

Splatsin Ma7 Yagwtwilc (To Get Strong)



FACILITATOR MANUAL

PHAC MENTAL HEALTH PROJECT

THIS PROJECT IS FUNDED BY
THE PUBLIC HEALTH AGENCY OF CANADA (PHAC)

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.

Much of the cultural content in this manual was made possible through the combined efforts of many Elders and community members from the Secwepemc Nation. We are indebted to them for the program's success among Secwepemc communities.

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WELCOME

WELCOME TO MA7 YAGWTWILC

Weytk! We are pleased that you have agreed to join us for this 14 week program! **The ultimate goal of the Ma7 Yagwtwilc Prevention Program is to promote the mental health and well-being of Splatsin youth and family.**

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

Native American people have been exposed to years of acculturation that have left a damaged cultural self-esteem and self-concept, and feelings of apathy and helplessness. Throughout this program we will talk about **Ma7 Yagwtwilc "To Get Strong"** and what that means to Splatsin people. We will assist program participants to discover and strengthen their cultural identities and to develop holistic community wellness through the teachings and practices of traditional Splatsin philosophies.

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, because once you leave here you will go back to your family life. Therefore, the parents will be splitting into a separate group away from the youth for parenting sessions. Raising kids is difficult, but can also be very rewarding. We will be taking the good aspects of parenting from the two cultures, the Splatsin and the White American or Anglo culture. We believe that we can still be proud Splatsin and hold onto some of our old ways, while changing with time and adapting new ways of living and parenting.

All of our ideas are only ideas. It is up to YOU to make the actual changes to become stronger and healthier Splatsin families. You make the choice to be the kind of person you want to be. One family at a time, we can make our reservation a happier, healthier, and safer environment for our children and for the generations to come.

*Reminder: Sessions will be held _____ to _____ a.m. /p.m. on _____ starting today until _____.

Appendix A
Tsk'elenma Te u7ll Nuwi7' Ap Program Components (To be adapted for revised PHAC
versions)

Session	Contents	Positive Mental Health Indicators/Protective Factors
<i>Week 1:</i> Welcome Feast	Families meet each other and facilitators. There will be an introduction to the program, a feast to welcome participants, and a chance to learn more about the program and what it has to offer. Traditional Secwepemc story and language lesson shared by elder.	Social Acceptance; Mental Health Literacy
<i>Week 2:</i> Secwepemc History	This session focuses on the history of the Secwepemc people. Participants also have the opportunity to practice some Splatsin language. Traditional Secwepemc story and language lesson shared by elder.	Environmental Mastery, Positive Affect, Self-Acceptance, Social Coherence, Social Growth, Social Integration
<i>Week 3:</i> My Family and Talking Circles	Listening from the heart is emphasized as the idea of the 'talking circle' is introduced and practiced. Families practice discussing topics using the talking circle. Traditional and contemporary family practices and traditions are discussed. Traditional Secwepemc story and language lesson shared by elder.	Personal Growth, Positive Affect, Positive Relations with Others, Self-Acceptance, Social Acceptance
<i>Week 4:</i> My Family Values	This week's topic is personal and family values: How can we build on the strengths of the traditional family system from a contemporary view of family within Secwepemc culture?. Traditional Secwepemc story and language lesson shared by elder.	Personal and Family Values, Positive Affect, Positive Relation with Others, Self-Acceptance, Social Acceptance, Social Coherence, Social Integration
<i>Week 5:</i> Help Seeking and Help Giving	No one is alone in facing problems. Participants will be encouraged to seek help in a good way, to offer tobacco in the proper manner, and to talk to the elders or spiritual leaders. Focus on telling someone (an elder, a parent, a teacher) if they or a friend are in unresolved conflicts. Traditional Secwepemc story and language lesson shared by elder.	Environmental Mastery, Positive Relation with Others, Social Acceptance, Social Contribution, Social Growth
<i>Week 6:</i> Stress & Anger Management	Participants learn new skills that can be used in dealing with anger and other forms of emotional distress. Focus on reducing impulsivity that increases risk for suicide. Traditional Secwepemc story and language lesson shared by elder.	Environmental Mastery, Personal Growth, Positive Affect, Positive Relations with Others, Self-Acceptance; Mental Health Literacy

