

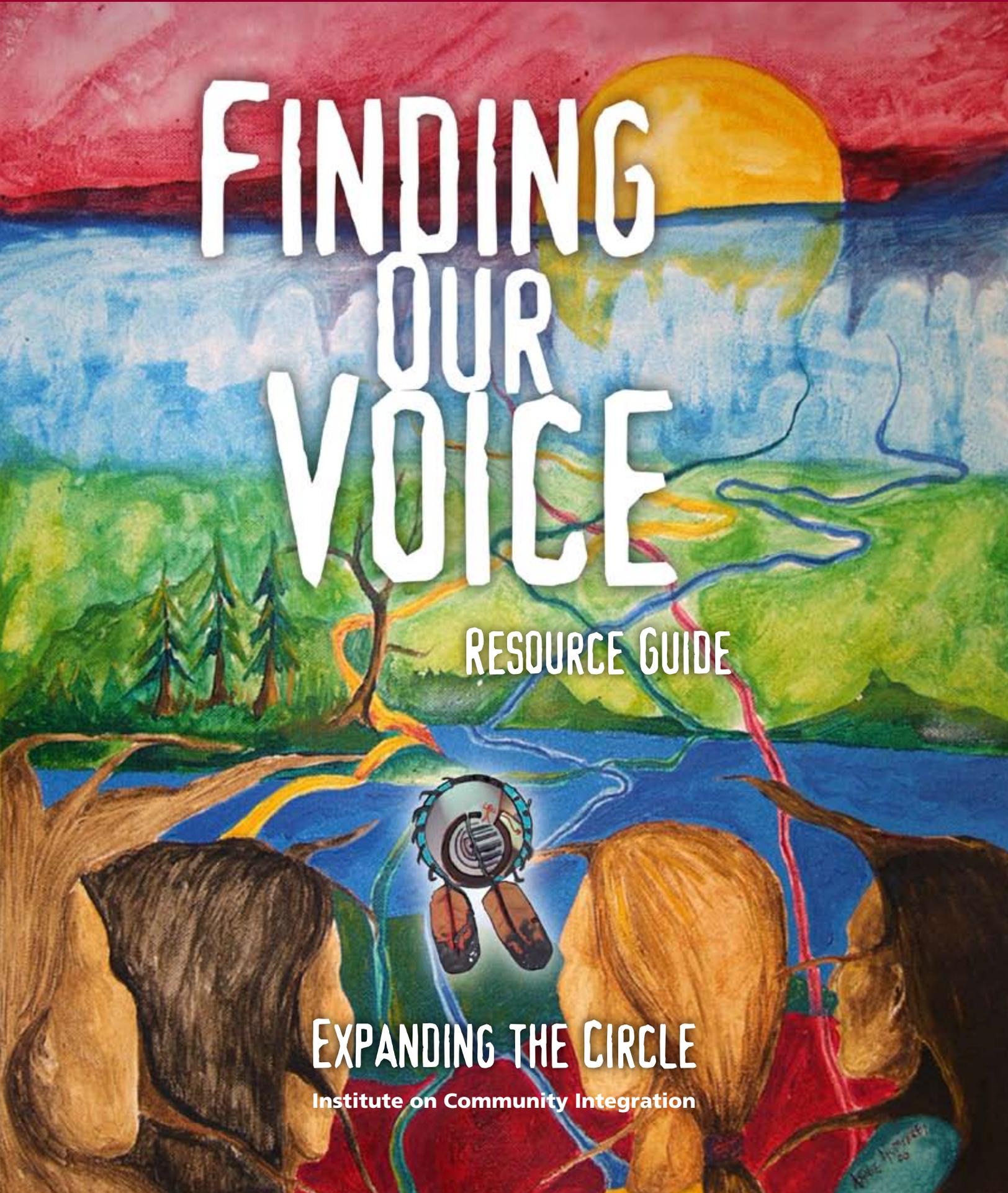
UNIVERSITY OF MINNESOTA

FINDING OUR VOICE

RESOURCE GUIDE

EXPANDING THE CIRCLE

Institute on Community Integration



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Institute on Community Integration
College of Education and Human Development
University of Minnesota

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All of the aforementioned sites are equal opportunity educators and employers.

This publication is available in alternate formats upon request. To request an alternate format or additional copies, contact —

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“Walk Your Road” and other music from *Finding Our Voice* was written and performed by Annie Humphrey-Jimenez (Minnesota Ojibwe) along with Miziway Desjarlait, Kathy Metalish, Sara Softich, and Jason Wouso. The multi-talented Humphrey-Jimenez also created the artwork used for the DVD jacket and the cover of this Resource Guide.

Humphrey-Jimenez resides on the Leech Lake Reservation in Leech Lake, Minnesota with her three children, where she is an adjunct instructor at the Leech Lake Tribal College and works with youth in her community making art, participating in service-learning projects, traveling to powwows, and taking part in traditional ceremonies. Humphrey-Jimenez is an award-winning singer/songwriter and artist as well as a former United States Marine. In 2001, she received Female Artist of the Year and Best Folk Recording of the Year for her album, *The Heron Smiled*, from the Native American Music Awards. In addition to soundtrack work with composer B.C. Smith and film director Chris Eyre, Humphrey-

Jimenez has performed with John Trudell, Jackson Browne, The Indigo Girls, David Crosby, Jim Boyd, Ulali, Bill Miller, and Robert Bradley.

JERRY SMITH

Finding Our Voice was directed and produced by Jerry Smith of RTC Media Productions at the University of Minnesota. RTC Media Productions designs and produces film, video, and multimedia projects supporting people with developmental and other disabilities, their families, and those who provide support services.

Jerry Smith is a filmmaker and media producer specializing in documentary and educational programs exploring issues of social justice. Active in the field of developmental disabilities for 15 years, he has produced over 60 film, video, and multimedia programs for broadcast, tape, DVD, and web delivery. In addition to Jerry's work at RTC Media Productions, he is the principal of Verso Creative, a media productions company.

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FINDING OUR VOICE

Finding Our Voice tells the story of American Indian students who are developing the leadership skills necessary to make a successful transition to life after high school. Four students — Brian, Valerie, Geno, and Brenda — share their experiences of positive personal growth and how their self-advocacy and goal-setting skills give them confidence to be leaders in their communities.

Students filmed in the video were part of the Expanding the Circle programs at the University of Minnesota, Institute on Community Integration. These federally-funded programs provided unique experiences to American Indian students with disabilities and those at risk to improve their skill development in preparation for life after high school. Opportunities were provided through a variety of experiential learning activities. By implementing hands-on, experiential activities related to essential transition skills, students were engaged and active participants. *Finding Our Voice* illustrates three specific programs that provided these types of activities to students: the National Youth Leadership Council's National Youth Leadership Training; Outward Bound Wilderness; and Your Future Starts Now.

HOW TO USE THE DVD

The DVD consists of both the video (45 minutes) and the Resource Guide. The DVD is organized to take the viewer to a menu screen with the following choices: Play, Scene Selection, or Resource Guide.

The Scene Selection menu allows you to choose one of the 20 scenes in the video. The scenes with an (*) are supported by lessons in the Resource Guide. When the Scene Selection screen opens, move the cursor to the left of the desired selection and click on the diamond that appears. The selected scene will then begin. When finished with that scene, you must stop the video and go back to the Scene Selection menu to choose another scene. Otherwise the DVD will play from that point to the end of the video.

The Resource Guide menu allows teachers/facilitators to print PDF versions of the lesson plans and activity sheets that accompany portions of the video. The Resource Guide is designed to foster further understanding of topics covered in the video.

RESOURCE GUIDE

DISCUSSION QUESTIONS

This Resource Guide provides a series of questions for use by teachers/facilitators to guide discussion of the video. Certain questions may be more sensitive than others for some audiences. The teacher/facilitator may want to invite a counselor, Indian Education staff person, or others skilled in diversity issues such as class, race, gender, disability, or sexual orientation to help them lead the discussion. Teachers/facilitators may modify the questions based on the group and their comfort level.

Discussion questions were developed to help users —

1. Briefly review the highlights of the video;
2. Conduct in-depth discussions as part of a transition program; and
3. Provide staff development based on the video.

LESSON PLANS

New lesson plans and adapted lessons from *Expanding the Circle: Respect the Past, Preparing for the Future* (Ness & Huisken, 2002) are included in this Resource Guide. All lessons in this Resource Guide directly correlate to specific scenes in *Finding Our Voice*.

PROGRAM PARTNERS

NATIONAL YOUTH LEADERSHIP COUNCIL

The National Youth Leadership Council (NYLC) was founded in Minnesota in 1983, as a national non-profit organization that works in partnership with young people, educators, administrators, and community leaders to integrate service-learning practices into education programs. NYLC was the first organization to champion a meaningful new vision of learning that addresses a dual purpose: educating American's K-12 and college-age students through thoughtful and practical service, while at the same time, benefiting the communities in which those young people live.

Service-learning is a teaching method that enriches learning by engaging students in meaningful service to their schools and communities. Young people apply academic skills to solving real-world issues, linking established learning objectives with genuine needs. They lead the process, with adults as partners, applying critical thinking and problem-solving skills to concerns such as hunger, pollution, and diversity issues of race, class, gender, disability, and sexual orientation.

By working with adults and young people, NYLC supports the engagement of nearly 13 million American K-12 students. Over the past 23 years, NYLC has accomplished its mission through its six program offerings: Professional Development; Youth Leadership Development; National and Regional Leadership Events; Model Programs; Multifaceted Curriculum and other resources; and Public Policy Advocacy. NYLC provided students in the Expanding the Circle programs a summer training experience called National Youth Leadership Training (NYLT) in which staff used methods of leadership development, service-learning, and experiential learning to develop these essential skills. Students in the video are filmed while participating in the NYLT program provided by NYLC. For more information about these programs visit: www.nylc.org

OUTWARD BOUND WILDERNESS

Outward Bound Wilderness (OBW) delivers challenging wilderness expeditions to people of all ages. The Voyageur Outward Bound School was started in northern Minnesota in 1964. It is part of a worldwide network of Outward Bound Schools and one of four wilderness schools in the US. OBW is an experiential outdoor program developed to promote experiences that challenge youth to become team members and problem-solve while building self-esteem and self-confidence. Voyageur Outward Bound has as part of their mission to serve high risk, underserved youth.

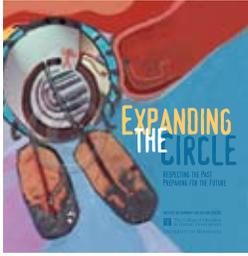
OBW provided experiential outdoor activities to students in the Expanding the Circle Programs as a way of challenging students both physically and emotionally in an effort to support their learning about individual strengths, using the resources of individual group members, giving feedback, practicing active listening skills, and facilitation techniques. For more information about these programs visit: www.outwardboundwilderness.org

YOUR FUTURE STARTS NOW

“Your Future Starts Now” is a one-day transition conference held for students participating in the Expanding the Circle programs at the University of Minnesota. American Indian students, their advisors, teachers, and parents from Minnesota reservations attended the transition conference.

Students participated in a variety of sessions to explore and enhance their experience and understanding of: learning styles; career interests; interviewing skills; on-the-job behaviors; service-learning activities; the difference between high school and college; how to prepare for college; team-building; problem-solving; self-advocacy; and goal setting. Students also received portfolios and began to collect and store valuable information for them to use in their transition to life after high school. For more information about these programs visit: <http://ici.umn.edu/etc>.

EXPANDING THE CIRCLE



The video serves as an excellent companion piece to the *Expanding the Circle: Respecting the Past, Preparing for the Future* curriculum for American Indian students (Ness & Huisken, 2002).

The *Expanding the Circle* curriculum is designed to offer a structured process and culturally relevant activities to facilitate a successful transition to adult life for American Indian high school students. Although the curriculum is designed for American Indian youth, particularly those age 14 and older, the activities may also be beneficial for middle school students and/or those in their freshman year of college.

The principles of the curriculum that align with the video include —

- A belief in the resilience of American Indian youth and their communities.
- A conviction that all students should be able to critically explore all post-secondary options in order to make informed choices.
- A belief that addressing difficult issues, such as class, race, gender, disability, and sexual orientation are important to discuss in supportive transition programs.
- A recognition of the value of education and post-high school planning from an American Indian community perspective.
- A commitment to the idea that American Indian educators and others (such as community members, elders, tribal leaders, and other positive role models) who are committed to and involved in the American Indian community are best qualified to teach it.

The curriculum includes activities —

- Based on work with hundreds of American Indian high school youth, paraprofessionals, teachers, and administrators.

- Developed to include family and community members in the transition process.
- Created with students' varying and unique strengths and abilities in mind.

The Onaakonan System

During the transition process, it is essential for students to organize the important information and documents that they will reference throughout their lives. Portfolios provide a way for students to collect and file samples of their work to show prospective employers or college admissions counselors what they have done and what they can do. The Onaakonan System ("Oh NAH kah NON") is a personal portfolio system designed to help transition-age American Indian students plan for their future after high school in an organized and structured way. The *Expanding the Circle* curriculum includes activities that lend themselves to the use of the Onaakonan System. An Onaakonan System is included with each curriculum book; additional Onaakonan System sets may be purchased as needed. Although not referred to directly in the video, the Onaakonan System is also very valuable for those using the *Finding Our Voice* video and Resource Guide.

Onaakonan System categories —

- Accomplishments
- Vocational/Work
- Education
- Medical
- Support Circle
- References
- Recreation & Leisure
- Residence
- Transportation
- Legal
- Monthly Expenses
- Financial Records



Ordering information

To order, visit ici.umn.edu/etc or call 612-624-4512.



INSTRUCTIONS

After viewing *Finding Our Voice*, use the following questions to promote discussion with students or for staff development. These questions are meant as a guide for you. Certain questions may be more sensitive than others for some audiences. A few questions may require more introspection than others. You may want to invite a counselor, Indian Education staff person, or others skilled in diversity issues such as race, class, gender, disability, and sexual orientation, and/or transition to lead your discussion. Adjust your discussions based on your comfort level and that of the group.

BRIEF REVIEW DISCUSSION QUESTIONS

1. What is your overall reaction to the video?
2. Four students are highlighted in the video. What did you see as the strengths of each student as they prepare for their transition in relation to —
 - a. Taking risks
 - b. Setting and keeping goals
 - c. Personal expectations
 - d. Self-esteem
 - e. Self-confidence
 - f. Leadership skills
 - g. Generosity/sharing
 - h. Reaching one's full potential
 - i. Persistence
 - j. Connection to culture
 - k. Positive adult role model(s)
 - l. Positive peer interaction(s)
 - m. Parental expectations
 - n. Self-advocacy skills
3. How did the video make you feel (both positively and negatively) as —
 - a. An American Indian?
 - b. An individual from the dominant culture?

- c. An individual from a minority culture?
4. How did viewing the video change or confirm your feelings and attitudes about American Indian students?

IN-DEPTH DISCUSSION QUESTIONS

NOTE: Continue with questions 5-15 for a more in-depth discussion of the video.

5. How are family and community relationships important to the students in the video?
 - a. What insight did you gain from the parents talking about their students? (e.g., pride in student's accomplishments, persistence, focus)
 - b. What insight did you gain from teachers and administrators talking about the four students?
6. Describe some scenes in the video that illustrate teamwork (working together) between people of diverse cultures. Describe scenes that illustrate NOT working together.
 - a. What were the characteristics of successful teams?
 - b. What were the characteristics of unsuccessful teams?
7. From your perspective, what was the value of students from a variety of cultures working together to solve problems? (e.g., you gain valuable insights from people who are different from you; you learn a variety of approaches; cultural diversity presents similarities as well as differences)
8. What responses did you see from students as they were exposed to new experiences that took them outside their comfort zone?
 - a. What is the value of having experiences that take you outside of your comfort zone (e.g., such experiences can equalize groups)? You may want to refer to Lesson 10: "Comfort Zone" on page 46.
 - b. What do these experiences have to do with leadership?

- c. What do these experiences have to do with transition?
- 9. What did you hear students say about their hopes and dreams for the future as they make the transition to adulthood?
 - a. What are your hopes and dreams?
 - b. Are they similar or different?
 - c. What are your transition goals?
 - d. What skills will you need to develop to reach these goals?
- 10. What examples did you see of students sharing their various cultures with each other?
 - a. How are these examples important to leadership skill development?
 - b. How are these examples important to transition skill development?
- 11. Students performed service-learning activities throughout the video. They worked on many projects to support others. Name some of the activities you saw.
- 12. There are many discussions about leadership in the video.
 - a. Why are leadership skills important in the transition to adulthood?
 - b. What examples of leadership skills did you see?
- 13. What are some examples of taking risks that you saw in the video? [You may want to refer to Lesson 11: "Taking Risks" on page 52.]
- 14. Name examples in the video where you saw people trusting each other.
 - a. What part does trust play in an individual's ability to take risks?
 - b. Why do you need to trust yourself to take risks?
 - c. Why do you need to trust others to take risks?
- 15. What are some risk factors that American Indian students face today as they make the transition to adulthood?
- 16. The term "inner voice" is used in the video. What does it mean to you to learn to listen to your "inner voice?"

