Red Cliff Band of Lake Superior Chippewa

YELLOW LEVEL

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## YELLOW LEVEL (4th Grade)

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NAME OF ACTIVITY: Traditional Stories (Teachings About Life)

CONTENT AREA: Self Awareness

LEVEL: Yellow (4th Grade)

TIME REQUIRED: 30 Minutes

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

OBJECTIVES:

• Identify at least one lesson learned from each tribal legend.

• Identify the traditional and contemporary roles of Indian women, men, children, and elders within the Native American family and community.

RESOURCES:

• Ojibwa Traditional Stories Information Sheet

• Worksheet

PROCEDURES:

• Have the students read the Ojibwa traditional story Information Sheet while you read it aloud.

• Have students each answer the questions on the worksheet

• Discuss the questions

OPTIONAL METHODS:

• Do not have students complete the worksheet until after the questions have been discussed by the class.

• Divide the class into groups of five. Have each group discuss the worksheet together. Have one student serve as a recorder and report to the entire class summarizing the discussion at the end of the activity.

EVALUATION:

• Student Evaluation: Students are evaluated by their active participation.
Today we are going to talk about traditional stories. To the Anishinaabe traditional stories are a very real and important way to talk about life and to teach. When a person wants to hear a traditional story he/she goes to an Native American elder, to someone who can tell winter stories. They give that person tobacco and ask to hear a traditional story. The elder will tell the traditional stories of long ago. The traditional stories of the Anishinaabe are about life, they explain many things about the earth and the plants, animals, and the people who live together on the earth. When children listen to stories they should try not to fall asleep since it is believed that your life will be cut short if you fall asleep when a winter story is told. Pay attention to what is said, be a good listener. Also, remember that when we laugh at something in a traditional story we are laughing at what happened, not making fun of someone. The Anishinaabe believe it is very rude to laugh at others. The traditional stories included in this booklet were given to you by several elders who were given tobacco and asked to tell a story.

In the old days traditional stories were not written down, they were passed on through word of mouth. But today since Native American children attend school we thought it would be important for you to hear some of the traditional stories of the Anishinaabe in school. The traditional stories include many things that are useful in our lives today. Some of the traditional stories in this booklet are about Wenabozho, the grandnephew of the Anishinaabe. He has taught the Anishinaabe many things. Whenever stories about him are told, tobacco is given. We have given tobacco for the stories in this booklet and you can also, if you wish. Also, remember to tell traditional stories only when there is snow on the ground. That is the time for teaching and learning about the traditional stories of the Anishinaabe.
Traditional Stories Worksheet

1. What are some of the things Ojibwa traditional stories teach about? List three.

A. ______________________________________________________________________________________
   ______________________________________________________________________________________

B. ______________________________________________________________________________________
   ______________________________________________________________________________________

C. ______________________________________________________________________________________
   ______________________________________________________________________________________

2. In the old days traditional stories were not written down. How were they told?
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________

3. If you want an elder to teach you something through a traditional story, how would you go about asking?
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________

4. Why are traditional stories important to the Anishinaabe?
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________

5. How are traditional stories different from other stories?
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
6. Who is Wenabozho?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

7. When is the time to tell traditional stories?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
NAME OF ACTIVITY:
The Story of Tobacco (Asemaa)

CONTENT AREA: Alcohol and Drug Information

LEVEL: Yellow (4th Grade)

TIME REQUIRED: 30 Minutes

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

OBJECTIVES:

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

• Identify at least two facts about the history of alcohol and drug use among Indians in North America.

• Identify the traditional and contemporary roles of Indian women, men, children, and elders within the Native American family and community.

RESOURCES:

• Traditional story, The Story of Tobacco.

• Worksheet

PROCEDURES:

• Have the students read the traditional story The Story of Tobacco while you read it aloud.

• Have students each answer the questions on the worksheet.

OPTIONAL METHODS:

• Do not have students complete the worksheet until after the questions have been discussed by the class.

• Divide the class into groups of five. Have each group discuss the worksheet together. Have one student serve as a recorder and report to the entire class summarizing the discussion at the end of the activity.