<i>Week 7:</i> Healthy Self, Healthy Relationships	Building healthy relationships and dealing with contemporary social conflicts is tonight's focus. Cyber bullying and on line conflicts are discussed. Youth examine a numbers of modern peer related problems and how to solve them. Traditional Secwepemc story and language lesson shared by elder.	Self acceptance, environmental mastery, positive affect; Mental Health Literacy;
<i>Week 8:</i> Problem Solving	Participants will learn the "Taking STEPS" model for thinking about, dealing with, and solving problems. Traditional Secwepemc story and language lesson shared by elder.	Autonomy, Environmental Mastery; Communication Skills
<i>Week 9:</i> Historical Loss	Review of origins of and feelings associated with historical loss. Content to be developed in consultation with First Nations elders. Celebration and recognition of individuality is a focus as well. Traditional Secwepemc story and language lesson shared by elder.	Environmental Mastery, Social Coherence, Social Growth, Social Integration; Resiliency
<i>Week 10:</i> Peer Communication	Emphasis for youth is on choosing pro-social friends who do not use substances and how to deal with friends who do use. Also, what to do if they think a friend may be at risk for self-harm. Parents discuss the skills their children need for living, the importance of parent involvement in schools, spending quality time together, encouraging creativity, teaching compassion, and establishing ways to reward good behavior. Traditional Secwepemc story and language lesson shared by elder.	Autonomy, Positive Relations with Others, Social Acceptance, Social Contribution, Social Growth; Resiliency
<i>Week 11:</i> Refusal Skills & Monitoring	Direct skills training and role-plays for refusing alcohol and drugs in a culturally appropriate manner. Parents discuss issues surrounding discipline and traditional Secwepemc forms of discipline. Reinforce problem solving steps. Traditional Secwepemc story and language lesson shared by elder.	Autonomy, Positive Relations with Others, Social Acceptance, Social Growth
<i>Week 12:</i> Building Social Support	Discussion on where to go for support when needed. Develop a plan with youth, parents, and elders for how to recognize and protect youth. Trust building behaviours and the collective strength of the group is discussed and illustrated through activities. Traditional Secwepemc story and language lesson shared by elder.	Positive Affect, Positive Relations with Others, Social Acceptance, Social Coherence, Social Contribution, Social Growth, Social Integration

<p><i>Week 13:</i> Building Social Support</p>	<p>Youth and parents discuss ways in which they can contribute to their community to make it a better place to live. Youth also complete a personal mission statement and assemble a scrap book reminding them of all the different things they learned during the program. Traditional Secwepemc story and language lesson shared by elder.</p>	<p>Positive Affect, Positive Relations with Others, Social Acceptance, Social Contribution, Social Growth, Social Integration</p>
<p><i>Week 14:</i> Celebration Feast</p>	<p>The end of the program is celebrated among the families. There are prizes, certificates, drawings, a feast, and a traditional blanket ceremony as a thank you and honoring of families for their participation.</p>	<p>Autonomy, Life Satisfaction, Personal Growth, Positive Affect, Positive Relations with Others, Self-Acceptance, Social Acceptance, Social Integration</p>

Appendix B

Selected Themes Community Members Listed as Influencing Adolescent Mental Health

Theme	Details
Environment	See economics, government influence, hopelessness, boredom, etc.
Hopelessness	Youth feel hopeless about future – no goal setting
Economics	Economic conditions on reserves contribute to mental health problems and a sense of hopelessness
Governmental Influence Historical Trauma and Loss Residential Schools	Historical and contemporary oppression; oppressive legislation
Boredom	Youth lack recreational or other activities on reserves
Relationships/Early Dating	How do youth deal with relationships, and especially break-ups?
Community integration	Multiple services exist in communities – how can we integrate these services?
Popular Culture	How does popular culture, music, television, and other media affect today's youth? Does it conflict with traditional culture? Can both co-exist?
Traditional Meaning of Suicide	Do young people understand the cultural interpretation of taking one's own life? Would this information be useful as a prevention tool?
Community Reactions to Suicide	What is the best way for us as a community to respond to suicide? What message does our reaction send to young people?
Physical Health and well being	Issues around health concerns: diabetes, healthy eating, nutrition, genetic potential.
Mental Health Awareness and early identification	Do community members know how to properly identify various mental health issues: depression, addictions, schizophrenia, bi-polar, etc.
Basic Rights of community members	Legal rights, child welfare rights

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Snapshot of the Program Ma7 Yagwtwilc

