

Culturally Responsive Embedded
Social and Emotional Learning



Lower Yukon



School District





LYSD CRESEL VISION

CRESEL in LYSD binds and nurtures the wisdom of elders to younger generations, empowering and preparing them to live and learn successfully, through the teachings and values of Yup'ik traditions, native language (Yup'itun) and *Yuyaraq* (Way of Life).

This includes:

- Taking care of each other and helping one another.
- Having respect for land, family, beliefs, and the things around you.
- Connected socially, spiritually, physically.

PURPOSE

May the launching of CRESEL, respectfully and humbly, embrace the fundamental philosophies of the indigenous ways of knowing, ways of being and ways of doing. We earnestly hope CRESEL provides instructional strategies to help learners build a deeper sense of understanding of whom they are and a foundation to new understandings. Knowledge of our Elders must be taught to our children through Yup'ik Values. Elders strengthen and support what we teach. Their powerful words never cease to exist.

CULTURALLY-RESPONSIVE SEL APPROACHES

"Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. SEL programming is based on the understanding that the best learning emerges in the context of supportive relationships that make learning challenging, engaging, and meaningful." (CASEL).

Social and Emotional Learning (SEL) skills can be promoted in the context of safe and supportive schools and within family and community learning environments in which children feel valued and respected and connected to and engaged in learning. By addressing cultural incongruities and embedding SEL, we can ensure that SEL instruction is embedded more widely and is consistent with life outside of the classroom.

HABITS OF LEARNING

Engaging Schools helps schools foster the *habits of learning* that are essential to student success. Cultivating these habits has a profound impact on students' achievement and their ability to thrive both in and out of the classroom.

Habits of Learning include:

- Habits of Work
- Habits of Discipline
- Habits of Communication
- Habits of Mind
- Habits of Participation

FRAMEWORK FOR CULTURALLY RESPONSIVE EMBEDDED SEL

This is a tool for Alaskan school districts infusing social and emotional learning into their district and school-wide infrastructure and student and family services. The five elements in the Framework below are drawn from extensive research based on the components of culturally responsive education.

Culturally Responsive SEL Demonstrates:

(Alaska Standards for Culturally Responsive Schools)

1. CULTURALLY RESPONSIVE LEARNING ENVIRONMENT

- Reflects the local culture so the environment is inviting, welcoming and readily accessible for students, families and the community to enter and utilize.

Lower Yukon School District CRESEL 2016-2107 Champions

SEL standards and indicators develop by the Anchorage School District SEL Steering Committee (2004, 2013)

- Offers services based on an understanding of students' culture.
- Has a climate of respect and a sense of community.
- Supports positive, personalized relationships between adults and students

(Compatibility with cultural environment of the school and community. Extensive on-going participation, communication and interaction between school personnel, Elders, families and the community.)

II. CULTURALLY RESPONSIVE POLICIES

- Promote a culture of inclusiveness and acceptance.
- Reflect cultural knowledge in decision-making processes and communications.
- Support social skill development and competencies in adults, which enhance the ability to connect across cultures.

(Explicit statements regarding the cultural values that are fostered in the community. Grounding in the traditional world-view and ways of knowing associated with the cultural knowledge systems reflected in the community.)

III. CULTURALLY RESPONSIVE CONTENT & PEDAGOGY

- Uses examples, metaphors, and analogies from students' everyday experiences for use in reinforcing and illustrating what they are learning in the classroom.
- Helps students make connections between what they are learning in school and their personal experiences.
- Infuses Alaska Native themes around Family, Cultural Expression, Tribe/Community, Health/Wellness, Living in Place, Outdoor Survival, Substance.
- Utilizes teaching styles that reflect students' cultural behavioral norms.

Embeds an understanding of the role of cultural identity in providing a strong foundation for all social, emotional, intellectual and spiritual development into their teaching. Prompts educators to learn from and about their students' cultures, languages, and learning styles.

(Cultural knowledge recognized as part of living and constantly adopting system that is grounded in the past, but continues to grow through the present and into the future. Local environment and community resources used on a regular basis to link what is taught to the everyday lives of the students. Students engaged in learning activities that are based on traditional ways of knowing and learning. Knowledge and skills of the local cultural community are a foundation from which to support personal and academic success throughout students' lives.)

IV. CULTURALLY RESPONSIVE PARTNERSHIPS

- Engage families as respected partners in the teachings and learning process.
- Help families develop "cultural capital" – the skills necessary to successfully navigate the school system.

(Family sense of belonging and cultural identity nurtured. High level of complementary educational expectations between home and school is achieved. Integrity of the cultural knowledge that students bring with them from home is reinforced.)

V. CULTURALLY RESPONSIVE PROFESSION DEVELOPMENT

- Develops collaborative skill building for administrators, educators, and school staff around best practices in culturally responsive pedagogy.
- Explores the influence of individual cultural identity and values on individual and systems practices.
- Identifies cultural dimensions of learning and the impact on student involvement and performance in academic and social curricula.

(Teachers learn and utilize the local cultural traditions and practices. Profession staff who are one of the same cultural background as the students with whom they are involved.)

SOCIAL AND EMOTIONAL LEARNING COMPETENCY RATIONALE

SELF-AWARENESS

"Self-Awareness is the keystone of emotional intelligence. The ability to monitor feelings from moment to moment is also crucial to psychological insight and self-understanding. An inability to notice our true feelings leaves us at their mercy. People with greater certainty about their feelings are better pilots of their lives." (Goleman, 1995) "The personal competency of self-awareness consists of emotional awareness, accurate self-assessment, and self-confidence and it serves as the foundation of all socioemotional skills." (Goleman, Boyatzis, and McKee, 2002).

SELF MANAGEMENT

Several key sets of skills provide a strong foundation for achieving school and life success. One is knowing how to manage and express your emotions constructively. This enables one to handle stress, control impulses, and motivate oneself to persevere in overcoming obstacles to goal achievement. Another is using good decision making skills, thus promoting one's own health, avoiding risky behaviors, dealing fairly and honestly with others, and working to set and achieve goals for success in school and life.

SOCIAL AWARENESS

"Today's youth are growing up in a multicultural world that requires them to have knowledge and skills to question, problem solve, listen to diverse perspectives, make decisions and act as socially responsible participants in our democracy." (Patti and Tobin, 2003) Social awareness is the first step in acquiring that knowledge.

SOCIAL MANAGEMENT

Social management enables people to communicate, to teach and learn, share ideas and feelings, address needs and solve conflicts. Providing children with social management skills will enable them to develop healthy relationships and to meet the needs of the community both personally and professionally. "Business of all sizes has come to realize that productivity depends on a work force that is socially and emotionally competent." (Adams and Hamm, 1994).

STEPS TO INFUSING SEL INTO ANY CONTENT AREA

(ASD SEL Dept. H. Coulahan & C. Morrison 2/2013)

Step 1: Identify the SEL Standards embedded in the content.

Step2: Create questions and/or statements that directly connect the academic content to the SEL standards/skills and to real life.

Step 3: Infuse SEL instructional strategies that maximize learning and student engagement.

- a. Identify instructional strategies already in place.
- b. Expand on and/or create additional instructional strategies and ways to increase engagement.
- c. When students are working in small groups, identify the SEL skills they are practicing. Create questions and /or statements that make these standards/skills transparent to students.

Self-Awareness

Knowing what we are feeling in the moment; having a realistic assessment of our own abilities and a well-grounded sense of self-confidence.
(I am) Recognizing who I am and how I am feeling relative to the world around me.

Cultural Value Dimensions

Respect for Self – Holding yourself in esteem and believing that you are good and worthy of being treated well. Respect is important because it shows that one values self, in turn others are respected. Respect yourself by treating yourself as you would treat others you love dearly.

Knowledge of Family Tree – Knowledge of family is a powerful value Yup'ik people have of being connected to each other in a strong sense. Knowledge of family tree helps an individual finds ties even in other villages, so the person never feels alone. It is always important to name grandparents and parents especially in Yup'ik when traveling to other villages.

Humor – Humor is a survival skill that most Yup'ik people possess, because they appreciate and perceive everyone and everything with respect. This humor is unique because it is the expression of something funny, and amusing, which creates laughter, even in time of hardship. It creates a healthy outlook and harmony among our people.

Respect for Nature and Animals – Young people are taught from early childhood by our elders and extended families to show respect. Just as Yup'ik people have respected for all things created by our Creator, we are also taught to respect nature, to care for it and to look after it so that, in return it will always provide for our needs. The nature also has a spirit, because it is alive with all the living things within it. We are also taught to respect weather in order to survive and get to our destinations in life.

Habits of Learning: Mind

- ✓ Individual: I set goals and reflect on and monitor my progress.
- ✓ Individual: I am curious and ask questions to probe for deeper understanding.
- ✓ Adult: Facilitate, Model, Support, Collaborate

