

2022



My Two Aunties
Cultural Family Life Skills

Discussion Guide



My Two Aunties



**Center for
Native Child
and Family Resilience**



**Children's
Bureau**

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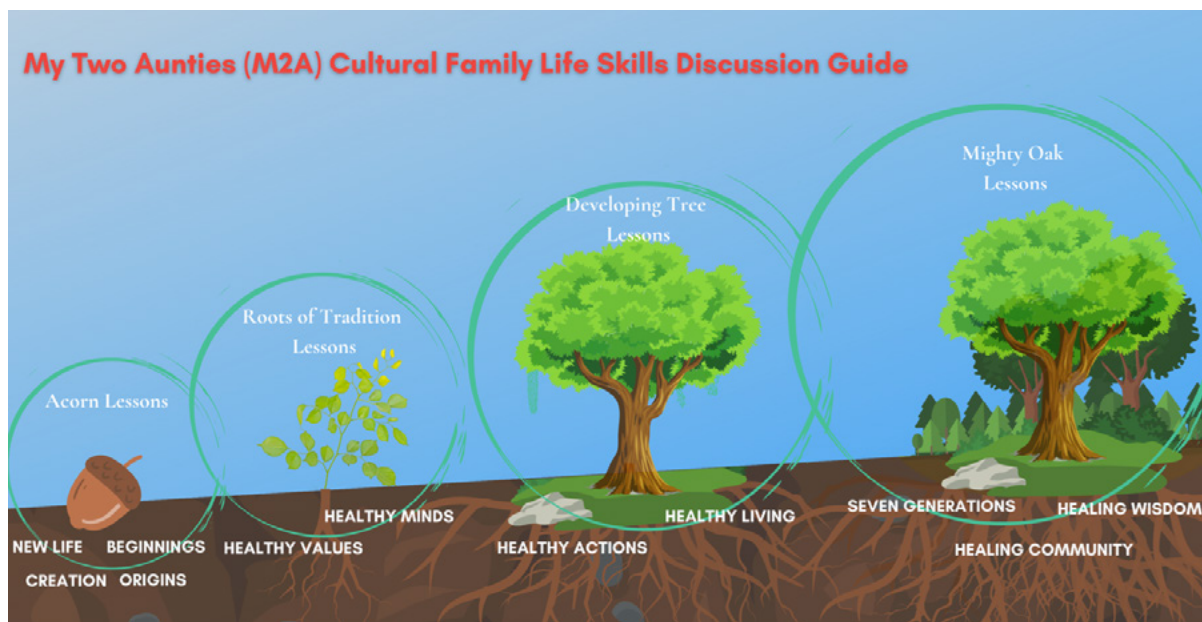


About This Guide

The My Two Aunties (M2A) Cultural Family Life Skills Discussion Guide is grounded in local stories and traditions, including traditional child rearing practices. Lessons in this Discussion Guide are delivered by Aunties (i.e., facilitators) during virtual or in-person home visits. The M2A Facilitator’s Guide is a companion resource for the Discussion Guide; the former resource provides Aunties with important information on adapting and delivering Discussion Guide lessons.

OAK TREE FRAMEWORK

This Discussion Guide has been organized in a fashion that depicts the cycle of the oak tree. We start with an acorn. Acorns are the fruit of oak trees that have sustained life for our Indigenous families and relatives, figuring prominently into our daily lives since time immemorial. It is a beginning stage of life for the community forest of families. In this stage of development, new children come into a family and community, thereby bringing new life to the forest. In this way, the acorns (children) must be nurtured in culture and spirit. Acorn lessons represent the teachings of new life, of beginnings, and of creation. With proper pollination and fertilization of acorn seeds, an oak tree seedling begins to establish roots into the earth. Just as an acorn seed seeks nutrients and good medicine from the earth to build strong roots and grow into a mighty oak, our children’s roots must be nurtured by teachings that build healthy minds and healthy values; these are the Roots of Tradition lessons. As the oak tree sapling matures, it builds a strong trunk—strong enough to withstand anything, be it a fire, a flood, a storm, or an earthquake. In the same way, our families are made strong and resilient through healthy living, healthy actions, and healthy choices; these are the Developing Tree lessons. The mighty oak tree stands very tall in the community forest and has borne generations of acorns. It looks over all the other oak trees in the forest and serves as a beacon for who we are meant to be. Within the mighty oak tree is the timeless wisdom of our ancestors that teaches us how we can become a flourishing community forest; this is the focus of the Mighty Oak lessons. These teachings are not necessarily meant to pertain to specific phases of life. Different life stages have different lessons for each of us. It is important to learn all these lessons and teach them to our children. In this way, we build a family of wellness.





ORGANIZATION OF LESSONS

Though the lessons in this Discussion Guide are organized chronologically using the oak tree framework described above, it is not expected that facilitators deliver Discussion Guide lessons to families using this exact sequencing. The M2A program is designed as a tailored family strengthening program that meets individual families where they are at. Accordingly, the M2A Cultural Family Life Skills Discussion Guide is intended to be used the same way. M2A facilitators should select lessons based on family needs and goals. The M2A Personal Reflection Tool (described in the M2A Implementation Guide) may provide useful insights for determining which lessons would be appropriate for a given client/family. As noted in the M2A Implementation Guide, the M2A Personal Reflection Tool is administered at the conclusion of each home visitation session. The Tool is designed to inform a brief discussion of client needs and services navigation; however, facilitators may find that it also yields insights about which Discussion Guide lessons would be appropriate for families.

APPENDIX

Several lessons have accompanying worksheets, which are located in the appendix section of this Discussion Guide.



ACORN LESSONS



Lesson 1: Building Loving Trust

Value: Trust

Activity: "Building a House of Trust"

Story: "5 Components of Trust" (short reading)

LESSON OBJECTIVE

Trust is an important part of any loving relationship, whether that is a relationship with others or with yourself. Trust and safety go hand in hand, and the practice of building cradleboards is an example of both values, as it is intended to provide a safe environment for babies. Culturally, the cradleboard is a basket or small woven bed made by an expectant parent, or a trusted family member or friend, for a new baby to sleep and be carried in. As a cradleboard is being made for a new baby, the maker often prays for the child's safety and future, infusing the cradleboard with love. Many communities have different versions of the cradleboard or baby basket. Upon the completion of this lesson, participants will be able to reflect on how they can earn and maintain their child's trust as well as trust in their community.

TEACHING POINTS:

- Having a network of trusted people who you can depend on for support and love is an important part of feeling safe.
- We can show our children that they are safe by helping them see all of the supportive people in their lives who they can go to when they need help and guidance.
- Being a trusted individual in someone else's life is a big responsibility.
- Just like a cradleboard or a traditional house, supportive networks are built with care and keep our children safe.

ACTIVITY:

"Building A House of Trust"

MATERIALS NEEDED:

- Paper
- A variety of colored pens
- Vocabulary words in Indigenous language for "home" or "dwelling" and cultural resources about traditional dwellings (optional)

INTRODUCING THE ACTIVITY:

To understand trust, we must look to the integral people who helped shape us into the people we are today. In this activity, we will draw a "house of trust" in which the support structures represent the people and groups who play a role in supporting them.



DIRECTIONS:

Step 1: Go over the lesson objective with the participant and then read through the 5 Components of Trust with the participant.

Step 2: Provide the participant with art supplies as you introduce the activity.

Step 3: Have participants draw a “house of trust.” This house should consist of multiple structural components (like support beams or walls).

Step 4: When the participant has completed the drawing, point to the support beams, and ask them, “If this house were your life and this support beam represented someone you can lean against when you need support, who would this beam represent?” Have the participant label the support structure with that person’s name. And so on and so forth with all the support structures until they are all labeled with names of supportive people, groups, or places in the participant’s life.

Step 5: Discuss the prompts with the participant while addressing their “house of trust.”

5 COMPONENTS OF TRUST:

- 1 Establishing Trust With Your Children.** From the moment our children are born, we begin the process of teaching them to form bonds of trust. In infancy, our children trust us to follow through with their basic needs; in toddlerhood, those basic needs evolve to include their emotional needs. In the teen years, we establish our boundaries as family members and hold our children to standards befitting the situation. Trust is essential in every stage of development in diverse ways. To model the teaching of trust, we must be mindful of the ways we express our words: “I trust you will be home by ten o’clock as we agreed,” rather than “You better be home by ten o’clock or there will be severe consequences.”
- 2 “If You Fall, I’ll Pick You Up.”** This concept is intended to bring recognition to how trust is established. It goes back to when a child learns to walk and has many stumbles. The family is right behind that child to help the child get back up, brush off the dirt, and attend to any injuries. As children move through life, the saying changes from something literal to a figurative expression that we can refer to when helping our children through tough times.
- 3 Staying Present.** As in previous item, our main goal is to establish a bond of trust with our children. Here, we accomplish that through our dedication and physical and emotional presence. Our children are going to look to their Elders to guide them through the challenges they face, which could be singing in a school assembly, meeting their personal goals, or saying no to peer pressure. When our family takes an active role in our children’s upbringing, our children will know who they can depend on in times of need.
- 4 Physical Presence.** Physical presence is the action of being dependable and present. Our children depend on us to guide them through life. Time is a gift as well as an expression of love. When we show active effort in their lives, our children will be more well-rounded throughout their lives. Having a dedicated support system sets our children up to become emotionally, physically, and spiritually well-rounded. We mold the way our children develop self-talk, and their gift of trust within our lessons will guide them through their adult lives with a positive effect.
- 5 Emotional Presence.** Emotional presence is taking an active role in listening to the child as well as making an emotional connection to someone who is not within the physical realm. The lessons of our stories and teachings continue through the work we do while in our physical presence. Emotional presence can also be seen as being present without the distractions of everyday responsibilities. It is allowing the dishes to wait when our toddlers need emotional guidance or physical comfort. It is being attentive to the basketball game instead of scrolling through social media or taking a work call. Our time is a better gift to our children than anything we could ever find in a store.



PROMPTS:

- Who are some people you grew up trusting? Who are some people who see you as their trusted support structure?
- How do we build trust within our various relationships?
- What does it look/feel like when trust is broken?
- What are the connections between the building of a cradleboard and the building of a house of trust? What do you think cultural teachings can show us about trust?
- How can you regain trust after it has been broken?
- What is an example of when others showed you trust?
- What does it feel like to be trusted by someone else?

CLOSURE:

- Ask the participants if they would find it useful to do an activity like this with their children to help them understand trust and support. Why or why not?
- Ask the participants what their key takeaways from this lesson are and what they'd like to learn more about in the future.



Lesson 2: Connection to Security

Value: Trust

Activity: Family Motto

Story: *Adopting community locates a culturally relevant story to accompany lesson*

LESSON OBJECTIVE

Security in the family starts with parental structure. When children feel secure, they will show trust and know that they matter.

TEACHING POINTS:

- Security for children is important and makes their lives predictable.

PROMPTS:

- What is your view on security?
- Do you feel secure with how you are living today?
- What do you do to keep your family secure?
- How does your family develop trust?
- What is your acceptable level of risk?
- How do your parents or guardians make you feel cared for?

ACTIVITY:

Develop a Family Motto

INTRODUCTION OF THE ACTIVITY/LESSON:

In today's lesson, we have discussed how security helps our children make good choices now and in the future. A great way for children to continue to show trust and feel secure is by developing a family motto that will help them remember the importance of today's teaching.

Here are some examples:

- Together we can do more.
- Family – where life begins and love never ends.
- Love, support, trust, acceptance, security, respect, and loyalty make a family.

MATERIALS NEEDED:

- Craft materials (scissors, beads, feathers, fabric paint, fabric, fabric glue)
- Glue
- Paints
- Paper

PROCEDURES AND DIRECTIONS FOR TEACHER AND STUDENTS:

Step 1: Review objective.

Step 2: Review teaching points and prompts.

Step 3: Introduce activity.

CLOSURE:

- What did you learn from this lesson?
- Why is this value important to be taught to your family?
- Answer any questions.



Lesson 3: Sense of Belonging to a Cultural Group

Value: Belonging

Activity: Watching clip from “[Tending the Wild: Complete Broadcast Special](#)”

Story: [Tending the Wild](#) (clips from YouTube video)

LESSON OBJECTIVE

Having a sense of purpose gives meaning to life. As we grow, we are constantly learning from family, friends, and Elders, experiencing new things, and getting a sense of who we want to be. Knowing traditions and honoring them fills the spirit, including by fostering a traditional connection to the land. Results of having a sense of purpose and belonging are: self-esteem, sobriety, academic success in youth, responsibility, and a strong work ethic. Keeping ancestral traditions alive is vital to Native communities. Community members today are becoming more involved with their Native roots and ancestral traditions. Doing so also has helped community members recover from substance abuse because it keeps them busy with positive energy. The purpose of this lesson is for the participants to learn the importance of cultural identity and how that identity brings lifelong benefits.

TEACHING POINTS:¹

- Having a close connection with one’s culture can provide a sense of purpose and belonging.
- One way to build strong connections with one’s culture is to keep traditional practices alive.

MATERIALS NEEDED:

- Laptop/tablet to show video

DIRECTIONS:

Step 1: Choose a comfortable setting with few distractions.

Step 2: Go over prompt questions.

Step 3: Show video and discuss.

¹ Kahn, C. B., Reinschmidt, K., Teufel-Shone, N. I., Oré, C. E., Henson, M., & Attakai, A. (2016). American Indian Elders’ resilience: Sources of strength for building a healthy future for youth. *American Indian and Alaska native mental health research (Online)*, 23(3), 117–133. <https://doi.org/10.5820/aian.2303.2016.117>



STORY:

Specific Clips from “Tending the Wild”



Clip 1: 49:45–52:15

- Gerald Clarke Jr. – Cahuilla Band of Indians
- Uses recycled cans and creates contemporary “Continuum Baskets” to continue the tradition of basket weaving and express the reality of alcoholism and diabetes in his community.
- He also incorporates plants into his baskets. This includes gathering acorn and yucca blossoms.

Clip 2: 44:00–49:00

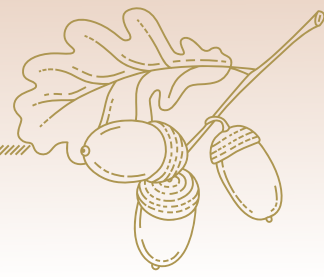
- Tima Lotah Link
- [“Tending the Wild: Weaving Community”](#)

PROMPTS:

- How does your family practice culture?
- Can you tell us about your experiences and how they are passed down to your children?
- Do you have baskets in your family?
- Do you know of any basket weaving classes in the area?
- What did you find interesting about the contemporary artwork by Gerald Clarke Jr.?
- Do you know of any local artists?
- How is art a way of expressing yourself?
- How do you think you could express thoughts, feelings, or issues going on in your life through art?

CLOSURE:

- Ask the participants what their key takeaways from this lesson are and what they’d like to learn more about in the future.



Lesson 4: Cultural Identity

Value: Resilience

Activity: Discuss a children's story or book related to resiliency

Story: *Adopting community locates a culturally relevant story to accompany lesson*

LESSON OBJECTIVE

Being resilient is having the ability to bounce back from challenging situations. In Native history, that means overcoming historical trauma, social and political injustice, and discriminatory injustices. Community members today are advocating more for their rights and culture and are getting in touch with their ancestral roots and traditions. Resiliency in Native communities means: learning culture, language, and religious practices and carrying on the teachings and traditions of our Elders to pass along to the next generations. Knowing who we are, what our purpose is, and our place in life, brings much joy and pride. All this plays a huge role in our physical, mental, and spiritual well-being. Staying healthy in all aspects keeps us grounded and motivated. The purpose of this lesson is for the participants to learn the resiliency of ancestors' stories and the resilience that we find from those stories.

TEACHING POINTS:²

- Our ancestors practiced resilience and we can too.
- Resilience has positive effects on our well-being.

PROMPTS:

- When you hear the word "resilient," what comes to mind?
- What do your ancestors/Elders teach about resiliency?
- How do you show resiliency?
- What kind of wellness activities do you do as a family?
 - » If the participant is interested in reading this story with their own children at home, work through the following with them.

ACTIVITY:

Discuss a children's story or book related to resiliency.

DIRECTIONS:

Step 1: Introduce value and teaching points.

Step 2: Share story or book related to resiliency.

Step 3: Discuss prompts.

CLOSURE:

- Ask the participants what their key takeaways from this lesson are and what they'd like to learn more about in the future.

² Kahn, C. B., Reinschmidt, K., Teufel-Shone, N. I., Oré, C. E., Henson, M., & Attakai, A. (2016). American Indian Elders' resilience: Sources of strength for building a healthy future for youth. *American Indian and Alaska native mental health research (Online)*, 23(3), 117–133. <https://doi.org/10.5820/aian.2303.2016.117>



AT-HOME ACTIVITY:

Model storytelling by using animated voices (e.g., high pitched for happy-go-lucky characters and lower for the mean/angry characters). Create puppets or use stuffed animals. Acknowledge your children's feelings.

STEPS TO READING:

Step 1: Choose a comfortable setting with few distractions.

Step 2: Let your child know that you will be telling a story and show your excitement.

Step 3: Read the story with animation in your voice and have fun!

Step 4: After you read, ask open-ended questions that are age appropriate for your child.



Lesson 5: Observation Skills

Value: Nurturing and Bonding

Activity: "Decorating Our Family Cradleboard"

Story: "[Indian Women of the Early Dawn](#)" (or adopting community locates a culturally relevant story to accompany lesson)

LESSON OBJECTIVE

Everyone learns by using their observation skills. We can practice our observation skills to be better learners! Starting this skill building at a young age can help children cultivate their observation skills and can also help build healthy relationships. When we have strong observation skills in our families, we can pick up on each other's needs and moods, which can help us be thoughtful family members. Upon the completion of this lesson, participants will be able to connect traditional teachings around cradleboards, baby baskets, and child rearing to a discussion about the importance of cultivating observation skills.

TEACHING POINTS:

- Strengthening our observation skills can help us be better learners.
- Observation skills can also help us have healthier, more thoughtful relationships.
- Many of our ancestors used cradleboards or baby baskets to carry their children when they were little. These baskets not only provided a sense of security for the child, but they also allowed the baby and the person wearing the baby basket to experience the world from similar vantage points.
- Being consistent and reliable gives children a sense of trust they will carry with them to other relationships.

ACTIVITY:

"Decorating Our Family Cradleboard"

MATERIALS NEEDED:

- Paper
- Colors
- Craft supplies (scissors, beads, feathers, fabric paint, fabric, fabric glue)
- Working space
- Craft materials
- Outline of cradleboard

INTRODUCING THE ACTIVITY:

We know that children learn every day, but how do they learn? Our ancestors knew that children learn through observation. In the story of the cradleboard, we notice that the child can see the parent while snug in the board. The cradleboard teaches babies how to focus on what is in front of them and, in many cases, that is the mother. There are a variety of characteristics children can learn from, whether it is their environment, mother, or other family/community members. Today we are going to decorate our own cradleboards and discuss some questions.



DIRECTIONS:

Step 1: View film or discuss story.

Step 2: Introduce activity and distribute decorating sheets.

Step 3: Ask prompt questions while decorating is taking place.

STORY:

"Indian Women of the Early Dawn" (Note: Video DVD series may be available through your local library). If not available, adopting communities should locate a culturally relevant story to accompany lesson.

