

APPENDIX I : BASE WORKPLANS ~ A – J

APPENDIX I ~ A: INFRASTRUCTURE

THEME	GOALS	ACTION	PROGRESS	FUNDING	RESPONSIBILITY
I N F R A S T R U C T U R E <i>(See Appendix for data list)</i>	GOAL #1. Well organized effective services are consistently delivered in the community.	Ensure roads are efficiently maintained to a high community standard (<i>i.e., good quality, earth, gravel, pot holes repaired promptly snow cleared</i>). Develop and/or maintain roads community data.			Who will apply for funding? How will maintenance be tracked? What are the reporting requirements for workers and who do they report to?
		Apply for funding as needed to ensure ability to hire additional skilled workers to maintain infrastructure services (<i>i.e., water, roads, technician, ...</i>)			<i>(i.e., who is their mentor supervisor)</i>
		Maintain development of community recycling program			
	GOAL #2 Existing community facilities and newly developed community facilities are invested in and well maintained.	Ensure Infrastructure maintenance equipment is maintained and available to when needed. Sign out sheets kept up to date.			
		Upgrade water treatment system	1		
		Develop and/or evaluate asset management plan to understand where and when investments will be need to maintain infrastructure.			
		Upgrade and/or develop a safe playground in the community			
		Research and develop a Community recreation centre; include indoor water park, swimming, gym ...			
		Repair and maintain Band Office as needed			
		Utilize youth groups and/or able-bodied persons who need daily transportation (<i>initiate trade/barter system build self worth, sense of purpose, i.e., Travel for garbage pick up or weekly visit with an elder</i>)			

APPENDIX I ~ B: HOUSING

THEME	GOALS	ACTIONS	PROGRESS	FUNDING	RESPONSIBILITY	
H O U S I N G (See Appendix for data list)	GOAL #1: ENSURE ALL MEMBERS HAVE ACCESS TO APPROPRIATE HOUSING	Develop more homes to reduce issues of over-crowding.	How many new houses per year?	Research funding sources	Housing Department	
		Develop Elder homes, near the health centre to allow elders to safely age in place. Research costs and equipment			Health & Social Development	
		Develop homes to accommodate those off-reserve who want to return to reserve.			Chief and Council	
		Prepare to develop for population increase				
		Explore home ownership options for on-reserve.				
	GOAL #2: EDUCATE MEMBERS ON HOUSING	~ Ensure members have access to housing information and are well informed on community housing initiatives. ~ Host community information sessions				Housing Dept and administration
	GOAL #3: NEW HOUSING DEVELOPMENTS ARE ENERGY EFFICIENT.	Install natural gas systems in homes				
	Pursue small scale clean energy production (solar, wind)					

APPENDIX I ~ B: HOUSING CONT'D

H O U S I N G C O N T , D					
	GOAL # 4: INVEST IN BEAUTIFICATION OF HOMES AND YARDS.	Install fences for homes in community ??			Housing Department
		Plant trees and gardens in yards.			~ Distribute Notice to community members
		~ Initiate a community yard planting day.		Seek various Donations	~ for a community member to plan the community planting days and to seek donations.
		~ Check with town nursery for possible donations of trees, perennials and /or garden soil			Housing to draft letter for donations
		Ensure yards are clean and tidy, well maintained.			~Distribute Notice for a community person to take this on the Beautification Project
		~Establish a healthy competition			~ Challenge all members to participate
recognition for work well done!!				Allow for poster printing at band office. Monthly prize \$20.00 gas voucher	


APPENDIX 1 ~ C: LANDS AND RESOURCES:

THEME	GOALS	ACTION	PROGRESS	FUNDING	RESPONSIBILITY
L A N D S A N D R E S O U R C E S <i>(See Appendix for data list)</i>	GOAL #1 PROTECT OUR NATURAL ENVIRONMENT	Protect wildlife, natural water bodies and aquifers from environmental hazards of development			Lands Manager and delegates
		Ensure traditional land holdings are protected from environmental hazards of development			
	GOAL #2 EDUCATE MEMBERS ON THE IMPORTANCE OF OUR LANDS AND RESOURCES	Consult members on-reserve exploration, opportunities			
		Share history of traditional land use, land maintenance and importance of the environment			
		Share and preserve the traditional knowledge of the land and resources			
	GOAL #3 IMPROVE LAND MANAGEMENT AND ADMINISTRATION	Create community dialogue regarding traditional land holdings for families and farm leasing			
		Ensure the land leases produce a profit for the benefit of the community ~ Key land for the benefit of the whole community ~ Develop Tracking sheets to easily maintain stats			



