tips for Your Resume:

- You may want to include headlines such as Education, Experience, Volunteerism, Skills, Objectives, and Certifications.
- Use a professional, free, online resume template, to give your resume a polished and well-designed look.
- Make sure to include the best way for your potential employer to contact you.
- Look for keywords in job postings. These are qualities an employer is looking for so be sure to include them in your resume.
- Keep your resume, brief, easy to read, and simple.
- Use professional fonts (Times New Roman, Arial), and keep your font size between 10 - 12.
- Include only the most relevant information, and place the most important information first.
- Use active language and power words such as “achieved”, “completed”, and “accomplished” to describe your experiences.
- Be sure to undergo several rounds of proofreading and editing.

Feel free to also do some online research as to best practices for developing a resume, or speak to someone in your family or community for additional tips and guidance. There are many free online resume workshops and tutorials that may be a great resource in writing your own.

Draft your resume and upload a copy of your final version to the portal for credit.

EXPLR 103: PREPARE A COVER LETTER

Your Cover Letter

Now that your resume is completed, you may move onto your Cover Letter. A traditional cover letter is written to apply for a specific job opening. While your resume is a brief but telling overview of your skills and experience, your cover letter should expand on your bulleted points, and offer detailed accounts as to how your talents may benefit the company or organization and how it directly relates to the position you are applying for.

Here are some tips for writing your cover letter:

- Keep your cover letter to one page only.
- Start by addressing the manager of the position, and follow-up by mentioning the position you're applying for.
- Expand on your resume's bullet points - paint a greater picture of your accomplishments.
- Speak to what, and how your talents will support the position and company.
- Like your resume, your cover letter should be tailored to the position - look for keywords!
- Be sure to edit and proofread once again. It is helpful to read everything out-loud to hear awkward mistakes you might miss otherwise.
- Be sure to explore online examples while crafting your resume and cover letter; there is a lot of knowledge to be gained by looking at examples to creating your own!

EXPLR 104: POST-INTERVIEW REFLECTION QUESTIONS

Post Interview Reflection

Here you will be asked to reflect upon your experiences in either a real, or mock job interview. The purpose of these reflection questions is to help you track and monitor the number of interviews you partake in, and your progress throughout. Furthermore, this section is designed to help outline where your strengths lie, and which areas you might wish to focus your attention on. Ultimately, these questions are meant to help highlight your progress, and improve your interview skills.

Interview Date & Time:	Position Interviewed For:
Name of Company/Organization:	
Name of Interviewer(s):	
Arrived on time? Yes <input type="checkbox"/> No <input type="checkbox"/>	Thank You Letter Sent? Yes <input type="checkbox"/> No <input type="checkbox"/> Date Sent:
<u>What is my overall impression of how the interview went? How did the interviewer react to me? Did I talk too much? Too little? Was I too tense? Passive? Aggressive?</u>	
<u>What did I do to outwardly convey interest, confidence and enthusiasm? (e.g., maintain eye contact, vary voice tone)</u>	

Based on my performance, would I hire me? Why or why not?

What did I do to make a solid first impression?

What did I do well in this interview? What points did I make that seemed to interest/impress the interviewer(s)? At the beginning? During the interview? At the end?

What could I improve on next time? At the beginning? During the interview? At the end?

Which of my skills, qualifications, and experiences did the interviewer seem impressed with?
How did I present my qualifications to emphasize how my skills are related to the job, providing appropriate examples as evidence?

How did I demonstrate knowledge about the position, company, and field of interest?

If the interview panel asked you questions, which of those might I want to remember? Which ones should I be more ready for next time?

Do I have enough information to make a knowledgeable decision about accepting the job? If no, what more do I need to consider and find out?

What else can I do to better prepare for future interviews?

EXPLR 104: ATTENDING EMPLOYMENT FAIRS

Employment fairs are an exceptional way to learn of employment opportunities that exist, and comfortably engage with their respective employers. Additionally, these fairs encourage participants to demonstrate their professional side and offer unique networking opportunities. Ultimately, employment fairs are an excellent starting point for those who wish to kick-start their careers. This part is meant to assist in the career exploration process and guide participants in how to properly utilize their time at an Employment Fair.

What Should You Be Doing at an Employment Fair?

- Visit each booth, and if interested / comfortable, start a conversation with a representative (be sure to leave your name if possible!)
- Collect business cards and brochures of opportunities you are interested in
- Listen; even if you are not interested in a particular organization, hearing how other participants and employers present themselves may offer helpful tips

Answer These Questions After the Fair:

How many companies/agencies are attending this fair?

