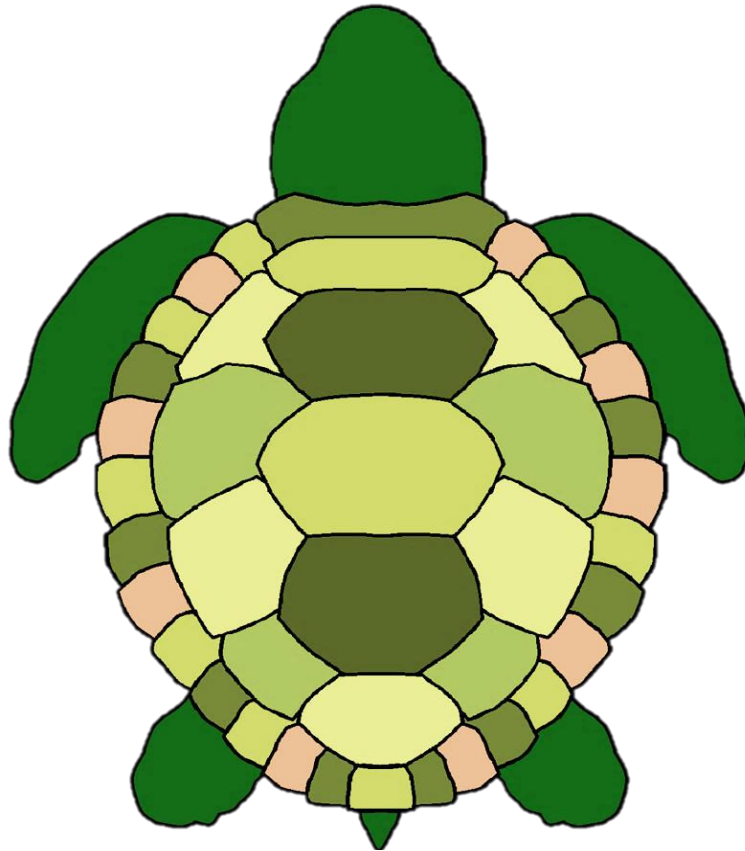


BII-ZIN-DA-DE-DAH

Listening To One Another



FACILITATOR MANUAL

Fall 2017

WELCOME TO BII-ZIN-DA-DE-DAH

Boozhoo! We are pleased that you have agreed to help facilitate this family program! **The ultimate goal of the Bii-Zin-Da-De-Dah Prevention Program is to promote the mental health and well-being of Anishinabe youths and their families.**

We plan to use the traditional teachings of Anishinabe Elders and ancestors as tools toward this goal. It is our belief that traditional culture, ideals, morals, values, and knowledge offer healthy alternatives to unhealthy behaviors.

Throughout this program we will talk about **Minobimaadiziwin “A Good Way of Life”** and what that means to Anishinabe people. We will assist program participants to discover and strengthen their cultural identities and to promote community wellness through the teachings and practices of traditional Anishinabe ways.

It is our belief that we cannot promote the well-being of youth without working with the family as a whole. Families have a big impact on the daily lives of our young people. For this reason, we think it is important to encourage the involvement of parents and youth.

We also want to say that we will be using the word “parent” throughout the sessions, but we are not referring to only a biological mother or father. We think of anyone responsible for raising a child and helping them grow up to be happy, healthy and whole individuals to be a person in the role of a “parent.”

During the program, parents and children will participate together in family group activities as well as in separate activities. This allows us to have age-appropriate curriculum for the youth and allows the adults to talk about parenting.

Raising kids can be difficult, but it is also very rewarding. We will be talking about the good aspects of parenting from two cultures: the Anishinabe and the European American culture. We believe that it is important to be proud Anishinabe people and hold onto traditional ways, while also changing and adapting to new ways of living and parenting.

We highly encourage the inclusion of spiritual and ceremonial observances to take place at each session. Opening each session with smudging is an excellent way to separate the outside worries from the session. We also recommend incorporating a closing prayer at the end of each session.

One family at a time, we can make our reservation a happier, healthier, and safer environment for our children and for the generations to come.

****Disclaimer:** This manual will be utilizing Ojibwe double vowel and phonetic language systems. We recognize that there are variations in spelling from region to region. The words Anishinabe, Ojibwe, and Native American may be used interchangeably.

PREPARATION

Before Each Session

Before each session, we recommend you take a few minutes to review this list. Having everything prepared before the session begins will help it go smoother, quicker, and make the experience better for the families. These are things you will need at every session.

BEFORE THE SESSION

- ☐ Take about 30 minutes to review the session material **prior** to arriving at the meeting site.
- ☐ Arrange for a Guest Elder to attend the session and give them information about the session topic.
- ☐ Schedule the meal to be catered, prepared or delivered.
- ☐ Check the **supply boxes and plastic facilitator tote** and ensure all necessary materials are included.
- ☐ Review the assigned Adult and Youth Workbook pages to be familiar with their activities.
- ☐ Watch any videos that are part of the session – test the audio and video functions.
- ☐ Check the material and preparation check list that is specific to the session and compile the necessary supplies you may need.

ARRIVING AT THE SESSION FACILITIES

- ☐ Arrive at the meeting site 30 minutes **before** the session to prepare for the activities.
- ☐ **Locate** the restrooms, water fountains, first aid kit, and emergency exits in the building.
- ☐ Ensure that there are trashcans available and are within reach for the **disposal** of paper plates, silverware, and other trash items.
- ☐ **Set up** a table that holds lanyards, name tags, markers, raffle supplies and workbooks.
- ☐ Put on a **name tag** or wear your **BZDDD lanyard** even if everyone knows your name.
- ☐ **Display** the Attendance Chart and have stickers available to mark family attendance.
- ☐ Double check any video or audio **equipment** to make sure it is in working order.
- ☐ Ask the Guest Elder to arrive a few minutes early to **review** the session materials.
- ☐ Have a camera or phone ready to take **pictures** during the session.

PREPARATION

Supply Boxes & Weekly Necessities

Before each session, take a few minutes and ensure that all necessary supplies are in the supply boxes. You may not use all of the supplies in the box, but keeping them all in one place will make them easier to keep track of.

The Supply Boxes

The supply boxes have been pre-filled and prepared with almost all of the materials you will need to facilitate each weekly session. A list of the materials included in the two supply boxes is shown below:

☐ Pens and Pencils ☐ Markers ☐ Crayons ☐ Construction Paper ☐ Scotch Tape ☐ Glue, Glue Sticks, Glue Dots ☐ Scissors ☐ Stickers and Eye Stickers ☐ Ball of Yarn or String ☐ Chart Tablet Markers ☐ Dry Erase Markers ☐ Deck of Cards ☐ Index Cards ☐ Blue and Red Cups ☐ Plastic Table Cover ☐ Sacred Tree Puzzles	☐ Raffle Tickets and Raffle Jar ☐ Crayons ☐ Pencils ☐ Pencil Sharpeners ☐ Pencil Erasers ☐ Ribbon ☐ Rhinestones ☐ Washi Tape ☐ Scrapbooks ☐ Paper Sacks ☐ Paper Squares ☐ Hole Punch ☐ Light Up Button ☐ Mishomis Coloring Books ☐ Minobimaadiziwin Board Game ☐ Book: Walking Toward the Sacred
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There are some materials that you will only need once during a single session. These are found in the [Materials](#) list and instructions are provided in the [Preparation Checklist](#) at the beginning of each session.

There are numerous materials you will need at **EVERY** session. The material list below is important to review before every session to be sure you have all of the required materials to meet the objectives of each week.

Things You Will Need At Every Session

☐ Supply Boxes ☐ Plastic Facilitator Tote (see below) ☐ Attendance Chart and Stickers ☐ Raffle Tickets and Raffle Jar ☐ BZDDD Lanyards and Name Tags ☐ Program Workbooks ☐ Take Home Booklets	☐ Smudge for Guest Elder ☐ Tobacco (asemaa) ☐ Camera or Phone with Camera ☐ Multiple Talking Circle Symbols ☐ Chart Tablet ☐ Gift Cards and Receipts ☐ Weekly Session Evaluation Forms
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Plastic Facilitator Tote

☐ Sign In and Photo Consent Forms ☐ Name Tags and Lanyards ☐ Smudge Kits ☐ Tobacco Pouches ☐ Tobacco ☐ Facilitator Manual (w/ BZDDD DVD) ☐ Facilitator Training Manual	☐ Facilitator Folder • Example Scrapbook Pages • Example Puppet • Sacred Tree Puzzle Handout • Emotion Gauges • Anger Busters and Producers • Jeopardy Game Cards • Trust Activity Walk Slips • Gifts and Values Slips • Ojibwe History DVD
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USING THE MANUAL

How the Program is Set Up

The program is set up in **14 Sessions**. We suggest planning about 2.5 hours for each session, including a group meal. The highlights of the program are provided below, along with information on how to use the manuals and general program logistics.

Symbols:

Symbols are used throughout this manual to help direct you to what is coming next and prepare materials when needed. The symbols mean:



Take Pictures



Video to Show



Take Home Activity



Raffle Tickets



Talking Circle

Program Highlights:

- **As the Families Arrive-** When families arrive, the facilitators will be very busy. Have one facilitator assist every participant sign the "Session Sign In and Photo Consent" form. Another facilitator should assist youth putting a sticker on the Attendance Chart and helping families get their materials. Facilitators will distribute adult and Youth Workbooks and BZDDD lanyards with name tags that are kept in the family folder in the plastic facilitator tote.



- **Workbooks and Take Home Booklets-** Each eligible child will receive a Youth Workbook and a Youth **Take Home** booklet. One Adult Workbook and one Adult **Take Home** booklet will be assigned to each family to share. Facilitators will collect the Workbooks at the end of each session and store them in the family folder in the plastic facilitator tote.
- **Attendance Chart-** During each session check-in, the kids will put a sticker on the family Attendance Chart. Facilitators will hand out an attendance raffle ticket to each child as they sign in. Make sure to write the child's name on the ticket we keep before putting it into the Raffle Jar – or we won't know who won the raffle!

- **Session Opening-** During each session opening, facilitators will gather families together and thank them for participating in the program. A facilitator or participant should offer tobacco (asemaa) to the Guest Elder before asking them to open the session. The following suggestions can be utilized during the opening:
 - Ask the Guest Elder or family member to give an opening prayer.
 - Ask the Guest Elder or family member to smudge to open the session.
 - Ask the Guest Elder to say a few words on the night's topic.

- **Italics-** Sections of the manual facilitators that should be read out-loud are indented and in italics throughout the program manual.

A variety of discussion formats are used for this section.

- **Raffles-** We plan to hold two raffle drawings: one towards the middle of the program, and another at the celebration feast. Youth will be eligible to get a raffle ticket each week for attendance, and youth will also receive a raffle ticket for each Take Home assignment they have completed. Youth also receive additional raffle tickets during some session activities. If the youth attend each week and they complete the Take Home assignment each week they will increase their chance of winning!



- **Pictures-** Facilitators will need to take pictures during the sessions. There are reminders in the manual suggesting good times to capture pictures. There are also suggestions that families take pictures of their own during their weekly Take Home activities. You may need to think of the best ways for families to get their pictures printed and developed. In Session 13, the families will assemble a scrapbook and much of the scrapbook will be made up of pictures of families participating in the program.



- **Videos-** Most session videos are viewable via both internet URL or the provided DVDs. A few videos are only available via internet URL. When utilizing the internet for viewing videos, please be sure to check that the meeting location has a fast enough internet connection for viewing web links. Also be sure that you have a video screen or projector large enough for all families to be able to watch the videos.



The videos designated as **BZDDD Video** were made specifically for this program! In cooperation with local Prevention Research Councils (PRCs) a team of researchers and videographers came to each of our partner communities to conduct interviews and filming. Each film features insights and interviews with Elders, service providers, professionals, parents, and youth.

All of the BZDDD videos can be watched via the internet at:

<https://www.youtube.com/playlist?list=PLtHXRv86W9IbeIXiIPsv1kDxIOqBRoBN>



- **Talking Circles-** Talking circles are utilized as a way for families to communicate and build active listening skills. We encourage using the format during the sessions throughout the program. Families are also assigned Take Home activities that include practicing the talking circle format at home.
- **Youth and Parent Breakout Sessions-** During most sessions there will be times that parents and youth are separated for activities. Parents and youth should separate to different rooms or different parts of the building. A facilitator should be with each group during the breakout sessions. We can expect that this break may be an appropriate time for bathroom breaks. Try to give families a timeframe to keep things moving on schedule. You will want to keep the youth in the area where you started as they will be using crayons, markers, and other materials from the supply boxes. Parents will want to take their Adult Workbooks and pens or pencils with them to their breakout area. When the breakout sessions are complete, families will be gathered together for final activities, announcements, and **Take Home** assignments and instructions.
- **Session Closing-** This time is for gathering families back together and thanking them for participating in the program. This also includes gathering any materials that need to be collected and cleaning up the meeting space. The following should always be completed during each session closing:
 - Ask the Guest Elder or a family member to give a closing prayer.
 - Collect Adult and Youth Workbooks or any other paperwork in the family folders in the plastic facilitator tote.
 - Collect BZDDD lanyards and put them in the family folders.
 - Pass out visa gift cards and get receipts signed.
 - Complete the weekly session evaluation form for each session.

Program Logistics:

- **Facilitators** - Three facilitators should be present at each session. Two of the facilitators will work with the youth and one will assist the parents during breakout sessions. If three facilitators are not available, two facilitators may work together to deliver the program content. In this case, one facilitator will work with the youth and one facilitator will assist the parents during breakout sessions.
- **Meals** - The curriculum is set up with the meal at the beginning of each session along with an opening and traditional blessing of the food. Depending on the time of day, your session may flow better with the meal at the end. You may adjust accordingly, but make sure to always include the Welcome and Opening for each session.

- **Offering Tobacco** – Tobacco may be offered at the beginning of each session to model the proper way of offering tobacco for families. Tobacco could also be used when approaching Elders about attending sessions and during sessions when appropriate.
- **Guest Elders Participation** - One Guest Elder will be invited to each session and paid an honorarium of a \$50 Visa Gift Card (Tan 'Thanks' Card) for participating. We have found that Elders enjoy their participation and by inviting different Elders each week, families become familiar with several of their local Elders.
- **Gift Cards and Receipts** - One adult from each family will receive a \$20 Visa Gift Card (Red Card) and ALL eligible youth will receive a \$10 Visa Gift Card (Blue Card) for participating in the weekly sessions. Additional family members will not receive payment for attending. All participants who receive a gift card will be required to sign a receipt.
- **Additional Family Members** - We encourage extended adult family members (Grandparents, Aunts and Uncles) to attend the sessions. For purposes of successfully running the activities during the programming, we discourage youth who are NOT age eligible from attending. Younger youth will likely get bored during the program and may distract the families from their one-on-one and group work and older youth (especially those who may already be engaging in some negative behaviors) may influence the younger youth to not participate in the program activities.
- **Photo Development** - Facilitators will need to arrange for photo development for session photos and help families with their own photo development as needed. Photos will be used during the scrapbook activity in Session Thirteen.
- **Weekly Session Evaluation and Online Fidelity Logs** - Complete the brief one-page 'Weekly Session Evaluation' form for your records at the end of each session. Remember to go online to the fidelity survey link every week to complete the online weekly session evaluation BEFORE your next session. This is CRITICAL to measuring the success of the program. The online fidelity survey can be accessed at: <https://tinyurl.com/bzdddeval>.

SESSION ONE

Welcoming Feast *Ashangewin*

SUMMARY:

This session's activities focus on welcoming families to the program. We will be reviewing the format of the meetings and talking about the different types of activities the families will be doing together. It is very important to emphasize to the families the importance of their attendance and participation throughout the entire program.

SESSION OVERVIEW

- **Welcome and Introduction**
- **Overview of Program**
Expectations and Activities
- **Bii-Zin-Da-De-Dah Video**
The Sacred Tree
- **YOUTH: Individual Activity**
Sacred Tree Puzzle
- **PARENT: Group Activity**
Talking Circle with Worksheet
- **FAMILY: Group Activity**
My Family Values

OBJECTIVES

By the end of the session, we hope participants will:

1. Feel welcomed to the program and be enthusiastic about upcoming sessions.
2. Understand what is going to happen during each session.
3. Be able to identify three or more Anishinabe values.

MATERIALS:

- | | |
|--|--|
| ☐ BZDDD Lanyards and Name Tags | ☐ Sacred Tree Puzzles |
| ☐ BZDDD Video: The Sacred Tree | ☐ Sacred Tree Story Puzzle Handouts |
| ☐ _____ | ☐ _____ |

PREPARATION CHECKLIST:

- ☐ Before the session starts, ask the Guest Elder to review the Sacred Tree Story Puzzle Handout.
- ☐ Set out enough Sacred Tree Puzzles for each eligible youth.
- ☐ Have enough Sacred Tree Story Puzzle Handouts for each eligible youth.
- ☐ Review and set up the video – test the video before participants arrive.
- ☐ Identify what objects you will use for Talking Circle Symbols.

As the Families Arrive

15 min



Welcome each family as they arrive. Give each family their workbooks as they check in and ask them to write their names on the front of the workbooks and booklets. Have all participants sign the "Session Sign In and Photo Consent" form. Ask the kids to put a sticker on the family Attendance Chart. Hand out an attendance raffle ticket to each child as they sign in, writing their name on the ticket we keep and put it into the Raffle Jar. If the families have questions, you can let them know you will explain the raffle when all the families have arrived. Ask families to put their name on their family folder and let them know this is where we will keep their workbooks and also photos for the scrapbooks. Youth can decorate the folders if they would like to while they wait for the other families to arrive.

Have the families do a starting activity while waiting for everyone to arrive.

While we are waiting for all the families to arrive, you can decorate your family folders if you would like, or kids can turn to the back of the Youth Workbook and you will see an activities section. We are building pages for the scrapbook we will make in Session 13, so if you want to use crayons or colored pencils, you can work on some of those activities.

(If meal is held at the end of the session, proceed to Welcome.)

Meal

30 min

Once all of the families have arrived, introduce the Guest Elder to the group and thank them for attending. Present tobacco (asemaa) to the Guest Elder and invite him/her to perform an opening prayer and a blessing of the food. After the prayer is complete, let families know where plates, silverware, and beverages may be found and where the garbage cans are located. Remind families to throw away their items and clean up their area after the meal.

Mingle with the families during the meal. Please spread out and sit with the families. After people have finished eating, make sure that the area is cleaned up and ask others to help if necessary. Set aside any leftover food and redirect the group to their seats.

Welcome and Overview of the Program

25 min

Introduce yourself to the group and welcome everyone to the session. Reinforce to the families how important their participation is. Make sure all adults and youth have their workbooks.

We couldn't do this program without you. Thank you for taking time out of your busy schedules to join us. We are excited to have you here!

Please turn to the first page in your workbooks where it says Welcome! Boozhoo!

Boozhoo! Thank you for joining us for this 14 week program! The ultimate goal of the Bii-Zin-Da-De-Dah Prevention Program is to promote the mental health and well-being of Anishinabe youth and families.

We will utilize the traditional teachings of our Anishinabe Elders and ancestors as tools toward reaching our goals. It is our belief that traditional culture offers healthy alternatives to unhealthy acculturated behaviors, ideals, morals, values, and knowledge.

Native American people have been exposed to years of acculturation that have left a damaged cultural self-esteem and self-concept and feelings of apathy and helplessness. Throughout this program we will talk about Minobimaadiziwin "A Good Way of Life" and what that means to Anishinabe people. We will assist program participants to discover and strengthen their cultural identities and to develop holistic community wellness through the teachings and practices of traditional Anishinabe philosophies.

It is also our belief that we cannot promote the mental health and well-being of youth without working with the family as a whole. During the course of the 14-week program we will be working with families together as well as having adults and kids working separately. Raising kids is difficult, but can also be very rewarding. We will be taking the good aspects of parenting from the two cultures, the Anishinabe and the White or Anglo culture. We believe that we can still be proud Anishinabe and hold onto some of our old ways, while changing with time and adapting to new ways of living and parenting.

All of our ideas are only ideas. It is up to YOU to make the actual changes to become stronger and healthier Anishinabe families. You make the choice to be the kind of person you want to be. One family at a time, we can make our reservations a happier, healthier, and safer environment for our children and for the generations to come.

Give families a minute to flip through the workbooks and ask questions. Share the following important information:

- *The sessions will be held _____ (give specific days and times).*
- *The sessions will each last about two and a half hours.*
- *A meal will be served at every session. Please help clean up after the meal.*
- *The sessions will consist of group activities, worksheets, journal activities, and videos. Sometimes parents and youth will separate for activities and sometimes you will be working together.*
- *Everyone is expected to be respectful of the others in the session.*
- *Each eligible youth will be given a Youth Workbook for the session activities and a Youth Take Home Booklet. Facilitators will collect the workbooks at the end of each session and they will be in the family folder for the next week. Each family will receive one Adult Workbook and one Adult Take Home Booklet to share.*
- *Take home activities are suggested. These are in the Take Home booklets.*
- *We will be holding two raffle drawings: one about halfway through the program and another at the last session. Youth will be eligible to get a raffle ticket each week for attendance. Youth will also they will receive a raffle ticket for each Take Home assignment they have completed. We will also give out raffle tickets for different activities during the sessions. So, if you attend each week and you get the Take Home assignments done each week you increase your chance of winning!*
- *We also want to say that we will be using the word "parent" throughout the sessions, but we are not referring to only a biological mother or father. We think of anyone responsible for raising a child and helping them grow up to be happy, healthy and whole individuals to be a person in the role of a "parent."*

Name Game Icebreaker

15 min

Ask if families have any questions before moving on to the icebreaker activity. Hand out name tags and BZDDD lanyards to the eligible youth and adult participants. Additional family members may use a name tag. Ask everyone to write their name and a word that describes them on their nametags. Suggest that families may want to use the example Ojibwe words on **Page 2** of the Adult Workbook and **Page 2** of the Youth Workbook.

*We have a little game we would like to play since this is our first session. We are handing out name tags and we hope you will be a little silly with us. What we'd like you to do is write your first name with a word that describes you, like "Happy Harriet" or "Shy Sam." If you can't think of a word or you would prefer to use an Ojibwe word, you can turn to your workbooks on **Page 2** and choose one of the words listed there!*

Once everyone has their name tag done, call everyone to the center of the room, making sure there is enough room for everyone to move around. Ask everyone to mingle for 5 minutes to find at least two other people to talk to about why they chose their word.

After about 5 minutes, ask individuals to sit in a circle to introduce themselves and present to the group their descriptive word and why they chose it.

Explain that in future sessions families will get their lanyards from their family folder when they check in.

BZDDD VIDEO: The Sacred Tree

10 min



Have everyone find a seat in the room, facing the television or screen, and explain that the first activity you will do is watch a short video on "**The Sacred Tree**." The Sacred Tree is a story that is often used to teach Anishinabe values. Begin the Sacred Tree video either from the BZDDD DVD or online.

Parent and Youth Breakout Activities - 20 Minutes Total Time

Explain that throughout the program, parents will sometimes be splitting out into a separate group from their children. This is a time for the adults to discuss the issues they face as parents and youth to talk about issues they have at school and with friends. Let parents and youth know where they will be moving to and how much time they will be apart. One facilitator should be with each group. We recommend two adjacent rooms so you can easily check on the other group's progress. Ask the Guest Elder to stay with the youth for this activity. Adults should move to a different area for the breakout activity.

YOUTH

Sacred Tree Puzzle Activity

20 min

Allow the youth time to get settled. Give each child a Sacred Tree Puzzle from the supply boxes and the Sacred Tree Story Puzzle Handout from the facilitator folder in the plastic facilitator

tote. Make sure each child has enough space so that their puzzle pieces don't get mixed up with someone else's puzzle. Let them know that you will be reading the Sacred Tree story together as a group. If the Guest Elder is willing to, you may ask them to read the story out loud.

The Sacred Tree

For all the people of the earth, the Creator has planted a Sacred Tree under which they may gather, and there find healing, power, wisdom, and security. The roots of this tree spread deep into the body of Mother Earth. Its branches reach upward like hands praying to Father Sky. The fruits of this tree are the good things the Creator has given to the people: teachings that show patience, wisdom, justice, courage, respect, humility, and many other wonderful gifts.

The ancient ones taught us that the life of the Tree is the life of the people. If the people wander far away from the protective shadow of the Tree, if they forget so seek the nourishment of its fruit, or if they should turn against the Tree and attempt to destroy it, great sorrow will fall upon the people. Many will become sick at heart. The people will lose their power. They will cease to dream dreams and see visions. They will begin to quarrel among themselves over worthless trifles. They will become unable to tell the truth and to deal with each other honestly. They will forget how to survive in their own land. Their lives will become filled with anger and gloom. Little by little they will poison themselves and all they touch.

It was foretold that these things would come to pass, but that the Tree would never die. And as long as the tree lives, the people will live. It was also foretold that the day would come when the people would awaken, as if from a long, drugged sleep; that they would begin, timidly at first but then with great urgency, to search again for the Sacred Tree.

The knowledge of its whereabouts, and of the fruits that adorn its branches have always been carefully guarded and preserved within the minds and hearts of our wise elders and leaders.

These humble, loving, and dedicated souls will guide anyone who is honestly and sincerely seeking along the path leading to the protecting shadow of the Sacred Tree.



Once you are done reading the pamphlet, tell the youth it's time for a puzzle race. The first child to complete the puzzle and raise their hand is the winner and will get an extra raffle ticket.

All right, does everyone have their puzzle ready to race? Is everyone ready? Once you finish, remember to raise your hand. On your mark, get set, go!



Encourage the youth and give them help if they get stuck. This would be a great time to take pictures for the scrapbooks! When the puzzles are complete, let the youth know that the puzzles are theirs to keep and assist them with putting the puzzle pieces and the sacred tree story puzzle handout in their puzzle box. Have youth write their name on their puzzle box.

PARENTS



Talking Circle

20 min

Introduce the talking circle format for people who may not be familiar with how it works.

The talking circle represents a continuing cycle of Anishinabe life. During these sessions, we will be using talking circles for many of our discussions. The talking circle is a time to share and be respectful to others by listening with all of our senses. Our Elders remind us that we communicate on several different levels, and people who listen with their hearts can "hear" what others are feeling as well as what they are saying. When we listen with our hearts, people feel respected.

Using a talking circle, we will come together during this time to share information, give encouragement, make plans, solve problems, and so forth. It is not our role to judge each other or to tell others how to parent, but to offer ideas. We want to encourage you to use the ideas you find useful. This is also a time for parents to share experiences, learn from one another, and provide support for each other.

