

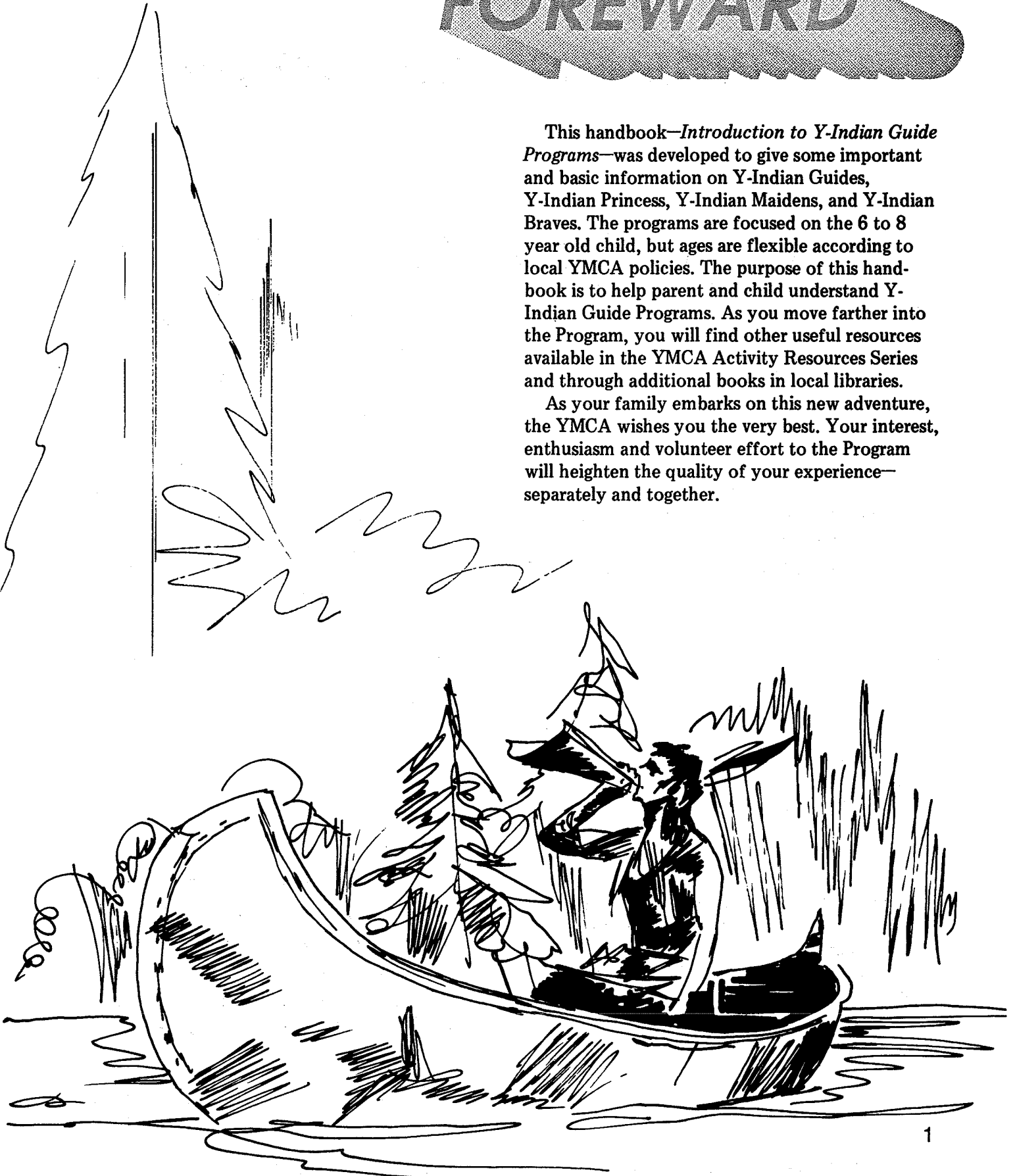
INTRODUCTORY HANDBOOK Y-INDIAN GUIDE PROGRAMS



FOREWARD

This handbook—*Introduction to Y-Indian Guide Programs*—was developed to give some important and basic information on Y-Indian Guides, Y-Indian Princess, Y-Indian Maidens, and Y-Indian Braves. The programs are focused on the 6 to 8 year old child, but ages are flexible according to local YMCA policies. The purpose of this handbook is to help parent and child understand Y-Indian Guide Programs. As you move farther into the Program, you will find other useful resources available in the YMCA Activity Resources Series and through additional books in local libraries.

As your family embarks on this new adventure, the YMCA wishes you the very best. Your interest, enthusiasm and volunteer effort to the Program will heighten the quality of your experience—separately and together.



Objectives of YMCA INDIAN GUIDE PROGRAMS

The YMCA locally, nationally, and internationally is dedicated to provide the best and most helpful opportunities for people to achieve their greatest and most satisfying potential as caring, responsible human beings.

The YMCA believes that Y-Indian Guide Programs:

*Foster companionship and understanding between parents and their children and set a foundation for positive, lifelong relationships between parent and child.

*Build a child's and parent's sense of self esteem and personal worth.

*Expand a child's and parent's awareness of body, mind and spirit.

*Provide the framework for parents and children to meet a mutual need of spending fun, constructive and quality time together.

*Enhance the quality of family time.

*Emphasize the vital role that parents play in the growth and development of their children.

*Offer parents an important and unique opportunity to develop and enjoy volunteer leadership skills.

*Provide productive and creative use of both YMCA Professional Staff and volunteer leaders in directing the Program.

Y-INDIAN GUIDE, PRINCESS, MAIDEN, and BRAVE

Purpose

The purpose of the father/mother and son/daughter Y-Indian Guide/Princess/Maiden/Brave Program is to foster the understanding and companionship of father/mother and son/daughter.

Slogan

"Pals Forever"/"Friends Always"

2 The Aims

1. To be clean in body and pure in heart.
2. To be "Pals Forever"/"Friends Always" with

my father/mother/son/daughter.

3. To love the sacred circle of my family.
4. To be attentive while others speak.
5. To love my neighbor as myself.
6. To seek and preserve the beauty of the Great Spirit's work in forest, field and stream.

Pledge

"We, father/mother and son/daughter, through friendly service to each other, to our family, to this tribe, to our community, seek a world pleasing to the eye of the Great Spirit."



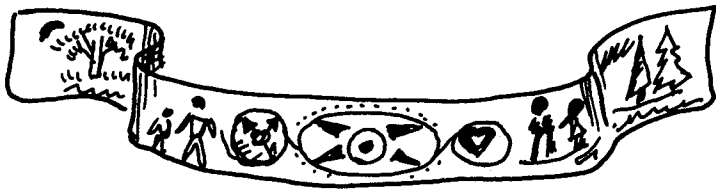
Y-Indian Guide

The central theme of THE HEADBAND is the eye of the Great Spirit surrounded by the four winds of heaven. The feathered arrow designs which extend right and left from the central symbol represent the useful services of father and son. Whenever outstanding accomplishment existed, it was noted by the Indians. Its significance was recognized, often in the form of feathers. The fact that the father-and-son achievements are united in the center of the design is interpreted to mean that fathers and sons together, under the eye of the Great Spirit, are seeking to help each other in the services they render.

To the right is the symbol of the mother and home. A line connects the mother symbol with the tepee, or home symbol. The fact that it is a home symbol is shown by the fire in the tepee. On the left are symbols of father and son. Their relationship again is shown by the line that joins the two symbols. These symbols add to the richness of the central theme, for it is in service to mother and home that many of the more significant achievements of father and son will take place.

Far to the right are symbols of day and forest. Far to the left are symbols of mountain, lake, field, and stream, with the moon for night. Here again, these symbols tend to enrich the central theme, giving broader scope to services by centering the efforts of father and son in village and community life, and, as the ritual says, "in forest, field and stream." Briefly stated, the headband may be interpreted in these words:

"Father and son, through friendly service to each other, to our family, to this tribe, and to our community, seek a world pleasing to the eye of the Great Spirit."



