



Red Cliff Band of Lake Superior Chippewa

BLUE LEVEL





TABLE OF CONTENTS:

BLUE LEVEL (5th Grade)

The Road of Alcohol	1
“I Am A Recovering Alcoholic”	5
Why Do People Drink?	10
Alcohol and American Indians	11
Decision To Drink Or Not To Drink	12
Attitudes Toward Drinking.....	13
Alcohol and Drug Use In Our Community.....	14
New American Indian Drinking Laws.....	17
Tribal Liquor Law.....	19
Community Resources.....	21
What Would You Do?.....	25
Problem Solving.....	28
What Is A Friend.....	33
Friends.....	34
Making Friends.....	35
The Deer.....	36
The Sturgeon.....	41
The Crane Clan.....	44
Code For Long Life and Wisdom.....	47
Prejudice.....	50
Taking Action.....	52

NAME OF ACTIVITY:

The Road of Alcohol

CONTENT AREA: Alcohol and Drug Information

LEVEL: Blue (5th Grade)

TIME REQUIRED: 30 Minutes

When the student has completed this activity he/she will be able to:

OBJECTIVES:

- Identify at least two facts about the history of alcohol and drug use among Native Americans in North America.
- Identify at least one lesson he/she learned from each tribal story.

RESOURCES:

- Traditional story, The Road of Alcohol.
- Worksheet

PROCEDURES:

- Have the students read the traditional story, The Road of Alcohol while you read it aloud.
- Have students each answer the questions on the worksheet.
- Discuss the questions.

OPTIONAL METHODS:

- Do not have students complete the worksheet until after the questions have been discussed by the class.
- Divide the class into groups of five. Have each group discuss the worksheet together. Have one student serve as a recorder and report to the entire class summarizing the discussion at the end of the activity.

EVALUATION:

- Student Evaluation: Students are evaluated by their active participation.



The Road of Alcohol

This is a story of a Native American elder who is still living today. It is a true story about something that happened to him. There was a young Indian boy who was raised by his grandmother, he never spoke English. When he was a young man his grandmother told him that there was going to be a time in his life when he would have problems, he would lose interest in everything, he would be stuck. She also told him that when this happened he should go into the woods and fast and pray until he was free of these problems. As this young man grew older he began to use alcohol and he developed problems as a result. He began hurting himself and his family. Everything went wrong for him. After much suffering for everyone, he finally had enough. He decided to go into the woods to fast and pray as his grandmother had suggested. He ate no food and drank no water for days and received a vision. In his vision he was walking down a road and came to a huge boulder, as big as a mountain. He tried to walk around it, but even after walking for two days he could not. Finally, in his dream, he received a pipe. He was told to smoke it and it would help him now and in life. After he smoked the pipe, he blew on the rock and the boulder went flying away into the sky. From that day on, he changed his life. He never drank again. That was his vision, his grandmother knew long before he was helped that alcohol would get him stuck in life.

Problem Solving Worksheet:

1. What did the young boy's grandmother tell him to do when he had problems?
Why do you think she told him to do this?

2. When this young boy became a man what problems did he have?

3. What did he do to solve his problems?

4. What vision did the man receive? What did the large boulder represent?

5. What changed after his vision?

NAME OF ACTIVITY:

“I Am a Recovering Alcoholic”

CONTENT AREA: Alcohol and Drug Information

LEVEL: Blue (5th Grade)

TIME REQUIRED: 30 Minutes

When the student has completed this activity he/she will be able to:

OBJECTIVES:

- Identify ways in which he/she is influenced by peers and family members.
- Identify reasons people often give for using alcohol and drugs.

RESOURCES:

- Story Titled, “I Am a Recovering Alcoholic”
- Worksheet

PROCEDURES:

- Have the students read the story, “I Am A Recovering Alcoholic” while you read it aloud.
- Have the students each answer the questions on the worksheet.
- Discuss the questions.

OPTIONAL METHODS:

- Do not have students complete the worksheet until after the questions have been discussed by the class.
- Divide the class into groups of five. Have each group discuss the worksheet together. Have one student serve as a recorder and report to the entire class summarizing the discussion at the end of the activity.

EVALUATION:

- Student Evaluation: Students are evaluated by their active participation.

“I AM A RECOVERING ALCOHOLIC”

The following is a true story written by a recovering alcoholic. He and his family live on a Reservation.

My first experience with alcohol was when I was very young. I remember my parents having their parties after closing time, everyone drunk at our house. I remember my parents having hangovers the morning after as me and my brother helped ourselves to the leftovers.

The first time I remember getting drunk was when I was nine or ten years old. It was with a friend. We found some beer that one of the older kids was hiding from his parents. We got drunk and our parents got mad at us. I thought that drinking was like being big. I also like the feeling of being high. Things that I didn't do when I was sober were easier when I drank. Nike to talk to people, especially girls, and when I drank I was willing to talk. When I was fourteen I started to run away from home, usually when I was drunk. Eventually I was put in jail for running away--my rust in a series of brushes with the law. I thought everyone was picking on me: trying to put me away. Thinking back I suppose that this was my way to get attention. I'm sure that the running away was out of some sort of self pity.

My troubles with the law went from bad to worse. I was put in jail another time for fighting with a guy who I thought had beat up my brother. The social service people thought a geographical change would help: "It must be the place he's in," they said. They sent me to an Indian boarding school and during the time there I drank only once but smoked grass every day. I came back home thinking that they didn't like me out there either and they too were out to get me. When I turned sixteen I got my driver's license and within two weeks I had stolen my brother's car and smashed it up. I was drunk and once more landed in jail. I couldn't remember all that had happened and eventually found out that I was having "blackouts."

That incident also lead to my first contact with an alcoholic treatment center. I stayed three days and left. I left because my girlfriend was pregnant--I was going to be a father at the ripe old age of sixteen. Well, I stayed out of trouble for about six months but soon returned to my old patterns: only this time things just seem to get even .worse. I remember I began talking of killing myself. Once I got a gun and phoned my girlfriend and in the middle of an argument I took the phone outside and fired the gun. I stayed quiet while she must have been in hysterics on the other end. I don't remember why I'd do such a thing nor do I remember being bothered by such crazy actions. My blackouts started to come more often. Me and my friends, wanting more to drink one night, broke into a bar and took some beer and hard liquor.

