

Youth Engagement

Summary Report

March 2016

Sioux Lookout First Nations Health Authority

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First Nations
Health Authority

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The Community Wellbeing Project Team members who conducted visits and compiled feedback were Emily Paterson the Community Wellbeing Project Coordinator, Emma McDonald the Community and Youth Engagement Officer, and Shanna Switzer the Community Wellbeing Facilitator. Our team would like to thank Health Canada and the Ministry of Health and Long Term Care for their continual support of the Approaches to Community Wellbeing. The opinions expressed in this document are those of the authors and do not necessarily reflect the official views of Health Canada or the Ministry of Health and Long Term Care.

1.0. Introduction

The Approaches to Community Wellbeing was developed by the Sioux Lookout First Nations Health Authority (SLFNHA) for 31 communities in northwestern Ontario. The communities have identified the Raising our Children section of the model as a priority, and thus, it is the first area of the model SLFNHA is aiming to develop and implement. Within “Raising our Children”, “Youth Development” is the first area of focus.

Between March 2015 and March 2016 the Community Wellbeing Project Team hosted a youth art Challenge, visited eight different schools, and conducted two surveys to gain input into the Youth Development aspect of the Raising our Children section of “Approaches to Community Wellbeing”. The purpose of engaging youth was to hear what health issues are priorities to youth, and what initiatives that promote health should be available to First Nations youth in our region.

The Community Wellbeing Youth Art Challenge was the first phase of the Community Wellbeing Project’s youth engagement strategy. The idea for the challenge was to get the youth to start thinking about what makes their community healthy. The artwork submissions displayed the importance of cultural practices, values and beliefs to health.

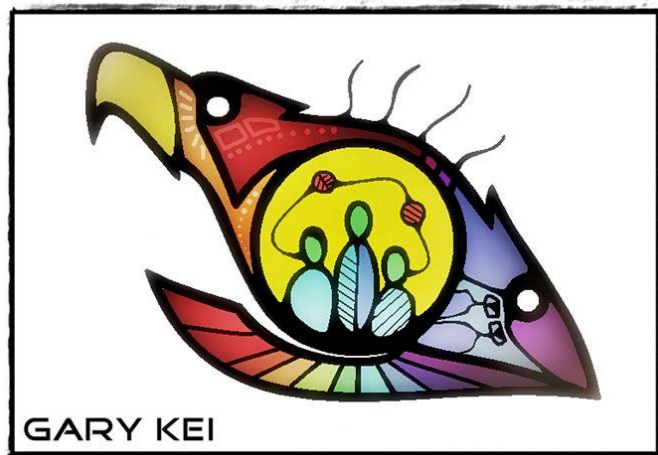
Our school visits aimed to engage youth in an interactive way in order to get them thinking about their own health as well as the health of their community. The content of the engagement sessions varied slightly from session to session. Youth were asked about their values, issues facing youth, what programs they already use as well as what programs they would like to see in their community. Youth were asked about what skills and strengths they possessed and goals they had for their community. We also asked what SLFNHA could potentially do to improve health in their communities. During these visits we spoke to, and got feedback from more than 300 grade 5-12 students during 16 engagement sessions.

In addition to engagement sessions we also conducted two surveys. The Youth Development Survey was created to get a better understanding of what issues are important to youth and what can be done to help with these issues in communities. The survey was accessible online and in paper form. It was distributed to students from SLFNHA represented communities at Queen Elizabeth High School through the Northern Nishnawbe Education Council. It was also filled out by students at our various school engagement sessions. The Social Media Survey was distributed at some engagement sessions in order to gain an understanding of how many youth were active on social media, and what sites they were active on, in order to help create a social media strategy for “Approaches to Community Wellbeing”.

Through our youth engagement initiatives we collected a substantial amount of feedback. This report represents the views of over 300 youth in our region representing 21 different First Nation communities in the Sioux Lookout region (see appendix A). The Community Wellbeing Project Team is impressed with the passion, talent, and knowledge of the First Nations Youth in our region and hopes to continue to engage and work with youth throughout our project.

2.0 Youth Art Challenge

In March 2015 the Community Wellbeing Project Team launched the Youth Art Challenge. This was the first phase of the youth engagement strategy. We asked youth from Sioux Lookout area First Nations communities to participate in a Youth Art Challenge and show us what makes their communities healthy. The Youth Art Challenge asked youth aged 12-25 to submit photography, visual art, music, or writing to explain what makes their community healthy, or what community wellbeing means to them. The



artwork submissions displayed the importance of communities to return to cultural practices, values, and beliefs. They illustrated a strong connection to the land, and the importance of traditional foods. Figure 1 (pictured above) was submitted by Gary Quill, from Pikangikum First Nation. He won the first place prize for his digital artwork. Gary won a FitBit Flex and USB power bank charger. Figure 2, pictured below, was by Karian Meekis from Deer Lake. She won the second place prize in the Youth Art Challenge for her photograph.



3.0 School Engagement Sessions

School engagement sessions were a large portion of the youth engagement strategy. Our team visited eight schools between September 2015 and March 2016 and interacted with over 250 youth from 16 different First Nations. The schools visited were: Matawa Learning Center, Thomas Fiddler Memorial High School, Pelican Falls First Nations High School, Dennis Franklin Cromarty First Nations High School, Nibinamik Education Center, Morris Thomas Memorial Christian School, Waninitawingaang Memorial School, and Obishikokaang Elementary School.

Throughout the engagement process, and as feedback was gained, the types of questions we asked varied. For example, during one visit to Pelican Falls First Nation's High School and Dennis Franklin Cromarty First Nation's High School the activity involved six questions where the answers filled in parts of a tree in order to illustrate what communities and youth need to grow (see appendix B). Throughout the engagement activities we asked youth about their values in order to develop a specific set of youth values for the "Approaches to Community Wellbeing Model". We also asked about what health issues youth are currently facing in their communities. In order to help guide any future programming we asked what programs youth currently use and what new programs they would like to see in their communities. We asked youth about the skills and strengths they possessed and how they could use those skills and strengths to improve health in their community. This was to get youth thinking about taking action to make their community a better place. Youth were also asked about what goals they had for their community and what SLFNHA could do to improve health in their communities with programs, services, and advocacy. The school engagement sessions were well received by the students and the majority participated with enthusiasm. We were thrilled with the amount of feedback collected. Many students emphasized a need for us to continue to work with them and expressed interest in continued involvement in the project.

