

WE MATTER

TOOLKIT FOR SUPPORT WORKERS

(YOUTH WORKERS, COUNSELLORS, SOCIAL WORKERS)

We Matter is a national multi-media campaign
to support Indigenous youth
who may be going through a hard time.

This Toolkit will help you use We Matter to support Indigenous youth
ONE-ON-ONE or in a **SMALL GROUP**



WELCOME,

Challenges such as addiction, violence, bullying, abuse, sadness, and suicide are far too common in many Indigenous communities. It can also be very difficult to talk about these things, or to find culturally relevant resources to truly connect with Indigenous youth.

We Matter uses Indigenous voices, stories, videos, social media, and culture to start conversations with Indigenous youth about managing and overcoming tough issues.

We let Indigenous youth know: you are never alone, there is always a way forward, and being Indigenous is something to be proud of!

Whether you are Indigenous or non-Indigenous, this Toolkit will help you to begin and sustain conversations on **HARDSHIP, HOPE** and **HEALING** with Indigenous youth in an intimate or one-on-one setting, from a cultural and strengths-based perspective.

Our goal is to make this as easy as possible for you!

TABLE OF CONTENTS

3. Starting out	20. Engaging Youth
5. History, Context & Culture	21. Engaging the Community
6. Introducing We Matter	21. Positive Affirmation
12. Going Deeper and Next Steps	22. Continuing Support
13. Video Lessons	22. Staying Connected
13. The Story of We Matter	
14. Colonization and Our Communities	Appendix:
15. Expressing Emotions	23. I – My Support System
16. Land as Strength	24. II – Feeling Identification Sheet
17. Two Spirit Identity	25. III – Self-Care Support Plan
18. How to Ask for Help	26. IV – Video Talking Points
19. Self-Care	

Starting out!

We recommend watching the following video for a quick intro to this Toolkit:

▶ **Intro to the Support Worker Toolkit**

(video can be found on the accompanying USB stick, or at wemattercampaign.org/SupportToolkit)

In the following pages, you will find a step by step guide on how you can **INTRODUCE** or **RE-INTRODUCE** the We Matter Campaign to a young person, as well as guide conversations on hope, culture, and strength using Indigenous voices and perspectives.

Speaking to youth about things like sadness, loss, and overcoming obstacles can be difficult – so this Toolkit uses many videos you can show that share relatable teachings and stories on these types of topics. The Toolkit will begin with fairly simple steps, and the further you get, the deeper and more thoughtful the content and activities will be.

***Note:** The Toolkit will also help you cater sessions to be relevant for any issues the youth you work with are going through. Stories and videos can be a powerful narrative tool in reaching Indigenous young people, especially as many of them may have trouble finding relatable role models in their communities, or even in the media.*

It is up to you over how many sessions, days, or weeks you'd like to spread out the lessons and activities. We recommend working with youth ages 12 and older.

Navigating these difficult topics can be overwhelming, but we've got you covered! This Toolkit will give **YOU** a bit of extra info on **HISTORY, CONTEXT, and CULTURE**, discussing colonization and the historical impacts on our communities and youth. Please do read this section on Page 5!



IMPORTANT NOTES:

Some of the videos talk about issues that may be sensitive or triggering for youth.

We recommend you take some time to watch the videos before sharing them with the young person you're working with. Giving youth the space to step out of a difficult conversation can be helpful, or even stopping a video if something is affecting them.

Keep in mind: Talking about an issue like suicide doesn't encourage people to develop suicidal thoughts. In fact, it can encourage someone to feel more comfortable about asking for help, taking away shame or stigma.

After completing a session, it is important to check in and remind youth about where they can get additional support if needed. At wemattercampaign.org/Get-Help, you can find a map of helpline and crisis numbers searchable by region.

We also recommend closing a session with an activity or action that can help young people ground any possible feelings or discomfort. Remind youth they are amazing, talk about their strengths, or try asking youth to remind themselves why they are so awesome. You can also close with an uplifting video message!

It's also good to recognize it may take time for young people to develop trust and be comfortable talking about things like hardship and hope. You may not get much engagement initially, but the more you have these conversations, the more normal they become, and the more likely youth will begin to engage.

Keep in mind: It's important to make sure you have your own supports before starting this work! Also, if you become unable to continue using the Toolkit, it's a good idea to find someone who can continue the work. High turnover rates for teachers and support workers in communities can make it difficult for youth to develop trust and to build relationships, so try encouraging others to continue using We Matter!

THANK YOU for choosing to share
LOVE and **SUPPORT**
with Indigenous Youth!



History, Context & Culture

***Note:** When doing any type of support work with Indigenous youth, it's important to understand why many of the challenges that youth face exist - this page will help with that.*

Indigenous youth often face similar challenges, no matter where they are.

Colonization and Residential Schools have taken many things away from Indigenous communities, including culture, language, family bonds, and traditional values, creating deep hurt and disconnection. There is no easy solution to this – but what helps is education, validation, persistence, consistency, gentle love, and culturally relevant support.

It's important to let youth know that many of the things they are experiencing are not their fault. There is a larger structure and system which has created pain, hurt, and dysfunction. This pain, hurt and dysfunction is sometimes passed down from generation to generation within a family and community – this is known as intergenerational trauma.

One of the We Matter Co-Founders did a TEDx talk about a simple way to understand and explain intergenerational trauma, as well as its impacts on youth experience. Please do check it out yourself. (*Find this video online by doing an internet search for “Tunchai TEDx”*)

Watch video:

 **Tunchai Redvers TEDx “Creating Environments for Indigenous Youth to Live & Succeed”**

It takes time to help youth understand the complicated process of how trauma is passed down. If your youth deal with things like depression or suicidal ideation, there is a good chance it comes from issues of unresolved trauma from multiple generations. Because many of these issues were placed on our people by harsh outside forces, talking about this helps youth understand where their feelings of hurt and shame may come from, and begin to see how things can change.