STAFF DEVELOPMENT DISCUSSION QUESTIONS

These questions are specifically for use with administrators, teachers, staff, and service providers as a staff development tool.

1. Individuals go through many transitions throughout their lives. Some are mentioned in the video (middle school to high school; high school to college or work) and many are not mentioned (preschool to kindergarten; work to retirement; independent living to supported living environments).
 - a. What do these transition periods have in common?
 - b. How can you help students find their own path, their own voice, their own answers during their transition to life after high school?
 - c. How can you help students understand and anticipate the transition successfully?
2. Reflect on the four students highlighted in the video.
 - a. What supports are evident?
 - b. What supports are missing?
 - c. In your role, how can you accommodate students who lack necessary supports?
 - d. What systems are in place in your setting to support students in transition?
 - e. What systems are missing in your setting?
3. In the video, students are seen holding a microphone and speaking. This is a very empowering act for students. It promotes self-advocacy, self-esteem, leadership skill development, and taking risks. What are some ways you can create this "mic" experience for students?
4. Some who have viewed the video react to the various settings shown as expensive and/or unattainable (e.g., National Youth Leadership Training and Outward Bound experiences).
 - a. How could you create experiences for students that would result in the same types of outcomes for them?

- b. What is it about these experiential opportunities that creates an environment for students to be open, honest, and “get it”?
 - c. How can you create this type of atmosphere in your transition program?
 - d. How can you work with students to develop projects that support others in your community (such as the “Taking it Back Home” exercises in the video)? This is commonly referred to as service-learning. Ask students what types of service-learning projects they feel their community needs and would value. They can find the answer by developing and administering a needs survey in their neighborhood, reservation, or community. Based on the survey results, you can help students develop and complete a service-learning project.
5. Why are non-traditional learning experiences such as experiential learning and wilderness education effective for American Indian students?



INSTRUCTIONS

The following lesson plans with activities provide more in-depth exploration of specific scenes in the video, *Finding Our Voice*. Many of the lessons were adapted from *Expanding the Circle: Respecting the Past, Preparing for the Future* (Ness & Huisken, 2002), a transition curriculum for American Indian students developed at the University of Minnesota. However, there are also a few new lessons that were created specifically for this Resource Guide.

Before you begin, the teacher or facilitator should view *Finding Our Voice* in its entirety, then review the three sets of discussion questions (pages 7–9), and lesson plans (pages 13–103). After a thorough review, the teacher or facilitator can then determine how best to use the video and activities in their program. The video could be a one-day experience, a multiple session mini-curriculum, or an enhancement to *Expanding the Circle* curriculum programming. Keep in mind that lessons 1-10 can be used after viewing the entire video, while lessons 11-23 relate to specific scenes.

LESSON STRUCTURE

The lessons are in order and organized by these selected scenes from *Finding Our Voice*. Please note that after viewing the selected scenes, the teacher or facilitator will need to stop the video and go back to the scene selection menu to choose the next scene —

4. Building Trust
 5. Brian
 6. Outside the Comfort Zone
 7. Val
 8. Role Models: Heroes and Sheroes
 9. Geno
 10. Taking Risks
 11. William and Victoria
 12. Understanding Different Cultural Perspectives
 13. The Race
 14. Giving Back
 16. Brenda
 18. Finding it
- The lesson plans are organized in the following manner and contain the following information —
- **Activity Name**
 - States the name of the activity
 - **Student Outcome**
 - States the intended learner objective(s), phrased as what students will do/be able to do following the lesson
 - **Time Frame**
 - States estimated time needed to complete activity
 - **Scene(s) from *Finding Our Voice***
 - Tells which scene(s) goes with the lesson
 - **Size of Group**
 - Indicates the size of the group of students that is appropriate to complete the activity as intended
 - **Before You Begin**
 - Provides information that is important for the facilitator to know prior to beginning the activity, such as background information, the purpose of the activity, the sensitivity of activity/topic area, and activity modifications
 - **Directions**
 - Lists step-by-step directions for the facilitator to follow for completion of activity with students
 - **Discussion**
 - Provides list of discussion questions/topics for during and after completion of activity with students
 - **Closure**
 - Provides suggestions for journal and/or community circle topics to be used following the activity

TIPS FOR SUCCESSFULLY USING THE LESSON PLANS

As you plan to utilize these lesson plans in your program, here are some tips that are essential for the success of the program and the well-being of the students —

- Select a skilled facilitator/trainer. Many of the activities require someone who can not only complete the activities with students, but also someone who is able to facilitate effective post-activity discussions.
- Create a program where the students feel safe by —
 - Providing a culturally welcoming environment.
 - Hiring staff that know the students and know how to work well with American Indian students.
 - Scheduling carefully and following through on all activities.
 - Over-planning with more activities than you think you will need.
- Respect the individuality and culture of students by meeting them “where they are” so they can learn to be more accepting of themselves and others.
- Provide positive American Indian role models on site, such as guest speakers, staff, or community elders who are asked to participate.
- Ask the community and students to help select the activities so they reflect the local community and needs of the students.
- Actively participate in all activities with the students. Do not act as an “onlooker” who is observing, but not interacting.
- Take the time to develop a personal relationship with the each student. This is a “nice” aspect of learning for most students, but essential for most American Indian students.



SUPPORT STAR

KNOWING WHO SUPPORTS ME WHEN I NEED THEM

Student Outcome

Student will identify people in his/her life who provides support in different situations.

Scene(s) from *Finding Our Voice*

All

Time Frame

30-45 minutes

Size of Group

Large or small group

Materials Needed

- DVD player and TV or Monitor
- Video: *Finding Our Voice*
- Handout: "Support Star"
- Writing utensils

Before You Begin

- Set up DVD player and TV or monitor with *Finding Our Voice*.
- Make copies of handout for students.

Directions

1. Discuss the concept of how we all have people in our lives who support us. In addition to their parents, have students think about who the key people are in their lives (e.g., other family members, friends, community members, teachers, mentors, etc.).
2. Have students view the entire video or just Scene 7, "Val."
3. Discuss the supports students talked about in the video. Ask students if they can relate to these supports. Why or why not?
4. Provide students with Handout: "Support Star."
5. Have students write their name in the center of the star. In the space provided for each area of support, have students write the names of people they know and trust to provide each area of support, placing one name in each section.

6. Have students think of how different people may support them in different situations.
7. Discuss the traditional and historical use of Support Circles in American Indian communities, including the roles/presence of elders, mentors, role models, and extended family.
8. Ask volunteers to share their completed support star with the group as they are comfortable. Have students share who the key people are in their lives and explain how each person is supportive.

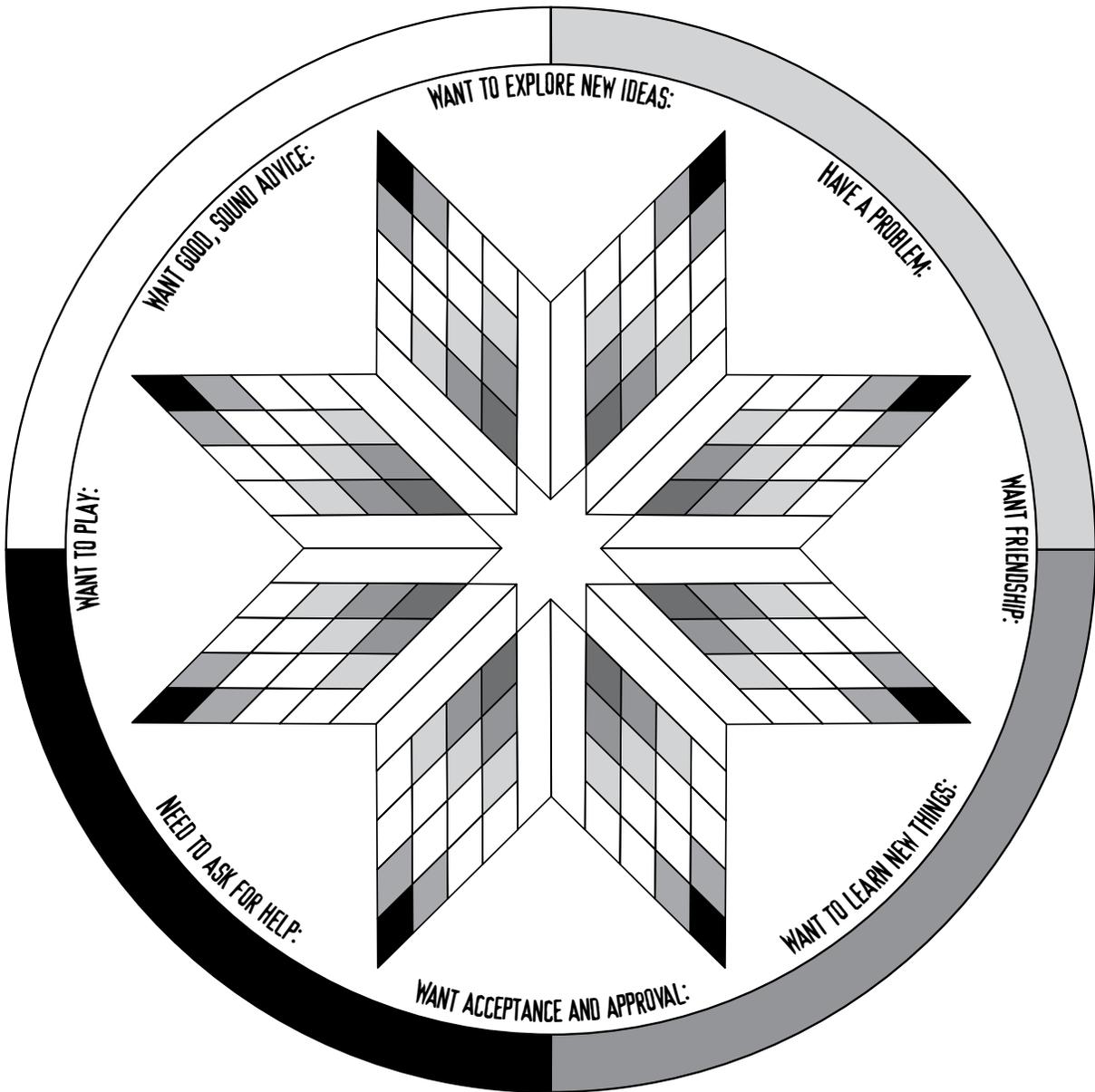
Discussion

1. What are the ages and life experiences of the people in your Support Star?
2. How has this activity helped you in defining who is in your Support Circle?
3. Are the people in your Support Circle accessible when you need them?
4. How does your Support Circle change for different situations?
5. What is support called in your community? How has support historically been given in your community?
6. How does the idea of mentoring connect to Support Circles? Who are your mentors? Are they included in your Support Circle?

Closure

Journal/Community Circle — Ask students to think about one person from their Support Circle (as represented on their Support Star) and how that person helps them spiritually, mentally, emotionally, and/or physically.

SUPPORT STAR



Think about the adults in your life. In the space above, write your name in the center star. Then write the names of the adults who you know and trust for each area of your support circle, with one name in each section. After you finish, star the adult or adults you feel closest to.



ELDER INTERVIEWS

LEARNING TO LISTEN TO AND RESPECT THE ADVICE AND HISTORY OF MY ELDERS

Student Outcome

Student will interview community elders about the past, present, and the future.

Time Frame

45 minutes to introduce activity and review interview process
Actual interviews may require 2-3 hours

Scene(s) from *Finding Our Voice*

All

Size of Group

Large or small group (The number of elders needed for the activity will be dependent on the number of students participating.)

Materials Needed

- DVD player and TV or monitor
- Video: *Finding Our Voice*
- Handout: "Sample Elder Interview Questions"
- Pens/pencils
- Notepad
- Audio/video recorder
- Camera

Before You Begin

- The purpose of this activity is to have students connect comments made in the video about influences in the students' lives and the importance of elders to their own experiences and their community.
- Set up DVD player and TV monitor with the video, *Finding Our Voice*.
- Make copies of the handout for students.
- Arrange for interviews with elders by contacting individual elders or your community elder councils or community agencies.
- Prior to interviewing elders, be sure to ask if it would be acceptable for students to record the interview session.

- Determine the location for the interviews and make necessary transportation arrangements for students and/or elders. Interviews may occur at elders' homes, community centers, or the school. Be sure to provide a quiet space for each interview.
- Depending on time and resources, the activity can include a meal prior to or after the interviews.

Directions

1. Have students view the video, *Finding Our Voice*.
2. Prior to interviews with elders, provide students with Handout: "Sample Elder Interview Questions."
3. Have students review the sample interview questions and discuss any questions that they would like to add to this list.
4. Divide up the list of questions equally among the students who will be participating in the interviewing of elders (e.g., 20 questions divided by 10 students equals 2 questions per student).
5. Have students conduct a mock-interview with their peers using the interview questions. Form a talking circle, allowing each student to ask a question of his or her peers.
6. Conduct the elder interviews by having the students break up into interview teams (each with their own set of interview questions and recording devices) and taking turns asking the interview questions.
7. Begin each interview by noting the date, time, and the names of the interviewer and interviewees.
8. Compile notes and recordings of the interview from each interview team to be transcribed and assembled into interview packets to be shared by the groups. It would be appropriate to offer copies of the finished interview packets to the individuals who were interviewed as well.

Discussion

1. Did you feel that you were prepared for your interview? Please explain.
2. Do you feel that the elders you interviewed were interested in talking with you?
3. What are your thoughts about the responses given by the elders?
4. What influences have these elders had on the decisions made by youth in their lives?
5. What was something new you learned from this experience?
6. If one of the goals of this activity is to re-connect the younger generation with the elders in their families and communities, do you feel that this has been accomplished? Why or why not?

Closure

Journal/Community Circle — Ask students to share why they think it is important to listen to the stories of elders.

Sample Elder Interview Questions

1. Do you think youth today are thinking about education?
2. Do you think that American Indian students today are motivated to go to college?
3. If the youth of today are going to be our future leaders, do you think that they are taking this responsibility seriously?
4. Do you think that parents are giving their children the support they need to be successful in school?
5. Do you see the youth of today getting more or less family and community support than you did when you were in school?
6. How are the youth of today asking their elders and parents for advice on school and career options? Do they do this? How?
7. Do you think that access to trust fund money and per capita payments is helping students with the financial concerns of going to college or other schools? How is this different from when you were growing up?
8. What is your opinion of high school students dropping out of school?
9. When you were growing up, did many American Indian students graduate from high school?
10. Where did you go to school?
11. Did you have a negative or positive experience growing up in school?
12. Do you think that things are better for American Indian students now compared to when you were growing up?
13. Do you think that many American Indian students in your community are going to college? Please explain.

14. Do you think that American Indian students today have positive role models? Did you have positive role models when you were growing up? Who were they?
15. What were some of the responsibilities that you had when you were growing up?
16. Do you think that American Indian students of today are being taught to be responsible?
17. Were many American Indian students interested in going to college when you were growing up? Why or why not?
18. When you were growing up, was it important to get a high school or college education?
19. What kind of jobs or career options did you have growing up?
20. What kind of jobs or careers do you think American Indian students should be thinking about today?
21. Do you think it is more important to get a college education today compared to when you were growing up?
22. What advice do you have for youth growing up today?



LIFE WITHIN THE CIRCLE

(CANGLESKA ETIMA WICONI – LAKOTA)
RECOGNIZING MY FAMILY MEMBERS AS PART
OF MY EXPLORATION

Student Outcome

Student will explore family genealogy concepts.

Time Frame

90 minutes

Scene(s) from *Finding Our Voice*

All

Size of Group

Large or small group

Materials Needed

- DVD player and TV or monitor
- Video: *Finding Our Voice*
- Handout: “Life Within the Circle”
- Writing utensils
- Markers/colored pencils

Before You Begin

- Set up DVD player and TV monitor with the video, *Finding Our Voice*.
- The purpose of this activity is to serve as an introduction to family history and re-searching genealogy. Other, more elaborate exercises on genealogy can be found at Web sites like Ancestry.com.
- While the activity is designed for students to complete using their biological family information, students who have been adopted may choose to use their adoptive family for the activity.
- Make copies of the handout for students.

