



OUR CHILDREN, OUR RESPONSIBILITY

Captikʷɬ CULTURAL PLAN

kʷu stəmtíma?

UPPER NICOLA BAND

This Plan made as of the 7th day of June 2021.

PREAMBLE:

Captik^{wł} (Oral Stories) is our governance instructions that are mandated by our Acmiscut Chiefs (known as the Knowledge Keepers) to ensure that the right actions are required as a responsibility to our worldview of our “Inherent Rights”. These instructions, characteristics, and ethos are shown in our captik^{wł} ceremonial display, in public rituals, in Nsyilxcen (our language) interpretive process, and in the direct exercises of practice and interests (occupation and use) that connect us to the whole of the tmx^{wł}ulax^{wł} (also known as the environment or land). The captik^{wł} ethics are the cornerstone for achieving equity maxims on government-to-government relationships.

INTRODUCTION OF k^{wł}u stəmtíma?

The Syilx people are a matriarchal society which means the people were governed by women; it was the women, mainly the stəmtíma? (grandmothers) who gave direction and support to the leadership/community.

In 2016, an enowkinwix^{wł} was held to address the concern about the number of children under the care of the Ministry of Child and Family Services. At the meeting, the women and grandmothers stated, “the children were the responsibility of the grandmothers”. In 2017, the k^{wł}u stəmtíma? held their first meeting with five stəmtíma?. Currently, there are over twenty stəmtíma? who volunteer their time; the only requirement to participate is an interest. As the stəmtíma?, they represent all facets of women.

The stəmtíma? have a vested interest in the wellness of Upper Nicola relations and community. They participate in decisions regarding children and youth in care and they organize events/activities with a focus on family wellness, including cultural knowledge, child growth and development, and personal growth.

The k^wu stəmtíma? Declaration provides a clear glimpse of their commitments.

k^wu stəmtíma? Declaration

December 15, 2020

k^wu stəmtíma? tɪ Upper Nicola, declare that the safety, well-being, and identity of Relations is a priority.

yaʒyʒát i? stəmtíma? tɪ Upper Nicola will respectfully:

- Stand up and take responsibility for our Relations
- Awaken and uphold the teachings of our ancestors
- Connect with the Relations, teach respect, self-control, and self discipline
- Raise our children to be leaders and to be ABLE
- Encourage Relations to reclaim their identity
- Demonstrate a strong and health community

k^wu stəmtíma? tɪ Upper Nicola put forth this declaration for the past, present and future Relations of the Upper Nicola

Relations – a 'traditional' term to include children and families and to not separate the two. Relations is used in the Captik^w Ethic Agreement between UNB and SCFSS.

yaʒyʒát istəmtíma i? # means "All Our Grandmothers from"

BACKGROUND OF Captikʷ Cultural PLAN

The kʷu stəmtimaʔ, along with the Upper Nicola Band, is exercising their jurisdiction to the Relations (children and families). The Captikʷ **CULTURAL PLAN** is written to include Nsyilxcen and to include traditional Syilx ways and teachings. The collaboration and commitment to ensure Syilx children know their “ways of knowing” is represented in the **Four Food Chiefs Cultural Learning and Planning for Relations**, which includes life experiences from the stəmtimaʔ.

INTENT OF THE Captikʷ Cultural PLAN

Our ancestors, our Knowledge Keepers, and our Elders have emphasized the importance of knowing who we are and where we come from. In Nsyilxcen, swit aʔ sqʷist translates to Who are you? Where do you come from?

The Captikʷ **CULTURAL PLAN** is a resource to support the **Captikʷ Ethic Agreement** and written with the intent of the Upper Nicola Band children in care, in process of adoption, or adopted to have access to and to receive teaching which are culturally appropriate, in the best interests of the child, including Relations, to maintain and/or continue to build on a positive cultural identity. The Captikʷ Cultural Plan is vital.

On January 28, 2021, the Upper Nicola Band, kʷu stəmtimaʔ, and Scwʼexmx Child and Family Services Society signed the **Captikʷ Ethic Agreement** to “deliver Services to UNB Relations” and “upheld by (SCFSS) employees”. The term “Relations” means the UNB children, families, and community. Our family relationships are inclusive of all individuals connected to our families both biological and non-biological.

The Captikʷ **CULTURAL PLAN** is a joint responsibility shared by the kʷu stəmtimaʔ, the Upper Nicola Band, Scwʼexmx Child and Family Services Society, and the parents/family members (biological and foster). For the Cultural Plan to be successful, the team must work together in a collaborative and respectful way. Direct contact with the UNB community and services is essential. The Cultural Plan includes, but is not limited to:

- Family history
- Syilx Family/Relationships
- Cultural Identity
- Syilx Cultural Values, Beliefs, and Practices

The Cultural Plan is not all inclusive; it is designed to provide general information and opportunities for learning Syilx history, language, culture, and traditions. To maintain Syilx cultural integrity, sensitivity, and safety, there are teachings not included. There may be opportunities to learn with a Syilx Elder or fluent speaker. The Cultural Plan must be modified to meet specific learning goals specific activities, appropriate for the child developmental level, and learning goals for the Relations.

