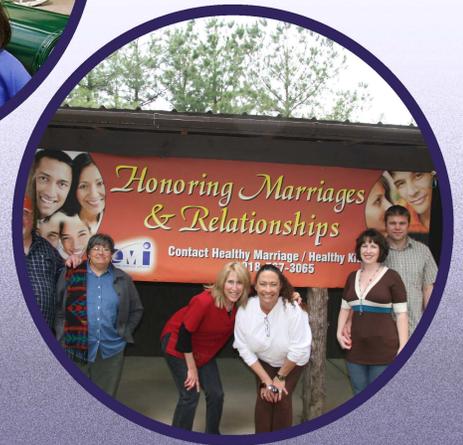
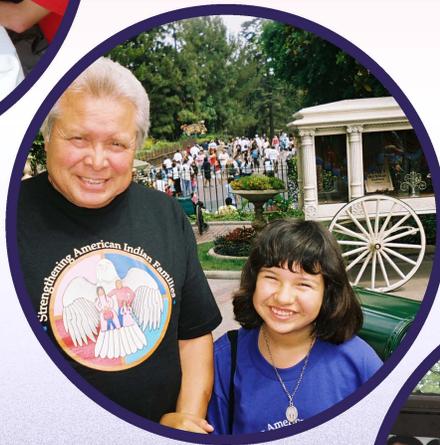




Native Wellness Institute
Presents

Idea Guides for Family Preservation



ACKCO
American Indian
Professional Services



These guides were developed for the Administration for Native Americans by the Native Wellness Institute in partnership with ACKCO. The views expressed in these guides are solely those of the developers and do not necessarily represent the views of either the U.S. Department of Health and Human Services, Administration for Children and Families (ACF) or the Administration for Native Americans. This product was funded under the ACF Family Preservation Initiative.

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INTRODUCTION

The Idea Guides for Family Preservation include sections for Healthy Relationship/Healthy Marriage, Parenting, and Fatherhood. The guides are intended to be an opportunity for trainers to implement as best fits the community and families with which they are working. The Idea Guides are separated into sections in which a workshop or training opportunity on each topic is presented. Trainers can spend either two to four hours with participants or an entire day. Much of the material in the Idea Guides has been adapted, with permission, from the *Leading the Next Generations Healthy Relationships Curriculum*. Included are potential icebreakers, handouts, recommended activities and potential follow-up activities.

If you do not have previous experience leading group activities or conducting training, we begin with a short section to improve or enhance your knowledge and skills in this area. These materials are adapted from the Native Wellness Institute's *How To Be a Trainer Manual* from the *Leading the Next Generations Healthy Relationships Curriculum*.

For the more experienced, the Idea Guides present an outline you can further adapt to fit your community, your leadership and training style, and your ongoing efforts in each of these topics. You can include your own icebreakers to bring people together, as well as replace activities with ones you may determine are more culturally appropriate and better fitting for your audience. Several of the activities can be modified depending on how much time is available.

Keep in mind the materials include several items that can be printed and shared as handouts. Many handouts offer tremendous sharing opportunities and can also be used as activities, such as discussing the information from the handout as a couple, in small groups, in large groups, as homework, and so on. The concepts of healthy relationships can be applied to many situations, including a couple working to improve their relationship, a family looking to reinforce relationships and feelings of connection, and passing value systems down to children.

For the staff and/or volunteers who will present this information to their communities, we cannot stress how important it is to complete all of the activities yourself before presenting to others. This will allow you to better understand how the activities work, give you a participant's perspective, and provide you with a valuable opportunity to continue your own personal wellness and professional growth.

Leading a Group Activity or Conducting Training: A Short Guide



LEADING A GROUP ACTIVITY OR CONDUCTING TRAINING: A SHORT GUIDE

There are many resources available to help improve knowledge and skills as a trainer or as the leader of a group activity. The following pages offer guidance along that path. Trainers are encouraged to remember that growing, whether as a trainer or as an individual, is a dynamic, continuing process.

What Is a Presenter, Facilitator or Trainer?

The terms trainer, presenter, and facilitator are many times used interchangeably, however, it is important to understand the significant differences between the terms.

A **presenter** introduces information to the group as a one-way flow of information. A **facilitator** assists the group to make activities easier, or more focused, but is not a part of the results or outcome. A **trainer** combines both these techniques to deliver knowledge and build skills on a specific topic.

A training design may use a variety of techniques and activities to assist in achieving a purpose. Through intentional and thoughtful placement of activities, techniques, and information, the trainer helps participants understand information and concepts, and improve skills on the training topic.

Trainer Functions

If the trainer is serving the community by providing training or leading group activities, there are several important roles that the trainer may be expected to fulfill.

Roles:

- **Informing** the audience about the topic, expectations of their participation, and sometimes about him/herself.
- **Setting ground rules** and establishing norms for the group. The trainer will determine whether the audience needs to establish guidelines for participation and behavior. The trainer is also the gatekeeper to assure that the ground rules are followed.
- **Setting the tone** for what is to come. How an individual works in the training environment with the participants, as well as their levels of comfort and trust, will determine how well an open sharing of feelings and ideas is established. Creating this atmosphere will encourage participants to take healthy risks.
- **Role modeling** the behavior the trainer seeks from participants by “walking the talk.” If the trainer is warm, friendly, and open to other’s thoughts and feelings, they are more likely to respond in kind.
- **Observing** what is happening with the group. Are they comfortable and participating, quiet and introspective, or drifting into side conversations? How will the trainer adjust to accomplish the goal of the training?
- **Providing closure** to allow any emotional difficulties that arose to be adequately addressed to prevent individuals from leaving in a more vulnerable state than when they arrived.
- **Debriefing**, whether alone or with a co-trainer, to determine what went well and what did not. How will the trainer make changes to better support what worked and take active steps to improve what did not work as intended?

Setting Ground Rules

Setting ground rules can help participants feel they have an equal and respected voice in the group process. It

is important to set boundaries when there is concern about the behavior of some participants. Ground rules can also establish expectations of increasing participation of the group's members.

Ground rules are generally most effective when they are based on common sense and when participants have served a role in determining them. This can be a simple facilitation for the trainer or group leader. The ground rules can be written down if needed and posted for all to see, including new members who may not have participated in the initial discussion. The trainer or group leader may prompt the group with some examples, or may establish the ground rules for the group.

For instance, sample ground rules could include:

- Be on time.
- Do not interrupt when others are speaking.
- All opinions are valid.
- Listen with an open heart and mind.
- Be positive, proactive, and productive.
- Treat others with honor and respect.

You may want to plan ahead for the kinds of ground rules that may best serve the participants, the training goals, and the learning environment.

Providing Effective Feedback

Whether giving feedback to an individual or a group, be attentive to all aspects of communication to better assure it is received as respectful, thoughtful and helpful. How a person speaks, the words chosen, body language, and timing can all greatly impact how well the feedback is accepted.

Effective feedback uses "I" statements (I think, I feel, I want, I need...). Feedback should be:

- Specific instead of general, with detailed information that can aid in making a difference.
- Descriptive instead of judgmental, suggesting what and where things might be changed rather than simply what is liked or not liked.
- Directed to behavior that can actually be changed.
- Provided when it can be most useful – often as immediately as possible when things are fresh in the mind.
- Checked to assure it was not misunderstood, but received in the way intended.
- Positive, proactive, and productive to encourage the person or the group to healthy personal growth.

Trainer Tips

There are many things the trainer can do to continually improve his or her skills as a presenter, facilitator, or trainer. Consider the following lists as "cheat sheets," tips to help improve upon the preparation, focus, and effectiveness. The trainer is not going to be able to prepare for the unexpected, but can be well prepared to conduct the activity successfully.

Before the Event

As the trainer prepares for and carries out the activity, consider how to:

1. Initiate the activity.
2. Effectively introduce yourself.

3. Clearly state the purpose for which everyone is gathered.
4. Maintain an effective pace to hold interest.
5. Change topics or activities effectively.
6. Address questions that may arise.
7. Address any distractions that may interfere with group focus.
8. Share knowledge with the participants.
9. Share real-life examples to reinforce topics being taught.
10. Share time with co-trainers or other leaders in conducting the group activities.
11. Engage the participation of all involved.
12. Wrap up training on a positive note.

As the trainer anticipates promoting the event:

- Has the trainer gotten all the necessary approvals to hold the event?
- What is the purpose for having this training, activity, or workshop?
- Who is the targeted audience? How many?
- Will the trainer offer incentives for attending?
- Will the trainer provide childcare, transportation, a meal, or snacks?
- How will the trainer advertise the activity or event?
- How emotionally involved (or troubled) might the participants become?
- How will the trainer prepare ahead of time in the event that someone becomes emotionally distraught as a result of the activity (e.g., access to counselors or appropriate hotline numbers).

When setting up the room:

- How will the trainer want the seating arranged for the activities planned?
- Will tables be needed for certain activities but not others?
- Is the lighting adequate for what is planned? Does the trainer know how to operate it?
- Are restrooms easily accessible?
- Is there space to provide food or beverages without interfering with the activity?
- Is there space for someone to process something emotionally troubling without being in front of everyone in the room?

What are the supplies needed to successfully complete the activity?

- Flip chart and markers?
- Projector?
- Projection screen?
- Tissue?
- Extra pens or writing paper?
- Other things specific to the activity?

At the Event

As the trainer welcomes everyone and prepares to begin the activity:

- How will the trainer welcome everyone?
- Are introductions needed so everyone can get to know each other?
- Does the training begin with some form of an icebreaker activity?
- Is everyone clear on why they are here? What are the goals and objectives for their participation?

- Does the trainer need to establish ground rules for behavior or participation?

