

Traditional Family Parenting Reclaiming Our Indigenouness



*WITH GUIDANCE AND STRENGTH
FROM OUR ELDERS*

WE WILL BE STRONG

Welcome



- Oral stories and I still follow the Elders words when they say that we cannot print many of the teachings
- Many concepts will be introduced
- Everything is all connected
- The Power of Positive thinking – connected to our water, belly button teaching, umbilical cord

Welcome



- All of us are Teachers and next generation Elders
- Facilitate from the heart
- Your own teachings/Adaptable – Common Thread
- How A child Was Raised
- Same teachings; don't play with fire, willow teaching, don't play outside at night, belly button teaching, swing, cradle board, moss bag
- Indo Canadians, Jamaicans, South Africans, Tribes in the U.S, Maoris, Aborigines, Filipino

What is a Facilitator?



- **To assist; to help move along to another level of thinking – lead people to healing**
- **What did I come to teach? Until we find purpose existence has meaning. We all have a purpose. To create awareness for change**
- **Who am I, What is my purpose, What do I want to leave for my grandchildren?**

What is a Facilitator



- **To be sensitive in presenting**
- **We cannot change people – our job is to give them wake up calls by how we present**
- **Support systems in place**

Opening Comments



- We have strayed from our teachings for a long time and have used western world methods that are not ours and it hasn't worked.
- We are coming out of a spiritual sleep – 500 years
- This was prophesized by our Ancestors that this time out come.
- We must live in 2 worlds but we need to prepare our young ones to understand our worldview
- Traditional Parenting – until we go back to learning how our Ancestors raised their children then that is when I see change will happen.

Children



- Generations of tender and conscious parenting produced nations of children who were grounded, mindful and confident.
- Entire nations were built from how our Ancestors parented
- The role of the parents was so important as they were preparing the next generation

Entire Generations



- Due to disruptions in our lives by colonization and residential school
- These are the affects that are still within our communities – the root causes – we are losing our relatives – study after study
- Addictions, family breakdown, MMIW, Child Welfare System, FASD
- This is prevention when we recognize how powerful our systems were and we can restore them.

4 Aspects Affected



- **Physical – displaced, lost our lands, no more communal living**
- **Mental – approach to learning changed, residential schools, traditional knowledge was devalued**
- **Spirit– values imposed on us, loss of traditional beliefs**
- **Emotional – spirit was hurt, families were separated, prayer was done in secret**
- **Healing the 4 aspects - balance**

Planting Seeds



- **Renewing our parenting skills**
- **To not repeat the same statistics in the next generation – 47% now 67%. MB 93%. SK 80%**
- **Cultural continuity**
- **Instilling pride in our youth and future generations**
- **Cross cultural tool – removes biases and misunderstanding. E.g.. Children in care**
- **It is about appreciating and understanding another culture.**

Opening Comments



- **These teachings were from an ancient time**
- **The most profound child psychology – bonding/attachment**
- **If we are to prepare the next generation – physically, mentally, spiritually, emotionally**
- **Healthy relationships, healthy children, healthy communities**

Objectives



- **Strengthen Cultural Identity**
- **Parenting Practices**
- **Bonding and Attachment – forms the basis to raising balanced healthy children**
- **Understanding that disconnection leads to emotional problems and violence**
- **Toxic stress in children affects their brain growth and leads to chronic disease, addictions, cancer, suicide, diabetes**

