



No you know?

A resilience skills challenge game for Native American girls



Photo Credit: Vladimir Badikov, VOA



Resilience Supports Planning Exercise for Indigenous Girl Programs

Introduction

IMAGEN's Resilience Supports Cards are a resource designed for groups of girls, mentors, aunts, program leaders, and other groups who are planning to work with adolescent Indigenous girls. The content on each card comes directly from the suggestions of our Indigenous female relatives, who represent the experiences of girls and young women from several different tribal and urban Indian communities across Indian Country. They identified supports that our younger sisters would most likely need to better navigate the unique challenges facing Native girls in the U.S. The cards are intended to be used in the context of a resilience supports program planning exercise, which is an important step in beginning the conversation about local girls' needs with girls themselves, their mentors, program leaders and community members. This planning exercise shapes meaningful program content that can be tailored to the specific needs of girls in your community.

The Benefits of the Resilience Supports Planning Exercise

The following will layout one version of a resilience supports program planning activity that you can conduct as you begin building your program for your local Girl Society. The exercise is designed to anchor your program in girls' actual lives and to prioritize content for the specific girls you wish to work with. For example, you might ask your participants and stakeholders if including your tribe's ceremonial dances, language, and food sovereignty practices in your girl program will be crucial to its success. But perhaps you need a clearer idea of how much emphasis to place on each cultural tradition, and for what age groups. This exercise will help you do that! The cards can also be used later with girls in your program as a way of checking in with them about what supports, skills, knowledge and practices they still need.

What are Resilience Supports?

Resilience supports refer to the reservoir of inner and outer resources, capacities, skills, and knowledge a person, or group of people, can draw upon to effectively navigate life's challenges, setbacks, and adversities. It represents a collection of tangible and intangible assets that enable individuals and groups to adapt, bounce back, and thrive in the face of difficulties. Resilience supports serve as a reservoir of capabilities that enable us to work together to overcome obstacles, learn from experiences, and grow stronger.

Groups of girls with enhanced resilience across various aspects of their lives and environments are better equipped to help one another and confront challenges they encounter. The social alliances, skills, knowledge and practices in this deck are categorized by important dimensions of girls' lives. These categories, which appear at the top of every Resilience Card, are the following:

My Beliefs, My Learning, My Future, My Finance, My Environment, My Social Media, My Safety, My Body, My Family, My Social Circle, My Traditions, My Community

The Exercise

The aim of this exercise is to review the cards and decide the latest age by which girls in your setting should possess each skill, knowledge, resource, or practice. Here's how:

1. To start, tape the age signs to a large flat surface (large a table or empty wall) with enough room below each sign for several cards to be placed or taped.
2. Pick out a few Resilience Cards and invite different participants to come forward and place them under what they believe is an appropriate age category. Remember to have the participants place the card under the latest age that a girl should have that particular resource/skill. As they place the card on the table (or tape it to the wall), invite them to share their initial thinking behind the age placement.
3. When you are certain that everyone understands the exercise, distribute the cards to individuals or to small groups (depending upon how many people you have). Ask everyone to think through their cards one by one and to decide under which age category they will post them. Discussion amongst the participants as they are deciding is good!
4. After everyone has placed their cards, look at the results and answer the following questions as a group:
 - How are the resources/skills spread across the age groups on the table or wall?
 - Are they spread across different ages or do they cluster at one particular age group?
 - Are the cards in the correct place, given the realities you are aware of for girls?
 - Does the sequencing among different skills make sense to you and others?
 - What skills, knowledge, resources, or practices need explanation and discussion?
 - What newly proposed resources/skills/supports have participants suggested?
 - Is there any disagreement about where particular cards are placed?

Helpful tips

Don't worry about using every card in the deck - they might not all be relevant to your context.

1. Identify ahead of time the cards you wish to use so the exercise is as focused as possible
2. There will undoubtedly be skills, resources, knowledge, and practices not included in the deck that are relevant to girls in your community. Write these down on the blank cards. Understanding the unique challenges that girls in your community must navigate at specific ages will better inform your program planning.
3. Determine the latest age at which a girl should have acquired a particular resource/skill. As you begin placing cards (or moving them around), you will tend to compare ideal with real. Focus on the latest age or life-stage by which a girl should know or have something. It is okay if she knows or has it earlier, but under current circumstances by what age should she know it? Debating the realities that girls face is a productive process, and the age you select should reflect that.

Case Studies

Choosing the Right Age Group in Indian Country, a team of Native Women Leaders who engaged in this exercise emphasized the importance of cultural connection and self-identity among Indigenous girls. They found that girls should have a strong understanding of their tribal heritage and the value of cultural traditions by age 11. They all agreed that strengthening cultural identity is crucial for the overall well-being of young indigenous girls. By the age of 11, girls may be actively involved in ceremonies, gatherings, and traditional activities that uphold their cultural roots. Understanding the significance of cultural strength, the group decided to place this essential knowledge at an early age to ensure that girls embrace their cultural heritage from a young age fostering a strong sense of identity and belonging within their community.

Feedback

We invite you to send feedback and stories of how you have used the Resilience Supports Cards in your community. We especially encourage you to share with us any new cards that you create, as we can include these in future versions of the Resilience Supports Card set. To share your experiences and to learn more about the Indigenous Justice Circle (IJC) and the Indigenous Adolescent Girls' Empowerment Network (IMAGEN), you can email us at: info@indigenousjc.org

About

The Indigenous Adolescent Girls' Empowerment Network (IMAGEN) is an initiative within Indian Country seeking to strengthen the protection, safety, and resilience of girls in Native communities by reclaiming neighborhood spaces in which to rekindle Indigenous matrilineal traditions. IMAGEN is a project of Indigenous Justice Circle (IJC). IMAGEN's evidence-based approach consists of a set of adaptable planning tools honed over 20 years in global Indigenous settings that facilitates the establishment of mentored neighborhood safe spaces for girls.



