

IMAGEN™



Indigenous Adolescent Girls'
Empowerment Network



**INDIGENOUS
JUSTICE CIRCLE**



Credit: 100 Horses Society

Indigenous Justice Circle launch IMAGEN new tools December 8, 2022

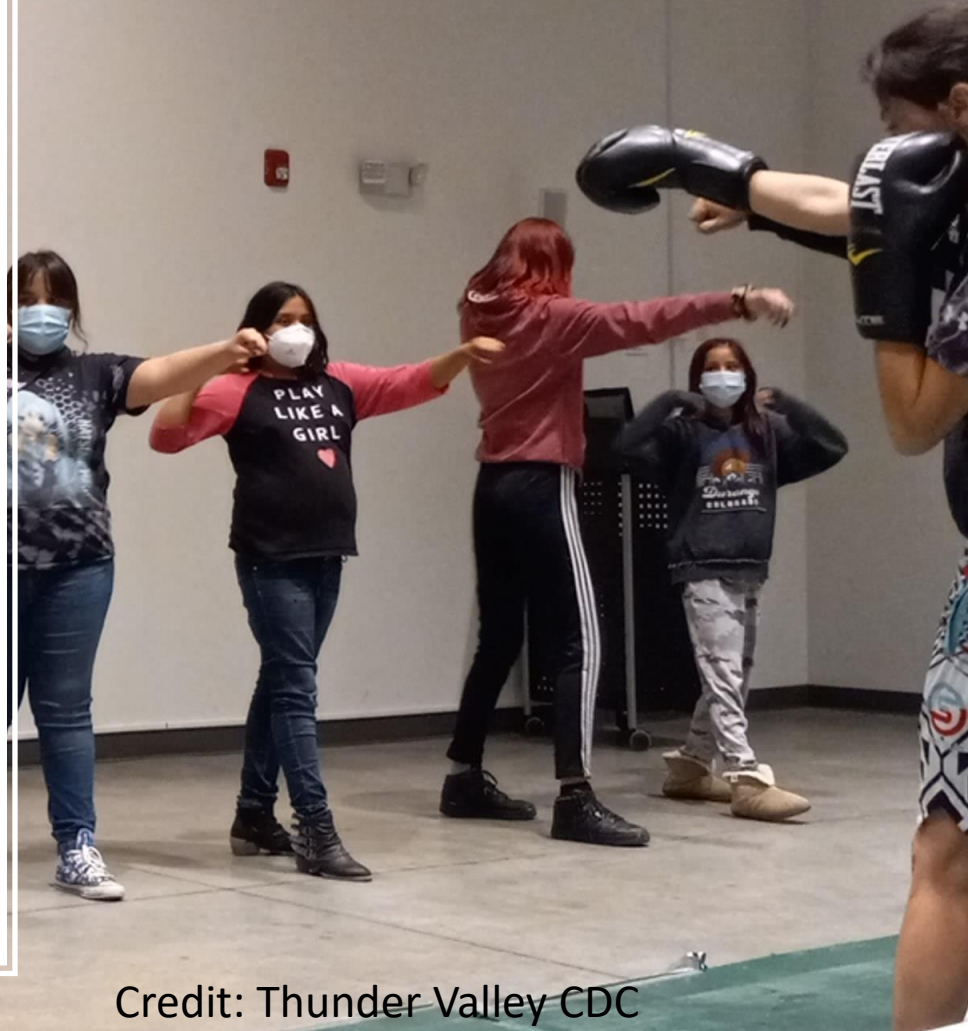


Credit: Sharisse Sitting Bear/White Buffalo Calf Women's Society

Prayer

Session agenda (60 mins total)

- A new beginning: IMAGEN and Indigenous Justice Circle (10 mins)
- IMAGEN New Tools Overview (4 mins)
- Highlights from Tools (25 mins)
 - IMAGEN Resilience Card tool – Michaela Parrott & Courtney Reeder
 - Once Upon A time Exercise - Angel del Valle
 - Leadership and the Ribbon Skirt - Kelly Hallman
- Q&A (20 mins)



Credit: Thunder Valley CDC

IMAGEN Model

- Strengthen matrilineal connections
 - Consistent scheduling
 - Intentionally protective
 - Accessible by least-connected girls
- Gender, culture and life-stage specific
- Suite of tools
 - Planning, implementation, content, assessment
- Sovereign partner determination
 - Of scheduling and content
 - Native culture is primary focus
- Continuous operational support
 - Monthly IMAGEN Circle gatherings across Indian Country