3.1 Youth Values

During most of our visits, students were asked to think of things that were important to them and what motivated them. Some of the younger youth did not quite understand the question and ended up listing things that they liked such as their favorite food or videogame. Values that really stood out as being very important were family, culture, and language. Qualities such as trust, truth, honesty, and bravery also came up multiple times. These values are consistent with values that are already within the "Approaches to Community Wellbeing Model". Values that were unique to youth were relationships with friends, education and sports including hockey, basketball, and volleyball. Other less major themes were outdoor activities, music, love, health, life, freedom, and respect (see appendix C). The word cloud below (Figure 2) includes the values that were mentioned by youth more than 5 times, with the more frequent responses represented in a larger font. We were glad to see that youth shared values already included in the model. We hope to use the values that were unique to youth to guide development of the Youth Development section of the model.

Figure 2: Youth Values Word Cloud



3.2 Issues Facing Youth

At three of the sessions students were asked “What are the most important problems/issues facing youth today?” Many issues were identified (appendix D). Issues commonly mentioned were food security, lack of activities, depression, bullying, drugs, alcohol, and poverty. Other issues that came up were crime, issues with schooling, employment, parental neglect, family separation, and poor community infrastructure.

3.3 Programs

3.3.1 Programs that youth use

At Matawa Learning Center, Pelican Falls First Nations High School, and Dennis Franklin Cromarty First Nations High School youth were asked what programs or activities they participate in in their community to stay healthy (see appendix D and E). This question ended up going much beyond formal programs and services. Common activities included many land based activities including, hunting, fishing, trapping, and chopping wood. Many sports were listed including, hockey, volleyball, basketball, broomball, and soccer. Other physical activity included walking, running, and working out. Many youth mentioned spending time with Elders, baking, and summer jobs as things that keep them busy and help them stay healthy. Some formal programs mentioned in the feedback included Girl Power Wolf Spirit, Canadian Rangers, and Right to Play.

3.3.2 Programs that youth want

At many of our sessions, youth were given the opportunity to tell us what types of programs they would like to see more of in their communities (see appendix F). Many expressed interest in arts based programs, specifically music and dance programs. Movie nights were a popular answer, as well as cooking classes to learn to cook healthy food. More sports teams and sports tournaments were commonly requested along with land based activities such as fishing, trapping and dog sledding. When specifically asked about programs needed to fix some of the problems identified as important to youth, breakfast/lunch programs and bullying workshops were commonly requested (appendix D). Responses of what was already in communities and what youth would like to see more of tended to be similar. Many youth requested more options for activities and wanted activities that did exist to run more frequently.

3.4 Goals

Students were asked about goals for their community to make it a healthier place (see appendix G). Many stressed the need for more activities for youth as well as infrastructure for activities such as park equipment, fitness centers, outdoor rinks, and arenas. Many wanted to see more stores and restaurants in their communities. Food security was also a common issue with youth wanting to see healthy food choices offered and lower food prices. Within their community youth wanted improved infrastructure such as animal shelters, paved roads, street lights, better housing, and sidewalks. Many youth also took the opportunity to list personal goals such as finishing school and getting a job. Many of the goals youth had involved having more activities to do and safe spaces for them to hang out.

3.5 Skills and Strengths

We asked students to think about what they were good at and how they could use those skills to contribute to the health of their community. Many students listed sports, artistic activities, life skills, parenting skills, and workplace skills as well as general positive qualities they possessed. When asked how they were going to put these skills into action in their community students decided they could teach children and peers different sports, instruments, or skills such as hunting, fishing, and trapping. Some youth came up with ideas for events and activities they could run such as movie or game nights, cooking classes, and times for pick up sports. There were also a lot of ideas for simple things that would better their community overall, such as making everyone feel welcome, having a voice, smiling at people, and bringing everyone's spirits up



Figure 4: Chelsey Greig, a Kasabonika Lake band member living in Sioux Lookout, won the third place in the Youth Art Challenge for her artwork.

3.6 SLFNHA's Role

When asked what they wanted SLFNHA to provide or advocate for youth identified a need for SLFNHA to advocate for more youth services, youth centres, and sports infrastructure (i.e. arenas, courts), as well as more jobs for youth in the communities (see appendix H). They wanted to see SLFNHA visit communities on a regular basis and continue contact with youth. They wanted SLFNHA to organize workshops and programs around anti-bullying, healthy living, quitting smoking, safety, first aid, and to plan outdoor activities. They hoped we could supply resources such as money, people, prizes, equipment, and supplies and improve health care with more nurses. Many of these are within our power and will be considered when we look at the role SLFNHA will have in Youth Development.

