

Environmental Scan of Canadian Websites
Regarding Current School Health Strategies
and Initiatives to Promote the Health of
Aboriginal Children and Youth

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Introduction

The responsibility for school health lies with the provincial and territorial governments and school boards. Provinces and Territories play a critical role in promoting and supporting healthy eating at the community level, including in schools. National and provincial/territorial agencies and non-governmental groups are also key contributors to a comprehensive school based approach to healthy eating. The federal government, particularly Health Canada and the Public Health Agency of Canada is committed to helping Canadians maintain and improve their health and recognizes the important role that nutrition plays in the health of children and youth.

This environmental scan is a work in progress that overviews the relevant past, current and planned activities that the provincial, territorial and federal governments as well as national and PT non-governmental organizations and agencies are undertaking. The information was collected primarily from a Web-based search, existing relevant sources of data (e.g. other environmental scans that have been done by different jurisdictions) and through a review process involving JCSH School Health Coordinators and their colleagues. This is a preliminary draft of the environmental scan designed to inform delegates of the National School Health Conference, May 23-26, 2006 to be held in Vancouver, BC. A more inclusive, though “evergreen” version will be posted on www.jcsh-cces.ca and shared with interested parties. Special thanks are extended to those who have contributed to the scan thus far and who will do so in the future.

This Pan-Canadian environmental scan captures information related to national and provincial and territorial activities. Regional and local level activities, while not solicited, may have been provided by key-informants and hence has been included in this draft. Relevant international activities, while numerous and worthy of examination, are beyond the scope of this scan.

In searching for data special attention was paid to work underway that demonstrates a more systems capacities approach to school health. Elements of such an approach include:

- ❑ coordinated policy development processes that include implementation and evaluation plans and visible support from system leaders;
- ❑ staffing and infrastructure to support coordination and cooperation at all levels;
- ❑ formal and informal mechanisms to facilitate cooperation including formal agreements, shared development of vision and consensus documents, working with voluntary and professional associations and more;
- ❑ explicit procedures to identify emerging issues/trends and to identify shared priorities and urgent concerns;

- ❑ regular monitoring and reporting of child/youth health behaviours/status and health knowledge/literacy as well as local program practices and capabilities;
- ❑ ongoing work force development through changes to pre-service training and sustained professional development activities; active, planned and targeted knowledge development, transfer and exchange activities;
- ❑ explicit plans and procedures to ensure that the school health initiatives, policies and programs are sustainable, evaluated and evolutionary.

The hope is that this scan serves to capture key Pan-Canadian activities in order to provide a closer look at the efforts underway across Canada and to facilitate the sharing and coordination of efforts where possible. The scan is presented using the following four categories:

Part 1: Policy Frameworks, Guidelines, and Statements

Part 2: Surveillance & Monitoring Activities

Part 3: School Environment and Services

Part 4: Curriculum and Curriculum Resources

Part 5: Resource Networks, Databases, and Clearinghouses



1. Policy Frameworks, Guidelines, Statements

- ❑ National First Nations and Inuit Injury Prevention Working Group
Vision: to unite in creating injury free and safe communities for today and tomorrow. Mission: to develop and guide a coordinated injury prevention journey.
http://www.hc-sc.gc.ca/fnih-spni/promotion/injury-bleess/wg-gt-prevent/inj_prevent_blessures_e.html
- ❑ Nunavut's Promise to Children and Youth
An interdepartmental initiative that links four departments with a mandate for children and youth, including: Education, Health & Social Services, Justice, and Culture Language Elders & Youth. Nunavut's Promise works to streamline policies, programs and services for children and youth across government. The group also supports community projects and engages Inuit Elders and youth in an advisory role.
<http://www.gov.nu.ca/education/eng/index.htm>
- ❑ Aboriginal Literacy Summit (Yukon)
<http://www.yukonliteracy.ca/activities/Aboriginal.html>
- ❑ Aboriginal Blueprint: Saskatchewan Approach
http://www.health.gov.sk.ca/aboriginal_sk_approach.pdf
 - Aboriginal Health Blueprint Engagement Process
 - http://www.health.gov.sk.ca/mc_dp_aboriginal_health_blueprint.pdf