AGE 4-5

AGE 6-8

AGE 9-10

AGE 11-12

AGE 13-15

AGE 16-17

AGE 18-20





MY BELIEFS

I know how to be respectful of other people's beliefs and how to learn more about different cultures and religions.

1



MY BELIEFS

I understand the sacredness of my body and how it ties to my tribal beliefs.

2





MY BELIEFS

I understand what colorism and racism are and how they affect my identity.

3



MY BELIEFS

I know that even if I didn't grow up with my tribe on our tribal land, I can identify as Native and learn about who my People are.

4





MY BELIEFS

I know what I believe in and that I can control my own beliefs. I know I can believe in different things and still find balance. I know it is okay for my beliefs to change.

5



MY BELIEFS

I know what lateral oppression is and how I can fight against it with other girls.

6





MY BELIEFS

I know I can change the world.

7



MY BELIEFS

I know the importance of civic engagement and voting. I know what the legal requirements are to vote in tribal, state, and federal elections.

8





MY BELIEFS

I know girls, women and female voices are just as important to humanity as boys, men and male voices.

9



MY BELIEFS

I understand what resilience means and how it affects me.

10





MY BODY

I know how to avoid a hug that I do not want.

11



MY BODY

I know the difference between a good touch and bad touch.

12





MY BODY

I know all the correct names of my body parts/private parts and those of the opposite sex.

13



MY BODY

I know that my body belongs to me and no one else. I understand what my personal space is and can remove myself from a situation if I feel uncomfortable.

14





MY BODY

I know how to keep myself clean
with limited water.

15



MY BODY

I can name 4 things I love
about me.

16





MY BODY

I know the difference between gender and sex.

17



MY BODY

I know what menstruation is and how to track my cycle. I can correctly use pads and tampons and I know where I can get them.

18





MY BODY

I know what anxiety and depression are, and how they might affect me.

19



MY BODY

I know what vaccinations are and if I'm up to date.

20





MY BODY

I understand the basics of sexuality, puberty, and reproduction and how these relate to me.

21



MY BODY

I have 2 healthy coping strategies that I can use when I'm stressed.

22





MY BODY

I know where local health clinics are located and how they can help me and my family.

23



MY BODY

I know what the signs of pregnancy are and what to do if I think I'm pregnant.

24





MY BODY

I know what birth control is,
where I can get it if I want it, and
how to safely use it.

25



MY BODY

I understand what consent means
and what consent looks like.

26





MY BODY

I know who I can ask for help if I am feeling sick.

27



MY COMMUNITY

If I have family who live near me, I know their names and how they are related to me.

28





MY COMMUNITY

I know where I can go for help
(police department, emergency
room, shelters, etc).



MY COMMUNITY

I can share 4 things I love about
my community.





MY COMMUNITY

I know the times of the day/week when it might be less safe for me to be outside the house.

31



MY COMMUNITY

I know the name of major roads or streets in my community, and I can draw a map showing where I live in case of an emergency.

32





MY COMMUNITY

I know what death means and the ways in which it affects my People and/or my community and family.

33



MY COMMUNITY

I know the history of the land, town, area that I live in, and why it's important to teach younger relatives about it.

34





MY ENVIRONMENT

I know about fire safety, as well as the sacredness of fire and its helpful properties.

35



MY ENVIRONMENT

I understand the ways in which the elements of wind, fire, water, and earth support my People's beliefs and our ways of life.

36





MY ENVIRONMENT

I know how to plant and grow several types of food indigenous to my community, as well as how to identify and use common wild herbs and plants.

37



MY ENVIRONMENT

I know how to read maps and diagrams.

38





MY ENVIRONMENT

I know the stories of natural landmarks that are important to my People.



MY ENVIRONMENT

I know the cardinal directions and how they intertwine with my People's beliefs and traditions.





MY ENVIRONMENT

I know the role of the sun,
the moon, and the stars in my
People's stories and beliefs.

41



MY ENVIRONMENT

I know the sacred places in my
ancestral land area and cultural
taboos associated with them.

42





MY ENVIRONMENT

I know my surrounding natural habitats and the animals that live there.

43



MY ENVIRONMENT

I can confidently share my thoughts and ideas with my peers.

44





MY ENVIRONMENT

I know about environmental risks and hazards that exist around the area where I live.

45



MY ENVIRONMENT

I am aware of environmental issues around oil pipelines, uranium, drilling, fracking, etc.

46





MY ENVIRONMENT

I understand what climate change is and how it is affecting my homeland.

47



MY ENVIRONMENT

I understand food sovereignty and how it affects me and my community.

48





MY ENVIRONMENT

I understand land sovereignty
and how it affects me and my
community.

49



MY ENVIRONMENT

I know how not to waste food and
water, as well as how to recycle.

50





MY FAMILY

I know that I have the same rights
as my brothers and other male
relatives.

51



MY FAMILY

I know violence doesn't
always come from strangers. It
sometimes happens in families.

52





MY FAMILY

I know that family doesn't always mean just mom/dad/brother/sister.

53



MY FAMILY

I know what it means to show love in a healthy way to someone or something (example: the earth, my dog, my family, etc).

54





MY FAMILY

I know a trustworthy person I can confide in if I am being physically or emotionally hurt.

55



MY FAMILY

I know how to pronounce and write the full names of the adult(s) who take care of me (mother, grandmother, aunt, etc.).

56





MY FAMILY

I have a safety plan for how to reconnect with my family whenever I am not with them.

57



MY FAMILY

If I have a financial emergency, there is a safe person that I can ask for money from.

