

Family Tree

Goal

- To encourage youth to explore the strengths and gifts carried within their relations in the hopes it may be helpful in identifying supports and their own strengths.

Senior 1-4 Education Curriculum Connections

This activity contributes to the following Student Specific Learning Outcomes:

Aboriginal Languages and Cultures (if offered concurrently with Language Teachings)

- 3.3.1 A-10, 12 Demonstrate individual gifts across a variety of domains (e.g., academic, athletic, musical, artistic), and describe how each contributes to self-esteem and self-confidence.

Guidance Education GLOs under Personal/Social Component.

Physical and Health Education

- K.4.S1.A.1 Examine personal strengths, values, and strategies for achieving individual success.
- K.4.S2.A.1 Assess personal attributes and talents across a variety of domains, and assess how each contributes to self-esteem/self-confidence.

Social Studies (if done specifically with Indigenous youth)

- 9.1.4 KI-017 Give examples of ways in which First Nations, Inuit, and Metis people are rediscovering their cultures.
- VI-005A Be willing to support the vitality of their First Nations, Inuit, or Métis languages and cultures. (Cross listed under Guidance Education-Personal/Social.)

Have Ready

- Flipchart paper, markers, pictures, and tape.

Instructions

- Instruct the group to make a Family Tree or collage of names and talents. Look for the leaders, artists, caretakers and educators. Have the youth think of the jobs their family members do, the employment they work at but also all the skills and unpaid “real life” work that their relatives do.
- Once completed and if youth are willing, ask them to share the strengths and gifts of their family with the group.

- Family can be defined as blood relatives as well as “family of our choosing.” For those without close ties to family ask them to think of people in their lives who they trust or who they admire and want to be like.

Probing Questions

- **“Who’s in charge when something big happens in the family?”**
- **“Who do people go to for advice or help?”**
- **“Who teaches us special skills like how to cook, drive, hunt, fish, sew, use the computer, dance, fix stuff, etc?”**
- **“Who in your family is well known and active in your community?”**
- **“Who is always making people laugh?”**
- **“Who is always feeding everyone?”**
- **“Who is special to you? How come?”**
- **“What about generations back, what are the special stories you’ve heard about relatives who have passed on?”**
- **“Imagine some of your future relatives, what would they say about you in this family tree?”**

Debrief

- Participants get to keep their art and ask them to share as much or as little as they like.