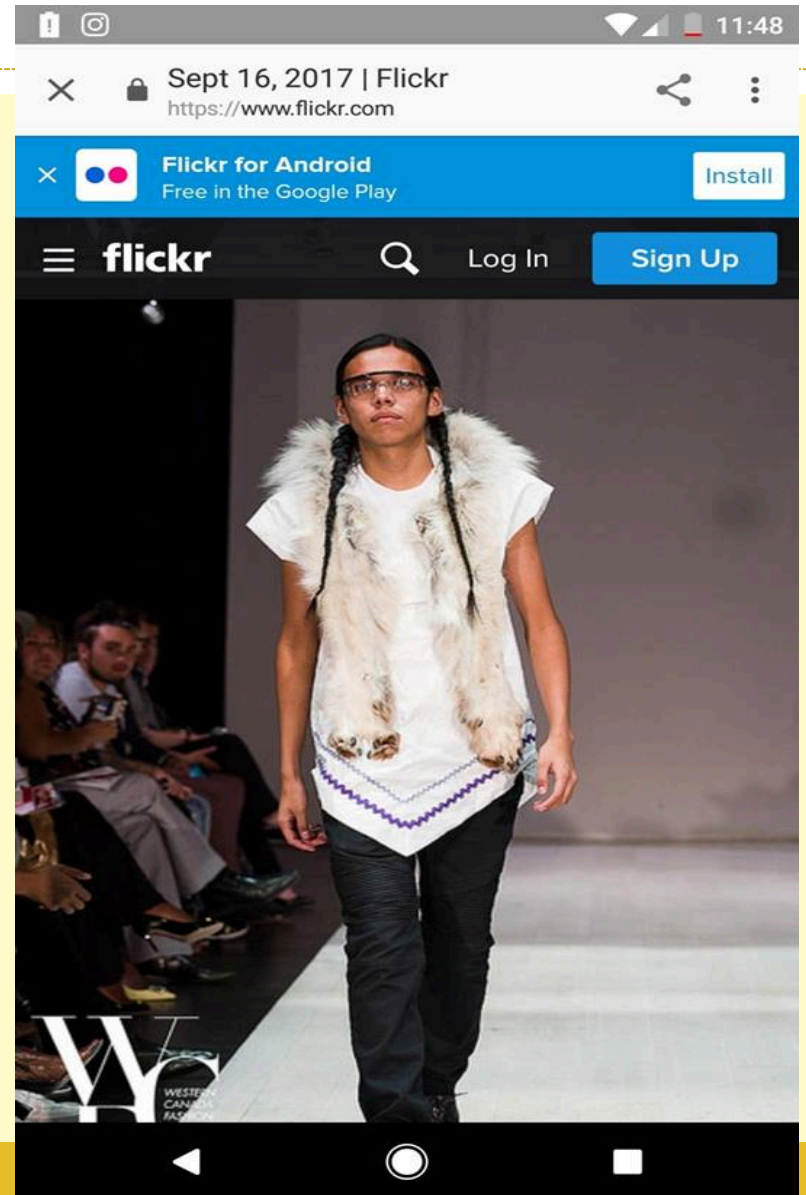
My Story – Attachment & Bonding



The Power of Cultural Identity



Culture – Foundation for Mental Wellness



Traditional Teachings



- **Baby's spirit detects there is a disconnection from its parents spirit**
- **Child begins to float without a foundation or direction**



Importance - Bonding



- **Shapes an infants brain – age 3 the brain is the an adult size brain**
- **Secure attachments**
- **It will affect future relationships – how you interact with other people**

Early Years – the most important



- The bonding years – 0 to 7 years
- Can almost determine a person's future if there was trauma in the early years.
- Children of trauma become adults of trauma. Adults of trauma grow to be the older people of trauma.
- Trauma is intergenerational
- We are here to stop the cycle

Water



Western World



- Our people always knew these teachings
- Dr. Gabor Mate
- He has proven that trauma begins in the womb
- Born in an era of genocide in Hungary
- The water that he laid in was of fear
- Came to Canada at age 12
- ADHD
- 3 Adult children have ADHD

Behaviors



- **A need to control**
- **Jekyll and Hyde behavior**
- **A lack of trust and self worth – the world is not safe**
- **Feels unsafe and alone**
- **The baby cries and no one comes**

RAD - Dr. Bruce Perry



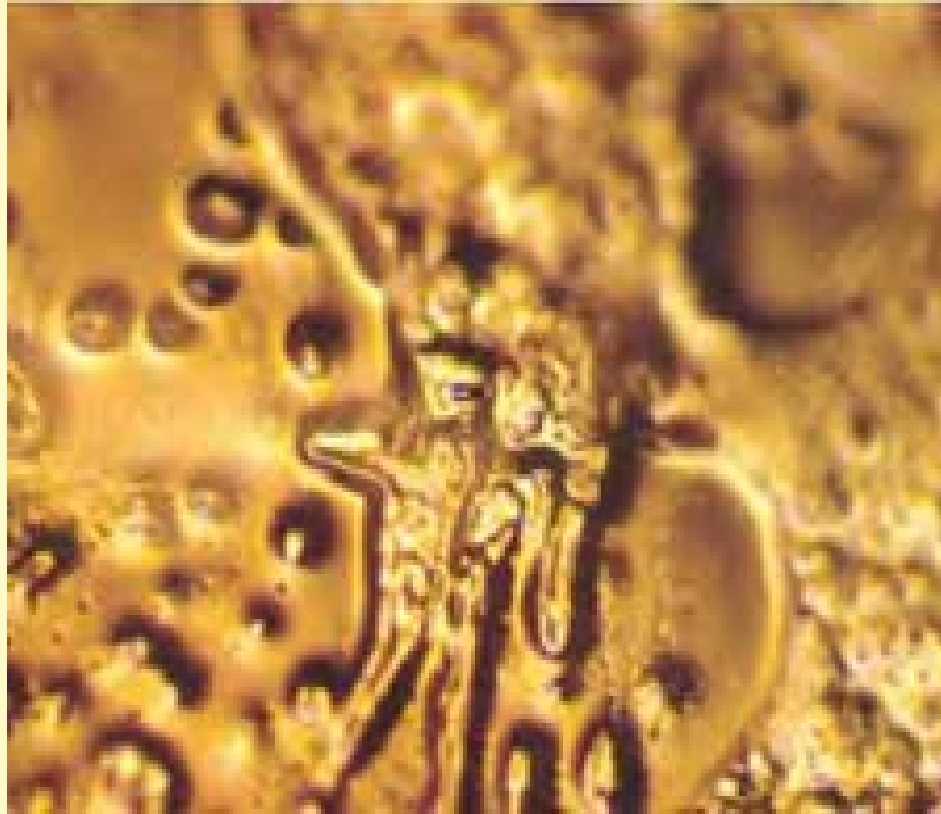
- **Failure to form normal attachments**
- **Neglect, abuse, separation from mother**
- **Multiple caregivers**
- **Leads to difficulties later in life**
- **Studies – mental health issues stem from this**
-

Parents



- **Parents that suffer from issues from trauma are less likely to show warmth and support to their children or be consistent in parenting**
- **1 in 3 carry the affects of abandonment**
- **Spiritually, emotionally, mentally is a form of abandonment**