PROMPTS:

- Tell me how you were nurtured as a child.
- Would you use some of those nurturing techniques with your child?
- What are some other forms of nurturing you can use with your child?
- Do you know of any traditional ways of bonding?
- Tell me about some people who have made you feel secure?
- How did you know you could trust those people?
- In your family or community, what are some things that make you feel safe?
- Do you believe it is important for us to trust and feel security within our family and community?
- When a child is in a cradleboard, wrapped, or swaddled, what types of things do you think they are observing?
- Can you tell me how children learn through observation?
- If your children were to watch you go through your day, what are some behaviors they might learn?

CLOSURE:

- Ask the participants what their key takeaways from this lesson are and what they'd like to learn more about in the future.



Lesson 6: Secure Attachment

Value: Reliability

Activity: “Matching Game: Attachment Styles”

Story: [Four Attachment Styles](#)

LESSON OBJECTIVE

Attachment styles are how psychologists describe our tendencies to form connections with our loved ones. There are four attachment styles: secure, avoidant, anxious, and disorganized. Our attachment styles are affected by trauma and can change throughout our lives. With secure attachment, children always trust their parents or guardians will come back when they leave. Being reliable and consistent gives children supportive structures to rely upon for healthy futures. Upon the completion of this lesson, participants will understand the four attachment styles and be able to make connections about the role of attachment styles in their own lives.

TEACHING POINTS:

- There are both healthy and unhealthy attachment styles.
- Being a reliable parental figure for children can help them have a secure attachment style.
- Being consistent in the child’s life is a way to be reliable.
- We see a secure attachment many times when children are in a cradle basket. Children are propped up and feel secure; therefore children do not react in an anxious manner when they cannot find their parents right away.

ACTIVITY:

“Matching Game: Attachment Styles”

MATERIALS NEEDED:

- Matching game
- Examples of attachment theory

DIRECTIONS:

Step 1: Read the “Four Attachment Styles” excerpt from Evergreen Psychotherapy Center.

Step 2: Make sure all the participants understand the four types of attachment style.

Step 3: Lay out four attachment-style cards.

Step 4: Participants then match the examples to the attachment style in matching-game style.

Step 5: Discuss prompts.



STORY:

"Four Attachment Styles"

- Secure – autonomous
- Avoidant – dismissing
- Anxious – preoccupied
- Disorganized – unresolved

PROMPTS:

- What does it mean to be secure?
- What do you know about attachment?
- Do you believe secure attachments relate to being reliable? If so, how?

CLOSURE:

- Ask the participants what their key takeaways from this lesson are and what they'd like to learn more about in the future.



Lesson 7: Positive Parenting

Value: Positive Parenting

Activity: "Paper Examples"

Story: [Someday I Will Be an Elder](#) (or adopting community locates a culturally relevant story to accompany lesson)

LESSON OBJECTIVE

Our job as caregivers is to encourage the positive abilities within our children to foster their growth. One important way to empower our children is to encourage mental, emotional, and spiritual growth. This requires that we change the narrative colonization has instilled through corporal punishment. Upon the completion of this lesson, participants will understand the merits of positive reinforcement in parenting.

TEACHING POINTS:

- Positive parenting skills provide solutions during difficult parenting situations by showing us how to give our children choices instead of punishments.
- Giving children choices is a way to respect their agency and to help them learn natural consequences.
- Some traditional values in parenting are to show by example and be gentle.
- Encouragement and rewards for good behavior are forms of positive reinforcement.

ACTIVITY:

- "Paper Examples"

MATERIALS NEEDED:

- Paper
- Pen/pencil

DIRECTIONS:

Step 1: Watch the film or discuss story.

Step 2: Discuss the prompts.

Step 3: On each piece of paper, have participants list ways to teach respect by modeling.

Step 4: Read each aloud and discuss why it is an example of modeling respect and what sorts of scenarios in which it might be applied.

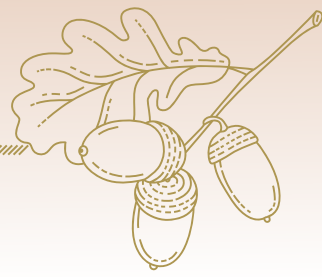


PROMPTS:

- When your children do something you like, how do you praise them? How often?
 - » Example: hug, pat on the back, praising their actions.
- We must give respect to receive respect. How do we show respect for our children?
- Were you given the opportunity to learn by example when you were a child?
- Who was the first person to gain your respect?
- What is one example of a positive action your child expressed that you know stemmed from one of your teachings?
- What are some positive parenting skills that you hope to practice or have practiced?
- Tell me what traditional parenting means to you.

CLOSURE:

- Ask the participants what their key takeaways from this lesson are and what they'd like to learn more about in the future.



Lesson 8: Resilience

Value: Cultural Strength

Activity: Oak Tree Storyboard

Story: *Adopting community locates a culturally relevant story to accompany lesson*

LESSON OBJECTIVE

The purpose of this lesson is for participants to understand resilience and how it strengthens culture and tradition.

TEACHING POINTS:

- Keeping culture alive, following traditions, having Indigenous pride, and coming together as a community are all demonstrations of resilience that can help keep our culture and traditions alive.

ACTIVITY:

Oak Tree Storyboard

INTRODUCTION OF THE ACTIVITY/LESSON:

In today's activity, we will discuss the many different forms of resilience that can be found through our Indigenous culture. The Oak Tree storyboard will help us understand how obstacles can be overcome by keeping culture alive, following traditions, having Indigenous pride, and coming together as a community.

MATERIALS NEEDED:

- Oak Tree Storyboard worksheet (see appendix)
- Pen or pencil

PROCEDURE:

Using the Oak Tree Storyboard, the family will learn about cultural strength and resilience.

PROCEDURES AND DIRECTIONS FOR TEACHER AND STUDENTS:

Step 1: Review lesson objective.

Step 2: Ask prompt questions.

Step 3: Give parents the Oak Tree Storyboard.

Step 4: Introduce story and lesson.

Step 5: Discuss learning outcomes.

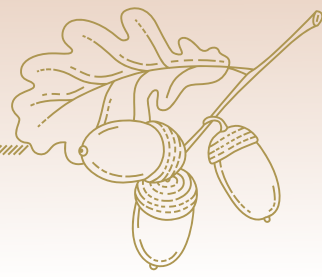


PROMPTS:

- What does resilience mean to you?
- How were you taught to be resilient within your family?
- Do you believe cultural strength ties in with resilience?
- How do you teach resilience to your children?
- Do you consider yourself resilient?

CLOSURE:

- What did you learn from this lesson?
- Why is this value important to be taught to your family?
- Answer any questions.



Lesson 9: Resilience Against Stereotypes

Value: Building resilience against stereotyping

Activity: When They See Me

Story: *Adopting community locates a culturally relevant story to accompany lesson*

LESSON OBJECTIVE

You are strong and resilient. Stereotypes do not define who you are. You are in control of how you represent yourself.

PROMPTS:

- Do you believe stereotypes affect people? How?
- How can we teach our children that stereotypes do not define who we are?
- Have you ever stereotyped someone? How did it make you feel?
- Have you ever been stereotyped? How did that affect you?
- How can we build our children's resilience with regard to stereotyping?

TEACHING POINTS:

- Stereotypes do not define who you are.

ACTIVITY:

When They See Me

INTRODUCTION OF THE ACTIVITY/LESSON:

Today's activity will be a little difficult, but do not let that discourage you. Instead, let it encourage you to teach your child about resilience. In today's activity, we will build resilience toward stereotypes. Almost everyone has been stereotyped based on their looks, culture, language, or another external factor. We must take a step back and ask ourselves, "Do these stereotypes really define who we are?" No, in most cases they are a social misconception about a group of people, and it is important we educate ourselves and those around us.

We will be writing down a list of stereotypes we have been called or placed into. Afterward, we will talk about how being stereotyped made us feel, how we can cope with such situations, and how we can teach stereotype resilience to our children.

MATERIALS NEEDED:

- Paper
- Pens



PROCEDURE:

“When They See Me” is an activity in which we will write down various stereotypes that parents or families have felt. After making the list, we will discuss them by asking these and similar questions:

- Do you think these stereotypes are true?
- Why do you think people like to label others?
- How can we break down stereotypes?
- Did any of these stereotypes happen to you when you were a child?
- How did they make you feel at the time?

PROCEDURES AND DIRECTIONS FOR TEACHER AND STUDENTS:

Step 1: Tell story/teaching and review main points.

Step 2: Introduce activity.

Step 3: Write down stereotypes.

Step 4: Review prompt questions.

CLOSURE:

- How did you feel about today’s lesson?
- Do you have any questions or concerns you would like to go over before we review the main points of today’s lesson?



Lesson 10: Indigenous Pride

Value: Indigenous Pride

Activity: Who Am I?

Story: *Adopting community locates a culturally relevant story to accompany lesson*

LESSON OBJECTIVE

Having pride in your culture gives you and your family values and a sense of who you are, along with respect for one another.

TEACHING POINT:

- Be proud of who you are and where you come from.

PROMPTS:

- How can you teach your children to be proud of who they are?
- What are some aspects of your culture that you are proud of?
- Are you proud of who you are and where you come from?
 - » Why or why not?
- Tell me something amazing about yourself.
- Tell me about some cultural values that your family practices.

ACTIVITY:

“Who Am I?”

INTRODUCTION OF THE ACTIVITY/LESSON:

There are many cultures with a variety of backgrounds. Culture generally helps us form our sense of who we are and where we come from. Having pride in our culture helps us build resilience, values, and confidence. In today’s activity, we will paint with a list of words that we hope will inspire you to acknowledge your culture through your art.

MATERIALS NEEDED:

- Paints
- Brushes
- Craft supplies
- Colors
- Canvases



PROCEDURE:

Have the parents draw a portrait of anything as you give the parents a list of words. Have them think about those words for a minute. Then allow this opportunity to be creative.

Sample list of words: sacred, worthy, Indigenous pride, love, family, culture, the blood of your ancestors running through your veins, your traditions are beautiful and eternal, resilience

PROCEDURES AND DIRECTIONS FOR TEACHER AND STUDENTS:

Step 1: Review story/teaching main points.

Step 2: Introduce the activity/lesson.

Step 3: Provide 15–20 minutes to complete the activity (or they can finish on their own time).

Step 4: Ask parents if these words were helpful in showing pride through their art.

Step 5: Ask prompt questions.

CLOSURE:

- Discuss and review why it is important to find pride within ourselves and our culture.
- Review the story and teachings, ask parents what they liked the most, and ask how they can teach this lesson to their children.
- Answer any questions or concerns.



Lesson 11: The Power of Our Language

Value: Ancestors' Language

Activity: Introducing Ourselves

Story: *Adopting community locates a culturally relevant story to accompany lesson*

LESSON OBJECTIVE

The connection to our ancestors and language has shaped our perception of our relationships to the universe, its teachings, and its possibilities. Therefore, when we introduce ourselves to others, we are bringing forward our ancestors' language. This is a gift our ancestors bestow upon us so we can teach the following generations.

TEACHING POINTS:

- Our ancestors' language is a powerful tool to describe the land around us and a means to communicate with the land.

PROMPTS:

- What is the importance of speaking Native languages?
- Do you know any words or phrases in your Native language that you would like to share?
- Would you like to learn your Native language?
- How can you teach your children your Native language?
 - » Examples: songs, stories, books, vocabulary lists

ACTIVITY:

Introductions

INTRODUCTION OF THE ACTIVITY/LESSON:

Our ancestors spoke a language that acknowledged what this world has to give. Today, when we introduce ourselves to the community, we are acknowledging those who came before us. Our introductions are representative of past generations, and therefore, it is important we follow protocol. What is the cultural protocol for introducing yourself in your family/Tribe/community?

For example, in many Tribal communities, we introduce ourselves by:

- Establishing a greeting in our ancestral language
- Stating our name
- Providing an explanation of where we are from and what body of land or water we are most closely connected to
- Naming our parents and grandparents
- Identifying our clan relationships



MATERIALS NEEDED:

- Pen
- Paper
- Power of Our Language worksheet (see appendix)

PROCEDURE:

Understand the steps to culturally introduce yourself to others in the community.

PROCEDURES AND DIRECTIONS FOR TEACHER AND STUDENTS:

Step 1: Review story/teaching main points.

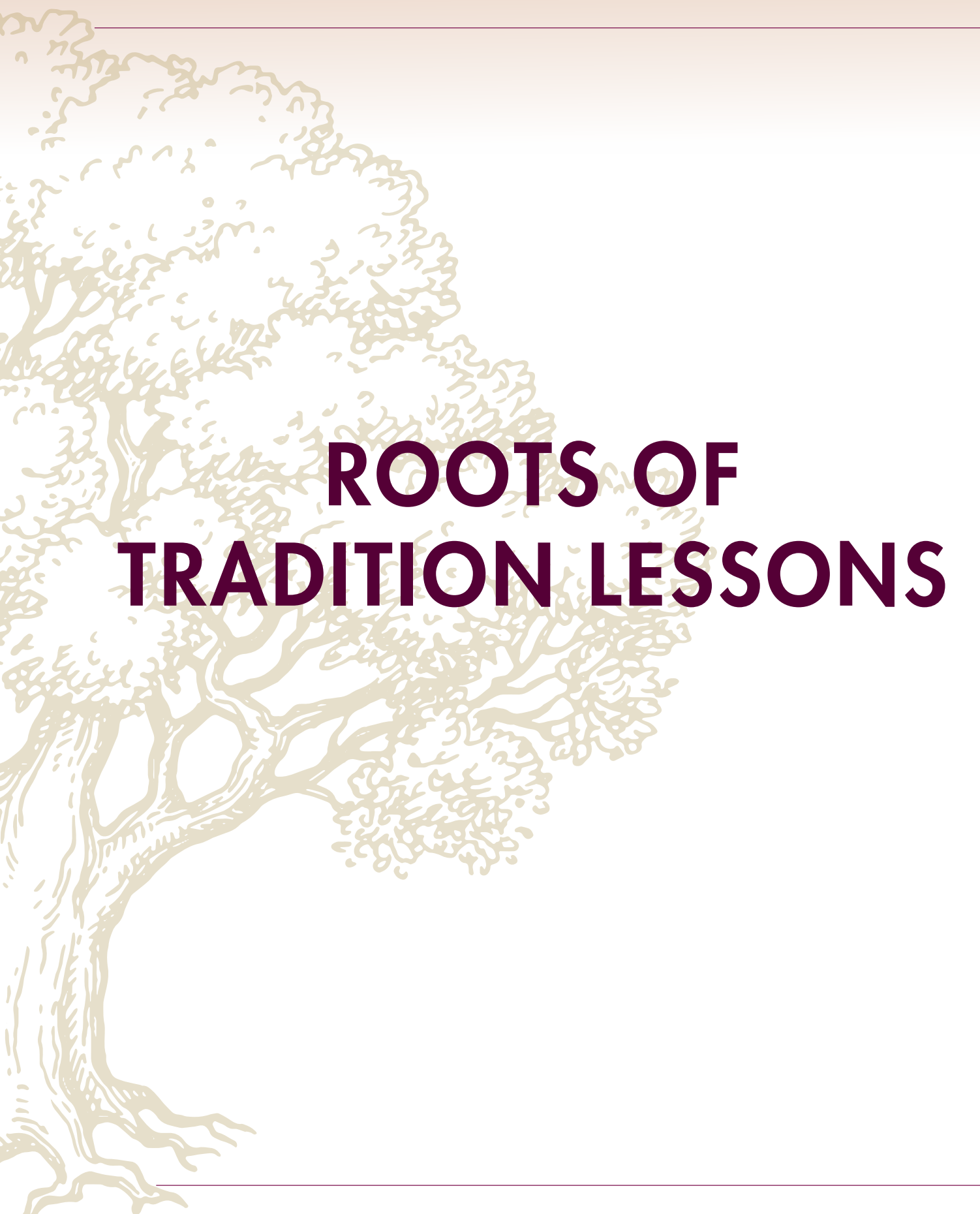
Step 2: Review prompts.

Step 3: Introduce the activity/lesson.

Step 4: Provide introduction worksheet and allow ten to fifteen minutes to complete it.

CLOSURE:

- Discuss and review why the power of language is important within ourselves and our culture.
- Review story and teachings and ask the parents what they liked the most and how they can teach this lesson to their children.
- Answer any questions or concerns.



ROOTS OF TRADITION LESSONS



Lesson 1: Mind

Value: Exploring Curiosity

Activity: "Exploring Curiosity" worksheet

Story: *Adopting community locates a culturally relevant story to accompany lesson*

LESSON OBJECTIVE

Our mind is a curious vessel that helps us explore our world. Curiosity helps us by expanding and strengthening our relationships as we learn together. In this lesson, we will explore ways to cultivate curiosity in our families every day.

TEACHING POINTS:

- Curiosity can help us explore and learn.
- Curiosity is a good way to become closer to others.
- Empowering curiosity in children helps them become successful students.

ACTIVITY:

"Exploring Curiosity" worksheet

INTRODUCTION OF THE LESSON:

We are going to explore how to encourage curiosity in one another by working through the worksheet. This list contains examples of questions that can help you and your family explore curiosity every day.

MATERIALS NEEDED:

- "Exploring Curiosity" worksheet (see appendix)
- Worksheet
- Pencil or pen

PROCEDURES AND DIRECTIONS FOR TEACHER AND STUDENTS:

Step 1: Review the objective.

Step 2: Ask prompt questions.

Step 3: Review teaching points and give the clients the worksheet.

Step 4: Introduce the activity (allow 10 minutes for discussion).

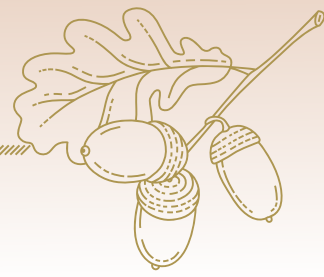
PROMPTS:

- As a child, what were you curious about?
- How can you help your child become, or continue to be, curious?
- How can you share things that you are curious about with your child?
- What are some good examples of being curious?



CLOSURE:

- What did you learn from this lesson?
- Why is this value important to be taught to your family?
- Answer any questions.



Lesson 2: Encouraging Critical Thinking

Value: Encouraging Critical Thinking

Activity: Questions for Critical Thinking

Story: *Adopting community locates a culturally relevant story to accompany lesson*

LESSON OBJECTIVE

Critical thinking is an important and central feature of your children's education beginning as early as preschool. Practicing critical thinking at home is not only a good way to prepare your children for school, but it also helps them develop their own opinions and personalities. Practicing critical thinking at home is also a good way to build stronger relationships within your family.

TEACHING POINTS:

- It can be a good practice to give your children space to think on their own, not only because it is a helpful skill for them to develop, but also because we can learn so much from our children.
- One way to encourage critical thinking skills and nonlinear thinking is by asking open-ended questions.

ACTIVITY:

Questions for Critical Thinking Worksheet

INTRODUCTION OF THE ACTIVITY/LESSON:

In this lesson, parents will be able to teach their children to think critically about the world around them by asking open-ended questions, which are questions that begin with words or phrases such as "why, how, what, describe, tell me about, or what do you think about"

MATERIALS NEEDED:

- Questions for Critical Thinking Worksheet (see appendix)
- Pencil or pen

PROCEDURE:

Step 1: Review the objective.

Step 2: Ask prompt questions.

