



# Substance Abuse and Mental Health Services Administration

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## GONA/GOAN Curriculum & Facilitator Guide

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**Submitted to:**

Maureen Madison, Ph.D.  
Public Health Advisor  
Division of Prevention, Traumatic Stress and  
Special Programs  
Center for Mental Health Services Administration  
1 Choke Cherry Road, 6-1100  
Rockville, MD 20857  
Phone: 240-276-1772  
maureen.madison@SAMHSA.hhs.gov

Jon Dunbar-Cooper, M.A., C.P.P.  
Public Health Analyst  
Division of Systems Development  
Center for Substance Abuse Prevention  
1 Choke Cherry Road, 4-1020  
Rockville, MD 20857  
Phone: 240-276-2573  
jon.dunbar@samhsa.hhs.gov

**Submitted by:**

Lori King  
Project Co-Director  
Tribal Tech, LLC  
218 North Lee Street, Suite 321  
Alexandria, VA 22314  
Phone: 906-440-279  
lking@tribaltechllc.com

Gloria Guillory  
Project Co-Director  
Kauffman & Associates, Inc.  
South 165 Howard Street, Suite 200  
Spokane, WA 99201  
Phone: 509-747-4994  
gloria.guillory@kauffmaninc.com

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## Getting Started

### Introduction

The Gathering of Native Americans (GONA) and Gathering of Alaska Natives (GOAN) is an essential component of the training and technical assistance (TTA) offered through the Tribal TTA Center (the Center). The Center uses a culturally relevant, holistic approach to deliver TTA on mental and substance use disorders, suicide prevention, and mental health promotion. TTA is offered to a Broad audience of all tribal communities, a Focused audiences of SAMHSA tribal grantees, and an Intensive audience of selected AI/AN communities.

The GONA/GOAN involves a wide range of community members in the planning process and reaches out to the whole community to join together and build the capacity necessary to sustain a community-wide effort to address and prevent community-identified issues. The GONA/GOAN is also a journey of healing and transformation. It is as much about healing the past as it is about building for the future. This document is simply a guide or road map for the GONA/GOAN journey, not a prescription. The journey itself will need to be traveled by the community, including elders, leaders, planners, managers, school teachers, mothers, fathers, men, women, and especially the youth of the community. Ultimately, this journey is about reestablishing a safe, supportive, and nurturing community so that our youth can thrive and grow up in balance.

This curriculum and facilitator's guide includes the following components:

- An introduction and brief history of the development of the GONA/GOAN;
- A pre-planning section to provide the community, GONA/GOAN consultant, lead contact, and planning committee with the necessary information to successfully organize and hold a GONA/GOAN in their community, and
- A comprehensive breakdown of each of the four major themes of a GONA/GOAN (Belonging, Mastery, Interdependence, and Generosity).

This journey is about connectedness between individuals, families, and the community. It covers generations and incorporates the four directions, stages of group and life development, and the four elements of balance. It also covers the journey of people who have chosen to join together to discuss their long history of trauma and the issues of mental and substance use disorders and suicide that spawned from that trauma. While healing, these are difficult conversations that require spiritual, physical, mental, and emotional endurance as we move from conversation to action and ultimately into sustainability.

### History

In 1994, the Center for Substance Abuse Prevention initiated a Community Partnership Training Project to assist communities with efforts to reduce and prevent alcohol and other drug abuse. Approximately 250 Community Partnerships across the United States and Puerto Rico were funded, including 15 American Indian and Alaska Native (AI/AN) Community Partnerships. As part of this initiative, culturally

specific institutes were developed to mobilize communities around substance abuse prevention. The AI/AN component of these efforts resulted in the development of the Gathering of Native Americans (GONA) curriculum. Later, Alaska Native village members requested that the curriculum be renamed to the Gathering of Alaska Natives (GOAN) in order to reflect Alaska Native cultural values, beliefs, and practices.

In the years since, the GONA/GOAN curriculum has been presented to hundreds of AI/AN communities. Communities that have experienced the GONA/GOAN are often so moved by the event that they plan another so that other community members can benefit, as well. The GONA/GOAN healing process, which originally addressed the issue of substance abuse, has been a foundational element for other efforts to promote wellness in Native communities.

## GONA/GOAN Process

The four elements of the GONA/GOAN curriculum incorporate the values of human growth and responsibility that are found in Native cultures. The four elements are described below.



## Philosophical Overview

The GONA/GOAN process is based on the following philosophical ideas:

- It is crucial to develop and support Native people who intend to become change agents, community developers, witnesses, and leaders in their communities;
- Community healing is prevention;
- A framework of healthy traditions, spirituality, ritual, and ceremony is fundamental to effective prevention;
- Holistic approaches to wellness, interconnectedness, and interdependence were traditionally ingrained in AI/AN belief systems. Balance, harmony, and the inclusion of everyone and everything are valued in this process;
- A correct presentation of history that demonstrates the important role of AI/AN history, culture, and government is fundamental in the examination of historical trauma and how it affects the struggles and recovery of Native communities today;
- Effective prevention includes the grassroots community. A top-down to bottom-up shift empowers all parts of the community and stimulates change. Everyone is of value in the community wellness process. Everyone has a role and a purpose;
- “Honoring the purpose of life,” including honor, respect, ceremonies, rituals, and the teachings of the people supports the protective factors of prevention;
- Spirituality is important to healing and will be nurtured and supported. All beliefs, faiths, and religions are respected within the GONA/GOAN;
- Effective prevention provides a means for feelings and healing to translate into actions or different behaviors;
- The GONA/GOAN process creates a safe place, forum, and format for communities to share, heal, and dialogue, and
- The GONA/GOAN supports and facilitates connectedness and social integration between individuals within the community.

## Overall Goals of the GONA/GOAN Process

The goals of the Center’s GONA/GOAN trainings and community processes are to:

- Provide Native communities with a framework to examine historical trauma and its effect on mental and substance use disorders, suicide, and the promotion of mental health;
- Provide an integrative experience that offers hope, encouragement, and a positive foundation for Native community action and healing;
- Provide an experience that emphasizes skills transfer and supports Native community empowerment;
- Reinforce cultural continuity with families living on tribal reservations, in urban or rural areas, and in Alaska Native villages;
- Increase protective factors linked to the healthy and safe development of AI/AN children and their families, and

- Ready AI/AN communities with a strategic framework and planning process that supports the values of Belonging, Mastery, Interdependence, and Generosity, which are inherent in Native cultures and lead to the reduction of risk behaviors contributing to mental and substance use disorders and suicide

## Guiding Principles: Practical Application of a GONA/GOAN

The GONA/GOAN process is based on the following guiding principles:

- The GONA/GOAN will provide a safe environment that nurtures and validates the healing process and allows participants to “break the silence.”
- Facilitators will ensure that when using information or presentations that open people up, time will be provided for processing and closure. Safeguards will be taken to have appropriate counseling support on hand and for referral.
- Facilitators will “walk their talk” and model credible, accountable, and respectful behavior.
- Community-based “teams” will be encouraged to attend to affirm and strengthen the knowledge, skills, and abilities of community teams through the application of cross-learning.
- Values clarification, through rituals, will be an important part of the GONA/GOAN process. Communities can recreate or rediscover healthy rituals and ceremonies to reinforce and maintain their beliefs.
- Facilitators will use culturally appropriate learning activities, emphasizing experiential and visual experiences through intuition, creativity, depth, and light humor accommodated by a comfortable pace, flexibility, and a variety of experiences (e.g., outdoor activities).
- Facilitators will integrate the sharing of tribal, local, and regional stories, rituals, and ceremonies that reinforce the training goals. The stories, rituals, and ceremonies used will be locally appropriate and respectful of the diversity of local AI/AN values, beliefs, traditions, and religious beliefs.
- Facilitators will ensure opportunities to build, expand, and mend relationships within communities; create bonding through social commitment and support (skill building and empathetic listening); and enhance traditional communication skills and customs.
- Laughter and humor are healing and will be modeled in the training.
- The GONA/GOAN will recognize that personal growth and healing are achieved in multiple ways.

## Pre-Planning the GONA/GOAN Process

*"Wisdom and peace come when you start living the life the Creator intended for you."*

Geronimo



## Pre-Planning

### Introduction

Pre-planning is the key to a successful GONA/GOAN and is as important to achieving the goals of the GONA/GOAN as the event itself. Ideally, pre-planning should begin at least 4 months prior to the date of the actual GONA/GOAN. It is during this phase when communities begin to develop ownership of their GONAs/GOANs. This is also when the list of needed materials and supplies are generated. Many of the Center's communities are located in remote areas, and materials and supplies that are not shipped in ahead of time may not be available to purchase locally. Facilities may vary widely and weather may be a factor. It is important to be creative in your approach to GONA/GOAN planning given a community's limited resources, and you will need flexibility to respond to unanticipated circumstances. The key to good planning is good communication. You will need to facilitate communication during pre-planning to set the stage for the actual event.

This section provides important information to guide and support you and to assist the GONA/GOAN planning committee (PC), the community's lead contact (LC), and the GONA/GOAN Consultant (GC) in the step-by-step pre-planning process.

Just as no two communities are identical, no two GONA/GOAN or pre-planning processes are the same. While there are core elements within each GONA/GOAN, many of the stories, rituals, and ceremonies will be unique to each community. Because this is a dynamic process, space for notes, comments, and lessons learned are included at the end of each section, activity, exercise, and mini-teach. This curriculum is designed to grow with you and expand alongside your knowledge and experience.

### GONA/GOAN Planning Committee

Establish a GONA/GOAN planning committee early to facilitate a comprehensive event planning effort and to ensure the GONA/GOAN is representative of the community's unique cultural perspective, issues, and needs.

#### Establishing a GONA/GOAN Planning Committee

**Person Responsible:** LC

**Time:** 4 months prior

**Steps:**

- Identify five to seven individuals representing different sectors of the community to become PC members.
- The Center staff member, community LC, and the GC are members of the PC. Categories of individuals who may also be included as part of the PC are listed below.
  - Tribal leaders
  - Youth and youth leaders
  - Spiritual leaders
  - Mental health or substance abuse treatment providers

- Teachers, school counselors, or school administrators
- Oversight panel members
- As tribal youth are the focus of the prevention efforts, be sure to involve youth, youth service leaders, and school personnel as much as soon as possible.
- Maintain the PC until after the GONA/GOAN and all follow-up tasks are complete.

<b>Notes:</b>

### Organizing Planning Committee Meetings

**Persons Responsible:** Center staff, LC, PC

**Time:** 2 or 3 meetings, 90 min. each (2-3 months in advance of event recommended)

**Steps:**

- Inform PC members that at least two meetings will need to be scheduled to adequately prepare for the GONA/GOAN (additional meetings may be needed).
- Monitor the meeting schedule and support the LC with coordination activities like developing the agenda, organizing the meetings, notifying PC members, and sending reminders on action items.
- Focus the PC on the following tasks during and between meetings.
  - Scheduling the GONA/GOAN so as not to compete with other major tribal events
  - Determining any location or facility space requirements
  - Inviting the community
  - Identifying representatives of different sectors in the community
  - Developing the GONA/GOAN agenda
  - Gathering traditional and local stories
  - Identifying individuals for opening and closing prayers for each day
  - Identifying singers for drum calls
  - Choosing a Mastery healing ceremony
  - Choosing a Generosity closing commitment ceremony
  - Deciding on evening community activities (optional)
  - Identifying local helpers for crisis interventions
  - Determining the registration process and support
  - Gathering and ordering materials
  - Determining and securing audio-visual (A/V) equipment
  - Determining and producing handouts
  - Reviewing photograph, video, and audio release forms

- Determining if there will be food and who will provide it<sup>1</sup>
- Establishing transportation and childcare needs
- Discussing emergency planning
- Developing a participant manual, if appropriate (e.g., agenda, handouts, questionnaires)
- Managing the GONA/GOAN's funding and determining if any additional community funds are available
- Arranging for a GONA/GOAN team prep day (the day prior to the start of the event)
- Planning for PC participation in the GONA/GOAN and the follow-up meeting

See GONA/GOAN Toolkit, Appendix A for planning checklists, sample invitation flyers, and sample sign-in sheets.

<b>Notes:</b>

## Scheduling the GONA/GOAN

**Persons Responsible:** Center staff, PC, LC

**Steps:**

- The Center conducts 3-day GONAs/GOANs; however, GONAs/GOANs have been held over 1, 2, and even 4 days.
- Ask PC members to identify event dates that allow sufficient time for planning, allow for the greatest participation level from the community, and do not conflict with schedules of key invited participants or contracted GC.
- Ideally, a GONA/GOAN will require at least 8 weeks' advance planning.
- GONAs/GOANs are multi-faceted, planning-intensive events involving multiple organizers and facilitators, as well as different categories of participants (e.g., youth, elders, tribal leaders).
- Participants may need to schedule leave from school, work, or other duties to attend the GONA/GOAN and will therefore need time to make arrangements.
- Other event considerations, such as transportation, food, cultural activities, and evening activities, also require advance scheduling.
- For maximum participation, consider the following scheduling tips listed below.
  - Schedule the event from 1:00 p.m. to 8:00 p.m. This schedule allows administrative and other key stakeholders to work or attend school the first half of the day and then attend and participate in the GONA/GOAN; it may be possible for tribal governments to grant administrative leave to tribal employees who attend in the afternoons.

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<sup>1</sup> Food cannot be purchased with Federal funds. Please check the rules of any applicable grants or contracts.