Dr. Masuru Emoto – Book Hidden Messages in the Water



You make me sick

Dr. Emoto



Thank you



Prayer

Nibi



- **Water has a spirit**
- **Connected to the Moon teachings**
- **Connected to Law of Attraction**
- **We are mostly water 60%**
- **Putting our water to rest – when we go back to the spirit world**
- **Nibi bey bi - wake**

Emotion Well Being



- Our emotions are connected to our well being
- Negative emotions lead to sicknesses
- Our stories become our biology
- Childhood trauma – leads to sickness
- Not to disturb the water that we carry
- Wellness is key
- Taking care of our body, mind, spirit
- Our thoughts create our future
- We can teach from the child stage to think positive – goal setting

Doctrine of Signatures



- **Plants**

Original Instructions



- Each culture was given a Creation Story – find your Story
- Going back to the ‘Original Instructions’ – observe nature/animals – taught us parenting
- Preparing the next generation – there is no other work more important than fatherhood and motherhood

Our History Before Contact



- Columbus 1492
- 90 – 120 million Indigenous People
- 53 languages – 11 language groups
- Algonquin largest group
- Algonquin is the most widely spoke
- Algonquin name landmarks, Chicago
- Manitoba, Quebec, Mississippi
- Each culture – Creation Story

Natural Laws – Laws of the Creator



- Before contact our people lived in harmony – balance
- Oral history – The Creator left Turtle Island to us and in return we were to look after it.

Head – Ellesmere Island
Right – Labrador
Bottom – Florida
Tail – Mexico
Left – California
Front - Alaska



The Way It Was – The Ways of our People



Intact



- Ceremonies were intact
- Naming, marriage, coming of age ceremonies
- These were such important milestones in preparing the young people

Creation Story - Woman



The First Classroom

Creation Story



- The Teepee represents the woman's home fire
- The foundation of family
- Her skirt – is protection
- Each pole represents a virtue and set in order of age development
- The first 3 poles the most important from 0- 7
- Obedience, respect, humility
- What is being taught in the home?

15 Poles – Natural Law - Wahkotowin



- 1. obedience
- 2. respect
- 3. humility
- 4. happiness
- 5. love
- 6. faith
- 7. kinship
- 8. cleanliness
- 9. thankfulness
- 10. share
- 11. strength
- 12. good child rearing
- 13. hope
- 14. ultimate protection
- 15. control flaps from the wind

Our Ancestors



- **Extraordinary healthy and physically fit, disease free**
- **Had the knowledge to maintain and treat illness**
- **Diets were nutritious**
- **Life had purpose and value**
- **Common that our people live to over 100 years old**

Order



- **We had our own health care**
- **Pharmacy, pharmacists**
- **Therapists, counselors**
- **No one was unemployed, no homelessness**
- **Belief that everything had a spirit**