EVALUATION:

• Student Evaluation: Students are evaluated by their active participation.
Long ago the Anishinaabe were given tobacco by the Great Spirit, this is the story of how that came to be and what the purpose of tobacco is. Many years ago Wenabozho walked over all of North America, when he came to the land of the Anishinaabe he saw a wigwam. Inside the wigwam a group of Indians were meeting. He entered and took a bundle from the pack he carried and put it down. He took tobacco out of the bundle and said, “This is the most important thing you will ever have.” The others asked, “What is it?” He said, “This is asemaa, this is tobacco. This is what the Great Spirit has given you from the earth so you can pray and talk to the Great Spirit. Also from the earth the Great Spirit has given you the pipe,” and he gave them a pipe. He told the Anishinaabe that when they smoke their pipe, turn it in the four directions, and to the sky and earth, and when the smoke goes up from he pipe it will carry their prayer to the Great Spirit.
The Story of Tobacco Worksheet:

1. Who gave tobacco to the Anishinaabe?

________________________________________________________________________________________
________________________________________________________________________________________

2. What was tobacco originally used for?

________________________________________________________________________________________
________________________________________________________________________________________

3. How is tobacco used by people you know?

________________________________________________________________________________________
________________________________________________________________________________________

4. Which uses that you listed are healthy? Which are unhealthy?

HEALTHY

UNHEALTHY
NAME OF ACTIVITY: Beboon and Ziigwan

CONTENT AREA: Self Awareness

LEVEL: Yellow (4th Grade)

TIME REQUIRED: 30 Minutes

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

OBJECTIVES:

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

• Identify the traditional and contemporary roles of Native American women, men, children, and elders within the Native American family and community.

RESOURCES:

• Traditional story, “Beboon and Ziigwan.”

• Worksheet

PROCEDURES:

• Have the students read the traditional story, “Beboon and Ziigwan” while you read it aloud.

• Have students each answer the questions on the worksheet.

• Discuss the questions.

OPTIONAL METHODS:

• Do not have students complete the worksheet until after the questions have been discussed by the class.

• Divide the class into groups of five. Have each group discuss the worksheet together. Have one student serve as a recorder and report to the entire class summarizing the discussion at the end of the activity.

EVALUATION:

• Student Evaluation: Students are evaluated by their active participation.
An old man was sitting alone in his lodge, by the side of a frozen stream. It was the close of winter, and his fire was almost out. He was very old. His hair was white with age.

Day after day passed as he sat alone and he heard nothing but the sounds of the wind, sweeping before him in the new fallen snow.

One day, as his fire was just dying, a handsome young man approached and entered his lodge. His eyes sparkled, and a smile played upon his lips. He walked with a light step. His forehead was bound with a wreath of sweet grass.
“Ah, my son,” said the old man, “I am happy to see you. Come in. Come, tell me of your adventures, and what strange lands you have been to see. Let us pass the night together. I will tell you of my life and adventures. You shall do the same, and we will amuse ourselves.” He then drew from his sack an old pipe, and having filled it with tobacco, he handed it to his guest. When his ceremony was concluded they began to speak.

“I blow my breath,” said the old man, “and snow covers the land. The leaves fall from the trees at my command, and my breath blows them way. The birds get up from the water, and fly to a distant land. The streams stand still, and the water becomes stiff and hard as clear stone.”

“I breathe,” said the young man, “and flowers spring up all over the plains. I shake my head,” said the young man, “and warm showers of soft rain fall upon the earth. The plants lift up their heads out of the earth, like the eyes of children filled with delight. My voice recalls the birds. The warmth of my breath unlocks the streams. Music fills the groves wherever I walk, and nature rejoices.” At length the sun began to rise. A gentle warmth came over the place. The tongue of the old man became silent. The robin and the blue-bird began to sing on the top of the lodge. The stream began to murmur by the door, and the smell of growing herbs and flowers came softly on the breeze. Daylight fully revealed to’ the young man the character of the old man. When he looked upon him, he had the icy image of Beboon. Streams began to flow from his eyes.

As the sun increased he grew smaller and smaller and finally Beboon had melted completely away. Nothing remained on the place of his lodge fire but a small white flower, with a pink border.
Beboon and Ziigwan Worksheet:

1. What was the old man’s name?
________________________________________________________________________________________

2. What was the young man’s name?
________________________________________________________________________________________

3. Before the two men began talking about their adventures what did they do? Why?
________________________________________________________________________________________
________________________________________________________________________________________

4. What things could the young man do?
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

5. Who was the old man?
________________________________________________________________________________________

6. Who was the young man?
________________________________________________________________________________________
NAME OF ACTIVITY: Wenabozho and the Bulrushes

CONTENT AREA: Self Awareness

LEVEL: Yellow (4th Grade)

TIME REQUIRED: 30 Minutes

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

OBJECTIVES:

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

RESOURCES:

- Traditional story, “Wenabozho and the Bulrushes.”
- Worksheet

PROCEDURES:

- Have the students read the traditional story, “Wenabozho and the Bulrushes” while you read it aloud.
- Have students each answer the questions on the worksheet.
- Discuss the questions.

