

Lutsel K'e Community Wellness Plan - 2013

- Lutsel K'e



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Lutsel K'e Community Wellness Plan

In developing a Community Wellness Plan for Lutsel K'e, we took the approach that in order to have a healthy community you need to have healthy individuals, families & groups and vice versa. We cannot look at Wellness Planning for individuals only, without taking into consideration the environment in which they live. This environment includes the areas of Governance, Culture & Traditions, Economic Development and Social Interactions. Only in examining both the community environment and the individuals in a holistic way, can we come up with a meaningful Community Wellness Plan.

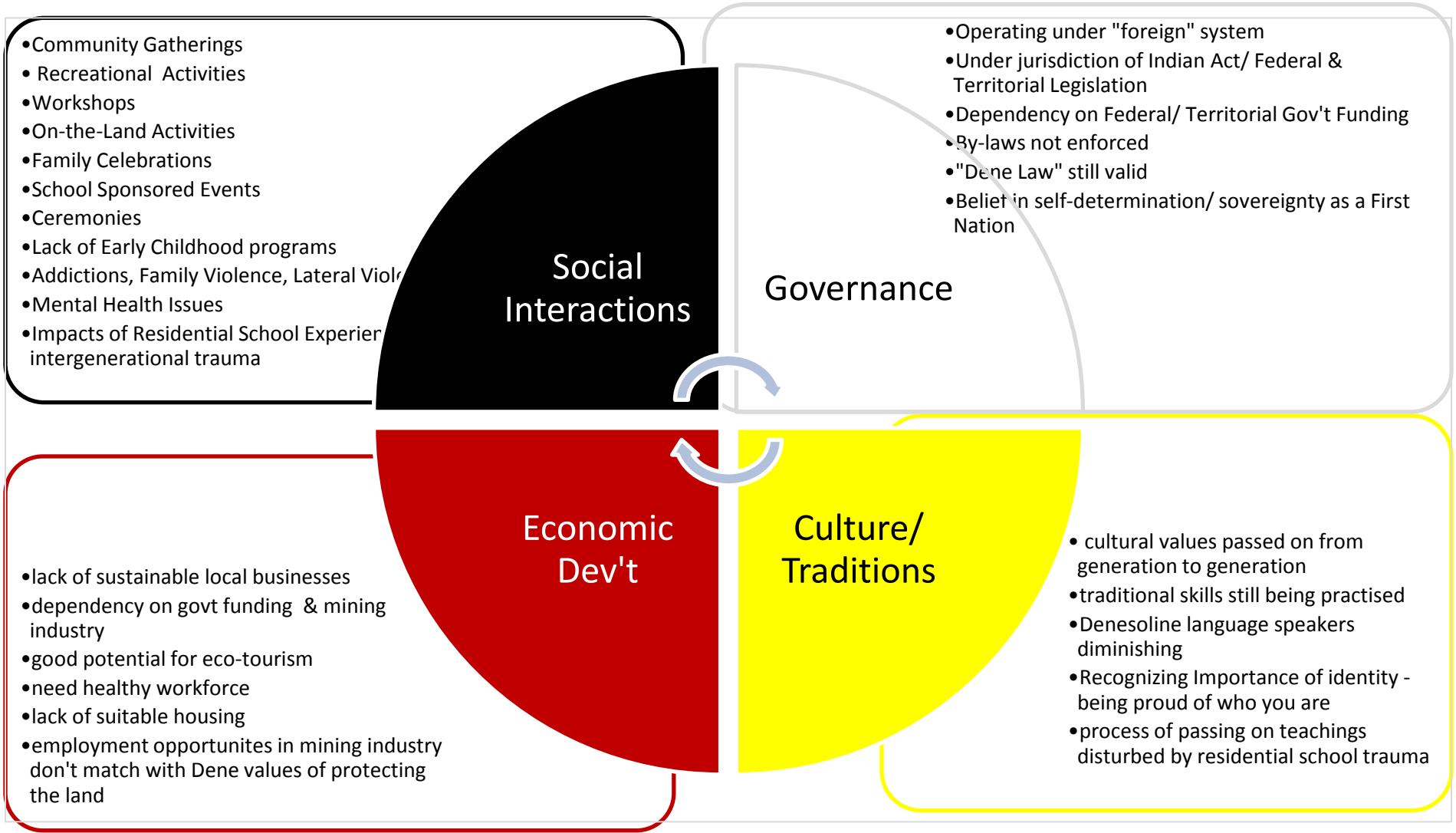
The Chief & Council held a Leadership Workshop in September of 2011 and proposed the following Vision Statement at that time:

