

WE MATTER

TOOLKIT FOR TEACHERS, EDUCATORS AND FACILITATORS

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 in a
CLASSROOM or GROUP SETTING



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, videos, stories, 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 a classroom or group setting, from a cultural and strengths-based perspective.

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

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Starting out!

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



Intro to the Teacher Toolkit – For Teachers and Facilitators

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

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 group of youth, 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 which share relatable stories and teachings on these sorts of topics. The Toolkit will begin with fairly simple steps, and the further you get into it, the deeper and more thoughtful the content and activities will be.

***Note for teachers:** Some of the initial exercises don't have graded components, though you may choose to grade youth on participation. As you get further into this Toolkit, and especially the We Matter Lessons Plans, you will find many options for graded activities and lessons.*

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 up.

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 9!



IMPORTANT NOTES:

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

Before you start, make sure to be very clear with the young people you're working with about where they can find support in the community. 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**](https://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! Try asking youth to remind themselves why they are so awesome or why the person next to them is 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.

We have also created a We Matter Support Worker Toolkit, which can be used **ONE-ON-ONE** for youth who may work well with that method.

***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!

Introducing We Matter

STEP BY STEP Guide

Follow these steps to introduce We Matter to youth in a group setting. What you'll do is sit with your group of youth, discuss the talking points, and watch the videos together. That's it!

All the videos can be found on our website: wemattercampaign.org/TeacherToolkit. 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 your group!

STEP 1.

Mention We Matter to your group, and the different issues our videos talk about.

Ask about the kinds of hardships they experience, or see others struggle with in their community. (*note: hardships refer to challenges like bullying, addiction and suicide*)

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

Show the video:

▶ **WHAT IS WE MATTER**

Ask what they think.

STEP 2.

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

▶ **Melanie Mark**

▶ **Jack Jr**

▶ **Taboo Nawasha**

▶ **SMVS La Ronge**

(ask who knows this band or their music!)

You can also pick a few videos from **YOUR** region and show them, talking about how people from your area discuss overcoming hardships. (you'll find many video options in the Appendix)

STEP 3.

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

Show the video:

▶ **Magic Buttons**

Ask if there are videos they would like to see on specific topics (like bullying or depression) or from people who they can relate to (like artists, athletes, writers, or other youth) and show those videos. You can find video options in the Appendix or on our website.

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

STEP 4.

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:

▶ **Tenille Campbell**

▶ **#StrongerTogether**

▶ **Simeon Kakepetum**

▶ **Maybelle Enuaraq**

▶ **Chasity Fiddler**

▶ **JJK Jiggers**

Discuss the places, people, and phone numbers they can turn to for help, when needed.
(*It's good to get up to at least this section during one session)

STEP 5.

Let your group know “many different youth from around the country decided they wanted to send a message to help **YOU**,” and 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**

▶ **Sydone Okheena**

▶ **Corey Chubb**

Talk about the idea of being “Stronger Together.” Seeing there are others out there who are like us can help us feel not so alone! By sharing our stories and experiences, we can all be connected.

STEP 6.

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?

We define **HOPE** as: knowing and believing things can get better and that 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 grandfather gives him hope, and how being Indigenous gives us unique things to be proud of. Our culture, and who we are, can give us hope.

STEP 7.

The We Matter #HopePact is a reminder you can get through anything in life, and that you are never alone. Encourage the group to take the We Matter #HopePact on our website, or take it with them, and order some bracelets.

Show the video:

▶ We Matter #HopePact

OR

Organize a #HopePact signing as a class/group/school. Email us about receiving a #HopePact package containing everything you need. *(It may take a bit of time to order bracelets and have them arrive, but the #HopePact is always something you can come back to!)*

STEP 8.

CREATE WE MATTER MESSAGES

The We Matter Campaign reaches thousands of people on social media. Your group can create We Matter messages! You can make videos, stories, or artwork – individually or as a group/class – and we can share them on our website or social media. Thousands of people across Canada and beyond will hear your message – it can even “go viral”!

