

The Spider's Web

ONTARIO NATIVE LITERACY COALITION NEWSLETTER

Winter 2007

PROJECT UPDATES

Building Our Capacity for Excellence

Well, another exciting Centra experience for the Native literacy field has come to an end. On October 12th Alesia Boyer and Janice Gamble wrapped up our Centra 2007 project with an amazing session on creating workforce curriculum from what's on your shelves and field research from local employers. The 2-hour session was threatened to be postponed because we experienced so much technical difficulty. With the support of Michelle Eady and Linda Wright who are so well versed with online learning and with Internet connections for Alesia and Janice recovered just in time we got through the session and it was very well received. Evaluations were extremely positive. Check it out through the Centra archived public recordings at your leisure (whatever that is in literacy!) if you were unable to attend the live session, or if you were at the live session but couldn't hear very well. That was one of our issues that day.

As I mentioned, that session wrapped up the 2007 ONLC project on Building Our Capacity for Excellence in the Native stream. There were three sessions in all: June 1st with Hazel Jordan who helped us think outside the box when we need to recruit learners, followed by the incredible Theresa Sims who helped us gain a better

appreciation for the employment barriers and strategies we can use with Aboriginal learners. All sessions are archived on Centra public recordings and are well worth taking the time to check out. If you are uncertain about accessing Centra recordings, call the ONLC to ask how to do it. 1-800-971-2255. If you have any questions about the session content, I would be glad to try and answer your questions. Email me at info@pnlp.org

I thoroughly enjoyed mentoring three new presenters who have offered to be co-presenters in the future, should there be opportunities. This series gave us the chance to celebrate what we do well in Native literacy and had very positive results. I'd like to thank the ONLC and the Native literacy stream for this opportunity and look forward to what is next on the training agenda.

Pat Powell-Owen

Prizes for Centra participants!

Congratulations to the three winners of the \$100.00 vouchers that were drawn for at the Sept. 14th and Oct. 12th Centra training events. The winners are: (drum roll please) Sioux Lookout, Six Nations and Fort Erie!

Once again, congratulations to the winners!





Native Family Literacy Project Update

The working group is just wrapping up its work on the Native Family Literacy project. Finishing touches are being made on the eight module package and the final draft version should be ready to go out to our volunteer piloting sites before Christmas.

We have contacted the seven programs who originally expressed interest in being pilot sites and an eighth one that just talked to us about it recently. Once we have received confirmation that they are still interested in being pilot sites, we will let all the programs know who is involved.

If any other programs are interested in being a pilot site during January and February 2008 they can contact the ONLC office.

The project's Evaluator has created two evaluation forms for pilot sites to use. One is for the parent/learners and the other for the facilitator or practitioner who is teaching the course.

Final comments, suggestions for improvement and completed evaluation forms will be sent to the ONLC office at the end of February to give staff enough time to collate results, make final changes to the program materials and prepare the final report.

Once the final changes are made, ONLC will send the final program out to all Native LBS programs and will make it available to other interested parties as well.

Respectfully submitted by

Marnie McIntosh

Distance Essential Skills Training

The fall has been a busy time for the council as our online fall course schedule got up and running using the new 7.5 Centra hosted by Contact North/ *Contact Nord*. We are excited about the upgraded platform and the benefits it

will add to the online portion of the Essential Skills course.

We are currently developing the course and are on target to pilot the course in January. Exact dates will be confirmed and an email sent out to agencies with details about the course. Expect to see it in your inbox in the New Year!

We will also be offering a daytime writing course and an evening math course that are both at a PreGED level. These will be delivered using Centra and can be signed up for using our website www.siouxhudsonliteracy.com or by calling us at 866-550-0697.

Happy Holidays from the staff at
Sioux Hudson Literacy Council.

Linda Wright

ESSENTIAL SKILLS AND ONLC MEMBERS

As a literacy practitioner in the ONLC membership you probably received a call from me some time last month. I was asking where adult literacy practitioners in the Native stream are at with implementing Essential Skills into their programming. For those of you with whom I spoke personally I want to thank you for your input and your time. Also, your commitment to adult literacy was noted in these conversations.

From your responses to this survey I was able to glean important information to help in the next stage of the partnership program which involves the Ontario Native Literacy Coalition (ONLC), Ontario Association of Adult and Continuing Education School Board Administrators (CESBA), Community Literacy Ontario (CLO) and is being lead by the College Sector Committee for Adult Upgrading (CSC).

Currently, representatives from each of the partnership members are working together to develop a handbook for adult literacy practitioners as an introduction to Essential Skills which is intended to aid practitioners in implementing Essential Skills in their programming.

Because of my previous experience working as a practitioner in the Native stream, I was asked to offer a Native stream perspective for this project. Although it is still early days, I can tell you that I have been impressed with the high degree of openness, the general mutual respect, and a wealth of creative intelligence of the other members of the Partnership Working Group, as we are

called. I hope to be working with Darlene King from Nbaakaawin Kwe: Native Women's Learning Centre in Toronto to better provide a culture-sensitive perspective to the workbook.

Currently, we are contacting some practitioners and asking for their narratives on best practices in implementing Essential Skills, which we will be including in the workbook.

We are planning to bring the workbook to you in the spring of 2008. Look forward to it.

Nida Doherty

CIPMS Update

As most of you know, the LBS field has been moving slowly towards an overall performance management system for the past 6 or 7 years.

The Information Management System (IMS) was one of the first pieces that was put in place. The Learner Satisfaction survey was another part of the plan introduced a bit later and the more recent program monitoring guidelines and program visit reports are another piece of the pie.

All streams in Ontario agree that practitioner training is a key component of getting CIPMS up and running and ONLC is very happy that there is also agreement that the message has to be consistent across the province and across streams.

Community Literacy of Ontario (CLO) received funding to develop the overall core CIPMS training for Ontario. ONLC, with CLO and the other three coalitions, has been part of MTCU's CIPMS Working Group from the beginning with the expectation that we would each adapt the final CIPMS training to meet the needs of our different communities.

