

The Firekeepers Project:
An Action Response to Suicide Among
Indigenous Young People in Ontario

By Michael Doxtater
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Queen's University, Kingston, Ontario
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1. Introduction

Indigenous young people are killing themselves. Indigenous people face the intergenerational transmission of trauma every day. Suicide. Family violence. Injuries. Illness. Families bury their dead. The post-traumatic environment leads to epidemics of suicide. The story is continent-wide. British Columbia reports 95 violent deaths between 2010 and 2015. La Ronge, Saskatchewan with 6 suicides in 2016. Attawapiskat, Ontario in 2016 with 13 suicides. Suicide among young Labrador Innu depicted in the 2007 documentary "Being Innu". Those of us who work in Indigenous bereavement practices see the effect on families.

In 2013 an epidemic of suicide was experienced at the Six Nations Indian Reserve near Brantford, Ontario. The community estimated 50 violent deaths—many of which were suicides among young people. The epidemic subsided by December 2013. However, in 2014 the community was alarmed when there were several suicides among young people. Women held meetings. I was invited to one of these meetings—not only as an organizational specialist, but because I had buried two nieces who killed themselves in 2010 and 2013.

The women organized a group they called "Rekindling Our Fires" that included community-members and social service professionals. Tasks included constructing a lodge to house the fire. They organized food, wood, events, and support-workers. They decided that a three-day vigil would provide opportunities for families to come to the fire. Over the three-days young people came to the fire who were troubled by the suicide of friends. The organizers were struck about how wide-spread suicide was among diverse families at Six Nations. But the women were also struck by the processes that were used to organize their vision and mission and take action on suicide among Indigenous young people.

The serious nature of suicide was recognized in the 1999 National Aboriginal Youth Strategy report (NAYS 1999). NAYS provided a vivid profile of Indigenous youth countrywide. The 1999 NAYS findings were the product of consultation between decision-makers from both the Indigenous and Canadian communities. Many observations, goals and ideas described in the NAYS report suggest that community-based responses to address issues directly related to Indigenous youth were required.

The NAYS report cites health and safety circumstances that effects First Nations and Inuit youth at a higher rate than the mainstream population. These statistics describe issues of particular concern within the Indigenous population:

- Mortality rate is reported as 3.6 times higher than the national average;
- 78% of deaths of Indigenous youth resulted from injuries or poisoning;
- Suicide deaths accounted for 1/3 of all deaths of Indigenous youth (males 5 times the national average, females 8 times the national average);
- Higher than average number of youth with a reported disability (1.7 times the national average);
- Indigenous males are remanded to custody 10 times the national average
- Indigenous females are remanded to custody 22 times the national average
- Indigenous youth aged 15-19 are incarcerated 9 times the national average

The strategy emphasizes the importance of inclusive strategies to address personal development for Indigenous youth. Also, the principles described in NAYS allow for initiatives that are flexible, respectful, effective, efficient, holistic, accessible, and create opportunities for individual and community empowerment.

Using the 1996 NAYS' data as a comparison, by 2015 there have not been drastic changes for Indigenous youth in Canada. Young people face despair and learned hopelessness:

- Drop-out rate increased from 2007-2009 to 47.7 per cent;
- Unemployment 2009 rate increased to 54.9 per cent of Indigenous youth.
- A total of 5700 Indigenous youth admitted to correctional services were 33 percent of all admissions in Canada;
- Indigenous females accounted 44 per cent of all female youth in corrections;
- Indigenous males accounted for 29 per cent of all male youth admissions;
- Ontario had nearly 50 per cent of Indigenous youth admissions;
- Mortality (2000-2007) from self-inflicted injuries 7-10 times among males;
- Mortality (2000-2007) from self-inflicted injuries 16-22 times among females;
- Suicide 5-11 times higher for Indigenous youth than national average.

Then trend shows that despite the highest Indigenous graduation rates, completion decreased. The result shows up crime and mortality increases.