We recommend creating a habit of sharing words of positivity and affirmation with youth you work with. Whenever you can, let youth know how important they are. We like to use phrases such as “you are so great!” or, “you are fantastic, and here’s why...”

Studies have shown this sort of encouragement can change a young person’s life forever, and it is exactly this type of love that efforts like Residential Schools took away from our communities.

Introducing We Matter – STEP BY STEP Guide

Follow these steps to introduce We Matter to Indigenous youth in a one-on-one setting, or in small intimate groups. What you'll do is sit with youth, discuss the talking points, facilitate the exercises, and watch the videos together. That's it! Do this with any youth you work with.

If you have been working with a youth for some time, begin using this Toolkit right away. If you are just starting to work with someone, begin the process when the time feels right!

All the videos can be found on our website: wemattercampaign.org/SupportToolkit. If your community lacks reliable internet access, email info@wemattercampaign.org to request a USB stick with the videos.

***Note:** If you have already completed the We Matter Mini-Toolkit with youth, you can skip over any sections or videos you have already shown. Or feel free to show them again!*

We recommend you watch the videos ahead of time, before sharing with youth!

STEP 1

Mention We Matter, and the different issues our videos talk about. Ask about the kinds of hardships they, or those around them, are going through.

Mention it's okay and important to talk about the hardships we go through, in order to find ways to get through them.

Show the video:

▶ **WHAT IS WE MATTER**

Ask what they think.

STEP 2

Show a few We Matter videos and talk a bit about each one after. Choose your own, or we recommend:

▶ **Melanie Mark**

▶ **Jack Jr**

▶ **A Tribe Called Red**

▶ **SMVS La Ronge**

(ask if they know this band/music!)

STEP 3

Explain that We Matter is full of messages that speak directly to the challenges they're dealing with, and people who have found ways to overcome or manage those challenges.

SHOW A VIDEO which speaks to a **CHALLENGE** relatable to the youth you are working with:

Note: If using the website, you can also search categories and tags on our video page.

Videos by Challenge

Suicide Don Burnstick Helen Knott Art Napoleon Kylee McKay Keeden Balsille Melanie Mark Meaghen Cave	Addiction Adam Akpik Jaylene Delorme-Buggins Cody Coyote Kirby Maracle Chelsea Tapanainen Donald Prince Frank Hope	Bullying Savvy Simon Rosalie Fiddler Corey Chubb Caroline Nochasak Autumn Peltier Asia Youngman Lyndon Monias
Abuse Angela Sterritt Annita McPhee Maybelle Enuaraq Olivia Haines Austin Charlie Chief Ladybird & Aura	Loss Jordin Tootoo Megan Metz Tenille Campbell Keaden Balsille Eyvette Elliot Laverna & Naomi	Depression Kawennáhere Devery Jacobs Megan Metz Will Landon Geraldine Dick Emily Quanaq Janessa Redwood
Strong Male Videos Cody Coyote Damen Bell-Holtier Justin Rain Jordin Tootoo A Tribe Called Red	Strong Female Videos Ashley Callingbull Angela Sterritt Rayanna Seymour Annita McPhee Jaylene Delorme-Buggins	2Spirit/LGTBQ+ Laurie McDonald Jarret Leaman Levi Marshall Randi Ball Tunchai Redvers
Eating Disorder Michelle Gregoire Kylee McKay Linnea Dick	Sexual Abuse: Linnea Dick Walter Rogers Jr Kaydence Mawakeesic Laryne Gamble	Foster Care Rosabie Kakegamic Rosalie Fiddler John and Brayden
Disability Sydone Okheena Sister Says	Anxiety Jordan McPhail Jaime Warren	Homelessness Angela Sterritt Wendy Brown
Coping Strategies		
#StrongerTogether Kiana Bird Lulu Gurney Eyvette Elliot Simeon Kakapetum	Richard Van Camp Adam Fiddler Tenille Campbell Tyra Hookimaw Mary Chantel Nanordluck	Fort McKay Youth Centre Savvy Simon Jack Jr. Keaden Balsillie Mercedes Goodman

You can also choose to show a video, or a few, by **REGION** or by **INTEREST**, which may inspire the youth you're working with

Videos by Region

British Columbia Michelle Gregoire Antonio Quock Megan Metz Wyatt John Jenna Shelford Michael Bourquin	Alberta Don Burnstick Ashley Callingbull ReShauna Marcel Father R Perin School Kendrick Cardinal Natasha Cunningham	Saskatchewan Taylor McKenzie Irene Thomas Brayden Ratt Modeste Mackenzie Shelley Venne PPK First Nation Youth
Manitoba Corey Chubb Michael Redhead Champagne Lyndon Monias Kiley Thompson Manitobah Mukluks Justin Langan	Ontario Miranda and Tess Thomas Fiddler Memorial School Rayanna Seymour Eden Mawakeesic Ryan McMahon NAN Youth Gathering	NWT Jaylene Delorme-Buggins Chief Sunrise Education Centre Sydone Okheena Chaslyn McKay Richard Van Camp Ulukhaktok Youth
Maritimes Caroline Nochasak Savvy Simon Levi Marshall Millbrook Youth Centre	Yukon / Northern BC 3 Nations 1 Voice Lillian and Tina Matthew Wesley Matthew Moyer	Quebec Kawennahere Devery Jacobs Jennifer Obomsawin Kahsennenhawe Sky-deer Terri McComber
Nunavut Trina Qaqqaq Jukipa Kotierk		
Felix Alakannuark Terance Mapsalak		
Jan Kopak Melanie Qaqqasiq		