OPTIONAL METHODS:

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

EVALUATION:

- Student Evaluation: Students are evaluated by their active participation.
Many years ago, Wenabozho walked over all of North America. One evening just before dark, as he walked through the woods, he saw a group of Indians dancing near the shore of a beautiful lake. So he walked over to them. It was dark by the time he arrived, so he could not see very clearly. He asked them where they were from and what their names were. But they wouldn’t answer him. So Wenabozho started dancing among with them. He danced and danced. “You think you are a good dancer,” he said, “I’m Wenabozho and I am the best dancer anywhere,” but they still said nothing. So Wenabozho said, “I’ll tell you what, let’s have a contest, we’re going to see who’s really best.”
He started dancing hard, and danced and danced. But the others could bend over farther and farther, they danced harder and harder, bending and moving in ways Wenabozho could not.

Wenabozho danced and danced but he couldn't keep up with them. He finally fell over and went to sleep. He just couldn’t figure out why he couldn’t dance faster and longer than the others. When he woke up it was daylight, he looked around and saw that he had been dancing with bulrushes. Those tall slender plants that grow along the lake and the wind that blew them, were the dancers who outdanced him. Wenabozho learned something from this. He found he bragged too much, he bragged about himself. Sometimes we think we’re so great, we brag so much that we look very foolish.

Wenabozho and the Bulrushes Worksheet:

1. If you were dancing and someone came up to you and said, “I’m Wenabozho and I’m the best dancer anywhere,” how would you feel? What would you think of Wenabozho or anyone else who said this?

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

2. Why couldn’t Wenabozho keep up with the other dancers?

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

3. What can we learn from this story?

__________________________________________________________________________________________
__________________________________________________________________________________________
NAME OF ACTIVITY: 
Wenabozho and His Reflection

CONTENT AREA: Self Awareness

LEVEL: Yellow (4th Grade)

TIME REQUIRED: 30 Minutes

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

OBJECTIVES:

• Identify at least one lesson he/she learned from each tribal legend.

RESOURCES:

• Traditional story, “Wenabozho and His Reflection.”
• Worksheet

PROCEDURES:

• Have the students read the traditional story, “Wenabozho and His Reflection" while you read it aloud.
• Have students each answer the questions on the worksheet.
• Discuss the questions.

OPTIONAL METHODS:

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

EVALUATION:

• Student Evaluation: Students are evaluated by their active participation.
One day as Wenabozho walked along the shore of a lake, he looked over in the water and he saw his reflection. He looked and thought, “Oh, what a nice man, so strong and good looking.” He looked and looked and kept bragging to himself and looking into the water. He bent over farther and farther, to get a better look at himself, until he fell head first into the water.
Wenabozho and His Reflection Worksheet:

1. If you saw someone looking into a mirror saying, "Oh, what a nice man, so strong and good looking," what would you think?

__________________________________________________________________________________________
__________________________________________________________________________________________

2. What happened to Wenabozho when he kept looking at himself?

__________________________________________________________________________________________
__________________________________________________________________________________________

3. What can we learn from this story?

__________________________________________________________________________________________
__________________________________________________________________________________________
NAME OF ACTIVITY: The Woodpecker

CONTENT AREA: Self Awareness

LEVEL: Yellow (4th Grade)

TIME REQUIRED: 50 Minutes

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

OBJECTIVES:

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

RESOURCES:

• Traditional story, “The Woodpecker.”
• Woodpecker Worksheet

PROCEDURES:

• Have students read the “Woodpecker” traditional story while you read it aloud.
• Have students complete the Woodpecker worksheet. Have the entire class discuss the questions.

OPTIONAL METHODS:

• Have students discuss those questions on the worksheet in class.
• Then complete their worksheets.

EVALUATION:

• Student Evaluation: Students are evaluated by their active participation.
In the days of long ago, Wenabozho often walked over all of North America. He listened to the trouble’s 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 that 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.
The Woodpecker Worksheet:

1. Why did the woman not give the corn cakes to Wenabozho?

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

2. What happened to the woman when she told Wenabozho to go into the forest to find food?

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

3. What can we learn about sharing from this story?

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
NAME OF ACTIVITY:
Code For Long Life and Wisdom

CONTENT AREA: Self Awareness

LEVEL: Yellow (4th Grade)

TIME REQUIRED: 30 Minutes

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

OBJECTIVES:

• Identify and participate in healthy activities that make him/her feel good physically, emotionally, mentally, and spiritually.

