

**SESSION ONE****Total Time: 2 hr. 25 min.****Welcoming Feast***Ashangewin***SUMMARY:**

This session activities focus on welcoming families to the 14 session 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 participation.

**SESSION OVERVIEW:**

- **Consent and Assent Forms:**  
Contact Agency for Instructions
- **Our Families, Our Culture:**  
Video OR Speaker
- **Overview of Program:** Session Meetings, Expectations, Activities
- **YOUTH: Sacred Tree Activity:**  
Refer to Activities Manual pages 3-5
- **PARENT: Roles and Values:**  
Discussion with Worksheet
- **FAMILY: My Family Values:**  
*Story of Sacred Tree*

**OBJECTIVES:**

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

1. Feel welcomed to the program and be willing to participate in the sessions.
2. Understand what is going to be happening during each session.
3. Start thinking about traditional and healthy *Anishinabe* families.

**MATERIALS:**

- |  |  |
|--|--|
| <input type="checkbox"/> Consent and Assent Forms (suggested)          | <input type="checkbox"/> Supply Box                  |
| <input type="checkbox"/> <i>Video or Speaker on Anishinabe</i> Culture | <input type="checkbox"/> <i>Sacred Tree</i> Activity |
| <input type="checkbox"/> Booklets or Handouts                          | <input type="checkbox"/> Camera (suggested)          |
| <input type="checkbox"/> _____   | <input type="checkbox"/> _____                       |
| <input type="checkbox"/> _____   | <input type="checkbox"/> _____                       |

**PREPARATION CHECKLIST:**

- € Ask an Elder or spiritual leader to be present at the Session to say a *prayer, smudge*, and give a short talk about the importance of the family in *Anishinabe* culture.
- € *Tobacco and smudge pack*
- € Copies of the consent and assent forms
- € Camera to take pictures of activities throughout this session.
- € Prepare "*Sacred Tree Activity*" (*found in pages 3-5 of the Activities Manual*)
- € Review and set up the video OR discuss goals of this session with the speaker.
- € \_\_\_\_\_
- € \_\_\_\_\_

## As the Families Arrive

Welcome each family as they arrive. Pass out name tags, or strips of paper, and markers to the families and ask them to write the name they wish to be called during the session on the name tag. Check families in on the attendance sheet and ask the kids to put a sticker on the attendance poster. Have the families do a starting activity while waiting for everyone to arrive. One idea is to have them draw and color a tree and tell them to write their family members on the leaves.

*While we are waiting for all the families to arrive, let's each draw a picture of our family using a tree. Compare your picture to your neighbors. What tree did you draw?*

Welcome the invited Elder as he/she arrives and provide a place to sit. Present tobacco and a smudge pack and invite him/her to perform an opening prayer after the welcome.

## 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.

*We couldn't do this program without you, so thank you for taking time out of your busy schedules to join us for the next 13 sessions. We are excited to have you here.*

Introduce the invited Elder to give **the opening prayer and smudge**. The Elder can also use this time to give a short talk about the importance of the family in **Anishinabe** culture.

If you are using booklets, pass out the **Parent** and **Youth Booklets** and have the families turn to the **"Welcome Page"** on **page 1** in the youth booklet and parent booklets. You may also use handouts. Give a brief overview of the program, including information about session meetings and activities, and what is expected of the families who participate.

- *The sessions will be held \_\_\_\_\_ (give specific days and times).*
- *The sessions will last between \_\_\_\_\_ (give length of time).*
- *A meal will be served at every session. Please help clean up after the meal.*
- *Everyone is expected to be respectful of the others in the session.*
- *The sessions will consist of discussion groups (sometimes parents and youth separate and sometimes together), group activities, worksheets, journal activities, and videos.*
- *Each parent and youth will be given a booklet. Some of the activities will have corresponding worksheets in the booklets.*
- *Sometimes take home activities will be assigned. These take home activity pages are marked with the words "Take Home" in the booklet.*
- *Facilitators will keep the booklets and bring them to each weekly session.*

IF NECESSARY: Explain the **Consent and Assent** forms. Make sure all families have read and understood their forms. Collect signed forms and set them aside.

Give families a few minutes to flip through the booklets and ask questions. Let them know the first few pages of their booklet is for them to take notes or write down questions during the sessions.

## Icebreaker

**15 min**

Explain that everyone will participate in an icebreaker. Call everyone towards the center of the room making sure there is enough room for everyone to move around. Everyone (including

facilitators) will dance around the room until the lead facilitator calls out a particular dance move. Explain these to participants before beginning the activity.