<p>K-2</p> <p>1A Learner demonstrates awareness of his/her emotions.</p> <ul style="list-style-type: none"> ○ Recognize and label emotions/feelings. ○ Describe their emotions and the situation that cause them (triggers). <p><i>"I am able to identify and communicate how I am feeling."</i></p>	<p>1B Learner demonstrates awareness of his/her personal traits.</p> <ul style="list-style-type: none"> ○ Identify things they like and dislike. ○ Describe an activity/task in which they may need help in order to be successful. <p><i>"I am aware of what I like and dislike as well as my strengths and challenges."</i></p>	<p>1C Learner demonstrates awareness of his/her external supports.</p> <ul style="list-style-type: none"> ○ Identify an adult they trust. ○ Explain situation in which they need to seek adult help (big/small problem). ○ Understand how and where to get help in an emergency situation. <p><i>"I am aware of where I can find help and support."</i></p>	<p>1D Learner has a sense of personal responsibility.</p> <ul style="list-style-type: none"> ○ Understand that school-wide expectations and responsibilities promote a safe and productive environment. ○ Accept that there are positive and negative consequences for their choices and actions. ○ Acts responsibly when using other people's property. <p><i>"I am aware of my responsibilities at school."</i></p>	<p>Authentic Cultural Activities</p> <p>1A Month feeling Chart; Make or draw a weekly chart using/choosing feelings; Have a shared subsistence winder fish with elders and family in need; "This is How I Feel" book; Discover – mirrors how they feel; Create "All About Me" Posters; Opportunity for students to recognize strengths and areas to strengthen; Emotional booklet/poster; Use an emotion chart to identify your feelings and your needs; Make color flip chart thermometer on a ring; green-good, red-angry, yellow-neutral, blue-sad, and communicate incentives;</p> <p>1B All About Me Unit Posters; Self-Portfolio; Make All About Me poster – likes/dislikes; Building a sled to haul fish and equipment; "All About Me" book; "What I want to be when I grow up" book; Career paths: create map with challenges and opportunities; I Can/ Like book; Write about something they are good at on a paper and expand it further;</p> <p>1C Discuss Safety Issues – Community Helpers; Whole class project poster with Trusted adult(s) picture; Prepare snares for spring trapping; "Support" flipbook – pictures of people in support roles; Create direction of support people; Identify people in the school; Visit classroom/Fire Drill; Make Natural Helpers and/or Student Council active and visible – put them in charge of SOTM – have them do the daily announcements;</p> <p>1D Role Play different expectations correctly and incorrectly; Choose an expectation and draw a picture; Gathering of natural plants willow and tundra tea and maybe fiddle heads; Cleaning and keeping our school clean; Identify/set-up classroom expectations – create posters, develop routines and procedures; Tell students stories about successes; CHAMPS refresher /Introduction; On the job training for school ownership skills;</p>
<p>Sample Student Activity:</p> <p>1A. Make a poster or draw a picture that depicts a range of emotions. Discuss where the emotions are physically experienced.</p> <p>1A. Role-play and discuss situations that might trigger emotions.</p>	<p>Sample Student Activity:</p> <p>1B. Design an All About Me book.</p> <p>1B. "Show and Tell" presentation.</p> <p>1B. Use cooperative learning strategies.</p>	<p>Sample Student Activity:</p> <p>1C. Define trust; list qualities of a person they would trust.</p> <p>1C. Role-play what it... situations.</p>	<p>Sample Student Activity:</p> <p>1D. Use picture cues to discuss school-wide expectations and practice what that would look like.</p> <p>1D. Participate in the development of classroom rules.</p> <p>1D. Predict outcomes for characters in a story based on their action sin the story.</p>	

3-5	<p>1A Learner demonstrates awareness of his/her emotions. <i>"I am able to identify and communicate how I am feeling."</i></p> <ul style="list-style-type: none"> ○ Distinguish among intensity levels of their emotions. ○ Describe how they physically respond to emotion. ○ Recognize and label emotions and discuss how they are linked to behavior. 	<p>1B Learner demonstrates awareness of his/her personal traits. <i>"I am aware of what I like and dislike as well as my strengths and challenges."</i></p> <ul style="list-style-type: none"> ○ Describe the personal qualities they possess that make them successful members of their school community. ○ Describe and prioritize personal skills and interests that they want to develop. 	<p>1C Learner demonstrates awareness of his/her external supports. <i>"I am aware of where I can find help and support."</i></p> <ul style="list-style-type: none"> ○ Recognize qualities of positive role models. ○ Identify positive adults in various facets of their lives. ○ Identify peer, home, and school resources they can access to help solve problems. 	<p>1D Learner has a sense of personal responsibility. <i>"I am aware of my responsibilities at school."</i></p> <ul style="list-style-type: none"> ○ Choose to do school work/chores without being reminded. ○ Define what it means to be responsible and can identify things for which they are responsible. ○ Explain the benefits of being responsible. 	<p>Authentic Cultural Activities</p> <p>1A Clean and Catch Fish; Daily Yurag, Agree upon which movement represents which emotion; Dance as a class; Create traditional story knives and use them to problem solve character emotions in stories; Manaq – ice fishing; Involve families, elders in shared transportation; Give catch to families and elders;</p> <p>1B Berry Picking: Strength? Challenge? How do you feel; Identify someone in the community who exhibits positive traits/skills (ex: I appreciate my uncle's generosity.); Set goals for the next week/month to become more like that person and develop that trait; Draw and decorate quipses to showcase personal likes and strengths; Safe travels – learn cultural experiences and way to go manaq; Yearbook pictures of going manaq;</p> <p>1C Survival Discussion; Build Fish Raft (group activity); Model by walking out to look at fish rack; Pairs can support each other; Write a note to someone who has helped them in the community or their family; Create a support tree – who within and outside of immediate family can support you; Radios for communication;</p> <p>1D Discuss Sharing and Helping as Cultural Value; Classroom jobs to give a sense of responsibility; Discuss chores at home and school; Model rules in school and home; Come up with a service project that will help the school community; Do a chore for an elder in the community; Elder presentation or responsibilities and writing assignment; Identify Birch Trees; Identify where to tap and hang buckets; Place tap and bucket – boil sap to make syrup; Community involvement in trading Birch Tree syrup;</p>
6-8	<ul style="list-style-type: none"> ○ Recognize negative emotions as indicators of situation in need of attention. ○ Analyze emotional states that contribute to or detract from their ability to problem solve. ○ Explain the possible outcomes associated with the different forms of communicating emotions. <p>Sample Student Activity: 1A. Design analogies about emotions. 1A. Discuss the objectivity of the scientist and make connections to when it's useful to show objectivity. 1A. Look at ways in history that various characters have communicated their emotions and discuss the results.</p>	<ul style="list-style-type: none"> ○ Analyze how personal qualities and temperaments influence choices and successes. ○ Apply self-reflection techniques to recognize their strengths, weaknesses, and potential. ○ Implement a plan to build on strengths, meet a need, or address a challenge. <p>Sample Student Activity: 1B. Administer school-to-work personality trait tests. 1B. Make a 'curious cube,' for each ace of the cube, they write a different side of their personality: strengths, potentials, etc. 1B. Assign final projects that are designed by students to build on their strengths.</p>	<ul style="list-style-type: none"> ○ Have awareness of where to go for support when in need. ○ Evaluate the benefits of participating in extra-curricular activities. ○ Recognize outside influences on the development of personal characteristics and discern whether those influences are supportive or non-supportive. <p>Sample Student Activity: 1C. Do a school scavenger hunt. 1C. Do a public service announcement advertising an extracurricular activity and why people should join it. 1C. Make a collage showing those things that have influenced them.</p>	<ul style="list-style-type: none"> ○ Identify the areas of school and life that are within their control. ○ Analyze the short and long term outcomes of safe, risky, and harmful behaviors. ○ Define their responsibility for the outcomes involved in safe, risky, and harmful behaviors. <p>Sample Student Activity: 1D. Class brainstorm a list of areas that students can control. 1D. Design a brochure detailing safety issues and procedures regarding common scenarios and behaviors. 1D. Write their own 'report card' where they grade themselves on how well they are following through with their responsibilities, adding comments that defend the grade.</p>	<p>1A Role playing good and bad reactions to frustrating situations; Participate in Eskimo dancing; Read a Yup'ik story and write about the characters' emotions;</p> <p>1B Fill out four square reflections; Making eel sticks in shop; Create a slideshow/portfolio about their likes and dislikes;</p> <p>1C Have them write a paragraph or draw a picture of why extracurricular activities are good/important; Students share their knowledge of birds and wildlife; Create a collage of people and activities that have influenced and supported them;</p> <p>1D Make a video of what a responsible vs. irresponsible student looks like; Fall camping, Fall fishing, Spring camping and Spring fishing; Students can act out school scenarios to show responsible actions; trade off being teacher/student;</p>

<p>1A Learner demonstrates awareness of his/her emotions. <i>"I am able to identify and communicate how I am feeling."</i></p>	<p>1B Learner demonstrates awareness of his/her personal traits. <i>"I am aware of what I like and dislike as well as my strengths and challenges."</i></p>	<p>1C Learner demonstrates awareness of his/her external supports. <i>"I am aware of where I can find help and support."</i></p>	<p>1D Learner has a sense of personal responsibility. <i>"I am aware of my responsibilities at school."</i></p>	<p>Authentic Cultural Activities</p> <p>1A Meet with an elder to discuss roles and feelings; First Dance and Eskimo Dancing – students learn to drum, sing and dance; 1B Student create a learning project that showcase their strengths; Students make eel sticks and marlin stretcher in shop; 1C Student makes a list of local resources; Students learn beading and how to work with fur – able to sew; 1D Student keeps a log of cultural activities and reports to an adult; students go on Fall camping and hunting trip; Fall fishing; Spring camping and fishing (i.e. making food for family that has lost a loved one);</p>
<p>9-10</p> <ul style="list-style-type: none"> Distinguish their real feelings from how others expect them to feel. Describe the external event or internal cognition that triggers an emotion. Understand the effect of self-talk on emotions. <p>Sample Student Activity: 1A. Discuss a time in literature when the character reacted or felt differently than the reader thought they would. 1A. Listen to various types of music and discuss the emotion each type of triggers. 1A. Do a stream of consciousness writing project and then discuss the self-talk that went along with the writing.</p>	<ul style="list-style-type: none"> Identify things about themselves that they cannot change and devote their energy to something they can change. Recognize their personal learning style/intelligence and find ways to employ those styles. Explore possible career and volunteer opportunities based on their identified interests and strengths. <p>Sample Student Activity: 1B. As a class, design a 'movie set' city street with different storefronts. Each student designs a store front that shares characteristics of themselves that can and cannot be changed. 1B. Give Multiple Intelligence tests to students. 1B. Take part in a computerized skills and personalities assessment that matches them to job and career choices (i.e. AKCIS).</p>	<ul style="list-style-type: none"> Identify school support personnel and have knowledge of when and how to use them. Identify organization in their community that provide opportunities to develop their interests or talents. <p>Sample Student Activity: 1C. Ensure school posters advertise school support personnel and the roles they play. 1C. Make a community map showing organizations that provide support services.</p>	<ul style="list-style-type: none"> Analyze the effect taking responsibility or not taking responsibility can have on themselves and others. Describe how taking personal responsibility can lead to success. Demonstrate an ability to take responsibility for their choices. <p>Sample Student Activity: 1D. Assign student planners where students track their responsibilities each week. 1D. Interview an adult whom they admire and find out how that person feels about their personal responsibilities and success.</p>	<p>1A Students will be divided into three groups. Each group will write about a pretend fight over a moose kill in which each group takes a side of "the winner" "the loser" and "the observer." Each story will reflect one's own view about this event and afterward each group will discuss how they felt about each other's view. 1B Students will write a comparative essay describing which elder of the community they are most like and why; 1C Students will identify who in the community is in their support circle for subsistence, for family, for academics, and for career opportunities; 1D Students will imagine a village in which no one in the community picks up their trash and just dumps everything wherever they feel like; Students will write a story about how life would be in that village a hundred years from now;</p>
<p>11-12</p> <ul style="list-style-type: none"> Describe how changing their interpretation of an event can alter how they feel about it. Use self-reflection to make sure their emotions are in line with the truth of a situation. Acknowledge an emotion and determine the appropriate time and place to safely digest it. <p>Sample Student Activity: 1A. Write a personal narrative/advice column letter discussing a time when they reassessed an event and felt completely differently at the end. 1A. Discuss historic events and how misinterpretation triggered a negative event.</p>	<ul style="list-style-type: none"> Find and enhance an affinity. Identify the skills and credentials required to enter a particular profession and begin to prepare accordingly. Show self-esteem based on accurate assessment of self. <p>Sample Student Activity: 1B. Do a comparative essay at the end of a semester describing which literary character they are most like. 1B. Write a cover letter that shares their strengths, but matches those strengths to a particular career or college.</p>	<ul style="list-style-type: none"> Activate community resources to help them achieve their goals. Access safety networks for self and others. Have constructive support systems in place that contribute to school and life success. <p>Sample Student Activity: 1C. Do an I-Search or research project about what community resources are available and applicable in specific situations. 1C. Write a letter to the people in their support circle explaining how those people can and do help them.</p>	<ul style="list-style-type: none"> Realize the level of control they have over their own lives and act accordingly. Take the role of a personally responsible citizen promoting the betterment of the community. <p>Sample Student Activity: 1D. Design a public service announcement to inform others of a way to promote community wellness. 1D. Imagine a world with no responsibilities. Write a story describing life in that world.</p>	<p>1A Students will identify who in the community is in their support circle for subsistence, for family, for academics, and for career opportunities; 1D Students will imagine a village in which no one in the community picks up their trash and just dumps everything wherever they feel like; Students will write a story about how life would be in that village a hundred years from now;</p>

