



NATIVE WELLNESS

Institute



LEADING THE NEXT GENERATIONS
HEALTHY RELATIONSHIPS
CURRICULUM

Handouts

Culture Walk

This exercise can create awareness of how many people have shared similar life experiences. In this way, we are not alone.

Time: 15 - 20 Minutes

1. Ask all participants to line up on one side of the room and not talk.
2. Begin quiet background music.
3. 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 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. Gay, lesbian or two-spirited people.
15. Divorce or separation.
16. Single parenting.
17. Repetitive relationships or multiple marriages.
18. Relocation.

Trauma Web

Time: 10 minutes

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.

- Death of a loved one
- Gambling addiction
- Emotional abuse
- Drug addiction
- Physical abuse
- Verbal abuse
- Cultural loss
- Alcoholism
- Neglect
- Racism
- Divorce
- Poverty
- Violence
- Disability
- Relocation
- Foster care
- Adoption
- Oppression
- Sexual abuse
- Loss of a job
- Boarding school
- War experiences
- Loss of spirituality
- Discrimination of any kind

YOU

- Frequent periods of depression
- Difficulty hearing positives
- Fear of conflict and anger
- Continuing sense of guilt
- Need to be in control
- Fear of dependency
- Overly responsible
- Very irresponsible
- Overachievement
- Poor self-images
- Need to be right
- Fear of trusting
- Perfectionist
- Chaos junky
- Fear of feeling
- Fear of intimacy
- Underachievement
- Denial of problems
- Fear of incompetence
- Compulsive behavior
- Heavily depends on others
- Repetitive relationship patterns
- Unable to relax, let go and have fun
- Hypersensitive to the needs of others

River of Life Exercise

This exercise is a personal reflection of experiences, choices and patterns that contribute to who we are today. This exercise is to help us look at where we came from, see where we are today and decide where we want to go.

Time: 30 - 60 Minutes

Supplies needed:

- ◆ Multicolored construction paper or blank typing paper.
- ◆ Markers and/or crayons, stickers, glitter glue and old magazines.
- ◆ Flipchart.

Explain to the group that a river is a very meaningful symbol in many cultures and most people find it quite natural and stimulating to think of their own lives in terms of a river. Participants are asked to use the symbol of a river to reflect on their own personal lives.

Give each person a sheet of paper and make sure plenty of markers or crayons of different colors are available.

On the flipchart write:

- ◆ Draw important stages or influences of your life.
- ◆ Draw blocks or dams to depict challenges influencing you as a person.

Provide an example of a River of Life experience. Demonstrate how to draw a river and blocks while you explain the next instruction steps.

Ask each person to draw his or her own River of Life. They should show the stages in their own lives and key influences which were important motivations or life changing moments (e.g. marriage, children, loss, school, job). Have them place dams in the river or blocks where they have encountered difficulties and how they have influenced their relationships with their partners, children or family. The River of Life may flow freely where life was going well. You are encouraged to be creative.

Acknowledge potential sensitivity of this activity and encourage active participation.

Relationship Evaluation

Time: 20 - 30 Minutes

Each person will complete this evaluation individually.

Write on a scale of 1-10 (1 being the most negative, 5 being average and 10 being the most positive), the number that best describes how you feel. BE HONEST.

1. I understand my partner's goals. _____
2. I understand my goals. _____
3. I encourage my partner to meet his/her goals. _____
4. I listen to my partner. _____
5. I recognize and understand my partner's feelings. _____
6. My communication is open and honest with my partner. _____
7. I believe I am responsible for my own self-esteem. _____
8. I choose and control my beliefs and behaviors. _____
9. I resolve conflict in a positive way with my partner. _____
10. I spend quality time with my partner. _____
11. We share responsibilities in a fair manner. _____
12. I need more hugs, cuddling, love and intimacy. _____
13. I do not allow outside influences to affect my relationship.
(e.g. friends, family, job, community) _____
14. My relationship is the most important thing in my life. _____
15. I spend time dreaming and planning our future with my partner. _____

Have partners come together and compare their answers. Now, make a list of the areas you scored 5 or below, or where you disagree with your partner's answer and brainstorm with your partner how you can improve these areas. In the areas you scored 5 and above, review with your partner and discuss how you can do even better.

Willow in the Wind

Time: 15 Minutes

This is a trust building exercise.

Have participants form groups of 4 or 5 or more depending on the size of your group.

Have a group member volunteer to be the middle person; the middle person is called the FALLER.

Have the group stand shoulder to shoulder in the circle and extend arms in a relaxed manner.

The Faller begins to fall back and the group catches and shoves the Faller back and forth like a Willow in the Wind.

After each throw back and forth the group steps back one step.

The Faller can shout "CHANGE" when he/she feels uncomfortable.

When the Faller shouts "change" a new person from the group will step into the middle. With each new person begin the group shoulder to shoulder. You can continue until everyone who wants to has an opportunity to be the FALLER.

Process this activity with the group. What stopped you from participating? How did it feel to participate? What are the feelings that came up for you? Fear? Scared? Helpless? Trusting? Adventurous? Fun?

Words of Clay

Time: 15-20 minutes

Supplies Needed:

- ◆ Clay
- ◆ Construction Paper
- ◆ Flip Chart
- ◆ Markers

Ask the participants to brainstorm words to describe a healthy relationship. Write them on the flip chart paper.

Now ask them to choose a word from the flip chart that means a healthy relationship to them and ask them not to tell anyone.

Provide each person with a piece of construction paper and a piece of clay. The construction paper is so their clay will not stick to the table.

Ask the group to mold the clay to represent their word without spelling their word.

When everyone is finished with their creation, have each person share with the group what their word was and describe their clay piece.

Have the participants take home their pieces as a reminder of what a healthy relationship means to them.

Writing a Letter

Time: 20 - 30 minutes

Supplies Needed: Paper or stationary and envelopes

Today, you will write a letter to your parents, son or daughter, partner, family member or special person you hold dear. Now is the time to begin writing your letter.

Feel free to develop your own thoughts. Write freely and honestly.
You will share this letter only with the person you have written it for.

Write on the paper and envelope provided.

When you have completed your letter, seal the envelope.

Here are some statements to help you get started
You may choose one of these or make up your own.

I Love You because...

The Greatest Gift you bring to this family is...

Start... Stop... Continue...

Time: 10 minutes

Hang this on your fridge as a reminder.

Because it is good for me, I will start...

Because it will improve my life, I will stop...

Because it already brings good to my life, I will continue...

Forgiveness: The Greatest Gift to Ourselves

Time: 30 minutes

Individuals have trouble functioning when someone harbors unforgiven hurts. Consequently, the habit or practice of forgiveness is especially useful for promoting and enriching a close relationship. Forgiveness requires openness in communication and the ability to listen without judgment, defensiveness or harsh reaction. We must learn to forgive others as well as ourselves. Forgive and let go are passwords for good relationships.

1. Make a list of important people in your life. Include your partner, parents, siblings, friends or extended family.
2. For each name ask yourself, "Is there anything you have not been able to forgive in that relationship?" If not, be grateful for the relationship and go on to the next name. If there is, write it down--- all of it--- the incident, the feelings, your attitudes, etc.
3. Now that you see what you have not forgiven, go over each item and ask yourself, "Am I willing to accept whatever happened and to forgive and let go now?" If you can just let it go, congratulations!
4. If not, ask yourself, "Am I willing to talk to the person and let them know in a good way what I have been unwilling to forgive up to now?" Communicating responsibly might mean saying, "I've never gotten over _____, and what I want you to know is I am sorry for holding on to it for so long. I will try to forgive you and myself for this."

Your Behavior During Conflicts

Time: 15 minutes

Listed below are statements which can be thought of as some of the 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.	___ try to make the problem go away					
4.	___ ask a friend to mediate					
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	1	2	3	4	5
17.	___ I'm right; you're wrong	<hr/>				
18.	___ you pick your battles carefully	6	7	8	9	10
19.	___ feel unsatisfied after a conflict	<hr/>				
20.	___ agree on how to talk about problems					
21.	___ gloss over the problem	11	12	13	14	15
22.	___ win at all costs	<hr/>				
23.	___ walking away is often better than fighting	16	17	18	19	20
24.	___ often feel you should have said more	<hr/>				
25.	___ hear all sides before making a decision					
26.	___ tend to prematurely forgive people	21	22	23	24	25
27.	___ get annoyed at their unreasonableness	<hr/>				
28.	___ feel like your needs are never met					
29.	___ take the attitude "it's for the best"	26	27	28	29	30
30.	___ go for the "win/win" solution	<hr/>				
31.	___ withdraw from discussion					
32.	___ are motivated to make sure the solution works	31	32	33	34	35
33.	___ I'll give in this time; you give in next time	<hr/>				
34.	___ feel like you can't express what you truly feel	TOTALS				
35.	___ look for the positives in the situation	A	B	C	D	E

After indicating your typical response to each of the 35 strategies above, separate the ratings 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.

See page 13 Your Behavior During Conflicts Answers to see column definitions.

Your Behavior During Conflicts 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’s 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.**” For some of us, we 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 end up losing something or in some way we didn’t 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’ll be a martyr and give in to you.”

Column D is “compromise” (Fudge)

We may have learned to “**Fudge**” in conflict. I’ll 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 doesn’t necessarily get you where you want to be. It means we might both be giving up something we don’t really want to. 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. Let’s take the time to find out what each of 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’ve got what we wanted, and we didn’t have to walk away unhappy over the resolution. This recognizes we may not know what the other person needs to resolve the conflict and we should communicate better.

Communication Assessment

Time: 10 - 15 Minutes

A. The person I have the best conversation with is _____.

B. The discussions are so enjoyable because
_____.

C. The person I have a hard time talking to is _____.

It's hard because _____.

D. While I am talking I get angry when people do what?
_____.

E. If I'm having an argument and I want to make things better I do what?
_____.

F. Because of how I talk (communicate), I think people see me in what way?
_____.

My friends see me as what?
_____.

Other people see me as what?
_____.

G. I want my friends to think I am what?
_____.

I want other people to think I am what?
_____.

H. People like to talk to me because of what?
_____.

I. When I talk to people I could improve in what?
_____.

Listening Self Evaluation

Time: 10 - 15 Minutes

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.

Your goal for the future is to continually work on improving your score.

