

Hundiyyin: Indigenous girls Leadership Program

Aims

1. Empowering voice
2. Creating a sense of their identity as Indigenous girls/women
3. Reducing/supporting mental health stressors
4. Physical Literacy

Overview

The Hundiyyin program has been created to empower Indigenous girls to connect with their identity and embody the role of the matriarch. Based on surveys and interviews, Indigenous girls in the district have elevated experiences of feeling devalued and unwelcome at schools. Hundiyyin translates to “sharp like a knife”, which is the traditional phrase used to acknowledge brilliant women. Through hands-on teachings and ongoing support, the girls will be mentored to embrace their Indigenous femininity and power, the true state of hundiyyin. The four pillars of this course will be empowering voice, identity and purpose, positive mental health supports, and improving physical literacy. Through mentoring in these areas, girls in the hundiyyin program will be working towards growing their knowledge of the matriarchy that is the tradition of the Indigenous people in this region.

Pedagogy

In this program, Indigenous Girls will build skills through creating and doing through process-oriented learning.

Activities/Approaches

1. Connecting with other Indigenous girls in Australia to share perspectives and ideas of Indigenous femininity from a local perspective.
2. Creating a matriarch position in the school.
3. Photovoice.
4. Examining Indigenous Tik Tok for Representations of Indigenous Femininity (scavenger hunt).
5. Teaching about the nature of racism and how assumptions/stereotypes impact Indigenous women
6. Cultural teachings related, language, sewing, cooking, and leading from a cultural perspective.
7. Creating an image for a t-shirt that can be sold to help fund the trip to the Gathering of Nations

8. Attending the Gathering of Nations and having three conversations about what it means to be a woman in their community.
9. Healthy relationship learning and planning.
10. Engage with Nwe Jinan to create a video for redress day

Daily Design

1. Start with a check-in and a talking circle – emotional and psychological cleansing
2. Smudge – (juniper berries, rose petals, and spruce) - spiritual and physical cleansing
3. Anti-oppressive and decolonizing teachings or learning
4. Learning and discussing Indigenous femininity
5. Engage with cultural practices and knowledge
6. Check out – ready for the next week
7. Connect activity to seasonal rounds

Weekly Design

1. Tuesday – Grade 8,9
2. Thursday – Grade 10-12
3. Cycling between the four aims throughout each of the Tuesdays each month (voice, identity, mental health, physical literacy)

Yearly Calendar

1. **November (Sewing)** – *Leadership* and Business education to sell, ship, etc. what is created.
 - **Project** – Making earrings and setting up a site. Business owners come in (Carmen) and talk to Foundry. Learning about stereotyping of Indigenous girls and women – and thinking about how these stereotypes impact the assumptions people have about them and how they are treated.
2. **December (Creating)** – *Identity and Identification* you need to be successful.
 - Introductions in our languages. How does this tie us to who we are and where we come from?
 - What does it mean to be from this place? Tying our identity to land.
 - Drivers licence, status card, birth certificate. Kerry will come in to do status cards. Bulkley Valley Credit Union representative to talk about banking.
3. **January (Storytelling)** -*Healing* through story
 - Bring in someone to talk about medicine skirts (Amy Dash). Telling a story through the creation of a shawl.
 - Checking in with their mental health.

4. **February (Knowing)** – Focus on mental health supports and understanding –
 - **Project** – Matriarchy Board. Potentially Doris Rosso (Lht'at'en) to talk about being a matriarch. Talk about respecting yourself. Nyree can come in to talk about mental health. What does it mean to be Skiyze?
5. **March (Embodying)** – Conversations about Physical Literacy
 - Continue cultural practices. Bring Carmen in to talk about healthy recipes and what it means to eat well. Have a nurse attend to talk about the changes in our bodies and hygiene. Start the co-design for the t shirt for MMIWG
6. **April (Embracing)** – Medicine walk.
 - Create medicine bundles and gift them. Bring in Carla Lewis and Braiden Davis to talk about medicines. Start selling the shirt for MMIWG. Leona is going to create a video for May 5th. Have some consistent questions throughout the program.
7. **May (Walking)** – Teaching the Keyoh Principles
 - Having the students walk a Keyoh. Teaching the students to make a pair of moccasins. Show girls how we purposely become invigorated by the land. Educate girls about time on the land and outdoors and how it can support mental health and well-being.
8. **June (Celebrating)** – Honouring the students and celebrating success.
 - Creating a ceremony for celebrating hundiyn. Have a fashion show gala event where the girls can show what they have created in the program.
9. **July (Gathering)** – Berry Picking
 - Soap berries and then huckleberries
10. **August (Preparing)** - Fish
 - Beverly Michelle can teach the students to do fish. Also, potential excursion to Old Fort.