- Healthy Choices in a Healthy Community: A Report on substance Abuse, Prevention and Treatment Services in Saskatchewan
http://www.health.gov.sk.ca/fs_substanceabuse_addley.pdf
- Saskatchewan's Provincial Diabetes Plan
http://www.health.gov.sk.ca/mc_dp_diabetes_provplan.pdf
- Saskatchewan's First Nations and Metis Branch, Learning department.
The First Nations and Métis Education Branch provides leadership for the actualization of the goals of Aboriginal education in all aspects of the Learning Program - curriculum, instructional strategies and resources, learning environments and assessment. <http://www.sasked.gov.sk.ca/branches/fn-me/learning.shtml>
- Saskatchewan's Learning 2005 document
Includes a goal to increase the participation and success of Aboriginal people in sector programs, services and employment.
http://www.learning.gov.sk.ca/admin/pub_pdf/Learning_sectorplan05_06.pdf
- Canadian Pediatric Society. Tobacco use among Aboriginal children and youth
Indian and Inuit Health Committee, Canadian. *Padiatrics & Child Health* 1999;4(4):277-281
<http://www.cps.ca/english/statements/II/ii99-01.htm#Indian>
- Macauley, Paradis, Potvin et al. (1997). The Kahnawake Schools Diabetes Prevention Project: Intervention, Evaluation and Baseline Results of a Diabetes Primary Prevention Project with a Native Community in Canada. *Prev Med* 26, 779-790.
http://www.acadre.ualberta.ca/Publications/research_papers/The%20Kahnawake%20Schools%20Diabetes%20Prevention%20Project%20Intervention%20evaluati on%20and%20Baseline%20Results%20of%20a%20Diabetes%20Primary%20Prevention%20Program%20with%20a%20Native%20Community%20in%20Canada.pdf
- Cargo, Leveque, Macauley et al. (2003). Community governance of the Kahnawake Schools Diabetes Prevention Project, Kahnawake Territory, Mohawk Nation, Canada. *Health Promotion International* 18:3, 177-187.
http://www.acadre.ualberta.ca/Publications/research_papers/Community%20gove rnance%20of%20the%20Kahnawake%20Schools%20Diabetes%20Prevention%200Project,%20Kahnawake%20Territory,%20Mohawk%20Nation,%20Canada.pdf
- Ontario's Royal Commission on Learning Report
The world of aboriginal education. "We made a special effort to hear about aboriginal issues from aboriginals themselves. We heard from Native organizations and individuals in about one third of our hearings, we visited a

number of their schools, and we established a working group with representatives of First Nations and Native service organizations.

<http://www.edu.gov.on.ca/eng/general/abcs/rcom/short/short9.html>

- Healthy Ontarians in a Healthy Ontario: A Strategic Framework
While many Ontarians are getting healthier, others are being left behind. Certain higher risk communities, for example, Aboriginal peoples, face urgent health challenges such as high rates of diabetes and increased risk of heart disease
<http://www.mhp.gov.on.ca/english/strategicframework/default.asp>
- Learning for Life II (Nova Scotia)
The plan focuses on helping all students reach their full potential by encouraging them to live active, healthy lives, by providing more support for smaller class sizes and special education, and continuing to target resources to areas that need support, like literacy and math. Examining First Nation learners experience will be done through best practice demonstration sites and specifically focusing on Mi'Kmaq language curriculum.
 [Learning for Life II: Brighter Futures Together](#) 
- Mi'kmaq Services Division (Nova Scotia)
was established in 1997 in response to the recommendation of the Task Force on Mi'kmaq Education. The Task Force became the Council on Mi'kmaq Education (CME) in 1997 and continues to provide guidance and make recommendations to the Minister of Education. Our office is responsible for providing leadership, direction and planning required for the development and implementation of policies, procedures, programs and services to ensure that Mi'kmaq Nova Scotians benefit from a fully supportive learning environment in the public schools.
<http://mikmaq-services.ednet.ns.ca/>
- Aboriginal Education Action Plan
Ministers of Education renew their commitment to Aboriginal education (March 2006). During a special session on Aboriginal education, ministers discussed the key components of a CMEC Action Plan on Aboriginal education as well as its connection to the outcomes of the November 2005 First Ministers Meeting (FMM) with Aboriginal leaders. Ministers agreed to follow through on the CMEC Aboriginal Education Action Plan under which they will, as first steps, share best practices, develop and improve data collection and develop a framework on teacher training.
<http://www.cmec.ca/publications/BackgrounderAboriginalEducation.en.pdf>
- British Columbia Teachers Federation
[British Columbia Teachers' Federation](#), [Task Force on Aboriginal Education](#), [First Nations Education Association](#), [First Nations Education Steering Committee](#)