Step 3: Review teaching points and give the clients the worksheet.

Step 4: Introduce the activity. (Allow 10 minutes for discussion).

Step 5: Practice.

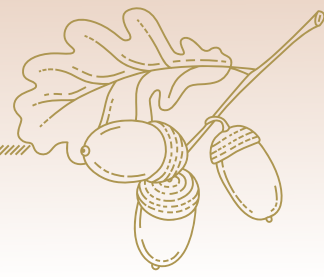


PROMPTS:

- Did anyone ever encourage you to think critically?
- Can you give me examples of a time when you needed to be a critical thinker?
- How can you encourage your children to become critical thinkers?
- Do you think critical thinking is a skill your children should know?

CLOSURE:

- What did you learn from this lesson?
- Why is this value important to be taught to your family?
- Answer any questions.



Lesson 3: Sensitivity

Value: Honoring Sensitivity

Activity: “Then and Today: Sensitivity” (part 2 of handout)

Story: *Adopting community locates a culturally relevant story to accompany lesson*

LESSON OBJECTIVE

Our traditional teachings reveal the many aspects of sensitivity. Prior to being independent, nuclear families, Native communities were interdependent and sensitive to each other’s needs. There are still important teachings from our ancestors about how to honor the interdependence between our community, children, and land. Upon the completion of this lesson, participants will have the opportunity to compare and contrast traditional ways of honoring sensitivity with contemporary ways.

TEACHING POINTS:

- We can honor our ancestors’ teachings by continuing the legacy and keeping it alive for the next generation.
 - » Revitalization of language
- We can honor our ancestral lands by acknowledging the land we are on and taking care of the land.
 - » No littering. You take something, you leave something. Take only what you need.
- We can practice being aware of what is affecting the community and how you can help by helping to feed those in need or anticipating the community’s needs.
- We can address the needs of our cultures, community, family, spouse, children, and ourselves by helping supply basic needs, support emotional and physical health, and provide childcare.

ACTIVITY:

“Then and Today”

MATERIALS NEEDED:

- “Then and Today” activity sheet
- Pencil or pen

INTRODUCING THE ACTIVITY:

For this activity, we will discuss the teaching points and prompts, and then fill out part two of the Then and Now handout.

DIRECTIONS:

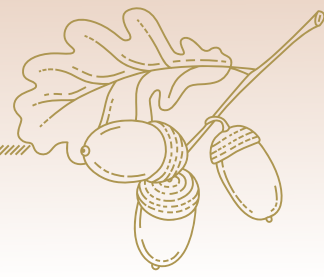
Step 1: Discuss teaching points.

Step 2: Discuss prompts.

Step 3: Revisit and complete the Sensitivity section of the activity sheet.

CLOSURE:

- Ask the participants what their key takeaways from this lesson are and what they’d like to learn more about in the future.



Lesson 4: Expressing and Receiving Love

Value: Healthy Love

Activity: “Love Collage”

Story: *The Five Love Languages*, Gary Chapman (1992) (short summary below)

LESSON OBJECTIVE

Love can be shown in many forms, whether that love is for a person, a hobby, or your whole family. To understand what healthy love is, we must understand the characteristics of love, like mutual respect, acceptance, trust, and companionship. We also must recognize that people have specific love languages, or ways they tend and prefer to express and receive love, so we must attend to and adapt our love languages for use with our significant others and children. Upon the completion of this lesson, parents will be able to describe their own love languages and that of their family members.

TEACHING POINTS:

- Everyone has love languages, or ways in which they tend/prefer to show and receive love.
- The five love languages (Chapman, 1992) are words of affirmation, quality time, giving gifts, acts of service, and physical touch. There are more details about each love language in the Story section of this lesson.
- Learning about our own love languages and the love languages of our family can help us express our love better.

ACTIVITY:

“Love Collage”

MATERIALS NEEDED:

- *The Five Love Languages* (see below)
- Old magazines
- Newspapers
- Scissors
- Glue

INTRODUCING THE ACTIVITY:

After sharing what the five love languages are, we will review the main points and jump into the activity. The main idea is to gain an awareness of what we love and how we show our love based on what the participants put in their collage. We will review the objects pasted on their paper and describe what love languages the participant has.

DIRECTIONS:

Step 1: Go over the lesson objective with the participants and use *The Five Love Languages* book (summarized below) to explain what each love language looks like.

Step 2: Present the materials for making a love collage to the parents—magazines, glue, and paper—and ask prompt questions while working.



Step 3: Have parents look through magazines and newspapers to collect images that represent what they love and how they show their love for that person, place, or thing. Discuss what they have on their collage, including images, that imply nonverbal love.

Step 4: Interpret the expressions of love being communicated in the collage with the parents.

STORY:

“The Five Love Languages”

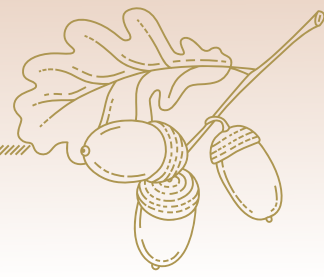
- 1 – Words of Affirmation: These terms express affection through spoken words, praise, or appreciation. When this is our primary love language, we enjoy kind words and encouragement. These words also include uplifting quotes, love notes, and cute text messages.
- 2 – Quality Time: This love language is when we give someone else our undivided attention. This means putting down the cell phone and turning off the tablet, making eye contact, and actively listening. People with this love language are looking for quality over quantity. When you spend time together, they feel loved because you are present and focused on them.
- 3 – Giving Gifts: To people whose love language is receiving gifts, gift-giving is symbolic of love and affection. Such people treasure not only the gift itself but the time and effort the gift giver put into it.
- 4 – Acts of Service: When our primary love language is acts of service, we feel loved and appreciated when people do pleasant things for us. Whether it’s helping with the dishes or putting gas in the car, little acts of service go straight to a person’s heart.
- 5 – Physical Touch: Those who have physical touch as their primary love language feel loved when their partner/parent shows physical affection, such as holding their hand, touching their arm, or giving them a massage. They simply want to be physically close to their partners/parents.

PROMPTS:

- What is your love language?
- How do you show love? How do you like to be shown love?
- How important is the expression of love to you?
- What is an example of love from your upbringing?
- How does showing your love improve your family life?
- How do you express love to your children?
- How do you know your child loves you?

CLOSURE:

- After completing this activity, ask, “Now that you’ve had time to reflect, how do you think you tend to express your love? Do you think your family is aware that you express your love in this way?”
- Ask, “Why is being mindful about how we express our love important?”
- Ask the parent what their key takeaways from this lesson are and what they’d like to learn more about in the future.



Lesson 5: Loyalty

Value: Respect & Humility

Activity: "Then and Today" (part 3 of handout)

Story: *Adopting community locates a culturally relevant story to accompany lesson*

LESSON OBJECTIVE

Loyalty was part of many ancestors' ways of life, and it is still highly emphasized in Native communities today. The purpose of this lesson is to teach parents to pass down the characteristics of loyalty to their children and the generations to come.

TEACHING POINTS:

- The definition of loyalty includes the terms "allegiance, alliance, commitment, obligation, and faithfulness." Some characteristics of loyalty within a community, Tribe, and family include the following:
 - » Honesty; trustworthiness; supportiveness; generosity; embracing culture, traditions, and teachings; being communal
- Being loyal to oneself is especially important. This reflects how you treat people and how you handle situations that call for loyalty. Some ways to be loyal to yourself include committing to your own mental and physical health, practicing mindfulness, and holding yourself accountable.

MATERIALS NEEDED:

- "Then and Today" activity sheet
- Pen or pencil

PROMPTS:

- What does loyalty mean to you?
- After reading the story:
 - » How does loyalty relate to the story?
 - » Did your understanding of loyalty change after reading this story?

ACTIVITY:

"Then and Today" (part 3 of handout)

DIRECTIONS:

Step 1: Introduce the topics of loyalty and objectivity as well as the teaching points.

Step 2: Read and discuss story.

Step 3: Go over the prompts provided after reading the story.

Step 4: Introduce and have participants complete the "Then and Today" activity sheet.

CLOSURE:

- Ask the participants what their key takeaways from this lesson are and what they'd like to learn more about in the future.



Lesson 6: Connection to Love

Value: Kindness

Activity: Build Bracelets

Story: *Adopting community locates a culturally relevant story to accompany lesson*

LESSON OBJECTIVE

To form a connection of love, first we must learn how to care for one another, which means to show kindness and concern for others.

TEACHING POINTS:

- Explore with families how they carry their families in their hearts. For example: Some might carry a piece of jewelry given by a family member.
- Attending to community.
- Are you aware of symbols of love in your community?

PROMPTS:

- Tell me how people in your family show they care for one another.
 - » How was that done when you were growing up?
- How should people show they care?
- Is it easy for you to show people you care?
 - » If so, how? If not, why not?
- Tell me why caring should be practiced?
- Do you rely on people outside your family circle for care?
- How do you think the creator intended for us to care for one another?

ACTIVITY:

Build Bracelets

INTRODUCTION OF THE ACTIVITY/LESSON:

When forming a connection of love with a family member, we tend to give each other small, sentimental gifts. This is seen as an act of kindness and a way to carry our loved ones with us. In today's activity we will be making bracelets that can be kept as a reminder of today's lesson, or they can be passed down to family members or friends.

MATERIALS NEEDED:

- Beads
- Yarn
- Charms
- Scissors



PROCEDURE:

Participants make bracelets to keep or give to family members or friends.

PROCEDURES AND DIRECTIONS FOR TEACHER AND STUDENTS:

Step 1: Review teaching and story.

Step 2: Ask prompt questions.

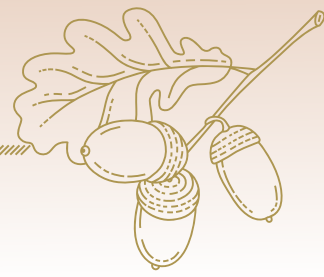
Step 3: Set out beads and yarn.

Step 4: Cut yarn to desired wrist size.

Step 5: Tie it up once beading is complete.

CLOSURE:

- What did you learn from this lesson?
- Why is this value important to be taught to your family?
- Answer any questions.



Lesson 7: Connection to Acceptance

Value: Understanding

Activity: Positive Affirmations

Story: *Adopting community locates a culturally relevant story to accompany lesson*

LESSON OBJECTIVE

Within our families, it is important that we understand one another's differences. When we accept differences, we learn to understand one another. This principle also extends to people we encounter outside our family circle.

TEACHING POINTS:

- Embrace the positive.
- "That's them, and this is us"—one family's way may not be another family's way.
- Be open-minded about another community's way.
- Accept and be respectful of other individuals' roles in the community.

ACTIVITY:

Positive Affirmations

INTRODUCTION OF THE ACTIVITY/LESSON:

This activity is meant to remind participants of everything positive there is to look forward to daily.

MATERIALS NEEDED:

- Pencils
- "Positive Affirmations" list and "My Positive Affirmations" worksheet (see appendix)

PROCEDURE:

Facilitator introduces "Positive Affirmation" list and "My Positive Affirmations" worksheet.

PROCEDURES AND DIRECTIONS FOR TEACHER AND STUDENTS:

Step 1: Start discussion with "Positive Affirmations" list.

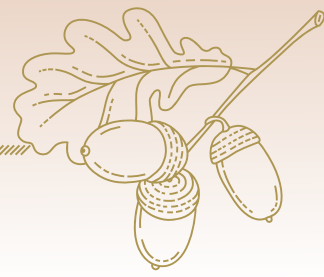
Step 2: Have the participants read through the list.

Step 3: Afterward, have the participants come up with five positive affirmations of their own or use the ones they liked the most from the list. Have participants write these in the "My Positive Affirmations" worksheet.

Step 4: Discuss the five positive affirmations and how they would like to start using them daily.

CLOSURE:

- What did you learn from this lesson?
- Why is this value important to be taught to your family?
- Answer any questions.



Lesson 8: Practicing Patience

Value: Patience

Activity: “Beading Drop Earrings”

Story: “[How to: Brick Stitch Beading 101 Tutorial, Beginner](#)” (instructional video)

LESSON OBJECTIVE

We have all heard the expression, “patience is a virtue.” But how do we cultivate the skills to become patient? How do we practice and get better at being patient? The purpose of this lesson is to provide an example of a cultural practice that takes a ton of patience, but when practiced often, can have beautiful results. Some ways we show patience in our daily life is by being kind, even when presented with frustrating circumstances, and remembering to be mindful of others’ time and situations. Patience is a form of stress management. Identifying and acknowledging stressors give us a chance to reconnect with our emotions, take control of our reactions, and identify situations that may be out of our control, all of which lead to patience. Patience is a virtue taught by our ancestors when growing food, hunting, weaving, and harvesting. Upon the completion of this lesson, participants will experience the beauty that can come from crafting with patience.

TEACHING POINTS:

- Being patient can look like tolerance to different ways of doing things or difference of worldview, being unresponsive to frustrating circumstances, and staying calm under pressure, all of which help us with positive decision-making.
- Some of the rewards for being patient include tranquility, achieving a deeper understanding of others, making fulfilling connections, lowered stress levels, improved sleep, and better overall health.
- Some ways to practice patience are praying, doing crafts, exercising, and learning new skills.
- Practicing patience also has many benefits for our relationships. We are better at setting and maintaining boundaries with others if we are skilled in patience.

ACTIVITY:

“Beading Drop Earrings”

MATERIALS NEEDED:

- Nymo thread
- Multiple colors of seed beads
- Pattern
- Needle
- Superglue
- Beeswax
- Lighter



PROMPTS:

- What does it mean to be patient?
- What does it mean for you?
- Do you think patience is an important life skill?
- How do you demonstrate patience in your day-to-day life?
- How do you teach patience to your child?

INTRODUCING THE ACTIVITY:

Beading takes lots of focus, mindfulness, and time, which makes it a perfect example of an activity that helps us practice and cultivate patience. Beading also has spiritual significance for many Native communities. Some beaders describe beading as meditative or might seek spiritual guidance to stay with a project until it is finished.

DIRECTIONS:

Step 1: Read through the lesson objective with the participant and distribute the beading materials. Be sure to explain what each item is for.

Step 2: Watch the instructional video with the participant and, when you're ready, rewind the video to the beginning so you and the participant can work along with the video. Pause at certain points to clarify the steps within the process.

Step 3: Reflect with the participant and ask questions about the level of patience the project posed.

STORY:

[How to: Brick Stitch Beading 101 Tutorial, Beginner](#)





CLOSURE:

- Encourage participants to learn other ways of beading, stitching, working with different sized beads, and similar tasks.
- Encourage participants to ask some Elders why beadwork is important to them.
- Ask the parent what their key takeaways from this lesson are and what they'd like to learn more about in the future.

LESSON ASSESSMENT:

- Did the participants engage with the exercise?
- How did they respond to the lesson?



Lesson 9: Kinship

Value: Connectedness

Activity: We Are All Connected

Story: *Adopting community locates a culturally relevant story to accompany lesson*

LESSON OBJECTIVE

There is a tightly woven connection between family, community, land, and you. Those connections, along with how you respect each of those aspects of life, form your values.

PROMPTS:

- What traditions (ceremonies, sweat lodge, dances, etc.) do you and your family practice?
- How can you teach your children about the connection we have with all that is life?
- Do you believe kinship is important in forming and respecting relationships?

TEACHING POINTS:

- We are a web of shared characteristics.
- We are a unity of all beings.
- All is interconnected between Earth, animals, and man.

ACTIVITY:

We Are All Connected

INTRODUCTION OF THE ACTIVITY/LESSON:

Based on today's story, we learned how interconnected we are with each other through kinship. We form relationships that have great importance. Those relationships consist of family, friends, community, and neighboring communities. Thus, in some way we are connected and share similarities in our day-to-day lives. Today's activity will demonstrate how we are a web of shared characteristics and in unity with all beings.

I will be giving you four sheets of paper that have been labeled and that are in the shape of puzzle pieces. On each piece of paper, you will draw or write down three words that describe each topic and how they might connect. Then we will put the puzzle together and talk about how all these words relate to kinship.

MATERIALS NEEDED:

- Paper in the shape of a puzzle (see appendix)
- Colors/markers



PROCEDURE:

Create a puzzle of four or more pieces showing how things can be different but, in the end, are all connected. Each piece would represent something different.

Example:

Piece 1: You

Piece 2: Land

Piece 3: Community

Piece 4: Family

Parents will have the ability to draw or write words that represent each main topic. Then they will review what they have written, and we will discuss the commonalities in each and finish the puzzle.

PROCEDURES AND DIRECTIONS FOR TEACHER AND STUDENTS:

Step 1: Tell and review main points of the story/teaching.

Step 2: Introduce the activity and instruction.

Step 3: Give parents 15–20 minutes to finish.

Step 4: Review prompt questions.

Step 5: Review lesson and activity.

CLOSURE:

- What did you learn from this lesson?
- Why is this value important to be taught to your family?
- Answer any questions.



Lesson 10: Healthy Self-Confidence

Value: Self-Confidence

Activity: “What is Right with You?” (activity sheet) and “Setting Boundaries” (activity sheet)

Story: *Adopting community locates a culturally relevant story to accompany lesson*

LESSON OBJECTIVE

It is important to have self-confidence. Having self-confidence helps an individual have a clear understanding of their standards. Having standards means knowing your worth, values, morals, and your place in the world. It also helps establish healthy boundaries. The purpose of this lesson is for participants to have a guide to healthy standards, boundaries, and to boost resiliency and self-care.

TEACHING POINTS:

- When people have self-confidence, most of the time they will reflect positive vibes, resilience, resistance, and motivation. Other signs of being self-confident include:
 - » Being assertive, expressing opinions in a positive way, being positive in your thoughts and perceptions about yourself, being confident in making decisions, developing honest and positive relationships, letting go of unhealthy relationships, handling stress and setbacks constructively
- When finding a road to self-confidence we must practice humility in order to avoid arrogance. Balancing self-confidence and humility leads to healthy relationships.

ACTIVITY:

“What is Right with You?” (activity sheet) and “Setting Boundaries” (activity sheet)

MATERIALS NEEDED:

- Pencil
- “What is Right with You?” worksheet (see appendix)
- “Setting Boundaries” worksheet (see appendix)

DIRECTIONS:

Step 1: Discuss story

Step 2: Discuss teaching points

Step 3: Discuss prompts

Step 4: If time allows, complete “What is Right with You?” activity sheet and “Setting Boundaries” activity sheet.

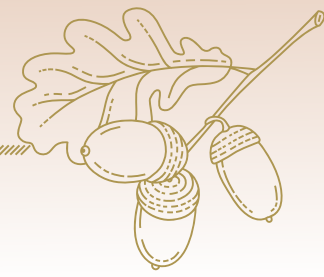


PROMPTS:

- What does self-confidence mean to you?
- How do you establish boundaries?
- How can you be an example of self-confidence for your family?
- How can you balance your self-confidence with humility?
- How do you build your self-confidence?
- What parts of the story show self-confidence, humility, and arrogance?
- How do you seek constructive criticism while you build self-confidence?

CLOSURE:

- Ask the participants what their key takeaways from this lesson are and what they'd like to learn more about in the future.



