



FINDING OUR WAY:  
FILM SCREENINGS AND COMMUNITY  
BASED DIALOGUES IN BURNS LAKE

SUMMARY REPORT

OCTOBER 2010

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SOCIAL PLANNING AND  
RESEARCH COUNCIL OF BC  
4445 NORFOLK STREET  
BURNABY, BC V5G 0A7

WWW.SPARC.BC.CA  
INFO@SPARC.BC.CA  
TEL: 604-718-7733

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## Acknowledgements

This project took place on the traditional territory of the Ts'il Kaz Koh First Nation, adjacent to the neighboring territories of the Cheslatta Carrier First Nation and Lake Babine First Nation.

The success of the screening of the Finding Our Way film and the related dialogue process could not have been possible without the invaluable support of the Finding Our Way Partner Group:

- Chief Robert Charlie, Burns Lake Band (Ts'il Kaz Koh First Nation)
- Chief Corrina Leween, Cheslatta Carrier Nation
- Councillor Lianne Olsen, Village of Burns Lake
- Councillor Quentin Beach, Village of Burns Lake
- Hayley Nielsen, RCMP
- Mayor Bernice Magee, Village of Burns Lake
- Mike Kisters, Staff Sergeant, RCMP
- Mike Robertson, Senior Policy Advisor, Cheslatta Carrier Nation
- Mike Skinner, Principal, Lakes District Secondary School
- RayAnne Charlie, Lakes District Secondary School

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- Chereen Patrick
- Danielle Ogen

- 
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## 2. Introduction

This report describes the process and results of the Finding Our Way film screening and dialogue process that took place in Burns Lake at the Lakes District Secondary School on June 3, 2010, (screening and dialogue for youth) and June 4, 2010, (screening and dialogue for whole community). These screenings and related dialogue process represent an important development in the history of Native and non-Native relations in Burns Lake and Southside communities.

The recently completed Finding Our Way film by Leonie Sandercock and Giovanni Attili served as a powerful catalyst for conversations about the past, present and future of Native and non-Native relations in the region. Almost four years in the making, the film is set in the Lakes District/Carrier First Nation region and tells three stories: the devastation of First Nations culture, economy, and governance through the colonization process; the century-long conflict between the Village of Burns Lake and the Burns Lake Band (Ts'il Kaz Koh First Nation); and the dispossession of the Cheslatta Carrier Nation in 1952 by Alcan's hydro project, followed by a remarkable struggle for recovery and revitalization.

The film was made in collaboration with the Village of Burns Lake, the Burns Lake Band and the Cheslatta Carrier Nation. The intent from the beginning was to use the film as a tool for community-based learning and healing. It was in the spirit that these communities were willing to collaborate in its making and why the community screening and related dialogue process was a success.

In the following section, the method that was used to co-design and co-implement the project is described. The screening and dialogue process on June 3 and June 4 is explained in the subsequent section and the results of the dialogue process is featured in the final section. The appendices include two participant lists and two sets of evaluation results, one set for each dialogue.





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## 3. Purpose

A participatory cross-cultural approach was used to co-design and co-implement the Finding Our Way film screenings and community-based dialogues in Burns Lake. The whole process of designing, implementing and evaluating the project can be summed up in five general steps, each of which is described below.

Step one involved forming the Finding Our Way Working Group, which included two smaller groups (i.e., Partner Group and Project Team). A Terms of Reference was developed for this group, which guided their working relationship throughout the project.

The Finding Our Way Partner Group represented a generationally diverse group of Native and non-Native leaders who worked collaboratively with the Finding Our Way Project Team to ensure that the dialogue process would be relevant to both Native and non-Native peoples in Burns Lake and area.

The Project Team consisted of a diverse group of leaders in the fields of film, community development and anti-racism work.