Do you:

- + Concentrate on what is being said, even if you're not really interested?
- Tune out people who say something you don't agree with or don't want to hear?
- + Listen to the other person's views, even if they're 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're listening, even when you're 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?

Highest Score: +18 Lowest Score: -18

Unseen Drawings

Time: 20 - 30 minutes

Unseen Drawings - An Activity

Place two volunteers in front of the group, back to back. One is facing a blank flipchart and holding a marking pen - the “Artist” - and the other will be the “Instructor.” During the exercise, they will follow two rules: (1) they must continue to face away from each other and (2) the Artist is not allowed to talk.

A drawing is shown to the Instructor and the audience. The drawing involves various shapes, images and/or objects the Instructor will describe for the Artist to draw. The Artist will draw what the Instructor describes until the Instructor announces he or she is finished.

The Artist, Instructor and the audience can now compare the new drawing to the original to see how well they match. How close is it? What could have happened differently for it to improve? This activity reflects upon the concept of providing feedback - communication where the people involved can ask questions and check for clarity.

Time permitting, do this exercise again with two more volunteers, but this time the Artist can ask as many questions as needed to clarify what is to be drawn. In this second attempt, the Instructor can watch what the Artist is drawing. Before beginning the second drawing, how might these changes improve the communication? How might this improve the drawing?

This activity can be a fun way to begin recognizing our own thoughts and feelings when we're trying to communicate and are concerned about how our message is being received. Following this activity, what did you consider about your own communication? Are you sure you are being clear enough? Are the people around you being clear enough?

Foam Puzzle Game

Time: 20 - 30 minutes

This game can be a fun way of helping participants to recognize their own habits in communication, working with others or addressing conflict, but in introducing this game to the participants, the instructor(s) will offer very little information to begin. Participants will be separated into “teams” of 4-6 people. A team leader will be quickly selected from each group. Each team leader will be handed the puzzle pieces for their team and will be instructed to pass the pieces out to their team members, similar to dealing cards. Each team member may have a different number of pieces to start.

Beginning instructions are shared with the participants:

- Team leaders don't have to do the work of the team.
- Team leaders must make sure their team members follow the rules.

Next, the rules are announced to the participants and displayed on a flipchart or slide:

Rules

1. The team may not speak.
2. You may only work with the pieces in front of you.
3. You may not take pieces from another player.
4. You may give pieces to another player.

The participants may want to ask numerous questions about the rules but the instructor quickly moves on to announcing and displaying the goal of the activity:

Your Goal

Using all of the pieces, make five of the same shape, all the same size.

The rules and the goal will be left on display throughout the exercise. Tell the teams to begin and the team members will start to manipulate the pieces in front of them. The instructor moves about the room, observing the teams' actions and reminding the team leaders to make sure their teams are following the rules – it can generally be expected that most teams will break or at least stretch the rules. As each team solves the puzzle, the instructor announces which team has completed it, for instance, “Red team has finished. All right red team.”

When all teams have completed the puzzles, the instructor will lead the group in processing the activity. Begin with questions for the team leaders:

- How did it feel not participating in solving the puzzle?
- How did your team do at following the rules – not speaking? Using only the pieces in front of you? Not taking pieces from others?

The instructor can then process questions with the whole group:

- How was it not being allowed to speak?
- Did any of the teams develop other ways of communicating?
- (If it happens) Why did some people take pieces from another player?
- Did some players give up all their pieces early in the game, expecting someone else to solve

Foam Puzzle Game page 2

the puzzle?

- Did some people expect to get more of the pieces from their teammates?
- Did anyone feel a sense of frustration because they thought they could see a possible solution that their teammate(s) couldn't?
- How did the group determine what was the shape they would try to form five of?
- There are multiple ways to make five of the final shape - a square, but only one way allows for five squares to be made. Did any of the teams create one of the "incorrect" squares? How hard was it to take it apart when you'd already thought it was part of the answer?
- Did any of the players give a piece to another player by placing it next to the other player's piece, because you thought those pieces fit together?

The instructor may ask other questions about the actions observed in the various teams to allow participants to recognize behaviors in themselves that they may not be actively aware of. As the group processes this discussion, the instructor can now point out that this game is an amusing way of exploring our habits - in communication, working with others or addressing conflict. While a simple game, feelings may come up that reflect how we may behave and react in real-life situations at work, home, in the community or elsewhere.

The instructor can also begin to address some "big picture" questions with the group. As each team completed the puzzle, it was announced to the other teams. Most likely (as is true with most groups participating in this exercise), no person from a team still working on a puzzle came to look at the solution that was announced.

- Why didn't anyone walk over and look at the answer?
- What did they think would happen?
- How would the other team respond if someone came to look at their solution?

Most often, teams are harboring thoughts of wanting to complete the puzzle on their own or worrying that it would be cheating if they looked at another team's solution. Upon completing the puzzle, some teams will disassemble their solution so others can't copy their answer. Applying these thoughts to a family, workplace or community, the group can see similarities to things that are already happening around them.

In this game and in life, nothing prevents them from seeking the solutions that others have already found, nothing identifies this as cheating and nothing prevents us from sharing our solutions with others - except our own thoughts about why we shouldn't. In this way we can readily recognize workplaces where some departments don't work well with others, behave very territorially and don't share their solutions.

This brings the final "big picture" questions for the group. As each team completed the puzzle, it was announced to the other teams. Most likely (as is also true with most groups), no one from these teams went to another team to offer their help toward finding a solution.

- While the other teams didn't come to see their solution, why didn't they go to the other teams and offer help?
- Might the situations around them - family, workplace and community - improve if more people chose to help others in this way?

Assessing Your Relationship

Time: 20 - 30 Minutes

Respond to each of the following questions by writing *yes* or *no* in the blank.

- _____ Do you feel your partner does not understand you?
- _____ Are you able to speak freely with your partner?
- _____ Do you both take a genuine interest in each other's lives?
- _____ Do both partners maintain individual interests?
- _____ Is your relationship the only important relationship in your life?
- _____ Do you believe you are a worthwhile person outside of the relationship?
- _____ Do you expect your partner to meet all of your emotional or physical needs?
- _____ Is your relationship often threatened by others outside of the relationship?
- _____ Can you be yourself around your partner?
- _____ Are you uncomfortable sharing your feelings with your partner?
- _____ Do you and your partner work to improve your relationship?
- _____ Do you feel good about yourself?
- _____ Do you feel you have become a better person because of the relationship?
- _____ Can both partners accept a change in roles and feelings within the relationship?

After each partner has completed the questionnaire, compare answers. Discuss with each other what changes you would like to make and what is working well for your relationship right now.

Relationship Road Map

For this exercise you'll 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.

Time: 45 minutes, minimum

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 on life? Someone who meditates? A traditional dancer? Sweats? Into sage and sweet grass? Or new-age crystals?

What do you need in your partner **Culturally**? Someone into pow-wows or ceremonies? 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 works hard, 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?

Male Sexuality Quiz

Time: 10 minutes

(True or False)

1. 64% of married men have had an extramarital affair.
2. Problems with erections are most often started by a physical problem.
3. The average length of the erect penis is 7 inches.
4. Most women prefer a sexual partner with a larger than average penis.
5. 94% of men have masturbated.
6. Most men have a testicle hanging lower than the other.
7. Semen and sperm are the same substance.
8. "Penis growth cream" can increase penis length 2.4 centimeters.
9. Sexual drive decreases with age.
10. Masturbating more than 3 times a week can cause "hairy palms in males."
11. You should not talk to your children about sex.
12. Circumcised men suffer from premature ejaculation more.
13. 25% of men have had a sexual experience with another male.
14. Men can produce sperm until death.
15. Bigamy is an oversized pygmy.
16. African American males on the average have larger erect penises.
17. Circumcision is the act of sailing around the world.
18. Nocturnal emissions is when men "pass gas" at night.

Male Sexuality Quiz Answers

(True or False)

1. F 64% of married men have had an extramarital affair.
2. T Problems with erections are most often started by a physical problem.
3. F The average length of the erect penis is 7 inches.
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16. F African American males on the average have larger erect penises.
17. F Circumcision is the act of sailing around the world.
18. F Nocturnal emissions is when men "pass gas" at night.

Sources The Kinsey Institute New Report on Sex; Sexuality Today;

Expressing Love and Sexual Feelings

Time: 10 minutes

For each question, write your answer in the space below.

If you were in love, how would you want the other person to express his or her love for you?

What actions or behaviors would make you feel this person really cared for you?

How would you express your love and sexual feelings for the other person without having sex?

Understanding Your Purpose

Time: 20 - 30 minutes

List your top six answers that first come to mind for each of the following questions. Take your time but don't get stuck in one place.

What is important to you?

What do you love to do?

What are you good at?

What were you born to do?

Rank the items in each of your lists in order of their importance to you. Using the top two or three answers from each list, write a paragraph that blends these into a description of what your life is about – your own purpose statement for your life.

Understanding Your Purpose Sample

List your top six answers that first come to mind for each of the following questions. Take your time but don't get stuck in one place.

What is important to you?

1. Family/relationship
2. Integrity
3. Being "on purpose"
4. Adventure
5. Being Native
6. New Learning

What do you love to do?

1. Travel/adventure with wife
2. Read/learn/study
3. Share knowledge/turn on light bulbs
4. Be creative
5. Write
6. Work with wood

What are you good at?

1. Speaking with people
2. Sharing knowledge
3. Problem solving
4. Relaxing/finding peace
5. Following intuition
6. Getting along with others

What were you born to do?

1. Evolve
2. Learn
3. Teach
4. Help others to grow

Rank the items in each of your lists in order of their importance to you. Using the top two or three answers from each list, write a paragraph that blends these into a description of what your life is about – your own purpose statement for your life.

Family/relationship, purpose, integrity
 Adventure with wife, read/learn/study, share knowledge
 Speaking, sharing knowledge, problem solving
 Evolve, learn, teach

With my family - I will continue to grow, learn and evolve - seeking increasing healthy, wealth, happiness, peace, love, joy and contentment. I will live with purpose and integrity, finding wisdom, exploring the world around me, seeing life as an adventure, and sharing what I learn with others who would seek it.