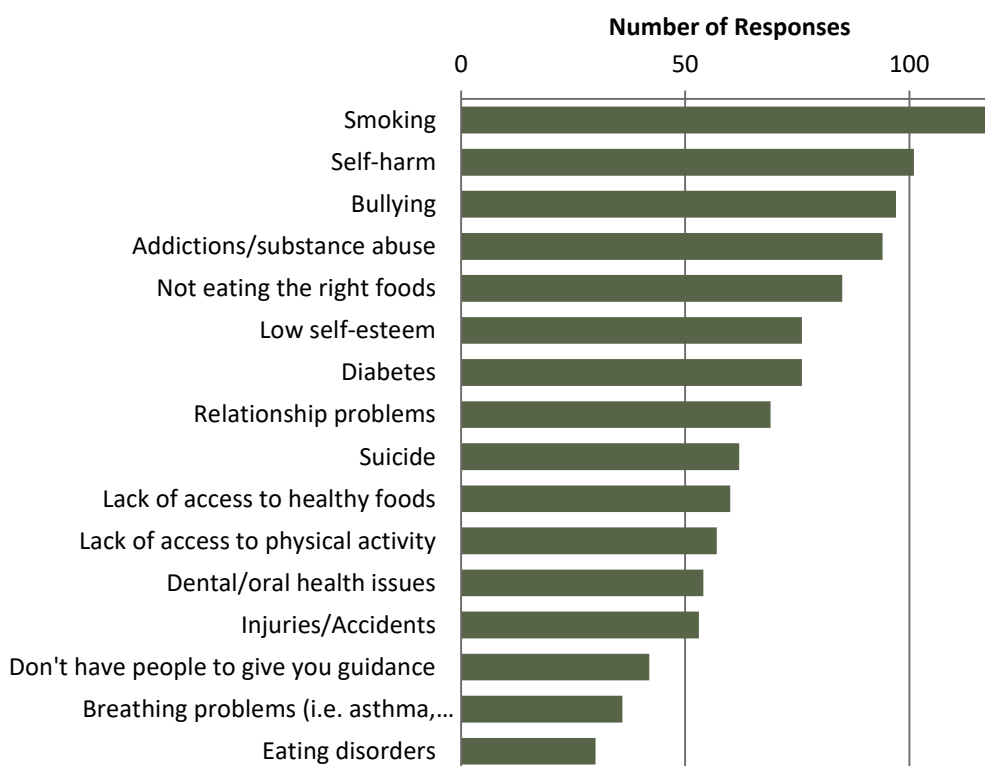
4.0 Youth Development Survey

The Community Wellbeing Project Team conducted a Youth Development Survey for youth ages 12-25. The survey was developed by the Approaches to Community Wellbeing Working Group, and included questions that the group felt were important to be addressed. The key issues facing youth were developed by consulting related youth reports to determine what themes were already known in the communities or other First Nations across Canada. They were further developed with input from the Working Group. Youth who completed the survey were entered into a draw to win a prize. The Survey was available online and paper copies were distributed during school engagement sessions as well as to First Nations Youth at Dennis Franklin Cromarty High School, Pelican Falls First Nations High School, Queen Elizabeth District High School, and Thomas Fiddler Memorial High School. The survey was used to increase our reach and gain more information about the health of youth in First Nation communities in the region. Youth were asked questions about issues affecting youth as well as what they think should be done to solve those issues. An in-depth summary of their responses is recorded below. In total, 130 youth filled out the survey ranging from 13-23 years of age (see appendix I) and together represented 21 communities represented by SLFNHA as well as and one respondent from Sioux Lookout and one from southern Ontario (see appendix A).

Question 1: What are the most important health issues affecting youth in your community?

Youth were given a list of health issues and asked to pick the most important issues for youth in their community (Figure 5). Smoking was the most commonly selected answer. Self-harm, bullying, and addictions/substance abuse were also commonly identified as important issues facing youth. Eating disorders were the least common answer. The survey allowed for youth to include answers not listed in the question. A few youth listed “drugs” as an issue and these were grouped under addictions/substance abuse, however, it may be useful to note that some youth view alcohol and drugs as two separate issues.

Figure 5: What are the most important health issues affecting youth in your community?



Question 2: What can communities do to solve these issues?

Youth were asked how to solve some of the issues they had identified as important to youth. Some looked at specific solutions to issues they had identified and others looked at overall things that would improve the health of the community. Themes that came up were the need for more staff, programing around health, policies, and healthy infrastructure. Some youth did not know what could be done and, unfortunately, a few thought nothing could be done about the issues. The following table outlines the specific feedback from this question. The numbers in brackets indicate the number of times the response, or something very similar, was written.

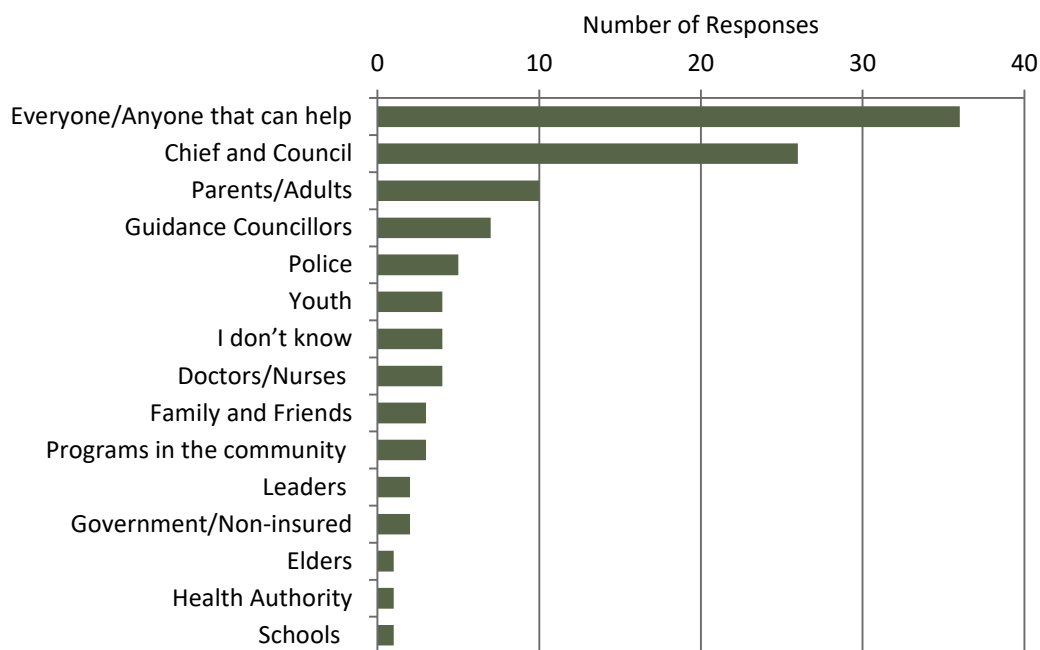
Table 1: What can communities do to solve these issues?