As the trainer conducts the activity:

- Is everyone clear on what is expected?
- Is there anyone who might need additional help or encouragement to participate?
- How emotionally involved do participants appear to be? Does anyone appear to be in need of some emotional support as a result of the activity or training?
- How does the trainer bring the activity to a successful close?

Following the activity:

- How does everyone feel about what just happened?
- Did everyone understand the lesson(s) as intended?
- Who had different perspectives about what happened?
- Does the trainer need to point out things that the group may have missed?
- Can the participants apply what they have learned to their own lives?
- Is there another event or activity to promote before everyone leaves?

Getting the Most from Participating

Whether providing a workshop, activity, or training, here are some tips to share with the participants to help them gain the maximum value from participating.

- Have a goal in participating. What do they want to learn or gain?
- Meet other people. Hearing other perspectives can help us clarify our own perspectives.
- Participate in the activity. Some of us learn by watching, but more of us learn by doing.
- Take notes. Read them later to reinforce what was learned or to see if things are understood differently, perhaps better, after they were written.
- Relate what you are learning to your own life. Compare what is being shared to what you have experienced growing up, at home, or at work. This helps to reinforce the lessons.
- Ask questions. If you are unsure or unclear, ask questions for clarity.
- If you have learned something new that can make a positive difference in your life, figure out how you can do something about it right away. What is one thing that you could do before the day is over to make a difference?

Healthy Relationship/Healthy Marriage Idea Guide



HEALTHY RELATIONSHIP/HEALTHY MARRIAGE IDEA GUIDE

There is no typical traditional or cultural way of teaching about becoming a couple, but there are some general principles many native people can identify.

For many, the traditional village was a group of inter-related families living together and helping to take care of each other. As a young person growing up in this community, there was an understanding that each young person would eventually find a mate outside of his/her family, clan, or village. Whether through arranged marriage or by choice, this served many useful purposes. It widened the gene pool, decreased the possibilities for war by connecting us as extended family to other communities around us, and increased our opportunities or areas for hunting, fishing, or gathering.

While role modeling was one of the primary mechanisms for teaching young people about healthy relationships, there were also many cultural practices in everyday life. For example, among some tribes of the Pacific Northwest, when a man finds a mate, he must spend four seasons in her village learning all he can about her family history, language, social practices, value systems, songs, medicines, spiritual ways, and so forth. At the end of those first four seasons, she returns with him to spend four seasons in his village, learning everything she can about him, his people, and their way of being. At the end of the eight seasons the couple must make a choice about which village will be their permanent home. They would then follow the ways of this village, keeping the cultural practices of this community intact. This helped assure a harmonious relationship between the couple. Many tribal cultures passed down numerous teachings, through story, about how a couple should behave and why. These stories were typically based on watching animals and helped to illustrate behaviors that might occur in a relationship. Stories of Mink might teach us about appropriate (or inappropriate) sexual behavior. Stories of Eagle might teach us about staying with our mates. Stories of Wolf could teach us about working together to raise a family. Stories of Raven might teach us what happens if we do not heed these teachings.

Unfortunately, where many tribal people or tribal communities became disconnected from these traditional teachings, they also became disconnected from the values and principles involved. These principles could provide valuable insight into developing and maintaining healthy and successful relationships today. The two agendas that follow provide examples of a four-hour workshop and a full-day workshop.

Healthy Relationship/Healthy Marriage Idea Guide

4-Hour Agenda

Trainer Agenda

8:00 Welcome everyone to the workshop. Open in a culturally appropriate way. Allow for introductions where necessary. Begin with an icebreaker/energizer activity to gain focus, build energy and participation, and set the tone for the workshop.

8:15 Topic: What We've Learned

Begin with a large group discussion of the question, "Where and how did we learn about relationships?" Encourage participation from around the room and capture input on a flip chart. Discuss the *Characteristics of Life Experiences* (handout) and share real-life experiences. Individually, have everyone complete the *Trauma Web* (activity). As a large group, process some of the thoughts or feelings that come from the activity.

9:45 Break

10:00 Topic: Gender Differences

In a large group, lead a discussion about *Hunters and Gatherers* (handout) to assure that everyone understands the concept of gender difference affecting behavior. Breaking into small groups, have everyone discuss their own experiences of these gender difference impacts. Bring the groups back together and have each group share their experiences.

10:30 Topic: Healthy Conflict Resolution/Healthy Communication

Guide a large group discussion of *What is Conflict?* (handout), followed by *The Seven Fs of Conflict* (handout), and *Coyote Language* (activity). Moving into different small groups, have each group identify at least five other examples of Coyote Language happening around them. Bring the groups back together and have everyone share their examples. Finish the topic by sharing *Collaborative Conflict Resolution* (handout).

11:30 Topic: Summary and Homework

Check for questions or needed group discussion of everything covered today. Have the group discuss the characteristics of a healthy relationship. Have participants complete *Three Steps to Changing a Habit* (handout). Provide any other tips or information to be shared, including follow-up activities if you have any to present. Conclude by having everyone select one thing they can do differently during the remainder of the day to begin creating positive and proactive change.

12:00 Closing

Healthy Relationship/Healthy Marriage Idea Guide
4-Hour Agenda
Participant Agenda

8:00 Welcome
Introductions
Icebreaker

8:15 Topic: What We've Learned
Where and how did we learn about relationships?
Characteristics of Life Experiences (handout)
Trauma Web (activity)

9:45 Break

10:00 Topic: Gender Differences
Hunters and Gatherers (handout)

10:30 Topic: Healthy Conflict Resolution/Healthy Communication
What is Conflict? (handout)
The Seven Fs of Conflict (handout)
Coyote Language (activity)
Collaborative Conflict Resolution (handout)

11:30 Topic: Summary and Homework
Three Steps to Changing a Habit (handout)

12:00 Closing

Healthy Relationship/Healthy Marriage Guide

Full-day Agenda

Trainer Agenda

9:00 Welcome everyone to the workshop. Open in a culturally appropriate way. Allow for introductions where necessary. Begin with an icebreaker/energizer activity to gain focus, build energy and participation, and set the tone for the workshop.

9:15 Topic: What We've Learned

Begin with a large group discussion of the question, "Where and how did we learn about relationships?" Encourage participation from around the room and capture input on a flip chart. Discuss the *Characteristics of Life Experiences* (handout), sharing real-life experiences of the behaviors. Individually, have everyone complete the *Trauma Web* (activity). As a group, process the thoughts or feelings that come from the activity.

10:45 Break

11:00 Topic: Gender Differences

In a large group, lead a discussion about *Hunters and Gatherers* (handout) to assure that everyone understands the concept of gender difference affecting behavior. Breaking into small groups, have everyone discuss their own experiences with these gender difference impacts. Bring the room back together and have groups check in with each other about these experiences. As a large group, review and discuss *Giving Effective Feedback* (handout).

12:00 Lunch

1:30 Topic: Healthy Conflict Resolution

Begin with a discussion about the different causes of conflict with *What is Conflict?* (handout). Then discuss various habits we bring into conflict as *The Seven Fs of Conflict* (handout). Guide participants as they individually complete the questionnaire *Your Behavior During Conflict* (activity). Upon completing the activity, discuss the results as a group. Complete the topic by sharing *Collaborative Conflict Resolution* (handout).

2:30 Topic: Healthy Communication

Open the topic with discussion of *Coyote Language* (activity). Moving into different small groups, have each group identify at least five other examples of Coyote Language happening around them. Bring the groups back together and have everyone share their examples. Individually, have participants complete *Listening Self-evaluation* (activity) and discuss their results with the person next to them. As a large group, review the *Six Words for Clear Communication* (handout).

3:15 Break

3:30 Topic: Being A Couple

Tape flip chart pages around the room labeled at the top with the eight topics of the *Relationship Roadmap* (activity). Divide the group into smaller groups of 4-6 people each. Have each group

brainstorm at each of the lists, discussing the topic and writing their answers for 3-5 minutes before moving to the next page. After each group has had a turn at each list, have everyone return to their seats and as a large group, review and discuss the lists that were created. Encourage participants to do a more detailed personal version of the exercise at home. Have the group discuss the characteristics of a healthy relationship.

4:30 Topic: Life in Balance

Have everyone complete *Finding Balance* (activity) individually. As a group, discuss where different people placed their different priorities and why. To complete the day have people individually complete *Three Steps to Changing a Habit* (handout) as homework to take with them.

5:00 Closing

Healthy Relationship/ Healthy Marriage Guide

Full-day Agenda Participant Agenda

- 9:00** Welcome
Introductions
Icebreaker
- 9:15** Topic: What We've Learned
Where and how did we learn about relationships?
Characteristics of Life Experiences (handout)
Trauma Web (activity)
- 10:45** Break
- 11:00** Topic: Gender Differences
Hunters and Gatherers (handout)
Giving Effective Feedback (handout)
- 12:00** Lunch
- 1:30** Topic: Healthy Conflict Resolution
What is Conflict? (handout)
The Seven Fs of Conflict (handout)
Your Behavior During Conflict (activity)
Collaborative Conflict Resolution (handout)
- 2:30** Topic: Healthy Communication
Coyote Language (activity)
Listening Self-evaluation (activity)
Six Words for Clear Communication (handout)
- 3:00** Break
- 3:30** Topic: Being A Couple
Relationship Roadmap (activity)
- 4:30** Topic: Life in Balance
Finding Balance (activity)
Three Steps to Changing a Habit (handout)
- 5:00** Closing

Family Preservation Idea Guide



FAMILY PRESERVATION IDEA GUIDE

Passed down through untold generations, our traditions teach there are certain ways of behaving and working together as a community leading to healthy, successful communities in balance. Among these teachings are lessons about the differing roles and responsibilities of men and women – as a couple and as parents.

