

Traditional Family Parenting Reclaiming Our Indigenouness



Welcome



- Introductions
- Agenda – oral teachings
- Guide – use your own personal stories
- Your own teachings – 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

Training



- We are all facilitators – means to assist; to help move along to another level of thinking
- 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?

To Develop

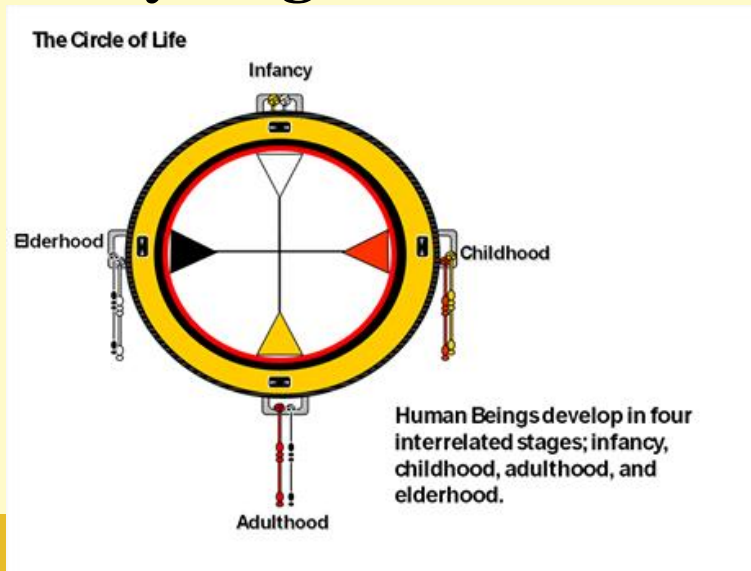


- What am I doing to promote culture in my nation?
- As facilitators to develop
- Cultural Identity
- Restore our parenting skills

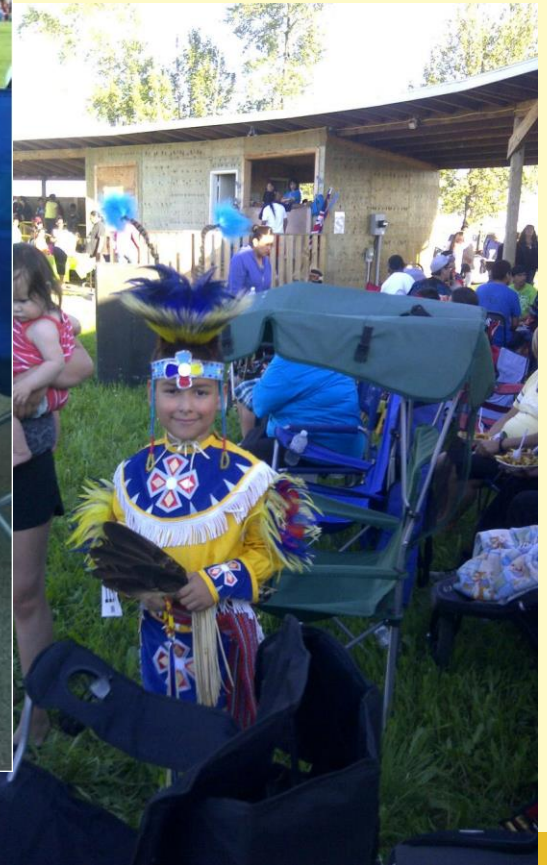
Skills



- We must live in 2 worlds
- But we only give them skills of the western world
- What are we doing today to give them the skills for cultural identity?



The Power of Cultural Identity



Twins



The Knowledge



- Our Ancestors always had this knowledge
- It is in our Creation Stories
- Animals taught us parenting skills
- To protect and teach

Objectives



- Strengthen Cultural Identity
- Parenting Practices
- Bonding and Attachment
- Understanding that disconnection leads to emotional problems and violence

RAD



- Dr. Gabor Mate
- Dr. Bruce Perry

Reactive Attachment Disorder



- 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
-

Behaviors



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

Importance - Bonding



- Shapes an infants brain
- Secure attachments
- It will affect future relationships – how you interact with other people

Original Instructions



- Each culture was given a Creation Story
- Going back to the ‘Original Instructions’ – observe nature/animals – taught us parenting
- Restoring the Teachings – they are not lost, just not used .
- Preparing the next generation – there is no other work more important than fatherhood and motherhood

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



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

How Are Ancestors Raised Children



- Attachment and Bonding
- Love
- 20 – 40 Positive Strokes per day
- It Takes A Village to Raise A Child
- Fathers played an important role

Our History Before Contact



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

Introduction – 15 pole teachings



- Background history – Walkerton, Ontario
- Teepee Teachings – Elders/Oral Teachings, Curriculum
- Remembrance – hope, love and compassion
- Future generations will benefit by how you will
- use this information and passing on

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.