Video by Interest

Musicians / Rappers Cody Coyote Jaydin "JTucc" Lance and Jimmy NAN Youth Gathering "Will be Loved" Niishzhoowe	Elder Wisdom Violet Beaulieu Laurie McDonald Annie B Gordon Sherry McDames Frank Hope	Culture RHMKH School Stanley Mission Matthew Wesley JJK Jiggers Joshua Watts Wilf Plasway
Leadership Chief Isadore Day Jodie Wilson-Raybould Cadmus Delorme Melanie Mark JP Gladu	Athlete Damon Bell-Holtier Jordin Tootoo Chelsea Tapanainen Wendy Brown Scott McHenry	Poetry / Writer Helen Knott Tenille Campbell "You Matter" by Tunchai Redvers Ashley Kilabuk-Savard Ciel Lenz
Acting / Model Ashley Callingbull Linsay Willier Justin Rain Nadia George Grace Dove Kawennahere Devery Jacobs Evan Adams Andrea Menard	Uplifting! Richard Van Camp Kendra and Melanie Caroline Noshasak SMVS La Ronge Lillian and Tina You Are Loved Erin and Kari Kurt, Peter, Natanai, and Brandon	Youth Preston Charles Rebecca, Teairra, Emma, Kaydia Kenneth Katokra Rhoda Milortuk Derrick Packer Natasha Cunningham Thunder Rae Shaneil McKenzie

STEP 4

Talk about how We Matter and these videos are there for them whenever they need support.

Show the video:

▶ **Magic Buttons**

Ask if there are any other videos they would like to see for any specific things they are experiencing, from people in their area, or from people who they can relate to – and show those videos.

***Note:** If your community lacks strong internet, you can download the videos onto a shared computer from a USB for the youth to browse/download, or have the videos made available to them on a USB stick.*

STEP 5

Mention that to manage difficult times, we need to know what sorts of things we can do or turn to.

Show some of the following videos as examples of things we can do (coping or self-care strategies):

▶ **Tenille Campbell**

▶ **#StrongerTogether**

▶ **Simeon Kakepetum**

▶ **Maybelle Enuaraq**

▶ **Chasity Fiddler**

▶ **JJK Jiggers**

Discuss the places, people, and phone numbers they can turn to for help in the community, when needed.

Activity:

Work with the youth to physically draw out or create a map of the places, people, and phone numbers they can turn to when they need support or are in crisis. You can use the “My Support System” template as an example, or have them fill it out – see **Appendix I**. This is something they can hold onto.

**** It's important to get up to this point in one session, if possible. The rest can be introduced on separate days, or you can continue as it makes sense.**

STEP 6

Let them know “many different youth from around the country have all decided they wanted to send a message to help YOU, because they know what it’s like to struggle through tough times.”

Show some of these videos, or even more if you’d like:

- | | | |
|------------------------------|--------------------------|-----------------------------|
| ▶ Ulukhaktok Youth | ▶ Deninu School | ▶ Dennis and Phoenix |
| ▶ Kylee McKay | ▶ Lance and Jimmy | ▶ ReShauna Marcel |
| ▶ NAN Youth Gathering | ▶ Sydore Okheena | ▶ Corey Chubb |

Talk about the idea of being “Stronger Together.” When we recognize we’re not alone in how we feel, and there are others out there like us, it can help us feel better. By sharing our stories, experiences, and feelings, we can all be connected.

STEP 7

Ask them if they know what the word **HOPE** means and if they can give some examples. What does it mean to them? What does it make them think about?

Here’s how we would define it: Hope is knowing and believing that things can get better and there is a way out of the darkness. It’s the fire inside of you that should always be burning.

Show the video:

▶ **What is Hope?**

Talk about why Kelvin’s grandpa gives him hope, and how being Indigenous gives us unique things to be proud of. Our culture, languages, and who we are can give us hope.

Activity:

Sometimes it’s hard for a young person to imagine a future for themselves. When a young person doesn’t think they have a future to look forward to, it becomes too easy to give up on things like school, sports, arts, or community involvement. But setting goals and working towards something can give a sense of purpose.

On the next page you’ll find a brainstorming activity sheet to work through together. Youth can hold onto these questions and responses as a reminder or motivation to keep moving forward.

***Note:** For youth who have a lot going on in their lives, it can be hard to imagine things in a long-term way. Depending on the young person you’re working with, you could begin brainstorming about the short-term, then over time and different sessions, start to think about the long-term.*

Imagining Tomorrow

Start by checking out some of these videos of people holding onto hope:

▶ **Cody Coyote**

▶ **Chasity Fiddler**

▶ **Jaylene Delorme-Buggins**

▶ **Adam Akpik**

▶ **Kirby Maracle**

▶ **Sydne Okheena**

What are some things you are hopeful for?

Getting to tomorrow

Where do I want to be tomorrow? _____

What things do I need to do to achieve this for tomorrow? _____

What are the steps I need to take to make sure these things happen?

Tomorrow I want to feel... _____

A week from now

Where do I want to be a week from now? _____

What things do I need to do to achieve this for next week? _____

What are the steps I need to take to make sure these things happen?

A week from now, I want to feel... _____

In one year

Where do I want to be a year from now? _____

What things do I need to do to achieve this for next year? _____

What are the steps I need to take to make sure these things happen?

A year from now, I want to feel... _____

My Future

What do I want to do in my lifetime? _____

What things do I need to do to achieve these goals? _____

What are the steps I need to take to make sure these goals happen?

When I am older, I want to feel... _____

STEP 8

Encourage them to take the We Matter #HopePact on our website, or take it with them, and order some bracelets!

Show the video:



The #HopePact is a reminder that you can get through anything in life, and that there are other young people across the nation standing with you, because you are never alone.