Qualities of an Unlimited Life

Time: 20 - 30 Minutes

The young men debated. "It is best to be wealthy. The wealthy man can have anything he wants," said one. Countered another, "What good is wealth if you don't have health to enjoy it?" The young men argued round and round. "Obviously, you need love. How can you be happy and not share it with someone?" Another voice shouted above the others, "Happiness is of the mind, Joy is of the spirit. I say you need happiness and joy." Said the first, "We are getting nowhere with this."

He turned to an old man who was sitting in the corner, smiling as he watched the debate. "Old man," said the first, "What is most important?" Everyone turned to face the old man, curious to hear his thoughts. Slowly, his warm smile widening, the old man spoke. "It is most important to feel fulfilled." "What do you mean?" the young men asked.

"You are all on the trail, but you do not see the path. We are born with hope and purpose. We journey through life filling what is empty. To feel fulfilled is to feel abundant, that there is nothing missing from life. To have HEALTH, WEALTH, HAPPINESS, PEACE, LOVE, JOY and CONTENTMENT- these are seven qualities of an unlimited life." When we have learned these well, they bring us full circle to HOPE and PURPOSE.

How do you see these seven qualities in your life? Rate these qualities in your life on the scale below:

	I Need More				I'm Okay				I've Got It All	
Health	1	2	3	4	5	6	7	8	9	10
Wealth	1	2	3	4	5	6	7	8	9	10
Happiness	1	2	3	4	5	6	7	8	9	10
Peace	1	2	3	4	5	6	7	8	9	10
Love	1	2	3	4	5	6	7	8	9	10
Joy	1	2	3	4	5	6	7	8	9	10
Contentment	1	2	3	4	5	6	7	8	9	10

On the back of this page, make a Start/Stop/Continue list for each of these qualities you want more of in your life. For each quality ask yourself three questions.

1. What do I want to start doing to bring more of this to my life?
2. What do I want to stop doing which keeps me from having more of this in my life?
3. What do I want to continue doing that is already working in my life?

Suppose You're an Elder

Time: 10 minutes

In tradition, an Elder was a person who had lived a lifetime gathering knowledge, experience and wisdom. The Elder understood the values behind the traditional ways. They knew the stories and the teachings. They shared this wisdom in helping the community to move forward in a good way.

Suppose you are an Elder and a young person has come to speak with you, to ask you about relationships.

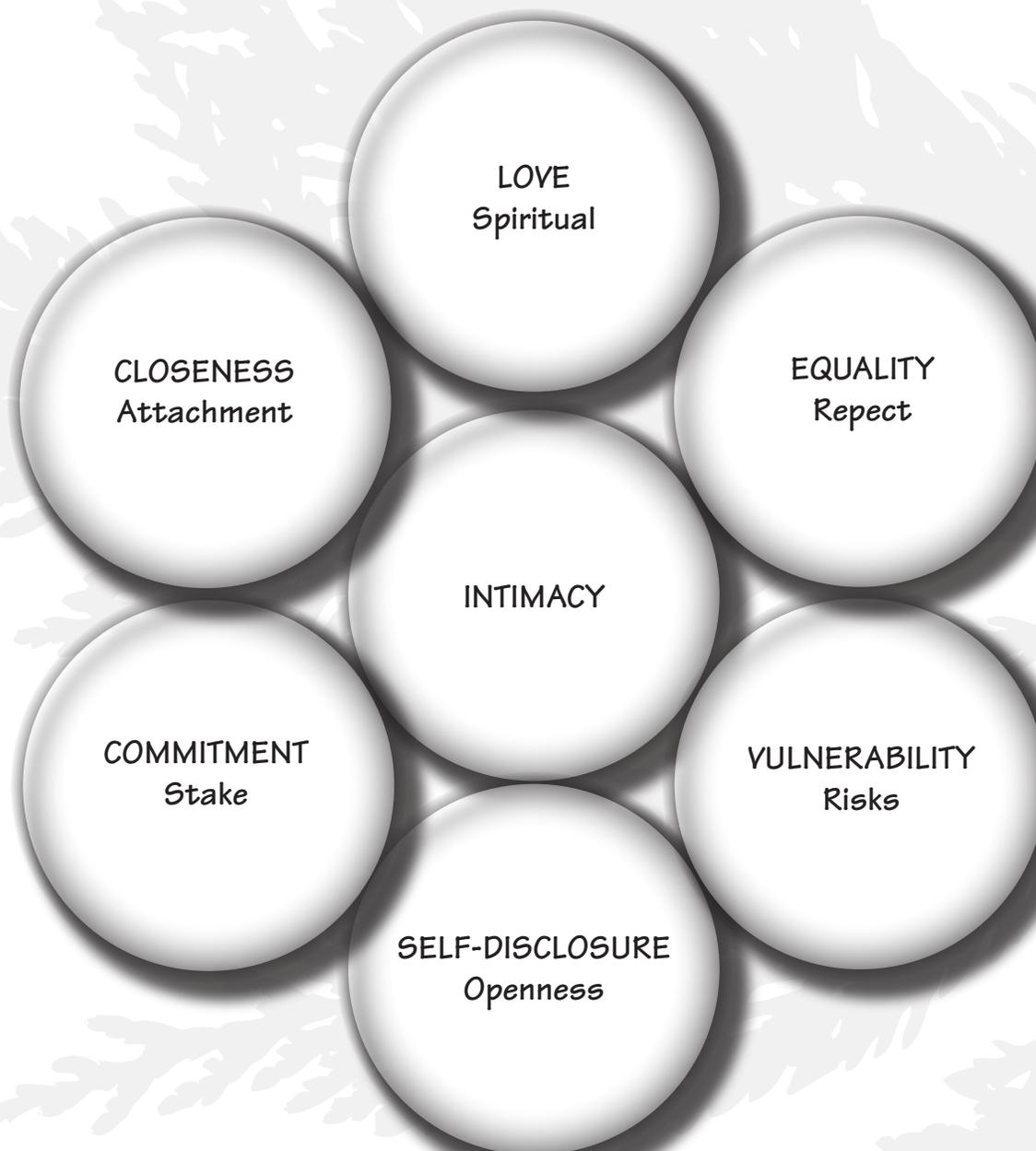
What would you tell them are the benefits of a healthy relationship? For the couple? For their children? For the community?

What would you tell them about the importance of commitment in a relationship?

Intimacy Circles

Time: 10 - 15 minutes

Each word is an element of intimacy. Write down on a separate piece of paper what each word means to you. Share with your partner. Ask yourself what you would like to improve.



Native Ways

Language

Speaking our own language enables us to preserve our traditions and heritage. It is also a source of cultural pride and keeps our culture alive.

Rituals

Special events that help prepare us for an activity or event. Ceremonies, smudging, dance, song, or spiritual practice are examples.

Ceremonies

Events that are spiritual and take place to signify something sacred or special. It can also be a celebration; a cleansing; or healing for ourselves, others, and community.

Humility

To acknowledge our flaws, give thanks for our lives and the gifts we have been given. Appreciation for all that we have.

Directions

“Directions” are north, east, south, west, sky and earth. To Native people, they are also symbolic for our path. We all have our own directions, road or path to follow. Sometimes referred to as the medicine wheel, they give us the teachings of wholeness and balance.

Sacred Circles

Native people believe everything is connected in circular fashion. All creation has its own circle without beginning or end. As individuals, we are the center of our own circle. All things are connected by the circle.

Music

Songs are a part of our spiritual, supernatural and day-to-day world. Every ceremony has songs - the sacred pipe, sweat lodge, sun dance, powwow, death, war, honorings, celebrations, namings and feast are examples. Any occasion can bring forth a song.

Drums

Keeping the rhythm of the heartbeat, the drum is considered a gift from the Mother Earth. The drum beat stays in tune with the body's rhythm and heartbeat.

Clans

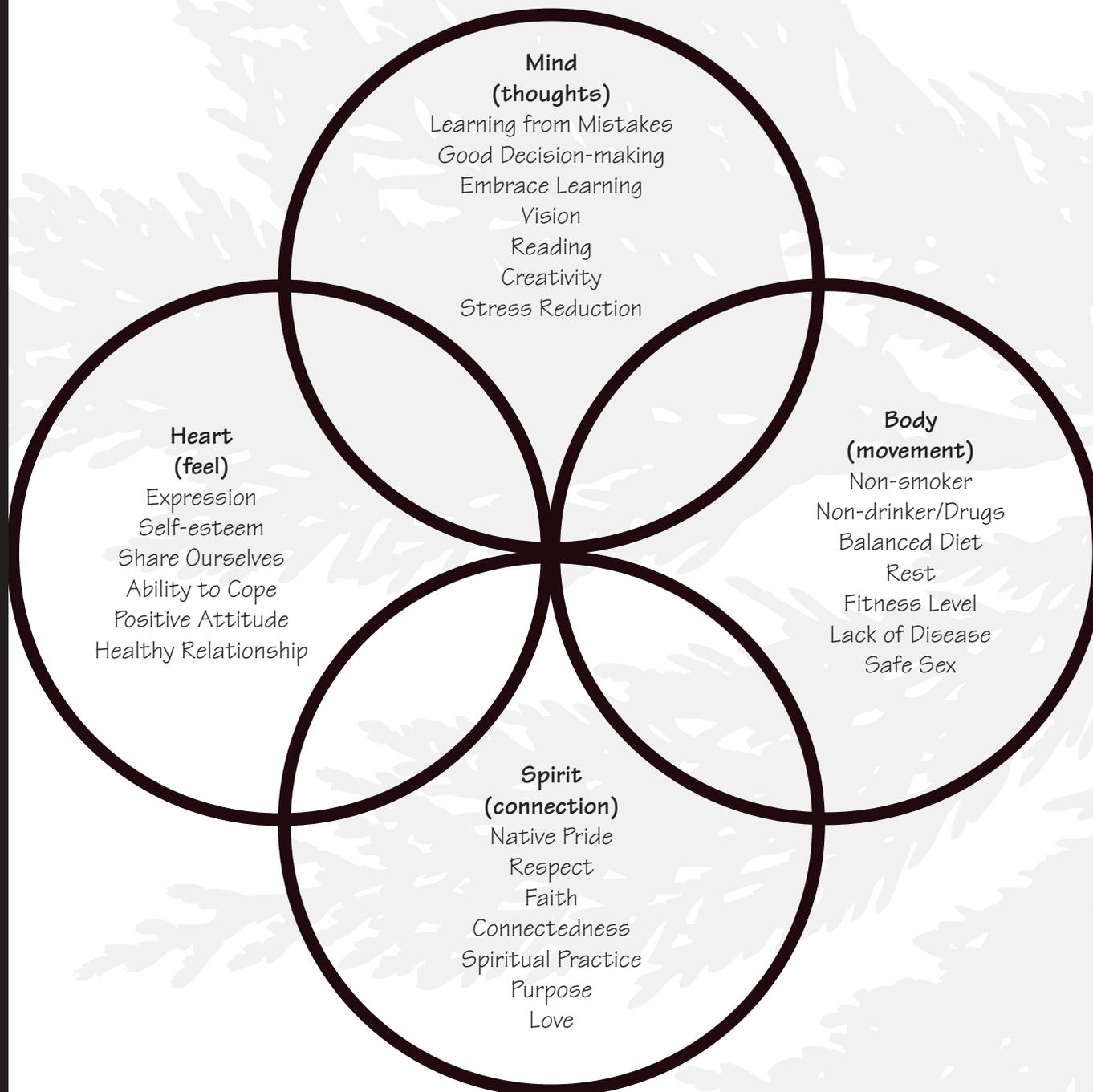
Used to give us a sense of belonging and identity. Many tribal groups in North America have clans. For example, in the southwest – Water Clan; in the northeast – Turtle Clan; in the northwest - Raven Clan.