On March 22, 2010, the Partner Group and the Project Team gathered at the College of New Caledonia in Burns Lake to watch the Finding our Way film together for the first time. After the film was over, several hours of honest conversation about the film and its potential impact on the community followed. These conversations helped to set an important context for a discussion about how the two groups could work together. This meeting involved discussions about the dialogue design, recruitment of dialogue facilitators and participants, timing and location of the dialogue, as well as guidelines for evaluating the dialogue. There was also important discussion about how to use the results of the dialogue to catalyze tangible community developments.

The second step in the process involved the Project Team taking action on the directions of the Partner Group. The core activities in this stage involved securing the venue for the screenings and dialogues, determining the timing and sequence of activities for the screenings and dialogues, and developing a strategy for recruiting dialogue participants and local dialogue facilitators. In recruiting participants for this stage of the process, a central goal was to recruit individuals from diverse backgrounds and age groups.

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The third step consisted of the recruitment of 20 local Native and non-Native dialogue facilitators and the development of a workshop and training materials for this group on the topic of dialogue facilitation. The facilitation training divided into two parts. On the evening of May 5, the facilitators watched the *Finding Our Way* film and shared their views on the film in a dialogue circle, thereby creating trust and group cohesion by listening to one another. The following evening, May 6, involved an intensive training session about facilitating a community-based dialogue and a review and discussion of the role of the facilitators in the actual dialogues to take place on June 3 and June 4.

The film screening and dialogue constituted the fourth step in our process. The June 3 screening and dialogue was hosted exclusively for youth in the high school and the June 4 screening and dialogue was hosted for the entire Burns Lake community. The community event also included residents in Southside as well as members of the Cheslatta Carrier Nation. The sequence of activities and results of dialogue are discussed in greater detail in the following section.

The final step in the process of designing and implementing this project involved an analysis of the evaluation results from the June 3 and June 4 events, as well as the development of this public summary report. The evaluation results can be found in the appendices of this report.

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## 4. Overview of Screening & Dialogue Process

This section consists of a description of how the June 3 and June 4 screenings/dialogues unfolded at the Multipurpose Room at the Lakes District Secondary School. Both screenings/dialogues took place in the evening with the June 3 event taking place from 4:30pm to 8:45pm, and the June 4 event took place from 5:30pm-9:45pm.

Both gatherings began with a meal and a performance by Doug Phair and the Leave It Behind Band (LIBB), a local group of Native and non-Native musicians that formed several years ago to demonstrate how music is a bridge between cultures. LIBB was also featured in the *Finding Our Way* film and brought a musical continuity between the film and dialogue process.

After the dinner and musical performance, Pauline Goertzen welcomed everyone and explained the program for the evening, focusing on the twin goals of watching the *Finding Our Way* film and using the film as a catalyst for small group dialogue about potential directions for intercultural community development work involving Native and non-Native peoples.

As part of this initial introductory portion of the evening, Mayor Bernice Magee, Chief Robert Charlie and Chief Corinna Leween also explained the importance of the film and encouraged participants to stay for the dialogue and to share their visions about how to improve community well being in the region.

Member of Parliament Nathan Cullen attended the June 4 event and also provided encouraging remarks to participants.

Following the introductory remarks from Pauline and political leaders, film makers Leonie Sandercock and Giovanni Atilli were introduced.

Leonie Sandercock spoke about how and why the film was made and how the process involved a mix of personal experiences regarding the past and present that helped provide insight into some of the social and political dynamics in the region. Leonie described her feelings of shock when learning about the past, as well as feelings of deep respect and admiration when learning about how the First Nations featured in the film charted a way forward in the face of apartheid-like socio-economic conditions.

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Leonie also expressed deep gratitude to the participating community members and the political leaders for their four years of commitment to the film and dialogue process.

Norma-Jean McLaren offered the final remarks in the introductory portion of the evening. Norma-Jean shared her personal experiences about the Burns Lake community and her belief that this community possesses the ability to address historical and present day colonial struggles and the vision to show the world how to work across cultural differences for the benefit of younger generations.

Norma-Jean also explained that the film addresses the history of the residential schools and acknowledged that this history may evoke painful memories for some participants. She made it clear that anyone who needed to talk through their feelings during and/or after watching the film was encouraged to come forward and speak to her or other on-site counselors for support.