Directions

1. Have students view the entire video, *Finding Our Voice*.
2. Have students reflect on the family members from the video who had an impact on the students.

3. Provide each student with Handout: “Life Within the Circle.”
4. Tell students that this exercise is designed to get them thinking about their family history and to identify relatives who may be able answer questions they may have about their family genealogy. Discuss the particular importance of knowing one’s family history for American Indian students (e.g., tribal enrollment, American Indian-specific scholarships, etc.)
5. Have students complete as many levels of the family history as possible.
6. Have students develop a resource list of people in their family or community who may be able to help them gather more comprehensive family history and genealogical information.
7. Provide students the opportunity to personalize their “Life Within the Circle” hand-out using art materials.

Discussion

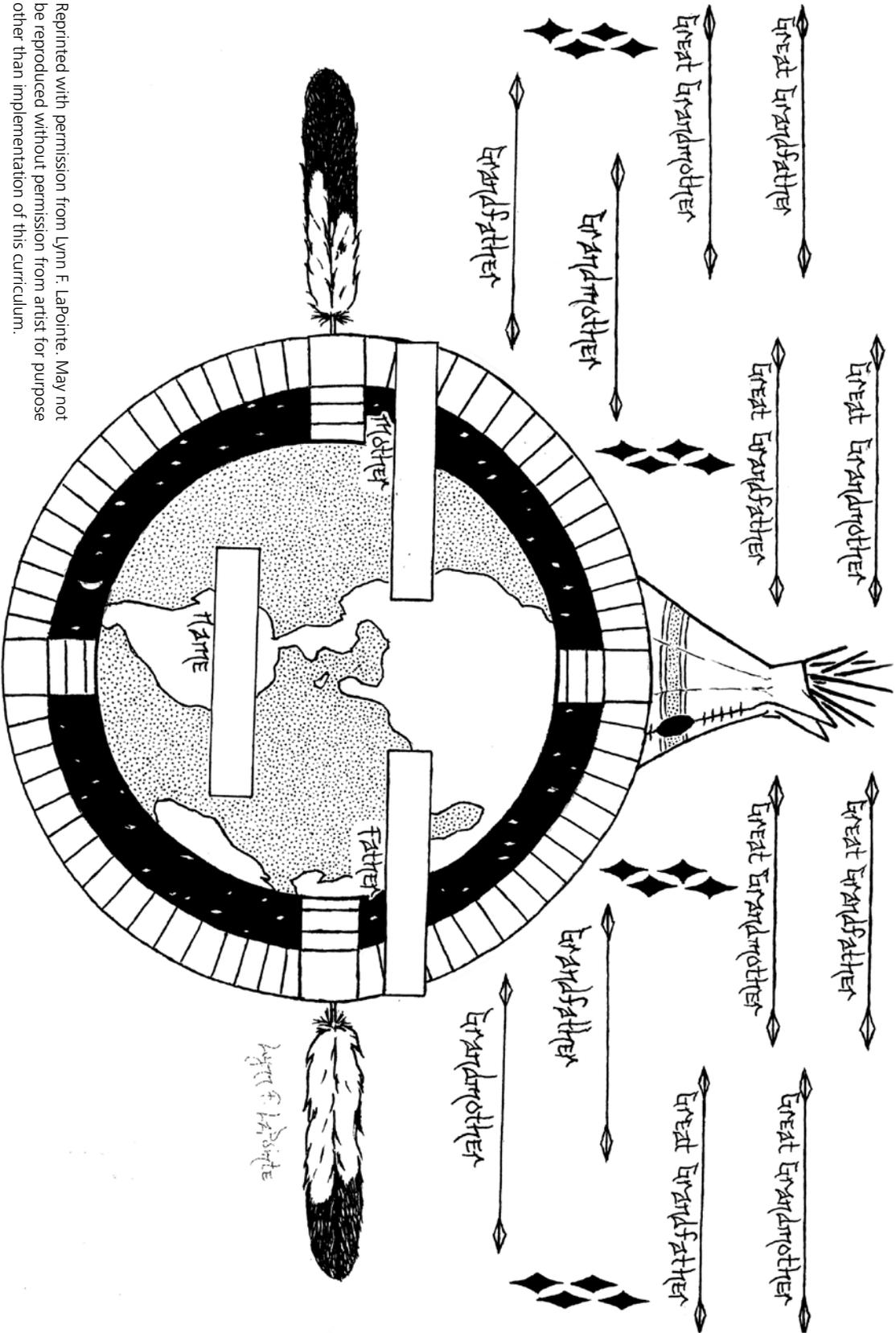
1. If you were not able to fill in each of the brackets in the family tree, whom would you talk to in order to find this information out?
2. How did this exercise get you thinking about your family history? Who you are? Where you come from?
3. Are there people in your extended family who are an important part of your family history? Who are they? How are they important to you?
4. Do you know of family tree information being passed on from generation to generation in your family? If not, who would you talk to about gathering this information?
5. How do you think knowing about your family history applies to your transition from high school?

Closure

Journal/Community Circle — Ask students to reflect on the importance of knowing family history for American Indian people.

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Life within the Circle



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HOW HIGH IS YOUR SELF-ESTEEM?

LEARNING HOW I FEEL ABOUT MYSELF

Student Outcome

Student will identify aspects of positive self-esteem.

Time Frame

60-90 minutes

Scene(s) from *Finding Our Voice*

All

Size of Group

Large or small group

Materials Needed

- DVD player and TV or monitor
- Video: *Finding Our Voice*
- Handout: "Samples of Positive Self-Esteem"
- Handout: "The Cycles of Self-Esteem"
- Handout: "How High is Your Self-Esteem?"
- Writing utensils

Before You Begin

- Set up DVD player and TV monitor with the video, *Finding Our Voice*.
- Make copies of handouts for students.
- These activities on self-esteem are meant to provide an introduction and overview of the aspects of positive self-concept. Extensive additional resources are available for a more in-depth exploration of self-esteem. Contact your high school or community counselor if interested.
- Explain to students after they complete "How High Is Your Self-Esteem?" that the goal is to be able to answer number 2 as often as possible.

Directions

1. Explain to students that self-esteem is made up of four specific conditions: a sense of belonging, a sense of being unique, a sense of power, and a sense of know-

ing your philosophy of life and direction in which you want to go. If any of these elements are missing or damaged, it can lead to a sense of worthlessness or low self-esteem.

2. Have students view the video, *Finding Our Voice*, and look for examples of positive self-esteem.
3. Have students look at the Handout: "Samples of Positive Self-Esteem" and discuss examples of positive self-esteem from the video.
4. Give students a copy of the Handout: "Cycles of Self-Esteem." Explain the pattern that good thoughts have in the cycle of self-esteem and the power that negative thoughts have to create self-defeating cycles. Have students give examples of these cycles from the video.
5. Read the situations below and ask the students to look at the "Cycles" chart and decide if each is an example of behavior that reflects a positive cycle or a self-defeating cycle —
 - Continually not paying your bills.
 - Let your professor know ahead of time that you will miss class.
 - Binge drinking.
 - Lack of exercise.
 - Keeping your personal records organized.
 - Taking care of your dogs and other pets.
 - Driving while drunk.
 - Eating regular well-balanced meals.
6. Have students brainstorm their own examples with the group and decide which cycle the examples fit in.
7. Ask students to take the "How High Is Your Self-Esteem?" survey and score themselves. Discuss the results of the survey and brainstorm ways in which the students can increase their self-esteem. Explain to students that the higher the score, the higher their self-esteem.
8. Ask students to discuss the statements where they circled a "1". Ask the groups for suggestions on how they can turn their "1s" to "2s".
9. Return to p. 25 periodically with individual students and ask them how/if they have changed.

Discussion

1. What situations have you been in where you were missing a sense of "having", "being", "doing", or "knowing"? How did that make you feel? What did you do to deal with those feelings? Did it lead you into a self-defeating cycle?
2. How does the "Cycle of Self-Esteem" make sense to you in your life?

Closure

Journal/Community Circle — Ask students to write two reasons they feel good about themselves.

Sample of Positive Self-Esteem

People with positive self-esteem:

Develop abilities and grow as human beings.

Believe they can do it.

Are willing to give tasks their best effort.

Accept new ideas and new ways of doing things.

Believe they can learn from their mistakes.

Don't wait for others to tell them they are doing it right.

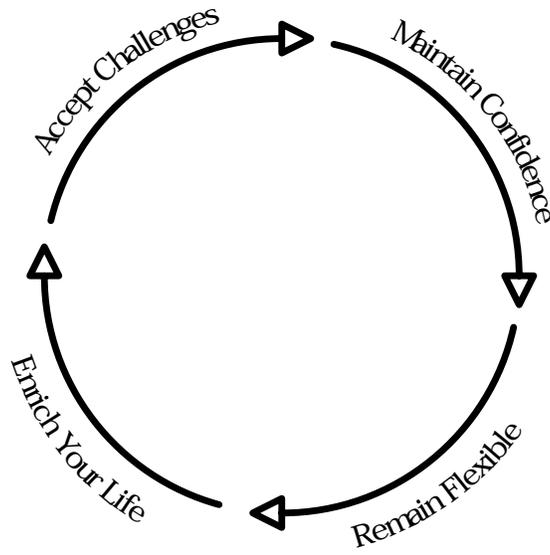
Erase negative thoughts.

Do the things they fear the most.

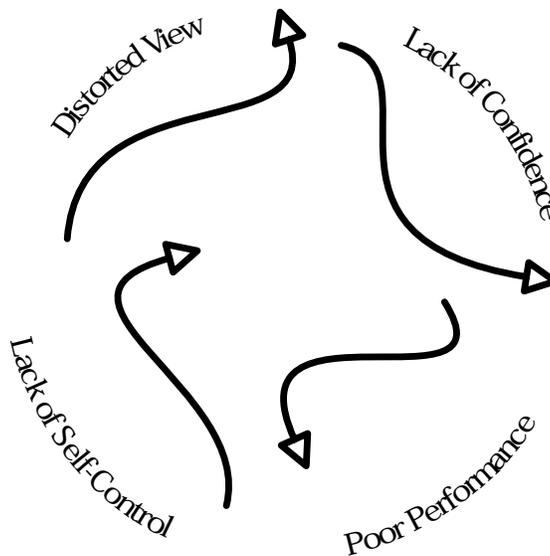
Believe in themselves.

The Cycles of Self-Esteem

Good Thoughts Create a Positive Cycle



Negative Thoughts Create a Self-Defeating Cycle



HOW HIGH IS YOUR SELF-ESTEEM?

Directions: Circle **2** if the statement is **true** for you and circle **1** if the statement is **false** for you.

False True

- | | | |
|---|---|--|
| 1 | 2 | I feel that when I do well, it is because I deserve it. |
| 1 | 2 | I was created to succeed. |
| 1 | 2 | I consider myself to be a risk taker. |
| 1 | 2 | I believe I work to my full potential. |
| 1 | 2 | I am an optimistic person. |
| 1 | 2 | When things are going well, I believe they will last for me. |
| 1 | 2 | I am in good physical condition. |
| 1 | 2 | I am comfortable saying what I really feel. |
| 1 | 2 | I place a high value on my own opinion. |
| 1 | 2 | I find it easy to say I am sorry. |
| 1 | 2 | I am goal oriented. |
| 1 | 2 | I am respected by others for who I am. |
| 1 | 2 | I know for myself how I am doing without others telling me. |
| 1 | 2 | I am able to laugh and learn from my own mistakes. |
| 1 | 2 | I am happy for others when they succeed. |
| 1 | 2 | I like to tackle new challenges. |
| 1 | 2 | I like to meet new people. |
| 1 | 2 | I like the way I look. |
| 1 | 2 | I am an active listener. |
| 1 | 2 | I can do most anything I put my mind to. |

Add up your total 1's (your false answers) = _____

Add up your total 2's (your true answers) = _____



ACCOMPLISHMENTS TREE

ACCEPTING AND SHOWING PRIDE FOR WHAT I HAVE DONE

Student Outcome

Student will recognize and celebrate his/her accomplishments and successes.

Time Frame

60-90 minutes

Scene(s) from *Finding Our Voice*

All

Size of Group

Large or small group

Materials Needed

- DVD player and TV or monitor
- Video: *Finding Our Voice*
- Construction paper
- Markers
- Crayons
- Pencils
- Handout: "Accomplishments Tree"
- Example of completed tree

Before You Begin

- Set up DVD player and TV or monitor with the video, *Finding Our Voice*.
- The purpose of this activity is for the students' accomplishments in the video to prompt your students to think about their own accomplishments.
- Modifications: Instead of completing the activity with construction paper and other art materials, students could use real tree branches and tie statements of accomplishment to the branches. If time is limited, give students Handout: "Accomplishments Tree", a pre-drawn tree with five to seven branches, to label with their accomplishments instead of creating a tree themselves.
- Be aware that some students may be reluctant to talk about their accomplishments because such discussions focus too much on the individual.

Directions

1. Have students view the entire video, *Finding Our Voice*.
2. Ask students what they saw as individual accomplishments in the video.
3. Discuss with students the importance of celebrating accomplishments and successes. Talk about what accomplishments are and how they are different for different people.
4. Show students an example of a completed accomplishments tree labeled with accomplishments that the facilitator may have achieved in the past (e.g., driver's license, passed tests, good relationships, help at home). Talk about how accomplishments vary by situation such as home, school, or community.
5. Pass out the art materials for students to create their own self-esteem tree.
6. Tell students to draw at least five branches that they can label with their personal achievements.
7. Have students share their completed trees with the large group or with a partner.

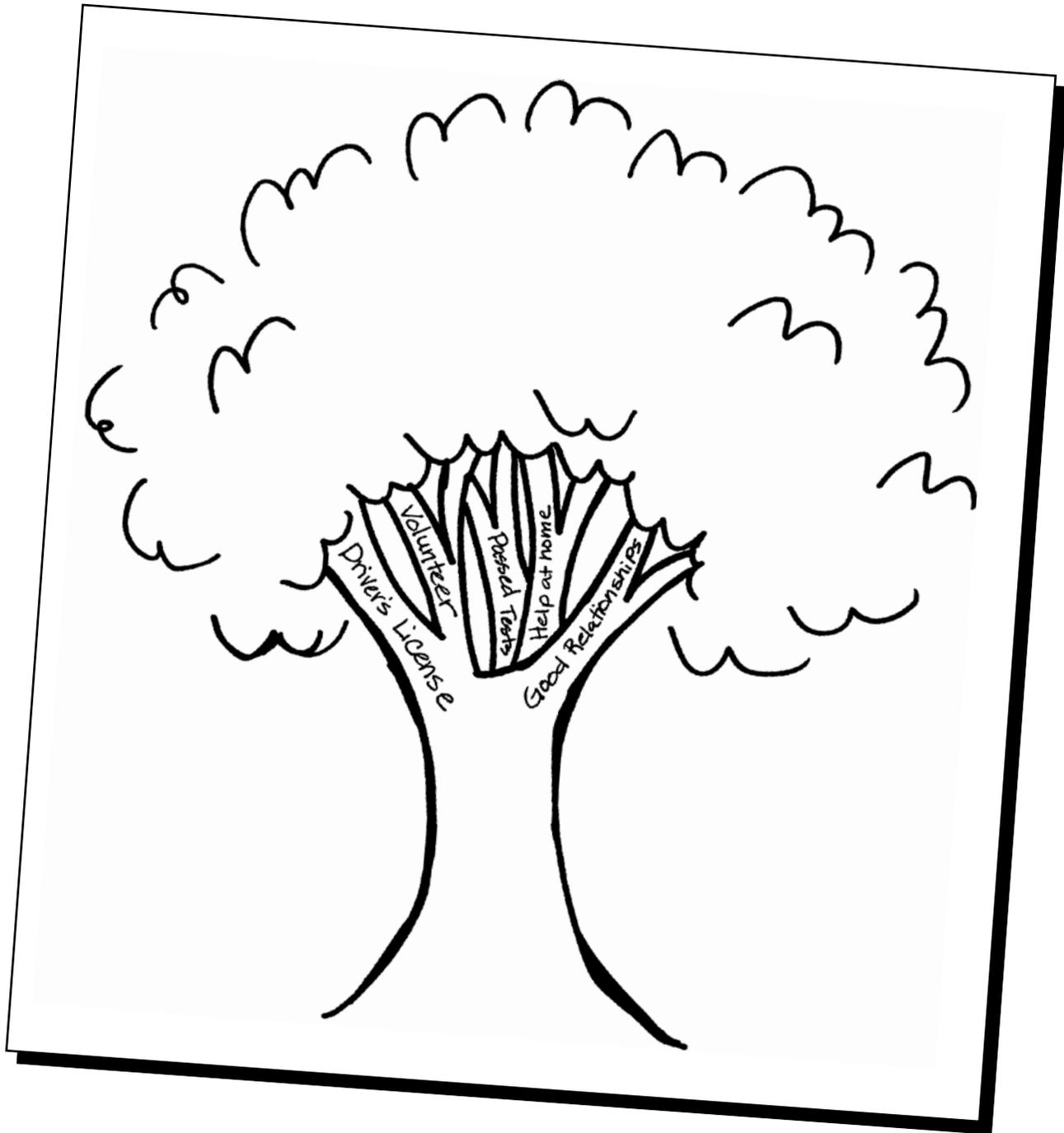
Discussion

1. Was it difficult to think of accomplishments? Why or why not?
2. Was it difficult to recognize the accomplishments of the students in the video? Why or why not?
3. How do you know when you have succeeded at something?
4. Who supports your accomplishments?

