

## 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:

- |  |   |
|--|---|
| <input type="checkbox"/> BZDDD Video: <b>Tobacco</b>     | <input type="checkbox"/> Tobacco Pouches                        |
| <input type="checkbox"/> Puppet Materials and Tablecloth | <input type="checkbox"/> <b>Book:</b> Walking Toward the Sacred |
| <input type="checkbox"/> _____                           | <input type="checkbox"/> _____                                  |

### 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/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.