Smudging

Used for purification and protection of the body, mind, heart and spirit. A small amount of sage, cedar, tobacco or other medicine is placed in a smudge bowl. Once ignited, the smudge begins to burn and smoke. With both hands opened, we reach into the smoke and draw it in toward our heart and body.

Native Wellness is.....

- ◆ A traditional model to help guide us along a path of BALANCE.
- ◆ An integrated and holistic approach in the way people live their lives. There are four directions to wellness: physical, mental, emotional and spiritual.
- ◆ A positive, pro-active approach to healthy lifestyle choices. It is more than just the absence of disease or even good health; it is maximizing individual potential in each of the four dimensions.
- ◆ Dependent on the individual's potential for personal growth. It is being "all you can be."



TRAUMA EXPERIENCES

OPPRESSION

CULTURAL LOSS

LOSS OF LANDS

SEXUAL ABUSE

DISCRIMINATION

PHYSICAL/EMOTIONAL
ABUSE

FORCED RELOCATION

POVERTY

DISABILITIES

WAR EXPERIENCES

CHILD ABUSE

MENTAL ABUSE

NEGLECT

BOARDING SCHOOLS

LOSS OF LANGUAGE

LOSS OF LOVED ONES

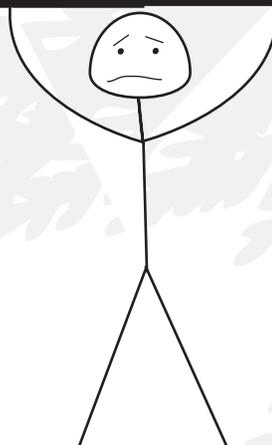
LOSS OF SPIRITUALITY

FOSTER CARE

GUARDIANSHIP

ADOPTION

WHAT ELSE?



Healthy / Unhealthy Relationship Behavior

All behavior is a result of our responses to the experiences of our past, but the past doesn't equal the future. We are all endowed with the ability to create positive change within ourselves. Listed below are examples of healthy and unhealthy relationship behaviors - that is, behaviors that can contribute to, or take away from, the quality of our relationships and of our lives.

HEALTHY

Cooperative
 Honest
 Self-respecting
 Respecting others
 Trusting
 Responsible
 Able to express emotions
 Sincere
 Sensitive
 Patient
 Understanding
 Supportive
 Forgiving
 Humble
 Loyal
 Humorous
 Empathic
 Communicative
 Compassionate
 Disciplined
 Dependable
 Unconditionally loving
 Affectionate
 Creative
 Spiritual
 Accepting
 Fun
 Kind
 Caring
 Considerate
 Happy
 Content
 Emotionally balanced

UNHEALTHY

Untrusting
 Feeling continuous guilt
 Lying
 Impatient
 Chronically irresponsible
 Needing Perfection
 Afraid to depend on others
 Needing to be in control
 Can't accept praise
 Overachieving or underachieving
 Abusive
 Poor self-image
 Unforgiving
 Compulsive
 Needing to be right
 Caught up in denial
 Jealous
 Envious
 Afraid of conflict
 Needing chaos (chaos junkie)
 Fear of feeling emotions
 Frequently depressed
 Afraid of intimacy
 Being possessive
 Repetitive relationships
 Unable to control anger
 Unable to relax and have fun
 Self-centered
 Disrespectful
 Fear of appearing incompetent
 Conditional love
 Blame
 Shame
 Guilt

Signs of Healthy & Unhealthy Relationships

SIGNS OF A HEALTHY RELATIONSHIP:

- ◇ You enjoy being with the other person.
- ◇ You feel good about yourself when you are with this person.
- ◇ You are able to be yourself without feeling as though you have to act like someone else.
- ◇ You feel secure and trusting because the person has earned your trust.
- ◇ You can continue to grow and reach personal goals.
- ◇ The other person respects your personal values and desires.
- ◇ The other person respects your wishes to do, or not do, things.
- ◇ You feel your relationship needs are being met.
- ◇ You are both able to communicate in a way that meets the other's needs.
- ◇ You both have similar expectations (same wants) of the relationship.

SIGNS OF AN 'UNHEALTHY' RELATIONSHIP:

- ◇ You don't enjoy being with the other person.
- ◇ You feel inferior, guilty or worthless when you are with this person.
- ◇ You feel as though you have to put on an act to impress this person and keep this person interested in you.
- ◇ The other person puts you in situations that create stress or risks in your life.
- ◇ Your physical, mental and emotional health needs are ignored or placed at risk.
- ◇ The other person attempts to use guilt or anger to manipulate you into doing things.
- ◇ You do not feel as though your relationship needs are being met.
- ◇ One or both of you fail to communicate in a way that meets the other's needs.
- ◇ You both want different things from the relationship.
- ◇ You feel continual blame, shame and guilt.
- ◇ You are being physically, mentally, sexually or verbally abused.

Leaving an Unhealthy Relationship

Relationships and our involvement and behavior are a result of our understanding and experience. Our past experiences dictate our relationship behavior in the present. As we become healthy we may learn what we wanted or needed in a relationship has changed. It is also important to look at ourselves and evaluate our responsibility and contribution to our relationship. Ask yourself the following questions (be honest with yourself):

What are your beliefs and values about relationships?

1. Where did you learn about relationships?
2. What are the messages you received that contributed to your beliefs?
3. What were the traumas that affected your beliefs?
4. What do you want in a relationship?
5. What do you need in a relationship?
6. What are the stresses in your life affecting your relationship?
7. How does your relationship affect your children?
8. What is the cost to you and/or your children?
9. If you could have the ideal relationship, what would it be?
10. What prevents you from having the ideal relationship?
11. Have you reviewed your relationship road map?

How do I leave an unhealthy relationship?

1. Are you physically, emotionally, spiritually and mentally safe in your relationship now?
2. If you are not safe, seek assistance from your tribal, local or state social service agencies.
3. Develop a safety plan (e.g. housing, employment, transportation, finances, and important papers).
4. Set a date and time line to leave.
5. Seek employment elsewhere.
6. Relocate.
7. Keep your emotions intact. When we make emotional decisions we tend to make unhealthy ones.
8. Write a letter to your partner expressing your feelings.
9. Talk to your partner.
10. Seek counseling.
11. Educate yourself on what a healthy relationship is so you don't repeat the pattern.
12. Learn to be alone with yourself.
13. Seek support from family and friends.
14. Join a support group.

Characteristics of Life Experiences

In 1979, Jane Middleton-Moz and Lorie Dwinell identified the following 21 characteristics that adult children of alcoholics may exhibit. These characteristics may also be exhibited by anyone who has lived life and suffered any pain. Because of our unique experiences growing up, we will 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, as 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 of us grow up believing people are unpredictable - that others cannot be trusted because when we trust them we are let down and hurt. These people may have great difficulty in trusting any responsibility to others or trusting their feelings or needs will be taken care of.
2. **Continuing sense of guilt.** Some survivors of trauma believe they have caused the trauma in their lives - that they are responsible for the behavior and actions of others, rather than being a victim of that behavior. They generally won't do anything to "rock the boat" for fear that they will be blamed for any failure, but this also means that they won't take an opportunity to create positive change.
3. **Hyper-responsibility or chronic irresponsibility.** Some of us learn that we must become extremely responsible at an early age - the "twenty year old, eight year old." We believe that we must take responsibility for getting everything accomplished or it won't get done. Conversely, some of us have learned not to accept any responsibility for anything. That way, if anything goes wrong, "It wasn't my fault. You can't blame me for anything."
4. **Perfectionist.** Depending upon the trauma, some of us grow up believing that we must do everything perfectly. We develop a fear of making mistakes or doing something wrong because when we made a mistake there were severe consequences. We may spend way too much time on inconsequential details, drawing attention away from other important issues.
5. **Counter-dependence or fear of dependency.** We may learn through our experiences that, "I don't need to depend on you, I can do it myself." Some may learn to fear depending on others and will not share responsibilities or emotions as a result.
6. **Need to be in control.** Because of feelings of not having any control of life in younger years, some of us may overcompensate in later years by wanting to control everything around us. This can lead to micro-managing, overbearing parenting, etc.
7. **Difficulty hearing positives.** Because of poor self-images, some of us have difficulty accepting positive feedback from others. We may ask ourselves, "What do they really want?" Or we may feel pain or loss upon hearing others speak positively about us.
8. **Overachievement or underachievement.** Some of us may try to improve our self-esteem and sense of not being loved by seeking praise for our 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 of us may attempt to do very little so we can't fail and can't be blamed for anything.