Child – center of attention

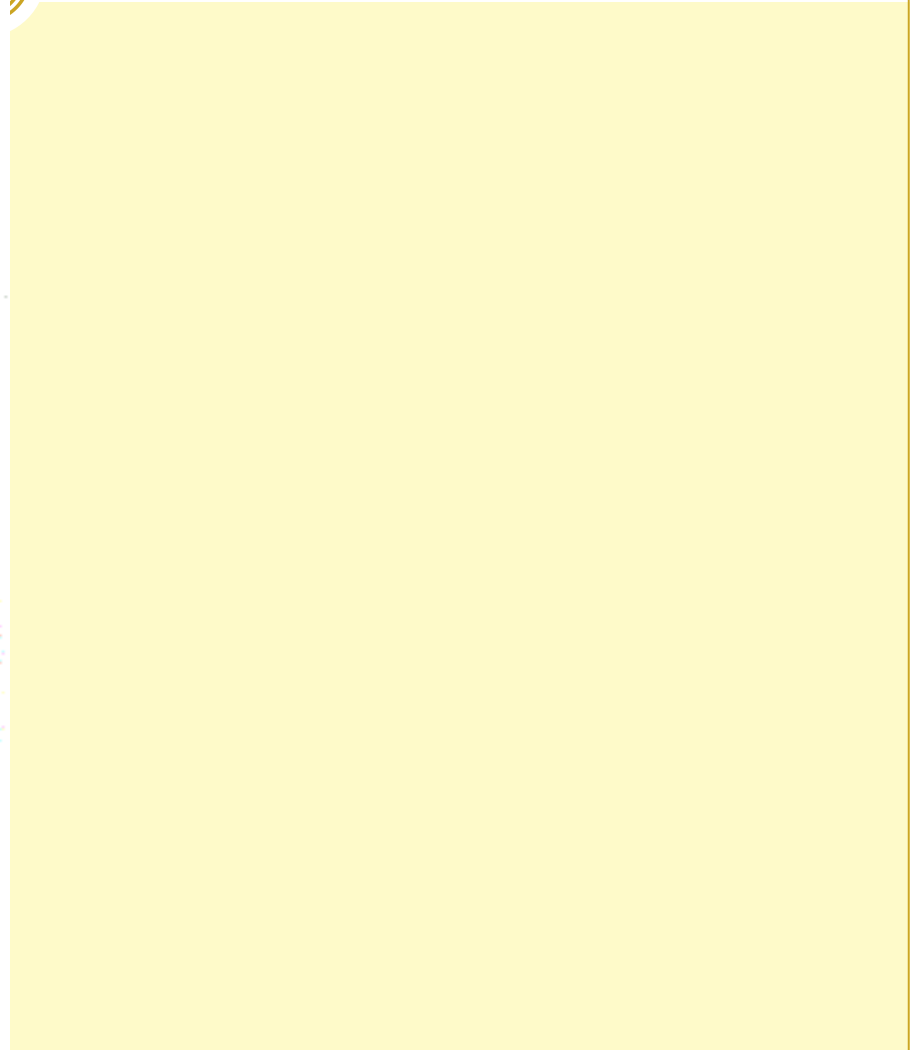
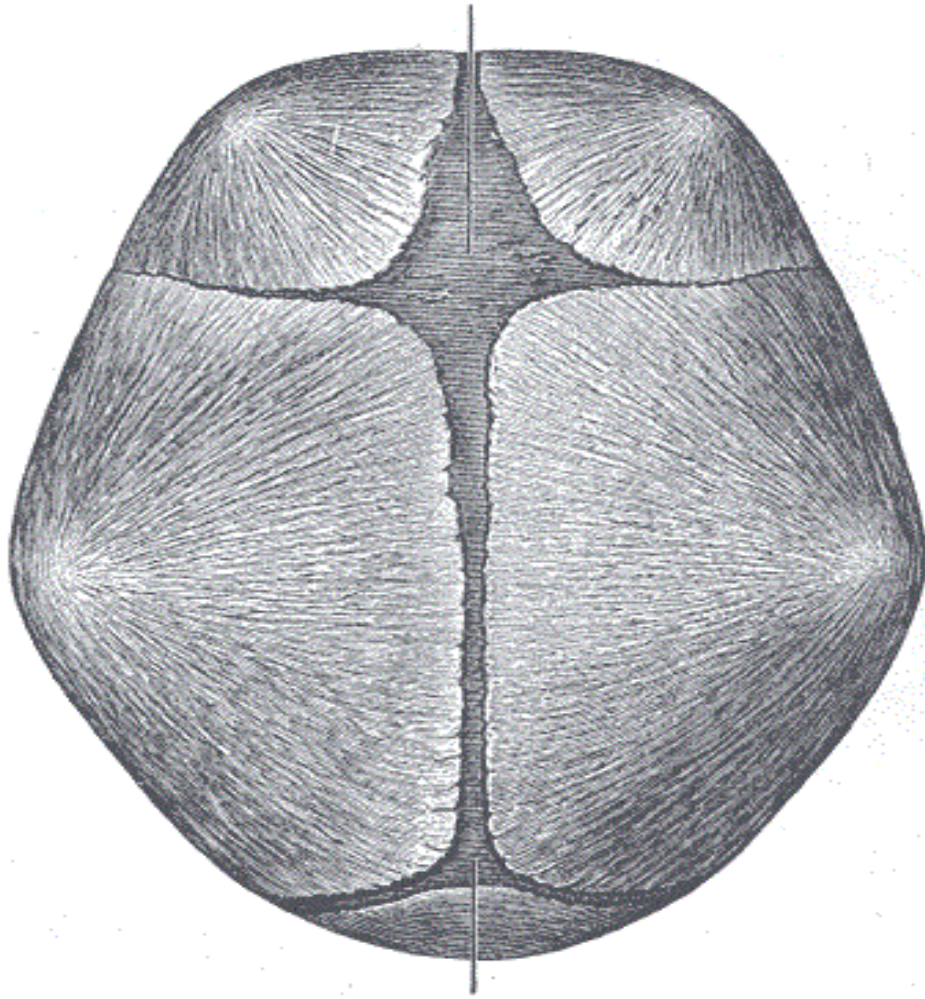