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

Creation Story - Woman



The First Classroom

4 Sacred Gifts Given to a Mother



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

Mothers



- The first sound – mothers heartbeat
- The first teacher
- Emotional part teacher – 0 – 7



The Way It Was – The Ways of our People



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

Chiefs – Leaders of the Camp



Leadership



- Who listened well – said few words but when they spoke it was powerful, had to time to formulate their thoughts
- Had to be able to lead the people
- People first
- We have to raise the next generation of leaders
- Move away from power and authority – to go back to how it was - compassion

Quote



- Dalai Llama
- “When educating the minds of our children, do not forget their hearts”
- Spirit – do not wound their spirit

Child – center of attention



Moss bag
Natural
Discipline

Beginning of the Day



- Mothers Spirit
- Creating Balance
- Prayer
- Smudge

Amautik – Mothers of the North



The word means to carry

Bonding

4 aspects

Still commonly used



Moss Bag



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

4 Sacred Gifts



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



Critical Thinking



- Roles and responsibilities
- Structure
- Behavior was role modeled

Book – A Child Is Born



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



Bert Crowfoot Photo

Mobles

Belly Button

Safety

Everything was a Teaching

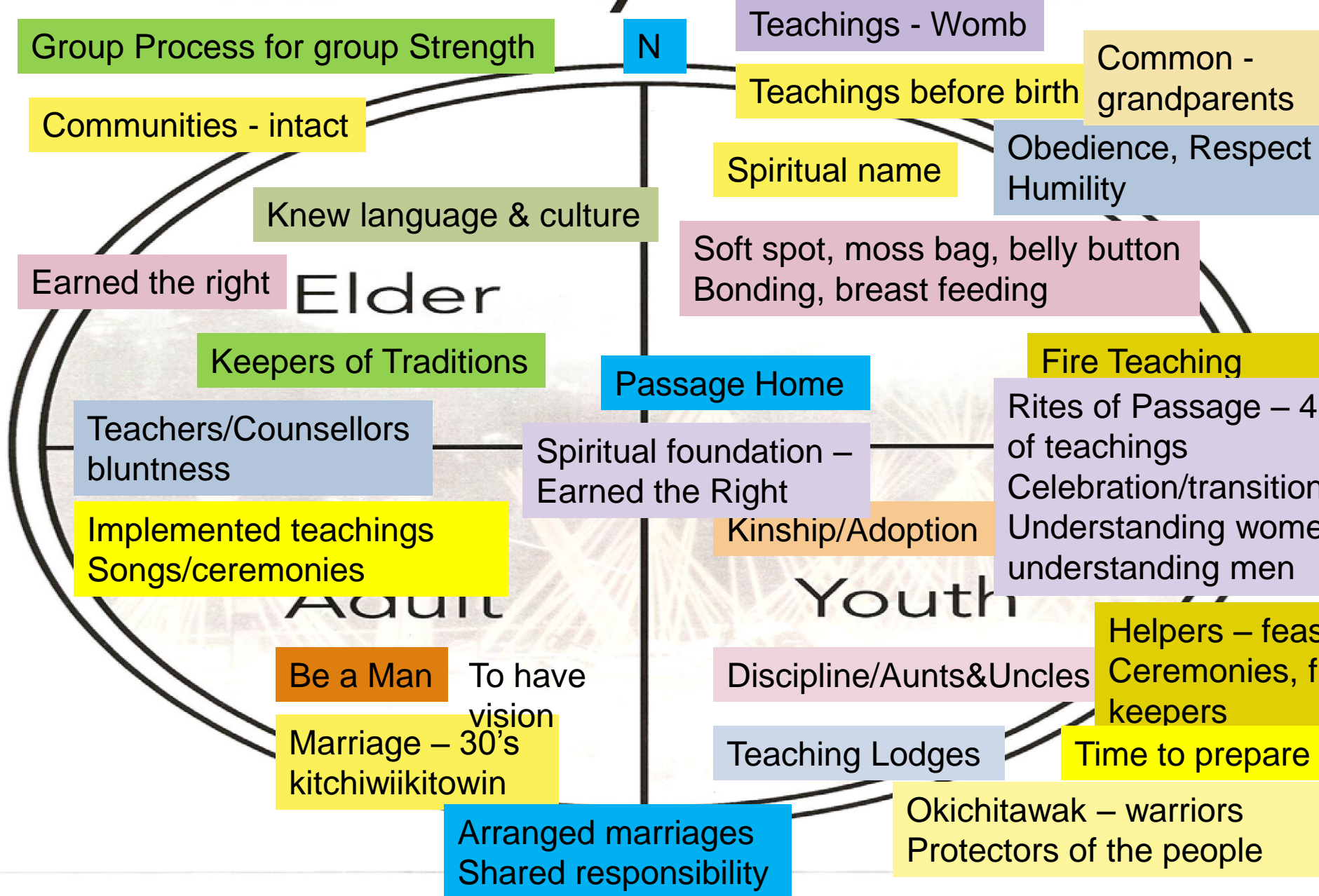