Four Food Chiefs Cultural Learning and Planning for Relations

This document is a Syilx perspective to support information sharing, decision making, goal setting and implementing the action plan. It is also a resource to be used along with the Case Reviews and Recommendations.

Four Food Chiefs Perspective:	y'lmix ^w m' skemxist Chief Black Bear Wise Reflection, Traditions, and Culture	y'lmix ^w m' n'tyxtix Chief King Salmon Action	y'lmix ^w m' siya? Chief Saskatoon Berry Creativity, Vision, and Innovation	y'lmix ^w m' spitlem Chief Bitterroot Interconnectedness and Relationships
Lands and Territory	Knowledge of Okanagan Nation and each FN Band Land base Maps Learn Governance, Leadership, and the Four Food Chiefs Horses and the impact to UNB	Tours and on-site visits of the community, offices, recreation areas, and cultural sites	Responsibility of caring for the land	Family gathering Food sharing
Education and Ceremonies	Rites of Passage Honouring the Land Gathering, Hunting, Fishing Ceremony Sweat Womanhood Training Water Ceremonies – 'Feeding the Lake' Ogopogo Ceremony History of education: traditional and colonial	Horse Training Trail rides Horse clinic Unity Rides Horse Ceremony or inclusion in ceremonies Horse therapy (Traditional included) Ceremonies held at various sites ie Okanagan Falls, Minnie Lake, Douglas Lake, Nicola Lake Making an offering Prayers	Introduction of brands vs physical identification Make a leather headstall, belt, or halter Purchase equipment / supplies ie horse	Fish Lake Accord Family livestock brands Family gatherings
Take responsibility for education and actions		Visit and learn about traditional sites and Captik ^w sites Learn about residential schools, day schools, and public schools and their impact Sharing report cards with family/caregivers	Journal of learning experiences Presentation to others, include creativity and innovation Using ideas to include in the plan of improvement	Offerings given when gathering Leave the land as it was ie before gathering Family or community ceremonies/celebrations vary Family trees Understand family history
				Discuss the importance of education and doing your best

Family-History and Relationships	Determine areas that need improvement History of Okanagan Families Birth, Death, Age Transitioning History of Names Name Giving Matriarchal Society Built trust in relationships between caregiver and child(ren)	Discussion with teacher/instructor on areas to improve and suggested methods Build a positive relationship between, children, Biological and Foster/ Adoption family, and UNB FN Registration (Status Card)	Create a Family Photo Album Make a 3D Family Tree	Family/peer assistance from family to improve assignments Family Tree (recommend to involve child) Care for community/ family Roles and Responsibilities of family members Family History Confirm and/or register FN Status and FN membership Who in your friendship circle is related? How? Contact and Visitations with Family
Traditional Gathering, Hunting, and Fishing	Knowledge of place names and their meaning Teachings from men and involvement of men Learn protocols of hunting ie sweats, equipment, first kill, becoming a man Fishing Ceremony at Okanagan Falls	Gathering berries including saskatoons, huckleberries, blackberries. Learn protocols: ie entrails (Guts) placed together and branches placed on the guts Tan a hide Learn protocols of cleaning equipment before hunting Guts etc go back to the water	Make natural paint from the berries and plants and paint a picture Make a hide stretcher and lace a hide Draw a diagram of the process Label fish parts	Respect for 'family' gathering areas Map the gathering area Call spirits back when leaving the gathering place Sweats with others Sharing 'first kill' and experience with Elder
Plants and medicine	Know the plants before gathering (safe and poisonous) Learn the teachings around gatherings ie why you are gathering, only taking what is needed Offerings to the land before gathering	Gather cottonwood, sage, juniper, etc for making medicine and tea	Make a smudge bowl Draw, create and/or find an eagle feather	Understand the importance of and connection to water Offerings and prayers given before gathering Leave the land as it was before gathering Only take what will be used