In Sessions Two and Three, we will be discussing ways you can incorporate talking circles into your family. We will be passing a talking circle symbol or talking stick around to signify who has the floor – if you don't feel like talking you are free to pass the talking circle symbol without saying anything. For tonight's session, we will be using a _____ as our talking circle symbol.

*Please turn to **page 3** in your Workbook, labeled '**Parenting Questionnaire.**' This activity is a worksheet on parenting. Parenting is one of the most important jobs we will have in our lives. Like most jobs, parenting requires the development of special skills in order to be successful.*

Let's look at the first four questions. I will give you time to write down your answers and we will share our ideas in a talking circle. Let's look at the first four questions:

1. Where did you learn to parent?

- a. How were you parented? Who was your role model?
- b. Do you find yourself doing things or saying things that were said or done to you when you were a child?

2. What are some people, places, or experiences that have taught you valuable lessons in parenting?

- a. What role did Grandparents, Uncles and Aunties have in teaching you?
- b. What did you learn outside the home (others' homes, school, and clubs)?
- c. What are the Anishinabe cultural values and teachings regarding families and raising children?

Each parent has strengths and areas where they might improve their skills.

3. What are your strengths as a parent? List at least 3.

4. Where would you like to improve as a parent? List at least 3.

Give families time to write down their answers. Ask the parents to form a circle. Using the talking circle symbol, ask participants to share what they wrote in a talking circle. After everyone who wants to share has had an opportunity, introduce the next section.

Children develop in a variety of ways, including in physical, cognitive, social, emotional, and moral. Children are constantly developing and changing. Understanding the different levels and different ways that children grow and learn means you can provide support and assistance to nurture your child's growth in all of these areas. Being able to change your parenting style as your children mature is one way in which you can develop secure and lasting relationships. Take a minute to answer question 5 on the 'Parenting Questionnaire' in your Workbook.

5. How can you encourage the development of your child's various abilities? Consider all areas of growth including physical, cognitive, social, emotional, spiritual and moral.

If you still have time left, ask parents to look at the additional questions in their workbook:

6. How can you use your own actions to model Anishinabe values for your children?

7. What are some of the difficulties you have experienced in your own transition from child to adult to parent?

8. In what ways were your own values and beliefs about parenting formed?

Give the parents a few minutes to finish with this activity and, if you have time, ask them to share their answers from questions 5 through 8 in a talking circle format.

After about 20 minutes, ask the parents to rejoin the youth for the next activity.

Group Gathering

5 min

Gather the families back together to complete the next activity together.

My Family Values

15 min

We have learned about Anishinabe values from the Sacred Tree story – now we are going to talk about your family's values. Sometimes we have rules about how we live together and we know they matter, but we haven't really thought about why they matter. By reflecting on our values, we can have a better understanding of why we choose to behave, or not behave in certain ways. If we know what values are most important to us, we can make better decisions.

*Please look at the "Seven Sacred Values" and "My Family's Values" pages in your workbooks on **pages 3 & 4** for youth and **pages 5 & 6** for adults. Work together to pick two values from the Seven Sacred Values that are important to your family and discuss what those values mean to you. Let's take about 10 minutes to do this. Once you are done, pick one value of the two values you chose that you are willing to share with the group.*



Walk around the room while the families are discussing what values are important to them. Encourage a discussion and give them ideas if a family seems stuck. Answer any questions that the families may have. This would be a great time to take family pictures for the scrapbooks! After the families have completed the **"My Family's Values"** activity, ask each family to share with the group what values were important to them and why. Go around the room until every family has been able to share with the group.

Now that you have had a chance to discuss with your families what the two most important values are in your family, let's go ahead and share. Will someone share one of the values they chose and why?

Let everyone know that we are almost done with activities for the night and ask if there are any questions or suggestions for the next session.

Announcements and Reminders

5 min



Let families know that one of the future activities is creating a "keepsake" scrapbook using materials from throughout the program. Each family will get a scrapbook album that they will decorate with photographs and other fun items that they create during the program. In order to have plenty of photos to include, invite families to take pictures of themselves each week. You may want to encourage them to take pictures related to each week's topic.

At the end of the program, we will spend time creating a special keepsake scrapbook that your family can take with you. We are hoping to fill the scrapbook with fun pictures and memories from the program. We will be taking pictures each week while you are at the session, but we also hope your family will take fun pictures throughout the week that you can use in the scrapbook. Each week we will give you an idea to help you along. For this week's pictures, find time to take a picture of your family next to your favorite tree.

Hand out the **Take Home** booklets to one parent and each eligible youth. Ask them to write their names on their **Take Home** booklets. Remind them to bring them back to the next session.

Ask the youth to put the sacred tree puzzle together again with their families during the week and draw their version of the sacred tree on the **Take Home Activity "Sacred Tree Puzzle and Drawing"** (page 1 of the youth **Take Home** booklet.)

Ask parents to complete the **Take Home Activity "Parenting Strengths and Improvement"** worksheet (page 2 of the adult **Take Home** booklet) and to continue to think about their family's strengths and areas of improvement.

Remind the youth to bring their take home assignment back next session:

*Remember to bring your **Take Home** booklets back with you next session so you can get the raffle ticket for completing your assignment!*

Closing

5 min

Tell the families that you appreciate their participation. You may want to ask a family member or Guest Elder to give a closing prayer before ending.

I just want to tell you how much we appreciate your participation and how excited we are to have everyone back here next session which will be on Anishinabe History.

We want to especially thank our Guest Elder (Elder's name) _____ for being with us!

Please be sure to put your workbooks and lanyards in your family folders.

Be sure to get your gift cards and sign your receipts!

If you can help straighten up the supplies and the room before you leave, we would really appreciate it.

As people are preparing to leave, be sure to collect the lanyards and the Parent and Youth Workbooks or ask them to put them in their family folder in the plastic facilitator tote.

Have one adult from each family sign the \$20 visa gift card receipt (purple paper) and give them their gift card envelope. Have each eligible child sign the \$10 visa gift card receipt (blue paper) and give them their gift card envelope. Ask the Guest Elder to sign the \$50 visa gift card receipt (white paper) and give them their gift card envelope. Thank participants for their attendance and participation this week.

Complete the brief one-page 'Weekly Session Evaluation' form for your records. Remember to go online to the online fidelity survey <https://tinyurl.com/bzdddeval> to complete the overall weekly session evaluation BEFORE your next session.

Check to make sure that you have picked up all your supplies before leaving. Be sure that the area is clean and tidy. Check all bathrooms and eating areas to be sure that we aren't leaving any messes behind. Turn off lights and lock doors as directed by the facility. the facility.

SESSION TWO

Anishinabe History

Gaapi Anishinaabe Ihzi Waabaak

SUMMARY:

The session's activities focus on learning more about Anishinabe history. We will be learning about how the Anishinabe people lived and survived, and how our traditions were formed. This includes reading about the teachings of our people, talking about the Ojibwe language, learning our creation story, and gaining pride in knowing more about where our people come from.

SESSION OVERVIEW

- **Welcome and Overview Review**
- **FAMILY: Group Activity**
Clothing Relay Race Icebreaker
Anishinabe History Worksheet
- **Video:**
Ojibwe History DVD
- **YOUTH: Journal Activity**
Traditional Anishinabe Family
- **PARENT: Group Activity**
Culture and History Talking Circle
- **FAMILY: Group Activity**
Anishinabe Creation Activity

OBJECTIVES

By the end of the session, we hope participants will:

1. Know two or three of the seven major Anishinabe prophecies.
2. Know the sacred food (Mahnomen).
3. Be able to express some strengths of Anishinabe people.
4. Know about the Anishinabe creation story.

MATERIALS:

- | | |
|--|---|
| ☐ Ojibwe History DVD | ☐ Mishomis Coloring Books (set of 5) |
| ☐ Clothes for Relay Race | ☐ _____ |
| At least 2 sets: sweatshirts, hats, shorts, slippers, hats, gloves, etc. | ☐ _____ |

PREPARATION CHECKLIST:

- ☐ Before the session starts, ask an Elder to look through the orange coloring book "The Ojibway Creation Story Coloring Book" and review the answers to the last two pages.
- ☐ Have enough copies of the Coloring Books for each family to receive a set of five.
- ☐ Review and set up the video – test the video before participants arrive.
- ☐ Set out at least two sets of clothes for the Relay Race Icebreaker

As the Families Arrive

15 min



Welcome each family as they arrive. Ask any new family members to fill out a name tag and put them on. If the adult who attended last week is not in attendance, they can use the lanyard from the family folder. Ask any new families to create a family folder and make sure they have workbooks and **Take Home** booklets and write their names on them. Give each returning family their workbooks and lanyards as they check in. Have all participants sign the "Session Sign In and Photo Consent" form. Ask the kids to put a sticker on the family Attendance Chart. Hand out an attendance raffle ticket to each child as they sign in. Write their name on the ticket we keep and put it into the Raffle Jar.

While we are waiting for all the families to arrive, kids can take a few minutes and look at the pages in the back of your workbook – we are building pages for the scrapbook we will make in Session 13, so if you want to use crayons or colored pencils, you can work on some of those activities.

Meal

30 min

Once all of the families have arrived, introduce the Guest Elder to the group and thank them for attending. Present tobacco (asemaa) to the Guest Elder and invite him/her to perform an opening prayer and a blessing of the food. After the prayer is complete, let families know where plates, silverware, and beverages may be found and where the garbage cans are located. Remind families to throw away their items and clean up their area after the meal.

Mingle with the families during the meal. Please spread out and sit with the families. After people have finished eating, make sure that the area is cleaned up, and ask others to help if necessary. Set aside any leftover food and redirect the group to their seats.

Welcome

15 min

Introduce yourself to the group, if needed. Welcome families to the session. Reinforce to the families how important their participation is.

We are happy to have you here for another session. If this is your first session with us, we are excited to have you here and look forward to getting to know one another better over the next 12 sessions of the program.

Ask if there are any questions from last session or if any of the youth want to share their Sacred Tree drawing. Ask how the Take Home Activities for last session went.

How many of you were able to find time to put the Sacred Tree Activity together as a family? What did you think of this activity?

Parents, were you able to add strengths and areas of improvement to your list?



Give raffle tickets to the youth who completed their Take Home Activity. Write their name on the ticket we keep and put it into the Raffle Jar.

For those who are new, you may want to refer to Session One "Overview" and explain the session format and the raffle briefly.

Clothing Relay Race Icebreaker

10 min

Divide families into two teams with equal numbers of participants and give each team a set of relay clothes. Clothing can include items like: sweatshirts, basketball shorts, slippers, hats, gloves, or other fun items. Ask the two teams to split in half and stand at opposite ends of the room facing each other.

At your signal, the first player from each team will put on the outfits and runs across the room toward the other half of the team. Then they will remove the relay costumes as quickly as possible and give them to the next team member. When the last person of a team finishes, he/she lays the costumes in a pile and the entire team sits on the floor to end the game. The first team to get all of its members through the costume relay is the winner of the icebreaker. The kids on the winning team will each receive an extra raffle ticket!



Note: The number of teams may be adjusted to the number of outfits available, but should not drop below 5 members per team. This would be a great time to take pictures for their scrapbooks!

History of Our People

10 min

Direct adults to **page 8** and youth to **page 6** in their workbooks, labeled "**Anishinabe History**". Ask families to get into groups with their family members and try to answer as many of the questions as they can as a team.

*We will start today's activities by turning to the "**Anishinabe History**" worksheet in our workbooks. I want each family to answer as many questions as they can and then we will go over the answers together as a group after we watch a video on Ojibwe history.*

Give families about 10 minutes to answer the questions, then get their attention for the video.



VIDEO Ojibwe History

35 min

Have everyone find a seat in the room, facing the television or screen, and explain that the next activity is a video called "**Ojibwe History**," filmed by Wisconsin Public Television. It is about the migration of the Anishinabe, boarding schools and language, and cultural preservation. Begin the Ojibwe History video from the DVD.

After the video ends, give families time to discuss what they learned.

- *How did this video make you feel?*
- *Does it make you feel proud?*
- *Did you learn anything new or interesting?*
- *Did you already know most of the information?*

We will continue to talk more about Anishinabe History throughout the program. Did anyone notice that the Elder in the video talked about his Anishinabe name as his true name? Anishinabe people have special naming ceremonies and there may be different

names for people at different stages of life. If you do not already have an Anishinabe name, you could talk to your parents or talk to an Elder about the naming ceremony.

Now let's see how we did on our worksheet!

Ask the families to go over the answers from the Anishinabe History worksheet.

1. How has the Anishinabe tradition been passed on throughout the years?

The Anishinabe have a history that is passed on orally, through songs, stories, and rituals.

2. What is the original way of life of the Anishinabe people?

The Midewiwin Lodge

3. What do we call the learning process that includes meditation and prayer (Hint: sometimes called a Vision Quest)?

Fasting

4. The Anishinabe recognize the importance of thinking about our actions. For how many generations into the future should we consider the consequences of our actions?

Seven Generations

5. How many major prophecies were given to the Anishinabe people?

a) Seven Major Prophecies or Seven Fires were given to the Anishinabe people.

b) Can you name three of these prophecies?

- The Search for an island in the shape of a turtle
- The Direction to the sacred shell would be lost
- Finding of a sacred food that grows on water
- The coming of a light-skinned race
- Arrival of missionaries with long robes and hats
- Loss of culture and a new sickness among our people
- At the time of the 7th fire a new people will rise up

6. Where might we find the spirit of the Creator?

The spirit of the Creator can be found EVERYWHERE in the Universe, including in yourselves! Specific answers might include trees, water, grass, flowers and everywhere in nature.

7. What are some values and feelings the Anishinabe people have about the land we live upon?

Respect for the land and a spiritual connection to the land. The Anishinabe recognize the need for harmony with nature and are able to live, eat, find medicine, and create shelter from the land.

8. What is the sacred food for the Anishinabe?

Mahnomen or Wild Rice.

Parent and Youth Breakout Activities - 20 Minutes Total Time

Ask parents to split out into a separate group from their children. Direct them to their individual meetings spaces. Let parents and youth know where they will be moving to and how much time they will be splitting up for, we recommend two adjacent rooms so you can easily check on the other group's progress. One facilitator should be with each group. Ask the Guest Elder to go with the parents for this activity. Adults should move to a different area for the breakout activity.

YOUTH



Youth Talking Circle

10 min

First, let's hold a talking circle to share our thoughts about the video. We will be passing a talking circle symbol or talking stick around to signify who can talk – remember to listen respectfully to the person speaking. When it is your turn, if you don't feel like talking you are free to pass the talking circle symbol without saying anything. For this session, we will be using a _____ as our talking circle symbol.

Please share in the talking circle:

- *What did you like best about the video on Anishinabe History?*
- *Was there anything that really stood out for you?*
- *What did you learn? Did you already know a lot of the history in the video?*

After everyone has had a chance to share, ask them to move to tables for the next activity.

Youth Journal Activity

10 min

Have the youth turn to **page 7 "About Myself"** and **page 8 "Traditional Anishinabe Family"** in their workbooks.

*We have learned about this history of our people and how Anishinabe people lived many years ago. On **page 7** you can draw yourself doing something you like to do. What kinds of things do you enjoy doing? What kinds of fun things do you do with your families? Use this space to tell us or show us more about you!*

*And then on **page 8** you can think about what a traditional Anishinabe family would have looked like. Think about if you had lived 200-300 years ago then and draw what you and your family would have been doing. You can use markers, pens, crayons, pencils, and stickers, too! We have about 10 minutes to complete our pictures.*

PARENTS



Anishinabe History and Culture Talking Circle

20 min

Ask the group to form a talking circle to discuss Anishinabe history and culture.

We will be passing a talking circle symbol or talking stick around to signify who gets to talk – remember to listen respectfully to the person talking. When it is your turn, if you don't feel like talking you are free to pass the talking circle symbol without saying anything. For this session, we will be using a _____ as our talking circle symbol.

Ask the parents to share on the topics below. You may want to go around the circle once for each of the questions, or offer all three as topics for sharing.

Today we have talked about Anishinabe history and culture. One of the most important parts of our culture is the Ojibwe language. Why do you think language is so important?

Prompts could include: 1) main form of communication, 2) we are able to share information with each other, 3) praying, 4) singing, 5) talking with each other, 6) sharing concepts which may be hard or impossible to express in English.

Language is believed to be 90% of a culture. Would you agree?

Prompts could include: 1) How many people do you know who can speak Ojibwe fluently? 2) How many who speak some? 3) Have you ever tried to learn Ojibwe? 4) Do you ever speak Ojibwe in your home?

Much of the Ojibwe language is lost. There are very few fluent speakers left. How do you suppose we try to retain our language?

Prompts could include: 1) use it every day, 2) teach our children what we know, 3) actively learn a little each day and practice using it, 4) ask an Elder for help, 5) buy Ojibwe language audio tapes and books to assist in the learning process.

Would anyone like to share anything else about our history or culture before we gather back with our children?

Group Gathering

5 min

Gather your families back together to complete the next family activity together.

Family Activity

20 min

Pass out **"The Ojibway Creation Story"** (orange Mishomis book) to each of the families. Read the story out loud, asking them to follow along.

After the story is read, ask the families to complete the vocabulary exercise, and the fill in the blank exercise, located on the last two pages of the coloring book.

*Now, let's complete the **vocabulary** and **fill in the blank** activities on the last two pages in our **Coloring Book**.*

Coloring Book Answers:

VOCABULARY: Draw a line from the words to the picture.
Aki – the earth

Wee-gwas – birchbark scrolls
Gee-sis – the sun
Anishinabe – original man
Megis – cowrie shell
Nee-ba-gee-sis – moon

FILL IN THE BLANK:

Chi-ah-yah-og – Elders
4 Sacred Directions – North, South East and West
Great Spirit, Creator of the Sun, Earth and Moon – Gitchie Manito
One of the Apostle Islands near Ashland, WI – Madeline Island
Ironwood tree used to protect scrolls – Ma-none
Tongue, how you speak – Ojibwe

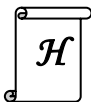
When everyone is done, ask the Guest Elder to review the answers with the group and have families check their answers. If there is time they can also try the **conversation** exercise.

Announcements and Reminders

5 min

Remind families about the “keepsake” scrapbook using materials from the program. Encourage families to take pictures related to this week’s topic.

For this week’s pictures, find time to take a picture of each of your family members with their favorite words. Get creative! You could color or draw your words, or make words using rocks and sticks and leaves!



Ask the families to work together during the week a on the **Take Home Activity “Talking Circle Symbols”** on **page 3** of the youth **Take Home** booklet and **page 3** of the adult **Take Home** booklet. Highlight that the families need to bring their special symbols to the next session.

Next week, part of our session will include special family discussions conducted using a talking circle. Members of the circle take turns speaking, according to which person holds the special symbol. The symbol can be whatever your family decides on. Some people use a talking stick, some use a pipe or a shell. Other examples of these symbols might include a braid of sweet grass, a special stone, or a feather. Whatever you select, it should be something meaningful to your family.

*Remember to bring your **Take Home** booklets and your special symbol back with you next session so you can get the raffle ticket for completing your assignment!*

Closing

5 min

Tell the families that you appreciate their participation. You may want to ask a family member or Guest Elder to give a closing prayer before ending.

I just want to tell you how much we appreciate your participation and how excited we will be to have everyone back here next session.

We want to especially thank our Guest Elder (Elder's name) _____ for being with us!

Please be sure to put your workbooks and lanyards in your family folders.

Be sure to get your gift cards and sign your receipts!

If you can help straighten up the supplies and the room before you leave, we would really appreciate it.

As people are preparing to leave, be sure to collect the lanyards and the Parent and Youth Workbooks or ask them to put them in their family folder in the plastic facilitator tote.

Have one adult from each family sign the \$20 visa gift card receipt (purple paper) and give them their gift card envelope. Have each eligible child sign the \$10 visa gift card receipt (blue paper) and give them their gift card envelope. Ask the Guest Elder to sign the \$50 visa gift card receipt (white paper) and give them their gift card envelope. Thank participants for their attendance and participation this week.

Complete the brief one-page 'Weekly Session Evaluation' form for your records. Remember to go online to the online fidelity survey <https://tinyurl.com/bzdddeval> to complete the overall weekly session evaluation BEFORE your next session.

Check to make sure that you have picked up all your supplies before leaving. Be sure that the area is clean and tidy. Check all bathrooms and eating areas to be sure that we aren't leaving any messes behind. Turn off lights and lock doors as directed by the facility.

SESSION THREE

My Family

Gakina Indinawemaaganag

SUMMARY:

In this session, we are going to explore ways in which a talking circle can bring family members together to learn, discuss, and make decisions in a way that helps each member of the family communicate their thoughts and concerns. Together, we will review effective strategies for communicating in respectful and positive ways. Participants will hold a practice talking circle to promote traditional values of cooperation.

SESSION OVERVIEW

- **FAMILY: Group Activity**
Talking Circle Etiquette
Traditional Family Story
Practice Family Talking Circle
- **YOUTH: Individual Activity**
Family Portrait
- **PARENT: Individual & Group Activity**
Skills for Living

OBJECTIVES

By the end of the session, we hope participants will:

1. Know what it means to "listen from the heart."
2. Understand how to conduct a talking circle with their family.
3. Know the Four Sacred Plants and what they are used for.
4. Understand how to use "I statements" when communicating with others.

MATERIALS:

☐ Extra Talking Circle Symbols

☐ _____

PREPARATION CHECKLIST:

- ☐ Before the session starts, ask the Guest Elder to review the Traditional Anishinabe Family story on **page 11** of the Adult Workbook.
- ☐ Gather extra talking circle symbols for the session.
Symbols can include traditional items like a feather, pipe, or stone.
- ☐ _____
- ☐ _____

As the Families Arrive

15 min



Welcome each family as they arrive. Ask any new family members to fill out a name tag and put them on. If the adult who attended last week is not in attendance, they can use the lanyard from the family folder. Give each returning family their workbooks and lanyards as they check in. Have all participants sign the "Session Sign In and Photo Consent" form. Ask the kids to put a sticker on the family Attendance Chart. Hand out an attendance raffle ticket to each child as they sign in. Write their name on the ticket we keep and put it into the Raffle Jar.

While we are waiting for all the families to arrive, kids can take a few minutes and look at the pages in the back of your workbook – we are building pages for the scrapbook we will make in Session 13, so if you want to use crayons or colored pencils, you can work on some of those activities.

Meal

30 min

Once all of the families have arrived, introduce the Guest Elder to the group and thank them for attending. Present tobacco (asemaa) to the Guest Elder and invite him/her to perform an opening prayer and a blessing of the food. After the prayer is complete, let families know where plates, silverware, and beverages may be found and where the garbage cans are located. Remind families to throw away their items and clean up their area after the meal.

Mingle with the families during the meal. Please spread out and sit with the families. After people have finished eating, make sure that the area is cleaned up, and ask others to help if necessary. Set aside any leftover food and redirect the group to their seats.

Welcome

15 min

Introduce yourself to the group, if needed. Welcome families to the session. Reinforce to the families how important their participation is.

We are happy to have you here for another session. If this is your first session with us, we are excited to have you here and look forward to getting to know one another better over the course of the program.

Ask if there are any questions from last session or if any of the youth want to share what word their family chose for their picture homework. Ask how the Take Home Activity for last session went.

*Did everyone bring their special symbols to tonight's session?
Would anyone like to share what their family chose for their symbol and why?*



Give raffle tickets to the youth who completed their Take Home Activity. Write their name on the ticket we keep and put it into the Raffle Jar.

Talking Circle Discussion

25 min

Ask families about their prior experiences with using talking circles.

After we review more about what a talking circle is, we will focus on how this traditional activity can be used to hold family meetings and increase positive communication among family members. If some of you already use talking circles, this may be a review.

The circle represents a continuing cycle of Anishinabe life. The talking circle is a time to share and be respectful to others by listening with all of our senses. Eyes are windows to the soul and can communicate our feelings. Our eyes also help us observe how others are feeling. Our ears, of course, are used to listen to what others are saying. Our nose is used to smell the aromas around us including sage, sweet grass, cedar, and tobacco (asemaa) the four sacred plants of the Anishinabe people. Touch is used when someone may need a hug. Lastly, our sense of taste may also be used when a meal is shared with our loved ones.

Our Elders remind us that we communicate on several different levels. Parents who listen with their hearts can "hear" what a child is feeling as well as what the child is saying. Also, when parents listen with their hearts, children feel respected. This behavior is something we can model for our children. It is important for them to learn to listen to their parents and other family members with their hearts.

The talking circle is said to have originated as a form of legal process and eventually spread to our communities where people got together for face-to-face discussions when they wanted to address issues, increase unity and harmony, teach in a nurturing way, and engage in a circle of healing. The family talking circle can be used as a family meeting based on these principles. Family members can come together with a purpose to share information, give encouragement, make plans and solve problems.

There are many advantages to this style of family meeting. For example, adults get an opportunity to teach children the value of sharing thoughts, feelings, concerns, and communicating in respectful ways. Children gain an understanding that what they have to say is valued, and to value what others have to share. Each person also has an opportunity to have the entire family's undivided attention while they speak.

What have been your experiences with talking circles in the past? Has anyone incorporated traditional activities into talking circles, maybe offering tobacco (asemaa) or smudging?

Have families turn to the **"Talking Circle Guidelines"** pages in their Workbooks (**page 10** for youth and **page 10** for parents). This page lists six essential features of a successful family talking circle which will be assigned as a Take Home Activity. Remind families they may want to change or add things that meet their family's needs. Use this time to review the features of a talking circle.

1. Plan the circle together, with a fun activity afterwards. *Children and adults can plan the meeting together and decide on a fun activity afterwards. An activity does not have to cost much or take up a lot of time. It could include a favorite snack or game. Consider special needs and interests of family members to build into activities.*

2. Select a time that is convenient for all. *If people are feeling rushed they probably won't be very responsive.*

3. Create an agenda for topics to be addressed. *You may want to have a pad of paper or memo board set up so that family members can write down topics that they want to bring up at a family meeting. This list then becomes part of the talking circle agenda.*

4. Choose a facilitator each week. *The facilitator's role is to help the group follow the guidelines that the family sets up for its talking circle. They might give a signal when someone needs to be reminded of a rule. Remember to rotate the facilitator.*

5. Elect a note taker each week. *Taking just a few notes will help keep track of important information and decisions. Even children too young to write could draw pictures.*

6. Establish talking circle guidelines for your family. *There are some basic guidelines that are followed in all talking circles, such as every person has an opportunity to speak and it's your turn to speak when you are holding the special symbol. Your family may wish to add other rules to your talking circle.*

Continue going over the talking circle guidelines on the worksheet.

Let's continue going over the talking circle guidelines on the worksheet.