58





MY FAMILY

I know what healthy boundaries with my family are, and how to stick to them when they ask things of me.

59



MY FINANCE

I can count money and save it in a safe place.

60





MY FINANCE

I have a skill that I can make money with if I need to.

61



MY FINANCE

I know how to tell the difference between a required expense and something that can be postponed (need vs. want).

62





MY FINANCE

I know basic math (fractions, decimals, percentages) and how to calculate simple costs.

63



MY FINANCE

I know what interest rates are and how they affect my lending options.

64





MY FINANCE

I know all 3 credit bureaus and how to request a free annual credit report.

65



MY FINANCE

I know how to fill out a W-2 when I get a job.

66





MY FINANCE

I know what it means to file income taxes and how I or my family can get free help to understand how to file tax returns.

67



MY FINANCE

I know what a bank is and what they do. I know where the nearest bank is.

68





MY FINANCE

I know what debit and credit cards are and the difference between them.

69



MY FINANCE

I can track my spending and create a budget for myself and/or my family.

70





MY FINANCE

I can set short- and long-term financial goals and create a plan to meet them.

71



MY FINANCE

I know how to identify mail and email scams by credit card companies and predatory lenders.

72





MY FINANCE

I know what a credit score is and how basic lending options work.

73



MY FINANCE

I know how to apply for educational aid using the Free Application for Federal Student Aid (FAFSA).

74





MY FINANCE

I know where to find scholarships (both offered by my tribe and elsewhere) and how to apply for them.

75



MY FUTURE

I have at least 2 Native female role models.

76





MY FUTURE

I have a birth certificate, know where it is stored, and know situations I may need it for.

77



MY FUTURE

I know how to research different careers and education pathways using technology.

78





MY FUTURE

I know how to fill out forms with information such as my name, numerical birthdate and age.

79



MY FUTURE

I know how to keep my personal information private, especially on the internet.

80





MY FUTURE

I know how to communicate and listen with empathy and patience while still being assertive.

81



MY FUTURE

I have a life plan for what I want in my education, career, and family. The plan tells by what age I want to achieve each goal.

82





MY FUTURE

I know if I'm an enrolled tribal citizen and if I have a Certificate of Degree of Indian Blood (CDIB) and/or a Tribal Enrollment Card.

83



MY FUTURE

I know where to look for and apply for an appropriate job for my age.

84





MY FUTURE

I know what support services or programs my family might be eligible for and how to apply for them.

85



MY FUTURE

I know who I can contact for personal or professional recommendation(s).

86





MY FUTURE

I know how to reach out to ask for advice from Native female role models.

87



MY FUTURE

I know how to write an essay and where to get help with my writing.

88





MY FUTURE

If I'm not an enrolled citizen of a tribe, I know where to go to learn about the process.



MY FUTURE

I know what the requirements are to obtain a drivers license and plan to learn how to drive.





MY LEARNING

I know I am smart and can learn.

91



MY LEARNING

I know how I learn best in school,
and how and who to ask for help
when I need it.

92





MY LEARNING

I can say 3 things that I do well in school.

93



MY LEARNING

I can describe something unique about me and have a skill that I can teach others.

94





MY LEARNING

I know what it means to be an advocate and how to advocate for myself or something I believe in.

95



MY LEARNING

I know that I can attend college or a trade school if I want, and what I need to do now to prepare for it.

96





MY LEARNING

I know how to write a letter if I need to ask for something.

97



MY LEARNING

I know what it means to be an advocate.

98





MY SAFETY

I know a safe place I can go to if I don't feel safe at school, at home, or with my family.

99



MY SAFETY

I know how to recognize an emergency situation and call 911 for help on a cell phone or land line.

100





MY SAFETY

I know the phone numbers of local, tribal, BIA, and state police departments that I can call when I need help.

101



MY SAFETY

I know that if somebody who I don't know offers me candy, food, or drinks, their intentions might not be good.

102





MY SAFETY

I know basic self-defense skills
and how to attract attention if I
need help.

103



MY SAFETY

I know the names of basic
medicines, how to use them
safely, and where to buy them if
necessary.

104





MY SAFETY

I know signs of dangers during pregnancy and labor, and who/where to go for help.

105



MY SAFETY

I know places in my community where sex trafficking might happen.

106





MY SAFETY

I know what to wear outside based on the weather, and know the signs of heat exhaustion and of hypothermia.

107



MY SAFETY

I know how STIs and HIV are transmitted, how to prevent them, where to be tested, and what the treatment options are.

108





MY SAFETY

I know the signs of sex trafficking and other forms of forced sex (e.g. persuasion, blackmail) and where to get help.

109



MY SAFETY

I know where to get help if my siblings and I are hungry or thirsty

110





MY SOCIAL CIRCLE

I know what it means to be a
good friend.

111



MY SOCIAL CIRCLE

I am able to describe my feelings
and emotions using words.

112





MY SOCIAL CIRCLE

I know that drugs and alcohol are dangerous. I know the signs and dangers of drug and alcohol dependence, and know where to seek help for myself or someone else.

IRL  Centre

113



MY SOCIAL CIRCLE

I have at least 3 friends outside my immediate family that I trust.

114





MY SOCIAL CIRCLE

I can judge when it is safe for me to be alone, and when I should be with a group.

115



MY SOCIAL CIRCLE

I know how to say no to my friends when they pressure me to do something that doesn't feel right.

116





MY SOCIAL CIRCLE

I can manage my anger when I'm
in a stressful situation.

117



MY SOCIAL CIRCLE

I know what it means to have a
platonic relationship, and feel
empowered to maintain such
non-sexual relationships.

118





MY SOCIAL CIRCLE

I know what it means to have self-esteem both in and outside of a relationship.