Two weeks later I was once more arrested. I got the details of my actions in court. My sentence included another stay in the treatment center this time for thirty days plus an additional six months following after I got out. I thought thirty days was going to be a breeze but soon found out it was going to be tough. For the first time in years I was forced to soberly look at my life and my actions and I found out things about myself that I didn't like. But I also found out about feelings--I found out it was okay to feel the way I felt. I began focusing more on me and not on everything else around me.

While in treatment I began following the steps of Alcoholics Anonymous. Having gone through the first five of the twelve steps I decided to stay even longer than I was suppose to. Thinking back, those thirty-five days were probably the best thing that had ever happened to me. After treatment I went to a Tribal program for follow-up counseling. On my first day out of treatment my good drinking buddy predicted that I'd be drinking within a month. However good things continued to happen. I began doing volunteer work with the alcohol program: I'd go to schools and tell my story. Like I said, I like to talk to people and with new ways to do so I really enjoyed the work - mostly I think because I felt I was helping someone. I continued to learn about myself and when reflecting back I can see that my life was changing.

Two years ago I began working full time as a paid staff member with the Tribal alcohol program. During that year with the program I worked with people like myself, worked with groups, and in one-to-one sessions, often just talking to people. I quickly realized how similar my problems were to those I talked with. It saddened me to think that a lot of my people were dying from alcoholism and that not everyone was as lucky as I was in having to stop. I wondered why Indian people let others believe their own myths, like the "drunken Indian myth." Through eyes which were now sober I felt that being an Indian was a lot more than just drinking. It's being proud, kind, and aware of life; not just letting it pass you by. It is accepting what has been done and trying your best to help other people. When I was drinking I had trouble with conflicts of a Native American-White world. By learning to accept certain things I feel that my life is now a lot less complicated.

Taking away alcohol helped me a lot but it didn't cure everything. I still realize that I have to deal with all my human feelings and sometimes it gets awful hard. It's good to know that a drink will only seem to fix things for awhile and eventually just cause more problems. I find that talking to close friends helps a lot in dealing with these other human feelings. The rewards of staying sober are many but I now realize that it was up to me to stop and it is up to me to stay sober. So I would like to say to everyone, it is up to you to help yourself and in helping yourself you can help others.



“I Am a Recovering Alcoholic” Worksheet:

1. What influenced this young person to abuse alcohol?
List at least two things or people.

2. Was the method used to influence this young person persuasion or role modeling or both?

3. What reasons did the young person give for drinking?

4. Why did this young person stop drinking?

5. Do you know someone like this?

NAME OF ACTIVITY:

Why Do People Drink?

CONTENT AREA: Alcohol and Drug Information

LEVEL: Blue (5th Grade)

TIME REQUIRED: 30 Minutes

When the student has completed this activity he/she will be able to:

OBJECTIVES:

- Identify reasons people often give for using alcohol and drugs.
- Identify healthy and unhealthy reasons for using alcohol and drugs.

RESOURCES:

- None Required

PROCEDURES:

- Divide the class into groups of five. Write the discussion questions on the board.
- The group collectively completes the following tasks, have one student serve as the recorder who will report on what was discussed in the small group.
- Identify at least ten reasons why people drink alcohol, have the recorder write these down.
- Divide your list into healthy and unhealthy reasons.
- When the small groups have finished their tasks ask the recorders to share their group's list with the rest of the class.
- The teacher writes all the reasons developed by each group on the board in the categories of healthy and unhealthy as they are reported. When all the reasons are on the board the entire class can discuss why they put some reasons under healthy and others under unhealthy. What characteristics do the unhealthy reasons have. Have students share "I Learned Statements."

EVALUATION:

- Student Evaluation: Students are evaluated by their active participation.

NAME OF ACTIVITY:

Alcohol and American Indians

CONTENT AREA: Alcohol and Drug Information

LEVEL: Blue (5th Grade)

TIME REQUIRED: 30 Minutes

When the student has completed this activity he/she will be able to:

OBJECTIVES:

- Identify reasons people often give for using alcohol and drugs.
- Identify healthy and unhealthy reasons for using alcohol and drugs.
- Identify ways in which he/she is influenced by peers and family members.

RESOURCES:

- None Required

PROCEDURES:

- Divide the class into groups of five. Write the discussion questions on the board.
- The group members collectively discuss the following questions:
- Develop a list of problems that you think are caused by alcoholism and alcohol abuse among American Indian people. List at least ten.

A. Do you think we would have these problems if we did not use alcohol?

B. Can you think of other ways of coping with these problems. Identify at least one way of coping for each problem.

C. Do you think that alcoholism and alcohol abuse cause problems for non-Native Americans? Are they the same problems?

At the end of the activity have students share "I Learned Statements."

If this activity is done with a mixed group including Native American and non-Native American students the questions should be revised to focus on problems caused by alcoholism for "people" rather than American Indian people. Focusing only on Native Americans it may give students the impression that only Native Americans have problems with alcohol.

EVALUATION:

- Student Evaluation: Students are evaluated by their active participation.

NAME OF ACTIVITY:

Decision To Drink Or Not To Drink

CONTENT AREA: Alcohol and Drug Information

LEVEL: Blue (5th Grade)

TIME REQUIRED: 30 Minutes

When the student has completed this activity he/she will be able to:

OBJECTIVES:

- Identify reasons people often give for using alcohol and drugs.
- Identify ways in which he/she is influenced by peers and family members.

RESOURCES:

- None Required

PROCEDURES:

- Divide the class into groups of five. Write the discussion questions on the board.
- The group members collectively discuss the following questions:
 - **What can you do if your friends want to drink and you are not sure? Can you say no to them? If not, why not?**
 - **How would you feel if one of your friends got drunk and you both had to be home in twenty minutes? What would you do?**
- At the end of the activity have students share "I Learned Statements."

EVALUATION:

- Student Evaluation: Students are evaluated by their active participation.

NAME OF ACTIVITY: Attitudes Toward Drinking

CONTENT AREA: Alcohol and Drug Information

LEVEL: Blue (5th Grade)

TIME REQUIRED: 30 Minutes

When the student has completed this activity he/she will be able to:

OBJECTIVES:

- Identify reasons people often give for using alcohol and drugs.
- Identify healthy and unhealthy reasons for using alcohol and drugs.
- Identify ways in which he/she is influenced by peers and family members.

RESOURCES:

- None Required

PROCEDURES:

- Divide the class into groups of five. Write the discussion questions on the board.
- The group members collectively discuss the following questions:
 - A. How do your parents feel about drinking? Do you agree with them?**
 - B. In what situations do you think it is OK to drink? In what situations do you think it is not OK to drink?**
- At the end of the activity have students share "I Learned Statements."