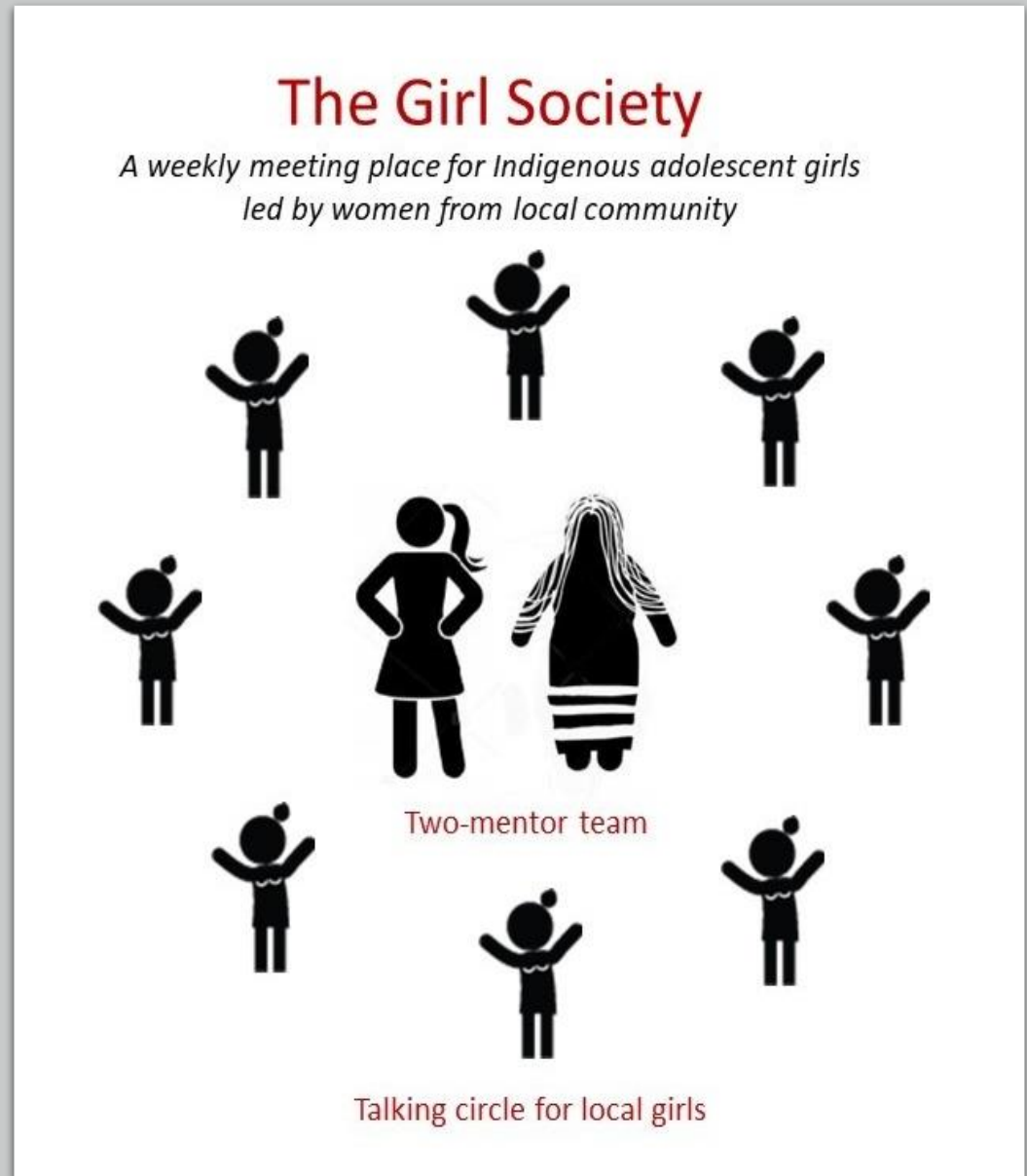
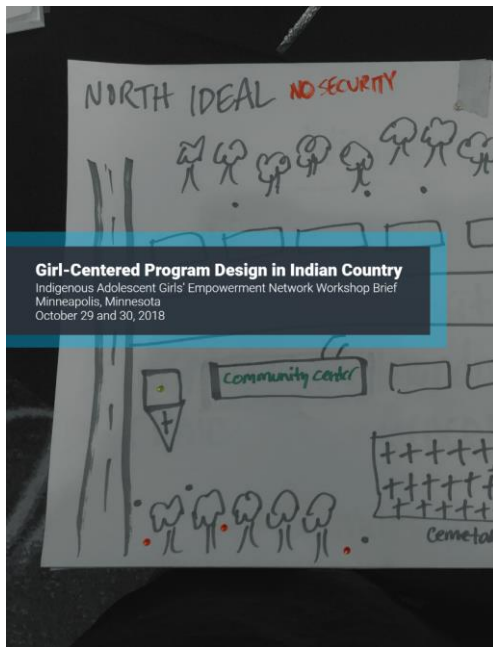