Photo of: Eagle (below the green star), by: G. Papequash

APPENDIX 1 ~ D: ECONOMY

THEME	GOAL	ACTION	PROGRESS	FUNDING	RESPONSIBILITY
E C O N O M Y (See Appendix for data list)	GOAL #1 SUPPORT THE DEVELOPMENT OF SKILLS AND EMPLOYMENT READINESS OF MEMBERS	Create job opportunities for members in community (<i>i.e., community member to provide comparable food service ~meals on wheels~elders. Entrepreneur opp.</i>)			Lands Manager Director of Operations Finance coordinator
		Create opportunities for youth to come together and learn workplace skills/ job training (<i>i.e., provide 6 week, 2 days per week practicum placements with assigned employee</i>)			
	GOAL #2 INVEST IN ECONOMIC DEVELOPMENT INITIATIVES THAT CREATE OWN SOURCE REVENUE FOR THE COMMUNITY	Pursue resource development opportunities Bison project, orchards (<i>i.e. lease community land</i>)			
		Pursue resource development of community owned gas bar with small convenience store, space for members to sell arts/crafts on consignment. (<i>i.e., possible small kitchen for sales of French fries, buffalo burgers and a drink ~Entrepreneur opp.</i>)			
		Research and develop Cannabis plantation, harvest, production and distribution. (<i>sales outlet can branch off store, effectively sharing security sources</i>)			To be assigned – expression of interest Catherine Seymour to research and develop of proposal.
		Develop partnerships to grow and support community economic development sources.			
	GOAL #3 SUPPORT ENTREPRENEURSHIP	Create opportunities for members to innovate and create source of revenue jobs in community		Seek funding training... <i>Explore dif. \$ Opp. On line</i>	
		Create a mentorship program to support new entrepreneurs		<i>Potential: CESOSACO (Strengthening Indigenous Innovation through Mentorship)</i>	
		Create a transparent policy support of private business			
		Community members with knowledge of traditional arts to provide workshops (<i>Entrepreneur opp.</i>)			

APPENDIX 1 ~ E: GOVERNANCE:

THEME	GOAL	ACTION	PROGRESS	FUNDING	RESPONSIBILITY
G O V E R N A N C E (See Appendix for data list)	GOAL #1 COMMUNICATION AND CONSULTATION WITH COMMUNITY MEMBERS IS FLUID <i>(Community members receive ample notice of events/programs etc., PRIOR to their occurrence)</i>	Invest in improved communication strategies			Chief and Council Director of Operations
		Ensure members have access to timely information regarding community events, projects and initiatives			Possible Student or
		Ensure members have opportunity to provide input into the development of community documents, policies and decisions that affect all members			Assign an admin. Clerk to develop & distribute monthly Newsletter, to ensure Facebook page and website are up to date
		Develop a consultation policy			
	GOAL #2 RESPONSIBLE LEADERSHIP AS A MEANS OF GUIDING THE COMMUNITY TOWARDS CHANGE IS SUPPORTED	Acknowledge that there are many ways to lead in a community and support a variety of leadership styles in the community (<i>youth, elders, hunters, farming.</i>)			
		Continue to be transparent regarding community financial status and financial decisions			
		Develop a financially responsible plan to implement community goals			
		Ensure staff are supported, they are key service providers to members			
	GOAL #3 AFFIRM OUR INHERENT RIGHT TO GOVERN OUR COMMUNITY BASED ON OUR TRADITIONAL KNOWLEDGE	Develop a community citizenship Act rooted in traditional knowledge and The Key First Nations principals			
		Develop transparency in all areas of communication			

APPENDIX 1 ~ F: EDUCATION:

THEME	GOAL	ACTION	PROGRESS	FUNDING	RESPONSIBILITY
E D U C A T I O N (See Appendix for data list)	GOAL #1 90% OF OUR YOUTH GRADUATE WITH A GRADE 12 DIPLOMA RECOGNIZE STUDENT ACHIEVEMENTS	Develop Incentive program for attendance			Education Coordinator
		Incentive program rewards the G's rather than the A's <i>(We are not all academic if we try our hardest and still get C with a G for effort this must be acknowledged and rewarded)</i>		Seek funding for an education/employment counsellor	
	GOAL #2 PROVIDE ACCESS TO EDUCATION PROGRAMS AND SERVICES	Incorporate teachings on reconciliation, indigenous knowledge into school curriculum			
		Address growing waitlist for post-secondary funding and prepare for more students to access the funding			
		Ensure the Head Start Program and Daycare are sufficiently funded and continue to have qualified employees			
	GOAL #3 INVEST IN EDUCATION INFRASTRUCTURE AND STAFF	Compile an education /skills inventory in the community to understand where additional trained professionals are needed to provide quality education in community			
	GOAL #4 PARTNER WITH LOCAL SCHOOLS FOR CULTURAL SHARING	Foster and grow the partnerships being created with neighbouring schools			
		Encourage and support parents and elder involvement in child's everyday learning			
	GOAL #5 INVEST IN RESTORING OUR LANGUAGE	Provide language workshops and camps	Language Proposal in progress	Seeking 300k	Assigned to:

APPENDIX 1 ~ G: HEALTH AND SOCIAL DEVELOPMENT

THEME	GOAL	ACTION	PROGRESS	FUNDING	RESPONSIBILITY
H E A L T H A N D S O C I A L D E V E L O P M E N T	GOAL # 1 HOLISTIC HEALTH TREATMENT CENTRE LOCATED IN OUR COMMUNITY	Research costs Land needed Developers/contractors program and policy development			Health Director and those delegated <i>(Expression of Interest from Catherine Seymour research and develop proposal.)</i>
	GOAL # 2 OUR COMMUNITY IS LAND BASED PROVIDES FOOD SECURITY AND SUSTAINABILITY	Bison Project.	Started		
		Community Orchards How many and will we plant more?	Orchards are thriving		
		Community Gardens... How many and will we plant more?	Gardens are thriving		
		Research Cannabis ... as alternative medicine			<i>Expression of Interest Catherine</i>
	GOAL #3 ENSURE QUALITY HEALTH CARE SERVICES AND PROGRAMS ARE AVAILABLE TO MEET THE NEEDS OF THE COMMUNITY	Create programs that focus on prevention or health related issues			
		Promote physical activity and wellness through community events and programming			
		Provide opportunities For members to participate in sports and athletics			
		Support members in building their self-esteem, self awareness and self accountability.			
		Develop and Deliver Diabetes Education workshop			
Develop and Deliver Traditional Parenting					
Develop and Deliver Nutrition Workshop					
Develop and Deliver New Mothers Ed program and support					
Develop and Deliver Elder Support Program i.e. drafting your will Wellness & Self-Care					

APPENDIX 1 ~ H: CULTURE AND LANGUAGE

THEME	GOAL	ACTION	PROGRESS	FUNDING	RESPONSIBILITY
C U L T U R E & L A N G U A G E	GOAL #1 WE ARE ROOTED IN OUR CULTURE WHICH IS EVIDENCED IN ALL WE DO.	Ceremonies held for rights of passage / welcome to the world / Achievements (<i>i.e., graduation, completion of treatment ...</i>)	Research: Proposal: Project start	Identify sources Amount of funding?	
		Create a medicine wheel on the lands			
	GOAL #2 TRADITIONAL BARTER AND TRADE SYSTEMS	Research and Experiment with implementation			
	GOAL #3 HOST ANNUAL ~CULTURAL CAMP ~YOUTH ONLY 15-19 ~CHILDREN IN CARE ~ FAMILY CAMP	Annual camps are delivered			Various staff to assist depending upon the camp group (<i>i.e., Yorkton SW, foster parents to assist in Children in Care Camp</i>)
	GOAL #4 REJUVENATION OF CULTURE THROUGH PROVISION OF TRADITIONAL ARTS & CRAFTS WORKSHOPS	<i>(Potential for Entrepreneur)</i> Beading Sewing Moccasins Moss bags Bull rush mats Cradle boards Ribbon shirts Ribbon skirts		Identify	Identify community member(s) with the knowledge and skills and ability to teach
		Provide Group Facilitation Training, include youth council			
	GOAL #5 ALL EMPLOYEE JOB TITLES ARE TRANSLATED INTO OUR LANGUAGE				
	GOAL #6 PROVIDE A COMPREHENSIVE LANGUAGE PROGRAM	Language programs provided to all age levels of community	Proposal for funding in progress	Application for 300 k	



APPENDIX 1: H ~ CULTURE AND LANGUAGE CONT'D)

CULTURE GOALS: (*thoughts and ideas*)

1. Incorporate Culture into Daily Lives
2. Language Revitalization
3. Have More Cultural Programs and Events
4. Bring Back the Use of Traditional Medicines
5. Have Cultural Teaching and Story Telling

GOAL 1: INCORPORATE CULTURE INTO DAILY LIVES

Responsibility	Actions
Community	<ul style="list-style-type: none"> <input type="radio"/> Practice simple Language words at home with flashcards <input type="radio"/> Post cultural words around the home (sticky notes) <input type="radio"/> Have a cultural “word of the day”

GOAL 2: LANGUAGE REVITALIZATION

A number of programs are already happening through educational institutions on and off reserve. We teach the language throughout the year, at our Daycare and in our Head Start Programs.