Feel free to show some videos other schools or groups have filmed:

▶ PPK First Nation Youth

▶ Thomas Fiddler Memorial High School

▶ Chief Sunrise Education Centre

▶ RHMKH School Stanley Mission

STEP 8 Continued

How to create We Matter messages:



Video – Come up with a video concept in small groups, as a class, or help youth film individual messages. They can share their own stories, talk about things they do to manage tough times, or just give a positive message of love and support. Use a camera, a computer, or even just a phone, as long as we can see and hear you! Be as creative as you like!



Artwork – Create drawings/pictures/paintings depicting **HOPE, CULTURE** and **STRENGTH**. Show them We Matter artwork from our website or the USB. We can share artwork they create on our website and social media. It can even be an assignment! Upload the art on our website or email it to us.



Stories – Write stories, poetry, or songs/raps discussing hardship, hope, and healing. We can also share these on our website and social media if you upload or email them.

Note: Parental/guardian permissions will be needed if uploading content from youth under age 18

Having youth share their own stories and wisdom can be empowering, especially when they know they can help other youth who may need it. We are all #StrongerTogether. 🦊

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, as well as to find and follow us on social media. We are a resource that is available for them whenever they need it!

Now we're going to get into some deeper content. The next videos and teachings are more in-depth and were created by We Matter Co-Founders Kelvin and Tunchai, based on the time they spent with Indigenous youth across all of Canada.

Also, the following page has a bit of information for **YOU**, that may help inform conversations you have while going through the deeper lessons.

History, Context, and Culture

Note: This page is additional information for YOU that may help in better understanding the challenges Indigenous youth experience and in your delivery of We Matter teachings.

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 for trying to understand and explain intergenerational trauma, and 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.

Lastly, we recommend creating a habit of sharing words of positivity and affirmation with students: twice a day, gain everyone's attention and tell them how amazing they are. We like to use phrases such as “you are all 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.

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 recommend doing these lessons over different days or weeks, giving the youth space to soak in the messages.

Note: *If you are familiar with the history, context, 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 Elders or knowledge holders who you can turn to for learning and support.*

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

Video Lesson 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. The video also talks about the importance of taking action!

Discussion:

- › Kelvin and Tunchai wanted to make a difference across the country. Why did they want to do this?
- › How do you think We Matter can help or inspire others?
- › How can the hardships and struggles we experience in our lives lead to positive change?
- › What are simple ways we can make a positive difference for our friends, family, school, or community?

Activity:

Make a list of 3 things you could do that would make a positive difference for each: friends, family, school, community.

Pick two of the things you listed, do them (as homework), and report back to the class about the impact it had. What did you do? How did it make you feel? What were the reactions of others?

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 other people's lives.

Video Lesson 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 group, you can choose to also show Tunchai's TEDx video mentioned on page 9

Discussion:

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

Activity:

Have the group brainstorm a list of problems that exist in the community. Then get each youth to come up with a few things they can do to help 'break the cycle.'

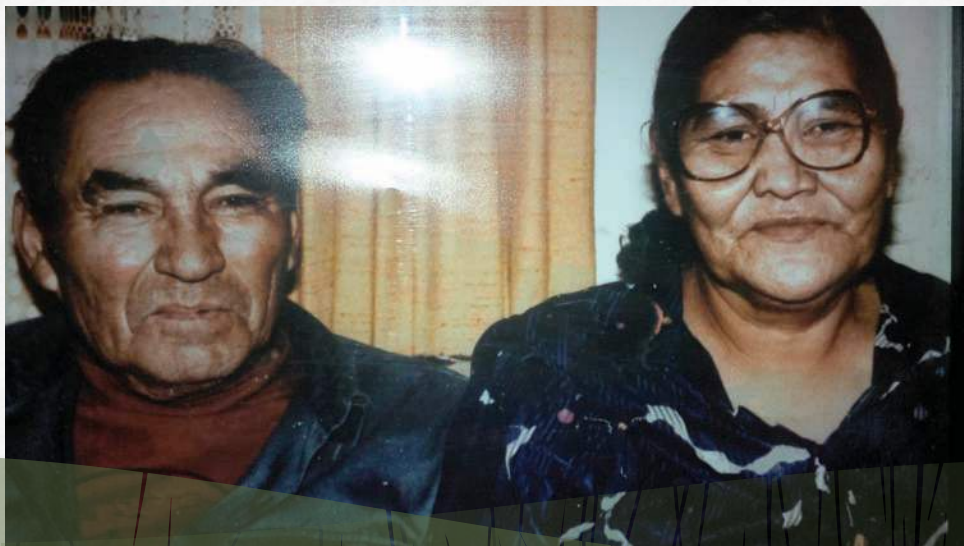
Example: If the group mentions that gossip and bullying is a problem that exists, youth can write down "I can choose to not speak poorly about other people, and instead be kind to everyone."