Closure

Journal/Community Circle — Ask students to reflect on why it is important to celebrate personal successes.

Accomplishments Tree





MY CULTURAL TIMELINE

LEARNING HOW MY CULTURE HAS ALWAYS BEEN A PART OF MY LIFE

Student Outcome

Student will create a timeline of significant personal cultural events.

Time Frame

60-90 minutes

Scene(s) from *Finding Our Voice*

All

Size of Group

Large or small group

Materials Needed

- DVD player and TV or monitor
- Video: *Finding Our Voice*
- Handout: "Sample Cultural Timeline"
- Poster board or construction paper
- Variety of colored markers

Before You Begin

- Set up DVD player and TV or monitor with the video, *Finding Our Voice*.
- Make copies of the handout for students.

Directions

1. Have students view the video, *Finding Our Voice*.
2. Ask students to recall from the video the cultural activities the students in the video participated in.
3. Pass out and discuss Handout: "Sample Cultural Timeline." Pass out materials for students to create their own timelines. Ask students to think about their lives now and write a series of dates in five-year intervals starting with their birth year. Reference the Handout: "Sample Cultural Timeline" as needed.
4. Tell students you want them to think of the very first time they remember being aware of their American Indian culture. Have each student take a colored marker and write that event and year on their timeline under that year.

5. Ask students to think of subsequent events in their lives (to the present) that represent significant cultural experiences in their lives and mark those on their timeline under the approximate date (e.g., learned to rice, first pow wow, etc.).
6. Tell students to draw pictures, bring in artifacts, cut pictures out of magazines, bring photographs in, etc. to depict these significant events for them and attach them to their timelines.

Discussion

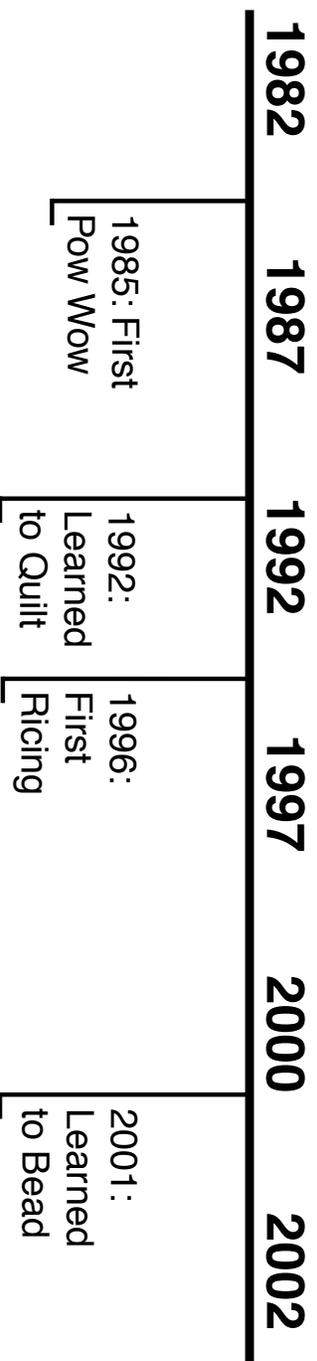
1. What types of cultural experiences have you participated in?
2. When do you remember being aware that you were American Indian? Have students share as they are comfortable.
3. Why were the events you selected significant to you?
4. What similarities do you see among the group? Are there certain events that you share as common and important cultural experiences? Why were those significant to you all as a group? What experiences were more individual in nature?
5. What is the significance of this joint timeline for us as a group in this program?

Closure

Community Circle — Ask students to share more information about one significant event they wrote on the timeline.

SAMPLE CULTURAL TIMELINE

Tina





DECISION-MAKING SKILLS

LEARNING THE PROCESS OF MAKING DECISIONS

Student Outcome

Student will identify the steps for decision-making.

Time Frame

30-45 minutes

Scene(s) from *Finding Our Voice*

All

Size of Group

Large or small group

Materials Needed

- DVD player and TV or monitor
- Video: *Finding Our Voice*
- Handout: "Decision-Making Skills"
- Handout: "Formulate Your Decision-Making Power"
- Handout: "Sample for Formulating Your Decision-Making Power"
- Handout: "Formulating Your Decision"
- Overhead projector
- Overhead transparency pens
- Overhead transparency of Handout: "Decision Making Skills"

Before You Begin

- Set up DVD player and TV or monitor with the video, *Finding Our Voice*.
- Make copies of handouts for students.
- Make an overhead transparency of Handout: "Decision-Making Skills."

Directions

1. Have students view the video, *Finding Our Voice*.
2. Introduce the concept of decision-making skills by showing the overhead transparency and giving students copies of the Handout: "Decision Making Skills."
3. Ask students to reflect in the video and share decisions they saw the students make. Were they all easy decisions? Were they difficult?

4. Explain to students that decision-making skills are an essential part of responding to change. Each time a student comes to a difficult situation, they must make a decision about that situation. Based on the decision they make, they may or may not be putting themselves at risk.
5. Tell students that good decision-making is a skill that takes practice, just like dancing in a pow wow, competing in sports, singing, or drumming. Like those other skills, there are steps to follow that can make decision-making easier. The better students become at making healthy decisions, the less likely they will be to put themselves at risk.
6. Give each student a copy of Handout: “Formulate Your Decision-Making Power.” Go through the steps with students, explaining and giving examples as you go through the steps.
7. Give students a copy of Handout: “Sample for Formulating Your Decision-Making Power” and go through the steps of this decision. Discuss it with students. Would they add or subtract to the decisions this high school girl made in her decision-making process? Why or why not?
8. Give students a copy of Handout: “Formulating Your Decision.” Have students select a problem they are dealing with right now and go through the steps on the handout to work through to a solution.

Discussion

1. What does good decision-making have to do with responding to change in your life?
2. Did you see students making good decisions in the video? What were some of them?
3. When you are faced with decisions, do you feel responsible for making those decisions or do you expect others to make them for you?
4. What part do you think good decision-making plays in being a leader?
5. How were/are the leaders of your community good decision-makers?
6. What part does good decision-making play in your personal transition process?

Closure

Journal/Community Circle — What is the most difficult part for you when making an important decision?

Decision-Making Skills

Leaders put the people first. Leaders in our community are those who know how to make good decisions using patience and careful thought.

Formulate Your Decision-Making Power

1. Define the Problem

- Figure out exactly what the problem is.
- Set goals or steps to address the problem.

2. Reevaluate the Situation

- Consider the options you have to solve the problem.
- Don't rush into making a decision. Maybe you should think on it for awhile.

3. Gather Information

- Use the time you have to get information to help make your decision.
- Ask those you trust (elders, family members, community members, support) for advice, prayers, and guidance.
- Use lots of resources (library, Internet, etc.).

4. Think of Alternatives

- Brainstorm a wide variety of solutions.
- Get all your ideas out before you decide what to do.
- Write down all your ideas.

5. Try Out Your Alternatives

- Imagine the consequences of each of the alternatives.
- Be realistic. Ask yourself, "Can these plans be carried out?"
- You might need to combine more than one of your ideas to solve the problem.
- Be creative.

6. Put Your Decision to Work

- Make the decision and do it!
- Tell others involved what you have decided to do.
- Ask for feedback.
- Readjust the decision over time if you need to.

Sample for Formulating Your Decision- Making Power

1. Define the Problem

- Figure out exactly what the problem is.
~ *The problem is that my boyfriend wants to have sex.*
- Set goals or steps to attack the problem:
~ *I want to say, "I don't want to have sex."*
~ *I want to say "School comes before sex for me."*
~ *I want to say "I don't want to get pregnant in high school."*
~ *I want to keep going out with him.*

2. Reevaluate the Situation

- Consider the options you have to solve the problem.
~ *We can still go on dates.*
~ *We can break up and I can date someone else.*
~ *I can give in and have sex with him.*
~ *We can just be friends.*
- Don't rush into making a decision. Maybe you should think on it for awhile.
~ *Can you wait or do you need to act now on a decision?*
___ *I can wait.*
___ *I need to act now.*

3. Gather Information

- Use the time you have to get background information to help make your decision.
- Ask those you trust (elders, family members, community members, support) for advice, prayers, and guidance.
~ *I will talk to my older sister, my grandmother, and my Indian advocate at school.*
- Use lots of resources (library, Internet, etc.)
~ *I might read about teenage pregnancy and STIs on the Internet.*

4 Think of Alternatives

- Brainstorm a wide variety of solutions.
- Get all your ideas before you decide what to do.
- Write down all your ideas.

~ My ideas for solutions from brainstorming:

Solution 1: I'm going to tell him I don't want sex now.

Solution 2: I'll make plans to do things with friends if he breaks up with me.

Solution 3: I'll get involved in other activities I like and meet new people.

5 Try Out Your Alternatives

- Imagine the consequences of each of the alternatives.
- Be realistic. Ask yourself, "Can these plans be carried out?"
- You might need to combine more than one of your ideas to solve the problem.
- Be creative.

~ The consequences of my solutions would be:

Solution 1: This will be difficult, but I think I can do this.

Solution 2: I can call friends and make plans to go out with them.

Solution 3: I can spend more time on homework and I have always wanted to be in the Anishinaabe Club.

6 Put Your Decision to Work

- Make the decision and do it!

~ The date I carried out my decision: January 25, 2006

- Tell others involved what you have decided to do.

~ Feedback I got from others: My friends were glad to hear from me; they wanted to do more things together. My parents were glad to see more of me.

- Ask for feedback.
- Readjust the decision over time if you need to.

~ Adjustments I made on my decision after trying it out: I didn't tell him until I had other plans to back up my weekend so I wouldn't feel so bad if he rejected me.

- * **The most important lesson I learned from this decision was —**

~ I have power over my own decisions and over my own body.

Formulating Your Decision

1. Define the Problem

- What is the problem?

- Set goals/steps to address this problem:

2. Reevaluate the Situation

- Name your options to solve this problem:

- Can you wait or do you need to act now on a decision?

___ I can wait.

___ I need to act now.

3. Gather Information

- I will talk to these trusted people for advice:

- I will use these additional resources:

4. Think of Alternatives

- My ideas for solutions from brainstorming:

Solution 1: _____

Solution 2: _____

Solution 3: _____

5. Try Out Your Alternatives

- The consequences of my solutions would be: (Remember to be realistic. Ask yourself, "Can I really follow through on this?")

Solution 1: _____

Solution 2: _____

Solution 3: _____

6. Put Your Decision to Work

- The date I carried out my decision:

- Feedback I got from others:

- Adjustments I made on my decision after trying it out:

7. The most important lesson I learned from this decision



GO FOR THE GOAL

PRACTICING SETTING SHORT-TERM GOALS

Student Outcome

Student will write short-term goals.

Time Frame

30 minutes

Scene(s) from *Finding Our Voice*

All

Size of Group

Large or small group

Materials Needed

- DVD player and TV or monitor
- Video: *Finding Our Voice*
- Handout: "Go for the Goal"
- Handout: "Goal-Setting Steps"
- Handout: "Give It a Try"
- Writing utensils

Before You Begin

- Set up DVD player and TV or monitor with the video, *Finding Our Voice*.
- Make copies of handouts for students.
- The purpose of these activities is to introduce the process of setting goals. Students will see the students in the video talking about goals.

Directions

1. Have students view the video, *Finding Our Voice*.
2. Discuss examples of goal-setting shown in the video (e.g., Brian talking about college, Geno's interest in aerospace engineering, and Victoria's college goals).
3. Discuss how goal-setting can help us in planning for our lives. Explain the process of goal-setting (i.e., that you start with a main goal and have objectives and tasks which need to be done to accomplish the goal within a certain timeline).
4. Give each student a copy of the Handout: "Go for the Goal." Review the characteristics and ask students for examples of each of the characteristics.

5. Give each student a copy of the Handout: "Goal-Setting Steps." Explain the steps to students step-by-step.
6. Brainstorm with students. Ask them to think of some short-term goals that can be accomplished in one day or in one week. Explain to students that short-term and long-term goals are very similar. If they can learn to set short-term goals and stick to them, they can learn to set long-term goals as well.
7. Ask students to think of a short-term goal they can realistically accomplish by the end of the week—Friday.
8. Give students a copy of the Handout: "Give It a Try." Explain each step of the handout and provide assistance as needed.
9. Ask students to complete the handout while thinking of the goal they have selected. Remind students this must be a realistic and attainable goal. They may want to pick a specific topic area like school work, job skills, etc.
10. Ask students to share with each other in discussion.

Discussion

1. How did the students in the video determine their goals?
2. Why did you choose the goal you did?
3. Why did you select the people you did? Discuss the importance of utilizing Support Circles when setting goals.
4. How can goal-setting skills help with your transition to life after high school?
5. How did you see students in the video using goal-setting skills?

Closure

Journal/Community Circle — Ask students to talk about their goal-setting process. What was easy? Difficult?

Go for the Goal

What are Goals?

We direct our efforts toward goals. Goals are the things we want to achieve, the things we aim for as we pursue a certain path for ourselves. Goals are important in all aspects of your life because they motivate you to do what it takes to achieve what you want.

Characteristics of Goals

- Goals should be self-chosen. They should be what you decide you need to do to accomplish what you want. You will want advice from family, community, and elders, but ultimately it should be you who determines your goals.
- Goals should be moderately challenging. Think of what you have accomplished in the past and plan your goals so you will be required to do more, go farther, stretch yourself beyond what you have done in the past.
- Goals should be attainable. Goals must be realistic based on your motivation, time, resources, skills, and strengths. Evaluate your chances of achieving the goal you want and BE REALISTIC with yourself.
- Goals should be measurable. Be concrete. The more you can define the goal, the more likely you are to be able to measure it.
- Goals should be specific. Lay out in realistic terms specifically what you are going to do. For example, "I am going to finish three college applications by tomorrow at 3:00," is specific, while "I'm going to do college applications" is not.
- Goals should be positive. Do not state your goals as "I won't..." or "I'm not going to...", but instead emphasize success in your goals.
- Goals may have obstacles attached to them. Think of and plan for them. How can these obstacles be overcome? If necessary, be flexible. You may need to revise your goals along the way.
- Goals must be aligned to your values to work for you. Be sure you consider the core values in your family and community.
- Reward yourself when you have accomplished your goal!

Goal-Setting Steps

1. Identify the Goal

- What is it that you want to do?
- Why do you want to meet the goal?
- Do you have the motivation, time, resources, skills, and strength to achieve the goal?

2. Form a Plan of Action

- What is the most direct route to the goal?
- What are possible ways to reach the goal?
- What plan is best for you?
- Who can support you in reaching the goal?

3. Develop Objectives

- Break the goal into measurable steps.
- Be as specific as possible.

4. Plan for Obstacles

- What are possible obstacles to achieving the goal?
- How can the obstacles be overcome?

5. Make the Goal a Reality

- Share the goal with others who may be able to help.
- Allow enough time to achieve the goal.
- Keep on track and stick with it.

Give It a Try!

Name a goal you can accomplish by the end of this week (Friday at 3:00 p.m.) —

Name the people you need to talk to and the role (job/help/support) they will play in order to accomplish this goal —

Name _____ Role _____

List the steps you need to do in order accomplish this goal by Friday —

1. _____

2. _____

3. _____

4. _____

5. _____

Name the small reward you will give yourself when you accomplish this goal —



COMMUNITY DECISION-MAKING QUILT

LEARNING TO BUILD TRUST

Student Outcome

Student will make a personal decision to support the program community.