STEP 9

Feel free to show a new video, or even videos you've already shown, in every session you have with youth. Come back to the video lists at any time and watch any number of the videos with youth as many times as you feel will be valuable.

Each video can be the starting place for a conversation about what someone else has gone through and how they overcame or manage those challenges. The videos labeled "Coping Strategies" also discuss various ways people cope with things like hurt, anger, or loss.

You can start a session with a video, end a session with a video, or use videos throughout.

Repeat the above steps with any youth you work with!

Going Deeper and Next Steps >>

At this point, the youth you're working with should have a pretty good understanding of We Matter, and the types of messages we have. Encourage them to check out our website on their own time, and to find and follow us on social media (Twitter, Instagram and Facebook). We are a resource that is available for them whenever they need it!

Now we're going to get into some deeper content. We recommend you dive into these next sessions over different days, allowing time for youth to digest everything.

These next videos and teachings were created by We Matter Co-Founders Kelvin and Tunchai, based on the time they've spent working with Indigenous youth across all of Canada.

Video Lessons

Each of these sessions include **LONGER** videos (5-12 minutes) from We Matter Co-Founders, speaking to specific topics and teachings. Each video can foster great discussions with youth, so we recommend going through these when you have time for them.

We have also included exercises for you to guide youth through, all in the effort of creating a space for dialogue, learning, reflection, and healing.

Note: *If you are familiar with the history and culture of the community you are in, feel free to tweak conversations or exercises to include knowledge from your area. If not, there may be local Elders or knowledge holders you can turn to for support!*

1) The Story of We Matter

Show video:

 **The Story of We Matter**

This video discusses the personal life journeys of Co-founders, Kelvin and Tunchai - the good and hard times, and how those led to starting We Matter. It also talks about the power of taking action!

Guiding questions:

- › Kelvin and Tunchai wanted to make a difference across the country. Why did they want to do this?
- › How can the hardships and struggles we experience in our lives lead to positive change?
- › What are some challenges you, your friends, your family, or your community experience?
What things do you see in your community that you would like to see change?
- › What do you think prevents positive change from happening?
- › Do you believe you have the power to make positive change for yourself and others? Why or why not?

Exercise:

Have them come up with 3 things they would like to see change around them. (for example, “less drinking in the community”)

Then brainstorm, one by one: What role can you play in influencing change for each of these? (for example, “I can act as a role model for my younger siblings and cousins, by choosing not to drink and explaining to them why I choose not to”)

Challenge them to practice doing one of these things over the next few days, and then follow-up.

Key takeaway: The difficult things we experience in life have the ability to help us grow, learn, and become better people. We all have the ability to use our experiences to make a positive impact in others people's lives.



2) Colonization and Our Communities

Show video:



Colonization and Our Communities

In this video Kelvin talks about his grandmother, and the struggles we see in our community.

Note: During this session, depending on your youth, you can choose to also show Tunchai's TEDx video mentioned on page 5

Guiding questions:

- › What do you know about Residential Schools, and the impact they have had on Indigenous people and communities?
- › Do you see these same impacts in your community?
- › What did Kelvin mean by 'breaking the cycle'?

Exercise:

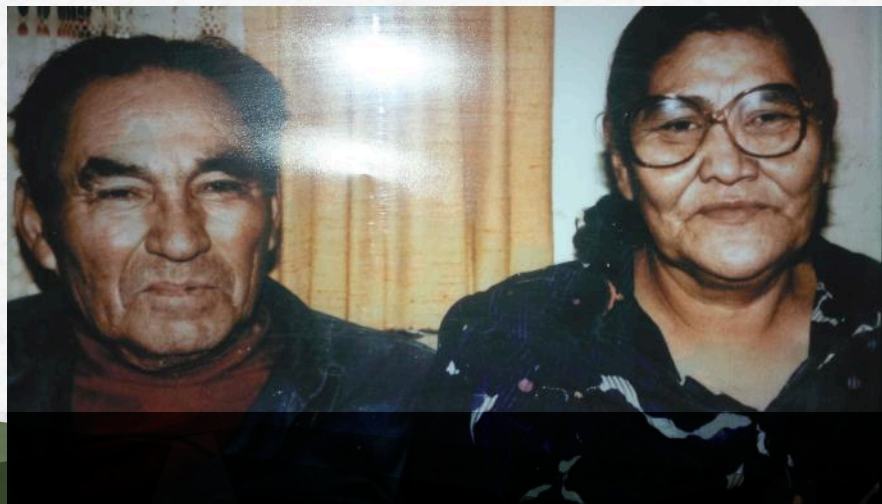
Have them brainstorm some challenges that exist in their family or community. Then similar to the exercise in the previous session, get them to come up with a few things they can do to "break the cycle."

(for example, if they mention gossip and bullying as something they experience, they can write down "I can choose to not speak poorly about other people, and instead be kind to everyone.")

They can then make a list of "what makes my family and community strong" – reflecting on the positive things/events/activities that bring them joy, as well as thinking of their own strengths.

Optional videos: Maybelle Enuaraq, Michael Redhead Champagne, Fort McKay Youth Centre, Adam Akpik

Key takeaway: We often want to blame our families and community for hardships we experience, but there is a reason we see and experience certain struggles, and by learning about the history of Residential Schools and other colonial histories in Canada, we can better understand the things we see and experience. Once we see the larger picture, we can see that we have the power to stop negative cycles of behaviour in our family and community.



3) Expressing Emotions

Show video:

Expressing Emotions

In this video Tunchai talks about some of the problems she's had, and the power of art and writing to help us express our feelings.

Guiding questions:

- › What are feelings/emotions that all of us have (both the positive and the negative)?
- › What are some examples of what happens when people keep things inside for too long / "pop"?
- › Can you think of times you kept something inside for too long and then "popped"? What happened? Were there consequences? What would have kept you from "popping"?
- › How can talking about, writing about, or drawing about feelings/emotions such as these help?