“To have a Healthy Community”

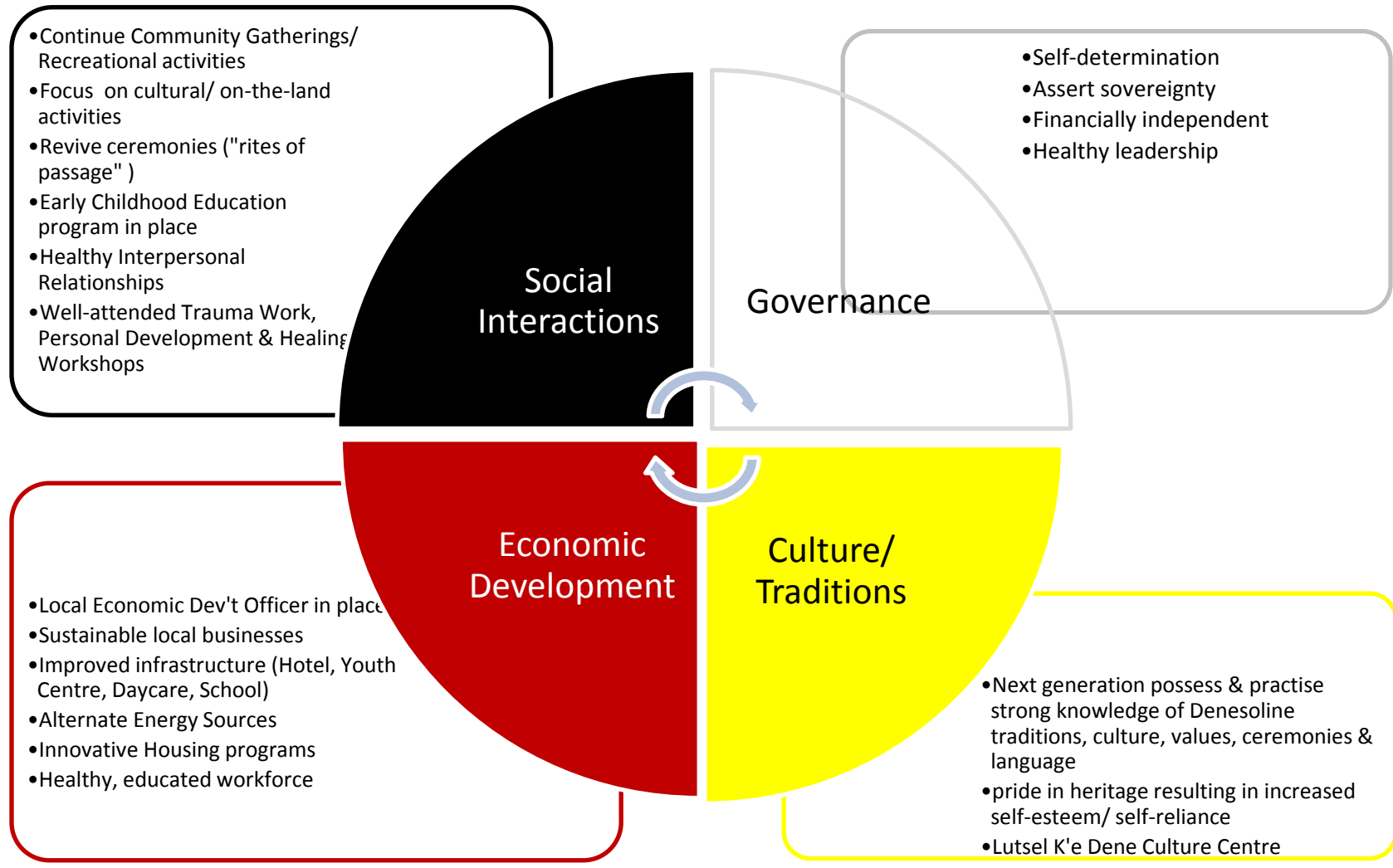
This is the vision that we continued to work with in this Community Wellness Planning exercise.