119



MY SOCIAL MEDIA

I know it's important to support other girls

120





MY SOCIAL MEDIA

I know who I want to be when I grow up and can find positive role models using the internet and social media.

121



MY SOCIAL MEDIA

I know basic safety rules for being on the internet.

122





MY SOCIAL MEDIA

I know how to safely stand up for myself and my friends on the internet.

123



MY SOCIAL MEDIA

I know how toxic friendships look on the internet and in real life.

124





MY SOCIAL MEDIA

I know how to say no to my friends when they pressure me to do something that doesn't feel right on the internet.

125



MY SOCIAL MEDIA

I know the signs of emotional, physical, and sexual abuse and know who to tell if I am (or someone I know is) a victim of abuse.

126





MY SOCIAL MEDIA

I know the phone numbers to a suicide helpline and to a sexual assault/domestic violence helpline.

127



MY SOCIAL MEDIA

I know the warning signs of suicide and self-harm, and how and where to get help.

128





MY SOCIAL MEDIA

I can identify cyberbullying and know what to do to report it.

129



MY SOCIAL MEDIA

I know what I can/can't film or take pictures of during my tribe's traditional ceremonies.

130





MY SOCIAL MEDIA

I know the signs of online predatory abusers and I can identify when I am being groomed for potential abuse.

131



MY SOCIAL MEDIA

I know what depression and anxiety are and how social media can increase their effects on me.

132





MY SOCIAL MEDIA

I can identify unhealthy, toxic, and/or abusive relationships with romantic partners both on the internet and in person.

133



MY SOCIAL MEDIA

I know what it means to respect my body and its sacredness through positive representation on the internet.

134





MY TRADITIONS

I know what clan(s) I belong to
and I can say our traditional
name.

135



MY TRADITIONS

I know what tribe I belong to and
I can say our traditional name.

136





MY TRADITIONS

I know how to take care of my hair and know why it's sacred.

137



MY TRADITIONS

I can introduce myself in my traditional language.

138





MY TRADITIONS

I can count to ten and say some words and phrases in my traditional language.

139



MY TRADITIONS

I know the major female deities and their roles in our traditional and creation stories.

140





MY TRADITIONS

I know what foods are traditional
to my people and how to help
prepare them.

141



MY TRADITIONS

I can make a traditional craft.

142





MY TRADITIONS

I can sing traditional songs
or songs using our traditional
language.

143



MY TRADITIONS

I know the social protocols for
ceremonies and traditional
social events, and can name 3
ceremonies important to my
People.

144





MY TRADITIONS

I can identify parts of our traditional outfits and their meaning and/or stories behind their meaning.

145



MY TRADITIONS

I know how to play a traditional game.

146





MY TRADITIONS

I know who I can learn traditional social dances from.

147



MY TRADITIONS

I can dance in traditional social dances.

148





MY TRADITIONS

I know how to mend a tear in clothing and sew (with or without a sewing machine).