Characteristics of Life Experiences page 2

9. **Poor self-images.** If we internalize the abuse, neglect or emotional distance that others direct at us, we may form a self-image that we “just aren’t good enough.” This could greatly impact our motivation to accomplish positive things.
10. **Compulsive behaviors.** Some of us may become alcoholics or workaholics, compulsive gamblers, over-eaters, over-spenders, or behave in other compulsive and unhealthy ways. We may use these behaviors to avoid feeling grief and pain from the past traumas of our lives.
11. **Need to be right.** Sometimes we may replace the need to feel loved with the need to be right. We may fear being wrong or inappropriate because of baggage from the past. We may even place being right as more important than relating well with others.
12. **Denial.** Through denial we try to protect ourselves by ignoring the pain of reality. We may choose denial over issues with those around us, rather than dealing with the issues because that may lead to an end of the relationship and feelings of abandonment and failure.
13. **Fear of conflict and anger.** Because of fears of the consequences of conflict and anger, or fear of their own unexpressed rage, some people will develop behaviors that avoid conflict. This could include isolating from others or always accepting blame, but ultimately losing their own identity in the process.
14. **Chaos junkies.** If chaos was the norm growing up, we may find ourselves more comfortable with chaos and conflict than with peace and cooperation. Or we may use chaos to hide from other feelings. Some of us will choose professions that are always dealing with chaos.
15. **Fear of feeling.** Some of us were not safe to express or allow feelings, being hurt or abandoned as a result. We learned to withhold feelings, or even lost the ability to feel or express emotions. Without intervention we may continue to act very coldly or emotionless today.
16. **Frequent periods of depression.** Depression has been described as when our expectations are not being met and we begin to believe that they never will be. Eventually our feelings of anger or disappointment are turned inward against ourselves 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 we begin to believe that if people really knew us they wouldn’t like us. We may act in ways that we feel aren’t our true nature, putting on a false face hoping to be more acceptable to others.
19. **Hypersensitivity to the needs of others.** Some of us learned that life was much safer by being extremely aware of the changing moods of those around us. Today, we may still be scrutinizing the behaviors of others in our attempt to predict how they will behave next. This affects our ability to focus on other issues.
20. **Repetitive relationship patterns.** This may be an attempt to recreate the painful experiences of childhood - returning to what was normal. This could also be a reflection of our feelings of low self-esteem. We may look to find or create unhealthy relationships over and over
21. **Inability to relax, let go and have fun.** When others were playing and having fun, some of us were learning to survive in difficult situations. Not only did we not learn how to relax and play, we may have a fear of doing so.

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 don't change? Who will it affect?

Step Three: Determining my new, empowering behavior.

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

His Brain / Her Brain

While many in today's world talk about the equality of men and women, a lot of people misinterpret that to think we're the same. Our Elders used to teach us about many of the differences between men and women. They didn't need scientific studies to recognize what generations of life experience had shown – that men and women are different and that we're supposed to be.

Most research seems to indicate that many previously perceived behavioral differences between men and women are not as great as they were once believed to be. As researchers confirm that there is no relative difference in the intelligence of men and women, they are also finding some interesting differences in the way our brains are put together. While the female brain is about 90% the size of the male brain (just as women are about 90% the size of men), regions dedicated to higher functions are more densely packed with neurons. While our brains do similar things, they do them differently.

We do think differently...

Gray matter is the information processing centers of the brain, and men have significantly more gray matter related to general intelligence than women. White matter is the networking connecting these processing centers, and women have significantly more white matter related to general intelligence than men. Put to work, the male brain turns on neurons in highly specific areas, where the female brain spreads the work to neurons throughout her brain. This may explain why men seem to do better in tasks that focus on specific parts of the brain (like math), while women seem to do better in tasks that coordinate multiple brain regions (like language).

We need to talk...

Why do women seem to be better with words than men? This may be because they are using neural networks from both sides of the brain, while men are using only the left hemisphere. This may allow women to draw upon memories and emotions as well as logic more readily than men.

We feel emotions differently...

Much more of a woman's brain is involved with feeling emotions, especially sadness and melancholy. This could explain why relationship difficulties are more painful to women, why men have a harder time reading emotions in others, or why women may suffer from depression more often than men.

His Brain / Her Brain

page 2

We express emotions differently...

Feeling emotions more fully, and with a better control of language, a woman is more likely to express her negative emotions through gestures and words. Men's actions are more connected to regions of the brain that reflect negative emotions through physical actions like violence and aggression.

Research is finding and exploring lots of differences...

- ◆ *A woman's hearing is more sensitive. She can hear a range of sounds that a man may miss.*
- ◆ *Men are generally better at spatial tasks, like navigating by distance and direction.*
- ◆ *A woman's vision is usually sharper, and what she sees, she notices more of.*
- ◆ *Connecting experiences with her emotions, a woman's memory is generally better – remembering lists, names and faces, events.*
- ◆ *Women tend to be more intuitive, connecting more areas of the brain into their thought processes.*
- ◆ *With age, the metabolic rate of a man's brain burns at a faster rate than a woman's. This appears to cause men's brains to shrink and decline more rapidly as they get older.*
- ◆ *Sexual satisfaction appears to register in different areas of the brain, possibly leading to different physical and emotional reactions and values about sex.*

As "research" continues to discover and explore more of these differences between men and women, much of what they are confirming seems to reflect many of the teachings passed down by our Elders through the generations. Perhaps then we would be wiser to re-connect ourselves to the values of these teachings.

The 7 F's to Conflict Response

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 end up losing something or in some way we didn't want to lose. Sometimes we ended up hurt.

Flight - For some of us in times of conflict, it's 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.

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 any of you familiar with the couple who acts very loving and affectionate towards each other in public, but once they're behind closed doors they may 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, to make it "look good."

Fudge - I'll 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 doesn't necessarily get you where you want to be. It means we might both be giving up something we don't really want to. 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 they are helping or hurting our relationships, a person may simply do nothing. Like a deer in the 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 each of 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've got what we wanted, and we didn't have to walk away unhappy over the resolution. This recognizes we may not know what the other person needs to resolve the conflict and we should communicate better.

Fair Fighting

Do	Don't
Tell how you feel	Yell
Stick to one issue/ problem at a time	Bring up all past history
Listen	Antagonize
Stay calm	Let your "buttons" get pushed
Be open	Be passive- aggressive
Resolve in good faith	Play games
Be real	Be phony
State your needs clearly	Be confusing
Be positive	Be negative
Be flexible	Be rigid
Remember you love this person	Act immature
Take responsibility	Deny/deflect/project

Finding Peace Guidelines

These are done prior to confronting the person(s):

- ◇ “Check in” with yourself physically, emotionally, mentally and spiritually. Ask yourself, “Am I angry, hurt, frightened, resentful, hopeful, confident, strong...?”
- ◇ Prepare yourself – relax through deep breathing exercises, guided imagery and positive self-affirmations.
- ◇ Be pro-active – know you are doing something positive and healthy. Acknowledge this to yourself and the other person(s).

These are done during the conflict resolution process:

- ◇ Focus on the issue, not the person.
- ◇ Avoid name-calling, put downs, dredging up old history.
- ◇ Be direct, specific and clear.
- ◇ Be open.
- ◇ LISTEN.
- ◇ Ask clarifying questions.
- ◇ Be positive – focus on the person’s strengths and willingness to find “common ground.”
- ◇ Use “I” statements: I think, I want, I feel, I need.
- ◇ Take responsibility for your participation in the resolution process.
- ◇ Show concern for the person(s) but don’t attempt to be a counselor for personal problems.
- ◇ End the process with an affirmation for the person(s) and an invitation to continue the process if required.

These are done after the conflict resolution process:

- ◇ Assess the success of the process – did it work? Will you have to repeat it? Are there still issues unresolved?
- ◇ Check in again with yourself – how did you feel about the process? What did you learn? Is there new information or tools you will need to explore?
- ◇ Affirm yourself.

What You Don't Know, You Don't Know

WHAT YOU
KNOW

WHAT YOU
DON'T KNOW

WHAT YOU DON'T KNOW,
YOU DON'T KNOW

Barriers to Communication & Problem Solving

- ◇ Fear of being hurt and/or retaliation.
- ◇ Our history and experience.
- ◇ Not speaking clearly.
- ◇ Body language-position of power/closure.
- ◇ Giving advice when not asked.
- ◇ Using authoritarian responses such as: should, must, I told you, if you only did, etc.
- ◇ Interrupting people when they are talking.
- ◇ Finishing sentences for people.
- ◇ Eye contact-too much/to little (may be cultural).
- ◇ Tendency to judge or evaluate statements.
- ◇ Using a challenging, threatening or demanding mode of expression.
- ◇ Telling others what they really think or feel, or what their motives really are.
- ◇ Always teasing/joking.
- ◇ Inappropriate sexual innuendoes.
- ◇ Passive agreement-game playing.
- ◇ Condescending attitude, blame shame and guilt.
- ◇ Ego centered-lack of self-esteem.
- ◇ Jumping to conclusions or making assumptions.
- ◇ Preparing own reply instead of listening.
- ◇ Attacking people instead of issue.
- ◇ Lack of trust and honesty.
- ◇ Prejudice/racism.

Eight Types of Power (Real & Percieved)

Just as this is about identifying the different forms of power and how you can gain more for your life by understanding them, also learn to recognize where other people are using these forms of power in their efforts to control you. Whether the power is real or perceived, we are using power, or having power used against us in a variety of situations every day.

Title Power.

Your title carries the perception of certain authorities.

Punishment Power.

Strong incentive for them to do well by you, but is a power easily abused.

Reward Power.

Another strong incentive but can create conflicting goals. The ability to reward others or take away.

Value Power.

People will follow you if you have a consistent set of values, even if they don't agree with them.

Charismatic Power.

People can be drawn to a powerful personality.

Expertise Power.

Think of doctors and lawyers who have their own languages.

Situation Power.

Certain situations create opportunities for people to have power.

Information Power.

Whoever knows the most has the advantage.

In negotiations, the person who has Value Power, Charismatic Power and Expertise Power has the advantage. The other side perceives that they trust you (consistent set of values), they like you (pleasing personality) and they believe you know more (you're the expert).

The most powerful leaders are created when Title Power, Reward Power, Value Power and Charismatic Power come together in one person. These are the John F. Kennedy's and the Adolph Hitler's of the world. Not every leader can attain this. Some of the powers are inherent in the position, while some are inherent in the person. If you do not have Value Power you can create it for yourself over time, but if you don't have Charismatic Power you cannot create it.

Giving Effective Feedback

Feedback is a 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 when...

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.

Application for a Date

Note: This application will be incomplete and rejected unless accompanied by a complete financial statement (including IIM account balance), school history, job history, ancestral lineage, DMV printout and a current medical report from your doctor.