A year ago, well before this round of projects began, we asked programs how they would like to have this training delivered and the overwhelming majority responded that a face to face meeting.

ONLC had hoped to provide the training this fall but since the base material is not yet available it will now be sometime in the spring. We had originally planned to hold four regional training events but we are now considering having one full-provincial event. We will let you know as soon as a location and date have been confirmed.

So what is LSA all about?

We know there is some confusion about Learner Skill Attainment (LSA) and where it fits in. LSA is one part of the draft CIPMS measures but because it is such a large and important part it is often referred to as a separate thing and it will have its own training component.

Currently we report on learner skill attainment using the five LBS learner levels, but the assessment results we use are based on a wide variety of assessment tools. The new LSA framework will give us a more reliable and consistent way to assess learner progress, both for lower and higher level learners.

It will be very practical and will describe what a learner is able to do or where a learner is able to go at the completion of their training. This should be easier for the learners to understand and will also work for other key Employment Ontario stakeholders like Apprenticeship, Job Connect and Ontario Works by clearly linking our LBS training to the models they use.

When the new framework is ready it will look at reading text, document use and numeracy skills for five (5) goal paths. The current goal of Further Education will be divided into secondary school credit study and postsecondary education. Employment stays but Apprenticeship will be added and Foundations for Independence is the new term for the goal of Independence.

Identifying core skills for all five transition paths and creating appropriate assessment tools is proving to be a much bigger task than they originally thought it would be, so in the short term nothing will change but eventually these tools will be ready for the field.

The thing to remember is that the ONLC will stay actively involved in the process to make sure the final product meets the needs of our field and we'll continue to keep you informed as the work progresses.

Marnie McIntosh



ONLC UPDATE

ONLC 20th Anniversary

The ONLC's 20th Anniversary committee has had their first meeting. The committee consists of: Cathy Noganosh – Chairperson, Pat Powell, Darlene King, Sarah Rochon, Katherine Shine, John Korycki, and Ellen Paterson. If you have any ideas or suggestions please contact the ONLC office, or contact Cathy Noganosh. Thank you, the committee looks forward to your input!

Holiday Closure

Please be advised that the ONLC office will be closed for the holidays starting Dec. 21st at 4:00 P.M. We will re-open January 7th at 8:30 a.m.

Holiday Packages

The ONLC has sent out packages containing Family Literacy Day materials. Family Literacy Day is January 27, 2008. Also included in the package is a surprise gift, so, keep your eye on the mail. If you do not receive your package, please contact the ONLC office, and I will see what I can do.

NLP Packages

Keep your eye on the mail for a package from Ningwakwe Learning Press (NLP). These are your program's free copies of the NLP's latest publications. If you would like to order more of these, or any other book, please email, phone or fax your letter to the distribution list. Also check out the NLP's website to see the new catalogue www.ningwakwe.on.ca.

Project Funding Applications

The ONLC has applied for funding. Proposals recently went to the Ontario Trillium Foundation, the provincial and federal levels of government.

Ontario Trillium Foundation

“Dance Softly For Mother Earth – An Environmental Literacy Project – An ONLC 20th Anniversary Initiative”

This proposal will assist in the delivery of significantly innovative awareness and fundraising concepts and create the foundation to build Social Community

Enterprises. This is important to ensure the sustainability of the project and more so, to assist individuals to build strength, self-confidence, and literacy while becoming more self-sufficient.

Communities have much to gain from the teachings such as the Seven Environmental Teachings – environmental literacy.

This proposal will deliver Aboriginal teachings using various vehicles; support the environment with resources such as environmental literacy curriculum, educating Native youth, mainstream public, senior citizens including new Canadians, whom, many are closely connected to the earth, and aligned with the values and traditions of Canada's Aboriginal people.

We will endeavour to have presentations made directly by Elders in senior's complexes. Senior's have a wealth of knowledge, time and want to give back. We will provide an opportunity to involve Senior citizens by asking them to participate in the creation of the “Green Feathers for Life” and in tree planting activities. It is also anticipated that some will be recruited to assist in the social Community Enterprises.

Considering the great need there is for professional people in First Nations communities, every effort should be made to encourage and assist First Nations students to succeed in post-secondary studies.

The “Dance Softly” campaign will create a positive long lasting impact for individuals, the environment and increased amounts of Green Actions is expected as a result.

The ONLC is expecting to hear about this project sometime in the new year

Provincial – MTCU Employment Ontario Network Development Fund

“Aboriginal Inclusion in Employment Ontario: Developing a New Understanding”

The two key goals of this project are:

- To enhance the capacity of the EO network to understand and serve the needs of Aboriginal clients; and
- To promote understanding and cooperation within the EO network.

In the spirit of increasing understanding and awareness of how to work with Aboriginal clients, the ONLC will offer resources and training to the entire EO service delivery network which will enable service providers to work more effectively with Aboriginal clients who come to them for

the services and support needed to succeed in today's job market.

A Resource Kit will be produced as a practical tool containing a wide variety of resources, tips, and best practices designed to expand the capacity of participants to provide excellent customer service to Aboriginal clients. Training on its use at a series of regional training workshops, will be open to all organizations in the EO service delivery network, with preference being given to those who work closely with and/or refer clients to, LBS programs.

In addition to the training on resource use, the workshops will provide participants from a cross-section of EO service delivery agencies with the opportunity to learn, share and talk together about their organizations, services and challenges. This will help them understand more about what other partners do, and the services & programs they offer, and will put each participant in a better position to see the 'big picture' and their place in it. This, in turn will give participants a greater stake in seeing EO survive and prosper as a truly integrated employment and training system with a referral protocol that work for everyone involved.

Any EO organizations not attending the trainings will receive a Resource Kit CD and ONLC, in its ongoing commitment to make www.onlc.ca a one-stop location for information on Native learners and literacy development, will post the materials on its website where anyone can access it at any time.