• Identify the traditional and contemporary roles of Native American women, men, children, and elders within the Native American family and community.

RESOURCES:

• “Code For Long Life And Wisdom.”

• Worksheets.

PROCEDURES:

• Select one of the items in the Code for the topic of discussion. Divide the students into small groups.

• Have the students read the statement from the Code selected as the topic. Have each complete their worksheet and discuss their answers. Have one member of the group serve as the recorder and report to the whole class summarizing the discussion at the end of the activity.

• Have students share, “I Learned Statements” at the close of this activity.

EVALUATION:

• Student Evaluation: Students are evaluated by their active participation.
CODE FOR LONG LIFE AND WISDOM

THANK THE GREAT SPIRIT FOR ALL HIS GIFTS.

HONOR THE AGED;

IN HONORING THEM, YOU HONOR LIFE AND WISDOM.

HONOR LIFE IN ALL IT’S FORMS.

HONOR WOMEN;

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

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

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

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

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

BE MODERATE IN ALL THINGS; WATCH AND LISTEN, LISTEN AND CONSIDER YOUR DEEDS WITH. BE WISE.
Code for Long Life and Wisdom Worksheet:

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

2. Describe what this means in your own words.
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

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

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

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

6. Identify one new thing that you are going to start doing to live more by this idea.
__________________________________________________________________________________________
__________________________________________________________________________________________
NAME OF ACTIVITY: Niin Book

CONTENT AREA: Self Awareness

LEVEL: Yellow (4th Grade)

TIME REQUIRED: Several Class Periods

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

OBJECTIVES:

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

• Identify the emotions he/she feels and how emotions affect his/her behavior.

• Identify and participate in healthy activities that make him/her feel good physically, emotionally, mentally, and spiritually.

RESOURCES:

• Niin Book

PROCEDURES:

• Introduce this activity by explaining that over the next couple weeks each student will become an author by completing a book about him or herself.

• Utilizing the “Niin” Booklet included in the student workbook, have students complete one section at a time over a couple weeks. After each section is completed in class by each student, divide students into small groups and share their information with one another.

• After the students complete each section of the Niin Book ask the entire class to discuss the following questions or complete the tasks. Before starting a new section, review the previous section by asking the students if they have changed any of the ideas or behavior based on the things they were going to try to work on or think about from the previous section:
A. Likes and Dislikes

1. When was the last time you did your favorite things? Are they things you do alone or with others? Do they cost money to do? Develop a plan to do one of your favorite things in the next week.

2. Select one of the things you said you would like to do better and develop a plan for doing it, then work on it during the next week.

B. My Family

1. Discuss the idea that families come in all sizes and can be made up of a variety of people, including people other than the mother, and/or father and the children. Develop a list of all the people that are or could be a part of a family.

2. Discuss the idea that our family members are our teachers who have a great influence on what we think and do. Ask students to think of examples of this.

C. My Community

1. Ask students to identify things that they thought were positive about their community. Try to discover any patterns or things which several or all students liked about their community.

2. Ask students to identify things that they thought they would like to change. Have the class select one thing and identify a plan for changing this. (This process can be disappointing if the students can’t take action or if they take action and don’t get any results. Try to assist them in identifying a realistic action plan.)

D. School

1. Ask students to identify things that they thought they would like to change. Have the class select one thing and identify a plan for changing this. (This process can be disappointing if the students can’t take action or if they take action and don’t get any results. Try to assist them in identifying a realistic action plan.)

E. Feelings

1. Discuss ways in which feelings affect behavior. Ask students to give examples of how what they feel affects what they do.

2. Ask students if they always do things that are healthy or helpful to them when they feel sad or angry. If not, ask them to identify some healthy ways to deal with sad or angry feelings.
F. Wishes and Dreams

1. Discuss the idea of pretending. Ask students to think about things that they pretend or have pretended. Ask them to identify ways that pretending helps people and ways it could be unhealthy.

2. Ask students to think about the things they said they would like to do some day. Have them each think of two things they could start doing to make this dream come true. Encourage them to start working on their dream if there is something they can begin working on.