- Schedule event at the beginning or end of the week, including 1 weekend day to reduce the number of missed work or school days.
- Consider school and athletic events, national and tribal holidays, and other community events (e.g., powwows, subsistence seasons) that may conflict with your GONA/GOAN dates.

## Sample GONA/GOAN Schedules

Afternoon, Weekend GONA/GOAN	Time	Daytime GONA/GOAN	Time
<b>Thursday</b>	1:00 p.m.–8:00 p.m.	<b>Tuesday</b>	8:30 a.m.–4:30 p.m.
<b>Friday</b>	1:00 p.m.–8:00 p.m.	<b>Wednesday</b>	8:30 a.m.–4:30 p.m.
<b>Saturday</b>	9:00 a.m.–4:00 p.m.	<b>Thursday</b>	8:30 a.m.–4:30 p.m.

### Special Note

The GONA/GOAN was originally designed to be an adaptable framework within which a community can tackle important issues. While designed and envisioned as a 4-day developmental process, the structure actually is designed as a 4-part process rather than a 4-day process. Marvelous things can happen with 2- or 3-day GONAs/GOANs. There has even been a 1-day GONA/GOAN.

### Notes:


## Confirming the Location and Space Requirements

**Persons Responsible:** Center staff, PC, LC

**Time:** Confirm space 30 days prior

### Steps:

- The PC will need to estimate the number of GONA/GOAN participants before deciding on a space.
- The GONA/GOAN will need a large space (see suggested sites listed below) that can accommodate the number of people projected to attend.
  - Community center
  - High school gym
  - Tribal college
- Ideally, smaller areas will be available for small-group sessions that provide the necessary privacy needed to engage in meaningful work.
- Additional recommended requirements are listed below.
  - Tables and chairs for the total number of estimated participants
  - Accessibility for persons with a disability

- Kitchen
  - Wall space for posting flip chart papers, team shields, and other items
  - Screen or bare wall for projector images
  - Audio system
  - Convenient location for community members
  - Room dividers or separate rooms
  - Privacy
- The PC is responsible for securing the space and any agreements with the facility.
  - Encourage the PC to designate a responsible person who will take the lead in opening and closing the facility, obtaining keys, making any other prior arrangements, cleaning up, and being responsible for sharing important rules with the GC (e.g., is burning sage an allowed practice?).
  - The event space will need to be available all day before the GONA/GOAN for set-up and other preparations.
  - Center staff and the GC will need to take time to learn the location’s entrances and exits, light switches, projector screens, thermostats, and restroom facilities.

<b>Notes:</b>

## Establishing a Safe Space

**Persons Responsible:** Center staff, PC, LC

**Time:** Accessible during all 3 days

<b>Purpose</b>
Setting aside a safe space recognizes the important place of prayer, meditation, and healing in the GONA/GOAN experience.

**Steps:**

- Depending on the community tradition, set aside a safe space near the general meeting area that is quiet with comfortable chairs and a table.
- The safe space can be referred to as an Altar, Spirit House, Meditation Room, Healing Center, or any other name determined by the PC.
  - Equip the safe space with objects or resources appropriate for the variety of the participants’ beliefs. Examples are listed below.
  - An Eagle Feather
  - Sage
  - Shell(s)

- Tobacco
- Cedar
- Corn pollen
- Bible
- Water
- Affirmation(s)
- The Big Book of AA
- Candle(s)
- Other materials, as suggested by the PC

- Some of these items may need to be provided by the Center staff or GC.
- Include a basket of rocks for the letting go ceremony at the end of Mastery.
- Identify a specific person to establish and take care of the safe space.
- Identify potential counselors and healers to be available for guidance and support.
- A sweat lodge may also be available as needed and as planned for.

Notes:

## Inviting the Community

**Persons Responsible:** Center staff, PC, LC

**Time:** 45 to 60 days prior

**Steps:**

- Good GONA/GOAN participation requires dedicated outreach efforts.
- A broader and more diverse representation of the community’s sectors will lead to a greater GONA/GOAN and better sustain its impacts.
- A representative sample of participants is listed below.
  - Youth
  - Elders and tribal and spiritual leaders
  - Families
  - Social services managers and staff from substance abuse and behavioral and tribal health programs
  - Local business leaders
  - Law enforcement officers, juvenile services staff, and tribal court officials
  - Community coalitions
  - Educators, including high schools, tribal colleges, and alternative schools
  - Members of the community

- Begin notifying the community about the GONA/GOAN as soon as the dates and location are confirmed.
- Recruit as many participants as possible through direct and indirect outreach methods. The PC may consider sending the following people personal invitations to the GONA/GOAN.
  - Elders and tribal and spiritual leaders
  - Youth leaders and school personnel
  - Agency administrators and staff
  - Other major key community stakeholders
- Notify school leaders, teachers, and student or youth leaders as soon as possible to ensure youth participation.
- Utilize general invitation notices, such as mailed and emailed announcements, community newsletters, and radio public service announcements to reach the broader community. (See more examples in Appendix A of the GONA/GOAN Toolkit.)
- Customize the GONA/GOAN invitations to focus on different sectors of the community. Examples are listed below:
  - Youth announcements that contain age-appropriate and graphically appealing content, to be shared through Facebook, Twitter, text messages, and announcements at school and sporting events.
  - Elder announcements that emphasize storytelling and the opportunity to be a voice for the community's history and culture.
- Identify door prizes and other incentives that appeal to a broad spectrum of community members and include information in all announcements.
- The recommended steps for community invitations are listed below.
  - Send a "Save-the-Date" announcement
  - Send an email blast to all tribal programs
  - Post flyers around the community
  - Ask local event coordinators (such as those for the bingo hall, sporting events, powwow, and schools) to announce the upcoming GONA/GOAN event
  - Advertise in the local papers, newsletters, and radio stations

### Special Note

In some communities, families may have recently experienced a violent event or suicide. As each family and community treat these situations differently, it will be important to respect these differences. In planning for outreach, take special care to identify a PC member who will reach out to families that might be ready to share their experiences with others in their community. While this needs to be handled delicately and respectfully, their participation can be a powerful addition to the overall process. To families who have experienced a recent loss, PC members may offer appropriate healing ceremonies and invite those families to the GONA/GOAN.

### Notes:


## Recording the GONA/GOAN

**Persons Responsible:** PC, LC

### Purpose

Recording notes that report on process and outcome data serves as a vital function for the GONA/GOAN's success, sharing with the community, and sustainability. These notes can become important baseline information for potential grant applications.

### Steps:

Discuss with the PC the intent and use of the notes\* of the GONA/GOAN, which include:

- Documenting the plans, processes, and outcomes of the GONA/GOAN;
- Recording key insights made by participants throughout the event without identifying individuals;
- Providing typed summaries at the end of each day for the GC, LC, and Center staff to assist in planning for the following day; and
- Playing an important role in telling the story of the event.

### Materials Checklist

Laptop computer  
Printer  
Paper

### Special Note

Special consideration is given to the importance of not identifying any one individual or family in the notes, protecting privacy and general confidentiality issues.

### Notes:


## GONA/GOAN Agenda Development

(See the Sample Agenda in the GONA/GOAN Toolkit, Appendix A)

**Persons Responsible:** PC, LC, Center staff

**Purpose**

Developing a community-specific agenda will individualize each GONA/GOAN and to enhance the community’s ownership over the GONA/GOAN.

**Steps:**

- Leave room in the agenda to incorporate the individual community’s cultural traditions and values.
- The agenda should include the specific elements listed below.
  - **Local traditional stories:** Whenever available and appropriate to the specific teaching, use local traditional stories instead of recommended stories.
  - **Opening and closing prayers for each day:** Whenever possible, identify local spiritual leaders, healers, elders, or other tribal members to open and close each day with a prayer, blessing, or song.
  - **Singers for drum calls:** Whenever possible, identify local singers and/or drummers to open each day and call the participants to come together. Make sure gifts or offerings are available for these special guests.
  - **Mastery healing ceremony:** Review the “Wiping the Tears Ceremony” with the PC members to determine how it is practiced locally or whether a more appropriate and meaningful healing ceremony should be used for the community.
  - **Generosity closing commitment ceremony:** Review the “Commitment Ceremony to Individual and Community Wellness” at the end of Generosity with the PC members and determine if a more appropriate and meaningful ceremony should be used for the community.
  - **Evening community activities:** Determine if the PC would like to provide evening cultural activities to support the daytime activities in increasing awareness of the GONA/GOAN. Examples of such activities include:
    - A meet-and-greet potluck the night before would let community members meet the GC and Center staff and learn more about the process;
    - A youth-focused activity could demonstrate digital storytelling, provide training, and recruit storytellers for the GONA/GOAN;
    - Community dinners, dances, ceremonies, or activities could engage families, and
    - Additional healing ceremonies or a sweat lodge could follow Mastery and the discussion of historical trauma.
  - **Local helpers for crisis intervention:** Recommend that local behavioral health, spiritual leaders, or healers be contacted and asked to be available for individuals who might need to talk, especially on the day of Mastery. They can be identified with a red or yellow ribbon, or introduced as helpers.

**Notes:**


**Notes:**


## GONA/GOAN Logistics

**Persons Responsible:** PC, LC, Center staff

**Steps:** Logistical considerations include the activities and items listed below.

Process	Steps
<b>Registration</b>	<ul style="list-style-type: none"> <li>● Identify a person to manage the registration process</li> <li>● Have a sign-in table</li> <li>● Have a name tag table</li> <li>● Gather pictures for the affirmation activity</li> </ul>
<b>Facility</b>	<ul style="list-style-type: none"> <li>● Identify a person to manage the facility coordination</li> <li>● Identify a person to manage agreements with the facility</li> <li>● Identify a person to determine usage rules</li> <li>● Identify a person to manage the event days</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>● Identify two to three people to manage materials coordination</li> <li>● Gather name tag supplies (e.g., purchased, printed, or handmade name tags, markers)</li> <li>● Gather craft supplies (e.g., scissors, paper, glue, decorations)</li> <li>● Gather community-specific craft supplies (bring enough for the number of expected participants)</li> <li>● Gather extra gifts for a giveaway</li> <li>● Provide t-shirts in various sizes</li> <li>● Gather GONA/GOAN group exercise supplies (e.g., balloons and yarn)</li> <li>● Coordinate materials acquisition with the Center staff</li> <li>● Make sure that a laptop is loaded with all of the GONA/GOAN materials, PowerPoint, handouts, etc.</li> </ul>
<b>A/V</b>	<ul style="list-style-type: none"> <li>● Identify an individual to manage the A/V equipment needs</li> <li>● Acquire the needed items</li> <li>● Provide a printer with an extra ink cartridge for electronic photos</li> <li>● Identify individuals to assistance with set-up</li> <li>● Troubleshoot technology concerns</li> <li>● Provide a digital camera and film</li> </ul>
<b>Handouts</b>	<ul style="list-style-type: none"> <li>● Identify one to two people who will manage the preparation and distribution of handout materials</li> <li>● Provide a participant manual</li> <li>● Provide GONA/GOAN exercise worksheets</li> </ul>
<b>Photograph/Video/Audio release forms</b>	<ul style="list-style-type: none"> <li>● Identify one person responsible for coordinating with the Center staff on the photograph, video, and audio release forms</li> </ul>
<b>Food</b>	<ul style="list-style-type: none"> <li>● Identify one to two people responsible for coordinating meals and snacks for the GONA/GOAN event<sup>2</sup></li> </ul>

<sup>2</sup> Food cannot be purchased with Federal funds. Please check the rules of any applicable grants or contracts.

Process	Steps
<b>Transportation</b>	<ul style="list-style-type: none"> <li>Identify one person responsible for managing transportation arrangements and carpooling options (if provided) for community members</li> </ul>
<b>Childcare</b>	<ul style="list-style-type: none"> <li>The PC should take childcare into consideration when planning location and space requirements</li> <li>If childcare is going to be provided, identify one to two people to manage the coordination of childcare facilities and workers for the GONA/GOAN event</li> </ul>
<b>Extra hands</b>	<ul style="list-style-type: none"> <li>Identify one to two people to help with loading and unloading materials and supplies, do and necessary shopping (e.g., for additional arts and crafts supplies or snacks)</li> </ul>

<b>Notes:</b>

## Participant Manual

**Persons Responsible:** PC, LC, Center staff

### Purpose

A participant manual compiles the essential GONA/GOAN materials that may be standard for all communities and community-specific materials that indicate that this GONA/GOAN is their GONA/GOAN.

### Steps:

- If the PC decides to compile a GONA/GOAN Participant Manual, the following items might be included:
  - Participant information, including handouts from each mini-teach, graphic sheets needed to complete GONA/GOAN activities, and space for notes;
  - The GONA/GOAN agenda
- Tailor community-specific materials to include local history, symbols, local data on mental and substance use disorders and suicide, local stories, poems, inspirational thoughts, and art.

## GONA/GOAN Cost Considerations

**Persons Responsible:** PC, LC

### Purpose

Planning for the GONA/GOAN costs ensures that adequate funding is provided for a successful GONA/GOAN experience.

### Steps:

- The PC will need to develop a budget and secure funds to support the GONA/GOAN to include the purchase of supplies, staffing, childcare, transportation, and other GONA/GOAN-related expenses.
- Additional in-kind donations and community volunteers are greatly encouraged and necessary for a successful GONA/GOAN.
- Funds are requested and managed by the PC and LC. They are responsible for documenting how the funds are spent and for providing a summary of expenditures to the tribal council or other appropriate entities.
- GONA/GOAN expenses may include the items listed below:
  - Meeting room and facility costs;
  - Stipends for the local community GONA/GOAN event planner;
  - Door prizes and incentives for GONA/GOAN participants;
  - Outreach advertising costs, and
  - Honorarium for elder, spiritual leader, or local performers.

