

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:

- | | |
|--|--------------------------------|
| <input type="checkbox"/> Chart Tablet paper for Culture Tree | <input type="checkbox"/> _____ |
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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/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.