Time Frame

30-75 minutes

Scene(s) from *Finding Our Voice*

All or Scene 4: "Building Trust"

Size of Group

Large or small group

Materials Needed

- DVD player and TV or monitor
- Video: *Finding Our Voice*
- Colored construction paper
- Large sheet of butcher block paper
- Markers
- Scissors
- Glue
- Masking tape

Before You Begin

- Set up DVD player and TV or monitor with the video, *Finding Our Voice*.
- Label a large sheet of butcher block paper "Community Decision Making Quilt" and tape it on the wall at a height all can reach.
- Make copies of handouts for students.
- Depending on time, different art materials could be used, including real quilting materials.

Directions

1. Have students view the video, *Finding Our Voice*, and then review Scene 4: "Building Trust."

2. Discuss with students examples they saw of building trust and teamwork in the video (e.g., when blindfolded and falling back into the arms of a stranger).
3. Ask each student to think of one way they can support the “community” (this group) and build trust. This is a commitment they will make to the group that will support the efforts of the program. Examples may be that students will: be on time, be respectful listeners, share with the group. Tell students they are each going to create a quilt piece by designing their decision and fitting it in with the others’ so a community quilt is created.
4. Give students colored construction paper, markers, scissors, and glue to work with to create their individual quilt square.
5. Remind students as they create their quilt piece that the end result must be that all the pieces fit together to make one community quilt on the butcher block paper on the wall.
6. Ask students to attach their quilt pieces to the butcher block paper. They may need to adjust their pieces, color in the butcher block between pieces, or use other creative measures to make the quilt cohesive.

Discussion

1. How did you decide what your decision would be?
2. Was it hard to think of a community decision instead of a personal decision? Why or why not?
3. What challenges, if any, did you have making the community quilt fit together as one product? What kind of teamwork went into the process?
4. What is the importance of this activity as it relates to decision-making? Are there any built-in supports in a community that help individuals in the community? What might they be?

Closure

Journal/Community Circle — Have each student restate their personal decision for supporting the community and how they think their decisions will impact the group as a whole.



COMFORT ZONE

RECOGNIZING THE VALUE OF BEING OUTSIDE YOUR COMFORT ZONE

Student Outcomes

Students will be able to describe the value of experiences that take them “out of their comfort zone” in their transition to life after high school.

Time Frame

60-90 minutes

Scene(s) from *Finding Our Voice*

All

Size of Group

5-25

Materials Needed

- DVD player and TV or monitor
- Video: *Finding Our Voice*
- Flip chart paper, markers, and pens
- Handout: “Comfort Zone”

Before You Begin

- Set up the DVD player with the video, *Finding Our Voice*.
- Make copies of Handout: “Comfort Zone”

Directions

1. Have the students view the video, *Finding Our Voice*.
2. Ask students to define what it means to be out of their comfort zone (e.g., being in situations that are new to you, or being where you don’t know anyone).
3. Ask students to identify scenes they viewed where students were put in situations out of their comfort zone.
4. Have students complete the Handout: “Comfort Zone.” Ask students to recall situations they have been in when they were uncomfortable and list the benefits they can think of for being out of their comfort zone in the first column.
5. In the second column, have students list all the feelings and fears they felt when they were in situations where they were out of their comfort zone.

6. In the third column, have students list all the positive outcomes that happen as a result of being out of their comfort zone.
7. In the last column, have students list ways that they can put themselves in situations that are out of their comfort zone.

Discussion

1. What are situations you thought of from the video where students were taken out of their comfort zone?
2. What was the purpose of putting students in these situations?
3. What types of situations have you been in that put you out of your comfort zone?
4. What were the positive outcomes of these experiences for you? The negative outcomes?
5. How is being taken out of your comfort zone related to taking risks?
6. What does the experience of being out of your comfort zone have to do with transition?

Journal/Closure

Ask students to write in their journals about their personal experience and the outcome of being in situations out of their comfort zone.

COMFORT ZONE

What is the value of having experiences that put you out of your comfort zone? Complete and discuss the chart below. This can be done as a group with flip chart paper or individually on this handout and then shared with the group.

Value of "Out of Comfort Zone" Experiences	Fears/Feelings When You Are "Out of Comfort Zone"	Positive Outcomes	Ways to Try It



TAKING RISKS

REALIZING THAT MY TRANSITION TO LIFE AFTER HIGH SCHOOL REQUIRES TAKING RISKS

Student Outcomes

Students will be able to distinguish, list, and discuss the differences between positive and negative risk factors for American Indian students.

Time Frame

60-90 minutes

Scene(s) from *Finding Our Voice*

Scene 10: "Taking Risks"

Size of Group

5-25

Materials Needed

- DVD player and TV or monitor
- Video: *Finding Our Voice*
- Flip chart paper, markers, and pens
- Handout: "Taking Risks"

Before You Begin

- Set up the DVD player with the video, *Finding Our Voice*.
- The purpose of this activity is to provide students the opportunity to see peers taking risks and relate to those risks in their own transition to life after high school.
- Make copies of Handout: "Taking Risks."
- It is recommended that students view the entire video, *Finding Our Voice*. If this is not possible, students should view Scene 10: "Taking Risks."

Directions

1. Students view the entire video, *Finding Our Voice*, or just Scene 10: "Taking Risks."
2. Explain to students that risks can be both positive and negative. Elements that make up risks are called risk factors. Examples of positive risks are staying in college dorm, exploring a college for the weekend, or trying a new skill for the first time. Examples of negative risks are unprotected sex and underage drinking.

3. Ask students what it means to take risks. Are risks always bad? Always good? Why or why not?
4. Have students complete the Handout: "Taking Risks" by listing their negative risks on the left-hand side and their positive risks on the right-hand side. Students may complete the handout individually or the group may complete the exercise together using flip chart paper.

Discussion

1. What are some major negative risk factors for American Indian students?
2. What impact do these negative risk factors have on your transition?
3. What positive risks did students take/talk about in the video?
4. What benefits are there to taking positive risks?
5. What does risk taking have to do with transition?

Journal/Closure

Ask students to write in their journals about their personal experience taking risks, both positive and negative.



UNDERSTANDING DIFFERENT CULTURAL PERSPECTIVES

REALIZING THAT THE SYMBOLS I SEE EVERY DAY INFLUENCE MY PERSPECTIVE

Student Outcomes

Students will be able to discuss the symbols in our society that influence our reaction to people of other cultures.

Time Frame

60 minutes

Scene(s) from *Finding Our Voice*

Scene 12: "Understanding Different Cultural Perspectives"

Size of Group

5-25

Materials Needed

- DVD player and TV or monitor
- Video: *Finding Our Voice*
- Flip chart paper, markers, and pens
- Handout: "Understanding Different Cultural Perspectives"

Before You Begin

- Set up the DVD player with the video, *Finding Our Voice*
- Make copies of Handout: "Understanding Different Cultural Perspectives"

Directions

1. Have the students view Scene 12: "Understanding Different Cultural Perspectives."
2. Give each student a copy of the Handout: "Understanding Different Cultural Perspectives."
3. On the left-hand side of the chart, have students list examples of visual symbols (found in the newspaper or on TV) of issues like class, race, gender, disability, or sexual orientation that influence people. On the right-hand side of the chart, have students list/describe their reaction to those visual symbols. This can be done as a group with flip chart paper or individually on the handout and then shared with the group.

Discussion

1. What are the influences in your life that frame the way you look at the world? (e.g., neighborhood, race, family, etc.)
2. What are examples of visual representations of class, race, gender, disability, or sexual orientation? (e.g., specific advertisements, movies, etc.)
3. When you offend someone, why doesn't an apology remove the hurt?

Journal/Closure

Ask students to write in their journals about their reactions to this exercise.

Understanding Different Cultural Perspectives

On the left-hand side of the chart below, list examples of visual symbols of class, race, gender, disability, or sexual orientation that influence people. On the right-hand side, list/describe your reaction to those visual symbols. This can be done as a group with flip chart paper or individually on this handout and then shared with the group.

Visual Symbols	Reaction



PEOPLE SEARCH

ACKNOWLEDGING THAT I HAVE BIASES

Student Outcome

Student will identify personal biases, commonalities, and differences of group members.

Time Frame

20-30 minutes

Scene(s) from *Finding Our Voice*

Scene 12: "Understanding Different Cultural Perspectives"

Size of Group

Large or small group (Note: This activity works best with a large group of people who do not know each other very well.)

Materials Needed

- DVD player and TV or monitor
- Video: *Finding Our Voice*
- Handout: "People Search"
- Writing utensils

Before You Begin

- Set up the DVD player with the video, *Finding Our Voice*.
- Make copies of the Handout: "People Search."
- While this type of activity may be familiar to students, the purpose of using this activity is to get them to understand their biases by examining why they sought out certain people for certain questions. Discussion after this activity is critical in meeting the intended outcome.

Directions

1. Have students view Scene 12: "Understanding Different Cultural Perspectives."
2. Ask students to pay attention to any personal biases that they see.
3. Ask students to share their observations.
4. Give students a copy of Handout: "People Search."
5. Have the students circulate around the room asking different students the ques-

tions listed on the worksheets. If a person can answer “yes” to the question, have the person initial or sign their name next to that question. Individuals may only sign for one question per worksheet. Students may sign their name for one question on their own worksheet.

6. Gather the group for discussion of the activity after 10 minutes.

Discussion

1. What did you learn that surprised you?
2. How did you choose the specific questions to ask each student? Why did you ask certain members of the group questions about this activity?
3. What did you observe in the video that was similar or different?
4. How does this activity relate to your transition?

Closure

Community Circle — What bias do you think may have surfaced while completing the activity?

People Search

Directions: You will have 5 minutes to complete this activity. The goal is to fill as many lines as you can in the time allowed. You may sign your name on ONE of the lines. Each person in the group may sign only ONE line on your worksheet.

Find one person who...

Was born on a reservation _____

Can speak two languages _____

Lives in a home where no one smokes _____

Has been given an Indian name _____

Has more than five brothers and sisters _____

Is the oldest child in his or her family _____

Plays/played sports _____

Has a parent who did not finish high school _____

Has a room of their own at home _____

Traveled out of state last summer _____

Has started applying to colleges _____

Attended a cultural event this month _____

Has more than two pets _____

Has a relative in college _____

Was born at home _____

Has a parent with a professional degree
(doctor, lawyer, professor, etc.) _____



STRUCTURED INTERVIEW

DISCUSSING THE MANY ASPECTS OF DIVERSITY

Student Outcome

Student will identify aspects of diverse identity.

Time Frame

60 minutes

Scene(s) from *Finding Our Voice*

Scene 12: "Understanding Different Cultural Perspectives"

Size of Group

Large or small group (Note: Activity requires even number of participants.)

Materials Needed

- DVD player and TV or monitor
- Video: *Finding Our Voice*
- Handout: "Structured Interview"
- Paper
- Writing utensils

Before You Begin

- Set up the DVD player with the video, *Finding Our Voice*.
- Make copies of Handout: "Structured Interview."

Directions

1. Have students view Scene 12: "Understanding Different Cultural Perspectives."
2. Ask students to discuss the different aspects of diversity that exist or are identified in the video. Explain that people may identify themselves with more than one aspect of diversity. Tell students that they will have an opportunity to explore one aspect of their identity during the activity.
3. Group students into pairs and pass out Handout: "Structured Interview."
4. Explain to students that for the activity they each need to identify one particular aspect of diversity that they identify with in some way.
5. Instruct students to take turns interviewing each other using the worksheet questions as a guide. Allow 5-10 minutes for each interview.

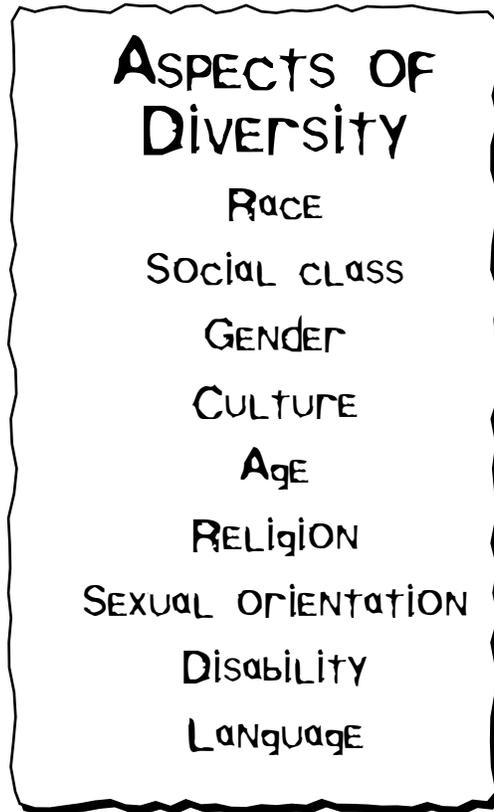
Discussion

1. How did you go about selecting the aspect of diversity for your interview?
2. What positive memories or messages have you received about your identified area?
What effect do you think negative messages have had on your life?
3. How does this activity relate to your transition from high school?
4. What “ah-ha” moments did you see in the video where students realized differences in each other?

Closure

Journal/Community Circle — Who gives you the most positive messages about diversity?

The Structured Interview



Choose one of the aspects of diversity that you identify with and answer the following questions.

1. What is your earliest positive memory of that aspect of diversity in your life?
2. What messages did you receive from significant people in your life (peers, parents, siblings, teachers, community leaders, elders, etc.) regarding that aspect of diversity?
3. Describe specific ways in which that aspect of diversity benefits you on a daily basis.
4. How will that aspect of diversity help you during life after high school? In college? During your career?
5. Think aloud about how your life might be different if you did not have this aspect of diversity as part of your identity.



THE RACE

INEQUITIES THAT PROMOTE SUCCESS OR GET IN THE WAY OF SUCCESS

Student Outcomes

Students will be able to discuss systemic privilege and disadvantage related to class, race, gender, and sexual orientation

Time Frame

45 minutes

Scene(s) from *Finding Our Voice*

Scene 13: "The Race"

Size of Group

5-25

Materials Needed

- DVD player and TV or monitor
- Video: *Finding Our Voice*
- Flip chart paper, markers, and pens
- Resource sheet: "'The Race' Questions"
- Handout: "The Race"
- Candy bars for the winners of the activity

Note to Facilitators/Teachers

- This exercise aims to show students that they got sent forward or back in the video segment due to no action of their own but rather, based on unearned advantage or unearned disadvantage. It is not a video segment intended to place blame, shame, or guilt. The video segment is an illustration of systemic judgments that are made by the dominant US society about who deserves to succeed and who does not. The facilitator of this lesson will need to have a clear understanding of the following terms and be able to discuss these meanings with participants. For purposes of this Resource Guide and the lesson, "The Race," please refer to the following definitions for clarification. We are deeply indebted to Dr. Peggy McIntosh of Wellesley Center College for Research on Women for her writing on privilege systems and her expertise in this lesson and in defining these concepts. These concepts are defined below from the perspective of the dominant society in the United States:
 - Unearned Advantage: Privilege and/or benefit of the doubt given to some people based on their class, race, gender, and sexual orientation, etc. Examples of privi-

lege can be easy acceptance, plenty of equipment, being believed, being seen as a perfect example, getting published, and getting let off from crimes.

- Unearned Disadvantage: The dominant US society, as a whole, discriminates against groups and an individual because of class, race, gender, and sexual orientation and as a result the people of those groups have less access, fewer supports, less respect, less credibility, and must continually prove worthiness to those that are most in power.
- Earned Advantage: Privilege based on an individual's personal hard work, respect for others, honesty, courage, integrity, leadership, etc. regardless of class, race, gender, and sexual orientation.
- Earned Disadvantage: Punishment or hardship assigned to an individual regardless of class, race, gender and sexual orientation but based on personal dishonesty, negligence, apathy, lack of hard work, lack of respect for others, lack of integrity, or application of skill.

Before You Begin

- Set up the DVD player with the video, *Finding Our Voice*.
- Make copies of Handout: "The Race."
- Review the instructions for the exercise, "The Race" (see resource sheet).
- Set up a space large enough to accommodate the activity.

Directions

1. Have students line up in a single file line facing you.
2. Explain that before "The Race" starts, you have to determine their "starting positions."
3. Read the directions and have students move according to the directions (i.e., take a step forward, or backward).
4. Read some of the statements listed on "The Race" activity sheet. Mix some of the "Step Forward" and "Step Backward" statements.
5. When the students are fairly spread out, instruct them to race to the prize.
6. Use the discussion questions below with the students to process the activity.
7. Students view the entire DVD of "Finding Our Voice" or the segment entitled, "The Race."
8. Review with students the concepts of unearned advantage, unearned disadvantage, earned advantage, and earned disadvantage.
9. After viewing the video or Scene 13: "The Race", ask students to use the activity sheet to process the activity. On the left hand side of the chart, have students list some unearned advantages they have seen or experienced in the dominant US society. On the right hand side, have students list some unearned disadvantages. Reinforce with the students that within privilege systems neither column is fair — some people get too much, and some people get too little. Have students complete this exercise as a group with chart paper or individually on this handout and then share as a group.