Self-Management

Handling our emotions so they facilitate rather than interfere with the task at hand; being conscientious and delaying gratification to pursue goals; persevering in the face of setbacks and frustrations. *(I can) Managing my behavior in effective, constructive ways.*

Cultural Value Dimensions

Domestic Skills – In the Yup'ik culture the domestic skills belong to a woman, where she has the ability to prepare food, cut fish, skin animals of all kinds. She has to be able to treat the skins as well as ability to create different kinds of clothing from many different skins and materials. She also has artistic skills to create arts and crafts items and her domestic skills determine the success of a man as a hunter.

Humility – Humility is showing respect to everything created by our Creator. One humble characteristic manifested in many good hunters, is to respect nature and its game, because all has a spirit, and they are careful not to take more than what is needed. We develop true humility as we show respect and learn to live in harmony with our children, families, our relations and all things created by our Creator. Having humility allows a person to admit mistakes, not to raise oneself above others and in treating everyone and everything with respect, one is respected and treated well.

Hard Work – Yup'ik people have the responsibility to work and provide for their families and care for the old and the young and carry on their traditions in their daily lives. A young man in order to gain title of manhood must have the skills to survive, and must be able to hunt, fish and support his family. The woman has to have domestic skills, be able to prepare food, cut fish, and skin animals. She has to be very creative and artistic in making a home comfortable and pleasing to look at.

Responsibility to Tribe – Respect for tribe is a requirement of the Yup'ik people, just as we respect all people, all things and everything created by our Creator, because all has a spirit that is the culture, language, traditional values and was created by the Creator, so we learn to respect it.

Habits of Learning: Discipline

- ✓ Individual: I sustain my focus, pay attention, and persist in my efforts until I get it.
- ✓ Individual: I handle mistakes, setbacks, anger, and frustrations constructively.
- ✓ Adult: Facilitate, Model, Support

Habits of Learning: Work

- ✓ Individual: I follow directions and ask questions when I don't understand.
- ✓ Individual: I attempt each part of the task, assignment, or test.
- ✓ Adult: Facilitate, Model, Support

<p>K-2</p> <p>2A Learner demonstrates ability to manage emotions constructively. "I can appropriately handle my feelings."</p> <ul style="list-style-type: none"> ○ Identify ways to calm themselves. ○ Demonstrate constructive ways to deal with upsetting emotions. ○ Walk away/remove themselves from a triggering event. <p>Sample Student Activity: 2A. Read Simon's Hook or a similar story and discuss the ways the character was taught to deal with triggers. 2A. Show how a balloon deflates and see if students can copy that in their bodies for when they feel stressed.</p>	<p>2B Learner demonstrates honesty and integrity. "I can act in an honest manner."</p> <ul style="list-style-type: none"> ○ Distinguish between a truth and a lie. ○ Analyze the consequences of lying and/or breaking classroom/school rules. ○ Understand the importance of telling the truth. <p>Sample Student Activity: 2B. Do a puppet show or write a story about a child not telling the truth. 2B. Students help in the development of classroom procedures and consequences.</p>	<p>2C Learner uses effective decision-making skills. "I can make appropriate decisions."</p> <ul style="list-style-type: none"> ○ Describe ways to promote the safety of themselves and others. ○ Recognize that they have choices in how to respond to situation. ○ Implement stop, think and act strategies in solving problems. <p>Sample Student Activity: 2C. Compose a list of playground safety rules and ways to help themselves and others follow those rules. 2C. Go over a stop sign and connect it to stop, think, and act behaviors.</p>	<p>2D Learner demonstrates ability to set and achieve goals. "I can set and achieve goals that will make me more successful."</p> <ul style="list-style-type: none"> ○ Identify a goal (wish, dream). ○ Identify the steps needed to perform a routine task or accomplish a goal. ○ Describe something they have accomplished. <p>Sample Student Activity: 2D. Write or draw their own "I have a dream." 2D. Do a step-by-step art project or baking project. 2D. Do a classroom collage; one side is a celebration of something they are working on accomplishing.</p>	<p>Authentic Cultural Activities</p> <p>2A Go for a ride – Get Away: Make or draw a weekly chart using/choosing feelings: Basic Yoga pose/self-regulation techniques;</p> <p>2B Tell a story about someone lying; read a story – Identify who is lying or telling truth: Teachers/Pay Teachers – Truth Monitor Program – Truth or Lie?; Lar-Lar Pants on Fire;</p> <p>2C Posters about ice safety; Draw good and bad choice posters; Do a Keso book of what to do for different feelings;</p> <p>2D Write Smart Goals for the School Year; Community and Classroom; Make a Step-by-Step how-to make project; The Future Book "What Do You Want to Be";</p>
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<p>2A Learner demonstrates ability to manage emotions constructively. <i>"I can appropriately handle my feelings."</i></p>	<p>2B Learner demonstrates honesty and integrity. <i>"I can act in an honest manner."</i></p>	<p>2C Learner uses effective decision-making skills. <i>"I can make appropriate decisions."</i></p>	<p>2D Learner demonstrates ability to set and achieve goals that will make me more successful."</p>	<p>Authentic Cultural Activities</p> <p>2A Self-Talk: Ways to cope through Music and Dance; Model behavior techniques to understand and cope with emotions; Have a discussion about what to do in an emergency situation; Brainstorm a list of what you could do rather than panic; Role Play: Students are given real world scenarios and respond how they would problem solve; Recognize when the child needs a time-out to de-stress and deescalate;</p> <p>2B Hunting Values: How to make an honest living; What was given freely-you give freely; Because animal gives its life so we can survive; Not Wasting; Bones for Tools; Everything has Spirit; Animal has Spirit; Respect animals-don't make fun of animals that have given its life; Thank animal that has given life so you can eat; Read the book <i>A Taste of Blackberries</i> and discuss the main character's actions/feelings; Have a debate and/or write a letter to the character about telling the truth; Discuss Yup'ik individuals whose honesty how to succeed and overcome challenges;</p> <p>2C How to Prepare for Hunting or any outing: What to bring and what to look out for; Discuss the scenario of falling through the ice; What steps should they follow if someone falls through the ice; Have a community member come in to talk about ice safety; Role play with puppets;</p> <p>2D Goals for gathering or saving: You have to make food last; Save for items that you want to purchase (i.e. Honda, boat); Come up with a weekly goal and write it down and reflect each week; Move up to having a daily goal; Bring successful community members into the classroom to talk about how goal setting help them;</p>
<p>3-5</p> <p>Sample Student Activity: 2A. Model self-talk and then discuss how you are using it. 2A. Write a story showing positive choices. Be sure the story shows the characters as they are making the choices. 2A. Use fill-in-the-blank "I Messages" as a practice tool.</p>	<p>Sample Student Activity: 2B. Role-play scenarios where telling the truth would be hard and discuss strategies and reasons why they would want to tell the truth anyway. 2B. Identify historical characters whose integrity improved a situation.</p>	<p>Sample Student Activity: 2C. Read the "Choose your own Ending" books as a class and brainstorm the possible endings. 2C. Practice win-win problem solving strategies. 2C. Assign group work and ensure that all students are active participants (see Kagan's Cooperative Learning strategies).</p>	<p>Sample Student Activity: 2D. Write a dialogue between a teacher and a reluctant student, explaining why school is important. 2D. At the end of a project, students think of one thing they could have done differently to make the project even more successful. 2D. Chart daily and weekly goals.</p>	
<p>6-8</p> <p>○ Apply strategies to manage stress and to motivate successful performance. ○ Reflect on possible consequences, both positive and negative, before expressing an emotion. ○ Generate ways to develop positive attitudes (optimism).</p> <p>Sample Student Activity: 2A. Discuss the strategies literary characters used to handle their stressors. 2A. Develop a graphic organizer that compares and contrasts ways to express feelings.</p>	<p>○ Activate personal integrity as a tool to resist negative peer pressure. ○ Evaluate how honesty contributes to lifelong success and relationship building.</p> <p>Sample Student Activity: 2B. Read a story (i.e. <i>The Chocolate War</i>) and discuss the character's response to peer pressure. Students do a comparison to how they would respond. 2B. Write about a time when it would have been easy to lie, but they chose to be honest instead.</p>	<p>○ Identify and apply the steps of systematic decision-making. ○ Evaluate strategies for avoiding risky behavior.</p> <p>Sample Student Activity: 2C. Students think about past decisions and break down the steps that they took to reach that decision. 2C. Write "if only" papers. 2C. Role-play possible responses to peer pressure and other scenarios.</p>	<p>○ Apply goal-setting skills to promote academic success. ○ Set a positive social interaction goal. ○ Demonstrate goal-setting skills relating to potential career paths.</p> <p>Sample Student Activity: 2D. Use class planners to set academic goals per week/quarter/semester. 2D. Show a video or read a story where the main character makes poor social choices (i.e. <i>The Girls</i>) and have students determine what they would do differently for themselves. 2D. Design school to work portfolios.</p>	<p>2A Role playing good and bad reactions to frustrating situations; Students can trace their footprints and write strategies for coping with emotions on them;</p> <p>2B No homework – no lunch gym privilege – honesty, offer real-life scenarios and students write about what they would do in those situations;</p> <p>2C Come up with three questions they should ask themselves before they do something; Role-play responses to peer pressure and other situations;</p> <p>2D Make a video of what a responsible vs. irresponsible student looks like. Who do you want to be; Watch a video about someone who makes poor decisions; Discuss what character should have done; Create personal goals;</p>

