

THE "OJIB" WAY

A Family Wellness Program

Designed for Use in the Home



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INTRODUCTION

The Red Cliff Family Wellness Program seeks to provide some means of addressing the needs of families in terms of reinforcing healthy lifestyles and sustaining positive development within families, by providing materials which are designed to address three primary areas: 1) promotion and enhancement of cohesiveness within the family group; 2) promotion of healthy attitudes within families; and 3) promotion of positive behaviors within families.

Primarily, the activities which make up the materials of the Wellness Program are typically designed to introduce opportunities for family members to interact and communicate with each other on a regular basis. The hope is that this scheduled quality "family time" will in itself lead to increased positive nurturing and growth of families who participate in the program. Other lessons which are offered in the materials, which may further benefit participants are regarded as "icing on the cake," so to speak.

CONTENT

The Family Wellness Program is basically comprised of two parts: 1) the primary activities, and 2) the supplementary resource materials. There are various primary activities within the Family Wellness Program. Each activity has been categorized into one of four levels: yellow, green, black and red. (A more detailed description of these categories is found on page 3.) Each color category has been ascribed a "risk level" from lowest (yellow) to highest (red). Most of the activities are contained within the yellow and green levels, as it is felt that participants should develop familiarity and some level of comfort with doing activities as a group before trying the "higher risk" activities of the black and red levels. Many of the activities require simple items found within an average household to facilitate the activity.

When a special item is needed, some of these are provided in the supplementary resource materials. Instructions are provided for all activities whether they utilize supplementary materials or not. If instructions are not found attached to the supplementary items, please refer to the primary activity sheet which calls for that item. There are multiple activity Worksheets provided in this manual; however, if you need additional copies, please remove one before the activity sheets are completed and have photocopies made to adjust to the size of your family.

Two additional items of note are contained within the program materials; a "Family Wellness Activity Log Poster" and several "Activity Review Sheets." The Activity Log Poster is meant to be hung in a conspicuous place in the household participating in the program. It provides a highly visible means of documenting completion of activities. It also lets extended family members and friends know that you are proud of your family's involvement with the program. Of course, there is no timetable or rigid protocol in determining when the family should try activities from another level; each family should decide this as a group, and at their own pace.

IMPORTANT:

After completing an activity, we ask that you please fill out the Activity Review Sheet, which is provided for each activity. This is the only way in which we can assess what activities are most effective in promoting "family wellness." Please fill these in as soon as possible after concluding an activity.

COLOR-CODING OF LEVELS

The activities included or suggested within this Family Wellness Program, are categorized and color-coded according to "risk levels." We use the term risk level to describe

the potential for increased commitments to activities, increased family interactions, and possible disclosure and expression of feelings. As there may be some persons who may not be comfortable or accustom to situations which may result from these "higher risk" activities, we suggest that families ease into level one activities initially and gradually work into the other areas. However, if your family is such that communications of thoughts and emotions are generally open, then your family may be ready for the higher level activities sooner. No matter what your pace, we hope you will benefit from the increased quality time set aside for family-oriented activities in the program, and get to know each other better, in the new and different ways that the Family Wellness Program offers.

DESCRIPTION OF COLOR-CODING SYSTEM

- YELLOW LEVEL (One) = LOW RISK

Generally involves more commitment to an activity on a weekly basis.

- GREEN LEVEL (Two) MODERATELY LOW RISK

Involves slight increase in time commitments, additional out-of-home activities and more family interaction.

- BLACK LEVEL (Three) = MODERATELY HIGH RISK

Activities may involve some disclosure of personal feelings/beliefs.

- RED LEVEL (Four) HIGH RISK

Direct and honest expression of feelings involved. Described as "high risk" as a person may feel vulnerable upon sharing their personal feelings and concerns: Opportunities for family growth and inter-familial bonding present themselves most often during these activities.

YELLOW LEVEL: Risk Level One

Activity #1

ACTIVITY: FAMILY COLORING PROJECT

GOAL: To Enhance Family Cohesiveness

TIME NEEDED: 15 Minutes to 1/2 Hour

OBJECTIVE: To increase family interaction and reinforce knowledge of clan systems.

RESOURCES: Coloring book and crayons.

SUGGESTED PROCEDURE: Have family members pair up in teams and work on joint coloring projects together. Try to match younger children with older siblings or parents.

OPTION: Display colorings for a time and invite friends or relatives in for showing. After showing, serve a snack with juice or other refreshments to celebrate.

YELLOW: Risk Level One

Activity #2

ACTIVITY: PUZZLE WORKING

GOAL: To Enhance Family Cohesiveness

TIME NEEDED: About 1 Hour

OBJECTIVE: To increase family interaction.

RESOURCES: Jigsaw puzzle.

SUGGESTED PROCEDURE: Begin with youngest family member choosing a puzzle piece and laying it down. Each person then takes a turn finding one piece that fits. It's okay to help the younger children if they need it. The idea is to participate in a family group activity, and have fun doing it! Choose a goal of working one puzzle a month as a family, using other puzzles chosen by each family member. GOOD LUCK!

YELLOW: Risk Level One

Activity #3

ACTIVITY: FAMILY GAMES

GOAL: To Enhance Family Cohesiveness

TIME NEEDED: Varies —1/z Hour and up

OBJECTIVE: To increase family interaction.

RESOURCES: Games of family member's choosing.

SUGGESTED PROCEDURE: Have each family member write down a game which they enjoy playing, and which can be played by all persons. Put the game suggestions in a bowl and draw one out. If the game typically takes a long period of time to complete, set a reasonable time limit for conclusion.

OPTION: Upon drawing a person's game suggestion and playing it, put it on the side during the next drawing so each family member may share the chance to have their choice picked.

YELLOW: Risk Level One

Activity #4

ACTIVITY: MENU PLANNING PROJECT

GOAL: To Enhance Family Cohesiveness

TIME NEEDED: 20 Minutes to start; 1 Hour to prepare meal.

OBJECTIVES:

- To increase the level of family interaction.
- To introduce and reinforce the concept of responsibility.
- To demonstrate some results of individual decision- making.

RESOURCES: Pad and pencil; a trip to the grocery store might be necessary.

SUGGESTED PROCEDURE: Offer each family member (over four years of age) the responsibility of planning a full meal. This should require choosing items from the four major food groups:

- meat group
- vegetable/fruit group
- dairy group
- bread/cereal group

The person choosing the meal should assume as much responsibility as possible or assist to the extent of their ability in the complete planning, preparation and serving of the meal. Of course, younger children will need lots of help, but the experience will be very good for them. This activity can occur on a weekly basis with a different family member planning the meal each time.

OPTIONAL PROCEDURE: Select teams (such as father and daughter, or mother and son) to plan, prepare and serve the meal. This may be especially preferred if very young children are involved, so that they may participate as well.

YELLOW: Risk Level One

Activity #5

ACTIVITY: WORD SCRAMBLE ACTIVITY

GOAL: To Provide Information For Appropriate Behaviors

TIME NEEDED: About 1/2 Hour

OBJECTIVE: To promote positive behaviors through emphasis of awareness and prevention-oriented themes.

RESOURCES: Word Scramble #1 — #4; pencils; timer.

SUGGESTED PROCEDURE: (A kitchen table activity for children and adults with moderate reading and writing skills.) Select a person by consensus to begin the activity. Each person gets three minutes to attempt to solve their part of the puzzle by rearranging the jumbled letters to make common words. Continue in a clockwise direction with each person attempting a solution. Continue until the activity is completed.

OPTION: Serve a light snack to celebrate completion of this family activity; display the completed activity as a family accomplishment in which all persons participated.

YELLOW: Risk Level One

Activity #5

WORDSCRAMBLE #1

1. TAHBI
2. OHICCE
3. LEURST
4. LEUVA
5. TRINEDEEM

YELLOW: Risk Level One

Activity #5

WORDSCRAMBLE #2

1. GEIWH
2. DROICENS
3. OPINTO
4. STIVOIPE
5. GENIVATE

YELLOW: Risk Level One

Activity #5

WORDSCRAMBLE #3

1. CREINSE
2. MANGINE
3. TONGUESIGS
4. NOEICIDS
5. TRIPIORY

YELLOW: Risk Level One

Activity #5

WORDSCRAMBLE #4

1. CRUSTACIMCEN
2. TONIAITSU
3. DEGUMJENT
4. FFRIED
5. TREEMAGEN

YELLOW: Risk Level One

Activity #5

WORDSCRAMBLE ANSWERS

#1 #2

HABIT WEIGH

CHOICE CONSIDER

RESULT OPTION

VALUE POSITIVE

DETERMINE NEGATIVE

#3 #4

SINCERE CIRCUMSTANCE

MEANING SITUATION

SUGGESTION JUDGEMENT

DECISION DIFFER

PRIORITY AGREEMENT

YELLOW: Risk Level One

Activity #6

ACTIVITY: WORD FIND PUZZLES

GOAL: To Provide Information For Appropriate Behaviors

TIME NEEDED: 30 Minutes

OBJECTIVE: To promote positive behaviors through emphasis and support of prevention themes.

RESOURCES: Word Find Puzzle #1 — #3; pencils.

SUGGESTED PROCEDURE: Select a person (by consensus) to begin. Using the word listing provided for each puzzle, each person searches until they find a word. Continue around the table clockwise providing each person a turn. A person may pass if they wish; younger persons may adopt a temporary partner of their choice to help. Continue until the puzzle is completed.

OPTION: Serve a light snack such as popcorn and juice to celebrate completion of the puzzle. Display the puzzle as a family accomplishment in which all participated.

YELLOW: Risk Level One

Activity #6

WORDFIND #1

"YOURS, MINE AND OURS"

Y	D	A	R	E	S	P	E	C	T	D	R	U
A	L	X	B	O	B	A	H	I	Y	E	M	S
L	I	I	C	W	L	R	H	S	R	C	H	Y
C	H	Y	M	R	D	E	C	I	S	I	O	N
O	C	R	X	A	O	N	S	Z	J	O	E	O
E	F	F	O	R	T	T	J	N	W	H	A	M
O	S	S	Y	L	I	M	A	F	U	C	T	R
L	T	E	A	C	H	E	R	T	R	O	E	A
E	L	B	I	S	N	O	P	S	E	R	C	H
C	O	U	N	S	E	D	U	T	I	T	T	A
M	F	R	I	F	R	I	E	N	D	M	A	P
N	X	R	O	B	H	G	I	E	N	M	W	D
A	L	C	O	A	B	W	E	L	D	E	R	B