<p>Music, Songs, and Dance</p>	<p>Learn the various dances and songs and their meanings ie Women’s Warrior Song, Coyote Song, Berry Picking Song, Syilx hand drum songs, Fish Song and Dance</p>	<p>Learn how to drum, sing, and dance Learn the songs and dance, Sarah Peterson’s songs Learn lahal</p>	<p>Make and paint a drum Design an outfit for dancing or regalia Design a ribbon skirt specific to event ie berry picking song, MMIWG</p>	<p>Participate in lahal games</p>
<p>Arts and Culture</p>	<p>Research Syilx and other FN beading designs Learn the natural products used for beading (hemp, silverwillow berries etc)</p>	<p>Bead on a variety of materials Gather hemp to make the rope for a fishing net</p>	<p>Support hobbies, recreation, and other areas of interest Create a design to bead Use a variety of beads (size, colour, appearance) and natural products Make products (hats, rope, shelter, fishing nets)</p>	<p>Bead a project for a family member Bead with others Have a fashion show or a show-and-tell with the products made</p>
	<p>Learn stories about the purpose of the drum, shape, and materials used</p>	<p>Make drums, rattle Tan hide Make drum ring Gather natural products as a dye (berries, plants)</p>	<p>Paint design on drum Gathering material to dye drum Create your own song</p>	<p>Drum at ceremonies, funerals, and sweats Drum at family gatherings</p>
	<p>Reflect on personal emotions and the artwork Research and study historic artwork Teaching the protocols around gathering and the use of ochre (very sacred to use) Ochre is a sacred product and gathering is private.</p>	<p>Visit Pictographs sites Create an art project Make paints using natural products (plants) Gather ochre Mural, graffiti designs</p>	<p>Create artwork, poetry, songs, or stories Paint on materials (rocks, canvas, wood) Paint using natural products Paint using ochre, if possible</p>	<p>Share artwork Talk with family members who are artists Connect picture to hunting and gathering Contest in community to display artwork Create a logo design Support community members to share knowledge with others</p>
	<p>Learn the patterns and designs and what they symbolize Research family designs Learn the stories of baskets traditional to contemporary (gathering, babies, food vessels, food trays) Learn products used for shelter</p>	<p>Gather roots, plants, and bark Gather plants and ochre for painting and colouring</p>	<p>Make a basket (cedar, birch, pine needle, bullrush, cottonwood) Make a tule mat, a model of a shelter, model of a teepee Make a cradle basket and a cradle board</p>	<p>Make a map of a gathering area Decorate with a symbol to represent area of gathering Make a model sized display</p>

	<p>Research traditional games</p> <p>Learn games specific to gender</p> <p>Learn about the races and competitions (horse races, piggyback races, cooking, knee slapping bannock)</p> <p>Learn about the importance of learning through oral teachings and repetition</p> <p>Discuss the purpose of the story and the lessons.</p> <p>Learn when (winter time) and why the captik^{w4} stories were told (roles and responsibilities, values, beliefs, social interaction)</p> <p>Lessons may be different for each person. Discuss how the stories relate to current situation/ events.</p>	<p>Learn and play lahal, knobby ball, archery, spear throw, hoop jump, rock throw</p> <p>Learn to pick needles from fir or pine branch</p> <p>Stories to share may include: Raven Tale Series captik^{w4} En'owkin Centre books/resources</p> <p>Create an item or repair something while listening to a story</p>	<p>Make traditional game equipment using various resources, ie cardboard, wood</p> <p>Create a media presentation: cartoons, movies, books, theatre, and plays</p> <p>Illustrate the story</p>	<p>Play with family and friends</p> <p>Community event (rodeo, cooking contest, games)</p> <p>Act out the captik^{w4} with family and friends</p> <p>Stories told in the pit house by Elders</p> <p>Host published writers to share their experience and encourage others with fine arts (writing, drawing)</p> <p>Interview an Elder and share their story (be creative with story)</p>
Learning Nsyilxcen	<p>Learn about nsyilxcen and the preciseness (as an oral culture) of our language</p>	<p>Learn Nsyilxcen (vocabulary, stories, songs..)</p> <p>Learn from Upper Nicola CAN8</p>	<p>Create pictures, posters, and flash cards as listed</p> <p>Create a photo journal</p>	<p>Learn through games ie hokey pokey</p> <p>Have an Elder/fluent speaker mentor</p>
Stemtima? mentor	<p>Gift giving (i.e. traditional foods, blanket, book, toy, medicine pouch, smudge set)</p> <p>Rattle with KS logo</p>	<p>Invite Relations to events</p> <p>Create a people Resource List</p>	<p>Do arts or crafts with child(ren)</p>	<p>Be directly involved with children-in-care (may not have a Stemtima? or family relations)</p> <p>Stemtima? Mentor a child-in-care (CARE Share)</p> <p>Advocate and Host events</p>

Safety and traditional protocols: add information regarding knowledge sharing (Jane and Trish), intellectual property rights,

There are traditional practices that are intellectual property rights of the Syilx only. If a child(ren) is interested in learning more about the Syilx tradition, reaching out to Syilx Elders and Knowledge Speakers is recommended.