- girls forward – to look at mother's role and to it was a way to learn the language
- Boys outward – to learn the male roles
- Language

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

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

4 Seasons – 4 Stages of Life



Fatherhood is Sacred – Traditional Systems



- We can never go back to how it was
- To ensure the nation's future by the children
- Followed the teachings – virtues



Father's Role - Parent



- Traditional Role – provide and protect
- Greatest impact – is the type of relationship the father has with their mother
- The ripple effect – the children are seeing a healthy relationship
- Young boys will act like their fathers

Fathers



- By being involved the infants have higher IQ's and extends into young adulthood
- Emotionally secure – are able to know what they are feeling
- Promote independence
- Fathers must take the lead in keep families together

Conduct



- Conduct was done through ceremonies and story telling
- Rites of Passage
- Honoring the child
- Self esteem of child



Story Telling



- A way to show the teachings and teach conduct
- Life lessons



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

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

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”.



Ethnocide/Genocide



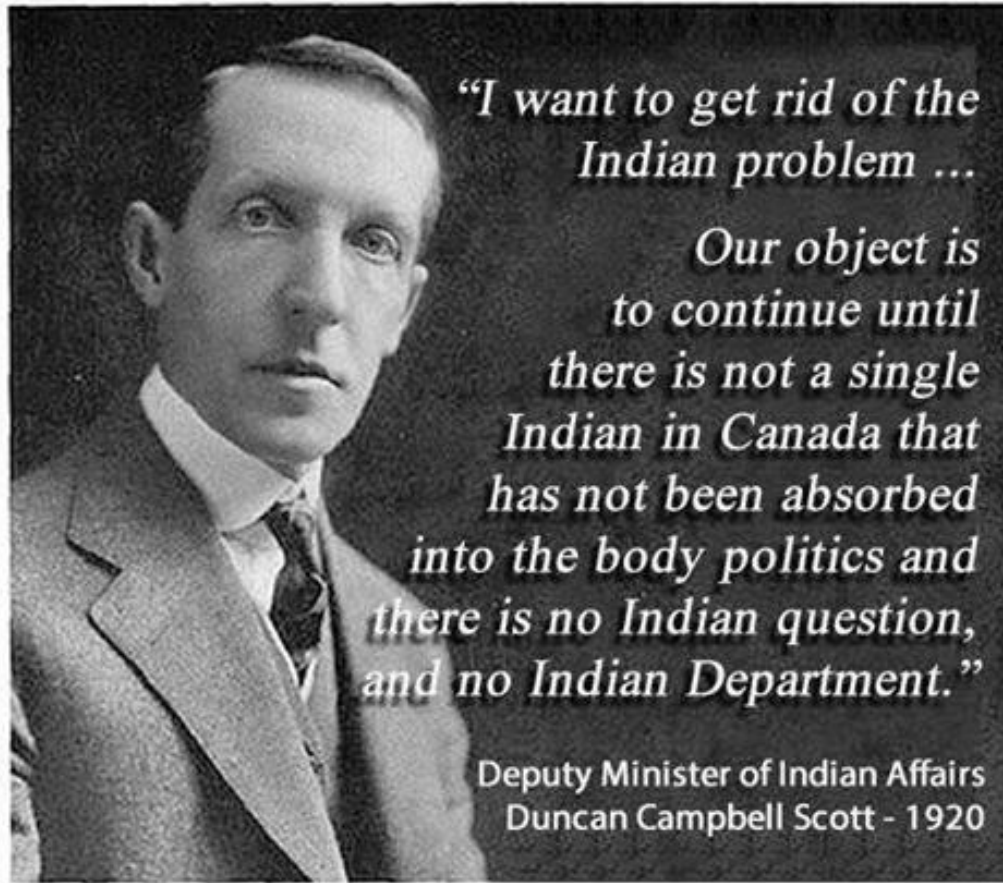
- Difference
- Genocide is destroying a whole race
- Ethnocide is destroying a culture
- Triangle – land, language, people
- The downfall of our people