Moss bag
Natural
Discipline

Water



Awasis Osti kwan – Soft Spot



The Sound of Creation



Soft Spot



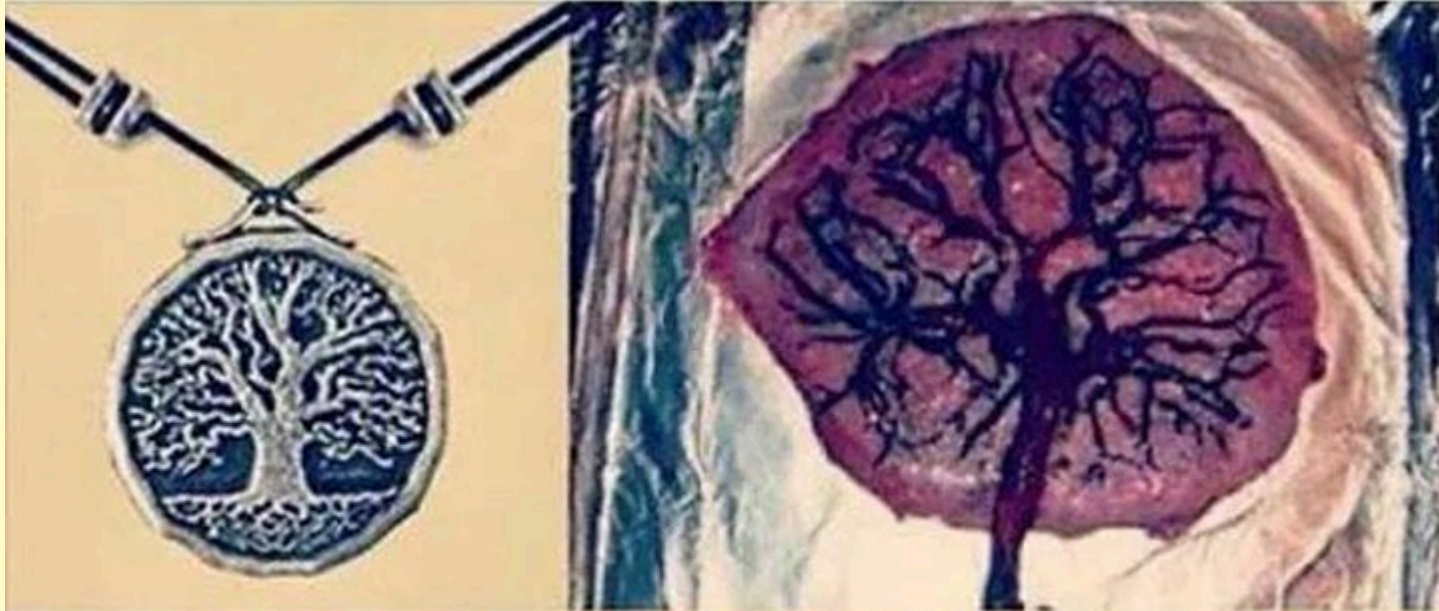
- Forms at week 5 and open throughout brain starts to function at week 10
- Direct connection to the Creator
- Open
- The Spirit is preparing the child
- Shaped like a star
- Closes at 13 months
- Pin point in all of us

Placenta



- The fathers provide half of the child's DNA
- The placenta – week 4 – nourishes the baby throughout the pregnancy
- 3 strands umbilical cord – body, mind, spirit
- Western world is – 2 arteries and a vein

Placenta – All My Relations



TREE OF LIFE

HUMAN PLACENTA

Placenta – connection to Mother Earth

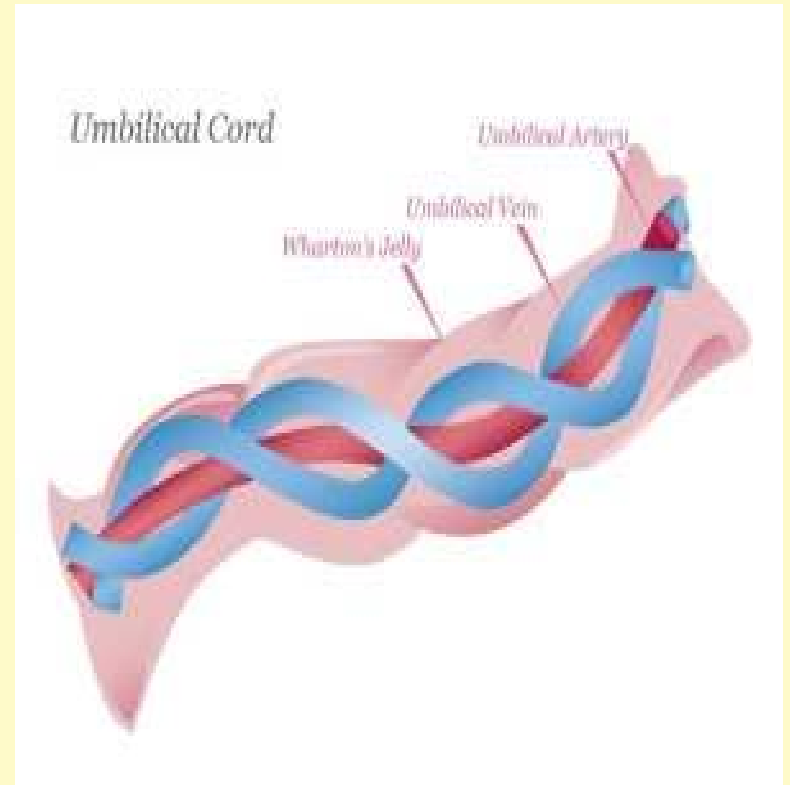


Placenta



- Buried to reconnect the child to Mother Earth
- Is a natural filter to protect the baby from any toxins
- It cannot filter – alcohol, drugs and the stress hormone

Body Mind Spirit



Prevention



- **Strong maternal health programs**
- **Creating the awareness of attachment and bonding**
- **Creating awareness of the effects of the lack of bonding**
- **Using moss bags and tikinagans**

Spiritual Being



- From conception to 7 years
- Children protected – they cannot distinguish between spirit and human
- Not to play outside
- Not to be at wakes and funerals
- Western world – imaginary friends

Placenta & Umbilical Cord



- In a moss bag part – mattress
- Represents moss – first diaper
- Also represents the placenta
- This was honored and placed back in the ground
- No baby blues or depression
- Today – thrown in the garbage
- Elders teachings – the youth search for this and many flock to the cities

Umbilical Cord



- Mothers are connected to another spirit
- 3 strands – body, mind, spirit
- The mother feeds her children these 3
- The environment/surroundings to be calm
- Mother to be balanced
- Be careful of her thoughts
- Not to laugh at people with disabilities
- Not to disturb the water