- Aboriginal Education and Training Framework (AETF) 2004-2007
 Manitoba's Department of Education framework "... to further the educational goals of Aboriginal education and training. Aboriginal Education Directorate The Directorate coordinates the Aboriginal Education and Training Framework and provides leadership for departmental initiatives in Aboriginal Education and Training and Advanced Education."
[Aboriginal Education Action Plan](#) **NEW!**
- Aboriginal Languages in Manitoba Consultation Reports
 "... to assist in planning for the development of a provincial curriculum in Aboriginal Languages."
- Healthy Kids, Healthy Futures Task Force, First Nations Communities. (Manitoba)
 The task force recommends that the government increase accessibility to traditional and nutritious foods, and to culturally-focused physical activity and recreational programs. <http://www.gov.mb.ca/healthykids/docs/finalreport.pdf>
- Sharing our success: Ten Case Studies in Aboriginal Schooling
 "... this report springs from a study of ten such schools in an effort to identify practices that appear" to be producing tangible progress towards Aboriginal student success. Many of the findings parallel values and principles inherent in comprehensive school health. <http://www.saeec.ca/sharing/>
- The New Relationship with Aboriginal People (BC)
 BC Government (March 2006) tabled legislation to enact the \$100-million New Relationship Trust that will help fund long-term capacity-building for First Nations. The fund is established "to provide First Nations with the tools, training and skills to participate in social and economic decision-making in their communities. It will also help to foster leadership among First Nations youth and bring about greater self-reliance, prosperity and certainty for First Nations and all British Columbians."
http://www.gov.bc.ca/arr/down/new_relationship.pdf
- Aboriginal Education Enhancement Agreements (BC)
 An EA is a working agreement between a school district, all local Aboriginal communities, and the BC Ministry of Education. EAs are designed to enhance the educational achievement of Aboriginal students
<http://www.bced.gov.bc.ca/abed/agreements/>
- "Modern pathways and evolving definitions: Reframing "Aboriginal school drop out" in a northern Canadian context." Research and Policy Brief, Centre for Health and Policy Studies, University of Calgary
<http://www.chaps.ucalgary.ca/Davison.pdf>

- Aboriginal Tobacco Use Strategy (AB)
 Grants of up to \$3000 for projects that address the harmful use of tobacco among Alberta's Aboriginal people
http://tobacco.aadac.com/programs/aboriginal_tobacco_strategy/
- Alberta's Commission on Learning
 "Aboriginal families, children and youth face special challenges. From the limited information we have, it's clear that the achievement results of Aboriginal children are significantly lower than provincial averages Aboriginal students achieve the same levels of success at school as non-Aboriginal students in an environment where their cultures and values are respected and reinforced.
- Alberta Initiative for School Improvement
 Two cycles of funding for grants to school, approximately 12 projects targeted Aboriginal students, mostly focused on cross-cultural initiatives to enhance learning, increase attendance and staying in school, transition to high school, differential instruction, no projects specifically health promotion or comprehensive school health.
http://www.education.gov.ab.ca/k_12/special/aisi/whatisnew.asp
- Alberta Child and Youth Initiative
 The ACYI provides a forum for dealing with children and youth issues from a broad-based perspective by using the expertise of the partnering ministries, communities, and Aboriginal people in developing strategies and initiatives. Strategies provide practical opportunities for organizations and individuals to work together for children, youth and their families.
http://www.aand.gov.ab.ca/PDFs/final_strengthrelations.pdf
- Creative Newfoundland and Labrador: The Blueprint for Development and Investment in Culture.
 Possible links to comprehensive school health through to strategic directions: Aboriginal peoples and communities and Creative Education. In the Blueprint document – health and well-being, improved test scores, and learning skills are considered benefits to the plan
<http://www.tcr.gov.nl.ca/tcr/publications/2006/culturalplan2006.pdf#xml=http://search.gov.nl.ca/texis/search/pdfhi.txt?query=aboriginal+EDUCATION&pr=provincial&prox=page&rorder=500&rprox=750&rdfreq=250&rwfreq=500&rlead=500&sufs=2&order=r&cq=&id=44295a2d8>
- STI (Sexually Transmitted Infections): The Naked Truth: Strategic Directions Document (January 2005).(NWT)
 The STI Strategic Directions Document "identifies goals, objectives and actions that will aid in raising the awareness of the critical situation surrounding the marked increase in sexually transmitted diseases affecting our youth." Objectives include supporting youth-lead initiatives and implementing multi-media education programs targeting youth.

http://www.hlthss.gov.nt.ca/content/Publications/Reports/comm_dis/sti/stijan2005.pdf

- Fetal Alcohol Spectrum Disorder: An Integrated Approach (November 2003) (Newfoundland and Labrador)
Indicates Children and Youth as a target and includes school health curriculum, school support funding and Healthy Children's Initiative.
<http://www.hlthss.gov.nt.ca/content/Publications/Brochures/PDF/HP/integratedresponseNov182003.pdf>
- Stay the course and together we can secure the foundation that has been built. Supplementary report: Children and Youth (Dec 2005) (Newfoundland and Labrador)
This report review the literature on mental health, addictions and family violence issues and provides a series of recommendations.
http://www.hlthss.gov.nt.ca/content/Publications/Reports/Chalmers_Report/2005/supplementary_report_children_and_youth.pdf
- Revitalizing, enhancing and promoting Aboriginal Languages: Strategies for Supporting Aboriginal Languages (NWT Education, Culture and Development). Aboriginal language instruction in K –12.
http://www.ece.gov.nt.ca/WEB%20PDF/Culture/Strategies_for_Supporting_Aboriginal_Languages.pdf
- Towards Literacy: A Strategic Framework (2001-2005) (NWT)
One key goal for school age children and youth: All students will acquire the literacy skills that prepares them for productive work, responsible citizenship, creative lives and lifelong learning. 55% of aboriginal youth leave school early
<http://www.ece.gov.nt.ca/Publications/PDF%20Publications%20Files/Publications%20New/3-Towards%20Literacy%20A%20Strategy%20Framework%202001-2005.pdf>
- Youth in Action (PEI)
To promote cultural awareness and tolerance and to develop a healthy sense of community and co-operation among aboriginal and non-aboriginal youth.
<http://www.gov.pe.ca/communitydevelopment/index.php3?number=81019>

