
A WELLNESS CURRICULUM

AZHE-GIWE-MINO-BIMAADIZIWIN

(RETURN TO THE GOOD LIFE)

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INTRODUCTION TO WELLNESS CURRICULUM

The primary goal of this curriculum is to promote the cultural, emotional, and social growth of Native American children to prevent the development of alcohol and drug abuse. This program is based on the belief that schools can play an important role in preventing alcohol and drug abuse through recognizing the diversity of the human experience and creating an environment that addresses the unique needs of Indian children along with the need for cross- cultural communication.

Schools can become healthier environments for Native American children through implementing curriculum and instructional techniques that strengthen the cultural identity of individuals and create a classroom environment where children can learn and practice positive cultural and social values. The educational experience of non-Native American children can also be enhanced. Participation in a culturally based curriculum can enrich the learning experience of all students, regardless of their cultural background. If children can learn at an early age to appreciate diversity of experience this may help reduce the level of destructive intolerance that has had such devastating impact on Native American people throughout history.

At the kindergarten through third grade level the primary focus of the curriculum is on teaching positive cultural and social values through the use of tribal teachings. Each grade level includes a series of lessons that reinforce the values of sharing, respect, honesty, and kindness (Kindergarten focuses on sharing, honesty, and kindness). The lessons are designed to assist the children in understanding and practicing these values.

Along with the need to convey positive cultural and social values, the curriculum also addresses the needs for Native children to experience school as an emotionally supportive environment. To accomplish this, each grade level includes a series of lessons designed to teach children to identify, examine, and express and emotions they experience. This secondary component is designed to create a classroom environment where children feel safe to express their needs and feelings. Giving children permission to do this can prevent disruptive behavior patterns and depression that may result in poor school performance, which is correlated with alcohol and drug use.

A third focus of the curriculum is the direct. examination of alcohol and drug abuse issues within the context of the community, family, and peer group. Although the school is only one piece of each child's complex social system, the school can play an important role in providing accurate and timely information about alcohol and drug use and providing a forum for children to identify, examine, and express their ideas and feelings about alcohol and drug use in a safe and confidential environment.

The curriculum is designed to address the objectives listed on the following page of this manual. The teaching methods include small group discussions, role playing, puppetry, and storytelling. The curriculum is adaptable to the style of individual teachers and students. Some

teachers will find that students are not able to manage self-directed small group activities or discussions, while other: students are very skilled at small group process with limited teacher directions

Most teachers have a preferred teaching style somewhere on the continuum from teacher directed to student centered. This style is established through daily interactions with students. It is important for teachers to examine their teaching style and adapt the curriculum to best fit their settings.

Maximizing active participation is an important goal. Of the curriculum because it is an effective way of insuring that children internalize the concept and information presented. Teachers who typically use a very teacher directed approach may want to examine how to adapt their approach to improve and maximize the active participation of the learner.

The Blue-Sky family puppets are designed to assist the teacher in delivering the lessons in an interesting and motivation way. The puppets should be introduced in the first lesson and used throughout as teaching aids. In most classrooms, some rules about handling the puppets will need to be established to prevent the children's enthusiasm from becoming destructive to the puppets. As the children become familiar with the puppets, encourage them to use the puppets to participate more actively in telling the stories or acting them out. Feel free to use the puppets in other creative ways that you and the children can think of.

ALCOHOL AND DRUG EDUCATION

When the student has completed the curriculum, he/she will be able to:

1. Identify that many individuals and families have alcohol and drug related problems.
2. Identify resources for getting help with an alcohol or drug problem.

PEER AND FAMILY RELATIONS

When the student has completed the curriculum, he/she will be able to:

3. Identify choices when faced with a decision.
4. Identify ways in which family members are affected by the behavior of someone who abuses alcohol and drugs.

SELF AWARENESS

When the student has completed the curriculum, he/she will be able to:

5. Identify the traditional and contemporary roles of Native American women, men, children, and elders within the Native American family and community.
6. Identify that sharing is a behavior that has positive consequences.
7. Identify that kindness is a behavior that has positive consequences.
8. Identify that honesty is a behavior that has positive consequences.
9. Identify that respect is a behavior that has positive consequences.
10. Identify that emotions he/she feels and how emotions affect his/her behavior.
11. Identify at least one healthy behavior for each emotion he/she can identify.

FORWARD

This publication is a revised version of the 1987 Red Cliff Wellness Curriculum. In this revised version the illustrations have been enhanced and colorized. After these changes were made the curriculum was digitized as an interactive PDF to be more accessible to teachers, students, and the community to allow greater accessibility and to enable teachers to use a promethean board or smart board; a modern approach to interactive teaching. The curriculum remains the same in context as the 1987 original curriculum, in that it serves to educate Native American children in the prevention of drug and alcohol abuse and to show that educational settings are a safe place to discuss personal issues. The curriculum opens the door to educate school age children in a culturally, sensitive way, through the voices of elders, families, and Wenabozho, the Ojibwe cultural hero. It begins with a series of traditional stories which precedes the accompanying activity. It is our hopes that these activities will allow the youth to make better choices when it comes to peer pressure, drugs, alcohol, and suicides.

The Ojibwe language used throughout the text will be some of the old spelling of words and changed to a standard orthography as adapted by John Nichols.

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AJEGEWE-MINO-BIMADISSIWIN (RETURN TO THE GOOD LIFE) : A WELLNESS CURRICULUM

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Name of Activity:

Introducing The Blue-Sky Family

Content Area: Self Awareness

Level: Red (Kindergarten), Orange (Grade 1), Gray (Grade 2), Brown (Grade 3)

Time Required: 20-30 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.
- Identify that respect is a behavior that has positive consequences.
- Identify that honesty is a behavior that has positive consequences.
- Identify that kindness is behavior that has positive consequences.
- Identify the traditional and contemporary roles of women, men, children, and elders within the Native American family and community.

Resources:

- The Blue-Sky puppets
- A Visit With The Blue Sky Family book, pages 2-13
- Coloring worksheets of the village in which grandma and grandpa lived when they were children and the village in which they live now.

Procedures:

- Ask the students to all sit in a circle on the floor or in chairs.
- Place the puppets out where the children can see them.
- Open the book. The teacher can read the introduction and use this and the “talking circle rules” to set the tone for all the lessons.
- Use grandma or grandpa Blue Sky as the speaker. Continue to read through the book through page 7. As you introduce the other Blue-Sky family members, ask for volunteers to hold them. Tell the children they can use the puppets to ask questions, but they must be gentle and share.
- Discuss the questions on page 12. The answers are below.

Questions about the way things were:

- What were the houses in the village made from?
(Logs and Tree Bark)
- What do you think people ate in those days?
(Deer, Rabbit, Fish, Corn, Squash, Berries)

- What do you think people made their clothing from?
(Animals, Hides, and Fur)
- What were the four important things that Grandma and Grandpa Blue Sky were taught when they were children?
(Sharing, Honesty, Kindness, and Respect)

Questions about the way things are:

- What are the houses in the village made from?
(Wood and other materials used in most houses today)
- What kind of food do you think the people in the village eat?
(Most of the food probably comes from the grocery store much like the food children eat, although some people still hunt and harvest rice or maple sugar)
- What kind of clothing do you think people wore?
(Clothing much like the we wear. Most of the clothes are bought in a store)
- What things have changed about the way the Blue Skys live today compared to the old days?
(Their houses, food, and clothing)
- What things have not changed?
(The importance of sharing, honesty, kindness, and respect)
- Distribute the coloring worksheets and ask the children to color them. As an optional activity the children can draw their own pictures of the old and new village rather than coloring in those provided.

Closure: Tell the children that grandma and grandpa Blue Sky will be visiting again tomorrow (or whenever you have scheduled your next lesson). Ask the children to say goodbye to the Blue-Sky family. Collect the puppets and put them and the book away until the next lesson.

Other Options:

- The teacher and/or children can construct a wigwam or teepee for the Blue-Sky family to live in their classroom. If it is large enough, the children can use it to sit in or, as a time out place.
- If there are older students available, they can practice using the puppets and become familiar with the lesson, so they can introduce the Blue-Sky family.
- The children (grades 1-3) can draw pictures of sharing long ago and sharing today rather than just the old and new village (other values could also be illustrated).

A VISIT WITH THE BLUE-SKY FAMILY

INTRODUCTION TO PUPPETS

Grandma and Grandpa Blue Sky and their children and grandchildren are guests who will be visiting the classroom this year. Because they are guests, I would like you to be respectful and especially well-behaved when the Blue-Sky family is visiting.



When the Blue-Sky family visits, we will sit in a “talking circle.” A “talking circle” is a place where they can share their thoughts and feelings.

The Blue-Sky’s are Native American people and they will be sharing things about their culture and values with us. If you have questions when the Blue-Sky’s are here, please ask them. But before we start, let’s review the “talking circle rules.”

TALKING CIRCLE RULES

- Listen quietly when someone is talking.
- Everyone ideas are important.
- No put downs.
- It’s okay to just listen.

TALKING CIRCLE RULES

- LISTEN QUIETLY WHEN
SOMEONE IS TALKING
- EVERYONE’S IDEAS ARE
IMPORTANT



- NO PUT DOWNS
- IT’S OKAY TO JUST LISTEN

INTRODUCING THE BLUE-SKY FAMILY

"Hello, children. My name is Mary Blue Sky, but you can call me grandma."

"This is my husband. His name is Jim Blue Sky, but you can call him grandpa."

"These are our children Bob and Linda, and our grandchildren, Sue and John. Bob is John's father and Linda is Sue's mother."

"Our daughter, Linda, and our granddaughter, Sue, live in our house with us. Our son, Bob, and our grandson, John, live in a big city called Minneapolis. They come and visit us often and we go to visit them often too. Our children and grandchildren like to ask a lot of questions, and we like to tell them stories and teach them as they grow up. If you have any questions, just pretend you are our children and grandchildren too and ask us."





“We were born many years ago in a small village in Wisconsin. This is how our village looked many years ago when we were children about your age.”

“Things were different back then. In our village, our food, clothing, and shelter came from plants and animals. Our food came from hunting, fishing, gardening, gathering wild rice, and making maple sugar. We made our clothing from hides of the animals we used for food. Our winter houses were made from the thick bark of the Elm or Basswood trees and our summer houses were made from birch bark and mats woven from reeds. There was always a lot of work to be done so everyone in the village helped. In every family, children helped along with the parents, aunts, uncles, and grandparents. Each person young and old helped in whatever way they could to provide food, clothing, and shelter for everyone in the village.”



HONESTY Is...

Telling The Truth
Not Taking Things That Don't Belong To You

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RESPECT Is...

Thinking Someone Is Special And Important
Showing Someone That They Are Special And Important
Everyone Deserves Respect Because Everyone Is Special
We Need To All Respect Ourselves
We Need To Believe We Are Special And Important
We Can Show Others That We Respect Them By Listening To Their Ideas
We Can Show Others That We Respect Them By Being Kind
Kindness Is The Action Part Of Respect

Most of the time when we think of respect we think of people respecting one another.
However, the plants, animals, earth, and sky also should be respected because we receive our food, houses,
clothing, water, and heat from them which means that they are very important.

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SHARING IS...

Giving Things To Others
Giving Your Time To Others
Telling Others How You Feel Or What You Think
Receiving Things From Others
Receiving Help From Others
Listening To Others When They Talk About How They Feel Or What They Think
Most of the time when we think of sharing, we think of people sharing with one another.
However, the plants, animals, earth, and sky, also share with people, since we receive our food, houses, clothing,
water and heat from them.

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KINDNESS IS....

We Are Kind When We Help Others
We Are Kind When We Are Polite
We Are Kind When We Show Others We Care About
Them

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HONESTY
RESPECT
SHARING
KINDNESS

"As children, we were taught by our grandparents to be respectful, to be honest, to share, and to be kind to others."



"Now that we are grandparents, we want to share these things with you because we believe that if we all live the way our grandparents taught us, we will be happy. And we want. all of you to be happy."

"As Grandpa and I grew up, many things changed."

"Just as we look different than we did when we were five years old, our village looks very different. Our house probably looks much like yours. It is made of wood. We buy most of our food at the grocery store, although we still hunt deer and fish and gather rice and maple sugar. We also get most of our clothing from stores, just as you do. In many ways, we do not live as we did a long time ago when we were children. Although things have changed, the importance of sharing, honesty, respect, and kindness has not changed. These things are still important today."

"Just as our lives have changed, so will yours. As you grow up, we want you to be happy and when we come to visit your classroom, we will tell you a story each time. The stories are the same ones our grandparents told us and they are stories we have remembered all our lives because they helped us live a good life and to be happy. Even when sad things happened to us or when we have been hurt or angry, we have always tried to remember what our grandparents taught us about respect, honesty, sharing and kindness and it has helped us and our family."

Although many things have changed since the days when they were children, the importance of sharing, honesty, respect, and kindness have not.

QUESTIONS ABOUT HOW GRANDMA AND GRANDPA LIVED MANY YEARS AGO WHEN THEY WERE CHILDREN:

- What were the houses in the village made from?
- What do you think people ate in those days?
- What do you think people made their clothing from?
- What were the four important things that grandma and grandpa Blue Sky were taught when they were children?

QUESTIONS ABOUT HOW THE BLUE-SKY FAMILY LIVES TODAY:

- What are the houses in the village made from?
- What kind of food do you think the people eat?
- What kind of clothing do you think people wear?
- What things have changed about the way the Blue-Skys live today compared to the old days?
- What things have not changed?

NAME OF ACTIVITY:

Defining Sharing

CONTENT AREA: Self-Awareness

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.

RESOURCES:

- Illustration of the four values from the Blue-Sky family book. (Page 11)
- The “Talking Circle” rules
- Definition of sharing poster
- Paper and crayons for coloring
- The Blue-Sky puppets (optional).

PROCEDURES:

- Ask the children to sit in a “talking circle.”
- Review the “talking circle rules.”
- State, “Today we are going to review several things that grandma and grandpa Blue Sky talked about when they were here. They said that their parents and grandparents had taught them for important things as they grew up. Can anyone remember what these were?” If the group cannot remember, list them.
- Review the themes of *respect*, *honesty*, *kindness*, and *sharing* by returning to the illustration of these themes in the Blue-Sky family book and pointing to each value as you state it.
- Tell the children that today you are going to talk about *sharing*. Use the illustration of sharing and the definition to provide the children with a definition of sharing.
- Ask the children to think of times when they have shared or when others have shared with them. The children can take turns giving examples. Refer back to the definition of sharing if they have trouble thinking of examples.
- Ask the children to each draw a picture of sharing.

CLOSURE: When the children have completed their coloring display the pictures around the room. Tell them that when the Blue-Sky’s return we can show them our pictures.

OTHER OPTIONS:

- Use the Blue-Sky family puppets, grandma and grandpa can facilitate the discussion and the children can use the other family puppets to talk with when they give their examples of sharing.
- Use the Blue-Sky children (Bob or Linda) or the grandchildren (Sue or John) to facilitate the lesson.
- Ask the children to fold their papers in half and draw an example of sharing on one side and one example of someone not sharing on the other side.
- Rather than drawing ask the children to paint a picture.
- Put a caption under each drawing/painting describing the situation.
- Create a bulletin board for displaying the children's pictures and other materials about sharing that will be used in lessons throughout the week (sharing definitions and practicing posters).



SHARING IS...

Giving Things To Others

Giving Your Time To Others

Telling Others How You Feel Or What You Think

Receiving Things From Others

Receiving Help From Others

Listening To Others When They Talk About How They Feel Or What They Think

Most of the time when we think of sharing, we think of people sharing with one another.

However, the plants, animals, earth, and sky, also share with people, since we receive our food, houses, clothing, water and heat from them.

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NAME OF ACTIVITY:

Practice Sharing

CONTENT AREA: Self-Awareness

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.

RESOURCES:

- Definition of sharing poster
- Practice sharing poster
- The Blue-Sky puppets
- Classroom Values Chart

PROCEDURES:

- Ask the children to sit in a “talking circle.”
- Review the “talking circle rules.”
- Introduce the Blue-Sky puppets again. Have one or more of them facilitate this activity (grandma and grandpa, Bob, and Linda, Sue and John.) Begin by having the Blue-Sky’s ask if anyone would like to tell them about the pictures they colored (or the drawings/paintings they made). Focus on the fact that the pictures illustrate sharing.
- Review the theme of sharing using the sharing definition poster.
- Post the practice sharing poster where you can write on it. Have the puppets explain that during this week they want the children to practice all the different types of sharing. Each day they should try to share at least once.
- The puppets can ask the children if they can think of a way they have shared today or yesterday. Refer to the definition if the children have difficulty thinking of examples. As the children give examples, write them on the poster in one of the five spaces (this activity will be repeated each day for 5 days.)
- When the children have given as many examples as they can, explain that each day their teacher will have a short talking circle time when they can each tell about how they shared that day in school or at home.
- Discuss the following questions with the children.
 - a) When you have shared with someone, how do you think they feel?
 - b) How do you feel when you share?
 - c) How do you feel when someone shares with you?

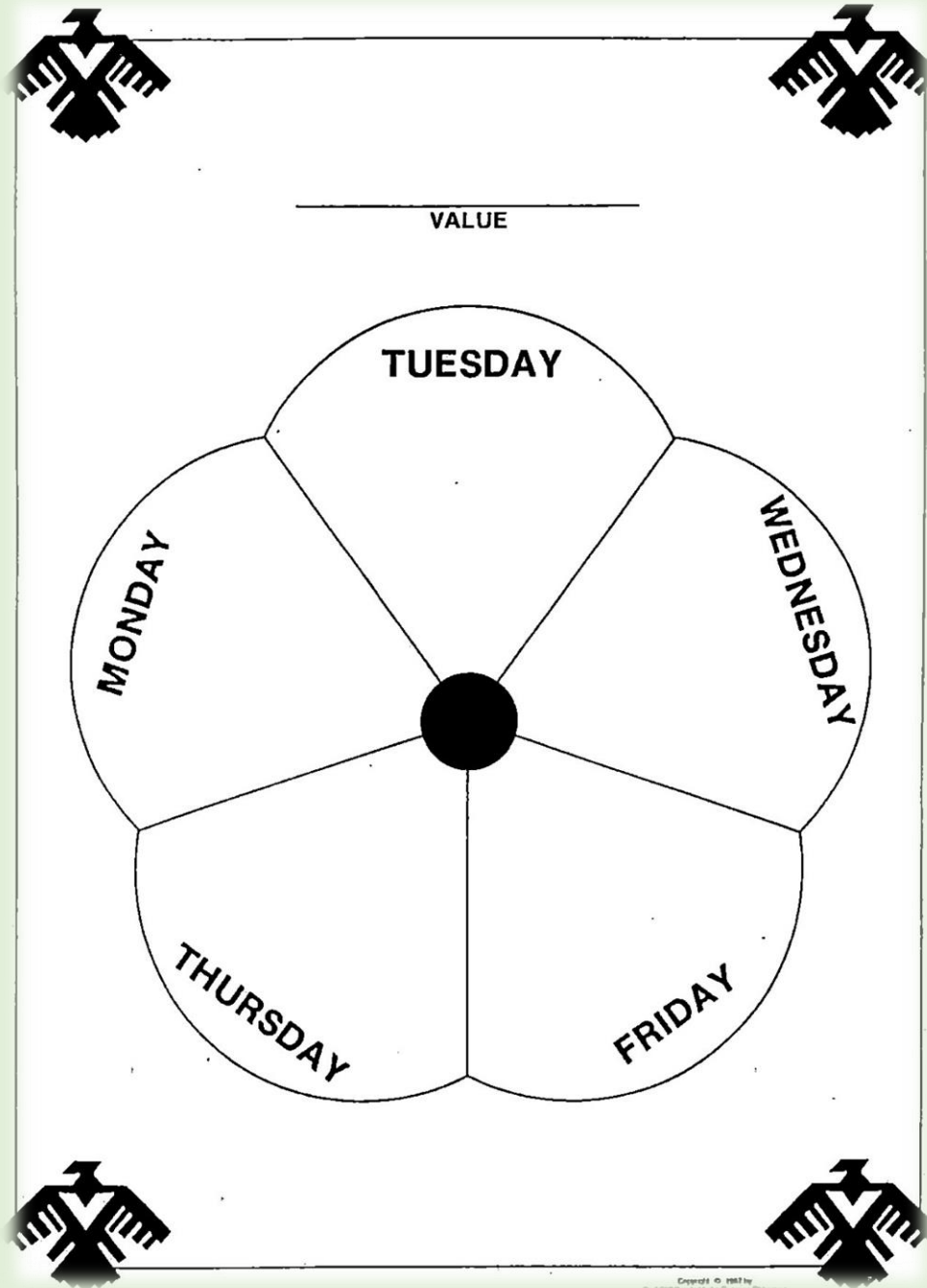
- Each student who has shared that day also gets a star behind his or her name on a chart that your teacher has made.

CLOSURE: The Blue-Sky puppets then say that they will come back and visit soon to see how the children are doing on practicing sharing. At that time, grandpa is going to tell a story about sharing.

OTHER OPTIONS:

- Rather than just listening to the examples of sharing, ask the children to show how they shared something by role playing it.
- Ask the children to think of ways in which they could share with someone at school or at home. Ask a small group to role play a few of these examples.
- Ask the children to bring something to school that they want to share with the class. Rather than just talking, have the student share whatever they brought to the class. Sharing can be just showing or telling about something, leaving something in the class for others to use that the student will eventually take back home or actually giving other students something.
- Children can cut pictures out of magazines of things they would like to share with the class. The class can make a collage of these things. Discuss the fact that when we share, everyone gets enough.
- Make copies of the small practicing sharing worksheets from the teacher's manual. Ask the children to take this paper with them for a day at home and/or at school and record each time they see someone sharing. This can be done in writing or by drawing small pictures. The children can bring their papers to class the next day and share the information with their classmates.

SPINNER DAYS OF THE WEEK



CLASSROOM VALUES CHART

[illegible]

CLASSROOM USE:
Kindergarten: Honest, Kind and Share
Grade One - Grade Three: Honest, Kind, Share and Respect

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NAME OF ACTIVITY:

Defining Kindness

CONTENT AREA: Self Awareness

GRADE LEVEL: Kindergarten-3^{r/d} (Red, Orange, Gray, Brown)

TIME REQUIRED: 30 Minutes

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

OBJECTIVES:

- Identify that kindness is a behavior that has positive consequences.

RESOURCES:

- Illustration of the four values from the Blue-Sky family book.
- Talking Circle Rules
- Definition of Kindness Poster
- Paper and crayons for coloring or paints.
- The Blue-Sky puppets (optional)

PROCEDURES:

- Ask the children to sit in a “talking circle”
- Review the “talking circle rules.”
- State, “Today we are going to review several things about grandma and grandpa Blue Sky talked about when others have been kind to them. The children can take turns giving examples. Refer to the definition of kindness if they have trouble thinking of examples.
- Ask the children to each draw a picture of kindness.