The screening was shown following Norma-Jean's remarks.

The ninety minute film included three chapters, with the first chapter providing information on the general process of colonialism in Canada and its connection with the Ts'il Kaz Koh First Nation and the Cheslatta Carrier Nation.

Chapter two provided insight into the relationship between the Village of Burns Lake and the Ts'il Kaz Koh First Nation. The third chapter in turn provides a brief history of the Cheslatta Carrier Nation, with a particular focus on its historical and current relationship with Alcan.

A short break followed the screening, during which time Bear Lake (Carrier Nation) drummers and singers performed and the seating arrangement for the dialogue portion of the evening was set up.

When participants re-convened, Norma-Jean and Nathan Edelson explained the principles of dialogue, how the dialogue circle process works, and what role the designated facilitator and note takers play in the dialogue process.

The dialogue circle method was explained as consisting of two rounds of sharing by each person in the group. The first round addressed the question of what was the

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one thing that hit you most when watching the film? The second round encouraged people to respond to the following question: How can Native and non-Native relations be improved in Burns Lake and area?

For each round, participants were invited to either share a response to the question or pass to the next person.

A hand carved wooden spirit feather donated by the Cheslatta Carrier Nation was used in each small group to facilitate the two rounds, where the holder of the feather was the designated speaker.

There were six small groups of about 8-12 people at the June 3 screening/dialogue and there were eleven small groups of a similar size at the June 4 gathering.

The first round of dialogue was not recorded out of respect for the emotional nature of some of the responses; however, a designated note taker wrote down responses to the second question because such responses were important in terms of helping to create a path for future intercultural community development initiatives both within Burns Lake as well as in other communities.

After all groups had gone through the two rounds of dialogue, Mayor Bernice Magee, Chief Robert Charlie, and Chief Corrina Leween reviewed the written notes of the small groups and presented a summary to the large group on the major themes and related community development ideas that emerged through the dialogue process.

Nathan Edelson provided concluding remarks and explained that he would be working with community leaders to begin to translate the community development ideas that were brought forward by participants into specific actions that the community can take.

The evening concluded with all participants completing an evaluation form and a final performance was offered by LIBB and Bear Lake drummers and singers.

For additional details regarding the screening/dialogue process, visit the Finding Our Way face book page: <http://www.facebook.com/FINDING.OUR.WAY.thefilm>

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## 5. Dialogue Results: Participants' Community Development Ideas

In total, over 150 people participated in the screening and dialogue process. This section is our effort to reflect some of the insights gained through the dialogue process.

We have tried our best to reflect participants' core priorities for intercultural community developments in Burns Lake and area.

Our primary intention in reporting on this aspect of the dialogue is to provide a frame of reference for future dialogues and community development work, and to encourage the idea that each of us has a role to play in our communities in working to build bridges that can help to improve cross-cultural learning and community well being.

During the youth and community-wide dialogues, participants shared a diverse range of excellent ideas for building on the momentum generated through the film making, screening and dialogue process. The project ideas briefly described below are in no particular order and are not definitive. However, these ideas can serve as important starting points for learning, relationship-building, planning and action.

While the complete list of project ideas was very long, we have distilled this list into fourteen potential project ideas:

### **1. Design and Host a Multi-Year Intercultural Community Dialogue Process**

Several participants noted that developing healthier relations between Native and non-Native peoples in Burns Lake requires a series of ongoing community dialogues that seek to address a range of topics so as to attract different interest groups and individuals.

Participants noted that anti-racism is a lens that makes many people uncomfortable and suggested that a longer term dialogue series could focus on a greater variety of topics, such as: hunting, fishing, dancing, arts, food, story telling, and comedy.

It was suggested that the dialogues should happen on a regular basis and take place in different spaces in the community and include diverse voices in order to encourage sharing and mutual learning.

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It was also suggested that the dialogues could occur once a month and be hosted by different agencies, businesses and community partners.