### Notes:


## GONA/GOAN Team Prep Day

**Persons Responsible:** Center staff, PC, LC, GC

### Purpose

The team prep day brings the planners and facilitators together for the first step in the Belonging stage to ensure the successful implementation of the GONA.

### Steps:

- On the day before the GONA/GOAN event, the GC, Center staff, LC, and PC should meet at the GONA/GOAN event site to set-up the facilities and review the logistics, the “what ifs,” and the first day’s agenda.

- Allot time, and perhaps an activity, for team building and discuss who will be the team leader and his or her role, other assignments, and how problems will be resolved.
- Have the team agree to “huddle” at the start and end of each day for the duration of the GONA/GOAN to review and make adjustments to the agenda, as needed.

<b>Notes:</b>

## Event Days and Follow-Up Considerations

**Persons Responsible:** Center staff, PC, LC

### Purpose

Providing an opportunity for the PC and LC to participate in the full experience of the GONA/GOAN demonstrates the community’s level of involvement in the planning process and shows leadership support to the community.

### Steps:

- Ensure the PC and the LC members’ attendance for the full GONA/GOAN event. This is essential.
- Remember to delegate and avoid placing too many roles and responsibilities on the PC and LC members so they may participate in the GONA/GOAN.
- Allot time for Center staff to review and summarize each day’s process for their report and to carry the information forward, as needed, for next steps.
- After the GONA/GOAN event, consider having the PC and LC participate in reporting and closing activities to help tie the GONA/GOAN planning into the next steps, as appropriate.

<b>Notes:</b>

## Youth Attendance

**Persons Responsible:** PC, LC, Center staff

**Time:** 45–60 days prior

### Purpose

Maximizing youth participation lets the community hear the youth’s voice during the GONA/GOAN.

### Steps:

- Reach out and involve local school leaders, counselors, parents, and student leaders as soon as possible.
- Include youth in a meaningful way, not as an afterthought. This requires planning for youth involvement from the beginning and throughout the GONA to identify:
  - Specific youth activities;
  - A youth co-facilitator;
  - Youth break-out rooms;
  - Opportunities for youth to share with the larger group, and
  - A possible youth track with the opportunity to integrate back into the larger group.
- Inquire about school permission and social learning project credits for student participation.
- Offer to present at school staff or leadership meetings.
- If the GONA/GOAN event takes place during the summer months, contact the following groups and organizations for possible involvement.
  - Summer programming efforts of the local Job Training and Partnership Act (JTPA) program
  - Summer school organizers
  - Boys & Girls Club
  - Social services programs, as they may be able to provide fall school incentives (e.g., school supplies, purchase orders for school needs) for youth who attend the GONA/GOAN

### Notes:


## Tribal College Credits

**Persons Responsible:** PC, LC

**Time:** 45–60 days prior

### Purpose

Providing participants with additional incentives and benefits also broadens community involvement and ownership.

### Steps:

- Inquire with any local tribal and local community colleges to see if Continuing Education Units (CEUs) can be used as incentives for GONA/GOAN participants. While usually free, any fees generated from CEUs can benefit tribal colleges.
- Have the college provide a special sign-in sheet for participants earning CEUs.
- Prepare the agenda in time to present it with the Request for CEUs, as this is required by most colleges.

### Notes:


## Belonging

In Native culture, a place for all ages, a place for all kinds of people, is valued. The first day of the GONA/GOAN represents infancy and childhood, a time when we need to know how we belong.



*“Call it a clan, call it a network, call it a tribe, call it a family...whatever you call it, whoever you are, you need one.”*

Jane Howard (1935–1996)  
American writer and educator

## Purpose

The purpose of the “Belonging” element of the GONA is to:

- Experience actions, words, and rituals, which make each person fully appreciate that they “belong” in this GONA/GOAN.
- Both acknowledge and support the protective factors associated with belonging.
- Create an open, safe, and trusting environment so participants can begin the work of joining together as a community to address common goals.
- Provide an opportunity for individual community members to have their contributions heard, valued, and respected, and establish a foundation for the duration of the GONA/GOAN and beyond.
- Help participants to join together and establish the direction of the community’s prevention efforts.

## Objectives

By the end of Belonging, the participants will be able to:

- Recognize the significance of the drum, drum call, or other traditional way in calling people together that establishes intent and relevance in traditional Indian teaching;
- Identify at least four elements of belonging and relationships through listening to culturally relevant creation stories;
- Identify community (clan, family, society, or tribe) membership, including youth, adults, elders, leaders, service providers, etc. and the importance of becoming engaged in actions leading toward community wellness;
- Describe the role of the Center and the GONA/GOAN; and
- Describe mental and substance use disorders and suicide and how they influence community wellness.

## Overview

This first section of the GONA/GOAN will focus on preparing both the physical space and the participants for the GONA/GOAN journey ahead by building a team, community identity, and a strengthened sense of belonging. It is essential that the entire PC and Center staff be available to welcome all participants with handshakes and conversation.

### Preparing for the Journey

Preparation includes administrative activities, such as registration and sign-in; introduction of Center staff and the GC; photo releases; distributing the GONA/GOAN participant manuals (if applicable); establishing the altar, spirit house, meditation room, or healing space; and introducing crafts. The GONA/GOAN will begin with an opening ceremony, which includes a drum call, a prayer, welcoming, and introductions of the Center staff and guests. Participant expectations of the GONA/GOAN will be clarified and group norms, roles, and responsibilities, which will set the stage for trust and team building

later in the day, will be established. After a brief overview of the Day of Belonging, a creation story will be told.

### **Team Trust Building**

Team trust building includes stories and activities designed to identify community formation and increase overall cohesiveness, interconnectedness, and belonging. These stories and activities are also intended to help participants identify various individual perceptions and decision-making processes and understand the stages of group development.

### **Team Identification & Belonging**

This stage of the GONA/GOAN includes forming teams, and through stories and activities, helping establish team identities and belonging that support each member's learning process during the full GONA/GOAN. These teams lead to examining the roles of community members and their relationship to a four-generation approach to community prevention of mental and substance use disorders and suicide and the promotion of mental health.

### **Closing**

A closing ceremony and a team huddle on Belonging and preparation for Mastery will be held at the end of Belonging.

## Morning

### Preparing for the Journey

#### Administrative Activities

Center staff, the LC, the GC, and any additional volunteers need to arrive at the facility early each day to ensure that everything is in place and ready for the participants' arrival. Remember to ensure sufficient time for participants to work on their gifts for the giveaway.

#### Participant Sign-In

**Persons Responsible:** Center staff, LC

##### Purpose

Setting up a sign-in process provides a respectful, welcoming environment. Signing in each participant informs the GC, Center staff, and the LC who is participating, provides contact information for follow-up and re-engagement, and reveals important information about who is and is not participating. This information can be helpful in identifying outreach strategies for engaging additional community members in the community planning process.

##### Steps:

- Ensure every participant signs in when entering and receives a Participant Manual.
- Gather contact information, including their community affiliation (e.g., tribal council member, behavior health work).
- Invite participants to create their name tags.
- Invite participants to explore the crafts table.
- Invite the community LC, the GC, and Center staff to greet community members.
- Introduce the GC to invited guests, storytellers, singers, speakers, etc.
- Determine when and how invited guests will be introduced during the GONA/GOAN.

##### Materials Checklist

- Sign-in sheets
- Pens or pencils
- Participant Manual
- Textured cardstock
- Stickers
- Glue sticks
- Scissors
- Markers

##### Notes:


## Photos

**Persons Responsible:** Center staff

### Purpose

These pictures are an important part of the Affirmation Activity, described next, and will be important throughout the GONA/GOAN.

### Steps:

- After sign-ins, invite participants to have their pictures taken by the registrar. (While some participants may not want their pictures taken and have the option to decline, try encouraging them to participate in this important affirmation activity).
- Ensure that each participant signs a photo, video, and audio release form for the use of all photos taken throughout the GONA/GOAN.
- Make sure to delete any general GONA/GOAN pictures taken of individuals who do not sign a release.
- Inform participants that a discussion of the purpose and use of the photos will take place after the opening ceremony.

### Materials Checklist

Photo and video release forms  
Digital camera

### Notes:


## Affirmation Activity

**Persons Responsible:** Center staff

### Purpose

Pictures are an important part of the Affirmation Activity. Participants can take these pictures with them as reminders of their experience.

### Steps:

- Invite the participants to select one of the sheets of construction paper provided as a background for their picture.
- Invite the participants to write their names on the paper along with the option to further decorate the paper as time is available.
- Print their pictures and make them available to the participants during the first break.
- During the first break, invite the participants to find their pictures, tape or staple them to the construction paper, and hang their pictures on the wall.

### Materials Checklist

Digital camera  
Portable picture printer  
Laptop computer for processing digital picture  
Construction paper  
Glue, tape, and scissors

- During the course of the GONA/GOAN, invite everyone to write positive statements in the space next to other participant’s pictures.
- At the end of the GONA/GOAN, present the pictures with the affirmations to the participants during the Gift Giving Ceremony.

<b>Notes:</b>

## Opening

Conduct all Opening Ceremonies in coordination with and in respect of the local region or specific community’s practices. This interaction will be the first opportunity to introduce the Center and set a respectful tone, make arrangements in advance of the GONA/GOAN with the LC and PC concerning the first day’s Opening Ceremony. Approach each day’s Opening Ceremony with a genuine openness to a variety of beliefs and practices. Ensure that different ways and beliefs are acknowledged and that opportunities are provided for all participants to be included. However, try to limit the Opening Ceremonies to the allotted time periods and keep the days’ activities moving forward. Because some participants may not know or understand the meanings of these ceremonies, provide a description in the Participant Manual. Adapt the following outline, as needed, to local traditions.

### Opening Drum Call, Ceremony, and Welcome

**Persons Responsible:** GC, Center staff, LC

**Time:** 30–60 minutes

#### Purpose

The GONA/GOAN’s opening activities ensure a positive start to the event; let the participants know that the Center staff, LC, and GC are respectful of their traditional ways; and show that traditional ways are important aspects of prevention.

#### Steps:

- Invite the drum group or individual to begin the Opening Song or Drum Call to gather all participants to the circle and to let them know they are welcome and it is time to begin.
- Include a Local Host Ceremony, Intergenerational Witness Ceremony, or a combination of both. (see Appendix B of the Toolkit for details on conducting an Intergenerational Witness Ceremony)
- Invite an identified special guest or one of the participants to give an opening prayer or to offer words of blessing for the GONA/GOAN work.
- Have the GC, Center staff, and LC welcome the participants to the GONA/GOAN and express their gratitude
- Process the GONA/GOAN’s opening with participants by asking them what they saw and heard and how they felt as a result.

**Notes:**


**Introductions**

**Persons Responsible:** GC, Center staff

**Time:** 30–45 minutes

**Purpose**

The participant introduction stage ensures that everyone is welcomed, any special guests are properly introduced and acknowledged, participants are fully informed about any recording and note taking of activities, and participants are aware of the space set aside for self care and healing during the potentially emotional 4 days.

**Steps:**

- Have the Center staff members introduce themselves, the GC, and the LC.
- Have the LC welcome all participants and introduce any invited guest(s), including the GONA/GOAN PC members and any Oversight Panel members who are present.
- Ensure that each participant is introduced.
  - If there are less than 50 to 75 participants, go around the room so that each person can introduce themselves.
  - If there are 75 or more participants, break into small groups so that they can introduce themselves
- Have the GC inform participants about photos, video, or audio recordings and consent form, or if there will be any note taking.
- Have the GC introduce the Altar, Spirit House, or Meditation Room.\*

**Special Note**

Full descriptions of the Altar, Spirit House, or Meditation Room can be found in the Pre Planning section of the curriculum.

**Notes:**


### Gifts for the Giveaway

**Persons Responsible:** GC

**Purpose**

The Giveaway supports a traditional ceremony for many communities and reinforces the focus of Generosity on the last day. Providing the participants with the materials and opportunities to create their own gifts enables their full participation in the closing ceremony.

**Steps:**

- Inform participants about the Giveaway scheduled for the last day.
- Direct participants to the crafting materials provided for their use over the course of the GONA/GOAN and invite participants to explore the materials during the next break.
- Invite participants to create a gift for the Giveaway using items from the craft table.
- Remind participants and provide time to make gifts each day. Invite participants who wish to come early the next day to work on their gifts.
- Ensure that extra gifts are available to support the Giveaway.
- Ensure that a blanket is available upon which gifts can be placed.

**Materials Checklist**

Craft materials determined by the GONA/GOAN PC

**Notes:**


### Introduction to the Tribal TTA Center and the GONA/GOAN

Inform participants that the Center provides a supportive and progressive process for AI/AN communities to have opportunities to create or improve their prevention plans in a way that supports their values and beliefs. The GONA/GOAN approach is a culturally based and community-driven planning process, meaning that the solutions come from community members. Remember to be brief, retaining focus on the participants’ engagement in activities rather than their attention to long speeches.

**Purpose**

The Center and GONA/GOAN introduction phase provides an opportunity, perhaps for the first time, to introduce the community members to the Center project and raise awareness of the issues surrounding mental and substance use disorders, suicide, and the promotion of mental health.