These teachings reflect all areas of daily life. Who hunted? Who gathered? Who crafted needed goods? Who taught the children? Who guided the spirit? Who was responsible for each facet of the community? Each person in the village learned the same stories and teachings, and as a response to these shared teachings, behaved in similar ways.

With thousands of tribal villages across the continent and hundreds of different ideas about what makes a successful community, there is no typical village setting. There are, however, many teachings about family that most native people seem comfortable in identifying with. Among them, women were honored and valued for their gift of bringing new life into the world. Many tribes placed additional responsibilities upon men to balance the pain of childbirth.

The men were likely the hunters. They were not only responsible for preparing their hunting tools, but also responsible for physically, mentally and spiritually preparing themselves for the hunt. The women were likely the gatherers. They monitored the seasons and gathered medicines, roots, berries, and other items at the appropriate time of year. The men were responsible for teaching young boys the lessons they needed to transition from childhood to manhood. The women were responsible for teaching young girls the lessons they needed to transition from childhood to womanhood.

Differing male and female roles brought balance to the family and were respected. Men and women counted on each other to maintain a healthy and successful community.

“The families lived together. The people respected and cared for their elders. The aunties, the uncles, and the grandparents helped watch over the children. Life’s teachings were passed from one generation to the next. The children were raised to be productive members of the village, ready to lead the next generations...”

-Pam and Gordon James, from the play “Humpie Season”.

The two agendas that follow provide examples of a four-hour workshop and a full-day workshop.

Family Preservation Idea Guide

4-Hour Agenda

Trainer Agenda

8:00 Welcome everyone to the workshop. Open in a culturally appropriate way. Allow for introductions where necessary. Begin with an icebreaker/energizer activity to gain focus, build energy and participation, and set the tone for the workshop.

8:15 Topic: Our History

Begin with a large group exercise, *Culture Walk* (activity) to demonstrate that many participants have similar experiences. Lead a discussion based on the *Characteristics of Life Experiences* (handout), sharing real-life experiences of the behaviors. Individually, have everyone complete the *Trauma Web* (activity). As a group, process the thoughts and feelings that come from the activity.

9:45 Break

10:00 Topic: Moving Forward

Guide a group discussion of the *Seven Gifts* (handout). Explore what different parts mean to the group and how participants may be implementing these elements into their families. Brainstorm as a group how everyone might incorporate more of these teachings into a balanced life.

10:45 Topic: Walking in Two Worlds in a Good Way

Have the group discuss what a healthy community could look like to begin brainstorming for the next activity. Divide the participants in the way deemed appropriate to *Draw a Healthy Community* (activity). Provide the needed supplies and encourage the creativity of the participants. Complete the activity by having each person, family, or small group take turns and share their vision with the rest of the group.

11:45 Topic: Homework

To complete the day, have people individually complete *Three Steps to Changing a Habit* (handout) as homework to take with them.

12:00 Closing

Family Preservation Idea Guide
4-Hour Agenda
Participant Agenda

8:00 Welcome
Introductions
Ice Breaker

8:15 Topic: Our History
Culture Walk (activity)
Characteristics of Life Experiences (handout)
Trauma Web (activity)

9:45 Break

10:00 Topic: Moving Forward
Seven Gifts (handout)

10:45 Topic: Walking in Two Worlds in a Good Way
Draw a Healthy Community (activity)

11:45 Topic: Homework
Three Steps to Changing a Habit (handout)

12:00 Closing

Family Preservation Idea Guide

Full-day Agenda

Trainer Agenda

9:00 Welcome everyone to the workshop. Open in a culturally appropriate way. Allow for introductions where necessary. Begin with an icebreaker/energizer activity to gain focus, build energy and participation, and set the tone for the workshop.

9:15 Topic: Our History

Begin with a large group exercise, *Culture Walk* (activity) to demonstrate that many participants have similar experiences. Lead a discussion on the *Characteristics of Life Experiences* (handout), sharing real-life experiences of the behaviors. Individually, have everyone complete the *Trauma Web* (activity). As a group, process the thoughts and feelings that come from the activity.

10:30 Break

10:45 Topic: Gender Differences

In a large group, lead a discussion about *Hunters and Gatherers* (handout) to assure that everyone understands the concept of gender difference affecting behavior. Breaking into small groups, have everyone discuss their own experiences. Bring the room back together and have groups check in with each other about these experiences. As a large group, review and discuss *Giving Effective Feedback* (handout).

11:15 Topic: Healthy Conflict Resolution

Begin with a discussion about the different causes of conflict with *What is Conflict?* (handout). Then discuss various habits we bring into conflict as *The Seven Fs of Conflict* (handout). Guide participants as they individually complete the questionnaire *Your Behavior During Conflict* (activity). Depending upon the preparedness of the trainer, the group, and the setting, this may be an opportunity to discuss the impacts of family violence. Upon completing the activity, discuss the results as a group. Complete the topic by sharing *Collaborative Conflict Resolution* (handout).

12:00 Lunch

1:00 Topic: Healthy Communication

Open the topic with discussion of *Coyote Language* (activity). Moving into different small groups, have each group identify at least five other examples of coyote language happening around them. Bring the groups back together and have everyone share their examples. Individually, have participants complete *Listening Self-evaluation* (activity), and discuss their results with the person next to them. As a large group, review the *Six Words for Clear Communication* (handout).

1:45 Topic: Moving Forward as a Family

Guide a group discussion of *Positive Parenting* (handout) and the *Seven Gifts* (handout). Explore what the different parts mean to the group and how participants are implementing these elements into their families. Brainstorm as a group to encourage everyone to incorporate more of these teachings into a balanced life. Discuss how this might apply in different family settings (e.g., grandparents raising

grandchildren, single parent families, absentee parents, etc.).

2:15 Topic: Being a Family

Tape flip chart pages around the room labeled at the top with the eight topics of the *Relationship Roadmap* (activity). Divide the group into smaller groups of 4-6 people each. Have each group brainstorm at each of the lists, discussing the topic and writing their answers for 3-5 minutes before moving to the next page. After each group has had a turn at each list, have everyone return to their seats and as a large group, review and discuss the lists that were created. Encourage participants to do a more detailed personal version of the exercise at home. As a large group, discuss the information written on the flip charts. How does everyone feel about the written comments? Following the discussion of the topic, “Family-Wise,” initiate a large group discussion on, “What does a family look like today?”

3:00 Break

3:15 Topic: Walking in Two Worlds in a Good Way

Have the group discuss what a healthy community could look like to begin brainstorming for the next activity. Divide the participants in the way deemed appropriate to *Draw a Healthy Community* (activity). Provide the needed supplies and encourage the creativity of the participants. Complete the activity by having each person, family, or small group take turns and share their vision with the rest of the group.

4:15 Topic: Life in Balance

Have everyone complete *Finding Balance* (activity) individually. As a group, discuss different ideas about balancing these priorities, and how this impacts the preservation of the family.

4:45 Topic: Homework

To complete the day have people individually complete *Three Steps to Changing a Habit* (handout) as homework to take with them.

5:00 Closing

Family Preservation Idea Guide
Full-day Agenda
Participant Agenda

- 9:00** Welcome
Introductions
Ice Breaker
- 9:15** Topic: Our History
Culture Walk (activity)
Characteristics of Life Experiences (handout)
Trauma Web (activity)
- 10:30** Break
- 10:45** Topic: Gender Differences
Hunters and Gatherers (handout)
Giving Effective Feedback (handout)
- 11:15** Topic: Healthy Conflict Resolution
What is Conflict? (handout)
The Seven Fs of Conflict (handout)
Your Behavior During Conflict (activity)
Collaborative Conflict Resolution (handout)
- 12:00** Lunch
- 1:00** Topic: Healthy Communication
Coyote Language (activity)
Listening Self-evaluation (activity)
Six Words for Clear Communication (handout)
- 1:45** Topic: Moving Forward as a Family
Positive Parenting (handout)
Seven Gifts (handout)
- 2:15** Topic: Being a Family
Relationship Roadmap (activity)
- 3:00** Break
- 3:15** Topic: Walking in Two Worlds in a Good Way
Draw a Healthy Community (activity)
- 4:15** Topic: Life in Balance
Finding Balance (activity)
- 4:45** Topic: Homework
Three Steps to Changing a Habit (handout)
- 5:00** Closing

Fatherhood Idea Guide



FATHERHOOD IDEA GUIDE

Men and women often had clearly defined expectations within culture and traditions of the community, both having valued responsibilities for their contribution to the relationship, family, and community. Fulfilling these roles and responsibilities helped the village not only survive, but to flourish, and balance was critical in this endeavor.

The adult males were role models for the younger men. They held a responsibility to teach the lessons needed to become productive and valued members of the community. In turn, the young men were the role models for the younger boys. As babies transitioned into boys, boys into young men, and young men into mature adults, additional teachings and expectations were added along the way.

From the earliest years of contact between tribal and non-tribal people on this continent, there has been a continuing effort to assimilate native people to a different way of being. Many tribal peoples have been forcibly removed from their traditional lands, forced to change their traditional lifestyles, often punished for speaking their own language or for practicing their cultural ways. These and other traumatic experiences often involved a breakdown in traditional family systems of tribal community.

After untold generations have passed down the teachings about the balanced and respected roles of men and women from one generation to the next, families were being disrupted and disintegrated, which interfered with the successful transfer of knowledge. As a result, many tribal peoples became assimilated into a European mindset that typically placed men in dominant positions and women in significantly subservient roles. The teachings of one generation were not effectively passed on to the next and many parents found themselves unable to teach their children traditions of healthy behavior between men and women.