Soft Spot



- A direction connection to the Creator
- Each child is a gift and loaned to us
- Closes at 13 months– so no other spirits go in
- Pin point in all of us – for spirit to come in and out of
- Grandmothers and Mothers were able to tell if the child was sick on how the soft spot was moving

Role of the Mother



- Mothers Spirit – her emotions
- Her energy is passed in everything she does
- Her role is very vital for the future
- Prepared the children for life
- They built entire nations
- Creating Balance in her home first
- The first sound we heard – mothers heartbeat
- Emotional part teacher – early years 0 – 7

4 Sacred Gifts Given to a Mother



- **Keepers of the water**
- **Moss bag and Tikinagan**
- **Traditional Swing (Wewepison)**
- **Lullabies**

Role of Father



- His role is to take care of the fire.
- Fire keeper
- Keep spiritually warm – his family
- Provider and protector

4 Sacred Gifts



- 4 Sacred Gifts given to a Moss Bag and Tikinagan Baby
- Hearing
- Sight
- Smell
- Touch



Moss Bag



- **Natural discipline**
- **Learning how to use their senses**
- **To be aware**
- **Shaped like the womb/security/warmth**

Critical Thinking



- Roles and responsibilities
- Structure
- Behavior was role modeled



Awareness & Observation



- The tools used were moss bag, cradleboard traditional swing – balance/released a chemical for immunity
- To promote awareness
- Children looked at nature, the roles of mother and father
- Nature

Swing - Wiwepison



Cradleboard



Mobles

Belly Button

Safety

Everything was a Teaching

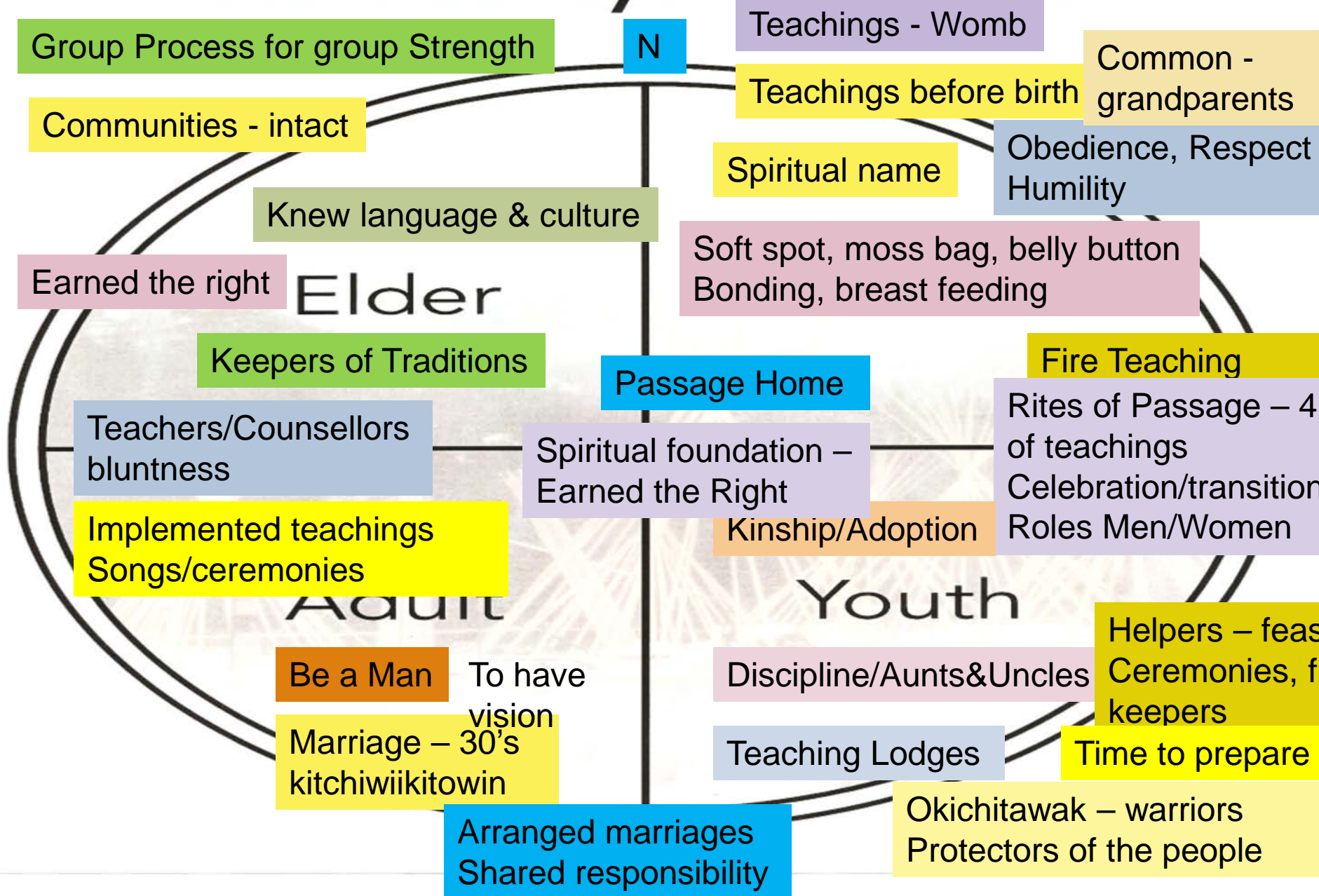


- girls forward – to look at mother's role and to it was a way to learn the language
- Boys outward – to learn the male roles
- Language

