



Red Cliff Band of Lake Superior Chippewa

GREEN LEVEL





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GREEN LEVEL (6th Grade)

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NAME OF ACTIVITY:

Saying No

CONTENT AREA: Peer and Family Relations

LEVEL: Green (6th 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 choices when faced with a decision or situation.
- Identify who is responsible for the consequences of behavior.

RESOURCES:

- None Required

PROCEDURES:

- Divide the class into groups of five. Write the discussion questions on the board.
- Write the group discusses the following questions:
 - **In what situations have you said “no” to someone? Each student should identify at least one.**
 - **Can you think of situations in which it was or would be difficult to say “no.” Each student should identify at least one.**
 - **How does it feel to say “no”? Is it easy or hard? Is it OK to say “no”?**
- When the groups have finished discussing the questions have the entire class share “I Learned Statements.”

EVALUATION:

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

NAME OF ACTIVITY:

Influences

CONTENT AREA: Peer and Family Relations

LEVEL: Green (6th 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 choices when faced with a decision or situation

RESOURCES:

- None Required

PROCEDURES:

- Divide the class into groups of five. Decide which option to use and write the directions and questions on the board.

• **OPTION I: Think of a situation in which you were influenced by others to do something and answer the following questions:**

Who was involved?
What did they convince you to do?
What did they do to convince you?
How did you feel?
Is it OK to let others influence you?

• **OPTION II: Think of a situation in which you influenced someone to do something and answer the following questions:**

Who was involved?
What did you convince them to do?
What did you do to convince them?
How did you feel?
Is it OK of influence others?

- When the small groups have finished a discussion session ask the class to identify things they learned. These "I Learned Statements" can be shared with the whole group.

EVALUATION:

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

NAME OF ACTIVITY:

Choices

CONTENT AREA: Peer and Family Relations

LEVEL: Green (6th 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 choices when faced with a decision or situation.
- Identify consequences and outcomes of choices.
- Identify who is responsible for the consequences of behavior.

RESOURCES:

- Situation Cards

PROCEDURES:

- Divide the class into groups of five. Write the discussion questions on the board.
- One student in each group selects a situation card.
- The group discusses the following questions:

What choices does the person have in the situation?

Select a choice and identify what might happen if the person chooses it?

Select another choice and identify what might happen.

What would you choose? What might happen as a result of your choice?

- When the small groups have finished discussing the questions ask the class to identify things they learned. These "I Learned Statements" can be shared with the whole group.

EVALUATION:

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

Situation Cards:

1. You are with a group of friends after school. One person has a pack of cigarettes and offers everyone takes one.
2. You are having a group of friends sleep over at your house and one person brought some beer. Everyone wants to drink it.
3. Your parents have had a party at your house. You wake up before everyone the next morning and there are half full bottles everywhere.
4. You go to visit your friend who lives a half mile away. A car full of kids stop and ask you if you want a ride. Everyone in the car has been drinking and they have more booze in the car.
5. There is a party going on at home and your older sister asks if she can have a beer. Your mother gives her one. You wonder if you might be able to have some but are afraid to ask.
6. You're invited to your best friend's house for supper. They have beer with their meal and your friend's father asks you if you want some.
7. You're with a group of kids, and one person suggests that you all go into a store with him and he will steal a pack of cigarettes.
8. Your mother leaves an open pack of cigarettes at home. You know she won't be home for a few hours.
9. You go over to your friend's house and when you get there, your friends and a few other kids are home alone and they are drinking.

NAME OF ACTIVITY:

Problem Solving

CONTENT AREA: Peer and Family Relations

LEVEL: Green (6th 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 that all behavior has consequences.
- Identify the consequences and outcomes of choices.
- 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 by 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 Sheet 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: Some kids at your school have been smoking cigarettes in the restrooms. You go into the restroom one day and a group of kids are smoking. You are standing near them when a teacher comes in and accuses all of you of smoking.

1. What choices does the person have in this situation? List them.

2. What would you do?

3. What might happen as a result of your choice. List at least two consequences.

4. Who is responsible for the consequences of your choice?

Problem Solving Worksheet



SITUATION: You share a room with your older brother or sister. One day you find a half empty bottle of whiskey under the bed.

1. What choices does the person have in this situation? List them.

2. What would you do?

3. What might happen as a result of your choice. List at least two consequences.

4. Who is responsible for the consequences of your choice?

NAME OF ACTIVITY:

What Would You Do?

CONTENT AREA: Peer and Family Relations

LEVEL: Green (6th 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.

Problem Solving Worksheet



SITUATION: You and a friend are at a pow-wow and a group of kids tell you they have some beer hidden in the field and ask you to come out and have some.

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 choice 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 of why the group selected this choice.

3. Is your choice responsible? Explain your answer.

4. What other choices could you have made? Identify at least two. What might happen if you choose these? ?

NAME OF ACTIVITY:

Brothers and Sisters

CONTENT AREA: Peer and Family Relations

LEVEL: Green (6th 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 the traditional and contemporary roles of Indian women, men, children, and elders within the Native American family and community.

RESOURCES:

- None Required

PROCEDURES:

- Divide the class into groups of five. Write the group's tasks on the board.
- The group members each respond to the following tasks:
 - **Describe your feelings toward your older and younger brothers and/or sisters.**
 - **As discussion starters the teacher might ask: Are your brothers and sisters always fair to you and are you fair to them? Do they pick on you? Do you pick on them? (If a student is the only child they can participate by imagining how they think they would treat a brother or sister or how they treat their cousins.)**
- When the groups have finished discussing the questions have the entire class discuss the questions:
 - **What are some or the most common problems in relationships between the children in the family?**
 - **What can the children do to overcome or work through these problems?**
 - **What are some of the really good things about having brothers or sisters or cousins?**

EVALUATION:

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

NAME OF ACTIVITY:

Parents

CONTENT AREA: Peer and Family Relations

LEVEL: Green (6th 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 the traditional and contemporary roles of Native American women, men, children, and elders within the Native American family and community.