This assimilation often created a different thought process that reflected subsequent lifestyle changes. Many native people experienced young children sent to distant off-reservation boarding schools, were relocated to live adjacent to and serve the needs of mission settlements, and were forced into non-traditional roles, such as miners, farmers, and ranchers. These and many other disruptions to the traditional native family system disconnected men and women from their traditional roles and imposed different beliefs about the balance and respect between men and women.

While the experiences may have been different from one person or one community to the next, we do know that when faced with a traumatic experience, a person's behavior may change. And without some form of healing intervention, a person's behavior may become something more negative, or even dysfunctional. Today, many native families suffer significant dysfunction as many native men are not fulfilling some or all of their roles as healthy fathers helping to raise healthy families.

The two agendas that follow provide examples of a four-hour workshop and a full-day workshop.

Fatherhood Idea Guide
4-Hour Agenda
Trainer Agenda

8:00 Welcome everyone to the workshop. Open in a culturally appropriate way. Allow for introductions where necessary. Begin with an icebreaker/energizer activity to gain focus, build energy and participation, and set the tone for the workshop.

8:15 Topic: Our History

Begin with a group exercise, *Culture Walk* (activity), adjusting the topics to fit the fathers in the community and to demonstrate that many participants have similar experiences. Lead a discussion on the *Characteristics of Life Experiences* (handout), sharing real-life experiences of the behaviors. Individually, have everyone complete the *Trauma Web* (activity). As a group, process the thoughts and feelings that come from the activity.

9:45 Break

10:00 Topic: Healthy Conflict Resolution/Healthy Communication

Begin with a lecture about the different causes of conflict with *What is Conflict?* (handout). Then discuss various habits we bring into conflict as *The Seven Fs of Conflict* (handout) and *Coyote Language* (activity). Pairing up participants, have each pair identify at least five other examples of Coyote Language. Bring the group back together and have everyone share their examples. Finish the topic by sharing *Collaborative Conflict Resolution* (handout).

10:45 Topic: Moving Your Family Forward

Guide a group discussion of *Positive Parenting* (handout) and *Loving Discipline* (handout). Explore what the different parts mean to the group, and how fathers may apply these concepts with their children. Brainstorm as a group how everyone might incorporate more of these teachings with their children.

11:45 Topic: Homework

To conclude the day, have people individually complete *Three Steps to Changing a Habit* (handout) to take with them.

12:00 Closing

Fatherhood Idea Guide
4-Hour Agenda
Participant Agenda

- 8:00** Welcome
Introductions
Icebreaker
- 8:15** Topic: Our History
Culture Walk (activity)
Characteristics of Life Experiences (handout)
Trauma Web (activity)
- 9:45** Break
- 10:00** Topic: Healthy Conflict Resolution/Healthy Communication
What is Conflict? (handout)
The Seven Fs of Conflict (handout)
Coyote Language (activity)
Collaborative Conflict Resolution (handout)
- 10:45** Topic: Moving Your Family Forward
Positive Parenting (handout)
Loving Discipline (handout)
- 11:45** Topic: Homework
Three Steps to Changing a Habit (handout)
- 12:00** Closing

Fatherhood Idea Guide
Full-day Agenda
Trainer Agenda

9:00 Welcome everyone to the workshop. Open in a culturally appropriate way. Allow for introductions where necessary. Begin with an icebreaker/energizer activity to gain focus, build energy and participation, and set the tone for the workshop.

9:15 Topic: Our History

Begin with a group exercise, *Culture Walk* (activity), adjusting the topics to fit the fathers in the community and to demonstrate that many participants have similar experiences. Lead a discussion on the *Characteristics of Life Experiences* (handout), sharing real-life experiences of the behaviors. Individually, have everyone complete the *Trauma Web* (activity). As a group, process the thoughts and feelings that come from the activity.

10:15 Break

10:30 Topic: Healthy Conflict Resolution

Begin with a lecture about the different causes of conflict with *What is Conflict?* (handout). Then discuss various habits we bring into conflict as *The Seven Fs of Conflict* (handout). Guide participants as they individually complete the questionnaire *Your Behavior During Conflict* (activity). Upon completing the activity, discuss the results as a group. Complete the topic by sharing *Collaborative Conflict Resolution* (handout).

11:15 Topic: Healthy Communication

Open the topic with discussion of *Coyote Language* (handout). Moving into different small groups, have each group identify at least five other examples of Coyote Language happening around them. Bring the groups back together and have everyone share their examples. Individually, have participants complete *Listening Self-evaluation* (activity), and discuss their results with the person next to them. As a large group, review the *Six Words for Clear Communication* (handout).

12:00 Lunch

1:00 Topic: Moving Your Family Forward

Guide a group discussion of *Positive Parenting* (handout) and *Loving Discipline* (handout). Explore what the different parts mean to the group, and how fathers may apply these concepts with their children. Brainstorm as a group to determine how everyone might incorporate more of these teachings with their children.

2:15 Topic: Passing Down Your Values

Begin the topic with a guided group discussion of the *Seven Gifts* (handouts). This will lead into the next exercise.

2:45 Break

3:00 Topic: Passing Down Your Values (continued)

Tape flip chart pages around the room labeled at the top with the eight topics of the *Relationship Roadmap* (activity) – considering what it is they want to teach their children in each of these areas. Divide the room into smaller groups of 4-6 people each. Have each group brainstorm at each of the lists, discussing the topic and writing their answers for 3-5 minutes before moving to the next page. After each group has had a turn at each list, have everyone return to their seats and as a large group, review and discuss the lists that were created. As a group, discuss the *Roadmap* exercise and what fathers may be taking away from it. Encourage fathers to do a more detailed personal version of the exercise at home.

4:00 Topic: Life in Balance

Have everyone complete *Finding Balance* (activity) individually. As a group, discuss different ideas about balancing these priorities, and how this impacts the preservation of the family.

4:30 Topic: Homework

To conclude the day, have people complete *Three Steps to Changing a Habit* (handout). This will be the plan they can immediately begin applying to raising their children.

5:00 Closing

Fatherhood Idea Guide
Full-day Agenda
Participant Agenda

- 9:00** Welcome
Introductions
Icebreaker
- 9:15** Topic: Our History
Culture Walk (activity)
Characteristics of Life Experiences (handout)
Trauma Web (activity)
- 10:15** Break
- 10:30** Topic: Healthy Conflict Resolution
What is Conflict? (handout)
The Seven Fs of Conflict (handout)
Your Behavior During Conflict (activity)
Collaborative Conflict Resolution (handout)
- 11:15** Topic: Healthy Communication
Coyote Language (activity)
Listening Self-evaluation (activity)
Six Words for Clear Communication (handout)
- 12:00** Lunch
- 1:00** Topic: Moving Your Family Forward
Positive Parenting (handout)
Loving Discipline (handout)
- 2:15** Topic: Passing Down Your Values
Seven Gifts (handout)
- 2:45** Break
- 3:00** Topic: Passing Down Your Values (continued)
Relationship Roadmap (activity)
- 4:00** Topic: Life in Balance
Finding Balance (activity)
- 4:30** Topic: Homework
Three Steps to Changing a Habit (handout)
- 5:00** Closing

HANDOUTS, SUPPLEMENTAL HANDOUTS, ACTIVITIES, AND ICEBREAKERS

As the trainer chooses to modify the included partial-day and full-day agendas, the Handouts, Activities, and Icebreakers may be used as recommended below. Included is an additional list of handouts not found in the agendas; trainers may use these as they see fit. Handouts and Activities are listed in the approximate order referenced in the agendas, although none of the agendas incorporate all the titles below.

Handouts	Healthy Relationships	Family Preservation	Fatherhood
Characteristics of Life Experiences	X	X	X
Hunters and Gatherers	X	X	
Giving Effective Feedback	X	X	
What is Conflict?	X	X	X
The Seven Fs of Conflict	X	X	X
Collaborative Conflict Resolution	X	X	X
Six Words for Clear Communication	X	X	X
Positive Parenting		X	X
Loving Discipline			X
Seven Gifts		X	X
Three Steps to Changing a Habit	X	X	X
Activities			
Culture Walk		X	X
Trauma Web	X	X	X
Your Behavior During Conflict	X	X	X
Coyote Language	X	X	X
Listening Self-evaluation	X	X	X
Relationship Road Map	X	X	X
Draw a Healthy Community		X	
Finding Balance	X	X	
Icebreakers – may be introduced to the participants when and where appropriate.			
Moving It			
Name Writing			
Moose, Mouse, and Salmon			
Switch			
Fire in the Hole			
Creating Music Together			

Handouts



Characteristics of Life Experiences

In 1979, Jane Middleton-Moz and Lorie Dwinell identified the following 21 characteristics adult children of alcoholics may exhibit. These characteristics may also be exhibited by anyone that has suffered any painful experience. Because of our unique experiences growing up, we all react differently to different traumatic events in our lives. In fact, what one person finds to be extremely traumatic, another person may not find traumatic at all. Without healing intervention of some kind, when traumatic experiences happen in our lives our behavior may be affected and we may begin to exhibit some of these characteristics.

1. **Fear of trusting.** Some people grew up believing that others are unpredictable and cannot be trusted. They found when trusting others, they were let down and hurt. These people may have great difficulty in trusting others or trusting that their feelings or needs will be taken care of.

2. **Continuing sense of guilt.** Some survivors of trauma believe they caused the trauma in their lives and are responsible for the behavior and actions of others. They generally won't do anything to "rock the boat" for fear that they will be blamed for any failure, but this also means they will not take an opportunity to create positive change.

3. **Hyper-responsibility or chronic irresponsibility.** Some people become extremely responsible at an early age, the "20-year-old-eight-year-old." These individuals often feel if they do not take responsibility for getting everything accomplished, it will not get done. Conversely, some have learned not to accept responsibility for anything. That way, if anything goes wrong, "It was not my fault. You cannot blame me for anything."