As an organizational specialist I see that the "Rekindling Our Fires" experience brought into sharp focus the human-capacity that exists among community-members to take action on suicide among young people. The subtext for action is to respond to a problem identified in the local community. In addition social-entrepreneurship posits the locus of control in the local community to find local solutions to problems they identify. *The Firekeepers Project* responds to calls by families for action. This proposal creates a model for mediating between individuals, families, and communities-of-practice to take action.

2. Statement of Purpose

The Firekeepers Project mediates between professional service providers and community members. Service providers such as Saskatchewan’s “National Aboriginal Youth Suicide Prevention Strategy” (NAYSPS) offers “Applied Suicide Intervention Skills Training” (ASIST), Crisis Intervention training, and mental health counselling. The Six Nations social services sector also offers ASIST, has a crisis hotline, and mental health counselling. However, in the Six Nations experience the community action focused on personifying suicide and the effect on individuals and families. Professionals, survivors, and the bereaved went to the fire as people. Participants said the purpose of “Rekindling Our Fires” was to create an environment that focused on life and not death—igniting hope.

The Firekeepers Project provides instruction for multi-stakeholder action working groups focused on preventing suicide among young Indigenous people in Ontario. *The Firekeepers Project* produces a prototype model in Ontario for interventions in troubled environments by community-based action groups. The proposal describes carefully facilitated Search Conferences and Training-The-Trainers for crisis interventions.

The Search Conference framework provided in this proposal describes in detail an organizational method for Ontario’s Indigenous communities faced with the tragic effects of suicide. The Search process facilitates healing, and privileges local knowledge to find answers to the local problems the participants identify. The projected outcome is to produce Strategic Action Plans (SAP) based on consensus between the stakeholders.

The Firekeepers Project scaffolds three stages. Stage One begins with decision-maker and stakeholders to collaboratively design the project process. Stage Two focuses on regions in Ontario. Stage Three expands the network across Canada. The phases include:

1. Stage 1: Pre-planning provides consultation fees and ancillary expenses to facilitate preliminary meetings estimated at a total for pre-planning is \$222,160.00.
2. Stage 2: The 12 Ontario SC events is the delivery of gatherings at twelve sites selected for this proposal that include Kenora, Fort Francis, Sioux Lookout, Thunder Bay, Sault Ste. Marie, Sudbury, Timmins, Kingston, Peterborough, Toronto, London, and Sarnia for site surveys, focus groups, and action planning in Ontario are projected at \$219,660.00.
3. Stage 3: Implementation and diffusion of SC activities across Canada based on a total estimated cost at 65 locations across Canada for *The Firekeepers Project* is \$1,186,250.00.

All estimates are based on accepted travel guidelines, amortized for cross-Canada delivery. The total estimated cost of *The Firekeepers Project* is \$1,628,070.00.

The Co-facilitators

Senior organizational learning expert Michael Doxtater facilitates and mediates human

interactions to find local solutions in the local community. Healing and wellness specialist Cheryl Adams facilitates training related to crisis interventions, suicide, and mental wellness. The co-facilitators provide two to three days of intensive training on-site.

Michael Doxtater is a senior specialist with a career in education, peace-building, mediation, team building, and research-informed project development. Doxtater facilitates action planning in Indigenous organizations, local governments, and grassroots community groups in areas of Indigenous rights, health, cultural recovery, and governance. His international profile includes facilitating Search Conferences (SC) and Strategic Action Planning (SAP) workshops that includes Cornell University, Highlands University, Mohawk Council of Kahnawake, the Iroquois Caucus, and community organizations like Rekindling our Fires (ROF), Pink Feather Society, and Tsi Tyonheht Onkwewanna. He has also restructured Studio One (NFB), the Native Business Summit, and First Nations Education (McGill University). Michael Doxtater's career focuses on organizational learning in all sectors.

Cheryl Adams is a 23-year veteran in urban and rural community-based care management at Dedwahdesnyes Aboriginal Health Centre, Native Horizons Treatment Centre, and Six Nations Social Services. She works in crisis intervention and is an accredited professional in suicide intervention skills training (ASIST). She is an accredited senior specialist in trauma informed mental health counseling in concurrent disorders. She has been certified by the Indigenous Certification Board of Canada (ICBC) as an Indigenous Addictions Specialist. Her community-engagement programs include psycho-drama facilitation, facilitating New Journeys relapse prevention program, the co-ed Embrace Your Spirit program, and Reconnecting to Their Culture for Indigenous youth. She has certification in Indigenous healing practices.