RESOURCES:

- None Required

PROCEDURES:

- Divide the class into groups of five. Write the group's tasks on the board.
- The group members each respond to the following tasks:
 - Describe your feelings toward your parents.
 - As discussion starters, the teacher might ask: Are your parents always fair to you and are you fair to them? Do they pick on you? Do you pick on them? Do they nag you? (The teacher needs to be aware of and sensitive to the fact that families can include a wide variety of persons and a variety of persons may have the parental role.)
 - 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 the children in a family and the parents?
 - What can the family do to overcome or work through these problems?
 - What are some of the really good things about having a family?

EVALUATION:

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

NAME OF ACTIVITY:

What Is a Family?

CONTENT AREA: Peer and Family Relations

LEVEL: Green (6th 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 the traditional and contemporary roles of Native American women, men, children, and elders within the Native American family and community.

RESOURCES:

- None Required

PROCEDURES:

- Divide the class into groups of five. Write the group's tasks on the board.
- The group collectively completes the following tasks:
 - Develop a list of things that families do or could do together. Include at least 10 things.
 - Develop a list of ways family members can help one another. Include at least 10 things.
- Have one member of the group serve as a recorder who writes the list and reads it to the entire class when all groups have completed their tasks.
- The teacher writes all the items from each list on the board. Once both lists are on the board, the entire class discusses the question: What is a family?
- 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:

Family Members are Alike and Different

CONTENT AREA: Peer and Family Relations

LEVEL: Green (6th 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 the traditional and contemporary roles of Native American women, men, children, and elders within the Native American family and community.

RESOURCES:

- None Required

PROCEDURES:

- Divide the class into groups of five. Write the group's tasks on the board.
- The group members each respond to the following tasks:
 - Identify the members of your family that you are most like.
 - Describe how you are alike and how you are different.
 - Discuss how you became like this person.
- 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:

Kindness and Understanding

CONTENT AREA: Peer and Family Relations

LEVEL: Green (6th 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 the traditional and contemporary roles of Native American women, men, children, and elders within the Native American family and community.

RESOURCES:

- None Required

PROCEDURES:

- Divide the class into groups of five. Write the group's tasks on the board.
- The group members each respond to the following tasks:
 - Describe a situation in which the members of your family showed kindness and understanding toward one another.
 - Do you think your family shows enough kindness and understanding? If not, think of and describe one thing you can do to show more kindness and understanding toward your family members.
- 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 River of Alcohol

CONTENT AREA: Alcohol and Drug Information

LEVEL: Green (6th 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 the traditional and contemporary roles of Native American women, men, children, and elders within the Native American family and community.

RESOURCES:

- Traditional story, "The River of Alcohol."
- Worksheet

PROCEDURES:

- Have the students read the traditional story, The River 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 RIVER OF ALCOHOL AND DRUGS



Many years ago among the Anishinaabe, there was an old woman who was well over one hundred years old. Among the Anishinaabe, then as now, the visions of the elders were listened to as visions of things to come. Many, many years ago, in her visions, her dreams, this old woman saw the great island of the Anishinaabe, the continent of North America, and running through this land was a great river flowing everywhere in the land of the Anishinaabe. This river was the river of alcohol and drugs. In her vision the old woman saw many Native American people falling into and drowning in this river of alcohol and drugs. When the old woman spoke of her vision many people heard about the sad things to come and of the deaths of many Anishinaabe who will drown in the river of alcohol and drugs and yet they continued to use the alcohol and drugs brought to the Anishinaabe by the Europeans. Today this river is still flowing, the vision of this old woman was a great and true vision. How many more of the Anishinaabe will drown in it? Will you?

The River of Acohol Worksheet:

1. What did the woman see in her dreams or visions?

2. Why is it important to listen to our dreams or the dreams of others, especially elders.

3. What is the "River of Alcohol"? Have you seen it?

NAME OF ACTIVITY:

History of Alcohol Use

CONTENT AREA: Alcohol and Drug Information

LEVEL: Green (6th 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.

RESOURCES:

- Information sheet on the History of Alcohol Use Among Native Americans.

PROCEDURES:

- Divide the class into small groups.
- Have the students read, The History of Alcohol Use Among Native Americans while you read it aloud.
- Students should then discuss the following questions:
 - Why do you think Native American people had problems when they started to drink alcohol?
 - Why do you think Europeans continued to trade alcohol with Indians when they knew it caused problems for Native Americans?

EVALUATION:

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

THE RIVER OF ALCOHOL AND DRUGS

Before contact with Europeans most Native American Tribes did not use alcohol. Alcohol was introduced by Europeans. During the early years Europeans used alcohol to trade with Indian people for things the Europeans wanted or needed. Indian people did not have experience in using alcohol and many problems developed as a result.

Many Native American leaders throughout history have tried to speak out against the use of alcohol. This is a statement made by a Native American elder.



My children,
you have forgotten the
customs and traditions of your
forefathers...You bought guns,
knives, kettles and blankets until you
can no longer do without them, and
what is worse you have drunk the poison
firewater, which turns you into fools.
Fling these things away; live as your
forefathers did before you.

-Pontiac, Ottawa Chief
May 1763

NAME OF ACTIVITY:

Why Animals Don't Drink

CONTENT AREA: Alcohol and Drug Information

LEVEL: Green (6th 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 traditional story.

RESOURCES:

- Traditional story, "Why Animals Don't Drink."
- Worksheet

PROCEDURES:

- Have the students read the traditional story, Why Animals Don't Drink while you read it aloud.
- Have students each answer 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 complete the worksheet together. Have one student serve as a recorder and report to the whole group at the end of the activity.