10. Discuss the answers generated by students using the questions below.

Discussion

1. How did you feel after watching the exercise when the people the farthest behind the others were three American Indian young men?
2. Was it difficult for you to watch the exercise?
3. Why do you think the exercise ended this way with people of color at the back and whites in the front near the prizes?
4. Is an American Indian youth “more Indian” if he/she lives on the reservation rather than a big city? Why or why not?
5. What are some other inequities in the dominant US society that promote or get in the way of success? What are some advantages and disadvantages?
6. Are there some equalizing forces that help to overcome systemic injustices? Have you found any equalizers that help everyone feel respected or supported?

Journal/Closure

Ask students to write in their journals reflecting on their personal experience with advantages or disadvantages.

“The Race” Questions

Take One Step Forward

1. If there were 50 or more books in your house when you were growing up.
2. If there was a computer in your house.
3. If your sexual preference does not have a stigma attached to it.
4. If you have traveled to a foreign country.
5. If both of your parents graduated from high school.
6. If your parents have or had a savings account.
7. If you saw adults reading in your home on a regular basis.
8. If your family took vacations regularly other than to visit relatives.
9. If your parents have a second home or a summer home.
10. If your family's recreation costs money, like skiing, sailing, or horseback riding.
11. If your family ever owned real silverware or valuable china.
12. If you had/have a car in high school.
13. If you attended a private school.
14. If you attended a camp in the summer.
15. If your parents owned their home.
16. If you had your own savings account as a child.
17. If you have a trust fund or own stocks and bonds in your name.
18. If you have ever traveled abroad for educational or recreational reasons.
19. If you have ever dined in a fine restaurant without being concerned about the prices on the menu.
20. If your sexual preference is easily identifiable.
21. If there were athletic teams available for most sports for your sex in your high school.
22. If while you were growing up, the people in control of things were mostly the same sex as you.
23. If the voice of authority that you heard in the media came from people of the same sex as you.
24. If the people you associate with rescuing (fire, EMT, etc.) are the same sex as yours.
25. If the most influential people in your place of worship are the same sex as you.
26. If the people who repaired things for you are the same sex as you.
27. If the trusted professionals you have dealt with were the same sex as you.
28. If when you ask to see the person in charge, you can be pretty sure to be facing a person of your sex.
29. If you can go almost anywhere alone pretty well assured that you won't be followed or harassed.
30. If the most famous important historical figures you studied, like rulers, presidents, inventors, revolutionaries, and generals are the same sex as you.
31. If your sex was fully represented in the curricular materials used in your elementary school.
32. If you are sure your voice will be heard in a group in which you are the only member of your sex.
33. If your sex was fully represented in the curricular materials used in your place of worship.
34. If the common stereotypes about your gender are positive or harmless.
35. If you are never asked to speak for or represent all people of your sex.
36. If you can speak in public to a powerful male group without putting your sex on trial.
37. If you can dress provocatively without having people think negatively of your gender group.
38. If you decide to stay home and be a full-time parent and it won't count against you because of your sex.

Take One Step Back

39. If you are from a single parent female-headed household.
40. If you are from a single parent female-headed household and money is always a problem.
41. If you had to have a job in high school to help support your family.
42. If a family member ever had to sell or pawn something to pay for necessities.
43. If you were ever told you couldn't do something because of your sex.
44. If you identify as gay, lesbian, or bisexual.
45. If English is a second language for you.
46. If you were taught strategies like holding your keys in your fist, or checking the back seat before you enter the car to help keep you safe.
47. If you feel you've been denied opportunity because of your sexual preference.
48. If you are afraid or were taught to be afraid of being out at night by yourself.
49. If you fear being raped.
50. If you grew up living in rented apartments.
51. If you or a family member has shopped with food stamps or received governmental subsidy food.
52. If you routinely got sent to the principal's office.
53. If what you said has ever been discounted or minimized because of your sex.
54. If your parent(s) live from paycheck to paycheck.
55. If your parents ever delayed paying monthly bills due to lack of funds.
56. If you received a scholarship to attend a summer camp.
57. If family decisions are made solely of the basis of money or lack thereof.
58. If you were ever passed over because of your sex.
59. If you qualified for free or reduced lunch.

60. If when you worry about sexism, you're seen as self-interested or self-serving.
61. If you attended college completely dependent on financial aid.
62. If one or both of your parents were teens when you were born.
63. If your bad mood or crabby attitude has ever been attributed to monthly cycles.
64. If a parent was partially or fully illiterate.
65. If any family member was or is on welfare.
66. If when you go for medical help your problems are minimized or dismissed because of your sex.
67. If you've ever been in foster care.
68. If you are adopted.
69. If you felt you had to keep your sexual preference a secret.
70. If you were paid at a lower rate because of your sex.
71. If you have or had a work-study job in college.
72. If police sirens are a daily occurrence in your neighborhood.
73. If you've ever considered taking someone of the opposite gender along to assure you won't be cheated in your purchase.
74. If abandoned houses are within a half mile of where you lived when you grew up.
75. If you frequently heard/hear the sound of gunshot in your neighborhood.
76. If you've ever felt like you couldn't express your emotions because of your sex.

Take One Step Forward

77. If you have a relative or friend who holds a position of power in the community or company.
78. If you can do well in a challenging situation without being called a credit to your race.
79. If you can talk with your mouth full and not have people put it down to your color.
80. If you can be late for a meeting without having the lateness reflect on your race.

81. If most of the images you saw in school books looked like you.
82. If your teachers/school administrators looked like you.
83. If the images of people you saw in church looked like you.
84. If you can shop at almost any supermarket and find the staple foods of your culture on the shelves.
85. If you can go shopping alone most of the time, pretty well assured that you will not be followed or harassed.
86. If you declare there is a racial issue at hand or there isn't a racial issue at hand, and your race lends you more credibility for either position than a person of color would have.
87. If you can make reservations at a hotel or restaurant and not wonder if people of your color are welcomed and well treated there.
88. If you can easily buy greeting cards and postcards with people who look like you on them.
89. If you are pretty sure you can buy a house anywhere you want and be welcomed by your neighbors.
90. If you can avoid spending time with people whom you were trained to mistrust and who have learned to mistrust your kind or you.
91. If the police stop you, and you know your race won't count against you.
92. If you ask to see the person in charge and you can be pretty sure to be facing a person of your race.
93. If the most famous important historical figures you studied, like rulers, presidents, inventors, revolutionaries, and generals are the same color as you.
94. If the common stereotypes about your race are positive or harmless.

Take One Step Back

95. If your everyday speech is black dialect.
96. If you had a family member or close friend in prison.
97. If a parent was often unemployed (not by choice).
98. If you were ever passed over because of your race.
99. If when you worry about racism you're seen as self-interested or self-serving.
100. If you are ever expected to speak for or represent all people of your race.
101. If you were ever refused service because of your color.
102. If you were paid at a lower rate because of your color.
103. If you've been told you have a learning disability.
104. If you were born in another country.

The format of these lists was inspired by the work of Peggy McIntosh: *White Privilege: Unpacking the Invisible Knapsack*, copyright 1988, Wellesley Center College for Research on Women, Wellesley, MA 02481.

Many of the examples are taken or adapted from McIntosh's work. See also *White Privilege, Color, and Crime*, 1990. To receive copies, send your mailing address to Peggy McIntosh at mmcintosh@wellesley.edu



A LOOK TO THE FUTURE

THINKING ABOUT MYSELF TODAY AND IN THE FUTURE

Student Outcome

Student will be able to compare the differences between life today and 10 years from now.

Time Frame

60 minutes

Scene(s) from *Finding Our Voice*

Scene 5: "Brian," Scene 7: "Val," Scene 9: "Geno," Scene 11: "William and Victoria," and Scene 16: "Brenda"

Size of Group

Large or small group

Materials Needed

- DVD player and TV or monitor
- Video: *Finding Our Voice*
- Handout: "A Look to the Future"
- Transparency of Handout: "A Look to the Future"
- Overhead projector
- Clear transparency
- Transparency pens
- Large piece of butcher block paper for each student
- Old magazines, calendars, newspapers, or pictures
- Glue
- Scissors

Before You Begin

- Set up the DVD player with the video, *Finding Our Voice*.
- Make copies of Handout: "A Look to the Future."
- Make the transparency of Handout: "A Look to the Future."

Directions

1. Have students view the following five scenes: Scene 5: “Brian,” Scene 7: “Val,” Scene 9: “Geno,” Scene 11: “William and Victoria,” and Scene 16: “Brenda.”
2. Discuss the goals and expectations of the students and the people in their support network.
3. Give each student a copy of Handout: “A Look to the Future” and display the transparency of the handout.
4. Tell students to think about their lives today and tell the group what they like about their life today. Facilitator writes the answers on the transparency as students share and write their own answers on their handouts.
5. Ask students what they don’t like about their lives today. Facilitator writes the answers on the transparency as students share and write their own answers on their handouts.
6. Ask students what they want their lives to look like in 10 years — what they look forward to. Facilitator writes the answers on the transparency as students share and write their own answers on their handouts.
7. Ask students to describe what they are afraid of when they think of the next ten years of their lives. Facilitator writes the answers on the transparency as students share and write their own answers on their handouts.
8. Have students jot down anything they dream about for themselves on their handout.
9. Tell students you want them each to create their own collage.
10. Give each student a large sheet of paper and have them divide it into six sections.
11. Have students write each of the six phrases from their handout on the large sheet, leaving room to illustrate each phrase with pictures. Have students use any of the pictures they find from the stacks of magazines and pictures provided that will best illustrate their ideas.
12. Display the completed collages around the room. Ask students to stand beside their collage and share it with the group.
13. Invite community members, elders, and family members in for the sharing session.

Discussion

1. What have you included in your collage? Why have you selected the pictures and drawings you chose?
2. If you were Brian, Val, Geno, or Brenda from the video, what would your “Look to the Future” look like?
3. How does this activity relate to your transition to life after high school?

A Look to the Future

My life today.	My life in the future (10 years from now).
Things I like about my life today.	Things I look forward to in the future.
Things I don't like about my life today.	Things I am afraid of in the future.



TRANSITION TIMELINE

LEARNING ESSENTIAL STEPS TO PREPARE FOR LIFE AFTER HIGH SCHOOL

Student Outcome

Student will complete an individual transition timeline.

Time Frame

30-45 minutes

Scene(s) from *Finding Our Voice*

Scene 5: "Brian," Scene 7: "Val," Scene 9: "Geno," Scene 11: "William and Victoria," Scene 16: "Brenda"

Size of Group

Large or small group

Materials Needed

- DVD player and TV or monitor
- Video: *Finding Our Voice*
- Handout: "Transition Timeline"
- Any relevant local high school information

Before You Begin

- Set up the DVD player with the video, *Finding Our Voice*.
- Ask a high school guidance counselor to come and explain the local process of transition including completing required courses. If there are students in the program from different schools, a high school counselor could talk more generically about requirements necessary for each year from 9th to 12th grade. Allow time for students to ask questions. Invite parents and community members to this session.
- Make copies of Handout: "Transition Timeline."
- Modification: If several in the group are having a difficult time with the checklist, offer to do it aloud as a group, step-by-step, explaining each item as you go to avoid confusion.

Directions

1. Have students view the following five scenes: Scene 5: "Brian," Scene 7: "Val," Scene 9: "Geno," Scene 11: "William and Victoria," Scene 16: "Brenda."

2. Instruct students to go through Handout: “Transition Timeline” on their own and check off the items they have completed so far in their transition.
3. Look at each of the items on the list and talk about why they are important in the transition process.
4. Discuss that an important aspect of a transition timeline is that you don’t have to do everything at once.

Discussion

1. Why is this timeline important to your transition to life after high school? How will it help you in the future?
2. Who are the support people in your life who can help you in your transition process?
3. Does it sound like Brian, Geno, Val, Brenda, William, or Victoria followed a transition timeline to make their decisions? What did they say to indicate they had a transition plan?
4. What steps had any of the students in the video taken to prepare for their transition to life after high school?

Journal/Closure

Community Circle — Ask students to describe the areas they feel are the most difficult for them to plan ahead for and what they can do to make that planning easier.

Transition Timeline

Completing the requirements for graduation takes many years of planning. The following is a checklist of transition activities for grades 9–12 (freshman through senior year). Use this checklist as a guide to follow as you prepare for the transition from high school to the next step of your life. Your skills and interests will determine some of the items on the checklist. Use this checklist to articulate your interest areas, to see if you are “on track” with your goals, and to determine what support you need from others to achieve your goals. There are blanks to add your own steps at the end of each section.

Grade Nine: Freshman Year

- Make up any incompletes in classes.
- Take a learning styles inventory to determine your personal learning style.
- Take academically challenging math and science courses.
- Take a career/vocational assessment inventory.
- Complete a comprehensive assessment of your abilities.
- Ask someone (high school counselor or American Indian advocate) to explain the results of your learning styles inventory, your vocational assessment, and your ability assessments so you can learn to understand your strengths and weaknesses.
- Begin exploring post-secondary options in your interest areas. (Search the Internet; ask your high school counselor or American Indian advocate for information.)
- Join cultural organizations as well as academic-related clubs.
- Broaden your experiences with community activities.
- Take a study skills course.
- Learn to use the library.
- Take care of your health.
- _____
- _____
- _____

Grade Ten: Sophomore Year

- Know how to describe your strengths and challenges in school and out of school.
- Learn how to advocate for yourself — to ask for the help you need in an appropriate way.
- Attend college fairs.
- Attend career fairs.
- Set goals for your life after high school.
- Continue to explore post-secondary options.
- Schedule a meeting with your high school counselor and/or American Indian advocate to discuss your career interests/goals and to identify the high school courses that will help you prepare for post-secondary education/training.
- Take academically challenging math and science courses.
- Broaden your study skills techniques.
- Practice assertive self-advocacy skills.
- Take care of your health.
- _____
- _____
- _____

Grade Eleven: Junior Year

- Check your high school credits early in the year with the counselor. Discuss your post-secondary plans with the counselor.
- Write, search the Internet, or call post-secondary schools of interest for information.
- Visit post-secondary schools. Ask specific questions that pertain to your interests and needs. For example, does the school have an American Indian Culture Center or do they offer American Indian scholarships?
- Take academically challenging math and science courses.
- Take courses you need based on your college visits. Continue to take classes in content areas that will prepare you for post-secondary education.
- Get a job, complete an internship, mentor, or participate in a service learning experience in an area of interest for you.

- Find out if there are waiting lists for the school(s) or programs you are interested in.
- Learn about financial aid. Find out what college funding/resources are available from your tribe.
- Take the college entrance exams required for the school(s) you are interested in (ACT or SAT).
- Learn about any community services that are available to you as a college student.
- Get your driver's license.
- Make sure you have your tribal enrollment information and your Social Security card.
- Continue to broaden your study skills techniques.
- Practice assertive self-advocacy skills.
- Take care of your health.
- _____
- _____
- _____

Grade Twelve: Senior Year

- Check your high school credits early in the year with your counselor.
- Take academically challenging math and science courses.
- Discuss your post-secondary plans with your counselor.
- Continue to visit schools of interest.
- Continue to work in areas of interest to you.
- Take a class at a post-secondary school (evenings, etc.).
- If you have not taken college admissions testing, take it early in the school year (ACT or SAT).
- If you are interested in the military, take the ASVAB.
- Apply for financial aid (FAFSA).
- Visit your tribal American Indian scholarship counselor and apply for funding for college.

- Apply to the post-secondary schools you are interested in.
- Apply for housing early.
- Select and ask teachers, counselors, or community members to write letters of recommendation for you for college entrance, scholarships, and tribal financial aid.
- Apply for scholarships.
- Create an address book of all the important people in your life that you want to remain in contact with and those who will want to know how you are doing when you are away at school (teachers, American Indian advocates, community members, elders, mentors, employers, etc.).
- Get copies of all important papers from high school to take to college with you (e.g., test results, interest inventory results, aptitude test results, transcripts, etc.).
- Meet all deadlines for housing (dorms), admissions, and registration for classes for post-secondary school.
- Continue to practice appropriate assertive self-advocacy skills.
- Practice independent living skills such as budgeting, shopping, and cooking.
- If you will need special services at the post-secondary school (such as child care or tutoring), ask early.
- Take care of your health.
- _____
- _____
- _____



THE POSSIBILITIES

LEARNING ABOUT THE TYPES OF COLLEGES AVAILABLE

Student Outcome

Student will be able to compare post-secondary options.