	2A Learner demonstrates ability to manage emotions constructively. <i>"I can appropriately handle my feelings."</i>	2B Learner demonstrates honesty and integrity. <i>"I can act in an honest manner."</i>	2C Learner uses effective decision-making skills. <i>"I can make appropriate decisions."</i>	2D Learner demonstrates ability to set and achieve goals. <i>"I can set and achieve goals that will make me more successful."</i>	Authentic Cultural Activities
9-10	<ul style="list-style-type: none"> Demonstrate control of their behavior so as not to behave impulsively. Evaluate the role attitude plays in success (i.e. pessimism vs. optimism). Practice strategies for coping with and overcoming feelings of rejection, social isolation, and other forms of stress. <p>Sample Student Activity: 2A. Watch or read Outsiders and discuss the results of the characters' impulsive actions. 2A. Trace the feet of students. On each footprint, student write a strategy for coping. Display as "steps to overcoming."</p>	<ul style="list-style-type: none"> Analyze their behavior to determine whether or not they are being authentic. Analyze whether they are behaving in an honest manner and adjust accordingly. <p>Sample Student Activity: 2B. Write a proposal for a TV program about them. If cameras follow them around, will they see authentic behaviors? 2B. Keep track of their activities for one week. Looking at the list, highlight all behaviors that were done with honest actions and motives.</p>	<ul style="list-style-type: none"> Evaluate how external influences (e.g. media, peer, cultural norms) affect their decision-making. Consider ethical, safety, and societal factors when making their decisions. <p>Sample Student Activity: 2C. Design a media campaign advertising why a person should or should not listen to external influences. 2C. Teachers model their own decision-making process, and then ask student to determine which step and motivations they might use in decision-making. 2C. Analyze the decisions made by characters in novels and short stories.</p>	<ul style="list-style-type: none"> Monitor progress toward achieving a goal and make adjustments in their plan as needed. Identify outside resources that can help in achieving a goal. Set a positive academic goal. <p>Sample Student Activity: 2D. Write a projected schedule for one week. Write a reflection paper on their strengths and weaknesses as they are working toward a goal and a write suggestion for improvements. 2D. Conduct interviews with people they feel could help them meet a goal to determine what those people or their organizations could do.</p>	<p>2A Role play based on traditional Yup'ik Values.</p> <p>2B Write a letter to local entities to seeking examples what authentic behaviors look like and their consequences pros/cons.</p> <p>2C Demonstrate cause and effect in scenarios. Have students look at multiple examples and then allow them to analyze one on their own.</p> <p>2D Keep a daily log then reflect on what is observed about behavior within a week – positive/negative.</p>
11-12	<ul style="list-style-type: none"> Demonstrate reframing skills to promote resiliency and optimism. Incorporate personal management skills on a daily basis and demonstrate effective emotional management as a way of being. <p>Sample Student Activity: 2A. Demonstrate in a science class or in math problem ways to reframe the problem, and compare that to ways to reframe life problems. 2A. Read scenarios that would cause an emotional reaction. Each student should write a "Good", "Bad", and "Ugly" response.</p>	<ul style="list-style-type: none"> Show authenticity in their behaviors. Act with a correlation between their words and their actions (walk the talk). <p>Sample Student Activity: 2B. Teachers model authenticity in their behaviors. 2B. Offer real-life scenarios and ask student what they would do in those tough situations.</p>	<ul style="list-style-type: none"> Apply decision-making skills to foster responsible social and work relations and to make healthy life-long choices. <p>Sample Student Activity: 2C. In all subject areas, have students discuss the steps they take to come to a successful conclusion of the problem at hand, to practice responsible decision-making. 2C. Do a Consumer Ed. Business plan and discuss the importance of decision-making in that plan.</p>	<ul style="list-style-type: none"> Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement. Demonstrate an understanding that goal setting promotes life-long success. <p>Sample Student Activity: 2D. Draw a map with steps to reach their post-secondary goals. For each step, write criteria to determine when they can successfully move to the next step. 2D. Discuss how professionals working within a particular subject are (mathematicians, historians, artists, etc.) use goal setting.</p>	<p>2A Students will reflect on their various hunting trips and produce a list of items that trigger their emotions and develop effective management tools that they can incorporate into their daily academic classes; While on a hunting trip what kind of skills do you use to promote resiliency and optimism? (Resiliency is the ability to bounce back from something difficult.); Are you able to transfer those skills to reading practices in the classroom? What parts of hunting are difficult? How can one transfer the skills you use to overcome difficult situations in hunting to the difficult skills of reading;</p> <p>2B Students will read for ten minutes at the beginning of the class period on a book of a culturally relevant topic; Students will end class by writing a sentence and as their skill increases they will write a paragraph, in summary of what they learned and how they may have reacted if they were the character;</p> <p>2C Students will be assigned a culturally relevant book project (reading the book, taking notes, relating the book to their own aspects of their own culture). What students will do is write down the individual main steps of the project and then break those steps into doable parts. An example: in terms of taking notes this is focusing on the vocabulary words that may be familiar and those unfamiliar to the individual student;</p> <p>2D Students will choose a goal for the coming school year and make a timeline calendar, and record the various steps of reaching that goal. The goal may be to research a trade school or college and do the various paperwork that would help them complete the process of applying for that school or program;</p>

Social Awareness

Understanding what others are feeling; being able to take their perspective; appreciating and interacting positively with diverse groups.
(I care) Demonstrating an awareness of the value of others in the greater communities.

Cultural Value Dimensions

Respect for Elders – Respect for Elders is another value because they are the ones who give us knowledge and direction in our lives. They pass on our culture and traditions. Elders are the teachers and counselors for they treasure our culture because it is the heart of our unique race, with a unique system of living, which only the native possessers. The name of a respected elder is carried on, for when they pass on, the newborn is named after the elder. Many of our elders have the gift of foresight, the natural ability to predict a way of living, which can be productive and healthy if lived according to the disciplinary teachings of our Yup'ik culture. Respect for others is one of the principle values, Yup'ik people practice just as there is relationship first to the Creator, to our families, our children our friends and our community. This is extended to others, respecting them, allowing them to live their own lives and establish their own relationship with the Creator.
Love for Children/Compassion – Love for children is always the utmost importance of the Yup'ik teaching for they are our future leaders. They are our gifts from the Creator to raise with respect and love so that they will respect themselves and become great leaders. This is why they are giving a respected name of a relation, who has died and because the one that has passed on was loved.
Family Roles – Family roles play an important part in the Yup'ik teaching, where the man is the hunter, protector and provider for the family, and the woman is considered a teacher, food gatherer, with domestic skills. The woman's domestic skills will determine how successful the man is, as a provider. The grandparents are both teachers, story tellers, respected embers of the family, and the children are treated with love and care because they are gifts from the Creator, to be molded into future leaders.
Hunter Success – A young man is regarded as a Nulaklapiq, meaning one who has acquired the skills of survival and hunter. Without skills, he never gains the title of manhood unless he can hunt, fish, and support his family. His success will also be determined with the domestic skill of a woman. The young man respects nature and its games because he knows that everything is the gift from his Creator.

Habits of Learning: Participation

- ✓ Individual: I work cooperatively with others and do my fair share of work.
- ✓ Individual: I am friendly, helpful, courteous, and good humored with others.
- ✓ Adult: Facilitate, Model, Support

<p>3A Learner demonstrates awareness of other people's emotions and perspectives. <i>"I care about the feelings and opinions of others."</i></p>	<p>3B Learner demonstrates consideration for others and a desire to positively contribute to the community. <i>"I care about others and do my part to make my school community better."</i></p>	<p>3C Learner demonstrates an awareness of cultural issues and a respect for human dignity and differences. <i>"I care about and respect the individual differences of others."</i></p>	<p>3D Learner can read social cues. <i>"I care about how I read others and how they read me."</i></p>	<p>Authentic Cultural Activities</p> <p>3A Brainstorm words/sayings that are hurtful; Draw a picture of how they are feeling and share; Brainstorm different emotion/show me looks like;</p> <p>3B Service project for School/Elders; Set-up Classroom Jobs; Community Activity; Pick up trash in Spring;</p> <p>3C Self-Portrait with Positive Traits of themselves or others; Cut and paste project to identify basic needs; Discuss Poptlatch with students;</p> <p>3D Play games; Play outside; Discuss Situations; Acting out and respecting personal space; Teach playground rules and procedures (teachers pay teachers –posters/print);</p>
<p>K-2</p> <ul style="list-style-type: none"> ○ Predict how others are feeling based on their facial expressions and body language. ○ Recognize words and actions that hurt others. <p>Sample Student Activity: 3A Play a game of 'Feelings Charades.' 3A. Students brainstorm a list of behaviors they feel would hurt others.</p>	<ul style="list-style-type: none"> ○ Recognize and name how others within their school, home, and greater community help them. ○ Identify how they help others (e.g. feed the dog, share, clean up when asked). ○ Express how they feel about helping others. <p>Sample Student Activity: 3B. Create a collage of daily personal and family activities and circle examples of when they or others are helping. 3B. Give class jobs, and have discussions around how they are helpful for the group.</p>	<ul style="list-style-type: none"> ○ Describe ways that people are similar and different. ○ Name positive human qualities in others that cross all cultures and groups. <p>Sample Student Activity: 3C. Do a 'show and tell' about a family tradition. 3C. Teach very basic Venn diagrams using human qualities. 3C. As students to write a list of traits that they have. Then go around the room comparing traits with their classmates.</p>	<ul style="list-style-type: none"> ○ Understand the importance of respecting personal space. ○ Appropriately engage in pay with others (i.e. introduce self, ask permission, join in, and invite others to join in). ○ Wait their turn, observe the situation and know when it's appropriate to respond. <p>Sample Student Activity: 3D. Use puppets to go over rules like personal space, respecting others property, etc. 3D. Tell what activities they did on the playground and rate their behavior during those activities. 3D. Use skills-streaming exercises to teach kids the step involved in 'joining in.'</p>	