Every person has the opportunity to speak. *It is important that every person has the opportunity to say what is on their mind and be heard during the talking circle.*

It is your turn to speak when you are holding the special symbol. *Use "I" statements. Often using "you" statements can cause negative reactions. Instead, talk about your own thoughts and feelings by saying, "I feel....."*

Others must listen to the speaker holding the symbol. *Be an active listener. Part of your family's talking circle rules may allow a different person to bring a special symbol to each meeting of the circle. Some traditional symbols include a feather, a pipe, a talking stick, or a stone.*

Each person has the right to be respected. *Listen and do not be judgmental. This is not the time for personal conflicts. Of course family problems should be discussed, but issues that single out one family member or that might embarrass or threaten others should be avoided. It is best to use sincere comments and avoid sarcasm.*

Everyone may share their own thoughts and feelings about each topic. *When others disagree with us, it's a bit natural to feel defensive, even if the other person's intentions are not to hurt us. Unfortunately, reacting defensively can interfere with sharing and learning. If we feel defensive about what another person is saying, we probably should make an extra effort to focus on showing our understanding of the person talking and giving information when asked.*

Family decisions are made by consensus. Except some decisions are reserved for parents and caretakers. As often as possible, follow the "group conscience" model. Decisions need discussion. Decisions should be based on reason and understanding. If adults always issue commands, children won't get a chance to learn how to solve problems. There are exceptions to consensus or majority rule. Because of their role as providers and caretakers, parents need to take responsibility for some decisions. Still, children deserve explanations for these decisions, too.

Use one, some, or all of the four sacred plants before and/or after each talking circle. Families may agree to offer tobacco (asemaa) together before or after the talking circle; to smudge with cedar, sweet grass, or sage before the talking circle to purify the participants and the home; and possibly deciding to start the talking circle with a prayer. You can make it as traditional or as informal as you wish.

Your family may want to add other rules for your family talking circles. It is best if the rules don't conflict with common talking circle guiding principles. Can you think of other possible rules? One example might be that the family meeting will end with a group hug.

Give families time to talk about what other rules they might want to add to their family's talking circle guidelines.



Family Activity: Traditional Family Story

10 min

Introduce the family talking circle activity and explain what we would like each of the families to do.

*We want you to take this opportunity to practice using the family talking circle format. Please move your chairs to form a circle and everyone facing inside. So that everyone can see someone else directly in front of you. Please turn to **page 11** in your Youth Workbooks and **page 11** in the Adult Workbooks for "**The Traditional Anishinabe Family**" story. Please follow along while we read the story and then we will have a short family talking circle to discuss how tradition can be used in our lives.*

A long time ago, our family's goal was to live by Minobimaadiziwin, the good way of life. We followed many family rituals that promoted harmony and balance within our families and the world around us. Our families not only included our moms, dads, and the aabinoojii (the child) but also our grandparents, aunts, uncles, cousins, and other extended relatives. We all lived closely and formed a strong bond with each other.

From the time of conception of the aabinoojii, the entire family was affected. The female relatives helped the mother prepare for the birth and the life of her child, and the male relatives helped the father prepare. It was also believed that when the mother is pregnant, so is the father. Therefore, the father was to conduct himself as if he were carrying a child.

The aabinoojii is believed to be a gift or a loan from the creator and therefore should be

treated with much love and respect. We are all gifts of the creator, Gizhe Manido. From the time of conception, the aabinoojii has a spirit and begins to learn from its parents and the people around him/her. If the aabinoojii is surrounded by love, the baby will be born happy and full of love for those around him/her.

The baby was always surrounded by family members. Even in the summer, while picking strawberries, chokecherries, gooseberries, and other types of berries; and in the fall when harvesting corn, squash, and pumpkin beans. The baby was always close by watching his/her family.

As aabinoojii got older, the boys would go with their father, uncles, and grandfathers; hunting, trapping, and fishing. Girls would always be with mother, aunties, and grandmothers; cooking, taking care of the young children, and taking care of the camp. This was how boys and girls learned their roles as men and women.

As they became adolescents, before their bodies started to change, the boys and girls would go through rituals to signify that they soon would be men and women. A young boy would go on a vision quest and when he had his first kill, usually of a deer, a feast was held in his honor. The meat from his first kill would be given to Elders and other significant people in his life. This taught him the value of giving. A girl would also go through a ritual at the time of her "first moon." This would signify that she was now a woman. (The young woman did not have to go on a vision quest because it was believed that understanding of her being came naturally at the time of her first moon.)

The young boys and girls would eventually have families of their own and the cycle of life would continue. All of the rituals and traditions that the traditional Anishinabe family followed helped them live the Minobimaadiziwin.

Family Talking Circle

15 min



After the story is read, the families will hold a talking circle to discuss the ways that tradition operates in their lives. Before they begin, families should decide whether to have a facilitator, note taker, set an agenda, and so forth. Use this time to ask the Guest Elder to smudge the families as they begin their talking circle.

Thinking about the story we just read, here are some questions that you may use as topics for your sharing in your talking circle:

- *Do we currently live like the Anishinabe families in the story?*
- *How are our lives different? How are they similar?*
- *Who can we ask to learn about our heritage?*
- *How can we bring tradition back to our lives?*
- *What traditions can we try to practice in our family?*
- *What is the meaning of A Good Way of Life (Minobimaadiziwin)?*



Watch how the discussions are going, answer questions, and offer guidance to those who want it. This may be a good time to take a few pictures for the scrapbooks. Allow the families to practice the talking circle. Make positive comments about involvement of families. When appropriate, make positive suggestions.

Family Talking Circle Discussion

10 min

After the families have had time to share in theirs, ask them to move to a horseshoe seating arrangement for a large group discussion about their talking circle practice session. Write families' key ideas on a whiteboard, chalkboard, or chart tablet where every family member can see the list.

- *Did you select a facilitator? How did you decide?*
- *Did you select a note taker? How did that work?*
- *Did you add any special rules for your talking circle?*
- *What are some topics you might want to focus on within your own family?*

Prompts could include: 1) whether to get a pet, 2) how to get members to different activities on the same night, 3) family member wants to dance at a particular pow-wow, or 4) getting the house ready for company.

Parent and Youth Breakout Activities - 15 Minutes Total Time

Ask parents to split out into a separate group from their children. Direct them to their individual meetings spaces. Let parents and youth know where they will be moving to and how much time they will be splitting up for, we recommend two adjacent rooms so you can easily check on the other group's progress. One facilitator should be with each group. Ask the Guest Elder to go with the parents for this activity. Adults should move to a different area for the breakout activity.

YOUTH

Youth Journal Activity

15 min



Direct youth to **page 12** of their Workbooks and explain the journal activity is "**Family Portrait.**" This would be a great time to take pictures of each child with their drawing for the scrapbooks!

You are going to draw a picture of yourself with your family. This can be extended family like your Grandmother, Grandfather, Aunts, Uncles, and cousins, or it could be two families. You can also draw yourself and the members of your family who live together. Feel free to include anybody who is important to you, including pets or animals. Make sure you write names under each picture. You can add dialogue bubbles, similar to cartoons, for each person and have them say something about themselves, if you'd like.

PARENTS

Skills for Living Discussion

15 min

Lead a discussion about teaching and helping children to develop skills for living. Refer parents to **page 12** of their Workbooks "**Skills for Living.**" Remind parents to be non-judgmental and respectful of others' comments.

Sometimes we get caught in the day-to-day tasks of being a parent and forget that someday soon our sons and daughters will mature into adults themselves. Take a moment and think about the dreams and ambitions your children have for the future. As parents, it is important for us to help our children develop the skills they need to achieve their goals. We affect the type of people our children will become along the journey into adulthood. What kind of a person do you want your child to be?

Children who grow up in two or more cultures need skills from each culture to be successful in daily life. Anishinabe children need to develop survival skills in two major cultures in order to identify with both Native American and non-Native American adults.

Give parents time to brainstorm some thoughts in their workbooks. Then ask them to talk, share, and reflect on skills for living, and how we can teach our children the values, skills and qualities that will help them have a good way of life as adults.

Group Gathering

5 min

Gather your families back together for the session closing, announcements, and reminders.

Announcement and Reminders

5 min



Remind families to fill out the **Take Home Activity** on "**Talking Circles**" on **page 3** of the youth and **page 4** in the adult **Take Home** booklets.

Ask them to complete the "**My Family Genogram**" **Take Home Activity** on **page 4** in the youth and **page 5** in the adult **Take Home** booklet. Encourage parents to help their child in completing their family genogram.

We have two take home activities this week. The first is to hold a family talking circle. Pick a simple topic for discussion and try to observe the guidelines we have discussed:

- *Use the talking circle symbol your family has selected.*
- *Allow everyone to have an opportunity to speak.*
- *Listen respectfully to the person with the talking circle symbol.*
- *If possible, reach consensus as a family on the topic.*

Also, you will work on your family genogram. We hope you will work on this together. If Elders, Grandparents, or older family members are available you could ask for their help, too. You can fill out your family history as far back as you want and include extended family members by drawing more boxes. You can also write in the siblings of your ancestors if you wish. Try to find out what clan they come from. Tribal enrollment offices

may also have family histories on file. This is meant to be fun, not disappointing, so don't feel bad if your family history doesn't go back as far as someone else's.

Remind families about the "keepsake" scrapbook using materials from throughout the program. Encourage families to take pictures related to this week's topic.

For this coming week's pictures, bring your favorite pictures from a family reunion or photos from your family doing something with extended family members.

Remind the youth to bring their take home assignment back next session:

*Remember to bring your **Take Home** booklets back with you next session so you can get the raffle ticket for completing your assignment!*

Closing

5 min

Tell the families that you appreciate their participation. You may want to ask a family member or Guest Elder to give a closing prayer before ending.

I just want to tell you how much we appreciate your participation and how excited we will be to have everyone back here next session.

We want to especially thank our Guest Elder (Elder's name) _____ for being with us!

Please be sure to put your workbooks and lanyards in your family folders.

Be sure to get your gift cards and sign your receipts!

If you can help straighten up the supplies and the room before you leave, we would really appreciate it.

As people are preparing to leave, be sure to collect the lanyards and the Parent and Youth Workbooks or ask them to put them in their family folder in the plastic facilitator tote.

Have one adult from each family sign the \$20 visa gift card receipt (purple paper) and give them their gift card envelope. Have each eligible child sign the \$10 visa gift card receipt (blue paper) and give them their gift card envelope. Ask the Guest Elder to sign the \$50 visa gift card receipt (white paper) and give them their gift card envelope. Thank participants for their attendance and participation this week.

Complete the brief one-page 'Weekly Session Evaluation' form for your records. Remember to go online to the online fidelity survey <https://tinyurl.com/bzddddeval> to complete the overall weekly session evaluation BEFORE your next session.

Check to make sure that you have picked up all your supplies before leaving. Be sure that the area is clean and tidy. Check all bathrooms and eating areas to be sure that we aren't leaving any messes behind. Turn off lights and locks doors as directed by the facility.

SESSION FOUR

The Way of a Good Life

Mino-bimaadiziwin

SUMMARY:

The session's activities focus on identifying what a good way of life is for each of us at our various ages. As Anishinabe youth and parents, this session helps us to think about the positive aspects of our lives. We will talk about role models in our communities and ways to keep ourselves living the good way of life.

SESSION OVERVIEW

- **Bii-Zin-Da-De-Dah Video:**
A Good Way of Life
- **FAMILY: Individual Activities**
Stages of Life
Defining "A Good Way of Life"
My Life: History Timeline
- **FAMILY: Group Activity**
Minobimaadiziwin Board Game

OBJECTIVES

By the end of the session, we hope participants will:

1. Know what "Minobimaadiziwin" means.
2. Be able to discuss characteristics of a good way of life.
3. Be able to identify positive role models in the community.

MATERIALS

- | | |
|---|---|
| ☐ Minobimaadiziwin Board Games | ☐ BZDDD Video: A Good Way of Life |
| ☐ Smudge Kits | ☐ _____ |

PREPARATION CHECKLIST:

- ☐ You will want to play the Minobimaadiziwin Board Game before the session to be sure that you understand the rules of the game.
- ☐ Ask the Guest Elder to review the information on the Four Sacred Plants on **page 19** of the Adult Workbook before the session starts.
- ☐ Have enough smudge kits for each family to receive one at the end of the session.
- ☐ Review and set up the video – test the video before participants arrive.

As the Families Arrive

15 min



Welcome each family as they arrive. Ask any new family members to fill out a name tag and put them on. If the adult who attended last week is not in attendance, they can use the lanyard from the family folder. Give each returning family their workbooks and lanyards as they check in. Have all participants sign the "Session Sign In and Photo Consent" form. Ask the kids to put a sticker on the family Attendance Chart. Hand out an attendance raffle ticket to each child as they sign in. Write their name on the ticket we keep and put it into the Raffle Jar.

While we are waiting for all the families to arrive, kids can take a few minutes and look at the pages in the back of your workbook – we are building pages for the scrapbook we will make in Session 13, so if you want to use crayons or colored pencils, you can work on some of those activities.

Meal

30 min

Once all of the families have arrived, introduce the Guest Elder to the group and thank them for attending. Present tobacco (asemaa) to the Guest Elder and invite him/her to perform an opening prayer and a blessing of the food. After the prayer is complete, let families know where plates, silverware, and beverages may be found and where the garbage cans are located. Remind families to throw away their items and clean up their area after the meal.

Mingle with the families during the meal. Please spread out and sit with the families. After people have finished eating, make sure that the area is cleaned up, and ask others to help if necessary. Set aside any leftover food and redirect the group to their seats.

Welcome

10 min

Introduce yourself to the group, if needed. Welcome families to the session. Reinforce to the families how important their participation is.

It has already been a month and we are so thankful that each and every one of you is part of this program. Before we start our session, does anyone have any questions or thoughts they would like to share with the group?

Briefly discuss the Take Home Activity from last session. Families were supposed to hold a family talking circle and complete their family genogram.

Let's take a few minutes and discuss the Take Home Activity from last session. First, how many of you were able to hold a talking circle in the past week? Did you enjoy having a talking circle? How about the Family Genogram? Was the genogram fun? Was it hard to fill in names as you went farther back?



Give raffle tickets to the youth who completed their Take Home Activity. If they completed both the family talking circle and the genogram they get two raffle tickets! Write their name on the tickets we keep and put them into the Raffle Jar.



BZDDD VIDEO: A Good Way of Life

10 min

Have everyone find a seat in the room, facing the television or screen, and explain that the next activity is a video called "**A Good Way of Life.**" This video focuses on cultural identity, role models, the stages of life, and living a good life. Begin the Good Way of Life video either from the BZDDD DVD or online.

Video Discussion

10 min

Give families some time to discuss what they learned from the video. Some questions may be:

- *What have we learned about a good life?*
- *How would you describe someone who lives a good life?*
- *How can you apply those ideas to your day-to-day life?*
- *Do you know people in your community who are living a good way of life?*

Ask if families have any questions before continuing onto the next activity.

Family Group Activity: Stages of Life

15 min

Ask families to get with their family members and have them turn to the "**Stages of Life**" worksheet in their Workbooks (**pages 15-17** in the Youth Workbook and **pages 14-17** in the Adult Workbook).

*As we think about what makes a good way of life, we want to think about how we define Minobimaadiziwin and how that definition might change throughout our lives. Look at **page 15** for youth and **page 14** for adults – and see if you can find which stage of life you are in.*

*Then on **page 16** for youth and **page 15** for adults, there are a few questions at the bottom of the page. Use the information from the stages of life pages to help you answer these questions.*

My direction is: _____. I fit into stage _____.

The good things in my life include _____ and _____.

My favorite things are _____.

I am looking forward to _____.

*Look at the next pages on "**A Good Way of Life**" and check off the things that you have done or would like to do. Think about what makes "**A Good Way of Life**" for you.*



Allow a few minutes for families to fill out their workbook pages. This would be a good time to take pictures of families for the scrapbooks! After the sheets are filled out, ask the participants to share their answers with their family to learn what things they like to do and what fits in each person's stage of life.

Would anyone like to share what kinds of things they marked on their list? Was there anything that you thought should be added to the list? Was it fun to hear what family members liked to do? Did anybody in your family do anything that you did not know about?

As an Anishinabe adolescent, teenager, parent, grandparent, or Elder, it is important to recognize that life is good. There are many good, special, unique, and positive things in our lives as Anishinabe individuals. Being Anishinabe is A GOOD WAY OF LIFE.

Family Journal Activity: My Life History Timeline **15 min**

Let families know it is time to work on the journal activity, **"My Life History Timeline"** found on **page 18** of the Youth Workbooks and **page 18** of the Adult Workbooks.

This next journal activity "My Life History Timeline" will be completed by both children and parents. Adults have a space to create a timeline with your birth date on the left and the present year on the right. In the box, describe important events or experiences in your life that are a part of your life history.

For kids, you will start at the bottom and put in your birthday and put your current age at the top. Fill in the spaces with some of the significant things that you have done. Some ideas may include your first day of school, learning to ride a bike, or getting an Anishinabe name.

Ask participants to share their timelines with each other once they have finished.

Minobimaadiziwin Board Game **45 min**

Distribute the Minobimaadiziwin Board Games and explain the objectives of the game using the game instructions. Families may have to join with another family to play the game, or they may choose to play just as their own family if there are enough copies of the game for each family to use. Encourage the Guest Elder to join a team if they would like to play.

The Minobimaadiziwin Game was designed Anishinabe Elders for Anishinabe people. The goal of the game is to reinforce the importance of Anishinabe values. Each participant will roll one die. The player with the highest roll will go first and the game will continue in a clockwise direction. Each participant must read the Value Cards out loud. We will play the short version of the game and just play around the outside ring – the winner will be the person who is able to collect all seven of the different Value Cards.



Move around the room and observe the family activity. It is very important that you encourage the families to talk about the spaces and cards. This would be a great time to take family pictures for the scrapbooks! Remember to be respectful, encouraging, make suggestions, and ask questions.



Let families know when 5 minutes remain and ask them to try and finish the game. Give each child with the highest number of value cards in each group a raffle ticket. Write their name on the ticket we keep and put it into the Raffle Jar.

Optional Raffle Drawing – You can ask the Guest Elder to draw two raffle tickets and send two copies of the Minobimaadiziwin Board Game home as a prize for two eligible children who are present at the session. Be sure to return the two raffle tickets drawn back to the Raffle Jar for future raffles!

Group Gathering

5 min

Gather your families back together for announcements and reminders.

Announcements and Reminders

5 min



Hand out one smudge kit to each family and explain the **Take Home Activity** for the session.

*This week's Take Home Activity is to read about the "Four Sacred Plants" on **pages 6 and 7** in the adult **Take Home** booklets and on **pages 5 and 6** in the youth **Take Home** booklets and answer the questions at the bottom of the second page. Then you get to decide how and when you want to use the smudge kits as a family.*

Remind families about the "keepsake" scrapbook using materials from throughout the program. Encourage families to take pictures related to this week's topic.

For this week's pictures, take photos of something or someone that represents a "Good Way of Life."

Remind the youth to bring their take home assignment back next session:

*Remember to bring your **Take Home** booklets back with you next session so you can get the raffle ticket for completing your assignment!*

Closing

5 min

Tell the families how sincerely you appreciate their participation. Let the families know you look forward to seeing them next session.

If there is time, ask the Guest Elder to give a short talk on the four sacred plants. Tell the families that you appreciate their participation. You may want to ask a family member or Guest Elder to give a closing prayer before ending.

I just want to tell you how much we appreciate your participation and how excited we are to have everyone here.

We want to especially thank our Guest Elder (Elder's name) _____ for being with us!

Please be sure to put your workbooks and lanyards in your family folders.

Be sure to get your gift cards and sign your receipts!

If you can help straighten up the supplies and the room before you leave, we would really appreciate it.

As people are preparing to leave, be sure to collect the lanyards and the Parent and Youth Workbooks or ask them to put them in their family folder in the plastic facilitator tote.

Have one adult from each family sign the \$20 visa gift card receipt (purple paper) and give them their gift card envelope. Have each eligible child sign the \$10 visa gift card receipt (blue paper) and give them their gift card envelope. Ask the Guest Elder to sign the \$50 visa gift card receipt (white paper) and give them their gift card envelope. Thank participants for their attendance and participation this week.

Complete the brief one-page 'Weekly Session Evaluation' form for your records. Remember to go online to the online fidelity survey <https://tinyurl.com/bzdddeval> to complete the overall weekly session evaluation BEFORE your next session.

Check to make sure that you have picked up all your supplies before leaving. Be sure that the area is clean and tidy. Check all bathrooms and eating areas to be sure that we aren't leaving any messes behind. Turn off lights and locks doors as directed by the facility.

SESSION FIVE

Healthy Self, Healthy Relationships

SUMMARY:

This session's activities will focus on ways to cope with bullying and cyberbullying. In the discussion about how to help others we will discuss the role of the warrior in traditional Anishinabe teaching. We will also focus on awareness around depression and suicide prevention.

SESSION OVERVIEW

- **FAMILY: Group Activity**
Bullying & The Role of Warriors
- **Bii-Zin-Da-De-Dah Video:**
Warriors
- **FAMILY: Group Discussion**
Peer Intervention
- **YOUTH: Group Activity**
Bystander Revolution Online Video
<https://www.youtube.com/watch?v=-yl3nmon59w>
- **Parent: Group Activity**
Discussion and Worksheet
- **FAMILY: Group Activity**
How to Help
Openness Contract

OBJECTIVES

By the end of the session, we hope participants will:

1. Be able to identify signs of depression and suicide.
2. Recognize the consequences of bullying and cyberbullying.
3. Learn how to cope with bullying and cyberbullying.
4. Know how to avoid being bullied or being the bully.
5. Be able to discuss characteristics of modern day Anishinabe "Warriors."

MATERIALS:

☐ BZDDD Video: Warriors	☐
☐ Bystander Revolution Online Video (internet connection)	☐

PREPARATION CHECKLIST:

- ☐ Before the session begins, ask the Guest Elder to review **page 21** in the Youth Workbook "Be a Warrior Against Bullying."
- ☐ Review and set up the videos – test the videos before participants arrive.
- ☐ _____

As the Families Arrive

15 min



Welcome each family as they arrive. Ask any new family members to fill out a name tag and put them on. If the adult who attended last week is not in attendance, they can use the lanyard from the family folder. Give each returning family their workbooks and lanyards as they check in. Have all participants sign the "Session Sign In and Photo Consent" form. Ask the kids to put a sticker on the family Attendance Chart. Hand out an attendance raffle ticket to each child as they sign in. Write their name on the ticket we keep and put it into the Raffle Jar.

While we are waiting for all the families to arrive, kids can take a few minutes and look at the pages in the back of your workbook – we are building pages for the scrapbook we will make in Session 13, so if you want to use crayons or colored pencils, you can work on some of those activities.

Meal

30 min

Once all of the families have arrived, introduce the Guest Elder to the group and thank them for attending. Present tobacco (asemaa) to the Guest Elder and invite him/her to perform an opening prayer and a blessing of the food. After the prayer is complete, let families know where plates, silverware, and beverages may be found and where the garbage cans are located. Remind families to throw away their items and clean up their area after the meal.

Mingle with the families during the meal. Please spread out and sit with the families. After people have finished eating, make sure that the area is cleaned up, and ask others to help if necessary. Set aside any leftover food and redirect the group to their seats.

Welcome

15 min

Introduce yourself to the group, if needed. Welcome families to the session. Reinforce to the families how important their participation is.

Discuss the Take Home Activity from last session and ask if there are questions. The families took home smudge kits and were asked to read about the Four Sacred Plants.

Did anyone have a chance to read through the pages on the Four Sacred Plants? Did you decide as a family when you wanted to use the smudge kits?



Give raffle tickets to the youth who completed their Take Home Activity. Write their name on the ticket we keep and put it into the Raffle Jar.

Bullying & Cyberbullying Activity

20 min

Ask the parents and the children to think about some common or recent examples of bullying they have seen or heard of in their community.

We are going to talk about bullying. Does anyone have examples they can offer of bullying?

After some of the participants have offered examples of bullying, including cyberbullying, inform them that you are going to provide more detailed definitions of bullying, so everyone is aware of the different forms it can take.

Bullying

The act of bullying is when strength or power is used to intimidate someone. Typically this is done to force another person to do what the bully wants. Bullying can be done by a single person to another individual, a single person against a group of people, or a group of people that intimidate a single person or another group. Bullying can happen at school, at work, in public, and even at home.

Cyberbullying

Cyberbullying is the use of technology to deliberately hurt another person's feelings, intimidate or embarrass someone. Cyberbullying can be done by a group or by an individual. Cyberbullying can happen through social media sites, through instant messages, emails, texts, and through other mobile apps.

We have amazing tools for communicating, but it is important to remember that once something is posted or sent, it is no longer in control of an individual. Often, cyberbullying is meant to humiliate or embarrass a person. A person might write something embarrassing or put an embarrassing picture of a person online. Once the information is put out there, it is usually impossible to take it back or to undo the damage that is done to a person or a friendship. This is why it is so important to remember that while feelings might be temporary, the damage that someone can do online is not.

We have traditional Anishinabe ways of protecting and caring for others: we have warriors. The term warrior often makes people think of a fighter and violence, but the traditional Anishinabe meaning of warrior means much more. A warrior is someone who is ready to take on responsibilities and fight for unity. Warriors are not just men; warriors are women, men, Elders and children. As warriors, our commitment is to protect our community, not just from outsiders, but from hate, alcohol, violence, abuse, and bullying. We can all be warriors in caring for others.



BZDDD VIDEO: Warriors

5 min

Have everyone find a seat in the room, facing the television or screen, and explain that the next activity is a video called "**Warriors**." This video focuses on what it means to be a Warrior in the community and how to best stand up to bullying. They will hear from some local community members in the video. Begin the Warrior video either from the BZDDD DVD or online.

Video Discussion

10 min

Ask families to share what they liked and disliked about the video. Ask them what they learned that will help them stand up for others in need and be a modern day warrior.

I know that talking about bullying can be difficult for us, but did you find the video to be useful?

As a warrior, you have the responsibility to intervene when you see bullying happening. Below is a list of common traits of a 'peer intervention' model and how each trait aligns with our Anishinabe traditional values.