Staffing and Programming	Health Infrastructure	Other
Make counselling available/Have more people to talk to (10) Workshops/Programs (9) More camps More professional help in communities (5) More/Better nursing staff (2) Treatment programs (4)	Get safe drinking water Improve food prices/access (3) Minimize access to cigarettes and illegal substances (3) Put a curfew into effect	Ask people what they want/need (2) Attend programs Fundraising Healthy living (5) Help each other/work together (8) Make an effort/ care (3) Raise awareness of problems (4) Seek knowledge and have understanding Talk to/listen to youth (8)

Question 3: Who should be involved in fixing these problems?

Many youth thought it was up to the community as a whole to take part in solving health issues. Other youth thought it should be up to the Chief and Council to take action. Other common answers were professionals in the community including police, councillors, doctors, and nurses. Some youth answered the question on an individual level identifying that the parents, friends, and family of people who are struggling with these issues, should help. Some people identified that youth also had a role to play in the solution to these issues.

Figure 6: Who should be involved in fixing these problems?



Question 4: How do you think the youth could get involved in fixing these problems?

Some youth took this question as how could they prevent these health issues for themselves and others looked at how they could contribute to solving the issues within the community. Many youth mentioned ways of supporting people who were struggling. Other youth thought of how they could take action to make an impact on the health of their community. Some common themes included activism in the form of speaking up and raising awareness of the issues. Also, many forms of peer support were mentioned as well as keeping themselves healthy by keeping busy and having a healthy lifestyle. A more detailed overview of the answers can be found in Table 2 below. The numbers in brackets indicate the number of times that answer was identified.

Table 2: How do you think the youth could get involved in fixing these problems?

Activism/Helping out	Peer Support	Prevention	Other
Be honest and respectful By stepping up/Speaking up (4) Focus on the positive Get involved (6) Making the program fun Raise awareness (2) Volunteering Work together Help with making posters or do presentations	Be a good role model (2) Don't put down the youth Educate kids to see the problems Encourage them (2) Examine who they are as individuals Guidance Help one another (2) Make them feel mature enough Opening up to people other community members other/about it (7) Pay youth to mentor Start a group Talk to each other Youth focus groups	Be more physically active/ eating healthy (3) Seek counselling (3) Do what's right Friendship centre Keep busy (2) Listen to everyone (2) More activities (2) Programs/workshops (7) Sharing circles Stay in school Take a stand against bullying (2)	Tell an adult about issues they see (2) Youth need to realize that they make up a part of the problems communities have Smarten up/ Grow up (2)

Question 5: What is happening in your community to keep you Healthy?

When asked what was happening in their community to keep them healthy many different programs were mentioned (Table 3). Many youth mentioned activities, programs, and workshops but were not specific about what types were happening. Some respondents were not aware what was happening in their community, and others, unfortunately, thought nothing was happening. In contrast, one youth thought that everything in their community was helping to keep them healthy. The most common answers were sports or other physical activities. Many programs and various professionals that are involved in making the community healthier were also mentioned.

Table 3: What is happening in your community to keep you Healthy?

Programs	Physical Activities	Infrastructure
After School Program (2) Breakfast and Lunch Program (2) Community Activities Cooking Class Dance Program (2) Health Office Programs Junior Canadian Rangers Right to Play Suboxone Program (2) Summer Jobs (4) Treatment Programs (3) Youth Camps/Programs	Fishing/ Ice fishing (2) Hockey (7) Outdoor Activities (3) Recreation Activities Running Club (2) Sports (20) Walking Weightlifting	Gym (5) Complex Open Every Night (2) Rec Centre Youth Centre
	Staff	Other
	Diabetes Prevention Workers Elders Guest Speakers New Teachers	Food (2) Health Promotion Posters No More Drugs Physically Active/Eating Healthy (4) School (6)

Question 6: What else would you like to see happening in your community to keep youth healthy?

When asked what other activities they would like to see in their community many youth requested more sports, programs, and activities. Some youth were not specific about what types of programs, workshops, and activities they would like to see but many specific programs and activities were requested (Table 4). The youth came up with activities that would keep them active and things that would help keep their mind healthy. Other answers included various events and more safe spaces for youth.

Table 4: What else would you like to see happening in your community to keep youth healthy?

Physical Activities	Other Activities	Other
Basketball Canoeing European handball Exercise Floor hockey More tournaments Running club Sports (4) Stay active Three sticks Volleyball team Workout program (2)	After school programs Arts Baking/Cooking class Beading Boat outings Culture based activities Games Hunting Outdoor activities(3) Sharing circles	Cheaper food (2) Forced curfews More funding (2) Healthy food /eating (7) Keeping people busy More involvement/Support with community members Nothing else Parents to stop doing drugs People trying their best to keep youth healthy (2) Recreation worker Right to play Ticket underage smoking Youth trying to stay healthy

Table 4 cont'd: What else would you like to see happening in your community to keep youth healthy?

Events	Healthy minds	Facilities
Career fair Community events Contests Dances More shows Movie night Stop smoking campaigns (2)	Counselling (2) No bullying (2) Someone for people to talk to (2) Support group for self-harm	Fitness centre Gym/ Gym open in the evenings (3) Hangout place Recreation Centre Weight room Youth centre (3)

Question 7: What would make you join healthy activities?

Youth wanted activities that were fun and inclusive (Table 5). Many mentioned wanting their friends to be participating with them. Youth also said food, adequate resources, and how healthy the activity was would influence their attendance. Many youth mentioned that types of activities they would participate in due to interest and some youth said they would participate no matter what or just to help out.

Table 5: What would make you join healthy activities?

Type of Activity	Inclusive	Resources	Other
Arts and crafts (3) Fitness room Floor hockey Gym (2) Interesting activities (4) More options Outdoors (2) physical activity (3) Sports (6)	Everybody being accepted and included (2) Friends participating (12) Fun (13) If the youth were the people that planned an event More affordable	Food and beverages (11) Have a famous motivator/speaker More equipment Prizes/incentives like reward points that helps maintain an healthy activity (2)	Courage would make me join Motivation To help with my depression

Question 8: What do you think would make you healthier?