The ONLC should hear about this project by the middle of December.

Federal Projects – Office of Literacy & Essential Skills (OLES)

The next three projects are in no particular order

1. RAVES Project “Respecting Aboriginal Values through Essential Skills” – In and For the Workplace.”

This project will define why essential skills have been part of the Aboriginal heritage and values for thousands of years. The curriculum will be designed with Aboriginal content and cultural teachings and input will be sought from across Canada.

RAVES will provide opportunities for learners to explore the meaning and importance of essential skills in significant aspects of their lives and in the workplace. Work Plans will be designed to allow individuals to place

themselves in situations where each of the nine essential skills will be identified, analyzed and applied.

Essential Skills practitioners will guide learners to identify the essential skills needed to accomplish the tasks in a real or imagined workplace. They will elaborate on how they can improve these skills and why raising their knowledge level is necessary. The exercises will build needed understanding and open individuals to the acceptance of gaining essential skills.

The RAVES Project is original because it defines and provides experiences with the nine essential skills in and out of the workplace using traditional teachings and encourages individuals to apply these skills to their own lives.

This project, relationship, partnerships and learning opportunities will provide employers with motivated employees and deliver higher skills from potential future employees resulting in higher productivity and increased profitability.

Essential Skills practitioners will receive professional development to properly guide learners through the process of understanding and using the RAVES curriculum.

The RAVES project is a Native based teaching tool for use in educational and workplace environments. This additional educational tool and resource will culturally demonstrate the values of essential skills and promote increased learning to build Canada's Knowledge Advantage within Aboriginal communities.

2. Aboriginal Labour Force Development in Ontario: A Collaborative Approach

The Workforce Connex forums created opportunities, at the provincial level for private and public sector organizations to discuss issues related to Aboriginal entry into the skilled trades and apprenticeship programs. This proposal builds on the Connex concept by moving it down to the local and regional level and expanding the area under discussion to include all employment opportunities for Aboriginal Canadians in Ontario.

From their experience working with Aboriginal Canadians, literacy and essential skills providers and Aboriginal Human Resource Development Agreement (AHRDA) holders know that, for a wide variety of reasons, a percentage of the Aboriginal population are not in a position to get a Grade 12 diploma or GED, the pre-requisites for most apprenticeship positions. For many of these clients the route to meaningful employment will

come through targeted literacy, life and essential skills training.

This project is unique in that Employment Ontario service providers, especially literacy and essential skills providers, will work closely with AHRDA holders, the Métis, and UOI to reach out to businesses and labour groups around Ontario with the express purpose of seeking collaborative, innovative and creative ways to use existing Aboriginal support resources to serve the needs of Aboriginal Canadians who are seeking entry into the workplace.

This will result in a true Win – Win situation for everyone involved.

- ONLC will gather information on the current and future Aboriginal labour market in Ontario that will be used to inform future research and development.
- Employment Ontario service providers, especially literacy and essential skills providers, will be able to develop targeted, culturally-sensitive training programs to prepare Aboriginal Canadians for real, sustainable, long-term employment.
- AHRDA holders will gather labour market information specific to their needs to prepare and place more Aboriginal clients in the workforce with an increased assurance that those placements will result in sustainable, long-term employment.
- Businesses will see the advantage of literacy and essential skills training, both pre and post employment, for their workforce and they will ultimately benefit from staff who are better prepared for the workplace, resulting in an increase in productivity and profitability and a decrease in staff turnover and lost time.
- Aboriginal Canadians who want to take their rightful place in the workforce will receive the kind of culturally-sensitive, relevant support and training they need to obtain secure, sustainable, and financially rewarding employment.
- Finally, more adults being gainfully employed will not only reduce the demand on social services in the province, it would also increase Ontario's productivity and ability to compete successfully at the provincial, national, international and global level.

ONLC, the Aboriginal Peoples Directorate, the Métis Nation and UOI will share a template based on this approach with their agencies within Ontario, and with provincial literacy and employment training partners across Canada. This model of Best Practice can be successfully used in any other area of the country where Aboriginal Canadians still lack the literacy and essential

skills needed for full participation and success in the workforce and in their daily lives.

3. Aboriginal Pre-Employment Life Skills (APELS) Program: In Search of a National Solution.

Many outside factors contribute to Aboriginal adults voluntarily exiting upgrading programs before reaching their goals. Experienced literacy experts believe they simply do not have the necessary base of essential life skills to 'learn' and, more importantly, they lack the belief that they CAN learn, let alone succeed in today's world.

These literacy experts represent provinces with high Aboriginal populations and they agree that the chronic lack of these basic skills presents a consistent and ongoing challenge for Aboriginal Canadians who are interested in preparing for the workplace. This project offers a national solution to this problem.

Lead by a National Advisory Committee, a Research and Curriculum Development team will work closely with Aboriginal practitioners and learners to develop a pan-Canadian program that is relevant and culturally sensitive to the needs of Aboriginal Canadians.

This process will include researching Native beliefs, teachings, and traditions across Canada to find universal symbols, such as the Medicine Wheel, and Tree of Life, which echo with meaning in every culture. This will ensure the resulting training package meets the needs of all Aboriginal Canadians and can be used anywhere in this country.

The remainder of the project will be used to pilot these materials in First Nations and Métis communities in Ontario and partner provinces and gather data from the practitioners and learners involved at the grass roots level. The pilot sites will be chosen to reflect a variety of diverse settings such as remote and isolated northern on-reserve programs, on and off reserve programs in small communities, and those operating in urban centres like Winnipeg and Toronto.

By the end of this project practitioners across Canada will have a modularized tool that provides them with the option of mixing and matching modules to provide 'just in time' training that will respond to each learner's individual needs. It will also create the opportunity for future modules on different topics to be designed and added to the program as needed, financing and time allowed.