3. The booklets can be removed from the workbook and displayed or sent home when completed.

EVALUATION:

• Student Evaluation: Students are evaluated by their active participation.
LIKES AND DISLIKES

MY FAVORITE THINGS TO DO ARE:

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

THINGS I WOULD LIKE TO DO BETTER ARE:

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

TWO THINGS I LIKE ABOUT MYSELF ARE:

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
MEMBERS OF MY FAMILY ARE:

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

I AM THE MOST-LIKE MY:

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

THE WAYS WE ARE ALIKE ARE:

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________
THIS IS A PICTURE OF MY FAMILY!
THE NAME OF THE COMMUNITY I LIVE IN IS:
_______________________________________________________________________

THINGS I LIKE ABOUT MY COMMUNITY ARE:
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

THINGS I WOULD LIKE TO CHANGE ABOUT MY COMMUNITY ARE:
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
MY FAVORITE SUBJECTS IN SCHOOL ARE:

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

IF I COULD CHANGE SOMETHING ABOUT SCHOOL I WOULD:

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
MY FEELINGS

I FEEL SAD WHEN

_______________________________________________________________________

_______________________________________________________________________

WHEN I AM SAD I

_______________________________________________________________________

_______________________________________________________________________

I FEEL HAPPY WHEN

_______________________________________________________________________

_______________________________________________________________________

WHEN I AM HAPPY I

_______________________________________________________________________

_______________________________________________________________________

I GET ANGRY WHEN

_______________________________________________________________________

_______________________________________________________________________

WHEN I AM ANGRY I

_______________________________________________________________________
I LIKE TO PRETEND I

I HOPE THAT SOMEDAY I CAN
NAME OF ACTIVITY:
Emotions Dice Game

CONTENT AREA: Self-Awareness

LEVEL: Yellow (4th Grade)

TIME REQUIRED: 30 Minutes

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

OBJECTIVES:

• Identify the emotions he/she feels and how emotions affect his/her behavior.

• Identify at least one healthy behavior for each emotion he/she can identify.

RESOURCES:

• Emotions Game Board.

• The dice. (Set of three)

PROCEDURES:

• Explain the game rules written below to the students.

• Game Rules:

Divide the class into groups of five. Each group gets an Emotions Game Board. The game begins by one student shaking the dice and adding up the total value. (The values will range from three to eighteen and correspond to the numbers on the game board). When a total is identified the student reads the emotion that corresponds to the number and describes a situation in which they experienced that emotion. Each person in the group gets a turn. This is a non-competitive game, no one wins and no one loses.

• Have students share “I Learned Statements” at the end of the activity. Discuss questions such as: How are the emotions people experience alike and different? Are all emotions OK?

EVALUATION:

• Student Evaluation: Students are evaluated by their active participation.
1. ANGRY
2. AFRAID
3. BORED
4. SAD
5. LEFT OUT
6. LONELY
7. TIRED
8. WORRIED
9. SHY
10. LOVE
11. SAFE
12. HAPPY
13. PROUD
14. SECURE
15. RELAXED
16. HELPFUL
NAME OF ACTIVITY:
Emotions In Situation Game

CONTENT AREA: Self-Awareness

LEVEL: Yellow (4th Grade)

TIME REQUIRED: 30 Minutes

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

OBJECTIVES:

• Identify the emotions he/she feels and how emotions affect his/her behavior.

• Identify at least one healthy behavior for each emotion he/she can identify.

RESOURCES:

• Emotions Game Board

• Situation Cards

PROCEDURES:

• Explain the game rules written below to the students.

• Game Rules:

Divide the class into groups of five. Each group gets an Emotions Game Board. The game begins by one student selecting a situation card and reading it to the group. Each student in the group places a marker on the emotion that represents what they feel in the situation and each in turn describes the feeling. If the emotion they feel is not on the board they can just say it and describe it. It is OK for more than one person to have the same feelings in the situation. The game continues when the next student draws a situation card. This is a non-competitive game, no one wins and no one loses.

• Have students share “I Learned Statements” at the end of the activity. Discuss questions such as: How are the emotions people experience alike and different? Are all emotions OK?

EVALUATION:

• Student Evaluation: Students are evaluated by their active participation.
1. You were called on in class to answer a question you don’t know the answer to.

2. You want to go over to your friend’s house Saturday but your mother said you can’t because you have to help with housework.