EVALUATION:

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

WHY ANIMALS DON'T DRINK

Wenabozho is a hero and a teacher in the Ojibwa culture. This is a story that is told by Wenabozho. The story contains a message to be learned. This is how the Ojibwa people taught their young during the winter months.

The Great Spirit told all the animals to gather by two's in the woods for a big meeting. Every animal was there. They all went to the meeting wondering what the Great spirit wanted to tell them.

Along the path came a rabbit stumbling to this great meeting. All the other animals looked to see the rabbit. he was singing and staggering as he approached the meeting. The rabbit acted very strange. The fox asked the rabbit where he had been and told him, his family and children were lonely and worried about him--they hadn't seen him for a long time. The rabbit said, "I don't care anymore about being like a rabbit and I feel better than ever."

Then the rabbit told the fox why he felt good and of his venture to town where he drank alcohol. He was having so much fun he lost track of time, this was why he had been gone so long. The fox replied, "Your family and children worried about you and want you home." The rabbit laughed and kicked the fox in the leg, then the fox struck the rabbit and sent him tumbling. The fox, much stronger could have killed the rabbit easily, but didn't. Still laughing at the fox the rabbit seemed not to care. All the other animals looked and stared at the rabbit who acted so strange.

The lynx said to the rabbit, "Why do you walk on two legs and talk so different when the Great spirit gave us four legs and our own language? It sounds like you don't care about your family and children. What has happened to you?" The rabbit said, "I was in town drinking and learned to walk, talk and have fun in a different way." Then he kicked the lynx and said, "You're always picking on me and I'm not afraid of you either" The lynx then startled slapped the rabbit on the head and sent him flying, he too could have killed the rabbit instantly, but didn't. The other animals did not understand where the rabbit received his false courage to attack the animals that could have easily killed him. The other animals were stunned by the peculiar behavior of the rabbit and began to wonder why he acted in this manner.



The rabbit ridiculed, made fun of, and laughed at the other animals for preparing for winter, gathering food, building shelters, and caring for their families when they could be in town having fun like him. The rabbit said, "I'm going back to town." As the rabbit walked away he passed behind a large tree--then he changed himself back into Wenabozho. All the animals looked surprised. Wenabozho told them this is why there is a great meeting. To show the animals what could happen if they drink. Wenabozho looked at the bear and said, "Remember the time the humans captured you and put you in a circus, tied you up and gave you alcohol to drink?" The bear put his head down. Wenabozho went on to talk to the animals of how we were given a language to speak of our own, four legs to walk on, a way of life of our own to follow with that code of conduct by which we live. To do anything differently is disrespectful to the way of life that the Creator has given us. When we drink alcohol we act differently, we get false courage, it becomes a way of life, and we neglect our responsibilities to ourselves as well as others. Therefore, animals don't drink! Our brothers the Anishinaabe don't drink for the same reasons!

Why Animals Don't Drink Worksheet:

1. Why was the rabbit stumbling when he came to the animal meeting?

2. How was the rabbit changed by his trip to town? List at least three ways.

3. What was Wenabozho trying to teach the animals? What can people learn from this?

NAME OF ACTIVITY:

When I Think of Alcohol and Drugs

CONTENT AREA: Alcohol and Drug Information

LEVEL: Green (6th 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 group tasks 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.
- List at least five things that come to your mind when you think of the words alcohol and drugs. (Each student makes a list of their own.)
- Have all the students share their lists and make one combined group list.
- 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 should write all the items on the board. The items can then be put into categories by the students with the teacher's assistance. The categories should be determined by the content of the items. When this is completed the entire class can discuss "I Learned Statements." The information gained from this activity can be used to make a bulletin board.

EVALUATION:

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

NAME OF ACTIVITY:

What Happens When People Drink?

CONTENT AREA: Alcohol and Drug Information

LEVEL: Green (6th 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 things that could happen when people drink alcohol. Have the recorder write these down.
 - Divide your list into healthy things and unhealthy things.
- 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 things that could happen developed by each group on the board in the categories of healthy and unhealthy as they are reported. When all the items are on the board the entire class can discuss why they put some under healthy and others under unhealthy. What characteristics do the healthy things have in common and what characteristics do the unhealthy things have. Have students share "I Learned Statements."

EVALUATION:

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

NAME OF ACTIVITY:

Alcohol Use and Alcoholism

CONTENT AREA: Alcohol and Drug Information

LEVEL: Green (6th Grade)

TIME REQUIRED: 30 Minutes

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

OBJECTIVES:

- Identify that alcohol and drug use affects a person physically, emotionally, mentally, and spiritually.
- Identify at least two facts about the history of alcohol and drug use among Native Americans in North American.

To know that other people and families have alcohol and drug related problems.

RESOURCES:

- Alcohol Use and Alcoholism Worksheet.
- Alcohol Use and Alcoholism Booklet.

PROCEDURES:

- The teacher gives a brief explanation of the Alcohol Use and Alcoholism Worksheet. Explain that the purpose of this activity is to help students understand that alcohol use affects a person physically, emotionally, mentally, and spiritually.

- Have students read the Alcohol Use and Alcoholism Booklet.

- **OPTION I:** The Alcohol Use and Alcoholism 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 Alcohol Use and Alcoholism Worksheet.

- If using small groups, 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.

EVALUATION:

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

Alcohol Use and Alcoholism Worksheet:

1. List at least two things that are important for family members and especially children to remember if they live in a family with an alcoholic.

2. Why do you think it is important for family members and especially children to remember these things.

3. Considering how alcohol effects the body, emotions, and mind, why do you think it is dangerous to drink and drive.

4. What do you think an alcoholic is?

NAME OF ACTIVITY:

Community Resources

CONTENT AREA: Alcohol and Drug Information

LEVEL: Green (6th 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 Resource 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 Resource 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.