EVALUATION:

- Student Evaluation: Students are evaluated by their active participation.

NAME OF ACTIVITY:

Alcohol and Drug Use In Our Community

CONTENT AREA: Alcohol and Drug Information

LEVEL: Blue (5th Grade)

TIME REQUIRED: 30 Minutes

When the student has completed this activity he/she will be able to:

OBJECTIVES:

- Identify ways in which alcohol and drugs are used in his/her community and the outcomes.

RESOURCES:

- Community Profile Worksheet.

PROCEDURES:

- Divide the class into groups of five. Have one student serve as the recorder who will report on what was discussed in the small group.
- Have the students collectively complete the Community Profile Worksheet, have the recorder fill in the information on the worksheet
- When the small groups have finished their tasks ask the recorders to share the information on their worksheet with the rest of the class. Have students share "I Learned Statements" with the entire class at the close of the activity.
- As a follow-up activity have students take their worksheets home and ask other family members to suggest things people can do rather than use alcohol and drugs. Discuss what suggestions were made and how they might begin to do some of the activities suggested. Use the Taking Action lesson as a follow-up activity.

EVALUATION:

- Student Evaluation: Students are evaluated by their active participation.

Community Alcohol and Drug Use Worksheet:

WHAT GROUPS OF PEOPLE IN YOUR COMMUNITY USE ALCOHOL OR DRUGS? (PLACE A CHECK UNDER ALCOHOL AND DRUGS IF THEY ARE USED BY THIS AGE GROUP IN YOUR COMMUNITY.) IDENTIFY ONE REASON FOR ALCOHOL OR DRUG USE BY EACH GROUP. THE REASON COULD BE THE SAME.

<u>GROUP</u>	<u>ALCOHOL</u>	<u>DRUGS</u>	<u>REASON</u>
Youth Under 10			
Youth Ages 10-13			
Youth Ages 14-18			
Youth Ages 19-30			
People Ages 30-50			
People Ages 50 And Over			

IDENTIFY SITUATIONS IN WHICH ALCOHOL IS USED BY EACH GROUP.
IDENTIFY WHAT HAPPENS WHEN ALCOHOL AND DRUGS ARE USED BY EACH GROUP.

GROUP

SITUATION

WHAT HAPPENS

Youth Under 10

Youth Ages 10-13

Youth Ages 14-18

Youth Ages 19-30

People Ages 30-50

People Ages 50
And Over

Identify some things that people in your community could do rather than use alcohol and drugs. List as many as you can. As an optional activity, take this worksheet home and ask other family members to suggest ideas for things people can do rather than use alcohol and drugs:

NAME OF ACTIVITY:

Native American Drinking Laws

CONTENT AREA: Alcohol and Drug Information

LEVEL: Blue (5th Grade)

TIME REQUIRED: 30 Minutes

When the student has completed this activity he/she will be able to:

OBJECTIVES:

- Identify ways in which alcohol and other drugs are used in his/her community and the outcomes.

RESOURCES:

- New Indian Drinking Law Worksheet

PROCEDURES:

- The teacher gives a brief explanation of the New Native American Drinking Law Worksheet Explain that the purpose of this activity is to help them identify the impact of laws on the use of alcohol in their community.
- **OPTION I:** The New Native American Drinking Law Worksheet can be given to students as an individual assignment to complete by providing written answers to the questions and then discussing their answers in class or in small groups.
- **OPTION II:** Divide the class into small groups. Have the group collectively fill out one worksheet after discussing the questions.
- If you are using a small group method have one member serve as a recorder and report to the whole class summarizing the discussion at the end of the activity.

EVALUATION:

- Student Evaluation: Students are evaluated by their active participation.

New Native American Drinking Law Worksheet:

A NEW LAW HAS BEEN PASSED THAT MAKES IT ILLEGAL TO SELL OR GIVE ALCOHOL TO INDIAN PEOPLE. IT IS ALSO ILLEGAL FOR INDIAN PEOPLE TO DRINK ALCOHOL OR GO INTO A PLACE THAT SELLS OR SERVES ALCOHOL.

1. Do you think this law is fair or unfair? Explain your answer.

2. What do you think will happen in your community if this law goes into effect?

3. Do you think this law will help prevent the problems of alcohol abuse among Indian people? Explain your answer.

NAME OF ACTIVITY:

Tribal Liquor Law

CONTENT AREA: Alcohol and Drug Information

LEVEL: Blue (5th Grade)

TIME REQUIRED: 30 Minutes

When the student has completed this activity he/she will be able to:

OBJECTIVES:

- Identify ways in which alcohol and other drugs are used in his/her community and the outcomes.

RESOURCES:

- Tribal Liquor Law Roleplay Guide.

PROCEDURES:

- The teacher gives a brief explanation of the Tribal Liquor Law Roleplay Guide. Explain that the purpose of this activity is to help them identify the impact of laws on the use of alcohol in their community.
- **OPTION I:** Ask for volunteers to participate in the roleplay. Allow students time to review and practice the roleplay. Have students complete the roleplay.
- **OPTION II:** Divide the class into small groups. Have each group act out the roleplay in their group.
- Once students have acted out the roleplay have them share "I Learned Statements."

EVALUATION:

- Student Evaluation: Students are evaluated by their active participation.

Tribal Liquor Law Roleplay Guide:

You are all members of your local tribal government. You must decide whether to pass a local tribal law to make it legal to sell liquor on your reservation. It has always been illegal to sell liquor on your reservation but some community members want it to be legal. They believe that there are good reasons to change the law, including the following:

People must travel over 20 miles to the nearest town where liquor is sold and many people have died in traffic accidents going to and from the liquor store or bars.

The business in the nearby town makes all the profit for liquor sales which could be made by tribal businesses.

You must discuss all sides of the issue and have them vote on it. The characters involved are described below:

TRIBAL CHAIRPERSON:

Fifty five year old male who has lived on the reservation all his life. He had a drinking problem at one time but hasn't drank for 10 years.

VICE-CHAIRPERSON:

A thirty-year-old male college graduate who studied business administration.

TRIBAL COUNCIL MEMBER:

A forty year old woman who has five children ages 16-21.

TRIBAL COUNCIL MEMBER:

A sixty eight year old man who is considered the local spiritual leader.

TRIBAL COUNCIL MEMBER:

A thirty five year old tribal member who is a lawyer.