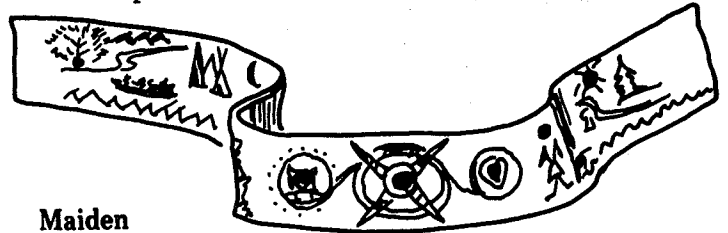
Princess

The central theme of THE HEADBAND is the sign of the eye of the Great Spirit with the crossed arrows of friendship and the circled heart of love on either side. Father and daughter are symbolized

next to the grouped tepees which indicate happy work in the community, and the single tepee which denotes happy work in the home. The trees, water, and grass exhort the wearer to see and preserve the Great Spirit's beauty in forest, field and stream.

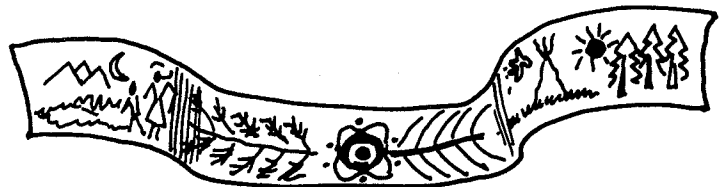
The total meaning may be summed up thus:

"Father and daughter, through friendly service to each other, to our family, to this tribe, and to our community, seek a world pleasing to the eye of the Great Spirit."



Maiden

The central theme of THE HEADBAND is the sign of the eye of the Great Spirit with the crossed arrows of friendship and the circled heart of love on either side. Mother and daughter are symbolized next to the grouped tepees which indicate happy work in the community, and the single tepee which denotes happy work in the home. The trees, water, and grass exhort the wearer to see and preserve the Great Spirit's beauty in forest, field and stream. The total meaning may be summed up thus: "Mother and daughter, through friendly service to each other, to our family, to this tribe, and to our community, seek a world pleasing to the eye of the Great Spirit."



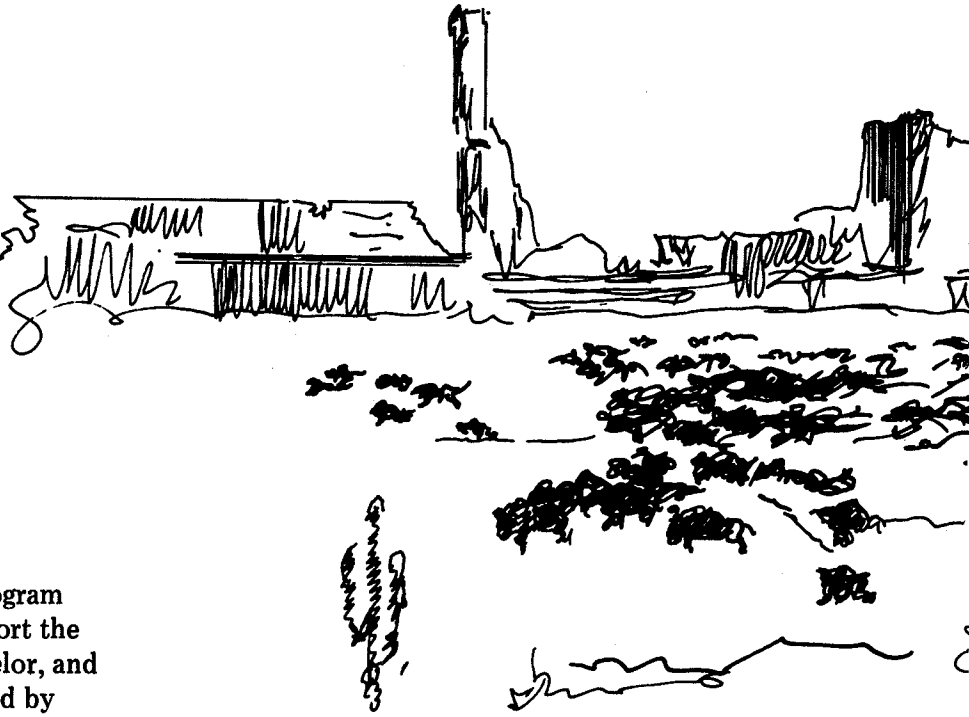
Braves

The central theme of THE HEADBAND is the sign of the eye of the Great Spirit surrounded by the four winds of Heaven. The feathered arrow design on each side represents the useful services of Mother and Son. Mother and son stand to the left next to the single tepee symbolizing mutual support in a happy home. To the right is a group of tepees symbolizing happy work in the community which is surrounded by water, trees, mountains and sky exhorting the wearer to preserve the Great Spirit's beauty in forest, field and stream.

The total meaning may be summed up thus:

"Mother and son, through friendly service to each other, to our family, to this tribe and our community, seek a world pleasing to the eye of the Great Spirit."

HOW YMCA INDIAN GUIDES BEGAN..



The Father and Son Y-Indian Guide Program was developed in a deliberate way to support the father's vital family role as teacher, counselor, and friend to his son. The program was initiated by Harold S. Keltner, St. Louis YMCA Director, as an integral part of Association work. In 1926 he organized the first tribe in Richmond Heights, Missouri, with the help of his good friend, Joe Friday, an Ojibway Indian, and William H. Hefelfinger, chief of the first Y-Indian Guide tribe. Inspired by his experiences with Joe Friday, who was his guide on fishing and hunting trips into Canada, Harold Keltner initiated a program of parent-child experiences that now involves a half million children and adults annually in the YMCA.

While Keltner was on a hunting trip in Canada, one evening, Joe Friday, the Indian, said to his white colleague as they sat around a blazing campfire: "The Indian father raises his son. He teaches his son to hunt, to track, to fish, to walk softly and silently in the forest, to know the meaning and purpose of life and all he must know, while the white man allows the mother to raise his son." These comments struck home, and Harold Keltner arranged for Joe Friday to work with him at the St. Louis YMCA.

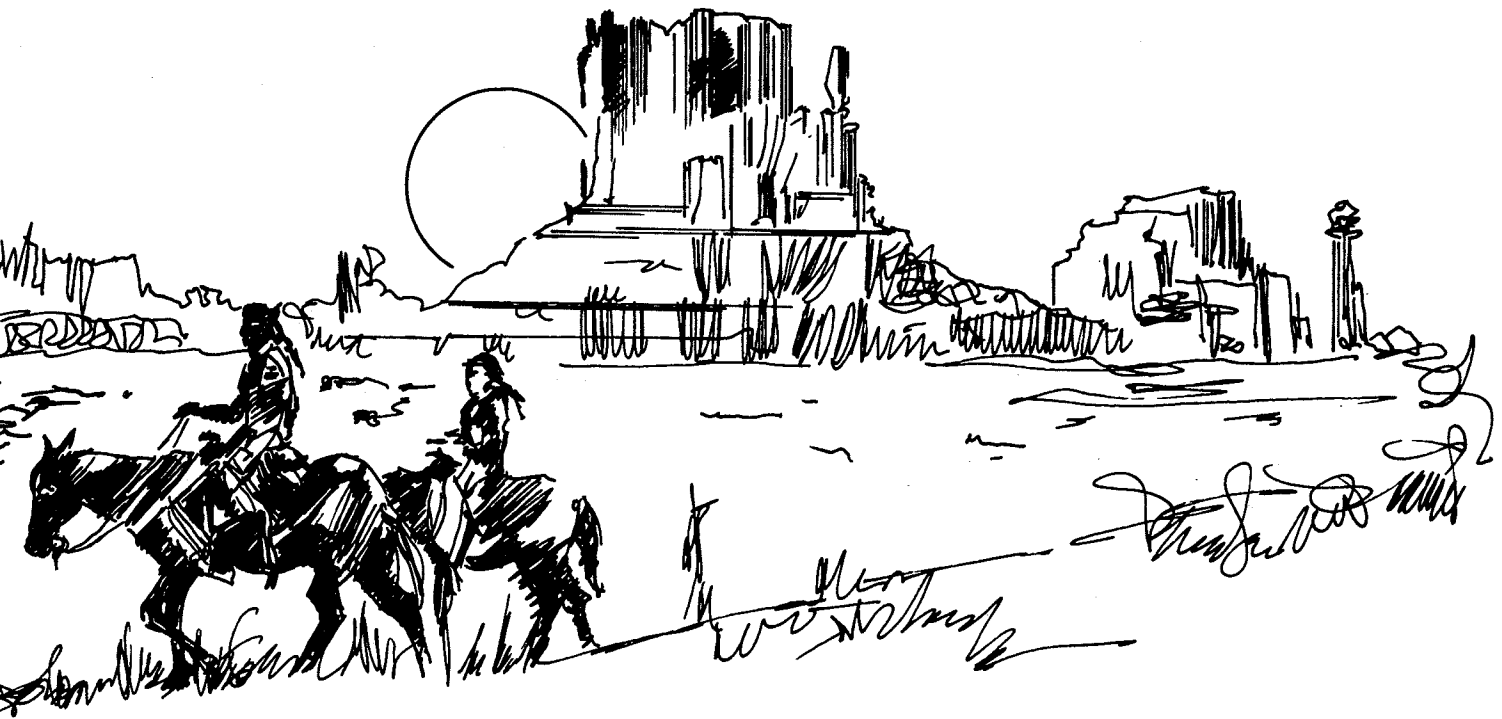
The Ojibway Indian spoke before groups of YMCA boys and dads in St. Louis, and Mr. Keltner discovered that fathers, as well as boys, had a keen interest in the traditions and ways of the American Indian. At the same time, being greatly influenced by the work of Ernest Thompson Seton, great lover of the out-of-doors, Harold Keltner conceived the idea of a father-and-son program based upon the strong qualities of American Indian culture and life—dignity, patience, endurance, spirituality, feeling for the earth, and concern for the family.