## 2. Run a Newspaper Column Featuring Diverse Perspectives on Native and non-Native Relations

Participants noted that a central problem inherent in Native and non-Native relations in Burns Lake and area was the strength of stereotypes and mis-information.

Several participants suggested the local media could play a leadership role in designing a series of written pieces that engage stereotypes and work to debunk them with clear and accessible writing about historical and current truths.

Local college and university students could also contribute their research and writing skills to this undertaking.

## 3. Design and Deliver a Youth Leadership Training Program and Mentorship Program

Youth were consistently identified as a big part of the solution to today's problems of racism and discrimination.

A youth leadership program in Burns Lake would help build local capacity for ongoing community development.

The inclusion of a mentorship element might also present an opportunity where adults and elders can engage in the program by pairing up with youth and providing them with learning experiences in leadership and business.

## 4. Design and Develop Community Learning Programs about Local Indigenous Culture that is led by Ts'il Kaz Koh First Nation and Cheslatta Carrier First Nation

Many dialogue participants expressed strong interest in learning more about the cultures of the Ts'il Kaz Koh Nation and Cheslatta Carrier Nation.



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These participants were interested in formal learning programs taught by Elders and resource people in each community.

Periodic community workshops were suggested as a one possible model for this type of education program.

Participants also noted an interest in the following topic areas: land, food gathering and preparation, governance and storytelling.

It was also suggested that the two Nations could consider talking with the College of New Caledonia about working with Elders and resource people in the development of a specific program that would facilitate cross cultural learning in the community. An example of a learning program about First Nations culture that is led by First Nations is the Professors of the Land program, which is offered by the Wet'suwet'en First Nation.

#### 5. Continue Supporting Rediscovery Camps

There is a growing tradition of Rediscovery Camps in the Central and North West of BC. The continuation and expansion of these Camps was strongly supported by dialogue participants as a way of building leadership skills among youth.

#### 6. Develop Intercultural Food Gathering, Production and Preservation Projects

Some participants noted that food security in Burns Lake and area is a growing issue with many community members not having access to nutritious food.

Participants suggested that food should be used as an organizing force among Burns Lake and area communities.

Co-development and co-management of green houses, wild-crafting, community kitchens, community cooking classes were examples of different project types identified by participants which could all help to respond to specific needs in the community while at the same time help to create a unifying focus for cross-cultural work.

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## 7. Develop an Intercultural Trail Network and Related Programs

The act of developing new trails or clearing old ones was supported by many participants.

Dialogue participants indicated that a trail making project could result in a symbol of cross-cultural work.

The completed paths could intersect Native and non-Native communities and, at some point, a walking program could be developed that would be led by community leaders. The walking program could help to explain the history of the land and its historical and current relations to Native and non-Native people.

## 8. Develop a Community Histories Project

Dialogue participants noted that the Finding Our Way film highlighted different perspectives on history and present community dynamics. In light of this learning, several participants suggested that there is a need in the community to undertake a multi-sided historical project that chronicles in a single source (preferably multi-media and online) the histories of the community.

## 9. Demonstrate Care for One Another

Participants noted that the greatest programs and facilities in the world are not enough to address misconceptions that we hold about one another unless individuals reach out and show care for one another.

Participants noted that everyone has something to contribute to community life and that there is no need to wait for programs and facilities to start building up a sense of belonging and sense of being cared for among those who share the same community.

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10. Include a Seat on Village Council for a Band Council Representative and Include a Seat on Band Council for a Village Representative

Dialogue participants who were from Burns Lake felt that mutual sharing is key to improving local Native and non-Native relations and that a powerful symbol of such sharing would be an explicit commitment to representation in community governance processes.

11. Enhance School Curriculum to Include Native Curriculum and Pedagogy

Many participants noted that their experience with the formal school system did not engage the historical truths depicted in the film *Finding Our Way*. A consequence of this insight was an expressed dissatisfaction with school curriculum and pedagogy pertaining to Native and non-Native relations in BC and Canada.

It was suggested that the formal primary and secondary school curriculum and pedagogy should include a stronger focus on the different narratives about Native and non-Native histories in BC and Canada and that as a society we would benefit from the insights gained about this part of our history.