149

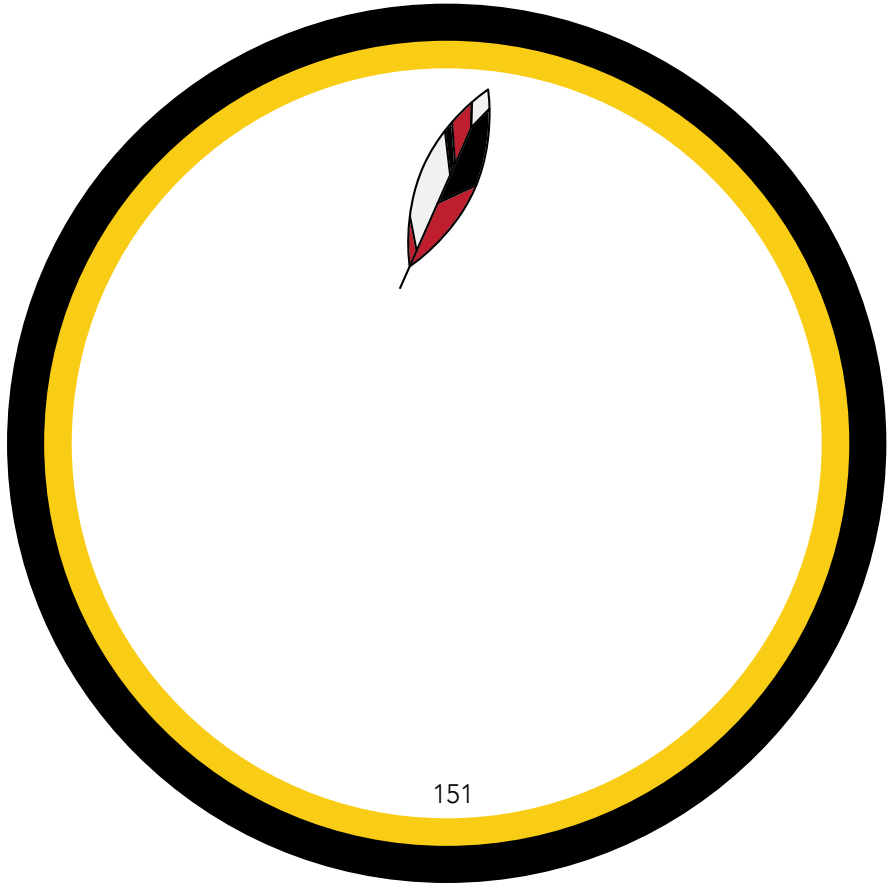


MY TRADITIONS

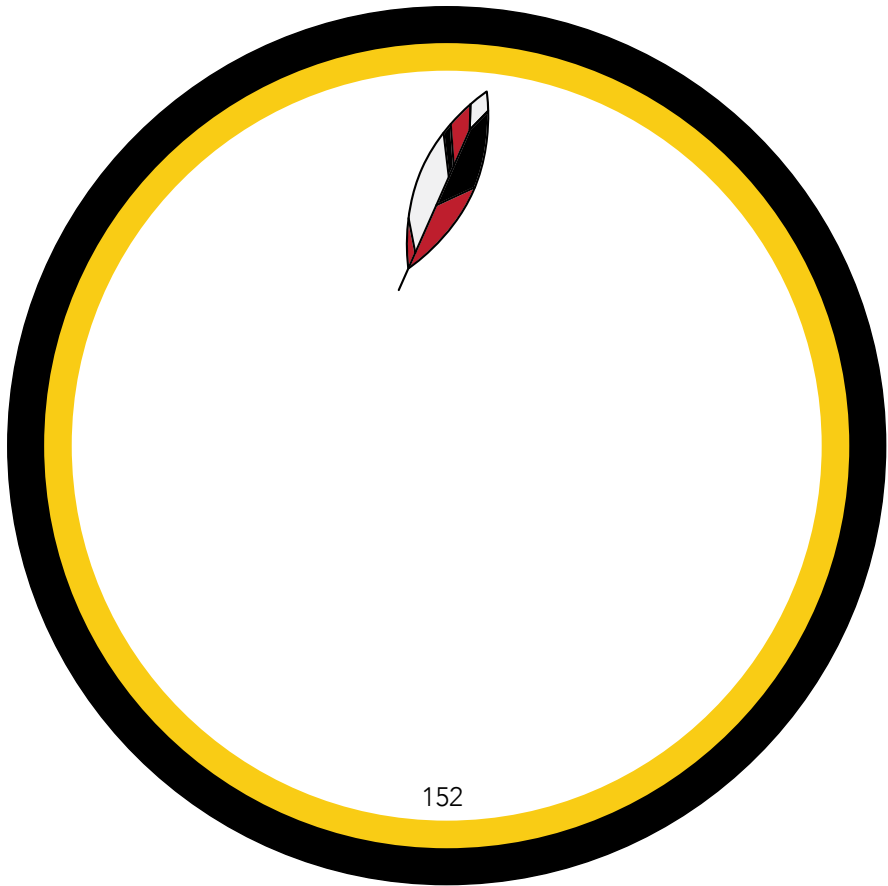
I know my tribe's Coming of Age Ceremony, what I need to do to prepare if I want to have one, and how to support other girls with their Ceremony.