WORD LIST

ALCOHOL
EFFORT
ROLE
DECISION

ELDER
RESPECT
COUNSELOR
NEIGHBOR

CHOICE
FRIEND
RESPONSIBLE

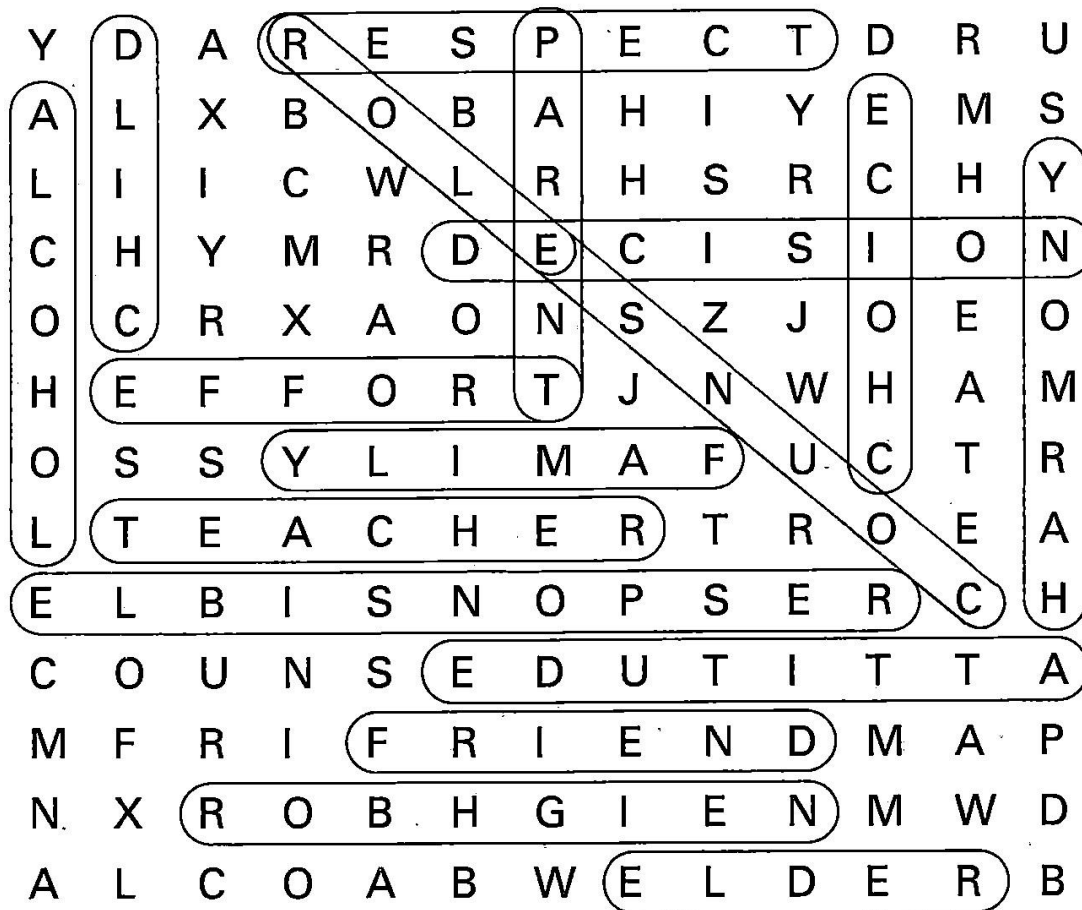
ATTITUDE
PARENT
HARMONY

FAMILY
CHILD
TEACHER

YELLOW: Risk Level One

Activity #6

SOLUTION: WORDFIND #1



"CAUSE OF ACTION"

R	E	K	I	N	D	N	E	S	S	E
A	P	R	S	O	I	N	F	O	R	M
G	M	O	U	N	S	E	U	L	A	V
N	C	Y	M	B	C	Q	N	N	M	P
I	A	L	L	I	U	O	Y	Z	S	T
R	A	S	S	I	S	T	W	O	C	E
A	N	L	B	A	S	A	W	E	I	S
H	A	A	E	E	P	Q	P	S	H	P
S	B	R	N	W	L	S	Z	S	T	R
P	R	O	B	L	E	M	S	B	E	O
E	H	M	C	R	H	O	N	E	S	B

WORD LIST

ASSIST INFORM REASON

DISCUSS KINDNESS RESPECT

ETHICS MORALS SHARING

HELP PROBLEMS VALUES

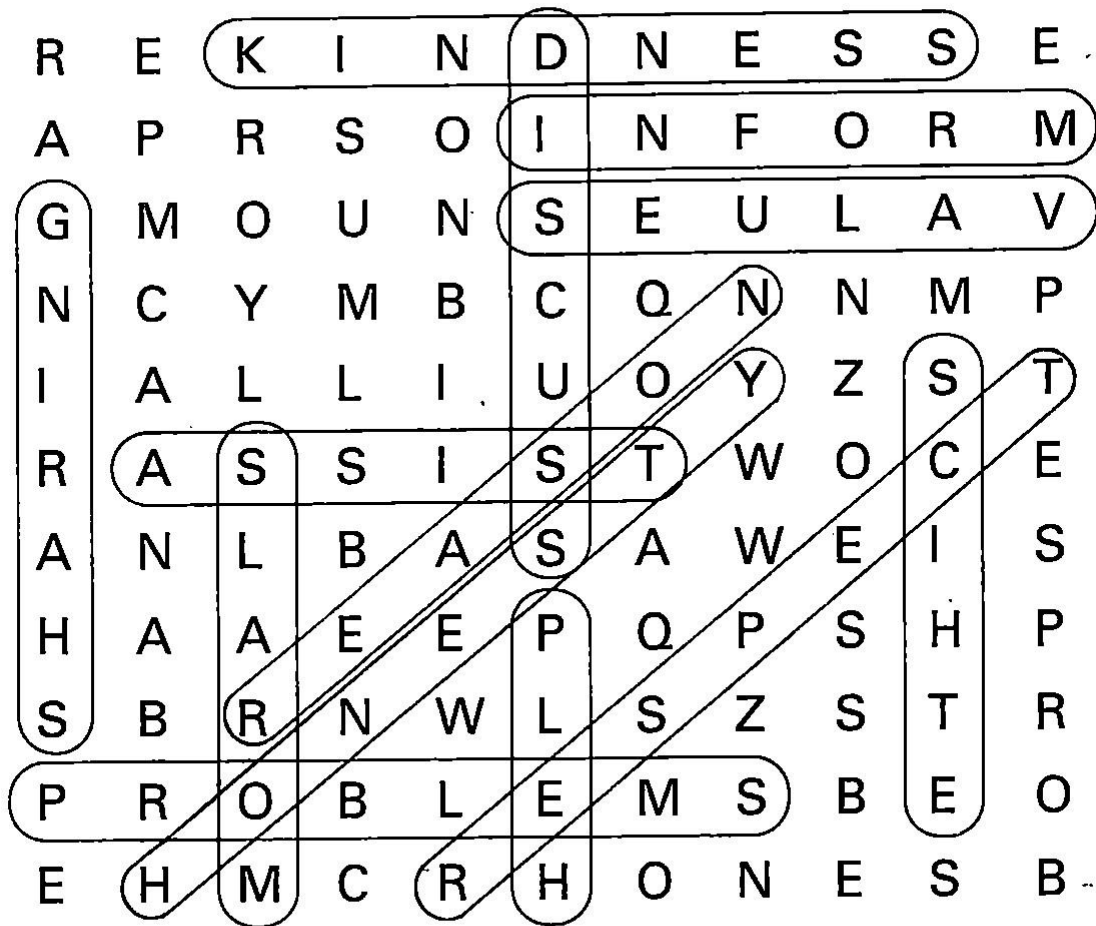
HONESTY

YELLOW: Risk Level One

Activity #6

SOLUTION: WORDFIND #2

SOLUTION: WORDFIND #2



YELLOW: Risk Level One

Activity #6

WORDFIND #3

"JUST SAY WHOA"

P	U	O	R	G	R	E	E	P	V	R
Y	B	R	U	T	S	I	D	A	B	D
T	D	R	I	N	K	I	N	G	I	G
I	R	T	M	N	O	D	R	I	O	N
L	U	Z	A	E	A	P	M	S	B	I
A	G	S	A	L	I	N	S	W	R	K
U	S	O	I	S	E	I	N	F	E	O
X	R	S	S	W	P	S	M	O	R	M
E	M	O	Q	H	O	O	K	E	Y	S
S	T	N	E	M	I	R	E	P	X	E

WORD LIST

ANNOY EXPERIMENT SEXUALITY

DISTURB GOSSIP SMOKING

DRINKING HOOKEY TALES

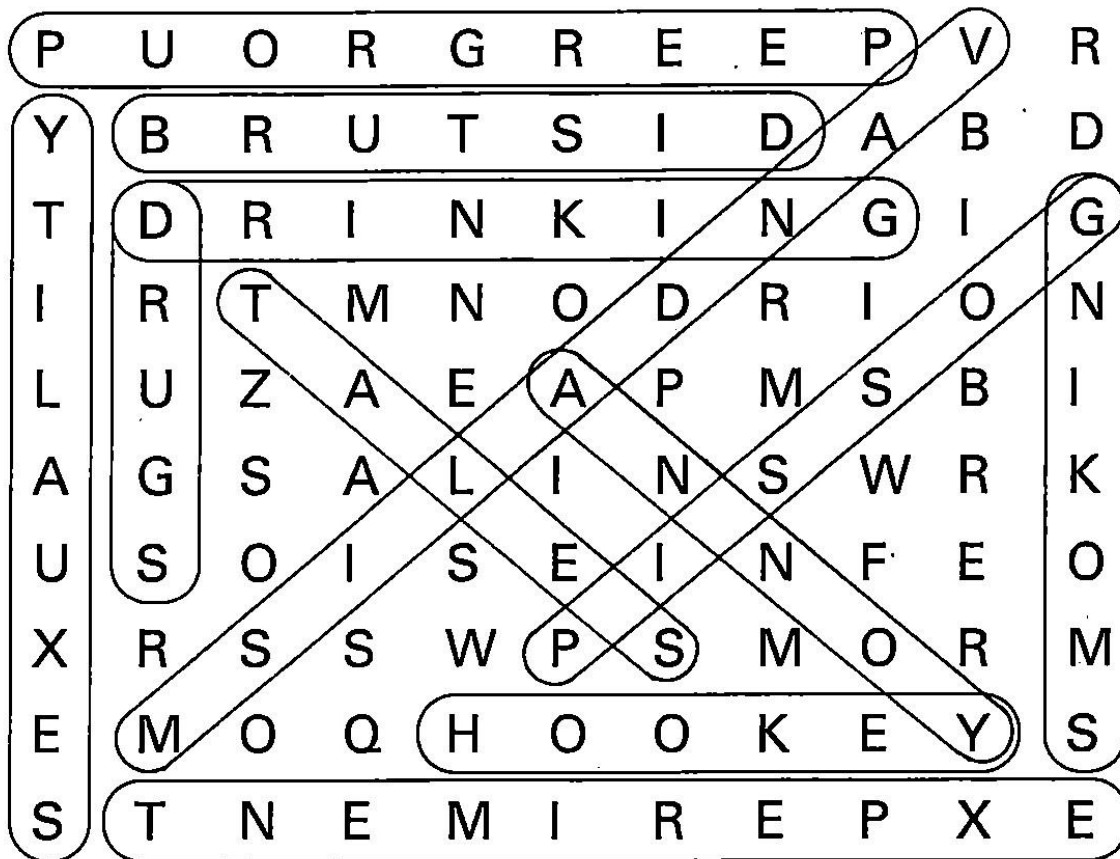
DRUGS PEER GROUP VANDALISM

YELLOW: Risk Level One

Activity #6

SOLUTION: WORDFIND #3

SOLUTION: WORDFIND #3



YELLOW: Risk Level One

Activity #7

ACTIVITY: CROSSWORD ACTIVITY

GOAL: To Enhance Family Cohesiveness

TIME NEEDED: Variable — 20 Minutes and Up

OBJECTIVE: To increase family interaction.

RESOURCES: Crossword Activity A — E.

SUGGESTED PROCEDURE: Work one crossword at a time, with each person having an opportunity to guess solutions to each clue. If one person can't solve a word, the next person then would get a try. Keep track of who gets the most correct solutions for each crossword.