Lesson 11: Emotional Balance

Value: Healthy Habits

Activity: “Be Aware of Your Emotions” Questionnaire and Rock Painting Activity

Story: *Adopting community locates a culturally relevant story to accompany lesson*

LESSON OBJECTIVE

Some situations can become overwhelming. We do not have control over most situations, but we do have control over how we react. Being aware of our emotions can be a great start along the path to stability. Awareness helps us make better decisions because we are not pretending to be okay. When we focus on the negative within certain situations, it can translate to heavy vibrations within ourselves. Having your emotions in balance can be beneficial to health and wellbeing as well as inner peace. The purpose of this lesson is for participants to learn the importance of being aware of their emotions and achieving balance.

TEACHING POINTS:

- **Health.** Achieving emotional balance is an important part of our spiritual wellbeing. Emotions often fall out of balance after traumas, a breakup, or as we get older. Being aware of our emotions at any age contributes to our overall health. Striving to be healthy in as many areas as possible creates a positive environment for us and the people around us.
- **Peace.** Being aware of our emotional outlook not only contributes to our health but to our inner peace. Being at peace with ourselves and our surroundings gives us hope. Having a positive outlook provides guidance, the ability to make healthy choices, happiness, and stability.
- **Cultivating Healthy Emotional Habits.** It is important to cultivate healthy emotional habits so we can reach and maintain emotional stability. Some ways of doing so are: allowing yourself to be vulnerable; talking with someone about what is bothering you; asking for guidance; using traditional practices; being humble; learning something new; surrounding yourself with positivity; and following proper nutrition and exercise routines. This includes knowing when you might be wrong, admitting you are upset, and not trying to take control of every situation.
- **Setting Boundaries.** Being able to say “no” is a healthy emotional habit. Placing boundaries also contributes to a healthy lifestyle. Being overwhelmed and not knowing how to say “no” can affect our emotions in many ways and lead to the following: Professional struggles, underappreciation, depression, feeling unfulfilled, low self-esteem, and burnout.

ACTIVITY:

“Be Aware of Your Emotions” Questionnaire and Rock Painting Activity

MATERIALS NEEDED:

- Paint
- Paint brushes
- Mason jar
- Water
- Tarp
- Smooth rocks or canvas



- Pencil
- “Be Aware of Your Own Emotions” questionnaire (see appendix)

INTRODUCING THE ACTIVITY:

“Be Aware of Your Emotions” Questionnaire

- The questionnaire is to help participants become aware of their emotions or what they can work on to gain more healthy emotional habits.
- This will create a guide to produce healthy emotional habits for participants.
- This questionnaire will be placed in participants’ personal binders so they can use it as a guide.

Rock Painting Activity

- The purpose of this activity is for participants to paint rocks or canvas with multiple words of affirmation.
- Examples: beautiful, worthy, strong, self-love, and wellbeing. Participants can add a cultural touch to their rocks and express how they are feeling through their art. (family activity)

DIRECTIONS:

Step 1: Choose the desired location to paint.

Step 2: Cover the floor or other surface with a tarp.

Step 3: Fill a mason jar with water.

Step 4: Place brushes, paints, and rocks on the tarp.

Step 5: Ask participants what positive affirmations look like to them.

Step 6: Paint a rock or canvas and design as desired.

Step 7: Let the art dry.

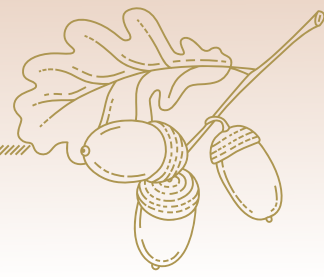
Step 8: Encourage participants to place their art in an area where they feel most attached to it.

PROMPTS:

- What are some ways you currently keep track of how you are feeling emotionally?
- Have you ever had the feeling of being stuck and not knowing what do about it?
- How did you realize what needed to change in your life to obtain happiness?
- What kind of self-care practices do you engage in?
- Are you content with where you are in life?
- If you find yourself in need of change, what could be your first step?
- Why is emotional intelligence necessary to guide a healthy lifestyle?
- Why should we instruct our children in being aware of their emotions?
- How do we model emotional awareness and balance for our family?

CLOSURE:

- Ask the participants what their key takeaways from this lesson are and what they’d like to learn more about in the future.



Lesson 12: Balance

Value: Stay Grounded in Tradition

Activity: Everyday Traditional Practices List

Story: *Adopting community locates a culturally relevant story to accompany lesson*

LESSON OBJECTIVE

A family might struggle with finding ways to stay connected to traditional practices in the midst of the busyness of life, such as school, work, and social media. However, staying grounded in traditional cultural practices every day through ceremony and community is a way to achieve balance.

TEACHING POINTS:

- You have the ability and power to balance traditional practices and your busy life.
- You should find what works best for you to incorporate small acts of ceremony every day.
- You might already be practicing ceremony without even noticing it.

PROMPTS:

- How do you manage to stay grounded in your traditions?
- What types of traditional practices can you apply every day?
- How do you feel after completing traditional practices?

ACTIVITY:

Everyday Traditional Practices List

INTRODUCTION OF THE ACTIVITY/LESSON:

In today's activity, we will fill in the "Everyday Traditional Practices" list. Sometimes we do not realize we are practicing ceremony throughout our busy day. By filling in the blank spaces on the worksheet, we will be able to incorporate traditional practices into our families' daily routines. Let's brainstorm some other traditional practices we want to share with our families. Examples of everyday traditional practices include the following:

- Smudge with sage or cedar; bless with elderberry water.
- Tell stories about ancestors.
- Meditate on colors or draw a local animal special to your community.
- Visit an ancestral site and discuss how this site connects to your community.
- Talk about, share, or draw pictures of your dreams as a family.
- Write and send a letter to an Elder.
- Google or look up YouTube videos about your Tribe and its history.



MATERIALS NEEDED:

- Pencil or pen
- Traditional Practices List (see appendix)
- Bucket or hat
- Scissors

PROCEDURES AND DIRECTIONS FOR TEACHER AND STUDENTS:

Step 1: Review the objective.

Step 2: Ask prompt questions.

Step 3: Review teaching points and give the clients the worksheet.

Step 4: Introduce the activity and allow 10 minutes to finish it.

CLOSURE:

- What did you learn from this lesson?
- Why is this value important to be taught to your family?
- Answer any questions.

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DEVELOPING TREE LESSONS



Lesson 1: Forgiveness as Healing

Value: Forgiveness

Activity: "Cleansing the Pain of the Past"

Story: "[The Shack: Understanding Forgiveness](#)" (movie clip)

LESSON OBJECTIVE

Forgiving others for causing harm is a difficult but necessary process for our communities and for our own minds, bodies, and spirits. Being able to forgive others allows us to break cycles of pain and move forward with kindness in our hearts. Not being able to forgive others for causing harm is like making yourself drink poison and expecting the other person to suffer. When we keep negative thoughts, they build up anger and hurt and can affect all those around us, even if they weren't the person who hurt us in the first place. Upon the completion of this lesson, participants will have a better understanding of their own capacity for forgiveness.

TEACHING POINTS:

- Forgiveness is a process and there are many forms of forgiveness.
- While forgiveness is often talked about as something that survivors give to perpetrators of harm when evaluating how to restore their relationships, forgiveness is also an internal process for survivors. Not only can you internally forgive yourself, you can also internally forgive someone who has caused you harm in order to release toxic thoughts that are affecting your life negatively.
- Forgiveness can be about letting go of the pain of the past, whether it be feelings of anger, sadness, hurt, or a combination of all three.
- In order to cleanse the pain of the past, we can allow ourselves to re-frame what may have been the cause of tension between ourselves and another person. Whether it was caused by a specific event or an emotion tied to a person, such feelings can affect our physical being as well as our spiritual being and result in such problems as ulcers, headaches, and other feelings of tension.

ACTIVITY:

"Cleansing the Pain of the Past"

MATERIALS NEEDED:

- Give the participant a **CONTENT WARNING**. The video clip in this lesson mentions violence and grief. Be prepared with resources and referrals in case the participant needs them.
- Paper
- Pens
- An outdoor or well-ventilated place to burn paper and medicines
- Burning hole (coffee tin)
- Lighter
- Optional: medicines of the participant's choosing (tobacco, sage, etc.)



INTRODUCING THE ACTIVITY:

After sharing the video clip, we will review the main points and jump into the activity. The main idea is to provide the participants with an opportunity to practice forgiveness with the hope that the participant could teach this to their family. As fire is a cleansing element, in a safe environment and in safe conditions we invite the participants to write a letter about something they want to forgive and burn the letter as an act of cleansing. If appropriate, the participant can also burn medicines like tobacco or sage.

DIRECTIONS:

Step 1: Go over the lesson objective with the participant and watch the video clip together.

Step 2: Discuss the video clip and the prompts with the participant.

Step 3: Have the participant think back to the person who has caused them harm that they would like to find forgiveness for. If the participant is comfortable sharing the story, invite them to do so.

Step 4: With or without sharing aloud, have the participant write a small note in which they describe the harm they experienced, how it made them feel, and how they would feel if they could release the feelings they associate with this pain.

Step 5: Release those feelings and anger in a cleansing burning ceremony by burning the paper in a small can. If appropriate, the participant can also burn sage or tobacco in the ceremony. (Participants choose the cleansing medicine.)

STORY:

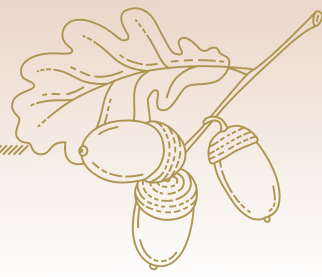
The Shack: Understanding Forgiveness (movie clip)

PROMPTS:

- How does the video clip make you feel? Does this seem like a good example of forgiveness? Why or why not?
- What does forgiveness mean to you?
- How does someone forgive? How do you think forgiving someone can repair harm?
- Do you think you need to forgive someone? If so, how would you start?
- How do you feel after you have forgiven someone?

CLOSURE:

- Ask, "How do you feel after completing this exercise?" Discuss the emotions the participants felt.
- Ask, "Do you think this is a good activity for teaching your children about forgiveness? Why or why not? What might you do differently?"
- Ask the parent what their key takeaways from this lesson are and what they'd like to learn more about in the future. Be sure to include referrals for the appropriate services if this lesson is especially triggering for the participant.



Lesson 2: Balance

Value: Establishing Family Routines

Activity: “Don’t let the sun catch you sleeping”

Story: *Adopting community locates a culturally relevant story to accompany lesson*

LESSON OBJECTIVE

Establishing daily, weekly, monthly, and yearly schedules and routines as a family is a good way to stay organized and in communication about your shared goals. Keeping family calendars is a good way to establish routines and helps maintain balance in a home.

TEACHING POINTS:

- Establishing family routines can help keep our families organized and teach our children responsibility.
- Establishing family routines can help our families establish meaningful goals.

ACTIVITY:

“Don’t let the sun catch you sleeping”

INTRODUCTION OF THE ACTIVITY/LESSON:

Establishing a routine in our daily lives may be difficult at first, but if we practice integrating a weekly schedule or a to-do list, it will help maintain a routine. In today’s activity, we will be filling out a weekly calendar to help your family establish a family routine. Use this calendar to add your daily tasks for the week.

MATERIALS NEEDED:

- Laminated calendar (see appendix)
- Dry erase markers

PROCEDURE:

Parents will create a weekly schedule with their families and integrate a daily routine. The weekly schedule comes laminated, allowing the family to write and erase tasks.

(Allow the parent to brainstorm the phrase. Discuss how installing a daily routine can teach the family about responsibilities, establishing goals, and the need to stay organized.)

PROCEDURES AND DIRECTIONS FOR INSTRUCTOR AND PARTICIPANTS:

Step 1: Review lesson objective.

Step 2: Ask prompt questions.

Step 3: Introduce activity.

Step 4: Have parents review the weekly schedule. (Assist the parent in filling out the weekly calendar using translations of words.)

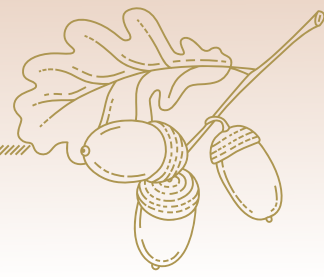


PROMPTS:

- Do you ever forget what you're supposed to do?
 - » How does it make you feel when you forget?
- How do you stay organized as a family?
- How can establishing routines keep a family balanced?
- "Don't let the sun catch you sleeping"
 - » What does this mean to you?

CLOSURE:

- What did you learn from this lesson?
- Why is this value important to be taught to your family?
- Answer any questions.



Lesson 3: Capacity to Express Feelings Openly and Respectfully

Value: Expressing Feelings

Activity: "Empowering the Positive"

Story: "[How Mindfulness Empowers Us](#)"

LESSON OBJECTIVE

Feelings are an emotional state or reaction. Feelings are important to humans in many ways. Feelings could be good or bad, happy or sad, angry or calm. More than likely, we will experience those feelings often. It is also important we learn how to express those feelings in the proper way. Feelings are important to our well-being: Constant negative feelings can lead to depression and other mental health problems, substance abuse, stress, and immunity deficiency, while positive feelings boost energy, help with positive decision-making, and create a healthy environment for you and others. Upon the completion of this lesson, participants will learn the importance of expressing their feelings along with how to identify and project feelings in ways that are respectful to others.

TEACHING POINTS:

- **Controlling Your Feelings.** When we experience different emotions, we can learn from them. By knowing how to identify our feelings, we can learn how to control them. Overall, this will lead to positive ways of expressing how we feel in any given situation. Some ways to control feelings include the following:
 - » Removing yourself from a situation you cannot control, taking deep breaths, not speaking when angry, analyzing the situation, practicing prayers, cleansing, and surrounding yourself with positive environments and people.
- **Vulnerability.** When you are ready to express your feelings, you might feel vulnerable. Sometimes we do not like to admit we are being difficult or that we are wrong. But once we take that step, we are ready to accept the reactions that come with expressing what we feel. The benefits to being vulnerable are:
 - » Expressing the real reasons behind certain feelings, allowing others to be vulnerable and accept their feelings, and allowing anyone involved to apologize.
- **Positive Ways to Express Feelings.** Whether feelings are positive or negative, there are always appropriate ways to express them. It is important we learn how to express our feelings, and it is even more important to start at home with the people closest to us. Knowing how to do this takes time, wisdom, and experience. Consulting with Elders about managing feelings is of significant help, for they have experienced those emotions and, over time, have learned how to handle them. Some positive ways to express feelings are:
 - » Communicate what you feel when the environment is calm; communicate what you feel with a calm voice; be aware of your tone of voice; be honest about how you feel; be clear on why you feel that way; and be open to unpacking how you feel and assessing whether it is appropriate for the situation.



PROMPTS:

- How do you identify your feelings?
- Are there any techniques you use to control your feelings?
- Why is this important to you and your family?
- How did your ancestors apply these in their everyday lives?
- How do you express your feelings in everyday life?
- Is this a story you would share with someone?
- Which wolf do you currently think you feed the most?

ACTIVITY:

"Empowering the Positive"

MATERIALS NEEDED:

- Laptop (video)
- Pencil
- "Empowering the Positive" worksheet (see appendix)

INTRODUCING THE ACTIVITY:

In this activity, we will be using the "Empowering the Positive" worksheet to prompt parents on how to properly express feelings during a critical situation at home. The video "How Mindfulness Empowers Us" will also be used as an example of what type of energy parents would like to model at home. We will go over the importance of expressing feelings openly in a form that is respectful to others. In the video, we learned that we could choose which emotion we want to feed into, whether it be positive or negative.

DIRECTIONS:

Step 1: Watch video.

Step 2: Have participants express what they liked from the video.

Step 3: Start "Empowering the Positive" activity.

Step 4: Participants write down positive and negative feelings from a time they felt frustrated.

Step 5: Parents identify which feelings they were empowered with the most.

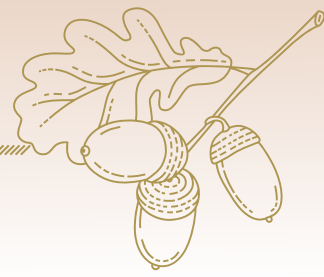
Step 6: Parents identify ways to handle frustration in a positive way so they can feed the positive and not the negative.

STORY:

["How Mindfulness Empowers Us"](#)

CLOSURE:

- Ask the participants what their key takeaways from this lesson are and what they'd like to learn more about in the future.



Lesson 4: Connection to Gifting

Value: Generosity

Activity: Create a Gift Card

Story: *Adopting community locates a culturally relevant story to accompany lesson*

LESSON OBJECTIVE

Gifting is an Indigenous practice that allows us to express generosity. By practicing gifting and generosity, you acknowledge your loved ones with kind actions and respect.

TEACHING POINTS:

- Generosity takes the form of many actions. Some include:
 - » Sharing, being kind, helping, being selfless
- Generosity starts in the home. Ways children can practice generosity are:
 - » Sharing with siblings, thinking about others, taking care of their pets, offering to help with chores
- Gifting is a traditional form of generosity.
 - » Acknowledging loved ones with kind words and meaningful gifts

PROMPTS:

- What does gifting mean to you?
- How do you practice gifting?
- How did your ancestors practice gifting?
- Do you think you may need to practice gifting more often?
- How do you plan to start?

ACTIVITY:

Create a Gift Card

INTRODUCTION OF THE ACTIVITY/LESSON:

For many generations, gifting has been a tradition that is still practiced today. For today's activity, we will be creating a card to give to a loved one. This card is intended to show our appreciation and respect to a loved one and to practice the act of generosity.



MATERIALS NEEDED:

- Cardstock paper
- Markers and paints
- Sequins
- Glue
- Ruler
- Stickers

PROCEDURES AND DIRECTIONS FOR TEACHER AND STUDENTS:

Step 1: Review story and discuss main points.

Step 2: Review lesson objective and teaching points.

Step 3: Ask prompt questions.

Step 4: Introduce the activity.

Step 5: Spend 15–20 minutes decorating the card.

CLOSURE:

- What did you learn from this lesson?
- Why is this value important to be taught to your family?
- Answer any questions.



Lesson 5: Connection to Reciprocity

Value: Appreciation

Activity: Review Reciprocity Scenarios

Story: *Adopting community locates a culturally relevant story to accompany lesson*

LESSON OBJECTIVE

Reciprocity, broadly defined, is the balance, equilibrium, or congruence that exists between all things. It is important to give and to receive, and it is vital to model such behaviors for future generations.

PROMPTS:

- What does gifting mean to you? Do you practice it?
- How would you teach reciprocity to your children?
- Is this action important in your community?
- Have you ever gifted without expectation?

TEACHING POINTS:

- Reciprocity is a form of showing we are humbled.
- Gift without expectations.
- Take something but leave enough for others.
 - » For example: When gathering plants and herbs for traditional medicines, many Tribal peoples will lay down tobacco as an offering.
- Bring an essential object the family may need.
- By gifting and receiving, we are honoring and recognizing the other person.

ACTIVITY:

Review Reciprocity Scenarios

INTRODUCTION OF THE ACTIVITY/LESSON:

In today's lesson we will review scenarios that showcase the many forms reciprocity takes in our daily lives.

MATERIAL NEEDED:

- Reciprocity Scenarios worksheet (see appendix)

PROCEDURES AND DIRECTIONS FOR TEACHER AND STUDENTS:

Step 1: Review story and lesson objective.