NAME: _____ DOB: _____

TRIBE/BAND/CLAN: _____

HOME ADDRESS: _____

LAST GRADE COMPLETED: _____

Please check one of the following:

Single Married (how many times) Divorced (how many times) Not telling

On a separate sheet of paper, please define the following words:

DATE	ROMANCE	INTIMACY	LOVE	TRUST
FOREPLAY	COMMUNICATION	AFFAIR	EMPLOYMENT	NO

Do you have any of the following?

A girlfriend? A boyfriend? A tattoo of your ex's name
 A secret family? A van with a bed in the back?

(If you answered "yes" to any of the above, please discontinue the application and leave the premises.)

Please indicate the best time to interview your:

_____ parents	_____ drug counselor	_____ parole officer
_____ ex-wife	_____ therapist	_____ employer

Please answer the following:

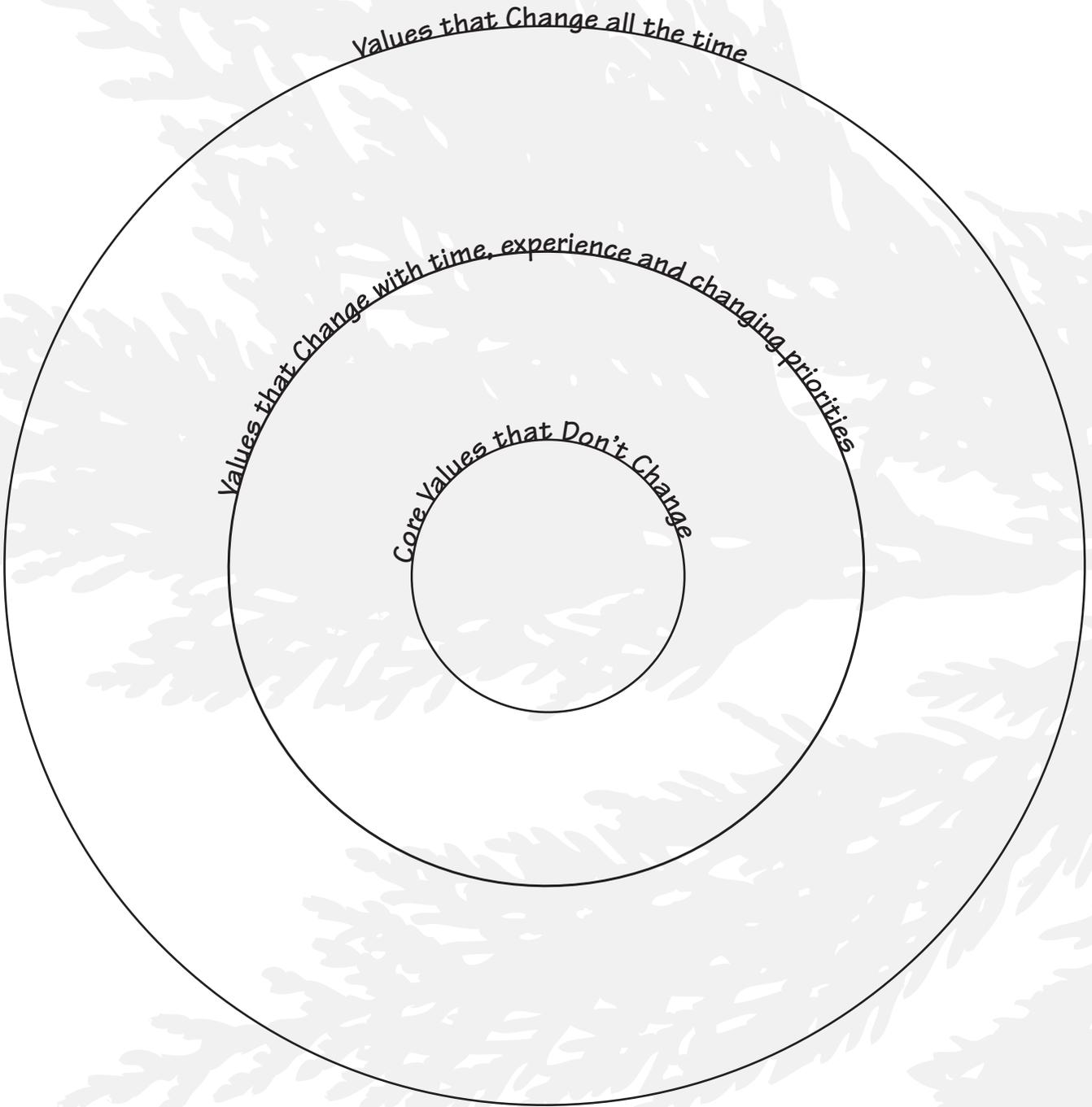
- What does a long-term relationship mean to you?
- How many children do you have?
- A woman's place is in the _____.
- How many dates before it's appropriate to have sex?
- What form of birth control do you use?
- The one thing I hope this application doesn't ask me about is _____.
- When I first meet a woman, the first thing I notice is her _____.

(If answer "G" begins with "T" or "A", discontinue immediately. It is recommended that you leave the premises quickly, keeping your head low and running as fast as you can in a zig-zag manner.)

Signature (not your nickname) _____

Thank you for your interest. Please allow 4-6 weeks for processing. You will be contacted in writing if you are approved, otherwise you will not be contacted. Please do not try to call or write until approved.

Bull's-eye Values



101 Tips for Improving on Love, Romance, Intimacy and Communication

Write your partner a note that says "I'm thinking of you." Describe to your partner a magical moment you remember sharing with your partner. Serenade your partner with a favorite song. Leave a love note on the windshield of your partner's car. Pack an overnight bag and take your partner for a surprise weekend away. Leave a loving message on your partner's cell phone. Take a day off in the middle of the week to share together. Buy sexy sleepwear for your partner. With the tip of your finger, trace your name somewhere on your partner's body. Kiss your partner with as much passion as you can. The next time you meet, greet your partner with a big bear hug. Welcome your partner home with a darkened house and candlelight. Read poetry to your partner. Flirt with each other. Take a long, soothing bubble bath together. Write romantic reminders on your "to do" list. Let your partner find a flower on the pillow. Make a cassette tape or cd of your partner's favorite songs, with you as the DJ making special dedications. Create "love coupons" for your partner (use your imagination). Remind your partner about three things that caused you to fall in love. Hold hands while walking together on the beach. Compliment your partner in public. Scent love notes to your partner with your fragrance. Create your own treasure hunt where your partner finds a surprise gift at the end. Slip a love note into your partner's shirt pocket. Write a love note in lipstick on the mirror. Keep a romantic idea journal with all your ideas for ready reference (make sure you use the ideas). When traveling, have flowers delivered to your partner with a loving message. Place a small ad in the local paper saying "I love you." Join a health club and exercise together. Hide a flower in your partner's briefcase. Have your partner's portrait painted from a photo. Leave a loving message on your partner's answering machine - if the line is private! Rent a romantic video for the evening. Have a special signal that means "I love you," to share with your partner in public without anyone else knowing. Go sailing together or paddling around in a canoe. Request a love song on your partner's favorite radio station when you know your partner will be listening. Propose a toast to your partner at a dinner party. Send flowers to your partner at work. Arrange for a long, leisurely lunch together. Share a secret fantasy with each other. Read a favorite book together. Send a love letter or a special photo with your partner when traveling apart. Awaken early to share the sunrise. Hide a surprise gift where you know your partner will find it. Allow yourselves to sleep in and savor a leisurely morning together. Give your partner an unexpected massage. Curl up