What type of company or position interests you at this fair?

Choose one organization and answer the following questions:

Company Name

What are some of the key facts about this company?

How many openings do they anticipate this year?

What characteristics and qualities do they seek in competitive candidates?

What methods do they use to identify qualified candidates?

What is your impression of this company? Organized or Disorganized? Professional or laid back?

EXPLR 104: ENTREPRENEURSHIP AND NETWORKING

An informational interview is a fantastic way to network and learn more about a career in which you are interested in possibly pursuing. These types of interviews don't just provide solid information to those interested in corporate careers.

If what you are interested in is starting your own business rather than working for someone else, an informational interview is a way to find out what it takes to be a successful entrepreneur and learn more about what running your own business entails.

If you're considering starting your own business, informational interviews provide you an opportunity to ask a few questions that can help you discover your options.

Tips for Arranging an Informational Interview with Entrepreneurs

- Don't be surprised if not everyone you ask for an interview agrees to talk to you. In fact, not everyone you reach out to will even respond. People are busy, so when requesting a call or a meeting, keep it short and sweet.
- State your case. In your email, say who you are and what you want in no more than a couple of sentences. Explain why you would like to meet and what you would like to learn about their work.
- Ask for information only. Make it clear that you're not asking for a job. If a person thinks you're going to ask them for a job, it puts too much pressure on them and they might not want to talk to you.
- Be flexible. Ask if they would be willing to meet in person or talk by phone for 10 - 20 minutes. Emphasize that you'll work around their schedule.
- Be prepared. Read as much as you can about their business so you can avoid asking obvious questions you can find the answer to online.
- Be sure to also learn about the individual - past employment, their specific area of focus, their role in the business

Informational Interview Question Suggestions

1. How did the idea for your business come about?
2. What was your key driving force to become an entrepreneur?
3. How did you come up with the name for your company?
4. How did you raise funding for your venture?
5. How do you build a successful customer base?

6. How do you market your business, and which tactics have been most successful?

7. What are your professional and personal values?

8. If you were in my shoes today, where and how would you begin your business?

HLTHW



HLTHW 101: SMART GOALS

NAME:

INTRODUCTION TO SMART GOALS

Goals are part of every aspect of life and provide a sense of direction, motivation, a clear focus, and clarify importance. By setting goals, you are providing yourself with a target to aim for. A SMART goal is used to help guide goal setting. SMART is an acronym that stands for Specific, Measurable, Achievable, Realistic, and Timely. Therefore, a SMART goal incorporates all of these criteria to help focus your efforts and increase the chances of achieving your goal.

ACTIVITY INSTRUCTIONS

Think back to the TRAD 102 – Individual Holistic Health module in this program. In that activity you identified the four aspects of health and wellness as mental health, emotional health, spiritual health and physical health.

Choose 3 aspects of wellness that you would like to work on to improve your own health and wellness. Then, develop three (3) SMART goals to help support improving your health in each of these areas, along with a planning calendar outlining activities that will help you to attain your goals, using the attached template. Note that the three (3) SMART goals and calendar should be developed for a period of 3 months.

Area of Wellness I Want to Work On	SMART Goals to Improve My Health in this Area	Activities for Month 1	Activities for Month 2	Activities for Month 3



HLTHW 102: HEALTH AND WELLNESS REFLECTION

NAME:

After completing some of the activities you planned in HLTHW 101 using the SMART GOALS planner, reflect on how this activity helped you achieve your wellness goals by answering the following questions:

1. How did completing this activity help improve your health and wellness in the area you listed?

2. Would this activity benefit any other health and wellness area?

3. Did you encounter any challenges in completing the goals you made for yourself? If so, what would you do differently?

4. Goals sometimes need to be readjusted. With that in mind, would you change any of your goals or the approach you used? If so, list what you would change.

HLTHW 103: ADDRESSING A COMMUNITY HEALTH ISSUE

NAME:

Every community is different and each experiences their own struggles with health and wellness. For this activity, you will select a community that you belong to, identify a health issue, decide which area of wellness this issue might be part of and suggest ways for the community to address this issue. In the next activity, HLTHW104, you will create something that would help lead the community to address this issue.

Complete the chart below and upload to HLTHW 103. You will need this chart to complete activity HLTHW 104: BEING A LEADER IN HEALTH AND WELLNESS.