CLOSURE: When the children have completed their coloring, display the pictures around the room. Tell them that when the Blue-Sky’s return we can show them our pictures.

OTHER OPTIONS:

- Use the Blue-Sky family puppets, Grandma and Grandpa can facilitate the discussion and the children can use the other family puppets or just the grandchildren to talk when they give their examples.
- Use the Blue-Sky children (Bob and Linda) or the grandchildren (Sue and John) to facilitate the lesson.
- Ask the children to fold their papers in half and draw an example of kindness on one side and an example of someone not being kind on the other side.
- Rather than drawing, ask the children to paint a picture.
- Put a caption under each drawing/painting describing the situation.

- Create a bulletin board for displaying the children's pictures and other materials about kindness that will be used in lessons through-out the week (Kindness Definition and Practice Posters)



KINDNESS IS....

We Are Kind When We Help Others

We Are Kind When We Are Polite

We Are Kind When We Show Others We Care About
Them

NAME OF ACTIVITY:

Practicing Kindness

CONTENT AREA: Self Awareness

GRADE LEVEL: Kindergarten-3rd (Red, Orange, Gray, Brown)

TIME REQUIRED: 30 minutes

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

OBJECTIVES:

- Identify that kindness is a behavior that has positive consequences.

RESOURCES:

- Kindness Definition Poster
- Practicing Kindness Poster
- The Blue-Sky Puppets
- Classroom Values Chart

PROCEDURES:

- Ask the children to sit in a “talking circle.”
- Review the “talking circle rules.”
- Introduce the Blue-Sky puppets again. Have one or both facilitate this activity (Grandma and Grandpa, Bob and Linda, or Sue and John). Begin by having the Blue Skys ask if anyone would like to tell them about the pictures they colored (or the drawings/paintings they made). Focus on the fact that the pictures illustrate kindness.
- Review the theme of kindness using the kindness definition poster.
- Post the Practicing Kindness Poster where you can write on it. Have the puppets explain that during this week they want the children to practice all the different types of kindness. Each day they should try to be kind at least once.
- The puppets can ask the children if they can think of ways, they have been kind today or yesterday. Refer to the definition if the children have difficulty thinking of examples. As the children give examples, write them on the poster in one of the five spaces (This will be repeated each day for 5 days.)

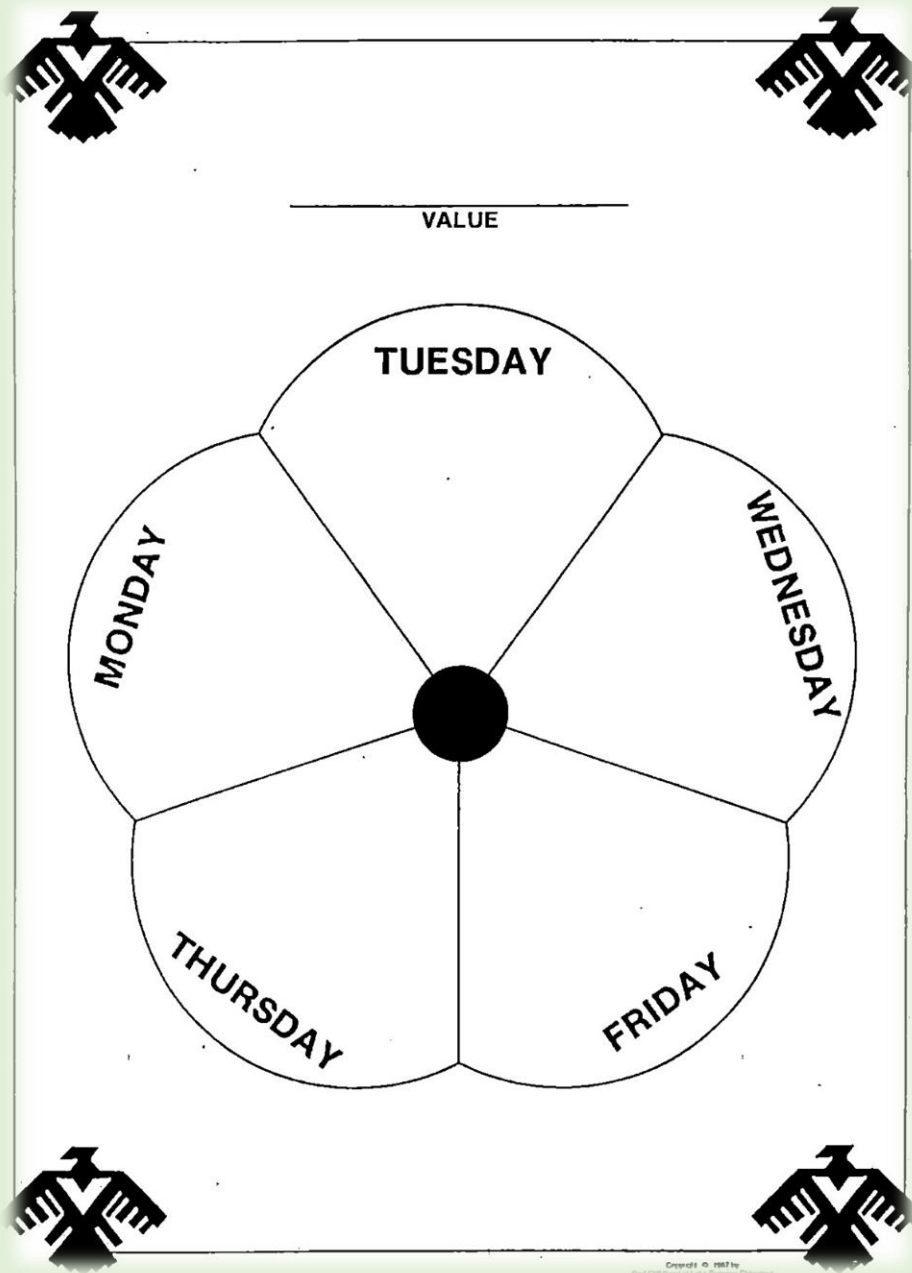
- When the children have given as many examples as they can, explain that each day their teacher will have a short talking circle time when they can each tell about how they were kind that day in school or at home.
- Discuss the following questions with the children.
 - When have you been kind to someone? How do you think that made them feel?
 - How do you feel when you have been kind?
 - How do you feel when someone is kind to you?
- Each student who has been kind that day also gets a star behind his or her name on a chart that your teacher has made.

CLOSURE: Grandma and Grandpa Blue Sky then say that they will come back and visit soon to see how the children are doing on practicing kindness. At that time, Grandpa is going to tell a story about kindness.

OTHER OPTIONS:

- Rather than just listening the examples of kindness, ask the children to show how they were kind by role playing it.
- Ask the children to think of ways in which they could be kind to someone at school or at home. Ask a small group to role play a few of these examples.
- Ask the children grades 1-3 to draw a cartoon strip of a situation where they are kind, illustrating what happens.
- Make copies of the small Practicing Kindness Worksheet from the teacher's manual. Ask the children to take this paper with them for a day home and/or at school and record each time they see someone being kind. This can be done in writing or by drawing small pictures. The children can bring their papers to class the next day and share the information with their classmates.

SPINNER DAYS OF THE WEEK



CLASSROOM VALUES CHART

[illegible]

CLASSROOM USE:
Kindergarten: Honest, Kind and Share
Grade One - Grade Three: Honest, Kind, Share and Respect

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NAME OF ACTIVITY:

Defining Honesty

CONTENT AREA: Self-Awareness

GRADE LEVEL: Kindergarten-3rd (Red, Orange, Brown)

TIME REQUIRED: 30 Minutes

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

OBJECTIVES:

- Identify that honesty is a behavior that has positive consequences.

RESOURCES:

- Illustration of the four values from the Blue-Sky family book.
- Talking Circle Rules
- Definition of Honesty poster.
- Paper and crayons/paint for coloring.
- The Blue-Sky family puppets (optional).

PROCEDURES:

- Ask the children to sit in a talking circle.
- Review the talking circle rules.
- State, "Today we are going to review several things that grandma and grandpa Blue-Sky talked about when they were here. They said that their parents and grandparents had taught them four important things as they grew up. Can anyone remember what these were?" If the group cannot remember, list them.
- Review the themes of respect, honesty kindness, and sharing by visiting the illustration of these themes in the Blue-Sky family book and pointing out to each value as you state it.
- Tell the children that today you are going to talk about honesty. Use the illustration of honesty and the definition to provide the children a clear understanding of the meaning, honesty.
- Ask the children to think of times when they have been honest or when others have been honest with them. The children can take turns giving examples. Refer back to the definition of honesty if they have trouble thinking of examples.
- Ask the children to each draw a picture of honesty.

CLOSURE: When the children have completed their coloring display the pictures around the room. Tell them that when the Blue-Sky's return we can show them our pictures.

OTHER OPTIONS:

- Use the Blue-Sky family puppets, grandma and grandpa can facilitate the discussion and the children can use the other family puppets or just the grandchildren to talk when they give their examples of honesty.
- Use the Blue-Sky children (Bob and Linda) or the grandchildren (Sue and John) to facilitate the lesson.
- Ask the children to fold their papers in half and draw an example of honesty on one side and dishonesty on the other side.
- Rather than drawing, ask the children to paint a picture.
- Put a caption under each drawing/painting describing the situation.
- Create a bulletin board for displaying the materials about honesty that will be used in lessons throughout the week (honesty definition and practicing posters).



HONESTY Is...

Telling The Truth
Not Taking Things That Don't Belong To You

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NAME OF ACTIVITY:

Practicing Honesty

CONTENT AREA: Self-Awareness

GRADE LEVEL: Kindergarten-3rd (Red, Orange, Brown)

TIME REQUIRED: 30 Minutes

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

OBJECTIVES:

- Identify that honesty is a behavior that has positive consequences.

RESOURCES:

- Definition of honesty poster
- Practicing honesty poster
- The Blue-Sky family puppets
- Classroom Values chart

PROCEDURES:

- Ask the children to sit in a talking circle.
- Review the talking circle rules.
- Introduce the Blue-Sky's again. Have one or both facilitate this activity (grandma and grandpa, Bob and Linda, or Sue and John). Begin by having the Blue-Sky's ask if anyone would like to tell them about the pictures they colored (or the drawings/painting they made). Focus on the fact that the pictures illustrate honesty.
- Review the theme of honesty using the honesty poster.
- Post practicing honesty poster where you can write on it. Have the puppets explain that during this week they want the children to practice all the different types of honesty. Each day they should consciously practice at least one type of honesty.
- The puppets can ask the children if they can think of a way, they have been honest today or yesterday. Refer to the definition if the children have difficulty thinking of examples. As the children give examples, write them on the poster in one of the five spaces (this activity will be repeated each day for five days).
- When the children have given as many examples as they can, explain that each their teacher will have a short talking circle time, then they can each tell about how they were kind that day in school or at home.

- Discuss the following questions with someone, how do you think they feel?
- a) When you have been honest with someone, how do you think they feel?
- b) How do you feel when you have been honest?
- c) How do you feel when someone is honest with you?
- Each student who has been honest that day also gets a star behind his or her name on a chart that your teacher has made.

CLOSURE: Grandma and grandpa Blue-Sky then say that they will come back and visit soon to see how the children are doing on practicing honesty. At that time grandpa is going to tell a story about honesty.

OTHER OPTIONS:

- Rather than just listing the examples of honesty, ask the children to show how they were honest by role playing it.
- Ask the children to think of ways in which they could be honest at school or at home. Ask a small group to role play a few of these examples.
- Ask the children to draw a cartoon strip of a situation where they are honest illustrating what happens.
- Make copies of the small practicing honesty worksheet from the teachers manual. Ask the children to take this paper with them for a day at home and/or at school and record each time they see someone being honest. This can be done in writing or by drawing pictures. The children can bring their papers to class the next day and share the information with their classmates.

SHARE	RESPECT	KIND	HONEST

VALUES SPINNER SCORE SHEET

CLASSROOM VALUES CHART

[illegible]

CLASSROOM USE:
Kindergarten: Honest, Kind and Share
Grade One - Grade Three: Honest, Kind, Share and Respect

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NAME OF ACTIVITY:

Defining Respect

CONTENT AREA: Self-Awareness

GRADE LEVEL: 1st-3rd (Orange, Gray, Brown)

TIME REQUIRED: 30 Minutes

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

OBJECTIVES:

- Identify that respect is a behavior that has positive consequences.

RESOURCES:

- Illustration of the four values from the Blue-Sky family book.
- The talking circle rules.
- Definition of respect poster.
- Paper and crayons/paints for coloring.
- The Blue-Sky puppets (optional).

PROCEDURES:

- Ask the children to sit in a talking circle.
- Review the talking circle rules.
- State, "Today we are going to review several things that grandma and grandpa Blue-Sky talked about when they were here. They said that their parents and grandparents had taught them four important things as they grew up. Can anyone remember what these were?" If the group cannot remember, list them.
- Review the themes of respect, honesty, kindness, and sharing by returning to the illustration of these themes in the Blue-Sky family book and pointing to each value as you state it.
- Tell the children that today you are going to talk about respect. Use the illustration of respect and the definition to provide for the children.
- Ask the children to think of times when they have been respectful or when others have respected them. The children can take turns giving examples. Refer back to the definition of respect if they have trouble thinking of examples.
- Ask the children to each draw a picture of respect.

CLOSURE: When the children have completed their coloring display the pictures around the classroom. Tell them that when the Blue-Skys return, we can show them our pictures.

OTHER OPTIONS:

- Use the Blue-Sky family puppets, grandma and grandpa can facilitate the discussion and the children can use the other family puppets of just the grandchildren to talk when they give their examples of respect.
- Use the Blue-Sky children (Bob and Linda) or the grandchildren (Sue and John) to facilitate the lesson.
- Ask the children to fold their papers in half and draw an example of respect on one side and disrespect on the other side.
- Rather than drawing, ask the children to paint a picture.
- Create a bulletin board for displaying the materials about respect that will be used in lessons throughout the week (respect definition and practicing posters).



RESPECT Is...

Thinking Someone Is Special And Important
Showing Someone That They Are Special And Important
Everyone Deserves Respect Because Everyone Is Special
We Need To All Respect Ourselves
We Need To Believe We Are Special And Important
We Can Show Others That We Respect Them By Listening To Their Ideas
We Can Show Others That We Respect Them By Being Kind
Kindness Is The Action Part Of Respect

Most of the time when we think of respect we think of people respecting one another.

However, the plants, animals, earth, and sky also should be respected because we receive our food, houses, clothing, water, and heat from them which means that they are very important.

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NAME OF ACTIVITY:

Practicing Respect

CONTENT AREA: Self-Awareness

GRADE LEVEL: 1st-3rd (Orange, Gray, Brown)

TIME REQUIRED: 20-35 Minutes

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

OBJECTIVES:

- Identify that respect is a behavior that has positive consequences for everyone.

RESOURCES:

- Definition of respect poster
- The Blue-Sky family puppets
- Classroom Values Chart

PROCEDURES:

- Ask the children to sit in a talking circle.
- Review the talking circle rules
- Introduce the Blue-Sky's again. Have one or both
- facilitate this activity. Begin by having the Blue-Sky's ask if anyone would like to tell them about the pictures they colored (or the drawings they made). Focus on the fact the pictures illustrate respect.
- Review the theme of respect using the respect poster.
- Post the practicing respect poster where you can write on it. Have the puppets explain that during this week they want the children to practice respect. Each day they should try to be respectful to someone at least once.
- The puppets can ask the children if they can think of a way, they have been respectful today or yesterday. Refer to the definition if the children have difficulty thinking of examples. As children give examples write them on the poster in one of the five spaces (this activity will be repeated each day for 5 days).
- When the children have given as many examples as they can, explain that each day their teacher will have a short talking circle time when they can teach tell about how they have been respectful that day in school or at home.
- Discuss the following questions with the children.
 - a) When you have shown someone respect how do you think they feel?
 - b) How do you feel when you are respectful?

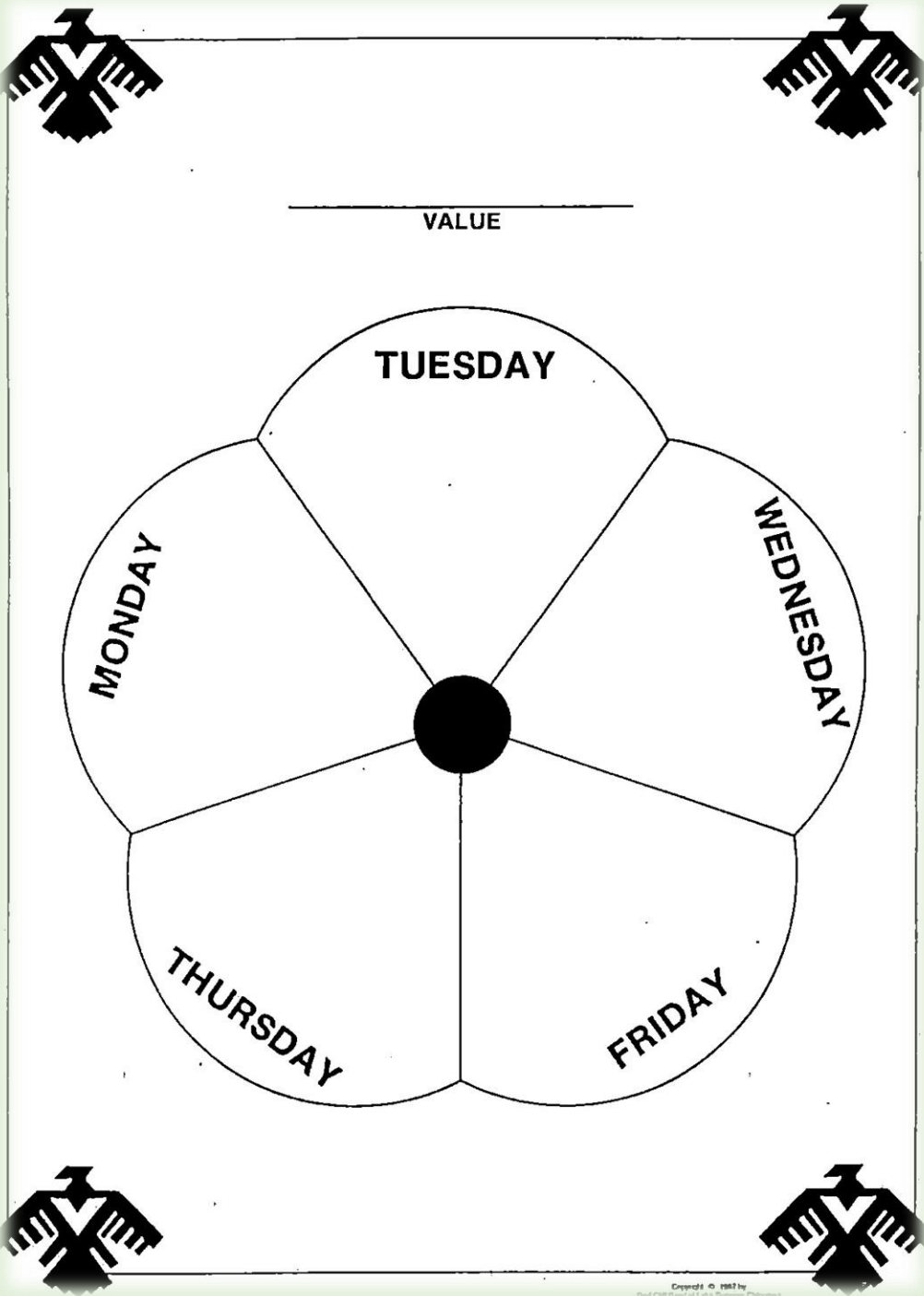
- c) How do you feel when someone shows you respect?
- Each student who has been respectful that day also gets a star behind his or her name on a chart that your teacher has made.

CLOSURE: Grandma and grandpa Blue-Sky then say that they will come back visit soon to see how the children are doing on practicing respect. At that time grandpa is going to tell a story about respect.

OTHER OPTIONS:

- Rather than listing the examples of respect ask the child to share how they were respectful by role playing it.
- Ask the children to think of ways in which they could show respect for someone at school or at home. Ask a small group to role play a few of these examples.
- Ask the children to draw a cartoon strip of a situation where they are honest, illustrating what happens.
- Make copies of the small practicing respect worksheet from at the end of this document in the appendix. Ask the children to take this paper with them for a day at home and/or at school and record each time they see someone being respectful. This can be done in writing or by drawing small pictures. The children can bring their papers to class the next day and share the information with their classmates.

SPINNER DAYS OF THE WEEK



CLASSROOM VALUES CHART

[illegible]

CLASSROOM USE:
Kindergarten: Honest, Kind and Share
Grade One - Grade Three: Honest, Kind, Share and Respect

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NAME OF ACTIVITY:

Values Spinner

CONTENT AREA: Self Awareness

GRADE LEVEL: Grades 1st-3rd (Orange, Gray, Brown)

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.
- Identify that respect is a behavior that has positive consequences.
- Identify that kindness is a behavior that has positive consequences.

RESOURCES:

- Values Spinner
- A score sheet with each value written on it.

PROCEDURES:

- Begin by reviewing the value definitions from the Blue-Sky Family Book using the illustrations of each value. This activity should follow the practicing values lessons so if the teacher thinks it would be helpful, the students can use their values worksheets to help them think of examples.
- This game can be played in several ways depending on the preference of the teacher and the ability of students. For kindergarten and first grade the teacher may want to use the large group method so he/she can read the values to the students. After students have practiced with the large group method, they can probably use the small group method more effectively.

LARGE GROUP METHOD:

- The entire class can play. Using the method, the teacher keeps the spinner in the front of the classroom. The students each get an opportunity to spinner in the front of the classroom. The students each get an opportunity to spin the spinner. The student spins and reads the value (or the teacher can read the value), and then the student must describe a time when he/she has shared or been kind, respectful, or honest depending on which value the spinner points to. If the student gives an example, the student sitting next to that student can spin the spinner next. If the student cannot think of an example, the teacher can ask for a volunteer to give an example. The student who gives

the example can spin the spinner next. The teacher and students evaluate whether the example given by each student is really an example of the value.