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
- Deterioration of a way of life
- Banned Sun Dance
- Potlatch

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

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 and language
- 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 parenting
- Loss of identity; language, culture, traditions
- Alcohol
- Dependency System – Welfare
- Diabetes – 1950's

Addictions



It is not heroin,
cocaine or
alcohol that
makes one an
addict, it is
the need to
escape from a
harsh reality.

AddictsToday.com

Darlene Jony

Sexuality



- HIV – is fast growing in FN
- Educate young people about safe sex
- STD's
- Experimenting at young ages now
- Be blunt
- Age appropriate teachings
- Teen age pregnancies

Suicide



- First Nations youth – highest rate of suicide
- Know the signs
- Children in care – suicides
- Homosexuality – 2 Spirited – risk is greater than heterosexual youth
- Were accepted before contact – inclusiveness/diversity/valued members
- Suicidal - alienation
- Educate yourself – NAHO Report on Two Spirited

Stages of Decolonization



- Rediscovery and Recovery
- Mourning
- Healing/Forgiveness
- Action/Build Capacity



Lateral Violence



- People that have experienced colonization
- Now is ‘internalized colonization’ – anger
- People lashing out at each other - shunning
- We do it to ‘who we walk with’
- Behaviours – comes from hurt and pain
- Gossip, shaming, backstabbing, family feuds
- Has affected vision – community spirit
- Religious wars
- Is the main cause of why healing is taking a long time in our communities – educating is the key to stop this

Lateral Violence



- Sticking up for your child
- Teachers – Schools face consequences of parents
- Don't participate
- Educate people about lateral violence