Thus, the Y-Indian Guide program was born a half century ago.

The rise of the Family YMCA following World War II, the genuine need for supporting little girls in their personal growth, and the demonstrated success of the father-son program in turn nurtured the development of YMCA parent-daughter groups. The mother-daughter program, now called Y-Indian Maidens, was established in South Bend, Indiana, in 1951; three years later father-daughter groups, which are now called Y-Indian Princesses, emerged in the Fresno YMCA of California.

In 1980 the National YMCA recognized the Y-Indian Braves Program for Mothers and sons; thus completing the four programs and combinations in Y-Indian Guide Programs.

Although some Y-Indian Guide groups had extended their father-son experiences beyond the first three grades from the beginning, it was not until 1969 that the Y-Trail Blazers plan was recognized by the National Long House Executive Committee for sons 9 to 11 years old and their fathers. Trail Maidens, Trail Mates and Co-Ed Trail Blazers have also been developed and recognized in YMCAs across the country. Many YMCAs have developed parent-child programs similar to those listed above; but have oriented program around a non-Indian theme. In the future, it is hoped that expansion of YMCA parent-child groups will continue as a positive force in strengthening family life.



The YMCA and all of its program participants have an obligation to be sensitive to the use of authentic Indian nomenclature and customs. Stress should be placed on employing American Indian Lore with a sense of dignity and good taste. Here are some suggestions:

SOME THINGS TO AVOID

1. Beware of perpetuating the Hollywood image and jargon of the Indian in all programs and public ceremonies. Avoid the use of such terms as "ugh," "how," "squaw," "tom-tom."
2. Eliminate undesirable conduct by adults and youths in American Indian attire; be sensitive to misuse of dress, language, and equipment.
3. Be wary of parade participation by YMCA parent-child groups that mocks or demeans Indian life and culture through perpetuating stereotypes.
4. Review all newsletters, bulletins, and program resources that encourage stereotyping, caricatures in ill-taste, and demeaning portrayal in story or anecdote.
5. Refrain from using religious ceremonies that include sacred masks, dances, and symbolism.
6. Avoid paternalism and a superiority stance in all human relationships. Re-examine the motivation for action among program leaders and decision-makers.
7. Do not participate in unwanted service efforts. Ask American Indian groups and leaders in advance what needs are real and in what ways

they may best be met. Do not send Thanksgiving and Christmas greetings without thoughtful advance contact with reservation and urban groups as to their desires and suggestions.

POSITIVE STEPS FOR PARENTS AND CHILDREN

1. Take time to learn about American Indians; particularly your chosen tribe. Visit your local library for accurate information.
2. Be sincere and look for the authentic in Indian culture. . .crafts, symbols, clothing.
3. Recognize that Indians live today, not just in the past, and that each tribe is different.
4. Solicit American Indian counsel.
5. Treat ceremonies and religion with respect.
6. Support projects of human need and rights for youth and families.
7. Use judgement and modesty in wearing Indian clothing.

The AMERICAN INDIAN Theme



The Y-Indian Guide Programs can present parent and child as well as families with opportunities for new insights into the significant contributions Native American people have made to our nation's history and heritage. The culture of American Indians yesterday and today can challenge a father or mother to be aware of his/her role as parent, guide, friend, and example for his or her, son or daughter, as well as to develop the natural curiosity and enthusiasm of the child.

The American Indian culture gives the non-Indian parent a common interest and learning experience in working with his or her child. The genuine concern among Indian people for parent responsibility in teaching and guiding their children to adulthood is a fine standard for parents and children today.

The teaching of values, attitudes, fitness, knowledge, and ethics to their children is an integral part of the Indian Way of Life. At the same time, the Native American people feel a profound responsibility for the well-being of all family members, the sharing of food and clothing with all is a natural response for them whenever need

or emergency appears. The American Indian has excelled in poise, dignity and pride. Honesty and the given word have been inviolate in his way of life. The Indian has placed a high priority on things of the Spirit as contrasted to the material Way of Life. His deep appreciation for the Creator is apparent throughout his religion, traditions and Way of Life. His understanding of the interdependence of the forces of nature is highly significant, all parents and children can recognize the great value of conserving resources and eliminating waste in our urban-centered world.

Through the purposeful parent-child experience of Y-Indian Guide Programs, the YMCA can be instrumental in upgrading the image of the American Indian in supporting his pride in self and in aiding the Indian's struggle to preserve his history and his meaningful contributions to society.

For some helpful ideas and activities, consult The American Indian resource book in this series available through National YMCA Program Resources.

THE TRIBE TO WHICH YOU BELONG. . .

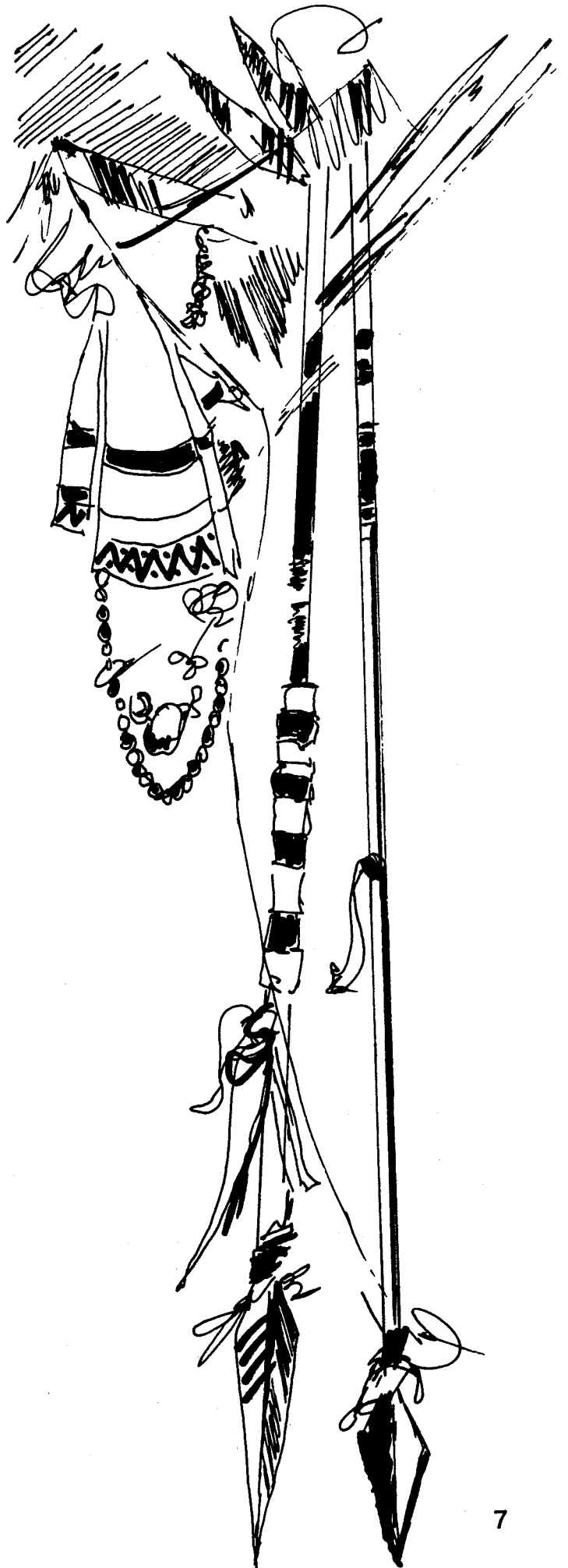
A tribe is a group of 6 to 9 parent/child teams who:

- Meet twice a month in the homes of members on a rotating basis.
- Have parent/child and family outings on a regular basis.
- Participate in inter-tribal (called Nation or Longhouse) and YMCA events as tribes and families.
- Have parent meetings several times a year to develop plans and handle problems.

A tribe meeting might include:

1. Ceremony (see opening and closing rituals)
2. Activities such as: crafts, stories, Indian lore, games, songs, and service projects.
3. Refreshments (provided by the Host Family)

A tribe meeting length should be no more than 1½ hours.



A TYPICAL Y-INDIAN GUIDE PROGRAM

MEETING OUTLINE

7:00

Chief calls meeting to order by asking one of the children to beat on the Tribal Drum once for each child present. Talking should stop.

Prayer or opening ceremony. Flag salute (if flag is available).

7:10

Talley keeper takes roll. Wampum Bearer collects tribe dues; each Little Brave/Princess/Maiden shares what he/she did to earn Wampum. Wampum Bag is passed around.

7:15

Chief asks for Scouting Reports. Use of the talking stick is recommended as each child shares his/her Scouting Report.

7:25

Business Meeting:

- Announcements by Chief of any upcoming inter-tribal events, YMCA News, etc.
- Review plan for next meeting, using chart on page 9 of this manual.

7:35

Craft or Game

7:50

Light refreshments.

8:00

Story and/or songs

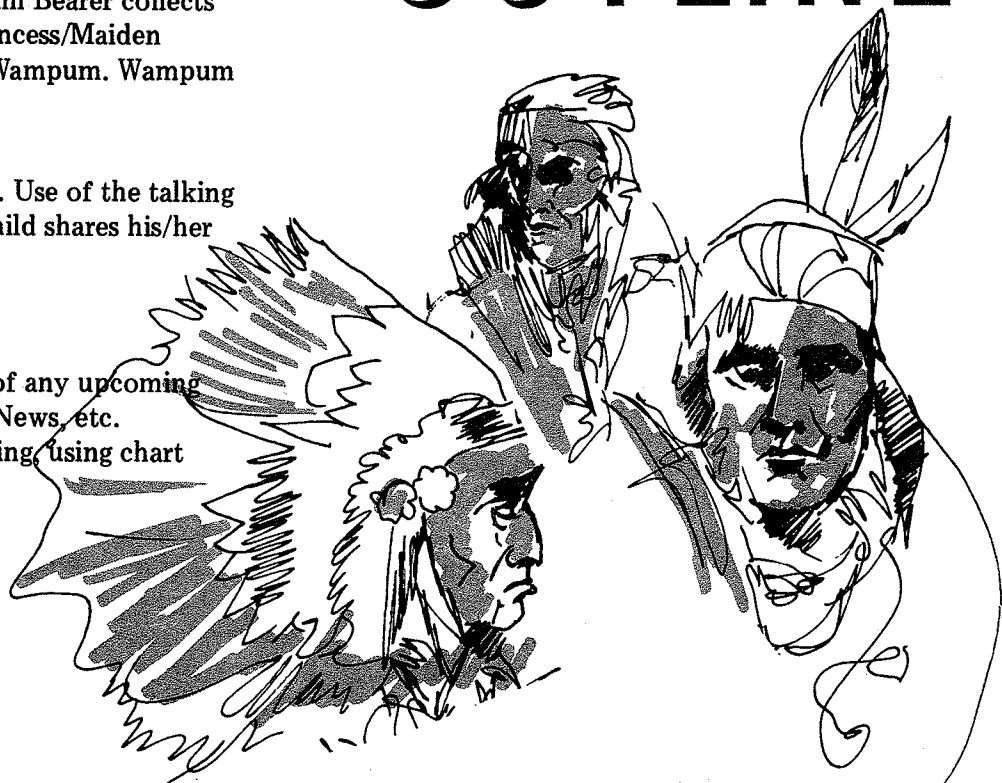
8:20

Closing Ritual and/or Prayer

8:25

Head for home

Wampum is money collected from the Little Braves/Princesses/Maidens in a tribe. The amount is set by the tribe and the money stays in the tribe for their use—this money is not given to the YMCA. Tribes use the money for special treats, to help defray craft costs, for gasoline on trips or for anything else the tribe would like to use it for. The Little Brave/Princess/Maiden should earn the money by doing chores at home and be prepared to tell other tribe members what he/she did to earn the “wampum”.



The scouting report is an assignment given to the Little Braves/Princesses/Maidens by the Chief to be completed between meetings. It develops poise and speaking ability in the child; and helps the boy/girl to be inquisitive and thoughtful as well as fostering responsibility. Scout Reports could include bringing in magazine pictures of certain things; making a list of insects that could be found in the backyard, etc. It is a good idea to recognize the Little Brave/Princess/Maiden for his/her efforts in giving a Scouting Report.

The Chief might lead a discussion or share his thoughts on a wide range of topics. Here are several examples: things that Christ taught in simple words; respect for the family; explanation of Indian Sign Language; Indian Lore and Beliefs, etc.

Tribal Meeting Assignment Sheet

In order to make the most out of every meeting, the Chief needs to prepare and to spread the jobs around. A Tribal meeting assignment sheet is helpful.

NAME	MONTH:		DEC.		JAN.		FEB.		MAR.		APR.	
	DATE		7	21	4	18	1	15	1	15	5	19
Scott			H		C	P	ST	G	H		C	P
Fisher			G	H		C	P	ST	G	H		C
Smith			ST	G	H		C	P	ST	G	H	
			P	ST		H						

H—HOST

1. Provide simple refreshments—have them ready to serve without delay. Don't let it develop into a competition to see which host can get more elaborate refreshments.
2. With son/daughter, plan and prepare an invitation and deliver them to the tribe several days prior to the meeting.
3. Create an Indian atmosphere in the room to be used by having boy/girl cut out Indian pictures or displaying any Indian items available, etc.

G—GAME

The Parent in charge of this should plan for quiet games if the room is small. Use outdoor games when weather permits. Introduce a new game at each meeting. Use real Indian games from time to time. Cut off the games while kids are still keenly interested, so that they will look forward to the next time they play it. Practice with your child, and get approval of the host as to fitness of the game for his home. Involve the parents.

ST—STORY

There is a wealth of wonderful stories, and either the Chief or the Big Brave that he appoints to this pleasant task should choose carefully. Keep them woody, short, with a point possible, and make sure the words will make sense to the children.

P—PRAYER

An opening invocation and a prayer just prior to the closing ceremony adds real meaning to what you are doing.