3. Searching and Tending Our Fires in Ontario

The Search Conference (SC) process is grounded in action research (AR), open systems thinking, and educational theories. Argyris, Putnam, & Smith (1985) maintain that viable, healthy learning organizations or systems must be open and proactively adaptive to existing and foreseeable environmental factors. By scanning and addressing those cultural, social, and political environmental factors interfacing a system, the actual SC event facilitates an in-depth analysis of a given system's past, present, and future plans.

The SC involves professional action researchers or managers and stakeholders from the community. Collectively, the stakeholding community:

- identifies issues;
- learns social research methods together;
- sets the research agenda;
- executes the research collaboratively; and over time,
- strategically implements the results as a team.

The aim is to generate collective knowledge that supports the values, ideals, and realities of the total organization. AR and participatory action research (PAR) evaluation are based on the premise that "local knowledge" is as vital as "expert knowledge" in the design of democratic social change—central to social entrepreneurship in times ruled by fiscal exigencies. AR seeks to mobilize that knowledge, help local people articulate their local knowledge so that they can be understood, and incorporate their knowledge into the planning, delivery, and evaluation of new efforts. Stakeholders learn that they have control over their own situation that is critical for the outcomes to be used (See Cousins & Earl, 1992; Emory & Purser, 1999; Greenwood & Levin, 1998).

An additional consideration for this context is the SC's applicability with Indigenous groups or organizations. Indigenous rights, collaboration and partnerships that includes Indigenous participants, democratized decision-making, and researcher responsibilities and ethics are central concerns when developing a culturally appropriate research model for and with Indigenous people. Most Indigenous communities already know their problems are complex, involving interrelated cultural, economic, education, health, legal, political, and social issues. This complexity requires the development of responsible partnerships *with* Indigenous communities and researchers to address specific problems. Through "respect, relevance, reciprocity, and responsibility" research *for* Indigenous people and *with* Indigenous people is possible. Currently, community-based participatory research models such as that described by Minkler and Wallerstein (2008) closely approximate the SC model.

Ironically, the AR and SC democratic model derives from early Settler accounts of decision-making used by Indigenous People. The expectation for participation in local decision-making by Indigenous people was adapted by John Sifton to American Indian Policy in the early 1900s as the precursor to AR (Doxtater 2011). Teaching democracy is central to leadership—convening, facilitating, and mediating human interactions to solve locally identified problems. Recovering Indigenous knowledge of democracy remains the central mission for self-determined futures for Indigenous Peoples. Participants in SCs are not only practitioners in democratic process, but also become democracy’s teachers.

4. *The Firekeepers Project SC Process*

The purpose of a SC event is to strategically plan for the ROF Program's future *with* its stakeholders as a strategy for long-term social change. This systematic planning process has three distinct stages:

- (1) pre-planning by Ontario stakeholders,
- (2) the actual Ontario SC events,
- (3) and the implementation and diffusion stages across Canada.

These three activities visually resemble an hourglass shape. Opportunities to constructively dialog issues and constraints and develop practical plans to facilitate any Program's growth is built into Stage II, the SC event phases. Stage III, the implementation and diffusion of SC activities is designed to ensure the Community Program, Agency or Organization follows through with its plans for social change taught to a cross-continent network.

Though this report describes *Stages 1, 2, and 3* as local to Canada-wide. These three stages inhere in every instance of SC planning: at the stakeholder level, the community level, and finally the nation-wide. Pre-planning with conveners, conducting the SC, and enacting the action plans exist in all instances.

Stage I: Pre-planning

Inviting the right people to attend an SC event requires a deliberate course of action. The initial meeting with professional staff, community-members, and the Program Coordinator highlights the need and rationale for a participatory decision-making process on behalf of the Program. The search question was co-developed as:

How do we create the highest quality Program to develop and provide leadership, knowledge and service to respond to suicide among Indigenous young people in Ontario?