When asked what would make them healthier some youth discussed personal habits and other suggested programs that they would like to see. Healthy eating was a common theme, as well as physical activity and more activities. Some of the youth did not know what would make them healthier. Others said they were already healthy or had a healthy daily routine that they enjoyed. It is clear that youth understand the importance of healthy eating and physical activity in a healthy lifestyle. Youth also understood that smoking and other substances had a negative impact on health. A more detailed overview of the answers can be found in Table 6 below. The numbers in brackets indicate the number of times that answer was identified.

Table 6: What do you think would make you healthier?

Personal	Programs	Community Infrastructure
Being physically active/exercise (21) Gym (2) Hygiene More socialization Playing more sports (6) Running Stay away from drugs and alcohol (4) Stop smoking (5) Swimming Taking walks more Talking	Counselling (2) Eating healthy (55) More Activities (7) More programs More sports Smoking cessation programs with free patches Support groups Workshop	Access to Healthy Food (4) Clean water (2) Workout facility (2)

Question 9 and 10: Connection with Elders

Questions 9 and 10 asked youth about their connection with Elders in their community and whether or not they would like to strengthen that connection (Figure 7 and Figure 8). Most youth (78%) said they feel at least some connection to Elders and 90% of youth would like to feel more connected to Elders. This is important to incorporate into future programming and our goals and vision for youth.

Figure 7: Do you feel connect to Elders?

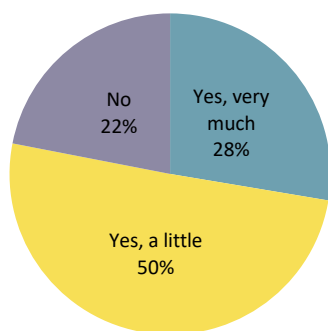
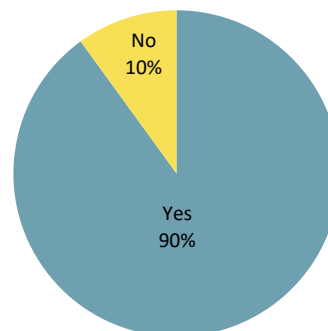


Figure 8: Would you like to feel more connected to Elders?



Question 11: What should/could be done to help Elders and Youth connect?

Youth gave many suggestions of how Elders and youth could connect (Table 7). Many suggested events and programs that involved Elders and youth coming together to spend time together. Elders teaching youth about traditions and culture was also mentioned a few times. Learning the language was brought up many times as a way for youth to connect to Elders. It is clear that connection to Elders is important to youth and should be promoted.

Table 7: What should/could be done to help Elders and Youth connect?

Activities	Bring Them Together	Communication
Traditional craft program Activities/ Events together (6) Community events (2) Cultural programs/outings (6) Elder center/program (2) Elders to teach the youth traditions/culture (8) Feasts Flee market Hunting Pow Wows (2) Sharing circles (3)	Elders could come to the school (3) Gatherings/Meetings (9) Help each other Spend more time with the elders Youth helping them out (4) Youth visiting elders (3)	Elders to tell their Learning and speaking the language (11) stories Storytelling (3) Talk with them (8) Talking to each other

5.0 Social Media Survey

During our engagement sessions in Lac Seul and Sandy Lake students were given a survey about their social media use (see appendix J). The survey was developed part way through the engagement process and was only distributed during school visits in two communities, with students' ages 13 and up. The survey was not available online so our ability to collect responses was limited. However, in those two communities the feedback about social media was very similar. Overall, there were 110 students who filled out the survey. Most students (91.8%) listed Facebook as their commonly used social media site. Twitter, Snapchat, Instagram and YouTube were the next most commonly used sites. Almost all of the youth surveyed had access to the internet and social media sites (82.3%). No students were aware of a site in existence for First Nations Youth. Most of the youth (76%) said they would use a social media site for First Nations Youth, 14% said they may be interested, and 9% said they would not be interested. Though only two communities were represented, the feedback collected clearly showed that First Nations Youth are using social media and, more specifically, are active on Facebook. Due to the high social media use among youth in the region and the lack of sites aimed at First Nations Youth the Community Wellbeing Project team hopes to create a Facebook page that would serve as an online network for First Nations youth and allow us to share information more easily, to a greater youth audience, and gain feedback.

6.0 Conclusion

Throughout our initial community consultations, it became evident that youth was a priority demographic in need of additional support. After conducting the Youth Art Challenge, youth engagement sessions, the Youth Development Survey and the Social Media Survey, the Community Wellbeing Project team has been able to start planning the Youth Development Section of the "Approaches to Community Wellbeing" model. A meeting was hosted with the Approaches to Community Wellbeing Working Group to compile the feedback and summarize the key messages including key values, goals, and the vision for youth in our region.

SLFNHA hopes to continue work with communities to improve the health of youth. We have begun to seek out potential program partners in order to implement new programs in our communities. We also hope to expand the capacity of current programs to include more communities or more staff to help