**Notes:**


**Overview of the GONA/GOAN**

**Persons Responsible:** GC  
**Time:** 10 minutes

**Purpose**

Providing an overview of the GONA/GOAN informs the participants about how the GONA/GOAN fits within the community prevention effort, and reviews the purpose of the stories and activities. The overview also clarifies expectations, prepares participants for potentially emotional subject matter, and provides an understanding of the path ahead.

**Steps:**

- Present the GONA/GOAN PowerPoint (where this is not possible, ensure that the slides are included in the Participant Manual).
- Clarify expectations for the training and answer any questions.

**Materials Checklist**

- Laptop computer
- Projector
- GONA/GOAN
- PowerPoint

**Notes:**


**Norms, Roles, and Responsibilities**

**Persons Responsible:** GC  
**Time:** 5 minutes

**Purpose**

Defining group norms as the foundation of healthy group development fosters trust and safety, reinforces positive behaviors, and reframes a “should” or “shouldn’t” into an invitation. Creating this list begins a discussion of the distinction between the norms for the GONA/GOAN and what has become the norm for the community, establishing a foundation for the Mastery discussion.

**Steps:**

- Lead the group in a quick brainstorming session and create a list of positive community values concerning how people treat each other.
- Direct participants to the flip chart where the following two examples have been written to start the list.
  - Let others finish talking before I begin.
  - Treat those who are speaking respectfully by listening and committing to hold their stories in confidence.
- Ask participants if they would like to highlight either values listed.
- Ask if anything else should be added.
- Post this list on a wall for the duration of the GONA/GOAN.
- At the end of the exercise, invite the participants to treat each other in accordance with these community values over the course of the GONA/GOAN and beyond.

Materials Checklist
A flip chart
Markers
Tape that will adhere to walls

Notes:

## Creation Story

Storytelling is traditional for Native peoples. Oral histories and legends were used to transmit knowledge, teachings, and values from one generation to the next. Using storytelling in the GONA/GOAN conveys these same teachings and affirms the role of tradition in prevention. The Center staff member or GC must be ready to tell a story to model storytelling and avoid relying solely on local volunteers.

### Community Creation Story

**Persons Responsible:** Community Member, Center staff, GC

Purpose
The Community Creation Story starts the participants’ GONA/GOAN journey by reminding them where they come from and how they got here. The story shows the participants how the GONA/GOAN and the planning that follows is their story and their future. It also provides a foundation for the historical trauma work.

**Steps:**

- If possible, have a community member tell either his or her tribe’s own Creation Story, what it means to be “human,” or a story of how the people came to be settled on this particular location.

- Have the Center staff or GC share a creation story from another tribe. (see Appendix B of the Toolkit for two creation story options)
- Process the story by allowing the participants, rather than the storyteller, talk about the lessons learned.

<b>Notes:</b>

## Team Trust Building

### Introductory Story

Begin each section by sharing a traditional story that highlights the major themes and lessons of the activities to follow. Choose a method of sharing the story that fits your style. For example, a storyteller from the community can share a story from her or his own tradition as long as it demonstrates the theme of Belonging and uses teamwork to solve problems. The story can be read or told from memory. In place of a local storyteller, refer to the recommended story, “How the Animals Stole Fire,” and alternative stories, located in Appendix B.

### How the Animals Stole Fire

**Persons Responsible:** GC

#### Purpose

“How the Animals Stole the Fire” builds on the rich oral tradition of Native peoples that utilizes stories as a teaching and learning modality. This story reinforces cooperation, collaboration, and strength-based problem solving.

#### Steps:

- Read or recite the introductory story.
- Upon completion, invite participants to share their feedback on the teachings in this story.
- Focus on and refer back to these teaching throughout the remainder of this section.
- Review the story’s discussion points from the GONA/GOAN Toolkit, Appendix B.

#### Materials Checklist

Introductory story

<b>Notes:</b>

## Engagement and Belonging Activity

Engaging participants is an important aspect of the GONA/GOAN and various activities will be utilized throughout the event. Review and become familiar with the menu of activities and support materials available in Appendix B of the GONA/GOAN Toolkit in advance of the GONA/GOAN. Or utilize an activity of your own choosing.

### Engagement and Belonging Activity

**Persons Responsible:** GC

#### Purpose

Actively engaging participants in a humorous way is energizing, supports team and trust building, and promotes creative and positive problem solving.

#### Steps:

- Choose one of the Engagement and Belonging Activities found in the GONA/GOAN Toolkit, Appendix B.
- Determine the activity based on the size of the group and time remaining in the morning session.
- As needed and if time permits, choose a second activity to further engage the participants.

#### Materials Checklist

The list of activities found in the Toolkit

#### Notes:


## Afternoon

### Community Identification and Belonging

#### Energizer Activity

After returning from lunch, re-engage participants in an activity. This can be one of the activities from the Toolkit or a brief activity that will help participants connect and engage with each other. If time is short, participants can move right into the team formation and identity exercises.

#### Activity

**Persons Responsible:** GC

#### Purpose

Actively engaging participants in a humorous way is energizing, supports team and trust building, and promotes creative and positive problem solving.

**Step:**

Choose one of the Engagement and Belonging Activities found in the GONA/GOAN Toolkit, Appendix B.

**Materials Checklist**

The list of activities found in the Toolkit

**Notes:**


## Team Formation and Identity Exercises

### Team Names, Banners, and Cheers

**Persons Responsible:** GC

**Purpose**

Having each team create a team name; cheer, song, or rap; and banner to be presented at the end of the day facilitates team building. Participants are invited to add to their banners during breaks and lunch over the duration of the GONA/GOAN to continue to reinforce teamwork.

**Steps:**

- Invite participants to divide into equal teams and convene in separate areas.
- Give each team 5 minutes to create a team name. Invite a representative from each team to post their team name on the chart paper.
- Give each team 5 minutes to create a team cheer, song, or rap.
- Invite each team to create a list of traditional values that help define, strengthen, and support them (to be discussed amongst the team).
- Allow 45 minutes for each team to create a team banner, using the canvas cloth provided, that incorporates the shared traditional values previously listed.
- Invite the teams to share their names, cheers, and banners with the whole group.
- Ask the teams to share their banner progress and let them know that they can work on their banners over the next few days.
- Invite the teams to think about what they want to do with their banners after the GONA/GOAN.

**Materials Checklist**

Flip chart  
Canvas cloth  
Markers  
Tape

**Notes:**


## Generational and Psychosocial Developmental Activity

Transferring knowledge through brief educational activities is important to the GONA/GOAN experience. It requires awareness of the activity and a thorough knowledge of the educational material to be shared. Emphasize diversity as a desirable and complementary trait for working out differences and finding solutions to address and prevent mental and substance use disorders and suicide, and to promote mental health.

### Transfer of Knowledge

**Persons Responsible:** GC

#### Purpose

Using the Medicine Wheel and generational learning to review the stages of psychosocial growth reminds participants that development is not smooth and orderly and does not always follow an easy path.

#### Steps:

- Invite all participants to sit in a semi-circle.
- Present the Medicine Wheel or draw a diagram on a flip chart and lead a brief discussion of the key points. (See the diagram in the Figure 1. Group identification floor diagram on page 42.)
- Facilitate a discussion around the stage of development and roles of the four generations, including:
  - East: Childhood as a time of innocence and learning to trust
  - South: Adolescence as a time of transitions and learning to belong
  - West: Adulthood as a time for nurturing and protection
  - North: Elderhood as a time for passing on knowledge and providing guidance
- Prepare participants for the next exercise.

#### Materials Checklist

- A flip chart
- Markers
- A laptop computer
- A projector

#### Notes:


### Group Identification

**Persons Responsible:** GC

#### Purpose

Writing answers to these questions creates a visual cue to promote a discussion of individual, group, and community strengths and contributions. It also addresses who is missing and who can be invited to help complete the circle.

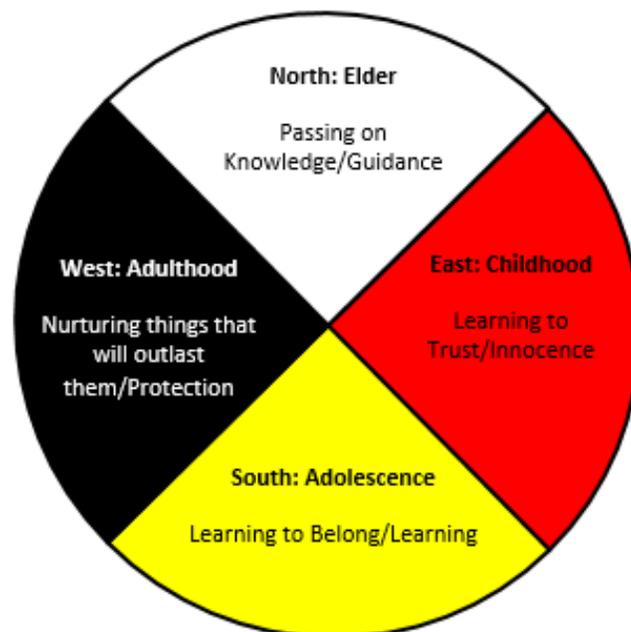
## Steps:

- Before the session, tape a circle on the floor divided into color-coded quadrants. (See the diagram on next page.) Size the circle large enough to hold the number of participants present.
- Invite the participants to arrange themselves in the circle according to the group with which they identify (not necessarily their chronological age).
- Invite participants to break into the groups they most identify with and provide each group with a flip chart paper and a colored marker representative of their particular group.
- Provide groups time to brainstorm and write their answers to the following four questions on their paper.
  - What strengths, gifts, and perspectives does your group possess that can help the community address and prevent mental and substance use disorders and suicide, promote mental health, and encourage community wellness?
  - What qualities can your group contribute that don't feel seen, heard, or appreciated?
  - What perceptions by the general community might limit your group from actively participating in the wellness and prevention plan?
  - Who else should be here to ensure that all voices are heard?
- Encourage participants to reach out to the individuals identified in Question D and invite them to join everyone the next day.

### Materials Checklist

Flip chart paper  
Colored markers  
Masking tape  
Red, white, black, and yellow construction paper

**Figure 1. Group identification floor diagram**



**Notes:**


**Wearing the Other Shoe (Perception Activity)**

**Persons Responsible:** GC

**Purpose**

Wearing the Other Shoe facilitates understanding and acceptance and highlights strengths, rather than blame, that can ultimately bring a community together to focus on important issues.

**Steps:**

- Provide each group with another sheet of flip chart paper.
- Invite the groups to rotate so that they can read, in succession, what their neighboring group has written.
- With each rotation, instruct each group to first read what has already been written and add to the existing list using their specified colored marker.
- Point out that because each group has a designated colored marker, each group will be able to see what other groups have contributed.
- Process this activity with the participants.
- When the groups are back to their original positions, allow each group time to present their pages to the larger group.
- Debrief: Allow time to discuss what has been presented making sure to emphasize strengths.

**Materials Checklist**

- Flip chart paper
- Colored markers

**Notes:**


## Closing

### Pluses and Wishes

**Persons Responsible:** GC

#### Purpose

The Pluses and Wishes chart provides participants an opportunity to give feedback and suggestions, reinforcing the importance of their views and contributions and recognizing community members as full partners in the process.

#### Steps:

- Draw a line down the middle of a piece of the flip chart paper, creating two columns.
- Label one column “PLUSES” for what the participants liked about the day.
- Label the other column “WISHES” for what the participants wish had happened or been different.
- Record participant responses in the appropriate columns.

#### Materials Checklist

Flip chart paper  
Colored markers

#### Notes:


### Closing Prayer or Ceremony

**Persons Responsible:** GC

#### Purpose

The Closing Prayer or Ceremony ends the day and reinforces each participant’s importance in the process.

#### Steps:

- Invite one of the participants, or a previously identified person, to share a closing prayer or offer words of blessing for the participants and the day’s work.
- Thank the participants for giving their time and energy and invite them to return the next day.

#### Notes:


### Team Huddle

**Persons Responsible:** GC, Center staff, LC

#### Purpose

The team huddle ensures that the team is monitoring the GONA/GOAN process and making modifications as needed.

#### Steps:

- Process and debrief the day's activities, leftover emotions, and outcomes.
- Take stock of the materials utilized and what additional materials will be needed for Mastery.
- Remember that activities can be modified, dropped, or added depending on the number of participants, the process time needed for each activity, the community's needs, and the level of participant involvement in creating their banner.

#### Materials Checklist

Notebook or laptop  
computer

#### Notes:


## Mastery

A day of mastery and dealing with what holds us back



*"Trauma is a tree with many roots."*

Dolores Subia BigFoot, Ph.D.

## Purpose

The element of “Mastery” of the GONA is to:

- Understand how the losses and grief stemming from historical trauma undermine our wellness today
- Let go and release the effects of historical trauma and embrace wellness as a community; to understand that it can be stressful and unhealthy to carry this loss and trauma around
- Recognize the importance of traditional cultural practices in healing.

Mastery is the next important developmental step in an individual’s and a community’s journey toward the wholeness and balance necessary to address important issues. The day ends with a “letting go” and renewal activity.