- Week 1:** Welcoming Feast
Tsecwins Re Xlitemes
- Week 2:** Splatsin Ck' Ul' 'Tn
Secwepemc History
- Week 3:** My Family
Ra Tsqwetsn
- Week 4:** Practicing a Way of Life and Survival
Whomac, Mac Estem
- Week 5:** Help Seeking
Knuc'Wes Ell Tcusmas
- Week 6:** Recognizing Anger Management
Sucwas Re Gyapmes
- Week 7:** Healthy Self, Healthy Relationships
Ras Cwelcwelt Ca, Cwelcwelt Metmewes
- Week 8:** Problem Solving
Nak'lc Re Ptinesema
- Week 9:** Making Choices
Tah7stas Atsxa Le Yiwatac
- Week 10:** Peer Communication
T'aksmas Qwl7 Itwacw
- Week 11:** Valuing Differences
T'Icwell Mes
- Week 12:** Building Social Support
Tsecatas Txwitmimens Knucwten
- Week 13:** Building Social Support
Tsecatas Txwitmimens Knucwten
- Week 14:** Celebration Feast
Mulkw Xlitemc Es

PREPARATION

Organizational Flexibility/Fidelity to program's goals

We recommend that communities start the program delivery in October to complete it 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 factors¹

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

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

¹ 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**

- 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.

Low Level 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

Medium Level 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

High Level 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.

Resource Name	<u>Resource list</u> Brief Description	Phone Number
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: Dawn Johnson

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, take a few minutes and review this list of do's and don'ts. Having everything prepared before the session begins will help it go smoother, quicker, and make the experience better for the families.

- ✓ Take about 30 minutes to review the night's session **prior** to arriving at the site.
- ✓ Arrive at the site 30 minutes **before** the session is scheduled to begin to assist in the preparation for the night's activity.
- ✓ Put on a **name tag**. Even if you think everyone knows your name, people may forget if they are nervous.
- ✓ **Set up** the table that holds the name tags, markers, stickers, and attendance poster near the entrance. Put a chair behind this table for the facilitator who is going to check in the families.
- ✓ **Display** any posters and have worksheets or games ready for the session.
- ✓ Double check any **equipment** to make sure it is in working order.
- ✓ **Arrange** the room to accommodate the meal.
- ✓ **Locate** the restrooms, water fountains, first aid kit, and nearest phone in the facility you are using.
- ✓ Ensure that there are trashcans available and in reach for the **disposal** of paper plates, silverware, or other trash items.
- ✓ Check the **supply box** and ensure all materials are available (see next page).
- ✓ Review the parent/child booklets to be familiar with their worksheets.

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 each week, but keeping them all in one box will make them easier to keep track of.

The Supply Box Should Contain

- ✓ Pens and Pencils
- ✓ Markers
- ✓ Crayons
- ✓ Blank Paper
- ✓ Scotch Tape
- ✓ Glue and Glue Sticks
- ✓ Scissors
- ✓ Labels for Cameras
- ✓ Stickers
- ✓ Name Tags
- ✓ Music (CDs or tapes)
- ✓ Music Player (CD player or tape player)
- ✓ Poster Boards
- ✓ Ball of Yarn or String
- ✓ Flipchart (If your facility does not have a chalkboard or whiteboard to write on)
- ✓ Deck of Cards

Weekly Necessities to Have Every Week

- ✓ Attendance Sheets and Poster
- ✓ Parent and Child Program Booklets
- ✓ Family Cameras for Session Use
- ✓ 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**. Each session is to be completed during the weekly meeting. We recommend about 2.5 hours for the entire session, including a meal. The total time recommended for each session can be found in the title bar for each session in this manual.

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



Speaker, such as an Elder or spiritual leader



Facilitator speaks this section out loud to group

Work on an activity in the booklets



Camera



Take Home Activity



Video

Creator Prayer

tqaltkukpi7 qweqwentsin

kukstemc te timicws kuc
Thank you for our land

kukstemc xwexweytes steme
Thank you for everything

kukstemc te tsqwatstn kuc
ell re nekweestsut
Thank you for our people and all our animals

kukstemc te sewllkwe
ell ststillns kuc
Thank you for our water and our food

kukstemc es wumec kuc
Ell xwexwet kwseltens kuc
Thank you for our being alive
All my relations

Attendance Record and Incentive Receipt

Date: _____

Session # _____

	Parent/Guardian	Children	Amount \$ Rec.	Incentive \$ Received: <i>Signature</i>
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				

WEEK 1 SESSION**Total Time: 2 hrs.**

Welcoming Feast

Tsecwins Re Xlitemes

SUMMARY:

Tonight's 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 reinforce to the families how important their participation is.