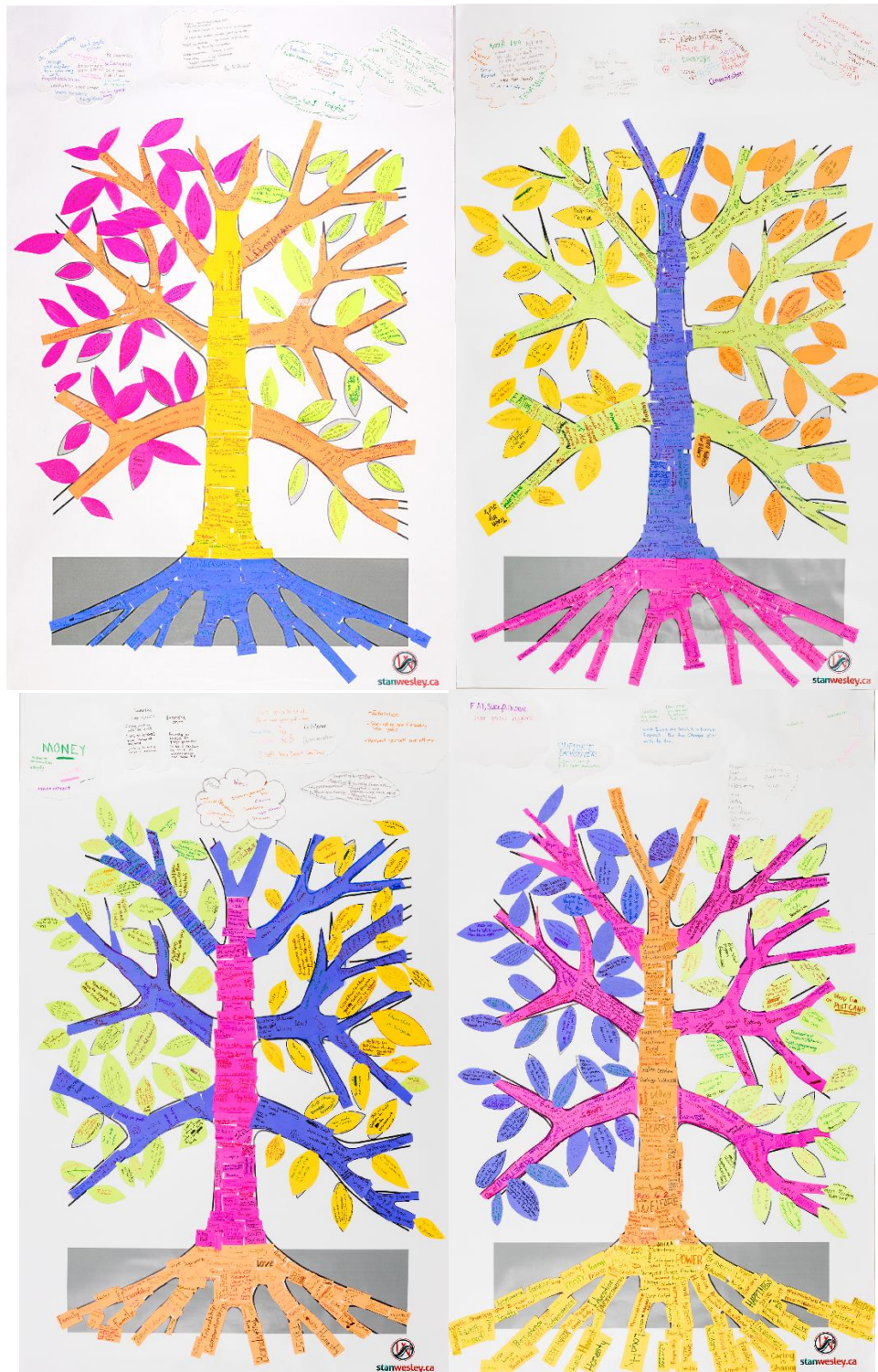
support the programming that already exists. We also hope to be a support for youth staff and help with resources and training in order to assure youth are getting the high quality resources. We hope to be able to continue to work with and engage youth throughout the project and have identified a potential for a Youth Advisory Council with SLFNHA in order to continue to work with youth long term.

Appendix A: Communities Represented

Community	Engagement Session	Youth Development Survey	Social Media Survey
*Sioux Lookout			
*Windsor			
Bearskin Lake			
Cat Lake			
Deer Lake			
Eagle Lake First Nation			
Fort Severn			
Kasabonika			
Keewaywin			
Kingfisher Lake			
Kitchenuhmaykoosib Inninuwug			
Lac Seul			
Marten Falls First Nation			
Mishkeegogamang			
Muskrat Dam			
Neskantaga			
Nibinamik			
North Caribou Lake			
North Spirit Lake			
Poplar Hill			
Sachigo Lake			
Sandy Lake			
Slate Falls			
Wapekeka			
Wunnumin Lake			

*Community not represented by SLFNHA

Appendix B: Youth Tree Activity



Appendix C: Youth Values

Intrapersonal	Interpersonal	Activities	Relationships
Achievement (2) Competence Confidence Courage (3) Courage/Bravery (10) Creativity Determination(4) Persistence (2) Happiness (8) Heart Health (11) Hope Humble Humour (6) Independence (2) Inspiration Knowing yourself Life (9) Maturity (3) Money (4) My Hopes And My Dreams Myself (3) Optimism Passion (2) Responsibility (4) Self-control (4) Strength (4) Success (4) Wisdom (5) Youth (2)	Acceptance (4) Caring is Sharing Communication (2) Empathy (2) Equality (2) Forgiveness (3) Freedom (8) Guidance Harmony (2) Honesty/Truth (20) Hope Kindness (4) Love (12) Loyalty (6) Open Mindedness (3) Patience (4) Recognition (2) Respect (10) Support (3) Security Teamwork (2) Trust (10) Understanding Power (2)	Acting Activities (2) Anime Canadian Rangers Dance Drawing Games (9) Hobbies Music (14) Videogames (7) Sports (6) - Baseball (3) - Basketball (4) - Broomball - Hockey (12) - Volleyball (7) - Soccer (7) - Football	Family (59) - Parents/Parental Figures (10) - Grandparents (5) - Siblings/Step-Siblings (5) - Children (3) - Nephews and Nieces (2) Friends (46) Relationships (4) Pets (4) Internet Friends Partner/Girlfriend/Boyfriend (4) Elders (4) Bonds Companionship Others
		Outdoors/ Land	Education
		Air Animals (4) Outdoor Activities (2) - Fishing/Ice Fishing (7) - Hunting (5) - Camping - Four-Wheeling - Ski-Dooing (3) - Sliding - Snowboarding Nature (2) Snow Winter(2)	Education (23) - School (4) - DFC - Knowledge (2) Books (2) Science (2) Intelligence Teachers
Community/Culture	Food	Objects	Other
History Language (17) Community (2) Culture /Tradition/ Heritage (22) Home/Hometown (3) Land (3) Religion Faith (2) Spirituality Family Name	Food (18) Fruits Ice Cream Pizza Vegetables Water (3) Cereal Pizza Pocket Bannock Healthy Eating (3)	Computer Television Clothes (2) Eyebrows House (4) Pens Goods Phone Trees Makeup	Entertainment Sharing Fun Summer Vacation Stories Travel Netflix (2) Star Wars (2) Sleep (4) Balance Comfort