Exercise:

Get them to think of a feeling/emotion they experienced in the past week (either positive or negative).

***Note:** Just because a feeling is 'negative' doesn't mean it is wrong. Feelings such as anger and sadness are normal feelings, and it's healthy to acknowledge them. We just mean 'negative' as in, this feeling isn't a good feeling. We recommend explaining this too!*

On a sheet of paper, have them express that feeling/emotion using colours, pictures, words, materials, symbols (however they want). They can then hold onto this artwork if it represents a positive feeling, or they can discard it if it's negative (we like to rip up and crumple, to get some additional energy out).

Optional videos: Expressing Emotions BONUS Video, Angela Sterritt, Cody Coyote

Key takeaway: It's important to identify the feelings and emotions we are having, in order to find healthy ways to express them so that we don't keep them inside or turn to unhealthy outlets.





4) Land as Strength

Show video:



Land as Strength

In this video Kelvin talks about losing a friend, and how all of us will experience events like this... but uses Jack Jr's message as a teaching about always finding strength around us and in nature.

Guiding questions:

- › Do you have any animals or parts of nature that you feel personally connected to? If not, what things can you think of that you can find strength in? Or even, what are objects (a pen, paintbrush, or hockey stick) we can think about to give us strength?
- › Have there been times where you looked to someone or something else to find strength and support? Did it help? If not, are there times when doing this could help?
- › Are there any animals or objects that have meaning in your/our culture, or in traditional stories you've heard?

Exercise:

Have them come up with an example of something that can give them strength or something that is meaningful to them, using Jack Jr's format:

"Look to the _____, as it shows you _____."

They can simply write this out on a paper, or they can draw their symbol.

Examples:

"Look to the moon, as it shows us the way in darkness."

"Look to the wolf, as it shows us that we're stronger in a pack."

"Look to sea turtles, as they show us how to live a long life."

"Look to the paintbrush, as it shows us how to create beauty on a blank page."

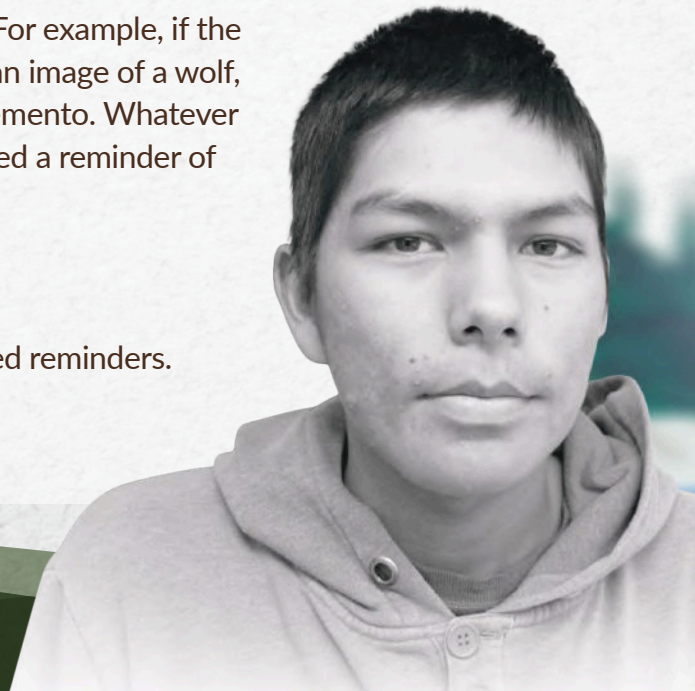
"Look to the hockey stick, as it keeps you stable when someone tries to knock you down."

If a youth identifies their own source of strength, a good idea is to have them find or create something that reminds them of that thing. For example, if the wolf is an animal they connect with, they can try beading an image of a wolf, write a song about it, paint a picture, or find a wolf-like memento. Whatever they find or create, they can hold onto it for when they need a reminder of that strength and support.

Key takeaway:

The land is something we can gain strength from.

There are symbols of hope we can hold onto when we need reminders.





5) Two Spirit Identity

Note: This session should be done with a young person who is or may be questioning or struggling with their sexual orientation or gender identity (or knows someone who is). There is still a lot of stigma around LGBTQ+ and Two Spirit (2S) identity, and communities may not be open to discussing it. However, studies show that LGBTQ2S+ youth are at higher risk for suicide and mental health issues, so talking about this is important for youth who may be closeted or struggling with their identity, and can even save lives.

Show video:



Two Spirit Identity

In this video Tunchai talks about being Two Spirit, how Two Spirit people were considered gifted in many communities, and how it is important to accept ourselves and others for who we are.

Guiding questions:

- › Why is it important to accept people for who they are?
- › Why do you think some people aren't as accepting of people who are different than them?
- › Can you relate to, or know of anyone who may relate to, anything Tunchai and Kelvin talked about?

Exercise:

You will need either a blank piece of paper or a mask (found at an art supplies or dollar store). On the front side of the paper/outside of mask, get them to draw/write/paint words, images, symbols, or colours representing how they feel other people see or judge them. You can pose the question: Have there ever been times when you felt invisible, judged, or misunderstood by others?

Then on the back side of the paper/inside of mask, get them to draw/write/paint words, images, symbols, or colours representing who they actually are (how they see and would describe their self). You can pose the question: Who is (name)? How do **YOU** see you?

Once they complete both sides, allow them to share what they came up with, and discuss that. The purpose of the activity is to get them thinking about the certain parts of themselves they feel they have to hide, or that other people don't see, and how that impacts how they see themselves. Make sure to validate the positive things they described!