4. **Perfectionist.** Depending upon the trauma, some individuals grew up believing they must do everything perfectly. They developed a fear of making mistakes or doing something wrong because when mistakes were made previously, there were severe consequences. They may spend way too much time on inconsequential details, drawing attention away from other important issues.

5. **Counter-dependence or fear of dependency.** Some people may learn through experiences that, "I do not need to depend on you, I can do it myself," while some may learn to fear depending on others and, as a result, will not share responsibilities or emotions.

6. **Need to be in control.** Because of feelings of not having any control of life in younger years, some people overcompensate in later years by wanting to control everything. This can lead to micro-managing, overbearing parenting, etc.

7. **Difficulty hearing positives.** Because of poor self-images, some individuals have difficulty accepting positive feedback from others, asking themselves, "What do they really want?" or feel pain or loss upon hearing others speak positively about them.

8. **Overachievement or underachievement.** Individuals may try to improve their self-esteem and sense of not being loved by seeking praise for accomplishments. This could be getting good grades in school, joining every club and excelling in sports, or spending extra time at work and volunteering for every committee. Conversely, some may attempt to do very little so they cannot fail and cannot be blamed for anything.

9. **Poor self-images.** If people internalize the abuse, neglect, or emotional distance that others direct toward them, self-images may be damaged, feeling they just are not good enough. This could greatly impact motivation to accomplish positive things.

10. **Compulsive behaviors.** Some individuals become alcoholics or workaholics, compulsive gamblers, over-

eaters, over-spenders, or behave in other compulsive and unhealthy ways. These behaviors are often avoidance to feeling grief and pain from the past traumas.

11. **Need to be right.** Sometimes the need to feel loved is replaced with the need to be right. People may fear being wrong or inappropriate because of baggage from the past. Sometimes being right is more important than relating well with others.

12. **Denial.** Through denial people protect themselves by ignoring the pain of reality, choosing denial over dealing with issues concerning those around us, because that may lead to the end of a relationship and feelings of abandonment and failure.

13. **Fear of conflict and anger.** Avoiding conflict often develops due to fears of the consequences or fear of an individual's own unexpressed rage. This could include isolating from others or always accepting blame, but ultimately losing that person's own identity in the process.

14. **Chaos junkies.** If chaos was the norm growing up, some people find themselves more comfortable with chaos and conflict than with peace and cooperation. Some use chaos to hide from other feelings and some choose professions that are always dealing with chaos.

15. **Fear of feeling.** Some people were not able to safely express or allow feelings, because if they did, getting hurt or abandoned was a result. They learned to withhold feelings or lost the ability to feel or express emotions. Without intervention, they may continue to act cold or emotionless today.

16. **Frequent periods of depression.** Depression is when expectations are not met and individuals begin to believe that they never will be. Eventually feelings of anger or disappointment are turned inward against oneself and may show as symptoms of depression.

17. **Fear of intimacy.** We may have learned that intimacy leads to being emotionally or physically hurt. We may become unwilling to feel close to anyone and find ourselves pushing others away.

18. **Fear of incompetence.** This may also be called the "impostor syndrome" when one begins to believe that if people really knew them, they would not like them. This person may act in ways that do not feel true to his/her nature, putting on a false face hoping to be more acceptable to others.

19. **Hypersensitivity to the needs of others.** Some learned to make life safer by being extremely aware of the changing moods of others. These individuals may scrutinize the behaviors of others in an attempt to predict how they will behave next. This affects one's ability to focus on other issues.

20. **Repetitive relationship patterns.** This may be an attempt to recreate the painful experiences of childhood by returning to what was normal. This could also be a reflection of feelings of low self-esteem. Individuals may look to find or create unhealthy relationships over and over.

21. **Inability to relax or let go and have fun.** When others were playing and having fun, some children were learning to survive in difficult situations. Not only did they not learn how to relax and play, but may have a fear of doing so.

Hunters and Gatherers

-Recognizing Gender Differences-

If we make the analogy of men as hunters and women as gatherers, many aspects of our collective behavior seem to make more sense. Understanding this analogy provides insight of some current generalized differences between men and women. If we can recognize what it takes to be a successful hunter or gatherer, many interesting correlations can be made when learning to understand each other.

If we consider men as hunters, this generally solitary activity takes place in nature and away from the confines of the village. The hunter must be silent and well focused upon the task at hand. Becoming distracted could result in loss of prey, which could lead to people going hungry. The hunter is defined by his ability to hunt and it is essential that he excel in his task. Through his hunting experiences, he has found successful techniques and he sticks with them.

If we were to convert this into modern behavior today, we may find that men tend to be silent or less talkative. We may also find that men become so focused upon a task that they tune out other things going on around them. We may see that men define themselves by their accomplishments and feel the need to excel at something to reflect their sense of value. We may find that men develop routines based on a previous success and then they stick with it. Does any of this seem familiar?

If we consider women as gatherers, this was usually a group activity where young children were not only included in the activity, but were also cared for simultaneously. This is no surprise as these women were breast-feeding their children as they gathered. They had to keep an eye out for potential danger, but did not need to be silent like the hunters. The day was spent in cooperation as gatherers shared the activity and shared conversation. If we were to convert this style of thinking into modern behavior, we may find that women are much more comfortable communicating than men, and are willing to share in greater detail. We see women as highly capable in multi-tasking, able to accomplish many activities at the same time – different from men. Women accept the major role in watching the young children – different from men. Women are more cooperative working in a group setting – different from men. Does any of this seem familiar?

Men and women approach problems differently, seek solutions differently, express love and affection differently, think about things differently, perceive things differently, and prioritize differently. As we acknowledge that these differences are normal and supposed to be there, we gain insight into how we may better relate to our partners. Instead of men treating their women as hunters, learn to treat them as gatherers. Instead of women expecting their men to respond as another gatherer, expect them to respond as a hunter.

Giving Effective Feedback

Feedback is two-way communication between people to better assure clear communication. It is most effective when feedback is specific and provides a balanced description of the situation. It should take into account the needs of each person and should involve something that can actually be changed.

Get to the point.

- I wanted to talk to you about...

Describe what you know and how it is a problem for you.

- I saw...
- I was told...
- I found...

Describe how you feel about what you know.

- It upsets me when...
- I feel hurt that...
- I'm concerned by...

Encourage the other person to share their perspective.

- Why did you...
- What were you thinking when...

Ask as many questions as you need to understand their perspective.

- Who? What? Where? When? Why?

Discuss specific solutions that can meet both of your needs.

Select the one that you will both agree to work on.

Check in to be sure that you are both clear on whether your preferred solution is working. If necessary, select a different solution.

What is Conflict?

Perhaps the simplest way to think of conflict is to think of a specific instance when differences are getting in the way of what you want and it's drawing an emotional or physical reaction from you. In this way, a conflict can be one person's internal dilemma, a disagreement between two or more people, or a war between countries. Conflict can be based on any number of differences.

Gender Differences

While any two people can have a different interpretation of the same set of circumstances, this can happen even more readily between men and women. By nature and by upbringing, men and women often have different ways of looking at and responding to the world.

Cultural Differences

Being raised in different cultures can give people dramatically different interpretations of situations, behaviors, and conflicts. We may also respond to conflict in significantly different ways based upon these cultural differences. What one person sees as a huge issue may not be so important to the other. The physical or verbal reactions might be dramatically different and yet each one feels appropriate in how they behave.

Value Differences

We can readily understand that what is important to one person may not be important to another, especially if we are not directly involved in the conflict. Consider a husband who grew up taking risks and enjoying the excitement of it. Now consider a wife who grew up in a traumatic family situation and all she wants is safety and security. These two may have grown up with different priorities and very different values. These differing values must be addressed for a relationship to evolve and last.

Perceptual Differences

Interestingly enough, there doesn't have to be a conflict in real life; we may simply believe there is a conflict. Have you ever blamed someone for something important that went wrong? You were absolutely certain that this person was at fault. You may have been accusatory, only to find out that someone else was at fault.

Competition for Limited Resources

How many times have people and countries gone to war because there were not enough resources to go around, or because one wanted what the other one had? This concept has many variations. People may compete for a job. Children can fight over a toy they both want, while keeping anyone else from playing with it. A husband and wife may argue over how money is spent.

The Seven Fs of Conflict

Our Habits During Conflict

Here are seven typical responses to conflict. Our life experiences have generally taught us to respond to conflict in one of these seven ways (with minor variations). We can also develop different responses for different circumstances. For instance, a conflict with your boss might cause you to behave differently than a conflict with your children.

Fight - We may have grown up in family systems that taught us to fight for whatever we needed. If we were not willing to fight for something, we may not have gotten it. Or, if we were not willing to fight for ourselves, somehow we ended up losing something we did not want to lose. Sometimes we ended up hurt.

Flight - For some of us in times of conflict, it was easier to leave. If we stayed around, something worse would happen. At the very least, if we left, we would not have to deal with the emotions involved in the conflict.

Fold - The simplest way to get past conflict may be to surrender. We give in or give up and allow the other person to “win.” This is another way of avoiding conflict. The problem is the more we keep giving in, the more we give up any sense of our own value or self-worth. Alternately, some may surrender as a way of saying, “See how good I am? I’ll be a martyr and give in to you.”

Fake - Are you familiar with the couple who acts very loving and affectionately towards each other in public, but once they’re behind closed doors they fight like cats and dogs? Sometimes it’s very obvious a couple is having problems, but they feel compelled to put on a fake front in public. These individuals likely grew up in families that taught them to keep their true feelings hidden from others.

Fudge - I’ll give a little if you give a little. Maybe we can negotiate a resolution we can both live with. At first glance, this seems to be an effective means for resolving conflict (and it can be), but it doesn’t necessarily get you where you want to be. It means we both might be giving up something we do not want to give up. It can also allow some people to secretly think, “You gave in a little bit. That shows you were wrong.”