A second "planning process" develops a "community reference" (CR) system. The CR is a structured process designed to fairly identify the most appropriate and effective individuals to participate in Ontario. This technique is commonly referred to as "snowball sampling" in AR circles and approximates a natural selection method. For *The Firekeepers Project* the snowball sampling is relevant for diffusing the innovation of SCs.

The network is expected to be facilitated through the Chiefs of Ontario (COO) that has direct community-engagement in both rural and urban settings in suicide interventions. Since broad representation is needed while simultaneously limiting the numbers of participants, the CR system relies on informal networks to identify sets of inclusive stakeholder interests that relate

to the SC question. *The Firekeepers Project* facilitates the recruitment of the *TFP Steering Committee* to develop a map of prospective people to invite to the SC by specific interests in social entrepreneurship that addresses suicide among young Indigenous people. A larger network and other information sources are located which results in a current invitee list.

The invited person attends the SC event representing his or her own interests. Based on the above selection process, 15-plus invitations with SC materials will be sent to individuals from stakeholder groups--administrators, business-people, communicators, and the democratic base (consumers or community members in this case Indigenous youth). The itemized budget for community-engaged consultation is \$222,160.00.00 for *Stage 1*.

Stage 2: The 12 Ontario SC events

At 12 Ontario venues, the middle stage of the AR process is 2½ days of intense strategic planning at a secluded location to minimize distractions and interruptions. For the purposes of this SC process, the Program Coordinator can abbreviate the structure to 1½ days. There are three interactive phases during this time described as:

- (1) Environmental Appreciation,
- (2) Systems Analysis, and
- (3) Integration of the System and Environment.

These phases are structured to assess the value and knowledge of the individual within the Program, the existing system, the interactions within and among environmental factors, and facilitate an action planning process. Each phase has specific tasks and learning sets for the large and small group processes. Community-engagement informs the project delivery.

Phase 1: Environmental appreciation

DAY I PM: The Environmental Appreciation phase is a series of small and large group activities designed to understand existing environmental realities and trends within a broader context. The SC managers facilitate the learning and group processes within three structured phases. In keeping with the philosophical tenets of searching for a desirable future, the SC purpose is restated and “Democratic Rules for Dialog” are introduced. The managers’ focus is to concentrate on the SC process, rather than the evolving content in the development of strategic action plans. They are also available to manage conflict, yet not intervene in the group processes while valuing all participants’ contributions.

Additional documents in the SC Event packets include an agenda with a flow chart of group learning activities. The entire SC process and related activities will be recorded on flip charts for reference and publicly displayed throughout the event. A significant consequence of SC

methodology is that the primary researcher(s) cannot specify in advance the details of the research to be conducted or the end results.

The participants introduce themselves and have the opportunity to express their expectations and concerns about the SC process. All invited participants are personally contacted prior to the SC event and will be mailed a packet of information describing the SC process and its value as a collective strategic planning strategy.

Next, the group collectively constructs the Program's history as a pictorial display of significant events, people, issues, and themes. The purpose of developing a collective history of the issues of importance to individuals is to emphasize the diversity of their experiences and perspectives that have contributed to the Program's development. Dinner will be served during this activity.

Phase 2: Systems analysis

Following the shared history session, the total group generates a list of "probable Program futures" if no major changes of direction were undertaken. This activity focuses the group on the Program realities that impact all the major stakeholders. The probable futures items can include issues of leadership, Indigenous identity and self-determination, quality of services, service-use, ineffective communications, the role of the Program director, and the possibility of the Program's demise.

The next structured activity identifies possible "ideal futures" of the system with or without social change efforts. This activity sets the direction for future program changes. An analysis of the present system, its historical culture, and environmental influences occur in the development of an ideal futures list. The participants take the opportunity to think creatively about what the future could be for the Program given what was learned from the Phase I activities. Counting off from 1-5 to ensure total participation among the larger group members creates five smaller groups. Commonalities and differences among the small group participants about an ideal Program future will become apparent in these discussions. At the end of this brainstorming session, a group representative reports to the entire group a list of the items their group developed with a rationale for each item.