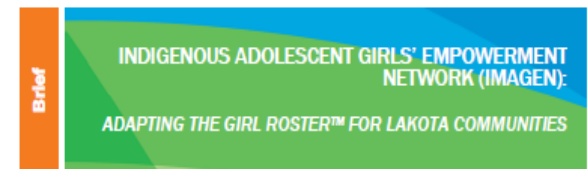
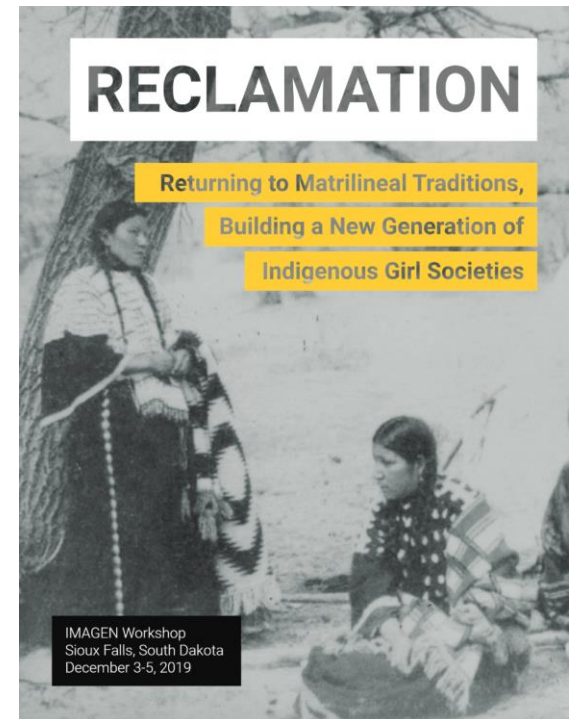
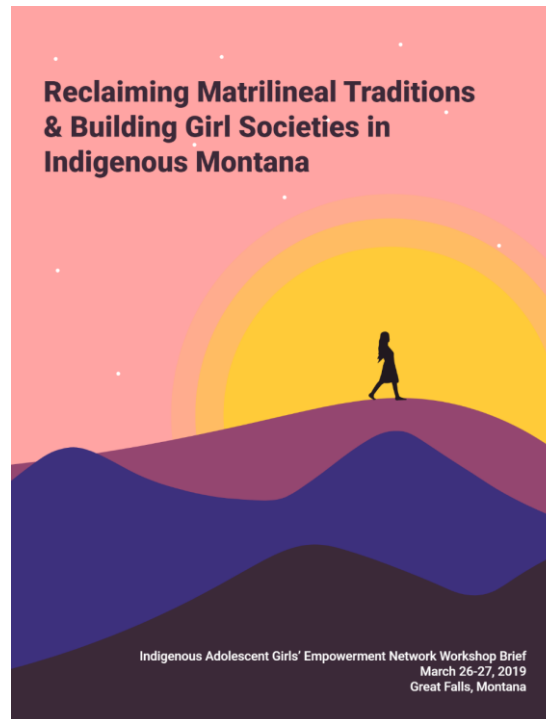
IMAGEN main community partners



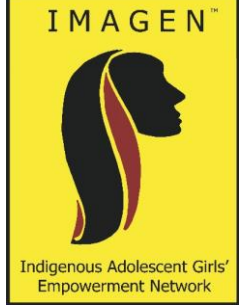
Selected IMAGEN briefs



THE IMAGEN STORY
A Framework for Restoring Indigenous Girl Societies



Funders: Summit Foundation, Ford Foundation, Marty Jeiven, ForGood Fund, NoVo Foundation, Jerry Cunningham Family, Ms. Foundation, Flora Family Foundation.