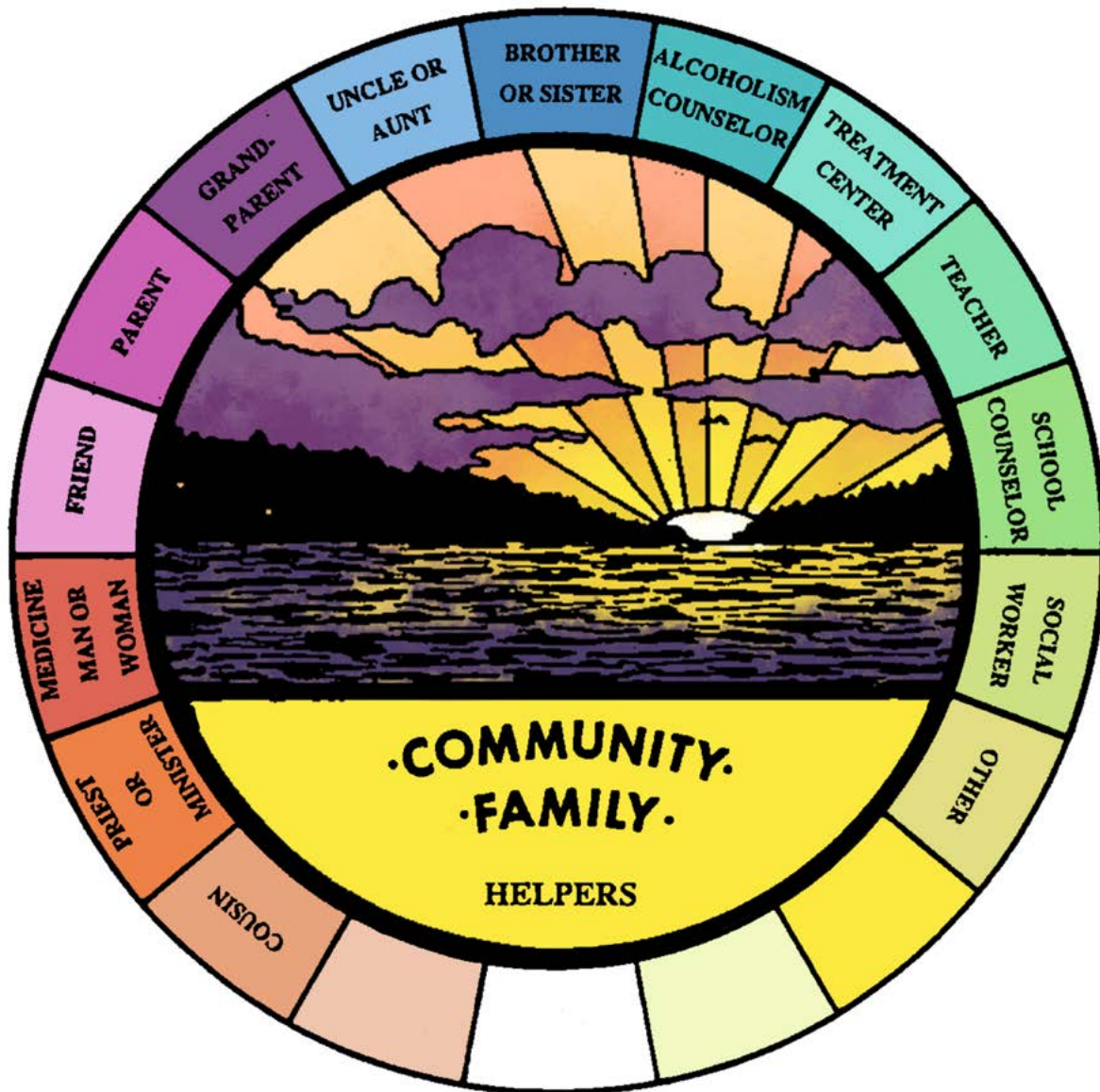
- If you are using a small group method have one member of the group serve as a recorder and report to the whole class summarizing the discussion at the end of the activity.

- 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: You feel like your parents don't listen to you or understand you. It seems like they are always yelling at you and nagging. They never seem to say anything positive to you.

1. How would you feel in this situation?

2. How do you think your parent might feel?

3. List at least three problems present in this situation.

A. _____

B. _____

C. _____

4. As a child, where could you go for help. Put a "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 the circle for all those places you might go for help. List them in order from where you might start.

A. _____

B. _____

C. _____

NAME OF ACTIVITY:

Emotion Dice and Board Game

CONTENT AREA: Self-Awareness

LEVEL: Green (6th Grade)

TIME REQUIRED: 30 Minutes

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

OBJECTIVES:

- Identify the emotions he/she feels and how emotions affect his/her behavior.
- Identify at least one healthy behavior for each emotion he/she can identify.

RESOURCES:

- Dice (1 Set).
- Emotions Cards.

PROCEDURES:

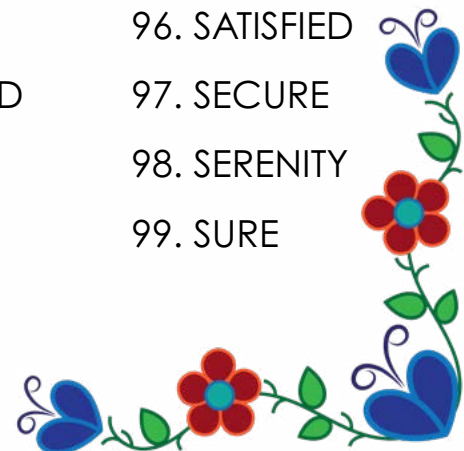
- Explain the game rules written below to the students.
- **GAME RULES:** Divide the class into groups of five. Each group gets an Emotions Game Board. The game begins by one student shaking the dice and adding up the total value. When the total is identified the student selects a card from the pile and reads the emotion to the whole group and describes a situation in which they experienced that emotion. If the student cannot pronounce or doesn't understand the emotion he/she must look it up in the dictionary, pronounce it and read the definition. The student is then free to move forward on the board the number of spaces corresponding to the total value of their dice. The object of the game is to go around the board twice. The winner is the person who gets around twice first.
- Have students share "I Learned Statements" at the end of the activity. Discuss questions such as: How are the emotions people experience alike and different? Are all emotions OK?