Depending on the number of participants, the facilitator will use “# People at Session” column below and read the “Call-out Numbers” column that matches with the number of participants. Depending on the dance called out, participants will then need to get into groups of 2, 3, 4, or 5 people. We suggest you use the key below to call out groups in the correct sequence, based on the number of people in attendance, or create your own!

### The Meaning of Each Call-out Number:

- 2** – “*Rabbit Dance*” - two people hold hands as in a rabbit dance or two-step  
**3** – “*Smoke Signals*” - three people, one in the middle and 2 on the outside, fanning with arms as in sending smoke signals  
**4** – “*Eating at the Feast*” - four people stand in a square and pretend they are eating  
**5** – “*Team Dance*” - five people stand in a row and dance like at a pow-wow

# People at Session	Call-out Numbers:
8:	3,4,3,2
9:	4,3,5,2,2
10:	4,3,5
11:	3,5,3,2
12:	5,3,5,3,2
13:	3,5,4,5,3,2
14:	3,5,3,4,5,3
15:	4,5,3,5,3,2
16:	5,4,5,3,5,2, 3
17:	2,5,4,5,3,5,3,2
18:	5,2,4,5,4,5,3

# People at Session	Call-out Numbers:
19:	3,4,5,4,5,3,5,3,2
20:	3,5,2,4,5,4,5,3
21:	2,3,5,2,4,5,4,5,3
22:	5,3,5,2,4,5,4,5,3
23:	4,3,5,2,4,5,4,5,3
24:	5,3,4,5,4,5,3,5,3,2
25:	3,5,3,4,5,4,5,3,5,3,2
26:	3,5,3,5,2,4,5,4,5,3
27:	4,5,3,4,3,4,5,3,5,3,2
28:	5,3,5,3,4,5,4,5,3,5,3,2
29:	2,5,3,5,3,4,5,4,5,3,5,3,2

When a number is called, those who don't have the correct number of people to form a complete group are “out” for the remainder of the game. Before they sit down, ask them to state their name and any other information they'd like to share (school, age, grade, tribal band). The facilitator will then call out the next number. The game continues until there are only 1 or 2 people left. The 1 or 2 finalists are named the pow-wow prince(s) and/or princess(es).

*Example: If you have 14 people at your session use row 14. Ask the group to start dancing, after a while, call out Smoke Signals [#3], participants should form four groups of three and there will then be two participants “out”. Those two participants must share their name and any other information about themselves. Once they are done, they sit aside and will no longer participate in the icebreaker. Ask the rest of the participants to start dancing again. Then call out a Team Dance [#5], participants will form two groups of five and there will be two “out” once more. They will share information about themselves and then sit aside. You will continue to do this until there will be two participants left at the end of the making them the “pow-wow prince(s) and/or princess(es)”.*

## Meal

**30 min**

Ask the Elder for 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 areas after they have eaten.

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.

## **Anishinabe Culture Activity**

**10 min**

Explain that everyone will participate in the next activity. A previous version of this program used a video during this session called: "[Our Families, Our Culture](#)". If you have that video available, you may want to use the script provided below under the "video" column. If you [have a different video available that discusses Anishinabe History, Families, and Culture](#), feel free to use that during this activity and give your own summary. If no video is available, please invite a speaker to attend the session. We suggest you CHOOSE ONE activity: Video OR Speaker to be mindful of time.

### **Video**

*The video we will be watching is called, "[Our Families, Our Culture](#)" and focuses on [Anishinabe History](#). This video includes scenes with Elders talking about traditional [Anishinabe family](#), a short story of how the Creator first created the universe all things that maintain life; including humans, and the [seven teachings](#) gifted to people, so they could live a good life.*

Begin "**Our Families, Our Culture**"  
Video

### **Speaker**

You may have a speaker discuss the content of the video with your group.

[Anishinabe Culture](#)  
[Seven Grandfather Teachings](#)  
[Traditional Anishinabe Foods](#)  
[Cultural Values](#)

Be aware of time during your speaker's discussion and give them an idea of how long they have to discuss the topics presented.

## **Video OR Speaker Discussion**

**10 min**

Give families time to discuss what they learned. Give an example so that families have an idea of what to expect. You may say:

*"In my family, cultural values are very important because it helps us live a good life. What are some interesting points that have been discussed so far, that relate to your life?"*

## Parent and Youth Breakout Sessions

**25 min**

Explain that throughout the program, parents will occasionally 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 that 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. We recommend two adjacent rooms so you can easily check on the other group's progress.

## YOUTH

### **Sacred Tree Puzzle Activity**

**15 min**

Give each child a **Sacred Tree puzzle** and let them know that you will be reading the **Sacred Tree story** together as a group. If you are not using an actual puzzle, let the youth know what you are handing them.