The Interagency Committee met in January and took a closer look at the community as a whole – Where we are and where we would like to be. The results of this meeting are captured in the following two diagrams:

Where are we now?



Where do we want to be?



Priorities:

Out of this exercise of examining the environment that we live in, four overall priorities emerged:

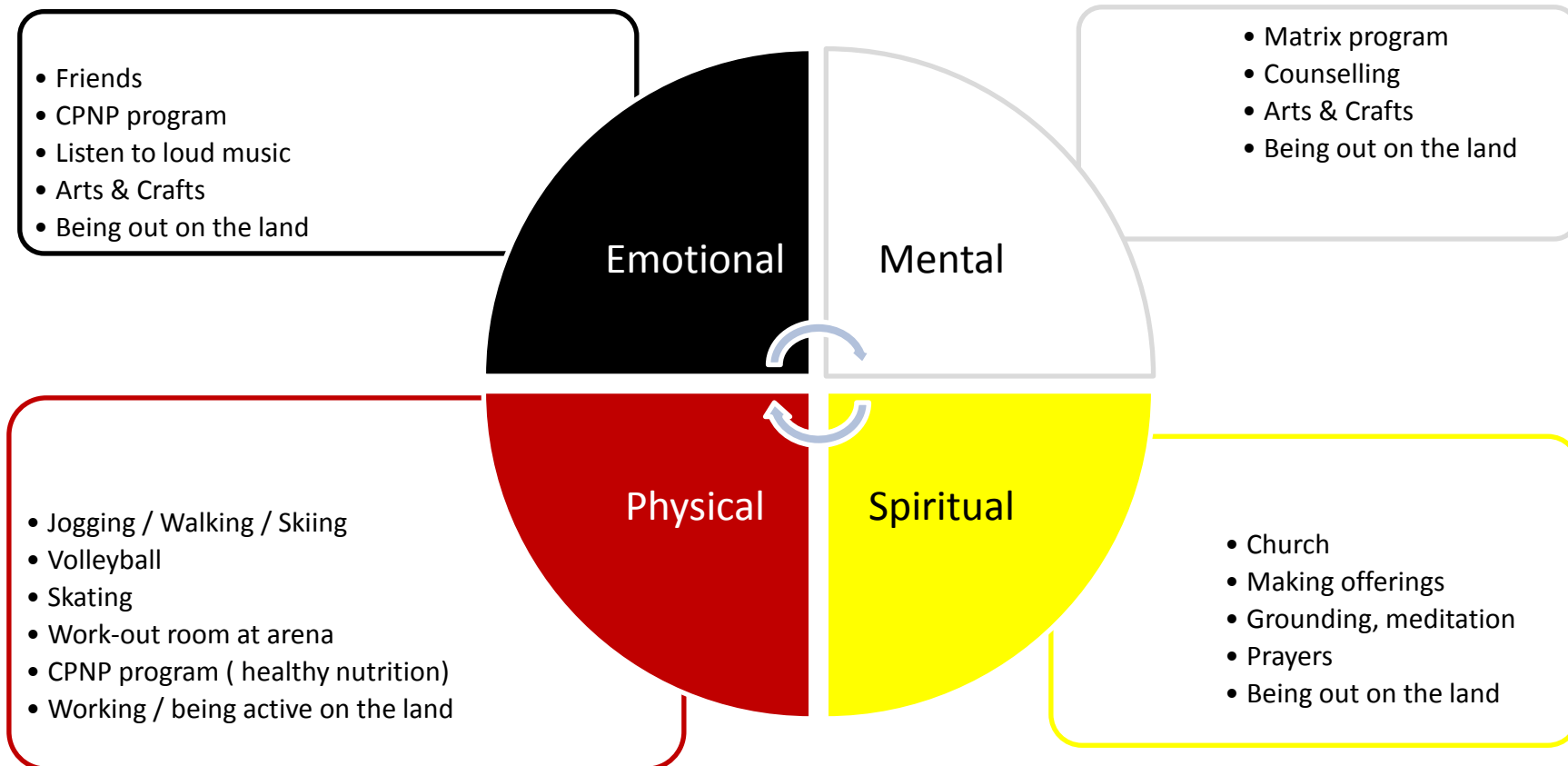
- ❖ *Work towards regaining independence/ self-determination over all aspects of life.*
- ❖ *Strengthen self-esteem, self-worth, self-reliance by strengthening language, culture & traditions*
- ❖ *Deal with effects of trauma.*
- ❖ *Focus on children & youth.*