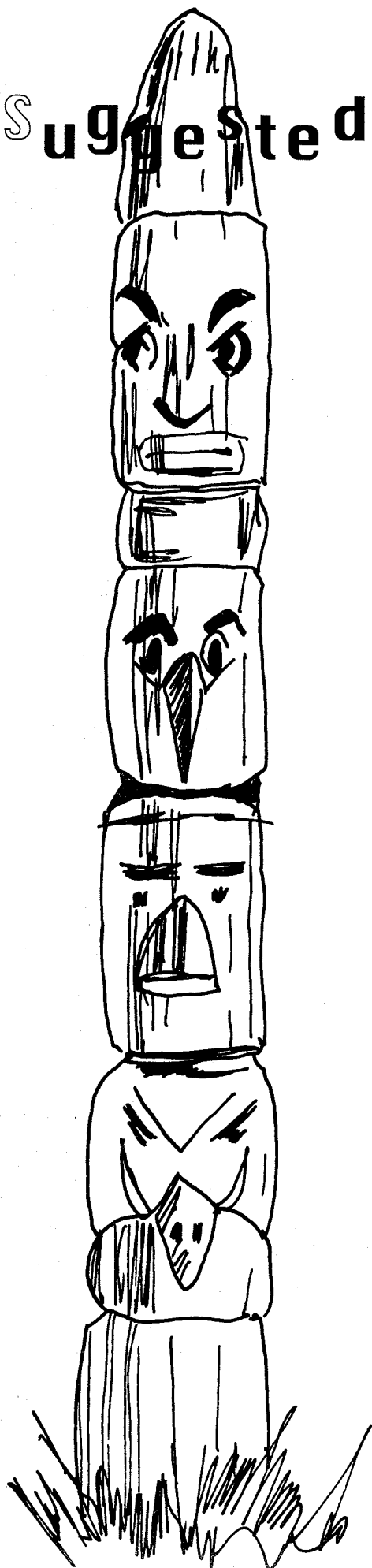
C—CRAFT

The parent in charge of this should work out a craft project with his/her child that the whole tribe will enjoy doing. Something simple at first. Use special days for gift-making. When you choose to have the children and parent actually work on the project at the meeting, be sure to have the material on hand, and get approval of host as to fitness of project for his home.

NAME	OCT.		NOV.		DEC.		JAN.		FEB.		MAR.		APR.		MAY		JUNE	
	H					C	P	ST	G	H					C	P	ST	G
	G	H					C	P	ST	G	H					C	P	ST
	ST	G	H					C	P	ST	G	H					C	P
	P	ST	G	H					C	P	ST	G	H					C
	C	P	ST	G	H					C	P	ST	G	H				
		C	P	ST	G	H					C	P	ST	G	H			
			C	P	ST	G	H					C	P	ST	G	H		
				C	P	ST	G	H					C	P	ST	G	H	

Suggested Leadership Roles

For A STRONG TRIBE



Chief- This is one of the parents who sees that there is continuity in meetings, conducts portions of the meetings, and acts as the leader of the group. He/she presides at parent's meetings, delegates assignments (using the Tribal Meeting Assignment Sheet) and checks to see that the jobs are being done. He/she is the tribal contact person for the YMCA and represents the tribe at the monthly or semi-monthly Longhouse/Nation meetings. (Some tribes change Chiefs every six months, but tribes should keep in mind the need for continuity and ongoing contact with the YMCA Director).

Assistant Chief-

He/she takes over the duties of Chief when the Chief is not able to attend meetings. He/she may accompany the Chief to Longhouse/Nation meetings, and is possibly in training for the Chief's job.

Wampum Bearer-

This parent is responsible for the collection and safekeeping of the tribe wampum, and also has responsibility for collecting and forwarding to the YMCA monies for membership, campouts, etc.

Tally Keeper-

The parent who takes care of attendance at tribe meetings. He/she might also send the "Y" information on activities of the tribe and could send the Little Braves/Princesses/Maidens in the tribe a card (from the tribe) on their birthday.

Sachem-

The wise parent of the tribe—usually the past Chief. He/she constantly reminds all members of the aims of the program. He/she leads the tribe in many service projects and helps with the establishment of new tribes.

There are many additional offices a tribe may wish to have including some for Little Braves/Princesses/Maidens. One recommendation is to be sure to have specific tasks for any officer appointed.

OPENING and CLOSING Tribal RITUALS

Using opening and closing rituals in your meetings can add a great deal. Rituals are exciting to children this age. Below are several examples of both opening and closing rituals. It is suggested that after exploring several types your tribe choose one or create one that they will call their own.

OPENING RITUALS:

(1)

Chief: What is the slogan of fathers/mothers and sons/daughters?

Tribe: "Pals Forever"/"Friends Always" in tepee, village and tribe.

Chief: What is the purpose of Y-Indian Guides/Princesses/Maidens/Braves?

Tribe: To foster companionship of father/mother and son/daughter.

Chief: What are the aims of Y-Indian Guides/Princesses/Maidens/Braves?

Tribe: To be clean in body and pure in heart
To be "Pals Forever"
/"Friends Always"

with my dad/mom (son/daughter)
To love the sacred circle of my family
To be attentive while others speak
To love my neighbor as myself
To seek and preserve the beauty of the Great Spirit's work in forest, field and stream

Chief: Let us have one minute of silent prayer.

(2)

Chief: What is the slogan of fathers/mothers and sons/daughters?

Tribe: "Pals Forever"/"Friends Always"

Chief: Drum Beater, what is an Indian Guide/Princess/Maiden/Brave?

Drum

Beater: A boy/girl with a dad/mom like mine.

Chief: And your office, what does it mean?

Drum

Beater: The beating of the drum calls the tribe together and tells its members to come to order.

Chief: Asks two or three other little braves/princesses/maidens what their office is and what they do. Little braves/princesses/maidens respond.

Chief: What is the purpose of all Y-Indian Guide/Princess/Maiden/Brave Tribesmen?

Tribe: The purpose of all Y-Indian Guides/Princesses/Maidens/Braves is "we, father/mother and son/daughter, through friendly service to each other, to our family, to this tribe and to our community, seek a world pleasing to the eye of the Great Spirit."

CLOSING RITUALS:

(1)

Chief and

Tribe: Great Chief of the universe, guide us till we meet again. (Start with arms and faces upraised. . . lower slowly until end of prayer.)

(2)

Chief and

Tribe: And now (finger pointing to ground), may the Great Spirit (finger circling up, imitating smoke), of all good spirits (arms stretched), be with (arms in close) you (finger pointed across the circle) now (finger down) and forever more (action of shooting bow and arrow).

(3)

One by one little braves/princesses/maidens remove theirs and their father's/mother's council feathers from the tribal coup stick as an indication that the tribal council is over and that the members are leaving.

INDIAN PRAYERS



1 Wakonda dhedhu Wapadhin atonhe
Watonda dhedhu Wapadhin atonhe
(translation)
Father, a needy one stands before Thee;
I who speak am he (Omaha Tribal Prayer)

2 Keeper of the strong rain, drumming on the Mountain; Lord of the small rain, that restores the earth in newness, Keeper of the clean rain, hear a prayer for WHOLENESS.

Little Brave, Big Brave, hear a prayer for fleetness.
Keeper of the deer's way, reared among the eagles,
Clear my feet of slothness.
Keeper of the paths of men, hear a prayer for STRAIGHTNESS.

Hear a prayer for courage. Lord of the thin peaks,
Reared among the thunders; Keeper of the headlands,
Holding up the harvests, Keeper of the strong rocks,
Hear a prayer for STAUNCHNESS.

3 "We, Father/Mother and Son/Daughter, through friendly service to each other, to our family, to this tribe and to our community, seek a world pleasing to the eye of the Great Spirit."

4 An Indian Blessing: "May the Great Spirit make sunrise in your heart."

5 Aztec's Golden Rule: "If a brave wishes others not to injure him, injure not others."

6 "O God, show me the way of wisdom, and give me strength to follow it without fear."

7 "O Great Spirit, give to me to mind my own business at all times, and to lose no good opportunity for holding my tongue."

8 "Help me to win, if win I may, but if it is not for me to win, let me have joy for he who does."

For Ending The Meeting:

(Raise arms above head, lower during prayer)

1 Great Spirit of the universe, Guide us until we meet again. . .

2 O Great Spirit, watch over us during the passing moon, hear our voices and guide our thoughts. . .

3 O Chief of Gods, aid us in our tribe, watch over our tepees, and protect our braves. . .

4 Great Spirit, hear our voices asking for guidance and direction from the winds; we will watch the setting sun as a sign of your power. . .

For additional Rituals and Prayers be sure to refer to "The American Indian" resource book in this series.