YELLOW: Risk Level One

Activity #7

"ALL IN THE FAMILY"

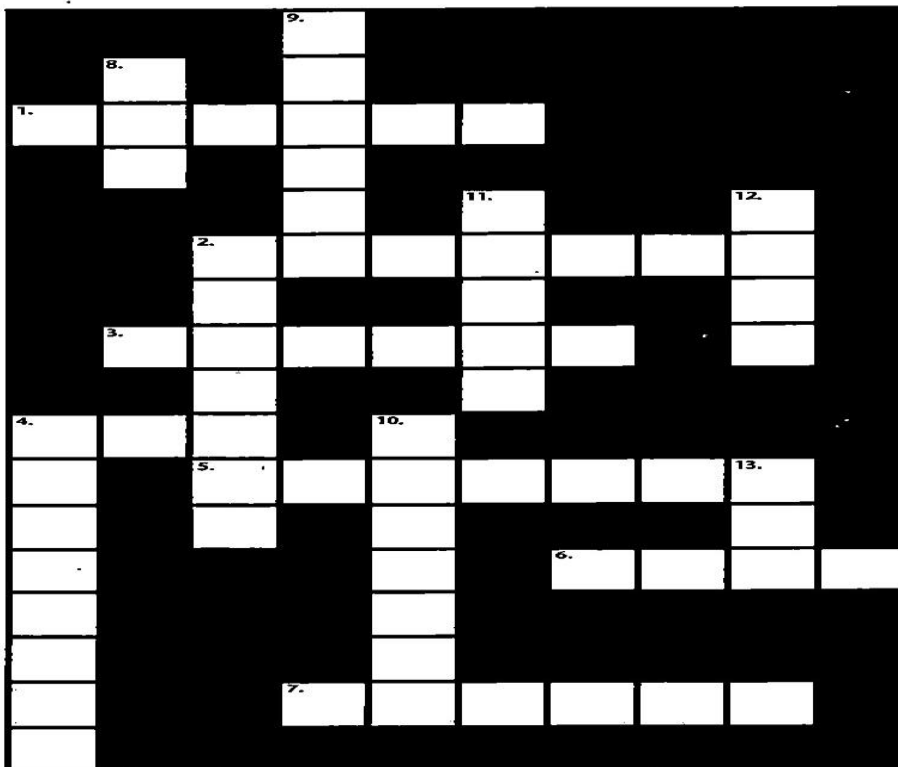
CROSSWORD ACTIVITY A

ACROSS

1. "Kissing" relative
2. Your mom or dad's mom
3. Household group
4. Short for father
5. Your mom and dad
6. Mom or dad's sister
7. A companion

DOWN

2. Your mom or dad's dad
4. Female child
8. Short for mother
9. Female sibling
10. Male sibling
11. Mom or dad's brother
12. Infant
13. Male child

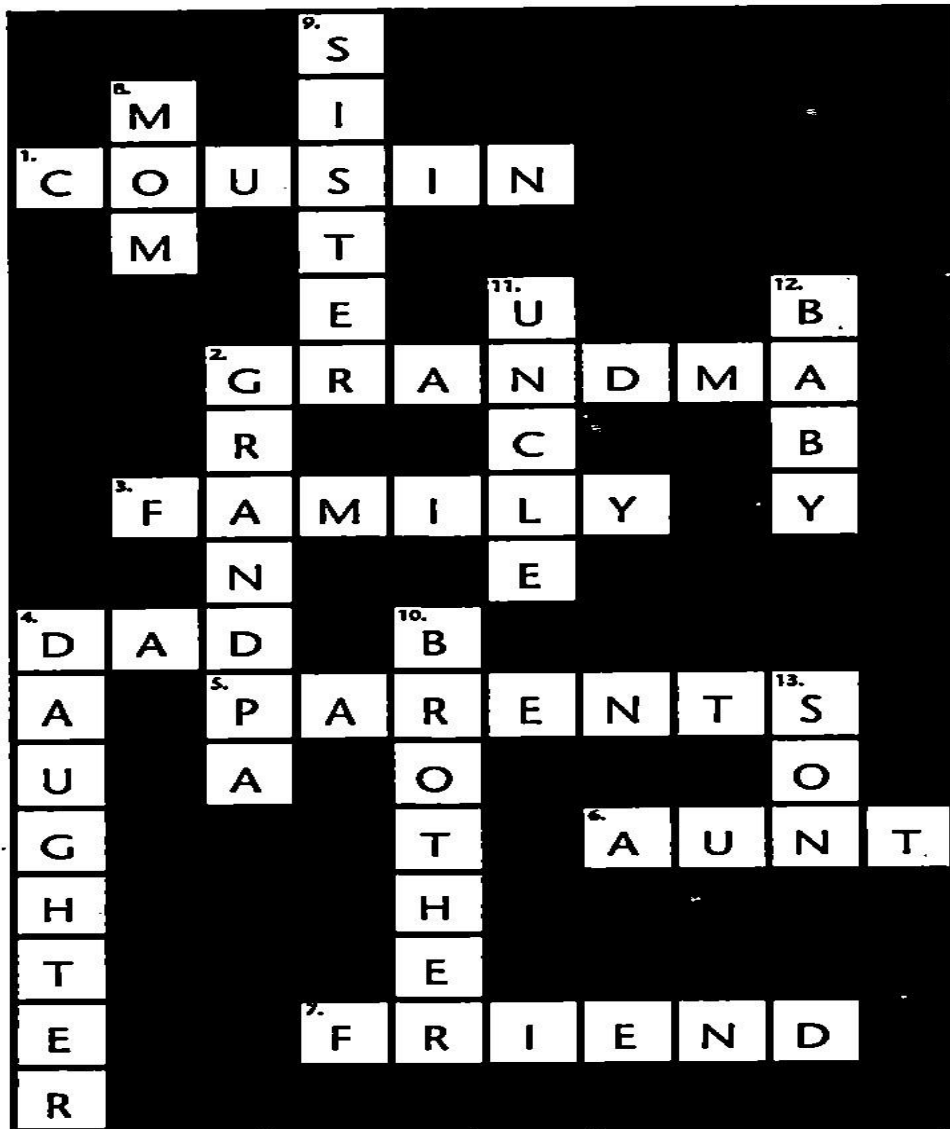


YELLOW: Risk Level One

Activity #7

"ALL IN THE FAMILY"- SOLUTION

CROSSWORD ACTIVITY A



YELLOW: Risk Level One

Activity #7

"VALUES TO LIVE AND LEARN"

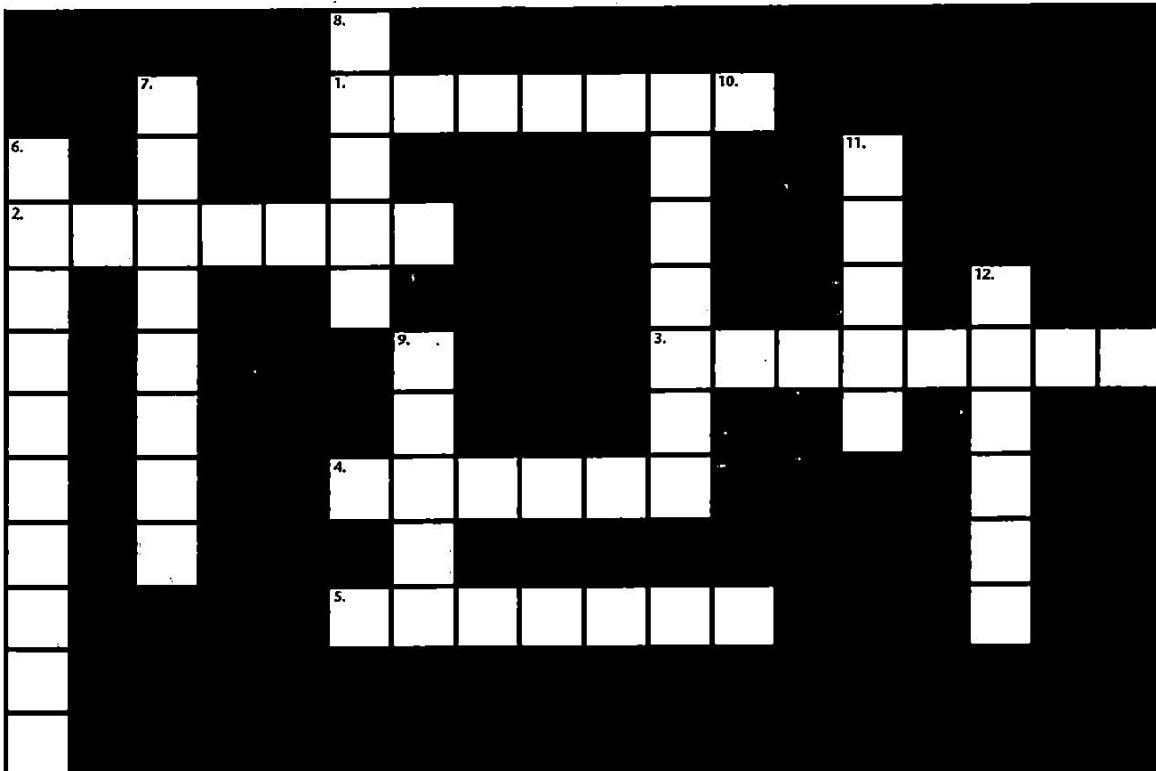
CROSSWORD ACTIVITY B

ACROSS

1. To treat with consideration
2. Trustworthiness
3. Treat with politeness
4. Moral belief
5. To be of assistance

DOWN

6. Considerate
7. Charitable conduct
8. Honesty, no falsehood
9. To give freely
10. Alternatives
11. Alerted to or knowledgeable
12. To make up one's mind

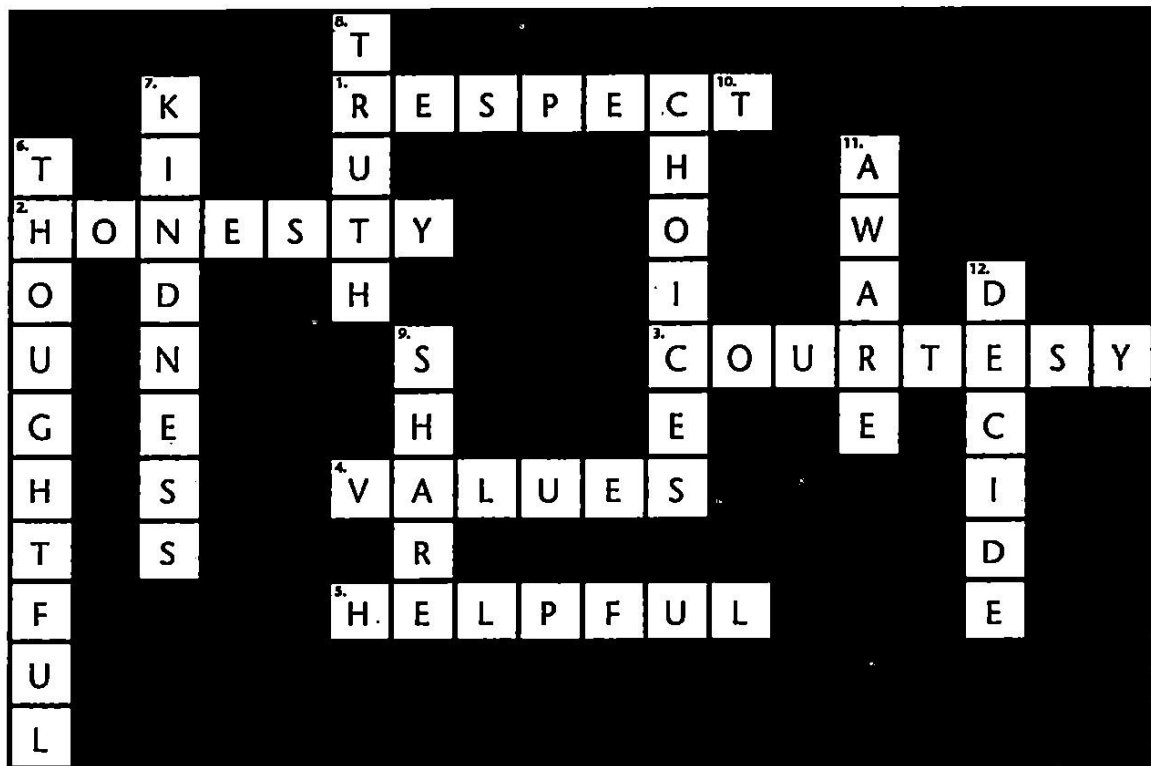


YELLOW: Risk Level One

Activity #7

"VALUES TO LIVE AND LEARN"- SOLUTION

CROSSWORD ACTIVITY B



YELLOW: Risk Level One

Activity #7

"FAMILY CLANS OF THE OJIBWA"