Participants also encouraged the idea that local Native Elders and resource people should be included in the schools if interested to lead place-based learning on the land and provide instruction in Indigenous governance and Indigenous ways of knowing and being.

12. Establish and Sustain a Locally-Based Addictions Treatment Centre

Native and non-Native participants noted that drugs and alcohol addictions are often a contributing factor to unhealthy inter-personal relations in the community.

Several participants expressed strong support for an addictions treatment centre in the community that would be available to both Native and non-Native peoples.

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13. Repeal the Indian Act and Replace it with Indigenous Governance Systems

Several participants stated that the Indian Act is one of the single greatest forms of oppression remaining in Canadian society and should be repealed immediately.

Dialogue participants expressed support for the emergence of Indigenous governance systems. Such changes were deemed necessary for the full exercise of Aboriginal rights in the area.

14. Strengthen the Gathering Place in its Role as a Community Centre

Perhaps the single most often noted project idea among participants was the renewal of the Gathering Place as a facility for ongoing intercultural community and business activity.

Participants felt that a fulsome community consultation process would help identify the full range of potential needs and uses from the continuation of existing programs to a conference centre, youth center, as well as a performance hall for Native and non-Native performers. Most importantly however it was noted that symbolically this site and the creation of this space would help to send an important signal that the community is moving forward.

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## 6. Appendices

### **Appendix A: Participant List for Youth Dialogue on June 3, 2010**

Below is a list of dialogue participants that signed in at the event. We apologize for any misspellings of names.

#### **Names**

Amy Audeeff	Jocelyn Alec
Andrew Alec	Jonoah Paull
Blade Spent	Jon Brower
Brian McQueun	Justice Madam
Brooke Boychuck	Kathleen Milinazzo
Brooke Burt	Kayla Peters
Candyder Patrick	Keshia Lowley
Cassie Dean	Kiana Dennis
Chris King	Luke Adam
Christina Fehr	Marty Adam
Conrad Agla	Michael Blair
Courtney T	Monica Nguyen
Darien Petit	Quinn Hawse
David Tom	Reagan Sam
Dokota Tom	Robert Luggi
Dylan Hawse	Roche Lacerte
Dylan Patrick	Scott Stoeker
Emily King	Shelby Scheel
Gerald Whitford	Sonya Patrick
Geronimo Alec	Stacey Gruen
Jace Foubert	Stephan Gross
Janelle Belcourt	Summer Swenson
Jasmine Tom	Sylvana Plasway
Jason Koster	Syrina Murray
Jenelle West	Zara Hawse

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## Appendix B: Participant List for Community-Wide Dialogue on June 4, 2010

Below is a list of dialogue participants that signed in at the event. This is not a complete list as many people did not sign in. We apologize for any mis-spellings of names.

### Names

Adele Gooding	Frank Alec	Molly Wickham
Allana Sullivan	Frank Lehmann	Morgan Paulson
Alois Verlinden	Gerry MacDougall	Nathan & Gwyn Nicholas
Amy Dash	Gordon McCallum	Nathan Cullen
Andrea Scarth	Henry Washington	Neil Simon
Anne Guarasci	Hilda Lewis	Nicole and Sierra Elkins
August H Millar	Irene Allison	Norm Synotte
Barry Elliot	Jake Derksen	Olma Andrew
Bernadette Lacerte	Jason Berlin	Renee Skinner
Beth and Jason Berlin	Jeremy Sampson	Rick and Wanda Morin
Betty Patrick	John Barth	Robert New
Bill Troy	John Phair	Ryan Tibbertt
Brenda Shaffer	John Troy	Sandi Lavallie
Brian Wiebe	Karen Cyr	Sandra Barth
Bryan Ale	Kathy Waters	Sasa Loggin
Carla Lewis	Kelly Tizya	Shelley Strimbold
Carolyn Strimbold	Kiwani	Sheri Peebles
Carroll Airey	Leal Mowat	Shirley Calhoun
Chenara Tom	Levi Lewis	Shirley Smith
Cheryl Boyd	Louisa Sanchez	Shirley Wiebe
Christina TR	Maria Sandberg	Sue Chretien
Colleen West	Marie Casimel	Susan Freeze
Dan Boudreau	Marilyn Kingcott Sydney	Tanya and Ted Williams
Debbie Ross	Marnie Sallenback	Deborah Jones-Middleton
Martina Zechendorf	Tim Palmer	Dee McRae
Marvin Abraham	Des Hull Matilda D'Silva	Tom and Gaylen Neary
Dorothy Giuliani	Matty Abraham	Tracey Brown
Dyani Clawson	Megan Hillier	Val Anderson
Ernest Lsanchel	Mike robertson	Viola Strimbold
Falon Tom	Mike Skinner	Winifred Giraud-Comeau