Responsibility	Actions
Community	<ul style="list-style-type: none"> <input type="radio"/> Language translation program on all band computers <input type="radio"/> Cultural comic book, video games and apps (<i>Youth opp.</i>) <input type="radio"/> Nakaway dictionary and encyclopedia, hard copies and digital copies

GOAL 3: HAVE CULTURAL TEACHING AND STORY TELLING

There are many community members and programs within the community that are currently in place. Hosting evening potluck dinners, with story telling and sharing of teachings will enhance community connection and education. Community members would have more knowledge of traditions and how best to prepare for their participation in those traditions, such as hunting treks.

Responsibility	Actions
Community	<ul style="list-style-type: none"> <input type="radio"/> Erect a large TiPi to meet for teachings and story telling <input type="radio"/> Teach traditional practices, singing, dancing, art <input type="radio"/> Harvesting and Identifying Traditional plants <input type="radio"/> Traditional foods <input type="radio"/> Hunting Treks <input type="radio"/> Medicine Wheel Teachings and Creation of land-based Medicine Wheel

APPENDIX 1 ~ I: YOUTH EMPOWERED (OUR FUTURE LEADERS)

THEME	GOAL	ACTION	PROGRESS	FUNDING	RESPONSIBILITY
Y O U T H E M P O W E R E D	GOAL #1 OUR YOUTH ARE GROOMED FOR LEADERSHIP ROLES ACCOUNTABLE & ACTIVE KEY YOUTH COUNCIL	Leadership Skills Program			
		Activate membership to Provincial and National Youth Council Associations			we need funding for a Youth/employment/education counsellor – serves youth only
		Attend Chief and Council mtgs			
	GOAL #2 YOUTH ARE ENGAGED IN COMMUNITY, HAVE AN INCREASED SENSE OF BELONGING AND CONNECTION	Young Drivers Program			
		First Aid Level 1 and CPR			
		Food Safe			
		Red Cross Healthy Relationships		No Cost Contact Sk. Red Cross	
	GOAL #3 YOUTH PARTICIPATE AND COMPLETE EMPLOYMENT READINESS PROGRAMS....	Life Skills Dress for your job Assertiveness Healthy Boundaries Resume writing Clean up your internet content Telephone/Email etiquette Healthy Sexuality Financial Management how to budget			
	GOAL #4 YOUTH AGES 15-24 DEVELOP SKILLS FOR ENTREPRENEUR SMALL BUSINESS	Explore business ideas with help of indigenous mentors Develop and enhance Indigenous youth in pursuit of developing Indigenous business initiatives			Cando Dreamcatcher Program Canadian Heritage

APPENDIX 1 ~ J: RECREATION

THEME	GOAL	ACTION	PROGRESS	FUNDING	RESPONSIBILITY
RECREATION	GOAL #1 FULLY EQUIPPED RECREATION CENTRE IS ESTABLISHED IN THE COMMUNITY <i>(includes a gym, swimming, kiddie pool, waterslides, sauna, hot tub, ice rink)</i>	Extensive Research - costs, land requirements, request bids from developers			
		Identify potential funding sources and apply for funding			
		Research life guard training Invest in Interested youth or adults to complete swimming lessons and life guard training in preparation for our rec centre			
	GOAL #2 CONSISTENTLY HOST ANNUAL COMMUNITY EVENTS	Winter Carnival Christmas Party Valentines Dance Halloween Party Fashion Show Lake day for staff and families...			
	GOAL #3 ARCHERY RESTORED TEAM SPORTS AND SKILL DEVELOPMENT ARE PROVIDED ON RESERVE SPRING, FALL AND WINTER KEY FN HAS CERTIFIED COACHES	Teach Youth Archery Indoor soccer teams 4-6yrs, 7-9 yrs. and 10-12 yrs. Youth to support as refs and coaches Develop list of Equipment needed		Purchase 10 – 15 bow and arrows Indigenous Community Sport Development Grant Program (ICSDBGP) 5,000 per yr. per initiative	Utilize the building that needs a purpose for all indoor sports
		Baseball all ages skill development List equipment needed Confirm use of facility Coach training		<i>National Coaching Certification Program (NCCP) No cost</i>	
	GOAL #4 QUALIFIED YOUTH EMPLOYMENT COUNSELLOR IS HIRED	Coordinates youth programs and recreation, Leadership roles, employment skills etc.,			

APPENDIX # II

RECOMMENDED ENHANCEMENT OF DATA COLLECTION AND DOCUMENTATION

1.) GOVERNANCE:

- Male ~ Female Ratio for Chief and Council
- The Key First Nations Elections Turnout
 - Percent of eligible voters who voted
 - Percent of off-reserve mail in ballots received
- Number of general band meetings held annually
- Average length of time served in role of Chief and Council members

2.) HEALTH AND SOCIAL DEVELOPMENT:

- Income assistance dependency rate
- Employment rate
- Employment growth
- Percentage of employed individuals working full time
- Average employment income for full time ~ full year workers
- Percent of self-employment income
- Average commuting distance to work
- Tenure of health services staff
- Number of health clinic visits
- Number of new moms/babies per year, number breastfeeding, number expecting
- Number of Community Health Nurse visits to community
- Number of members requiring medical transportation
- Number of elders with mobility issues
- Number and subject of workshops provided
- Number of participants who attended individual workshops
- Number of children attending daycare full time/ number attending part time
- Number of children attending Head Start program
- NADAP Number of members referred outside of community to Treatment
- Number of members requiring medical detox
- Number of individual member counselling sessions
- Number of Substance Misuse workshops provided
- Number of members attending the individual subject workshops
- Number of community members participating in Methadone Program
- Number of community members participating in Suboxone Program

3.) **HOUSING:**

- Number of new houses in process of construction
- Number of members on housing waitlist
- Number of Housing education workshops for community members
- Number of community members attending housing workshops
- Number of members owned houses
- Number of members pursuing ownership of their home

4.) **INFRASTRUCTURE:**

- Number of trained certified water technicians
- Length of roads on reserve by category (kms)
- List of public community buildings, public spaces, parks, playgrounds
- Internet connectivity speed, point of presence ~ low quality connectivity
- Refuse/garbage management – picked up by whom and transported to where
- Fire protection services and/or fire protection agreement~service agreements are in place with whom
- Family and Child Services with Yorkton ~ Service agreement in place
- Local law enforcement officers ~ service agreement in place with whom

4.) **LANDS AND RESOURCES:**

- Size of current reserve land
- Size of urban Key land
- Population density, registered members per each 2km
- Active number of leases
- Active number of permits
- Active number of Certificates of Possession

5.) **ECONOMY:**

- List of economic development policies and procedures
- Own source revenue as share of government resources
- Economic leakage
- Number of member Entrepreneurs
- Number of and name of all economic ventures

6.) EDUCATION:

- Population age 15 + on reserve with high school diploma or equivalent
- Population age 15+ on reserve with a post-secondary certificate, diploma or degree
- High school graduation rate on reserve
- Number of members on waitlist for post-secondary funding
- Number of members enrolled in post-secondary education

7.) CULTURE:

- Number of culture camps held and their focus i.e., youth, everyone...
- Number of participants attending Culture Camp
- Number of members with knowledge of Aboriginal language
- Number of members with ability to speak language as mother tongue
- Number of Elders ~ Men and Women
- Number and type of Cultural Ceremonies held annually
- Number of attending participants at Cultural ceremonies

8.) YOUTH AND RECREATION:

- Number of youths involved in sports
- Number of certified athletic coaches
- Number eligible for status as Lifeguard
- Number of Youth Council Meetings

9.) KEEPING THE IMPLEMENTATION OF THE CCP CURRENT:

- Update the CCP on a bi-annual basis
- Identify new funding sources and grant opportunities to leverage funding from multiple sources for high priority projects
- Update projects as they evolve include their priority, cost and responsibility
- Add new projects as they emerge
- Include new feedback gathered from community meetings
- Number of community meetings held in direct relation to CCP
- Add new community reports to the master copy of this CCP, which will ensure a library of documents is maintained and available for leadership and various departments to review.

APPENDIX # III PROFESSIONAL DEVELOPMENT ONGOING LEARNING

- **TRACKING AND DOCUMENTATION:**

Developing “tracking sheets” makes documenting project participation, number of workshops, number of home visits, counselling sessions and so on, easy. Tailor your tracking sheets specifically to the activities that relate to your job, your role, responsibilities and the services you provide. Gone are the days of daunting documentation, guessing at your numbers, wondering if you are achieving the outcomes your services are intended to create. Your tracking sheets provide you and your team leader with the descriptive information needed to complete annual reports, apply for ongoing funding and/or new funding, as well as demonstrate transparency and accountability for your time.

- **FILE MAINTENANCE:**

Be prepared for random file audits by developing and maintaining a structured system of filing your service recipients’ documents, forms and related information. Create file sections, within your file folders, to ensure all paper data is stored in an efficient and effective manner. The ease of locating and accessing information you need will be readily available and easy to locate within the content sections. File maintenance and a structured system of organizing data will enhance your productivity and time management skills.

- **PERFORMANCE EVALUATIONS:**

Ensure you avoid surprises by scheduling performance evaluations with your team leader. Obtain the information you need to best fulfill your role, seek feedback, constructive criticism, identify areas for growth, while also validating the areas you excel at. Develop bi-annual workplans to guide your service delivery and ensure the expectations of your position are being met. Review your workplan with your team leader, let it guide your performance evaluations. Identify any professional development training that could strengthen your knowledge, skills and ability.