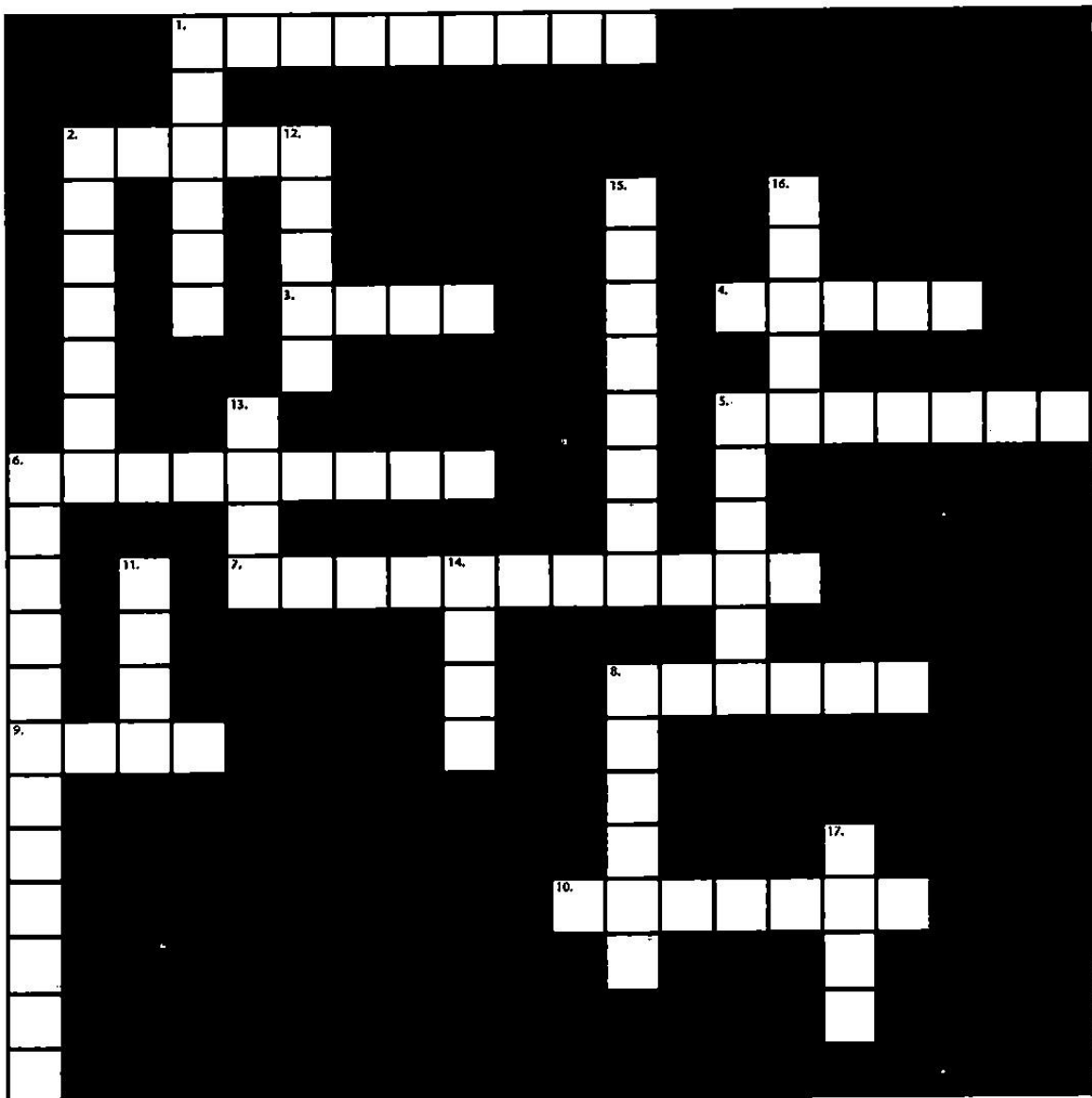
CROSSWORD ACTIVITY C

ACROSS

1. Darkest colored waterfowl
2. Large, long-legged and long-necked bird
3. Bird with distinctive neck markings and haunting call
4. Largest of the deer family
5. Grayish bird which cleans up the shorelines
6. Medium-sized silvery fish of Lake Superior
7. Noisy and venomous reptile
8. Predator mammal who lives in pines
9. Large spotted predator; "Northern"
10. Large member of deer family; both sexes have antlers

DOWN

1. Large dam-building rodent
2. Large river fish with feelers
5. Bottom-feeding fish
6. Name for legendary cat living in the lake
8. Male mermaid
11. Small sized raptor
12. Symbolic bird of prey
13. Large four-legged omnivore who hibernates
14. Bobcat
15. Largest freshwater fish
16. Large high-flying migratory bird; "Honker"
17. Large canine predator

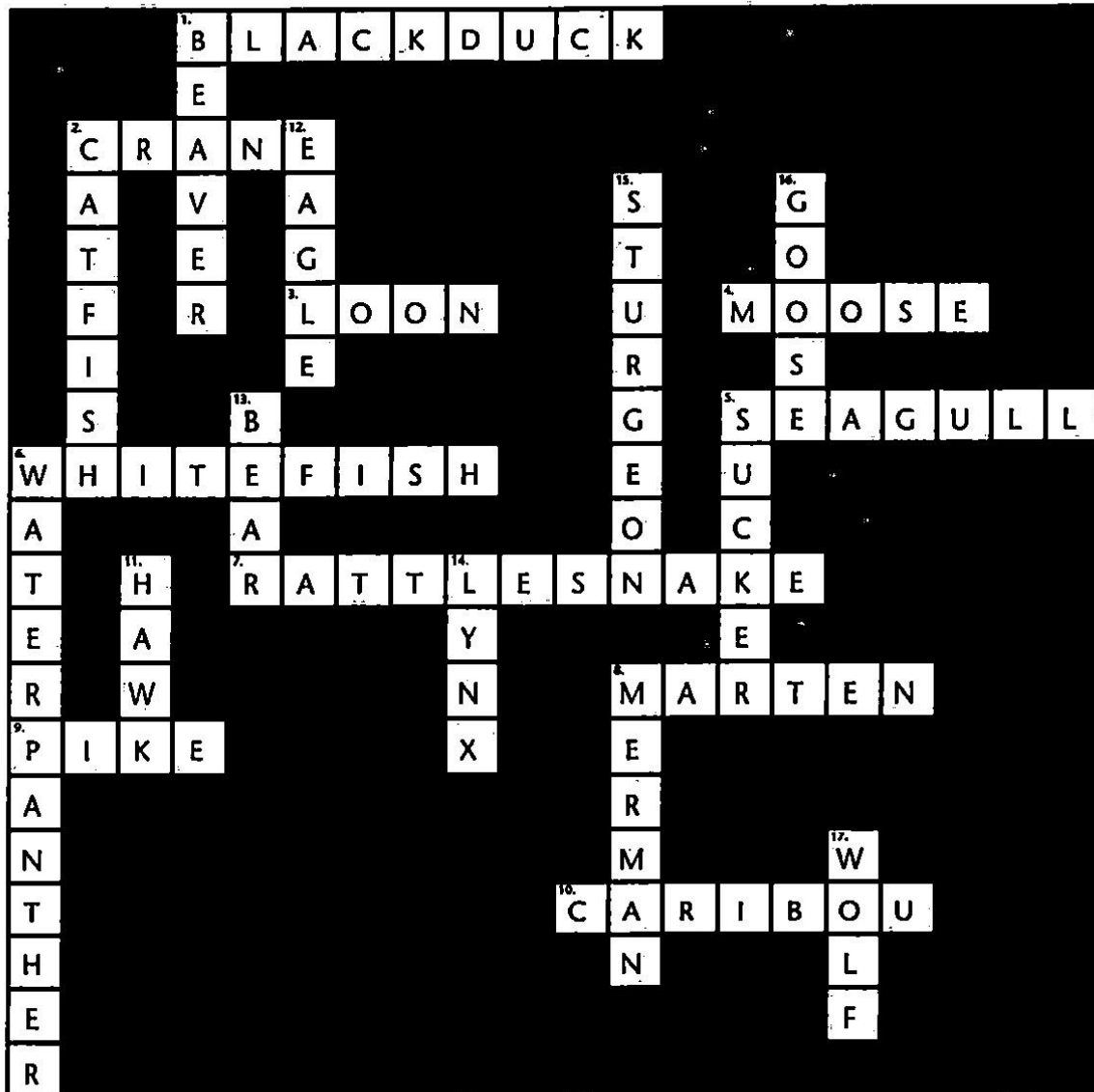


YELLOW: Risk Level One

Activity #7

"FAMILY CLANS OF THE OJIBWA" - SOLUTION

CROSSWORD ACTIVITY C



YELLOW: Risk Level One

Activity #7

"FAMILY NAMES IN OJIBWA LANGUAGE"

CROSSWORD ACTIVITY D

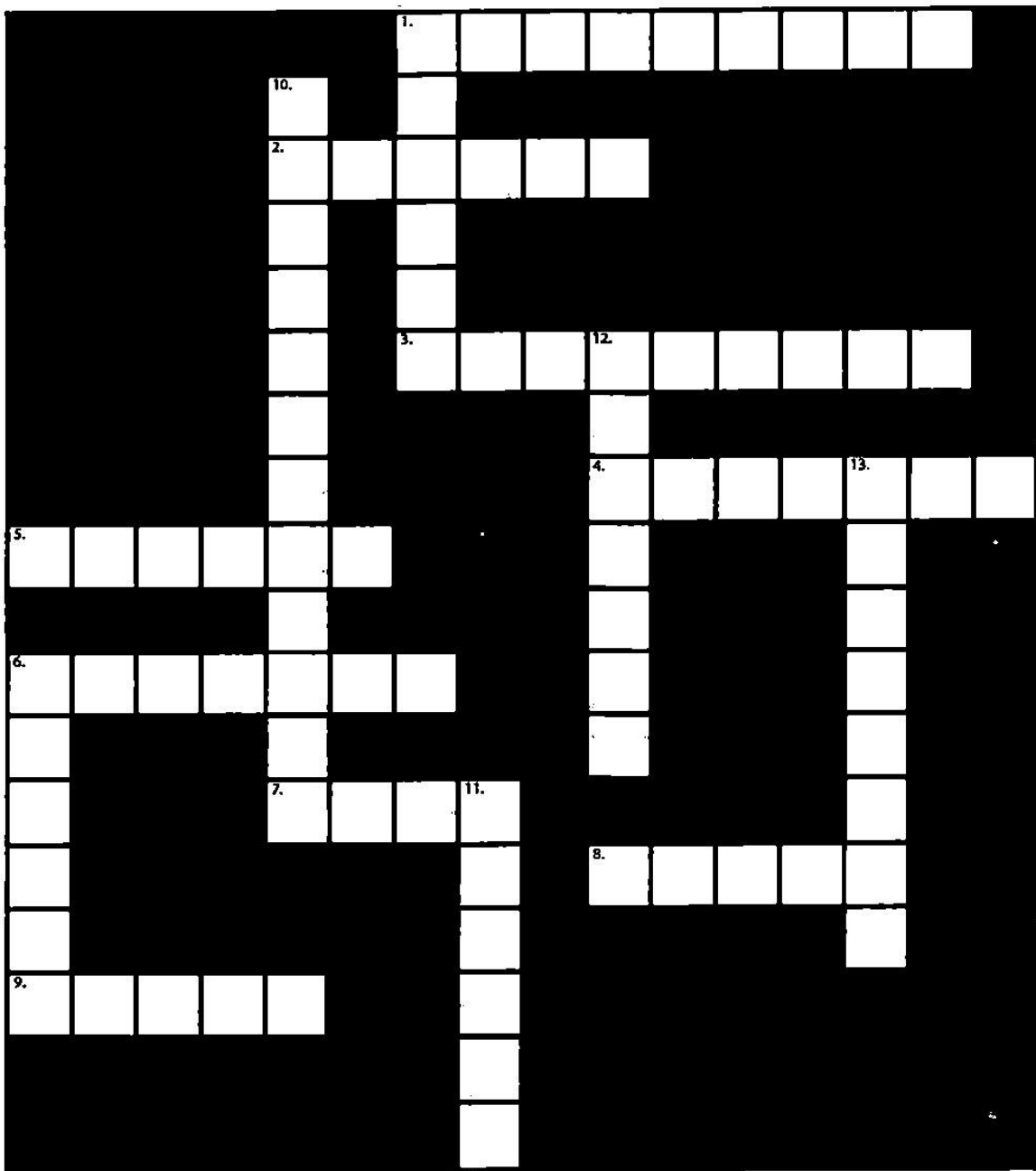
In this activity, the answers are given to you! After studying the Ojibwa language terms and their English meanings, reinforce your learning by working these terms in the puzzle.