The ONLC should hear about these projects by the end of Feb., 2008

Common Experience Payments(CEP) Information

It has come to our attention that some people who are receiving Ontario Disability Support Program(ODSP) and Ontario Work(OW) benefits have been informed by their workers that their Common Experience Payments(CEP) could render them ineligible for provincial support programs. For example; one individual was told that if he had more than \$5,000.00 in the bank after 6 months of receiving the CEP payment that he would be cut off his benefits. **This is not the case.**

Please forward this information to all your contacts and clients.

Please take note: Former Indian Residential School Students who will be receiving Common Experience Payments(CEP) or (IAP) Independent Assessment Process monies from the Government of Canada.

Indian Residential School payments are non-taxable. The payments are not to be considered income or assets if they are under \$100,000.00

If a client receives a Common Experience Payment it is not to effect their social benefits in any way, including;

- Ontario Works (Welfare)
- Ontario Disability Support Payments (ODSP) or (Disability Cheques)
- Canada Pension Plan (CPP)
- Old Age Security

Use the following address to see more information

http://www.mcsc.gov.on.ca/NR/MCFCS/ODSP/ISDIR/en/4_6.pdf

Employment Insurance (Unemployment Cheques)

If a person is on EI the money that they receive for CEP or IAP is not considered income.

According to Maria Ansoar with INAC:

"It is our understanding that EI is exempt. The CEP is not considered income. If you do run into problems with this, let me know and I will follow up."

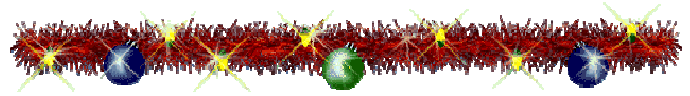
Please follow the link below to the Service Canada Web Page.

<http://www.servicecanada.gc.ca/en/goc/cep/affect.shtml>

Should you have any questions please feel free to contact me.

Jo-Anne Miller
Ontario Aboriginal Health Advocacy Initiative

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Learners' Section

MANY EMOTIONS

I was frightened walking towards the hospital doors after the four-hour ride from Sioux Lookout to Thunder Bay knowing I was going to see my best friend lying in a hospital bed. The tubes and wires in and around him, the beeping of the machines, the air pumping in to his lungs... When the time came to see him, fear, frustration, sadness, and anger all rushed through my body. There was nothing I could do to help him. I tried to talk to him like I always do but it was not the same there was no laugh or the response of his voice. I started to cry. Too many emotions and nothing I could do. My family gripped me tightly to help me feel more secure while this was going on. I heard a voice it was the doctor he needed to speak to us. We all looked at each other with nervous eyes. Then came the words I never thought I would hear, "There's nothing we can do for him." My anger gets the best of me, "What do you mean you can't do anything for him? You will do something!" I say. My family tells me to settle down it's not the doctor's fault. I realize they're right. It was the biggest disappointment of my life to let him go. It was hard to watch his last heart beat; the last rise of his chest, to know he was gone. I was sad but to know he is now in a better place made me happy. I still feel I could have helped him, but what could I have done? I still have my pride and I know he's still with my family and me.

John Sever
Sioux Hudson Literacy Council

When The Sun Rises

When the sun rises... you're still not here
 Another lonely empty day ahead of me
 When the sun rises... I want to stay in bed
 Because thoughts of you flood my head

When the sunsets... I'm still alone
 Another night spent missing you
 When the sunsets...

I think about the things I did wrong
 To make you stay away so long

When the stars come out... I make my
 Wish

The same wish as every other night
 When the stars come out...

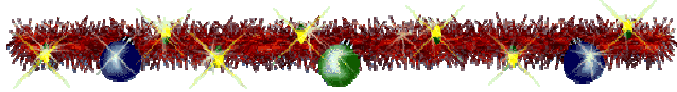
Another wish that won't come true

My only wish is you

When the sun rises... You're still not there

Sheila Howe

Native's Women's Resource Centre of Toronto

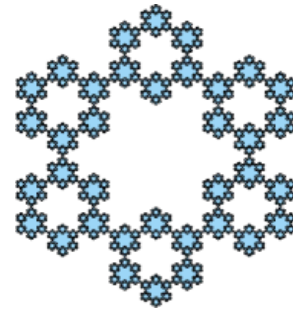


PROGRAM UPDATES



Wishing you, your program
 participants and families a safe
 and restful Christmas and the
 best of health and prosperity in
 2008.

*The Learners, Board of Directors and Staff of
 the Peterborough Native Learning Program.*



The Aamjiwnaang Alternative and Continuing Education program learners, staff and volunteers wish to extend a "Seasons Greetings" to the O.N.L.C. staff and all Native Literacy Program learners, staff and volunteers throughout Ontario. We look forward to working towards common goals together in the new year to come.

Chi-miigwech!!



FIRST NATIONS TEACHINGS AND STORIES

The ONLC devotes a section of each newsletter to Native Teachings and stories to help share the Culture and beliefs.

Please feel free to share this with your learners and if you have any submissions in the future, do not hesitate to contact us.

Mohawk Word Set

English	Mohawk
One	Enhskat
Two	Tekeni
Three	Ahsen
Four	Kaye:ri
Five	Wisk
Man	Ron:kwe
Woman	Yakon:kwe
Dog	Erhar
Sun	Karahkwa
Moon	Ehnita

Water	Ohne:ka
White	Kenra:ken
Yellow	Otsinekwar
Red	Onekwenhtara
Black	Kahòn:tsi
Eat	Raeks
See	Ratkahthos
Hear	Rahron:kas
Sing	Raterennotha'
Leave	Rahtentyes

** Taken from Native Languages website



The Medicine Wheel And Health

Robert Pruitt

The Medicine Wheel is a symbol of ALL creation and the cycles of life. The circular shape of the wheel represents the earth, the sun, the moon, the cycles of life, the seasons, the four cardinal directions and the four sacred colours, and the four races of man. Movement around the perimeter of the Medicine Wheel is in a clockwise direction in keeping with the rotation path of the earth. At the center of the circle is the Creator, who sits in perfect balance. The Medicine Wheel symbolizes the individual journey we each must take to find our own path.