- **PROFESSIONAL SELF CARE:**

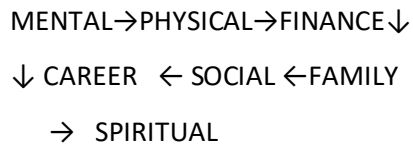
Professional self-care is self-care that’s related to your work life. That includes practicing self-care while at work, and adopting self-care practices that lead to a healthy work-life balance. It’s meant to reduce overall stress regarding your career. Maintaining healthy boundaries and practicing effective conflict resolution skills, is all about taking care of you. Take short breaks at work especially if you sit at a desk most of the day. ENJOY your lunch break (don’t eat at your desk. Step away). Leave work at work when you go home. Form supportive relationships with likeminded coworkers

REBALANCING ~ WELLNESS WHEEL

Wellness is defined by Merriam Webster as “a state of being in good health especially as an actively sought goal”. We often only consider physical health when deciding whether or not someone is “well.” Eating nutritiously and exercising are necessary for a healthy lifestyle, but they make up just a part of total wellness. Wellness has several components, and it is often depicted as a wheel with several spokes. The wellness wheel depicted at the right has seven spokes: physical, mental, spiritual, career, social, family, and financial. If areas (spoke) of the one’s wellness are under developed or neglected, the “wheel” (i.e., wellness) will be off balance. Wellness is when there is a degree of balance among the areas. What one considers “optimal wellness” is based on their needs, experiences, and circumstances. As we go through life’s challenges and joys, the different aspects of wellness will fall in and out of balance and may need more attention than other areas.

- Physical
- Mental
- Spiritual
- Career
- Social
- Family
- Financial

Wellness is a journey, not a destination! 😊



Physical: Physical wellness encourages participation in regular physical activities that improve cardiovascular strength and endurance, flexibility and muscular strength. This dimension involves understanding and appreciating the relationship between sound nutrition and how the body performs.

Occupational: Occupational wellness is one’s attitude about work and career. This dimension involves preparing for and participating in work that provides personal satisfaction and life enrichment.

Intellectual: Intellectual wellness encourages continued learning, problem solving and creativity. This dimension involves improving verbal skills, showing interest in scientific discoveries, keeping abreast of social and political issues and reading books, magazines and newspapers.

Spiritual: Spiritual wellness addresses values and ethics and the degree to which our actions are consistent with these values. This dimension involves seeking meaning and purpose in human existence.

Social: Social wellness involves contributing to the human and physical environment for the betterment of the community. This dimension encourages taking an active part in improving the community in which we live and the world in general, by supporting a healthy living environment and initiating better communication with others.

Emotional: Emotional wellness addresses awareness and acceptance of our own feelings and the feelings of others. This dimension involves feeling positive and enthusiastic about life and ourselves.

Invite employees complete the following pages as part of their ongoing professional development/awareness

EXERCISE ON THE WELLNESS WHEEL: “WHERE ARE YOU AT?”

1. PHYSICAL

Physical connections reflect how you feel about yourself. Your body can be out of balance as a result of various addictions such as, substance misuse, eating disorder, shopping, sex, gambling, work and so on. Holistic health is about balance, recovery is an act of recovering balance in your life. The body’s natural state is balance, balance is a journey of learning, listening to your body, and knowing the difference i.e. appetites and emotions. Filling out this self-assessment guide may help you get a picture of where you are physically. There are no right or wrong answers, only honest answers and avoidance answers. Circle the number that best fits for you. You may choose to share this guide with someone that you feel connected with

Never	Rarely	Sometimes	Frequently	Always
1	2	3	4	5
I eat a well-balanced diet including fruits and vegetables.				1 2 3 4 5
I go for regular checkups with my doctor.				1 2 3 4 5
I feel good about the way I look.				1 2 3 4 5
I practice safe sex.				1 2 3 4 5
I avoid high risk situations.				1 2 3 4 5
I exercise a minimum of three times a week for 20 minutes.				1 2 3 4 5
I practice self-care (e.g., good hygiene, dental care.)				1 2 3 4 5
I make it a practice to get sufficient sleep every night.				1 2 3 4 5
I am aware of the difference between cravings and feeling sick or tired or angry.				1 2 3 4 5
I know how to deal with stress and use these methods.				1 2 3 4 5

Add up your score. Divide your score by 10. If you score is 3 or less this may be a good goal for you to work on.

Remember your physical well-being is your connection with yourself, your health, your senses and others and the things around you. It may help to discuss your guide with those you feel connected to. You may want to share this guide with health counselors.