- Aboriginal Education Committee (PEI)
"... meets regularly to discuss strategies to assist Aboriginal students in the Prince Edward Island school system to achieve their potential."
<http://www.gov.pe.ca/educ/index.php3?number=79867>
 - Health Canada. Acting on what we know: Preventing Youth Suicide in First Nations.
"The literature on youth suicide prevention emphasizes that schools should provide a health education curriculum for all students that builds basic skills useful for managing a variety of health and social issues rather than focusing exclusively on the topic of suicide
http://www.hc-sc.gc.ca/fnih-spni/alt_formats/fnihb-dgspni/pdf/pubs/suicide/prev_youth-jeunes_e.pdf
 - Aboriginal Healing Foundation
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2. Surveillance & Monitoring Activities

- Aboriginal Learner Data Collection Initiative (ALDCI)
On school registration form, there is a voluntary, self-identification question which asks Aboriginal students to identify themselves. Information is used for funding programs to improve Aboriginal student success.
<http://education.gov.ab.ca/aboriginal/aldci/pdf/Brochure.pdf>
 - How are we doing? Demographics and Performance of Aboriginal Students in BC Public Schools 2001 –2002.
<http://www.bced.gov.bc.ca/abed/perf2002.pdf>
 - Alberta Child Health Surveillance Report.
The first comprehensive report on the health of Alberta's child.
http://www.health.gov.ab.ca/resources/publications/ACH_surveillance.pdf
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3. School Environment and Services

- Sandy Lake First Nation School Diabetes Prevention Program
" was created during the 1998 school year to help students in grades 3 and 4 learn about and practice healthy eating and physical activity behaviours: the only known ways to prevent diabetes. Developing healthy behaviors at a young age should give students the skills and motivation to continue these behaviors into

adulthood

<http://www.sandylakediabetes.com/>

- ❑ Information Centre on Aboriginal Health (ICAH)
"a database of information on bibliographic and Web-based resources, programs and services, health careers, and scholarships and bursaries. The goal of ICAH is to provide information to improve and promote health, to promote understanding of health issues affecting Aboriginal Peoples, to facilitate and promote research, and to foster participation of Aboriginal Peoples in delivery of health care, and to affirm and protect Aboriginal traditional healing practices."
<http://www.icaah.ca/content/en/topics/subtopic/section.php?tcid=102&stcid=124>
See section on Schools and health promotion
<http://www.icaah.ca/content/en/topics/subtopic/section.php?tcid=101&stcid=119>
- ❑ Native Womens Association of Canada
"As a national organization, NWAC presently offers programming in support of Aboriginal youth through the position and associated activities of the youth intervener. The youth intervener program is funded by Human Resources and Skills Development Canada (HRSDC) aiming at providing Aboriginal youth across Canada with access to government youth employment programs and other youth initiatives ... promoting the well being of young Aboriginal women"
<http://www.nwac-hq.org/youth.htm>
- ❑ Live Webcasts for Aboriginal Youth
One Inuit and three First Nations communities will each soon host a live webcast to bring together Aboriginal young people from across Canada to discuss issues important to them. Access to the webcasts will be available through most computers, and dates and times for the broadcasts will be posted at www.ainc-inac.gc.ca/connex on the internet.
- ❑ First Nations and Inuit Youth Employment Strategy
\$24 million federal money per year will be spent on four programs: Student Summer Employment Opportunities Program; Science and Technology program; Youth Work Experience Program ; Career Promotion and Awareness Program. You can read about these programs and more in a federal report on education spending. For a free copy visit www.ainc-inac.gc.ca on the internet.
- ❑ Encounters with Canada
The program brings more than 130 students from across Canada to the Terry Fox Canadian Youth Centre in Ottawa. This year, Indian and Northern Affairs Canada is sponsoring First Nation or Inuit students to take part each week from September 2003 to April 2004. If you are between 15 and 17 years old, you can apply for funding to be part of the next encounter! To find out how, call Encounters toll-free at 1-800-361-0419 or visit www.encounters-rencontres.ca on the internet.