The Teachings of the Medicine Wheel

The Medicine Wheel teaches us the four directions and what they represent. The east is the direction of birth and rebirth. It is also the direction from which light comes into the world, and so symbolizes guidance and leadership. The south is the direction at which the sun is at its highest point, and represents youth and innocence. The south also represents summer, which is symbolic of fullness, physical strength and vigor. It is a time when people work to prepare for fall.

Symbolically, the south represents a time for preparing for the future. Additionally the south represents generosity and sensitivity to the feelings of others. The west is the direction from which darkness comes, and so is the place of the unknown, of dreams and of introspection. The greatest lesson to be learned from the teaching of the west is to accept ourselves as we really

are, as spiritual and physical beings. The north represents winter and is the true place of wisdom.

Another teaching of the Medicine Wheel is the four symbolic races on earth: white, red, yellow, and black. Each race has its own gifts that they contribute. The north is white, who brings with them mobility. The colour to the east is red, representing the world's Aboriginal peoples. The contribution of the Aboriginal peoples is the knowledge of vision. At the south is yellow, who contribute the gift of time. The colour of the west is black, who contribute the gift of reason. All races are a part of the same human family, as brothers and sisters living on the same earth. The Medicine Wheel embodies the harmony with which they are to abide by. Harmony is achieved by becoming aware of each others' cultures and practices, by not imposing one's culture and practices on another, and by sharing cultural ways with others. The races are symbolically represented in a circular format which implies that all races are equal in the eyes of the Creator, such that there is not one dominating race.

In addition to the teachings of the four directions and races, the Medicine Wheel also teaches us about the four elements: fire, earth, wind, and water. Each of these elements is distinct and powerful. The Medicine Wheel also represents the four sacred plants: sweetgrass, tobacco, sage, and cedar. These plants are gifts from the creator and help keep individuals in physical, mental, emotional and spiritual balance. These are the aspects of human nature which must be developed equally to ensure that an individual is healthy and well balanced

Medicine Wheel: A Framework for Holistic Health and Well-Being

Teachings from the Medicine Wheel provide a conceptual framework for understanding aboriginal health and for facilitating the changes required to improve and maintain that health. This framework incorporates three interrelated concepts: the life cycle, holistic health and continuum of care

The Life Cycle

The life cycle explains life through the passage of stages, including infancy and childhood, youth, adulthood and senior years. These stages of life are celebrated and correspond to the four directions, four seasons, and the four elements of the environment. The life cycle incorporates all members of the community, all at different stages of their lives. Each individual has a gift to bring and a role to play in the community. In a healthy and sustainable community, each member is able to share his or her gifts and assumed responsibilities.

Infants and children bring joy, love, curiosity and sharing to their families. This is a time for bonding, learning and nurturing during the child's formative years. The eastern direction represents peace and light and celebrating infants and children, in the same way as a new day or a new season is welcomed. Youth and young adults bring enthusiasm for life in the preparation for maturity. This is a time of choice among many paths in search for meaning and understanding. The southern direction represents this growth. Adults bring love, hope, care, and teaching. They have the responsibility to provide for children, themselves and their extended families to live a good life. As role models they make clear the vision for future generations. The western direction represents introspection or looking into one's spirit. Elder's bring wisdom, love and spiritual understanding in their roles as healers, counselors, guides and keepers of the aboriginal teachings and ceremonies. The northern direction represents spiritual strength, purity and wisdom.

Holistic Health

Holistic health incorporates the physical, mental, emotional and spiritual needs of the individual, family and community

Continuum of Care

The continuum of care, or healing continuum, incorporates health promotion, prevention, treatment/curative programs and services, and rehabilitation. Promotion encourages individuals, families and communities to enjoy a healthy balanced life. It includes sharing information, increasing awareness of health and determinants of health, and building social networks to support self determination and self-reliance. Prevention Activities address one or a group of health conditions experienced by individuals, families and communities. These activities include health education, screening and immunization, risk education (such as weight management programs), counseling and crisis management. Treatment and curative services are active interventions to address specific health conditions. Included are diagnosing, treating and curing a person experiencing ill health. Rehabilitation activities assist individuals, families and communities to become fully functional and maintain a high level of wellness. They include after-care, supportive care and on-going monitoring after the initial condition has been identified and treated These three complimentary concepts – life cycle, holistic health and continuum of care– are interrelated. Health is addressed throughout the life cycle of an individual, in a holistic way, within a continuum of care

** Taken from Accenture website



How Fire Came to the Six Nations (Mohawk)

Three Arrows was a boy of the Mohawk tribe. Although he had not yet seen fourteen winters he was already known among the Iroquois for his skill and daring. His arrows sped true to their mark. His name was given him when with three bone-tipped arrows he brought down three flying wild geese from the same flock.

He could travel in the forest as softly as the south wind and he was a skillful hunter, but he never killed a bird or animal unless his clan needed food. He was well-versed in woodcraft, fleet of foot, and a clever wrestler. His people said, 'Soon he will be a chief like his father.'

The sun shone strong in the heart of Three Arrows, because soon he would have to meet the test of strength and endurance through which the boys of his clan attained manhood. He had no fear of the outcome of the dream fast which was so soon to take.

His father was a great chief and a good man, and the boy's life had been patterned after that of his father. When the grass was knee-high, Three Arrows left his village with his father.

They climbed to a sacred place in the mountains. They found a narrow cave at the back of a little plateau. Here Three Arrows decided to live for his few days of prayer and vigil. He was not permitted to eat anything during the days and nights of his dream fast.

He had no weapons, and his only clothing was a breechclout and moccasins. His father left the boy with the promise that he would visit him each day that the ceremony lasted, at dawn.