Getting Started



Schedule first parents' meeting (should take place as soon after orientation meeting as possible)

Schedule first Tribe Meeting (should take place as soon after first parent's meeting as possible)

- Select meeting night, set up dates of tribe meetings for next four months, fill out Tribe activity chart for at least four months.

FIRST PARENTS' MEETING

- Each father/mother/son/daughter pick out Indian names for themselves

BRING TO FIRST TRIBE MEETING

- Decide on Wampum and amount, bring to first Tribe meeting.

FIRST PARENT'S MEETING

- Select Indian Tribe name (check with Y office so you will not duplicate a tribe name already in use).

SECOND TRIBE MEETING

- Elect Tribal officers/roles

FIRST PARENTS' MEETING

- Decide on Tribal property needed; make assignments for projects which should be brought to first Tribal meeting. (See "The American Indian" resource book in this series).

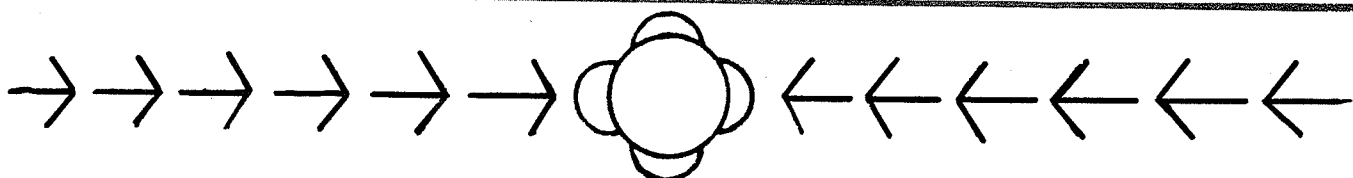
FIRST PARENTS' MEETING

- Forward list of tribal members on the official roster to the "Y" Office along with completed registration forms and fees.

SECOND TRIBE MEETING

- Be recognized at official Induction Ceremony.

DATE SET BY YMCA



Invitations

to

Tribal Meetings

Every parent and child gets several turns in the course of the year to make invitations. So often this is considered as only a bother, rather than as a good opportunity to achieve the Y-Indian Guide Programs purpose.

First, try to choose something that relates to Indians or to God or Nature in some way. It need not be elaborate. It need not be authentic, e.g., a paper tepee that the child has decorated is much better than a real leather one that the parent needed to do all the work in making.

Second, the project should be simple enough that the task of making enough for the whole tribe is not too lengthy or difficult.

Third, it should be something that both parent and child can work on, or each has a portion of the project to do.

Fourth, allow enough time. . . probably two evenings so that the time spent together will be fun, and the child can be proud of your invitations.

Fifth, often an invitation can be made that will encourage the other dads/mothers and sons/daughters to work together also. . . such as putting one bell on a rawhide thong, along with a tag telling the meeting time and place. And, with more bells and some fur or leather, this invitation can be made into ankle bells for your Indian costume and dances.

Sixth, use Indian sign language and wordage as much as possible. For example:



COUNCIL

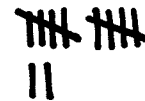
(at)



TEPEE

(of)

INDIAN NAMES and SIGNS



12th



SUN (DAY)



THUNDERMOON
(July)



7:30

(at)



NIGHT.

Scissors, paper and crayons, can give you endless variety, and also do not require much of parents time. Here are some of the ideas that have been used and turned out very nicely:

- Paint Brush
- Indian Silhouettes
- Canoes
- Teepees
- Tomahawks
- Arrows
- Quivers
- Headresses
- Trip Symbols
 - train
 - loaf of bread
 - plane
 - fire hat
 - police badge, etc.
- Birch Bark Card
- Stretched Hide
- Animal Tracks
- Animal that represents
 - Indian name of Host
- Campfires
- Trees
- Leaves
- Feathers
- Seasonal Symbols
- Animal Silhouettes
- Shields
- Snowshoes
- Peace Pipe
- Corn
- Sun, Moon or Stars
- Stick on Stars Arranged
 - in Familiar Constellation
- Shirts
- Moccasins
- Tools (for handicraft meetings)
- Pottery
- Drums
- Navajo Designs
- Totem Poles
- Arrowheads
- Wooden Paddel
- Bookmark



IDEAS

FOR MEETING INVITATIONS

Keeping the Tribe Strong

Here are some "hints" for keeping your Tribe strong and active:

- The Activity Chart (Page 9) is used as a planning tool for the Tribe.
- Meetings are started and ended on time, and do not go longer than 1½ hours.
- Refreshments are served prior to closing ritual or prayer; therefore an official ending is given to the meeting. (Prevents children from going to a separate room while parents get into lengthy discussion).
- Activities are planned which are understandable to the children. (The fathers/mothers can then understand as well.)
- Tribe size be kept between five and nine fathers/mothers and sons daughters. (Large Tribes become unmanageable in most homes).
- Each Tribe has a representative at YMCA Longhouse/Nation meetings and the Tribe maintains contact with the YMCA Director.
- Parent meetings be called whenever needed, but at least 3-4 times per year.
- Fathers/Mothers and sons/daughters sit together during meetings and refreshments.
- A tribe has at least two tribal activities each month (one being a tribal meeting).
- Parent-child pairs work as a team wherever possible (i.e., crafts, games, skits, etc.)
- Written job descriptions are available for all tribal officers.
- Business and planning should be to a minimum during tribal meetings.
- There is a tribal outing for the entire family at least twice each year.
- Tribes are encouraged to use discussion activities and experiences as a part of their tribal meetings (training and materials are available through the YMCA office).
- Tribal members evaluate their Tribe program and progress as a group regularly.

Has Your TRIBE Tried These?

Another key to the success of a Tribe is varied activities. Listed below are some activities your Tribe may want to consider. Consult your YMCA Director for additional information and assistance. (You might also find ideas and help through the other resource books in this series.)

Tribe Meetings

Cooking Projects
Gift Making
Safety and First
Aid Education
Scavenger Hunts

Values and Family
Communication
Health and Fitness
Education
Backyard Carnival

Ecology Projects
Skits
Dress-up Nights
Treasure Hunts

Tribe Outings

Historic Sites and
Parks: Museums
Roller Skating
Ice Skating
Zoo, Observatory
Sporting Events

Aquarium
Airport
Tours of Industry,
plants, fast food
Restaurants

Bakery, bottling
company
Picnics
Boat/train trips
Movies and Theatre

Tribe Projects

Service Projects
Costumes/Indian
Properties

Scrap Book
Photo Album

Tribe Plaque
Family Involvement

YMCA Longhouse/Nation Events

Induction
Ceremony
Campouts
Fast Car Derby
Kite Flying
Beach Party

Sledding/Ice Skating
Special trips to
Ball Games, etc.
Slo-Pitch Softball
Swim-Gym at the
YMCA

Family Picnic
Bike Rodeo
Banquet
Bowling
Christmas Party

Other YMCA Programs (for individuals and/or Tribes)

Call your YMCA for information on any of the following:

Trail Blazers, Mates, Maidens, Co-Ed Trail Blazers (for older children and their parents)

Swim Lessons

Club Programming

Day and Resident Camping

Gymnastics

Saturday Gym and Swim

Fitness Programs for Adults, children and families

Special Interest Classes

Service Groups (like Y's Men)

Boards and Committees (which give support to the development of YMCA Programs and Facilities)

Most of the common shortcomings of tribes can be eliminated by meeting without the children several times during the year.

The big value of the meetings is the ironing out of tiresome business details without boring the children. Any business that takes more than five minutes in a tribe meeting ought to be referred to the parents' meeting instead. Plans for trips, special events, etc. go much smoother with the parent's alone.

Making assignments rarely inspires children, and can be done for a month or a semester at a time in a parent's meeting. And the parents with logical excuses are not embarrassed to explain their reasons for not caring to do a certain task.

Discussions about big things to come can be carried on without getting the children all excited too early. A week-end camp two months away can be planned by the parents without making the wait too long for the children.

And another great feature of parent's meetings is the learning possibilities. Evaluations, ways to improve, and discussions of weak features of tribal meetings can be discussed objectively by the parents alone. This is a place where the Y Director or your Organizer can listen to your problems and then help you to solve them.