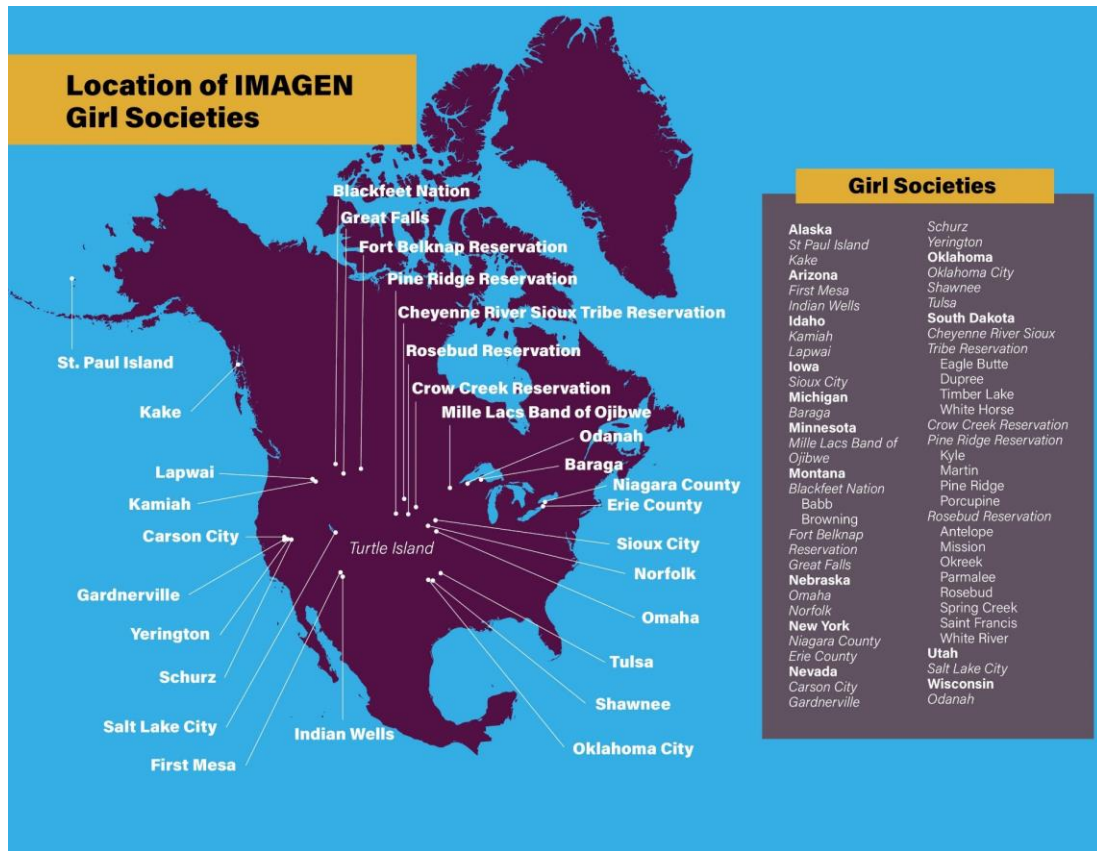
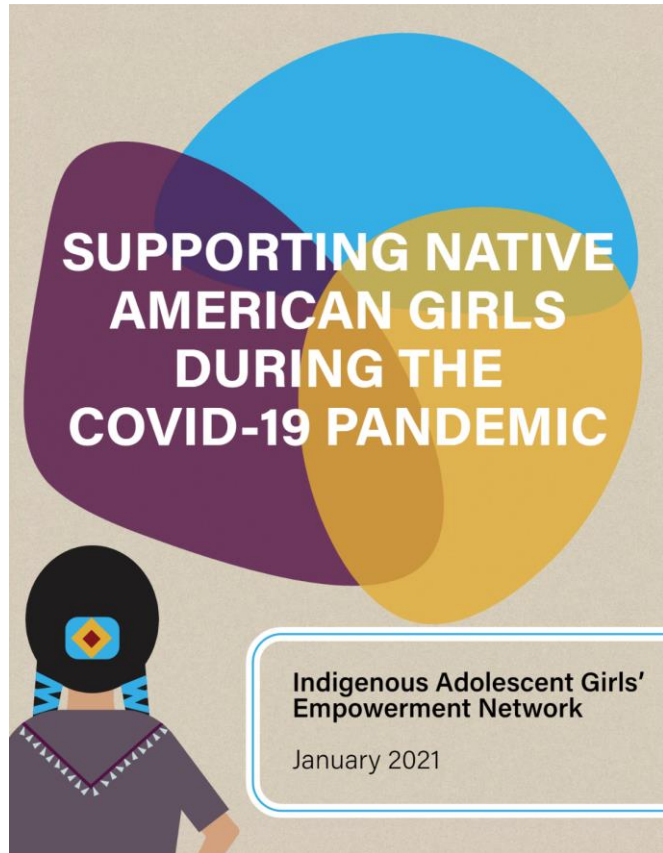
Award-winning Voice of America documentary about IMAGEN