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## **Appendix C: Evaluation Results for Youth Screening/Dialogue on June 3, 2010**

The questions below were asked to participants through an evaluation form that was administered at the end of both dialogues. For the youth dialogue 36 people attended: 21 participants (58%) completed the evaluation form. Following each of the evaluation questions and related scale, we provide the average response rating of all respondents.

### **1. How well did this screening and dialogue help your community address racism? (Scale: 1= Very Good, 2=Good, 3=Fair, 4=Poor, 5=Very Poor)**

- The average rating was 1.2, which indicates that most respondents felt that the film screening and dialogue were good or very good approaches to addressing racism in Burns Lake and area.

### **2. How well did this screening and dialogue help your community identify pathways to working together across cultural differences? (Scale: 1= Very Good, 2=Good, 3=Fair, 4=Poor, 5=Very Poor)**

- The average rating was 1.4, which indicates that most respondents felt that the film screening and dialogue provided good or very good support to the community in identifying pathways for local cross-cultural work.

### **3. Please indicate your overall awareness of historical and current day relations between Native and non-Native people in Burns Lake and South Side:**

#### **(a) Before this screening and dialogue (Scale: 1= Very Good, 2=Good, 3=Fair, 4=Poor, 5=Very Poor)**

- The average rating was 2.4, which indicates that most respondents, prior to the screening/dialogue, had good or fair levels of awareness of historical and current day relations between Native and non-Native people in Burns Lake and South Side.

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**(b) After this screening and dialogue (Scale: 1= Very Good, 2=Good, 3=Fair, 4=Poor, 5=Very Poor)**

- The average rating was 1.2, which indicates that respondents, after the screening and dialogue, had very good or good levels of awareness of historical and current day relations between Native and non-Native people in Burns Lake and South Side. The change in rate between the before and after rankings by respondents suggests that the film raised awareness levels of respondents.

**4. Do you think the film screening and community dialogue will help reduce discriminatory behaviour and practices in Burns Lake? Yes or No.**

- 21 respondents (100%) replied with a yes answer to this question.

**5. Before this event, did you think there was a need for multiculturalism and anti-racism projects in your community? Yes or No.**

- 21 respondents (100%) replied with a yes answer to this question.

**6. After this event, do you think there is a need for more multiculturalism and anti-racism projects in your community? Yes or No.**

- 20 respondents (95%) replied with a yes answer to this question. One respondent replied with a no.

**7. Would you attend another multiculturalism and anti-racism project in your community? Yes or No.**

- 21 respondents (100%) replied with a yes answer to this question.

**8. What other types of activities or events that bring people together would you recommend for multiculturalism and anti-racism projects?**

The following comments were provided by youth dialogue participants. All comments are verbatim.