NAME OF ACTIVITY:

Community Resources

CONTENT AREA: Alcohol and Drug Information

LEVEL: Blue (5th Grade)

TIME REQUIRED: 30 Minutes

When the student has completed this activity he/she will be able to:

OBJECTIVES:

- Identify resources for getting help with an alcohol or drug problem.

RESOURCES:

- Community Resources Worksheet.

PROCEDURES:

- The teacher gives a brief explanation of the Community Resources Worksheet. Explain that the purpose of this activity is to help them identify resources for getting help with an alcohol or drug problem.
- OPTION I: The Community Resources Worksheet can be given to students as an individual assignment to complete by providing written answers to the questions and then discussing their answers in class or in small groups.
- OPTION II: Divide the class into small groups. Have the group collectively fill out one worksheet after discussing the questions.
- If you are using a small group method have one member of the group serve as a recorder and report to the whole class summarizing the discussion at the end of the activity.
- At the end of the activity the teachers can put the major categories of community and family helpers on the board and then have each member of the class identify which helpers they would use. Discuss class patterns for using community resources. Ask students to identify reasons for selecting the community and family members they did. Talk about the importance of trust in the helping process. Have students share "I Learned Statements."

EVALUATION:

- Student Evaluation: Students are evaluated by their active participation.



Community and Family Helpers Worksheet:

PROBLEM: A group of your friends have been smoking pot lately at school. You don't really want to smoke with them but you are worried about losing your friends. You feel you should tell someone.

1. How would you feel in this situation?

2. How do you think your friends might feel?

3. What do you think your teacher might do if he or she knew?

4. List at least three problems present in this situation:

A. _____

B. _____

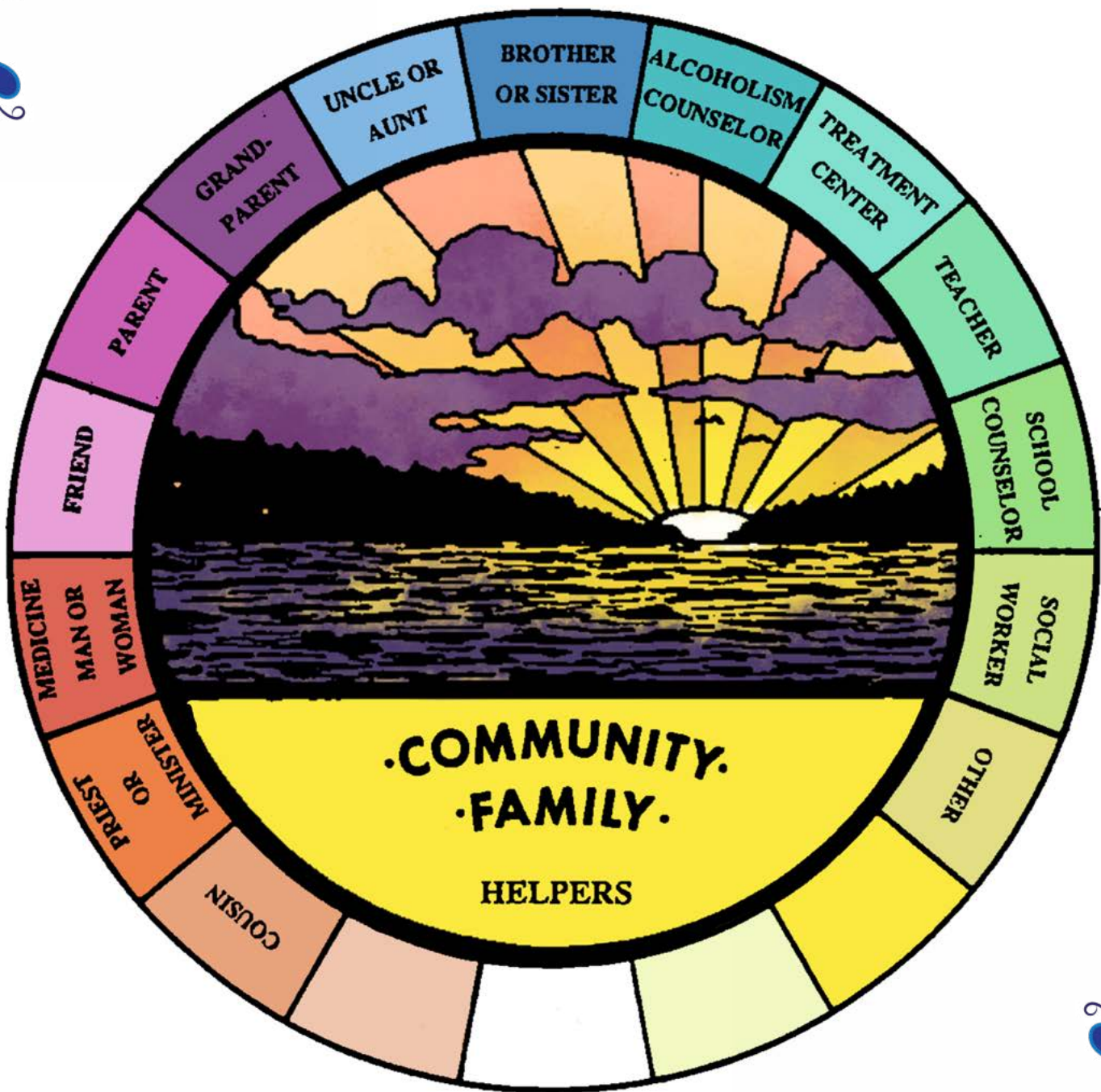
C. _____

5. As a child, where could you go for help. Put "C" in the space on the circle for all those places you might go for help. List them in order from where you might start (see following page).

A. _____

B. _____

C. _____



NAME OF ACTIVITY:

What Would You Do?

CONTENT AREA: Peer and Family Relations

LEVEL: Blue (5th Grade)

TIME REQUIRED: 30 Minutes

When the student has completed this activity he/she will be able to:

OBJECTIVES:

- Identify choices when faced with a decision or situation.
- Identify consequences and outcomes of choices.
- Identify that all behavior has consequences.
- Identify who is responsible for the consequences of behavior.

RESOURCES:

- "What Would You Do?" Worksheet.

PROCEDURES:

- Divide the class into small groups. Explain that the purpose of this activity is to assist students in developing their ability to make choices and accept responsibility for their choices.
- Have the students read the situation on the action sheet and discuss the questions. Have one member of the group serve as the recorder and report to the whole class summarizing the discussion at the end of the activity.
- At the end of the activity have students share "I Learned Statements."