3. You and your sister are home alone and you hear strange noises outside.

4. You are walking home from school and you see an eagle flying overhead.

5. You are walking in the woods alone and you see an owl sitting in a tree.

6. You say something bad about someone and then realize they heard you.

7. You are standing near a group of children and one person says something bad about you and you overhear it.

8. Someone gives you a compliment in front of a large group of people.

9. You are called on to read out loud in class.

10. The teacher says you were cheating on a test but you know you weren’t.

11. You copied a friend’s assignment and your teacher catches you.

12. You copied a friend’s assignment and you didn’t get caught.

13. Your mother is called to school because you are not doing well in math class.

14. Your parents are getting a divorce.

15. Your mother is getting married again so you will have a new stepfather.

16. Someone tells you you’re fat.

17. Someone tells you you’re ugly.

18. You don’t have any clean clothes to wear to school so you wear the dirty ones you had on the day before.

19. A group of kids at school are teasing you.

20. Your sister blames you for something you didn’t do.

21. Your mother catches you smoking cigarettes.

22. Your mother catches you and a friend drinking.
NAME OF ACTIVITY: Emotion and Action

CONTENT AREA: Self-Awareness

LEVEL: Yellow (4th Grade)

TIME REQUIRED: 20 Minutes

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

OBJECTIVES:

• Identify at least one healthy behavior for each emotion he/she can identify.

• Identify the emotions he/she feels and how emotions affect his/her behavior.

RESOURCES:

• Emotions and Action Worksheet

PROCEDURES:

• The teacher gives a brief explanation of the Emotion and Action Worksheet. Explain that the purpose of this activity is to help students identify their emotions and learn to deal with emotions in healthy ways.

• The Emotion and Action Worksheet can be given to students as an individual assignment to complete by providing written answers to the questions and then discussing their answers in class or in small groups. Students collectively select the emotion they want to discuss and write it on their worksheets.

• At the end of the activity have students share “I Learned Statements.”

EVALUATION:

• Student Evaluation: Students are evaluated by their active participation.
Emotion and Action Worksheet:

Select An Emotion From The List, Or Another One You Can Think Of.

Write The Emotion You Chose In The First Space

Fill In The Other Spaces

SAD, AFRAID, LONELY, ANGRY, HURT, PLEASED, LOVED

I FEEL ______________________________________ WHEN ____________________________

________________________________________________________________________________________

WHAT DO YOU DO WHEN YOU FEEL THIS WAY?

________________________________________________________________________________________

________________________________________________________________________________________

IS THIS HEALTHY OR AN UNHEALTHY CHOICE WHEN YOU FEEL THIS WAY? PUT A CHECK MARK NEXT TO YOUR CHOICE.

□ HEALTHY □ UNHEALTHY

LIST ONE HEALTHY THING TO DO WHEN YOU FEEL THIS WAY:

________________________________________________________________________________________
NAME OF ACTIVITY: Communication Circles

CONTENT AREA: Self-Awareness

LEVEL: Yellow (4th Grade)

TIME REQUIRED: 30 Minutes

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

OBJECTIVES:

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

RESOURCES:

• Communication Circles Worksheets.

PROCEDURES:

• Give a brief explanation of the Communication Circles Worksheet. Explain that the purpose of this activity is to help the students understand the various types of groups that each of us communicate with and that how and what we communicate will vary according to how much we trust or how well we know those we are communicating with.

Before having students complete the worksheet give several examples of how to answer the questions. To do this ask the following questions and have the students identify verbally to themselves the circle representing the group of people they would be willing to share the answer to the questions with.

A. Whether you have ever stolen something

B. Whether you like chocolate cake.

OPTION I: The Communication Circles Worksheet can be given to students as an individual assignment to complete by providing written answers to the questions and then discussing their answers in class or in small groups.
OPTION II: Divide the class into small groups. Have each group collectively fill out one worksheet after discussing the questions.

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

At the end of the activity have students share “I Learned Statements”. Ask students what role “trust” plays in determining what they are willing to say to others.

EVALUATION:

• Student Evaluation: Students are evaluated by their active participation.
DEFINITION OF TERMS

SELF: You

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

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

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

STRANGERS: People met for the first time or who you do not know.
1. Identify who you would be willing to tell the following:

Whether you have ever smoked cigarettes. (Identify by putting an A in the circle(s).

Whether you have ever drank beer. (Identify by putting a B in the circle(s).

Whether you have ever smoked marijuana. (Identify by putting a C in the circle(s).