<p>Choose a Community and list it <i>To help you decide, think back to the communities you belong to from TRAD 104</i></p>	
<p>Identify a health issue you would like to address <i>Ideas to help you decide: diabetes, lack of physical activity, access to clean water, access to fresh fruits and vegetables, heart disease, alcoholism and drug addiction, smoking, obesity, mental health struggles, etc.</i></p>	
<p>Which area(s) of health and wellness does this issue affect? What are the impacts of this health issue on individuals and the community?</p>	
<p>What are 3 activities you would recommend to address this health issue at a community level? The activities could relate to any aspect of wellness (mind, body, spirit, emotions).</p>	

HLTHW 104: BEING A LEADER IN HEALTH AND WELLNESS

NAME:

An effective leader knows how to motivate others in their community to become healthier. Throughout this stream you've completed activities that have helped improve your own health and wellness, and reflected on ways to motivate others in your community to be healthy, too. In the previous activity, you identified a community health issue and suggested three (3) ways to address this issue. Now it is your chance to influence people in your community to get healthier.

PART 1

1. Review your chart from HLTHW 103: ADDRESSING A COMMUNITY HEALTH ISSUE.
2. Choose one way for the community to address the health issue (the last row in the chart).
3. Design a poster, a radio ad, a pamphlet, a phone script, a short video or anything else to convince people to complete your suggested activity.
4. Upload your completed file to HLTHW 104. You can use whatever format you choose, please make sure your product has the following things:
 - Description of the activity you chose to address the health issue.
 - Information about the activity (how it works, what it is, time, place, how to attend, participate, etc.).
 - How will the activity benefit the different areas of wellness (i.e. quitting smoking can improve your physical health by improving your lungs and breathing better).
 - A convincing argument why people should do it.



HLTHW 104: PRODUCT SHOWCASE

NAME:

An effective leader knows how to motivate others in their community to become healthier. Throughout this stream you've completed activities that have helped improve your own health and wellness, and reflected on ways to motivate others in your community to be healthy, too. In the previous activity, you identified a community health issue and suggested three (3) ways to address this issue. Now it is your chance to influence people in your community to get healthier.

Now that you have created a promotional product for your suggested activity, showcase it to two (2) people in your family, community, class or to your group members. Ask them the following questions and record the results.

1. Does this product make you want to complete this activity?

2. Does this product make you interested in improving your health and wellness? Why or why not?

3. What could be improved about this product?



SPORT



SPORT 101: PHYSICAL LITERACY

Name:

What is physical literacy?

Physical literacy is when children and youth have developed the skills, confidence, and love of movement to be physically active for life. People who are physically literate have the competence, confidence and motivation to enjoy a variety of sports and physical activities. As a result, they are more likely to stay active throughout their life.

Being engaged in physical activities for life means taking personal responsibility for physical literacy by freely choosing to be active on a regular basis. This involves making physical activity a priority in your life by including a range of meaningful and personally challenging activities into your everyday life. There are 3 key components of physical literacy: motivation, physical competence, and confidence.

Indigenous peoples have been practicing physical literacy for generations, through participating in a variety of traditional games and activities. Indigenous peoples used these games to develop skills for survival, to participate in ceremony, and to build community. In this learning event, you will participate in two (2) different Indigenous games, then complete and submit reflections for the activities.

Activities

Indigenous games could include but are not limited to:

- Double ball
- Snow snake
- One-foot high kick
- Leg wrestle
- Foot tag

Please read the [Northern Sport, Culture and Recreation District Indigenous Games Manual](#) for instructions for these and many other games.

Reflection Questions

1. Which activities did you participate in? Why did you select these activities?

2. Did you enjoy participating in these activities? Why or why not?
3. Were these activities physically difficult? What made these activities difficult or easy?
4. Identify and explain some benefits of participating in these activities that can be applied to everyday life? (i.e. improves health and agility for hunting, builds community etc.).
5. Are these activities you will continue to participate in moving forward? Why or why not?
6. How will you continue to adapt and participate in these activities as you get older?

SPORT 102: PARTICIPATE IN A SPORT OR RECREATION ACTIVITY

NAME:

For this learning event, you are required to participate in a sport or recreation activity of your choice. This could be a competitive, team or individual sport, or simply a recreation activity you enjoy, or would like to try.

Challenge yourself to move outside of your comfort zone and learn to play a new sport or recreation activity. Alternatively, aim to participate at a higher level and enhance your existing skills in any given sport.

Upload a picture or video of your participation for full credit.