Optional videos: Levi Marshall, Jarrett Leaman, Brae Carnes

Key takeaway: There can often be negativity associated with LGBTQ2S+ identities, but traditionally, 2S people were respected in their communities. We are the ones who know our true selves, and nobody gets to decide our identities for us. It's also important to recognize our special gifts and strengths, and find other people we can share them with.

Additional resources for understanding more about supporting LGBTQ2S+ youth:

<http://lgbtq2stoolkit.learningcommunity.ca/being-an-ally/>

<https://egale.ca/portfolio/two-spirits-one-voice/>

Courtney Act Talks... Gender Terminology!

<https://www.youtube.com/watch?v=wjs3MZiTkMM>

What are pronouns? <https://www.youtube.com/watch?v=3xpvricekxU>





6) How to Ask for Help

Show video:



How to Ask for Help

Asking for help can be one of the hardest things for people to do! It can be scary, make us feel weak, or make us feel super uncomfortable. We might even feel like we can get through what we're experiencing by ourselves, but in most cases, we do need support from others, and that is totally normal and okay.

The trick with asking for help, is building up the courage to do so. This literally means practicing how to ask for help, so we feel more comfortable doing it!

Guiding questions:

- › Do you ever ask other people for help? Why or why not?
- › What does it feel like asking for help?

Exercise:

Practice asking for help together. Start by asking them if they know what the steps are for asking for help. They are:

- 1) Identifying how we're feeling / what we're experiencing (this is the acknowledgment that we might need some help)
- 2) Finding someone we trust who we can message or go to
- 3) Asking for help

Get them to practice saying the words "I think I need some help".

If it's easier, you can give them some example feelings to work with. For example, tell them to practice using the feeling of "anger", and then get them to say "I'm feeling angry, I think I need some help". If you're with a small group, have them practice this in pairs.

Note: *Identifying our feelings/emotions is an important part of being able to deal with them or seek help. This can also be hard to do! In Appendix II, we have created a list of feelings/emotions to help youth practice identifying feelings they have or experience.*

Key takeaway: It is normal and ok to need help and ask for help. Because asking for help can be so hard to do, practicing saying the words "I need some help" out loud can make us feel more comfortable about reaching out to others.

7) Self-Care

Show video:

Self-Care

In this video Tunchai and Kelvin talk about how important it is to take care of ourselves. They also introduce the We Matter Youth Toolkit, and how youth can use it to help themselves, friends, and family.

Guiding questions:

- › What are some examples of things/activities we can do for self-care?
- › Do you see people around you practicing self-care?
- › Do you practice self-care? What might make it difficult to practice self-care and how can you make sure you're still taking care of yourself?
- › Can you think of any traditional or cultural forms of self-care?
- › Do you support friends or family? How can you support them in practicing their own self-care?

Exercise:

Help them build a self-care support plan, using the outline in **Appendix III**.

Note: *It might be helpful to have a discussion on the 4 different parts of our self, all of which we need to care for: body, heart, mind, spirit. Here are some examples of each:*

Ways to care for our mind:

- Spend time in nature
- Listen to music that makes you feel good
- Read a book

Ways to care for our heart:

- Journal your feelings on paper
- Spend time with people who make you happy
- Watch a funny movie

Ways to care for our body:

- Drink lots of water
- Eat healthy foods that fuel your body
- Sleep well at night

Ways to care for our spirit:

- Practice culture, like drumming or beading
- Write a list of things you are grateful for and read them daily
- Smudge or pray

Practice: Encourage them to do one thing for their self after they leave the session – it can be something they always do when they want to feel good, something they don't do enough, or something they want to start doing more of!

Key takeaway: Sometimes we forget or don't realize how important it is to take care of ourselves, but we all deserve to feel good, happy, and rested.

This completes the Video Lessons, but there is still much more to do!

Engaging Youth

The main goal of this Toolkit is to introduce We Matter to Indigenous youth, to promote hope and healing, and to help them see they are not alone. However...

We also want to encourage youth to take on a more active and engaged role in the community, spreading hope and healing with friends and family!

Our hope is that after all of this positive learning, some youth will have an interest to do more: to take on more We Matter initiatives, to be active helpers for friends and family. With your support, as well as We Matter's guidance and resources, we think we can make this happen.

We Matter Youth Toolkit

In addition to this Toolkit and a Teacher Toolkit, we have also created a We Matter Youth Toolkit! The Youth Toolkit is similar to this one, but it's designed to give guidance to youth who want to be more self-directed in their learning and healing, as well as encourage them to take on a support role in their community.

We want to get the Youth Toolkit into as many young hands as possible!

Send us an email at info@wemattercampaign.org and we will send you the We Matter Youth Toolkit, so you can share it with youth who are interested in using We Matter on their own, or with friends and family.

Creating A We Matter Message

Once the youth you're working with have begun to feel comfortable with We Matter, the teachings and messages, we encourage you to encourage them to think about creating their own We Matter message to add to the Campaign (a video, artwork, or story)!

Let them know that taking action can be healing! Having youth share their own stories and wisdom can be empowering. Creating a message may also help youth feel connected to We Matter in a personal way. We are all #StrongerTogether!

Keep in mind: As important as it is to encourage young people to be changemakers in their community, it is good to recognize that some youth may not see themselves as a "changemaker" or are not in a place where they can focus too much on supporting others. That's okay too!



Engaging the Community and School!

We want youth to have positive messaging in all areas of their life.

We have created a We Matter Toolkit for Teachers and Educators. Please let any local principals, administrators, or teachers know about the Toolkit for their school! You can talk to them about it, or even send them an email and include us on it.

If parents, leaders, or other community members are interested to learn more, we also have the We Matter Mini-Toolkit, which is an awesome eight-page booklet with simple We Matter introduction steps.