EVALUATION:

- Student Evaluation: Students are evaluated by their active participation.



“What Would You Do?” Worksheet:

SITUATION: Your parents always have a case of beer in the house. One of your friends suggests that you take a few bottles so the two of you can drink it.

1. Each student in the group writes out what he or she would do in this situation.
List below:

2. The students then each present their choices and the group discusses the choices and tries to decide which of their solutions would be the best and why. Write the group's choice below and a brief explanation why the group selected this choice.

3. Is your choice responsible? Explain.

4. What other choice could you have made? What might happen if you choose this?

NAME OF ACTIVITY:

Problem Solving

CONTENT AREA: Peer and Family Relations

LEVEL: Blue (5th Grade)

TIME REQUIRED: 30 Minutes

When the student has completed this activity he/she will be able to:

OBJECTIVES:

- Identify choices when faced with a decision or situation.
- Identify consequences and outcomes of choices.
- Identify that all behavior has consequences.
- Identify who is responsible for the consequences of behavior.

RESOURCES:

- Problem Solving Sheets.

PROCEDURES:

- Read the directions below and decide which option to introduce to the students. Select a Problem Solving Sheet or make one of your own using the blank sheets and copies for students. Explain that the purpose of this activity is to assist students in developing their ability to make choices and to examine the consequences of and accept responsibility for their choices.
- **OPTION I:** The Problem Solving Sheets can be given to students as an individual assignment to be completed by providing written answers to the questions and then discussing their answers in class or in small groups.
- **OPTION II:** Divide the class into small groups. Have each group collectively read the Problem Solving Sheets and then discuss the questions and collectively fill out one worksheet.
- If you are using a small group method have one member of the group serve as a recorder and report to the whole class summarizing the discussion at the end of the activity.

At the end of the activity have students share "I Learned Statements."

EVALUATION:

- Student Evaluation: Students are evaluated by their active participation.



Problem Solving Worksheet:

SITUATION: One day you are feeling sad and down because your parents have been pressuring you about your school work. Your friend calls and invites you over. When you get there, no one is home. Your friend says his or her parents have beer in the refrigerator and suggests you both have one to make you feel better.

1. What choices does the person have in this situation? Identify as many as you can and list them under the choices section below. Once you have listed the choices imagine that you are in this situation and identify which choices you would try, consider, or would not try by placing an X in the proper column. If you are doing this as a group, project members can express their individual opinions which may vary, the entire group does not have to agree on whether they would try, consider, or not try the choices.

CHOICES

WOULD TRY IT

CONSIDER IT

WONT TRY IT

2. Select three of the choices and identify the consequences of these choices by listing the consequences below under each alternative. You might want to select one alternative from each category above.

CHOICE 1

Consequences

CHOICE 2

Consequences

CHOICE 3

Consequences

3. What do you think is the best choice?

4. I learned.



Problem Solving Worksheet:

SITUATION: Your friend invites you over. When you get there your friend and her sister are smoking marijuana. They want you to try some.

1. What choices does the person have in this situation? Identify as many as you can and list them under the choices section below. Once you have listed the choices imagine that you are in this situation and identify which choices you would try, consider, or would not try by placing an X in the proper column. If you are doing this as a group, project members can express their' individual opinions which may vary, the entire group does not have to agree on whether they would try, consider, or not try the choices.

CHOICES

WOULD TRY IT

CONSIDER IT

WONT TRY IT

2. Select three of the choices and identify the consequences of these choices by listing the consequences below under each alternative. You might want to select one alternative from each category above.

CHOICE 1
Consequences

CHOICE 2
Consequences

CHOICE 3
Consequences

3. What do you think is the best choice?

4. I learned

NAME OF ACTIVITY:

What Is a Friend?

CONTENT AREA: Peer and Family Relations

LEVEL: Blue (5th Grade)

TIME REQUIRED: 30 Minutes

When the student has completed this activity he/she will be able to:

OBJECTIVES:

- Identify ways in which he/she is influenced by peers and family members.

RESOURCES:

- None Required

PROCEDURES:

- Divide the class into groups of five. Write the group's questions on the board.
- The group members discuss the following questions:
 - What makes a good friend?
 - Is it better to have a lot of friends or just a few?
- At the end of the activity have students share "I Learned Statements."

EVALUATION:

- Student Evaluation: Students are evaluated by their active participation.

NAME OF ACTIVITY:

Friends

CONTENT AREA: Peer and Family Relations

LEVEL: Blue (5th Grade)

TIME REQUIRED: 30 Minutes

When the student has completed this activity he/she will be able to:

OBJECTIVES:

- Identify ways in which he/she is influenced by peers and family members.

RESOURCES:

- None Required

PROCEDURES:

- Divide the class into groups of five. Write the discussion questions on the board.
- The group members each respond to the following questions:
- What are some of the really good things about having friends?
- Do friends disagree sometimes? What are some of the things friends might disagree about? Can people disagree about something and still be friends?
- When the groups have finished discussing the questions, have the entire class discuss the questions:
- What are some of the most common problems in relationships between friends?
- What can friends do to overcome or work through these problems?

EVALUATION:

- Student Evaluation: Students are evaluated by their active participation.

NAME OF ACTIVITY:

Making Friends

CONTENT AREA: Peer and Family Relations

LEVEL: Blue (5th Grade)

TIME REQUIRED: 30 Minutes

When the student has completed this activity he/she will be able to:

OBJECTIVES:

- Identify ways in which he/she is influenced by peers and family members.

RESOURCES:

- None Required

PROCEDURES:

- Divide the class into groups of five. Write the discussion questions on the board.

- The group members discuss the following questions:

A. How do you make friends?

B. The groups should develop a list of at least five ways.

- Have one member of each group serve as a recorder who writes the list and then reads the group's list to the entire class when each group is ready.

- As the lists are read; the teacher writes the items on the board. When the entire list is on the board students can select several methods for making friends and role play them as a whole class or in small groups.

- At the end of the activity, have students share "I Learned Statements."

EVALUATION:

- Student Evaluation: Students are evaluated by their active participation.

NAME OF ACTIVITY:

The Deer

CONTENT AREA: Peer and Family Relations

LEVEL: Blue (5th Grade)

TIME REQUIRED: 30 Minutes

When the student has completed this activity he/she will be able to:

OBJECTIVES:

- Identify that sharing is a behavior that has positive consequences for everyone.
- Identify at least one lesson he/she learned from each traditional story.