Appendix D: Youth Feedback Pelican, Dennis Franklin Cromarty, Matawa Learning Centre

	Healthy Eating	Physical Activity and Social Engagement	Sexual Health	Community Safety	Mental Health and Bullying	Addictions	Education and Employment	Culture	Relationships with Adults	Other
Question 1: What are the most important problems/issues facing youth today?	Obesity (2) Access to healthy food / Food security (8)	Indoor ice (2) Lack of activities / fitness (6) Only gym and den available, gets boring	Teen pregnancy Sexuality Relationships Body image Rape	Crime (2) Gangs Fire service (2) Break & entry Violence Rape	Depression (7) Anxiety (2) Dealing with loss Homesickness/Loneliness (3) Suicide Bullying (6) Rumours Abuse (2) Racism (2) Stress Low self esteem (2) Feeling hopeless Relationships	Drugs (7) Alcohol (6) Marijuana (3) Tobacco (non-sacred) (3) Peer pressure (2) Separation of Families Temptations	Teachers are mean Education/Schooling (3) Employment (2) Having to leave home to finish HS	Youth not learning traditional values and language	Teachers are mean Adults not listening to youth The youth don't listen to adults and elders Parental Neglect / family separation (3) Not being able to talk to someone we trust	Bad Environment Poverty (5) Drinking water (2) Clothing Housing (3) Slow internet Medical treatment in the community (2) Lies
Question 2: What can we do to solve these issues?	School breakfast Lower food prices Diabetes programs Education Community garden	Sports Exercise After school programs Nightly activities Recreation equipment (2) Fitness building Movie nights Tournaments Art & music programs More variety	Abstinence/safe sex strategies Someone to talk to Prenatal workshops	More funds Volunteer-fire Better security (2) Security at the airports	Someone to talk to Online support Talk to others outside and within the community Counseling Bullying workshops (2) Feeling at home	Just say "No!" Treatment Quitting smoking contests, providing support, encouragement, dangers, making people aware Suboxone programs Detox centre	More training Better teachers (more understanding, more experienced) Educated/qualified workers Student/youth council positions Providing more jobs	Mentors and Speakers (Redcloud Shibastik) Connecting with elders	Adults being more responsible Councilors make us feel at home Laid back Trustworthy Harder working youth workers	Housing All season road Water treatment plant Better building practices Water Treatment plant Renovations More funds
Question 3: What do you like about your community? (What makes it healthy?)	Breakfast at the school every Friday Healthy nutrition programs at DFC, Dilico, boarding houses	Sports Fitness Sports in the gym Tournaments in summer and winter (baseball, broomball, hockey) Activities going on sometimes Meet new people		Security at airports	Counseling programs-	Treatment programs Addiction awareness programs		Traditional practices Hunting Fishing Culture weeks Church Native language class	Recognition of what changes are needed Actively trying to make changes	

Appendix E: Programs Youth Use

Outdoor Activities	Physical Activities	Building Relationships	Art
Being Outdoors (2) Nature Boat Rides Bonfire Camping (4) Fishing (17) Fishing /Ice Go Hunting With My Father To Relieve Stress. Hunting (18) Moose Hunt Outdoor Activities Partridge Hunting Portage Ski-Dooing Sledding Snowboarding Trapping (4) Tubing Woodcutting (6)	Fitness (2) Gym Hikes Jogging (4) Nature Walking (3) Physical Activity Pumping Iron Recreational Activities Running Skating Swimming (2) Walking (8)	Babysitting Communication Elders(6) Family Listening to Mom and Dad Talk Mentors My Cousins House (2) Spending time with Family Working With Elders (2)	"She's A Sachigo Woman" Art Program (3) Dances Music Music Festival (2) Singing and Drumming
		Food	Employment
		Baking Cooking (2) Eating Dinner With Eating Fresh Meats Fish Fry Food Friends And Family Traditional Food	Customer Service Volunteering Jobs Leadership Activities Payday Summer Job (6) Work (2)
Sports	Community Buildings	Programs and Services	Other
Baseball (2) Basketball Broomball (5) Floor hockey Hockey (11) Road Hockey (3) Soccer (3) Sports (11) Tournaments Volleyball (9)	Arena/Outdoor Rink Band Office (2) Church Clinic (2) Elementary School Health Centre Northern School Nursing Station School Store Youth Centre	Canadian Rangers Girl Power Wolf Spirit (2) Heath Services (2) Mental Health Services (2) Public Events Right To Play (4) Student Council Summer Student Program Talking to a Councillor (2)	Going For A Drive Laughter Making Right Choices Survive Welfare

Appendix F: Programs Youth Want

Physical Activity	Community	Other Activities	Stores/ Restaurants
Baseball (3) Basketball Biking (2) Boxing Dodge ball Exercise group Football (2) Four wheel club Hockey (6) Paintball Road hockey Ski-dooing club (2) Skydiving Soccer (8) Summer hockey Swimming (2) Volleyball (5) Yoga	Animal shelters Arcade Fitness center (3) Houses Library Movie theater (8) Outdoor rink (5) Renovation program Street lights Swimming Pool	Activities/ Family activities (3) After School Program Celebrations Cooking club/ Contests (7) First aid lessons Games night (3) Go Cart Racing Green house club Movie nights (8) Science club Snow sculpting Spelling Bees Summer Camp with a house to stay in (2) Tree planting	Sports Shop (3) Videogames Store(3) Thrift shop Restaurants (5) Drive Thru Tim Hortons (2)
Art Activities	Land Based Activities	Technology	Other
Art program (4) Arts & Crafts program (2) Beading Dancing/ Dances (6) Guitar Music program (11) Photography (2) Singing Classes	Camping (4) Cookouts Dog sledding (3) Fishing Ice fishing (2) Outdoor activities Outdoor club (3) Setting nets Trapping (2)	Lap top club League of legends club (2) Lightsaber club/Starwars club Radio club (2) Videogame tournaments (6)	A place to sleep Disney world/ Theme park Fun Factor Fridays (2) Guidance councillors More food at school Nap program Ranger training Trampoline park Water park (3)