150



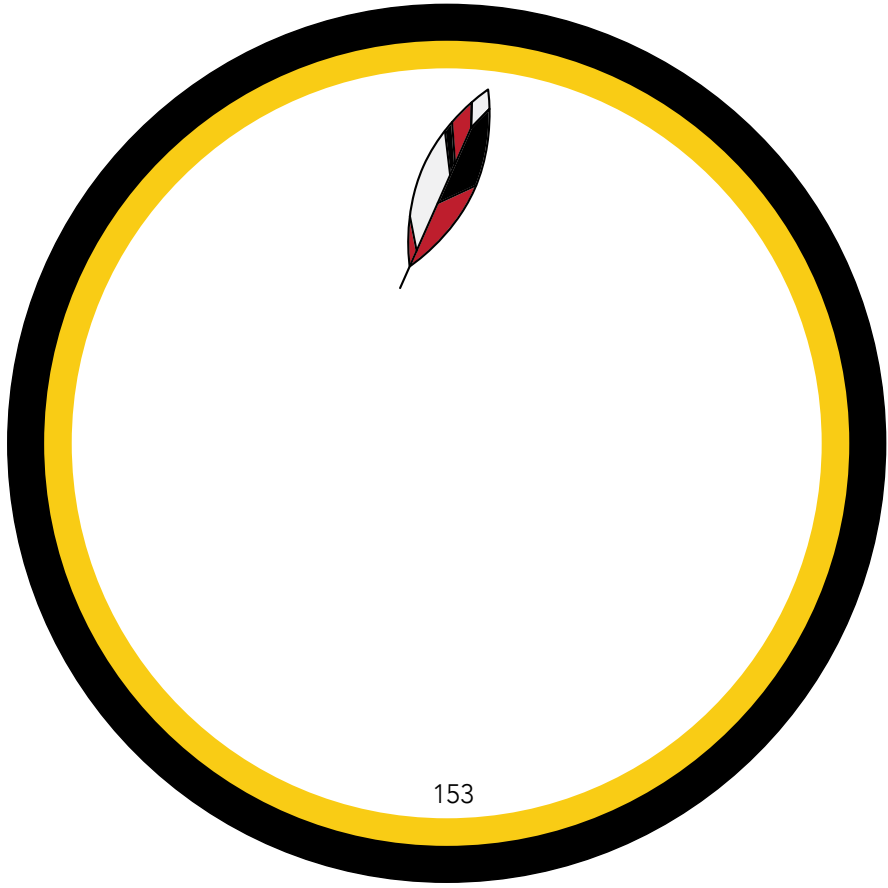


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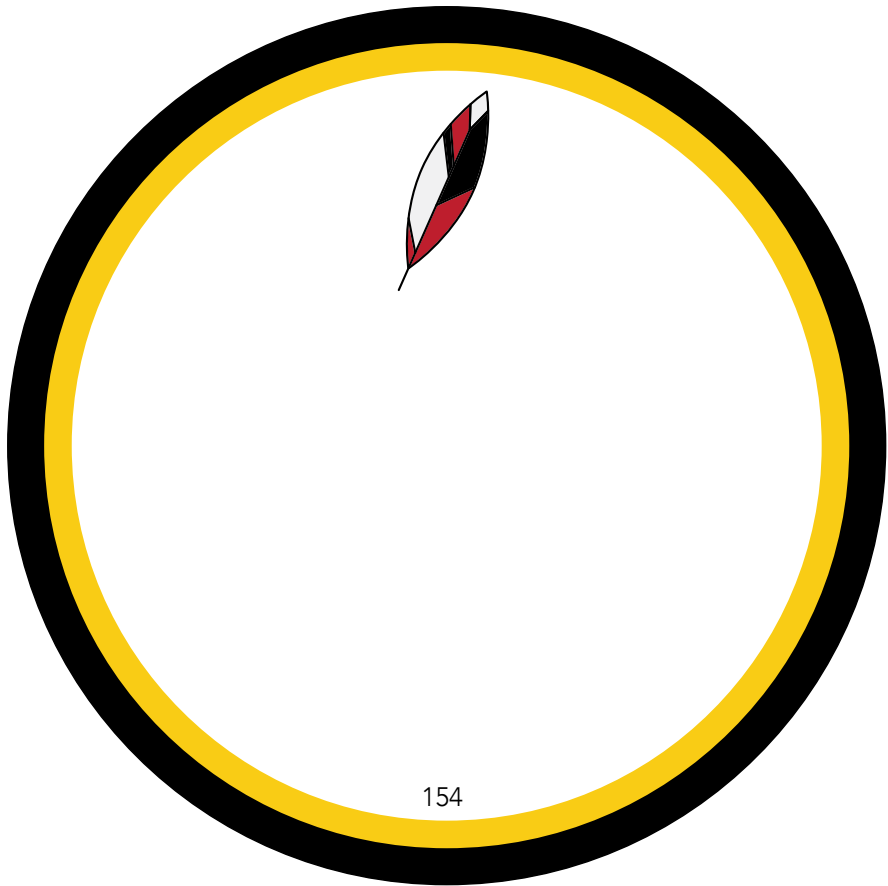


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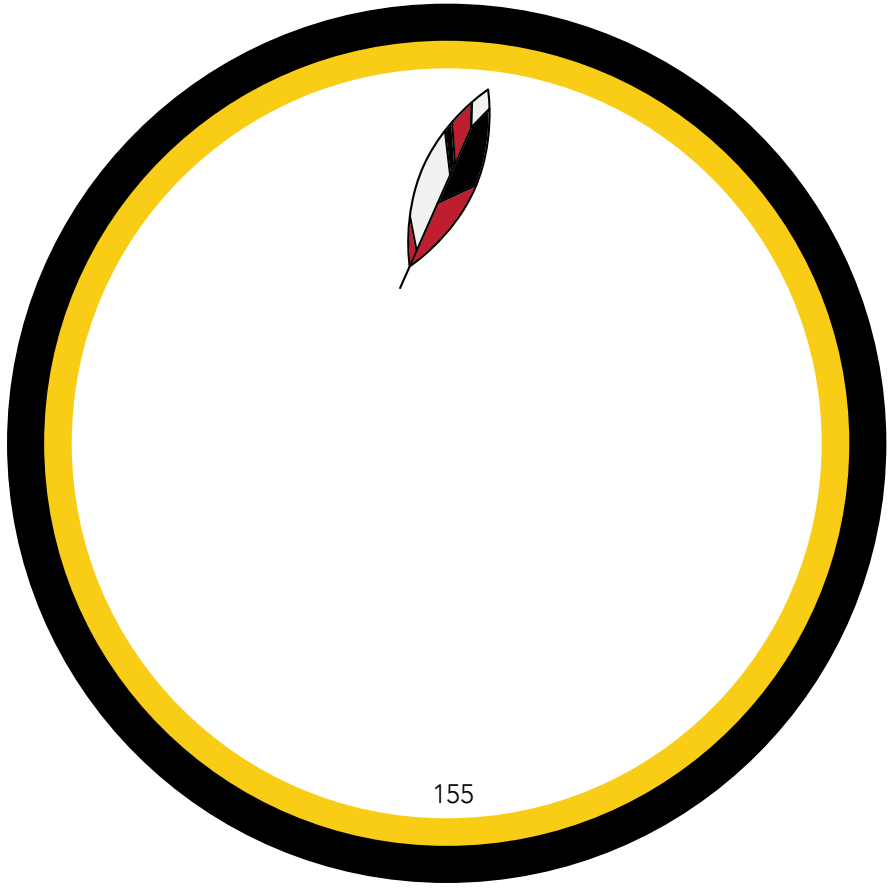


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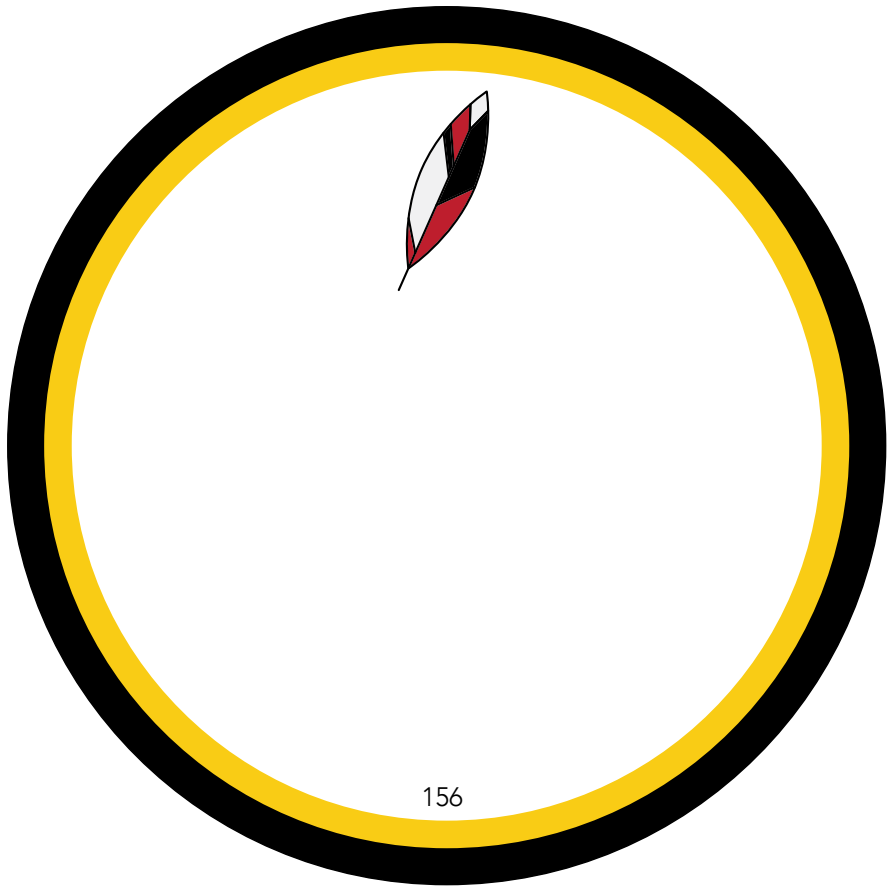