Three Arrows prayed to the Great Spirit. He begged that soon his clan spirit would appear in a dream and tell him what his guardian animal or bird was to be. When he knew this, he would adopt that bird or animal as his special guardian for the rest of his life.

When the dream came he would be free to return to his people, his dream fast successfully achieved. For five suns Three Arrows spent his days and nights on the

rocky plateau, only climbing down to the little spring for water after each sunset. His heart was filled with a dark cloud because that morning his father had sadly warned him that the next day, the sixth sun, he must return to his village even if no dream had come to him in the night.

This meant returning to his people in disgrace without the chance of taking another dream fast. That night Tree Arrows, weak from hunger and weary from ceaseless watch, cried out to the Great Mystery.

'O Great Spirit, have pity on him who stands humbly before Thee. Let his clan spirit or a sign from beyond the thunderbird come to him before tomorrow's sunrise, if it be Thy will.' As he prayed, the wind suddenly veered from east to north. This cheered Three Arrows because the wind was now the wind of the great bear, and the bear was the totem of his clan. When he entered the cavern he smelled for the first time the unmistakable odor of a bear: this was strong medicine.

He crouched at the opening of the cave, too excited to lie down although his tired body craved rest. As he gazed out into the night he heard the rumble of thunder, saw the lightning flash, and felt the fierce breath of the wind from the north.

Suddenly a vision came to him, and a gigantic bear stood beside him in the cave. Then Three Arrows heard it say, 'Listen well, Mohawk. Your clan spirit has heard your prayer. Tonight you will learn a great mystery which will bring help and gladness to all your people.'

A terrible clash of thunder brought the dazed boy to his feet as the bear disappeared. He looked from the cave just as a streak of lightning flashed across the sky in the form of a blazing arrow. Was this the sign from the thunderbird? Suddenly the air was filled with a fearful sound. A shrill shrieking came from the ledge just above the cave. It sounded as though mountain lions fought in the storm; yet Three Arrows felt no fear as he climbed toward the ledge.

As his keen eyes grew accustomed to the dim light he saw that the force of the wind was causing two young balsam trees to rub violently against each other. The strange noise was caused by friction, and as he listened and watched fear filled his heart, for, from where the two trees rubbed together a flash of lightning show smoke. Fascinated, he watched until flickers of flames followed the smoke.

He had never seen fire of any kind at close range nor had any of his people. He scrambled down to the cave and covered his eyes in dread of this strange magic. Then he

smelt bear again and he thought of his vision, his clan spirit, the bear, and its message. This was the mystery which he was to reveal to his people. The blazing arrow in the sky was to be his totem, and his new name - Blazing Arrow.

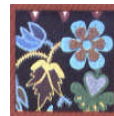
At daybreak, Blazing Arrow climbed onto the ledge and broke two dried sticks from what remained of one of the balsams. He rubbed them violently together, but nothing happened. 'The magic is too powerful for me,' he thought. Then a picture of his clan and village formed in his mind, and he patiently rubbed the hot sticks together again.

His will power took the place of his tired muscles. Soon a little wisp of smoke greeted his renewed efforts, then came a bright spark on one of the sticks. Blazing Arrow waved it as he had seen the fiery arrow wave in the night sky. A resinous blister on the stick glowed, then flamed - fire had come to the Six Nations!

** Taken from First Peoples website



'Twas the Night Before Ojibwe Christmas



By
[Tara Prindle](#)

'Twas the night before Niibaa-anama'egiizhigad, when all through the wiigiwaam
Not an awakaan was stirring, not even a
waawaabiganoojiih;
The moccasins were hung by the smoke hole with care,
In hopes that Miigiwe Miskwaa Gichi Inini soon would be
there;
The abinoojiihyag were nestled all snug in their
nibaaganan,
While visions of ziinzibaakwad danced in their
nishttigwaan;
And nimaama in her moshwens, and I in my
makadewindibe,
Had just settled down for a long biiboan zhiibaangwashi,
When outside the wiigiwaam there arose such a clatter,
I sprang from the nibaagan to see what was the matter.
Away to the waasechigan I flew like inaabiwin,

Tore open the shutters and threw up the gibiiga'iganiigin.
The dibik-giizis on the breast of onaaband
Gave a shine like duct tape to objects zazagaamagad,
When, what to my wondering nishkiizhigoon should
appear,

But a miniature toboggan, and eight tiny waawaaskeshi,
With a little old driver, so lively and wajepii,
I knew in a moment it must be Miigiwe Miskwaa Gichi
Inini.

More rapid than migiziwag his coursers they came,
And he whistled, and biibaagi, and izhi-wiinde by name;
"Now, Bimibatoo! now, Niimi! now, Babaamishimo and
Moozhikwe!

On, Anang! on Zaagi! on, Animikii and Wawaasese!
To the top of the porch! to the top of the wiigiwaam!
Now Bimibide! Ipide! Ombibidemagad!"

As dry leaves that before the wiindigoo fly,
When they meet with INAC, mount to the sky,
So up to the apakwaan the coursers they flew,
With the tobaggan full of toys, and Miigiwe Miskwaa Gichi
Inini too.

And then, in a twinkling, I heard on the apakwaan
The prancing and pawing of each little inzid.
As I drew in my inji, and was turning around,
Down the chimney Miigiwe Miskwaa Gichi Inini came with
a bound.

He was dressed all in gipagawe, from his head to his foot,
And his clothes were all tarnished with bingwiand and
soot;

A bundle of toys he mangiwane on his back,
And he looked like a adaawewinini just opening his pack.
His ishkiinzigoon -- how they twinkled! his inowan how
merry!

His miskwanowan were like roses, his nose like a choke-
cherry!

His droll little indoon was drawn up like a bow,
And the beard of his chin was as white as
gichimookamaan;

The stump of a opwaagan he held tight in his
wiibidaakaajiganan ,
And the smoke it encircled his head like a
miskwaanzigan;
He was full up on frybread with little round belly,
That shook, when he laughed like a wiigwaasinaagan of
jelly.