Before Speaking Negatively - THINK



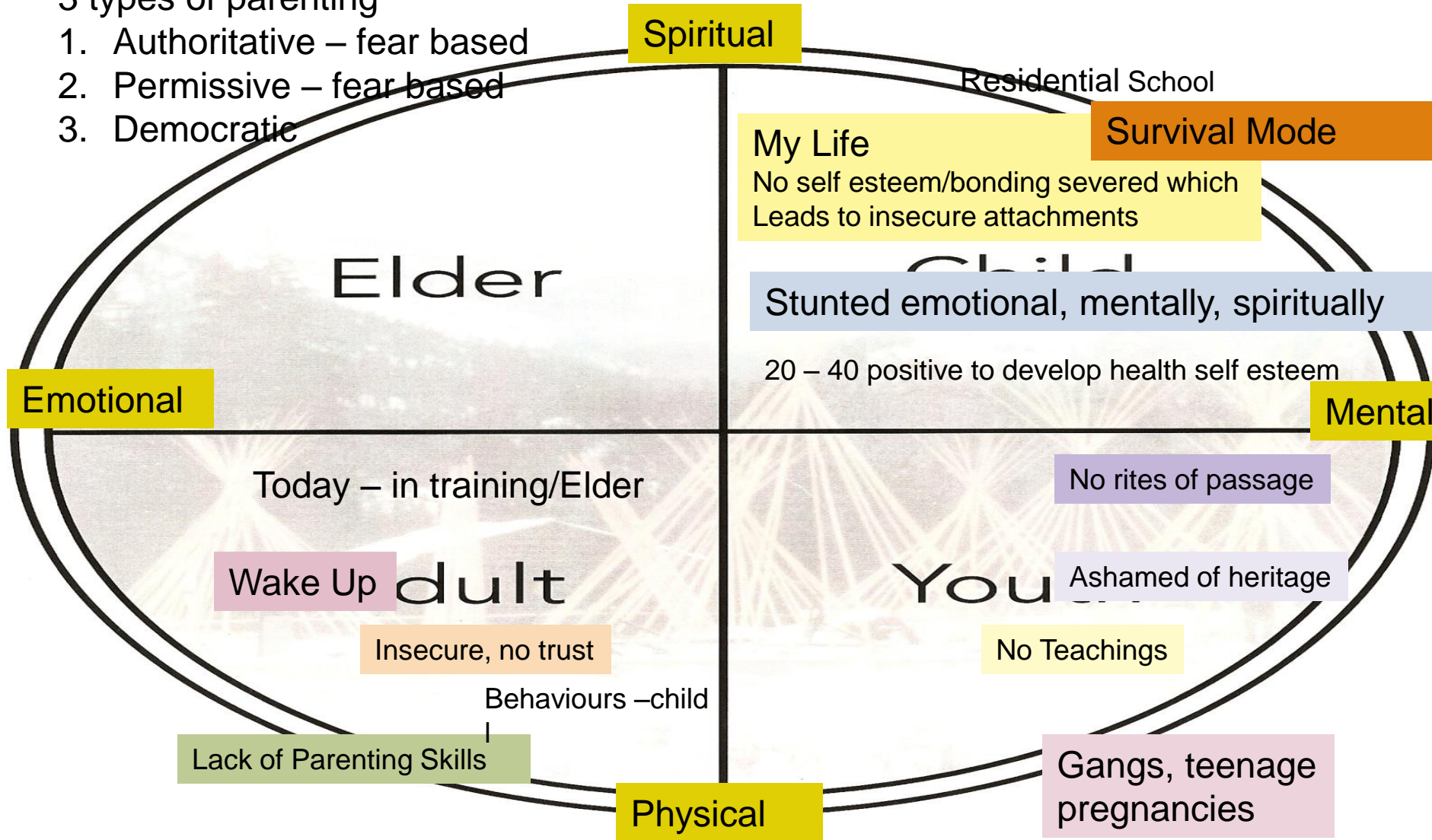
- T – is it true?
- H – is it harmful?
- I – is it informative?
- N – is it necessary?
- K – is it kind?

Traditional Family Systems

The Four Cycles of Life

3 types of parenting

1. Authoritative – fear based
2. Permissive – fear based
3. Democratic



Parenting - Today



- More complex world – technology
- Unique challenges as compared to our ancestors
- Growing up in homes – alcohol, drugs, violence
- Gangs
- High rates of divorce
- Single parent homes
- Poverty
- Less role models

How Do We Face the New Challenges?



- Culture
- Parenting programs
- Fatherhood programs
- Camps
- Language

Bringing Culture/Traditions in Classroom



- Moss bags
- No time out – be prepared to have material ready to teach a virtue, books, pictures, etc
- Shake hands, saying virtue words, activities
- Schools need to have an environment of creativity

Educate the Whole Child



- Waldorf System – the heart and the hands
- Spiritual, Mental, Physical, Emotional
- Create a culture of caring
- Flexible, adaptable, resourceful
- Outdoor Education programs - successful

3 Types of Parenting – Modern Day



- Authoritative – fear based, focus on discipline with less parental love, blame, shame coercion, child cannot think for themselves – behaviour based on fear. If a parent was raised like this.
- Permissive – fear based, child feels insecure, no boundaries, feels parents don't care
- (how to undo – balance love with limits)
- Democratic – equality, respect, negotiation
- For the child to grow with the 4 aspects – a child must have an emotional connection with a parent – from birth

Stages of Growth



- Babies rely on the caregiver for basic needs and also love – personality is influenced by the culture they are born with
- We should not call it terrible two's – they are exploring – exploring independence
- Age 3 to 5 – time to explore, group play, social skills,
- Shaming – shy, not confident, may remain dependent upon adults
- 6 to 12 – learning not mastery, develop confidence,
- Should encourage learning to be fun

Time Out - Consequences



- There was no time out
- Kept children in the circle
- Do not wound their spirit
- Best time to teach
- Virtues, story telling with a moral