Time Frame

60 minutes

Scene(s) from *Finding Our Voice*

Scene 5: "Brian," Scene 7: "Val," Scene 9: "Geno," Scene 11: "William and Victoria," and Scene 16: "Brenda"

Size of Group

Large or small group

Materials Needed

- DVD player and TV or monitor
- Video: *Finding Our Voice*
- Handout: "Types of Post-secondary Experiences"
- Writing utensils

Before You Begin

- Set up the DVD player with the video, *Finding Our Voice*.
- Collect samples of post-secondary catalogs of all types — community colleges, technical colleges, public four-year colleges, private colleges, advertising materials, military information (especially regional resources).
- Make copies of Handout: "Types of Post-secondary Experiences."

Directions

1. Give handout to students.
2. Show students samples of the types of resources available to them as they explore post-secondary options.
3. Explain that while they are deciding what to do after high school, it is very important to talk to community members and elders about future decisions.
4. Have students look at the Handout: "Types of Post-secondary Experiences." Explain each type of post-secondary school as well as apprenticeships and military experi-

ence. Tell students to keep these handouts for future reference when they make site visits or listen to guest speakers.

5. Have students view the following five scenes: Scene 5: “Brian,” Scene 7: “Val,” Scene 9: “Geno,” Scene 11: “William and Victoria,” and Scene 16: “Brenda” while looking at the handout.
6. After viewing the scenes, ask students to make a chart (using flipchart paper or a whiteboard) of each of the types of post-secondary schools the six students plan to attend. How are they similar to or different from each other? How did these six make their decisions?

Discussion

1. Why is it important to talk to community members when you are deciding about your future? Who are key members of the community that you would talk to about higher education? What specific help could the person or people offer you?
2. What are the basic differences between two-year and four-year colleges?
3. Describe what the benefits of a tribal college may be for you.
4. What are the benefits of an apprenticeship?
5. How can you use these charts to help you reflect on and research for the future?

Closure

Journal/Community Circle — What have you learned about the specific choices for after high school that you did not know before?

TYPES OF POST-SECONDARY EXPERIENCES

	Public Community College	Public Technical College	Tribal College	Public State University	University
Description of Program	<ul style="list-style-type: none"> • Students can earn an academic (AA or AS) degree. • Credits are transferable to four-year schools. • Shorter programs are available to prepare students for the job market (certificates, AA, or AS degrees). • Offer extra curricular programs. • Offer skills development in current skills and abilities. • Financial aid. 	<ul style="list-style-type: none"> • Students learn skills needed for specific jobs. • Specialized training programs are open to anyone. • Students can enter at any time and progress at their own pace. • Some credits will not transfer to four-year colleges or universities. • Financial aid. 	<ul style="list-style-type: none"> • Students can earn an academic degree. • Colleges are accredited in their region. • There are 33 recognized in the U.S. and Canada. • Credits are transferable to four-year schools. • Designed to meet the cultural and community needs of American Indians. • Located on or close to reservations. • Offer extra-curricular programs. • Offer skills development in current skills and abilities. • Financial aid for American Indians readily accessible. 	<ul style="list-style-type: none"> • Students are offered a variety of programs and academic courses leading to bachelor's, masters, and advanced degrees. • Variety of athletic and arts program. • On-campus housing. • Financial aid. 	<ul style="list-style-type: none"> • Over 450 majors offered. • Offer research opportunities. • Cultural centers. • On-campus housing is available. • Advanced degrees available (masters and doctorate). • Financial aid. • Variety of resources for all needs.
Program Length	<ul style="list-style-type: none"> • Programs vary in length from a few months up to three years. 	<ul style="list-style-type: none"> • Programs vary in length from a few months up to three years. 	<ul style="list-style-type: none"> • Programs vary in length from a few months up to three years. Some tribal colleges offer four-year degree programs. 	<ul style="list-style-type: none"> • Programs vary in length starting at two years and going up to six or eight-year programs. 	<ul style="list-style-type: none"> • Programs vary in length starting at two years and going up to six or eight-year programs.

	Public Community College	Public Technical College	Tribal College	Public State University	University
Admission Requirements	<ul style="list-style-type: none"> • Open enrollment 	<ul style="list-style-type: none"> • Open enrollment 	<ul style="list-style-type: none"> • Open enrollment — high school diploma and/or GED 	<ul style="list-style-type: none"> • Class rank, GPA, ACT, or other requirements. 	<ul style="list-style-type: none"> • Class rank, GPA, ACT, and/or other requirements.
Recommended High School Coursework	<ul style="list-style-type: none"> • Basic skills in English, Math, Social Studies, Science, and Computer Skills 	<ul style="list-style-type: none"> • Basic skills in English, Math, Social Studies, Science, and Computer Skills 	<ul style="list-style-type: none"> • Basic skills in English, Math, Social Studies, Science, and Computer Skills 	<ul style="list-style-type: none"> • Four years English Three years Math Three years Social Studies Three years Science Two years World Languages Computer Skills 	<ul style="list-style-type: none"> • Four years English Three years Math Three years Social Studies Three years Science Two years World Languages Computer Skills
Subjects	<ul style="list-style-type: none"> • Liberal arts Health Sciences Preprofessional Technical 	<ul style="list-style-type: none"> • Business Health Sciences Industrial/Technical Marketing (Over 380 programs) 	<ul style="list-style-type: none"> • Liberal arts Health Sciences Preprofessional Technical 	<ul style="list-style-type: none"> • Business Education Engineering Liberal Arts Science Technology 	<ul style="list-style-type: none"> • Agriculture Business Engineering Education Liberal Arts Medicine Science Technology
Degrees, Diplomas, Certificates	<ul style="list-style-type: none"> • Associate degrees (AA or AS) Diplomas (AAS) Certificates 	<ul style="list-style-type: none"> • Associate degrees Diplomas Certificates 	<ul style="list-style-type: none"> • Associate degrees (AA or AS) Diplomas (AAS) Certificates 	<ul style="list-style-type: none"> • Associate degrees Bachelor's degrees Master's degrees 	<ul style="list-style-type: none"> • Bachelor's degrees Post-Baccalaureate Master's degrees Doctorates
Schedule	<ul style="list-style-type: none"> • Day classes, evening classes, weekend classes 	<ul style="list-style-type: none"> • Day classes, evening classes, weekend classes 	<ul style="list-style-type: none"> • Day classes, evening classes, weekend classes 	<ul style="list-style-type: none"> • Day classes, evening classes, weekend classes 	<ul style="list-style-type: none"> • Day classes, evening classes, weekend classes

POST-SECONDARY EXPERIENCES (CONTINUED)

	Private School	Apprenticeship	Military
Description of Program	<ul style="list-style-type: none"> Do not receive funding from the government. Cost is higher. Financial Aid is available. There are many types of private schools. Many are affiliated with religion. 	<ul style="list-style-type: none"> Apprentice learns skills needed for specific jobs by working with a master in the skill area Open to anyone who shows interest and skill in the specific skills area. Apprentice can enter at any time and progress at a pace determined by the apprentice and the master. Usually credits are not earned that transfer to a school. This is meant to be on-the-job training. Some apprentices earn a salary; others do not. 	<ul style="list-style-type: none"> Recruits are offered a variety of training programs based on interest and skills. Military branches and options include the Air Force, Army, Marines, Navy, National Guard, and Reserve. Earn while you learn a skill. Live away from home — room and board provided. Earn college tuition benefits. The military is also a career option for college graduates.
Program Length	<ul style="list-style-type: none"> Many programs vary in length from a few months up to six years. 	<ul style="list-style-type: none"> Apprenticeships vary in length. 	<ul style="list-style-type: none"> Two to four years, depending on training and recruitment package.
Admission Requirements	<ul style="list-style-type: none"> Class rank, GPA, ACT, or other requirements. 	<ul style="list-style-type: none"> Performance as required by work site. 	<ul style="list-style-type: none"> High school diploma or GED, depending on branch of service.
Recommended High School Coursework	<ul style="list-style-type: none"> Four years English Three years Math Three years Social Three years Science Two years World Languages Computer Skills 	<ul style="list-style-type: none"> General education. 	<ul style="list-style-type: none"> A good variety of general education is helpful.

	Private School	Apprenticeship	Military
Subjects	<ul style="list-style-type: none"> • Auto/Diesel • Business/clerical • Computer repair • Culinary science • Education • Liberal Arts • Science • Electrical Repair • Heating/ Refrigeration 	<ul style="list-style-type: none"> • Depends on the apprenticeship. 	<ul style="list-style-type: none"> • A good variety of general education is helpful.
Degrees, Diplomas, Certificates	<ul style="list-style-type: none"> • Associate's, Diploma Certificates • Bachelor's, Master's 	<ul style="list-style-type: none"> • Becoming a master in the craft. 	<ul style="list-style-type: none"> • Skills in specific areas learned.
Schedule	<ul style="list-style-type: none"> • Day classes, evening classes, weekend classes 	<ul style="list-style-type: none"> • Varies depending on the work site. 	<ul style="list-style-type: none"> • Varies depending on assignment.



COMPARING HIGH SCHOOL AND COLLEGE

UNDERSTANDING THE DIFFERENCES BETWEEN HIGH SCHOOL AND COLLEGE

Student Outcome

Student will compare the differences between high school and college.

Time Frame

60 minutes

Scene(s) from *Finding Our Voice*

Scene 5: "Brian," Scene 7: "Val," Scene 9: "Geno," Scene 11: "William and Victoria," and Scene 16: "Brenda"

Size of Group

Large or small group

Materials Needed

- DVD player and TV or monitor
- Video: *Finding Our Voice*
- Handout: "How Are They Alike?"
- Handout: "My List of Differences"
- Handout: "High School Versus College"
- Overhead projector
- Clear transparencies
- Transparency pens
- Writing utensils

Before You Begin

- Set up the DVD player with the video, *Finding Our Voice*.
- Set up the overhead projector.
- Make copies of Handouts: "How are They Alike," "My List of Differences," and "High School Versus College."
- Make transparencies of Handouts: "How Are They Alike?" and "My List of Differences."

Directions

1. Have students view the following five scenes: Scene 5: “Brian,” Scene 7: “Val,” Scene 9: “Geno,” Scene 11: “William and Victoria,” and Scene 16: “Brenda” from the video, *Finding Our Voice*.
2. Tell students to use the information from the video as well as their own knowledge for this activity.
3. Ask students to think about their friends or family members who have gone to college. Have students look at Handout: “How Are They Alike?” Ask students to share the differences they noticed in what was required of those individuals — what was different about college from their own experiences in high school? List these ideas on an overhead transparency.
4. Tell students to look at Handout: “My List of Differences.” Ask students to make a list of what they feel the differences will be for them, as an individual, based on the discussion and the lists that were created.
5. Tell students to remember that this is their own individual list and should only include what they feel will be different for them personally.
6. Give students Handout: “High School Versus College.” Discuss with the whole group.

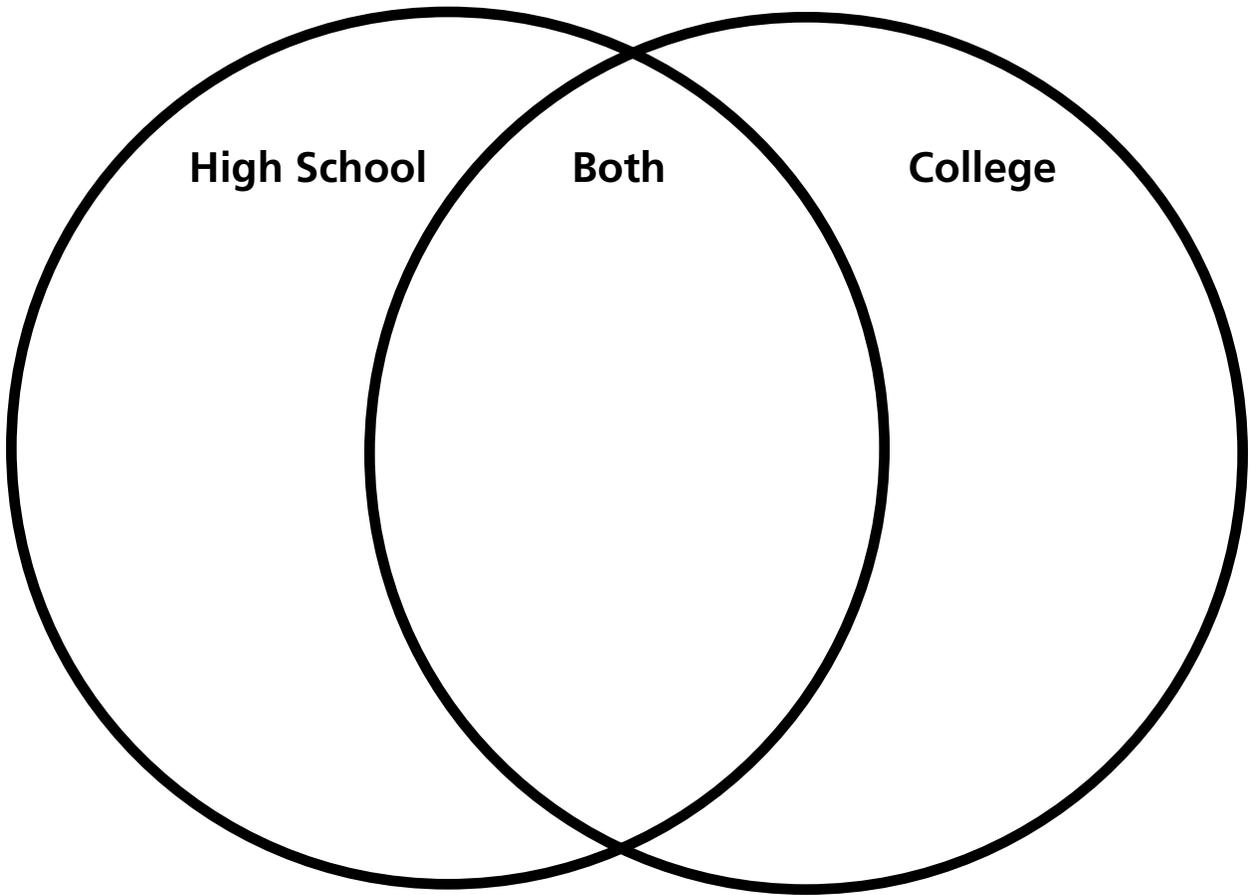
Discussion

1. Why do you feel the differences you selected will be issues for you?
2. Who in your life (family, peers, elders, community members) will be able to help you with the differences should they become difficult to manage?
3. What are some of the common aspects in college and high school that will be comforting to you when you go to college?
4. Why is this activity important to you in your transition process?

Journal/Closure

Journal — Write about what you think will be the same in college as it is in high school for you. What will be different? What do you need to prepare for most as you anticipate the changes?

HOW ARE THEY ALIKE?



My List of Differences

Generate your own list of the differences between high school and college. Then, circle the differences that you think will be the most challenging for you. Be ready to discuss why you feel that way.

High School

College

<hr/>	<hr/>

HIGH SCHOOL VERSUS COLLEGE

High School	College
You live at home.	You live away from home with strangers.
School is paid for by tax dollars.	You pay or apply for financial aid.
Reminders to complete work are given by teachers and family.	You get no reminders to do homework.
Often there is no syllabus of the class.	Every course has a syllabus to follow.
Others discipline you.	You discipline yourself.
Classes meet every day.	Classes meet on alternate days.
Rent and food are free at home.	You must pay for dorms/meal plans.
You only have to schedule yourself for school and maybe a part-time job.	You may have more responsibilities: work, family, children, school.
Requirements/timelines are set for you to meet graduation/credits.	You need to set/plan your own timeline. The longer you remain undecided, the more time and money school costs.
Teachers repeat information over and over.	You must listen closely because teachers move fast and don't usually repeat.
Students are all about the same age.	Classmates are from broad age ranges.
School is mandatory up to a certain age.	College is voluntary. If you don't show up, no one looks for you.
You are expected to attend each class every day.	You may not be expected to attend classes regularly as long as you show up to take tests and turn in assignments.
Studying can be done at home or at school.	You must find your own place to study. The dorm can be noisy.
Books are given out, but you must not write in them.	You buy books and are encouraged to write in them and highlight important facts.
Help finds you...You are sought out if you are in trouble.	You must seek out academic assistance if you need it.
You have fewer obligations.	Studying is worked into family life, children, and work. Often you study at home.
Students are more competitive with each other.	The only competition is what you set up for yourself.
You are one in the crowd.	You are unique. You may influence many by the path you take to go to college.