ACROSS

1. NINZHISHE — my uncle
2. NIMISE — my older sister
3. ABINOOJII — baby
4. NOKOMIS — grandma
5. DANISS — daughter
6. NITAWIS — my male cousin
7. NEEN — me, I, myself
8. NEEJI — friend
9. SHIME — younger brother

DOWN

1. NIMAMA — my mother
6. NINGOS — my son
10. INODEWESIWIN — my family
11. NIBABA — my father
12. NINOSHE — my aunt
13. MISHOMIS — grandpa

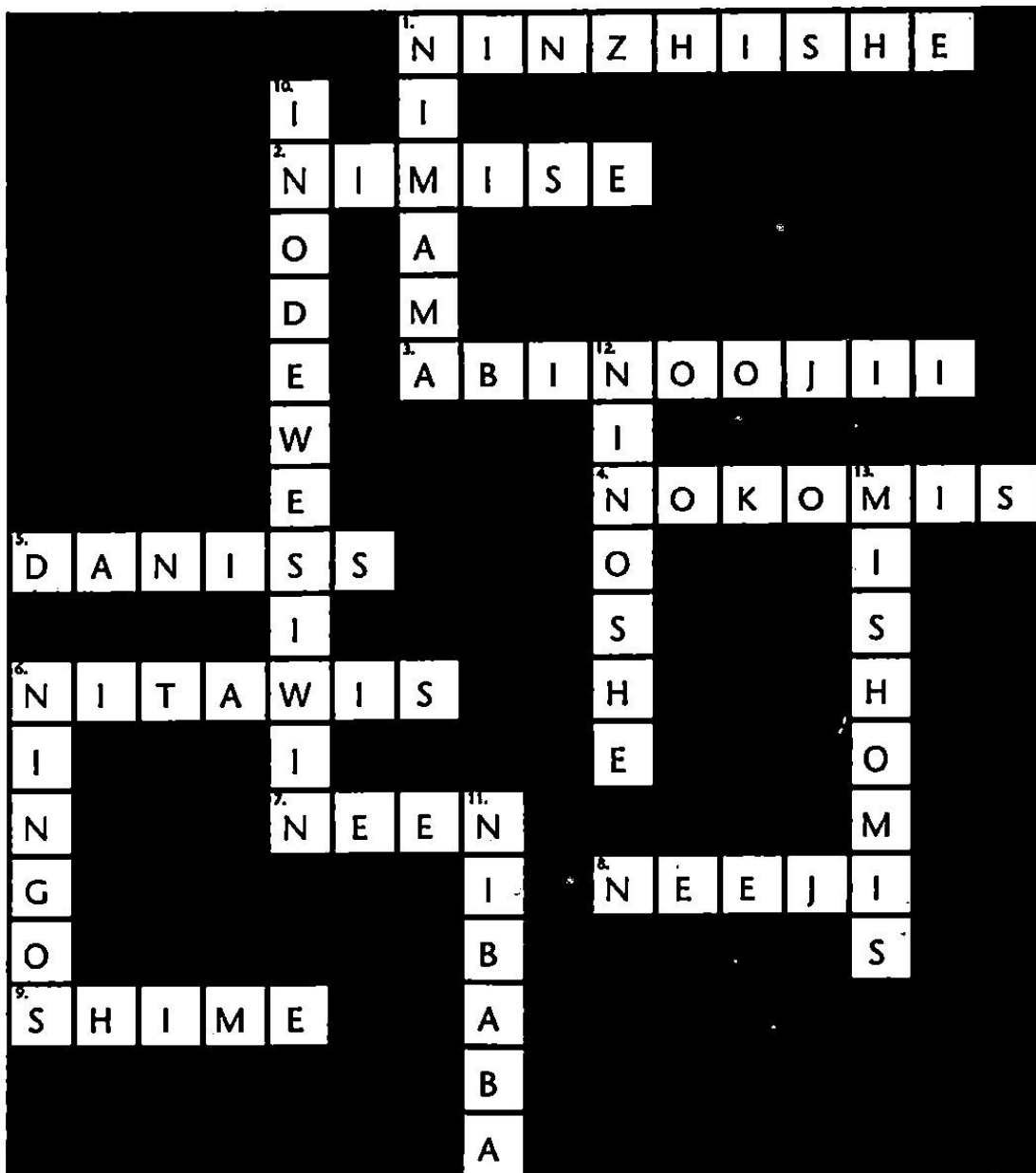


YELLOW: Risk Level One

Activity #7

"FAMILY NAMES IN OJIBWA LANGUAGE"- SOLUTION

CROSSWORD ACTIVITY D



YELLOW: Risk Level One

Activity #7

"CLAN NAMES IN OJIBWA LANGUAGE"

CROSSWORD ACTIVITY E

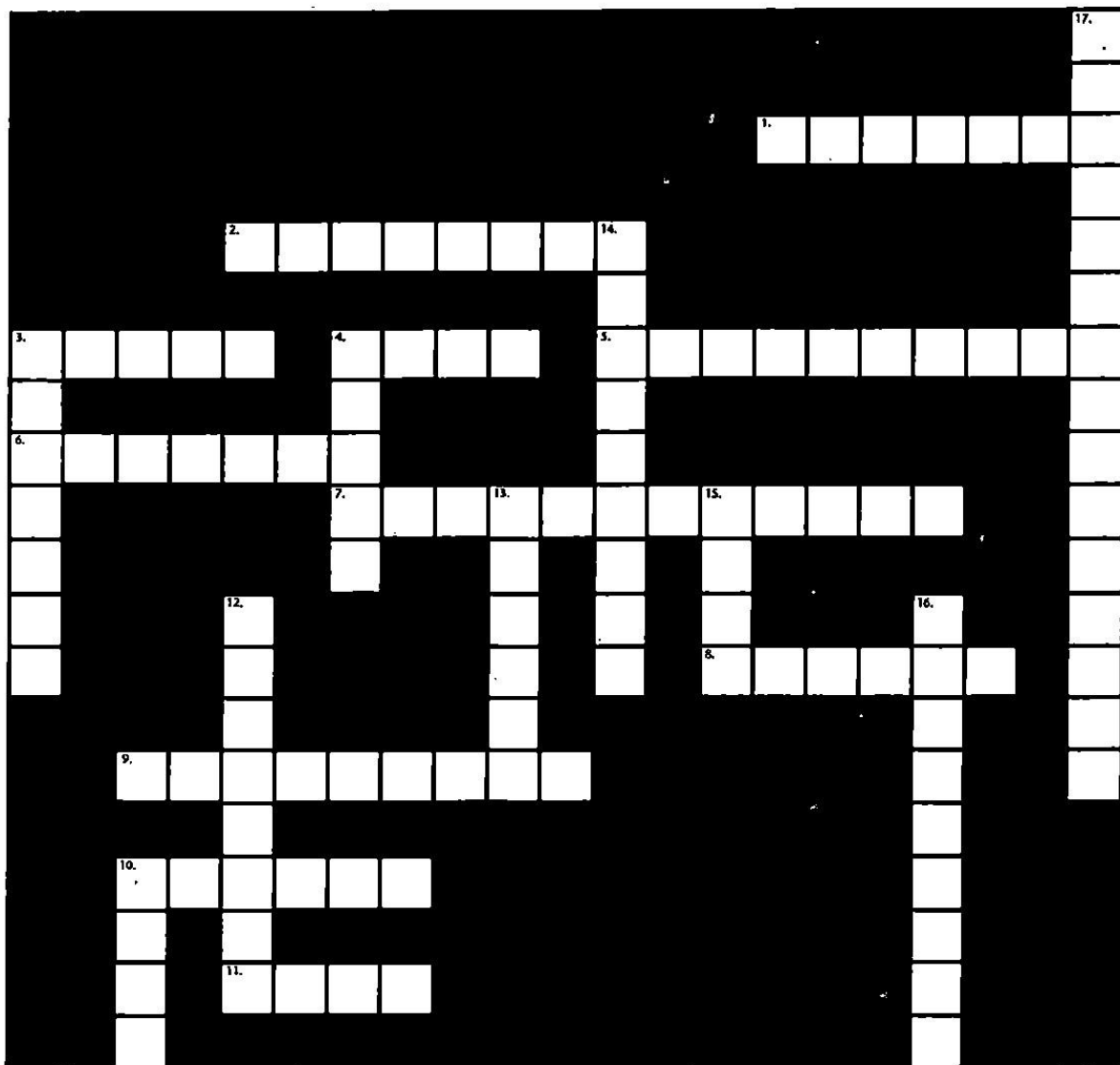
In this activity, the answers are given to you! After studying the Ojibwa language terms and their English meanings, reinforce your learning by working these terms in the puzzle.

ACROSS

1. GYAUSHK — the seagull
2. ADIKAMEG — the whitefish
3. ADDIK — the caribou
4. MONG — the loon
5. NEBAUNUGAY — the merman
6. AHJEJUK — the crane
7. WAUBISHASHEE — the marten
8. KAKAIK — the hawk
9. SHESHEGWA — the rattlesnake
10. MIGISI — the eagle
11. NIKA — the goose

DOWN

3. AWASISI — the catfish
4. MUKWA — the bear
10. MOOZ — the moose
12. MYEENGUN — the wolf
13. BIZHEW — the lynx
14. GENOUSHAY — the pike
15. AMIK — the beaver
16. MIZHIBIZI — the water panther
17. MUKADAYSHESHEEB — the black duck

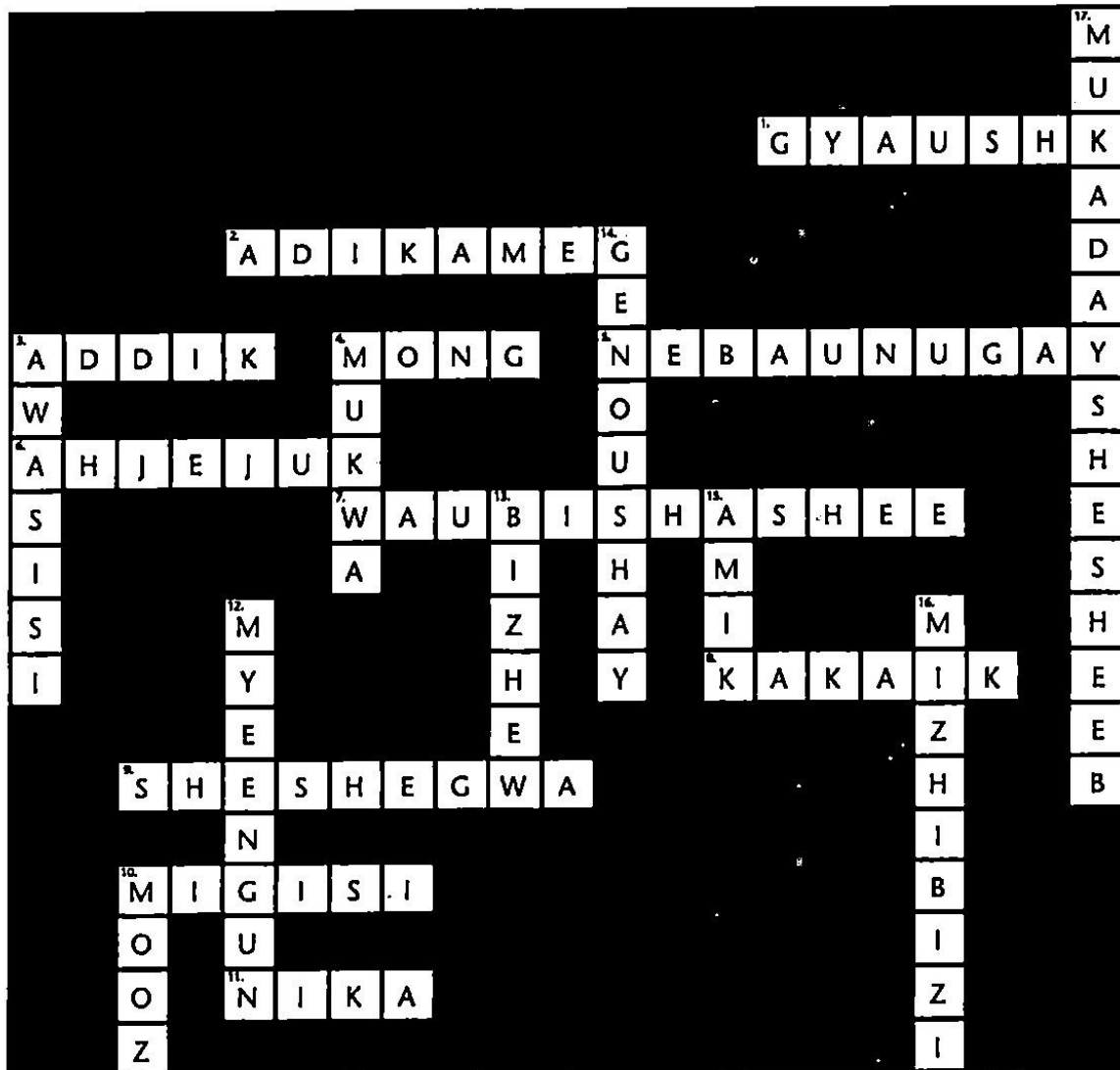


YELLOW: Risk Level One

Activity #7

"CLAN NAMES IN OJIBWA LANGUAGE"— SOLUTION

CROSSWORD ACTIVITY E



GREEN: Risk Level Two

Activity #1

ACTIVITY: FAMILY PICNIC OUTING

GOAL: To Enhance Family Cohesiveness

TIME NEEDED: 1 to 2 Hours

OBJECTIVE: To increase family interaction.