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<p>3-5</p> <ul style="list-style-type: none"> ○ Predict how their own behavior affects the emotions of others. ○ Define the terms perspective/point of view. ○ Use listening skills to identify the feelings/perspectives of others. <p>Sample Student Activity:</p> <p>3A. Read the first half of a story. After one character's actions, student predict how the other characters will feel.</p> <p>3A. Tell a story from a completely different perspective and discuss (i.e. <i>Two Bad Ants</i>, by Chris Van Allsburg).</p> <p>3A. Give teams a list of emotions. They must design skits showing all of the emotions. The opposite team tries to guess what was on their list.</p>	<ul style="list-style-type: none"> ○ Describe what they learned about themselves in helping out others. ○ Identify roles they have that contribute to their school, home, and neighboring community. ○ Evaluate the impact of their involvement in an activity to improve their school or community. <p>Sample Student Activity:</p> <p>3B. Trace each other's hands and write a role they have or a quality they learned about helping. Display around the room as the "helping hands."</p> <p>3B. Adopt a community service project.</p> <p>3B. Play small group games that involve cooperating and problem solving with others to complete a task.</p>	<ul style="list-style-type: none"> ○ Identify contributions of various social and cultural groups. ○ Recognize that people from different cultural and social groups share many things in common. ○ Define stereotyping, discrimination, and prejudice. <p>Sample Student Activity:</p> <p>3C. Teach folk songs and discuss their meaning. Prepare a food that has cultural significance and share it with the class.</p> <p>Distribute magazines that reflect different cultural interests. Students work in small groups to look for commonalities.</p> <p>3C. Identify the benefits and disadvantages of pre-judging people and situations.</p>	<ul style="list-style-type: none"> ○ Describe tone and how it is used to communicate to others. ○ Describe the impact of body language and facial expressions in communication. ○ Develop awareness that social cues may be different among various groups. <p>Sample Student Activity:</p> <p>3D. Identify the verbal and nonverbal cues that make a teacher-told story interesting. Discuss how different classmates might tell the story differently.</p> <p>3D. Students are given a list of simple tasks they must complete. In pairs they must get their partner to complete that task using only nonverbal communication.</p>	<p>Authentic Cultural Activities</p> <p>3B Pass it on/Pay It Forward: Go around school/village and clean up litter; Discuss how we can improve community;</p> <p>3A Niceness Tree; Play game where students stand on one side of room to show opinions and perspectives;</p> <p>3D Micro-expressions – how to read faces (i.e. eyebrow raising); Poster; Parts of the class design new social mores for the class; Other part of class has to read the behavior of their classmates and act according to the new social mores;</p>
<p>6-8</p> <ul style="list-style-type: none"> ○ Analyze ways their behavior may affect the feelings of others and adjust accordingly. ○ Provide support and encouragement to others in need. ○ Show respect for others people's perspectives. <p>Sample Student Activity:</p> <p>3A. Write alternate endings to stories through changing the behavior of one character.</p> <p>3A. Hold class meetings where students are given the opportunity to support one another.</p> <p>3A. On the outside of a paper bag, students make a collage of how they think others feel about an issue, on the inside they put pictures/words of how they feel about that issue. Discuss</p>	<ul style="list-style-type: none"> ○ Explain how their decisions and behaviors affect the well-being of their school and community. ○ Explore a community or global need and generate possible solutions. <p>Sample Student Activity:</p> <p>3B. Students draw an "impact web" of how their actions could potentially affect others, or how a historical figure's actions affected society.</p> <p>3B. Look at global needs and do a class discussion on what they would do to help if they were president of the U.S.A.</p>	<ul style="list-style-type: none"> ○ Analyze how people of different groups can help one another and enjoy each other's company. ○ Explain how individual, social, and cultural differences may increase vulnerability to stereotyping and identify ways to address this. <p>Sample Student Activity:</p> <p>3C. Do an activity around the "Flash Judgments" video.</p> <p>3C. Teach a unit on media literacy and have students analyze media for who is being featured in commercials, shows, etc. and whether that is leading to stereotyping.</p>	<ul style="list-style-type: none"> ○ Analyze social situations and appropriate responses to those situations (e.g. school dance, peer pressure situations, cliques, public speaking). ○ Recognize the personal boundaries of themselves and others, (friends, family members, teachers). <p>Sample Student Activity:</p> <p>3D. Students write a "how to" list describing to a newcomer the appropriate behavior in various situations.</p> <p>3D. Discuss the importance of land boundaries in world politics. Apply that logic to personal boundaries. Why is it important to honor those?</p>	<p>Authentic Cultural Activities</p> <p>3B Pass it on/Pay It Forward: Go around school/village and clean up litter; Discuss how we can improve community;</p> <p>3A Niceness Tree; Play game where students stand on one side of room to show opinions and perspectives;</p> <p>3D Micro-expressions – how to read faces (i.e. eyebrow raising); Poster; Parts of the class design new social mores for the class; Other part of class has to read the behavior of their classmates and act according to the new social mores;</p>
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	"I care about others and do my part to make my school community better."	"I care about and respect the individual differences of others."			
<p>9-10</p> <ul style="list-style-type: none"> Identify verbal, physical, and situational cues that indicate how others may feel. Use conversational skills to understand the perspective of others. Demonstrate ways to express understanding of those who hold different opinions. Demonstrate ways to express empathy for others. <p>Sample Student Activity:</p> <p>3A. Play a version of 'freeze' where words cannot be used, but in order to successfully freeze a player and get into the scene, the audience member must guess the original character's portrayed feelings.</p> <p>3A. Do pair-shares where one student must tell their partner's perspective on an issue.</p> <p>3A. Hold formal debates where the winners are those who showed the most respect.</p>	<ul style="list-style-type: none"> Work cooperatively with others to implement a strategy to address a need in the broader community. Evaluate the impact of their involvement in an activity to improve their school or community. <p>Sample Student Activity:</p> <p>3B. Participate in a clothing drive, food drive, or other service, and then follow through with the story by seeing how their contribution made an impact. Write a follow up article discussing this impact and evaluating what they would do the same or what they could do differently.</p>	<ul style="list-style-type: none"> Demonstrate respect for individuals from different social and cultural groups. Participate in cross-cultural activities and reflect on how they were responsible to the setting they were in. <p>Sample Student Activity:</p> <p>3C. Design and participate in a mini Olympics competition. Include activities with clear cultural backgrounds and give the history of those activities.</p> <p>3C. Review newspapers for announcements of upcoming events. Cut them out for a poster of cultural activities.</p>	<ul style="list-style-type: none"> Evaluate how society and cultural norms and mores have an effect on personal interactions. Read social cues and recognize the impact of their reactions to those cues. <p>Sample Student Activity:</p> <p>3D. One student is "it" and must leave the room while the class designs a list of social mores. The student returns and must use the groups' social cues to determine "proper" behavior.</p>	<p>3A. Healing circle with elders;</p> <p>3B. Student-created service learning project;</p> <p>3C. Compare Yup'ik Values and life to another cultural group;</p> <p>3D. Students create acceptable/inappropriate lists for multiple scenarios;</p>	<p>3A. Students to hold a potluck during local Festivals (i.e. Louie Bunyan festival, Yurad);</p> <p>3B. Students will create a short speech discussing the various behaviors that affect their actions in the communities;</p> <p>3C. Students are to conduct research on the gender equity and stereotype issues in Alaska and compare the incidence to the national level;</p> <p>3D. Students are to do research on the opportunities they have if they work in their home village after getting their college degree;</p>
<p>11-12</p> <ul style="list-style-type: none"> Differentiate between the factual and emotional content of what a person says. Express empathy towards others. Value and learn from the perspectives of others. <p>Sample Student Activity:</p> <p>3A. View three different news reports and note the slants each report brings to the same story.</p> <p>3A. Get involved in a community-giving situation where they help others.</p> <p>3A. Do Socratic seminars and have students write reflection papers about how their viewpoints changed when listening to others.</p>	<ul style="list-style-type: none"> Participate in activities that show they are agents for positive change within their community/world. Analyze their responsibilities as involved citizens of a democratic society. <p>Sample Student Activity:</p> <p>3B. Review the Youth Risk Behavior Survey data for adolescents. Identify an issue pertinent to the community and write a persuasive letter to a leader to request assistance in meeting the need.</p>	<ul style="list-style-type: none"> Evaluate strategies for being respectful of others and opposing stereotyping and prejudice. Evaluate how advocacy for the rights of others contributes to the common good. Show sensitivity to the cultural setting they are in and a willingness to adapt as necessary. <p>Sample Student Activity:</p> <p>3C. select a topic of interest or concern in the local community. Compare this to concerns on the national level, considering community reaction and involvement.</p>	<ul style="list-style-type: none"> Recognize and respond to social cues in a manner that contributes to their life-long success. <p>Sample Student Activity:</p> <p>3D. Role-play interview situations where they must respond to the social cues of the interviewer.</p>	<p>3A. Students to hold a potluck during local Festivals (i.e. Louie Bunyan festival, Yurad);</p> <p>3B. Students will create a short speech discussing the various behaviors that affect their actions in the communities;</p> <p>3C. Students are to conduct research on the gender equity and stereotype issues in Alaska and compare the incidence to the national level;</p> <p>3D. Students are to do research on the opportunities they have if they work in their home village after getting their college degree;</p>	<p>3A. Students to hold a potluck during local Festivals (i.e. Louie Bunyan festival, Yurad);</p> <p>3B. Students will create a short speech discussing the various behaviors that affect their actions in the communities;</p> <p>3C. Students are to conduct research on the gender equity and stereotype issues in Alaska and compare the incidence to the national level;</p> <p>3D. Students are to do research on the opportunities they have if they work in their home village after getting their college degree;</p>

Social Management

Handling emotions in relationships effectively, establishing and maintaining healthy and rewarding relationships based on cooperation, resistance to inappropriate social pressure, negotiating solutions to conflict, and seeking help when needed.
(I will) Interacting in meaningful, productive ways with others.