Day II AM session: The SC facilitators and a few of the group members then integrate the items from these group lists into one master list. This list will be posted for a "multi-voting" process. The entire group proceeds to select those high priority items that the Program should address if the Program is to continue. A "keep, drop, create" session follows to identify specific areas the collective group considered as Program priorities. This activity is designed to facilitate a move closer to the collective ideal future. A series of questions focuses this activity: "What should the Program continue doing, stop doing, and what new things should be done?" The total group then contrasts the ideal futures list with the probable futures items. This group activity

generates a set of key obstacles to overcome as well as resources to consider if the Program were to strategically plan for its future. Ideal future items should emerge that will then be grouped into four or five major action-planning committees.

Phase 3: Integration of system and environment

DAY II PM: This phase focuses on the previously identified future goals and how to begin constructing Action Plans to implement those goals. The related activities are a continuation of the Phase II keep-drop-create session for each prioritized future goal. Time frames, identifying resources and constraints, and developing solutions to overcoming obstacles are part of the smaller group planning sessions. Each Action Planning Group (APG) will be asked to identify critical areas where change is desirable as well as a rationale for implementation. All participants will individually volunteer to serve within one of the four or five working committees.

The APGs generate worksheets that itemize tasks, task ownership, timing, and approval criteria. The APGs formulate Action Statements that include specific action sequence steps, identify other resources and information needed to implement the plan, and target dates to meet the group's objectives. Each action-planning group will then present their Action Statement to the entire group. The last few moments of the SC event include closing comments, a SC evaluation form, and a prayer. The itemized estimated cost for each venue is 18,250.00 for a total estimated cost of \$219,660.00 for 12 sites across Ontario.

Stage 3: Implementation and diffusion of SC activities across Canada

All action planning groups and their respective activities invoke an emergent process that depends on the specific outcomes generated from the actual event and the commitment of individuals. The Program stakeholders in this collaborative process will drive the research outcomes. The SC managers following the event will provide an electronic draft report of the Program SC to the stakeholders. In addition, the action planning committees will be instructed that modification of their original plans or directions as a group will be acceptable. Each action-planning group will establish their own meeting schedule and agenda among their members.

Cousins and Earl (1992) note that stakeholder participation and organizational learning require four components to successfully complete a participatory evaluation (PE) process. The PE process requires that:

- (1) the organization values evaluation,
- (2) the organization provides the time and resources required,
- (3) the organization is committed to organizational learning to improve operations, and
- (4) the stakeholders are motivated and willing to learn new skills (p. 412).

The single most critical factor for a PE process is administrative support. Given the Program context, the decision-maker's willingness to self-evaluate and plan forward employing a SC method requires tremendous courage on behalf of the collective. SC organizers clearly recognize the need to change historical decision-making practices, improve communications, and work towards a common vision of diversity and inclusion with all stakeholder groups.

The facilitator for the SC has the duty to present the findings in The Firekeepers Project SC Report. The report describes all activities. Included in the report are all break-out group, working group, and digests of discussions that took place during the SC. Also included in the SC report are the worksheets produced by the APGs. The completed document is circulated among the stakeholders for comments and corrections. The final Action Plan for the QU-Firekeepers Project Program delivery is operationalized across Canada at 65 locations at an estimated total cost of \$1,186,250.00.

5. Timing and Costs

For the purposes of this proposal the project lasts for two-years from the date of project approval. Ideally the project approval begins in 2018 with final planning completion targeted for August 2018. The actual conference events begin late in 2018.