The best use of parent's meeting time is spent in trying to understand better their own child, learning how to be truly closer pals and friends to their sons and daughters, trying to cope with behavior problems, etc. The Y again is anxious to help in this field, but often much understanding can be gained by a frank discussion among the parents themselves.

At a parents' meeting, parents have a chance to review the manuals or the latest books and magazine articles that will help them to be better parents of Y-Indian Guiders/Princesses/Maidens/Braves. They can share ideas on improving invitations, games, or stories.

The Y Staff stands ever ready to help your tribe develop good parents' meetings.

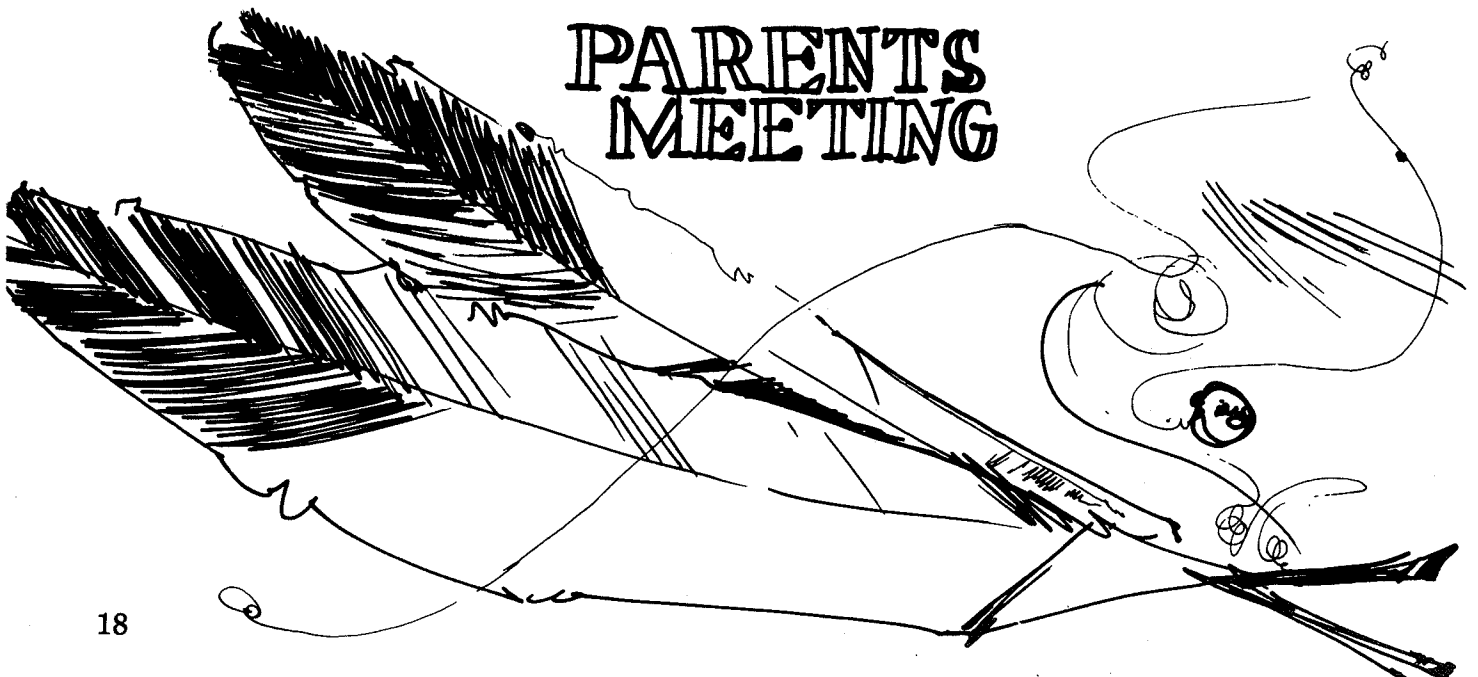
Typical Agenda

8:00 p.m.	Devotional thought
8:10 p.m.	Review Agenda for this meeting
8:15 p.m.	Consideration of items you desire to coordinate and plan: (upcoming tribe meetings, special events, trips, etc.)
8:30 p.m.	Special training and/or discussion of tribe problems
8:50 p.m.	Any unfinished business
9:00 p.m.	Schedule the next meeting and adjourn

CHECK LIST FOR MEETING

- *Parents called night before to assure attendance
- *Start on time
- *Everyone has a chance to talk and contribute
- *Agreements reached on items
- *Specific assignments made
- *Date set for next parents' meeting
- *Refreshments served during the meeting
- *Close on time
- *Minutes of the meeting distributed to all members

PARENTS MEETING



What Can I Expect From The YMCA?

MEMBERSHIP in local, state and national organization in a proven program.

ORGANIZATIONAL help in starting your Y-Indian Guide Programs.

CAMPING facilities can be arranged for Longhouse/Nation outings. Other camping programs can also be arranged.

RESOURCES for programs, including manuals, stories, craft projects, recreational equipment, etc., are available through the YMCA Program Director.

ASSISTANCE from the YMCA Program Director. The staff is ready and willing to attend meetings, work with your Chief and other officers, offer program ideas, help with problems, arrange trips, secure facilities for special programs, and work very closely with your Tribe.

OPPORTUNITY to be a participant or volunteer leader in many additional YMCA programs for you and your family.

AN OPPORTUNITY to show you and your family the value of this worthwhile program.

GOOD PARTICIPATION in Tribe meetings and activities. This is only fair to your Tribe, your child, and yourself if you want to enjoy this program.

KNOWLEDGE of the purpose and program of Y-Indian Guides/Princesses/Maidens/Braves.

IDEAS from you for good program activities. Don't wait for others to plan your program for you. Each individual has something different to offer, and by working together a tribe can be enjoyable for all.

COOPERATION with the YMCA and YMCA Program Director. Close contact with your Tribe will best enable the YMCA to work with you.

ACTIVITY between meetings with your youngster. Actually, the meeting is not the important part of Y-Indian Guides/Princesses/Maidens/Braves. It is merely an opportunity for all Dads/Moms and youngsters to get together, socialize, and report on things done together since the previous meeting, and to make plans for future Tribe and family activities.

SUPPORT of the Nation Longhouse, either through active participation yourself or ensuring that a member of your Tribe attends the meetings and assumes an active role.

What The YMCA Expects of You?

UNDERSTANDING THE 6-8 YEAR OLD

While all 6 to 8 year olds are not the same, some generalities can be suggested. Giving observation and thought to these can help you understand your child; and along with other parents in your Tribe, plan activities that are appropriate for the ages of your children. Important developmental tasks that are the basis of YMCA program goals for 6-8 year olds are to help each child to:

1. develop a growing confidence that he is liked and accepted by adults close to him;
2. feel secure in his parents' love and be able to share some of this love with others;
3. develop a sense of personal worth within the family, feeling responsible for tasks and for others;
4. find increasing satisfaction in playing with others his own age and in sharing his possessions;
5. develop identification with his father/mother and a growing pride in being a male/female,

6. get increasing joy out of physical skill development and the active use of his/her body;
7. become useful in his home and share in household tasks;
8. find something he can do well and on his own;
9. develop a growing appreciation of the need for rules and the ability to take direction;
10. understand that God accepts and values each person for himself.

The following chart is a summary of the general development of children from 6 to 8 years of age. Please note that **ALLOWANCES SHOULD ALWAYS BE MADE FOR INDIVIDUAL DIFFERENCES**. This chart comes from *These Are Your Children*, by Gladys Gardner Jenkins and Helen S. Shacter; Scott, Foresman and Company, 1975.