EVALUATION:

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

EMOTIONS FOR DICE AND BOARD GAME

1. ABANDONED	26. LEFT OUT	51. WEAK	76. GENEROUS
2. ANGRY	27. LONELY	52. WEEPY	77. GRATEFUL
3. ANNOYED	28. LOW	53. WORRIED	78. HAPPY
4. ANXIOUS	29. MAD	54. ADEQUATE	79. HELPFUL
5. BORED	30. MEAN	55. AFFECTIONATE	80. HIGH
6. CHEATED	31. MISERABLE	56. BOLD	81. HONORED
7. COLD	32. NERVOUS	57. CALM	82. IMPORTANT
8. CONFUSED	33. OVERWHELMED	58. CAPABLE	83. IMPRESSED
9. DEFEATED	34. PAIN	59. CARING	84. JOYFUL
10. DIFFERENT	35. PANICKED	60. CHALLENGED	85. KIND
11. DESTRUCTIVE	36. PERSECUTED	61. CHARMED	86. LOVING
12. DISCONTENTED	37. PITY	62. CHEERFUL	87. PEACEFUL
13. DISTURBED	38. PRESSURED	63. CLEVER	88. PLEASANT
14. EMPTY	39. QUARRELSOME	64. COMFORTING	89. PLEASED
15. ENVIOUS	40. REJECTED	65. CONFIDENT	90. PROUD
16. EXHAUSTED	41. RESTLESS	66. CONTENT	91. REFRESHED
17. FEARFUL	42. SAD	67. DELIGHTED	92. RELAXED
18. FLUSTERED	43. SCARED	68. DETERMINED	93. RELIEVED
19. FRUSTRATED	44. TENSE	69. EAGER	94. REWARDED
20. GRIEF	45. THREATENED	70. ENERGETIC	95. SAFE
21. FRIGHTENED	46. TIRED	71. EXCITED	96. SATISFIED
22. GUILTY	47. TRAPPED	72. FASCINATED	97. SECURE
23. IRRITATED	48. TROUBLED	73. FEARLESS	98. SERENITY
24. ISOLATED	49. UNEASY	74. FREE	99. SURE
25. JEALOUS	50. UNSETTLED	75. FULFILLED	



NAME OF ACTIVITY:

Emotions Go Fish Game

CONTENT AREA: Self-Awareness

LEVEL: Green (6th Grade)

TIME REQUIRED: 30 Minutes

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

OBJECTIVES:

- Identify the emotions he/she feels and how emotions affect his/her behavior Identify at least one healthy behavior for each emotion he/she can identify.

RESOURCES:

- Two sets of Emotions Cards for each group of five.

PROCEDURES:

- Explain the game rules written below to the students.
- **Game Rules:** Divide the class into groups of five. After shuffling the cards, one player deals giving each player six cards. The remaining cards are spread out on the playing area. Each player pairs each set of matching cards in their hand and places them down on the playing area. The first player then draws a card and if it matches one in their hand they can place the pair down on the playing area after they pronounce the word on the pair of cards. The player can keep drawing from the pile as long as they draw a card that matches with one in their hand. If the player draws a card that does not match they lose their turn and the next player is up. When all of the cards have been picked up from the playing area the game continues by players asking another player of their choice if they have a given card that matches one in their hand. If they do not receive the card requested the next player is up. The game continues until all cards are matched. The winner is the player with the highest number of pairs.
- Have students share "I Learned Statements" at the end of the activity. Discuss questions such as: How are the emotions people experience alike and different? Are all emotions OK?

EVALUATION:

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

NAME OF ACTIVITY:

Emotion and Action

CONTENT AREA: Self-Awareness

LEVEL: Green (6th Grade)

TIME REQUIRED: 30 Minutes

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

OBJECTIVES:

- Identify the emotions he/she feels and how emotions affect his/her behavior.
- Identify at least one healthy behavior for each emotion he/she can identify.

RESOURCES:

- Emotion and Action Worksheet.

PROCEDURES:

- The teacher gives a brief explanation of the Emotions and Action Worksheet Explain that the purpose of this activity is to help students identify their emotions and learn to deal with emotions in healthy ways.
- The Emotions and 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. Students collectively select the emotion they want to discuss and write it on their worksheets.
- At the end of the activity have students share "I Learned Statements."

EVALUATION:

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

Emotions and Action Worksheet:

1. Select an emotion from the list or another one you can think of.
2. Write the emotion you chose in the first space and fill in the other spaces.

LEFT OUT, TIRED, CHEATED, CONFUSED, RELAXED, SECURE, PROUD

I FEEL

WHEN

What do you do when you feel this way?

Is this a healthy or unhealthy thing to do when you feel this way?

List one healthy thing to do when you feel this way.

NAME OF ACTIVITY:

Communication Circles

CONTENT AREA: Self-Awareness

LEVEL: Green (6th Grade)

TIME REQUIRED: 20 Minutes

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

OBJECTIVES:

- Identify that communication is verbal and non-verbal and to be able to communicate verbally and non-verbally.

