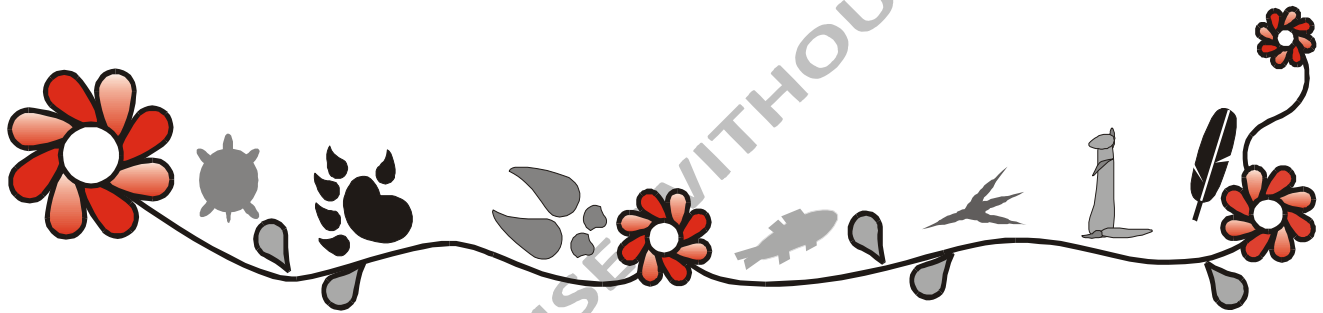


# SWAMPY CREE NTOH-TAH-TO-TAN LISTENING TO ONE ANOTHER



CANADIAN VERSION 2015  
FACILITATOR MANUAL

## About this Manual

This manual is intended to guide project staff while implementing the family program. We think of it as a starting point for communities beginning the program, but we hope it may be adapted for specific use in your community.

For questions regarding this program and manual, please contact:

**Dr. Laurence Kirmayer**

Principal Investigator  
Listening to One Another  
Culture and Mental Health Research Unit  
4333 Cote Sainte Catherine  
Montreal, Quebec H3T 1E4  
Tel: 514-340-7549  
Fax: 514-340-7503  
E: [laurence.kirmayer@mcgill.ca](mailto:laurence.kirmayer@mcgill.ca)  
[www.mcgill.ca/tcpsych](http://www.mcgill.ca/tcpsych)

**Dominique Geoffroy**

Project Coordinator  
Listening to One Another  
Culture and Mental Health Research Unit (CMHRU)  
4333 Cote Sainte Catherine rm 218B  
Montreal, Quebec H3T 1E4  
Tel: 514-340-8222 x2192  
Fax: 514-340-7503  
E: [dominique.geoffroy@mail.mcgill.ca](mailto:dominique.geoffroy@mail.mcgill.ca)  
[www.mcgill.ca/mhp](http://www.mcgill.ca/mhp)

We acknowledge the efforts and contributions of the University of Manitoba and all Swampy Cree communities from Northern Manitoba!

# WELCOME TO NTOH-TAH-TO-TAN

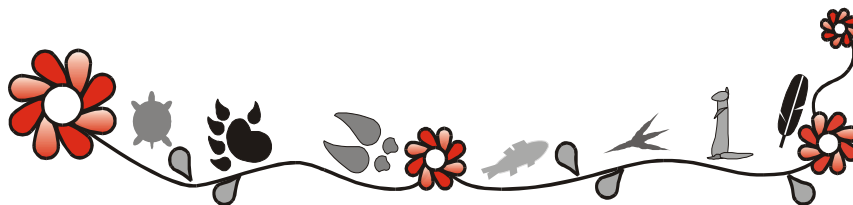
Tansi! We are pleased that you have agreed to help facilitate the 14 session program! **The ultimate goal of the Ntoh-tah-to-tan Prevention Program is to promote the mental health and well-being of Swampy Cree youth and families.**

We plan to use the traditional teachings of our Swampy Cree Elders and ancestors as tools toward our goals. It is our belief that traditional culture offers healthy alternatives to unhealthy behaviours, ideals, morals, values, and knowledge.

Although Indigenous people have been exposed to many unhealthy behaviours and social contexts that have taken tolls on well-being, the strength and resilience of individuals and communities can help foster good ways of life. Throughout this program we will talk about **Minopimatisewin "A Good Way of Life"** and what that means to Swampy Cree people. We will assist program participants to discover and strengthen their cultural identities and to promote community wellness through the teachings and practices of traditional Swampy Cree ways.