1. Estimated Total Cost		\$1,628,070-
i. Itemization of costs of Stage 1 Pre-planning		\$222,160-
1. Products and Outputs (SC managers)		
(a) Consultations with SC Convener	30,000-	
(b) Participant recruitment (on-site visits)	30,000-	
(c) Material preparations	5,000-	
(d) Working Group Meetings	10,000-	
2. Meeting facilitation	6,000-	
(a) Meals and refreshments	8,400-	
(b) Conference site	7,000-	
(c) Process recording/documentation	2,500-	
(d) Ancillaries	2,000-	
(e) Estimate airfare/mileage for participants	27,000-	
(f) Three nights accommodation for participants	31,500-	
3. Queen's University administrative and management costs		
(a) Person hours (1000 PHs)	40,000-	
(b) Site (365 days)	10,000-	
(c) IT, Database, Library	5,760-	
(d) Interagency liaison and reporting	7,000-	
ii. The Firekeepers Project at 12 Ontario sites		\$219,660-
Estimated Total Cost Per Venue		18,250-
Itemization of costs		
1. Consultant fees	10,000-	
2. Four days on-site Travel and Accommodation		
(a) Estimate airfare/mileage	700-	
(b) Five nights accommodation (250 per night)	1000-	
4. Products and Outputs		
(e) Consultations with SC convener	1000-	

(f) Material preparations	1000-
(g) SC report	2500-
5. <i>Conference facilitation</i>	2000-

The Program coordinator or director enacts the findings with community-engaged action in 12 Ontario locations at an expense of \$18,250.00 per venue.

Total Costs for On-Site Search Conferences **\$1,186,250-**
(65 locations at \$18,250 per venue)

Estimated Total Cost Per Venue **18,250-**

Itemization of costs

3. <i>Consultant fees</i>	10,000-
4. <i>Four days on-site Travel and Accommodation</i>	
(c) Estimate airfare/mileage	700-
(d) Five nights accommodation (250 per night)	1000-
6. <i>Products and Outputs</i>	
(h) Consultations with SC convener	1000-
(i) Material preparations	1000-
(j) SC report	2500-
7. <i>Conference facilitation</i>	2000-

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Dr. Michael Doxtater,
Queen's National Scholar,
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Queen's University,
Kingston ON K7L 3N9

Dear Dr. Doxtater:

"The Firekeepers Project" is significant and timely because of the tragedy of suicide facing Anishinaabe communities. In our own work with urban indigenous peoples in Northern Ontario, we see great need to reduce the sense of alienation and foster a strong network of affirmation and care. We see your project creating an environment for our people and care professionals to work with leadership to take action.

NORDIK Institute is a community-based research and development institute affiliated with Algoma University with a focus on development in Indigenous communities and a strong track record of fostering collaborations between Anishinaabe and settler peoples, communities and institutions. We recognize the importance and necessity of your proposal to train-the-trainers in communities to carry out action planning in our own Anishinaabe cultural environments and see it as a tremendous opportunity to build capacity, foster self-determination and approach meaningful solutions to this crisis.

NORDIK wishes to express support for this initiative and wishes you well in this challenging but critically important mission.

Weweni,

Sean Meades | Niigaaninaabe
Acting Director
NORDIK Institute



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February 7, 2018

Dr. Michael Doxtater,
Queen's National Scholar,
68 University Avenue, Room A403
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Kingston ON K7L 3N9

Dear Michael:

Rekindling Ours Fires (ROF) originated at Six Nations of the Grand River. Many people in our social service community participated with ROF to bring awareness to suicide among our people. We can see that community-members and professionals have been heard by decision-makers and agree action is needed.