SMALL GROUP METHOD:

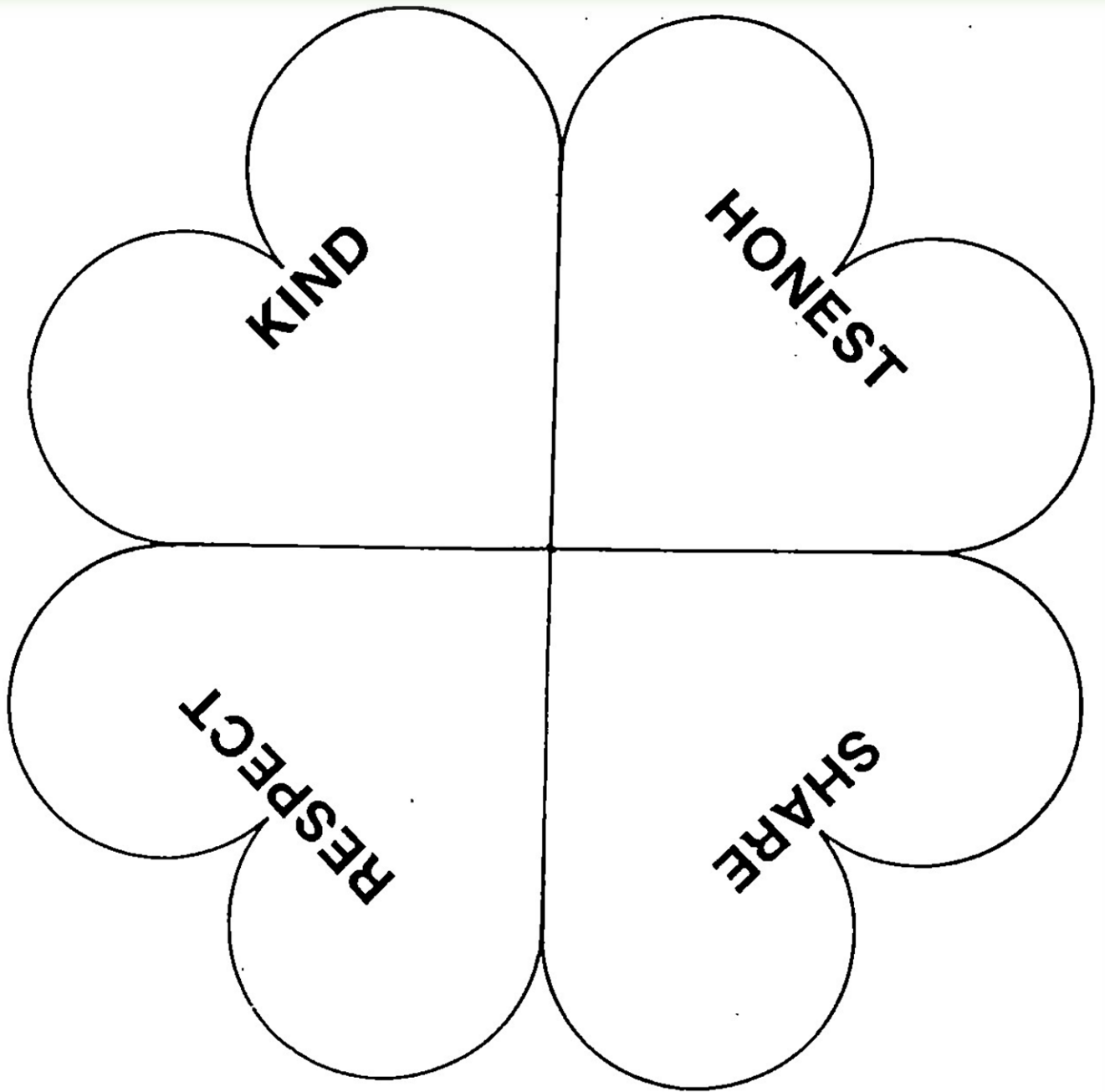
- The game can also be played by small groups of five students. The game begins by one student spinning the spinner. When the spinner stops at a value the student must read a value and then describe a time when he/she has shared or been kind, respectful, or honest depending on which values the spinner points to. When the student has finished his/her statement, the next student can spin. The students in the group evaluate the example of the value. The game continues until each student has given at least one example of each value.
- Ask the students to share “I Learned Statements” at the end of the activity. Discuss questions such as:
 - List good things that happen when you share with your friends or when they share with you.
(Are kind, honest, or respectful)
 - List good things that happen when you share with other members of your family or when they share with you.
(Are kind, honest, or respectful)

CLOSURE:

- Ask the students to return the spinner and tell them that they will be able to play this game again soon. Until then they should continue to think of why they can practice these values.

OTHER OPTIONS:

- For each example that is given, the group receives one point in that value category. The point can be entered on the score sheet that has the values written across the top. The first team to get four points in each area wins.



VALUES SPINNER

SHARE	RESPECT	KIND	HONEST

VALUES SPINNER SCORE SHEET

NAME OF ACTIVITY:

Values Card Game

CONTENT AREA: Self Awareness

GRADE LEVEL: 1st-3rd (Orange, Gray, Brown)

TIME REQUIRED: 20 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.
- Identify that respect is a behavior that has positive consequences.
- Identify that honesty is a behavior that has positive consequences.
- Identify that kindness is a behavior that has positive consequences.

RESOURCES:

- Values Cards

PROCEDURES:

- Divide the class into groups of five.
- Explain the game rules as written below:

GAME RULES:

The game begins by the group selecting a dealer who gives each student 10 cards. The rest of the cards are spread out on the table in a pile. The first student must draw a card from the pile. The student can then place all matched pairs of cards in their hand on the table. The object of the game is to have as many matched cards as possible. The game continues until one of the students has no cards left. When that happens, each student counts the number two cards sets they have.

CLOSURE:

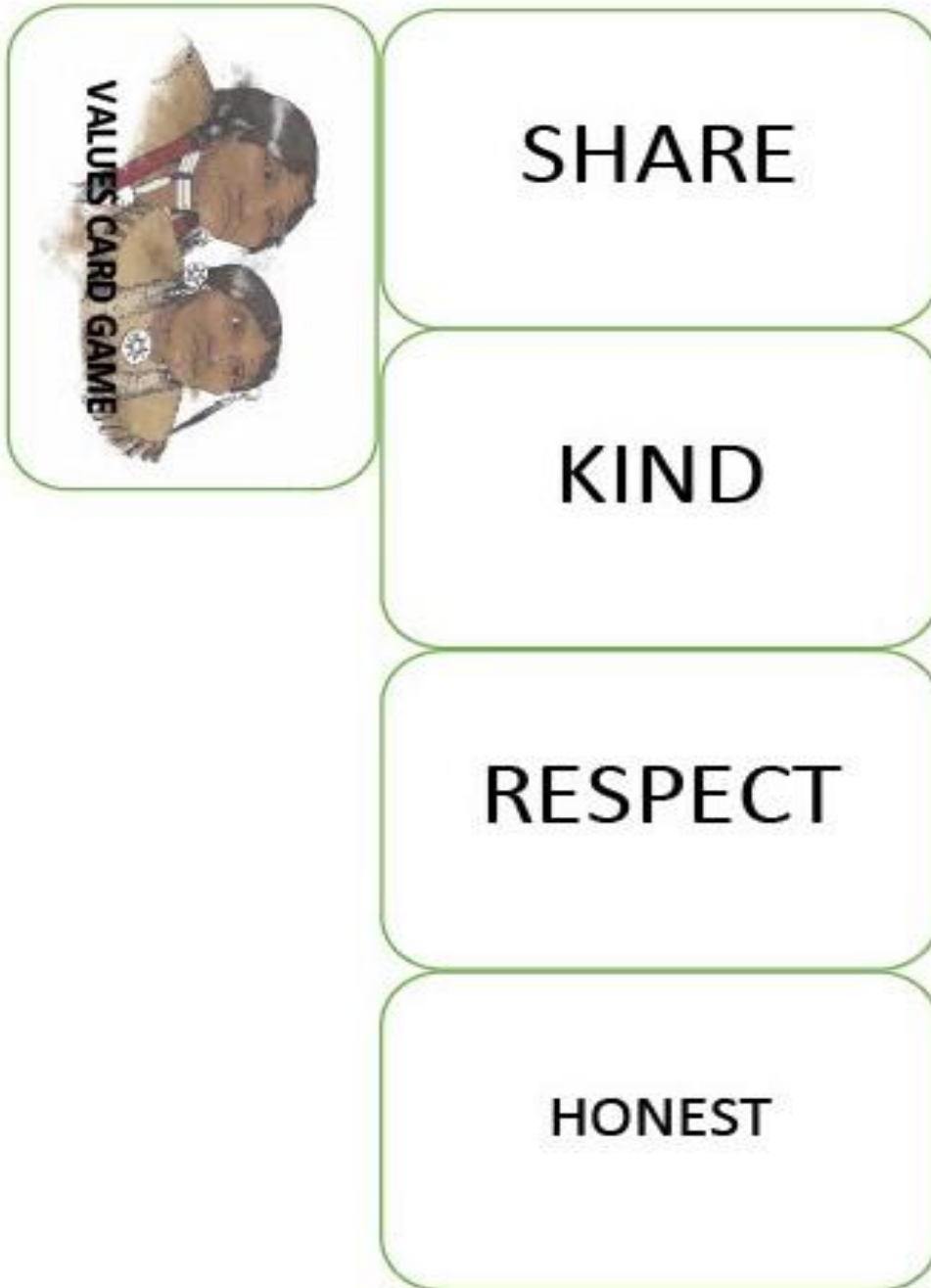
- Ask the students to return the cards and tell them that they will be able to play this game again soon. Until then they should continue to practice these values.

OTHER OPTIONS:

- The one with the most sets must give an example for each set of cards of a time when they have demonstrated that value. If the student can give an example for each set. He/she is the winner. If he/she cannot, the student with the second highest number of three cards sets can try. If he/she succeeds, he/she is the winner.

- Before the student places a matched set of cards on the table, he/she must give an example of when he/she has been respectful, kind, honest, or shared.

VALUES CARD GAME



NAME OF ACTIVITY:

The First Ojibwa Man

CONTENT AREA: Self Awareness

GRADE LEVEL: Kindergarten (Red)

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.

RESOURCES:

- The script for "The First Ojibwa Man."
- Illustration of "The First Ojibwa Man."
- Definition of Sharing Poster.

PROCEDURES:

- Ask the children to sit in a "talking circle."
- Review the "talking circle rules."
- Introduce Grandpa Blue Sky again.
- Use Grandpa Blue Sky to tell the story of "The First Ojibwa Man."
- Discuss the following questions with the group:

a) What happened as the first Ojibwa man that walked through the forest?

b) What gifts did he receive from the trees? List them.

c) How were these gifts used? Did the first Ojibwa man share them with others?

d) Can you think of things that we get from trees today? List them. (How are trees use to make things in the classroom or at home?)

- Review the definition of sharing using the sharing illustration. When someone shares with you, what do you usually say to them?

(THANK YOU)

Can you think of ways in which we can thank the trees for sharing with us?

CLOSURE: Grandma Blue Sky should state that, "This story provides a good example of how the plants share many things with us and in return we need to use these gifts wisely without wasting them."

OTHER OPTIONS:

- The children can role play this story. Several children can be the trees and one can be the first Ojibwa man.
- The teacher can find pictures of these trees and could continue several lessons on all of the things we get from trees.
- This lesson can be done outside, especially in areas where these trees grow. The teacher could point out the various trees. The things that other trees give use could also be discussed.
- Have a local elder come in and talk about all the ways that trees are used now and how they were used in the past.

THE FIRST OJIBWA MAN

This is a story that the elders of our village told us about how the plants offered to share their gifts with the Native American people.

Many years ago, long before our village was here, the first Ojibwa man was alone on the earth with the plants and animals. He walked through the forest and talked to the Great Spirit as he walked, saying, "Oh, I am so lonely. I don't have any friends and I would like to have some."



As he walked through the forest, the trees began to talk to him, they said, "We are your friends, we have many gifts for you." The first tree that talked to the Ojibwa man said, "I am wigwas (Wiigwaasaatig), the birch tree. You can use my bark to make many useful things, like baskets to carry things and a canoe to travel in." As the Ojibwa man walked on, the pine tree called out, "I have a gift for you, and I am your friend. You can use my pitch. When you make that canoe, you can use my pitch to seal the seams so it will be waterproof. You can also use my pitch for medicine. These gifts you are welcome to have." Next the hickory tree said, "I am your friend too and I have a gift to share. I have nuts for food so you can come and harvest the nuts from

the tree." The basswood tree was also willing to share. Basswood called out, "You can use my bark for your houses and my inner bark for your twine so you can sew your baskets together. I am also willing to share."



And so, Ojibwa man walked through the forest and all the trees offered their friendship and their gifts to him. By the time he came to the edge of the forest he had received many gifts from the trees. He knew he had made many new friends and had many things to share with the other Ojibwa people who were not born yet.

The first Ojibwa man did share these things with the people, and they made use of them in their daily lives, while always remembering to thank the trees for their wonderful gifts. So, children, always remember that the trees are our friends and they have been very generous in sharing their gifts with us.

NAME OF ACTIVITY:

The Sea Gull's Kindness

CONTENT AREA: Self Awareness

GRADE LEVEL: Kindergarten (Red)

TIME REQUIRED: 20 Minutes

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

OBJECTIVES:

- Identify that kindness is a behavior that has positive consequences.

RESOURCES:

- The script for "The Sea Gull's Kindness."
- Illustration of "The Sea Gull's Kindness."
- Definition of Kindness Poster.

PROCEDURES:

- Ask the children to sit in a "talking circle."
- Review the "talking circle rules."
- Introduce Grandma Blue Sky again.
- Use Grandma Blue Sky to tell the story of the Sea Gull's Kindness.
- Discuss the following questions with the group:

a) What happened to Wenabozho and Atchitamo (ajidamoo)?

b) Who helped them and how?

c) What did Wenabozho do to repay the sea gull?

d) Why is it important to be kind to others?

e) Can you think of a time when one of your classmates asked you for help? Did you help him or her? Why or why not?

- Review the Definition of Kindness using the kindness illustration. Then ask the children what would have happened to Wenabozho and Atchitamo (Ajidamoo) if the sea gull had not helped them.

CLOSURE: Grandma Blue Sky should state that, "This story provides a good example of how kindness is repaid. If you are kind to others or help them when they need your help, you will also be helped when you need it. Remember this and you will be happy and make other people happy."

THE SEA GULL'S KINDNESS

When we were children, the elders often told stories about Wenabozho. Wenabozho is a great teacher, he is able to do many things that people cannot do because sometimes he is human and sometimes, he is a spirit. He has taught the Anishinabe people many things. In this story, he will teach us something about how he returned a kind act with kindness.



On this day, Wenabozho was riding in his birch bark canoe with his friend Atchitamo (Ajidamoo), the little squirrel. They were out on the lake when a big fish, the sturgeon, came out of the water and swallowed Wenabozho, Atchitamo, and the whole canoe.

Wenabozho and Atchitamo found themselves inside the sturgeon's belly and they didn't know how they were going to escape. So, they looked around at everything they could see. Wenabozho happened to look up and he saw something moving. He said to his friend "Atchitamo, you know that's the fish's heart." So, he took his bow and arrow and he shot at the heart and then the big fish died, and it washed ashore. But, Wenabozho and the little squirrel were still trapped inside, and they couldn't get out.

Wenabozho thought for a while and he decided to try calling the birds to come and help them escape. He called Gi-ishk, the sea gull to come and help. He asked Gi-ishk to eat some of the fish. The sea gull came and made a hole big enough for Wenabozho and the little squirrel to escape.

Wenabozho told the seagull, "You have been very kind. To repay you for your kindness you will always have fish to eat and you will never be hungry." And that is how Wenabozho repaid the seagull's kindness. Try to remember this story the next time someone is kind to you.



NAME OF ACTIVITY:

The Voice In The Woods

CONTENT AREA: Self Awareness

GRADE LEVEL: Kindergarten (Red)

TIME REQUIRED: 20 Minutes

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

OBJECTIVES:

- Identify that honesty is a behavior that has positive consequences.

RESOURCES:

- The script for "The Voice In The Woods."
- Illustration of "The Voice In The Woods" story.
- Definition of Honesty Poster.

PROCEDURES:

- Ask the children to sit in the "talking circle."
- Review the "talking circle rules."
- Introduce Grandpa Blue-Sky again.
- Use Grandpa Blue-Sky to tell the story of "The Voice In The Woods."
- Discuss the following questions with the group:

a) What was the voice in the woods saying?

b) Who was the voice in the woods?

c) Why was the voice calling out, "Where shall I put it?"

d) What lesson can we learn from this story?

CLOSURE: Grandpa Blue-Sky should state that tomorrow (or the next time you have a lesson scheduled) Grandpa and Grandma are going to come back and talk about the circle of life and you will see how what we do to others comes back to us.



THE VOICE IN THE WOODS

When I was young, the elders told us many stories. One of my favorite stories is one that my grandmother used to tell me so I would be honest and not take anything that didn't belong to me.

Many years ago, during the warm summer days the children in our village would go to swim at a nearby beach. To get to the beach they would go down a path to the lake. Along this path there was a big old oak tree.

One day when the children passed this tree, they heard a voice in the woods, and the voice was saying, "Anindi da toyon (aaniindi da-atooyan)" As the children listened, they said to each other, "What is Ira saying?" Nobody knew, so they listened, and they heard him again, saying, "Anindi da toyoon. (aaniindi da-atooyan)" They were really puzzled, so they called out, "Who are you? (Awenen giin?)" But nobody answered. So, the children went down to the beach to

swim. Each time the children went down that trail, when they came to the old oak tree, they would hear that voice again calling, "Anindi da toyoon. (aaniindi da-atooyan?)" They didn't know what that voice was saying, but each time they went down the path they would stop and listen to the voice. One day their grandpa came to visit them. He was an old and wise man who knew many things that the children didn't know. The children told their grandpa about the voice they heard along the path. Since the children didn't know what the voice was saying, they asked their grandpa to walk down to the beach with them to hear the voice on the path. So, grandpa went along and they all walked down the path together.

When they came to the old oak tree, they stopped and listened, and sure enough, they could hear the voice, "Anindi da toyon (aaniindi da atooyan)." Their grandpa listened and the voice called out again, "Anindi da toyon (aaniindi da-atooyan)," and grandpa said, "Hiya Ambe sa da na ki da wa atone ga odiniman." What the voice was saying, according to their grandpa was, "Where shall I put it?" "Where shall I put it?" And then when their grandpa heard that, he replied, "Go and put it where you found it."

After their grandpa answered the voice, the children never heard this voice call out again, "Anindi da toyoon. (aaniindi da atooyan?)" Their grandpa told them that they should never take anything that doesn't belong to them. Otherwise, when they grow old and die, their spirits will be wandering around in the woods calling, "Anindi da toyoon (aaniindi da atooyan?)"

I hope you will remember this story and never take anything that doesn't belong to you. I have always remembered this story and it has helped me to be an honest person. After all, I don't want my voice to be down in the woods crying, "Anindi da toyoon."

NAME OF ACTIVITY:

The Circle Of Life (Honesty)

CONTENT AREA: Self Awareness

GRADE LEVEL: Kindergarten (Red)

TIME REQUIRED: 20 minutes

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

OBJECTIVES:

- Identify that honesty is a behavior that has positive consequences.

RESOURCES:

- The script for "The Circle Of Life Story."
- Review the "talking circle rules."
- Introduce Grandpa Blue Sky again.
- Use Grandpa Blue Sky to tell the story of "The Circle Of Life."
- Review the main point of the lesson and story. (What you do comes back to you).
- Discuss the following questions with the group. Grandfather Blue Sky can facilitate:

a) Can you think of an example of when you were honest?

b) Has anyone ever stolen something from you or someone you know?

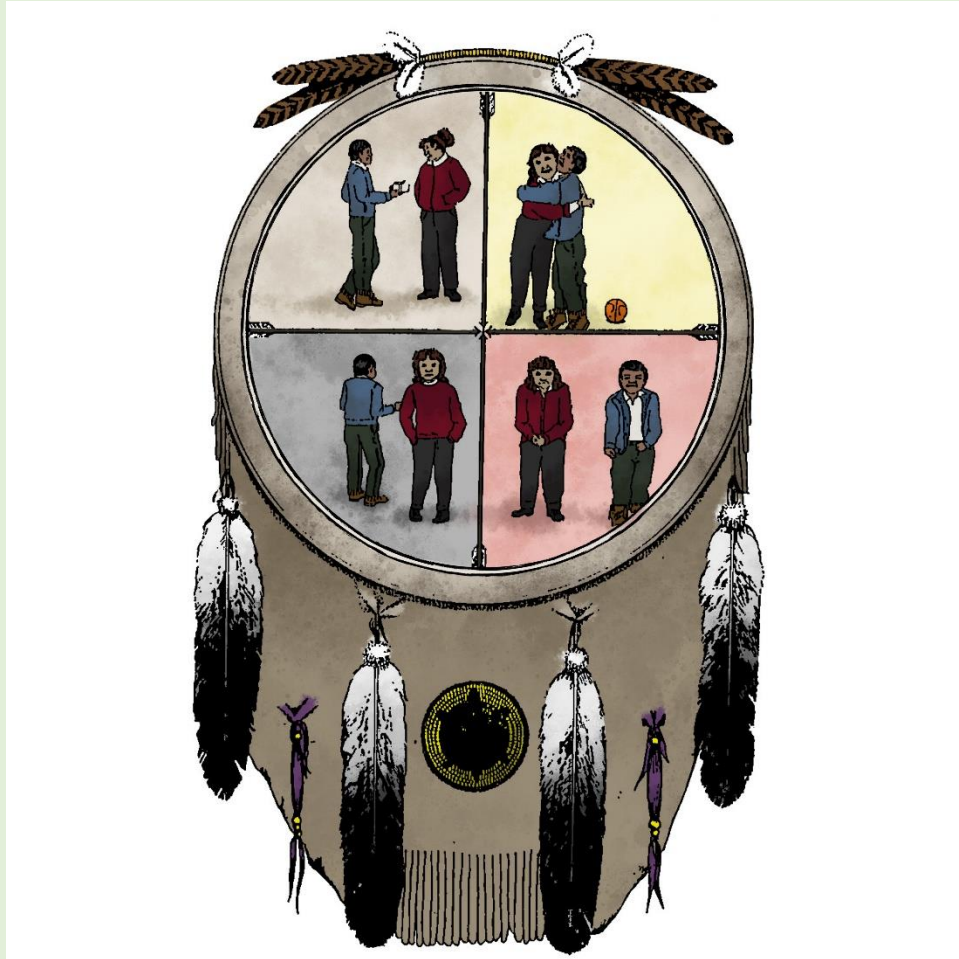
c) What would your classroom and school be like if everyone was honest?

d) When you are honest and other people are not, how do you feel?