- **Never Join In** – When we join in bullying, even if it is just watching bullying happen without doing anything, we are contributing to the problem. Our values are not flexible: the standards and values our Elders pass to us give no room for hate. Joining others in bullying is joining in spreading hate with others.
- **Help or Intervene** – Standing up to bullies can be a hard thing to do and it requires a lot of courage. When we stand up for those who are being bullied, we strengthen those who are victims and we let other bullies know that bullying will not be tolerated in our community. As warriors, we find those who need our help and we join them in their struggles. It is our responsibility to help others.
- **Tell an Adult** – After intervening in situations where we see bullying, it is equally important that kids tell adults what happened. Adults are able to look into the issue and stop bullying from happening again in the future. Our Elders look out for our community. If we fail to tell parents and Elders of problems we see, they will not be able to provide wisdom and guidance for our people.
- **Ask Others to Stand against Bullying** - It is not cool to be a bully and is not cool to accept bullying in our community. When people talk about other bullies or people being mean, let them know that you are not okay with that kind of behavior and they should not be okay with it either. To live the good life as an Anishinabe community member, we need to help and share all that we have. Sharing what we have is not limited to food and material things, but extends to sharing the knowledge and kindness.

Ask the families to brainstorm together different types of bullying that they know of. After a few minutes, tell the families that you are going to share a few types of bullying and see if they came up with any of the same types of bullying.

Cyberbullying

- **Flaming-** Intense arguments with someone through the internet. Often, people feel more comfortable saying mean and hurtful things over the internet that they would otherwise not say face-to-face.
- **Masquerading-** When someone pretends to be someone else online with the intention of hurting another person. If you are not 100% sure who you are talking to over the internet, then do not talk to that person.
- **Outing-** Using the internet to tell a large number of people someone else's secrets. This is often done by releasing confidential information or pictures to large groups of people through media sites, text messages, or chats. This embarrasses people and makes it hard for them to be seen at school or in other public settings.

When it comes to cyberbullying, it is important to remember several things:

- 1) *The internet is public and once the message is out there, it is hard to undo the damage.*
- 2) *Anyone can be a victim of cyberbullying.*
- 3) *We can all be an intervening bystander or warrior to stop bullying.*

Parent and Youth Breakout Activities - 35 Minutes Total Time

Ask parents to split out into a separate group from their children. Direct them to their individual meetings spaces. Let parents and youth know where they will be moving to and how much time they will be splitting up for, we recommend two adjacent rooms so you can easily check on each group's progress. One facilitator should be with each group. Ask the Guest Elder to stay with the Youth for this activity. Adults should move to a different area for the breakout activity.

YOUTH

Bystander Revolution Video

10 min

Have the youth find a seat in the room, facing the television or screen, and explain that the next activity is a short video called "**Bystander Revolution | What Can One Person Do To Help?**" The video is available online at <https://www.youtube.com/watch?v=-yl3nmon59w>.

Ask the youth to share what they liked and disliked about the video. Ask them what they learned that will help them stand up for others in need.

How to Be a Warrior

25 min

Ask the youth to turn to **page 21** in their Workbooks and ask them to follow along as you read the four ways they can "**Be a Warrior Against Bullying.**"

Direct the youth to **pages 22-23** of their Workbooks entitled "**Cyberbullying: Not a Pretty Picture**" and give them time to answer each question or read the scenarios and ask them to suggest answers.

Now that we've talked about how we can stand up against bullying, let's look through some scenarios and think about what actions we can take.

Walk around the room and answer any questions that the youth may have. When they have finished filling out the worksheet, discuss each scenario and their answers.

PARENTS



Understanding and Preventing Bullying

35 min

Lead a talking circle on bullying, including cyberbullying, and monitoring internet and phone use of children. Parents frequently have to deal with bullying if their children experience it either as victims or bullies.

As the parents share, write their answers to the questions on the chart tablet, whiteboard, or chalkboard where everyone is able to read it.

We have already discussed the general definition of bullying and even some specific types of bullying. Bullying can have severe consequences on children's self-esteem. Does anyone have any experience with their children being bullied? Would you be willing to share your experience?

One of the most important things we can do as parents to protect our kids from bullying is to make sure our children know they can come to us if they have been bullied, and that we will listen and take action to make them feel safe again. A child will be much more likely to report bullying, rather than bottling up those feelings, if they know that an adult will genuinely listen.

Sometimes, no matter how well kids are monitored, they may be the victim of bullying or engage in bullying behavior. Does anyone have any experience dealing with their child being a bully? Or engaging in bullying?

Direct parents to **page 21** of their Workbooks called **"Dealing with Cyberbullying"**. Have the parents volunteer to each read aloud one of the ways to deal with cyberbullying on the numbered list. Wrap up the discussion after you have gone through the worksheet.

Whether your child is the victim of bullying or the bully themselves, there are important actions we can take in dealing with the situation. Have you tried any of these strategies? Do you agree or disagree with each of these strategies?

Bullying is linked to many negative outcomes, including poor mental health, increased substance use, and risk of suicide. Researchers have discovered a strong link between bullying and depression. Both bullies and their victims are more likely to suffer from depression than youth who are not involved in bullying. This connection can be long-lasting; people who are bullied as children are more likely to suffer from depression as an adult than children not involved in bullying.

The next activity deals with sadness and depression, which can be hard to talk about for children and parents alike. Guide a Talking Circle about the following questions.

- *How do kids behave when they are depressed or sad?*
- *What things in kids' lives make them depressed?*
- *What negative things do kids do when they are depressed?*
- *What changes can you make to help your kids?*

Group Gathering

5 min

Gather your families back together to complete the next activity together.

Parent and Youth Activity

20 min

The next activities deal with sadness and depression and how to ask for help when you need it. Introduce the discussion by letting families know this is not always easy to talk about.

Direct families to the **"How to Help"** worksheet on **page 24** of the Youth Workbook. Allow some time for parents and children to read it together. Ask if anyone has comments or questions and take a few minutes to discuss the worksheet.

*From what we have been reading and discussing, we can see that communication is one of the most important things about dealing with difficult situations. Whether it is bullying or helping a friend who is very sad, we have to know that we can ask for help without fear of being ignored or getting in trouble. The worksheet you have read in the Youth Workbook is written to help kids recognize the signs of depression. There is also a page in the Adult Workbook on **page 22** that was written for parents. In both, one of the most important actions anyone can take is to ask for help or find someone who can help. The idea behind the Openness Contract is creating a place where we can talk about problems or concerns and know that we will be heard.*

Have families turn to the **"Openness Contract"** on **page 25** of the Youth Workbook and **page 23** of the Adult Workbook and ask the families read through it together and sign it.

Announcements and Reminders

5 min

Remind the kids about their Take Home Activity for the week.



*The **Take Home Activity** for kids is "**Searching for Warriors**" on **page 7** in the youth **Take Home** booklet. The activity is to identify traits of a warrior that you witness or participate in throughout the week.*

Remind families about the "keepsake" scrapbook using materials from throughout the program. Encourage families to take pictures related to this week's topic.

For this coming week's pictures, bring a picture of your family playing your favorite game!

Remind the youth to bring their take home assignment back next session:

*Remember to bring your **Take Home** booklets back with you next session so you can get the raffle ticket for completing your assignment!*

Closing

5 min

Tell the families how sincerely you appreciate their participation. Let the families know you look forward to seeing them next session. Tell the families that you appreciate their participation. You may want to ask a family member or Guest Elder to give a closing prayer before ending.

I just want to tell you how much we appreciate your participation and how excited we will be to have everyone back here next session.

We want to especially thank our Guest Elder (Elder's name) _____ for being with us!

Please be sure to put your workbooks and lanyards in your family folders.

Be sure to get your gift cards and sign your receipts!

If you can help straighten up the supplies and the room before you leave, we would really appreciate it.

As people are preparing to leave, be sure to collect the lanyards and the Parent and Youth Workbooks or ask them to put them in their family folder in the plastic facilitator tote.

Have one adult from each family sign the \$20 visa gift card receipt (purple paper) and give them their gift card envelope. Have each eligible child sign the \$10 visa gift card receipt (blue paper) and give them their gift card envelope. Ask the Guest Elder to sign the \$50 visa gift card receipt (white paper) and give them their gift card envelope. Thank participants for their attendance and participation this week.

Complete the brief one-page 'Weekly Session Evaluation' form for your records. Remember to go online to the online fidelity survey <https://tinyurl.com/bzddddeval> to complete the overall weekly session evaluation BEFORE your next session.

Check to make sure that you have picked up all your supplies before leaving. Be sure that the area is clean and tidy. Check all bathrooms and eating areas to be sure that we aren't leaving any messes behind. Turn off lights and locks doors as directed by the facility.

SESSION SIX

Help-Seeking

Naadamaagoziwin O’Nandowaabandan

SUMMARY:

The session activities will focus on how to seek help and how to give help by following a good way of life. Giving help to someone in need is just as important as seeking help when you are in need. The session will also focus on how to recognize when people need help, including yourself. Parents will brainstorm positive family goals and youth will learn about how to offer tobacco (asemaa).

SESSION OVERVIEW

- **Facilitator Puppet Show:**
Help-Seeking
- **PARENT: Group Activity**
Family Goals
- **YOUTH: Individual Activity**
Puppet Show and Journal Activity
- **BZDDD Video:**
Tobacco
- **YOUTH: Group Activity**
Puppet Show Performances
- **FAMILY: Group Activity**
Tobacco Pouches

OBJECTIVES

By the end of the session, we hope participants will:

1. Learn the skill of seeking help.
2. Learn about ways to help others in need.
3. Be able to identify people in the community who can help and offer advice.
4. Understand the importance of tobacco (asemaa) and the proper ways of offering it.

MATERIALS:

- | | |
|--|---|
| ☐ BZDDD Video: Tobacco | ☐ Tobacco Pouches |
| ☐ Puppet Materials and Tablecloth | ☐ Book: Walking Toward the Sacred |
| ☐ _____ | ☐ _____ |

PREPARATION CHECKLIST:

- ☐ Before the session, ask the Guest Elder to review **pages 12-13** in the “Walking Toward the Sacred” book. Ask them if they will share about offering tobacco and assist families with placing tobacco in their tobacco pouches at the end of the session.
- ☐ Review and set up the video – test the video before participants arrive.
- ☐ Set out enough copies of the book, “Walking Toward the Sacred” for each family to receive one.
- ☐ Set up one table for the puppet show. Cover the front of the table with a tablecloth to hide the puppet show performers. Have the example puppet set out.

As the Families Arrive

15 min



Welcome each family as they arrive. Ask any new family members to fill out a name tag and put them on. If the adult who attended last week is not in attendance, they can use the lanyard from the family folder. Give each returning family their workbooks and lanyards as they check in. Have all participants sign the "Session Sign In and Photo Consent" form. Ask the kids to put a sticker on the family Attendance Chart. Hand out an attendance raffle ticket to each child as they sign in. Write their name on the ticket we keep and put it into the Raffle Jar.

While we are waiting for all the families to arrive, kids can take a few minutes and look at the pages in the back of your workbook – we are building pages for the scrapbook we will make in Session 13, so if you want to use crayons or colored pencils, you can work on some of those activities.

Meal

30 min

Once all of the families have arrived, introduce the Guest Elder to the group and thank them for attending. Present tobacco (asemaa) to the Guest Elder and invite him/her to perform an opening prayer and a blessing of the food. After the prayer is complete, let families know where plates, silverware, and beverages may be found and where the garbage cans are located. Remind families to throw away their items and clean up their area after the meal.

Mingle with the families during the meal. Please spread out and sit with the families. After people have finished eating, make sure that the area is cleaned up and ask others to help if necessary. Set aside any leftover food and redirect the group to their seats.

Welcome

10 min

Introduce yourself to the group, if needed. Welcome families to the session. Reinforce to the families how important their participation is.

If the Guest Elder is willing, ask them to give a short talk about the importance of seeking help.

Discuss the Take Home Activity from last session and ask if there are questions. The youth were asked to identify the traits of a warrior they saw around them.

Did any of the youth have a chance to identify the traits of a warrior?



Give raffle tickets to the youth who completed their Take Home Activity. Write their name on the ticket we keep and put it into the Raffle Jar.



BZDDD VIDEO: Tobacco

10 min

Have everyone find a seat in the room, facing the television or screen, and explain that the next activity is a video called "**Tobacco.**" This video focuses on tobacco (asemaa) and why it is important to our Anishinabe culture. In this video you will get more ideas on what tobacco (asemaa) is used for, as well as ways to seek advice from Elders. Begin the Tobacco video either from the BZDDD DVD or online.

Video Discussion

5 min

Give families time to discuss what they learned. Some questions may be:

- *How did this video make you feel?*
- *Did you learn anything new or interesting?*
- *Is there anything you already knew?*
- *How can you apply what you have learned next time you're seeking help?*
- *Would you be comfortable offering tobacco (asemaa) to an Elder?*

Facilitator Puppet Show

15 min

Let the families know that the next activity is a puppet show. You may want everyone to gather around the front of the table for the puppet show.

Let's gather around the front of our puppet theater to enjoy a puppet show about Helping Hannah, who will give us some information on how to ask for help and who we can go to if we have a problem we want to talk about.

[Facilitator reads aloud while using puppets to talk and move]

Hello boys and girls, ladies and gentlemen. I am Helping Hannah and I am here today to talk to you about help-seeking. Does anyone know what help-seeking is? Help-seeking is a way of asking for help, advice, or guidance. A lot of you have probably asked someone in your family for help at some time. Maybe you have asked your mom for help on your homework or your dad to fix your bike.

Traditionally, an Anishinabe child that was having a problem would seek an Elder, a relative, or a close friend to talk to and share their problems with.

Tobacco is always given as an offering to a spirit of an animal or plant for giving its life for us to live. Tobacco is always given to Mother Earth for using her gifts. Tobacco can be given to an Elder as a gift or when requesting their assistance or advice. Tobacco can also be given to a friend or to a stranger when offering a hand of peace.

It's important for each of you to have someone that you can go to for help and guidance. Look within your family and community to find someone that you respect and trust. Seek them out when something is bothering you or when things are going well. Who might these people be? They could be a teacher, a counselor, a friend, a cousin, a grandparent, a mom, a brother, a dad, a sister, or an Elder. Basically, anyone who can share helpful ideas and provide support to you is someone you want to have around. All you have to do is ask!

Sometimes asking for help is difficult so I like to write a letter to my friend, Giving Gretchen. At times it's easier to write about my problems than talk about them.

Giving help to others when they is just as important as seeking help from others when you need it. I can sometimes tell when my friend Giving Gretchen is having a problem

and I will be there to help her through the tough times. Help-seeking and help getting can be summed up in four simple steps:

- 1. Finding out the person's **FEELINGS** (Enamanjiong)*
- 2. Identifying the **PROBLEM(S)** (Maazhichigewinan)*
- 3. Exploring **RESOURCES** (Gewiidookaagemagakin)*
- 4. Moving to **ACTION** (Ezhichigeng)*

To help you become terrific help seekers and help givers, we are going to have each of the youth create puppets for your very own puppet show later. The helpful facilitators will get you all of your supplies. Once you finish, the fun will begin again. See you later!

Parent and Youth Breakout Activities - 30 Minutes Total Time

Ask parents to split out into a separate group from their children. Direct them to their individual meetings spaces. Let parents and youth know where they will be moving to and how much time they will be splitting up. We recommend using two adjacent rooms so you can easily check on each group's progress. One facilitator should be with each group. Ask the Guest Elder if they could stay with the youth during the session. Adults should move to a different area for the breakout activity.

YOUTH

Puppet Show Preparation

20 min

Have the kids get into groups of two or three. Assign each group one of the scenarios from **pages 27-33** in the Youth Workbooks. Organize the youth into groups based on the number of actors in the scripts. Ask each group to read their scenario and pick one character to make a puppet for. Distribute paper bags to the groups and let them know they are to make their own puppet for the show. Let them know where the supplies are and offer to help.

We are going to make puppets for our characters. Let me know if you have questions once you get started. We will have a few minutes to practice before the show!



Walk around to see if anyone needs help. This would be a great time to take pictures for the scrapbooks! After the youth are done making their puppets, let them know they will be having a show for the adults toward the end of the session.

Youth Journal Activity

10 min

Explain the journal activity for the night, **"A Helping Hand."** Youth will take time to list people, animals, and things they help and that also help them.

*Let's turn to **page 34** in our Workbooks. Can you think about all the people, animals, and plants that you help take care of? On the left side of the paper, make a list of those things. Next to each item, write a short sentence telling how you help that person, plant, or animal. On the right side of the paper, make a list of all the people, animals, or plants that help you. Next to each of those things, write a sentence to describe how you are helped by these things. You can decorate your activity with pictures if you want.*

PARENTS

Use of Tobacco

10 min

Turn to **page 19** in the Adult Workbook and encourage a brief discussion of the tobacco section of the **"Four Sacred Plants."**

*We are focused on help seeking for this session. One of the traditional Anishinabe ways of asking for help involves offering tobacco. On **page 19** in your workbooks is the information on tobacco or asemaa in the **"Four Sacred Plants"** reading. Thinking about help seeking, could you share when and how you offer tobacco?*

Are there times when you think it would be helpful to offer tobacco?

Prompts could include: 1) How did you learn about offering tobacco? 2) Are there ways you could incorporate the offering tobacco more often in your life? 3) What about the other sacred plants?

Family Goals

20 min

Explain that we would like the parents to begin thinking and talking about their goals for their families. Ask parents to follow along as we review the **"My Family Goals"** worksheet.

*Let's turn to the family goals worksheet on **page 24** of your Workbook. Many of us have goals of bettering ourselves and our family's lives. Sometimes writing these down makes them more visible and realistic than just thinking about them.*

- First, write down a short-term goal during the duration of the Bii-Zin-Da-De-Dah program, a mid-term goal over the next few months, and a long-term goal over the next few years that you wish to accomplish individually.*
- Next, write down a short-term, mid-term, and long-term goal for your family.*
- Next, write down a short-term, mid-term, and long-term goal for your child.*

Allow time for parents to complete the worksheet. After everyone has finished, ask them to share some of their ideas with the group. You may want to share some of your own goals as an example to get parents started sharing with one another.

Group Gathering

5 min

Gather your families back together for the next activity.

Puppet Show

20 min

Let families know that it is now time for the children to perform their puppet shows. Ask for a volunteer group to go first. If no one volunteers, politely ask one group to get things started. Continue by having each group do a puppet show for the audience until all of the youth have done a show. Encourage the youth, help them along if needed, and give them lots of praise!



While the children are doing the puppet show would be a great time to take pictures for the scrapbooks!

Tobacco Pouches

15 min

Give each family a copy of the book, "Walking Toward the Sacred."

Each family gets to take a copy of the book, "Walking Toward the Sacred: Our Great Lakes Tobacco Story" to keep. Let's turn to page 12 as our Guest Elder shares information about the proper way to handle tobacco.

Once the Guest Elder is done, distribute one tobacco pouch to each family. Have the package of loose tobacco on a table at the front of the room. Assist the Guest Elder with helping families fill their own tobacco pouches.

We are going to create tobacco pouches for each family to take home.



Reminders and Announcements

5 min

Explain the Take Home Activity, ask the families to find time to work on it together in the coming week.

*There are two parts to the **"Help Seeking" Take Home Activity** on **page 8** of the adult **Take Home** booklet, and **page 8** of the youth **Take Home** booklet.*

This activity should be completed as a family. Part I is to offer tobacco (asemaa) to an Elder for help translating the word list into Ojibwe. Part II is to translate this list of words into Anishinabe: happy, sad, hurt, scared, and angry.

Remind families about the "keepsake" scrapbook using materials from throughout the program. Encourage families to take pictures related to this week's topic.

For this coming week's pictures, bring a fun picture of your family working together to complete the help seeking Take Home Activity.

Remind the youth to bring their take home assignment back next session:

*Remember to bring your **Take Home** booklets back with you next session so you can get the raffle ticket for completing your assignment!*

Closing

5 min

Tell the families that you appreciate their participation. You may want to ask a family member or Guest Elder to give a closing prayer before ending.

I just want to tell you how much we appreciate your participation and how excited we will be to have everyone back here next session.

We want to especially thank our Guest Elder (Elder's name) _____ for being with us!

Please be sure to put your workbooks and lanyards in your family folders.

Be sure to get your gift cards and sign your receipts!

If you can help straighten up the supplies and the room before you leave, we would really appreciate it.

As people are preparing to leave, be sure to collect the lanyards and the Parent and Youth Workbooks or ask them to put them in their family folder in the plastic facilitator tote.

Have one adult from each family sign the \$20 visa gift card receipt (purple paper) and give them their gift card envelope. Have each eligible child sign the \$10 visa gift card receipt (blue paper) and give them their gift card envelope. Ask the Guest Elder to sign the \$50 visa gift card receipt (white paper) and give them their gift card envelope. Thank participants for their attendance and participation this week.

Complete the brief one-page 'Weekly Session Evaluation' form for your records. Remember to go online to the online fidelity survey <https://tinyurl.com/bzddddeval> to complete the overall weekly session evaluation BEFORE your next session.

Check to make sure that you have picked up all your supplies before leaving. Be sure that the area is clean and tidy. Check all bathrooms and eating areas to be sure that we aren't leaving any messes behind. Turn off lights and locks doors as directed by the facility.

SESSION SEVEN

Recognizing Our Feelings

SUMMARY:

This session allows us to learn about the full range of our feelings. We will learn about how our emotions change based on many different circumstances, but we don't have to allow our feelings to negatively impact our behavior. We will also discuss the importance of understanding how others are feeling.

SESSION OVERVIEW:

- **FAMILY: Group Activity**
Describing Our Feelings
Recognizing Our Feelings
Understanding Others' Feelings
- **PARENT: Group Activity**
The Importance of Harmony
Your Child's Moods and Emotions
- **YOUTH: Group Activities**
Emotion Gauges and Musical Chairs

OBJECTIVES:

By the end of the session, we hope participants will:

1. View emotions as a natural part of life.
2. Be able to identify important feelings in ourselves and others.
3. Learn effective ways to manage emotions based on Anishinabe values.
4. Be able to identify "anger busters."

MATERIALS:

☐ Anger Busters and Producers	☐ CD Player/Music for Musical Chairs
☐ Emotion Gauges	☐ _____
☐ Blue Cup and Red Cup	☐ _____

PREPARATION CHECKLIST:

- ☐ Ask the Guest Elder if they would help run the music for musical chairs.
- ☐ Set out the "Anger Busters and Producers" cards from the facilitator folder in the plastic tote.
- ☐ Mix the strips of paper in a cup for Musical Chair Madness activity
- ☐ Gather the Emotion Gauges from the facilitator folder in the plastic tote. Set out enough for each youth to get one and keep one as an example for the parents.

As the Families Arrive

15 min



Welcome each family as they arrive. Ask any new family members to fill out a name tag and put them on. If the adult who attended last week is not in attendance, they can use the lanyard from the family folder. Give each returning family their workbooks and lanyards as they check in. Have all participants sign the "Session Sign In and Photo Consent" form. Ask the kids to put a sticker on the family Attendance Chart. Hand out an attendance raffle ticket to each child as they sign in. Write their name on the ticket we keep and put it into the Raffle Jar.

While we are waiting for all the families to arrive, kids can take a few minutes and look at the pages in the back of your workbook – we are building pages for the scrapbook we will make in Session 13, so if you want to use crayons or colored pencils, you can work on some of those activities.

Meal

30 min

Once all of the families have arrived, introduce the Guest Elder to the group and thank them for attending. Let the families know that from now on, we will be asking a youth to assist us with our opening each week. Ask a youth participant to offer tobacco (asemaa) to the Guest Elder so that he or she may pray, smudge, and perform an opening prayer and a blessing of the food. After the prayer is complete, let families know where plates, silverware, and beverages may be found and where the garbage cans are located. Remind families to throw away their items and clean up their area after the meal.

Mingle with the families during the meal. Please spread out and sit with the families. After people have finished eating, make sure that the area is cleaned up and ask others to help if necessary. Set aside any leftover food and redirect the group to their seats.

Welcome

20 min

Welcome everyone to the session. Reinforce to the families how important their participation is.

Let's talk about our Take Home Activity from last session...

- *Was it easy or hard to find an Elder to help you translate the words?*
- *Were there any words you could not translate?*
- *Had you heard any of the feeling words spoken in Anishinabe before?*
- *How did it feel to offer tobacco (asemaa) to an Elder? Was it fun? Were you nervous?*



Give raffle tickets to the youth who completed their Take Home Activity. Write their name on the ticket we keep and put it into the Raffle Jar.

Understanding Feelings

10 min

Our feelings are natural and normal emotions. There are no “good” feelings or “bad” feelings. However, the way we deal with our feelings can make a big difference in our lives. Lead a brief discussion on harmony.

The teachings of our Anishinabe ancestors encourage us to maintain harmony at all times. We might think of harmony in nature where all things are interconnected. Our ancestors remind us to treat all living things with respect in order to maintain balance. But harmony can also be found within ourselves. When we react to our feelings too strongly, we can disrupt harmony. Every action we take has a reaction in the world around us. Every choice we make has a consequence: sometime consequences are positive and sometimes they are negative.

- *What does harmony mean to you?*
- *Do certain emotions disrupt the balance and harmony you feel inside?*

*We have five major emotions: **happy, afraid, disgusted, angry, and sad**. Often times our feelings might be translated through anger. For example, if we are hurt or afraid, we might say or do things out of anger. Can you think of a time when you said or did something that hurt someone when you didn't mean to? Has there ever been a time when someone got mad at you when you didn't think you did anything wrong? Sometimes our emotions are so strong we act or react in ways we wouldn't normally.*

Our emotions are a combination of three things:

- 1. Events that happen.*
- 2. Our thoughts and feelings about those events.*
- 3. Our reactions and responses.*

Sometimes the events that trigger our feelings can build up throughout our day. We may feel strong emotions when we sense that we've lost control or when we feel vulnerable or afraid. Triggers arise when we feel that there are shortages of certain resources, such as money, power, time, and space. They also arise because we experience conflicts and disagreements with others. We may have different values, beliefs, experiences, skills, knowledge, self-interests, and concerns. Sometimes being frustrated, stressed, or confronted with conflicts makes us angry. You might notice fear or frustration simply because something feels "off" or imbalanced. There are many reasons why people get upset, but our behavior is what really matters.

Describing Our Feelings

10 min

The next three exercises are intended to help participants think about how to describe their feelings, how to recognize what they are feeling, and how to respond to other peoples' feelings.

*In order to be better at managing our reactions and our behaviors when we feel different feelings, it's important to be familiar with how our feelings actually feel in our bodies. Let's look at the worksheet on **page 36** in the Youth Workbook and **page 26** in the Adult Workbook and think about the emotions you experience. Let's go through these together. Does anyone want to share?*

Prompts may include: 1) What words would you use to describe happy? 2) afraid? 3) How would you finish the sentence, 'If I were to draw a picture of disgusted it would look like -?' 3) How would you describe angry? 5) What about sad?