Watch free on YouTube (33-min):
<https://youtu.be/H5hpuifMj7U>





COVID-19 micro-grants to mentors for Girl Society activities



Funder: Marty Jeiven

What we've learned (so far)

- IMAGEN makes *inter-generational matrilineal mentorship* more reliably & systematically available
- Native-led, culture-first *group mentoring* provides unique roles, supports, and benefits for Native girls, women, and elders
- Girl Societies are embraced by Native females as a critical *decolonizing practice*
- Girl Societies were *resilient and adaptable* during COVID-19, embracing new ways to support engagement



Photo credit: Mille Lacs Band of Ojibwe

Jeiven IMAGEN Advisory Committee Fellowship 2023-24

Duties

- Introduce us to donors & stakeholders
- Advise on sustainability & scale strategies
- Distribute IMAGEN info among networks
- Meet every 4 months
- Ad hoc feedback btw meetings

Committee structure

- 5-7 adult members
- 5-7 youth members
- 50 percent Indigenous female
- Broad DEI representation

Length of term

- 18-months -> 2023 and 2024

Honorarium paid

- Per meeting attended



Credit: Eva Roca & IMAGEN



Why Indigenous Justice Circle (IJC)?





Photo credit: Vladimir Badikov, Voice of America

Gender Justice

Native girls carry immense responsibilities and face unique challenges, within and beyond their communities. Despite their provision of emotional and financial support to older and younger generations, few programs directly address the stressors and risks Indigenous teen girls and young women face. IJC seeks to rectify this.



Photo credit: Vladimir Badikov, Voice of America

Earth Justice

Historically, Native people have been stewards of their lands. We believe land and nature are sacred, so at IJC we will work to promote Indigenous climate resilience and sovereign well-being.



Photo credit: Vladimir Badikov, Voice of America

Racial Justice

Native racial justice is at the core of our work at IJC. Through our partnerships with Native communities, we work to increase Native people's rights and access to resources.

Raffle Drawing



**Congratulations
to our Raffle
winners!**



IMAGEN Tools Overview

1. Planning
 - IMAGEN Resiliency Cards
2. Implementation
 - IMAGEN How-to Guide
3. Content
 - IMAGEN Curriculum
4. Assessment
 - Monitoring and Evaluation
5. Coming in 2023-2024
 - Sustainability planning guide
 - Indigenous-girl-led strategic data



PROGRAM
ADVERTISEMENT

ADVERTISING/
FLYERS

GIRL
RECRUITMENT

CONTENT
DELIVERY

ONGOING
MENTOR
SUPPORT

REPORTING

TH DAKOTA

8,961

ENT

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DE/
SPACES

NEERSHIPS

NTOR
ENTATION +
RAINING

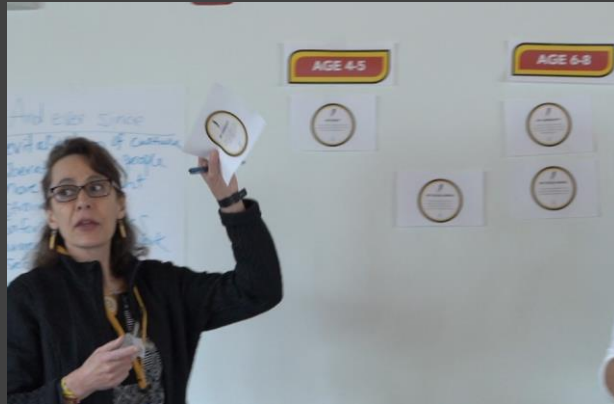


IMAGEN Resiliency Card Exercise



Do you know?

A resilience skills challenge game for Native American girls



12 “resilience cards” categories
(150 cards total)

Divide group into smaller groups
of 4-5 people each

Distribute a sub-set of cards to
each group

Groups discuss and decide, if,
and at what age, a girl in your
community should have each
skill

Groups report back about the
ages they chose and the
reasons/debates they had for
each card

Source: [K Hallman, K Garibay, S Martinez, L Polen, 2021, Do you know: Resilience A Skills Challenge Game for Native American girls.](#)