Come back together as a group and make a collective list of "what makes our community strong" – the positive things/events/activities that can help to overcome the negative.

Optional videos: Fort McKay Youth Centre, Athabasca Delta Community School, 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. By learning about the history of Residential Schools and other colonial histories in Canada, we can better understand the things we feel and go through. When we see the bigger picture, we learn we have the power to stop negative cycles of behaviour.



Video Lesson 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.

Discussion:

- › 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”?
- › How does talking about, writing about, or drawing about feelings/emotions such as these help?
- › How do our feelings and emotions change over time?

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!

Activity:

Have each student think of a feeling/emotion they experienced in the past week, and then on a sheet of paper, have them express that feeling/emotion using colours, pictures, words, materials, or symbols -however they want!

They can then hold onto the paper if it’s a positive feeling, or they can discard it if it’s negative (we like to rip up and crumple it, to get some additional energy out)!

Keep in Mind: Our feelings and emotions change all the time. Sometimes when we are in the moment and feel intense emotions we may think it won’t pass, but time can bring other experiences and feelings. For example, just because you are feeling heartbroken, doesn’t mean you will feel heartbroken forever. This is also something worth mentioning.

Optional videos: Expressing Emotions BONUS Video, Angela Sterritt, Ciel Lenz

Key takeaway:

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



Video Lesson 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 finding strength around us.

Discussion:

- › What are different animals we can find strength in? What are parts of nature we can find strength in? Or even, what are objects (a pen, paintbrush, or hockey stick) we can think about to give us strength?
- › Are there any animals or symbols you feel personally connected to?
- › Are there any animals or objects that have meaning in your/our culture or in traditional stories you've heard?

Optional videos: *Land as Strength BONUS Video, Dalton Lafferty, Mary Chantel Nanordluk*

Activity:

Get each student to 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 either simply write this out on a paper, or some may want to draw their message (one class had all the students create an artwork, then created a display – another read out all the examples students created at an assembly).

Example:

"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."

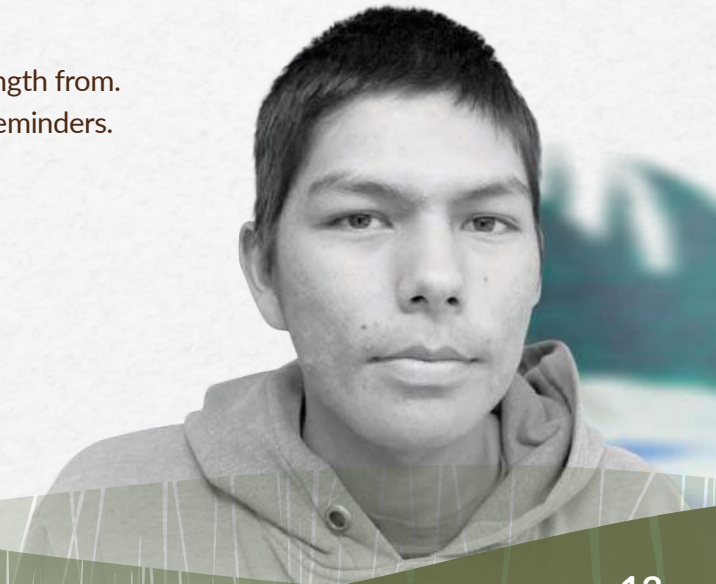
"Look to sea turtles, as they show us how to live a long life."

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

"Look to the paintbrush, as it shows us how to create beauty from nothing."

Key takeaway:

The land, or the physical world, is something we can gain strength from.
There are symbols of hope we can hold onto when we need reminders.



Video Lesson 5: Two Spirit Identity

Show video: Two Spirit Identity

In this video Tunchai talks about being Two Spirit (2S), how Two Spirit people were considered gifted in many communities, and how it is important to accept ourselves and others for who we are.