Just email us and we'll send any resources we have – or help out **ANY** way we can!

The Power of Positive Affirmation

Young people can often find it hard to identify positive things about themselves or name the strengths and gifts they carry, but positive affirmations can create a huge difference in someone's life.

If you don't already, we highly encourage you to shower the youth you work with in positive affirmations when you're with them, like the ones below! Recommend to others to do the same!

*If you tell a young person that they're special once, they may not believe it,
but if you tell them over and over again, they will begin to believe it.*

If you have an office space, you can even create a We Matter board, where weekly or monthly affirmations are posted, as encouragement for youth who enter the space. Reach out to us and we can send you inspiring image quotes to use, of people and youth who have created We Matter videos!

Examples of affirmations we like to share with youth:

"Do you know how awesome you are?"

"You are such a good helper."

"You are so talented / gifted."

"You are amazing."

"Your ancestors love you."

"I believe in you."



Continuing Support

If you have gone through all of the above steps and video lessons with a youth, there are still a number of ways you can continue to use We Matter videos to support them and the community. You can revisit a particular teaching, show videos you've watched already, or follow We Matter online for new videos and content we post!

In **Appendix IV**, you'll also find some additional We Matter video talking points, which can be used as icebreakers to discuss certain topics with youth, in an ongoing basis. It is so important to make it a routine of having conversations on hardship, hope, and healing, so they become normalized.

We want to support you, so please feel free to reach out any time, whether you're working through this Toolkit, or beyond!

Staying Connected

We are **ALWAYS** posting on social media, so you or youth you work with can **ALWAYS** stay connected with what's going on at We Matter. This includes new We Matter videos and content!

Follow us on  Facebook,  Instagram, or  Twitter @WeMatterOrg

You can also sign up for our monthly newsletter at wemattercampaign.org for updates on new resources and opportunities.

For any questions, comments, or concerns, or how to get We Matter involved with your community in a more direct way, email us at info@wemattercampaign.org.

Thank you for helping to start these important discussions, supporting youth in your community, and sharing our messages of hope, culture, and strength!

I Matter. You Matter. We Matter.

APPENDIX I: MY SUPPORT SYSTEM

A support system is like a spider web. It is a web that holds you up, to make you feel safe and supported. You can map out your support system by filling out the following web, or, you can draw a physical map of your community highlighting all the people and places you can turn to when needed, or if you're ever in crisis.

3 People I can turn to:

.....

.....

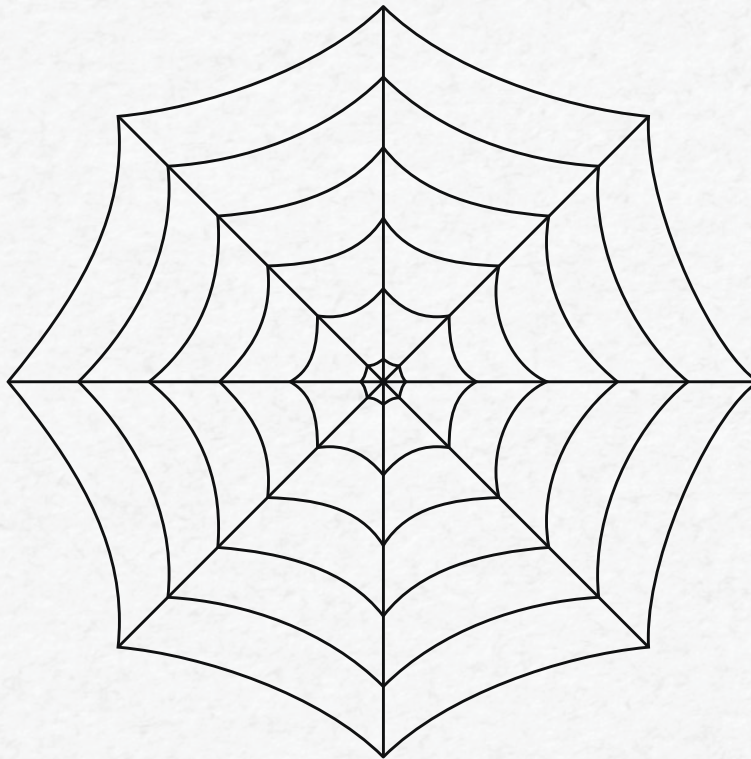
.....

3 Places I can go:

.....

.....

.....



3 Phone numbers I can call:

.....

.....

.....

3 Life Preservers (things I can do):

.....

.....

.....

APPENDIX II: FEELING IDENTIFICATION

Youth can sometimes find it hard to identify what they are feeling in certain moments, or how to put words to how they're feeling, especially if they haven't been taught how to name or manage feelings and emotions - this is known as emotional literacy. However, by being able to identify how we're feeling, it is easier to know what kinds of things we can do to manage those feelings, or where to turn to for help.

Use this list to help youth identify the feelings and emotions they experience in response to what is going on around them:

A	Amazed Accomplished Angry Anxious Amazing Alive Awesome Amused Annoyed Alone Aggravated	E	Drained Delighted Disgusted Driven Emotional Envious Excited Ecstatic Energetic Energized Entertained Exhausted Ecstatic Empty Fantastic Fragile Furious Fabulous Frustrated Funny Fed up Full Forgotten	I	Helpful Inspired Incredible Incomplete Irritated Impatient Intimidated In love Joyful Loved Lonely Left out Liked Lucky Lazy Lost Mad Motivated Meh	S	Relieved Refreshed Ready Stupid Stressed Silenced Surprised Sorry Sad Super Silly Scared Soulful Sick Stepped on Special Sleepy Strong Shocked Sarcastic Satisfied
B	Belittled Beautiful Blissful Brave Bored Burnt out Blessed Broken Bummed Blah	F	Funny Fed up Full Forgotten	J	Joyful	T	Tired Terrific Terrified Tested Taken for granted Thankful Thoughtful
C	Confident Calm Cool Chill Confused Capable Comfortable Crazy Challenged Cared for Content Concerned Curious	G	Giving Gifted Good Great Grateful Goofy	L	Lonely	U	Underwhelmed Uncomfortable Upset Unloved
D	Determined Devastated Depressed Down Disappointed Disliked	H	Happy Heavy Hyper Heard Harassed Handsome Hopeful Hopeless Hungry Hurt Heartbroken	M	Mad	W	Wonderful Worried Worn out Whiny
				N	Normal Negative Nervous Nostalgic Optimistic Overwhelmed On edge Proud Positive Put on the spot Powerful Paranoid Pained Pumped Pissed off Peaceful Perplexed Pretty Rested Restless Relaxed		