MISS/Jr. MISS Programs



Age

4-5

- My traditions
- My community

6-8

- My safety
- My social circle

9-10

- My social media
- My body
- My traditions

11-12

- My community

13-15

- My beliefs
- My social media

16-17

18-20

- My traditions



2. Implementation: IMAGEN How-to Guide

- IMAGEN Girl Society Model
- Why Girls?
- Where to hold Girl Societies
 - Communities
 - Physical locations
- Planning and Preparation
- Girl Society Mentors
- Participants
- Implementation and Program Planning
- IMAGEN Technical Assistance
- Monitoring and Evaluation



ONCE UPON A TIME EXERCISE

**A TOOL TO ENVISION THE FUTURE OF OUR
WORK WITH GIRLS AND WOMEN**

WHY THIS EXERCISE

- Middle ground between the theory of change (social behavioral research) and our own ideas of the path we envision for our work
- Practical way to discuss mission: who are we doing this work for?
- Storytelling is embedded in our worldview
- Take control of the narrative

THE BASIC STEPS OF THE EXERCISE

Once upon a time there was: roots causes of the need to restore girl societies

Every day: challenges that girls face in their daily lives

One day: transformation, girl society emerges

Because of that: small transformations that we envision

Because of that: big transformations that we envision

Until finally: full display of our vision, sustained through the years, girl societies throughout the next decade

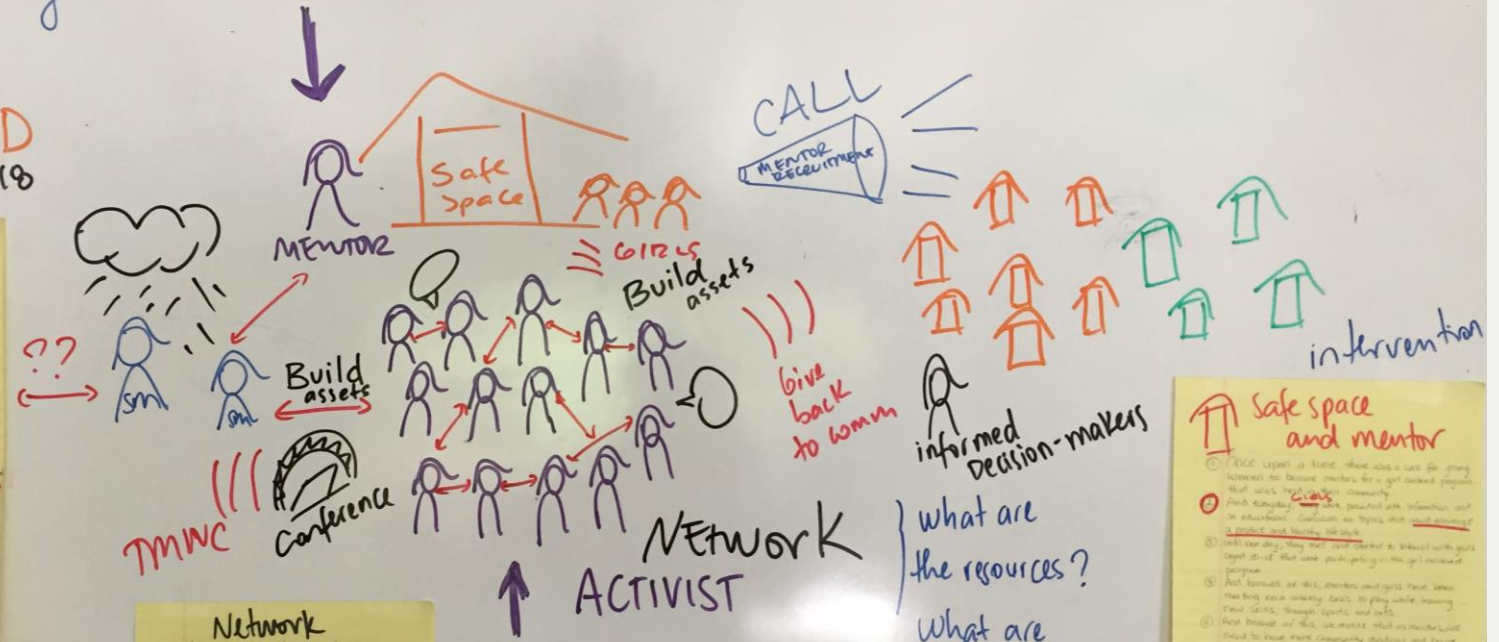
BEFORE THE EXERCISE, PREPARE:

- Start with an example, a story you like (avoid stereotypes)
- Bring materials
- Plan for one hour
- Debrief
- Take photos
- Document

WIFI
 1. NOMBRE: POPCOUNC
 CONTRASEÑA: 123456abode
 2. NOMBRE: CONSEJO
 CONTRASEÑA: 123456abode

once upon a time there was a call for young women
 become mentors for a girl-centered program that works in
 their community ...