We then engaged a number of smaller groups in Wellness Planning Sessions (Women, Youth, Elders, and Men). In these sessions we focused more on the health and wellness of individuals, keeping the larger context in mind. Again, we tried to take a holistic approach, taking into consideration the different aspects that make up a human being. We used the medicine wheel model to capture what participants were expressing in regards to wellness planning.

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Women – What is currently in place in Lutsel K'e to help you stay healthy and well?

There were about 20 women that attended our “Ladies’ Night” to talk about Community Wellness Planning. This diagram shows what they identified as what is currently in place to help them stay healthy and well.



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Women – What is missing? What would you like to see in the community to help you stay healthy?

The women indicated that they would like to see regular Women's Groups to allow them to get together for some healthy social interactions and activities. Ideas for programming included:

Cultural Activities:

- Women's weekend on the land
- Sewing Nights
- Women's sweats (bi-weekly)
- Women's get-together to practice traditional skills (drymeat, dry-fish, medicines, hide tanning)
- Chipewyan Hymn Singing

Social Activities:

- Spa Night (hairdresser, massage, pedicure, manicure, facials)
- Karaoke Nights
- Arts/ Crafts
- Cooking Nights
- Candle Light/Tupperware Parties/ Rummage Sales
- Women's Group – fundraiser (go on a trip)

Physical/ Recreational Activities:

- Fitness Night (exercise and health drinks)
- Dance (line-dancing, two-stepping, jigging) – Monthly

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Youth – What is currently in place in Lutsel K'e that helps you to stay healthy & well?

We had a gathering of the Youth (ages 12-25yrs) with about 30 youths in attendance. The Youths identified a number of activities that they like to engage in to help them stay healthy and well, with a strong focus on recreational and on-the-land activities:

Sports

- Going to the gym
- Playing hockey at the arena
- Working-out
- Soccer
- Volleyball
- Traditional Dene Games
- Skiing
- Skating
- Swimming
- Playing hand games

- Snowshoeing
- Fishing
- Camping
- Sliding
- Tanning hides

Organized Activities

- Junior Rangers
- Cooking courses
- Girls' group

On-the-Land

- Traditional hunts
- Ski-dooing
- Hauling/ chopping wood

Creative Activities

- Art

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Youth – What is missing? What would you like to see in the community to help you stay healthy & well?

When asked what was missing, the Youths talked a lot about infrastructure that they would like to see, identifying a Youth Centre as a definite priority.

Infrastructure:

- Youth Centre (with free Wi-Fi)
- Swimming Pool
- Curling Rink
- Bike Course
- Soccer Field
- Basketball Court
- Baseball Field
- Playground
- Restaurant
- Convenience Store

Programming:

- Carpentry Course
- After-school program
- More handgames & traditional activities
- Music/ Band classes

Other:

- Soccer Jerseys (the Youths stated that they would like to have real soccer jerseys when they go out on tournaments, so that they would feel proud when they go out on the field, instead of feeling inadequate using “cheap T-Shirts”)
- Cell Phone service

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Elders – What do we need in order to have a healthy community?