He was chubby and wiinin, a right jolly old elf,
And I giimoodaapi when I saw him, in spite of myself;
A wink of his ishkiinzigoon and a twist of his mangindibe,
Soon gave me to know I had nothing to gotaaji;

He ojiwemo not a word, but went straight to his work,
And filled all the moccasins; then turned with a jerk,

And laying his ibinaakwaanininj aside of his nose,
And wewebikweni, up the smoke hole he rose;
He sprang to his toboggan, to his waawaaskeshi gave a
whistle,

And away they all onjinizhimo like the down of a thistle.
But I heard him biibaagi, ere he drove out of sight,

"Happy Niibaa-anama'egiizhigad to all,
And to all baamaapii."

[Translation in English of](#)
['Twas the Night Before Ojibwe Christmas](#)

** Taken from Native Tech website (BIA switched to INAC)



NEWS FROM THE FIELD

Free Audio Streaming Books

A useful application that makes the web more accessible to learners is audio streaming. Audio streaming is the method of delivering audio files over an Internet connection in real time. These files can be accessed from any location, as long as there is a working Internet connection. This allows for people to access audio from any location in the world, often for no cost!

There are many different uses for audio streaming. A popular option is online radio broadcasts. Most radio stations simultaneously broadcast their shows over the airwaves and on the Internet. Just pick a radio station you like, and select the "Listen Live" option.

Audio streaming is also available for books that have been recorded: pick your favourite novel and listen to it online! Listen to a reading of a new bestseller, or read along with the audio for help with a classic. Sites like [LibriVox](#) offer free audio streaming service which recruits volunteers to read public domain books.

Accessing the files requires them to be downloaded from the website, or subscribed to through a service such as [iTunes](#). After downloading, the files can be opened in a media player like iTunes, Windows Media Player, or RealPlayer. Plug in your speakers or headphones and enjoy!

On-Line Games for Learners

If your learners are into games and puzzles, have we got three sites for you. First of all, there is a fun math game, it's called Cash Counter. It offers 4 levels of play, and in three different currencies – U.S., Canada, and Mexico. The website is: www.funbrain.com/cashreg/

If you're into different puzzles and games, try the Problem Site. They offer a wide variety of games and puzzles for children and adults. On one page on the site, different puzzles are offered everyday. The address is: www.theproblemsite.com/daily_puzzles.asp

Now for a game offered by Indian and Northern Affairs Canada (INAC). This one's called the Word Wiz Trivia Game. You answer trivia questions in order to get free guesses for each letter of the secret word. The address for this game is: www.ainc-inac.gc.ca/ks/qm/game.html

You will need Flash 6 for these games. Let us know what you and your learners think of the games.



Our Story: Aboriginal Writing Challenge

The Our Story: Aboriginal Writing Challenge for the Dominion Institute is going into its fourth year and continues to grow in both submissions and support!

Our Story is a national storytelling initiative to educate Canadians about the defining moments in history that have shaped this country and its Aboriginal people. The Canadian Aboriginal Writing Challenge is a short story contest for young Aboriginal Canadians (ages 14-18 and 19-29). Participants can showcase their talent and creativity and win great prizes. The deadline for entries is March 31, 2008. Please visit the website for more details. <http://www.our-story.ca>

Contact North/Contact Nord

Welcome to the Contact North/Contact Nord Network! We are pleased to be providing Ontario's literacy agencies, networks, and provincial organizations with access and

related services to the Network's 7.5 version of the CENTRA web conferencing platform.

Contact North/Contact Nord recently celebrated 20 years of highly successful servicing of Northern Ontario's communities and residents with increased access to educational and training opportunities, in partnership with Northern Ontario's Colleges, Universities and School Boards, via the Network's Internet technologies, videoconferencing and audioconferencing platforms. The Network eagerly anticipates providing its e-Channel version 7.5 services to you, your colleagues, and to learners across the province.

The Network's 7.5 version of the CENTRA platform features many additional tools and functionalities that the version previously available to your agencies, networks, and organizations did not offer. Additional training will be necessary for anyone who will be using the Contact North/Contact Nord e-Channel platform. For the Technical Staff providing e-Channel administration support at your Centre, training will also be available.

In order to lead a session on the 7.5 server, instructors/leaders must participate in the e-Channel Training Program. The Instructor Training Sessions include *Level I Part A*, a 90 minute introduction to the 7.5 CENTRA platform; *Level I Part B*, a two-hour session to acquire the skills to lead a session on 7.5 CENTRA, and three half hour *e-Essentials* sessions to ensure success in using the 7.5 sharing tools. Level II Agenda Builder training will be available to those instructors/leaders that will be uploading content for their e-Channel course/meeting sessions.

It is highly recommended that the practitioners, who work at the literacy agencies themselves and who may be helping learners to access the e-Channel platform, participate in the Level 1 e-Channel instructor training to better prepare them to help the learners at their site to be successful in their e-Channel Literacy experience.

e-Channel booking forms will be available to book your required sessions on Contact North/Contact Nord's e-Channel 7.5 CENTRA server. We suggest that there be one person chosen, in each organization, who will be responsible for submitting the booking form. A short e-Channel Schedulers Training Session, on the details of booking sessions on the e-Channel platform, will be available to those individuals booking the sessions on behalf of your organization. It will be crucially important to have all booking forms completed, in a consistent manner, for the purposes of accurate scheduling and the data collection.

Michelle Eady has joined with Contact North/*Contact Nord* as a research consultant and e-Learning Specialist. Many of you know Michelle from her ongoing work with the Sioux Hudson Literacy Council. Michelle looks forward to working with you, in her e-Channel role with Contact North/*Contact Nord*. She can be reached at michelle@contactnorth.ca or at 807-737-2680.

Literacy Basics

Literacy Basics (www.nald.ca/literacybasics) is a free, self-directed online training website for Ontario literacy practitioners. This innovative training website was researched, written and designed by Community Literacy of Ontario (www.nald.ca/clo).