Cultural Value Dimensions

Sharing – Sharing is another valued quality to possess, taught by our elders so that we will always be provided with our needs. Whatever is gained through personal experiences, education, or knowledge shared by our elders, we share with others. Yup'ik people share their food, humor, stories, and talents with others. WE are taught at an early age, to be considered of others, especially towards orphans and widows, to help them out with food, wood, and the show kindness to them. We need to help each other in time of hardships, in order to survive.
Cooperation – Cooperation is another value we have for Yup'ik people to be responsible for one another especially in the survival of our cultural spirit and our traditional values. We need to know our language and culture, so that we can communicate and pass this knowledge to our children. Cooperation allows us to be knowledgeable of our family ties so that we can help each other, and never have the sense of being alone no matter where we travel.
Community Wellbeing – In the Yup'ik culture, we are taught to live in harmony, with our Creator and others. This is important to treat each other with respect, and love. We have a responsibility to work and provide for our families and care for the old and the young. In a family unit there is an unspoken understanding of responsibility, each member of the family needs to carry out to avoid conflict in a home.
Spirituality – Spirituality is a natural ability to be positive and creative, which is the characteristic of many Yup'ik people. We are taught to respect all people, all parts of the universe, for everything has a spirit. This respect begins with our relationship with our Creator. We are taught to love all our fellow men as brothers and sisters in communion with all other living and non-living things.

Habits of Learning: Communication

- ✓ Individual: I share my thoughts and ideas in small and large groups.
- ✓ Individual: I use positive, nonaggressive language to express myself, ask for help, and get what I need.
- ✓ Adult: Facilitate, Model, Support

<p>K-2</p>	<p>4A Learner uses positive communication and social skills to interact effectively with others. <i>"I will interact appropriately with others."</i></p> <ul style="list-style-type: none"> ○ Pay attention to others when they are speaking. ○ Demonstrate the use of verbal etiquette (use please, thank you, excuse me, etc.). ○ Take turns and share with others. <p>Sample Student Activity: 4A. Divide class into two teams. Read directions to the teams one time and have the teams follow the directions, practicing listening. 4A. Do a word of the day and give students little prizes when you hear them genuinely use that word.</p>	<p>4B Learner develops constructive relationships. <i>"I will work on having positive relationships."</i></p> <ul style="list-style-type: none"> ○ Identify relationships they have with others. ○ List traits of a good friend. ○ Design a plan for making friends. <p>Sample Student Activity: 4B. Draw a picture of their closest friend and family and label the relationship. 4B. Draw a picture of themselves then rotate the picture around the room. As it stops, other students write one thing about them that makes them a good friend. 4B. Bring in a stuffed animal and ask the class what they could do to make that animal their friend.</p>	<p>4C Learner demonstrates the ability to prevent and resolve interpersonal conflicts in constructive ways. <i>"I will learn to handle conflicts in constructive ways."</i></p> <ul style="list-style-type: none"> ○ Identify interpersonal problems they need adult help to resolve. ○ Recognize there are many ways to solve conflicts and practice solving problems using a menu of choices. <p>Sample Student Activity: 4C. Work in pairs using puppets to identify conflicts and how responses. Use class discussion to determine whether the conflict needs an adult helper. 4C. Select magazine cutouts of different responses to conflict and students identify whether the responses are negative or positive.</p>	<p>Authentic Cultural Activities</p>	<p>4A Personal presentation: listeners provide feedback; Post verbal etiquette sentence frames; Quyarna for thank you; Use words of the day; 4B Telling about what makes a good friend; Draw a picture of someone close to them –label; Friends Can book; 4C Kelso's choices: what can you do to solve problems; Role Play; Act It Out; Post problem solving sentence frames; Do a Kelso lesson; go <i>Manog</i>; Eskimo dance; Food Gathering;</p>
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4A Learner uses positive communication and social skills to interact effectively with others. *I will interact appropriately with others.*	4B Learner develops constructive relationships. *I will work on having positive relationships.*	4C Learner demonstrates the ability to prevent and resolve interpersonal conflicts in constructive ways. *I will learn to handle conflicts in constructive ways.*	Authentic Cultural Activities
<p>3-5</p> <ul style="list-style-type: none"> Give and receive compliments in a genuine manner. Use attentive listening skills to foster better communication. Demonstrate good sportsmanship. Demonstrate cooperative behaviors in group (e.g. listen, encourage, acknowledge opinions, compromise, reach consensus). <p>Sample Student Activity: 4A. Design a flower, with cut out petals. Classmates write one compliment for that person on their petal. When the petals are all filled out, glue the flower together and thank those who added to it. 4A. The student who is 'IT' calls out animals who fly (or jump, crawl, etc.) Students flap, if the animal called really flies. If it does and they are still flapping, they're eliminated. 4A. In groups, students build 'towers' using only the provided material. After, discuss how they worked as a group.</p>	<ul style="list-style-type: none"> Recognize the difference between positive and negative relationships. Understand the difference between safe and risky behaviors in a relationship. Identify a problem in a relationship and seek appropriate assistance. <p>Sample Student Activity: 4B. Read a story, students list the traits they heard in the characters' relationships that were negative and those that were positive. 4B. Discuss appropriate times to use peer mediators or other outside help.</p>	<ul style="list-style-type: none"> Show an understanding of conflict as a natural part of life. Describe causes and effects of conflicts. Distinguish between destructive and constructive ways of dealing with conflict. Activate the steps of a conflict resolution process (listen, express feelings, discuss solutions, make amends, etc.). <p>Sample Student Activity: 4C. Watch their peers on the playground and then list the conflicts they saw and how they were handled. If the conflict was poorly handled, students list suggestions as to how they could modify the response. 4C. Have peer mediators discuss the steps of conflict resolution in a class presentation.</p>	<p>4A Act out hunting and fishing. Act out how to cut fish: ice fishing and fishing with nets. Drive Buluga whale to shallow water; Play Iap game. Relate communication and social skills to successful basketball teams; Play Iap game to practice those skills;</p> <p>4B Mouse Food hunting and cleaning food; Develop positive relations with the land and with the people; Leave something for the mouse when you take their food; How the mouse helps us and how to give back to the mouse; Talk about Yuuyaraq – Yup'ik Rules of Life; Focus on living harmoniously with each other: School Buddy Program.</p> <p>4C Act out how to handle or avoid conflict walk away. Tell teachers: Role Play: Start by looking at animal relationships, such as competition in a food web; Expand to human conflicts and demonstrate how one conflict can have a rippling effect to others; Compare conflicts in Nature to conflicts in our own life and develop a problem solving strategy chart to showcase in classroom;</p>
<p>6-8</p> <ul style="list-style-type: none"> Demonstrate an ability to both assume leadership and be a team player in achieving group goals. Differentiate between passive, assertive, and aggressive responses. Practice reflective listening. <p>Sample Student Activity: 4A. Design group activities that take multiple talents. Discuss how the team could best work together by each other's strengths. 4A. Pairs share complex stories or opinions and practice reflective listening while the audience takes note.</p>	<ul style="list-style-type: none"> Distinguish between positive and negative peer pressure and demonstrate strategies for resisting negative peer pressure. Involve themselves in positive activities with their peer group. Demonstrate ability to be true to personal values when choosing friendships. <p>Sample Student Activity: 4B. In groups, make a cartoon strip that shows strategies for resisting negative peer pressure. 4B. Hold an 'Activity Fair' aimed at encouraging students to participate in extracurricular activities.</p>	<ul style="list-style-type: none"> Identify the roles of individuals in conflict and understand their responsibility in reaching resolution. Apply conflict resolution skills to de-escalate, defuse, and resolve differences. Identify how all parties in conflict might get their needs met (win-win). Identify positive supports to go to in a conflict situation/crisis. <p>Sample Student Activity: 4C. Role-play particular conflict roles (i.e. aggressors, victims, bystanders, peacemakers) observers record how the behaviors helped or hindered resolution. 4C. Hold class debates over a particular issue that must end in a win-win for the class to be successful.</p>	<p>4A Reflective Listening – tell stories and repeat it back; Use basketball as a metaphor to explain how the strengths of everybody make the team successful; Role Play how losing one teammate would affect the team;</p> <p>4B Practice saying nice things; Practice using words other than swearing/poor language; code switching; Give students scenarios and have them brainstorm positive and negative reactions; Make posters to promote positive reactions/relationships;</p> <p>4C Have more desserts at meetings; Team-building exercise where students have to solve a problem as a class. Must be a win-win solution (i.e. crossing a wall and leaving no one behind);</p>