Examples of sport and recreation activities include:

- Athletics
- Archery
- Badminton
- Baseball
- Basketball
- Biking
- Broomball
- Boxing
- Canoe/Kayak
- Curling
- Hockey
- Ice Skating
- Lacrosse
- Volleyball
- Pickleball
- Rugby
- Running
- Skateboarding
- Skiing
- Sledding
- Snowboarding
- Snowshoeing
- Soccer
- Swimming
- Ultimate Frisbee
- Wrestling



SPORT 102: REFLECTION ON TRYING A NEW SPORT OR RECREATION ACTIVITY

Name: _____

There are many reasons why sport and recreation can benefit you and your community. Participating in a new sport can bring people together, motivate you, increase your self-esteem, self-worth, and mental wellbeing.

Which new activity did you choose? Was it a team activity or individual?

What was a positive/good part about participating?

What was one challenging thing you experienced from participating?

SPORT 103: LEARN ABOUT TRADITIONAL INDIGENOUS SPORTS

NAME:

Research and learn about the following three traditional Indigenous sports: Archery, Canoe/Kayak and Lacrosse. You can find information from talking to Elders, friends, or members of your community. You can also use the Internet, books or any other sources you want. Use the information you have gathered to fill in the chart below and upload it for full credit.

	Archery	Canoe Kayak	Lacrosse
Who are the people who invented the sport?			
What is the sport's traditional name?			
How was the sport traditionally played and what equipment was used?			
What are some interesting facts about the sport?			
What is the cultural importance of this sport to the people who invented it?			



SPORT 103: KEEPING THE KNOWLEDGE ALIVE THROUGH STORYTELLING

NAME:

INTRODUCTION

In many Indigenous communities (First Nations, Métis, and Inuit), oral traditions are keeping knowledge and ways of being alive and unharmed so that ceremonies, cultural traditions, songs, dances, stories, and knowledge continue to pass from one generation to the next. It is the use of Indigenous languages across and within generations that has transmitted culture(s).

ACTIVITY

Keeping in mind the importance of storytelling for Indigenous Peoples, choose from one of the traditional Indigenous sports you researched in the first part of this learning event. Tell the story of this sport as it pertains to culture, history and traditional ways of life for the Indigenous Peoples who invented it, by creating a children's book.

You can create the book using paper (by drawing, coloring, painting); you can create it on a computer with graphics; or you can record it as an oral story. You can be as creative as you like. Upload the completed children's book or oral story for full credit.



SPORT 104: LEARNING HOW TO MOTIVATE, COACH AND INSPIRE OTHERS IN SPORT

NAME:

Being a community leader in sports means being able to motivate people to participate in sports and coach others to be the best they can. Leaders in sport also inspire people, through their own behaviour and actions, to improve their physical (and mental) health.

For this activity, you will either:

- participate in a sporting event (choose one that allows you to see people coaching and inspiring others); or
- attend and observe a sporting event; or
- complete certification/training in an area of your choice in sport and recreation.

See the list of examples below, but you can choose other examples as well.

- Complete an Aboriginal Coaching Module of your choice or any other coaching certification program (online and in-person options).
- Play in a local house league/rep select team in the sport of your choice.
- Play in a national or provincial sports competition, where available (NAIG, OISG, etc.).
- Observe a local, provincial or national complete sports tournament as a spectator (on Youtube or in-person).
- Volunteer as an assistant coach, team manager, sport/recreation volunteer, official or at a community sport event.
- Volunteer to help in adults/elders/children's programs with physical activities.
- Complete certification in a recreation area of your choice (online or in-person options); such as yoga instructor, martial arts instructor, youth leader, etc.

After completing the activity you chose, answer the following questions:

1. What are some specific ways that the leaders/participants in this activity motivated people to participate in the sport?

2. Would you use the same approaches or different approaches if you were coaching/leading people?

3. Did the leaders act in a way that inspired you to participate in the sport?

4. If not, what would you do if you had led the activity, to inspire people to participate?



SPORT 104: MOTIVATING OTHERS

NAME:

Using what you learned, complete the following activity. Your response can be written, in video form, an audio recording, a recorded play, a poster or any other format you choose. Upload your file to SPORT 104 for credit.

You have been hired to lead a group of children, aged 8-10 in a 6-week after school physical activity program. On the first day, you notice many of the kids are not participating, would rather play on their phones, and quickly give up and sit on the bench when you introduce a new activity. You need to find ways to motivate them to get up and move and be interested in physical activity. What are some approaches you would use to achieve this?

[illegible]

#ACTIVATINGWELLNESS

#ACTIVATINGWELLNESS



A PROGRAM DEVELOPED BY INDIGENOUS SPORT & WELLNESS ONTARIO



iswo.ca

FUNDED BY:



SPONSORED BY:



RBC Future Launch