Literacy practitioners have challenging jobs with an ever-increasing demand for new skills and knowledge. Literacy Basics has been designed to help busy literacy practitioners access needed training at convenient times and locations. The training modules on Literacy Basics are self-directed; therefore participants can choose content and tools appropriate to their interests, needs, and skill levels.

Literacy Basics removes many of the barriers to training faced by literacy practitioners. It reduces travel time, travel costs, and scheduling conflicts. It also minimizes the lack of local availability and the lack of time to attend training in more traditional settings.

Literacy Basics contains the following training modules:

1. Initial and Ongoing Assessment
2. Instructional Strategies
3. Exit and Follow-Up
4. Volunteer Management
5. Self-Management Skills
6. Outcomes-Based Evaluation
7. Learner Recruitment
8. Learner Retention

Who is this site designed for?

Community Literacy of Ontario designed this site for adult literacy practitioners in Ontario. Literacy Basics is designed to benefit you if:

- You are new to the literacy field
- You are already working as a literacy practitioner and want to upgrade your skills
- You are a literacy practitioner with new responsibilities or a completely new job description
- You are a volunteer in a literacy program
- You are a board member who wants to learn more about literacy training

While Literacy Basics was designed for Ontario literacy practitioners, others will find our website valuable as well. The Literacy Basics training modules will be valuable if:

- You are a literacy practitioner in other parts of Canada or the world
- You want to know more about adult literacy training
- You are a volunteer or a volunteer manager outside of the literacy field
- You are involved with adult education or education at the elementary or secondary level
- You are considering working or volunteering with adult literacy learners

Employment Ontario Partners' Gateway

Don't forget to visit the Employment Ontario Partners' Gateway website on a regular basis, MTCU has chosen this website to be its main vehicle for information exchange about Employment Ontario at this point in time. Please visit www.eopg.ca

Did you know... That Employment Ontario has an Aboriginal Education Strategy? Check out details at: www.edu.gov.on.ca/eng/aboriginal/ today!

Lifelong Learning Needed to Strengthen Productivity and Prosperity

Ottawa – Canada has an immediate challenge to increase skill levels in its adult population to strengthen productivity and make lifelong learning a reality, says a report issued Nov. 15 by [Canadian Policy Research Networks \(CPRN\)](http://www.cprn.ca).

"We are entering a sustained period of declining labour force growth. Everyone – including older Canadians and those less educated and less skilled – should have the chance to contribute fully to the economy and to their communities," says CPRN President Sharon Manson Singer. "Failure to act on adult education and lifelong learning threatens Canada's productivity and prosperity."

The report, *Towards an Effective Adult Learning System: Report on a Series of Regional Roundtables*, calls for more learning opportunities for adult Canadians to improve their skills. It follows up on a 2006 CPRN report, *Too Many Left Behind: Canada's Adult Education and*

Training System, which found that access to learning opportunities in Canada is generally poor for less-educated adults in Canada and that adult learning systems in most provinces are fragmented and difficult to navigate.

CPRN conducted a series of regional roundtables in Halifax, Toronto, Montreal and Calgary, where people from business, labour, government, educational institutions, and others involved in adult learning developed a vision and recommendations for a more coherent, accessible and effective system. The roundtables were sponsored by the [Canadian Council on Learning's Adult Learning Knowledge Centre](#).

“Accelerating changes to Canada's workforce and the skills required by a transforming economy require action,” said Ron Saunders, CPRN Vice-President of Research and author of the roundtable report. “A better-skilled workforce is a more productive workforce, capable of generating the economic growth and personal wealth required to maintain and improve overall living standards.”

To download Towards an Effective Adult Learning System, go to www.cprn.org. For a copy of Too Many Left Behind: Canada's Adult Education and Training System, go to www.cprn.org/doc.cfm?doc=1479&l=en.

** NALD Website – Nov. 20, 2007



RECIPES

Mountain Stew

Ingredients

- About 1-2 pounds of stew meat
- salt and pepper if you chose
- Potatoes cut in to fours (use your judgement for right amount)
- Garlic powder use your own
- Fresh or canned Corn 1-2 cans
- Fresh or canned Green beans 1-2 cans
- Fresh or canned carrots 1-2 cans
- Elbow macaroni 1-2 cups

- One white onion
- Soy sauce about four to five good shakes

Directions

In large stew pot fill half with water add meat and all the seasonings, boil about 30 min, While this is cooking you can prepare your veggies. Add every thing except the elbow macaroni, Let cook for about an hour.

When the meat and potatoes are very tender add the macaroni, cook only until the macaroni is done. Also add water as needed while soup is cooking,

Note: This soup is good for ceremonies, Pow-Wows , and just about any big event, it will feed a whole lot of people and fill you up at the same time.

Christmas Ginger Snaps

Ingredients

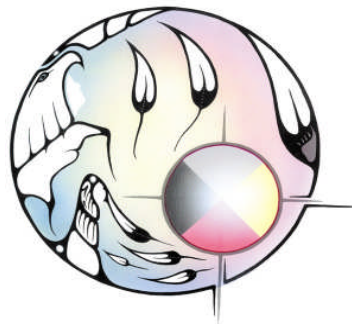
- 1/2 cup shortening
- 1 cup sugar
- 1 egg
- 1/3 cup molasses
- 2 cups flour
- 2 teaspoons baking soda
- 2 teaspoons ginger
- 1 teaspoon cinnamon

Directions

Preheat oven to 350 degrees. Put shortening and sugar in a large bowl. Beat well. Add eggs and molasses and beat until light. Stir flour, baking soda, ginger and cinnamon. Roll pieces of dough into small balls. Place onto a greased cookie sheet. Sprinkle the tops with a little white sugar. Bake 12-14 minutes. Let cool and enjoy!



**Wishing everyone a safe and enjoyable
Holiday Season and all the best for the New Year!!**



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