RESOURCES:

- Traditional story, "The Deer."
- Worksheet

PROCEDURES:

- Have the students read the traditional story "The Deer" while you read it aloud.
- Have students each answer the questions on the worksheet.
- Discuss the questions.

OPTIONAL METHODS:

- Do not have students complete the worksheet until after the questions have been discussed by the class.
- Divide the class into groups of five. Have each group discuss the worksheet together. Have one student serve as a recorder and report to the entire class summarizing the discussion at the end of the activity.

EVALUATION:

- Student Evaluation: Students are evaluated by their active participation.

THE DEER

Many years ago, before the coming of the Europeans, a Native American man was out hunting deer with his bow and arrow in the woods. He was very tired so he sat down next to a tree and fell asleep. When he woke up he saw two deer standing very close to him. He tried to pick up his bow and arrow but he couldn't move his arms. Just then one of the deer said, "Come with us." He wondered why he could understand what the deer said. The deer walked over to a nearby creek. The man was able to get up and walk over to the creek close to the deer. When he looked down into his reflection in the water he saw that he had changed into a deer. So he went with them.

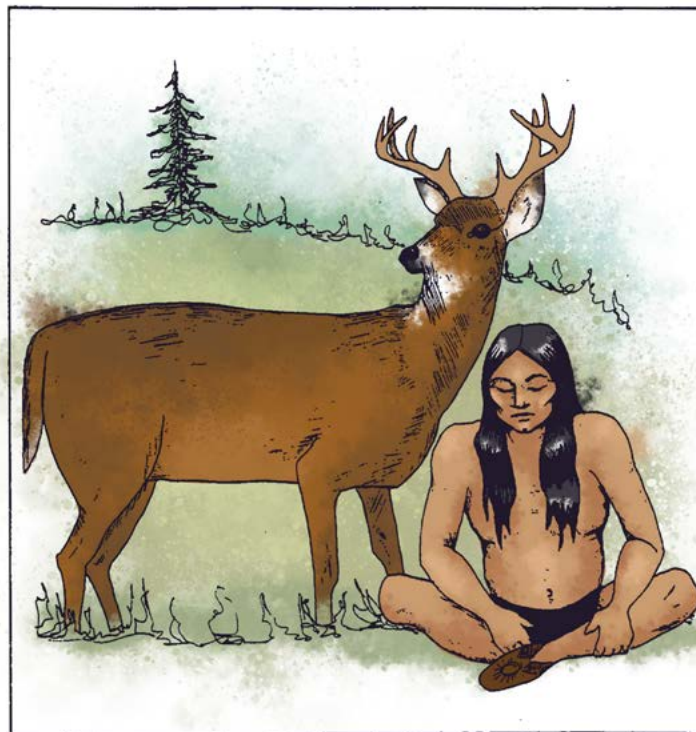


He went through the life of the deer, through hard winters, and happy summers. He was the father of young deer. He listened to the council of the deer elders and attended ceremonies with the deer. Sometimes the deer would be killed by Native Americans and they would feel bad to lose their family members or friends, but they

also realized that they died to feed the people who hunted them. Its all part of the great laws of nature. When an animal is killed to help feed another, and tobacco is offered, its spirit is born again and life goes on.

After many years among the deer, one of his children, a deer, was killed. But his spirit did not live on. The Anishinabe who had killed the young deer did not give thanks to the Great Spirit as was the custom. When he realized this, the deer felt bad and went out into the woods and laid down and cried and cried. As he cried he fell asleep. When he woke he saw two Anishinabeg, he was going to get up to run away before they shot him, but before he could get up one of the Native Americans said, "Who are you? Where are you going?" He wondered how he could understand the humans. He looked down and saw that he was a human again.

He went back to the village with those who found him and he told them that he had been a deer. He had lived with them and had learned many things. He learned how the animals, the fish, the beaver, the deer, the moose; and others feel when we kill them, they die for us so we can live. The Great Spirit gave the Anishinabe something the animals don't have, tobacco. When the life of an animal is taken, tobacco should be given so that the animal's spirit is thanked and will live on. Nothing is wasted. Every part of the animal is to be used. He told them all of these thing. He then taught them different deer dances and ceremonies, so they could learn to give thanks for all things that they have.



The Deer Worksheet:

1. What are some of the things that the man did when he became a deer?

List at least three.

A. _____

B. _____

C. _____

2. According to the story what happens when an animal is killed?

3. Why did the spirit of the young deer in the story not live on?

4. How did the father of this young deer feel? What did he do?

5. How did the deer become a man again?

6. What did the man who became a deer learn from the deer? List two things.

A. _____

B. _____

7. What have you learned from this story?

NAME OF ACTIVITY:

The Sturgeon

CONTENT AREA: Self-Awareness

LEVEL: Blue (5th Grade)

TIME REQUIRED: 30 Minutes

When the student has completed this activity he/she will be able to:

OBJECTIVES:

- Identify that sharing is a behavior that has positive consequences for everyone.
- Identify at least one lesson he/she learned from each tribal legend.

RESOURCES:

- Traditional Story, "The Sturgeon."
- Worksheet.

PROCEDURES:

- Have the students read the traditional story, "The Sturgeon" while you read it aloud.
- Have students each answer the questions on the worksheet,
- Discuss the questions.