*The **Sacred Tree** is a gathering place for everyone. Here we find healing, power, wisdom, and security. The ancient ones taught that the life of the Tree is the life of the people. If one wanders too far from the shadow of the tree, or forgets to seek the nourishment, turn against, or try to destroy it; great sorrow will fall upon the people. Therefore, the tree is under great protection. Only the humble and dedicated souls will guide anyone who is honestly and sincerely seeking along the path leading to the protecting shadow of the Tree.*

Once you are done reading the pamphlet, tell them it's time for a puzzle race. The first child to complete the puzzle and raise his/her hand is the winner.

*Alright, 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!

### **Youth Journal Activity**

**10 min**

Have the youth turn to **page 7** in their booklets. Explain that in some sessions they will fill out a journal entry that is related to the topic of the evening.

*We have learned about this **history of our people and how Anishinabe people lived** many years ago. Our first journal activity is a drawing. You can use markers, pens, crayons, pencils, and stickers when you work on your journal activities. Let's take about 10 minutes and draw something you enjoy doing. It can be anything from school, to sports, to nature, to home, with friends or family.*

## PARENTS

### **Discussion**

**25 min**

Remind parents that it is not our role to judge or dictate how to parent, but to offer support, advice and new ideas, and to encourage methods they already find useful. This is also a time for parents to share experiences, learn from one another, and provide support for each other. Remember to encourage participation and provide examples whenever possible. Be sensitive to various forms of acceptable parenting and be non-judgmental.

*Please turn to **page 15** in your booklet, 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. Take a minute to answer question 1 or 2 in your booklet.

- 1. Where did you learn to parent?**
- 2. What are some people, places, or experiences that have taught you valuable lessons in parenting?**

Before you move on, give families a few minutes to share if they want.

*As parents, we take on many roles in our children's lives. One of the most important of these is the role of teacher. By modeling values and norms through our own actions, we are playing an important role in teaching our children a good way of life and passing on our culture. **Our own traditional culture asks us to listening with our hearts and eyes in addition to our ears**, allowing us to hear more than spoken words. Remember the importance of teaching by doing rather than just talking. **The built-in system of values and attitudes within culture provide guidance to children and adults** through the rewarding, yet challenging tasks we call parenting and growing up. Take a minute to answer question 3 or 4 in your booklet.*

- 3. In what ways were your values and beliefs about parenting formed?**
- 4. How can you use your actions to model the **virtues of culture** for your children?**

Before you move on, give families a few minutes to share if they want.

*Children develop in a variety of ways, including in physical, cognitive, social, emotional, and moral contexts. Children and parents are constantly developing and changing. Acknowledging the various ways in which your child is growing, providing support, and nurturing your child in all of these areas is one way in which you can develop strong bonds and lasting relationships. Take a minute to either answer question 5 or 6 in your booklet.*

- 5. What are some of the difficulties you've experienced in your own transitions from child to parent?**
- 6. How can you encourage the development of your child's various abilities (physical, cognitive, social, emotional, and moral)?"**

Before you move on, give families a few minutes to share if they want.

*Each parent has strengths and each parent has areas where they might improve their skills. Take a minute to answer question 7 or 8 in your booklet.*

**7. What are your strengths as a parent (list at least 3)?**

**8. Where do you need improvements as a parent (list at least 3)?**

Give the parents a few minutes to finish with this activity, and then let them know that we will be rejoining as a group to work on the next activity with the youth.

## Group Gathering

**5 min**

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

## The Sacred Tree Story

**15 min**

Have the youth share with their parents what they learned during the breakout session about the Sacred Tree Story. If there is time, you could ask the youth to take turns reading a few lines from the story to their parents.

*Please look at the "My Family's Values" activity in your booklets on **page 6** for youth and **page 14** for parents. Use this form as you are working on our next activity. Now, [work with your family to pick two values from the Sacred Tree Story 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 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!) 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 what you chose. We will start with...*

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**

Ask the youth to put [the sacred tree](#) activity together again with their families during the week and [draw their version of the sacred tree](#) on **page 8** of their booklets. Also, ask parents to complete the “**Parenting Strengths and Improvement**” worksheet on **page 16** of their booklet and to continue to think about their family’s strengths and areas of improvement.

## Closing

**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 next session for our next session on [Anishinabe History](#).*

Tell the families how sincerely you appreciate their participation. You may want to ask a family member or Elder to give a [closing prayer](#) before ending.

Collect any paperwork, if needed, and/or pass out any possible items to participants.