SESSION OVERVIEW:

- **Consent and Assent Forms:**
One Signed Copy to Culture and Mental Health Research Unit
- **YOUTH:** Journal Activity
- **Overview of Program:** Session Meetings, Expectations, Activities
- **FAMILY: My Family Values:**
Personal Values Worksheet
- **PARENT: Roles and Values:**
Discussion with Worksheet

OBJECTIVES:

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

1. Feel welcomed to the program and be willing to participate for 14 sessions.
2. Understand what is going to be happening during each session.
3. Start thinking about traditional and healthy Secwepemc families.

MATERIALS:

- | | |
|--|--|
|  Consent and Assent Forms |  Supply Box |
|  Weekly Necessities |  Disposable Cameras |

ADVANCE PREPARATION:

Ask an Elder or spiritual leader, at least one week in advance, to be present at the Welcoming Session to say a prayer, smudge, and give a short talk about the centrality of the family in Splotsin culture.

If needed, make copies of the consent and assent forms. Remember that one signed copy needs to be returned to the Culture and Mental Health Research Unit at McGill University. The families have a copy in their booklets for reference.

Designate one disposable camera per family. You will be responsible for the cameras for the entire 14 weeks of the program. You will also receive a camera to share amongst the facilitators. If preferable, families may choose to use digital cameras or their smart phones. Please use the cameras to take pictures of the families throughout the program.

Contributions to well-being:

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

FIDELITY TRACKING FORM

Secwepemc 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>GOALS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Overview of the program and establishment of rules <input type="checkbox"/> Participants seems to feel welcome and safe <input type="checkbox"/> Traditional values and Teachings were introduced (Sacred Tree puzzle) <input type="checkbox"/> Additional goal (if applicable): _____ 		
Group Gathering (After prayer, smudging, meal)	Youth Break out	Parent Break out
1. Booklets: Overview of program / Establishing the rules 2. Icebreaker: Intertribal Game 3. Video / guest speaker: Culture, Seven Grand-Father Teachings, food, and values 4. Discussion: Points discussed that relates to your life? 6. My Family Values: Sacred Tree 7. <u>Take home:</u> Puzzle & draw your own Sacred Tree / Parents will complete their questionnaire	5.1 Sacred Tree puzzle and Story 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)	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>Facilitator's feedback / For longer comments, you may use the back of the sheet:</p> <p>Please email or fax this sheet to dominique.geoffroy@mail.mcgill.ca or 514-340-7503</p> <ul style="list-style-type: none"> • Were the listed activities (above) accomplished? Any changes? • What went well? • What were the major challenges? How were they overcome? • Comments or appreciation from participants? 		

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As the Families Arrive

Welcome each family as they arrive. Pass out name tags 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 and write their names on a disposable camera.


Welcome the invited Elder as he/she arrives and provide a place for him/her to sit. Present tobacco and a smudge pack to the Elder 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 tonight's session. Reinforce to the families how important their participation is. You may say:

"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 (5 minutes or less) about the centrality of the family in Splantsin culture.

Pass out the **Parent and Youth Booklets** and have the families turn to the **"Welcome Page"** on page 5 in the youth booklet and page 13 in the parent booklet. Then give a brief overview of the program, including information about session meetings and activities, and what is expected of the families who participate. You may say:

- *"The sessions will be held once a week at the same time each week (give specific days and times).*
- *The sessions will last approx. 2 hrs each week.*
- *A meal will be served at every session. Families are expected to help clean up after the meal.*
- *The sessions will consist of discussion groups (sometimes parents and youth separate and sometimes together), group activities, worksheets or journal activities, and videos.*
- *Everyone is expected to be respectful of the others in the session.*
- *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."*

Explain the **Consent and Assent** forms, which can be found at the beginning of the parent and youth booklets. Make sure all families have read and understood their forms. If there are no questions, pass out the colored copies of the consent and assent forms to sign. Collect signed forms and set them aside. Explain that there are two copies of each consent and assent forms in their booklets for reference. The families can tear out and take home the copies marked "take home".

Give families a few minutes to flip through the booklets and ask questions.

Intertribal Icebreaker

15 min

Explain to the group that everyone will participate in the next activity. One facilitator must lead. The group will dance around the room until a facilitator calls out an activity. Participants will then need to get into groups of 2, 3, 4, or 5 people depending on the activity:

- 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)

When an activity is called, those who don’t have the correct number of people to form a 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 remaining participants will go back to the intertribal and the facilitator will call out another activity. The game continues until there are only 1 or 2 people left. The 1 or 2 finalists are named the pow-wow prince and/or princess. Use the number key on the next page to call out groups in the correct sequence based on the number of participants, or create your own!