Freeze - Rather than taking a more active approach, regardless of whether that would help or hurt our relationships, a person may simply do nothing. Like a deer in headlights, whether based in fear, indecision, or confusion, this person can be surrounded by conflict and not respond to it.

Fair - Let’s take the time to find out what our real needs are in the conflict. We can explore alternate solutions that may allow both of us to walk away feeling like we’ve got what we wanted. This recognizes that we may not know what the other person needs to resolve the conflict and we should communicate better.

Collaborative Conflict Resolution

Here is one step-by-step process for collaborative conflict resolution.

Be specific about the problem, and each other's needs.

- Define the problem in terms of each other's specific needs, not the specific solution you are seeking. It is important to stick to resolving one problem at a time to make this most effective.

Brainstorm the possible solutions together.

- There are no points lost for creativity. Each of you can contribute to the possible solutions. Reinforce that everyone's participation and input is valued and respected and that one person isn't dominating the process over any others.

Jointly select the solution(s) that may meet both of your needs.

- Again, one person shouldn't be controlling the process. Together, consider the possible consequences of all your possible solutions.

Agree on a plan for who is going to do what toward resolving the conflict.

- Each individual is responsible for being a part of making positive change. Make sure that each of you is clear on who is going to do what, and when.

Begin making the changes you have agreed upon.

- The sooner you can begin, the better. Get started.

Evaluate both your efforts.

- Did you each do what you said you would do? Is the problem solved or do you need to improve on some steps of this solution? Do you need to try another solution?

As you move through the collaborative conflict resolution process, keep in mind that you are working toward a worthy goal. You may find a need to change the path you are on to get there, but keep the goal in mind – it is still worthwhile.

Six Words for Clear Communication

One key to healthy and effective communication can boil down to six words:

open	want	direct
mean	clear	say

Think of them like this:

- Be OPEN about what you WANT.
- Be DIRECT about what you MEAN.
- Be CLEAR about what you SAY.

While these words may seem easy to follow, we communicate with our habits dragging behind us. These communication habits can often get in the way of clear communication so practice is essential.

We may learn to not be completely open. We might be afraid of what other people may think about us. We may have been taught that openly wanting something is greedy or self-centered. If others choose to, how could they help us get the things we want if we do not share what that is?

Another poor communication habit is trying to get people to understand our meaning when we are not being direct. Examples include trying to be so subtle that people can't catch our real meaning, for instance, telling someone else instead of the person intended with hopes that it gets back to them, or saying something but hoping our tone of voice or body language conveys something else. We can waste a great deal of time and energy being indirect and still not get our message across.

While we may understand how important it is to be clear in our communication, poor communication habits can still send us off-track. We can even use the same words while trying to describe what we want, but two people could still interpret those words differently.

For example:

Mike: "You are always making us late."

Sharon: "We're not always late."

It is important to check with the other person to assure that our messages are being received in the way intended.

Positive Parenting

A healthy/loving/positive parent:

Lets go of baggage. Growing in wellness allows us to recognize that our experiences of the past do not have to limit our choices in how we feel and behave today.

Shares unconditional love and affection. At times, we may not agree with the choices and behavior of our children, yet we can still love our children unconditionally.

Learns and practices patience. With our children or in any other part of our lives, patience helps us to make rational choices based on caring, respect, and love.

Practices good coping skills. Make sure that you are including stress-release activities as a regular part of everyday living. Share this with your children to help build their resiliency.

Is fair and consistent. Consistency helps us to establish trust, and when children know what to expect they can build and practice their behavior accordingly.

Practices open communication. Effective communication is an ongoing and vibrant process requiring attention and practice. It is also great role modeling for our children.

Encourages growth and healthy risk-taking. Encourage your children to take chances in a safe way. Find the balance between being protective, and allowing them to struggle and grow.

Learns about age-appropriate development. There are many free resources available to learn more about what to expect at every age and stage of your child. Take advantage of them.

Practices emotional self-control – is emotionally open. This is another area for great role modeling with your children. Learn to share your positive feelings in a good way, and to express your negative feelings in a healthy way. Show and teach this to your children.

Establishes clear boundaries. Be a proactive parent. Teach your children where their boundaries are and your expectations of them.

Does not accept inappropriate behavior. This brings us back to the consistency issue above. On those days when we are too tired or distracted, we may allow behavior that we otherwise would not, sending mixed messages to our children.

Identifies clear and appropriate consequences. Our children should understand the direct connection between their unacceptable actions and the resulting consequences.

Positively reinforces behavior. Catch your child doing something good and make sure that they know how pleased you are that they have made good choices on their own.

Loving Discipline

Be the parent. Do not worry about being a best friend, a buddy, or being “hip.” You are their teacher, protector, role model, and much more. Above all you are their parent and the influence that shapes their lives.

Establish priorities. Are you expressing love or anger? When facing conflict with your children over their choices or behavior, you may feel yourself becoming angry. It is okay for you to share that you are angry, but make sure that your words and actions are demonstrating that you love them.

Exit or wait. Whatever the emotion – anger, sadness, grief, or something else – if it is preventing you from thinking clearly about loving discipline, then wait to handle discipline when your thoughts are calm and collected.

Verbalize, do not criticize. Speak with your child in a good way about whatever the problems are, but protect your child’s self-esteem. Be a role model for communication that can be open and caring, even in conflict.

Get your child’s input. Discuss the concerns you have, but find out what your child’s thoughts are about what happened. Together, discuss the appropriate consequence, and what changes are needed to prevent the same problem in the future.

Stop what does not work. If you have told your child “a thousand times” and the unacceptable behavior continues, your approach clearly is not working. Change your approach. If your child is old enough, work together to find a lasting solution.

Keep it short. Children have shorter attention spans. Length does not reinforce or make the lesson more effective. Instead, keep it short but meaningful.

Stay in the present. Deal with one issue at a time. Reminding our children of past problems does not contribute to solving today’s concern. It isn’t proactive or productive, but instead focuses on blame, shame, guilt, and our inability to solve our previous problems.

Put it in writing. If your child is old enough to read and write, put your resolution in writing as a visible and clear reminder of the changes that are expected. When it is clear that the problem is in the past, get rid of the paper as it would only serve as a reminder of an earlier problem.

Restore good feelings. Remember the priorities – your children should always understand that you love them. Address the issues, solve the problems, but help them feel good by reminding them of all the things they are doing well. The conflict of the moment is only a circumstance, not a reflection of who they are.

Seven Gifts

Our cultural traditions taught us lessons for living successfully. They helped us understand the world around us, taught us how to relate to the world, and guided us in our relations with other people. Some of those lessons are reflected here.

The gift of the Mind includes:

Joy for learning	Creativity	Decision-making	Continued learning
Mental health	Vision	Goal setting	

The gift of the Body includes:

Physical health	Rest/relaxation	Hygiene	Exercise
Proper nutrition	Sleep	Physical affection	

The gift of Spirit includes:

Prayer	Energy	Purpose	Spiritual health
Ceremony	Happiness	Passion	

The gift of Culture and Community includes:

Cooperation	Family	Values	Empathy
Teamwork	Traditions	Charity	

The gift of Self includes:

Emotional health	Meditation	Beliefs	Motivation
Ethics	Morals	Contentment	

The gift of Earth and the Elements includes:

Connection	Renewal	Song	Growth
Balance	Cycles	Teachings	

The gift of the Creator includes:

Wisdom	Love	Compassion	Empowerment
Peace	Joy	Forgiveness	

Three Steps to Changing a Habit

Step One: Interrupting my patterns of behavior.

Recognizing the pattern you have created and continue to follow.

Step Two: Creating positive and negative emotional leverage.

What will I gain? What will I lose if I do not change? Who will it affect?

Step Three: Determining my new, empowering behavior.

What new behavior do I want to replace my old behavior pattern?

Activities



Culture Walk

1. Ask all participants to line up on one side of the room and to not talk.
2. Ask the participants to think about their cultural identity.
3. Share that the purpose of this activity is to help create awareness of our own feelings about our own cultural identity and our relationships with people from other cultures.
4. Begin with music and ask the following questions:

Will everyone who is or who identifies with _____ please walk to the other side of the room. Look around you and see who is in your group...and who is not. Now return to the other side of the room.