101 Tips for Improving on Love, Romance, Intimacy and Communication

Page 2

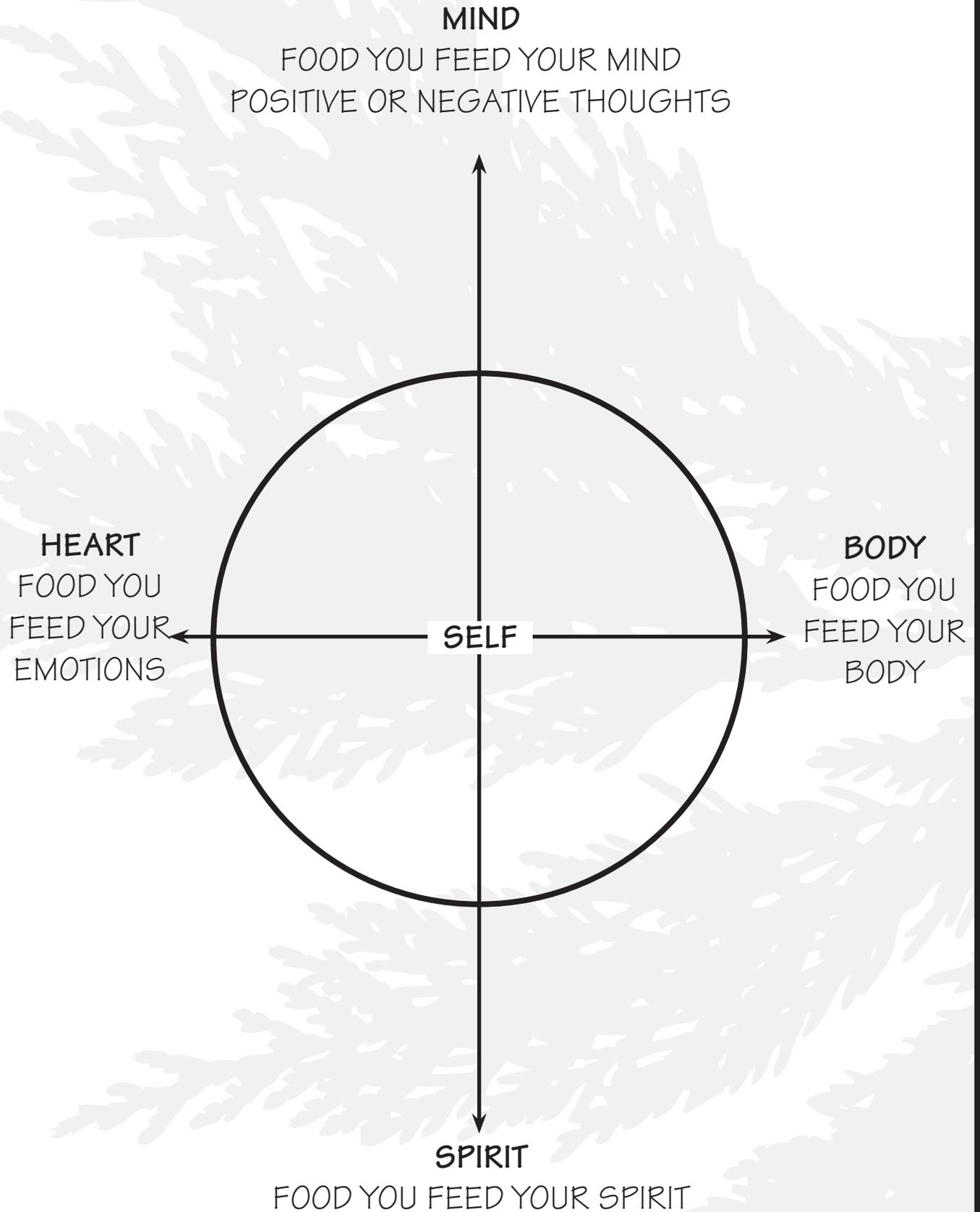
and take a nap together. Shower together, washing each other's backs. Unplug the telephone or turn on the answering machine for some "do not disturb" time. Sit in the dark listening to love songs together. Awaken a half-hour early and snuggle before work. Take your partner on a picnic to somewhere serene. Share a picnic on the living room floor. Dine by candlelight. Sign up for an evening class together at a community college. Reminisce through a photo album together. Send your partner a balloon bouquet. Drive an unfamiliar country road together. Get away from home for a night. Make reservations at a local hotel. Hold hands, a lot. Go dancing together, especially enjoying the slow ones. Surprise your partner with tickets to a favorite show. Share a hot tub. Spend the day together in bed. Spell out your partner's name in candy kisses. Find a quiet spot to watch the sunset together. Think about what you could do with a blindfold. Gain fitness and time together walking. Copy a romantic poem onto fancy paper for framing. Write a letter of appreciation for something nice your partner has done for you. Walk through the woods together. Write your own love poem to your partner. Make your partner heart-shaped pancakes for breakfast. Phone your partner in the middle of the day just to say "I love you." Sit together by the fireplace sharing your dreams. Kiss every inch of your partner's body, slowly. Cuddle, holding hands, and looking into each other's eyes. Secretly sprinkle rose petals over your bed. Surprise your partner with flowers in unexpected places. Act out your partner's romantic fantasy. Feed each other with finger food. Hug a lot. Share a picnic on a train. Turn off the television and talk about life together. Order room service during your next hotel stay and enjoy staying in bed. Eat breakfast by candlelight. Learn more about your partner's hobby. Go lingerie shopping together. Make love in a new room of the house. Send a romantic message by telegram. Take a massage class together and practice...practice...practice. Serenade your partner at work. Surprise your partner with a three-day weekend together. Open doors for her. Send candy to your partner at work. Place a love note inside a balloon - present it to your partner with a pin. Hire a caterer for a special meal at home. Surprise your partner with a locket with your photo together inside. Hire a limousine for your next date. Send an anniversary card every day for a month. Remember Alice in Wonderland? Celebrate un-birthdays too. Imagine the most romantic evening possible, and live it. Can you add more?

10 Tips to be Better in Bed

Like almost everything else we can do, we get better with practice and we can continue to learn more...

- ◆ Everyone seems to love a good massage. Not a lazy one, not a quick one just to get it over with, but take the time to make sure your partner feels the love in your touch and that you're taking the time to make your partner feel good.
- ◆ Pay attention. Make a mental note of what your partner says and how their body reacts. Do more of what they find pleasing. If you're not quite certain, take the time to explore each other's bodies and find out.
- ◆ Learn to be slow, and fast. As a couple, what is the mood? Is this a time to be slow and sensual or fast and furious? Be on the same pace at the same time.
- ◆ Take turns spoiling each other. Everybody enjoys being pampered and taking the time to focus on your partner's enjoyment can certainly improve intimacy.
- ◆ Try a new position, or a new place. Don't get caught up in, "This is what worked last time." Keep it exciting by finding new ways to enjoy your lovemaking.
- ◆ Give directions. This not only shows your partner what pleases you, it can also be exciting to feel the sense of control that comes with it. Take turns.
- ◆ Look sexy, smell sexy, be sexy. Maybe you struggle with feeling sexy but imagine how things would be if we just gave up and said, "Here I am; I'm not going to try anymore. Take it or leave it." Shave. Wear something alluring. Splash on cologne.
- ◆ Set the mood. Make sure that you can have some "alone time." Play sexy games. Watch sexy movies. Adjust your lighting and add background music. Make some noise if it feels good.
- ◆ Share your desires with each other. Start with something tamer if you're comfortable. Find some you can do together. Maybe they're just fantasies but there's excitement in the intimacy that comes from sharing. Of course, you must be careful that what you share isn't hurtful to your partner.
- ◆ Let your partner know you find them sexually exciting more than just in bed. Use your imagination. Write notes, send gifts and tell them how exciting they are to you.

Elements of a Whole Person



Seven Gifts

Our cultural traditions taught us lessons for living successfully. They helped us to 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:

Thankfulness	Energy	Purpose	Spiritual health & practice
Ceremony	Happiness	Passion	Humility

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	Humor

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	

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.

Select One:

- ◆ 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.

During the last topic, participants stand next to their partners as the group forms a circle.

5. 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 elephant.

Now the facilitator teaches the mouse. This also take three people. Two partners make mouse ears by waving their hands to the middle person's ears. The middle person cuffs 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 tailfin.

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.

1. Participants pair up with their partner/significant other or other training participant if attending alone.
2. 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.
3. Instruct them to fold their paper in half and then in half again as to fit a CD case.
4. 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 more.
5. When participants are finished, have each group share their CD cover with the large group.

Story of Seven

The number four clearly gets a lot of credit as being important to many Native traditional and cultural values - four seasons, four directions, four elements of the earth, four stages of life and so on. Less spoken of are traditional and cultural considerations surrounding the number seven. The number seven is intricately interwoven throughout many elements of tribal life and belief for many tribal peoples clear across the continent.

- ◆ It is included in the traditional teachings of many. For instance, the Micmac story of creation explains when the first man was created he turned around in a full circle seven times; he then gave thanks to the sky, the earth, to his own spirit and to the four directions - east, south, west and north.
- ◆ It is carried forward into modern practices. For instance, the Eastern Cherokee have a seven-sided Council House with places for the seven clans to sit and a sacred fire kindled from seven types of wood.
- ◆ It is a basis for sound decision making. For instance, an Onondaga elder would say we make decisions not for one's self or even one's own family, but for the seven generations that are coming.
- ◆ It is designed to serve a brighter future. For instance, the Stockbridge Munsee Tribal Environmental Department considers its mission to preserving natural resources in a pristine condition for the next seven generations.

Not all tribes will share the same practice or teaching, but enough share similar concepts that many tribal people will readily acknowledge the number seven as traditionally important, and many will acknowledge each other's teachings, though different, as important and to be respected and honored. Here then, we acknowledge some of the traditional teachings about the number seven found throughout many tribes.

Seven Directions

The seven directions include north, east, south, and west, the sky, the earth and that which is within us. In addition to reaffirming the four directions (E, S, W, N), this reflects thankfulness toward the sky for a Creator. While some people may view this as religious in belief, there are tribal cultures that recognize a place called "Skyland," where some humans have traveled to before, and where the stars live as we do. Some tribal cultures believe it is one or more of these stars who are responsible for creating the world as we know it.

Thanks are given to the earth as a "mother" who feeds us, cares for us and teaches us lessons for successful living. Some tribes believe their first people were created from elements of the earth - from the soil, from two ears of corn, from salmon, etc.

Thanks are also given for that which is within us. This may be seen as our spirit, our energy, our good heart, good thoughts, our values, etc.

Continued.....

Story of Seven continued.....

The “seven directions” also connects with teachings about the importance of living in balance. We should not become so focused on one direction we lose sight of another that is equally important.

Seven Generations

Many tribal cultures carry a traditional value reminding us to live in a way that is beneficial to the “seventh generation” after us. At first glance, this may seem to be a length of time is difficult to comfortably grasp our own role in, but if we consider many of us have actually met one or more of our own great grandparents and with good fortune on our side we may live long enough to know our own great grandchildren - we become the connection of seven generations.

Traditionally, this practice impacted our decision making as individuals, families and communities. Faced with a difficult decision, how could we find an answer that served the needs of ourself, our family and our community, and was of was beneficial for the generations not yet born? We were not to make decisions that served our needs but created difficulty for future generations; that would be selfish.

The future generations are a form of immortality, passing down our traditions and values, passing along our names, our stories and the many other things important to us. As our ancestors made their decisions, they made certain there would be a world for us with the things we needed to survive and to thrive.

Seven Values

Various tribes may consider the seven most important social values of their communities - values they believe represent the very best of who they are as a people. These would be values that helped their ancestors survive through difficult times and can help them create healthier families and communities today. These same values can help future generations to survive, prosper and remain culturally connected. These values could be different from one community to another but reflect people who care about each other and the future as much as they care about themselves. For instance, a community where members value peace, happiness, love, respect, wisdom, honor and compassion would likely be very cohesive, with high levels of cooperation and caring for each other - prepared to survive.

Seven Years

Some tribal elders would say who you are changes significantly every seven years. In this way of thinking, who you are up to seven years old is different from who you are from eight to 14 years old, and so forth.

From birth to seven years old a child is preparing for who they will become during the next seven years of life. We are helping this child to become who they will be for the next seven years. If we treat this child with love and show kindness, respect, compassion and the other values we find important, this child will be prepared at age eight to watch over the younger ones and be a good role model. We would teach this child the things they would need to know to fulfill our expectations of an eight year old in our community. No longer a small child they would begin to fulfill their role as a person who contributes to the well-being of this community. On becoming eight years old they could now begin to learn about their next transition as a fifteen year old and how the community's expectations and their role would differ in this community as they become a young adult.

Story of Seven continued.....

Throughout each of these stages we are teaching this child what it means to be a productive and respected member of this community or tribe.

This teaches us we can accept responsibility for who we become. In another light, if we have found our lives in difficult circumstances (even of our own actions and their natural consequences) we don't have to see ourselves as stuck in this spot but awaiting transition to the next part of our life which we can positively impact.