It is also our belief that we cannot promote the mental health and well-being of youth without working with the family as a whole. Often during the program, parents and children will meet separately so the adults can talk about parenting. Raising kids can be difficult, but is also very rewarding. Throughout the program, we will bring together various aspects of Swampy Cree culture and current North American culture, in order to create balance and the best outcomes for our youth, families, and communities.

All of our ideas are only ideas. It is up to YOU to make the changes to the program that fit the goals of YOUR program. One family at a time, we can make our communities happier, healthier, and safer environments for our children and for the generations to come.



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# Snapshot of the Program

**(G): Session Goals**

**(Act): Session Activities**

**(WB): Contributions to Well-Being**

<b>Session 1:</b>	<b>Opening Feast We-Ko-Ke-Mo-Wen</b>	(G) Welcome and program overview (Act) Our Family, Our Culture, Sacred Tree Puzzle, Roles & Values (WB) Feel honoured and respected as a family
<b>Session 2:</b>	<b>Community History</b>	(G) Gain more history knowledge and cultural pride (Act) History & Culture discussion (WB) Stronger self-identity and self-worth
<b>Session 3:</b>	<b>Family</b>	(G) Listen from the heart, see sources of strength, feel encouraged to communicate with respect (Act) Family Talking Circle, Traditional family story (WB) Communication skills & Family connectedness
<b>Session 4:</b>	<b>Way of Life</b>	(G) Learn about life stages and good ways of life, understand that mistakes are chances to learn (Act) Board game, History Timeline (WB) Values, role models, and sense of continuity
<b>Session 5:</b>	<b>Working Together</b>	(G) How to seek and give help, setting family goals (Act) Puppet show, Family goals, "Helping Hand" (WB) Psycho-social holistic helping skills
<b>Session 6:</b>	<b>Living in Harmony</b>	(G) Recognize bullying consequences, coping, and safe spaces (Act) Openness contract, "Not a Pretty Picture" (WB) Skills to protect and self-protect
<b>Session 7:</b>	<b>Balance</b>	(G) Identify anger factors, relationships, and coping (Act) Nana'b'oozoo Story, Musical chairs, Hassle logs (WB) How to notice (temper gauge) & channel anger
<b>Session 8:</b>	<b>Problem Solving</b>	(G) Discuss common problems and solutions (Act) Problem solving STEPS, Gifts & Values, Hero Journal (WB) Share, bond, and learn problem solving skills
<b>Session 9:</b>	<b>Making Choices</b>	(G) Reinforce STEPS problem solving, practice critical thinking (Act) "Fish & Canoe" Critical Thinking Game, role-playing (WB) Critical thinking, dealing with peer pressure, helpful/harmful coping
<b>Session 10:</b>	<b>Communication</b>	(G) Learn how to build strong positive relationships (Act) Hand Activity, Preparing children for success (WB) Increase self-esteem & self-worth, support
<b>Session 11:</b>	<b>Valuing Differences</b>	(G) Develop sensitivity to diversity, our actions, and discrimination (Act) Differences & Culture Tree, Discrimination Response Plan (WB) Social competence, planning for responses to prejudice, and active parental involvement
<b>Session 12:</b>	<b>Social Support</b>	(G) Understand behaviour that builds and breaks trust (Act) Yarn Circle, Trust Walk, and Personal Mission Statement (WB) Support from community members, trust and connectedness
<b>Session 13:</b>	<b>Empowerment</b>	(G) Understand community empowerment and how to do it (Act) Positive Change, Ideal Community, Scrapbooking activity (WB) Self-governance and involvement
<b>Session 14:</b>	<b>Celebration Feast</b>	(G) Celebrate and reiterate how to integrate program lessons (Act) Blanket Ceremony, Show & Tell, Awards and Recognitions (WB) Child-adult bonding, honour and respect, sense of pride

## PREPARATION

# Important information

### **NTOH-TAH-TO-TAN**

The Swampy Cree Family Program (Canadian version 2015-16)

For children aged 10-14 years old, who attend the sessions with at least one caregiver.

This prevention program promotes family well-being and was developed in partnership with community members from Northern Manitoba and researchers from the University of Manitoba and McGill University in Montreal (2010-2015). Funds were provided by the Public Health Agency of Canada. Ntoh-tah-to-tan values the numerous strengths of the Swampy Cree culture.