RESOURCES: A prepared lunch with utensils; transportation if necessary; supplemental items if desired.

SUGGESTED PROCEDURE: Commit to this activity on a regular basis — perhaps twice per month. Choose interesting places in the area to picnic. As an alternative, each family member can be offered the opportunity to choose a preferred location for this activity.

OPTIONAL PROCEDURE: Bring a deck of cards and play childrens' games after dinner.

GREEN: Risk Level Two

Activity #2

ACTIVITY: FAMILY WINTER OUTING

GOAL: To Enhance Family Cohesiveness

TIME NEEDED: 45 to 90 Minutes

OBJECTIVE: To increase family interaction.

RESOURCES: Ice skates or sleds; warm winter clothing; thermos container and cups; transportation if necessary.

SUGGESTED PROCEDURE: Commit to this activity as a group during the winter season — every two weeks if possible. Bring along some warm refreshments such as cocoa, tea or coffee.

GREEN: Risk Level Two

Activity #3

ACTIVITY: FAMILY ALBUM DISCUSSION

GOAL: To Enhance Family Cohesiveness

TIME NEEDED: 1 Hour

OBJECTIVES:

- To increase level of family interaction.
- to increase level of intra-family awareness.

RESOURCES: Family photo album or albums.

SUGGESTED PROCEDURE: Parents can utilize the family album to encourage discussion of friends, relatives and events shown in the albums. Describe the relationships with persons in the pictures, who they are, how you came to know them, and the circumstances of the photo. (Be prepared for lots of questions.) If the family has several albums, these may be used to facilitate discussions in the following weeks.

GREEN: Risk Level Two

Activity #5

ACTIVITY: DINNER INVITATION

GOAL: To Achieve Healthy Family Attitudes

TIME NEEDED: 30 to 45 Minutes

OBJECTIVES:

- To validate and encourage choices for positive friendships developed outside the family;
- To encourage the concept of sharing with others.

RESOURCES: A regularly prepared family meal — nothing out of the ordinary; invitations.

SUGGESTED PROCEDURE: Each family member will have an opportunity under this activity to invite a guest to share a meal with the family. Draw names to determine who will choose first. Continue this on a weekly basis until everyone has had their turn at this activity. Give the invited guest plenty of lead time so they will be able to attend. (The person inviting the guest for that week will have the responsibility for ensuring that introductions are made if necessary.)

INVITATION

To

You are cordially invited to be the
guest of
for dinner at the
Family home on
at.

Please call if you cannot attend.

INVITATION

To:

You are cordially invited to be the
guest of
for dinner at the.
Family home on
at p.m.

Please call if you cannot attend.

INVITATION

To:

You are cordially invited to be the
guest of
for dinner at the
Family home on
at p.m.

Please call if you cannot attend.

INVITATION

To:

You are cordially invited to be the
guest of
for dinner at the
Family home on
at p.m.

Please call if you cannot attend.

GREEN: Risk Level Two

Activity #6

ACTIVITY: WHAT'S IN A SONG?

GOAL: To Promote Healthy Attitudes Within Families

TIME NEEDED: About 45 Minutes to 1 Hour

OBJECTIVE: To promote healthy attitudes through exploring lyrical themes of contemporary popular music.

RESOURCES: Digital media, notepad and pencil

SUGGESTED PROCEDURE: Each person may select a favorite song for the family to listen to. Draw straws to determine order of songs. While listening to one song, note specific lines and phrases in the lyrics, and discuss what the writer may have meant by their words; try to guess what the author was thinking when they wrote the song. What emotions were taking place? Do the words deliver a positive or negative message? After discussion, ask the person who chose the song if they continue to see the song in the same light or whether their viewpoint has been changed through the discussion. Conclude the activity by dancing to a final tune.

OPTION: If no media is available, select songs at random which play on local radio stations. Younger children often like to sing songs which they have learned. Singing your own song and then discussing the meaning of the words is an option for anyone who likes to sing.

GREEN: Risk Level Two

Activity #7

ACTIVITY: DECISIONS, DECISIONS...

GOAL: To Provide Information For Appropriate Behaviors

TIME NEEDED: About 1 Hour to 90 Minutes

OBJECTIVE: To understand the process of decision-making.

RESOURCES: "A Tale of Three Choices," Example A, B and C.

SUGGESTED PROCEDURE: Assemble family and take turns reading the parts of the booklet (the brief introduction first, then the different parts). After each part is read, discuss the described example. After reading and discussion, examine the following questions:

- What is likely to be the best-informed decision — one which is made in haste, or one which is well thought out?
- Can every decision be categorized as a right/wrong or good/bad decision?
- How do you decide choices which are not within these categories?
- When families make decisions, is the responsibility still an individual concern? Why or why not?

GREEN: Risk Level Two

Activity #7

A TALE OF THREE CHOICES

INTRODUCTION

Deciding sometimes seems very simple, and other times it is very difficult. Yet in each decision we make, whether good or bad, there is a process in our minds which takes place and assists us in reaching our choice of action (or inaction). Sometimes we are very aware of this process and we think very carefully, and other times we are not even aware we are doing it. In just about every situation which requires choice, this process involves three things:

1) laying out OPTIONS; 2) predicting CONSEQUENCES; and 3) committing to a CHOICE.

Laying out options means we identify all our various choices. Each choice will have some implication or consequence (predicted result). We weigh these in our minds before determining a choice. While some results can easily be described as "good!" or "bad;" there are some consequences in which there is no clear description. Societies, families and individuals must sometimes base their choices on what is "more positive" or "less bad."

The following examples will walk us through some samples of what happens in a decision-making situation.

GREEN: Risk Level Two

Activity #7

EXAMPLE A:

Tom spots a coin purse beneath a branch with some bills sticking out. What should he do? In his mind he begins to:

1. LAY OUT OPTIONS

- PICK IT UP —TURN IT IN
 - **(PREDICTS CONSEQUENCES)** SELF SATISFACTION
 - POSSIBLE REWARD
- PICK IT UP — KEEP IT
 - **(PREDICTS CONSEQUENCES)** FINANCIAL GAIN
 - SHAME/GUILT
- LEAVE IT THERE
 - **(PREDICTS CONSEQUENCES)** DISCOVERY POSSIBLE
 - DOUBT & REGRET

After weighing the possible results of his choices, Tom (3) **COMMITTS TO A CHOICE**. He **DECIDES** that the satisfaction he will feel from replacing someone's loss is more beneficial to him than gaining a few dollars.

EXAMPLE B:

Carol is invited for a ride with her friends. She was instructed to go straight home after school. Sometimes her mom works late — until 6:00 p.m.

What should she do? In her mind, Carol:

1. LAYS OUT OPTIONS

- GO ALONG
 - **(PREDICTS CONSEQUENCE)** MOTHER WILL ENFORCE SANCTIONS, SUCH AS GROUNDING.
- GO ALONG, ONLY UNTIL 6:00 P.M.
 - **(PREDICTS CONSEQUENCE)** MOTHER MAY RETURN AND EXPRESS ANGER, DISAPPOINTMENT; POSSIBLE PUNISHMENTS. HOWEVER, DISCOVERY NOT CERTAIN.
- REFUSE TO GO ALONG

- **(PREDICTS CONSEQUENCE)** SOME DISAPPOINTMENT, BUT WILL REMAIN IN GOOD STANDING AT HOME. PRIVILEGES TRUST REMAIN INTACT WITH CERTAINTY.

After considering all consequences, Carol (3) **COMMITTS TO A CHOICE** and **DECIDES** that, although she is tempted to go along, she is better off maintaining good relations at home. She appreciates and values the privileges she has earned.

GREEN: Risk Level Two

Activity #7

EXAMPLE C:

Lisa's dad does not know she has a test the next morning and invites her along to a movie. She is not through studying, but she does enjoy going to movies and spending time with her father.

As she quickly thinks it over, she:

1. LAYS OUT OPTIONS

- GO ALONG TO MOVIE
 - (PREDICTS CONSEQUENCES) ENJOYABLE EVENING BUT PROBABLE FAILURE ON MORNING EXAM.
- STAY HOME AND STUDY
 - (PREDICTS CONSEQUENCES) NOT AS MUCH FUN, BUT LIKELIHOOD OF GOOD GRADE ON EXAM INCREASED; PRIDE AND SELF-SATISFACTION ASSURED.

Because Lisa cares about getting passing grades in her classes, she (3) COMMITS TO A CHOICE and DECIDES the short-term enjoyment of attending the movie is not worth it. Her choice is to do well on the exam, so she foregoes the movie for another time.

GREEN: Risk Level Two

Activity #8

ACTIVITY: CHOOSING OUR TIME PRIORITIES

GOAL: To Realize Healthy Family Attitudes

TIME NEEDED: 30 Minutes for form; 1 Hour for discussion

OBJECTIVES:

- To identify the priorities, we have made for utilizing our time;
- To identify opportunities for family-oriented activities in our typical schedules.

RESOURCES: Weekday and Weekend Log forms; Typical Day "Choices" chart; pencils; crayons or colored markers.

SUGGESTED PROCEDURE: Distribute both the Weekday and Weekend Log forms to family members. Each member should try to pick a day during the week (Monday through Friday) through a random drawing. Once a weekday is chosen, each person should write down all activities involved in during that day. Begin to log upon rising and conclude at bedtime. Complete a similar log for the weekend. Call a family meeting to compare the results of everyone's logs. Note the areas which stand out as requiring a change or reconsideration.

GREEN: Risk Level Two

Activity #8

WEEKDAY LOG

6 a.m.

7 a.m.

8 a.m.

9 a.m.

10 a.m.

11 a.m.

NOON

1 p.m.

2 p.m.

3 p.m.

4 p.m.

5 p.m.

6 p.m.

7 p.m.

8 p.m.

9 p.m.

10 p.m.

11 p.m.

MIDNIGHT & AFTER

INDIVIDUAL DIRECTIONS

Choose a weekday from Mon. thru Fri. at random to log all your activities. Start when you get up and log whatever you do (walking, reading, watching tv, working, etc.) until the time you go to bed.

FAMILY DIRECTIONS

When each family member has a daily log completed, set a time inside to fill in the “choices” pie chart, which will represent how the family normally spends time in a typical day of the week. Use different colored crayons or markers to represent each choice or category on the chart. Discuss your findings.

GREEN: Risk Level Two

Activity #8

TYPICAL DAY

- Decide whether these are "CHOICES", good choices, or, as a family, we should reconsider any choices we have made. Use a different color for each activity.

HOURS

WORK/SCHOOL

SPORTS/EXERCISE

SLEEPING

EATING

TALKING

TELEVISION

READING

EACH SEGMENT (PIE SLICE) = 3 HOURS

NOTHING

OTHER

(Use a different color for each category.)

SELF

FAMILY

FRIENDS

OTHERS

SUMMARIZE INFORMATION ON ABOVE CHARTS:

TOTAL THE HOURS SPENT ON ONE ACTIVITY BY EACH PERSON AND DIVIDE BY THE NUMBER OF FAMILY MEMBERS.