- Ask the children to draw a large circle on a piece of paper. Fold the paper in half and draw a picture of them being honest on one side, and on the other side draw a picture of someone being honest with them.

CLOSURE: When the children have finished their drawings, Grandpa Blue-Sky should tell them that even though we cannot control what other people do, we can control ourselves, so if we are all honest there will be more honest people in the world.

THE CIRCLE OF LIFE



WHAT YOU DO TO OTHERS COMES BACK TO YOU

If you are kind, others will be kind to you

If you respect others, they will respect you

If you share, you will always have what you need

If you are honest, other people will be honest with you

THE CIRCLE OF LIFE STORY

When I was a young boy about your age, the elders in our village always told us to be good to others because what we did to others would come back to us. When I was young I didn't really understand this, but as I grew older I saw that this was true.



When I was a boy, I never stole anything. I believed what the elders had told me, so I thought that if I stole something, someone might take something that I valued from me. Even when I grew up, I always remembered what the elders taught and I never took something that did not belong to me, not even a little thing.

I have lived in many places in my life where my friends and neighbors had things stolen from them, but no one has ever stolen anything from me. It is often hard for young people to understand this. When you see something that someone else has, like a new bicycle, and you want it, taking it seems easy. But it is not as easy as it seems. It is always a good idea to think about how you would feel if you were the girl or boy who will no longer have a bicycle. Remember that life goes in a circle and what you do to others comes back to you.

NAME OF ACTIVITY:

The Wild Roses

CONTENT AREA: Self Awareness

GRADE LEVEL: 1st grade (Orange)

TIME REQUIRED: 20 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.

RESOURCES:

- The script for the story of "The Wild Roses."
- Illustration of the story "The Wild Roses."
- Definition of Sharing Poster.

PROCEDURES:

- Ask the children to sit in a "talking circle."
- Review the "talking circle rules."
- Introduce Grandma Blue Sky again.
- Use Grandma Blue Sky to tell the story of "The Wild Roses."
- Discuss the following questions with the group:

a) What happened to the wild roses?

b) What happened to the rabbit?

c) Why did the people get so angry with the rabbit?

d) Have you ever eaten all of something, like cookies, so you wouldn't have to share with others? What happened?

e) Do you like to share with others? Is it more difficult to share some things, especially those things that you really like?

- Review the definition of sharing, using the sharing illustration. Then ask the children to think of ways in which they can share with their classmates.

CLOSURE: Grandma Blue Sky should state that, "This story provides a good example of what happens when one person is greedy and takes more than they need and leaves other people with nothing. Try to remember this lesson and always share with others. If you do this, everyone will have enough, and no one will go without."

THE WILD ROSES

This is another story where Wenabozho teaches the Anishinabe a lesson.

When I was young like you, the elders in our village told this story to teach us to respect the earth's plants and to never be greedy, by taking more than we needed.



The people in the village have always been very aware of the importance of the plants, trees, flowers, and the medicines that grew at their feet. One spring, long ago, the people noticed that everything was starting to blossom, but there weren't any wild roses. The people wondered what happened to the roses. The children were especially concerned because they like to smell the roses and play in the fields where they grew.



The people decided to have a big meeting. They invited everyone in the village. They asked the mothers, fathers, grandmas and grandpas, children, and the animals. When everyone arrived, the people and animals talked about the missing wild roses. They were all concerned because they had always had so many wild roses around them. They thought that spring and summer would never be the same without the wild roses.



They asked for a volunteer to go and find a wild rose plant and bring it back so they could ask the plant what happened. The hummingbird volunteered. She said, "I'll go and bring it back, because I can fly fast and I can travel a long way." So, they agreed to let the little hummingbird go. They say she was gone for four days and finally she came back with a wild rose.

All people came to the meeting place and the medicine man, a person with the special ability to talk to plants, talked to the wild rose. The rose said, "The rabbits have been greedy, and they ate almost all of us." When the people heard this, they were angry. One of the people grabbed the rabbit by the ears and held him up and slapped his face. Everyone was amazed to see that the rabbit's ears stretched to be very long and rabbit's nose was cut. Before this time, rabbits had very small ears.

Now Wenabozho had been watching all of this and he decided to say something because he did not approve of the people hitting the rabbit, even though he had done something wrong. He said to the rabbit, "From now on, you will have long ears and you will keep that cut above your mouth to remind you not to be greedy and selfish and not caring about the needs of others." Wenabozho also decided that from then on, the wild roses would have thorns to protect them. The little rabbits never forgot that they shouldn't overeat or take advantage of plants.

NAME OF ACTIVITY:

Shime'

CONTENT AREA: Self Awareness

GRADE LEVEL: 1st Grade (Orange)

TIME REQUIRED: 20 Minutes

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

OBJECTIVES:

- Identify that kindness is a behavior that has positive consequences.

RESOURCES:

- The script for the Shime' story.
- Illustration of the Shime' story.
- Definition Of Kindness Poster

PROCEDURES:

- Ask the children to sit in a "talking circle."
- Review the "talking circle rules."
- Introduce Grandma Blue-Sky again.
- Use Grandma Blue-Sky to tell the story of Shime' the lost brother.
- Discuss the following questions with the group:

a) What happened to Shime'?

b) Who went to find him?

c) What did the Great Spirit do when he saw the boy so sad because he could not find his brother?

d) Have any of you ever heard this bird in the springtime?

e) How do you think you would feel if your little brother or sister were lost?

f) Are you always kind to your brothers and sisters?

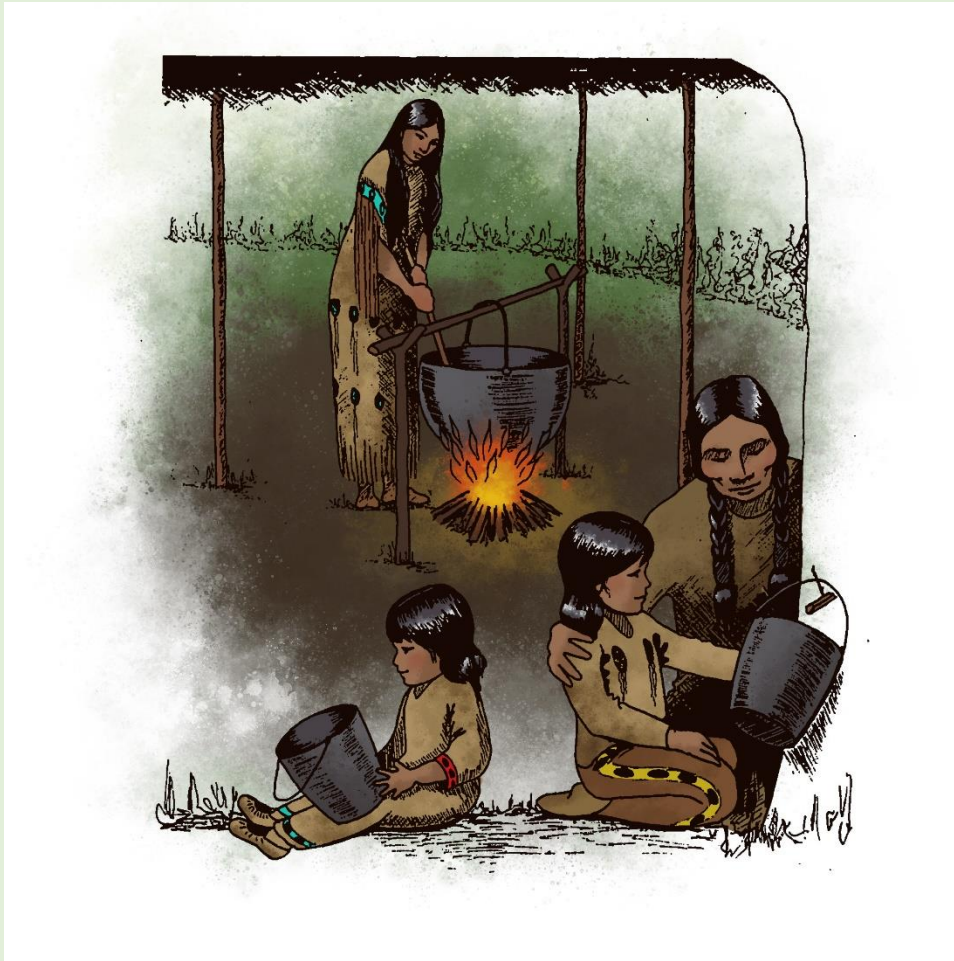
- Review the Definition Of Kindness using the kindness illustration. Then ask the children to think of ways in which they can be kind to their brothers and sisters.

CLOSURE: Grandma Blue Sky should state that, "This story provides a good example of how we sometimes don't appreciate our brothers and sisters until something happens to them. We can all learn a lesson from the bird who sings Shime', Shime', and be kind to our brothers and sisters."

SHIME'

This is another story that our elders told us when we were children. This story taught us to be kind to one another.

In the springtime, the people in our village made maple sugar, just as we still do today. Each year the people would begin by thanking the Great Spirit and earth for the maple sugar. They gave thanks to the Great Spirit and the earth for all the food and other things that they needed to live.



Maple sugar time as a busy time. The people in our village moved from the village to the place where they harvested the sap from the maple tree and boiled it into syrup and sugar. The place where they lived during maple sugar time was called the sugar camp or sugar bush. The whole

family lived there in the woods so they could be close to the trees. This was a happy time for the people because the weather was turning warm after the long winter.

When the family was living in the sugar came, the parents told the children not to go too far into the woods because they might get lost. The children helped make the maple sugar and worked along the whole family; parents, grandparents, aunts, and uncles. But the children also had some time for playing.



One day one of the little boys wandered off into the woods and was lost. When his older brother noticed that he was gone from where he had been playing, he went to look for him. He looked all over for a long time, but he couldn't find his little brother.

Finally, he climbed up a tree so he could see around him for a greater distance. When he got to the top of the tree he called out, Shime'! Shime'! Where are you?" (Shime', meaning younger brother or younger sister.) There was no answer. He had searched all afternoon and looked

everywhere he could think of, but still he had not found his little brother. The Great Spirit was watching this boy as he searched, and as he watched he felt sorry for him because he was so sad and worried. Because the Great Spirit is kind and compassionate, he decided to change the boy into a bird so he could fly from place to place looking for his little brother.

In the springtime you can hear this bird. He has a sad call as he continues to look for his little brother. You can hear him whistling, Shime', Shime'." When you hear this bird, remember the boy who sadly searches for his little brother and think about how fortunate you are to have a little brother or sister.

NAME OF ACTIVITY:

The Door Without A Lock

CONTENT AREA: Self Awareness

GRADE LEVEL: 1st Grade (Orange)

TIME REQUIRED: 25 minutes

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

OBJECTIVES:

- Identify that honesty is a behavior that has positive consequences for everyone.

RESOURCES:

- The script for "The Door Without A Lock" story.
- Illustration of "The Door Without A Lock" story.
- Definition Of Honesty Poster.

PROCEDURES:

- Ask the children to sit in a "talking circle."
- Review the "talking circle rules."
- Introduce one of the Blue-Sky children.
- Use one of the Blue-Sky children to tell the story of "The Door Without A Lock."
- Discuss the following questions with the group:

a) In this story, what was placed on the door in the story and why?

b) What were the young people in the village taught about honesty?

c) In your neighborhood or town, do people lock their doors? Why or why not?

d) Do you think it would be possible for people to live without locks on their doors today?

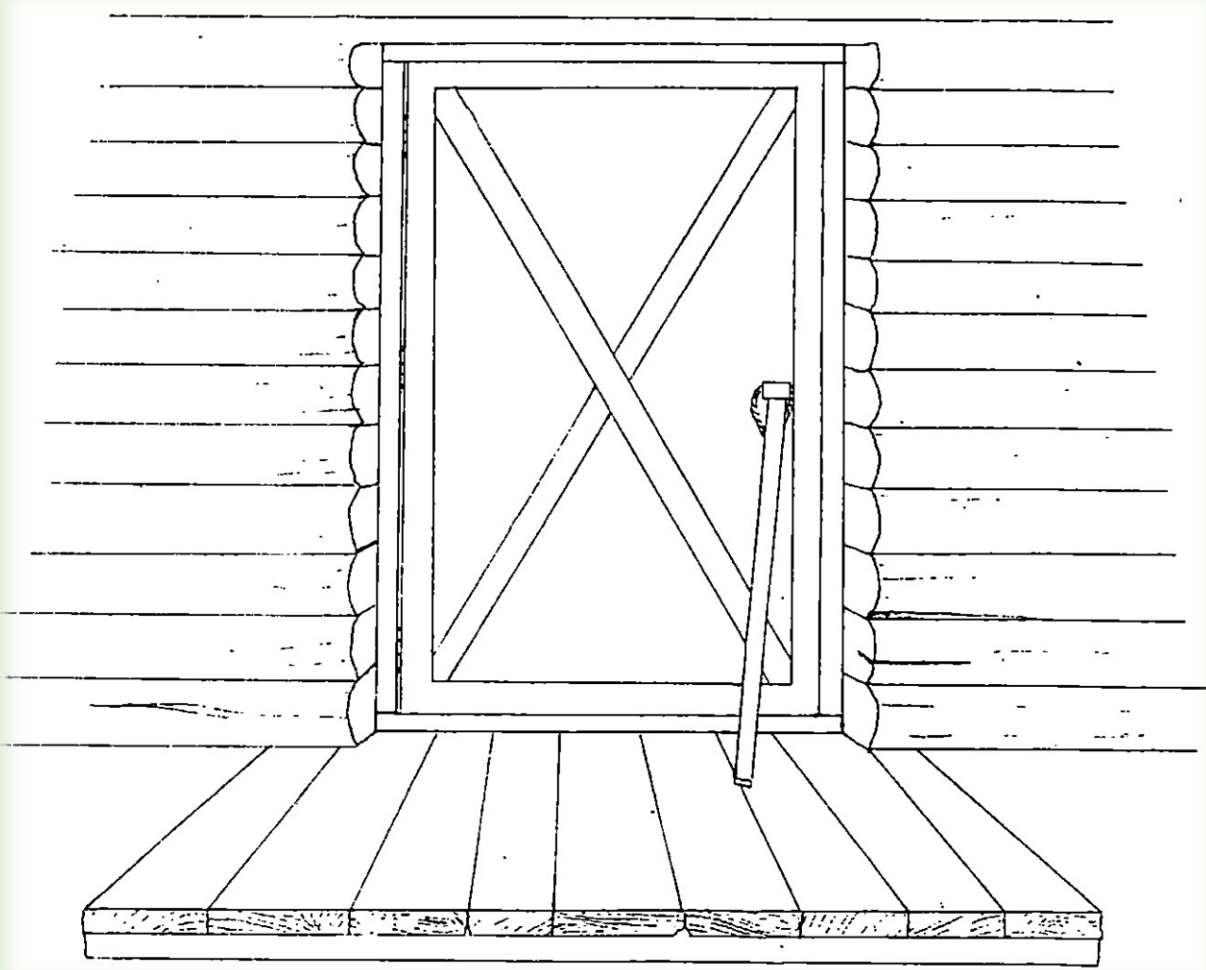
Why or why not?

- Review the definition of honesty using the honesty illustration. Then ask the children to think of ways in which they can be honest.

CLOSURE: The Blue-Sky puppets should state that, "This story provides a good example of how we all benefit when everyone is honest and we can trust others."

THE DOOR WITHOUT A LOCK

Many years ago, when we were children, when our family went away from home to visit friends or relatives or to work, my father would always put a stick against our door to let the other people in the village know we were not home. Everyone in the village did this when their whole family was going away. When a stick was laid against a door, we all knew that people were not home and we did not stop to see them.



No one's house had a lock on the door. Everyone knew that you should not go into someone's house when they are not home. We never had to worry about someone stealing things while we were gone. It just didn't happen. Even if someone in the village tried to steal, they would have been caught right away because someone would have seen them. People in the village helped each other and looked after each other.

Today we live in a big city rather than the village we grew up in. We lock our doors when we are away from home and when we are home. We even have an extra lock on the door. Sometimes I feel sad that people cannot trust one another anymore. Maybe if we all try to live the way our elders did, we will all be happier and safer.

NAME OF ACTIVITY:

The Boy In The Moon

CONTENT AREA: Self Awareness

GRADE LEVEL: 1st Grade (Orange)

TIME REQUIRED: 20 Minutes

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

OBJECTIVES:

- Identify that respect is a behavior that has positive consequences.

RESOURCES:

- The script for "The Boy In The Moon."
- Illustration of "The Boy In The Moon."
- Definition Of Respect Poster.

PROCEDURES:

- Ask the children to sit in a "talking circle."
- Review the "talking circle rules."
- Introduce Grandma Blue-Sky again.
- Use Grandma Blue-Sky to tell the story of "The Boy In The Moon."
- Discuss the following questions with the group:

a) What happened to the boy in the story?

b) Did anyone warn him about what might happen?

c) Can you think of a time when your parents told you not to do something and you did it anyway? What happened?

d) Why do you think your parents tell you not to do some things?

- Review the definition of respect using the respect illustration. Then ask the children if "The Boy In The Moon" was showing respect for his parents. Illustrate how he was not, because he was not listening to them and didn't believe what they had to say was important.

CLOSURE: Grandmother Blue-Sky should state, "Your parents have lived much longer than you and they have learned many things that you have not had time to learn yet. So, when your parents ask you to do something or tell you not to do something that might be harmful to you, it is important to respect them by listening." Try to remember this and be a good listener next time your parents ask you to do something.

THE BOY IN THE MOON

When I was a young girl about your age, the elders in my village told me this story. They said many years ago when they were young, the elders told them never to stare at the moon. If they did, Grandmother Moon, the spirit in the moon, might think they are lonely and looking for someone to take care of them. Grandmother Moon is such a kind and loving mother that when she sees a young boy or girl looking up into the sky, she will take them to live with her. The children all listened to their elders and did not stare at the moon.



There was one boy in the village who was very curious. He had been told not to stare at the moon, but he always wondered what would really happen if he did. One night his parents asked him to go and get some water from the creek. The moon was full that night and as the boy started down the path, he kept wondering what might happen if he looked at the moon. Finally, he was so curious that he set the pails down and looked up at the moon and stared for a long

time. Nothing happened so he picked up his pails again and continued to stare as he walked. As he walked, a strange feeling came over him and he suddenly began to fly into the sky toward the moon.

When the boy did not return, his parents went to look for him, but he was gone and never found. The boy's parents felt sad and worried about their son, so they went to a wise elder and asked where their son had gone. The wise elder told them that Grandmother Moon had blessed their son and taken the little boy to live with her on the moon. She probably thought he needed someone to care for him and, being the kind and loving mother that she is, she brought him up to the moon to be with her.

If you look into the sky at the moon, you can see this little boy and his pails. Next time you see the moon, look for him, but don't stare for too long.

NAME OF ACTIVITY:

The Circle Of Life: Kindness

CONTENT AREA: Self Awareness

GRADE LEVEL: 1st Grade (Orange)

TIME REQUIRED: 25 Minutes

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

OBJECTIVES:

- Identify that kindness is a behavior that has positive consequences.

RESOURCES:

- The script for "The Butterfly" story.
- Illustration of "The Circle Of Life."

PROCEDURES:

- Ask the children to sit in a "talking circle."
- Review the "talking circle rules."
- Introduce Grandpa Blue-Sky again.
- Use Grandpa Blue-Sky to tell the story of "The Circle Of Life."
- Discuss the following questions with the group, Grandfather Blue-Sky can facilitate:

a) Can you think of a time when you have been mean or cruel to an insect or animal?

b) How do you think the insect or animal felt?

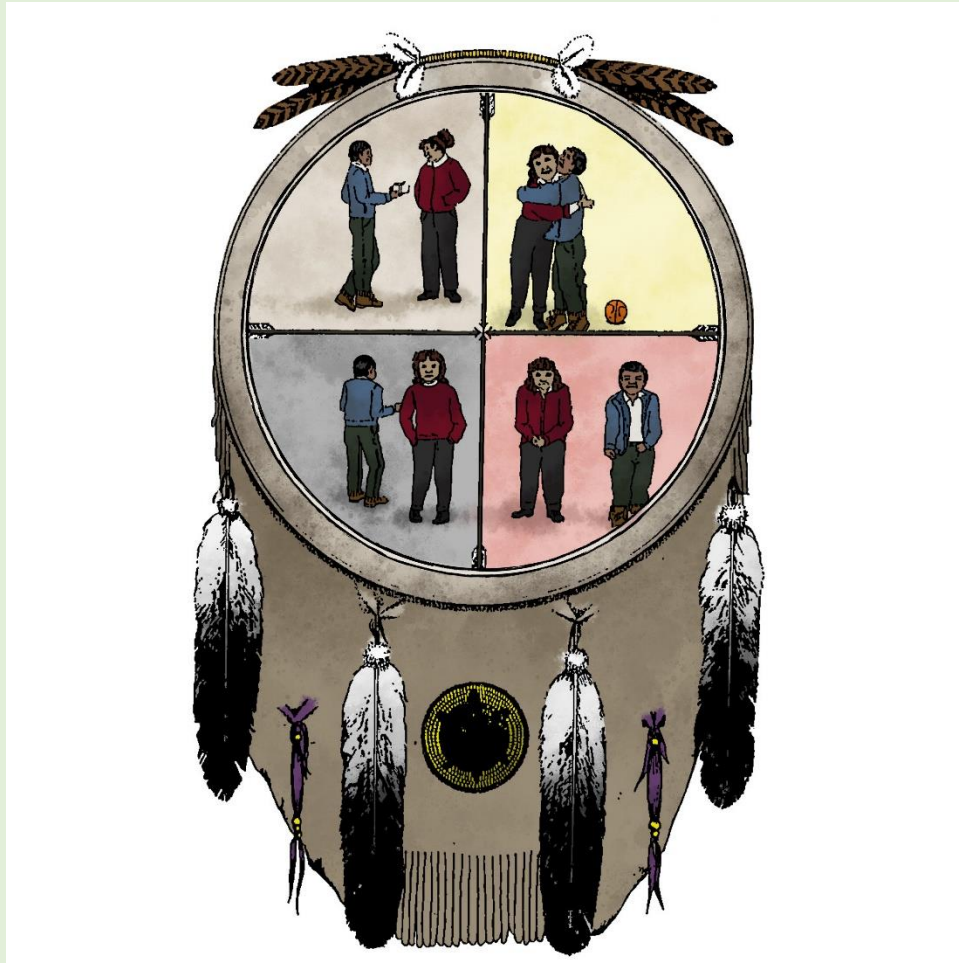
c) Can you think of a time when you have been mean or cruel to one of your classmates or someone has been mean to you?

d) How do you think they felt or how did you feel?