### **Assets of the program**

1. Research-informed
2. Culturally-relevant
3. Practical and flexible
4. Goal-oriented to enhance well-being
5. Sharing Circles & traditional Teachings
6. Regular updates that respond to local feedback
7. Network of sharing between communities

### **National research project**

Other First Nations across Canada have also adapted the program to their own culture: The Innu (QC), Mi'gmaq (QC), Secwepemc (BC), and Anishinabe (ON).

In order to evaluate the effectiveness of the program, youth and adults fill-in surveys. Confidentiality is ensured. Results will be shared with all participating communities.

### **More information**

Additional information and videos are available on our website:

<http://www.mcgill.ca/mhp/phase-2/videos>

### **Contact Us**

Regional coordinator: Ron Cook

## PREPARATION

# Organizational Flexibility / Fidelity to program's goals

We suggest to start the delivery in October and to complete the program in March.

### **Schedule Flexibility**

Sessions can be delivered:

- On a weekly basis (once or twice)
- On weekends (might deliver up to 2-3 sessions per day)
- A combination of weekdays and weekends

You may want to determine ahead of time the date of the Closing ceremony (Session # 14) in order to invite community members. Band leaders, drummers, Elders might participate to the Blanket Ceremony, which is a significant moment for participants.

### **Location Flexibility**

Please determine where the sessions will be delivered by matching the community infrastructure possibilities to the number of participants as well as the program's requirements: a central and safe location, a space where participants can eat together, two private rooms for the break out sessions as caretakers discussed together and youth participate to different activities). In the past, the program was delivered at:

- Community family or health Centres, schools or Teaching Centres, facilitator's homes
- Outdoors, camps

### **Length / Flexibility: 14 sessions**

The intent is to deliver all 14 sessions; however to harmonize the delivery with local circumstances, the length of the program might be adjusted; A Table below describes each session; it may help you select which sessions to deliver.

### **Fidelity to the goals of the program**

Local facilitators are encouraged to reach each session goals since they were developed to enhance youth's wellbeing; yet the activities that correspond to these goals may vary in accordance with local preference and cultural context.

### **Fidelity to the research components**

Please take the time to fill-in the fidelity tracking forms and fax them after each session. Also handle with caution participants' consents and surveys.

## PREPARATION

# Contributors to well-being and training materials

### Protective factors<sup>1</sup>

LEVEL	PROTECTIVE FACTORS / contributors to well-being
Individual	<ul style="list-style-type: none"><li>• Problem solving skills and willingness to seek help</li><li>• Experience/feeling of success</li><li>• Strong cultural identity and spiritual beliefs</li><li>• Living in balance and harmony</li></ul>
Family	<ul style="list-style-type: none"><li>• Family cohesion and warmth</li><li>• Positive parent-child connection</li><li>• Positive role models</li><li>• Active parental supervision</li><li>• High and realistic expectations</li><li>• Support and involvement of extended family &amp; Elders</li><li>• Connection to Ancestors</li></ul>
School / Community	<ul style="list-style-type: none"><li>• Social competence (quality of a good friendship)</li><li>• Healthy social contribution</li><li>• Land as a mental health resource</li><li>• Knowledge of community support &amp; resources</li></ul>

### Materials for training and preparing before the start of each session

- Training Manual containing facilitating tips
- Facilitator Manual to guide each session and to evaluate the program by returning forms
- PowerPoint slides with guiding information for each session
- Video: Tips given by Phase 2 facilitators

<sup>1</sup> Most factors in: "Practice guidelines for working with children and youth at-risk for suicide in community mental health setting" (Appendix B) prepared by Jennifer White, EdD for the Ministry of Children and Family Development, British Columbia, 2014

## PREPARATION

### Checklist before the start of the program (September)

- Inform band leaders, health managers, school principle and teachers, social workers about the program.
- Select date /time for the delivery: once a week, twice a week, combined sessions during weekends, a mixed of weekdays and weekends (Note: when a session is cancelled due to an unexpected event in the community, contact all the families to reschedule as soon as possible).
- Reserve a local where the program will be delivered with enough space to eat together and with two separate rooms for break out sessions (when kids and caregivers are separated for different activities).
- Set a date and place for the information session where parents and youth will be informed about the program and its evaluation.
- Distribute flyers and post advertisement materials (add the lead-facilitator's names and phone number and date/place of the information meeting).
- Participating families will complete the registration form. Those who agree to help us with the evaluation of the program will also sign a consent form for the evaluation and will complete the pre-program survey.
- For a weekly meal (at the start of each session), find a cook or caterer or ask participating families to contribute to a potluck (see budget 2015-16).
- Before the first session, the lead-facilitator will phone every family to remind them of the time and place. Always contact a family that has missed a session to invite them to the next one.