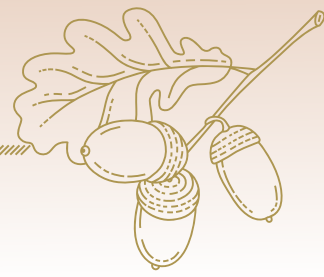
Step 2: Review prompts and teaching points.

Step 3: Review Reciprocity Scenarios.



CLOSURE:

- What did you learn from this lesson?
- Why is this value important to be taught to your family?
- Answer any questions.



Lesson 6: Family Responsibilities

Value: Dependability

Activity: “Drawing A Family Picture”

Story: *Adopting community locates a culturally relevant story to accompany lesson*

LESSON OBJECTIVE

All families are shaped a little differently and different responsibilities are associated with different roles. In some families, everyone helps with cooking, but it is one of the parent’s roles to pick and cook what’s for dinner. In some families, everyone helps with chores, but each child has different responsibilities like sweeping, picking up toys, or putting away laundry. In some families, aunts or uncles are important helpers too. Being dependable, reliable, and responsible, or being able to be counted on to fulfil your responsibilities, helps a family feel strong and connected. Upon the completion of this lesson, the participants will have reflected on the roles in their families and brainstormed ways to be dependable and reliable.

TEACHING POINTS:

- Every family is shaped differently.
- Being dependable and reliable means your family can count on you to fulfill your responsibilities.
- Every member of a family has a role to play.
- Families feel strong and connected when everyone is dependable, reliable, and responsible.

PROMPTS:

- What role do you play in your family? What can you be relied upon for?
- Do some people in your family have more responsibilities than others?
- Why is being reliable important for a strong family?

ACTIVITY:

“Drawing A Family Picture”

MATERIALS NEEDED:

- Butcher paper
- Pens/markers/colored pencils/crayons
- Picture frames

INTRODUCING THE ACTIVITY:

In this activity, we will be drawing pictures of our family. If there are multiple participants from the same family, each picture might look different—and that’s completely fine! In this activity, we are drawing an artistic representation of our family and describing the roles they play and what they can be relied upon for.



DIRECTIONS:

Step 1: Handout sheets of paper and have each participant draw their own picture of what their family looks like to them. Remind them that every family looks a little different! If your aunts or cousins are part of your immediate family, draw them too!

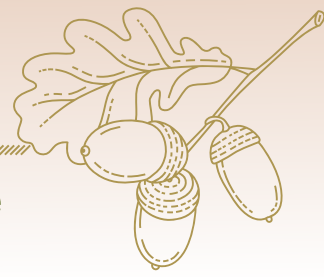
Step 2: Have the participant label each family member with how they are related to them. For example, "This is my sister."

Step 3: Have the participant write some of the roles each family member plays and what they can be relied upon for. For example, "This is my sister. She plays the role of babysitter. She plays the role of best friend. She plays the role of person I can call when I have a problem. She can be relied upon to take care of my family when I am away at work."

Step 4: Discuss Prompts.

CLOSURE:

- Ask the participants where they would like to display their drawing.
- Ask the participants what their key takeaways from this lesson are and what they'd like to learn more about in the future.



Lesson 7: Indigenous/Native Pride (Understanding Who We Are and How We Got Here)

Value: Resilience

Activity: Vocabulary sheet

Story: "A Conversation with Native Americans on Race"

LESSON OBJECTIVE

In this lesson, we will go over some useful vocabulary words for talking about race, Indigeneity, and identity. The purpose of this lesson is for parents to have an open conversation about cultural pride, identity, and how identity honors the values and traditions of our ancestors.

TEACHING POINTS:

- **Intergenerational Trauma:** Intergenerational trauma is trauma that is passed down through generations. The mechanisms through which trauma is passed down vary according to theorists but range from blood memory to epigenetics to recurring cycles of violence. Indigenous communities often speak of how past traumas, like those caused by settler colonialism, missions, slavery, and boarding schools, affect generations far removed from the initial cause.
- **Sovereignty:** Sovereignty is an important concept in Indigenous philosophies and refers to many things, including Tribal sovereignty, data sovereignty, and food sovereignty. Sovereignty is often thought of as the inherent power of Indigenous communities that, before colonialism, allowed them to control their own ancestral land and cultural and spiritual resources as well as avoid outside encroachment.
- **Decolonize:** While the most popular definition of "decolonization" is "the repatriation of Indigenous land and life" (Tuck and Yang, 2012), decolonization can take many forms including the return of Indigenous land from U.S. control, the spiritual decolonization of language and cultural work, and returning to Indigenous roots.
- **Resilience:** This is the ability to bounce back from tough situations. Our ancestors taught us that never forgetting where we come from and showing that our traditions are still strong brings a deep sense of pride.
- **Blood Quantum:** Blood quantum is often used to determine Tribal membership. It is believed to play into the myth of the disappearing Indian, because it has an eliminative racial logic—that is, an understanding of Indigeneity as a biological race with a diminishing return. The diminishing return of Indigeneity as designed through racial classifications like blood quantum resulted in the minimization of Indigenous people and, thus, the minimization of Indigenous land claims.
- **One-Drop Rule:** Also called "hypodescent," the one-drop rule was a way of classifying Black Americans in which "one drop," or having any Black ancestry whatsoever, determined an individual's race as Black. This works in the opposite direction of blood quantum but toward a similar end. Infinite blackness, as designed through racial classifications like hypodescent, resulted in the maximization of a slave class and, thus, the maximization of slave labor.
- **Treaty Rights:** Rights reserved by Indigenous peoples when they signed Indian treaties with settler societies in the course of European and American colonization. Every treaty agreed to between Tribes and the US government has been violated by the US government. (For more California context, please see "unratified treaties.")



- **Indigenous Resistance:** This is activism to promote matters of spiritual or cultural values. Some examples include Standing Rock, the Kumeyaay Border Wall protest, and Missing and Murdered Indigenous Women. These efforts protect the integrity of cultural/spiritual/historical sites and protest the desecration of important environmental or cultural principles.
- **Oppression:** Throughout history, Indigenous peoples have felt oppression through colonization. When people are marginalized and feel they lack the power to change their restrictive situation, there is a tendency to strike out at those of equal or lesser power, which is called "lateral oppression."
- **Wisdom:** Being wise means knowing when and how to speak. Our Elders teach us about responsibility, accountability, and strength. Being proud of our roots also includes being respectful of the Earth, people, and animals.
- **History:** To understand why we are so proud of where we come from, we need to understand our history and the events that led to where we are today. We need to listen to our Elders and hear their stories, teachings, and lessons so we can share them with generations to come.
- **Respect:** Showing respect (to yourself; your body, mind, and spirit; and your Elders, traditions, and family) are a part of being proud of who you are and where you come from. Respect and honor are characteristics integrated into our ancestors' beliefs and characteristics our Elders still hold.
- **Healing:** Heal with your Elders. Acknowledge their pain, their traumas, and their experiences. Heal yourself. Doing so allows you to be a better advocate for your culture, traditions, family, beliefs, and community.

LESSON ASSESSMENT:

- Use prompts to ensure participants understand the lesson.

ACTIVITY:

"Vocabulary Sheet"

MATERIALS NEEDED:

- Vocabulary worksheet (see appendix)

INTRODUCING THE ACTIVITY:

For this activity, we will watch the video "[A Conversation With Native Americans on Race](#)." After watching the video, we will go over thoughts about the video and use the vocabulary sheet.

PROCEDURES AND DIRECTIONS FOR INSTRUCTOR AND PARTICIPANTS:

Step 1: Watch video with participants.

Step 2: Have discussion about prompts.

Step 3: Introduce activity sheet.

Step 4: Have participants describe the definitions.

Step 5: Ask if there are other definitions they would like to add or discuss.

STORY:

- Video: "[A Conversation With Native Americans on Race](#)"

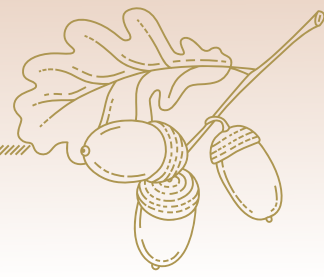


PROMPTS:

- How do you identify yourself?
 - » How do you introduce or identify yourself with respect to race, ethnicity, and gender identity? Does this change depending upon the audience or situation?
- How do you demonstrate your pride in who you are and where you come from?
- Have you encountered any of these words before?
 - » Where have you heard these words?
 - » Do you have questions about more resources regarding any of these topics?

CLOSURE:

- Ask the participants what their key takeaways from this lesson are and what they'd like to learn more about in the future.



Lesson 8: Traditional Foods

Value: Importance of Traditional Food

Activity: Discuss Traditional Foods

Story: Adopting community locates a culturally relevant story to accompany lesson

LESSON OBJECTIVE

The purpose of this lesson is for participants to fully understand the importance of traditional food and how it helps keep culture alive.

TEACHING POINTS:³

- **History:** Having knowledge of the food your ancestors once ate is important. There are stories and traditions associated with the plants, animals, and stones used to prepare the food. You can pass those stories, traditions, and recipes to your children and, one day, they will do the same for their children.
- **Culture:** When we think of traditional food, we think Elders, flavor, health, warmth, and similar factors. Food plays a huge role in culture. It is one of the main ways to identify culture, where you're from, and what your Tribe is known for.
- **Health:** Traditional foods are a recipe for a healthy diet that was given to us since the beginning of time. Acorns, pine nuts, mesquite, chia, beans, prickly pear cactus and fruit, white sage, wild cherry, deer meat, and fish are some of the foods used for an essential diet.
- **Mother Earth:** Everything Mother Earth supplies has a use. For example, our ancestors used bedrock mortars to grind acorns and coiled baskets, and hot stones were used for boiling foods. When our ancestors hunted for food, each part of the animal was used for food, tools, or clothing.

ACTIVITY:

"Discuss Traditional Foods"

MATERIALS NEEDED:

- "Ancestral Foods Recipes" handout from the Chia Café book (see below)
- Pencil and paper

INTRODUCING THE ACTIVITY:

For this activity, we will discuss traditional foods and the importance of those foods to our health. We will then move on to the "Ancestral Foods Recipes" handout from the Chia Café book that will be left with the participants.

3 Bhat, S. (2012). *Importance of Traditional Food System*. https://www.researchgate.net/publication/313368586_IMPORTANCE_OF_TRADITIONAL_FOOD_SYSTEM

Kahn, C. B., Reinschmidt, K., Teufel-Shone, N. I., Oré, C. E., Henson, M., & Attakai, A. (2016). American Indian Elders' resilience: Sources of strength for building a healthy future for youth. *American Indian and Alaska native mental health research (Online)*, 23(3), 117–133. <https://doi.org/10.5820/aian.2303.2016.117>

Pechanga Band of Luiseño Indians (2022). *Traditional foods*. Retrieved from <https://www.pechanga-nsn.gov/index.php/culture/customs-and-traditions/traditional-foods>



DIRECTIONS:

Step 1: Go over the story.

Step 2: Discuss teaching points and prompts.

Step 3: Go over the “Ancestral Foods Recipes” from the Chia Café book handout (adopting communities may also substitute their own local recipes).

Step 4: Have them choose a recipe they would like to try.

Step 5: Leave them with a recipe and guide them on where to get the ingredients.

PROMPTS:

- Can you recall a time when your family gathered to enjoy traditional foods?
- Does your family still follow these traditions?
- Do you know of a recipe that has been passed down in your family?
- How will you pass these traditions down to your family?
- What stories do you know from your Tribe about food?

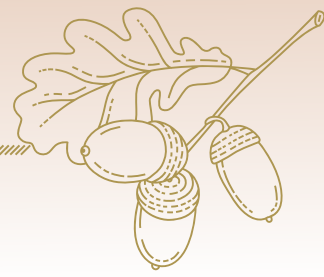
CLOSURE:

- Ask the participants what their key takeaways from this lesson are and what they’d like to learn more about in the future.

Ancestral Foods Recipes

<p>Creamy Chia Cacao 14 oz coconut cream 8 oz package cream cheese 1/3 cup organic cacao powder 1 cup milk of choice 1 cup chia seeds 1/4 cup alcohol-free vanilla flavor <i>Yields 10-12 cup servings</i></p> <p>Preparation Combine coconut cream, cream cheese, cacao powder, milk, agave syrup, and vanilla in a blender. In large bowl, combine blended ingredients with chia, use a whisk to mix. Mix continually until chia begins to expand. Let sit for an hour at room temperature, stirring every 10-15 minutes to avoid clumping. Put in fridge for an hour or until desired temperature is reached.</p>	<p>Chia and Mesquite Cacao Energy Shake 2 cups milk of choice 3 dates, or a few drops of stevia, or 1 frozen banana 2 tablespoons organic cacao powder 1 tablespoon mesquite flour 1 tablespoon chia seeds 1 tablespoon shredded coconut 1/2 teaspoon alcohol-free vanilla extract 1/8 teaspoon chili powder A pinch of cloves Ice cubes</p> <p>Preparation Blend all ingredients.</p>
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Source: Barbara Drake, Daniel McCarthy, Deborah Small, Leslie Mouriquand, Cindi Moar Alvitre, Craig Torres, Abe Sanchez, Lorene Siquoc, Heidi Lucero, Tima Lotah Link. (2018). *Cooking the Native Way*. Berkley, CA: Chia Cafe Collective.



Lesson 9: Healthy Lifestyles/Activities

Value: Productivity

Activity: Daily Activity Log and Goal Setting Plans

Story: "[Instant Recess](#)" and "[Tribal Practices & Wellness in Indian Country & Chia Cafe Collective](#)"

LESSON OBJECTIVE

The saying, "You are what you eat" is true. Staying active is a traditional way of being. As Native people, activities are part of our daily lives. Positive thoughts help create balance in our lives. When we have a positive vision of who we are, our purpose and traditional ways stay positive. The purpose of this lesson is for participants to learn the importance of having a healthy and productive lifestyle.

TEACHING POINTS:

- **Eating Properly.** The saying, "You are what you eat" is true. If you ingest heavy, greasy foods, your body will start having problems such as:
 - » Digestive issues, constipation or diarrhea, high cholesterol, loss of energy, depression, and diabetes
- **Staying Active (traditional and nontraditional activities and games).** Staying active is a traditional way of being. As Native people, activities are part of our daily lives. Ways to stay active individually and with your family include:
 - » Going on morning and evening walks, hobbies, sports, quilting, gathering acorns, squats, walking around your home, skinny, bird singing
- **Staying Positive (healthy mind).** Positive thoughts help create balance in our lives. When we have a positive vision of who we are, our purpose and traditional ways stay positive. Some ways to stay positive are:
 - » Singing, humor, prayer

PROMPTS:

- What does healthy feel like for you?
- Do you have a specific meal plan or menu you follow?
- What activities/exercises do you do with your family?
- What would you like to start doing to enhance your routine?
- Do you know of any childhood games or activities that promote movement?
- What kinds of games do you play now?

ACTIVITY:

Daily Activity, Goal Setting Plan Worksheet



MATERIALS NEEDED:

- Pencil
- Daily Activity Log and Goal Setting Plans worksheet (see appendix)
- Tablet or phone for video

DIRECTIONS:

Step 1: Discuss prompts.

Step 2: Watch videos and read excerpts.

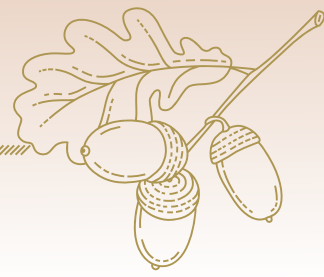
Step 3: Go over activity sheets.

STORY:

- "[Tribal Practices & Wellness in Indian Country & Chia Cafe Collective](#)" video
- "[Instant Recess](#)" video

CLOSURE:

- Ask the participants what their key takeaways from this lesson are and what they'd like to learn more about in the future.



Lesson 10: Hope/Looking Forward/Optimism

Value: Celebrating Milestones

Activity: "Creating new family traditions"

Story: "[Graduation: Celebrating Your Achievement and Your Culture](#)" (short article from American Indian College Fund)

LESSON OBJECTIVE

Celebrations and traditions are not only fun; they can help us feel confident and proud of our achievements and give us positive memories to reflect on and hold forever. Celebrations also help us cultivate hope, give us something to look forward to each year, and help us build strong connections with our families by having opportunities to share stories, recipes, and gather. Upon the completion of this lesson, participants will glean skills for how to create their own family traditions.

TEACHING POINTS:

- Honoring your child and family with family celebrations empowers a family and builds their confidence and pride.
- Family celebrations and traditions also give us opportunities to have routines, be dependable, and give us something to look forward to as a family.

ACTIVITY:

"Creating new family traditions"

MATERIALS NEEDED:

- Paper
- Pens, pencils

INTRODUCING THE ACTIVITY:

Our ancestors have passed down traditions and teaching throughout the generations. Those traditions have taught us about family values, respect, and ways of life. It is important that we acknowledge and respect those traditions and teachings and pass them down to our children, but there is also room to create new traditions for your own family.

DIRECTIONS:

Step 1: Tell story/teaching and review main points.

Step 2: Discuss how honoring their children and family can build empowerment and optimism.

Step 3: Go over prompt questions.

Step 4: Brainstorm ideas for new traditions specific to this family.

STORY:

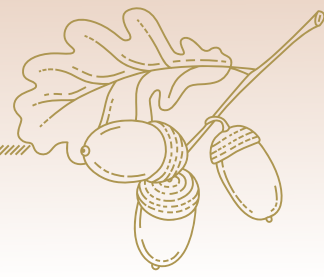
- "[Graduation: Celebrating Your Achievement and Your Culture](#)"

**PROMPT:**

- How important is tradition in your family?
- What is a family tradition you already have?
- How can you celebrate little milestones with your children?
- Would you start any new family traditions?
 - » If so, what kinds of traditions would they be?

CLOSURE:

- Ask the participants what their key takeaways from this lesson are and what they'd like to learn more about in the future.



Lesson 11: Balanced Diet and Access to Healthy Food

Value: Traditional Food

Activity: Starting a Garden (worksheet)

Story: "[Decolonizing Cuisine](#)" and "[Tending the Wild: Decolonizing the Diet](#)"

LESSON OBJECTIVE

Our ancestors gathered food by hunting, fishing, threshing, planting, and gathering from the Earth. The people of this area often lived off the land as well, which today would be called gardening. When hunting, there would be an honoring of the food caught, and all of the animal would be used. If the hunters could not use it all for themselves, they would share with others. Different families had different gathering areas. Food is considered medicine, and it is important to be mindful of what you put into your body. The purpose of this lesson is for participants to gain knowledge of traditional ancestral foods, gathering practices, and that food is medicine.

TEACHING POINTS:

- Our ancestors had healthy, land-based diets.
- Every region has staple and seasonal foods. What are some of these plants and animals in this area?
- Ancestral foods have no additives or preservatives, but they do have medicinal properties and a spiritual connection to our ancestors. It also can be meditative to work in a garden, which is a positive for mental health.

PROMPTS:

- If your family could have a garden, what would you like to grow?
- Have you had a chance to try any of these foods?
- Do you currently use any of these foods?
- Would you like to try some of these foods? (Provide resources)
- Have you been to a gathering where these foods were part of the meal?
- What are some ways we can introduce these foods to our children?

ACTIVITY:

Starting a Garden

MATERIALS NEEDED:

- "[Decolonizing Cuisine](#)" and "[Tending the Wild: Decolonizing the Diet](#)"
- Craft supplies
- Chia Pet Activity sheet (see appendix)
- Tablet or phone



DIRECTIONS:

Step 1: Go over teaching points.