- Review the main point of the lesson and story (What you do comes back to you). Ask children to use the values worksheets to help them think of examples of a time when they have been kind.
- Ask the children to draw a large circle on a piece of paper. Fold the paper in half and draw a picture of them being kind to someone on one side and of them being mean to someone on the other side.

CLOSURE: When the children have finished their drawings, Grandpa Blue-Sky should tell them that even though we cannot control what other people do, we can control ourselves, so if we are kind to others they will be kind to us.

THE CIRCLE OF LIFE



WHAT YOU DO TO OTHERS COMES BACK TO YOU

If you are kind, others will be kind to you

If you respect others, they will respect you

If you share, you will always have what you need

If you are honest, other people will be honest with you

THE BUTTERFLY

When we were children, we often played in the fields and woods around the village. One of our favorite activities was watching the butterflies. Sometimes we would follow them from place to place just to see what they do and where they go. We all thought that the butterflies were so pretty and colorful. They made us happy. Sometimes I would imagine that I was a butterfly as I danced from place to place in the sunshine.



One day while we were playing, one of the boys decided to catch one of the butterflies. He

chased one, a very beautiful one, and caught it in his hands. As he held it by the wings it tried to get free, but he held on. Finally, he pulled its wings off and killed this beautiful little friend.

One of the elders in the village had been watching this and he came over to us. He told the boy, in a sad and serious voice, "When you pulled the wings from this butterfly, you took some of the happiness away from all the children. Butterflies are like children and bring happiness and playfulness to the world." After saying this he walked away.

We all looked at the boy who had killed the butterfly. We were all angry with him and left him to play by himself. Later that day, I saw the elder who had spoken with us and I told him we were all angry with the boy and had decided not to play with him. He said, "This boy is to be pitied for what he has done. If children are mean to each other and tease or pick on someone, that's the same thing as tearing the wings from the butterfly. Just as it hurts the butterfly to have its wings pulled off, that is how much a child can be hurt in their heart if others are mean to them. Try to forgive."

Later that year, I learned that the parents of this boy had a feast to offer an apology for what their son had done. The elder must have talked with the boy's parents out of concern for the boy.

NAME OF ACTIVITY:

The Woodpecker

CONTENT AREA: Self Awareness

GRADE LEVEL: 2nd (Gray)

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

RESOURCES:

- The script for "The Woodpecker."
- Illustration of "The Woodpecker."
- Illustration of sharing enlarged into a poster size 11" x 18" with the definition on it.

PROCEDURES:

- Ask the children to sit in a "talking circle."
- Review the "talking circle rules."
- Introduce Grandpa Blue-Sky again.
- Use Grandpa Blue-Sky to tell the story of "The Woodpecker."
- Discuss the following questions with the group:

a) Who was the old man in the story?

b) Why did the old woman not want to share the cake with the old man?

c) What happened to the old woman?

d) What can we learn about sharing from this story?

- Review the definition of sharing using the sharing illustration.

CLOSURE: Grandma Blue-Sky should state that, "This story provides a good example of how important it is to share things that we value with others. It is often hard to share something we really like with someone, but it is good to be generous. If everyone shares, no one will be in need."

THE WOODPECKER

In the days of long ago, Wenabozho often walked over all of North America. he listened to the troubles of the people and liked to help them whenever he could.

One day he went to a wigwam where an old woman lived. Now because Wenabozho had unusual power. he could change himself so that he looked like a very old man. he had long, white hair. He was weak and old. Of course, the old woman did not know him. "I am very hungry. I have fasted for many days,"



said Wenabozho to the old woman. "Will you give me some food? I cannot stand any longer: I must sit down," he seated himself by the fire.

The old woman got corn that had been pounded into meal. She made a tiny cake and put it on the fire. "You may have the cake if you will wait until it bakes," she replied.

The old man said, "I will gladly wait for I am very hungry."

In a few minutes the cake was baked. When the old woman saw it, she was very surprised.

I thought it would be a little one," she said to herself. "I will not give him such a big cake."

She put the cake away. Then she turned to the old man and said, "I will have to bake another cake. You may have it if you care to wait until it is baked."

"I will wait," said Wenabozho again.

Then the old woman took a still smaller portion of meal and stirred up another cake.

When the cake was baked, it was even bigger than the first one. "It is so large that I shall keep it for the Ceremonial Feast," the old woman thought to herself.

"I will not give you this cake, but if you will wait, I will bake you another one."

"I will wait," replied Wenabozho.

Then the old woman took a still smaller portion of meal. In fact, the amount scarcely covered the palm of her hand. When she took this cake from the fire, it was the largest one that she had baked.

The old woman did not know that Wenabozho's magic had made each cake larger than the others. She couldn't understand why the last cake should be so very large.

"I shall not give away the largest cake I have ever baked," she said. Then she said to her guest.

"I have no food for you. Go find it in the forest. You can find it in the bark of the trees."

Wenabozho was angry when he heard the old woman's words. Rising to his feet, he said with great earnestness, "An old woman should be good and kind, but you are cruel, selfish, and greedy. From now on you must go out into the forest and hunt for food in the bark of the trees."

Then Wenabozho stamped his foot and snapped his fingers. The old woman grew smaller and smaller. Finally, she looked like a little bird.

Her dress was changed into glossy black feathers. Her apron became white feathers that covered the underpart of her body. Wenabozho gave her a hat of red feathers for her head and neck.

Soon black wings sprouted on each side of her body. Then with a flutter of her wings, she arose from the earth and flew away to the woods.

Ever since, she has lived in the forest. All day long, she must run up and down the trunks of the trees in search of food. Because of her stiff, spiny tail feather, she can climb or rest on the trunk: With her chisel-like beak, she pecks and drills into the hard bark for insects.

If you listen, you can still hear the selfish old woman tap, tap, tap. Today we call her the red-headed woodpecker.

NAME OF ACTIVITY:

The First Snowshoes

CONTENT AREA: Self Awareness

GRADE LEVEL: 2nd (Gray)

TIME REQUIRED: 20 Minutes

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

OBJECTIVES:

- Identify that kindness is a behavior that has positive consequences.

RESOURCES:

- The script for "The First Snowshoes."
- Introduce Grandma Blue Sky again.
- Use Grandma Blue Sky to tell the story of "The First Snowshoes."
- Discuss the following questions with the group:

a) What problem did Laughing Eyes' father face?

b) What was his solution?

c) Why did Laughing Eyes make the snowshoes?

d) What did the people in the northern village think when they saw Ozawa's snowshoes? What did they call them?

- Review the definition of kindness and discuss the following questions?

a) Who benefited from Laughing Eyes' kindness?

b) How did the village benefit?

CLOSURE: Grandpa Blue Sky should state that it is important to remember the lessons in this story: To be kind to others. Kindness can lead to new ideas.

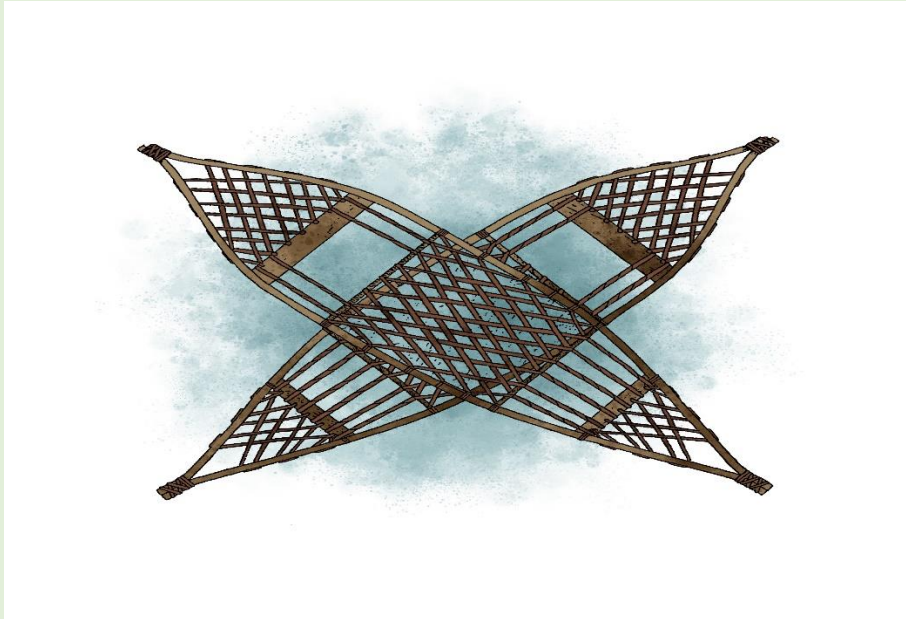
THE FIRST SNOWSHOES

This is another story the elders in our village told us when we were children. This is a love story. When we love someone, we always try to be kind and helpful.

Long ago in our village, there was a beautiful young woman named Laughing Eyes. She was the daughter of a wise, respected man. There were two young men who loved her and they both wanted to marry her. Her father didn't know at first how he would decide which young man he would present his daughter to. Finally, after much thought, he told the village, "I will send a message to the village far to the north, and when the message is prepared, both young men will start out at the same time. The one who delivers the message and returns first will win her affection."

When Laughing Eyes heard this, she was very worried because the young man she loved, Ozawa, wasn't as strong as the other young man. That night she had a dream. In her dream it was winter and there was deep snow on the ground. She saw birds of every kind walking around in the snow. Some of the birds were sinking deeply into the snow and had great difficulty walking. Others, like the duck with its webbed feet, could walk right on top of the snow. When she woke the next morning, she thought about what her dream was telling her:

The next day she went out in the woods and cut some small trees and brought them back. One of the trees was an ironwood tree. She bent the ironwood into the shape of the snowshoe that we see today. She took the other branches and wove them in and out between the outer edges. When she was done, she went to



see Ozawa and gave these shoes to him. She said, "I want you to try these when you come to deep snow on your journey. You won't sink into the snow and you won't have difficulty

walking." Ozawa wasn't too excited about these new shoes. He thought to himself, "They look like very strange moccasins." But since they were a gift, he accepted them and promised to try them out in the deep snow.

When the day of the journey came, Ozawa put the snowshoes on his back and started out. He didn't use them at first, but soon he came to an area where the snow was very deep. Ozawa took the snowshoes from his back and put them on. He started out over the snow and found he could walk right on top of it. He was able to move almost as fast as he could in the spring with these new shoes. As a result, he arrived at the northern village in only two days, rather than four or five days, which it often took to travel this distance in the winter. The other young man was far behind still sinking into the snow with every step.

Ozawa delivered the message to the village and the people were all excited about the new shoes he was wearing. The women looked at them carefully and went home to make these shoes for everyone. When Ozawa's rival arrived at the village the people told him that Ozawa had already been there three days before and he was wearing wings on his feet. Ozawa was first to return to our village and he was able to marry Laughing Eyes. All the people in the village joined in celebrating at the wedding and feast.

This is the story of the first snowshoes. But it also shows us how being kind to 'the persons you love and doing kind things for them is a good thing that brings joy to both people and others. In this case, it brought the snowshoes to Native American people.

NAME OF ACTIVITY:

It Rests In Your Hands

CONTENT AREA: Self Awareness

GRADE LEVEL: 2nd (Gray)

TIME REQUIRED: 25 Minutes

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

OBJECTIVES:

- Identify that honesty is a behavior that has positive consequences for everyone.

RESOURCES:

- The script for "It Rests In Your Hands."
- Illustration of the "It Rests In Your Hands", story.
- Illustration of honesty enlarged into a poster size 18" x 24" with the definition on it.

PROCEDURES:

- Ask the children to sit in a "talking circle."
- Review the "talking circle rules."
- Introduce Grandma Blue-Sky again.
- Use Grandma Blue Sky to tell the story "It Rests In Your Hands."
- Discuss the following questions with the group:

a) What was the boy holding in his hand?

b) Why do you think the elder thought the boy would crush the bird if he said the bird was alive?

c) What do you think elder meant when he said, "It Rests With You?"

d) Have any of you ever thought about telling a lie and then decided not to? How did you feel?

e) If you were the boy in this story, what would you do?

- Review the definition of honesty using the honesty illustration. Then ask the children to think of ways in which they can be honest with others.

CLOSURE: Grandma Blue-Sky should state that, "This story provides a good example of how we are all often faced with a decision to tell the truth or lie. Often when we lie, someone or something gets hurt, like the little bird. When the elder told the boy that the decision rested with him, he was telling him that he is responsible for what happens to the little bird."

IT RESTS IN YOUR HANDS

The elders in our village often told us this story to teach us about being honest.

Long ago there was a young boy who was always into mischief. He was always playing tricks on the other children and would often do mean things to the little animals and plants. One day, as this boy was playing, he saw a little bird hopping from place to place on the ground. The boy caught the bird in his hands and held it tightly.



Just as the boy caught the bird, one of the village elders walked by. He called to the boy, "Come here and show me what you have in your hands." The boy walked toward the elder with the bird. As he came closer the boy said, "I have a little bird in my hands, but before you can see it, you must guess if it is alive or dead."

The elder thought for a while and then said, "If I say the bird is alive, you will crush it so it is dead when you open your hands. If I say the bird is dead, you will open your hands and the bird will fly away, so I say it rests with you. You must decide whether this little bird will live or die."

NAME OF ACTIVITY:

The Four Hills Of Life

CONTENT AREA: Self Awareness

GRADE LEVEL: 2nd (Gray)

TIME REQUIRED: 20 Minutes

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

OBJECTIVES:

- Identify that respect is a behavior that has positive consequences.

RESOURCES:

- The script for "The Four Hills Of Life" story.
- Illustration of "The Four Hills Of Life."
- Definition Of Respect Poster.

PROCEDURES:

- Ask the children to sit in a "talking circle."
- Review the "talking circle rules."
- Introduce Grandma, Grandpa Blue-Sky again.
- Use Grandma and Grandpa Blue Sky to tell the story of "The Four Hills Of Life."
- Review the main points of the story, focusing on the age ranges for each phase or hill of life.
- Discuss the following questions with the group. Grandma Blue-Sky can facilitate.

a) Which of the four hills of life are you on?

(THE FIRST)

b) Which hill of life do you think Grandpa and I are on?

(THE BEGINNING OF THE FOURTH)

c) When Grandpa saw himself on the fourth hill, he saw a bright light shining around himself that guided him on his way. He said it was his "wisdom." How do grandparents and other old people become wise?

d) Can you think of a time when an older person taught you something or showed you how to do something? Describe it.

e) When Grandpa saw himself on the fourth hill, he also said his body was tired and he could not walk very fast anymore.

f) When you are old do you think you will be able to run, play, or ride a bike the way you can now? Why?

- Review the theme of respect using the definition poster to think of reasons why they should be especially respectful to their grandparents and other older people.
- Ask the children to draw a picture of how they look now and how they might look when they are a grandparent. Show the children how to fold their paper in half. Ask them to draw themselves the way they look now on one side of the paper and how they will look when they are very old on the other side.

CLOSURE: When the children have finished their drawings tell them that Grandma Blue Sky will be back tomorrow (or whenever you have your next lesson planned) to talk more about respect and The Four Hills Of Life. We will save these drawings until then.

THE FOUR HILLS OF LIFE

"One morning Grandpa Blue-Sky woke from a dream. He was so excited about this dream, he woke me up to tell me about it. "Grandpa, would you tell the children about your dream?"

Grandpa said, "I would be happy to. In my dream I was walking far from the village and came upon a valley. I looked out over this deep, wide valley and I saw four great hills in the distance. As I walked closer, I could see the first hill.



"On the first hill, I saw many babies and small children. They were climbing the hill and as they climbed to the top and down the other side, they grew older until, at the foot of the second hill, they were young boys and girls about 8 or 9 years old. I saw myself on the hill as I was when I was a baby and young boy, about your age. I climbed up to the top and down the first hill along with the other children. At first, we climbed in silence with only a few cries from the babies, who were tired or hungry. As we grew older, we played games chasing and running as we climbed. As I began the second hill, I was a boy about 10 years old."



"On the second hill there were many children about my age. As we climbed, we played games of racing, wrestling, swimming, and worked carrying wood, picking berries, hunting, and fishing. The girls and boys were happy as they climbed to the top and down the other side. Once again, as we climbed, we grew older. When I started to climb the third hill, I was a young man."



"As I climbed the third hill, I did not hear as much laughter and the other men and women, climbing with me, worked as they climbed. We moved forward hunting, fishing, making tools, cooking, and making clothing and medicines



Sometimes people would argue or become sick. As I climbed down the hill, walked slowly because I was becoming an old man."



"Finally, I began to climb the fourth hill. I was an old man and had lived a long time. Although I had grown wise in all these years, my body was tired, and I could not move as fast as I did on the other hills. I was guided on my way by my wisdom, which shown like a bright light around me."

"As I reached the top of the hill, it took great effort for me to walk, but I felt peaceful and happy as I looked back over the hills of my life. Before I reached the bottom of the fourth hill, I fell to the ground and my body became part of the earth and all that I had taken from the earth was given back."

NAME OF ACTIVITY:

Respect And Kindness Toward Elders

CONTENT AREA: Self Awareness

GRADE LEVEL: 2nd (Gray)

TIME REQUIRED: 20 Minutes

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

OBJECTIVES:

- Identify that respect is a behavior that has positive consequences.
- Identify that kindness is a behavior that has positive consequences.

RESOURCES:

- Drawings made by the children in the lesson on The Four Hills Of Life.

PROCEDURES:

- Ask the children to sit in the "talking circle" and bring the pictures they drew of themselves, now and as a grandparent, with them
- Grandma Blue-Sky can facilitate. She can begin by stating that, "Even though you are all very young now, some day you will be old, just as your pictures show. When you are older, you will appreciate it when people are respectful and kind to you." Discuss the following questions with the group:

a) When you are old, as in your picture, how would you like to be treated?

b) Can you think of ways in which you can show respect for your grandparents or other older people?

c) Can you think of ways in which you can be kind to your grandparents or other older people?

CLOSURE: Tell the children that Grandma and Grandpa Blue-Sky will be visiting again tomorrow (or whenever you have scheduled your next lesson). Ask the children to say goodbye to Grandma Blue-Sky and put her away.

NAME OF ACTIVITY:

The Circle Of Life: Sharing

CONTENT AREA: Self Awareness

GRADE LEVEL: 2nd (Gray)

TIME REQUIRED: 25 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.

RESOURCES:

- The script for The Boy's First Deer.
- Illustration of The Circle Of Life.

PROCEDURES:

- Ask the children to sit in a "talking circle."
- Review the "talking circle rules."
- Introduce Grandpa Blue-Sky again.
- Use Grandpa Blue-Sky to tell the story of The Boy's First Deer.
- Discuss the following questions with the group, Grandfather Blue-Sky can facilitate:

a) Can you think of other examples of how the animals and plants share what they have with you?

b) How can we show the plants and animals that we are grateful for what they give us?

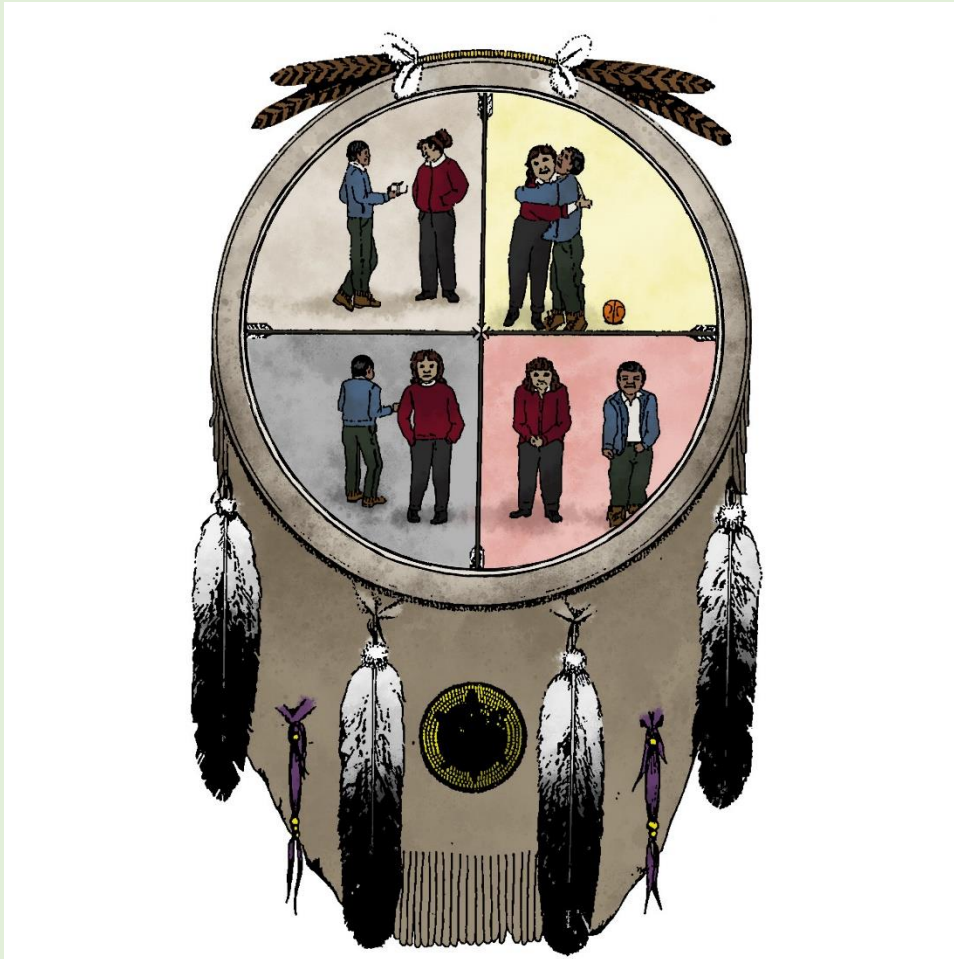
c) When you share with other people how do you feel?

d) How do you think the plants and animals feel when they share what they have with us and then we do not treat them with respect?

- Review the main point of the lesson and story. (What you do comes back to you.) Ask children to use their values worksheets to help them think of examples of times they have shared.
- Ask the children to draw a large circle on a piece of paper. Fold the paper in half and draw a picture of animals or plants sharing something with them on one side, and on the other side draw a picture of them sharing something with plants or animals.

CLOSURE: When the children have finished their drawings, Grandpa Blue-Sky should tell them that even though we cannot control what other people do, we can control ourselves, so if we share with others and treat the plants and animals with respect, we will always have the things we need.

THE CIRCLE OF LIFE



WHAT YOU DO TO OTHERS COMES BACK TO YOU

If you are kind, others will be kind to you

If you respect others, they will respect you

If you share, you will always have what you need

If you are honest, other people will be honest with you

THE BOY'S FIRST DEER

When I was a young boy, a long time ago, I longed to be old enough to hunt with my father.