Moccasins



The Four Cycles of Life



Review



- Moss Bag, Swing, Cradleboard, Soft Spot
- 0 – 7 Bonding – can almost determine your future
- First Moccasins – hole on bottom of moccasin
- Breast Feeding – first vaccination
- First 3 teachings – obedience, respect, humility
- Teepee Pole Teachings – 15 virtues
- The first classroom
- 20-40 positive – Teachable moments

Moss Bag



- We laid in water for 9 months
- Shaped like our mother's womb
- Security
- Mother's heartbeat
- Like being in a classroom

Swing



- **When our mother's walked – we were swinging**
- **Natural movement of water**
- **Motion – creates a chemical for immunity**

Cradleboard



- Same concept as the moss bag – womb
- Easier to carry
- Tikinagan
- Awareness

Significance of Language



- Language has a spirit
- “kise” – Kise Manitou – Compassionate God
- Nehiyaw – 4 bodied person “sun, thunderbird, wind earth”
- Before any event - prayer & protocol is first
- Stepping over – translation “Pahstahowin”
- Ohcinewin – to respect all living things/animals
- Inflict your family present day and also four generations by breaking Creator’s natural laws
- Atsiy api – umbilical cord
- Kitsi – belly button/what is your name/tansi kitsi ka

Rites of Passage – Young Males



- In the time before puberty, young boys were encouraged to spend time with their female relatives so that they would have an understanding of women.
- Young girls were also encouraged to spend time with their male relatives for the same purpose. This encouraged open and thoughtful communication in later years.

Young Males



- When a boy reached the age of puberty it became the responsibility of his father, uncles, other male relatives and friends to teach him what he needed to know to become a man.
- He would be taught what he needed to know about living away from the community, in the bush, forest or plain, wherever it may be that they will need to know how to survive.

Young Males



- They would be taught about plants and medicines, tools, what types of animals are good for hunting and how to use the various parts of the animal.
- Spiritual teachings and teachings about relationships and their responsibilities as men. They were taught how to apply these teachings to their daily lives.
- The principles of peace, respect, kindness, caring and love

Rites of Passage – Young Girls



- **First Menstrual – referred to as Moon Time. The full moon is every 28 days which is the same as a woman's cycle. A powerful time.**
- **4 days from the community**
- **Skills that they would need when they had their own families; cooking, cleaning, self respect, relationships**
- **Volunteer in the community – looking after the Elders**

Protocols



- Very strict about what you couldn't do during your moon time. Segregation – each month
- Own items – cutlery, blankets, towels
- Couldn't go near ceremonial items
- Ceremonies

Today



- Young girls are having moon time now at 8 years old
- Young mothers
- Teach early about sexuality
- Boundaries
- Respect for self
- Modesty – how they dress
- Respect for males

4 Seasons – 4 Stages of Life



4 Stages of Growth



- Awasis (This little star being) loaned to us
- 1. Holy Stage (Pekihkaytaken Pikiskewin) is conception to 7 years
- Getting mind , body, soul ready
- Super sensitive stage
- 2. Starting Stage – Maciwepinkew Pikiskewin
- Development learning 8 – 17 years of
- Moon time (Grandmother moon)

Stages of Growth



- 3. Lecture stage (Okakeskwew)
- Teaching lodges
- Early adolescence – female 17 - 18 years
- Emotional well being has to be synchronized
- Male - 17 to 24
- 4. Been giving all teachings (Okisowatomo)
- Female 19 – 20 yrs. (mind grows faster)
- Male 25 – 30

How Do We Bring Back Teachings



- **Community**
- **(Family, Schools, etc.)**

Part 2 – How Did We Lose Our Systems



- History – Indigenous Worldview



The Way It Was



Quote – Elder



- **Mary Thomas – Shuswhap Elder**
- **“In order to move ahead and get on with our lives, we have to know where we came from; we have to look at where we’ve been to get to know where we’re going”.**



Colonization



- All colonized people in the world have the same statistics as we do here in Canada.
- African American – slavery, Hawaiians, Maoris, Aborigines

Ethnocide/Genocide



- **Difference**
- **Genocide is destroying a whole race**
- **Ethnocide is destroying a culture**
- **Triangle – land, language, people**
- **The downfall of our people**

Parenting



- Parenting was disrupted when they took the children away
- The affects are still here today
- We are struggling in putting the pieces back together again of the family