Recognizing Our Feelings

10 min

This exercise focuses on recognizing our emotions and what we feel like in our bodies when we are experiencing them. By learning to be aware of how different emotions make us feel physically, we can better learn to manage our behaviors. This would be a great time to take pictures for the scrapbooks!

*Let's look at the worksheet on **page 37** in the Youth Workbook and **page 27** in the Adult Workbook. Now that we have talked about how we would define or describe our feelings, we want to think about how our feelings actually FEEL in our bodies. Let's have everybody stand up. We are talking about physical sensations so let's move around a little bit!*

So everybody, kids, parents, Elders we want you to show us what your body looks like or feels like when you're happy. How does your body show others that you're happy?

Show us what your body looks like and feels like when you're afraid?

What about when you are disgusted? How does your body look and feel?

What about if you are angry? Where does your body feel anger? How does your breathing change? How does your walk change?

If you are sad, how does your body look? How can I see that you are sad?

Thank everyone for participating and give them a few minutes to move back to their seats.

Understanding Others' Feelings

10 min

Part of seeking harmony in our lives is thinking about how our words and actions impact others. This section discusses being more aware of how others are feeling.

A part of being in a good relationship with others is recognizing and appreciating how they are feeling. For example, if someone is really afraid, it isn't helpful for us to be angry with them. Sometimes we can decide to wait until they are in a better frame of mind to discuss a difficult subject.

*Turn to the worksheet on **page 38** in the Youth Workbook and **page 28** in the Adult Workbook and let's think about how we know what others are feeling.*

For the youth, draw a line connecting each of the emotions to the picture you think best shows it. For the parents, take a few minutes to fill in the blanks. How would you recognize each of these feelings in others?

After the families have completed the worksheet, ask if they have questions or want to share.

Parent and Youth Breakout Activities - 30 Minutes Total Time

Ask parents to split out into a separate group from their children. Direct them to their individual meetings spaces. Let parents and youth know where they will be moving to and how much time they will be splitting up. We recommend using two adjacent rooms so that you can easily check on each group's progress. One facilitator should be with each group. Ask the Guest Elder to stay with the youth for this activity. Adults should move to a different area for the breakout activity.

YOUTH

Emotion Gauges

15 min

Take a few minutes to introduce the emotion gauges.

This is what we call an emotion gauge. As events happen throughout the day, our feelings change. Friends and family don't always know what kind of day you are having or what kind of mood you are in if you don't tell them. The emotions gauge can be used as a tool to let people know how you are feeling. It would be a good idea to put it somewhere so that people can see it, like on your bedroom door. Each of you will be getting an emotion gauge to take home to use - and we will be using it today.

Distribute an emotion gauge to each child and explain that you will be going over a list of things that happen in a day. With each statement, youth should hold up their emotion gauge with arrows pointing at how each event affects their feelings.

Look at the faces on the emotion gauge. Let's go through each one. First we have tired, the calm, then happy. Then we have confused, worried and sad. Then the last two are annoyed and mad.

I am going to read a list of things that may happen throughout the day. Use your emotion gauge to show how each event affects your emotions. How do you feel when:

- 1) You wake up in the morning?*
- 2) You don't get what you want for breakfast?*
- 3) Your parents won't let you wear what you want to school?*
- 4) You aren't allowed to visit your friend after school?*
- 5) You do poorly on an assignment that you worked very hard on?*

Encourage the youth to share their ideas and show how they would use the gauges.

Can you think of other times we could use our emotion gauges?

Musical Chair Madness

15 min

Let the youth know that the next activity is called "**Musical Chair Madness.**" For this activity you are going to use anger as an example feeling. Ask youth to make a circle in the center of the room out of chairs, with one less chair than the total number of players. For example, if there are 7 youth you would only have 6 chairs. Once the youth have set up the game, explain the rules using the following explanation:

*Let's review the rules of the game. You will walk around the chairs following each other and when the music stops you have to hurry to sit in a chair. The one who doesn't make it to a chair is "out." **Remember not to push or shove to get a chair when the music stops.** The person who is "out" will draw a slip from the cup and read it aloud. The rest of the group will decide if it is an anger producer or buster. An anger producer is something that causes us to have angry feelings. An anger buster is something that we can do to avoid feeling angry. When it is decided whether the slip is an anger producer or buster, it is placed in the appropriate cup (Blue=Buster; Red=Producer). We will continue the game until there is only one person left.*



While the youth are playing musical chairs would be a great time to take pictures for the scrapbooks! After the game is over - when there is only one person left - gather the youth back into a group to discuss the emotion gauges. The last person left in the musical chairs activity gets a raffle ticket! Write their name on the ticket we keep and put it into the Raffle Jar.

PARENTS

Emotion Gauges

15 min

This section discusses the emotion gauges the youth are receiving in their breakout group. Keep one emotion gauge to show the parents as an example.

Each of the youth are receiving an emotion gauge. We are helping them to be aware of how they may feel at different times in their day, and in different situations.

Understanding what our children are feeling is the first step to helping them have better control of their behavior and make better choices about their actions.

I am going to read a list of things that happen throughout the day.

Where might your child's emotions level be when:

- 1. They wake up in the morning?*
- 2. They don't get what they want for breakfast?*
- 3. They don't get to wear what that want to school?*
- 4. They aren't allowed to visit a friend after school?*
- 5. They do poorly on an assignment that they worked very hard on?*

Conduct a discussion about recognizing your child's mood and emotions.

How do you know when your kid is (happy, sad, disgusted, afraid, angry)? How can we help kids' deal with their moods? We know how we sometimes respond negatively when we've had a bad day and then someone approaches us wanting our time or attention, right? How can we think about the kind of mood our kids are in and approach them in a way that recognizes their feelings and stress?

Since each of the youth will be taking their emotion gauges home, can you think of ways they might be useful in your communication with your kids?

After everyone has had a chance to share, conclude the discussion with this overview.

As we all know, parents are the first and foremost teachers in our children's lives. Our children learn by observing our actions and behaviors so it is very important for us to know how to handle situations in a fashion that we would like our children to adopt. We need to be positive role models for our children and model how to obtain and keep harmony within ourselves, our families, and our communities. We need to understand our own feelings as well as the feelings of others around us.

The Importance of Harmony

15 min

Direct parents to **page 29** of their Workbooks, **"The Importance of Harmony."** Review the worksheet together and ask for comments or questions.

The Importance of Harmony

All of our emotions are a natural and normal part of life. The way we behave when we are feeling overwhelmed by an emotion is what counts and has lasting effects. It is important for us to maintain harmony even when we are feeling a full range of emotions.

WHEN OUR EMOTIONS ARE RULING OUR LIVES WE CAN HURT

*Physically.... We can hurt ourselves (headaches, rashes, ulcers).
We can hurt others (hitting, kicking, throwing things).*

*Emotionally... We can hurt ourselves (guilt, sadness, depression).
We can hurt others (put downs, hurt feelings).*

Relationships... Can be damaged and destroyed. Communication can be blocked. We can find ourselves alone.

REPPRESSED EMOTIONS CAN BE VERY HARMFUL

When we have feelings that are not acknowledged, their impact can cause drug and alcohol abuse, poor health, violence, and family breakdown.

CAUSES OF DIFFICULT FEELINGS

Frustration: When we are not getting what we want or had hoped for.

Conflict: When we have to choose between alternatives. Alternatives being faced might both be desirable, have one desirable and one undesirable, or have two undesirable choices.

Stress: Stress is like a rubber band: we can only be stretched so far before we snap. Remember that stress can be positive and negative.

Making Mistakes: Some people admit their mistakes and learn from them. Some consistently blame others for everything. Everybody makes mistakes, but unless we learn from them, they are useless.

DIFFERENT PEOPLE CAN HANDLE VARYING LEVELS OF STRESS

Racehorses: Those who thrive on stress and are only happy with a vigorous, fast-paced lifestyle.

Turtles: Those, who in order to be happy, require peace, quiet, and a generally tranquil environment.

Are you a turtle, a racehorse, or somewhere in between?

Group Gathering

5 min

Gather your families back together for a group activity, announcements and reminders.

Emotions Discussion

15 min

Ask the youth to recall some of the anger busters they encountered in the Musical Chairs Madness game. Ask the group if they can think of any ways to reduce angry feelings when they begin to feel anger.

Write ideas on the whiteboard, chalkboard, or chart tablet where everyone is able to read the list. Some examples of how to reduce feeling overwhelmed by emotions might include:

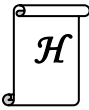
- Offer tobacco (asemaa)
- Breathe deeply or count to ten
- Relax or walk away calmly and take a time out
- Pray
- Decide that the issue doesn't matter/isn't worth fighting over
- Ignore the behavior
- Smile, laugh, or make a joke out of it
- Think about happier things
- Talk to someone about it or ask someone for help
- Write out your feelings
- Do something constructive to improve your community
- Think about or do something else
- Learn a new hobby or skill
- Remain calm and pleasant
- Use reflective listening
- Do something physical, like go for a walk

Remind families about the emotion gauges and encourage families to utilize them and report back next session on how they work.

Emotion gauges are one way we can learn to identify and communicate how we are feeling. We can't assume others always know how we are feeling. When we experience anger or sadness or happiness, our emotions may seem to overwhelm logic and facts. We may be tempted to react rather than to reason and take action. The challenge for each of us is to recognize our emotions and to express them in a positive manner.

Announcements and Reminders

5 min



Tell the families that there are two parts to their **Take Home** assignments.

Direct families to the **"Hassle Logs"** on **pages 9-12** in the youth **Take Home** booklet and **pages 9-13** in the adult **Take Home** booklet. Explain that each time they feel upset, they should fill out a hassle log form.

By completing the hassle log, we can learn to see a pattern in our strong emotions. For example, maybe someone is more irritable in the mornings than in the evenings.

Ask if there are any questions regarding the hassle log. Also, explain the **"Feelings" Take Home Activity** on **page 13** of the youth **Take Home** booklet, and on **page 14** of the adult **Take Home** booklet.

On the left side of the paper, there are places for you to write some things that make you feel big emotions. On the right side of the paper there are places for you to write what you do when you feel those big feelings.

Remember you get to take your emotion gauges home! Try using them this week, too!

Remind the youth to bring their take home assignment back next session:

*Remember to bring your **Take Home** booklets back with you next session so you can get the raffle ticket for completing your assignment!*

Closing

5 min

Tell the families that you appreciate their participation. You may want to ask a family member or Guest Elder to give a closing prayer before ending.

I just want to tell you how much we appreciate your participation and how excited we will be to have everyone back here next session.

We want to especially thank our Guest Elder (Elder's name) _____ for being with us!

Please be sure to put your workbooks and lanyards in your family folders.

Be sure to get your gift cards and sign your receipts!

If you can help straighten up the supplies and the room before you leave, we would really appreciate it.

As people are preparing to leave, be sure to collect the lanyards and the Parent and Youth Workbooks or ask them to put them in their family folder in the plastic facilitator tote.

Have one adult from each family sign the \$20 visa gift card receipt (purple paper) and give them their gift card envelope. Have each eligible child sign the \$10 visa gift card receipt (blue paper) and give them their gift card envelope. Ask the Guest Elder to sign the \$50 visa gift

card receipt (white paper) and give them their gift card envelope. Thank participants for their attendance and participation this week.

Complete the brief one-page 'Weekly Session Evaluation' form for your records. Remember to go online to the online fidelity survey <https://tinyurl.com/bzdddeval> to complete the overall weekly session evaluation BEFORE your next session.

Check to make sure that you have picked up all your supplies before leaving. Be sure that the area is clean and tidy. Check all bathrooms and eating areas to be sure that we aren't leaving any messes behind. Turn off lights and locks doors as directed by the facility.

SESSION EIGHT

Problem Solving *Naadamaagoziwin*

SUMMARY:

This session explores ways to deal with peer pressure, following the rules at home and school, and understanding and communicating with family and friends. Families will participate in active roles of taking STEPS as a method of problem-solving. They will be given the opportunity to discuss what is important in their lives, to share some of the problems they have been facing, and to learn how they might be able to use the STEPS model in real-life situations.

SESSION OVERVIEW

- **FAMILY: Group Activity**
Problem Solving Strategies
- **YOUTH: Individual Activity**
Problem Solving and Conflict Resolution
- **PARENT: Individual Activity**
Problem Solving with STEPS
- **FAMILY: Group Activity**
Gifts and Values

OBJECTIVES

By the end of the session, we hope participants will:

1. Share common issues and solutions with peers.
2. Practice evaluating problems, considering possible solutions, and foreseeing potential consequences.
3. Be reminded of Minobimaadiziwin and Anishinabe values.
4. Become more aware of gifts and values that matter most.
5. Be able to use the taking STEPS model for problem solving.

MATERIALS:

☐ Create a STEPS poster ☐ Index Cards	☐ Gifts and Values Strips ☐ _____
--	--

PREPARATION CHECKLIST:

- Ask the Guest Elder to read through "Traditional Conflict Resolution" on **page 44** of the Youth Workbook.
- Create STEPS poster using a chart tablet page.
- Set out index cards for the parent activity.
- Put Gifts and Values slips in a red or blue cup.

As the Families Arrive

15 min



Welcome each family as they arrive. Ask any new family members to fill out a name tag and put them on. If the adult who attended last week is not in attendance, they can use the lanyard from the family folder. Give each returning family their workbooks and lanyards as they check in. Have all participants sign the "Session Sign In and Photo Consent" form. Ask the kids to put a sticker on the family Attendance Chart. Hand out an attendance raffle ticket to each child as they sign in. Write their name on the ticket we keep and put it into the Raffle Jar.

While we are waiting for all the families to arrive, kids can take a few minutes and look at the pages in the back of your workbook – we are building pages for the scrapbook we will make in Session 13, so if you want to use crayons or colored pencils, you can work on some of those activities.

Meal

30 min

Once all of the families have arrived, introduce the Guest Elder to the group and thank them for attending. Ask a youth participant to offer tobacco (asemaa) to the Guest Elder so that he or she may pray, smudge, and perform an opening prayer and a blessing of the food. After the prayer is complete, let families know where plates, silverware, and beverages may be found and where the garbage cans are located. Remind families to throw away their items and clean up their area after the meal.

Mingle with the families during the meal. Please spread out and sit with the families. After people have finished eating, make sure that the area is cleaned up and ask others to help if necessary. Set aside any leftover food and redirect the group to their seats.

Welcome

10 min

Introduce yourself to the new attendees, if needed. Welcome families to the session. Reinforce to the families how important their participation is.

Discuss the Take Home Activity from last session and ask if there are questions.

*Let's talk about the Take Home activities from last session. Who was able to complete the "**Feelings**" page? Would anyone like to share how they described their feelings? Did you use the Emotion Gauges?*

We are going to talk about the Hassle logs later in the session during the breakout activities.



Give raffle tickets to the youth who completed their "Feelings" Take Home Activity. Write their name on the ticket we keep and put it into the Raffle Jar.

Problem Solving Strategies

15 min

Lead the group in a brief discussion about values and gifts. Then discuss problem solving strategies for parents and youth.

During Session Six we had a discussion about how to deal with our emotions in positive ways, perhaps in traditional Anishinabe ways. Now, we are going to talk about how to solve problems in a positive way as well. A way to begin problem solving is to ask yourselves the following questions:

- *What is important to me as an individual?*
- *What is important to our family?*
- *Who are we?*
- *What do we value?*

Prompts could include 1) spending time together, 2) loving one another, 3) being members of a tribe, 4) being part of a strong family, 5) trust for one another, 6) Minobimaadiziwin.

Direct families to the bottom of **page 41** of the Youth Workbook and **page 32** of the Adult Workbook to use as a guide for the **"Gifts and Values Activity."**

Ask each family to pick one of the Gifts and Values Slips from the cup. Each number represents a gifts and values listed below. Ask the families to spend the next ten minutes discussing the gifts and values they got and why it matters to them or what it means to them as a family.

- | | | |
|------------------|------------------|--------------------|
| 1. Honest | 6. Wise | 11. Strong-Hearted |
| 2. Reliable | 7. Compassionate | 12. Patient |
| 3. Storyteller | 8. Dedicated | 13. Generous |
| 4. Good Listener | 9. Brave | 14. Courageous |
| 5. Spiritual | 10. Respectful | 15. Warrior |

After families have had a chance to discuss and write down their answers, let them know we are going to learn a model for how to solve problems as a family.

When we identify our values, we can solve problems from a place of harmony. When we are faced with a problem we can ask ourselves questions like "How important is this?" and "What really matters to me?" We talked last session about how we can let anger or stress change our behavior. But if we can focus on our values, and not just on how we are feeling in that moment, we can come up with better solutions to our problems.

*When we are faced with a problem, it helps to make a plan. Here is an example of how you can form such a plan. It is called **"Taking STEPS to Problem Solving."** You can follow along with the STEPS on the top of **page 32** in the Adult Workbook and **page 41** in the Youth Workbook:*

- 1. STOP** (NOOGII) and identify the problem.
- 2. THINK** (NAANAAGADAWENDAM) about your role in the problem.
- 3. EXPLORE** (NANDAWAABAM) your feelings and values.
- 4. PICTURE** (WAABI) your choices.
- 5. STEP UP** (BAZIGWII) and do the right thing.

We are going to talk even more about problem solving in our breakout sessions.

Parent and Youth Breakout Activities - 50 Minutes Total Time

Ask parents to split out into a separate group from their children. Direct them to their individual meetings spaces. Let parents and youth know where they will be moving to and how much time they will be splitting up. We recommend using two adjacent rooms so that you can easily check on the each group's progress. One facilitator should be with each group. Ask the Guest Elder to stay with the youth this session. Adults should move to a different area for the breakout activity.

YOUTH

Hassle Logs

Ask the youth about the "Hassle Logs." Can they see a connection between how they are feeling and how they can resolve conflicts and solve problems in the future?

Let's talk about the Take Home Activity "Hassle Logs" for a moment.

- *Was it easy or hard to fill out all four hassle logs?*
- *Did you practice any of the anger busters we talked about?*
- *Did you want to share anything you may have learned about your feelings?*



Give raffle tickets to the youth who completed their "Hassle Log" Take Home Activity. Write their name on the ticket we keep and put it into the Raffle Jar

Problem Solving Strategies

25 min

Have the youth each pick one of the "**Example Problems**" on **page 42** in their Workbooks. The problems are:

1. I forgot my homework at home twice this week.
2. Twice this week Mom picked me up from school 15 minutes late.
3. Several times this week Aunt Ruth promised to take me to the movies and cancelled.
4. I want to go to the basketball games. Each game costs \$2.00 to get in.
5. I want to go to the Vikings football game, but I am not doing well in school.
6. I enjoy visiting my relatives in the city. The last two times the family went on this visit I got in trouble.
7. Dad promised to teach me to skate. I have been waiting patiently for three weeks.
8. I want a new jingle dress.
9. I want to learn how to fish.

We just talked about the gifts and values that are important to us. We all have these wonderful thoughts, ideas, and values in our minds and hearts already. All we have to do is remember to use them when they are needed in our daily lives. Now we will put everything together and solve some problems.

Direct the youth to the “**Problem Solving Strategies**” worksheet on **page 43** in their Workbooks. Each youth will work through the STEPS model to come up with a solution to share with the group. Remember the STEPS model:

- 1. STOP** (NOOGII) and identify the problem.
- 2. THINK** (NAANAAGADAWENDAM) about your role in the problem.
- 3. EXPLORE** (NANDAWAABAM) your feelings and values.
- 4. PICTURE** (WAABI) your choices.
- 5. STEP UP** (BAZIGWII) and do the right thing.

Assist the youth with working on their problem for about 10 minutes, then ask them to share their solutions with the group. You may want to assist by offering additional solutions to solve the problem.

Traditional Conflict Resolution

15 min

Direct youth to **page 44** of their Workbooks to the “**Traditional Anishinabe Conflict Resolution**” reading. The Facilitator will read the section to the group then lead a discussion on traditional conflict resolution.

When two or more people don't agree on something, this disagreement can cause negative feelings between the people. These negative feelings create what we call a conflict. We often have disagreements with our siblings, parents, friends, and relatives that create normal every day conflicts that go away quickly after someone apologizes or we get over being upset. But sometimes there are larger conflicts that occur that don't go away easily. Historically, the Anishinabe have had different ways of solving conflicts.

One way of resolving conflict was the traditional feast. When someone felt they were insulted or offended by the words or actions of another person, they would offer tobacco to the person who had offended them, prepare a feast, and invite the individual who did the offending to this feast. This was the initial attempt to resolve the conflict. If the offender accepted tobacco, he/she would arrive at feast at the arranged time.

Once at the feast, the offender would be expected to consume all the food that was placed before them, so as to not insult the host. If the offender was not aware of the arrangement, he/she might have a problem eating all that food! Often times, however, the offender knew what was going on and would invite several family members to help consume the food and also help resolve the conflict. Elders would then speak on behalf of both the offender and the offended, in order to help resolve conflict. If an agreement was reached, the conflict was resolved.

But, if the offender did not accept the tobacco and did not attend the feast, the conflict was unresolved. In this case, the individuals could take the conflict to the clan leaders who, with discussion and consensus from clan mothers, would settle the dispute.

Other traditional methods of resolving conflict include using tobacco, fasting, midewiwin, sweat lodge, gift giving, and consulting Elders or spiritual men/women who might speak for you. Can you think of other traditional methods of conflict resolution?

10 min

F	N	O	I	S	S	U	C	S	I	D	R	E	S	O	L	V	E
I	D	N	F	S	V	B	Q	S	R	E	D	L	E	K	G	C	C
B	F	L	Y	A	Q	X	B	S	D	N	E	I	R	F	N	N	O
Q	W	B	A	C	C	E	P	T	B	V	J	I	M	Z	I	P	N
P	Y	D	W	Y	T	W	G	T	N	A	C	U	L	C	N	G	S
N	A	A	I	G	N	I	R	E	F	F	O	K	G	N	E	C	E
V	O	C	C	A	B	O	T	K	X	W	M	R	Z	E	T	N	N
H	C	R	D	T	F	A	M	I	L	Y	P	E	C	T	S	N	S
C	M	A	V	B	O	M	I	J	E	H	R	N	O	I	I	Y	U
J	E	G	D	O	L	T	A	E	W	S	O	X	N	V	L	G	S
C	O	M	M	U	N	I	T	Y	Y	C	M	H	F	N	E	H	X
F	O	K	H	G	N	I	T	S	A	F	I	U	L	I	S	D	Z
L	R	T	E	L	B	A	D	J	R	Q	S	R	I	X	O	K	B
M	V	J	X	F	K	T	G	S	D	C	E	S	C	X	I	V	W
W	G	R	V	E	U	V	F	E	A	S	T	F	T	P	D	R	D
Z	I	E	U	Q	Y	G	D	E	T	A	I	T	O	G	E	N	O
B	B	V	O	H	A	Q	E	G	Y	D	E	D	N	E	F	F	O
H	Y	N	L	A	U	T	I	R	I	P	S	C	I	W	W	Q	W

Hassle Logs

Let's talk about the Take Home Activity "Hassle Logs" for a moment.

- *Was it easy or hard to fill out all five hassle logs?*
- *Did you want to share anything you may have learned about your feelings?*

20 min

The last session covered a lot about feelings. With a better understanding of our own feelings, we can approach the STEPS with a clearer appreciation of our problem solving techniques.

Introduce the topic on problem-solving:

This session and the next session will focus on a few of the problem-solving strategies that can be used when dealing with problem behaviors. For the last few weeks, we have asked you if there were some things your kids did that tend to upset you. Some of you talked about behavior and attitudes that you didn't like. Those would be considered problem behaviors.

*The strategies we will talk about today can be useful when dealing with children's misbehavior. They've also been effective for some parents whose kids have been involved with substance abuse, law-breaking, or destructive behavior. This approach is called taking "**Parent STEPS**." It is based on the idea that parents who want their child to change should, first, change their reactions to their child's misbehavior. Remember, one of the goals of Minobimaadiziwin is to maintain harmony.*

In taking Parent STEPS, parents must:

- 1. Examine the child's problem behaviors and makes decisions about how to deal with them.*
- 2. Use effective approaches in communicating decisions and problem solving with the child.*

*By effective approaches, we mean using the tools that we have learned earlier in this program. Examples of "**Effective Approaches to Handling Problems**" include using "I" messages and Reflective Listening or "listening from the heart." Does anyone remember talking about these approaches before? A review of these effective approaches is on **page 33** of your Workbooks.*

Using "**Effective Approaches to Handling Problems**" as a guide, ask parents to split into teams of two: one parent will be the "child" in the scenario and the other parent will be the "parent" in the scenario.

In these scenarios, one of you will be the parent and one of you will be the child.

- 1. She just isn't doing her homework for school.*
- 2. He plays his music every minute he's home.*
- 3. She teases her little sister to get her mad.*
- 4. I can't get him to help with chores around the house.*
- 5. At least once a week I find her bike left in the drive-way.*

*The idea of the activity is for you to use the options on **page 33** of your Workbook.*

- Use "I" Messages*
- Listen from the heart*
- Explore Alternatives*
- Use Natural and Logical Consequences.*

How did those strategies work? Did it feel strange to try new ways of approaching problems?

After they have had about ten minutes to try the different strategies, get their attention for the next activity.

Parent STEPS Problem Solving

30 min

Introduce the activity, passing out an index card to each parent.

Everyone has problems with their children. Are we frustrated with some things that our kids are or aren't doing? Are there things that maybe they are too young to understand? Can we break the tasks and expectations down into simpler parts to make it more manageable for them? Can we let some things go and "pick our battles?"

We are going to discuss the problems we are having with our own children. Sometimes problems may be sensitive. On each card, write down a problem that you are having with your own children. You may want to pick a problem that is your top priority. After you have written one or two problems down, pass them in and we will shuffle the cards up and discuss a problem as we pick it. We may not have time to get through all of the problems, but this activity will give everyone a chance to put the parent STEPS process to work.

Let parents write down their problem, collect the index cards and shuffle all the cards together. Draw a problem from the cards and use the STEPS model to brainstorm problem solving ideas.

- 1. STOP** (NOOGII) and identify the problem.
- 2. THINK** (NAANAAGADAWENDAM) about your role in the problem.
- 3. EXPLORE** (NANDAWAABAM) your feelings and values.
- 4. PICTURE** (WAABI) your choices.
- 5. STEP UP** (BAZIGWII) and do the right thing.

Answer questions and offer suggestions. Provide feedback as needed. Encourage parents to participate in the discussion. When you have finished discussing one problem, draw another problem and go through the STEPS process again.

To wrap up the parent session, get some feedback from the parents about the STEPS model.

Did you like the Parent STEPS model for solving problems? Can you see yourself using this model in the future? Why or why not?