## PREPARATION

# Safety Plan

This document should be reviewed with facilitators and Elders before the first session

The 'Listening to One Another' program focuses on positive mental health promotion. As a program facilitator, it is important to remember that your role is NOT to provide mental health counseling services. Rather, your job is to support participants' wellness through the delivery of the program.

<b>Low Level</b> A participant is upset or distressed	
1. Remain calm, offer reassurance and support 2. Ask the participant to breath deeply, count to ten, or take time out 3. You may ask the elder to talk with the participant	4. If it is a youth, inform her/his guardian 5. To shift the focus, you may move on to the next activity 6. At the end of the session, you might talk about the event with the participant

<b>Medium Level</b> A participant is extremely emotional	
1. Remain calm and tell participants that it is normal that sometimes someone can feel overwhelmed by feelings 2. Gently direct the participant aside to a private area and let the rest of the group continue with week's session 3. At this point, you can give the participant one-on-one attention	4. Remind yourself about the possible resources that are available in the community (see item 3) and use them immediately if the situation requires it 5. File an incident report

<b>High Level</b> A participant is visibly endangering her/himself or others	
1. Remain calm and make sure that all participants are safe 2. Call emergency responders	3. File an incident report

**Please take time to identify emergency and/or mental health treatment resources in your area.** As necessary, refer the youth/guardian to the appropriate resource; if you have a cell phone, each one of the following numbers should be entered in your contact list and easily accessible.

<b>Resource list</b>		
<b>Resource Name</b>	<b>Brief Description</b>	<b>Phone Number</b>
1.		
2.		
3.		
4.		

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## PREPARATION

# Incident Report

Community: \_\_\_\_\_

Name of participant: \_\_\_\_\_

Name of family member or friend who was called to help (if it applies): \_\_\_\_\_

Please describe the situation:

1) What happened?

2) What strategy did you use to resolve the incident? Was it helpful?

3) How was the participant when he/she left the setting where the program was delivered?

4) It is mandatory to make a follow-up call to see how the person is doing; please summarize the conversation and include the date when you contacted the person in the following days:

**Please inform your regional coordinator: Mr. Ron Cook**

**Please fax a copy of the Incident Report to Dominique Geoffroy: 514-340-7503**

**Ensure that you have photocopies of this form**

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## PREPARATION

### Before Each Session

Before each session, we recommend you take a few minutes to review this list. Having everything prepared before the session begins will help it go smoother, quicker, and make the experience better for the families.

#### BEFORE YOU HEAD TO THE SESSION FACILITIES

- ✓ Take about 30 minutes to review the session **prior** to arriving at the site.
- ✓ Check the **supply box** and ensure all materials are available.
- ✓ Make any posters or copy any handouts for the session.
- ✓ Review the parent and child booklets or handouts to be familiar with their activity.
- ✓ Watch any videos or arrange for speakers before the day of the session.

✓ \_\_\_\_\_

✓ \_\_\_\_\_

#### ONCE YOU ARRIVE TO THE SESSION FACILITIES

- ✓ Arrive at the site 30 minutes **before** the session is scheduled to begin to prepare for the activities.
- ✓ **Locate** the restrooms, water fountains, first aid kit, and nearest phone in the facility you are using.
- ✓ Ensure that there are trashcans available and are within reach for the **disposal** of paper plates, silverware, or other trash items.
- ✓ **Set up** a table that holds name tags, markers, handouts, or booklets.
- ✓ Put on a **name tag** even if everyone knows your name
- ✓ **Display** any posters and have booklets, handouts, or games ready for the session.
- ✓ Double check any **equipment** to make sure it is in working order.

✓ \_\_\_\_\_

✓ \_\_\_\_\_

Make your own notes here for things you need to remember before each session:

✓ \_\_\_\_\_

✓ \_\_\_\_\_

✓ \_\_\_\_\_

## PREPARATION

# Supplies for Supply Box & Weekly Necessities

Before each session, take a few minutes and ensure that all necessary supplies are in the supply box. You may not use all of the supplies in the box, but keeping them all in one place will make them easier to keep track of.