A Way of Life Gone



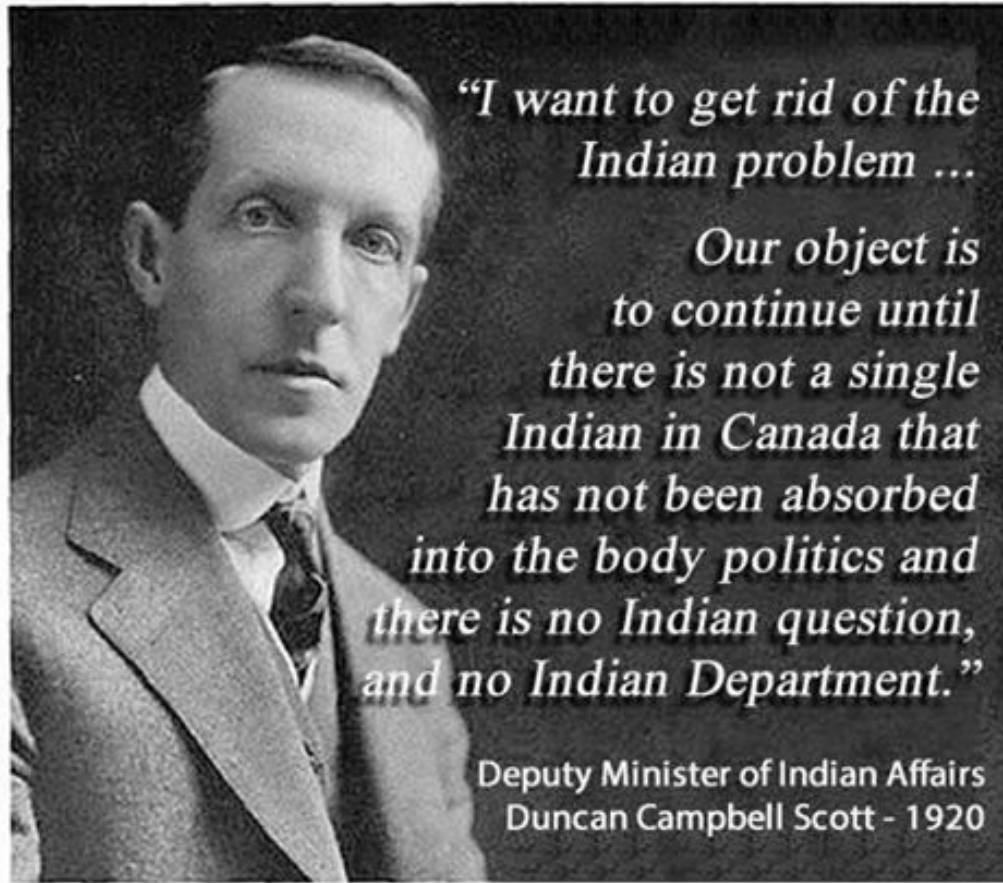
- 1492 - Columbus landed in the America's
- European influences – devalued our language and culture – changed our relationship with land and its resources -
- Diseases – many Indigenous people wiped out in the first centuries of contact
- Economies weakened, political systems challenged
- Missionaries, New Religions,
- Banned Sun Dance & Potlatch 1885 - 1951
- Our people were taught our ways & our culture were heathen

Ceremonies went Underground



- Ceremonies done in secret
- Drumming, singing and speaking language was a criminal offense – jail
- Indian agents governed the community – rations
- Prior to contact it was women that held ceremonies – changed due to Indian Act

Colonization – Do Away With the Indian



*"I want to get rid of the
Indian problem ...*

*Our object is
to continue until
there is not a single
Indian in Canada that
has not been absorbed
into the body politics and
there is no Indian question,
and no Indian Department."*

Deputy Minister of Indian Affairs
Duncan Campbell Scott - 1920

Permit System 1951 Repealed



U.S.
Department of Indian Affairs

Wick Lake Agency.
Nov 18th 1922

Edward Yabjakkeekoot. No. 125

of Beard's Band

is permitted to be absent from his Reserve for Two weeks

days from date hereof. Business Trapping in open season and

hunting food and is permitted to carry a gun.

Paul Schmidt
Indian Agent.

Control



- This lasted until 1940
- Permission was needed to leave the reserve and if one didn't arrive back on the set day
- Jail
- It was a way to control our people and to assimilate into the European culture.
- They became farmers and were successful so they amended another law

Assimilation



- The government has always had an agenda to assimilate
- The plan was outline in the 1969 White Paper to transfer us to the Provinces including our lands.
- Using different methods
- Residential Schools, 60-70's Scoop, Child Welfare System

Removal



- Remove the child from family, language, ceremonies,
- Values, political systems

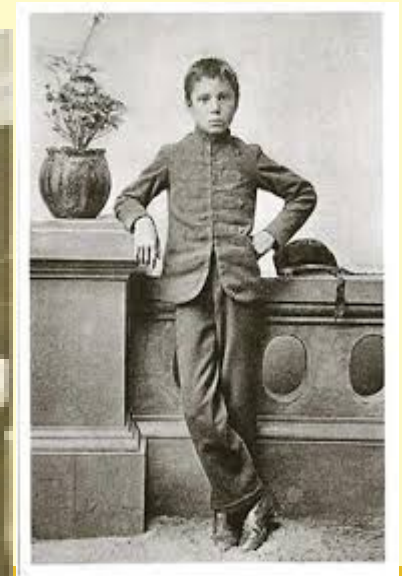
- Strip away all identity



Treaties & Residential School



- 1876 Indian Act
- Residential Schools 1874 - 1996
- BC – highest number of schools



Residential Schools



Changes



- Destroyed our family structures – the start of intergeneration trauma – the one's that were hurt before us
- Affected the self esteem of our men
- Family violence
- Loss of identity; language, culture, traditions
- Alcohol
- Allowed to vote - 1960
- Dependency System – Welfare
- Diabetes – 1950's

Books



- **Edmund Metatawabin – Up Ghost River**
- **Richard Wagamese – Indian Horse**