Finally, the day arrived. I had prepared for this day by learning about the special relationship that we have with the animals and plants. Although we take their lives so we might live, we do it with respect and honor. We pray for their spirit so they will live on and only their body will die.



On the morning of my first hunt, I placed tobacco on the ground and asked the Great Spirit to help me to be a good hunter so I can help feed my family and village. That morning, we walked far into the forest and finally stopped at a grassy clearing where the deer were known to feed. I sat quietly waiting. The other hunters were nearby, but only I was left to watch this clearing. Then I saw a beautiful, big deer walking into the clearing. He looked so strong and proud I felt myself shaking. I looked into the deer's eyes and he looked into mine and we both stood still in silence.

Then, without thinking, I called out to the deer. I said, "Deer, I am hungry. Give me your body so I can help feed my family." The deer raised his head and walked closer. I placed tobacco on the ground in front of me and said a silent prayer for the spirit of the deer. As I did this, the deer walked even closer until he was only a short distance from where I stood. I raised my bow and shot him.

The other hunters heard my voice and were entering the clearing. When they saw the deer, they began to celebrate since this was the first deer I had. killed. We brought the deer back to the village and presented it to my mother who prepared it for a feast. We invited everyone in the village to come and share the meat. Everyone came and I was now accepted as a hunter that my family and village could depend on for food. When the feast was finished, we gathered, and the pipe was smoked and people shared stories of hunting and animals.

I decided not to tell the story of how I shot the deer at the feast. Later, I told my father, and he said the Great Spirit had spoken to me through the deer to remind me of the special way that the animals share with us and to help me remember to honor and respect them for the special gifts they share. As I grew older and attended feasts for the young men in our village, I told this story many times to share this lesson with them.

NAME OF ACTIVITY:

Wenabozho And The Fire

CONTENT AREA: Self Awareness

GRADE LEVEL: 3rd (Brown)

TIME REQUIRED: 20 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.

RESOURCES:

- The script for "Wenabozho And The Fire."
- Illustration of "Wenabozho And The Fire."
- Definition Of Sharing Poster.
- Use Grandma Blue Sky to tell the story of "Wenabozho And The Fire."
- Discuss the following questions with the group:

a) What was Wenabozho trying to get in this story?

b) Why did he need fire?

c) Can you think of some reasons why the grandfather and his granddaughters did not want to share the fire?

d) How did the rabbit help get the fire?

- Review the definition of sharing and discuss the following questions:

a) What are all the good things that fire is used for?

b) What would the world be like if Nokomis and Wenabozho would have just kept the fire for themselves?

CLOSURE: Grandpa Blue 'Sky could state that is 'important to remember the lessons in this story: To share things with others. To respect the animals for everything they share with us.

WENABOZHO AND THE FIRE

This is another story that the elders in our village told about Wenabozho, the great teacher and helper of the Anishinabe people. Remember that Wenabozho is sometimes spirit and sometimes human, so he can do very special things that humans cannot do.



Long ago, Wenabozho lived in our village with Nokomis, his grandmother. At that time, Wenabozho and Nokomis did not have fire to keep them warm or cook their food. One day he asked Nokomis, "Do you know where there are people who have fire?" Nokomis said, "There are some people' that live across the lake and they have fire. There is an old man and his two young granddaughters who live over there. He is always busy making fishing nets and his daughter helps him. They guard the fire very carefully."

Wenabozho said, "Well, I'm going to change myself into a rabbit and go over there. I think I'll go down to the lake where the girls come for water every day. When they come to dig a hole in

the ice to get their water, I'm going to be there." It was the spring of the year, so Wenabozho walked carefully on the ice to the place where the girls came for their water. He sat there by the water hole and, sure enough, the girls came down for water and they found the little rabbit. They thought he was so cute they decided to take him home with them. One of the girls picked up the little rabbit and when they had filled their water pails, they started home.

The girls laughed and played with the little rabbit as they walked home. As they neared their home, their grandfather scolded them and said, "You should be careful because sometimes spirits (munido) can take the form of animals and come into our camp to take something from us."

Since Wenabozho was actually the rabbit, he was listening to everything and he thought. "I sure hope these girls put me next to the fire and I hope the fire sparks and I can catch some of it. Then I'll have the fire." Just as Wenabozho was thinking this, the girls looked at the rabbit and saw that he was shivering. They felt sorry for him and put him next to the fire in their lodge to warm up. Wenabozho was right where he wanted to be, next to the fire. He thought to himself, "I sure hope a spark flies out from the fire." Just as he thought that, a spark flew out from the fire and landed on his fur, so he ran out of the lodge and back across the ice to his grandmother's house. He yelled as he approached her house, "I've got the fire!" When he entered Nokomis' house, she quickly took some of the fire and lit the wood she had prepared to keep the fire burning. She then put out the rest of the fire on rabbit's fur and the little rabbit quickly changed himself back to Wenabozho.

Wenabozho and Nokomis had fire from that time on and they shared it with other Native people in our village and everywhere. Wenabozho told the people to remember this story. In this part of the country, rabbits are white in the winter and brown in the spring. When the people see a rabbit turn brown in the spring, that's because he scorched it when he brought the fire to his grandmother. That is to remind us of how the rabbits helped Wenabozho bring fire to the Indian people. The rabbits and Wenabozho have been kind and helpful to the Native American people.

NAME OF ACTIVITY:

The Lady's Slippers

CONTENT AREA: Self Awareness

GRADE LEVEL: 3rd (Brown)

TIME REQUIRED: 25 Minutes

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

OBJECTIVES:

- Identify that kindness is a behavior that has positive consequences for everyone.

RESOURCES:

- The script for "The Lady's Slippers" story.
- Illustration of "The Lady's Slippers" story.
- Definition Of Kindness Poster.

PROCEDURES:

- Ask the children to sit in a "talking circle."
- Review the "talking circle rules."
- Introduce Grandma Blue-Sky again.
- Use Grandma Blue-Sky to tell the story of "The Lady's Slippers."
- Discuss the following questions with the group:

a) What happened to the young woman?

b) Why was she honored by her village?

c) Can you think of a time when you did something for someone else?

d) How do you feel when you do something for someone?

c) How do you feel when someone does something for you?

CLOSURE: Grandma Blue-Sky should state that, "This story provides a good example of how we all benefit when someone is kind and does something for others."

THE LADY'S SLIPPERS

Many years ago, in our village. we had a very hard winter and many people became ill. So many people required medicine but there was none left, and many people died.

In those days, we did not have cars so a trip to the next village in the cold of winter was not a good idea. A strong and swift runner volunteered to go to the next village to seek medicine for all the sick and dying people, but like so many others, he became ill and could not go. His wife worried that he might die so she left the village in his place without telling anyone that she was going. She knew they would not allow her to venture into the cold alone.

As she started out, all she thought of was her sick husband and others in the village who were suffering. These thoughts of others gave her strength to move over snow drifts and through the cold wind without feeling its cold bite.



The next morning, the people in the village heard a voice calling from the woods. When they went to look, they found the young woman lying in the snow. Her feet were swollen "and bleeding from the frost bite, but there were medicines in her bundle for her husband and all

the others who were sick. The men carried her back to the village and wrapped her feet in warm skins.

The winter passed and many of the sick recovered. This young woman was honored by the other people in the village for her devotion to her husband and the entire village. She lived a long and full life and when she died, the first lady slippers grew where she was buried. Now when you see this beautiful flower in the spring, remember the kindness and devotion of this young woman.

NAME OF ACTIVITY:

The Rabbit And The Owl

CONTENT AREA: Self Awareness

GRADE LEVEL: 3rd (Brown)

TIME REQUIRED: 25 Minutes

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

OBJECTIVES:

- Identify that honesty is a behavior that has positive consequences.

RESOURCES:

- Illustration of "The Rabbit And The Owl."
- Definition Of Honesty Poster.

PROCEDURES:

- Ask the children to sit in a "talking circle."
- Review the "talking circle rules."
- Introduce Grandma Blue-Sky again.
- Use Grandma Blue-Sky to tell the story "The Rabbit And The Owl."
- Discuss the following questions with the group:

a) How did Wenabozho trick the animals and birds?

b) Why do you think the animals and birds listened to Wenabozho?

c) Has anyone you trusted ever tricked you into doing something you didn't want to do? What happened? How did you feel?

d) Have you ever tricked someone into doing something they didn't want to do? What happened? How did they feel?

- Review the definition of honesty using the honesty illustration. Then ask the children to think of ways in which they can be honest with others.

CLOSURE: Grandma Blue-Sky should state that, "This story provides a good example of how trusting someone who is not honest can sometimes cause problems. Wenabozho did not tell the animals and birds the truth about why he wanted them to meet with him. The birds and animals trusted their friend Wenabozho and they ended up being hurt as a result."

THE RABBIT AND THE OWL

This is another story our elders taught us about Wenabozho. They told us this story to show what can happen when we play tricks on others.

In the wintertime, Wenabozho worked hard to stay alive. He spends the cold and snowy days in search of food. When summer came and the forests were filled with food, Wenabozho was sometimes overcome with laziness and tried to find the most food for the least amount of work.

One hot summer day, Wenabozho was walking through the forest when he began to feel very hungry. He had been traveling all day and he wondered what he could have for supper. He went to a stream to spear a fish but, to his surprise, there were no fish in the stream. The truth was, of course, that the fish were feeling the heat too, and had swum down to the bottom of the stream where the water was cooler.

Since he could not catch a fish, Wenabozho decided he would go look for berries. But the berries grew on bushes where the sun could shine on them and were dried up from the heat, so he could not eat them.

Wenabozho thought to himself, "This is difficult place to hunt for food. I suppose I'll have to find a bee's nest and cat honey." Wenabozho walked back through the woods until he came to a tree that had a beehive in it. He climbed up and looked inside, but the bees were also feeling the hot weather and they were resting instead of gathering honey. There was no honey at all in the tree, and when the bees discovered that Wenabozho was looking at them, they came after him and drove him away.

When he was far enough from the tree to feel safe, Wenabozho realized that he was more hungry than he had ever been. He thought for a while and then decided to play a trick on the animals. Off he went, calling to the animals and birds as he walked through the forest. He called, "Come my brothers and sisters. Come and have a meeting with me in the middle of the forest. I have something important to tell you." All the animals and birds knew Wenabozho to be honest and they trusted him, so they came to hear what he had to say.

When all the birds and animals had arrived, Wenabozho said, "Now brothers and sisters, it's important for you to sit with your backs to me while I sing you a new song. It's a magic song and it will be wonderful if all of you can learn it so you can sing it at home, and it will bring you all great happiness. But this one is such a special song that you must not watch me as I sing it or else you will not be able to remember the words.

All the animals did as Wenabozho said. They sat with their backs to him and listened carefully as he sang. Even the wise Owl sat with his back to Wenabozho. However, Owl was cautious and, although he sat with his back to Wenabozho, he kept moving his eyes from side to side, hoping to catch a glimpse of him as he sang.

The Owl rolled his eyes as far back as he could. He could not see what Wenabozho was doing. At length his curiosity got the best of him and he turned his head very, ever so slightly. His eyes opened wide and he could hardly believe what he saw. There was Wenabozho, picking up

Rabbit in both hands as if he were going to kill him! Owl let out such a squeal of fear that all the other birds and animals ran off in all directions, screaming and howling as loud as they could.

This of course surprised Wenabozho and he quickly raised his arms to reach out and catch some of the animals. He moved so quickly that he forgot he was holding Rabbit. His arms moved with such strength and speed that he pulled Rabbit all out of shape. Instead of short ears and four shoe legs, Rabbit suddenly had two long ears and two long back legs. But the frightened Rabbit did not stop to think about his ears or hind legs. He wiggled and wiggled until he had freed himself, and hopped away into the woods, happy to be alive. Because of this, from that day on, rabbits have long ears and long hind legs and must jump and hop wherever they go.



Owl was anxious to get away, but he was not able to move fast enough. As soon as Rabbit was free, Wenabozho came after Owl. When he caught him, he fixed his eyes so they could stare only straight ahead. Wenabozho said, "I'll teach you to interfere with my plans. Forever, all owls will have eyes like yours. They may look straight ahead, but if they wish to look from side to side, they will have to turn their whole head."

When the other animals heard what Wenabozho had done to Owl, they felt sad about it. Owl felt so sad and foolish that he hid deep in the woods and only appears in the evenings when the sun has gone down. This is why even today owls only come out at night.

NAME OF ACTIVITY:

The Robin

CONTENT AREA: Self Awareness

GRADE LEVEL: 3rd (Brown)

TIME REQUIRED: 20 Minutes

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

OBJECTIVES:

- Identify that respect is a behavior that has positive consequences.

RESOURCES:

- The script for "The Robin."
- Illustration of "The Robin."
- Definition Of Respect Poster.

PROCEDURES:

- Ask the children to sit in a "talking circle."
- Review the "talking circle rules."
- Introduce Grandpa Blue-Sky again.
- Use Grandpa Blue-Sky to tell the story of "The Robin."
- Discuss the following questions with the group:

a) What did Menomin want his son to be when he grew up?

b) What did his son want to be?

c) What type of bird did Menomin's son become?

d) How was Menomin's son able to eventually make his father happy?

e) Do you ever feel that your parents are acting like Menomin? What do they do? How do you feel when this happens? What could you do to feel better?

f) Do you ever feel that someone at school is asking you to do something that you can't or putting too much pressure on you? When does this happen? How do you feel when this happens? What could you do to feel better?

CLOSURE: Grandpa Blue-Sky should state that it's important to remember the lessons in this story: Parents should love their children for what they are, not what they can do, and it is not wise to interfere with another person's purpose or vision.

THE ROBIN

Many years ago, the elders in our village told this story about a father who wanted his young boy to be a great warrior and leader among his people.

Long ago, a young man named Menomin and a woman named Wabihgwan were married. They were very much in love and longed to have a son to raise and bring joy into their lives. After many years, they finally had a baby boy.



Menomin wanted his son to become a great warrior, so he made him work hard to be the best at everything. He wanted him to be the best swimmer, wrestler, runner, and shooter in the village. To please his father, this young boy worked hard. Although he was a small boy, not as big as the others his age, he amazed the entire village with his speed and strength.

The boy did well in all these things to please his father, but he knew in his heart That he would never be the great warrior his father wanted him to be. He knew that he would rather listen to the songs of the birds and the songs of the



singers and to dance to the beat of the drum. Secretly, he wanted to make his people happy through music and song. He did not want to be a great warrior.

When it came time for Menomin's son to seek a vision to guide him in his life, his father took him to the place where he would stay alone and fast for four days. At the end of the fourth day, his father returned for him, but the boy had not received a vision. His father was determined that his son would have a vision, so after waiting a year, his father sent him on a second vision quest. Still the boy did not receive a vision. Five years and five vision quests passed, and the boy still did not have a vision. At first, Menomin said nothing about his son's lack of a vision, but he became angry and felt that his son was a failure. His son also began to feel like a failure.

In the spring of the sixth year, Menomin took his son for the sixth time to seek a vision. He left him alone to fast for four days. When his father returned at



the end of the fourth day with food for his son, he saw that the entrance to the lodge was open and he felt that something was wrong. There was only silence and the lodge was empty. Menomin began to search for his son. He called out, but there was no reply. He searched all day, but his son could not be found. When night came, Menomin gave up his search. As he walked home, he wept for his lost son. As he walked, a little bird with a black head and an orange chest followed Menomin. Flying from tree to tree, the bird traveled with Menomin all the way home, singing as he went. Near Menomin's home, the bird made a nest and every day his little bird would sing songs.

For weeks Menomin returned to search the place where he had left his son. Each time the little bird with the black head and orange chest would go with him. Menomin was thankful to the little bird for bringing even a little joy to his sadness.

Many years later when Menomin was old, he again returned to the place where he had lost his son. He sat down and leaned against a tree and fell asleep. As he slept, he had a dream. His son stood beside him and said, "Father, I'm glad to see you. I've waited a long time to see you here. I'm glad we met because now I can tell you that I love you. Since that day when I received my vision, I have been sad for you. When I was a boy, I loved you and tried to make you happy, but I could not. You too loved me and tried to make me happy, but you could not.

"In my vision quest, I asked for the ability to please you and, at the same time, bring happiness to our people and peace to myself. During my vision, I was enveloped by a brilliant orange light as blinding as the sun. At the same time, I was filled with song and music which touched my spirit. When I opened my eyes, I was soaring in the skies. On the day of my vision I saw you come. I heard you call, and I followed as you searched for me. I answered your call, but you didn't hear me. I saw your sorrow and I was glad at last that my singing could bring you some peace and happiness. Now father, as a bird I shall continue to live nearby. As "pitchi the robin, I shall make you and all the people happy." Menomin woke up. For the first time in years he did not feel sad. He felt joy and as he thought about what had happened to his son, he realized he had learned some important lessons. He learned that parents should love their children for who they are, not what they can do. He learned that it's not wise to interfere with another person's purpose or vision.

These have been important lessons for all the people in our village and we have all tried to respect the dreams, visions, and talents of each individual.

NAME OF ACTIVITY:

The Circle of Life: Respect

CONTENT AREA: Self Awareness

GRADE LEVEL: 3rd Grade (Brown)

TIME REQUIRED: 25 Minutes

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

OBJECTIVES:

- Identify that respect is a behavior that has positive consequences.

RESOURCES:

- The script for The Spirit Of The Corn.
- Illustration of the "Circle of Life."

PROCEDURES:

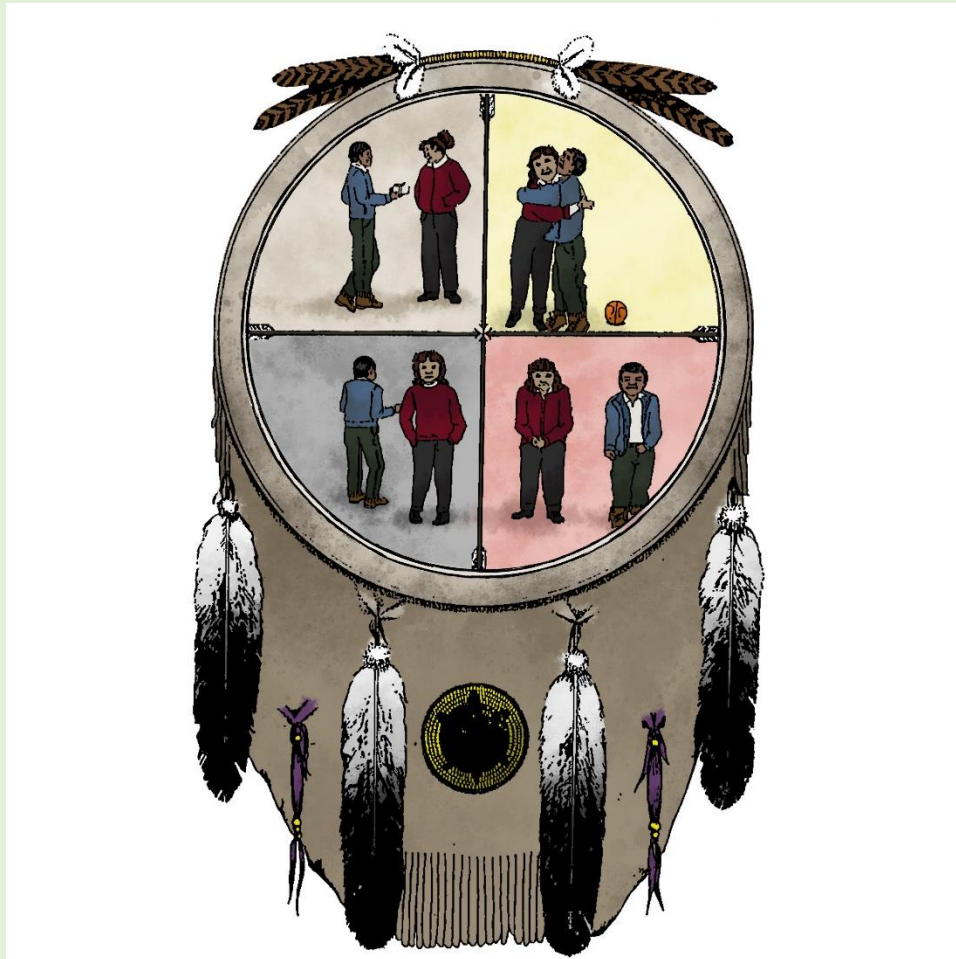
- Ask the children to sit in a talking circle.
- Review the talking circle rules.
- Introduce grandpa Blue-Sky again.
- Use grandpa Blue Sky to tell the story of The Spirit Of The Corn.
- Discuss the following questions with the group, grandfather Blue-Sky can facilitate:
 - Can you think of other examples of how the animals and plants share what they have with you?
 - How can we show the plants and animals that we are grateful for what they give us?
 - When someone shows you respect, how do you feel?
 - How do you think the plants and animals feel when they share what they have with us and we don't not treat them with respect?
- Review the main point of the lesson and story (What you do comes back you.) Ask children to use their values worksheets to help them think of examples of times they have shown respect.
- Ask the children to draw a large circle on a piece of paper. Fold the paper in half and draw a picture of an animal or plant sharing something with them on one side and on the other side draw a picture of how they can show respect for plants and animals.

CLOSURE:

- When the children have finished their drawings, grandpa Blue-Sky should tell them that even though we cannot control what other people do, we can control ourselves, so if we

share with others and treat the plants and animals with respect, we will always have the things we need.

THE CIRCLE OF LIFE



WHAT YOU DO TO OTHERS COMES BACK TO YOU

If you are kind, others will be kind to you

If you respect others, they will respect you

If you share, you will always have what you need

If you are honest, other people will be honest with you

THE SPIRIT OF THE CORN

Once many years ago in our village, the people had grown a great crop of corn. Instead of giving thanks, the people thought they must be very special and great gardeners to have grown so much corn. They became wasteful. Some ate so much corn they became sick. Others let the extra corn rot gave it to the dogs. The children used the cornstalks as sticks to fight one another and threw them in the mud when they were done.

When much of the corn was gone, the village began to send more hunters to hunt the deer, elk, and moose that were so abundant. But soon the hunters found that something had changed. Even the finest hunters could not kill a single animal. The people began to grow hungry and they worried about what they had done to offend the animals and how they might correct it. They called



on their leaders to find the solution. As time passed, the people grew hungrier and the hunters continued to fail to bring food to the village.

One day, an elder was walking alone near the village, wondering what was to become of the people. As he walked, he came upon a clearing in the woods. He saw a grassy meadow with a mound in the center and on the mound stood a birch bark lodge.

When he approached the lodge, he heard cries and groans coming from within. When he walked in, he saw a sickly and miserable looking man stretched out on a dirty worn hide.