Group Gathering

5 min

Gather your families back together for a group activity.

Gifts and Values Activity

15 min

Direct families back to the "Gifts and Values" activity they started at the beginning of the session. **Page 41** of the Youth Workbook and **page 32** of the Adult Workbook.

Ask each family to share what value they randomly picked and what it means to their family.

- | | | |
|------------------|------------------|--------------------|
| 1. Honest | 6. Wise | 11. Strong-Hearted |
| 2. Reliable | 7. Compassionate | 12. Patient |
| 3. Storyteller | 8. Dedicated | 13. Generous |
| 4. Good Listener | 9. Brave | 14. Courageous |
| 5. Spiritual | 10. Respectful | 15. Warrior |



This activity would be a great time to take family pictures for the scrapbooks.



Announcements and Reminders

5 min

For the **Take Home Activity**, direct the youth to “**My Hero**” on **page 14** of their **Take Home** booklets. This activity will have youth think and talk about who their hero is and why.

For this activity, you are going to talk about your hero. You will write down their name, why they are your hero, and finally, draw a picture of him or her.

The **Take Home Activity** for the adult is on **page 15** in the adult **Take Home** booklet. The activity involves the whole family: Ask each family to hold a talking circle at home this next week. Ask them to choose a problem that they are having or one that was discussed in the session. They can practice the STEPS skills they learned today in a family talking circle at home. Ask them to return with feedback about how the talking circle went for the next session.

Remind families about the “keepsake” scrapbook using materials from throughout the program. Encourage families to take pictures related to this week’s topic.

For this week’s pictures, bring a picture of your family before or after your talking circle.

Remind the youth to bring their take home assignment back next session:

*Remember to bring your **Take Home** booklets back with you next session so you can get the raffle ticket for completing your assignment!*

Closing

5 min

Tell the families that you appreciate their participation. You may want to ask a family member or Guest Elder to give a closing prayer before ending.

I just want to tell you how much we appreciate your participation and how excited we will be to have everyone back here next session.

We want to especially thank our Guest Elder (Elder's name) _____ for being with us!

Please be sure to put your workbooks and lanyards in your family folders.

Be sure to get your gift cards and sign your receipts!

If you can help straighten up the supplies and the room before you leave, we would really appreciate it.

As people are preparing to leave, be sure to collect the lanyards and the Parent and Youth Workbooks or ask them to put them in their family folder in the plastic facilitator tote.

Have one adult from each family sign the \$20 visa gift card receipt (purple paper) and give them their gift card envelope. Have each eligible child sign the \$10 visa gift card receipt (blue paper) and give them their gift card envelope. Ask the Guest Elder to sign the \$50 visa gift card receipt (white paper) and give them their gift card envelope. Thank participants for their attendance and participation this week.

Complete the brief one-page 'Weekly Session Evaluation' form for your records. Remember to go online to the online fidelity survey <https://tinyurl.com/bzddddeval> to complete the overall weekly session evaluation BEFORE your next session.

Check to make sure that you have picked up all your supplies before leaving. Be sure that the area is clean and tidy. Check all bathrooms and eating areas to be sure that we aren't leaving any messes behind. Turn off lights and lock doors as directed by the facility.

SESSION NINE

Being Different Ma-Jaa-Nin-Diway

SUMMARY:

This session focuses on learning about discrimination and how it might affect us. We will also discuss some ways to deal with our feelings and cope with discrimination as well as the need for respectful relationships among diverse groups of people. We will discuss our own biases and ways in which our biases affect our interactions with other people. We will also identify ways in which we can combat discrimination in our communities.

SESSION OVERVIEW

- **YOUTH: Individual Activity**
Discrimination Talking Circle and Culture Tree
- **PARENTS: Group Activity**
Discussing Hate and Violence
- **FAMILY: Group Activity**
Culture Tree Show and Tell
- **FAMILY: Group Activity**
Discrimination Response Plan

OBJECTIVES

By the end of the session, we hope participants will:

1. Understand that differences make each person unique, not unequal, as human beings.
2. Know the meanings of “discrimination” and “prejudice.”
3. Have skills to discuss and respond to incidents of discrimination.
4. Have the tools to develop a “Family Discrimination Plan.”

MATERIALS:

☐ Chart Tablet paper for Culture Tree



PREPARATION CHECKLIST:

- ☐ Ask the Guest Elder to look over the Culture Tree activity on **page 48** of the Youth Workbook.
- ☐ Draw the outline of a large tree on three chart tablet pages for the Culture Tree youth activity.
- ☐ _____

As the Families Arrive

15 min



Welcome each family as they arrive. Ask any new family members to fill out a name tag and put them on. If the adult who attended last week is not in attendance, they can use the lanyard from the family folder. Give each returning family their workbooks and lanyards as they check in. Have all participants sign the "Session Sign In and Photo Consent" form. Ask the kids to put a sticker on the family Attendance Chart. Hand out an attendance raffle ticket to each child as they sign in. Write their name on the ticket we keep and put it into the Raffle Jar.

While we are waiting for all the families to arrive, kids can take a few minutes and look at the pages in the back of your workbook – we are building pages for the scrapbook we will make in Session 13, so if you want to use crayons or colored pencils, you can work on some of those activities.

Meal

30 min

Once all of the families have arrived, introduce the Guest Elder to the group and thank them for attending. Ask a youth participant to offer tobacco (asemaa) to the Guest Elder so that he or she may pray, smudge, and perform an opening prayer and a blessing of the food. After the prayer is complete, let families know where plates, silverware, and beverages may be found and where the garbage cans are located. Remind families to throw away their items and clean up their area after the meal.

Mingle with the families during the meal. Please spread out and sit with the families. After people have finished eating, make sure that the area is cleaned up and ask others to help if necessary. Set aside any leftover food and redirect the group to their seats.

Welcome

15 min

Introduce yourself to any new participants, if needed. Welcome families to the session. Reinforce to the families how important their participation is.

Briefly discuss the Take Home Activity from last week. Last week the families were supposed to hold a talking circle and discuss a problem. Get feedback on how the Take Home Activity went.

How many of you were able to hold a talking circle to discuss problem solving? Did you use the STEPS model that we learned last week? Did the STEPS model help you find a solution to your problem?

The youth completed a Take Home Activity about their hero. Does anyone want to share about their hero?



Give raffle tickets to the youth who completed their Take Home Activity. Write their name on the ticket we keep and put it into the Raffle Jar.

Parent and Youth Breakout Activities - 40 Minutes Total Time

Ask parents to split out into a separate group from their children. Direct them to their individual meetings spaces. Let parents and youth know where they will be moving to and how much time they will be splitting up for. We recommend using two adjacent rooms so you can easily check on each group's progress. One facilitator should be with each group. Ask the Guest Elder to stay with the youth during this session. Adults should move to a different area for the breakout activity.

YOUTH

Discrimination Talking Circle

15 min

Explain that you will be leading a Talking Circle about discrimination and give the following definitions:

"Discrimination" is when someone is treated badly because they are different. When you are rude to another group of people because they are different than you in their race/ethnicity, culture, age, gender, or any other characteristic you don't share with this group, you are discriminating. An example of discrimination is teasing people with red hair saying their hair is ugly and black hair is nicer. Not letting youth from different cultures play with you because they are different is another example. Discrimination is ignorance, a simple lack of knowledge. We discriminate against others or are discriminated against based on assumptions.

A "prejudice" or a "bias" is a judgment or assumption that you might have of someone before you really know them. "Prejudice" is a thought you have of a person or a group of people without knowing anything or very little about them. For example, you may see someone using the newest phone and your first thought about that person may be that they are rich and spoiled. But in reality, you do not know who that person is, if the phone is even theirs, or if it was a gift from their parents because of their good behavior. "Bias" is a way you think about a certain thing, person, or group of people compared to yourself or another group; this is usually in a negative way. For example, you may think that your teacher is being biased to the girls in the class because she always picks on the boys to go first to lunchtime, recess, and other classroom activities.



Lead a talking circle about discrimination.

- *Can anyone think of a time when someone discriminated against you?*
- *How did it make you feel?*
- *Were you mad or angry because you were hurt?*
- *When someone hurt your feelings, what did you do about it?*

Continue sharing on the topic of bias.

- *Can you think of biases one might have of someone from another reservation?*
- *Where do these biases come from?*
- *Do you think that biases affect the way we treat each other?*
- *Is the way we treat each other based on these biases fair to each other?*
- *How do we change our behavior based on biases?*

Ask youth to think about teasing:

"Teasing" usually involves poking fun at someone, ridiculing them in a way that we think is funny, making them look foolish, and generally mocking, taunting, or joking around with them. Teasing usually involves a sense of silliness. Teasing will rarely, if ever, involve religion, race, appearance or other important characteristics.

Have you ever been teased before? Teasing can be fun or it can be hurtful: depending on the intentions of the teasing. Some people tease for fun and laughs and nobody is hurt. Others tease to hurt another person's feelings. It is the intention that matters.

Have them turn to **page 47** and assist them with the **"Teasing Responses"** activity page in their Workbooks.

We have several different ideas here about how to respond to teasing. Let's go through them together.

*The first one is "Tell a trusted adult." When would you want to do this?
The second response is "Talk to a friend about it." Do you have a friend you could tell if someone was teasing you?
How about the third choice? It says "Laugh about it." Have you ever had someone tease you in a silly way that made you laugh?*

Work through all the teasing responses with the youth.

What are some other ways we can respond to teasing?

The fourth choice is to "Tease the person back." When would this be a good response?

Number five is to "say something smart? Would you do this?

What about number six. Should you just stay silent and hold your head up high with pride because you are Anishinabe?

Number seven says that should just "forget about it." Are there times you can think of when this would be a good idea?

Could you do something to feel good about yourself? That's the eighth idea. Maybe just forget about it and do something nice for yourself? You could combine numbers seven and eight.

Is it sometimes possible to do what number nine says and "just not let it bother you?"

What about ten and eleven. Could you pray for the other person? Should you offer tobacco?

After the discussion, ask if there are any questions before beginning the next activity.

Culture Tree

25 min

Divide the youth into three groups and assign each group one of the three parts of the culture tree. Pass out one chart tablet sheet to each group and give them the drawing materials for this activity. Explain to the group that we will be making a “**Culture Tree**” to show the significant parts of Anishinabe culture that make us different from other cultures, including other tribes. Each group will be responsible for one section of the tree: roots, trunk, or leaves.

The three components of the tree make up the Anishinabe culture which is something that we can all share pride in.

Roots: Draw the roots of a tree and include images that represent the history and ancestors of our tribe. Use Ojibwe words to represent our language and culture. Draw pictures that represent traditional ways of life.

Trunk: Create a trunk by making the bark that protects the growth of the Anishinabe people. Include the Sacred Values and Sacred Plants and other teachings that represent the values that our tribe lives by.

Branches and Leaves: Draw branches and then use the leaves to represent the visual aspects of our tribe that everybody sees, like children and parents and Elders. Include activities like hunting and fishing, ceremonies and Ricing and Pow Wows, and other things that are important to you!

When you are done with your artwork, bring it up front and we will put the culture tree together!



Ask the youth to begin working on each of their individual projects. Walk around the room assisting different groups when needed. This would be a great time to take pictures of the youth participating in the activity for the scrapbooks.

PARENTS



Discrimination Talking Circle

40 min

Ask parents to participate in a talking circle.

At some time in our lives, we all have been discriminated against. Does anybody want to share a time that they were discriminated against?

- *How did that experience make you feel?*
- *What did you do about it?*
- *Do you wish you would have handled it differently?*
- *Has your child ever been a target of discrimination?*
- *What did you do about it?*
- *How did it make you feel?*

Offer some examples and allow parents to share their experiences.

Eliminating racism is difficult. We cannot change everyone's views, but we can control our behavior and teach our children non-racist behavior and attitudes. We can also teach our children to be resilient and strong and to not let the struggles in their lives get them down. One way to instill resilience and strength in our children is to encourage pride in being Anishinabe and not to be ashamed of who they are or where they come from.

- *How do you suppose we promote pride in our children?*
- *How do we make our children proud of who they are?*

Prompts may include: 1) teach them Anishinabe history, 2) teach them family history.

It is important that we listen to our children and hear what they are telling us. Then, it is important to do something constructive and deal with the situation in a positive way. We should avoid anything that would make the situation worse. Often times you might have to do a little more investigating.

Encourage additional sharing about what to do in common situations.

Let's put those ideas into action.

- *What can you do when your child tells you that the kids at school are teasing them because they are chubby or too thin?*
- *What if you find out that your child is the one that is teasing another kid?*
- *What if your child tells you that the kids from another school or reservation called them racist names?*
- *What if a store worker accuses your child of stealing something that they didn't?*

Can you, as parents and adults in our community, think of ways in which we can start to change attitudes and behavior to be more accepting of others and make the world a happier and safer place for our children?

Here are some ways:

- *Know the difference between normal conflict and discrimination.*
- *Recognize when our children are being discriminated against.*
- *Listen to our children's concerns.*
- *Recognize when others are being discriminated against.*
- *Intervene when appropriate (try to stop discrimination, if appropriate).*
- *Teach children to stand up for themselves and others in a respectful way.*
- *Empower our children to be proud of who they are.*
- *Educate ourselves and our families on other cultures. Being different isn't bad.*
- *Be active community members (i.e., school boards, tribal councils).*
- *Be a positive role model for our youth (i.e., don't discriminate against others).*
- *Reinforce positive behaviors.*

Direct parents to **page 35-36** of their Workbooks, called **"Discussing Hate and Violence with Children."** This worksheet shows some basic guidelines to follow when your child is/or has been discriminated against. Ask parents to read over the worksheet with their children over the week and bring any questions, comments, or concerns that they might have next session.

Group Gathering

5 min

Gather your families back together for the next activity.

Culture Tree Show and Tell

15 min

Have the youth display the culture tree and give them a chance to explain it to their parents. Encourage discussion on why they chose the theme they did and what stands out about the culture tree.

The three components of the tree make up the Anishinabe culture which is something that we can all share pride in.

Roots represent the history and ancestors of our tribe.

Trunk is the strength and protection for the growth of the Anishinabe people.

Branches and Leaves represent the visual aspects of our tribe that everybody sees, like children and parents and Elders.

Family Discrimination Plan

20 min

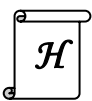
Lead a short discussion about our responses to discrimination and acts of hate.

*We all play a crucial role in society to help stop discrimination and hateful acts. We all should start within ourselves and think about how we treat others. There are many things that we can do in our families, schools, and communities to start eliminating hate. For our last activity, I would like the parents to turn to **page 37** of their Workbooks and the youth to turn to **page 49** of their Workbooks. As a family, you will be filling out a **"Family Discrimination Response Plan."***

Briefly discuss the worksheet. After the families have a few minutes to fill it out. Ask the families to share how they intend to respond to discrimination in the future.

What did you come up with as a family?

What is your family discrimination response plan going to be?



Announcements and Reminders

5 min

The **Take Home Activity** for youth is found on **pages 15-16** in the youth **Take Home** booklet. The Seven Sacred Values have seven animals connected to them. Ask each of the children to write about which of the seven animals they identify with the most.

Remind the parents that their **Take Home Activity** is to read **"Discussing Hate and Violence"** on **pages 16-17** in the adult **Take Home** booklet with their children.

Remind families about the “keepsake” scrapbook using materials from throughout the program. Encourage families to take pictures related to this week’s topic.

Since your take home activity is about the animals associated with the Seven Sacred Values maybe this week you could take pictures of the animals around you.

Remind the youth to bring their take home assignment back next session:

*Remember to bring your **Take Home** booklets back with you next session so you can get the raffle ticket for completing your assignment!*

Closing

5 min

Tell the families that you appreciate their participation. You may want to ask a family member or Guest Elder to give a closing prayer before ending.

I just want to tell you how much we appreciate your participation and how excited we will be to have everyone back here next session.

We want to especially thank our Guest Elder (Elder’s name) _____ for being with us!

Please be sure to put your workbooks and lanyards in your family folders.

Be sure to get your gift cards and sign your receipts!

If you can help straighten up the supplies and the room before you leave, we would really appreciate it.

As people are preparing to leave, be sure to collect the lanyards and the Parent and Youth Workbooks or ask them to put them in their family folder in the plastic facilitator tote.

Have one adult from each family sign the \$20 visa gift card receipt (purple paper) and give them their gift card envelope. Have each eligible child sign the \$10 visa gift card receipt (blue paper) and give them their gift card envelope. Ask the Guest Elder to sign the \$50 visa gift card receipt (white paper) and give them their gift card envelope. Thank participants for their attendance and participation this week.

Complete the brief one-page 'Weekly Session Evaluation' form for your records. Remember to go online to the online fidelity survey <https://tinyurl.com/bzddddeval> to complete the overall weekly session evaluation BEFORE your next session.

Check to make sure that you have picked up all your supplies before leaving. Be sure that the area is clean and tidy. Check all bathrooms and eating areas to be sure that we aren’t leaving any messes behind. Turn off lights and locks doors as directed by the facility.

SESSION TEN

Building Strong Relationships

SUMMARY:

This session allows youth to learn skills in identifying their real friends, those people who are not looking out for their best interests, and how to build strong, positive, and trusting relationships. This session also focuses on building strong relationships with friends and family and teaches parents skills to prepare children for success. We will discuss how friends and family can help in overcoming life's challenges.

SESSION OVERVIEW

- **FAMILY: Group Activity**
Group Up Game
- **PARENT: Group Activity**
Preparing Children for Success
- **YOUTH: Individual Activity**
Friendship Brainstorm/Hand Activity

OBJECTIVES

By the end of the session, we hope participants will:

1. Have learned how to identify their real friends.
2. Understand how to resolve conflict or disagreements with friends.
3. Parents will understand the importance of Quality Family Time (Q.F.T.)
4. Parents will understand the importance of school involvement.
5. Parents will understand the importance of rewarding good behavior.

MATERIALS:





PREPARATION CHECKLIST:

- ☐ Ask the Guest Elder to review the Qualities of Friendship quiz on **page 51** of the Youth Workbook.
- ☐ Set out the construction paper and markers from the supply boxes that will be used for the Hand Activity.
- ☐ _____

As the Families Arrive

15 min



Welcome each family as they arrive. Ask any new family members to fill out a name tag and put them on. If the adult who attended last week is not in attendance, they can use the lanyard from the family folder. Give each returning family their workbooks and lanyards as they check in. Have all participants sign the "Session Sign In and Photo Consent" form. Ask the kids to put a sticker on the family Attendance Chart. Hand out an attendance raffle ticket to each child as they sign in. Write their name on the ticket we keep and put it into the Raffle Jar.

While we are waiting for all the families to arrive, kids can take a few minutes and look at the pages in the back of your workbook – we are building pages for the scrapbook we will make in Session 13, so if you want to use crayons or colored pencils, you can work on some of those activities.

Meal

30 min

Once all of the families have arrived, introduce the Guest Elder to the group and thank them for attending. Ask a youth participant to offer tobacco (asemaa) to the Guest Elder so that he or she may pray, smudge, and perform an opening prayer and a blessing of the food. After the prayer is complete, let families know where plates, silverware, and beverages may be found and where the garbage cans are located. Remind families to throw away their items and clean up their area after the meal.

Mingle with the families during the meal. Please spread out and sit with the families. After people have finished eating, make sure that the area is cleaned up, and ask others to help if necessary. Set aside any leftover food and redirect the group to their seats.

Welcome

5 min

Introduce yourself to the group, if needed. Welcome families to the session. Reinforce to the families how important their participation is.

We couldn't do this program without you, so thank you for taking time out of your busy schedules to join us. We are excited to have you here. We have just one month left before our program is over and we are looking forward to the upcoming celebration feast.

Ask if there are any questions from last session. Ask the parents if they had a chance to read through the "**Discussing Hate and Violence with Children**" worksheet. Ask the kids to share what they wrote about the animal they picked and the Sacred Value it represents.



Give raffle tickets to the youth who completed their Take Home Activity. Write their name on the ticket we keep and put it into the Raffle Jar.

Family Group Up Activity

15 min

Announce that it is time for a group activity called “**Group Up.**”

Friends are people who have something in common with each other. Sometimes it can be difficult to see similarities between two people who may look or act differently. We are going to play a game called Group Up. For this game, I want everyone to stand up because you are going to be moving around a lot! What’s going to happen is that I will call out characteristics, and everyone who has that characteristic will move to “group up” together at the front of the room. Let’s practice: Group up if “the first letter of your first name is an A.” Everyone must quickly get into a group if you have that characteristic. Now let’s try a group up based on “the first letter of your first name is a D.”

Call out characteristics from the list below.

- Play a Musical Instrument
- Favorite Color is Blue
- Love to Read
- Dance at Pow Wows
- Love to Fish
- Favorite Food is Pizza
- Left Handed
- Like to Stay Up Late

After several groups have assembled, ask a few of the groups what they have in common. Feel free to add other ideas. Spend some time reflecting on the meaning of the game and what it symbolizes.

Parent and Youth Breakout Activities - 50 Minutes Total Time

Ask parents to split out into a separate group from their children. Direct them to their individual meetings spaces. Let parents and youth know where they will be moving to and how much time they will be splitting up. We recommend using two adjacent rooms so you can easily check on each group’s progress. One facilitator should be with each group. Ask the Guest Elder to stay with the youth and to share about friendship. Adults should move to a different area for the breakout activity.

YOUTH

Friendship Brainstorm

15 min

Announce that the topic of this brainstorm is friends. Use the chart tablet, whiteboard, or chalkboard or to keep track of their ideas.

Can anyone tell me what the word “friend” means to you?

Prompts may include: 1) What values do you look for in a friend? 2) Is it someone you can count on? 3) Someone you can trust? 4) Someone you can talk to? 5) Someone who likes the same things you do? 6) Someone you have fun with?

Friends are important because they offer us companionship in our lives. Your friends might be family members such as cousins or siblings, or they may be people outside of your family. Some people have one good friend and some people have tons of friends.

Some people like to spend time with a lot of friends, but they don't know each one of them really well. Some kids have one or two friends that they are very close to and know everything about them, such as their favorite food, their birthday, and even their favorite shirt. When it comes to having friends, all that matters is that you enjoy spending time with them and they make you feel good about yourself.

Let's list out the qualities you like in your friends. What kind of qualities or things do you look for in a friend? I know I like my friends to be honest.

Prompts could include: 1) supportive, 2) a good sense of humor, 3) trustworthy, 4) a good listener.

In order to find good friends, you should also be a good friend in return. Do you think you have the qualities to be part of a good friendship?

Direct the youth to **page 51** of their Workbooks to the **"Qualities of Friendship Quiz"** and have them fill it out. Help them each score their friendship quiz and ask them about areas where they could improve their friendship skills.



Friendship Disagreement Talking Circle

15 min

Lead a talking circle about disagreements that can happen in friendships.

We have already talked about what qualities we look for in a friend. But what do you do when you and your friend have a disagreement? Remember we talked about how disagreements are normal, even between the best of friends. In the Understanding Our Feelings activities from Session Ten we stressed that having different feelings is completely normal. When you argue with a friend you may feel lots of feelings. Can anyone name a few?

What do you do when your friends start to change and you don't like their new attitude or the things that they are doing? For example, what if your group of friends starts picking on a boy that just moved to your school? Would you join in on the teasing or try to stop it? Or, what if your friends started smoking cigarettes or drinking alcohol? Would you follow along or say no? What can you do if situations like these arise? Does anyone have any ideas?

Remind youth that if their friends keep changing in a way that they don't like, it is ok to find a new group of friends.

Remember, friends are supposed to make you feel good about yourself. They shouldn't make you feel bad. Try not to worry about your friends being mad about the new people you are meeting. Right now, the things that you like to do might not match up with the things they like to do and that is ok. It is your choice to live by the good way of life. Your friends are a good reflection of the kind of person you want to be. Your friends should be people you enjoy spending time with and are comfortable being around and value the same things you value.

Hand Activity

20 min

Ask each youth to pick out a piece of construction paper and a marker or crayon to take back to their seats. Ask everyone to trace one of their hands on the paper and write their name in the center of the palm. Once everyone has traced their hand, have them turn them in to you.

Mix up the drawings and then redistribute them to the students randomly. Make sure that no child has received their own hand.

Today, you are going to be palm readers. Look at the name on your hand and think about something positive that makes that person special. For example, _____ is a special person and is always willing to share with others or _____ is very funny and always able to make people laugh.

Write down a positive sentence or word about the person on one of the fingers of the hand and then pass the hand to your right. You will continue to pass on the hand until all five fingers are filled in. Make sure you don't let the person see their hand until it is complete, so if they are to your right, skip them!

After the participants have completed filling out the fingers, the facilitator will collect all of the papers. Read the comments on the fingers aloud to the group without revealing whose hand you are reading. The youth have to guess whose palm you are reading. Pass back the palms to the owners after they have been read aloud so that each person can see what others wrote.



This would be a great time to take pictures of youth participating in this activity, or taking pictures of each youth holding their artwork for the scrapbooks.

PARENTS

Positive Communication Definitions

5 min

Ask parents to write down their own definition of positive communication. Tell them that we will come back to these definitions at the end of the session.

Preparing Children for Success

45 min

Direct parents back to **page 12** of their Workbooks, called "**Skills for Living**" from Session Three.

*In Session Three on **page 12** of your Workbooks we asked you to "Name the values, skills, and qualities that you hope for your child to adopt." We are going to talk this session about preparing children for success. Success is something we define by thinking about how closely our lives align with our values, skills and qualities. What kinds of things did you put down on **page 12**?*

How do we ensure that our children will adopt the values and skills that you wrote down?
Prompts could include: 1) role model behaviors and values in our everyday lives,
2) encourage them in everything they do 3) encourage them about school work

- 4) help them find what they are good at, 5) guide them, love them, care about them, 6) listen to them with our hearts.

Direct parents to **page 38** of their Workbooks entitled **"Preparing Children for Success."** Talk with parents about ways to prepare children for success.

1. PARENT INVOLVEMENT IN SCHOOL

*Our ancestors wanted to ensure that our children are educated. When signing treaties, one of the provisions was education. Your involvement in your child's education is a big indicator of your child's ability to navigate the world in a way that will give them **Minobimaadiziwin**, A Good Way of Life. Parents who are involved in their child's education have children who get better grades, have better attendance, feel more confident, and have higher self-esteem.*

What are some ways you are involved in your child's education?

Prompts could include: 1) parent/teacher conferences, 2) helping with homework, 3) making sure that homework is completed and handed in on time, 4) helping them study for tests, 5) reading to them or having them read to you, 6) having a scheduled daily reading time, 7) having a scheduled daily homework time, 8) rewards for good grades, 9) encouragement instead of put-downs.