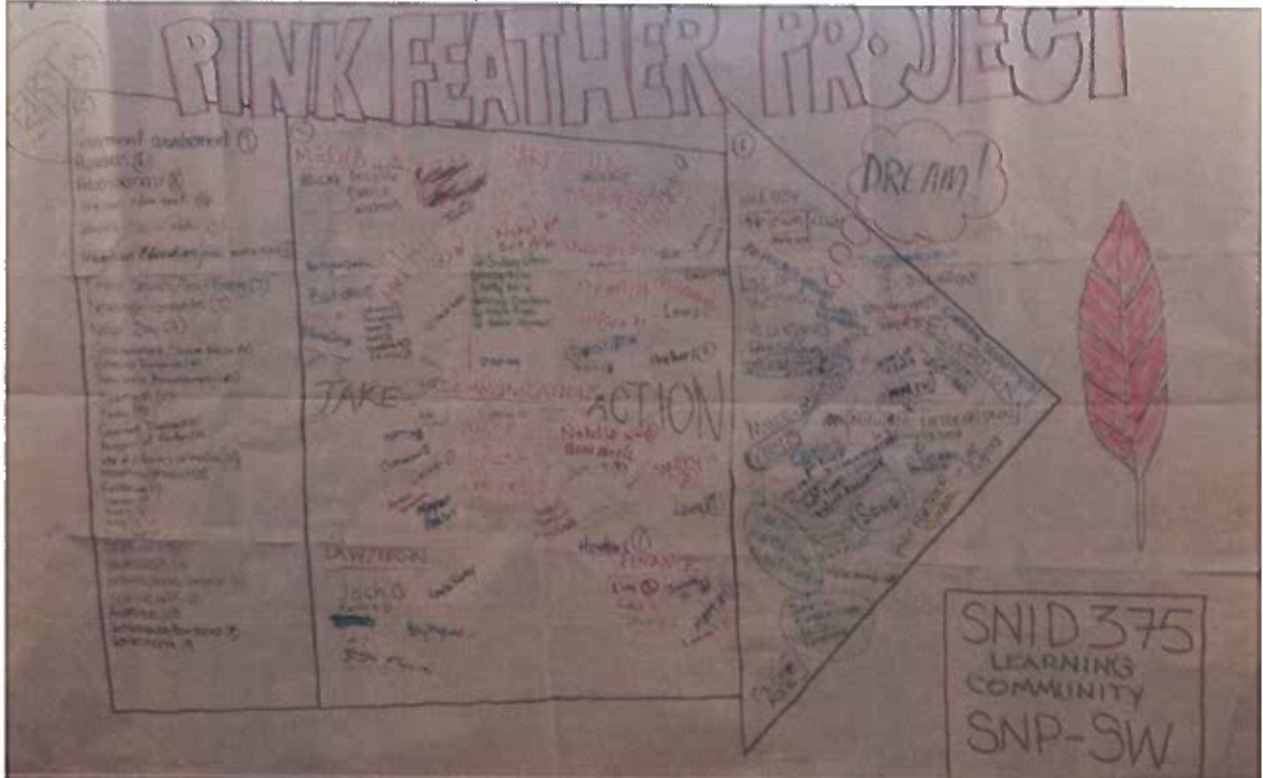
The Queen's University proposal titled "The Firekeepers Project" seeks action through community-engagement. In this way models for local group facilitation and strategic planning intersect with learning about suicide. The project encourages local knowledge to find local solutions in diverse settings in Ontario. Also, a province wide response to suicide among our people shows that action is happening now.

As an agency committed to serving our community, Six Nations Child and Family Services supports in-principle The Firekeepers Project.

Sincerely

Arliss Skye
Director of Social Services

Murals completed by Search participants.



Appendix "C"

**Rekindling Our Fires-Suicide Prevention
Group**

Mini Search Conference

March 6, 2016

By: Youth participant

On Sunday, March 6th, 2016, I helped Mike Doxtater facilitate a Mini Search Conference for "Rekindling Our Fires", a suicide prevention group who all have been effected by suicide. The conference was held at Six Nation Polytechnic. The mission for "Rekindling Our Fires" is geared toward the prevention of suicide and to bring more awareness! ROF brings together those people who have worked through suicidal thoughts and feelings with those who might be going through them.

Mike and I started setting up the room once we arrived and waited for members of the group to arrive. Mr. Doxtater went over what a Search Conference consist of and the steps taken in the process so everyone in attendance had an idea of how the day was to go. A member of the group, Carmen Thomas, opened the conference with an opening address. We began by going around the circle and introducing ourselves and telling everybody what we wanted to get out of the conference. Members of the group also shared their stories of how suicide has effected them. After the introductions, the group was split into four smaller groups, with each small group having 3 members. The groups were to brain storm what their "dreams" would be when it came to dealing with suicide in the community. Here is the list the groups made:

- Safe Environment
- Around the Clock support

- Community Togetherness
- Restoration of our culture
- Healthy families
- Need the help of "well (healed)" people
- Utilize the Elder/ Youth Centre
- More effective/proper coping skills

