



NISKA NEWS

Volume 7, Number 1

April 2004

SUPPORTING PROGRAM IMPLEMENTATION FOR SAFE AND CARING SCHOOLS AND COMMUNITIES

🎵 Niska's Rap 🎵

Don't be a bully and don't be a fool
Don't be a fool lookin' so cool
Swearin', teasin' and bullyin' is just cruel
That's not cool in our safe and caring school.

Now don't be a fool when it comes to cool
You punched me and that doesn't rule
So don't be a fool and think your cool
Tryin' to be a bully in our safe and caring school.

Yo, yo, yo, I don't like teasin', I don't like pain
I don't like swearin' you got nothing to gain
Yo, yo, yo, sons and daughta
Y'all listen up, this is your fasha/masha

Be friendly, be special, be cool, be kind
Be a leader in our school, don't get left behind
You big bully I have no doubt,
Keep it up and you'll be left out.

Bullies & Meanies don't get our respect
You get what you give what did you expect?
Stop being cruel, in our safe and caring school
Be nice, show respect in our safe and caring school.

YA'LL MEAN!

Grade 6 class, Bigstone School, Wabasca/Desmarais
Teacher: Gladys Cardinal

How to make Implementation Teams work

There are several ways in which collaboration and cooperation can help school staff achieve project goals:

- ❖ ***Teamwork can provide moral support*** to members. This is especially important at the beginning, when people are sceptical or unsure.
- ❖ ***Teamwork can help project goals become a priority***, maintaining project momentum. There is a greater chance of meetings, reflection, and general concern with the new vision when working as a team.
- ❖ ***Teamwork can motivate people*** to keep up daily responsibilities by providing the support, time, and structure necessary for successful project implementation.
- ❖ ***Teamwork can help staff develop new strategies*** and manage change through shared experiences and diverse perspectives.
- ❖ ***Teamwork can help staff deal with conflicting priorities without conflict***, through the extra support and structure it provides.

(Frost, Durrant, Head, & Holden, 2000. *Teacher-led school improvement*. London, England: RoutledgeFalmer.)

Research Shows Culturally-Relevant Curriculum Works

The Nunavut Sivuniksavut is an education program that has been successful in teaching various skills to Nunavut youth while developing the territory's human resources. The following factors were identified as important in making the program so successful:

- *culturally relevant curriculum*
- *contact with Inuit leaders and organizations*
- *small groups*
- *personal attention from instructors*

Graduates of the program said that they appreciated learning more about their Inuit history and culture, and found that it helped them:

- *learn about themselves*
- *learn things about their ancestors that they did not know*
- *feel more responsible for themselves, their families, and their community*
- *become more interested in local politics, Inuit rights, and land claims*
- *better understand their rights as Inuit and as Canadian citizens*
- *want to learn even more about their culture*

(from the Inuit Circumpolar Conference Journal Silarjuarliriniq, Jan-Mar 2002, found at www.inuitcircumpolar.com)

Integrating Aboriginal Content

For high school/ junior high:
www.youthfluence.com

Youthfluence is a network of young people and youth organizations united to bridge the gap between youth and decision-makers, build resources and networks within the youth community, and make the voice of youth heard.

The website includes a tutorial on the past, present, and future of aboriginal governance, as well as tutorials on how the federal and municipal governments work, and how youth can create change in their communities.

This month, *Youthfluence* is spotlighting a pair of Aboriginal females who started their own television production company, Big Soul Productions, as well as their own television series, Seventh Generation, directed at Aboriginal youth.

For all levels: **www.stf.sk.ca/teaching-_res/library/teach_mat_centre/teach_mat_online.htm**

This website contains full-text instructional units written by Saskatchewan teachers. The *Aboriginal Perspectives and Content* section includes elementary and upper level lesson plans for Social Studies, Language Arts, Phys.Ed., Home Economics, and Integrated Studies.

Tips from SACSC staff

“Don’t try to implement the Safe and Caring Schools and Communities Project by yourself. Share both your successes and problems with the teachers and administrators in your schools. Change is overwhelming; robs us of certainty, routine, and comfort; creates tension and conflict. People commonly adopt as little change as possible if they are not part of a professional learning community which offers support and encouragement and provides a risk-free place to solve problems.”