2. SPENDING QUALITY TIME TOGETHER

Spending quality time as a family takes commitment from all family members. You may need to set aside a specific time in your day, week, or month to focus on family fun. Q.F.T. can bring your family closer while learning new skills and becoming healthier.

Here are some ideas for Q.F.T.:

- Fishing/boating
- Hunting
- Playing video games
- Biking
- Hiking
- Learn traditional activities: ricing, dancing
- Doing beadwork or making dance outfits
- Creating a collage/photo album
- Going to a game: (high school, college, or pro)
- Playing sports: (basketball, football, softball)

Let's talk through an example. During a family talking circle one family decided it was a good idea to establish Q.F.T. They decided that every Tuesday would be Q.F.T. from approximately 5 p.m. until 7 p.m. Since there were four of them in their family (Sara, Mitch, Lisa, and Travis) they all brainstormed activities. Next, they decided whether or not they were reasonable ideas financially and within the time consideration. Then they threw their ideas into a hat and took turns choosing activities from it. The first month of activities went as follows:

Week 1: Lisa pulled an idea from the hat that read: Go to a park together.

Week 2: Sara chose next and the idea read: Go to an early movie if a good family film is showing. As an alternative, rent a video at home and have popcorn and soda together.

Week 3: Mitch chose the third idea for the month: Going on a pizza picnic. This takes very little preparation and requires zero utensils. During the picnic, you can enjoy nature, collect rocks, leaves, or flowers, play catch, look at the clouds, or just relax.

Week 4: Finally, Travis chose the week four activity: Pay a visit to Grandma and Grandpa.

What are some of the barriers to being able to successfully hold Q.F.T. for the month above? How would you navigate these barriers?

3. ENCOURAGING CREATIVITY

Thank about your child's gifts and values. We talked about these in Session Eight. Our children have many talents. Our ancestors were intelligent and creative. Many of them were artists and we have many very talented artists today.

Creativity allows the mind to grow. Creative minds are intelligent minds. What is creativity and fun really about?

- *Allowing children the time to express their curiosity, fantasies, and dreams.*
- *Getting away from boredom, routine, and daily hassles.*
- *Having fun.*
- *Helping children to be positive with high self-esteem.*
- *Sparkling new ideas.*
- *Creating adventure.*
- *Making home a fun place where your children and friends want to be.*
- *Hearing giggles and laughter.*
- *Spending quality time together.*

4. TEACHING CHILDREN COMPASSION

Teaching children compassion for others through your own acts of kindness is a way for you to be a role model.

Participating in community service, helping others, and demonstrating other acts of compassion teaches your children positive, courteous behavior. There are many little things we can do to cheer a person up during a bad day. Here are a few examples to spark your imagination:

- *As a family activity, perform housework or yard work for an Elder without being asked and without payment. Teach your children to value gratitude.*
- *If your family knows of somebody who is ill, deliver or send a nice gift without revealing your names.*
- *Surprise a struggling single parent by pitching in with a day of housework or cooking the family a meal.*

5. ESTABLISHING WAYS TO REWARD GOOD BEHAVIOR

Praise was always the primary way of shaping children's behavior in the traditional times. As parents, we often punish or reprimand our children when they misbehave to teach them a lesson. We will talk about natural and logical consequences of bad behavior next week. Now, we are going to focus on the positive, creative, and fun ways to reward our children for their good behavior.

Our ancestors always praised their children, even for little things. Honoring ceremonies were held to praise people for their accomplishments. Honoring is still evident in our society now, but not the way it used to be. Our people always made sure that everybody was recognized and honored for their efforts. Here are some things to keep in mind when it comes to rewards:

- *A reward is something your child enjoys. Keep in mind something rewarding for one child may actually be a punishment to another!*
- *Rewards do not always have to be material items. For example, a reward for completing homework might be to allow a friend over to play.*
- *Adult attention acts as a strong reinforcement for most children. Acknowledging your child's positive accomplishments rather than focusing on negative behavior can be a powerful reward.*

Hopefully talking about all of these positive ideas has you thinking of different ways you can be fun, creative, compassionate, and rewarding parents.

After the parents have spent some time on their worksheets, ask them to turn to **page 39** in the Adult Workbooks.

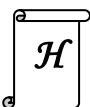
*On **page 39** there are three questions that help us think about the behaviors we want to encourage and reward. Take a few minutes to write down the ideas that come to mind.*

After a few minutes, ask them if they would like to share what they wrote. After families have shared, let them know it is time to return to the group.

Group Gathering

5 min

Gather your families back together in a large group for the announcements, reminders, and session closing.



Announcements and Reminders

15 min

Ask the parents and youth to re-read their definition of positive communication from the beginning of the session. Do they want to change it or add anything?

Inform the parents that their **Take Home Activity** involves the whole family. Ask each family to find time in the coming week to do one of the five types of activities that we have discussed on **page 18** of the adult **Take Home** booklet in the "**Preparing Children for Success**" section.

Direct the youth to the "**My Best Friend**" Take Home Activity on **page 17** of their **Take Home** booklet. Let them know they will be completing an activity about their best friend.

*The activity is called "**My Best Friend**." Picture your best friend or a good friend. Next, draw a picture of that friend. Then, write a few things about that person, such as their name, how they act, what you like to do together, and what you have in common.*

Remind families about the “keepsake” scrapbook using materials from throughout the program. Encourage families to take pictures related to this week’s topic.

For this coming week’s pictures, take a picture of you and your best friend to include in your scrapbook!

Remind the youth to bring their take home assignment back next session:

*Remember to bring your **Take Home** booklets back with you next session so you can get the raffle ticket for completing your assignment!*

Closing

5 min

Tell the families that you appreciate their participation. You may want to ask a family member or Guest Elder to give a closing prayer before ending.

I just want to tell you how much we appreciate your participation and how excited we will be to have everyone back here next session.

We want to especially thank our Guest Elder (Elder’s name) _____ for being with us!

Please be sure to put your workbooks and lanyards in your family folders.

Be sure to get your gift cards and sign your receipts!

If you can help straighten up the supplies and the room before you leave, we would really appreciate it.

As people are preparing to leave, be sure to collect the lanyards and the Parent and Youth Workbooks or ask them to put them in their family folder in the plastic facilitator tote.

Have one adult from each family sign the \$20 visa gift card receipt (purple paper) and give them their gift card envelope. Have each eligible child sign the \$10 visa gift card receipt (blue paper) and give them their gift card envelope. Ask the Guest Elder to sign the \$50 visa gift card receipt (white paper) and give them their gift card envelope. Thank participants for their attendance and participation this week.

Complete the brief one-page 'Weekly Session Evaluation' form for your records. Remember to go online to the online fidelity survey <https://tinyurl.com/bzdddeval> to complete the overall weekly session evaluation BEFORE your next session.

Check to make sure that you have picked up all your supplies before leaving. Be sure that the area is clean and tidy. Check all bathrooms and eating areas to be sure that we aren’t leaving any messes behind. Turn off lights and locks doors as directed by the facility.

SESSION ELEVEN

Refusal Skills

Gawiin Ni Wii Izhichigesii

SUMMARY:

This session focuses on learning different ways to say no to drugs and alcohol. Saying no can be hard to do. Unfortunately, situations in which we need to say no happen many times in everyday life. We will learn how to use refusal skills while feeling comfortable doing so.

SESSION OVERVIEW

- **FAMILY: Group Activity**
Drug Jeopardy Game
- **YOUTH: Group Activities**
Saying No Discussion
Saying No Musical Chairs
- **PARENT: Group Activity**
Natural and Logical Consequences, Self-Discipline, and Family Rules
- **PARENT: Individual Activity**
Behavior Contract

OBJECTIVES

By the end of the session, we hope participants will:

1. Learn ways respond to peer pressure.
2. Know various ways to say "no."
3. Understand natural and logical consequences for behaviors.
4. Parents will develop a behavioral contract with their child.

MATERIALS:

☐ Jeopardy Game Cards	☐ Healthy Snacks
☐ CD Player/Music for Musical Chairs	☐ Game Buzzer
☐ Stopwatch or Phone Timer	☐ _____

PREPARATION CHECKLIST:

- ☐ Ask the Guest Elder to review the "Natural and Logical Consequences" activity on **page 41** of the Adult Workbook.
- ☐ Create a "Drug Trivia" game poster for the Jeopardy Game Cards.
- ☐ Have snacks and CD player/music ready for the "Saying No" musical chairs activity.
- ☐ Write the "Ways of Saying No" on a chart tablet, blackboard or whiteboard

As the Families Arrive

15 min



Welcome each family as they arrive. Ask any new family members to fill out a name tag and put them on. If the adult who attended last week is not in attendance, they can use the lanyard from the family folder. Give each returning family their workbooks and lanyards as they check in. Have all participants sign the "Session Sign In and Photo Consent" form. Ask the kids to put a sticker on the family Attendance Chart. Hand out an attendance raffle ticket to each child as they sign in. Write their name on the ticket we keep and put it into the Raffle Jar.

While we are waiting for all the families to arrive, kids can take a few minutes and look at the pages in the back of your workbook – we are building pages for the scrapbook we will make in Session 13, so if you want to use crayons or colored pencils, you can work on some of those activities.

Meal

30 min

Once all of the families have arrived, introduce the Guest Elder to the group and thank them for attending. Ask a youth participant to offer tobacco (asemaa) to the Guest Elder so that he or she may pray, smudge, and perform an opening prayer and a blessing of the food. After the prayer is complete, let families know where plates, silverware, and beverages may be found and where the garbage cans are located. Remind families to throw away their items and clean up their area after the meal.

Mingle with the families during the meal. Please spread out and sit with the families. After people have finished eating, make sure that the area is cleaned up and ask others to help if necessary. Set aside any leftover food and redirect the group to their seats.

Welcome

10 min

Welcome everyone to the session. Emphasize to the families how important their participation is. Briefly discuss the take-home activity from the previous session. Ask if anyone has any questions.

How many of you did one of the activities from the last session as a family? For those of you who did, what did you decide to do?

Do any of the kids want to share their "Best Friend" assignment?



Give raffle tickets to the youth who completed their Take Home Activity. Write their name on the ticket we keep and put it into the Raffle Jar.

Drug Jeopardy (Parents vs. Kids)

30 min

Divide the parents and youth into two separate teams. Ask the youth and parents to gather with their group and come up with a team name. Once everyone is settled, explain the game.

*Our first activity this evening is to play a game called "**Drug Jeopardy**." This game will help all of us learn the negative effects of using substances like drugs and alcohol. It is played like the game show Jeopardy. I have chosen a number between 1 and 20, each team will pick a number and whoever is closest will go first.*

Once you have the starting team chosen, go over the rules of the game with the group. Keep following this format until there are no more questions or time has run out. *Note: if you have an uneven number of players, it may be good to have a "score keeper" that keeps track of how much each team has made.

Let's talk about the rules for our Jeopardy Game. First, Team [A] will pick a category and a dollar amount. For example, "Cigarettes for \$200." I will read the question located in the Cigarettes for \$200 column. Both teams will be able to buzz in with the correct answer. If you need me to, I can read it a few times. The first team to buzz in will have 30 seconds to answer. If that team misses or passes on the question, the other team will get a chance to answer. At the end of each question, I will read the answer and some additional facts about the topic. Now, if a team gets the answer right they get to choose again. If a team misses a question, the other team has the chance to answer the question and gets to pick the next category. After each question is answered, place the correctly answered cards into separate piles for each team. At the end of the game add up the scores for each team.

The first one on the team who hits the buzzer gets to answer the question.



After the game has ended, remind the youth that the purpose of the game was not to see which team could get the higher score, but to provide a fun way to learn more information. Give all the kids an extra raffle ticket for participating in the game and being such great sports! Write their name on the ticket we keep and put it into the Raffle Jar.

Parent and Youth Breakout Activities - 50 Minutes Total Time

Ask parents to split out into a separate group from their children. Direct them to their individual meetings spaces. Let parents and youth know where they will be moving to and how much time they will be splitting up for, we recommend two adjacent rooms so you can easily check on the other group's progress. One facilitator should be with each group. Ask the Guest Elder to go with the parents. Adults should move to a different area for the breakout activity.

YOUTH

"Saying No" Discussion

10 min

Lead a discussion on refusal skills, or ways to say "No" when being pressured to use drugs and alcohol.

Now that we know some of the bad effects that drugs and alcohol can have on you and your body, let's talk about different ways to say no to them! I think it is fair to say that all of us have run into peer pressure at some point in our lives. Can anyone tell me what peer pressure is? Peer pressure is when your friends, acquaintances, or classmates try to get you to do something that you are not comfortable doing.

It is ok to be different. If you see everybody else around you doing these things, you don't have to. This may not always be easy. With practice it will get easier. Be your own person.

Although most of us don't like to admit it, we are all vulnerable to peer pressure. There are many ways we can choose not to give in to peer pressure: be aware of what it is, be aware that it is going on, and refuse to believe that you do what others are doing in order to have fun.

Point out the **"Ways of Saying No (gaawiin)"** where you have written them. Go over each technique and ask for any questions.

Saying no to peer pressure can be hard. But once people know where you stand, they will come to respect it and you won't have to be firm very often. You'll still be able to have a good time and you'll feel better about yourself. The techniques and examples are:

- **Saying no-** "No." "No thanks."
- **Tell it like it is-** "No, I don't smoke."
- **Give an excuse-** "No thanks. I'm in a hurry right now. I've got to go."
- **The big stall-** "No thanks, maybe later."
- **Changing the subject-** "No thanks. Hey, did you catch that game last night?"
- **Broken record-** "No thanks." "No, I'm not interested." "No way, not happening!"
- **Walk away-** "No." (Then walk away.)
- **The cold shoulder-** Don't say anything at all. Ignore the person.
- **Avoiding the situation-** Stay away from any situation or any people where you are likely to be pressured to use drugs or alcohol.

"Saying No (gaawiin)" Musical Chairs

30 min

Set out snacks. Explain the activity to the group.

*Let's review the rules of the game. You will walk around the chairs following each other and when the music stops you have to hurry to sit in a chair. The one who doesn't make it to a chair is "out." **Remember not to push or shove to get a chair when the music stops.** The person who is "out" will get to practice one of the ways of saying no. I will read a scenario and you will get to pick a **"Way of Saying No"** response. When someone gets "out" they get to go to the snacks table and pick a snack. Then we will remove a chair and start the music again.*

Saying NO SCENARIOS

Hey, let's go pull the fire alarm.	There's someone I know at the front of the line – let's go cut ahead of everyone.
I have some alcohol you want to help me put some in the lemonade?	Come with me to go talk to that guy about buying some drugs.
Would you ask your uncle to buy us some cigarettes?	You want to go smoke marijuana with us?

We're going to go do some shots of whiskey. You want to come with us?	Your grandma has some pain pills. Will you steal some from her?
You want a cigarette?	We're going to skip school this afternoon. You want to come with us?

Have a discussion afterwards about what makes refusing easier or harder. Does having a friend with you make it easier to say no? What if you have a parent or adult nearby? How much harder or easier is it to say no if a friend or older person asks you? Is it easier or harder to say no if it is a family member who asks you?

"Saying No" Discussion

10 min

Let's talk a little bit about this activity.

Were the scenarios realistic and how did you feel when you were saying no?

Were certain "saying no" techniques easier to use than others?

What are some ways to have fun that don't involve alcohol or drugs?

Prompts could include: 1) Participating in sporting events, 2) watching sporting events, 3) laughing and telling jokes, 4) playing games, or 5) watching movies.

PARENTS

Consequences & Self-Discipline

10 min

Lead a discussion on "**Natural and Logical Consequences**" which can be found on **page 41** of the Adult Workbook.

Sometimes it seems that rules are hard to enforce at home. Does anyone agree? Sometimes it seems kids don't follow the rules that you have set for them. Does anyone ever feel this way? One way to get compliance with family rules is to use natural and logical consequences. Does anybody know what they are?

Natural and logical consequences involve permitting children within limits to decide how they will behave and allowing them to experience consequences of their behavior. Our ancestors taught us that everything has a consequence.

Natural consequences involve not rescuing children from the consequences of their behavior. For example, the child who forgets a coat on a cold day gets cold. Of course, there must be limits. For example, it's appropriate to intervene to prevent death or permanent injury. The idea behind natural consequences is that by the time the consequence has made an impression on the child, the child is already in trouble. For example, the child who touches a hot stove gets burned.

Logical consequences involve the following ideas. Consequences must be **relevant** to the behavior that inspired them. For example: assigning extra school work as a consequence for arriving home late is **not** logical, but assigning extra school work for failing to complete a school assignment **is** logical. All consequences should be applied only when there is a clear failure to comply with a very well defined expectation. This can be tricky because sometimes what parents and children believe the rules to be is different. Maybe the parents and the child have different interpretations of the rules. It is essential

to be clear when setting rules or limits with your children. Writing them down is a good way to hold everyone accountable. For example: an expectation to be home by "a reasonable time" will not work because it is not precise enough. Setting a curfew of 8:00 or 9:00 p.m. is well defined and you both will know if the child fails to do it. The nature of the consequence must have been fully understood prior to the child's failure to comply with the expectation. For example: A child who does not meet his curfew needs to know in advance that the consequence for not meeting the curfew is staying inside the house for three days between the hours of 5 p.m. and 7 a.m. A consequence of "staying in for a few nights" is not clear enough.

Self-Discipline

10 min

Lead a discussion on discipline and self-discipline. Discipline is one of the biggest issues for parents. Traditionally, Anishinabe parents taught their children self-control or self-discipline very early in life, usually the first experience being in the cradle board.

Self-discipline is taking the time to understand ourselves through our physical, intellectual, emotional, and spiritual essence. From this we learn to better understand our strengths and weaknesses which enable us to learn and to grow. Children will learn self-discipline from the example we set for them. Words are not enough. They must observe and experience self-discipline from the standard we set for them.

How do you suppose we teach young children self-discipline?

Prompts could include: 1) How can we teach them to be good listeners, especially in the company of Elders? 2) Do we praise good behavior and thank them when we see it? 3) What about modeling good behavior? How do we show self-discipline through our own actions? 4) How does self-discipline lead us to live a "Good Way of Life?"

Family Rules Worksheet

20 min

Ask if there are any questions about natural and logical consequences. If not, have a discussion on how natural and logical consequences and family rules fit together.

Here are some tips on making family rules:

- 1. Make family rules very clear. For example, don't just say, 'clean your room.' Explain that cleaning your room means picking up the floor, making the bed, dusting and vacuuming once a week, hanging up clothes, putting dirty clothes in the laundry room, and having no food or drink items in your room.*
- 2. Make consequences of noncompliance clear and related to the specific behaviors. For example, if your child comes home late, he/she must stay home for two nights.*
- 3. Use a behavior contract and negotiate the terms of that contract in a family talking circle.*
- 4. Make sure rules are followed and maintained. Both parents and children have active roles in maintaining the rules.*
- 5. Consistently and immediately follow up with logical consequences when the rules are broken.*

Allow the families to discuss these examples for a while and if they have any other ideas they may share with the group.

It is very important to be consistent when your child breaks a rule. When a child misses his/her curfew on Tuesday night and doesn't get in trouble, but misses his curfew on Saturday night and does get in trouble, it can send mixed messages to the child. They may believe that the rules aren't that important to their parents, especially if they aren't sticking to them on a regular basis.

It is necessary to give all consequences as immediately as possible. If a child is in trouble for not doing the dishes on Monday night and she gets a consequence for it on Friday night, the child might not remember what she did to get in trouble in the first place. Make sure that the consequences happen as immediately as possible to give a clear message.

As a parent you may think that your child might not always be willing to comply with consequences. However, the beauty of natural and logical consequences is that your child knows what the consequence is before he or she breaks a rule. Therefore, they will learn that when they choose to break the rule, they are also choosing to have the consequence imposed on them. A second benefit of these types of consequences is that it encourages your child to accept responsibility.

Rules and consequences also change the notion of "punishment." Sometimes, punishment can be based on how angry a parent is at the moment – and this is very hurtful and confusing for children.

Lead a discussion about methods of dealing with inappropriate behavior. We can teach our children self-discipline, but no matter what they may still misbehave. Traditionally, Anishinabe parents didn't spank or hit a child when they misbehaved. The child is a spiritual gift from Gitche Manito and always cherished.

Does anybody have any idea what methods traditional Anishinabe parents used when a child misbehaved?

Uncles and Aunts did most of the disciplining. Elders used stories and legends to teach right and wrong, bringing both real as well as supernatural forces into play. Children were taught that spirits watch over us at all times and care is given when making decisions about what to do, even when alone. Children learned very quickly not to wander off too far or violate certain rules because a certain spirit, called Wendigo, is nearby. Did any of your parents or grandparents talk about Wendigos?

Do you teach your child about the Wendigo? Some of the cautions that traditional Anishinabe used were "don't go by the road by yourself," "never go swimming alone," and "don't go out in a storm." Did your parents or grandparents ever say these things? What other sorts of cautions did they use similar to those mentioned earlier?

What are some other modern methods of addressing inappropriate behavior?

Prompts could include: 1) time out, 2) consistency, 3) follow through, 4) clear expectations, 5) emphasizing and giving attention to positive behaviors, 6) no television, 7) no computer or phone time, 8) no phone, and 9) staying home after school.

Behavior Contract Activity

20 min

Explain to parents that they will each write their own proposed family behavior contract to negotiate with their children in a family talking circle sometime during the next week. Have the parents prioritize and pick one problem behavior that they dislike most.

Direct parents to **page 42** of their Workbooks to find the **"Behavior Contract"** worksheet. Have them spend some time completing the worksheet. Spend a few minutes discussing as a group.

What rule did you choose to enforce for this behavior contract? Was it difficult to clearly list your expectations and consequences? Why or why not? How do you think your child will respond?

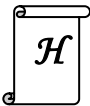
Group Gathering

15 min

Gather your families back together for the session closing, announcements, and reminders.

Announcements and Reminders

5 min



Direct youth to **page 18-19** in the youth **Take Home** booklets and explain the youth **Take Home Activity "Solve the Mystery."** The youth and parent teams will learn how to build a positive support system as they ask others for help.

Direct parents to **page 19** in the **Take Home** booklets **"Behavior Contract Talking Circle."** Ask the parents to hold a family talking circle to discuss the behavior contract.

Remind the youth to bring their take home assignment back next session:

*Remember to bring your **Take Home** booklets back with you next session so you can get the raffle ticket for completing your assignment!*

For this coming week's pictures, take a picture of the people who help you with the "Solve the Mystery" activity to include in your scrapbook!

Closing

5 min

Tell the families that you appreciate their participation. You may want to ask a family member or Guest Elder to give a closing prayer before ending.

I just want to tell you how much we appreciate your participation and how excited we will be to have everyone back here next session.

We want to especially thank our Guest Elder (Elder's name) _____ for being with us!

Please be sure to put your workbooks and lanyards in your family folders.

Be sure to get your gift cards and sign your receipts!

If you can help straighten up the supplies and the room before you leave, we would really appreciate it.

As people are preparing to leave, be sure to collect the lanyards and the Parent and Youth Workbooks or ask them to put them in their family folder in the plastic facilitator tote.

Have one adult from each family sign the \$20 visa gift card receipt (purple paper) and give them their gift card envelope. Have each eligible child sign the \$10 visa gift card receipt (blue paper) and give them their gift card envelope. Ask the Guest Elder to sign the \$50 visa gift card receipt (white paper) and give them their gift card envelope. Thank participants for their attendance and participation this week.

Complete the brief one-page 'Weekly Session Evaluation' form for your records. Remember to go online to the online fidelity survey <https://tinyurl.com/bzddddeval> to complete the overall weekly session evaluation BEFORE your next session.

Check to make sure that you have picked up all your supplies before leaving. Be sure that the area is clean and tidy. Check all bathrooms and eating areas to be sure that we aren't leaving any messes behind. Turn off lights and lock doors as directed by the facility.

SESSION TWELVE

Building Social Support

Bimaadizi Wiidookaagewin

SUMMARY:

The session activities focus on the positive influences in your community. Life can be tough and everyone has faced stress and problems at some point. Who do you talk to when you need support and where do you go for guidance? In this session, we will learn how to build positive social support.

SESSION OVERVIEW

- **FAMILY: Group Activity**
Trust Walk
- **PARENT: Individual Activity**
Personal Statement
- **FAMILY: Group Activity**
Yarn Circle
- **YOUTH: Individual Activity**
Personal Statement

OBJECTIVES

By the end of the session, we hope participants will:

1. Know how to identify people who are trustworthy.
2. Identify people they can turn to for help or advice.
3. Understand how to build and maintain trust.
4. Be able to communicate what living "A Good Way Life" means.

MATERIALS:

- ☐ Trust Walk Activity Cards
- ☐ Ball of Yarn

- ☐ _____
- ☐ _____

PREPARATION CHECKLIST:

- ☐ Ask the Guest Elder to look over the "Solve the Mystery Activity" on **pages 53 and 54** of the Youth Workbook and share the answers in this book.
- ☐ Locate the Trust Walk Activity Cards in the facilitator folder in the plastic facilitator tote. Use a cup or baggie to mix up the cards.

As the Families Arrive

15 min



Welcome each family as they arrive. Ask any new family members to fill out a name tag and put them on. If the adult who attended last week is not in attendance, they can use the lanyard from the family folder. Give each returning family their workbooks and lanyards as they check in. Have all participants sign the "Session Sign In and Photo Consent" form. Ask the kids to put a sticker on the family Attendance Chart. Hand out an attendance raffle ticket to each child as they sign in. Write their name on the ticket we keep and put it into the Raffle Jar.

While we are waiting for all the families to arrive, kids can take a few minutes and look at the pages in the back of your workbook – we are building pages for the scrapbook we will make in Session 13, so if you want to use crayons or colored pencils, you can work on some of those activities.

Meal

30 min

Once all of the families have arrived, introduce the Guest Elder to the group and thank them for attending. Ask a youth participant to offer tobacco (asemaa) to the Guest Elder so that he or she may pray, smudge, and perform an opening prayer and a blessing of the food. After the prayer is complete, let families know where plates, silverware, and beverages may be found and where the garbage cans are located. Remind families to throw away their items and clean up their area after the meal.

Mingle with the families during the meal. Please spread out and sit with the families. After people have finished eating, make sure that the area is cleaned up and ask others to help if necessary. Set aside any leftover food and redirect the group to their seats.

Welcome

10 min

Welcome everyone to the session. Reinforce to the families how important their participation is. Ask if there are any questions from the last session. Discuss the Take Home Activity from the last session.

The parents were supposed to hold a family talking circle in order to discuss the behavior contract that they completed during the last session.

How many of the parents were able to hold a family talking circle on your behavior contract? How was holding the talking circle to discuss the behavior different from how you usually react to the behavior that you chose?