APPENDIX III: SELF-CARE SUPPORT PLAN

Taking care of yourself and asking for help when you're having a tough time can be really hard. But, knowing what you can do and who you can go to when you're going through that tough time can make it a bit easier.

Fill out this self-care support plan for when you need it, or share it with a friend or family member!

One of my strengths is:

.....

My favourite things to do are:

.....

When I am feeling calm, happy and/or hopeful it looks/feels like:

.....

.....

When I am feeling overwhelmed, stressed and/or depressed it looks/feels like:

.....

.....

3 coping or self-care strategies that I can use to take care of my body, mind, emotions and spirit are:

Body (physical body, health)

.....

.....

.....

Mind (mental health, ability)

.....

.....

.....

Heart (emotions, feelings)

.....

.....

.....

Spirit (purpose, the fire inside me)

.....

.....

.....

2 places I can go to when I am having a hard time are:

1.

2.

2 people I can go to or call/message when I am having a hard time are:

1. Name Phone Number

1. Name Phone Number

When I am feeling down I want myself to remember... (think of a quote, song lyric, or reason for holding onto hope):

APPENDIX IV: VIDEO TALKING POINTS

Here's a list of videos to show every now and again, with talking points to start a discussion:

Richard Van Camp

- ♦ What are some specific times when HALT could be helpful to you?

Jordin Tootoo

- ♦ What was it like for Jordin to experience loss? What helped him get through? How can we do the same?

Angela Sterritt

- ♦ Is it possible to overcome even the hardest of circumstances? What things can we turn to for support when we feel like we don't have anyone nearby?

Helen Knott

- ♦ How can poetry/writing express our deepest feelings, and help us say things we have trouble saying?

Ryan McMahon

- ♦ What do you think of his feather teaching? How does it relate to We Matter's message: no matter how hard life gets, there is always a way forward?

Jarrett Leaman

- ♦ How much do you know about "Two Spirit"? How can culture and tradition help us feel good about ourselves?

Savvy Simon

- ♦ She discusses the idea of talking positively to ourselves. Have you tried this before? What are some things you could say to yourself when you're feeling down?

Justin Trudeau

- ♦ He says Indigenous youth have many struggles to deal with – why is this important to mention?

Violet Beaulieu

- ♦ Do you know any family/friends that went to Residential School? How do they still affect things today?

Dalton Lafferty

- ♦ How could his willow lesson help you? How do you think it helped him overcome his addictions?

Kiana Bird

- ♦ What do you think of her pop bottle lesson? Does this feel true to you? What kinds of things can you do so you don't "explode"?

Adam Akpik

- ♦ Do you have any goals or dreams? What positive things can you put your negative energy towards?

Rosabie Kakegamic

- ♦ What things did Rosabie do to get through the dark times? Do you think what she does can help others too?

APPENDIX IV: VIDEO TALKING POINTS CONTINUED

Megan Metz

- ◆ Have there been times in your life, like Megan's, when everything felt impossible? How did you make it through?

Justin Rain *(note: this video has a swear word, but we recommend still showing it)*

- ◆ It can often be hard for boys and men to show emotion... why do you think this is? How is Justin different?

Jan Kopak

- ◆ She talks about people being ashamed to express how they feel, have you experienced or seen this around you? How can music and song lyrics help? Are there song lyrics that help inspire you?

Shawn Buckley

- ◆ What are some examples of challenging times in your life where, even though it was really hard, they helped you become a stronger person?

JJK Jiggers

- ◆ What are some cultural activities in your community that make people (or you) feel good?

Jordan McPhail

- ◆ Do you know what anxiety is / have you experienced anxiety? How can knowing that MANY other people manage anxiety help you?

Damen Bell-Holtier

- ◆ If someone is really successful, does that mean they have never faced challenges? Why not? How can our identities shape us in positive ways?

Ashley Callingbull

- ◆ Many people see Ashley as a strong and successful woman, but when she was a young, did she think that would happen? How did she get to where she is now?

Caroline Nochasak

- ◆ What are some things you have a hard time believing about yourself? What are the gifts and strengths you carry?

Corey Chubb

- ◆ He does work in his own community in order to try and make things better. Why do you think he wants to make things better? What do you think can help make things in your community better, and how can you be a part of that?

Lulu Gurney

- ◆ She talks about the strengths and resources she's used to help get through difficult times, what were they? Where can you get strength when you need it?

Levi Marshall *(note: LGBTQ2S+ specific)*

- ◆ Can you relate to anything Levi said? How do you think he held onto motivation to pursue his dream?

Need help now? Know someone who does?
Find help in your region at wemattercampaign.org/GetHelp

Looking for more materials?
Or more ways to get involved with the We Matter movement?

Visit our website: wemattercampaign.org
Or email: info@wemattercampaign.org

Follow us on social media:



@WeMatterOrg



@WeMatterOrg



@WeMatterCampaign

I Matter. You Matter. We Matter.