AL >>> BOD
 Jan 2018



what are
 the resources?
 what are
 the key activities?
 what are the
Quick wins?

Safe space and mentor

1. Once upon a time there was a call for young women to become mentors for a girl-centered program that works in their community.
2. First, they had to build assets, including their own skills and knowledge, and then they had to build a safe space for themselves and other girls.
3. They also had to build a network of support, including family, friends, and community leaders.
4. They then had to build a safe space for themselves and other girls, where they could go to get support and advice.
5. They also had to build a network of support, including family, friends, and community leaders.
6. They then had to build a safe space for themselves and other girls, where they could go to get support and advice.
7. They also had to build a network of support, including family, friends, and community leaders.

Network

Once upon a time there was a call for young women to become mentors for a girl-centered program that works in their community. First, they had to build assets, including their own skills and knowledge, and then they had to build a safe space for themselves and other girls. They also had to build a network of support, including family, friends, and community leaders. They then had to build a safe space for themselves and other girls, where they could go to get support and advice. They also had to build a network of support, including family, friends, and community leaders. They then had to build a safe space for themselves and other girls, where they could go to get support and advice. They also had to build a network of support, including family, friends, and community leaders.

Theories
 of Change

TIME 2
 2020

TOLEDO MAYA WOMEN'S COUNCIL IN BELIZE

Network

Once upon a time there were 2 girls who were motivated about building young female leaders that would promote a girl-centered program that would combat the ongoing rise against adolescent girls who are at risk of becoming a school drop out, a teenage mother and a victim of domestic violence.

And everyday these two girls would be acquiring new skills that would keep others informed and motivated on facts and ongoing issues that would strengthen their leadership skills -

Until one day, these young women would start to engage in healthy and informative discussions with girls and community leaders that would impact positive changes in the daily lives of girls that are at risk of becoming a school drop out, a teenage mother and a victim of domestic violence.

And because of this we will have young and vibrant female activists. We will also have parents, leaders, local organizations and government supporting the girl centered program.

And because of this, adolescent girls will be empowered and educated through community conference that would enforce their leadership skills.

Until finally, mentors and adolescents girls would be informed decision makers that would become a support group that reach out to other at risk girls in the community.

And ever since that day, we would have a cadre of young and vibrant female leaders that will become advocates for at risk girls.

3. Content:

Scripted,
culturally-
appropriate
IMAGEN
curriculum

- Getting to know you
- Confidence and self-worth
- Native women and US history
- Trust-building
- Leadership & the Ribbon Skirt
- Communication & listening
- Decision-making
- Your tribe's origin story
- Goal-setting
- Resolving conflict
- Native smudging & stress reduction
- Problem solving
- Peer pressure & safety strategies
- Native coming of age ceremonies & puberty
- Sexuality & healthy relationships
- Periods in Native American history
- Native inter-generational strength & trauma
- Managing and saving money



Credit: Mille Lacs Band of Ojibwe

Authors to date: Kelly Hallman, Meredith Gould, Alexis Sims, Lisa Polen, LeToy Lunderman, Janet Routzen, Nicole Collins, Kala Roberts, Kelsey Tangney, Meagan Mahtushquah, Aimee Pond.

Scripted Curriculum Highlight: Leadership & the Ribbon Skirt



Photo Credits: 100 Horses Society, Mille Lacs Band of Ojibwe



Scripted Curriculum Highlight: Leadership and the Ribbon Skirt (2 sessions)

Objectives

- Understand the meaning of the Native ribbon skirt
- Understand how Native girls and women use the ribbon skirt in leadership role
- Learn the basics of ribbon skirt making

Total Time: 120 mins (60 minutes per session)

Supplies: Flip chart paper and markers, skirt fabric, elastic, ribbons, thread, sewing machine, adhesive glue (optional)

Prep Work: Session 1: Bring a ribbon skirt to share with girls if you have one, if not we have included photos below. Make copies of the handout. Review the session. Session 2: Review the steps in making a ribbon skirt. Procure all materials for ribbon skirt making.