Discussion:

- › Why is it important to accept people for who they are?
- › Why do you think some people aren't as accepting of others who are different than them?
- › How can we as individuals, a school, and community practice acceptance?

Activity:

Have youth think of a time when they felt invisible, judged, or misunderstood by others, and then write the words for how that made them feel (for example: lonely, sad, like they don't matter). Then have them identify how they would have liked to have been treated or listened to differently.

Example: When I wore a new shirt to school, a couple people made fun of it. It made me feel bad because my grandma gave me the shirt and it reminded me of her. Even if they didn't like my shirt, they didn't have to make fun of it. I wish they kept it to themselves.

Once everyone is done, get them all to think of an identity or part of themselves that they are proud of, and then write it down on a large collective sheet, titled "I'M PROUD TO BE:"

Example: "weird", "Indigenous", "an athlete", "a hunter"

Optional videos:

Levi Marshall, Jarrett Leaman, Lulu Gurney

Key takeaway:

There can often be negativity associated with LGBTQ2S+ identities, but traditionally, 2S people were respected in their communities. We all feel judged at times, so it's important to practice the acceptance of others – just because someone has a different identity than you, it doesn't make that identity wrong.

Note: *Not all communities are familiar with, or use the term "Two Spirit." Also, some communities may have a hard time with this lesson, due to influences from religion or colonization, but studies have shown that LGBTQ2S+ youth across Indigenous communities are at higher risk for suicide due to the stigma around gender and sexuality. Talking about this is important for youth who may be closeted or struggling with identity, and can even save lives.*

Additional resources for 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>



Video Lesson 6: Self-Care

Show video: Self-Care

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

Discussion:

- › Are your self-care strategies the same or different as Tunchai and Kelvin? What are some of your examples?
- › Can you think of any traditional or cultural forms of self-care?
- › How can helping those around us also help us feel good?

Activity:

As a group or class, create a “We Matter Self-Care” board. Have each youth come up with one or two self-care activities they can do when they need help to feel good about themselves and add them to the board. This board can be as creative as possible, using sticky notes, magazine cut-outs, words, images, etc., and can act as a reminder if put up somewhere in the room.

Take action:

As homework, have everyone do one thing for themselves – 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. For example, watching a favourite movie, going for a walk in nature, or making a favourite meal. They deserve it!

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

Ways to care for our mind:

- Listen to music that makes you feel good
- Read a book

Ways to care for our heart:

- Journal your feelings on paper
- Watch a funny movie

Ways to care for our body:

- Drink lots of water
- Rest when you feel tired

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

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. Even just thinking about our own self-care can be really helpful!

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

Using the We Matter Lesson Plans

Watch this video, as a quick intro for YOU to the We Matter Lesson Plans:

▶ Intro to We Matter Lesson Plans – For Educators

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

We believe Indigenous youth deserve to have positive messaging from Indigenous role models constantly, not just once or twice a year. We created the We Matter Lesson Plans so educators like yourself can facilitate structured lessons using the We Matter videos on an ongoing basis.

There are 12 full lessons, and each lesson includes background info, activities, worksheets, recommended videos, learning objectives and suggestions for grading – all using Indigenous voices as a starting point.

- › We recommend doing one lesson per week.
- › Some of the lessons can be done over multiple sessions / weeks.
- › The lessons can fit into various courses, such as health, language arts, social studies, or Indigenous studies.
- › The lessons were built for grades 7-12, but we have also known them to be used/adapted for Grades 5-6, and even college courses.

Lessons include topics such as: practicing how to ask for help, writing letters of self-love, researching Indigenous leaders or changemakers, looking to Elders for support, and much more.

If you don't have the We Matter Lesson Plans, email us at info@wemattercampaign.org

Note: *Some of the lessons include teachings more specific to particular First Nations / Metis worldview and may not be directly applicable for Inuit youth. We are working on creating lessons which can be Inuit specific. That said, most of the lessons will be useful for Indigenous youth of any background and can be adapted to include the teachings of your particular area – or may be of interest to youth wanting to learn more about teachings from different regions.*



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 families!