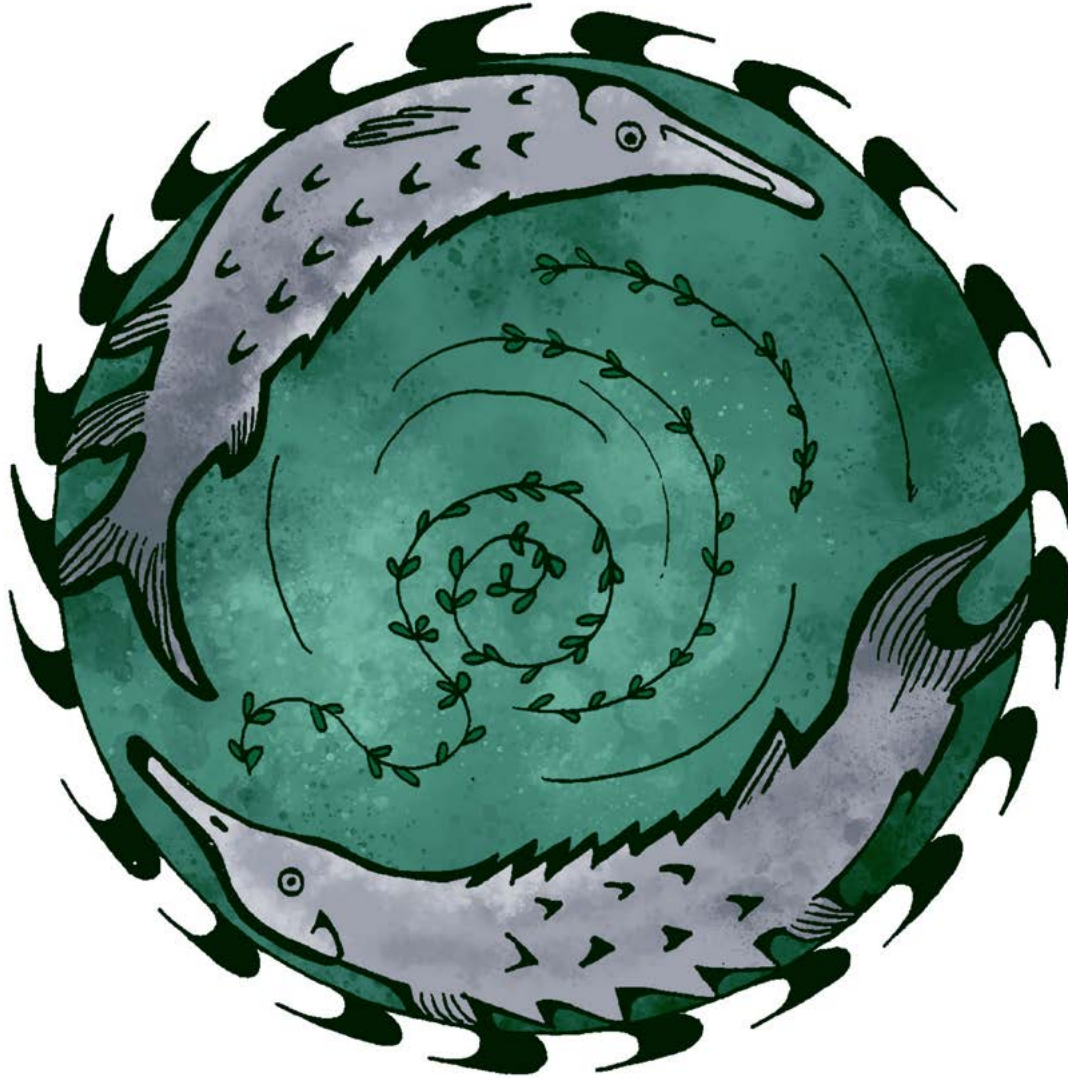
OPTIONAL METHODS:

- Do not have students complete the worksheet until after the questions have been discussed by the class.
- Divide the class into groups of five. Have each group discuss the worksheet together. Have one student serve as a recorder and report to the entire class summarizing the discussion at the end of the activity.

EVALUATION:

- Student Evaluation: Students are evaluated by their active participation.

THE STURGEON



Many years ago, there was a young boy who would go down to the river every day, he would fish sometimes and other times he would just sit beside the water. One day an Indian came out of the water and told his brother to come with him, "Come with me, come into the water." He went closer to look and then walked into the water and turned into a fish, a sturgeon. The Indian who had spoken to him had also turned into a fish and said, "I'll take you around the world of the fish in what is now Lake Superior. After more than a year the young man returned to the place where he had entered the water and became a human again. When he returned to his village, he told his people many things about the life of the fish, but most important he taught them to respect and give thanks for the fish who give their lives to feed the Anishinaabe. He taught them to put tobacco into the water when fish are caught.

The Surgeon Worksheet:

1. How did the young boy become a surgeon?

2. What did he do as a surgeon?

3. What lesson did he learn?

4. What did you learn from this story?

NAME OF ACTIVITY:

The Crane Clan

CONTENT AREA: Self-Awareness

LEVEL: Blue (5th Grade)

TIME REQUIRED: 30 Minutes

When the student has completed this activity he/she will be able to:

OBJECTIVES:

- Identify at least one lesson he/she learned from each traditional story.

RESOURCES:

- Traditional Story, "The Crane Clan"
- Worksheet.

PROCEDURES:

- Have the students read the traditional story, The Crane Clan while you read it aloud.
- Have students each answer the questions on the worksheet.
- Discuss the questions.

OPTIONAL METHODS:

- Do not have students complete the worksheet until after the questions have been discussed by the class.
- Divide the class into groups of five. Have each group discuss the worksheet together. Have one student serve as a recorder and report to the entire class summarizing the discussion at the end of the activity.

EVALUATION:

- Student Evaluation: Students are evaluated by their active participation.

CRANE CLAN

In the days when the world was young, many, many years ago, the Great Spirit ordered a crane to fly down from the sky to find a good place for the people to live. The mighty crane began his flight downward from the skies. As he reached the clouds it uttered a loud call that echoed from one end of the earth to the other. Everyone, including the spirits always floating in the sky, heard this mighty echo maker. When the crane left the clouds and flew closer to earth, he saw the Great Lakes. Again he called to announce its coming. Garroo, garroo-oo! It flew over the water, looking for a good place to land. Finally he chose a hill overlooking St. Mary's River, near where the town of Sault Sainte Marie in Michigan now stands. There the waters of Lake Superior meet the waters of Lake Huron in many rushing waterfalls. The crane settled there for a time, watching the fish that crowded the clear waters and the snow-white foam of the waterfalls. This will be my home, he thought.

Happy with his choice of a camp site, the crane called out again. Garroo, garroo-oo! The bear, the catfish, the loon, the moose, and the marten answered the call. They came and settled there too. Soon the place was filled with people. Those who settled close to the crane were known as the Crane Clan. Those who lived near the bear were the Bear Clan. Those settling near the catfish belonged now to the Catfish Clan. They lived happily together for a long time. Then the crane decided to move westward. Exploring, it flew over the waters of Lake Superior and landed on a point of land on the northwest shore. Again the crane uttered his loud call, garroo, garroo-oo, happy with the new camp site and the abundant fish in the clear waters of this great lake. Immediately the voice of the loon answered. The crane was overjoyed to hear the familiar call. The loon had evidently followed it.