GREEN: Risk Level Two

Activity #9

ACTIVITY: LET'S SET SOME GOALS!

GOAL: To Promote Healthy Attitudes Within Families

TIME NEEDED: About 1/2 Hour per week

OBJECTIVE: To promote positive attitudes by setting and attaining realizable goals.

RESOURCES: Goal Worksheets.

SUGGESTED PROCEDURE: Begin by having each person identify a short-term goal for the day. Make your goals simple at first (Example: Tuesday I will do something extra around the house without being told or asked). Have a brief follow-up meeting the next day to monitor each person's results. If goals were not achieved, note reasons on chart. After a few days, try setting a weekly goal. Have a follow-up meeting again, after one week to note your results. After you have achieved some success, you may set a monthly goal which can be monitored the same way. Don't set goals too high at first — start slowly. As the family begins to realize some positive results, you may gradually identify some goals which require more attention and commitment.

OPTION: Identify weekly/monthly goals as a family. Set some time up when beginning this activity (in about 6 weeks) when the sum total of the results can be discussed in a family setting. Ask yourselves, "Was this exercise a good or bad influence on our outlook and behaviors?"

GREEN: Risk Level Two

Activity #9

GOAL WORKSHEET

NAME

DATE

DAILY GOALS

ACHIEVED ☐ NOT ACHIEVED ☐

SUN.

MON.

TUES.

WED.

THURS.

FRI.

SAT.

WEEKLY GOAL FOR WEEK OF

ACHIEVED ☐ NOT ACHIEVED ☐

MONTHLY GOAL FOR MONTH OF

ACHIEVED ☐ NOT ACHIEVED ☐

EXPLANATION FOR ANY GOALS NOT ACHIEVED:

GREEN: Risk Level Two

Activity #10

ACTIVITY: COLORING CLAN SYMBOLS

GOAL: To Enhance Family Cohesiveness

TIME NEEDED: About 1/2 Hour

OBJECTIVE: To provide opportunity for family discussion and interaction.

RESOURCES: Ojibway Clans Coloring Book; coloring crayons.

SUGGESTED PROCEDURE: Select one or two pages to color and have each person share in coloring portions of the pictures, one person at a time. When the coloring is finished, discuss the characteristics of each symbol and ask why this symbol may have been chosen to represent a clan of families long ago.

OJIBWE CLANS DRAWING BOOK

ORIGIN OF THE CLANS

The clan is a special family, group which was used by Ojibway's (and most other Native American tribes). These groups were organized under what was called a "Doodem" which symbolized the families within these groups. All families within a particular clan were considered related, and regarded themselves as kin, even if the families were from other bands or tribes. Individuals within a clan were forbidden to marry. Each clan usually had a special role to play within their tribe. Clan designation was usually derived from the father.

Originally there were five (5) principle clans within the Ojibway Tribe. These clans were the crane, catfish, loon, bear and marten. The oral history of the Ojibway relates their beginning as the emergence of six "water beings" from the great salt water in the east (Atlantic Ocean). Of these six, one was regarded as too powerful and dangerous to live among the Ojibway, and was implored to return to the sea. The five beings which remained lived among the people and are said to have become the five original clans. Over many years, many offshoots of these clans have developed, and today there are at least twenty-two (22) distinct clans within the Ojibway tribe.

The various clans which we have identified are listed in the Ojibway dialect with their English translations listed secondly.

1. AJIJAK	CRANE
2. MAANAMEG	CATFISH
3. MAANG	LOON
4. MAKWA	BEAR
5. WABIZHISHI	MARTEN
6. MAKADEZHIISHIIB	BLACKDUCK
7. AMIK	BEAVER
8. GYAUSHK	SEAGULL
9. ADIK	CARIBOU
10. NEBAUNUGAY	MERMAN
11. GEKEK	HAWK
12. ZHIISHIIGWE	RATTLESNAKE
13. MIGIZI	EAGLE
14. NIKA	GOOSE
15. MOOZ	MOOSE
16. MA'IINGAN	WOLF
17. BIZHIW	LYNX
18. GINOOZHE	NORTHERN PIKE
19. MIZHIBIZI	WATER PANTHER
20. NAMEBIN	SUCKER
21. NAME	STURGEON
22. ADIKAMEG	WHITEFISH

AJIJAK DOODEM

MAANAMEG DOODEM

MAANG DOODEM

MAKWA DOODEM

WAABIZHESHI DOODEM

MAKADEZHIISHIIB DOODEM

AMIK DOODEM

GYAUSHK DOODEM

ADIK DOODEM

NIBIINAABE DOODEM

GEKEK DOODEM

ZHIISHIIGWE DOODEM

MIGIZI DOODEM

NIKA DOODEM

MOOZ DOODEM

MA'IINGAN DOODEM

BIZHIW DOODEM

GINOOZHE DOODEM

MISHIBIZHII DOODEM

NAMEBIN DOODEM

NAME DOODEM

ADIKAMEG DOODEM

BLACK: Risk Level Three

Activity #1

ACTIVITY: FAMILY QUESTIONNAIRE

GOAL: To Enhance Family Cohesiveness

TIME NEEDED: 15 Minutes per family member, plus discussion

OBJECTIVES:

- To increase level of family interaction;
- To increase level of intra-family awareness.

RESOURCES: Family Questionnaire forms; pencils.

SUGGESTED PROCEDURE: Have the family sit around the kitchen table and interview the person seated opposite them. Participants may pass on certain questions if they wish. When the interviews are completed, discuss any new things family members may have learned about each other.

You may want to serve a light snack such as juice, crackers or popcorn during the activity.

OPTIONAL PROCEDURE: If there is an odd number of persons in the family, try the following: have each person fill out the form anonymously; then collect the forms and mix them up. Place the pile face down and select one. After reading the answers aloud, try to guess who the form belongs to.

BLACK: Risk Level Three

Activity #1

FAMILY QUESTIONNAIRE

NAME

NICKNAME

BIRTHDATE

MOST FAVORITE PERSONS, PLACES AND THINGS:

FAVORITE PERSONS

Role Model

Teacher

Actor

Actress

Singer

Comedian

Band

Sports Team

Political Leader

FAVORITE PLACES

Country

State

City

Lake

River

Park

Building

FAVORITE THINGS

Color Season

Food Drink

Sport Activity

Animal Book

Magazine Movie

BLACK: Risk Level Three

Activity #2

ACTIVITY: FAMILY NEWSLETTER PROJECT

GOAL: To Enhance Family Cohesiveness

TIME NEEDED: 1 Hour per week

OBJECTIVES:

- To increase level of family interaction;
- To increase level of intra-family awareness;
- To encourage cooperative approaches to family tasks.

RESOURCES: Paper; pencils; stapler or paper clips.

SUGGESTED PROCEDURE: Call a family meeting to discuss the newsletter project. The newsletter can contain stories on events, biographies of family members or friends, or fictional short stories. Articles should be submitted by each family member, with someone appointed chief editor. When articles are completed, they can be either handwritten or typed. Get enough copies made to share with friends and relatives if desired. Local libraries and schools may be a convenient place to make copies for a nominal cost.

BLACK: Risk Level Three

Activity #3

ACTIVITY: ROUND-ROBIN DISCUSSION

GOAL: To Enhance Family Cohesiveness

TIME NEEDED: 1 Hour

OBJECTIVES:

- To increase family interaction;
- To increase levels of intra-family awareness;

- To increase incidence of intra-family communication.

RESOURCES: A local newspaper, magazine or other publication (if needed); paper; pencil; paper bag.

SUGGESTED PROCEDURE: Each family member may choose a topic of their interest and write this on a slip of paper. The slips are collected and one is drawn at random to determine the topic for discussion. The person whose slip is drawn begins the discussion. Continuing in sequence to the left, each family member may offer comments or questions on the subject at hand. Conclude by discussing whether anyone has learned anything new about a discussed subject, and whether their view has been changed or strengthened by the discussion.

BLACK: Risk Level Three

Activity #4

ACTIVITY: FAMILY HISTORY PROJECT

GOAL: To Enhance Family Cohesiveness

TIME NEEDED: 2 to 6 Hours

OBJECTIVE: To promote family identity through describing family background and history.

RESOURCES: Family Tree Workchart.

SUGGESTED PROCEDURE: Bring grandparents into this activity if possible. If grandparents are not available, parents should begin Part 1 of the activity.

- PART 1: Fill in full names of all grandparents, parents and siblings if possible.
- PART 2: Write a one to three sentence summary of "What they were (or are) known for in their lives." (Example: Grandpa was an excellent outdoorsman and was skilled in hunting, trapping and fishing. He also tanned hides and built his own home.)

- PART 3: Use the comments to put together a summary of family history (which should be about three pages long, or longer if you wish).

OPTION: Upon completion, enlarge your chart on poster-size cardboard. Secure and attach photographs to your chart if photos are available. Upon completion, the chart and history summary can be included in the family archives collection (see following related activity). Since this is a lengthy project, you may wish to break each part of the activity into a different day, and complete over several weeks.

BLACK: Risk Level Three

Activity #4

FAMILY TREE WORKCHART



KNOWN FOR:

KNOWN FOR:

KNOWN FOR:

GRANDPA

GRANDMA

KNOWN FOR:

GRANDPA

GRANDMA

KNOWN FOR:

MOM

DAD

KNOWN FOR:

L
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R
E

KNOWN FOR:

KNOWN FOR:

KNOWN FOR:

KNOWN FOR:

KNOWN FOR:

BLACK: Risk Level Three

Activity #5

ACTIVITY: FAMILY ARCHIVES PROJECT

GOAL: To Enhance Family Cohesiveness

TIME NEEDED: Approximately 1 Hour to start, 20 Minutes per week thereafter

OBJECTIVES:

- To increase level of family interaction;
- To increase level of intra-family awareness;
- To establish a means of acknowledging accomplishments within the family on a long-term basis;
- To assist in promoting and reinforcing individuality within the family.

RESOURCES: A file box; cardboard storage box; bulletin board or display shelf; photo album if desired.

SUGGESTED PROCEDURE: Schedule a family meeting to discuss the family archives project. Each family member should take a turn at being the archives director for a two-week period. During this time the family will assist the director in collecting things which they feel might be suitable to include in the permanent collection: news clippings, photographs, certificates, awards or notable projects a family member may have accomplished. Every two weeks the family should set aside some time to discuss which of the items should be put into the archives. The director should then arrange some items in a temporary display area, which will change periodically, as additional items accumulate in the collection.

BLACK: Risk Level Three

Activity #6

ACTIVITY: GLIMPSES OF THE PAST

GOAL: To Enhance Family Cohesiveness

TIME NEEDED: 45 to 90 Minutes

OBJECTIVE: To provide opportunities for family interaction and discussion.

RESOURCES: "Glimpses of the Past" stories; notepaper and pencils if desired.

SUGGESTED PROCEDURE: Pick a family member to read each short story. Upon finishing the story, have each person address the questions presented at the end of each story. Each person should respond to express an individual view on the subject. Upon completing this part of the

activity, continue to discuss the general theme of each story to determine what the person relating the story was trying to get across.

OPTION: Hand out slips of notepaper and pencils and write down questions which come to mind during the reading of the stories and discussion. Collect the slips and address them as a group at the conclusion of each story.

GLIMPSES OF THE PAST:

Some Brief Descriptions of Life

in Old Time Red Cliff

INTRODUCTION

This booklet is a small collection of short stories which were recently related by various elders within the Red Cliff community. They are included as anonymous submissions. Hopefully, they will provide a brief view of lifestyles which existed in the Red Cliff community in times which are yet within the memories of these elders. They are not a passing on of stories told over several generations, but are actually short descriptions of what families experienced in the reservation community a generation ago.

1. A NECESSITY OF LIFE

When I was young, my grandpa and grandma would come at a certain time of year to pick berries with the family. We would begin by picking strawberries, and as time went on though the summer, we would camp out and pick blueberries. We traveled in an old pickup truck of my dad's. After the blueberries were through, we would head for Madeline Island on one of the local fishing tugs, to pick cranberries in the fall. After picking a crop of berries, we would bring a truckload into the stores to sell or trade for our basic necessities such as flour or sugar. These supplies would hold us for a while and last until we brought in another crop.