RESOURCES:

- Communication Circles Worksheet

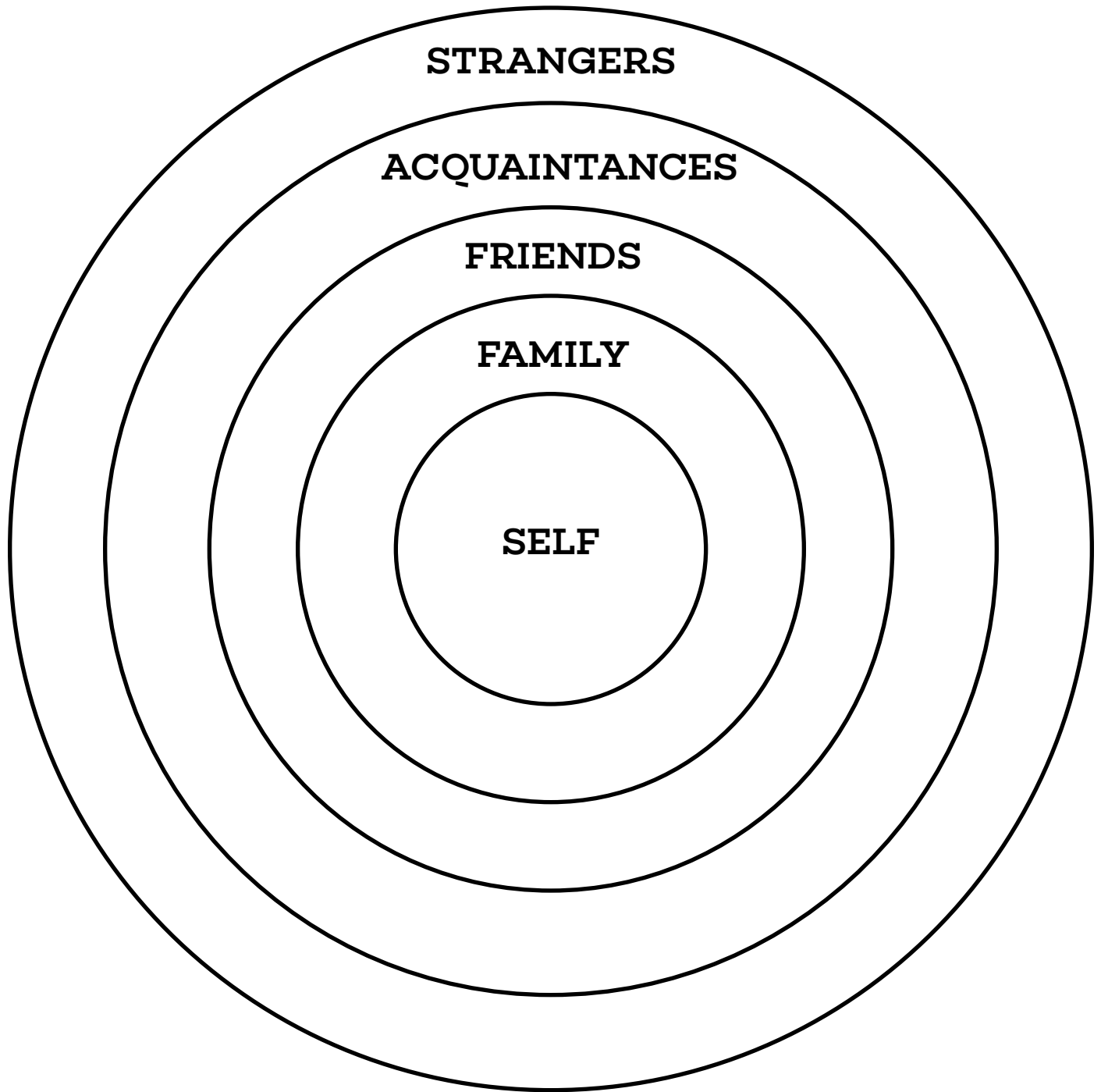
PROCEDURES:

- Give a brief explanation of the Communication Circles Worksheet. Explain that the purpose of this activity is to help the students understand the various types of groups that each of us communicate with and that how and what we communicate will vary according to how much we trust or how well we know those we are communicating with.
- OPTION I: The Communication Circles 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 each 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 have students share "I Learned Statements." Ask students what role "trust" plays in determining what they are willing to say to others.

EVALUATION:

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

Communication Circles:



SELF: You

FAMILY: Parents, Aunts, Uncles, Grandparents, Brothers, Sisters, Etc.

FRIENDS: People not in your family who you know well.

ACQUAINTANCES: People you have met, but do not know well.

STRANGERS: People met for the first time or who you do not know.

Communication Circles Worksheet:

1. Write the name of at least one person who is in each part of the circle.
2. Identify the messages (verbal or non-verbal) you get from each circle of people about alcohol.

Self

Family

Friends

Acquaintances

Strangers

3. What have you learned about the messages you get from each circle of people?
How are they different?

4. Of these groups, who influences you the most?

NAME OF ACTIVITY:

Personal Strengths

CONTENT AREA: Self-Awareness

LEVEL: Green (6th 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.

RESOURCES:

- None Required

PROCEDURES:

- Divide the class into groups of five. Students should know each other well and feel comfortable before using this activity.
- Focusing on one group member, the others identify at least five strengths they see in that person. No put downs allowed.
- Have one person in the group serve as a recorder who Lists all the strengths for each person. At the end of the activity the focus person describes how he/she felt when everyone was listing strengths.

OPTIONAL METHODS:

- Using the lists of strengths have students write a description of themselves in five years if their strengths are fully developed.
- Ask students to share things they are proud of.
- Ask students to share something they did to help someone else.

EVALUATION:

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

NAME OF ACTIVITY:

Healthy Activities

CONTENT AREA: Self-Awareness

LEVEL: Green (6th 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.

RESOURCES:

- Healthy Activities Worksheet
- Emotions Wheel

PROCEDURES:

- The teacher gives a brief explanation of the Healthy Activities Worksheet. Explain that the purpose of this activity is to help them identify healthy or positive activities that they can get involved in that will help them have fun and feel good.
- The Healthy Activities Worksheet should 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.
- At the end of the activity have students share "I Learned Statements."