Wendy Holman and Deb Schroeder



Notices and Events

April 6:

The Honorable Deputy Prime Minister and Minister of Public Safety and Emergency Preparedness Canada Anne McLellan will announce the National Crime Prevention Strategy (NCPS) projects, including Safe and Caring Schools and Communities’ (SACSC) major project under the NCPS Investment Fund at Inglewood School, Edmonton, at 10:00 a.m.

April 21:

SACSC Aboriginal Project Steering Committee meeting, Barnett House, Edmonton, 1300 to 1600

April 27:

Expecting Respect’s Senior High School Peer Education Training. Contact Margaret Moar at expecting_respect@canada.com

April or May:

SACSC Provincial Supporters’ Meeting (date to be announced)

May 11:

SACSC Advisory Council Meeting, Barnett House, Edmonton, 0845 – 1130

May 11:

SACSC Board of Directors’ Meeting, Barnett House, Edmonton, 1145 – 1500

May 19:

Wabasca SACSC Steering Committee meeting, Wabasca, 1230 – 1640

Hot Off The Research Press

1. An Examination of Sex Differences in Delinquency

What are the significant differences between boys and girls? What is the influence of parental, family and community attachments on boys and girls? What acts as deterrents for girls and boys involved in delinquent activities? This paper summarizes findings from a sample of 12–15 year olds youth part of the National Longitudinal Survey on Children and Youth (NLSCY) in Canada. Vist www.prevention.gc.ca/en/library/publications/youth/gender/index.html

An examination of the data related to gender and delinquency indicate that:

- Female adolescents report lower rates of delinquency than do males.
- On average, males report lower level of school commitment to school and high levels of victimization.

2. Childhood Agression and Exposure to Violence in the Home

This report explores the effect of witnessing violence in the home on aggressive behaviour among children, controlling for other important influences such as parenting practices, community and social support available to the parent and child, child emotional problems and other socio-demographic factors. Vist www.prevention.gc.ca/en/library/publications/children/aggression/index.html

3. Working with Communities to Prevent and Reduce Crime (Australian Institute of Criminology)

Community crime prevention is intended to change the social conditions that are believed to sustain crime in communities. It entails a mixture of primary and secondary approaches, typically a combination of developmental and situational crime prevention. This paper summarizes four closely related approaches to community crime prevention, along with their associated interventions. The approaches are: overcoming community disorganization; responding to community disorder; community empowerment; and community regeneration. Vist www.aic.gov.au/publications/crm/crm005.html

4. Gap Analysis of Recent Literature on Issues Related to Street Involved Youth

Visit www.canada.justice.gc.ca/en/ps/rs/rep/rr2002-8.pdf

TIPS

FOR SUCCESSFUL PROJECT IMPLEMENTATION

Teachers and other school staff often feel overloaded with responsibilities and timelines. When it comes to new projects, individual roles can easily become sidetracked or abandoned as people focus on their day-to-day responsibilities. Enthusiasm toward the new project can fade as goals fall out of reach. *A few key actions can help keep staff committed to a new school project.*

- ◆ Include all staff in the planning process and in setting the goals of the project.
- ◆ Create a formal action plan with both general and specific tasks and timelines, with input from all staff.
- ◆ Work in teams.
- ◆ Rather than assigning tasks, invite staff to choose which activities in the action plan they would like to be responsible for or involved with.
- ◆ Set aside time at staff meetings to discuss project progress, share ideas, and provide reminders about upcoming activities.

Above all:

Start with small, manageable steps!

Websites Worth Visiting

www.ebook-publishing-tools.com/kidsebooks/the_bully.html
www.bullying.org

Niska News is a newsletter produced by the Society for Safe and Caring Schools and Communities (SACSC) for school and community members. The goal of the Society is to encourage practices that model and reinforce socially responsible and respectful behaviors so that learning and teaching can take place in a safe and caring environment. This newsletter is designed to provide timely, up-to-date information about the project. For more information, contact the SACSC office by phoning 780-447-9487 (in Edmonton) or 1-800-232-7208 (from elsewhere in Alberta). Copying and distributing Niska News are permitted as long as the source is credited. The newsletter is available online through the SACSC Project website at www.teachers.ab.ca/safe/index.html.

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