2. What have you learned about who you are willing to share this information with. Why do you think you are willing to share this information with some people and not with others?
NAME OF ACTIVITY:
Following the Leader

CONTENT AREA: Peer and Family Relations

LEVEL: Yellow (4th Grade)

TIME REQUIRED: 30 Minutes

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

OBJECTIVES:

• Identify ways in which he/she is influenced by peers and family.
• Identify choices when faced with a decision or situation.
• Identify consequences and outcomes of choices.

RESOURCES:

• None Required

PROCEDURES:

• Divide the class into groups of five. Write the discussion questions on
• The group discusses the following questions. Each member of the
  group has an opportunity to share:

  Describe a situation when you did what your friend or friends
  wanted you to do, even though you really didn’t want to.

  What might happen to a person who always follows the
  leader? (Does what their friends want them to do.)

• When the groups have finished discussing the questions have the
  entire class share “I Learned Statements.”

EVALUATION:

• Student Evaluation: Students are evaluated by their active participation.
NAME OF ACTIVITY: Where Am I Going?

CONTENT AREA: Peer and Family Relations

LEVEL: Yellow (4th Grade)

TIME REQUIRED: 30 Minutes

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

OBJECTIVES:

- Identify ways in which he/she is influenced by peers and family members.
- Identify choices when faced with a decision or situation.
- Identify consequences and outcomes of choices.

RESOURCES:

- Crayons and plain paper divided into four sections.

PROCEDURES:

- Explain to the students that they are going to draw four pictures in answer to some questions you are going to ask.

- Write the following questions on the board and have students draw a picture to answer each question. Allow 15 minutes for drawing.
  - Who Am I? (A picture of me.)
  - Who I Would Like To Be. (This can be about a personal characteristic they would like to have, a career, etc.)
  - What do I need to do to become the person I want to be?

- Divide the class into groups of five and ask each member of the group to tell about who they want to be and what they need to do to become the person they want to be.

- When the groups have finished discussing the questions have the entire class share “I Learned Statements.”

EVALUATION:

- Student Evaluation: Students are evaluated by their active participation.
NAME OF ACTIVITY:  
People I Admire

CONTENT AREA: Peer and Family Relations

LEVEL: Yellow (4th Grade)

TIME REQUIRED: 30 Minutes

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

OBJECTIVES:

• Identify ways in which he/she is influenced by peers and family members.
• Identify choices when faced with a decision or situation.
• Identify consequences and outcomes of choices.

RESOURCES:

• Pencils and Paper

PROCEDURES:

• Ask students to list three people they admire very much. They can include people who are living or dead, family members, famous Native Americans or non-Native Americans people, fictional characters, etc.

• Ask students to select one person from their list and write a brief list of things that they admire about this person, they can include personal qualities the person has or anything else they can think of.

• Then ask students to think about what they have written and make a list of changes they would have to make to be more like this person. Have each student write a goal statement that completes the sentence, I plan to...

• When the groups have finished discussing the questions have each member of the class share their personal goal statement.

EVALUATION:

• Student Evaluation: Students are evaluated by their active participation.
NAME OF ACTIVITY: Problem Solving

CONTENT AREA: Peer and Family Relations

LEVEL: Yellow (4th Grade)

TIME REQUIRED: 30 Minutes

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

OBJECTIVES:

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

RESOURCES:

• Problem Solving Sheets

PROCEDURES:

• Read the directions below and decide which option to introduce to the students. Use the problem solving sheet or make one of your own and copies for students. Explain that the purpose of this activity is to assist students in developing their ability to make choices and to examine the consequences of and accept responsibility for their choices.

• OPTION I: The problem solving sheets can be given to students as an individual assignment to be completed by providing written answers to the questions and then discussing their answers in class or in small groups.

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

• At the end of the activity have students share “I Learned Statements.”

EVALUATION:

• Student Evaluation: Students are evaluated by their active participation.
Problem Solving Worksheet:

SITUATION: One of your friends brought some cigarettes to school from home. He/she asks you if you want to smoke them during recess.

1. What would you do?

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

2. What might happen as a result of your choice? Identify at least two consequences?

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

3. Who is responsible for what happens?

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
NAME OF ACTIVITY:
Being and Staying Healthy

CONTENT AREA: Alcohol and Drug Information

LEVEL: Yellow (4th Grade)

TIME REQUIRED: 30 Minutes

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

OBJECTIVES:

• Identify and participate in healthy activities that make him/her feel good physically, emotionally, mentally and spiritually.

RESOURCES:

• None Required

PROCEDURES:

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

• The group discusses the following questions:

  - What does being healthy mean? What is a healthy person like?

