



Locally Developed/Department Authorized Course Framework Template

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School Name: Watson Lake Secondary School	Signature of Superintendent:
Committee Approval Date:	Committee Chair Signature:
Course Name: Youth for Dignity 11	Grade Level of Course: Grade 11
Number of Course Credits: Two	Number of Hours of Instruction: 60

Department Authorized Prerequisite(s): None

Special Training, Facilities or Equipment Required: None

Course Synopsis: The curriculum forms the foundation of a modularized knowledge and skill development program for youth –the centerpiece of the Project –and addresses the issue of gender-based and relationship violence. The Youth for Dignity (YFD) curriculum is designed to reflect local cultural values, knowledge, protocols, customs, and different ways of knowing, and is grounded in the system of Dena Au’Nazen and the Local First Nation system of wellness based on the medicine wheel—fostering empowerment, dignity and respect in relationships and promoting socially just, culturally-appropriate and effective responses to violence.

Goals and Rationale: At national, territorial, and local levels, Indigenous women and youth face high levels of violence, particularly relationship violence. Indigenous youth represent a significant proportion of the Watson Lake community. As such, a deeper understanding of gender-based and relationship violence is at the same time a tool to prevent the violence happening currently in Local First Nation communities and an effective path to lasting positive social change. There are several outcomes and goals outlined for the course:

- Youth understand issues and causes related to gender-based and relationship violence and are able to share this knowledge with their peers, family, and community members
- Youth feel empowered with the skills and tools needed to increase safety with respect to gender-based and relationship violence in their own lives, and in those of family and community members
- Youth are learning to begin restoring and preserving the dignity of those who experience violence and unhealthy relationship behaviours
- Youth feel connected to Local First Nation culture
- Youth have emerging advocacy, leadership, engagement and community skills to apply in their everyday lives
- Youth learn how to engage and network with other young people and the community-at-large in the prevention of gender-based and relationship violence

Yukon First Nations Perspectives: The program consists of a series of in-school modules integrated with youth-led initiatives. The curriculum for the program is youth-led, response-based and Local First Nation driven and is intended to assist youth in understanding and reducing youth gender-based and relationship violence. Given the need for community engagement in driving societal change, and the need to supplement community capacity, the project is guided by an advisory committee composed of student representatives, Elders, facilitators and key organizational partners to assist in the ongoing planning, implementation and evaluation of the project.

BIG IDEAS

Every person has an equal right to be valued, respected, and treated ethically

Relationship violence effects are multi-faceted

Gender-based and relationship violence among youth requires a societal response

Engaging youth in knowledge-sharing and self-advocacy fosters a supportive community-based prevention environment

An individual’s ability to respond to and prevent gender-based and relationship violence deepens and expands over time

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> •Co-create group norms and expectations •Identify their own Comfort Zones and begin to recognize other people’s Comfort Zones •Begin to recognize when someone’s dignity is threatened •Help to uphold the dignity of others •Participate in teambuilding activities involving trust and teamwork •De-bunk myths about gendered violence •Identify signs of a victim’s resistance •Identify some causes of gendered violence •Identify some positive and negative social responses •As a group member, provide positive social responses •Identify their own social location and privileges •Consider what about them makes them an activist •Begin to identify language that blames victims or conceals violence •As a member of a group, help to organize events, campaigns and other social justice actions •Participate in events by providing assistance in various roles 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> •Basic YFD themes •Structure of the YFD Program •What Group Agreements and Comfort Zones are •Some different definitions of dignity including their own •The Local First Nation meaning of dignity (Dené Æ Nezen) •General statistics on gendered violence •How victims avoid violence •Local First Nation perspectives on gendered violence •That positive social responses uphold dignity and promote healing •Some different levels of positive and negative social responses (interpersonal, group, community, societal, etc.) •Local First Nation perspectives on positive and negative social responses

- Some different kinds of oppressions (racism, sexism, homophobia)
- Different forms of resistance and activism
- Local First Nation examples of activism
- Language to describe violence and resistance
- How to participate in events, campaigns and other social justice actions
- How actions can create social change

Big Ideas – Elaborations

- YFD is grounded in Response-Based Practice (RBP) – a specialized framework for responding to violence, broadly defined, and other forms of oppression and adversity. RBP is evidence-based in that it is used successfully in diverse contexts domestically and internationally in social services. It is a paradigm shift in how we understand and address violence. Further information on RBP and its core tenants can be found in the Facilitator’s Guide (**Big Idea:** Gender-based and relationship violence among youth requires a societal response)
- Students are encouraged but not forced to participate in exercises and discussions (**Big Idea:** Engaging youth in knowledge-sharing and self-advocacy fosters a supportive community-based prevention environment)
- Respectful, carefully-modelled interactions cultivate safety and avoid confrontational approaches that could induce traumatization (**Big Idea:** Engaging youth in knowledge-sharing and self-advocacy fosters a supportive community-based prevention environment)
- The curriculum is designed to account for the interrelated nature of all aspects of relationship violence – the medicine wheel dimensions of mental, emotional, spiritual and physical health, as well as its social, cultural, economic, and environmental aspects. (**Big Idea:** Relationship violence effects are multi-faceted)

Curricular Competencies – Elaborations

See Facilitator’s Guide and Curriculum Precis for details

Content – Elaborations

See Facilitator’s Guide and Curriculum Precis for details

Recommended Instructional Components:

The curriculum is organized into a series of eight 1-day and 2-day modules, offered in sequence over the months of October, November, December, January, February, March, April, and May.

Topics and discussions will align with students' knowledge, understanding and learning needs.

Due to the potentially emotional nature of the topics, the daily plan is designed as an arc, with daily beginnings and endings being undemanding and entertaining—including teambuilding or games--and the middle involving in-depth conversations and topical activities. The arc contributes to containment, building safety and security as a nest for in-depth work, and returning to a sense of calm at the end of each day.

Recommended Assessment Components: Ensure alignment with the [Communicating Student Learning E-book](#) and the [Principles of Quality Assessment](#)

Evaluation is a continual, pivotal process involving student input through student post-completion evaluations of each program module, annual input from the community through community recognition events, and annual input from key stakeholders through the project's advisory committee.

Intervention research focusses on assessing the impact of the program on youth and the community in understanding and reducing youth gender-based and relationship violence. The intervention research process is cyclical, reflective of annual progress and indicative of planning adaptations for each ensuing year.

The knowledge dissemination process includes youth-led initiatives and may include, for example:

- presentations by youth to elementary students and/or to the general body of secondary school students
- creating informative videos
- writing stories inspired by discussions with Elders about youth gender-based and relationship violence and its impacts on the community and culture

Other knowledge dissemination initiatives focused on the community and beyond, as determined by the class. Initiatives could include, for example, a school-based recognition event in which students present their work to peers, parents, friends and community.

Sustaining knowledge, collaborations and impact are key to ensuring that the project continues to reduce youth gender-based and relationship violence in the community. Sustainability measures include the ongoing involvement of peer mentors, accreditation of the initiative and continuous partner support

Learning Resources: see Youth for Dignity (YfD) Curriculum Precis final document as well as YfD Facilitator Guide document (attached)

Additional Information:

Module 1: Orientation and Recruitment

Module 2: The Basics

Module 3: Dignity

Module 4: Context of Gendered Violence

Module 5: Positive and Negative Social Responses

Module 6: Oppression and Activism

Module 7: Power of Language

Module 8: Social Change