We had an Elders' meeting with 10 Elders in attendance. The Elders were quite concerned about the unhealthy activities in the community, such as drug & alcohol abuse leading to violence and problems in families.

The Elders stressed the importance of good communication in order to live well together. People need to listen to each other and work together. Teachings need to be passed on to the children from generation to generation so that they can live a good life. There was a concern about the language barrier between the generations which makes it more difficult for the Elders to pass on their knowledge and teachings to the younger ones. Traditionally a lot of the teachings were passed on through story-telling and this is not being practiced as much anymore due to the language barrier. They also mentioned that the leadership needs to communicate with the people.

The comments of the Elders were very much in line with the priorities identified earlier:

- ❖ ***Work towards regaining independence/ self-determination over all aspects of life.***
 - People used to be self-sufficient and helped each other out without expecting payment.
 - Recognize and appreciate the natural resources that we have available to us (fish, meat, animals, water, land, plants)
 - Young people need to retain the skills necessary to survive on the land
- ❖ ***Strengthen self-esteem, self-worth, self-reliance by strengthening language, culture & traditions***
 - Loss of language amongst the younger generations is seen as a problem and creates a gap between the generations
 - Use storytelling as a way to pass on teachings
 - Need to have a sense of spirituality / importance of praying for well-being (Church)
 - Revive Chipewyan Hymn Singing
 - People used to bring food and socialize after Church service – this tradition should be brought back
 - Pass on traditional skills such as making drymeat, dry fish etc
 - Handgames and dances have been and continue to be a way to have fun without drinking
 - Visit elderly and sick people – carry on the tradition of helping people
 - People used to work together – harvest animals, tan hides etc
 - Adults need to lead by example- children learn by observing
 - Reduce TV watching time in homes

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❖ *Deal with effects of trauma.*

- Too much drinking in the community leads to violence and family break-down.
- Need to look at physical, mental, emotional and spiritual health

❖ *Focus on children & youth.*

- Need healthy lifestyles for young people
- Teachings need to be passed on to the children/ Parents need to talk to their children
- Need for parenting skills
- Teach kids how to pray

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Addressing our Priorities (Where do we want to be & How do we get there)

❖ *Work towards regaining independence/ self-determination over all aspects of life.*

Activity	Objective	Responsibility	Timeline
Hire Local Economic Dev't Officer	To foster business opportunities in the community contributing to a sustainable local economy	Denesoline Dev't Corporation	Year 1
Realize sustainable business opportunities	Achieve a certain measure of independence and self-determination through sustainable business initiatives	<ul style="list-style-type: none"> • Denesoline Dev't Corporation • Individual Community Members (Entrepreneurs) 	
Self-Government Initiatives	To reclaim authority over First Nation's people, land and resources	LKDFN Chief & Council	
Workshop on "Dene Law"	To investigate and create awareness for the traditional laws governing the Denesoline people	LKDFN Chief & Council	Year 1 & 2
Enact/Enforce own By-laws	To assert authority over own affairs	LKDFN Chief & Council	
Practice & teach skills necessary to survive on the land	To ensure that future generations will retain the skills necessary to live off the land and be self-reliant	Elders, Parents, Grandparents Skilled Community Members	ongoing
Investigate alternative Energy Sources	To get away from the dependency on fossil fuels as a power source and switch to renewable energy forms	LKDFN	
Investigate alternative Housing options	To find innovative ways to solve the housing crises in the community	? Gap identified	
Support Community Garden Initiatives	To support a sustainable source of healthy foods that can contribute to independence and address food security issues in the community	Community Volunteers	ongoing

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❖ *Strengthen self-esteem, self-worth, and self-reliance by strengthening language, culture & traditions*