The man spoke to him, "See what a terrible condition you have placed me in. The people have insulted me, their best friend, in the most ungrateful manner. They dragged me about in the mud and dirt. They allowed the dogs to tear my clothing. They ill-treated me in every possible way. This is the cause of their own misfortune and their present want. What the people do to the rest of us in this creation comes back to them. I am glad you have come and seen me in this terrible condition. I have no water, no clothes, not even a leaf to protect me from the cold. Weeds and wild plants grown in my garden. Tell the people this."

The elder was sad and promised to hurry back to the village and tell the others how the Spirit of the Corn has suffered. He told the others about the sad way he had found the good Spirit of the Corn and how their greed and carelessness had caused all their problems.

Somehow the people survived that winter and when spring came, they found what little corn was left and planted it and took good care of their friend the corn from that day on.

NAME OF ACTIVITY:

Emotions: Sad

CONTENT AREA: Self-Awareness

GRADE LEVEL: Kindergarten (Red)

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 identifies.

RESOURCES:

- Paper and crayons/paint.
- The Blue-Sky family puppets.

PROCEDURES:

- Ask the children to sit in a “talking circle.”
- Review the “talking circle rules.”
- Introduce the Blue-Sky puppets again.
- Use one of the Blue-Sky puppets to set the tone for this activity, using the tone setting statements provided.

Small Group Method:

Ask students to form groups of five. Distribute the role-playing scripts. Ask students to complete the form or discuss the questions (the teacher may want to read the situation and questions to the students.)

Use the responses to the discussion of the role play scripts to act out the situation using Blue Sky puppets. One group can act out the situation for the entire class or each group can act out the situation in their group.

Large Group Method:

Select a small group of students to discuss and then role play the situation for the entire class.

CLOSURE: The Blue-Sky puppets can tell the children that it is important to remember some things about our feelings. Review the tone setting statements.

OTHER OPTIONS:

- Grandma/grandpa can then ask the children to each draw/paint a picture of a time when they have felt sad.

- The pictures could depict a sad situation on one side and a happy one on the other.
- The students could describe situations in which they have felt sad and role play these using the Blue-Sky puppets, puppets made by the students (finger puppets or paper cup puppets or just role play without puppets.)
- Students can dramatize how they look when they feel sad.

SETTING THE STAGE

ROLE PLAYING SCRIPTS FOR THE BLUE-SKY FAMILY

Select one of the Blue-Sky family to give these tone setting statements”

1. Everyone feels sad sometimes.
2. It's okay to feel sad.
3. Sometimes people feel sad at school.
4. Sometimes people feel sad at home.
5. When we feel sad, there are usually things we can do to feel better.

ROLE PLAY SITUATION

Situation: Your father and mother have been arguing a lot lately. Last night you listened to them argue for a long time and you couldn't sleep. Today you feel very sad.

WHAT DO YOU DO WHEN YOU FEEL SAD?

IS THAT A HEALTHY _____ OR UNHEALTHY _____ THING TO DO?

LIST ONE HEALTHY THING YOU COULD DO TO FEEL BETTER WHEN YOU FEEL SAD.

ROLE PLAY SITUATION

Situation: It seems like everything you do at school is wrong. You are having trouble understanding the math your class is studying. You try but can't seem to get it. You are feeling sad.

WHAT DO YOU DO WHEN YOU FEEL SAD?

IS THAT HEALTHY _____ OR UNHEALTHY _____ THING TO DO?

LIST ONE HEALTHY THING YOU COULD DO TO FEEL BETTER WHEN YOU FEEL SAD

NAME OF ACTIVITY:

Emotions: Fear

CONTENT AREA: Self-Awareness

GRADE LEVEL: Red (Kindergarten)

TIME REQUIRED: 20 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 identifies.

RESOURCES:

- Paper and crayons
- The Blue-Sky Family Puppets

PROCEDURES:

- Ask the children to sit in a “talking circle.”
- Review the “talking circle rules.”
- Introduce the Blue-Sky family again.
- Use one of the Blue-Sky puppets to set the tone for this activity, using the tone setting statements provided.
- Small Group Method:

Ask students to form groups of five. Distribute the Role-Playing Scripts. Ask students to complete the form or discuss the questions (the teacher may want to read the situation and questions to the students).

Use the responses to the discussion of the Role-Playing Scripts to act out the situation using the Blue-Sky family puppets. One group can act out the situation for the entire class or each group can act out the situation in their group.

- Large Group Method:

Select a small group of students to discuss then role-play the situation for the entire class.

CLOSURE:

- The Blue-Sky puppets can tell the children that it's important to remember some things about our feelings. Review the tone setting statements.

OTHER OPTIONS:

- Grandma/Grandpa can then ask the children to each draw/paint pictures of a time when they have felt fear.
- The pictures could depict a fearful situation on one side and a happy one on the other.
- The students could describe situations in which they felt fear and role play these, using the Blue-Sky puppets, puppets made by the students (finger puppets or paper cup puppets), or just role play without puppets.
- Students can dramatize how they look when they feel afraid.

SETTING THE STAGE

ROLE PLAYING SCRIPTS FOR THE BLUE-SKY FAMILY

SELECT ONE OF THE BLUE-SKY FAMILY TO GIVE THESE TONE SETTING STATEMENTS

1. Everyone feels fear sometimes.
2. It's okay to feel afraid.
3. Sometimes people feel fear at home.
4. Sometimes people feel fear at school.
5. When we feel fear, there are usually things we can do to feel better.

ROLE PLAY SITUATION

SITUATION: Each night for a week a big kid on the bus hits you on the arm. He says that if you tell the bus driver, he will beat you up. You feel afraid.

WHAT DO YOU DO WHEN YOU FEEL AFRAID?

IS THAT HEALTHY _____ OR UNHEALTHY _____ THING TO DO?

LIST ONE HEALTHY THING YOU COULD DO TO FEEL BETTER WHEN YOU FEEL AFRAID

ROLE PLAY SITUATION

SITUATION: You saw your older sister drinking with some of her friends one night. She told you that if you tell anyone, she will beat you up. You feel afraid.

WHAT WOULD YOU DO?

IS THAT HEALTHY _____ OR UNHEALTHY _____ THING TO DO?

LIST ONE HEALTHY THING YOU COULD DO TO FEEL BETTER WHEN YOU FEEL AFRAID

NAME OF ACTIVITY:

Emotions: Angry

CONTENT AREA: Self-Awareness

GRADE LEVEL: Red (Kindergarten)

TIME REQUIRED: 20 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 identifies.

RESOURCES:

- Paper and crayons/paint
- The Blue-Sky family puppets.

PROCEDURES:

- Ask the children to sit in a “talking circle.”
- Review the “talking circle rules.”
- Introduce the Blue-Sky puppets again.
- Use one of the Blue-Sky puppets to set the tone for this activity using the Tone Setting Statements provided.
- Small Group Method

Ask the students to form groups of five. Distribute the Role-Playing Scripts. Ask students to complete the form or discuss the questions (The teacher may want to read the situation and questions to the students.)

Use the responses to the discussion of the Role-Playing Scripts to act out the situation using the Blue-Sky puppets. One group can act out the situation for the entire class or each group can act out the situation in their group.

- Large Group Method

Select a small group of students to discuss and then role play the situation for the entire class.

CLOSURE:

- The Blue-Sky family puppets can tell the children that it's important to remember some things about our feelings. Review the tone setting statements.

OTHER OPTIONS:

- Grandma/Grandpa can then ask the children to each draw/paint pictures of a time when they have felt angry.
- The pictures could depict an angry situation on one side and happy one on the other.
- The students could describe situations in which they felt angry and role play these using the Blue-Sky puppets, puppets made by the students, (finger puppets or paper cup puppets, or just role without puppets)
- Students can dramatize how they look when they feel angry.

SETTING THE STAGE

ROLE PLAYING SCRIPTS FOR THE BLUE SKY FAMILY

SELECT ONE OF THE BLUE-SKY FAMILY TO GIVE THESE TONE SETTING STATEMENTS:

- Everyone feels angry sometimes.
- It's okay to feel angry.
- Sometimes people feel angry at home.
- Sometimes people feel angry at school.
- When we feel angry, there are usually things we can do to feel better.

ROLE PLAY SITUATION

SITUATION: Your parents are going out and you must take care of all the younger children. You feel angry at your parents and your brothers and sisters.

WHAT WOULD YOU DO?

IS THAT HEALTHY _____ OR UNHEALTHY _____ THING TO DO?

LIST ONE HEALTHY THING YOU COULD DO TO FEEL BETTER WHEN YOU FEEL ANGRY.

ROLE PLAYING SITUATION

SITUATION: A group of kids at school has been teasing you on the bus. You can't stand it anymore. You feel very angry.

WHAT WOULD YOU DO?

IS THAT HEALTHY _____ OR UNHEALTHY _____ THING TO DO?

LIST ONE HEALTHY THING YOU COULD DO TO FEEL BETTER WHEN YOU FEEL ANGRY.

NAME OF ACTIVITY:

Emotions: Happy

CONTENT AREA: Self-Awareness

GRADE LEVEL: Red (Kindergarten)

TIME REQUIRED:

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 identifies.

RESOURCES:

- Paper and crayons
- The Blue-Sky family puppets.

PROCEDURES:

- Ask the children to sit in a talking circle.
- Review the "Talking Circle rules."
- Introduce the Blue-Sky puppets to set the tone for this activity using the Tone Setting Statements provided.
- Small Group Method

Ask students to form group of five. Distribute the Role-Playing scripts. Ask students to complete the form or discuss the questions (The teacher may want to read the situation and questions to the students.)

Use the responses to the discussion of the Role-Playing scripts to act out the situation using the Blue-Sky puppets. One group can act out the situation for the entire class or each group can act out the situation in their group.

- Large Group Method

Select a small group of students to discuss and then role-play the situation for the entire class.

CLOSURE:

The Blue-Sky family puppets can tell the children that it's important to remember some things about our feelings. Review the Tone Setting Statements.

OTHER OPTIONS:

- Grandma/grandpa can ask the children to each draw/paint a picture of a time when they have felt happy.
- The pictures could depict a happy situation on one side and a sad one on the other.
- The students could describe situations in which they felt happy and role play these, using the Blue-Sky puppets, puppets made by the students (finger puppets or paper cup puppets, or just role play without puppets).
- Students can dramatize how they look when they feel happy.

SETTING THE STAGE

ROLE PLAYING SCRIPTS FOR THE BLUE-SKY FAMILY

SELECT ONE OF THE BLUE -SKY FAMILY TO GIVE THESE TONE SETTING STATEMENTS:

- Everyone feels happy sometimes.
- It's okay to feel happy.
- Sometimes people feel happy at home.
- Sometimes people feel happy at school.
- When we feel happy, there are ways to share our happiness with others.

ROLE PLAY SITUATION

SITUATION: Your mother said you could get a puppy. Your neighbor's dog has puppies and she said you can have one. Today is the day you get to bring the puppy home.

WHAT WOULD YOU DO IN THIS SITUATION TO SHARE YOUR HAPPY FEELINGS?

IS THAT A HEALTHY _____ OR UNHEALTHY _____ THING TO DO?

LIST ONE HEALTHY THING YOU COULD DO TO SHARE YOUR HAPPINESS WITH OTHERS.

ROLE PLAY SITUATION

SITUATION: Today is your first day of school at a new school. You come into class and are welcomed by all the students and at recess five of your classmates ask you to play with them. You feel happy.

WHAT WOULD YOU DO IN THIS SITUATION TO SHARE YOUR HAPPY FEELINGS?

IS THAT A HEALTHY _____ OR UNHEALTHY _____ THING TO DO?

LIST ONE HEALTHY THING YOU COULD DO TO SHARE YOUR HAPPINESS WITH OTHERS.

NAME OF ACTIVITY: Emotions Spinner

CONTENT AREA: Self-Awareness

GRADE LEVEL: Red

TIME REQUIRED: 20 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 identifies.

RESOURCES:

- Emotions Spinner (sad, angry, fear, happy).
- A score sheet with each emotion written on it (optional).

PROCEDURES:

- This activity should follow the earlier activities that focus on clarifying these emotions.
- This game can be played in several ways, depending on the preference of teachers and the ability of students. For kindergarten, the teacher may want to use the large group method so he/she can read the emotions to the students. After students have practiced with the large group method, they can probably use the small group more effectively.
- Large Group Method:

The entire class can play. Using this method, the teacher keeps the spinner in front of the classroom. The students each get an opportunity to spin the spinner. The student spins, reads the emotion (or the teacher can read the emotion) and then the student must describe a time when he/she has felt that emotion. After the student gives an example the student sitting next to that student can spin the spinner next. Since the game asks students to share something about their feelings, they should have the option of passing.

- Small Group Method:

The game can also be played by small groups of five students. The game begins by one student spinning the spinner. When the spinner stops at an emotion the student must read the emotion and then describe a time when he/she has felt that emotion. When the student has finished his/her statement, the next student can spin. The game continues until each student has had an opportunity to spin at least five times. Students can use the color coding rather than actually reading the words.

- Ask the students to share, "I learned statements" at the end of the activity. Discuss the questions, using the following examples. You may want to focus on discussing only one emotion each time the class plays this game.

- When you feel sad, what do you do? Does doing this make you feel happier? What could you do to feel better?
- When you are happy, what do you do? Does doing this make you feel even happier? How could you share your happy feelings with someone?
- When you feel angry, what do you do? Does doing this make you or another person feel better? what could you do to feel better?
- When you feel fear, what do you do? Does doing this make you feel better? What could you do to feel better?

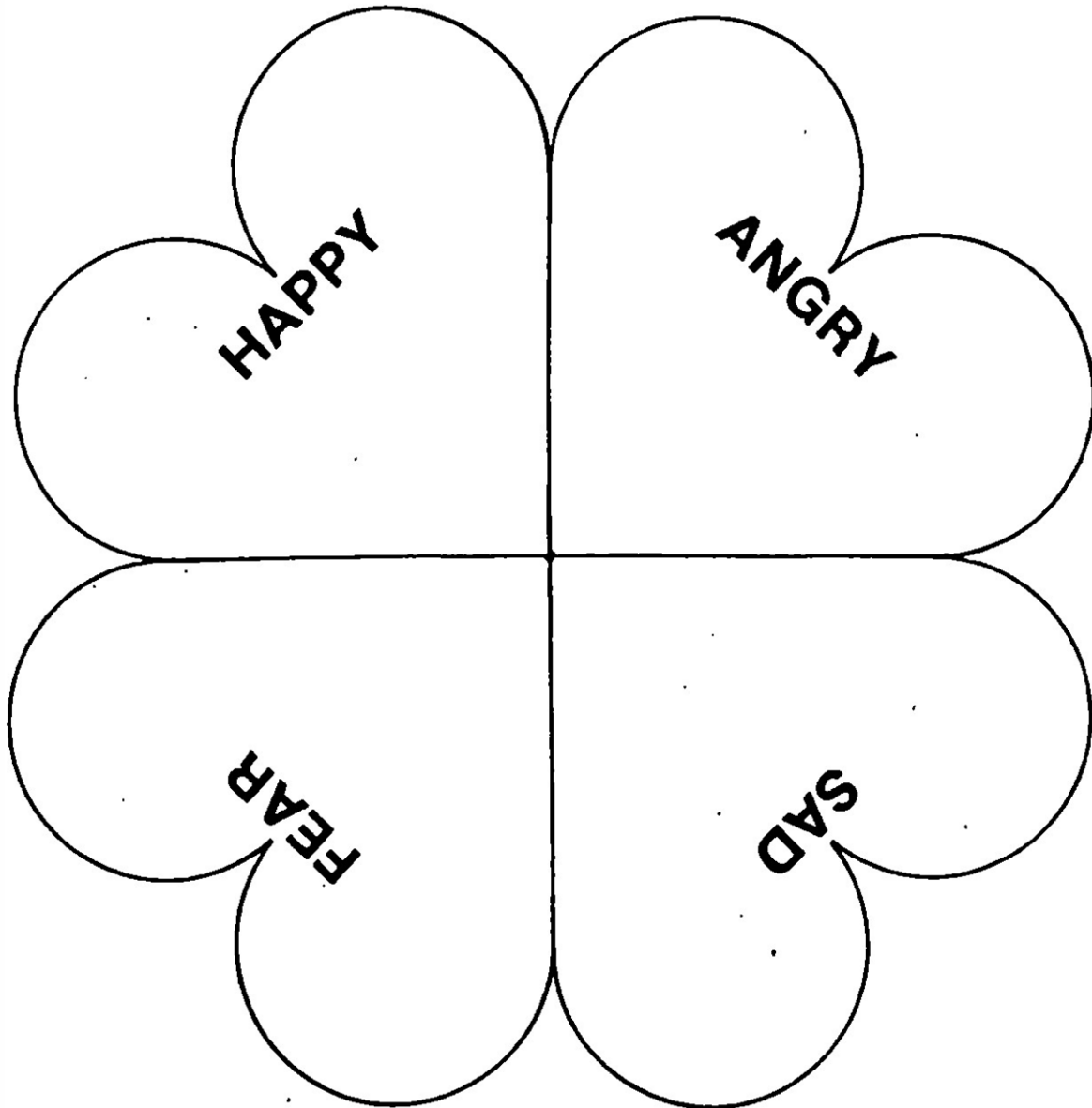
CLOSURE:

Ask the students to return the spinner and tell them that they will be able to play this game again soon. Until then, they should continue to think of why they can practice these values.

OTHER OPTIONS:

- For each example that is given, the group receives one point in that emotion category. The point can be entered on the score sheet that has the emotions written across the top. The first team to get four points in each area wins.
- For a variation each student could share an example of when they might experience the emotion.

EMOTIONS SPINNER



EMOTIONS SPINNER

SAD	HAPPY	ANGRY	FEAR

EMOTIONS SPINNER SCORE SHEET

NAME OF ACTIVITY: Emotions: Lonely

CONTENT AREA: Self Awareness

GRADE LEVEL: 1st-3rd Grade (Red, Orange, Gray, Brown)

TIME REQUIRED: 20 Minutes

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

OBJECTIVES:

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

RESOURCES:

- Paper and crayons/paint.
- The Blue-Sky family puppets (if available).

PROCEDURES:

- Ask the children to sit in a "talking circle."
- Review the "talking circle rules."
- Introduce the Blue-Sky puppets again.
- Use one of the Blue-Sky puppets to set the tone for this activity using the Tone Setting Statements provided.

Small Group Method:

Ask students to form groups of five. Distribute the Role-Playing Scripts. Ask students to complete the form or discuss the questions (The teacher may want to read the situation and questions to the students).

Use the responses to the discussion of the Role-Playing Scripts to act out the situation using the Blue-Sky puppets. One group can act out the situation for the entire class or each group can act out the situation in the group.

Large Group Method:

Select a small group of students to discuss and then role play the situation for the entire class.

CLOSURE: The Blue-Sky puppets can tell the children that it's important to remember some things about our feelings. Review the Tone Setting Statements.

OTHER OPTIONS:

- Grandma/Grandpa can then ask the children to each draw/paint picture of a time they have felt lonely.
- The pictures could depict a lonely situation on one side and a happy one on the other.

- The students could describe situations in which they felt lonely and role play these, using the Blue-Sky puppets, puppets made by the students (finger puppets or paper cup puppets), or just role play without puppets.
- Students can dramatize how they look when they feel lonely.

SETTING THE STAGE

ROLE PLAYING SCRIPTS FOR THE BLUE-SKY FAMILY:

SELECT ONE OF THE BLUE-SKY FAMILY TO GIVE THESE TONE SUITING STATEMENTS:

- Everyone feels lonely sometimes.
- It's okay to feel lonely.
- Sometimes people feel lonely at home.
- Sometimes people feel lonely at school.
- When we feel lonely, there are usually things we can do to feel better.

ROLE PLAY SITUATION #1

SITUATION: Your brother and you have the same friend and you often play together. Today when you started playing, your brother told you to go home because they didn't want to play with you. Now you don't have anyone to play with. You're feeling very lonely.

WHAT WOULD YOU DO?

IS THAT A HEALTHY _____ OR UNHEALTHY _____ THING TO DO? _____

LIST ONE HEALTHY THING YOU COULD DO WHEN YOU FEEL LONELY.

ROLE PLAY SITUATION #2

SITUATION: Your family just moved into town and you're starting school in a new classroom. You are shy and the first day of school you just walk around alone during recess. You feel lonely.

WHAT WOULD YOU DO?

THAT A HEALTHY _____ OR UNHEALTHY _____ THING TO DO?

LIST ONE HEALTHY THING YOU COULD DO WHEN YOU FEEL LONELY.

NAME OF ACTIVITY: Emotions: Pain

CONTENT AREA: Self Awareness

GRADE LEVEL: 1st-3rd Grade (Red, Orange, Gray, Brown)

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 identifies.

RESOURCES:

- Paper and crayons/paint.
- The Blue-Sky family puppets.

PROCEDURES:

- Ask the children to sit in a "talking circle."
- Review the "talking circle rules."
- Introduce the Blue-Sky puppets again.
- Use one of the Blue-Sky puppets to set the tone for this activity using the Tone Setting Statements provided.

Small Group Method:

Ask students to form groups of five. Distribute the Role-Playing Scripts. Ask students to complete the form or discuss the questions (the teacher may want to read the situation and questions to the students).

Use the responses to the discussion of the Role Play Scripts to act out the situation using the Blue-Sky puppets. One group can act out the situation for the entire class or each group can act out the situation in their group.

Large Group Method:

Select a small group of students to discuss and then role play the situation for the entire class.

CLOSURE: The Blue-Sky puppets can tell the children that it's important to remember some things about our feelings. Review the Tone Setting Statements.

OTHER OPTIONS:

- Grandma/Grandpa can then ask the children to each draw/paint picture of a time when they have felt pain.
- The pictures could depict a painful situation on one side and a happy one on the other.

- The students could describe situations in which they felt pain and role play these, using the Blue-Sky puppets, puppets made by the students (finger puppets or paper cup puppets), or just role play without puppets.
- Students can dramatize how they look when they feel pain.

SETTING THE STAGE

ROLE PLAYING SCRIPTS FOR THE BLUE-SKY FAMILY:

SELECT ONE OF THE BLUE-SKY FAMILY TO THESE TONE SETTING STATEMENTS:

- Everyone feels pain sometimes.
- It's okay to feel pain.
- Sometimes people feel pain at home.
- Sometimes people feel pain at school.
- When we feel pain, there are usually things we can do to feel better..

ROLE PLAY SITUATION

SITUATION: You are at home sleeping. You wake up and feel sick to your stomach. You are in a lot of pain.

WHAT WOULD YOU DO?