The Man Who Watched Ravens

A long time ago there was a man who sat and watched the Ravens for a very long time. He enjoyed watching them fly and play and chatter amongst themselves so much he would climb into the trees just to be closer to them. The Ravens ignored the man for quite some time, but finally one Raven landed right next to the man and asked why he watched them so. "I don't mean any harm," said the man. "I have so enjoyed watching you and I wished I could learn your language so I could understand you better."

The Ravens were honored a person would want to learn of them and spent many months teaching the man to understand their language. The man came to know the Ravens better than any man ever had.

One day, as the man was watching the Ravens, one Raven flew high above him and dropped a walnut that landed right on top of his head. "Ouch," said the man as all the Ravens laughed. "Why did you do that?" asked the man. "We thought you understood us," said the Ravens, "We were just playing and we meant no harm. It would seem you still have much to learn about us."

Later, two other Ravens flew by and began to peck at the man's head. The man ran through the forest trying to get away but the Ravens kept pecking at him. The man finally ran all the way back to his village before the Ravens flew away.

The other people in his village thought the man was foolish to spend so much time with the Ravens. They didn't care that the man became closer to the Ravens than anyone before him. "You shouldn't waste your time trying to understand the Ravens," they said.

Many days after, a lone Raven flew over the village, squawking. The other villagers paid no attention to the Raven, but the man understood the Raven was calling to him. He walked to the edge of the village where the Raven landed beside him. "Why are you calling me when the other Ravens chased me away?" asked the man. The Raven explained, "Once again, you don't understand us. Those Ravens just accepted you as another Raven, but we sometimes fight among ourselves. They didn't mean to chase you away, but expected you to fight back. Would you throw away all you have learned because you don't understand us fully?"

"How am I to understand all this?" asked the man. "I'm not a Raven. I don't understand your ways. I can't even fly."

The Raven explained, "We don't expect you to fly. You are a man and we are Ravens. If you tried to fly you would be neither a man nor a Raven but something else. You have become closer to us than any man before you and we welcome you to join us again."

Upon considering this, the man bid goodbye to the other villagers; he had decided to live with the Ravens.

Ant Woman and Bear

Long ago, the world was a very different place, covered in darkness. The little Ant people would bump into each other as they stumbled around trying to gather food in the dark. The Ants had to be constantly alert to danger; the Bears had a powerful sense of smell and would sniff around in the darkness, trying to find and eat the little Ant people.

Their lives had gone on like this for many years, the little Ants always hard at work trying to find food and under constant attack from the Bears. Finally, one exasperated little Ant Woman couldn't take it any longer. "We have to do something," she told the other ants. "But what can we do?" they asked. "I will go to the Changer and ask him to make it light so we can see to gather our food and we can see when the Bears are coming," the little Ant Woman said.

The little Ant Woman didn't know it but the Bears were resting nearby in the darkness and could hear her talking with the other Ants. The Bears waited until the little Ants had moved on before speaking among themselves. "We must go and speak to the Changer ourselves," they agreed. "We must tell him he should leave everything in darkness so we can sleep when we want to."

Led by the little Ant Woman, the Ant people gathered their supplies and set off to see the Changer. Unknown to them, with their powerful sense of smell the Bears were following in the distant darkness. After much traveling, the Ant people arrived at the home of the Changer... and so did the Bears.

"Can you make it light outside so we can see to gather our food, and so we can watch for when the Bears are coming?" the little Ant Woman asked the Changer. "No!" shouted the Bears. "It must remain dark so we can sleep all the time." The Ant people and the Bears continued to argue back and forth until the Changer interrupted. "We shall have a contest," the Changer said. "When I call upon you, the Ants and the Bears shall have a dance contest and then I shall decide."

The Ant people and the Bears each began to prepare. The Ant people fasted and held their ceremonies. They painted themselves and dressed in their dance regalia. The Bears feasted and slept for that is their way. The Changer called for the little Ant people to go first.

Led by the little Ant Woman, the Ant people sang their song and danced as Ant people do. Then came the Bears. Back and forth they went, the Ants then the Bears, then the Ants again - hour after hour, turn after turn. As the contest continued the little Ant people continued to fast and continued their ceremonies. As they tired and became hungry the little Ant people tightened their belts and continued to dance.

After each turn the Bears would eat and sleep, as is their way. The Bears became more and more tired with each turn. Finally, they could dance no longer and the Bears fell fast asleep. The contest was over; the Ant people had won.

"I shall help you," the Changer told the Ant people. "I shall make half of each day light so that the Ant people can see to gather their food and so they can watch for the Bears to keep their children safer. But I shall keep half of each day dark so the Bears can sleep peacefully."

Because of the courage and determination of the little Ant Woman, the world was changed. And so were the Ant people, as they've had tiny waists ever since.

How the Fly Saved the River

An Anishinabe legend

Many, many years ago when the world was new, there was a beautiful river. Great numbers of fish lived in this river, and its water was so pure and sweet that all the animals came there to drink.

A giant Moose heard about the river and he too came to drink. But he was so big and drank so much that soon the water began to sink lower and lower.

The Beavers were worried. The water around their lodges was disappearing. Soon their homes would be destroyed.

The Muskrats were worried too. What would they do if the water vanished? How could they live?

The Fish were very worried. The other animals could live on land if the water dried up, but they couldn't.

All the animals tried to think of a way to drive the moose from the river, but he was so big they were afraid to try. Even the Bear was afraid of him.

At last the Fly said he would try to drive the Moose away. All the animals laughed and jeered. How could a tiny Fly frighten a giant moose? The Fly said nothing, but the next day, as soon as the Moose appeared, he went into action.

He landed on the Moose's foreleg and bit sharply. The Moose stamped his foot harder, and each time he stamped the ground sank and the water rushed in to fill it up. Then the Fly jumped about all over the Moose, biting and biting and biting until the Moose was in a frenzy. He dashed madly about the banks of the river - shaking his head, stamping his feet, snorting and blowing, but he couldn't get rid of the pesky Fly. At last the Moose fled from the river and didn't come back.

The Fly was very proud of his achievement and boasted to the other animals.

"Even the small can fight the strong if they use their brains to think."

When Wolf Tried to Fool Heron

Two weasels, a mother and son, were traveling through the marsh when they came upon a Heron eyeing his own reflection at the edge of a small creek. “Look mother,” said the smaller weasel, “Look at the big beautiful bird. He must be as tall as a tree. If I were as big and strong as he is I would carry you across the water.” “That is Heron,” said his mother. “He is certainly big and strong.”

Heron was pleased to hear someone thought him beautiful, big and strong. He called out to the weasels, “I will help you to get across the water. Upstream you will find a fallen log, reaching halfway across the creek. If you go there, I will help you cross.”

The weasels find the log upstream and they climb upon it over the water. Heron stands in the water at the end of the log and leans his long neck across the water to the other side where he pokes his beak into the mud. The weasels scamper across Heron’s back and across his long neck where they jump to the ground. “Thank you,” they say as they scurry off into the marsh. “You are most generous and kind.” Of course, Heron is pleased to hear this as well.

An old Wolf had been watching all of this from a bit deeper within the marsh. He thought to himself what an easy way across the creek – without getting wet and cold. Perhaps he could convince Heron to help him across. As he approaches the creek, Heron is once again eyeing his own reflection in the water. “Heron,” calls out Wolf. “You make a fine bridge. Stretch your neck across the water and let me cross upon you.”

Heron doesn’t like being called a bridge or being told what to do by Wolf. Ignoring Wolf, he begins to walk away. “Wait,” called Wolf, realizing he had upset Heron. He tries a different approach. “You are such a strong and powerful creature. You could help this old and weary wolf across the river as if I were nothing more than a feather.”

Heron pauses for a moment, then walks back to Wolf. “I can help you across the water. Step onto the fallen log and you can cross on my back.” Once again, Heron stands at the end of the log and stretches his neck across to the other side of the creek. As he pokes his beak into the mud, Wolf begins to walk across his back. As Wolf is fully upon him, Blue Heron suddenly twists and jumps away, leaving Wolf to fall into the cold creek, splashing about as he tries to get across.

As he strides away through the marsh, Heron calls out, “Your false praise doesn’t fool me. You’ve already shown how you treat others.” The Heron and the Wolf have not trusted each other since.

How Caterpillar Became Butterfly

Long ago, there were two Caterpillar people who loved each other very much. They lived in the bark at the bottom of a great cedar tree. They lived a simple life of gathering on the forest floor. They spent many seasons raising their children, being with their family and community. Many hours were spent laughing, joking, sharing and enjoying this gift of life.

One day as they were out gathering on the forest floor they were talking of many good times and laughing about the funny things their children used to do. They had only traveled for a short while when Man Caterpillar said he needed to stop and rest. Woman Caterpillar asked, "Are you okay?" Man Caterpillar said, "Yes, I am fine. Keep gathering old Woman. I will catch up in a bit." Woman Caterpillar went on gathering. After much time had passed Man Caterpillar did not catch up. Woman Caterpillar went looking for him. She could see him in the distance lying under a cedar branch. Woman Caterpillar said, "There's that crazy old man, sending me off to gather while he takes a nap." When Woman Caterpillar got to him she said, "Wake up old man, wake up!" But she could not wake him. She began to cry, then wail, for the Man Caterpillar had died.

Many gathered for Man Caterpillar's ceremony. They sang and danced for many days to assure his safe travel to the other side.

After all was done and Woman Caterpillar was alone, she did not know how she would live without him. In her grief she crawled up the big cedar tree to a branch with black moss hanging from it. She took the black moss and like a shawl, wrapped herself in her sorrow. She cried for many days, and her tears dropped upon the moss sealing her like a cocoon.

After a cycle of seasons had passed the Creator looked down at Woman Caterpillar and said, "It is time for you to end your grief and continue your journey among the living." The Creator clapped his hands, the moss began to tear and Woman Caterpillar emerged - the most beautiful and colorful butterfly. "It is a new day and a new life," the Creator said. "Let your memories be the wind to lift your wings to fly."

Many Pacific Northwest Tribes share a version of this story. The butterfly is a symbol of renewal. Grief is not to last past one cycle of seasons or what we would call one year today. In many tribal ceremonies the person in grief will wear only dark colors for one cycle of seasons. Then a feast is held and they are brought out in colorful regalia or clothing ending the time of grief. It is time to let go of the grief, keep the memories and continue on our journey.



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