Authentic Cultural Activities			
<p>4A Learner uses positive communication and social skills to interact effectively with others. <i>"I will interact appropriately with others."</i></p> <ul style="list-style-type: none"> ○ Demonstrate strategies for collaborating with peers, adults, and others in the community to move group efforts forward. ○ Offer and accept constructive criticism in order to make improvements. ○ Work to maintain an objective, non-judgmental tone during disagreements. <p>Sample Student Activity: 4A. Given a real life scenario, students design the 'teams' they would assemble to best meet the need given – and explain why and how that group would meet the need. 4A. In class debates, students are evaluated on their use of tone.</p>	<p>4B Learner develops constructive relationships. <i>"I will work on having positive relationships."</i></p> <ul style="list-style-type: none"> ○ Understand the benefits of setting limits for themselves and others (boundaries). ○ Practice strategies for maintaining positive relationships (e.g. pursue shared interests and activities, spend time together, give and receive help, practice forgiveness). ○ Understand the value of mentors. <p>Sample Student Activity: 4B. Draw a fence and label it with behaviors that fit within and without their personal boundaries. 4B. Give advice to fictitious characters about how they could better maintain positive relationships. 4B. Pick a mentor and write a letter asking them for their help and explaining what they hope to get out of the relationship.</p>	<p>4C Learner demonstrates the ability to prevent and resolve interpersonal conflicts in constructive ways. <i>"I will learn to handle conflicts in constructive ways."</i></p> <ul style="list-style-type: none"> ○ Analyze how listening and talking accurately help in preventing and resolving conflicts. ○ Apply skills and strategies needed to manage intimidation, avoid and escape violence, and maintain personal safety. ○ Access conflict resolution and problem-solving resources (i.e. security, trusted adults, peer mediators, counselors). <p>Sample Student Activity: 4C. Play "Telephone" and then discuss how messages can so easily get misconstrued when someone doesn't listen or talk carefully. 4C. In small groups have teams determine strategies they could use to manage various situations. Act them out and evaluate their usefulness.</p>	<p>4A Fun Friday:</p> <p>4B Student makes a new friend:</p> <p>4C Peer mediation and reflection journal:</p>
<p>11-12</p> <ul style="list-style-type: none"> ○ Use assertive communication to get their needs met without negative impacting others. ○ Empower, encourage, and affirm themselves and others through their interactions. <p>Sample Student Activity: 4A. Write scripts that they could use in order to make a request. Then do a peer editing to evaluate effectiveness. 4A. Hold class meetings designed to build class unity and empowerment. 4A. Write a report on the great leaders of the world and analyze their communication skills.</p>	<ul style="list-style-type: none"> ○ Actively participate in a healthy support network of valued relationships. ○ Independently seek out relationships that support their development through life. <p>Sample Student Activity: 4B. In groups, students write radio broadcasts advertising the importance of constructive relationships.</p>	<ul style="list-style-type: none"> ○ Demonstrate an ability to co-exist in civility in the face of unresolved conflict. ○ Use prevention, management, and resolution skills to resolve interpersonal conflicts constructively. ○ Evaluate and reflect on their role in a conflict and utilize this information to better their behavior in future conflicts. <p>Sample Student Activity: 4C. Play a game where the rules are unfair in some way. 4C. Discuss students' behaviors and feelings in the midst of the game. 4C. Write their own 'self-help' manuals to show conflict resolution skills. Include at least one true story where another response would have been more beneficial.</p>	<p>4A Students will review over the winners of the Iditarod and write a paragraph about how social skills and positive communications assisted in the racers' victories;</p> <p>4B Students will research the relationships that mushers create in order to support their racing habits. Students will then compare the network of mushers to their own and evaluate what are the essentials in a constructive relationship;</p> <p>4C Conduct research about how mushers had to train for the Iditarod and the costs involved. Write a Compare and Contrast Essay about the advantages that experienced mushers have over the rookies;</p>

1. Earth/Arbor Day (Grade K-2)
2. Berry Picking Trip (Grade 3-5)
3. Caught Between Two Cultures (Grade 6-12)
4. Community Art (Grade 6-12)
5. Activities related to SEL (Grade 7-8)
6. Seasonal Food Gathering and Festival Celebrating Community and Elders

Earth/Arbor Day (Grade K-2)

Preparation Days: Students will create mini books related to Earth Day. Students will discuss reasons for protecting and caring for our earth, specifically the village. Students will read or watch *The Lorax* as an example of how to care well for the earth. Students will create a list of ways to care for our village.

Activity Day: Students will join with the rest of the school to collect trash around the village...protecting our community for their safety while playing outside and also for the long-term realities of maintaining the village.

Follow-Up Days: For homework, students work with their parents to create a list of how their families care for our village (i.e. trash, water, animal carcasses). Students return homework and teacher assists them in creating graphs of all families' ideas. Students can pick one or two items they will work on throughout the summer to care for our community. For example, when they help cut fish in the summer, they will use the entire fish. After the fish are filleted, students could scrape the remaining meat from the bones to use for fish patties.

Berry Picking Trip (Grade 3-5)

- Read a book about berries.
- Graphic Organizer about good behaviors/attitudes before the trip (i.e. what to be aware of, how should we act, how should we prepare, social graces, be responsible).
- Predict emotions.
- Predict quantity picked.
- Go berry picking.
- Measure weight of berries picked.
- Estimate the area used to pick.
- Discuss and write about our emotions during the trip. Use the berries to create cultural food.

Caught Between Two Cultures (Grade 6-12)

- Summary
1. Subject: Health
 2. Topic: Emotional Learning and Understanding Anger
 3. Objective: To increase knowledge and awareness of physical, behavioral, and emotional anger symptoms in relation to their environment.
 4. Time allotment: 50 minutes

Implementation/Procedure

- a. Anticipation Set: Have the students list/write five things that make them angry.
- b. Direct Instruction: Role Play an argument. View "Outsiders" video clip. Anger Inventory. ANGER Acrostic Activity. Think-Pair-Share Discussion.
- c. Guided Practice: Think-Pair-Share Discussion.
- d. Check for Understanding: Summary of partner's anger profile.
- e. Independent Practice: Anger Inventory
- f. Closing: Process benefits of this activity and how it relates to their environments, inside and outside of school.

Materials/Resources

- 1) Instructional Materials: Anger Inventory and Anger Diary
- 2) Resources: Wellness Productions Inc.

Community Art (Grade 6-12)

- Summary
1. Subject: Art
 2. Topic: Yup'ik Values
 3. Objective: To increase knowledge and awareness of their positive role in the community
 4. Time allotment: One week, preferably after Cultural Week

Implementation/Procedure

- a. Anticipation Set: Interaction with the Yup'ik Values (i.e. Group brainstorm).
- b. Direct Instruction: Images and video of community art around the world. Study of street art. Intense study of local, cultural art (invite elders to share).
- c. Guided Practice: Select Cooperation/*Ikyurtaqtuq* as the Yup'ik Value to create an example group mural.
- d. Check for understanding: Seeing a sense of ownership in the work created.
- e. Independent Practice: Creation of a mural (approx. 4x5 feet). Design mural on paper using pencil. Paint murals in community spaces throughout the village.
- f. Closing: Potluck, with cake, to unveil works and celebrate the spirit of community.

Materials/Resources

- 1) Instructional Materials: Large rolls of paper and outdoor painting supplies.
- 2) Resources: Elders to share their art. Tribal cooperation to find and authorize locations for murals.

Activities related to SEL (Grade 7-8)

1. Friendly letter writing – Have them write a letter inviting a (pretend) friend to come to your village and join them! their summer activities like berry picking, fishing, hunting, egg hunting, and working in a fish camp.
2. Business letter writing – Have them pretend they are going to apply for a summer job at any one of the local entities during the summer vacation.
3. Have them write “How to” essays like “How to Make Akutag,” “How to Make Quspeq,” “How to Cut Fish Using Uluag,” “How to Go Dip Net Fishing,” and many more local topic ideas. Brainstorm with students’ local topic ideas for writing “How to” essays. Then they can select a topic of their choice.
4. As a motivation, have them watch a very short clip about mindfulness, growth mindset, or Class Dojo videos so as to show them how to make the right choices in life in order to succeed.

Seasonal Food Gathering and Festival Celebrating Community and Elders

Cultural Event

Community is built upon culture and tradition. One of the places this is most evident is in the socio-cultural significance of food ranging from hunting and gathering to processing, storing and preserving, to preparing and sharing. Food is at the core of many family activities, rituals and/or celebrations, from berry, moose, or fish camp to holidays, potlaches, birthdays, weddings, and burial. Sharing food is a remarkable way to learn about the value of sharing, giving, and community. It starts with someone’s first catch and lasts throughout life up to death with supporting a family while celebrating and honoring a body before burial. In a community where subsistence has historically been a basis for survival, sharing the bounty of hunting and gathering is a core value.

We propose and actively that incorporates not only all the core values and standards of the cultural standards, but reflects the values and traditions of the culture itself. It is an activity that can happen across the entire school and with the entire community. It provides for authentic, hands-on learning in a cultural context but also with considerable potential for incorporating academic standards while offering students the opportunity to learn in a meaningful way through interaction with the entire school community as well as the community ranging from the youngest babies through the oldest of the elders.

All the villages in our district are on the same seasonal cycle, but the availability of foods will vary from place to place. For instance, while Hooper Bay travel for moose camp and often go in large groups, those in Russian Mission can take their Honda or snow machine and be home in time for lunch with a butchered moose. Ocean communities have a wide variety of fishes while other communities hope that their relatives will share them smells and clams. This activity is based on the seasonal gathering for Hooper Bay.

Food Gathering

At the start of the school year, though it might necessitate a welcome back activity either than the normal start of school, there could be an all school, or perhaps even an all teacher, trip to some berry camp or local berry ground (hoping that climate doesn’t continue to change in such a way that berries are gathered earlier every year). While at camp, participants would not only gather berries and learn berry lore and the traditional ways of harvesting and storing berries, but learn from those more familiar with the land about survival on the tundra in the fall as well as what other local flora and fauna are used – herbs, medicines, greens, survival foods. Such a camping trip would also provide the opportunity for people across the community to live, work, and eat together for a common purpose and goal. Some fish are not found on the coast but only found at fish camp.

In addition, in the fall there is moose, seal and bird hunting. Beluga will migrate through Hooper Bay. There are clans to gather. Fish are available year round, though the variety vary with the season. In the fall we have late salmon, whitefish, and tomcods, to name a few.

In addition, are there locally available species that are not being used as food sources? There are elders and other adults in the village who have spoken about eating things like dried fatfishes and ling cods, though most people today either kill/destroy the fish or let it die before throwing it back to the ocean. Why aren’t they used any longer and what might be done to return them to the local diet?

Food Storage and Preserving

Food preparation and preservation includes: drying, canning, curing, salting, smoking and freezing. There are other ways that have traditionally been used that are not necessarily used any more that today’s people could learn from, especially anaerobic preservation in seal oil and using cellar holes dug into the tundra in lieu of freezers. Cultural learning is also a two-way street and culture evolves over time. For example, there are other methods of preserving foods from other countries and cultures that could be beneficial that include slow braising birds in their own fat then storing them in a cool place. Food preserved this way can be stored for upwards of two years. Fermentation is another way of storing food that can also enhance health, and can be done with local favorite produce such as turnips or cabbages.

It can be difficult to separate storage and preserving from preparation. For instance, where does processing fish for dry fish, cullunaq or strips qualify as storage and preserving or preparation? Where would making sausage or air drying meat fit in the overall scheme of things?