## Objectives

By the end of Mastery, the participants will be able to:

- Describe historical trauma and its impact on tribal communities;
- Identify community-specific, historically traumatic events that shaped tribal history and contemporary experiences;
- Demonstrate understanding of the trauma transmission process and its relationship to mental and substance use disorders, suicide, and the promotion of mental health;
- Recognize individual and community perceptions that hinder needed problem solving;
- Validate and reinforce individual and community cultural-based resiliency factors; and
- Describe a model for promoting healing and recovery from historical trauma and creating a vision for a healthy future for self, family, and community.

## Mastery Overview

### Preparing for the Journey

Preparation includes administrative activities, such as late registration, sign-in, introduction of Center staff and GC, photo releases, and distributing GONA/GOAN Participant Manuals for community members who were not present on the first day. The day will begin with the Opening Ceremony, which includes the Drum Call, prayer, welcoming, welcoming back, and introductions of the Center project, staff, and guests. The GC will review the previous day’s events, focusing on the established cultural values and norms, followed by an overview of Mastery.

### Team Trust-Building

Team trust building includes stories and activities designed to increase trust, awareness, healing, and help reinforce and strengthen the participants’ sense of belonging and trust from the first day. These activities also provide opportunities to integrate new participants.

## Historical Trauma's Impact on Self, Family, and Community

This stage of the GONA/GOAN defines historical trauma and discusses how it resulted in the loss of culture, language, ritual, and tradition. This discussion includes historically traumatic events from within the specific tribal community, the resulting legacy of mental health and substance use disorders and suicide, previously identified community data, and where the violence happens within the particular community.

## Healing from Historical Trauma

The energizer activity is designed to get participants moving and interacting with one another. The GC presents a structured, five-stage process of recovery from historical trauma and colonization, based on the community's revitalization, and facilitates an activity to help participants envision a healthy self and community.

## Closing

A closing cleansing ceremony and a team huddle on the outcomes of Mastery and preparation for Interdependence will be held at the end of Mastery.

## Morning

### Preparing for the Journey

#### Administrative Activities

Center staff, the LC, the GC, and any additional volunteers need to arrive at the facility early each day to ensure everything is in place and ready for the participants' arrival. Remember to set aside sufficient time each day for participants to work on their gifts for the Giveaway.

#### Participant Sign-in

**Persons Responsible:** GC, Center staff

##### Purpose

The second day's participant sign-in process provides a respectful, welcoming environment. Signing in each participant serves several purposes. It tells the GC and LC who is participating, provides contact information for follow-up and reengagement in the prevention process, and reveals important information about those to invite to participate.

##### Steps:

- Ensure new participants sign in and receive a Participant Manual and returning participants initial each day when entering.
- Gather their contact information and community affiliation (e.g., tribal council member, behavioral health worker).
- Invite new participants to create their nametags.
- Invite new participants to explore the crafts table.
- Invite the LC, GC, and Center staff to greet community members.
- Introduce the GC to any new guests, storytellers, singers, speakers, participants, etc.
- Ask the established teams to "adopt" the new members.
- Determine when and how to introduce guests during the GONA/GOAN.

##### Materials Checklist

Sign-in sheets  
 Pens or pencils  
 Participant Manual  
 Textured cardstock  
 Stickers  
 Glue sticks  
 Scissors  
 Markers

##### Notes:


## Photos

**Persons Responsible:** GC, Center staff

### Purpose

These pictures are an important part of the Affirmation Activity and will be important throughout the GONA/GOAN.

### Steps:

- After signs-in, invite new participants to have their pictures taken by the registrar. (While some participants may not want their pictures taken and have the option to decline, try to encourage them to participate in this important affirmation activity).
- Ensure that each new participant signs a photo and video release form for the use of all photos taken throughout the GONA/GOAN.
- Make sure to delete any general GONA/GOAN pictures taken of individuals who do not sign a release.
- Review the Affirmation Activity and reasons for the photos with the new participants.
- Invite the new participants to select, decorate, and place their names on a sheet of construction paper that will become the background for their pictures.

### Materials Checklist

Digital camera  
Photo and video release forms

### Notes:


## Opening

Conduct all Opening Ceremonies in coordination with and respect of the local region or specific community’s practices. Make arrangements in advance of the GONA/GOAN with a genuine openness to a variety of beliefs and practices during each day’s opening ceremony. Ensure that different ways and beliefs are acknowledged and that opportunities are provided for participants to be included and share. However, try and limit the opening ceremonies to the allotted time period and keep the days’ activities moving forward. As some participants may not know or understand the meanings of the opening ceremonies, provide a description in the Participant Manual. Adapt the following outline, as needed, to local traditions.

## Opening Drum Call, Ceremony, and Welcome

**Persons Responsible:** GC, Center staff, LC

**Time:** 15 minutes

### Purpose

The GONA/GOAN's opening activities ensures a positive start to the event; lets participants know that the Center staff, CC, and GC are respectful of the community's traditional ways; and shows that traditional ways are important aspects of prevention.

### Steps:

- Invite the drum group or individual to begin the Opening Song or Drum Call to gather all participants to the circle and to let them know they are welcome and it is time to begin.
- Invite an identified special guest or one of the participants to give an opening prayer or offer words of blessing for the GONA/GOAN work.
- Have the GC, CC, and LC welcome the participants to the GONA/GOAN and expresses gratitude.
- Provide new participants an opportunity to share their names and one interesting fact about themselves that the group might not know.
- Ensure that any new participants are integrated into an existing team or small group.

### Notes:


## Introductions, Reminders, and Review

**Persons Responsible:** GC, Center staff

**Time:** 15 minutes

### Purpose

The introduction stage ensures that everyone is welcomed, any special guests are properly introduced, participants are fully informed about any recording and note taking of activities, and participants are aware of the space set aside for self-care and healing during these potentially emotional 3days. New participants are also informed of the previous day's events.

### Steps:

- Have the Center staff re-introduce themselves, the GC, and the LC.
- Have the LC welcome all participants and introduce any invited guests, including the GONA/GOAN PC members and the Oversight Panel members who are present.
- Have the GC review Belonging, including the established cultural values and norms, and invite all participants to add any important cultural values and norms they feel are missing.
- Have the Center staff record these new additions.

- Remind participants about the Giveaway on the last day and the materials for creating their gifts, and invite participants to utilize the designated Altar, Spirit House, or Meditation Room whenever needed.\*
- Have the GC overview the day ahead.

### Special Note

Full descriptions of the purpose of the Altar, Spirit House, or Meditation Room can be found in the Pre-Planning section of the curriculum.

### Notes:


## Team Trust Building

### Reinforce and Strengthen Team Building and Mutual Trust

While the recommended activity for this section is “Navigating the Mine Field,” the GC can utilize one that they are more familiar with. Choose an activity appropriate for the number of participants and the room size.

### Trust Building Activity: Trust Walk

**Persons Responsible:** GC

### Purpose

Starting the day with a trust-building activity invites participants to move and interact with each other, reinforcing and strengthening the sense of “team” that developed during Belonging. This activity shows that navigating life can be difficult and sometimes feel like we are operating in the dark. This experience can create uncomfortable feelings of vulnerability, resulting in frustration and even anger. Sometimes we need to rely on and trust others to help support and guide us through difficult terrain. Building trust requires clear communication and the ability to listen carefully to our partner’s needs.

### Steps:

- Select an area for this activity where there is a large space for people to navigate.
- Distribute small objects that will not break or cause a person to slip if they step on them, which will act as obstacles. Soft objects work best, such as children’s squeaky toys; foam balls; small toys; or small, taped-off squares.

### Materials Checklist

Suggested materials for obstacles include:  
 Tables  
 Chairs  
 Boxes  
 Traffic cones, etc.

- Prepare the area with obstacles and barriers in advance (perhaps the night before or during the registration process).
- Mine objects should be spaced far enough apart that participants can maneuver across the field, but not so far apart as to eliminate that challenge of avoiding the obstacles.
- Invite participants to get into teams of two with one person “blindfolded.” If there are an odd number of participants, ask one of the Center staff, another facilitator, or the GC to stand in during the exercise.
- Have each blindfolded person walk from one side of the field to the other while avoiding the obstacles with the aid of verbal instructions from their partners.
- With a large group, ask two to three participants to move through the mine field at the same time. This will require the teams to meet for a few minutes to decide on their signals.
- If time allows, ask participants to swap roles with their partners; they should take time to review and refine their communication method.
- If time allows at the end of the activity, ask the participants the following questions.
  - On a scale of 1 to 10, with 10 being high, how much did you trust your partner at the start? At the end?
  - What ingredients are needed when trusting and working with someone else?
  - What did your partner do to help you feel safe and secure?
  - What communication strategies worked best?

<b>Notes:</b>

### Introductory Healing Story

Storytelling is traditional for Native peoples. Oral histories and legends were used to transmit knowledge, teachings, and values from one generation to the next. Using storytelling in the GONA/GOAN conveys these same teachings and affirms the role of tradition in prevention. Begin each section by sharing a traditional story that highlights the major themes and lessons of the activities to follow. Find a method of sharing that fits your style. For example, a storyteller from the community can share a story from her or his own tradition as long as it demonstrates the theme of healing and Mastery; the storyteller can read the story or tell it from memory. The recommended story is “The Origin of Basket,” which is located in the GONA/GOAN Toolkit, Appendix C. This story of patterns stimulates a discussion of family patterns, including violence, abandonment, and substance abuse.

**The Origin of Basket**

**Persons Responsible:** GC

**Purpose**

This story reminds participants that, just like the patterns of the basket, our families and communities can develop patterns over history, from generation to generation. This story shows the participants patterns of healing and wellness in family and community history that we can bring into our lives today and into the community prevention plans.

**Steps:**

- Invite participants to gather in their teams or in groups of three.
- Share the Introductory Healing Story.
- Upon completion, invite participants to share patterns they see in their own families and how their grandparents’ and parents’ experiences impacted their own lives and the lives of their children.
- Focus on and refer back to these teachings throughout the remainder of this section.
- Review the Toolkit’s discussion points for this story.

**Materials Checklist**  
Story from Toolkit

**Notes:**


**Historical Trauma and Impact on Self, Family, and Community**

**Mini-Teach and Discussions: Historical Trauma**

Many are not fully knowledgeable about the violence committed against our ancestors by early Americans. The truth about this violence is often not covered in mainstream history or social studies books. Native people who shared the truth were often censored or called liars, but these truths are becoming common knowledge among our people and gaining acceptance within mainstream society. The information in this section can be communicated with the handouts included in the Toolkit or through a PowerPoint, a brief presentation and discussion, or brief video clips. It can be powerful to have a local historian tell the story of the trauma perpetrated on this particular community throughout the history of the tribe. The full discussion for this activity and related handouts are located in the GONA/GOAN Toolkit, Appendix C.

### What Does “Historical Trauma” Mean?

**Persons Responsible:** GC

**Purpose**

This mini-teach begins to explore the connection between Historical Trauma and its impact on our tribal communities, with a particular focus on the occurrence of mental and substance use disorders, suicide, and mental health promotion.

**Steps:**

- Invite the participants to sit in a semi-circle for the mini-teach.
- Ask participants to discuss the meaning of the term “historical trauma.”
- Briefly review information on historical trauma by integrating the participants’ responses.
- Have the PowerPoint or DVD clip cued and ready to go prior to the activity’s start.
- Ensure participants have access to tissues during this presentation and throughout the remainder of the day.
- Review and become familiar with the written material concerning historical trauma in the Toolkit.

**Materials Checklist**

- A PowerPoint presentation
- A projector and screen
- A laptop computer
- Handouts

**Notes:**


### What Broke Our World Apart?

**Persons Responsible:** GC

**Purpose**

This handout is meant to promote the healing process.

**Steps:**

- Ask participants to return to their teams.
- Provide each team with a flip chart paper and markers.
- Using the handout, “What Broke our World Apart?” ask each group to identify the specific historically traumatic events that happened within their tribal community.
- Encourage participants to try to remember as many of the stories they heard growing up, from elders, etc., as possible.
- Ask each group to present their list and facilitate a discussion about what they “uncovered” and how historical trauma has “influenced” their families, community, and themselves.

**Materials Checklist**

- “What Broke our World Apart” handout
- Flip chart paper
- Markers

- Invite participants to remember the group norms and values, specifically the agreement they made regarding confidentiality.
- Invite participants who are willing to bring and share pictures of their elders and the community the following day.
- Encourage people to share only what they are comfortable sharing in the large group.\*

### Special Note

It might be helpful to preface the large group discussion of this exercise with the following prologue: Talking about these things is very difficult and often emotionally challenging. Historical trauma is like a wound that has never completely healed, and the impact it has had on our families, our communities, and ourselves is real. The proof is all around. Talking about historical trauma can be scary and run counter to the way we were raised. We might even feel like we are betraying sacred or dark secrets of our family and community by having this discussion. However, to promote the healing process, we need to gently open the wound, clean it out, and use 'good medicine' to help the healing begin.

### Notes:


## The Legacy of Historical Trauma

**Persons Responsible:** GC and PC

### Purpose

Discussing the legacy of historical trauma leads to the discovery of how AI/AN peoples have internalized historical trauma and how it has become a part of everyday life.

### Steps:

- Invite participants to gather and sit in a large semi-circle.
- Review information on the prevalence of mental and substance use disorders and suicide in AI/AN communities (develop PowerPoint presentation if needed).
- Ask participants to think about the prevalence of mental and substance use disorders and suicide in our communities and families.
- Review how the legacy of historical trauma results in the violence we see directed at our families, our communities, and ourselves.
- Ask how historical trauma relates to mental and substance use disorders and suicide.