- Fun awareness events that show culture like food, art, clothing, dance, music



- Absolutely anything: as long as everyone is welcome! Drum circles are a favorite of mine, being musically inclined...That would work: Jam night! (even if you can only play the shaker)
- Culture days for every culture
- I think putting it in the schools for people to see at an early age would help a lot
- Youth centers would be good. Also, in schools or communities if there was a day spent learning about culture and activities
- Just a place where youth can go like a youth center or something
- Having more community events. Getting together
- The teachings of our ways, like sewing, beading, making moccasins and making drums and stuff
- Youth center, more community activities, learning more about such things in our school
- X-box tournament, sports, fun activities
- Workshops, youth games such as camp outs doing games - getting to know one another
- Water balloon fights, sports
- Dances, sports
- More youth activities like movie nights and also sports like baseball, hockey
- Community walk - everyone walk through town and the 2 local reserves. Possible walks out of town to surrounding nations

### **9. How will you act on what you have learned through the screening and dialogue?**

The following comments were provided by youth dialogue participants. All comments are verbatim.

- Appreciate mankind
- Try and bring more First Nation education to the school
- Make more of an effort to connect and break down those walls
- Be nicer and more understanding; stay positive
- Be more confident
- I will volunteer more at multiculturalism events and learn more about different cultures and how to respect them

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- I will volunteer for any help I can. I will spread words to my friends and family and not turn a blind eye
  - I will get together with the community
  - Act like I learned something and bring more positive energy towards people and acknowledging one another
  - I will try to inform others, and volunteer with what I can to help out
  - Best I could, remember the words, help people, be kind to myself and others and don't give up
  - Be kind, finish what you started
  - Going to stop and say hi to people and make friends
  - Give of my time to work with people to help promote multiculturalism
  - Take every action possible to reduce racism through events and education

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## **Appendix D: Evaluation Results for the Community-Wide Screening Dialogue on June 4**

For the community-wide dialogue, 124 people attended. 45 participants (36%) completed the evaluation form. Following each of the evaluation questions and related scale, we provide the average response rating of all respondents.

### **1. How well did this screening and dialogue help your community address racism? (Scale: 1= Very Good, 2=Good, 3=Fair, 4=Poor, 5=Very Poor)**

- The average rating was 1.4, which indicates that most respondents felt that the film screening and dialogue were good or very good approaches to addressing racism in Burns Lake and area.

### **2. How well did this screening and dialogue help your community identify pathways to working together across cultural differences? (Scale: 1= Very Good, 2=Good, 3=Fair, 4=Poor, 5=Very Poor)**

- The average rating was 1.5, which indicates that most respondents felt that the film screening and dialogue provided good or very good support to the community in identifying pathways for local cross-cultural work.

### **3. Please indicate your overall awareness of historical and current day relations between Native and non-Native people in Burns Lake and South Side:**

#### **(a) Before this screening and dialogue (Scale: 1= Very Good, 2=Good, 3=Fair, 4=Poor, 5=Very Poor)**

- The average rating was 2.9, which indicates that most respondents, had good or fair levels of awareness of historical and current day relations between Native and non-Native people in Burns Lake and South Side.

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**(b) After this screening and dialogue (Scale: 1= Very Good, 2=Good, 3=Fair, 4=Poor, 5=Very Poor)**

- The average rating was 1.7, which indicates that respondents, after to the screening/dialogue, had very good or good levels of awareness of historical and current day relations between Native and non-Native people in Burns Lake and South Side after the screening/dialogue. The change in rate between the before and after rankings is encouraging in that it suggests that the film raised their awareness level.

**4. Do you think the film screening and community dialogue will help reduce discriminatory behaviour and practices in Burns Lake? Yes or No.**

- 44 respondents (98%) replied with a yes answer to this question. One respondent replied with a no.

**5. Before this event, did you think there was a need for multiculturalism and anti-racism projects in your community? Yes or No.**

- 44 respondents (98%) replied with a yes answer to this question. One respondent replied with a no.

**6. After this event, do you think there is a need for more multiculturalism and anti-racism projects in your community? Yes or No.**

- 44 respondents (98%) replied with a yes answer to this question. One respondent replied with a no.

**7. Would you attend another multiculturalism and anti-racism project in your community? Yes or No.**

- All respondents (100%) replied with a yes answer to this question.

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## 8. What other types of activities or events that bring people together would you recommend for multiculturalism and anti-racism projects?

The following comments were provided by community dialogue participants. All comments are verbatim.

