

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:

- | | |
|--------------------------------|--------------------------------|
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
|--------------------------------|--------------------------------|

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.*
- *Sparking 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.

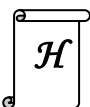
*On **page 39** there are three questions that help us think about the behaviors we want to encourage and reward. Take a few minutes to write down the ideas that come to mind.*

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.