### Materials Checklist

- A PowerPoint presentation
- A laptop computer
- A projector and screen
- A flip chart (alternative)

**Notes:**


**Model of Multigenerational Trauma**

**Persons Responsible:** GC

**Time:** 20 minutes

**Purpose**

Discussing multigenerational trauma helps participants understand the multigenerational aspects of historical trauma.

**Steps:**

- Study discussion points in the GONA/GOAN Toolkit Appendix C prior to this activity.
- In a large group, review the PowerPoint slides on Multigenerational Trauma or draw a diagram on the flip chart.
- Either in the large group or in two separate groups with an additional facilitator, discuss the participants’ reactions and what they took away from this presentation.

**Materials Checklist**

- A PowerPoint presentation (if developed)
- A laptop computer
- A projector and screen
- A flip chart (alternative)

**Notes:**


**Lateral Violence**

**Persons Responsible:** GC

**Time:** 20 minutes

**Purpose**

Discussing lateral violence increases awareness of how trauma that has been passed down from generation to generation is also passed laterally to others within the community.

Lateral violence is also referred to as ‘internalized colonialism.’ Colonization created a hierarchy based on fear-based power and control techniques (e.g., warfare, genocide, threat of death), the male gender, and economic power. Superiority of some and inferiority of others was assumed. Lateral violence begins as deflected aggression. Hostility is directed towards those who will not retaliate. This means that we attack within our group of oppressed people or we attack another minority-oppressed group.

**Steps:**

- In a large group, briefly define and discuss lateral violence.
- Review and discuss the related information found in the GONA/GOAN Toolkit, Appendix C.
- Invite participants to share any examples of lateral violence from their own experiences.
- Facilitate a brief discussion.

**Materials Checklist**

- A PowerPoint presentation (if developed)
- A laptop computer
- A projector and screen
- A flip chart (alternative)

**Notes:**


**Bullying**

**Persons Responsible:** GC

**Time:** 20 to 30 minutes

**Purpose**

Discussing bullying helps participants recognize bullying as a form of lateral violence and understand the necessity of confronting it within the community.

**Steps:**

- Ensure that the handout is available in the Participant Manual.
- Invite the participants to gather and sit in a large circle.
- Through a PowerPoint presentation or a flip chart, briefly present the information on bullying and its relationship to suicide.
- Allot time for discussion and clarification.

**Materials Checklist**

- A PowerPoint presentation
- A laptop computer
- A projector and screen
- A flip chart (alternative)
- A handout

**Notes:**


**Where is Violence Happening in Our Community?**

**Persons Responsible:** GC

**Purpose**

This mapping activity helps participants concretely visualize the impact of historical trauma in their community and the specific areas of the community where it is taking place.

**Steps:**

- Start by presenting the community data.\*
- Display a map of the community or reservation.
- Ask participants to identify where specific forms of violence have occurred in their community using colored dot stickers (Do not include suicide. \*\*)
- Debrief in a large group by asking the following questions.
  - What do you make of this visual cue?
  - How does this impact you?
  - Is all or most of the violence happening in one or two specific areas, or is it more global and community-wide?
- Facilitate a discussion around opportunities for potential violence intervention or prevention.
- Explain how this information will help inform the community prevention plan.

**Materials Checklist**

- A flip chart
- Colored dots

**Special Notes**

\* The presentation of the community profile must be arranged in advance. This presentation will replace or precede the above exercise depending on available time. See a full description of the type of data to be reported in the Pre-Planning section of this guide. If the data have not been collected and no presentation will be given, move on with the exercise as explained above.

\*\*It is very important that youth do not point out sites where other youth have completed or attempted suicide. Research has shown that this can encourage a connection between a particular site with suicide and produce what is known as the “contagious effect.”

**Notes:**


## Afternoon

### Healing from Historical Trauma

#### Energizer Activity

Begin the afternoon with an activity that will re-energize the group and bring them fully back into the GONA/GOAN. Select any one of the activities in the GONA/GOAN Toolkit, Appendix B that is high-energy and does not require a lot of time. A recommended activity is “Sweep Your Tipi.”

#### Energizer Activity: Sweep Your Tipi

**Persons Responsible:** GC

**Purpose**

Sweep the Tipi promotes healthy risk-taking, communication skills, leadership development, and validation of friendly competition. This activity promotes an atmosphere of good humor which, like the Story of the Rock, is good medicine and can facilitate healing.

**Steps:**

- Invite participants to stand in a large circle. Push chairs back if needed to provide as much room as possible for this activity.
- Stand in the middle of the circle and
- Ask participants, “How many of you like competition?”
- Inform participants that this will be friendly competition and the last five remaining participants will win a prize.
- Choose someone to be the judge.
- Inform the participants that those who do not get to their spots quickly enough will be asked by the judge to leave the competition and invited to cheer from the sidelines.
- Provide the instructions explained below.
  - “When I call out these comments, you will need to quickly get into your positions, either by yourself, in teams of two, teams of three, teams of four, or teams of five.
  - “Remember, you will want to form these teams as fast as you can.
    - “When I call out ‘Sweep your tipi!’ start sweeping and moving around the room.
    - “When I call out ‘Dodge the Gossip!’ bend down on one knee and dodge the gossip.

**Materials Checklist**

5 prizes

- “When I call out ‘Look over your horse!’ grab another participant and reach across their back as if you’re looking over your horse.
  - “When I call out ‘Paddle your canoe!’ line up behind each other in teams of four and paddle your canoe.
  - “When I call out ‘Hit the trail!’ line up behind each other in teams of five, slap your behind, and yell.”
- Ask participants if they would like a practice round and provide one if needed.
  - Next say, “Here we go, this is the competition round! We will go until we are down to the last five participants.”
  - At the end of the activity, ask the participants the following question, “How many of you had a difficult time getting into this activity?”
  - Affirm that it is normal to hold back and invite participants to exercise healthy risk-taking, enthusiasm, and leadership.
  - Ask all participants to give the winners another affirmation.

<b>Notes:</b>

### Mini-Teach and Discussions: Healing from Historical Trauma

Poka Laenui (Hayden Burgess), an Indigenous Hawaiian scholar and community activist, developed a framework for healing from historical trauma based on the community revitalization work that he and others were engaged in on the Hawaiian Islands. He suggested our recovery from historical trauma and colonization involve five “distinct” —but not discreet (or clearly demarcated)—stages (GONA/GOAN Toolkit, Appendix C).

#### Models for Healing From Historical Trauma

**Persons Responsible:** GC

<b>Purpose</b>
This discussion provides participants a framework to assist in identifying their places in the healing process. The mini-teach provides a great description of what happens in the GONA/GOAN and establishes the groundwork for the River of Life activity (see Appendix C of GONA/GOAN Toolkit) to follow.

**Steps:**

- Ensure that handouts are available in the Participant Manual (if applicable).
- Invite participants to gather and sit in a large circle.
- Through either a PowerPoint (if developed) or on a flip chart, briefly present the Five-Phase Healing Process (GONA/GOAN Toolkit, Appendix C).
- Ensure time for discussion and clarification.
- Ask participants where they see themselves individually on this continuum.

**Materials Checklist**

- A PowerPoint presentation (if developed)
- A projector and screen
- A flip chart (alternative)
- A handout

**Notes:**


## Identifying Community Cultural Attributes

### What Keeps Our World Together

**Persons Responsible:** GC

**Purpose**

This handout seeks to identify strengths and resources within the community that can help restore individual, family, and community balance.

**Steps:**

- Ask participants to return to their teams or small groups.
- Provide each team with a piece of flip chart paper and markers.
- Invite the group to identify specific community assets and sources of strength—cultural values, traditions, and other resources—for restoring health and balance.
- Invite participants to return to the larger group and share what they identified.
- Let the participants know this information will be integrated into the Interagency Asset Mapping process to support the community prevention plan.
- If there is enough time, facilitate a discussion on the nature of healing and what ways the participants have used to heal from trauma. Make sure to allot enough time to begin closing the wounds that may be opened during this process.

**Materials Checklist**

- Flip chart paper
- Markers

**Notes:**


## Closing

### Review

Briefly review the day by asking about the participants' pluses and wishes.

### Letting-go or Cleansing Ceremony

The final activity of Mastery needs to be about letting go of past hurts in order to move on to new possibilities. Ideally, a closing ceremony for healing and letting go is facilitated and led by local spiritual leaders. These rituals in past GONA/GOANs have included a Wiping the Tears Ceremony, brushing off with feathers and smoke from burning medicines, painting faces, cleansing with water and cedar boughs, or experiencing guided visualizations. Additional options include The Legend of the Rock (see the GONA/GOAN Toolkit, Appendix C) and paper burning where participants write down what they would like to release on a piece of paper and ceremonially set the paper on fire so the smoke can carry the pain away. The proper ceremony should be determined by the PC prior to the GONA/GOAN.

### Letting-go Ceremony

**Persons Responsible:** GC

**Purpose**

This closing ceremony allows participants to ceremonially clear their grief prior to leaving the GONA/GOAN.

**Steps:**

- In advance, identify a community leader or healer to lead the ceremony.
- Ensure the members have adequate time to debrief and let go of their pain.
- Encourage participants to take care of themselves, be gentle with one another, and get plenty of rest overnight.

**Notes:**


## Healing Story

This story can be substituted for a local healing story and ceremony. This should be arranged in advance to ensure that the participants have a concrete framework of healing.

### Legend of the Rock

**Persons Responsible:** GC

#### Purpose

The Legend of the Rock allows participants to find a ceremonial way to release their pain rather than hold it inside and risk keeping the pain alive within or taking it out on others through lateral violence.

#### Steps:

- Recite the story, “Legend of the Rock.”
- Invite participants to pick out a rock from the basket or bring back a rock from their lunch break to the afternoon session.
- Participants can also give their pain to God through prayer.
- Share that tobacco is available for those who want to leave this offering when taking their rock from Mother Earth. (Other offerings such as a song, coin, or silent meditation can also be left in return.)
- Share that a basket of rocks is also available in the Spirit House for anyone who does not want to walk outside and look for a rock. (Be sure to have a basket of rocks available.)
- At the end of the day’s journey, invite participants to return the rock to Mother Earth to hold the pain.

#### Materials Checklist

Basket of rocks

#### Notes:


#### Gifts:

Be sure to provide sufficient time to work on the gifts for the Giveaway at the end of the GONA/GOAN.

### Closing Prayer or Ceremony

**Persons Responsible:** GC

#### Purpose

The closing prayer or words of blessing end the day positively and reinforces the participants’ importance in the process.

**Steps:**

- Invite a participant or a previously identified person to share a closing prayer or offer words of blessing for the participants and the day's work.
- Thank participants for giving their time and energy and invite them to return tomorrow.

<b>Notes:</b>

**Team Huddle**

**Persons Responsible:** Center staff, GC, LC

**Purpose**

The team huddle ensures that the team is monitoring the GONA/GOAN process and making modifications as needed.

**Steps:**

- Process and debrief the day's activities, remaining emotions, and outcomes.
- Take stock of materials utilized and what additional materials will be needed for Interdependence.

<b>Notes:</b>

## Interdependence

Even when people are strong and committed to healing themselves and others, it is no match for the power of the community.



*“Humankind has not woven the web of life.*

*We are but one thread within it.*

*Whatever we do to the web, we do to ourselves.*

*All things are bound together. All things connect.”*

Chief Seattle, 1854

## Purpose

The purpose of the “Interdependence” element of the GONA is to:

- Experience the interdependent roles and responsibilities that will help heal and provide viable models for the future through activities and stories;
- Help reestablish and maintain the balance necessary to solve common problems, celebrate common achievements and continue to survive and thrive as a people.

This day is also intended to develop the common community vision and direction necessary to address and prevent mental and substance use disorders and suicide and promote mental health.

## Objectives

**By the end of Interdependence, the participants will be able to:**

- Listen to traditional stories and identify teachings that promote interdependence, community harmony, and spirituality;
- Identify community cultural attributes and traditional teachings and describe their application toward addressing mental and substance use disorders and suicide and promoting mental health, as well as other cultural and social issues;
- Identify personal relationships and social networks that support healing and wellbeing; and
- Diagram and organize pertinent information that will be used to support the community prevention plan.

## Interdependence: Overview

### Preparing for the Journey

Preparation includes all administrative activities with new participants, an opening drum call and prayer or ceremony, welcoming, welcoming back, and introductions. The GC briefly reviews the previous day of Mastery and provides an overview of Interdependence.

### Putting Our World Back Together

This section includes an introductory story, the Circle of Culture exercise, and a facilitated discussion.

### Finding Balance

Finding balance involves identifying social networks and learning how these networks provide support and promote balance. Participants will engage in a collective vision of Community Wellness and create a map of interagency networking and collaboration.

## Closing

A closing commitment ceremony and team huddle on Interdependence and preparation for Generosity will be held at the end of Interdependence.

## Morning

### Preparing for the Journey

#### Administrative Activities

Center staff, the LC, the GC, and any additional volunteers need to arrive at the facility early each day to ensure that everything is in place and ready for the participants' arrival. Remember to ensure sufficient time for participants to work on their gifts for the Giveaway.

#### Opening

Conduct all Opening Ceremonies in coordination with and respect of the local region or specific community's practices. Make arrangements in advance of the GONA/GOAN with a genuine openness to a variety of beliefs and practices during each day's opening ceremony. Ensure that different ways and beliefs are acknowledged and that opportunities are provided for participants to be included and to share. However, try and limit the opening ceremony to the allotted time period and keep the day's activities moving forward. As some participants may not know or understand the meanings of the opening ceremonies, provide a description in the Participant Manual. Adapt the following outline, as needed, to local traditions.