EVALUATION:

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

Healthy Activities Worksheet:

DIRECTIONS: The picture shows the idea that a person is made up of a body, emotions, mind, and spirit. For each part of yourself, some examples of a thing a person can do to stay healthy are listed. There are many more ways in addition to those listed. List two things you would like to do in each one to be more healthy. Select two that are most important to you and that you would like to try. The ones you select can be the same as the examples given.

DEFINITION OF TERMS

BODY: Physical health or taking care of your body.

EMOTIONAL: Emotional health or understanding and dealing with feelings such as overcoming fears, trusting others, and liking yourself.

MENTAL: Mental health or developing and using your mind, learning.

SPIRITUAL: Spiritual health is a very personal thing that you can define for yourself.

ALCOHOL USE & ALCOHOLISM



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The alcohol that people drink is ethyl alcohol. Beer, wine, and liquor (like whiskey) all have Ethyl Alcohol in the. Most alcoholic drinks are made by “fermenting” fruit or grain. A 12 ounce bottle of beer, and 4 ounces of wine, and 1 ½ ounces of liquor, such as whiskey, all have the same amount of Ethyl Alcohol. Before the Non-Native Americans came to America, Native Americans did not have make or drink alcohol.

AMERICAN INDIANS AND ALCOHOL

Alcoholism is the number one health problem for Native American people nationwide. It affects all age groups. It is estimated that 40 of every 100 adults who claims Native American ancestry has a problem with the use of alcohol. This means that nearly every Native American family has someone in it who is an alcoholic. When there is one person or more in a family who is an alcoholic or has a problem with alcohol, it affects the whole family. For this reason, some people believe that all Native American people are directly or indirectly affected by alcoholism.

The children in families where someone is an alcoholic often feel they are responsible for the problem or they feel very angry. It is important to remember:

1. It's not your fault.
2. You cannot control or change the alcoholic, but you can get help for yourself and so can other members of your family.
3. An alcoholic can stop drinking, some do. There are places for alcoholics to get help and there is hope.
4. The alcoholic must want to change before he/she can.

ALCOHOLISM:

Some people have problems with alcohol and become dependent on it to make them feel good or to face their problems. Some become physically dependent on alcohol, if they do not have it every day, they become sick. This dependency is known as ALCOHOLISM. There are many definitions of alcoholism, but the things they all seem to have as part of their definition are:

AN ALCOHOLIC:

1. Is dependent on alcohol with physically, emotionally, or mentally.
2. Has loss of control over his/her use of alcohol.
3. Causes harm to his/her health, family life, social life, job, and/or spiritual life.

THE PATH OF ALCOHOL IN THE BODY:

Alcohol enters the body through the mouth.

It travels to the stomach through the esophagus.

Most of the alcohol is absorbed into the bloodstream directly from the stomach.

What is not absorbed in the stomach travels to the small intestine where it is absorbed into the blood.

In the bloodstream, alcohol travels to all parts of the body.

Alcohol affects the brain, causing mental and emotional changes such as:

1. Loss of coordination----a person who has been drinking may have trouble walking or keeping their balance.
2. Relaxation----a person who is otherwise shy might become talkative because they feel relaxed and less inhibited.
3. Changes in Judgement----a person who has been drinking may do things that they would not do otherwise.

The way and rate in which alcohol affects a person depends on:

1. How much they drink.
2. The amount of food they have in their stomach. (If a person has a full stomach, alcohol will not be absorbed as fast as when a person has an empty stomach.)
3. Their weight.



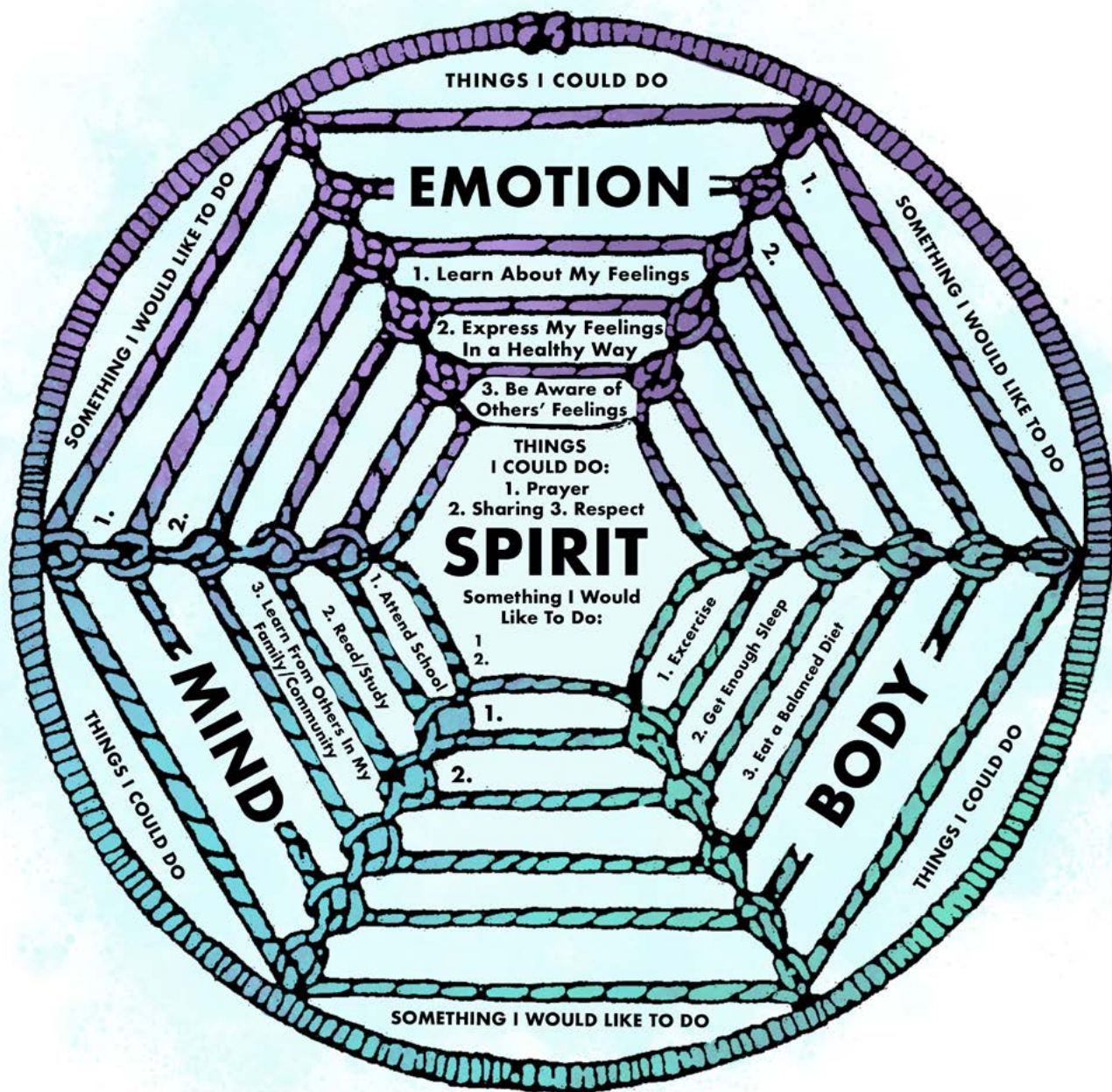
Alcohol and Alcoholism Worksheet:

1. List at least two things that are important for family members and especially children to remember if they live in a family with an alcoholic.

2. Why do you think its important for family members and especially children, to remember these things?

3. Considering how alcohol effects the body, emotions, and mind, why do you think it is dangerous to drink and drive?

4. What do you think an alcoholic is?



NAME OF ACTIVITY:

Getting Healthy pt. 1

CONTENT AREA: Self-Awareness

LEVEL: Green (6th 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, mentally, and spiritually.

RESOURCES:

- Getting Healthy Worksheet 1

PROCEDURES:

- The teacher gives a brief explanation of the Getting Healthy Worksheet I. Explain that the purpose of this activity is to help them identify healthy or positive activities that they can get involved in that will help them have fun and feel good. This activity should follow the Healthy Activities Lessons.
- The Getting Healthy Worksheet I, should be given as an individual assignment to complete by providing written answers to the questions and then discussing their answers in 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.

Getting Healthy Worksheet 1:

1. Go back to your Healthy Activities Worksheet and select one of the things you would like to do to make your body more healthy. List it below.

BODY: _____

2. List some things that make it difficult for you to do this.

A. _____

B. _____

C. _____

3. Make a plan to start doing the activity you selected. List the steps you need to take.

A. _____

B. _____

C. _____

4. Select a date to begin this new activity and identify how often you will do it.

5. Go back to your Getting Healthy Worksheet and select one of the things you would like to do to make your emotions more healthy. List it below.

EMOTIONS: _____

6. List some things that make it difficult for you to do this.

A. _____

B. _____

C. _____

7. Make a plan to start doing that activity you selected. List the steps you need to take.

A. _____

B. _____

C. _____

8. Select a date to begin this new activity and identify how often you will do it.

NAME OF ACTIVITY:

Getting Healthy pt. 2

CONTENT AREA: Self-Awareness

LEVEL: Green (6th 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, mentally, and spiritually.

RESOURCES:

- Getting Healthy Worksheet 2

PROCEDURES:

- The teacher gives a brief explanation of the Getting Healthy Worksheet II. Explain that the purpose of this activity is to help them identify healthy or positive activities that they can get involved in that will help them have fun and feel good. This activity should follow the Healthy Activities Lesson.
- The Getting Healthy Worksheet II should be given to students as an individual assignment to complete by providing written answers in 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.

Getting Healthy Worksheet 2:

1. Go back to your Healthy Activities Worksheet and select one of the things you would like to do to make your mind more healthy. List it below.

MIND: _____

2. List some things that make it difficult for you to do this.

A. _____

B. _____

C. _____

3. Make a plan to start doing the activity you selected. List the steps you need to take.

A. _____

B. _____

C. _____

4. Select a date to begin this new activity and identify how often you will do it.

5. Go back to your Getting Healthy Worksheet and select one of the things you would like to do to make your spirit more healthy. List it below.

SPIRIT: _____

6. List some things that make it difficult for you to do this.

A. _____

B. _____

C. _____

7. Make a plan to start doing that activity you selected. List the steps you need to take.

A. _____

B. _____

C. _____

8. Select a date to begin this new activity and identify how often you will do it.

NAME OF ACTIVITY:

Staying Healthy

CONTENT AREA: Self-Awareness

LEVEL: Green (6th 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.

RESOURCES:

- Staying Healthy Worksheet

PROCEDURES:

- The teacher gives a brief explanation of the Staying Healthy Worksheet. Explain that the purpose of this activity is to help them identify healthy or positive activities that they can get involved in that will help them have fun and feel good.
- The Staying Healthy Worksheet should 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.
- At the end of the activity have students share "I Learned Statements."

EVALUATION:

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

Staying Healthy Worksheet:

GO BACK TO YOUR GETTING HEALTHY WORKSHEETS 1 AND 2 AND ANSWER THE FOLLOWING QUESTIONS.

1. List the four activities you said you would start doing.

BODY: _____

EMOTIONS: _____

MIND: _____

SPIRIT: _____

2. Did you follow through on your plan?

BODY:	YES	NO
-------	-----	----

EMOTIONS:	YES	NO
-----------	-----	----

MIND:	YES	NO
-------	-----	----

SPIRIT:	YES	NO
---------	-----	----

3. Are you pleased with yourself?

YES	NO
-----	----

4. If not, what can you do? Example: Revise your getting healthy plan or start working more on your goals.