IS THAT A HEALTHY _____ OR UNHEALTHY _____ THING TO DO?

LIST ONE HEALTHY THING YOU COULD DO TO FEEL BETTER, WHEN YOU FEEL PAIN.

ROLE PLAY SITUATION #4

SITUATION: You woke up this morning feeling depressed. You get up late, everyone is yelling at you to hurry, and when you get to school you feel terrible. You are in a lot of pain.

WHAT WOULD YOU DO?

IS THAT A HEALTHY _____ OR UNHEALTHY _____ THING TO DO?

LIST ONE HEALTHY THING YOU COULD DO TO FEEL BETTER WHEN YOU FEEL PAIN.

NAME OF ACTIVITY: Emotions: Love

CONTENT AREA: Self Awareness

GRADE LEVEL: 1st-3rd (Red, Orange, Gray, Brown)

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 identifies.

RESOURCES:

- Paper and crayons/paint.
- The Blue-Sky family puppets.

PROCEDURES:

- Ask the children to sit in a "talking circle."
- Review the "talking circle rules."
- Introduce the Blue-Sky puppets again.
- Use one of the Blue-Sky puppets to set the tone for this activity using the Tone Setting Statements provided.

Small Group Method:

Ask students to form groups of five. Distribute the Role-Playing Scripts. Ask students to complete the form or discuss the questions (The teacher may want to read the situation and questions to the students).

Use the responses to the discussion of the Role Play Scripts to act out the situation using the Blue-Sky puppets. One group can act out the situation for the entire class or each group can act out the situation in their group.

Large Group Method:

Select a small group of students to discuss and then role play the situation for the entire class.

CLOSURE: The Blue-Sky puppets can tell the children that it's important to remember some things about our feelings. Review the Tone Setting Statements.

OTHER OPTIONS: Grandma/Grandpa can then ask the children to each draw/paint pictures of a time when they have felt love.

SETTING THE STAGE

ROLE PLAYING SCRIPTS FOR THE BLUE-SKY FAMILY

SELECT ONE OF THE BLUE-SKY FAMILY TO GIVE THESE TONE SETTING STATEMENTS:

- Everyone feels loved.
- It's nice to feel loved.
- Sometimes people feel loved at home.
- Sometimes people feel loved at school.
- When we feel loved, there are ways to share our love with others.

ROLE PLAY SITUATION #5

SITUATION: Today you fell down on the playground. Your older sister sees you crying. She comes over and helps you go into school to the nurse's office. She holds your hand and tells you everything will be all right. You feel loved.

WHAT COULD YOU DO TO THANK YOUR SISTER FOR HELPING YOU?

IS THAT A HEALTHY _____ OR UNHEALTHY _____ THING TO DO?

LIST ONE HEALTHY THING YOU COULD DO TO SHARE YOUR LOVE WITH OTHERS.

ROLE PLAY SITUATION #6

SITUATION: Your grandmother comes to visit and brings you a special present. She tells you that you're her special little girl or boy and gives you a big hug. You feel loved.

WHAT COULD YOU DO TO THANK YOUR GRANDMA FOR BEING SO KIND TO YOU?

IS THAT A HEALTHY _____ OR UNHEALTHY _____ THING TO DO?

LIST ONE HEALTHY THING YOU COULD DO TO SHARE YOUR LOVE WITH OTHERS.

NAME OF ACTIVITY: Emotions: Safe

CONTENT AREA: Self Awareness

GRADE LEVEL: 1ST-3rd (Red, Orange, Gray, Brown)

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 identifies.

RESOURCES:

- Paper and crayons/paint.
- The Blue-Sky Family puppets.

PROCEDURES:

- Ask the children to sit in a "talking circle."
- Review the "talking circle rules."
- Introduce the Blue-Sky puppets again.
- Use one of the Blue-Sky puppets to set the tone for this activity using the Tone Setting Statements provided.

SMALL GROUP METHOD:

Ask students to form groups of five. Distribute the Role-Playing Scripts. Ask students to complete the form or discuss the questions (the teacher may want to read the situation and questions to the students).

Use the responses to the discussion of the Role Play Scripts to act out the situation using the Blue Sky puppets. One group can act out the situation for the entire class or each group can act out the situation in their group.

LARGE GROUP METHOD:

Select a small group of students to discuss and then role play the situation for the entire class.

CLOSURE: The Blue-Sky puppets can tell the children that it's important to remember some things about our feelings. Review the Tone Setting Statements.

OTHER OPTIONS:

- Grandma/Grandpa can then ask the children to each draw/paint pictures of a time when they have felt safe.
- The pictures could depict a situation in which they felt safe on one side and afraid on the other.

- The students could describe situations in which they felt safe and role play these, using the Blue-Sky puppets, puppets made by the students (finger puppets or paper cup puppets), or just role play without puppets.
- Students can dramatize how they look when they feel safe.

SETTING THE STAGE

ROLE PLAYING SCRIPTS FOR THE BLUE-SKY FAMILY

SELECT ONE OF THE BLUE-SKY FAMILY TO GIVE THESE TONE SETTING STATEMENTS:

- Everyone feels safe sometimes.
- It's nice to feel safe.
- Sometimes people feel safe at home.
- Sometimes people feel safe at school.
- When we feel safe, there are ways to share our safe feelings or safety with others.

ROLE PLAY SITUATION

SITUATION: Your parents have been fighting a lot lately and sometimes you feel afraid. One night, you call your grandmother and ask if you can come over to her house. She says yes, so you walk over to her house. When you get there, she hugs you and you feel safe.

EVEN THOUGH YOU FEEL SAFE IN THIS SITUATION, WHAT COULD YOU DO TO FEEL SAFE AT HOME?

ROLE PLAY SITUATION #8

SITUATION: On the way home from school some kids start following you calling you names and teasing you. You are afraid that they might beat you up. You run as fast as you can to your house and when you get in the door you feel safe.

EVEN THOUGH YOU FEEL SAFE IN THIS SITUATION WHAT COULD YOU DO TO FEEL SAFE WHEN YOU WALK HOME TOMORROW?

NAME OF ACTIVITY: Emotions Spinner

CONTENT AREA: Self-Awareness

GRADE LEVEL: 2nd-4th (Orange, Gray, Brown)

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 identifies.

RESOURCES:

- Emotions Spinner (lonely, pain, loved, and safe)
- A score sheet with each value written on it (optional).

PROCEDURES:

- This activity should follow the earlier activities that focus on clarifying these emotions.
- This game can be played in several ways depending on the preference of the teachers and the ability of students. For kindergarten the teacher may want to use the large group method so he/se can read the emotions to the students. After students have practiced with the large group method, they can probably use the small group method more effectively.
- Large Group Method:
The entire class can play. Using this method, the teacher keeps the spinner in the front of the classroom. The students each get an opportunity to spin the spinner. The student spins, reads the emotion (or the teacher) can read the emotion and then the student must describe a time when he/she has felt that emotion. After the student gives an example, the student sitting next to that student can spin the spinner next. Since the game asks students to share something about their feelings, they should have the option of passing.
- Small Group Method:
The game can also be played by small groups of five students. The game begins by one student spinning the spinner. When the spinner stops at an emotion, the

student must read the emotion and then describe a time when he/she has felt that emotion. When the student has finished his/her statement, the next student can spin. The game continues until each student has had an opportunity to spin at least five times. Student can use the color coding rather than actually reading the words.

- Ask the students to share, “I learned statements” at the end of the activity. Discuss questions like the following examples. You may want to focus on discussing only one emotion each time the class plays this game”
 - When you feel lonely, what do you do? Does doing this make you feel better? What could you do to feel better?
 - When you are in pain, what do you do? Does doing this make you feel even happier? How could you share your happy feelings with someone?
 - When you feel loved, what do you do? Does doing this make you or another person feel good? What could you do to share your feelings of love?
 - When you feel safe, what do you do? Does doing this make you feel good? What could you do to feel safe more often or to help others feel safe?

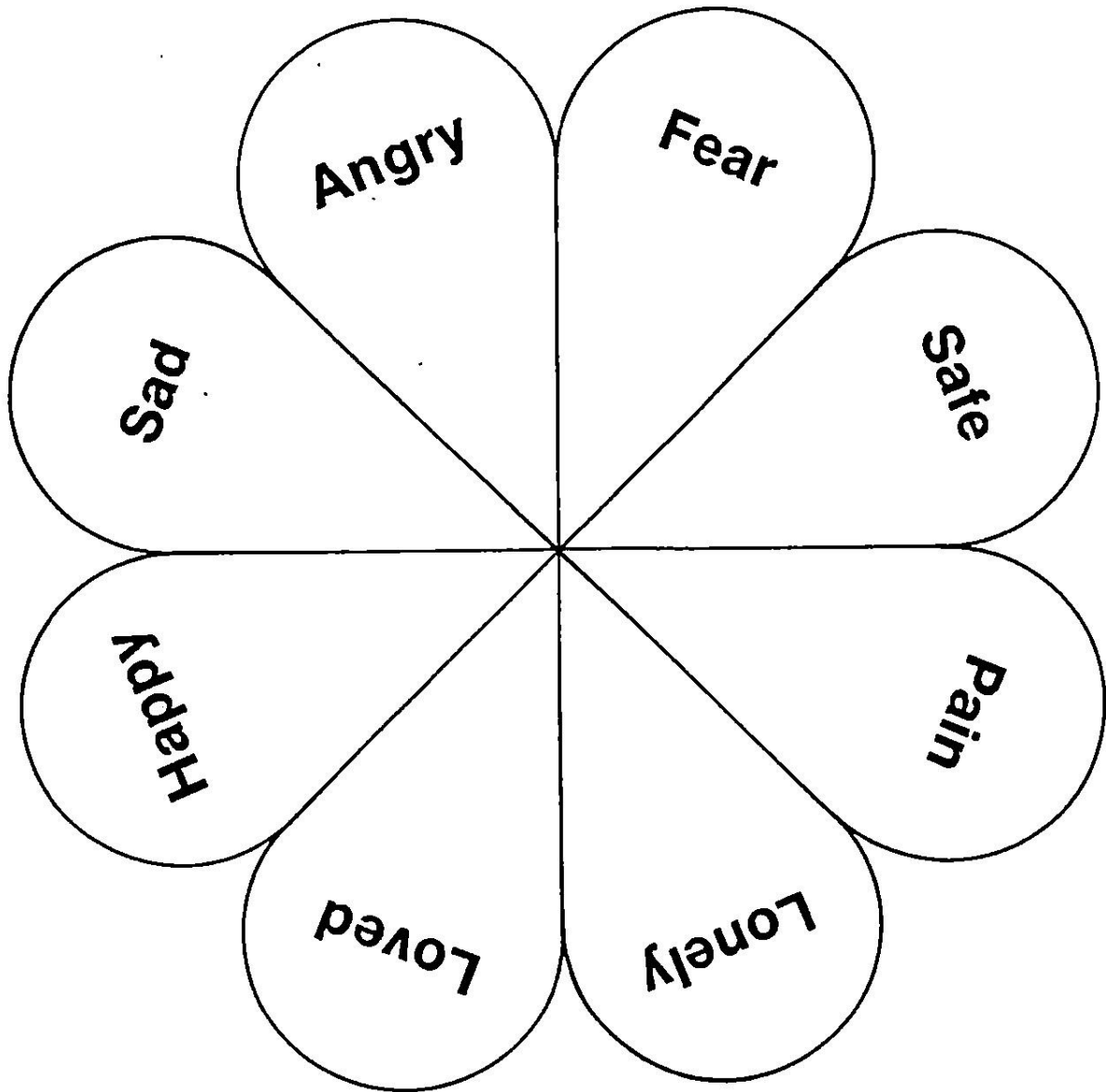
CLOSURE:

- Ask the students to return the spinner and tell them that they will be able to play this game again soon. Until then, they should continue to think of why they can practice these values.

OTHER OPTIONS:

- For each example that is give the group receives one point in that emotion category. The point can be entered on the score sheet that has the emotions written across the top. The first team to get four points in each area wins.
- For a variation each student could share an example of when they might experience the emotion.

EMOTIONS SPINNER



EMOTIONS SPINNER

HAPPY	SAD	ANGRY	FEAR	SAFE	PAIN	LONLEY	LOVED

EMOTIONS SCORE CARD

NAME OF ACTIVITY: Community Resources

CONTENT AREA: Alcohol and Drug Information

GRADE LEVEL: K-4 (Red, Orange, Gray, Brown)

TIME REQUIRED: 20 Minutes

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

OBJECTIVES:

- Identify that many individuals and families have alcohol and drug related problems.
- Identify resources for getting help with an alcohol and drug problem.
- Erasable marker or paste on stars.

RESOURCES:

- Community Resources Chart
- Situation cards

PROCEDURES:

- Introduce the activity by stating that you are going to read the cards in this pile and the students should be thinking about where they might go for help with this problem.
- Introduce the community resources chart by stating that these are some of the places in the community where students could go for help with a problem. "As I read each card, raise your hand if you have an idea about where you would go for support or help with this problem."
- Begin reading the first card in the pile. After reading it, ask the students:
 - How would you feel in this situation?
 - What would you do?
 - Where would you go for support or help? Each time a suggestion is made, paste star, or draw a star on that section of the chart. Try to encourage the students to suggest at least two resources for each problem.
- Continue reading cards until about 10 to 15 have been read.
- When the 10 or 15 cards have been read, discuss the following questions:
 - Think of a time when you have asked someone to help you with something. Would anyone like to tell the class about a time he/she did this? (Get as many examples

for the class as possible. If the students have difficulty with this, give several examples to illustrate).

- How do you feel when you ask for help?
- How do you feel when someone helps you?
- How do you feel when someone asks you for help?
- How do you feel when you help someone?
- The next time you have a problem, do you think you might ask someone for help?
- When the activity is complete, display the chart in the room.
- This activity can be repeated with new cards or the students can make up their own situation cards or problem situations.

CLOSURE:

- Tell the students they will be using this chart again to play a game. Until then, remember that there are a lot of people who you can ask for help. Helping one another is something that's good for everyone.

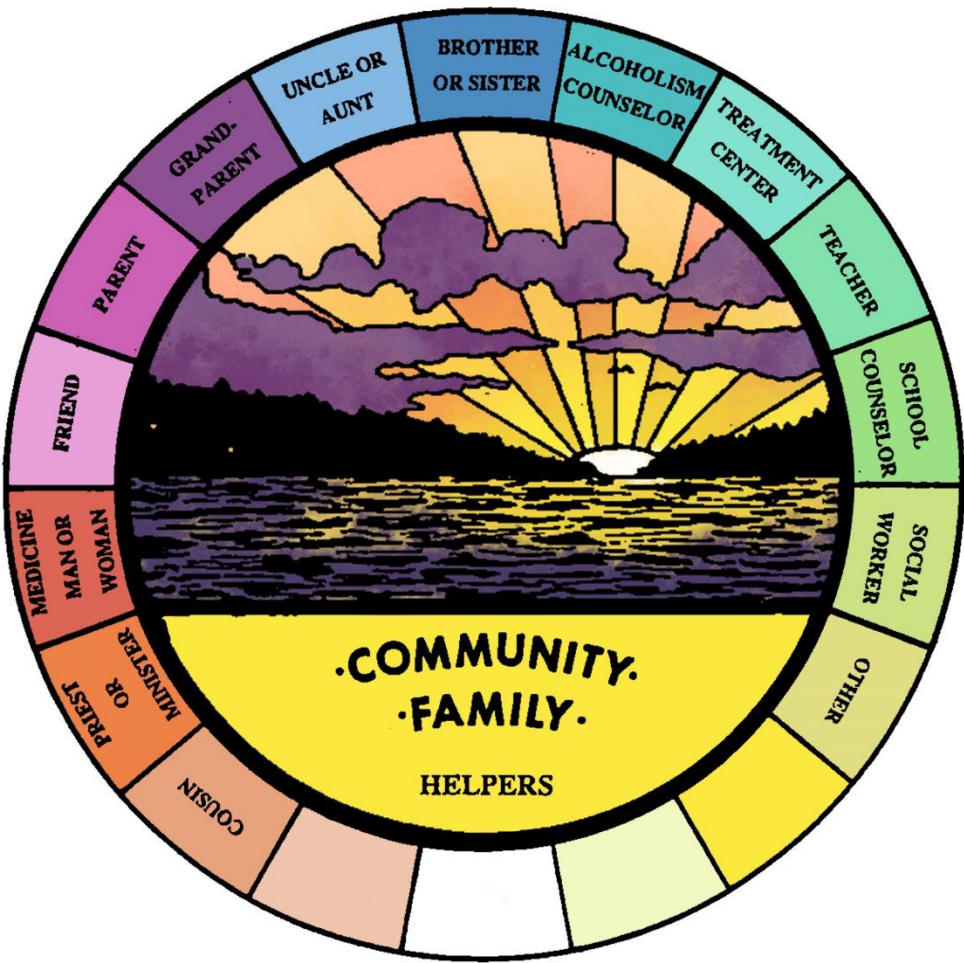
COMMUNITY RESOURCES

SITUATION CARD SITUATIONS

- You come home from school and no one is home.
- It is the night of the school Christmas Program and you want to go but your parents have gone out and you can't get to the program.
- You come home from school and your mother has been drinking too much.
- You can't sleep at night because of a loud party going on at your house.
- You can't sleep at night.
- You are awakened at night by your parents arguing.
- Your parents go to the bar and leave you and your sister in the car to wait. They are gone a long time.
- You have to take care of your younger brothers and sisters because your parents are going out.
- Your uncle has been drinking and he wants you to sit on his lap.
- You don't have any clean clothes to wear to school.
- You don't have any shoes that fit you, so you have to wear a pair that is way too big.
- Someone dares you to smoke a cigarette.
- One of your friends brought a pack of cigarettes to school and he wants you to smoke one with him after school.
- You are playing with a group of friends on Saturday and one of them says she brought some cigarettes for you to try.
- You are playing with a group of friends on Saturday and you see a group of older kids drinking beer. They offer you some.
- Your parents are having a party and your mother offers you a taste of her drink.
- Your parents had a party last night and when you wake up, there are a lot of half-filled bottles of beer sitting around the house.
- You are with your friend in a store and she steals something.
- Your brother or sister brings something home from school and you know it isn't theirs.
- Your older brother or sister threatens you.
- Every day on the school bus a big kid calls you names and pushes you.
- You feel like hitting someone because you are angry.
- A group of kids at school tease you.
- You get up in the morning with real sad feelings.

- You feel like you can't do anything right even when you are really trying.
- Your parents don't have money for you to go skating or swimming.
- Your mother and father have been fighting for the past two weeks.
- Your father gets arrested and has to go to jail.

COMMUNITY RESOURCES



NAME OF ACTIVITY: Alcohol and Drug Use

CONTENT AREA: Alcohol and Drug Information; Peer and Family Relations

GRADE LEVEL: 2nd-4th (Orange, Gray, Brown)

TIME REQUIRED: 20 Minutes

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

OBJECTIVES:

- Identify that many individuals and families have alcohol and drug related problems.
- Identify resources for getting help with an alcohol and drug related problem.
- Identify choice when faced with a decision.
- Identify ways in which family members are affected by the behavior of someone who abuses alcohol and drugs.

RESOURCES:

- Tone Setting Statements and Role-Playing Scripts.
- The Blue-Sky family puppets.
- Use one of the Blue-Sky puppets to set the tone for this activity, using the Tone Setting Statements provided.
- Small Group Method:

Ask students to form groups of five. Distribute the Role-Playing Scripts. Ask students to complete the form or discuss the questions (the teacher may want to read the situation and questions to the students).

Use the responses to the discussion of the Role-Play Scripts to act out the situation using the Blue-Sky puppets. One group can act out the situation for the entire class or each group can act out the situation in their group.

- Large Group Method:

Select a small group of students to discuss and then role play the situation for the entire class.

CLOSURE:

- The Blue-Sky puppets can tell the children that it's important to remember some things about alcohol and drugs. Review the Tone Setting Statements.

SETTING THE STAGE

ROLE PLAYING SCRIPTS FOR THE BLUE-SKY FAMILY

USE GRANDMA AND GRANDPA BLUE-SKY TO GIVE THESE TONE SETTING STATEMENTS:

Grandma and Grandpa Blue-Sky say:

- Get high naturally on life, not alcohol or other drugs.
- Say Gaawiin (No) to alcohol and drugs.
- If someone in your family becomes dependent on alcohol and drugs, they can get well, if they want to.
- If someone in your family has a problem with alcohol or drugs, it isn't your fault.
- If someone in your family has a problem with alcohol or drugs, you can seek and get support for yourself. You can learn to cope.
- Live according to the values you have learned. If everyone shares and is honest, kind, and respectful, the world will be a better place.

Even though grandma and grandpa don't use alcohol and drugs, they and their children and grandchildren still face problems that are related to alcohol and drug use. Think about what grandma and grandpa say as you use the Blue-Sky puppets to role play these situations.

ROLE PLAY SITUATION

SITUATION: You come home from school and your mother has been drinking. She is very drunk.

How would you feel?

What would you do?

Is that healthy _____ unhealthy _____ thing to do?

Where might you go for support or help?

ROLE PLAY SITUATION

SITUATION: You are playing with your brother and one of his friends comes over with a pack of cigarettes. He wants you both to smoke a cigarette with him.

How would feel?

What would you do?

Is that a healthy _____ or unhealthy _____ thing to do?

Where might you go for support or help?

ROLE PLAY SITUATION

SITUATION: You are playing with a group of friends and you see some older kids drinking beer. They offer you some.

How would you feel?

What would you do?

Is that healthy _____ or unhealthy _____ thing to do?

Where might you go for support or help?

ROLE PLAY SITUATION

SITUATION: Your parents had a party last night and when you wake up, there are a lot of half-filled bottles of beer sitting around the house.

How would you feel?

What would you do?

Is that a healthy _____ or unhealthy _____ thing to do?

Where might you go for support or help?

ROLE PLAY SITUATION

SITUATION: Your parents go out and when they come home, they have been drinking and they start to argue.

How would you feel?

What would you do?

Is that healthy _____ or unhealthy _____ thing to do?

Where might you go for support or help?

ROLE PLAY SITUATION

SITUATION: Your father has been drinking a lot lately and your mother and you can't stand it anymore. Finally, your father decides to go to treatment and get help for his problem.

How would you feel?

What would you do?

Is that healthy _____ or unhealthy _____ thing to do?

Where might you go for support or help?

ROLE PLAY SITUATION

SITUATION: Your mother has been drinking a lot lately and you can't stand it anymore. Finally, your mother decides to go to treatment and get help for her problem.

How would you feel?

What would you do?

Is that a healthy _____ or unhealthy _____ thing to do?

Where might you go for support or help?