Our hope is that after all of this positive learning, some youth will have an interest in doing more: to take on more We Matter initiatives, to be active helpers for friends and family, and be Ambassadors of Hope within the community. 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 Support Worker 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 leadership role in their community.

Our goal is to get the Youth Toolkit into as many young hands as possible!

Send us an email to 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.

We also highly recommend offering youth additional course credit or volunteer hours for taking on additional We Matter activities (all of which are outlined in the Youth Toolkit):

- › Telling others in the community about We Matter, like counsellors, parents, leaders, youth workers and other youth
- › Filming We Matter videos with Elders, leaders, community members, or other youth in the community
- › Hosting events
- › Becoming a We Matter Regional Volunteer or joining the national We Matter Hope Council

These activities can have a positive ripple effect in the school, community, and beyond. If any youth want to get in contact with us directly, we can support them in anything they choose to take on.

Please do ask if any youth have an interest!

We Matter Every Week

Perhaps you have made it through ALL of the above lessons and the Lesson Plans. (if so, **CONGRATS!**)

OR – maybe it's a busy week and you haven't had the chance to do a longer lesson, but still want to end the day with a video, short discussion, or bit of uplift. Regardless:

We want We Matter videos to be a regular part of your classroom – every week!

These videos are flexible so that they can fit into the end of a school day when there's a few minutes left or used in the middle of a class when youth are having trouble focusing.

We recommend to, at the least, show one We Matter video per week. To help with this:

- › We have created an APPENDIX at the end of this Toolkit, which outlines videos by various categories, challenges, and regions.
- › In the APPENDIX you will also find a list of videos with simple, accessible talking points, which you can use to kickstart discussions.
- › You can check wemattercampaign.org, as every week there is a new "Message of the Week" with a little note from one of our team members.
- › We share new videos and content on our Facebook page almost every day!

ALSO – ask youth what video they want to see! They will often request past videos they really like.

Engaging the Community!

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

We have created a We Matter Support Worker Toolkit, so please let any local counsellors, social workers, or youth workers know about that Toolkit! If you'd like, you can even send them an email and include us on it, and we'll take the time to follow up with them!

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 steps introducing We Matter.

We're here to support you, the community, and youth in any way we can. If you feel something is missing from this or other Toolkits, please let us know and we can see what we can do to address it!

Email us anytime: info@wemattercampaign.org

Positive Affirmations

Young people can often find it hard to identify positive things about themselves, or name the strengths and gifts they carry. Positive affirmations can create a huge difference in someone's life, especially if there is a lot of negativity around them. If you don't already, we highly encourage you to shower your group of youth in positive affirmations **DAILY!**

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

Examples of affirmations we like:

"Do you know how awesome you are?"

"You are all so talented / gifted."

"Your ancestors love you."

"You are such a good helper."

"You are amazing."

"I believe in you."

Try creating an affirmation or "We Matter" board with your class/group to celebrate each other. (no negative comments!) Youth can come up with general affirmations, like the ones above; they can come up with words or phrases that represent personal strengths they carry; they can create anonymous messages for each other; or you can mix it up or add to it throughout the year!

Staying Connected

We are **ALWAYS** posting on social media, so you or the 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

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

Feel free to reach out at any time with questions, comments, or concerns, or how to get We Matter involved with your community in a more direct way.

Going Forward... and Thank You!

This Toolkit can be used every year, with every new group of students you have, and recommended to other teachers to do the same! You can even go over some lessons twice if it makes sense.

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

APPENDIX I

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 Leonard Sumner 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 Leonard Sumner 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

APPENDIX I

Videos by Challenge – (and What Can Help!)

Suicide: Don Burnstick Helen Knott Art Napoleon Kylee McKay Keeden Balsille Melanie Mark Meaghen Cave	Addiction Adam Akpik Jaylene Delorme-Buggins Joshua Watts 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 Joshua Watts Damen Bell-Holtier Justin Rain Jordin Tootoo Taboo Nawasha	Strong Female Videos Ashley Callingbull Angela Sterritt Rayanna Seymour Annita McPhee Jaylene Delorme-Buggins	2Spirit/LGBTQ+ 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

APPENDIX II

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 members that went to Residential School? How do the schools 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 II CONTINUED

Continued talking points for videos:

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

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