Activity	Objective	Responsibility	Timeline
Denesoline Language revival initiatives	<ul style="list-style-type: none"> Teach the language to non-speakers in order to stay connected to one's cultural identity and facilitate communication between the generations Establish a Language Steering Committee 	<ul style="list-style-type: none"> Language Speakers (Elders, parents) Language Committee (to be established) School 	Year 1
Women's Group	<ul style="list-style-type: none"> Get together to support each other while engaging in healthy activities Work together on traditional, cultural projects to foster a sense of connectivity & strength amongst the women within their culture 	<ul style="list-style-type: none"> Community Wellness Worker (Becky) Recreation Coordinator (Stacey) 	Year 1 Bi-weekly, starting in May
Elders' Storytelling sessions	Pass teachings on to next generations to retain the connection to cultural teachings	Youth Worker (Darryl)	Year 1 Monthly, starting in May
Community/ Family Hunts	Practice on-the-land survival skills and pass them on to the next generations	<ul style="list-style-type: none"> Families/ Local Hunters Wildlife Committee School Youth Worker (Darryl) 	Ongoing Spring/ Fall
Desnedhe Che Spiritual Gathering	Continue to support this gathering to give people the opportunity to reconnect with their ancestral lands and spirituality	Lutsel K'e Dene First Nation	Ongoing Annual - August
Ceremonies <ul style="list-style-type: none"> Continue practicing fire ceremonies Teach proper protocols Revive "Coming-of-Age", rites of passage ceremonies 	To promote cultural ways and pass on traditional teachings to families, adults and youths	<ul style="list-style-type: none"> Elders School Workshop organizers to be determined 	

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Chipewyan Hymn Singing	To revive Chipewyan Hymn singing	Language Committee (to be established) Elders	Year 2
Hold feasts/ potlucks/ handgames/ dances to bring people together	<ul style="list-style-type: none"> To strengthen community bonds, resulting in a sense of identity and belonging in the community; To take the opportunity to recognize positive events and achievements in the community. 	<ul style="list-style-type: none"> Recreation Worker (Stacey) Youth Worker (Darryl) Community Wellness Worker (Becky) Interagency Committee 	ongoing
Practice fundamentals of Dene Law, such as sharing, caring, being respectful, being kind, passing on teachings, leading by example	<ul style="list-style-type: none"> To take responsibility for one's own health & wellness through one's attitudes and actions; To foster healthy relationships; To enhance healthy interaction between people leading to better mental and emotional health. 	Every Individual	ongoing
Workshop on medicinal plants	To enable people to take on increased responsibility for their own health and well-being through increased knowledge about traditional healing plants & practices	<ul style="list-style-type: none"> Community Wellness Worker (Becky) CHR (Jennifer) Elders 	
Workshops on traditional activities for men and women (hide tanning, carving, tool-making etc)	To retain traditional skills resulting in increased self-esteem and feeling of self-worth	<ul style="list-style-type: none"> Community Wellness Worker Recreation Coordinator Youth Worker School Elders 	Year 1
Lutsel K'e Dene Culture Centre	To have a central place to host & preserve items & activities related to Denesoline language, culture & traditions	? to be identified (possibly Language Committee or Thaidene Nene Working Group)	

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Deal with effects of trauma.

Activity	Objective	Responsibility	Timeline
Healing Program	To run an outpatient treatment program in the community to assist and provide support to individuals wishing to make changes in their lives	Community Wellness Worker (Becky), Social Services Worker (JC)	ongoing
Counseling Services	To support people in their healing journeys To address social issues faced by individuals, families and groups	Mental Health & Addictions Counselor (Vacant)	ongoing
On-the-Land Healing Programs	Work with clients in a setting where the physical, mental, emotional and spiritual health of a person can be addressed	Community Wellness Worker (Becky) Social Services Worker (JC)	Year 1 ongoing
Sauna Programs <ul style="list-style-type: none"> • Men/ Women 	To make use of saunas for the purpose of healing/ cleansing/ detoxing and personal growth	Community Wellness Worker (Becky) Social Services Worker (JC)	Year 1 ongoing
Parenting Skills Workshop	Improve parenting skills and family dynamics that were negatively affected by multi-generational impacts of residential schools	Social Programs Staff (Addie/JC) CHR (Jennifer)	Year 1
Strengthen Spirituality	To achieve a holistic balance in one's life	Individuals	ongoing
Personal Development Workshops (such as Healthy Relationships, Bullying, Grief & Loss, Sexual Health, Aboriginal Shield etc)	To address personal development and well-being; To create awareness regarding multi-generational trauma; To foster harmonious community living	Social Services Worker (JC) Community Wellness Worker (Becky) Community Health Rep (Jennifer)	Year 1 ongoing
Access to Traditional Healers	To support community members wishing to access Traditional Healing services as a way to improve their physical, mental & spiritual health	Social Programs Staff	Year 1 ongoing