Session 1: Learning about the ribbon skirt

1. Ribbon skirts and Native culture
2. Meet Isabella Kulak, a girl who ignited a new awareness and pride for ribbon skirts in Canada!
3. Showing pride in your Native heritage through the ribbon skirt

Session 2: Ribbon skirt making

1. See handout for fabric requirements per girl and step-by-step directions

4. Assessment: Monitoring & Evaluation (coming Q2 2023)

- Online participant intake form
- Attendance tracking and outreach
- Measuring Girl Society impact



Credit: Little Shell Chippewa Tribe

IMAGEN Intake Form

Name of person entering intake data <small>Please use this format: Jane Smith</small>		
Does your Girl Society already have a group name? <input type="radio"/> Yes <input type="radio"/> No		
What is the location name where the group will meet in person? This could be a school, community center, or other venue. <small>For example: OKCIC Indian Clinic, Little Wound School, etc. If not yet known, please enter "TBD"</small>		
What is the name of the Community where this group meets?		
What state are you in?		
<input type="radio"/> Alabama	<input type="radio"/> Alaska	<input type="radio"/> Arizona
<input type="radio"/> Arkansas	<input type="radio"/> California	<input type="radio"/> Colorado
<input type="radio"/> Connecticut	<input type="radio"/> Delaware	<input type="radio"/> District of Columbia
<input type="radio"/> Florida	<input type="radio"/> Georgia	<input type="radio"/> Hawaii
<input type="radio"/> Idaho	<input type="radio"/> Illinois	<input type="radio"/> Indiana
<input type="radio"/> Iowa	<input type="radio"/> Kansas	<input type="radio"/> Kentucky
<input type="radio"/> Louisiana	<input type="radio"/> Maine	<input type="radio"/> Maryland
<input type="radio"/> Massachusetts	<input type="radio"/> Michigan	<input type="radio"/> Minnesota
<input type="radio"/> Mississippi	<input type="radio"/> Missouri	<input type="radio"/> Montana
<input type="radio"/> Nebraska	<input type="radio"/> Nevada	<input type="radio"/> New Hampshire
<input type="radio"/> New Jersey	<input type="radio"/> New Mexico	<input type="radio"/> New York
<input type="radio"/> North Carolina	<input type="radio"/> North Dakota	<input type="radio"/> Ohio
<input type="radio"/> Oklahoma	<input type="radio"/> Oregon	<input type="radio"/> Pennsylvania
<input type="radio"/> Rhode Island	<input type="radio"/> South Carolina	<input type="radio"/> South Dakota
<input type="radio"/> Tennessee	<input type="radio"/> Texas	<input type="radio"/> Utah
<input type="radio"/> Vermont	<input type="radio"/> Virginia	<input type="radio"/> Washington
<input type="radio"/> West Virginia	<input type="radio"/> Wisconsin	<input type="radio"/> Wyoming

→ Next

Participant Information

Participant's first name? Kai
Kai's last name?
Kai's age?
Kai's grade? <small>If participant is not currently enrolled in school please enter 999</small>
What school does Kai attend? <small>If participant is not currently enrolled in school, please enter "Not in school"</small>
Is Kai a tribal member? <input type="radio"/> Yes, enrolled <input type="radio"/> Descendant of a tribal member <input type="radio"/> Neither, but self-identifies as Native <input type="radio"/> Does not identify as Native <input type="radio"/> Unknown
Please list any extra-curricular activities Kai is involved in, whether through school, tribe, community, church or elsewhere. <small>Please list any activities that the participant is involved in, separated by a comma</small>
Is Kai an emancipated minor? <input type="radio"/> Yes <input type="radio"/> No
Kai's phone number? <small>Please enter in 123-456-7890 format, if the participant doesn't have a phone number enter 999-999-9999</small>



5. Coming in 2023-2024

Sustainability guidance

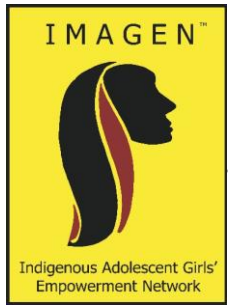
- Planning for long-term
- Retaining mentors
- Reliable funding sources
- Sharing our stories



Credit: Eva Roca & IMAGEN

Indigenous-girl-led strategic data

- Research by & for Native American girls
- Girls set the agenda
- Girl-led start to finish
- IMAGEN & partner TA



6. Workshops in 2023

- June and September
- We are seeking
 - Host sites
 - Organizing and thought partners
 - Financial sponsors
 - Please get in touch if you are interested
- Stay tuned for announcements, location, fee & scholarship information

Thank you to our donors!

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THE SUMMIT FOUNDATION

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THE JERRY CUNNINGHAM FAMILY

FLORA FAMILY FOUNDATION

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Question & Answers