- ❑ **Aboriginal Scholarships and Bursaries Awards Guide**
 This online directory lists scholarships and bursaries for Aboriginal students. You can search the E-Directory by region, subject, funders and key words to find out what to apply for. Visit www.ainc-inac.gc.ca and click on *Programs and Services*, then *Education*, then *Scholarships, Bursaries and Awards Guide*, or call toll-free 1-800-567-9604.
- ❑ **New Paths**
 Education projects and programs that improve classroom teaching, give more control to parents and the community, and help students move from school to work. You can read about these programs and more in a federal report on education spending. For a free copy visit www.ainc-inac.gc.ca on the internet.
- ❑ **Elementary and Secondary Education**
 \$1,127 million of federal money will be spent in 2003 and 2004 on teaching, tuition to provincial public schools, school supplies and equipment, student transportation and guidance for over 119,000 students living on-reserve. You can read about these programs and more in a federal report on education spending. For a free copy visit www.ainc-inac.gc.ca on the internet.
- ❑ **Special Education Services to Students Living On-reserve**
 You can read about these programs and more in a federal report on education spending. For a free copy visit www.ainc-inac.gc.ca on the internet.
- ❑ **Whole Child Program (Yukon)**
 Whitehorse Elementary School Program, Health Promotion and Prevention; Knowledge Transfer, Aboriginal peoples in urban communities; Child development; Childcare; Children; Family support; Parenting skills; Recreation and play; Schools; Youth, Population First Nations; Inuit; Métis.
<http://www.ica.ca/content/en/programs/detail/index.php?pid=853>
- ❑ **Healthy Learners in School Program (NB)**
 Public Health nurses with the Healthy Learners in School program work at the school district level with the District Health Advisory Committee.
http://www.gnb.ca/0055/wellness_strategy/pdf/3643e-final.pdf
- ❑ **The Virtues Project**
 "... was a pilot program within five elementary schools and one junior high school in the town of Truro. The majority of the school aged children and youth from Millbrook First Nation attend these schools. Chignecto-Central Regional School Board was a partner in this project."
<http://www.millbrookfirstnation.net/virtues.html>
- ❑ **School Health Program (NWT)**
 The School Health Program is comprised of two programs: the Health Education Program (developed by the Department of Health) and the Alcohol and Drug

- Program (developed by the Departments of Education and Social Services). A comprehensive document is available that speak to the "cross-cultural classrooms" in the Northwest Territories and discusses changes to the diet and family structures of native populations as factors that contribute to ill health.
http://www.ece.gov.nt.ca/Divisions/kindergarten_g12/Health%20K-9%20Single%20Files/G2/00Gr2_Introduction.pdf
- Manitoba Provincial Campaigns
 Funds schools to undertake projects that support an important health and wellness issue. The goals of each campaign are to: engage people in Healthy Schools, ensure that Healthy Schools funding is made available to all participating schools across the province, and increase awareness of the specified health issue. E.g., Mental Health Campaign: 406 schools received funding for the Mental Health Promotion http://www.gov.mb.ca/healthyschools/campaigns/mental_health.pdf
 March/April 2006 is Bike, Water and Farm Safety.
<http://www.gov.mb.ca/healthyschools/campaigns/safety.pdf>
 - Aboriginal Support Worker (BC)
 Over the years British Columbia educators recognized that Aboriginal students require a special support system to succeed in school. A staff position, Aboriginal Support Worker, was created to provide this support
<http://www.bced.gov.bc.ca/abed/supportwork/intro.htm>
 - BC Ministry of Children and Family Development
 2006/07-2008/09 Objective: An increasingly culturally appropriate service delivery system for Aboriginal children and families. In order to improve outcomes for Aboriginal children and families, the ministry is working to increase the cultural appropriateness of services provided to Aboriginal children and families in B.C. Key strategies include: allocating funding from the Child and Youth Mental Health Plan for the development of specific Aboriginal child and youth mental health services
<http://www.bcbudget.gov.bc.ca/2006/sp/cfd/Goals,Objectives,StrategiesandResults9.htm>
 - Amiskwaciy Academy, Edmonton Public School District,
 "... encourage Aboriginal students to stay in schools and achieve academic success." <http://amiskwaciy.epsb.net/non-flash/index.html>
 - Turtle Island Native Network.
 Extensive website that covers Canada, US and Australian links and contacts.
http://turtleisland.org/front/_front.htm
 - Aboriginal Youth Info+Net (Calgary)
 If you are thinking about moving to Calgary or have recently moved to Calgary, then this page is for you. This section focuses on services available to newcomers in the city of Calgary.