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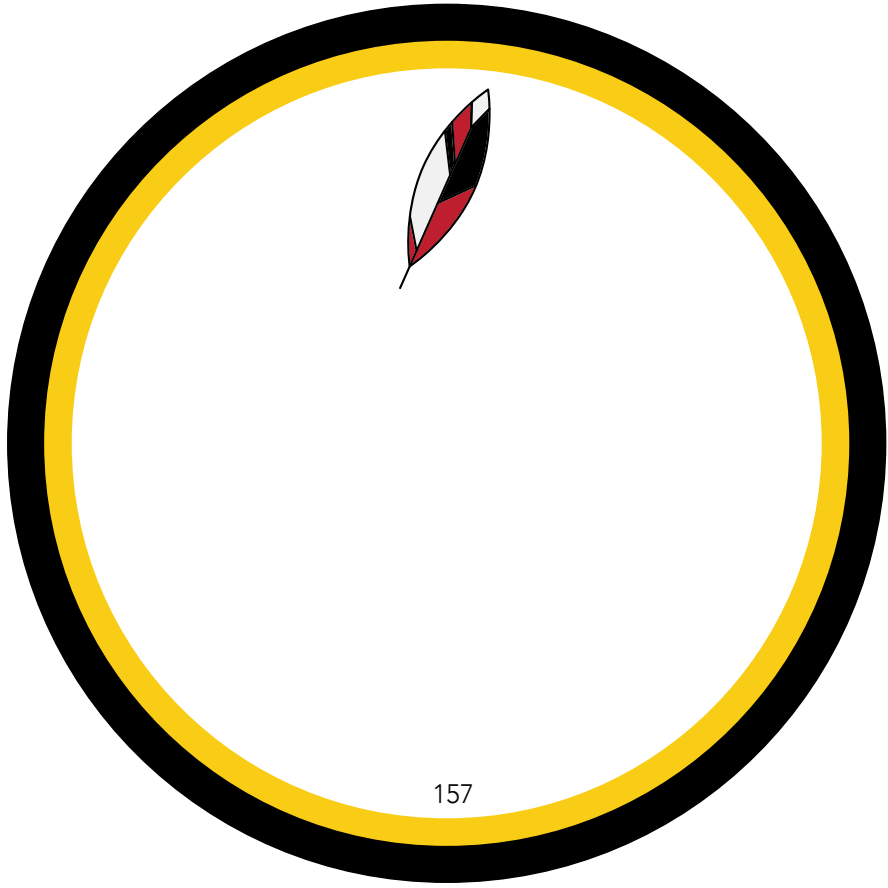


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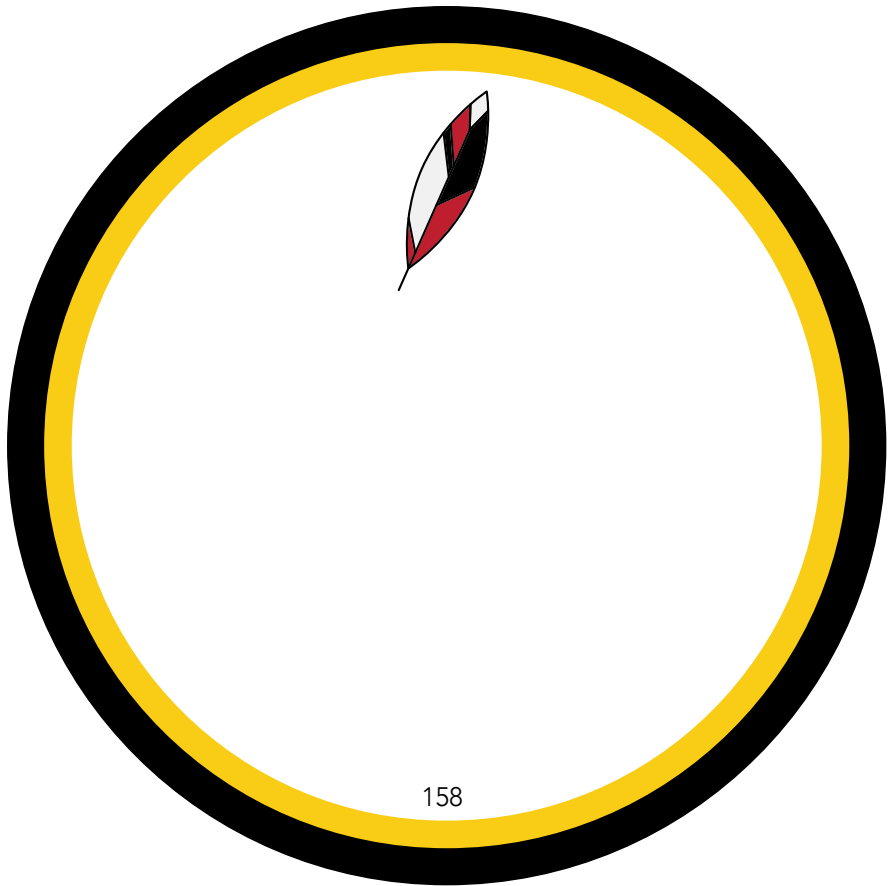