- Sports activities
- More like this - more often
- Theatrical performances, more films, communities working against racism
- Plays, music, anything involving the youth
- Cultural learning exchanges - like Rotary Exchanges for students - but in our own community
- Workshops - knowledge is power
- Festivals, performances, feasts
- Wide distribution of the film and discussions
- The film needs to be more widely shown and discussions to follow with "special interest groups" e.g., chamber of commerce, rotary, local sawmills, RCMP, MCFD
- More education for youth and adults on the history of this area. More events like Aboriginal day where people of all cultures can appreciate this town's cultural diversity
- Historical re-enactments to show culture
- More dialogues, regular and at different times. Public spaces. Find out where people are gathering now and why
- Start travelling with your story. Skeena Diversity would welcome your wisdom in Terrace.
- Getting together/gathering - story telling sessions, trail/walks, family days - shared celebrations
- Sports, Festivals, youth centers, cultural events, creating inclusive spaces
- Community projects or goals - various different groups working toward a common goal (breaks down barriers, forms friendships).
- Fun family events, dances, days in the park
- I embrace the ideas and suggestions that were offered as part of our group discussions. We need more opportunities to follow up on the suggestions.
- Mixed Events- cross cultural music and food
- Theatre Plays, Joint projects

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- Projects like this - we need common things to bring people together to mix and mingle
  - Business Luncheons, Seniors/Elders gathering places, Family Gatherings, more plays, documentaries, music demos etc. from all cultures that help us all share our stories
  - Diversity gathering for adults and children
  - Workshops in communities and schools
  - Educate non-natives to erase ignorance
  - Music events/open air summer editorial
  - Community walk, Eco-tours on trail development, Forum with elders
  - Walking and talking and working on projects
  - Events where people can have dialogue to express feelings without fear of discrimination
  - An interpretive centre at the Gathering Place
  - Include two spirited people

### **9. How will you act on what you have learned through the screening and dialogue?**

The following comments were provided by community participants. All comments are verbatim.

- I will share this experience with others, including the actual DVD
- Brainstorm: search for opportunities to pursue healing for us all
- Get more active, spread the word of film
- Good work, Keep it going
- Attend more projects
- Continue the dialogue. Personally seek to make connections. Be proud of our community. Put community first.
- This information will be beneficial to me during my everyday work week as I work with mostly Aboriginal women to remember where they are coming from
- Be respectful to all
- As I should always do, be aware of my words and actions to reflect respect for others
- More aware of my home environment and surroundings
- Put a float in the Aboriginal days parade

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- Talk about it with others; encourage others to participate
  - Keep on working towards a more inclusive, accepting, tolerant community that celebrates, works, enjoys arts, culture and recreation together
  - Keep educating youth on equality and become more aware of the truth myself
  - Make more effort to attend multi-cultural events to gain insight and lend support
  - Attend Aboriginal Day on June 21st. Push to have First Peoples English 10/11/12 included and taught to FNS and non-FNS students @ our high school
  - See how we can promote what we learned, encourage others to see the film
  - I'll further collaborate with people from this community
  - Making sure I incorporate anti-racism in my work and discussions with others
  - Promoting the video
  - Look for the similarities I have with people who, in the past, I have perceived as different
  - Proud, Free, Human
  - Write, study, expose
  - I will become involved in any way possible to help our community become a more healthy place to live. Endeavour to become part of a network of sharing and understanding
  - Keep listening-keep learning!
  - Communications with First Nations
  - Help teach cross cultural
  - I will seek to build more cross cultural relationship. I will tell other people what I know.
  - Reach out to others
  - I will make a stronger effort to greet my fellow persons with respect, love, peace and joy
  - Speaking my truth with kindness and tactfulness; maintain an open mind; make myself available for future gatherings; make decisions, keeping future generations in mind
  - Spread the word that there is hope!!!
  - Get more active in anti-racism

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- Continue to correct misinformed individuals as I defend one planet one peoples
  - Work for positive change
  - I'll approach all situation with more patience and less judgment
  - To look at people without any filters