To make sure, the crane asked, "Is it you, Loon, that answered my call?" "It is I," the Loon replied. The crane complimented the loon. "your voice is like a chant to me," it said. "Henceforth, I appoint you to speak for me in councils." Because of this traditional story, the Crane Clan claim their ancestors were the first to settle in the region of Sault Sainte Marie. They always speak first in Ojibwa councils. The Loon clan, because they answered the crane's call, speak second. Today there are more than twenty clans among the Ojibwa. The oldest clans, of course, come first-the Crane, the Loon, the Bear, the Catfish, the Moose, and the Marten. Then come the Wolf, the Heron, the Reindeer, the Pike, the Lynx, the Eagle, the Rattlesnake, the Black Duck, the Goose, the Sucker, the Sturgeon, the Whitefish, the Beaver, the Gull, and the Hawk.

Crane Clan Worksheet:

1. On the map find the place where the crane decided to make its home. Mark the place and write the name of the place beside it. Mark and label the place where you live.

2. How did some people become members of the Crane Clan?

3. According to the story, what special role does the crane play in Ojibwa councils?

NAME OF ACTIVITY:

Code For Long Life And Wisdom

CONTENT AREA: Self-Awareness

LEVEL: Blue (5th Grade)

TIME REQUIRED: Minutes

When the student has completed this activity he/she will be able to:

OBJECTIVES:

- Identify and participate in healthy activities that make him/her feel good physically, emotionally, mentally, and spiritually.
- Identify the traditional and contemporary roles of Native American women, men, children, and elders within the Native American family and community.
- To understand the value of sharing.

RESOURCES:

- Code For Long Life And Wisdom.
- Worksheets.

PROCEDURES:

- Select one of the items in the Code for the topic of discussion. Divide the students into small groups.
- Have the students read the statement from the Code selected as the topic. Have each complete their worksheet and discuss their answers. Have one member of the group serve as the recorder and report to the whole class summarizing the discussion at the end of the activity.
- Have students share, "I Learned Statements" at the close of this activity.

EVALUATION:

- Student Evaluation: Students are evaluated by their active participation.



CODE FOR LONG LIFE AND WISDOM

THANK THE GREAT SPIRIT FOR ALL HIS GIFTS.

HONOR THE AGED;

IN HONORING THEM, YOU HONOR LIFE
AND WISDOM.

HONOR LIFE IN ALL IT'S FORMS.

HONOR WOMEN;

IN HONORING WOMEN, YOU HONOR THE GIFT OF
LIFE AND LOVE.

HONOR PROMISES; BY KEEPING YOUR WORD,
YOU WILL BE TRUE.

HONOR KINDNESS; BY SHARING THE GIFTS
YOU WIT BE KIND.

BE PEACEFUL; THROUGH PEACE,
ALL WILL FIND THE GREAT PEACE.

BE COURAGEOUS; THROUGH COURAGE,
ALL WILL GROW IN STRENGTH.

BE MODERATE IN ALL THINGS; WATCH AND
LISTEN, LISTEN AND CONSIDER, YOUR DEEDS
WILL BE WISE.



Code for Long Life and Wisdom Worksheet:

1. What statement on the "Code For Long Life And Wisdom" have you selected for this activity?

2. Describe what this means in your own words.

3. How might things be better if everyone lived according to the idea you have written and described in numbers 1 and 2.

4. List things you do already that are part of living by this idea.

5. List other things you could do that are part of living by this idea.

6. Identify one new thing that you are going to start doing to live more by this idea.

NAME OF ACTIVITY:

Prejudice

CONTENT AREA: Self-Awareness

LEVEL: Blue (5th Grade)

TIME REQUIRED: 20-40 Minutes

When the student has completed this activity he/she will be able to:

OBJECTIVES:

- Identify the emotions he/she feels in a situation were he/she experiences prejudice and identify at least three healthy ways of dealing with prejudices.

RESOURCES:

- Situation Cards.

PROCEDURES:

- This activity can be done in a large group or small group. Write the discussion questions on the board.
- One member of the group selects a situation card and reads it to the group.
- The students discuss the following questions:
 - A. What would you do if this happened to you?**
 - B. How would you feel?**
 - C. What positive ways can you think of to deal with the situation?**

EVALUATION:

- Student Evaluation: Students are evaluated by their active participation.

SITUATION CARDS

1. You are walking home from school and a group of children walk behind you making war hoops and yelling "Hey Indian."
2. You are in a restaurant with your parents and everyone is waited on except you and your family. You are the only Indians in the restaurant.
3. You are making a speech in front of your class about your tribal heritage and the instructor says "Could you speak up a little "Miss Indian"?"
4. Your mother calls to ask to see a house you might rent to live in. On the phone the owner says the house has not been rented, but when he sees you and your mother he says it's been rented.
5. You go into a store with your older brother and the clerk follows both of you around watching everything you do. There are other people in the store and the clerks aren't following them. You are the only Native Americans in the store.
6. You are in a checkout line in a grocery store with your mother and everyone in front of you writes a check to pay for what they bought. No one in the line is asked for identification, but when your mother pays for her groceries the clerk asks to see an identification.

NAME OF ACTIVITY:

Taking Action

CONTENT AREA: Self-Awareness

LEVEL: Blue (5th Grade)

TIME REQUIRED: 30 Minutes

When the student has completed this activity he/she will be able to:

OBJECTIVES:

- Identify and participate in healthy activities that make him/her feel good physically, emotionally, mentally, and spiritually.
- Identify choices when faced with a decision or situation.

RESOURCES:

- Taking Action Worksheet

PROCEDURES:

- The teacher gives a brief explanation of the Taking Action activity. Explain that the purpose of this activity is to help students identify healthy activities that they can get involved in that will help them have fun and feel good and improve their community. Try to assist students in identifying a problem they can realistically have an impact on.
- **OPTION I:** The Taking Action Worksheet can be given to students as an individual assignment to complete by providing written answers to the questions and then discussing their answers in class or in small groups.
- **OPTION II:** Divide the class into small groups. Have the students discuss the questions on the Taking Action Worksheet. Have one member of the group serve as a recorder and report to the whole class summarizing the discussion at the end of the activity.
- This activity can be extended by addressing various community problems that are identified by students.

EVALUATION:

- Student Evaluation: Students are evaluated by their active participation.

Taking Action Worksheet:

1. Identify something you would like to change about your community.
Describe it.

2. Identify all the things that make it difficult to change the things you want to change (Road Blocks).

3. List steps you can take to overcome these difficulties.

4. Identify a plan for change. List the steps you would need to take to change things you want to change.