<http://infonet.nextsteps.ca/abmove.html>

- ❑ Student Health Initiative (SHI) (AB)
The goal of the SHI is to improve access to and enhance the provision of integrated health and related support services for children with special health needs so that they can participate fully in their education programs and be successful at learning. Funding was provided to Student Health Partnerships in the 2001/2002 school year to fund services for First Nations students who live on reserve and attend school off reserve.
http://www.gov.ab.ca/student_health
- ❑ Labrador and Aboriginal Affairs
Funding announced (Nov 05) for Junior Achievement program to be offered at St. Anneway Kegnomogwom School in Conne River. The mission of Junior Achievement of Newfoundland and Labrador is to inspire and educate young Canadians to experience free enterprise, understand business and economics, and develop entrepreneurial and leadership skills. Support a school in an aboriginal communities to access strong educational programs.
- ❑ Nova Scotia's Wellness Program
"... is a community-based program which receives funding through Brighter Futures and provides services to all community members. The goal of the Wellness Program is to empower and assist community members in the reduction of social and health related problems facing our community today. To promote constructive and positive behaviour, these behaviours and attitudes must enhance a community sense of Wellness and respect for each individuals physical, mental and social needs."
<http://www.millbrookfirstnation.net/wellness.html>
- ❑ Aboriginal Healing and Wellness Strategy
"is a policy and service initiative that brings together Aboriginal people and the Government of Ontario in a unique partnership to promote health and healing among Aboriginal people."
http://www.ahwsontario.ca/about/about_top.html
- ❑ Sport for More
Funding for Northern Nishnawbe Education Council Initiatives Geared To Increase Physical Activity And Sport Participation Among Aboriginal Students
<http://www.mhp.gov.on.ca/english/news/2006/021006-2.asp>
- ❑ BC Association of Aboriginal Friendship Centres
Provincial Aboriginal Youth Council. The Provincial Aboriginal Youth Council (PAYC) is a youth council made up of youth aged 14-24 who are involved with Friendship Centres across BC.
www.bc-payc.com
- ❑ BC United Métis Youth Circle
The BC United Métis Youth Circle (BCUMYC), an affiliate of the Métis

Provincial Council of BC was established in 1998 in response to the Métis National Youth Advisory Council's community consultations held across the Métis Homeland. The Circle brings together Métis Youth from across BC to collectively share and work on common obstacles, goals and aspirations.

www.mpcbc.bc.ca/youth/youth.html

- **Aboriginal Canada Portal**
Hosted by Northern and Indian Affairs Canada, is an integrated gateway, or single window, to government and Aboriginal on-line resources such as information, contacts, and programs and services for Aboriginal Canadians. Special section on resources and services for aboriginal youth and children.
www.aboriginalcanada.gc.ca/
- **Industry Canada, First Nations on SchoolNet**
A very comprehensive web guide providing links to resources on Aboriginal issues, such as language, schools, organizations, legal issues, youth, health, culture etc www.schoolnet.ca/aboriginal/e/main_e.asp
- **Aboriginal Youth Network**
"... is an online resource created by youth for youth. We are accountable to youth through our youth advisory committee which meets in person twice yearly and twice again via teleconference."
www.ayn.ca
- **Make a Connection Canada.**
"... is a national life skills program designed to empower more than 15, 000 Aboriginal youth from 5 to 18 years of age with essential "skills for life."
www.makeaconnection.ca
- **National Aboriginal Achievement Foundation**
The National Aboriginal Achievement Foundation is a nationally registered charitable organization created in 1985 by Mohawk conductor and composer John Kim Bell. The Foundation has fulfilled educational dreams for Aboriginal youth, placed the importance of education and the abilities of Aboriginal people into the forefront, and built an organization that is financially sound.
naaf.ca/cnaf.html
- **Department of Justice, Aboriginal Justice Learning Network (AJLN)**
"... is a broad-based voluntary network of representatives of the conventional justice system and Aboriginal communities."
canada.justice.gc.ca/en/ps/ajln/index.html
- **BC's Urban Native Youth Association**
UNYA's mandate is to help Native youth in the urban setting. UNYA was formed to address Aboriginal youth issues when it became apparent that growing numbers of young people were continuing to leave reserves for the city. Offers a

wide variety of programming.

www.unya.bc.ca


- ❑ Drop the Pop – School Health Campaign (Nunavut)
"... is a territory-wide campaign that challenges Grade K-12 students to make healthier drink choices. The contest challenges students not to drink pop for one week during April, Dental Health Month."
- ❑ Move to the Beat, Share the Rhythm (Nunavut)
"... is an Active Living Campaign for schools and communities that includes a:Physical Activity Guide that educates and promotes physical activity in classrooms, at recreation centers, and throughout communities; Active Living Prescription Pads suggest activities that integrate traditional cultural activities, sports, volunteering, and family activities to help students and families become more active; A territory-wide school contest called "It's Your Move!" takes place each year during Nunavut Physical Activity Week in May."
- ❑ Nunavut's Senior Officials Health Living Committee
"... works directly with communities to respond to their issues, support community-based initiatives, and coordinate work on suicide prevention across government. The Nunavut Embrace Life Council is represented on the Senior Officials Health Living Committee. Currently the Nunavut Embrace Life Council is piloting "Dancing with Anger", an anger management program for aboriginal youth and is planning a training pilot in leading group therapy for children bereaved by suicide."
- ❑ Community-School Liaison positions (Nunavut)
"These Education positions are being staffed in each community to provide a link between schools and families. This positions deal with attendance problems, and offers anger management and other social issues workshops to students and families. These positions explore more culturally relevant ways to address students' school issues."
- ❑ Wraparound Process (Nunavut)
"This is a collaborative, culturally relevant approach to supporting children and youth-at-risk. Working holistically, with the extended family, service providers and community resource people, it mobilizes all available resources to support children-at-risk and help them identity and reach goals. We are piloting the program in the community of Taloyoak as a community-led project."
- ❑ Mental Health Task Force (Nunavut)
In rural and northern communities, mental health programs for youth with special needs are often limited or unavailable. We need to make available programs that are specific to the needs of youth living in these remote communities.
<http://www.gov.nu.ca/education/COEWebsite/English/library.htm>