6 to 12



- Learning not mastery which develops confidence
- Logical thought is unfolding
- Crucial that creativity be nurtured
- Education system – labelling begins
- Public education was from 1900's – industrialism
- Passion for learning is doused – his spirit becomes damaged – shame, low self-esteem
- Life time struggle of incompetence
- When a encouraged – naturally excel

12 - 21



- On a search for truth – the power of his/her own thinking

12 - 21



- Time of confusion – need compassion and sensitivity
- Time to find out who they are – shaping uniqueness
- At times want to be alone
- Finding their values
- Rites of passage – Father/son
- Mother/daughter
- Critical time to have a parent/child relationship

7 Grandfather Teachings



- Move to Power Point

How Do We Bring Back Values



- By raising a child spiritually, emotionally, mentally and physically
- Everyone had a role
- Shared agenda
- Preparedness
- Braids – family together



Obedience - Nanahitamowin



- Good listening skills
- Listening to Elders and parents
- Obedience leads to spiritual insight
- Have discipline to reach your goals
- Developing positive thoughts

Respect - Kisteyihtowin



- Respect is the basic law of life – foundation every home in the world
- Respect in the home – same direction
- Fire teaching – women’s heart – leads to respect for women
- Treat every person from babies to Elders with respect at all times
- Treat the earth and all aspects as your mother
- Show deep respect for the belief and religion of others

Humility - Tapahteyimowin



- Never think that we are more important than anyone
- Role modeling this virtue
- We can never be lost when we listen to our spirit – always directing us
- Freedom from pride and arrogance

Happiness - Wiyatikweyimowin



- Having an inner sense of peace
- Wake up each day that you have been given another day
- When we are happy – obstacles or problems are not so large
- A smile does not cost anything – being friendly
- Many First Nations people have a ‘sense of humour’, which has become a survival skill

Love - Kisewatitatowin

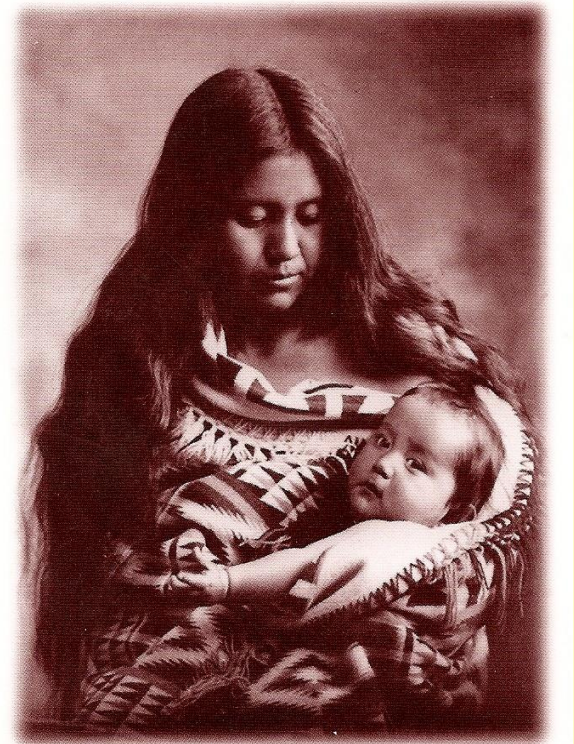


- Love is the foundation for everything
- A child needs 20 – 40 positive strokes per day (It takes a village to raise a child)
- Love will change minds & behavior
- Love forgives
- Love will heal
- Natural outcome is higher self esteem
- To be considerate and compassionate to all living things

Faith - Tapowakeyihtamowin



- A child to be taught there is a Creator
- Must have faith to have hope
- Understanding Spirituality
- Silence – listening to your spirit
- Prayer
- Strong character education leads to Faith and ethics



Kinship - Wahkohtowin



- Teaching boundaries
- Teaching the child not to address grandparents, aunts, uncles and parents by name
- Son – Nikosis, Daughter – Nitanis
- Pride in knowing family tree
- Build trusting and loving relationships with relatives
- Stressing the importance of knowing who you are related to – marriage purposes

Cleanliness - Kanateyimowin



- Cleaning up your mistakes – amends, restitution, forgiveness
- Clean mind – not to gossip, free from judgements
- Putting things in order
- Keeping body clean
- Staying free from harmful substances – spirit

Thankfulness - Nanaskomowin



- Giving thanks every morning for the life within you and that the Creator has given you another day to walk on Mother Earth
- Being in a state of thankfulness makes you a happier person
- Being thankful of one's gifts and blessings
- Remembering that we have our families in times of need