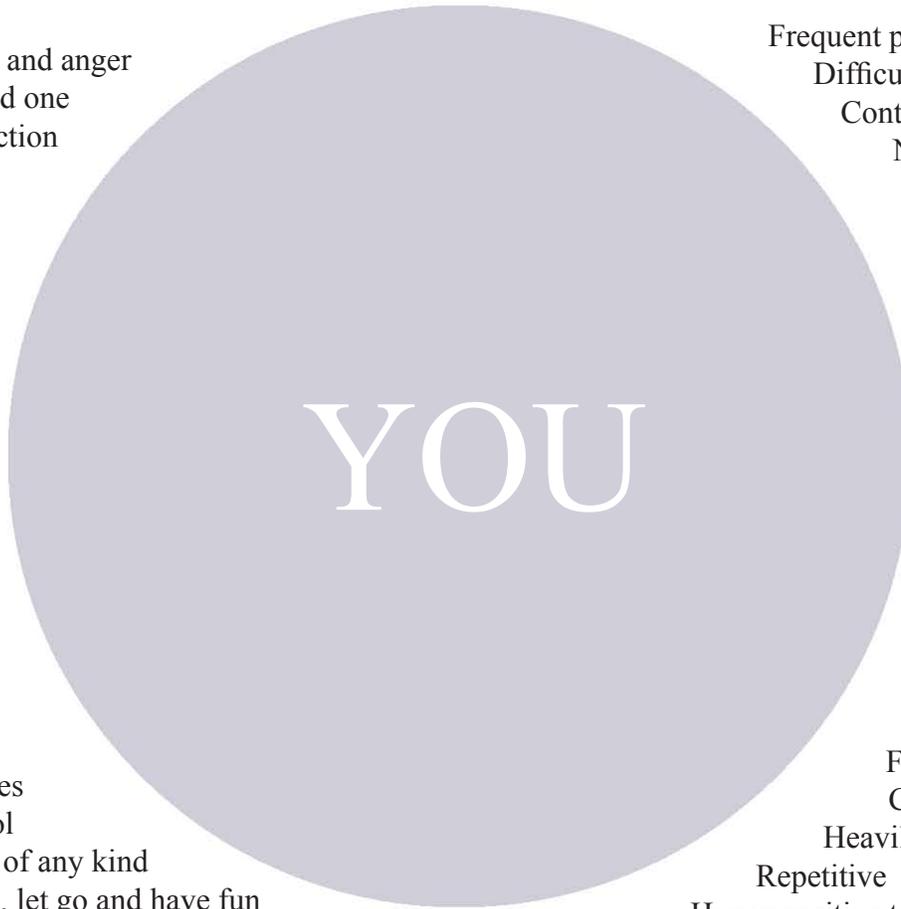
Identifies with:

1. Being married or living together
2. Indian reservation or native village life
3. Alcoholism or drug abuse in the family/community
4. The recovery movement
5. Domestic or family violence/abuse (including physical, mental, sexual, verbal)
6. Native American spirituality
7. Disabilities
8. Indian and Native boarding schools or residential schools
9. Cultural oppression from outside and inside your family/community
10. Death of a loved one
11. Foster care/adoption
12. Racism
13. Cultural Loss
14. Divorce or separation
15. Single parenting
16. Repetitive relationships or multiple marriages
17. Re-location
18. _____ Any other categories the trainer would find appropriate for the training, the community, or the group

The Trauma Web

The column on the left lists various types of trauma that can affect our lives. The column on the right lists characteristics of trauma. Any of these may have affected you, your parents, grandparents, or other people who have had a significant impact on your life. For each of the traumas and characteristics that have affected you, your family, or significant others, draw a line connecting that trauma or characteristic to “you” in the center of the page.

Fear of conflict and anger
Death of a loved one
Gambling addiction
Physical abuse
Verbal abuse
Cultural loss
Alcoholism
Neglect
Racism
Divorce
Poverty
Violence
Adoption
Disability
Relocation
Foster care
Oppression
Sexual abuse
Loss of a job
War experiences
Boarding school
Discrimination of any kind
Unable to relax, let go and have fun



Frequent periods of depression
Difficulty hearing positives
Continuing sense of guilt
Need to be in control
Fear of dependency
Overly responsible
Very irresponsible
Overachievement
Emotional abuse
Poor self-images
Need to be right
Fear of trusting
Perfectionist
Chaos junkies
Fear of feeling
Fear of intimacy
Loss of Spirituality
Underachievement
Denial of problems
Fear of incompetence
Compulsive behavior
Heavily depends on others
Repetitive relationship patterns
Hypersensitive to the needs of others

Your Behavior During Conflict

Listed below are statements which can be thought of as different strategies for resolving conflict. Using the scale below, indicate in front of each statement how typical that statement is of your actions in conflict.

5 = very typical, 4 = frequently typical, 3 = sometimes typical, 2 = seldom typical, 1 = never

- | | | | | | |
|----------------------------------------------------------|----------------|--------|--------|--------|--------|
| 1. ___ change the subject | | | | | |
| 2. ___ jump right in with an argument or response | | | | | |
| 3. ___ ask a friend to mediate | | | | | |
| 4. ___ try to make the problem go away | | | | | |
| 5. ___ attempt to understand the other person | | | | | |
| 6. ___ avoid quarrelsome people | | | | | |
| 7. ___ get mad | | | | | |
| 8. ___ give up | | | | | |
| 9. ___ go for the compromise | | | | | |
| 10. ___ resume the discussion when I'm not angry | | | | | |
| 11. ___ hint that there may be a problem | | | | | |
| 12. ___ get defensive | | | | | |
| 13. ___ give in | | | | | |
| 14. ___ quickly settle the dispute | | | | | |
| 15. ___ avoid the person, place or thing | | | | | |
| 16. ___ stay away from people who disagree with you | | | | | |
| 17. ___ I am right; you are wrong | | | | | |
| 18. ___ you pick your battles carefully | | | | | |
| 19. ___ feel unsatisfied after a conflict | | | | | |
| 20. ___ agree on how to talk about problems | ___ 1 | ___ 2 | ___ 3 | ___ 4 | ___ 5 |
| 21. ___ gloss over the problem | ___ 6 | ___ 7 | ___ 8 | ___ 9 | ___ 10 |
| 22. ___ win at all costs | ___ 11 | ___ 12 | ___ 13 | ___ 14 | ___ 15 |
| 23. ___ walking away is often better than fighting | ___ 16 | ___ 17 | ___ 18 | ___ 19 | ___ 20 |
| 24. ___ often feel you should have said more | ___ 21 | ___ 22 | ___ 23 | ___ 24 | ___ 25 |
| 25. ___ hear all sides before making a decision | ___ 26 | ___ 27 | ___ 28 | ___ 29 | ___ 30 |
| 26. ___ tend to prematurely forgive people | ___ 31 | ___ 32 | ___ 33 | ___ 34 | ___ 35 |
| 27. ___ get annoyed | | | | | |
| 28. ___ feel like your needs are never met | <u>Totals:</u> | | | | |
| 29. ___ take the attitude "it is for the best" | ___ A | ___ B | ___ C | ___ D | ___ E |
| 30. ___ go for the "win/win" solution | | | | | |
| 31. ___ withdraw from discussion | | | | | |
| 32. ___ are motivated to make sure the solution works | | | | | |
| 33. ___ I will give in this time; you give in next time | | | | | |
| 34. ___ feel like you cannot express what you truly feel | | | | | |
| 35. ___ look for the positives in the situation | | | | | |

After indicating your typical response to each of the 35 strategies above, separate the ratings that you gave to each strategy in the chart on the right of the page. Add up your totals. The highest totals will indicate your preferred typical response to conflict.

Column A is:

Column B is:

Column C is:

Column D is:

Column E is:

Your Behavior During Conflict (Answers)

Column A is “avoid” (Flight)

We may have learned to take “Flight.” For some of us, the lesson was that in times of conflict, it is easier to just get out of there, to leave. If we stayed around, something worse would happen. At the very least, if we left, we would not have to deal with the emotions involved in the conflict.

Column B is “compete” (Fight)

We may have learned to “Fight.” Some of us have grown up in family systems that taught us to fight for whatever we needed. If we were not willing to fight for something, we may not have gotten it. Or, if we were not willing to fight for ourselves, somehow we ended up losing something we did not want to lose. Sometimes we ended up hurt.

Column C is “surrender” (Fold)

We may have learned to “Fold” in the face of conflict. That is, we may have learned the simplest way to get past conflict is to surrender. We give in or give up and allow the other person to win. This is another way of avoiding conflict. The problem is the more we keep giving in, the more we give up any sense of our own value or self-worth. Alternately, some may surrender as a way of saying, “See how good I am? I will be a martyr and give in to you.”

Column D is “compromise” (Fudge)

We may have learned to “Fudge” in conflict. I will give a little if you give a little. Maybe we can negotiate some resolution we can both live with. At first glance, this seems to be an effective means for resolving conflict (and it can be), but it does not necessarily get you where you want to be. It means we both might be giving up something we do not really want to give up. It can also allow some people to secretly think, “You gave in a little bit. That shows you were wrong.”

Column E is “collaborate” (Fair)

Finally, we can approach the conflict in a “Fair” manner. Take the time to find out what our real needs are in the conflict. We can explore alternate solutions that may allow both of us to walk away from the resolution feeling like we have got what we wanted. This recognizes we may not know what the other person needs to resolve the conflict and we should communicate better.

Coyote Language

Effective communication requires that we send our messages in a good way, but also receive messages from others in a good way. This prompts us to pay attention to both habits we bring, how we choose to listen to others, as well as how others are sending their messages to us. How aware are we of the subtle (or not so subtle) messages that are sometimes directed toward us wrapped inside the words that others are saying?

It is essential that we practice healthy and effective listening. This means we are attentive and ever vigilant to uncover and recognize the many ways that others around us are using language as a means of judgment, power, and control, which may be filled with meanings that go beyond the mere words themselves.

In some tribal cultures it was Raven who was the trickster. For others it was Spider. And for some, it was Coyote. Coyote often used language in a way that held hidden meaning, hence, "Coyote Language." With a person seated near you, discuss which of the following statements are clear and direct and which may contain the hidden meanings of Coyote Language:

- Will you hurry up? You are going to make us late again.
- I get upset when you speak to me in that tone of voice.
- Why do you always do that?
- Do you have to buy something every time we're here?
- I do not think that looks good on you.
- You are working so much; we do not get to spend enough time together.

What might the hidden meanings be? How would we go about getting clarification for an improved communication? What other examples have you seen happening to you or around you?

Listening Self-evaluation

Participants may score their own listening behavior on the following scale: (4) Most of the time, (3) Frequently, (2) Sometimes, or (1) Almost never. Participants may add points for the questions with a plus sign (+), or subtract points for questions with a minus sign (-).

An alternative small group exercise: Place signs in different areas of the room and have participants stand next to the signs indicating their answers.