CHILD DEVELOPMENT			
	About 6 Years Old	About 7 Years Old	About 8 Years Old
PHYSICAL DEVELOPMENT	<ul style="list-style-type: none"> * Growth proceeding more slowly, a lengthening out. Large muscles better developed than small ones. * Eleven to twelve hours of sleep needed. * Eyes not yet mature, tendency toward farsightedness. Permanent teeth beginning to appear. * Heart in period of rapid growth. * High activity level—can stay still only for short periods. 	<ul style="list-style-type: none"> * Annual expected growth in height—two or three inches. In weight—three to six pounds. Growth slow and steady. * Losing teeth. Most seven year olds have their six-year molars. * Better eye-hand coordination. Eyes not yet ready for much close work. * Better use of small muscles. 	<ul style="list-style-type: none"> * Growth still slow and steady—arms lengthening, hands growing. Poor posture may develop. * Eyes ready for both near and far vision. Nearsightedness may develop this year. * Permanent teeth continuing to appear * Large muscles still developing. Small muscles better developed, too. Manipulative skills are increasing Attention span getting longer.
CHARACTERISTIC BEHAVIOR	<ul style="list-style-type: none"> * Eager to learn, exuberant, restless, overactive, easily fatigued. Relatively short periods of interest. * Self-assertive, aggressive, wants to be first, less cooperative than at five, keenly competitive, boastful. * Whole body involved in whatever the child does. Learns best through active participation. Inept at activities using small muscles. * Inconsistent in level of maturity evidenced—regresses when tired, often less mature at home than with outsiders. * Has difficulty making decisions. * Group activities popular, boy's and girls' interests beginning to differ. Much spontaneous dramatization. 	<ul style="list-style-type: none"> * Sensitive to feelings and attitudes of both other children and adults. Able to assume some responsibility. * Interests of boys and girls diverging. Less play together. * Full of energy but easily tired, restless and fidgety, often dreamy and absorbed. * Little abstract thinking. Learns best in concrete terms and when he can be active while learning. * Cautious and self-critical, anxious to do things well, likes to use hands. * Talkative, prone to exaggerate, competitive, may fight verbally instead of physically. * Enjoys songs, rhythms, fairy tales, myths, nature stories, comics, television, movies. * Concerned about right and wrong, but sometimes prone to take small things. * Rudimentary understanding of time and monetary values. 	<ul style="list-style-type: none"> * Often careless, noisy, argumentative but also alert, friendly, interested in people. * More dependent on his/her mother again less so on his/her teacher. Sensitive to criticism. * New Awareness of individual differences. Greater capacity for self-evaluation. * Eager, more enthusiastic than cautious. Higher accident rate. * Gangs beginning. Best friends of same sex. Allegiance to other children instead of to an adult in case of conflict. * Much spontaneous dramatization ready for simple classroom dramatics * Understanding of time and use of money. * Responsive to group activities, both spontaneous and adult-supervised. * Fond of team games, comics, television, movies, adventure stories.

CHILD DEVELOPMENT (cont.)

SPECIAL NEEDS

About 6 Years Old

- * Encouragement, ample praise, warmth, and great patience from adults.
- * Ample opportunity for activity of many kinds, especially for use of large muscles.
- * Wise supervision with minimum interference; help in developing acceptable manners and habits.
- * Friends—by end of period, a best friend.
- * Concrete learning situations and active, direct participation. Some responsibilities, but without pressure and without being required to make complicated decisions or achieve rigidly set standards.

About 7 Years Old

- * The right combination of independence and encouraging support. Acceptance at own level of development.
- * Chances for active participation in learning situations with concrete objects.
- * Adult help in adjusting to the rougher ways of the playground without becoming too crude or rough. Warm, encouraging, friendly relationships with adults.

About 8 Years Old

- * Praise and encouragement from adults. Reminders of his responsibilities.
- * Wise guidance and channeling of his interests and enthusiasms, rather than domination or unreasonable standards.
- * A best friend.
- * Experience of belonging to peer group—opportunity to identify with others of same age and sex.

Spiritual Development

Parents and family are the primary source of a child's Spiritual Development. The 6 to 8 year old become curious about spiritual concerns, and parents can do much to help a child's questioning mind by offering clear and honest explanations. Pastors and ministers can share some very helpful resources in nurturing your child's spiritual development; and there are many magazines (such as *Parents Magazine* and *Moody Monthly*) which offer fine articles on this subject. Parents are particularly observed and imitated as models in developing a positive attitude toward people of different backgrounds and in gaining a sense of appreciation and reverence for God as Creator and source of comfort, strength and power.

Family

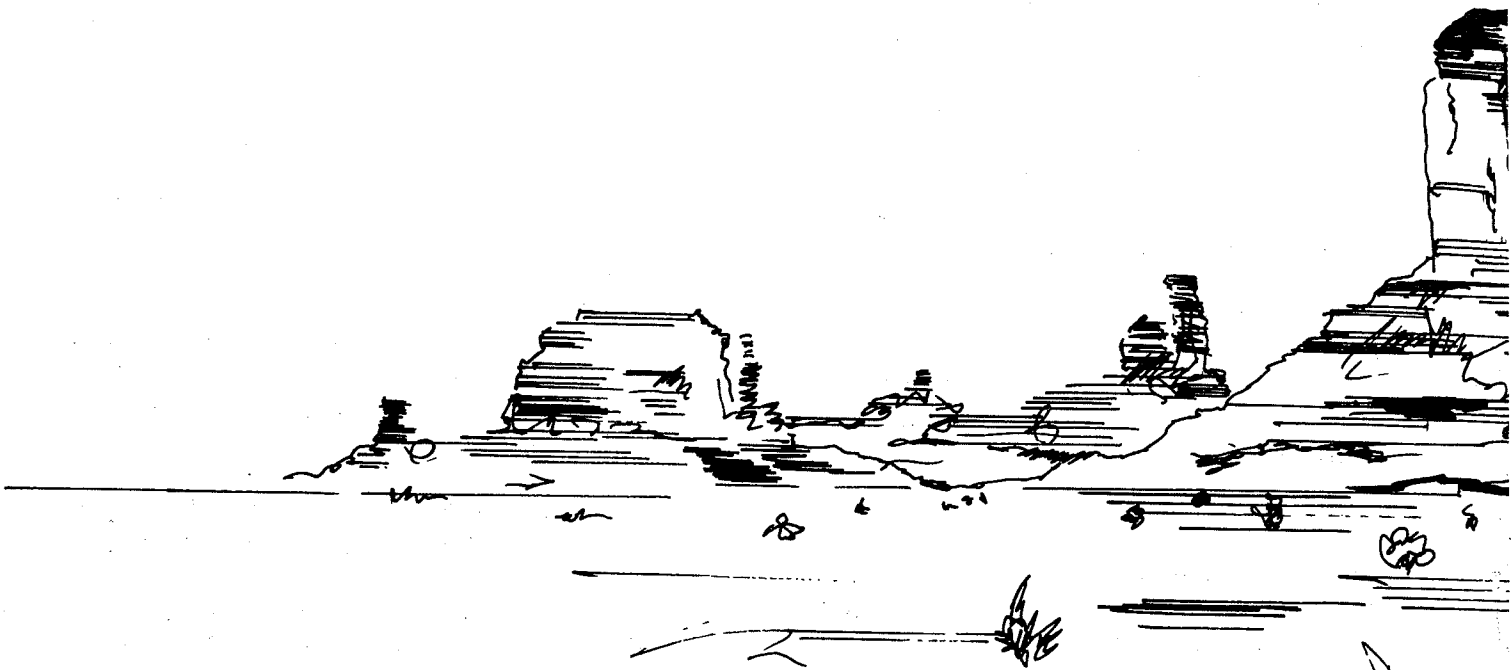
Quality time with the family is extremely important for the developing child. Positive relationships in the family provide a pattern for relationships with others outside the home. Y-Indian Guide Programs are designed to be a "family strengthening" program. However, family should be considered as plans are made for the Tribe. The following "hints" may be helpful:

- Provide opportunities for the rest of the family to be involved (such as designing several Nation/Longhouse Events for the families).
- Do craft projects in Tribe meetings to give other family members.
- Occasionally include "family happenings" as a part of Scouting Reports.
- Consider the rest of the family when scheduling Tribe outings/events. Avoid things like scheduling a trip for parent and child on Mom's/Dad's birthday, etc.
- Occasionally schedule activities for Mom and Dad away from the children; such as Tribe Dads/Moms going out to eat with their spouses, etc.
- Utilizing communication games in Tribe meetings and have Mom/Dad/Son/Daughter repeat the game at home with the rest of the family.

You'll find many additional thoughts on family relationships in the resource booklet "You + Me = We" which is part of this series.

YMCA Activity Resources

- Games
- Crafts
- Campouts & Outings
- Stories & Songs
- You + Me = We
- American Indians



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