Sometime recently, a young person was asked if they were planning to go camping. They responded by saying, "I can't afford it." This really made me chuckle, because for our family, we had to camp to make a living, not just for recreation. It was a necessity of life.

DISCUSSION: How do you think life was different between this time (1930s) and now? Were the roles of family members different from what they are today, and if so, in what ways?

2. FINDING THE PATH

One day long ago, when I was a young child, my grandpa took me out hunting in the woods. We walked and walked for miles. It took most of the morning. We were very far back in the woods, miles from nowhere. When we reached a certain point, we stopped to rest, and grandpa had a smoke. Then, he asked me, "What would you do if you have to return home by yourself?" I answered, "I don't know." He told me he was going to leave me there to try. I was only a young boy and I was very scared. I was never in such a situation before. I hoped he was only kidding, but he wasn't. He sat me down on a log, and started back without me!

Not knowing the way back, I had to guess as to what direction to begin walking. As I walked around rocks, trees and brush, I had only my feelings to guide me through my path. Eventually, I came out of the woods on a road which I recognized to be within walking distance of grandpas.

Grandpa was waiting for me when I trudged into the yard, tired, but glad to be home. He smiled and took my gun, which seemed like it weighed fifty pounds. "I knew you would find your way," he said, "you have the instinct of an Indian." I often think back to the lessons grandpa taught me that day. He showed me something about fear, and the importance of keeping a clear head. But most of all, he taught me to have confidence and faith in myself. This lesson has helped me in many ways throughout my life, especially when it seemed I was lost.

DISCUSSION: Do you think Grandpa was cruel for leaving the boy when he knew he was afraid? Did Grandpa care about the boy?

3. FISH HEAD SOUP

When we were kids, grandma used to make fish head soup. It was like potato soup with fish heads in it for flavor. It was really good. We were very poor back then and grandma didn't waste anything. So, after a nice meal of fried trout, we could always count on soup that night or the next day.

Sometimes when grandma had an especially large fish head, she would boil it in a separate kettle. When it was done cooking she would put it up on a dish and begin eating it. As she ate, she would lay out little pairs of bones which looked like items; some looked like tomahawks, sleds, and so on. As she ate, she would tell us stories which went with the different bone items.

It's been many, many years since grandma passed away, and hardly anyone thinks of eating fish heads anymore. I have grandchildren and great-grandchildren of my own now, so when they forget to appreciate what they have, or think about wasting something, I tell them about grandma and her fish head soup.

DISCUSSION: Do you think mealtime was an important activity to the family back then? Why? Do you think that people threw things away like they do now? Why or why not?

4. THE SACRED ROCK

During the 1960s, an elder from the Bad River Reservation spent the summer traveling throughout the United States and Canada, sharing the medicines and teachings of many tribes. On his return home, he stopped in Red Cliff to share some of what he had experienced. The elder related a dream which he had about the people of Red Cliff. (At this point in time, many persons with cultural knowledge were reluctant to openly share these things in our community.) This is how he related his dream:

"There is a rock, a very special rock, which our people need to search for. It is a rock with carvings on it and is somewhere between here and Ashland. This rock is sacred to our Ojibway people. You must find it and offer tobacco there. Once we do this, our culture and traditions will return, and we shall regain pride in our heritage. This event will mark the beginning of our return to the Ojibway way of life."

His story was heard in silence; the task of finding such an object seemed impossible. There are over 25 miles of shoreline between our village and Ashland, not to mention the dense brush and rugged terrain of the area involved. No one really expected to find the rock. Where would one begin looking? The story was repeated to others now and then, but for the most part, it was largely forgotten. About twenty years later, an elderly gentleman remarked to a local person that he had something he wished to show someone from the tribe, which was on his property. He led this person through an unmarked trail, to a location which contained a large rock with very old carvings. Neither of these persons were familiar with the dream or the significance of the rock.

Since that time, there has been a revival of many cultural practices and ceremonies which are important to our people. The search for knowledge has been on-going, as interest in these teachings has increased through the years. It did come to happen, that after the sacred rock was located, and offerings were made to the spirits, many of our families began showing an increased pride in who we were, where we came from, and who we are today.

DISCUSSION: The exact location of the sacred rock is a kind of secret. Why do you think this is so?

5. LIME MEDICINE LADY

When I was a small child in the 1930s, my family would travel around every year picking blueberries. Mom, dad, grandpa and grandma would all help set up camp. First, we would camp out on the old pine barrens when the berries started, until they were through. When the berries were done on the mainland, we would head out to the islands; the berries there would be just coming on. Every year we camped on the same spot on Presque Isle, which

they now call Stockton. We were never allowed to pick berries right around the camp. We were sent out to find bushes further out. The berries around the camp were saved for grandma to pick as she cooked and kept fire around the camp during the day. I remember one evening my grandma was very tired and not feeling well. My grandpa came and got me to dance for my grandma; to entertain her and take her mind off her illness. I danced around the fire with a blanket as grandpa sang the old Chippewa songs he knew from long ago. The next day, grandma felt better and claimed that my dancing had healed her. I was only five or six years old at the time. I danced many times for grandma after this, as she would have grandpa come get me when she wasn't feeling well. for this reason she gave me the name, "Mash-ki-ki- Qway-saynce," or "Little Medicine Lady."

DISCUSSION: Why do you think the little girl could help her grandma?

6. A BUCKET OF PIPES

Not so many years ago, many Native American people were employed in Bayfield at the fish houses. We would often pick fish out of nets when the commercial tugs came off the lake, and clean fish all day after that. In those days, herring and whitefish would come in by the ton. Of course there were few jobs in our area, so the people who worked at these fisheries to make a living were glad to have a job. And, of course, there were also at this time many people who were not employed. It was the practice of the fisheries to dispose of the whitefish entrails after the haul was cleaned. From time to time, Indians would bring home a bucket full of these to distribute to families in the community. We used to work out the esophagus very carefully and collect these, throwing out the rest. We called them "whitefish

pipes." We would wash them and boil them in a kettle with salt and pepper — and you might not think so, but they were delicious! We could not afford to waste anything of value in those days, but we couldn't help but wonder what the town people thought when they saw someone heading for the reservation with their bucket of pipes!

DISCUSSION: Do you think many people eat fish pipes today? Why not? Do you think people wasted much food back then? Why not? Were families glad to receive a portion of the pipes which were brought? Why or why not?

RED: Risk Level Four

Activity #1

ACTIVITY: WHAT'S MY ROLE?

GOAL: To Provide Information For Appropriate Behaviors

TIME NEEDED: About 1 Hour

OBJECTIVE: To promote appropriate behaviors by defining various individual roles and expectations.

RESOURCES: Role Identity Charts; pencils.

SUGGESTED PROCEDURE: Draw straws to determine who gets selected first. Hand out a Role Identity Chart to each person. The selected individual checks off any roles they feel apply to them. The rest of the family also checks off what they feel applies to this person. After finishing

the forms, compare the charts done by the family. Are there any differences which stand out? Have either side listed anything which comes as a surprise? Speculate as to the reason for any differences.

RED: Risk Level Four

Activity #1

ROLE IDENTITY CHART

NAME

PREPARED BY

☐ MOTHER

☐ EMPLOYEE

☐ DAUGHTER

☐ FATHER

☐ STUDENT

☐ NEPHEW

☐ SISTER

☐ BREADWINNER

☐ NIECE

☐ BROTHER

☐ DEPENDENT

☐ ENEMY

☐ CHILD

☐ HERO

☐ LOVER

- | | | |
|---------------------------------|-------------------------------------|---------------------------------------|
| <input type="checkbox"/> AUNT | <input type="checkbox"/> CLOWN | <input type="checkbox"/> PROTECTOR |
| <input type="checkbox"/> UNCLE | <input type="checkbox"/> SCAPEGOAT | <input type="checkbox"/> CO-WORKER |
| <input type="checkbox"/> COUSIN | <input type="checkbox"/> GRANDHILD | <input type="checkbox"/> CLIENT |
| <input type="checkbox"/> FRIEND | <input type="checkbox"/> SON | <input type="checkbox"/> ACQUAINTANCE |
| <input type="checkbox"/> HELPER | <input type="checkbox"/> SUPERVISOR | |
| <input type="checkbox"/> SPOUSE | <input type="checkbox"/> TEACHER | |

CHECK OFF ANY OF THE ABOVE WHICH YOU FEEL APPLY BE PREPARED TO JUSTIFY YOUR SELECTIONS..

RED: Risk Level Four

Activity #2

ACTIVITY: GAME WITHOUT A NAME

GOAL: To Enhance Family Cohesiveness

TIME NEEDED: About 1 Hour

OBJECTIVE: To increase family interaction.

RESOURCES: Supplementary resource materials:

- Multicolored Gameboard
- 1 Pair Dice
- Colored Tokens
- Colored Chips
- Colored-Coded Question Cards

SUGGESTED PROCEDURE: Begin with each person rolling the dice. High roller selects a token and begins play by advancing clockwise along the board, the number of spaces he has rolled. You will land on one of four color spaces. Select a color-coded question card from the top of the pile. After responding, the other players must vote whether you have responded correctly or sincerely (majority rules). If you have responded correctly, you may roll the dice again, continuing play until you answer a question incorrectly or insincerely, in the opinion of the group. Upon non-approval by the group, you must reverse back the amount of your previous shake or to the logo space, whichever is nearer. In the event of a tie or other non-decision, the

player neither reverses nor advances, but play advances to the next person to the left of the starting player, and continues clockwise around the board. Upon passing the logo space, you may select one color chip. Beginning from the logo space after a reversal, does not qualify for receiving a chip. When a person collects four (4) chips (one of each color) the game is successfully concluded.

OPTION: Offer an incentive or small prize of some kind, such as a snack or other small item, to be awarded upon conclusion of the game. The prize could be awarded to an individual player, a team, or the entire group could share in it.

RED: Risk Level Four

Activity #3

ACTIVITY: FAMILY DISCUSSION — "FEELINGS ABOUT EACH OTHER"

GOAL: To Promote Healthy Attitudes Within Families

TIME NEEDED: About 1 Hour

OBJECTIVE: To increase intra-family knowledge.

RESOURCES: Living room or suitable comfortable setting.

SUGGESTED PROCEDURE: A parent or older family member may wish to begin this activity. Start by sitting more or less in a circle in the living room (you don't need to sit on the floor). The person beginning the discussion addresses a brief comment or two to the person immediately to their left, and then continues clockwise around the circle until each person has been addressed. No responses should be offered by anyone until it is their turn to speak. The theme of the commentary should be limited to how each person in the family group feels about the other. Each family member should embrace or hug the other as a concluding activity.

OPTION: An object which may have meaning to a particular person (or the family) may be used by each speaker to hold as their comments are offered. The object can be passed to the left as each person takes a turn speaking. This sometimes helps people who are not used to this manner of speaking, to feel more comfortable in sharing personal thoughts and feelings.

RED: Risk Level Four

Activity #4

ACTIVITY: VALUES DISCUSSION

GOAL: To Promote Healthy Attitudes Within Families

TIME NEEDED: About 30 Minutes to 1 Hour

OBJECTIVE: To increase awareness of positive values through identifying specific positive behaviors.

RESOURCES: "What Are Values" worksheet; pencils. Gather the family at the kitchen table, putting the worksheet in the center. Each person takes a turn at suggesting an example of behavior which demonstrates each value. (Example: Honesty — finding someone's property and turning it in.) Begin with the youngest person and conclude with the oldest (younger children may need some help — it's okay).

RED: Risk Level Four

Activity #4

WHAT ARE VALUES?

Provide examples of each value in our everyday activities. Sign your name after each suggestion.

HONESTY:

KINDNESS:

RESPECT:

SHARING:

RED: Risk Level Four

Activity #5

ACTIVITY: GETTING TO KNOW YOU

GOAL: To Enhance Family Cohesiveness

TIME NEEDED: 30 to 90 Minutes

OBJECTIVE: To provide opportunities for family interaction and inter-family communication.

RESOURCES: Provided in supplementary materials: "Getting To Know You" game cards, spinner, master score sheet and 1 die. Also needed: notepad and pencil.

SUGGESTED PROCEDURE: See directions in supplementary materials.

OPTION: Choose a neutral person before beginning the game.