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❖ *Focus on Children & Youth.*

Activity	Objective	Responsibility	Timeline
Sports Program	<ul style="list-style-type: none"> • Help youth to stay physically and mentally healthy through physical activity • Promote healthy lifestyle 	<ul style="list-style-type: none"> • Recreation Coordinator (Stacey) • Youth Worker (Darryl) • Volunteer Coaches • School Staff • Parents (Volunteers) • Local Hockey Association 	ongoing
Traditional Games Program	Help youth to stay healthy and connected to their cultural identity through traditional games	<ul style="list-style-type: none"> • Recreation Coordinator (Stacey) • Youth Worker (Darryl) • Elder Advisors (Volunteers) • Parents (Volunteers) 	ongoing
Youth Centre Building	Provide a safe place for youths to gather and run programming out of	LKDFN	Year 1
Early Childhood Education Program/ Facility	<ul style="list-style-type: none"> • To address the gap in services for children ages 1-4 years in the community; • To provide a foundation for healthy growth & development 	LKDFN School (Preschool Program)	Year 1-3
Prenatal Program (CPNP)	<ul style="list-style-type: none"> • To improve the health of mothers and infants • To increase access to nutritious foods and nutrition information for pregnant women, new mothers, their children and families • To promote and support healthy child development 	Community Health Representative (Jennifer)	Ongoing (Weekly)
Cooking Classes (Kids in Kitchen Program)	<ul style="list-style-type: none"> • To decrease the risk of diabetes, obesity and other chronic disease by increasing knowledge and enjoyment of preparing and 	<ul style="list-style-type: none"> • CHR (Jennifer) • School staff 	Ongoing (monthly)

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	consuming healthy foods.		
After-School Program	<ul style="list-style-type: none"> To provide a safe environment for children to engage in healthy activities 	<ul style="list-style-type: none"> Recreation Coordinator (Stacey) Youth Worker (Darryl) School 	
Arts/ Music Program	<ul style="list-style-type: none"> To develop the artistic and creative talents amongst our youth To give youths an opportunity to express themselves in creative ways 	School	
On-the-Land Programs/ Activities	<ul style="list-style-type: none"> To give youths the opportunity to experience activities out on the land, that will strengthen the ties to their cultural identity and positive self-image 	<ul style="list-style-type: none"> School Community Wellness Worker (Becky) Youth Worker (Darryl) Recreation Coordinator Parents/ Grandparents 	
Shop program (carpentry, carving, tool making)	To give youths the opportunity to be creative and productive by producing creative, useful and traditional items	<ul style="list-style-type: none"> School Adult Education?? 	tbd
Junior Ranger Program	To strengthen remote and isolated Canadian communities through an altruistic, responsible and practical youth program that embraces culture and tradition, promotes healthy living and positive self-image, and reflects the proud military legacy of the Canadian Rangers.	Canadian Rangers	ongoing
Girls' Group	To allow girls to get together and engage in healthy activities aimed at strengthening their self-esteem and positive self-image	Recreation Coordinator (Stacey) Community Health Worker (Becky)	ongoing
Healing Programs (self-esteem/ self-efficacy, safety planning, futuristic thinking,	To enable youth to become healthy and resilient individuals	Community Health Worker (Becky)	

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anti-bullying etc)			
School-Community Counselor	<ul style="list-style-type: none"> • To provide support for students experiencing emotional/ social issues in school; • To provide small group support for healthy, respectful relationships • To promote the value of self-development and education • To work with parents on behaviour and attendance issues 	School (funder to be identified)	½ days starting as funding can be secured