2 THINKING AND LEARNING

Thinking and learning is how we interpret our connections with the world around us...the people and things we experience in it. What you do with your thinking and learning how you feel about yourself. Filling out this self-assessment guide may help you get a picture of where you are...thinking and learning. There are no right or wrong answers, only honest answers and avoidance answers. Circle a number that best fits for you. You may choose to share this guide with someone that you feel connected with.

Never	Rarely	Sometimes	Frequently	Always
1	2	3	4	5
I am open to new experiences.				1 2 3 4 5
If I don't know something, I ask or try to find the answer.				1 2 3 4 5
I am willing to see more than one side of an argument.				1 2 3 4 5
I engage in activities that stimulate me mentally.				1 2 3 4 5
I take part in activities that contribute to my own ongoing learning.				1 2 3 4 5
I know how to access resources when I need to.				1 2 3 4 5
If I don't know something, I am willing to acknowledge that.				1 2 3 4 5
I am willing to look at alternatives and not see things as black and white.				1 2 3 4 5
I believe that anyone may have something to teach me.				1 2 3 4 5
I believe that any situation may have something to teach me.				1 2 3 4 5

Add up your score. Divide your score by 10. If your score is 3 or less this may be a good goal for you to work on.

Remember your thinking and learning are your connection with your interpretation of self and other people and the things around you. It may help to discuss your guide with those you feel connected to. You may want to share this guide with counselors or others who share similar interests.

3 ACTIVITY/OCCUPATIONAL

A wise person once said, "Time is what stops everything happening at once." Activity/Occupational is how we connect with time. Some occupations may feel like.....time, others may feel like you are doing time and there are others that feel like fulfilling time.

Filling out this self-assessment guide may help you get a picture of where you are...activities and occupations in your life. Remember there are no right or wrong answers, avoidance answers. Circle the number that best fits for you. You may choose to share this guide with someone that you feel connected with.

Never	Rarely	Sometimes	Frequently	Always
1	2	3	4	5
There are times at work that I feel satisfied with my work.				1 2 3 4 5
I have a healthy balance between the number of hours I work, relax, sleep and spend with my family or friends.				1 2 3 4 5
I have planned goals that I am working towards.				1 2 3 4 5
There are things throughout the day that I enjoy doing.				1 2 3 4 5
I have hobbies and interests that I do.				1 2 3 4 5
I feel proud of my accomplishments.				1 2 3 4 5
There are activities that I feel highly motivated in doing.				1 2 3 4 5
I feel that I make an important contribution through my work.				1 2 3 4 5
I am able to accept responsibility at work.				1 2 3 4 5
I am able to accept praise when I do something well.				1 2 3 4 5

Add up your score. Divide your score by 10. If your score is 3 or less this may be a good goal for you to work on.

4 SOCIAL

Social connections are a measure of the support you have in your life.

There are no right or wrong answers...only honest answers and avoidance answers. Pick a number that best fits you. Social connections reflect how we feel about ourselves.

You may choose to share this guide with someone that you feel connected with.

Never	Rarely	Sometimes	Frequently	Always
1	2	3	4	5
I am willing to help others.				1 2 3 4 5
I am willing to accept help from others.				1 2 3 4 5
I can be myself around my friends.				1 2 3 4 5
There are many people in my life that are important to me.				1 2 3 4 5
I am open to developing a web of support for my wellness.				1 2 3 4 5
I call or visit friends, go to meetings, contact my family when I am lonely.				1 2 3 4 5
I am developing patience with people places and things.				1 2 3 4 5
I can let go of resentments that I hold towards others.				1 2 3 4 5
I believe that if people really knew me, they would like me.				1 2 3 4 5
I respect other people's boundaries.				1 2 3 4 5

Add up your score. Divide your score by 10. If you score is 3 or less this may be a good goal for you to work on.

5 SPIRITUALITY

Before starting any journey, it's good to know where you are. Filling out this self-esteem guide may help you get a picture of where you are spiritually. There are no right or wrong answers, only honest answers and avoidance answers. Circle the number that best describes you. Spirituality is the language of connection.

Never	Rarely	Sometimes	Frequently	Always
1	2	3	4	5

There are times during most days when I feel connected. 1 2 3 4 5

I believe that there is a higher power. 1 2 3 4 5

I am letting go of resentments. 1 2 3 4 5

There are times when I feel part of a community. 1 2 3 4 5

I believe that I deserve forgiveness. 1 2 3 4 5

I have a sense of purpose or meaning in my life. 1 2 3 4 5

A pray or meditate. 1 2 3 4 5

A find a way of respecting the spirituality of others. 1 2 3 4 5

I am open to hearing and attempting to understand the spiritual beliefs of others. 1 2 3 4 5

I can accept myself for who I am today. 1 2 3 4 5

Add up your score. Divide your score by 10. If your score is 3 or less this may be a good goal for you to work on.