- **Smoke Screening.**
 "This is a pan-territorial initiative in cooperation with the Yukon, NWT and Nunavut targeting tobacco control awareness campaign for school that includes: a video with 12 anti-tobacco awareness ads from around the world, participant voting pads – students vote on which ad is most effective in making you think about quitting tobacco or makes you not want to start, Teacher's resources that has background information about issues covered in the ads and sample classroom activities, and Teacher evaluation forms."
- **Elders In School Programs (Yukon)**
 Elder in School programs are in place at Carcross School, Teslin School, Ross River School, and Chief Zzeh Gittlit School. Main objectives of the program are for the Elder to: provide guidance, support and wisdom to children in the school, to assist and support staff in their efforts to integrate First Nations culture in to the curriculum by ensuring that traditional values and teachings are respected, and to share their knowledge and understanding with the teacher to help enrich the curriculum.
- **Cultural Inclusion Programs (Yukon)**
 Cultural activity funding has been made available to all Yukon schools for the development and implementation of cultural activities. The primary focus has been on First Nation activities like carving, moccasin making, beadwork, bison hunts, canoe building and community camps.
- **Yukon Eaglecrest Series**
 The Department of Education recently launched seven books for early readers that focus on Yukon First Nations culture. The books were a collaborative effort involving elders, students, Yukon First Nations, school administrators, and curriculum staff and the publishers at Eaglecrest Books. The titles are "My Grandpa", "Hot Moose Stew", "The Dog Sled Ride", "Big Things and Little Things", "Going Outside", "Hungary Red Fox", and "New Slippers". A set was sent to each Yukon First Nation in early December.

4. Curriculum and Curriculum Resources

- **Finding our way: a sexual and reproductive health sourcebook for Aboriginal communities**
 Describes a tool for service providers and educators working on sexual and reproductive health in an Aboriginal cultural context. The sourcebook looks at traditional teachings, and covers sexuality education for children and youth, healthy pregnancies, teen pregnancies, menopause and sexual abuse. Includes ordering instructions.

Source: Canadian Federation for Sexual Health

- ❑ Miyupimaatisiiuwin Wellness Curriculum
 "... a comprehensive school-based approach to health promotion and, by extension, to long-term suicide prevention. It has been developed for the Cree Public Health Module to be used in the James Bay region; is comprehensive, covering a wide range of wellness issues in a practical, teacher-friendly format, including ready-to-use lessons and preparatory material. It is a preventive program with an emphasis on wellness through health promotion for kindergarten to grade 8."
http://www.niichro.com/mental%20health/men_6.html#anchor555055
- ❑ Alberta Teachers Association
 Developed the following resources to inform teachers and schools about Aboriginal curriculum outcomes
[*Education Is Our Buffalo—A Teachers' Resource for First Nations, Métis and Inuit Education in Alberta*](#) 
[*First Nations, Métis and Inuit—Taking Root, Branching Out*](#)
- ❑ Aboriginal Education, BC Ministry of Education
 What makes teaching effective for Aboriginal students? There are no simple answers. Certainly, caring and committed teachers are essential. So are programs which have clear goals and objectives and are strongly research-based. There are also other factors, such as cultural relevancy and strong family and community involvement
<http://www.bced.gov.bc.ca/abed/>
- ❑ BC First Nations Health Handbook
 Helpful guide that provides a short history of First Nation social and economic circumstances and relates the prevalence of preventable injury as a key factor that influences the health of young First Nations people.
http://www.bchealthguide.org/first_nations_healthguide.pdf
- ❑ Aboriginal Education. Incorporating Aboriginal Perspectives: A Theme-Based Curricular Approach (Manitoba)
 Awareness and recognition of the rapidly expanding Aboriginal population in provincial schools in 1995 prompted Manitoba Education, Citizenship and Youth to request that all schools in Manitoba incorporate Aboriginal Perspectives into all curricula. To support the incorporation of Aboriginal Perspectives, the Aboriginal Education Directorate, through the Aboriginal Education and Training Framework has established goals that are based on the premise that school environments inclusive of Aboriginal knowledge and perspectives will improve student success and completion rates, increase employability skills and reduce transiency.
<http://www.edu.gov.mb.ca/ks4/abedu/perspectives/>
- ❑ Nova Scotia's Education Reform
 "... was introduced in 1998 as part of Gathering Strength - Canada's Aboriginal Action Plan. Resources are intended to improve the quality of education of First Nation schools and the academic achievement of First Nations