Food Preparation

There are several aspects to food preparation that are relevant – traditional foods and recipes being at the forefront. In addition, preparation includes consideration of the purpose of the food – is it travel rations to bring with you while hunting? How long is the hunting trip for? Is there a celebration or other event? Cake walk? Feeding a body? Forty-day feast? One-year anniversary? Birthday or wedding? Holiday? Potlatch?

Finally, local culture has changed in some ways as a result of exposure to the world beyond the village. Local residents who have visited other communities bring back food experiences such as Mongolian Beef and want to learn more ways of cooking moose, complaining that they don’t want to eat the same thin all the time. As a response to complaints from younger community members, many local residents have taken on using convenience foods. One of the additional ways to of considering food preparation is a return to simplicity foods, including things like home baked sweets, broths and stocks, noodles, etc.

Food Sharing

Returning to the purpose of food, there is a large cultural component to the sharing of food. Some have said that food is the life blood of the community. It is definitely a way of sharing and coming together, and has been seen as such throughout recorded history. On the delta, there are traditions of potlaches, times that the entire village comes together sharing food and socializing. Food serves as a way to comfort people, as in the case of feeding a body or celebrating holidays and special events. Most people, at least up to appoint, share with someone else in need to the extent that they can. In these contexts, food is freely given.

What are we going to do with the foods?

Part of the way of tying everything together would be celebrating the joys of the bounty by creating a festival or potlatch using the gathered and prepared seasonal foods. It would be particularly nice to be able to use the celebration to honor important members of the community, particularly the elders. In particular, this would remind our students about the role of the elders in the local community and give them the opportunity to show their respect for, and appreciation of, these important people. It would enable them to use both the materials that they have gathered and their new-found knowledge and work together to be able to present it to an audience. Students would be responsible for all aspects of planning preparing, advertising, hosting, and running the event.

Depending on the foods that are gathered and prepared, there could be other opportunities to use the fruits of their labors and their new knowledge. These could include being prepared to help feed a body in the unfortunate circumstance of someone’s passing, or to celebrate at any of the various events that could happen. They could also use their re-developed understanding of the role of food in local culture to help those in need, whether it be because someone is sick and could use help preparing food for themselves or their house or even providing traditional medicines that someone might need. They could also share of their harvest with those in need.

What will students learn.

Throughout the process, students would be building their cultural understandings in a variety of ways: by working in their local environment seeking out food sources; learning about the foods and how to handle, process, cook and eat them; working with community members (traditional knowledge) and teachers (applications based on what they are learning from travel and exposure to western culture); “rediscovering” traditional foods and uses (baking powder bread comes to mind); comparing local foods to those of other cultures, in or beyond the school district (for example, effectively all cultures have some version of oil bread or fry bread and ways of fermenting and preserving foods); hopefully working with traditional tools; working together to perform tasks for the benefit of the community; developing an understanding of the social and cultural importance of food and activities related to it; through the various activities, developing their own understandings and awareness of their personal feelings, reactions and other applicable habits of mind with respect to what they do and don’t enjoy about all the experiences, including eating and working with others in an authentic context, related to food that they share; through the cooperative nature of the work, building understanding of the workings of and roles in groups and group activities, including being aware of other people’s needs, sensitivities, and social cues and developing an awareness of cultural issues and respect for themselves, culture, and others as well as building, developing, and maintaining working and personal relationships with others; and build communication skills through work with others as well as documenting their work and activities such as advertising events and seeking out individuals to help them with the work they are doing.

Yup'ik Values and Social Emotional Learning (SEL) shared by Yup'ik Instructors through Culturally Responsive Task

Grade Span	SEL Competency	Yup'ik Value	Activity – Event	Resource	Who – When
K-2, 3-5, 6-8, 9-10, 11-12	Self-Awareness, Self-Management, Social Awareness, Social Management	See Yup'ik Value Chart	What?	Any Needs?	Preparation, Timeframe, Implementation
K-2	Self-Awareness	Domestic Skills Yuungnaqutem Coyovain Nolluniterkaa	Homework, open gym for time allotment, culinary arts	Volunteers, funding, butcher wild game(s)	Two months, 2 days to watch butcher wild game(s)
K-2, 3-5	Self-Awareness	Humor Ilaivurterkaa	Learn to Laugh at own mistakes and learn from arts	Research humorous situations of real people	Prep weekly
K-2, 3-5, 6-8	Self-Awareness	Family Tree Nolluniterkaik liat Yugtun-llu Aternek	Host mini potlatch	Funding, potholder material, volunteers	4 months, a week to make potholders
9-10	Self-Awareness	Knowledge of Family Tree Nolluniterkaik liat	Research family tree, both parents (if possible) with their families	Family Tree sheet, Family album	6 weeks or more
9-10	Self-Awareness	Domestic Skills Yuungnaqutem Coyovain Nolluniterkaa	How to properly prepare and sew variety of animal skins	Needles, thread, variety of animal skins	2 months
9-10, 11-12	Self-Awareness	Family Roles Ilaikelirit Caor'kat	Retreat	Local and regional leaders	Quarterly
3-5	Self-Management	Successful Hunter, Hunter Success Nukalpiurulerkaa	Homework, potlatch, Natural Helpers	Manaq (fish hook) making, funding, volunteers	4 days to make manaq (fish hook)
9-10	Self-Management	Humilitylil'ikuvutleq Picuag'ar'eknani	Presentations of and/or by Male Hunter and Female Gatherer	Photos to help with presentation (game/plants)	3 weeks to research (plan, print, present)
K-2	Social Awareness	Respect for Elders Takaquki wai'v' Qigchikuki Teggonet Allat-llu	Host mini potlatch	Pot holders, apron, etc.	3 months, 2-4 days to make potholders/apron
K-2, 3-5	Social Awareness	Domestic Skills Yuungnaqutem Coyovain Nolluniterkaa	First dance potlatch	Local drumming dance group, make Eskimo dance regalia	Once a year (usually late Winter early Spring)
9-10	Social Awareness	Respect for Elders Takaquki wai'v' Qigchikuki Teggonet	Students plan a class potluck in honor of Elders	Food donations, make homemade gifts	7 weeks
11-12	Social Awareness	Respect for Elders and Others Takaquki wai'v' Qigchikuki Teggonet Allat-llu	Mini class gathering	Elders and community volunteers	4 weeks
11-12	Social Awareness	Responsibility to Culture/Tribe Qaunqellerkaa Picir'araq Pirpakluku	Presentations from older person on how they learned only Yugtun, younger person on reasons why they did not learn	Photos of old ways of living and modern ways of living	4 weeks
K-2, 3-5, 6-8, 9-10, 11-12	Social Awareness	Respect for Elders Takaquki wai'v' Qigchikuki Teggonet	Weekly chores	List of Elders, Volunteers	Weekly (at least fifty-two times minimum)
3-5	Relationship Skills	Knowledge of Language Nollukkenku Qaneryaraq	Student Council, Natural Helpers, Sport Events	Make poster(s), volunteer(s) from Natural Helpers, funding	1 month to make posters for school, store, post office, tribal office, city office, clinic, school commons, etc.
11-12	Relationship Skills	Knowledge of Family Tree and Yup'ik Names Nolluniterkaik liat Yugtun-llu Aternek	Elder Guests to explain the Family Tree and how Yup'ik Names are continued	Student Family Tree, chart paper, blank paper, pencils, markers	3 weeks (set-up, plan and present)
6-8, 9-10, 11-12	Relationship Skills	Cooperation Ika'yurtaqutleq, Respect for Others Takaquki wai'v' Qigchikuki Allat	Give assignments that require two students/teams that really don't get along to complete a task together	Create assignments that require two students/teams to complete task – paper, pencils, scissors, glue, colored pencils, markers	2 days or more to complete task as a team
9-10, 11-12	Self-Management	Family Roles Ilaikelirit Caor'kat	Prepare for Post-Secondary Education	Interview real people for stories of success, challenges, struggles, and advise	Throughout school year
11-12	Self-Management	Hard Work Calirpa'yaraq	City/Tribal Office workers to conduct presentations	Poster board paper, markers, illustrations	4 weeks (set-up, plan, and present)
K-2	Social Management	Knowledge of Language Nollukkenku Qaneryaraq	Homework, Natural Helpers, school-wide	Volunteers, make poster(s)	1 month, illustrate/make poster(s)
K-2, 3-5, Adult	Social Management	Community Wellness Nunat Cal'it'arqell'at	Spiritual Awareness, Preparation, and Livelihood	Sunday school, Family Night	Winter and Spring classes at local church, Family Night
9-10, 11-12	Social Management	Humor Ilaivurterkaa, Cooperation Ika'yurtaqutleq	"Confrontation" circles where students tell/work out differences with each other	A jar of written actions and behaviors that you must say to someone	2 days to make cards, session ca last an hour

Grade Span	SEL Competency	Yup'ik Value	Activity – Event What?	Resource Any Needs?	Who – When Preparation, Timeframe, Implementation
K-2, 3-5, 6-8, 9-10, 11-12	Self-Awareness, Self-Management, Social Awareness, Social Management	See Yup'ik Value Chart			
6-8	Self-Awareness, Social Management	Humility <i>Elilikuvulileq</i> , Respect for Elders and Others <i>Takaqluki walf'u Oigcikiuki Teggamret Ailat-llu</i>	Berry picking, grass gathering, etc. for others in need	Buckets, bags	2-3 days of class time to pick, sort, and distribute
9-10, 11-12	Relationship Skills, Social Awareness	Sharing <i>Ckirtaaraudaquni</i> , Helping <i>kayvuraaraudaquni!</i>	Shoveling walkways, entry ways	Shovels, warm gloves	Boys/Adolescents shovel elders or widows walkways after school (in teams of two)
K-2, 3-5, 6-8	Self-Awareness, Self-Management, Social Awareness, Social Management	Respect for Nature/Animals <i>Oigcikiuki Nuna Ungungssif-llu</i>	Nature Walks	School Staff, Community Volunteers, Subsistence Hunters and Gatherers	Monthly
K-2, 3-5, 6-8, 9-10, 11-12	Self-Awareness, Self-Management, Social Awareness, Social Management	Love for Children <i>Kenekuki Mikelngut</i>	Yup'ik Class	Elders, Local leaders, School Staff	Every day with focus on Positive Attitude, Student of the Week/Month, Elder of the Week/Month, Family of the Week/Month