

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:

<input type="checkbox"/> Create a STEPS poster	<input type="checkbox"/> Gifts and Values Strips
<input type="checkbox"/> Index Cards	<input type="checkbox"/> _____

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.

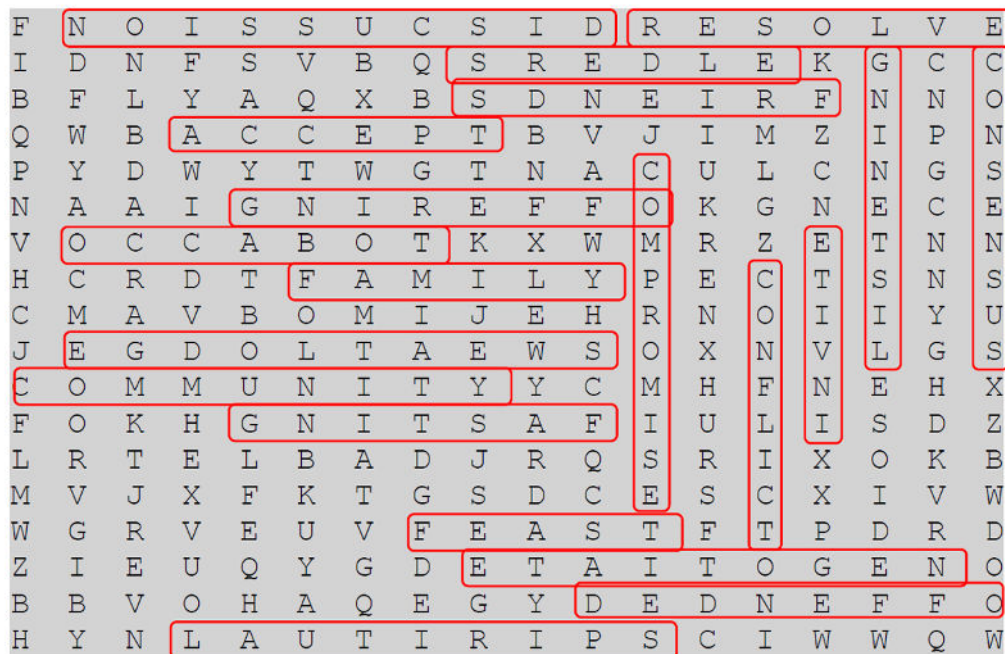
If a dispute were outside of one's clan, an Elder or clan leader could approach the other clan leader and discuss and resolve this conflict on behalf of the two. When a decision was made by these Elders or clan leaders, about how the conflict would be ended, it was final.

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?

Conflict Resolution Word Find Puzzle

10 min

Have kids complete the word find puzzle on **page 45** of their workbook. Use the key below as needed to help them find all the words. Encourage them to work together and help each other.



PARENTS

Hassle Logs

Ask the parents 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 five hassle logs?*
- *Did you want to share anything you may have learned about your feelings?*

Parenting STEPS for Problem Solving

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 locks doors as directed by the facility.