Appendix G: Goals Youth Have For Their Community

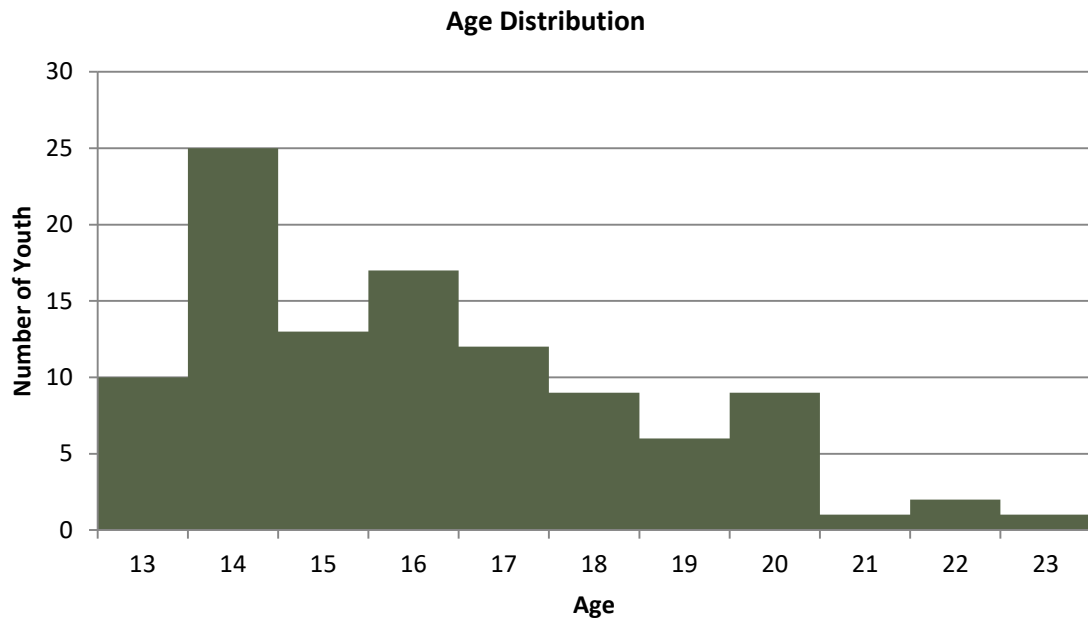
Personal goals	Infrastructure	Stores/Restaurants	Physical Activity
Archery Be nicer Be on a commercial Become successful Clean my room more Get a boat/ski-doo/Four wheeler / Vehicle (4) Get my driver's license (6) Learn Ojibway Make bannock Make money Marksmen Travel (3)	An All Season Road/Fix roads (6) Animal shelter (8) Cell phone service Community garden Dock at the beach (6) Farming Library (3) More/Bigger homes (5) New Airport New School Bus (4) Outdoor rink (3) Park (2) Paved roads (7) Sidewalks (3) Solar panels (3) Soup kitchen Street lights (3)	Bookstore More Stores (4) Restaurant (6) Small Mall Sports Store (5) Store (Variety) (5) Store That is Run Well Tim Hortons/Cafe (2) Videogame store Walmart/Red Apple	Baseball Field Equipment Fitness Center (4) Gym Equipment (2) Hiking (2) Hockey Hunting (2) Outdoor School (2) Equipment/Play Ground (5) Paintball Field People Being Active Rec. Center Soccer Soccer field Swimming Pool Volleyball net at the Beach
Education/Employment	Health	Technology	Community
A New School An Institute of Technology Become a Chief (2) Become a Nurse/Doctor Finish High School (5) Finish School (3) Get A Job (3) Go To/Finish College/University(6) High School (3) Invest more in the School for better education	Be more healthy Change my eating habits Clean Water (2) Having a healthy friendship with people Health program Healthier food Healthy eating (3) Larger Nursing Station/ Small Hospital (3) Lower food prices (5) Stop bullying	An arcade Become a Pro MLG Gamer Become a Youtuber (2) Make a videogame (3) Science Center	Decrease poverty Increase community population Lower gas prices Make our community safer/ a better place

Appendix H: Youth Responses “What can SLFNHA do for you?”

- Visit Communities on a regular basis, meet with children and see what needs to be done.
- Organize workshops and classes on; healthy living, cooking, quitting smoking, workplace/ outdoor safety, first aid, event planning, photography, how to cook healthy meals with limited ingredients, and sexual and education.
- Organize swimming lessons.
- Organize more activities for youth such as; sports tournaments and leagues and clinics; self-defense classes; boxing classes; traditional teachings and practices; and music classes.
- Organize anti-bullying programs.
- Organize rehabilitation and support groups.
- Supply Resources such as money, art supplies, people, prizes, equipment and supplies for community events
- Advocate for more youth services and youth centers; arenas or outdoor rinks and basketball courts.
- Advocate for clean drinking water.
- Bring more nurses into the community and care takers of elders.
- Create food banks.
- Create more jobs for students.
- Promote healthy living.
- Help us with more ideas to help our community.
- Be my voice for promoting my programs.
- Pay attention to our responses.

Appendix I: Youth Engagement Survey Age of respondents

The youth who filled out the survey ranged from 13-23 years of age with the average age of 16.2.



Appendix J: Social Media Survey

What **Social Media** sites do you use?

1. Circle the sites you use the most



2. How do you use these sites (Circle all that apply)

None

Ipod

Phone

Tablet

Computer

3. Do you use any websites for First Nations Youth? What sites?

4. Do you want a Facebook Page for First Nations Youth?