Remember spirituality is your connection with yourself and others, places and moment. It may help to discuss your guide with those you feel connected to.

6 EMOTIONAL

Emotions are your connection with inner world. There are no right or wrong answers, only honest and avoidance answers. Circle the number that best fits you.

Never	Rarely	Sometimes	Frequently	Always
1	2	3	4	5
I know what I am feeling.				1 2 3 4 5
I am able to identify what I am feeling.				1 2 3 4 5
A can express my feelings without hurting others.				1 2 3 4 5
How I act/ behave is consistent with how I feel.				1 2 3 4 5
I can identify the difference between anger and my other emotions.				1 2 3 4 5
I believe that I am responsible for how I feel.				1 2 3 4 5
I can talk about my uncomfortable feelings.				1 2 3 4 5
I am able to express grief and loss without anger.				1 2 3 4 5
I choose to respect other people's feelings.				1 2 3 4 5
I can stay open to other people's feelings.				1 2 3 4 5

Add up your score. Divide your score by 10. If your score is 3 or less this may be a good goal for you to work on.

Remember emotions are a language that connects us with our self and others. It may help to discuss your guide with those you feel emotionally connected to.

APPENDIX # IV PHASE 2 OF “THE GREAT TREK”

*** The 77 persons who made “The Great Trek” and first settled on The Key Reserve #65 at Fort Pelly.

#	PERSON	WIFE	BOYS	GIRLS	OTHERS	TOTAL
1	The Key	2	3	2		8
3	George Brass	1	6	2		10
4	William Brass	1	4	4	Mother	11
5	Ape-tak-ke-she	1	2	1		5
8	Thomas Brass	1	5	2		9
12	Ka-Koo-quo-nape	1	0	1		3
13	Squasis	Herself	0	0		1
14	Plain Woman	Herself		1	1 Grandchild	3
15	Peter Moore	1	1	2		5
28	Wm. Brass Jr.	1	1	1		3
34	John Red Lake	1	3	3		8
35	Mrs. Gordon	Herself				1
36	Joseph Cook	Himself			Sister/Mother	3
38	Son-qua-ki-sick	1	1			3
39	Strong Quill	1	1	1		4
					Total	77

** As near as possible to identify. The Key Band Treaty #4 Playlist Sept.30, 1984 N/A/C. Indian Affairs

Note: Some reports would indicate that the following also made “The Great Trek”. See page 108 of These Too Were Pioneers.

26	John Brass	1		5		7
27	Peter Brass	1	3	1		6
					Total	13

Miller.B.Harry; These Too Were Pioneers . Page 107.

APPENDIX # V DATES TO REMEMBER AND CELEBRATE



- ~ 1982: The Key Band celebrated the 100th Anniversary of the founding of Key Reserve #65 and the arrival of the people.
- ~ 1983: The 100th Anniversary of the survey of the Key Reserve #65.
The 35th Anniversary of the first service in St. Peter's Chapel. (August 1, 1948).
- ~ 1984: The 100th Anniversary of the arrival of the first missionary, Shafto Aggasiz, in 1884.
The 35th Anniversary of the consecration of St. Peter's Chapel. (June 11th, 1949).
- ~ 1985: The 100th Anniversary of the beginning of St. Andrews' building program, the construction of the first school and the arrival of Mr. E.H. Bassing. (August 30th, 1885).
- ~ 1987: The 100th Anniversary of the first confirmations held on Key Reserve. (September 25th, 1887).
- ~ 1988: The 100th Anniversary of the first service to beheld in St. Andrew's Church. (September 30, 1888).
- ~ 1989: The 100th Anniversary of the consecration of St. Andrew's Church. (September 9th, 1889)

Miller., B., Harry. These Too Were Pioneers p. 93.

APPENDIX # VI ABORIGINAL FAMILIES ON KEY RESERVE IN 1900

- ~ Chief Key
1st, wife
2nd, wife
- ~ James Key (Chief's son)
wife
two children, three and
one years old
- ~ Kakacooquanpe (Chief's Brother)
wife
two sons, four and six years old
- ~ Soongwakesik (Chief's Brother)
wife
two girls, Kate & Ada at school
- ~ Ineechekapoo (Chief's in-law)
wife
two girls, Clara & Ann at school

Miller., B., Harry. These Too Were Pioneers. p. 102

Teachers-Lay Minister and/or Priest-In-Charge who were assigned to the Key Reserve during the years from 1884 to 1983. Most of those assigned had worked primarily with the "Indians" and/or with Indian Residential Schools prior to their assignment to the Key.

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