CAREER ASSESSMENT INVENTORY

LEARNING ABOUT CAREERS THAT FIT WITH MY INTERESTS

Student Outcome

Student will assess personal career interests.

Time Frame

60 minutes

Scene(s) from *Finding Our Voice*

Scene 5: "Brian," Scene 7: "Val," Scene 9: "Geno," Scene 11: "William and Victoria," and Scene 16: "Brenda"

Size of Group

Small group

Materials Needed

- DVD player and TV or monitor
- Video: *Finding Our Voice*
- Handout: "Where Do I Fit?"
- Handout: "Tips for Making a Career Decision"
- U.S. Department of Labor's *Occupational Outlook Handbook*
- A published career assessment of your choice

Before You Begin

- Set up the DVD player with the video, *Finding Our Voice*.
- Make copies of Handout: "Where Do I Fit?" and "Tips for Making a Career Decision."
- Reserve computers and provide Internet access.

Directions

1. Have students view the following five scenes: Scene 5: "Brian," Scene 7: "Val," Scene 9: "Geno," Scene 11: "William and Victoria," and Scene 16: "Brenda."
2. Introduce the topic of career development to students.
3. Give students Handout: "Where Do I Fit?" Have students complete the assessment and score it. You may use another published career assessment form if you wish.

4. Discuss possible career options for each of the areas of assessment on Handout: "Where Do I Fit?"
5. Give students Handout: "Tips for Making Career Decisions." Discuss these tips with students prior to career exploration on the Internet and via other resources. Ask students what resources students in the video discussed that they used in making career decisions.

Discussion

1. Did the career assessment reveal any new information to you about yourself?
2. How can you learn more about these careers?
3. What does this activity have to do with your transition planning?
4. Which of the students in the video seem to have a clear vision for their future careers? What did you hear from these students that leads you to believe this?
5. Do you think students ever sound more confident than they feel about their career path? Why or why not?

Closure

Journal/Community Circle — What career is the best fit for you today? Why?

Where Do I Fit?

The Analyzer

I like to...

- put puzzles together.
- do experiments.
- analyze problems.
- work by myself.
- use technology.

My total: ____

The Innovator

I like to...

- create things.
- act.
- draw, paint, or sculpt.
- play instruments.
- be imaginative.

My total: ____

The Caregiver

I like to...

- teach/train others.
- work with others.
- help people with their problems.
- make people well.
- listen.

My total: ____

The Persuader

I like to...

- be a leader.
- influence others.
- sell ideas and things.
- manage things or people.
- be in control.

My total: ____

The Organizer

I like to...

- put things in order.
- do keyboarding.
- work indoors.
- have structure.
- work with details.

My total: ____

The Laborer

I like to...

- work with tools.
- build things with my hands.
- take things apart.
- repair or make things.
- work outside.

My total: ____

**My Highest Score Shows that
I AM THE _____**

TIPS FOR MAKING A CAREER DECISION

1. Make a list of people who are interested in your career area. Talk to them and get ideas from them. Ask for feedback about your ideas. These people might include peers, teachers, counselors, American Indian advocates, elders, community members, and family.
2. Consider the skills you have already attained. Think about your skills in the following areas: work, school, extra-curricular, and volunteer/community.
3. Make a list of the factors you think will be important to you to make a job a good career for you. Some factors might be health insurance, childcare, working conditions (outdoors or indoors), special skills required, opportunity for advancement, average starting salary, frequency of pay raises, and work schedule.
4. Visit or job shadow people actually working in the career(s) of interest to you. Ask about the factors important to you from question #3.
5. Think of how each career you explore fits you—what you like and dislike. Draw a line down the middle of a sheet of paper and write “Advantages” on one side and “Disadvantages” on the other side. Then fill in the list. Do this for each career you are exploring.
6. Rank the possible careers according to how you think each one fits your personality, skills, and abilities. Number 1 is the highest and so on.
7. Investigate the post-secondary schools where you can get the training/education you need for this career. Narrow the list down based on cost, size, location, length of program, etc.
8. Select a school and career that best meet your requirements.



EXPECTATIONS

ACKNOWLEDGING WHAT OTHERS EXPECT OF ME AND WHAT I EXPECT OF MYSELF

Student Outcome

Student will identify the expectations of significant people in their lives and the lives of others.

Time Frame

60 minutes

Scene(s) from *Finding Our Voice*

Scene 5: "Brian," Scene 7: "Val," Scene 9: "Geno," Scene 11: "William and Victoria," and Scene 16: "Brenda"

Size of Group

Large or small group

Materials Needed

- DVD player and TV or monitor
- Video: *Finding Our Voice*
- Handout: "Expectations"
- Writing utensils

Before You Begin

- Set up the DVD player with the video, *Finding Our Voice*.
- Make copies Handout: "Expectations."

Directions

1. Explain what expectations are by giving examples such as school rules, classroom rules, or rules they may have at home.
2. Talk about how expectations can have a positive affect on how students conduct their lives, whether they are expectations a person may have of themselves or expectations that others may have of them.
3. Have the students view the following five scenes: Scene 5: "Brian," Scene 7: "Val," Scene 9: "Geno," Scene 11: "William and Victoria," and Scene 16: "Brenda" from the video, *Finding Our Voice*.

4. Provide students with Handout: "Expectations."
5. Ask students to think about what they viewed in the video. What were some of the expectations talked about in the video from grandparents, parents, teachers, and students themselves?
6. Tell students to look at the boxes on the worksheet and have each student write what each of the people or group of people expects of them (school, home, community).
7. Ask the students to put a star next to the expectations that help them in positive ways.

Discussion

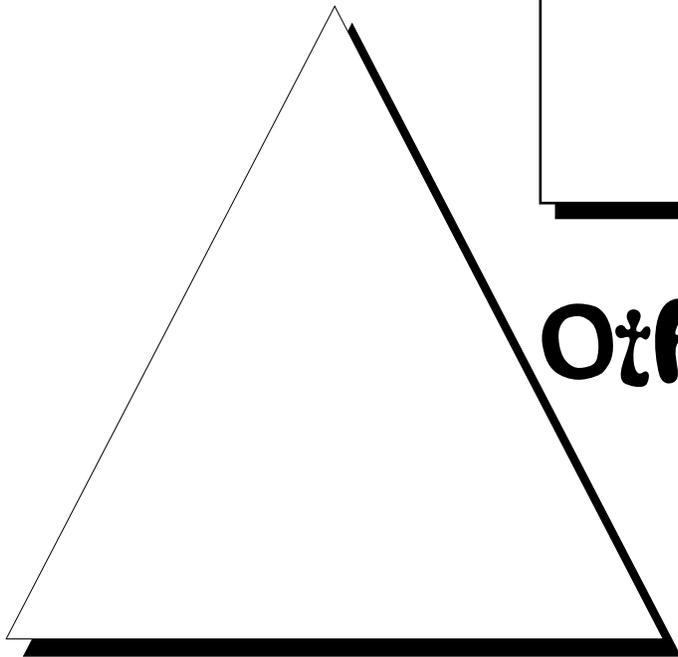
1. How are the expectations you wrote about alike or different from those in the video?
2. Are the expectations other people have of you realistic? Why or why not?
3. How are the expectations different/same in different aspects of your life (school, home, community)?
4. Do you have expectations of yourself that meet or exceed the expectations that others have of you? If so, what are they?
5. How do the expectations of others help you in accomplishing your goals?
6. What can you do to meet the expectations people have of you? Expectations you have of yourself?

Closure

Journal/Community Circle — Ask students to reflect on how they feel about one of the expectations.

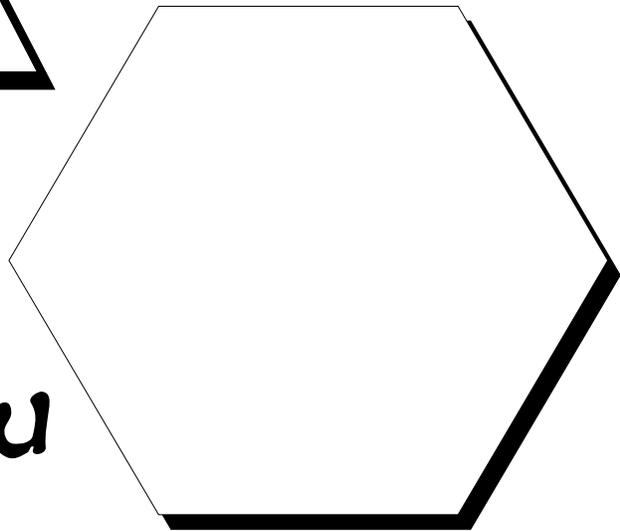
Expectations

Parents



Others

You





CONNECTIONS

LEARNING WHO THE PEOPLE ARE IN MY LIFE THAT SUPPORT ME

Student Outcome

Student will identify the network of support in their lives.

Time Frame

60-90 minutes

Scene(s) from *Finding Our Voice*

Scene 5: "Brian," Scene 7: "Val," Scene 9: "Geno," Scene 11: "William and Victoria," and Scene 16: "Brenda"

Size of Group

Large or small group

Materials Needed

- DVD player and TV or monitor
- Video: *Finding Our Voice*
- Handout: "Connections"
- Art materials (markers, poster board, pencils, etc.)

Before You Begin

- Set up the DVD player with the video, *Finding Our Voice*.
- The purpose of this lesson is to encourage students to think about the larger, broader network of support around them.
- As students work on their "Connections" posters, make note of students who may struggle to think of people in their lives or positive events.
- Make copies of Handout: "Connections."

Directions

1. Have the students view the following five scenes: Scene 5: "Brian," Scene 7: "Val," Scene 9: "Geno," Scene 11: "William and Victoria," and Scene 16: "Brenda."
2. Introduce the concept of a network of support. Show students the sample of a framework of support (Handout: "Connections").
3. Ask students to highlight one of the students in the video and describe the connections of that student.

4. Allow students to choose art materials to work on their personal support network.
5. Instruct students to place a circle (or some other symbol) in the middle of their poster board with their name.
6. Ask students to think of all the different positive people in their lives. Discuss examples of people from the video that provided support to the students. Encourage students to think outside the normal list of family and friends and include additional people they interact with (people in the community, at the store, teachers, etc.)
7. Have students draw lines from the center circle with their name in it to the people they have listed. Tell students they can “code” particularly special people in their lives (heart, smiley face, etc.) to show meaningful connections.
8. Tell students to think about four positive experiences in their lives. Ask students to write the experiences in each of the four corners. Ask students to look at the names they have listed and determine who was involved in the positive events. Lines may be drawn to connect the people to the events.
9. Ask for volunteers to share with the group when students have completed their Connections posters.

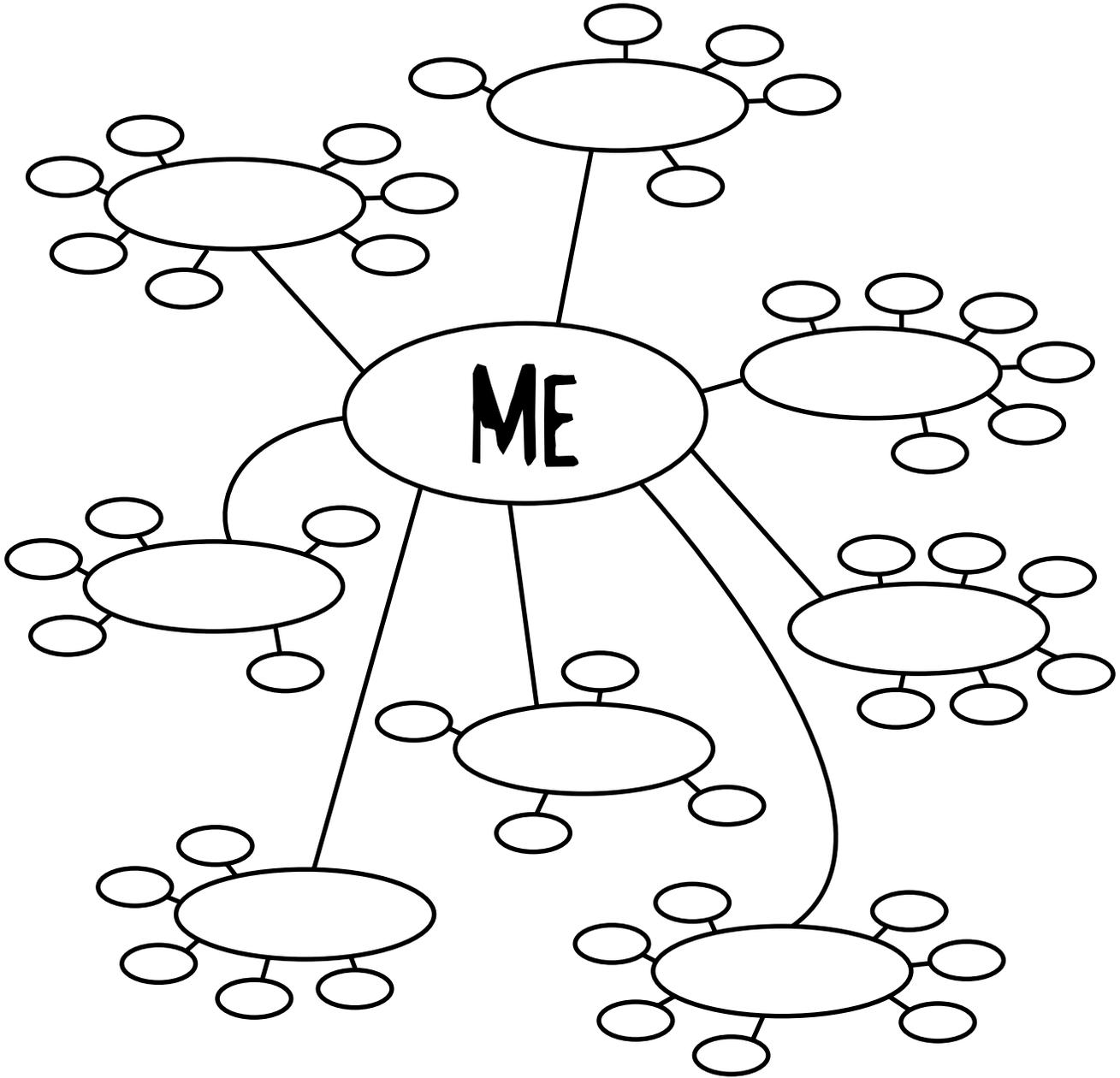
Discussion

1. Why do you think we did this activity? How does it relate to your transition from high school?
2. How do the decisions you make affect the people in your network? Poor decisions? Good decisions?

Closure

Journal/Community Circle — Ask students to choose one of the positive events and write/tell more about it.

Connections





“WALK YOUR ROAD” THEME SONG FROM *FINDING OUR VOICE*

Student Outcomes

Students will be able to personally identify specific factors that relate to transition such as risk, fear, culture, and knowledge

Time Frame

20-30 minutes

Scene(s) from *Finding Our Voice*

Scene 18: “Finding It”

Size of Group

5-25

Materials Needed

- DVD player and TV or monitor
- Video: *Finding Our Voice*
- Handout: “Walk Your Road”

Before You Begin

- Set up the DVD player with the video, *Finding Our Voice*.
- Make copies of Handout: “Walk Your Road.”

Directions

1. View Scene: 18 “Finding It” in the video with the song by Annie Humphrey-Jimenez, Leech Lake Ojibwe.
2. Have students read the words to the song on the Handout: “Walk Your Road.”

Discussion

1. What thoughts do the words of the song create in your mind when you think of transition factors such as risk, fear, culture, and knowledge?
2. According to the song, what is the importance of elders and community?

3. Do you know of anyone that was scared to leave the reservation? Did they have experiences similar to those the students in the video described?
4. Can you identify with any of the words or phrases in the song? Which ones? Why or why not?

Journal/Closure

Ask students to write in their journals about their reactions to the song.

“Walk Your Road”

Always remember that words are power.

They heal like time

Make a strong heart cower.

Storms in winter

Hot summer sun

Bring forth flowers

And wear mountains down.

Hardship they say

It comes from the north.

She's a woman in a big red dress.

She teaches hard lessons

And speaks of dreams

The ones you need courage to reach for.

You see, the old ones prayed that you would come

From seven generations away.

Those ancient prayers have come to life,

They are you and you are they.

They are you and you are they.

Stepping out over that reservation line

Can be hard and scary sometimes.

But you walk your road

And find your power

In words

Winter storms

And knowledge.

~ Annie Humphrey-Jimenez (2006)