The second part of the conference was the Reality Check. The members took their "dreams" and brain stormed ways of how they could make them a reality. Here is they list that was generated from this step:

- Activities (hiking, fishing, camping)
- Cultural Teachings
- Outreach programs
- Fundraising
- Events (workshops, speakers)
- After care support (deceased's paper work)
- Safe space ("Sacredness of Space"- use our medicines, rules of conduct, memos of understanding, accountability, responsibility)
- Training (mental health, safeTALK)
- Provide "well/healed" counsellors

The groups wrote the above lists on flip chart paper and taped them to the wall so everyone could see them. After consideration, we agreed on five groups (silos) that would need to be formed. Those 5 silos are:

- **Legal- (4 members signed on)**

Duties/Responsibilities: Rules of conduct, community reporting, setting boundaries, mission and objectives

- **Finance- (3 members signed on)**

Duties/Responsibilities: Policy and procedures, signing authorities, financial reporting,

- **Education- (6 members signed on)**

Duties/Responsibilities: Facilitate community education, research/develop training, cultural teachings, learning opportunities, delivery (group size, who is going, timing, hosting)

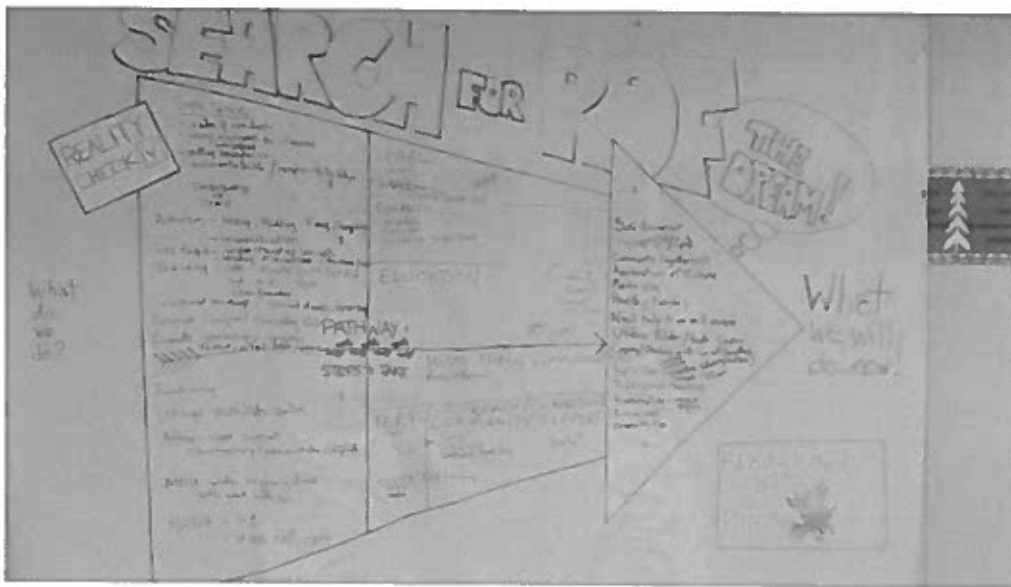
- **Out Reach- (4 members signed on)**

Duties/ Responsibilities: Sacred Fire (4X= Each season), Christmas dinner, Grief help for Mother's/Father's day, Outdoor hike/ camping, Water days, ceremonies, support groups, community garden, linguistics (travel, workshops)

- Media/Public Communications- (1 member signed on)

Duties/Responsibilities: social media account, CKRZ/ Jukasa radio programs, public service announcement, website (URL= snrof.com), posters, flyers, brochures

After the silos were filled in, our R.O.F Arrow Chart was complete.



We ended the conference by going around the circle again and each person in attendance told the group their reflections on the day and how it went. Mike concluded with a closing address.

I found the group generated a lot of good ideas from their brain storming. I could tell a lot of the members knew what they had in mind for ideas when certain topics arose. It was very courageous for the mothers of the daughters who committed suicide to tell their stories for the group. I felt the drive

that this group has in making a difference in our communities. I took a lot of away from today. I had never heard any of the mothers speak about their children's suicide in our community and it makes you look at this issue in a totally different way.