  - What are some of the things you do to be and stay healthy? Develop a group list of at least ten things.

• Have one student in the group serve as a recorder who develops a written list. Once each group is done, have the recorder read his/her list as the teacher writes the items on the board. Once every group’s items are on the board, help the students classify the items from the total list into categories that include the various areas of health such as physical, emotional, mental, spiritual, and social. Assist the students in developing a definition for health from their lists and categories. If students do not include all aspects of health mentioned, it is important that the teacher provide them with information about those aspects of health that they did not include in their definition. (See teacher training material.)

• When the groups have finished discussing the questions have the entire class share “I Learned Statements.”

EVALUATION:

• Student Evaluation: Students are evaluated by their active participation.
NAME OF ACTIVITY: Healthy/Unhealthy

CONTENT AREA: Alcohol and Drug Information
LEVEL: Yellow (4th Grade)

TIME REQUIRED: 30 Minutes

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

OBJECTIVES:

- Identify and participate in healthy activities that make him/her feel good physically, emotionally, mentally and spiritually.

RESOURCES:

- None Required

PROCEDURES:

- Divide the class into groups of five. Write the group tasks on the board.

- The group completes the following tasks:
  - Develop a list of things that healthy people can do. Develop a list of things that people who are ill or sick might be able to do.
  - Compare the two lists. How are they alike? How are they different?

Have one student in the group serve as recorder who develops a written list. Once each group is done have the recorder read his/her group list and summarize the discussion.

- Once all groups have reported, have the entire class discuss the following questions:
  - How might a person’s health affect their ability to work or go to school?
  - Identify some ways that employers or teachers can help a person who has an illness or handicap.

- When the groups have finished discussing the questions have the entire class share “I Learned Statements.”

EVALUATION:

- Student Evaluation: Students are evaluated by their active participation.
NAME OF ACTIVITY:
Habits

CONTENT AREA: Alcohol and Drug Information
LEVEL: Yellow (4th Grade)
TIME REQUIRED: 30 Minutes

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

OBJECTIVES:
• Identify and participate in healthy activities that make him/her feel good physically, emotionally, mentally and spiritually.

RESOURCES:
• None Required

PROCEDURES:
• Divide the class into groups of five. Write the group’s tasks on the board.

• The group completes the following tasks:
  Develop a list of habits that the group members have. The list should include at least six habits.

  Discuss the following questions:
  1. Are some habits healthy and some unhealthy? Divide your list into healthy and unhealthy.

  2. How are the healthy habits developed? How are the unhealthy habits developed?

  3. Have one student in the group serve as a recorder who develops a written list. Once each group is done, have the recorder read his/her group list and summarize the discussion.

• When the groups have finished discussing the questions have the entire class share “I Learned Statements.”

EVALUATION:
• Student Evaluation: Students are evaluated by their active participation.
NAME OF ACTIVITY: Community Resources

CONTENT AREA: Alcohol and Drug Information
LEVEL: Yellow (4th Grade)
TIME REQUIRED: 30 Minutes

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

OBJECTIVES:
• Identify resources for getting help with an alcohol or drug problem.

RESOURCES:
• Community Resources Worksheet.

PROCEDURES:
• The teacher gives a brief explanation of the Community Resource Worksheet. Explain that the purpose of this activity is to help them identify resources for getting help with an alcohol or drug problem.

• OPTION I: The Community Resource Worksheet can be given to students as an individual assignment to complete by providing written answers to the questions and then discussing their answers in class or in small groups.

• OPTION II: Divide the class into small groups. Have the group collectively fill out one worksheet after discussing the questions.

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

• At the end of the activity the teachers can put the major categories of the community and family helpers on the board and then have each member of the class identify which helpers they would use. Discuss class patterns for using community resources. Ask students to identify reasons for selecting the community and family members they did. Talk about the importance of trust in the helping process. Have students share “I Learned Statements.”

EVALUATION:
• Student Evaluation: Students are evaluated by their active participation.
Community and Family Helpers Worksheet:

PROBLEM: Sue sometimes feels lonely and sad. It seems like no one really has time for her. Her parents both work every day and they are tired when they get home and her brothers and sisters are all older and have their own friends.

1. How would you feel in this situation?

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

2. How do you think the parents might feel?

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

3. How do you think the brothers and sisters might feel?

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

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

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

A. ___________________________________________________________________________________

B. ___________________________________________________________________________________

C. ___________________________________________________________________________________