# People	Call Numbers:	# People	Call Numbers:
8:	3,4,3,2	19:	3,4,5,4,5,3,5,3,2
9:	4,3,5,2,2	20:	3,5,2,4,5,4,5,3
10:	4,3,5	21:	2,3,5,2,4,5,4,5,3
11:	3,5,3,2	22:	5,3,5,2,4,5,4,5,3
12:	5,3,5,3,2	23:	4,3,5,2,4,5,4,5,3
13:	3,5,4,5,3,2	24:	5,3,4,5,4,5,3,5,3,2
14:	3,5,3,4,5,3	25:	3,5,3,4,5,4,5,3,5,3,2
15:	4,5,3,5,3,2	26:	3,5,3,5,2,4,5,4,5,3
16:	5,4,5,3,5,2, 3	27:	4,5,3,4,3,4,5,3,5,3,2
17:	2,5,4,5,3,5,3,2	28:	5,3,5,3,4,5,4,5,3,5,3,2
18:	5,2,4,5,4,5,3	29:	2,5,3,5,3,4,5,4,5,3,5,3,2

Meal

30 min

Announce that it is now time for the meal. Ask the Elder for the blessing of the food. After the prayer is completed, let families know where the 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 finished eating.

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.



Traditional Story and Language with Elder 10-20 mins

Each session after the meal:

Traditional Story

The elder will share a traditional story that has a theme/moral/message that ties in with the topic of that week. As the weeks progress the connections with the weekly topics from past sessions can be made and the participants can be encouraged to draw these connections as the weeks progress.

At times some more directed discussions can happen from the Elder or facilitator about the topic/theme of the story and how it will relate to the topic of the night.

Encourage youth and parents to provide their thoughts on the story and the events as it may relate to modern times and also how it may relate to traditional practices, beliefs, ceremonies, etc.

Traditional Language:

Each week the elder will introduce some traditional phrases and vocabulary, participants will record these words in their take home books/binders. The goal is to not only introduce a variety of words during the duration of the program, but to review key words and phrases each week.

For example, the first weeks are spent focusing on salutations (hello, goodbye, yes, no, thank-you, you're welcome, my name is, what is your name?, how are you? etc.)

Facilitator reads aloud:

Please turn to 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. Let's take about 10 minutes and talk about what values are important to us and 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. While families are discussing, get a picture of them working together.

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.

Parent and Youth Breakout Sessions 20 min

Explain that throughout the remainder of 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.

YOUTH



While the youth are working on values worksheet. Make sure you use the correct family's camera.

Youth Journal Activity

10 min

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

Facilitator reads aloud:

Tonight we have learned about this history of our people and how Splantsin 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 today. It can be anything from school, to sports, to nature, to home, with friends or family.

PARENTS

Discussion

20 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.

Facilitator reads aloud:

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 skills in order to be successful. Take a minute to either 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?**

As parents, we take on many roles in our children's lives. One of the most important of these is the role of teacher. Culture is defined in the Merriam-Webster Dictionary as "a: the

integrated pattern of human knowledge, belief, and behavior that depends upon man's capacity for learning and transmitting knowledge to succeeding generations; b: the customary beliefs, social norms, and material traits of a racial, religious, or social group."

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 accustoms 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 either answer question 3 or 4 in your booklet.

3. In what ways were your own values and beliefs formed?

4. How can you use your actions to model the virtues of culture for your children?

Children develop in a variety of ways, including in physical, cognitive (thinking processes), social, emotional, and moral contexts. Children and parents are constantly developing and changing and must balance the difficulties of first forming secure bonds, and later loosening these bonds as children transition into the roles of adulthood. Acknowledging the various ways in which your child is growing and providing support and nurturing in these areas is one way in which you can develop strong parent/child bonds. 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 foster the development of your child's various abilities (physical, cognitive or intelligence, social, emotional, and moral)?

Each parent has strengths and each parent has areas where they might improve their skills. Take a minute to either 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)?

Before you end the activity, ask if anybody would like to share their responses to the questions. Give families about five minutes to share if they want.

Group Gathering

5 min

Gather your families back together for the session closing, announcements, and reminders.

Announcements and Reminders

5 min



"Parenting Strengths and Improvement" worksheet on page 16 of their booklet and continue to think about their family's strengths and areas of improvement and complete the Values Homework #1 Worksheet together.