- students. Millbrook First Nation has incorporated Gathering Strength initiatives within the provincial school curriculum at the Truro Junior High School. Students within the Family Studies and Technical Education classes, as well as Service Learning Projects, have benefited tremendously with the assistance of Gathering Strength. Many new initiatives were created."
<http://www.millbrookfirstnation.net/strength.html>
- Manitoba First Nations Education Resource Centre
 The purpose of MFNERC is to provide education specialist service delivery to First Nation schools. The vision of the MFNERC is: "Support First Nations to develop and implement a comprehensive holistic educational system inclusive of First Nations languages, world views, values, beliefs and traditions with exemplary academic standards, under First Nation jurisdiction."
<http://www.mfnerc.org/>
 - WNCP Aboriginal Languages and Cultures
 WNCP Common Curriculum Framework for Aboriginal Languages and Culture programs provides a framework for further development in Aboriginal languages and culture programs
<http://www.mfnerc.org/>
 - Aboriginal Studies (Manitoba)
 The study of Aboriginal people focuses on an understanding of Aboriginal philosophies and creates an awareness of issues and events that relate to Aboriginal history.
 - Aboriginal Perspectives (Manitoba)
 Aboriginal perspectives apply to learning experiences for all students. Each subject area will address the perspectives and accomplishments of Aboriginal people.
 - Curriculum and Instruction for Northern Schools.
 Reference list of health (e.g., nutrition, alcohol and drugs, wellness) and cultural topics (e.g., language renewal).
http://www.ece.gov.nt.ca/Divisions/kindergarten_g12/Annotated%20Bibliography/Year%20%20PDF/440.212.3%20%20Curriculum%20and%20Instruction%20for%20Northern%20Schools.pdf
 - Course Profile. Current Aboriginal Issues in Canada (Ontario)
<http://www.curriculum.org/csc/library/profiles/11/html/NDA3MP4.htm>
 - Suicide Prevention (Nunavut)
 Departments of Education and Health & Social Services have collaborated to produce a Suicide Response Manual for Schools as a handbook for school personnel. This protocol will be finalized and in schools this winter. The Department of Education's website also hosts a Grade 6-8 suicide prevention

program called “It’s Cool to be Alive in Nunavut”, a program presented at the annual conference of the Canadian Association for Suicide Prevention.

- Aulajaaqtut – Curriculum for Empowerment (Nunavut)
Nunavut schools follow the Alberta curriculum. Aulajaaqtut was developed to respond to the need for more culturally relevant curriculum for physical education and health. The modules were developed in consultation with communities and Inuit Elders and focus on physical, emotional and cultural well-being. Aulajaaqtut is currently being offered in high school Grades 10 and 11, and is being developed for Grade 12.
- Inuktitut Curriculum – Grade 12 (Nunavut)
This new Inuktitut High School curriculum is designed to support a positive sense of cultural identity amongst Inuit youth. This curriculum looks at traditional Inuit games and their design to purposefully build the mental, physical and spiritual strength of the individual. It poses questions for youth to consider about lifestyle decisions and healthy living.
- RCMP Drug Awareness Services: Aboriginal Shield Program
Downloadable brochure available on this culturally specific program designed in partnership with the Nechi Institute on Alcohol and Drug Education. Links to program mission, coordinator contacts, and partnering programs are also provided. http://www.rcmp-grc.gc.ca/das/aboriginal_e.htm
- This web site from Arviat in Nunavut, details different aspects of traditional shelters such as the iglu. The project involved local Elders and youth working together using both traditional knowledge and modern technology. This is the second of the Arviat District Education Authority's projects designed to promote Inuktitut literacy and the use of syllabics.
<http://collections.ic.gc.ca/arviat/enghome.html>

5: Resources, Databases, and Clearinghouses

- Aboriginal Children's Circle of Early Learning

This site provides a wealth of links to sites related to the health and well being of aboriginal peoples- not only in the early years but also across the lifespan. Resource databases, e-bulletins, downloadable resources, calendar of events, and more are available through this site.

http://www.accel-capea.ca/index_en.php

- Aboriginal Learning Knowledge Centre, Canadian Council on Learning

Newly established at the Aboriginal Education Research Centre at the University of Saskatchewan, this site provides a national forum with links to reports on the current state of aboriginal learning in Canada. As this site grows and develops further, it promises to become a useful a resource for current information.

<http://www.ccl-cca.ca/CCL/AboutCCL/KnowledgeCentres/AboriginalLearning/index.htm>

- Aboriginal Education Research Centre

AERC is based at the College of Education at the University of Saskatchewan, and aims to improve the understanding of education for Aboriginal peoples through establishing networks and the fostering of educational research. The link to the brochure at the bottom of the web page gives an overview of the centre and its goals, accomplishments, and research initiatives

<http://www.usask.ca/education/aerc/>