The youth were supposed to solve the mystery by getting help from their parents and talking to others and building a positive support system.

So how many of you were able to work on last session's take-home activity? Did you like the Solve the Mystery activity? In your own words, what do all of the clues mean to you? Let's go through the answers!

MYSTERY SHEET ANSWER KEY: For Session Eleven Take-Home Activity

Clue #1

What does this mean: Gegoo aanizhiitangen? _____

Answer: If you fall down once, get back up and try again.

Clue #2

What does this mean: Bizindaw ingiw Chianishinaabeg? _____

Answer: Listen to the Elders.

Clue #3

What does this mean: Ayaawag gewiidookookig? _____

Answer: There are people and places you can go to for help.

Clue #4

What does this mean: Zoongan gidizhitwaawininaan? _____

Answer: There is strength in our culture and beliefs.

Clue #5

What does this mean: Naanaagadawendan gegoo jibwaa izhichigeyan? _____

Answer: Think before you act.



Give raffle tickets to the youth who completed their Take Home Activity. Write their name on the ticket we keep and put it into the Raffle Jar.

Trust Walk Activity

20 min

Ask families to turn to the “**Trust Behaviors**” page on **page 44** in the Adult Workbook and **page 55** in the Youth Workbook.

As we have talked about before, life is tough sometimes. We have talked about how to handle stress, our problems, conflicts, emotions and have been learning some new coping skills. We know that one way of coping with problems and stress is to talk to other people about it, whether it is a friend, a relative, or an Elder. Life would be really tough to live alone and without the companionship of other people. Sometimes we take our friends and family for granted, but these are the people who are there for us when we need them.

- *Who are some people that you count on?*
- *When was a time that you were going through a difficult situation and found out who is really on your side?*

We have also talked about how the people we spend time with are a reflection of us. We tend to be like the people we are around most often. So, if we want to be a good person, what kind of people should we surround ourselves with?

*Each day there are things we do or others do that either help to build trust or to destroy trust. We are going to do an exercise called the "**Trust Walk**." The goal of the exercise is to show us how we gain and lose trust with others. While we're doing the exercise, you can be thinking about*

- *What are the behaviors of people you trust, and why?*
- *Who are the kinds of behaviors that you do not trust, and why?*
- *Think about what trust and mistrust look like.*

The goal of this exercise is to demonstrate that trust is a constant process of negotiation and that certain actions can easily destroy trust.

Ask the families to stand up and clear chairs and tables to the outside of the room. Have everyone stand in a line towards the middle of the room, all facing one way. You will need to explain the rules of this activity before you start. The main idea for this activity is to get the group thinking about how certain actions are more helpful or damaging to the process of building trust.

*Note: take this activity outdoors if weather permits.

*I am going to read different scenarios. Some of these are trust-building actions and some of these are trust-destroying actions. For each **trust-building** behavior picked, you will take one step forward. For each **trust-destroying** action, you will decide how many steps backward you should take.*

For example, if a child comes home a half hour after curfew, you might decide to take one step backward. On the other hand, if a child says they are going to a friend's, but they lie and go someplace else, you might decide to take two steps backward.



This would be a great time to take family pictures capturing the Trust Walk for the scrapbooks!

After you have gone through the scenarios in the cup, gather the group back to their seats. Lead a brief discussion about the activity.

By a show of hands, has anyone ever had something untrustworthy done to them? You don't have to tell us what exactly they did, but how did that make you feel? Has someone ever broken your trust? How did that make you feel?

All of us make mistakes – parents and kids both. When someone makes a mistake what can they do to win back trust?

Ask the families to reflect on the scenarios from the activity and lead a discussion on what other actions could be considered untrustworthy or trust-destroying and trustworthy or trust-building. How they can work towards avoiding those untrustworthy actions in their lives?

*Trust in ourselves and in our neighbors has been a traditional value for Anishinabe people. Traditional teachings tell us to uphold our promises and pledges. In addition, "if we undertake to do something for another, we must fulfill our work by deed - otherwise we are false. Without truth to self and to others, there is not trust."**

We all know, however, that putting our full trust in others is not always easy. In addition, the sense of trust so traditional to the Anishinabe people has been tested and crossed in many ways throughout history. Trusting in our community is an important step toward overcoming the obstacles of life. By becoming trustworthy ourselves, we are setting an example and teaching the lessons of trust to others.

Quotation taken from "The Path of Life" Ojibwe Heritage by Basil Johnson

Parent and Youth Breakout Activities - 30 Minutes Total Time

Ask parents to split out into a separate group from their children. Direct them to their individual meetings spaces. Let parents and youth know where they will be moving to and how much time they will be splitting up for, we recommend two adjacent rooms so you can easily check on the other group's progress. One facilitator should be with each group. Ask the Guest Elder if they would like to stay with the youth or go with the parents. Adults should move to a different area for the breakout activity.

PARENTS

Personal Statement Activity

30 min

The next activity will involve spending some time writing about who you want to be as an Anishinabe person living a good way of life.

We have done many activities and discussed many topics over the last 12 sessions. These may have made you think about the kind of person you wish to be and have some thoughts about where to go from here in your life journey. We would like you to write a statement about what it means to you to be a strong Anishinabe person living a good way of life. This statement defines who you are and how you will live your life.

Direct the parents to **page 45-47** of their Workbooks "**Personal Statement Worksheet**" and go through each question, explaining in further detail and giving examples. Then allow the parents time to fill out their personal statements. Walk around the room and answer any questions they may have.

YOUTH

Personal Statement Activity

30 min

The next activity will involve spending some time writing about who you want to be as an Anishinabe person living a good way of life.

We have done many activities and discussed many topics. These may have made you think about the kind of person you wish to be as you grow up. We would like you to write

a statement about what it means to you to be a strong Anishinabe person living a good way of life. This statement defines who you are and how you will live your life.

Direct the youth to **page 56-58** of their Workbooks to the “**Personal Statement Worksheet**” and go through each question, explaining in further detail and giving examples. Then allow the youth time to fill out their personal statements. Walk around the room and answer any questions they may have.

Group Gathering

5 min

Gather your families back together for the group activity.

Yarn Circle Activity

20 min



Ask the families to move their chairs into a circle. Explain that they are going to do a “Yarn Circle.” This is a great activity to take pictures of each family for the scrapbooks.

*We have all been participating in this program for three months. I think it is appropriate to say that we have learned a lot about ourselves and our friends and family here. This is a fun activity that lets other people know what we appreciate and like about them. I will start with this ball of yarn and toss it to someone who I will say something nice to. For example, “I enjoyed getting to know you” or “I appreciate your honesty” or “I like your smile” or “You make me laugh.” **Before I throw it, I will need to hold on to the yarn so that we remember who has already had a turn.** The person who receives the compliment and the ball of yarn can toss the yarn to anyone and continue the cycle. Let’s make sure to give everyone a chance!*

Monitor and participate in this activity. After everyone has had a turn, stand up and pull on one of the strings. It should move everyone else’s string as well.

As you can see, when I pull on one piece of string it affects everybody else’s string. Can you all see that? What could this symbolize?

Give families time to share their thoughts.

This symbolizes that what we do in our lives always affects someone else. We are all connected and affected by each other in some way. Remember that when Anishinabe people are making decisions, we think about how they will affect our people seven generations from now, like our ancestors did. We need to look after each other within our families and community to remain strong and provide support to one another.

After the activity is completed, wind up the yarn ball and put it back in the plastic facilitator tote.

Wrap-up and Activity

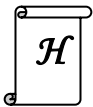
30 min

While still sitting in a circle, take a few minutes to get the group’s feedback about the session and the social support building activities. Ask the group to think about the Trust Walk activity and the Yarn Circle activity.

The activities were focused on building social support, which means making connections with people that you can trust and people who will be a positive support system for you. What did you like most about the activities? Was there anything you disliked?

After the families finish, lead a brief discussion about the activity.

These personal statements are a good way to remind us about the things we have learned about living a good way of life during this program. Does anyone want to share their personal mission statement with the group?



Announcements and Reminders

5 min

Direct participants to the **Take Home Activity** is “**Community Social Support Network**” activity on **page 20** in the adult **Take Home** booklet and **page 20** in the youth **Take Home** booklet. Think about the people you depend on in your life, like friends, parents, Aunties, Elders, siblings, doctors, teachers, and counselors. If you have trouble at work or school, who do you talk to? Who do you call if you have a family problem? If you are really sad? What if you are really angry?

Remind the youth to bring their take home assignment back next session:

*Remember to bring your **Take Home** booklets back with you next session so you can get the raffle ticket for completing your assignment! Also – remember to bring all your pictures and anything else you want to include in your keepsake scrapbook next week!*

Closing

5 min

Tell the families that you appreciate their participation. You may want to ask a family member or Guest Elder to give a closing prayer before ending.

I just want to tell you how much we appreciate your participation and how excited we will be to have everyone back here next session.

We want to especially thank our Guest Elder (Elder's name) _____ for being with us!

Please be sure to put your workbooks and lanyards in your family folders.

Be sure to get your gift cards and sign your receipts!

If you can help straighten up the supplies and the room before you leave, we would really appreciate it.

As people are preparing to leave, be sure to collect the lanyards and the Parent and Youth Workbooks or ask them to put them in their family folder in the plastic facilitator tote.

Have one adult from each family sign the \$20 visa gift card receipt (purple paper) and give them their gift card envelope. Have each eligible child sign the \$10 visa gift card receipt (blue paper) and give them their gift card envelope. Ask the Guest Elder to sign the \$50 visa gift card receipt (white paper) and give them their gift card envelope. Thank participants for their attendance and participation this week.

Complete the brief one-page 'Weekly Session Evaluation' form for your records. Remember to go online to the online fidelity survey <https://tinyurl.com/bzddddeval> to complete the overall weekly session evaluation BEFORE your next session.

Check to make sure that you have picked up all your supplies before leaving. Be sure that the area is clean and tidy. Check all bathrooms and eating areas to be sure that we aren't leaving any messes behind. Turn off lights and locks doors as directed by the facility.

SESSION THIRTEEN

Community Empowerment

Bimaadizi Wiidookaagewin

SUMMARY:

The session activities will focus on the importance of community empowerment. We will talk about the strengths of our community and how to promote positive change. How can we improve our community, what are the goals of our community, and how can they be achieved?

SESSION OVERVIEW

- **FAMILY: Group Activity**
Community Empowerment Discussion
- **YOUTH: Individual Activities**
Gifts and Values
My Ideal Community
- **PARENT: Group Activity** Promoting Positive
Change Community Strengths Discussion
- **FAMILY: Group Activity**
Scrapbook

OBJECTIVES

By the end of the session, we hope participants will:

1. Understand the importance of community engagement.
2. Understand what "community empowerment" means.
3. Be able to identify community strengths.
4. Be able to identify areas for positive community change.
5. Understand ways to engage in positive community change.

MATERIALS:

- | | |
|--|---|
| ☐ Developed Photos | ☐ Scrapbooks |
| ☐ Index Cards | ☐ Scrapbooking Materials |
| ☐ BZDDD Video: Our Family, Our Culture | ☐ _____ |

PREPARATION CHECKLIST:

- ☐ Ask the Guest Elder to look at the Community Empowerment section on **page 51** of the Adult Workbook to assist with ideas.
- ☐ Make sure all family pictures are developed. Group each family's photos into their folder.
- ☐ Optional: DVD player or internet connection for BZDDD Our Family, Our Culture Video
- ☐ Review and set up the video – test the video before participants arrive.

As the Families Arrive

15 min



Welcome each family as they arrive. Ask any new family members to fill out a name tag and put them on. If the adult who attended last week is not in attendance, they can use the lanyard from the family folder. Give each returning family their workbooks and lanyards as they check in. Have all participants sign the "Session Sign In and Photo Consent" form. Ask the kids to put a sticker on the family Attendance Chart. Hand out an attendance raffle ticket to each child as they sign in. Write their name on the ticket we keep and put it into the Raffle Jar.

While we are waiting for all the families to arrive, kids can take a few minutes to cut out some of their scrapbook coloring pages for pasting into the scrapbooks later.

Meal

30 min

Once all of the families have arrived, introduce the Guest Elder to the group and thank them for attending. Ask a youth participant to offer tobacco (asemaa) to the Guest Elder so that he or she may pray, smudge, and perform an opening prayer and a blessing of the food. After the prayer is complete, let families know where plates, silverware, and beverages may be found and where the garbage cans are located. Remind families to throw away their items and clean up their area after the meal.

Mingle with the families during the meal. Please spread out and sit with the families. After people have finished eating, make sure that the area is cleaned up and ask others to help if necessary. Set aside any leftover food and redirect the group to their seats.

Welcome

5 min

Welcome everyone to the session. Reinforce to the families how important their participation is.

Thank you for spending your time with us. This is the last session before our celebration feast. We have really enjoyed spending time with you all over the past three months and your participation is appreciated.

Ask if there are any questions from last session. The Take Home Activity was **Community Social Support Network** activity. Does anyone want to share what they created? Was everyone able to name at least one person for all the bubbles?



Give raffle tickets to the youth who completed their Take Home Activity. Write their name on the ticket we keep and put it into the Raffle Jar.

Community Empowerment Discussion

15 min

Introduce: building social support at the community level through community empowerment. Lead the group in a brief discussion of what community empowerment is.

In the previous sessions, we have learned ways to solve personal problems and problems within our family. We have talked about how to better handle our stress, problems,

conflicts, and feelings. We have talked about how traditional Anishinabe families and communities worked together to solve problems and get things done. Now we want to discuss how families can use the skills they have learned to help their community.

Community empowerment is the idea that people in a community can become inspired and decide to take action to achieve their own community goals.

One of the most important things about community empowerment is the idea that it takes a decision by people to change things before anything will get done. If people within a community do not believe in the goals or do not want to begin the process of empowering themselves, it will not happen. People are less likely to latch onto and work for an idea if it is not their idea and they are not working on it themselves.

Successful community empowerment depends upon building on the strengths that already exist in the community. It is much easier to build something when the foundation is already in place, than to start completely from scratch.

Can you give some examples of successful community empowerment in our community?

Prompts could include:

1. How did this come about?
2. Was it based on an existing foundation?
3. How is it reflective of the community?
4. How did it reflect cultural values and ideas?
5. Can you give an example of areas where our community can be empowered?
6. How can you use your talents and strengths to contribute to a positive community?
7. What are challenges or barriers to community engagement?
8. What can you do to address those challenges?

Any ideas for community empowerment should reinforce, rather than take away from, community and cultural values and ideas.

Parent and Youth Breakout Activities - 20 Minutes Total Time

Ask parents to split out into a separate group from their children. Direct them to their individual meetings spaces. Let parents and youth know where they will be moving to and how much time they will be splitting up for, we recommend two adjacent rooms so you can easily check on the other group's progress. One facilitator should be with each group. Ask the Guest Elder to stay with the youth for this activity. Adults should move to a different area for the breakout activity.

YOUTH

Gifts and Values

10 min

Direct the youth to **page 64** in their Workbooks.

We have talked about gifts and values before. Today we want to think about how your gifts and values can help your community. We want to think of ways we can help to promote positive change in our community. Let's take a few minutes to complete the worksheet.

Ask the kids to share what their gifts are and how they can help their community.

My Ideal Community

10 min

Direct the youth to **page 65** of their Workbooks labeled **"My Ideal Community."**

This worksheet focuses on the strengths that you can offer to bring positive change in the community. What are strengths in our community that we can build from?

Walk around to see if anyone needs help with ideas or explanations of the ideas discussed. Encourage creative ideas and have the youth try to be as detailed as possible in their drawings. Allow time for the youth to complete the worksheet. After everyone has finished, ask participants to share some of their ideas with the group in the talking circle. Encourage discussion on the different possibilities. Feel free to share some of your own ideas.

Finally, everyone can have a role in empowering their community, no matter what their strengths or weaknesses.

PARENTS

Promoting Positive Change

20 min

Lead a talking circle about ways to promote positive change in our community, including aspects of community empowerment.

- *What are barriers to getting inspired and deciding to change something?*
- *What are aspects of the community that would hinder community empowerment?*
- *How can we work around these?*
- *What are some goals that we have in our community?*
- *How do we help our kids to get engaged?*

Direct the parents to **page 50** of their Workbooks labeled **"Community Strengths."**

This worksheet focuses on the strengths in the community that already exist and can be built upon to create positive change in the community. What are strengths in our community that we can build on?

Every community has collective skills and knowledge. And we have the people and resources that can help create change. What or who are these in our community?

Allow time for participants to complete the worksheet. After everyone has finished, ask the participants to share some of their ideas with the large group. Feel free to share some of your own ideas. Direct parents to **page 51** of their Workbooks labeled **"Community Empowerment."**

This worksheet shows some examples of things we can do to promote empowerment within our community. Although these ideas may work in our community, it is also important to define your own goals and vision for ways to empower our community. What are some ideas that you have that could promote community empowerment?

Allow time for the parents to complete the worksheet. After everyone has finished, ask participants to share some of their ideas with the group in the talking circle. Encourage discussion on the different possibilities. Feel free to share some of your own ideas.

Finally, everyone can have a role in empowering their community, no matter what their strengths or weaknesses. What are different roles people can play in community empowerment? How can a community organize itself to achieve its goals?

Group Gathering

5 min

Gather your families back together for the scrapbooking activity.

Scrapbooking

60 min

Announce that is time for the families to create a scrapbook using materials from throughout the program. Hand out albums and distribute the developed photographs to each family. Put glue, markers, crayons, and other scrapbooking supplies on the tables.

The session activity reflects on our past weeks together. I would encourage you to organize your scrapbook by sessions of the program. You may want to discuss, when putting photos and other items from the program into your scrapbooks, what you learned.

Remind the families when they have 10 minutes left. When the time is up, collect the finished albums for presentation next session at the celebration feast. Have the families clean up their area and throw away any scraps of paper they may have. Collect the scrapbooking supplies.



Optional BZDDD Video: Our Family, Our Culture

You may want to show the short BZDDD video “**Our Family, Our Culture**” so that people can watch while they are working on the scrapbook. Begin the Our Family, Our Culture video either from the BZDDD DVD or online.

Reminiscing

10 min

Lead the group in an activity called “Reminiscing.” Go around the room and have each person finish the following statement:

My favorite part of the Bii-Zin-Da-De-Dah Listening to One Another Program was.....

Announcements and Reminders

5 min

Tell the families how sincerely you appreciate their participation.

I just want to tell you how much we appreciate your participation and how excited we are to have everyone back here for our last session, which will be our Celebration Feast. At our Celebration Feast we will have a Blanket Ceremony and honor all of the work that you have done over the past few months. We encourage you to invite your family and friends to attend, this is a very special night.

Closing

5 min

Tell the families that you appreciate their participation. You may want to ask a family member or Guest Elder to give a closing prayer before ending.

I just want to tell you how much we appreciate your participation and how excited we will be to have everyone back here next session.

We want to especially thank our Guest Elder (Elder's name) _____ for being with us!

Please be sure to put your workbooks and lanyards in your family folders.

Be sure to get your gift cards and sign your receipts!

If you can help straighten up the supplies and the room before you leave, we would really appreciate it.

As people are preparing to leave, be sure to collect the lanyards and the Parent and Youth Workbooks or ask them to put them in their family folder in the plastic facilitator tote.

Have one adult from each family sign the \$20 visa gift card receipt (purple paper) and give them their gift card envelope. Have each eligible child sign the \$10 visa gift card receipt (blue paper) and give them their gift card envelope. Ask the Guest Elder to sign the \$50 visa gift card receipt (white paper) and give them their gift card envelope. Thank participants for their attendance and participation this week.

Complete the brief one-page 'Weekly Session Evaluation' form for your records. Remember to go online to the online fidelity survey <https://tinyurl.com/bzddddeval> to complete the overall weekly session evaluation BEFORE your next session.

Check to make sure that you have picked up all your supplies before leaving. Be sure that the area is clean and tidy. Check all bathrooms and eating areas to be sure that we aren't leaving any messes behind. Turn off lights and locks doors as directed by the facility.

SESSION FOURTEEN

Celebration Feast

Gitchi Ashangewin

SUMMARY:

The session activity focuses on celebrating the completion of the program and recognizing everyone's hard work and effort. It is a time to reflect on what you have learned over the past 14 sessions and think about how you can incorporate it into your lives on a daily basis. It is also a time to have fun and celebrate our achievements.

SESSION OVERVIEW

- **FAMILY: Group Activity**
Anishinabe Blanket Ceremony
- **FAMILY: Group Activity**
Show and Tell
- **FAMILY: Group Activity**
Raffle Prizes

OBJECTIVES

By the end of the session, we hope participants will:

1. Have celebrated the conclusion of the 14 session program.
2. Have begun to incorporate what they have learned over the past 13 sessions into their daily living.
3. Received gifts of appreciation for their participation in the program.

MATERIALS:

- | | |
|-------------------------------------|--|
| ☐ Blankets | ☐ Raffle Prizes |
| ☐ Scrapbooks | ☐ Certificates |
| ☐ _____ | ☐ _____ |

PREPARATION CHECKLIST:

- ☐ Ask one or more Guest Elders or spiritual leaders, at least one week in advance, to be present at the Celebration Feast and to lead the Blanket Ceremony.
- ☐ Invite community members and council members to the celebration feast.
- ☐ Arrange the room to accommodate the feast.
- ☐ Arrange areas for the scrapbooks to be seen.
- ☐ Prepare for the raffle drawing and arrange prizes.
- ☐ Make sure you have a copy of and have reviewed the detailed raffle instructions.

As the Families Arrive



Welcome each family as they arrive. Have all participants (including guests) sign the "Session Sign In and Photo Consent" form. Give each returning family their workbooks and lanyards as they check in.

Ask the kids to put a sticker on the family Attendance Chart. Hand out a final attendance raffle ticket to each child as they sign in. Write their name on the ticket we keep and put it into the Raffle Jar.

Welcome

5 min

Welcome everyone to the last session of the program.

Boozhoo! Welcome to the celebration feast! We have worked together for the past 13 sessions and we will celebrate all of you, your families, and all of your hard work. We hope you have enjoyed your time learning and growing with us! We are very appreciative of your commitment and sharing our time with your families.

We are also happy to have additional family members and friends attend to celebrate with us. Would each of our youth participants please stand so we can recognize you?

Ask each of the youth to introduce the friends and members of their family who are with them for the celebration feast.

Thank you all for your attendance. We have spent a lot of time talking about Minobimaadiziwin and we know that our friends and family are a big part of living a "Good Way of Life."

We are going to have our celebration feast soon, while we are getting set up, please take a little time to look at the scrapbooks the families have created.

Show and Tell Activity

15 min

If families are willing, ask them to set out the scrapbooks for others to see. Let families know they will be walking around to look at each other's scrapbooks and share memories from throughout the program.

Celebration Feast

45 min

Announce that it is now time for the meal. Offer tobacco and ask the Guest Elder for the blessing of the food. After the prayer is completed, remind families where the plates, silverware, and beverages may be found and where the garbage cans are located. Remind families to throw away their items and clean up their areas after they have finished eating.

Mingle with the families during the meal. Please spread out and sit with the families. After people have finished eating, make sure that the area is cleaned up and ask others to help if necessary. Set aside any leftover food and redirect the group to their seats.

Blanket Ceremony

25 min

Have the group return to their seats for the Blanket Ceremony. Tell the families that information about the **"Anishinabe Blanket Ceremony"** can be found on **page 46** of the Adult Workbook and **page 54** of the Youth Workbook.

Anishinabe Blanket Ceremony

As a means of bonding between parents and child, a blanket ceremony is conducted when the child begins to enter his/her change of life or rites of passage (puberty). The people say that this is a very powerful time in a child's life. Young boys' voices change. Young girls begin to follow the cycle of the moon.

The mother presents a blanket to her son at this time. From one corner of the blanket, the mother cuts off a piece which she will keep. She then tells the son, "In time you will be leaving your family to go out on your own. Throughout your lifetime you may carry this blanket to many places. But this piece will always be mine to hold. This will be an everlasting bond between us."

The father presents a blanket to his daughter at this time. A small piece is cut from one corner and is kept by the father and the same words are told to her: "In time you will be leaving your family to go out on your own. Throughout your lifetime you may carry this blanket to many places. But this piece will always be mine to hold. This will be an everlasting bond between us."

As parents, we must learn to build a strong bond with our children as they are growing up, but when they start to be young adults, we must also learn to let go. We will always want to protect and guide our children, even when they are adults, but we must also let them protect and guide themselves. This is how they will learn to be responsible and rely on themselves for the decisions that will be made.

Introduce the invited Guest Elder for the evening to conduct the Blanket Ceremony. The Guest Elder will give a short introduction and then ask the first family to come forward.

The Guest Elder will conduct the Blanket Ceremony with the first family while the facilitators hand out the certificates to families. Ask each family to come up individually to be honored. This continues until all the families have gone through the ceremony.

Some reservations have invited a drum group and held an Honor Dance to conclude this ceremony.



Raffle

30 min

Have the raffle prizes and Raffle Jar set up for participants to see. Ask everyone to gather where you have the raffle prizes set up. Ask the Guest Elder to draw the names for the prizes. Explain to the participants that we will be distributing raffle prizes.

Through the last thirteen weeks, the youth have been working very hard on their assignments and activities and they have been earning raffle tickets. Tonight we will have our Guest Elder draw names for the raffle prizes.

Wrap-up and Closing Prayer

15 min

Tell the families how sincerely you have appreciated their participation.

This program would have never been possible without you. Thank you for sharing your lives with us the past three months. We appreciate each and every one of you so much! I hope you all learned some useful ideas that you carry forward into your everyday lives. Again, I sincerely want to say thank you for participating in this program. I hope everyone had a positive experience and enjoyed coming here week after week. The workbooks and booklets are yours to keep – so are the family lanyards and the scrapbooks.

Be sure to get your gift cards and sign your receipts before you leave!

Have one adult from each family sign the \$20 visa gift card receipt (purple paper) and give them their gift card envelope. Have each eligible child sign the \$10 visa gift card receipt (blue paper) and give them their gift card envelope. Ask the Guest Elder to sign the \$50 visa gift card receipt (white paper) and give them their gift card envelope. Thank participants for their attendance and participation this week.

Complete the brief one-page 'Weekly Session Evaluation' form for your records. Remember to go online to the online fidelity survey <https://tinyurl.com/bzddddeval> to complete the overall weekly session evaluation BEFORE your next session.

Check to make sure that you have picked up all your supplies before leaving. Be sure that the area is clean and tidy. Check all bathrooms and eating areas to be sure that we aren't leaving any messes behind. Turn off lights and lock doors as directed by the facility.