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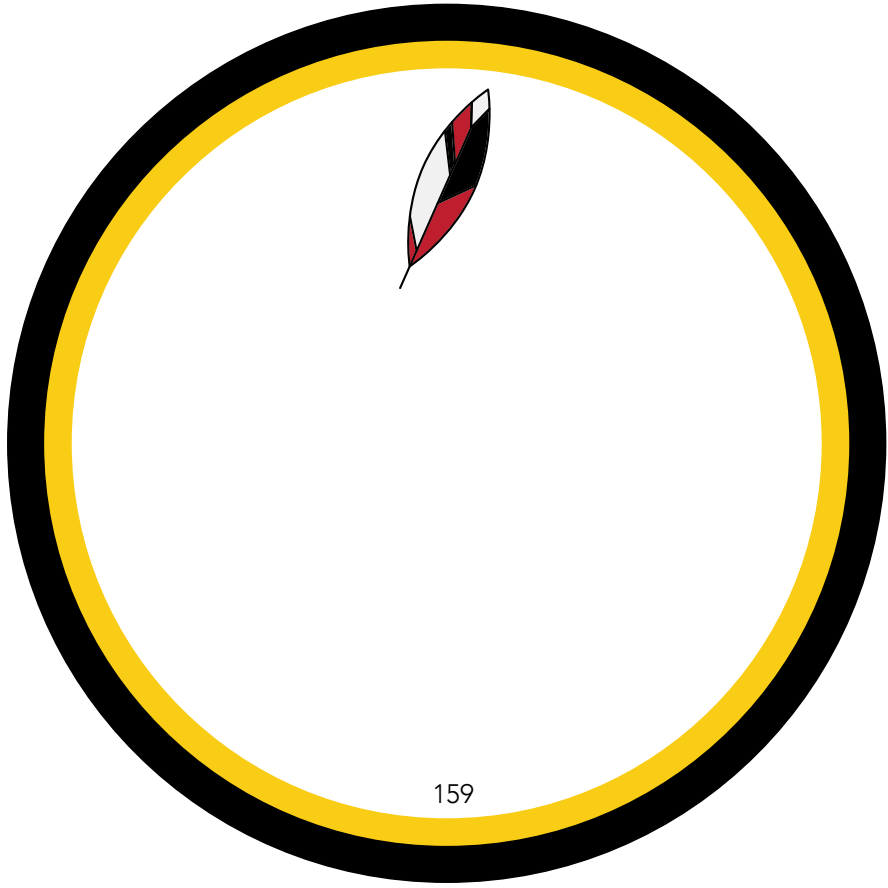


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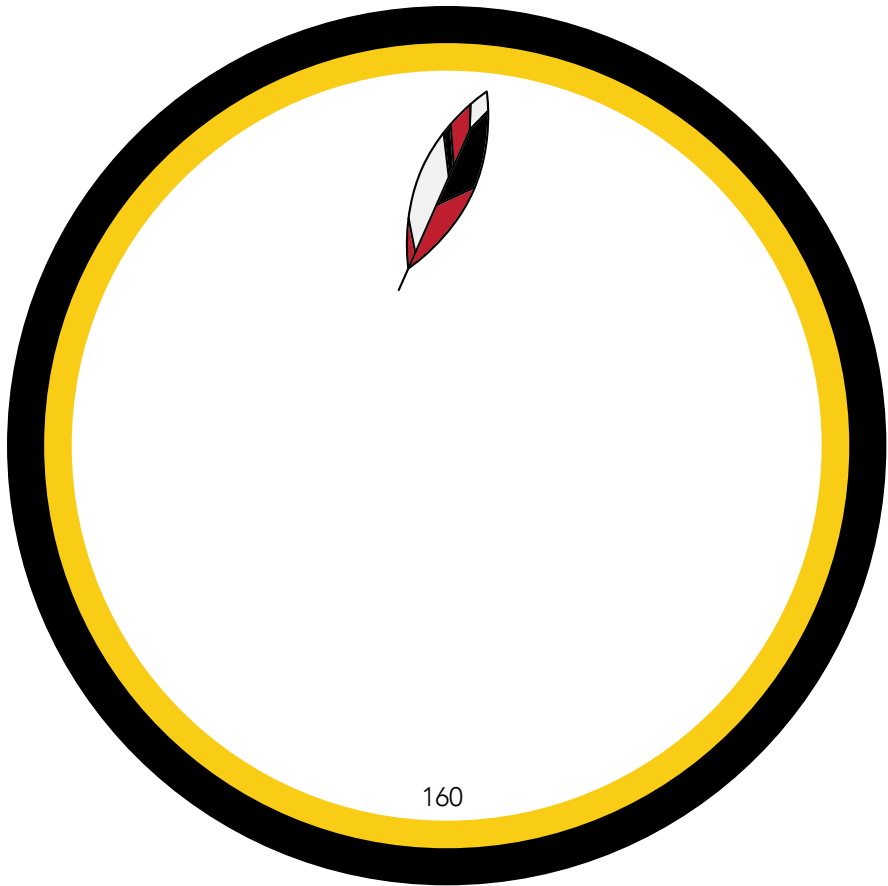


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159



160