Do you:

- + Concentrate on what is being said, even if you are not really interested?
- Tune out people who say something you do not agree with or do not want to hear?
- + Listen to the other person's views, even if they are different from yours?
- Assume that you know what the speaker is going to say and stop listening?
- + Listen for main ideas, not just facts?
- Think of your answer while the other person is still speaking?
- + Listen to the speaker without judging or criticizing?
- Pretend you are listening, even when you are not?
- + Know which words or phrases tend to make you emotional?
- Daydream while the speaker is talking?
- + Think about how the other person might react to what you say?
- Interrupt the speaker when they are talking?

Relationship Roadmap

For this exercise you will need a note pad, pen, and some quiet time alone. On your note pad, consider your relationship needs in the following areas. Take time for this exercise. Let the questions prompt you to deeper thought, but not limit your thinking. Be open to the possibilities.

What do you need from your partner Intellectually? What educational background do you seek? Do you seek a logical, ordered mind or a creative one? Someone who wants to continually learn new things? Who challenges you with meaningful conversation? Someone who curls up with a good book and you?

What do you need from your partner Physically? Someone who is affectionate? Vegetarian? A competitive athlete or couch potato? What about appearance? How old? How tall? Wears suits or sweats?

What do you need from your partner Spiritually? To share your spiritual or religious beliefs? Shares your outlook of life? Someone who meditates? A traditional dancer who attends sweat lodges? Into sage and sweet grass? Or new-age crystals?

What do you need in your partner Culturally? Someone you take to pow-wows or longhouse? A carver or basket weaver? Someone who likes to socialize and mingle among crowds? Someone who likes quiet solitude? Who lives traditionally or with all the modern conveniences?

What do you need from your partner Emotionally? Someone who is wonderfully romantic or practical? Someone who stirs your passion? Who supports your goals and dreams? Not afraid to express or talk about feelings?

What do you need from your partner Sexually? Someone who likes frequent sex, or very little? Sexually creative or predictable? Sexually adventurous? Someone who likes to cuddle? Lights on or off? Throughout the day or only at night?

What do you need from your partner Financially? Someone frugal? Adventurous? Generous? Who is focused on career? Or takes time to smell the roses? Who wants a high-rise penthouse or a log cabin in the woods? Has to have the newest technology or enjoys simplicity? Spends what you have or saves every dime?

What do you need from your partner Family-Wise? Wants children? How many? How would they be raised? How would they be disciplined? How about extended family involvement?

Draw a Healthy Community

In this exercise, you will create an image that represents how you see a healthy community. To begin, you will have to determine in a visual way what a healthy community would look like to you, and then consider how you would create that image in a way that other people could interpret your vision.

In its simplest interpretation, you could draw a picture or series of pictures on a single piece of paper. Depending on what materials you have available, your creativity can be unlimited. For instance:

- Cut out images from magazines or newspapers that represent different elements of your vision. Glue them onto a poster board or large newsprint.
- Involve color. Use crayons, markers, or colored construction paper to reflect different emotions or natural elements.
- Be creative with string, yarn, tissue paper, buttons, toothpicks, popsicle sticks, beads, or any other materials you have on hand.
- Consider moving into three dimensions. Create something more like a sculpture than a painting.

Include any people or community elements that contribute to your vision of a healthy community:

- How will you represent families?
- How do you see people taking care of themselves or each other?
- How does nature fit into your healthy community?
- How could you represent concepts like love, respect, or balance?

This exercise can be done individually, as families, or in small groups. The participants can know each other and work together to identify a common vision of a healthy community. The participants may not know each other but they can discuss their various ideas about what makes a healthy community.

Following this activity, have the participants share with each other what their work represents. This can be an opportunity to facilitate a family or group discussion about the contributions that each person can make toward achieving the healthy community they envision.

Finding Balance

To prepare for this exercise, on a separate piece of paper draw a set of three circles in the shape of a bulls-eye: a large circle covering most of the page, a medium sized circle inside the first, and a smaller circle in the center of the first two, leaving plenty of space within each circle to write a few things down.

Next, consider the many things that you may be trying to find time for in your life. For instance:

- Work
- Taking care of home
- Raising children
- Spiritual practice
- Community responsibility
- Extended family
- Time for self
- Emotions
- Physical health
- Going to school/education
- Cultural practices
- Relationships in all directions
- Entertainment
- Proper nutrition
- Mental health
- Rest and relaxation
- Friendships
- Money and finances
- And anything else that you may be trying to find time for...

In this exercise, each layer of the circle represents the level of priority you place upon the items in that circle. The smallest circle will be for those things that are your highest priorities. The medium circle is for important things, but not the most important that you have placed in the center circle. The largest circle will be for those things that are of a lower priority to you.

1. Place the items from the suggested list, and any that you have added at the bottom of the list, into your circles where they match your sense of their priority in your life.
2. Upon completing the exercise, how balanced does your finished page look? Is one circle very lightly filled while another is extremely full?
3. Ask yourself, "Have I been living my life in a way that reflects the things I have written as my highest priorities?" And, "What changes do I need to make in my life so that I am living in a way that reflects my highest priorities?"

Ice Breakers



Moving It
Time: 15 - 20 Minutes

A fast moving “get to know you” game with one-on-one dialogue and group public speaking.

1. Stand in a circle.
2. When you hear “go” each person will find a partner. Each person will have a chance to discuss the “Topic at Hand” with his/her partner.
3. Participants will listen for the word “switch.” That is how they know it is their partner’s turn. New partners are chosen for each topic.
4. Topic at Hand: Each person is given two minutes to complete his/her thought.

Sample Topics:

- If you could meet one famous person who, would it be and why?
 - Describe one place in the world you would like to visit and why.
 - Describe one thing you would like to accomplish in your life and why.
 - Describe what are your best qualities and why.
 - Describe the best day in your life and why it was the best.
5. During the last topic, participants stand next to their partners as the group forms a circle. The partners introduce each other to the rest of the group and share how they responded to the “Topic at Hand.”

Name Writing
Time: 10 - 20 Minutes

Have participants form a circle. The facilitator starts first and shows the group how to write their name with an imaginary pencil.

The imaginary pencil is placed in the bellybutton. The group will then write their name using their bellybutton. You can use your imagination for variations on this theme:

Printing or cursive?

Imaginary pencil in your ear.

Imaginary pencil between your knees.

Using an imaginary can of spray paint.

Using your feet to stomp your name in imaginary snow.

Use your body to form the letters of your name, one letter at a time.

Moose, Mouse, and Salmon

Time: 10 - 15 Minutes

Ask all participants to form a circle. Show them what the moose looks like and how each person in the circle must act. The moose is made up of three people standing together, two people waving the big antlers and the middle person clasping both hands outwards to represent the moose head. The facilitator points at one person in the circle and says, "Moose." That person and the people on each side react quickly to demonstrate the moose.

Now the facilitator teaches the mouse. This also takes three people. Two partners make mouse ears by waving their hands to the middle person's ears. The middle person cups their hands on their nose and says, "Squeak, squeak." The facilitator points at one person in the circle and says "Mouse." People should react quickly to demonstrate the mouse.

Finally, the facilitator demonstrates the Salmon. This will also take three people. Two people will create fins on the sides of the middle person and the middle person holds their hands behind them, waving like a tail fin. The facilitator points at one person in the circle and says "Salmon," as the people respond.

From each group of three, whoever is the fastest to respond correctly for the animal chosen, that person gets to select the next person and tells them which animal to demonstrate.

Switch
Time: 10 - 15 Minutes

The purpose of this activity is to enable the group to get to know each other in a fun way. Have the group form a circle and find a partner. Explain there will always be someone left without a partner, because there will be an uneven number of people in the circle. Tell the group to find someone they do not know. The facilitator begins the game. She/he explains the game is called Switch. It means that when a person who is standing in the center of the circle calls out "Switch," you must find yourself a new partner.

When the group is gathered into pairs, the facilitator will continue with the following instructions. Tell the group to put on their creative thinking caps since they will need the power of imagination when it is their turn to stand in the center of the circle. This game is basically a form of "Simon Says."

For example, the facilitator will start as the person in the center and say, "Facing one another, hold your partner's hand, turn to him or her and say, 'I'm glad to meet you. You are beautiful!' The partner will say, 'Thank you. You are beautiful, too!'"

Then when the person in the center says to switch, the people must move clear across the circle, find another person they do not know and partner with them. Whoever is left without a partner will move to the center of the circle and tell the group what he/she would like for the group to do. Have fun!

Fire in the Hole
Time: 15 - 20 Minutes

Divide the group into smaller groups of 3-5, having groups form a circle. Have each person blow up a balloon. Have each person place their balloon between them and the person on their left. Now have the groups put their arms around each other and prepare to squeeze. When each group is ready the groups shout together, "Fire in the Hole!"

The groups squeeze towards each other until they pop a balloon, trying not to drop any of the other balloons in their group. The group that pops a balloon first (or 2, 3, or all), without dropping a balloon, is the winner. If a group is having a problem with their balloon they can ask for help from other groups. Process this activity with the group. How did they like it? Were they willing to seek help from another group or were they determined to do it on their own? Why?

This activity will help the group and the facilitator understand our human nature. Sometimes we fight to the bitter end, sometimes we give up, and sometimes we just watch. This is a fun activity to get your group to work together as a team.

Creating Music Together

Time: 15 - 20 minutes

Supplies: Markers, colored pencils or crayons, and white paper or construction paper.

“Creating Music Together” is a fun and interactive icebreaker to get your creative juices flowing. Participants pair up with their partner/significant other or other training participant if attending alone.

Let the pairs know they will be designing their own music CD cover. The design on the front and the song selections listed inside will represent their relationship. Instruct them to fold their paper in half and then in half again as to fit a CD case.

Allow them ten minutes to draw/color the CD cover and to list at least one song on the inside cover, more if they can think of them. When participants are finished, have each group share their CD cover with the large group.