<b>Notes:</b>

#### Opening Drum, Call, and Welcome

**Persons Responsible:** GC, Center staff, LC

**Time:** 15 minutes

#### Purpose

The opening events ensure that the GONA/GOAN is started in a good way and lets the participants know that the Center staff and the GC are respectful of their traditional ways and that these ways are important aspects of prevention.

#### Steps:

- Invite the drum group or individual to begin the Opening Song or Drum Call to gather all participants to the circle and to let them know they are welcome and it is time to begin.
- Invite an identified special guest or one of the participants to give an opening prayer or offer words of blessing for the GONA/GOAN work.
- Have the GC, CC, and LC welcome the participants to the GONA/GOAN and expresses gratitude.

- Provide new participants an opportunity to share their names and one interesting fact about themselves that the group might not know.
- Ensure that any new participants are integrated into an existing team or small group.

<b>Notes:</b>

## Introductions, Reminders, and GC Review

**Persons Responsible:** GC, Center staff

### Purpose

The introduction stage ensures that everyone is welcomed, any special guests are properly introduced, participants are fully informed about any recording and note taking of activities, and participants are aware of the space set aside for self-care and healing during these potentially emotional 3 days. New participants are also informed of the previous day's events.

### Steps:

- Have the Center staff reintroduces themselves, the GC, and the LC.
- Have the LC welcome back all participants and introduce any invited guests, including the GONA/GOAN PC members and others identified by the LC.
- Have the GC review Mastery.
- Remind participants about the Giveaway on the last day and the materials for creating their gifts, and invite participants to utilize the designated Altar, Spirit House, or Meditation Room as needed.\*
- Have the GC overview the day ahead.

### Special Note

Full descriptions of the purpose of the Altar, Spirit House, or Meditation Room can be found in the Pre-Planning section of the curriculum.

<b>Notes:</b>

## Putting Our World Together

### Introductory Story

Storytelling is traditional for Native peoples. Oral histories and legends were used to transmit knowledge, teachings, and values from one generation to the next. Using storytelling in the GONA/GOAN conveys these same teachings and affirms the role of tradition in prevention. Begin each section by sharing a traditional story that highlights the major themes and lessons of the activities to follow. Find a method of sharing the story that fits your style. Examples include: a storyteller from the community can share a story from her or his own tradition as long as it demonstrates the theme of healing and Interdependence; you can read along from a PowerPoint presentation or read the story without the PowerPoint, or tell it from memory. The recommended story is “Coyote and the Blood Monster,” which is located in the GONA/GOAN Toolkit, Appendix D along with alternative stories.

### Coyote and the Blood Monster

**Persons Responsible:** GC

#### Purpose

This story builds on the rich oral tradition of Native peoples that utilizes stories as a teaching and learning modality. It reinforces the importance of cooperation among community members where each person has a place and, by working together, are nourished and protected.

#### Steps:

- Read or recite the introductory story.
- Upon completion, invite participants to share any feedback they have on the teachings they heard in this story.
- Focus on and refer back to these teaching throughout the remainder of this section.
- Review discussion points from the story, which can be found in the GONA/GOAN Toolkit, Appendix D.

#### Materials Checklist

The introductory story

#### Notes:


## Morning Activity: Visioning

This section is about moving from healing to creating a vision of community wellness and balance.

### Wellness Visioning

**Persons Responsible:** GC

#### Purpose

This visioning activity helps participants develop a fresh picture of what they want for their community. This picture or vision will be referred to during the resource mapping and discussion of barriers to achieving community goals.

#### Steps:

- Ask participants to gather in a circle. Depending on the number of participants, you may need to break out into two to three circles with a facilitator for each group.
- Explain that this is a brainstorming process to develop a vision of what they want their community to be and is not intended to take a great deal of time.
- Ask participants to imagine the following scenario: “You have left the community for 5 years and, while you were gone, the community has been transformed. You have returned and are now walking down familiar roads. What do you find upon your return? What do you see, hear, and feel?”
- Write the participants’ descriptions on the flip chart.
- Keep the process going for about 15 minutes then ask if there are any other observations.
- Ask participants to brainstorm a list of activities they believe will help reach this vision.
- Bring all participants together if they were broken into separate groups into semicircle facing the flip chart.
- Merge the separate lists into a single list of activities to reach the vision.
- Ask participants to quickly brainstorm what will need to change to make their vision come true.
- Write all changes on the flip chart.
- To prevent the exercise from becoming a list of reasons as to why nothing can change, return to the vision and ask participants what activities they would like to add to the list to help make these changes. (Don’t let the Blood Monster drain the life out of your vision).
- Let the participants know that this list will help develop the community prevention plan.

#### Materials Checklist

A flip chart  
Markers

#### Notes:


**Yarn Toss**

**Persons Responsible:** GC

**Purpose**

This activity gets participants moving and interacting to experientially reinforce the importance of interconnectedness and interdependence with each other and the environment in reaching collective goals and visions. It aims to recognize and reinforce that, while we might think it quicker or easier to just do things ourselves, we need all members of the circle.

Gifts: Depending on the time, the Yarn Toss might be modified by eliminating the affirmation with each toss. This would provide more time to work on the gifts for the Giveaway at the end of the GONA/GOAN.

**Steps:**

- Invite participants to form a circle. Two or three circles might be necessary depending on the number of participants. Ensure that each circle has a facilitator.
- Provide one person in each circle with a ball of yarn.
- Ask the person holding the yarn to identify another person in the circle, say one thing positive about that person, and then toss the ball of yarn to that person.
- Remind the person with the ball of yarn to hold on to the end of the ball.
- Continue this process until everyone has received an affirmation and is holding a piece of the yarn.
- Ask participants the questions listed below.
  - “What would happen if two people (while continuing to hold onto the yarn) tried to leave the room?” Try it and see what happens. “How strong is the connection now?”
  - “What would happen if half the people in the room dropped their hold on the yarn and chose not to participate?” Try it and see what happens. “How strong is the connection now?”

**Materials Checklist**

A ball of yarn for each circle formed

**Notes:**


## Afternoon

### Finding Balance

#### Introductory Story: The Boy Who Lived with Bears - Iroquois

**Persons Responsible:** GC

##### Purpose

This story builds on the rich oral tradition of Native peoples that utilizes stories as a teaching and learning modality. It reinforces the importance of cooperation among community members that each person has a place, and sometimes, everyone needs others' help.

##### Steps:

- Read or recite this story or have a local person tell a traditional story that communicates the same message.
- Upon completion, invite participants to share their feedback on the teachings in this story.
- Focus on and refer back to these teaching throughout the remainder of this section.
- Review discussion points from the story that are found in the GONA/GOAN Toolkit, Appendix D.

##### Materials Checklist

The introductory story

##### Notes:


### Afternoon Activity: Identifying Community Cultural Attributes

Circle of Culture is the recommended activity for this section. Research shows that some communities in Indian Country have higher suicide rates than others for varying reasons associated with cultural factors. Further, research, particularly in Canada, has shown that communities with strong cultures have lower rates of suicide compared to those where the culture has been lost or seriously weakened.

#### Circle of Culture

**Persons Responsible:** GC

##### Purpose

This activity identifies and documents cultural assets and resources within the community, and helps participants understand the role of culture as a protective factor. This information is brought to the community prevention plan to inform the planners of the perspective of community on the role of culture in their individual and community lives.

## Steps:

- Write information on the flip chart.
- Invite all participants to sit in a semicircle.
- Introduce the participants to the definition of culture based on Dr. Wade Nobles' concept of culture (see GONA/GOAN Toolkit Appendix D).
- Suggest that there may not be any single definition of culture with which everyone will agree.
- Briefly invite thoughts, feelings, reactions, and additions to this definition.
- Introduce and review the 10 domains of culture.
- Write the title of each domain on flip chart paper and post the papers on the wall around the room.
- Ask participants to break into 10 small groups (the size of each group will vary depending of the number of participants). Each group will be given a domain as a starting point.
- Provide each group approximately 2 to 3 minutes to brainstorm and come up with concrete examples of how these domains function within their individual lives and within the community.
- At the end of each brainstorming session, groups will be asked to rotate until each group has added their examples to each domain.
- After a full rotation, ask participants to return to the circle to review and discuss what they discovered.
- Ask the participants the following questions.
  - Of all the domains, which domains do you believe rob individuals and communities of life and could be seen as acting like a Blood Monster? (Place a colored sticker of the same color on each domain flip chart paper.)
    - Possible answers include values (those identified as negative), sources of stress, cultural factors that hinder growth and development (if any were identified), behaviors associated with being male in the culture (those identified as negative), major problems and concerns, behaviors associated with being female in this culture (those identified as negative), and negative attributes.
  - Of all the domains, which ones support individual and community wellness and balance and could be viewed like the plants and animals in the story? (Place a colored sticker of the same color, but different from the previous question's color, on each domain's flip chart paper.)
    - Possible answers include values (those identified as positive), behaviors associated with being male in this culture (those identified as positive), positive attributes, cultural factors that support growth and development, and behaviors associated with being female in this culture (those identified as positive).
    - Survival skills are considered separately from the above debriefing questions in that survival skills cannot be evaluated as either good or bad. They exist for the purpose of survival and are defined by the current environment and culture. In the context of historical trauma, survival skills may have developed that contribute to mental and substance use disorders and suicide. Ask the following discussion questions for this domain.

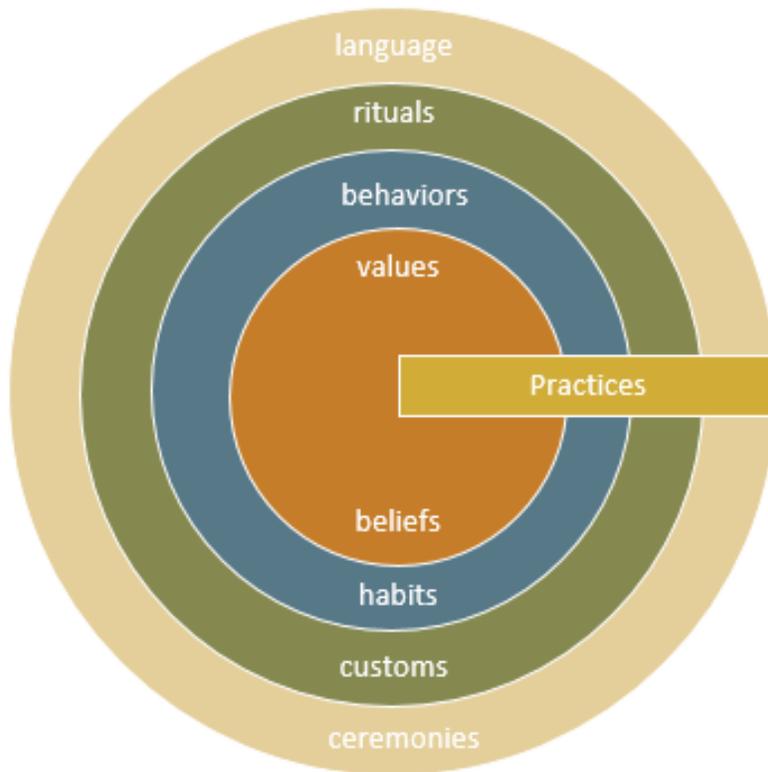
## Materials Checklist

- A flip chart
- Markers
- Masking tape
- The handout in the Participant Manual
- Colored dots

- Which skills are currently helpful or useful?
  - Which skills no longer work as well and might need to be phased out?
  - Can any traditional skills be revived?
  - Are there skills that need to be developed?
- Present the PowerPoint on risk and protective factors associated with mental and substance use disorders and suicide (or list them on the flip chart) and ask participants to add any they believe belong on the list. The risk and protective factors list also needs to be included in the Participant Manual.
  - For the PowerPoint, handouts, and graphics, see the Toolkit.

<b>Notes:</b>

**Figure 2. Circle of Culture**



## Second Afternoon Activity: Identifying Our Social Support Network

### Circle of Healing Relationships

**Persons Responsible:** GC

#### Purpose

This activity provides a picture of the informal system of care that community members have established for support and healing that can inform their Community Asset Mapping.

#### Steps:

- Invite all participants to sit in a circle with their Participant Manuals and a pen or pencil.
- Refer to the Social Networks page and the graphic entitled “Identifying Healing Relationships Map” in the Manual.
- Refer to the PowerPoint slide of this graphic in the Toolkit.
- Briefly explain that being connected to others in a healing way is an important part of life, and is vital to staying physically, mentally, emotionally, socially, and spiritually healthy.
- Share that a healthy support system is also a protective factor for mental and substance use disorders and suicide.
- Ask participants to write their first names in the middle circle on the Relationship Map. State that a copy of this information, in summary form, will be shared to help inform the community prevention plan, without their names.
- Within the outer circles, have participants write where they go to heal, feel grounded, share difficulties, feel supported, etc.
- Rather than using specific names, have them identify people as uncle, mother, grandparent, traditional healer, minister or priest, best friend, AA, church, support group, counselor, etc.
- Also include in these circles other ways and places they find peace and healing, such as meditation, prayer, hunting, fishing, cultural activities, etc.
- Once time has been provided for individuals to complete their maps, invite participants to share some of their examples. List these examples on the flip chart for review.