### The Supply Box

✓ Pens and Pencils	✓ _____
✓ Markers	✓ _____
✓ Crayons	✓ _____
✓ Blank Paper, Scratch Paper	✓ _____
✓ Scotch Tape	✓ _____
✓ Glue and Glue Sticks	✓ _____
✓ Scissors	✓ _____
✓ Camera	✓ _____
✓ Stickers	✓ _____
✓ Name Tags	✓ _____
✓ Music Player and Music	✓ _____
✓ Poster Boards	✓ _____
✓ Ball of Yarn or String	✓ _____
✓ Flipchart or Poster Board	✓ _____
✓ Chalk or Dry Erase Markers	✓ _____
✓ Deck of Cards	✓ _____

### Necessities You May Need Every Session

✓ Attendance Sheets	✓ _____
✓ Program Booklets or Handouts	✓ _____
✓ Smudge Packs for Elders	✓ _____
✓ Incentives and Receipts	✓ _____
✓ Goody Box	✓ _____

## USING THE MANUAL

# HOW THE PROGRAM IS SET UP

The program is set up in **sessions**. We recommend that you provide a meal during each session; this could be catered, provided by one individual, or done as a potluck by families each week. We suggest planning about 2.5 – 3.0 hours for the entire session, including a meal. The exact time prior sessions have used as guidelines for each session can be found in the title bar for each session in this manual.

## Symbols:

**Symbols** are used throughout the program to help direct you to what is coming. The symbols mean:



**Camera**



**Take Home Activity**



**Video OR Invited Speaker**

## Program Highlights:

- **Camera**—it is suggested to use a device to capture activities throughout sessions. Towards the end of the program (session 13) a scrapbook activity will call for pictures of families participating in activities throughout the program. If not planning to use camera, be sure to have a plan for session 13. *Such as families drawing picture of their favorite activity or session.*
- **Video or Speakers**—under each session discussion there will be two columns: one relating to the session video (the videos developed for this prevention) or the speaker column (if you do not have these videos) that will provide specific topics covered in the video. For each session, you will only need to choose ONE column.

*Another option maybe showing your own video/movie related to the session and have your own set of questions ready for discussion or you can have a speaker talk about the film.*

- **Youth and Parent Breakout Sessions**—during some session there will be times that parents and youth are separated for activities, but towards the end families will be gathered for final activities, announcements, and closings.
- **Session Closing**—This area is for gathering families together and thanking them for participating in the program. This also includes gathering any paperwork that needs to be collected.

*Following are a variety of suggestions that can be used for this section.*

- Have an elder or family member to give a closing prayer.
- Pass out any incentives.
- Collect booklets or any other paperwork.
- Pass out any prizes or participation awards.
  - Prizes and awards may be attained through social services or tribal health services (you can ask if they have any items they would be willing to donate for the program).

*There may be times where you don't have the supplies used in the sessions. We try to provide alternatives to these activities, but you may also use an established activity from your agency or community in place of these too.*



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# Welcoming Feast

## We-Ko-Ke-Mo-Wen

### SUMMARY:

These session activities focus on welcoming families to the 14 session program. We will review the meeting format and discuss different types of activities the families will do together. It is 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 Swampy Cree families.

### MATERIALS:

<input type="checkbox"/> Consent and Assent Forms (suggested)	<input type="checkbox"/> Supply Box
<input type="checkbox"/> Video or Speaker on Swampy Cree Culture	<input type="checkbox"/> Sacred Tree 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 Swampy Cree 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 the Activities Manual*)
- Review and set up the video OR discuss goals of this session with the speaker.
- \_\_\_\_\_
- \_\_\_\_\_

Contributions to well-being:

- Participate as a family: Sense of belonging
- Values to guide: Traditional Teachings
- Feel honoured and respected

## FIDELITY TRACKING FORM

Swampy Cree version 2015-16

Please **insert a check mark** when goals are reached and **fill-in the 'Feedback' Section** (bottom):