Tell the families how sincerely you appreciate their participation. You may say:

"I just want to tell you how much we appreciate your participation and how excited we are to have everyone back here next week for our next session on Splatsin History"



You may want to ask a family member or Elder to give a closing prayer before ending tonight (optional).

Collect cameras. Distribute incentives and any receipts.

PERSONAL VALUES

Name _____

Academics	Emotional Honesty	Independent	Reality
Acceptance	Entertainment	thought	Reason
Admiration	Equality	Integrity	Relationships
Appearances	Expression	Knowledge	Religion
Approval	Faith	Logic	Respect
Attention	Fame	Love	Security
Authority	Family	Manners	Self-sacrifice
Cleanliness	Freedom	Material wealth	Self-Reliance
Clothes	Grades	Obedience	Serenity
Communication	Friendship	Organization	Sincerity
Competition	Happiness	Others' opinions	Status
Conformity	Hard work	Pain avoidance	Success
Cooperation	Health	Peace	Tradition
Distraction	Honesty	Popularity	Truth
Education	Image	Power	Winning
Efficiency	Independence	Punishment	
		Quiet	

We value what we feel strongly about. We value what is important to us. We value what we believe will make us happy. We value what we need.

Our values come from our parents, our relatives, neighbours, friends, teachers. Major institutions of society such as institutional religion, law, business and education all influence our values.

A Value is:

- **C**hosen Freely (no one else makes you value it)
- **P**rized (you feel good about having the value)
- **A**cted Upon (your behaviour is the same as what you say about the value)

Write down your top 5 to 10 Values

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Values Homework #1

Family Name: _____

As a family, go through the following list of pairs of values. Decide between each pair which value that your family "values" the most and circle that value on the list. Put a mark (like a *) beside any that were difficult to decide.

A Values Comparison Exercise	
Education	Entertainment
Education	Love
Fear	Respect
Happiness	Efficiency
Happiness	Success
Faith	Reason
Religion	Reason
Power	Reason
Appearance	Comfort
Appearance	Reality
Appearance	Honesty
Equality	Individuality
Competition	Cooperation
Conformity	Individuality
Conformity	Integrity
Obedience	Integrity
Obedience	Conscience
Security	Freedom
Education	Punishment
Security	Happiness
Rules	Judgment
Feelings	Logic

As a group decide your family's top 5 values and list them in order of importance: (feel free to use any values listed on the back of this sheet as well)

1. _____

2. _____

3. _____

4. _____

5. _____

Accomplishment, Success	Friendship Fun	Privacy Progress
Accountability	Generosity	Prosperity, Wealth
Accuracy	Gentleness	Punctuality
Adventure	Global view	Quality of work
All for one & one for all	Goodwill	Regularity
Beauty	Goodness	Reliability
Calm, quietude, peace	Gratitude	Resourcefulness
Challenge	Hard work	Respect for others
Change	Happiness	Responsiveness
Charity	Harmony	Results-oriented
Cleanliness, orderliness	Health	Rule of Law
Collaboration	Honor	Safety
Commitment	Human-centered	Satisfying others
Communication	Improvement	Security
Community	Independence	Self-givingness
Competence	Individuality	Self-reliance
Competition	Inner peace, calm, quietude	Self-thinking
Concern for others	Innovation	Sensitivity
Connection	Integrity	Service
Content over form	Intelligence	(to others, society)
Continuous improvement	Intensity	Simplicity
Cooperation	Justice	Skill
Coordination	Kindness	Solving Problems
Creativity	Knowledge	Speed
Customer satisfaction	Leadership	Spirit, Spirituality in life
Cultural Connection	Love, Romance	Stability
Decisiveness	Loyalty	Standardization
Determination	Maximum utilization	Status
Delight of being, joy	(of time, resources)	Strength
Democracy	Meaning	Succeed; A will to- Success, Achievement
Discipline	Merit	Systemization
Discovery	Money	Teamwork
Diversity	Oneness	Timeliness
Dynamism	Openness	Tolerance
Ease of Use	Other's point of view, inputs	Tradition
Efficiency	Patriotism	Tranquility
Enjoyment	Peace, Non-violence	Trust
Equality	Perfection	Truth
Excellence	Personal Growth	Unity
Fairness	Perseverance	Variety
Faith	Pleasure	Well-being
Faithfulness	Power	Wisdom
Family	Practicality	
Family feeling	Preservation	
Flair	Freedom, Liberty	

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