CARE (Create action Relation Elder)

Case Reviews and Recommendations

Four Food Chiefs Perspective:	Chief skemxist Wise Reflection, Traditions, and Culture	Chief n'tyxtix Action	Chief siya? Creativity, Vision, and Innovation	Chief spitem Interconnectedness and Relationships
Education	<ul style="list-style-type: none"> - Assessment for child - Psychologist - Psychiatrist - Pediatrician - ICAN Assessments - IEP Individual Education Plan - Report Cards Assessment may also be recommended for parent(s) (eg FAS/D)	Support <ul style="list-style-type: none"> - Daycare - Infant Development - Speech and Language - Personal care and hygiene 	Make a drum, learn a song	Behaviour and Social Interaction Celebrations: Graduation
Health	Healthy Boundaries Puberty, inc menstruation and womanhood training Male support for boys Sexual education	Support <ul style="list-style-type: none"> - Counsellor - Therapy (Art, Play, Horse) - SCFSS Support Team - Personal care and hygiene 	To be able to teach about sexual education and personal hygiene in a good way without shame	Parent Support: <ul style="list-style-type: none"> - Anger Management - Children who witness violence
Family Relationships	Family Circle – enowkin'wix ^w Appreciate that First Nations have varied experiences and knowledge, including traditional teachings	Ensure family and significant people to the child is represented Ask child(ren), age appropriate and case specific, who they need present at the enowkin'wix ^w ,	Explain enowkin'wix ^w to the family and participants and the protocols (good heart and good intention)	Meet and Greet Adoptive/ Foster Parents as family members Support stemtima? (Grandmother) and/or Relatives (Transition back to the Family)
Adulthood Transition, including children with special needs	Rites of Passage Independent Living Family Planning Personal and medical care	Identification cards available (Status Cards, BCID, SIN, Medical Card) Drivers License Community Living BC (CLBC) assessment required Life Skills training Personal doctor, dentist, optometrist	Education Plan Consult caregiver or agency for other needs	Financial Skills: Allowance – Banking Skills Knowledge of agencies and services for support

Agency and Caregiver Support	Custom Adoption Roles and Responsibilities of Family, inc Foster Parents	Caregiver Assessment and Level assigned prior to or asap following child placement Family Court Support Child Development Programs		Adoptive Family Caregiver Family (regardless of child's living environment) Transition to live with Family
Caregiver Training (Foster Parent) Certified Training (Certificate Provided upon completion)	Biological family included in discussions, if appropriate	What FP training is currently provided? Number of children per foster home (tbd) to fully support the needs of <u>each</u> child and/or family grouping	Caregiver to create an album for child(ren) which includes a family tree	Meet and Greet (Bio and Foster Parents) Build a relationship with Foster Parents that <i>we</i> (determine 'we') care

13 MOON CALENDAR – Emily to assist

The ... developed a 13 Moon Calendar of Events and Activities. These are

RESOURCES		
	Website	Comments
Okanagan Nation Alliance		
ONA	Culture kits: Making a Ribbon Skirt	
Truth and Reconciliation		
TEXT AND BOOKS		
Kou-Skelowh k ^w u sqilx ^w : We Are the People: A Trilogy of the Okanagan Legends		Theytus Books Ltd., En'owkin Centre
We Get Our Living Like Milk From the Land	Armstrong, Derickson, Maracle & Young-Ing	Theytus Books Ltd., En'owkin Centre
Go Back to the Root, A Learning Resource on Syilx Families	Okanagan Nation Alliance	Okanagan Nation Alliance
Q'sapi. A History of Okanagan People as Told by Okanagan Families	Shirley Louis	Theytus Books Ltd., En'owkin Centre
Check Theytus Books for full list of resources	https://www.theytus.com/	Theytus Books Ltd., En'owkin Centre
Okanagan Grouse Woman	John Lyon. Lottie Lindley	University of Nebraska
Nature Power	Wendy Wickwire. Harry Robinson	Talonbooks
Taking the Indian out of the Child. The Syilx Indian Residential School Experience	Okanagan Nation Alliance	
Jordan's Principle		

ASSESSMENT OF THE Captik^{w4} CULTURAL PLAN – Children in Care

1. Bi-annual (every six months) review at the Review Files
2. Adequate support
3. Self Identity: Knowledge of the Syilx

Ensure we have capacity to implement , what would it look like, what are the resources required

ASSESSMENT OF THE Captik^{w4} CULTURAL PLAN – Adoption and Permanent Care

1. Cultural Identity
2. Self Identity: Knowledge of the Syilx
- 3.

Forms/Assessment process – requires information – Carol S to assist