#### Materials Checklist

Participants Manual  
Extra relationship pages  
Pens and pencils  
Flip chart paper

#### Notes:


## Closing

### Pluses and Wishes with a Twist

**Persons Responsible:** GC

#### Purpose

This twist to the pluses and wishes activity provides participants an opportunity to connect more fully with other community members and expand their Circle of Relationship.

#### Steps:

- Inform participants that the pluses and wishes exercise will be done a little differently this time.
- Ask them to tell the person on each side of them, one at a time:
  - What they appreciated about that person today; and
  - What they wish for that person in life.

#### Notes:


### Closing Prayer or Ceremony

**Persons Responsible:** GC

#### Purpose

The closing prayer or words of blessing ends the day positively and reinforces all participants' importance in the process.

#### Steps:

- Invite one of the participants or a previously identified person to share a closing prayer or offer words of blessing for the participants and the day's work.
- Thank participants for giving their time and energy and invite them to return the following day.
- Remind participants of the next day's Giveaway.

#### Notes:


### Team Huddle

**Persons Responsible:** Center staff, GC, LC

#### Purpose

The team huddle ensures that the team is monitoring the GONA/GOAN process and making modifications as needed.

#### Steps:

- Process and debrief the day's activities, leftover emotions, and outcomes.
- Take stock of the materials utilized and what additional material will be needed for Generosity.

#### Materials Checklist

A notebook or laptop computer

#### Notes:


## Generosity

*"If we bring a basket of food and share it, together we have a feast."*

Maori saying



## Purpose

The purpose of the “Generosity” element is to:

- Recognize as one of the highest values of many AI/AN cultures the importance of giving back to others and to the community
- Honor the important role of teachers and elders who share knowledge with our future generations
- Recognize the many resources residing within the community that contribute to the overall wellness of the community.

## Objectives

**By the end of Generosity, the participants will be able to:**

- Reaffirm their appreciation and acknowledgement of the role of elders in community balance and wellness;
- Identify the importance of rituals and ceremonies in ascribing order, meaning, and sense of purpose in their everyday lives;
- Understand community-based prevention and the important role this plays in sustainability; and
- Participate in a Commitment Ceremony for themselves and the community.

## Generosity: Overview

This day of the GONA/GOAN will focus on the community prevention plan.

### Preparing for the Journey

Preparation includes all administrative activities with new participants, an opening drum call, prayer or ceremony, introductions, welcoming, welcoming back, review, and an overview of Generosity.

### Cultural Value of Generosity

The value of Generosity includes an introductory story; a review and discussion of the importance of ceremonies and the role of cultural values in the prevention of mental health and substance use disorders and suicide and the promotion of mental health; a review of the Center, the philosophy of community-based prevention, and the prevention planning process; and Generosity’s role for the GONA/GOAN participants.

### Commitment and Generosity Giveaway

During the Giveaway, participants commit to themselves and to the ongoing community prevention process. Participants then join in a Giveaway and an open expression activity.

## Closing

A closing ceremony, team huddle, and final process will be held at the end of Generosity.

## Evaluation

The Center staff works with the LC and GONA/GOAN PC to disseminate and collect participant questionnaires before the end of the day's event. The participant responses will support the Center's process evaluation and continual quality improvement process, and will help the community identify what participants found most useful during the GONA/GOAN, what did not work, and any recommendations for future events.

## Morning

### Preparing for the Journey

#### Administrative Activities

Center staff, the LC, the GC, and any additional volunteers need to arrive at the facility early each day to ensure that everything is in place and ready for the participants' arrival. Remember to ensure sufficient time for participants to work on their gifts for the Giveaway.

#### Opening

Conduct all Opening Ceremonies in coordination with and respect of the local region or specific community's practices. Make arrangements in advance of the GONA/GOAN with a genuine openness to a variety of beliefs and practices during each day's opening ceremony. Ensure that different ways and beliefs are acknowledged and that opportunities are provided for participants to be included and share. However, try and limit the opening ceremony to the allotted time period and keep the day's activities moving forward. As some participants may not know or understand the meanings of the opening ceremonies, provide a description in the Participant Manual. Adapt the following outline, as needed, to local traditions.

<b>Notes:</b>

### Opening Drum Call, Ceremony, and Welcome

**Persons Responsible:** GC, Center staff, LC

<b>Purpose</b>
The GONA/GOAN's opening activities ensures a positive start to the event; lets participants know that the Center staff, CC, and GC are respectful of the community's traditional ways; and shows that traditional ways are important aspects of prevention.

**Steps:**

- Invite the drum group or individual to begin the Opening Song or Drum Call to gather all participants to the circle and to let them know they are welcome and it is time to begin.
- Invite an identified special guest or one of the participants to give an opening prayer or offer words of blessing for the GONA/GOAN work.
- Have the GC, CC, and LC welcome the participants to the GONA/GOAN and expresses gratitude.
- Provide new participants an opportunity to share their names and one interesting fact about themselves that the group might not know.

- Ensure that any new participants are integrated into an existing team or small group.

<b>Notes:</b>

### Introductions, Reminders, and GC Review

**Persons Responsible:** GC, Center staff

#### Purpose

The introduction stage ensures that everyone is welcomed, any special guests are properly introduced and acknowledged, participants are fully informed about any recording and note taking of activities, and participants are aware of the space set aside for self-care and healing during the potentially emotional 4 days.

#### Steps:

- Have the Center staff reintroduce themselves, the GC, and the LC.
- Have the LC welcome back all participants and introduce any invited guests, including the GONA/GOAN PC members and any Oversight Panel members who are present.
- Have the GC review Interdependence.
- Have the GC provide an overview of the day ahead.

<b>Notes:</b>

## Cultural Value of Generosity

### Introductory Story

Storytelling is traditional for Native peoples. Oral histories and legends were used to transmit knowledge, teachings, and values from one generation to the next. Using storytelling in the GONA/GOAN conveys these same teachings and affirms the role of tradition in prevention. Begin each section by sharing a traditional story that highlights the major themes and lessons of the activities to follow. Find a method of sharing the story that fits your style. Examples include: a storyteller from the community can share a story from their own tradition as long as it demonstrates the theme of healing and Generosity; reading the recommended story from a PowerPoint presentation; reading the story without the PowerPoint; or telling the story from memory. The recommended story is the “Legend of the Jumping Mouse,” which is located in the Toolkit along with alternative stories.

### Legend of the Jumping Mouse

**Persons Responsible:** GC

**Purpose**

The introductory story builds on the rich oral tradition of Native peoples that utilizes stories as a teaching and learning modality. This story reinforces the importance of “keeping hope alive,” humility, and Generosity.

**Steps:**

- Invite the participants to sit in a circle.
- Read or recite the introductory story.
- Upon completion, invite the participants to share their feedback on the teachings in this story.
- Focus on and refer back to these teaching throughout the remainder of this section.
- Review the discussion points from the story in the Toolkit.

**Materials Checklist**

The introductory story

**Notes:**


### Mini-Teach and Discussion:

This section is about remembering the importance of Generosity in our individual and community lives. Traditional AI/AN teachings, customs, and values establish the responsibility of “giving back” in a traditional way as the foundation for clan, family, social, and tribal life.

Generosity also represents the foundation of community prevention efforts. While leadership is important, strong and sustainable community prevention requires the active and committed involvement of many individuals who are willing to “give back.” Community change is about many small individual changes and ceremonies and rituals that remind and reinforce those changes.

### Finding or Recreating Community Generosity Rituals

**Persons Responsible:** GC

**Purpose**

This discussion encourages participants to increase Generosity rituals within their individual and community lives.

**Steps:**

- Read and review the mini-teach information in the Toolkit and think of your own personal beliefs and understandings about the importance of Generosity rituals for community wellness and prevention efforts. Share this with the participants to start the discussion.
- Ask the participants if they would share some of the rituals or ceremonies from their tribe that help their community remain healthy, stay in balance, and value Generosity.
- Ask the participants to identify potential ceremonies and rituals they might consider adopting to increase Generosity within their individual and community lives.

<b>Notes:</b>

**Community Prevention Planning Process**

**Persons Responsible:** Center staff, LC

<p><b>Purpose</b></p> <p>This discussion ensures that participants who were not present from the beginning of the GONA/GOAN understand the basics of community prevention and what has already begun within their community. It provides the foundation for requesting their involvement and prepares them for the upcoming commitment ceremony.</p> <p>Gifts: Whatever time is left before lunch can be used by participants to work on their gifts for the Giveaway after lunch.</p>
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**Steps:**

- Briefly review the role of the Center and the philosophy of community-based prevention planning, including the importance of sustainability and what took place leading up to the GONA/GOAN (if applicable).
- Review the important role the GONA/GOAN participants have in community prevention efforts and the information that has already been developed in the GONA/GOAN that will be forwarded to the community prevention plan.
- Review the role of the LC and Oversight Panel, and make sure participants have provided all of their contact information.
- Share appreciation for the participant’s commitment to the community prevention process.

**Notes:**


## Afternoon

### Commitment and Generosity Giveaway

#### Commitment Candle Ceremony

**Persons Responsible:** GC

**Purpose**

This ceremony creates a broad base for community involvement in the community prevention effort.

**Steps:**

- Invite them to gather in a circle. If there are more than 50 participants, consider breaking into two groups, ensuring each group has a facilitator.
- Provide each participant an index card and ask them to write their name, address, and phone number or contact number on one side, and a commitment to themselves and to the community that they believe will bring about wellness on the other side.
- Provide each participant with a candle (if appropriate, or use an appropriate item from the chosen alternative commitment ceremony) and explain that the light will be passed from candle to candle. When their candle is lit, explain that they are invited to share with the group their personal and/or community commitment. Please note, if the group is rather large, this activity might not work due to the time needed for each participant to share their commitment statement.
- Light your candle and make your own personal commitment to wellness.
- Using your candle, light the candle of the person to your left and ask that person to share their personal and community commitment to wellness. Then, ask them to light the candle of the person to their left.
- Continue this process until all candles are lit and each person has had an opportunity to say their commitment statement.
- Ask a participant or a designated person to offer a statement, song, or prayer to signify the completion of the circle and to take the commitments to the higher power or spirit.
- Invite the participants to take the candles home with them to remind them of the commitment they made in the circle.
- Collect the completed commitment cards from all participants willing to provide this information.

**Materials Checklist**

- Index cards
- Pens
- Candles or other item(s) to use as part of the commitment ceremony

**Notes:**


## Giveaway

**Persons Responsible:** GC

### Purpose

The Giveaway provides the participants\* an opportunity to experience closure through ritual, ceremony, and an environment of healing.

### Steps:

- This is the beginning of our closure of the GONA/GOAN and the start of time spent giving back to our communities.
- Place a blanket (Pendleton or other type) on the floor in the middle of the room.
- Introduce the Giveaway as being common among most Indian groups to show the value of communal existence, interdependence, honoring of our relations, and the importance of giving back to the community.
- Invite participants to come forward and place the gift they have made during the GONA/GOAN on the blanket for the Giveaway and then form a circle around the blanket.
- Center staff should place extra items on the blanket to ensure that everyone receives a gift.
- Ask a participant or a prearranged person to speak or sing a song in honor of the gifts prepared for the Giveaway and in honor of all GONA/GOAN participants.
- Invite each participant to come forward and accept their certificate (consisting of their picture, bordered by the affirmations from their fellow GONA/GOAN participants).
- As they come forward, read aloud one or two of the positive affirmations from each card for each participant.
- Invite each participant to take a gift from the blanket as they return to the circle.
- Conclude by recognizing the community LC, members of the GONA/GOAN PC, the Oversight Panel, and individuals who have worked hard during the GONA/GOAN.

### Materials Checklist

- A blanket
- Extra gift items

### Special Note

Although an emotionally moving experience, please avoid interjecting your own need for ritual or ceremony into this exercise. You are encouraged to make your own time with the GONA/GOAN team and Center staff for debriefing and feedback sessions. Since this is the last day, you will need to be aware of the time as many participants may be tired and starting to leave.

**Notes:**


**Open Expression**

**Persons Responsible:** GC

**Purpose**

Incorporating time for open expression provides an opportunity to review some of the key activities and experiences that the participants engaged in while also reinforcing the main purpose of the GONA/GOAN and the vision of the future. This time provide an opportunity to congratulate everyone for their hard work, dedication, and commitment to their community.

**Steps:**

- Depending on the available time and the willingness of the participants, this session provides an opportunity for anyone who wishes to speak.
- Briefly summarize some of the key activities and experiences that took place over the course of the GONA/GOAN.
- Invite anyone who has something to say to feel free to do so at this time.

**Notes:**


**Closing Prayer or Ceremony**

**Persons Responsible:** GC

**Purpose**

The closing prayer or words of blessing end the day positively and reinforces the all participants' importance in the process.

**Steps:**

- Invite one of the participants or a previously identified person to share a closing prayer or offer words of blessing for the participants, the day's work, and the work of the GONA/GOAN.
- Thank participants for giving their time and energy, and wish them to go in peace.

**Notes:**


## Evaluation

### GONA/GOAN Event Debriefing Questions

**Persons Responsible:** GC

#### Purpose

This debriefing provides continuous quality improvement and evaluation of the GONA/GOAN.

#### Steps:

- Following the GONA/GOAN, facilitate and record thoughts and observations of the GC and staff using the GONA Event Debriefing Questions in Appendix A of the GONA/GOAN Toolkit.
- This process should take approximately 50 to 60 minutes.

#### Materials Checklist

GONA event debriefing questions (found in the Toolkit)

**Notes:**
