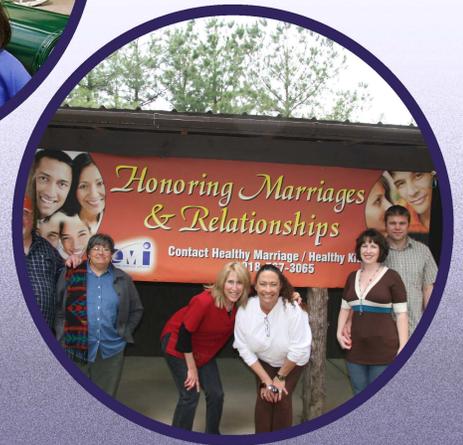
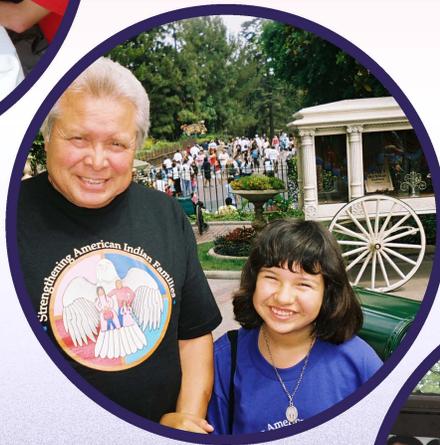




Native Wellness Institute  
Presents

# 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.*

# TABLE OF CONTENTS

<i>Introduction</i>	1
<i>Leading a Group Activity or Conducting Training: A Short Guide</i>	2
<i>Healthy Relationship/Healthy Marriage Idea Guide</i>	7
<i>Family Preservation Idea Guide</i>	14
<i>Fatherhood Idea Guide</i>	21
<i>Handouts, Supplemental Handouts, Activities, and Ice Breakers</i>	28
<i>Handouts</i>	29
<i>Characteristics of Life Experiences</i>	30
<i>Hunters and Gatherers</i>	32
<i>Giving Effective Feedback</i>	33
<i>What is Conflict?</i>	34
<i>The Seven Fs of Conflict</i>	35
<i>Collaborative Conflict Resolution</i>	36
<i>Six Words for Clear Communication</i>	37
<i>Positive Parenting</i>	38
<i>Loving Discipline</i>	39
<i>Seven Gifts</i>	40
<i>Three Steps to Changing a Habit</i>	41
<i>Activities</i>	42
<i>Culture Walk</i>	43
<i>Trauma Web</i>	44
<i>Your Behavior During Conflict</i>	45
<i>Coyote Language</i>	47
<i>Listening Self-Evaluation</i>	48
<i>Relationship Roadmap</i>	49
<i>Draw a Healthy Community</i>	50
<i>Finding Balance</i>	51
<i>Ice Breakers</i>	52
<i>Moving It</i>	53
<i>Name Writing</i>	54
<i>Moose, Mouse, and Salmon</i>	55
<i>Switch</i>	56
<i>Fire in the Hole</i>	57
<i>Creating Music Together</i>	58

# 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?