Step 2: Watch the videos.

Step 3: Discuss using prompts.

Step 4: Supply activity sheet and plan out a family garden.

STORY:

"Decolonizing Cuisine" and "Tending the Wild: Decolonizing the Diet"

CLOSURE:

- Ask the participants what their key takeaways from this lesson are and what they'd like to learn more about in the future.



**Trigger
Warning:**
Talk of Child
Abuse

Lesson 12: Secure Attachment

Value: Discipline

Activity: The Band-Aid Apology

Story: *Adopting community locates a culturally relevant story to accompany lesson*

LESSON OBJECTIVE

In this lesson, we will explore how to view discipline as an opportunity to teach self-control rather than to use punishment. Discipline techniques include time-out, ignore-and-attend, and allowing your children to make choices to learn from their mistakes. Our ancestors practiced many traditional forms of self-discipline, including traditions of fasting, dancing, making baskets, vision quests, endurance during ceremonies, or self-denial in ceremonies.⁴ Corporal punishment, or causing pain to others as a punishment, is a form of disciplining children that is instilled by colonialism. In this lesson, participants will learn about positive discipline techniques and when to use them.

TEACHING POINTS:

- Discipline does not mean hitting; it means teaching.
- Discipline should not be harmful or physical.
- We should exercise self-discipline and patience so as not to lose control when our children make mistakes.
- Positive consequence example: Take away markers that children use to draw on the wall instead of taking away their dinner. Discipline teaches children to develop self-direction.

DIRECTIONS:

Step 1: Tell the story.

Step 2: I want you to take the paper, and for every time (maximum of ten) you have lost control with your child this week, make one tear on the paper.

Step 3: Have participants shred paper.

Step 4: Flatten the paper out again, using tape to put the paper together again.

Step 5: Have participants attempt to write "I'm Sorry" on the piece of paper at each tear.

Step 6: Discuss the prompts.

PROMPTS:

- Did your words fix the paper completely?
- Is the paper the same as it was before you tore it?
- How do the words "I'm sorry" help if you continue to lose control with your child?
- Can you describe both negative and positive discipline techniques?

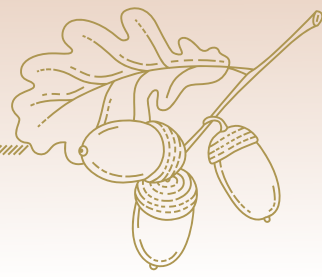
⁴ Please see: BigFoot, D. S., & Funderburk, B. W. (2010, August 1). Honoring children, making relatives: Indigenous traditional parenting practices compatible with evidence-based treatment. *Communique*. <https://www.apa.org/pi/oema/resources/communique/2010/08/indigenous-parenting>



- As a child, how were you disciplined?
 - » Do you believe those discipline techniques were appropriate?
 - » How did they make you feel?
- Tell me some positive discipline skills you can apply and teach your child.

CLOSURE:

- Ask the participants what their key takeaways from this lesson are and what they'd like to learn more about in the future.



Lesson 13: Healthy Relationships

Value: Nurturing Relationships (Talk about Toxic Relationships)

Activity: Planting the Seeds of Healthy Relationships

Story: *Adopting community locates a culturally relevant story to accompany lesson*

LESSON OBJECTIVE

Being in a nurturing relationship means that all the participants value one another for who they are and support one another. Holding space for, listening to, and affirming each other's feelings is an important way of showing that you value each other. Nurturing actions are shown in many forms, including physical touch, words of affirmation, and quiet listening. Everybody has a unique way of feeling nurtured.

TEACHING POINTS:

- Nurturing actions are given and received.
- Nurturing reduces stress, conflict, and problems.
- No one is placed above anyone else.
- Nurturing actions can be applied at any point throughout our lifetimes.
- Relationships that are not nurturing can turn toxic.

PROMPTS:

- How would you like to be shown that you are supported when you are feeling down?
- Tell me how you and your family members show each other support?
- How were you nurtured as a child?
- Why do you think it is important to have nurturing relationships within the family?

ACTIVITY:

Planting the Seeds of Healthy Relationships

INTRODUCTION OF THE ACTIVITY/LESSON:

From what we have discussed thus far, how do you think caring for a potted plant relates to nurturing a healthy relationship? In today's lesson, we are going to make connections about how nurturing a healthy relationship leads to positive outcomes. When we nurture a plant, what do we need to do? We care for it. Water it. Give it warmth.

How do we nurture a healthy relationship? We show care and love. We support growth by affirming each other's feelings.

When nurturing a healthy relationship, like with a plant, we don't want to feed it with toxic chemicals. If we do, the plant, or the relationship, will begin to fall apart. Just as with a dying plant, there is always hope to bring a toxic relationship back to life by providing it with the proper nurturing and care.



MATERIALS NEEDED:

- A small pot (potted plant size)
- Seeds (flower, herb, sprouts, etc.)
- Planting soil
- Water

PROCEDURE:

Gardening can teach us about relationships. Nurturing a plant's growth has many similarities to nurturing a healthy relationship within your own family. Just as different plants have different needs (e.g., some need a lot of sun, whereas others prefer shade), the same can be said for our relationships.

Procedures and Directions for Teacher and Students:

Step 1: Review the objective.

Step 2: Ask prompt questions.

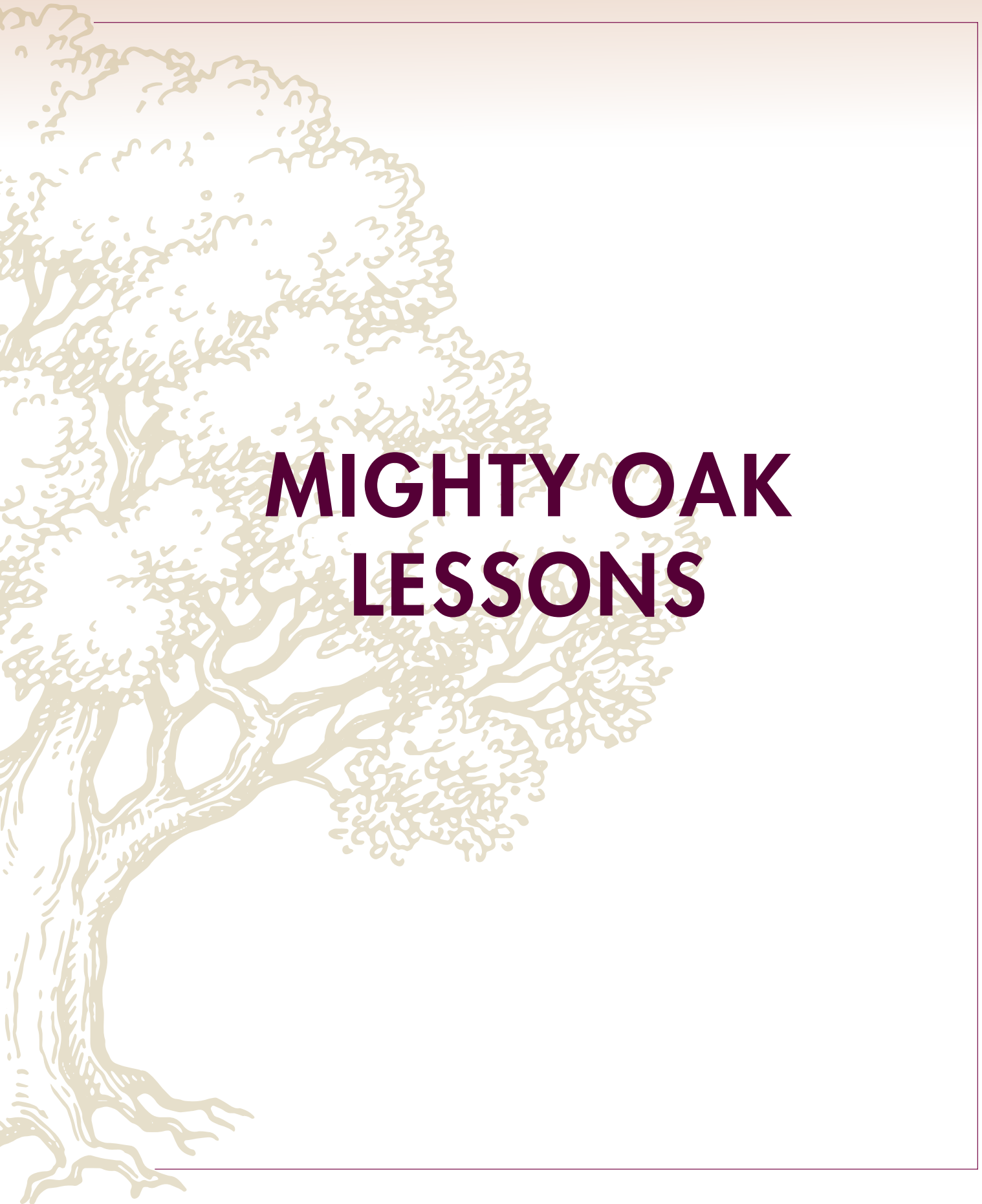
Step 3: Read plant seed instructions and the care needed for the plant to grow.

Step 4: Plant seed in the pot.

Step 4: Review teaching points.

CLOSURE:

- What did you learn from this lesson?
- Why is this value important to be taught to your family?
- Answer any questions.



MIGHTY OAK LESSONS



Lesson 1: Indigenous Wisdom

Value: Acknowledgement

Activity: Flip Chart Picture Book

Story: *Adopting community locates a culturally relevant story to accompany lesson*

LESSON OBJECTIVE

Indigenous wisdom may come from different sources. Elders are generally recognized to be one of those sources because they can share their abundance of wisdom to help guide and teach those in their community. Another source includes the natural world around us, as it also provides lessons and teachings.

TEACHING POINTS:

- Elders have Indigenous wisdom. They can teach lessons about their life experiences and pass down other lessons they have learned.
- The natural world around us may teach us patience, compassion, and respect.

PROMPTS:

- Can you think of some Elders who have had a positive influence on you?
 - » If so, do you want to share some of those experiences?
- What role do Elders play in your house/community?
- How can the Elders in your community help you and your child?
- Can you tell me some ways we can value our Elders?

ACTIVITY:

Create a Picture Flipbook

MATERIALS NEEDED:

- Cardstock paper
- Pictures with words
- Scissors
- Glue
- Rings
- Hole puncher

PROCEDURE:

Parents will create a picture flipbook that will teach their children about the world, the land, and the life lessons they provide.



PROCEDURES AND DIRECTIONS FOR TEACHER AND STUDENTS:

Step 1: Tell the story and review the main points.

Step 2: Read the introduction to the activity.

Step 3: Give the parent pictures and words with material to construct the book. (Ask prompt questions while parents are crafting the book.)

Step 4: Cut and paste pictures to cardstock paper.

Step 5: Laminate illustrated cardstock with contact paper and cut off the edges.

Step 6: Punch holes in laminated cardstock and assemble the flipbook with rings.

Step 7: Have parents practice how they will review the flipbook with their children.

CLOSURE:

- Can you tell me some ways we can learn from nature?
- What did you learn from this lesson?
- Why is this value important to be taught to your family?
- Answer any questions.



Lesson 2: Elders as Knowledge Holders

Value: Appreciation

Activity: Building a Family Tree

Story: *Adopting community locates a culturally relevant story to accompany lesson*

LESSON OBJECTIVE

In this lesson we will discuss one of the many roles of Elders, namely, that Elders are knowledge holders. They connect our past, present, and future generations.

TEACHING POINTS:

- Elders are carriers of tradition. It is important to respect and recognize the value in our Elders.
- One day, you will become an Elder and, hopefully, you will teach the younger generations through your own growth of Indigenous wisdom.

PROMPTS:

- What comes to mind when you hear the words “Indigenous wisdom?”
- How important are Elders in your community?
- What kinds of knowledge about the past, present, and future do you think Elders hold?
- How much of your family tree do you know?
 - » Do you know what your family might have been known for?

ACTIVITY:

Create a Family Tree

INTRODUCTION OF THE ACTIVITY/LESSON:

When you talk about your Elders, you are acknowledging your family. In today’s activity, you are going to make a family tree and explore how to introduce your family history to your children.

MATERIALS NEEDED:

- Outline of a family tree (see appendix)
- Family pictures or names of family members
- Markers

PROCEDURE:

Parents will fill out a family tree with pictures or by writing down their family members’ names.



PROCEDURES AND DIRECTIONS FOR TEACHER AND STUDENTS:

Step 1: Tell story and review main points.

Step 2: Introduce activity.

Step 3: Hand out the outline of family tree.

Step 4: Have participants write names of all family members on the family tree.

Step 5: Gather pictures, if possible.

Step 6: Have participants place pictures or names of family members on tree.

Step 7: Have participants decorate the tree as they wish.

Step 8: Talk about family members and their impact on participants or community.

Step 9: Ask prompt questions.

CLOSURE:

- Review why this value is important to be taught to our families.
- Answer any questions.



Lesson 3: Generosity

Value: Ancestral Generosity

Activity: "Then and Today: Generosity" (Part 1 of handout)

Story: "[The Value of Generosity](#)" (Video)

LESSON OBJECTIVE

Generosity can be shown in many ways. For our ancestors, generosity not only meant trust and honor, but survival. Some ancestral ways of showing generosity included the following: sharing, exchanging (barter), giving to others when in need. Giving without expecting. (It is protocol to give away the first item we "make.") Being generous also means being selfless, humble, and wise. There are many ways we can show generosity in our communities. Although times have changed, we can call on our ancestors to guide us in ways to be generous. Some ways to show generosity include the following: helping within the community, helping those in need, and prayer for those in hardship. The purpose of this lesson is for parents to learn the importance of generosity. The lesson also will invite parents to analyze how ancestors practiced generosity in everyday life and how it can be modeled in their families in contemporary life.

TEACHING POINTS:

- Generosity can be shown in many ways.
- We can choose to pass along good models of generosity we have inherited.
- We can make new models of generosity for our families.

PROMPTS:

- What does generosity mean to you? To your family?
- Why is it important?
- How did your ancestors demonstrate generosity in their everyday lives?
- How can you apply those lessons in your everyday life?
- What did you learn from this lesson?
- Why is this value important to be taught to your family?

ACTIVITY:

"Then and Today"

MATERIALS NEEDED:

- Tablet (video)
- Pencil
- Activity sheet.



INTRODUCING THE ACTIVITY:

For this activity, we will be watching the video “The Value of Generosity.” After watching the video, we will go over the activity sheet “Then and Today.” With this activity sheet we will discuss how our families used generosity in their times when they were raising families and how we do this today.

DIRECTIONS:

Step 1: Watch video about the Elder and the ways his family was generous and shared.

Step 2: Ask prompt questions after watching video.

Step 3: Review lesson objective.

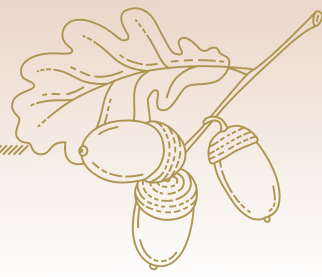
Step 4: Introduce activity sheet.

STORY:

“The Value of Generosity”

CLOSURE:

- Ask the participants what their key takeaways from this lesson are and what they’d like to learn more about in the future.



Lesson 4: Intergenerational Respect

Value: Respect

Activity: "Roleplaying Respect"

Story: "Demonstrating Respect" (short reading)

LESSON OBJECTIVE

Respect can be shown in many ways! Some communities have protocols for showing respect to Elders, animals, children, or spirits. For example, in some Native communities, it is common to show respect by making sure that Elders are served food first at community gatherings. In some communities, respect is shown to children who come of age through special ceremonies. There are also more general forms of showing respect to others in all communities, like letting people talk without interruption or helping those who need assistance without being asked. Figuring out what is the respectful thing to do in different situations can be difficult, but practicing and roleplaying can help! Upon completing this lesson, participants will have skills to practice engaging respectfully in any situation that they can use themselves and share with their children.

TEACHING POINTS:

- It's not always clear what the best way to show respect is in any given situation. But practicing and roleplaying different scenarios helps us train ourselves how to be respectful in any situation.
- It's important to show people respect in the way that is most meaningful to them.

ACTIVITY:

"Roleplaying Respect"

MATERIALS NEEDED:

- Paper
- Pen
- Bowl
- A comfortable space for roleplaying

INTRODUCING THE ACTIVITY:

In this activity, we are going to use roleplaying scenarios to help us figure out how to best demonstrate respect in different scenarios. Participants will list different scenarios in which respect should be shown on several strips of paper. Then, the Aunties and participants will act out the scenario and brainstorm ways to show respect in these different situations. For example, the strips of paper might say "grandchildren visit Grandma's house and stay overnight" or "need to borrow a tool from a neighbor" or "helping an Elder with their garden." The situations each call for different ways of showing respect, and brainstorming with the participant might result in conclusion like: In the situation where grandchildren are visiting Grandma and stay overnight, they can show respect by keeping Grandma's house tidy, saying please and thank you, helping Grandma with chores, etc.



DIRECTIONS:

Step 1: Go over the lesson objective with the participant and then read the “Demonstrating Respect” story together.

Step 2: Introduce the activity while handing out art supplies.

Step 3: Have participants list on several slips of paper different scenarios in which they’d like to practice and brainstorm about how to show respect.

Step 4: Place all the strips in a bowl and have the participant randomly select one.

Step 5: Act out some of the scenarios on the slip with the participant and brainstorm ways in which the characters in the scenario can best show respect.

Step 6: Discuss the prompts with the participants.

STORY:

“Demonstrating Respect”

- **Traditional Understandings of Respect.** In the boarding school era, many Native children were taught to be seen and not heard. That concept was in stark contrast to the ways many Native communities traditionally understood respect. Traditionally, many Native communities included children in tasks so they could learn to do the task correctly. Children were meant to learn through the experience of their Elders, which means they were indeed seen, heard, and respected as learners.
- **How to Demonstrate Respect Toward Children and Elders.** For many Native communities, our Elders are the center of our knowledge. The two life stages that are most knowledgeable, according to Kim Anderson (Life Stages and Native Women, 2011), are Elders and childhood because they are closest on the circle of life to the spirit world. Children and Elders signify the beginning and end of the circle of life as they carry our cultural knowledge. If it were not for their experiences, the transmission of our cultural knowledges would not continue through the generations. Some ways we show our respect for Elders are: serving them first, assisting them and caring for them as they cared for us when we were young, offering our seat to an Elder when the rest are taken, offering to grab them what they need if it is easier for the younger generation to assist, and offering a steady hand to help them navigate stairs or an uneven area. Children are also so important to our communities. Some ways we can show respect to children are: celebrating their achievements and milestones with ceremonies, helping them learn, listening to their stories and needs, encouraging their creativity, assisting them, and caring for them as they will care for us when we age.

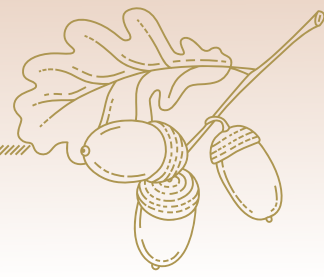
PROMPTS:

- As a child, how did your parents/guardians want you to show them respect? Do you feel like those forms of respect are the same ones you expect from your own children? Why or why not?
- What’s an example of a time that you felt respected by others? How did they show you that they respected you?
- Can you think of a time you wanted to show someone that you respected them but didn’t know how?
- Can you think of a time that something you did was interpreted as disrespectful? What do you wish you did differently in that scenario?