Session #1: WELCOMING FEAST		
Date: _____ # of Youth: _____ # of Parents: _____		
<p><i>A few days earlier, you have asked participants (youth and adults) to meet with you in order for them to complete the pre-program questionnaire. If it was not done with some of the families, please ask them to arrive 30-60 minutes earlier to complete this task before the start of the session. Thank you!</i></p> <p><b>GOALS:</b></p> <p><input type="checkbox"/> Overview of the program and establishment of rules</p> <p><input type="checkbox"/> Participants seems to feel welcome and safe</p> <p><input type="checkbox"/> Traditional values and Teachings were introduced (Sacred Tree puzzle)</p> <p><input type="checkbox"/> Additional goal (if applicable): _____</p>		
Group Gathering (After prayer, smudging, meal)	Youth Break out	Parent Break out
<p>1. Booklets: Overview of program / Establishing the rules</p> <p>2. Icebreaker: <b>Intertribal Game</b></p> <p>3. Video / guest speaker: <b>Culture, Seven Grand-Father Teachings, food, and values</b></p> <p>4. Discussion: Points discussed that relates to your life?</p> <p>6. My Family Values: Sacred Tree</p> <p>7. <u>Take home</u>: Puzzle &amp; draw your own Sacred Tree / Parents will complete their questionnaire</p>	<p>5.1 <b>Sacred Tree</b> puzzle and <b>Story</b></p> <p>5.2 Drawing: Something you enjoy doing (collect drawings and send them to CMHRU in Montreal; they will be returned to your community before Session #14)</p>	<p>5.1. Booklet: Personal parenting questionnaire. Questions to reflect on your parenting style. 1) Have you learned to be a parent? 2) Experiences helping parenting skills? 3) In what ways values... 4) Your actions to model... 5) Your own transition child-parent... 6) Encourage your child's abilities, 7) Your strengths as parent, 8) Improvements?</p>
<p><b>Facilitator's feedback / For longer comments, you may use the back of the sheet:</b></p> <p><b>Please email or fax this sheet to dominique.geoffroy@mail.mcgill.ca or 514-340-7503</b></p> <ul style="list-style-type: none"> <li>• Were the listed activities (above) accomplished? Any changes?</li> <li>• What went well?</li> <li>• What were the major challenges? How were they overcome?</li> <li>• Comments or appreciation from participants?</li> </ul>		

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# Attendance Sheet

Community: \_\_\_\_\_

Date: \_\_\_\_\_

Session: #1 Welcoming Feast – We-Ko-Ke-Mo-Wen

Youth	Siblings	Caregiver(s)
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

## Other Attendees

Name	Relation	Name	Relation
1.		15.	
2.		16.	
3.		17.	
4.		18.	
5.		19.	
6.		20.	
7.		21.	
8.		22.	
9.		23.	
10.		24.	
11.		25.	
12.		26.	
13.		27.	
14.		28.	

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## 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 Swampy Cree culture.

If you are using booklets, pass out the **Parent** and **Youth Booklets** and have the families turn to the **"Welcome Page"** 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.

### 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

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!

# People at Session	Call-out Numbers:	# People at Session	Call-out Numbers:
<b>8:</b>	3,4,3,2	<b>19:</b>	3,4,5,4,5,3,5,3,2
<b>9:</b>	4,3,5,2,2	<b>20:</b>	3,5,2,4,5,4,5,3
<b>10:</b>	4,3,5	<b>21:</b>	2,3,5,2,4,5,4,5,3
<b>11:</b>	3,5,3,2	<b>22:</b>	5,3,5,2,4,5,4,5,3
<b>12:</b>	5,3,5,3,2	<b>23:</b>	4,3,5,2,4,5,4,5,3
<b>13:</b>	3,5,4,5,3,2	<b>24:</b>	5,3,4,5,4,5,3,5,3,2
<b>14:</b>	3,5,3,4,5,3	<b>25:</b>	3,5,3,4,5,4,5,3,5,3,2
<b>15:</b>	4,5,3,5,3,2	<b>26:</b>	3,5,3,5,2,4,5,4,5,3
<b>16:</b>	5,4,5,3,5,2, 3	<b>27:</b>	4,5,3,4,3,4,5,3,5,3,2
<b>17:</b>	2,5,4,5,3,5,3,2	<b>28:</b>	5,3,5,3,4,5,4,5,3,5,3,2
<b>18:</b>	5,2,4,5,4,5,3	<b>29:</b>	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.



## Swampy Cree 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 Swampy Cree 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	Speaker
<p><i>The video we will be watching is called, "Our Families, Our Culture" and focuses on Swampy Cree History. This video includes scenes with Elders talking about traditional Swampy Cree 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.</i></p>	<p>You may have a speaker discuss the content of the video with your group.</p>
<p>Begin <b>"Our Families, Our Culture"</b> Video</p>	<p>Swampy Cree Culture Seven Grandfather Teachings Traditional Swampy Cree Foods Cultural Values</p> <p>Be aware of time during your speaker's discussion and give them an idea of how long they have to discuss the topics presented.</p>

## 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 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 Swampy Cree 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 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. 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 in their booklets. Also, ask parents to complete the **"Parenting Strengths and Improvement"** worksheet in 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 Swampy Cree 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.

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