Fidelity Workbook

Being true to our culture is being true to ourselves
Qasgiq Worksheets

Finding your center.
Encircling your youth.

These guides will improve focus and increase participation and effectiveness.
Step 1: Qasgiq Renewal
Initiating Regular Meetings and Engaging in a Yup’ik Community-Driven Process

Step 2: Work Group
Identifying Key Individuals as Instructors, Knowledge Holders and Planning Activities

Step 3: Activity
Delivering Protective Factors to Youth through Yup’ik Teachings and Practices

Step 4: Qasgiq Reflection
Coming Back to the Circle to Review, Reflect and Move through the Yup’ik Community-Driven Process
Step 1: Qasgiq Renewal
Initiating Regular Meetings and Engaging in a Yup’ik Community-Driven Process

Who attended the Qasgiq? What agencies and institutions were represented? Circle on the drum or write below.
Step 1: Qasgiq Set-Up & Delivery
Checklist (Coordinator Version)

1. Were chairs placed in a circle?  Y  N
2. Was there wood/fire/water represented in the circle?  Y  N
3. Was there opening and closing prayer?  Y  N
4. Was there a reminder about the structure of Qasgiq meetings?  Y  N
5. Were there fair representation of the community?  Y  N
6. Did everyone appear comfortable with sharing?  Y  N
7. Was there an agenda?  Y  N
8. Was there a specific topic to discuss?  Y  N
9. Was an activity or activities identified?  Y  N
10. Were past activities discussed?  Y  N
11. Was there translation provided if needed?  Y  N
12. Did the length of the meeting feel appropriate?  Y  N

Step 1: Qasgiq Set-Up & Delivery
(Respected Visitor Version)

Completed by Yup’ik team members outside of the community or local evaluators at least once a quarter during the term of the project.

1. Where chairs placed in a circle?  Y  N
2. Was there wood/fire/water represented in the circle?  Y  N
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10. Were past activities discussed?  Y  N
11. Was there translation provided if needed?  Y  N
12. Did the length of the meeting feel appropriate?  Y  N
Step 2: Work Group
(Coordinator Version)
Identifying Key Individuals as Instructors, Knowledge Holders and Planning Activities

Complete a work group attendance sheet for each activity work group. Identify who are the instructors and have back-up instructors and activity identified.
**Step 2: Work Group Checklist**

**(Coordinator Version)**

1. Were instructors identified? \( Y \; N \)
2. Were protective factors identified? \( Y \; N \)
3. Were supplies needed for the activity identified? \( Y \; N \)
4. Were safety concerns discussed? \( Y \; N \)
5. Were stories to tell the youth identified? \( Y \; N \)
6. Were logistics discussed? (eg. where to look for eggs, greens; how many boats, etc) \( Y \; N \)
7. Were costs identified? \( Y \; N \)
8. Was a recruitment plan for the activity identified (e.g. flyers, vhf announcements, Facebook, etc)? \( Y \; N \)

**Step 2: Work Group Checklist**

**(Respected Visitor Version)**

Completed by Yup’ik team members outside of the community or local evaluators at least once a quarter during the term of the project.

1. Were instructors identified? \( Y \; N \)
2. Were protective factors identified? \( Y \; N \)
3. Were supplies needed for the activity identified? \( Y \; N \)
4. Were safety concerns discussed? \( Y \; N \)
5. Were stories to tell the youth identified? \( Y \; N \)
6. Were logistics discussed? (eg. where to look for eggs, greens; how many boats, etc) \( Y \; N \)
7. Were costs identified? \( Y \; N \)
8. Was a recruitment plan for the activity identified (e.g. flyers, vhf announcements, Facebook, etc)? \( Y \; N \)
Step 2: Protective Factors (Coordinator Version)

Complete this worksheet following an activity work group meeting by marking the protective factors identified during the work group or each Qungasvik activity. Staple this sheet to the Work Group Check List. If other protective factors are identified write them in separately.

Qanruyutet: Protective Factors

Check the Protective Factors that the Work Group has identified for this activity

- Safe Places
- Opportunities
- Role Models
- Limits on Alcohol Use
- Ellangneq - Awareness
- Communal Mastery
- Wanting to be a Role Model
- Belief in Yourself
- Giving
- Praise and Affection
- Treated as Special
- Clear Limits
- Role Models for Sobriety
Step 3: Activity  
(Coordinator Version)  
Delivering Protective Factors to Youth through Yup’ik Teachings and Practices

Have all youth, adult and Elder participants sign in.
<table>
<thead>
<tr>
<th>Step 3: Activity Check List (Coordinator Version)</th>
<th>Step 3: Activity Check List (Respected Visitor Version)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete after each activity.</td>
<td>Completed by Yup’ik team members outside of the community or local evaluators at least once a quarter during the term of the project.</td>
</tr>
<tr>
<td>1. Did the instructors attend? Y N</td>
<td>1. Did the instructors attend? Y N</td>
</tr>
<tr>
<td>2. Were safety instructions reviewed? Y N N/A</td>
<td>2. Were safety instructions reviewed? Y N N/A</td>
</tr>
<tr>
<td>4. Were the protective factors delivered? (through stories, instructions, examples, etc) Y N</td>
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</tr>
<tr>
<td>5. Was the activity completed? Y N</td>
<td>5. Was the activity completed? Y N</td>
</tr>
<tr>
<td>6. Did youth share what they made or caught with others? Y N N/A</td>
<td>6. Did youth share what they made or caught with others? Y N N/A</td>
</tr>
<tr>
<td>7. Did Elders attend the activity? Y N</td>
<td>7. Did Elders attend the activity? Y N</td>
</tr>
<tr>
<td>8. Did youth have fun and/or learn something new at the activity? Y N</td>
<td>8. Did youth have fun and/or learn something new at the activity? Y N</td>
</tr>
</tbody>
</table>
Step 4: Qasgiq Reflection

Coming Back to the Circle to Review, Reflect and Move through the Yup’ik Community-Driven Process

Who attended the Qasgiq? What agencies and institutions were represented? Circle on the drum or write below.
**Step 4: Qasgiq Set-up Checklist (Coordinator Version)**

1. Where chairs placed in a circle?  Y  N
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10. Were past activities discussed?  Y  N
11. Was there translation provided if needed?  Y  N
12. Did the length of the meeting feel appropriate?  Y  N

**Step 4: Qasgiq Set-up Checklist (Respected Visitor Version)**

Completed by Yup’ik team members outside of the community or local evaluators at least once a quarter during the term of the project.

1. Where chairs placed in a circle?  Y  N
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11. Was there translation provided if needed?  Y  N
12. Did the length of the meeting feel appropriate?  Y  N
A Healing Past,
A Hopeful Future,
for Youth Today

Community: _________________________________________

Activity Name: _______________________________________

Activity Date: ________________________________________