CLOSURE:

- Ask the parents what they liked the most about today's lesson and if they would find it useful to do an activity like this with their children. If they would like to try an activity like this with their children, what might they do a little differently?
- Ask the participants what their key takeaways from this lesson are and what they'd like to learn more about in the future.



Lesson 5: Sharing Our Stories

Value: Intergenerational Wisdom

Activity: "Making a Storybook"

Story: In this lesson, family participants will be asked to share a family story

LESSON OBJECTIVE

So much traditional knowledge is passed through the generations, from Elder to youth, through storytelling. Many Native communities have creation stories, special stories for each season, stories about the moon or the sun or the stars. Though traditional stories can sometimes be funny or include characters that are animals or spirits, they are actually very serious and important to our cultures. Even when we make puppet shows or illustrated books to explain traditional teachings to children, it's important to remember that Native stories are powerful and sacred. To gain an understanding of the importance of storytelling, which has been a way of sharing knowledge throughout generations and continues to be passed down to teach life lessons, the story of this lesson will come from the participants. Upon the completion of this lesson, participants will have practiced their storytelling skills, understanding that stories are an important way to communicate values and cultural knowledge.

TEACHING POINTS:

- Storytelling is an important way to communicate morals, values, and cultural teachings to our families.
- Even though stories are sometimes funny or designed with children in mind, stories are also powerful and can be very sacred.
- Our ancestors use stories to teach and guide our communities.

ACTIVITY:

"Making a Storybook"

MATERIALS NEEDED:

- 3 colors of paper
- Scissors
- Colored markers/pens
- Black/blue pen
- Stapler/staples

INTRODUCING THE ACTIVITY:

Stories are important ways of communicating lessons, morals, values, and traditional knowledge. In this activity, we will begin with a discussion of the prompts, and then we are going to make a storybook that tells a story that is important to you or your community. The participant can either tell their own family story that is important to them, or share a cultural story, like a creation story, or another story that is important to their community. After sharing the story, the aunts and participants will make a story book with illustrations that tell this story.



STORY:

Provided by the participant.

PROMPTS:

- Were you told stories by your Elders when you were a child? If so, which were your favorite?
- What kinds of lessons can stories teach you?
- Do you tell stories with your family? Would you like to?

DIRECTIONS:

Step 1: Discuss the prompts.

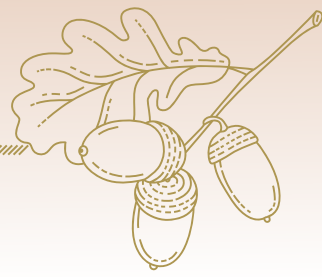
Step 2: Have participants tell their story.

Step 3: Fold paper into a flip book to write the person's favorite part of their story on the cover.

Step 4: Create the pages with pictures to tell the story.

CLOSURE:

- Encourage participants to read this story with their own family.
- Encourage parents to seek out more cultural stories if they are comfortable doing so and brainstorm with them about good places to look for these stories.
- Ask participants what their key takeaways from this lesson are and what they'd like to learn more about in the future.



Lesson 6: Hope/Looking Forward/Optimism

Value: Honoring our Ancestors

Activity: "Who do you see in your water basket?"

Story: *Adopting community locates a culturally relevant story to accompany lesson*

LESSON OBJECTIVE

Every one of us has ancestors who walked before us. We can honor the sacredness in everyone by acknowledging their ancestors. We carry these ancestors everywhere we go, and telling their stories to the next generation will help them carry our ancestors' strengths too. Many Indigenous communities have basket-weaving traditions, and these baskets are often held in precious regard by families who inherit them. Holding a basket in your hands that was woven a long time ago can remind you that you carry your ancestors' strengths and talents with you everywhere you go. Upon the completion of this lesson, participants will be able to share stories of ancestors who are important to them.

TEACHING POINTS:

- We can think of our responsibilities as carrying the baskets of our families.
- As we lead our family, we need to be thoughtful about the steps we're taking and the path we are choosing for our family to follow.
- Remember that what we do today affects the wellness and resilience of our children for generations to come.

ACTIVITY:

"Who Do You See In Your Water Basket?"

MATERIALS NEEDED:

- Paper
- Colored markers/paints

INTRODUCING THE ACTIVITY:

In today's activity, we will draw a water basket, or a basket that holds water and shows reflections in it. This water basket is from the story we will explore today. In the story, the main character sees his ancestors in his basket. We will ask the participants, "Who do you picture in the reflection of your water basket?" Let us draw your own water basket and talk about what the ancestor you see means to you.

DIRECTIONS:

Step 1: Tell story and review the main points.

Step 2: Ask parents to draw a water basket and then tell whose picture would be in their basket.

Step 3: Ask parents prompt questions.

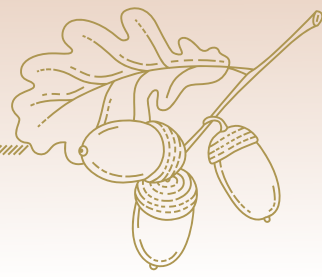


PROMPTS:

- What does “walking forward” mean to you?
- If your child were to do this water basket activity, who do you hope your child would see in the basket’s reflection?
 - » How can you share meaningful stories about your ancestors so you can help your children see their ancestors in their water baskets?
- Who did you draw in your water basket?
 - » Tell me more about them if you are comfortable.

CLOSURE:

- Ask the participants what their key takeaways from this lesson are and what they’d like to learn more about in the future.



Lesson 7: Honoring Elders

Value: Honor

Activity: Conversation with an Elder

Story: *Adopting community locates a culturally relevant story to accompany lesson*

LESSON OBJECTIVE

Our Elders are an important part of our lives and communities. We seek them for guidance and knowledge. They take care of us, so it is important that we acknowledge and honor them.

PROMPTS:

- Do you have an Elder in your life who provides you with guidance?
- Have you ever asked an Elder to share a story?
- Have you ever asked for guidance from an Elder?
- Who was the Elder in your family?

TEACHING POINTS:

- Guidance
- Ways of knowing
- Traditions
- Care for our Elders
- Reciprocity
- Value your Elders

ACTIVITY:

Conversation with an Elder worksheet

INTRODUCTION OF THE ACTIVITY/LESSON:

For this activity, the participants will sit with children and an Elder. They will use the worksheet provided ("Conversation with an Elder"), ask questions, and write down answers. This activity can be done during the session or for homework.

MATERIALS NEEDED:

- "Conversation with an Elder" worksheet (see appendix)
- Pencil



PROCEDURES AND DIRECTIONS FOR TEACHER AND STUDENTS:

Step 1: Ask an Elder to join the discussion.

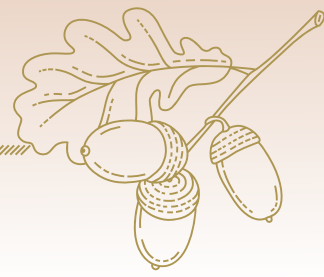
Step 2: Ask if the Elder feels comfortable answering some questions.

Step 3: If the Elder agrees, ask questions from the “Conversation with an Elder” worksheet.

Step 4: Participants can add questions to the list.

CLOSURE:

- What did you learn from this lesson?
- Why is this value important to be taught to your family?
- Answer any questions.



Lesson 8: Access to and Wisdom of Ancestral Medicines

Value: Plant Teachings

Activity: Nature Walk

Story: "[Master Artist Workshop: Kumeyaay Yucca Sandal Weaving](#)"

LESSON OBJECTIVE

Plants are gifts from the creator that help us navigate the physical world. Because plants are gifts, always treat them with reciprocity. The purpose of this lesson is for participants to learn how and where native plants grow and the gifts they provide.

TEACHING POINTS:

- **Plant Gathering.** Each plant has a time for harvesting; we gather when the plant is ready. We also exercise caution around certain plants.
- **Bestowing Blessing to the Plant and Showing Reciprocity.** Make sure you have an offering (tobacco, elderberry water, etc.); clear the area for the plant to ensure it has enough room to grow. (Pick up any trash and clear any weeds from around medicine plants.)
- **Finding the Balance.** Do not gather if the plant needs more time, and leave fruit and nuts for the animals also. Be mindful of the preparation of certain foods. Consult a trusted Elder or community member before gathering or eating anything. As a sign of respect, obtain permission from the people or Tribe in order to collect certain medicines.

ACTIVITY:

Nature Walk

MATERIALS NEEDED:

- Tennis or closed-toe shoes
- Long-sleeved shirt
- Walking stick
- Water bottle

DIRECTIONS:

Step 1: Watch "[Master Artist Workshop: Kumeyaay Yucca Sandal Weaving](#)."

Step 2: Discuss teaching points.

Step 3: Prepare for nature walk.

Step 4: Use prompt questions for discussion.

Step 5: Identify plants is possible.

Step 6: If participants have a mobility issue, discuss plant medicine flashcards.

STORY:

"Master Artist Workshop: Kumeyaay Yucca Sandal Weaving"

PROMPTS:

- How can Indigenous foods balance the mind, body, and spirit?
- What sort of medicines can you find in your garden?
- Do you have any knowledge of the gifts these plants provide?
- How can you show reciprocity in gathering plants?
- Why is it important to show reciprocity to plant medicine?
- In the video, the speaker emphasizes sharing knowledge with everyone. How can you practice generosity regarding your knowledge of plants?

CLOSURE:

- Ask the participants what their key takeaways from this lesson are and what they'd like to learn more about in the future.



Lesson 9: Spiritual Practice/Knowledge/Ceremony

Value: Spiritual Wellness

Activity: Discussion: Describe Traditional and Nontraditional Practices

Story: *Adopting community locates a culturally relevant story to accompany lesson*

LESSON OBJECTIVE

The objective for this activity is to expand on the parents' spiritual knowledge by focusing on many traditional practices. Another objective is to explain how nontraditional practices have evolved while maintaining respect for those in the community who have different beliefs than we do.

TEACHING POINTS:

- Understand spiritual practice throughout the community.
- Understand how spiritual practices have evolved throughout our lives.

PROMPTS:

- What are your thoughts on spirituality, and what do they mean to you?
- Does your family have spiritual practices?
 - » Would you like to share your family's practices?
- Why do you believe spirituality is important?
- How can you teach your child to believe in spiritual ways?
- How can children learn the rules of ceremony?

ACTIVITY:

Describe Traditional and Nontraditional Practices

MATERIALS NEEDED:

- Traditional and Nontraditional Practices list (see appendix)

INTRODUCTION OF THE ACTIVITY/LESSON:

Start discussion by asking participant questions about their knowledge on traditional practices. Ask the participant what cultural traditions they are familiar with and comfortable sharing.

PROCEDURES AND DIRECTIONS FOR TEACHER AND STUDENTS:

Step 1: Provide Traditional and Nontraditional Practices list

Step 2: Start discussion

CLOSURE:

- Ask if there is anything else they would like to learn
- Provide resources

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Appendix

Acorn Worksheets

- “The Resilient Wi’áaṣal, the Great Oak” Storyboard
- The Power of Our Language

Roots of Tradition Worksheets

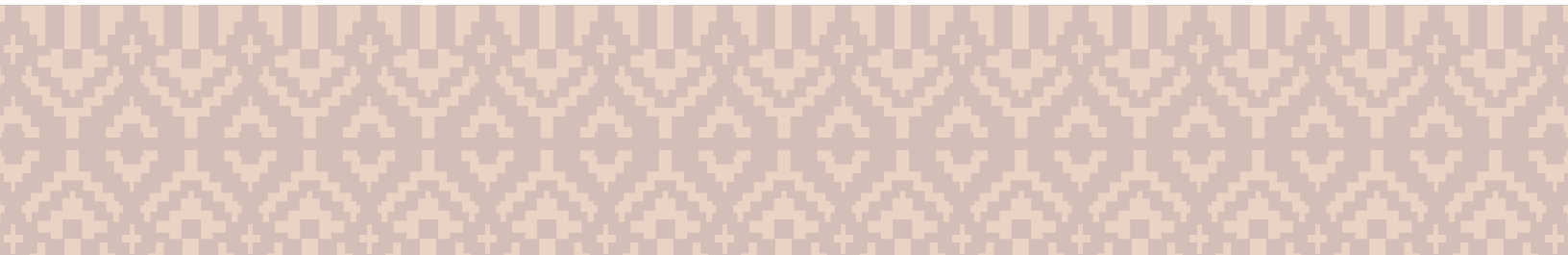
- Exploring Curiosity
- Questions for Critical Thinking
- Then and Today
- Positive Affirmations and My Positive Affirmations
- We Are All Connected (Puzzle)
- What is Right With You?
- Setting Healthy Boundaries
- Be Aware of Your Own Emotions Questionnaire
- Traditional Practices List

Developing Tree Worksheets

- Weekly Calendar
- Empowering the Positive: Positive Expression Prompts for Parents
- Reciprocity Scenarios
- Indigenouse/Native/California Indian Pride Vocabulary Sheet
- Daily Activity Log and Goal Setting Plans
- Chia Pet Activity

Mighty Oak Worksheets

- My Family Tree
- Then and Today
- Conversation With an Elder
- Discussion: How Has Tradition Evolved Within Your Family?



"THE RESILIENT WI'ÁAŞAL, THE GREAT OAK" STORYBOARD



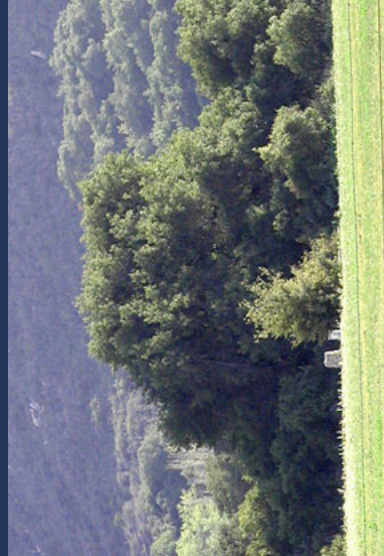
One single living acorn has the power to produce an ancient living tree.



While the acorn is forming into a tree it faces many obstacles.



As an oak tree grows it is resilient against natural disasters.



The Great Oak is over 1,000 years old, making it one of the oldest living oak trees in the Western United States.



Embodies the identity and character of the Pechanga Band: strength, wisdom, longevity and determination.



Wi'áaşal tree has been standing for over 1,000 years proving it is resilient like the Luiseño people



Use these sentence starters to learn the proper protocol of introducing yourself in your native language:

- We begin by greeting the person/ people we are addressing...

Three horizontal lines for writing a response to the first sentence starter.

- State your Name

Three horizontal lines for writing a response to the second sentence starter.

- State where you are from

Three horizontal lines for writing a response to the third sentence starter.

- State your family ..

Three horizontal lines for writing a response to the fourth sentence starter.

Exploring Curiosity



Curiosity is the first step of learning. By planting the seeds of curiosity with our children, we open the door for them to learn about our culture and values. Curiosity is a key component to allowing children to learn how and why the world around them works the way it does.

Why?

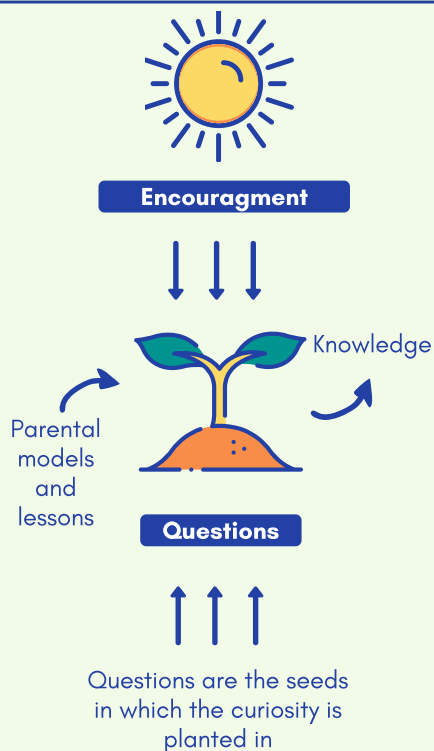
Well, that's the beauty of the question, we are able to create answers for our children to the best of our capacity. If we don't have the answer ourselves, we can then send our children out to find the answer for themselves.

Did you know?

Research from the University of California, Davis shows that curiosity prepares the brain for learning, and it makes learning as rewarding as receiving an ice cream cone.

Planting Seeds!

Just as plants take in water and carbon dioxide and use energy from the sun to turn them into food, children also take in what parents model, express, and what family encourages to turn that into knowledge. Never underestimate the power of planting a seed!



Questions to Encourage Curiosity

- Why?
- What do you think?
 - How do you think it happens/works?
 - What would happen?
 - How should we find out?
 - Who should we ask?
 - Where could we find that answer?
 - When do you want to look that up together?

Empowering Native Wellness



MIND



ENCOURAGING CRITICAL THINKING

QUESTIONS FOR CRITICAL THINKING

- How did you learn this? What makes you believe that it is true?
- What else can we learn from this?
- Do you agree or disagree? Why?
- If you were in someone else's shoes, do you think your perspective would change?
- Why do you think you feel that way?
- Can you give me another example of something similar?
- What would happen if...
- Why might someone feel that way?
- What kind of evidence can we look for to prove this?
- Why were you wondering about that?
- What would you have done in that situation?
- What's a better alternative?
- Why is this important?
- What is the most important part?
- How could this be harmful?
- What are the positives and negatives of this?
- What should have happened?

Where can you apply Critical thinking in real life?

- Book Discussions
- After watching a movie or video
- When your child is going through a problem
- While exploring
- When social justice topics arise within your home

Then and Today

In this activity we will discuss how our families have used (1) generosity, (2) sensitivity, and (3) loyalty in the past and how we do this today. Participants will write down how this was done by their parents in the left column and then write down how this is done today in the right column.

Lesson 1: Generosity

Then

Now

Lesson 2: Sensitivity

Then

Now

Lesson 3: Loyalty

Then

Now

Affirmations

OF RESILIENCE



The following affirmations have been provided to guide those "tough topic" conversations. We encourage you to read these affirmations and create your own in regards to lessons you wish to teach your family.

**My ancestor's prayers
are still protecting me**

**Take from the earth
only what is needed
and give something
back**

**Children are the seeds for our future. Plant
love in their hearts, and water them with
wisdom and life lessons. When they are
grown, give them space to grow.**

**Work together
for the good of
mankind.**

**Respect all things
placed on this earth,
be it plants or
people**

**All people make
mistakes, but
there is always
a lesson to be
learned.**

**Be true to yourself
first. You cannot
nurture others if
you do not first
nurture yourself.**

**Make conscious
decisions of who you
will be and how you
will react. Be
responsible for your
own reactions.**

Affirmations

OF RESILIENCE



The following affirmations have been provided to guide those "tough topic" conversations. We encourage you to read these affirmations and create your own in regards to lessons you wish to teach your family.

Honor people's thoughts wishes and words. Allow each person the right to personal expression.

Give assistance and kindness wherever needed.

Knowledge is a gift to be shared with all relations. It is not a weapon to be used to demean others but a tool to uplift them.

Help me to always speak the truth quietly, to listen with an open mind when others speak, and to remember that peace can be found in silence.

To cherish knowledge is to know wisdom. Wisdom is given by the Creator to be used for the good of the people.