Share - Wichitowin



- Understanding is enlightened through legends and stories
- Sharing our experiences in healing circles
- Sharing your time to help people in need
- Volunteering
- Sharing your blessings

Strength - Sohkeyihtamowin



- Never giving up – to persevere
- Value of life long learning
- Seize opportunities for growth
- Strong mind – connect mind/heart/balance
- Stand your ground with peer pressure

Good Child Rearing – Miyo-Opikinawasowin



- Preparing for parenthood – Rites of passage
- Responsibility
- Teach, role model and mentor virtues
- Understanding the importance of extended family – grandmothers, aunts, uncles

Hope - Iyitateyihtamowin



- Always expecting positive things to happen in life
- Language and culture to be revived
- Hope is connected to faith
- Ending generational cycles
- Adjust our focus – what is my role?

Ultimate Protection - Kanaweyimikosowin



- The Creator
- Always to acknowledge the Creator first
- To remember we are not alone and that we have protection
- We are showing obedience to our Creator's laws

Control Flaps From the Wind - nawkaymigana



- We can change our destiny
- Making positive changes in our lives
- We can wake up everyday and decide to have a happy day
- Only we know what is best for us.
- Elders have earned the right to speak bluntly about life
- Seek guidance

Groups



- How can we bring back these teachings back to our
 - 1. Families
 - 2. Communities
 - 3. School

Renewal



- Our people healing
- Conferences, training, cultural programs
- Families mending
- New generation of youth
- Ceremonies are coming back

Future



- What do we do for the next 500 years?
- We all have a responsibility
- Solutions within your organizations & communities
- Create mechanisms of change based on our values and traditions
- Education, Child Welfare, Justice and Health Programs need to be reflective our teachings – in your respective languages

Future



- Early intervention and prevention in place before family breakdown
- Empowerment programs – give the power back to the people
- Who are we if we don't know our culture and language?

Spiritual Companionship



- Listen
- Be a friend
- Change our language – using virtue words

Future



- We cannot change the past but we can make decisions today to make a better future for our children and grandchildren
- When educating the minds of our children, do not forget their hearts.
 - Quote – Dalai Llama

Quote



“ No one is more cherished in this world than someone who lightens the burden of another”



Closing Comments



"We all have a responsibility to prepare the next generation"



Water Experiments – Dr. Emoto



You make me sick

Dr. Emoto



Thank you



Prayer

Water Experiments



- Dr. Masuru Emoto
- 80% of our body is water
- Our emotions and thoughts affect our body
- Drinking 8 glasses a day – health benefits

Thoughts



- Negative thoughts vs. Positive thoughts
- Our body – 80% water
- What does it do to our body
- Our thoughts create our future

3 life questions



- Who Am I?
- What is my purpose?
- What kind of Elder do I want to be?

How can we bring back teachings



- What are you doing right now to promote culture and language in your community?
- Organization
- Home

Day 4 - Trainers



- Facilitate from the heart – touch their spirit



The Power – is in the People



- Gain leadership support
- Engage community members what programs they want which is giving the power back – support
- Short – Long term goals

Implementation Plan



- Don't reinvent the wheel
- What are your assets now?
- Strengths
- E.g. Elders, History, Language

What is holistic education?



- Head, Hands, Heart
- Teaching in developmental stages
- Life long learning – inspire in the early years
- Experience that is not in the classroom
- A sense of belonging to family, school, community

Holistic Education



- Physical – love, secure attachments, physical activity
- Mental – activities that lead to critical thinking, keeping their playful spirit alive
- Emotional – free expression, boundaries
- Spiritual – being mindful of the child's spirit

Outcome



- Learning will be fun and life long
- Curious
- Compassionate
- Resilient – bullying, relationships
- Positive parenting

Outcome



- Ethical – values of nation
- Vision
- Balanced/healthy
- Happy

The Gifts



- Waldorf Curriculum
- Holistic approach/same as Traditional Systems
- Language
- Traditional Parenting teachings
- Story Telling
- Values/Virtues in the Schools – curriculum beginning in early childhood to high school

Identify



- Each community is different
- Have a core implementation plan
- Identify the gaps and barriers
- In each target group
- Child, Youth, Adult, Elder