Seek to make your life long, and of service to your people

Live a life of balance and humility.

Honor all your relations

Affirmations

OF RESILIENCE



The following affirmations have been provided to guide those "tough topic" conversations. We encourage you to read these affirmations and create your own in regards to lessons you wish to teach your family.

Your words are a very powerful medicine, use them sparingly. Decide if you want to use them for good or for bad.

Every step you take is supported by a thousand ancestors

Do not be afraid to cry. Just as water washes away dirt, tears wash away hurt.

We will forever be known by the footprints we leave behind.

The journey between who you once were and who you are now becoming is where the dance of life really takes place.

All that I am, I carry with me

It is hard to listen with your tongue

**Listen to the wind, it talks.
Listen to the silence, it speaks.
Listen to your heart, it knows.**

Affirmations

OF RESILIENCE



The following affirmations have been provided to guide those "tough topic" conversations. We encourage you to read these affirmations and create your own in regards to lessons you wish to teach your family.

I am so lucky you are my child and I get to be your parent.

When you think you want to turn around...Keep going

Before you were born, you were a special spirit and needed a special medicine to grow, and you selected us because you thought we might have that medicine.

Know where you stand, and stand there

You are my best friend

I am so lucky you are my child

Be the adult you needed as a child

I am so glad Creator chose me to be your parent

Affirmations

OF RESILIENCE



The following affirmations have been provided to guide those "tough topic" conversations. We encourage you to read these affirmations and create your own in regards to lessons you wish to teach your family.

**Greet the sun
everyday and ask
permission for what
you might learn today**

**You are strong
and resilient, and
I know you can do
anything**

**I really like the person that you
are.**

**I love you more than
any disagreements
we might have**

**I may not love your
behavior, but I will
always LOVE YOU!**

**Everytime I
see you, you
brighten up
my day**

**You have no
idea how
much I learn
from you,
Thank you!**

**You are
special and
talented.**

My Positive Affirmations

OF RESILIENCE



The following affirmations have been provided to guide those "tough topic" conversations. We encourage you to read these affirmations and create your own in regards to lessons you wish to teach your family.

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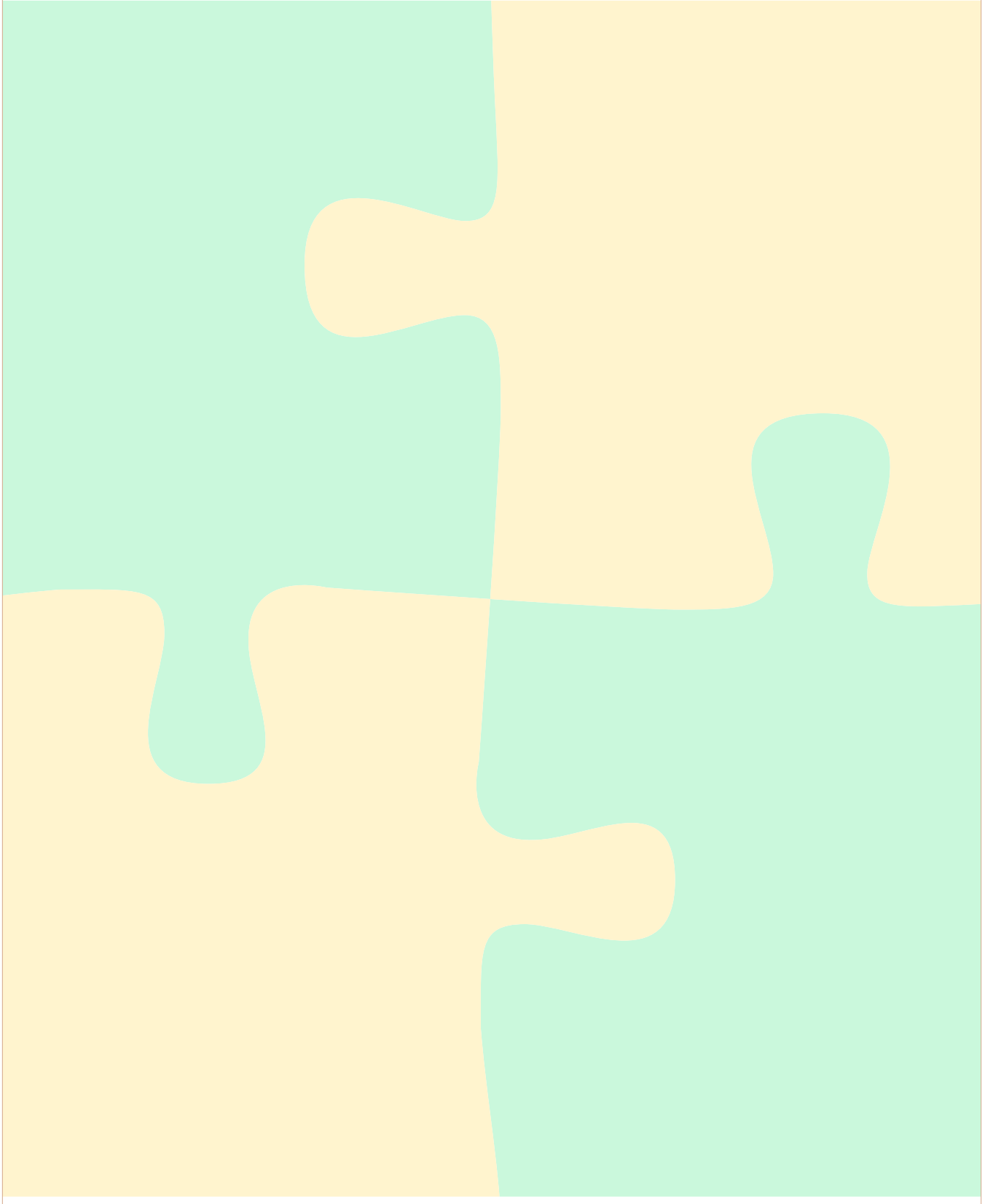
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WE ARE ALL CONNECTED



What is Right with You?

- 1 What are your strengths?
- 2 What do you love most about yourself?
- 3 What are your motivations?
- 4 What makes you unique?
- 5 List one characteristic that gives you value.

Setting Healthy Boundaries

Place a check mark in each boundary category to indicate whether you believe you have great, fair, or poor boundaries.

BOUNDARY CATEGORY	GREAT	FAIR	POOR
Family Boundaries			
Work Boundaries			
Intimate Relationship Boundaries			
Friendship Boundaries			
Material Boundaries			

- 1 What would you like to change about your choices?

- 2 What are some actions you can take to change those choices?

- 3 How do you think your boundaries might affect your relationships?

- 4 Do you think your boundaries might affect a specific person?

- 5 Do you feel satisfied with your boundaries?

- 6 How do you think your life can improve once you set your boundaries?

BE AWARE OF YOUR OWN EMOTIONS

- I CAN RECOGNIZE MY EMOTIONS AS I EXPERIENCE THEM. yes no sometimes
- I LOSE MY TEMPER WHEN I FEEL FRUSTRATED yes no sometimes
- PEOPLE HAVE TOLD ME THAT I AM A GOOD LISTENER yes no sometimes
- I KNOW HOW TO CALM MYSELF DOWN WHEN I FEEL ANXIOUS OR UPSET yes no sometimes
- I ENJOY ORGANIZING GROUPS yes no sometimes
- I FIND IT HARD TO FOCUS ON SOMETHING OVER THE LONG TERM yes no sometimes
- I FIND IT DIFFICULT TO MOVE ON WHEN I FEEL FRUSTRATED OR UNHAPPY yes no sometimes
- I KNOW MY STRENGTHS AND WEAKNESSES yes no sometimes
- I AVOID CONFLICT AND NEGOTIATIONS yes no sometimes
- I FEEL THAT I DO NOT ENJOY MY WORK yes no sometimes
- I ASK PEOPLE FOR FEEDBACK ON WHAT I DO WELL, AND HOW I CAN IMPROVE yes no sometimes
- I SET LONG-TERM GOALS AND REVIEW MY PROGRESS REGULARLY yes no sometimes
- I FIND IT DIFFICULT TO READ OTHER PEOPLE'S EMOTIONS yes no sometimes
- I STRUGGLE TO BUILD RAPPORT WITH OTHERS yes no sometimes
- I USE ACTIVE LISTENING SKILLS WHEN PEOPLE SPEAK TO ME yes no sometimes

REFERENCES

PositivePsychology.com (2019). Retrieved from <https://positivepsychology.com/emotional-intelligence-tests/>

Name _____ Date _____

TRADITIONAL PRACTICES

Change is always necessary, however our connection to culture remains rooted in our spirit. This list contains some traditional practices. Please feel free to add to the list if you do not see something listed.

- Basket weaving
- Traditional dance
- Bird singing/traditional songs
- Beading
- Learning language
- Connecting with elders
- Learning cultural protocols
- Collecting plant medicine
- Smudging
- Sweat lodge
- Drumming
- Attending gatherings
- Maintaining a sober lifestyle



			THURSDAY			NOTES
			WEDNESDAY			SUNDAY
			TUESDAY			SATURDAY
			MONDAY			FRIDAY



Empowering the Positive

POSITIVE EXPRESSION PROMPTS FOR PARENTS

Use these prompts as sentence starters to have a more positive communication with your child. This also helps the child feel less anxious in a situation where discipline is called for

- I am proud of...

- I really love how...

- I really appreciate how...

- Next time we can...

- I understand, nevertheless...

- How can I help...

- Can we talk about it...

- Help me, help you...

Can you think of any?

Name _____ Date _____

RECIPROCITY

Examples of Reciprocity

- **Scenario 1**
 - A husband and a wife show reciprocity by helping each other at home. The husband cooks one night, and the wife helps clean up. They also rotate days.
- **Scenario 2**
 - Mom asks her children to keep a clean room everyday, and treats them with something they like at the end of the week.
- **Scenario 3**
 - A kind neighbor helped fix a door knob. The receiving neighbor baked a pie to thank the neighbor.



TYPES OF RECIPROCITY

Reciprocity is about maintaining a balance in your relationship. Whether family, friends, or a romantic relationship.

- **Generalized**
 - The value is unspecified
 - There is no immediate return
 - There are no expectations
 - It brings a satisfying feeling
- **Balanced**
 - There is equal value
 - Similar to trade or barter
 - There is an expectation of immediate return
- **Negative**
 - Personal gain is a motivator
 - Exploitation



Vocabulary sheet

While watching the video "A Conversation With Native Americans on Race" listen for words that stand out to you. Below are a few examples check them off while the video plays.



Sovereignty



**Intergenerational
Trauma**



Decolonize



Resilience



Blood Quantum



One Drop Rule



Treaty Rights



Resistance



Oppression

Other words to add:

Vocabulary sheet

While watching the video "A Conversation With Native American on Race" Listen for Words that stand out to you. Below are a few examples with their definitions.

Sovereignty

Sovereignty is an important concept in Indigenous philosophies and refers to many things. For example: Tribal sovereignty, data sovereignty, food sovereignty. Sovereignty is often thought of as the inherent power of Indigenous communities, which predate colonialism, to control their ancestral land, cultural and spiritual resources, and any outside encroachment thereof.

Intergenerational Trauma

Intergenerational trauma is trauma that is passed down through generations. The mechanisms through which trauma is passed down varies according to theorists but ranges from blood memory, to epigenetics, to recurring cycles of violence. Indigenous communities often speak of how past traumas, like those caused by settler colonialism, missions, slavery, and boarding schools, affect generations far removed from the initial cause.

Decolonize

While the most popular definition of "decolonization" is "the radical repatriation of Indigenous land and life" (Tuck and Yang 2014), decolonization can take many forms. For example: the return of Indigenous land from US control; the spiritual decolonization of language and cultural work; going back to your Indigenous roots.

Resilience

Activism towards matters of spiritual, or cultural values. For example, Standing Rock, the Kumeyaay Border Wall protest, and Missing and Murdered Indigenous Women. These matters protect the integrity of cultural/spiritual/ historical sites, and protest the desecration of important environmental or cultural principles

Blood Quantum

Blood quantum is often used to determine Tribal membership. An eliminative racial logic, or understanding of Indigeneity as a biological race with a diminishing return. Believed to play into the myth of the disappearing Indian. The diminishing return of Indigeneity, as designed through racial classifications like blood-quantum, resulted in the minimization of Indigenous people and thus the minimization of Indigenous land claims.

One Drop Rule

Also called "hypodescent," the one-drop rule was a way of classifying Black Americans in which "one drop," or any Black ancestry whatsoever, determined an individual's race as Black. This works in the opposite direction of blood-quantum, but toward a similar end. Infinite Blackness, as designed through racial classifications like hypodescent, resulted in the maximization of a slave class and thus the maximization of slave labor.

Treaty Rights

Rights reserved by Indigenous peoples when they signed Indian treaties with settler societies in the course of European and American colonization. Every treaty agreed to between Tribes and the US government has been violated by the US government. For more California context. See: unratified treaties.

Resistance

Activism towards matters of spiritual, or cultural values. For example, Standing Rock, the Kumeyaay Border Wall protest, and Missing and Murdered Indigenous Women. These matters protect the integrity of cultural/spiritual/ historical sites, and protest the desecration of important environmental or cultural principles.

Oppression

Throughout history, Indigenous people have felt oppression through colonization. When people are marginalized and feel that they lack the power to change their restrictive situation, there is a tendency to strike out at those of equal or less power, which is also called "lateral oppression."

Other words to add:

Daily Activity Log

Name: _____

Date: _____

What does your morning routine look like?

What do you eat for breakfast lunch and dinner?

When would be the best time for you to commit to exercise/outdoor activities?

What are your favorite workouts? (ex. parks, trails, or hobbies)

Goal Setting Plan

Name:

Date:

What do I enjoy doing?

What can I do to connect to nature around me?

When would be the best time for me to commit to exercise/outdoor activities?

What is my motivation? How will this benefit my life?

How will I make this goal into happen?



Pet Activity

PREP TIME: 5 MINUTES

DECORATING TIME: 5 MINUTES

TOTAL TIME: 10 MINUTES

SUPPLIES NEEDED:

CHIA SEEDS

POT

SOIL

STOCKINGS

CRAFT SUPPLIES

DIRECTIONS

Step 1: Soak your chia seeds in water overnight or at least for a couple of hours.

Step 2: Stretch out your stocking

Step 3: Put the seeds into the stocking

Step 4: Fill stocking with soil

Step 5: Tie the stocking

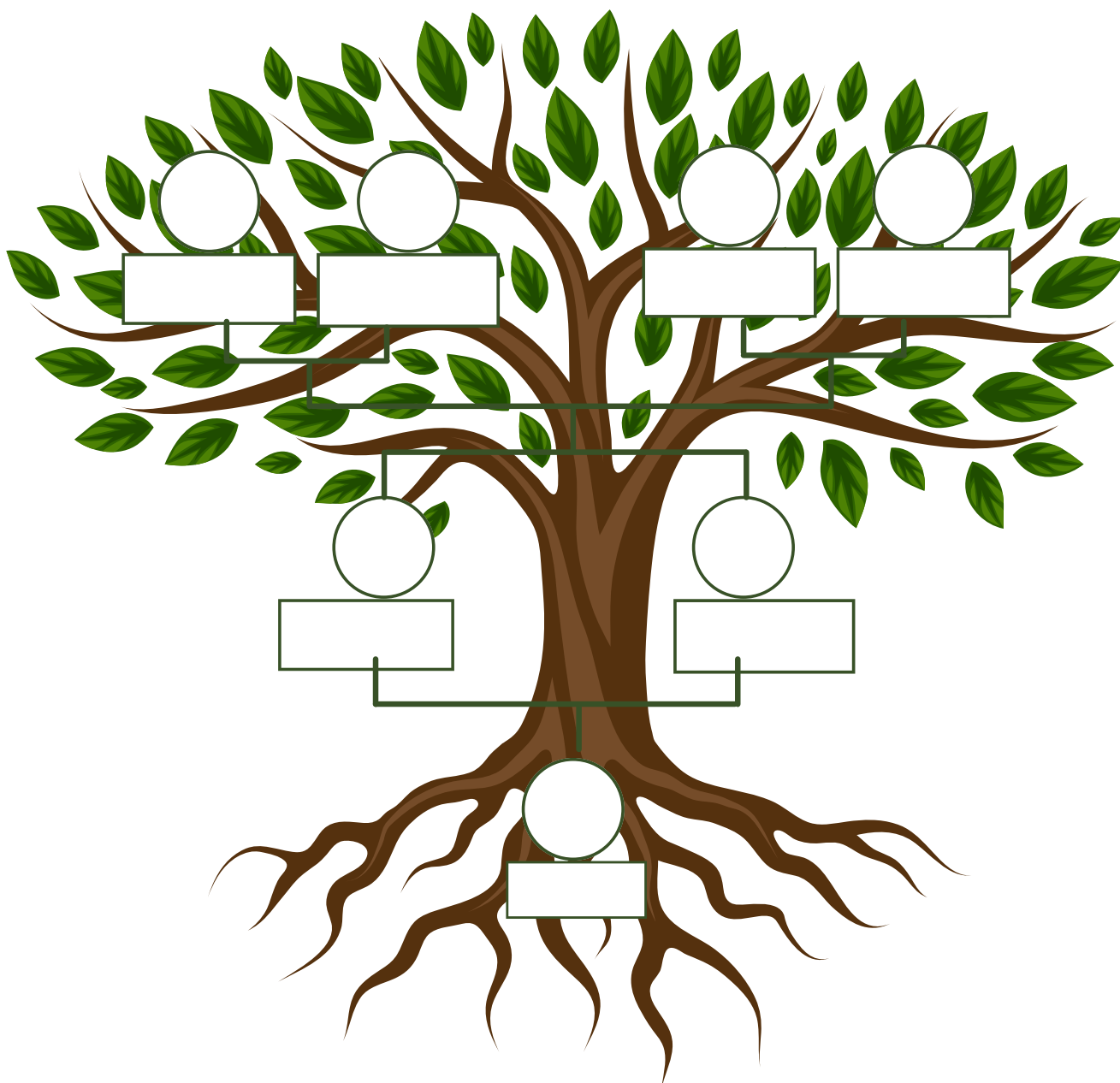
Step 6: Place in a pot

Step 7: Decorate with craft supplies

Step 8: Spray with water when plant needs watering



My Family Tree



Then and Today

In this activity we will discuss how our families have used (1) generosity, (2) sensitivity, and (3) loyalty in the past and how we do this today. Participants will write down how this was done by their parents in the left column and then write down how this is done today in the right column.

Lesson 1: Generosity

Then

Now

Lesson 2: Sensitivity

Then

Now

Lesson 3: Loyalty

Then

Now

Conversation With An Elder

1. What was life like when you were a child?
2. Who were the elders in your community?
3. Did you have an elder in your family you could go to for guidance?
4. Do you apply the teachings you learned from your elders today?
5. If you could speak to your elders today, what kind of guidance would you ask for?

Name _____ Date _____

DISCUSSION

How has tradition evolved within your family?

- What are your thoughts on spirituality, and what do they mean to you?
- Does your family have spiritual practices?
- Would you like to share your family's practices?
- Why do you believe spirituality is important?
- How can you teach your child to believe in spiritual ways?
- How can children learn the rules of ceremony?



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My Two Aunties
Cultural Family Life Skills
Discussion Guide
2022